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Version: Accepted Version

Article:
Quesada Pallares, C, Pineda-Herrero, P, Stoian, A et al. (2015) Factors affecting Spanish and Catalan women participation in training. Journal for Educators, Teachers and Trainers, 6 (1). 82 - 99. ISSN: 1989-9572

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FACTORS AFFECTING SPANISH AND CATALAN WOMEN PARTICIPATION IN TRAINING [1]

FACTORES QUE AFECTAN A LA PARTICIPACIÓN DE LAS MUJERES EN FORMACIÓN CONTINUA EN ESPAÑA Y CATALUÑA [1]

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Abstract

Women are still not being offered equal opportunities in the workplace, because apart from being workers, they are also caregivers, i.e. they do double shifts. One way to enhance women's job opportunities is through their professional development. Training is one of the best strategies for professional development. Nonetheless, in Spain, there is a series of factors which hinder female workers' access to training. In fact, scientific literature do not usually compares these factors from a gender perspective; therefore, the aim of this paper is to describe differences between male and female participation levels in training over the last five years, and analyse the factors that affect women's participation. The methodology consisted of a mixed non-simultaneous approach: the analysis of three Spanish and Catalan sources of official data (n = 10,879), and interviews with 5 experts in gender policies and 6 trainer managers from 6 companies. The integrated results yield different types of difficulties to access training based on gender and a necessity to relate training policies to gender policies. Because of these differences, it is possible to establish a list of features related to women who participate in training, which allow both academics and practitioners to intervene to promote women's training participation and therefore, their professional development.

Resumen

Todavía hoy en día a las mujeres no se les ofrecen oportunidades laborales equitativas, dado que además de ser trabajadoras, también son cuidadoras, es decir, trabajan doble turno. Una vía para promover las oportunidades laborales de las mujeres es a través de su desarrollo profesional. La formación continua es una de las mejores estrategias de desarrollo profesional. Sin embargo, en España, hay una serie de factores que dificultan el acceso de las mujeres trabajadoras a la formación. De hecho, la bibliografía científica no suele comparar estos factores desde una perspectiva de género; por lo tanto, el objetivo de este artículo es describir las diferencias entre los niveles de participación en formación continua de hombres y mujeres durante los últimos cinco años, y analizar los factores que afectan dicha participación en las mujeres. La metodología consiste en una metodología mixta no-simultánea: análisis de tres bases de datos oficiales (n = 10,879) españolas y catalanas, y entrevistas a 5 expertos de políticas de género y 6 gestores de la formación de 6 empresas. Los resultados integrados señalan varios tipos de dificultades para acceder a la formación, basadas en el género, y una necesidad de relacionar las políticas de formación con políticas de género. Debido a estas diferencias, es posible establecer un listado de características relacionadas con las mujeres que participan en formación, lo que permite tanto a académicos como a organizaciones intervenir para promover la participación en formación continua de las mujeres y, por lo tanto, su desarrollo profesional.

Keywords: women; training; work; gender policies; training policies; gender equality.

Palabras clave: mujer; formación; trabajo; políticas de género; políticas de formación; equidad de género.

1. Women and work

In the recent years, women have actively joined the labour market although the quality of the jobs they occupy has not improved. Women still hold more part-time jobs than men do, in less valued positions and sectors, are paid less than men are and occupy positions of lesser responsibility (Comisión de las Comunidades Europeas, 2009). They also face the 'reconciliation' problem (Barrère-Maurisson, 2000; MacInnes, 2005; Méda, 2002; Torns, Borràs and Carrasquer, 2004; De Vita, 2010), i.e., the need to reconcile their family and work life. To solve this problem, in Spain there has been a trend in recent years for women to put off starting a family until later in life (Instituto de la Mujer, 2008). Even so, the percentage of Spanish women who abandoned the labour market for family reasons was higher than men (93.67% of women) (Instituto Nacional de Estadística, 2005). Similarly, 95% of the unemployed people not seeking jobs for family reasons are women (Instituto Nacional de Estadística, 2005, 2006, 2007a).

Women try to deal with these issues by working part time (Tomlison and Durbin, 2010) or by delaying motherhood, which hinder their professional development in contrast to men. It is necessary to take measures to guarantee equal professional development opportunities in the current and future labour market.

Training has long been an important aspect in human resources policies in companies, as it is essential for employees' professional development. Training is not only key to employability but safeguarding one's job and gaining promotion inside a company. Women are increasingly undergoing training, although they do not actually get to occupy leadership positions to

the same extent as men do (Gill et al., 2008). It is proved that promoting women's participation in training is a priority in order to achieve equal opportunities in the workforce (Honoree et al., 2010).

Differences in men and women participation in training are influenced by various factors (Figure 1 shows the factors affecting women). Some individual characteristics such as the ability to acquire skills in new technologies, extensive work experience, a high level of education, improved self-image and confidence, and an interest for learning facilitate the participation of women in training (Evertsson, 2004; Greenhalgh and Mavrotas, 1996; Henshaw, 1980;; Mitter, 1995; Simpson and Storh, 2002; Young, 1980), as well as the training schedule and the type of training (Evertsson, 2004; Munn and MacDonald, 1988; Veum, 1996). The ability to gain access to new types of jobs or occupations that are gender-balanced is also important (Dieckhoff and Steiber, 2010; Green and Zanchi, 1997; Wooden and Van den Heuve, 1997).

—INSERT FIGURE 1 HERE—

Figure 1: *Factors affecting women participation to training.* Source: own elaboration.

Note. Green colour represents factors that facilitate participation in training; Red colour represents factors that hinder participation in training.

Nonetheless, some factors hinder women's participation in training, which include family reconciliation, financial constraints, age, transport (Boateng, 2009; Eliason, 1981; Evertsson, 2004; Hart, 1988; Henshaw, 1980; Lovell, 1980; McGivney, 1993; Munn and MacDonald, 1988; Simpson and Stroh, 2002), little incentive to undergo training, daytime work, less training on the

job, lack of guidance and counselling opportunities, more difficulty to assess transfer of training (Evertsson, 2004; Hart, 1988; Havet, 2008) and the fact that some occupations are dominated by men (Dieckhoff and Steiber, 2010).

Moreover, men receive more compensation when they attend generic training (Evertsson, 2004); men earn higher salaries during and after training (Havet, 2008); men participate more in training (Boateng, 2009; Jones et al., 2008); there is a gender segregation in the type of occupations while training (Simpson and Stroh, 2002); and men involved in parenthood, or with the intention to, attend training in order to consolidate their jobs (Dieckhoff and Steiber, 2010; Simpson and Stroh, 2002) (see Figure 2 for the determinants of men's participation in training).

—INSERT FIGURE 2 HERE—

Figure 2: *Factors affecting men participation to training.* Source: own elaboration.

