

INTERNATIONALIZATION OF LIS EDUCATION IN EUROPE AND NORTH AMERICA

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Introduction

Communities and individuals share responsibility for the wise use of global resources. Though, to have such global perspective it is necessary not only to re-educate humankind, but also to create a new system of education which will promote a global view on cultural, social, political, economic and ethnic issues. With the spread of world-wide communication technology and the migration of people to every corner of the earth, people no longer exist in isolated societal, ethnic or religious enclaves, but reflect the diversity of the world. Nowadays most colleges and universities in Europe and North America recognize the need to provide their students with knowledge and skills necessary to function effectively across cultures and nations.

Many people consider that U.S. is a melting pot of races and ethnicities due to the large number of foreign students, workers, and immigrants. Though as the

39th President of the United States Jimmy Carter said, “We become not a melting pot but a beautiful mosaic: different people, different beliefs, different hopes and different dreams” (Pell, 2003).

This paper will support an idea that such union of different cultures, their histories, beliefs, traditions, different life perception and perspectives form highly intellectual, socially and culturally mature society where every person contributes into society development despite his/her origin, race, skin color or religion. Libraries are considered the main provider of access to different cultures, ideas and knowledge, informal learning, consulting, a meeting place for people/users from different communities thus facilitating social and cultural interaction between citizens with different backgrounds. Therefore, international and intercultural opportunities are essential components in educating and training library and information professionals.

Since all people are members of world citizenry, they need to establish a common system of ethics and a sense of fairness and mutual understanding for better future in the diversified world. Through this mutual understanding, respect and willingness to learn other cultures, people can make bridges between their separate selves and turn individuals into communities. Liston (2002) states internationalization does not only presume the understanding of other cultures, but also the ability to see oneself and one’s culture in the eyes of the other. During recent years many LIS programs in Europe and North America have been devoted to the development of students and staff as citizens of the world that emphasize cultural diversity.

In this paper, we give an overview of internationalization of higher education (HE) in general and library and information science (LIS) education in particular. The paper is structured into four main parts. The first section looks at the meaning and definition of the term; the second discusses the changing nature of the internationalization in higher education; the third reviews the internationalization of LIS programs; and the fourth highlights issues of internationalization of the LIS curriculum.

Meaning and Definition of the Concept of Internationalization.

Internationalization is not a new phenomenon. People have interacted with other nations and cultures for centuries. The reasons for cultural interactions have been an interest in the other cultures, languages, ideas, people, a curiosity or the quest for knowledge and understanding or just sheer coincidence. HE has been internationally oriented since medieval times; for example, academics and students moved freely from Bologna to Göttingen, to Paris, to Greifswald, and to Oxford in order to take advantage of the intellectual elite of those days (Stier, 2002). De Ridder-Symoens (1992, p.281) notes:

‘The use of Latin as a common language, and a uniform program of study and systems of examinations, enabled international students to continue their studies on one ‘stadium’ after another and ensured recognition of their degrees throughout Christendom’

Since then, universities have cooperated across national borders for various reasons; for example, political, economical, cultural as well as intellectual and after the Second World War, the international mobility of researchers and students has increased substantially, especially within Asia, North America and Western Europe. However, the

term internationalization has been an important part of HE vocabulary only in the last two decades. Beginning in the mid-eighties internationalization of HE started to increase in importance, scope and volume; for example, the growing numbers of students, professors, and researchers participated in academic mobility schemes, the number of courses, programs and qualifications as well as in campus based extra-curricular activities which focused on comparative and international themes and aspects increased, the number of cross-border delivery of academic programs and joint or double degrees was growing, new organizations, networks and consortia were established at national and international level and there was an expansion of partnerships, franchises and offshore satellite campuses, the impetus given to recruitment of foreign students increased, new regional and national level government policies and programs supporting academic mobility and other internationalization initiatives emerged (Knight, 2005).

