

MODELS OF ACADEMIC COOPERATION IN EUROPEAN LIS EDUCATION

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Abstract

In the last two decades an increasing interest in academic cooperation has been evident in library and information science (LIS) education in Europe. This growing interest of internationalisation is mainly motivated by a strong desire to respond to the challenges of globalisation, to improve and strengthen the LIS curricula as well as teaching and research, and to explore ways and means by which international as well as intercontinental cooperative schemes can best be utilized. However, recently European LIS schools have started to participate more actively in joint activities enabling them to take a broader European approach to themes of mutual interest. Several cooperation models exist; for example, the European Association for Library and Information Education and Research (EUCLID) seeks to facilitate exchange of staff and students among members, to develop cooperation on research projects, to encourage support from stronger to weaker members, and to encourage mutual recognition of curricula or parts of curricula. The Nordic Research School in Library and Information Science (NORSLIS) intends to achieve synergic effects, effectiveness and efficiency in doctoral education and research of LIS by collecting the scattered scientific expertise, often in small-size research educational units, throughout the Nordic and Baltic countries. The BOBCATSSS network seeks to enhance cooperation and communication between LIS students and professionals at an international level.

The authors of this paper will analyse the models of academic cooperation of LIS education in Europe in general and further examine these issues through two case studies - the University of Parma and the Tallinn University. In the light of theoretical models of cooperation, the paper examines these issues in relation to how they have been addressed in each of the case studies and tries to answer the following questions: Is there any correlation between theory, practice and effectiveness? What have been the drivers in each case? What are the main obstacles? What lessons can be learnt from existing practice?

Introduction

Internationalisation is becoming an important dimension of higher education in many countries. Huisman and van der Wende (2004) make distinction between the more traditional forms of internationalisation and the new forms. The traditional forms of internationalisation have been an add-on activity focusing mainly on the international mobility of students and academic staff. For example, a study of national policies for internationalisation of higher education in Europe, undertaken in 1997 by the Academic Cooperation Association and the Swedish Higher Education Agency (Kälvermark & van der Wende, 1997), noted that internationalisation was mainly developed as an add-on, marginal and short-term policy based on temporary funding mechanisms (projects), in general not integrated to regular planning and evaluation, and hardly in any form of regulation (van der Wende, 2001).

While the new forms of internationalisation have become more important, the traditional forms continue to exist parallel to the 'new internationalisation'. According to Maassen and Uppström (2004) the new internationalisation consists of:

- New student and staff mobility patterns funded and regulated through specific international or national programmes.
- 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 internationalisation, for example, formulated by the EU, by the Bologna Declaration, by the WTO/Gats negotiations. Also new motives for internationalisation 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 internationalisation, including in the public funding mechanisms and quality assessment structures.

Thus, the new forms of internationalisation include curriculum and staff development, quality assurance, the use of ICT, a stronger link between international research and education, the establishment of consortia, etc. At the institutional level this points to a more strategic approach to internationalisation, with more links to other policy areas such as quality management and human resources and technological (ICT) development. With these more comprehensive approaches, internationalisation is becoming a central strategic issue at the institutional level and an important dimension in national higher education policy (van der Wende, 2001).

Internationalisation is often related to the challenges of globalisation, which increasingly affect the higher education sector. Van der Wende (2001) notes that whereas political, cultural and academic rationales have driven internationalisation over the last decades, now, increasingly economic rationales play a role. This may involve institutions generating income from international activities, but national-level economic arguments are also at stake. This is most clearly seen in strategies for the recruitment of foreign students.

Van der Wende (2001) refers to the changing rationales and paradigms of internationalisation and argues that there are two paradigms in internationalisation in Europe: competition and cooperation. Whilst Anglo-Saxon countries have chosen an explicit *competitive* approach to internationalisation of higher education, by contrast, most continental European countries seem to pursue a more *cooperative* approach, which in terms of international learning and experience is compatible with the traditional values of academia. Cooperation is also driven by the European Union's agenda in general and its role in higher education in particular. And although the general EU agenda has a clear economic background (regional cooperation for better global competition), specific higher education (programmes such as ERASMUS and SOCRATES) – espouse mainly academic and cultural values, which have a strong appeal to the higher education community, and which lead to still growing cooperation between institutions among the member states (van der Wende, 2001).

