

Education and employability of women in Brazil: reality and perspectives.

Simara Maria de Souza Silveira Greco,

sgreco@ibqp.org.br

Romeu Herbert Friedlaender Junior,

romeu.friedlaender@ibqp.org.br

Ariane Marcela Côrtes,

ariane.cortes@ibqp.org.br

Joana Paula Machado,

joana@ibqp.org.br

IBQP – The Brazilian Institute for Quality and Productivity

ABSTRACT

Women entrepreneurs make an important contribution to the development of the world economy. The Global Entrepreneurship Monitor (GEM) Report on Women and Entrepreneurship provides a comprehensive and up-to-date study of the role played by women involved in entrepreneurial activity across the world economy. This role has increased the interest to research the characteristics and drivers of the women entrepreneurs' phenomenon. Women entrepreneurs have become a fundamental part of economic growth, employment creation and innovation. Her education level is growing together with their importance in society.

Rua Dr. Correa Coelho, 741 – Jd. Botânico CEP 80210-350 Curitiba – Paraná

Fone: (41) 3264-2246 e-mail: ibqp@ibqp.org.br

PURPOSE/ TOPIC OF THE RESEARCH

Some data indicate the increased education of Brazilian women (higher than the male average) leads to greater employability of gender and a higher rate of entrepreneurship by opportunity, occurred in last GEM Brazil Report, 2009. The purpose of this study is to analyze the current context of education and working women in Brazil, and on this basis, establish some perspective.

RESEARCH METHOD (METHODOLOGY)

Methodologically, the research is characterized as theoretical and empirical, based on primary and secondary data. The main basis of the data results from the GEM Brazil Research conducted by the Brazilian Institute of Quality and Productivity (IBQP) in 2001-2009, to map the changes in the profile of female entrepreneurship in Brazil. Furthermore, we used data from the Brazilian Institute of Geography and Statistics-IBGE and Carlos Chagas Foundation-FCC. The secondary data is the result of literature searches and research institutes, national and international, especially the International Labour Organization (ILO) and The United Nations (UN), related to various dimensions of economic, social, cultural, demographic, educational and institutional, among others.

"All are equal before the law, without distinction whatsoever, guaranteeing (...) the inviolable right to life, liberty, equality, safety and property, as follows (...) men and women are equal in rights and obligations under this Constitution"

Article 5 of the CONSTITUTION OF THE FEDERAL REPUBLIC OF BRAZIL
FOR 1988

HISTORY

The Brazilian industrialization began at forty and sixty decades of the nineteenth century. And in the first decades of the twentieth century, women and children have constituted a large part of the proletariat in the country. For the industrialists, it was a profitable business, because they didn't pay some taxes and there was a veiled exploitation of a workforce, it was considered more fragile.

As industrialization progressed, women were driven out of factories and the male labor force was incorporated. From the beginning, there were many barriers encountered by women to participate in business: variation of wages, intimidation, intellectual disqualification and sexual harassment. Moreover, there was the belief that women working outside the home would destroy the family and children would grow without mother's attention.

Politically, a major event for females was the right to vote, achieved by Brazil in 1932, even before countries like France and Italy. But only since the 1970's, women enters more actively to claim her rights. The first feminist movements reviewed the social roles of women, as mother, wife and housewife. And, consequently, addresses discrimination in employment. The 1970s and 80s had a significant participation of women in various sectors of public life, where they fought for their rights and denounced gender inequalities.