Note. Green colour represents factors that facilitate participation in training; Red colour represents factors that hinder participation in training.

Lastly, there are common elements to both sexes. The possibility of improving job and career prospects, the possibility of starting a business, meeting people, interest in a subject, increasing knowledge and skills or updating previous training are factors that encourage men and women's participation to the same extent in training (Boateng, 2009; Hoy, 1933; Humberside College of Higher Education, 1988; Young, 1980). By contrast, family responsibilities, lack of interest, economic costs, study time, work time, and male-orientated occupations are barriers to the participation of women and men in training (Boateng, 2009; Humberside College of Higher Education, 1988).

It is seen that recent scientific literature has not been specifically focused on men and women differences; therefore, the aim of this study is to describe and to analyse the factors that facilitate women's participation in training in Spain and Catalonia, in order to improve equal professional opportunities.

2. Methodology

2.1. Procedure

We used a mixed non-simultaneous methodological approach, combining the collection and analysis of quantitative and qualitative data in two different stages. The qualitative stage was based on findings of the quantitative stage to broaden the understanding of the results and triangulate the information.

During the quantitative stage, we searched for databases with the most relevant information that contributed to the study, such as the variables influencing the participation gender gap in training. We contacted the agencies which carried out the studies to access the original data. Lastly, we examined the variables.

The qualitative stage consisted of two phases. In the first phase, we collected and analysed data from interviews with five key experts in training from gender perspective, to identify factors that affect women's participation. Then, we drew up a profile of women participating in training and a profile of women who do not participate. In the second phase, interviews were conducted with training specialists and/or training managers from both the public and private sectors at a national and community level. We identified actions considered to be good practices associated with high participation of women in training.

Lastly, the information was triangulated with each investigation technique used.

2.2. Sample

In the quantitative phase, we worked with data collected by the various agencies in the previous years, using different types of questionnaires. There were three sources of data: the QLWS (Quality of Life at Work Survey), provided by Idescat [2] (2006, 2007, 2008, 2009), the AES (Adult Education Survey), provided by INE [3] (2007b), and the Assessment of Contracts of Intersectorial Programs and Social Economy (2006), provided by ConForCat [4] (2010).

AES data were divided into two groups: one from the Autonomous Community of Catalonia and one from the entire Spanish State. The QLWS data came from four different editions, differentiated as follows: 2006-2007, corresponding to the AES and the ConForCat years, and 2008-2009, containing the same items and providing a more recent overview than the QLWS 2006-2007 version.

The total population was 31,737 people. Only 34.28% participated in training, a percentage that formed the present study sample. The data from the ConForCat study coincided both in total population and sample, because all had also participated in training funded by them in previous years. The ages of the participants ranged between 35 and 44 years for both sexes.

In the first phase of the qualitative stage, there was a non-probabilistic sampling of experts. Five women were selected as experts in the subject under study, based on the following criteria: having professional and/or academic experience in the area of gender; having professional and/or academic experience in gender policies in companies and/or governments; having professional and/or academic experience in work-life balance policies

and family life; having professional and/or academic experience in gender equality policies in Catalonia.

To identify the gender policy experts, we used an expert's search engine provided by the website of the Catalan Institute of Women (Institut Català de les Dones 2011). We identified 22 people and made a second selection to choose experts with the following profiles: higher education teachers in the field of gender equality; consultants in the implementation of Equality Plans in companies; consultants in the implementation of Equality Plans in the public sector; authors of books and papers on gender equality; labour union experts with experience in gender equality.

In the second phase of the qualitative stage, we carried out a non-probabilistic, intentional sampling and chose six companies –from the various search engines available with gender-related agencies- which fulfilled one of the following criteria: having implemented policies aimed at the differential treatment of women; that directly affect women's participation in training; that indirectly affected women's participation in training.

We contacted 10 companies that met the above requirements, four of which were not available to participate in the study. The sectors of the six companies that took part in the study were automotive, insurance, non-renewable energy, health, public administration, and a non-profit organization.

2.3. Tools and Techniques

The QLWS data were collected from 2006 to 2009 to determine the quality of life of the individual in his/her job. The instrument contained between 93 and 97 items, divided into three dimensions: demographic, employment status and quality of life at work.

The Assessment of Contracts of Intersectorial Programmes and Social Economy study, conducted by a research team during 2009-2010, was based on the people who completed their participation in job training offer (subsidized by ConForCat) in 2006-2007. The team sought to ascertain the effectiveness of the training on offer for Catalan workers, and the factors that facilitated or hindered their participation in this type of training. To this end, they drew up a questionnaire of 51 items with different response options.

The AES was conceived as part of a joint assessment among different countries of the European Union to evaluate adult participation in education and learning. During 2007, data were collected on training activities carried out in 2006. We only used data from informal education. This part of the survey contained 71 items with different response options.

Experts' interviews covered the following dimensions: gender equality policies in training, training objectives, professional profile of (non)participant women in training, personal/family profile of (non)participant women, perceived satisfaction of (non)participant women regarding their reconciliation, and perception of satisfaction of (non)participant women regarding their professional profile.

In addition, companies were emailed a form in order to know the number of workers in the last year and the numbers of workers who participated in training, classified by gender. Also, the semi-structured interview designed for the companies included the following dimensions: gender equality policies in training, gender overall equality policies, and assessment of the perceived need for gender equality policies.

Both interviews lasted approximately 70 minutes.

2.4. Data analysis

In the AES and QLWS, we selected only those cases where participants had undergone some kind of formal or informal training. We analysed the AES data by separating the Catalonia sample from the Spain sample. In addition, a separate analysis was made of the data for 2006, another for 2007 and one other set for the 2008-2009 periods. The variables were analysed using SPSS v.17, Inc.; due to the high number of categorical variables and that the goal was to carry out tests related to a population mean, we used the z test ($N > 30$) to compare two proportions and their significance with a confidence level of 95% (Canal Diaz, 2006) through contingency tables. Only statistically significant differences between men and women are discussed [5].

In the qualitative stage, we chose a qualitative analysis strategy called the matrix analysis, i.e., a set of numbers or terms organized in rows and columns, from which the researchers can visualise how the results develop (Agnes, 2000). According to Miles and Huberman (1994) a matrix involves crossing an array of two or more dimensions in order to see how they interact. In these matrices, responses were classified according to categories of analysis established by the indicators in the interview script.

However, to summarize the results of the study, in this paper we present a data analysis by integrating methodologies, in which the quantitative results are interpreted from the qualitative data obtained. This integration of results facilitates a deeper understanding of the subject studied.

3. Results

In Spain and in Catalonia, during 2006-2007 more women had temporary and less steady employment, and women with permanent contracts were situated

almost 20 percentage points below men (see Figure 3). These data give an idea of the difference in the level of employment stability of men and women in the Spanish and Catalan labour market

—INSERT FIGURE 3 HERE—

Figure 3: *Employment stability by sex.* Source: AES (INE 2007b).

