



Bildung und Kultur

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Pilotprojekte



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1. The 3R method

The 3R method is an acknowledge method for both addressing the different phases of a gender equality project as well as a method for systematic integration of gender in an organisation. The method is developed by Gertrud Åström from Sweden. In short: Method for systematic scrutinizing of gender mainstreaming discrepancies in an organisation. The basic idea of the method is to collect key quantitative on boys and girls, men and women in an organization data, and to ask what the gender differences and similarities express. Do girls and boys, men and women have the same conditions?

The first R stands for **representation**. *Representation* refers to the ability of women and men to get their voices heard within a given policy area. The council departments or boards must map the levels of representation of men and women in decision making positions, starting with the composition of the committee/board itself and the administration. The process then moves to 'mapping' contacts involved in the policy process and producing sex disaggregated 'contact lists'. These mapping exercises are all designed to raise awareness of gender imbalances of representation.

The second R stands for **resources**. The *Resources* analyzed by the R-test are money, time and space. These measurements are used to supplement the information gathered in the *Representation* phase of the analysis. The analyst looks at the resource allocation within organizations (time women /men speak at meetings, pay comparisons) and in service provision. One example of this is that certain committees/boards have constructed 'salary trees' showing the total number of women and men and their position on the salary scale. One committee studied the gender distribution among artists exhibiting at the local art gallery, and the information was completed under the resources section of the test by recording how much money was paid to the female and male artists respectively. The lack of resources has been identified as a barrier to involvement in decision-making processes.

The third R stands for **realities**. *Realities* is qualitative, this stage is concerned with exposing and challenging the norms and values embedded within local authority structures and practices which underpin decision-making and which may reinforce gender inequality. These are complex - sometimes hidden - issues which can be difficult to grasp. Various methods are used to make these issues transparent. On the face of it, some aspects of *Realities* may seem trivial, but they add up to a larger picture of services being designed to a male norm which exclude the realities of women's lives and needs.

When making use of the method its important to answer the questions of all three R's. If not the method loses its purpose. First, count and get an image about the girls and boys, women and men in the organization. Having specific detailed information about who does what is vital. Organizations which produce the same thing or do the same are not necessarily identical. The differences between local gender equity standards and broader societal standards are one of the things to discuss. All the questions and analyze makes way for the important discussion: What does gender equity or inequity in the organization? And what changes needs to be done.

The mapping and analysis is intended as a method for change. There is a risk to get stuck at the mapping phase and not get on to the questions of why situation look thee way it does. Without analyses the discussion of what kind of changes the organizations must make to better reflect gender equity and gender sensitivity standards have no basis. Therefore it is important to set a timeframe for the mapping.

Content of 3R method

STEPS	Objects	The key questions	Key Word	Results
R1 - REPRESENTATION	WHO? Decision makers Personnel Consumers	How many women and men are there in different decision-making levels? How many women and men are responsible for the implementation of these decisions? How many women and men benefit from the service and how many women and men use the service?	Democracy (is there balanced representation?)	Quantitative
R2 – RESOURCES	WHAT?	How are the following available resources distributed among women and men: <ul style="list-style-type: none"> • Money; • Time; • Knowledge and information; • Room; • Other human resources, e.g. attention 	Effectiveness (is the allocation of resources 'needs effective'?).	Quantitative
R3 – REALITIES	WHAT CONDITIONS? WHAT NORMS?	Does the qualitative data reveal certain gender patterns? Do the gender patters correspond to gender equality objectives? What is causing gender inequality? What are the principal norms, values, and stereotypes that lead to different treatment of women and men?	Quality/gender aware (there must be quality standards and quality control when assessing who gets what)	Quantitative

Information from “Gender Equality Manual for Local Authorities” (2008:30) and “Make it happen: Effective Gender Mainstreaming in Ireland and the UK” (2002:46).

The 3-R methods have been applied by different early childhood centres in the Nordic countries, and also have served as inspiration for developmental projects with great similarities.

In one research employees had been interviewed about the amount of attention they give to girls and boys, women and men. The amount of time and attention given to boys and girls by the staff of sports centers has been used to expose assumptions that boys are better at / more interested in sport than girls are. This involved groups and individuals who could not be reached through the types of groups and organizations that the committee routinely consulted. (see, “Learning from Experience: Lessons in Mainstreaming Equal Opportunities”, 2003:44-46).

