

MYTHS & TRUTHS TOOLBOX

Development of training materials and pilot workshops: introduction

Project objectives

- Promote the social and civic inclusion of migrants, refugees and asylum seekers through participatory and self-directed learning processes.
- Develop personal, social and employability skills, helping participants design realistic training and labour-market integration plans aligned with the democratic values of the EU.
- Strengthen the capacities of educators and social-sector professionals working with migrant populations in managing diverse groups, intercultural approaches and participatory methodologies.
- Create learning communities in which migrants reflect on their own journeys, challenge myths and share experiences in order to build balanced narratives about migration.
- Develop replicable materials and tools (manual, methodological guide and digital toolbox) that support sustainability and transfer of results.

Target groups

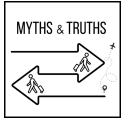
The project targets, on the one hand, migrant learners, refugees and asylum seekers over the age of 18 from highly diverse backgrounds, with particular attention to the Ukrainian population in Germany and to migrants and refugees experiencing social exclusion in Spain. We have committed to reaching more than 150 direct beneficiaries in each country and around 4,000 indirect beneficiaries through the multiplier effect of migrant communities and networks of social and educational organisations. On the other hand, we will work with educators, social workers and social integration professionals supporting migrant populations, reaching more than 300 professionals in each country and strengthening their intercultural, pedagogical and digital competences.

Methodological approach

- AEF will contribute its dialogical, Freirean methodology, based on learning communities and the training of migrant multipliers.
- ASRP will apply its person-centred methodology, training anti-rumour agents and promoting individual responsibility and autonomy.
- Both organisations will work through an interdisciplinary approach and institutional cooperation with social, educational and inclusion networks.

Development of training materials and pilot workshops 01/05/2025–31/05/2026

Methodological manual and toolbox. 01/06/2025–30/09/2026



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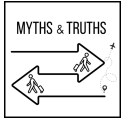
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HOW TO USE THIS TOOLBOX

Welcome to the Myths & Truths Toolbox

This Toolbox brings together the training materials, working tools and pilot workshops developed and validated during the Erasmus+ project Myths & Truths – Expectations vs. Reality.

Its purpose is to provide social organisations, educational centres, public administrations and intervention professionals with a practical methodology for addressing migration from a participatory, critical and intercultural perspective, helping to identify and challenge myths and unrealistic expectations about migration processes.

All materials have been designed to be flexible, adaptable and easy to replicate in different contexts and with different participant profiles.

What will you find in this Toolbox?

- ✓ An initial interview to understand participants' profiles and migration experiences.
- ✓ Tools for analysing the characteristics and needs of different migrant groups.
- ✓ Pilot workshops organised in a progressive sequence.
- ✓ Ready-to-use worksheets.
- ✓ Evaluation and feedback templates to support continuous improvement of the methodology.
- ✓ Methodological resources to facilitate adaptation to other contexts.

How can you use it?

The Toolbox is designed to respond to different needs. It can be used in three ways:

1. Full pathway (recommended)

Follow all phases in the proposed order to deliver a comprehensive learning process, from identifying expectations to building narratives grounded in real-life experience.

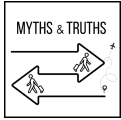
Ideal for long-term integration programmes.

2. Stand-alone workshops

Select only the workshops that respond to the needs of your group.

Each session can be delivered independently and adapted to the time and resources available.

Ideal for one-off activities or specific training sessions.



3. Adapting activities

Use only the activities, worksheets or tools that are useful for your intervention.

The methodology can be combined with other training, guidance or social inclusion programmes.

Ideal for organisations that already have their own pathways or programmes.

Methodological principles

The Toolbox is based on five core principles:

Active participation

Participants are the main actors in the learning process.

Dialogue and critical reflection

Personal experience is the starting point for generating shared knowledge.

Collaborative learning

Each group builds responses adapted to its own reality and context.

Flexibility

Activities can be modified and adapted without losing the essence of the methodology.

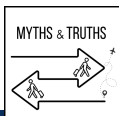
Transferability

All materials have been designed to facilitate their use by other organisations and professionals.

Before you begin...

We recommend that you:

- Read the methodological introduction.
- Become familiar with the profile of the group you will be working with.
- Adapt the timing and activities to the local context.
- Record any adaptations made.
- Share the learning gained in order to continue enriching this methodology.



MYTHS & TRUTHS TOOLBOX

INTERVIEW

Duration	Participants	Level	Format
90 min	8–20	18+	Face-to-face

1. Starting point

- Which country, city or town/village do you come from?
- Where do you come from (country, city or village)?
- Was the area where you lived mainly rural or urban?
- Was your home environment more rural or urban?
- What was your daily life like there?
- What was your daily life like there?
- What is your gender, or how do you identify?
- What is your gender or how do you identify?
- What is your age range, or which age group do you belong to?
- What is your age range or which age group do you belong to?

2. Reasons for leaving

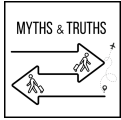
- What were the main reasons that led you to migrate?
- What important reasons led you to migrate?
- How did you make the decision to leave your country?
- How did you make the decision to leave your country? Learning objectives

3. The journey

- When did your migration journey begin?
- When did your migration journey start?
- What was your journey like before arriving in Spain?
- How was your journey to Spain?
- What memories or significant moments do you retain from that journey?
- What memories or important moments do you keep from that journey?

4. Arrival in Spain

- What were your first impressions when you arrived?
- What were your first impressions when you arrived?
- What was easy and what was difficult at the beginning?
- What things were easy and what things were difficult at the beginning?



5. Current barriers

- What obstacles or barriers do you currently face in Spain in relation to integration?

6. Personal resources

- What strengths, abilities or learning have helped you along your journey?
What strengths, abilities or learning have helped you on your journey?
- What do you hope to find or build here for your future?
What do you hope to find or build here for your future?

MYTHS & TRUTHS TOOLBOX

PERFIL DE LOS COLECTIVOS MIGRATORIOS

Profile of migrant groups

Organisation: ASR Pampuri

Date: September 2025

Person responsible: Mila Chacra Fastoni

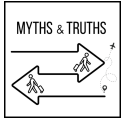
Introduction:

To carry out an effective, context-sensitive intervention within the Myths & Truths project, it is essential to have a detailed understanding of the sociocultural and migration profiles of the participating groups. Our organisation will work with three main groups: Nigerian migrants, characterised by a broad age range and a high prevalence of irregular administrative status; a predominantly female group of Latin American migrants with varied educational backgrounds and no major language barrier; and people from the Maghreb, particularly Moroccan women, with strong cultural roots and challenges linked to linguistic and social barriers. This initial description helps establish the starting point of each group by identifying its demographic characteristics, trajectories, challenges and specific strengths. Exploring aspects such as group composition, cultural context, migration conditions and expectations makes it possible to design support and training strategies that respond accurately to real needs. This understanding also helps create spaces of trust and empowerment, which are essential for promoting full, respectful and sustainable integration into the host society.

Guiding questions:

1. Group identity and composition

- Which origins or nationalities are represented in this community?
- Approximately how many people currently belong to the group?
- How is the group distributed by age? (children, young people, adults, older people)
- How are different genders represented within the group?
- Which educational pathways are most common? (for example: no formal schooling, primary, secondary, higher education, vocational/technical training or other forms of community knowledge).



2. Sociocultural context

- Which cultural aspects are most significant in the group's everyday life? (customs, traditions, artistic expressions, languages, religious practices, celebrations, forms of family organisation).
- Which languages are commonly used in the different areas of the group's life? (home, work, community, communication with institutions).
- How are links with the country of origin maintained? (frequency of communication, visits, sending financial support, following news or cultural events, participation in transnational networks).
- What forms of organisation, leadership and mutual support exist within the community? (associations, community leaders, informal groups, joint activities).

3. Migration and social context

- On average, how long have members of the group been living in the host country?
- Which administrative situations and/or migration statuses are most common within the group? (regular residence, regularisation in progress, international protection, others).
- What are the main barriers to social, cultural or labour-market integration? (language, employment, recognition of qualifications, housing, discrimination, others).
- What are the most common sources of information about migration and life in the host country? (family, social media, news media, public institutions, social organisations, community networks).

4. Expectations and motivations

- What expectations, motivations or dreams accompanied the beginning of the migration journey to the EU?
- What needs were people seeking to address through migration? (economic, educational, family-related, safety, health, personal fulfilment).
- What future aspirations does the community currently express in the host country?

PROFILE OF THE NIGERIAN GROUP

The Nigerian group participating in the Myths & Truths project in Fuenlabrada has a complex and diverse migration profile, shaped by relatively recent mobility trajectories and experiences of vulnerability within the Spanish migration context. The group currently consists of approximately 30 adults aged between 20 and 60, with a balanced gender distribution. All are English-speaking, most are in an irregular administrative situation, and many come from middle-class backgrounds in Nigeria.

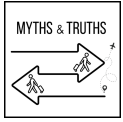
Group identity and composition

This group is made up exclusively of Nigerian nationals from different states of the country. English predominates as the main language, although some members also speak local languages such as Yoruba, Igbo or Hausa, particularly in everyday family life. Participants are mainly between 20 and 60 years old, so the group consists entirely of adults, with no children or dependent older people. Gender representation is balanced between men and women, which enables spaces for cross-gender dialogue and reflection within the project activities.

In terms of education, most participants have completed secondary education and a significant proportion have undertaken university studies or technical training in Nigeria, consistent with their backgrounds in urban middle-class sectors. There are also cases of community-based knowledge and non-formal training, reflecting migration trajectories in which labour-market participation or community resilience depends on skills that are not formally certified.

Sociocultural context

The group's everyday life is characterised by the importance of Nigerian customs and traditions maintained in the diaspora, including religious celebrations (mainly Christian denominations and, to a lesser extent, Muslim traditions), family festivities, traditional food practices and more hierarchical forms of family organisation, alongside a strong sense of mutual support. Artistic expressions such as



Afrobeat music and Nigerian dance are central to informal gatherings and community events.

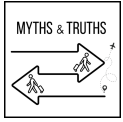
In linguistic terms, everyday communication takes place mainly in English, although family members often alternate with Nigerian languages in the home. Limited Spanish proficiency is a significant barrier when accessing services, completing administrative procedures and dealing with institutions; this explains the group's active participation in Spanish-language workshops specifically aimed at English speakers. The group maintains close ties with Nigeria through frequent digital communication with relatives and friends, remittances and following current news and events in the country of origin. Informal support structures also exist, including local Nigerian associations, charismatic community leaders and solidarity networks based on reciprocity and mutual assistance in situations of hardship.

Migration and social context

The group's residence in Fuenlabrada is relatively recent, with stays in Spain ranging from one to five years. Almost all entered European territory using short-stay Schengen visas issued by countries in the Schengen area. These visas originally allow legal stays of up to 90 days for tourism, business or transit, but do not confer a right to reside or work in Spain once the authorised period has expired.

Currently, around 80% are in an irregular administrative situation after their visas expired without access to effective regularisation or international-protection procedures. The main barriers to integration include exclusion from the formal labour market, language difficulties, problems with recognition of qualifications and professional credentials, insecure access to housing, and experiences of discrimination or racism. The most common sources of information about life in Spain and migration procedures are networks of compatriots, family contacts, social media and, to a lesser extent, social organisations and mainstream media.

