The Political Flow of the Programa Mulheres Mil and Its Interfaces with the Female Profile in Brazil

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Abstract

In this paper, we sought to discuss issues related to the management of the Programa Mulheres Mil in Brazil, in two phases of its political cycle without and with the linkage to PRONATEC, as well as its relation with the female profile. For this purpose a quantitative approach was used, through the PSPP software, with data extracted from the questionnaires of the "Socioeconomic Profile" and the "Women's Assessment" of the Programa Mulheres Mil and PRONATEC, of the Federal Institute of Southeastern Minas Gerais - Campus Barbacena, which were analyzed by binary logistic regression and chi square test. The results showed that the connection of the Programa Mulheres Mil to PRONATEC was significant by the absorption of the most vulnerable women. However, entry into the labor market is independent of the management process, but of the level of female education and family income, which interfere with the increase of social capacities and opportunities.

Keywords: Public Policy, Women's Social Inclusion, Labor Market

1. INTRODUCTION

Due to the positive results achieved with the pilot program of the Programa Mulheres Mil (PMM), developed from an International Cooperation between Brazil and Canada[1], in 2011, the Ministry of Education (MEC) instituted the program nationally, as one of the actions of the Brazil Without Misery Plan[2]. The objective of the PMM was to offer the bases of a social policy of inclusion and gender, having as guidelines: access to education, reduction of the social and economic inequality of women, promotion of social inclusion, defense of gender equality and fight against violence against the woman. (BRAZIL, 2017)

[1]In 2007, the process of implementation of the PMM began, with the main objective, at that time, to promote the social and economic inclusion of disadvantaged women in 12 states in the North and Northeast of Brazil. This pilot project aimed at enhancing the professional qualification, improving the quality of life of these women, their families and the community where they were inserted. This process had several partnerships, including Federal Institutes of Education, Science and Technology (FIs), mainly aimed at building local educational networks. . (BRAZIL, 2017).

[2] Brazil Without Misery is a social program of the Brazilian federal government created under the management of President Dilma Rousseff. Launched in June 2011, the program aims to remove from the extreme poverty situation 16.2 million people living on less than 70 reais per month. Brazil Without Misery consists of the expansion of the former Lula Government's (formerly known as Bolsa Família) anti-poverty program.
Source: https://pt.wikipedia.org/wiki/Brasil_sem_Mis%C3%A9ria

As an advent of Ministerial Ordinance No. 168/2013, which deals with the offer of Bolsa-Formação under the National Program of Access to Technical Education and Employment - PRONATEC, the PMM, implemented by the Federal Network of Vocational and Technological Education, has undergone an alteration in its implementation process, derived from the political flow, when it was developed by PRONATEC. From this legal framework, through Circular Letter No. 51/2013 of July 10, 2013, the MEC advised the providing institutions about the transition from the PMM to PRONATEC. In addition to the transition, there were changes related to the target public and management of the procedures, the form of offer and the timetable of the courses, and even on the implementation of the Brazilian Methodology of Access, Stay and Success System. This new methodology comes in place of the System of Assessment and Recognition of Early Learning (SARL), designed by the Canadian Colleges, to meet the Brazilian reality. Thus, it can be considered that there was a readjustment of this public policy applied to education and professional training, keeping the target public and the objectives initially proposed.

In this context, the present article aimed to: a) compare the personal and family socioeconomic profile of women beneficiaries of the PMM and PRONATEC; b) to examine whether the linkage of the PMM to PRONATEC allowed the participants better conditions for insertion in the labor market; c) to analyze the association between the socioeconomic profile of the women participating in the Programa Mulheres Mil and its insertion in PRONATEC, as well as in the labor market.

2.REFERENCES OF LITERATURE

1.1. The conception, construction and implementation of the Programa Mulheres Mil as public educational policy in Brazil.

