

Effectiveness in international education for urban planners



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Our 'position'

- Cities in developing countries and CEE need quality urban planning professionals
- Accredited international programmes can build the necessary capacity
- Will produce professionals that a 'ripe' for certification
- Respond to demand through a mixture of post graduate and masters programmes

Key issues in education for planners

- How can we ensure that our clients acquire both cutting edge and relevant knowledge and skills?
- How can we reach a critical mass, increase the numbers of professionals trained (impact)?
- What are the best forms of delivery to achieve this?

IHS: short introduction

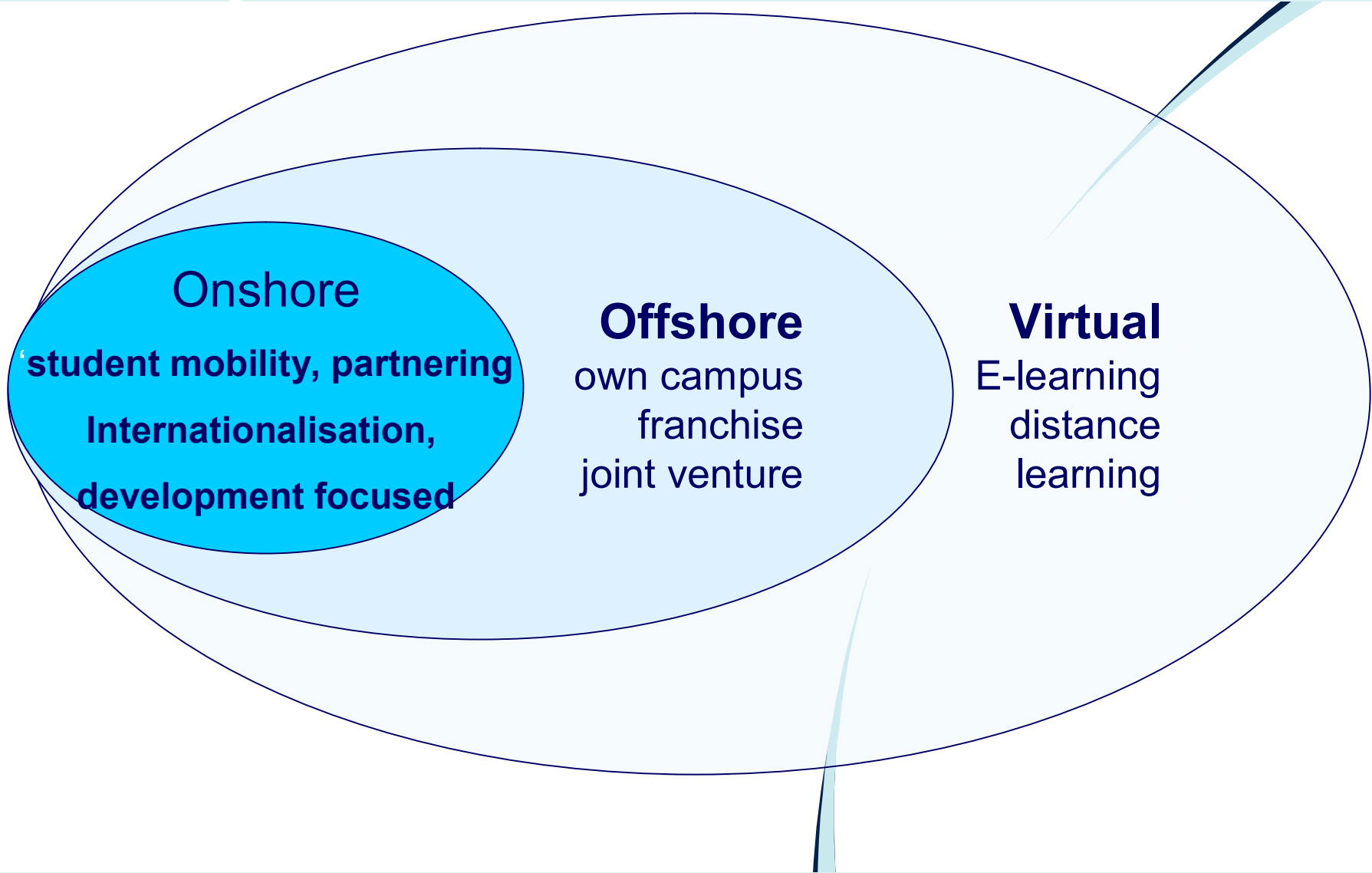
The Institute for Housing and Urban Development Studies:

- International education institute, 50 years, 35 staff members
- Postgraduate training and education (short to Masters), research and advisory services
- Clients are local governments in developing countries and CEE, majority are planners
- Mission: capacity building to make 'cities work' and poverty reduction

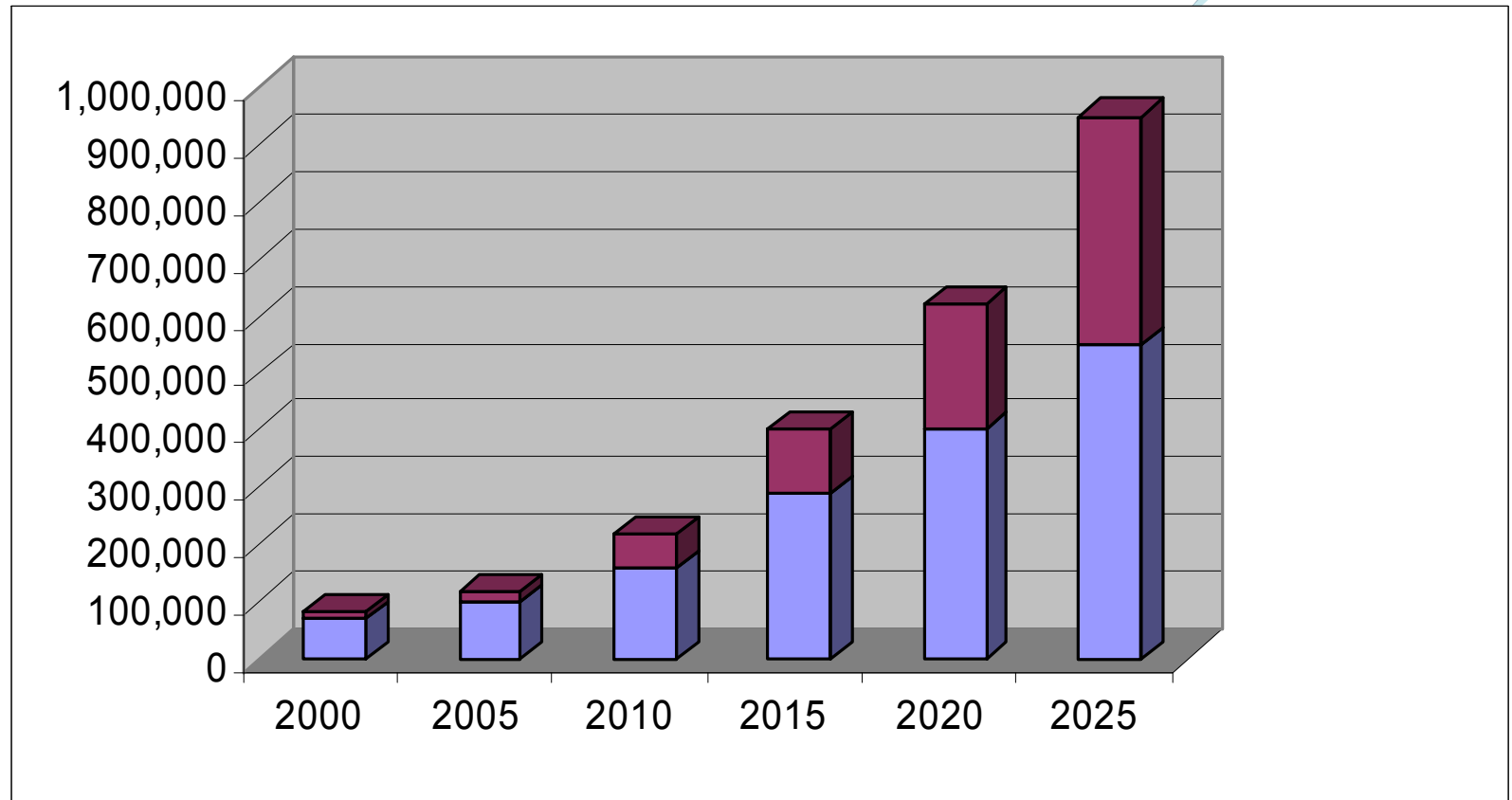
Issues faced in our market

