



London-Beijing World City Links

## DELIVERING SKILLS FOR THE 2012 OLYMPICS: LESSONS FOR LONDON FROM BEIJING

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FINDING THE RIGHT JOB SKILLS FOR THE 2012 GAMES



## 1: FOREWORD

Sharing knowledge and best practice will be key to ensuring the London 2012 Olympic and Paralympic Games are a resounding success, and this report provides a good overview of the planning that went into Beijing 2008 - from which there is much to learn.

Specifically, this report provides an understanding of the vital role vocational education played in supporting the Beijing Games. Vocational education not only catered in ways specified by Local authorities and the Beijing Organising Committee of the Olympic Games (B.O.C.O.G), but also contributed directly, bringing their own innovative ideas and pro-actively engaging in the development and delivery of Beijing 2008.

London 2012 represents a unique opportunity, and indeed the bid was originally won largely due to the emphasis on the wide scale regeneration of East London. Employment and skills is central to this and the LDA and partners created the London Employment & Skills Taskforce for 2012 programme (LEST 2012) to ensure that these elements remain central to the Games and the benefits there after.

When the bid was won, we had no idea that the Games could be developed, and possibly even delivered, in difficult economic circumstances. The role of vocational education has become even more important in giving Londoners a competitive advantage in the labour market. It is important that we focus attention on the employment forecasts and address likely skills shortages, ensuring the right courses are available to train Londoners so that they can rise to the challenge of London 2012 and the opportunities it will offer.

The London-Beijing World City Links programme provides mutual benefits for FE colleges in London and vocational schools in Beijing, by developing an understanding of the global economy and sharing best practice and experience. It also allows colleges to develop relationships with global employers and bring a wealth of new experiences for the students of both cities.

London 2012 presents some very real challenges for the capital. We need to cultivate the skills that will help to support London's further development as a world city. London-Beijing World City Links will be crucial in this, as we learn about the needs of visitors and businesses from this significant emerging market.

The London-Beijing World City Links programme has helped us learn from vocational education around the Games in Beijing and stimulated the development of similar innovations within FE colleges in London. By creating an environment where individual colleges can become involved and contribute to plans in the lead up to London 2012, we can help ensure that we make the most of the opportunities presented to this vital sector over the coming years.

**Geoff Newton:            Director of Olympic Opportunities, LDA**

## **2: INTRODUCTION TO THE LONDON-BEIJING VOCATIONAL EDUCATION PROJECT**

The overall aim of the project is “the Development of long term links for mutual benefit between FE Colleges in London and Vocational High Schools in Beijing”. It is primarily a curriculum and staff development programme and is increasingly focussed on projects that help London students make the most of the opportunities of London 2012, learning from the experience of Beijing 2008.

The origins are in contact at National Government level to promote education ties. This led to a project with the Beijing Municipal Education Commission (BMEC - the Regional Education Authority for Beijing), called London Beijing - World Cities Links, which developed school teacher exchange and twinning of London schools and education authorities. In 2005, BMEC requested links be developed between vocational education institutions and a subsequent delegation of London FE Colleges visited Beijing Vocational Schools, which serve 15-18 year olds. This led to a formal Memorandum of Understanding, signed between BMEC and the Association of Colleges London Region in February 2006, to develop links between colleges/schools in the two cities. There are currently 17 active twinning partnerships. (See Appendix A)

The specific objectives for the project are:

- Sharing good practice in teaching and learning
- Giving teachers and students the opportunity to contact each other through joint curriculum projects and visits
- Leadership development for Education Officials, Managers and Teachers
- Helping London learn about how education institutions prepare for the Olympic Games and ensure local people benefit from the legacy

The project has included 7 visits of London college delegations to Beijing, involving more than 100 staff and 50 students. These have led to the establishment of twinning agreements and the delivery of curriculum projects. Our students also served in London House (London's 'Home' in Beijing) during the 2008 Games.

Several visits of Beijing leaders, staff and students have taken place to partner colleges in London. This included staff development programmes e.g. Airline Services Staff doing a 4 month course in London, Financial Services training and a 'leaders of teachers' programme.

The project had pump priming money from DfES/DIUS/PMI 2 from 2006 to 2008 and has been funded by the London Development Agency since 2007. This has been fundamental in ensuring the continuation and expansion of the project, though typically funding has been more than 100% match funded by colleges. The British Council continues to provide support to the Project team in both London and Beijing and it is supporting many of the student visits through its World Links programme. The project is seen in as an example of good practice, with London Colleges leading the way in collaboration. It won the London Education Partnership's 'Lighting the Flame' Award in 2008.

