



Rialtas na hÉireann
Government of Ireland

Global Citizens 2030 Ireland's International Talent and Innovation Strategy

Enhancing Ireland's global influence
through excellence and inclusion in
talent and innovation



gov.ie



An Roinn Breisoideachais agus Ardoideachais,
Taighde, Nuálaíochta agus Eolaíochta
Department of Further and Higher Education,
Research, Innovation and Science

Global Citizens
2030

Foreword



Global Citizens 2030 is Ireland's strategy for international talent and innovation. It is the Department of Further and Higher Education, Research, Innovation and Science's first international strategy which encompasses the breadth of tertiary education.

Today's learners are tomorrow's leaders, employees, researchers, social champions, climate advocates, entrepreneurs and investors. It is essential their learning and living experience in Ireland is inclusive and excellent, fostering enduring relationships that persist long after graduation.

As never before, we need graduates that can take a global perspective to find solutions to the grand challenges of our time, to achieve the digital, green and just transitions we need to counteract climate change and deliver sustainable and balanced economic development.

Global Citizens 2030 aims to embed talent and innovation at the heart of Ireland's global footprint, creating a 'Team Ireland' for Talent and Innovation in priority global locations.

I am also committed to ensuring Ireland is a first choice destination for international learners, researchers and innovators and my Department has a pivotal role to play in planning for their living and learning experience.

A key part of that will be the implementation of the International Education Mark (IEM). This will provide assurances to all stakeholders about the quality of Irish education.

Ireland celebrated 50 years of membership of the European Union in 2023 and we will maximise the opportunity presented by the Irish Presidency of the Council of the European Union in 2026 to enhance our ability to influence European developments in education and research.

Co-operation in education, research and innovation plays a unique role in building the friendships, collaborations and strategic relationships that will underpin a new level of collaboration between Ireland, Northern Ireland and Great Britain.

A new mobility scheme for learners, staff, researchers and innovators will be developed to support this.

Together we will ensure Ireland's international reputation for talent and innovation is built upon our commitment to excellence and inclusion.

Simon Harris TD

Minister for Further and Higher Education, Research, Innovation and Science

Table of Contents

INTRODUCTION	1
Pillar 1 Talent and Innovation at the heart of Ireland's global footprint	12
Pillar 2 A first choice destination for international learners, researchers and innovators	14
Pillar 3 Global citizens in multi-national, multi-cultural and diverse workplaces	18
Pillar 4 Enhanced influence in European education and research	22
Pillar 5 A new level of North-South and East-West collaboration	24
Pillar 6 Thought leadership in international education, research, innovation and science policy	26
STRATEGY GOVERNANCE AND IMPLEMENTATION	28
APPENDIX 1 Review of 'Irish Educated, Globally Connected'	30
APPENDIX 2 Availability of data on international students in Ireland	37
APPENDIX 3 Work Programme 2023 - 2026	42



Introduction

Global Citizens 2030 is Ireland's international further and higher education, skills, research, innovation and science strategy. It builds upon Ireland's many achievements over the past decades as a leading location for high quality education and excellent research in a small advanced economy.

Ireland's worldwide reputation for high quality talent and innovation is built upon a commitment to excellence and inclusion. (In this regard, the terms 'Talent and Innovation' are used throughout this document and are taken to mean the full spectrum of further and higher education, skills, research, innovation and science. Where education is mentioned, it is taken to refer to tertiary education unless otherwise specified.)

As never before graduates who have a global perspective are needed to find the solutions to the grand challenges of our time. Countries worldwide are redoubling their efforts to achieve digital, green and just transitions to counteract climate change, deliver sustainable and balanced economic development, and to tackle other grand challenges, relying on enhanced skills, research and innovation.

The Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) was established in 2020. With both a social and economic remit, it works to ensure Ireland's talent and innovation are key to our economic prosperity and to enhancing diversity, inclusion and social cohesion. It works to position Ireland globally as a leading knowledge economy with a skills and innovation focus and as a leader in higher education and research, deepening collaboration on an all island and East-West basis, within the EU and beyond, attracting talent from around the world to Ireland's international education system and equipping Ireland to compete on the world stage.

Ireland celebrated 50 years of European Union membership in 2023 and this strategy commits to enhancing Ireland's capacity to be trusted influencers and leaders of future developments in the EU. Co-operation in education, research and innovation have a unique role to play in strengthening the friendships, collaborations and strategic relationships between Ireland, Northern Ireland and Great Britain. Today's international learners are tomorrow's leaders, employees, researchers, social champions, climate advocates, entrepreneurs and investors. It is essential their learning and living experience in Ireland is inclusive and excellent, fostering enduring relationships that persist long after graduation.

Global Citizens 2030 places talent and innovation at the heart of Ireland's global footprint and will develop the competencies of Irish-educated learners, researchers and innovators to work as global citizens in multi-national, multi-cultural and diverse workforces, at home and abroad. Global Citizens 2030 builds upon extensive stakeholder consultation and a review of the previous international strategy 'Irish Educated, Globally Connected' (outlined in Appendix 1). Its ambitions are underpinned by six core pillars and seven flagship initiatives.

The Six Pillars of Global Citizens 2030



Pillar 1

Talent and Innovation
at the heart of
Ireland's global
footprint



Pillar 2

A first choice
destination for
international learners,
researchers and
innovators



Pillar 3

Global citizens in
multi-national,
multi-cultural and
diverse workforces



Pillar 4

Enhanced European
influence in
education and
research



Pillar 5

A new level of
North-South and
East-West
collaboration



Pillar 6

Thought leadership
in talent, innovation
and science policy



Talent and Innovation at the heart of Ireland's global footprint

The Global Ireland 2025 initiative is the most ambitious renewal and expansion of Ireland's international presence ever undertaken in terms of diplomacy, culture, business, overseas aid, tourism and trade. Embedding talent and innovation at the heart of Global Ireland can play a key role in strengthening Ireland's global footprint, in supporting national priorities, in fostering strategic relationships which are aligned with Ireland's values and in strengthening Ireland's

value proposition abroad. Building on the expanding Global Ireland network of Ireland Houses, embassies and consulates, Global Citizens 2030 will embed a strong global brand for Irish talent and innovation in priority global regions, aligned to wider government policy, enabled by strategic relationships and partnerships. 'Team Ireland' for Talent and Innovation is the flagship initiative for this pillar.



A first-choice destination for international learners, researchers and innovators

Today's international learners are tomorrow's leaders, employees, researchers, social champions, climate advocates, entrepreneurs and investors. It is essential their learning and living experience in Ireland is inclusive and excellent, fostering enduring relationships that persist long after graduation. Geo-political developments and the Covid pandemic have exposed risks and disruptions to international activities in recent years. However Irish institutions have demonstrated remarkable resilience throughout.

Irish universities are consistently ranked in the top 1% of institutions in the world and Ireland is a world leader in many research fields spanning natural sciences, social sciences and the humanities. Ireland has an opportunity to be a first choice destination for international learners, researchers and innovators. It offers the unique value proposition of a multi-cultural, diverse, inclusive and culturally rich learning experience in a country which has a native English-speaking society, an advanced economy and is a committed and influential member of the European Union.

Notwithstanding this, tangible constraints cannot be ignored, such as the need to

respond to rising domestic demographics in the latter part of this decade, necessary transitions to low carbon campuses, the availability of accommodation, the skills needs of the domestic economy and cost of living concerns. These are key factors to consider when planning appropriately for the long term development of the sector. Future funding frameworks for institutions will also be agreed over the timeframe of this strategy.

Global Citizens 2030 will therefore pursue a moderate growth strategy of approximately 10% which will be achieved through greater alignment of planning for domestic and international cohorts. Future growth will be balanced across discipline areas, programme levels, delivery modes, regions and through diversification of target countries. The full implementation of the International Education Mark (IEM) is a flagship initiative for this pillar.

As an economic sector in its own right, Global Citizens 2030 will develop Ireland as a first choice destination for international learners, researchers and innovators by ensuring an excellent multi-cultural, inclusive and culturally rich learning and living experience.



Global citizens in multi-national, multi-cultural and diverse workforces

Countries worldwide are redoubling their efforts to achieve digital, green and just transitions to counteract climate change, deliver sustainable and balanced economic development, and to tackle other grand challenges, relying on enhanced skills, research and innovation. As never before graduates that have a global perspective are needed to find the solutions to the grand challenges of our time. Many Irish graduates choose to travel and work abroad for a time after graduation. The strength of the Foreign Direct Investment (FDI) sector in Ireland and the number of indigenous Irish companies working in international contexts need graduates who can work in multi-cultural, multi-lingual, diverse and inclusive environments.

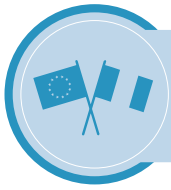
Ireland's National Skills Strategy emphasises the need to compete internationally in order to attract talent, based on an education and training system that is responsive to the needs of our citizens and our economy. There is a need to better align our international education and research activities with the critical skills needs of enterprise and our public services and the research and innovation intensity targets of our domestic economy. However the needs of the Irish economy must always be balanced with our values, open approach contributions to peace, prosperity and sustainable development of other countries.

International graduates are a valuable addition to addressing domestic skills needs and by better connecting international talent and

innovation activities with targeted, responsive and ongoing sector and domain specific needs analyses, Ireland can better respond to skills shortage needs as they arise in our dynamic economy.

In line with European trends, European universities have a key role to play in providing internationalisation-at-home experiences and in developing language and international competencies of graduates. The Further Education and Training (FET) sector is a key enabler for inclusion and cohesion in Ireland's diverse society, building skills, fostering inclusion and facilitating pathways. In a global environment facing many migration and humanitarian crises, developing our understanding of, and empathy for, global challenges can significantly contribute to social cohesion. We have seen the potential of the education and research sectors to respond to the war in Ukraine and other humanitarian crises, contributing rapidly and cohesively across government and wider society.

Global Citizens 2030 will develop the competencies of Irish-educated learners, researchers and innovators to work in multi-national, multi-cultural and diverse workforces, at home and abroad. It will promote the myriad of opportunities available to learners, staff, researchers and innovators of Irish institutions across a unified tertiary system to develop international competencies in an inclusive way. The European Universities Initiative and Innovate for Ireland are flagship initiatives for this pillar.



Enhanced European influence in education and research

Ireland celebrated 50 years of European Union membership in 2023 and has actively contributed to the development of the European Education Area (EEA) and European Research Area (ERA) throughout their development. In the European Year of Skills, Ireland had many opportunities to influence and lead further developments of the EEA and ERA, and will continue to, with a major milestone being the Irish Presidency of the Council of the European Union in 2026. Ireland has an excellent track record of participation in Erasmus+, Horizon Europe and its predecessors, the European Social Fund (ESF) and other skills and research programmes, through the European Regional Development Fund (ERDF) and the European Universities Initiative (EUI).