So, the method involves developing quantitative data, figures and information, which then provide the basis for a qualitative analysis of the operation. It serves as an aid in systematically compiling facts and information about the situations of women and men in a given operation. (Gender Analysis..., 2005:9). To ensure that the results are the most efficient it is important to choose a concrete and narrow area. The first two elements are quantitative, and they ask for a systematic review of women’s and men’s representation in the policy field at hand, and for a systematic review of the distribution and utilisation of resources. Realities is qualitative. Questions in this part are about norms and values expressed in both the structure that produces the local authority activities, and in their products. (see Gender Mainstreaming: Practice and Prospect”, 1999).

2. Lithuanian experience in implementing 3R method in early childhood centres¹

2.1. First case study: *The attitude of Siauliai early childhood centres personnel towards child's gender*

The research using 3R method was made in 3 early childhood centres of Siauliai ("Bangele", "Pupu pedas", "Ziogelis") in Lithuania in April, 2007. The *object* of the research was personnel help to children and the main *goal* was to ascertain children gender aspect in personnel attitude. The dressing-up and undressing the children were the *main observation points*. The *main instrument* of this research was an observation sheet with certain points that informs about personnel help in dressing-up and undressing children.

R1 – Representation

1. Decision makers (12 women);
2. Directors (3 women) and teacher (1 woman) of the 3 early childhood centres;
3. Personnel (8 women) of the 3 early childhood centres (educators and assistants of the educators);
4. Users were 69 children (37 girls (53.6%) and 32 boys (46.4%)), who are 4-5 years old.

R2 – Resources

Resources – personnel attention (help) to children, depending on child's gender.

Research place – changing rooms.

Research time – when children go out and come back in the morning (going out at 10.50 a.m. and coming back at 11.45 a.m.).

The help in dressing-up and undressing was given in 3 ways:

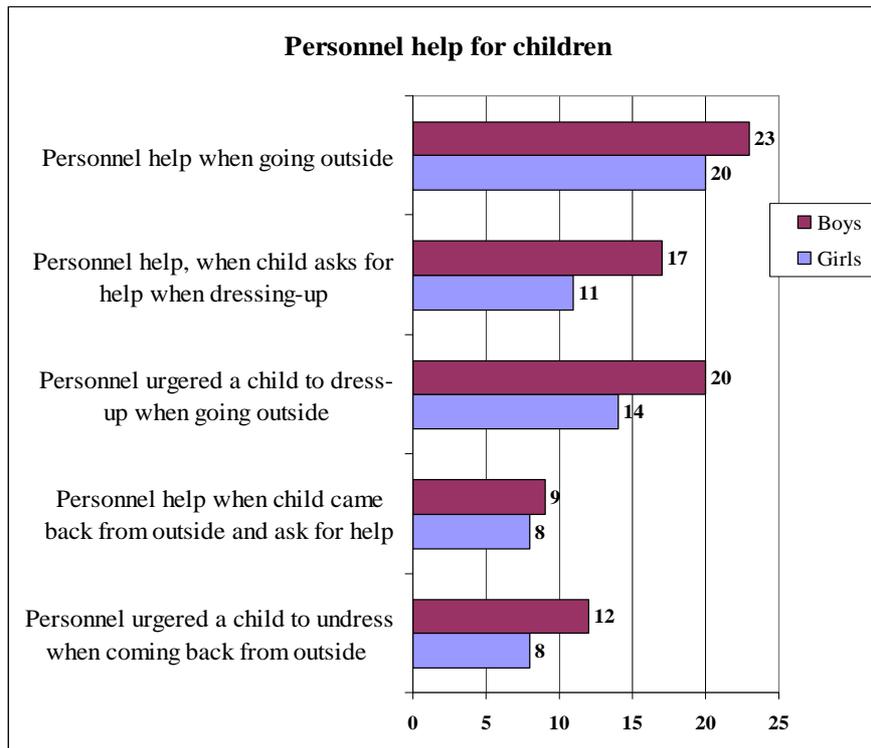
- when personnel help to dress-up and undress;
- when a child asks for help personally;
- when personnel urge a child to dress-up and undress.