However, the term cooperation incorporates many different relationships between two or more individuals or organizations. It involves active partnerships with resources being shared or work being done by multiple partners in coordinated effort for the common good. It involves having a shared sense of a problem or challenge to an area. Often it is building on a concept that an area or region is unique, sometimes it is motivated by the same characteristic pressure for action and work towards shared goals. It includes network, collaboration and consortium of the profession in similar disciplines. This helps related institutes to collaborate in order to form several institutes that work together, compose institutions, expect to have a formal or informal organizational structure, and enable members to do more things together than any could do effectively on their own (Lin, 2004).

A number of reasons can be mentioned for this growing importance of internationalisation of higher education and its paradigms (Maassen and Uppstrøm, 2004):

1. Changing position of national governments

Governmental higher education reforms have become more focused on the expected effects of internationalisation and globalisation, where earlier the need for higher education institutions to modernize and be innovative, efficient and responsive in the national context was emphasized. The efforts to professionalise institutional management, to steer higher education more through contracts and incentive-based mechanisms, and to formalize and intensify the evaluation of teaching, research and services, are generally based on the assumption that national universities and colleges will have

to operate more and more in international arenas. It is argued that they can only operate effectively in an international context if they adapt their ways of organizing, funding and steering to the internationally dominant forms. In these forms stronger inter-institutional competition, more emphasis on institutional and individual performance, and the need to professionalise institutional leadership and management are the main elements.

2. Internationalisation of research

The international state-of-the-art of knowledge in any area has become easier accessible thanks to new technologies and the media. The consequence of this has first been that international agreements concerning cooperation, specialization and division of labour in scientific research can be realized for more easily nowadays than in the recent past. But second, and more importantly, internationalisation has either directly or indirectly become a condition for the public funding of research in most fields. Parallel to this in more and more fields 'high-quality research' is identified with international research cooperation. There are many examples, e.g. the EU's 6th Framework Programme, of the growing importance of structural international research cooperation for the prestige and funding of research.

3. Internationalisation of teaching programmes

- a) The internationalisation/globalisation of industrial production, labour markets, capital flows, media, the entertainment industry, etc., make it necessary for many higher education teaching programmes to prepare their students for professional activities in an international/global, instead of a strictly national setting.
- b) Students have become more mobile, in the sense that more students are interested in getting a full degree abroad, or take part of their credits abroad. In Europe the latter is stimulated by international mobility programmes, such as Erasmus and Nordplus, as well as by national governments' policies.
- c) The number of providers of higher education programmes that is aiming at international students is growing. These are either traditional public institutions with an effective international marketing strategy, or new private providers, many of whom are for-profit. This leads to an intensifying international competition for a growing segment of the student body.
- d) Also teachers have become more mobile, even though not to the extent as the students. Nonetheless, in many European countries the number of foreign staff appointments, both teaching and research staff, has grown, while also the number of short and long time visits of foreign staff has increased over the last ten years.
- e) With respect to internationalisation of teaching it are the Anglo-Saxon countries (USA, UK, Australia and to a lesser extent Canada and New Zealand) that profit most from the growing international mobility of full-degree students. On the other side, temporary student mobility as part of an exchange agreement is far more developed in the European context. The latest 'trends' are that the USA wants to increase the number of exchange students (meaning especially stimulating more US students to take part of their credits abroad), while the European countries want to increase the number of incoming non-European full-degree students (e.g. through the Erasmus Mundus programme).

Internationalisation of Library and Information Science (LIS) education

With respect to the internationalisation of higher education in Europe few actions have been more influential than signing of the Bologna Declaration in June 1999 by 31 national and regional Ministers of Education. Mobility of academic staff, students and professionals, recognition of qualifications and cooperation with regard to quality assurance are rapidly becoming key issues in LIS higher education in Europe. The growing interest of internationalisation is mainly motivated by a strong desire to respond to the challenges of globalisation, to improve and strengthen the LIS curricula as well as teaching and research. The LIS academic community has been engaged in

exploring ways and means by which international as well as intercontinental cooperative schemes can best be utilized.

