PEER REVIEW ON DEVELOPING AND PROMOTING DUBLIN AS AN INTERNATIONAL STUDENT CITY

Dirk Gebhardt

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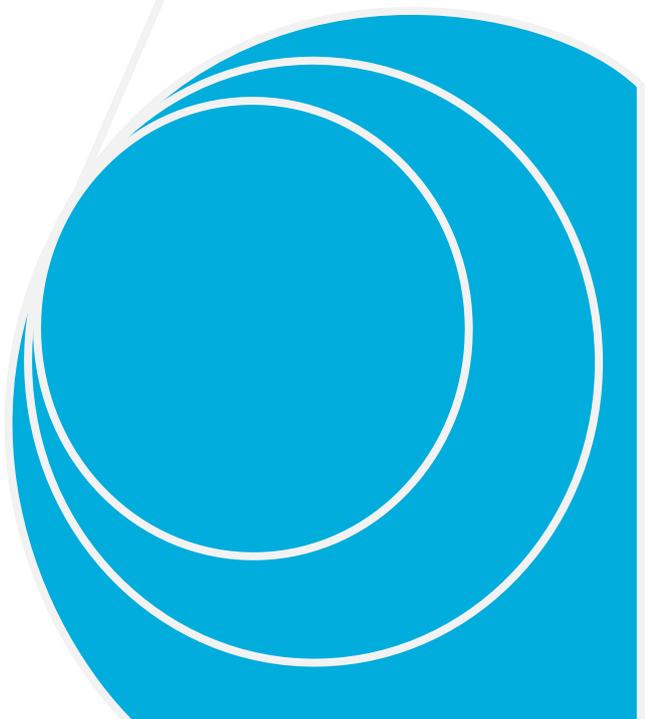
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THIS REPORT WAS PRODUCED BY:

Dirk Gebhardt, EUROCITIES, Policy Officer – Social Affairs, with the strong support of Jamie Cudden, Corporate Research Manager, Elaine Hess, International Policy and Project Manager and Helen O'Leary, Research Officer at Dublin City Council; the members of the international peer review team, and the experts who attended the workshops and gave valuable feedback to previous versions of the draft report.

EUROCITIES

EUROCITIES is the network of major European cities. Founded in 1986, the network brings together the local governments of 140 large cities in more than 30 European countries. EUROCITIES represents the interests of its members and engages in dialogue with the European institutions across a wide range of policy areas affecting cities. These include: economic development, the environment, transport and mobility, social affairs, culture, the information and knowledge society, and services of general interest.

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KEY RECOMMENDATIONS

This report is the result of a peer review jointly conducted by EUROCITIES[1], the EU URBACT OpenCities[2] project and the Office of International Relations and Research in Dublin City Council. Dublin City Council is promoting the city as an international education centre and student city with the aim of creating both economic and social benefits for the city. The report sets out the national and local policies that are relevant for the internationalisation of higher education including Irelands International Education Strategy 2010-2015 "Investing in Global Relationships". A series of recommendations are developed as a result of extensive consultation with experts from national and local government, student and migrant organisations, tourism bodies and universities.

Dublin is a key location for international students attracting almost 60% of the national total (14,361 of which 10,300 are full time). The tuition fees alone generated by these students was €146.5 million while the living costs add another €170million a year.

This peer review acknowledges the strong vision of the national strategy for Internationalising higher education, including the efforts made for adapting the immigration regime to better meet the needs of students. A key recommendation is for Dublin City Council to lead and establish a platform with local and regional stakeholders that will promote the city as a destination for international students and lead on delivering the regional aspect of the national strategy.

The following actions are recommended:

Coordinating policies for international students across all levels of government.

- While the national strategy on investing in global relationships was seen as a good instrument for **coordination** at national level, vertical coordination with regional and local authorities was perceived to be missing.

- To develop a local implementation plan of the national policy for internationalising higher education. There is a need for greater national-local co-ordination, given that the "students' experience" will strongly depend on local factors.

- Dublin City Council to set up a pilot Dublin Implementation Group which includes representatives from all the universities as well as the private colleges and Dublin-based English language schools.

- To define a set of city wide indicators relevant for internationalisation that are coherent with the national strategy and conduct a baseline-analysis for future performance measurement; Dublin City Council to engage with Enterprise Ireland and Failte Ireland to get access to correct and up-to-date quantitative data on the number of international

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[1] *www.eurocities.eu*

[2] *http://urbact.eu/en/projects/human-capital-entrepreneurship/open-cities/our-project/*

students in Dublin.

- To promote specific measures to remove the barriers to accessing further/higher education for non EU nationals resident in Ireland (new community students). This is an essential measure to ensure better integration and to realise the full potential of these persons and/or communities.

Welcoming international students and valuing their contribution to the city.

- The development of an annual Award scheme for International Students recognising those that make a particular contribution to city life.

- Establishing a network of Alumni for those that studied in Dublin and now lived abroad

- Publishing a Community Engagement Booklet for international students.

- To use a welcome desk for international students during peak arrival times (autumn) at Dublin airport as a pilot for connecting local authorities, national authorities, student unions and universities.

- A continuation of the successful Lord Mayor's Annual Welcome Event for International students.

- To explore the possibility of an annual festival in Dublin which celebrates the presence and diversity of international students. To involve the all universities, their constituent student unions and local authorities in organising and facilitating this festival.

Enhancing international students connections with the city.

- Developing a better understanding of the needs of international students in the city engaging with public bodies, state agencies and educational institutes.

- To enhance cooperation dealing with the inclusion and integration of international students in city life (engaging with the Office of Integration in DCC)

- Joining up efforts in welcoming and informing newcomers (jointly between national authorities and local actors) e.g. Welcome desk at Dublin Airport

- Strengthening the links between international students and the host society in social and cultural policies.

- To explore interest for a mentor scheme between established residents and new international students.

- To explore a pilot scheme for international students to volunteer in community work, homework clubs and similar fields.

- To consider promoting and using social networking tools to stay in touch with students who leave after graduation.

Monitoring the experiences of international students.

- Dublin City Council to explore ways in which to collect and share information on the experience international students are having in Dublin

- To host a regular forum for internationals students in Dublin following up on the 2009 workshop organised by the former Lord Mayor of Dublin, Cllr Emer Costello.

- Making use of the "Your Dublin – Your Voice" city opinion panel for gathering views on the experiences of international students and encouraging universities to motivate students to participate in Your Dublin Your Voice survey.

Developing a joint information and branding policy for international students.

- To develop a shared approach to (international) branding and communication. The current Dublin branding strategy should complement national initiatives.