All the achievements, which allowed women to become subjects in the process of political, economic and social feminine emancipation, represented a significant advance throughout the twentieth century. In Brazil, society has also undergone significant changes in its social relations, in line with global influences. However, women's rights gained and the transition from a patriarchal society have not taken place in the same equivalence, considering that historical achievements, such as the right to vote, raising the level of schooling, insertion in the labor market and social inclusion does not apply to all societies, given the situations of submission, disrespect and exclusion, which are still imposed on women (PREZOTTI FILHO, 2014).

According to Campos (2015), in order to minimize this mismatch, in Brazil, the Programa Mulheres Mil (PMM) started its implementation process in 2007. With the main objective, at that time, to promote the social and economic inclusion of disadvantaged women in 12 states in the North and Northeast of Brazil. This pilot project aimed at enhancing the professional qualification, improving the quality of life of these women, their families and the community where they were inserted. This process had several partnerships, including Federal Institutes of Education, Science and Technology (FIs), with the main aim of building local educational networks. In 2011, the PMM was instituted nationally by the Ministry of Education (MEC), in the context of the Brazil Without Misery Plan, based on the positive impacts achieved by the pilot project, aiming to provide the basis for a social inclusion and gender policy, guidelines: access to education; reduction of women's social and economic inequality; promotion of social inclusion; defense of gender equality and combating violence against women, according to the Access, Permanence and Success methodology.

The program started offering vocational courses to women, from the age of 16, in a situation of social vulnerability and extreme poverty, focusing on themes such as women's rights and duties, entrepreneurship, solidarity economy, health, self-esteem others; seeking to promote favorable inclusion, mobility in the labor market and the reach of citizenship. According to the booklet PRONATEC Brasil Sem Miséria: Mulheres Mil (BRAZIL, 2014, p. 04), the PMM is "structured in three axes: education, citizenship and sustainable development", being formulated to contemplate the recognition of acquired learning and a counseling and service to the demands of women, through a multidisciplinary team, able to refer non-traditional and disadvantaged students to the development of personalized programs. Given the above, it is assumed that there is an association between educational policy and social inclusion, considering that social inclusion can be conceptualized, as proposed by Alvino-Borba and Mata-Lima (2011, p. 222), as " A process that ensures that people at risk of poverty and social exclusion have access to the opportunities and resources necessary to participate fully in the economic, social and cultural spheres and to enjoy a standard of living and well-being that is considered normal in the society in which they live. "

The scope of social inclusion is generally sought through public policies, since they are one of the forms of coping with social conflicts, as explained by Rua (2009). According to the author, social differentiation is one of the characteristics of modern societies, leading to a complex social life with different patterns of interaction, which can culminate in cooperation, competition and conflicts. Considering that cooperation and competition have aggregating conditions, conflict, in turn, needs to be managed and maintained at a limit necessary for collective well-being. This administration of the conflict is strategically oriented by politics, which admits several other mechanisms, which have the function of solving it peacefully. Thus, the above-mentioned author highlights the distinction between public policy and political decision-making in the resolution of conflicts, avoiding the rupture of collective coexistence bonds, such as: A public policy usually involves more than an isolated decision, in addition to requiring several strategically selected actions to implement the decisions made. The political decision, in turn, corresponds to a choice between several alternatives, second the hierarchy of preferences of the actors involved, expressing - to a greater or lesser degree - a certain adequacy between the intended ends and the means available in a context of power relations and conflict. [...], although a public policy implies a political decision, nor does every political decision constitute a public policy (RUA, 2009, p. 7).

For Secchi (2013), what determines the conceptual essence of a public policy is its intervention to solve a public problem and not a political problem. Within this assertion, the PMM goes through a trajectory, integrating the actions foreseen in the Plan of Policies for Women, in the themes: gender equality and economic autonomy, culminating in the international agreement between Brazil and Canada in 2007. This trajectory is in the dependence on the political agenda, which, according to Secchi (2010, p. 36), "consists of a set of problems or themes that a "political community perceives as deserving of public intervention"".

