



Instituto Politécnico
de Viana do Castelo

**ASSOCIAÇÃO DE POLITÉCNICOS DO NORTE (APNOR)
INSTITUTO POLITÉCNICO DE BRAGANÇA**

**“Innovation, entrepreneurship and gender: A comparative analysis
between Belarus and Portugal”**

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Bragança, June 2018



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Abstract

Currently with the constant development of technological innovation and the market conditions, the number of companies and business is increasing. However, the number of business headed or owned by women, even there is an increment in the initiatives, policies, and resources designed to promote and develop women's entrepreneurship is not similar to a number of business headed or owned by men. There are many kinds of research that proof, entrepreneurship is still dominated by males, once women still possess and manage fewer businesses than men. According to Busolt and Kugele (2009), and considering the reality of the EU, the low percentage of women researchers leads to even lower results when we look at inventions developed by a female collective.

Furthermore, authors like Coelho (2010) seem to conclude that organizational structures are not gender neutral. However, the problem of gender inequality in the field of entrepreneurship still exists and remains to be undetermined, because the number of studies about women entrepreneurs/business owner is substantially low.

The crucial aim of this research is to advance existing knowledge and information on innovation and women's entrepreneurship by analysing different gender perspectives, practices and forms of innovation among the owners of small and medium-sized enterprises (SME), in Portugal and in Republic of Belarus, and furthermore, to investigate these differences between these two countries. With these objectives in mind, the main purpose of this study is to compare different perspectives, and the environmental status of two countries: Belarus and Portugal. More specifically, the research looked among other things at entrepreneurial motivation, growth strategies, support networks, barriers to innovation in women-owned enterprises, and existing innovative practices within women-owned enterprises. The research is essentially qualitative, and the data were collected through semi-structured interviews with women entrepreneurs and/or who hold leadership positions in a group of companies in Portugal and Belarus.

Keywords: Innovation, Entrepreneurship, Gender, Companies, Management, Portugal, República da Belarus

Resumo

Atualmente, com o constante desenvolvimento da inovação tecnológica e das condições de mercado, o número de empresas e de negócios está a aumentar. Contudo, o número de empresas chefiadas ou detidas por mulheres, apesar do aumento nas iniciativas, políticas e recursos destinados a promover e desenvolver o empreendedorismo feminino, não é semelhante ao número de negócios dirigido ou possuído por homens. Diversas investigações evidenciam que o empreendedorismo ainda é dominado pelos homens, uma vez que tanto as mulheres empresárias, como as mulheres que ocupam cargos de posição de topo, são ainda em menor número do que os homens em posições similares. Segundo Busolt e Kugele (2009), e considerando a realidade da União Europeia, a baixa percentagem de mulheres investigadoras conduz a resultados ainda menores quando olhamos para as invenções desenvolvidas pelo coletivo feminino.

Adicionalmente, autores como Coelho (2010) parecem concluir que as estruturas organizacionais não são neutras em termos de género. No entanto, a principal razão pela qual o hiato de género existente no empreendedorismo continua a persistir continua por determinar, e o número de estudos sobre mulheres empreendedoras/empresárias é ainda substancialmente baixo.

O objetivo fundamental desta investigação é compreender o conhecimento e informação existentes sobre inovação e empreendedorismo (feminino), analisando diferentes perspetivas de género, práticas e formas de inovação entre empresárias, em pequenas e médias empresas (PME), em Portugal e na República da Bielorrússia e, além disso, investigar se existem diferenças significativas entre estes dois países. Assim, o objetivo principal é comparar diferentes perspetivas entre empreendedoras dos dois países: Bielorrússia e Portugal. Concretamente, analisaram-se entre outros fatores: a motivação empresarial, as estratégias de crescimento, as redes de apoio e as barreiras à inovação, em empresas pertencentes a mulheres e práticas inovadoras existentes em empresas lideradas por mulheres. A pesquisa é essencialmente qualitativa, e os dados foram recolhidos através de entrevistas semiestruturadas realizadas a mulheres empreendedoras e/ou a mulheres que ocupam posições de liderança num grupo de empresas em Portugal e na Bielorrússia.

Palavras-chave: Inovação, Empreendedorismo, Género, Empresas, Gestão, Portugal, República da Bielorrússia

Аннотация

В настоящее время в условиях постоянного развития технологических инноваций и рыночных отношений растет число компаний и бизнеса. Тем не менее, число предприятий, возглавляемых или принадлежащих женщинам, даже при условии оказания поддержки и введения специальных мер и ресурсов, направленных на поощрение и развитие женского предпринимательства, не приближается к количеству предприятий, которые возглавляются или принадлежат мужчинам. Ряд проведенных исследований подтверждают тот факт, что в предпринимательстве по-прежнему доминируют мужчины, в то время как женщины владеют и управляют меньшим количеством предприятий, которые чаще всего не отличаются высокой прибыльностью. Согласно Бузолту и Кагеле (2009), и учитывая реалии ЕС, низкий процент женщин-исследователей приводит к еще более низким результатам в разработке инновационных технологий.

В своих работах Аккер (1990), подчеркнул, что организационные структуры не являются гендерно нейтральными. Тем не менее, еще предстоит определить основную причину, того, почему гендерный разрыв сохраняется в предпринимательстве. Проведенных исследований еще не достаточно для выявления данной проблемы.

Одной из целей данного исследования является раскрытие уже существующих знаний и информации об инновациях и женском предпринимательстве путем анализа различных гендерных перспектив, практик и форм инноваций среди владельцев малых и средних предприятий (МСП) в Португалии и в Республике Беларусь, а также, выявление различий между двумя этими странами. Еще одной целью является выявление рисков и барьеров, с которым могут столкнуться предприниматели, внедряющих инновационную деятельность в свой бизнес. С учетом выше перечисленных целей можно сказать, что главной задачей этого исследования является сравнение показателей бизнес-перспектив относительно развития женского предпринимательства двух стран: Беларуси и Португалии. Точнее говоря, исследования проводились в отношении предпринимательской мотивации женщин, стратегий роста, программ поддержки, барьеров для инноваций в предприятиях, принадлежащих женщинам, и существующих инновационных методов работы на предприятиях, принадлежащих женщинам. Исследование характеризуется качественным анализом, данные были собраны с помощью разностороннего опроса женщин-предпринимателей и / или занимающих руководящие должности в группе компаний в Португалии и Беларуси.

Ключевые слова: Инновации, Предпринимательство, Гендер, Предприятия, Менеджмент, Португалия, Республика Беларусь.

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Acronyms

BEROC – Belorussian Economic Research and Outreach Center

CEDAW - Convention for the Committee on the Elimination of Discrimination against Women

EU – European Union

GDP - Gross Domestic Product

GEM - Global Entrepreneurship Monitor

GPS - Gender Parity Score

INE - [Instituto Nacional de Estatística] National Institute of Statistics

ISCED - International Standard Classification of Education

MBA – Master of business administration

MENA - The Middle East and North Africa

MP - [Mocidade Portuguesa] Portuguese Youth

MPF - [Mocidade Portuguesa Feminina] Women's Portuguese Youth

NSC - National Statistical Committee of the Republic of Belarus

OMEN - [Obra das Mães pela Educação Nacional] The Work of the Mothers by the National Education

SDG - Sustainable Development Goals

SME - Small and Medium-sized Enterprises

UN - United Nations

UNDP - United Nations Development Program

UNESCO - United Nations Educational, Scientific and Cultural Organization

UNFPA - United Nations Population Fund

UNICEF - United Nations Children's Fund

USA – The United States of America

USSR - Union of Soviet Socialist Republics

VAT – Value Added Tax

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Introduction

The issue of gender diversity has been on the agenda in business for many years. In scientific literature, it is noted that the structure of modern society remains patriarchal: men, who are highly paid and prestigious, are usually engaged in work. Statistics show that in most countries in the world a woman with the same type of work, a woman gets less.

Access to professional activities and careers, immeasurably increased for women compared to the beginning of the twentieth century. However, it still has a quantitative dimension and often does not lead to the necessary qualitative shifts. For instance, the report of the McKinsey Global Institute in the journal, Women Matters of McKinsey & Company (2017) gives an evidence that the gender inequality still exists.

The main objective of this study is to understand and compare the entrepreneurial profile and some characteristics among Portuguese women and Belarusian women.

The following studies were conducted to find out the answer to this issue:

- 1) To estimate the level of gender inequality relatively to the entrepreneurial activities in Belarus and Portugal.
- 2) To identify barriers that make it difficult for women to engage in entrepreneurial and innovative activities in both countries.
- 3) To analyze and compare the results obtained from women entrepreneurs in Portugal and Belarus.
- 4) To find out the possible way to improve entrepreneurial activity among women in both countries.

The first chapter of this research work considers theoretical bases of the innovation that include: first, concept and essence of innovation and its relationship with entrepreneurship, secondly, the historical background of women entrepreneurship and innovation in Belarus and Portugal. Thirdly, it reveals problems and factors connected to the gender diversity in entrepreneurship and innovation that exists in the world.

The second chapter gives characteristic features and evaluation of gender equality in entrepreneurship and innovation in Portugal and Belarus and the description of relevant indicators and evaluation of gender equality in Republic of Belarus and Portugal. And the last part of the second chapter there is an analysis of the factors that could have an impact on women entrepreneurship relied on the opinion and considerations of the authors and experts in this sphere.

The third chapter describes the main methodological tool that will be used in the research and interview selection. Also, in the second part of this chapter there figured out the main research objective and relative research questions that help to reveal the barriers and other issues relative to the research problem.

The fourth part of the thesis dedicated to the analysis and explanation of the results of the interview based on the response from women entrepreneurs in Portugal and Belarus. Also, there is a comparative analysis of the common situation of women`s entrepreneurial and innovation activity in Portugal and Belarus regarding the main research questions.

Finally, the fifth chapter presents conclusions, limitations and future possible research for improving the situation with women entrepreneurial and innovative activity in both countries.

1. Theoretical bases of innovation

1.1. Concept and essence of innovation and its relationship with entrepreneurship

As the main theme of this thesis is innovation, entrepreneurship and gender, specifically, a comparative analysis between Belarus and Portugal, it is of central importance to understanding what the concept of innovation is. Thus, in the following section, it will be discussed the evolution of innovation definition.

The first thing we can say about the concept of innovation is that there is no universal concept, which fits all aspects of its use. Thus, although not as systematically as we understand it today, the concept has already been known since antiquity. However, one of the definitions that we consider to be of greater relevance was that developed by Schumpeter (1939), who developed one of the most significant influences on the theories of innovation, which identified innovation as the critical dimension of economic change, which is still a concept commonly accepted today. Accordingly, innovation is defined “as the setting up of a new production function” (Schumpeter, 1939, p. 84), which covers new products or services, a new form of organization or even new markets. One of the ideas that we can draw from the Schumpeterian innovation concept is the generation of value, the motor for the growth of the economy and for the increase of development. In fact, it is in this increase of development that we think when we set out to observe reality from a gender perspective since we consider that there can be no development without a more equal society (Schumpeter, 1939).

Returning to the definition of innovation, this concept has been studied by a multiplicity of researchers who have been adding to Schumpeter's vision, new ideas, new visions and new approaches. For example, Drucker (1985, p. 19) states that “innovation is the specific tool of entrepreneurs, how they export change as an opportunity for a different business or a different service”. According to this definition, the concepts of innovation and entrepreneurship are related and can't be dissociated. Also, the definition of Porter and Stern (1999) who considers the “transformation of knowledge”, which

implies a change in knowledge, which although related to new products, services or processes, brings us to a desirable dynamic in knowledge, which is the engine of modern societies. Effectively, and increasingly, a place of prominence is given to knowledge because it is he who is at the base of the most evolved societies.

Many other definitions of innovation may refer specifically to those that focus on organizations in the broader sense and on firms in a narrower sense and all of them are important since the economy is composed of organizations, and organizations are composed by people. For Carlson and Wilmot (2006, p. 4) "...innovation is the process that turns an idea into value for the customer and results in sustainable profit for the enterprise", which brings us, once again, to the transformation of knowledge, applied to something, that someone will buy or/and consume, and that will become the generation of profit for the company. Subsequently, Mortensen and Bloch (2005, p. 46) provided another good explanation: "Innovation is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organizational method in business practices, workplace organization or external relations".

Drucker (1998) considers that innovation is related to certain factors or events occurring within the company, such as unexpected occurrences, incongruities, process needs and market changes, and additionally: demographic changes, changes in perception and new knowledge, also considering that innovations should be something simple and focused and very dependent on work and knowledge.

The concept of entrepreneurship is closely related to the concept of innovation. There are a plenty of opinions relative to the definition of entrepreneurship. It was first used by the English economist of the late 17th — early 18th centuries, Richard Cantillon (1755), in the essay on the nature of trade in general. In the five-page chapter of XIII of his book, Cantillon (1755) first expressed the opinion that an entrepreneur is a person who buys at a certain price but sells according to an unknown price and, therefore, operates under risk, and considered that land and labour is what determines the real value of economic goods, once were considered entrepreneurs not only merchants and artisans, but also farmers.

The concept adopted by Karl Marx (1867) understood a variety of economic forms up to the possibility of entrepreneurship without owning property. He also stressed that the function of entrepreneurship is supposed to be the implementation of innovations and the performance of this function is associated with the personality of the entrepreneur. But Marx (1867) gave a passive role, since the entrepreneurial function is only the investment of capital in the means of production, the realization of business ideas or the organization of one's own business, so later it would bring profit in money terms, and the role of the capitalist is reduced to the exploitation of labor.

According to Schumpeter (1939) and his Theory of Economic Development, an entrepreneur is considered the central element of the mechanism of economic development in his striving to use such a new combination of factors of production, the consequence of innovation. This author emphasizes that the economic function of the entrepreneur is discrete (it is performed only until the new combination becomes a routine) and is not permanently fixed to a certain carrier, i.e., entrepreneurship does not form a profession or a stable social class.

As time showed, Schumpeter's research (1939) was the most thorough and promising in the creation of the theory of entrepreneurship. In modern conditions, innovation as the main specific function of entrepreneurship is considered also in the works of P. Drucker (1998), E. Chamberlin (1954) and J. Robinson (1933).

The most complete modern definition of entrepreneurship is given by Robert and Peters (1989, p.18) who argue that "entrepreneurship is an innovative initiative activity of property subjects aimed at creating economic and organizational conditions for the production of material goods and services and making a profit."

Based on the analysis, the concept of entrepreneurial activity was engaged for a long time and it is possible to single out the essence of entrepreneurial activity, namely, that entrepreneurship is an independent activity that is carried out under its own responsibility and aimed at making a profit. Innovation plays a significant role in entrepreneur activity. It is connected to the fact that new ideas are being used in the process and new factors and means are being developed to achieve the set goals.

One of the ideas that must be retained is the clear connection between the concepts of innovation and entrepreneurship, despite the multiple definitions that each researcher has provided us throughout economic history. Indeed, both terms are subject to a multiplicity, not only of definitions, but also of interpretations, for instance, Sarkar (2014) spread the idea that economic growth, and consequently economic development, depending on the form as the materialization of these concepts are integrated into the economic activity of a country.

1.2. Women entrepreneurship and innovation. Historical background of women entrepreneurship and innovation

The third millennium is often spoken of as an era of gender equality, when women, whose activities throughout most of the history of humanity have been confined mainly to home and family will be able to fully realize their abilities and opportunities for the whole palette of human relations, including business, politics and public service.

The Post-2015 Development Agenda, defined as Sustainable Development Goals (SDG) up to 2030, among others: SDG 4 - "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" and SDG 5 – "Achieve gender equality and empower all women and girls". In fact, we have not yet lived in an equalitarian society there is still a long way to go towards equality, it is necessary, in the times in which we live, the development of politics and measures that promote equality in different spheres of life.

As we look at the women's collective, we have seen that in the last decades women have accomplished achievements that until then, and not so many years ago, were impossible. In Western and contemporary societies, women are free to study and to choose the profession they want.

Currently, in some countries, the educational levels of the female collective are already higher than the male collective. We refer, particularly, to the case of Portugal (INE, 2012), characterized by a higher proportion of women in terms of the higher level of education. However, the situation of women in relation to other spheres of life, as is the case of women in science, has not yet followed accomplishment.

The situation in the Republic of Belarus is similar. According to the Alternative report on compliance with the Convention on Elimination of Discrimination against Women by the Republic of Belarus: Discrimination against Women of Belarus in the labor sphere (2016) in the Republic of Belarus, there exists a visible inequality between the roles for a man and a woman in society. Women are obliged to be a homemaker, responsible for the preservation of her family, while men are supposed to go beyond the family and the home. Men are usually considered to be engaged into public, political, military, scientific and other socially significant activities. Women are supposed to be an embodiment of femininity, which implies tenderness, gentleness, care and agreeableness necessary for the preservation of the family comfort. Although in the last few years we have begun to see a change of ideas, this perspective, which is supported by several official statistics (INE, 2012), is also shared by several researchers who analyze the case of Portugal (Aboim, 2008; Abrantes, 2013; Casaca, 2009; Casaca, 2010; Coelho, 2010).

To understand fully actual situation connected with gender equality in both countries, Portugal and Belarus, it's better come back to the historical background of each country, since for a correct understanding of the extension of the reality of concepts, the historical, social and economic reality, should not be dissociated, Sarkar (2014).

1.2.1. The role and perception of women in the Republic of Belarus

The gender inequality in Belarus has their roots from the Soviet Period. The usual and normal image of Soviet woman was a housekeeper with responsibilities of taking care of her husband and children. Moreover, women were obliged to work, and often on physically hard and harmful. It was propagated as "normal and natural" in numerous Soviet films, books and other mass media (Gradszkova, 2007).

An increasing number of scientific articles on this topic confirm this fact. However, modern researchers consider this problem through the prism of the notion of gender as a significant category of analysis of the women's issue. Aivazova (2016) considers that gender results from the interaction between the two sexes, and the cultural patterns formed by societies are reflected in this interaction.

Starush (2011) considers that, in the year 1917, there were three distinct ideological positions: the reformists and the proletarian who considered the equality of women, albeit in a distinct, and national-patriotic which placed women into a secondary position in the society.

Korshynova (2016) notes that the status of Russian women consists of a four-year stage in the history of the status of women in the Soviet and post-Soviet period. Subsequently, these four stages are as follows:

The first stage covers the period from the end of 1917 until 1920, and it is marked by the appearance of women's councils and a new look at family-marriage relations. The priority for the Soviet authorities in resolving the women's issue was the prompt communist education of women, their involvement in the party for further promotion to state posts: "it is necessary to increase the activity of women in the struggle of the working class for socialism, to put this force into action". However, in the implementation of this state policy, a problem arose, since most women of that period were not only far from politics, they were simply illiterate. To overcome the political illiteracy of Soviet women during the Civil War in October 1919, women's departments are created in the party organizations and a special state apparatus is created to work with women - women's councils (Andrle, 1996).

In the fall of 1919, Inessa Armand became the first head of the Department for Working with Women. After her death, in 1920, the department was headed by Kollontai, and then Samoilova (Andruhov, 1972).

Gradszkova (2002) state that to realize the equality of men and women in the family sphere in the early 1920s, several unique events were held, for instance, on the 18 of December 1917, the decrees On Civil Marriage, Children and on Civil Status Acts and On Dissolution of Marriage were adopted, which provided to women the right to choose a place of residence, not imposing obligations on cohabitation and a possibility of choosing a surname. Accordingly, the procedure of marriage distortion under the conditions of that time was extremely simplified.

The second stage refers to the period between the 1920s and the mid-50s of the last century, and it's characterized by an attempt by the state to create a sexless Soviet man, in the early 1930's. All women's departments, women's councils, women's public organizations and associations began to be liquidated. The remaining organizations served as conductors of state policy, for example, one of such organizations began to train women in male professions such as public transport drivers, combine operators and builders, among others (Gurova, 2005). In 1926, a new Code on Marriage, Family and Care, which registered the legal right of women to abortion and the rights of pregnant women, defended the principle of the community of family property regardless of the legal status of marriage and again simplified the procedure for divorce.

But in the early 1930s, there was a pullback to the traditionalist imperialism, and women were again reduced in rights, and in fact, even the few freedoms that existed in 1920s were lost in 1936, for instance, a law was passed that hampered the process of divorce, and free marriages were banned. In 1943, the separate education of boys and girls was introduced, and it was believed that boys should grow soldiers and fighters, and girls, mothers and housekeepers. The right to work was most often interpreted in such a way that women can now be recruited for heavy physical work, previously considered the prerogative of men. In the USSR it was presented as a great achievement of socialism. There were practically no women in the top party leadership and commonly in the government (Krykova, 2008).

Pushkareva (1998) wrote that at the same time, another process was underway, a process of strengthening control over all spheres of the private sector. A law was passed that considerably

complicated the process of divorce, and abortion was banned. However, the result of this policy has become, paradoxically, a decrease in the birth rate.

A separate stage of the second period was the Great Patriotic War, when women massively began to engage in typical male activities, including not only harmful and difficult types of production, but also high administrative posts, from which, however, after the end of the Great Patriotic War, they were easily ousted (Repina, 2002).

The third stage covers the period from the mid-1950s to the beginning of perestroika (1985), which means reconstruction. It was an unusual period when the state pursued the policy of returning women to the family, and it provided an opportunity for the professional development and growth of women. At the beginning of a peaceful life there was a change of interests, and in many countries, women's organizations were established. In the USSR there was created anti-fascist community and later renamed the Committee of Soviet Women. This organization established contacts with women's organizations from different countries, which benefited women's movements and simply raised the prestige of women to a higher level. The Committee was engaged in human rights activities, the reception of delegations and in the formulation of programs (Sokolov & Tyazhelnikova, 1999)

The 1960s are considered "the thaw period". From the mid-1950s education was mixed again and the procedure of divorce was simplified. Moreover, in 1967 the government introduced the concept of alimony, and in 1968 introduced a paid maternity leave - but maternity leave as such did not exist anyway until the very end of the USSR: the child was taken to a kindergarten, while the woman was driven out to work. Despite the simplification and redirecting to the gender equality principles, the state propagated the image of the working mother; from the point of view of Soviet ideology, the ideal image of the Soviet woman was such a caring mother who also works on some basic work, housekeeping, prepares meals, cares for her husband and children and solves all the domestic issues. All state policy in the USSR was determined by men, for some rare exception women could have only a few internal, unimportant questions. Such position was supported by the strong stereotype that women are more stupid than men and are not capable to make an important and reasonable decision (Temkina, 1955).

During the Soviet period, feminization of low-wage sectors of the national economy took place, and it still exists in Belarus nowadays. The only women public organization existed in the USSR (and in Belarus) and it was a Committee of Soviet Women with a membership of tens of millions of people and all its activity was under strict control of Communist Party of the Soviet Union (Carlback, 2007).