The scope for commercial activity and student recruitment remains small but is growing. However, the project remains primarily a staff development, student exchange and curriculum links project, with a strong focus on helping London with its 2012 preparations.

**Ian Ashman: Principal Hackney Community College and Project Director**

## **DELIVERING SKILLS FOR THE 2012 OLYMPICS: LESSONS FOR LONDON FROM BEIJING**

### **3: Introduction to the Report**

- 3.1 The rest of this document sets out a report commissioned by Podium Skills London on the Lessons for London Vocational Education from the Beijing Games. It contains information on the main aspects of Vocational education preparations in Beijing including construction, college and HE work, training opportunities, language training, service sector training, supporting graduates into employment and, finally, a conclusion.
- 3.2 By any measurement the Beijing Olympics and Paralympics of 2008 were the largest, greatest, most polished and spectacular games of the modern era. As part of staging the Games the Chinese Authorities delivered a thorough city wide plan, including a \$41 billion rebuilding of Beijing.
- 3.3 The objectives of the games were exceeded and expectations surpassed for the host nation. For the first time China topped the medals table in the Olympic and Paralympic Games. In his remarks at the closing ceremony, Jacques Rogge, IOC President, said "the world learned more about China and China learned more about the world - these were truly exceptional games". "I think it is the best Olympics ever," said Juan Antonio Samaranch, former head of the International Olympic Committee.
- 3.4 This report looks at some of the skills and employment strategies that helped deliver these games, some of which were unique to the cultural context and economic environment of China in 2008. However there are still significant lessons to be learned and some of the strategies potentially transferred to the preparations for the London 2012 Games.
- 3.5 There is the potential for London 2012 to understand how to engage the local population, the role of local authorities and the strategic contribution that vocational education (FE) and Higher Education (HE) made to the Olympic and Paralympic Games.
- 3.6 One of the most repeated phrases during the evidence gathering was that the Games did not belong to Beijing or China but were the world's games. As an example of this attitude the Chinese are very willing to share their experience and good practice and to support in any way the delivery of London 2012.
- 3.7 In considering China's approach to staging the 2008 Games one of the contextual factors is the disappointment that China had felt in not winning the 2000 Olympic and Paralympic Games which were awarded to Sydney. Consequently the Chinese authorities had been assiduous and thorough in their preparations and united in their objectives for the Games when they won the bid to host the 2008 Games. Therefore preparations were well advanced by 2001 and public opinion had already been carefully prepared. As a result the Chinese people were keen, eager and enthusiastic to host the games.
- 3.8 During the research senior representatives often commented that the Chinese population had a patriotic responsibility to ensure a successful Games or to make a personal contribution to the success of the Games. This attitude covered all sections of society including employers and workers.
- 3.9 This enabled the authorities to move quickly and decisively and focus effectively on issues such as training the local population and the city volunteer programmes. The economic environment and supply of labour, issues which occupy much of the strategic planning for London 2012 were totally driven by this economic context.

- 3.10 The Chinese style was to ensure a totally managed city wide experience. This extended from the moment participants and spectators landed at the (new) airport terminal, to the manicured and groomed streets, to the relocating of temporary workers back to their home cities, to the careful and close management of the restaurants and hotels. In order to deliver this visitor experience standards of customer service were significantly improved during the years from 2001.
- 3.11 Since the 2008 games the Olympic venues, primarily the Birds Nest and Water Cube have attracted huge numbers of visitors surpassing the Forbidden City as Beijing's most popular tourist attraction. The Main Press Centre (MPC)/International Broadcast Centre (IBC) is fully booked as a conference venue until the end of 2009. The transport infrastructure is more convenient and more widely used. Standards in business and customer service are improving. House prices and office rents are rising and economic growth is the best in the whole country. Beijing residents now have an average annual salary of 9000USD and as a result living standards have improved. Sports and leisure club membership is up. The Chinese government has also used the Olympics to promote the Olympic spirit and personal development with the population.
- 3.12 The Beijing Olympics goal was to offer a "Green Olympics" to the world. It is estimated that China invested more than \$17billion on environmental projects, covering improvements to the city's transport system, upgrading of the city's water and waste system and a phase out of hydrochlorofluorocarbons (HCFCs) years before the 2030 target. An assessment by the United Nations Environment Programme stated that the Beijing Olympics met, if not exceeded many of the pledges on the environment.
- 3.13 Although the Games were in general a massive success many observers were disappointed in some of the immediate environment outside of the stadiums. For example the signage was not always as clear as possible and there was a lack of refreshment facilities.
- 3.13 The Paralympic Games in which China topped the medals table has helped to raise the Chinese people's awareness of issues of inclusiveness for the disabled community. Facilities and opportunities for Paralympians have greatly increased thanks to the high profile of the Paralympics as has access for people with disabilities as a whole.