The early childhood centre staff was asked to fill in the following table:

Name	A child asks for help				Personnel help in dressing-up a child with			
	to put one's shoes on	to put on one's jacket	to put on one's cap	to put on one's gloves	shoes	jacket	cap	gloves

¹ The summary of researches on 3R method in text is taken from project "Equality for Local Development: Gender Mainstreaming in Municipalities" to assure synergy with Gender Loops project. Project coordinator is Office of Ombudsperson for Equal Opportunities of Lithuania. For more information please see <http://www.gap.lt/en/gmm>. The analysis of results of this project assures synergy with Gender Loops project.

Results



1. Factors, that influence the pending situation:
 - a. There are different and stereotyping attitude of early childhood centres staff towards boys and girls: girls are more self-sufficient, neat, so they need less help comparing with boys;
 - b. Education in family influenced by different model of man and woman, mother and father;
 - c. It is more convenient and easy for personnel to help boys than wait for their actions, because there is a big amount of children in groups and the staff need to keep the daily regime;
2. Factors influencing different behaviour of early childhood centres staff towards boys and girls:
 - a. 100% of workers in these early childhood centres are women;
 - b. Women are used to help boys (men);
 - c. Girls educated to be wives and mothers since early childhood – this stereotypical statement is still a standard for personnel and parents.

R3 – Realities

There can be made an assumption, that attention (help) to boys is a norm, natural model concerning gender standards.

What can be done to change the situation:

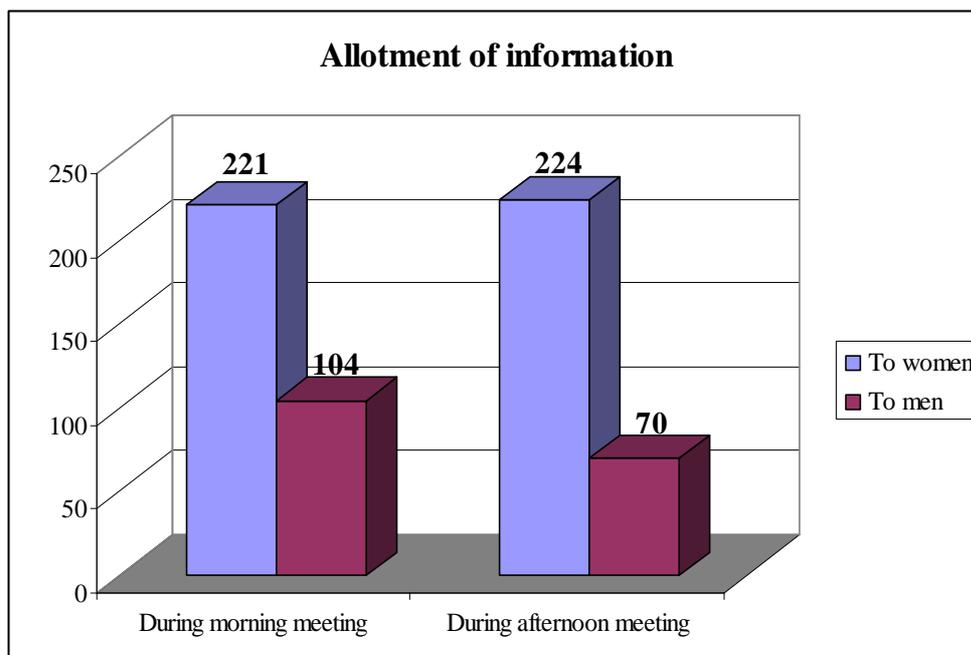
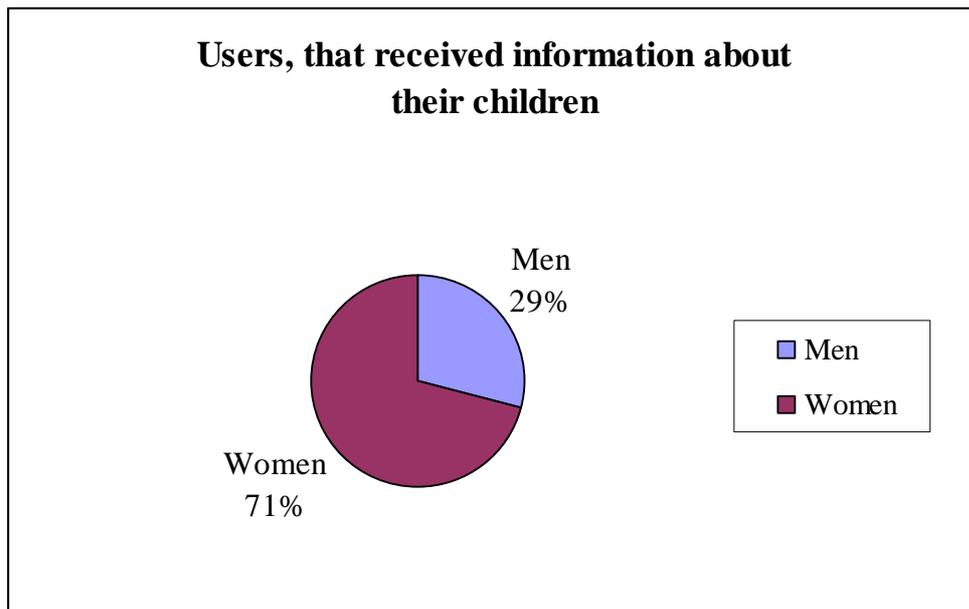
1. Early childhood centres staff should encourage boys to be more self-sufficient, and more self-confidence.
2. There is a need to change early childhood centres staff's attitude towards boys and girls.
3. Very important to change stereotypes in families.
4. Creating awareness on necessity of breaking stereotypes by articles in mass-media.