Regarding to the position of Catalan workers participating in training (Figure 4) during the 2006-2007 periods, the proportion of men in middle management and leadership positions is significantly higher than that of women. A significant difference was observed between men and women in the executive branch, in legislative bodies and in the management of the public administration institutions and businesses. Men occupy 10.1% of these positions, whereas women occupy only 4%. This is also the case in Catalonia, but in the 2008-2009 period, there is a marked prevalence of men in jobs with responsibilities (managers and directors), while women who have undergone training are placed in lower positions.

—INSERT FIGURE 4 HERE—

Figure 4: *Workers position by sex.* Source: QLWS (Idescat 2006-2007).

According to the companies interviewed, the more responsibilities the trainee has, the more likely it is to be a man. In the healthcare sector, for example, women hold positions that entail fewer responsibilities. However, these companies have developed actions in the area of promotion and development, following their equality plans, which seek to encourage women's promotion to positions of responsibility by means of leadership training policies, promotion and development of staff, conciliation and training, among others.

In Catalonia, in 2006-2007, the proportion of men in full-time jobs is significantly higher than that of women (Figure 5). Similarly, the proportion of women with part-time jobs is significantly greater. This situation is repeated in the rest of Spain in the same period.

—INSERT FIGURE 5 HERE—

Figure 5: *Type of working time by sex.* Source: ConForCat 2010.

Figure 6 shows significant differences at all levels in terms of monthly earnings of women and men in Catalonia, during 2006-2007: the higher the earnings, the less women presence. Most women are on a par with men when economic profits are equal to or less than 1,200€ per month net.

—INSERT FIGURE 6 HERE—

Figure 6: *Monthly earnings by sex.* Source: QLWS (Idescat 2006-2007).

In the 2008-2009 periods, the net monthly income of people who participated in training is similar. Figure 7 shows the differences by gender. It was observed that women tend to receive a net monthly income lower than 1,200€, while men tend to receive an income above 1,200€ net per month. This difference is consistent with gender differences according to professional positions. *However, according to the equality plans of the companies interviewed, retribution is addressed by actions to correct discrepancies, monitoring trends in the salaries of women in order to identify possible inequalities, and monitoring the performance evaluation process to ensure gender equality in annual evaluations.*

—INSERT FIGURE 7 HERE—

Figure 7: *Monthly earnings by sex.* Source: QLWS (Idescat 2008-2009).

In the 2006-2007 periods, the proportion of women with a high level of education is significantly higher than the proportion of men (a difference of 3.8 and 3.5 points respectively). Furthermore, between 2008 and 2009, women with officially recognised studies of a professional specialization or first cycle of university studies participate more in training than men do (Figure 8).

—INSERT FIGURE 8 HERE—

Figure 8: *Education level by sex.* Source: AES (INE 2007b).

The proportion of women undergoing training during the workday is significantly lower than that of men (a difference of 3.2 points). By contrast, women do training 5.4% more than men outside the working day. In the rest of Spain, in the same period, the percentage of women training outside working hours is significantly higher than that of men. This result may be affected by two variables: more unemployed women in training and a greater tendency of women to undergo training unrelated to the job or training for personal reasons. Therefore, women undergo more self-financed training than men (Figures 9 and 10).

—INSERT FIGURE 9 HERE—

Figure 9: *Payment of the costs of training to the employer by sex.* Source: AES (INE 2007b).

—INSERT FIGURE 10 HERE—

Figure 10: *Payment of the costs of training to the trainee by sex.* Source: AES (INE 2007b).

In Catalonia, in 2008-2009, the percentage of men who always carry out the training during working hours is greater than 60%, while the majority of women never or can only sometimes train within the working hours. Thus,

while women do more hours of training per year than men (see Figure 11) training has to be done after work, to the detriment of their work-life balance. According to the experts interviewed, both participant and non-participant women in training are not satisfied with the balance between their professional and personal life because there are very few companies which implement reconciliation policies. This dissatisfaction goes hand in hand with being a mother. However, according to the companies interviewed, gender policies are being implemented which are based on policies of flexible hours, leaves of absence and childcare during non-school days, offer training within working hours, unlimited access to training, refresher programmes for people with leaves of absence, virtual training, data analysis of participation by gender, among others.

—INSERT FIGURE 11 HERE—

Figure 11: *Number of hours of training per year by sex.* Source: QLWS (Idescat 2008-2009).

In the 2006-2007 periods, training content reveals significant gender differences in each of the types presented (Figure 12). It can be observed that the only area where men have a higher participation than women in training is related to technical skills. In the rest of Spain, the percentage of women who do training to acquire knowledge or techniques that are useful for everyday life is almost 12 percentage points higher than that of men. The same applies to the percentage of women who do the training to obtain a certificate.

—INSERT FIGURE 12 HERE—

Figure 12: *Content of training attended by sex.* Source: ConForCat 2010.

In Catalonia, between 2006 and 2007, the objectives pursued by people when participating in job training are to obtain a certificate and gain promotion. These objectives are represented in greater proportion by men, i.e., they are non-statistically significant priorities for women when they participate in training. When participating in training, obligation motivates men 9.6% more than women, while the desire to acquire knowledge for everyday life motivates women 12.2% more than men. It is significantly more common for companies not to pay women's classes, tuition and examination fees, and that they themselves (or their families) must finance the cost of books and technical means of study.

Regarding the professional motives for men and women in training in the rest of Spain, there are fewer women than men who do training to improve their current position or to reduce the possibility of losing their job. Nevertheless, more women undergo training to obtain a job or to change their current job. Moreover, the percentage of women who willingly undergo training is significantly higher than that of men (15 percentage points).

According to the experts, the main reason for women to train is the awareness of the importance of training for their professional development. This training can help them gain promotion. In addition, they tend to want to know and learn more, which contributes to their interest in training. Conversely, the main reason that many women do not participate in training are related to the difficulties in reconciling training and life. Many women work double shifts (work and home) and their participation in training is made difficult if it is not conducted during working hours.

The percentage of women undergoing more than one training course is higher than that of men. Analysing the type of training activity (Figure 13), the percentage of men who undergo training in the workplace is higher and women have a higher participation rate in training that combines theory and practice and private lessons.

—INSERT FIGURE 13 HERE—

Figure 13: *Type of non-formal training chosen by sex.* Source: AES (INE 2007b).

The percentage of men who carry out training provided by their employer is significantly higher than that of women. By contrast, the percentage of women who are trained by a business organization, a commercial institution or an individual is significantly greater than that of men. This confirms the tendency of women to do more training unconnected with their current job.

