

MASTER'S DEGREE FINAL PROJECT

A cross-sectoral and intergenerational proposal:

**waste management transformation as job creation and platform of encounter
between unemployed Romani girls and women, state actors and recycling companies
in Albania.**



Student: Paola Miçalliu

Tutor: Annemie Vermaelen

Castellón de la Plana, September 2023

Keywords: Gender Equality, Job Security, Romani Community, Waste Management, Women's Empowerment

Abstract:

This thesis has at its core a project proposal that results as logical conclusion based on the justifications gradually building up with the following chapters. A global as well as national and local perspective coupled with Systems Theory, Ecological Economics and Hans Thiersch' theory of life-world-orientation highlight the cross-sectoral character of the project and, together with an adequate methodology, design a proposal that not only promotes a labor market inclusion of Romani girls and women and a platform of encounter between multisectoral actors especially at the political and economic level, but also aim at the Key Challenges of Gender Equality and Green Transition in the long term.

Index

1. Motivations.....	4
2. Justification of the Proposal.....	6
2.1 Drivers of Change.....	6
2.2 Ratified Conventions, Policies and Laws.....	7
2.3 Key Challenges and Goals.....	9
2.4 Best Practise.....	10
3. Theoretical Framework.....	12
4. Methodology.....	17
5. Project Proposal.....	23
5.1 Objectives.....	24
5.2 Target Group and Beneficiaries.....	28
5.3 Schedule and Timing.....	32
5.4 Activities.....	39
5.5 Assessment.....	45
6. Discussion of Results.....	48
7. Conclusions.....	50
8. References.....	51
9. Annexes.....	56
Annex A – Exchange Model of Actors.....	56
Annex B – Budget Planning.....	57
Annex C – Risk Analysis.....	58
Annex D – Application Questionnaire.....	60
Annex E – Written Agreement.....	61
Annex F – Example of Best Practise.....	62
Annex G – Description of Beneficiaries.....	63
Declaration of Authorship.....	68

Article 23

**Everyone has the right to work, to free choice of employment,
to just and favourable conditions of work and to protection against unemployment.**

(UN General Assembly, 1948)

1. Motivations

Of course, the final thesis is a major component of a degree programme and cannot be bypassed if one wants to complete the degree successfully; however, I have made a conscious decision to study this degree and complete it with the subject chosen here, so I would like to start by explaining my motivation for doing so.

For this, it is necessary to go back a few years, because together my personal and professional experience have brought me to this point where I am. This comprehensive consideration serves to better understand and validly justify my motivation and thus also my project proposal.

I am originally from the country of Albania, in whose capital I was born and spent the first five years of my life. Despite also having Greek roots and having grown up in Germany for over 20 years, Albania is therefore officially considered my home country. While I also consider myself German and Greek and can call Germany my second home country, I want to use the knowledge I have gained so far to take a closer look at my roots and use it for positive transformation where it is most needed.

My professional context in social pedagogy allows me to focus on the micro level: I have worked for about 8 years with different target groups from age 0 to senior age, with people with a migration background and people with mental and physical disabilities, in care, in schools, in education and counselling, with groups, but mainly in one-to-one care to help people to help themselves. The level I came to know is individual in nature, focusing more on the needs of the individual rather than on direct impact at the structural level. This changed with my voluntary service in development policy, my Master's degree and my internship at the German Embassy in Ecuador, where I was able to get to know a more global, yet still strongly Middle- and South- America-centred, perspective. This perspective, together with the academic content acquired in the Master's programme, opened up a perspective that I had never previously associated with the life of an individual or a group of people: structural violence. I began to understand better that life processes take place in gears and that removing obstacles of individuals is not the only thing to address; politics carries a crucial role when it comes to the future of individuals and groups, it carries a crucial role when it comes to public discourse and what our lives look like, how quality of life is defined.

But it is not about finding "culprits" and looking for problems without end, at least that is my perception of peace. This Master's degree taught me that social relationships are much more complex and can hardly be grasped, as they are like a web that intertwines in seconds, where it is unclear which was the first thread. And just as politics and public structures can influence the lives of individuals, so too can individuals and groups change the public structure.

Even as a young child, I had a different relationship with waste than my peers. Since I had to leave all my belongings behind when I was five, I thought three times about what I wanted to sort out or throw away. I began to see valuable treasures in things that were supposedly broken or old, because that was all I had at the time. This behaviour is still reflected in my life; in my professional activities before university, I always tried to recycle already used

materials, either upgrading them or using them for something else. I networked with organisations that actively fight river flooding by (plastic) waste, learned about sustainability projects and the SDGs in my private life and at university, and collected countless boxes of still well-preserved "waste", which I gradually clean in order to revalue them.

Waste management is a complex issue, because it is as complex as the humanity from which the rubbish ultimately comes. In some villages in Costa Rica, I found out that there is no rubbish collection and the rubbish is burned there. This incineration not only destroys potentially recyclable materials forever, it also emits CO₂ into the air. There are already relevant and problem-solving strategies beyond "throwing away" and many companies are committed to pursuing these alternatives in order to take more responsibility for their products and production. However, there is a lack of local strategies that also address individual households or institutions, from which an equally significant share of waste is produced. Here again it becomes visible that there are multiple directions in a problem. Waste management affects everyone and should be made a priority in the political agenda instead of continuing to feed anti-climate businesses.

At first glance, waste management may not really have anything to do with peace or show that it has to do with more than just rubbish. With this work I want to prove the opposite, because waste undoubtedly illustrates that we are equal, but the management of it highlights the hierarchical differences in society, be it through inhumane unacceptable landfills in the global south, be it through unequal access to waste disposal or the ignorance of it, which leads to pollution - for which the global north is jointly responsible with western companies while increasingly marginalised population groups are falsely blamed in an indefensible way.

Capitalism and the consumerism that goes with it continue to spread without adequate consideration of its consequences. More and more is produced, sold and bought out of proportion to the scarcity of non-renewable resources. Meanwhile, no climate-friendly alternative and no further solution for recycling materials is too much.

So, the economy should be taken into account just as much when considering peace processes. New economic models should include their consequences and their traces on the climate in their processes, so that preventive action is taken without merely finding solutions to problems when it is already too late. Politics can provide a decisive legislative force in this regard if there is consensus. But waiting alone cannot provide an adequate solution to conflicts. After all, local initiatives can serve as best practices and change the discourse in the long term.

Little by little, then, the complex web of relationships becomes clear, which must be considered at the micro, meso and macro level in order to obtain an overall picture. If I as an individual am not aware of my personal carbon footprint, I am denying my responsibility as a resident of this earth, but also as a resident of society. With my personal background (mentioned here) combined with my academic and professional training, I am highly motivated to interweave the aforementioned areas of tension in such a way that a proposal for peace is created.

In doing so, I regard the web of life that intertwines in a matter of seconds more as a guide than as a conflict, because I want to transform it instead of (impossibly) stop it. With what already exists, I can deliver new results through other interweaving that speak a similar language as the conflict but transform it instead of feed it further. As mentioned, it is not (only) about focusing only on the problem and looking for culprits, because this does not serve positive peace, peace that is actively dedicated to the realisation of human rights equally for all, but about recognising a conflict and developing a possible solution approach for it.

In the same way, my proposal is not about the search for conflict causers, but about ways to generate new solutions with the existing knowledge, that not only transform the existing problem, but above all make it a local best practise. With these topics covered in this thesis, I not only draw on academic and professional knowledge, but above all I also bring in the aforementioned personal background, which is an additional decisive motivation for this work and makes it as authentic as possible.

Nevertheless, this complete authenticity can only be achieved through a justification based on Drivers of Change, the (inter)national political level, Key Challenges, Goals and Best Practice examples that underpin the theme of the work and thus filter out a signal for its engagement in the form of a Project Proposal.

2. Justification of the Proposal

Going beyond pure motivation underpins a need and forms a justification for a project idea; because without having a signal, a need seems rather invented and makes a proposal invalid. For this, there are not only different sources of both the Albanian and European contexts considered, which, above all, are not older than five years, but also different categories of justification used for a solid foundation of project elaboration. These range from global in nature to regional specifications in the form of concrete goals and measures, but at the same time provide an overview of the political landscape and legislature in the chosen country of Albania.

This step-by-step categorisation builds on each other, because it is one thing to identify a need, but to formulate concrete goals and objectives from it further underlines the urgency of this need and validates it, which in the next step presupposes and above all justifies a solution-oriented behaviour (here in the form of a proposal).

The following subcategories, supported by references, provide a clear overview of all key elements of the theme, consisting of Gender Equality, Employment and Green Transition and together form a signal on which the elaboration of the project builds and with which the objectives that follow later on will be linked.

2.1 Drivers of Change

The world is becoming increasingly interconnected through flows of information, resources, goods and services, people, and ideas, which means that changes in one part of the world are

likely to have an impact on other parts of the world. Many of the 'Drivers of Change' affecting the environment and sustainability in Europe are not actually environmental in nature, but they are crucial to Europe's long-term environmental and sustainability prospects. As a result, there has been an increased interest in systems thinking and foresight in the European Union institutions to develop better informed and ultimately more effective policies.

Although it is difficult to fully disentangle these drivers, several thematic clusters have been developed with the aim of exploring their characteristics, interactions, and potential impacts (European Environment Agency, 2019, p. 6).

The cluster appropriate for this proposal is 6a) entitled "Diversifying values, lifestyles and governance approaches - Emerging lifestyles, work patterns and learning opportunities" (European Environment Agency, 2019, p. 95).

It describes new work patterns and lifestyles, caused by rapid and all-encompassing technological progress, which offer a variety of challenges and perspectives both in Europe and globally. The advent of digitalisation, combined with automation and the gig economy, a labour market characterized by the prevalence of short-term contracts or freelance work as opposed to permanent jobs, not only opens the doors for economic growth, but also poses a potential threat to workers' rights, physical health, safety, and psychological well-being as uncertainties around employment increase. Consequently, governments are likely to face new challenges such as unemployment, retraining of the labour force, "non-standard" forms of work and social vulnerability.

It is this challenge that the Project Proposal addresses, as it enables, among many other things, both jobs and an innovative form of economy, while at the same time providing (re)training.

2.2 Ratified Conventions, Politics and Laws

We now move from a global perspective to the political national level, because without looking at the political landscape, the proposal cannot be a result of looking at society as a construct, where everything is interconnected. People are also political beings, the labour market is politics, and this thesis deals with a communication between individuals and institutions that should be less characterised by hierarchies, but rather makes climate change and the accompanying scarcity of resources a common goal and promotes cooperation through a platform of encounter and exchange. Common goals can strengthen the bond and make it clear that we are facing similar challenges, no matter which community we feel we belong to.

This sub-category identifies official state commitments in the form of signed agreements and laws. While laws are more committed to citizens, agreements are commitments to other states or overarching international organisations such as the United Nations. Here, interests are of a different nature, but the state itself, through signing and its legislature, has a responsibility to comply with the agreements and contents described therein. In order to comply with them, regardless of their extrinsic character, it promotes measures that fit in with their content. For Albania, the EU accession process has become a cornerstone of global integration and the

foreign policy agenda shaping its reforms. However, challenges that hinder development persist, such as a high poverty rate, brain drain, inequalities, weak public administrative services at central and local levels, and deep mistrust of public institutions and government authorities (UN Women, 2022, p. 3).

Signing agreements and setting goals can therefore certainly be seen as extrinsic motivation, but it forms the current setting and legitimises and shapes concrete projects.

Since 27.02.1997, the "C111 - Discrimination (Employment and Occupation), 1958 (No. 111)" has also been in force for Albania. The ILO is the International Labour Organisation, to which Albania also belongs, which, by signing, commits itself to the following article, among others:

“Article 1

1. For the purpose of this Convention the term discrimination includes—

(a) any distinction, exclusion or preference made on the basis of race, colour, sex, religion, political opinion, national extraction or social origin, which has the effect of nullifying or impairing equality of opportunity or treatment in employment or occupation;” (International Labour Organization, 1958).

Other agreements legitimise efforts to combat discrimination against women, such as the CEDAW - Convention of the Elimination of all Forms of Discrimination Against Women (United Nations Human Rights Treaty Bodies, 1994). The document of the Advocates of Human Rights, a non-governmental organisation and the Human Rights in Democracy Center (HRDC), is about how Albania complies with the Convention.

According to the latter, women in Albania continue to encounter obstacles to their participation in public and political life, especially women in rural areas and Romani women. These obstacles limit their ability to fully participate and contribute to decision-making processes. In addition, women face significant obstacles when it comes to accessing appropriate employment opportunities. These obstacles undermine gender equality and require concerted efforts to address and overcome them (The Advocates for Human Rights, 2021, p. 3).

Also, with regard to the waste management component of this thesis, Albania has had a strategy since 2020, which is set out in the "National Integrated Waste Management Plan 2020-2035". This document sets out the government's strategy for the transition from a linear to a circular economy. It is intended to serve as a unifying framework that brings together all stakeholders and actors involved in this cycle to achieve the Sustainable Development Goals. By promoting a circular economy, this strategy seeks to support a more efficient and resource-conscious approach that maximises value and minimises waste throughout the life cycle of products and materials (Grantham Research Institute on Climate Change and The Environment, 2020). This strategic approach is in line with global efforts to use resources more efficiently and reduce the environmental footprint associated with waste management (GIZ, 2021).

2.3 Key Challenges and Goals

As mentioned in the previous section, Albania wants to become part of the European Union; following the Brussels European Council, it has been a candidate country since June 2014, and in March 2020 the EU decided to open accession negotiations with Albania (Delegation of the European Union to Albania, 2021).

The European Commission therefore publishes Economy Institutional Papers, which are reports to analyse the economic situation and developments in the candidate country, which later serve as a basis for economic policymaking by the European Commission, the Council of the European Union and the European Parliament. For Albania, the ERP in its report named "2022 Economic Reform Programmes of Albania, Montenegro, North Macedonia, Serbia, Turkey, Bosnia and Herzegovina and Kosovo" identified several Key Structural Challenges and Reform Priorities, of which the following is relevant to the proposal:

“Key Challenge 1: Increasing Innovation and Skills of young people and adults to enhance employment with the specific objectives relevant to the work -

(i) increasing innovation and skills of young people and adults to enhance employment;
(iii) improving the business environment and investment climate by increasing the pace of reforms and government support, and by tackling informality” (European Commission, 2022b, p. 32).

Among reform priorities, the ERP sees social dialogue and green transformation as needed actions in Albania. Regarding social dialogue, it sees that the lack of robust bipartite social dialogue in both the public and private sectors persists and is a major challenge. The current state of social dialogue mechanisms leaves much to be desired in terms of effectiveness, which diminishes the impact of collective action and weakens public confidence in the ability of the social partners to shape policy and legislation (European Commission, 2022b, p. 59).

With regard to green transition, the report admits that it is very weak, as it contains an analysis that starts with a description of the European Commission's plans in this area and not with Albania's (European Commission, 2022b, p. 53). Here, the following two areas of intervention are relevant to this work:

- (ii) Circular economy,
- (iii) Pollution reduction

It is acknowledged that Albania faces new challenges in the transition to a green economy and that there is a general lack of awareness; Albania has recognised the importance of strengthening public institutions to overcome institutional barriers, protect the environment and balance socio-economic objectives for the successful implementation of green economy programmes (European Commission, 2022b, p. 54).

Another report of the European Commission is the “Albania Report 2022” with objectives on both waste management and gender equity.

Regarding waste management, the current waste management policy in Albania does not aim at achieving the recycling targets set by the EU for 2030, as the separate collection of waste streams and the application of economic instruments to promote recycling, reuse and waste prevention are still insufficient. Solutions to problems related to landfilling, improving waste collection systems, promoting recycling and adopting measures in line with the EU Directives on waste management and single-use plastics should be adopted (European Commission, 2022a, p. 111). The report therefore recommends prioritising the circular economy and providing incentives for waste prevention, reduction and recycling.

With regard to gender equality, the report states that Albania has adopted a new national strategy whose implementation at central and local level is supported by the government with sufficient state resources (European Commission, 2022a, p. 5).

Linked to these challenges, the following Sustainable Development Goals are relevant to this work and form the core of the project:



“4.4 Relevant skills for decent work
4.7 Education for sustainable development and global citizenship
4.a Effective learning environments” (UNESCO, 2021).



“5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.
5.A Undertake reforms to give women equal rights to economic resources, ...” (UNESCO, 2021).



“8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training” (UNESCO, 2021).



“10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status” (UNESCO, 2021).



“12.5 By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse” (UNESCO, 2021).

2.4 Best Practise

Project implementation is probably the clearest form of justification, as it provides concrete answers to challenges. The fact that Albania and European organisations invest in projects related to identified key challenges indicates that these needs are prioritised and suggests that further projects of a similar nature will be sought as funds become available. The discussion of similar measures and projects also forms an important basis for comparison in relation to this work; in this way, the innovative character of this project proposal is emphasised.

The ILO, together with UN Women, funded until 2020 similar projects entitled "Empowering women by supporting and enabling public actors and social entrepreneurs to promote and create sustainable, inclusive business models and social enterprises with a focus on a green and sustainable economy" as well as "Women's empowerment through inclusive, sustainable and green business models in the upper basin of the Vjosa river, Albania" both of which aimed at the labour market integration of women through environmentally regenerative occupations (International Labour Organization, 2020). In combination, the ILO funded another project that ended at the end of 2021 entitled "Promoting Inclusive Labour Market Solutions in the Western Balkans" with the aim to make national and local labour markets more inclusive and to ensure that labour market institutions at national and local levels are better able to develop and implement inclusive policies and programmes for people at risk of social exclusion and labour market marginalisation, in partnership with the private sector and civil society (International Labour Organization, 2017).

Another best practice, which is thematically even closer to this project proposal, is the project "- "Supporting Social Entrepreneurship Initiatives of Albanian CSOs" -> RECYCLING OF WASTES AS AN ALTERNATIVE FOR THE EMPLOYMENT OF WOMEN IN SHKODRA" of the NGO "Partners Albania for Change and Development" in which a marginalised elderly population in Albania, mainly consisting of retired low-income women, makes baskets and other artworks by hand from waste scraps (see Annex F, p. 62).

Waste management in Albania is currently based on a linear collect-and-dispose approach, but with the adoption of the "National Waste Management Strategy (2020-2035)", a roadmap has been established that aims to integrate the principles of circular economy and extended producer responsibility into Albanian waste management practices. Nevertheless, the concept of the polluter pays principle is not yet firmly established in Albania, Albania aims to adopt the principles of the circular economy and introduce integrated waste management systems. In this way, the country aims to align with EU standards relevant to environmental protection and climate change mitigation (European Environment Agency, 2021).

