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Women at work in Mexico

Bachelor thesis

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Declaration

I declare that I elaborated this thesis on the theme Women at work in Mexico alone under the guidance of prof. Dr. Ing. Libor Grega. All literature and sources of information used in this work are mentioned in the enclosed list of references.

In Brno,

Quote:

“The house does not rest upon the ground, but upon a woman”

Mexican proverb

Abstract

Gregušková, K., *Women at work in Mexico*. Bachelor thesis. Brno: 2013.

In this bachelor thesis are expressed aspects that affect women employment in Mexico. Through three hypotheses are shown three important aspects: education, family and state. In theoretical part there is described educational system in Mexico, educational funds and also insight to the issue of discrimination and gender equality and also other aspects such as changing trends in women empowerment or married women power. It is also described employment and work condition of women generally. In second part there are proved or disproved three hypotheses saying whether women have good access to education but fewer opportunities than man, if there is positive impact of culture and family on women employment and if there is or not insufficient state involvement in application women on labor market. The aim of this thesis is describe aspects and actual trends of women employment in Mexico.

Keywords

Education, discrimination, employment, entrepreneurship, equality, married women, Mexico, thesis, women

Abstrakt

Gregušková, K., *Pracujúce ženy v Mexiku*. Bakalárska práca. Brno: 2013.

V tejto bakalárskej práci sú vyjadrené aspekty, ktoré ovplyvňujú zamestnanosť žien v Mexiku. Vďaka trom hypotézam sú vyjadrené tri dôležité aspekty: vzdelanie, rodina a štát. V teoretickej časti je popísaný vzdelávací systém v Mexiku, vzdelávacie fondy, náhľad do problematiky diskriminácie a rovnosti medzi mužmi a ženami a ostatné aspekty ako meniace sa trendy v posilnení postavenia žien či moci vydatých žien. Taktiež je opísaná všeobecne zamestnanosť a pracovné podmienky žien. V druhej časti sú potvrdené alebo vyvrátené tri hypotézy hovoriace, či ženy majú dobrý prístup k

vzdelaniu, ale menej možností než muži. Taktiež, či v Mexiku má kultúra a rodina pozitívny vplyv na zamestnanosť žien a či sa štát dostatočne alebo nedostatočne zapája do uplatnenia žien na trhu práce. Cieľom tejto práce je opísať aspekty a aktuálne trendy zamestnanosti žien v Mexiku.

Kľúčové slová

Diskriminácia, Mexiko, podnikanie, práca, rovnosť, zamestnanosť, ženy, vydaté ženy, vzdelávanie

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1 Introduction

Actual situation in Mexico makes us think if really women are equal, if they have the same opportunities as men and if even they are satisfied with the current trends in employment. There was time when women were discriminated and seen as weaker half of the world. It was, in that way, all around the world but we can find delicate signs until nowadays. It brings us to the problem with gender issues and equality between women and men. If we look very long time ago to the beginning of the human being, we can see that there was a time of Matriarchy¹ when women ruled a family and tribe and as were fully respected as dominant responsible human being. It shows us that woman can be that person, only the history changed its position. That is why important is to look at this problems from different points of view and find aspects that affect employment of women in Mexico.

In this thesis we review, analyze and discuss this issue by creating three hypotheses. In the first one we focus on Mexican women's access to education and their job opportunities in contrast with men. In the second we look at the position on women in the family and its impact on their employment and changing trends and in the third and last one we concentrate on state involvement in the application of women in the labor market.

In the review of the literature can see divided educational system in Mexico and participation of women in education. We take into account the contribution and role of the state in education. Equally important is to mention state reforms and funds that contribute to the development of education and various state programs or another program of other companies or non-profit organizations. In resolving the question of women's employment, it is important to mention the concept of discrimination and principle of equality between men and women. What distinguishes women from men is the ability to give new life. This is associated with another much discussed topic of motherhood and the social status of women. Many women tend to be

¹ 1. A social system in which the mother is head of the family.

2. A family, community, or society based on this system or governed by women. Source: MATRIARCHY. The Free Dictionary [online]. 2009 [cit. 2013-04-20]. Available from: <http://www.thefreedictionary.com/matriarchy>. [16]

discriminated because of motherhood and it is important to discuss women's reproductive rights. Therefore, to have a wider application of women in the labor market, it is important to give them the opportunity of development and strengthen their position on various aspects that we mention.

Thus is important to indicate equality and equal opportunities at work between men and women and their participation in the labor market. Due to lack of jobs is growing self-employment. It also contributes to the mass labor migration. Finally we specify the power of words and position married women, but especially their autonomy. Environment in which women live basically affects their empowerment and entrepreneurship. There are also various programs to enhance business, because women play an important role in local, regional and also global business.

2 Aim

The main aim of this thesis is to come to the conclusion that would give us brief insight into the problem with inadequate working conditions of women in Mexico such as the reason for the lower women employment and the factors that affects it. An important role plays employment equity and while women employment rates are increasing in Mexico, the quality of these jobs is still lower than men's jobs. Compared to men, women still have unequal conditions, unequal opportunities of education and training, and don't receive equal valued work and promotion. In addition, women are more likely to experience unemployment and poverty. That is why we are looking at this problem from the educational and cultural point of view and also from the viewpoint of state.

3 Conceptual framework and hypotheses

The sample of research is concerning university-educated woman students from different parts of Mexico. The place of housing is not subject for this research. The sample is chosen intentionally- method of purposive (assigned) selection. The reason why we the sample is chosen in such way is that young women can give us brief insight to the actual problematic issue in Mexico and can compare it with their parents and older generations, also name the differences and changes better than any other group.

Hypotheses

Via hypotheses the aim is to find aspects of woman employment in Mexico, changing trends since past and their labor participation. I named the most important aspects that could have an impact on women and thus I formulated following hypotheses:

H1: Women in Mexico have good access to education but less job opportunities than men.

H2: The culture and position of women in the family has positive impact on women's employment in Mexico.

H3: The state is not sufficiently involved in the application of women in the labor market in Mexico.

It is expected to find prove of bettering conditions for education and also work in comparison with men and specific opportunities for women. As the world is changing, so the woman and also every culture are progressing. This is also subject of this thesis. Important is to show that position of women has changed in Mexican society and that the positive impact comes from the family and their support.

Based on personal experience, we also want to show insufficient state involvement in this problematic issue. There should be set more policies, more government tools and more people involved all over the whole Mexican United States.

4 Review of the literature

4.1 Education

4.1.1 Educational system in Mexico

According to Katz and Correria (2001, page 1) *„Mexico is undergoing significant demographic, social, and economic changes, and the distinct roles of women and men in the Mexican economy are rapidly changing. In both urban and rural areas, large numbers of young Mexican women are entering the labor force, and as girls 'education reaches parity with boys', we can expect this trend to intensify. However, women continue to face unique constraints on their economic activities-constraints which are largely related to their household roles and responsibilities.“*

Katz and Correria (2001) also claim that the role of gender affects economic activities in the life cycle. If we even start with girls in pre-school age, for 15% of them is primary activity domestic labor. They are forced on daily basis to work and leave school or do both things in the same time. If we talk about the boys, 50% of them started to work in the age of 15 and repeat the school more frequently because of their income duties.

	Women	Men
Life expectancy	75	69
Average age at first marriage	21	24
Total fertility rate	2.8	x
Contraceptive prevalence rate	65	x
Labor force participation rate	36.9	78.7
% labor force in agriculture	13	30
% labor force in industry	19	24
% labor force in service sector	68	46

Table 1: *Mexico: Selected Demographic and Economic Indicators* (Source: KATZ, E. G., CORREIA, M. C.: *The Economics of Gender in Mexico: Work, Family, State, and Market*, 2001)

The table shows us that women's life expectancy is higher than men's life expectancy. Women basically get married sooner than men. Women fertility rate is 2.8 which is more less high number. And also the most important thing that table is showing us is that men's participation rate at work is much higher than the women's participation rate. Most of the women are employed in service sector.

Santibañez, Vernez and Razquin (2005) further explain that the Mexican educational system has four levels: Preschool, compulsory Basic education, Upper secondary education and Higher education. As in the majority state government also provides compulsory Basic education, but it also interferes in other three levels. In Mexico, there are 31 million students what makes only 86% of them aged from 3 to 25.

Preschool

Preschool provides education for children aged from 3 to 5. There are about 4 million children and only 56% of them are in this relevant age group. Mexico lived in the recent time a new educational reform that makes Preschool education a compulsory. (Santibañez, Vernez and Razquin, 2005) Some people consider preschool as very important part of children's life.

Basic education

Basic education is the same as in other countries and includes grades from 1 to 9. The first six grades are students getting Primary education. Primary educated is 15 million students which is 93% of the relevant age group. Then students continue to grades from 7 to 9 which is Lower secondary education. Lower secondary educated students is in Mexico about 6 million which makes 86% of the relevant age group. There are two way of education. 93% of primary educated children are being thought in the form of general modality which basically means traditional approach. This traditional approach is approved as national curriculum. There is also another type of education which is used in indigenous schools. Those students receive national primary school textbooks in their languages so they can understand what the teachers teach them. In Mexico we can find many indigenous languages. Actually Secretaria de Educación Publica (SEP, Secretary of Public Education) has translated books for those indigenous children into more than 25 languages. These children are educated in special type of school "multi-grade school", where one or two teachers teach all the grades. We can say for sure that this type of school 25% of the schools in the whole country at the primary level mainly located in the rural areas. (Santibañez, Vernez and Razquin, 2005)

In Lower secondary schools is 51% of school thought in general modality form of teaching. This traditional approach was also approved as national curriculum. They teach subjects that improve their technical skill such as drawing, electronics, and auto mechanics. We can find there also special type of learning called "The distance learning mode or Telesecundaria"(an

interactive mode of learning). This type of learning delivers lectures via satellite TV by only on teacher. (Santibañez, Vernez and Razquin, 2005)

Upper Secondary

Students have also opportunity to continue upper secondary school from 10th to 12th grades. If these schools are part of public universities where universities by itself run their administration and financially in the same time. There are also other types of Upper secondary schools for example with technical nature like Colegio Nacional de Educación Profesional Técnica (Conalep, National Collage of Professional and Technic education) that is mostly for those who don't want university career and prefer vocational or technical training. (Santibañez, Vernez and Razquin, 2005)

Higher Education

University education also known as Higher education is possible to get at public universities but also on private universities that are very expensive. We talk mostly about public universities that are for all students available like for example National and autonomous university of Mexico (UNAM) or Instituto Politécnico Nacional (IPN, National Polytechnic Institute). All states in Mexico have their own state university and also state teachers. All public universities are autonomous that means that they are founded but do their own administration and management. (Santibañez, Vernez and Razquin, 2005)

Valencia Carmona (2003) is stating that Mexican universities are organized into two types: traditional or Napoleonic and departmental or Anglo- Saxon model. Students can study architecture, science, political and social science, accounting and administration, law, economics, philosophy, engineering, medicine, veterinary medicine, animal husbandry, psychology, chemistry, etc.

