



Technical Assistance Report

Project Number: 48103
Policy and Advisory Technical Assistance (PATA)
June 2014

People's Republic of China: Policies for Promoting Employment of University Graduates

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Asian Development Bank

CURRENCY EQUIVALENTS

(as of 19 June 2014)

Currency unit	–	yuan (CNY)
CNY1.00	=	\$0.1605
\$1.00	=	CNY6.2310

ABBREVIATIONS

ADB	–	Asian Development Bank
MOE	–	Ministry of Education
PRC	–	People's Republic of China
TA	–	technical assistance

NOTE

In this report, "\$" refers to US dollars.

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POLICY AND ADVISORY TECHNICAL ASSISTANCE AT A GLANCE

1. Basic Data		Project Number: 48103-001	
Project Name	Policies for Promoting Employment of University Graduates	Department /Division	EARD/EASS
Country Borrower	China, People's Republic of China, People's Republic of	Executing Agency	Ministry of Education
2. Sector	Subsector(s)	ADB Financing (\$ million)	
✓ Education	Tertiary		0.50
		Total	0.50
3. Strategic Agenda	Subcomponents	Climate Change Information	
Inclusive economic growth (IEG)	Pillar 2: Access to economic opportunities, including jobs, made more inclusive	Climate Change impact on the Project	Low
4. Drivers of Change	Components	Gender Equity and Mainstreaming	
Governance and capacity development (GCD)	Institutional systems and political economy	Gender equity (GEN)	✓
Knowledge solutions (KNS)	Application and use of new knowledge solutions in key operational areas Knowledge sharing activities		
5. Poverty Targeting		Location Impact	
Project directly targets poverty	No	Nation-wide	High
6. TA Category:	B		
7. Safeguard Categorization	Not Applicable		
8. Financing			
Modality and Sources		Amount (\$ million)	
ADB		0.50	
Sovereign Policy and advisory technical assistance: Technical Assistance Special Fund		0.50	
Cofinancing		0.00	
None		0.00	
Counterpart		0.10	
Government		0.10	
Total		0.60	
9. Effective Development Cooperation			
Use of country procurement systems		No	
Use of country public financial management systems		No	

I. INTRODUCTION

1. The Government of the People's Republic of China (PRC) has requested policy and advisory technical assistance (TA) from the Asian Development Bank (ADB) to support the Ministry of Education (MOE) in evaluating policies to promote graduate employment, which the government views as an important issue.¹ This policy directive recognizes the need to (i) review and implement graduate employment policies; (ii) expand avenues for graduate employment; (iii) encourage self-employment and entrepreneurship; (iv) strengthen employment services, assistance, and support schemes; (v) promote equity; and (vi) better orient university education to meet socioeconomic development needs. The TA will support the MOE to address this policy agenda, particularly with regard to reviewing and improving graduate employment policies.² The ADB project team conducted consultations and reached agreement with the MOE on the TA's impact, outcome, outputs, implementation and financing arrangements, and the terms of reference for consultants. The design and monitoring framework is in Appendix 1.

II. ISSUES

2. The number of college graduates in the PRC has rapidly increased since the government's decision in 1999 to expand the tertiary education sector to stimulate the economy, which had been affected by the Asian financial crisis of 1997–1998. This expansion resulted in 2 million university graduates in 2003 and almost 7 million in 2013. Meanwhile, however, the PRC's impressive economic growth rate has reduced, and the economy is not creating the volume of jobs that are required to employ such large numbers of graduates. The labor market in the PRC reflects the rapid growth in manufacturing, which requires mainly lower-level qualifications, while the service sector and self-employment have not created the kind of diverse and high-skilled jobs that many university graduates desire. As a consequence, studies show that many employers express their inability to find employees with relevant and appropriate skills, indicating a skills–job mismatch.³ Further, many university graduates find themselves underemployed after several months of gaining employment. The unemployment rate for recent college graduates in urban areas aged 21–25 is 16%, nearly four times that of blue-collar workers in urban areas.⁴

3. Since expansion of the tertiary education sector began in 1999, the government has implemented seven key policies to promote graduate employment:

- (i) Providing employment opportunities in grassroots communities, including through the College Students Volunteer to the West Program, the Three Supports and One Assistance Plan (which focuses on educational service, agricultural activities, public health service, and poverty reduction in rural areas), and the Special Posts of Rural Teachers Plan.
- (ii) Encouraging small and medium-sized enterprises and non-public enterprises to employ college graduates.

