

# European Project COPE&HOPE

practical approaches to promote the inclusion of migrant women  
victims of human trafficking in Barcelona and Milan

Project subsidized by the Asylum,  
Migration and Integration Fund of  
the European Union



Subsidy from the Secretary of  
State for the 2030 Agenda for  
Sustainable Development in Spain



Grants for projects in the field of social  
policies of the Department of Equality and  
Feminisms of the Generalitat de Catalunya



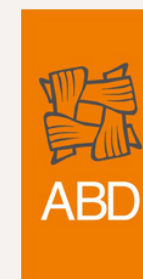
Generalitat de Catalunya  
**Departament d'Igualtat  
i Feminismes**

Grant for the reduction of poverty and  
precariousness of women in the framework of  
the Strategy against the Feminization of  
Poverty and Precariousness of Barcelona City  
Council



Ajuntament de  
**Barcelona**

A project by:



**ACRA**



# 1. ABOUT THE PROJECT

The Cope&Hope project promotes the recovery and social and labor autonomy of migrant women survivors of human trafficking, adopting a victim-centered approach. This project began in Barcelona in February 2020, promoted by the Asociación Bienestar y Desarrollo (ABD) and together with a consortium of European entities, it has allowed the implementation of pilots in Milan and Barcelona, the capitalization of knowledge, the exchange and dissemination to local and EU level of good practices aimed at the social and labor inclusion of women who suffer this type of violence.



## Phases of Cope&Hope:

### Phase A

#### Investigation

Analysis at European level of good practices. It will generate:

- **Manual of good practices.**
- **Report of the conclusions** drawn from the implementation of the pilots.
- **Report of recommendations** for addressing the needs of migrant women victims of trafficking in social and labor inclusion programs.
- **Transnational exchanges** between partners and stakeholders

### Phase B

#### Design and validation of a Barcelona-Milà transnational pilot

The model, which will be implemented through two pilots in Barcelona and Milan, will offer language training, job guidance services and support, opportunities to improve skills to promote women's autonomy and be part of a multidimensional improvement process.

### Phase C

#### Communication and awareness

The communication of the project, which will be European in scope, will be focused on raising awareness and making visible the needs and women victims of trafficking and communicating the results of the project. Main events:

- **National conference**
- **European Conference in Brussels**

## 2. THE CONSORTIUM

### Barcelona

#### stakeholders

- Barcelona's town hall
- Civil society organizations.
- Public or private network services.

#### partners Cope&Hope

- Fondazione ACRA, Milan.
- Network of social enterprises Passepartout, Milan.
- ABD Welfare and Development Association, BCN.

### Milan

#### stakeholders

- Milan City Hall.
- Civil society organizations.
- Public or private network services.





Pilot  
COPE&HOPE  
Barcelona



## 1. DESCRIPTION OF THE PILOT

ABD is carrying out an intervention model focused on improving the employability of 41 migrant women victims of trafficking who live in Barcelona, offering a personal, individual and safe empowerment itinerary to improve their skills and access to the labor market.

The expected result is to structure a permanent intervention model that is able to:

**Improve the employability of women by acquiring knowledge and learning that enhance the skills, attitudes and aptitudes necessary to develop in the world of work.**

**Recognize women as active agents and bearers of competencies.**

**Promote a process of empowerment and autonomy through which women strengthen their capacities and their self-perception.**

**Adopt a comprehensive approach adapted to both the needs of women and the demands of the labor market, to accompany women in their job search, placement and job retention.**



## 2. MAIN CRITERIA FOR DEFINING THE INTERVENTION

### Criteria for the definition of the intervention:

We propose a safe, individualized, flexible approach model, adapted to the personal situation of each woman, and based on the following principles:

- Ensuring reconciliation.
- Financial support for transportation to encourage attendance.
- Itineraries created based on their needs and interests.
- Safety system and risk assessment.
- Use of proximity spaces.
- A connection to a person of reference.
- Coordinated work with specific municipal services.
- Flexible methodology: Itineraries adapted to individual and group attention and flexibility during the process.



## 4. DESCRIPTION OF THE INTERVENTION

The pilot program **guarantees conciliation** in all sessions by providing spaces for child care and attention. It also offers **financial assistance in terms of transportation** to attend the sessions.

The main phases of the intervention model are:





## I. DERIVATION

The project seeks to make it possible for as many women as possible to have access to it, based on a non-discriminatory approach in any aspect.