- **Demand:** complexity, globalisation, technology, poverty, governments that are struggling.....
- **Implies:** huge market for training, but...tempered by problem with capacity to pay
- **Supply:** student mobility, Bologna agreement (compatibility of programmes), competition, innovation, internationalisation
- **Implies:** need to be strategic

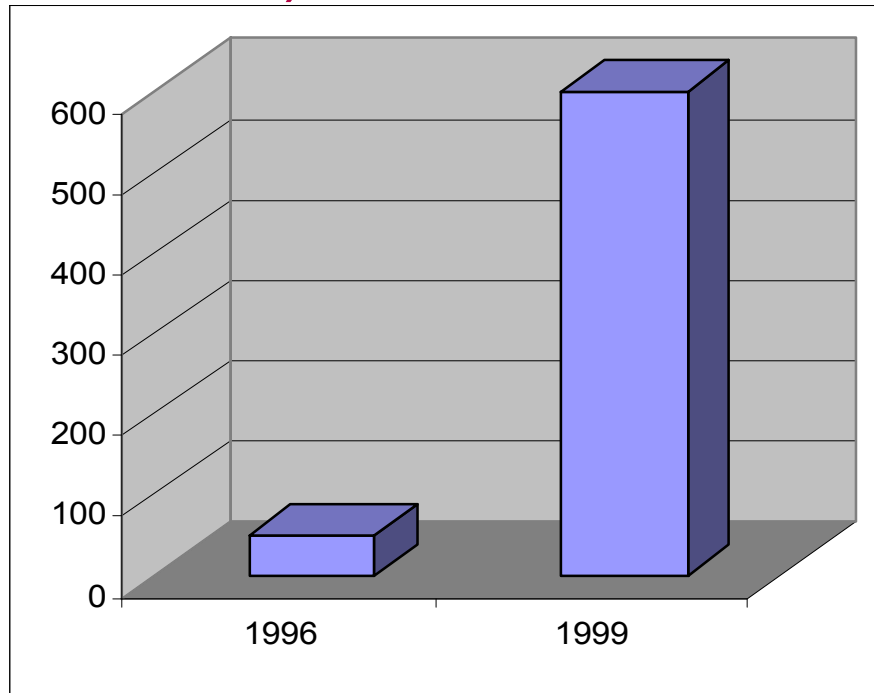
'The borderless university'