Men use their training almost every day and women use it once a month. This result is explained by the type of training that each group undergoes. In men, training is more related to their daily work, and in women it is related to personal enrichment or possible changes of occupation.

4. Discussion

Participation in training is a key element to ensure the employability and career development of employees, and business competitiveness in a global environment and economic crisis. The participation of women workers in training is affected by the following factors: less work stability, more part-time work and lower wages, although their level of education is higher. Also, women take care of dependent people more often, a fact that does not help to

improve their working conditions and their participation in training (Frutós and Titos, 2001).

This study allows us not only to confirm some research about this topic but also to draw a profile of women participating in training:

- Women have less job security than men and are more likely to have temporary contracts.
- Women work primarily in the public sector.
- Women work in small businesses.
- Women have a higher educational level than men.
- Women carry out low-skilled jobs.
- Women occupy less middle and senior positions than men.
- Women tend to work more part-time jobs than men.
- Women earn lower wages than men (less than 1,200€ per month).
- Women do more housework.
- Many of the women undergoing training are childless, while men who do training have children.
- Women who have children leave them in the care of others, and men leave their wives in charge, during working hours.

This profile is the main contribution of this paper, which helps to practitioners to set up the basis for establishing company policies to enhance equitable professional development between male and females.

Delving into the results obtained, more women than men undergo training after work than during working hours. This shows their interest in training, and reflects the lack of training offered by their workplace to meet their needs. Women are highly motivated to undergo training because more often than

men they finance their own training and are more active in seeking information on training. This high motivation does not correspond to the expected results; promotion prospects are low and family responsibilities are high.

Women tend to carry out less technical training than men. The training they do is more focused on social issues and services. This is in addition to the training offered by companies which often focuses on career development and technical training instead of cross-sector social skills. As indicated by other studies (Evertsson, 2004; Veum, 1996), the type of training offered and the training content can facilitate the participation of women in training.

Women train to enter the labour market or to change jobs, whereas men train to perform better in their current job. This finding underscores the differences in job security between women and men, and the different ends of training. Moreover, men train to obtain a certificate and/or promotion; women do so to acquire useful knowledge in their daily lives. Training is linked to men's career advancement, but not to women's. This represents a major flaw in equality policies that should be corrected. Training should be aimed at the improvement in the workplace rather than personal enrichment, because women do not perceive training as an opportunity to improve their current job, but as a resource to enter the labour market or to change jobs, that is, as a long-term improvement. Stemming from this, personal motivation (personal enrichment or even improving employability) is what drives many women to train. As several authors (Caro et al., 2007; Chinchilla, Poelmans and Leon, 2005; Garcia-Lago, 2005; Revuelta and Peiró, 2002) suggest, women's career is a society problem, which has effects on training.

Similarly, men are obliged to train and women do so voluntarily with the aim of obtaining useful knowledge. Once again, it can be inferred that women have a higher motivation. Women also express a desire to do more training than men. The difficulties involved in training also differ between men and women, highlighting the problems of reconciling work with family life. A number of authors (Barrère-Maurisson, 2000; MacInnes, 2005; Méda, 2002; Torns, Borràs and Carrasquer, 2004) suggest that women in society continue to be the ones who take care of children and dependents. This is the main obstacle to women's training, and it is the main reason for their abandoning training. This finding corroborates the results of previous studies, which identified conciliation as one of the main barriers to women's participation in training (Boateng, 2009; Evertsson, 2004, Simpson and Stroh, 2002).

Training should be offered during working hours to facilitate women's access to it and to prevent reconciliation problems. As this is not the case, women tend to undergo training outside working hours and self-finance it. Equality plans are not directly related to training policies. We identified only two strategies to facilitate the training of women: providing training during working hours, and undergoing leadership training to enhance the promotion of women and increase their participation in decision-making positions.

In general, companies have no data on equality and training, and base their claims on personal impressions or evaluations. The absence of data on training from a gender perspective is a key indicator that the issue is not of great interest to companies.

Lastly, given the differences detected between men and women in the participation factors, government institutions could propose policies which

address the status of women as a differential, and include measures to overcome barriers to their participation in training. There is a need to link training policies with equality policies. The public administration can promote projects and initiatives in this direction, helping companies to integrate their training in equality plans.

To conclude, we asked the company representatives taking part in the study if they could suggest other policies needed to foster gender equality in training. The information provided suggests the need to implement more cross-sector policies, transforming the male-oriented culture that dominates the business world, considering the option of working from home and prioritizing the development of people irrespective of gender through training.

This paper shows the need to focus our attention not only on the volume of differential participation of men and women in training, but also on what gives rise to this unequal participation. The introduction of the differential perspective of factors that facilitate or hinder women's access to and participation in training, points to the beginning of a long line of research that should be addressed as a priority by companies and experts. Through this approach we can ensure that policies needed to bring about gender equality in training can be implemented in the near future.

End Notes

[1] This research was funded by Institut Català de les Dones (ASC/1148).

[2] Enquesta de Qualitat de Vida en el Treball (EQVT) de l'Institut d'Estadística de Catalunya.

[3] Encuesta sobre la Participación de la Población Adulta en Actividades de Aprendizaje (EADA) del

Instituto Nacional de Estadística.

[4] Avaluació dels contractes programa sectorials 2005, intersectorials 2006 i d'economia social 2006 del Consorci per a la Formació Contínua de Catalunya.

[5] To facilitate the presentation of data in the figures, we omitted the missing values, so in some cases the response options of the same variable do not total 100.

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Figures

Figure 1: *Factors affecting women participation to training.* Source: own elaboration.

Note. Green colour represents factors that facilitate to participate in training; Red colour represents factors that hinder to participate in training.