Twelve Irish Higher Education Institutions (HEIs) are involved in European University transnational alliances that are leading the way towards the European universities of the future, promoting European values and identity, and revolutionising the quality and competitiveness of European higher education. In line with European trends, the emerging European Universities model has a key role to play in regional development, acting as gateways to Europe for education, research and innovation. Many European

funding programmes are adopting regional smart specialisation approaches, requiring national policy developments and funding proposals to better align to regional strategies. Cohesive regional collaborations are well positioned to compete in Horizon Europe Missions and Partnerships pillars in particular. The development of Technological Universities, the European Universities Initiative and FET Colleges of the Future provide excellent opportunities to build accessible gateways to Europe within our regions, promoting engagement in European education, skills, research and innovation programmes for learners, researchers, innovators and enterprise.

Building on 50 years of committed and active engagement with the European Education and Research Areas, Global Citizens 2030 will enhance Ireland's capacity to be trusted influencers and leaders of future developments and will embed European Universities in every region of Ireland. Recognising the opportunity arising with hosting the Presidency of the Council of the European Union in 2026, we will convene major events to demonstrate leadership in and alignment of national policies with emerging EU policies. This is the flagship initiative for this pillar.



A new level of North-South and East-West collaboration

Co-operation in education, research and innovation has a unique role to play in strengthening the friendships, collaborations and strategic relationships both North-South and East-West including through the Shared Island initiative and PEACEPLUS programme.

It is essential to maximise the impact of Shared Island and PEACEPLUS investments to ensure learners, researchers and innovators gain experience in education and research institutions across Ireland and the UK. Informed by the unified tertiary system strategy, sustainable cross-border delivery structures will be built, including cross-border

apprenticeships, common skills forecasting models, and joint programmes which can meet the shared needs, North and South on the island of Ireland.

Global Citizens 2030 will also foster purposeful collaborations for all-island talent and innovation to underpin an era of enhanced co-operation on a North-South and East-West (UK) basis. Development of new mobility and exchange schemes for learners, researchers and innovators between Ireland, Northern Ireland and the rest of United Kingdom is the flagship initiative for this pillar.





Thought leadership in talent, innovation and science policy

The establishment of the Department of Further and Higher Education, Research, Innovation and Science in 2020 underpins the government commitment to position Ireland as a leading knowledge economy with a talent and innovation focus. Ireland is amongst a growing number of countries worldwide that are bringing further and higher education, research, innovation and science together into a single Ministry.

The systematic development of a unified tertiary system is distinctive, and possibly unique, worldwide and many countries look to Ireland for thought leadership in talent, innovation and science policy. An excellent, internationalised and unified tertiary system is a major enabler for achieving the economic objectives of a small advanced economy, for societal objectives including diversity, inclusion and social cohesion, for addressing major grand challenges like climate and digital transitions, and to connect our regions to global opportunities.

A new Research and Innovation Agency is being created through a landmark Research and Innovation Bill 2023 which will have enhanced functions to engage in European programmes and internationally. Impact 2030 sets out ambitions to enhance Ireland's influence in international scientific and research organisations, such as the European Space Agency and the European Southern Observatory and Ireland is currently pursuing membership of CERN. A new National Science Advice Forum and the forthcoming appointment of a Government Science Advisor is providing an opportunity to reinvigorate Ireland's participation in international science fora.

Global Citizens 2030 will position Ireland as a recognised thought leader in talent, innovation and science policy in small advanced economies as part of our value proposition in our global footprint, supported by engagements with priority international organisations and by leveraging the extensive international networks of our universities and public sectors.

Strategy Governance, Implementation and Measurement

Strategy governance structures must ensure international education research and innovation supports national priorities, promotes regional development, informs the development of international relationships and meets stakeholder needs.

In practice, government, institutions and stakeholders engage differently with different jurisdictions, and the uncertain geo-political outlook over the coming years means that Ireland will have to be agile and adaptable to negotiate a challenging international environment. We will implement an agile framework with enhancements in governance, performance monitoring, evidence, strategic foresight and regular consultative forums to deliver on the ambition of Global Citizens 2030. It will enable relevant stakeholders at all levels, including government departments, agencies, institutions, enterprise, community and citizens, to work together cohesively to support Ireland's international education and research ambitions.

A high level work programme from 2023-2026 (Appendix 3), provides the basis for the development of an annual work programme. The linkages with the sister strategy - Impact 2030 - Ireland's Research and Innovation Strategy - will be continually explored throughout the implementation of both. There are particular areas of overlap in Impact 2030's objectives for researcher talent and careers, international research partnerships, infrastructures and organisations.

Global Citizens 2030 has a holistic focus on the excellence of the learning and living experience of our learners, researchers and innovators. Progress will be measured by the following performance indicators with a particular emphasis on balanced regional development, recognising that work is required to extend our evidence base on some of these.

- International learner, researcher and innovator satisfaction
- Retention, graduation and first employment of international learners
- Employer satisfaction with regard to international competencies of graduates
- Learner, academic, researcher and innovator mobility (North-South and East-West, Europe and Rest of World)
- Institutions obtaining and retaining the International Education Mark
- Regional and other impacts of the European University Initiative

The image features a panoramic view of a city skyline at sunset. The sky transitions from a deep blue on the left to a warm orange and red on the right, where the sun is setting. In the foreground, a network of glowing yellow lines connects various circular nodes, creating a digital or data network overlay. The city below is densely packed with buildings, with several prominent skyscrapers on the right side. The overall aesthetic is modern and technological, suggesting a vision of a smart city or digital infrastructure.

A Vision for 2030

Six Pillars of Global Citizens 2030

Global Citizens 2030 places talent and innovation at the heart of Ireland's global footprint and develops the competencies of Irish-educated learners, researchers and innovators to work as global citizens, in multi-national, multi-cultural and diverse workforces, at home and abroad.





PILLAR 1

Talent and Innovation at the heart of Ireland's global footprint

International education, research and innovation play a key role in developing Ireland's global footprint, in supporting national priorities and strategic international relationships which are aligned with Ireland's values. There is a need to better co-ordinate and prioritise our global talent and innovation activities to ensure maximum impact from our investments. Government departments have increasingly appointed their own subject experts in strategic locations. For example, DFHERIS has a dedicated Research Attaché and Education Attaché in Brussels. Trade Counsellors have been appointed to Washington and Beijing. Financial Attachés are assigned to the Permanent Representation to the European Union, the OECD in Paris, and in Berlin and London. Irish officials are also seconded to the IMF and World Bank in Washington DC and to the UK Treasury in London. Agricultural Attachés have been appointed to Washington, London, Brussels, Rome, Paris, Geneva, Beijing, Abu Dhabi, Berlin, Mexico City, Tokyo and Seoul. As a small country with limited resources, it is essential that talent and innovation is part of a whole-of-government approach and a key part of the value proposition in promoting Ireland in priority global locations.

Ireland has invested significantly in developing the Global Ireland strategy in the past seven years. Global Ireland represents the most ambitious renewal and expansion of Ireland's international presence ever undertaken in terms of diplomacy, culture, business, overseas aid, tourism and trade. Working closely with the Department of Foreign Affairs, there is an opportunity to embed Irish talent and innovation at the heart of the Global Ireland brand, building on investments in the Ireland House model and Ireland's

extensive embassy and consulate network. Leveraging this existing global footprint fully will both promote Irish talent and innovation abroad and add value to Ireland's overall value proposition as a world leader for talent and innovation.

To fully exploit this opportunity we must identify priority regions which are aligned to the objectives of Global Citizens 2030, reflective of Ireland's values in international engagements, noting that different approaches will be needed between regions. We must enhance our physical presence in these priority locations, in concert with a sustained programme of relationship building and partnership development. This physical presence will be a resource for Higher Education Institutions, research institutes and others to develop their international strategies for these regions.



Global Citizens 2030 will embed a strong global brand for Irish talent and innovation in priority global regions, aligned to wider government policy, enabled by strategic relationships and partnerships.

This pillar will be supported in redefining Ireland's talent and innovation brand by integrating our further and higher

education, skills, research, innovation and science offering into a joined up approach. Existing government supported scholarship programmes will be reviewed to better align to priority locations. Partnerships with Irish-led organisations such as the Global Undergraduate Awards and other

organisations with a presence in priority regions will be developed. Success will be measured through brand awareness metrics, evaluation of annual work programmes and partnership Key Performance Indicators (KPI) arrangements.

Flagship Initiative One: Team Ireland for Talent and Innovation

DFHERIS will develop a physical presence in six Ireland House locations by 2030, using an appropriate mix of Talent and Innovation Attachés, local team support, strategic relationships and partnerships with Irish organisations operating in these regions. Locations under consideration include the US West Coast, US East Coast, major EU capitals, London, Asia, the Middle East and other locations. It is intended that each location will be a resource for Irish institutions, assisting with learner recruitment, research and innovation events and other activities. Each location will deliver an integrated annual work programme to include Ministerial visits, trade missions, St. Patrick's Day missions and local events (e.g. for alumni of Irish HEIs, Irish diaspora, Irish companies with bases in the region and learners on study abroad and internship programmes).

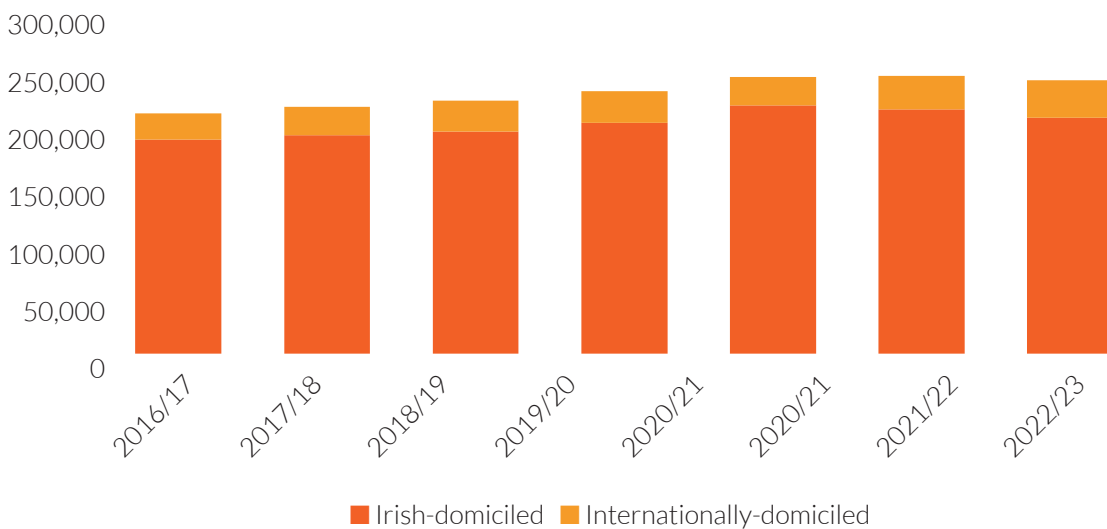


PILLAR 2

A first choice destination for international learners, researchers and innovators

Ireland is a leading destination for international learners, researchers and innovators and it is important that this is maintained and enhanced, with a holistic focus on the quality of both the living and learning experience. International education and research also play a key role in developing Ireland's global footprint, in supporting national priorities and in helping build strategic international relationships which are aligned with Ireland's values. International learners, researchers and innovators, and their families, make a substantial investment to pursue their ambitions in Ireland. Through work permission arrangements, including the subsequent stay-back options as appropriate, they contribute to economic life in Ireland. They help shape the value system of Irish learners and wider society and contribute to the multi-cultural workforce of many Irish workplaces.

