ENABLING ADJUSTMENTS BETWEEN SUPPLY AND DEMAND WITH REGARD TO QUALIFICATIONS: A THEORETICAL-METHODOLOGICAL PROPOSAL IN THE CASE OF ANDALUCÍA

Abstract

The main objective of this paper is to bring to light the already existing adjustment levels between the supply of Technical-Professional Training and the potential demand for it in the Autonomous Community of Andalucía. With this objective in mind, instruments for the provision of key information will be suggested which will then make for the planning, design, and evaluation of institutional policy with regard to Technical-Professional Training in Andalucía.

As far as the aforementioned is concerned, the analysis of these adjustment levels and intervening factors implies, in the first place, an examination of the potential demand that exists for Technical-Professional Training. What needs to be considered in this case is the direct link between levels of socioeconomic dynamics and the demand for TP Training as a function of user demand in relation to the employment on offer as a result of the potential economic growth of municipal boroughs. Thus, within such a framework, institutional policies geared toward the employability of people in the work sector need to move in the direction of an adjustment of the balance between qualifications that are on supply and the demands of the work market.

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Introduction

As is generally well known, it is up to the Education System to put on offer the professional skills and abilities which the work market requires, as a result of which there exists a need for adjustment mechanisms regarding the interaction of the Training on offer and the requirements of the work market. The former is understood therefore as the overall structure of officially recognized qualifications regarding trained skills, while the latter comes under the heading of skills and profiles of training which the work market recognizes as qualifications.

While keeping this overall general set-up in mind, the aim of our study is to pinpoint the enabling adjustment levels operating between a specific kind of supply, Technical-Professional Training with Specific Orientation and the existing demand for it on the part of the Andalusian region.

To this effect, in the first section of this study, the supply factor is placed within its already existing regulatory framework, underlining thereby the specific aims such a framework establishes in the case of a particular kind of TP Training. It is this which will be used as the generic frame for the rest of this study.

In the second section of our discussion the fundamental theoretical-methodological premises of this study are set down, the main one being that demands for training are determined by how contextual social environment, as regards employability, acts as a filter upon the work market. This is reflected in terms of the qualifications required for specific job types within the main economically productive areas and activities, those which are characterized by their potential to create employment, i.e. with regard to the zone which this study covers.

Thereafter, in the third section of this study, the research proposal and its design are set forth in relation to the analysis of the levels of adjustment regarding training as a factor of supply and the potential demand for it, while at the same time operationalizing both these concepts in terms of indexes, on the one hand, while also proposing an indicator to enable the measurement of levels of adjustment to be carried out.

I. INSTITUTIONAL FRAMEWORK: THE OBJECTIVES OF TECHNICAL-PROFESSIONAL TRAINING.

Availability of Technical-Professional Training in Spain

The basis of existing strategies in the field of Training is to be found in the Second National Project for Technical-Professional Training, in operation up to 2002.

In 1998 the legal go-ahead given to the National Project for Technical-Professional Training, the lines of action of which are included in the National Employment Plan, meant aiming at the increase, the improvement, and the streamlining of technical-professional training, capacitating those young people bent on entering the employment market, favouring the adaptation of those already in employment to the ever-changing and ever-more complex structure of production processes, while also promoting the assimilation, in terms of both the workplace and society itself, of those who run the risk of being excluded.¹

The Plan is based on three fundamental principles:

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- An awareness of Technical-Professional Training as an investment in manpower.
- The integration of TP Training into policies concerned with active employment creation.
- The participation of the General State Administration, of social agencies, and of Autonomous Regions within the General Commission for TP Training.

In Spain there are three technical-professional systems in existence\(^2\) which definable in terms of their types of user and of those Administrations that regulate them. The subsystem which is the object of this study (Technical-Professional Training for Specific Purposes) is contextualizable within the area of Initial/Regulated TP Training\(^3\), definable in terms of the model for TP Training set down in the Statutory Law 1/1990, dated October 3\(^{\text{rd}}\), for the Regulation of the Education System (LOGSE). Within this institutional framework, each Autonomous Region is meant to design and put forward a plan for making TP Training available, in accordance with the aims and principles set forth within the general framework. Moreover, at the same time, what constitutes the principal aim of the Initial-Regulated TP Training system, without acting in detriment to the educational objectives that sustain it, is that of making available professional qualifications which may guarantee the employability of those who are successful within it; also, simultaneously, the available training needs to adapt itself to social requirements and to the kinds of employment which are envisioned, both qualitatively and quantitatively in the mid-term. Therein resides the need for a constant flow of up-to-date information and for a system of vocational guidelines which help to channel the employment requirement with the aim of facilitating the professional insertion of successful graduates from TP Training.