- To develop a one-stop shop website and communication strategy for the Dublin city region (similar to the London region). This could sit under the existing Education in Ireland website

- All information providers at local, regional and national level to map their offer to explore scope for joint local approach to orientation upon arrival;

- Dublin City Council to coordinate a communication strategy for international students between all relevant local actors (city council, universities, student representatives, migrant representatives);

Aligning immigration policy to the needs of international students.

- Ensuring that the national visa regime is aligned with the objective of developing Dublin as an international student city.

- To look into solutions for reaching a better match between visa cycles and study cycles to avoid unnecessary expenses and bureaucracy for international students.

- To deliver on the commitment included in the new immigration regime to develop a more student-centred information policy on immigration at the Education Ireland website.

- To effectively communicate the new immigration regime for full time non-EEA students, that combines crucial information on national policies with local specificities both of higher education and city life.

A policy that does not end with the diploma /degree

- National immigration policies for international students need to take into account that some students might stay after their graduation and be flexible enough to allow graduates to look for a job, set-up a business or continue studies. Time spent in higher education should be considered for long-term residency and acquisition of citizenship.

Access to good quality housing.

- Explore options for building more student housing on empty or un-used inner city land

- Improving access to good quality student housing; to look at existing housing stock and investigate the feasibility of using available resources to create international student accommodation areas across the city.

1 INTRODUCTION

This report presents the findings of the peer review held in November 2010 that looked at policies for attracting greater numbers of international students to Dublin and promoting the city as an international education centre and student city, aiming to create both economic and social benefits for the city. In addressing this question, the peer review focused on international students in universities, colleges and technical institutes and English language education.

Going from national to local policies relevant for the internationalisation of higher education, the report assesses the current state of play and formulates recommendations for both levels of governance.

The review was conducted jointly by the Dublin City Council, EUROCITIES and the URBACT Project OpenCities, with the contribution of a number of experts who participated in a one-day workshop hosted by Dublin City Council.

The International Background of Student Mobility

Students, including international students, are seen today as important actors in strategies to attract talent, both at local level and by national governments.

The number of people studying abroad has been constantly rising, from 600,000 in 1975 to 2.7m in 2005. This number is predicted to triple again by 2025.[3] The main countries which attract these international students are USA, UK, Australia and New Zealand. In these countries, where universities usually demand high tuition fees for international students, high economic benefits have been generated through international students, reaching US$ 14.5b in the US, 10.5b in the UK and 8.5b in Australia in 2005.[4]

Policies for attracting international student flows are not only to be seen as strategies to make economic benefits, but also as long-term strategy to attract talents, or, to phrase it differently, as a vector of economic migration policies. Countries such as Germany or The Netherlands, in which tuition fees do not exist or are comparatively low, have recently improved post-study pathways into employment for non EU-students. In Germany, in 2005, some 14% of non-EU graduate students made use of the regulation allowing them to look for work for a year after finishing studies.[5] Finally, policies for attracting international students are also part of wider policies for opening up societies to the world and pursuing social goals.

While the importance of student mobility within strategies for internationalisation, economic migration and talent development is widely acknowledged, and more and more states develop strategies in this direction, the role of the cities in which this mobility arrives

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[3] Young-Chul Kim (2009): The Asia-Pacific education market and modes of supply. In: *The Asia-Pacific education market*, eds. William Tierney and Christopher Findlay, quoted in Hawthorne 2008.

[4] Hawthorne, Lesleyanne (2008): The Growing Global Demand for Students as Skilled Migrants. Transatlantic Council on Migration.

[5] Jonathan Chaloff and Georges Lemaitre (2009): *Managing Highly-skilled labour migration: A comparative analysis of migration policies and challenges in OECD-countries*. OECD Social, Employment and Migration Working Papers No 79, p. 23-26.

has not been addressed to the same degree. However, the same can be said for the mobility of international students as what is frequently said about migration in general, that it has positive local effects and that its success strongly depends on favourable local conditions. In this perspective, this peer review specifically addresses the link between the Irish national framework and local policies and measures to back up, complement and further develop national policies at sub-national level.

The Irish Context

Since 2004, several important reports for the Irish government have highlighted the potential of further internationalising the country's higher education system and attracting more international students. With the 2010 report of the Irish High Level Group on International Education *Investing in Global Relationships,* the aim to "become internationally recognised and ranked as a world leader in the delivery of high-quality international education by providing a unique experience and long-term value to students"[6] was formulated and translated into concrete actions and targets.

In line with this strategy, Dublin City Council along with other actors, such as higher education institutions have started to develop their own policies around opening up the city and its institutions, including higher education, to international students.

In Ireland higher education is above all a national competence. The Irish education system has been traditionally divided into three basis levels: primary (8 years), secondary (5 or 6 years) and higher education which offers a wide range of opportunities from post-secondary courses, to vocational and technical training, to full degree and the highest post-graduate levels. More recently, this has been translated into a 10-level National Framework of Qualifications, which is oriented at the European Qualifications Framework. The Department of Education and Skills, under the Minister for Education and Skills, is in overall control of policy, funding and direction. Other important organisations are the National Qualifications Authority of Ireland and the Higher Education Authority. On a local level, Vocational Education Committees are the only comprehensive system of government organisation. There are many other statutory and non-statutory bodies which have a function in the education system.

Most policy developments that are relevant for the focus of this peer review are at an early stage of implementation, with the above-mentioned milestone strategy *Investing in Global Relationships* being published only in September 2010. The focus of this peer review has therefore been to provide input to the effective local implementation of the strategy Dublin City Council is currently working on. Given that both Dublin and the national government developed their strategies for internationalising higher education partly in parallel, this peer review report also looks at opportunities for better coordination between the two levels of governance, including the regional level.

Peers had to take into account the current economic situation both in Dublin and in Ireland[7], which slowed down some initiatives and leaves limited scope for developing new policies. At the same time, not all new policies cost a lot of money, and new policies may generate

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[6] Department of Education and Skills (2010) Investing in Global Relationships. Ireland's International Education Strategy 2010-15. Dublin: The Stationery Office.

[7] The country is under austerity budget aiming to save some 20b € over the next four years.

returns that are worth a financial input, both in terms of social and financial returns.

It is important to see strategies for internationalising higher education also into the broader context of Ireland, and not to the least the city of Dublin, becoming an increasingly culturally diverse environment, offering a potential to link international student flows with other international population movements. Since the mid 1990s, Ireland has developed into a country of international migration. The non-Irish population recorded at the 2006 census was more than 400,000, and more than 10% of the total population today are non-Irish. The EU-accession round of 2004, through which citizens of the then new member states enjoyed free mobility to Ireland, brought many EU-citizens from Poland, Lithuania and other countries to Ireland. In spite of the current economic crisis, which led to a negative migration balance for Ireland, these developments create a social context for policies to attract international students that has become strongly diversified, in particular in its urban centres – with 15% of Non-Irish residents in Dublin province in 2006 (Central Statistics Office Ireland 2006).