**We work in coordination with entities and institutions** that are part of the network created through the Cope&Hope pilot.

We work with these networks:





## II. WELCOMING THE WOMEN

Once the referral has been carried out and the woman arrives from the UTEH or other entities in the territory, a first welcome visit is made where the resource and the service offered are presented.

In this visit, where, if necessary, the reference professional travels to the referring entity, the initial interview is conducted and the evaluation of the risk situation is completed, the participant's demands and expectations are also collected and the fit is assessed to decide whether the intervention meets the woman's needs and the process can begin.

## III. EMPLOYABILITY, SOCIAL AND COMPETENCY DIAGNOSIS

After agreeing to initiate the process, a semi-structured interview is carried out to make the diagnosis. **In this first diagnostic phase, the women's level of activation is assessed**, taking into account criteria such as **competence factors**, as well as **personal and social factors**.

The **diagnosis determines whether a more pre-employment approach is needed**, an intervention aimed at the possibility of a **close insertion** if the personal situation allows it, or an **accompaniment focused on the initial acquisition or reinforcement of basic skills**. Therefore, it allows to determine which modules are the most appropriate.

## IV. INDIVIDUAL SOCIO-LABOR ACTIVATION AND FOLLOW-UP PLAN

This plan gathers the actions agreed between the reference counselor and the women, according to objectives, activities and timing, **being the base document of the individualized insertion strategy.**

The duration of the itineraries depends on the needs and situations of the women, taking into account that the total intervention lasts about 10 months.

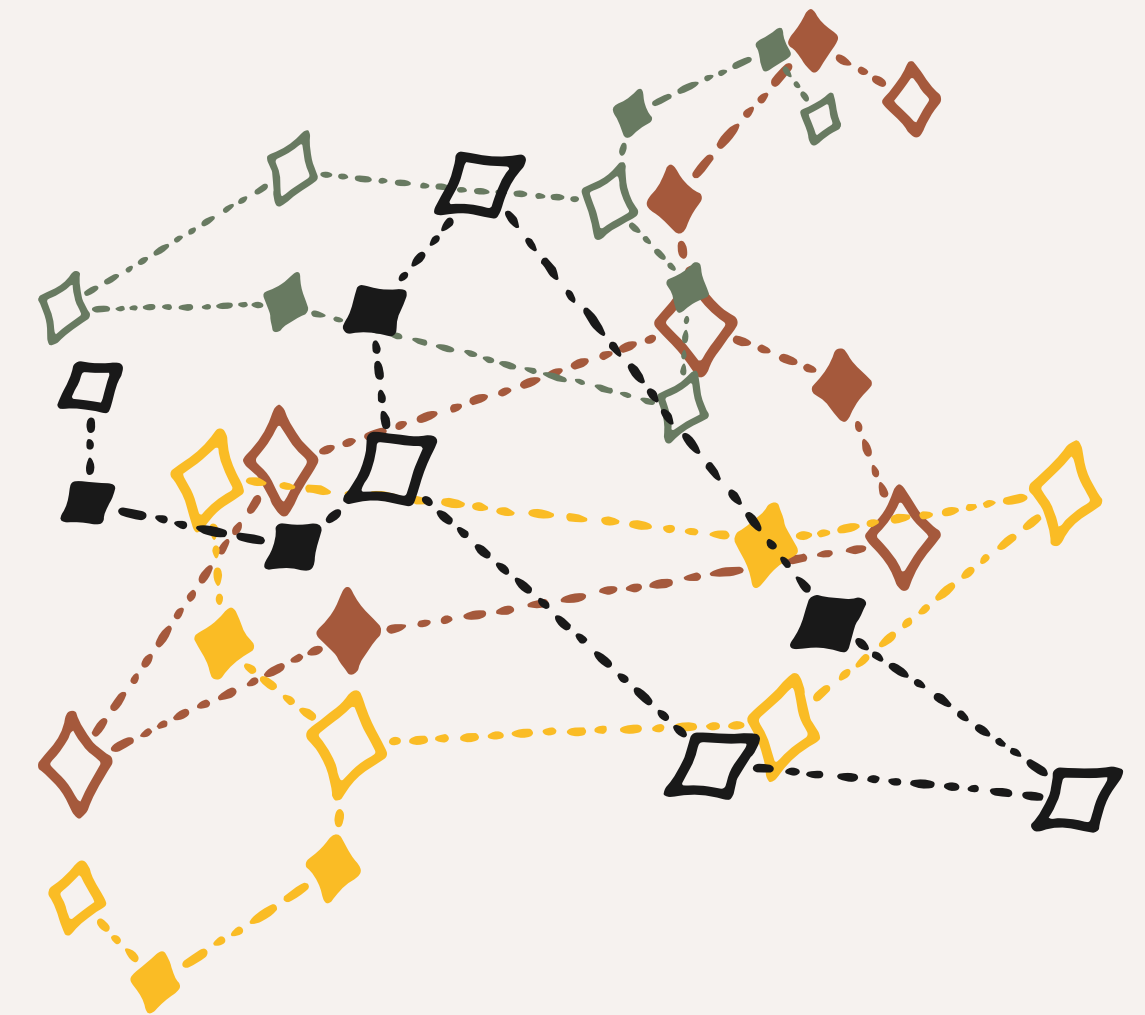
Throughout the whole process, the referent carries out **several follow-up and evaluation sessions** with the women in order to evaluate the different actions carried out, as well as the evolution of the itinerary.