**Julian Vennis:            Director London Beijing World City Links**

#### **4: Construction Labour for the Games**

- 4.1 China has an enormous supply of labour and employers are encouraged by various state benefits to employ as many people as possible. There is no under- supply of construction workers. It is often seen by employer's that is their patriotic duty to employ workers and to provide comprehensive benefits (by UK standards) for them. Under the communist system the "work unit" has a high status and, for example, it is not uncommon for employees to, for example, go on holiday together.
- 4.2 In terms of construction Chinese construction companies employed large numbers (95% of the construction workforce) of people who were not native Beijingers. There were 10 major construction contractors procured to build the individual venues. These would often be recruited through informal networks in the countryside or via a network set up by a major contractor. For example the Beijing Urban Construction Group (BUCG) established a national network to source the workforce to build the Games venues. Often a particular building site would have workers from the same town/village/area from rural China and this site in Beijing would provide the total income for that village. The responsibility for training the skilled workers was that of the construction contractors.
- 4.3 During the build phase of the London Games, much of the political emphasis has been largely based upon the promise to promote employment opportunities within construction to the local population, in an effort to reduce the high the levels of worklessness across London and in particular East London.
- 4.4 In contrast, the research revealed that the operative and labouring construction roles would not have been perceived as desirable to the vast majority of Beijing residents. However the professional construction posts were highly sought after not only in Beijing but across China and on the back of this a national recruitment campaign to recruit experienced managers was rolled out.
- 4.5 In China there is a oversupply of labour and so there was not a need to undertake a sophisticated labour market intelligence forecast for the non professional trades in particular and no need to consider skills shortages in order to promote future employment opportunities.
- 4.6 A Government organisation called the China Training Committee of Construction (CTCC) was informed by the contractors of their training needs. The CTCC then coordinated the procurement of training from providers including colleges and universities.
- 4.7 The highly specialised engineering skills observed in say the construction of the Birds Nest were sourced globally, imported and used to train the workforce.
- 4.8 The Beijing Construction Bureau was the body set up to oversee and monitor the commissioning process and the progress of the venues and infrastructure ahead of the Beijing Games. The BCB were the equivalent body to The Olympic Delivery Authority, the organisation responsible for developing and building the Games venues in London. It was also responsible for all matters of contractual compliance on venue construction and construction training. This included strategic oversight and overall responsibility for the construction of sites and the delivery of the Games. The Mayor of Beijing was in overall charge of this Bureau. Reporting to the construction bureau was the "2008 Olympic Construction Command Centre" which had responsibility for procurement and logistics.

## **5: Vocational Colleges and Higher Education**

- 5.1 The Chinese vocational education system is significantly different from that in the UK. There is no local management; rather Colleges are “commissioned” to deliver skilled workers for the different sectors according to the city wide planning predications. There is not the same relationships between employers and colleges as exists in the UK.
- 5.2 Many vocational colleges and local education departments saw the opportunity the Games presented and made great strides in modernising vocational education in preparation for the Games. So for example many more vocational colleges opened courses in international catering during this period.
- 5.3 This was part of a reform process in vocational education. The period leading up to the Olympics (2001 - 2008) was a period of great change in vocational education. Preparing the workforce for the Olympics emphasised and accelerated this reform.
- 5.4 During the 10 years prior to the Games employment patterns in Beijing underwent a marked shift away from heavy industry to the service sector and the Olympics gave a massive stimulus to this. Indeed one of the most expensive contributions to the Games and visitor experience was the relocating of a steel works away from Beijing. This was to cut down the pollution levels.
- 5.5 The reforms of the vocational and skills sector closely followed this trend. The city and the district authorities had a strategy to merge and consolidate vocational education in 50 Key Vocational Colleges in order to supply a suitably trained workforce for Beijing’s growing service sector economy. These received large capital injections in the period before the Games, mainly focussing on the tourism, catering, finance and banking, and food hygiene sectors.
- 5.6 Language training was delivered through local authorities who used teachers from vocational education to train their populations and businesses in English. An ambitious programme was undertaken targeting all sectors of the population (more details below). The demand for this training was always high as the population in general were keen to contribute to the success of the Games and create a positive visitor experience for Beijing 2008.
- 5.7 The vocational sector in Beijing was directly involved in providing training for the Olympic workforce. Vocational colleges also provided many of the BOCOG volunteers and the Local Authority volunteers.
- 5.8 The involvement of Higher Education was widespread. HE provided many of the facilities for the games, often on a free basis. Many of these facilities were improved through capital investment.
- 5.9 Universities and Vocational Colleges often provided their staff for free to train the local population. HE also provided most of the volunteers and English language speakers. To fulfil certain workforce needs, for example logistics, BOCOG commissioned HE to produce logistical engineers to support the delivery of the games.
- 5.10 **CASE STUDY: Shang Mao College**
  - 5.10.1 Shang Mao College is also known as the Beijing School of Commerce and Trade. It is located in the south of the city. It is a key vocational college and has received much capital investment over the last 10 years. Its Principal, Mr Zhang, is a leading Principal nationally and was involved with BOCOG, creating links to the Vocational School sector. Shang Mao College is twinned with Newham College (Financial Services) and Harrow College ( Food Science) and is a founding college in London Beijing World City Links programme.