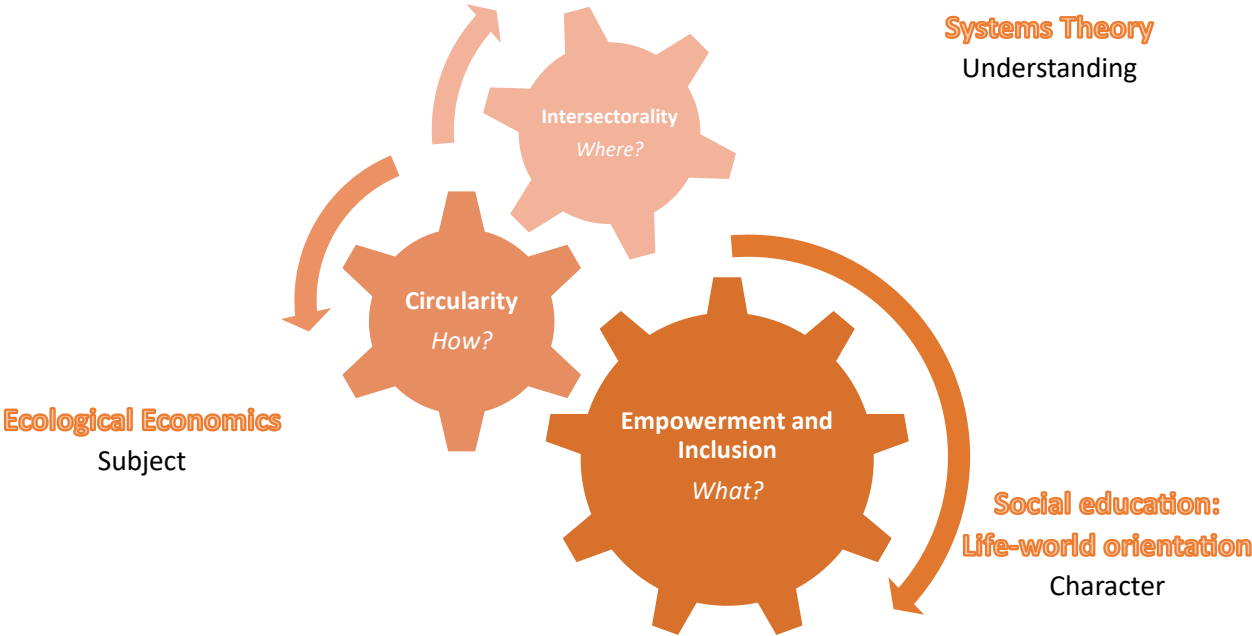
Beyond specific projects, the fact that funds are being made available for the subject matter addressed in this thesis is probably the clearest justification for a project proposal. An example is the "Albanian Investment Development Agency" (AIDA) which provides grants for business start-ups, sometimes targeted at women, youth, craftsmen, etc. (Partners Albania for Change and Development, 2022, p. 24). In the associated report called "Social Enterprises as Potential

Partners in Development Cooperation Advocacy” (Partners Albania for Change and Development, 2022) further examples are listed, including project descriptions and grant partners.

In addition, at the local level, the Tirana Municipality has launched several calls for proposals and implemented various projects. Although these initiatives do not directly focus on social economy enterprises, they aim to empower vulnerable groups and improve employment opportunities. Examples include the Women's Empowerment and Entrepreneurship Promotion Project and the Youth Empowerment Project, which are implemented in cooperation with various stakeholders (Partners Albania for Change and Development, 2022, p. 24).

3. Theoretical Framework

A theoretical framework provides an academic justification and basis for the contents of the project and, together with the preceding justification, forms a solid legitimation. In choosing the theoretical framework, this thesis will draw on content from the Master's programme as well as other theories, some of which are familiar to me from my social pedagogy studies or have emerged from the thematically specific research. The theoretical framework is directed at all aspects of the proposal: a socio-pedagogical one with regard to the empowerment and inclusion of the Romani girls and women, the protagonists of the project, its subject of waste circularity with economic environmental reference and their system-related framework, which works across sectors both in its assumption and as a construct as well as pointing the way with the long-term overarching goal of equal opportunity communication and cooperation for peace between the marginalised group and all other actors in our ecosystem, which is able to break down hierarchical structures (as far as possible).



The graphic representation highlights the interconnections of the individual project aspects and makes aware of the nature of the project, which consists of the interconnectivity of the individual actors; as interlocked as our environment functions, so interlocked does the project respond to it. If there is an event in one sector, it automatically affects the other sectors

of our ecosystem. Therefore, all these subsystems need to be considered as gears turning into each other both in the project design and in the theoretical framework.

With the unemployed 15- to 65-year-old girls and women from the Romani community, this conception gets the point of view of the project as they are the project protagonists.

With the theory of social education based on Hans Thiersch's concept of life-world orientation, the project takes on a character that promotes empowerment and inclusion for the girls and women.

Hans Thiersch's theory of social education is based on a comprehensive understanding of society, encompassing social and learning problems and interventions to address them. The theory is divided into five key dimensions:

- ♻️ Focus on the living environment of the individuals who receive social pedagogy support. Understanding their everyday life is crucial for helping them achieve more self-determination and a better quality of life.
- ♻️ Considering the social function of social pedagogy institutions and interventions, which involves balancing the support of existing power structures and advocating for the rights of marginalized groups.
- ♻️ Examining socio-educational institutions and their relationship with everyday life, including analysing their impact on the individuals they serve.
- ♻️ Questioning the increasing professionalization in social pedagogy and the potential implications of creating distance and power dynamics between professionals and clients.

Thiersch's theory emphasizes understanding people's everyday lives, the role of social institutions, the challenges of professionalization, and the scientific basis of social pedagogy. It aims to empower individuals to overcome social problems and improve their lives through socio-political changes (Reimann, 2009).

The orientation towards the world of life forms the basis of people's everyday experiences in their social context. Professional skills are used to improve living conditions, aiming to create a more successful everyday life. This includes addressing the social aspects of everyday life, as well as persistent structures, coping strategies, and self-perception of individuals involved. Life-world orientation primarily considers the experiential space of everyday life, influenced by time, space, relationships, available resources, and social dynamics (Böhnisch, Schröder and Thiersch, 2005, p. 164). Lifeworld orientation is both descriptive and normative, seeking creative possibilities in the given context. It involves trusting individuals' potentials and opportunities for development while respecting existing conditions. It intertwines people, tasks, relationships, and supportive structures in time and space. The approach relies on trust, suggesting alternatives, and confronting challenges, encompassing the ideas of promoting, protecting, and addressing issues (Böhnisch, Schröder and Thiersch, 2005, pp. 164).

Everyday social work starts by understanding the complexities of the individual's everyday life, considering their own experiences, resources, and coping strategies. It recognizes the importance of social contexts like families, peer groups, neighbourhoods, and associations, as well as life stages (e.g., elderly, men, women, youth) for the individuals. To achieve a more successful everyday life, social work must also address helplessness, poverty, and challenges faced by the individuals. Additionally, it aims to bring about socio-political changes to improve their situation (cf. Thiersch, 1986, p. 43).

With this basic attitude permeating the entire project phases, the principle of circularity (of the waste) forms the subject of the project and is underpinned by the theory of Ecological Economics.

Ecological economics is a transdisciplinary field that operates on the fundamental principle that the economic system is a part of the social system, which, in turn, is embedded within the broader ecological system (the biosphere) (Cosme, O'Neill and Santos, 2017). Its main objective is to gain a deeper scientific understanding of the intricate relationships between humans and nature. This understanding is then used to develop policies that promote ecological sustainability, equitable distribution of resources among human groups and generations, and efficient allocation of scarce resources, including both "natural" and "social" capital. Achieving these goals requires adopting new approaches that are comprehensive, adaptive, integrative, multiscale, pluralistic, evolutionary, and that acknowledge the significant uncertainties involved (Costanza, 2019, pp. 258-264).

Four guiding principles pave the way for transitioning to ecological economics.

Principle 1: economy as a nested system

In ecological economics, the systems view of life is revolutionary, prioritizing nature over the economy. The economic system must be integrated into the organic network of reality, working in harmony with other living systems. Rather than dominating society and nature, the economy should serve life. Sustainability depends on building relations between all available entities, human and natural resources. The Transition Town movement exemplifies this approach, aiming to build community resilience and transition toward sustainability through local self-reliance, collaboration, and regenerative use of local assets (Capra and Jakobsen, 2017, p. 836).

Embracing a systemic view of life, the economy should prioritize activities aligned with the goal of maximizing the well-being of humans, non-humans, and ecosystems within resilient nature. This necessitates serving life processes in all social and ecological systems. Kelly's book, "Owning Our Future," presents examples of "generative ownership", designs that prioritize the common good and flourishing communities. These contrast with the "extractive ownership" model found in conventional corporations, which focuses on maximum financial extraction. Ecological economics can be implemented at both the individual and systemic levels. While individuals' change is essential for system transformation, systemic change recognizes

the mutual dependence of the two levels. Structural change requires individual transformation, and vice versa (Capra & Jakobsen, 2017, p. 835).

♻️ Principle 2: economy as networks

The systems view of life emphasizes that all living systems are interconnected networks. Economies and societies are not collections of isolated objects but integrated wholes based on relationships between subjects. Building local and regional networks is essential for addressing environmental and social challenges through creative thinking and experimentation. An economy organized as a network, integrated into larger social and ecological networks, can adapt creatively to changing circumstances. Emphasizing diversity in interactions is vital to avoiding conflicts and maintaining dynamic relationships. Living organisms interact with their environment through recurrent interactions that trigger structural changes, leading to individuality as a basic property of life. Economic processes should be adapted to local and regional circumstances to avoid unintended negative consequences in environmental, social, and financial crises (Capra & Jakobsen, 2017, p. 837).

♻️ Principle 3: economy, as an open system

Living systems are characterized by networks and flows, unified by the concept of metabolism. Metabolism involves the ceaseless flow of energy and matter through chemical reactions, enabling self-generation and perpetuation in living organisms. Ecological economics recognizes the integration of economy, nature, and culture, aiming for circular economic processes. Circular value chains reduce resource consumption and waste, requiring collaboration between stakeholders. Sustainability depends on understanding the interconnectedness of natural resources in economic value chains. Knowledge and values are essential for a life-enhancing economy, and ecodesign promotes a service-and-flow economy with biological and technical metabolisms kept distinct to avoid contamination (Capra & Jakobsen, 2017, p. 840).

♻️ Principle 4: economy as cognitive interactions – a sense of ethics

The systems view of life emphasizes that living systems interact with their environment based on their internal organization, including cognitive interactions involving consciousness, culture, and ethics. Economic globalization lacks an ethical framework, leading to social inequality and poverty. Ethical behavior should be based on human dignity and ecological sustainability, as emphasized in the Earth Charter. Sustainable development requires addressing justice, peace, and reducing inequality. Cooperation is essential for a more equal and integrated economy, fostering trust, responsibility, and solutions for the common good. In ecological economics, cooperation should replace competition, focusing on solidarity, compassion, and cooperation (Capra & Jakobsen, 2017, p. 842).

To build an alternative economic system, understanding the systemic principles of life (ecoliteracy) is crucial for politicians, business leaders, and professionals at all levels. Our survival depends on adapting economic practices according to ecological principles. We must embrace uncertainty and shift our worldview to find solutions to current challenges. The economy's primary purpose should be to serve life in social and ecological systems, guided by values such as truth, beauty, adventure, art, and peace (Capra & Jakobsen, 2017, p. 843).

Taking these theories into account, Systems Theory is a comprehensive understanding of the context in which the protagonists are considered with their object. Systems Theory makes it clearest how embedded an individual is in a social system. It is an understanding in the project that sees intersectorality as both a place and a direction, from the inside to the outside and from the outside to the inside at the same time. Just as we come from the system, we play back into the system.

Also known as Social Systems Theory, Systems Theory examines society as a complex arrangement of elements, including individuals and their beliefs, within a whole (e.g., a country) and emphasizes how society adapts to its environment through changes in its internal complexity. It acknowledges the complexity of social evolution and highlights the limited ability to control society yet offers insights into the various adaptive possibilities within social systems (Gibson, 2023). Systems Theory explores the dynamic relationships and interdependence between components of a system and their interaction with the environment. Social systems are shaped by emergent patterns and relationships among components, making each system unique. The theory observes three levels: the environment, the social organization as a system, and human participants within it. It categorizes systems based on their complexity and agency levels. Components of a system are hierarchically structured and interdependent. Systems engage in feedback mechanisms to maintain stability and adapt to changing environments. Emergence and equifinality explain the system's higher-order properties and multiple paths to its final state. Systems Theory applies a dynamic view to social organizations, considering permeable boundaries and stable states achieved through interdependent relationships (Lai and Lin, 2017, p. 2).

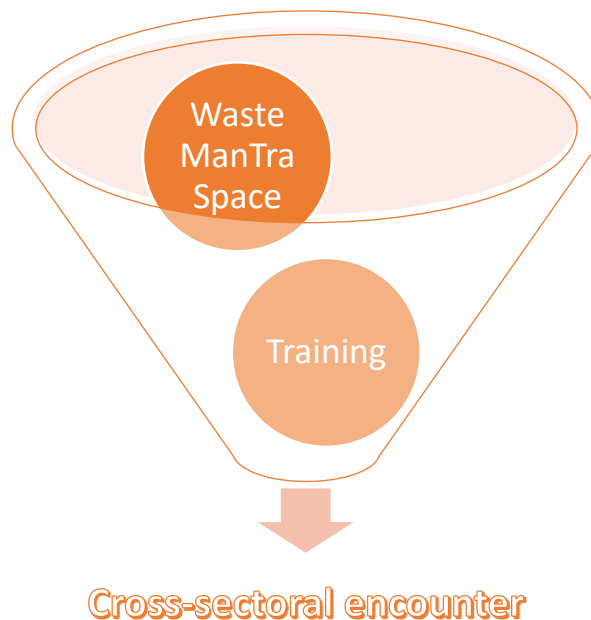
This assumption presupposes the existence of a cross-sectoral character in the project. With this consideration, it is necessary to involve not only the protagonist group of girls and women in the project, but also other actors and beneficiaries, as evidenced by this theoretical framework: political, economic and environmental.

With this theoretical framework, the aim is to facilitate a platform of encounter for ecological-economic transformation between the aforementioned actors with the focus and main objective of empowerment and inclusion of girls and women through (re)integration into the labour market, which has as its subject circularity and thus aims to transform Waste Management in Albania in order to regenerate the environment in the long term.

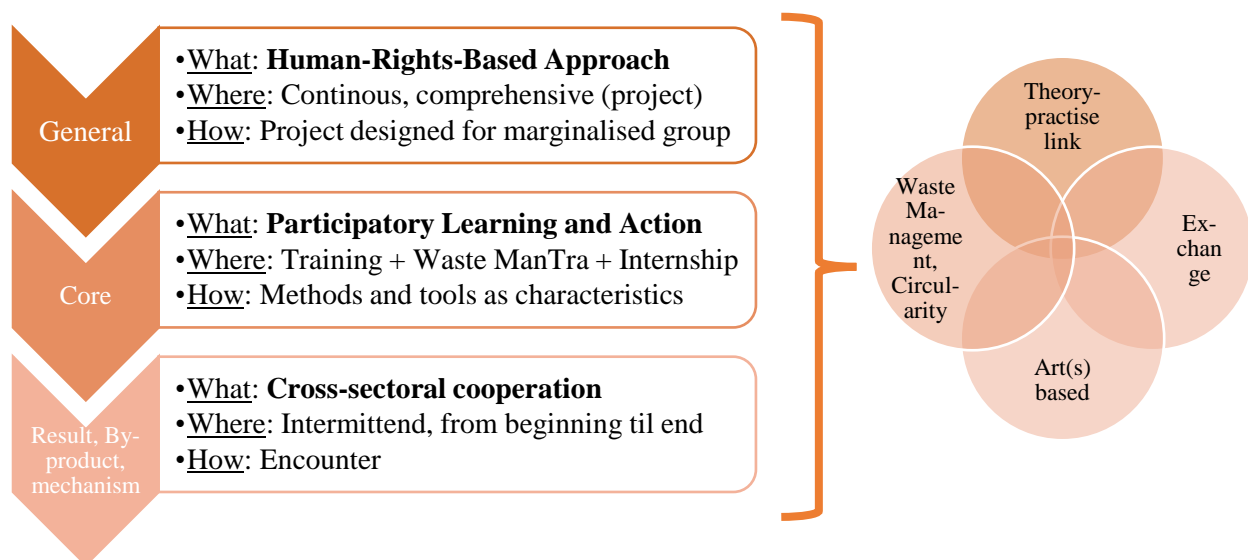
For its professional achievement it is necessary to introduce adequate methodologies that run through the entire project and together with this theoretical framework shape specific project contents and interventions which will follow at point five of this work.

4. Methodology

Based on the three gears and thus components of the project, the labour market integration of girls and women who are capable of working, the principle of circularity and the cross-sectoral character, this section highlights appropriate methods that serve to achieve the goals which we can see in detail in 5.1, but also from the title of this work. The following components are precursors for methods in the project and thus methods in themselves:



Two main elements of the project create a third in their synergy, whereby this result is also something that is present at all levels and in all phases of the project. The most visible element is the Waste Management Transformation Space (called Waste ManTra), that serves as workplace for the girls and women and fulfils several functions, which are explained in more detail from point five, in the sections on the project. The training, the second element, is the main component of the project and can take place in the Waste ManTra, among other things and places. One aspect of the training, that is relevant for the choice of methodology and the synergetic connection with the outcome of a cross-sectoral encounter, is the internship. The internships take place in workplaces of the economic-environmental and political actors with topics relevant to the trainings content. All these elements favour together a synergetic platform of encounter for several beneficiaries while also being components of the project. Although they form already part of the used methodology in their own way, it is their characteristics that make them proper methodologies. This is because different project components have different appeals to the participants; while of course quite different methods are included in the training, there are only a few methodologies that run through the entire project and form the general framework so that goals can be achieved. In the following, the three chosen methodologies are discussed and methods and tools that are relevant for the design of these are briefly named, before a more detailed project description can be found from point five.



The comprehensive methodology for the project is the Human-Rights-Based Approach (HRBA), which was adopted in 2003 by the United Nations Population Fund (UNFPA) and other agencies. The United Nations Common Understanding on a HRBA to Development Cooperation outlines how to implement human rights standards and principles in programming. The HRBA focuses on addressing the needs of the most marginalized, excluded, and discriminated individuals. To achieve this, a comprehensive analysis of gender norms, discrimination, and power imbalances is necessary to ensure that interventions reach those who are most vulnerable in the population. Under a HRBA, good practices with relevance to the project include among others:

- ♻ Identifying the realization of human rights as the ultimate goal of development programs.
- ♻ Recognizing people as active agents in their own development, not passive recipients.
- ♻ Making participation a means and a goal, involving people in decision-making.
- ♻ Employing empowering strategies, not disempowering ones, to foster self-sufficiency.
- ♻ Focusing on marginalized and excluded groups, to ensure inclusivity.
- ♻ Aiming to reduce disparities and empower marginalized individuals.
- ♻ Including all stakeholders, acknowledging the state's role as the main duty-bearer, and involving non-state actors.
- ♻ Developing and maintaining strategic partnerships to enhance program impact (United Nations Population Fund, 2014).

