From Melbourne, Australia's Knowledge Capital, to Destination Dublin

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Can Melbourne's dual strategies of knowledge-city development and international student focus be achieved in Dublin?

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Leadership and Internationalization Module, EAIE Professional Development Module

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Contents

Abbreviations

DCC	Dublin City Council
DEEWR	Dept. of Education, Employment & Workplace Relations (Australia)
DIIRD	Dept. of Innovation, Industry & Regional Development (Australia)
DIT	Dublin Institute of Technology
DRHEA	Dublin Regional Higher Education Alliance
HE	Higher Education
HEA	Higher Education Authority (Ireland)
HEI	Higher Education Institution
IDA	Industrial Development Authority (Ireland)
IEBI	International Education Board Ireland (Education Ireland)
MVCF	Melbourne Vice-Chancellor's Forum
NDP	National Development Plan (Ireland)
OECD	Organisation for Economic Cooperation and Development
OKC	Office of Knowledge Capital (Melbourne)
SIF	Strategic Innovation Fund (Ireland)

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Introduction

Recent years have seen Dublin's status as a player in the global economy increase significantly. In order to achieve the objectives of the National Development Plan 2007–2013 (2006), Dublin must ensure that it continues its trajectory in this regard. In terms of international higher education (HE), Ireland aims to be 'a player in the top league' (Organisation for Economic Cooperation and Development [OECD] 2006: 65), but it has not achieved this to date. While Irish higher education institutions (HEIs) have increased their international student numbers in recent years, they are in danger of being outperformed in the internationalization stakes by their European neighbours (International Education Board Ireland [IEBI] 2009). This paper proposes that the overall objective of increasing Dublin's knowledge-city status and the HEIs' objective of increased internationalization can be achieved through collaboration involving the region's diverse stakeholders. Dublin will thus succeed in enhancing its global status as a knowledge city-region and increase its competitive advantage in a globalized world. Such an approach is already in place in the city of Melbourne, Australia. Indeed, in its search for like-minded international partner-cities, Melbourne's Office of Knowledge Capital has approached Dublin to collaborate on knowledge-related projects. This paper aims to establish whether Melbourne's approach could be successfully adopted in Dublin.

The paper is divided into five sections. The first section will present a brief review of the literature on globalization, regionalization, HE and internationalization. Section 2 explores current developments in Dublin, namely the Dublin City Council's international policy framework and the Dublin Regional Higher Education Alliance's internationalization strand. The third section will provide a brief introduction to Melbourne's Office of Knowledge Capital, its objectives, strategies and actions. Section 4 will present a detailed analysis of the Melbourne approach and ascertain if a similar approach can be successfully implemented in Dublin. Finally, recommendations for future developments in Dublin will be put forward.

1. Linking globalization, regionalization, HE and internationalization

In recent times, intense debate about globalization and its impact on a myriad of aspects of modern life has raged. Defined as 'the widening, deepening and speeding up of world wide interconnectedness' (Held et al. in Marginson and van der Wende

2007: 5), globalization is often seen as a process of weakening of the nation state as it 'ignores the existence of nations and their diversity' (de Wit 2002: 150). Globalization is also transforming the higher education landscape and is regarded as 'the most fundamental challenge faced by the university in its long history' (Scott in de Wit 2002: 142).

Often associated with globalization and the weakening of the nation state is the concept of regionalization. A region is 'a self-sustained, albeit open and dependent, site of economic development, characterized by a certain degree of internal coherence and power to act as a collective agent' (Moulaert and Sekia in De Bruijn and Lagendijk 2005: 1157). From its inception in the 1950s, regional policy was chiefly concerned with narrowing the gap between under-developed and developed areas. Regionalization, therefore, can be understood as the separation of areas into regions, predominantly for economic reasons. The use of 'regionally targeted investments' led to the emergence of regional economic clusters and innovation systems. As industry moves increasingly towards technology and knowledge-based activities, regional policy continues to influence economic development (Arbo and Benneworth 2007). Its importance in the sphere of higher education should not be underestimated. Although not as visible in the literature as globalization, regionalization can be viewed as 'a more important trend in its impact on the national character of higher education' (de Wit 2002: 148).