However, internationalisation¹ means different things to different people and there is a great diversity of interpretations. It is not, however, the purpose of this article to deal with the different meanings and uses of the vocabulary of international education. International dimension of higher education is always interconnected to intercultural issues in the organisation of co-operative programme. One of the barriers to international cooperation has been seen as the risk of loss of national identity and culture. However if one interprets internationalisation as a response to the de-nationalisation of globalisation, then internationalisation can be considered as a way to promote and strengthen the national identity. The working definition of internationalisation adopted in this article is as follows:

“Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution” (OECD, 1999).

Both an international and an intercultural dimension is included in this definition, to emphasise the fact that internationalisation has an impact on intercultural relations of different ethnic groups. Hofstede (Hofstede, 1980; Hofstede, 1991) ground breaking investigation on cultural differences appear to be especially interesting in the management of international programme of LIS schools, for the theoretical approach to the problem of cultural diversity.

The purpose here is to address a theoretical model of the concept of internationalisation in LIS education, including a definition of the possible different approaches, for an exploration of why it is important to internationalise the LIS sector for contributing to the building the European Higher Education Area together with an improvement of quality of education. The underlying concept of internationalisation used in this paper is based on the developmental model of internationalisation and of intercultural sensitivity of Adler (Adler, 1997). As Adler points out in *International Dimension of Organizational Behaviour* (1997), global leaders tend to recognize the value of cultural differences but a synergistic integrated approach (as the author call the more advanced and mature stage of international cooperation) is still much less practised than the parochial or the ethnocentric approach, which is based on the assumption that our way is the only way. By synergistic integrated approach, Adler means the approach to incorporate the values of all cultures involved within an organization. The development model of internationalisation sees an evolution from the ethno-centric stages where there is the dominance prospective to the ethno-relative stages leading to integration and synergy.

There are several concepts in the internationalisation model of Adler, as the idea of internationalisation as a dynamic continuous process and not a set of isolated activities. The first ethno-centric stages of internationalisation have been defined as: 1) *denial* in which there is separation and isolation, 2) *defence* in which a sense of superiority or inferiority prevails, 3) *minimization* where a transcendent or utopic universalism brings to superficiality. The ethno-relative stages, which represent the growing acceptance of internationalisation in organisations, are: 4) *acceptance* which is based on mutual respect for differences in behaviour and values, 5) *adaptation* where pluralism and empathy are expected, 6) *integration* which wants to achieve synergy through constructive marginality and conflict management.

¹ Internationalisation is often confused with comparative education, globalisation, regionalisation, transnational education, intercultural education.

Using the categorisation of Adler, LIS sector is now approaching the etno-relative stage and the different model of cooperation can be defined in three different approaches. LIS academic community has been focused in the first approach on the exchange and mobility of students and staff, including participation to international conferences and associations, and in internationalisation of curriculum and research. We call this first approach as an international dimension in LIS. The second approach is now running in most European countries: it has been based on harmonisation of the structure of Higher Education courses, for recognition and quality enhancement of academic education; this approach has brought also some advanced experiences of innovation in course contents. The engine of this second approach has been the framework of the Bologna process which means the Government support for putting together best education experiences and expertise of European LIS schools. The third approach, which we call the integration approach, is at the beginning stage, with joint courses and LIS cooperation projects trying to use international cooperation as a stronger innovation agent.

However, it is important to note that these three approaches are not mutually exclusive but complementary. The typology reflects the three different levels, which are involved in the internationalisation of the LIS education: the national and European level (Bologna process), the university/college level (institutional strategy) and the LIS programme or course level approach. An European Area for Higher Education would require combined efforts at international, national and institutional level, to raise the quality level of education required by students and ensure a better fit between expectations of students and learning offers of LIS schools. This typology reflects how complex and dynamic the concept of internationalisation is, including national policies and institutional processes together with the international dimension into the LIS programme.

The authors of this paper will analyse the models of academic cooperation of LIS education in Europe in general and further examine these issues through two case studies - the University of Parma and the Tallinn University. In the light of theoretical models of cooperation, the paper examines these issues in relation to how they have been addressed in each of the case studies and tries to answer the following questions: Is there any correlation between theory, practice and effectiveness? What have been the drivers in each case? What are the main obstacles? What lessons can be learnt from existing practice?