- 5.10.2 There were a significant number of students at Shang Mao who were involved as Volunteers in the Olympics and Paralympics. They were all 17 plus and in their third year at the schools. Selection was by strict criteria, and competition. They had to be good students, up to date with studies, reliable, and presentable.
- 5.10.3 Those selected undertook training, which was on Saturdays and Sundays; about 3 to 4 hours each weekend for several months before the games – (weekends to avoid disruption of their studies). Most of the students became volunteers in the stadiums.
- 5.10.4 Shang Mao also sent students to Hotels that had guests during the games to work in a number of roles, including reception, catering and hospitality. The school also organised English classes for adults who wanted to improve English skills to support tourists during the games.
- 5.10.5 When the younger students were interviewed they said that they gained the following from their participation:
- Honour and pride from being part of a major international event
  - Experience of working with disabled people, including athletes
  - Better understanding of disability from involvement with the Paralympics
  - Insight into the barriers that disabled people have to overcome and their determination to do so.

## **6: Promotion of Training Opportunities to Local People:**

- 6.1 This is an area where the Beijing games excelled. Local Authorities had extensive training and engagement strategies for their populations and businesses. The key elements of the training were language (English), improvements in quality in the hospitality sector and better customer focus.
- 6.2 In one of the Beijing local authorities (LA), each business of a certain size and focus had a training needs analysis agreed with the LA. From this training needs analysis the LA provided training and support to the business. Early on, one of the main gains of hosting the Olympics was an opportunity to improve the standards and customer experience of China's hospitality sector.
- 6.3 It is significant to note that Beijing authorities acted with a view to securing the best "legacy" for their people and business in terms of training and development. This complemented BOCOG's activities but was not necessarily driven by them.
- 6.4 Similarly there were extensive community volunteer programmes managed by the municipal and district government. To distinguish the community volunteers, who tended to be drawn from the local area, from BOCOG volunteers they had a different uniform and sponsor. The BOCOG sponsor was Addidas and a domestic mobile phone company sponsored the community volunteers.
- 6.5 This strategy was started in 2006 as the "Welcome the Olympics, Promote the Civility, Create a Sound Social Environment" and each person was encouraged by "I Join, I Contribute, and I Enjoy". The City (municipal) government devised the strategy and the LA (districts) implemented them. There were a number of different types of volunteers:  
 (1) City (Urban) Volunteers, (2) District Volunteers (3) Environment Volunteers (4) Drivers (5) General Volunteers (6) Cheerleaders. This was a key strategy for widening participation with the Games.