During the implementation of the PMM, the periods corresponding to 2011, which establishes the PMM nationally and, 2013, with its integration with PRONATEC, constitute the policy course. According to Kindgdon (1984), this process can be modified by "windows of opportunity" or "policy windows", which consist of the combination of three flows, which interfere with the entry of new problems in the decision agenda, which are: problem stream, perceived from indicators, events, crises and symbols or in the feedback of governmental actions; flow of solutions and alternatives (policy stream); political stream, derived from national "mood", organized political forces or pressure groups, as well as changes within the government itself. According to Dalfior et al. (2015), at some point, these flows can converge to create "windows of opportunity", which allow the formation of public policies or changes in existing policies. In the opinion of the authors, there are predictable windows due to regular and permanent events as well like windows that open due to episodic situations, as is the case of PMM, as highlighted by Damasceno (2017): In this perspective, focused on educational and productive inclusion through professional qualification, the PMM from 2014, in a partnership between the MSD and the MEC, became part of the National Program for Access to Technical Education and Employment (PRONATEC), created by Law 12,513 of October 26, 2011, with the purpose of expanding the offer of Professional and Technological Education through technical and financial assistance programs, projects and actions (BRAZIL, 2011a). This action is contemplated as the goal of the PNMP (2013-2015), which seeks to ensure that at least half of the beneficiaries of the PRONATEC Scholarship are women. (DAMASCENO, 2017, p.63-64)

Thus, in order to expand the offer of vocational courses, the Federal Institutes of Education (IFs) and the Federal Education Science and Technology Network were created by Law No. 11,892, of December 29, 2008, which defines a new legal framework and history on vocational education in Brazil, with school inclusion as one of its basic premises (SILVEIRA; SILVEIRA, 2014). This educational movement is based on school and social inclusion and aims to provide education for all and increase employability.

From this perspective, as from 2013, the Ministry of Social Development (MSD) and the Ministry of Education (MEC) signed a partnership to promote women's education, with low levels of schooling, vulnerability and violence. to integrate the Programa Mulheres Mil within the proposal of the National Program of Access to Technical Education and Employment (PRONATEC), which was created by the Federal Government in 2011, through Law n. 11.513 / 2011, with the aim of expanding, internalizing and democratizing the offer of vocational and technological education courses in the country. In other words, PRONATEC seeks to expand educational and vocational training opportunities for youth and workers, based on users of the Social Assistance Reference Centers (CRAS) and as a basis the Bolsa Família Program, in the context of the Basic Social Protection Policy.

The program offers students the receipt of a scholarship-training, which is divided into scholarship-training student, aimed at students of the technical education courses of middle-level, and scholarship-training worker, targeted at beneficiaries of income transfer programs and students of the initial and continuing training level or professional qualification (BRAZIL, 2017). This objective of expanding educational and productive opportunities was in line with the goals of the PMM, allowing political support and, in addition, solving one of the problems of the program, which was dependency on voluntary labor, due to the lack of financial resources. Thus, the crossing of these factors made possible the inclusion of demand in PRONATEC's decision agenda. Corroborating the discussion, Dalfior et al. (2015) emphasize the role of policy entrepreneurs in the promotion of certain political proposals, considered crucial elements for the proper use of the window of opportunities. That is, those actors (Federal Network, social movements, external agents, etc.), who were involved in the implementation and maintenance of the PMM, were fundamental to guarantee their inclusion in the public policy agenda of social inclusion, together with PRONATEC.

According to Oliveira et al. (2016), in addition to linking the PMM to PRONATEC, new elements were incorporated into the action. One of them is the receipt of a scholarship in the amount of 11 reais, for women, per day of tuition attended. For the author, this element has its positive side, when one thinks about the economic question of the families of the students; but also allows a critical reflection regarding the frequency of the course. If this, in fact, was due to the search for professional quality and insertion in the world of work. Damasceno (2017, p. 65) points out two other elements in the linking action of the PMM to PRONATEC, the first one is related to the transfer of budgetary and financial resources to the Federal Institutes, as well as the definition of courses and beneficiary women, previously, the resources for the PMM were foreseen in the Annual Budget Law (LOA) in its own heading. On the other hand, "the definition of courses and the referral of women to these courses began to be carried out by the requesting Secretariats, in this case, the Municipal Secretaries of Social Assistance".