¹ Government of the People's Republic of China, Office of the State Council. 2013. *Document No. 35 on University Graduate Employment*. Beijing.

² The TA first appeared in the business opportunities section of ADB's website on 28 May 2014.

³ L. Chen, M. Mourshed, and A. Grant. 2013. *The \$250 Billion Question: Can China Close the Skills Gap?* (ADB recognizes this member by the name the People's Republic of China).

<http://mckinseysociety.com/downloads/reports/Education/china-skills-gap.pdf>

⁴ This graduate unemployment rate is based on estimates using government survey data, and is widely used as the current 6-month unemployment rate for college graduates.

- (iii) Encouraging key state-owned enterprises and research projects to recruit college graduates.
- (iv) Encouraging college graduates to start their own business.
- (v) Improving or reforming employment services available to college graduates.
- (vi) Enhancing employability.
- (vii) Assisting disadvantaged college graduates in job placement.

4. Despite these policies, graduate unemployment has increased. According to research data, the 2013 employment contract signing rate for postgraduates was 26% (down from 35% in 2012), and 35% for undergraduates.⁵ In Shanghai, only 44% of a total 178,000 undergraduate and graduate students signed employment contracts in 2013.⁶

5. The problem of unemployment is complex and alarming for policy makers, and it has serious implications for the PRC's future economic agenda. Unemployment of university graduates is different from unemployment in the general population because it has serious implications on the vast amount of public resources being invested in tertiary education that could be more efficiently allocated. University graduate unemployment is the result of (i) insufficient job creation due to a combination of economic imbalances, including a slowdown of economic growth and structural issues with the labor market such as insufficient support for microenterprises and the delayed emergence of new strategic sectors such as modern manufacturing and services; and (ii) supply-side factors, including oversupply, relevance of skills, and quality aspects such as types and levels of competencies relative to labor market requirements. Further, female and male graduates face different experiences and issues with regard to employment, unemployment, and underemployment, which create an additional compelling angle for analyzing the problem of graduate unemployment.

6. Further challenges posed by rapid urbanization and economic growth have created even more vulnerabilities and difficulties for migrants, minority communities, and women, who find it even more difficult to gain employment given their lack of networks and connections with and access to information on potential employers. University graduate employment is particularly important as the PRC seeks to (i) avoid the middle-income trap through structural upgrading, domestic consumption stimulation, and service sector growth with a focus on high-technology, knowledge-intensive industries, and the agricultural and service sectors; and (ii) better balance this economic growth with social development and mobility to reduce social tensions, particularly among an emerging aspirational, educated, digitally connected young middle class, and through better service provision to under-resourced groups.

7. The dynamics of the labor markets in the PRC are diverse, with significant differences between urban and rural areas, the large traditional manufacturing sector and the burgeoning services sector, and the small and medium-sized enterprise and self-employment sectors. Rather than being a simple mismatch of supply and demand, graduate unemployment encompasses other impediments, including social- and gender-based barriers, youth aspiration

⁵ My China Occupational Skills (or MyCOS) was established in 2006 as a private data institution that has developed graduate employment and education quality evaluation databases for colleges and universities, government education bureaus, and research institutions. The resulting survey data form the foundation for the PRC's first nationwide college graduate employment database. My China Occupational Skills has published four annual editions of the widely regarded *Chinese College Graduates' Employment Annual Report* through the Social Sciences Academic Press. Employment contract signing is defined as graduates gaining employment within 6 months of graduation.