First approach: International Dimension in LIS education

It can be said that internationalisation today is imperative in information global profession and an international content is needed for LIS curricular, also if it is not the mobility in Europe the main reason. The first effort has been on the international harmonisation of LIS curricular. Without attempting a complete historical survey, it is necessary to evolve the historical perspective which lead to the concept of harmonisation. In a context of rapid evolution of information professions, UNESCO was the first to engage a reflexive thinking on the education of information professionals, which led to the emergence of the basic idea of harmonisation, i.e. the design of a harmonised programme (UNESCO, 1984). The Guidelines in curriculum development in information technology for librarians, documentalists, archivists, in which the teaching of information technology was the core of a harmonised programme, were published by the General Information Program of the UNESCO in 1986 (Cook, 1986). Cook later writes that he did not know of a single definite case where there is a truly harmonised IT training curriculum in use (Cook, 1989). The conceptions of a rigid model, prototype or core curriculum developed under the umbrella of UNESCO have become obsolete today. The core curriculum with its connotations of central planning, control and harmonisation does not match today's market orientation and globalisation trends very well (Kajberg, 2002).

An international dimension on the curriculum sees the inclusion of the international dimension at university or LIS school level, as part of the university/institution mission and is one of the many elements used for accreditation. Enrolment of international students is the specific aim, compensating budget shortcuts and losses of national students. It looks at specific programmes or modules for the internationalisation of LIS school i.e. staff and student mobility as part of the educational program, research projects in collaboration, internationalisation of the curriculum content, building thematic networks. It has based on the assumption that the various LIS schools share some fundamental principles and core practices, which are sufficiently important to allow organising educational activities.

The EUCLID (European Association for Library and Information Education and Research) mission is to promote European co-operation within library and information education and research and to provide a body through which it can be represented in matters of European interest. EUCLID provides of practicing regional cooperation in LIS education, especially in seeking understanding, exchanging information in curriculum planning, and facilitating the possibilities of mutual recognition of expertise of multi-countries. EUCLID seeks to facilitate exchange of staff and students among members, to develop cooperation on research projects, to encourage support from stronger to weaker members, and to encourage mutual recognition of curricula or parts of curricula.

BOBCATSSS is a yearly international symposium in which dialogue between Eastern and Western Europe. BOBCATSSS is a project under the auspices of EUCLID. The aim of BOBCATSSS is to enhance communication between students and professionals at an international level. Since 1993, the symposium has been held in different locations in Eastern and Central Europe. Student groups from two member institutions, one from Eastern/Central Europe and one from Western Europe organize the annual BOBCATSSS conferences. The conferences provide a forum where academic staff students, from within and outside Europe, and meet and discuss. BOBCATSSS stands out as a successful, innovative and very visible collaborative effort in European LIS education fragmented and heterogeneous as it is (Abudllahi and Kajberg, 2004).

The Nordic Research School in Library and Information Science (NORSLIS) intends to achieve synergic effects, effectiveness and efficiency in doctoral education and research of LIS by collecting the scattered scientific expertise, often in small-size research educational units, throughout the Nordic and Baltic countries.

The abundant literature produced by UNESCO and international professional associations is sufficient to provide guidance concerning the main factors which determine the structure and content of a programme (Courrier 1990). It is now clear that the concept of harmonisation is only one element among many others to be considered in the design of an international programme. Especially recognition and accreditation are barriers to internationalisation: diverging programme structures, with different approaches to the sequence of specific LIS subjects, create problems for international student exchange with regard to establishing the equivalence of specific course elements and recognising study periods in other schools. Procedural complications are also facing those European co-ordinators that embark on sorting out problems for students wanting to continue, and finish, their education in another European LIS education institution. More clarity of curricular structures, and better web presentations, would make the job of advisers and co-ordinators easier. But there is also a need for examining the problems of accrediting work done by students elsewhere and for reaching consensus on guidelines and models of solution (Kajberg 2001). In addition, LIS educators have the opportunity of international meetings and conferences organised by professional organisations as IFLA.

