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*A Note on the Temporal Evolution  
of the Relationship Between Wager  
and Education among Brazilian  
Prime-Age: 1976 - 1989*

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Lauro Ramos*

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Instituto de  
Economia  
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Universidade Federal do Rio de Janeiro  
Instituto de Economia Industrial

Textos para Discussão

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**A Note on the Temporal Evolution of the Relationship  
Between Wager and Educationamong Brazilian Prime-Age:  
1976-1989**

*1. Introduction*

Understanding the extent to which the productivity and the wages of Brazilian workers can be improved by extra years of formal schooling is important for at least two main reasons. First, this relationship is the crucial indicator of how important and educational expansion could be in fostering economic growth in Brazil (Lau et al. (1991)). Secondly, education can "explain" up to 50% of the inequality in wages in Brazil and the relationship between education and wages indicates how the labor market translates inequality in education into inequality in earnings (Park et al. (1991))<sup>(1)</sup>. Hence, a more accurate understanding of the relationship between education, on the one hand, and wages and productivity, on the other hand, is crucial for the formulation of policies aimed at increasing growth and reducing inequality, the two major long-term challenges for Brazilian society.

The specific goal of this note is to describe the changes in the wage-education relationship which took place in the recent past in Brazil. Our analysis will concentrate on the observed relationship between wages and education among Brazilian prime-age males from 1976 to 1989 using 13 Brazilian Annual Household Surveys available since 1976 (i.e., PNADs 1976-9 and 1981-89). Three wage-education relationships for each years are estimated using flexible functional forms and an increasing number of controls: the first specification includes no controls; the second controls for age; the third includes controls for age and region of residence.



The paper is organized as follows: The next section describes the data and the construction of the variables used in the empirical analysis. Section 3 investigates the temporal evolution of the distribution of education. While Section 4 analyzes the temporal evolution of the relationship between log-wage and education and how this relationship varies across regions. Section 6 summarizes the main results.

## 2. Empirical Preliminaries

*Data Set:* This study is based on thirteen Brazilian Annual Household Surveys (**PNADs**) covering the period from 1976 to 1989<sup>(2)</sup>. The PNAD covers all urban areas in Brazil and the majority of the rural areas. The sample is based on a three-stage sampling design. With the exception of the first stage, the sampling scheme is self-weighted. The sampling rate varies across geographic regions and over time from 1/50 to 1/400. This sampling design generates annual samples of approximately 100,000 households (IBGE (1981)).

*Unit and Universe:* The unit of analysis is the individual. The universe of analysis is restricted to (a) 25 to 50 years old males, (b) living in urban areas, (c) who held at least one job at the time of the survey, (d) who worked 20 or more hours per week in all jobs<sup>(3)</sup>, and (e) are not currently in school.

The universe of analysis represents approximately 15 million workers in 1989: 10% of the Brazilian population and 25% of the labor force. The total sample size is around 550,000 observations. It varies from 31,000 in 1986 to 57,000 in 1985 (see Appendix 1).

*Measuring Wages, Education, Age, and Region of Residence:* To measure wages,  $W$ , we use labor earnings standardized by hours worked. Specifically,  $W=R/H$  where  $R$  is the monthly labor gross income normally received in all jobs and  $H$  is the usual number of hours worked per week in all jobs<sup>(4)</sup>.

We measure education by the number of years of completed schooling. Since this is not a direct question in the survey questionnaire, we use an algorithm to construct years of completed schooling from two other questions in the question-

naire. The algorithm is similar to the one used by Lam and Levison (1991a, b), and Barros and Lam (1991) and it is described in detail in Appendix 2.

Age corresponds to the individual's age at the date of the interview. To describe the region of residence we use a categorical variable which implies a division of Brazil into 18 geographical areas. This division coincides with the division of Brazil into States, except for a few cases where groups of States were aggregated<sup>(5)</sup>.

## 3. The Temporal Evolution of the Distribution of Education

Figure 1 presents the distribution of workers in our universe by their number of years of schooling<sup>(6)</sup>. This frequency distribution is similar to Lam and Levison (1991b, Figure 5) and reveals five local peaks at zero, four, eight, eleven, and fifteen years of schooling. Each of the last four peaks correspond to the completion of one of the basic degrees awarded by the Brazilian educational system: Lower Primary (4 years), Upper Primary (8 years), High School (11 years), and College (15 or 16 years). The number of years of schooling of 58% of the population is equal to one of these five local peaks (0, 4, 8, 11, 15) and much of this study concentrates only on this important sub-population.

Figure 2 presents an aggregated version of Figure 1, and Figure 3 and Table 1 presents the temporal evolution of this aggregated distribution. Figure 2 reveals that 12% of prime-age males in Brazilian urban labor markets still have no schooling. Also, less than 1/4 of this population has completed at least a year of high school. Finally, only about 10% of males aged 25-50 years in the urban labor-force in Brazil have entered college.

Figure 4 and Table 2 presents the cumulative distribution of the population by years of schooling for 1976 and 1989. This figure reveals that the distribution for 1989 "dominates" the distribution for 1976 using the strong concept of first-order stochastic dominance. Figure 5 presents the temporal evolution of the mean years of schooling and its standard deviation between 1976 and 1989. This figure shows a rate of growth for mean years of schooling of roughly one extra year per decade.