However, there are many definitions, terms, approaches and interpretations of internationalization of HE. The term is popular and widely used in varying context and for diverse purposes. Policy-makers and educators stress internationalization as a principal goal for HE. However, policy-makers tend to focus on ideological goals, university administrators on formalities and practicalities of international co-operation whereas teachers emphasize pedagogic issues. In addition, ‘universities struggle to overcome organizational obstacles, traditions and collective attitudes that prevent administrators and teaching staff from co-operating sufficiently and adequately’ (Stier, 2002). The term remains, however, ambiguous and unclear (Knight 1997, Yang 2002, Stier 2003), the language of internationalization is changing and differs within and between countries (Knight, 2005).

Stier (2002) notes that the English writer J. Bentham was first to use the term ‘international’ around 1780 and etymologically it can be derived from Latin, ‘inter’ means ‘between’ and ‘nationalization’ refers to ‘nation’. One of the most commonly used definitions of internationalization of HE comes from a Canadian researcher Jane Knight and a Dutch researcher Hans de Wit (1997):

‘Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution’

More recent definition (Knight 2005) reads as follows:

‘Internationalization is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education’ This definition understands internationalization as an ongoing and continuing process of making something international, not just a set of activities. Stier (2002) describes internationalization as ‘a process of exchange and mutual influence, where the actors involved are presumably ‘nations’’. The definition provided by Knight (2005) integrates various strands or aspects of internationalization such as institutional strategy, mobility of students and academic staff, the curriculum and teaching process embracing also such matters as curriculum reform and the improvement of quality, research collaboration, international development projects, staff development and cross-border delivery of education programs. Hans de Wit (1998) highlights that this way of looking at the internationalization of HE is quite different than what frequently is done in studies

dealing with this theme. In most studies internationalization of HE is narrowed to one or a few activities; for example, academic mobility, global or multicultural education, area studies, and study abroad. Internationalization is also frequently confused with a rationale seen as an activity rather than a process (de Wit, 1998). Stier (2003) notes that internationalization is commonly conceptualized as an ideology or policy of some sort. Several authors from the United States have described internationalization mainly as a process of making campuses internationally oriented (Harari, 1992, Pickert and Turlington, 1992, Hanson and Meyerson, 1995) or as the process of integrating international education into the curriculum (Tonkin and Edwards, 1981, Lambert, 1989, Harari, 1992, Klasek, 1992). However, when we speak of the contents of internationalization in HE, Stier (2002) suggests the term 'intercultural education' as intercultural education implies a learning situation characterized by intercultural interaction, which is used actively as a pedagogic resource. Back et al (1996) in a comparative study of the internationalization activities of HE institutions, however, examined seven themes: (1) an organization strategy for internationalization; (2) international student programs; (3) the internationalization of teaching; (4) off-shore and distance education; (5) internationalization in research; (6) international technical assistance and training, and; (7) providing international student support services.

Wächter (2003), looking at the trends over the last 30 years in Europe, concludes that the concept of internationalization has clearly widened and moved from a focus on the individual; via a focus on networks of persons or small sub-units of HE institutions; via a focus on the institution as a whole; to the "system level", i.e. the formal structures of HE.

There are a number of terms which are often confused with or used in conjunction with internationalization; for example, globalization, regionalization, transnational education, borderless education, global education, world education, intercultural education, comparative education, multicultural education, and international education. Most often the term 'globalization' is used interchangeably with internationalization (OECD, 1999). In general, globalization is more often associated with competition and internationalization with cooperation. Knight and de Wit (1997, p.6) define globalization as 'the flow of technology, economy, knowledge, people, values, and ideas ... across borders. Globalization affects each country in a different way due to a nation's individual history, traditions, culture and priorities'. Hans de Wit (1998) notes that internationalization is how a country responds to the impact of globalization and should not be confused with the globalization process itself. Knight (2005, p. 5) concludes that internationalization of HE should be 'seen as both a reaction to, but also, an agent of globalization'. Knight (OECD, 1999) highlights the need for further exploration of the term internationalization as well as related terms.

Two main dimensions or components of internationalization can be identified: internationalization at home and cross-boarder education. 'Internationalization at home' is purely domestic and refers to the international and intercultural dimension of curriculum; teaching and research that is helping students develop international and intercultural skills without ever leaving their country (Nilsson, 1999, Knight, 2003, 2005). Cross-boarder education refers to a situation where the student, teacher, researcher, program, institution/provider or course materials cross national jurisdictional borders (OECD, 2004).