Mexican women's participation in higher education and their presence in universities exceeded men. Especially in Mexico, the percentage of women graduates at universities have rapidly increased from 19% in 1970 to 51.5% in 2005. Also during the last two decades increased number of jobs offers for women who were considered traditionally as male jobs such as business administration and law. The second profession where women lead is accounting. There is 11.8% of women students and only 9.6% of men. However, women are still not very presence in engineering. But women are also occupied in psychology with 6.3%. [1]

Mexico is developing country and also as other developing countries there is lack of education. So there are being created every day some project to support education. Gender difference is important in education because women aged 15-29 are 3,6 times more willing to not study anymore and be unemployed than men. The number is increasing by increasing their age. [2]

4.2 State involvement in education

Santibañez, Vernez and Razquin (2005) mention that public spending on education is 5.9% of GDP per capita, which is very good number in comparison to other world averages. This number is about US \$28 billion yearly what makes US \$1,350 per student. Mexico is developing country that don't have appropriate resources to make school reforms, to provide better equipment, higher teacher salaries or teaching materials.

Before financial reform in 1997, educational funding was based on negotiations between each state and central government. They created the legislation that is more transparent to regulate financial transfers and avoid discretionary power. They allocated states recourses according to number of schools and teachers. This formula created disparities in funding across states because states with large federal systems receive more federal transfers. Other states are disadvantaged because of lower income and development. (Santibañez, Vernez and Razquin, 2005)

Santibañez, Vernez and Razquin (2005) claim that in Mexico there is only 10% of students studying at private schools. From every 100 students entering first grade in Primary school, only 68 complete nine years of Basic education and only 35 graduate Upper secondary school. They also say that from students that are older than 18, percentage of bachelor's degree holders is only 8.5.

4.3 Funds in education

There are more actors that are funding education in Mexico. For example Ford Foundation gives about US \$1 million in grants every year. One of the biggest donors is Telmex Foundation that support higher education, provide computers, internet access. There are also other community and business groups with limited influence on education; one of them is Confederación Patronal de la República Mexicana (Coparmex, Employer's Confederation of the Mexican Republic). (Santibañez, Vernez and Razquin, 2005)

Mexican government according to Santibañez, Vernez and Razquin (2005) all the time try to improve quality of instruction, encouraging student attendance, quality of infrastructure and increasing use of technology. These improvements are realized through their programs. For example *Oportunidades* (Opportunities) provides financial support to low-income families. They try to encourage their children to attend schools and get health services thanks to cash grants that vary from US \$10 to US \$40 monthly. Another familiar program is *Enciclomedia* that convert school curriculum into CD- ROM. Students learn interactively and can use electronic encyclopedia developed by Microsoft. In past years, there was one very successful program called *Escuelas De Calidad* (The Quality Schools). It was wide project that would give a \$10,000 grant in exchange to get fully functional improvement plan that required the school to develop itself.

4.4 Discrimination

4.4.1 Concept of discrimination

Kurczyn Villalobos (2004) defines discrimination means any distinction, exclusion or restriction based on ethnic or national origin, sex, age, disability, social or economic condition, health condition, pregnancy, language, religion, opinion, sexual orientation, marital status or any other, has the effect impairing or nullifying the recognition of the exercise of the rights and opportunities of real equality of people.

If we talks about discrimination, Figueroa Bello (2010) mentions that it is also concept of equality between people and it protects minorities and provide real and effective opportunities to develop ourselves. The principle of equality is no absolute. It requires elements of comparison to determine which act can be considered as discrimination or which not. So we can say it is rational concept. So basically we can say it is some unequal treat again other person without reason.

4.4.2 Equality and the principle of non- discrimination based on gender

The concept of equality is also addressed to access to work, social security and generally work conditions for both sexes. It includes diverse actions which secure equality between men and women in access to work, education, carrier development etc. (Figueroa Bello, 2010)

3.4.2.1. Female equity

We should explain the term “Gender equality”. It is also know sex equality that implies that women and men should be equally treated unless there would be some biological reason. It implies also on securing equal pay for equal work. So it is being explained by women’s rights and their economic development. So everybody can get joy from the same resources, opportunities and protection. Also one of the goals of United Nations Millennium Project is gender equity to fight it till 2015. [3]

In that time we can say that gender roles are changing. In fact, with this concept especially in Mexico is connected term machismo (intense strain of masculinity). Until nowadays are men seen as more aggressive individual, authoritarian and promiscuous and, of course, the women as their exact opposite and dependent individual. For sure we can say, this change is notable during historical processes that occurred. For example 1953 is the year when women gained right to vote and started to be involved in political movements. [4]

Image of typical Mexican women is nice, beautiful women working at home. Or it used to be. It was rare to see woman work outside. But today situation is different because they are working as domestic workers, nurses, street sellers and teachers. In fact we can say that are doing typical women professions. Also maquiladora factories (name for manufacturing operations in a free trade zone where factories import material and equipment on a duty-free and tariff-free basis) are full of working women. During their work they are unfortunately sensing discrimination and also sexual harassment. Of them is lower wages. By increasing number of women workers, they formulate unions to be able to fight for their rights. Even there are some advantages made through years but still is good to mention that there are being killed women in Ciudad Juarez in Mexico. There are also more examples and more disappearances, but not recorded. They are being captured, raped, tortured and finally killed. The lack of police authority leaves these cases unsolved. [4]

Not only human right in Mexico is changing but also size of family. Statistics form 2007 says that nowadays is 2.4 children per women, so the government encourages education to lower this number to avoid overpopulation, promote contraception. Natural decrease of birth rate is moving to cities for work and increasing education of women. The supportive legislation was the General Act of Equality between Women and Men adopted by Mexican parliament in 2006 to promote women's reproductive rights and right of women to own land. [4]

Family is very important in Mexico and in private and public life of Mexican society. The future of individuals depends on family ties since their childhood. There are many households where two or three generations lived together, maybe because it is part of their culture but also

because of economic reasons and to keep close relationships. That is why those areas are not still fully explored and reported till nowadays. So as a result of self-identity and differentiation of roles in family was involved in the men's world so called machismo (male chauvinism) as we mentioned before and as a response to this is submissiveness of women as marianismo² (as Virgin Mary) to keep the balance. These differences bring issues such as domestic violence and discrimination. [5]

Gender Inequality Index (GII) of the Human Development Report of the United Nations Development Program (UNDP) measures inequality between women and men. Areas that are included are reproductive health measured by maternal mortality and adolescent fertility, empowerment measured by parliamentary seats and higher educational attainment and also labor market participation. It is displayed from 0 to 1 when zero means complete equality. Mexico has an overall GII 0,576 that makes 68th position among 169 countries. There is 22,1 % share of Congress occupied by women, 57.7% share of women with ages 25 and older with at least secondary education and women labor participation is 46.3%. [6]

3.4.2.2. Gender Equity Project- Generosidad

This project started in 2001 and run until 2005 and was aimed to develop community based approaches and help women improve access to income. It was financed by Learning and Innovation Loan by sum of \$3.03 million Mexican pesos. Because inequalities are especially source of conflict in Mexico and it is handicap for women in their social and economic development. [7]

This project help to train 100% of women in organization called *Inmujeres* which is autonomous public organization responsible for promoting equal opportunities for women and men and increase of women political and labor participation. [7]

² Marianismo is an aspect of the female gender role in the machismo of Latin American folk culture. It is the veneration for feminine virtues like purity and moral strength. For example, it represents the "virgin" aspect of the virgin-whore dichotomy. Evelyn Stevens states. Source: MARIANISMO. The Free Dictionary [online]. 2009 [cit. 2013-04-20]. Available from: <http://encyclopedia.thefreedictionary.com/marianismo>. [17]

The project set up a certification to recognize progress on gender equity in private firms, public entities and NGOs:

- In 2003, 20 firms with around 250,000 employees were certified, including among others Wal-Mart, Kraft, DuPont and Banamex,
- 550 people received training on how to implement gender equity actions,
- 40 firms have asked to be put on the waiting list for certification,
- Gender committees and a women's network have been launched in and between certified firms. [6]

4.5 Maternity

Kurczyn Villalobos (2004) explains maternity as common terms to refer to women's reproductive process of pregnancy and maternity. Maternity is employed in the labor legislation and social security. The reason covers process, periods as breastfeeding and postpartum. Pregnancy refers strictly to the process of product formation in the womb. Maternity legally has the nature related to reproduction in the human being, the rights and obligations. In legal relations with motherhood, the labor law and social security contain specific provisions concerning the unemployment during the pregnancy period. The motherhood as health issue is also subject to regulation in the health legislation. Motherhood is the reproductive function of women comprising pregnancy. The pregnancy begins with fertilization and ends with the birth of the child that is known medically as childbirth, so motherhood is no disease it is natural process.

Social status of women is influenced by different factors, including the economic factor. There are changes and differences in social groups in the world and these changes can also be seen status in domestic community. The principle of domestic communism is that family is integration element. The author sees the domestic community as solidarity when men and women come together and form a family and divides its functions. Economic valuation of domestic work

is generally by affected by women (mothers, daughters and sisters) as servants to the family. Motherhood meets the essential mission of perpetuating the human species. We need to repeat the importance of motherhood like usual biological condition. The social and economic responsibilities of both should be shared. Women as producers of wealth (trader, entrepreneur, worker, etc.) must have equal opportunities and be treated by the same social, educational, work and enjoy the same rights. The equality for both sexes should be made in connection with the protection of motherhood, including their differences and their privileges. (Kurczyn Villalobos, 2004)

Maternity discrimination according to Kurczyn Villalobos (2004) means violating equality or violating the rights, which in this case are caused by physiological condition. There are several ways to discriminate the motherhood. It includes references to the concepts of motherhood: pregnancy, childbirth, postpartum, breastfeeding and family responsibilities.