Figure 5 also reveals a moderate increase in the standard deviation, of approximately 0,5 years of schooling, from 1977 to 1983. Figure 3 presents a more disaggregated view of this educational expansion from 1976 to 1989. The most impressive feature of this expansion is certainly the twofold increase in the fraction of the labor force with at least one completed year of high-school; in 1976 only 16% of the population had completed at least one year of high-school, whereas by 1989 this fraction increased to 30%. Regarding the proportion with college education, the performance was favorable, though not as impressive (it increased from 7,4% in 1976 to 11,8% in 1989). With respect to the fraction with no schooling the performance was weak, leading to a small reduction from 14% to 10%<sup>(7)</sup>.

As a whole, these figures reveal an undeniable improvement in the educational attainment of the Brazilian urban labor force over these period of 14 years. The extent to which this progress may be considered "fast enough" is, however, still very questionable. Psacharopoulos (1987:4) considers the 1970s "a decade of rapid educational expansion in Brazil". Lam and Levison (1991b:23) also consider that in the last 40 years "dramatic improvements in the distribution of schooling" have occurred in Brazil. But Behrman (1987) estimates, based on an international cross-section, that the educational expansion which occurred in Brazil between 1960 and 1980 was far below what would be edicted by international standards.

Table 1  
Distribution of the Population by Educational Group  
Temporal Evolution: 1976/1989

Year	Educational Group					
	0	1-3	4	5-8	9-11	12-17
1976	13,6	24,0	25,0	21,5	8,5	7,4
1977	13,3	25,0	24,5	21,1	8,5	7,6
1978	14,8	22,1	23,9	22,0	9,3	7,9
1979	12,9	23,3	22,9	22,3	10,4	8,2
1981	12,4	21,4	23,9	21,5	11,6	9,2
1982	13,1	20,8	23,1	21,2	12,1	9,7
1983	11,8	19,7	23,1	22,0	13,1	10,3
1984	11,5	18,9	22,3	22,8	13,9	10,6
1985	10,8	17,9	22,3	23,6	14,8	10,6
1986	10,3	17,4	21,7	24,0	15,4	11,2
1987	10,1	16,7	20,5	24,6	16,7	11,4
1988	9,8	16,5	20,3	24,2	17,1	12,1
1989	9,8	15,5	20,0	25,2	17,7	11,8

Table 2  
Cumulative Distribution of Completed  
Years of Schooling  
1976 and 1989

Years	1976		1989	
	Distribution	Cumulative	Distribution	Cumulative
0	13,6	13,6	9,8	9,8
1	4,2	17,8	3,2	13,0
2	8,3	26,1	5,2	18,2
3	11,5	37,6	7,1	25,3
4	25,0	62,6	20,1	45,3
5	8,3	70,9	7,6	53,0
6	3,3	74,2	3,6	56,5
7	2,6	76,8	3,9	60,5
8	7,3	84,1	10,1	70,5
9	0,7	84,8	1,5	72,1
10	1,3	86,1	2,4	74,5
11	6,5	92,6	13,7	88,2
12	0,3	92,9	0,6	88,9
13	0,3	93,2	0,8	89,7
14	0,7	93,9	1,0	90,7
15	2,8	96,7	5,7	96,4
16	2,6	99,3	2,8	99,1
17	0,7	100,0	0,9	100,0



## 4. Wage Gains from Education

### 4.1 - Methodology

We estimate wage gains from education using three models<sup>(8)</sup>. These models differ with respect to the control variables they use. The first model uses no control variables. In this model we simply estimate the average log-wage for each educational level and contrast these averages.

The second model includes controls for the age of the worker. In this second model, for each education level, we regress log-wage on age and its squared. In other words, we regress log-wage on age and age-squared allowing for the regression coefficients to vary freely with the level of education of the worker. This model generate wage gains from education which vary with age. However, we only report the average gains, where the average is taken over age groups using the age distribution of our population.

Finally, the third model includes controls for age and region of residence<sup>(9)</sup>. The estimates are obtained by regressing log-wage on age and age-squared for each education level and region. In other words, we regress log-wage on age and age-squared allowing the coefficients to vary freely with the level of education and region of residence of the worker. The wage gains from education estimated using this model vary with age and region of residence. As in the case of model 2, we report only the average gains, with the average being taken over age groups and regions. Nevertheless, in section 4,5 we briefly describe how this wage gains vary across regions.

### 4.2 - Temporal Evolution: Model 1

Based on the model with no controls, Table 3 and Figure 6 depict estimates of the temporal evolution of the wage gains associated to the completion of the major steps of the education ladder in Brazil<sup>(10)(11)</sup>; 4 years of schooling (Lower Primary), 8 years of schooling (Upper Primary), 11 years of schooling (High School), and 15 or 16 years of schooling (4-years and 5-years College).

The inspection of the results of Model 1 presented in Table 3 and Figure 6 reveals four important features. First that, in Brazil, except from lower to upper primary, wage gains associated to extra years of schooling are very large, ranging from 0,12 to more than 0,20. These wage gains are very large in the sense that, as shown by Psacharopoulos (1985), in most countries they tend to be close to 0,10. Such large wage gains from education are a distinguishing characteristic of Brazilian labor markets which have been found repeatedly by a number of authors<sup>(12)</sup>.

A second distinguished feature revealed by Table 3 is a relationship between log-wage and education which begins concave and then becomes strongly convex after 8 years of schooling. In fact, as Table 3 shows, the wage gains from education decrease up to the upper primary level to increase sharply from that point upwards.