- 6.6 In one of the Olympic districts there were 200,000 community volunteers of which 90,000 were “urban” volunteers and 8,000 were cheerleaders. Of the 90,000 “urban” volunteers 40,000 were sixth formers and 30,000 were HE students. This particular district received 800,000 Olympic visitors. However it should be noted that 90% of Chinese students in colleges and HE do not work during the holidays, which is different when compared to the UK where many students, particularly those from less well off families, have to work during their Summer holidays and so may be less inclined to volunteer.
- 6.7 Local businesses were engaged to deliver the volunteer training. The government encouraged employers to give volunteers leave and most employers saw it as their contribution to the Olympics. As part of this the Government gave an award to local businesses for the contribution to the Olympics. These volunteers served for 100 days from July 2008 until October 2008.
- 6.8 The marketing and recruitment for these volunteers started in mid- 2006. In order to recruit lectures, leaflets, radio and internet were all used. Volunteers could apply on the internet and there were many applications from across the country, although there was no help with accommodation. However BOCOG gave awards for the best “community volunteer”.
- 6.9 These community volunteers were mostly housed in kiosks at strategic points in the district. Most of the common languages were covered at each kiosk (for example English, Japanese, Russian, French and German) but other languages could be accessed by phone if need be.
- 6.10 The local universities and local schools delivered the training of the volunteers for free. Each volunteer had a course on (1) Basic Communication and hospitality skills (2) Specialist Area (e.g. language or first aid) (3) Local knowledge. There was also a wider education strategy run in partnership with BOCOG for Primary and Secondary schools.
- 6.11 There have been other benefits to the local community, for example one Beijing LA spent 20 billion RMB since 2002 on environmental works. These are stadium approaches and landscaping around the 53 Olympic venues in that LA. 325 acres of forestation has contributed to the “Green Olympics”. 3,000 “Green Volunteers” helped with the environment during the Olympics However in order to make way for these improvements 47 communities (“villages”) have been relocated.
- 6.12 There was an education and publicity campaign “Green Olympics” aimed at local business, essentially promoting recycling and use of public transport. As part of its commitment to a “Green Olympics” certain metro lines were free, private cars were only allowed in every other day, and water saving toilets were introduced. In the longer term this strategy has led to cars being only allowed in 4 days during the week and an increase in the use of public transport.
- 6.13 The whole population has been made aware through campaigns that Health and Safety is everyone’s responsibility. LAs have hired more security, up to 60 extra police/community security staff in each Olympic district.
- 6.14 The Local Authority “Emergency Office” was in charge of operational issues or dealing with unplanned incidents. For example a well known example was that on the day of the opening ceremony many couples decided to marry (08/08/08 is a “lucky day” in China) causing unexpected blockages and travel issues.

## **7: Language Training**

- 7.1 The Beijing Municipal Authorities introduced a strategy called “Every Citizen Speaks English” in 2002 and the Olympic districts (Local Authorities) were made responsible for the delivery and some of the resourcing. The concept was that every citizen could show their hospitality and serve foreigners visiting the Games and some simple language was the key to this. The basic English Language course is 100 simple sentences.
- 7.2 The local authorities delivered the training on a ward by ward basis and in community areas. For example one of the Olympic districts (these are about twice the size of an average London borough) has 29 wards, 575 communities and a further 84 “villages” which are very small communities. In this Olympic authority 40,000 classes took place, some during the day and some in the evening. For this LA alone 900,000 people were trained.
- 7.3 The Local Authorities also introduced a training programme for the business and the tourism sectors. In one of the Olympic LA's 125,000 employees were from within the business sector with a further trained and a further 37,940 employees trained from the tourist sector. The initial evaluation has indicated that the business sector greatly benefited as a result of this training and more employees now have the ability to converse in English with their customers and suppliers. Local populations were also asked to check English language signage in their community.
- 7.4 Hospitals were also used for training and medical staff also had a high priority for language training. There was a significant amount of training for emergencies, especially around the stadiums.
- 7.5 As a contribution to hosting the Paralympics, sign language was also taught to significant parts of the population.

## **8: Service Sector Training Programme**

- 8.1 Olympic Local Authority Districts (LA's) in Beijing took the opportunity presented by the Olympics to improve the competency of local business. The Deputy Mayor led the specific programmes aimed at Hotel Management/ Catering / and service sector business. The local authorities were keen to promote strong and healthy business relationships. The major priorities were Health and Safety, Environmental Issues and Customer Satisfaction. For example one the Beijing Olympic local authority spent a total of 3 million RMB on training for the local hospitality sector, including hotels and restaurants. The LA received some financial support and support in kind from the municipal government and other LAs in Beijing.
- 8.2 Every employer had to produce a training needs analysis in terms of language training and basic skills competency. Hotels and restaurants received English Language training with teachers from local schools, colleges and universities. These educational establishments provided their teachers for free, as part of their contribution to the Olympics. This was driven by BOCOG and City Government as well as the districts. Communication with foreign guests was seen as very important and an integral part of Chinese culture.
- 8.3 There was some specific skills training for business in accountancy and Health and Safety.
- 8.4 For the hospitality sector the main focus of the training curriculum is about welcoming foreigners for example cultural awareness, dress codes and styles, dietary requirements and foreign manners and habits.
- 8.5 The regulatory environment was significantly tightened. Businesses received training from their LA on the regulation, the LA inspected and observed the business in practice and there was also wide spread use of peer to peer monitoring of business. As a result of this strategy the service sector has experienced quality leaps and improved enormously.