## V. TRAINING, EXPERIENCE AND WORK INTERMEDIATION MODULES

PRE-LABOR MODULE	<ul style="list-style-type: none"><li>• Photography and personal projection</li><li>• Movement: The body as a tool for stress management</li><li>• Pre-employment coaching</li></ul>
BASIC LABOR MODULE	<ul style="list-style-type: none"><li>• Digital literacy focused on integration</li><li>• Socio-labor orientation</li><li>• Counseling for active job search</li></ul>
SPECIFIC TRAINING MODULE	<ul style="list-style-type: none"><li>• Catalan/Spanish language training</li><li>• Training in women's rights from a cross-cultural perspective.</li><li>• On-the-job training at BAU University within the framework of the Mamalyona project</li><li>• Job training in esthetics</li><li>• Job training as a monitor</li><li>• Cooking opportunities training</li><li>• Migrant tour training</li><li>• Socio-health technical training</li><li>• Nutrition workshops</li></ul>



The modules do not follow a specific order; each participant, with the support of the referent, can choose the itinerary he/she prefers.

## PRE-LABOR MODULE

- **PHOTOGRAPHY AND PERSONAL PROJECTION**

1 individual session of 4 hours/woman

The actions of this module are aimed at **working on key aspects for personal activation and the improvement of social skills** such as the development of personal, relational and coping competencies, through **work on personal care, self-image and self-esteem.**

The purpose of the actions is:

- Offer each woman an experience of reconnection with her own femininity.
- To design a portrait that combines her own personality with elements that bring softness and gentleness and give her back the connection with her heart and self-love.
- To create a space where we can accompany women who pose in a conscious way, offering a space of connection, where the camera and the photographs become a tool for self-recognition.





## PRE-LABOR MODULE

- **MOVEMENT: THE BODY AS A TOOL FOR STRESS MANAGEMENT**

7 individual sessions of 2 hours/woman

Practical sessions with a cross-cultural vision aimed at addressing the management of everyday emotions and anxiety problems through techniques such as breathing and movement, from the approach of having fun.

- **PRE-LABOR COACHING**

1 session of 3 hours/woman

Group space in which, based on the personal resources of each participant, techniques are integrated to overcome the insecurities and tensions of the participants in relation to a future labor incorporation as well as to promote their self-esteem.



## BASIC LABOR MODULE

- **DIGITAL LITERACY FOCUSED ON INSERTION IN THE LABOR MARKET.**

5 sessions of 2 hours

These actions meet the objective of working on **digital literacy and the use of new technologies as an essential element to carry out a job search process** and as an instrumental competence increasingly valued in the development of a very wide range of jobs. In order to generate interest and adherence, the contents are worked in a very practical way.

Contents of the sessions:

- **Initiation to basic computing:** first approach to the type of technology most used in the job search process. Initiation to the computer, Windows, files, etc.
- **Introduction to the Internet, the use of e-mail and cell phones:** improvement of the participants' skills to help them take advantage of them in the job search process.
- **Management of job offers on the Internet:** analysis of job offers, the functioning of job portals and job boards, information, employment and the job market, sending applications through job portals and e-mail.
- **Resources of the Territory:** management of online resources and services (processing and registration for school activities, courses, electronic payment, etc.); resources and services at regional and national level (CAPs appointment, obtaining the individual health card, financial and housing aid, management of employment demand, etc. ....).