Thirdly, Table 3 and Figure 6 reveal that the wage gains at different levels of education display distinct tendencies over this period of time. At the secondary and tertiary levels, wage gains tend to increase over time, whereas at the the lower levels the wage gains seem to be either stable (lower-primary) or even decreasing (upper-primary) over the period. For instance, if we use the years of 1977 and 1989 as reference<sup>(13)</sup>, the wage gain associated to the completion of a four-years college increased from 0,16 to 0,20 and those related to the completion of high school went up from 0,13 to 0,14. At the same time, the wage gain associated to the completion of the upper-primary level shrunk from 0,12 to 0,08. These numbers indicate a large increase in the convexity of the relationship between log-wage and education over time. Since the growth pattern of the wage gains varies by education levels, whether the average gain (the average being taken over education levels) actually increased or decreased over this period will depend very much on how the gains at different education levels are going to be weighted.

Finally, Table 3 and Figure 6 point to a clear difference in the evolution of the wage gains when we look at sup periods. For all levels of schooling, the period that goes from 1981 to 1985 is remarkably stable, whereas the period from 1977 to 1981 and



after 1986 display a tendency to a widening of the wage gains, i.e., during these periods the relationship between log-wage and education becomes increasingly convex.

Table 3  
Wage Gains from Education  
(No Controls)

Year	Years of Schooling				
	0 to 4	4 to 8	8 to 11	11 to 15	11 to 16
76	0,178	0,127	0,116	0,180	0,221
77	0,169	0,122	0,131	0,162	0,196
78	0,165	0,121	0,133	0,165	0,195
79	0,167	0,104	0,150	0,186	0,193
81	0,158	0,091	0,149	0,180	0,190
82	0,158	0,101	0,136	0,183	0,193
83	0,157	0,101	0,142	0,175	0,188
84	0,155	0,098	0,138	0,188	0,196
85	0,160	0,098	0,142	0,193	0,200
86	0,156	0,072	0,134	0,198	0,219
87	0,159	0,080	0,145	0,195	0,201
88	0,188	0,069	0,154	0,200	0,213
89	0,168	0,088	0,137	0,202	0,214
81-85	0,158	0,098	0,142	0,184	0,194

#### 4.3 - The Effect of Controls for Age and Region-Models 2 and 3

The results obtained using age as a control variable (Model 2) are presented in Table 4 and Figure 7. The results produced by model 3, which controls for age and region of residence, are presented in Table 5 and Figure 8.

The major effect of the introduction of controls is a slight increase in the wage gains at the primary and secondary levels and a sharp decrease in the gains at the tertiary level. Overall the log wage-education relationship becomes flatter and much less convex, as it can be seen from the average wage gains for the period from 1981 to 1985, displayed at the bottom of Tables

3 to 5. Results which are, qualitatively similar but quantitatively much stronger, have been obtained by Birdsall and Behrman (1984). Using the 1970 Brazilian Census, they show that controls for region of origin and region of residence can reduce their estimate for the wage gain from education in almost 0,08.

Moreover, the introduction of age and region of residence as control variables contribute to diminish the temporal variation. For instance, if we compare the amplitude of the observed oscillations in the gains to lower primary, we see that it declines from 0,033 in model 1 to 0,028 in model 2 and to 0,018 in model 3 (apart from 1976). Similar behavior is observed at the other extreme. For instance, the amplitude of the oscillations in the gains to five-years college declines from 0,031 in model 1 to 0,026 in model 2 and to 0,023 in model 3.

Table 4  
Wage Gains from Education (Control: Age)

Year	Years of Schooling				
	0 to 4	4 to 8	8 to 11	11 to 15	11 to 16
76	0,180	0,130	0,128	0,166	0,212
77	0,171	0,128	0,134	0,155	0,191
78	0,169	0,127	0,138	0,157	0,186
79	0,170	0,113	0,157	0,172	0,180
81	0,161	0,101	0,158	0,161	0,173
82	0,162	0,110	0,145	0,164	0,176
83	0,161	0,111	0,152	0,158	0,168
84	0,160	0,111	0,143	0,169	0,179
85	0,161	0,111	0,149	0,171	0,178
86	0,157	0,091	0,138	0,171	0,194
87	0,157	0,095	0,154	0,172	0,181
88	0,185	0,087	0,159	0,178	0,193
89	0,166	0,108	0,143	0,178	0,194
81-85	0,161	0,109	0,149	0,165	0,175



Table 5  
Wage Gains from Education  
(Controls: Age and Region)

Year	Years of Schooling				
	0 to 4	4 to 8	8 to 11	11 to 15	11 to 16
76	0,133	0,143	0,138	0,165	0,153
77	0,128	0,141	0,137	0,157	0,188
78	0,131	0,137	0,144	0,150	0,184
79	0,130	0,128	0,158	0,160	0,173
81	0,127	0,111	0,159	0,158	0,177
82	0,127	0,120	0,149	0,160	0,170
83	0,128	0,123	0,153	0,155	0,168
84	0,129	0,120	0,150	0,163	0,175
85	0,127	0,121	0,155	0,166	0,173
86	0,122	0,104	0,140	0,164	0,191
87	0,114	0,109	0,159	0,168	0,177
88	0,132	0,097	0,170	0,169	0,185
89	0,115	0,113	0,157	0,170	0,184
81-85	0,127	0,119	0,151	0,160	0,173

#### 4.4 - The Average Wage Gains From Education

To focus further on the temporal evolution of the wage gains from education we computed, for each year, the average of the first four wage gains in Table 5. We computed both unweighted and weighted averages. In the weighted average, the weights are the proportion of the overall population with no education (12%), with 4 years of schooling (22%), with 8 years of schooling (9%) and with 11 years of education (10%). These averages are reported in Table 6 and Figure 9. An alternative to this procedure, which is actually more commonly used, is to estimate the average gain using Linear Regression. The average gain estimated using this procedure is reported in the last column of Table 6. These three results differ only to the extent they use different weights. As it is shown in Barros and Ramos (1991), the weights in the regression procedure are larger for educational

levels close to the mean and smaller at the extremes. The three weighting schemes are presented in Figure 10.