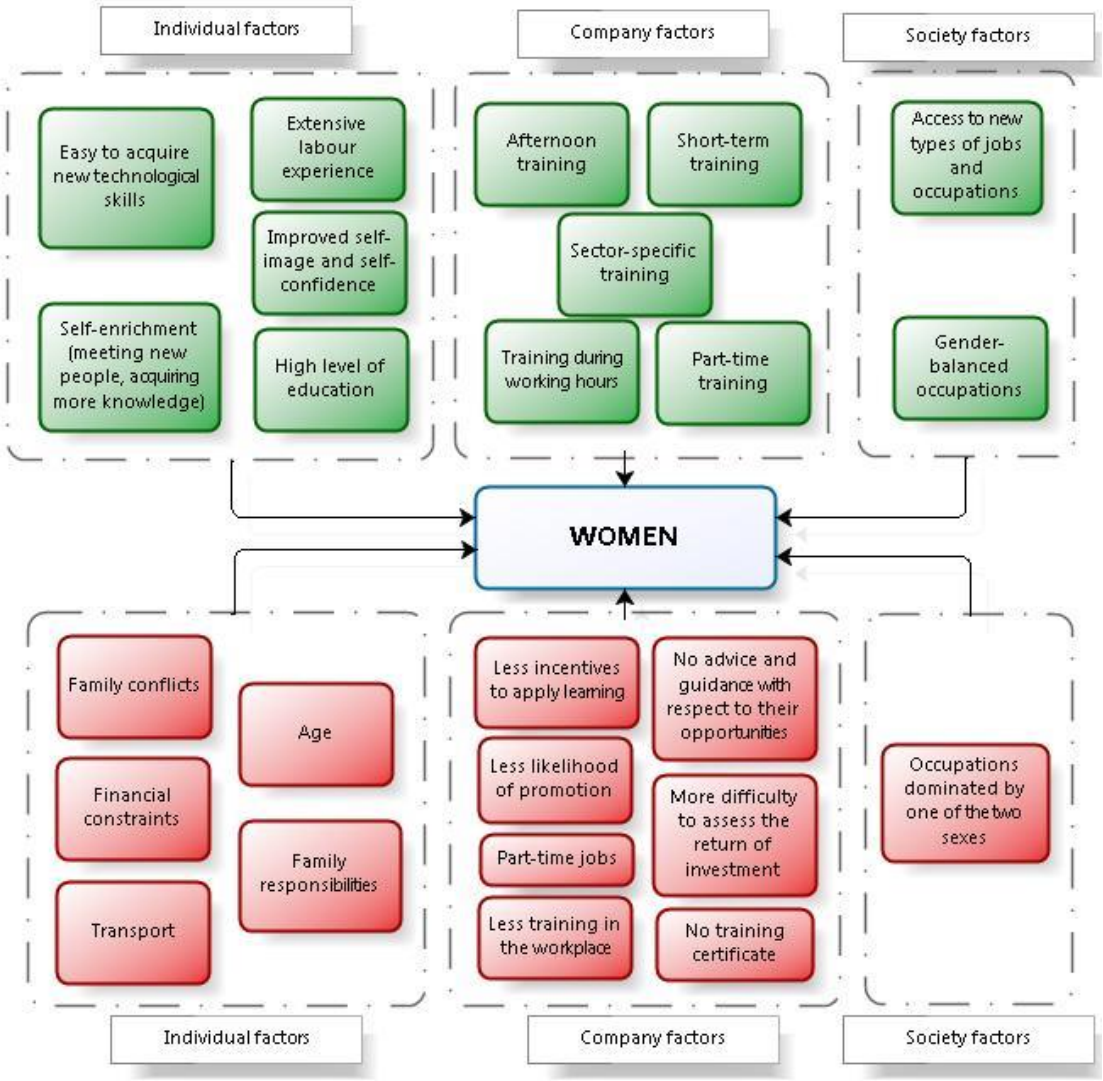

Figure 2: *Factors affecting men participation to training.* Source: own elaboration.

Note. Green colour represents factors that facilitate to participate in training; Red colour represents factors that hinder to participate in training.

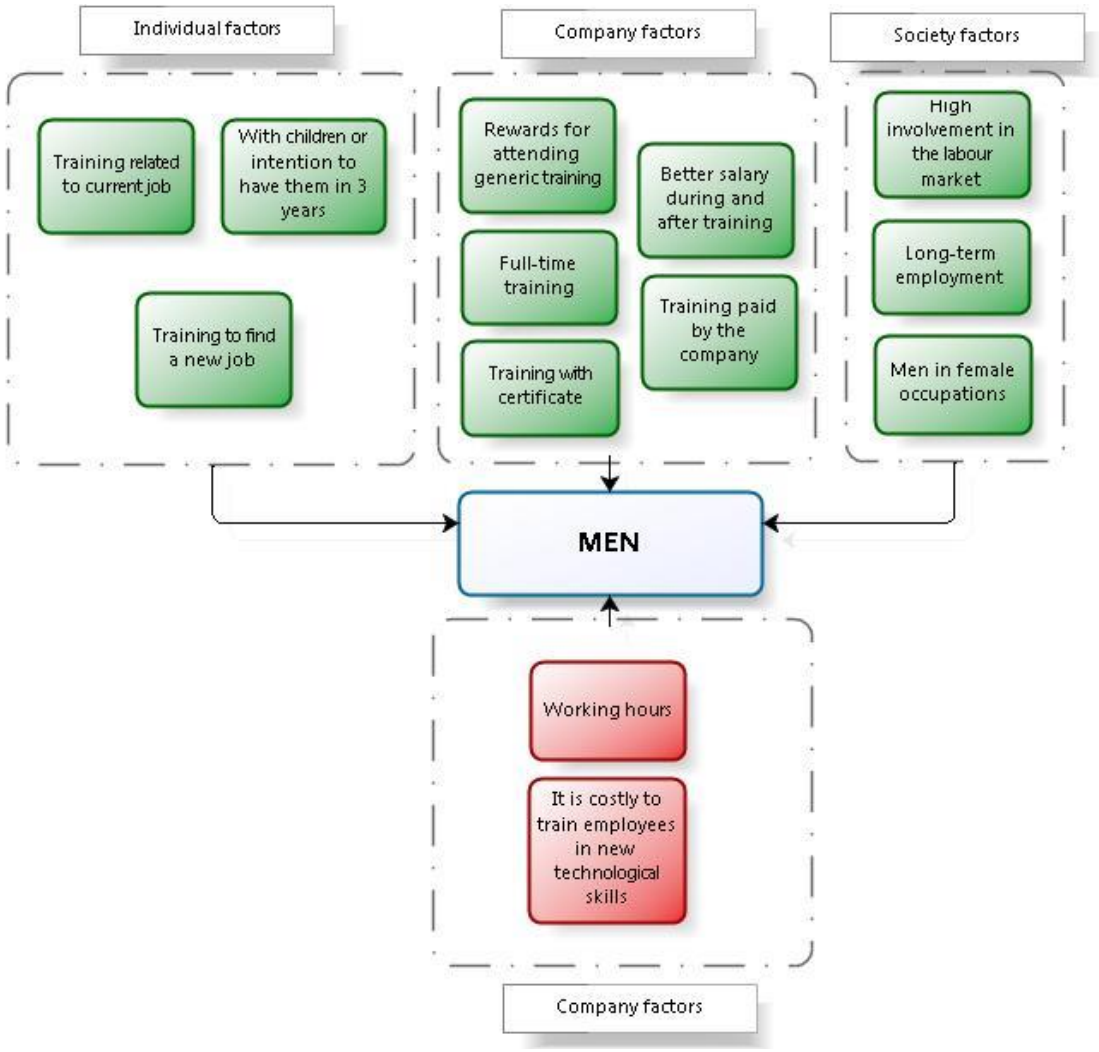

Figure 3: *Employment stability by sex.* Source: AES (INE 2007b).

