



An analysis of gender mainstreaming and education in atmospheric sciences in Ukraine

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As a participant in the international science community, Ukraine is constantly updating its understanding of worldwide trends in science and education. There is a growing demand to establish new starting points for young generations in order that they could better understand and improve our changing world. This means a renovation of school curricula. School disciplines must provide people with much more in depth information on global climate changes, their causes and effects. Scientists' involvement in the educational process could become an important factor in enhancement of educational attainments in environmental sciences. A professional scientist who is able to bring difficult research topics to the middle school students' level can be a valuable source of information.

A radical political and economic transformation in the early 1990s created in Ukraine new opportunities for women and increased their interest in graduate and post-graduate studies in the sciences. The stable growth of female students has been observed. For instance, girls make up more than 70 % of university meteorology students, a percentage that is held for the last decade. In high schools and universities women make up 50 % of teachers and lecturers in meteorology. Moreover, the number of female PhD scientists has been rising rather than that of male scientists. Nevertheless, the fraction of women in leading posts is considerable lower than it should be. This phenomenon is the outcome of a process that is influenced by many forces.

In this paper a few suggestions and some findings from a statistics review will be presented.