Relations Between Gender Issues and Employment in Migration Areas of Durrës

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Abstract: *The aim of this article it to conduct a survey in order to evaluate the problems which are related to employment and gender issues in the "former-ashes" area, the premises for the inclusion of the gender perspective in the development of community as well as giving suggestions for collaboration in the prospect of development of this area. This area still remains one of the most problematic areas of the city. Gender and employment issues still remain one of the most problematic aspects of the area and especially women-employment is one of the problems that requires special attention. The theories included as an element in this survey help to present the theoretical background as well as to present different perspectives in this issue. Meanwhile, the survey serves to give a practical solution to the problems and helps those who want to treat this issues in their future surveys. Gender problems are closely related to several other problems typical of the area which will be discussed in this article.*

Key wods: *problems, employment, gender, survey, area.*

Introduction

At a certain moment in our lives, it can happen that we become part of different groups. Sometimes we will like it and sometimes not. The human nature is made this way. Each and every one of us belongs to a certain group or caste therefore we are obliged to abide by the rules and regulations governing this group. We are challenged with many problematic and conflictual situations that require a solution in our group relationship. Each individual is different from the other in the way he or she reacts. What has drawn the society attention recently is related to the stereotypical tendencies of one or the other sex, which cannot escape from being prey of the traditions and previous generations approach. A dominant fact, in our society and those similar to it, is the gender division in many aspects of life, men seem to be more dominating that women. Women are locked in the stereotype imprisonment and much effort is needed to free them from it. The goal of this research is to identify the social problems of this part of the society by making the difference between man and woman, and in the same time projecting and creating new integrating strategies, which will help in giving a great orientation to the organizations working in this particular area, otherwise known as ex-marsh area.

The goal of this research: Making an overview study in order to pinpoint the problems related to gender issues in the ex-marsh area, the possibilities of involving gender perspectives in the community development and offering collaborating recommendations in the view of the development.

The main hypothesis of this study is: *Gender and its relation with the social issues in the ex-marsh area Durres.*

Gender identity

Different scholars think that the biological differences define the behavior diversity between men and women. These scholars base their belief on sociological and biological arguments and sustain that in all the cultures men and women display the same behavioral aspects such as: men are more aggressive and women are more passive and mild, men are less empathetic and women are more etc. Nevertheless some other scholars are not influenced by the above mentioned arguments. They emphasize that the aggressiveness level differs from culture to culture.

In many cultures it is believed that women and their biological heritage is the main cause of their being oppressed and responsible for their status. For centuries, many societies believed that the characteristics, roles the different statuses were defined by biology, that they natural and unchangeable.

Therefore, it is necessary to clearly explain the concept of *sex* and *gender identity*. The gender identity refers to the socio-cultural definition of men and women, the way the society considers and defines their gender roles. While sex is defined biologically at the very beginning of one's life, the social sexual role and the gender identity are developed on a

later stage. The gender identity is the psychological identification with one of the sexes, what an individual personally understands with the fact of being male or female. The gender identity normally is developed around the age of three years old, when the child gains the speech ability.

The distinction between sex and gender identity is crucial to understand that the tendency to attribute women's inferiority to her anatomy is totally wrong. Sex is one thing and gender identity is another, totally different. The gender identities of men and women, are defined socially and psychologically, historically and by the culture. different from sex which is defined biologically. Sex never changes; it is always the same everywhere, whereas gender identity can change. It changes from time to time, from culture to culture, sometimes from one family to another.

Gender Equality

An universal principle states that all human beings, without race, sex, religion, socio-cultural level or political status distinction must have equal legal rights.

According to European Commission, gender equality means that men and women have equal conditions to meet their human rights and to contribute and benefit from the political, cultural, social and economic development. Gender equality is equal evaluation by the society of men and women similarities and differences and their roles. It considers and sustains that men and women are equal partners at home, community and society. The gender equality begins by equally evaluation of boys and girls. (Paci 2001)

Gender Integration

The reorganizing, improvement, development and the evaluation of the political processes is necessary in order to have the gender perspective reflected in all levels policies by policy-making actors. (Eurostep 2004)

The conclusions of ECOSOC emphasize the gender integration is an approach used to integrate the needs and the experiences of men and women in compiling, implementing, monitoring and evaluation of the policies and programs of all political, economic and religious spheres so men and women will benefit equally and will not experience imparity .

According to UN gender integration is "....the implications evaluating process of all action plans, including the legislation, policy and programming in all levels and spheres. This is a strategy make the experiences and concerns of men and women an integral dimension of compiling, implementing, monitoring and evaluation of the policies and programs of all political, economic and social spheres so men and women will benefit equally and will not experience imparity." (OECD 1999)

Identified social problems in the ex-marsh area

During the interviews with random interviewees or with representatives of Nongovernmental organizations operating in this area and organizations whose focus is on gender problems, we identified some specific problems related to gender issues. Some of the main problems included in the study are as follows:

The application of the Kanun rules only for women, matchmaking marriages, male supremacy upon women, lack of information on gynecologic diseases and family planning, uncertainty on the concept of marriage sexual abuse and harassment, the culture of accepting and non-reaction, the high level of unemployment and economical dependence, gender violation and imparity, family component and the religious background, house holding and the family, economic activity, woman involvement, property right, the women education in the ex-marsh area and their being exposed to human trafficking.