These guidelines play a major role in the project design and run through the entire project. If we look more closely at the main element of the project, which is the training, another methodology becomes clear here, which runs through all components of the training, both theoretical and practical. At the same time, this methodology entails methods and tools that also behave like characteristics in the project. The core aspect here is the link between theory and

practice that this methodology implies, but in the project, this becomes concretely noticeable through methods and tools of exchange, creativity and recycling/dealing with waste.

A relevant example is the Participatory Learning and Action (PLA) that empowers local individuals through reflective analysis and collective action, utilizing diverse participatory methods (PMs) to envision positive change. David Korten's 'Learning Process Approach' influenced this approach, emphasizing learning from mistakes and connecting knowledge with action. Reflective practice promotes personal and social development, transforming individuals, groups, and social systems for positive change. It nurtures self-awareness and creativity, fostering both individual growth and societal improvements. Empowerment in participatory methods enables people to envision and realize a different world, challenging power dynamics for positive transformations aligned with their visions. Citizen participation yields various social change outcomes, including improved access to resources, collective action capabilities, inclusivity of new actors and issues in public spaces, and increased empowerment and agency among citizens (Development Research Centre on Citizenship, Participation and Accountability, 2011).

In relation to the project, the theory-based practical reference is fundamental for the training and thus the learning process. The constant reference ensures that knowledge is consolidated quickly and can be retrieved and applied more easily. This is because the skills learnt can be transferred directly to the labour market, whereby not only skills relevant to the topic of the project are learnt, but also overarching skills related to labour market integration, such as the job application process. This gives the project a sustainable character and sows a seed that can be retrieved even after the project ends. The exchange character promotes the result of cross-sectoral cooperation, but also takes place within the group of participants, which further strengthens empowerment, especially because in this way each participant is seen as an expert in her own life who can teach the other participants and actors something of her life world. Exchange here emphasises that everyone has something to contribute to a learning community, no one more and no one less. However, it is important to activate these abilities through targeted methods and tools so that each participant feels comfortable and ready to do so.

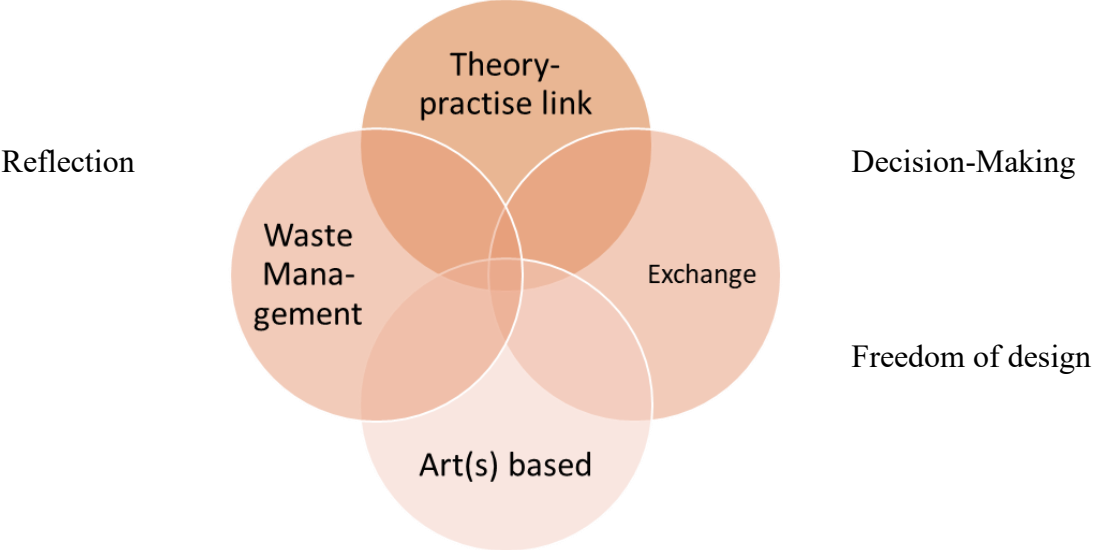
For successful learning there must not be a threatening situation, people must not be over or underchallenged, they must be in a state of flow which is for Csikszentmihalyi an optimal state of concentration in which the attention is centred, and distraction is minimized. This can for example happen when a person experiences support through choice, encouragement, and an interesting task, and can result in a person experiencing a pleasant give-and-take in their job (Whalen, 1999).

Individual creative and art-based methods can contribute a lot to this with the method of recycling and the alternative handling of waste (visible in WasteManTra) and also serve as impulses for own interventions. Possible tools can be found in the graphic below, although there are countless others in addition to the ones mentioned and I will only give a few in order not to anticipate the flexible and autonomous character of the trainers and the design freedom of the participants. In order to really consider the girls and women as experts, it is indispensable to include them in the decision-making processes and to allow space for reflection. Thus, the

project description can and should include some concrete examples and resources on methods and tools, but it must be clear that they only serve as ideas and not as an obligation.

While methodology is more of a broad term describing the overall approach to solving a problem or achieving a goal, which is seen as a guiding framework for the research process, methods refer to a specific step or procedure within the chosen methodology.

Mapping & Power Analysis



For more concrete tools, for example, these two websites provide adequate examples that can be included in the training and support the participants in their process: <https://www.participatorymethods.org/methods> and <https://beautifultrouble.org/toolbox/tactic> .

Together, these methodological components lead to a third methodology: the cross-sectoral cooperation. This can be seen firstly as a result of the project, secondly as a long-term goal beyond the project and thirdly as a mechanism that is evident throughout the project in selective interactions between the actors. That this is an overarching goal is evident in the way different actors are made active partners in the project. Here, too, in the project design, emphasis is placed on ensuring that the long-term effect is still present after the end of the project, so new networks are established that are, however, purposeful and have the same mission as a common goal, which in turn promotes cooperation at eye level and breaks down the hierarchical structures somewhat.

“voluntary and collaborative relationships between various parties, both state and non-state, in which all participants agree to work together to achieve a common purpose or undertake a specific task and share risks and responsibilities, resources and benefits” (Arbeiter and Bucar, 2021, p. 7).

Cross-sectoral cooperation is crucial for addressing systemic challenges, implementing the Sustainable Development Goals (SDGs), and facilitating transformative change by enhancing coherence, collaboration, and resource mobilization (Arbeiter and Bucar, 2021, p. 4). To

achieve transformative change towards just and sustainable futures, it is essential to shift people's thoughts, feelings, and actions. This requires not only knowledge, expertise, skills, and resources, but also the understanding that they must be shared among stakeholders and sectors (Arbeiter and Bucar, 2021, p. 5). Multi-stakeholder groups or coalitions have several key characteristics:

- ♻️ **Diverse Stakeholders:** They involve stakeholders from various sectors, ensuring a broad representation and relevant inclusivity for tackling complex problems.
- ♻️ **Shared Public Good Issue:** Their cooperation is based on a common and mutually beneficial public good issue or challenge.
- ♻️ **Ongoing Relationship:** They maintain a continuous and sustained relationship to work together on the identified issue.
- ♻️ **Aligned Interests:** Stakeholders share a common vision and have aligned interests related to the identified challenge.
- ♻️ **Combined Resources:** They pool together their resources, including financial and human capital, skills, knowledge, and capabilities.
- ♻️ **Shared Risks and Benefits:** The risks, responsibilities, benefits, and resources are shared among the participating stakeholders.

The main goal of these cross-sectoral multi-stakeholder groups or coalitions is to effectively address public policy issues and find solutions that may be difficult for state actors alone due to limitations in resources, knowledge, or willingness. By combining their expertise and resources, they can work towards more comprehensive and sustainable solutions (Arbeiter and Bucar, 2021, p. 7), address societal problems beyond the scope of state actors as well as access new knowledge, innovations, networks, opportunities, and resources (Arbeiter and Bucar, 2021, p. 8). Multi-stakeholder groups should encourage active participation from all members, regardless of their importance or size. Stakeholder mapping can help identify key decision-makers based on these principles. It is crucial to consider potential stakeholders' views and positions concerning the group's objectives. Embracing diversity can foster social acceptance of transformation and provide different perspectives. Strategies should be implemented to ensure cross-sectoral representation of diverse stakeholders in multi-stakeholder coalitions (Arbeiter and Bukar, 2021, p. 10).

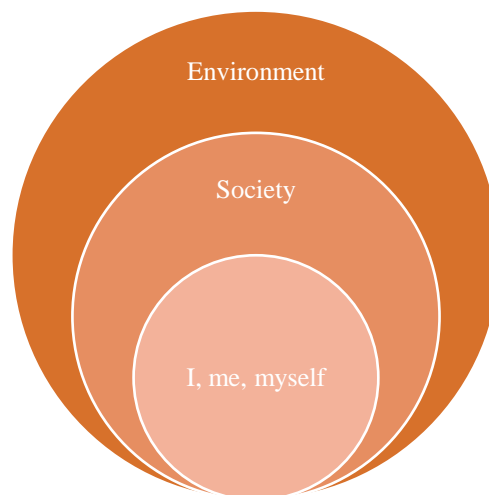
To identify key stakeholders to involve in a project or coalition, the following questions are considered (Arbeiter and Bukar, 2021, p. 11):

- ♻️ Whose interests are impacted by the issue at hand?
- ♻️ Whose actions or activities influence the issue?

- ♻️ Who possesses the necessary resources to achieve the coalition's objectives and goals?
- ♻️ Who has control over the implementation processes?

When identifying stakeholders, it is essential to adhere to principles like inclusivity, diversity, and ensuring that no one is left behind. The focus should be on creating participatory spaces that actively involve stakeholders from marginalized but crucial sectors. By considering these principles and questions, a comprehensive and diverse group of stakeholders can be brought together for the initiative (Arbeiter and Bucar, 2021, p. 11). Diverse stakeholders in a group may lead to fragmentation, silo thinking, unequal power relations, and trust deficits. To maintain strong relationships, trust, transparency, balanced power, equality, mutual benefit, accountability, and commitment are necessary (Arbeiter and Bucar, 2021, p. 14). In the transformative education community, developing softer skills like active listening, setting aside ego, promoting collective interests, and facilitating knowledge exchange are crucial.

The relationship between these different actors and the way in which they are embedded is shown in this graphic from the perspective of the protagonists:



The "I, me, myself" represents each individual participant in the project who is embedded in a social construct, called society, which in turn forms part of the environment together. This is the basic assumption that shapes the project design. With this view that each participant is an individual as part of a construct, the project with the chosen methodology provides an adequate answer to this by also seeing the project as part of a construct. However, only an elaborated design can also give this a purposefulness and effectively combine existing resources. The following point five with its sub-points aims to explain in more detail how these different actors and beneficiaries come together in order to cooperate towards a bigger goal.

5. Project Proposal

This chapter revolves around the major component of this thesis: the project proposal, which is divided into several sub-headings that lend it clarity and gradually complete it. Beginning with the goals of the project, which can already be derived from the title of this work and provide a response to the signals identified through the challenges mentioned in the justification, in point 5.2, the participants of the project and their lifeworld are dealt with in more detail, to highlight their role as protagonist in the project and also to pay attention to the theory of Hans Thiersch. An overview of the actors and beneficiaries is also given there, which will be taken into account later in points 5.3 and 5.4, as it deals with the structures and contents of the project and makes the distribution of tasks clearer, as well as explaining the meeting points between the various actors. Finally, in 5.5, an assessment shows necessary considerations, while, among other elements, cost breakdown, risk analysis, benefits, and other considerations find space and ultimately make the project proposal more comprehensive and authentic. A project model is demonstrated graphically in Annex A on page 57 for an overview. A discussion of the results and a conclusion close the paper and offer the opportunity to summarize the content and provide an outlook on further necessary projects or improvements.

In the run-up to the project design, the first task was to obtain the status quo of Albania with regard to the handling of waste management, which is the subject of the project and connects all actors with each other. The Country Fact Sheet published in November 2021 (European Environment Agency) provided relevant information on this. In addition, it was equally important to obtain information about the project protagonist group of Romani girls and women of legally working age after completing compulsory education from about 15 years of age and until retirement at about 64 years of age, as well as the implementation location of Tirana with its suburbs, where they mainly live. For this purpose, the elaboration of Beddies, De Soto and Gedeshi (2005) provides important information, which will be discussed in more detail in point 5.2.

Furthermore, the far-reaching research combined with the linkage of challenges and goals as well as best practices, named in the justification, result in fundamental questions that serve here as considerations for the project design. This continues the logic running through this work, enables the innovative character of the proposal and shows that the project proposal in its elements provides concrete answers to real signals and is thus more well-founded. However, the considerations in the form of reference questions do not have to be answered completely, but only as far as possible. The limitation is authentic and due to the framework and circumstances of this work. At the same time, the questions serve as necessary impulses for thought to deal with positive peace and to design even more effective projects beyond this proposal or at least to deal with the questions when it comes to further engagement with the topic.

- ♻️ What difficulties might arise in relation to transport to the Waste ManTra?
- ♻️ What are diverse, inclusive and effective learning methods?
- ♻️ How can the focus be shifted away from competition towards commonality?

- ♻️ How can everyone take more responsibility for their consumption?
- ♻️ How can equal opportunities and cooperation on an equal footing be created in a donor-recipient relationship and between the state and civil society with the goal of sustainable peace?
- ♻️ How can the state and civil society meet?
- ♻️ How can access to needs-based and participatory human rights also take place for marginalised population groups and also be adhered to?
- ♻️ How can the circular economy as an instrument of communication sustainably promote sustainable and dignified cooperation at eye level for sustainable peace between state authorities, marginalised civil society and their representatives?

The project, which is explained in more detail in the following subsections, is the result of dealing with and partially answering these questions, always with the awareness that there are limitations and possibilities for improvement. The proposal explained here is a training for unemployed girls and women from the Romani community, which is not only about knowledge exchange, but also enables practical experience, space for innovation and initiative, and the possibility of further employment after the end of the project.

The subject of the training is waste that is not further processed and originates from the participating actors, the state actors and recycling companies; it is cleaned and categorised by the participants at their workplace, the Waste ManTra, and sold to additional actors, such as educational institutions for art lessons with their students or to artists who want to reuse it for their artwork.

Before defining the project in detail, the following subsection deals with the goals of the project in a diverse and categorized way, linked to Albania's goals that are mentioned in 2.3.

5.1 Objectives

Different actors have different objectives, but this section refers to the objective(s) the project is aiming for, formulated according to the S-M-A-R-T method and composed of equally short-term, medium-term and long-term objectives.

The interpretations of S-M-A-R-T may differ, but the majority emphasize the importance of setting specific, measurable, attainable objectives within a defined timeframe, especially according to Conzemius and O'Neill (2006):

- ♻️ S = Strategic and specific
- ♻️ M = Measurable
- ♻️ A = Attainable
- ♻️ R = Results-based
- ♻️ T = Time bound

Objectives help to simplify the evaluation of project planning, because it is possible to measure whether the project contents have met the objectives at all. The individual points are as interwoven as the social structures from which this work is based: While formulated goals result from the signals and are thus based on a challenge, they shape the project with its individual elements and activities. Thus, if the objectives are achieved and reflected in the project, the more likely it is that the project has actually responded to the signals, which can be judged effective by the evaluation phase, but at the same time verifies a challenge. The main objective of the project is already reflected in the title:

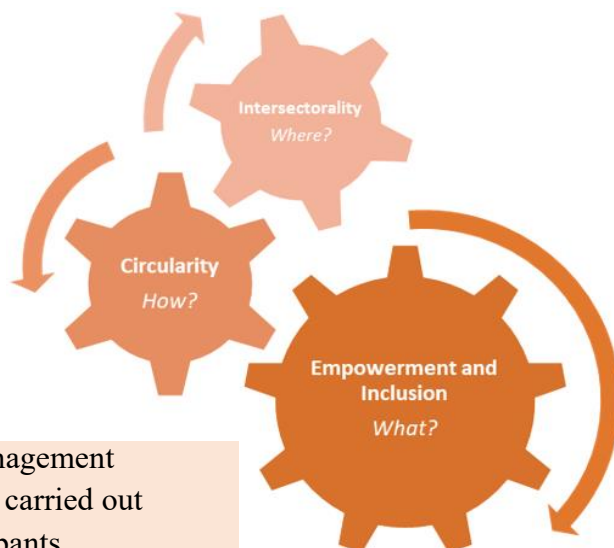
“Waste management transformation as job creation and platform of encounter between unemployed Romani girls and women, state actors and recycling companies in Albania.”

However, as it is not yet formulated according to the principles of S-M-A-R-T, the following formulation transforms it into a S-M-A-R-T goal and thus simultaneously filters out the individual goal elements of the overarching goal and topic to make it more specific:

"The transformation of waste management at the Waste ManTra, serves as job creation and a platform of encounter between/for 6 unemployed girls and women from the Romani community around and in Albania's capital Tirana and both political and economic-environmental actors; facilitated by a 3-month theoretical training linked to practical work with project start on 02.01.2024, project end on 31.12.2024 and three repetitions each with 6 new participants of the same target group in the mentioned time frame."

The length and complexity of the S-M-A-R-T objective illustrates the cross-sectoral nature of the project, which is due to the chosen methodology. As good as the precise formulation is, since it makes the goal S-M-A-R-T, there is a great need to divide this goal into individual elements and to distinguish among them whether they form immediate goals or are more distant, whether they can be achieved through direct activities or whether they are more of an automatic by-product of the activities and form overarching or superordinate goals. The distinction also helps to filter out the different actors and underline the diverse nature of the issue.

If now this complex objective is divided into the three areas, which are already shown in the graphic under point 3, the theoretical framework, the following associated small goals result:



= There exists a platform of encounter and a tool of communication between/for six unemployed girls and women from the Romani community around and in Albania's capital Tirana and both political and economic-environmental actors.

= The Waste Management transformation is carried out by the six participants in the Waste ManTra together with the other actors.

= The participants exchange and learn skills relevant to the labour market in a three-month theoretical training linked to practice, which they can apply at Waste ManTra, where they are employed in the time frame, until the end of the project at the end of the year.

The elements of the project become clearer here: the project links empowerment, politics and environment, connects multi-sectoral actors and creates an innovative kind of not only waste transformation. In order to somewhat disentangle the complexity of the project goals and to better understand them, the sub-goals associated with the three elements are divided among the three main challenges originating from Albania's Key Challenges and Goals according to two different methods; while they are presented categorically, the direct reference can be made to point 2.3 and the logic of the work is thus maintained, later the division into short-, medium- and long-term goals emphasises the sustainability of the project.