Women's reproductive rights in Mexico: A shadow report (1997, page 28) shows us the reality of women's at work in Mexico. „*Mexico illustrates the type of discrimination experienced by women who work in the private sector in Mexico. The "maquila"³ owners require that the women undergo pregnancy tests as a condition of employment: if they are pregnant, they are refused work; and if they become pregnant while working in the maquila, they are pressured into resigning or are mistreated. Despite the government's responsibility for guaranteeing the protection of these workers, Human Rights Watch maintains that the Mexican government has neither admitted nor resolved any of the violations of women's rights to non-discrimination and to privacy. Furthermore, the government's failure to intervene to remedy this situation damages the woman's right to freely and responsibly decide on the number and timing of children she wants. At least half of the 500,000 people working in maquilas are women. The Human Rights*

³ Also known as maquiladora, an assembly plant in Mexico, especially one along the border between the United States and Mexico, to which foreign materials and parts are shipped and from which the finished product is returned to the original market. Source: MAQUILA. *The Free Dictionary* [online]. 2009 [cit. 2013-04-20]. Available from: <http://www.thefreedictionary.com/maquiladora>. [8]

Watch report investigated this type of discrimination in five cities: Tijuana (Baja California), Chihuahua (Chihuahua), Matamoros, Reynosa and Rio Bravo (Tamaulipas)." [9]

4.6 Women's empowerment

Lopez- Claros and Saadia (2005) describe five dimensions of female empowerment, showing differences between men and women:

- Economic participation- it is important to lower to poverty between women, emphasize their importance as workforce, and thanks to that it helps to raise their household income and improves their living conditions,
- Economic opportunity- means quality of women's involvement, and because Mexico is developing country, it is very serious problem in those countries, they are very bad paid and government should promote sharing responsibilities and more benefits for women due to reform of maternity laws,
- Political empowerment- should give women an opportunity to become representative and involved in decision- making structures (formal and informal). Have an effect on formulation of policies in their society. In it known that women are very poorly presented in governmental structures,
- Educational attainment – women should be empowered in all spheres of society, including education. Without that, women can't be offer by well- paid jobs, formal sector jobs and participate in government. Education reduce mortality rate of children and also fertility rates,
- Health and well- being- there is difference between men and women in access to reproductive facilities, nutrition and healthcare. Because women have more biological and physical needs than men. Authors states that because of that, more than half-million of women die every year from cause related to pregnancy and childbirth.

4.7 Political Empowerment

Another step in empowerment of women is also political involvement. Federal Electoral Institute (IFE) ordered to political parties to have 40% of women candidates otherwise the part would be prohibited. This is not new for Mexicans. The percentage was slowly increasing. It all started in 1982 when UN protocol issued by the Committee on the Elimination of Discrimination against Women (CEDAW) included women into politics. Still most of the men are nominating their spouse, girlfriends and later pass it on their partner. [10]

So we can see, there is very good attempt but Mexicans are smarter and in every second they tried to avoid law.

4.8 Employment

4.8.1 Labor equality

Equally important in women empowerment is labor equality. Kurczyn Villalobos (2004) defines it in three types:

- Equal opportunities- it can come to this case when the woman is treated just because of the fact that she is woman, so she can be hired for the same type of job than a man, it can be abuse by employer preferences, or the employer not promotes, restricts or prevents woman's training and achievements,
- Equal treatment- different treatment in work conditions may consist of distinct roles of women and men to play. It could happen as a punishment, or material delivery instruments conditions, irregular forms of expression at work, incorrect denial or benefits limitations,
- Equality in job evaluation and in paying- the inequality in the payment or renumbering is classic example of segregation. It occurs when women are assigned to a higher position

with more responsibility while maintaining the levels of remuneration for below positions. They can keep the same position with the allocation of functions corresponding to a higher-level wages without increase of salary, which is an increase of only responsibilities. Other type is when salary of a man and woman is different while both perform the same activities with the same efficiency.

4.8.2 Women employment

The economically active population in 2006 was 43.374 million people, of which 35.3 % were women. The female labor force in 2006 was distributed as follows: 7.7% in agriculture, 18.1% in industry and 74.2% in the service sector. Women participate extensively in domestic work, family work is renumbered, involving activities like house cleaning, share food, care of family members and proportion of dress, among others. In 2002, through a study by the National Institute for Women-Women-estimated the economic value of housework. The result was an estimate contribution of domestic workers to GDP of 21.6% a rate comparable to that of the manufacturing industry. In 2002, women contributed 80.4% to the value of domestic work. Activities of women in the agricultural sector are often considered as an extension of domestic work, so that their participation is not quantified properly. With regard to equal pay, in 2007, the rate of wage discrimination indicated that to achieve equity in wages between men and women was necessary to increase 8.8% in the hourly wage of women. [11]

Especially women workforce increased from 17% in 1979 to 40% in 2005. So we can see changes in positive way. Active female workforce is more than 16, 2 million women and men are more than 26 million. But unfortunately women are more likely unpaid. So there is difference and also unequal paying conditions. There are different wages for men and women, for example female teachers wage is only 91.2% of men's teacher wage, for professionals is 82.7% and industrial supervisors 66.9%. We can significantly see wage discrimination by occupation. Chances to make more equal wages is higher with the higher educational level when women's wage as skilled technician is 97.3% of men's wage and teachers 97.6%, professionals 76.6% and

industrial supervisors 68.4%. The interesting thing is that only 44% of working women have paid job between 15-64 aged compared to 78% of men paid at work. [12]

The question is what will happen with wages of men and women. The future is facing job losses and lower wages and also the chances to get job will not be higher with school diploma or university degree. When arrive the time of jobs cuts, the first who suffer are women. The alarming is raising unemployment rate of women with high school or university degree among women aged 20 to 29. Since 2007 it increased from 7.7 to 10.49 % in 2011. There is lack of opportunities to migrate to US so they seek underemployment of informal job market. For example only in retail sales sector is working 4, 4 million women workers so they could cover their basic needs such as food expenses. [13]

4.8.3 Self- employment

There was financial crisis in 1982 which affected construction and manufacturing sector. So the companies stopped to hire people. Most of them lived in rural areas doing agricultural activities. There are different categories of self- employment and also between people employing others and own- account workers. In the year 1996 there was almost 30% self-employed women. Most of them performed unpaid work in family based enterprises. (Samaniego, 1998) Good example are married women that are stitching scarves and different types of clothes from home and in order to gain some money, they are selling them to their friends and to friends of their friends. Some of them are selling them also on the street or in downtown. As we can see it is connected with growing informal economy, where women are not paying taxes.

	1991	1996
Urban employment	34.5	35.8
Salaried	35.7	36.5
Self-employed	25.3	29.0
Employers	13.6	14.3
Own-account workers	28.7	32.8
Unpaid workers	57.8	57.0
Not specified	9.3	6.5

Table 2: Women's share in urban employment percentages (Source: *Encuesta Nacional de Micronegocio (National Survey of Microenterprises)*, Mexico, INEGI. 1996 [cit. 2013-04-20]. Available from: <http://www.inegi.org.mx/est/contenidos/proyectos/encuestas/hogares/modulos/enamin/default.aspx>.)

Inegi (1996) research shows us that proportion of widowed, separated or divorced women is very high and it offers them more self-employment offers than salaried employment women when they become again labor force and are for example no longer married. Only small percentage of single workers is self-employed.

Two thirds of urban self-employed work in trade, social and personal services when 80% of them are women as own-account workers. Some sectors differs share of women and men. For example in transportation there was in the year 1996 employed 7.4% of self-employed men and almost none of women. In the other hand, in the same year there was three-times more self-employed women in restaurants and hotels than a men. There are six subsectors where are people

most self-employed or working in restaurants, hotels, financial services, grocery stores, clothes and footwear stores, repair services etc... (Samaniego, 1998)

Very important information that Inegi research (1996) tells us is that for own-account workers, employers and salaried workers the women have much lower earnings than men.

4.8.4 Mexican woman and migration

Cuartas Aravena (2002) is stating that major proportion of rural- urban migration is composed by women. One of the reasons for migration in the case of women is marital status. This reason can be determined by strong patriarchal traditions in Mexico and the role of women. One of the reason for migration can be also educational attainment, but we don't have appropriate research that could prove it. We should also emphasize that having children can effect woman's migration or decision- making, so the result can be different family size.

4.8.5 Work conditions

In Mexico, gender equality is not a reality. Women spend more time doing unpaid household work or work over time without salary. Women spend 76.3 hours weekly at work and men only 58.4 hours. Despite of this fact, women face discrimination in labor market and also lower wages. There are 47% of women entrepreneurs and eight of ten starts its business without public support. Half of them are self- employed. They are mostly involved in trade, which is 52% in comparison with 28.4% of men. They also concentrate on services from their homes which are about 55.4% of women. Anyway, they still earn less money than men which could be also caused by absence of comprehensive policies. Progress in gender equality is related to advances in women's economic autonomy, control of resources and decision power on income and family assets. [14]

There is change in the characteristics of working population thanks to the changes in values related to family, women and work in general. The percentage of men with minimum wage is about 5.1% and among women is 13.4%. [1]

4.9 Married woman power

Casique (2000) mentions that in the year 1995 were completed the survey about family planning that observed five variables referred to wife and husband. First was who was about who decides about number of children to have, second about education of children, third about daily expenditures , fourth about visiting relatives and friends and last one about having sex. The results are showing that husband decides solely from 10 to 25% which is much higher percentage than in the cases that women decide solely. Both members are responsible for decisions in 65%. In the case of children´s education, more decisions are making by women. Survey also shows that when to have sex is about the men´s decision. It brings fact that the women make less decision about visiting friends and family or about the daily expenditures.

Women´s autonomy dimensions are the explanations wheatear wife needs her husband´s authorization to go out alone, visit friends, visit relatives, participate in community activities, go out with children, make expenses, work, study, use contraceptives etc. Casique (2000) strongly emphasizes that general autonomy is very low. Almost 60% of women need their husband´s authorization. What is really interesting is the fact that they have to ask also if they want to go out alone. Maybe it is connected with the idea that woman´s place is at home and that she shouldn´t do anything that would question her reputation. Another thing is that women have more space in making daily expenses. Anyway many women feel satisfaction about the decisions in their households. They say that they have good communication with their husbands. Many men say about their plans before, so they make women feel that their opinion counts too. They are also making discussion together about children and household. But in the case of disagreement, it is fact that final decision is made by man. Many women accept this strong man´s power because of

their low- education and they fear man's authority and things that man has right to do such decisions. They see him as main provider and they prefer to stay quiet. If the women are higher-educated, they accept such decisions because they want to avoid problems and conflicts. These women can see the difference and are able to name that problem and difference between decision making of men and women and their uneven roles. Maybe the problem is that man sees woman as low income and less important player. Husband's money are more often used for paying household subsistence while wife's money for necessary expenses. So this kind of allocation of money guarantees their survival and preserve husband's important role as family provider. In many cases, each one controls their own money.

4.10 Women's entrepreneurship

Programs that foster women's entrepreneurship

Weeks, R. and Seiler (2001) state that by international research was found that many women business owners have many things in common by sharing the same characteristics and pursue challenges while they do their businesses despite of their nationality. There are five areas they need to have access and they face while they grow their businesses:

- Access to information, technology, technical assistance, training,
- Access to capital,
- Access to international and domestic market,
- Access to networks in the women's business associations or regional business organizations,
- Being taken seriously, their validation, taken as entrepreneurial leaders.

