

Framework Programme 7
Capacities: Collaborative Project
Project no. 230376
SIS8-CT-2009-230376

Contract start date: April 1st 2009
Duration: 30 months



HELENA
Higher Education Leading to
ENgineering And scientific careers



Deliverable D5.1
Gender and context analysis of
traditional / interdisciplinary degree courses





COPYRIGHT

© Copyright the HELENA Consortium.

The HELENA Consortium comprises:

Siauliu Universitetas	Co-ordinator	Lithuania
Fundacion Labein	Contractor	Spain
Ecole Normale Superieure De Cachan	Contractor	France
Universitaet Klagenfurt	Contractor	Austria
Loughborough University	Contractor	United Kingdom
Institut Mihajlo Pupin	Contractor	Serbia
Egalite des Chances dans les Etudes et la Profession d'Ingenieur en Europe Asociacion	Contractor	France

This document may not be copied, reproduced, or modified in whole or in part for any purpose without written permission from the HELENA Consortium. In addition to such written permission to copy, reproduce, or modify this document in whole or part, an acknowledgement of the authors of the document and all applicable portions of the copyright notice must be clearly referenced.

All rights reserved.



Executive Summary

The main aim of this deliverable is to collect state of the art data and references about the background of the current engineering and technology education against the country-specific backgrounds and context of engineering and technology education in Europe, and to present findings, which are relevant for upcoming empirical fieldwork for HELENA in a concise way.

This deliverable consists of three major parts. First, it discusses engineering and technology education in Europe, presents important stakeholders (engineering education associations), illuminates the role of the Bologna process for engineering education and presents data about the students' perspectives of Bologna reforms in Europe. Second, gender issues in engineering and technology are presented in a nutshell, in order to understand the ratio of HELENA and especially WP5 about "Analysis of students' perception of societal impacts of E&T and their study choices".

Third, existing studies and data about traditional and/or interdisciplinary engineering and technology education are presented, to emphasize the possibility of attracting more or different students with different foci in engineering and technology curricula. A special emphasis in this third part lies in the discussion of gender-specific and country-specific results to the question whether interdisciplinary study programmes in engineering and technology could attract a more diverse students' population and especially attract more female students.



Acknowledgement

The HELENA project (SIS8-CT-2009-230376) is co-funded by the European Commission, through its seventh Framework Programme (FP7) under 'Capacities'.

The authors wish to acknowledge the Commission for their support of the project, the efforts of the partners and the contributions of all those involved in HELENA.