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**ASIAN SCHOOLS  
PARTNERSHIP**

YOUNG PEOPLE ARE THE NEXT GENERATION OF ENTREPRENEURS, TECHNOLOGISTS, ENGINEERS, HEALTH WORKERS, SCIENTISTS AND BUSINESS PERSONNEL. THESE ARE THE YOUNG PEOPLE THAT WILL DEVELOP NATIONS AND SHAPE THE GLOBAL VILLAGE IN THIS CENTURY.

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## INTRODUCTION

Asian School Partners (ASP) is a consortium comprising some of the world's most respected companies joined to create, develop and open leading edge schools in Asia that deliver outstanding education, innovation, social cohesion and sustainability.

Education environments are designed to reflect national aspirations in a local context. They are sympathetic to the demands of communities and developers whilst offering excellence in learning outcomes for students.

Urbanisation for Modernisation creates a demand for social infrastructure and human resources, placing pressure on services and increasing the potential for ecological harm. AHR Master Planning ensures minimal impact for maximum gain. The location, design and curriculum for each school results in an outstanding, low energy campus for education excellence. Community access and optimum utilisation of campus resources places the schools at the heart of the communities which they serve. Partnership Education consultants ensure the curriculum and learning experience for the students provides world class learning, outstanding student outcomes and exemplary students on transition to university or employment.

We hope the following information illustrates the breadth and depth of our expertise and we would be delighted to continue this dialogue further.

*Peter Dunne*

## OVER THE PAST 20 YEARS...

WE HAVE DESIGNED 3 OUT OF EVERY 10 SCHOOLS IN THE UK...

OVER 1000 YEARS OF EDUCATION EXPERIENCE HELD BY OUR CONSULTANTS...

8 MILLION STUDENTS HAVE BEEN EDUCATED IN OUR SUPPORTED SCHOOLS...

OVER \$12 BILLION WORTH OF EDUCATION PROJECTS DELIVERED IN THE LAST DECADE...

EDUCATION PROJECTS LOCATED ACROSS 5 CONTINENTS IN EMERGING AND ESTABLISHED ECONOMIES...

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OVER 400 GLOBAL  
OFFICES SHARED BY ASP  
MEMBERS

1ST GLOBALLY  
INNOVATIVE UNIVERSITY  
TECHNOLOGY COLLEGE  
(UTC) OPENED IN THE UK

1ST WORLD LEADERS  
IN SUPPORT OF NEW  
SCHOOL OPENINGS WITH  
OVER 600 IN THE LAST  
8 YEARS

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## 1. ASIAN SCHOOLS PARTNERSHIP

ASP is a dynamic solution to a modern problem. Education is globally recognised as the key to socio-economic prosperity and the development of communities, regions and nations around the globe.

In parts of the world, such as sub-Saharan Africa, people subsist on less than a \$ per day. Globally, 15 million children of school age are denied access to education and school. Without schools, communities cannot prosper.

In developing areas such as the Middle East, China and South East Asia the move to modernisation is led through urbanisation of cities. The mass migration of people places increasing demands on the social infrastructure including health and education. School places are in great demand which the local supply of schools frequently fails to meet.

In the developed OECD countries, research from the McKinsey Institute 'Education to Employment 2013' identifies a growing skills gap as traditional education fails to produce sufficient graduates in high demand areas of health, science and technology.

Education is more than the design, build and opening of schools. It requires an ethos of learning excellence, school leadership and student engagement. ASP have demonstrated over many years their commitment to working with clients to open world class schools that serve their community well.

Whether they are located in developing areas or the post industrial economies of the developed world, schools supported by ASP are distinctive for their design, education excellence and their contribution to the economy and well-being of the communities they serve. The choice of partner for an education project is fundamental to the creation of a centre of excellence that all places of learning should be. It is an outcome that is of crucial importance for the community it will serve for the decades that follow. In seeking a partner to develop your vision for a place of learning you will find none better than those members of the ASP consortium.

The ASP may be contracted as an individual entity to provide their particular service stream and at any phase or stage of a project to meet the client's needs. Conversely, for clients seeking a 'one stop shop' solution, the partnership may be contracted to deliver a whole project from concept to conclusion. In such instances, ASP will work with clients to develop a school plan, design and build the school, complete the learning infrastructures, recruit a senior leadership team and teaching force, market to the community and enrol pupils. Clients may also require a School Operator to manage and run the school on a day to day basis and further support to carry the project forward to an IPO in order to raise further investment for expansion. ASP can provide services to the client to meet all their requirements at every stage of the school project planning cycles.

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## THE CONSORTIUM

**PARTNERSHIP EDUCATION** is a market leading consultancy and support company providing strategic planning, management, curriculum and teacher recruitment expertise to government, NGO and the independent sectors. PE has supported over 100 new school projects that implement strategies for transforming education delivery to achieve excellence.

**AHR** has designed and delivered more schools than any other architect in the UK during the last 20 years. Globally AHR is the architect of choice for education trusts and the independent sector including, GEMS, designing 21st Century award winning learning environments.

**BDO** is the fifth largest worldwide alliance of public accountancy firms, serving national and international clients, BDO provides full spectrum support including financial, legal; marketing and HR management. To date BDO has helped successfully implement over 200 new UK academies, across a range of scenarios from independent schools, to University Technical Colleges.

**UNIVERSITY OF CAMBRIDGE** is the world's largest provider of international qualifications for 5 to 19 year olds. CIE is a not for profit organisation that invests constantly in research and development to improve programmes and qualifications. Cambridge learners are confident, responsible, reflective, innovative and engaged.

**PTS CONSULTING** is a world class IT consulting and Project Management Company operating across the globe. PTS design secure, unified communication and ICT Systems for large corporate and government organisations, universities and schools. PTS has completed in excess of 100 projects for clients such as Oxford and Cambridge University and major education institutions in London, Dubai and Hong Kong.

**EXECUTIVE SPECIALIST CONSULTANTS** ASP comprise consultants with specialist experience in law, government policy making, global research projects and school operation that complement the comprehensive consultancy and operational services provided to clients around the globe.

## 2. OUR SERVICES

We can help you to deliver your vision. From the briefest of initial outlines we can help you to define and develop your idea into a fully viable solution.

Our experts will assist you with all aspects of educational provision. From an informal conversation to framing your initial ideas and then progress them to a full 'turnkey' solution, with investment and IPO as required, ASP deploy consultant partners to tailor the service to each unique client.

Our objective is to provide the most appropriate educational environment possible to unlock the potential of young people. This means that we are just as interested in Curriculum modelling as we are in creating larger projects. Our operational imperative is to embrace local requirements and blend international expertise with local delivery through a sustainable model of training. We understand the need to observe local standards, including the BCE and the importance of meeting these standards in a way which is recognised and valued by the state.

Our consultancy service is broken down into phases to enable clients to select some or all of the offer to best meet their project needs. Clients are typically Investors and Developers that require high calibre project solutions for large scale investment and development projects.





### 3. SECTOR 1 EDUCATING OUR CHILDREN

Education is a lifelong journey. From Kindergarten to University and beyond, the educational environment is critical to maximising the value of every citizen.

#### **Vision**

The plan for a new education facility is driven by the client's vision for the pupils and the community they serve. The age of the students, the curriculum they will study and the learning outcomes planned will determine the design of the school, and the recruitment of teachers to deliver the vision.