They also stand for the opinion that women play important role in promoting development of enterprises led by women. In Latin America there are two women's business networks that are

comprised of women in small, medium and larger enterprise. First one is *Federación Interamericana Empresarial* (FIE, American Business Federation) founded in 1999. It is confederation of women business owners in Latin America. They promote growth of their members through technology and e-commerce. There is also another community called *Mujeres Oportunidades y Negocios* (*Women opportunities and Business*) for women in business. It is online forum that is helping women since 1997 to provide information and advices. There is also very important center known as *Women's Initiatives at the Center for International Private Enterprise* (CIPE) founded in 1983. It is an organization connected with U.S. Chamber of Commerce, that goal's is to strength democracy and market economies around the world. One of their goals is also to help women- owned businesses by strengthening capacities of women's associations. (Weeks, R. and Seiler, 2001)

Important is to mention El Instituto Nacional de las Mujeres (National Institute for Women), which is an institution responsible for National Program for Equality between Women and Men 2008-2012. It is formulated to implement Act on Equality between women and men, The Law of INMUJERES and contribute to achieving the objectives, strategies and priorities of the National Development Plan (NDP) 2007-2012, in Axis strategy 3.5 Rector "Equal Opportunity" in which it helps to promote a life without violence and discrimination and true equal culture through highlighting perspective of strategy to develop actions and create a national culture where respect prevails among equals women and men to exercise their rights fully. Through National Development Plan, government is organized through programs and projects, which arise according to specific requirements of the population in terms of gender equity and equality, Mexican women, facilitating the implementation of measures, monitoring and evaluation of progress in rights, opportunities and quality of life for all women. [15]

5 Methodology

The thesis is divided into theoretical part that shows us review of the literature. There we can find information about education, state involvement, programs and funds. There are also mentioned other aspects such as discrimination of women, equality, their empowerment, entrepreneurship and mostly position in the labor market.

Data that support hypothesis were collected by survey that was realized by internet due to hard access to the target group. The target group consists of female students of universities in Mexico. It is because young studying females are being affected and they are at the age when they are forming and it determines their fate and their future direction. Used mean of contacting were emails and social networks.

The survey contained 61 questions that were combination of open and closed questions. The survey was answered by 52 respondents from about five hundred contacted. The response rate of answering is about 10.4%. It took about 20 minutes to respond the survey. The survey was realized since January 2013 till April 2013 and was created in two languages: Spanish and English. Copy of questions is added in appendix in the end of the thesis.

Research method that we used is combination of qualitative and quantitative. Quantitative method is working with numbers and tries to find scope, volume and frequency of phenomenon and rates. It's possible to collect them into the transparent graphs and charts. Qualitative method explains with words and descriptively evaluates the collected information. Important is the meaning of words and events that can be summarized and concluded in order to generalize them. (Gavora, 2000)

Questions from the survey are analyzed by Grounded theory method that helps to discover theory from data. It is applicable on qualitative and also quantitative data as is it in this case. We need to categorize and condense collected data. That is why we use codes. Codes are words, abbreviations, symbols denoting semantically homogeneous data as a whole. Coding according to Strauss is a general term for the conceptualization of data - coding is creating questions and

preliminary answers (hypotheses) about the categories and relations between categories. Strauss term “code“ refers to any product of this analysis - it can be a category or a relationship between two or more categories.

In deductive approach we organize data using codes derived from the research hypotheses that were formulated before entering the field. Supporters of inductive approach try to derive codes from the material.

Type of coding we are using is “Open coding” that helps to open all the issues and problematic potentiality of the material and to consider further targeting data collection. It's unlimited data encryption. This is done through a careful analysis of field notes, transcripts of interview or document line by line and even word by word. Its aim is to create concepts that would suit for our data. These concepts and their dimensions are quite provisional; the point is that this approach leads to a number of questions and provisional responses. They lead again to other questions relating to the conditions, strategies, interactions and consequences.

Simple arrangement of simple documents can surprise even an experienced researcher, especially if the document at first glance promises nothing special. The potency of the document is not in itself but in the relationship between him and investigating mind and training of researcher’s imagination.

Sources of codes can be: a) theoretical frameworks, concepts, in which we formulate the problem, b) other unscientific inspiration (beautiful literature, travel and documentary work), c) inductive process such category used by the actors themselves - in vivo codes. (Strauss and Corbin, 1990)

The method is supplemented with graphic interpretation of closed questions with description and explanation of context.

6 Research analysis

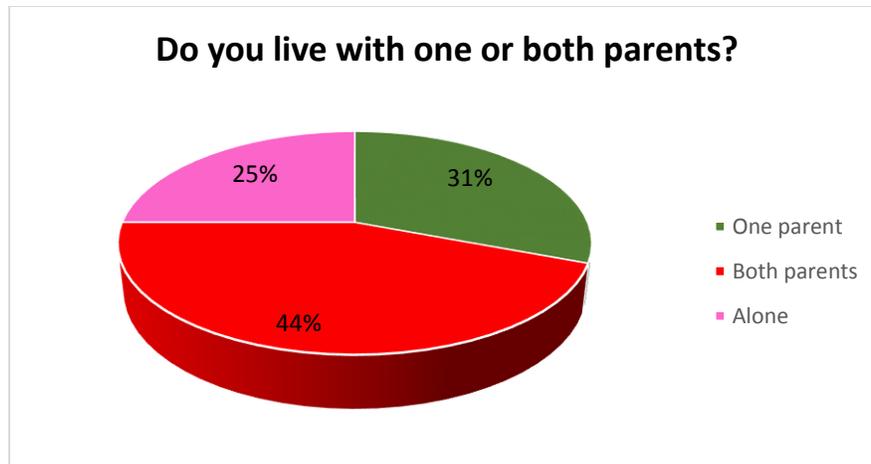
In this analysis we interpret results from qualitative research. It is combination of open questions and close questions responded by 52 women from Mexico (further we use “respondents”). These questions were available in two languages: Spanish and English.

First we formulated deductively hypotheses and then categorized collected data from open questions and by inductive approach derived codes from them. Then we put them in order according to their frequencies. Through analyzing the material, we worked all the time with categories and codes and hypotheses and changed them to their final version. Codes are supplemented by own view opinion about topic and description of actual situation of respondents.

Closed questions are interpreted in graphs and their description enriched by personal point of view and comparing with responses of respondents. Graphs and codes are put in order according to the specific hypotheses and their meaning and examined issue. Aim of research analysis is to prove or disprove hypotheses.

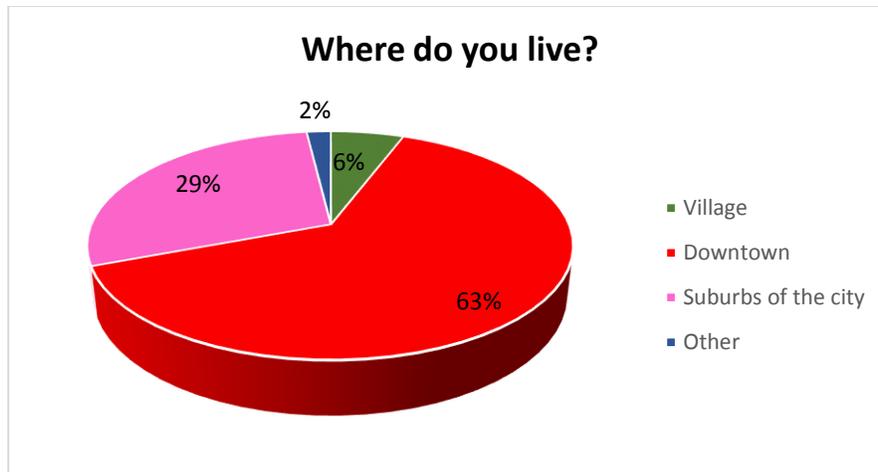
6.1 Viewpoint of education

Following three graphs show us characteristics of our respondents. It shows their age, place of living and who they live with.



Graph 1: *Do you live with one or both parents?* (Source: *Own work*)

Most of the respondents of our survey responded that they are living with their parents. It makes 44% and the reason could be distance from university or insufficient financial resources to pay flat or student dormitory. 31% of respondents stated that they are living with one parent. It could be because of the divorce of parents or parents living separately. In Mexico there is very often that father is living in another part of country and earn money. They are distantly supported by their parent. It doesn't have to be necessarily father, because it could be also mother in less cases. Only 25% of respondents stated that are living alone. Either they have their own flat, or they share flat with friends. Other options could be living in student dormitory or in the friend's house or another member of family. The reason supposed to be again the distance or only the feeling of separation and independence from parents, if there are enough financial resources.



Graph 2: Where do you live? (Source: *Own work*)

Our respondents in 63% stated that they live in downtown that is the center of the city that is more expensive place to live. 29% lived in the suburbs of the city, that is further from center and, especially in case of Mexico, these parts are less expensive and also more danger to live in. Only 6% respondents were students that are living in village who are generally far away from university, so they probably study distance type of study or they travel to university every day. 2% chose the option other, in which stated that they live in small city that is not so divided into downtown and suburbs.

From survey I formulated first category “Field of study” and assigned codes according to frequencies:

- Psychology (9)
- Communication sciences (6)
- Nutrition (5)
- Administration (4)
- Marketing (3)
- Chemistry (3)

- International business (3)
- Medicine (3)
- Architecture (3)
- Tourism (2)
- Law (2)
- Industrial engineering (2)
- Financial management (2)
- Education (1)
- Biology (1)
- Information Technology (1)
- Make-up artist (1)
- Music (1)

Most of the respondents said that they study psychology, than communication science and administration. Less studied filed are industrial engineering, biology, information technology and arts. The reason for it could be perception about women, that they are useful more in social sciences maybe for their legendary communication skills. Less studied field could be a result of machismo in Mexico. Probably they see that these professions are mostly for men then for women. Maybe it is more difficult to find application in labor market of less studied fields.

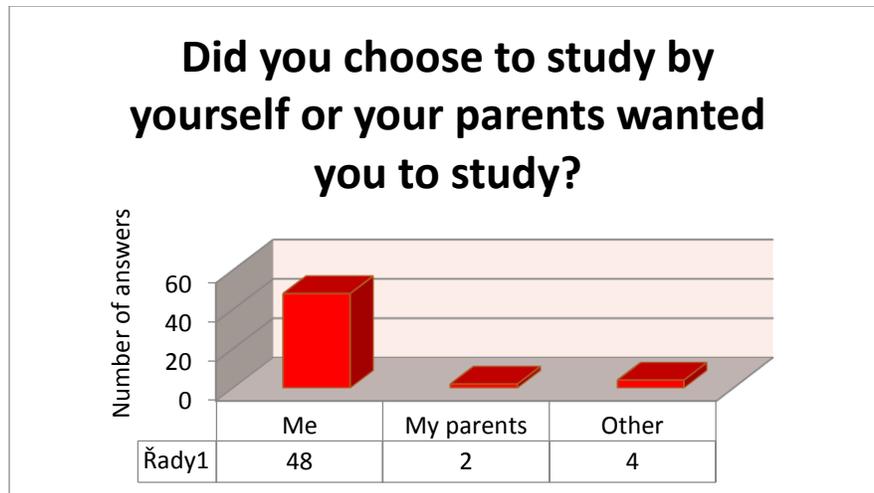


Figure 1: Did you choose to study by yourself or your parents wanted you to study? (Source: *Own work*)

Most of respondents (48 out of 52 which are 92%) admitted that they chose to study alone. Only in 2 out of 52 cases are those 4% whose parents decided for them. The rest 4 respondents stated that they chose to study after discussion with their parents. But it clearly explains that women are much more independent in doing their decisions and also their involvement in education. Their parents let them choose, give them freedom to choose.