The fourth stage is the beginning of perestroika and until the present time. This period is rich in events and changes that have given new opportunities to women. By the early 1990s, unregistered factual marriages became regular and usual and society began to treat them tolerantly, and the state ceased to control the family and women. In the early 2000's the birth rate dropped sharply, and the state, through financial support in the form of benefits and in other ways, tried to get women to agree to perform the educational function of the home and to give up self-realization outside of it.

During these socio-political changes, the state lost its crucial role in constructing a gender order, instead of the old gender policy, conflicting public discourses arose. There were new gender roles as well as new understandings of femininity, and a new and a conflict between supporters of traditional values and supporters of a feminist understanding of equality (Slynko, 2016).

The country report Participation of Women in Public and Political Life notes that the Belarusian Union of Women created in 1991 was the successor of the Belarusian Committee of Soviet Women. It incorporated women's councils set up in different regions, districts, and towns as well as in many working communities, educational institutions and at the places of residence. Currently, the Union of Women consists of more than 170 thousand women, about three thousand primary organizations are active today and the members of the Union's governing body make up the majority of the National Council on Gender Policy at the Council of Ministers of the Republic of Belarus.

The conceptual basis for global changes of Soviet's stereotypes became a list of international norms, fixed in several documents, including the Convention on the Elimination of All Forms of Discrimination against Women, in 1980. So far, the Republic of Belarus has prepared seven periodic reports on the implementation of the provisions of the Convention for the Committee on the Elimination of Discrimination against Women (CEDAW). Several alternative reports, prepared by Belarusian non-governmental organizations, were also presented to CEDAW in 2003 and 2009.

To fulfil these international obligations, several legislative acts have been adopted in Belarus, the most important of which is paragraph four of the National Action Plan for Gender Equality, which provides for the drafting of the Law of the Republic of Belarus On Gender Equality and the promising codification of the legislation of the Republic of Belarus, while the third National Action Plan on Gender Equality (2008-2010), approved by the Government of Belarus Decree No. 1286, is still being implemented.

According to the decision number 149 on 17th of February 2017 of the Council of Ministers was signed and approved The National Plan on action to achieve gender equality in the Republic of Belarus for 2017-2020. This National Plan will facilitate implementation of the activities of government programs related to improving the situation of men and women in all spheres of life society, international obligations of the Republic of Belarus in the sphere of gender equality, country programs of agencies United Nations (UN) - United Nations Development Program (UNDP), the United Nations Children's Fund (UNICEF) and the United Nations Population Fund (UNFPA) for 2016-2020. This national plan will also help achieve the goals and objectives of the international sustainable development for the period up to 2030.

Consistent implementation of national action plans for the gender equality, public programs on various aspects of the advancement of women allowed the Republic of Belarus to make significant progress in issues of equal rights and opportunities within both the country and international arena.

1.2.2. The role and perception of women in Portugal

The years that report to the beginning of century XX were characterized by political and social agitation, that already foresaw the end of the monarchy, that finished with the Implantation of the Portuguese Republic in October 5th of 1910, being constituted the Provisional Government under the presidency of Dr. Teófilo Braga and the end of the Portuguese Constitutional Monarchy.

With the end of the monarchy and the beginning of the republic, in the years of 1911, certain rights began to be implemented, such as the recognition of the right to strike and lock-out, the compulsory weekly reston Sunday and the reorganization of primary education services in Portugal, created the primary education (four years) for both sexes. However, the year of 1914 was marked by the prohibition, by women to be able to vote (right that was recovered only in the year 1928), according to the new electoral law (Pimentel, 2011).

The following years were characterized by the occurrence of the First World War and by the successive rise and fall of several governments and presidents and in the years 1920 and 1921 by very high inflation rates that contributed to the continuation of the deteriorating economic and social conditions and for the continued discontent of the Portuguese population.

In 1926, a coup d'état led to the fall of the First Republic and established a military dictatorship, this year is also characterized by the rise to power of three different Presidents. In 1929 occurs the serious economic and financial crisis world, continuing the country to feel economic and social instability and, in the year of 1933 begins the new regime denominated by New State [Estado Novo], which prevailed for a period of 41 years, until 1974.

During this period, a totalitarian doctrinal project was imposed to the Portuguese society, having tried to mold all levels of civil society according to new values, through different organizations, among which stands out the Work of the Mothers by the National Education [Obra das Mães pela Educação Nacional - OMEN], the Portuguese Mocidade [Mocidade Portuguesa - MP] and the Women's Portuguese Youth [Mocidade Portuguesa Feminina - MPF] (Pimentel, 2011), therefore, and under the Constitution of 1933, the family was considered as the main nucleus of the New State, and the individuality was not contemplated, since the individual existed only in the family. This Constitution states that it is the responsibility of the State to conduct social policies in the sense of defending the family and protecting motherhood, among others (Pimentel, 2000), also considering the equality before the law, and the negation of any privilege, with the exception, with respect to women, of the differences of their nature and the good of the family (Guimarães, 1986).

António de Oliveira Salazar pointed out some causes that constrained the family institution (considered so important for the regime) as the rationalism and the liberal and individualist past (Pimentel, 2011), hence the importance of regulating behaviors, both in the public sphere and in the private sphere, that would allow the family to be placed at the center of the New State ideology (Rosas, 2001).

Women were gradually losing rights, although sometimes in an underhanded form. For example, as far as voting rights are concerned, women with secondary education had the right to vote, contrary

to men, who could vote, irrespective of their level of education, and if they only knew how to read and write (Guimarães, 1986). Effectively, the Regime proclaimed not only the importance of the family, but also the importance of rurality, since schooling was not accessible to all, and the deteriorating economic and social conditions did not always allow to all children access to school, this being a privilege of some. Lack of schooling leads to a lack of knowledge, and the lack of knowledge makes people do not question what is imposed on them, accept them more easily and do not revolt.

In 1940, with the Concordat between the Holy See and Portugal, couples who had been married by the Church could not divorce, but this did not prevent many separations from taking place before the law (Guimarães, 1986).

Regarding work, employment and income, although it was not well seen that women worked outside the home since they had to devote themselves exclusively to the family, the income from the husband was not always sufficient to cope to the household expenses so, often, a woman also must work. However, this work could take two very different forms: a woman could work outside the house, in a profession that was well seen by the Regime, or worked in agriculture for self-consumption, being the result of this work what gave sustenance to the household, as evidenced by the work of Carrilho (1996).

Over the years, and with the continuous deteriorating of the economic and cultural conditions, to which the wars of the former Portuguese colonies also contributed, the revolution happens in the year of 1974, which stated the end of the dictatorship, and Portugal began to appreciate an atmosphere of freedom which was reflected in the most diverse spheres of society (Vaquinhas, 2009), and the first free election, after the long period in which the dictatorship lasted, happens on April 1975.

From this date, and despite an initial period of some political exacerbation, economic and social conditions begin to change, and women begin to have access to education and employment in a more seemingly more equitable way, with the 1976 Constitution.

1.3. Problems and factors connected to the gender diversity in entrepreneurship and innovation

It's important to explain the essence and importance of gender diversity inside organizations, before considering problems and factors connected to the gender diversity, entrepreneurship, and innovation. Gender diversity is equitable or fair representation between genders, in other words, represents a balance between men and women, not only in terms of quantity in the same categories but with equal rights and opportunities.

According to the report of the McKinsey Global Institute in the journal, Women Matters of McKinsey & Company (2017) the gender inequality still exists, and despite women represents 50% of the world's working-age population, only 37% generates Gross Domestic Product (GDP).

The McKinsey Global Institute mapped gender inequality all over the world, based on the Gender Parity Score (GPS) to perceive how all countries and regions stand on gender parity on the fifteen indicators across four categories, which is set at 1,00: i) Gender equality in work (Labour-force participation rate, Professional and technical jobs, perceived wage gap for similar work, Leadership positions, Unpaid care work); ii) Essential services and enablers of economic opportunity (Unmet need for family planning, Education level, Financial inclusion, Digital inclusions); iii) Legal protection and political voice (Legal protection, Political representation); and iv) Physical security and autonomy (Sex ratio at birth, Child marriage, Violence against women). The results of the application of this index in the world are presented in figure 1.

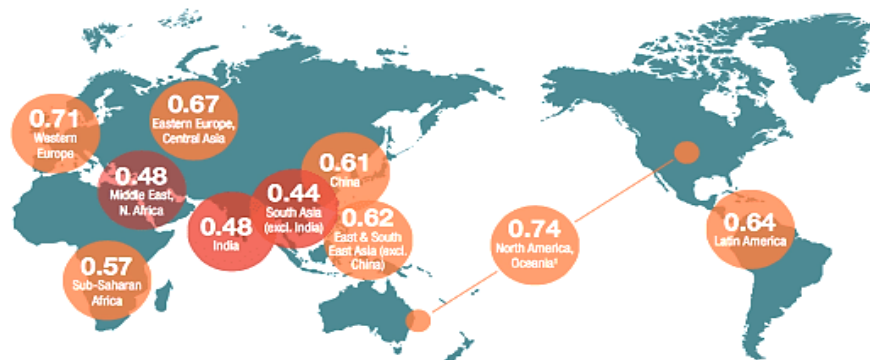


Figure 1. Mapping gender inequality in all regions

(based on Gender Parity Score, Gender inequality (1,0 = gender parity)

● High ● Extremely high).

Source: Adapted from McKinsey & Company, Women Matters, Power of parity reports (2017, p.24).

According to the results that were received after research it's understandable that there isn't region has achieved full parity score, which shows the inequality that still exists, between genders. The scores range from 0,44 in South Asia to 0,74 in North America and Oceania, the best performing regions.

The attitude of entrepreneurs to different aspects of their activities is one of the key factors of economic activity, having a significant impact on the changes taking place in the social and economic sphere. Meanwhile, entrepreneurship as a social and professional group is quite diverse and multifaceted, which is determined by a variety of factors: both the specific sphere of entrepreneurial activity, and the degree of business development, and the individual psychological characteristics of entrepreneurs. Among them, there is also the characterization of gender, or more precisely of the social gender that is formed in the process of society's life activity and involves the development of

various models of human behaviour: masculine and feminine, characteristic of a specific cultural environment, respectively, for men and women. This category is interesting in the study of entrepreneurship in connection with the stereotypes of perception in the society of typically masculine and typically feminine behaviour formed because of the traditional distribution of social roles between a man and a woman. For example, it's considered that feminine behaviour is more conservative, predisposed to cooperation with other people, to mutual support; masculine behaviour is a prone to rivalry, to individualism, to radical actions, Krykova (2008). These and other similar views, formed in the mass consciousness of people, reflect on the relationship both within the business community, and on the relationships of entrepreneurs with other social groups. Their influence is conditioned by the fact that engaging in entrepreneurship presupposes the presence of such personal qualities as initiative, the ability to take risks, act in a situation of uncertainty, a tendency to competitive activity, which in the mass consciousness is associated with the manifestation of masculine qualities, forming a stereotype of perceiving entrepreneurial behavior as predominantly male, but not feminine, behavior. And, consequently, the activities of male entrepreneurs and women entrepreneurs are perceived and evaluated differently by society (Kupreychenko, 2001).

Despite the growing interest of representatives of science and practice in the problems of entrepreneurship, there are not so much scientific research on gender issues during the reform of the society. (Poznyakov & Vasileva, 2004) The relations between gender and entrepreneur were considered in different areas: i) first, socio-political relations in entrepreneurial activity were investigated, which here include the study of gender identity of modern entrepreneurs, the results of which indicate the dominance of entrepreneurial masculine patterns of behavior and patriarchal stereotypes Meshcherkina (1999); ii) the study of gender relations in the entrepreneurial environment and the analysis of an effective business model for entrepreneurship (Avtomonova, 1999).

Another area of gender studies of entrepreneurial activity is represented by works devoted to the economic activity of women in business. The problems of adaptation of women entrepreneurs at the stage of business formation (Korel, 1995), the peculiarities of their career (Zdravomyslova, 1997) the stress factors in women's entrepreneurial activity (Lokshina & Chasova, 2001), social and psychological problems of women's entrepreneurial activity (Chirikova & Krichevskaya, 1996).

Specifically studied were such aspects of entrepreneurial activity as relations with business partners, the conditions of partnership in business at the stage of its spread in the Russian economy (Barsukova, 1999), the relationship of entrepreneurs of different sex to observance of moral standards (Kupreychenko, 2001), trust in the relations of male entrepreneurs and women entrepreneurs (Zhuravlev, Poznyakov, & Titova, 2008).

As previously mentioned, the concept of entrepreneurial activity includes innovative activities (Sarkar, 2014) because, in this connection, it is also necessary to consider the dependence of gender and innovation, since it was found out that gender diversity has a positive impact on innovation, what was proved in the scientific works by such authors as Miller and Triana (2009) and Pitcher and Smith (2001). Moreover, Díaz-García and Sáez-Matínez (2013) in the scientific work explained and showed four benefits of gender diversity for innovation.

Firstly, it is a diversified knowledge of women and men. It's believed that attributes, perspectives, and knowledge of men and women vary. Consequently, men and women diversify the internal knowledge base and bring various skills and experience, and, as expected, it will be positively related to innovation (Díaz-García & Sáez-Martínez, 2013).

Secondly, improved and diversified knowledge outside the company contributes to innovation. Moreover, it allows to be aware of customer needs and market trends, what contributes to develop new and innovative products for different target groups (Teruel, Parra, & Segarra, 2013).

Thirdly, gender diversity improves problem-solving. When facing complex problems or in uncertain situations, men, and women, in a decision-making process, are usually based on different perceptions and experiences. It allows avoiding premature consensus and thus increasing the quality of decisions (Priem, Harrison & Muir, 1995).

Fourth, women are used to work and communicate with each other in a different way. They show the importance of on an open and flexible work atmosphere, open channelled communication and focus on interpersonal relationships to foster the sharing of ideas and knowledge, what has a positive impact on innovation activity (Sandberg, 2003).

The results received by the Global Entrepreneurship Monitor (GEM) in the Women's Entrepreneurship Report in 2016-2017 prove the fact that women in their entrepreneur activity can be more effective than men. Moreover, the most diverting fact relative to the results on innovation activity is the level of gender parity. For instance, at least women entrepreneurs in The Middle East and North Africa (MENA) are 60% more often implement innovations than men.

The bar introduced below give an information about total entrepreneurial activity levels indicating innovation proportion by region (in percentage of the female population aged 18-64) in 2015-2016. According to this data, the highest level equal to 38% of women implement innovations in their business in North America and the lowest one in sub-Saharan Africa (18%).

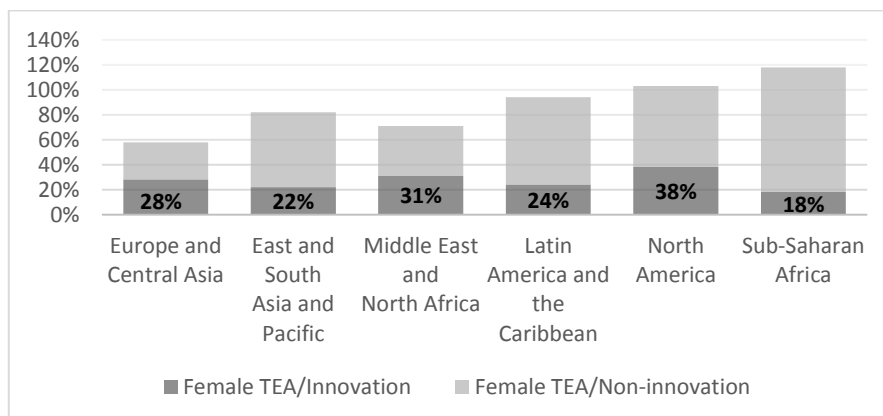


Figure 2. Total entrepreneurial activity levels indicating innovation proportion by region (in a percentage of the female population aged 18-64) in 2015-2016.

Source: Author's own-elaboration based on GEM, the Women's Entrepreneurship Report (2015-2016, p.38).

Overall, innovation represents the indicator with the greatest female-to-male gender ratio; across all 74 economies, women entrepreneurs have a 5% greater likelihood of innovativeness than men (GEM, the Women`s Entrepreneurship Report, 2016-2017, p. 38).

2. Characteristic features and evaluation of gender equality in entrepreneurship and innovation in Portugal and Belarus

2.1. Description of relevant indicators and evaluation of gender equality in the Republic of Belarus and Portugal

2.1.1. The Republic of Belarus

According to the (Human Development Report, 2016) the Republic of Belarus is in the group of countries with a very high level of the Human Development Index (ranks 52nd out of 188 countries) with education is a strategic resource of the state, which leads to the level of literacy of the adult population of the country has always been one of the highest in the world. The table below introduces statistical data on the education level of the female and male population, the distribution of the number of trained women and men by types of educational institutions in the Republic of Belarus.

Table 1. Distribution of women and men by a level of education. The Republic of Belarus.
2015/2016

Level of education	Female (%)	Male (%)
General education	49,4	50,6
Professional-technical education	32,2	67,8
Secondary special education	50,2	49,8
Higher education	56,1	43,9
Master`s degree	52,2	47,8
Doctor`s degree	48,9	51,1

Source: Author`s own-elaboration using data of official annual report of the National Statistical Committee of the Republic of Belarus, 2016 (NSC, 2016)

In accordance with the Code of the Republic of Belarus of January 13th, 2011 No 243-3, the Education System of the Republic of Belarus ensures the education of students at the levels of basic, additional and special education. The basic education includes levels of preschool, general secondary, vocational, secondary, higher and postgraduate education. The additional education is divided into additional education for children and youth, additional education for adults and the special education is the training and education of students who are persons with special psychophysical development, through the implementation of special education programs at the levels of preschool, general secondary education.

The first level of education is general education, and includes primary schools, basic schools, secondary schools, evening schools, gymnasiums, boarding schools, lyceums, specialized lyceums, military schools, schools for orphans and children left without parental care, sanatoriums, and other institutions implementing educational program of special education on the general secondary level and has a complete duration of 12 years of schooling.

The second level is professional-technical education and includes vocational schools, professional lyceums, technical colleges, as well as other educational institutions implementing educational programs of vocational education. It`s a basic education level, aiming at the development of the individual student, his professional formation, obtaining special theoretical and practical training ending qualification working with vocational training and has a complete duration of three years of schooling.

The third level is secondary special education and includes colleges and others educational institutions that implement educational programs of secondary special education and, similarly to the second level, has the duration of three years of schooling.

The fourth level is a higher education and allows to get a bachelor`s degree. It presents the following types of institutes: classical university; profile university (academy, conservatory); institutes; higher college and its duration is from four to five years of schooling.

The fifth level is post-graduate education is divided into two stages:

Master's degree (duration 1-2 years), corresponding to the first stage of postgraduate education, aimed at training specialists with the skills of planning and independent research, deep theoretical knowledge, allowing to prepare a qualifying scientific work (thesis) for the degree of candidate of science. At the first stage of postgraduate education, an educational program of postgraduate studies (master) is implemented, ensuring the acquisition of the scientific qualification "Researcher";

Doctor degree (duration 3-5 years), corresponding to the second stage of postgraduate education, aimed at training specialists with the skills to organize research work on a new direction of scientific research or to develop existing topical areas of scientific research, analytical generalization of scientific results, allowing to prepare a qualifying scientific work (thesis) for a doctorate.

According to the Table 1, girls have a higher level of education in the long term and more oriented in the process of socialization to obtain a higher level of education. As a rule, boys dominate by the number of students at the level of pre-school, primary and general basic education, but the number of girls increases in high school schools. The main reason for such essence is that usually in high school remain those who plan to study in secondary, higher education institutions and post-graduate education. It is natural that males are more likely to study in the professional-technical institutions where it is possible to study after nine years of school. The table also shows the situation related to the Doctor's degree, where the quantity of females is less than males. This is mostly because the education system is built in the way to direct girls, firstly, to the roles of mother, wife and housekeeper.

The tendency of the modern education system in the Republic of Belarus is the feminization of science and education since education has a woman's face. The reasons for this fact is that men have less desire to teach since pedagogical activities aren't prestige and usually are less paid. The man perceives as a basement of the family, but it is difficult to maintain with a teacher's salary.

Sociological analysis of gender aspects of the feminization of education singled out the negative aspect of this problem common for all post-Soviet countries: women in post-Soviet countries are forced into the low-paid sphere of activity, which in the ordinary consciousness was associated with direct female responsibilities.

Today, statistics indicate that women in Belarus have a higher level of education. Notwithstanding, a higher level of education in the long term does not guarantee women career equal pay and access to high-paying workers professions. In general, women make up half the workforce, however, even at the global level, their contribution to GDP is estimated at only 37%. However, there is no any official statistical information on women's entrepreneurship. According to statistics, approximately half of women aged 18 to 64 years work, which is close to the European average (60%). At the same time, only 25% of companies are headed by women. This picture is typical not only for Belarus. For example, in the USA, 85% of key positions in companies are held by men, although there are more than half of women graduates from universities.

The table 2 shows the data characterizing the gender distribution economically active population, employed and unemployed, registered in the bodies for labour, employment, and social protection.

The section contains data on the number of women and men working in organizations, by categories of personnel, age groups and level of education (Official annual report of the State Statistical Committee of the Republic of Belarus, 2016).

Table2. Economically active population. The Republic of Belarus, 2017

Category	Total (%)	Female (%)	Male (%)
Economically active population	100	49,4	50,6
Employed	99,2	49,1	50,1
Unemployed	0,8	0,3	0,5

Source: Author`s own-elaboration using data of Official Annual Report of the State Statistical Committee of the Republic of Belarus, 2017.

The economically active population (labour force) is part of the population, providing a supply of labour to produce goods (works and services). The economically active population includes the employed population and the unemployed registered in the bodies for labour, employment, and social protection. The population employed in the economy (employed population) is a hired employee working for payment, profit or income, as well as for employer temporarily absent from work. The number of the employed population includes those performing work (assisting) in an organization whose founder (participant) is a member of the household or a relative.

Unemployed persons registered with the labor, employment and social protection are capable citizens permanently residing in the territory of the Republic of Belarus who do not have work and earnings who are registered in the labor, employment and social protection bodies at their permanent place of residence to find suitable work, looking for work and ready to start work on it.