Expectations and motivations



Migration within this group has been driven by expectations of improved



economic circumstances, access to educational opportunities and personal development, as well as the need to secure safer living conditions in response to social and political challenges in Nigeria. The possibility of sending remittances or supporting family members, together with the hope of building a stable future in Europe, have been important motivations for migration.

In the current context, the group's aspirations in Fuenlabrada focus on regularising documentation, developing language and employment skills, achieving full integration into the host society and building a dignified, autonomous life. Access to employment, participation in community life and recognition of their experiences and capacities are key priorities shaping their sense of belonging and future prospects within the project.

PROFILE OF THE LATIN AMERICAN GROUP

The Latin American migrant group participating in the Myths & Truths project in Fuenlabrada is highly diverse in its composition, educational pathways and migration experiences. We currently work with more than 100 participants, most of them women, who share the circumstance of being in an irregular administrative situation after entering Spain by air as tourists.

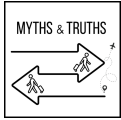
Group identity and composition

The group includes people from several Latin American countries, particularly Colombia, Peru, Bolivia, Venezuela, Ecuador and Honduras, although other countries in the region are also represented. Women make up approximately 80% of participants, with men forming a smaller minority, which gives gender considerations a strong presence in integration dynamics and project activities.

Participants are mainly between 25 and 55 years old, with a predominance of young and middle-aged adults and no significant presence of minors or dependent older people. Educational backgrounds are highly varied: some participants hold university degrees, others have technical or secondary qualifications, and some have only basic education. Nevertheless, the average level is completed secondary education, supporting active participation in training processes and workshops.

Sociocultural context

The group maintains customs and traditions from their countries of origin, including religious celebrations, family festivities, traditional food practices and family structures centred on mutual support and solidarity. Celebrations such as Holy Week, Carnival and local patron-saint festivities remain important, alongside artistic expressions such as Latin American music and dance.



Catholicism is the predominant religion, reflected in regular participation in Mass and sacramental celebrations, while evangelical churches also have a notable presence through prayer groups and community gatherings. Because Spanish is the group's main language, there is no major language barrier, which facilitates communication with the host society and access to services. At the same time, participants continue to use regional expressions and idioms, preserving cultural identity in everyday life and shared spaces.

Links with countries of origin are maintained through frequent telephone and digital contact with relatives and friends, remittances and attention to social and political developments. Membership of transnational networks and migrant associations also provides opportunities for exchange and support.

Migration and social context

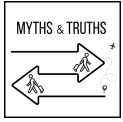
For much of the group, residence in Spain is relatively recent, averaging between one and five years. Participants entered by air as tourists, using short-stay arrangements that allow only temporary legal residence and do not provide authorisation to work or reside on a long-term basis.

All participants are currently in an irregular administrative situation, which makes access to formal employment, social rights and benefits more difficult. Key barriers identified by the group include precarious employment, limited access to housing, lack of knowledge about legal procedures, discrimination and racism, as well as difficulties in obtaining recognition of qualifications and credentials earned in their countries of origin.

The group's usual sources of information are family contacts, social media, Latin American associations in Madrid and informal exchanges with other migrants, together with occasional support from non-governmental organisations and local social services.

Expectations and motivations

The decision to migrate was driven primarily by the search for better economic, employment and educational opportunities, as well as a desire to improve personal and family quality of life.



Access to decent employment, personal safety, professional fulfilment and social well-being are among the goals shaping the migration project.

The group currently expresses aspirations centred on regularising their administrative status, finding stable and decent employment suited to their skills, obtaining recognition of their qualifications and competences, and building an autonomous life integrated into Spanish society. Strengthening support networks and participating actively in local society are priority goals for the future.

PROFILE OF THE MAGHREBI GROUP

The migrant group from the Maghreb, particularly Morocco, participating in the Myths & Truths project in Fuenlabrada has a distinct profile characterised by a strong female majority and deeply rooted cultural traditions that influence integration processes. The group illustrates the complexity of migration dynamics in which regular administrative status can coexist with significant sociocultural challenges.

Group identity and composition

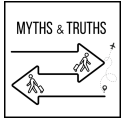
The group is predominantly female, with women representing around 90% of participants and men forming a smaller proportion. There are currently around 30 participants. Most are from Morocco, with Arabic and Amazigh cultural and linguistic backgrounds, and identify as Muslim; religion is a central element of collective identity and everyday practices.

In terms of age, the group mainly consists of adults between 30 and 55, many of whom migrated through family reunification. Educational and sociocultural backgrounds vary, ranging from basic schooling to technical training or previous work experience in Morocco or Spain.

Sociocultural context

The group's everyday life is strongly influenced by deeply rooted traditions, including family norms, religious obligations, gender roles and cultural ceremonies associated with the Maghreb. Islam, the majority religion within the group, structures weekly and annual rhythms through daily prayers, Ramadan and celebrations such as Eid al-Adha. Artistic expression and food also play an important role in maintaining cultural continuity within the community.

The predominant language in family and community settings is Moroccan Arabic, complemented to a lesser extent by French and Amazigh languages. Spanish, although necessary for interaction outside the community,



remains a significant language barrier for many women, limiting full access to services, employment and social activities.

Family and community relationships form a strong mutual-support system, although traditional structures can sometimes restrict participation in employment and social life outside the home, particularly for women. The community maintains frequent contact with places of origin through digital communication and occasional visits, and relies on local associations and informal networks for mutual assistance.

Migration and social context

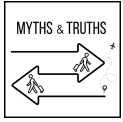
Many members of the group hold residence and work permits, mainly obtained through family-reunification procedures, providing a legal basis for residence in Spain. However, labour-market participation remains limited because cultural and social barriers can make it difficult to reconcile traditional roles with the demands of paid work outside the home.

Alongside language difficulties, other significant barriers include the influence of restrictive customs and social norms, difficulties in accessing adequate housing, and persistent stereotypes and discrimination in both social and employment settings. Together, these factors create vulnerability that requires comprehensive support and culturally sensitive approaches to improve inclusion.

The group's main sources of information and support are family networks, Islamic community organisations, local social services and some intercultural-mediation organisations that facilitate access to rights and resources.

Expectations and motivations

Migration motivations include seeking stability for their families, offering better opportunities to their children, improving their economic situation and finding safety in an environment perceived as more favourable than the country of origin. Many women aspire gradually to achieve greater personal and family autonomy while maintaining respect for their values and traditions.



Current priority needs include overcoming language barriers, accessing



employment opportunities compatible with their cultural and family circumstances, securing adequate housing, and achieving social integration that values and respects cultural identity rather than producing exclusion. Strengthening community networks and institutional support are viewed as key to meeting these goals within the migration process.



Mila Chacra Fastoni

Educational psychologist

MYTHS & TRUTHS TOOLBOX

PERFIL DE LOS COLECTIVOS MIGRATORIOS

Group profile: international integration course with a high proportion of Ukrainian participants

Organisation: AEF Academy

Date: October 2025

Person responsible: Karsten Overödder, AEF

Preliminary note

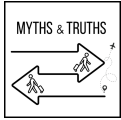
For the ERASMUS project 'Myths & Truths', AEF, as an intercultural training centre, uses its own course provision to reach migrant groups. These include migrants attending German-language courses, i.e. integration courses, at AEF. The pilot was carried out in an integration course in Troisdorf.

Profile of the integration-course group

Most participants are migrants from Ukraine, although the group also includes migrants from Nigeria, Kenya, Egypt, Afghanistan, Colombia, Kosovo and Albania. The profile of participants from Ukraine is similar to that of the Cologne group, as they are also war refugees who have been living in Germany for between one and three years.

Participants from Kenya, Nigeria, Afghanistan and Egypt already had some German-language ability at the outset, but experienced difficulties with grammar and written expression. They have been living in Germany for more than three years but had previously been unable to attend an integration course. For women, this was mainly due to pregnancy or the lack of childcare places. Nevertheless, these participants are better integrated in Germany and were able to follow the classes more easily.

The age differences within the group are substantial in some cases. Participants are between 19 and 52 years old and have highly diverse educational backgrounds.



Thanks to the group's diverse composition, participants can support one another and exchange ideas easily. Because the proportion of migrants from Ukraine is very high and they often prefer to speak Russian, other participants may initially feel less integrated into the group. For this reason, it is especially important to mix participants well during group work so that they communicate in German and everyone feels welcome.

AEF

Bonn, October 2025

Group profile: Russian-speaking groups in Cologne

Organisation: AEF Academy

Date: October 2025

Person responsible: Karsten Overödder, AEF

Preliminary note

As an intercultural educational institution and migrant organisation, AEF specifically draws on the social-integration potential of associations to reach and motivate migrant target groups. Through its work with parents and older people, AEF has maintained close links with Russian-speaking groups in North Rhine-Westphalia for many years. It also has links with Spanish-speaking groups connected to Spanish Catholic missions. Two Russian-speaking groups in Cologne and one Spanish-speaking group in Mönchengladbach have expressed an interest in participating in the ERASMUS project 'Myths & Truths'.

Profile of the Russian-speaking groups in Cologne

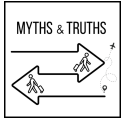
The Russian-speaking groups in Cologne have their roots in migration during the 1990s, when so-called quota refugees arrived in Germany. They are mainly migrants of Jewish origin from almost all of the former Soviet republics. In recent years, they have been joined primarily by refugees from Ukraine. As a result, age differences within the groups can be substantial. Most participants are over 60 years old. Women are generally the most active group members, and women also predominate among refugees from Ukraine.

Group identity and composition

Despite considerable internal tensions regarding views on the war in Ukraine, these migrants are connected by their experience of diaspora and/or opposition to Putin's policies. Antisemitism is also a relevant issue within the group context.

A defining feature of this group is its high educational level. All participants hold academic qualifications.

Another significant factor is socialisation under the Soviet system, which has far-reaching implications for integration in Germany.



Sociocultural and migration context

Despite strong academic backgrounds, older migrants in Germany have rarely found good-quality employment matching their qualifications. Most qualifications were not recognised, and difficulties with the German language have compounded this problem and continue to do so. The same applies to refugees from Ukraine.

Older migrants have focused much of their hopes and activities on their children and grandchildren and on their success. Family cohesion is very strong.

More than half of the migrants receive state social benefits or modest pensions. These financial limitations, together with language difficulties, affect social participation. This is why migrant self-organisations and informal networks are so important to their social lives.

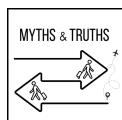
Sources of information

From other projects, we know that older Russian-speaking migrants rarely take part in mainstream activities conducted in German. The main reason given is limited language proficiency. Migrants prefer meetings and activities in their own language and cultural context.

Digital networks, especially WhatsApp and Telegram, are very important sources of information, as they are widely used to obtain and exchange information.

Current information about political developments and the war in Ukraine also appears to be obtained partly through exchanges with relatives in the countries of origin.

AEF
Bonn, October 2025



MYTHS & TRUTHS TOOLBOX

FIRST PILOT WORKSHOP

Introduction

Migration is shaped by beliefs, expectations and preconceived ideas that people may carry with them even before beginning their migration journey. These ‘myths’, often socially constructed and reinforced by incomplete, fictional or biased narratives, can strongly influence migration decisions and the way challenges in the destination country are approached. Understanding, identifying and analysing these myths is essential for designing support strategies that encourage more informed, planned and sustainable migration processes, thereby reducing the risks associated with misinformation, frustration and social exclusion.

