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Education of Information Managers for Lithuania – Three Years TEMPUS at the Faculty of Communication, Vilnius University*

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Magnifizenz,

dear colleagues from Vilnius University,

dear colleagues from other European countries,

dear students,

ladies and gentlemen,

on behalf of the president of Fachhochschule Hannover – University of Applied Sciences and in the name of numerous colleagues of my faculty in Hannover, who are sorry not to be here today, I would like to give warm regards and best wishes to all participants of this event.

As the contractor of the project I'm standing here with a quite good feeling: the project "Education of Information Managers for Lithuania" – still running until the end of August this year – has been a full success!

* Proceeding of the Final Symposium of TEMPUS Structural Joint European Project "Education for Information Management in Lithuania". Vilnius, 2nd of July, 1998

In my short presentation, I want to give you an overview in three parts:

- part 1: some (not too detailed) information on the financial volumes for the activities of the project,
- part 2: some conclusions on the value and the outcome of this project,
- part 3: how to go on in the future.

1. Financial equipment and project activities

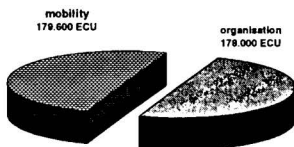


chart 1 : Budget of TEMPUS 09062

As you can see from chart 1, the project had been equipped with 357.600 ECU which is approximately 1,5 million Litass, distributed on two mayor sections of activities:

- part 1: organizational grant;
- part 2: mobility grant.

The organizational grant covers financial positions like:

- new technical equipment for teaching purposes,
- cost of staff, for administrative and academic tasks in the project,
- overhead costs at all partners,
- other costs, including such costs like printing and publishing (see chart 2).

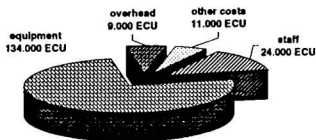


chart 2 : organisational grant

The mobility grant covers costs of travel and costs of stay for students and teachers that are travelling (see chart 3), e.g. 7 Lithuanian students a year, having four months study periods abroad, 9 Lithuanian teachers a year having studying periods at the partner's institutions abroad, coordination meetings of the members of the project's advisory board twice a year, and 11 western teachers a year, having teaching periods from one to two weeks at the faculty of communication at Vilnius University.

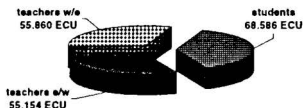


chart 3 : mobility grant

If we compare the weeks spent abroad (see chart 4), we can imagine the chance students and teachers had by Tempus, to see the reality of teaching and learning, of equipment and infrastructure, of theory and practical methods in the partner universities and in the employment sector of Western partner's countries.

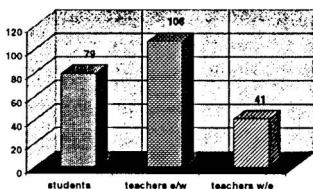


chart 4: weeks abroad

I think this was a very good source to develop own ideas how to realize a modern education for information managers in Lithuania – both from the view of teachers as well as from the view of students.

2. Some conclusions from the project results

2.1. Results for the Lithuanian partner

This Tempus project has been a big chance to the Faculty of Communication of Vilnius University – and it has been used excellently. As we all know, there are at least five fundamentals to be able to be an educational institution of excellence and these five points are responsible to form the image of a faculty:

1. the concept of teaching (the curriculum),
2. the equipment and rooms to be able to realize the conceptual ideas,
3. the staff,
4. the university's infrastructure and policy,
5. the employment field.

To summarize it in this final meeting in the shortest way that is possible to me – and I'm quite sure Renaldas Gudauskas will give some more details later on.

The Faculty of Communication at Vilnius University has managed by help of Tempus project and by little support of partners in this Tempus project, to become within the short time of only three years one of the most interesting institutions of higher education for information managers in Europe.

The concept is good, the equipment stands every comparison to western European countries, the university management is positive minded and gives the whole University an atmosphere of going ahead with development, the employment field needs these well educated graduates and postgraduates, and last but not least: there is a highly motivated and engaged staff to realize all these good concepts and to use all of this new equipment to have a really good and modern education.

Congratulations! If all of your lessons were in English, you were a hard competitor for our students, to study in Lithuania instead of Hannover!