The Indecon Review estimated that the international education sector is worth over €2 billion to the Irish economy (Appendix 1). In 2022/2023 there were over 35,000 international learners enrolled in higher education and research programmes, representing a threefold increase since 2007/2008. Non-EU students make up the biggest proportion of international students in Ireland. There were also 23,043 learners enrolled on English Language Education in 2021, and latest indications are that numbers are continuing to recover to pre-Covid levels. Over the past decade, Irish institutions have consistently demonstrated their ability to attract high quality international students. Non-EU fee income has proved a valuable additional funding source for HEIs amounting to €582m in 2022, up from €415m in 2018.

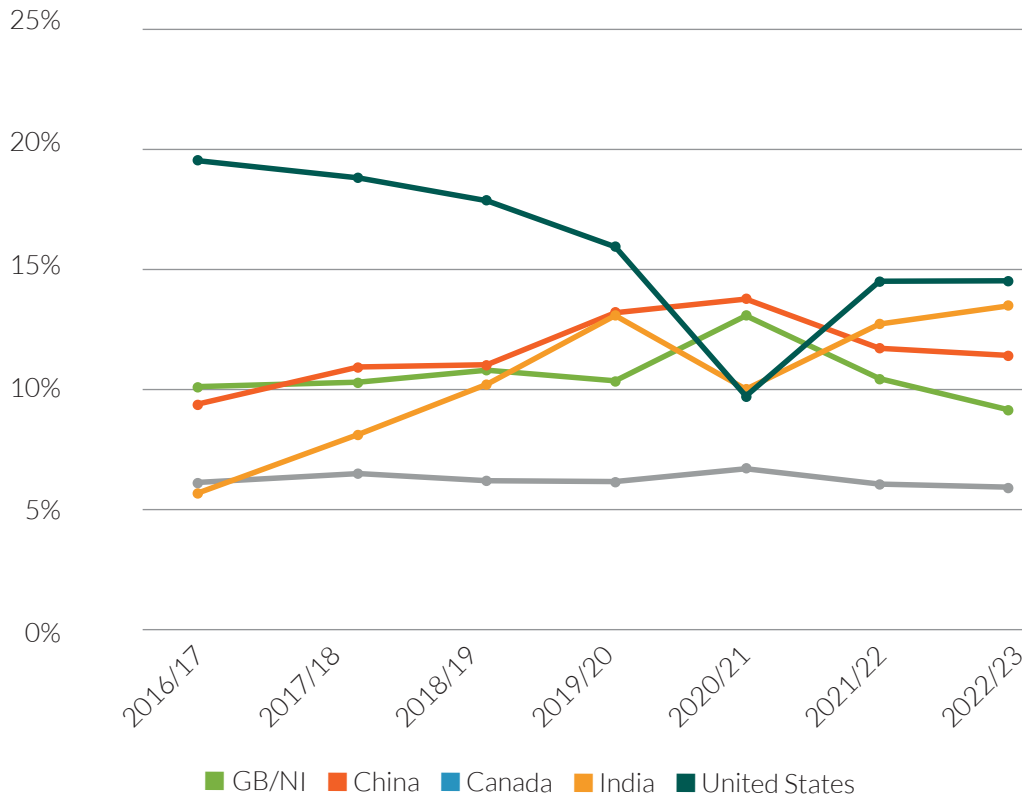


Irish and internationally-domiciled¹ enrolments in Irish HEIs (Source: HEA Statistics)

¹ Internationally-domiciled refers to students whose country of permanent residence is outside the State. This includes students on Erasmus and other exchange students.

Geo-political developments and the Covid pandemic have exposed risks and disruptions to international education in recent years. However, Irish institutions have demonstrated remarkable resilience in their ability to continue to deliver to international students. Countries which were formerly a source of students for Ireland are now becoming

competitors, offering courses conducted in English and attractive 'stay back' work visas on graduation. European policy on tackling foreign interference and strategic autonomy in research and innovation may impact country recruitment strategies in the coming years also.



Top 5 countries of origin for international students (Source: HEA Statistics)

Ireland has an opportunity to be a first choice destination with a unique value proposition offering a native English-speaking society, an advanced economy, committed to membership of the European Union and a high quality multi-cultural, diverse, inclusive and culturally rich learning and research experience. We can attract the highest quality international learners, researchers and innovators to every region of Ireland by adopting a holistic approach to planning for this sector as an economic sector in its own right, applying the same rigour as sectors such

as tourism, culture and others. We need to proactively put measures in place to ensure that the quality of the living and learning experience is a foremost consideration.

Tangible constraints to growth cannot be ignored, such as the need to respond to rising domestic demographics in the latter part of this decade, necessary transitions to low carbon campuses, the availability of accommodation, the skills needs of the domestic economy and cost of living concerns. These are key factors to consider

when planning appropriately for the long-term development of the sector. Future funding frameworks for institutions will also be agreed over the timeframe of this strategy. The quality of the living and learning experience in Ireland must be monitored carefully through the implementation of the International Education Mark (IEM) and enhanced learner feedback mechanisms. We have an opportunity also to capitalise on our investment in Technological Universities, fostering a 'think global, act local' mindset, adopting strategies that are attractive internationally and appropriate to their regions.



Top 3 most popular fields of study for international students 2022/2023 (Source: HEA Statistics)

Throughout the pandemic, Irish HEIs continued to deliver education to international students, both to those who remained in Ireland and those who returned home. Their need was met through online delivery and methodologies specifically tailored to their requirements and there are many lessons to be learned from this major disruption that can inform future developments. Building on lessons learned we need to develop new online delivery offerings specifically tailored for international

markets. Online delivery offers the possibility for international students to experience Irish education, in scenarios where they do not meet the visa requirements or the costs associated with living in Ireland. We also need to move from an approach where success is narrowly measured through student numbers and monetary value to HEIs, to recognising the wider contribution of international learners, researchers and innovators in promoting equality, diversity and inclusion in our HEIs, research institutes and workplaces.



Global Citizens 2030 will promote Ireland as a first choice destination for international learners, researchers and innovators by ensuring an excellent multi-cultural, inclusive and culturally rich learning and living experience.

Global Citizens 2030 will therefore pursue a moderate growth strategy of approximately 10% which will be achieved through greater alignment of planning for domestic and international cohorts. Future growth will be balanced across discipline areas, programme levels, delivery modes, regions and through diversification of target countries. The full implementation of the IEM is a flagship initiative for this pillar. National targets for international recruitment will be better aligned with institutional planning frameworks (e.g. through the Strategic Performance Dialogue) and through performance monitoring of Education in Ireland (EII) activities. Our evidence base will be enhanced through the work of the DFHERIS Evidence for Policy Unit, sectoral research groups and engaging with researchers in the university sector on research for policy. In parallel with plans for expansion of DFHERIS's global footprint

under Pillar 1, current implementation structures will be reviewed to ensure the most effective delivery model for promoting Irish talent and innovation.

International strategies for Technological Universities will be developed which are closely aligned with the needs of their regions and their distinct missions. Design thinking and evidence informed approaches will be used to promote the delivery of a quality whole-of-government service for international learners and researchers, from the time of visa application, academic registration application, retention, quality

learning experience, through to the award of qualifications and first employment. DFHERIS will work closely with the Department of Justice to promote a cross-departmental approach to comprehensively align policy with the talent and innovation needs of the Irish economy and society. New modes of delivery for international education and research will be explored including online delivery and the development of new markets. A new holistic measurement framework will be developed which places emphasis on the quality of the living and learning experience, retention and stay-back indicators and employer satisfaction.

Flagship Initiative Two: International Education Mark (IEM)

The IEM is a statutory quality mark that is intended to represent and promote public confidence in the quality of Irish providers delivering programmes of education to international learners. Quality and Qualifications Ireland (QQI) will authorise the IEM in relation to international education provision within the higher education and English language education sectors to institutions that meet quality standards for student experience, academic quality and protecting the welfare of international students. Institutions that are authorised to use the IEM are providers who can be trusted to deliver a quality educational experience for international learners.



PILLAR 3

Global citizens in multi-national, multi-cultural and diverse workplaces

Countries worldwide are redoubling their efforts to achieve digital, green and just transitions to counteract climate change, deliver sustainable and balanced economic development, and to tackle other grand challenges, relying on enhanced skills, research and innovation. As never before, graduates that have a global perspective are needed to find the solutions to the grand challenges of our time. Many Irish graduates choose to travel and work abroad for a time after graduation. The strength of the Foreign Direct Investment (FDI) sector in Ireland and the number of indigenous Irish companies working in international contexts need Irish-educated graduates who can work in multi-cultural, multi-lingual, diverse and inclusive environments.