The temporal evolution of these three averages are slightly different. The unweighted average is very stable over time. The weighted average and the one obtained by linear regression reveals some decline over time. The decline is slightly stronger when we use the weighted average than when we use the results from linear regression.

Table 6  
Average Gains from Education

Year	Unwgt	Wgt.	Regr.
76	-	-	0,147
77	0,141	0,140	0,143
78	0,140	0,139	0,142
79	0,144	0,140	0,144
81	0,139	0,132	0,135
82	0,139	0,134	0,138
83	0,139	0,135	0,138
84	0,140	0,135	0,139
85	0,142	0,137	0,140
86	0,133	0,126	0,132
87	0,138	0,130	0,136
88	0,142	0,131	0,138
89	0,139	0,132	0,138

#### 4.5 - Regional Variations

Model 3 permits us not only to estimate the relationship between log-wage and education controlling for region, but also to investigate how this relationship varies across regions. These regional variations are investigated in this section.

Table 7 and Figures 10 to 13 present the average over time of the wage gains from education for six regions: The State of Rio de Janeiro, the State of São Paulo, the South<sup>(14)</sup>, the East<sup>(15)</sup>, the Northeast<sup>(16)</sup>, and the Frontier<sup>(17)</sup>.

The inspection of Table 7 reveals some important regional disparities. The Northeast (NE) presents the largest gains from



education at the secondary and tertiary levels, but among the smallest gains at the primary level. A similar but smoother behavior is found for Rio de Janeiro (RJ). The opposite takes place for the East (E), the South (SO) and São Paulo (SP): these regions have the smallest gains at the secondary and tertiary level, but are the ones with the largest gains at the primary level. As a consequence, the commonly referred finding that the relationship between log-wage and education is steeper in the Northeast than elsewhere in Brazil must be properly qualified, since this fact is only correct at the secondary and tertiary levels.

Table 7  
Wage Gains from Education  
(by Region)

Region	Years of Schooling				
	0 to 4	4 to 8	8 to 11	11 to 15	11 to 16
RJ	0,099	0,121	0,161	0,185	0,201
SP	0,134	0,114	0,120	0,143	0,160
SO	0,133	0,132	0,167	0,136	0,158
E	0,147	0,136	0,163	0,150	0,159
NE	0,124	0,111	0,188	0,203	0,200
FR	0,118	0,104	0,152	0,155	0,162

### 5. Summary

In this study we investigate the temporal evolution of the wage-education relationship among Brazilian prime age males covering the period from 1976 to 1989. For each year three wage-education relationships were estimated using flexible functional forms and an increasing number of control variables. Model 1 use no controls; model 2 controls for the age of the worker; and model 3 controls for age and region of residence.

The estimated relationships reveal that in Brazil the log wage-education profile is much steeper than in other countries and convex at the secondary and tertiary levels. As a conse-

quence, the wage gains from college are much larger than those from primary education.

Whether the wage gains from education are increasing or decreasing over time depends on which educational level is considered. For instance, the gains from primary education are clearly decreasing over time, while the gains from college education are increasing. As a consequence, over the decade, there is a clear increase in convexity which occurs mainly during the period from 1986 to 1989.

The inclusion of controls by age and region of residence tends to decrease the gains from education, their variation over time, and the degree of convexity of the log wage-education relationship.

The regional analysis indicates that the Northeast region has the largest gains from education at the secondary and tertiary levels but one of the smallest at the lower levels. The opposite takes place for São Paulo, implying a much more convex log wage-education relationship for the Northeast. The assertion that gains from education are larger in the Northeast than in more developed areas of Brazil (Lam and Levison (1991b)) is valid only for secondary and tertiary education. It is worth noticing, however, that some studies (Psacharopoulos (1987)) found evidence that the wage-education relationship does not vary across regions, while others (Birdsall and Behrman (1984)) found larger wage gains from education in the Southeast than in the Northeast.