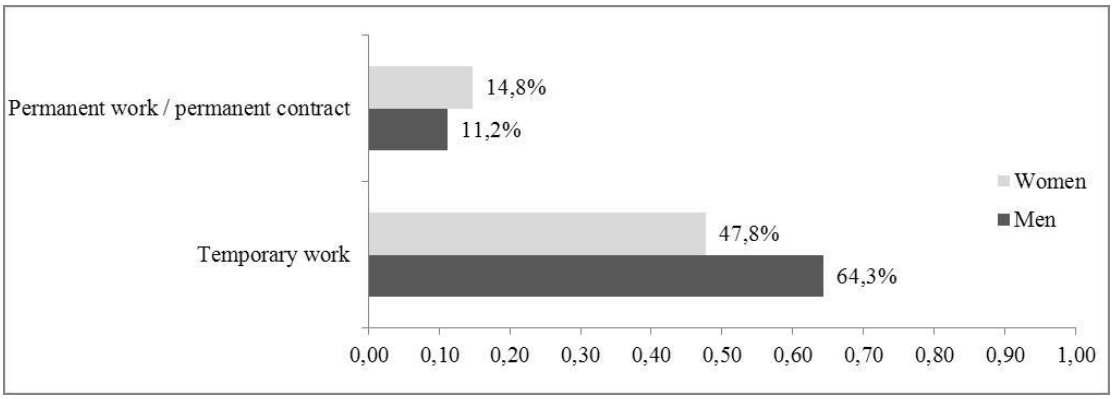

Figure 4: *Workers position by sex.* Source: QLWS (Idescat 2006-2007).

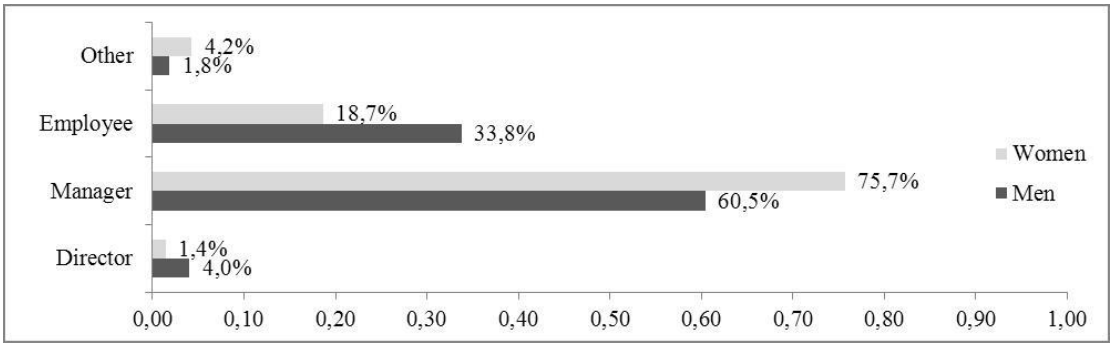

Figure 5: *Type of working time by sex.* Source: Assessment of Contracts of Intersecto

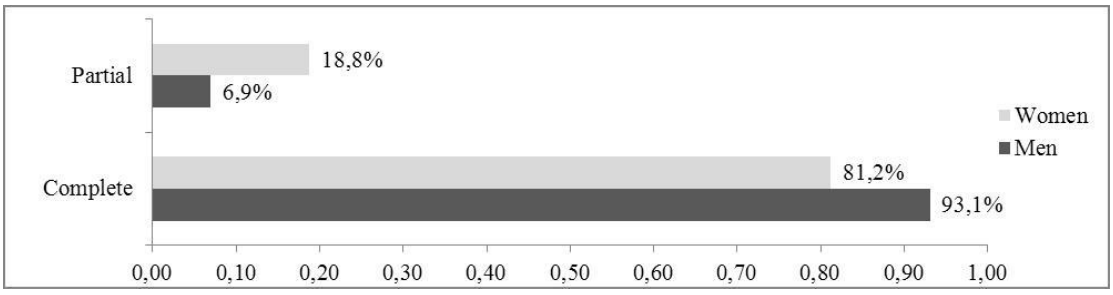

Figure 6: *Monthly earnings by sex.* Source: QLWS (Idescat 2006-2007).

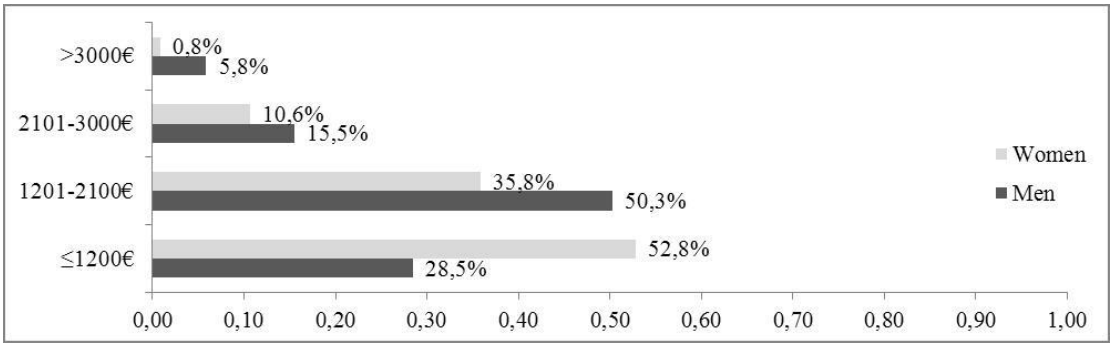

Figure 7: *Monthly earnings by sex.* Source: QLWS (Idescat 2008-2009).

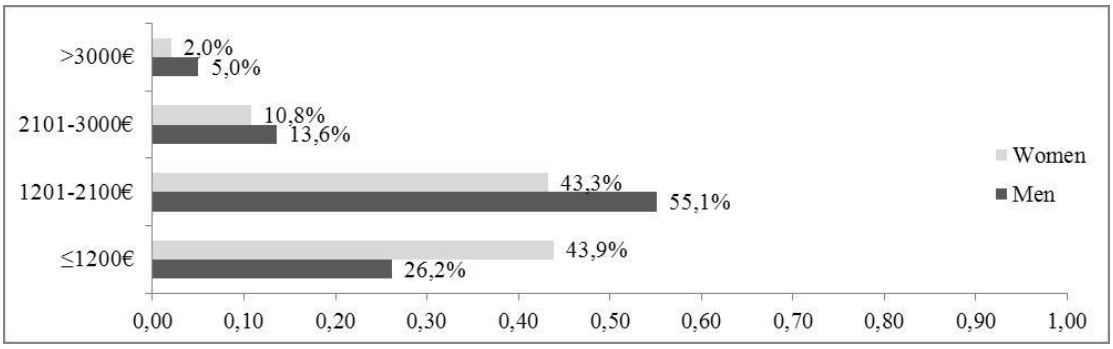

Figure 8: *Education level by sex.* Source: AES (INE 2007b).