There are a myriad of opportunities available to learners, staff, researchers and innovators in Irish institutions to develop their international competencies. However, many of these depend on physical mobility for study and work exchanges. A particular focus is needed to ensure that students from underrepresented groups, as outlined in the National Access Plan, can avail of these opportunities. More attention is also needed on internationalisation-at-home opportunities for learners who cannot travel. The Higher Education Authority (HEA), in its role as the national agency for Erasmus in higher education, has undertaken actions to promote increased mobilities for higher education students from disadvantaged backgrounds and those with additional learning needs, based on those students in receipt of the Student Universal Support Ireland (SUSI) grant. Supplementary financial support has been provided to these students since 2014, with participation from this cohort reaching 17% in 2019. Funding was allocated on the

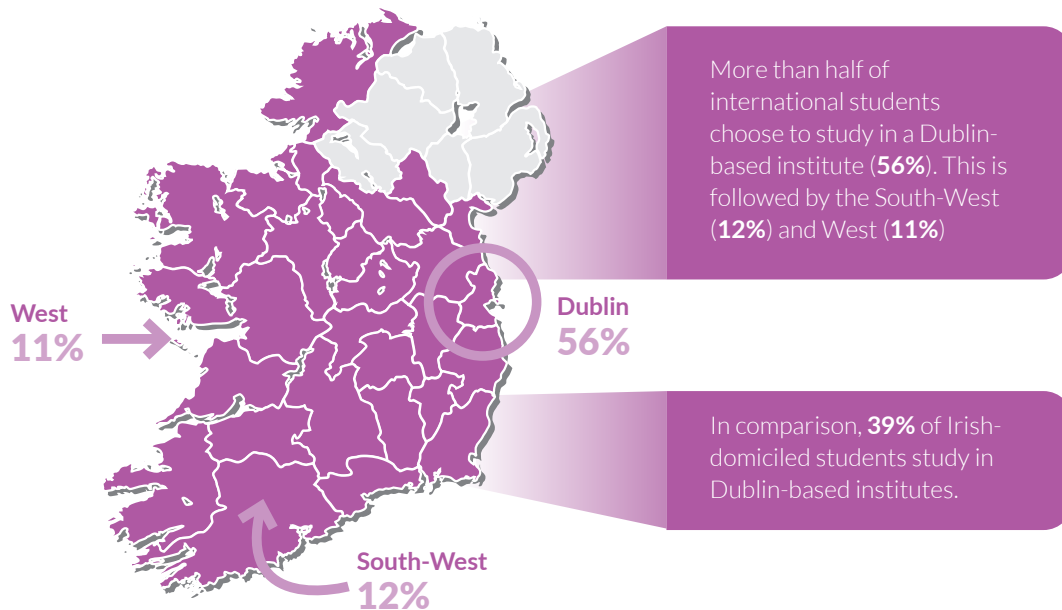
basis of a 22% target for the 2022/2023 year in line with the 2022 work programme.

In 2022/2023, across 22 HEIs 15% of full-time learners were international.² In 2022, there were 195 different nationalities enrolled in the FET sector with 32% of enrolments non-Irish.³ This provides a rich cultural and linguistic tapestry from which Irish-educated learners can gain experience working in multi-cultural settings on their home campuses and learning spaces. In addition, 12 Irish institutions are involved in European University transnational alliances that are leading the way towards the European universities of the future, promoting European values and identity, and providing learners, researchers and innovators with experience of European higher education.

The strengths of our university sector, along with the development of Technological Universities and FET Colleges of the Future, also provides excellent opportunities for internationalisation-at-home experiences. We need to build the competencies of our learners, researchers and innovators to succeed on a European and global stage. Working closely with the Department of Education and its strategy 'Languages Connect: Ireland's Strategy for Foreign Languages in Education 2017-2026', DFHERIS will explore the feasibility of developing a Tertiary Foreign Languages Strategy (post-2026) which will align to priority international relationships and promote awareness of the European Union and career opportunities in Europe. Erasmus+ and other mobility programmes provide many opportunities for study abroad, work abroad, green and digital experiences and internationalisation-at-home experiences for students that cannot travel.

² HEA Statistics

³ https://www.solas.ie/f/70398/x/bf2a524405/solas_facts_report_2022.pdf



Study destination for international students (Source: HEA Statistics)

The OECD Skills Strategy report⁴ recorded that Irish employers are concerned about labour supply and skills shortage. This is evident in critical and high demand areas, in particular digital skills, Science, Technology, Engineering and Maths (STEM) skills, management skills and in key parts of our public services. Ireland's National Skills Strategy also emphasises the need to compete internationally in order to attract talent, based on an education and training system that is responsive to the needs of our citizens and our economy.

There is a need to better align our international education and research activities with the critical skills needs of enterprise and our public services, along with the research and innovation intensity targets of our domestic economy. However, meeting the needs of the Irish economy must always be balanced with our values, open approach contributions to peace, prosperity and sustainable development of other countries.

International graduates are a valuable addition to addressing domestic skills needs and by

better connecting international talent and innovation activities with targeted, responsive and ongoing sector and domain specific needs analyses, Ireland can better respond to skills shortage needs as they arise in our dynamic economy.

In a global environment facing migration and humanitarian crises, developing our understanding of, and empathy for, global challenges can significantly contribute to social cohesion. We have seen the potential of the education and research sectors to respond to the war in Ukraine and other humanitarian crises, contributing rapidly and cohesively across government and wider society. The FET sector is a key enabler for inclusion and cohesion in Ireland's diverse society, building skills, fostering inclusion and facilitating pathways.

It is therefore essential to develop the skills and competencies of our domestic learners, staff, researchers and innovators to engage as global citizens, capable of leading, influencing and working internationally.

4 OECD Skills Strategy Ireland (May 2023)



Global Citizens 2030 will develop the competencies of Irish-educated learners, researchers and innovators to work in multi-national, multi-cultural and diverse workforces, at home and abroad. It will promote the myriad of opportunities available to learners, staff, researchers and innovators of Irish institutions across a unified tertiary system to develop international competencies in an inclusive way.

This pillar will be supported by promoting continued and deeper engagement with the European Universities initiative and with Erasmus+ and other mobility programmes, with a particular focus on underrepresented groups as outlined in the National Access Plan. We will promote awareness of the European Union and career opportunities in Europe. We will work closely with Irish HEIs to support the development of innovative internationalisation-at-home experiences for learners that cannot undertake physical travel. We will develop our evidence base to analyse participation patterns across institutions, programmes and learner profiles to identify areas which need particular attention. Greater evidence is needed also to match the international competencies of graduates with reference to critical and high level skills needs, skills shortages and research and innovation intensity targets of the domestic economy. Learning from recent major disruptions, we will build our capacity, resilience and responsiveness to humanitarian needs. Progress will be measured through institutional quality reviews, employer satisfaction surveys, contributions to skills and talent pipeline and monitoring of work permit data.



Flagship Initiative Three: European Universities

European Universities are networks of universities in Europe which aim to boost the excellence dimension of higher education, research and innovation, while promoting geographic balance, gender equality, inclusiveness, and equity, allowing for seamless and ambitious transnational co-operation between Higher Education Institutions across Europe, and inspiring the transformation of higher education. Twelve Irish HEIs are participating in European University Alliances including:

- CHARM-EIGHT - Challenge-Driven, Accessible, Research-based and Mobile European University (Trinity College Dublin)
- ECIUn+ ECIU University (Dublin City University)
- ENLIGHT- European University Network to promote Equitable Quality of Life, Sustainability, and Global Engagement through Higher Education Transformation (University of Galway)
- EUT - European University of Technology (TU Dublin)
- FILMEU - The European Universities Alliance for Film and Media Arts (IADT)
- RUN-EU - Regional University Network – European University (Technological University of the Shannon)
- UNIC - The European University of Post-Industrial Cities (University College Cork)
- EU GREEN European University alliance for sustainability: Alliance for Sustainability: Responsible Growth, Inclusive Education and Environment (Atlantic Technological University)
- INGENIUM – European University (Munster Technological University)
- EU CONEXUS – South East Technological University
- UNA Europa – University College Dublin
- ARQUS European University Alliance – Maynooth University

The partnerships, as transnational alliances, will lead the way towards the universities of the future, promoting European values and identity, and revolutionising the quality and competitiveness of European higher education.

Flagship Initiative Four: Innovate for Ireland

Innovate for Ireland is an ambitious partnership between industry and government which is attracting hundreds of high calibre PhD students to undertake research and innovation in Ireland. It fosters a global perspective to tackle national and global grand challenges such as climate change and climate adaptation, global health and pandemics, water poverty, digital society, cybersecurity and others. A multi-million euro investment will be made by the State over the coming years subject to matched funding by private investors. Innovate for Ireland will be a key part of the DFHERIS value proposition in priority locations.



PILLAR 4

Enhanced influence in European education and research

Since becoming a member of the European Union in 1973, Ireland has played an active role in EU education, training, skills, research and innovation policy. More recently, it has worked proactively to develop the European Education Area (EEA), the European Higher Education Area (EHEA), and the European Research Area (ERA). Ireland has an excellent track record of participation in Erasmus+ and other co-operation and mobility projects, in Horizon Europe and its predecessors, in the European Social Fund (ESF), European Regional Development Fund (ERDF), European Universities Initiative (EUI) and other skills, research and innovation programmes.

Ireland will take up the Presidency of the Council of the European Union in 2026, which presents an unparalleled opportunity to promote Ireland's own initiatives and to lead the European education, skills, research, innovation and science agendas. New frameworks to succeed Erasmus+, Horizon Europe and the European Social Fund+ will be negotiated during the 2025-2027 time period. Professional stewardship by Ireland of these complex policy negotiations can significantly enhance our position as a trusted influencer and leader in the EU. Ireland has an opportunity to proactively influence their development. The Presidency provides an opportunity to renew our commitment to and play our part in shaping European education, skills, research, innovation and science policy.

Twelve Irish HEIs are involved in EUI alliances that are leading the way towards the European universities of the future, promoting European values and identity, and revolutionising the quality and competitiveness of European higher education. Many European funding programmes are adopting regional smart specialisation approaches, requiring national

policy developments and funding proposals to better align to regional strategies. Cohesive regional collaborations are well positioned to compete in the Horizon Europe Missions and Partnerships pillars and other regional development, innovation and research programmes.

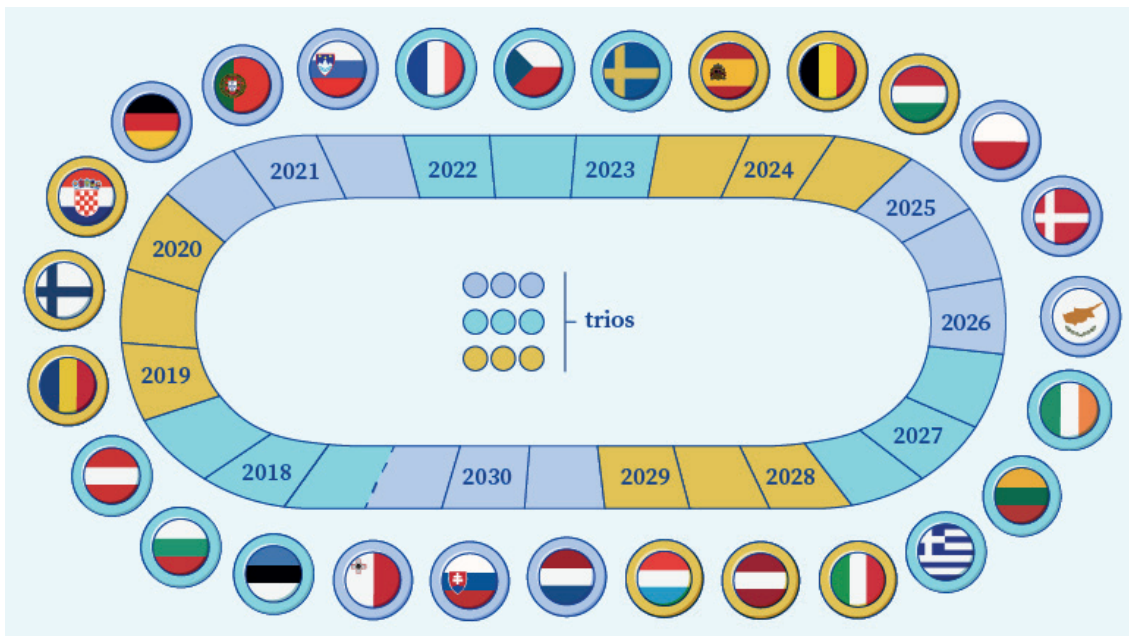


Global Citizens 2030 will build on 50 years of committed and active engagement with EU education, skills, research and innovation policy and enhance Ireland's capacity to be a trusted influencer and leader of future developments

This pillar will be supported by encouraging our European Universities to be gateways to Europe within our regions, as part of the internationalisation strategies for our HEIs and the development of a unified tertiary system. We will promote awareness of the European Union and of career opportunities in European institutions with learners, staff, researchers and innovators in Irish HEIs, supported by College of Europe and European University Institute scholarships. Progress will be measured by an increased participation by Irish HEIs in the EUI and the evaluation of the Irish Presidency of the Council of the European Union, in collaboration with Department of Foreign Affairs (DFA), and Irish participation in leading education, skills and research initiatives. Research and innovation collaborations through Horizon Europe and the ERA will be progressed through the Impact 2030 strategy.