#### **Curriculum**

Whether a Kindergarten, Senior school or University faculty the curriculum will determine the organisational planning, staff skills, recruitment requirement and, critically, the design of the learning spaces. The curriculum choices will also determine the school day, accreditation, examinations undertaken and the route to further education.

#### **School Organisation**

The curriculum model and boarding options will determine the staffing levels, timetable, extra curricula activities offered by the school and additional building design, social, domestic and pastoral requirements.

#### **Financial Model**

Capacity and organisational models will be developed to deliver the education plan, illustrating the Capital investment required; Student Fee structure and debenture model; Annualised revenue model; 5 year financial forecast ; ROI models; and IPO financial forecast.



## KINDERGARTEN

The child's transition from home to school must be carefully planned to support the child through these important first steps into learning alongside their peer group. At kindergarten the child will develop the language and social skills that are crucial to their development and success later in their school life.

### Project Examples include:

- GEMS Nations Academy, Dubai
- GEMS Baku Academy, Azerbaijan
- Little GEMS, Sports City, Dubai
- Stanford Hill, UK
- Qatar Prototype Schools
- St Johns Nursery, Blackpool
- Packmoor Nursery, Stoke
- William Hulme Academy Nursery, Manchester
- Marco Polo (Mandarin)





Gatar Prototype Schools, Qatar

**Project Awards**

**Commendation**

Civic Trust Awards 2011

**Winner 'Community Category'**

MSA Design Awards 2010

**Overall Winner**

MSA Design Awards 2010

**Commendation 'Inspiring Design'**

BCSE Awards 2010

**Commendation**

LABC North West Building Excellence Awards 2010



St John's CE Primary School, Blackpool







## K-12

This is where the pupil begins to develop their sense of 'self' in a social environment. Academic achievement, conceptual and physical development occur in rapid stages as the pupil journeys towards the secondary phase of education. In China this is the stage at which a 'Dual Curriculum' may be introduced in the international schools allowing students to comply with the statutory Basic Curriculum Education whilst jointly studying for overseas awards. In Years 10-12 they may then choose either a GaoKao or IB, GCE or SAT alternative education pathway.

### Project Examples include:

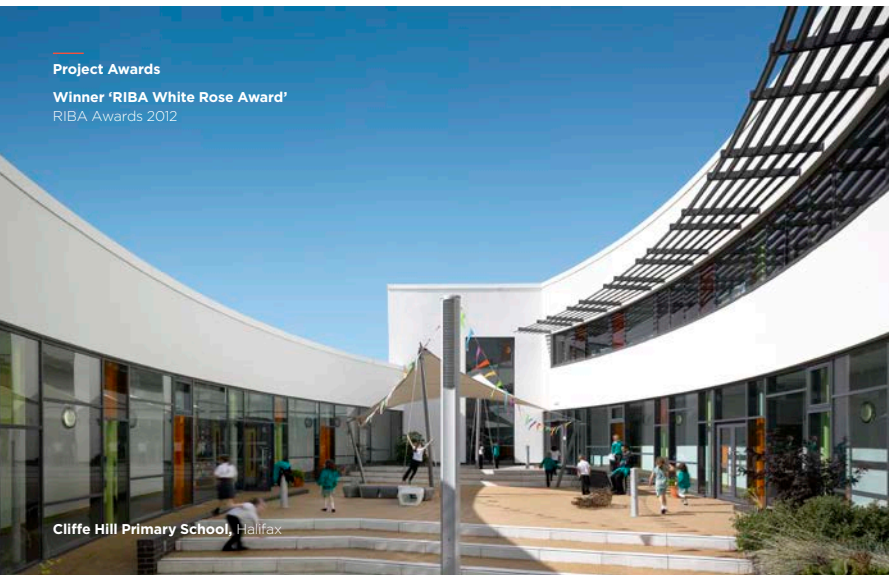
- St Johns Primary, Blackpool
- Swindon Academy
- Sirius Academy, Hull
- GEMS Nations Academy
- GEMS American Academy Sports City
- Ridge Hill (K-6)
- Liverpool Primaries
- Bent Primary, Scotland
- David Livingstone Primary, Scotland
- Cliffe Hill Primary, Leeds



David Livingstone Memorial Primary School , Blantyre



Sirius Academy, Hull



Project Awards

Winner 'RIBA White Rose Award'

