From 2010 to 2015, the number of doctoral scholarships granted by CAPES almost doubled. After progressing at 14% per year until 2015, the pace of growth slowed to just 4% for the cumulative three-year period to 2018 (Figure 8.6). As doctoral programmes take at least four years to mature, the effects of these trends will only be reflected in the number of degrees being granted in 2020 and beyond.

**Women making inroads in higher education**
Women have made faster progress than men in educational attainment in recent decades, reflecting a general trend in Brazil that is more closely linked to changing social attitudes than any specific government policy. Women have formed the majority of new degree-holders since 2005. In 2017, they accounted for 54% of graduates.

Only the fields of engineering and exact and Earth sciences were dominated by male graduates (66%) in 2017. Women dominated degrees in health sciences (67%) [CAPES, 2020].

**Slow growth in number of researchers**
The Ministry of Science, Technology and Innovations has not updated its aggregate data on the number of researchers in 2014. By highest level of education, the share of researchers without a university degree decreased from 17.2% in 2011 to 14.7% in 2017.

**Employment in engineering in Brazil, 1996–2017**
A smaller proportion of female (71%) than male (74%) engineers lost their jobs in the 2014–2017 period marked by recession.

**Doctoral scholarships provided by CAPES**
The number of doctoral scholarships granted by CAPES has decreased for the first time in a decade, declining by 2.7% between 2018 and 2019.
nationwide since 2014. However, there are ways of getting around this obstacle, at least partially. Thanks to IBGE’s 2017 Innovation Survey and CAPES’ data on enrolment in graduate education programmes at the country’s universities and some research institutes, a proxy for the number of researchers taking part in academic research, we can draw some conclusions as to the status of the research community in Brazil.

From 2015 to 2017, the number of researchers progressed by 3.9% per year. Although the pace of growth has been slower than for either the period from 2005 to 2010 (5.8%) or that from 2010 to 2015 (6.1%), graduate education has not been hit as hard by the recession of 2015–2016 as other areas of science and technology (Figure 8.6).

If we look at research personnel as a whole, including technicians and support staff, we see that the expansion which accompanied the economic boom up until 2014 has since gone into reverse. Most affected by budget cuts between 2014 and 2017 were research personnel having completed secondary education. One-quarter of them (24%) lost their jobs, compared to 17% of research personnel with undergraduate degrees and 0.3% of those with postgraduate degrees.