Second approach: Bologna process in LIS

The second approach concerns the internationalisation of procedures, which are in general nationally based, as recognition of academic qualifications and quality assurance procedures. This approach is that of the Bologna process, which is presently the major process of higher education, reform in Europe. It takes its name from the Bologna Declaration², which was signed in Bologna on 19 June 1999 by the Ministers of Education of 29 countries in Europe. The Bologna declaration is a big challenge towards a synergetic approach to internationalisation of LIS schools, as defined earlier. Bologna process framework means the governments support for putting together best education experiences and expertise of European LIS schools. Bologna process pushes to a real integration stage, valuing differences and appreciating and managing diversity, but it needs LIS educators leadership and building an intercultural organisation to be realised. The Bologna process is seen as the political support offered by European governments to internationalisation of higher education, underpinning internationalisation in promoting employability and competitiveness as a priority.

The goal of Bologna is to facilitate student mobility and improve employability in Europe; the focus is on the recognition of qualifications. The main objective of the Bologna Declaration was that of transparency. This has been realised by harmonising the architecture of higher education systems into two (then three) main cycles, with a common structure for university studies, a diploma supplement, and a common system of credits, the European Credit Transfer System (ECTS).

In countries introducing such a new system, this question arose: Where does the first cycle end and the second cycle begins? That gave rise to the shared “Dublin descriptors” (European Commission. Irish Presidency Conference, 2004) for a Bachelor and a Master level and later extended to Doctor (2004): the descriptors work for marking the learning outcomes of the first cycle and distinguishing them from the outcomes of the second and the third cycle (Adam, 2004). The word ‘competence’ is used by the Dublin descriptors in its broadest sense, allowing for gradation of abilities or skills.

They include:

- Domain specific competences (knowledge and knowledge applying, judgements)
- Special competences (knowledge and knowledge applying)
- Transversal competences (communication, learning skills)

The three-tier architecture of the courses, together with common principles and criteria for quality are some of the specific objectives to be achieved in 2010 for building the European Higher Education Area. European Commission higher education programs (SOCRATES, TEMPUS and ERASMUS) could provide adequate financement for LIS schools networks (for example for research or particular agreement on competencies required to digital librarians) and also could support joint courses (Erasmus Mundus). European ERASMUS programme have prepared international LIS educators and students with acknowledgement and awareness of different cultures, leading to the acceptance of diversity in attitude and behaviour. Now LIS schools have to build academically on the disciplinary context, with a focus on learning outcomes, and at the participation level of integration. An important factor related to the labour market is the identification of competencies that are considered essential for new graduates in LIS to function in a European labour market environment.

LIS schools in Italy have been involved in the current reform of teaching in higher education after the Bologna Declaration. The Bologna process has had big implications for the Italian LIS academic world for the debate about the relationship between higher education and professional

² The formal name of the Bologna declaration is the “European Higher Education Area”.

life, in particular concerning the issue of lifelong learning and employability. The weak international activities attempted in the past have done little to enhance library education in Italy, but the opportunity now exist to accept the implications of an European Higher Education Area, driven by the Bologna process. A positive element (Petrucciani 2001) is the results of the teaching reform in Italy for LIS schools: the establishment of a specific degree with legal value, at post-graduate level (specialist degree). The new sector class is *5/S Archivist and Librarianship* and in this framework, LIS schools are autonomous in introducing an extensive range of specialised disciplines. This could have a fundamental change in the labour market, as for the first time an academic specific qualification could be requested by employers.

Third approach: joint courses

International joint courses has been seen as one of the major development of the Bologna process and their importance has been described in Tauch and Rauhvargers (Tauch, and Rauhvargers, 2002). Although recent research has detected increased interest in joint courses, the intercultural aspect has not been analysed enough.

3.1 Parma-Northumbria Joint Course

The International Master in Information Studies, started in 2000, is open both to students who have done their undergraduate studies at a different institution or in a different country and also to workers wishing to re-qualify their competencies. The core of the curriculum content is focused on IT impact on the profession and the digital environment (Tammaro, 2003). For the issue of sustainability, it should be said that the International Master at its start has had some financement from the Italian Government but the student's fees sustain them. Factors of success of the International Master can be identified in: innovation in curriculum, enhancement in productivity, staff development, quality improvement of learning and teaching, harmonisation of intercultural relations.

Innovation in curricular is the main benefit of the Master course which has started a new program, and not re-packaged old ones. This is very important for Italian LIS schools, where it was feared that university courses would teach the subject from a purely practical point of view, with little scope for theoretical study and research. The International MAMSC in Information Studies, in particular, as a good mix of theory and practice, teaches the "research method", for the first time in Italy. This improved productivity has been a benefit for partners institutions, bringing more students and resources to universities.