2. Methodology

This study was based primarily on a quantitative approach, using the PSPP Software. The data used in the present study were extracted from the questionnaires of the "Socioeconomic Profile" and the "Evaluation of Women", participants of the PMM and PRONATEC courses, of the Federal Institute of Southeastern Minas Gerais - Campus Barbacena, comprising a total of 260 questionnaires, in the classes offered in the years 2011, 2012, 2013 and 2014. Thus, an analysis of the personal and family socioeconomic profile of the women was carried out through descriptive statistics, aiming to compare the data in the two program managements: from 2011 to 2013, with budgetary resources made available directly to the institutions for the implementation of the PMM and 2013 to 2014, with resources available from PRONATEC. The variables considered were: woman's age, presence and number of children, family size and family income, government transfer, female occupation and schooling, participation in the family budget and expectations about the program.

Then, the binary logistic regression was performed, where the categorical variable Labor was defined as the dependent variable. Thus, it was sought to explain the significance of the insertion of women in the labor market, due to the access to a specific public policy and its change, considering as individual characteristics of the participants the following variables: a) level of education (1 = 2 = Incomplete Elementary Education, 3 = Complete Elementary School, 4 = Incomplete High School, 5 = Complete High School, 6 = Incomplete High School, and 7 = Complete Higher Education); b) presence of children (1 = yes; 0 = no); c) family income (1 = up to 1 minimum wage, 2 = above 1 minimum wage); and d) program management (PRONATEC: 1 = Yes; 0 = No).
For the binary logistic regression model, where the response variable or model dependent has a Bernoulli (or Binomial) distribution, it is a binary, dichotomous variable that can assume two mutually exclusive values. In this case, the variable Y assumed the values 1 (one) and 0 (zero), corresponding to the denominations "Works" and "Does not Work", respectively.

For Hair (2009), logistic regression is a statistical technique, which is formed to explain a binary categorical variable (nominal or non-metric), which represents a multivariate relation with coefficients, indicating the relative impact of each variable. Karam (2006, p. 53) points out that logistic regression has a probabilistic approach and "is designed to use the combination of continuous and categorical predictive variables to predict a categorical or dependent outcome variable."

Souza et al. (2015), explains the attribution of binary coding and its representation in logistic regression, namely:
In logistic regression, in general, one assigns the code one to the result of interest, called success, that would represent the presence of a characteristic of the target event, and zero to the complementary event, called failure. Logistic regression is used when the objective is to establish a relation between a variable dichotomous response and one or more explanatory variables that can be both qualitative and quantitative. (SOUZA et al., 2015, p. 14)
According to Hair (2009), being the object of study the probability of occurrence of an event, the relationship of the independent variables occurs in a linear way in the log probabilities and not in the original probabilities. Thus, the logistic regression equation is represented in the following model:

$$p_i = \frac{1}{1 + e^{-(\beta_0 + \beta_1 x_{1,i} + \cdots + \beta_k x_{k,i})}}.$$

In addition to the logistic regression, Pearson's Chi-Square ($\chi 2$) statistical test was used to examine the association between the socioeconomic profile of women participating in the Programa Mulheres Mil with "Access to Work" and "Insertion in PRONATEC". The two groups of the political flow: before (PMM 2011 and 2012) and after PRONATEC (PMM 2013 and 2014), were identified by the variable PRONATEC, as well as "Being or not working", which were associated with the same scalar variables and or (level of education, presence of children and income).

According to Dancey (2006), the chi-square test ($\chi 2$) of independence is a measure of relationship or association that allows to verify if the two groups behave of similar or not, according to the difference between the frequencies observed in each category. It makes it possible to verify if a sample deviates significantly or not from the expected frequency, and the result very close to zero (0) implies that there is a significant similarity.
For the proposed analyzes, the level of significance was 5% and the confidence interval was 95%.