The peer review approach

This peer review was conducted jointly by Dublin City Council, the URBACT-project OpenCities and the EUROCITIES working group economic migration, the latter two being led by the city of Belfast. The actors and groups involved in this peer review share the interest in policies that adapt cities and their institutions to international migration for the mutual benefit of migrants and the cities receiving them.

Similar to other approaches of peer reviewing in a policy learning context (e.g. within in OECD or EU-policy coordination), EUROCITIES uses peer reviews as tool for mutual learning, assessing local policies and developing recommendations. EUROCITIES peer reviews draw on practitioners working in different city administrations. They act as "critical friends", and take a role as evaluators while at the same time getting to know a different policy context and learning themselves. EUROCITIES uses peer reviews of different formats in fields such as migrant integration, homelessness, education and energy efficiency.[8]

In this peer review partners jointly defined as scope the review of measures and policies to develop and promote Dublin as an international student city. Peers agreed that the review would not only look at economic benefits of internationalisation, but also address broader social inclusion objectives, as well as technical questions of coordination between a new national policy framework and local strategies. A peer review team consisting of practitioners working on relevant topics in other cities and EUROCITIES Brussels office was put together. While EUROCITIES' approach to peer review normally focuses on evaluating existing policies, given the relatively early stage of policy development, the approach chosen here was to identify ideas for further developing policies for the internationalisation of higher education in Dublin.

Together with the host city the peer review team developed a reporting framework defining the main headlines for a baseline report from Dublin City Council and providing information on the relevant policies. The report was then submitted to the team for comments.

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[8] See the peer review projects INTI-Cities, DIVE and MIXITIES at www.integratingcities.eu, and the peer review section in the toolkit for mutual learning: www.eurocities.eu/icdocuments/Toolkit_all_leaflets_print.pdf.

Afterwards Dublin City Council amended the baseline report along questions for clarification peers had brought up. The actual peer review took place on 16-17 November 2010 in the premises of Dublin City Council.

31 stakeholders were invited by Dublin City Council to participate in the first day of the review. Sixteen of these joined in the review which took place through three subsequent focus groups that were clustered along specific topics relevant for the review. Among the stakeholders were experts from national government, local government, the higher education sector, tourism agencies and non-governmental organisations addressing all levels of governance. The baseline report provided the background upon which peers formulated questions that were asked at the workshops. The second day of the peer review was used to consolidate the findings and to start working on the report.

Additional experts, both from the Irish and the international context were consulted in parallel to the development of this report. The draft peer review report was then submitted to the experts that were consulted during the peer review for validating and amending the findings.

Participants of the peer review

Dublin City Council Team

- Jamie Cudden, Corporate Research Manager;
- Elaine Hess, International Policy and Project Manager;
- Helen O'Leary, Research Officer;
- Caroline Burke, Work Experience Student.

Peer Review Team

- Dirk Gebhardt, EUROCITIES, Programme Officer Social Affairs;
- Nadejda Angelska, Expert European Programmes & Project Directorate Sofia Municipality;
- Dolores Ruiz Sorroche, Terassa City Council;
- Sue Ward, Head of International Sales and Marketing of University of Ulster;
- Frances Dowds, Open Cities Project Manager, Belfast City Council.

Experts

Workshop 1: Main Topic – Ireland's International Education Strategy 2010-2015 "Investing in Global Relationships" and the "New Full Time non-EEA Student Immigration Regime"

- Margaret McCarthy, Department of Education and Skills;
- Ian Kelleher, Department of Justice and Equality, Immigration and Citizenship Division, INIS
- Fionnan Nestor, Failte Ireland;
- Corinne Lincoln, Dublin Tourism.

Workshop 2: The Potential of Irish Higher Education Institutions, relation of internationalisation strategy

- John Lynch, Higher Education Authority;
- Claire Byrne, National Qualifications Authority of Ireland;
- Cathal McNamara, Griffith College Dublin;
- Alex Metcalfe, Head of UCD's International Office;
- Audrey Byrne, Dublin City University;
- Cllr Emer Costello, Dublin City Council;
- Kieran Rose, Senior Planner, Dublin City Council.

Workshop 3: Conditions for international students both in higher education institutions and in the city of Dublin, relations to local community and possible improvements;

- Isobel O'Connor, Union of Students Ireland;
- Sheila Power, Irish Council for International Students;
- Peter Szlovak, Integration Centre;
- Fidele Mutwarasibo, Immigrant Council of Ireland;
- Hilary Lynch, National Centre for Guidance in Education.

Other experts consulted outside peer review visit

- Robert Flood, Head of International Affairs, Dublin Institute of Technology and Dublin Region Higher Education Alliance (DRHEA)
- Lucia Reynolds, Brand Manager, Education in Ireland
- Lorraine Mc Dyer, Programme Manager, Education Service, Léargas
- Hedwig Leijten, City Branding, City of Utrecht;
- Gert Vandyck, Student Officer, City of Ghent.

2 TOWARDS A SHARED AND COHERENT VISION FOR INTERNATIONALISATION OF HIGHER EDUCATION IN IRELAND

In the last number of years, several national policy developments in the field of education, economic development and immigration set the objective of promoting Ireland as destination for higher education. In 2004, the Department of Education and Skills published the report *Internationalisation of Irish Education Services*.[9] This set the framework for the internationalising higher education, and the promotion of an Education Ireland brand, including adapted visa regimes, and a quality mark for higher education. The *National Development Plan 2007–2013*[10], the reports to the Taoiseach, the Irish Prime Minister *Building Ireland's Smart Economy* (2010)[11], and the report of the Innovation Taskforce *Innovation Ireland* (2010)[12] reiterated this objective at the level of the Taoiseach.

After these first steps, Ireland's International Education Strategy 2010-2015 *Investing in Global Relationships*[13] (published in September 2010) developed a concrete action plan for Ireland to become "internationally recognised and ranked as a world leader in the delivery of high-quality international education by providing a unique experience and long-term value to students". The report to the Tánaiste (Deputy Prime Minister) and Minister for Education and Skills was compiled by a high level group representing national government, higher education and tourism. It sets out ten key objectives and identifies institutions to deliver the objectives and report to the high level group.

The strategy *Investing in Global Relationships* conceives the internationalisation of higher education as a shared, long term project that should focus on quality of higher education, and the needs of the learners. It regards international students as future advocates for Ireland, and facilitators of global relationships of the country, and puts a strong focus on developing an approach to branding and marketing that is shared by all relevant governmental institutions.