The Myths and Truths project was created to address this need through two complementary lines of action: first, to identify and examine the myths and expectations with which different migrant communities arrive in Europe; and second, to understand how these narratives circulate and are amplified through informal networks, social media and traditional media.

The ultimate goal is to promote self-organisation and empowerment within migrant communities so that, using their own resources, voices and direct experiences, they can challenge and dismantle inaccurate narratives in their countries of origin. To achieve this, the project will use accessible, agile and participatory formats such as videos, podcasts, interviews and social-media messages that can effectively reach potential migrants.

Rather than simply transmitting external information, this approach is based on creating community-generated narratives and building knowledge collectively. In this way, the project helps strengthen migrants’ dignity, autonomy and capacities, positioning informed planning as a key tool for achieving fairer, more sustainable and inclusive migration processes.

Duration	Participants	Level	Format
120 min	15–20	18+	Face-to-face

Overall objective

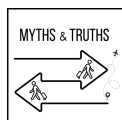
Explore the expectations, beliefs and level of information with which migrants arrive in the European Union in order to identify the main myths associated with migration and compare them with lived experience.

Methodological approach

The workshop will follow Paulo Freire’s methodology, understood as a dialogical and participatory process in which participants are active agents in their own learning. The aim is to encourage critical reflection based on their experiences, while promoting collective knowledge-building and community empowerment.

Specific objectives

- Identify myths and expectations that existed before the migration process.



- Compare those expectations with the reality experienced in the destination country.
- Identify the degree of planning, information or misinformation involved in the migration experience.
- Analyse the difficulties and risks arising from lack of information or from fictional/partial narratives.

Teaching plan

1. Opening and framing (20 min)

- Presentation of the Myths and Truths project (5 min).
- Explanation of the purpose of the workshop and participants' active role (5 min).
- Brief activity to build trust and group cohesion (e.g. 'Map of personal journeys' or 'Introductions through meaningful objects') (10 min).

2. Preliminary step: identifying dimensions of integration (25 min)

- Trigger question: What does integrating into a new country mean to us? (5 min).
- Brainstorm using sticky notes or flipchart paper: each person writes down or expresses the aspects they consider essential for integration (10 min).
- Collective organisation of the aspects identified by the group (e.g. housing, health, employment, language, education, community networks, participation) (10 min).

3. Core activity: 'Expectations vs. Reality' worksheet (40 min)

- Introduction to the Expectations vs. Reality tool (5 min).
- Individual or small-group work to complete the table (15 min).
- Plenary discussion using problem-posing questions:
 - Which expectations matched reality and which did not?
 - Which differences were most significant?
 - What consequences resulted from the gap between myth, expectation and reality? (20 min).

4. Plenary discussion and critical reflection (25 min)

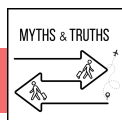
- Identify the most frequent myths that emerged in the group (10 min).
- Compare these myths with the real experiences shared by participants (10 min).
- Brief reflection on the risks of planning a migration journey on the basis of incomplete or distorted information (5 min).

5. Closing and systematisation (10 min)

- Facilitator-led summary of collective learning (5 min).
- Quick evaluation: each participant shares one word or phrase describing what they are taking away from the workshop. Optional: participants can answer briefly on cards:
- What do I consider the most relevant learning from this session?

Preparation beforehand / Practical recommendations

- Materials: flipcharts or whiteboards, sticky notes, markers, Expectations vs. Reality worksheet.
- Facilitator profile: a person with experience in migration, adult education and participatory methodologies.
- It is recommended that two facilitators take part so that one can record relevant issues and the information needed for analysis, feedback and the development of subsequent workshops.



(description to be completed before the workshop)

Organisation: _____

Date: _____

Person responsible: _____

1. Group identity and composition

- Which origins or nationalities are represented in this community?
- Approximately how many people currently belong to the group?
- How is the group distributed by age? (children, young people, adults, older people)
- How are different genders represented within the group?
- Which educational pathways are most common? (for example: no formal schooling, primary, secondary, higher education, vocational/technical training or other forms of community knowledge).

2. Sociocultural context

- Which cultural aspects are most significant in the group's everyday life? (customs, traditions, artistic expressions, languages, religious practices, celebrations, forms of family organisation).
- Which languages are commonly used in the different areas of the group's life? (home, work, community, communication with institutions).
- How are links with the country of origin maintained? (frequency of communication, visits, sending financial support, following news or cultural events, participation in transnational networks).
- What forms of organisation, leadership and mutual support exist within the community? (associations, community leaders, informal groups, joint activities).

3. Migration and social context

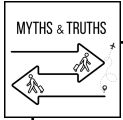
- On average, how long have members of the group been living in the host country?
- Which administrative situations and/or migration statuses are most common within the group? (regular residence, regularisation in progress, international protection, others).
- What are the main barriers to social, cultural or labour-market integration? (language, employment, recognition of qualifications, housing, discrimination, others).
- What are the most common sources of information about migration and life in the host country? (family, social media, news media, public institutions, social organisations, community networks).

4. Expectations and motivations

- What expectations, motivations or dreams accompanied the beginning of the migration journey to the EU?
- What needs were people seeking to address through migration? (economic, educational, family-related, safety, health, personal fulfilment).
- What future aspirations does the community currently express in the host country?

Worksheet: Expectations vs. Reality

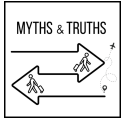
Aspects needed for integration	EXPECTATIONS	REALITY



HOUSING		
EMPLOYMENT		
TRAINING		
DOCUMENTATION		
HEALTH		
LANGUAGE		
RETIREMENT		
SUPPORT NETWORKS		

PARTICIPANT DETAILS

Age



Sex:

Country of origin: Rural or urban background

Education level: primary, secondary, tertiary, university

Migration status:

Skin colour

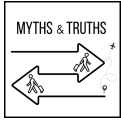
Time in Spain

Income level in country of origin: Low, medium, high

Where did you look for information before migrating?

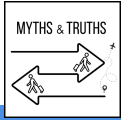
Note for the facilitator:

In line with Paulo Freire's methodology, the aspects considered necessary for integration (column 1 of the Expectations vs. Reality worksheet) should not be imposed or suggested in advance by the facilitator. They should emerge from the group's collective reflection based on participants' experiences, narratives and expressed needs. The table shown (housing, employment, training, documentation, health, language, retirement, support networks) should be used only as an example or flexible guide. The aim is for participants themselves to define, name and prioritise the aspects they consider key to their integration, thereby constructing meaningful and shared knowledge.



As a final stage, a collective plenary feedback exercise is proposed to summarise the main contributions and reflections that emerged during the session. This exercise is intended not only to systematise learning but also to give visibility to participants' voices, transforming their experiences into valuable input for the design and direction of future training, community and institutional actions.

At the end of each workshop, the facilitator should prepare written feedback and share it with the participating organisations. The purpose is to contribute to the development of the joint methodological manual, encourage critical reflection and promote the exchange of experiences between teams. The corresponding feedback sheet is attached.



Template for Feedback Between Organisations

Project: Myths and Truths

Pilot workshop No. 1: Exploring migration myths

Workshop date: _____

Responsible organisation: _____

Facilitator(s): _____

Migrant group: _____

Important: Attach the teaching plan used to the feedback, including any adaptations made, and briefly explain the reasons for those changes. This will help clarify the implementation context and enrich the development of the joint methodological manual.

1. General workshop summary

- How would you describe participants' level of participation and engagement?
- What overall impressions were observed in relation to openness, dialogue and trust within the group?

2. Identification of myths and narratives

- Which myths, expectations or narratives emerged most frequently in the group?
- How did participants react when comparing these expectations with their real experiences?

3. Methodology and facilitation

- To what extent did the methodology create a dialogical, participatory and respectful space?
- What learning emerged from the activity from a Freirean perspective of problem-posing and critical reflection?
- What barriers or difficulties arose during facilitation?
- Which elements of the methodology could be strengthened or adapted for future workshops?

4. Logistics and resources

- Were the timing, space and resources adequate for the workshop to run effectively?
- Were the planned timings and schedule followed?
- What organisational or material needs could be addressed to improve future sessions?

5. Final observations and recommendations

- Key strengths of the workshop that should be maintained.
- Recommendations for enriching the joint methodological manual.
- Any other relevant observations from the facilitator's experience.



MYTHS & TRUTHS TOOLBOX

SECOND BLOCK OF PILOT WORKSHOPS: Understanding the reality

The second pilot workshop is designed as a space for deeper exploration and collective reflection based on the results of the 'Expectations vs. Reality' worksheet completed in the previous session. While the first workshop identified the main myths, beliefs and expectations with which participants arrived in Spain, this second session aims to compare those initial perceptions with the reality experienced or observed in key areas of integration.

Using a participatory and dialogical methodology, the workshop seeks to create a safe space in which participants can share experiences, questions, learning and perceptions regarding topics such as housing, employment, training, documentation, health, language, retirement and support networks. The aim is not only to collect information but also to encourage critical reflection on the gap between what was expected and what was actually encountered, and on the consequences that misinformation or partial information can have for migration processes.

This workshop is based on the understanding that integration does not depend on a single factor, but on a combination of social, administrative, economic and relational conditions that directly affect migrants' everyday lives. Exploring each of these dimensions in greater depth will therefore help participants understand the reality of the Spanish host context more clearly, make more informed decisions, share useful knowledge within their communities and build narratives that better reflect lived experience.

The session is therefore conceived as a natural continuation of the first workshop, but with a more analytical and comparative focus. The group will not only review its initial expectations but also identify what information would have been useful before migrating, which aspects differed most from what they had imagined, and what lessons can be drawn for future migrants. In this way, the workshop contributes to the overall aim of the Myths and Truths project: challenging myths, promoting critical thinking and supporting more informed, realistic and sustainable migration processes.

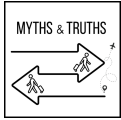
	Participants	Level	Format
Duration			
120 min	15–20	18+	Face-to-face

Overall objective

Explore in greater depth the reality of the main areas related to integration in Spain by comparing participants' initial expectations with the actual conditions observed or experienced, in order to identify common misinformation, promote critical reflection and strengthen more informed and sustainable migration processes.

Specific objectives

- Analyse the main gaps between expectations and reality in relation to housing, employment, training, documentation, health, language, retirement and support networks.
- Identify prior assumptions, beliefs or incorrect information that influence how migrants perceive the integration process.
- Encourage the expression of personal and collective experiences regarding the difficulties encountered in each area addressed.
- Provide a shared space for reflection in which experiences, questions and learning can be compared in relation to the reality of the host context in Spain.



- Contribute to the development of useful and accessible knowledge that can be shared within migrant communities.
- Strengthen the group's ability to recognise information needs before and during future migration processes.

Methodology

The workshop will use a participatory, dialogical and reflective methodology inspired by Paulo Freire's approach, with participants taking an active role in the learning process. The results of the 'Expectations vs. Reality' worksheet will be used as the starting point for collective analysis of the differences between what participants imagined before migrating and the reality they found in Spain.