3. RESULTS AND DISCUSSION

2.1. Personal and Family Socioeconomic Profile of Women

Table 1 shows the frequencies of some variables of the Personal and Family Socioeconomic Profile of Women, comparing the two groups of the political flow: 1) Programa Mulheres Mil in the period of 2011 and 2012; and 2) PRONATEC - Programa Mulheres Mil, in the period of 2013 and 2014.

Table 01 - Socioeconomic Profile of the Women of the PMM and PRONATEC, in Minas Gerais, Brazil

		PMM		PRONATEC	
Variables	Unity	2011	2012	2013	2014
Average Age	years	35	38	38	40
Presence of children	%	86,70%	85,70%	87,90%	100%
Children	nº	1	2	2	2
Average Family Members	nº	3	3	3	3
Level of schooling	%	56% (Incomplete elementary school)	48,6% (Incomplete elementary school)	56% (Incomplete elementary school)	60,90% (Incomplete elementary school)
Job	%	61,3% (Does not work)	48,6 (unemployed)	39,6% (unemployed)	- *
Income	S.M**	1	1	1	of 0,5 to 2,5
Benefit	%	61,30%	55,70%	37,40%	95,70%
Participation in family budget	%	66,7% (does not work and their expenses are financed by the family)	54,3% (does not work and their expenses are financed by the family)	29,7% (works and contributes to the family's livelihood)	47,8% (do not work and your expenses are borne)
Expectations	%	72% (to obtain employment from the training offered)	52,85% (to obtain employment from the training offered)	61,5% (raise the level of education and qualify for the job market)	95,7% (employment from the initial training provided by the)

Source: IF Database, Campus-Barbacena / MG, organized and analyzed by the authors.
Legend: (*) No data available; (**) minimum wage

According to the data in Table 01, the female profile in the analyzed periods is very homogeneous. The average age of the graduates, in the four years, was between 35 and 46 years old, showing to be an already adult public and with capacity of insertion in the labor market, to build family and, consequently, to improve their quality of life. According to Silva (2016), the majority of women, attended by PMM, were older than 35 years, corroborating the results of the analysis.

In terms of family composition, the average number of members in each year was three, with more than 80% of women having children, with an average of 1 to 2 children per woman. The presence of children was one of the problems presented by women to participate in the program, because of the difficulty of not having anyone to leave them. Most respondents stated that their children were preferentially to their husband or grandmother; when he did not have this support he was obliged to take them, which impaired his participation. According to Araújo (2015) of women enrolled in the PMM, 25% have only one child, and 27% have two children, 15% have three children, 5% have four children and 7.5% have more than four children, corroborating with the numbers found in the present research.

The data also showed that women, in general, had a low level of schooling (fundamental incomplete), saying that the main reasons for leaving school were associated with loss or death of the parents, early pregnancy, limited financial conditions / learning, having to work to help at home or even take care of siblings / mother, as well as the distance from the school to where they lived. When asked about participation in a professional training course, about 1/3 answered yes; indicating, preferably, the following: computing, kitchen (confectioner, baker, make sweets), sewing and elder caretaker. Silva (2016), highlights the presence of 45.5% of the women participating in the PMM with incomplete elementary education, characterizing the profile of the low education public that the program would have to attend. This limited schooling posed problems for insertion in the labor market, with the majority of women being unemployed and therefore unable to contribute financially to the domestic budget, with only 29.7% of the female segment in the year of 2013 affirming have contributed to the cost of family expenses. Those women who worked were preferably inserted in the informal market or as housewives, doing self-employment, such as: cleaning lady, day laborer, ice cream vendor, hairdresser and manicurist, maid, elderly caregiver, nanny, general services, sewing assistant, workshop facilitator, confectioner and also janitor. There were cases of these women being as reference of the family income, basically in the case of separation or widowhood; although the main provider of family support was still the husband, connected with the construction (mason and servant) and the activities of the service sector (machine operator, waiter, porter, merchant, driver). It is important to point out that, in the families of the year 2013, it was found that a large proportion of the women also said to be responsible for family support (31 women), while 38 of the others said they were the husband, performing the functions of: mason, servant, driver, bus tax, cook, general services, lantern, oven operator, among others.