RIBA Awards 2012

Cliffe Hill Primary School, Halifax



Swindon Academy, Swindon



Bent Primary School, Lesmahogow





Bent Primary School, Lesmahogow



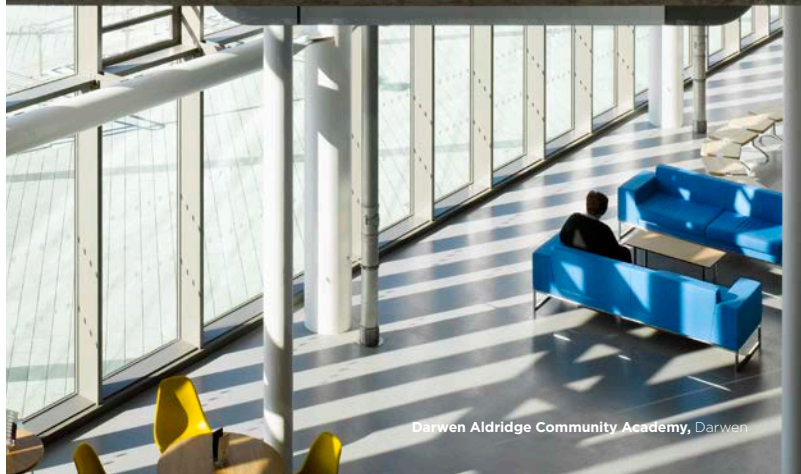
New Park Primary School, Liverpool

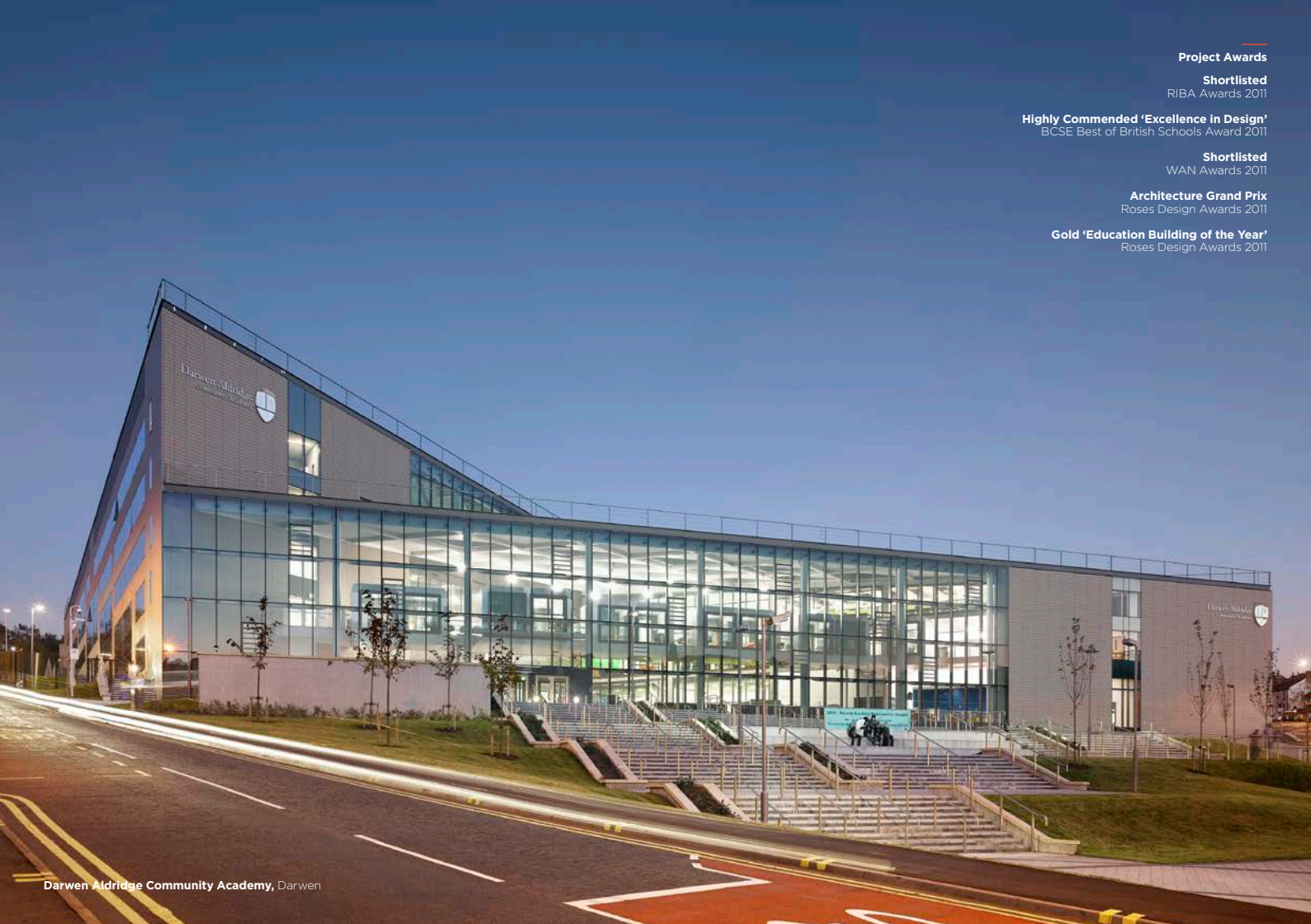
## SECONDARY

Opens pathways for further and higher education, training, internships or employment. With ASP, the Secondary Curriculum may be based on the Cambridge International Examinations programmes of study and IBD to provide an excellent portfolio of academic attainment to support student progression to employment or higher education. For Chinese students the Year 10-12 programme is an alternative to the GaoKao for those seeking overseas university entrance.

### Project Examples include:

- Holland Park School, London
- Darwen Academy
- Petchey Academy, Hackney
- Oasis Academy Oldham
- Waterhead Academy
- Oldham Academy North
- Birkenhead School for Girls
- Nishkam (Sikh Faith)
- Nottingham Grove (Academy)
- Voyager (Peterborough Academy)
- K-12 Bridgwater
- Walkden Global College
- Manchester BSF





**Project Awards**

**Shortlisted**

RIBA Awards 2011

**Highly Commended 'Excellence in Design'**

BCSE Best of British Schools Award 2011

**Shortlisted**

WAN Awards 2011

**Architecture Grand Prix**

Roses Design Awards 2011

**Gold 'Education Building of the Year'**

Roses Design Awards 2011

**Project Awards**

**Shortlisted 'Building Conservation'**  
RICS North West Awards 2014

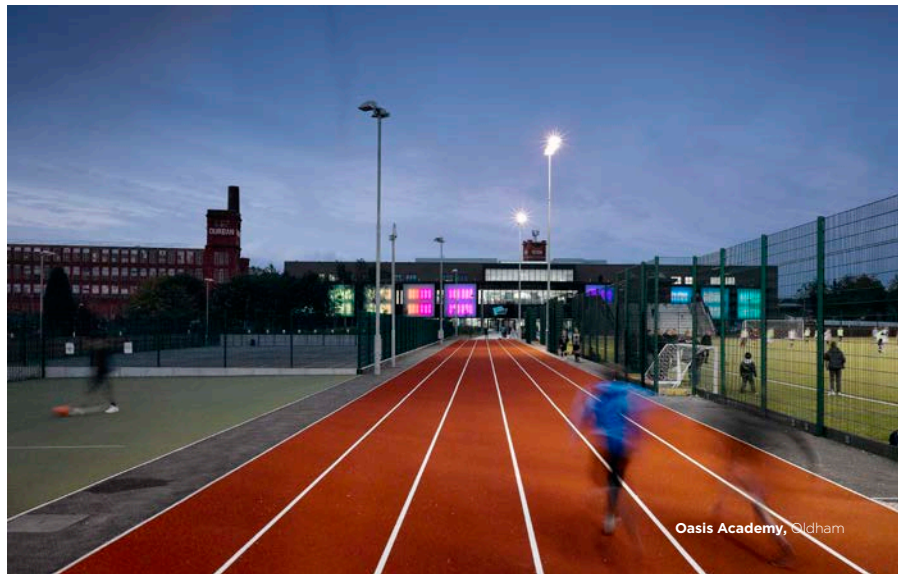
**'Best Commercial Build'**  
Northern Design Awards 2013