### **8.6 CASE STUDY Global Company Involvement:**

- 8.6.1 The main catering contractor for the contract of the athletes village, Aramark plc, created its own supply chain, and trained more than 7,000 students from local HE and vocational institutions. Aramark had to ensure international standards of hygiene and food preparation were adhered to. In the absence of a clear logistic and supply chain Aramark established one and the supply of well trained labour was an essential part of the supply chain.
- 8.6.2 Aramark trained these local students to an internationally accepted level of food preparation, hygiene and storage. They also recruited university students in front of house supervisory roles which didn't require chef skills. Students were instead selected on the basis of their customer service and social interaction skills.
- 8.6.3 In the medium and longer term these Olympic trained apprentices are a significant skills base to contribute to the city's enormous and growing Western hospitality sector.

## **9: Supporting College Leavers and University Graduates into employment**

- 9.1 Employment patterns in Beijing have been changing over the last 10 years. The growth of the service sector has led to a lack of skilled workers in the hospitality and finance sectors, and a large number of unemployed Science graduates. This partly reflects the dominance of academic culture and universities in general and also the parental determination to secure a university education for their (one) child.
- 9.2 The national and local governments have been tackling this issue by improving the quality and investment in vocational education and by slimming down the number of vocational schools in Beijing into super vocational establishments known as "Key Schools".
- 9.3 A report in November 2007 stated that the development of the Olympic economy has created favourable conditions for employment, and that the unemployment rate in Beijing at the time of this report was reported to be 2.5 percent.
- 9.4 According to an official at the Beijing Municipal Labour & Social Security Bureau, Beijing will basically eliminate "zero-employment families" by the end of the year 2009. The aim is to assist at least one family member in every so-called "zero-employment family" to secure a job. Up till now, the city has helped 10,498 such families. Moreover, the city has set up a mechanism to control the occurrence of new "zero-employment families," helping these families in a timely manner as they appear. The city has located jobs for 290,000 people who had difficulty finding employment in the past few years.
- 9.5 In 2004, Beijing established an unemployment service system. Since then, the system has located 2.05 million job openings and recommended 1.52 million people for those jobs. Since 2002, Beijing has established and implemented 11 policies to promote employment. These policies have helped 890,000 unemployed persons become employed. In addition, the city has established employment offices in 2,308 communities, and in 3,657 administrative villages.
- 9.6 In order to support university and college graduates and to maximise their gain from the games, BOCOG undertook a training programme for 826 graduates, undergraduates and vocational students. These work experience students supported different BOCOG departments.
- 9.7 They were given general training over 13 weeks at about 4 hours per week. However there was other specific training depending on which area they worked in. These students worked on a full time basis and were paid by BOCOG.
- 9.8 The application process for these students was open to everyone and selected by BOCOG in partnership with the partner university/vocational college.
- 9.9 Appendix B gives the breakdown by BOCOG department of the number of student trainees and numbers by Institution
- 9.10 Since the Olympic Games the venues have become a bigger tourist attraction than for example the Forbidden City. For example the IBC/MPC is completely booked out as conference centre until Oct 09 and the water cube is hosting music events. All of the new stadiums are open to the public in one form or another.
- 9.11 As a result of hosting the games Stadium management and quality has improved since the Olympics, and is on a more professional footing.

## 10: Conclusion: The Impact of Education on the 2008 Games

- 10.1 In conclusion the following can be identified as key factors in the success of education in contributing to the 2008 Games.
- 10.1.1 **Cultural Environment:** One of the main reasons for the success of the games was the willingness of the local population to contribute in any way possible to the games. This positive environment made it more straightforward to deliver mass training and volunteer programmes with the population and enabled good volunteers to be selected. Organisations, including vocational and higher education colleges and local businesses all volunteered contributions to the games. A further feature of this environment was a thorough centralised planning process which enabled delivery of a coordinated city wide strategies.
- 10.1.2 **City Volunteers Scheme:** The extensive nature of the city volunteer's scheme resulted in a large number of active participants in the city with the games. The skills gained from the language and other training detailed in this report now contribute to the skills of the city. The city volunteer's scheme was run in parallel and complemented the official BOCOG scheme. The research has revealed that graduates who participated in the volunteering programme are looked on more favourably by employers when applying for jobs, as they are viewed as having made a significant contribution to Chinese society through their contribution to the Games.
- 10.1.3 **Role of Vocational and Higher Education:** Vocational and Higher Education had a significant role in delivery of the volunteer programme. Large sections of this were commissioned by the local authorities; however vocational institutions also developed their own strategies and Olympic curriculum. By enabling students to become involved with the games colleges gave their students a unique opportunity to improve their skills and to develop their aspirations.
- 10.1.4 **Support for business and service sector:** By delivering a thorough programme of training for business and the service sector (especially the hospitality sector) the Beijing authorities ensured a consistent and international high level of service from visitors to the games and a legacy of higher business and service standards.
- 10.1.5 **Language Training:** The authorities in Beijing undertook a massive programme of language and cultural awareness. This enabled large sections of the population to have confidence in welcoming international visitors and enhanced the visitor experience and reputation of Beijing and China as a business and tourist friendly destination.
- 10.1.6 **Work experience opportunities:** Different BOCOG departments commissioned a significant number of work experience students to support their delivery of the Olympics. This has provided these young people with invaluable direct experience of the Olympics and supported them into the employment market. It is also an example of good practice in reducing high graduate unemployment.
- 10.1.7 **Lessons from the Beijing Games for London Colleges**