With the advent of the knowledge economy and its central tenet of 'technological, economic, social and cultural innovation' (Reichert 2006: 12), regional policy has also witnessed the emergence of city-regions. The British Ideopolis study defines city-regions as 'enlarged territories from which core urban areas draw people for work and services such as shopping, education, health, leisure and entertainment' (Reichert 2006: 10). A key feature of knowledge city-regions is their 'capacity to attract, retain and integrate talented individuals' who contribute to the knowledge economy (Reichert 2006: 12).

The key stakeholders in the knowledge economy – government, industry and HEIs – have recognized that cooperation is the only way forward in the face of increasing global competition (Reichert 2006). This collaborative approach has led to the (partial) dismantling of the ivory tower of academia, replacing it with an active role in the 'triple helix of university–industry–government relations' (Etkowitz and Leydesdorff in de Wit 2002: 145).

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The demands on HEIs in contributing to the regional knowledge economy are ever-increasing and range from identifying new and innovative developments and educating knowledge workers to developing and nurturing the research base and facilitating knowledge transfer between the key stakeholders (Reichert 2006). HEIs are under considerable pressure to fulfil these roles and ensure that in so doing, they continue to attract the best undergraduates, graduates and researchers.

This collaboration is not a one-sided affair, however, and is of considerable benefit to HEIs. The regional actors can be of great assistance in developing links between institutions, thus facilitating joint learning and exchange of knowledge (Reichert 2006). At the same time, they offer local support to HEIs in their pursuit of research excellence and student recruitment on the global stage (Goddard and Puukka 2008).

It is here that the link between the development of the city-region and internationalization of HE can be made. In order to support the demands placed on them at regional level, HEIs are working internationally to attract talented students and researchers, who contribute to the knowledge economy. At the same time, international recruitment is one of the main strategies employed by HEIs in their internationalization policies.

Institutions may have a political, economic, academic or social/cultural rationale, or a mix of these, for engaging in internationalization, which Knight defines as 'the process of integrating an international/cultural dimension into the teaching, research and service functions of the institutions' (1999: 17). However, it is clear from the processes of regionalization and knowledge-economy development, as outlined above, that the economic rationale is to the forefront of current developments. While HEIs may take any number of approaches to internationalization and employ a myriad of strategies (Knight 1999), a quick perusal of the internationalization policies of any number of HEIs demonstrates that the recruitment of international students remains at the core of the internationalization agenda.

2. Dublin: building a knowledge city-region

While the Dublin city-region already plays the role of 'Ireland's International Gateway', a major policy objective of Dublin City Council (DCC) is to 'enhance global competitiveness through the development of the knowledge economy' (Finnegan 2008: 4). This move towards a knowledge city-region has also been identified externally, by the UK's Work Foundation, as 'central to all relevant policy makers and economic interests' (Jones et al. 2006: 24).

To meet its objective, DCC has devised an International Policy Framework which, through bilateral links, 'networks of common purpose', 'networks of learning', promotion and marketing of the Dublin brand, and the hosting of delegations and conferences, seeks to 'enhance the international position and view of Dublin' (Finnegan 2008: 4–5, 10–14). While the Policy does not elaborate further on how this objective will be achieved, it identifies collaboration and investment as its main strategies towards building a highly skilled workforce, developing the knowledge economy, and recruiting talented students and academic personnel (Finnegan 2008: 5). A major role will be played by the International Relations Advisory Group, which includes representatives from the city authorities, business community, Dublin Tourism, the Industrial Development Authority (IDA), Enterprise Ireland, the Department of Foreign Affairs and the city's HEIs (Finnegan 2008). This approach fits neatly into the concept of the 'triple helix' outlined above.

In Ireland's National Development Plan 2007–13, one of the five broad HE strategies is 'to widen participation and increase student and graduate members at third level' (NDP 2006: 202). Recruitment of international students is expected to play a large role in achieving this (NDP 2006). To meet the NDP goals, the government has established the Strategic Innovation Fund (SIF). The Dublin Regional Higher Education Alliance (DRHEA) is one project which successfully secured SIF funding. The DRHEA's principle objective is to develop 'an internationally competitive learning region'. To this end, it will develop a strategic alliance of the region's HEIs. Not only will this strengthen the HE sector, it will also lead to the creation of a 'hitherto unexploited international academic "brand" with tremendous potential to contribute to the achievement of the NDP goals'. This brand, '*Destination Dublin*', will be developed, coordinated and promoted collaboratively and will lead to

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recognition of Dublin as a 'centre for world-class higher education and research' (Dublin Institute of Technology [DIT] 2007: 13).