Another category derived from survey is “Educational approach” and with assigned codes according to their frequencies based on data collected from survey:

- Studying depends on history of family and economic level (30)
- It is common nowadays for women to study at university (16)
- It is not common for women to study at university because of the access and family support (8)
- Women study until they get married or pregnant (8)
- Urban people study at university (6)
- University education is expensive (6)

- Women study to prove something and become independent (6)
- Women rather find job after high school and maybe later they finish their studies (3)
- Some women work and study in the same time (3)

Educational approach of our respondents explains that studying depends on economic level of family and history of family. Also it is more common for women to study, than it was used to be before. But some of them states that many women does not study because of their insufficient family support. Very common is also studying till pregnancy occurs or marriage. Respondents also state that mostly urban people study because it is expensive. Important is that they feel more independent and want to prove something and they expect help from university. Only in small cases women choose to work rather than study or maybe to both things in the same time.

Another category is “Education within family” assigned according to frequencies that our respondents stated in questions about their families:

- Someone from family has bachelor degree (34)
- Someone in family has master degree (17)
- Someone in family has doctorate (4)

The question was about someone within nuclear family studying at university. Our respondents show us that they are from the group where most of the parents or some member of their family has university degree. Maybe that could be reason why they are studying. Their family set up high level and they want follow or they are being supported or pushed by family to study at university. Trends are clearly changing and respondents (Mexican women) see in their family good examples.

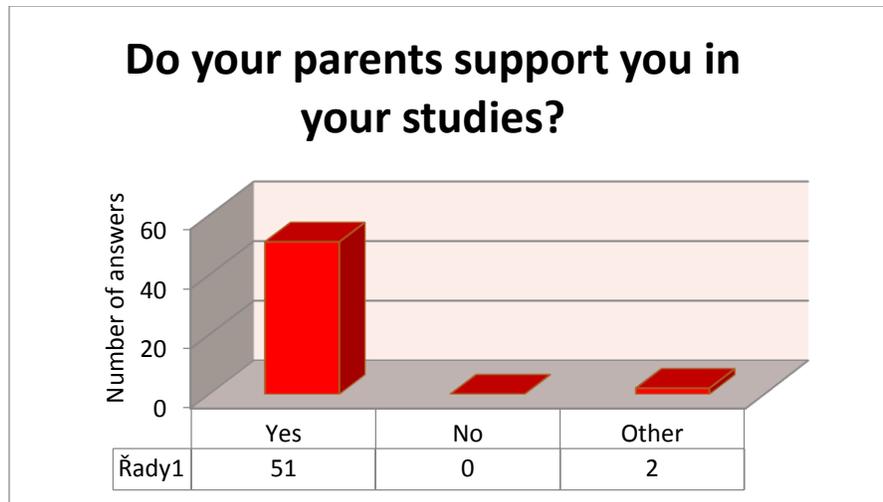


Figure 2: Do your parents support you in your studies? (Source: *Own work*)

Almost all respondents (51 out of 52) said that their parents support them in their studies at university. None of them said that their parents are not supporting them and 2 of them said that they don't have good relations with them because their parents want to control them too much. It is common in Mexico that if woman does not obey parent's decision it comes to the clash of interests. But they often follow their decisions based on cultural tradition and routine models even they don't agree or do it in own way and sometimes leave home and live with distant family or boyfriend.

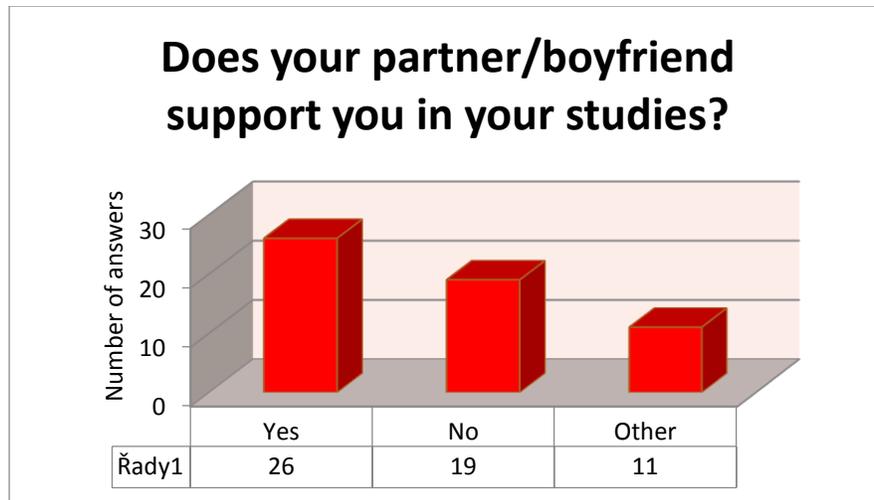


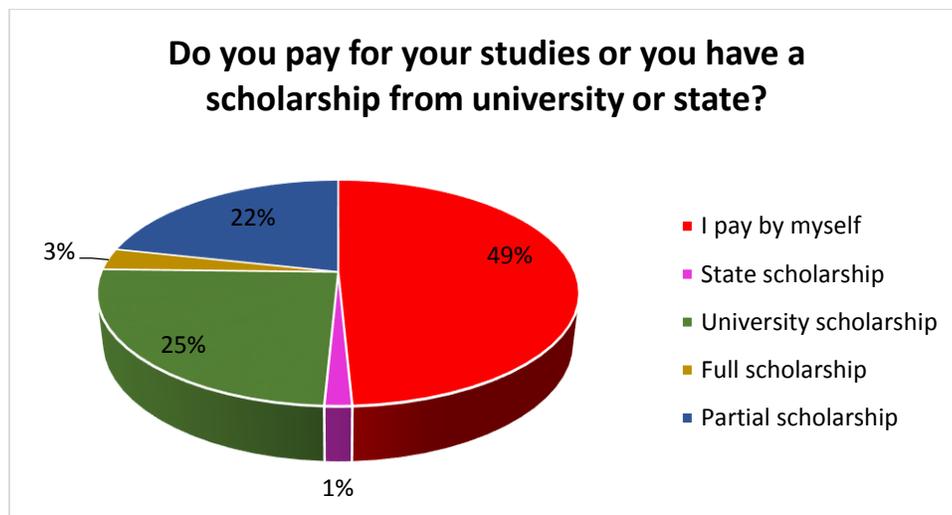
Figure 3: Does your partner/boyfriend support you in your studies? (Source: *Own work*)

This table clearly shows situation in Mexico. Only 26 out of 52 respondents stated that their boyfriends support them in their studies at university. 19 stated that their boyfriends are not supporting them. It could be because they don't approve it or they don't care. Third reason could be that until they get married they are not responsible for them. But support could be by financial but also psychological and there is mostly lack of their psychological support. Those who chose other, said that they don't have boyfriends.

Another category is "Scholarships" and these are assigned codes sorted according to frequencies:

- There are scholarships for high scores (28)
- I don't have information about state scholarship (25)
- Common are sport scholarship (23)
- There are also special scholarships (22)
- Very common is receiving loans that you pay out after you graduate (14)
- In Mexico exist companies agreements (8)

Our respondents stated that most common is to get scholarship for high scores. Every university set up their own levels for getting scholarship. Scholarships depend on their qualifications and set if they get 100% or less scholarship. Half of respondents said they don't know about any chance to get scholarship. It could be because their universities do not provide them. They further stated that there are also special scholarships for people living in villages that have to travel to city every day and for people with incapacities, for those who teach other students or participate in some special activity and also for doing some community service. Very famous are scholarship for doing sport activity. They also provide scholarships for international students and give opportunities to develop their knowledge but also knowledge of students. Another common scholarship is for family member of someone working for university. The reason could be policy of university or basically corruption. Despite of all these scholarships, according to our respondents there exist scholarships from organizations and state called Pronabes, SEP, CONACYT, DGSPE, ECEST. Students also can get student loans which they can pay out after they finish their studies or get company agreement and work partially for company to pay for their daily needs, living and study material while they study.



Graph 3: Do you pay for your studies or you have a scholarship from university or state? (Source: *Own work*)

This graph above represents how many respondents pay for university. 49% pay by themselves and other half receive some kind of scholarship. But only 1% receives state scholarship.

From survey was derived other category “Internships” with assigned codes according to frequencies:

- University provide internship opportunity within Mexico (33)
- University provides internship opportunity out of country (25)
- University doesn't provide internship opportunity within Mexico (8)

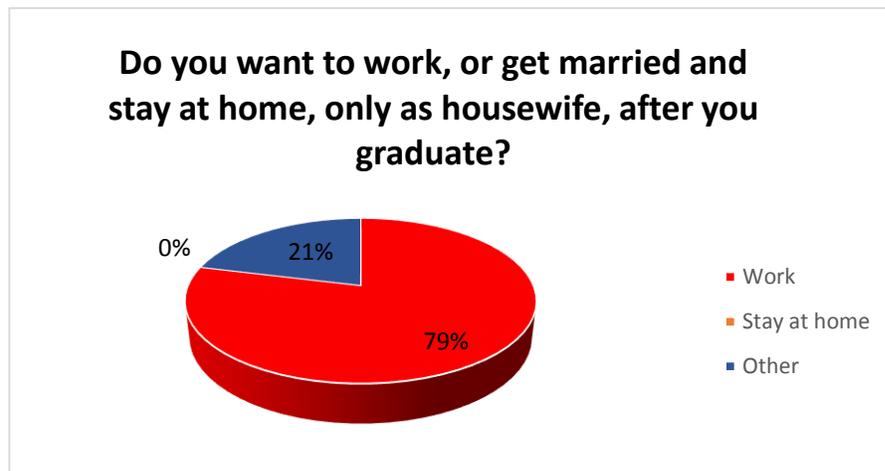
Respondents stated that they mainly study at universities where is common to go on internship within Mexico, but also abroad. They could use some university program or travel with AIESEC international student's organization, which has offices all over Mexico's universities.