Depending on who or what crosses the border, cross-border education can take three different forms: (1) a person can go abroad for educational purposes (people mobility); (2) an educational program can go abroad (program mobility); (3) an institution or provider can go or invest abroad for educational purposes (institution mobility) (OECD, 2004).

The rationale for internationalization

The rationale that motivates change toward internationalization will vary by country and by institution. Knight (1999) provides a good framework for understanding different rationales. These are: (1) Political rationales, often driven by a national government. (2) Economic rationales, primarily the desire to use HE to help a nation or region competes in the global market. (3) Academic rationales including the desire to meet international standards of quality in teaching, research and service. (4) Cultural and social rationales, primarily the focus on the development of individual learners to improve the quality of their lives.

A study on internationalizing Canadian HE identified ten reasons why campuses should consider internationalization in their teaching, training, research, and service functions (Knight 1997):

- Prepare graduates who are internationally-knowledgeable and interculturally-competent;
- Maintain competitiveness;
- Achieve international standards;

- Encourage scholarship on topics regarding interdependence of nations;
- Research national and international issues;
- Export educational services and projects;
- Work for social change;
- Appreciate the ethnic and cultural diversity of one's nation;
- Generate income for educational institutions; and
- Maintain international security and peaceful relations.

The changing nature of the internationalization of HE

Thus, it is important to note that internationalization of HE has gone through a period of rapid developments since the mid-1990s. A growing number of HE institutions are emphasizing the importance of internationalization in their institutional policies and strategies, and internationalization has become one of the driving forces behind the HE policies in many countries (van Vught et al. 2002, van der Wende 2002). There has been an impressive expansion of various initiatives; for example, the movement of education programs and providers across national boundaries and the development of e-learning (Knight, 2005).

Huisman and van der Wende (2004) make distinction between the more traditional forms of internationalization and the new forms. The traditional forms of internationalization have been an add-on activity, marginal and short-term policy based on temporary funding mechanisms as projects, and focusing mainly on the international mobility of students and academic staff. In general internationalization was not integrated

to regular planning and evaluation, and hardly in any form of regulation (Kälvermark and van der Wende, 1997, van der Wende, 2001, Virkus and Tamaro, 2005).

According to Maassen and Uppström (2004) the new internationalization consists of:

- New student and staff mobility patterns funded and regulated through specific international or national programs.
- New geographical destinations for students and staff.
- New forms of cooperation as part of formal institutional agreements.
- New providers coming on the scene, many of them dependent on ICT, many of them for-profit oriented in their international teaching activities.
- New conditions for internationalization, for example in Europe, formulated by the EU, by the Bologna Declaration, by the WTO/GATS negotiations. Also new motives for internationalization can be observed, emphasizing economic arguments instead of cultural and academic ones.
- New realities for universities and colleges in their national context as a consequence of the greater national emphasis on internationalization, including in the public funding mechanisms and quality assessment structures. For many institutions, quality is linked to the increased internationalization of HE.

Quality Assurance audits have started to take seriously into account the international dimensions of universities. (Virkus and Tamaro, 2005). Thus, internationalization of HE is entering a new phase. With these kinds of comprehensive approaches, internationalization is becoming a central strategic issue at the institutional as well as at is becoming stronger (Virkus and Tamaro, 2005).

In this new phase of internationalization two main trends or approaches can be identified:

- One is the growing imperative of HE institutions to internationalize – to integrate an international/intercultural dimension into teaching, research and community service – in order to enhance their academic excellence and the relevance of their contribution to societies.
- The second trend is the growth of market-driven activities, fuelled by increased demand for HE worldwide, declining public funding in many national contexts, the diversification of HE providers, and new methods of delivery (IAU, 2006).