The session will combine individual work, small-group exchanges and plenary discussion to support both personal expression and collective meaning-making. The facilitator will have a supportive role, guiding reflection through open questions without imposing predetermined answers or replacing the group's own voice.

Priority will be given to an atmosphere of trust, active listening and mutual respect so that participants can freely share experiences, questions and perceptions. The table of integration dimensions will provide an initial guide while remaining flexible enough to include other issues the group considers relevant to its own experience.

The activity will aim not only to collect information but also to generate critical thinking about the causes and consequences of migration-related misinformation, as well as the real conditions for accessing rights, resources and opportunities in Spain. At the end, the group will collectively summarise the most relevant learning, which will provide a basis for subsequent feedback and the design of future training activities. Materials

1. Opening and framing

- Presentation of the workshop and connection with the previous session.
- Brief reminder of the 'Expectations vs. Reality' worksheet.
- Short activation activity: 'one idea I had before migrating and one I have now'. Preparation beforehand

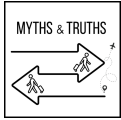
2. Review of findings

- Collective review of the worksheet responses.
- Identify the areas where the largest gaps between expectations and reality were found.
- Group prioritisation of the topics that generate the greatest surprise, frustration or misinformation. Workshop development

3. In-depth exploration by area

Work through each area one by one:

- Housing.
- Employment.
- Training.
- Documentation.
- Health.
- Language.
- Retirement.
- Support networks.



The following sequence can be repeated for each area:

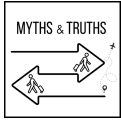
- What did the group expect?
- What did they actually encounter?
- What information would have been useful before migrating?
- What resources or rights are available in Spain?

4. Critical comparison

- Plenary discussion on common myths.
- Reflection on how information circulates before migration.
- Identify practical consequences of misinformation. Adaptations

5. Closing

- Collective summary.
- Final message highlighting key learning.
- Short oral or card-based evaluation: 'what surprised me most', 'what I want to remember'.



Template for Feedback Between Organisations

Project: Myths and Truths

Workshop date: _____

Responsible organisation: _____

Facilitator(s): _____

Migrant group: _____

Important: Attach the teaching plan used to the feedback, including any adaptations made, and briefly explain the reasons for those changes. This will help clarify the implementation context and enrich the development of the joint methodological manual.

1. General workshop summary

- How would you describe participants' level of participation and engagement?
- What overall impressions were observed in relation to openness, dialogue and trust within the group?

2. Identification of myths and narratives

- Which myths, expectations or narratives emerged most frequently in the group?
- How did participants react when comparing these expectations with their real experiences?

3. Methodology and facilitation

- To what extent did the methodology create a dialogical, participatory and respectful space?
- What learning emerged from the activity from a Freirean perspective of problem-posing and critical reflection?
- What barriers or difficulties arose during facilitation?
- Which elements of the methodology could be strengthened or adapted for future workshops?

4. Logistics and resources

- Were the timing, space and resources adequate for the workshop to run effectively?
- Were the planned timings and schedule followed?
- What organisational or material needs could be addressed to improve future sessions?

5. Final observations and recommendations

- Key strengths of the workshop that should be maintained.
- Recommendations for enriching the joint methodological manual.
- Any other relevant observations from the facilitator's experience.

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MYTHS & TRUTHS TOOLBOX

THIRD PILOT WORKSHOP

After the first two phases of the learning process, it became clear that participants still had incomplete, partial or insufficiently precise information about several key areas related to integration in Spain. Although the initial sessions helped identify myths, expectations and gaps between expectations and reality, they also highlighted the need to explore in greater depth and with greater rigour those topics where doubts, knowledge gaps or misconceptions remained.

In response, a third block of pilot workshops has been designed, consisting of six thematic sessions aimed at providing more complete, clear and evidence-based information about the areas that participants themselves identified as priorities for their integration process. This block will be more informational than the previous ones while retaining the participatory approach that has guided the project. Some sessions will also involve subject-matter experts who can provide technical, up-to-date and specialised perspectives.

The purpose of this block is to complete the information available, strengthen participants' understanding of the reality in Spain and provide more robust tools for interpreting their own migration experience. The workshops will therefore not only clarify doubts but also consolidate useful learning that can later be transformed into outreach content for prospective migrants in countries of origin, thereby contributing to more informed, conscious and realistic migration.

This third block is based on the recognition that integration is a complex, multidimensional process shaped by administrative, employment, social, educational and relational factors. Exploring these issues in greater depth will not only broaden the group's knowledge but also help dismantle simplified or inaccurate narratives about life in Spain and promote a more realistic understanding of the opportunities, limitations and rights that exist in the host context.

	Participants	Level	Format
Duration			
120 min	15–20	18+	Face-to-face

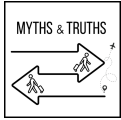
Overall objective

Complete and deepen participants' knowledge of the main areas of integration in Spain through six thematic, informative and participatory sessions, some led by subject-matter experts, in order to address knowledge gaps, clarify questions and create a solid basis for later producing outreach content for countries of origin.

Specific objectives

- Expand the group's knowledge of the key aspects of integration previously identified as priorities.
- Compare prior ideas and initial perceptions with verified, up-to-date and contextualised information.
- Address specific questions about rights, resources, procedures and real conditions in Spain.
- Include specialist input on topics that require a technical or institutional perspective.
- Encourage active group participation through questions, discussion and shared reflection.
- Strengthen participants' capacity for critical analysis in the face of migration-related misinformation.
- Gather clear and useful input for the later development of awareness-raising and outreach materials.
- Consolidate learning that can be replicated and shared within communities of origin.

Methodology



The third block will take place over six thematic sessions organised progressively so that the content can be explored with greater depth and clarity. Unlike the previous phases, this block will have a stronger informational component because its main purpose is to complete participants' existing knowledge, organise the content and provide reliable references for each area addressed.

The methodology will retain a participatory and dialogical approach while incorporating more structured informational input. Each session may include a short introductory presentation, a space for questions and comparison of experiences, and a closing activity focused on summarising key learning. Where an expert takes part, that person will act as a technical reference point, while the facilitator will ensure that information is communicated in accessible language, promote collective understanding and connect the content with participants' lived experiences.

The methodological proposal is based on the idea that knowledge should not be limited to top-down transmission of information, but should be constructed through interaction with participants' real experiences, concerns and needs. Although the sessions will therefore be more informational in format, they will continue to include spaces for reflection, questions, clarification of concepts and discussion of practical implications for everyday life and future outreach activities.

Each session will focus on a specific area, allowing greater precision in addressing topics such as housing, employment, training, documentation, health, language, retirement and support networks. This structure will allow the group to progressively complete its information map, add useful content, correct misunderstandings and build a shared knowledge base before moving on to the phase of creating content for countries of origin.

The worksheets presented below formed the basis for defining and organising this block of workshops. They were used to decide where information on each key aspect of integration needed to be explored, clarified or expanded in order to respond to identified questions and complete the group's existing knowledge.

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MYTHS & TRUTHS TOOLBOX

ADMINISTRATIVE PROCEDURES

	Participants	Level	Format
Duration			
120 min	15–20	18+	Face-to-face

Overall objective

Complete and deepen participants' knowledge of the main areas of integration in Spain through six thematic, informative and participatory sessions, some led by subject-matter experts, in order to address knowledge gaps, clarify questions and create a solid basis for later producing outreach content for countries of origin.

Specific objectives

- Expand the group's knowledge of the key aspects of integration previously identified as priorities.
- Compare prior ideas and initial perceptions with verified, up-to-date and contextualised information.
- Address specific questions about rights, resources, procedures and real conditions in Spain.
- Include specialist input on topics that require a technical or institutional perspective.
- Encourage active group participation through questions, discussion and shared reflection.
- Strengthen participants' capacity for critical analysis in the face of migration-related misinformation.
- Gather clear and useful input for the later development of awareness-raising and outreach materials.
- Consolidate learning that can be replicated and shared within communities of origin.

Methodology

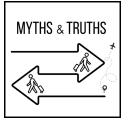
The third block will take place over six thematic sessions organised progressively so that the content can be explored with greater depth and clarity. Unlike the previous phases, this block will have a stronger informational component because its main purpose is to complete participants' existing knowledge, organise the content and provide reliable references for each area addressed.

The methodology will retain a participatory and dialogical approach while incorporating more structured informational input. Each session may include a short introductory presentation, a space for questions and comparison of experiences, and a closing activity focused on summarising key learning. Where an expert takes part, that person will act as a technical reference point, while the facilitator will ensure that information is communicated in accessible language, promote collective understanding and connect the content with participants' lived experiences.

The methodological proposal is based on the idea that knowledge should not be limited to top-down transmission of information, but should be constructed through interaction with participants' real experiences, concerns and needs. Although the sessions will therefore be more informational in format, they will continue to include spaces for reflection, questions, clarification of concepts and discussion of practical implications for everyday life and future outreach activities.

Each session will focus on a specific area, allowing greater precision in addressing topics such as housing, employment, training, documentation, health, language, retirement and support networks. This structure will allow the group to continue completing

its information map progressively, adding useful content, correcting misunderstandings and building a shared knowledge base before moving on to the phase of creating content for countries of origin.



The worksheets presented below formed the basis for defining and organising this block of workshops. They were used to decide where information on each key aspect of integration needed to be explored, clarified or expanded in order to respond to identified questions and complete the group's existing knowledge.



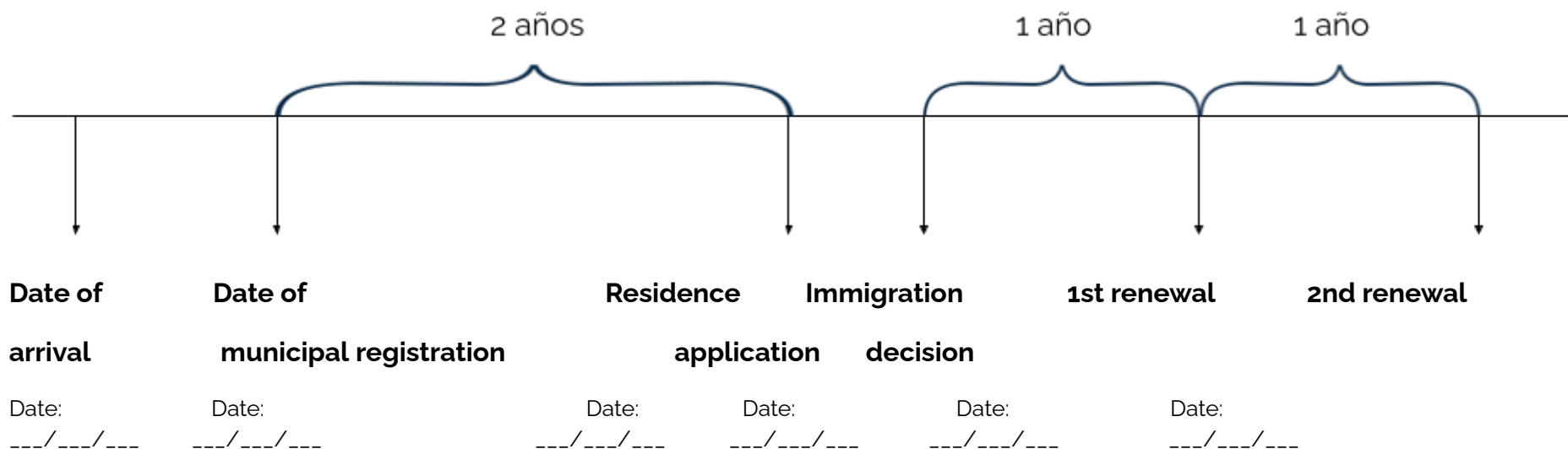
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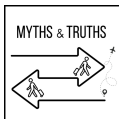
MYTHS & TRUTHS TOOLBOX