Table3. Employment Key Performance Indicators in the Republic of Belarus (2016)

Employment rate (%) (15–74 years old)		Unemployment rate (%) (15–74 years old)	
Male	69,6	Male	7,5
Female	64,1	Female	4,2
Total	66,7	Total	5,8
The proportion of young people who do not study or work at the age of 15-24 in the total population of this age group (%)		Level of unordinary employment (%) (15–74 years old)	
Male	9,2	Male	7,9
Female	8,7	Female	4,3
Total	9,0	Total	6,1

Source: National Belarussian State Statistical Committee, 2016

Table 3 describes the main key performance indicators of employment in the Republic of Belarus among men and women to the total. The first indicator estimates the ratio of the number of employed population aged 15-74 to the total population of this age group in percentage. According to the data from the table the number of employed women aged 15-74 and men are 64,1% and 69,6% relatively. The next ratio shows the number of unemployed at the age of 15-74 years to the number of labour (employed and unemployed) of this age group in per cent. The figures indicate that the number of unemployed women is twice less than men. Likewise, has the information regarding to the quantity of young people aged 15-24 who do not study or works (includes all unemployed, except for students and students receiving education in the day-time form of education, and young people who are not part of the labor force, who do not work and do not study in educational institutions in the day-time form of education), to the total number of young people age group, in percent. The number of men and women in this category is almost equal.

The fourth indicator describes the ratio of the number of people employed in the informal sector, this is, workers employed without formalization of labor relations in farms or in other organizations (informal employment outside the informal sector), at the age of 15-74 years to the total number of employed population of this age group in percent. The figures of this indicator show that fewer women (4,3%) work on the formal basis that men (7,9%).

2.1.2. Portugal

The classification of the Portuguese education system is subdivided in the following way: there are four levels of compulsory education, ranging from the 1st Cycle (four years of school) to the end of Secondary Education, for a total of 12 years of schooling. These four levels of education are

classified according to the United Nations Educational, Scientific and Cultural Organization (UNESCO). It allows to compare different levels of education with countries that follow the same classification. Thus, according to the data of National Institute of Statistics [Instituto Nacional de Estatística - INE] and collected in the Pordata (2018):

- The first cycle of basic education is the first level of compulsory education, which lasts for four academic years and which students usually attend from 6 to 9 years of age;

- The second cycle of basic education is the level of compulsory education that lasts for two academic years and that students usually attend from 10 to 11 years of age;

The whole of the 1st cycle and the 2nd cycle of basic education is equivalent to level 1 of the International Standard Classification of Education (ISCED).

- The third cycle of basic education is the level of compulsory education that lasts for three academic years and that students usually attend from 12 to 14 years of age. Corresponds to the 7th, 8th and 9th years of schooling. The third cycle of basic education is equivalent to ISCED 2 of ISCED.

- Secondary education is the last level of compulsory education, which lasts for three school years and which students usually attend from 15 to 17 years.

- Higher education includes what is commonly understood as academic education, but also includes vocational or advanced vocational education. It covers levels 5, 6, 7 and 8 of the ISCED, which are labelled as upper-level, bachelors or equivalent level, masters or equivalent level, and PhD or equivalent level, respectively. The content of higher education programs is more complex and advanced than at lower levels of ISCED.

Schooling is one of the factors that most positively influence participation in active life, and this effect is greater in the case of women (Lima & Neves, 2011). The data collected by INE and made available by Pordata (2018) allows a comparative temporal analysis between the evolution of the schooling of women and men by the different levels of education. This information is shown in table 4.

Table 4. Distribution of women and men by a complete level of education. Resident population aged 15 and over by education level in Portugal. 2000 and 2017.

Level of education	Female (%)		Male (%)	
	2000	2017	2000	2017
No schooling	23,1	9,8	12,4	4,4
First cycle of basic education	31,3	22,3	35,4	22,6
Second cycle of basic education	13,9	9,1	19,5	12,4
Third cycle of basic education	13,1	17,6	15,9	23,6
Secondary Education	11,3	20,1	11,1	22,2
Higher education	7,2	21,0	5,7	14,9

Source: Author`s self-elaboration; Pordata (2018)

According to the table 4, it can be observed that the number of men and women without any education level in 2017 decreased compared to 2000, is a result of several measures successively introduced by the Portuguese Government to increase the education level of the Portuguese population. The fact that these numbers are still so high (for men and women) is since the population is ageing, and a part of the older population does not attend school.

The downward trend (for both men and women alike) for the second and third cycles of schooling can also be explained by the different educational policies that in the last decades have greatly contributed to the increase in the educational level of the population. The fact that compulsory schooling has progressively increased means that most young adults already have completed secondary education and not only the second and third cycles.

Another observation that we can make to the data of the table is that in the upper levels of schooling (secondary and higher education) the percentage of women with these complete levels of education for the year 2017, is higher than for the men. Although we did not include in this analysis the distinctions between the various levels within higher education (eg. graduate, master and PhD), official statistics (INE, 2012) indicate that the number of women completing doctoral degrees has been increasing steadily.

From the overall analysis of table 4, we can conclude that women have been done a great effort to increase their level of schooling, which is reflected in their growing participation in the paid labour market.

The following table contains some of the main socio-economic indicators: activity rate, employment rate, and the unemployment rate, to the Portuguese population, for the years 1983 and 2016.

Table 5. Activity rate, employment rate and an unemployment rate of Portugal. 1983 and 2016

Indicators	Female (%)		Male (%)	
	1983	2016	1983	2016
Activity rate	51,7	53,5	78,6	63,9
Employment rate	43,3	47,5	74,2	56,9
Unemployment rate	11,6	11,2	4,6	11,0

Source: Self-elaboration; Pordata (2018)

The table 5, show that all the indicators considered followed the trend of the evolution of the different levels of schooling, although according to authors like Coelho (2010), less than proportionally.

2.2. Analysis of women entrepreneurship and innovation

This part of the research work aimed to analyze the factors that could have an impact on women entrepreneurship relied on the opinion and considerations of the authors and experts in this sphere.

Cheriakova (2016) noted there are two main problems: the first related to the Belarusian mentality towards entrepreneurs and fear, and the second is related to the lack of education, experience, skills, and awareness of business activity. Moreover, Cheriakova (2016) defined the steps that must be implemented in the program of school and universities to develop a business culture among students. For instance, it would be useful to give knowledge in business planning, market analysis, problem-solving, project management, risk management, finance, and accounting.

However, according to recent information, every third female engaged in economic activity had a diploma of higher education; some 16,5% had a diploma of vocational education in the year 2017 (BelTA, 2018).

Following what has been mentioned, it is believed that management or business-oriented higher education plays a significant role in improving entrepreneurial activity.

In 2017, Belarussian Economic Research and Outreach Center (BEROC) developed a scientific research relative to the barriers and drivers of women's entrepreneurship in Belarus. One of the barriers that were revealed is the lack of knowledge, skills and managerial experience, which retard their business development. In addition, break in a career during maternity leave affects lack of experience and slower career development. It leads to the conclusion that the lack of professional managerial experience, knowledge or skills is a significant barrier for women to do business.

The Pyramid of Maslow is the human needs theory and its motivation to achieve certain goals. In his theory, Maslow (1943) believed that a person is motivated by a series of needs, built into a hierarchy or pyramid of five broad layers. In increasing order there are: physiological or basic needs (food, heat, shelter, etc.); security needs (protection, order), social needs (the need to belong to someone, to have friendship and to belong to a group), the need for respect (self-esteem and respect, for example, status, symbols, prestige, fame), the need for self-realization, that is, the need for self-realization and development of the potential (creative results, in business, achievements in the upbringing of children, etc.). Therefore, Maslow (1943) suggested that in the simplest case, needs are satisfied one after another, i.e. as soon as one need is satisfied, it becomes a motivation for satisfying the next one and so on. But if a new basic need arises with the satisfaction of a group of needs, a person turns his attention, first, to it.

The first three needs can be reached by working, for instance, in a company under someone's management. When the needs are satisfied, a person goes to another level of the Pyramid – the need for self-realization. In accordance with (Krueger, Carsrud & Reilly 2000), an entrepreneurial activity can be predicted more precisely by the analysis of intentions than by personal characteristics.

It comes to conclusions that the most significant motivation/ factor for starting an entrepreneurial activity is a desire of self-realization, first, based on the specific personal characteristic.

Shmid and Solomatina (2016) stated the evidence of existence the stereotype that a woman cannot reach a comparable career with a man, because in the eyes of society the main function of women in the education of children and the solution of family issues, so and still according to this idea, women should build a career that does not interfere with the fulfillment of the role of mother and wife (Shmid & Solomatina, 2016).

According to the research article of BEROC (2017), seven out of ten women who want to open a business in Belarus don't realize their desire in a real life (Aginskaya, & Akylava, 2017). One of the reasons for this trend is appointed by Anna Aginskaya, the research assistant of BEROC, to the lack of new role models, that is, a small number of success stories of business owners and top managers among women. In addition, the birth of children affects the professional experience and slower career development (Golybev, 2017).

Aginskaya and Akylava (2017) in the research paper found out that barriers to development women's entrepreneurship in Belarus emerge because women typically must balance numerous roles: boss, wife, mother, even daughter. Own business is a challenge, but the balancing is even more challenging. When a mother devotes much time to business it involves a certain sense of guilt. And this barrier is formed not only by women but also by society. A woman decides to step over this barrier if she gets some moral support or if she is very ambitious, or when acute need happens. Moreover, the household responsibilities are hardly shared with the partners and remain mostly among female tasks.

Regarding this questions and opinions of authors, it's an obvious fact, that the stereotype of women-mother and wife, who has to be concentrated mostly on household duties still remains and it can be the route of the problem observed.

Petina, co-chairman of the Women's Independent Democratic Movement (2014) concluded that on the one hand, Belarus takes high positions in the world ranking of gender equality, which is determined by the level of education of women, their involvement in the labour market and the representation of women in parliament. On the other hand, women are subject to gender discrimination, which manifests itself in all spheres of life and above all in such a socially important and sensitive area as employment and economic relations. Thus, in the labour market in Belarus, vertical and horizontal gender segregation with uneven distribution of men and women in all branches of the economy and professions, as well as positions in the job hierarchy, persists.

She also noted that, for instance, Belarusian women are widely represented only at the middle levels of the job hierarchy, often they reach positions of leading specialists, consultants, heads of departments and offices. However, their representation in the top management levels, and in many branches is insignificant. And in the last decade, there have been trends in the displacement of women from high managerial positions. For example, among such feminized sectors as health care, where 85.3% of women workers are managers only 4.4% of women, in education, respectively: 82.3% of working women, and only 7.1% of managers.

Petina (2014) in the article noted that the highest governing bodies and authorities are marked by the extremely low presence of women in Belarus. Thus, only two of the 25 members of the Council of Ministers of the Republic of Belarus are women: the Minister of Labor and Social Protection and the Chairman of the Board of the National Bank. Women are completely absent from the Presidium of the Council of Ministers, there are no women among regional governors, only 4 women represent the country in the international arena, despite a significant expansion of diplomatic missions abroad.

Such a low representation of women in the higher sphere of decision-making does not allow developing new alternative management styles, leading to a reduction in the agenda of social issues, a decrease in interest at the state level in solving problems of public welfare and women's safety, legal protection, transparency of management.

Schetkina (2017) in the article expressed the opinion that usually the reason why most women do not do business is that they are afraid and do not know how to deal with it. She also explained that men are more resolute in this respect. Moreover, most women need an additional consultation. This problem can be solved by implementing special education management programs. Also, there is another problem – the lack of financing. As a rule, women's business is either services or production. And there is a problem in getting a loan for equipment. The way to solve a financial problem is implementing special crediting on favourable condition for developing women entrepreneurship.

The specialists of BEROc Aginskaya and Akylava (2017) explained that the lack of awareness in the field of entrepreneurial activity is one another barrier that was revealed according to the results of research of BEROc relatively to the barriers and drivers of women's entrepreneurship in Belarus. The specialists concluded that the best way of providing informational support to the entrepreneurs is through business associations. They integrate women entrepreneurs' community, initiate and support economic activity among women, enforce the understanding of the role of women in economic development. Women business associations could also play a role of lobbying groups, protecting interests of female entrepreneurs. It is also useful to implement various educational supporting programs.

The expert of the Belarusian Economic Center BEROc Akulava (2015) in her study "Gender and Innovation of the Enterprise: the Case of Transition Countries" concluded that the presence of women among the owners of the company increases the likelihood of innovation. Moreover, the initial hypothesis was that a higher level of innovation would be in companies owned by men because they are more prone to risk. Innovation by itself is always a risk. However, it turned out that gender diversity in the ownership structure is a significant factor affecting the innovation of the business. However, she concluded that from the point of view of introducing innovations, it does not matter who manages the enterprise - a woman or a man. In both cases, the number of innovations is approximately the same.

The expert of the research showed that the gender identity of the head of the company does not have a significant impact on labour productivity. In companies run by women and men, innovations have a similar effect.

According to the results, innovation is one of the most important potential sources of economic growth in both developed and developing countries. In recent years, the increasingly active position of women in the labour market, their participation in business also carries the potential for change. In Belarus, another important factor in improving the economic situation is the development of small and medium-sized businesses. Finally, the expert concluded that more active involvement of women in business can have a positive impact on the economic development of our country.

3. Research methodology

3.1. Description of used instruments and interviewees selection

This work has an exploratory character, applying essentially a methodology of a qualitative nature, of a case study (multiple) types. The methodology was used for comparing and analyzing two different perspectives (Portugal and Republic of Belarus) of the same phenomenon (female entrepreneurship). This research strategy is widely used in several areas within the field of study of Social Sciences and in the field of Management as well.

According to Quivy and Campenhoudt (1992), there are seven stages of the scientific procedure that can be grouped into three distinct acts: rupture, construction, and verification, according to the following scheme:

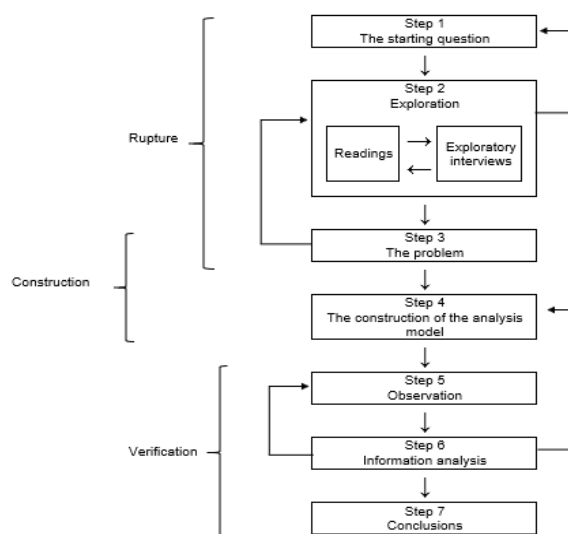


Figure 3.Steps of the procedure

Source: Quivy and Campenhoudt (p. 27, 1992)

Thus, in an initial phase of this research, a literature review was carried out, whose main objective was to clarify and define concepts such as innovation and entrepreneurship, always underlining the gender perspective, as well as the specific reality of the two countries in the investigation was conducted.

Regarding the collection of data, there was used an initial phase for documentary analysis and in a secondary phase, interviews were conducted with the various participants in the research, and a special script was developed to carry them out. According to Quivy and Campenhoudt (1992), this method of data collection presents following main advantages: firstly, the fact that it allows collecting data in depth and rich and in the flexibility and the weak directivity, collected through the testimonies and the interpretation with the researcher.

The interview script, after being developed, was previously validated, before filling it in by the study participants. This form of data collection proved to be extremely rich, it was targeted not only for gathering concrete information, but also for collecting point of view of each interviewee and for adapting or modifying the issues during the interview.

This research was conducted in Belarus and Portugal between December 2018 and May 2018. The data was analyzed based on answers of eight female entrepreneurs (four from each country) which were chosen with use of random sampling. The script of the given research cover a broad range of topics including such topics as an impact of education, work and family, previous working experience, motivation and innovation on starting entrepreneurial activity between women.

The data collection by interview was selected as a non-probabilistic sample and implemented a three-stage procedure for collecting the information for database. In the first stage is ascertaining and looking for female entrepreneurs willing to respond the questions; the second stage was interview with the leaders or managers of each establishment that was send by mail; the third stage, receiving and collecting the answers for analysis. All interviews were conducted in the local languages.

Regarding the companies and participants selected for the study, they were selected according to the following criteria:

- The companies must be registered in Portugal or in the Republic of Belarus (four cases in each country);
- Participants must be women;
- Participants must be female entrepreneurs and/or be directly linked to the top management of companies with the aforementioned characteristics;
- Participants must be willing to participate in the study.

3.2. The objective of the study and research questions

The main objective of this study is to understand the entrepreneurial profile and some characteristics among Portuguese women and Belarusian women, exactly following:

Do Portuguese and Belarussian entrepreneurial women have the same a profile and similar characteristics?

In turn, this primary research objective was subdivided into the following research questions:

- Question 1: Do higher education has a positive impact on business /entrepreneurial activities?
- Question 2: Does previous professional experience has a positive impact on the conduct of entrepreneurial activities?
- Question 3: Does striving for financial independence is the main factor for starting an entrepreneurial activity?
- Question 4: Does for women it`s usually more difficult to succeed in business than men because of the need to do household duties and solve family problems?
- Question 5: Is there any discrimination based on gender when appointing to top-management positions?
- Question 6: Do women entrepreneurs need additional programs/measures to support their business?
- Question 7: Does participation in business associations and communities helps in the conduct of business?
- Question 8: Do women implement innovations (innovative projects) in their company?

The following part of the research study will consider these questions in the interview of the female entrepreneurs in both countries: Portugal and Belarus.

4. Results and comparative analysis of gender equality in entrepreneurship and innovation in Portugal and Belarus

This chapter is dedicated to the presentation of the results and explanation of the comparative analysis and results of gender equality in entrepreneurship and innovation in Portugal and in the Republic of Belarus.

The part with results contains tables relatively to the research questions of the work with indicators and evidence of the responses based on the interview. After each table, there is a detailed explanation of the results.

The comparative analysis describes and compares the common attitude of female entrepreneurs to the business climate between two countries: Portugal and Belarus.

4.1. Results

The tables below describe the indicators and give the evidence based on the results of the interview of the respondents in Portugal and Belarus relatively to each research questions. Indicators divided on the two (or in some cases three) logical answers: The first gives a positive answer to the research question, the second one proposes a negative answer of the interviewed and the third means that responders didn't give an answer to the question. The evidence points to the current number of the question and its answer corresponds to the indicators. After each table, there is an explanation of the answers with a reference to the reply of interviewed entrepreneurs.

Consequently, for each of these research questions the following indicators were defined and analyzed:

Table 6.Research Question 1 (Indicators and evidence)

Question 1: Do higher education has a positive impact on business /entrepreneurial activities?	
Indicators	Evidence
I1 – Yes, higher education has a positive impact on business /entrepreneurial activities.	Belarus participants: D (Q13)
	Portugal participants: E, F, H (Q13)
I2 – No, higher education doesn't have a positive impact on business /entrepreneurial activities.	Belarus participants: A, B, C (Q13)
	Portugal participants: G (Q13)

Source: Author's own-elaboration

There were two kinds of questions in the interview that provided the answer to with this research question 1: direct (Q13 - Is there a connection between the received education and the sphere of professional business activity?), and some additional questions (Q11 - Your education level, and Q12 - Did you finish any management or business courses? If yes, please specify which one?) that helped to support and clarify received information from the respondents.

According to the data collected, four from eight participants (50% of total respondents) believe that higher education didn't have any positive impact on their business/entrepreneurial activities (Participants A, B, C, and G). As for four women entrepreneurs interviewed from Belarus, three received higher education (participants A, B, D) and one secondary special education (participant C), (Q11). Three respondents (A, B, C) noted that their education was unrelated and had no influences on their business activities (Q13); and three out of four found it necessary to obtain additional education (participants B and D) or courses that contribute to improve knowledge in the field of enterprise management (Q12). For example, courses on the MBA (Master of business administration) program (participant A).

Regarding four interviewed women entrepreneurs in Portugal, two of them received a higher education: one has a bachelor's degree in international economics and a post-graduation in finance (participant E) and one has a master's degree (participant H), (Q11). Two were educated at the level of basic education (participants F and G). Three of them noted that the education received positively influences the conduct of their entrepreneurial activity (participants E, F, and H), (Q13). For example, participant E linked her real business activities with the sphere in which she received higher education (Q11). Participant H noted that her academic experience provided the theoretical basis for the implementation of professional activities (Q13). The interviewed participant G expressed the opinion that education had an impact on the conduct of entrepreneurial activities, but mostly experience and professional practice (Q13). The fourth interviewee (participant G) expressed the opinion that her education could not affect the realization of her enterprising activity since she received only basic education up to grade 6, the main factor is directly the experience gained at work (Q13). Concerning the additional education in the field of management, all the participants

considered that it's necessary to pass additional courses in management (participants F and G) or receive a degree of a graduate student (participant E in finance and participant H - economics and business), (Q12).

The purpose of this part of the investigation is to clarify if the need for higher education, its sufficiency for organizing and conducting business activities and the need for additional knowledge in the field of management. Proceeding the results received from the interview it's possible to note that in Belarus, two out of three respondents with higher education (participants A and B) did not see the importance and influence of the received education (Q13). Three of the respondents (participants A, B and D) considered it necessary to undergo additional courses in the field of management (Q12). Regarding women entrepreneurs in Portugal, two who have higher education (participants E and H) consider their received theoretical and practical foundations had a significant impact on the realization of their entrepreneurial activity. However, all interviewed, regardless of the education received, saw the need for additional knowledge in the management of the enterprise (Q12).

Table 7.Research Question 2 (Indicators and evidence)

Question 2: Does previous professional experience has a positive impact on the conduct of entrepreneurial activities?	
Indicators	Evidence
I1 – Yes, previous professional experience has a positive impact on the conduct of entrepreneurial activities.	Belarus participants: (Q17) Portugal participants: E, F,G,H (Q17)
I2 – No, previous professional experience hasn't any positive impact on the conduct of entrepreneurial activities.	Belarus participants: A,B,C,D (Q17) Portugal participants: (Q17)

Source: Author's own-elaboration

On the question "Does the previous professional experience had any influence on becoming a businessman?" there was one direct question in the interview (Q17 - Do you think that this previous professional experience had any influence on becoming a businesswoman? Why?). According to the response received, opinions were divided relatively to the regions. All interviewed women entrepreneurs in Belarus negatively answered this question (participants A, B, C, and D). Moreover, one of the respondents expressed the opinion that this experience only contributed to increase the desire to work for herself and manage her life (participant A).

In Portugal, collected answers regarding this issue look more positive. Each of the participants noted the positive impact of the experience gained. For example, participant G said: "Thanks to previous professional experience, I learned a lot about this field of activity and opened my own business in the same industry." Participant H noted: "I worked in companies where, in addition to my main responsibilities, there were management and commercial activities." The other participants also

noted the positive impact of the professional experience received in the previous work: "The experience gained made the process easier" (participant E).

The purpose of this part of the investigation was to find out whether a professional experience is necessary and whether it simplifies the process of creating and managing a business. According to the results obtained, it can be clearly noted that the creation of business for Belarusian entrepreneurs is not related to the previous experience gained. However, it does not deny the fact that it can be useful, but if the experience was received in another field of activity. For example, all the women entrepreneurs interviewed in Portugal responded positively to the received experience. Since the further entrepreneurial activity of interviewed related to the same area where they worked.