Flagship Initiative Five: EU Presidency

Ireland will hold the Presidency of the Council of the European Union in the second half of 2026. It will be the first presidency of a trio of countries with Lithuania and Greece. This period will place Ireland at the heart of the stewardship of policy in the EU. DFHERIS, in partnership with the Department of Education, will co-ordinate the education, skills and research programme of Ireland's Presidency, which will present a key opportunity for Ireland to shape developments in EU policy and the relevant programmes.



Presidency of the Council of the European Union



PILLAR 5

A new level of North-South and East-West collaboration

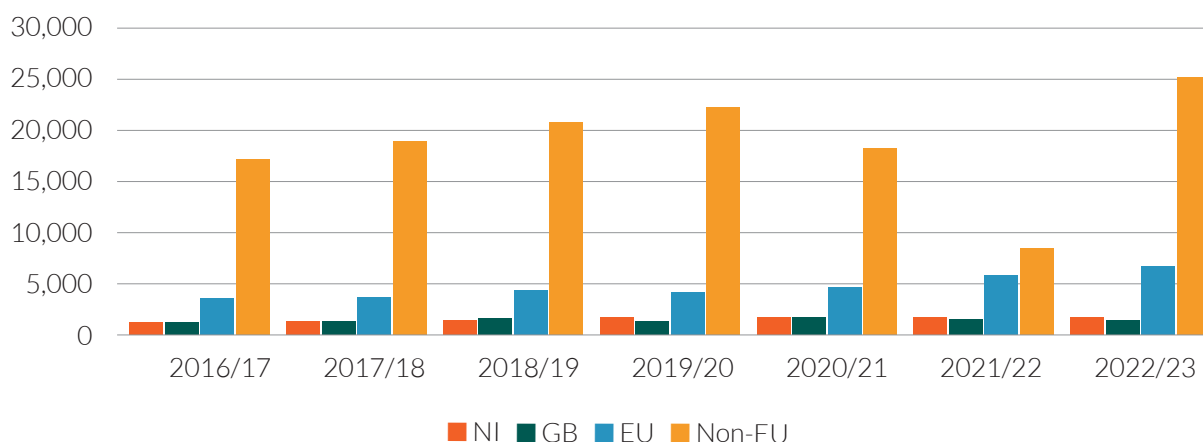
Education and research play a unique role in building the friendships, co-operation and strategic relationships that underpin cross-border collaboration. The historic and rich network of bi-lateral relationships that exist between further and Higher Education Institutions in Ireland, Northern Ireland and the rest of the UK have mitigated some of the impacts of Brexit. In July 2020, the Minister for Further and Higher Education, Research, Innovation and Science, along with the Minister for Education and the Secretary of State for Education in the UK, signed a Memorandum of Understanding on the Education Principles for the Common Travel Area (CTA). This recognised the right of Irish and British citizens to move freely and reside in either jurisdiction and enjoy associated rights and entitlements including access to employment, healthcare, education and social benefits. In particular, it sought to protect student mobility between both jurisdictions by maintaining access to each other's fee and student finance systems on the same basis as home students.

The New Decade New Approach Agreement (NDNA) and the Programme for Government include a series of commitments by government to address strategic challenges faced on this island, further develop the all-island economy, deepen North-South cooperation, and invest in the North-West and border regions. The government's Shared Island initiative is backed by a €1 billion fund to enable delivery of these all-island investment commitments. Education and research have played a prominent role in this area including the introduction of a major new North-South Research Programme, Co-Centres for Research and Innovation, funding for a new teaching and student services building at Ulster University in Derry

to increase access to third level education and deepen institutional co-operation in the North-West, facilitation for Northern Irish student mobility, and funding of medical and nursing places at universities in Northern Ireland for CAO applicants.

PEACEPLUS is a new European Union €1.1 billion funding programme designed to support peace and prosperity across Northern Ireland and the border counties of Ireland, building upon the work of the previous PEACE and INTERREG programmes. The design reflects the importance of peace-building activity, but also the importance of actions that will contribute positively to the economy. The programme will also enable education and training providers to develop and deliver programmes in those skills areas in which the legacy of the conflict has led to reduced labour market participation and as a consequence, higher levels of social exclusion. Supported projects will be delivered on a cross-border/cross-community basis. It also provides the opportunity to share learning and best practice in skills policy development on a cross-border basis.

Education and research have a large role to play in the objectives of the Shared Island initiative and PEACEPLUS programme. Significant investments have already been made in research and education programmes which can be built upon. Sustainable cross-border delivery structures are also needed including cross-border apprenticeships, common skills forecasting models, joint programmes, meeting the shared skills needs in Northern Ireland and the six border counties. It is important to note that engagement in cross-border skills provision extends to key public services such as health and social care.



Origin of international student enrolments in Irish HEIs (Source: HEA Statistics⁵)

There is a need to complement Erasmus+ and Turing schemes for study exchanges and internships between Ireland, Northern Ireland and Great Britain. We must ensure inclusive experiences for learners, researchers and innovators that cannot travel and for underrepresented groups as identified in the National Access Plan. We will continue to promote bi-lateral collaboration between tertiary institutions and deliver on the Programme for Government commitment for higher education provision in the North-West.

This pillar will be supported by delivering on the Programme for Government commitment for higher education provision in the North-West, delivery of approved actions under the PEACEPLUS programme (Skills Investment Area), and through maximising the impact of research investments in the North-South Research Programme and Co-Centres for Research and Innovation. The delivery of

these policy objectives will be measured through physical mobilities on a North-South and East-West basis and the number of inclusive experiences for learners that cannot travel and research impact measures.



Global Citizens 2030 will ensure education and research contribute to mutual understanding and seamless collaboration across the tertiary system, with purposeful collaborations in education and research underpinning enhanced co-operation on a North-South and East-West basis.

Flagship Initiative Six: Mobility and exchanges (between Ireland, Northern Ireland and Great Britain)

Develop inclusive exchange programmes for learners, staff, researchers and innovators of further and Higher Education Institutions in Ireland, Northern Ireland and Great Britain, to complement Erasmus+ and Turing Schemes, and to build on research investments through the North-South Research Programme and Co-Centres for Research and Innovation.

⁵ Internationally-domiciled refers to students whose country of permanent residence is outside the State. This includes students on Erasmus and other exchange students.



PILLAR 6

Thought leadership in international education, research, innovation and science policy

The establishment of DFHERIS in 2020 underpins the government's commitment to position Ireland as a leading knowledge economy with a talent and innovation focus and as a thought leader in policy underpinning these sectors. Ireland is amongst a growing number of countries worldwide that are bringing together further and higher education, research, innovation and science into a single Ministry. The development of a unified tertiary system is distinctive, and possibly unique, worldwide. Ireland's work on equality, diversity and inclusion in education and research is of significant interest internationally. An excellent, internationalised and unified tertiary system, is an enabler for achieving the economic objectives of a small advanced economy, for societal objectives including diversity, inclusion and social cohesion, for addressing major grand challenges like climate and digital transitions, and to connect our regions to global opportunities.

Impact 2030 - Ireland's Research and Innovation Strategy – has a strong international dimension with objectives for researcher talent and careers, international research partnerships, infrastructures and organisations. DFHERIS engages fully in European research policy development through European Research Area policy groups including open science, research integrity, Equality, Diversity and Inclusion (EDI) and tackling foreign interference, which ensures our research and innovation policy is at the forefront of European developments.

A new Research and Innovation Agency is being created through a landmark Research and Innovation Bill which will have enhanced functions to engage in European programmes and internationally. A new National Science Advice Forum and the

forthcoming appointment of a Government Science Advisor provides an opportunity to reinvigorate Ireland's participation in international science fora. A new research and innovation policy and advisor forum, chaired by the Minister, is being established comprised of national and international experts. Increasingly world class research infrastructures are being developed at a very large scale, requiring international consortia to collaborate and co-fund investments. Ireland will increasingly need to engage in European and international organisations to access these world leading infrastructures.

The establishment of a Civil Service Research Network will connect researchers with policy makers across government on a systematic basis for the first time, ensuring Ireland has the best possible evidence to make the decisions that will shape our future and offer opportunities to deliver research evidence and policy engagement in areas of common interest across departments, supporting policy coherence and contributing to sustainable development. Working with Irish HEIs, there is an opportunity to leverage the international connectivity of the Civil Service Research Network to develop continuing professional development and upskilling programmes for international civil and public services and non-governmental organisations (NGOs).

Ireland is pursuing membership of CERN and DFHERIS represents Ireland in the European Joint Research Centre. Impact 2030 sets objectives to enhance Ireland's influence in international scientific and research organisations, such as the European Space Agency and the European Southern Observatory. Ireland engages proactively with the Small Advanced Economies Initiative, a group of comparator countries with similar characteristics.

Countries worldwide are redoubling their efforts to achieve digital, green and just transitions to counteract climate change and to tackle other grand challenges, relying on enhanced skills, research and innovation to find the solutions. Aligned with the goal of embedding talent and innovation as part of Ireland's global footprint, Ireland is well positioned to become a recognised thought leader on talent, innovation and science policy. Building on domestic objectives, there is an opportunity to re-invigorate and enhance Ireland's reputation, engagement and influence in leading international education, research, innovation and scientific organisations. Connecting researchers with policy makers through the work of the Civil Service Research Network will provide greater access to the extensive international networks of both.

By 2030, Ireland will be recognised as a world leader in talent, innovation and science policy in small advanced economies, supported by engagements with priority international organisations, leveraging the extensive international networks of our universities and public sectors.




Global Citizens 2030 will ensure Ireland is recognised internationally as a thought leader in talent, innovation and science policy in small advanced economies, as part of our value proposition in our global footprint.