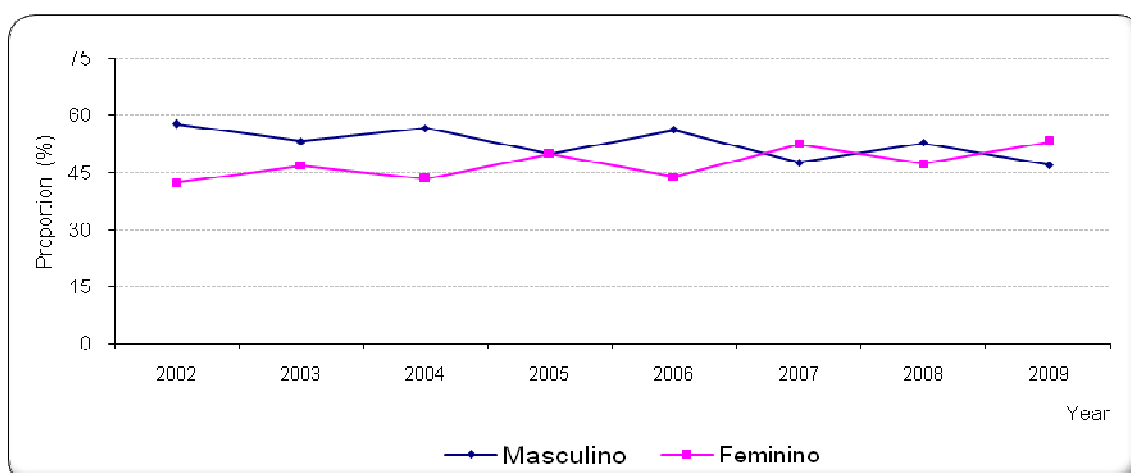
According BRUSCHINI and LOMBARDI

Changes in cultural norms and values concerning the social role of women, intensified by the impact of feminist movements since the 70s and the increasingly active presence of women in public places, altered the constitution of female identity, increasingly facing the productive work. The expansion of studies and access to university education made it possible for women to new work opportunities.

The greater inclusion of women in schools and universities is perhaps the most important factor for increasing the number of economically active women in the country: in 1976, they were at 11.4 million, in 1990, 31.3 million. Following we'll see how was this significant increase of women in school and university environments.

GEM

Brazil is a country which once again demonstrates the balance between genders, at least when it comes to entrepreneurship, few differences are observed in proportion to the participation of women and men in national entrepreneurial activity in 2009, once again women are overlap numerically men, 53% of Brazilian entrepreneurs are women and 47% men. As noted in the figure below there is a constant oscillation between men and women entrepreneurship in Brazil, which does not invalidate the claim that the Brazilian woman is historically one of the most entrepreneurial in the world. In 2009, besides Brazil, only two other countries registered female entrepreneurship rates higher than the rates of male entrepreneurship, they are Guatemala and Tonga.

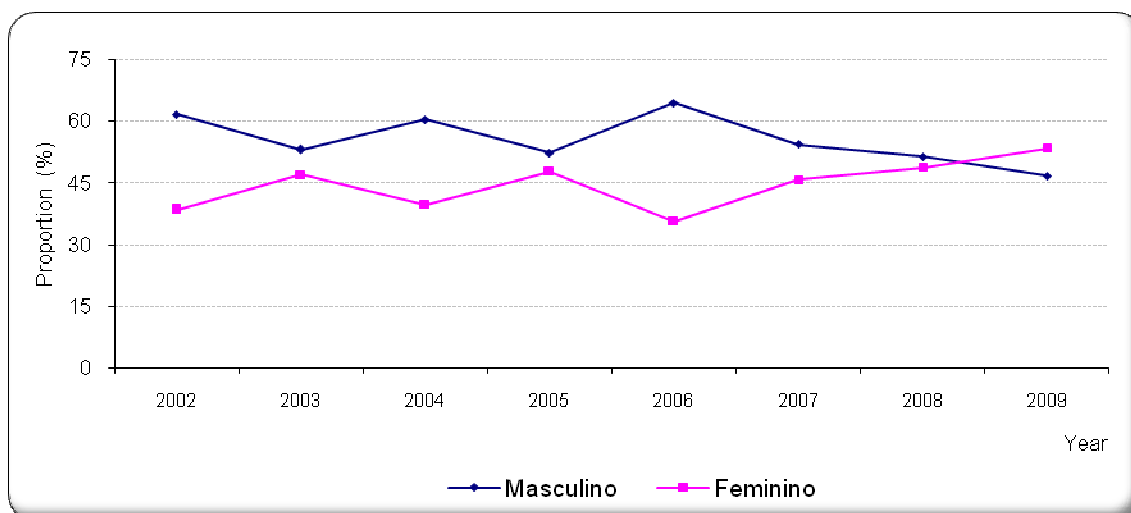


Gender	TEA - Brazil PROPORTION (%)									
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2001 - 2009
Male	70,9	57,6	53,2	56,6	50,0	56,2	47,6	52,7	47,0	54,3
Female	29,1	42,4	46,8	43,4	50,0	43,8	52,4	47,3	53,0	45,7
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0

Rua Dr. Correa Coelho, 741 – Jd. Botânico CEP 80210-350 Curitiba – Paraná

Fone: (41) 3264-2246 e-mail: ibqp@ibqp.org.br

Besides the fact that once again numerically women have overtaken men in entrepreneurial activity, it should be noted that throughout the period analyzed, in 2009, is the first time that the proportion of women undertaking by the opportunity-driven the proportion of men in the same condition.