<u>Challenge 1:</u> Employment	<u>Challenge 2:</u> Green Transition	<u>Challenge 3:</u> Gender Equality
Innovation and skills of young people are strengthened.	Circular economy enables waste generation through prevention, reduction, recycling and reuse.	There is an inclusive education facility that is child and gender sensitive.
By 2020, the proportion of young people who are not in education and training is to be reduced.		Full and effective participation of women and equal opportunities in leadership positions are ensured.
An education for global citizenship is imparted.	Pollution is reduced.	By 2030, the social, economic and political inclusion of all people,

Effective learning environments are created.	Education for sustainable development is taught.	regardless of age, gender, disability, race, ethnicity, origin, religion or economic or other status is strengthened and promoted.
--	--	--

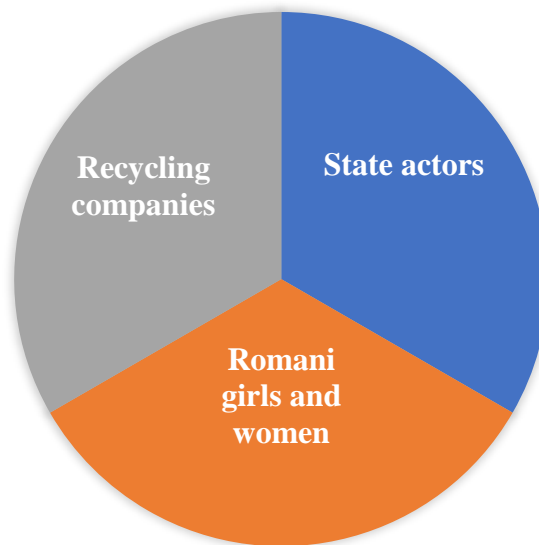
The main objective, its elements and the direct relation to the challenges listed in the justification form a combination of several objectives that are not all equal in their prioritisation. Some of them are achieved directly, others are more superordinate and can also be seen as a by-product, still others aim at a sustainability that is not necessarily given with other objectives. The division into short-, medium- and long-term goals serves for a better understanding of the project:

Short-term goals	Jobs are generated.	Skills and knowledge are imparted.	Waste is recycled and reused.	Multisectoral dialogue is enabled.
Medium-term goals	Marginalised groups form an active part of the labour market and the economy.	Marginalised groups have access to labour market-related education.	Waste is addressed and a circularity of it is enabled.	The result is cooperation that is as equal as possible in terms of opportunities.
Long-term goals	Equality of opportunity and diversity that enables empowerment.	Innovation and creativity are encouraged.	Potential of waste is highlighted and appreciation is promoted.	Everyone becomes aware of their responsibility in dealing with waste management.

Regardless of how the goals are structured, the three areas of empowerment and inclusion that are relevant in the project, combined with gender equality and equal opportunities in the labour market, circularity and dealing with waste management with alternative and innovative economic models and intersectorality as a platform of encounter with the overarching goal of equal opportunity cooperation, remain present. The breakdown rather helps to better grasp the multi-faceted project and to clarify its holistic nature.

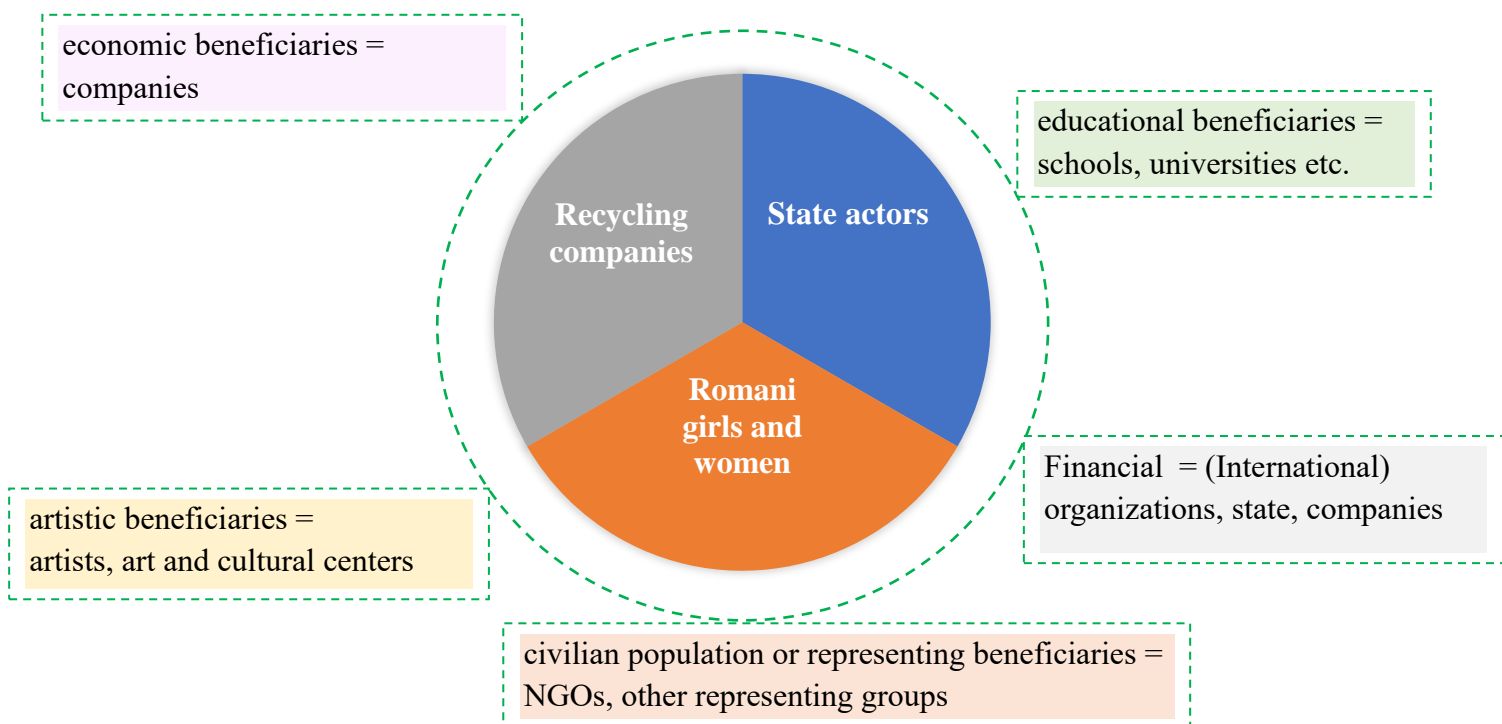
In order to get to know both the protagonists and their lifeworld better as well as the actors and further beneficiaries, the following section provides relevant information that will be considered in the project design.

5.2 Target Group and Beneficiaries



The actors presented in the diagram are relevant for and in the project, at the same time beneficiaries, whereby the Romani girls and women are the protagonists of the project. The project tries to connect them with each other on several levels in such a way that a sustainable cooperation is created, if possible, on an equal footing, and hierarchical structures are somewhat broken down. It also represents connections that have not yet been made in this constellation, but in doing so it makes us aware above all that the environment affects us all and that it is necessary to take a holistic view.

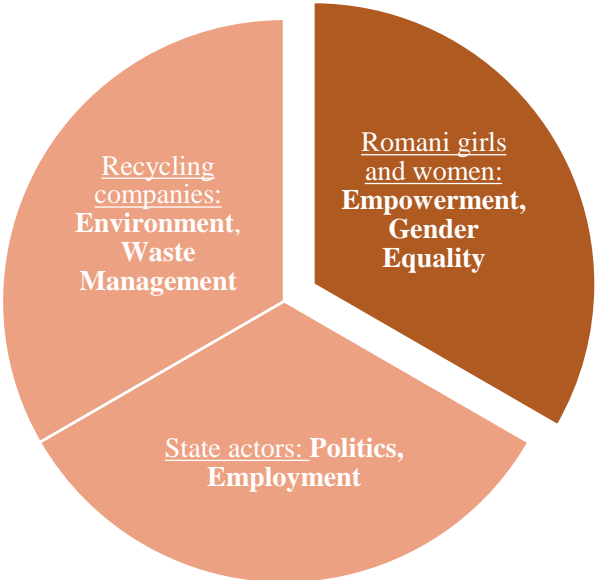
In addition to these main actors, there are partners or beneficiaries who help shape the project or are indirectly involved in it and complete the original chart of the actors:



While the project will revolve around the key actors, the Beneficiaries perform a supporting role in the project design and will therefore also appear in some project components. Here, the Non-Governmental Organizations (NGOs) perform a special role: while they are an additional actor at first sight, they also represent the protagonists and hold the intersectoral character already. Therefore, their already existing resources can be actively involved in the project.

The encounter of the actors takes place throughout and is even assumed at different points in the project. In this way, everyone is given their fixed roles and becomes a necessary actor who benefits from the project in the same way.

For the concretisation of the actors of the different areas, point 5.4 of the activities provides a detailed overview of research results linked to some already mentioned best practices in point 2.4, which can also be used in this project. In this way, existing resources are used to make new connections. It must be clear at all times that the three core areas of the project are maintained and thus in a way form the main actors:



Of course, the project makes us aware, especially in the later course from 5.4 onwards, of the importance of a wide range of actors and the population in order to address the challenges mentioned. However, these three areas form the core elements of the work until the end; the project is primarily about promoting gender equality and empowerment of the participating girls and women through entry into professional life with the subject and overall objective of which is an environmentally conscious approach to waste.

The target group of the project, which are called protagonists or participants, are, as already known, unemployed girls and women from the Romani community aged between about 15 and 64 who live in and around Tirana. The age can vary, as the focus is rather on whether the compulsory schooling period is already over and the actual working age has arrived. The project cannot and is not intended to replace school or to take in girls who would still have the right to go there for some time. It should only be able to take in girls and women who are

officially considered unemployed and would have access to the labour market, but who remained/are unemployed after finishing school.

The Romani group is one of the most marginalised groups in Albania. This is also highlighted in Beddies, De Soto and Gedeshi (2005) and linked to their limited social capital, which poses significant challenges for their socio-economic advancement.

Due to their isolation in rural or semi-urban areas, the Romani community finds it challenging to connect with other communities in Albania, hindering their access to different job opportunities. While they have some social capital within their own community, the lack of interaction with mainstream society limits their chances for broader employment options. This cycle of disadvantage perpetuates due to their limited resources and opportunities. To address this issue, efforts should focus on promoting social inclusion and integration, facilitating interactions between Romanis and Albanians, and creating educational and employment opportunities outside their isolated communities. Empowering the Romani population through a more inclusive society can lead to a better future for them (Dhono, Galanxhi and Simon, 2015, p. 67).

Employment is crucial for social inclusion, but Albania's labour market presents challenges, with emigration for economic reasons being a prevailing trend. The employment rate remains low compared to Western Europe, making it unlikely for Romani to experience better conditions than the majority population. During the post-socialist transition, Romani lost economic opportunities, including public jobs they previously held. Reclaiming these positions is difficult in the market economy, leaving them marginalized. Many employed Romani engage in informal activities like selling second-hand clothes and collecting scrap metals, making formal employment rare (Dhono, Galanxhi and Simon, 2015, p.41).

The lack of stable, formal employment opportunities highlights the precarious nature of Romani's work. Targeted interventions and policies are needed to address their challenges in accessing decent employment. Efforts should concentrate on creating inclusive economic opportunities, providing skills training, promoting entrepreneurship, and formalizing informal economic activities. By doing so, their chances of escaping poverty can be improved, social integration can be achieved, and their overall well-being can be enhanced (Dhono, Galanxhi and Simon, 2015, p. 31).

The employment situation in Albania is concerning, especially for the Romani community. Less than a quarter of Romani are employed, with significant gender disparities as only 15% of Romanis women are employed. The low employment level can be attributed to labour market withdrawal, especially among women, and high unemployment rates. Half of active Romani seeking jobs are unemployed, compared to 29% of Albanians. Romani women face an alarming 58% unemployment rate. These issues can be attributed to a lack of suitable qualifications and a mismatch between skills and labour market expectations (Dhono, Galanxhi and Simon, 2015, p. 31).

The findings highlight the challenges the Romani community faces in the labour market, necessitating targeted interventions. Providing access to education and training programs for relevant skills, promoting equal opportunities, and combating ethnic discrimination are crucial.

Creating an inclusive labour market that values diversity and offers fair opportunities to all individuals, regardless of their ethnic background, is essential for Albania's social and economic development (Dhono, Galanxhi and Simon, 2015, p. 31).

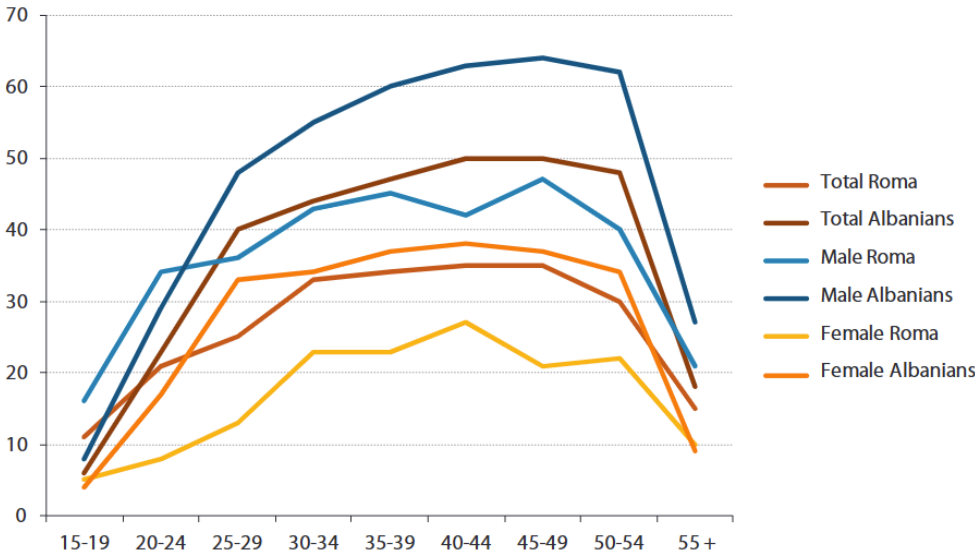


Figure 1: Employment rate by age, group, gender and ethnicity (Source: Dhono, Galanxhi and Simon 2015, p. 32)

	Roma	Albanians
Total	49,7	29,4
Men	44,8	28,2
Women	58,3	31,4

Figure 2: Unemployment rate by ethnicity and gender (Source: Dhono, Galanxhi and Simon 2015, p. 31)

However, since we now have relevant information on the marginalised Romani community regarding their occupational situation, the geographical distribution is also important for the project.

The Romani population in Albania is geographically distributed and concentrated in specific areas, especially urban regions (76.5% compared to 53.5% for the general population). Only 348 out of 11,698 enumeration areas in the census have at least one person from the Romani community, and the 25 most concentrated areas account for 50% of the Romani population. In these areas, Romani represent at least 32% of the total population, significantly higher than the group's average representation below 0.5%. Some examples of areas with a significant Romani presence include Shkodër, Levan, Tirana, and Fier, where Romani constitute over 60% of the population. The following figure provides specific details on the number of enumeration areas in these locations and the presence of Romani individuals: (Dhono, Galanxhi and Simon 2015, p. 13).

Name of Commune/Municipality	Number of EA	Number of EA with at least one Roma people
Shkoder	670	1
Levan	47	3
Tirana	2202	100
Fier	709	23

Figure 3: Numbers of enumeration areas, a selection of districts (Dhono, Galanxhi and Simon 2015, p. 13)

As can be seen here, the capital Tirana is a city with a proportionally large number of people from the Romani community and is therefore, but also because of the infrastructure, well suited as a place for the project implementation.

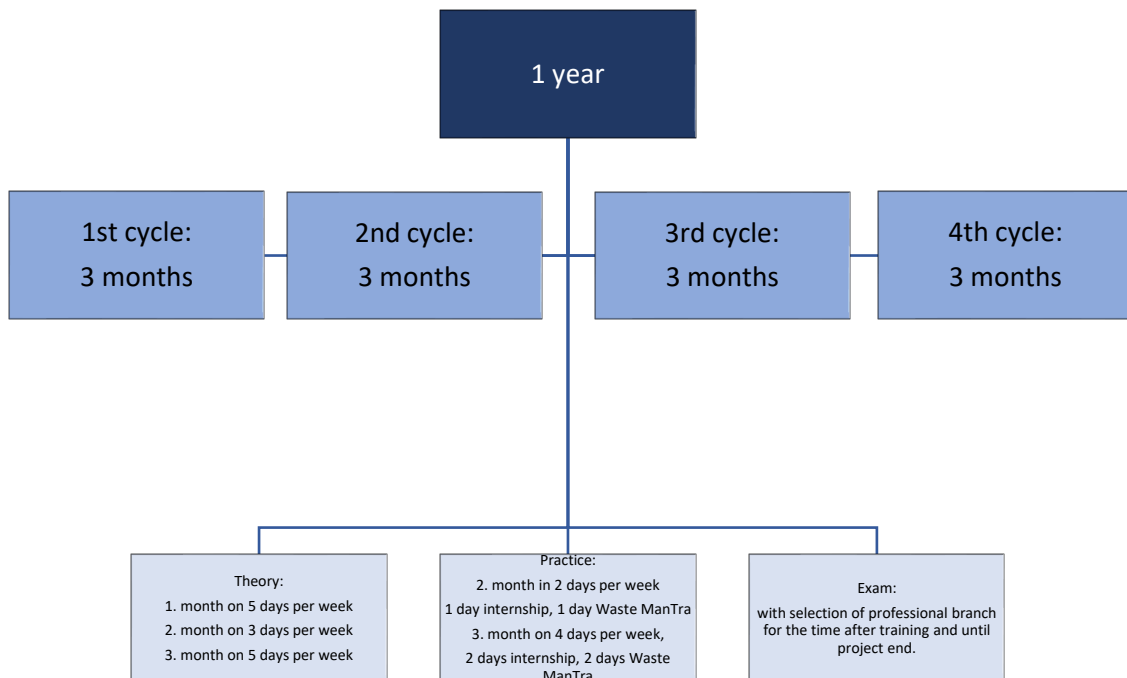
Of course, with other circumstances, an ethnographic study should be carried out with long-term fieldwork in order to understand the way of life, the social structures, the values, the norms and the meanings of a particular group of people in their natural environment. Although this is not possible in this framework, the findings from the sources are partly based on such studies and deal with a main feature of this project, the labour market participation of the Romani community with regard to Gender Equality.

Since this section is mainly about the protagonists of the project and the other actors and beneficiaries were only briefly mentioned, the next subsections serve to gradually specify these individual actors, but mainly concretise the contents and activities of the training and thus describe the project in much greater depth. In addition, a brief description of all Beneficiaries can be accessed under Annex G on page 63. The following subsection makes the structure of the training visible, explains its modules and gives definitions about the terms used here.