According to the strategy, at present international full-time students in Ireland account for approximately 12% of the student population in the university sector, 5% in the institutes of technology sector and 12% in the larger private colleges, totalling 17,000 students overall. A key target set out in the report is to increase the number of international students by 50% until 2015 which would represent an additional 8,500 full-time students. The envisaged relative increase is slightly higher for non-EEA students, PhD and masters students. In the English language sector, the target set for the same period is an increase of 25,000 (25%) to reach 120,000 total students.

A raise in incoming international students is to be backed up and accompanied by intensified staff mobility and international relations of higher education institutions. No staff increase is mentioned for the university sector. For the English language sector the report foresees an

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[9] www.education.ie/servlet/blobservlet/des_irish_ed_services.pdf?language=EN.

[10] www.ndp.ie/documents/ndp2007-2013/NDP-2007-2013-English.pdf.

[11] www.taoiseach.gov.ie/attached_files/BuildingIrelandsSmartEconomy.pdf.

[12] www.taoiseach.gov.ie/eng/Innovation_Taskforce/Report_of_the_Innovation_Taskforce.pdf.

[13] www.educationireland.ie/index.php?option=com_rokdownloads&view=file&task=download&id=37%3 Aglobal-report-sept-2010&Itemid=100355.

increase of direct employment from currently 1,000 to 1,250 full-time jobs (page 13). The economic benefit of increasing the number of international students in higher education in Ireland along the set objectives is envisaged to increase by one third or €300m, to reach 1.2b by 2015. This includes tuition fees, costs of living and multiplier effects.

All objectives and targets set out in the strategy are linked to concrete actions and institutions to deliver these targets. An annual report will measure success towards reaching the objectives set in the strategy. The actors mentioned include various national government institutions, national and local tourism bodies and higher education institutions.

One of the main pillars of the internationalisation strategy is a framework for quality assurance in higher education. The Irish government is introducing a new 'quality mark' for every third-level educational institution in the country - including universities, institutes of technology and English language colleges. The institutions will have to comply with a code of practice in order to market themselves under the quality mark, which is a precondition for giving access to a visa for higher education and access to work. The code of practice will include provisions relating to marketing and recruitment, enrolment, fees, information, accommodation, academic matters, support services, protection for learners and complaints procedures. There will also be a requirement for providers to ensure that certificates are recognised through the National Framework of Qualifications (NFQ). A new qualifications and quality assurance agency, which has yet to be named, will oversee this quality framework, including the establishment of the code of practice and quality mark. The new institution will absorb the National Qualifications Authority, Higher Education and Training Awards Council (Hetac), Further Education and Training Awards Council (Fetac), and Irish Universities Quality Board. The newly amalgamated organisation is expected to be responsible for regulating international education programmes.[14] Strengthening the efforts in developing the "Education Ireland" brand under the lead of Enterprise Ireland will rely on the quality mark, and a stronger outreach to potential markets. The national tourism bodies will be responsible for the English language sector.

A second pillar of the internationalisation strategy consists of a major reform of the immigration regime for full time non-EEA students that has taken effect on 1 January 2011. It was developed in a consultative process with stakeholders. The reform includes:

- permission of stay for non-EEA students will now be limited to a maximum aggregate of 7 years in total (instead of previously 5 years);

- the commitment to review the student work concession;

- using the quality mark (see above) as an approach to regulate entry of students' while at the same time addressing quality of education;

- a more generous regime of post-study pathways for non-EEA-students who completed a qualification at NQF–level 8-10 in Ireland (i.e. honours bachelor, masters or doctoral degree) granting them 12 months instead of 6 to find a job in order to retain their right to stay[15];

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[14] Currently, an internationalisation register of higher education institutions which is administered by the National Qualifications Authority of Ireland is still in place to control access to visas for studies.

[15] The 6 month graduate work scheme still applies to students who have graduated at Level 7 of the NFQ (ordinary bachelors).

-   the possibility to use a tourist visa for students coming for less than 90 days (e.g. for language training); and

-   the commitment to a new information policy on immigration procedures that will have a stronger customer focus in website material.

Peer assessment and recommendations

The peer reviewers were impressed by the vision of new Irish International Education Strategy, and the coherence in bringing together all relevant national actors around its objectives. Although the targets of the strategy seem ambitious, they are seen as realistic and achievable to most actors that were consulted in the workshops, including the higher education institutions themselves.

The quality mark as means to strengthen quality and to link non-EEA student immigration policy to higher education was perceived by the peers as a good approach to guaranteeing minimum standards in the university sector and to reduce possibilities for abusing the system, in particular in language tuition.

While the strategy was seen as a good instrument for **coordination** at national level, vertical coordination with regional and local authorities was perceived to be missing. The Internationalisation Strategy only mentions the (Irish) local level once, with regard to tourism development. Given the importance within the strategy of measures addressing communication, welcoming, integration, a cultural programme, housing and other quality of life, their implementation will depend on working together with actors on the ground. With the relatively high concentration of the universities, colleges and institutes of technology in Ireland in a limited number of cities[16], there would be a strong benefit in including these local partners in the implementation process.

An expert from the Department of Education and Skills clarified that given the scale of the national challenges, it was regarded as imperative for the strategy to focus on the national scale, and that this should not be seen as indication that local government is not regarded as important partner for the implementation.

Peers would recommend:

→   Coordinating the strategy closely with the most important local authorities that are centres of Irish higher education to ensure that the implementation of the strategy should strongly draw on local initiatives to improve the living environment, the quality of life and the accommodation for students.

A representative of the Department of Education and Skills acknowledged that there is a need for greater national-local co-ordination, given that the "students' experience" will strongly depend on local factors.

Peers would also suggest to:

→   Agree on a protocol to exchange data, targets and policy developments between

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[16] In addition to the Dublin region, only Cork, Galway and Limerick are university cities in the Republic of Ireland.

high-level groups and local representatives, to ensure local implementation of Ireland's international education strategy;

With this regard, the agreement reached during the peer review on exchanging indicators and targets between the high level group and Dublin City Council was a first step into the right direction.

→ Develop a shared approach to (international) branding and communication over all relevant sectors and level of government.

→ To effectively communicate the new immigration regime for full time non-EEA students, that combines crucial information on national policies with local specificities both of higher education and city life.

→ The new user-friendly website at Education Ireland should link to localised information to cover all relevant areas for a prospective student.[17]

Higher education representatives also suggested that while the quality mark will help to brand minimum quality standards:

→ Measures complementing the quality mark should be envisaged that support branding clusters, specialisations and excellence of specific higher education institutions.