2.2. Results for Western partners

To some extent, I think I can speak for all Western partners, saying: it was a very good time and experience for us too, to be your partner in this Tempus

project. To be a partner in Tempus project means to have a part of responsibility for the overall results of such a project. To give *advise* to someone means to think over first, what we are doing in *our* institutions in western countries, *why* we are doing it and *how* we are doing it. That's a very good opportunity to leave the pathway of routine (we all like to walk in somehow), to rethink the own concepts and to take the motivating chance to participate in a process of creative development of new educational concepts. This gives a positive feedback to the own institution.

To give two examples:

1. If I give a compact training of *one week* in a certain subject, in English language in Vilnius, I have to check my semester program for the most important things to teach in one week – and afterwards I ask myself why do I teach the other things at home, if they are less important? Or: couldn't it be better to teach a subject in a compact course (as just experienced in Vilnius) than to split it up in small segments of one and a half hours each and spread it over one or two semesters?

2. If I'm going for *teaching assignment* with colleagues in Vilnius, I must ask myself, which are my best experiences as far as teaching methods are concerned and why don't we talk more ore regularly about such matters in Hannover, with my own colleagues?

And thanks for all those positive experiences in team-teaching with western and/or Lithuanian colleagues. An experience, I had no chance or opportunity or creativity to try in Hannover up to now, but I did it in Vilnius.

This Tempus project has not been a one-way-road from west to east, but a two-way-road with positive influences in both directions and positive experiences on both sides.

3. How to go on further?

Since 1981 I'm professor for Information Management in Hannover and I never had one single doubt, that information managers are necessary and useful for all branches of every nation's economies. There are mainly two reasons, why I think I'm right:

1. The most sophisticated information systems and information networks will not replace that people who create such systems and networks, who

bring the information into such systems and who get reliable information in the most efficient way out of such systems.

Information managers canalize information within institutions, prevent institutions from lack of information, prevent them from information overkill as well and are therefore responsible for one of the most sensitive resources and key success factors an institution has or needs: information.

Even end-user based systems in an information society will not stop the demand for well trained and educated information professionals.

2. Since about 10 years we are in a time of extreme and fundamental changes. Just to mention three of them:

- We have tremendous changes in societies (see the development in Eastern and Central European countries or the process of coming closer together in whole Europe),
- We have fundamental changes in enterprises philosophies (global players, flat hierarchies, cost control, total quality management, teamwork),
- We face the quickest and most fundamental changes in institutions of the core-information-work (like libraries) since their existence.

We must reflect these changes in our profession as university teachers and we must develop concepts and ideas to react on such developments, even better: to be *proactive* to influence the next developments to come. There is no chance to remain at old concepts of teaching in basic higher education as well as in continuing education.

In this scenario *we all* have to accept the process of lifelong learning as normal procedure. To do this successfully we need information specialists as *information consultants*, and information centers of excellence. Libraries for example will change to such information centers of excellence and will be centers of information intelligence, with online connections to databases and networks worldwide; they will be able to combine this with proved internal sources like books, periodicals, CD-based information of all kind in CD-ROM – networks etc. Libraries are no longer only “archives of books” (which good libraries have never been, by the way).

Dear guests, the Faculty of Communication at Vilnius University has done a big step in the right direction of development. I’m happy that I had the

opportunity to help a little to find this new pathway to the future. I have the good feeling, that the money of this Tempus project is a good investment for the future of the faculty, for the University of Vilnius and for the country of Lithuania.

Our cooperation will not be stopped by the end of the Tempus project – it just starts to develop fruitful, and we will continue this.

Thank you very much.

**Informacijos vadybininkų rengimas Lietuvoje – trys
Vilniaus universiteto Komunikacijos fakulteto metai
TEMPUS programoje**

Santrauka

Pranešime nagrinėjami finansų, techninės mokymo įrangos, pasikeitimo dėstytojais ir studentais klausimai. Pateikiamos išvados apie projekto rezultatus Lietuvos ir užsienio partneriams. Pabrėžiama, kad projektas buvo abipusiai naudingas, kad tai gera investicija į fakulteto, Vilniaus universiteto ir apskritai Lietuvos ateitį, padėjo parengti aukštos kvalifikacijos informacijos vadybininkus, organizuoti tolesnį nenutrūkstamą jų mokymą.