In general, the families had an average income that did not exceed a minimum wage; except in the case of 2014, since the majority of women's responses were that monthly family income ranged from R $ 261.00 to R $ 1,821.00 (from 0.5 to 2.5 S.M). Cases were reported of the family making use of the benefits / transfers of the government, as a survival strategy, mainly through pensions, in addition to the family grant (over 30% in all years). According to Silva (2016), the majority of women attended by PMM developed some type of activity without adequate social protection, highlighting the increase in the number of women who declared that they were the main responsible for the family's support, as reported: Most women are not responsible for the family's main source of income (72% in 2012 and 62% in 2013). It should be emphasized that economic autonomy is one of the points considered important in public policy for women. I emphasize here the increase in the number of women assisted in the year 2013 who declared themselves the main responsible for the family's support. This is an important fact and one that can be articulated to the question of permanence in the program, since they are women who support the home (SILVA, 2016, p. 75).

However, it is important to note that, in general, women have shown some ability to generate income, such as: cooking, cleaning, handcrafts, vending machines, hair salons (hairdressing, manicuring), janitorial, babysitting and general services. Some have quoted already worked in restaurants, hotels, snack bars, among others. It is possible to perceive that, in all the years, regardless of the form of management of the program (PMM or PRONATEC), the women mentioned much the area of the cookery, like ability and even like work experience; that is, this was a common area for all. In addition, the vast majority of women in both programs had positive expectations about the program in terms of getting jobs from the courses they took; raise the level of education and qualify for the job market.

2.2. Logistic Regression

Table 1 shows the results of the binary logistic regression, between the access to Labor and variables that contemplate the female Profile.

Table 1: Results of binary logistic regression between Work Access and Female Profile.

Variabel	Frequency		β	P
	Yes	No		
Incomplete Elementary School	138	101		0,050*
Complete primary education	37	202	0,77	0,076
Incomplete high school	30	209	1,52	0,014*
Complete high school	34	205	1,39	0,035*
Income up to 1 Minimum Wage	93	152		0,047*
Income from 2 to 5 Minimum Wage	152	93	0,71	0,047*
Children	210	102	-0,4	0,944
PRONATEC	102	134	-23	0,488

* Level of Significance

Source: Research Data

For the analyzes shown in Table 1, it is verified that the variables "Complete Elementary School", "Children" and "PRONATEC" are not statistically significant for the PMM participant to be working or not; that is, they are not related to each other. The results show values that exceed the level of significance proposed, which, by convention, would be less than 0.05. Regarding the statistically significant variables, for the level of schooling we have the following variables: incomplete elementary school (0.050), incomplete secondary school (0.014) and complete secondary school (0.035). Therefore, the significance levels presented indicate that these variables are statistically related to female access to the labor market. Regarding variables related to family income, the level of significance is around 0.047, for both variables, thus indicating that the fact of insertion of women into the labor market interferes directly with family income, according to positive values of beta (0.71).

According to Baylão and Schettino (2014), the increase in family income, especially in low- and middle-income families, is directly influenced by the participation of women in the labor market. The traditional means of sustaining a family and the professional and personal fulfillment of humanity in the twenty-first century have undergone daily and increasingly frequent and constant mutations. Low- and middle-income families have the need to have both men and women in the labor market to raise family incomes, which in many cases is not enough. (BAYLÃO; SCHETTINO, 2014, p. 2)

Thus, the above-mentioned authors acknowledge the importance of women's access to the labor market as a means of expanding and diversifying family income, raising the level of survival.