Birkenhead High School Academy, Wirral



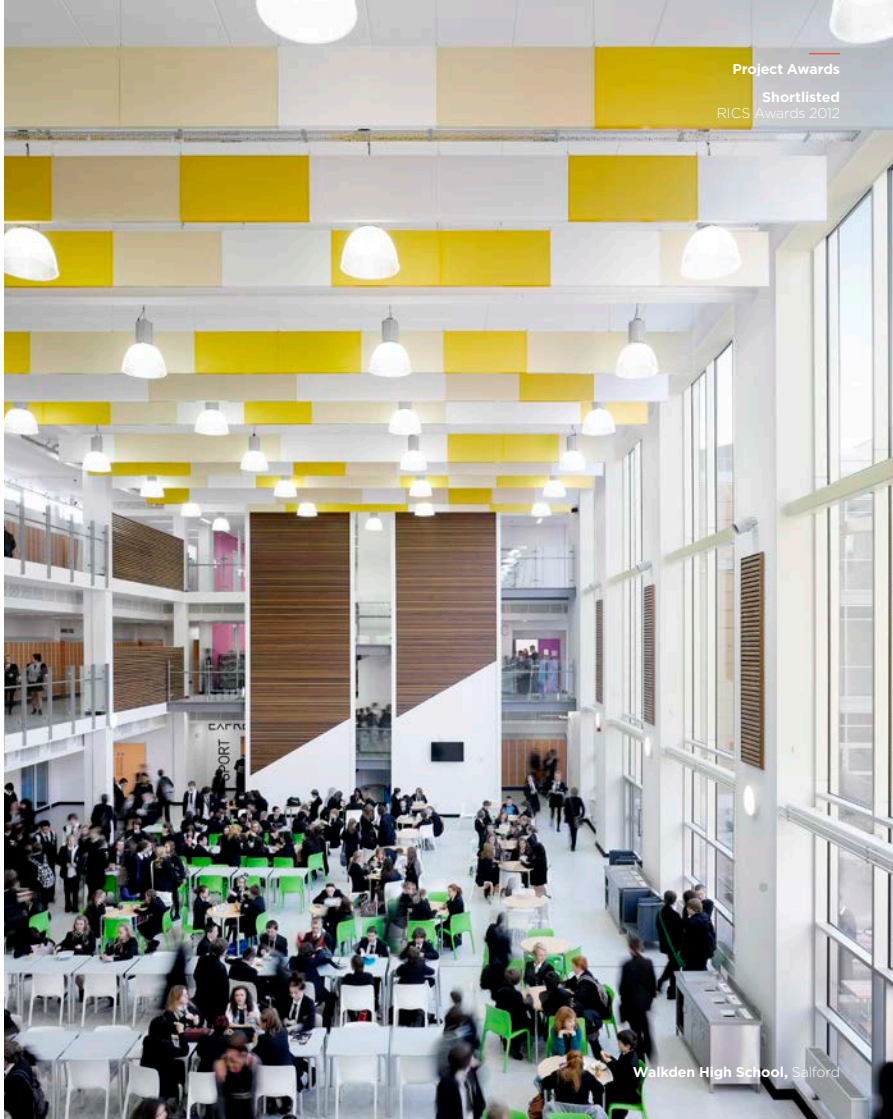
Birkenhead High School Academy, Wirral



Oasis Academy, Oldham

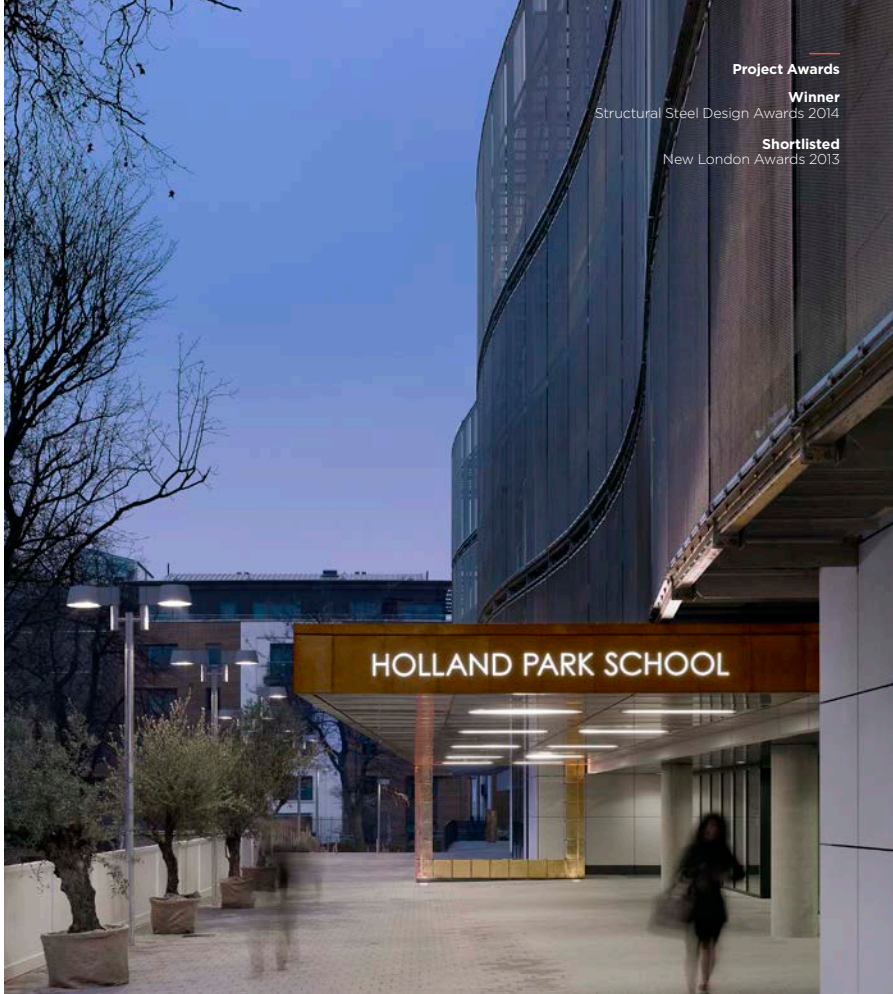
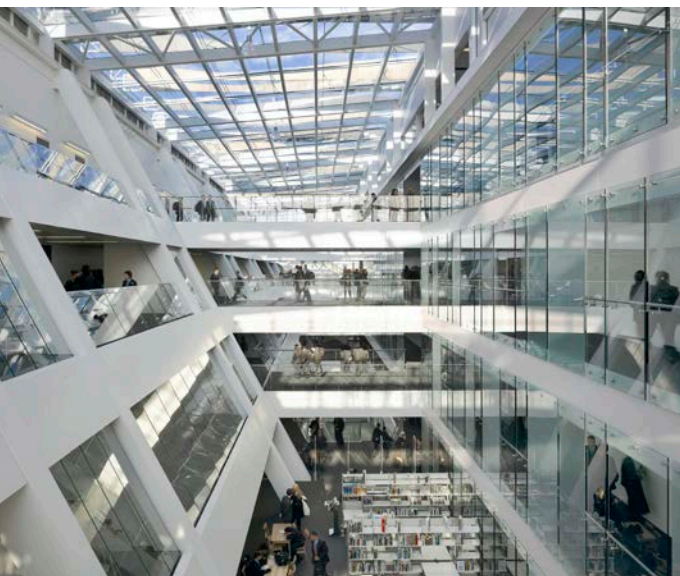
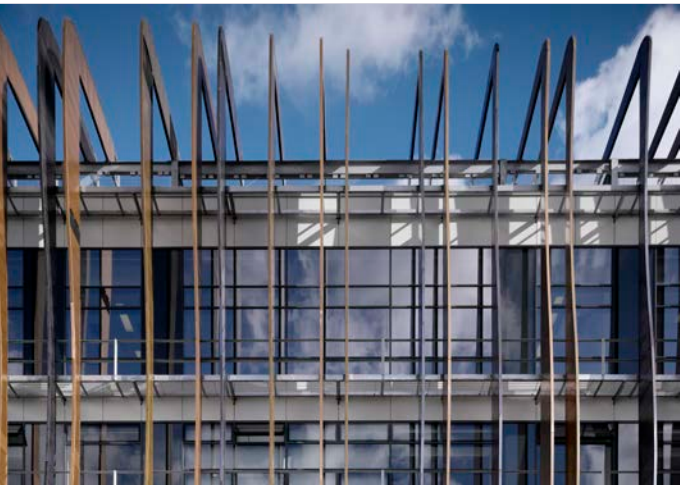


Waterhead Academy, Oldham



Project Awards  
Shortlisted  
RICS Awards 2012

Walkden High School, Salford



**Project Awards**

**Winner**  
Structural Steel Design Awards 2014

**Shortlisted**  
New London Awards 2013

**Holland Park School**, London



## POST 16 EDUCATION

### Project Examples include:

- Oldham College
- London Academy of Excellence (Eton)
- University of York Library
- University of Bath  
School of Architecture and Engineering
- Dublin Institute of Technology  
East Quad Arts Building
- University of Huddersfield  
Oastler Building
- University of Oxford
- University of Cambridge
- Durham University
- Aga Khan Foundation
- Silverstone Formula 1 McLaren UTC
- University of West England
- University of Glasgow
- Retford Post 16 Centre
- Worksop Post 16 Centre