⁶ Shanghai Municipal Education Commission data, 2013.

that goes unmet, and the rapidly transforming technologies that pose challenges for the labor market and education system.

8. The TA will seek to inform policy analysis and decision making by focusing on policies to strengthen graduate employability and employment, with an emphasis on expanding self-employment opportunities, strengthening employment assistance and support schemes for the disadvantaged and women, and encouraging graduates to seek employment in local urban and rural areas as well as in lagging central and western regions. The TA will help facilitate wider dialogue between employers, labor market stakeholders, and policy makers on issues of university graduates' skills and their employability. The TA is intended to provide recommendations to improve university education as well as the enabling environment to expand employment, including through self-employment and small and medium-sized enterprise development.

III. THE POLICY AND ADVISORY TECHNICAL ASSISTANCE

A. Impact and Outcome

9. The impact will be stronger university graduate employment policies adopted. The outcome will be an informed, inclusive, and comprehensive policy framework for improving university graduate employability.

B. Methodology and Key Activities

10. The TA will be implemented using a combination of analytical and consultative, quantitative, and qualitative approaches in a phased manner (i.e., through reports and participatory consultative focus groups and workshops) that can be shared intermittently to inform policy makers of early findings for preparation of the Thirteenth Five-Year Plan, 2016–2020. The TA outputs will be (i) policy recommendations for expanding university graduate employment opportunities and strengthening the enabling environment for graduate self-employment, and (ii) policy recommendations for strengthening the focus of universities on promoting employability and employment of graduates. Both outputs will take into consideration gender concerns.

11. First, the TA will contribute to the policy agenda relating to graduate employability, employment, and the labor market (outside of the supply-side factors relating to universities) by strengthening the interface and linkages between higher education and the world of work. The TA will analyze policies relating to self-employment, the rebalancing of employment in western and central regions, poor students attending rural and urban universities, gender concerns, and employers' practices. While quantitative review will consider nationwide data, this analysis, particularly case studies, will be based on selected provinces or universities.

12. Output 1 will (i) analyze the current situation of graduate unemployment through quantitative, qualitative, and case study methods, including case studies of both male and female graduates; (ii) evaluate reasons for graduate unemployment, particularly in the self-employment sector, to identify opportunities for policy reform, and produce a brief report to share with stakeholders; (iii) review mechanisms for monitoring and tracking of unemployment and progression of male and female graduates in coordination with line ministries and sectors (e.g., Ministry of Human Resources and Social Services) and employers; and (iv) provide a comprehensive set of policy recommendations to promote employment and self-employment relevant to other policy-making state institutions.

13. Moreover, the TA will assist universities to develop and offer stronger support for students to gain employment, including (i) expanded employment and employment-orientation services, (ii) curricula to develop enterprise start-up skills and entrepreneurship training, (iii) better linkages with public employment service agencies as well as private employers, and (iv) improved employment assistance and support schemes to university graduates from poor families, those undertaking employment in poorer local urban and rural areas, and women.

14. Output 2 will (i) evaluate existing policies (footnote 1) relating to promotion of employment of university graduates; (ii) evaluate policies relating to self-employment and policies encouraging graduates to seek employment in local urban and rural areas and in lagging central and western regions, and present the findings in an interim report; (iii) review promising pilots promoting employability and employment implemented in the PRC and summarize representative case studies or examples in a short case study report; (iv) review international experience and best practices in university-led promotion of graduate employment; (v) provide a comprehensive set of policy recommendations based on evaluation and review to improve university education for graduate employability and employment; and (vi) organize and conduct an international policy workshop on graduate employability and employment.

C. Cost and Financing

15. The TA is estimated to cost \$600,000, of which \$500,000 will be financed on a grant basis by ADB's Technical Assistance Special Fund (TASF-other sources). The government will provide counterpart support in the form of technical expertise, support for communications, logistics, workshops, administrative costs, and other in-kind contributions.

