



Gender Equality



Extra-curricular activities – need to rationalize the free time of pupils and develop their interests and talents

Irena Dimitrova

Director

Sport and Prevention of Addictions Directorate

Sofia Municipality

Background

Local authorities are the main provider of extra-curricular activities in the educational institutions.

The necessary funds for the implementation of extra-curricular and out-of-school activities are provided mainly through external financing programs for which the schools apply in partnership with the municipalities.

Problem

- Are these programs gender sensitive and how is that reflected in the project proposals regarding the choice of activities and the evaluation of the results achieved?

Object of the Survey

The project proposals developed by the Municipality of Sofia in partnership with schools in 2007 under 2 programs of the Ministry of Education.

- *National Program “The School – Territory of Students”* – proposals of 116 schools
- *Three schemes under the Human Resources Operational Program* – proposals of 107 schools

Objectives of the Survey

- To make an analysis from gender perspective of the requirements in the guidelines and their application through the criteria for choosing extra-curricular and out-of-school activities.
- To determine the factors for the choice of activities.

The choice of the activities is determined by the available resources:

- Information and technological resources;
- Legal and regulatory framework;
- Financial resources;
- Human resources;
- Identifying the needs of the target groups and the beneficiaries – *focus on this factor.*

R1 and R2: target groups and the beneficiaries

- Only 25% of the project proposals under the National Program and 15% under the Operational Program determine their activities based on the needs of their target groups and direct beneficiaries;
- The activities are determined in an outdated manner.
- In the project proposals (with a neglectful exception) the needs are not identified by gender!

National Program

- Gender equality is not included among the evaluation criteria;
- There is no indicator for the number of boys and girls and the activities in which they are involved;
- This does not allow to assess whether these activities answer the real needs of boys and girls.

Operational Program

- Gender equality is listed as the first obligatory horizontal principle in the Guidelines;
- Each activity requires an indicator for the number of participants by gender but it is not bound with the final effectiveness indicator.

Situation analysis (R3)

- The actual interests and needs of boys and girls are not addressed with the activities as their identification does not include a gender aspect .
- There is a threat that these financial resources are allocated unequally and as a result could deepen existing inequalities;
- These financial mechanisms are not used efficiently for encouraging equal opportunities and access of boys and girls to extra-curricular activities.

Action Plan

- To raise the gender awareness of the educational community with regard to gender analysis of the needs of pupils, including specific training on gender equality issues for future beneficiaries of the Operational Program;
- To create a gender-sensitive data base of extra-curricular activities in order to support the schools;
- To make a recommendation to the Ministry of Education and Science for amendments in the Guidelines in order to include an *ex post* evaluation indicator for the efficiency of the resource allocation by gender.

Thank you!

Contact:

Irena Dimitrova

Phone: +359 2/ 9461412

E-mail: irena13@abv.bg;