

Norm criticism and the 4R method

16.9.2022

Gender Journey project
Göteborg



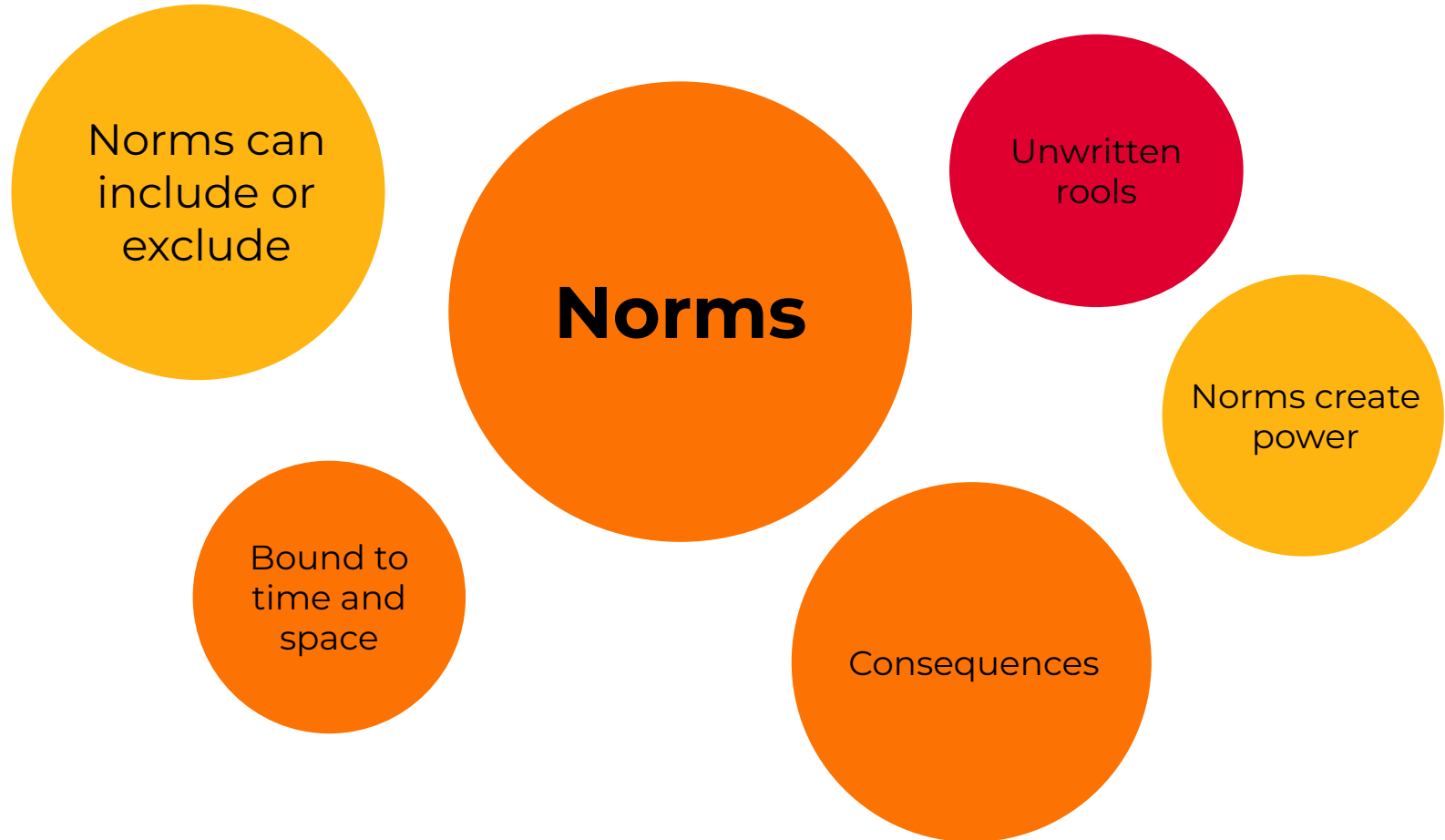
EKVALITA

Malin Gustavsson

CEO, founder, expert in gender equality and diversity



Why do we have inequality?



UNCONSCIOUS BIAS / BLIND SPOTS

the part of your mind that contains feelings and thoughts which you do not know about but which influences the way you behave