In other words, in general terms, there exists a social demand for qualifications which, in the first instance, is supposedly adjusted to the criteria of employability, defined besides by the system of production in terms of estimated employment provision with regard to different kinds of economic activity which contribute to the structure of the employment market in specific zones.

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<table>
<thead>
<tr>
<th>QUALIFICATIONS</th>
<th>EMPLOYABILITY</th>
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<tr>
<td>SOCIAL REQUIREMENTS</td>
<td>EMPLOYMENT PROSPECTS</td>
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</table>
\end{array}
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\(^2\) Initial/Regulated Technical-Professional Training; Occupational Training; On-going Training (Employment)

\(^3\) Its domain includes TP Training at basic level which is carried out within the compulsory Secondary Education system (ESO) and in the Upper High School system (Bachillerato), as well as in the TP Training for Specific Purposes programme, taught within the Middle and Upper School phases and, finally, within Social-Action Programmes aimed at those students who have not been able to respond to the demands of the compulsory Secondary Education system.
In this sense, the Spanish skill-based model for TP Training allows for the recognition of employment groupings, a highly practical criterion at the moment of designing training programmes, since these are aimed at the incorporation of those who successfully complete courses into specific jobs (first criterion for employability). As far as this training model is concerned, its most important aspect is not the obtaining of a certificate (a credentialist way of conceiving it), but the acquiring of skills.

In a general sense, what is understood by the term ‘employment position’ is the productive activity to which paid work-time is dedicated, while we consider the term ‘profession’ to be the outcome of the ‘employment position’. Given that professions are legally regulated, it is necessary to be in possession of a recognized qualification (appertaining to knowledge or skills) which enables someone to carry out particular work. If the paid work is carried out in terms of a suitable qualification and an officially recognized one, it coincides with the profession concerned. The difference between qualification and profession is important from the perspective of sociological analysis since both social structure and the structure of the productive system depend on job types and these do not always coincide with the professions of those occupying them.

Therefore, the education system and the training available should guarantee that employability be considered as constructible once training programmes have been designed which, above all, may grant the required qualification, thereby enabling someone to become employable; in other words, programme content should be designed in accordance with social demand which, in turn, has its origins in a productive context containing well-defined occupational areas understood as employment objectives by the employable sector of the population, with regard to which decisions would be made about different training goals.

In the concrete case of Andalucía, the available TP Training for Specific Purposes Programme includes 22 employment groupings, which are made up of different qualifications (to a total of 135) structured within Training Cycles. Besides, the Education and Science Committee, with regard to the planning of the available offer, has established territorial divisions according to the type of educational activity in different centres. Thus, an area of Post-Compulsory Secondary Education (ESPO Zone), includes educational centres which make available an Upper High School phase, as well as TP Training for specific purposes. A single ESPO zone may include several municipal boroughs and centres of population or, on the other hand, within a single municipal borough several ESPO zones may exist. Logically, this depends on factors such as the size of boroughs, the nature of existing economic activities, and population size.

In this case, the territorial variable with regard to our study is determined by this prior criterion of zone division according to the type of education on offer, especially since this same variable becomes highly useful methodologically given the difficulties involved in obtaining data at other territorial levels, such as the municipal level.

The next point implies the explanation of the concepts of qualification\(^4\) and employability since they constitute the essence of any policy related to TP Training, within current economic and social frameworks, enabling thereafter effective assessment with regard to whether the programme contents in question, in the case of Andalucía, are sufficiently well adjusted and to what extent they are so in terms of


\(^5\) Regarding the theoretical-methodological basis of this research project, the results derived from it will be interpreted from the theoretical standpoint of the social construction of qualifications.
social demand, the latter being definable in terms of projected employment requirements or, more specifically, of the degree of socioeconomic dynamism already existing within the Autonomous Region.