Thus, cooperation and competition are regarded as two paradigms in internationalization in Europe. One is the more traditional framework of networking and collaboration and the other is placing internationalization activities in a market competition framework (Wende et al, 2002) Van der Wende (2001) notes that Anglo-Saxon countries have chosen an explicit competitive approach to internationalization of HE and most continental European countries a more cooperative approach. It should be also noted that the cooperative approach is reflecting the traditional values of HE and has an important place in the European Union's agenda. However, the trend towards more economically oriented rationales for internationalization is continuing and it appears to be the dominant driver of HE internationalization policy. Even in many European countries the approach that favors cooperation in HE is still prominent, the countries are moving, more slowly, in a similar direction (Wende et al, 2005).

Internationalization of LIS programs

In addressing issues and problems in internationalizing LIS education, one international body immediately comes to mind: The International Federation of Library Associations and Institutions (IFLA) Section on Education and Training. For many years the Section on Education and Training has acted as international focus for co-operation between educators and schools in the LIS field throughout the world. Standards for library schools, equivalence and reciprocity in terms of qualifications, curriculum development and the establishment of a LIS core curriculum, continuing professional education as well as listing of LIS schools, archival programs etc. worldwide have been among the priorities of the Section.

In the United States, and Canada, the Association for Library and Information Science Education (ALISE) has set up a Special Interest Group and an International Relations Committee with the following terms of reference:

- maintain liaison with LIS education programs and groups in other nations
- to represent the Association's interests in international fora
- to recommend cooperative ventures and programs with other nations and interest groups
- to recommend representation and programs for the IFLA Section on Education and Training

The Association of Library and Information Science Education (ALISE) for several years through its International Relations Committee (IRC) have organized various panels of discussion and presentation on international education issues. One of the landmarks of

its international activity was the Joint Conference held with The European Association for Library and Information Education (EUCLID) in Potsdam, Germany, July 31 – August 1, 2003. About 80 LIS educators, practitioners and students from 20 countries participated.

The American Library Association (ALA) through its International Relations Office and International Relations Committee (IRC) has provided strong leadership in international relations by encouraging its members to actively participate in the work of international library organizations and Forums.

In Europe, the European Union (EU) has, for many years, exerted a major influence on cross-border co-operation in HE and schemes for joint recognition of qualifications. The EU's SOCRATES program has been very visible and acted as the major player in this area. Together with the EU programs the plans for developing a European Higher Education Area through the so-called Bologna Process are adding new dimensions to collaboration and networking efforts of LIS academic institutions in European countries. In exchanging teachers and students, many European LIS schools rely on collaborative schemes such as ERASMUS, a component of the multi-dimensional SOCRATES program and NORDPLUS, a scheme for HE institutions in the Nordic countries.

In Europe, there is a joint forum for European LIS schools: EUCLID the European Association for Library and Information Education and Research (EUCLID). The basic purpose of EUCLID is to promote links and co-operation between LIS schools and LIS educators in Europe. EUCLID has organised joint seminars on LIS education topics and during several years there has been a marked interest in curriculum development issues

within the Association. EUCLID's concern with the convergence of LIS educational programs and the contents of LIS curricula in European countries culminated in the completion of a major joint European project entitled "LIS Education in Europe: Joint Curriculum Development and Bologna Perspectives" in 2005. The e-book, the end-product of the project, was presented at a special session at the BOBCATSSS Conference in Tallinn 31 January 2006 (Kajberg and Lørring, 2005). Very important also is BOBCATSSS (<http://www.bobcatsss.org/html/index-htm.htm>), one of EUCLID's "flagships" The acronym BOBCATSSS is composed of the initials of the towns where the nine founding LIS institutions belonging to this European network were situated. BOBCATSSS constitutes a much-valued series of annual international symposia aimed at practitioners, lecturers and students in the LIS field. Since 1993, the symposium has been held in different locations in Eastern and Central Europe. Organised by student groups from two member institutions, one from Eastern/Central Europe and one from Western Europe, these conferences provide a forum where academic staff and students, from within and outside Europe, can meet and discuss. "Marketing of Information Services" is the broad theme of the 2007 symposium taking place in Prague.