REGULARISATION PROCESS

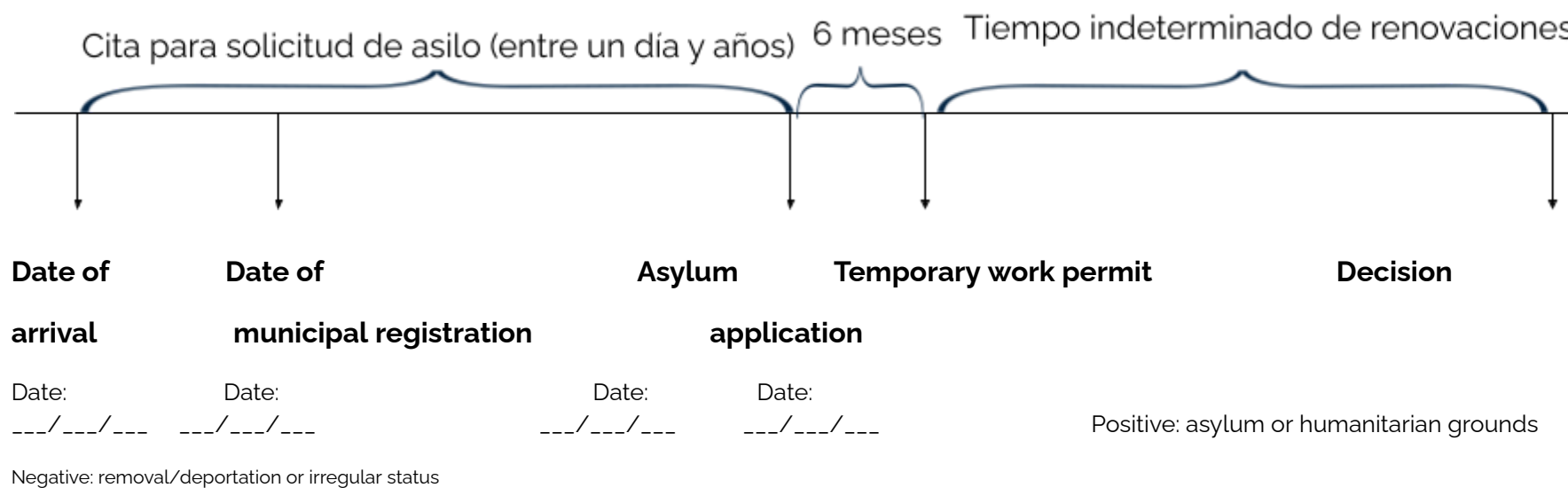
	Participants	Level	Format
Duration			
120 min	15–20	18+	Face-to-face

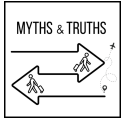
MIGRATION PATHWAY – ARRAIGO (RESIDENCE THROUGH SOCIAL/WORK ROOTS)





MIGRATION PATHWAY – ASYLUM





MYTHS & TRUTHS TOOLBOX JOB SEARCH

This workshop focuses on how migrants can look for work in Spain, a process that involves many challenges but also some concrete opportunities. In the current context, the most accessible jobs are often in cleaning, care work, food services, warehouse support, construction and other service roles. These positions generally offer a faster route into the labour market and tend to involve fewer formal entry requirements. Our aim is to help participants understand these options and prepare to access them safely and effectively, supporting improved personal circumstances and opening pathways towards greater future stability.

	Participants	Level	Format
Duration			
120 min	15–20	18+	Face-to-face

HOW TO PREPARE A CV:

In Canva, sign in with your Google account (the account should use a professional name/address).

1 – Personal details:

Put your name prominently at the top. Underneath, you can add your occupation if you have a clear professional profile.

Write your telephone number in groups of three digits, e.g. 600 340 234.

Email address (use a professional email address!).

Location: Madrid (do not include your exact address, as this may unnecessarily limit your opportunities).

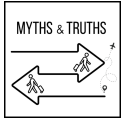
2 – Education and training

Only include training related to the position you are applying for, and add the following information:

Year, training provider/centre, course title and number of hours.

Recommended courses: CIFE Aula 3.0 (free and online; available to people registered as residents in Fuenlabrada and accessible with a passport).

- Occupational risk prevention (PRL).
- Hospitality: food handling and allergens.
- Warehouse work: forklift certificate (from an accredited centre), stock control and other logistics-management courses.



- Care of older people (dependency legislation and health) and other care-related courses.
- Childcare (positive and safe treatment of children); many courses are available in the Community of Madrid.
- Cleaning (many courses are available).
- Hairdressing (many courses are available).

3 – Professional experience

Position + dates + duties

Duties for each job (you can use AI to help describe your tasks in formal professional language):

Domestic worker (private households)

- General household cleaning and maintenance.
- Washing, ironing and organising clothes and household textiles.
- Preparing simple meals and supporting daily household tasks.
- Basic care of children, older people or pets.
- Household shopping and maintaining order in the home.

Cleaning operative (private premises)

- Cleaning and disinfecting offices, building entrances and communal areas.
- Safe handling of cleaning chemicals and cleaning machinery.
- Waste removal and replenishment of hygiene supplies.
- Maintaining cleanliness and order in assigned areas.
- Compliance with workplace health and safety standards.

General services operative

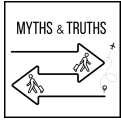
- Supporting cleaning, maintenance and general service tasks.
- Working with other departments to maintain smooth operation of the facility.
- Monitoring supplies and reporting incidents or problems.
- Providing basic assistance to the public or internal staff depending on the assigned area.
- Following established procedures and timeframes.

Warehouse operative

- Receiving, sorting and storing goods.
- Preparing orders and monitoring inventory.
- Operating forklifts or other loading equipment where authorised.
- Checking incoming and outgoing goods against records.
- Maintaining order and cleanliness in the work area.

Kitchen assistant / kitchen porter

- Supporting food preparation and plating.
- Cleaning utensils, crockery and kitchen equipment.
- Maintaining order and hygiene in the work area.
- Supporting the receipt and storage of food products.
- Working with kitchen staff during daily service.



Care worker for dependent people

- Assisting with personal hygiene, dressing and meals.
- Providing companionship and emotional support.
- Supporting basic medication administration in accordance with instructions.
- Carrying out household tasks related to care provision.
- Maintaining ongoing communication with relatives or professionals responsible for follow-up.

Hairdresser

- Customer service and advice on haircuts, colour and hair treatments.
- Providing washing, cutting, styling and colouring services.
- Cleaning and sterilising tools and equipment.
- Managing appointments and organising the work area.
- Promoting the salon's products and services.

Childcare

- Providing care, supervision and support with children's daily routines.
- Delivering educational and recreational activities.
- Preparing meals and snacks according to needs.
- Supporting personal care and hygiene.
- Communicating with families about the child's well-being and progress.

4 – Other relevant information (only include if applicable)

References available

Available to start immediately

Full availability (or omit this)

Category B driving licence

Forklift operator certificate

Own/available vehicle

Flexible working hours

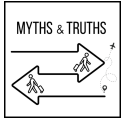
Geographical mobility

Eligible for subsidised recruitment (social exclusion certificate issued by the social worker)

Languages: (if bilingual)

Job-search websites

- Wallapop
- Nextdoor
- Milanuncios
- Topnanny
- Webel



The occupations with the highest demand in Spain (2026) include waiter/waitress, kitchen assistant, hotel room attendant, cleaning staff, shelf-stacker/shop assistant, carer for older people, domestic worker/childcare worker, construction worker/labourer, security guard, call-centre operator and warehouse operative. The following section brings together the information for each occupation: expanded duties for a CV, CIFE Fuenlabrada Aula 3.3 courses (distinguishing between required and recommended training) and other useful general courses.

1. Waiter/waitress (bar/restaurant)

CV duties

- Serve customers at the bar/tables, take orders and advise on menus.
- Set and clear tables, serve food/drinks and process payments at the till/POS system.
- Maintain cleanliness in the dining/bar area, restock supplies and handle complaints.
- Support beverage inventory management and prepare home-delivery orders.

CIFE Aula 3.3 courses

Required: Food-handler certificate.

Recommended: Hospitality customer service; Communication skills.

Other courses: Level 1 Professional Certificate in Restaurant Services; Table-service waiter/waitress course; Occupational risk prevention in hospitality.

2. Kitchen assistant

CV duties

- Prepare basic food items (washing/cutting/peeling/portioning ingredients).
- Clean kitchen areas/utensils and cold-storage units and comply with hygiene rules.
- Support plating and order distribution and store raw materials.
- Support daily mise en place and dispose of waste in accordance with regulations.

CIFE Aula 3.3 courses

Required: Food-handler certificate; Food hygiene.

Recommended: Cleaning in hospitality facilities.

Other courses: Basic Vocational Training in Cooking and Gastronomy; Basic cooking certificate; Occupational risk prevention in hospitality.

3. Hotel room attendant

CV duties

- Clean rooms, bathrooms and communal areas using appropriate techniques.
- Change bed linen/towels, replenish amenities and vacuum/disinfect rooms.
- Report incidents (breakages/damage) and organise cleaning trolleys.
- Monitor stocks of textiles/products and prepare VIP rooms.

CIFE Aula 3.3 courses

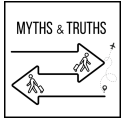
Required: Surface and furniture cleaning techniques.

Recommended: Customer service in accommodation settings.

Other courses: Accommodation cleaning certificate; Professional room-attendant course; Occupational risk prevention in cleaning.

4. Cleaning staff (offices/premises)

CV duties



- Clean floors, furniture, windows and toilets using appropriate products.
- Manage waste, empty bins and disinfect high-risk areas.
- Carry out deep cleaning (waxing, polishing) and check equipment.
- Schedule daily/weekly tasks and work required day/night shifts.

CIFE Aula 3.3 courses

Required: Cleaning buildings/premises; Chemical products.

Recommended: Basic occupational risk prevention.

Other courses: Surface-cleaning certificate; Professional disinfection; Use of industrial cleaning machinery.

5. Shelf-stacker / shop assistant

CV duties

- Restock and organise products according to planograms, FIFO rotation and expiry dates.
- Monitor stock and shortages, assist customers and answer product-related questions.
- Process payments at the POS, prepare online orders and label/price promotions.
- Clean aisles/shop areas and assist with monthly stocktakes.

CIFE Aula 3.3 courses

Recommended: Sales/retail techniques; Till operation and stock replenishment; Basic office software (Excel for sales).

Other courses: Retail customer service; Auxiliary retail operations; Basic marketing.

6. Carer for older/dependent people

CV duties

- Assist with personal hygiene, meals, mobility and safe transfers.
- Accompany people to medical appointments/outings and monitor prescribed medication.
- Provide cognitive stimulation and support light household tasks.
- Record daily incidents and communicate with families/professionals.