Gender	Opportunity-Driven - Brazil PROPORTION (%)								
	2002	2003	2004	2005	2006	2007	2008	2009	2002 - 2009
Male	61,6	53,0	60,3	52,2	64,3	54,3	51,3	46,6	55,4
Female	38,4	47,0	39,7	47,8	35,7	45,7	48,7	53,4	44,6
Total	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0	100,0

Source: GEM Brazil Report 2009

In 2007, the year that the proportion of women involved in entrepreneurial activities was also higher than that of men, their participation in business by opportunity was lower, indicating that more typically a male bastion, the opportunity-driven entrepreneurship, was achieved by female share of the Brazilian population.

The results of 2001-2009 GEM Research in Brazil show that the percentage of women as entrepreneurs has grown every year. In this period,

Rua Dr. Correa Coelho, 741 – Jd. Botânico CEP 80210-350 Curitiba – Paraná

Fone: (41) 3264-2246 e-mail: ibqp@ibqp.org.br



women went from a ratio of 29.1% to 53.0%, representing an increase of 82.13%. For the first time, the result of GEM in Brazil, the female entrepreneur opportunity-driven is higher than the necessity-driven.

Rua Dr. Correa Coelho, 741 – Jd. Botânico CEP 80210-350 Curitiba – Paraná

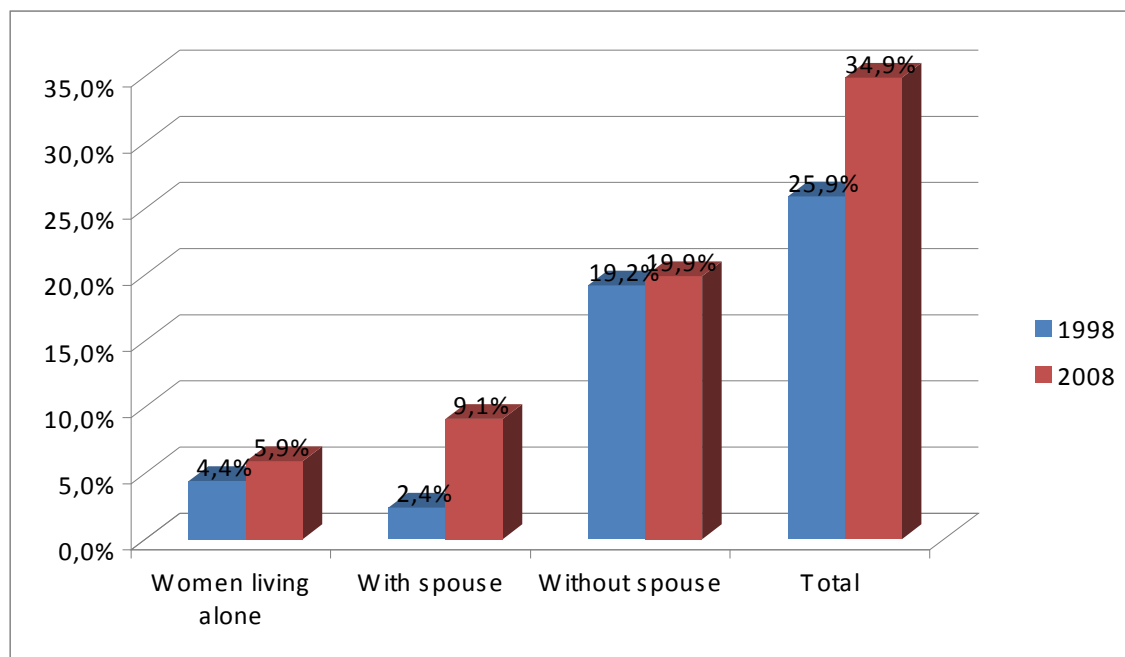
Fone: (41) 3264-2246 e-mail: ibqp@ibqp.org.br

THE WOMAN IN BRAZIL

The adult population (18-64 years) in Brazil is 123 million, being 50.6% females and 49.4% of men (IBGE). The Brazilian population has been growing annually at a rate of 1%, considering the period 2005-2010. (UN).