2.2. Second case study: Information to parents from educators of Siauliai early childhood centres

The research using 3R method was made in 3 early childhood centres of Siauliai (“Coliuke”, “Zirniukas”, “Saulute”) in Lithuania. The *main hypothesis* of the research was that educators of early childhood centres used to forward the information about children mostly to mothers. The *object* of the research was information about children that is forwarded to parents. The *goal* was to analyze given information regarding gender aspects.

R1 – Representation

In the research participated 735 parents (522 mothers and 213 fathers).



R2 – Resources

During the research period the information to mothers and fathers was forwarded through:

Type of resource	Number of women	Number of men	To women, %	To men, %
Information by phone	34	18	65 %	<u>35 %</u>
Information during morning meeting	221	104	68 %	<u>32 %</u>
Information during afternoon meeting	224	70	75 %	<u>25 %</u>

Various type of information that was forwarded to mothers and fathers:

Type of resource	Number of women	Number of men	To women, %	To men, %
Information about behavior	189	53	<u>78%</u>	<u>22%</u>
Information about dressing	206	73	<u>74%</u>	<u>26%</u>
Information about achievements	119	49	71%	29%
Information about sickness	103	43	70%	30%
Information about events	67	32	67%	33%
Information about dues/taxes	57	33	63%	37%
Information about nourishment	95	81	<u>54%</u>	<u>46%</u>

- Early childhood centres staff forwards information by phone and information during morning/evening meetings more often to mothers than fathers.
- Early childhood centres educators feel differences between mens' and womens' input in childcare.
- Still existing *stereotyping on gender* in educators' behaviour - educators stereotypically perceive mother's and father's role in family, in child's education and do not see a problem in forwarding information mostly to mothers.
- Mother and father do not have equal opportunities to participate in child's education, because early childhood centres educators forward information about children mostly to their mothers.
- Information about child's behaviour, clothes, achievements, sickness was mostly forwarded to mothers. On another side, the information about nutrition was mostly given by early childhood centres staff to fathers (46%).

R3 – Realities

What can be done to change the situation:

- Educators need to appeal to both parents equally, when giving information during morning/afternoon meetings. As research shows, that information on behaviour was mostly forwarded to mothers (78%).
- There is a need to change stereotypical attitude of early childhood centres educators towards importance of mother's and father's input towards child education.
- Educators have to evaluate their stereotyping towards father and mother roles in family.
- Educators need to have mother's and father's, telephone numbers.
- Educators should to involve fathers in childrens' education more through activities, celebration and etc..
- To organise training seminars for early childhood centres staff, that break stereotyping attitude and behaviour towards parents – mothers and fathers.
- To organise round table discussions for early childhood centres staff and parents regarding gender stereotypes in families and good practises of gender equality in childcare.

Literature

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