In some sense we could argue that Europe's cultural diversity and the variety of national educational traditions, program structures and curricular emphases – heterogeneous and disparate as they may appear – represent a valuable resource in European and international cooperation. Clearly, the diversity and richness of cultures, local teaching and learning styles, bodies of expertise and research constitute a resource in cross-country idea and knowledge sharing. Teachers, researchers and students can get acquainted with and learn to appreciate cultures, traditions and bodies of knowledge

different from what they are used to at home (the intercultural dimension). It is easy to justify the value of the geographical, cultural, historical, “cognitive”, etc. flavor represented by differing paradigms and approaches to teaching and research in LIS field. In other words, the various academic traditions and the different approaches to defining the contents of LIS courses should be viewed as a significant asset. Thus, the multilingual and multicultural aspects need attention in this context.

What do we then have in Europe and North America higher education in terms of “joint assets”?

First, we have the Bologna Process, which is a unique set of concerted actions in the HE field blueprinted by European ministers of education within EU including ministers of education from a range of non-EU countries as well. In the HE field, the major EU and Nordic funding programs are the following:

- SOCRATES/ERASMUS covering student mobility, teaching staff mobility, curriculum development (joint European degree program), European modules, European Intensive Programs (IP), thematic networks, etc.
- ERASMUS MUNDUS, which is a co-operation and mobility program in post-graduate higher education HE. It aims to promote the European Union as a centre of excellence in learning around the world, by attracting high quality students from countries outside the European Union to register for Joint Masters Degrees
- NORDPLUS, which is the Nordic countries’ response to the EU-funded cooperative schemes in higher education HE. In many respects, NORDPLUS is similar to ERASMUS and provides similar funding opportunities for universities.

But European and international initiatives are also thriving outside the formal schemes and should not be forgotten in this context. An interesting example of this nature is the International student summer: (Anguelova and Stancheva, 2006) The idea of the ISSS is to gather LIS students from five European partner institutions in Bulgaria, Germany, Lithuania, Netherlands and Poland for informal learning and discussion sessions covering selected topics. LIS school teachers participate as well. Dealt with at the summer seminars are ranges of topics that relate to international cooperation. Among the major aims of the ISSS are:

- To practice intercultural communication
- To share knowledge on culture, heritage and educational subjects
- To enable students to acquire presentation skills and skills in conducting workshops
- To allow participants to experience the local/national culture of the host country

The locations of the ISSS change from year to year. The Circulating International Program in Information Management (CIP) hosted by an American, an Asian and a European partner institution in turn provides an example of an intensive undergraduate course, international and multicultural in scope that circulates between three LIS academic institutions in Denmark (The Royal School of Library and Information Science), Singapore (Division of Information Management of the Temasek Information Technology School) and the USA (School of Information and Library Science at the University of North Carolina at Chapel Hill). Information about this program is available in “a detailed description of the cross continental and multicultural “class,” offered by the three CIP network institutions” (Kajberg, 2005).

For LIS academic institutions outside English-speaking countries, the offering of international programs taught in English provides an avenue towards internationalising curricula. Several LIS academic institutions have embarked on MA/M.Sc. projects of this type.

Thanks to a grant received from the Danish Centre for Culture and Development (DCCD), the Royal School of Library and Information Science, Copenhagen was enabled to conduct a working seminar for 13 specially invited teachers from library schools in developing countries 10 – 12 August 2005. The theme of the seminar was curriculum development with special focus on public libraries as vehicles for collecting and mediating local non-written cultural heritage in developing countries. In following up on this very successful seminar, Ismail Abdullahi formulated the proposal that an IFLA Discussion Group for LIS Educators from Africa, Asia and Latin America be established. The proposal was approved by the Section on Education and Training and was submitted to the IFLA Professional Board that took further action on the proposal at its meeting in March 2006. When approved, the proposed forum will have the status of a Discussion Group within IFLA. The Group will meet at IFLA in Seoul 2006, IFLA in Durban 2007 and IFLA in Quebec 2008.

International conferences as vehicles for internationalization

More conventional, but still valuable, internationalisation initiatives in our field include international conferences jointly organised by LIS schools. Illustrative of this type of partnerships are the joint bi-annual conferences arranged by the School of Library & Information Management, Emporia State University, Emporia, Kansas, USA and the

Department of Library and Information Sciences, “St. Kliment Ohridski” at the University of Sofia, Bulgaria. The 2006 bi-annual conference in Sofia is part of an international conference series hosted in Kansas City, Kansas (1995), Warsaw, Poland (1997), Sofia, Bulgaria, (2000, 2002 & 2004). This series is designed to explore the impact of globalization and change on the development of libraries, information infrastructure, and society.