Women's participation in economic life in Brazil is growing. In 1998 the proportion of family structure headed by females was 25.9%. Ten years later, in 2008, this percentage increased by 34.75%, achieving 34.9% of Brazilian families with a woman as the main responsible person. (IBGE)

Proportion of family arrangements with woman as the reference person - Brazil - 1998/2008



Source: IBGE

The largest increase in participation of women in these 10 years was in women who lived with her spouse, which stood at 2.4% in 1998, increasing 3.8 times during this period, reaching 9.1%.

EDUCATION OF THE BRAZILIAN WOMAN

The early 1990s was marked by global meetings organized by UNESCO, which initiated educational reforms in Latin America and especially in Brazil. Even in the early 90s, the Ministry of Education drew up the Ten Year Plan for Education for all that, although was not directed to the issue of women, was an important tool in working on education as a factor of competitiveness.

According Fulvia Rosemberg' on the international scene, UNICEF had great participation in the female educational. In 1989, UNICEF's Executive Board chose the girl (*girl child*) as a priority for the 1990s. This generated a document, *The Girl Child: on Investment in the Future*, whose publication was in 1990 and was also a starting point for future discussions on the subject.

Still in this decade were organized five international conferences on education and women's development. The goals and common commitments to these conferences are, according to Fulvia Rosemberg:

Provide or secure total access equal to men, wider and as soon as possible for girls and women to education at all levels (primary, secondary and tertiary) education as well as to vocational education and technical training;

Eliminate all gender stereotyping practices, materials, equipment, curriculums and educational facilities;

Remove barriers that obstruct access to education for pregnant teenagers or young mothers.

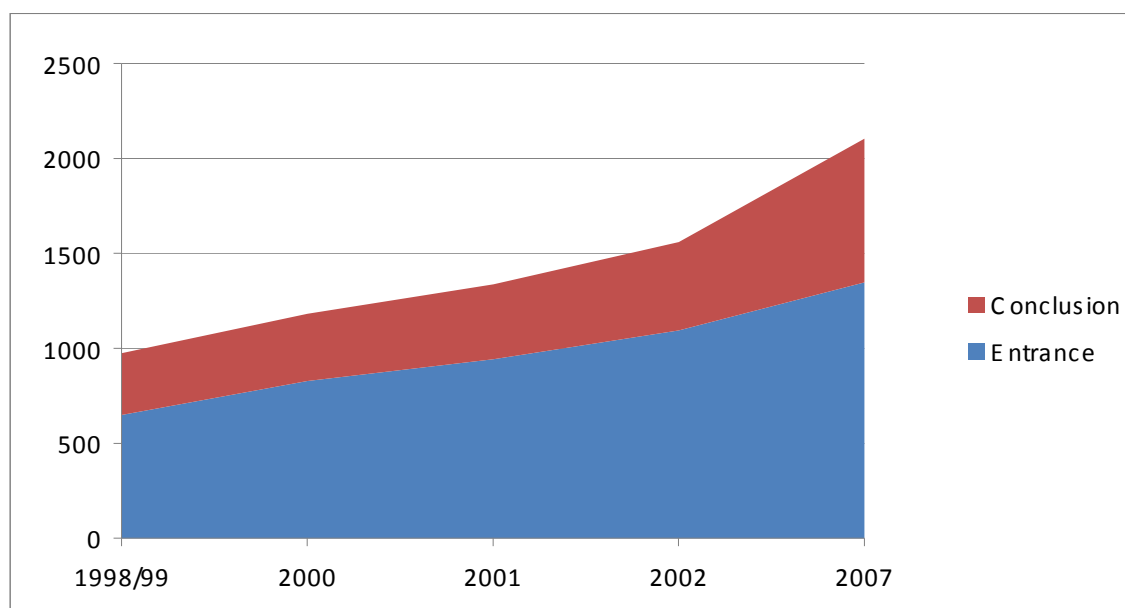
Other conferences that took place around the world focused its attention to overcoming gender inequality in access to education. In parallel, some NGOs bother to follow these disparities, formulate indexes on the issue and monitor government commitments in relation to the targets to reduce the discrepancy in education between women and men.