II. ANALYTIC FRAMEWORK.

II.1 The new framework: from job to occupation. Social dependence on qualifications.

The need to make professional qualifications available which may guarantee the employability of those who successfully complete programmes constitutes the general objective of Initial/Regulated TP Training for Specific Purposes. Using this basic criterion as a starting point, TP Training for Specific Purposes may be seen as an instrument for improving the employability of members of the workforce in the context of new market and new production system requirements.6

With this aim in mind, although only briefly, reference needs to be made to the overall global configuration of a new international pattern of work in which capital has become globalized and due to which work organization and the supplying of services have undergone fundamental changes, both playing an ever-increasing decisive role in the ordering of countries within the new international distribution of work.

In our view, the most significant and outstanding aspect of the effects resulting from this process, and in terms of the direct consequences of them observable within educational and training systems, consists of the modification of the contents of work. Según Vargas Zúñiga states the following: The narrow concept of job has given way to the wider and more expressive concept of occupation. Occupations do not correspond to a group of tasks bunched in terms of operations and functions; rather, they are much more open sets which call upon basic know-how within an area, while being characterized by a transference capacity in the carrying out of several job types.

This state of things means that, amongst other factors, there now exists new content in jobs of work and that what is required of workers has changed qualitatively, a high level of social relations now being required of them, for example.7

This transition from job of work to occupation means that the content of training is also being modified since it no longer consists merely of a series of more or less specialized technical tasks to be learnt, but rather a whole set of demanding, well-defined capacities and skills having as their take-off point new qualification content, such as social skills, compromise, and flexibility.

At the same time, all this is geared toward obtaining human resources adaptable to what is required of them in jobs of work, i.e., human resources which are employable.

Thus, employability has become the new entry filter with regard to the labour market, a maximum selection requirement which puts the onus on those responsible for educational matters to continuously revise and evaluate training programmes (including the re-definition of jobs of work prior to the planning of the qualifications to be put on offer), together with the revision of the ultimate objective of TP Training itself.

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7 Jobs of work which are becoming increasingly integrated and increasingly distanced from the “Ford” model based on isolation. From the point of view of Vargas Zúñiga, this implies a growing proximity between the life of a worker and the life of a citizen, given that the transition from job of work to occupation gives rise to the transition from worker to citizen.
Traditional organizational and conceptual frameworks with regard to TP Training have been overtaken by the new trends affecting work organization and by how new demands upon members of the workforce have arisen, alongside the new kind of role they are expected to play regarding their training and their identity as social actors.

Keeping the aforementioned in mind, TP Training should not be thought of as a set of isolated training qualifications, but rather, especially due to its key function as the creator of employable members of the workforce, be linked to the system of labour relations, while being integrated into the process of collective bargaining to the same extent as matters concerning safety at work or salary and wage fixing, amongst others.8

On the other hand, training based on skill acquisition implies an awareness of new market demands and thus comes closer to the reality of the kind of occupational capacity being called for by members of the workforce, thereby giving rise to the new way of conceiving TP Training as being centred on occupations (definable in broad terms) rather than on work (task description), while being geared toward the development of work competence.9

II.2 Employability and TP Training for Special Purposes: Occupational Groupings as a Set of Work Capacities.

Based on Vargas Zúñiga, capacities make for an occupational map,10 which, in turn, allows us to recognize economic areas and activities, as well as qualification levels currently present within the marketplace. In this regard, the set of occupations arises out of two main variables: economic activities and qualifications.

It is beheld to each respective government to define economic areas and activities (CNAE) within the general framework of a Classification of Occupations (C.N.O.).