University of Huddersfield Oastler Building, Huddersfield



Oldham College, Oldham

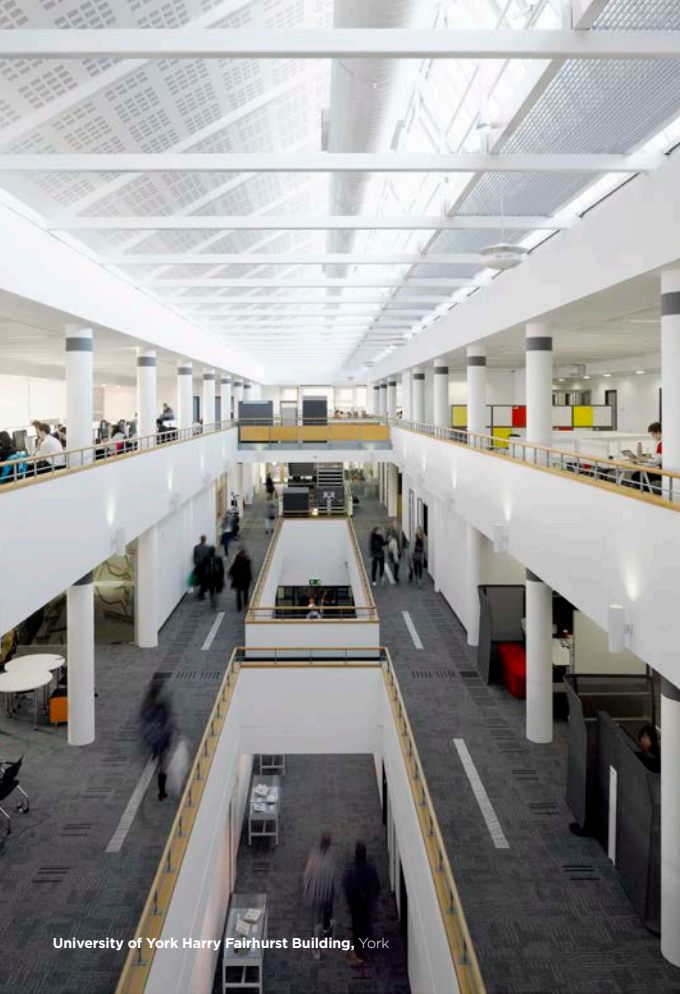


University of Bath Faculty of Engineering and Architectural Design, Bath



University of Glasgow Research & Teaching Labs, Glasgow





University of York Harry Fairhurst Building, York



University of York Green Labs, York

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## 4. SECTOR 2

### EDUCATION AND HEALTH

The value of properly structured learning in the field of medicine has been recognised for doctors and nurses for many years. However as the field of medicine continues to broaden, the importance of “support staff” in determining successful medical outcomes is only now being recognised.

The ASP’s broad spectrum of disciplines allows it to offer an educational programme following a more vocational route and based on the needs of older learners. The needs of and responses to this aspect of education are incredibly diverse. We have created immersive “authentic” environment for student nurses to experience real life ward scenarios which are replicated using haptics and child actors. This allows institutions to increase student numbers in a safe and controlled simulation environment. The facilities can also be used to train existing nursing staff in new scenarios which further connects the institution to local employers.

Training is also necessary for the ancillary staff who support the nursing staff. The competence and skill of these staff is now recognised as being intrinsic to the quality of care. Staff need to be trained in portering, patient handling, general and specialist cleaning, as theatre and ward technicians.

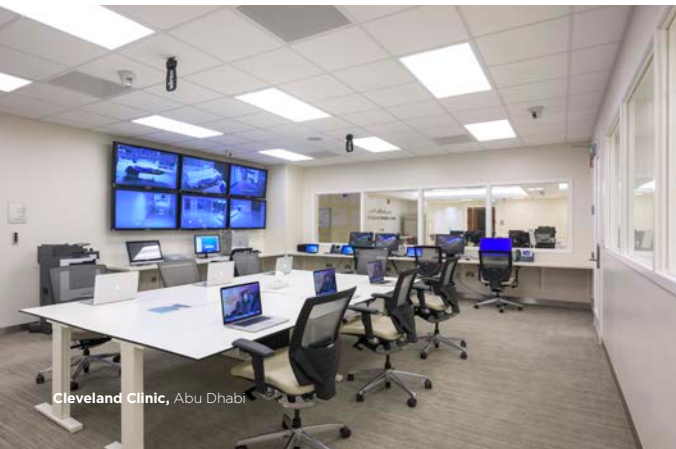
Finally the elite performance Sports Institute offer the ability to research and train in the context of sport, creating new models of development through partnership between commerce, local government and research and sport specialists.

#### **Project Examples include:**

- The University of the West of England Glenside Campus
- Holmerton Teaching Hospital
- Cambridge Bio Medical Technology
- Chelsea, Westminster Hospital
- Hackney UTC
- Nurse Training Facilities
- Bradford Royal Infirmary
- Cleveland Clinic, Abu Dhabi
- Bolton Wanderers FC Sport Science



University of West England Glenside Children's Ward, Bristol



Cleveland Clinic, Abu Dhabi



Cleveland Clinic, Abu Dhabi

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## 5. SECTOR 3 EDUCATION, SPORT AND HOSPITALITY

Hospitality and events management are a significant growth area in education as the developed world moves from traditional manufacturing and labour intensive employment businesses into service industries.

However, the range and scope of hospitality and events management incorporates significant logistical planning with skill sets that further support disaster management, emergency planning, emergency services, military response and planning as well as charitable organisations that respond to global exigencies such as famine and flood relief.

Silverstone University Technical College, built opposite the Pit Lanes at the Silverstone Formula 1 race track specialises in both High Performance Engineering and Technical Event Management. Silverstone hosts up to 450,000 spectators over the 3 days of the annual race. The logistics of transport management, safety marshalling, providing food, drink and toilet facilities, first aid, consumer sales, communications, marketing, ticketing, sales and crowd dispersal post the event; in addition to the hundreds of technical staff and Safety Marshalls located around the race track to enable the event; all give the students an insight to the significant issues of technical event management required to deliver a substantial public event.

Students may well transition into hotel, leisure and resort management degree courses, or proceed direct to employment and training on graduation from the UTC. Employment opportunities also exist in the emergency planning, disaster management and emergency response services such as the regional fire and ambulance teams, football and other large stadia that host events for significant numbers of people.

### **Project Examples include:**

- Silverstone UTC
- Oasis Academy Oldham
- Park Academy, Sheffield
- Waterhead Academy, Oldham
- Sirius Academy, Hull
- St Ambrose Barlow High School, Salford
- Knowsley Schools
- Darwen Academy
- Moorside
- Walkden
- Oldham RC
- Manchester BSF
- Writhlington

## INTERNATIONAL FOOTBALL STUDIES PROGRAMME



The International Football Studies Programme is Bolton Wanderers Football Club - Institute of Sport's most prestigious education programme. It gives learners the unique opportunity to experience professional teaching and elite football coaching in Premier League standard sporting facilities.

The total immersion within a professional football club enables players to develop, learning from qualified teachers, coaches and their foreign peers. Learners are coached onsite at Macron Stadium and Lostock Academy in challenging, inspiring classes with low learner-to-teacher ratios that understands the demands of balancing education and sport.

Learners stay with a host family or in a hotel (additional cost) or learner style accommodation during their entire stay. There is a dedicated Welfare Officer who provides an invaluable support system to ensure the learners have a 'home away from home' experience. Learners graduate with a vast improvement in their game along with a firm knowledge of a foreign language and a keen sense of cultural understanding, but more importantly with a recognised qualification and memories that will last a lifetime!