Other category is “After graduation” with assigned codes according to their frequencies:

- University degree help me to find job (51)
- There is gap between people with and without university degree (50)
- It is difficult to find job equal to area of studies (23)
- I would rather work in another company than family one (17)
- Experiences during studies give preparation and help me to find job (11)
- I would work in family business (9)

This category is concerning about the future step of our respondents after they graduate. They stated that they feel that university degree will help them to find job and also they will get higher and better paid position with diploma. But on the other hand they know that even they finish university, they will not probably find work equal to area of their studies. But few of

respondents have opportunity to work in company of their family and they would do so. Lot of them work during their studies to gain experiences and be better prepared for their future job and would not work in family company and would rather find work elsewhere to become independent.



Graph 4: Do you want to work, or get married and stay at home, only as housewife, after you graduate? (Source: *Own work*)

Our respondents in 79% stated that they want to work after they graduate and 21% of them chose the option other, where they said that they work already and they want to get married and continue to work either from home or in some company. We can feel significant empowerment of women and their determination to become independent.

6.2 Family approach

Other category is “Women employment” with derived codes and their frequencies:

- Willingness of migration for work (47)
- I can imagine myself to be major provider within family (42)

- Women work in order to feel independent and be equal to men (33)
- Women contribute partially within household (work and take care of children simultaneously) (30)
- Men and women have equal job opportunities (22)
- It is harder for women to find work (20)
- Woman in family is maintained (18)
- More women work thanks to education and opportunities more than in past (16)
- Women work to support more the family (12)
- Woman is major supplier within household (6)
- Women work until they get married (6)
- It is new that women work (4)

Collected data shown strong willingness to migrate for better paid work abroad, mostly to Europe but also within Mexico. From survey is clear that many women can imagine themselves to be main family financial provider and they feel to be equal to men, so it is common nowadays that woman work and take care of children in the same time. Less percentage of respondents said that they have equal opportunities than men. But until today there is often that woman is financially maintained by man. It is more common for women that they work than it was used to be. But on the other side few of them work only until they get married because they still think it is not so normal to work.

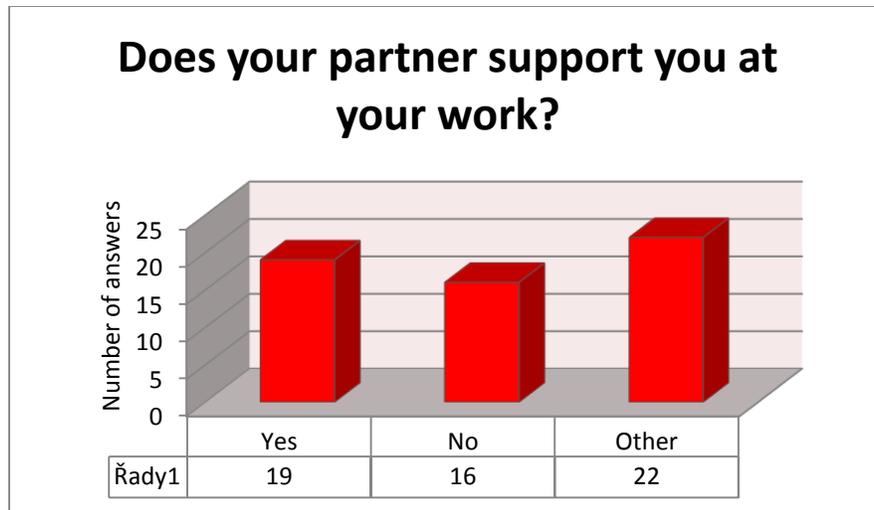


Figure 4: Does your partner support you at your work? (Source: *Own work*)

The subject of this question was the support of the partner or boyfriend in the matter of work. 19 out of 52 responded that their boyfriend support them, 16 are not supported by their boyfriend and 22 responded that either they don't have boyfriend or they don't work and they doubt that their boyfriend would support them, because their place is in the kitchen.

Other very important category is "Position of women" and these are codes with their frequencies derived from survey:

- I know lot of successful women (52)
- Culture of Mexico affects women employment (46)
- In Mexico there is discrimination against women (32)
- Woman is more independent than before (38)
- Position of woman depends on man (4)
- Men and women are equal today (3)

Our respondents gave us insight to the actual situation in Mexico. Because of changing trends, there is lot of successful women and they stated that culture is strongly affecting women

employment. But there is serious problem with discrimination against women at work and also at home. Discrimination is also strong in family, where woman is seen as housekeeper and nanny rather than equal parent but also at work by failure to observe women's rights at work. And only little of them feel that position of woman depends on man determination.

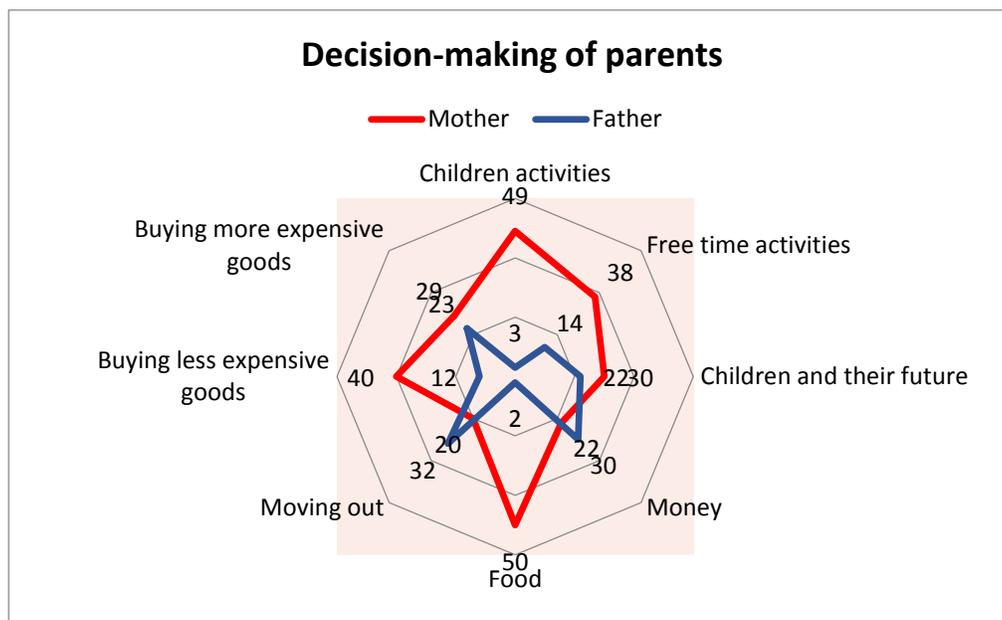


Figure 5: Decision-making of parents (Source: *Own work*)

This Spider diagram shows decision-making power of parents expressed by our respondents. According to them the mother has almost in all fields of decisions more power than man, except of decision connected with money and moving out. It is clear that the power of women is stronger than it was used to be but there is still not enough decision-power in the area of finances of family and moving out.

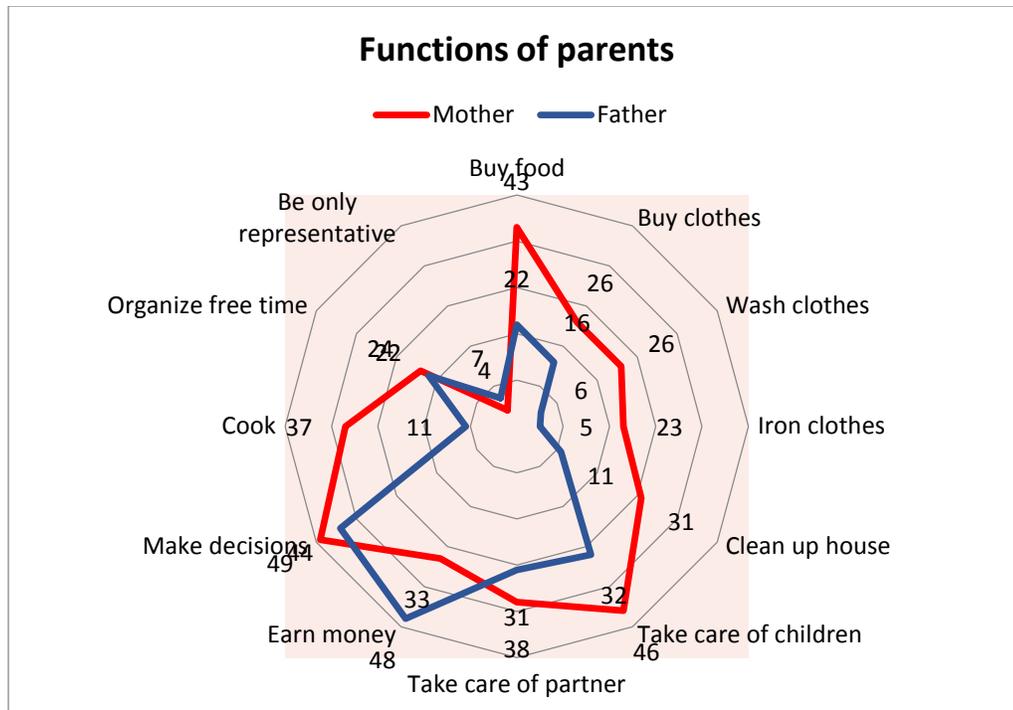


Figure 6: Functions of parents. (Source: *Own work*)

Respondents were supposed to choose functions of men and women. We can see comparison of them. Most of the functions are done by women and men have stronger power again in making decisions about finances. But they together organize free time.

Category derived from survey concerning migration and working is “Job seeking” and here are following codes and their frequencies:

- Nobody from family moved for work (37)
- It is difficult to find job in another country, because there are high job requirements (23)
- There are more job opportunities outside of country (23)
- Sometimes it is necessary to move out for work (34)
- Migration for work within Mexico (9)
- Migration for work outside of country (8)

Most of respondents stated that they don't have experience with someone from their family moved for work to another country. They also feel that there are not enough opportunities for them, because they have higher requirements which they are not able to reach. But they stated there are more opportunities and it is necessary to take that chance.

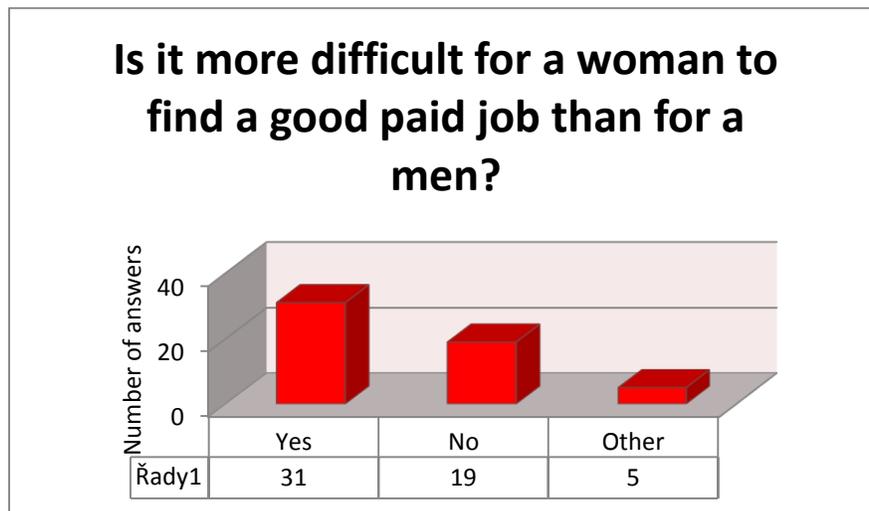


Figure 7: Is it more difficult for a woman to find a good paid job than for men? (Source: *Own work*)

31 out of 52 respondents said that it is more difficult for women to find good paid job then for men. But on the other side 19 said it is not more difficult and other 5 said it is the same for men and women to get job. So it is clear, that there are being made differences between men and women and there are unequal job opportunities for both sexes.