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Notes

- (1) See also Langoni (1973), Almeida Reis and Barros (1991), Lam and Levison (1991a,b) and Ramos (1990).
- (2) There are fourteen years but only thirteen surveys, since in 1980 the series was interrupted to avoid overlap with the 1980 Demographic Census which, unfortunately, is difficult to compatibilize with the PNADs.
- (3) We also eliminate from the final sample all observations with incomplete information on labor-income, hours worked, educational attainment, age, and region of residence. Workers who reported zero labor income were also eliminated from the final sample. Close to 1% of the sample was eliminated due to these criteria (see Appendix 1).
- (4) Since we are going to use log-wages in our regressions, to multiple hours worked per week by a constant like 4,5 makes no difference except to change the estimated intercept in all regressions.
- (5) These cases and their respective groupings are: (a) Sergipe and Alagoas, (b) Paraíba and Rio Grande do Norte, (c) Maranhão and Piauí, (d) Pará and Amapá, (e) Amazonas, Roraima, Acre and Rondônia, (f) Mato Grosso and Mato Grosso do Sul, and (g) Goiás and Tocantins.
- (6) This distribution is an average over the 13-years period covered by this study.
- (7) A continuing process of migration from rural to urban areas may explain part of this weak performance.
- (8) The precise specification of the estimation procedure used in this study is described in a longer version of this paper (Barros and Ramos (1991)).
- (9) For this purpose, Brazil is divided in eighteen regions as it was described above in Section 2.
- (10) Notice that around 60% of the population is included in these groups (Table 2).
- (11) The estimates in Table 3, Figure 6 and in all tables in this section are reported in per schooling year basis, i.e., the wage differentials between two education levels are divided by the number of years of schooling between them. So, for instance, the reported wage gain from 0 to 4 years of schooling is equal to the wage differential between these two categories divided by 4.

(12) See Langoni (1973), Castello Branco (1979), Velloso (1975), Senna (1976), Medeiros (1982), Almeida Reis and Barros (1991), Lam and Levison (1991a,b), Ramos (1990), Strauss and Thomas (1991), Dabos and Psacharopoulos (1991), Dougherty and Jimenez (1991), Tannen (1991).

(13) Notice that 1977 and 1978 are quite similar, and 1976 is very different of all other years in the seventies. This is the reason why we are choosing 1977 as a reference for comparison, rather than 1976.

(14) The South is formed by the States of Paraná, Santa Catarina, and Rio Grande do Sul.

(15) The East Region is formed by the states of Espírito Santo, Minas Gerais and The Federal District.

(16) The Northeast Region is formed by the States of Piauí, Maranhão, Ceará, Rio Grande do Norte, Paraíba, Pernambuco, Alagoas, Sergipe, Bahia.

(17) The Frontier is formed by all the States of Goiás, Tocantins, Mato Grosso do Sul, Mato Grosso, Rondônia, Acre, Amazonas, Roraima, Pará, and Amapá.

APPENDIX  
SAMPLE SCREENING AND SAMPLE SIZE BY YEAR

Table A.1  
Sample Screening  
1976-1989

Screening Sample Reduction

Males	51,6
Urban Areas	25,4
Know Age	0,0
Age > 25	43,7
Age > 50	26,4
Occupied	7,6
Known Income	0,4
Positive Income*	0,2
Known Hours Worked	0,2
Hours Worked > 20	0,5
Known Education	0,1
Not in School	4,2

\* Includes eight cases where income equals 1.

Table A.2  
Sample Size by Year  
1976-1989

Year	Sample Size
1976	35,332
1977	45,286
1978	49,877
1979	41,191
1981	49,067
1982	52,748
1983	52,996
1984	54,249
1985	56,978
1986	31,154
1987	32,720
1988	32,238
1989	33,459
Total	543,207



## APPENDIX 2 - CONSTRUCTION OF THE VARIABLE "YEARS OF SCHOOLING"

Years of Schooling	Grade	Degree	Fraction (%)
None	-	None	11,7 (All)
One	-	Alfab. Adultos	0,1 (79,81)
	First	Elementar	2,5 (79-89)
Two	First	1º grau	1,0 (All)
	Second	Elementar	4,6 (79-89)
Three	Second	1º grau	2,0 (All)
	Third	Elementar	6,3 (79-89)
Four	Third	1º grau	2,8 (All)
	Fourth	Elementar	14,4 (79-89)
Five	Fourth	1º grau	5,9 (All)
	First	Médio 1º ciclo	1,7 (All)
Six	Fifth	Elementar	4,5 (79-89)
	Fifth	1º grau	2,7 (All)
Seven	Second	Médio 1º ciclo	2,2 (All)
	Sixth	1º grau	1,0 (All)
Eight	Third	Médio 1º ciclo	2,0 (All)
	Seventh	1º grau	1,2 (All)
Nine	Fourth	Médio 1º ciclo	6,1 (All)
	Eighth	1º grau	2,8 (All)
Ten	First	Médio 2º ciclo	0,5 (All)
	First	2º grau	0,7 (All)
Eleven	Second	Médio 2º ciclo	0,9 (All)
	Second	2º grau	1,0 (All)
Twelve	Third	Médio 2º ciclo	5,1 (All)
	Third	2º grau	5,8 (All)
Thirteen	Fourth	Médio 2º ciclo	0,0 (All)
	Fourth	2º grau	0,1 (All)
Fourteen	First	Superior	0,5 (All)
Fifteen	Second	Superior	0,6 (All)
Sixteen	Third	Superior	0,9 (All)
Seventeen	Fourth	Superior	4,6 (All)
	Fifth	Superior	2,9 (All)
	Sixth	Superior	0,8 (All)
	-	Dout./Mestrado	0,1 (79-89)