Educational attainment of Brazilians has increased in recent years. According to the IBGE, in 1995 16.3% of men and 13.2% of women in Brazil were not educated, in 2002 were 11.4% men and 8.5% women with no education, and in 2007 this index has had fallen to 9.1% of Brazilian men with no education and 6.7% of women in the same situation.

Among Brazilians with 11 or more years of studies, which represent 11% of the national population, 56.7% were female.

The average years of studies of persons with 15 years or older age is 8 years among women in urban and 5 in rural areas, according to the IBGE. Among men is 7.8 years in urban and 4.3 in rural areas. But looking at these same numbers in people occupied in urban areas, the average education of women reaches 9.2 years while the man goes to 8.3 years, increasing the gender gap.

The participation of Brazilians in higher education is also a factor that is growing in recent years. As the table following, in 2000 were 830,000 Brazilians who enrolled in university, that number grew 62.5% in 2007, reaching 1.35 million Brazilians joining any college in the country. But by 2002 fewer than half of that moved into a university diploma, whilst in 2007 this index increased by improving those numbers.



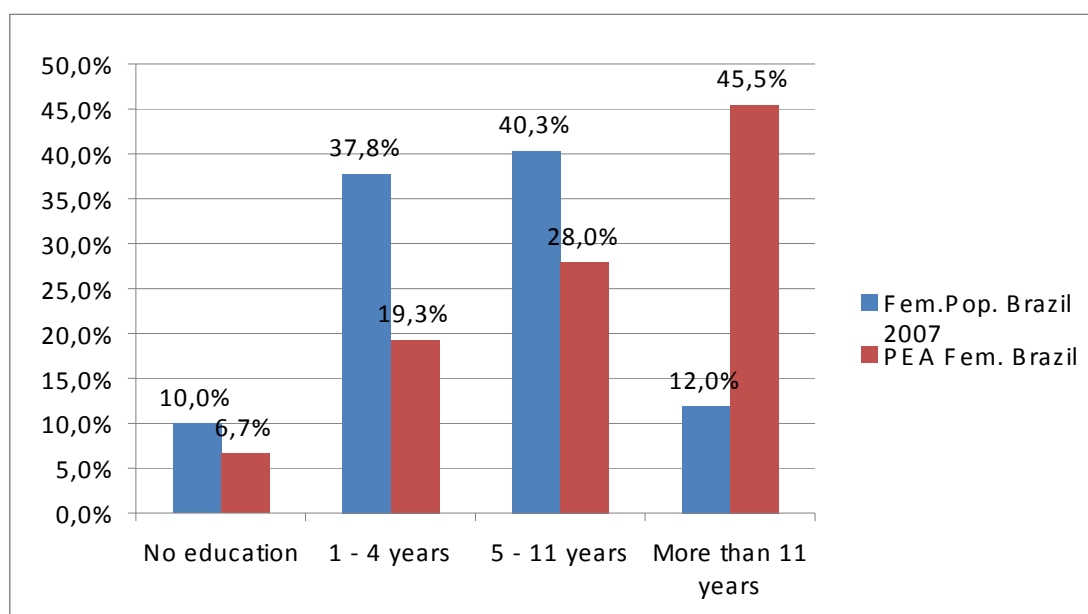
Graduation courses	1998/99	2000	2001	2002	2007
Entrance total (1000)	651	830	944	1096	1349
Conclusion total(1000)	325	352	396	466	757
Proportion conclusion/ entrance	49,92%	42,41%	41,95%	42,52%	56,12%

Source: IBGE

The female education, which is already higher than the male, becomes stronger when we analyzed the difference between Brazilians who started and completed some college in the country. In 2000 were 43% of men who entered the college that could be formed, while in women this rate was already 55.15%. In 2007 these numbers had increased, 48.4% of men enrolled in any college can get their diplomas, while this proportion is 62.9% among women.

THE FEMALE EDUCATION AND THE PEA (ECONOMICALLY ACTIVE POPULATION)

The Brazilian women divided into education levels shows a concentration in the range of less than 11 years of study, and the female population in the labor force shows that as education increase is the higher the percentage of Brazilian women occupied.



Source: IBGE

Most of the Brazilian women has studied from 5 to 11 years, whilst most of the occupied women has more than 11 years of studies.

