

GRADUATE JOB MARKETS, HIGHER EDUCATION POLICY AND EMPLOYMENT

in Japan, Malaysia and Mexico

2016

Perú

ASCCC

5-6 May, Arequipa

Ernesto Rangel, University of Colima, México
Ana Sueyoshi, Utsunomiya University
Rose Shamsiah Samsudin, Universiti Utara

The purpose

- To shed light on the connection between higher education and employment in Japan, Malaysia and Mexico, in a transpacific framework as APEC.

The hypothesis

- Development depends on human resource formation.
- The link between higher education institutions (HEI) and businesses → the link between HEI and job market (as well as economic policies and research and development policies).
- To properly assess the implementation of higher education policies and employment policies, and the effectiveness of this relationship: to address the information provided by the official sources + questionnaire (academia, private and public sector)

Secondary sources

- The Development Plans or similar official reports of the countries.
 - Japan: Ministry of Education, Culture, Sports, Science and Technology, and Ministry of Health, Labor and Welfare.
 - Malaysia: The National Higher Education Strategic Plan.
 - Mexico: Sectorial Programs within the National Development Plan for Mexico.

The questionnaire

- Subjects from academia, local and central government and private sector.
- 37 items
- Organized in the following clusters:
 1. Subject Information
 2. Assessment of Higher Education Policies
 3. Assessment of Employment Policies
 4. Assessment of Economic Policies
 5. Assessment of Science and Technology Policies

Table 1 Cluster of Higher Education Policies

Economy	Q1 Currently operating	Q2 Disciplines required for development	Q3 Policy quality	Q4 Abilities and skills	Q5 Suitable to the country's structure	Q6 Suitable to international conditions	Q7 Employment policies	Q8 Economic policies	Q9 Science and technology policies
Japan	Y 80%	Engineering and Technology	Deficient	Analytic	N 47% Y 13% DK 40%	N 67% DK 33%	N 67% Y 27%	N 67% Y 13%	Y 34% N 33% DK 33%
Mexico	Y 93%	Engineering and Technology	Deficient	Analytic	N 93%	N 93%	N 87%	N 60% Y 40%	Y 46% N 47%
Malaysia	Y 93%	Engineering and Technology, Management and Marketing	Adequate	Problem solving	Y 40% N 40% DN 20%	N 53% Y 40%	Y 54% N 33%	Y 60% N 27%	Y 73% N 14%

Source: Elaborated by authors based on information provided by the field research.

Y = yes, N = no, DK = does not know

Table 2 Cluster of Employment Policies

Economy	Q10 Currently operating	Q11 + Impact on private sector productivity	Q12 + Impact on employment opportunities	Q13 Graduates' adjustment to private sector	Q14 Suitable to the country's structure	Q15 Suitable to international conditions	Q16 Education policies	Q17 Economic policies	Q18 Science and technology policies
Japan	Y 80% DK 13%	L 67% H 13%	L 60% H 33%	P 53% M&L 33%	N 47% DK 40%	N 60% DK 33%	N 53% Y 40%	N 53% Y 34%	N 46% Y 27% DK 27%
Mexico	Y 87% N 13%	L 80% N 13% DK 7%	L 60% H 6% N 27% DK 7%	G 20% M&L 80%	N 87% DK 7%	N 87% DK 7%	N 73% Y 27%	N 60% Y 40%	N 60% Y 40%
Malaysia	Y 73% N 20%	L 79% H 14%	L 79% H 14%	G 40% M&L 60%	Y 57% N 43%	Y 62% N 38%	Y 67% N 20%	Y 73% N 20%	Y 73% N 20%

Source: Elaborated by authors based on information provided by the field research.

Y = yes, N = no, DK = does not know, H = high, L = low, G = good, P = poor, M&L = more or less

Table 3 Cluster of Economic Policies

Economy	Q19 Currently operating	Q20 + Impact on private sector productivity	Q21 + Impact on employment opportunities	Q22 Suitable to country's structure	Q23 Suitable to international conditions	Q24 Education policies	Q25 Employment policies	Q26 Science and technology policies
Japan	Y 87% DK 7%	L 53% H 27 %	L 60% H 20%	DK 46% N 27% Y 27%	DK 43% N 36%	N 53% DK 27%	DK 40% N 33%	DK 47% N 20% Y 33%
Mexico	Y 100%	L 67% H 20%	L 67% H 20%	N 80% Y 13%	N 80% Y 13%	N 73% Y 27%	Y 71% N 29%	N 67% Y 33%
Malaysia	Y 73% N 14%	L 67% H 20%	L 73% H 20%	Y 60% N 40%	N 53% Y 47%	Y 67% N 20%	Y 60% N 20% DK 20 %	Y 72% N 14% DK 14%

Source: Elaborated by authors based on information provided by the field research.

Y = yes, N = no, DK = does not know, H = high , L = low

Table 4 Cluster of Science and Technology Policies

Economy	Q27 Currently operating	Q28 Linked with job offers	Q29 + Impact on private sector productivity	Q30 + Impact on employment opportunities	Q31 Suitable to country's structure	Q32 Suitable to human resources supply	Q33 Suitable to international conditions	Q34 Education policies	Q35 Employment policies	Q36 Economic policies
Japan	Y 73% DK 20%	N 40% DK 40%	L 53% H 34%	L 33% H 20% DK 27% N 20%	Y 40% N 27% DK 33%	DK 47% Y 7% N 46%	DK 60% Y 7% N 33%	DK 40% Y 33% N 27%	N 40% DK 40% Y 20%	Y 60% N 20% DK 20%
Mexico	Y 93% N 7%	N 73% Y 27%	L 73% H 20%	L 73% H 7% DK 7% N 13%	N 80% Y 13%	N 73% Y 20% DK 7%	N 87% Y 6% DK 7%	Y 53% N 40% DK 7%	N 60% Y 40%	N 60% Y 33% DK 7%
Malaysia	Y 80% N 20%	Y 60% N 27%	L 67% H 20%	L 73% H 20%	Y 60% N 27% DK 13%	Y 47% N 33% DK 20%	Y 53% N 27% DK 20%	Y 67% N 13% DK 20%	Y 47% N 40% DK 13%	Y 60% N 27% DK 13%

Source: Elaborated by authors based on information provided by the field research.

Y = yes, N = no, DK = does not know, H = high, L = low

Final remarks

- The governments of Japan, Malaysia and Mexico have been driven by their concern on human resource building as a crucial aspect for development.
- Despite the implementation of higher education policies has been aimed at supporting the private sector productivity and the creation of jobs opportunities, according to our findings, there is no evidence of that association.
- Consequently, there is still a long way to go in the linkage of our concern. The integration of policies of higher education with policies in other areas such as employment, economy and science and technology, remains a pending issue in the three economies, particularly in Japan and Mexico.