In April 2002 the School of Information Science at the University of North Carolina at Chapel Hill initiated and hosted an international meeting on globalization of Library and Information Science education (Daniel and Scepanski, 2002). A small group of LIS educators, with most of them from LIS schools from American universities, participated in this unique international seminar. A few colleagues from LIS academic institutions at other continents were invited as well. The successful seminar covered such topics as types of international program activities of particular relevance to LIS faculty members and students; benefits that can be obtained from increased globalization from a LIS education perspective; ways in which LIS schools can prepare their graduates to be leaders in a global society; vehicles through which information technology can effect enhanced global connections; research collaboration among faculty members from various parts of the world; funding to support globalization initiatives in various countries; what the individual faculty member can do to enhance the awareness of international issues in LIS education on a specific university campus; and the role of LIS educators in developed countries in assisting their colleagues in the developing world. This “milestone” seminar was followed up by an electronic discussion, but there is a need

for continuing the discussion within a broader community of LIS educators interested in internationalization processes and initiatives.

Another, more recent, initiative implemented to explore issues in internationalizing LIS education is the workshop on internationalization that was arranged as a special forum during the BOBCATSSS event in Tallinn on 31 January 2006. Panelists gave their short presentations, which addressed the following four questions:

- 1) Should we internationalize European LIS education, or not, and why?
- 2) Are there good models or practice of internationalization in your country?
- 3) What are, in your opinion, the main barriers or obstacles to internationalization of LIS education and how to overcome these?
- 4) Should we add a global dimension (not only European) to BOBCATSSS?

Internationalization of LIS education in practice: Findings from a study

But what is known about the nature and volume of internationalization activities taking place within the community of schools? To what extent are LIS schools and their faculty members availing themselves of the many opportunities and approaches that have opened up? Some answers and clues can be found in a published study on the impact of internationalization on LIS curricula and the activities performed and approaches adopted in this respect (Abdullahi and Kajberg, 2004). This questionnaire-based study of issues and patterns of internationalization of LIS education in Europe, the USA and Canada provides stocktaking of the efforts made by LIS schools to internationalize their programs and activities. The survey addressed and provided comparative analysis of such areas as:

- The degree of concern relating to international LIS issues by LIS schools

- The reflection of international LIS issues in LIS schools' mission statements, etc.
- The reflection of international LIS issues in LIS school curricula
- Efforts made to internationalise LIS curricula
- Course offerings in international LIS studies
- Offering of study abroad program by LIS schools
- Number of international students enrolled in LIS educational program
- Existence of international student organisations or unions
- Existence of international alumni associations
- LIS schools' degree of satisfaction with the international student applicants
- Faculty/academic staff with an international background
- LIS faculty visits to schools in other countries (outgoing) and conference attendance
- Study visits by LIS faculty members from abroad (incoming)
- Joint research program with partner institutions in other countries
- Faculty or student exchange programs with LIS schools in other countries
- Involvement in Internationalisation at Home (IaH) activities¹

The findings of the study showed that most of the LIS schools in the USA, Canada and Europe are equally interested in international issues in LIS education. The study further showed that most of the international cooperation among schools is equally maintained by formal and informal agreements. In the USA and Canadian LIS school world, there is

¹ Internationalization at Home, abbreviated IaH, is a set of activities that have gained increased popularity in many European universities during recent years. In brief, IaH means the acquiring of international coping skills (e.g. language and cultural skills) at the home institution by taking advantage of the various opportunities offered by a student's home university. Thus, to some extent, IaH can be seen as an alternative to going abroad to do a period as exchange student at a foreign partner institution.

a solid and long-established tradition of having international students in the classroom. In Europe, the picture is more blurred; the numbers of international student enrolments are somewhat lower. In Europe, student mobility between LIS academic institutions has really gained ground. But partnerships that go beyond mobility projects, joint study visits, visiting teachers, regular information exchange, contacts at conferences, etc. seem difficult to find. The study by Abdullahi and Kajberg showed that broadly LIS schools on the two continents are not familiar with the notion of Internationalization at Home (IaH). The investigators behind the above piece of research would welcome much more empirical evidence on how LIS schools around the world rate internationalization and what they are doing to internationalize curricula and classroom activities.