Internationalization is one of the DRHEA's four strands of activity and involves six of the DRHEA's eight HEI partners – Dublin City University, DIT, Institute of Technology Tallaght, National University of Ireland Maynooth, Trinity College Dublin, and University College Dublin. By combining the resources of the partners' international offices, the DRHEA will 'support international student growth and enhance the international student experience' (DIT 2007: 13). In the period 2008–11, the DRHEA envisages the following outcomes: completion of a needs analysis of international students; the establishment of the Dublin International Student Service Centre; the launch of a coordinated international marketing campaign; international scholarships/fellowships and recruitment of 100 non-EU Ph.D. students; and the establishment of overseas offices in China, India, South America and the Middle East (DIT 2007).

Like the DCC's Advisory Group, the DRHEA's Board includes representatives from HE, government and business, including DCC, Dublin Chamber of Commerce and the Irish Business and Employers' Confederation National Partnership (DIT 2007). However, while work related to each strand has commenced, the DRHEA's board has not yet sat. In addition, there have been no concrete developments since the launch of DCC's International Policy Framework. Given the tougher economic conditions in which both organizations must now operate, it is both timely and prudent to consider how their work might progress.

3. Melbourne: Australia's Knowledge Capital

The overall objective of developing Dublin as a city-region, and promoting internationalization as one line of action in achieving this objective, corresponds to certain elements of the dual approach taken by Melbourne's Office of Knowledge Capital (OKC). The OKC was established in 2008 following the Melbourne Vice-Chancellors' Forum (MVCF) call for closer cooperation between academic, business and government stakeholders, stating that 'genuine engagement is being sought to position Melbourne as a university city rather than a city with a number of universities' (MVCF 2007: 13).

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The OKC is jointly funded by its members: the City of Melbourne (city council), Committee for Melbourne (an independent group of high-ranking business and community representatives) and the eight universities in Melbourne (Australian Catholic University, Deakin University, La Trobe University, Monash University, Royal Melbourne Institute of Technology (RMIT) University, Swinburne University of Technology, University of Melbourne, and Victoria University). The universities still promote themselves independently, but the OKC members have realized, in keeping with the literature outlined above, that there are significant benefits to combining their assets and working collaboratively. They believe that 'a vehicle, such as the OKC, can play an instrumental role in achieving this more successfully with dedicated resources and a common goal' (OKC 2009a). This goal is 'to position Melbourne as the "Boston of the southern hemisphere"' (Mather 2008). With its ranking of 4th in the 2008 Global University City Index, behind London, Boston and Tokyo, Melbourne is on its way to achieving this goal.

The OKC's strategic objectives and outcomes are to position Melbourne as Australia's Knowledge Capital, promote collaboration amongst the 'triple-helix' stakeholders and develop links and partnerships with like-minded knowledge cities. This involves a dual approach. The first strand aims to position the city as a global Knowledge Capital. The prime strategic elements in this strand are 'branding and positioning', development of a knowledge base, communications, connectivity through facilitation and knowledge forums, and collaboration in government programmes. The second strand, that of 'leveraging whole-of-Melbourne outcomes', has as its four strategic elements 'international networking and city partnering', an 'International Student Focus', alignment of activities with the City of Melbourne, and 'influencing policy' (OKC 2009b). It is with the strategic elements of 'branding and positioning' and 'international student focus', which are most closely related to Dublin's expressed objectives, that this paper is chiefly concerned.

4. Replicating the Melbourne approach in the Dublin city-region

Successful approaches to knowledge-city development and internationalization cannot simply be 'transplanted to another location'; rather, one has to draw on existing factors, conditions, circumstances (Mather 2008). However, the DCC and DRHEA

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policies are still in their infancy and it is felt that Dublin could learn much from Melbourne's approach.

4.1 Knowledge-city branding and positioning

Before turning to potential directions for development, it is necessary to examine Dublin's current strengths and weaknesses as a knowledge city-region. A recent case study report by The Work Foundation (UK) identified Dublin's key strengths: English-speaking, EU-membership, high level of educational attainment of its inhabitants, young labour force, low corporate tax, social partnership system, low unemployment, highly developed financial services sector, pro-business reputation, and rich literary and cultural heritage (Jones et al. 2006).

However, there are a number of barriers to Dublin's bid to become a globally recognized knowledge city-region, not least its high costs, 'patchy record' of R&D investment, and congested transport infrastructure. Combined with labour shortages in highly skilled areas, it is clear that Dublin has some significant areas for improvement (Jones et al. 2006: 16). This section will demonstrate how an approach like that of Melbourne could remove some of the above-mentioned barriers.