5.3 Schedule and Timing

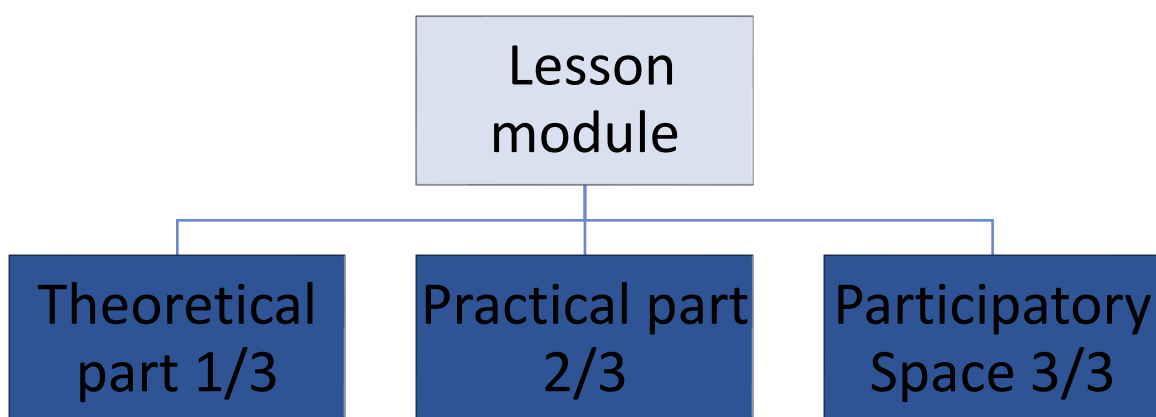
As already mentioned in the main objective, the project is to start on 2nd January 2024 and to run until 31st December 2024. One year is divided into four cycles, each with a training duration of three months, in which six participants, consisting of three girls and three women, can take part. Each training cycle consists of three modules, which consist of a one-month pure teaching phase and then two mixed modules, teaching combined with practice. The practice takes place on the one hand in the Waste ManTra and on the other hand in the workplaces of the other two main actors with thematically relevant fields of work, such as waste disposal or administrative activities related to the topics.

After three months, one cycle, the training is concluded with an examination, but the activity in the Waste ManTra continues until the end of the project.



In the first month, there is a purely classroom module for five days a week from Monday to Friday, while in the second month, classes are gradually mixed with practice and only take place on three days a week, while the remaining two days are dedicated to the practical phase through one day in an actor's company or workplace and the other day at Waste ManTra. In the third month, the teaching is reduced by another two days, taking place only one day a week, while the remaining four days are dedicated to practice, but this time two days in the workplace and two days in Waste ManTra. The exam concludes the training programme and takes place in the last week of the cycle.

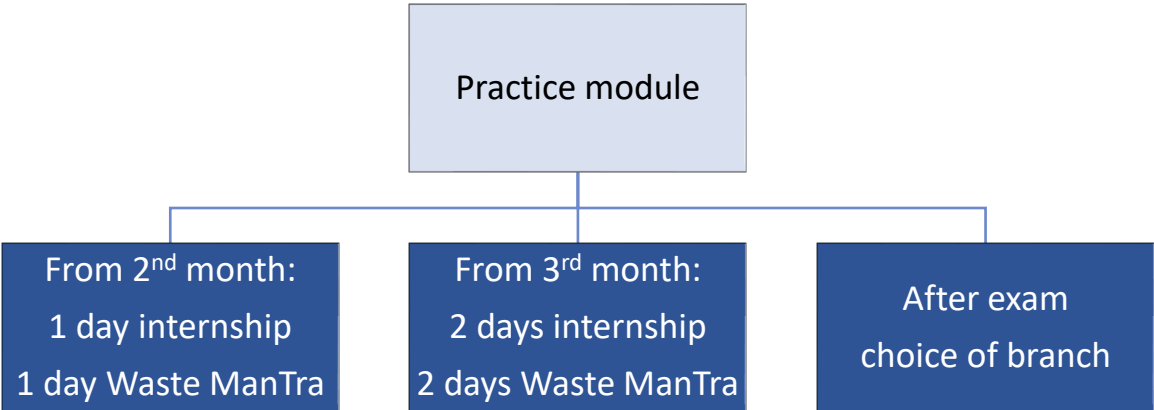
Individual teaching days are equally diverse and consist of three different blocks of six lessons (45 minutes x 6 = 270 minutes = 4.5 hours) over the course of a day:



The timetable of a teaching day thus comprises two lessons per block, each 45 minutes long, with a shorter break in between, while there is a longer break between the blocks. Of course, the break times can vary depending on the agreement between participants and trainer, as can the design and sequence of the blocks. It is only important to note that the breaks and lesson times as well as the length of the day are respected. Possible timetables look like this:

Time	Example 1	Time	Example 2
10.00 – 10.45	Theoretical part 1/2	10.00 – 11.30	Theoretical part
10.45 – 10.50	<i>Short break</i>	11.30 – 11.45	<i>break</i>
10.50 – 11.35	Theoretical part 2/2	11.45 – 13.15	Practical part
11.35 – 11.45	<i>Longer break</i>	13.15 – 13.30	<i>break</i>
11.45 – 12.30	Practical part 1/2	13.30 – 15:00	Participatory space
12.30 – 12.35	<i>Short break</i>		
12.35 – 13.20	Practical part 2/2		
13.20 – 13.30	<i>Longer break</i>		
13.30 – 15.00	Participatory space		

The practical days take place in a similar way to this time division; the activity in the Waste ManTra and in the internship site should not be more than 6 hours per day; the break times are based on the legislation with 30 minutes from 6 hours of working time, whereby the division and exact arrangement can vary. There should be no more specification of times at this stage; as the participants also help to shape the programme, such details as these sample timetables should deliberately serve as impulses and not as imposed rigid specifications. For this reason, precisely this is discussed together at the beginning of the cycle, and in the Participatory Space on each theory day, the participants are then given the space for reflection and evaluation to also address such organisational matters.

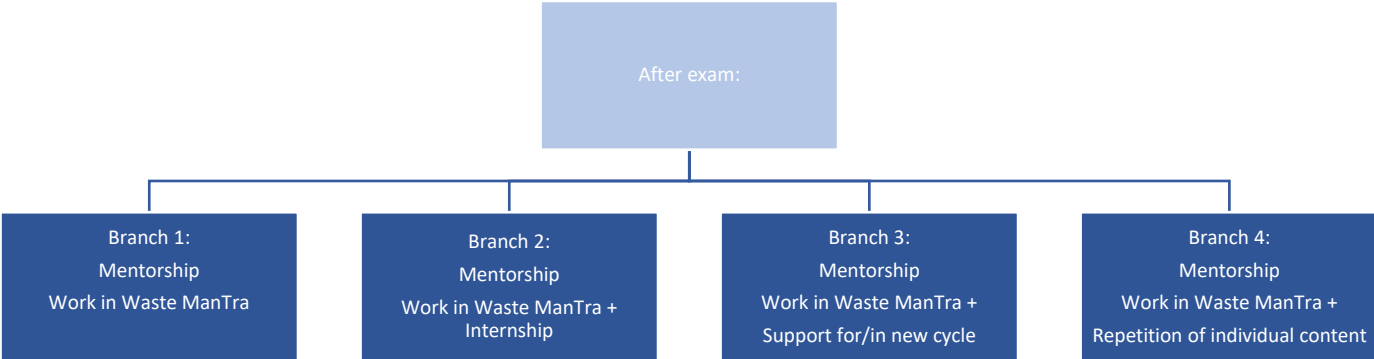


The composition of the respective teaching days in relation to the topics covered is explained in more detail in point 5.4, this section deals more with a (temporal) structure.

The end of each training cycle is a final examination in the form of a workshop at the Waste ManTra, where the other participants of the training, the teaching trainers as well as colleagues and the mentor in the internship site, but also the families, parents or husbands and children, are present. This workshop focuses on the content and skills exchanged and learned and deals with a creative dynamic on relevant waste management topics, which is discussed in more detail in section 5.4.

With the completion of the training or cycle through the final examination, there are finally several options for the participants; they can choose a branch that they can imagine for their professional career beyond the project, but which is also negotiable with their family commitments. This is discussed in the feedback meeting after the exam with the mentor of the internship site and the trainer of the training. It may also be possible to repeat individual teaching units by arrangement and as needed, although this must be timed and resourced with the activities in the Waste ManTra and in no way jeopardise capacities for future participants in the new cycle. In addition, the teaching skills can support the trainers or new participants in future cycles, which is strengthened by a mentoring system (see point 5.4 for more details). However, the focus is on labour market integration, so the activity in the Waste ManTra is the focus, as it is the participants' workplace. Whether this should take place in combination with other elements or with a continuation of the internship is discussed in more detail with the mentor and trainer. Here, as much freedom of design and decision making on the part of the participants as possible, should be ensured, so that they are able to comply with their family obligations and be empowered. The only thing that needs to be taken into account is the coverage of the shifts in the Waste ManTra, which is recorded weekly in the joint preparation of the work plan. No one should be favoured, but at the same time there should be no discrimination, so that everyone is involved in the work plan in some way. However, everyone should be given the chance to express themselves according to their interests and strengths: while one participant could enjoy teaching, another may be happier in the workplace where she can pursue other activities. In order to express these different skills, the activities in the Waste ManTra are just as diverse and can range from sales to cleaning up the rubbish and creative design or workshops, which is also described in more detail in point 5.4.

The following branches are possible after the final exam:



For a better overview and to stay with the same terminology until the end of this project proposal, the terms that are relevant to the project structure are listed and explained briefly:

♻️ **Project duration** = Total duration of the entire project, all cycles, 1 year from 02.01.2024 to 31.12.2024.

♻️ **Cycle** = A total of four distributed over the total duration of the project with 3 months each, consisting of three modules.

♻️ **Module** = A total of three per cycle consisting of a teaching module and a practical module and concluded by an examination.

♻️ **Teaching module** = Takes place over an entire cycle of three months and consists of theoretical and practical part and a participatory space.

♻️ **Practice module** = Starts from the 2nd month of training as a combination of practical training in the company and work in the Waste ManTra and continues until the end of the project, also takes place after the final examination, but the combination depends on the branch one chooses.

♻️ **Final exam** = Enables participant to complete the training and choose a branch for the time until the end of the project.

♻️ **Training** = Can also be called a cycle and is also 3 months, used in other contexts to emphasise the nature of content delivery, but can also refer to the project idea, which is basically a training of different elements.

♻️ **Branch** = is chosen with a final exam and consists of four combinations of how to organise the time until the end of the project.

♻️ **Waste ManTra** = The girls' and women's workplace, where lessons and the final exam can also take place.

♻️ **Mentor** = Person in the internship company who holds regular feedback meetings with the participant and is responsible for guidance and induction, as well as serving as a fixed contact and anchor point in the project between all actors.

♻️ **Actor(s)** = These are all groups involved in the project, such as waste management companies and political bodies. They are described in more detail in section 5.2 and differ from the target group, but also from partners or beneficiaries like NGOs or artist.

♻️ **Beneficiaries** = Addition actors who are not the main actors but can also form part of the project infrequently.

♻️ **Target group** = Also called participants or protagonists. These are the girls and women who participate in the training, for whom the project is designed.

♻️ **Mentorship** = A system of mutual support among the participants, where the 6 completed participants sponsor the new 6 participants of the new cycle. Only in the first cycle do the pairs form from the same group.

Before the other subsections delve deeper into the subject matter and above all also deal with the content of the training, the main aim here is to understand the structural and temporal framework and to get to know elements of the project in their composition. The justification of these plays a very important role and shows that the choice was made thoughtfully. In order to present this in a clear and comprehensible way rather than in a purely textual form, the method of a Q&A is used and questions are answered that may have come to the reader as he or she considers the structure:

Why does the project last one year and what happens after the year?

Considering the individual project elements, the project duration of one year is seen as appropriate. This allows for several training cycles and a larger number of participants can complete the training without having to overrun cycles and too large groups jeopardising learning.

Furthermore, it should be noted that funds are usually released and settled per calendar year, depending on the funding agency, and that a funding period of one year is not unusual for similar projects.

In addition, there is the third argument that one year offers an appropriate time frame for sustainable networking between actors. Cooperation, if it takes place in completely new constellations, is a sensitive act that is also related to trust and responsibility.

Of course, the time aspect is only an approximation; an application process for funds or obtaining grants is usually a longer act.

At the end of the year, it depends very much on the results of the project evaluation together with the funders whether the project can go into a second round or whether at least individual elements, such as the Waste ManTra, can remain.

What is the composition of the number of six participants; why are there exactly three girls and three women?

The number of six participants is appropriate, considering the intensity of the training and the often challenging aspect, which is due to the fact that some of the participants may not have worked before or for a longer period of time or have (ever) gone to school. In addition, they should be given the opportunity to bring their children to class or to work if they do not have a childcare option. A larger number of participants would mean more challenging factors and possibly have a negative impact on learning.

The composition of the group, as can be seen from the topic, is intergenerational, so that this mixture of three girls and three women in the group makes sense. This intergenerational character is also reflected in the mentorship system, where a younger generation is the mentor of an older generation and vice versa. In this way, the participants receive a confidant who also reminds them of their already familiar family structures.

How does the six hours of teaching and working time come about?

Again, the argument is that the participants have probably been out of school or work for a long time, perhaps never even been in it. 10 am is kept as the start time in the example so that there is enough time for family life in the morning. However, this is an approximation, each participant may have a different daily routine, so it should be possible to vary with the times as needed and mutually agreed upon. However, the six hours provide a reasonable framework to incorporate all three teaching modules and give everyone equal space.

What is the effect of the final examination and the choice of branches; can it always be passed?

The exam finalises the training cycle and combines theoretical content with practical skills in its execution. As each exam is unique, the requirements are intended to motivate the participants to share a part of their individuality with others, so that an exchange is generated. As the preparation for the exam goes hand in hand with the lessons and is discussed in advance, failure is not possible, only if participants want to leave the training voluntarily. However, individual lesson contents can be repeated if there is a wish to repeat something. This should be made possible as it may be new for many participants to learn.

The individual branches, in turn, offer participants the opportunity to choose an activity related to their interests, strengths, goals and skills. The diverse design also implies diverse skills, which increases the chances that they will be flexible for the labour market and have much more chances of employment after the project ends due to the range of activities.

Projects are limited in time, but this one has a sustainable character, which the participants should be able to draw on long after the project and which helps them into permanent employment.

Where are the methods from point four reflected in the structure of the project?

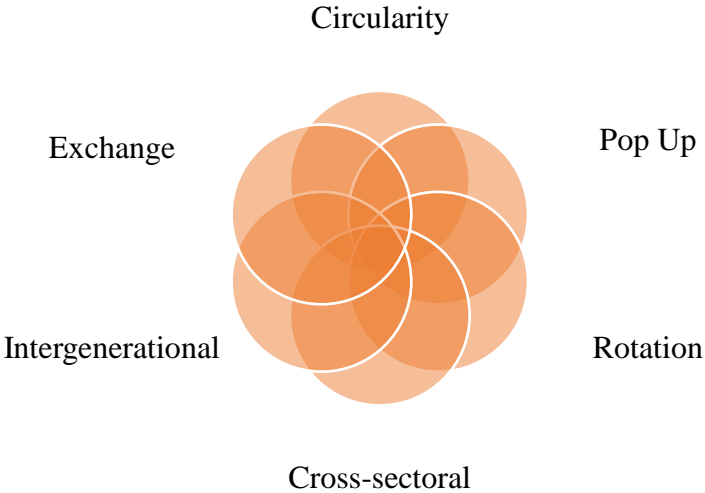
The three methods chosen from point four, the human rights-based approach, participatory learning and action and cross-sectoral cooperation, are reflected in all elements of the project and run through the entire course of the project. The human rights-based approach is the basic assumption with which the project is conceived and will be carried out. The choice of target group, the objectives of the project and the aspect of partnership to achieve the objectives alone make this clear. The participants are empowered through the training, but above all their decision-making is promoted, which sees them as active agents of their own development.

The Participatory Learning and Action is evident in the way the different modules and their composition is designed; theory is linked to practice for maximum efficacy and there is always room for own design.

Finally, the cross-sectoral cooperation is evident in the constant communication and meeting of the different beneficiaries or actors, especially through the mentoring role in the internship companies, fixed arrangements such as feedback meetings or the workshop as a final exam and the active involvement of the participants in the teaching after the end of the training. Networks are created in all the different project elements and constant places or reasons for several actors to meet are created.

5.4 Activities

Before this section breaks down the activities and fleshes out the project for the last time, it is first necessary to identify some project characteristics and values that result from the justification and form important key factors for the choice of content.



These principles bring dynamics and flexibility to the project and make it innovative at the same time. They do not have to appear at all times in the project, they also form further ideas that can be incorporated in future cycles or possibly form new project ideas. Since the existence of the circularity of the waste is already known, the other characteristics are now briefly described. The exchange character becomes clear through the space that each participant is given to present her life world; be it during her final examination in the form of a workshop or in between in the Participatory Space, where presentations are also made by the participants and they can try out the final examination. The mentoring system, which is already mentioned in 5.3, also serves as an exchange. While in the first cycle three women become mentors to three girls each, which is maintained until the end of the cycle, after the end of the cycle they become mentors to the new participants in exactly the same proportion. In this way, the intergenerational character becomes clear and each participant has a reference person who can give her a bit of security. It is of course never possible to create a perfect safe space, but it is possible to come closer to it and to enable mechanisms that can help the participants feel somewhat at ease, especially considering the complex family systems that are common in Romani families; they usually consist of several children who tend to stay in intergenerational households. Also, for this reason, bringing young children to training must be made possible, for which it is necessary to include a care area where children can experience a simplified miniature of the training, co-create the Waste ManTra or get to know the Recycling System. Here it becomes clear again that it is indispensable to work across sectors.

The need for different actors is also bound to the rotation character. For example, if different actors of Waste Management are involved in the project, who can also offer an internship, it might be interesting for the participants to actively get to know different areas in the process of recycling. One model could be that after the end of the training they continue their internship somewhere else parallel to their work in the Waste ManTra. Nevertheless, this should only be an impulse that takes place on a smaller scale and not a fixed element, as too many new stimuli can be overwhelming and the network building is endangered by constant change. Just like the pop-up function, which is basically a rotation of teaching and working places like the concept of some fashion companies where a shop only exists in one place for a certain time and then changes it. This option also promotes flexibility of location and only relies on one space temporarily. The Waste ManTra or the training could take place at different locations, saving important budget for a space and using existing resources of the actors. Above all, however, this would benefit the participants: As they live in different places and partly in the suburbs of Tirana, none of them should be favoured or disadvantaged. Class days could be held alternately in the rooms of the different actors, which would have to be agreed upon with the room allocation plans. It would also be helpful to take a history of the participants' living situation in order to find out where they live and whether they would bring their children to the classes. A sample application questionnaire which contains exactly such can be found in Annex D on page 60.