Table 8. Research Question 3 (Indicators and evidence)

Question 3: Does striving for financial independence is the main factor for starting an entrepreneurial activity?	
Indicators	Evidence
I1 – Yes, striving for financial independence is the main factor for starting an entrepreneurial activity.	Belarus participants: A, B, D (Q19) Portugal participants: E, G (Q19)
I2 – No, striving for financial independence isn't the main factor for starting an entrepreneurial activity.	Belarus participants: C (Q19) Portugal participants: E, H (Q19)

Source: Author's own-elaboration

The next question that was investigated relates to the identification of the reasons and motivations for starting entrepreneurial activity among women entrepreneurs in Portugal and in Belarus. In other words, to understand whether the desire for financial independence the decisive factor for opening business and what other factors could contribute to this. According to the interview, the question that currently gave the answer to this question is Q19 - What was your main motive/motivation for starting an entrepreneurial activity?

Regarding the responses received, five out of eight women interviewed noted the fact of financial independence was decisive (participants A, B, D and participants F, D). Three Belarusian managers put the fact of financial independence as a significant motive for opening their own business. Additional factors appeared, firstly, the desire for self-realization, the implementation of their business ideas (participants A, B, C, and D) and, secondly, reluctance to work under someone's management (participant A). Portuguese women entrepreneurs shared their opinions and put the motive for opening their business to the desire for self-realization, the realization of their business ideas (participants E and F), and two respondents (F and G participants) noted the importance in financial independence. Moreover, participant G noted that the main reason was unfavourable financial conditions. Participant H noted the decisive factor became the desire to realize their professional and personal qualities (self-realization is included).

As a conclusion, it's understandable that the desire for financial independence among women entrepreneurs in the countries studied is an important motive, but the most significant motive was the desire for self-realization and realization of their business ideas (participants A, B, C, D and participants E and F).

Table 9. Research Question 4 (Indicators and evidence)

Question 4: Does for women it's usually more difficult to succeed in business than men because of the need to do household duties and solve family problems?	
Indicators	Evidence
I1 – Yes, for women it's usually more difficult to succeed in business than men because of the need to do household duties and solve family problems	Belarus participants: A and D (Q30); A and D (Q31) Portugal participants: F and H (Q30); E, F, G and H (Q31)
I2 – No, for women it isn't usually more difficult to succeed in business than men because of the need to do household duties and solve family problems.	Belarus participants: B and C (Q30); B and C (Q31) Portugal participants: E and G (Q30); (Q31)

Source: Author's own-elaboration

Concerning this research question, there are three main questions in the interview that were currently related: firstly, Q30 - Do you think that your family life in any way affects your work in the company? Why? How?; secondly, Q31 - Do you think that the activities of the company affect your personal and family life? How and why? and Q21 - How do you evaluate your business now? And three additional personal information about civil status and children (Q8 – Civil status; Q9 - Do you have children? If yes, how many? and Q10 – The age of children).

The answers received from the interviewed participants from Belarus, opinions were divided. Participant A responded to the Q30: "A woman in comparison with a man has less time, because of household issues, childbirth, parenting. Therefore, to become a successful businessman or leader, a woman needs to do more in less time". Regarding the Q31, she noted: " Influences, as there isn't enough time for bringing up children, attention to my husband and so on. Managerial status adds rigidity to the character, what makes the relationship in the family worst." She evaluated her business as Leading (Q21). An additional characteristic is the fact that the interviewed businesswomen has two underage children of 3 and 14 years of age and is married (Q8, Q9, Q10).

Participant D noted a positive impact: "The family and children help to switch to other questions, which stimulates the birth of new ideas."(Q30) Regarding the company's impact on family life, she stressed that the work stimulates her family and personal life (Q31). This participant also evaluated her business as Leading (Q21). Likewise, it worth underlining the fact that this interviewed participant has two adult children, 26 and 30 years old and unmarried (Q8, Q9, Q10).

Participants B and C on both questions (Q30 and Q31) expressed the opinion that the company's activity does not affect family and personal life and vice versa. They evaluated the status of their companies as Survival (Q21). Both participants B and C have one child: 19 years and marital status - unmarried (participant B) and 7 years old, married (participant C), (Q8, Q9, Q10).

Relatively to the answers of interviewed women in Portugal there were made some considerations:

Participant E, regarding the impact of family life on the company's activities, answered: "No, not at all. On the contrary: I have my own business, which is my source of income and provides a good standard of living for my family (for me and my son) "(Q30). The entrepreneur noted that the work spends a lot of her time and sometimes it's difficult to give proper attention to the upbringing of her son. However, the advantage is the opportunity to adjust your work schedule and work remotely (Q31). Participant E evaluated the level of her business as competitive (Q21). Additional characteristics of participant E: she has a child (6 years old), not married (Q8, Q9, Q10).

Participant F, who is working together with her family (in the family business) said that often working problems can bring misunderstandings in family life. At the same time, the family business allows spending more time with the family (Q30). Also, she reiterated the fact that sometimes the problems of the company are reflected on the mood in the house (Q31). The business was estimated as survival (Q21). Additional information about participant F: two adult children, 23 and 28 years old, married (Q8, Q9, Q10).

Participant G said that despite the family business, everyone is busy with their own questions in the company and does not interrupt the work of the others. (Q30). However, she added that family business and working moments often affect family life, because the whole family lives together. She evaluated her company as competitive (Q21). Additional information about the participant D: two adult children aged 33 and 38, married (Q8, Q9, Q10).

Participant H believes that working as a manager is a very difficult task, that affects personal and family life, as it takes a lot of her time (Q30 and Q31). She estimated her company as competitive (Q21). Additional information about participant H: hasn't a child, unmarried. (Q8, Q9, Q10).

Based on the responses received, it's clear that women pay more attention and spend much time on their entrepreneurial activity, which allows them to be successful in the business. However, more often it negatively affects family and personal life.

Table 10.Research Question 5 (Indicators and evidence)

Question 5: Is there any discrimination based on gender when appointing to top-management positions?	
Indicators	Evidence
I1 – Yes, there is a discrimination based on gender when appointing to top-management positions	Belarus participants: (Q27.2) Portugal participants: E, G, H (Q27.2)
I2 – No, there isn't any discrimination based on gender when appointing to top-management positions	Belarus participants: A,B,C,D (Q27.2) Portugal participants: F (Q27.2)

Source: Author's own-elaboration

The answer to this research question is devoted to question Q27 - Below is a few points of view about doing business by women. Which of these statements do you agree with, and with which you do not? that includes four statements:

Q27.1: It's more difficult to succeed in business for women than for men;

Q27.2: There is a gender inequality in the appointment to senior management in your country;

Q27.3: It is more difficult for women to do business in your country than for women in others European countries;

Q27.4: In your country women entrepreneurs are needed in additional programs/measures to support their business.

There was a choice for answering the statements of Q27: to agree, disagree or leave without responding.

Currently to the research question: "Is there any discrimination based on gender when appointing to top-management positions?" devoted the statement Q27.2. The other statements helped to analyze and support their opinion (Q27.1; Q27.3; Q27.4).

Considering the answers of Belarussian entrepreneurs Participant A disagreed with the main Q27.2 statement. But the entrepreneur supported the statements relative to the achieving of success in business (Q27.1); approved that it's difficult for women to do business in Belarus than in European countries (Q27.3) and noted that women are in need for special programs to support their business (Q27.4).

The participant B and C disagree with all the statements. That means that both considered that there aren't any difficulties for women to become and manage a company. In their opinion men and women are on the equal rights for appointing to the top management positions.

The participant D from Belarus agreed only with the first statement: It's more difficult to succeed in business for women than for men (Q27.1). The statements Q27.2; Q27.3; Q27.4 wasn't supported by the respondent.

Regarding the participants from Portugal, three out of four agreed with the main statement that there exists discrimination based on gender when appointing to top-management positions (Participants E, H, and G). Relatively to the statement Q27.1 three out of four disagreed that it's more difficult to succeed in business for women than for men (Participants E, F, and H). Nobody supports the Q27.3, that it is more difficult for women to do business in Portugal than for women in others European countries (Participants E, F, G, H). There is only one entrepreneur (Participant G), who agreed that in Portugal women entrepreneurs are needed additional programs/measures to support their business.

The main purpose of this part of the research investigation was to find out if there is discrimination relatively to the women as manager and/or barriers to doing their business. According to the data received from representatives of both countries, it's clear the gender inequality still exists in entrepreneurial activity.

Table 11. Research Question 6 (Indicators and evidence)

Question 6: Do women entrepreneurs need additional programs/measures to support their business?	
Indicators	Evidence
I1 – Yes, women entrepreneurs need additional programs/measures to support their business	Belarus participants: A (Q27.4)
	Portugal participants: G (Q27.4)
I2 – No, women entrepreneurs don't need additional programs/measures to support their business	Belarus participants: B, C, D (Q27.4)
	Portugal participants: E, F, H (Q27.4)

Source: Author's own-elaboration

The aim of this part of the research was to find out if it necessary to implement additional programs/measures to support their business. In addition, consequently, what kind of programs.

Considering the research question 6 there was taken the response from one direct Q27.4 where women could agree or disagree with the statement: In our country women, entrepreneurs are needed in additional programs/measures to support their business. In addition, there was one additional question to the respondent: The implementation of what areas of support and development of small and medium-size businesses is necessary for successful business development?

Three out of four representatives (Participants B, C, and D) from Belarus disagreed with this statement (Q27.4) and only one woman agreed that women entrepreneurs are in need for additional programmes or others supportive measures for developing their business (Participant A). According to the responses (Q26), three of female entrepreneurs noted that some additional supportive measures will be useful for doing their business. For instance, Participant A said that for a successful development of her business it's necessary to implement: "1. Low-interest lending; 2. Improve the purchasing power of the population; 3. Reduce the tax burden, Value Added Tax (VAT) ". "1.

Investments; 2. Contractual terms with suppliers with deferred payment” (Participant B). “1. Various benefits – tax and rental benefits; 2. Make special conditions for attracting funding” (Participant D).

The situation in Portugal is the same, and three out of four (Participants E, F, and H) expressed that it's not necessary to implement special programs for improvement women entrepreneurial activity (Q27.4) However, each of the respondents noted that some measures will be useful (Q26). For example, participant F declared: “I think we should have free training. More free training. More information, because I think that in our country laws are always coming out...’. Participant G needs in support of business management and simplification of taxation.

According to the data collected from both response on the questions Q26 and 27, it's clear that entrepreneurs from Portugal and Belarus are needed in additional support for improving their business activity.

Table 12. Research Question 7 (Indicators and evidence)

Question 7: Does participation in business associations and communities help in the conduct of business?	
Indicators	Evidence
I1 – Yes, participation in business associations and communities helps in the conduct of business.	Belarus participants: A (Q28)
	Portugal participants: F, G, H (Q28)
I2 – No, participation in business associations and communities doesn't help in the conduct of business.	
I3 – Didn't answer. (not participate)	Belarus participants: B, C, D (Q28)
	Portugal participants: E (Q28)

Source: Author's own-elaboration

The current question of the interview that helped to find answers to the research question 7 is Q28 - Do you or your organization participate in business associations or communities?

Three out of four respondents from Belarus said that they and their companies are not participating in business associations (Participants B, C, D). Participant A declared that she is in the Belarussian entrepreneurial Confederation. In addition, a woman noted that participating in the Association helps them in doing business.

In Portugal, the situation is the opposite. Three out of four entrepreneurs participate in the business association. For instance, Participant F is a member of the Commercial and Industrial Association of Vila Real. Participant G, who also participate in business association and said: “It provides a support for me in the development of business activity, provides training programs for me and my

employees”; also participant H stated: “Yes, at the moment I'm receiving financial support and training from association promoting my business”.

The aim of this research question 7 was to explore if participating in business associations positively effects on business activity. Even though totally only four out of eight interviewed females are in the business association, it's approved that being a member of the business community provides significant benefits to the entrepreneurs, at least, financial and educational.

Table 13. Research Question 8 (Indicators and evidence)

Question 8: Do women implement innovations (innovative projects) in their company?	
Indicators	Evidence
I1 – Yes, women implement innovations (innovative projects) in their company.	Belarus participants: A and D (Q39) Portugal participants: H (Q39)
I2 – No, women don't implement innovations (innovative projects) in their company.	Belarus participants: B and C (Q39) Portugal participants: E, F, G (Q39)

Source: Author's own-elaboration of author

The research question 8 observed aimed to find out if women are implementing innovations in their business activity. According to the interview, Q39 affords “Are you implementing innovations (innovative projects) in your company?” to receive the answer to this question. In addition, the question Q38 - Have you ever participated in the scientific research or innovative programs? If yes, what kind of?. In the Q40 female entrepreneurs estimated the effectiveness of applying for innovative tools or programs in their companies.

The data collected from the respondents (Q39) showed that two out of four implement innovations in the activity of their company (Participant A and D). For example, participant A uses the method of innovative product development with a new raw material. It is worth noting, that implementation of this kind of innovations was estimated as +1 “good” (Q40). It means that there is a positive effect of application innovative method of production on the company's activity results.

The participant D who also use implementation of innovations: “Development of new technological field equipment” (Q39) noted the positive effect (Q40). Moreover, it worth mentioning that before woman participated in the scientific research or innovative programs (Q38).

Relatively to the respondents from Portugal, only one out of four applies innovations (Q39) in the business activity (Participant H). This participant stated: “Our companies are research and innovative, so the entrepreneurship programs are focused on innovations, product research, and development. Also, we are developing and creating a new application for support” (Q38). Moreover, this entrepreneur estimated company's innovative effectiveness as good (Q40).

According to the collected data, there are only three out of eight women who are implementing innovations in their companies. Nevertheless, it worth noting that all the innovative programs have a positive effect on their company.

4.2. Comparative analysis of gender equality in entrepreneurship and innovation in Portugal and Belarus

To reach the goal there is introduced the table based on the response collected from the female entrepreneurs in both countries and summed up data regarding the research questions.

Table 14. Comparative analysis of results of gender equality in entrepreneurship and innovation in Belarus and Portugal

Nº	Belarus	Portugal
Q1	Higher education doesn't have a positive impact on business /entrepreneurial activities.	Higher education has a positive impact on business /entrepreneurial activities.
Q2	All the respondents declared that their previous professional experience doesn't have a positive impact on the conduct of entrepreneurial activities.	All the entrepreneurs approved that previous professional experience has a positive impact on the conduct of entrepreneurial activities.
Q3	The main motivation to start business became "The desire for self-realization, the implementation of their business ideas".	Most of the Portuguese respondents declared that "The desire for self-realization, the implementation of their business ideas".
Q4	They do not support the idea: "it's usually more difficult to succeed in business than men because of the need to do household duties and solve family problems	All the participants refused the stereotype that it's usually more difficult to succeed in business than men because of the need to do household duties and solve family problems".
Q5	All the women considered that in their country there isn't any discrimination based on gender when appointing to top-management positions.	Three out of four managers said there is a discrimination based on gender when appointing to top-management positions in their country.
Q6	The respondents said that in Belarus women entrepreneurs don't need additional programs/measures to support their business.	Most participants refused the fact that entrepreneur in Portugal needs additional programs/measures to support their business.
Q7	The participation in business associations helps to do the business.	The respondents, who participate in business associations see the positive effect on business activities.
Q8	Two entrepreneurs expressed that they implement innovations in their company and it positively affects their companies' activity.	Only one out of four applies innovations in the business and it gives advantages for the company.

Source: Authors self-elaboration based on the answers of the participants in the research

In table 14, there are introduced summarized results of women entrepreneurs based on the interview responds relatively to the researched questions. The results divided into two columns, which corresponds to the Belarus and Portugal.

The first question considered the issue connected to the positive impact of higher education. The answers are completely different if compare two countries, In Portugal responders expressed the opinion that their educational degree had a positive impact on their entrepreneurial activity when Belarussian female representation said that their higher education didn't affect. Nevertheless, both sides support the opinion that it's necessary to obtain additional education, or courses to improve knowledge in the field of enterprise management.

The second question was correlated to the previous professional experience. All respondents from the Portuguese side noted a positive effect of previous working experience in the conduct of business activity. The interviewed women from Belarus expressed that their previous professional experience doesn't have any positive impact.

The third research question was connected to the motivation that contributed women to start their own business. The respondents both from Portugal and Belarus expressed the opinion that the main reason is the desire of self-realization, the implementation of their business ideas. On the second place came the motive of "Striving for financial independence".

The fourth research question revealed that all the interviewed women don't consider that it's more difficult to succeed in business than men because of the need to do household duties and solve family problems". Moreover, most of the participants declared that their work more interrupts their family and personal life because they spent a lot of time on their business.

The fifth research question regarding the question of discrimination based on gender when appointing to top-management positions. The Belarussian women rejected the fact if discrimination in their country when Portuguese respondents otherwise support this fact.

The results regarding the sixth research question showed that most of the interviewed said that they don't need additional programs or measures to improve their business activity. However, all add some programs that can simplify their entrepreneurial activity.

The seventh question correlated to the participation in business association and its effectiveness. According to results Belarussian, most entrepreneurs don't participate in business associations when women enterprise-owner otherwise take part in such an organization. Moreover, all the respondents noted that participation in the business association helps to do their business.

And finally, the eight-question is dedicated to the implementation of innovations in the enterprises and estimation of its effectiveness. It worth noting that neither in Portugal nor in Belarus women implement innovations. Only three out of eight responders said that they innovate, and it has a positive effect on their companies' activity.

5. Conclusions, limitations and future research lines

At present, more attention is paid to such a trend as gender equality in all spheres of life, and a particular attention is paid to the consideration of women as entrepreneurs and innovators. However, despite several events carried out by special business associations, educational programs, legislative changes, conventions and several other measures that contribute to the disclosure of the potential of women as an undertaking, gender inequalities persist in the world.

Quite often, researchers who study the gender aspect argue that companies run by women are less successful than men-led companies.

However, in several studies that have been conducted on the issue of women as entrepreneurs and innovators, it has been found that the presence of women among the owners of the company increases the likelihood of introducing innovations. Innovation is one of the most important potential sources of economic growth in both developed and developing countries. This leads to the conclusion that more active involvement of women in business can have a positive impact on the country's economic development.

The research based on the interview of the women entrepreneurs focused on revealing motivation, growth strategies, support networks, barriers to innovation in women-owned enterprises, existing innovative practices within women-owned enterprises and problems to do the business and possible ways to avoid these problems in Portugal and Belarus. It was also necessary to understand the current attitude of female entrepreneurs relatively to gender inequality in their countries in the field of women entrepreneurship and innovations. The analysis made after getting all the responses provided to build the common picture and level of women business and innovation activity in the country and compare results between Portugal and Belarus.

- The idea of higher education is different from Portuguese and Belarus participants since Belarussian participants consider that higher education doesn't have a positive impact on business

and on entrepreneurial activities. However, both find important to have additional education or training, to broaden their knowledge in the managerial field;

- The previous professional experience has a positive impact on Portuguese participants when Belarussian respondents expressed negative position and didn't find any advantages in doing their business;
- The main motivation for starting a business is a desire of self-realization, the implementation of their business ideas. The motivation "Striving for financial independence" took the second place only;
- During the interview, it turned out that the family does not interfere in business activities and does not distract them from work, on the contrary, their business spends a lot of time and energy and often brings harm to family and personal life;
- In the whole according to the answers of the interview, the discrimination based on gender inequality in entrepreneurial activities still exists. Moreover, the Portuguese respondents actively supported the opinion that there is gender inequality when appointing to a top-management positions;
- The implementation of special supplementary programs regarding financial, administrative, informational and training support can contribute to the growth of the number of enterprises established by women and improve the business activity of existing companies;
- The members of business association reviewed that participation in such entrepreneurial organizations simplify to do their business in the field of education, finance and provide a lot of useful business information;
- Innovative activities have a positive impact in doing business: attract new customers and consequently contribute the profit growth.

However, it should be noted that this work is not perfect and has some limitations in the research and performed analysis. Firstly, these limitations include a small number of responders. There were interviewed only eight entrepreneurs (four from each country were randomly chosen). There are hesitations relatively to understanding the whole picture of the women-owned enterprises in the country. Secondly, the lack of answers or shortage explanation of the response to some questions of the representatives of the companies may decrease the effectiveness of the research.

During the research process, it was revealed that the best way to improve women entrepreneurial activity is to implement special business financial and educational programs. For instance, give additional benefits for women entrepreneurs in certain business areas, make special conditions for attracting financing for women entrepreneurs and provide women entrepreneurs with information of opening their own business and to open access to study. Additionally, it's clear from the responses that participation in special business association gives plenty of advantages such as free educational training for employees, financial support and helps in solving some business problematic issues.

The topic of women entrepreneurship and innovation is quite new, especially for Belarus. Based on the results received it is clear that the further research could be directed, first, on the development of special programs for increasing business and innovative activities among females. Secondly,

creation of special business forums and association that will actively support women entrepreneurship and implementation of innovation in the country.

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APPENDIXES

APPENDIX 1
INTERVIEW SCRIPT - PORTUGUESE

1. Por favor, faça a sua apresentação:
Nome e apelido:

2. Nome da empresa, cidade, ano de criação da empresa:

3. Área de atividade da empresa:
 1. Agricultura, caça e silvicultura, pesca e piscicultura
 2. Produção
 3. Construção
 4. Reparação de veículos, produtos domésticos e itens pessoais
 5. Comércio por grosso
 6. Comércio a retalho
 7. Hotelaria e restauração
 8. Transportes
 9. Comunicação
 10. Operações com imóveis (compra, venda e arrendamento)
 11. Investigação, desenvolvimento e educação
 12. Saúde e serviços sociais
 13. Prestação de outros serviços (sociais, pessoais, etc.)
 14. Outros (por favor, especifique) _____

4. Quantos colaboradores e colaboradoras tem a sua empresa?
 1. Até 15 colaboradores/as.
 2. 16-100 colaboradores/as.
 3. 101-250 colaboradores/as.
 4. Mais de 250 colaboradores/as.

5. Em que ano nasceu?

6. Qual o cargo que ocupa?

7. Com que idade começou a trabalhar na gestão da sua empresa?

8. Estado civil

9. Tem filhos/as? Em caso afirmativo, quantos?

10. Indique qual a idade dos/as seus/suas filhos/as

11. Indique qual o seu nível de escolaridade:

12. Frequentou e ou concluiu algum curso de Gestão? Em caso afirmativo, especifique qual ou quais.

13. Existe alguma ligação entre a formação inicial que frequentou e a esfera profissional em que atualmente trabalha?

14. Pensa que a sua experiência académica e profissional foi decisiva ou importante para a criação da sua empresa ou para a entrada para o cargo que atualmente ocupa? De que forma?