FIGURE 1  
DISTRIBUTION OF THE POPULATION BY THE  
N. OF COMPLETED YEARS OF SCHOOLING

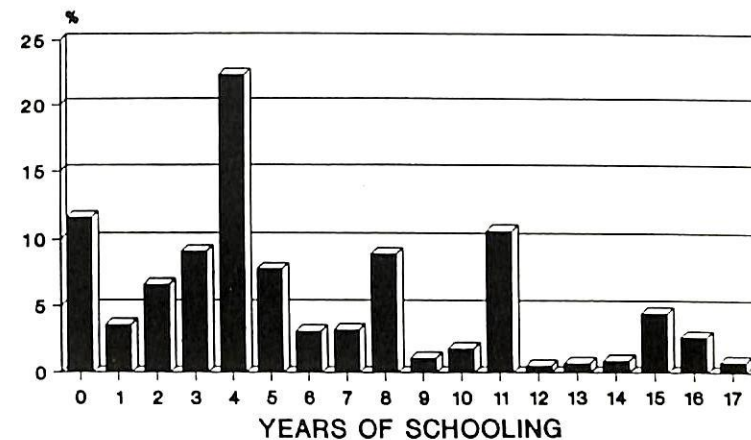
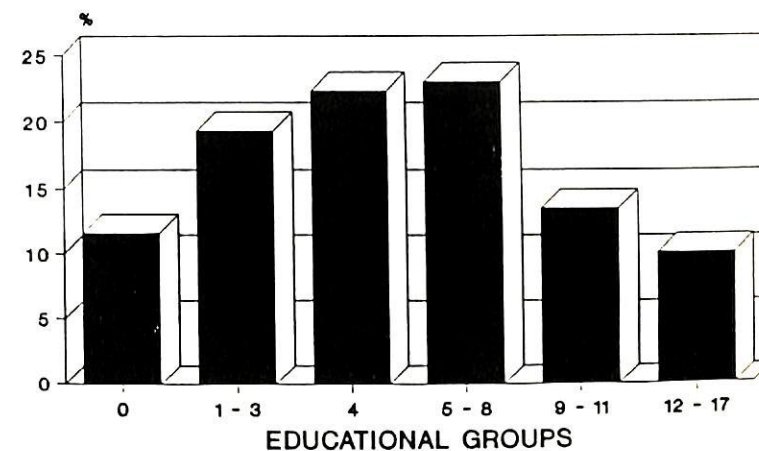
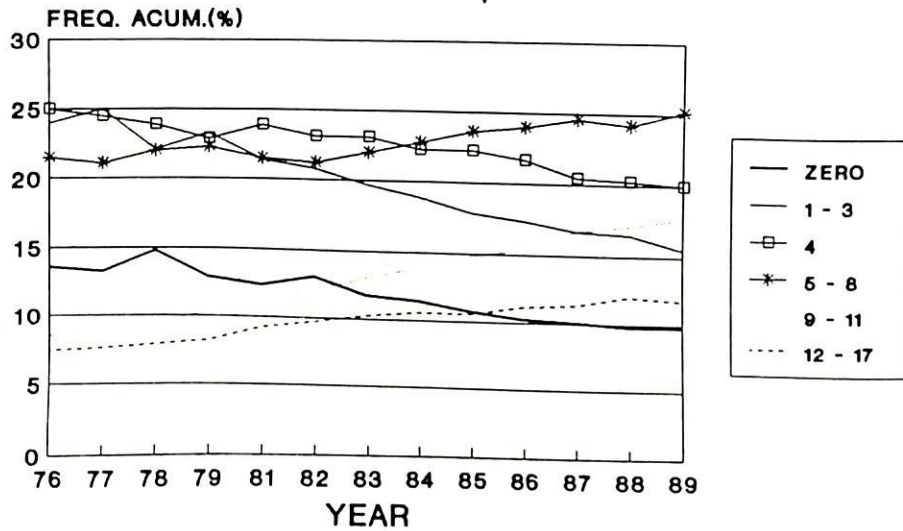


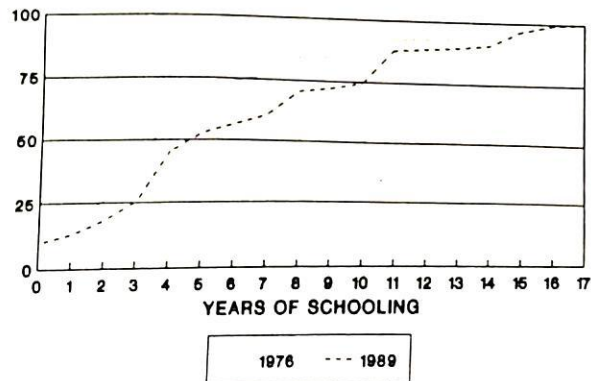
FIGURE 2  
DISTRIBUTION OF THE POPULATION  
BY EDUCATIONAL GROUP: 1981-1989



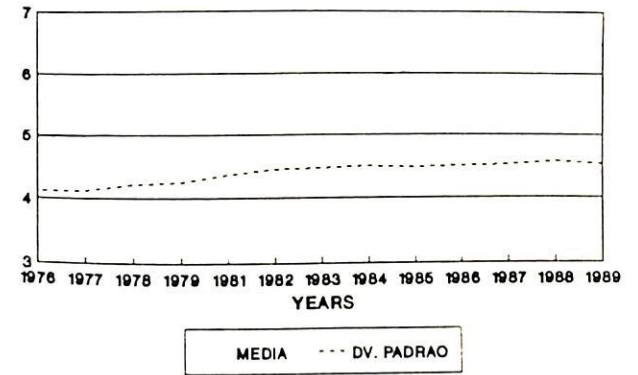
**FIGURE 3**  
**DISTRIBUTION OF THE POPULATION**  
**BY EDUCATIONAL GROUP: TEMPORAL EVOLUTION**