In the sector **of English language tuition**, *Failte Ireland* works with *Tourism Ireland* to promote Ireland as a destination for approximately 100,000 international students annually who come to Ireland to learn English. There are approximately 110 accredited English language schools approved by the National Qualification Authority. Key markets are Italy, Spain and France, and the largest competitors are UK, Malta, Australia, New Zealand and Canada. The tourism bodies use social networks, language fairs, journalists and agents to promote Ireland as destination for language learning. Failte Ireland also works with Marketing English in Ireland, an association of recognised English language schools.

Peers did not address the question on how to reach the goals set in the national strategy in terms of raising the number of students coming to Ireland to learn English. From the evidence provided in the strategy and during the workshops, this will depend on branding and marketing and better cooperation between tourism agencies, language schools and other agencies involved in the branding process.

The official launch of the *Education In Ireland* brand took place in March 2011. The roll-out of Education in Ireland started at the end of February 2011 through embassies websites. For the English language sector, events took place in Russia, China, India and other countries.

With regard to the '**New Immigration Regime for Full Time Non-EEA Students'** that came

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[17] Ireland's International Education Strategy proposes that The Education Ireland website will host videos on how to complete visa applications and other pre-arrival issues in the major languages of priority countries, including information on how to prepare international students for life in an education institution in Ireland, issues around cultural adaptation, living in Ireland, and coping with new challenges of studying at higher level. As part of a collaborative effort, the report continues, "individual institutions should take the lead on developing generic information on relevant topics" (page 47).

into force in January 2011, peers were impressed by the fact that the government had engaged in a consultative process with stakeholders to address issues around immigration of non-EEA-students. The process demonstrates a commitment to develop a shared vision on promoting access of international students to Ireland, and many of the problems that were identified in this field have been addressed by the New Immigration Regime. This new link between policies for education and immigration is likely to create more coherence between and to align objectives of strands of government responsible for immigration, education and economic development.

Several experts consulted during the peer review nevertheless stressed that some problems remain, such as:

- A limited access of international students and their dependants to social services, such as child care;

- A limited right to family reunification which only applies to PhD students;

- The regulation that time spent in higher education in Ireland does not count for long-term residency or citizenship;

- The problem that international students after graduation have to opt either for a Masters or for work, and cannot change from one pathway to the other, although interrupting studies between a Bachelor's and a Masters degree for work experience is a very common pathway for students;

- Incoherence between residence and study cycles which force students to prolong their residence for a short period to finish their studies.

The Department of Justice and Equality has announced that the problem of not being able to change between work and Masters pathway is under active consideration by the immigration authorities and is expected to be adapted in the near future to accommodate such students. It stressed that the mismatch between cycles of residence permits and studies is often a result of students enrolling on new courses which begin at different times of the year from their original course without informing the immigration authorities that they have done so.

Many of the remaining flaws that the consulted experts identified can be attributed to the fact that the new immigration regime perceives international students mainly as temporary migrants, and does not offer many pathways to permanent residence or citizenship.

Barriers to accessing further/higher education for non EU nationals resident in Ireland

Migrant representatives also saw a risk that current efforts to attract more international students impede on efforts to solve problems of non-Irish residents gaining better access to higher education. A representative of the NGO Integration Centre stressed that the fee levels, which are set by individual third level institutions, are often prohibitive for non-EU residents such as those who have been full-time students prior to their application including many well-performing students.[18] In the majority of institutions applicants have to pay

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[18] The OECD Programme for International Student Assessment (PISA) suggested that English speaking students, including a number of non-EU national groups, in secondary schools score as high as their Irish peers (Perkins, R. Moran, G., Cosgrove, J. and Shiel, G., PISA 2009: The Performance and Progression of 15-year old in Ireland, Education Research Centre: Dublin, 2010.

economic non-EU fees (three times the EU fees) unless they or, if younger than 23, their parents have been tax-resident in Ireland for three of the last five years which negatively affects a number of non-EU nationals living in Ireland.[19] Furthermore, migrants are also not allowed to change their status during their studies. Importantly, the fee regulations and their relatively small number also result in non-EU residents not being seen by International Student Offices as a target group with specific entitlements and needs with regard to third level education.[20] In the same vein, Access Offices do not seem to appreciate the special needs of non-EU resident population in their outreach programmes.

On the immigration procedure, the peers would recommend:

- → To develop a more student-centred information policy on immigration at the Education Ireland website, feeding into a broader effort of communication and branding (see above);

- → To monitor how the new information on policies reaches (potential) students, including prior to departure;

- → To create a pathway to return to masters studies after having opted for post-graduate work experience, as this is a typical pathway for students that should be accessible to international students, too;

- → To promote specific measures to remove the barriers to accessing further/higher education for non EU nationals resident in Ireland (new community students). This is an essential measure to ensure better integration and to realise the full potential of these persons and/or communities.

- → To look into solutions for reaching a better match between visa cycles and study cycles to avoid unnecessary expenses and bureaucracy for international students, including through better communication to students on the need to inform immigration authorities when enrolling on a new programme with a differing study cycle.

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[19] Non-EEA nationals residents mainly fall short of the three year tax residency requirement in Ireland because they/their parents had not been here working in Ireland (or the EU) for three of the last five years or they/their parents were studying full-time or seeking protection for some of the required period. They may have received residency permit (known as Stamp 4) but they do not qualify because it happened less than 3 years ago. (Of note that protection seekers cannot access full-time education in Ireland.) It must be acknowledged that several colleges make exceptions for those non-EEA nationals who completed their full primary and secondary education in Ireland. Importantly, grants are not accessible for a number of non-EEA groups including parents of Irish-born citizens with a residence permit.

[20] This was found with regard to both admission policies and practices of third level institutions and career guidance in secondary school. See for instance, Coaghlan, D. et al, International Students and Professionals in Ireland: Analysis of Access to Higher Education and Recognition of Professional Qualification, Dublin: Integrating Ireland, 2005. Smyth, E. et al, Adapting to Diversity: Irish schools and newcomer students. Dublin: ESRI, 2009.

3 POLICIES FOR PROMOTING DUBLIN AS INTERNATIONAL STUDENT CITY

There were 24,339[1] international students in Ireland in 2010/2011. Of these, 14,361 (59%) were studying at Dublin[2] based institutions (NUI Maynooth is not included), 10,309 of whom were on full-time programmes, the others were on part-time programmes such as exchanges and summer programmes. The tuition fee income generated by these students was €146.5 million. As for English language training, it is estimated that some 60,000 international language students come to Dublin every year, which would be the majority of the 93,000 coming to Ireland in 2009 according to Faílte Ireland.