15. Com que idade começou a trabalhar?

16. Em que área de atividade trabalhou anteriormente?

17. Pensa que a sua experiência profissional teve alguma influência no facto de se ter tornado empresária ou gestora? Porquê?

18. Há quantos anos trabalha:

18.1 Em cargos de gestão: _____ anos

18.2 Num cargo de Gestão nesta empresa: _____ anos

19. Qual foi o motivo principal ou motivação que a levou a iniciar uma atividade empresarial?

1. Circunstâncias financeiras desfavoráveis
2. Procura por independência financeira
3. Desejo de autorrealização, implementação de ideias próprias relacionadas com o negócio
4. Vontade de trabalhar por conta própria
5. Ter mais tempo livre
6. Outro (Por favor, especifique)
7. Não identificados

20. Que tipo de dificuldades enfrentou quando se tornou empresária?

1. Falta de conhecimento e/ou de experiência em fazer negócios
2. Dificuldade com os recursos humanos
3. Barreiras administrativas (burocracia, corrupção, etc., ...)
4. Inacessibilidade a determinadas infraestruturas (escritórios, armazéns, comunicações, etc., ...)
5. Dificuldade em encontrar os fornecedores adequados
6. Dificuldade ou inacessibilidade a financiamentos, dificuldade em atrair investimentos
7. Inacessibilidade de informação sobre o mercado e prospeção de negócios
8. Dificuldade no desenvolvimento de marketing; concorrência desleal
9. Outros (por favor, especifique)

10. Não identificados

21. Como classifica, atualmente, o seu negócio? (escolha apenas uma das opções)

1. Sobrevivente
2. Competitivo
3. Liderança (é um dos líderes do Mercado)
4. Dominante (tem a maior quota do mercado)

22. Qual é o motivo principal para continuar a desenvolver o seu negócio? (escolha apenas uma das opções)

1. A capacidade de gerar rendimento
2. A possibilidade de desenvolver uma atividade que gosta
3. Ausência de outra fonte de rendimento alternativa
4. Outra (por favor, especifique)
5. Não identificados

23. Por favor, indique quais os principais feitos ou ganhos no seu negócio e as principais barreiras ao seu sucesso:

Feitos/ganhos:

1. _____
2. _____
3. _____
4. Não identificados

Barreiras:

1. _____
2. _____
3. _____
4. Não identificados

24. Quais são os seus planos para a empresa para o futuro próximo (no espaço de um ano, aproximadamente)?

1. Desenvolvimento e expansão das atividades da empresa
2. Manter a faturação da empresa no nível atual
3. Aumentar ou reduzir o negócio
4. Outro ou outros (por favor, especifique)

25. Avalie o atual ambiente relativamente ao empreendedorismo:

- No seu país:

Muito mau - é praticamente impossível fazer negócios

-2	-1	0	+1	+2
----	----	---	----	----

Muito bom – é fácil e eficiente desenvolver atividade empresariais

- Na sua região ou cidade:

Muito mau - é praticamente impossível fazer negócios

-2	-1	0	+1	+2
----	----	---	----	----

Muito bom – é fácil e eficiente desenvolver atividade empresariais

26. Que áreas considera essenciais para o desenvolvimento, com sucesso, dos negócios das pequenas e médias empresas:

1. _____
2. _____
3. _____
4. _____
5. Não identificadas

27. Na tabela seguintes encontram-se alguns pontos de vista (frases) acerca do empreendedorismo feminino. Indique se concorda, não concorda ou não concorda nem discorda com cada uma dessas frases.

	Concordo	Não concordo	Não concordo nem discordo
1. É mais difícil, para as mulheres, ter sucesso numa atividade empresarial do que para os homens.			
2. Existe uma desigualdade de género no acesso a cargos de chefia em Portugal.			
3. É mais difícil para as mulheres desenvolverem uma atividade empresarial em Portugal do que noutros países europeus.			
4. Em Portugal, as mulheres empreendedoras precisam de recorrer a programas ou medidas adicionais para conduzirem os seus negócios.			

28. Pertence, ou a sua empresa, a associações comerciais ou industriais ou a tipo de organizações que promovam o associativismo?

1. Sim, e apoiam-me no desenvolvimento da minha atividade empresarial (especifique exatamente de que forma) _____
2. Sim, mas não apoiam o desenvolvimento da minha atividade empresarial
3. Não

29. Em que áreas considera que necessita de mais conhecimento e apoio para o desenvolvimento da sua atividade empresarial?

1. Na promoção de bens/serviços e relações públicas
2. Na área financeira
3. No recrutamento e seleção
4. No planeamento estratégico
5. Nas vendas online
6. Noutra área (por favor, especifique) _____
7. O conhecimento que tenho é suficiente para o desenvolvimento da minha atividade
8. Não identificadas

30. Considera que a sua família, de alguma forma, afeta o seu trabalho na empresa? Porquê? Como?

31. Considera que seu o trabalho na empresa afeta a sua vida pessoal e familiar? Porquê? Como?

32. Considera que o facto de ser mulher lhe traz algum conhecimento ou vantagem no desenvolvimento da sua atividade empresarial? Qual ou quais? Porquê?

33. Quais são as principais dificuldades que enfrenta considerando o relacionamento com outros/as colaboradores/as da empresa?

34. Primeiramente, a carreira de uma empresária permite:

1. Aumentar o seu nível de rendimento
2. Tornar o mundo num local melhor
3. Desenvolver a sua atividade preferida
4. Crescer profissionalmente
5. Ter mais tempo livre
6. Outra (Qual ou quais, especifique) _____

35. O que pensa que motiva uma mulher a criar o seu próprio negócio?

1. Responsabilidade pela sua família
2. Necessidade interna de ser criativa
3. Intuição – compreensão das tendências do meio empresarial
4. Ambição ao nível do desenvolvimento da sua carreira e a necessidade de se autorrealizar no meio empresarial
5. Outra (Qual ou quais, especifique) _____

36. Considera que existem algumas áreas de atividade que não são apropriadas para as mulheres?

1. Não

2. Sim (Por favor, indique que áreas considera não serem apropriadas para as mulheres)

1. Produção
2. Comércio
3. Logística e transportes
4. Lazer e entretenimento
5. Consultoria em inovação (Tecnologias de Informação) e alta tecnologia
6. Finanças e seguros
7. Moda e design
8. Marketing e publicidade
9. Saúde
10. Outras (Por favor, especifique qual ou quais) _____

37. O que é necessário que seja mudado em Portugal, para motivar as mulheres a tornarem-se empreendedoras (isto é, a criar o seu próprio negócio)?

1. A introdução de determinados benefícios adicionais (para empreendedoras) em determinadas áreas de atividade
2. Condições especiais de financiamento
3. Educação e formação profissional em áreas de apoio à gestão
4. A criação de organismos públicos para assistência ao empreendedorismo feminino
5. Outras (Por favor, especifique qual ou quais): _____

38. Alguma vez participou a implementação de programas científicos de investigação e inovação? Em caso afirmativo, em qual ou quais?

39. Atualmente, encontra-se a implementar algum ou alguns projetos (de inovação) na sua empresa? Em caso afirmativo, que tipo de projetos ou de inovação?

40. Avalie o grau de inovação na sua empresa?

Ineficaz (Sem resultados)	-2	-1	0	+1	+2	Eficiente (Com resultados significativos)
------------------------------	----	----	---	----	----	--

APPENDIX 2
INTERVIEW SCRIPT - RUSSIAN

1.Пожалуйста, представьтесь:

2. Название компании, в которой Вы работаете, город : _____

3. Сфера деятельности организации:

1. Сельское хозяйство, охота и лесное хозяйство, рыболовство и рыбоводство
2. Производство
3. Строительство
4. Ремонт автотранспортных средств, бытовых изделий и предметов личного пользования
1. Оптовая торговля
2. Розничная торговля
3. Гостиницы и рестораны
4. Транспорт
5. Связь
6. Операции с недвижимым имуществом, аренда
7. Научные исследования и разработки, образование
8. Здравоохранение и предоставление социальных услуг
9. Предоставление прочих услуг (социальных, персональных и пр.)
10. Другое (укажите) _____

4.Сколько сотрудников работает в вашей организации?

1. До 15 чел.
2. 16-100 чел.
3. 101-250 чел.
4. Более 250 чел.

5.Дата и год рождения

6.Ваша должность

7. Возраст при создании компании (если учредитель) / Возраст, когда стали управлять компанией

8. Гражданский статус

9. Число детей

10. Возраст детей

11. Ваше образование:

1. Среднее специальное
2. Неоконченное высшее
3. Высшее
4. Ученая степень кандидата наук
5. Ученая степень доктора наук
6. MBA | Другое бизнес-образование

12. Были ли у вас какие-либо курсы по управлению или предпринимательству? Если да, укажите, какой из них?

13. Есть ли связь между полученным академическим образованием и сферой профессиональной деятельности бизнеса?

14. Считаете ли вы, что ваш академический и профессиональный опыт был решающим или важным для создания компании? Каким образом?

15. Во сколько лет вы начали работать?

16. В каких сферах деятельности или компании Вы работали?

17. Считаете ли вы, что этот предыдущий профессиональный опыт оказал какое-либо влияние на то, чтобы стать бизнесменом? Почему?

18. Сколько всего лет Вы работаете...

18.1 На руководящих должностях: _____ лет

18.2 В руководящей должности на этом предприятии: _____ лет

19. Что послужило для Вас основным мотивом/ мотивами для начала предпринимательской деятельности?

1. Сложные финансовые обстоятельства
2. Стремление к финансовой независимости
3. Стремление к самореализации, реализации своих бизнес-идей
4. Нежелание работать под чьим-то управлением
5. Наличие большого объема свободного времени
6. Другое (укажите) _____
7. Затрудняюсь ответить

20. С какими трудностями вы столкнулись в начале своей предпринимательской деятельности?

1. Нехватка знаний и опыта ведения бизнеса
2. Недоступность кадровых ресурсов
3. Административные барьеры (коррупция, бюрократия)
4. Недоступность инфраструктуры (офисов, складов, коммуникаций)
5. Сложности с поиском поставщиков
6. Недоступность финансирования, сложность привлечения инвестиций
7. Недоступность информации о рынке и возможных перспективах бизнеса
8. Сложности сбыта продукции, недобросовестная конкуренция
9. Другое (укажите) _____
10. Затрудняюсь ответить

21. Как Вы оцениваете Ваш бизнес в настоящий момент? (Один ответ)

1. Выживающее
2. Конкурентоспособное
3. Лидирующее (входит в число лидеров рынка)
4. Доминирующее (занимает наибольшую долю рынка)

22. Что для Вас является главным стимулом для продолжения ведения бизнеса? (Один ответ)

1. Возможность получения дохода
2. Возможность заниматься любимым делом
3. Отсутствие других, альтернативных источников дохода
4. Другое (укажите) _____
5. Затрудняюсь ответить

23. Назовите несколько своих достижений в бизнесе и несколько главных препятствий на пути к успеху:

Достижения	Препятствия
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. Затрудняюсь ответить	4. Затрудняюсь ответить

24. Каковы планы Вашего предприятия в ближайшее время?

1. Развитие и расширение деятельности
2. Без изменений, сохранение оборота компании примерно на том же уровне
3. Сворачивание, сокращение бизнеса
4. Другое (укажите) _____

25. Оцените состояние предпринимательского климата в настоящее время:

- В стране в целом:

Очень плохой (заниматься бизнесом сложно)

-2	-1	0	+1	+2
----	----	---	----	----

Очень хороший (вести бизнес легко и эффективно)

- В Вашем городе/регионе:

Очень плохой (заниматься бизнесом сложно)

-2	-1	0	+1	+2
----	----	---	----	----

Очень хороший (вести бизнес легко и эффективно)

26. Реализация каких направлений поддержки и развития малого и среднего бизнеса необходима Вам для успешного развития бизнеса:

1. _____
2. _____
3. _____
4. _____
5. Затрудняюсь ответить

27. Ниже представлено несколько точек зрения о ведении бизнеса женщинами – предпринимателями. С какими из них вы согласны, а с какими нет?

	Скорее согласусь	Скорее не согласусь	Затрудняюсь ответить
1. Женщинам обычно сложнее добиться успеха в бизнесе, чем мужчинам			
2. В Беларуси существует дискриминация по гендерному признаку при назначении на высшие управленческие должности			
3. В Беларуси женщинам сложнее вести предпринимательскую деятельность, чем жительницам европейских стран			
4. В Беларуси для женщин-предпринимателей нужны дополнительные программы / меры по поддержке их бизнеса			

28. Состоите ли вы или Ваша организация в предпринимательских объединениях, ассоциациях, сообществах?

1. Да и они помогают ведению бизнеса (укажите, как именно) _____
2. Да, но они не помогают ведению бизнеса
3. Нет

29. Получение дополнительных знаний в каких сферах необходимо лично Вам на сегодняшний день для развития Вашего бизнеса?

1. В сфере продвижения товаров / услуг и PR
2. В сфере финансирования бизнеса
3. В сфере подбора и управления персоналом
4. В сфере стратегического планирования
5. В сфере технологий продаж
6. В другой сфере (укажите, что именно) _____
7. Мне вполне достаточно моих знаний
8. Затрудняюсь ответить

30. Считаете ли вы, что ваша семейная жизнь каким-либо образом влияет на вашу работу в компании? Почему? Каким образом?

31. Считаете ли вы, что деятельность компании влияет на вашу личную и семейную жизнь? Как и почему?

32. Считаете ли вы, что факт быть женщиной приносит вам какое-то преимущество или знания в управлении вашей компанией? Какой из них? Почему?

33. Каковы основные трудности, которые вы испытываете в отношениях с другими сотрудниками компании?

34. В первую очередь карьера женщины-предпринимателя позволяет женщине:

1. Больше зарабатывать
2. Менять мир к лучшему
3. Заниматься любимым делом

4. Раста профессионально
5. иметь больше свободного времени
6. Другое _____

35. Что по вашему мнению мотивирует женщин открывать свой бизнес:

1. Ответственность перед семьей – надо зарабатывать деньги
2. Внутренняя потребность в творчестве
3. Интуиция – понимание тенденций в мире бизнеса
4. Карьерные амбиции и потребность реализации себя в бизнесе
5. Другое _____

36. Есть ли, по вашему мнению, женские и неженские сферы бизнеса?

1. Нет

2. Да (Пожалуйста, отметьте, какие сферы бизнеса, на Ваш взгляд, не вполне подходят для женщин:

1. Производство
2. Торговля
3. Логистика и перевозки
4. Досуг и развлечения
5. IT
6. Консалтинг
7. Инновационные и высокие технологии
8. Финансы и страхование
9. Мода и дизайн
10. Маркетинг и реклама
11. Здоровохранение
11. Другое _____

37. Что нужно изменить в Беларуси, чтобы больше женщин выбрали карьеру предпринимателей?

1. Ввести дополнительные льготы для женщин-предпринимателей в определенных сферах бизнеса (налоговые, льготы по арендной ставке)

2. Сделать специальные условия по привлечению финансирования для женщин-предпринимателей

3. Обеспечить женщин-предпринимателей информацией по вопросам открытия собственного бизнеса и дать возможность обучаться

4. Создать общественные организации для помощи и взаимодействия женщин-предпринимателей

5. Другое: _____

38. Участвовали ли Вы в выполнении научных программ, исследовательских и инновационных проектов? Если да, то в каких?

39. Занимаетесь ли вы внедрением инноваций (инновационных проектов) в вашей организации? Если да, то в каких?

41. Оцените эффективность внедрения инноваций на вашем предприятии?

Не эффективно

-2	-1	0	+1	+2
----	----	---	----	----

Эффективно

APPENDIX 3
INTERVIEW SCRIPT – ENGLISH

Interview script

1. Please, introduce yourself:
Your name:
2. Name of the company, city, year of foundation:
3. Field of activity:
 1. Agriculture, hunting and forestry, fishing and fish farming
 2. Production
 3. Construction
 4. Repair of motor vehicles, household products and personal items
 5. Wholesale trade
 6. Retail trade
 7. Hotels and restaurants
 8. Transportation
 9. Communication
 10. Operations with real estate, renting
 11. Research and development, education
 12. Health and social services
 13. Provision of other services (social, personal, etc.)
 14. Other (please specify) _____
4. How many employees work in your organization?
 1. Up to 15 people.
 2. 16-100 people.
 3. 101-250 people.
 4. More than 250 people.
5. Year of birth
6. Your position

7. At what age did you begin to manage the company?

8. Civil Status

9. Do you have children? If yes, how much?

10. The age of children

11. Your education level:

12. Did you finish any management or business courses? If yes, please specify which one?

13. Is there a connection between the received education and the sphere of professional business activity?

14. Do you think that your academic and professional experience (education) was decisive or important for creating a company? How?

15. At what age did you start working?

16. In which field or company did you work before?

17. Do you think that this previous professional experience had any influence on becoming a businesswoman? Why?

18. How many years do you work:

18.1 In management positions: _____ years

18.2 In a managerial position at this enterprise: _____ years

19. What was your main motive/motivation for starting an entrepreneurial activity?

1. Complicated financial circumstances

2. Striving for financial independence

3. The desire for self-realization, the implementation of their business ideas
4. Unwillingness to work under someone's control
5. Having a lot of free time
6. Other (please specify) _____
7. Difficult to answer

20. What kind of difficulties did you face at the beginning of your business?

1. Lack of knowledge and experience of doing business
2. Inaccessibility of human resources
3. Administrative barriers (corruption, bureaucracy)
4. Inaccessibility of infrastructure (offices, warehouses, communications)
5. Difficulties with finding suppliers
6. Inaccessibility of financing, difficulty in attracting investments
7. Inaccessibility of information about the market and possible business prospects
8. Difficulties in marketing products, unfair competition
9. Other (please specify) _____
10. I do not know

21. How do you evaluate your business now? (Choose one)

1. Surviving
2. Competitive
3. Leading (one of the leaders of the market)
4. Dominant (takes the largest share of the market)

22. What is the main reason for you to continue business? (Choose one)

1. The ability to generate income
2. Ability to do things you love
3. Absence of other, alternative sources of income
4. Other (please specify) _____
5. Difficult to answer

23. Please, write down your main achievements in business and barriers to success:

Achievements:

1. _____
2. _____
3. _____
4. Difficult to answer

Barriers:

1. _____
2. _____
3. _____
4. Difficult to answer

24. What are the plans of your company in the near future?

1. Development and expansion of activities
2. Keeping the company's turnover at the same level
3. Folding, reduction of business
4. Other (please specify) _____

25. Assess the current state of the entrepreneurial climate:

- In your country:

Very Bad (impossible to do business)	-2	-1	0	+1	+2	Very good (excellent condition for doing business)
--------------------------------------	----	----	---	----	----	--

- In your region/city of the country:

Very Bad (impossible to do business)	-2	-1	0	+1	+2	Very good (excellent condition for doing business)
--------------------------------------	----	----	---	----	----	--

26. The implementation of what areas of support and development of small and medium-sized businesses is necessary for successful business development:

1. _____
2. _____
3. _____
4. _____
5. Difficult to answer

27. Below are a few points of view about doing business by women. Which of these statements do you agree with, and with which you do not?

	Agree	Not agree	Difficult to answer
1. It's more difficult to succeed in business for women than for men			
2. There is a gender inequality in the appointment to senior management positions in Portugal			
3. It is more difficult for women to do business than for women in Portugal than in others European countries			
4. In Portugal women, entrepreneurs are needed in additional programs/measures to support their business			

28. Do you or your organization participate in business associations or communities?

1. Yes, and they help to do business (specify exactly how) _____
2. Yes, but they don't help business
3. No

29. In which areas do you think you need to get additional knowledge for developing your business?

1. In the field of promotion of goods/services and PR
2. In the sphere of business financing
3. In the field of personnel selection and management
4. In the field of strategic planning
5. In the field of technology sales

6. In another area (please specify) _____

7. My knowledge is enough for me

8. Difficult to answer

30. Do you think that your family life in any way affects your work in the company? Why? How?

31. Do you think that the activities of the company affect your personal and family life? How and why?

32. Do you think that the fact of being a woman bring you some advantage or knowledge in running your company? Which one is it? Why?

33. What are the main difficulties that you faced in dealing with other employees of the company?

34. First of all, the career of a woman entrepreneur allows a woman:

1. Make more money

2. Change the world for the better

3. To be engaged in the favorite business

4. Grow professionally

5. Have more free time

6. Other _____

35. What do you think motivates women to open their business?

1. Responsibility for the family

2. Internal need (motives) for creativity

3. Intuition - understanding of trends in the business world

4. Career ambitions and the need to realize yourself in business

5. Other _____

36. How do you think if there are spheres of business that are not suitable for women?

1. No

2. Yes (Please, note which business areas, in your opinion, are not quite suitable for women:

1. Production
2. Trade
3. Logistics and transportation
4. Leisure and entertainment
5. IT Consulting
6. Innovative and high technology
7. Finance and insurance
8. Fashion and design
9. Marketing and advertising
10. Healthcare
11. Other: _____

37. What is necessary to change in Portugal for motivating women to found their own business?

1. Introduce additional benefits for women entrepreneurs in certain business areas
2. To make special conditions for attracting financing for women entrepreneurs
3. Provide women entrepreneurs with information of opening their own business and to open access to study
4. Create public organizations for the assistance and interaction of women entrepreneurs
5. Other: _____

38. Have you ever participated in the implementation of scientific programs, research and innovation projects? If yes, in which?

39. Are you implementing innovations (innovative projects) in your company? If yes, what kind of innovations?

40. Evaluate the effectiveness of innovation in your company?

Ineffective (without any results)	(without any	-2	-1	0	+1	+2	Effective (extends significant results)
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APPENDIX 4

**SUMMARY OF INTERVIEWS BY QUESTION SUBMITTED TO PARTICIPANTS,
IN THE LANGUAGE OF ORIGIN, WITH TRANSLATION TO ENGLISH**

1.	Por favor faça a sua apresentação:	Please, introduce yourself:	Пожалуйста, представьтесь:
A	Alexandra Nehorosheva	Alexandra Nehorosheva	Александра Нехорошева
B	Svetlana Morozova	Svetlana Morozova	Светлана Морозова
C	Julia Betenia	Julia Betenia	Юлия Бетеня
D	Ekaterina Ivanova	Ekaterina Ivanova	Екатерина Иванова
E	L.S	L.S	L.S
F	Participante F	Participante F	Участник F
G	A.M	A.M	A.M
H	C.T.	C.T.	C.T.