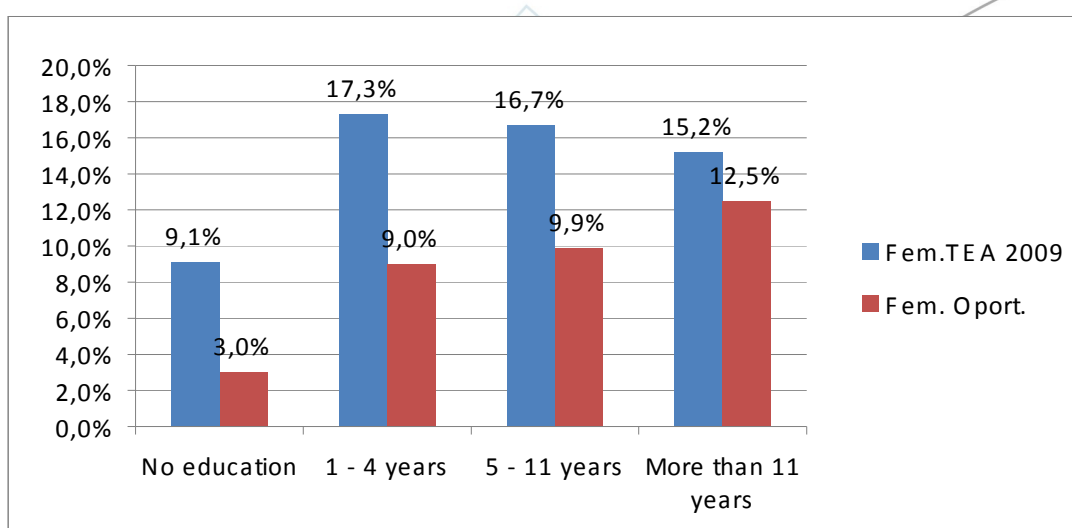
GEM AND FEMALE EDUCATION

Putting together the rate of female entrepreneurship in the early stage, and its relationship with the rate of female entrepreneurship opportunity-driven, compared with the female population in Brazil and the PEA (Economically Active Population) women.

EDUCATION (years of studies)	Fem. TEA 2009	Fem. Oport. 2009	Fem. Pop. 2007	PEA Fem. 2007
No education	9,1%	3,0%	10,04%	6,7%
1 - 4 years	17,3%	9,0%	37,75%	19,3%
5 - 11 years	16,7%	9,9%	40,33%	28,0%
More than 11 years	15,2%	12,5%	11,96%	45,5%
Total	16,3%	9,9%	100%	100%

Source: IBGE and GEM Brazil Report 2009

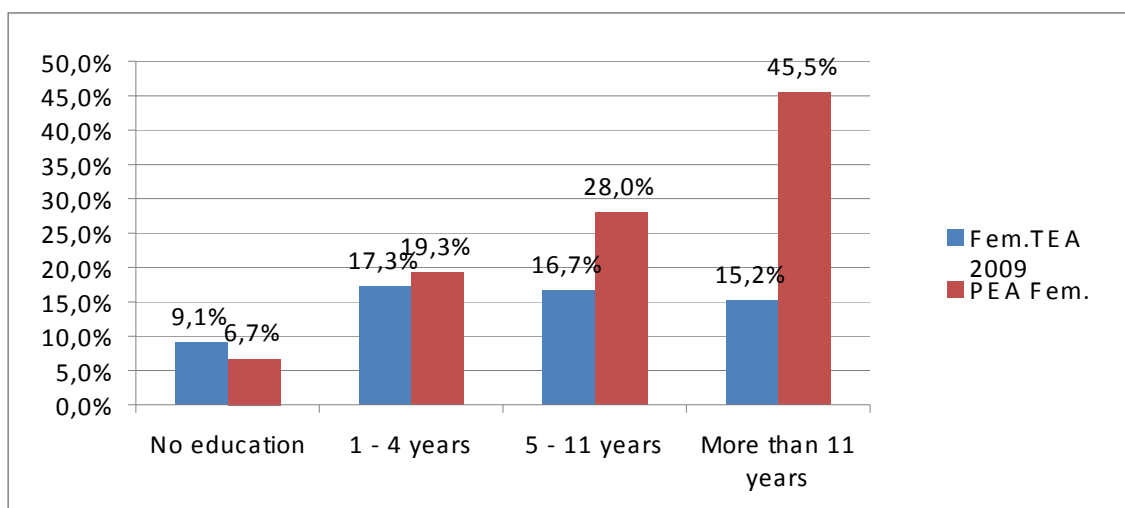
As we see in the chart below, the rate of female entrepreneurship remains almost constant, with the exception of women with no education, to offset the rate of female entrepreneurship opportunity-driven increases as the years of education grows.