In developing its branding and positioning strategy, the OKC worked off the extensive research carried out by the MVCF (2007: 31–34), which first identified Melbourne's key research and industry strengths:

- advanced materials and manufacturing
- ICT
- architecture and design
- basic sciences
- medical and health technologies
- biotechnology
- arts, humanities and social sciences
- economics, business and management
- sustainability.

With this clear picture of the capabilities of the key stakeholders, the OKC, in conjunction with its member-partner, City of Melbourne, has developed a suite of

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projects and events which contribute to its branding of Melbourne as a knowledge city. Current projects include the Victoria-California Climate Change Research Collaboration Project, the Knowledge Capital Development Strategy, the Knowledge Capital Indicators Study, and the Knowledge Capability Directory. Events hosted and/or sponsored by the OKC to date include the European Strategy Workshop, the 'Future of Australia's Universities' Conference, and the Annual Higher Education Summit. In August 2009, it will also host the 'Developing a Knowledge Economy' Conference (OKC website).

Of particular interest here is the leadership role played by the City of Melbourne, which oversees the projects outlined above, and the Committee for Melbourne (CfM), which through its task forces on Climate Change, Higher Education, Transport, and Shaping Melbourne, contributes to the research basis from which the OKC projects and events are developed. In the true spirit of collaboration, the CfM has also established the Vice Chancellors' and CEOs' Forum, which bring businesses and universities together to address future skills needs, and, through its Future Focus group, has also involved the public in the process of determining how Melbourne should develop in the future. This represents one step further than the triple-helix towards the 'quadruple helix' (Reichert 2006: 17).

It is clear that such an approach could potentially be implemented in Dublin. Indeed, certain aspects of this approach are already in place. Dublin is actively involved in a number of international associations of cities, which allows the city to position itself in terms of specific projects, for example the Union of Capitals of the European Union and Eurocities. The city also recently hosted the 2008 International Travel Management Conference and is bidding to host the 2012 World Congress on Science (Finnegan 2008). However, the DCC's international policy framework does not provide details of projects to enhance the city's positioning as a knowledge city. Also absent from the DCC policy is any reference to the key collective strengths of the city-region.

The OKC projects and events all stem from the identification of metropolitan Melbourne's research and industry strengths, and the task forces established by the CfM feed into the continuous examination and development of lines of action to promote these strengths. While DCC is involved in certain projects which will help to consolidate its positioning as a knowledge city-region, there is great scope for wide-ranging and detailed research to be carried out, which would identify Dublin's

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strengths and the projects and events which would be best suited to enhancing its current position.

Furthermore, there is a lack of collaboration between the DCC and those bodies that have already identified Ireland's research and industry strengths, for example Enterprise Ireland, IDA. While these bodies are represented on the DCC's International Relations Advisory Group, there is no indication that they will play an active role. There is thus a clear need for DCC to maximize its collaborative endeavours to ensure that a competitive advantage can be built for Dublin in those areas identified as central to the region's development. DCC must take a leadership role, such as that of the City of Melbourne, and act as the central facilitator to ensure that the requisite knowledge is shared amongst all stakeholders, that projects are based on a clear understanding of Dublin's strengths, that international events are used to further develop these strengths and optimize exposure of Dublin as a knowledge city-region to as broad an audience as possible, and that all triple-helix stakeholders are involved at all times.

Finally, the presentation of the DCC and DRHEA actions provides ample evidence of an overlap in their objectives. While the DCC's remit of developing the knowledge economy across all sectors is broader than that of the DRHEA's focus on HE, their objectives remain remarkably compatible. And yet, while representatives from each group sit on the board/advisory group of the other, this is the limit of their collaboration. It is clear that significant benefits, not to mention economy of resources, could be reaped, were a greater degree of collaboration between the two groups pursued.

4.2 International student focus

Ireland has come late to international education and, as such, does not yet have a high international HE profile (OECD 2006). A selection of statistics from Melbourne/Victoria and Dublin/Ireland provides a startling comparison.

➤ Metropolitan Melbourne's population of 3,800,000 is marginally less than the Republic of Ireland's 4,235,000.
➤ The area's HE population is c.1.5 times greater than that of the Republic of Ireland (MVCF 2007: 21; Higher Education Authority [HEA] 2009: 65).