In parallel, and partly prior to the policy developments at national level outlined above, a variety of initiatives in Dublin[21] have addressed the importance of internationalisation of higher education in the city. They target a better branding of Dublin as destination for international students, and a better inclusion of international students through measures that create a favourable environment for international population groups, both in the universities and in the wider living environment of the city.

In 2009, the *Lord Mayor's Commission on Employment[22]* was created to stimulate economic recovery and job creation. Its 2010 report defines a vision for Dublin as a working, learning, creative, open, global and liveable city and the great potential international students have for the city. It defines a brokerage-role for Dublin City Council to bring together education providers, immigration authorities, and student bodies around a strategy to develop and brand Dublin as student city, maximising the benefits for the city and the students. Cornerstones of this strategy are high-quality education and a positive student experience. A workshop attended by 100 people was held to develop recommendations on the issue of international students.

Dublin's 2009 *Economic Development Plan* sets the objectives for Dublin to become "an internationally renowned higher education and research sector" and an "open, tolerant and inclusive society" (page 28). The *Dublin City Development Plan 2011–2017[23]* envisages measures to promote the city as an international education centre and student city, such as more pro-active land-use policies for high quality custom built student housing.

An Innovation Fund Ireland recommendation, an action under *Building Ireland's Smart Economy (Department of the Taoiseach, 2008)* has led to the development of the Graduates for International Growth (G4IG) initiative carried out by Enterprise Ireland. The initiative brings together a graduate and a company that are both focused on making a lasting impact in overseas markets. Graduates, with the potential to be the next generation of business development executives, will be matched with an ambitious internationally trading

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[1]Enterprise Ireland figures, 2011. HETAC recognised institutions and capture international students at HETAC level 7 and beyond (with a small number of exceptions). No English language or offshore students are included.

[2] The four municipalities of Dublin Regional Authority (DRA) are Dublin City Council, Fingal, South Dublin and Dun Laoghaire-Rathdown County Councils.

[21] They include Dublin City Council, Dublin Region Higher Education Alliance, Creative Dublin Alliance and Dublin Tourism – see detailed information on the following pages.

[22] www.dublincity.ie/Documents/LM_Commission_FINAL_Low_Res.pdf.

[23] www.dublincitydevelopmentplan.ie.

company. The potential of utilising Dublin's international; students in this context should be considered as well as the potential for matching international students from abroad to Irish based companies.

Another key institution for the internationalisation of higher education is the *Dublin Region Higher Education Alliance* (DRHEA) – the strategic alliance of the eight higher education institutions of Dublin city region. It includes four universities and their linked colleges, and four institutes of technology.[24] The DRHEA was set up in 2008 through funding under the national Higher Education Authority's Strategic Innovation Fund. It is governed by an independent board.

In the field of English language tuition, *Dublin Tourism*, the regional tourism body, is compiling information on Dublin for language school providers.

As a wider context for Dublin's internationalisation efforts it is important to note that economic migration to Ireland was strong in the past decades. It turned Ireland into a country of immigration, and the city of Dublin, where this migration concentrates, into a multicultural environment. Dublin experienced a major increase of 367 percent of non Irish Born residents over a 20 year period up to 2006 increasing from 5.5% to over 17% of the total population. *Dublin City Council's Office for Integration* has undertaken several initiatives to promote the inclusion of immigrants, and to combat racism and discrimination. The policy statement *Towards Integration - A City Framework*[25] defines actions for better coordination of the city's integration policies as a shared responsibility between a variety of institutions.

Investing in Global Relationships:

The following actions are listed in Ireland's International Education Strategy 2010-2015 *Investing in Global Relationships.* This list is important for Dublin City Council in coordinating its activities with the national framework:

- A pilot international student welcome desks at Dublin airport which also serves as a point of contact with immigration officials;

- Monitoring the well-being of international students;

- Intercultural training for staff dealing with international students in both universities and student unions. Training should focus on both intercultural competence and key information on immigration matters;

- Contact points for international students requiring accommodation;

- To promote family-based home-stays as an accommodation alternative;

- Mentoring and volunteer support programmes;

- Organising culturally sensitive events that promote inclusion with the wider student community (sports, shopping, visits to theatres, galleries etc);

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[24] These include Trinity College, Dublin City University, The National College of Ireland, University College Dublin, National University of Ireland Maynooth, the Dublin Institute of Technology, Dun Laoghaire Institute of Art, Design and Technology and the Institutes of Technology in Blanchardstown and Tallaght.

[25] www.dublin.ie/arts-culture/towards-integration.htm.

- Developing, in cooperation with local tourism bodies, embassies and other actors, (inter)cultural programmes for international students;

- Offering volunteering programmes and other community-based activities for international students to participate in;

- Guides to assist students, e.g. information on religiously acceptable facilities.

Local and regional initiatives and actions relevant for internationalisation and foreign students

As outlined above, Dublin City Council has taken a proactive approach in developing a local approach to opening up the host society and its institutions to an international public, including international students.

Dublin participated in the URBACT project *OpenCities*, where the city has developed a local action plan for becoming an 'open city', a city that maximised its ability to attract international talent and investment. These actions are set out under the themes of integration & inclusion, internationalisation and innovation in the city. The action plan will include measures to develop Dublin as a city that is attractive to international students.

Your Dublin Your Voice[26] – a panel survey on living, working, and studying experience – was launched by the four local authorities of Dublin City Region. It has already reached 2,500 participants, and promises to improve data on perceptions of the city population, including international students.

The 2010 campaign "*One City One People*" by Dublin's Office for Integration used a variety of mediums to promote the message that Dublin is an open city, a city which respects and embraces difference, is accessible, safe and equal and does not accept racism and discrimination.[27] Already in 2008, the office launched the *Migrant Voters Campaign* to raise awareness amongst migrant residents in the city on their right to vote, the need to register to vote and the how to vote on election day.[28]

The *Dublin Region Higher Education Alliance* (DRHEA) has defined internationalisation as one of its strands of activities. The region's higher education institutions organised in DHREA clearly support steps to encourage international students to come to Dublin. Recruiting international students develops revenue, raises the universities' international profile and embeds universities into a global research network. Each of the universities has their own international student office, which provides support for this group, including Erasmus students and student welfare issues. For instance, DRHEA has organised first workshops on Working with Intercultural Learners which are free of charge for teachers of the institutions.

As part of the internationalisation strand of DRHEA it developed plans for a regional brand *Destination Dublin* to communicate what makes Dublin an international location of choice for international students, and to boost the region's knowledge economy. The brand aims to achieve significant economies of scale in the cost of marketing, the establishment of joint

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[26] *www.yourdublinyourvoice.ie*

[27] www.dublin.ie/arts-culture/one-city-one-people.htm.