This pillar will be supported by reviewing Ireland's membership of international education, research, innovation and science organisations to better align to our global footprint and national priorities as set out in relevant strategies. We will promote and support the National Science Advice Forum to engage proactively with relevant international organisations. We will continue to be active participants in the new ERA policy framework comprising the Pact for Research and Innovation, the ERA Policy Agenda and the associated governance structures. Effective implementation of the ERA priorities will be achieved by appropriate alignment with national policy and practice. Progress will be measured by increasing Irish membership of international research and innovation organisations, convening international research fora in Ireland and establishment of partnerships with similar policy development initiatives in other small advanced economies.

Flagship Initiative Seven: Thought leaders in Talent and Innovation Policy

Building on the recently established Civil Service Research Network, DFHERIS will develop a research programme for talent and innovation policy challenges in small advanced economies.

A woman with dark hair, wearing a yellow pleated top, is shown in profile, looking towards the right. She is interacting with a futuristic digital interface that features various data visualizations, including line graphs, bar charts, and network diagrams. The interface is overlaid on a blue and green background with a grid pattern. The text "Strategy Governance and Implementation" is prominently displayed in the center of the image.

Strategy Governance and Implementation

Strategy Governance and Implementation

Strategy governance structures must ensure international talent and innovation supports national priorities, promotes regional development, informs the development of international relationships and meets stakeholder needs.

In practice, government, institutions and stakeholders engage differently with different jurisdictions, and the uncertain geo-political outlook over the coming years means that Ireland will have to be agile and adaptable to negotiate a challenging international environment. Lead responsibility for strategy implementation rests with DFHERIS and the actions to deliver on the strategy will involve other government departments, multiple state agencies, education and research institutions and representative bodies.

An Implementation Forum will be convened comprising of government departments (including Departments of Education, Enterprise, Trade and Employment, Foreign Affairs and Justice) and their agencies including Quality and Qualifications Ireland (QQI), HEA, SOLAS, Léargas, Science Foundation Ireland (SFI), Irish Research Council (IRC), Industrial Development Authority (IDA) and Enterprise Ireland. It will be tasked with working together to embed best practice, coordinate relevant activities, share information and consult on common issues in a structured manner. DFHERIS will drive the implementation of Global Citizens 2030, steering global talent and innovation policy in a more agile and responsive manner across key government departments, improving our evidence base, consulting with stakeholders at major junctures, articulating the importance of investment and ensure complementarity of actions across government.

A high level work programme from 2023-2026 is included in Appendix 3, within which annual work programmes will be developed, with the delivery of the seven flagship initiatives as focal points. A major milestone will be Ireland's Presidency of

the Council of the European Union from July-December 2026. The linkages with the sister strategy Impact 2030 - Ireland's Research and Innovation Strategy - will be continually explored throughout the implementation of both.

Global Citizens 2030 has a holistic focus on excellence of the learning and living experience and progress will be measured by performance indicators which have been identified under the six pillars. While noting that work is required to extend our evidence base on some of these, the overall impact of the strategy will be measured by:

- (a) Learner, researcher and innovator satisfaction with quality of living and learning experiences
- (b) Retention, graduation and first employment of international learners, researchers and innovators
- (c) Employer satisfaction with regard to international competencies of graduates
- (d) Achievement of a 10% growth targets for non-EU international students through a diversification strategy (target countries, institutions, programmes and regions) balanced with cost of living and accommodation constraints
- (e) Learner, staff, researcher and innovator mobilities (North-South and East-West, Europe and Rest of World)
- (f) Institutions obtaining/retaining the International Education Mark and associated metrics
- (g) Impact of European Universities in their regions
- (h) Irish participation in international education, research and science organisations

The background of the page features a hand holding a glowing globe. The globe is rendered in a wireframe style with a blue and white color scheme. A network of glowing lines and nodes is overlaid on the globe, extending across the background. The overall aesthetic is futuristic and digital. The text is positioned in the upper left quadrant of the page.

Appendix 1 Review of 'Irish Educated, Globally Connected'

Introduction

The Department of Further and Higher Education, Research, Innovation and Science (DFHERIS) has developed a new International Talent and Innovation Strategy for Ireland in consultation with all relevant stakeholders, as agreed in the Programme for Government - Our Shared Future⁶.

The last strategy - Irish Educated: Globally Connected⁷ described the internationalisation of education as “a comprehensive approach to education that prepares students, academics and staff to be active and engaged participants in an interconnected world.” While many stakeholders are minded to focus on the importance of the inward nature of international education, the outward mobility of Irish students and academics also forges a critical part of the relationship building which underpins the formation of international engagements. Global Citizens 2030 provides a platform to position Ireland to consolidate and further grow its international education, research and innovation policy on this basis. It is designed to represent the inward and outbound movement envisioned for international education in Ireland. It places priority on the quality of the experience for international students and academia, while also seeking to increase the opportunities for Irish students and staff to experience education outside of Ireland.

Key drivers for Global Citizens 2030

In developing this new strategy, DFHERIS published a consultation document in February 2022. It noted that the purpose of Ireland's international education strategy has been to support the development of global citizens through Ireland's high-quality international education system, by attracting

talent from around the world to our education institutions, equipping Irish learners with the skills and experience they need to engage internationally and to participate in world-class research and other international collaborations.

While this remains true, the new *DFHERIS Statement of Strategy*⁸ provides the frame for key drivers informing the new international strategy:

(a) Develop Talent

Work to enable everyone across society to meet their potential and develop the talents, skills and knowledge required to succeed in the Irish economy of today and meet the needs of our stakeholders, employers and industry.

Ireland seeks to attract talent from around the world to its education and research institutions, and to equip Irish-based learners and staff with the skills and experience they need to engage and collaborate internationally. It needs to explore whether existing policies including current scholarships schemes, or joint programmes/awards can be better deployed to support this goal.

(b) Promote research, innovation and science

Lead a whole-of-government approach to advancing research and innovation, through implementation of agreed strategies and the

⁶ Department of Taoiseach – Programme for Government (October 2020)

⁷ Department of Education and Science – Irish Educated: Globally Connected (October 2016)

⁸ DFHERIS Statement of Strategy 2023-2025 (December 2023)

<https://www.gov.ie/en/organisation-information/b1aad-statement-of-strategy-2023-2025/>

promotion of engagement between the enterprise sectors, higher educational institutions and research bodies in Ireland, the public sector, the wider community and internationally.

The recently published Research and Innovation (R&I) Strategy – Impact 2030 – notes the importance of strengthening relationships and engagement beyond our shores as an important asset in enabling Ireland to excel in key areas of research and innovation. The Irish research and innovation community has developed strong and well-diversified collaborative links with a wide range of international partners, mainly through the EU Framework Programmes. Horizon Europe continues to provide significant opportunities for Ireland to deepen collaboration within the EU and with new and existing partners across the globe.

(c) Support inclusion

Strive to ensure that learners all across the tertiary system are enabled to access the supports they require, in particular to meet the needs of vulnerable learners, people with disabilities and those from a background of disadvantage so as to promote widespread engagement with the education and skills systems and in turn contribute to individual, community and national growth and prosperity.

The commitment to inclusion, as evidenced by recently published National Access Plan,⁹ has been a longstanding national policy priority in Ireland, which has placed Irish education institutions to the forefront of best practice. It is critical that our economic, cultural and social development is mirrored by graduates who reflect the diversity of the population, including socio-economic background, ethnicity, gender, geographical location, disability and age.

This is the basis for strengthening Ireland's reputation as a location with an education system, which is truly welcoming and supportive of international students, researchers and academics.

(d) Global engagement

Position Ireland as a leading international location for researchers, students and post-graduates, and as an advanced knowledge economy with a cutting edge research and innovation focus, where there is ongoing engagement across the Island of Ireland and through key partnerships with the UK, within the EU, North/South and East/West and globally, in order to continue to draw high achieving individuals from abroad to Ireland's international education system and to enable Ireland to compete on the world stage.

International education operates in a very competitive environment. It is vital that Ireland plays to its strengths, harnessing wider global linkages which support its ambitions to be a leading knowledge economy. This will include ensuring appropriate risk management is built into its approach to internationalisation, complete with a greater focus on environmentally sustainable forms of engagement.

It will also be critically important to strike the appropriate balance between maintaining an open approach to international cooperation, while protecting Ireland's shared values and principles in global partnerships.

(e) Advance system performance and reform

Advance the continued progression of the Further and Higher Education systems, collaborating with stakeholders in the development of a Unified Tertiary System, the transformation of approaches to Apprenticeships and embracing the importance of Skills development.

Each international engagement, at institutional or individual level, is an indication of confidence in the education and research infrastructure in Ireland. It is vital that the underpinning of Ireland's international education, research and innovation system is quality, both in terms of institutional governance as well as excellence in teaching and learning.

⁹ National Access Plan 2022-2028 <https://www.gov.ie/en/publication/b156c-national-access-plan-2022-to-2028/>

While quality is particularly critical to all sectors, it is particularly relevant in the English Language Education (ELE) sector. It is a broad and diverse sector which experienced extensive growth and success over the period of the last strategy, but this exposed certain regulatory gaps. As this sector moves towards statutory regulation for the first time, the roll-out of the International Education Mark (IEM) will underpin a high quality ELE sector that safeguards the interests of students. It will also ensure that the educational function of this sector, which is the teaching and learning of English language proficiency will be the core focus of its future direction.

Indecon Review

Indecon International Research Economists (hereinafter referred to as Indecon) was appointed by DFHERIS to undertake an independent evaluation of Ireland's International Education Strategy 2016 – 2020. It concluded as follows:

(a) Increased numbers of international students and research income

Indecon found that 'exceptional progress' was made in expanding the number of international students and in growing overseas research income. In 2019/2020 Ireland surpassed the 33% strategy target of increasing international student numbers. Data verified by Indecon suggests that Ireland achieved this objective, with a 33.6% increase in international student numbers (44,229 students) for the 2019/2020 academic year. However, there remains a challenge in achieving some of the wider goals of the globalisation of Irish education. For example, stakeholders felt that the strategy had been less effective in the attraction of international academic staff and researchers.

(b) Gross impact on economy

The sector had a major economic impact (estimated at a gross annual economic impact

of €2.38 billion) on the Irish economy. This is an increase of 46% over the lifetime of the strategy.

(c) Cost benefit analysis

A rigorous cost benefit analysis undertaken by Indecon highlighted the very positive benefits to cost ratio. For every €1 of costs associated with international students visiting Ireland, there is €1.67 in benefits. This does not fully take into account the longer term economic benefits of the international strategy.

(d) Data challenges

A number of the strategic objectives set were associated with clear quantified targets. However, this was not the case for all of the objectives. Significant data challenges exist in measuring their impact, which should be considered for the next strategy.