D. Implementation Arrangements

16. The executing agency for the project will be the Department of Comprehensive Reform, MOE. A steering group comprising relevant departments of the MOE and other ministries will be established to guide the work in the TA and will remain active throughout implementation. The MOE will ensure, guide, and oversee the research design and implementation, and will be responsible for ensuring timely completion of the interim outputs and appropriate consultations with stakeholders.

17. The TA will be implemented from 1 July 2014 to 31 December 2015. The TA will engage individual consultants and a firm as national and international consultants. The terms of reference agreed with the MOE include experts in (i) higher education, who will be the team leader and coordinator (national, 18 person-months); (ii) research and labor market (national, 12 person-months); (iii) quantitative research (national, 18 person-months); (iv) statistics (national, 12 person-months); (v) qualitative research (national, 8 person-months); (vi) higher education and economics (international, 2 person-months); and (vii) labor market (international, 2 person-months). The international consultants will be engaged as individual consultants (Appendix 3). Services to support consultations, workshops, and surveys will also be carried out in accordance with ADB's Procurement Guidelines (2013, as amended from time to time) and Guidelines on the Use of Consultants (2013, as amended from time to time).

18. The consultants will be selected based on their academic qualifications and relevant work experience. All consultants under the TA will be selected in accordance with ADB's Guidelines on the Use of Consultants (2013, as amended from time to time). The consulting firm will be selected using the consultants' qualification selection method, with a biodata technical proposal. This method will be used because highly specialized expertise is required for this

assignment. All procurement under the TA will be carried out in accordance with ADB's Procurement Guidelines (2013, as amended from time to time). Proceeds of the TA will be disbursed in accordance with ADB's *Technical Assistance Disbursement Handbook* (2010, as amended from time to time).

19. The proposed TA will have project-specific indicators and targets, indicated in the design and monitoring framework, and will be monitored to ensure timely completion of periodic deliverables to ensure appropriate policy advice, including for the development of the Thirteenth Five-Year Plan. A monthly progress report will be provided by the project coordinator. A panel of global experts will be engaged as individuals (for focused outputs and brief advisory guidance) to ensure overall quality and policy relevance of the work. Findings of the various outputs of the TA will be prepared as each output is completed (specific milestones will be identified and agreed during inception), and short policy and/or technical notes will be shared with decision makers. An interim policy note will be prepared to provide input for the Thirteenth Five-Year Plan.⁷ A final report will also be prepared and shared widely at the end of the TA at a conference.

IV. THE PRESIDENT'S DECISION

20. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$500,000 on a grant basis to the Government of the People's Republic of China for Policies for Promoting Employment of University Graduates, and hereby reports this action to the Board.

⁷ ADB is providing support to the government for the preparation of the Thirteenth Five-Year Plan: ADB. 2014. *Technical Assistance to the People's Republic of China for Support for the Thirteenth Five-Year Plan*. Manila. The TA will inform policy recommendations for the higher education sector for the human resource transformation pillar of this approved TA.

DESIGN AND MONITORING FRAMEWORK

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
<p>Impact Stronger university graduate employment policies adopted</p>	<p>Improved measures for (i) female and rural graduates, (ii) university graduate start-ups, and (iii) university graduate volunteerism, prepared and introduced compared with 2014 by December 2025</p>	<p>MOE Thirteenth and Fourteenth Five-Year Plan materials (and annual reports) Pilot initiatives</p>	<p>Assumptions Government sustains its commitment to preparing a strategy for addressing gaps in tertiary education and graduate employment policies Universities and other stakeholders own the strategy</p>
<p>Outcome Informed, inclusive, and comprehensive policy framework for improving university graduate employability</p>	<p>Policy framework for expanding graduate employment developed and accepted by MOE and other stakeholder ministries and agencies by December 2015</p>	<p>MOE and policy note</p>	<p>Assumption Effective coordination of MOE with other stakeholders Risk Higher education institutions and policy makers are unwilling to accept recommendations for improvement and/or reform</p>
<p>Outputs 1. Policy recommendations for expanding university graduate employment opportunities and strengthening the enabling environment for graduate self-employment</p>	<p>In-depth quantitative and qualitative analysis encompassing gender and social aspects (i.e., rural and migrant) undertaken by February 2015 Evaluation of reasons for graduate unemployment, particularly in the self-employment sector, conducted by February 2015 Mechanisms for monitoring and tracking of unemployment and progression of male and female and rural and urban graduates reviewed by June 2015</p>	<p>MOE and TA progress reports</p>	<p>Assumption Access to data and information on employment of graduates as well as hindering and supporting factors Risk Information on demand side of employment lies outside direct control of MOE and is difficult to obtain</p>