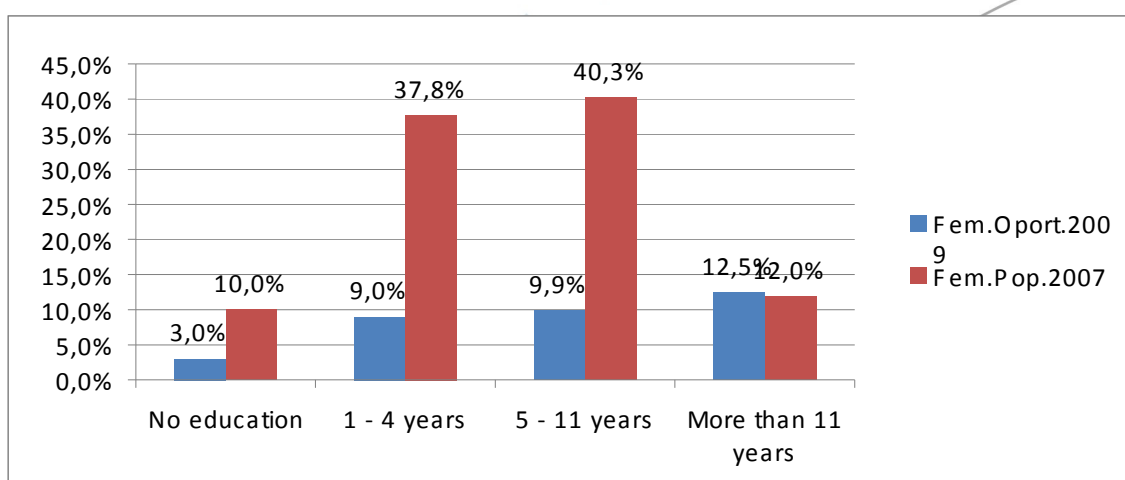
Rua Dr. Correa Coelho, 741 – Jd. Botânico CEP 80210-350 Curitiba – Paraná

Fone: (41) 3264-2246 e-mail: ibqp@ibqp.org.br

As the education years of the Brazilian women grows, also increase the proportion of women participants in the economically active population in the country, there was no correlation with the rates of female entrepreneurship, as the chart below illustrates.



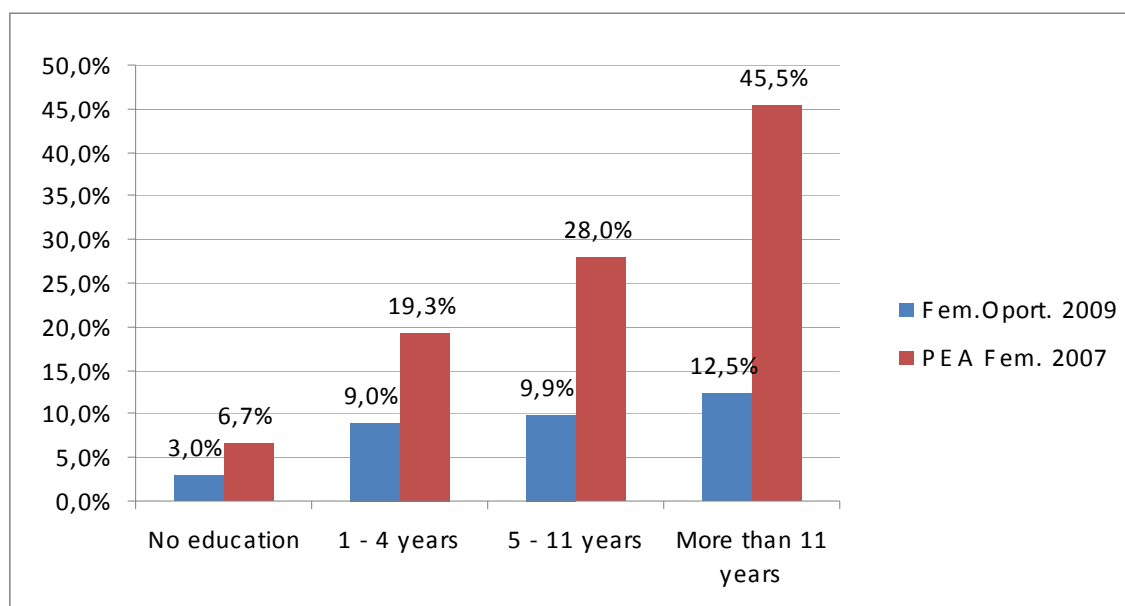
The rate of female entrepreneurship at early stage opportunity-driven grows following the increasing level of education, but there is no direct relationship with the female proportion of the Brazilian population, as the chart below.