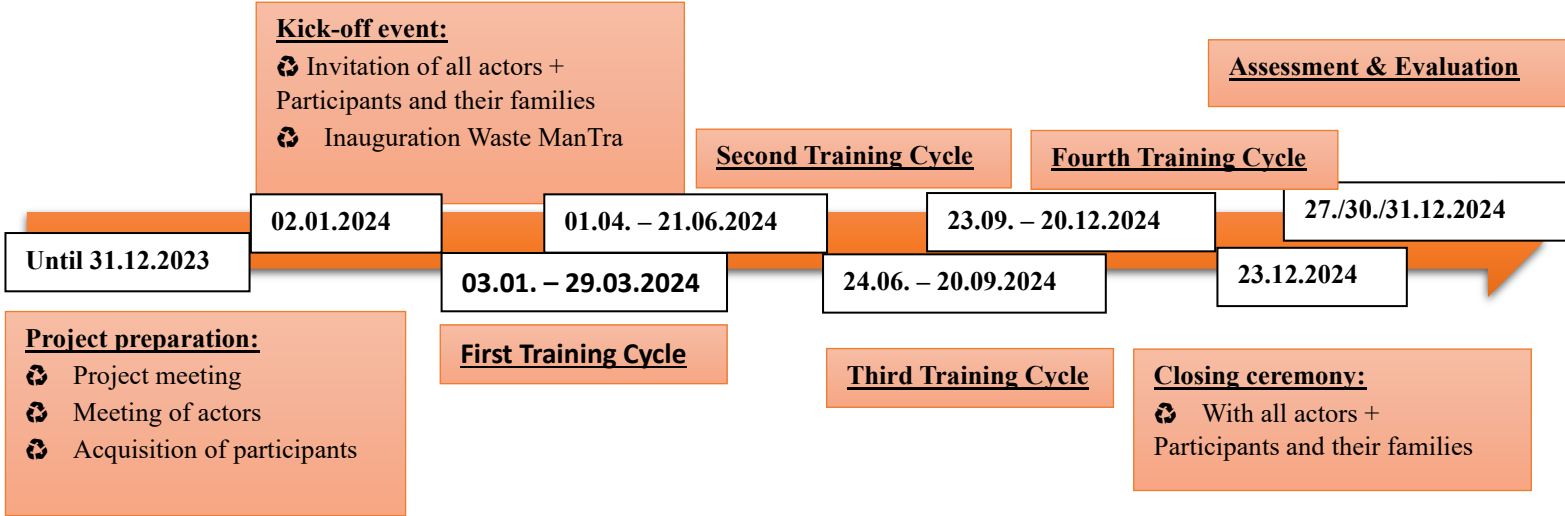
With these characteristics, the following topics of the training emerge:



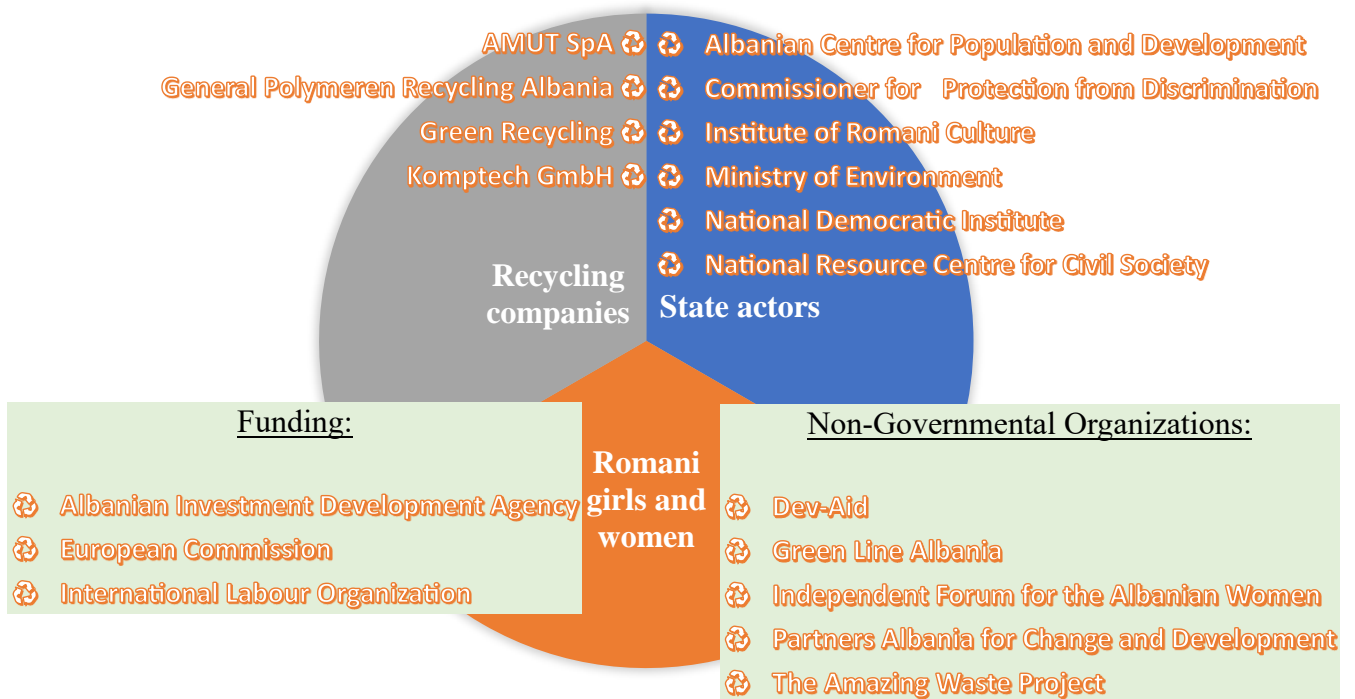
These different topics can be grouped into the different blocks of a teaching day and further elaborated on, whereby the order should be discussed individually with the trainers and participants in order to promote the decision-making of the participants and to adapt the contents to their life reality in terms of time:

Theoretical part 1/3:	Practical part 2/3:	Participatory Space 3/3:
<ul style="list-style-type: none"> •Values •Human rights •Governance & Policies •Landscape & setting of the actors •Theoretical framework •Status Quo Albania •Project process 	<ul style="list-style-type: none"> •Recycling •Selling and marketing •Application process •Didactics and methodology •Labour market: jobs, educational opportunities, scholarships •Independent work with the computer 	<ul style="list-style-type: none"> • Each participant teaches something to the others in the course. • Rehearsal workshops can take place towards the end in preparation for the exam. • There is a space for wishes, suggestions, feedback and reflection also in the form of games and creative activities • Bibliography work

However, the main thematic components should ensure that the participants learn all the necessary contents and skills that are related to their work in the Waste ManTra, their internship, and can also be applied to different professions beyond the project, so that the project ensures sustainability that the participants can draw on long after the project. In this way, there is no dependency on the project or the activities carried out, especially since the diverse elements also promote a diverse skillset and thus increase the chances of employment after the project. In order to be able to carry out this diversity, the multi-sectoral aspect of the actors can contribute, so that everyone takes on a role of their own in the project process. The research for best practice examples provides a specification, and the diagram below shows the whole process in which the different actors are involved and come together:



The timeline repeatedly creates points of connection between all actors and consciously involves the families of the participants. Although the programme is designed for girls and women only, it is important to share the professional self-determination with the husband/partner and the children and thus to consciously accept a role that is completely new for some. Official ceremonies such as an inauguration and a farewell party round off the project, give it a framework and, above all, create networking opportunities. In order to be more specific about the actors and their tasks, as well as to establish a cost calculation later, the pie chart of actors and beneficiaries is specified and includes existing actors from all relevant and involved sectors, whose brief description can be found in Annex G on page 63:



The named actors are suitable as cooperation partners in the project, as they have already supported similar projects and deal with the project’s topics. For the project design, innovation plays a role equal to the use of existing resources, because already implemented actions and measures are already known and have been able to achieve (partial) success, the repetition of which increases the efficacy of a project. A fundamental basis and example for the project is provided by the Institute of Romani Culture (2022) with their project “Promoting Political Inclusion of Marginalized Youth in Albania”, whose idea is similar, as they offer a training and cooperate also with state actors to provide internships for young Romani. However, while this project is not necessarily about waste management transformation and has a linear knowledge character, this project proposal is about exchange and a both intergenerational and intersectoral character. The point is not that knowledge is imparted, but that each participant is considered an expert and knowledge is exchanged. This exchange character also includes existing physical, temporal and spatial resources that the actors share with each other. In order to define the responsibilities of each actor, the table below helps at the same time to filter project moments at the structural and organizational level; while this could be one example of many and depending on the decisions of the actors after real conversations, the functions are all fixed elements of the project process regardless of who performs them. The wide range and variety of actors in the pie chart allows for contingency plans in the case that the actors in this example do not wish to participate in the project, thus forming a solid response to a potential risk. A brief description of all Beneficiaries can be accessed under Annex G on page 63.

Project Component	Assigned Actor
Project funding	<ul style="list-style-type: none"> ♻ European Commission ♻ Albanian Investment Development Agency ♻ International Labour Organization
Project responsibility, Project implementation <i>(Application phase for participants included)</i>	<ul style="list-style-type: none"> ♻ Partners Albania for Change and Development ♻ Institute of Romani Culture ♻ Commissioner for Protection from Discrimination ♻ Ministry of Environment
Training <i>(teaching part: alternating)</i>	<ul style="list-style-type: none"> ♻ Institute of Romani Culture ♻ DEVAID
Training <i>(internship part: alternating)</i>	<ul style="list-style-type: none"> ♻ National Research Centre for Civil Society ♻ Ministry of Environment ♻ Green Recycling
Waste Collection and supply <i>(to Waste ManTra)</i>	<ul style="list-style-type: none"> ♻ Green Line Albania ♻ The Amazing Waste Project
Evaluation	<ul style="list-style-type: none"> ♻ All designated actors

During the preparatory phase, which takes place with all actors involved, several meetings take place, where the contents of the training can be adapted and determined. In this way, the actors get to know each other and list their resources for the project, as well as discuss trainer capacities. For this, the communication and organisation tool "Slack" can be a technical networking aid as well as "Google Documents" a platform for document collection. Here, too, the tools can vary, should more adequate ideas be presented during the preparations, the focus here is rather that the cooperation partners communicate with each other throughout the entire period than which tools are used. Communication between them and the participants is also of great importance, especially in the application phase. Those responsible for accountability and implementation already, especially the Institute for Romani Culture, run similar projects with the Romani community and have contact with them. They conduct a survey in the form of personal interviews and by means of a form to find out their access and interests related to the labour market, but above all they also cooperate with educational institutions that have contact with the girls and their female family members. It is possible that even mother-daughter relationships form part of the training, which at the same time strengthens the family connection and gives the women in the Romani families their own space of empowerment.

It is always essential that the participants take part in the project voluntarily and that they can leave it at any time in case of emergency. Nevertheless, there should be a written commitment that also allows for compensation for the work done in the Waste ManTra, as this is, after all, employment. There is a graduation for the first, second and third month, as the number of days in Waste ManTra is not always the same, and there is also an allowance after the end of the training, which depends on the chosen branch and the related activities. The commitment also includes, among other things, regulations in case of illness and on the subject

of dropping out. At the same time, it states also how many internships are offered, the duration of the internship and the responsibilities and resources contributed in the project. An example can be seen in Annex E on page 61, but it is not all-encompassing, as actors are supposed to make the arrangements together and it is highly dependent on their commitments.

In case the participants are illiterate, they receive an audio version of the text read. Audio versions and symbols should also be used throughout the lessons and the focus should be on dynamic activities and knowledge transfer without reading books. Internet pages can be read aloud with simple tools.

The participants are important links in the waste management process and unite political actors with waste actors and economic actors as well as NGOs, representatives of civil society. A certificate, which includes all the activities carried out by the participant and on which all cooperation partners are visible, is handed out at the end of the project.

In order to be able to evaluate the project proposal described here, it is necessary to carry out an assessment at this point. This includes, in addition to possible evaluation methods, a vague cost breakdown (see Annex B, p. 57), a risk analysis (see Annex C, p. 58) and both potentials of the proposal and suggestions for improvement for the further course and its implementation.

5.5 Assessment

There are different methods that can be used for a Project Assessment, depending on the type of project, the resources available and the specific objectives of the assessment:

- 🔄 Evaluation questionnaires and surveys: Gathering feedback from project participants and stakeholders through questionnaires or surveys can provide valuable insights into their satisfaction, perceptions and experiences with the project.

- 🔄 Interviews: Face-to-face or telephone interviews with project participants, stakeholders and key persons can provide in-depth information on the impact and effectiveness of the project.

- 🔄 Focus groups: Focus groups are moderated discussion rounds with a group of project participants or stakeholders to gather different perspectives and opinions and identify common themes.

- 🔄 Document analysis: Reviewing project documents, reports, minutes and other relevant documents can help to assess the progress and outcomes of the project.

- 🔄 Measuring the success of project objectives: Checking whether the original project objectives have been achieved and whether the results meet expectations.

🔄 Feedback and testimonials: Gathering feedback and experiences from people who participate, which can provide insight into their satisfaction and the benefits of the project.

🔄 SWOT analysis: Analysing the strengths, weaknesses, opportunities and threats of the project can help to conduct a comprehensive evaluation.

🔄 External evaluation: Involving external experts or independent evaluators who can objectively assess the project and make recommendations (International Labour Organization, 2022).

The selection of the appropriate methods depends on the specific requirements and objectives of the project assessment. Often, several methods are combined to provide a comprehensive picture of the project's success. If this project was implemented, a mix of these methods could provide a comprehensive outcome of the project. Since people are in focus, both quantitative and qualitative methods need to be considered, which mainly take place at the end of the project to the evaluation data in the process graph, but whose documentation and observation is secured throughout the project and centrally accessible to all actors, the participants included.

The assessment, which within this limited framework is as accurate as possible, considers not only a budget planning (see Annex B, p. 57), but also draws on the innovative aspect of the proposal together with possible risks (see Annex C, p. 58) and limitations combined with an estimation and opportunities including extensions and further ideas.

Budget planning is one of the most important elements of a project when submitting it for funding. It must list exactly what is needed, how much is needed, and in what time frame. While it is impossible to say with certainty how much will be spent before project implementation, an approximation helps to apply for the right funds and to be aware of the elements that need to be funded so as not to have to abandon it in the middle of the project due to lack of funding. In the project proposed here, due to the quantity and diversity of actors, there should be a resource collection at the beginning, which can be for example rooms made available or materials that can be provided for this purpose. Nevertheless, there must be a backup plan should these materials not be available. The most important funding is the salary for the participants, which is based on the Albanian average salary of June 2023 with an amount equivalent to 297,70€ per month (Country Economy, 2023). While half is paid in the teaching-only months, since there is no activity yet, all participants receive this salary in full for each of the remaining months, and it is paid until the end of the activity, which may be a year for participants in the first cycle, for example. To be fair, trainers receive the same salary, but while they are paid it in full during the teaching month, they receive only half of it during the other two months of the cycle, as they teach fewer days and only selectively help shape the work in the Waste ManTra to allow participants design freedom and autonomy. Since there are three organizations in the table with the responsibilities for this training phase, there is assumed a maximum of three trainers. However, the training salary can also be broken down to an hourly

rate, so that the choice of trainers can be made flexibly depending on availability in the organization and they can be billed for the hours.

In addition, there are travel costs for the journey to the training site for all actors and the transport of the waste to the Waste ManTra, although here too the favourable option should be considered if one of the actors can provide a car or if the municipal waste collection can be involved. As this project is about a circular attitude towards the waste in Tirana and wants to recycle it for further use, especially having as main aspect the labour inclusion of the girls and women, the main funding should be the salary and material costs should be kept to a minimum. It should therefore be tried to refer to existing resources, otherwise the aspect of sustainability would lose authenticity and new purchases for this short duration would be just a waste that could not be used again. The budget planning (see Annex B, p. 57) lists the items for which a budget should be available, but most remain free, as this must be clarified in the preparatory phase to the project with all actors.

The importance is not the amount of waste recycled, but a stable, quality, effective and fair mechanism to connect all these diverse actors to create empowerment and equal opportunity employment for marginalized girls and women. If this can be achieved on a small scale, this project has the potential to create alternative economic models such as social entrepreneurships, or to establish political agreements between the different sectors, such as the law that only materials recycled in the Waste ManTra can be used in cultural centres and educational institutions for the artists and children. Other opportunities include cooperating with the city's garbage collection service and setting up an additional garbage can through which households can take responsibility for their own garbage and exchange the still-stable packaging for value coupons, or cooperating with construction markets where consumers receive new materials in exchange for handing them in, so that a space like the Waste Mantra would not be permanently necessary in that case.

The scope is large, as is the diversity of actors, but not too many mechanisms should be involved in such a project from the beginning, otherwise it could become too complex and much more effort must be made at the level of responsibility, which the more diverse and transparent it should be, is carried out by as many as possible, but then itself holds much complexity. Further risks are the scarcity of time resources of the actors to meet in team meetings, which implies an unfairly distributed involvement and an insufficient documentation and later evaluation. Therefore, the agreement must be clear from the beginning and also the way in which individual actors are not only involved but also benefit from the project. This point is only touched upon in this paper, since the (professional) inclusion and empowerment of girls and women is in the foreground. However, the recruitment of labour, initially in the form of interns, an improvement in reputation or depending on the quantity, the acquisition of materials, are interesting incentives for the companies. Further risks should be included in the written commitment and also include regulations on absenteeism due to illness. All these aspects are discussed between all the actors during the preparations and jointly recorded in writing, as are the responsibilities for interviewing the girls and women before the start of the training. In Annex C on page 58 a risk analysis table highlights the need for intervention at a

high level of risk, but also ideas for mitigation, where the objectives are derived from the main goal and represent the three main elements of the project.

Despite numerous risks that occur in every project or plan, long-term potentials can also be discovered in the further development of the project, which emphasize the innovative character even more. These can also be seen as long-term goals or as assumptions regarding the project outcomes.



The project can also serve as an additional pillar in recycling beyond due to the presence of the Waste ManTra, which is on a smaller scale than the big recycling companies. Thus, the responsibility of all households to recycle their waste is strengthened, as it generates a higher appreciation due to recycling. The Waste ManTra is not only a training place for the participants, it is their own non-violent place to express their inner life and experience empowerment through the appreciation of their work, which is financially compensated. While the collected and cleaned waste can be made available, for example, to educational institutions as well as to other actors participating in the project, it can also be sold to other interested parties, with the proceeds being used to maintain the store space. Residents could deliver their garbage on site, e.g. in a garbage flap at the store, parallel central and decentralized collections take place either at fixed points of collection (hardware stores, supermarkets, etc.) or in an additional waste can from households. The other main aspect of the space use is a place for meetings, non-violent communication, learning, exchange, development and handcrafting workshops. Having their own safe space for creativity combined with financial reward strengthens the girl's and women's skills, but also their self-confidence and motivation to work independently and use their skills to transform Waste Management and this as joint intersectoral cooperation.