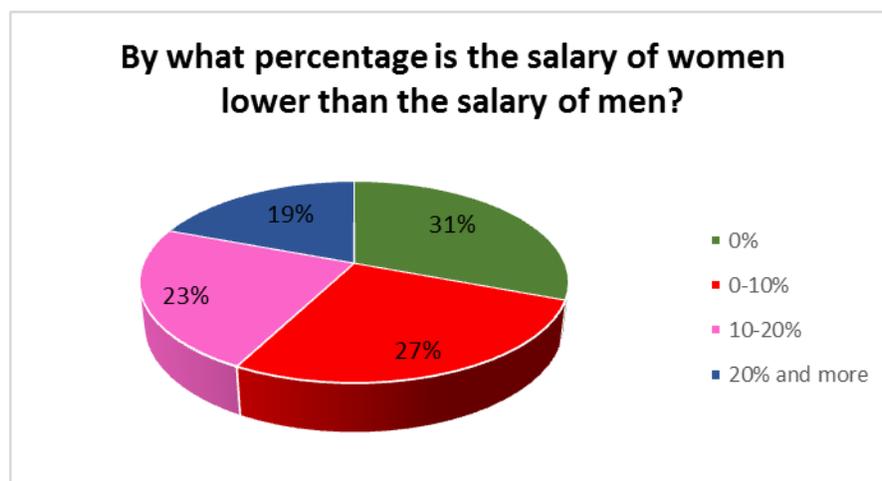
6.3 State support

Following category derived from survey is “Wage and work”. These are its codes and their frequencies:

- There is not enough job opportunities in my city (34)

- Wage of women and men are different (30)
- I have work experience during studies (29)
- No work experience during studies (23)
- Women can do business mostly in sales and services (21)
- Women can create business in any sector (18)
- It is difficult for women to start business (16)
- Women and men has the same opportunities to start business (13)

Many respondents said that there is not lot of job opportunities in their city and also there are differences between wages of men and women. In order to get better paid job, one way could be to gain experience through social service or internships while studying. But they also stated that there is lack of these opportunities and there is still perception that women can work only in third sector – services, such as waitress, hairdresser, chief, design etc. But some of them feel they can do everything they want but it is difficult to start own business for them.



Graph 5: By what percentage is the salary of women lower than the salary of men? (Source: *Own work*)

Respondents expressed, by their responses, difference between salary of men and women in Mexico in percentage. 31% said that salary for both is the same. 27% said that salary of women is lower up till 10%, 23% said that the salary is lower up to 20% and rest 19% said that salary is lower by 20% and more by doing the same work and have the same position. It is clear that in Mexico there is strong discrimination by salary.

We also derived from the survey other category “Work and children” and these are codes and their frequencies:

- It is difficult to work and have children in the same time (41)
- There is discrimination at work (26)
- I want to have children till age 28 (21)
- Having children prevent women at work and business (24)
- In Mexico there is low employment and fear that prevent women at work and business (20)
- Discrimination prevent women at work and business (12)
- I want to have children after finishing my studies and get married (12)

It explains that for most of the respondents is difficult to imagine having children and working in the same time. They see children as obstacle to create business and also because in Mexico there is low employment rate of women. They are fear of work also because women suffer from any kind of discrimination for example while they get pregnant and because of maternity leave they get fired. They basically plan to have children up to their 28 but after they finish their universities and maybe get married.

Other derived category is “Work and state” with following codes and frequencies:

- I want to work rather than stay at work after my studies (43)

- There is any kind of propaganda and government activities to help women to find work (28)
- Only in some places are good work conditions (24)
- Weakness of employment is salary (14)
- Weakness of employment is discrimination (11)
- Weakness of employment is less skilled and educated women (9)
- Weakness of employment is low opportunities (8)
- Weakness of employment is working hours and discrimination (7)
- Weakness of employment is corruption, inherited work (5)

Women stated they surely want to work after they finish university, but they fear of low salary, discrimination, working conditions, corruptions etc. They feel as women that they have less job opportunities than men and there is always lot of people who get work thanks to their relatives. They stated that there are only few companies providing good working conditions for women such as preschool or maternity leave. There exist lot of propagandas and government activities promoting women employment for example "Paty y Tere", Taxis rosas, DIF stated by respondents.

Respondents stated through our survey "The best paid jobs" with their frequencies:

- Business woman/ manager (13)
- Medicine (8)
- Female governors (4)
- Lawyer (4)
- Engineer manager (2)
- IT (1)

It is clear that there is necessary to study to become business women. It is necessary to study for all these jobs mentioned above. If there is not education, there is not good job opportunity. The question is: „Who guarantee education?”

Respondents also stated through our survey “Worst paid jobs” with their frequencies:

- Housekeeping (15)
- Maquiladoras (13)
- Cashiers, sellers (7)
- Secretary, administration (6)
- Operator (2)
- Nurse (2)

Still one of the worst jobs is housekeeping and also maquiladoras mentioned before, factories where are women being discriminated. For all these jobs mentioned above is not necessary to study. That is why women are bad paid and discriminated and those who work in these areas are the poorest ones.

7 Discussion and recommendations

7.1 Evaluation of hypotheses

After the setting hypotheses and analyzing data, it is important to make conclusion. From the survey we got lot of information that can unequivocally prove or disprove them.

H1: Women in Mexico have good access to education but less job opportunities than men. From the survey we could find out that those days are women deciding for themselves whether they want study or not, so they are free to choose their own path. They have good access to education, more opportunities to study and their parents support them in their university studies. Studying is more common for urban women, but also rural women can study and take chance to obtain special scholarship. Women choose to study to show their independence and changing trends in Mexico's society. Family where is some university educated member is supporting children in education, but important is also financial side of it. If there are low financial resources, there come as option the opportunity to get scholarship for high scores or doing sport activities. They also work beside the university or get student loan or make agreement with company. Thanks to university education they can find better paid job comparing to those who did not study at university. But they are not expecting to find work in the field of their studies. To rise chance to get well-paid job, they try to gain experiences during their studies such as partial working, social work, brigades and other activities. Also women workforce increased from 17% in 1979 to 40% in 2005. Despite of good education in Mexico, there is more difficult for women to find well-paid job in comparison with men. Also wage of men and women is different. To be clearer, the wage of women is lower by 10% and more. The strong aspect of women employment is discrimination at work and their bad working conditions because of the pregnancy, maternity leave etc. It is also more difficult for women than for men to start business. Considering collected data from survey we can designate the first hypotheses H1 as proved **right**.

H2: The culture and position of women in the family has positive impact on women's employment in Mexico. From collected data is undoubtedly clear that trends in Mexico have

changed over the past two decades. In past wasn't common that women study or even work. Their place was in the house and their functions were limited by the wall of their house. But nowadays situation is different. More and more women work and try to find their place in the society to become full member. There are many organizations promoting women's rights such as El Instituto Nacional de las Mujeres (Nacional Institute for Women) or women in organization called Inmujeres. The legislation that supported women was the General Act of Equality between Women and Men adopted by Mexican parliament in 2006 to promote women's reproductive rights and right of women to own land. Not only statistics shows rising numbers but also they state that they feel freer and less discriminated. They can already imagine themselves as major financial provider in family. Also many married women work and study in the same time and after they get married, they work and have children in the same time. They want to support family financially equally as men do. Even it is harder for women with children to find work, they still have that encouragement and power to do more things in the same time. Their power in decision- making raised a lot. They do most of the decisions regarding the entire family tasks except of finance and moving out. They face their partners in discussions about working. Even the trends have changed there are still lots of men who want them to stay at home. But there are many women supported by their partners. Position of women within family has changed. They are being seen as equal to men and more independent. As the culture affects mostly the employment of women we can consider the second hypotheses H2 proved **right**.

H3: The state is not sufficiently involved in the application of women in the labor market in Mexico. Mexico is big country and this country is composed of more states and in every state is different standard of living and conditions. But this was not considered in the survey. What we understood is that there is lack of job opportunities and students, after they finish their studies, are mostly forced to work in other area that was the field of their studies. The truth is that as we mentioned before, the salaries of men are much higher than women salaries. What can give women more chances to get better paid job after their studies is to gain experiences during their studies. They can differ from others by having internships within Mexico or traveling abroad. There is option to get scholarships from state and also from university that could provide it.

Mexican government is sufficiently involved in education of women and men. There exist lot of propagandas and government activities promoting women employment for example "Paty y Tere", Taxis rosas, DIF. But on the other side there is problem with discrimination of women at home and at work. There are many policies set to empower women in their daily life and also political life, but it there's lack of government tools to reflect it into reality. Weakness of women employment is their salary, discrimination, low opportunities and bad working conditions and corruption. Government tries to help women in political empowerment, for example Federal Institute (IFE) ordered to political parties to have 40% of women candidates, unfortunately they are being chosen by relatives so the political power is kept in family. Also since 2007 increased unemployment rate of women graduate from 7.7 to 10.49 % in 2011. Despite of all the facts and realized projects, there are more organizations that help women in their application in the labor market after they graduate. The government is not sufficiently involved I their application in the labor market after they graduate because of the wrong policy tools and low encouragement and cooperation with companies. So we can prove the third hypotheses H3 also **right**.

7.2 Recommendations

Collected data showed us interested points and findings concerning women employment in Mexico. Thanks to development of human society and globalization, the trends in Mexico are changing mostly in positive way. Government and other organization support women in education but they could also concentrate more on rural women and their education. Also weakness is gaining experiences in working during studies. Government should more cooperate with companies and helps young people to work during their studies and also create projects to help them find work after their finish university. Also policy makers and government should more concentrate on job creation and supporting new business of women and men. Due to this, there would be more people employed and economy of Mexico would grow.

One example of project which could be created to support women at work is developing cooperation with companies in Mexico. The idea would be that companies would provide work for graduated women for given time period and state would subsidy partially their salary to lower burden of employer. This would give job opportunities to graduates also chance to gain experiences. Maybe the employer would be satisfied and keep the worker longer time.