Curricula with international course area

Internationalization of curriculum is an important aspect of the internationalization process. However, due to ambiguity of the definition of “international curriculum” there are little data in Europe and North America to analyze graduate and undergraduate involvement in the international education courses and programs. Researches done in colleges and universities show that courses with international content are more elective, than mandatory ones. Hayward (2000) writes that only twenty-one percent of graduate students of two-year institutions took international courses while 69.6 percent of four-year institutions had at least one international subject, mainly non-language. According to (Leask 1999) graduates with global/international perspective should be able to:

- Display an ability to think globally and consider issues from a variety of perspectives;

- Demonstrate an awareness of their own culture and its perspectives and other cultures and their perspectives;
- Appreciate the relation between their field of study locally and professional traditions elsewhere;
- Recognise international issues relevant to their professional practice;
- Appreciate the importance of multicultural diversity to professional practice and citizenship
- Appreciate the complex and interacting factors that contribute to notions of culture and cultural relationships;
- Value diversity of language and culture;
- Appreciate and demonstrate the capacity to apply international standards and practices within the discipline or professional area; and
- Demonstrate awareness of the implications of local decisions and actions for international communities and of international decisions and actions for local communities.

The most difficult and the most significant way of achieving internationalism in LIS education is to revise and improve the curriculum which affects all students despite whether they can take part in exchange programs or not. One of the innovative courses in colleges and universities might be the one where students from every sector can share their thoughts, knowledge and personal experience on the proposed topics, events or life spheres. One of the umbrella concepts to be addressed is such learning explorative contexts is world librarianship and/or global librarianship. For example, students can discuss series of international and real problem such as of lack of library service, access to information, publishing, staffing, lack of education in some countries and many other hot topics. In such a way students and faculties can share their own viewpoints on each of the topic making the discussion mature with more opinions, facts and suggestions to solve the problems/issues. Such international course will unite students from different

faculties and lead to larger number of problem solutions. The international curricula should be a curriculum that prepares graduates for defined international profession; curricula leading to internationally recognized professional qualifications and interdisciplinary program, such as regional and area studies covering more than one country, and curricula in which the traditional/regional course area is broadened by international and cross-cultural/intercultural approaches (IDP Education Australia, 1995).

Another way to see the link between the local and the global is to invite international students to participate in projects and researches together with the local students and Faculty which can lead to innovations and important benefits to the society and world as a whole. International students attending LIS schools in Europe and North America can help broaden and diversify international scholarly perspective. For those graduate students who find themselves conducting research abroad, they can learn something about the way other cultures approach research that is difficult, if not impossible to learn when ensconced in European and North American environment. Later these international students will come back to their native country and implement knowledge and skills they obtain during international studies.

Curricula leading to internationally recognized professional qualification

Responding to the globalization of commerce and communication, many universities such as in the US are seeking to market their educational provision internationally. Feedback from some disappointed 'customers' has created pressure for change in the way that instruction is designed and delivered. This pressure is

beginning to affect teachers in subjects perceived as international in perspective. Internationalization is a major project that affects all aspects of a university's provision, including its priorities for staff development and career rewards. The challenge for course developers is to design a curriculum that serves global rather than national priorities, which does not rely on prior knowledge of local provenance, where students from all sources share equal opportunities for advancement in an inclusive learning environment, and which serves to introduce stay-at-home students to the demands of an increasingly global world. Teaching and learning should be sensitive to the context and culture where international students are recognized as a source; it accommodates various students' learning styles.