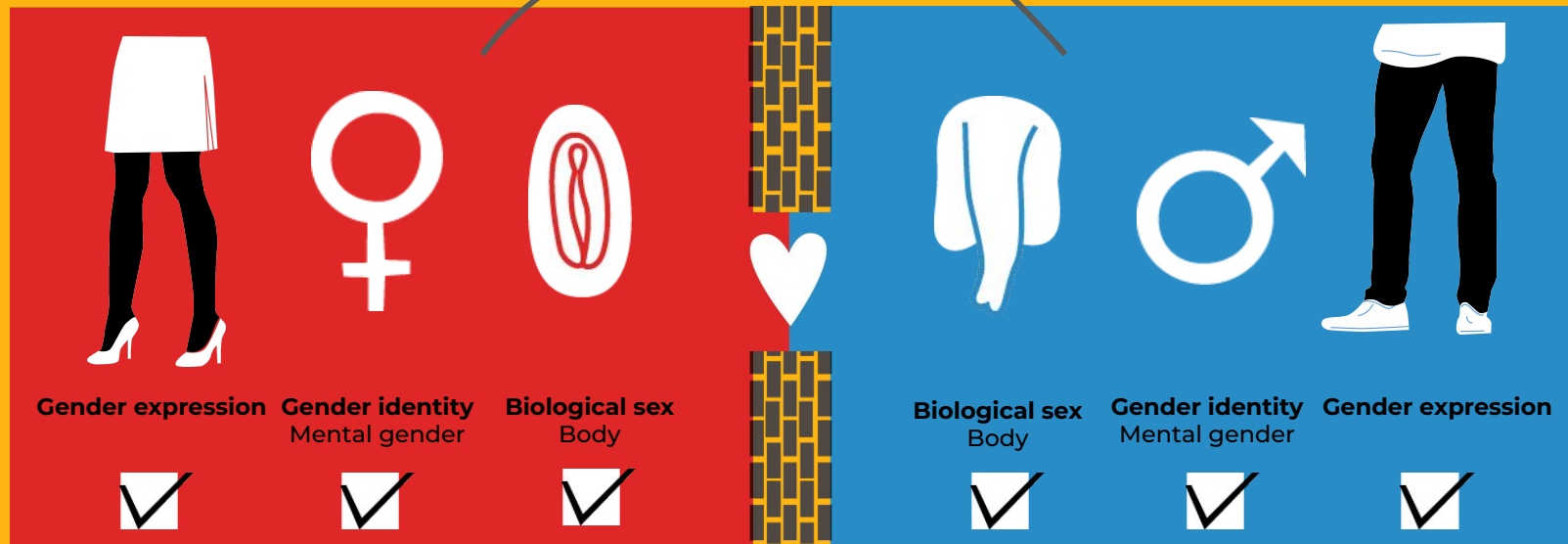
- Everyone carries unconscious bias
 - They are the results of mental processes (information-processing shortcuts)
 - We are all a product of our society and the **societal power structures**
 - Every organisation also has its own bias
- We need to become aware of our unconscious bias
- We need to learn not to act upon our unconscious bias

Reading tips! Daniel Kahneman: Think fast and slow

VALUES ≠ ACTION

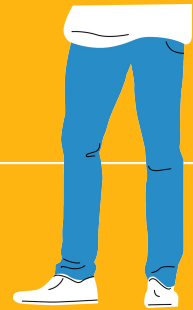
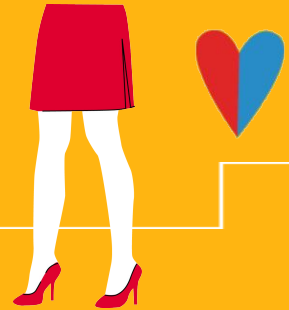
Power and responsibility

Hetero norm

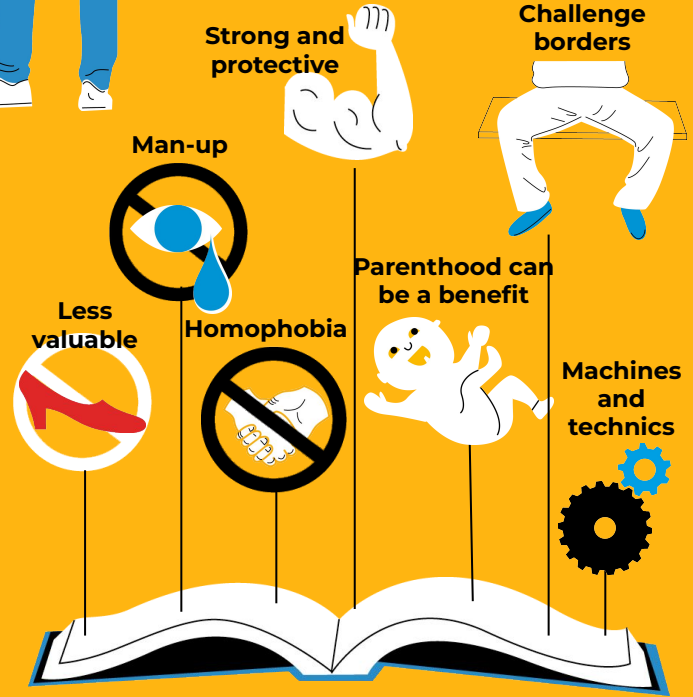


Cis person (latin *on the same side*)