The following comments come from an interview with a Beijing College Principal and are a good summary of lessons for Vocational Education in London:

- The biggest contribution of colleges was vocational training and volunteering
- The Olympic/Paralympic Games were inspirational for young people - everyone wanted to get involved
- The students felt that they were very lucky to have had the opportunity to volunteer - the experience provided them with unique knowledge and skills and has helped employment prospects
- Staff said improvement in students' English language skills and customer service was most significant
- She highlighted the importance of focusing on the Olympic theme: " One World One Dream" - Creating a positive view of China as part of the wider world

**SUMMARY OF TWINNING LINKS - THE TWINNED COLLEGES**

- Barnet College - Jin Song School - Photography & Graphics
- Capel Manor College - Chang Ping Vocational School - Horticulture
- City and Islington College - Beijing Business School - Optics  
- Beijing National Culture and Arts College - Dance
- City of Westminster College - Manufacturing & Technology School - Multi Media
- College of North East London - Construction & Materials School - Construction
- College of North West London - Electrical Engineering College - Air Conditioning/English
- Ealing, Hammersmith Smith & West London College - Chang Ping Vocational School - Air Services/Catering
- Greenwich Community College - Foreign Affairs School - Tourism
- Hackney Community College - Economics Management School - Financial Services
- Harrow College - Shang Mao School - Business & Finance
- Havering College - Shun Yi Technical College - Motor Vehicle/Engineering
- London College Beauty Therapy - Jin Song School - Hair and Beauty Therapy
- Newham College - Shang Mao School - Business & Finance
- Southwark College - Capital Railway Health School - Health/Nursing
- St Francis Xavier College - Manufacturing & Technology School - Art and Design
- South Thames College - Beijing National Culture and Arts College - Music
- Uxbridge College - Construction & Materials School - IT

## OLYMPIC GAMES TRAINEES BY BOCOG DEPARTMENT

Total: 826      Master students: 590      Bachelor students: 94      Vocational college students: 142

序号	Department	Number of students
1	International Relations Department	38
2	Media & Communications Department	7
3	Marketing Department	5
4	Legal Affairs Department	15
5	Technology Department	60
6	Finance Department	21
7	Culture & Ceremonies Department	76
8	Logistics Department	90
9	Media Operations Department	104
10	Venue Management Department	120
11	Accreditation Centre	192
12	Olympic Village	98
<b>Total</b>		<b>826</b>

Breakdown by University and Vocational College:

University/College	BOCOG Dept.	No. of Students	General Curriculum	Skills Curriculum
Peking University (96 Placements in total)	Media	36	Using Beijing Olympics Workers Manual as a training book arrange 4 lectures. Using Beijing Olympics English (Advanced) as a training book, based on self study, arrange question and answer sessions when required.	Media Lecture (6 sessions, 12 hours). Exact time to be arranged with school.
Peking University	Venue Management	60	As above	
Tsinghua University (81 in total)	Accounting	21	As above	
Tsinghua University	Venue Management	60	As Above	Venue Management Lectures (10 sessions, 20 hours), to be arranged during the first half of 2007. Exact time to be arranged with school.
Remin University (40 in total)	Media	40	As Above	Media Lecture (6 sessions, 12 hours). Exact time to be arranged with school.
Beijing Normal (15 in total)	News and Publicity	7	As Above	
Beijing Normal	Media	8	As Above	Media Lecture (6 sessions, 12 hours). Exact time to be arranged with school
Beijing Transport University (40 in total)	Logistics	30	As Above	
Beijing Transport University	Venue Management	10	As Above	