Design Summary	Performance Targets and Indicators with Baselines	Data Sources and Reporting Mechanisms	Assumptions and Risks
	<p>Technical note on the scope and nature of graduate unemployment (including gender and social aspects), based on quantitative and qualitative analysis and evaluation prepared by March 2015</p> <p>Policy note based on considerations of stakeholder consultation finalized by December 2015</p>		
<p>2. Policy recommendations for strengthening the focus of universities on promoting employability and employment of graduates</p>	<p>Existing key graduate employment policies evaluated by January 2015</p> <p>Promising domestic pilots promoting employability and employment reviewed by March 2015</p> <p>International experience and best practices in university-led promotion of graduate employment reviewed by March 2015</p> <p>International policy workshop on graduate employability organized and conducted by June 2015</p> <p>Comprehensive policy note recommending improvements in university education for graduate employability prepared by December 2015</p>	<p>MOE, TA interim reports, and progress reports</p>	<p>Assumption Timely identification of appropriate cases and pilots, timely conduct of field work, and timely survey and data gathering</p>

Activities with Milestones	Inputs
<p>1. Policy recommendations for expanding university graduate employment opportunities and strengthening the enabling environment for graduate self-employment</p> <p>1.1 Undertake qualitative research on graduate unemployment in rural and urban areas using case study method and taking gender and social aspects into account (July 2014–February 2015)</p> <p>1.2 Prepare interim policy note as input for the Thirteenth Five-Year Plan (by end-September 2014)</p> <p>1.3 Undertake quantitative research using survey techniques to analyze factors behind graduate unemployment (July 2014–February 2015)</p> <p>1.4 Identify existing graduate employment tracking systems, and prepare a proposal for establishing a monitoring and tracking system (June 2015)</p> <p>1.5 Prepare technical notes on findings of qualitative and quantitative research, and share with stakeholders at domestic workshop (March 2015)</p> <p>1.6 Prepare final report (December 2015)</p> <p>2. Policy recommendations for strengthening the focus of universities on promoting employability and employment of graduates</p> <p>2.1 Undertake desk review of all graduate employment policies and summary note (January 2015)</p> <p>2.2 Prepare evaluation of specific policies relating to self-employment and policies for encouraging graduates to seek local employment or employment in lagging central and western regions (January–March 2015)</p> <p>2.3 Identify and review promising pilots, and prepare case studies (July 2014–March 2015); conduct a domestic workshop for policy makers (April 2015)</p> <p>2.4 Identify and review international best practice examples of university-led promotion of employment, and prepare a case study (July 2015–December 2015)</p> <p>2.5 Conduct international policy workshop (December 2015)</p> <p>2.6 Prepare technical and policy notes on problems of graduate unemployability and recommendations for improving graduate employment with a gender and socially inclusive perspective (December 2015)</p>	<p>ADB Technical Assistance Special Fund (TASF-others): \$500,000</p> <p>Note: The government will provide counterpart support in the form of technical expertise, support for communications, logistics, workshops, administrative costs, and other in-kind contributions.</p>

ADB = Asian Development Bank, MOE = Ministry of Education, TA = technical assistance.