[28] www.dublin.ie/arts-culture/migrant-voters-campaign.htm.

overseas offices and a joint scholarship programme to encourage inward and outward mobility of students. The original proposal for Destination Dublin was based on the calculation that with an appropriate level of funding the brand development would be self-financing at the end of the three year period. The internationalisation strand of the DRHEA has been curtailed as a result of financial cutbacks.

For the last two years, the Lord Mayor of Dublin has hosted the *Lord Mayor's Annual International Students Welcome Event*, a reception held to honour international students from all over the world currently studying at third level institutes in the Dublin region. Students from a wide range of countries representing the main universities and educational institutions in Dublin have attended the welcome events. The event is also attended by stakeholders in the education and integration sectors, ambassadors and city councillors. The welcome reception is an important annual event in the Lord Mayor and the council's corporate event diary, and will be continued by the current Lord Mayor.

In the field of English language tuition, *Dublin Tourism* invites international journalists to profile the city as a destination. The use of a student blog has been very successful in stimulating interest. Dublin Tourism is also developing a scheme on winning international students as ambassadors to bring international conferences to Dublin, but detailed information was not collected during the peer review.

Peer assessment and recommendations

The overview of the initiatives in Dublin to foster internationalisation of higher education demonstrates the existence of a shared vision between the variety of institutions that have become active around this question. Many ideas have been developed that take up, and also go beyond the actions proposed by the national framework for internationalising higher education.

There is, however, still some way to go before vision fully realised, which is also impeded by the budget situation. At the moment, better coordination both between national and local, and at local level, seem to be crucial for taking local efforts further. One obstacle for the local implementation of the national strategy consists in the lack of a budget for incentivising such actions. On the other hand, there is a clear commitment for the need to coordinate and work together, as a representative of Education in Ireland stated during the peer review process.

The City Council as a coordinator between relevant actors and policy fields.

It is crucial for coordinating Dublin's policies for internationalising higher education in Dublin that Dublin City Council can play the brokerage role that the Lord Mayor's Commission on Employment recommended. Such a role would include leading and coordinating the development of a vision for attracting international students, defining concrete actions and targets and liaising with the actors responsible for the national strategy.

A coordination role would also include identifying potential for cooperation within the city council, e.g. between the international department and the integration department, where the potential for sharing resources (also with regard to orientation and information measures, see below) should be explored.

Measures taken by Dublin City Council over the last years to open up the city to

international residents and visitors through the development of a strategic approach to migrant integration, and campaigns on political participation and equal opportunities demonstrate a strong political commitment. This also covers the field of international students, as the *Lord Mayor's Annual International Students Welcome Event* and the consultation with students and stakeholders undertaken by the *Lord Mayor's Commission on Employment* demonstrate.

One of the consulted stakeholders mentioned the yet untapped potential of getting the 50-60 language schools and the private colleges present in Dublin represented on board of *Destination Dublin*, both for securing additional resources and for making sure that the vision for Dublin as higher education destination takes into account all relevant actors.

Efforts to create the brand *Destination Dublin* as an umbrella for cooperation on improving the student experience have come to a halt. According to one of the experts consulted, the launch of the national strategy for internationalising higher education has displaced the development of the Destination Dublin brand, and the national Department of Education & Skills has given a very clear indication that while it is not against sub-brands it will only support the development of the national brand, and not further support additional regional brands. A strong national brand is seen to benefit all levels.

DHREA representatives expressed the feeling that without additional funding Destination Dublin can not be developed. DHREA nevertheless see scope for working on improvements of mutual interest between Councils and higher education institutions such as improving the student experience.

In spite of the current lack of financial engagement from the national level, the argument of avoiding duplications and achieving a return on investment by bringing together all relevant actors is still pertinent. National experts stressed that they would strongly welcome measures and partnerships that tie into the national branding strategy.

Other recommendations include:

→ To enhance cooperation between with the inclusion of international students through mainstream and migrant-related inclusion measures (engaging with the Office of Integration in Dublin City Council)

→ Dublin City Council to set up a pilot Dublin Implementation Group including representatives from all the universities, private colleges and Dublin-based English language schools.

→ To develop a local implementation plan of the national policy for internationalising higher education.

→ To explore interest for a mentor scheme between established residents and new international students;

→ To explore a pilot scheme for international students to volunteer in community work, homework clubs and similar fields;

→ The branding strategy of higher education should also be coherent with the wider Dublin branding strategy (e.g. the city identity project). To identify graduates from Dublin universities who have left Ireland to involve them in the branding strategy.

→ To use existing channels of national and regional tourism bodies for oversees marketing also of regional higher education institutions;

→ To consider promoting and using social networking as elements of welcoming culture and as instruments to stay in touch with students who leave after graduation.

→ A continuation of the Lord Mayor's Annual Welcome Event for International students,

→ The development of an Award for International Students making a particular contribution to city life, setting up a network of Alumni having studied in Dublin, and publishing a Community Engagement Booklet for international students.

→ To use a student version of the "City of a Thousand Welcomes" model to welcome students to Dublin and to utilise social media in this regard.[29]

Understanding international students – their needs and experiences of Dublin

At the moment, the development of a strategic and coherent plan on becoming a more welcoming place for international students is still hindered by the lack of information and data on the actual number of international students, but also on their life situation, perceptions and the obstacles in daily life. Only such a set of baseline data would allow for developing policies that improve the situation.

→ Mapping data needs, data sources and data gaps regarding international students in higher education with relevant national, regional and local institutions, including DHREA, student bodies, Dublin Tourism, Education in Ireland and Immigration Department;

→ To define a set of indicators relevant for internationalisation that are coherent with the national strategy and conduct a baseline-analysis for future performance measurement;

→ Dublin City Council to explore ways in which to collect and share information on the experience international students are having in Dublin.

→ Dublin City Council to explore ways in which to collect and share information on the experience international students are having in Dublin. To collect more qualitative and quantitative data in relation to international students in Dublin (such as the number of international students in Dublin, type of experience they have in different fields);

→ Dublin City Council to link in with Enterprise Ireland and Failte Ireland to get access to correct and up-to-date quantitative data on the number of international students in Dublin;

→ Make use of "Your Dublin – Your Voice" which represents a cost-effective way to gather the experiences of international students - encouraging universities to motivate students to participate in Your Dublin Your Voice survey; *Your Dublin Your Voice'*.

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[29] City of Thousand Welcomes involves the appointment of Dublin citizens as ambassadors for Dublin who meet visitors on arrival to Dublin for a brief chat and drink (see http://www.cityofathousandwelcomes.com)

→ Hosting a regular forum for internationals students in Dublin following up to the 2009 workshop organised by the former Lord Mayor of Dublin, Cllr Emer Costello. Such a forum would take up the recommendation of a national forum made in the national Strategy (p. 48), and could serve to discuss findings on the situation of international students.