### **Following assessment of suitability, students can study one of the following:-**

- International Baccalaureate Career Related Certificate (IBCC)
- BTEC Level 3 Subsidiary Diploma in Sport
- BTEC Level 3 90 Credit Diploma in Sport
- BTEC Level 3 Diploma in Sport
- BTEC Level 3 Extended Diploma in Sport
- ESOL - English for Speakers of Other Languages





Oldham Academy, Oldham



Oasis Academy, Oldham



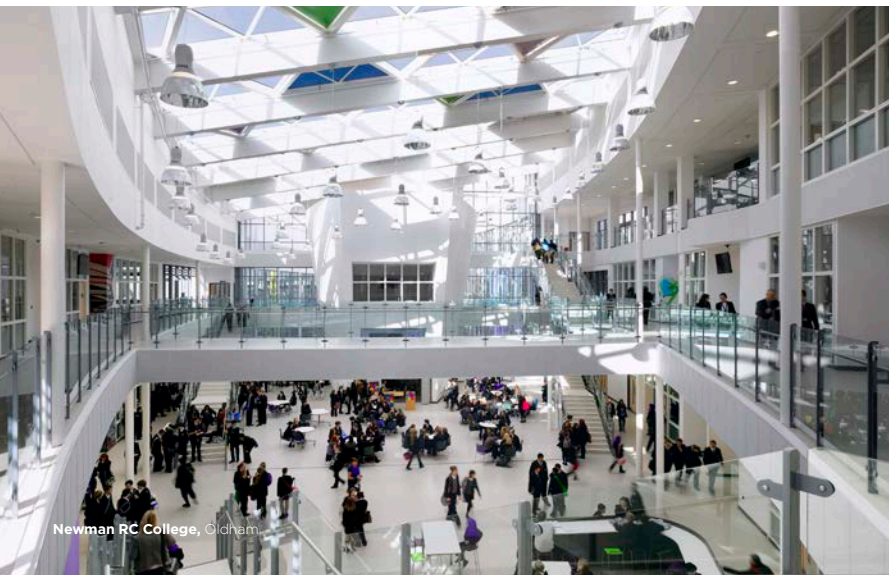
Kirby Sports College Centre for Learning, Knowsley



Darwen Aldridge Community Academy, Darwen



Holland Park School, London



Newman RC College, Oldham



Waterhead Academy, Oldham

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## 6. SECTOR 4 EDUCATION FOR EMPLOYMENT

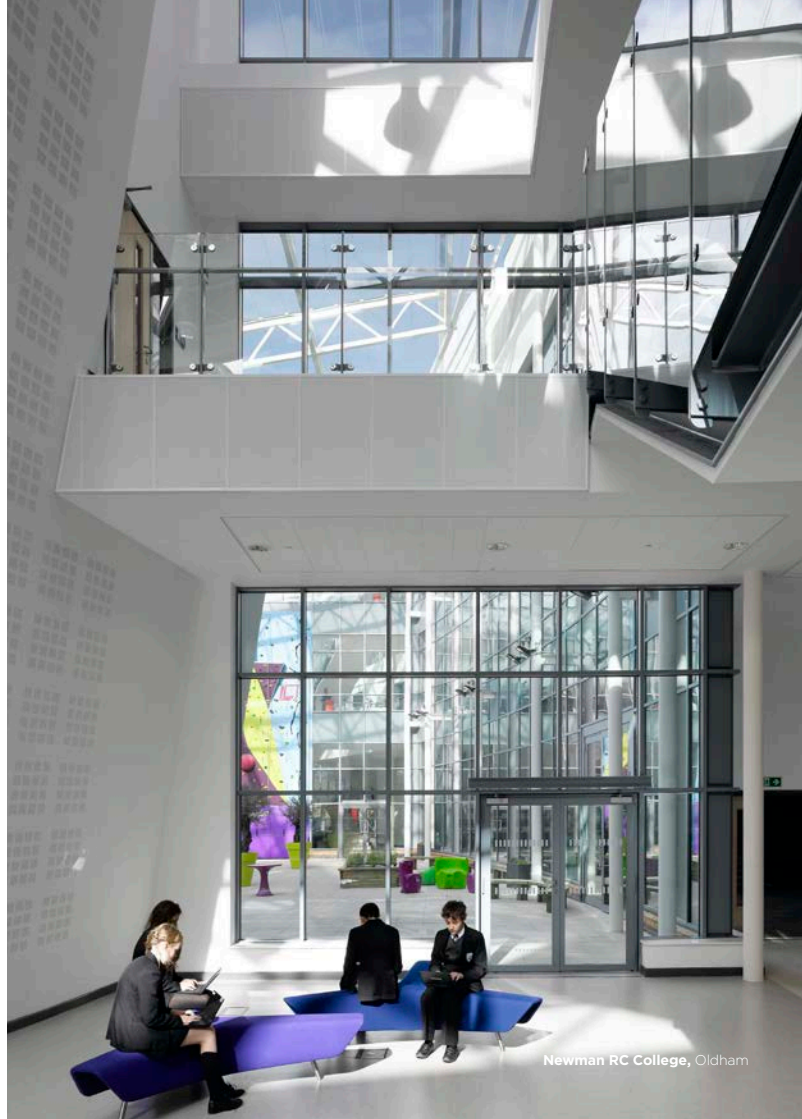
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### THE BUSINESS CASE

Traditional pathways from school through university and into employment are increasingly being identified as not best suited to all students or employers. The McKinsey Report 'Education to Employment' 2013 highlighted the increasing gap in the OECD countries between the employer identification of required skills and the educators' understanding of the teaching, training and learning required to meet those expectations.

**“Around the world, governments and businesses face a conundrum: high levels of youth unemployment and a shortage of job seekers with critical skills. How can a country successfully move its young people from education to employment? What are the problems? Which interventions work? How can these be scaled up? these are the crucial questions.”**

The McKinsey Report 'Education to Employment' 2013



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## THE BUSINESS CASE

These innovative colleges, proposed by ASP, are designed for the demands of 21st century employers that require highly skilled employees that understand the deployment of technology to design, create, innovate and control the multifaceted aspects of commerce, industry, health and community needs of modern society.

McKinsey noted that a global perception of low values, related to vocational courses, translates into social attitudes regarding kinds of work. This raises certain questions: for example, why are health-related occupations such as medical assistants and health care technicians so much more attractive in Mexico and Morocco than in other parts of the world?

**“The vast majority of expected job growth is in occupations that do not require college degrees. According to the US Bureau of Labor Statistics, of the top 30 occupations with the largest projected growth to 2020, only 4 require bachelor degrees. For sectors and occupations that are struggling to attract enough skilled personnel, such as home health or personal care aides, understanding the drivers of student preferences can be instructive.”**

The McKinsey Report 'Education to Employment' 2013



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## SECTOR SKILLS AND PROFESSIONAL AWARDS CENTRES

ASP has developed with its education partners and awarding bodies 3 bespoke solutions to address the skills shortage. Experience has demonstrated that where partnerships between employers and educators is focused on developing the specific skills a sector requires that the trainees enter the workplace, better prepared and able to assimilate quickly into the requirements of the institution.

There are 3 distinct training institutions with a differing range of accredited awards and skills focus. This is to offer the both a wider range of general skills and training for careers that may bridge different sectors in a variety of roles and also highly focused specific skills firmly aimed at a particular skill sector requirement, for example Health.