**FIGURE 4**  
**CUMULATIVE DISTRIBUTION OF COMPLETED**  
**YEARS OF SCHOOLING : 1976 AND 1989**



**FIGURE 5**  
**MEAN AND STANDART DEVIATION: 1976/1989**  
**(YEARS OF SCHOOLING)**



**FIGURE 6**  
**WAGE GAINS FROM EDUCATION**  
**NO CONTROL**

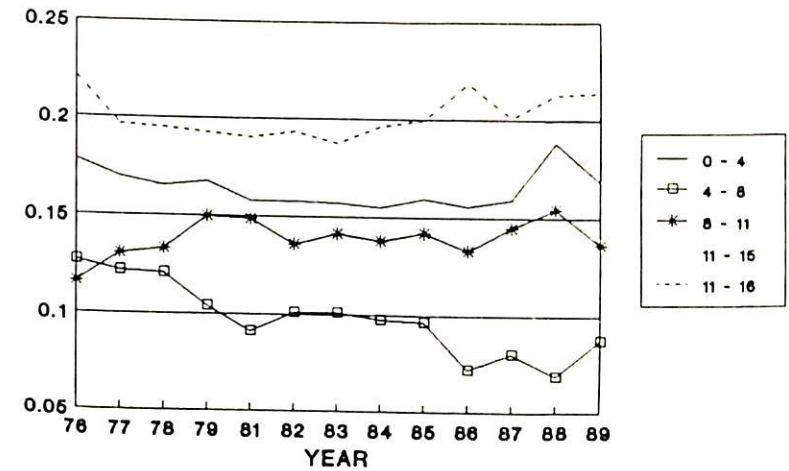




FIGURE 7  
WAGE GAINS FROM EDUCATION  
CONTROL - AGE

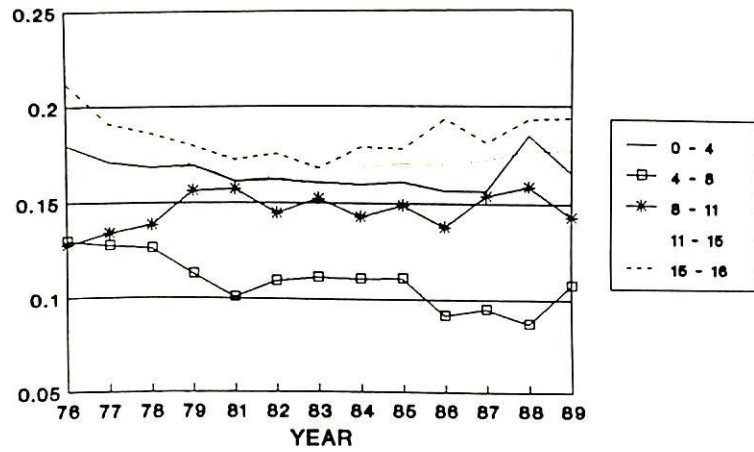


FIGURE 8  
WAGE GAINS FROM EDUCATION  
CONTROLS - AGE AND REGION

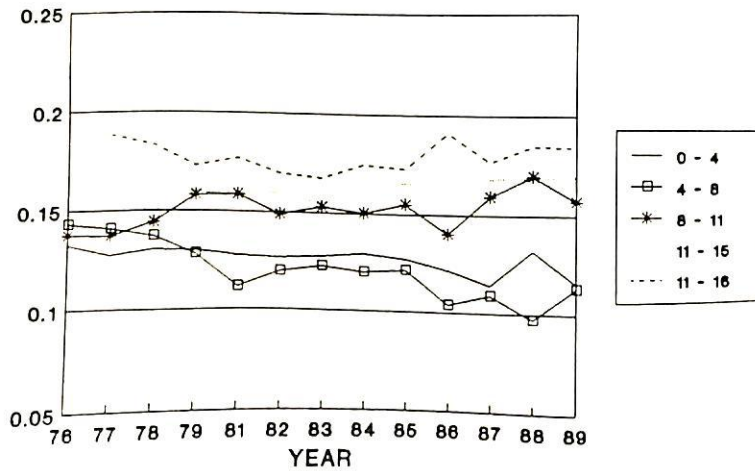


FIGURE 9  
AVERAGE WAGE GAINS FROM EDUCATION