For example, the Spanish model sets down the following areas: Agriculture, Animal Breeding, Animal Control Activities, Forestry, Fishing, Extractive Industries, Manufacturing Industries, Production and Distribution of Energy, Gas and Water,

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8 In other words, the institutionalization of TP Training so that it becomes the social agency that would bring together under one heading workers, employers and governments.
9 The concept of work competence refers to the acquisition of a proven capacity to carry out a type of job within the context of an occupation.
10 Vargas Zúñiga, work cited.
Building and Construction, Commercial Activity; Vehicle Repair, including the Repair of Engines, Motorbikes, Motorcycles, Personal Articles and Articles for Domestic Use, Financial Services through Intermediaries, Real Estate and Renting Activities; Company Services, Public Administration, Compulsory Social Security and Legal Defense Activities, Education, Health-Sector and Veterinary Activities, Social Services, Other Social Services and Service-Sector Activities on Behalf of the Community; Personal Services.

A problem arises with regard to what may be considered a qualification or, in other words, how many kinds of qualification may be taken into consideration, keeping in mind specific productive contexts within a specific territory as regards the international distribution of work activity.

All the above needs to be considered within the framework of the existence of work cultures which point individual workers toward specific-training and specific work-orientated goals.

In order to find a definition of ‘qualification,’ having recourse to the Theory of Human Capital is sufficient enough, while taking into account the links established therein between economic development and worker qualifications. This constitutes an useful theoretical frame, although it cannot be explored in detail here. Yet, we cannot help but offer at least a brief review of the theory, given the importance it attaches to economic development and the difficulties involved in applying such development within different social realities. The current situation, as indicated above, has to do with the appearance of a significant sea-change as far as occupations are concerned, not only in the case of those which carry low qualifications and low wages, but those which imply high qualifications and salaries. However, it is clear that this state of affairs needs to be located and explained in terms of specific autonomous communities and regions, given that, in the end, it is specific social and occupational structures that define specific requirements with regard to qualifications and employability, and which are envisaged by the population as training and occupational objectives.

In Castillo’s view the concept of ‘qualification’ is socially constructed, keeping in mind what is meant by and what the scope is of such a social construction, to what extent that very concept might be the outcome of the specificity of each society; whether it is the national State that constitutes that same society or whether it is configured in regional terms, or even whether it is conceivable as a locally based society more closely linked with the productive fabric itself.

Keeping in mind what has been said thus far, the overall framework of our study may be formulated in the following way: training, qualifications, employability, and capacities are what configure conceptually the demand for TP Training, in terms of the work requirements which are earmarked by individual workers from within their social context and which become manifest in the form of the capacity of people to obtain employment as an index of social identity.

III. METHODOLOGICAL PROPOSAL FOR THE MEASUREMENT OF ADJUSTMENT LEVELS.

Within the framework of what has been put forward so far, our aim in this section is to propose an effective methodological design which enables adjustment levels operating between the supply of training and the demand for qualifications to be

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12 Castillo, J.J. Sociology of Work: An Educational Project. Madrid. CIS.
measured. Firstly, the research strategy involved will be set forth, as will the indexes of adjustment which are to be developed, while the selection of one of these will be justified. This will take up the first three sub-sections. Secondly, the operational and calculation process regarding the proposed index will be discussed in the fourth and final sub-section.


The measurement of supply is not complex on the whole if what is understood as such is constituted by what is on offer within the state / public education system as regards the Autonomous Community, as explained in the second section of this study. In that sense, basically speaking, what is on supply is structured in terms of two overall criteria: the content of what is on supply, or what may be the qualifications included within it, together with the distribution of what is on offer, i.e. the way in which this is organized territorially.

As far as the distribution of what is on supply regarding TP Training for Specific Purposes is concerned, it is organized in centres belonging to the Post-Compulsory Secondary Education sector and these are located in municipal boroughs which vertebrate what is on supply in terms of the overall population of those same boroughs and, in some cases, of other nearby boroughs where no such centres exist. Each of these aggregate units of boroughs is what makes up the ESPO Zone (Zone of Post-Compulsory Secondary Education), and which in itself, together with the centres in question, constitutes the basic unit for the planning of what is on supply.

With regard to the content of what is on supply, Occupational Groupings may be detected (occupational sets definable in terms of economic activities) and Qualifications (specific training programme content geared toward the obtaining of those skills and capacities required to ensure employability within the occupational areas set down by each Occupational Grouping).