^a 6-month unemployment rate (graduates not finding employment within 6 months of graduation). Baseline is derived from government statistics reported in various studies.

Source: Asian Development Bank.

COST ESTIMATES AND FINANCING PLAN
(\$'000)

Item	Amount
Asian Development Bank^a	
1. Consultants	
a. Remuneration and per diem	
i. International consultants	70.00
ii. National consultants	330.00
b. International and local travel	25.00
2. Surveys and reports	20.00
3. Workshops	20.00
4. Miscellaneous administration and support costs ^b	10.00
5. Contingencies	25.00
Total	500.00

Note: The technical assistance (TA) is estimated to cost \$600,000, of which contributions from the Asian Development Bank are presented in the table above. The government will provide counterpart support in the form of technical expertise, support for communications, logistics, workshops, administrative costs, and other in-kind contributions. The value of government contribution is estimated to account for 20% of the total TA cost.

^a Financed by the Asian Development Bank's Technical Assistance Special Fund (TASF-other sources).

^b This will include purchase of specialized software for conducting analysis, translation services, and extra secretarial or administrative assistance as required.

Source: Asian Development Bank estimates.

OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

1. The Asian Development Bank (ADB) will engage two international consultants on an individual basis and a team of national consultants through a firm to undertake the policy advisory work on promoting graduate employability. The consulting firm will be selected using the consultants' qualification selection method. This method will be used because this assignment requires highly specialized expertise in higher education research, the labor market and education policy reform, with demonstrated quantitative research in graduate employment.

A. Consulting Firm (national, 68 person-months)

2. **Higher education expert, and team leader and coordinator** (national, 18 person-months). The expert will have (i) at least a master's degree in education, public policy, or a related field; (ii) at least 8 years' experience in managing education projects or research; (iii) excellent communication (written and spoken) skills, including fluency in Chinese and English; and (iv) in-depth knowledge of the tertiary education sector in the People's Republic of China (PRC). The expert will lead a team of national consultants to design and oversee the research (i.e., surveys, analysis, and report writing) under the policy and advisory technical assistance (TA), and also ensure coordination with the Ministry of Education (MOE) and the steering group to ensure timely and focused implementation of the TA. The expert will also take responsibility for (i) preparing the research design and sharing it as an inception report, (ii) overseeing the quality of the questionnaires and other tools used in surveys conducted under the TA, and (iii) supervising the timely and quality analysis required for preparing the short reports, technical note, and policy briefs, as well as preparing the final recommendations report. The expert will also organize domestic consultative workshops and policy dialogues to discuss interim findings. The expert will also prepare an interim policy note as input for the Thirteenth Five-Year Plan by September 2014. The expert will work closely with the international higher education expert to ensure the quality of the research and the final output.

3. **Research and labor market expert** (national, 12 person-months). The expert will have (i) at least a master's degree in economics or another related field; (ii) at least 7 years' experience in conducting research in labor market and human development economics; (iii) excellent research and report writing skills; (iv) in-depth knowledge of the economic and social transformations of the PRC, and demands for higher education; and (v) fluency in Chinese and functional knowledge of English. The expert will lead and undertake all aspects of quantitative research and guide the work of the research analysts and statistics experts. The expert will design the survey(s), manage the data analysis, and produce the reports, ensuring that gender and social aspects are considered in all aspects of the research. The expert will also review the employment tracking and monitoring systems in place and provide suggestions for establishing a practical system, and will ensure the participation of employers and labor market stakeholders in the dialogue with policy makers on this aspect. The expert will work closely with the international labor market expert to prepare an interim policy note by September 2014, technical note, and a final report with findings and recommendations, and will integrate the findings of the qualitative research to compare with the quantitative analysis.