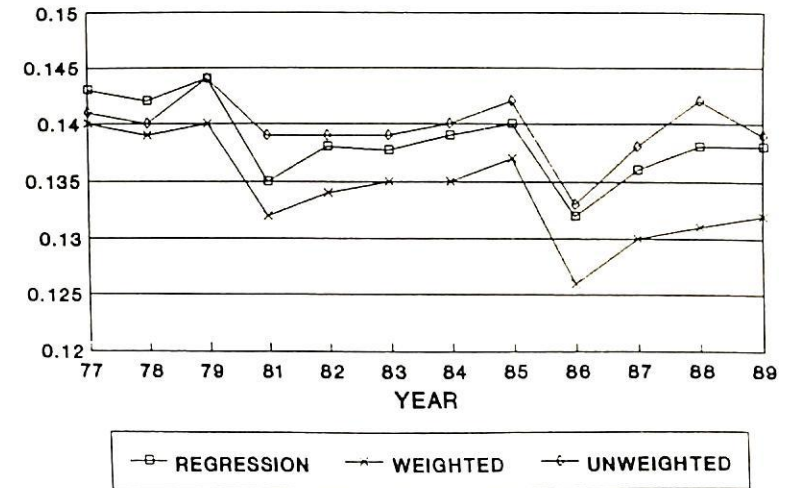


Figure 10

FIGURE 10  
WEIGHTS USED TO COMPUTE THE AVERAGE  
WAGE GAINS FROM EDUCATION

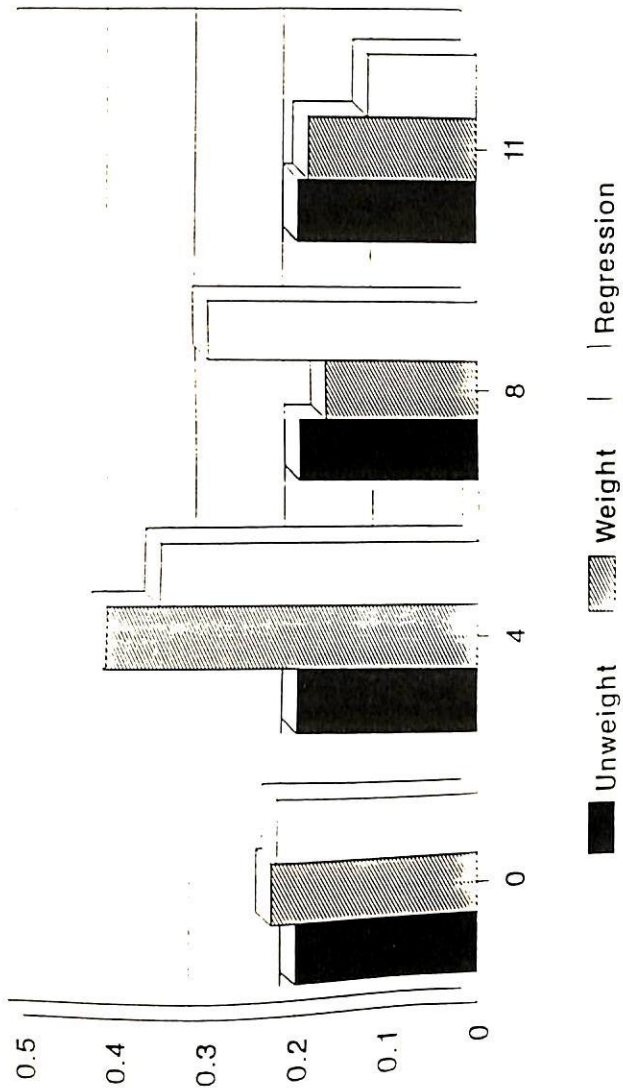


FIGURE 11  
WAGE GAINS FROM EDUCATION  
0 TO 4 YEARS OF SCHOOLING

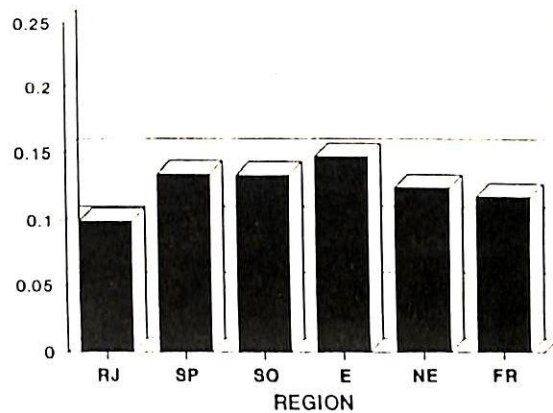


FIGURE 12  
WAGE GAINS FROM EDUCATION  
4 TO 8 YEARS OF SCHOOLING

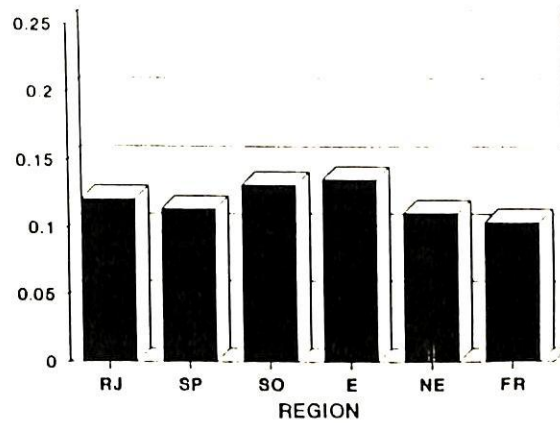




FIGURE 13  
WAGE GAINS FROM EDUCATION  
8 TO 11 YEARS OF SCHOOLING

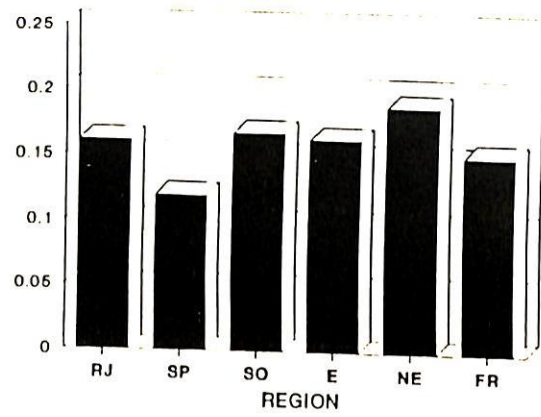


FIGURE 14  
WAGE GAINS FROM EDUCATION  
11 TO 15 YEARS OF SCHOOLING