CIFE Aula 3.3 courses

Required: First aid.

Recommended: Geriatric care assistant; Care skills; Emotional intelligence in care.

Other courses: Professional Certificate in Social and Healthcare Support for Dependent People; Home-based geriatric care assistant; Safe moving and handling of dependent people.

7. Domestic worker / Childcare

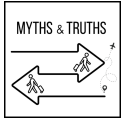
CV duties

- General household cleaning, washing/ironing clothes and organising spaces.
- Prepare simple meals, carry out household shopping and basic domestic tasks.
- Care for children (play/routines) or older people and take/collect children from school or activities.
- Maintain communication with the family and manage unexpected household situations.

CIFE Aula 3.3 courses

Required: Home safety; Paediatric first aid.

Recommended: Childcare; Nutrition and menu planning.



Other courses: Domestic work/childcare; Leisure-time activity monitor; Child/geriatric hygiene.



8. Bricklayer / Construction labourer

CV duties

- Prepare construction mixes and transport bricks/scaffolding materials.
- Assist with basic masonry (rendering/repairs) and loading/unloading.
- Clean the worksite daily, use PPE and assist electricians/plumbers.
- Support finishing work (painting/tiling) and demolition tasks.

CIFE Aula 3.3 courses

Required: Construction-site occupational risk prevention.

Recommended: Hand tools/light machinery.

Other courses: Auxiliary masonry operations; Basic bricklaying; Demolition and basic construction skills.

9. Security guard

CV duties

- Monitor access points, buildings and shopping centres and identify persons where required.
- Monitor CCTV, carry out perimeter patrols and provide first aid in emergencies.
- Respond to incidents, record events and report to supervisors.
- Manage car parks/evacuations and cooperate with local police where required.

CIFE Aula 3.3 courses

Required: Private Security Professional ID Card (TIP).

Recommended: Occupational risk prevention; First aid; Communication/security skills.

Other courses: Security-guard qualification (180 h, SEVES); Fire extinguishers/emergency evacuation; Regulation weapons training (where applicable); Alarm/fire-prevention systems.

10. Call-centre operator

CV duties

- Handle incoming/outgoing calls and resolve customer enquiries.
- Manage complaints, telephone sales and customer retention.
- Record information in CRM systems and meet quality/call-time targets.
- Support promotional campaigns and work night/holiday shifts where required.

CIFE Aula 3.3 courses

Required: Occupational risk prevention in offices.

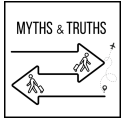
Recommended: Telephone customer-service techniques; Communication skills; User-level office software.

Other courses: Telephone customer-service certificate; Basic CRM management; Languages (basic English/French).

11. Warehouse assistant / warehouse operative

CV duties

- Load/unload goods, prepare orders and label products.
- Operate pallet trucks/forklifts where authorised and monitor stock.



- Organise the warehouse by zones, carry out physical stocktakes and receive deliveries from suppliers.

- Pack/distribute parcels and maintain order and cleanliness in the warehouse.

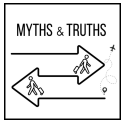
CIFE Aula 3.3 courses

Required: Occupational risk prevention in warehousing/logistics.

Recommended: Forklift operation (where applicable); Basic logistics operations; Warehouse office software.

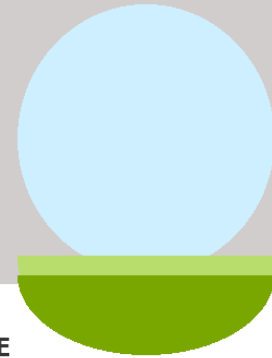
Other courses: Forklift operation (licence); Warehouse logistics certificate; Level 1 warehouse operator.

CV template



FULL NAME

FACTORY / WAREHOUSE OPERATIVE



CONTACT

(+34) 000 000 000

Professional email

Province

LANGUAGES (IF NOT NATIVE)

- Oral, written and reading comprehension (LOW / MEDIUM / HIGH).

DIGITAL SKILLS

- Excel, Canva...

OTHER RELEVANT INFORMATION

- Eligible for subsidised recruitment (disability card / social exclusion report).
- Valid driving licence.
- Availability: full/part time, geographical mobility, immediate/delayed start.

WORK EXPERIENCE

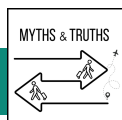
- YEAR - Position - Duties - Employer/Place
- Undeclared or voluntary work can also be included when relevant.

TRAINING

- YEAR - Occupational risk prevention - Fuenlabrada City Council - 25 h
- YEAR - Food-handler certificate - Fuenlabrada City Council - 50 h
- YEAR - Order preparation - Fuenlabrada City Council - 20 h
- YEAR - Stock and warehouse management - Fuenlabrada City Council - 30 h
- YEAR - Forklift certificate + picking
- YEAR - Order preparation - Fuenlabrada City Council - 50 h
- Online courses: CIFE 3.0 (registered residents in Fuenlabrada)
- Employment training courses

MYTHS & TRUTHS TOOLBOX

HOUSING SEARCH

**Duration**

120 min

Participants

15–20

Level

18+

Face-to-face

Objectives

Become familiar with Spain's geography and autonomous communities and reflect on the specific features of each one (employment opportunities, wages, rental prices, education system, public healthcare, transport and other characteristics such as climate, landscape and co-official languages).

Development**Phase 1: Introduction**

A brief explanation will be given of how Spain is territorially organised and what the autonomous communities are.

An autonomous community is a region of Spain with its own government and parliament, responsible for decisions in certain areas such as education, healthcare and social services. Spain has 17 autonomous communities. Each will be briefly described with the help of a map.

Phase 2: Teamwork

Participants will be divided into groups. Each group must choose a city using the Spanish rental-price report, which shows the most affordable cities: <https://www.idealista.com/sala-de-prensa/informes-precio-vivienda/alquiler/report/>

They must research the city and complete a worksheet (Annex 1).

Phase 3: Plenary sharing

Each group will present the results of its research to the full group.

Phase 4: Conclusions

Final plenary reflection and discussion of the possibility of self-organising so that several people or families relocate together. Pooling resources can make access to housing easier.

WORKSHEET: Housing search / internal relocation plan

AUTONOMOUS COMMUNITIES OF SPAIN



Complete the following table with the main information about the city selected:

City: Province: Autonomous community:

Housing price:

Look up rental prices on [idealista.com](https://www.idealista.com) according to your needs:

A room for one person, a room for a couple, a two-bedroom flat, etc.

Requirements: (payslips, advance payment, etc.)

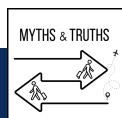
Municipal registration (empadronamiento).

Job vacancies:

Search online for job vacancies related to your work experience.

Other aspects to consider: the education system, public healthcare, transport and other features such as climate, landscape and co-official languages.

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MYTHS & TRUTHS TOOLBOX

‘Thinking about our future today: retirement and social responsibility’

Duration	Participants	Level	Format
120 min	15–20	(30–60 years)	Face-to-face

Within a cultural-integration programme for adult migrants, this workshop responds to the need to prevent vulnerability and exclusion in later life arising from employment histories marked by precarious work, the informal economy and limited information about retirement in Spain. Using popular education and Paulo Freire’s methodology, the workshop creates a space for dialogue in which participants can begin from their own experiences, question myths about the pension system and understand in simple terms how years of social-security contributions affect their future.

The workshop aims to strengthen critical awareness and shared responsibility, showing that paying social-security contributions is not only an individual obligation but also an act of solidarity and participation in a social-protection system that guarantees rights in later life and contributes to collective well-being.

Session objectives

- Reflect critically on the importance of planning working life and retirement as part of one’s life project.
- Provide information on the current pension-system mechanisms in Spain and the rights of migrant workers.
- Promote social responsibility and trust in collective social-protection mechanisms.
- Encourage intergenerational solidarity and an understanding of retirement as a right, not merely an administrative procedure.

Workshop structure and development

1. Opening – Icebreaker activity (20 min)

Objective: Break the ice and activate participants’ personal experiences.

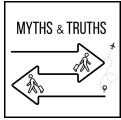
- Each person answers: ‘What do we understand by Social Security?’

Social Security is a public system that protects people when they experience an important need: for example, when they become ill, are unable to work, retire, or lose a family member on whom they were financially dependent. It works as a ‘common fund’: workers and employers contribute each month, and the State uses those contributions to pay pensions, sickness benefits, maternity/paternity benefits and other forms of support.

2. Generative dialogue: experiences and perceptions (25 min)

Participatory activity: Talking circle. Guiding questions:

- What do we think or feel when we hear the words ‘pension’ or ‘retirement’?



- What experiences do we bring from our countries of origin regarding contributions, retirement and trust in the system?

Summary: The facilitator identifies key themes such as mistrust, informal employment, lack of knowledge about the Spanish system and the desire for stability.

3. Technical input: how retirement works in Spain (15 min)

Format: simple explanation with visual support. Content updated to 2026:

- Standard statutory retirement age: 66 years and 8 months (for people with fewer than 38 contribution years); 65 years for those with more than 38 years of contributions.
- Minimum requirements: at least 15 years of contributions, of which 2 must fall within the 15 years immediately before retirement.
- Contributions by migrants: contribution periods completed in EU countries or countries with bilateral agreements can be aggregated.
- Contributions and rights: all workers registered with Social Security contribute to the public system that guarantees pensions and other benefits. Final reflection: Social-security contributions are not a 'lost tax'; they are a collective investment in security and dignity.

Each participant will analyse their personal situation, taking into account their current age and the number of contribution years required to qualify for a full contributory pension (WORKSHEET).

4. Plenary reflective activity: trust and shared responsibility (30 min)

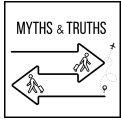
Small-group work (4–5 people):

- Read a short story or testimony (for example, one person who did not contribute because 'they did not trust the system' and another person who did).
- Each group discusses: What consequences did each decision have? What can we learn from both experiences?
- Share conclusions: How can we help strengthen trust in public systems? Objective: connect individual responsibility with the common good and social solidarity.

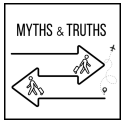
Critical and hopeful closing:

- Emphasise that contributing is not simply 'paying taxes' but participating in a project of intergenerational solidarity in which people working today support those who have already worked.
- Reinforce the idea that planning for retirement is an act of responsibility towards oneself, one's family and society.

With fewer than 15 years of contributions, a person is not entitled to a contributory retirement pension. Instead, if residence requirements (at least 10 years) and low-income criteria are met, it may be possible to apply for a non-contributory pension. It is important to understand that social-assistance benefits received do not count as contribution periods.



Expanded table (salary/contribution base €1,300) – Years contributed	Type of pension	% of €1,300	Indicative monthly amount
0–14 years	Non-contributory (if eligibility requirements are met)	–	~€628.80 maximum (may be lower depending on income)
15 years	Contributory	50%	~€650
20 years	Contributory	62.38%	~€810
25 years	Contributory	73.78%	~€960
30 years	Contributory	85.18%	~€1,110
35 years	Contributory	96.58%	~€1,255
≥ 36 years and 6 months	Contributory	100%	~€1,300



Worksheet

Future plan: work, contributions and retirement.

