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Preface

Education is a value-based societal investment, which leads to the overall welfare of society. One of the main challenges in education is to anticipate necessary skills and knowledge for the future. Without a clear understanding of the aims for education, we just cannot organise the implementation of studies and the evaluation of learning outcomes appropriately. Lots of research has taken place to map the state of practice and the required actions in renewing educational structures and practices. The Indonesian Ministry for Research, Technology and Higher Education (MoRTHE) carried out a study in 2016 on learning processes in public universities in Indonesia. The main objectives of the study were to analyse the effectiveness of learning processes and map learning aspects based on student engagement indicators in public universities. After the analysis of responses from almost 6000 lecturers and over 47,000 students, the main recommendations included improving the role of the lecturer as a facilitator, the interaction between students and lecturers, students' learning skills, and lecturers' skills to create challenging tasks.

Findings from that wide Indonesian study are fully in line with the aims and expected impacts of the European Commission-funded INDOPED ('Modernizing Indonesian Higher Education with Tested European Pedagogical Practices') project. As stated six years ago when the planning of the INDOPED project started, the overall aim of the INDOPED project is to raise the teaching capacity of Indonesian university lecturers. We see that the role of the lecturer should be more like a mentor and facilitator of learning, not a teacher in the traditional meaning. Additionally, active university-enterprise cooperation, which gives students more opportunities to enhance their competencies in real working life situations, is key for more efficient and cost-effective higher education.

The INDOPED project started to operate in October 2015. During the project, five Indonesian universities have tested active learning methods with mentoring provided by five European universities. Over 100 Indonesian lecturers and more than 3000 Indonesian higher education students have actively been participating in these pilots. We also succeeded in closely cooperating with several rectors and deans of participating Indonesian universities, guaranteeing the sustainability and justification of our pedagogical modernisation efforts. Additionally, our dissemination conferences, seminars, workshops, webinars and study visits have engaged thousands of experts from Indonesia and other South-East Asian countries.

I have been privileged to meet many of the above-mentioned broadminded key actors. I'm so pleased to discover the encouraging results of the project and it definitely gives power to all stakeholders to continue this modernisation work following the end of the project. Actually, I

would like to propose that the term 'INDOPED' or 'INDOPEDA' continues its life as a 21st century Indonesian learning approach in which 1) global competency needs form the basis for education; 2) national and local characteristics and strengths are taken into account in the spirit of smart specialisation; 3) learning matters, and teaching is just one way to enable learning; 4) education providers, learners and stakeholders (public organisations, companies, NGOs) form a real learning community together; 5) students' intrinsic passion for research and learning will be strengthened by motivational real-life assignments.

This booklet is a reflection of some of the moments and experiences during the INDOPED project. It is a snapshot of the reality in classroom settings in the INDOPED way. Only some of the numerous pedagogical pilots of the project are presented here, but in reality many more now live in the minds of participating universities' forerunners and hopefully in practices of forthcoming semesters. Evidence collected after the INDOPED pilots, support this vision: 75% of respondents from Indonesian partner universities (n=40) said that they would continue utilising the tested pedagogical methods after the project, and 22.5% hadn't decided yet. In this profession I sometimes experience the so-called 'Wow' effect, and here I did!

The INDOPED project has officially been a platform for learning about learning. But that's not all folks: even greater than these pedagogical lessons learnt has been friendship. I have experienced such deep positive feelings with our Indonesian peers in formal settings like project meetings and training sessions, but maybe even more in informal settings like eating soto ayam together or drinking delicious Indonesian coffee after long official sessions (by the way: did you know that Finnish people rank number 1 in the world in terms of coffee consumption per capita?) These unofficial discussions have widened my perspective as a global citizen and therefore are worth their weight in gold. Terima kasih.

Finally, as the Head of the INDOPED project, I would like to express my gratitude to all the Indonesian university partners, who have showed great persistence and creativeness in modernising their educational processes and structures to meet the requirements of this century. European partners have done a great job in mentoring the pilots, therefore a big hand to you as well. What is absolutely noteworthy is the professional and active support from SEAMOLEC – without their input our project would have been remarkably insignificant in terms of visibility and stakeholder cooperation. I am personally very pleased with the continuous deepening cooperation with MoRTHE. Our cooperation is a prerequisite for the next steps and having a greater impact. Financial support from the European Commission has enabled the implementation of the INDOPED project – thanks a lot Brussels.

The INDOPED project will end soon but its work continues.

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