

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):

Policy

- Co-ordinated activities of political stakeholders instead of fragmented action

Academia

- International cooperation and exchange of know-how
- Academia and business need to come together to continuously adapt education and training to socio-economic developments

Business

- 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

Academia

- Connect university and business through visiting professors

Business

- Companies need to offer more work experiences to students
- 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 ...



Theory

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



Practice

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



Practice

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

Main Findings (1):

Theory

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

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

Practices

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

- Counselling recommended to start already prior to higher education

Main Findings (2):

Theory

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

Practices

- 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