## BASIC LABOR MODULE

- **SOCIO-LABOR ORIENTATION**

1 individual session of 2 hours/woman

This session, which is also carried out using digital tools, aims to inform women about the meaning of socio-labor orientation from a gender perspective, to co-construct with them their insertion project and to encourage women to recognize the importance of their life and work experience. We organize job orientation sessions focused on specific professional sectors, also known as pre-employment workshops.

Some of the tools used in these sessions are:

- Personality, self-esteem and self-knowledge tests.
- Likert scale personality test



## BASIC LABOR MODULE

- **ADVICE ON ACTIVE JOB SEARCH**

5 sessions of 2 hours

The actions are aimed at perfecting, reinforcing and improving digital skills and establishing routines for the active job search. Thus, the objective is to stimulate the active search for employment while learning to overcome individual difficulties.

Content of the sessions:

**Preparing and defending the curriculum:**

What is a resume and its functionalities. What is a cover letter and its functionalities. The importance of tailoring the resume and cover letter by profile.

- Elaboration of CV and cover letter.
- Communication on the Internet and the work agenda.





### To teach the main job search techniques and how to present oneself as a candidate:

Not only techniques are identified but the means through which these resources can be accessed.

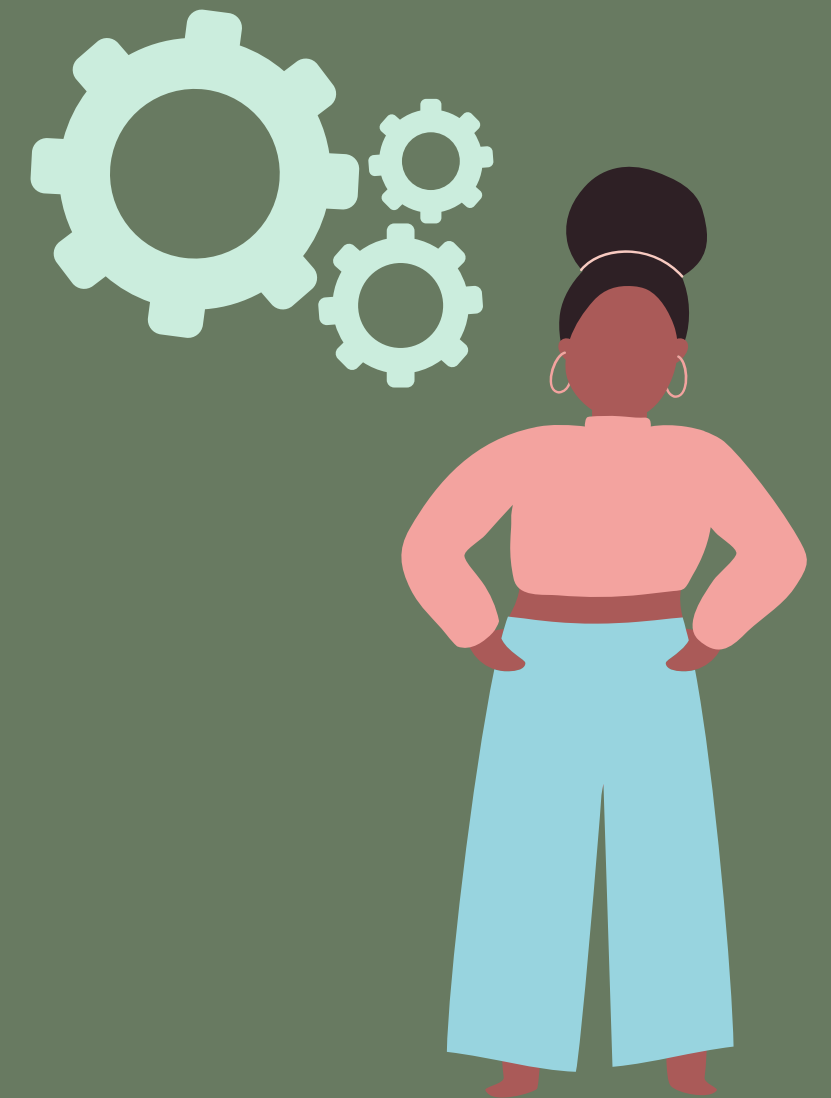
- Job search on the Internet, networking, temporary employment agencies, advertisements, intermediaries, training on how to submit forms and job applications, training in communication skills to get an interview, training on how to act in a selection process, agreements, the dangers of informal jobs, etc.

### Job search actions:

Active job search workshops on the Internet.

Circuit and phases of the selection process.