The relation between gender and education

It has been demonstrated that there is a strong relation between the three components which play a key role: poverty, impossibility to meet the basic needs and barriers to have access in education. Those persons that cannot have their basic needs met it is quite possible to be self-excluded from the education levels. If we refer to the education problem from a different perspective we will realize that unlearned people belong to the lowest level of the society and they cannot meet their basic needs.

Which is the part mostly affected by this relation?

All around the world, women are more discriminated than men because of the gender stereotypes created in times, which are really difficult to overcome. To allow girls to attend all the levels of education in many countries is considered as

violation of the rules and breaking the vicious circle that has been created.

What is the result then?

Who is more usually excluded from education?

The answer is very easy: women are the ones to be mainly excluded, especially the ones belonging to rural areas, low social levels and families with unlearned mothers, who serve as models.[1]

According to the results issued by UNESCO, there are various factors, which influence the education impossibility of a woman, comparing to the one of a man:

- Economic factors – poverty of a woman and her economic impossibility lead to dependency and become an obstacle for reaching the established goals and objectives.
- Social – cultural factors include here the tendency to make man superior towards woman in all levels, which lead to more education possibility for men then for women.
- Stereotypes created in relation to inequalities existing between the two genders, which are transmitted also at school.

The above mentioned factors and other factors similar to these ones prohibit female achievements and affect her success. As a consequence, many organizations and governmental structures practice their activity in order to reach gender equality in all areas, especially in education, which is the main component of this activity.[2]

Employment and gender identity

In many societies, the division of work and the determination of the adult status are made considering the gender identity as a basic criteria (Nielson, 1978) but only few statuses and the mother and father statuses are directly linked to sex. However the mother and father status have, always played an important role in the creation of gender imparity (Huber, 1976).

In the precocious societies of hunters and food collectors, mother owned a lot of tasks. Dependence and child care pertain to them, as a consequence they were obliged to stay in one place for a long period of time. Even though women use to take part in hunting, men were hunters, who part from their habitation place for many days. Some anthropologists' discus over the idea that the biological roles allowed men to monopoly the most culturally appreciated roles, due to the fact that hunting was the main source for the provision of food in these societies (Friedl, 1975).

Regarding *the Albanian labor market,* after years '90-s of the XX-th century, there have been low levels of employment, which is a characteristic of countries under transition. Before years '90-s of the XX-th century, in Albania, man and women were more or less integrated in the labor market in the same level. The figures belonging to year 1985 show that the level of participation for women in the labor market as almost equal to men (Economy et al, 1999: 60). But the participation of women decreased in the following years. Different authors are of the opinion that the participation of women in the labor market makes one of the main components of their empowerment. But, so far data show that there is inequality between man and women, regarding participation in the labor market. In 2004 the level of employment was 38.3% for women and 60.1% for men. A slight increase can be seen in 2005, when the level of employment for women was 38.8% in comparison to the level of employment for men, which was 60.0%.

Gender based violence

The effects of gender stereotypes are shown in the way how women and girls are treated. Thus, one of the most serious problems of gender relations is male violence towards women and girls of all ages, which is present in all societies and leads to serious problems. This violence practiced is a result of male social construction, which, oftentimes, promotes the males dominance toward females. The nature and the form of violence reflect the social, cultural and economic inequalities which existed since long time ago between male and female. These acts of violence happen in different contexts: home, marriage, work and public places.[3]

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[1] Global Monitoring Report Summary 2007 p11, UNESCO, Gender in education

[2] Gender in Education Network in Asia (GENIA): A Toolkit for Promoting Gender Equality in Education

[3] Summary report of the Gender Alliance for Development, on gender identity and HIV∕SIDA, fq 32

Health care

The consequences of gender stereotypes are noticed in the health care towards female and male in general. Male and female are not treated equally. There are differences between them. According to some studies conducted, is noticed that men have more possibilities to use the resources of health care, as they are not limited by a big number of responsibilities in family as child care, elderly care. At the same time, in rural areas, where the possibility to migrate for women is lower than for men, women face low service quality or a total lack of service. The lack of transport is another aspect of the problem. It should not be forgotten the fact that in our country, the level of employment is higher for the male part of population. As a consequence, the level of Health Insurance is higher for male. Thus, can be understood who is that part of population having access to health care without payment and low quality.[4]

Balance of roles and responsibilities within the family

Since the publication of Rhona and Robert Rapoport (1971) and Lynda Lytle Holmstrom (1973) writings on families with two carriers, four strategies are elaborated and are recommended to be used in families.

In the strategy that is based on *division of roles*, the couple organizes and shares in a rational way the activities and roles within the family. Some couples share the responsibilities of roles based on interests and talents, whereas others use a more traditional sharing of gender roles..