Furthermore, the scope of international LIS program should include:

Terminology, definitions, scope, conceptual structures of international librarianship; Values and orientation; Research method; International surveys, case studies, etc; assumptions and validity of comparisons; International comparative studies; International diffusion of library theories and techniques; International influences; Role of cultural and information agencies; International non-governmental organizations; Unesco and other intergovernmental organisations; International co-operation in library and information services; Development aid to libraries in the emerging and developing countries; International information relations. (Peter Lor 2003)

Foreign language is also included into curriculum leading to internationally recognized professional qualification since nowadays many libraries and institutions hire specialists from different countries with diversified background, academic and professional experience. Thus, knowledge of one or more foreign languages is highly appreciated today and can be an important factor in hiring this or that candidate for a certain job position. There are many language courses and programs

developed specifically for certain professions such as “French for Lawyers”, “German for Engineers” or “Spanish for Chemists”. Developing such courses for LIS profession is very useful since students and young professionals obtain knowledge and vocabulary mainly of their specific field to further implement during their work experience. Regional studies, global perspective inclusion into courses

As Olson (2003) writes, many studies show that student body diversity encourages and promotes learning outcomes and "better prepares students for an increasingly diverse workforce and society and better prepares them as professionals." There is a high possibility that many LIS students will enter into careers that necessitate interactions beyond the borders of learnt disciplines. An international dimension to students' education may prepare them for a broader suite of opportunities. Regional studies should be included into courses for those students interested in regional development, policy and research. Faculty and students work together while participating in multidisciplinary research and in some narrow projects to uncover new knowledge, national and international process problems and their solutions. Regional studies provide information on library, staff, culture and knowledge organization. Another task of regional studies is to teach students how to improve international cooperative, professional practices in other countries.

Integration of international issues into teaching and learning

Since the world is rapidly changing, the demand for qualified professionals and up-to-date education standards increases as well, and it is the responsibility of teachers and professors to provide necessary knowledge and skills to meet this demand.

International educators are concerned about the ability or disability of some LIS schools to allow students to apply their intellectual tools in a global context. They came into conclusion that internationalization is not simply an adjustment, but a transformation of the curriculum. Thus, internationalization should cover not only faculties with international subjects, but also all faculties since it provides a unique global perspective that affects academics' view on their curriculum, scholarship and discipline.

First of all, it is the responsibility of the LIS faculty to implement internationalization of the curriculum in LIS schools. However, faculty members should be properly educated themselves in order to effect these changes. Internationalization is also about changing the perception and assumptions of teachers about international students. International students are often perceived to be too teacher dependent, lacking in independent study skills, and tending to adopt rote learning strategies. LIS Schools should collaborate with the Office of International Affairs to create internationalized curricula and facilitate curriculum change. Teachers have an opportunity to take part in course design workshop (CDW) to examine their personal assumptions about teaching, learning and the educational enterprise, which helps to improve their pedagogical practice. These skills will be used as the most important vehicle for curricular change to internationalize the curricula and as an alternative to the traditional approaches to teaching in LIS schools.

If we do not try to meet the challenges of globalization by renewing our commitment to the education and the re-education of information professionals to come, we should have failed in our responsibilities as global citizens. We need to commit ourselves to making the interdependence of nations as part of the

programmes in our colleges and universities that are part of an international network of enquiry and exploration.

Conclusions

Since all people are members of world citizenry, they need to establish a common system of ethics and a sense of fairness and mutual understanding for better future in the diversified world. Through this mutual understanding, respect and willingness to learn other cultures, people can make bridges between their separate selves and turn individuals into communities. As stated by Liston (2002), “internationalization does not only presume the understanding of other cultures, but also the ability to see oneself and one’s culture in the eyes of the other”. As presented in this paper, during the recent years many LIS programs in Europe and North America have been devoted to the development of students and staff as citizens of the world that emphasize cultural diversity and international outlook to make the LIS field aware of the importance of globalization. LIS schools should encourage their students to study abroad because international experience plays an important role in educating future generations of information professionals about other cultures and international students about European and North American culture for better interaction in our increasingly global age. According to Patton (2003), such global awareness might be built due to exchange programs, presentations held by foreign professors or specialists, involvement of international students and staff in local activities, the development of global networks and the

opportunities for students and their professors to take part in community development activities and work together on research projects.

Thus, every LIS School, which already has or only plans to provide exchange programs or international studies should consider international students and faculty as windows to the rest of the world and new opportunities for personal and professional development of their local communities.

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