2nd ASEM University-Business Forum
Bonn, 10/11 November 2011

Feedback from the working groups

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Working Group 1: Building Partnerships for a Curriculum and Pedagogy for Employability

Examples from ...

- **Policy**
  - Nguyen Tien Dzung, Ministry of Education and Training, Vietnam
  - Professional Oriented Higher Education in Vietnam (POHE)

- **Academia**
  - Antonio Aracil, ADEIT – Fundación Universidad-Empresa de Valencia, Spain
  - Developing Professional Curricula: the Case of ADEIT

- **Business**
  - Carsten Manthei, PricewaterhouseCoopers (PWC), Germany
  - AuditXellence – the Master Programme in Auditing
Main Findings (1):

- Co-ordinated activities of political stakeholders instead of fragmented action
- International cooperation and exchange of know-how
- Academia and business need to come together to continuously adapt education and training to socio-economic developments
- Create and promote a win-win situation for both academia and business
- Co-operation in curriculum design and course delivery to equip students with transversal/soft skills
Main Findings (2):

Policy
- Create opportunities and encourage students and teachers to collect work experiences
- Connect university and business through visiting professors

Academia
- Companies need to offer more work experiences to students

Business
- Create company-friendly services and entry/contact points in higher education institutions
Working Group 2:
Career management for a smooth start into the world of work

Examples from …

Prof. Dr. Weiqiao Fan, Shanghai Normal University, China
From East to West Career Development and employability enhancement

Edmund Zirra, University of Applied Sciences Karlsruhe, Germany
Career Services

Sandra Fikawati Purnomo, University of Indonesia, Indonesia
Career Education and Career Services at the University of Indonesia
Main Findings (1):

- Career exploration process and career decision-making is affected by personality, thinking styles and interpersonal relatedness

  ➔ Implications for intervening actors (government, teachers, students, parents)

- Theoretical foundation (psychology) used for designing career development and counselling

- Counselling recommended to start already prior to higher education
Main Findings (2):

• Transparency of information for students and employers needed (informed choices)

• Comprehensive Career Service Concept including eg. counselling, company fairs, career summer seminars/application training, general studies, international work experience

• Important role of tracer studies for monitoring and follow-up of graduate employability
Thank you for your attention

Beate Körner