Another strategy, which helps in sharing the work load between the couple, is the strategy of *cycling of roles*. Cycling of roles is a modification of role sharing, in which the responsibilities are re-determined in a more flexible way. If a person is experiencing a high pressure at work, he or she are released from responsibilities at home. As a consequence, the wife, the husband or the other members of the family take over one additional task in family. Jeylan Mortimer suggests that couples should arrange their multiple roles, in such a way that the peak of work demand and the peak of family demand do not happen in the same time (Mortimer, 1979).

The third strategy is related to *the replacement of roles* , which deals with the employment of a third person to perform the functions, which are usually performed by the husband or wife. The advantage for this strategy is that it has directly to do with the problem regarding the over load of roles.

The fourth strategy for the management of stress in a family is *disengagement of roles*. In this strategies the husband and wife try to disengage from the roles in carrier and in family. (Rapoport 1971)

Contributions for the development of the gender roles theories.

There are a number of theories on the identity, and that belong to different directions. Each of which carries in its self a special perspective of treatment. Besides the originality we find more common points among them.

> ➢ ***Psycho-dynamic theories***: Underline the fact how the experience of early childhood, starting from the initial care, model the personality of a child. These experiences touch the deep psychic structures of mind and therefore are relatively permanent. All these theories underline the identification with the parent of the same sex, but other theories underline different development dynamics. Nonetheless all of them describe the gender identity as an essential part of each ones personality. So the theory of Freud, stresses the importance of biological factor and parental identification. The male gender identity is seen stronger then the female gender identity. According to Freud, the identification with the same sex is of a critical importance for the healthy growth and the development of the male and female personality.[5]

> ➢ ***Social learning theory*** argues that children learn the gender roles through a combination of: reward-punishment and the imitation of adults of the same gender. However, enough studies show that the reward-punishment condition explains only one part of the process. Girls like boys imitate the adults who present warmth, dominance and power, despite the gender identity of the adult. (Bandura and others, 1963b). According to the main author of this theory, Albert Bandura, behavior is studied as a result of the social impact

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[4] Gender integration in policies and strategies – publication of the Gender Alliance for Development,Pegi, pg 32 − 33.
[5] Stereotypes and gender roles – translated by. E. Hazhiymeri & E. Gjermeni, fq 143 − 145.

and of the environment where the child is continuously interacting. What is stressed here is the main role of strengthening, through which the positive behavior may be repeated, as well as the role of modeling which consists in giving or serving currently available models. This theory underlines the importance of the environment in the gender development of a child. The child learns his or her role directly from differential treatment, rewards, punishment, as well as indirectly through learning the observational modeling. (Bland 1998)

➢ ***Development strategies*** focus their attention in the way how children think about the gender identity. *In the first development stage, children discover that there are to sexes* and learn how to distinguish people as males and females. At first they use the characteristics such as length of hair to distinguish male and females, whereas by age 7 their idea about gender identity becomes more sustainable and they start to identify which behavior is appropriate for each gender. However many studies have discovered few gender differences in the behavior of little children (Maccoby & Jaclin, 1974). *In the second stage*, children develop a sense of evaluation on their gender identity, they start to imitate individuals of the same gender and in the same time they try to be accepted as male or female. According to the theory of development, *at the third stage*, children develop deep emotional relations with the parent of the same gender. These relations ensure the socialization of gender roles.

➢ The development theory is more complete then the theory of social learning, but it does not explain the fact how children select the most appropriate behaviors for themselves, among many behaviors that are determined as appropriate for their gender. Moreover, both perspectives mentioned above, do not recognize the fact that the development of special skills for children depends from the activities they are encouraged and allowed to show. In a family there is a tendency to assign such tasks to boys and girls, which confirm the gender roles – cooking and cleaning for girls and mowing and cultivation for boys, (White & Brinkerhoff, 1981).

Parents, as well, through the status of their job offer to children models on the status and the employment they must choose for the future. Many research studies on the mobility of employment are focused only on the employment of the father in order to make a forecast for the employment of girls and boys. However other research studies show that the employment of mothers (or their unemployment), as well as the type of work they do, have an impact on the plans and the carrier of male and female children (Hoffman, 1977; Stephan & Corder, 1985).

➢ ***Gender scheme theory***: This theory contains the future of the theory of cognitive development as well as the one of social learning and knowledge of the importance of cultural factors. In this theory, the sexual types derive, mostly, by a gender schematic process, by the child readiness to resolve and to organize the information, in accordance with the cultural definition of the gender role. By observing the differences made between male and females in their cultures, children learn the specific content for the gender role, as well as the fact that the gender and the gender differences are very important. Sexual categorizing partially comes from the assimilation of the internal concept within the gender scheme. For example, a child may notice that boys are usually described as strong, big, brave, whereas girls as good, sweet and pleasant. What this child learns is that: sexes not only have differences, but also that some qualities are more distinct for one sex then the other sex. By comparing each-ones behaviors together with the gender development scheme, everyone learns how to evaluate the sufficiency of each one as a person. In such a way, the cultural stereotypes can be self fulfilling of prophecies.[6]

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