CONCLUSION

The world of work is not only historical inequalities of gender but also ethnic groups and generations. There is a social division of labor with two organizing principles: the first is the separation principle, that there are jobs for men and women. The second is the principle of hierarchy, which says that man's work has more worth than a woman's work. However, we can see, based on the developments of recent decades, demonstrating that the increase in female education and the entry of women in the labor market, we are undergoing a process of transition from a primarily male workforce, for a balance between gender. The inequalities remain, at least for now. The lower wages, the feminization of certain occupational niches and discrimination are still a reality.

Although the inclusion of women in the labor market has occurred long time ago, can still be perceived a gap between genders. Nevertheless, the data analysis done here indicates that increasing education and skills of Brazilian women lead to an enhancement of jobs in the labor market and an increase of the rate of entrepreneurship by opportunity-driven. The discussion is extremely relevant because the trend, based on the data, leads toward gender equality in the near future.



The higher education of women in Brazil generates greater participation of women in the national economy. The rate of women entrepreneurs at early stage of opportunity-driven grows as the increase their education level, the same occurring with greater participation of women with more education in the labor force in Brazil.

Some trends can be identified. The first is that, in 30 years, we have a reconfiguration in the labor market, ending gender inequality. There will be a decrease in sexualizing of occupations, a process that begins in school and contributes to the further integration of women in typically female occupations. The formation of an enterprising female identity also shows a trend, since the number of women starting businesses is increasing, surpassing this year in Brazil, the number of men entrepreneurs.

REFERENCES:

IBGE, Brazilian Institute of Geography and Statistics,
http://www.ibge.gov.br/home/estatistica/populacao/condicaoodevida/indicadores_minimos/sinteseindicsoais2009/indic_sociais2009.pdf

FCC, Carlos Chagas Foundation,
http://www.fcc.org.br/mulher/series_historicas/mbet.html

ILO, International Labour Organization,
http://www.oitbrasil.org.br/topic/gender/doc/08_marco_2010_texto_139.pdf

UN, The United Nations, <http://unstats.un.org/unsd/snaama/selbasicFast.asp>

Empreendedorismo no Brasil 2009, GEM Brazil report 2009

Global Entrepreneurship Monitor 2009 Global report

PORTOCARRERO, Patricia (Ed.). **Mujer en el desarrollo. Balance y propuestas**. Lima: Flora Tristán, 1990.

DEL PRIORI, Mary. *História das mulheres no Brasil*. São Paulo: Contexto, 2001.

BRUSCHINI, Cristina; LOMBARDI, Maria Rosa. *Trabalhadoras brasileiras dos anos 90: mais numerosas, mais velhas e mais instruídas*.

GALVANIN, Beatriz. *Reforma do sistema educacional dos anos 90: breves considerações sobre os aspectos históricos, econômicos e políticos*. In: Hórus-Revista de humanidades e Ciências Sociais Aplicadas, Ourinhos/SP, nº 3, 2005.

ROSEMBERG, Fúlvia. *Educação formal, mulher e gênero no Brasil contemporâneo*. In: Estudos feministas, ano 9, 2º semestre de 2001, pp. 515-540.



CAETANO, A.J. *O declínio da fecundidade e suas implicações: uma introdução*. In: CAETANO, A.J., ALVES, J.E.D. e CORRÊA, S. (Orgs.), *Dez anos do Cairo: tendências da fecundidade e direitos reprodutivos no Brasil*. Campinas: Abep e UNFPA, 2004.

LEITE, Anilza de Fátima Medeiros. *Empreendedorismo e educação*.

Rua Dr. Correa Coelho, 741 – Jd. Botânico CEP 80210-350 Curitiba – Paraná

Fone: (41) 3264-2246 e-mail: ibqp@ibqp.org.br