Table 1 INDEXES REGARDING TP TRAINING ON SUPPLY

<table>
<thead>
<tr>
<th>General Index of What Is on Supply (IGO):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: number of training places on supply in a particular year</td>
</tr>
<tr>
<td>Source: Autonomous Community Education and Science Committee</td>
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<tr>
<td>Periodicity: Annual</td>
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<tr>
<td>Area of Application: centres and, in addition, ESPO Zones</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Index of What Is on Supply (IBO):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: enrolment numbers in terms of occupational groupings</td>
</tr>
<tr>
<td>Periodicity: Annual</td>
</tr>
<tr>
<td>Area of Application: centres and, in addition, ESPO Zones</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specific Index of What Is on Supply (IEO):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition: enrolment numbers according to qualification</td>
</tr>
<tr>
<td>Periodicity: Annual</td>
</tr>
<tr>
<td>Area of Application: centres and, in addition, ESPO Zones</td>
</tr>
</tbody>
</table>
III.2 Measurement of demand: the concept of “potential demand”.

Once the structure of what is on supply has been explained, the planning of it in terms of adjustment levels presupposes at bottom knowledge of the demand among those who potentially may benefit from it. In the case of the Education Services, in relation to what is taught within TP Training for Specific Purposes, this implies the need to pay attention to two sources of demand. These are “user demand” and “employer demand,” keeping in mind that education functions as a mechanism for facilitating insertion into the workplace and, in more general terms, into society.

In fact, it may be affirmed that programmes within TP Training for Specific Purposes constitute one of several strategic routes geared toward work placement which are used by families to introduce their members into the social-labour system. There are numerous factors that intervene in the calculations carried out by families regarding the potential costs and benefits involved in such a strategy or, in other words, in terms of the analytical framework we are using, regarding the way in which families and their members perceive these two factors. Becoming familiar with those same factors which help explain the demand in question presupposes knowledge of such perceptions and calculations.

Nevertheless, from a purely descriptive standpoint, without delving into the reasons that account for the volume and type of “family demand”, there is no doubt that the optimum procedure by which to monitor demand would be in terms of that factor by which what would be brought out would be its weight in contrast to that of other possibilities within the set of preferences that vertebrate the strategies aimed at ensuring work placement envisaged by Andalusian families for their members. Likewise, account needs to be taken of what kind of TP Training (occupational grouping and qualification) would suit those families which conceive of these training programmes as one of the possible strategies within their search for employment.

Without a doubt, one of the factors which could shed light on this issue is the extent of the families’ awareness of what is required of TP Training for Specific Purposes by the work market, irrespective of whether this may be the case. This also implies keeping in mind that “employer requirements” refers to the overall pattern of occupations for which there is a demand within Andalusian firms belonging to different sectors.

In that case, therefore, the awareness of this kind of demand is indeed relevant when it comes to planning ahead on the part of those agents which supply services, provided they have in sight the real adjustment levels existing between supply and demand within the work market or, putting it another way, they may aim to ensure that training programmes function as a suitable method of gaining work placement, or as a mechanism to ensure employability.

In this sense, and from a methodological perspective, the most effective way of determining phenomena such as “family demand” and “employer demand” would be to inquire of the agents in question directly. Nevertheless, if the aim is to undertake an analysis of the adjustment which is necessary between supply and “kinds of demand” in a concrete, specific way, and in terms of stretches of time that allow for planning modifications, this would suppose an excessive organizational and economic effort since these very consultation procedures (surveys) would have to be carried through at least with regard to each ESPO Zone and, besides, over short periods of time.\footnote{Post-Compulsory Secondary Education Zone: A territorial division determined by the Autonomous Community’s Education and Science Committee. It would be made up of the municipal boroughs and}
result, it would be necessary to draw up a representative sample of homes, on the one hand, and of employers, on the other, according to each zone.

Given this, there exists an alternative possibility, more effective at first sight, which consists of carrying out estimates based on indexes which provide information, of a more or less direct kind, concerning the demand that exists for a particular service which, in terms of our study, refers to TP Training. At a next stage, setting these estimates against the training programmes which are on supply, allows for the collection of information and the establishment of criteria which may contribute to the planning process so as to ensure levels of adjustment between supply and demand. Thus, rather than be dealing with “real demand”, what would emerge would be an indirect form of measurement aimed at determining the “potential demand” for the service in question.