6. Discussion of Results

The features and measures anchored in the project can lead to the achievement of the goal of the work, the transformation of waste management as a job creation and platform of encounter between unemployed Romani girls and women, state actors in Albania and (waste) recycling companies, even if the sustainability of the project can never be predicted. However, the fact that new connections are made that did not take place before, suggests that new networks are possible that can last. Even if only one participant finds a job after the project or is taken on in the internship company, this shows how effective the project was. However, the efficacy is already visible in the way the project is characterized; when the actors meet and all cooperate through a common mission with a common subject, this connects them and makes them allies towards gender equality and a green transition.

The encounters take place both actively and passively, at the individual network meetings at the beginning, middle and end of the project all actors meet, beyond that the rather indirect encounter takes place through the structure of the project and is sealed by a written agreement (see Annex E, p. 61). Through the concept of exchange and intersectoral character, everyone has a fixed task, everyone gives and receives something in return and commits to the others with a fixed task.

Through these numerous and, above all, diverse opportunities for encounter, an active exchange takes place, which primarily ensures that the Romani girls and women are actors of their own. This is ensured by the fact that they actively participate in shaping the program and that the program adapts to their life realities, which in turn reflects Thiersch's theory. Each of the participants expresses her story, experiences and skills, supporting through the mentoring system the exchange and the assumption that each person is an expert of her own life and that the project is a project of self-help, never with the aim of imposing an ideology on the others, but rather to create participatory and creative spaces of encounter through the subject of re-using the waste.

Furthermore the project offers various possibilities of expansion such as diverse ideas how the waste could be collected and how the project could be linked to the citizens. An example could be that materials collected in the Waste ManTra will eventually be made available to educational institutions for their work with children. Depending on the amount of waste, it will also be possible to have a so-called flat rate for those who want to use the cleaned waste for art activities or packaging opportunities. Residents could drop off their waste on site in a bin; they should also be made available in construction markets - if necessary, they could accommodate those dropping off waste with a discount. However, garbage collection of the municipality Tirana should be involved, alternatively collection takes place on shop days. Households that hand in waste are also allowed to take something away or receive a discount or recycling items, they should be motivated themselves to dispose of the waste.

If this project were to be carried out, it would be a step towards informal sector integration, which is the long-standing goal of several NGOs trying to establish a chain link for urban recyclable waste. In the long term, this project could form a recycling cooperative that would officially unite all the actors in waste management and maintain communication, meeting and exchange in this way. However, this would have to be underpinned in laws or principles protected and supported by, for example, the ILO to enable an official framework. So far, urban waste in Albania cannot be fully recycled, so initiating a circular economy in the waste sector is a core concern for which, for example, the Society for International Cooperation in Germany is setting up official posts. In this way, urban waste could also be used and materials that have not been recycled so far could be used at a very local level, with the citizens feeling responsible for recycling their own waste and not leaving the waste only to the marginalized groups, as has been the case so far. If it would develop further in the direction, goods could be evaluated completely new and our handling of consumer goods, perhaps we would think twice before we buy something or we would put more value on products that have little packaging waste and cities could become cleaner.

No matter in which direction the project could develop or which alternative and additional measures result from it, the proposal illustrates a thought-provoking impulse in many directions and a highly topical challenge, for which selective measures such as sporadic "Clean Ups" cannot be a long-term solution. Dealing with our urban waste should concern everyone, but above all it should not create hierarchical structures that leave the responsibility to marginalized groups without also committing to a Green Transition on a political and economic level.

7. Conclusions

To go back to the question and goal of the thesis, how the transformation of the Waste Management serves as job creation and enables a platform of encounter between unemployed Romani girls and women, state actors and recycling companies in Albania, this last section recapitulates the steps taken with regard to the project proposal and thus concludes the thesis.

Gradually justifying both personal motivation and well-founded signals from global to local level together with a theoretical framework and methodology suitable for project execution, have gradually shaped the proposal, proving that the challenges associated with the project are existent and actual.

With the focus on the marginalized group of the Romani in Albania, the thesis considers the human being as a living being anchored in a complex system with its very own life world and reality. In this context, not only superordinate hierarchies of a political nature become apparent, but also gender-related rankings in society and also within the family. Therefore, the project focus was on the empowerment of the female members of the Romani community, who, from a social perspective, participate even less actively in working life and, above all, in socio-political decision-making processes. Thus, the inclusion in the world of work, strongly adapted to their lifeworld, clearly also had to hold a character of cooperation through the project; because only through a common long-term goal, which in the project is the transformation of Waste Management in terms of a Green Transition, is an encounter between diverse actors possible. Finally, to make the hierarchies of this encounter alternative, it is the girls and women who run their own small business and serve as important anchor points between mainly state and corporate actors, but also connect NGOs and other actors.

Accordingly, the project not only aims to reshape existing hierarchies (in the long term) on the basis of a common goal, but also to exchange skills and resources for labor market integration beyond the project. This gives the project proposal a sustainable character and makes it clear that the girls and women are the experts of their own lives. The systematic approach and the step-by-step project design legitimizes the project: if the assumption is that every individual is embedded in a complex system, then the answer can only be a project proposal that responds to it in an equally complex way.

In the end, the only question that remains is: how can we promote green economy for peace that responds to the needs of the individual in solidarity and with equal opportunities?

8. References

Arbeiter, J. and Bucar, M. (2021) *Cross-Sectoral Cooperation for Sustainable Futures*. Available at: [https://www.researchgate.net/publication/354209431_Cross-Sectoral Cooperation for Sustainable Futures](https://www.researchgate.net/publication/354209431_Cross-Sectoral_Cooperation_for_Sustainable_Futures) (Accessed: 30th August 2023).

Beddies, S., De Soto, H. and Gedeshi, I. (2005) *Roma and Egyptians in Albania: From Social Exclusion to Social Inclusion*. Available at: [https://www.researchgate.net/publication/292500160 Roma and Egyptians in Albania From social exclusion to social inclusion](https://www.researchgate.net/publication/292500160_Roma_and_Egyptians_in_Albania_From_social_exclusion_to_social_inclusion) (Downloaded: 1st July 2023).

Böhnisch, L., Schröer, W., and Thiersch, H. (2005) *Sozialpädagogisches Denken: Wege zu einer Neubestimmung* [Social pedagogical thinking: ways to a redefinition]. Germany: Juventa.

Capra, F. and Jakobsen, O. D. (2017) 'A conceptual framework for ecological economics based on systemic principles of life', *International Journal of Social Economics*, Vol. 44 No. 6, pp. 831-844. Available at: <https://doi.org/10.1108/IJSE-05-2016-0136> (Accessed: 30th August 2023).

Conzemius, A. and O'Neill, J. (2006) *The Power of SMART Goals: Using Goals to Improve Student Learning*. Bloomington: Solution Tree Press.

Cosme, I., O'Neill, D. and Santos, R. (2017) 'Assessing the degrowth discourse: A review and analysis of academic degrowth policy proposals', *Journal of Cleaner Production*, Volume 149, pp. 321-334. Available at: <https://www.sciencedirect.com/science/article/abs/pii/S0959652617302202> (Accessed: 30th August 2023).

Costanza, R. (2019) 'Ecological Economics' in Fath, B. (eds.) *Encyclopedia of Ecology: Second Edition*. Amsterdam: Elsevier, pp. 258-264.

Country Economy (2023) *Albania National Minimum Wage – NMW*. Available at: <https://countryeconomy.com/national-minimum-wage/albania#:~:text=In%202023%2C%20the%20national%20minimum%20wage%20in%20Albania,year%2C%20taking%20into%20account%2012%20payments%20per%20year> (Accessed: 28th August 2023).

Delegation of the European Union to Albania (2021) *The European Union and Albania*. Available at: https://www.eeas.europa.eu/albania/european-union-and-albania_en?s=214 (Accessed: 29th August 2023).

Development Research Centre on Citizenship, Participation and Accountability (2011) *Blurring the Boundaries: Citizen Action Across States and Societies*. Brighton: Institute of Development Studies.

Dhono, O., Galanxhi, E. and Simon, P. (2015) *Roma and Egyptians in Albania: a socio-demographic and economic profile based on the 2011 census*. Available at: https://www.researchgate.net/publication/279998430_Roma_and_Egyptians_in_Albania_a_socio-demographic_and_economic_profile_based_on_the_2011_census (Accessed: 31st August 2023).

European Commission (2022a) *COMMISSION STAFF WORKING DOCUMENT - Albania 2022 Report*. Available at: [extension://bfdogplmndidlpjfhiojckpakkdjkkil/pdf/viewer.html?file=https%3A%2F%2Fneighbourhood-enlargement.ec.europa.eu%2Fsystem%2Ffiles%2F2022-10%2FAlbania%2520Report%25202022.pdf](https://bfdogplmndidlpjfhiojckpakkdjkkil/pdf/viewer.html?file=https%3A%2F%2Fneighbourhood-enlargement.ec.europa.eu%2Fsystem%2Ffiles%2F2022-10%2FAlbania%2520Report%25202022.pdf) (Accessed: 28th August 2023).

European Commission (2022b) *2022 Economic Reform Programmes of Albania, Montenegro, North Macedonia, Serbia, Turkey, Bosnia and Herzegovina and Kosovo*. Available at: https://economy-finance.ec.europa.eu/publications/2022-economic-reform-programmes-albania-montenegro-north-macedonia-serbia-turkey-bosnia-and_en (Accessed: 28th August 2023).

European Environment Agency (2019) *Drivers of change of relevance for Europe's environment and sustainability*. Available at: <https://www.eea.europa.eu/publications/drivers-of-change> (Accessed: 28th August 2023).

European Environment Agency (2021) *Municipal Waste Management*. Available at: <https://www.eea.europa.eu/themes/waste/waste-management/municipal-waste-management-country/albania-municipal-waste-factsheet-2021/view>. (Accessed: 28th August 2023).

Gibson, B. (2023) 'Systems theory', *Encyclopedia Britannica*. Available at: <https://www.britannica.com/topic/systems-theory> (Accessed: 28th August 2023).

GIZ (2021) *Albania is modernising its solid waste management systems*. Available at: <https://www.giz.de/en/worldwide/62845.html> (Accessed: 29th August 2023).

Grantham Research Institute on Climate Change and the Environment (2020) *National Integrated Waste Management Plan 2020-2035*. Available at: https://climate-laws.org/document/national-integrated-waste-management-plan-2020-2035_aed0 (Accessed: 28th August 2023).

Institute of Romani Culture (2022) Promoting Political Inclusion of Marginalized Youth in Albania Available at: <https://irca.al/promoting-political-inclusion-of-marginalized-youth-in-albania/> (Accessed: 1st September 2023).

International Labour Organization (1958) *C111 - Discrimination (Employment and Occupation) Convention, 1958 (No. 111)*. Available at: https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO:12100:P12100_INSTUMENT_ID:312256:NO (Accessed: 28th August 2023).

International Labour Organization (2017) *Promoting Inclusive Labour Market Solutions in the Western Balkans*. Available at: https://www.ilo.org/budapest/what-we-do/projects/WCMS_522937/lang--en/index.htm#:~:text=Promoting%20Inclusive%20Labour%20Market%20Solutions%20in%20the%20Western,an%20integrated%20approach%20to%20employment%20and%20social%20policies (Accessed: 29th August 2023).

International Labour Organization (2020) *Women's empowerment through inclusive, sustainable and green business models in the upper basin of the Vjosa river, Albania*. Available at: https://www.ilo.org/budapest/what-we-do/projects/WCMS_751637 (Accessed: 28th August 2023).

International Labour Organization (2022) *Development Cooperation Manual*. Available at: https://www.ilo.org/pardev/development-cooperation/WCMS_452076/lang--en/index.htm (Accessed: 1st September 2023).

Lai, C.-H. and Lin, S. (2017) 'Systems Theory' in Scott, C. R. and Lewis, L. (eds.) *The International Encyclopedia of Organizational Communication*. Hoboken: John Wiley & Sons, Inc., pp. 1–15.

Partners Albania for Change and Development (2022) *SOCIAL ENTERPRISES AS POTENTIAL PARTNERS IN DEVELOPMENT COOPERATION ADVOCACY – ALBANIA COUNTRY REPORT*. Available at: <https://www.partnersalbania.org/publication/social-enterprises-as-potential-partners-in-development-cooperation-advocacy-albania-country-report/> (Accessed: 28th August 2023).

Reimann, I. (2009) *Hans Thiersch's Concept of Lifeworld Orientation*. München: GRIN Verlag.

The Advocates for Human Rights (2021) *Albania's Compliance with the Convention on the Elimination of All Forms of Discrimination Against Women*. Available at: [extension://bfdogplmndidlpjfhhoijekpakkdjkkil/pdf/viewer.html?file=https%3A%2F%2Fwww.theadvocatesforhumanrights.org%2FRes%2FAHR%2520HRDC%2520Albania%2520LOI%2520Final.pdf](https://www.theadvocatesforhumanrights.org/2FRes%2FAHR%2520HRDC%2520Albania%2520LOI%2520Final.pdf) (Accessed: 28th August 2023).

Thiersch, H. (1986): *Die Erfahrung der Wirklichkeit [The experience of reality]*. Germany: Juventa.

UNESCO (2021) *UNESCO and Sustainable Development Goals*. Available at: <https://en.unesco.org/sustainabledevelopmentgoals> (Accessed: 29th August 2023).

United Nations General Assembly (1948) *Universal Declaration of Human Rights*. Available at: <https://www.un.org/en/about-us/universal-declaration-of-human-rights> (Accessed: 8th September 2023).

United Nations Human Rights Treaty Bodies (1994) *CEDAW – Convention on the Elimination of All Forms of Discrimination against Women*. Available at: https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Treaty.aspx?CountryID=2&Lang=EN (Accessed: 28th August 2023).

United Nations Population Fund (2014) *The Human Rights-Based Approach*. Available at: <https://www.unfpa.org/human-rights-based-approach> (Accessed: 28th August 2023).

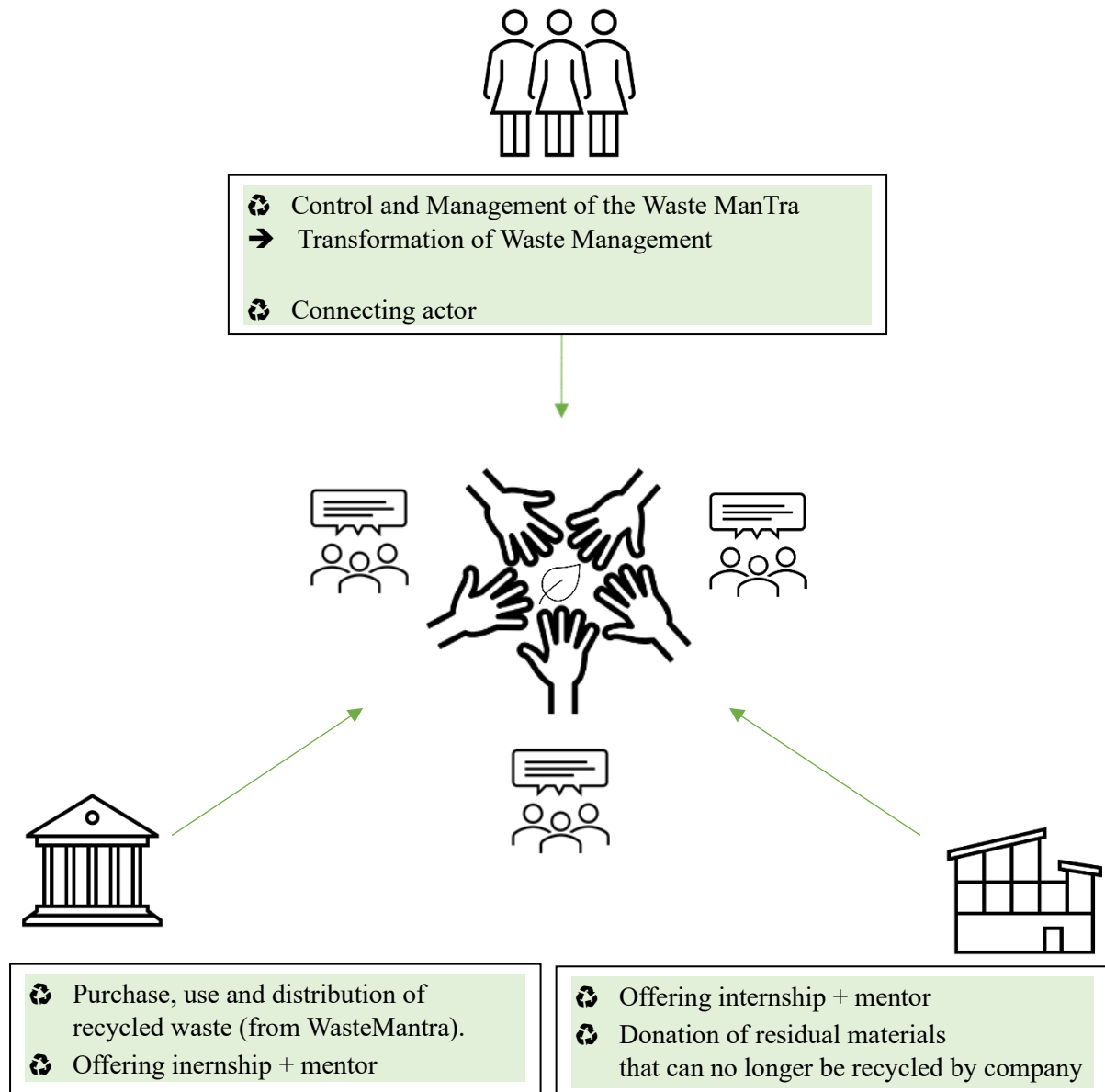
UN Women (2022) *Strategic Note Albania 2022–2026*. Available at: <https://www.unwomen.org/en/digital-library/publications/2023/06/brochure-strategic-note-2022-2026-albania> (Accessed: 28th August 2023).

WHALEN, S. P. (1999), 'Finding Flow at School and at Home: A Conversation with Mihaly Csikszentmihalyi', *Journal of Secondary Gifted Education*, Vol. X, No. 4, pp. 161-165. Available at: <https://doi.org/10.1177/1932202X9901000401> (Accessed: 30th August 2023).

9. Annexes

Annex A – Exchange Model of Actors

The model shown graphically here identifies the three main actors and their resources that contribute to the project. Of course, specific and additional resources must be discussed and determined by all together during the first joint meeting.