(e) Regulation of English Language Education (ELE) sector

The success of the strategy is dependent on the reputation of Ireland's education and training providers. There are some concerns regarding the regulation of the ELE sector and the 'contagion' impact of closure of any private providers. While significant legislative improvements were recognised, regulators must remain vigilant to this risk.

(f) Brexit

Following the withdrawal of the UK from the European Union, Ireland is the only native English-speaking country in the EU. This will open up new opportunities for Ireland to increase its share of students wishing to study in the EU. There may also be significant potential new opportunities to expand research and innovation collaborations and to attract more international researchers.

In preparation for the next international strategy, the Indecon report made the following recommendations:

(a) Allocation of additional resources to promote international research collaborations

Additional resources should be allocated to support educational providers to secure new international education, research and innovation opportunities that may arise because of Brexit. A well-resourced programme would likely have very high net economic benefits and could enable Ireland to secure increased income from the EU and other international sources.

(b) Implementation of significant changes in offering to reflect COVID-19 impacts

Education providers should be supported to implement changes in educational offerings to reflect COVID-19 impacts. This will require changes in the mode of delivery and in the availability of a combination of on-site and off-site delivery. Such initiatives would reduce the environmental impacts of student mobility and could offer access to international faculty specialists for Irish students. Further investments in education technology, learning management systems, adaptive learning technology and online continuous professional development have the potential to deliver new ways of global learning.

(c) Examination of ways to facilitate increased global participation

While the focus of the international strategy was understandably on the attraction of international students and research income, there are also major benefits of a wider global engagement strategy which facilitates Irish students and staff to experience benefits of internationalisation via outbound mobilities. Ways to provide additional supports to facilitate the internationalisation of education should therefore be examined including enhancing information and support to Irish students and faculty as well as increased joint programmes with international education institutions.

(d) Greater clarity of wider objectives of strategy and success indicators

Looking forward, the focus of any future strategy must be wider than student recruitment and revenue. Diversity of students, developing alumni networks, student and faculty exchanges and linkages with the enterprise sector were highlighted. There is a need for clear Key Performance Indicators (KPIs), both qualitative and quantitative for all objectives.

(e) Extension of focus beyond non-EU third level students

These students provide a significant direct economic impact and help underpin the financial sustainability of the higher education sector. EU students contribute to the wider educational experience of Irish students and provide important cultural links with key EU partner countries. There may be some potential for the strategy to support commercial educational providers charging fees to attract overseas primary and secondary students. International education beyond tertiary has been identified as an area for further development in other countries. (The question of overseas primary and secondary school children falls within the remit of the Department of Education. The focus of this strategy will remain on tertiary education.)

(f) Improvements in data to monitor progress are required

The effectiveness of future strategies would be enhanced if there was an improvement in up-to-date data to monitor progress which would be aligned with best practice in ensuring evidence-based policy development. Monitoring of progress should not be restricted to areas where the economic value can be easily quantified and there is a need to find ways to monitor the attraction of international faculty staff, outbound mobility of students and staff, linkage with enterprise and wider aspects of globalisation. There is also merit in increased international

benchmarking. A key priority is the development of comprehensive definitions and consistent collection of data relating to inbound and outbound students, as well as data on faculty mobility overall, international research partnerships, international research funding and engagement with industry.

(g) Promotion of additional pathways to further education and employment for international students

The pathways between further and higher education are important in meeting the changing needs of those participating in the education sector and in addressing skill requirements in the Irish economy. This also applies to international students. The provision of a three to five-year graduate visa for certain areas of skill shortage with a pathway to residency in order to retain the skills of international students should also be evaluated, taking account of the needs of the labour market. One option would be to provide a three to five-year graduate visa for all occupations listed as areas of skill shortages, identified through current skills demand models. This requires careful planning but should be considered as part of the next strategy.

(h) Involvement of key shareholders in development of new strategy

There is merit in considering a more segmented approach which recognises the variety of providers of international education and differences in international priorities and capacity to develop international outcomes. There is a need for a cross-government strategy as well as involvement of key stakeholders such as indigenous and multinational companies, IDA, Science Foundation Ireland, IBEC and Chambers of Commerce.

(i) Maintaining standards should be part of a new strategy

The importance of quality assurance and

effective regulation to the success of Ireland's international strategy, was highlighted and continued refinement of quality assurance and regulation is recommended. Maintaining standards in all aspects of international education including in the English Language training sector remains essential for the next strategy.

Consultation Process

A public consultation launched in February 2022 set out Ireland's current approach to international engagement in education, research and innovation and invited stakeholders to consider how best to strengthen existing international relationships and develop new ones. It also sought views on the potential for a more co-ordinated approach to international education, research and innovation engagements.

Fifty-four individual responses were received from a range of stakeholders including HEIs, student groups, State actors, business organisations and individuals. Officials from DFHERIS also engaged with key stakeholders in a series of bilateral engagements to further explore the ideas raised.

A number of common themes and trends were identified from this process, including:

- (a) Growing international competition, particularly from countries which formerly were a source of students and are now competing to attract international students to courses conducted in English. However, they are also seeking greater international cooperation to increase the profile and international status of their institutions.
- (b) It is likely that there will be increased competition from traditional sources such as the UK, which has adjusted its offering, specifically in the context of visas, and the goal of 'go global' is embedded in their post-Brexit actions.
- (c) This growth in competition has led stakeholders to identify Ireland's offering, not just in terms of quality of the

institution and its programmes, but also the student experience from the point of view of visa applications. A common proposition is that Ireland needs to match the offering from like competitors.

- (d) The emergence of the global pandemic has vastly accelerated the use of digital technology. Clearly, it facilitates opportunities for international academic co-operation but it also calls into question the very nature of an international student. Could it be simply that someone enrolls on a course in Ireland, albeit remotely, or does it entail moving here to experience Irish life? Equally, online delivery offers the possibility for international students to experience Irish education, where they could not meet the visa requirements or costs associated with living in Ireland.
- (e) A number of responses referred to the internal organisational structure within HEIs, where there is little if any crossover of the international education and research departments within HEIs. This places a responsibility on Vice Presidents within HEIs to align the strategic priorities of these separate structures as envisaged in the DFHERIS approach.
- (f) Many also stressed that an effective strategy will require government to incentivise international co-operation through increased funding.
- (g) There is widespread support for a whole-of-government approach to the strategy, noting that it must align with and build on other complementary government initiatives and structures, including Ireland's global footprint and tourism.
- (h) Finally, another common theme was that to have an effective strategy it must be data driven and focussed with clearly identified measurable targets for success.

international education in the 2020/ 2021 and 2021/ 2022 academic years. While measures such as the 'meet and greet' were put in place to enable some degree of inward mobility during this time, Education in Ireland (EII) have recently reported that following a decline of 7% in income to €467 million for the higher education sector in 2020, recovery has taken place in 2021 with a 11% increase in income in 2021, which amounts to €529 million. This compares with reported income in 2019 of €519 million. Initial income trends for the ELE sector are also positive, though a full recovery is not expected until 2024.

Current status of international education in Ireland

Public restrictions on travel over the past number of years has clearly impacted on

Appendix 2

Availability of data on international students in Ireland



Background

The following is a review of existing data sources regarding the numbers of international students engaged in further and higher education, including where issues with data have been noted.

DFHERIS funded programmes cover further education and training, higher education and research sectors. Primary data is currently held in the relevant state agencies (SOLAS, HEA, QQI, Skillnet Ireland, SFI) with reporting functionality back to this Department.

Current position

Higher Education

The numbers of international students enrolled in higher education courses monitored by the Higher Education Authority (HEA) are available in the form of interactive dashboards on the HEA website¹², from which aggregated data may be downloaded. This aggregated data is derived from the HEA's database: the Student Record System (SRS). Student data is returned to the HEA by HEA-funded institutions in Q2 of the year and the HEA aims to release new data no later than year-end (31 December of the relevant return year). This data is available from academic years 2016/2017 until 2022/2023. Regarding non-Irish enrolments, data subtotals are available for domicile groups: Northern Ireland, Great Britain, EU, non-EU, and Unknown. For EU and non-EU countries, data is further reported at the level of individual countries. Data is not publicly available at the level of state (in the case of USA) nor at the level of devolved nation in the case of Great Britain (e.g. Scotland). Enrolment numbers can also be flexibly filtered by age group, by course level (undergraduate/postgraduate), by gender, by institute, by whether individuals are new entrants, by programme type (e.g. Honours Degree), and by mode of study (full-time or part-time). Additionally, the total

number of international students in Ireland (public and private) is tracked as part of DFHERIS's annual performance budgeting.

Further Education

There were 195 different nationalities recorded in FET enrolments in 2022. The number of students enrolled in further education and training is monitored by SOLAS and is recorded in the Programme and Learner Support System (PLSS) which is a live database into which Education and Training Boards (ETBs) submit information. Key figures are published in annual reports such as 'This is FET Facts and Figures' (the most recent available edition of which is 2022). Regarding international enrolments, SOLAS have also published 'Non-Irish Nationals in FET' profiling international engagement in further education and training in the year 2020. This report only includes those cases where nationality was captured; for 2020 this nationality response rate was 79.4%. Individual country is captured in the PLSS but a breakdown by specific country is not included in the report. The report provides the percentages of Irish and non-Irish enrolments. Of these non-Irish enrolments, percentages are reported for Great Britain, non-EU (excluding Great Britain), and for EU. For non-EU enrolments, the percentage split between Asia, Africa, the Americas, Europe and Oceania is reported. Non-Irish enrolments are alternatively broken down into delivery type (full-time, part-time, or online) and by other demographic factors (e.g. start age).

Finally, non-Irish enrolment numbers are

¹² <https://hea.ie/statistics/data-for-download-and-visualisations/>

also reported by specific programme (e.g. PLC). This is not further disaggregated (e.g. into EU, non-EU, etc.). It should also be noted that this particular analysis is not limited to unique learners between programmes. That is to say that if one individual were enrolled in multiple courses, they would be counted in the total figure multiple times (once for each of the courses in which they are enrolled). Additionally, learner counts that are less than five are excluded.

English language students

The number of English language students in Ireland is currently monitored as part of DFHERIS' annual performance budgeting. This figure is sourced by the DFHERIS International Cooperation Unit but is noted as being ultimately derived from Indecon reporting or from Marketing English in Ireland Annual Reports.

Student mobility - Erasmus

Ireland is engaged with the EU funded Erasmus+ programme which supports student exchange programmes at all levels of the education system. Programme countries include all EU member states, Iceland, Norway and Liechtenstein, the Republic of North Macedonia, Turkey and Serbia. Further countries may take part in some aspects and are subject to specific conditions. Participants in Erasmus+ projects may need to obtain a visa for staying abroad in the EU Member States and third countries associated to the programme or third countries not associated to the programme hosting the activity. The total number of Erasmus entrants into Ireland (including both student and staff) is broken down by the Erasmus programme section (e.g., higher education, vocational education and training) and by the participant's country of origin in the full statistical annex.