Current age: _____ years Contribution years to date: country of origin: _____ years. Spain: _____ years

Country of origin: _____ Bilateral agreement: yes / no

Standard statutory retirement age (2026):

- 66 years and 8 months if I have contributed for fewer than 38 years.
- 65 years if I have contributed for more than 38 years.

My approximate personal calculation: Item	Value
Current age	_____
Expected retirement age	65–67
Years remaining until retirement	_____
Years of contributions I still need to reach 15 years and receive 50% of my salary base	_____
Years of contributions I still need to reach 38 years and receive 100% of my salary base	_____

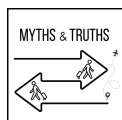
Workshop feedback

The workshop was delivered with a group of adult migrants, mainly of Latin American origin, living in the south of Madrid. It lasted one and a half hours and its main objective was to encourage critical reflection on the importance of planning working life and understanding how Spain's public pension system works, linking social-security contributions with social responsibility and intergenerational solidarity.

Guided by Paulo Freire's participatory methodology, the session began with participants' own experiences. During the opening activity, most participants associated the term Social Security exclusively with healthcare and did not connect it with protection in old age or situations of incapacity for work. This revealed a significant lack of information about the Spanish system and highlighted the need to address the issue using a simple, contextualised educational approach.

During the generative dialogue, several common reasons emerged for the lack of employment planning and preparation for retirement. These included mistrust of public systems, shaped by experiences in countries of origin affected by corruption or institutional insecurity, and the normalisation of undeclared work as a survival strategy. One participant commented: 'In my country it was normal to be paid without a contract because nobody believed the government would be there for you.' Sharing these experiences within the learning community opened up a collective analysis of how such practices, when transferred to the Spanish context, can reproduce vulnerability in the future.

The technical explanation of the Spanish pension system helped participants understand key concepts such as contribution years, statutory retirement age and the rights of migrants covered by bilateral agreements. Using an indicative table made it easier to visualise the economic differences between people who contribute for only a few years and those who qualify for a full pension



and highlighted the importance of insisting on a contract that reflects the hours actually worked, demonstrating the value of making continuous social-security contributions.

During the group reflection on trust in public systems, a particularly valuable exchange emerged: several participants who were in the process of regularising their status said they had never thought about retirement because their priority was 'getting through each day'. However, they agreed that understanding how the system works helped them feel part of a community that protects everyone. Another key issue was the need to claim employment rights. One participant described accepting a job where part of the salary was paid off the books and later recognising the risk of losing future income. Another explained that he had been offered part of his salary in cash 'off the books' and had accepted because it meant earning more. This concrete example helped the group understand the practical impact of informal employment.

One of the most significant moments was the testimony of a mother who said with concern: 'If I do not reach 15 years of contributions, my children will have to support me, and I do not want to put them in that position.' Her reflection generated an important discussion about family and social responsibility, highlighting the importance of planning not only for oneself but also to avoid transferring the financial burden of old age to younger generations. The example helped connect social-security contributions with mutual care and dignity within the family.

The workshop ended on a hopeful yet critical note. Participants recognised that retirement should not be seen as a distant administrative matter but as a goal connected to their broader life project. Several people said that although they had once imagined spending old age in their countries of origin, they now saw this as less feasible because of living costs and their growing family roots in Spain, where many have children in school and established social ties. The final reflection highlighted a shared idea: 'Things work here because people meet their responsibilities. If we bring our bad habits with us, we damage what others have built.'

Overall, the session achieved its educational objectives by:

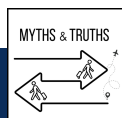
- Expanding knowledge of the public pension system.
- Strengthening critical awareness of civic responsibility and social solidarity.
- Connecting the migration experience with building a dignified future in the host country.

It is recommended that complementary sessions continue, focusing on long-term financial and employment planning, together with spaces to resolve administrative questions (employment history records, bilateral agreements, types of employment contract), thereby strengthening trust in public institutions and a rights-based culture over time.

Note for people implementing this activity:

At the end of the workshop, facilitators are asked to send brief feedback to proyectos@casadesanantonio.es describing the participant group, any adaptations made, the main results observed and suggestions for improvement. This feedback will support ongoing refinement of the methodology and strengthen shared learning between teams, helping ensure an increasingly relevant and effective educational practice.

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MYTHS & TRUTHS TOOLBOX

Module: Education system

Duration	Participants	Level	Format
100 min	8–20	18+	Face-to-face

Overall objective

Understand how the education system works in the host country, identify common expectations and questions, and guide participants regarding realistic options for access, continuing education and recognition of previous learning pathways. Competences developed

Activity 1. Icebreaker: 'My educational journey'

Duration: 15–20 min.

Each participant receives a card and writes a word or phrase describing their educational experience, for example: school, interruption, university, trade, language, effort, opportunity.

Then, in a circle, each person shares their word and briefly explains why they chose it.

This helps recognise diverse educational pathways and creates an initial bridge between personal experience and the workshop topic.

Activity 2. Prior ideas: 'What we know about the education system'

Duration: 20 min.

Questions such as the following are written on a flipchart:

- What types of study can be continued in Spain?
- What happens to the qualifications I already have?
- What options are available for adults who want to study?
- What requirements are needed to enrol?

Each participant writes three ideas, questions or beliefs about the education system on sticky notes. They are then grouped by topic: schooling for children, vocational education and training, university, adult education, recognition/equivalence of qualifications, and language learning.

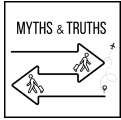
The facilitator does not correct anything at this stage; they simply collect perceptions and identify knowledge gaps.

Activity 3. Small-group work: 'A real educational pathway'

Duration: 30–40 min.

Small groups are formed and each receives a different situation. For example:

- A mother who wants to enrol her child in school.
- A young person who wants to continue studying.
- An adult who wants to study while working.
- A person who needs to have previous studies recognised.



Each group answers:

- What options does this person have?
- What steps would they need to take?
- What obstacles might they encounter?
- What information were they missing beforehand?

Each group then prepares a short, clear response.

Activity 4. Plenary: 'What we thought and how it actually works'

Duration: 20 min.

Each group presents its case.

The facilitator creates a two-column display:

- What people believed.
- How it actually works / what can really be done.

This is the point at which concepts such as recognition of qualifications, access to educational centres, adult education, free courses, language learning and educational guidance are clarified. It is also emphasised that opportunities do not depend only on previous academic level, but also on administrative status, age, language and available resources.

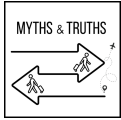
Activity 5. Closing: 'My next educational step'

Duration: 10–15 min.

Each participant completes a sentence:

- 'Before this workshop I thought that...'
- 'Now I know that...'
- 'My next educational step could be...'

This links the workshop to the participant's personal integration plan.



MYTHS & TRUTHS TOOLBOX

Module: Healthcare system

Duration	Participants	Level	Format
100 min	8–20	18+	Face-to-face

Overall objective

Understand clearly how the healthcare system works, what rights exist, which services can be accessed and the basic steps for using the system appropriately.

Activity 1. Icebreaker: ‘When I think about health’

Duration: 10–15 min.

Words such as doctor, emergency care, health card, appointment, health centre, mental health, pregnancy and vaccinations are placed on the wall.

Each person chooses one word that relates to their experience or idea of healthcare in the host country and explains why.

This introduces the topic without creating tension and helps identify fears, questions or previous experiences.

Activity 2. Prior ideas: ‘True, false or I don’t know’

Duration: 20 min.

The facilitator reads statements such as:

- ‘If I do not have legal documents, I cannot see a doctor.’
- ‘You can only go to hospital.’
- ‘Mental health is not part of the healthcare system.’
- ‘To make an appointment I need to speak the language perfectly.’
- ‘Children have access to healthcare.’

The group responds by holding up one of three cards: true, false or I don’t know.

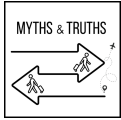
A brief discussion then follows each statement. This activity helps identify myths and misinformation in a dynamic way.

Activity 3. Group work: ‘The pathway to receiving care’

Duration: 30–40 min.

Each group receives a practical scenario:

- A person with a fever and cough.
- A mother with a young child.
- A person who needs psychological support.



- A newly arrived person who does not know where to go.

Each group builds the pathway step by step:

- Where to go first.
- What documentation may be needed.
- How to make an appointment.
- What to do in an emergency.
- What questions may arise.

The aim is for the group to transform scattered information into a simple, useful map.

Activity 4. Plenary with an expert or guided facilitation

Duration: 20 min.

If an expert is present, this is a good point to resolve specific questions. If not, the facilitator guides the summary using basic supporting materials.

Particular attention is given to:

- access to primary healthcare,
- emergency care,
- mental health,
- prevention,
- support and accompaniment,
- the relationship between healthcare access and documentation.

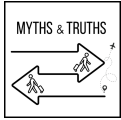
Activity 5. Closing: 'One idea I am taking away to care for myself better'

Duration: 10–15 min.

Each participant completes a card with:

- one new idea,
- one question that has been resolved,
- one concrete action they will take if they need healthcare.

These cards can be added to the integration folder.



MYTHS & TRUTHS TOOLBOX

Support networks and social participation

Duration	Participants	Level	Format
100 min	8–20	18+	Face-to-face

Overall objective

Strengthen knowledge and use of formal and informal support networks, and promote social participation as a key dimension of migrants' integration, belonging and autonomy.

Specific objectives

- Identify the support networks that exist in migrants' everyday lives.
- Recognise the difference between family, community, institutional and association-based support.
- Analyse which local resources can help in periods of difficulty or transition.
- Understand that participation is not only about 'being present', but also about expressing opinions, organising and contributing.
- Value social participation as a tool for inclusion, voice and mutual learning.
- Create a small personal map of support and participation.

Module approach

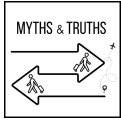
This module brings together two ideas that are often treated separately but are closely connected: strong integration cannot exist without supportive relationships, and those relationships become stronger when people participate in collective spaces. The workshop should therefore help the group reflect on who supports them, where they seek help, what spaces they know and how they can become involved in their host community.

Activity 1. Icebreaker: 'Who helps me when...?'

Duration: 15 min.

Several everyday situations are proposed:

- When I do not understand an administrative procedure.
- When I feel lonely.
- When I need translation help.
- When I have a problem at home.
- When I want information about an activity.



Each person responds with a word, person, place or resource.

The group then shares responses to show that support networks are not limited to family; they can also include friends, neighbours, associations, mediators, social services, local organisations and community groups.

Preparation beforehand / Activity 2. Prior ideas: 'My current networks'

Duration: 20 min.

Each participant draws a circle with their name in the centre and writes their current networks around it:

- family,
- friends,
- neighbours,
- association,
- church or religious community,
- services,
- trusted people,
- WhatsApp groups or other networks.

They then answer:

- What support do I receive from each network?
- Which is strongest?
- Which one is missing?
- Which one would I like to strengthen?

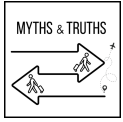
This activity helps make visible that integration also depends on the relationships and connections that sustain everyday life.

Activity 3. Small-group work: 'Support and participation map'

Duration: 35–40 min.

Small groups are formed and each works on a specific situation:

- A newly arrived person who is alone.
- A mother with a limited support network.
- A young person who wants to meet people and take part in community life.
- A family that needs guidance.
- A person who wants to become involved in their neighbourhood.