- Individual selection interview: how to prepare, face and evaluate it. Full cycle simulation with external collaborators linked to HR (sending of self-application for a mock offer and role-playing interview).



## SPECIFIC TRAINING MODULE

- LANGUAGE TRAINING IN CATALAN / SPANISH AT ELEMENTARY / BASIC LEVELS, WITH A FOCUS ON INTEGRATION  
20 sessions of 2 hours

Two linguistic itineraries have been developed within the project. Language training is aimed at **improving women's verbal fluency** in order to make them more competitive in a job search process and their inclusion process. These spaces aim to improve language skills, but in a cross-cutting way they **address key aspects of self-esteem, autonomy and breaking isolation situations** derived from communication barriers.

The themes of the sessions revolve around **topics of shared interest** (previously defined) closely linked to the respective personal processes (labor insertion, training, etc.). In this way, language learning is combined with the therapeutic action of the participant, which allows generating a positive correlation with the reference professional, so that apart from oral skills, interpersonal skills are worked on. Depending on the availability and resources available to the women, face-to-face training is also combined with **exercises** - homework - to be done at home, through free mobile applications (Duolingo, Busuu, Babel).





## SPECIFIC TRAINING MODULE

- **TRAINING IN WOMEN'S RIGHTS FROM A CROSS-CULTURAL PERSPECTIVE**

6 sessions of 1 hour

The objective of this module is to work on basic notions of **gender equity and women's rights from an intersectional and cross-cultural perspective**. The modules are designed on generic and wide-ranging topics, focusing and adapting to the needs, interests and literacy level of each participant.

The contents to be worked on are:

- Gender roles and stereotypes
- The world of paid work
- Body and health, to address issues such as mental health, healthy sexuality, etc.
- Violence against women's integrity (psychological, emotional, economic, sexual...).
- Cultural diversity and non-discrimination
- Affective-sexual and gender diversity.



## SPECIFIC TRAINING MODULE

- **JOB TRAINING AT BAU UNIVERSITY AS PART OF THE MAMALYONA PROJECT**

5 sessions of 2 hours

**MAMALYONA is a collective entrepreneurship and empowerment project** led by young mothers at risk of social exclusion. It aims to improve the employability of the participants through the discovery of entrepreneurship, social economy and the textile design and production sector. **The professional training in fashion and clothing design is carried out at the BAU University of Design, a partner of the project.**

The training proposal is structured in different blocks:

**BLOCK 1. Trend research and concept development**

- Search for ideas and concepts
- Search and exploration of materials

**BLOCK 2. Pattern making**

- Technique, form, body and volume elements
- Project prototyping

**BLOCK 3. Tailoring**

- Use of sewing machine
- Stamping
- Lettering





## SPECIFIC TRAINING MODULE

- **JOB TRAINING IN ESTHETICS**

20 hours in 5 sessions

The Manicure and Hand Beauty Course, taught by Cristina Sorli, aims to provide in-depth training on nail care and advanced hand skin treatments, allowing participants to acquire professional skills in the beauty sector.

### Syllabus:

- Study and diagnosis of fingernails.
- Customer service.
- Manicure techniques.
- Treatment of the nails and skin of the hands.
- Specific cosmetics.
- Nail and hand care equipment.