University/College	BOCOG Dept.	No. of Students	General Curriculum	Skills Curriculum
Beijing Foreign Language University (40 in total)	International Affairs	30	As Above	
Beijing Foreign Language University	Registration Centre	10	As Above	
China University of Political Science and Law (20 in total)	Marketing	5	As Above	
China University of Political Science and Law	Legal	15		
Communication University of China (76 in total)	Cultural Studies	76	As Above	Knowledge of Olympic events, 72 hours of study.
Beijing Language and Culture University (20 people)	Media	20	As Above	Media Lectures ( 6 sessions, 12 hours total)
China Foreign Affairs University (8 people)	International Affairs	8	As Above	
Beijing University of Technology (60 in total)	Technology	60	As Above	Olympic Games results, Olympics information system lectures, 16 hours each
Beijing technology and Business university (30 in total)	Logistics	30	As Above	Olympic logistics lectures, 40 hours, delivered during June 2007.
Capital Normal University (40 in total)	Registration Centre	40	As Above	Introduction to Beijing Olympics, four lectures, 2 hours each. To be arranged from October 2006 to Jan 2007 once every four weeks. Second Term: Olympics Registration Training, to be arranged from March to April 2007, twice a weeks, 2 hours each session, 16 sessions and 32 hours in total; Olympics Registration English to be arranged from March to April 2007, twice a weeks, 2 hours each session, 16 sessions and 32 hours in total.
Beijing International Studies university (88 in total)	Venue Management, Olympic Village	88		9 sessions, 18 hours on Olympic Village knowledge
Beijing Materials Institute (30 people in total)	Logistics	30		40 hours, Olympic Logistics lectures
Beijing Institute of Vocational and Technical Information (142 people)	Registration Centre	142		See Capital Normal University

**SUMMARY OF VOCATIONAL EDUCATION IN BEIJING**

There are 9 years of compulsory primary and secondary education in China. At age 15 students who are able to progress chose between academic senior high schools and Vocational Schools.

The Vocational Schools are mainly 15-18 institutions. The institutions are currently smaller than most FE colleges at an average about 2,500 FT 15-18 students, though some may have as many as 5,000 + part time adult students. This part time vocational adult education; is mainly retraining or updating on a fee paying basis but with a similar number of adults who study evenings and weekends. The colleges typically offer about 10 "Majors" or specialisms but will be known for 2-3 particular specialisms. There are 10 key schools in Beijing (sector centres of excellence) out of 43 key schools in China. Most colleges have week-day boarding facilities as Beijing is large and travel across the City is slow. Also many students come in from rural areas in Greater Beijing.

Students typically study the equivalent of level 2 for one year followed by 2 at level 3. Most accreditation is provided by the colleges themselves within a National Framework, so their reputation with employers is very important. However, as part of the 5 Year Plan for reform of vocational education it is understood that there will be a national standards/accreditation system.

There are currently about 120 vocational high schools in Beijing with a total of 95,000 15-18 students with 270,000 in the academic schools. However, as part of the reform programme, mergers are planned to reduce the number of colleges to about 80. There is also strong growth with a total of 400,000 places for 15-18's planned. There are about twice as many adult part time students as 15-18's though they are not generally allowed to study on week-days when schools focus on their 15-18 year olds.

There is a tightly planned system of planning in terms of which schools offer which sectors/subjects, designed in response to market need. There is an increasing emphasis on employer engagement and designing courses to employers needs. Job placement is the most important outcome measured, with most colleges claiming 95%+.

Facilities and equipment are variable, though improving fast. The Government has made a massive investment in colleges in the last 3 years. Some showcase teaching facilities seen are well ahead of ours (e.g. a realistic banking hall or 3-D computer animation where tour-guides can lead people through the sites of Beijing). There are major developments with a campus of 3 new colleges being built on the outskirts of Beijing to serve high tec industries. However most classrooms are old and access to ILT in classrooms is limited. Some examples of major investment include a new training restaurant in an inner-city college and a 6 lane bowling alley for leisure industry students. The colleges are particularly good at creating realistic work environments e.g. mock hotel bedrooms or hospital wards. Space utilisation is clearly not an issue; even discounting student accommodation, most schools have at least twice the teaching area of a London College, per student.

Teaching seems variable, with some excellent lessons, which engage students and make good use of practical facilities and ILT. However, in many lessons there is an over reliance on "chalk and talk". Classes are often large for classroom study (25-40). Behaviour is good and students seem very happy and attentive. Achievement rates are good (though these are largely internally assessed) and job placement rates in Beijing's economy have been excellent.