➢ Melbourne has the third-largest international student population after London and New York (Lillington 2009).

➢ In 2005, Melbourne's eight universities enrolled 48,600 international students (MVCF 2007). In 2008, this number was 57,251 (StudyMelbourne). The total number for the Republic of Ireland in 2007/08 was 12,353 (HEA 2009).

➢ In 2005, Melbourne's international students contributed $685m (€381m) in fees and over $1.4bn (€778m) in expenditure on food, accommodation, etc. (MVCF 2007). In the Republic of Ireland in 2006/07, these figures were €164m and €208m, respectively (IEBI 2009).

➢ In 2008, education services, valued at $4.4bn (€2.4bn) were the number one export in Victoria (AEI 2008; Study Melbourne). Education is not included in Ireland's top exports.

It is evident that Melbourne's international education sector significantly outperforms Ireland's. Given the magnitude of the differences outlined above, it may seem unrealistic for Dublin to emulate Melbourne's success. However, Melbourne almost doubled its total international student numbers between 2005 and 2008 (incl. HE, VET, Technical and Further Education, English Language Intensive Courses for Overseas Students) (OKC website). Dublin could potentially learn a lot from Melbourne's experience.

As proximity is a major factor in choosing a host country (Access Economics 2009), it is not surprising to learn that Melbourne's international students come pre-dominantly from Australia's south-east Asian neighbours. In 2008, the top 10 source countries were China, India, Malaysia, Vietnam, South Korea, Sri Lanka, Indonesia, Hong Kong, Thailand and Pakistan (Study Melbourne).

Melbourne's success in attracting international students can be attributed to a number of factors, including the recent weakening of the Australian dollar, its proximity to south-east Asia and strong tradition of recruiting students from this area, its being perceived as a safe city with a high standard of living, recognition by the region's stakeholders of the need for collaboration to ensure the city remains competitive, as well as the establishment of the OKC, and the City of Melbourne's dedicated resources for international students (OKC 2009a). Melbourne's universities also enjoy a world-class reputation, as evidenced by the ranking of two of the OKC

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partner universities in the top 50 of the Times Higher Education Rankings 2008 – University of Melbourne (38) and Monash University (47).

In addition, fees in Australia are fixed in bands based on the classification of subject areas by the Department of Education, Employment and Workplace Relations (DEEWR) (Department of Education, Science and Training 2007). Australia has also recently modified its immigration laws to allow students stay after their studies to work and settle permanently (OECD 2008). Finally, the Australian international education sector is highly regulated through both the DEEWR (which regulates provision of academic programmes and provides support to students) and the Department of Immigration and Citizenship (which regulates visa standards and conditions) (Dept. of Innovation, Industry & Regional Development [DIIRD] 2008).

While Dublin is also considered a safe and friendly city and its education providers are well-regarded, there are a number of difficulties which Dublin must overcome if it is to increase its share in the international student market. The continued strength of the Euro and high cost of living contribute to the perception of Dublin as a high-cost study destination. Its traditional advantage of being an English-speaking location is also being eroded, as neighbouring countries such as Denmark, Finland, the Netherlands and Sweden offer a high proportion of their study programmes in English, and France and Germany are increasingly offering the same (OECD 2008). These countries also charge low tuition fees for international students, or none at all, which is in marked contrast to the situation in Ireland. Fees are set by Irish HEIs and thus vary considerably and, in contrast to other destinations with high fees, such as the USA and Australia, Ireland does not have a long and successful tradition of international student recruitment. Furthermore, immigration and work regulations are cited by students as being unnecessarily complicated and in need of streamlining (private correspondence). Finally, the Strategy Board for International Education, which was recommended by the HEA as a means of 'coping with the challenges involved' in international education (OECD 2006: 66), has never been established, leaving a shortfall in Ireland's potential to develop a coherent, all-island strategy for international education.

While the DCC has recently dedicated resources to international education, namely the International Relations Advisory Group and the Office of International Relations and Research, these are still very much in their infancy. In addition, only

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one of Dublin's HEIs is ranked in the top-100 in the THE Rankings 2008 and there is a lack of research on the combined capabilities of the region's HEIs.