Possibilities of additional resources to be determined in the joint meeting by the actors:

- ♻️ Coupons are introduced that can be redeemed at hardware stores when Tirana citizens drop off waste.
- ♻️ An additional garbage can is placed where reusable waste can be collected for further processing at Waste ManTra.
- ♻️ Rooms, materials, professionals for training and mechanisms for transporting the waste are provided.

Annex B – Budget Planning

Cost Item	Number	Total amount €
8. Human Resources		
1.1 Salaries		85.737,60
1.1.1 Participants	6 x 4 = 24	71.448
1.1.2 Responsibility & Implementation	2	7.144,80
8.1.1 Trainers	3	7.144,80
9. Travel	UA	UA
local transportation		
10. Equipment and supplies	UA	UA
3.1 Purchase/rent of vehicles		
3.2 Furniture, computer equipment		
3.3 Machines, tools for recycling		
3.4 Other		
11. Local office (Waste ManTra)	UA	UA
Vehicle costs for waste collection		
Office rent		
Consumables – office supplies		
4.4 Other services (tel/fax, electricity/heating, maintenance)		
12. Other costs, services	UA	UA
5.1 Publications		
5.2 Studies, research		
5.3 Evaluation costs		

UA = upon agreement with all the actors regarding the resources they can share

Annex C – Risk Analysis

Objective	Risk Description	Consequences	Level of risk	Response	Mitigation
Platform of encounter and tool of communication between target group and all designated actors.	<p><i>Economic:</i> The platform in the form of the recycling and selling the Waste in the Waste ManTra space can't generate capital for further expenses and can't be maintained (for the purpose of communication).</p> <ul style="list-style-type: none"> ♻️ Debts ♻️ Disproportionality <p><i>Social:</i> The platform is not used for communication purposes.</p>	<p>Project leads to participants/target group not achieving financial independence, instead they generate debt.</p> <p>The promised content of the training/project cannot be delivered.</p>	(3 x 3) 9	Yes	<ul style="list-style-type: none"> ♻️ Production strategy is being changed. ♻️ Marketing strategy is being changed. ♻️ Objectives are replaced: Way of production is more significant than number of sold Waste and earned money. ♻️ Sold Waste is being changed/replaced depending on consumer demand/items can be personalized
Environmentally friendly and effective transformation of Waste Management in Tirana.	<p><i>Environmental:</i> Technology/Tools of cleaning the Waste are not as green as hoped and cause emissions → Fewer long-term emissions when using existing</p>	<p>Sustainable approach fails and there are no machines that can be used for the cleaning and processing of the Waste, which requires known but</p>	(3 x 4) 12	Yes	<ul style="list-style-type: none"> ♻️ Smaller scale tools from communities are used and the recycling is scaled down. ♻️ Experts on green

	<p>technologies than purchasing alternative technology, the dismantling of which causes just as much or even more emissions than “nature-unfriendly” machines.</p> <ul style="list-style-type: none"> ♻️ High emissions in recycling ♻️ Disproportionality 	<p>environmentally unfriendly approaches from the fast-fashion industry and does not fulfil the project's green characteristics.</p>			<p>methods are hired.</p> <ul style="list-style-type: none"> ♻️ Alternatives from other countries (outside) are considered. ♻️ Recycling takes place in a different place than the Waste ManTra where tools already exist.
<p>Learning of skills relevant to the labour market on the part of the participants.</p>	<p><i>Social:</i> Required skills cannot be acquired by the respective target groups in the training phase and are lacking in order to be able to work adequately.</p> <ul style="list-style-type: none"> ♻️ Incorrect/Incomplete transfer of knowledge 	<p>Participants feel pressured and no longer want to participate.</p>	<p>(4 x 3) 12</p>	<p>Yes</p>	<ul style="list-style-type: none"> ♻️ Training elements can be repeated in coming cycle. ♻️ Additional trainers are hired.

Annex D - Application Questionnaire






The questionnaire here only provides a list of project-relevant questions that need to be clarified with potential participants in advance to see if they can participate in the project. Of course, this questionnaire will also be further shaped and better adapted to the target group together with all partners of the project at a first meeting. These questions serve as an initial orientation as to which characteristics must be particularly emphasized when it comes to participation in the project. However, the term "application" does not mean that someone can be excluded (because of their recycling skills or other answers here), it is only about organizational issues, such as age and the number of children who would need care during the training and thus need to be included there. It is also possible that already at the beginning all participants for all cycles are found, but it should always be assumed that some cancel, so that there must be a waiting list. If potential participants cannot read, it is helpful to have meetings where the questionnaire can be presented, alternatively potential participants can record their answers with a recording device or a cell phone and the written questions can be provided with emojis and symbols for better understanding. It should also be possible for participants from the first cycle to recruit or suggest further participants. No matter how the questionnaire is presented and filled out, beforehand it is always necessary to explain the project and the purpose for it in an understandable way. Also, it must be asked if the potential participants agree with the data processing and if they want to appear anonymously or their name can be mentioned, they must sign it if they agree.

- 🔄 **Family situation**
Who do you consider your family? _____
If children: How old are they? Who is taking care of them? _____
- 🔄 **Place of residence**
Where do you live? _____
How do you move around (if you want to go to the centre?) _____
- 🔄 **Date of birth** _____
- 🔄 **Daily routines and hobbies**
What do you do on a weekday and how do you spend your weekends? _____
- 🔄 **Academic career** _____
- 🔄 **Professional experiences**
If worked: Where did you work, how long and what did you do there? _____
- 🔄 **Additional information**
e.g.: Do you like to read and write? _____
- 🔄 **Technology aspect**
Do you have technology at home and like to use it? _____
- 🔄 **Experience with recycling** _____

How do you feel about answering the questionnaire? _____
Is there anything else you would like to add that we forgot to ask? _____

Annex E - Written Agreement

The Written Agreement serves to solidify the network established by the project between participants, State Actors and Recycling Companies. It is an agreement that all actors jointly develop and sign, and which sets out all the arrangements for the period during the project. The resources shared with the others are recorded at the first network meeting, as well as the responsibilities of each partner. Here is just an overview of some categories that will definitely be clarified before the start of the project. For beneficiaries, who are not the main actors, there should be a separate section, where the way of their cooperation is highlighted. A more comprehensive example can be found in the "Model Agreements for Research and Development Collaborations," which provides a guideline for collaboration between the academic sector and industry and can be accessed at the following link: [extension://bfdogplmndidlpjfhhoijckpakkdjkkil/pdf/viewer.html?file=https%3A%2F%2Fwww.bmwk.de%2FRedaktion%2FEN%2FPublikationen%2Fsample-agreements-for-research-and-development-cooperation.pdf%3F__blob%3DpublicationFile%26v%3D1](https://www.bmwk.de/Redaktion/EN/Publikationen/sample-agreements-for-research-and-development-cooperation.pdf__blob%3DpublicationFile%26v%3D1)

-  **Name and Category of the Actor**
-  **Physical Address**
-  **Responsibilities and Resources**
-  **Responsible contact**
-  **Internship offered**
-  **Mentor provided**
-  **Sick leave during Project**
-  **Early Termination of Project**
-  **Industrial accidents**
-  **Compensation**
-  **Framework conditions of the project**
-  **Tasks**
-  **Date, place, signature**

Annex F – Example of Best Practise

An example of a similar project that has already been supported.

An associated video shows it under the following link from 24:12 to 25:05:
<https://www.youtube.com/watch?v=mqySbE6-RNA> .



Project funded by
the European Union



PARTNERS ALBANIA
FOR CHANGE AND DEVELOPMENT



Project Ahead
Societë cooperative

SUPPORTING SOCIAL ENTREPRENEURSHIP INITIATIVES OF ALBANIAN CSOs

EMBRACE - Entrepreneurship Models Building Creative Relationships and Economy is a Partners Albania' initiative focused in advancing the legal environment for SEs and the need for better incentives, supporting existing and new SEs in how to better tailor their products and services and / or find their niche in the market by using the existing legal and institutional setup. The initiative is supported by the European Union through the Delegation of the European Union to Albania

ZEJTARET E VERIUT

Zejtaret e Veriut was established in March 2012 in Shkodra, with a mission to promote the history, culture and values of Albanian crafts, and raise awareness on the preservation of crafting production.

ABOUT THE INITIATIVE

The initiative is focused in the production of objects and furniture made of willow sticks through the weaving technique, using recycled material and employing women.

The financial support through EMBRACE sub-granting scheme, contributes to:

- ◆ **Training and employment of disadvantaged women** in the production workshop;
- ◆ **Increase of production capacity and product diversity** through improvement of technical equipment;
- ◆ **Establishment of a sustainable social business** contributing to the decrease of unemployment and a better organized market.

RECYCLING OF WASTES AS AN ALTERNATIVE FOR THE EMPLOYMENT OF WOMEN IN SHKODRA CITY

Project duration: 9 months
Total amount of the action: EUR 12,000
EUD contribution: EUR 6,815.9 (57%)



Risikimi i mbajtjeve si një alternativë
përdorimi për gratë në Shkodër

Annex G – Description of Beneficiaries

Political and State actors

Albanian Centre for Population and Development

The Albanian Center for Population and Development (ACPD) is a non-for-profit organization, established in January 1993 which works for improvement of policies and legislation on population issues including reproductive health; promotion and provision of equal access to quality information, accessible and affordable services and education, in particular for young people and vulnerable groups; gender, human trafficking and provision of reproductive health services to the survivors of violence. Over the years, ACPD has implemented more than 170 projects in the interest of its beneficiaries.





Commissioner for Protection from Discrimination

The Commissioner for Protection from Discrimination (CPD) is the equality body in Albania, established since 2010, upon the Law 10221/2010 “For Protection from Discrimination”, that is aligned/approximated with four European Directives in the field of non-discrimination. The CPD is a public legal person, responsible to assure effective protection from discrimination. The CPD is independent in the exercise of duty and is subject only to the Constitution and law.

Institute of Romani Culture

IRCA is established on July 1, 2011 and is very much influenced by services provided at advocacy bodies such as the Italian Institute of Culture in Albania, British Council, Peace Corps Volunteers as well as the career advice, research and documentation centers functioning within universities in Europe and North America, with most of which IRCA initiators have had their own experiences.

Mission:

-  Advocating for Roma equal access in citizens’ rights as well as public and social services;
-  Providing educational and career advice to Romani students, increasing capacities of Romani youth for participation in public life;
-  Conducting research studies for documenting and institutionalizing Romani cultural heritage;
-  Promoting intercultural exchange and friendly relations between Roma and non-Roma youth within the country and abroad. Composed of committed Roma university students and graduates IRCA’s work relies very much on the principles of voluntarism and self-help. Combination of volunteer advocacy with education services and recreation activities, has led to establishment of three youth networks including Romani Students’ Network, Romani Corps of Volunteers as well as Romani Youth Parliament – Forum. Most of IRCA’s activity is also featured in an online radio program entitled “Kanxura”-Radio.

Ministry of Tourism and Environment

The Ministry of Tourism and Environment (Albanian: Ministria e Turizmit dhe Mjedisit) is a department of the Albanian Government in charge of regulation concerning the environment, the sustainable use of natural resources, promotion of renewable resources, protection of nature and biodiversity, sustainable development and management of forestry and pastures, and the quality monitoring of water resources.

National Democratic Institute

NDI is a non-profit, non-partisan, non-governmental organization that works in partnership around the world to strengthen and safeguard democratic institutions, processes, norms and values to secure a better quality of life for all. NDI envisions a world where democracy and freedom prevail, with dignity for all.

NDI has worked in Albania for more than two decades, promoting political party development, supporting democratic elections, increasing the transparency of political finance, and assisting with citizen political participation – particularly among women and youth. NDI has helped politicians, civic activists and citizens, in general, to engage in election monitoring, legislative advocacy and issue-based organizing at the local level. NDI has supported women’s civil society organizations to advocate successfully for strengthening a gender election quota; young politicians to institute policy development practices inside political parties; and citizen election organizations to increase transparency of the electoral process.

NDI also assists the Albanian parliament, including through supporting the development of parliamentary services and staff to provide independent, balanced and professional research and analysis to facilitate informed legislative decision-making.

National Resource Centre for Civil Society

National Resource Centre for Civil Society in Albania is a platform of information and service provision which contributes to the strengthening of civil society’s capacities to be more effective, transparent, accountable and independent actors and to the creation of an enabling environment for the civil society, participatory democracy and the integration process of Albania into the European Union. The establishment of the Centre is in continuity to a dedicated work for many years of Partners Albania, in support to strengthening of civil society sector and other stakeholders in the county. The initiative is financed by the European Union, and is implemented by Partners Albania in partnership with the Albanian Center for Population and Development (ACPD) and the European Movement in Albania (EMA).

Recycling Companies

AMUT SpA

AMUT, established in 1958, is a global leader in extrusion and recycling technologies, operating through AMUT Extrusion and AMUT Ecotech divisions.

AMUT Extrusion provides high quality extruders, related ancillary down-stream equipment and a wide range of custom-engineered lines for the production of foils, sheets, stretch film, waterproofing membranes, pipes and profiles.

AMUT Ecotech specializes in the design and construction of plastic recycling plants, for PET/HDPE/PP bottles and containers and PE film. The company is placed on a unique position in the plastic waste recycling field, able to supply state-of-the-art installations including the front-end section for the best sorting solution, hi-tech washing plants and extrusion lines to process flakes into pellets.

The division offering extends to facilities for the waste recycling industry, including Material recovery facilities from post-consumer waste, Plastic recovery facilities from post-consumer plastics and Industrial and household waste sorting and recovery facilities and equipment.

The company's extrusion and recycling technologies find application in the packaging, automotive, medical and pharmaceuticals industries, building, construction and agriculture sectors, waste handling field and many more.

Having designed and built hundreds of plants around the world, AMUT has the flexibility and competence to deal with any specific project requirements. AMUT is proud to have a clientele that includes "world class" corporations; a proven evidence of the Company's excellent reputation overseas.

General Polymeren Recycling Albania

Agels Albania is one of the main Recycling companies in Albania for plastic polymers such as HDPE, LLDPE, PET, PHC, ABS, PP, PE and PB which are recycled through a modern and sophisticated German technology.

Green Recycling

Their mission is to help our customers manage waste paper and other waste materials through best-in-class services and solutions while safeguarding the environment and human health, and complying with relevant legislation. They want to be admired for our people, the results we achieve, the passion we conduct our business, and the way we live our lives with the values: safety and security, Integrity, ethics and compliance, Passion for business excellence and reliability, Open communication, diversity and teamwork, Community and environment.

Non-Governmental Organizations

Dev-Aid

The organization was established in October 2013 as a social humanitarian, non-political, non-religious, non-profits organization. “Dev-Aid” trusts in the principles of supporting and advocating for human rights, gender equality and social progress. It aims to support and represent developing communities in human rights issues, gender equality and social progress, aiming to play an important role by providing services to the community through orientation, mediation, information and providing alternatives for improving the socio-economic and political conditions.

Green Line Albania

Green Line Albania is an **environmental and youth organisation**, serving as a factor of change in environmental issues, in environmental education, in voluntarism & youth empowerment.

Independent Forum for the Albanian Women

Independent Forum for the Albanian Woman (IFAW) is one of the first non-governmental, non-profit organisations in Albania, founded in 1991, after the social, political and economic changes in Albania.

We implement our activities in the territory of Albania, Macedonia and Belgium. The activities of IFAW are emphasized by an important social and gender-oriented dimension. IFAW started its work with the aim to defend women’s rights in the framework of human rights through cultural, social and economic interventions. Now our focus has expanded towards social inclusion of marginalised groups, environment protection, education and children rights.

Partners Albania for Change and Development

Partners Albania is an independent Albanian NGO established in 2001, working to support civil society and facilitate inter-sector cooperation in order to strengthen democratic institutions and advance economic development.

Partners Albania is a member of the Code of Standards for Civil Society Organizations and plays the role of Secretariat of the Code through the National Resource Centre for Civil Society in Albania.

Partners Albania is a member of Partners Network, a partnership of 19 independent, local organizations in Europe, the Americas, Africa, and the Middle East working for peaceful and democratic change.

Partners Albania is also a member of several European and regional networks such as Euclid , BCSDN, ECAS, DIESIS, ANNA LINDH, WINGS etc.

The Amazing Waste Project

The french NGO Recyl'AGE, based in Paris, implements a pilot project in 4 Albanian cities, concerning waste management. In Albania there is no official sorting system. 12,000 people live of informal collection and resale of recyclable waste. The project aims to encourage citizens who sort their waste giving them vouchers in exchange, and to set up the collection by collectors who usually work informally. We collect waste (organic + recyclable) from 400 families (100 in each city). For 1 kilo of recyclable waste, the family get 1 voucher. The family can use it to buy something in one of the 40 grocery stores of the network (10 per city). Vouchers are printed by grocery stores to attract more customers. The waste collection is done by 8 informal collectors (2 per city) to improve their working conditions. These collectors continue to sell this waste to recycling companies for their personal profit. By joining the project, their profit increases.

F u n d i n g

Albanian Investment Development Agency

The Albanian Investment Development Agency (AIDA) is an institution that is part of the Ministry of Finance and Economy. The focus of the Agency is on promoting the country's tourism potential and strengthening the export potential of the country, and promoting/supporting foreign direct investment in Albania, as well as enhancing the competitiveness of the private sector.

Serving as an intermediary between foreign investors and the Government of Albania, AIDA provides access to up-to-date investment information and acts as a "One-Stop-Shop," supporting investors throughout the investment process. The direct contribution of AIDA to the economic development of the country is emphasized through: Facilitation and support of foreign direct investments in Albania; Growth and competitiveness of Small and Medium Enterprises (SMEs); Promotion and providing assistance for exports of goods and services.

The Agency undertakes all necessary initiatives for the development of the private sector and for the improvement of the business climate, following and assisting private commercial entities in all phases of their business activity, through intervention and cooperation with foreign trade entities and bodies.

International Labour Organization

The only tripartite U.N. agency, since 1919 the ILO brings together governments, employers and workers of 187 Member States , to set labour standards, develop policies and devise programmes promoting decent work for all women and men.

The International Labour Organization (ILO) is devoted to promoting social justice and internationally recognized human and labour rights, pursuing its founding mission that social justice is essential to universal and lasting peace.

Declaration of Authorship

I hereby declare that I have written this thesis myself and used no other sources or resources than those indicated, have clearly marked verbatim quotations as such, and clearly indicated the source of all paraphrased references, and have observed the regulations of the International Master in Peace, Conflict and Development Studies of Universitat Jaume I.

Neither this thesis nor any part of this thesis is part of any other material presented for examination at this or any other institution.

Castellón de la Plana, September 10th, 2023

A handwritten signature in black ink, appearing to read 'Paola Miçalliu', written over a horizontal line.

Paola Miçalliu