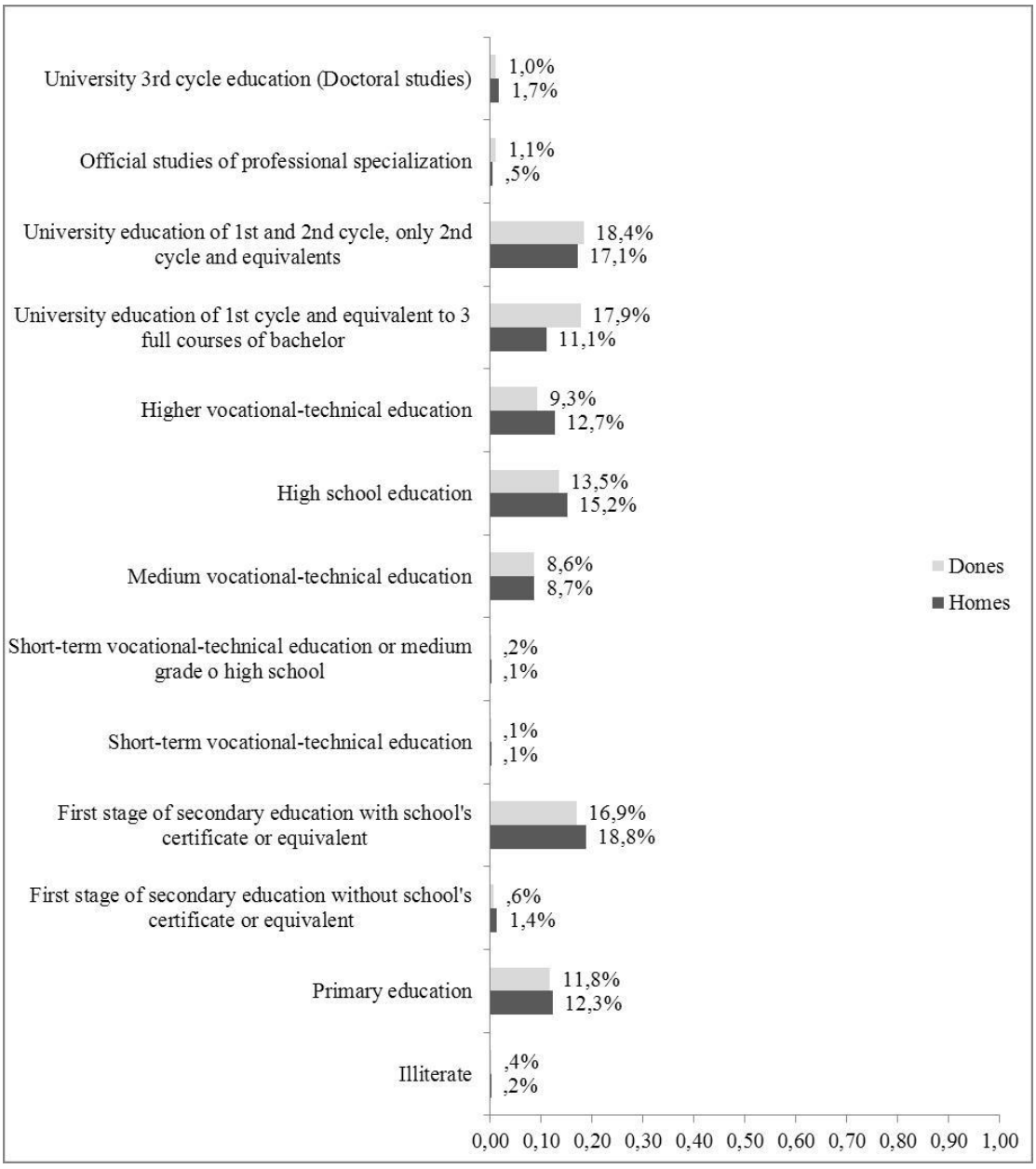

Figure 9: *Payment of the costs of training to the employer by sex.* Source: AES (INE 2007b).

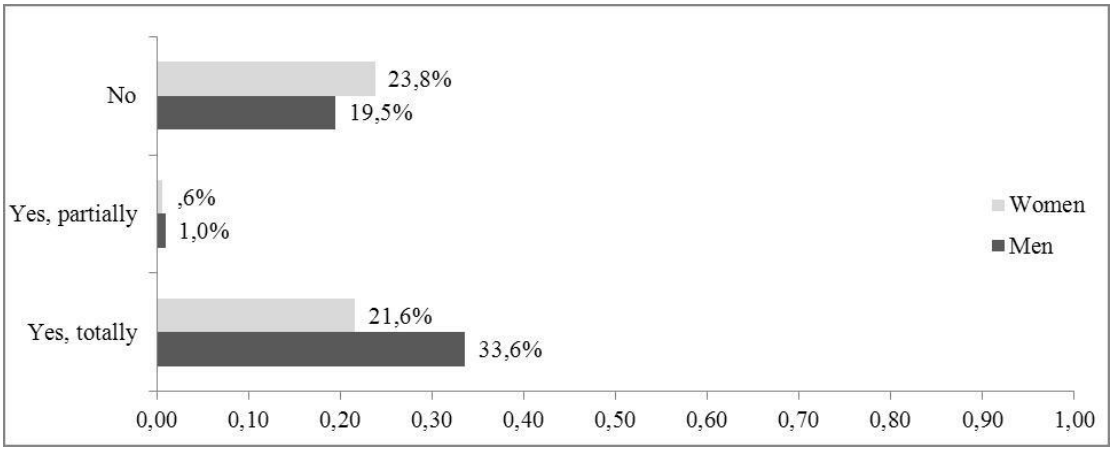

Figure 10: *Payment of the costs of training to the trainee by sex.* Source: AES (INE 2007b).