## SPECIFIC TRAINING MODULE

- **JOB TRAINING LEISURE MONITOR**

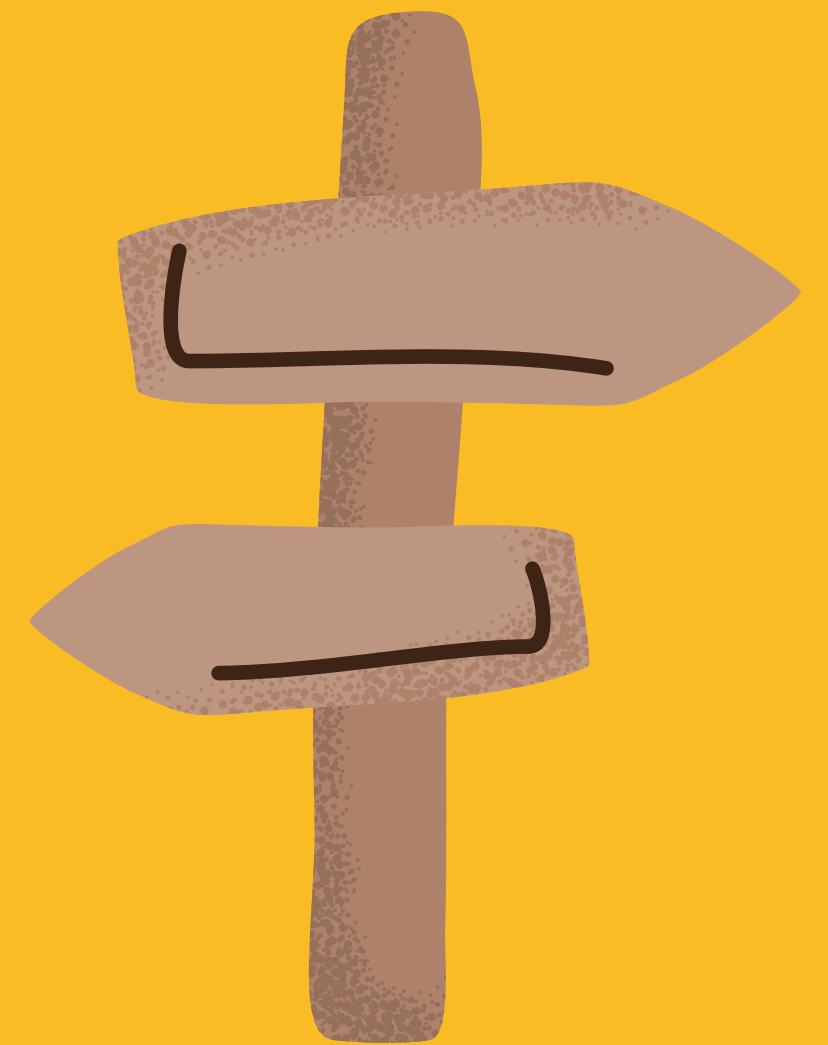
Through the course of monitors taught by the Escuela de Monitores de Barcelona, students acquire the knowledge for a possible future job as a monitor of leisure activities, sports, cultural, artistic, esplanades, colonies, extracurricular activities, camps, tourist animation, and school canteen monitors. In addition, it offers the possibility of obtaining work experience in this sector.

- **COOKING OPPORTUNITIES TRAINING**

Cocinando Oportunidades is a specific and technical training program in cooking and hospitality, provided by Mescladis, specifically training as waiters/waitresses and kitchen assistants. Once the classes are finished, the students do internship hours in the sector to complete their training and try to get a job offer.

- **MIGRANTOUR TRAINING**

The participants also attend Nexes Interculturals' Migrantour Training, a project whose main objective is to show, through intercultural routes, the richness and intercultural diversity of the cities. All the guides are migrants who connect their history and culture with the city where they live.





## SPECIFIC TRAINING MODULE

- **SOCIO-SANITARY TECHNICAL TRAINING**

The APIP-ACAM Foundation is an entity dedicated to the care of groups with functional diversity and to the assistance, guidance, training and social and labor inclusion of groups at risk of exclusion. The participants receive technical training for job placement in the social and health care sector.

- **NUTRITION WORKSHOPS**

The program incorporates nutrition sessions that address topics such as healthy and sustainable food, cooking, planning family menus, nutrition during pregnancy and breastfeeding... among others.



## EXTERNAL PROFESSIONAL COLLABORATORS

The following entities and professionals that are a part of the project:



LIVING WITH CHOCO

## VI. EVALUATION AND CLOSURE

It occurs at the moment when the woman has incorporated and consolidated the work situation or at the moment when the woman (or the technician or a third person/institution) wants to terminate the process, due to non-compliance with agreements, unwillingness to continue or other circumstances of force majeure.

The objectives in this phase are:

Evaluate the process of socio-labor insertion: it is about making an evaluation of the personal and professional process that the woman has carried out, making explicit the competences acquired in terms of evolution, as well as those that it is necessary to continue working on.

Evaluate the accompaniment process: This involves a reflection on the degree of satisfaction of the woman, and therefore one of the indicators of the quality of the service.

- Closing the process and leaving the door open for a possible reopening: Bearing in mind that the professional project is dynamic and continuous, this phase should not necessarily be definitive; it can be reopened again at the woman's request, due to job improvement or the need for a new professional itinerary.

Finally, each woman will receive a **certificate of participation** issued by the Cope&Hope project consortium, stating the hours and content of the selected training courses.



# Thank you!

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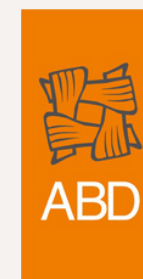


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