Welcoming and orienting newcomers

Providing orientation for international student newcomers during the first weeks of their stay is crucial for the experience in Dublin, and could be envisaged as a shared task between higher education institutions and the city councils. According to many workshop participants, an effective orientation and welcome policy would represent a cornerstone of developing Dublin into an international student city.

At present, relevant information for international students is provided by a wide range of institutions in many different and partly uncoordinated ways (local authorities, NGOs, higher education institutions).[30]

Joining up information resources of national and local authorities, NGOs and universities, including information provided by Education in Ireland and on the non-EEA student immigration regime, should improve orientation upon arrival for international students. Such a joint orientation policy can use printed information, online information and actions such as a welcome desk and outreach activities.

Peers would recommend:

→ All information providers at local, regional and national level to map their offer to explore scope for joint local approach to orientation upon arrival;

→ Dublin City Council to coordinate a communication strategy for international students between all relevant local actors (city council, universities, student representatives, migrant representatives);

→ To develop, as an outcome of this approach, a one-stop shop website including information on:

   ▪ A guide to key services in the city;

   ▪ A guide to immigration legislation, visa regulations, non-EEA student immigration regime (in cooperation with the Department of Justice and Equality, the Irish Naturalisation and Immigration Service) along with information on fundamental and social rights;

   ▪ A list of options for volunteering and community involvement on and off campus;

   ▪ Offers for cultural activities;

   ▪ Foreign language learning resources such as those provided by Dublin's libraries.

→ To develop a physical welcome package, which could also include a voucher for a tour of Dublin and a telephone card;

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[30] To mention just one resource, the Dublin City Public Libraries and the Citizens Information Service (CIS) published in 2009 "Find Your Way: A Guide to Key Services in Dublin City Centre". It is currently available in five languages – English, Polish, Chinese, Russian and French, and contains details of migrant organisations, community groups and information on education, employment and social welfare. www.dublin.ie/arts-culture/find-your-way.htm. Dublin's libraries also provide foreign language newspapers and magazines, offer a wide range of English self learning courses, informal English conversation exchanges and run book clubs for people learning English.

→ To use a welcome desk for international students during peak arrival times (autumn) at Dublin airport as a pilot for connecting local authorities, national authorities, student unions and universities.

The Department of Justice and Equality, Irish Naturalisation and Immigration Service (INIS), is willing to cooperate with Dublin City Council to ensure that such a proposed website is in accordance with the INIS website.

London Universities' international student portal www.studylondon.ac.uk

Study London is a cooperation between the Mayor of London, the London Development Agency and Visit London to promote London's 42 publicly-funded universities and higher education colleges. It offers information on courses, on how to apply for universities and student visa in an easy to understand manner. Next to a variety of resources the portal also collects testimonials from international students, provides a study-in-London guide, an online magazine and a facebook page.

in ten languages.

Adapting universities integration responses for international students

There is scope to enhance cooperation between universities to improve the intercultural skills of staff dealing with students as well as making more extensive use of EU funding opportunities/programmes for training and staff mobility, both for bringing professors from Dublin abroad and bringing staff from abroad to Dublin.

→ Universities should develop a stronger cooperation and share their experiences on managing international students under the umbrella of DHREA (e.g. intercultural curricula, trainings etc.);[31]

→ More proactive information policy on possibilities for international mobility of staff (Erasmus, Grundtvig, Leonardo, Comenius, Marie Curie)

→ Develop information targeted for foreign students on how to make a complaint about a college (e.g. a financial issue) if all internal procedures are exhausted and they don't know where to go. While many issues are similar for Irish students, foreign students are in a more vulnerable situation;

→ Search an explicit commitment by third level institutions at city level to promote an intercultural campus by displaying messages, supporting diverse activities and highlighting good practices (e.g. Inter-faith Centre in DCU bringing together Irish and different non-Irish student groups);

→ Organise college social activities that are not related to consuming alcoholic beverages to cater for students that do not drink.

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[31] See also mid-term review of the Strategic Innovation Fund II (through which the activities of DHREA are supported) by Gordon K. Davies, February 2010, www.hea.ie/files/files/FINAL 25 Jan.pdf.

International Students as actors in the city's cultural life

There was a wide agreement among peers and workshop participants that small measures addressing inclusion from a cultural perspective, such as city tours and the participation in cultural events have a high symbolic and integrative value for foreign students. Such events would not necessarily have to be about celebrating diversity, but also about celebrating the fact that immigrants are a legitimate part of the local Irish culture. Again, there is a huge potential for joint organisation of such events and a joint approach to outreach and information between the city councils, higher education institutions, NGOs, tourism bodies and cultural institutions including embassies.

→ Offer international students a free tour of Dublin, in cooperation between Dublin Tourism, DCC, Universities and community initiatives

→ To explore the possibility of an annual festival in Dublin which celebrates the presence and diversity of international students. To involve the all universities, their constituent student unions and local authorities in organising and facilitating this festival.

International students represent one of the largest migrant groups in the city and bring life and ideas to city. An international festival could in time develop into a keystone event in the calendar of the city.

Improving access to housing

Accommodation is another crucial issue for International students, which has a strong impact on life satisfaction. There is scope for revisiting the housing and accommodation situation both at university campuses and in the Dublin to with regard to better meeting the needs of students, and international students in particular. While falling prices for rental housing recently have contributed to improving the situation, a long-term strategy to improve access to housing is important. As a representative of Dublin City Council mentioned, the city offers many opportunities for converting empty inner city land into student housing.

→ Explore options for building more student housing on empty or un-used inner city land;

→ Explore scope for rolling out pilots on opening campus 24/7 to address the needs of international students who are not able to spend weekends with their families;

Orientation for post-study pathways

In addition to allowing students to find employment after graduation, the option of self-employment can be backed up at local level by a more proactive information policy for concrete opportunities to find work or to set-up a company. For the latter, the New Immigration Regime for Full Time non-EEA students defines rules (Recommendation 18) which again can provide an opportunity for cooperation between local and national information policies.

Peers recommend to:

→ Communicate options for work experience at different stages or in different cycles of university studies in relation with permits according to current full time non-EEA student regime (both graduate work scheme and work concession during studies);

→ Organise job fairs at universities that also address international students to improve information on how to access jobs;

→ Explore opportunities to help international students set up businesses in Dublin. There is a potential link with job fairs and the Innovation Dublin Festival.

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Square de Meeûs 1, B-1000 Brussels, Belgium

Telephone +32 2 552 08 88 www.eurocities.eu