Various kinds of procedures could be followed through in this regard. For example, the simplest would be to measure “recognizable demand” through access to the number of enrolments concerned. Also, the levels of socioeconomic dynamism could be examined, based on the idea that since qualifications constitute the outcome of the number of enrolments, different levels and types of development should, implicitly at least, reflect the different levels of demand for qualifications. In contrast to these strategies, others may be employed which refer specifically to the demand for qualifications, direct consultative access being obtained to already existing economic sectors and activities, as well as kinds of occupation, within a particular zone. In a systematic way, such indexes, their defining characteristics, their area of influence, together with their other aspects concerning them, are set down in Table 2.

Table 2 INDEXES AIMED AT MEASUREMENT OF TP TRAINING “POTENTIAL DEMAND”

<table>
<thead>
<tr>
<th>GENERIC TYPES</th>
<th>QUALIFICATIONS</th>
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<tbody>
<tr>
<td><strong>General Index of Potential Demand (IGDP)</strong></td>
<td><strong>Index of Demand for Qualifications (IDC)</strong></td>
</tr>
</tbody>
</table>

- **a)** *Definition:* level and type of economic dynamism
- **b)** *Hypothesis:* a higher level of economic dynamism carries with an increase in the demand for different types of development, while different kinds of development imply different kinds of demand for qualifications.
- **c)** *Source:* System of Municipal Information in Andalucia (SIMA): Institute of Statistics of Andalucia
- **d)** *Periodicity:* SIMA is brought up to date on an annual basis, although the data concerning each variable is based on each specific source. Thus, this factor can only be taken into consideration every five years in the least.
- **e)** *Scope:* municipal boroughs and by, addition, ESPO Zones.

- **a)** *Definition:* working population according to sector economic activity
- **b)** *Hipótesis:* each sector of economic activity implies a set of qualifications which may be linked to those activities which define the profile of occupational groupings that bring to light the training programmes on supply.
- **c)** *Source:* Census of Industrial Installations, number of workers according the National of Economics Activities (CNAE). Autonomous Community Department of Economic, Employment and Technological Development
- **d)** *Periodicity:* Annual
- **e)** *Scope:* municipal boroughs and, by addition, ESPO Zones

local boroughs which, within the compulsory education system, put on supply TP Training for Special Purposes.
Index of Recognizable Demand (IDR)

a) Definition: number of enrolments during a school year.

b) Hipótesis: it would express “family demand” in terms of occupational groupings and types of qualification

c) Source: Autonomous Community’s Department of Educations and Science

d) Periodicity: Annual

e) Scope: municipal boroughs and, by addition, ESPO Zones

Index of Occupational Demand (IDO)

a) Definition: working population according to occupation type, based on the National Classification of Occupations. Each occupation implies a set of qualifications

b) Hipótesis: each occupation carries with it a set of qualifications which it is possible to link to the profile for determining the qualifications which emerge in the training on supply


d) Periodicity: On a three-monthly basis

e) Scope: on a provincial basis

III.3 Measurement of supply and demand adjustment levels for TP Training.

As far as the definitions offered thus far of potential supply and demand are concerned, while keeping in mind that adjustment refers to the extent to which supply is seen to function, at least potentially, the indexes already discussed, as mechanisms of employability through qualifications, may give rise to the establishment of the following indexes of adjustment, according to the level of analysis in which they are inserted:

TABLE 3 MEASUREMENT INDEXES OF ENABLING ADJUSTMENT BETWEEN SUPPLY AND DEMAND IN THE CASE OF QUALIFICATIONS

<table>
<thead>
<tr>
<th>GENERIC</th>
<th>QUALIFICATIONS</th>
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<tbody>
<tr>
<td>Index of Potential Adjustment (IPAd)</td>
<td>Adjustment Index (IAd)</td>
</tr>
<tr>
<td>a) Definition: the relation between IGO and IGDP. This would bring to the fore the links between levels of socio-economic development and the volume of TP Training on supply</td>
<td>a) Definition: relation between occupational groupings (IBO) and economic activities, according to CNAE (IDC)</td>
</tr>
<tr>
<td>b) Purpose: of a general nature, for measuring adjustment in an approximate way. It would show mid and long-term trends so as thereby to allow for the planning of what is on supply in those same terms. It would give rise to adjustments or projections, but of a strategic kind and with regard to the dynamics of already existing development within the Autonomous</td>
<td>b) Purpose: it would offer information concerning the adjustment between qualifications on supply (occupational groupings) and the demand for these grouped in terms of economic sectors and activities. It would provide information regarding enabling adjustments to qualifications and, as a result, of the</td>
</tr>
</tbody>
</table>
Basic Adjustment Index (ISAd)

a) Definition: the relation between supply (IGO) and recognizable demand (IDR)

b) Purpose: from a quantitative perspective, it would give rise to the correction of the planning of what is on supply in terms of adjustments regarding recognizable demand. It may be used on an annual basis, giving rise also to the establishment of trends and projections.

Specific Enabling Adjustment Index (IEAd)

a) Definición: relación entre oferta de cualificaciones específicas (IEO) y demanda de cualificaciones por ocupación (IDO).

b) Uso: permitiría conocer el ajuste o adecuación entre la oferta de cualificaciones (titulaciones) y su demanda en términos de ocupaciones, ofreciendo una información más específica de la adecuación que el índice anterior.

In a more specific way, in order to assess the usefulness and effectiveness of the indexes with regard to their use within the planning of what is on supply in terms of enabling adjustments, three dimensions may be kept in mind: Information quality: the extent to which the degree of adjustment or enabling adjustment in terms of qualifications and, therefore, employability, may be specified; territorial scope: the basic planning unit is the ESPO Zone; and periodicity: the stretches of time in which it is possible to update the information required so as to facilitate the calibration of indexes.

Table 4 INDEXES OF ENABLING ADJUSTMENT: CHARACTERISTICS AND PROPERTIES

<table>
<thead>
<tr>
<th>Level of Analysis</th>
<th>General</th>
<th>General</th>
<th>Qualifications</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUPPLY</td>
<td>IGO</td>
<td>IGO</td>
<td>IBO</td>
<td>IEO</td>
</tr>
<tr>
<td>DEMAND</td>
<td>IGDP</td>
<td>IDR</td>
<td>IDC</td>
<td>IDO</td>
</tr>
<tr>
<td>ADJUSTMENT LEVEL</td>
<td>IPAd</td>
<td>ISAd</td>
<td>IAd</td>
<td>IEAd</td>
</tr>
<tr>
<td>Level of Information</td>
<td>-</td>
<td>--</td>
<td>+</td>
<td>++</td>
</tr>
<tr>
<td>Scope</td>
<td>ESPO</td>
<td>ESPO</td>
<td>ESPO</td>
<td>Province</td>
</tr>
<tr>
<td>Periodicity (in years)</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

With regard to the quality and periodicity of information, it is those indexes which refer to qualifications which are seen to be the most effective and, in particular the IEAD, which brings to light the adjustment between occupations and obtainable certificates. Nevertheless, there exists the problem of not being able to make calculations at the level of ESPO Zones, given that the samples taken from the Working
Population Survey are only representative on a provincial basis. Therefore, in this respect, the most effective index would be that of Enabling Adjustment (occupational groupings vs. sectors of economic activity). In concrete terms, this would give rise to the most effective combination as regards the three dimensions concerned, i.e. ESPO Zone, annual periodicity, together with an acceptable level of information concerning enabling adjustments. To sum up, the degree of effectiveness regarding the four levels of enabling adjustments are set out in the following diagram.

**Figure 1. EFFECTIVENESS OF ENABLING ADJUSTMENT INDEXES IN REALATION TO THE PLANNING OF SUPPLY**

**III.4. Index of Enabling Adjustment: application and calculation.**

The application and measurement of levels of enabling adjustment are carried out in four steps:

1st) **Application of enabling adjustments**: this would be done by adjusting the training programme profiles which are described in the Catalogue of Occupational Groupings and Economic Activities. Given that each profile is described in terms of the economic activity and kinds of employment which can be carried out by those students or pupils who are involved in the TP occupational grouping, a “Table of Enabling Adjustments” may be established between Occupational Groupings and Sectors of Economic Activity.