The 3 award granting institutions are:

- 1. ADVANCED VOCATIONAL COLLEGE**
- 2. INSTITUTE OF ADVANCED SKILLS**
- 3. ADVANCED PROFESSIONAL AWARDS COLLEGE**



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## ADVANCED VOCATIONAL COLLEGE

An Advanced Vocational College (AVC) delivers a range of qualifications and experiences to provide cross skills sector abilities and transferable employment opportunities for the students.

Qualifications will be chosen from a range of Level 1 – Level 4 awards, where 1 is an Introductory Course and 4 is a Foundation Degree Specialist award. The students will select 1 core specialism and a number of supporting accredited awards that best match the skills sector they are training for.

To a large extent the courses will be determined by local need and developments, the local employers and with input from local government that seeks to deliver a social infrastructure to its community. Typical courses of study entail significant input from employers with extended periods of work related activities that enable students to apply their learning and skills in a true employment environment.

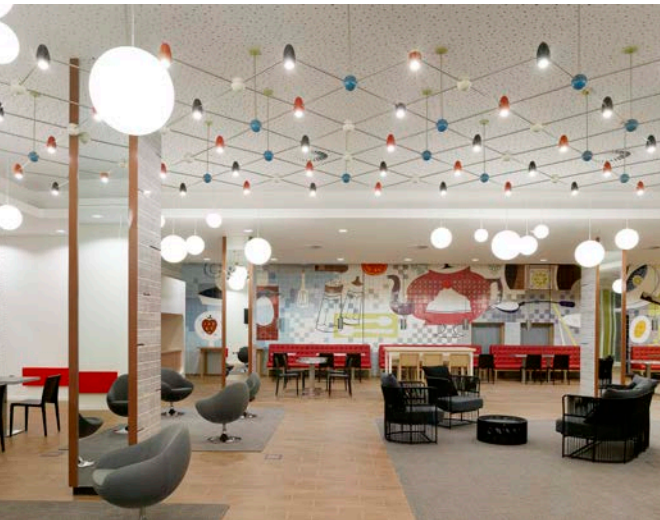
Advanced Vocational courses and awards may include:

- Hotel and Resort Management
- Retail Sector Skills
- Distribution Logistics and Transport
- Entrepreneurship and e.Commerce
- Security and Event Management









Adagio Aparthotel, Liverpool



SEW Eurodrive, Normanton



Darwen Academy, Darwen



Oldham College, Oldham

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## INSTITUTE OF ADVANCED SKILLS

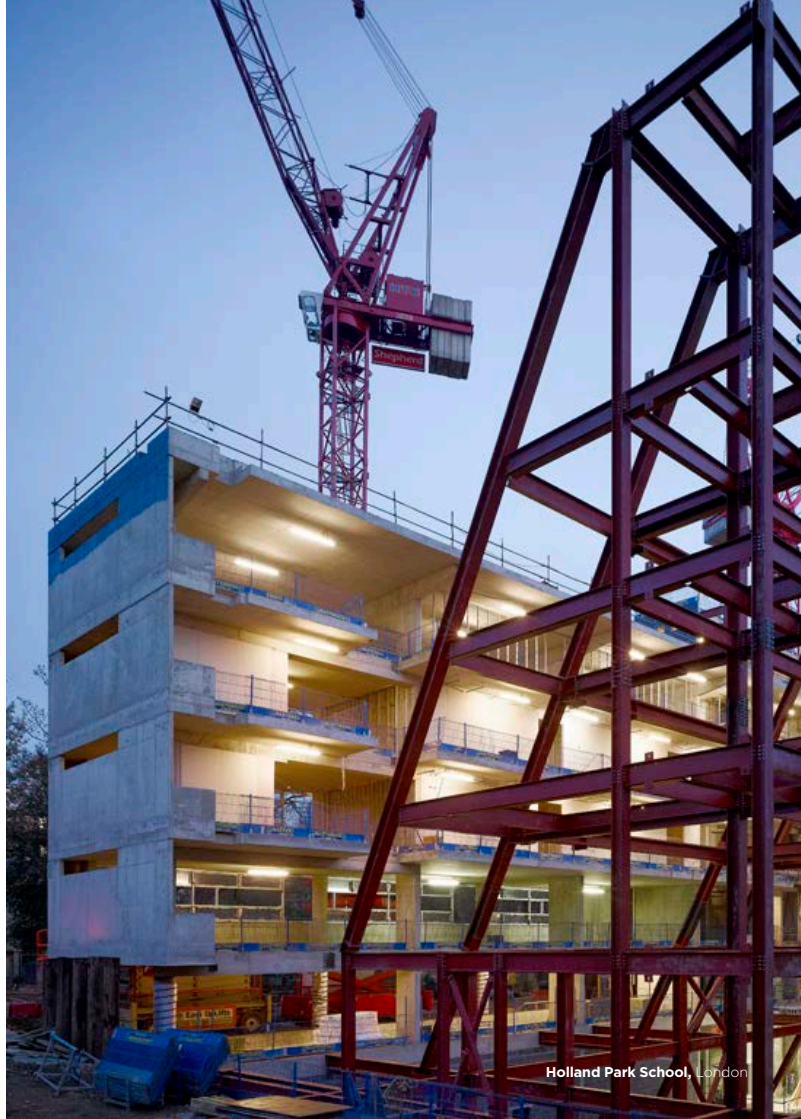
An Institute of Advanced Skills (IAS) has a very specific focus on sector need. Qualifications are aimed very firmly at providing students with specialist skills for a career path in a sector that requires high levels of knowledge, skills and training in a specialist area.

Qualifications will be chosen from, as a minimum, a Level 2 Diploma and a Level 3 Higher Diploma in a core specialism that best match the skills sector the students are training for. For example in the Health Sector a student may take a Level 2 Diploma in 'Care for the Elderly' but a specialist Level 3 Diploma in 'Pharmacy' for example.

To a large extent the courses will be determined by the growth of local infrastructure and address key areas of skills shortages. These skills, whilst allowing for social mobility, normally involve the student in making a specific career choice that is committed to a specialist employment opportunity within a specific skill sector.

Advanced Skills courses and awards may include:

- Health Sector
- High Performance and Aeronautical Engineering
- Construction
- Rail Technology and Signalling





