García de Cortázar (María Luisa): *Educación Superior y Empleo en España, 1987*. Madrid, Ministerio de Trabajo y Seguridad Social (SPA), 348 p. bibliog. Colección Tesis Doctorales. ISBN 84-7434-424-7

This book by a specialist in, and a teacher of, education sciences in the Universidad Nacional de Educación a Distancia (UNED) Madrid, is devoted to an increasingly topical and much mooted diptych, i.e. job market opportunities for graduates and higher education training, in the Spanish context. The book is divided into three parts.

Part I deals with studies carried out at either ministry or university level concerning job prospects available for higher education students who graduated in a wide range of fields, over a period of 25 years.

Part II describes the higher education graduates' recent situation (1986); it contains valuable statistical data, such as the total 'stock' of graduates and the breakdown of their number according to age, sex, field of study, the variations of employment rates according to sex, comparative figures for sectors in which graduates have found employment, etc. It concludes with a study on unemployment and the changes in unemployment rates according to field of graduation.

Part III examines the extent to which higher education is adapted to the graduates' requirements. Dra. García demonstrates a keen insight into the analysis of the discrepancy between acquired and required training, university training's inability to meet employment requirements, and the candidates' various academic, linguistic or personal assets which are taken into consideration by potential employers. This is followed by a study of the contents of study plans and courses in various fields, together with explanations for over-specialization.

As a conclusion, the author considers that the Spanish graduates' precarious job prospects derive from their major increase in an era when jobs offered become more limited; more importantly, she stresses the necessity to analyse the extent to which higher education meets graduates' job requirements. This has to be done both on a quantitative and a qualitative basis, this latter aspect having so far tended to be too neglected. She also analyses the candidates' assets which employers value the most, and regrets the over-academic, over-specialized and over-theoretical training provided by the university sector, which often does not equip graduates with adequate knowledge for the jobs for which they apply. In other words, the university seems to have no link — or an insufficient one — with employers' needs, and this is more or less marked according to faculties.

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