Staff development and improved learning is the other most important area, where results of internationalisation of the joint course can be measured, compared with their initial objectives and expectations. The joint International Master in Information Studies has been created with the purpose of learning and teaching something new, as the application of research methods to LIS combined with an innovative course delivery by distance. The most important factor has been the innovation in course pedagogy and it can be considered a factor of success. In particular, the involvement of students in active learning methods with international stage periods and students participation in the development of course content, through the application of the research methods to the Italian LIS context can be identified as an important innovation used by the International MAMSC in Information Studies.

The case of the joint course of Parma and Northumbria Universities can also demonstrates the importance for cooperation of the harmonisation of the intercultural relationship. This means to build a mechanism to resolve conflicts and gaining consensus with regular meetings, spend efforts

for defining common strategy and involvement in course commitment together with clarity of expectations.

Some weaknesses of the International Master depends on the national regulations and different cultural background and tradition in LIS together with the legislative and administrative context of Italian LIS schools. The interrelations for the joint course between the three levels involved: international, national and course level, examined by the article, reveal partial achievements.

It can be said that while the higher education institutions look at financial and marketing indicators, harmonisation and synergy in the intercultural relationship contributes to overall performance and satisfaction of international courses and only indirectly to improvement in productivity. However it must be stressed that harmony between partners institutions and staff development should be considered as the foundation of the overall joint course performance and following university satisfaction. International co-operation is strictly related to intercultural aspect, more than usually assumed; then more attention should be paid to inter-partner relations than to other issues such as administrative procedures and contractual obligations. Inter-partner relations can be called the soft dimension of the joint courses. In particular, different values and cultures have been evidenced in the Parma Northumbria joint course for the topic of quality control, which has been a source of considerable discussions, and it has needed a specific strategy formulation.

3.2. Parma- Tallinn- Oslo joint course development

Internationalisation has become a widespread and strategically important phenomenon in Estonian LIS education. It includes a broad range of activities, such as the mobility of students and staff, internationalisation of curricula, inter-institutional cooperation in education and research, and the establishment of international university consortia. International activities serve the following goals: a) to improve personal professional levels as set in the curriculum; b) to pass on one's own and to receive from outside new experiences in the field of teaching and research; c) to conduct practical developmental work. Trends and developments in Europe also influenced reorganization of curricula in the light of the Bologna process and international student and staff mobility (Virkus and Wood, 2002).

The following factors and developments have been implemented to ensure the internationalisation of the curriculum:

- Development of the curriculum under the guidance of foreign experts and proceeding from the experiences and standards of partner universities;
- Extensive use of textbooks and reading materials published abroad;
- Involvement of foreign lecturers in teaching and development activities;
- Conference presentations and lectures given by academic staff abroad;
- Publishing in international periodicals and arranging of international conferences;
- Study by information science students abroad (Erasmus, individual grants and scholarships);
- Training of trainer's projects;
- Participation in Nordic PhD students summer schools since 1995 and Nordis-Net since 2001;
- Joint research and development projects (Phare, Tempus, Norfa, Leonardo da Vinci, Comenius, Minerva, etc);
- Membership and participation in several international organizations (Virkus and Harbo, 2002).

However, these quite *ad hoc* activities have lead to a more systematic cooperation. Important characteristics of the internationalisation in Estonian LIS education are the growing number of

cross-border agreements and cooperation projects, and the increasing number of foreign teachers in Estonia. The use of English as a language of instruction is increasing as well.

A joint Master course was designed by University of Parma, Tallinn University and University College of Oslo. The International Master in Digital Libraries (D-LIS) aims at the development of a top and European wide recognised advanced programme for persons who intend to take leadership and responsibilities in the complex world of digital libraries. It will look both at the technical and the organizational issues involved in digital libraries, developing criteria and methods that exploit the strengths of digital library in a socio-economical and interdisciplinary manner. This course addresses some common concerns of cultural heritages institutions (as libraries, archival institutions and museums) and private firms (information providers, publishers, publications suppliers) as they work together (or should work in the future) to address the challenges and opportunities of the digital environment for the Knowledge Society.

Conclusions

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