2nd) **Measurement of existing supply and demand**: measurement is made, on the one hand, of the number of enrolled students according to occupational group and ESPO Zone and, on the other hand, of the number of job places per sector of activity,
according to ESPO Zone, as indexes of supply and demand, respectively. In other words, the IBO and the IDC.

3rd) Measurement of Enabling Adjustment Levels: the values corresponding to the indexes of supply and demand are grouped into two categories: in terms of the existence, or not, of both factors. Forthwith these are cross-referenced so as to give rise to the following typology, where each of the categories corresponds to the values involved in the Enabling Adjustment Index:

**TABLE 5. ADJUSTMENT INDEX**

<table>
<thead>
<tr>
<th>DEMAND (IDC)</th>
<th>SUPPLY (IBO)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Non-existent</td>
</tr>
<tr>
<td>Non-Existent</td>
<td>Enabling</td>
</tr>
<tr>
<td></td>
<td>adjustment bay</td>
</tr>
<tr>
<td>Existent</td>
<td>Infra-oferta</td>
</tr>
</tbody>
</table>

4th) Grouping of indexes: the index values would therefore be established in terms of each occupational grouping and each ESPO Zone, territorial grouping also being possible, while thereby allowing for a synthesized vision of overall levels of enabling adjustment. This may be stated as follows:

a) Grouping by occupational groupings: the distribution of categories (assigned values) of IAd in terms of each occupational grouping.

b) Grouping by levels of enabling adjustment or in terms of Level of Enabling Adjustment: the number of enabling adjustments as a function of the total number of occupational groupings on supply, ie. NAd = 1/professional groupings on supply

c) Territorial grouping: the values of the IAd or the NAd may be grouped on the basis of province, autonomous community, or any other territorial unit

IV. CONCLUDING REMARKS.

In this study an attempt has been made to put forward a theoretical and methodological proposal aimed at analyzing the role of the state-education TP Training which is on supply as a mechanism of assimilation into the employment market, and in a more specific sense, as a mechanism of employability, while keeping in mind that training endows with qualifications, capacities and skills those trainees who wish to increase their possibilities of finding employment in the work market.

With this aim in mind, two basic considerations have been used as a starting point for this study. On the one hand, qualifications, and therefore the demand for them on the part of the employment market and of those agents called employers, are a product of social dynamics. Qualifications, therefore, tend to be determined by the dynamics of the employment market in the first place and, secondly, by the requirements which in this regard are seen to contribute to the configuration of social dynamics in terms, moreover, of a new context, namely one which is characterized by employability.
At the same time, as far as this new context is concerned, what is put on supply by the state-based, or autonomous-community-based system should be vertebrated in such a way so as to aim at giving rise to a high level of employability. In more specific terms, what is provided should be geared to setting up a dynamic process which takes into account enabling adjustments with regard to training qualifications that ensure employability. In other words, there ought to exist enabling adjustments which operate between the qualifications upon which what is on supply is based, in the form of certificates, and the qualifications which are required by the employment market, as linked to the creation of job places.

The next stage of this study, while dealing with the TP Training which is on offer in Andalucía, has meant the design of a strategy based on a series of indexes by which to measure the levels of enabling adjustments in terms of demand, while contextualizing these issues within the scope of the territorial area wherein the planning takes place of which kinds of training are to be put on supply, i.e. the ESPO Zones. This design is aimed at providing an instrument which allows for a rigorous analysis of the circuit involving supply-and-demand so that it may also usefully contribute to the planning of what is put on supply, not only in Andalucía, but also in other European communities, especially since there is a high degree of homogeneity among indexes of supply and demand.

Nevertheless, what also needs to be taken into account is that guaranteeing the employability of workers (adjusting training to the demand for qualifications) is an objective concerning state-based policy with regard to TP Tarining and Active Employment Policies, in such a way that the design carried through in this study may also provide information about these policies. As a result of this same design, both in theoretical and methodological terms, what become linked are two of the most important aspects of state policy concerning assimilation into the labour market and employment.

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