Finally, the DRHEA aims to establish overseas offices in China, India, South America and the Middle East. While there is undoubtedly potential for recruitment in these countries, one has to wonder if this justifies the costs involved. As mentioned above, proximity of the destination country is a significant factor in the decision to study abroad. The DRHEA is focusing on regions which are a great distance from Ireland and which, until very recently, did not have a tradition of emigration to Ireland. There is no mention whatsoever of recruiting students from the EU. EU students would not pay fees at undergraduate level. However, HEIs receive the same grant from the HEA for EU students as for domestic students. This grant is marginally higher than the fee income from a non-EU student. In addition, EU students pay domestic fees at postgraduate level, which represents an important source of revenue. Finally, recruitment from Europe would not require the same resources as a recruitment campaign in the far-flung destinations mentioned above. It is thus incomprehensible that the DRHEA policy should omit such a large and potentially lucrative market.

The afore-mentioned issues indicate that there is much to be done in Dublin before international student numbers can be increased.

Melbourne's international focus is not only concerned with student numbers. Although numbers have increased dramatically, there is no room for complacency. Melbourne must ensure that it remains competitive and, to this end, the OKC is developing a portfolio of projects to cater for the needs of international students from arrival in Melbourne through to graduate employment.

The OKC projects have involved working with regional partners to promote workplace learning and employment opportunities for international students, development of an advocacy role with government partners, and the establishment of the ConnectED project, a jointly funded project, piloted in February 2009, which provided a welcome and information service for 20,000 incoming international students (Indian Voice 2009).

Furthermore, the City of Melbourne has created the role of International Student and Youth Project Officer within its Community and Culture Division and, at state level, works closely with the International Student Unit of the DIIRD. The DIIRD also manages the Study Melbourne website, which provides high-quality

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information on living and studying in Melbourne. The City of Melbourne is also concerned with service-provision and events for students. To this end it organizes an annual Welcome to International Students event and manages the annual International Student Online Survey, results of which determine policy and strategy developments in international education (OKC website).

Finally, the OKC is currently researching new programmes, which will be developed in collaboration with the Victorian State Government. The latter appointed an Overseas Student Education Experience Taskforce in 2008. Its final report highlighted the need for further action in relation to accommodation, employment, safety, social inclusion, and quality and coordination of information provision (DIIRD 2008). The importance placed on such research by the OKC further highlights its commitment to developing projects to enhance the Melbourne experience.

In Dublin, the DRHEA focuses predominantly on student recruitment. Of its six expected outcomes, four are directly related to recruitment and only two to improving the Dublin experience: completion of a needs analysis of international students by 2008 and the establishment of the Dublin International Student Service Centre, also by 2008. Neither of these outcomes has been achieved.

That is not to say, however, that there are no other initiatives to enhance the international student experience in Dublin. The DRHEA partners are currently examining the possibility of piloting an airport pick-up service, due to be piloted in September 2009. A further initiative is the proposed Lord Mayor of Dublin Scholarship, which would be awarded to outstanding international students (DIT internal communication).

In terms of events for international students, there are no provisions within the current DRHEA policy for this. Nor are there plans to implement services, such as an online student satisfaction survey or a website providing high-quality information on living and studying in the Dublin city-region.

In contrast to Melbourne, where dedicated resources for international students are in place, the DRHEA envisages that its objectives will be met through combining the resources of the international offices of the HEI partners. It was agreed that each partner would contribute to the best of its ability and that partners would participate in some actions but not in others (DIT 2007). Given the recent economic downturn and substantial budget reductions which have ensued, it is not clear what resources will be available to the DRHEA or its partners going forward.

In relation to ongoing research on the Dublin experience, there is no provision for this in the DRHEA policy beyond the initial needs analysis of international students. Nor is there any information on how the results of this needs analysis, should it be completed, will impact on future policies and strategies.

Clearly, the DRHEA's internationalization strand is very much focused on student recruitment and less so on enhancing the student experience. However, in the current economic climate, the DRHEA appears to be trapped in a vicious circle: without increasing international student numbers, its members will not have the required financial resources to develop projects aimed at enhancing the Dublin experience; without enhancing the Dublin experience, the DRHEA may not succeed in increasing international student numbers.

5. Recommendations for future developments in the Dublin city-region

Although it is clear that Melbourne's dual approach could be largely replicated in Dublin, the following recommendations are based not on a wish-list approach, whereby endless resources are available, but rather take account of current conditions and constraints.

5.1 Knowledge-city development

➤ Identify the key strengths of the regional stakeholders collectively, rather than individually. The DCC Office of International Relations and Research, which is already up and running, could lead this project.