2.	Nome da empresa, cidade, ano de criação da empresa	Name of the company, city, year of foundation	Название организации, город, год создания
A	B & W, Bielorrússia, Minsk, 2010	B&W, Belarus, Minsk, 2010	В&W, Беларусь, Минск, 2010
B	"Paptorg", restaurante da cerveja, Bielorrússia, Minsk, 2010	"Paptorg", Beer restaurant, Belarus, Minsk, 2010	"Paptorg", Beer restaurant, Belarus, Minsk, 2010
C	Salão "Arhidea", Bielorrússia, Minsk, 2014	Salon "Arhidea", Belarus, Minsk, 2014	Салон «АрхИдея», Беларусь, г.Минск, 2014
D	"SPETSMash", Bielorrússia, Minsk, 2001	CJSC "SPETSMash", Belarus, Minsk, 2001	СЗАО «СПЕЦМаш», Беларусь, г.Минск, 2001
E	Empresa E, Portugal, Vila Nova de Famalicão, 2011	Company E, Portugal, Vila Nova de Famalicão, 2011	Компания Е, Португалия, Вилла Нова, 2011
F	Empresa F, Portugal, Vila Real; 2005	Company F; Portugal, Vila Real; 2005	Компания F, Португалия, Вилла Реаль, 2005
G	Empresa G, Portugal, Vila Real; 2002	Company G; Portugal, Vila Real; 2002	Компания G, Португалия, Вилла Реаль, 2002
H	Empresa F, Portugal	Company F; Portugal	Компания F, Португалия.

3.	Área de atividade da empresa	Field of activity	Сфера деятельности
A	Produção	Industry	Производство
B	Hotéis e restaurantes	Hotels and restaurants	Гостиницы и рестораны
C	Comércio a retalho	Retail	Розничная торговля
D	Produção	Industry	Производство
E	Consultoria financeira	Financial Consulting	Финансовый консалтинг
F	Construção civil e venda de artigos para a construção civil. Construction and retail of articles/products for civil construction.	Construction and retail of articles/products for civil construction.	Строительство и розничная торговля строительными материалами.
G	Produção (Transformação de mármore e granitos)	Production (Processing of marbles and granites)	Производство (обработка мрамора и гранита)
H	Fabricação de artigos joalharia e outros artigos ourivesaria Investigação e desenvolvimento em biotecnologia Formadores	Fabr. Jewellery and other articles jewellery Research and development in biotechnology Sport equipment	Фабр. Ювелирные изделия и другие изделия ювелирные изделия Исследования и разработки в области биотехнологии Тренажеры

4.	Quantos colaboradores e colaboradoras tem a sua empresa?	How many employees work in your organization?	Количество людей в штате вашей организации
A	Até 15 colaboradores/as	Up to 15 people	До 15 человек
B	16-100 colaboradores/as.	16-100 people	16-100 человек
C	Até 15 colaboradores/as	Up to 15 people	До 15 человек
D	Mais de 250 colaboradores/as	More than 250 people	Более 250 человек
E	Até 15 colaboradores/as	Up to 15 people	До 15 человек
F	Até 15 colaboradores/as	Up to 15 people	До 15 человек
G	Até 15 colaboradores/as	Up to 15 people	До 15 человек
H	Até 15 colaboradores/as	Up to 15 people	До 15 человек

5.	Em que ano nasceu?	Year of birth	Год рождения
A	1982	1982	1982
B	1964	1964	1964
C	1980	1980	1980
D	1963	1963	1963
E	1975	1975	1975
F	1966	1966	1966
G	1961	1961	1961
H	1986	1986	1986

6.	Qual o cargo que ocupa?	Your position in the company	Ваша должность в компании
A	diretor, coproprietário	director, co-owner	директор, совладелец
B	diretor	diretor	директор
C	diretor	diretor	директор
D	Diretor Geral	CEO	Генеральный директор
E	Sócia-gerente	Top manager	Управляющий
F	Empresária; gestão	Business woman, manager	Управляющая
G	Sócia-gerente	Top manager	Управляющий
H	Gerência, (Administração, Produção e Comercial)	Management, (Administration, Production and Commercial)	Управляющая, (администрирование, производство и коммерция)

7.	Com que idade começou a trabalhar na gestão da sua empresa?	At what age did you start working on running your business?	Возраст, в котором стали управлять компанией?
A	26 anos	26 years old	26 лет
B	45 anos	45 years old	45 лет
C	24 anos	24 years old	24 лет
D	40 anos	40 years old	40 лет
E	36 anos	36 years old	36 лет
F	35 anos	35 years old	35 лет
G	41 anos	41 years old	41 лет
H	31 anos	31 years old	31 лет

8.	Estado civil	Civil status	Гражданский статус
A	casada	married	замужем
B	solteira	single	не замужем
C	casada	married	замужем
D	solteira	single	не замужем
E	solteira	single	не замужем
F	casada	married	замужем
G	casada	married	замужем
H	solteira	single	не замужем

9.	Tem filhos/as? Quantos?	Do you have children? If yes, how much?	Есть ли у Вас дети? Если да, то сколько?
A	2	2	2
B	1	1	1
C	1	1	1
D	2	2	2
E	1	1	1
F	2	2	2
G	2	2	2
H	0	0	0

10.	De que idades, anos	The age of children, y.o	Возраст детей, лет
A	3 e 14 anos	3 and 14 years old	3 и 14 лет
B	19anos	19 years old	19 лет
C	7 anos	7 years old	7 лет
D	26 e 30 anos	26 and 30 years old	26 и 30 лет
E	6 anos	6 years old	6 лет
F	23 e 28 anos	23 and 28 years old	23 и 28 лет
G	33 e 38 anos	33 and 38 years old	33 и 38 лет
H	-	-	-

11.	Indique o seu nível de escolaridade	Your education level	Уровень образования	Вашего
A	Ensino superior	Higher education	Высшее образование	
B	Ensino superior	Higher education	Высшее образование	
C	Profissional secundário	Professional secondary	Среднее специальное	
D	Ensino superior	Higher education	Высшее образование	
E	Licenciatura em Economia Internacional; Pós-graduação em Finanças	Degree in International Economics; Postgraduate in Finance	Степень в международной экономике; Аспирант по финансам	
F	Ensino secundário completo	Secondary education	Среднее образование	
G	2º Ciclo do Ensino Básico	2nd Cycle of Basic Education	2-й цикл базового образования	
H	Mestrado	Master	Магистерская степень	
12.	Frequentou e ou concluiu algum curso de Gestão? Em caso afirmativo, especifique qual ou quais.	Did you finish any management or business courses? If yes, please specify which one?	Были ли у вас какие-либо курсы по управлению или предпринимательству? Если да, укажите, какой из них?	
A	Sim, atualmente estou a estudar no programa Executive MBA	Yes, I'm studying on the program Executive MBA	Да, сейчас учусь на программе ExecutiveMBA	
B	Sim	Yes	Да	
C	Não	No	Нет	
D	Sim, segundo ensino superior	Yes, second higher education	Да, второе высшее образование	
E	Sim, Pós-graduação em Finanças	Yes, Postgraduate in Finance	Да, аспирант по финансам	
F	Sim, frequentei apenas formações profissionais complementares na área da gestão e em muitas outras áreas que penso que são complementares.	Yes, I attended complementary professional training in management and in other areas that I think are complementaries.	Да, профессиональные курсы с сфере менеджмента и в других сферах, которые я считаю, как дополнительные.	
G	Sim, concluí recentemente um programa de formação e consultoria em Gestão, na área de Marketing e Vendas. Mas não confere grau académico, tratando-se de uma formação direcionada para empresários.	Yes, I recently completed a training and consulting program in Management in the Marketing and Sales. But it does not confer an academic degree, it's more a training directed to entrepreneurs.	Да, недавно я окончила учебную и консультационную программу в области менеджмента в области маркетинга и продаж. Но это не дает академической степени, является обучением, направленным на предпринимателей.	
H	Frequento a pós-graduação em ciências económicas e empresariais	Post-graduate studies in economics and business	Аспирантура (экономика и бизнес)	

13.	Existe alguma ligação entre a formação inicial que frequentou e a esfera profissional em que atualmente trabalha?	Is there a connection between the received education and the sphere of professional business activity?	Есть ли какая-нибудь связь между полученным образованием и сферой профессиональной деятельности бизнеса?
A	Não	No	Нет
B	Não	No	Нет
C	Não	No	Нет
D	Sim	Yes	Да
E	Sim, trabalho exatamente na área em que me licenciuei e em que me especializei. Sou também Revisora Oficial de Contas, pois fiz o curso de Revisores Oficiais de Contas.	Yes, I work exactly in the area where I graduated and specialized. I am also an Audit Officer since I have taken the course of Official Auditors.	Да, я работаю именно в той сфере, на которую я училась и специализировалась. Я также являюсь специалистом по аудиту, поскольку я прошла курсы аудита.
F	Sim, por exemplo, a última formação que fizemos foi os Primeiros Socorros é uma formação sempre útil porque um empregado pode-se aleijar, pode... um empregado ou até uma pessoa na rua, e uma pessoa pode-a socorrer.	Yes, for example, the last training we did was the First Aid is always useful training because an employee can cripple himself, or another employee or even a person on the street and a person can help her.	Да, например, последний тренинг, который мы прошли, это «Оказание медицинской первой помощи» - всегда полезное обучение, потому что работник может покалечить себя, работника, или даже человека на улице, и человек уже будет знать как оказывать первую помощь.
G	Não, nenhuma. Mas também só estudei até ao 6º ano de escolaridade e na altura já estava a trabalhar	No. But I only studied until the 6th year of schooling and I have been already working.	Нет. Но я училась только до 6-го курса обучения, и к тому времени я уже работала
H	Sim	Yes	Да

14.	Pensa que a sua experiência acadêmica e profissional foi decisiva ou importante para a criação da sua empresa ou para a entrada para o cargo que atualmente ocupa? De que forma?	Do you think that your academic and professional experience (education) was decisive or important for creating a company? How?	Считаете ли вы, что ваш академический и профессиональный опыт был решающим или важным для создания компании? Каким образом?
A	Não	No	Нет
B	Não	No	Нет
C	Não	No	Нет
D	Não	No	Нет
E	Sim, uma vez que trabalho exatamente na área.	Yes, I work exactly in the area.	Да, поскольку я работаю в той же сфере.
F	Sim, influenciou, mais a experiência e a formação profissional do que a acadêmica.	Yes, but more the experience and the professional formation than my academic education.	Да, но по большей части повлиял опыт и профессиональная практика, чем непосредственно само образование
G	Não, a experiência acadêmica, pois como já referi, só enho o 6º ano. Mas a experiência profissional foi, pois trabalhei 16 anos na área dos granitos, antes de ter a empresa, isto é, antes de me tornar sócia-gerente da minha empresa.	No, because, as I have already said, I studied only until the 6th year. But my professional experience was more significant because I worked for 16 years in the field of granite before I became a manager of the company.	Нет, потому что, как я уже сказала, училась только до 6-й года. Но мой профессиональный опыт заключался в том, что я работала 16 лет в области гранита, прежде чем иметь компанию, то есть, прежде чем стать управляющим партнером моей компании.
H	Sim, a minha experiência acadêmica forneceu-me as bases teóricas para a minha atividade profissional e a minha atividade profissional permitiu-me implementar essas bases e ir à descoberta de novos conceitos e formações.	Yes, my academic experience has provided me with the theoretical basis for my professional activity and my professional activity made it possible to implement these bases and discover new concepts and formations.	Да, мой академический опыт предоставил мне теоретические основы для моей профессиональной деятельности, и моя профессиональная деятельность позволила мне реализовать эти основы и открыть новые концепции образования.

15.	Com que idade começou a trabalhar?	In what age did you start working?	В каком возрасте Вы начали работать?
A	18 anos	18 years old	18 лет
B	24 anos	24 years old	24 года
C	17 anos	17 years old	17 лет
D	20 anos	20 years old	20 года
E	23 anos	23 years old	23 года
F	18 anos	18 years old	18 лет
G	Aos 12 anos de idade. Fiz o 6º ano por etapas, mas já trabalhava.	At 12 years of age. I did the 6th grade in stages, but I had already worked.	В возрасте 12 лет. Я училась в 6-м классе поэтапно, но уже работала.
H	18 anos	18 years old	18 лет

16.	Em que área de atividade trabalhou anteriormente?	In which field or company did you work before?	В какой сферах деятельности Вы работали раньше?
A	Em uma revista, em uma empresa de TI, em uma empresa internacional de encaminhamento	In a magazine, in an IT company, in an international forwarding company	В журнале, в IT компании, в международной экспедиторской компании
B	Comércio por grosso e a retalho	Wholesale and retail trade	Оптовая и розничная торговля
C	Dançarina de balé, administradora do salão de beleza	Ballet dancer, administrator of the beauty salon	Артистбалета, администратор салона красоты
D	Instituto de pesquisa	Research Institute	Научно-исследовательский институт
E	Sempre trabalhei nesta área de atividade, embora nos primeiros dois anos tenha dado aulas numa escola profissional.	I have been always working in this area, although in the first two years I had taught in a professional school.	Я всегда работала в этой сфере деятельности, хотя впервые два года я преподавала в профессиональной школе.
F	Trabalhei no hospital, trabalhei na Moviflor, tive um café... vários ramos. Como empresária sim, tive um café como empresária. Também trabalhei num escritório.	I worked at the hospital, worked at Moviflor, as a businesswoman, I sold a coffee as a distributor. I also worked in an office.	Я работала в больнице, работал в Moviflor. Как дистрибьютор, я продавала кофе. Я также работал в офисе.
G	Aos 12 anos fui tomar conta de pessoas de idade. Trabalhei numa casa particular, a tomar conta de idosos, até aos 17 anos. Depois casei e fui trabalhar na pedra, até agora. Durante 16 anos trabalhei por conta da empresa, ou seja, era empregada numa empresa, e a partir daí por minha conta, como empresária.	At age of 12, I took care of old people. I worked in a private house, taking care of the elderly until I was 17 years old. For 16 years I have been working for the company, and then became one of the managers of this company.	В 12 лет мне надо было заботиться о моих родителях. Я работала в частном доме, заботясь о престарелых, пока мне не исполнилось 17 лет. В течение следующих 16 лет я работала в компании, в которой позже уже стала одним из руководителей.
H	Bombeiros voluntários, laboratório de análises veterinárias e laboratório de análises agrícolas	Voluntary firefighters, veterinary analysis laboratory and agricultural analysis laboratory	Пожарный (волонтер), работала в лаборатории ветеринарного анализа и в лаборатории сельскохозяйственного анализа

17.	Pensa que a sua experiência profissional teve alguma influência no facto de se ter tornado empresária ou gestora? Porquê?	Do you think that this previous professional experience had any influence on becoming a businesswoman? Why?	Считаете ли вы, что этот предыдущий профессиональный опыт оказал какое-либо влияние на то, чтобы стать бизнесменом? Почему?
A	Não, isso só influenciou o facto de eu querer trabalhar para mim e gerir minha vida e tempo sozinha.	No, it only increased my desire to work on myself, manage my life and time	Нет, это оказало влияние только на то, что я хочу работать на себя и сама управлять своей жизнью и временем
B	Não	No	Нет
C	Não	No	Нет
D	Não	No	Нет
E	Sim, para além de ter facilitado o processo.	Yes, it facilitated the process	Да, облегчил процесс
F	É assim, influenciou no sentido sim e não, porque esta loja era minha e na altura estava alugada, o meu marido já trabalha no ramo há vinte e tal anos, e como coincidiu o senhor que estava na loja sair, resolvemos nós, para benefício próprio termos os produtos para gastar a preços de revenda.	More yes than no, because this store was mine and at the time it was rented, my husband has been working in this field for twenty years. and the person who rented the store left, and we decided, for the benefit own terms to sell products at a resale price.	Скорее да, чем нет, поскольку этот магазин был моим и в то время был арендован, мой муж работает в этой сфере уже двадцать лет. Человек, который арендовал помещение уволился, и мы решили продать товары по сниженным ценам
G	Sim. Essa experiência de trabalho anterior, permitiu-me conhecer a área e abrir o meu próprio negócio	Yes. This previous work experience allowed me to know the area and open my own business	Да. Благодаря прошлому опыту работы я узнала многое об этой сфере деятельности и открыла свой собственный бизнес
H	Sim, trabalhei em empresas em que me foi solicitado o apoio à gestão e comercial, para além das minhas funções como técnica laboratorial.	Yes, I worked in companies where I was a manager and involved in a commercial activity additionally to my main functions.	Да, я работала в компаниях, где в дополнение к моим основным обязанностям я занималась управлением и вела коммерческую деятельность на предприятии.

18.	Há quantos anos trabalha:	How many years do you work:	Сколько всего лет Вы работает:
	1. Em cargos de gestão: _____ anos	1. In management positions: _____ years	1. На руководящих должностях: _____ лет
	2. Num cargo de Gestão nesta empresa: _____ anos	2. In a managerial position at this enterprise: _____ years	2. В руководящей должности на этом предприятии: _____ лет
A	1. 9 anos 2. 8 anos	1. 9 years 2. 8 years	1. 9 лет 2. 8 лет
B	1. 8 anos 2. 8 anos	1. 8 years 2. 8 years	1. 8 лет 2. 8 лет
C	1. 14 anos 2. 14 anos	1. 14 years 2. 14 years	1. 14 лет 2. 14 лет
D	1. 15 anos 2. 15 anos	1. 15 years 2. 15 years	1. 15 лет 2. 15 лет
E	1. 16 anos 2. 7 anos	1. 16 years 2. 7 years	1. 16 лет 2. 7 лет
F	1. Há 17 anos como empresária, na gestão 2. Nesta empresa há 13 anos.	1. For 17 years as a businesswoman 2. In this company for 13 years.	1. В течение 17 лет как предприниматель 2. В этой компании 13 лет.
G	1. 16 anos 2. 16 anos	1. 16 years 2. 16 years	1. 16 лет 2. 16 лет
H	1. 1 ano 2. 1 ano	1. 1 year 2. 1 year	1. 1 год 2. 1 год

19.	Qual foi o motivo principal ou motivação que a levou a iniciar uma atividade empresarial?	What was your main motive / motivation for starting an entrepreneurial activity?	Что послужило для Вас основным мотивом/ мотивами для начала предпринимательской деятельности?
A	1. Procura por independência financeira 2. Desejo de autorrealização, implementação de ideias próprias relacionadas com o negócio 3. Vontade de trabalhar por conta própria	1. Striving for financial independence 2. The desire for self-realization, the implementation of their business ideas 3. Unwillingness to work under someone's management	1. Стремление к финансовой независимости 2. Стремление к самореализации, реализации своих бизнес-идей 3. Нежелание работать под чьим-то управлением
B	1. Procura por independência financeira 2. Desejo de autorrealização, implementação de ideias próprias relacionadas com o negócio	1. Striving for financial independence 2. The desire for self-realization, the implementation of their business ideas	1. Стремление к финансовой независимости 2. Стремление к самореализации, реализации своих бизнес-идей
C	Desejo de autorrealização, implementação de ideias próprias relacionadas com o negócio	The desire for self-realization, the implementation of their business ideas	Стремление к самореализации, реализации своих бизнес-идей
D	1. Procura por independência financeira 2. Desejo de autorrealização, implementação de ideias próprias relacionadas com o negócio	1. Striving for financial independence 2. The desire for self-realization, the implementation of their business ideas	1. Стремление к финансовой независимости 2. Стремление к самореализации, реализации своих бизнес-идей
E	Desejo de autorrealização, implementação de ideias próprias relacionadas com o negócio	The desire for self-realization, the implementation of their business ideas	Стремление к самореализации, реализации своих бизнес-идей
F	1. Procura por independência financeira 2. Desejo de autorrealização, implementação de ideias próprias relacionadas com o negócio	1. Striving for financial independence 2. The desire for self-realization, the implementation of their business ideas	1. Стремление к финансовой независимости 2. Стремление к самореализации, реализации своих бизнес-идей
G	1. Procura por independência financeira (Circunstâncias financeiras desfavoráveis)	1. Striving for financial independence (Unfavorable Circumstances)	1. Стремление к финансовой независимости (Неблагоприятные финансовые условия)
H	Não realização profissional e pessoal nos anteriores trabalhos	Desire to realize professional activity and personal achievements	Желание реализовать свои профессиональные и личные качества (самореализация)

20.	Que tipo de dificuldades enfrentou quando se tornou empresária?	What kind of difficulties did you face at the beginning of your business	С какими трудностями вы столкнулись в начале своей предпринимательской деятельности?
A	1. Falta de conhecimento e/ou de experiência em fazer negócios 2. Dificuldade com os recursos humanos 3. Barreiras administrativas (burocracia, corrupção, etc., ...) 4. Dificuldade em encontrar os fornecedores adequados 5. Dificuldade ou inacessibilidade a financiamentos, dificuldade em atrair investimentos 6. Inacessibilidade de informação sobre o mercado e prospecção de negócios 7. Dificuldade no desenvolvimento de marketing; concorrência desleal	1. Lack of knowledge and experience of doing business 2. Inaccessibility of human resources 3. Administrative barriers (corruption, bureaucracy) 5. Difficulties with finding suppliers 6. Inaccessibility of financing, difficulty in attracting investments 7. Inaccessibility of information about the market and possible business prospects 8. Difficulties in marketing products, unfair competition	1. Нехватка знаний и опыта ведения бизнеса 2. Недоступность кадровых ресурсов 3. Административные барьеры (коррупция, бюрократия) 4. Сложности с поиском поставщиков 5. Недоступность финансирования, сложность привлечения инвестиций 6. Недоступность информации о рынке и возможных перспективах бизнеса 7. Сложности сбыта продукции, недобросовестная конкуренция
B	1. Falta de conhecimento e/ou de experiência em fazer negócios 2. Dificuldade com os recursos humanos 3. Dificuldade ou inacessibilidade a financiamentos, dificuldade em atrair investimentos	1. Lack of knowledge and experience of doing business 2. Inaccessibility of human resources 3. Inaccessibility of financing, difficulty in attracting investments	1. Нехватка знаний и опыта ведения бизнеса 2. Недоступность кадровых ресурсов 3. Недоступность финансирования, сложность привлечения инвестиций
C	Falta de conhecimento e/ou de experiência em fazer negócios	Lack of knowledge and experience of doing business	Нехватка знаний и опыта ведения бизнеса
D	Dificuldade ou inacessibilidade a financiamentos, dificuldade em atrair investimentos	Inaccessibility of financing, difficulty in attracting investments	1. Недоступность финансирования, сложность привлечения инвестиций 2. Административные барьеры (коррупция, бюрократия)
E	Não identificados; não senti nenhuma dificuldades	I don't know	Затрудняюсь ответить
F	Dificuldade com os recursos humanos	Inaccessibility of human resources	Недоступность кадровых ресурсов