Enrolments in further and higher education

Total Enrolments

Academic Year	2021/22		2022/23	
	HE	FE**	HE	FE**
Ireland	229,290	113,535	221,645	127,917
Northern Ireland	1,735	3,037	1,660	3,361
Great Britain	1,520		1,465	
EU	5,845	13,595	6,765	14,939
Non-EU	22,545	14,463	25,245	40,523
Unknown	75	0	5	0
Total	261,010	144,630	256,785	186,740
Total International*	31,720	31,095	35,140	59,757

* Total International computed as Northern Ireland + GB (Other) + EU + Non-EU and calculated via the HEA's dashboard. Also available at individual country level.

** Estimated numbers derived from percentages reported in 'This is FET Facts and Figures 2022'.

Breakdown of International Students into Full-time and Part-time Enrolments 2021-2022

	High Education 2022/23		Further Education 2020		
	Full time	Part Time	Full time	Part Time	Online
Northern Ireland	980	550	8,820	16,811	1,096
Great Britain (Other)	855	365			
EU	5,705	690			
Non-EU	22,960	1,430			
Unknown	5	45			
Total International	30,500 (91%)	3,035 (9%)	8,820 (33%)	16,811 (63%)	1,096 (4.1%)

Further Education – programme breakdown 2020¹³

	Irish	Non-Irish
Full-time:		
Bridging and Foundation Training	135	27
Community Training Centres	1,432	185
Specific Skills Training	3,610	1,084
Traineeship Training	2,198	473
Local Training Initiatives	1,249	204
Specialist Training Providers	1,715	246
VTOS Core	2,392	955
Youthreach	3,106	490
Justice Workshop	109	6
Blended Training	716	293
Traineeship Employed	552	200
PLC	32,211	5,992
Part-time		
Evening Training	4,076	1,103
BTEI Groups	10,886	3,128
Adult Literacy Groups	13,729	3,109
ITABE	652	329
Voluntary Literacy Tuition	252	101
FET Cooperation Hours	1,462	238
Community Education	15,434	1,957
Skills for Work	1,871	942
ESOL	463	8,756
Refugee Resettlement	0	584
Libraries Training	0	7
Other Funding	1,376	301
Recognition of Prior Learning	73	14
FET Pathways from School	99	16
Part-time and Full-time		
Skills to Advance	3,444	834

¹³ <https://www.solas.ie/f/70398/x/aca0d6d647/non-irish-nationals-in-fet.pdf>

Erasmus¹⁴

Total staff and students travelling to Ireland under Erasmus 2017-2021

	Students	Staff
2017	15,678	3,732
2018	18,064	4,820
2019	22,802	7,103
2020	8,343	1,445
2021	10,015	2,502

2021 breakdown by source sector

	Travel out of Ireland	Travel into Ireland
Higher Education	3,360	5,127
Vocational Education and Training	71	4,894
Adult Education	3	147
Young People and Youth Workers	300	149
School Education	1,081	2,200

¹⁴ Erasmus+ annual report 2021 Statistical annex Retrieved 19/01/2023 at <https://op.europa.eu/en/publication-detail/-/publication/757368ca-7b6e-11ed-9887-01aa75ed71a1>

Appendix 3 Work Programme 2023-2026



This Work Programme is the first of two planned during the course of implementation of Global Citizens 2030 with Ireland's Presidency of the Council of the European Union in 2026 a key milestone.



PILLAR 1

Talent and Innovation at the heart of Ireland's global footprint

Flagship 1	Description	Milestone	Responsibility
Team Ireland for Talent and Innovation	Talent and Innovation Attachés DFHERIS will develop a physical presence in six Ireland House locations by 2030, using an appropriate mix of Talent and Innovation Attachés, local team support, strategic relationships and partnerships with Irish and international organisations operating in priority regions.	Selection of Team Ireland locations and model(s) for engagement in priority region(s)(Q1, 2024) Appointment of two Attachés (Q4, 2024) Agreed priority regions and schedule for appointment of remaining Attachés (Q4, 2024)	DFHERIS, DFA and Agencies
	Scholarship programmes DFHERIS will review the range of international scholarships it administers to ensure they are consistent with the objectives set out in Global Citizens 2030, aligned to priority regions and other relevant DFHERIS policies including Equality, Diversity and Inclusion (EDI).	Review of existing scholarship programmes with recommendations for future programmes implemented (Q2, 2025)	DFHERIS and HEA
	Establishment of partnerships Establish partnerships with organisations with a presence in priority regions to further enhance a strong global brand for Irish Talent and Innovation, aligned to Global Ireland.	Establish partnership agreement between DFHERIS and Irish Undergraduate Awards clg (Q3, 2023) Identify opportunities for partnerships with other organisations operating in priority regions (2024 onwards)	DFHERIS and DFA



PILLAR 2

A first choice destination for international learners, researchers and innovators

Flagship 2	Description	Milestone	Responsibility
International Education Mark	<p>International Education Mark (IEM)</p> <p>The IEM will be awarded to education providers who have demonstrated that they meet the national standards to ensure a high quality experience for international students from enrolment to completion of their programme of education and training.</p>	<p>Official launch of IEM (Q1 2024)</p> <p>Working through the Global Citizens 2030 Implementation Forum, develop an integrated international communications campaign with all relevant stakeholders aligned to Global Ireland brand (Q2 2024)</p> <p>Collaborate across Departments (Justice/ Enterprise, Trade and Employment) to assess the implementation of the IEM on visa entry policy (Q4, 2023)</p>	<p>DFHERIS and QQI</p> <p>DFHERIS, DFA and Implementation Forum</p> <p>DFHERIS, D/ Justice and DETE</p>
	<p>International student targets</p> <p>National targets for and approaches to international student targets will be better aligned with institutional planning frameworks and through performance monitoring of Education in Ireland activities.</p>	<p>Establish Implementation Forum (Q1, 2024)</p> <p>Agree international recruitment targets (Q3, 2025)</p> <p>Review of Agency and HEIs roles and activities (Q4, 2024)</p>	<p>DFHERIS</p> <p>DFHERIS, HEIs and Agencies</p> <p>DFHERIS and Agencies</p>



PILLAR 3

Global citizens in multi-national, multi-cultural and diverse workplaces

Flagship 3	Description	Milestone	Responsibility
European Universities Initiative	<p>European Universities Initiative (EUI)</p> <p>EUI underpins networks of universities in Europe which aim to boost the excellence dimension of higher education, research and innovation, while promoting geographic balance, gender equality, inclusiveness, and equity. This promotes seamless and ambitious transnational co-operation between Higher Education Institutions across Europe, and inspires the transformation of higher education.</p>	<p>Support Irish HEIs to maximise opportunities for participation in the EUI (Q3, 2024)</p> <p>Align regional and other impacts arising from membership of Irish HEIs in EUI alliances with Unified Tertiary System strategy (Q4, 2024)</p>	<p>DFHERIS, HEA and HEIs</p> <p>DFHERIS and HEA</p>
Flagship 4	Description	Milestone	Responsibility
Innovate for Ireland	<p>Innovate for Ireland</p> <p>Innovate for Ireland is an ambitious partnership between industry and government which will attract hundreds of high calibre PhD students to undertake research and innovation in Ireland.</p>	<p>Formal launch of Innovate for Ireland call to HEIs (Q1-Q2, 2024)</p>	<p>DFHERIS/ Research Agencies</p>



PILLAR 4

Enhanced influence in European education and research

Flagship 5	Description	Milestone	Responsibility
Presidency of the Council of the European Union	EU Presidency While Ireland will hold the Presidency of the Council of the European Union in the second half of 2026, its leadership will emerge in advance through participation in the Presidency of the trio countries. This period will place Ireland at the heart of the stewardship of key policy renewal in the EU. DFHERIS will co-ordinate the education (<i>in partnership with the Department of Education</i>), skills and research elements of Ireland's Presidency.	DFHERIS participation in inter-departmental groups to ensure that its priorities are reflected in Ireland's Presidency programme (Ongoing) Encourage and facilitate stakeholder engagement with DFHERIS Presidency Team to maximise exposure of impact of Irish further and Higher Education Institutions' participation in EU programmes, as well as leading policy discussions on emerging European policies (Ongoing)	DFHERIS DFHERIS/DE/HEA/FEIs/HEIs
	Eramus+ Erasmus+ is the EU's programme to support education, training, youth and sport in Europe, with a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life. In line with DFHERIS's EDI policies, it will encourage opportunities to maximise participation within further education and higher education.	Develop Erasmus+ options paper (Q4, 2023) Work with HEA and Léargas to develop strategy to address affordability of Erasmus+ opportunities and to encourage greater participation in Erasmus + programme from groups identified in the National Access Plan and other groups who have underrepresented in the programme (Q4, 2024)	DFHERIS DFHERIS/HEA/ Léargas



PILLAR 5

A new level of North-South and East-West collaboration

Flagship 6	Description	Milestone	Responsibility
Mobility and exchanges (between Ireland, Northern Ireland and Great Britain)	Mobility scheme Develop inclusive exchange programmes for learners, staff, researchers and innovators of institutions in Ireland, Northern Ireland and the Great Britain, to complement Erasmus+ and Turing Schemes, and to build on research investments through the North-South Research Programme and Co-Centres for Research and Innovation.	Engage with the UK Department of Education and with counterparts and partners in Northern Ireland to develop mobility schemes (Q4, 2025)	DFHERIS
	New Decade New Approach Expansion of higher education provision and deeper institutional cooperation in the North-West through Shared Island Fund allocation for new teaching and student services building at Ulster University (UU) Derry campus.	Sign Memorandum of Understanding for delivery of UU Teaching Block (Q1, 2024)	DFHERIS
	Maximise return on investments in North-South Research Programme and Co-Centres for Research and Innovation.	Review North-South Research Programme in advance of second call (Q2, 2024)	DFHERIS/HEA



PILLAR 6

Thought leadership in international education, research, innovation and science policy

Flagship 7	Description	Milestone	Responsibility
Thought leaders in Talent and Innovation policy	Research programme Building on the recently established Civil Service Research Network, DFHERIS will develop a research programme for talent and innovation policy challenges in small advanced economies.	Develop research programme for talent and innovation policies in small advanced economies (Q4, 2025)	DFHERIS
	Membership of International Research and Scientific Organisations.	Establish National Science Advice Forum and international engagement programme for Government Science Advisor (Q1, 2025)	DFHERIS
		Review Irish membership of international research and scientific organisations to ensure return on investment and maximise benefits for Irish researchers and innovators (Q2, 2025)	DFHERIS and Research Agencies
		Ensure successful application for Ireland's membership of CERN (Q4, 2025)	DFHERIS and Research Agencies