Network Rail, Rugby



Network Rail, York



Network Rail, York



Network Rail, York



Holland Park School, London



Emirates Air-Line Cable Car, London



Royal Shrewsbury Cancer Centre, Shrewsbury

## ADVANCED PROFESSIONAL AWARDS COLLEGE

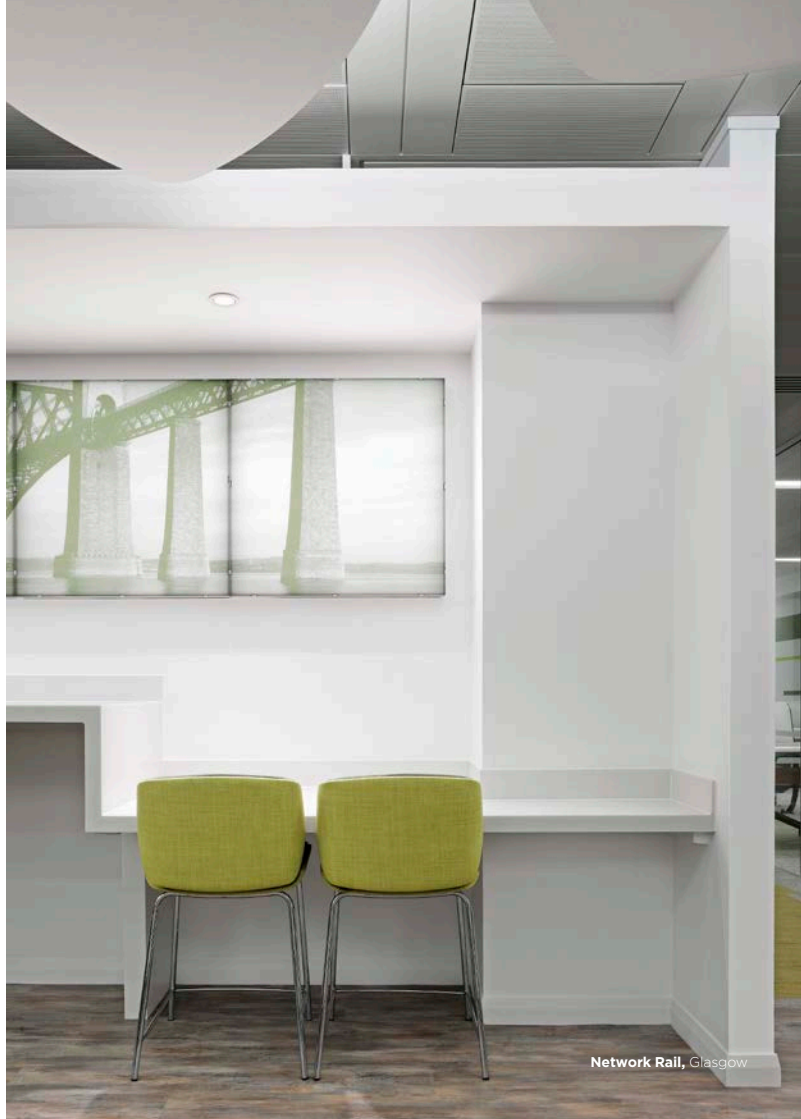
The colleges for Advanced Professional Awards (APAC) focus on professional career paths. Qualifications are aimed at providing students with specialist skills in a sector that requires high levels of knowledge, skills and accreditation from a professional organisation such as the Chartered Management Institute.

Qualifications will be chosen from a range of relevant Level 3 Higher Diplomas and those institutional requirements of the related professional body for the award of Post Nominal letters such as Associate of the Chartered Management Institute (ACMI) or Licentiate of the Chartered Institute of Personnel and Management (LCIPD).

There will be a high degree of employer engagement in the design and running of courses with the students providing 'back office' expertise to the employer sector through business enterprise units. These will be a feature of the course experience for the students. Enterprise units enable students to work alongside employer mentors in work related experiences which may not otherwise be possible as an intern or through conventional work-placement study.

Advanced Professional courses and awards may include:

- Management and Human Resources; MCMI and MCIPD
- Project Management and Leadership; CIPM and ILM
- Law and Finance; ALP and MAFP





Chelmsford Courts, Chelmsford



Network Rail, Glasgow



SEW Eurodrive, Normanton





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## 7. VISION BUILDERS



### **Peter Dunne**

Professor to the PTS Global Academy and CEO Partnership Education, a PTS specialist education division operating globally to raise learning standards and develop 21<sup>st</sup> Century Schools for a 24/7 learning community.



### **Jonathan Blackledge**

Deputy Vice Chancellor for Research and Innovation, University KwaZulu Natal Science Foundation Ireland Stokes Professor. An Honorary professor of Dublin Institute of Technology, Poland and Professor Extraordinaire of the University of Western Cape.



### **Brian Liu**

Founder and Managing Director PTS Greater China leads a world class company delivering cutting edge ICT design and data systems across complex construction projects, that fuse contemporary design, resources and client requirements to produce exemplars of excellence and sustainability, regardless of complexity or location.



### **Stan Moodie**

BDO's Associate Director of Education Services. Stan has an MBA and is PRINCE2 project management qualified. For the last 7 years he has led BDO's Education Team and during that time has established some 180- Academy schools and free schools across the UK.



### **Raza Khan**

An experienced education sector CEO with a track record encompassing executive roles at Nord Anglia and NCG, including advising on major private equity transactions. Raza was MD of Nord Anglia's Middle East subsidiary and aided growth into a major international company and has generated over £500m of new business over the last 10 years.



### **Ben Schmidt**

Director Cambridge International Examinations, the world's largest provider of international education programmes and qualifications for 5 to 19 year olds.



### **Oliver Rothschild**

A corporate strategist. He is Patron of Paning Wong's Centennial Foundation, a past Chairman of UNICEF and a Business Ambassador for the UKTI and the UK Government's growth Accelerator programme.



### **Adam Bates**

Adam has over 20 years' experience working in the global education sector, most recently as UK Managing Director of the leading European Learning Platform provider to schools and colleges. The implementation of IT services for 21<sup>st</sup> century teaching and learning has led him to provide solutions to over 4 million learners alongside industry leading partners such as Microsoft and Google.

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## 7. VISION BUILDERS



### **Jingru Liu**

BDO Director for China Advisory Services Team and European China Desk. Jingru is a native Mandarin speaker with many years' experience in corporate work, foreign direct investments, mergers and acquisitions, capital markets and cross-border transactions. Formally Director for Chinese Foreign Investment Jingru has an MBA and is a Chartered Accountant.



### **Dong Bi**

Managing Director for Bischinvest Alliance, Dong has been working in the education industry across China, UK and USA during the last decade. Dong has specialised knowledge of education investment, school placement, strategic planning, and academic training programme management. Dong has an MBA and is a native Mandarin speaker.



### **Paul Shaffery**

Paul is a senior-level executive and Director at PTS Consulting with commercial responsibility for the business across the Greater China region; he has over 20 years experience in business development and leadership, and over 10 years in the Asia region. Paul has extensive knowledge of the technology services sector and has been focused on the Education sector within mainland China and Hong Kong with Partnership Education. He has a degree in Chemistry from the University of Birmingham.



### **Steven Ravenscroft**

A charity law expert establishing academy umbrella trusts. Law adviser to Pears Foundation and third sector clients across a spectrum of issues, including charity registrations, governance, and trustee issues.



### **Katherine Kelleher**

Previous Director of Plymouth HealthTec. This innovative training centre introduced key skills, technical knowledge and practical experience in key areas of skill shortage in the Health Sector. Katherine was executive consultant for the UK's first Health UTC, in conjunction with Homerton University Teaching Hospital in London. She has written nationally accredited learning materials for 'Skills for Care' and is a registered PRINCE2 Practitioner.



### **Hilary Chu**

Hilary is a skilled linguist and holds a Masters in 'Critical Discourse, Culture and Communications'. She is the Senior China Liaison Officer responsible for document translation, protocol and project communication. Fluent and literate in English, Cantonese, Mandarin and Hakka, Hilary ensures the cultural nuances, pedagogic and strategic requirements of project design are clearly understood by all partners.

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## 7. VISION BUILDERS



### **Anthony Langan**

Anthony is the AHR sector lead for education and has been instrumental in the development of the practices most creative and innovative education projects, both in the UK and internationally.



### **Robert Hopkins**

Robert is a regional director at AHR and Fellow of the RSA with over ten years' experience in the design of award winning education buildings. Robert is heavily involved with International Education projects and is familiar with designing and implementing schools to suit the British, American and International Baccalaureate curriculums.



### **Gareth Banks**

Gareth has over 20 years of experience in the education, science and health sectors and is a skilled architect with extensive experience in all stages of the building process. Gareth has worked extensively overseas, under a wide range of regulatory systems in health and education.

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## Contact

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