Continue of table (q. 20) - p100

20.	Que tipo de dificuldades enfrentou quando se tornou empresária?	What kind of difficulties did you face at the beginning of your business	С какими трудностями вы столкнулись в начале своей предпринимательской деятельности?
G	1. Falta de conhecimento e/ou de experiência em fazer negócios 2. Falta de conhecimento da zona, outros concorrentes	1. Lack of knowledge and experience of doing business 2. Lack of knowledge of the zone, other competitors	1. Нехватка знаний и опыта ведения бизнеса 2. Сложности сбыта продукции, недобросовестная конкуренция
H	1. Falta de conhecimento e/ou de experiência em fazer negócios 2. Barreiras administrativas (burocracia, corrupção, etc.) 3. Dificuldade ou inacessibilidade a financiamentos, dificuldade em atrair investimentos	1. Lack of knowledge and experience of doing business 2. Administrative barriers (corruption, bureaucracy) 3. Dificuldade ou inacessibilidade a financiamentos, dificuldade em atrair investimentos	1. Нехватка знаний и опыта ведения бизнеса 2. Административные барьеры (коррупция, бюрократия) 3. Недоступность финансирования, сложность привлечения инвестиций
21.	Como classifica, atualmente, o seu negócio? (escolha apenas uma das opções)	How do you evaluate your business now? (Choose one)	Как Вы оцениваете Ваш бизнес в настоящий момент? (Один ответ)
A	Liderança (é um dos líderes do Mercado)	Leading (one of the leaders of the market)	Лидирующее (входит в число лидеров рынка)
B	Sobrevivente	Survival	Выживающее
C	Sobrevivente	Survival	Выживающее
D	Liderança (é um dos líderes do Mercado)	Leading (one of the leaders of the market)	Лидирующее (входит в число лидеров рынка)
E	Competitivo	Competitive	Конкурентноспособное
F	Sobrevivente	Survival	Выживающее
G	Competitivo	Competitive	Конкурентноспособное
H	Competitivo	Competitive	Конкурентноспособное

22.	Qual é o motivo principal para continuar a desenvolver o seu negócio? (escolha apenas uma das opções)	What is the main reason for you to continue business? (Choose one)	Что для Вас является главным стимулом для продолжения ведения бизнеса? (Один ответ)
A	1. A capacidade de gerar rendimento 2. A possibilidade de desenvolver uma atividade que gosta	1. The ability to generate income 2. Ability to do things you love	1. Возможность получения дохода 2. Возможность заниматься любимым делом
B	A capacidade de gerar rendimento	The ability to generate income	Возможность получения дохода
C	A possibilidade de desenvolver uma atividade que gosta	Ability to do things you love	Возможность заниматься любимым делом
D	A possibilidade de desenvolver uma atividade que gosta	Ability to do things you love	Возможность заниматься любимым делом
E	A capacidade de gerar rendimento	The ability to generate income	Возможность получения дохода
F	Continuar a apoiar a minha família e a ter a minha independência e o meu posto de trabalho. E ser cada vez melhor.	Continue to support my family and to be independent and have my own deal. In addition, to grow.	Продолжать поддерживать свою семью и быть независимой, иметь свое дело (бизнес).
G	A capacidade de gerar rendimento	The ability to generate income	Возможность получения дохода
H	A capacidade de gerar rendimento	The ability to generate income	Возможность получения дохода

23. Por favor, indique quais os principais feitos ou ganhos no seu negócio e as principais barreiras ao seu success:	Please, indicate your main achievements in business and barriers to success:	Назовите несколько своих достижений в бизнесе и несколько главных препятствий на пути к успеху:
A Feitos/ganhos: 1. Dominar a tecnologia complexa sem educação e experiência adequadas 2. Entregas de produtos para as maiores instalações do país 3. Garantir um bom padrão de vida para a família Obstáculos: 1. Dificuldades financeiras em conexão com fenômenos frequentes de crise na economia 2. Clientes injustos (falta de pagamento, atraso de pagamento) 3. Corrupção	Achievements: 1. Mastering complex technology without adequate education and experience 2. Deliveries of products to the largest facilities of the country 3. Ensuring a good standard of living for the family Obstacles: 1. Financial difficulties in connection with frequent crisis phenomena in the economy 2. Unfair clients (non-payment, delay of payment) 3. Corruption	Достижения: 1. Освоение сложной технологии без соответствующего образования и опыта 2. Поставки изделий на крупнейшие объекты страны 3. Обеспечение хорошего уровня жизни для семьи Препятствия: 1. Финансовые сложности в связи с частыми кризисными явлениями в экономике 2. Недобросовестные клиенты (неоплаты, задержки оплат) 3. Коррупция
B Feitos/ganhos: 1. Capacidade de dominar a situação 2. Atrair convidados, publicidade 3. Condições de trabalho confortáveis Obstáculos: 1. Aluguer caro 2. Concorrência 3. Escassez de pessoal	Achievements: 1. Ability to master the situation 2. Attracting guests, advertising 3. Comfortable working conditions Obstacles: 1. Expensive rental 2. Competition 3. Shortage of staff	Достижения: 1. Умение владеть ситуацией 2. Привлечение гостей, реклама 3. Комфортные условия для работы Препятствия: 1. Дорогая аренда 2. Конкуренция 3. Нехватка кадров
C Feitos/ganhos: Difícil responder Obstáculos: Difícil responder	Achievements: Difficult to answer Obstacles: Difficult to answer	Достижения: Затрудняюсь ответить Препятствия: Затрудняюсь ответить
D Feitos/ganhos: 1. Inicie e mantenha o projeto 2. A transição para o autofinanciamento 3. Mantendo o líder posições Obstáculos: 1. Financiamento 2. Concorrência	Achievements: 1. Start and maintain the project 2. The transition to self-financing 3. Maintaining the leading positions Obstacles: 1. Financing 2. Competition	Достижения: 1. Начало и поддержание проекта 2. Переход на самофинансирование 3. Поддержание лидирующей позиции Препятствия: 1. Финансирование 2. Конкуренция
E Feitos/ganhos: 1. Ter a minha independência financeira 2. Ter uma boa carteira de clientes, que me permitem assegurar um determinado nível de rendimento 3. Possibilidade crescimento pessoal e profissional Barreiras: 1. Falta de tempo	Achievements: 1. To obtain financial independence 2. Having a good portfolio of clients that allow me to provide a certain level of income 3. The possibility of personal and professional growth Obstacles: 1. Lack of time	Достижения: 1. Финансовая независимость 2. База клиентов, которая позволяет мне обеспечить определенный уровень дохода 3. Возможность личного и профессионального роста Препятствия: 1. Недостаток времени

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23. Por favor, indique quais os principais feitos ou ganhos no seu negócio e as principais barreiras ao seu sucesso: **Please, indicate your main achievements in business and barriers to success:** **Назовите несколько своих достижений в бизнесе и несколько главных препятствий на пути к успеху:**

F	<p>Feitos/ganhos:</p> <ol style="list-style-type: none"> 1. Organização 2. Poupanças, não haver desperdícios 3. Incentivar o pessoal a trabalhar, a ir para a frente. 	<p>Achievements:</p> <ol style="list-style-type: none"> 1. Organization 2. Savings 3. Encourage staff to work and to go forward. 	<p>Достижения:</p> <ol style="list-style-type: none"> 1. Организованность 2. Экономия 3. Поощрение персонала, который готов работать и всегда идти вперед
G	<p>Feitos/ganhos:</p> <ol style="list-style-type: none"> 1. Ter a minha independência financeira 2. Ter uma boa carteira de clientes, que me permitem assegurar um determinado nível de rendimento <p>Barreiras:</p> <ol style="list-style-type: none"> 1. Dificuldades nas cobranças/recebimentos 2. Reconhecermos o que é o cliente bom e qual não é 	<p>Achievements:</p> <ol style="list-style-type: none"> 1. Financial independence 2. Customer base, which allows me to provide a certain level of income <p>Obstacles:</p> <ol style="list-style-type: none"> 1. Difficulties in conducting accounting 2. Identifying and evaluating a good and bad client 	<p>Достижения:</p> <ol style="list-style-type: none"> 1. Финансовая независимость 2. База клиентов, которая позволяет мне обеспечить определенный уровень дохода <p>Препятствия:</p> <ol style="list-style-type: none"> 1. Трудности в ведении бухгалтерского учета 2. Определение и оценка хорошего и плохого клиента
H	<p>Feitos/ganhos:</p> <ol style="list-style-type: none"> 1. Projetos vencedores em concursos de empreendedorismo 2. Parcerias com instituições <p>Barreiras:</p> <ol style="list-style-type: none"> 1. Dificuldade burocrática 2. Dificuldade de acesso a financiamento e antes do setor 	<p>Achievements:</p> <ol style="list-style-type: none"> 1. Winning projects in entrepreneurship competition 2. Partnerships with relevant industry institutions <p>Barriers:</p> <ol style="list-style-type: none"> 1. Bureaucratic difficulties 2. Difficulty of access to financing 	<p>Достижения:</p> <ol style="list-style-type: none"> 1. Занятие призовых мест с проектами в конкурсах предпринимательства 2. Партнерские отношения с отраслевыми институтами <p>Препятствия:</p> <ol style="list-style-type: none"> 1. Бюрократические барьеры 2. Трудность доступа к финансированию

24.	Quais são os seus planos para a empresa para o futuro próximo (no espaço de um ano, aproximadamente)?	What are the plans of your company in the near future?	Каковы планы Вашего предприятия в ближайшее время?
A	Desenvolvimento e expansão de atividades	Development and expansion of activities	Развитие и расширение деятельности
B	Aumentar ou reduzir o negócio	Folding, reduction of business	Сворачивание, сокращение бизнеса
C	Manter a faturação da empresa no nível atual	Keeping the company's turnover at the same level	Без изменений, сохранение оборота компании примерно на том же уровне
D	Desenvolvimento e expansão de atividades	Development and expansion of activities	Развитие и расширение деятельности
E	Manter a faturação da empresa no nível atual	Keeping the company's turnover at the same level	Без изменений, сохранение оборота компании примерно на том же уровне
F	Manter a faturação da empresa no nível atual	Keeping the company's turnover at the same level	Без изменений, сохранение оборота компании примерно на том же уровне
G	Manter a faturação da empresa no nível atual	Keeping the company's turnover at the same level	Без изменений, сохранение оборота компании примерно на том же уровне
H	Desenvolvimento e expansão de atividades	Development and expansion of activities	Развитие и расширение деятельности

25.	Avalie o atual ambiente relativamente empreendedorismo: - No seu país - Na sua região ou cidade	ao	Assess the current state of the entrepreneurial climate: - In your country - In your region or city	Oцените состояние предпринимательского климата в настоящее время: -В стране в целом -В Вашем городе/регионе
A	-1 0		-1 0	-1 0
B	-1 -1		-1 -1	-1 -1
C	0 0		0 0	0 0
D	+1 0		+1 0	+1 0
E	+2 +2		+2 +2	+2 +2
F	<p>No país: 0 Média. Eu acho que já esteve pior. Quando se ouviu muito falar na crise as pessoas, acho que a palavra lhes metia medo. Acho que as pessoas que tinham dinheiro continuavam a ter porque o dinheiro não fugiu. Eu acho que agora, neste momento estão-se a soltar mais um bocadinho.</p> <p>Na região ou cidade: +1 A nível da cidade acho que a cidade está a remodelar muito, muito, muito. A nível da construção nova parou e eu acho que as pessoas estão a renovar o antigo. O que a gente tinha porque também, não se justifica numa cidade, a gente deixar os prédios todos cair aos bocados e só fazer obra nova. Eu acho que é muito, muito interessante e muito bom, para mim, pelo menos, no meu ramo, restauração.</p>		<p>In the country: 0Average. I think it's been worse. When people heard a lot about the crisis, the word made them afraid. And people who had money still have money because the money did not run. I think now, at this moment, they are releasing a little bit more.</p> <p>In the region or city: +1 At the level of the city I think the city is remodelling very much. The level of new construction has stopped, and I think people are renovating the old houses. What we had, because also, it is not justified in a city, we let the buildings all fall to bits and only do new work. I think it's very, very interesting and very good, for me, at least in my branch, it was always my field, restoration.</p>	<p>В Стране: 0 Средняя. Я думаю, что стало хуже. С тех пор, как люди стали много слышать о кризисе. Я думаю, что у людей, у которых были деньги, все также есть деньги.</p> <p>В регионе или городе: +1 На уровне города я думаю, что город уже достаточно модернизирован. Уровень нового строительства прекратился, и я думаю, что люди ремонтируют старые дома. Мы рушим старые здания и делаем только новые, что очень затратно. Я думаю, что реконструкция и реставрация — это хорошо, для меня, по крайней мере, и для моей деятельности. Это всегда было частью моего дела.</p>
G	+2 +2		+2 +2	+2 +2
H	+1 +1		+1 +1	+1 +1

26.	Que áreas considera essenciais para o desenvolvimento, com sucesso, dos negócios das pequenas e médias empresas:	The implementation of what areas of support and development of small and medium-sized businesses is necessary for successful business development:	Реализация каких направлений поддержки и развития малого и среднего бизнеса необходима Вам для успешного развития бизнеса:
A	1. Empréstimo com juros baixos 2. Melhoria do poder de compra da população 3. Redução da carga fiscal, em especial o IVA	1. Low interest lending 2. Improvement of the purchasing power of the population 3. Reduction of the tax burden, in particular VAT	1. Кредитование под низкий процент 2. Улучшение покупательской способности населения в целом 3. Снижение налогового бремени, в частности НДС
B	1. Investimentos 2. Termos contratuais com fornecedores com pagamento diferido	1. Investments 2. Contractual terms with suppliers with deferred payment	1. Инвестиции 2. Договорные условия поставщиками с отсрочкой платежа
C	Difficil responder	Difficult to answer	Затрудняюсь ответить
D	1. Vários benefícios - impostos, benefícios de aluguel 2. Criar condições especiais para atrair financiamento	1. Various benefits - tax, rental benefits 2. Make special conditions for attracting funding	1. Различные льготы - налоговые, льготы по арендной ставке 2. Сделать специальные условия по привлечению финансирования
E	1. Gestão de empresas para empresários/as de outras áreas de negócio 2. Fiscalidade 3. Noções de contabilidade	1. Business management (for entrepreneurs from other business areas) 2. Taxation 3. Notions of accounting	1. Управление бизнесом (для предпринимателей из других сфер бизнеса) 2. Налогообложение 3. Упрощения в бухгалтерском учёте
F	Acho que deveríamos ter formações grátis. Mais formações grátis. Mais informação, porque eu acho que no nosso país estão sempre a sair leis, leis, leis, porque agora até acho que há uma lei nova que está a sair... que eu ainda não estou bem.	I think we should have free training. More free training. More information, because I think that in our country laws are always coming out, because now I even think there is a new law that is coming out ... that I don't know so well.	Я думаю, нам должны предлагать бесплатное обучение. Больше информации, поскольку постоянно издаются новые законы, и даже сейчас выходит новый закон, который я не очень хорошо знаю.
G	1. Gestão de empresas 2. Fiscalidade	1. Business management 2. Taxation	1. Управление бизнесом 2. Налогообложение
H	1. Empreendedorismo, gestão e economia 2. Comunicação e marketing 3. Investigação e desenvolvimento	1. Management and economy 2. Communication and marketing 3. Investigation and development	1. Управление и экономика 2. Коммуникации и маркетинг 3. Исследование и разработка

27.	Na tabela seguinte encontram-se alguns pontos de vista (frases) acerca do empreendedorismo feminino. Indique se concorda, não concorda ou não concorda nem discorda com cada uma dessas frases.	Below are a few points of view about doing business by women. Which of these statements do you agree with, and with which you do not?	Ниже представлено несколько точек зрения о ведении бизнеса женщинами-предпринимателями. С какими из них вы согласны, а с какими нет?
1	1.É mais difícil, para as mulheres ter sucesso numa atividade empresarial do que para os homens.	It's more difficult to succeed in business for women than for men	1.Женщинам обычно сложнее добиться успеха в бизнесе, чем мужчинам
2	2. Existe uma desigualdade de género no acesso a cargos de chefia em Portugal/ Belarus	There is a gender inequality in the appointment to senior management positions in your country.	2. Существует дискриминация по гендерному признаку при назначении на высшие управленческие должности в Вашей стране.
3	3.É mais difícil para as mulheres desenvolverem uma atividade empresarial em Portugal/ Belarus do que noutros países europeus	It is more difficult for women to do business in your country than for women in your country than in European countries	3.В Вашей стране женщинам сложнее вести предпринимательскую деятельность, чем жительницам европейских стран
4	4.Em Portugal/ Belarus, as mulheres empreendedoras precisam de recorrer a programas ou medidas adicionais para conduzirem os seus negócios	In your country women entrepreneurs are needed in additional programs / measures to support their business	4. В Вашей стране для женщин-предпринимателей нужны дополнительные программы / меры по поддержке их бизнеса

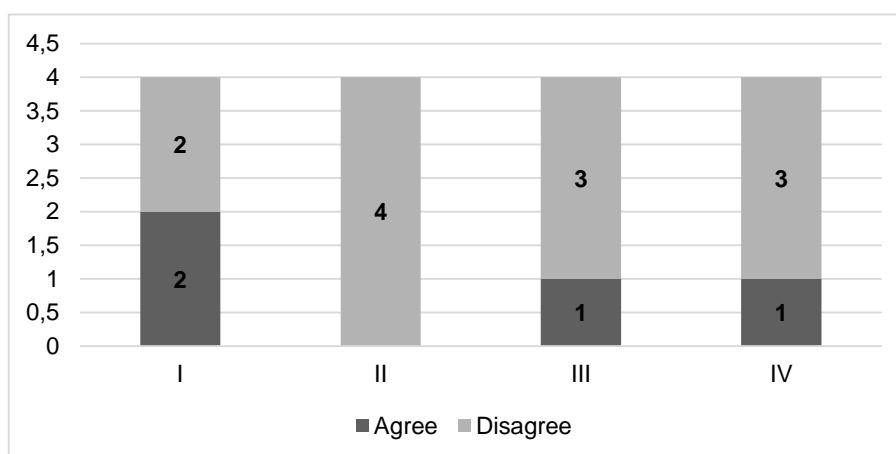


Figure 4. Results of the responds on the question №27. (Belarusian participants)

Source: Author's own-elaboration based on the results of interview

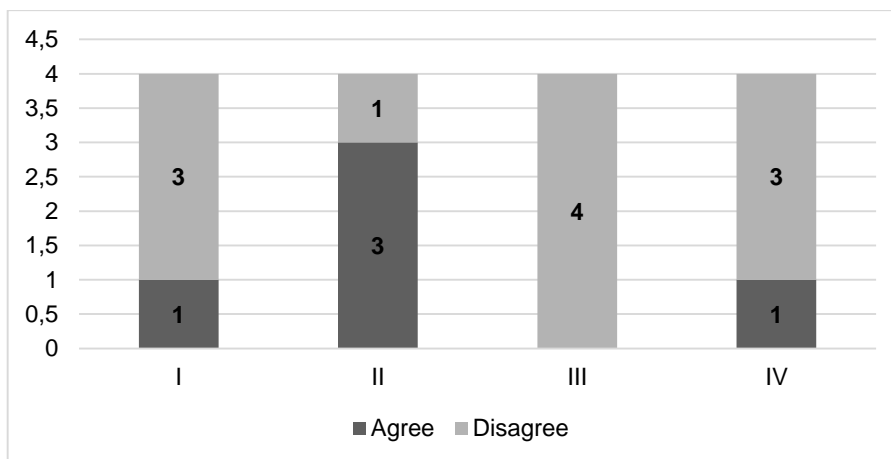


Figure 5. Results of the responds on the question №27. (Portuguese participants)

Source: Author's own-elaboration based on the results of interview

28.	Pertence, ou a sua empresa, a associações comerciais ou industriais ou a tipo de organizações que promovem o associativismo?	Do you or your organization participate in business associations or communities?	Состоите ли вы или Ваша организация в предпринимательских объединениях, ассоциациях, сообществах?
A	Sim, e eles ajudam a fazer negócios. Confederação de Empreendedorismo da Bielorrússia	Yes, it helps to do business, Belarusian Confederation of entrepreneurship	Да, они помогают ведению бизнеса. Белорусская конфедерация предпринимательства
B	Não	No	Нет
C	Não	No	Нет
D	Não	No	Нет
E	Não	No	Нет
F	Sim, sou associada da Associação Comercial e Industrial de Vila Real.	Yes, the Commercial and Industrial Association of Vila Real.	Да, я являюсь сотрудником Торгово-промышленной ассоциации Вила-Реаль.
G	Sim, apoiam-me no desenvolvimento da minha atividade empresarial, apoiam-me através de programas de formação, tanto para mim, como para os meus empregados	Yes, it provides a support for me in the development of business activity, provide training programs for me and my employees	Да, поддерживают меня в развитии моей деловой активности, обеспечивают учебными программами, как меня, так и моих сотрудников
H	Sim, neste momento estou a receber apoio financeiro e de formação de uma associação promotora do meu setor empresarial.	Yes, now I am receiving financial support and training from an association promoting my business sector.	Да, в данный момент я получаю финансовую поддержку и обучение от ассоциации, продвигающей свой бизнес.