Norms about femininity



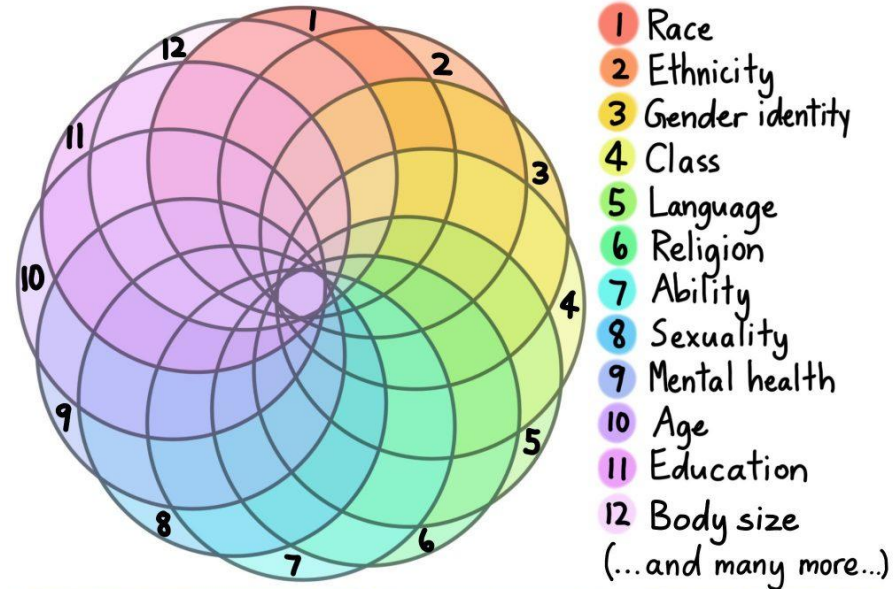
Norms about masculinity



Intersectionality

- We do not only have to relate to gender, but other characteristics
- This intersection of different characteristics also create different power relations and privileges among us

INTERSECTIONALITY



Intersectionality is a lens through which you can see where power comes and collides, where it locks and intersects. It is the acknowledgement that everyone has their own unique experiences of discrimination and privilege.

- Kimberlé Crenshaw -

How to work for more gender equality?

Gender Mainstreaming

“The (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making.”

European Council

4R method

The 3R method was developed in the JämKom project on municipalities and gender equality, headed by Gertrud Åström connected to the Swedish Association of Local Authorities in the late 1990s. It has been used mainly in various municipal activities.

The 4R method is a further development of the 3R method by the Swedish Gender Mainstreaming Support Committee (JämStöd) in conjunction with its final report on the scope for gender mainstreaming (in Swedish; SOU 2007:15 Stöd för framtiden – om förutsättningar för jämställdhetsintegrering).

4R

Gender patterns, they are mapped and visualised (Quantitative)

- 1R: Which **representation** women, men or trans people have in an activity
- 2R: How women, men and trans **can take part in an activity** (as in school activities municipal activities and service (resource distribution among gender)

Description of the differences in terms and conditions for women, men and trans based on the data from R1 and R2. (Qualitative)

- 3R: Which **norms** prevail within these activities (gender patterns and their consequences)

Together, the quantitative and qualitative findings guide towards the direct and concrete changes that should be implemented to improve equality.

- 4R: How can a **change** be promoted (a gender equality plan)

IR REPRESENTATION - How many?

Gender representations (structures) on different levels and in different areas

- What is the gender distribution at every level of an activity or decision-making process?
 - Staff (who have which position or work task?)
 - Students (experiences/ positions)
 - Decision-makers (who is represented where)

→ Who feel safe in school? Who cleans at home? Who is working where?

2R RESOURCES - Who gets what?

- Which resources can be find and how are they distributed?
 - How are the resources in the activity, in the form of time, money and space, distributed between women men and trans people?
 - How are decision being made about resources and how are prioritizing being made?
- Who gets better status in school? Who is appreciated for the work at home? Who gets better paid?

3R REALIA - Why do we see difference between genders?

- How did representation and resource distribution between the sexes come to be as they are?

Pitfalls: Boys will be boys. Women do not want to be leaders. Men can not take care of kids. Trans people are not important

- **What is the problem** when it looks like it looks like?
 - What may be considered self-evident in this activity: the gender-related norms and notions that shape it
 - Demands analysis and discussions based in knowledge about gender equality (research based knowledge)

4R REALISATION - Target and visions for the activities

- How should the activities be changed in order to to reduce gender inequality or support gender equality?
- Define what we want to achieve

Vad betyder jämställdhet i den specifika verksamheten?

Vad behöver vi göra (åtgärder) för att nå dit / garantera att vi upprätthåller situationen (uppföljning)?

How to do a good plan?

CURRENT SITUATION ANALYSIS

- How does it look like in our school/on our unit/ at home, right now? What knowledge do we have about these issues? What are we doing well, what could we pay more attention to? How do the students/ colleague/parents experience the situation?

SET SPECIFIC MEASURABLE GOALS

- If we look at the results of our analysis → How do we want it? What do we want to focus on and why?

FORMULATE ACTIONS

- What do we need to achieve our goals? How will that happen? What support do we need to succeed?

EVERYONE'S RESPONSIBILITY IS NO ONE'S RESPONSIBILITY

- Who will be responsible for which measures?

FOLLOW UP ON HOW IT WENT

- When are we going to think through how it went? How are we going to get through it? Who should we report to? (colleagues, children or parents)

THANK YOU!



Malin Gustavsson
malin.gustavsson@ekvalita.fi