Therefore, my conclusion is that, the following three aspects: education, family and state should equally contribute to women employment. It is necessarily to maintain a level and even keep improving. Mexican government should also work on protection of women at work and other aspects of their life. As in every developing country, there is lack of justice. The government should be more concerned on equality between men and women with regards on remuneration at work. Also should remove deficiencies as mistreatment of women and inequality at work, etc. Women are equal to men and can do the same work for the same salary.

8 Conclusion

In this thesis we have dealt with aspects that affect women's employment in Mexico. These aspects are related to their daily life and functioning within family and society. The reason for discussing this theme is personal experience with work in Mexico, bad working conditions, expensive universities, weaknesses in the potential to develop and travel. In Mexico, there is low employment rate of women and their application in the labor market. There is problem with discrimination against women which persists till nowadays despite changing trends of globalization and the development of society. Unfortunately positive changes are not at a sufficient level to be able to say that everything is perfect and nothing needs to be changed.

Especially in Mexico, despite the fact that many women study at universities, many of them still remain at home and take care of children. Over the last twenty years, more women become independent and feel the need to contribute to the household financially and feel to be equal to men. And they are really equal. Only society somewhat limit them in their lookout and flourish. But as we demonstrated through proving hypotheses, the cultural influence has positive impact on women employment and educational system in Mexico is improving. But it is being forgotten women's professional training and experience that could be obtained during their studies. There are only few options to work while studying and even less internship opportunities in companies. Government should incorporate in producing not only educated but also qualified women and help them to increase their application in the labor market. Last but not the least, there should be removed shortcomings associated with the position women in the family and view of them as housemaids, helper and babysitter. Women must be seen as equal human beings, who can bring a lot to society and elevate economy of Mexico. As we also proved, there is lack of state involvement.

We relied on current knowledge of published documents and various internet sites. Then thanks to social networking sites we came directly to the target group- university female students from Mexico who helped to realize this thesis. After that were formulated hypotheses, realized qualitative research and collected data that verified our hypotheses.

In Mexico, there was a piece of work done in recent years, but people should focus more on the work of young women and men and their development, so they would be able to find their place and do the best they know. So they could teach the next generation and help Mexican economy to grow.

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11 Appendix

Appendix 1: Survey used for analyses called “Mexican students and work“

Appendix 1: Survey used for analyses called “Mexican students and work“

1. How old are you? Less than 20, 21-23, 24-27, 28-more

¿Qué edad tienes? Menos del 20, 21-23, 24-27,28 y más

2. Where do you live? Village, downtown or suburbs of the city.

¿Dónde vives? Pueblo, en el centro de la ciudad o en los suburbios de la ciudad.

3. Do you live with one or both parents?

¿Vives con uno o ambos padres?

4. How many siblings do you have? 0,1,2,3,4 and more.

¿Cuántos hermanos tienes? 0,1,2,3,4 y más.

5. What is your field of study?

¿Qué carrera estudias?

6. Did you choose to study by yourself or your parents wanted you to study?

¿Tu elegiste estudiar o fue por que tus padres lo querían? (si no estudiaste una carrera, contesta de acuerdo a lo más común)

7. Is it common to go to university in your country?

¿Es normal que las mujeres estudien una carrera universitaria en tu país?

8. Do you pay for your studies or you have a scholarship from university or state? I pay, state, university, Type- full, partially.

¿Pagas por la universidad o tienes una beca de universidad o estado? Tengo que pagar, beca del estado, beca de la universidad, el tipo: tipo de beca: todo, parcialmente. elección múltiple

9. What scholarships are available from university?

¿Qué becas te ofrece tu universidad?

10. What are the conditions to obtain it?

¿Cuáles son las condiciones para obtenerlas?

11. What scholarships are available from state?

¿Qué becas te ofrece el estado?

12. What are the conditions to obtain it?

¿Cuáles son las condiciones para obtenerlas?

13. Does your university give you opportunity to go on internship? In your state or outside?

¿La universidad te da la oportunidad de hacer prácticas? En tu estado o en otro país? Cual?

14. Do your parents support you in your studies?

¿Tus padres te apoyan en tus estudios?

15. Does your partner/ boyfriend support you in your studies?

¿Tu pareja / novio te apoya en tus estudios?

16. Do you have the opportunity to work in a family business after you graduate ? If yes, will you work in there or find another job?

¿Tienes la oportunidad de trabajar con tu familia? Si es así, trabajarás allí o en otro lado?

17. Does anyone in your family reached university degree? Bachelor, master.more

¿Alguien en tu familia tiene título universitario? Licenciatura, el grado de maestría, otro.

18. Does the university degree help easier get a job?

¿El título universitario te ayudará conseguir el trabajo?

19. Is there wage gap between university graduates and people without university education?

Explain.

¿Hay diferencia entre el salario de los graduados universitarios y personas sin educación universitaria? Explícalo.

20. Do you want to work or get married and stay at home after you graduate?

¿Quieres trabajar después de graduar o casarse y quedarse en la casa como ama de casa?

21. Would you move away because of work? How far?

¿Cambiarías tu lugar de residencia por trabajo? O alguien de tu familia? ¿A dónde?

22. Do you work and study in the same time?

¿Trabajas y estudias al mismo tiempo?

23. Do your parents want you to work after you graduate?

¿Tus padres quieren que trabajes después de graduarse?

24. Do you have a boyfriend or spouse?

¿Tienes un novio o esposo?

25. Does your partner support you at your work?

¿Tu pareja te apoya en tu trabajo?

26. In your opinion, what is now the position of woman in the household/ family?

¿Cual consideras que es la posición económica de mujer en tu familia?

27. Why do you think the woman has this kind of position?

¿Por que crees que tienes este tipo de posición económica?

28. Do you agree with that? Explain.

¿Estás de acuerdo con eso? Explícalo.

29. What are the functions of mother in the family? To buy the food, buy the clothes, wash the clothes, iron the clothes, clean up the house, take care of children, take care of partner, earn a money, make a decisions, cook, organize free time, be only representative, others?

¿Cuáles son las funciones de una madre de familia? Comprar la comida, comprar la ropa, lavar la ropa, planchar la ropa, limpiar la casa, cuidar a los hijos, atender la pareja, ganar dinero, tomar decisiones, cocinar, organizar el tiempo libre, ser solamente representativa, otro?

30. What are the functions of father in the family? To buy the food, buy the clothes, wash the clothes, iron the clothes, clean up the house, take care of children, take care of partner, make a money, make a decisions, cook, be only representative, others?

¿Cuáles son las funciones de padre de familia? Comprar la comida, comprar la ropa, lavar la ropa, planchar la ropa, limpiar la casa, cuidar a los hijos, atender la pareja, ganar dinero, tomar decisiones, cocinar, organizar el tiempo libre, ser solamente representativo, otro? Elección múltiple

31. Who makes decision about : children activities, free time acitivities, children and their future, money, food, moving out, buying less expensive things, buying more expensive things?

¿Quien toma las decisiones acerca de las actividades de los niños, que hacer con el tiempo libre, el futuro de los niños, dinero, comida, mudanza, comprar cosas baratas o caras?

32. Can you imagine yourself to be a the major wage earner in your house?

¿Puedes imaginarte como sostén de tu familia?

33. Do you know any working successful women in your neighborhood?

¿Conoces alguna mujer que sea exitosa en su trabajo?

34. Has changed a position of woman in the family than it was use to be? Explain.

¿Crees que ha cambiado la posición de la mujer en la familia con el pasar de los años? Explícalo.

35. Is it more difficult for a woman to find a good paid job than for a men? Why?

¿Es más difícil para una mujer, que para un hombre encontrar trabajo? ¿Por qué?

36. How many members is in your household?

¿Cuántas personas vive en tu casa ?

37. How many people work in your household and have a salary?

¿Cuántas personas en tu casa trabajan?

38. How many of them contribute to the household by salary?

¿Cuántos de ellos contribuyen a la casa por su salario?

39. Is it common that woman works?

¿Es normal que la mujer trabaja?

40. Are women in your country discriminated at work? How?

¿Crees que la cultura de tu país tiene impacto con el empleo de las mujeres?

41. Have you or your family members ever moved away because of work? How far?

¿Ya te mudaste alguna vez por el trabajo? O alguien de tu familia? ¿Hasta dónde?

42. If you lived in another country, would be easier to get a job? Where and why?

¿Sería más fácil conseguir un trabajo si vivieras en otro país? ¿Dónde y por qué?

43. Is the wage of woman different than wage of man? How different?

¿Es el salario de la mujer diferente que el salario del hombre? ¿Cómo?

44. By what percentage is the salary of women lower than the salary of men?

¿En qué porcentaje crees que es mas bajo el salario de una mujer al de un hombre?

45. Is it more difficult for women than for men to start a business? Why?

¿Es más difícil para las mujeres que para los hombres crear un negocio? ¿Por qué?

46. Do you have some experiences with work? Explain.

¿Tienes experiencia laboral? Explícalo.

47. Is it easy for woman to work and have a children in the same time?

¿Es fácil para la mujer trabajar y tener hijos?

48. In what sector the woman can start a business in your country?

¿En qué sector puede una mujer empezar un negocio en tu país?

49. Do you know about some case of woman discrimination at work?

¿Sabes de algún caso de discriminación de la mujer en el trabajo?

50. Would you like to have a children? When?

¿Quieres tener hijos? ¿Cuándo?

51. Is there plenty of good paid jobs in your hometown?

¿Hay muchas oportunidades de trabajo en tu ciudad?

52. It is necessary to move away because of the job in your country?

¿Es necesario cambiar de residencia por trabajo?

53. What are the obstacles which prevent women at work or business?

¿Cuáles son los obstáculos que no permiten a las mujeres trabajar o empezar un negocio?

54. Are jobs offers limited for women?

¿Son las ofertas de trabajo limitadas para las mujeres?

55. What are the gaps in your country in terms of work and what would you like to improve?

¿Cuáles son las deficiencias en términos de trabajo en tu país ? ¿Qué te gustaría mejorar?

56. Do you want to stay at home as housewife after you graduate? Why?

¿Qué planes tienes a futuro? Vas a trabajar o prefieres quedarte en el hogar?

57. Do your partner want you to stay as housewife after you graduate? Or want you to work.
Why?

¿Quiere tu pareja que te quedes como ama de casa después de graduarse? ¿O quiere que trabajes?
¿Por qué?

58. Are the conditions at work sufficient for women? Which ones?

¿Las condiciones de trabajo para las mujeres son buenas en tu país? Explícalo.

59. Do you know any propaganda or activities of the state to support women at work in your country?

¿Conoces algunas propagandas o actividades del estado para apoyar a las mujeres en el trabajo en tu país?

60. What are the best paid jobs for women? Is the university degree necessary?

¿Cuáles son los trabajos mejor pagados para las mujeres? Es necesario el título universitario?

61. What are the worst paid jobs for women? Is the university degree necessary?

¿Cuáles son los trabajos peor pagados para las mujeres? Es necesario el título universitario?