Number foreign students in Australia

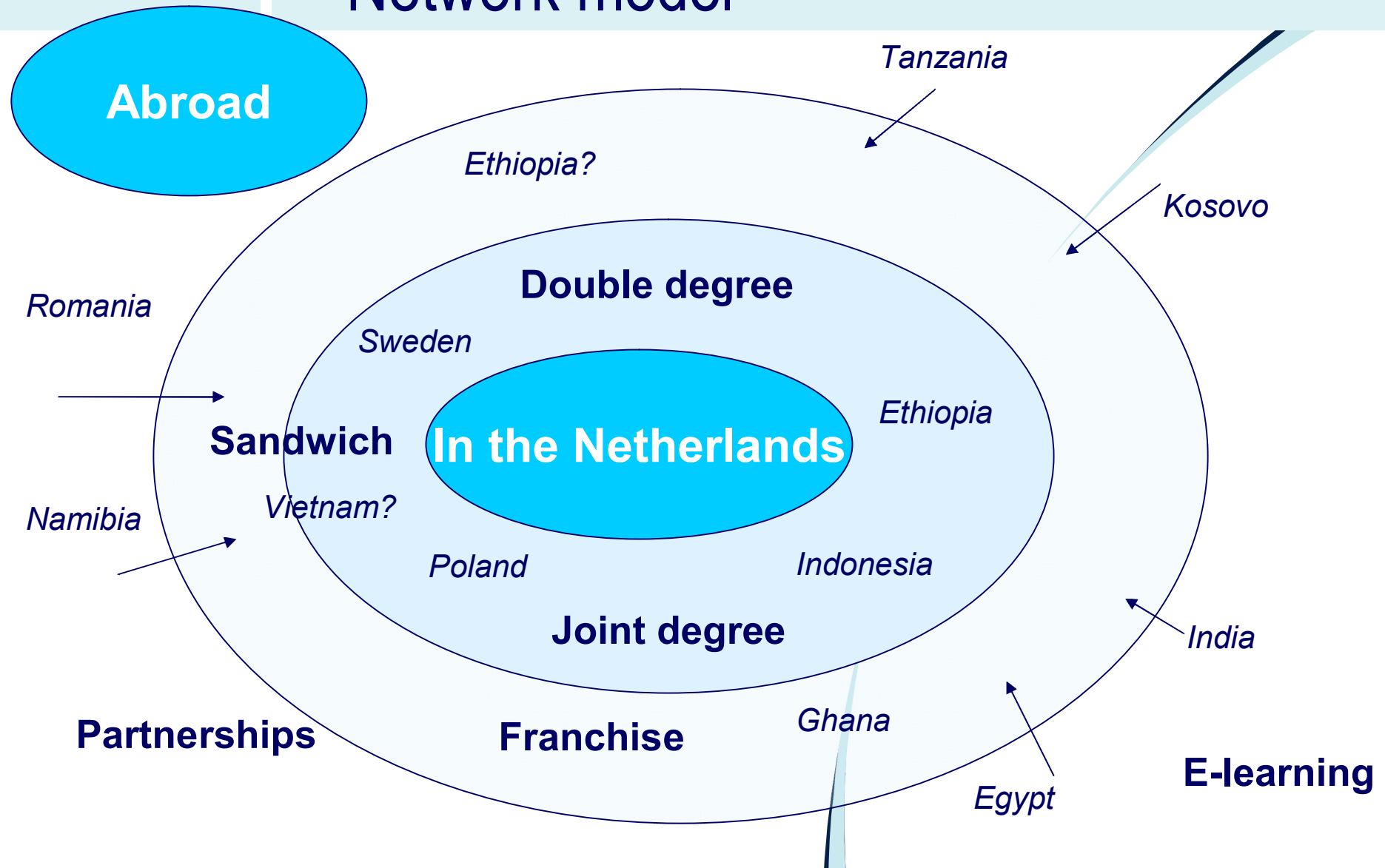


Australia offshore campuses (50,000 students)



UK: 2010 more offshore than onshore foreign students

IHS / EUR international education 'Network model'



Cutting edge or relevant? A choice?

Achieving the greatest value for clients their cities and government. How?

- **Cutting edge:** quality levels required in the NL, standardisation of curriculum, assuring accreditation, IHS remains involved, or
- **Relevance:** diverse curriculum, more locally oriented, potentially not accredited under Dutch law
- **With competition in the market,** quality, price, accreditation and reputation are key selling points

Issues

Model of provision	Costs	Student #s	Control quality / reputation	Cutting edge	Relevant	Ease of implementation	Competitive or collaborative
Onshore	High	Limited	Very High	Very High	Medium	Standard	Competitive
Offshore campus	Medium to high	Medium	High	Medium	High	Potential barriers in host country	Competitive
Offshore franchise	Low	High	Low	Low	High	Requires capacity building and monitoring	Collaborative
Offshore joint venture	Medium	High	Medium	Medium	High	Requires capacity building and monitoring	Collaborative
Virtual university	Medium	High	High	High	Medium	High initial investment, commitment to keep competitive	Competitive

Who profits?



Can we achieve a balance?

- **Network provision:** the sum of the whole is greater than the parts, matching strengths
- **Continues to build strategic partnerships** to remain cutting edge
- **New capacities** for IHS staff to manage such processes
- In the south, **choose partners carefully**, establish a track record

Achieving a balance, in offshore

- Put **distance learning** to effective use
- **Systems** to build a knowledge base
- **Work together** on assessing local needs
- Build **local case** work
- **Work together** on making congruent assessment procedures
- **Allow teaching in a foreign language,** but support development of capacity in English