Each group answers:

- What support networks does this person need?
- What formal and informal resources could help them?
- What participation spaces could be useful?
- What concrete steps could they take?

The group prepares a simple map with three columns:

- personal support,
- community support,
- participation spaces.

Activity 4. Plenary: 'Participation is also part of integration'

Duration: 20–25 min.

The plenary shares the work carried out and opens a discussion about what social participation means. It is important to emphasise that participation is not limited to attending activities; it also includes:

- seeking information,
- expressing opinions,
- speaking up,
- collaborating,
- organising with others,
- looking after shared spaces,
- building relationships with other people and with the local environment.

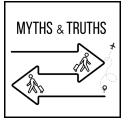
At this point, the idea can be introduced that social participation is a way of building belonging and moving beyond being only a 'service user' or 'beneficiary' towards becoming an active member of the community.

Activity 5. Closing: 'My network and my next step'

Duration: 10–15 min.

Each participant completes two sentences:

- 'Today I discovered that my support network...'
- 'One step I can take to participate more is...'



If you are using an integration folder, this is a good moment for each person to note:

- one network they will strengthen,
- one space they want to learn more about,
- one concrete participation action.

Methodological suggestion

For this module, it works particularly well to combine:

- questions that encourage personal recognition and reflection,
- visual maps,
- collaborative work,
- and links to real local resources.

It is also important to take care with tone: some people may feel embarrassed about having a limited network or frustrated because they are not yet participating. It is therefore helpful to emphasise that networks are built over time and that participation is a process, not an immediate requirement.

Expected outcome

By the end of the module, participants should be able to:

- better recognise their current sources of support,
- identify resources they can turn to,
- understand that social participation is also part of integration,
- and define at least one realistic step to expand their network or community involvement.

MYTHS & TRUTHS TOOLBOX

FOURTH PILOT WORKSHOP

The workshop 'From expectations to shared truths' closes the learning pathway as a space for synthesis, feedback and collective projection. After identifying expectations, comparing them with reality and exploring each of the key areas of integration in depth, this final session aims to transform the learning generated throughout the process into clear, realistic and useful messages for other migrants.

Throughout the process, participants have been able to recognise not only the differences between what they imagined before migrating and what they actually encountered, but also the causes of those differences and the consequences that misinformation can have for decision-making. This workshop therefore takes the next step: turning lived experience into shared knowledge with community and educational value.

The final session is therefore designed to strengthen critical awareness, make participants' voices visible as producers of knowledge, and generate materials that can guide other people who are considering migration. In this way, the closing stage not only brings together the learning developed throughout the process but also projects it outward as a concrete contribution to preventing unrealistic expectations and disseminating information that more accurately reflects reality.

	Participants	Level	Format
Duration			
120 min + 120 min	10–20	18+	Face-to-face

Overall objective

Support the collective development of realistic and useful messages based on lived migration experiences, in order to share learning, prevent misinformation and provide guidance to future migrants.

Specific objectives

- Collectively recognise the gap between prior expectations and the realities experienced during integration processes.
- Identify the main factors that explain this gap in areas such as housing, employment, training, documentation, health, language, retirement and support networks.
- Express individually and collectively the experiences, learning and reflections that have emerged throughout the process.
- Transform personal experience into short, clear and realistic messages for other migrants.
- Strengthen the value of personal testimony as a tool for learning and community awareness-raising.
- Generate content that can later be used in dissemination activities in countries of origin.

Methodology

Paulo Freire approach (critical consciousness, horizontal dialogue, reflection–action)

Methodological structure: See – Reflect – Act

SESSION 1: From individual experience to collective analysis

Objective: Collectively recognise the gap between prior expectations and the realities experienced during integration processes.

1. Icebreaker: 'Words that carry weight' (20 min)

- Posters are placed around the room showing the key areas of integration: housing, employment, training, documentation, health, language, retirement and support networks.
- Each participant uses markers to write words or short phrases describing their lived reality in relation to each topic.
- The posters are read together and similarities or contrasts are identified.

2. Thematic group work (40 min)

- The group is divided by topic (for example, one group for 'employment', another for 'housing', etc.).
- Each group reflects on:
 - What their expectations were before migrating.
 - What reality they encountered after living in Spain.
 - What factors may explain the difference.
- They prepare key messages or summary phrases that express this reality based on their own experience.

3. Plenary sharing (40 min)

- Each group shares its message and reflections.
- Horizontal dialogue is encouraged, with particular emphasis on respect and active listening.
- The facilitator notes meaningful words and phrases in order to build a collective map of 'shared truths'.

Outcome: Collective construction of realistic narratives based on lived experience and a critical understanding of participants' own living conditions.

SESSION 2: From reflection to transformative action

Objective: Develop individual communication messages to help prevent unrealistic expectations among people who are considering migration.

1. Introduction: 'From my story to a useful message' (10 min)

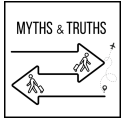
- The previous work is reviewed and the purpose of transforming reflections into messages that can reach countries of origin is explained.

2. Individual worksheet 'Communicating reality' (40 min)

Each person completes the following guide:

What do I wish I had known before migrating?

For each area (housing, employment, etc.), write the realistic advice or information you would give to someone planning to come to Spain.



3. Production of personal messages (40 min)

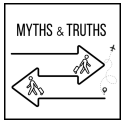
- Participants are invited to write or record a short text, audio message or video (maximum 1 minute) summarising their realistic message.
- These testimonies will serve as educational material for dissemination in countries of origin and migrant networks.

4. Plenary closing and recording of testimonies (30 min)

- Those who wish to do so share their messages with the group.
- Testimonies are recorded on a voluntary basis.
- The facilitator summarises the collective learning and thanks each participant for their contribution as a creator of knowledge.

Expected results

- Production of audiovisual materials containing real testimonies.
- Reduction of unrealistic expectations through messages based on direct experience.
- Strengthening participants' self-esteem and critical awareness.
- Generation of useful knowledge to support cooperation between communities of origin and host communities.



Worksheet: Communicating reality

What information do you wish you had had when you decided to migrate? Write what you would tell someone who wants to come to Spain about each of these topics.

HOUSING	
EMPLOYMENT	
TRAINING	
DOCUMENTATION	
HEALTH	
LANGUAGE	
RETIREMENT	
SUPPORT NETWORKS	
other	

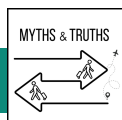
MYTHS & TRUTHS TOOLBOX

MY DREAMS

Participants

Level

Format



Duration

120 min

15–20

18+



Face-to-face

My dreams in Spain

What would you like to achieve in Spain? What are you looking forward to in your future?

Are these dreams achievable? What do you need in order to achieve them?

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MYTHS & TRUTHS TOOLBOX

WHEEL OF LIFE

Participants

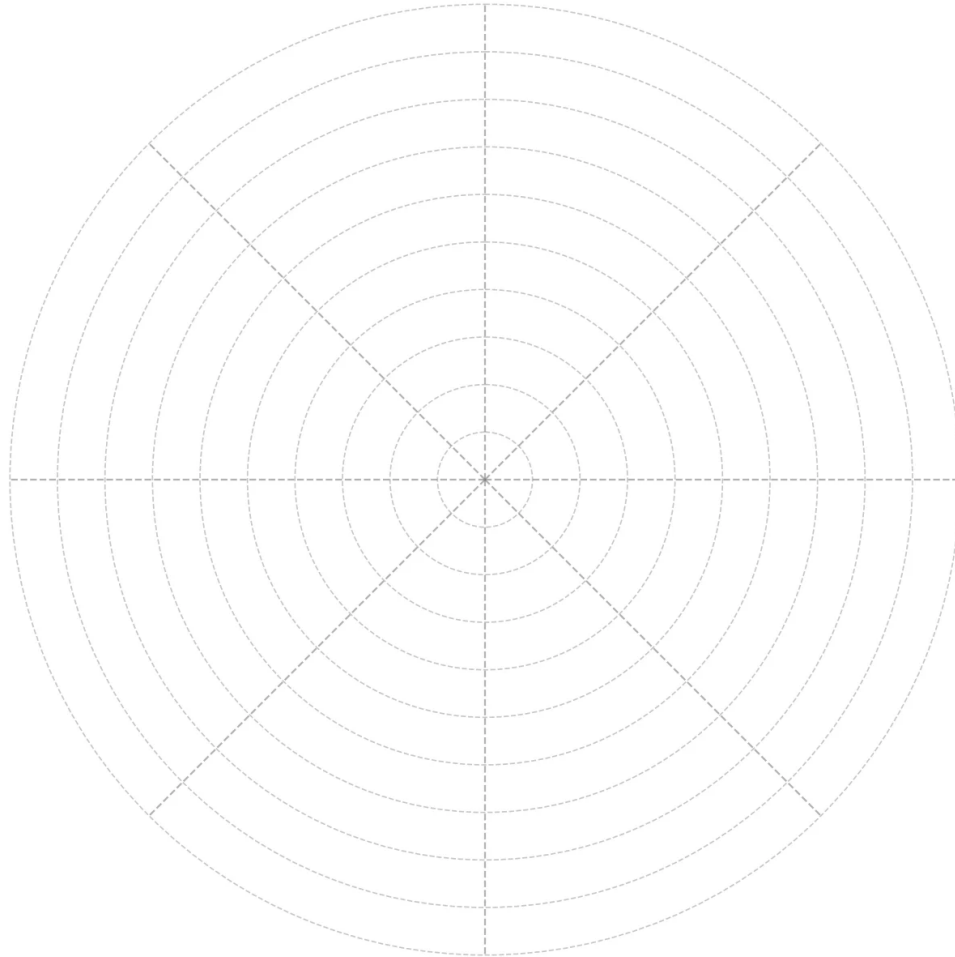
Level

Format

Duration

THE WHEEL OF LIFE

Wheel of Life Template



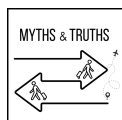
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This Toolbox is only the beginning.

The materials included in this document were designed, piloted and validated during the Myths & Truths project thanks to collaboration between professionals, social organisations and people with lived migration experience.

Our aim is not only to share a methodology, but also to help more organisations develop participatory processes that support migration that is better informed, more conscious and more inclusive.

We encourage social organisations, educational centres, public administrations and social-intervention professionals to:



- ✓ Adapt the workshops to their own context and to participants' profiles.
- ✓ Add new activities, tools and resources that enrich the methodology.



- ✓ Share good practices and experiences in order to continue improving this approach.
- ✓ Disseminate accurate information that helps challenge myths and unrealistic expectations about migration.

We believe that knowledge grows when it is shared and that collaboration between organisations is the most effective tool for building more inclusive communities.

Access all project resources

On our website you will find:

- Downloadable and updated Toolbox.
- Methodological manual.
- Workshop materials.
- Editable templates.
- Multimedia resources.
- Project results.
- News and future updates.

<https://mythsandtruths.eu/> <https://mythsandtruths.eu/>

Erasmus+ KA210-ADU Project

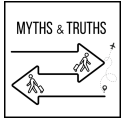
Myths & Truths – Expectations vs. Reality

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‘Every story shared helps dismantle a myth and build migration that is better informed, more humane and more conscious.’