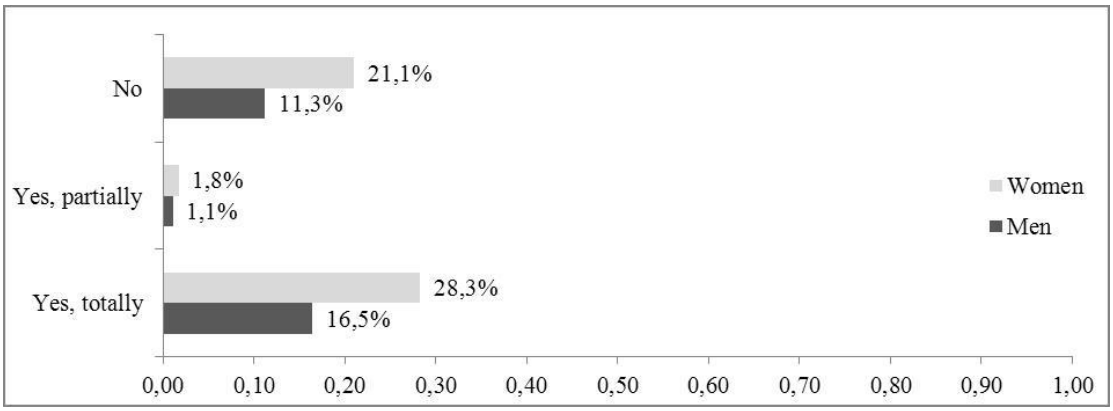

Figure 11: *Number of hours of training per year by sex.* Source: QLWS (Idescat 2008-2009).

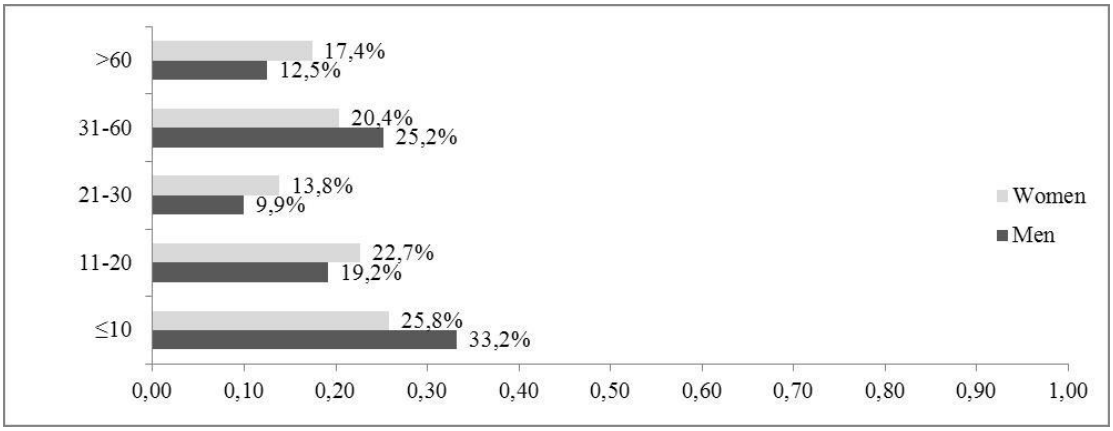

Figure 12: *Content of training attended by sex.* Source: Assessment of Contracts of Intersectorial Programmes and Social Economy 2006 (ConForCat 2010).

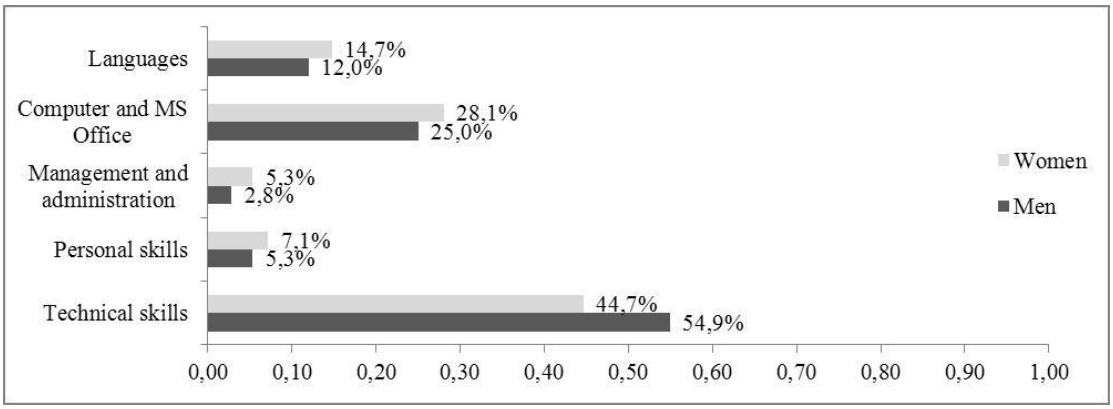
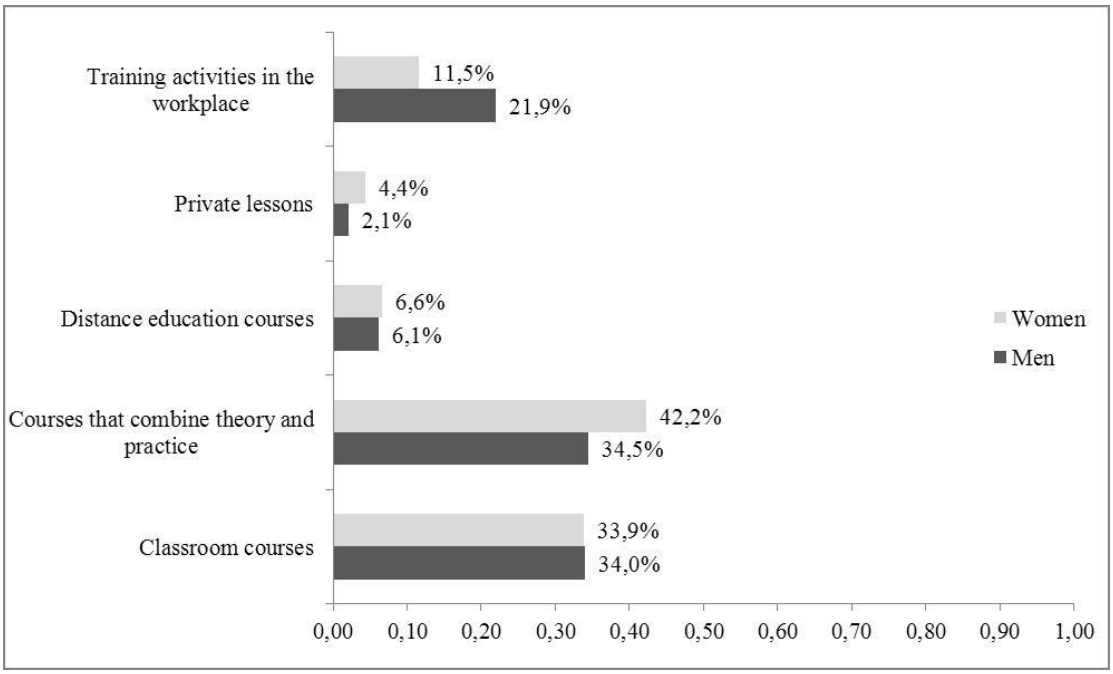
Figure 13: *Type of non-formal training chosen by sex.* Source: AES (INE 2007b).