

Foreword

This book is published as one of the GlobaLIS (Global Library and Information Science) projects. The purpose of the GlobaLIS project started in 2010 will take an initiative in attaining the globalization of Japanese LIS (Library and Information Science) professional education (see Chap. 2). Main members of the Project are four Japanese scholars; Dr. Miwa (The Open University of Japan), Dr. Kasai (Tamagawa University), Prof. Takeuchi (Chiba University), and Ms. Miyahara (Sagami Women's University) who have wide-ranging experience overseas to share ideas and insights with one another about the LIS educations in the world. Until 2013, we have studied quality assurance and accreditation systems of LIS education in the World focusing on the transparency and reciprocity of professional qualification and academic degrees in LIS. This book is an outcome of the Project.

The purpose of this book is to review and examine the quality assurance systems of LIS education in the specific countries and regions. In the recent progress of globalization, the number of LIS professionals who wish to work overseas has been increasing. However, the standards of the qualifications as an LIS professional are different in each country; therefore the case would be that the qualification of LIS professional is not accepted and authorized in a foreign country.

To be qualified as a professional in a foreign country as well as local, the global standard of quality assurance system is an urgent need for the local LIS degree and/or certification holder. As a reflection of this trend, the great interest in quality assurance system is growing in the study of higher education. However, we can find only few scholars discussed this topic at international conferences and contributed articles to international journal in the LIS study. Although there are some books on comparative LIS education published recently as stated below, no book on LIS quality assurance system has been published until now.

As a specialist of LIS education, therefore, we decided to focus on the quality assurance system of LIS professional education at the university level. This project is the first collective work on LIS quality assurance system which covers various countries, and all authors of the articles are top-level LIS scholars in each country.

We have no doubt that this book has been expected to be published by many LIS scholars, researchers, and students. It is also highly expected those LIS faculties and students use this book as a textbook at graduate/undergraduate LIS program.

This book is divided into three main parts for theoretical and geographical reasons. The first part discusses the background and some theoretical aspect of the recent LIS education. It has three chapters; the first, by Makiko Miwa, *GlobaLIS: Toward the Regional Cooperation of Asia-Pacific* details the history and current situation of library and information professional education and certification systems on a global level, and it explores opportunities for collaboration in the curriculum development and quality assurance of professional education in the Asia-Pacific region through *GlobaLIS* (Global Library and Information Science) project.

The second, by Shizuko Miyahara, *Regional Quality Assurance System for Higher Education in Southeast Asia* examines the current trend and discussions of the quality assurance system in the higher education field in Southeast Asia and, more specifically, the evolution of multilateralism in the region. And the third, by Yumiko Kasai, *International Developments in School Library Studies* discusses the reforms and reorganization of library and information science study and education with the recent collective work through the Library and Information Professions and Educations Renewal (LIPER) project.

The second part comprises seven chapters which deal with specific countries in Asia-Pacific region with reference to the development of LIS Education and Quality Assurance System. Chapter 4, Japan by Akira Nemoto, describes the current LIS/LISE situations in Japan and discusses how the Japanese experience will be helpful for considering the situations of other Asian and Pacific countries in the twenty-first century.

Chapter 5, China by Li Changqing, discusses the development of LIS education in China and measures LIS education in China qualitatively. Chapter 6, Taiwan by Chihfeng P. Lin, discusses the stages and practices of quality assurance mechanism with reference to the roles of authority, such as the Ministry of Education in Taiwan.

Chapter 7, Malaysia by Mohd Sharif Mohd Saad, Rusnah Johare, and Fuziah Mohd Nadzar introduces the history of LIS education in Malaysia and presents a report on the development of library and Information Studies education, i.e., quality assurance policies and systems implemented in the actual site of university education. Chapter 8, by Lourdes T. David, pointed out that the Philippines has a unique system of ensuring the quality of library education and practice by virtue of the Republic Act 9246 known as the “Philippine Librarianship Act of 2003.”

Chapter 9, Thailand by Sujin Butdisuwan, examines the concept of quality assurance in higher education and provides an overview of Library and Information Science (LIS) education and the existing situation of quality assurance systems, guidelines, and standards in Thailand. Chapter 10, Indonesia by Sulisty-Basuki, L., *LIS Education and Quality Assurance System in Asia Pacific: Indonesia* reports on varied quality assurance for LIS education in Indonesia.

The third part comprises six chapters which focus on the specific regions in the world. Chapter 11, Europe by Anna Maria Tammara, defines an influence of globalization to the quality assurance in LIS education and figures out a theoretical and

practical current discussion around the quality of LIS education. Chapter 12, North America by Beverly Lynch, describes a great diversity of institutions and programs of LIS educational accreditation in United States and focuses on the voluntary and self-regulatory nature of accreditation for providing a model to meet accreditation requirements on a more global scale. Chapter 13, South America by Monica, describes the accreditation processes of Library and Information Science (LIS) programs in South America and makes a brief account of the outcomes and lessons learned from the experiences in the selected countries such as Mexico, Colombia, and Costa Rica. Chapter 14, Southeast Asia by Shizuko Miyahara, *Diversified LIS Programs in Southeast Asia: Historical Background of LIS Education* explores a cause of diversity of LIS education in the area with a historical perspective such as colonial legacy and suggests a regional cooperation to overcome such a diversity among developing countries. Chapter 15, Middle East by Sajjad ur Rehman, focuses on the term Gulf Cooperation Council (GCC) nations and explains how those six nations in the Middle East create an LIS education community.

The chapter writers for the area studies were provided common frames of the development of discussion as well as common questions. The first of these guidelines was that authors should focus on more contemporary developments of LIS education or accreditation after an introduction of brief historical overview in each nation or area. Contemporary developments were then specified as those occurring within the area or beyond the border. As discussed in each chapter, we can observe many aspects and cases of LIS cooperation in the nation or region.

In preparing this book, we called many eminent scholars in this area who represent all regions of the globe. Chapters in this book include papers submitted by those authors who responded enthusiastically to our call. We sincerely thank all contributors of this book. Without them we could not complete our mission.

We received a sad news that one of our coauthor Dr. Mohd Sharif Mohd Saad suddenly passed away due to a heart attack on December 9, 2013. We offer our deepest sympathy and condolence to him and hope this book remind everyone of Dr. Sharif and his eminent works.

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