

2nd ASEM University-Business Forum

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Feedback from the working groups

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the **ASEM** education secretariat



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

Examples from ...



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



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



Carsten Manthei, PricewaterhouseCoopers (PWC), Germany AuditXellence – the Master Programme in Auditing







Main Findings (1):



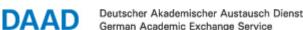
- Co-ordinated activities of political stakeholders instead of fragmented action
- International cooperation and exchange of know-how



 Academia and business need to come together to continuously adapt education and training to socioeconomic 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

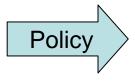




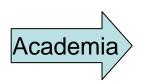




Main Findings (2):



 Create opportunities and encourage students and teachers to collect work experiences



Connect university and business through visiting professors

 Companies need to offer more work experiences to students



 Create company-friendly services and entry/contact points in higher education institutions





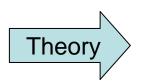
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Working Group 2:

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 Carrer Services



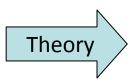
Sandra Fikawati Purnomo, University of Indonesia, Indonesia Career Education and Career Services at the University of Indonesia







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)

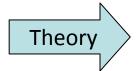
- Theoretical foundation (psychology) used for designing career development and counselling
- Counselling recommended to start already prior to higher education







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 followup of graduate employability







Thank you for your attention

Beate Körner