4. **Qualitative research expert** (national, 8 person-months). The expert will have (i) at least a master's degree in a social science subject; (ii) at least 8 years' experience in conducting qualitative research using case study and consultative methods, particularly in the area of human development; (iii) in-depth knowledge of social, gender, and economic aspects of the PRC's rapid transformation; (iv) excellent communication skills, including fluency in Chinese and

functional knowledge of English; and (v) ability to analyze and present findings in a professional manner. The expert will design and undertake the qualitative research to assess the situation of graduate unemployment, paying attention to gender aspects, social inclusion, and the barriers graduates face in securing employment (including self-employment). The expert will liaise with the MOE and ADB so that synergies with the quantitative research team are ensured. The expert will be required to produce a high-quality report on the findings of the research, including any case study showcases. The expert will also organize the international policy workshop session on inclusion aspects in employment, and ensure the participation of relevant stakeholders.

5. **Research analysts** (national, 18 person-months). The research analysts will undertake surveys and work closely with the statistics experts on the analysis, ensuring that aspects relating to vulnerable and disadvantaged groups (i.e., women, rural poor, and migrants) are factored in. They will have (i) at least a graduate degree in economics or any other field where they demonstrated research abilities, (ii) at least 5 years' experience in research projects, and (iii) ability to collect data and prepare analysis and reports. They should be fluent in Chinese and be able to do functional review of reports in English.

6. **Statistics experts** (national, 12 person-months). The statistics experts will work with the research analysts and qualitative research expert in conducting data analysis and preparing simple reports presenting the findings, including gender-disaggregated data. They will have (i) at least a graduate degree in statistics or quantitative research methods; (ii) 3–5 years' experience in data analysis, preferably of social sector and employment data; and (iii) good presentation and reporting skills, with fluency in Chinese and functional knowledge of English.

B. Individual Consultants (international, total 4 person-months).

7. Both experts are expected to be familiar with education and/or labor market issues in the PRC and be fluent in English.

8. **Higher education specialist and economist** (international, 2 person-months). The expert will have (i) at least a master's degree in education, economics, social policy, or public policy; (ii) at least 15 years' experience in education, with a specialization in higher education policy and economics preferred; (iii) significant experience working globally, with insights and hands-on work, and experience working with at least two country tertiary education programs; (iv) proven written (and published) work; and (v) familiarity with the tertiary education sector in the PRC. The expert will advise on the overall design of the policy advisory work and provide specific guidance to the MOE and steering group on issues relating to tertiary education reforms. The expert will prepare a review of international best practice in university-led employment promotion (with input from the labor market economist). The higher education expert will work closely, through the MOE and ADB, with the national team leader and team. The expert will provide inputs on the inception report, review interim reports, advise on the international policy workshop design, participate in the workshop, and take responsibility for preparing an overall summary report based on the reports and recommendations emerging from the TA. The expert will also prepare, together with the labor market economist and specialist, an interim strategic options paper (by September 2014) for tertiary education that can be used by the MOE as input for the Thirteenth Five-Year Plan.

9. **Labor market economist and specialist** (international, 2 person-months). The expert will have (i) at least a master's degree in economics; (ii) at least 15 years' experience in labor economics, preferably with focus on human development and tertiary education links to the

labor market; (iii) extensive global experience, with knowledge of links between the labor market and universities; (iv) proven written (and published) work; and (v) knowledge of Asian labor markets, equity aspects, and tertiary education systems. The expert will review the research design and provide intermittent advice and guidance on structuring the research and analysis, ensuring gender and social angles. The expert will work closely with the national research and labor market expert, and provide guidance from an international perspective. The expert will also conduct the review of international best practice, together with the international higher education specialist and economist, and prepare several in-depth case studies to provide valuable insights from international experiences for the PRC. Based on the analysis conducted by the national team, the consultant will prepare sections of the final summary report relating to the links of the labor market with universities, including recommendations for improving university-led employment, and will ensure that the dimension of equity is adequately covered in the analysis, recommendations, and reports. The expert will prepare, together with the higher education specialist and economist, a strategic options paper for tertiary education (by September 2014).