29.	Em que áreas considera que necessita de mais conhecimento e apoio para o desenvolvimento da sua atividade empresarial?	In which areas do you think you need to get additional knowledge for developing your business?	Получение дополнительных знаний в каких сферах необходимо лично Вам на сегодняшний день для развития Вашего бизнеса?
A	1. No domínio da promoção de bens / serviços e relações públicas 2. Na esfera do financiamento das empresas 3. No domínio da selecção e gestão de pessoal 4. No campo do planeamento estratégico 5. No campo das vendas de tecnologia	1. In the field of promotion of goods / services and PR 2. In the sphere of business financing 3. In the field of personnel selection and management 4. In the field of strategic planning 5. In the field of sales	1. В сфере продвижения товаров / услуг и PR 2. В сфере финансирования бизнеса 3. В сфере подбора и управления персоналом 4. В сфере стратегического планирования 5. В сфере технологий продаж
B	1. No recrutamento e selecção 2. No planeamento estratégico	1. In the field of personnel selection and management 2. In the field of strategic planning	1. В сфере подбора и управления персоналом 2. В сфере стратегического планирования
C	No campo das vendas de tecnologia	In the field of sales	В сфере технологий продаж
D	O conhecimento que tenho é suficiente para o desenvolvimento da minha atividade	My knowledge is enough for me	Мне вполне достаточно моих знаний
E	O conhecimento que tenho é suficiente para o desenvolvimento da minha atividade	My knowledge is enough for me	Мне вполне достаточно моих знаний
F	Na área da gestão e da organização. Também em legislação e recursos humanos.	In management and organization. Also, in legislation and human resources.	В области управления и организации В сфере юрисдикции и законодательства. В сфере подбора и управления персоналом
G	Nas vendas online	In online sales	В онлайн-продажах
H	1. No domínio da promoção de bens / serviços e relações públicas 2. Na esfera do financiamento das empresas	1. In the field of promotion of goods / services and PR 2. In the sphere of business financing	1. В сфере продвижения товаров / услуг и PR 2. В сфере финансирования бизнеса

30.	Considera que a sua família, de alguma forma, afeta o seu trabalho na empresa? Porquê? Como?	Do you think that your family life in any way affect your work in the company? Why? How?	Считаете ли вы, что ваша семейная жизнь каким-либо образом влияет на вашу работу в компании? Почему? Каким образом?
A	Sim. Uma mulher em comparação com um homem tem menos tempo, por causa de questões domésticas, parto, parentalidade. Portanto, para se tornar um empresário ou líder de sucesso, a mulher precisa fazer mais em menos tempo. Graças ao meu cônjuge, que me ajuda.	Yes. A woman in comparison with a man has less time, because of household issues, childbirth, parenting. Therefore, to become a successful businessman or leader, a woman needs to do more in less time. Thanks to my spouse, who helps me and supports.	Да. У женщины по сравнению с мужчиной в разы меньше времени, так как часть отнимают бытовые вопросы, воспитание детей. Поэтому женщине, чтобы стать успешным бизнесменом или руководителем, надо успевать большее за меньшее время. Спасибо моему супругу, который мне помогает и меня поддерживает.
B	Não	No	Нет
C	Não	No	Нет
D	Sim. Família, as crianças ajudam a se concentrar em outras questões, o que estimula o nascimento de novas idéias. A família ajuda a restaurar sua saúde física e emocional.	Yes. Family, children help to focus on other issues, which stimulates the birth of new ideas. The family helps restore their physical and emotional health.	Да. Семья, дети помогают переключаться на другие вопросы, что стимулирует рождение новых идей. Семья помогает восстановить свое физическое и эмоциональное здоровье.
E	Não. De forma alguma. Pelo contrário: tenho a minha empresa para ter uma fonte de rendimento e para assegurar um bom nível de vida à minha família que é composta por mim e pelo meu filho.	No. On the contrary: My work is a source of income and to ensure a good standard of living for my family (for me and my son).	Нет. Совсем нет. Напротив: у меня есть свой бизнес, который является моим источником дохода и обеспечивает хороший уровень жизни для моей семьи (для меня и моего сына).
F	Sim, quer dizer, afeta e não afeta, porque sendo uma empresa familiar talvez uma pessoa leve algum problema para casa e talvez até arranja uma discórdia.	Yes, because being a family company sometimes we bring working troubles inside family life.	Да, это так, поскольку у нас с мужем семейный бизнес, и иногда мы переносим свои рабочие проблемы на семейную
G	Não, porque apesar de ser uma empresa familiar, cada um sabe ocupar o seu lugar dentro da empresa. Cada um tem a sua função definida e não se metem no trabalho dos outros.	No, because, despite the family business, everyone is busy with their own business in the company. Everyone does his job and does not interfere with the work of others.	Нет, потому что, несмотря на семейный бизнес, каждый занят своим делом в компании. Каждый выполняет свою работу и не мешает работе других.
H	Sim, o trabalho como empreendedora é um trabalho muito exigente e exige muito tempo, pelo que, para se manter uma boa coesão familiar é necessária uma correta gestão do tempo.	Yes, work as an entrepreneur is a very demanding job and requires a lot of time, so that to maintain good family cohesion, a correct time management is necessary.	Да, работа в качестве предпринимателя является очень сложной задачей и требует много времени, поэтому для поддержания хорошей сплоченности семьи необходимо правильное управление временем.

31. Considera que seu o trabalho na empresa afeta a sua vida pessoal e familiar? Porquê? Como?	Do you think that the activities of the company affect your personal and family life? How and why?	Считаете ли вы, что деятельность компании влияет на вашу личную и семейную жизнь? Как и почему?
A Influencia, como não há tempo suficiente para a educação completa das crianças, atenção para o marido e assim por diante. O fato de ser gestora traz-me uma maior rigidez de caráter, o que afeta o relacionamento com a família.	Influences, as there isn't enough time for bringing up children, attention to my husband and so on. Managerial status adds rigidity to the character, what makes the relationship in the family worst.	Влияет, так как не хватает времени на полноценное воспитание детей, внимание мужу и тд. Руководство добавляет жесткости характеру, что влияет на отношения в семье не в лучшую сторону.
B Não.	No	Нет
C Não.	No	Нет
D Sim. Estimula.	Yes. Stimulates.	Да. Стимулирует
E Sim, uma vez que despendo mais tempo ao trabalho do que à família, uma vez que asseguro todo o serviço que recebo na empresa, nem sempre me é possível dedicar a atenção que gostaria ao meu filho. Mas, independentemente disso, e como alguns dias or semana trabalho a partir de casa, isso permite-me estar sempre perto dele e acompanhar mais de perto o seu crescimento.	Yes, I spend more time at work than with my family and it is not always possible for me to devote to my son. Nevertheless, a few days a week I can work at home, this allows me to be closer to him and put more attention on his bringing up.	Да, поскольку я трачу больше времени на работу, чем на свою семью, мне не всегда удается уделять внимание моему сыну. Но вместе с тем, несколько дней в неделю я могу работать дома, что позволяет мне всегда быть рядом с ним и больше внимания уделять его воспитанию.
F Sim, por vezes os problemas da empresa acabam por ser levados para casa, onde não deveriam estar.	Yes, sometimes the company's problems influence "home mood", where they should not be.	Да, иногда проблемы компании в конечном итоге приносятся и отражаются на настроении в доме.
G Sim, porque convivemos muito juntos e por vezes chocamos e isso às vezes passa da esfera da empresa para a esfera familiar	Yes, because we live together, and sometimes the company's work process penetrate into our family life.	Да, потому что мы живем вместе, и иногда рабочие дела компании проникают в семейную жизнь.
H Sim, pela exigência que o empreendedorismo trás, por vezes, a vida pessoal e familiar é afetada. As horas dedicadas ao empreendedorismo são sempre mais acentuadas do que de um trabalhador normal, pelo que, por muito boa gestão do tempo, por vezes nem sempre se consegue conciliar com o tempo familiar e vice-versa.	Yes, sometimes entrepreneurship affects personal and family life. Usually, to work is devoted more time than to the family.	Да, иногда предпринимательство сказывается на личной и семейной жизни. Чаще всего работе посвящается больше времени, чем семье.

32.	Considera que o facto de ser mulher lhe traz algum conhecimento ou vantagem no desenvolvimento da sua atividade empresarial? Qual ou quais? Porquê?	Do you think that the fact of being a woman bring you some advantage or knowledge in running your company? Which one is it? Why?	Считаете ли вы, что факт быть женщиной приносит вам какое-то преимущество или знания в управлении вашей компанией? Какой из них? Почему?
A	Às vezes é mais fácil conseguir a ação desejada de um subordinado devido à abordagem feminina (sorriso, pedido gentil). Se a mulher é bonita, há uma certa vantagem em lidar com clientes do sexo masculino, com base na simpatia, pode-se realizar um negócio ou adquirir um novo parceiro de negócios.	Sometimes it is easier to achieve the desired action from a subordinate due to the female approach (smile, kind request). If the woman is beautiful, there is a certain advantage in dealing with male clients, based on sympathy, you can realize a deal or acquire a new business partner.	Иногда проще добиться нужного действия от подчиненного благодаря женскому подходу (улыбкой, просьбой). Если женщина красивая, то есть определенное преимущество в работе с клиентами-мужчинами, на базе симпатии можно реализовать сделку или приобрести нового бизнес-партнера.
B	Intuição	Intuition	Интуиция
C	Não	No	Нет
D	Não	No	Нет
E	Não. Penso que é indiferente ser homem ou mulher. Penso que não existe qualquer vantagem no desenvolvimento de um negócio, pelo facto de se ser homem ou mulher.	No. I do not think so. It is indifferent to be a man or a woman. I do not think there is any advantage in the development of a business because you are a man or a woman.	Нет. Я так не считаю. Я не думаю, что есть какое-то преимущество для развития (процветания) бизнеса, в том, что ты мужчина или женщина.
F	Talvez em alguma área, na organização por exemplo, no sentido de poupanças. Faço diversos cartões de descontos, que aproveito. O meu marido não liga nada disso.	Maybe in some area, in the organization for example, and in savings. I have several discount cards, which I have an advantage. My husband does not care about it.	Может быть, в какой-то области, например, в организации, в отношении экономии. У меня есть несколько дисконтных карт, которые я использую. Мой муж не заботится об этом.
G	Não	No	Нет
H	Sim, as mulheres estão habituadas a terem várias responsabilidades (profissionais ou familiares) de modo que mais facilmente se adaptam a novos desafios e à necessidade de efetuar diversas tarefas ao mesmo tempo.	Yes, women are used to performing various duties (professional or family) at the same time.	Да, женщины привыкли к выполнению различных обязанностей (профессиональных или семейных) одновременно.

33.	Quais são as principais dificuldades que enfrenta considerando o relacionamento com outros/as colaboradores/as da empresa?	What are the main difficulties that you faced in dealing with other employees of the company?	Каковы основные трудности, которые вы испытываете в отношениях с другими сотрудниками компании?
A	Não	No	Нет
B	Confiança	Confidence	Доверие
C	Não	No	Нет
D	Confiança	Confidence	Доверие
E	Não aplicável, uma vez que a minha empresa sou eu.	No, because I am my company.	Нет. Поскольку я и есть моя компания.
F	Acho que a maior dificuldade é quando são influenciáveis. Eu já tive aqui um empregado que influenciava os outros. Influenciava-os a não meterem as máquinas nas carrinhas, nos carros deles, ou dizia para os outros: "vamos embora, já só falta meio metro, mas está na hora de ir embora". Depende muito dos colegas deixarem-se influenciar. Acabei por o despedir, pois não tinha perfil para trabalhar connosco.	I think the biggest difficulty is when they are pressed.	Я думаю, что самая большая трудность заключается в том, когда на них давят.
G	Não	No	Нет
H	Não (Estas duas empresas estão numa fase inicial do seu desenvolvimento, pelo que a coesão e o espírito de dedicação é muito forte entre todos. No entanto, a gestão dos recursos humanos nem sempre é fácil, pelo que é esperado que existam algumas dificuldades no futuro).	No, (Both companies are on the stage of their development, so the cohesion and the spirit of dedication is very strong among all. However, human resource management is not always easy, so it is expected that there will be some difficulties in the future.)	Нет, (Обе компании пока только на стадии своего развития, поэтому пока поддерживается дух сплоченности и самоотверженности. Однако, управление персоналом не всегда дается легко, поэтому есть вероятность, что в будущем возникнут некоторые трудности.)

34. Primeiramente, a carreira de uma empresária permite:	First of all, the career of a woman entrepreneur allows a woman:	В первую очередь карьера женщины-предпринимателя позволяет женщине:	
A	1. Faça mais dinheiro 2. Mude o mundo para melhor 3. Estar envolvido em negócios favoritos 4. Crescer profissionalmente	1. Make more money 2. Make the world better 3. To be engaged in favorite business 4. Grow professionally	1. Больше зарабатывать 2. Менять мир к лучшему 3. Заниматься любимым делом 4. Рasti профессионально
B	1. Estar envolvido em negócios favoritos 2. Crescer profissionalmente	1. To be engaged in favorite business 2. Grow professionally	1. Заниматься любимым делом 2. Рasti профессионально
C	1. Estar envolvido em negócios favoritos 2. Crescer profissionalmente	1. To be engaged in favorite business 2. Grow professionally	1. Заниматься любимым делом 2. Рasti профессионально
D	1. Estar envolvido em negócios favoritos 2. Crescer profissionalmente	1. To be engaged in favorite business 2. Grow professionally	1. Заниматься любимым делом 2. Рasti профессионально
E	1. Aumentar o seu nível de rendimento 2. Crescer profissionalmente 3. Ter mais tempo livre	1. Increase your income level 2. To be engaged in favorite business 3. Grow professionally	1. Увеличить доход 2. Заниматься любимым делом 3. Рasti профессионально
F	1. Faça mais dinheiro 2. Mude o mundo para melhor 3. Estar envolvido em negócios favoritos 4. Crescer profissionalmente	1. Make more money 2. Make the world better 3. To be engaged in favorite business 4. Grow professionally	1. Больше зарабатывать 2. Менять мир к лучшему 3. Заниматься любимым делом 4. Рasti профессионально
G	1. Estar envolvido em negócios favoritos	1. To be engaged in favorite business	1. Заниматься любимым делом
H	1. Crescer profissionalmente	1. Grow professionally	1. Рasti профессионально

35.	O que pensa que motiva uma mulher a criar o seu próprio negócio?	What do you think motivates women to open their business?	Что по вашему мнению мотивирует женщин открывать свой бизнес?
A	Ambição ao nível do desenvolvimento da sua carreira	Career ambitions and the need to realize oneself in business	Карьерные амбиции и потребность реализации себя в бизнесе
B	1. Intuição – compreensão das tendências do meio empresarial 2. Ambição ao nível do desenvolvimento da sua carreira	1. Intuition - understanding of trends in the business world 2. Career ambitions and the need to realize yourself in business	1. Интуиция – понимание тенденций в мире бизнеса 2. Карьерные амбиции и потребность реализации себя в бизнесе
C	Ambição ao nível do desenvolvimento da sua carreira e a necessidade de se autorrealizar no meio empresarial	Career ambitions and the need to realize oneself in business	Карьерные амбиции и потребность реализации себя в бизнесе
D	1. Responsabilidade pela sua família 2. Necessidade interna de ser criativa 3. Intuição – compreensão das tendências do meio empresarial 4. Ambição ao nível do desenvolvimento da sua carreira e a necessidade de se autorrealizar no meio empresarial	1. Responsibility for the family 2. Internal need (motives) for creativity 3. Intuition - understanding of trends in the business world 4. Career ambitions and the need to realize yourself in business	1. Ответственность перед семьей – надо зарабатывать деньги 2. Внутренняя потребность в творчестве 3. Интуиция – понимание тенденций в мире бизнеса 4. Карьерные амбиции и потребность реализации себя в бизнесе
E	Ambição ao nível do desenvolvimento da sua carreira e a necessidade de se autorrealizar no meio empresarial	Career ambitions and the need to realize oneself in business	Карьерные амбиции и потребность реализации себя в бизнесе
F	1. Responsabilidade pela sua família 2. Intuição – compreensão das tendências do meio empresarial 3. Ambição ao nível do desenvolvimento da sua carreira e a necessidade de se autorrealizar no meio empresarial	1. Responsibility for the family 2. Intuition - understanding of trends in the business world 3. Career ambitions and the need to realize yourself in business	1. Ответственность перед семьей – надо зарабатывать деньги 2. Интуиция – понимание тенденций в мире бизнеса 3. Карьерные амбиции и потребность реализации себя в бизнесе
G	1. Responsabilidade pela sua família 2. Intuição – compreensão das tendências do meio empresarial	1. Responsibility for the family 2. Intuition - understanding of trends in the business world	1. Ответственность перед семьей – надо зарабатывать деньги 2. Интуиция – понимание тенденций в мире бизнеса
H	Ambição ao nível do desenvolvimento da sua carreira e a necessidade de se autorrealizar no meio empresarial	Career ambitions and the need to realize oneself in business	Карьерные амбиции и потребность реализации себя в бизнесе

36.	Considera que existem algumas áreas de atividade que não são apropriadas para as mulheres?	How do you think if there are spheres of business that are not suitable for women?	Есть ли, по вашему мнению, женские и неженские сферы бизнеса?
A	Não	No	Нет
B	Sim. (Produção, Logística e transportes, Consultoria em inovação (Tecnologias de Informação) e alta tecnologia)	Yes. (Production, Logistics and transportation, Innovative and high technology)	Да. (Производство, Логистика и перевозки, Инновационные и высокие технологии)
C	Não	No	Нет
D	Não	No	Нет
E	Não	No	Нет
F	Não, penso que as áreas são adequadas, embora haja algumas áreas mais difíceis para se trabalhar. Mas tanto para homens como para mulheres.	No, I think the areas are suitable, although there are some more difficult areas to work with. But for both men and women.	Нет, я думаю, что эти области подходят, хотя есть и более трудные области для работы. Но и для мужчин, и для женщин.
G	Não	No	Нет
H	Não	No	Нет

37.	O que é necessário que seja mudado em Portugal / Belarus, para motivar as mulheres a tornarem-se empreendedoras (isto é, a criar o seu próprio negócio)?	What is necessary to change in Portugal / Belarus for motivating women to found their own business?	Что нужно изменить в Португалии / Беларуси, чтобы больше женщин выбирали карьеру предпринимателей?
A	1. A introdução de determinados benefícios adicionais (para empreendedoras) em determinadas áreas de atividade 2. Condições especiais de financiamento	1. Introduce additional benefits for women entrepreneurs in certain business areas 2. To make special conditions for attracting financing for women entrepreneurs	1. Ввести дополнительные льготы для женщин-предпринимателей в определенных сферах бизнеса (налоговые, льготы по арендной ставке) 2. Сделать специальные условия по привлечению финансирования для женщин-предпринимателей
B	1. Condições especiais de financiamento 2. Educação e formação profissional em áreas de apoio à gestão	1. To make special conditions for attracting financing for women entrepreneurs 2. Provide women entrepreneurs with information of opening their own business and to open access to study	1. Сделать специальные условия по привлечению финансирования для женщин-предпринимателей 2. Обеспечить женщин-предпринимателей информацией по вопросам открытия собственного бизнеса и дать возможность обучаться
C	Condições especiais de financiamento	To make special conditions for attracting financing for women entrepreneurs	Сделать специальные условия по привлечению финансирования для женщин-предпринимателей
D	Educação e formação profissional em áreas de apoio à gestão	Provide women entrepreneurs with information of opening their own business and to open access to study	Обеспечить женщин-предпринимателей информацией по вопросам открытия собственного бизнеса и дать возможность обучаться
E	Educação e formação profissional em áreas de apoio à gestão	Provide women entrepreneurs with information of opening their own business and to open access to study	Обеспечить женщин-предпринимателей информацией по вопросам открытия собственного бизнеса и дать возможность обучаться
F	1. Condições especiais de financiamento 2. Educação e formação profissional em áreas de apoio à gestão	1. To make special conditions for attracting financing for women entrepreneurs 2. Provide women entrepreneurs with information of opening their own business and to open access to study	1. Сделать специальные условия по привлечению финансирования для женщин-предпринимателей 2. Обеспечить женщин-предпринимателей информацией по вопросам открытия собственного бизнеса и дать возможность обучаться

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<p>37. O que é necessário que seja mudado em Portugal / Belarus, para motivar as mulheres a tornarem-se empreendedoras (isto é, a criar o seu próprio negócio)?</p>	<p>What is necessary to change in Portugal / Belarus for motivating women to found their own business?</p>	<p>Что нужно изменить в Португалии / Беларуси, чтобы больше женщин выбирали карьеру предпринимателей?</p>
<p>G</p> <p>1. Condições especiais de financiamento</p> <p>2. Educação e formação profissional em áreas de apoio à gestão</p> <p>*Seria importante que houvesse mais apoios para a maternidade. Nem sempre os horários dos jardins de infância são compatíveis com quem trabalha, por exemplo, por turnos, ou chega a casa mais tarde.</p>	<p>1. To make special conditions for attracting financing for women entrepreneurs</p> <p>2. Provide women entrepreneurs with information of opening their own business and to open access to study.</p> <p>* Support maternity. Due to the tight work schedule, it is difficult to devote enough time to raising children.</p>	<p>1. Сделать специальные условия по привлечению финансирования для женщин-предпринимателей</p> <p>2. Обеспечить женщин-предпринимателей информацией по вопросам открытия собственного бизнеса и дать возможность обучаться</p> <p>* Поддержка материнства. В связи с плотным рабочим графиком сложно уделять достаточно времени воспитанию детей.</p>
<p>H</p> <p>1. Condições especiais de financiamento</p> <p>2. Educação e formação profissional em áreas de apoio à gestão</p> <p>3. A criação de organismos públicos para assistência ao empreendedorismo feminino</p>	<p>1. To make special conditions for attracting financing for women entrepreneurs</p> <p>2. Provide women entrepreneurs with information of opening their own business and to open access to study</p> <p>3. The creation of public associations to assist female entrepreneurship</p>	<p>1. Сделать специальные условия по привлечению финансирования для женщин-предпринимателей</p> <p>2. Обеспечить женщин-предпринимателей информацией по вопросам открытия собственного бизнеса и дать возможность обучаться</p> <p>3. Создание государственных ассоциаций для содействия женскому предпринимательству</p>

38.	Atualmente, encontra-se a implementar algum ou alguns projetos (de inovação) na sua empresa? Em caso afirmativo, que tipo de projetos ou de inovação?	Have you ever participated in the scientific research or innovative programs? If yes, what kind of?	Участвовали ли Вы в выполнении научных программ, исследовательских и инновационных проектов? Если да, то в каких?
A	Não	No	Нет
B	Não	No	Нет
C	Não	No	Нет
D	Sim	Yes	Да
E	Não	No	Нет
F	Não	No	Нет
G	Não	No	Нет
H	Sim, as nossas empresas são empresas de inovação e de investigação de desenvolvimento, pelo que os programas de empreendedorismo que frequentamos são virados para a inovação e a investigação e desenvolvimento de produtos e as novas candidaturas de apoios que estamos em concurso também são nessas áreas.	Yes, our companies are research and innovative companies, so the entrepreneurship programs are focused on innovation, product research and development. Also we develop and create new applications for support.	Да, наши компании нацелены на инновационные и исследовательские продукты, поэтому программы предпринимательства, которые мы посещаем, ориентированы на инновации и исследования и разработки продуктов. Также, мы создаем новые приложения.

39.	Atualmente, encontra-se a implementar algum ou alguns projetos (de inovação) na sua empresa? Em caso afirmativo, que tipo de projetos ou de inovação?	Are you implementing innovations (innovative projects) in your company? If yes, what kind of innovations?	Занимаетесь ли вы внедрением инноваций (инновационных проектов) в вашей организации? Если да, то каких?
A	Sim. Desenvolvimento inovador de produtos usando material novo	Yes. Innovative product development using new raw material	Да. Инновационные разработки продуктов с использованием нового материала
B	Não	No	Нет
C	Não	No	Нет
D	Sim, desenvolvimento de novo equipamento de campo tecnológico	Yes, Development of new technological field equipment	Да, Разработка нового технологического промышленного оборудования
E	Não	No	Нет
F	Não	No	Нет
G	Não	No	Нет
H	Sim	Yes	Да

40.	Avalie o grau de inovação na sua empresa?	Evaluate the effectiveness of innovation in your company?	Оцените эффективность внедрения инноваций на вашем предприятии?
A	+1	+1	+1
B	0	0	0
C	0	0	0
D	+1	+1	+1
E	+1	+1	+1
F	0	0	0
G	+2	+2	+2
H	+2	+2	+2