2.3. Association between Female Profile with the Variables "Work" and "PRONATEC"

Table 2 presents the results obtained in the $\chi 2$ test applied to the pairs of variables related to the analysis proposed in this study with Access to Work.

Table 2: Result obtained in the $\chi 2$ test applied to the pairs of variables, in relation to the variable "Work"

Variables		Work				$\chi 2$ (p-value)
		Sim		Não		
Female education		n	%	n	%	
I never attended	(yes)	0	0	3	100	,355
	(no)	53	22,27	185	77,73	
Incomplete Elementary School	(yes)	32	23,19	106	76,81	,577
	(no)	21	20,19	83	79,81	
Complete primary education	(yes)	5	13,51	32	86,49	,180
	(no)	48	23,41	157	76,59	
Incomplete high school	(yes)	4	13,33	26	86,87	,225
	(no)	49	23,11	163	86,24	

Variables		Work				χ^2 (p-value)
		Sim		Não		
Complete high school	(yes)	12	35,29	22	64,71	,042*
	(no)	41	19,71	167	88,36	
Incomplete Higher Education						
Complete Higher Education						
Children						
	(yes)	48	22,02	170	77,98	,902
	(no)	6	23,08	20	76,92	
Family income						
up to 1 minimum wage	(yes)	15	16,13	78	83,87	,81
	(no)	39	25,66	113	74,34	
1 to 2 minimum wages	(yes)	33	23,24	109	76,76	,595
	(no)	21	20,39	82	79,61	
2 to 5 minimum wages	(yes)	6	60	4	40	,03*
	(no)	48	20,43	187	79,57	
from 5 to 10 minimum wages						
Above 10 minimum wages						

N= Number of respondents. * Level of significance
Source: Research Data

According to the data contained in table 2, there is an association in relation to the level of education and work with employment or self-employment; that is, a better schooling condition significantly interferes with the insertion and / or permanence in the work or maintenance of a company of its own. Corroborating with the level of significance of the complete High School for work, represented by p = 0.042, Filho (2017) argues that, [...] although salary differences in relation to primary education have declined significantly in the last decade, due to the increase in supply and real growth of the minimum wage, it is worth to complete secondary education for three reasons. There is also a salary differential of 59% in relation to those who stop studying in elementary school. The unemployment rate is substantially lower among those who complete high school. Finally, in order to attend higher education, which brings the highest wage returns and the lowest unemployment rate, it is necessary to have finished high school. (FILHO, 2017, p. 1)

In the case of the cross-frequency between the variables, Work and Presence of Children, the significance level is higher than the established limit of 0.05. With this, it is inferred that there is no association between the variables analyzed.

In the variables that correspond to the family income, a higher frequency was identified in the corresponding range of 2 to 5 Minimum Salaries in relation to the labor variable. This significance is explained in relation to the percentage of 60% of the crossed frequency between "yes" Work and Family Income of 2 to 5 minimum wages "yes". Then, according to Table 3, the association between the variables of the female profile and the form of program management was verified.

Table 3: Test result χ^2 regarding the association between the Female Profile and the variable "PRONATEC"

Variáveis		PRONATEC				χ^2 (p-value)
		Yes		No		
Female education		N	%	N	%	
I never attended	(yes)	0	0	3	100	,130
	(no)	109	43,60	141	56,40	
Incomplete Elementary School	(yes)	68	46,26	79	53,74	,207
	(no)	41	38,32	66	61,68	
Complete primary education	(yes)	18	47,37	20	52,63	546
	(no)	81	42,13	125	57,87	

Variáveis		**PRONATEC**				**χ2 (p-value)**
		Yes		**No**		
Incomplete high school	(yes)	9	28,13	23	71,88	,071
	(no)	100	45,05	122	54,95	
Complete high school	(yes)	14	41,18	20	58,82	,826
	(no)	95	43,18	125	56,82	
Incomplete Higher Education						
Complete Higher Education						
Children						
	(yes)	103	45,18	125	54,82	,904
	(no)	8	28,57	20	71,43	
Family income						
up to 1 minimum wage	(yes)	53	56,99	40	43,01	,03*
	(no)	59	37,82	97	82,18	
1 to 2 minimum wages	(yes)	52	35,62	94	64,38	,00*
	(no)	60	58,25	43	41,75	
2 to 5 minimum wages	(yes)	7	70	3	30	,105
	(no)	105	43,93	134	56,07	
from 5 to 10 minimum wages						
Above 10 minimum wages						

