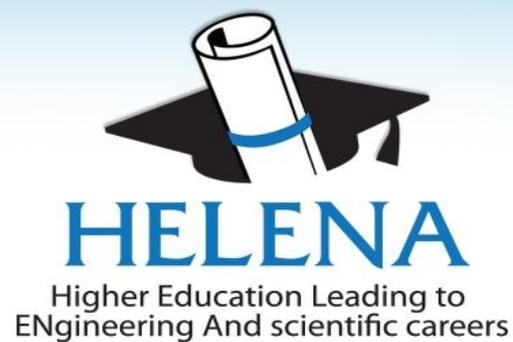




Framework Programme 7
Capacities: Collaborative Project
Project no. 230376
SIS8-CT-2009-230376

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



Deliverable D7.6

Summary Report for Stakeholders





COPYRIGHT

© Copyright the HELENA Consortium.

The HELENA Consortium comprises:

Siauliai Universitetas	Co-ordinator	Lithuania
Fundación Tecnalia Research & Innovation	Contractor	Spain
Ecole Normale Supérieure 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'Ingénieur 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

Since women's presence in engineering appears to be a key-issue for European economic and technical development, as well as a central achievement towards gender equality and social justice, it is important to understand why there are so few women in E&T. There are traditionally two reasons put forward:

- Technology has a very clear gendered representation, which is a masculine one culturally, symbolically and professionally.
- The lack of interdisciplinary subjects in E&T curricula is acting as a foil to potential E&T students, males and females.

The first one has been extensively studied over the last twenty years. Hence, HELENA focused on the second one. The HELENA methodology is based on comparisons between "traditional" and "innovative" European Higher Education E&T curricula (see below Section 4, p. 7, for the definition of what is called in this study "traditional" and "innovative" courses). Then, 24 of these study programmes (case studies) were analyzed. Finally, a field work was conducted through 162 individual interviews with female and male students from the selected case studies.

The results:

- Engineering study programmes with more than 25% of non-engineering subjects are more attractive to women than traditional engineering study programmes: interdisciplinary study programmes have about 12% more women than the average of all the study programmes analyzed.
- Women have a higher success rate in interdisciplinary programmes (about 16% more) than in traditional ones.
- It was very clear that success depends on the cultural context, on the kind of relation which is built between subjects in a curriculum, and how the teaching is organized, e.g. project-based pedagogy is a positive factor.



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 project.