➤ Develop projects based on the region's key strengths. Use the combined resources of the members of the DCC and DRHEA governing bodies, particularly the IDA, Chamber of Commerce and Enterprise Ireland, which already have a wealth of experience in the area.

➤ Ensure that projects and events have scope for optimal collaboration between all triple-helix stakeholders and that they allow for maximum showcasing of the region's strengths. Successfully bidding for the 2012 World Congress on Science could be an example of this.

➤ Develop a website to market the city-region and provide high-quality information on knowledge resources, as well as information on living, working and studying in

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5.2 International student focus

➢ Establish an International Education Taskforce to carry out the needs analysis of international students and subsequent research to inform policy developments. The Taskforce could be led by the DCC Office of International Relations and Research in collaboration with the DRHEA.

➢ Establish the Dublin International Students Service Centre. By joining forces with the DCC and industry partners in the region, the DRHEA's resourcing issues could potentially be circumnavigated.

➢ Pilot the airport pick-up service in September 2009.

➢ Develop an international student satisfaction survey. This could be done in collaboration with existing student services. For example, the DIT Retention Office surveys the whole student population annually in relation to the overall student experience. A section specific to international students could easily be inserted.

➢ Organize whole-of-Dublin events for international students. Events could be incorporated into already existing events, such as the Dublin International Saint Patrick's Festival, Jameson International Film Festival, etc.

➢ Collaborate on a *Destination Dublin* website (see above). Each HEI could assign an existing member of their International Student Offices to manage their section of the website.

➢ Consider standardization of international student fees.

➢ As the establishment of overseas offices is currently on hold, it is recommended that the DRHEA concentrate on the EU market for reasons outlined in section 4.1.

5.3 Overall recommendation

The successful implementation of the above recommendations demands a high level of synergy between stakeholders promoting knowledge-city development and those promoting internationalization. This paper proposes that it is not possible to successfully promote one without the other, particularly in the current climate, where resources are at a premium and international education in Ireland is without an overall

coordinating body. It is thus proposed that collaboration between government, HEIs and industry is the only way forward.

As highlighted previously, the objectives of the DCC and DRHEA are remarkably compatible. Indeed, the objectives of the DRHEA could be regarded as a sector-specific branch of the broader objectives of the DCC. And yet the two groups have carried out their work independently to date. This paper recommends that the DCC take a leadership role and encourage close collaboration between government, HE and industry. The DRHEA can offer its expertise in teaching, research and internationalization, which will be of significant benefit to the DCC in positioning Dublin as a knowledge city-region and attracting knowledge workers. At the same time, local industry can provide a link between HE knowledge and its real-life applications. In addition, the DCC can offer the DRHEA a platform from which to market its expertise, increase its profile and attract the talented international students and researchers it requires to deliver on its internationalization strategy. Such collaboration could also ensure that the internationalization agenda continues after the life-cycle of SIF or in the case of further reductions in funding.

Conclusion

The Introduction to this paper outlined the aim of the Dublin region's stakeholders to develop Dublin as a knowledge city-region and internationally recognized learning region, thus enhancing the international standing of the city and its competitive advantage in an increasingly globalized environment. It was suggested that a dual approach, such as that undertaken by the OKC in Melbourne, could be successfully implemented in Dublin.

The first section presented a brief review of the literature, which demonstrated the links between globalization, regionalization, HE and internationalization. Section 2 explored current developments in Dublin, namely the DCC International Policy Framework and the DRHEA internationalization strand, both of which aim to the achievement of the National Development Plan objectives. Section 3 introduced Melbourne's Office of Knowledge Capital which seeks to establish Melbourne as the 'Boston of the southern hemisphere' (Mather 2008). The fourth section provided a detailed analysis of research, projects, events and resources developed in Melbourne and established that there is much that Dublin can learn from Melbourne.

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Recommendations to address the issues detailed in Section 4 and to ensure successful implementation of a dual approach in Dublin were presented in Section 5. It is clear that there is some overlap between the recommendations presented under each heading. Thus the paper's overall recommendation highlighted the necessity for collaboration between government, HE and industry.

While this type of collaboration may not resolve issues such as Dublin's high costs and traffic congestion, it can certainly go a long way towards redressing the skills shortage, promoting the region's key strengths and providing a platform for further development, all of which will lead to the achievement of Dublin's strategies of enhancing the international positioning of the city and assuring its continued development as an international learning region.

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