N= Number of respondents. * Level of significance
Source: Research Data

In the case of cross-frequency between the variables PRONATEC and Schooling, as well as PRONATEC and Presence of Children, Table 3, it is necessary to have all indices of significance above the limit of 0.05 established. With this, it is inferred that there is no association between the variables analyzed. On the other hand, in relation to the family income variable and the different moments of public policy performance, the data show an association, with significance level of 0.0% and 0.03%, among the family income ranges that go up to 1 minimum wage and 1.0 to 2.0, respectively, indicating that both PRONATEC and PMM management are statistically associated with women whose family incomes are lower (up to 1.0 SM and 1.0 a 2.0 SM). But, it is questioned why the level of significance between being in PRONATEC is in a situation of lower value family income. Is PRONATEC privileging women with lower family incomes? Would the family income criteria for admission at both times be different?

According to the Methodological Guide to the Access, Stay and Success System of 2011, in the period of 2011 and 2012 (Not PRONATEC), the selection was carried out by means of a public notice, and the registration was done by the woman herself, and the classification was performed by the multidisciplinary team, through an evaluation of the documents and the socioeconomic questionnaire, with an interview, a process of classification character. Damasceno (2017), emphasizes the selection criteria, confirming that, [...] were selected women who meet the social vulnerability profile established by the Methodological Guide on Access, Stay and Success proposed by the MEC and a socioeconomic questionnaire developed by the campus, which defined as a criterion the woman from a low income family, with family income per capita up to ¹ / ² minimum wage (DAMASCENO, 2017, p. 76).

In the period of 2013 and 2014, under the aegis of PRONATEC, the selection of participants, by legal definition, was carried out among the users of the Social Assistance Referral Centers (CRAS), based on the Single Cad of Bolsa-Família Program. With these empirical arguments, it can be affirmed that the level of association is explained considering the alteration of the criteria that involve the selection of the participants by PRONATEC. This change allowed the target population, women with lower per capita family income, to be included in the public education policy, meeting even one of the objectives of the PMM. Thus, it is inferred that the form of admission instituted by PRONATEC has more relevance than the selection model previously proposed.

4. Final Considerations

The results obtained allow us to conclude that the female audience is quite homogeneous, independent of the program management process; although, statistically, management through PRONATEC is associated, preferably

to those lower income families (up to 1.0 SM), which may be an indication that the form of admission instituted by PRONATEC tends to be more inclusive, previously used selection model (PMM). In addition, by the $\chi 2$ test, there is an association in relation to the level of female education and access to work with employment or self-employment, noting that a better education condition interferes significantly with the insertion and / or permanence in the labor market, in maintaining its own business. A similar relationship was observed with respect to family income; that is, access to the labor market is statistically associated with the family's income range, especially for those whose income is 2.0 to 5.0 Minimum Wages.

Concerning the results of binary logistic regression, there was a statistically significant relationship between access to work, family income and women's level of schooling. Thus, it can be concluded that the linkage of the PMM to PRONATEC in relation to the variable family income is significant; that is, the change in the political flow of the PMM increased the number of women entering, especially in the family income range up to 1.0 minimum wage; contributing to the fulfillment of one of the objectives of the PMM, which refers to the insertion of women in situation of social vulnerability in the program, aiming to promote, in addition to the professional qualification, the elevation of schooling, qualifying it to compete in the labor market. It is also concluded from the logistic regression that the insertion of women into the labor market does not depend on the program's management process, but rather on variables related to the personal and family profile of women, specifically women's level of education and family income, which increase capacity and social opportunities.

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