



## Meeting Report of the 15<sup>th</sup> Annual Review Meeting of The Asian International Mobility for Students (AIMS) Programme

*The Continuity of Mobility for a more Sustainable Future*

Virtual Meeting on 10 November 2021

- 1 The 15<sup>th</sup> Annual Review Meeting of the Asian International Mobility for Students (AIMS) Programme was held virtually through Zoom on 10 November 2021 and hosted by SEAMEO RIHED. The Meeting Programme appears as [Appendix 1](#).
- 2 A total of 278 participants registered for the Meeting, including government officials and their designated representatives from Brunei Darussalam, Indonesia, Japan, Malaysia, the Philippines, Republic of Korea, Singapore, and Thailand, and university representatives from all the 9 AIMS Member Countries. Representatives from the Ministry of Education, Youth and Sport of Cambodia and Cambodian universities also participated as observers and incoming AIMS member. The List of Registered Participants appears as **Appendix 2**.

### Opening

- 3 SEAMEO RIHED Centre Director extended a very warm welcome to all the participants at the Meeting. As one of the pioneers of AIMS, she provided the background of AIMS as a pilot project to support the regional integration of higher education in Southeast Asia and later expanded over the years. In 2019, the new Letter of Intent was signed by the 9 AIMS participating governments to reinforce the objectives of AIMS: 1) to support student mobility 2) progress the harmonisation of higher education systems in the region, 3) promote the development of global citizens 4) contribute to the sustainable development in the Asian region and greater inclusivity through multilateral efforts. As the Secretariat of AIMS, SEAMEO RIHED viewed the programme not only to expedite the higher education harmonisation and development process, but as a collective learning space for regional higher education internationalisation and development among governments, universities and students. She encouraged AIMS to be future oriented and think collaboratively ahead on the planning of the future of mobility to enhance learning and maximise the benefits of mobility for our learners.
- 4 SEAMEO RIHED presented the Overview of the Participants, Meeting Overview, and organised an icebreaking quiz on the region for the participants. The meeting's Presentation slides appear as [Appendix 3](#).

### Programme Updates

- 5 SEAMEO RIHED presented the Programme Updates as endorsed by the 6<sup>th</sup> Steering Committee (SC) Meeting of the AIMS Programme, which was held online on 18 August 2021.
  1. *Updates on AIMS Participating Universities and Disciplines*
- 6 Three (3) new universities are participating in the Republic of Korea's 2<sup>nd</sup> cycle of the AIMS Programme, effective from July 2021 – February 2026: Keimyung University, Woosong University and National Korea Maritime & Ocean University. Some changes were made to universities' participation in the disciplines, and Catholic University of Daegu is not participating in AIMS for the 2<sup>nd</sup> cycle.

**Table 1:** Changes to the Republic of Korea's universities and disciplines in AIMS

University	Change	Discipline
<b>Keimyung University</b>	New University	International Business, Language and Culture
<b>Woosong University</b>	New University	International Business
<b>National Korea Maritime &amp; Ocean University</b>	New University	International Business, Economics, Marine Science
<b>Kangwon National University</b>	Added Discipline	Agriculture, Economics and Language and Culture
<b>Yonsei University</b>	Added Discipline	Language and Culture
<b>Hannam University</b>	Removed Discipline	Language and Culture
<b>Catholic University of Daegu</b>	Discontinued	

- 7 Cambodia, currently in the process of joining AIMS, proposed 5 prospective AIMS member universities and disciplines, which are the Royal University of Phnom Penh, Royal University of Agriculture, Royal University of Law and Economics, National University of Management, and Institute of Technology Cambodia:

**Table 2:** Nominated Cambodian universities and intended disciplines in AIMS

University	Discipline
<b>Royal University of Phnom Penh</b>	Language and Culture
<b>Royal University of Agriculture</b>	Agriculture, Food Science and Technology
<b>Royal University of Law and Economics</b>	Economics
<b>National University of Management</b>	Language and Culture, Economics, International Business
<b>Institute of Technology Cambodia</b>	Engineering, Food Science and Technology

- 8 To facilitate the incoming process of Cambodia to AIMS, the 6<sup>th</sup> Steering Committee Meeting agreed to explore virtual outbound mobility for Cambodian students with AIMS member universities, especially with Japan, Malaysia and Thailand that expressed support. Further discussions were encouraged at the Marketplace session of the 15<sup>th</sup> Annual Review Meeting.

## 2. *New Modes of Mobility*

- 9 SEAMEO RIHED presented SC Members' agreement to broaden and embrace all modes of mobility, physical, hybrid and virtual in AIMS, and provide more options to ensure continuity and to be more inclusive and flexible, for the maximum benefits of the learners through the programme.
- 10 The Steering Committee agreed to pilot the interdisciplinary approach towards sustainable development in Biodiversity, Marine Science and Environmental Management and Science disciplines to promote a more robust exchange, since the years 2017-2019 showed few mobility numbers. The three disciplines' participation in the new inter-regional and interdisciplinary mobility initiative between Asia and Europe, known as the **SEA-EU Mobility Programme for Sustainable Development**, will also be promoted.
- 11 Workshops will be organised to conceptualise and co-design the SEA-EU Mobility Programme for Sustainable Development to be innovative and empower learners to be active global citizens and contribute to the achievement of the Sustainable Development Goals (SDGs). SEAMEO RIHED has approached Malaysia, Indonesia and Thailand, as the founding members of M-I-T/AIMS Programme, to lead the design and pilot of the programme and more Member Countries would be invited to participate in the following cycles. The SEA-EU Mobility Programme for Sustainable Development is expected to be launched in 2022.

### 3. *University Social Responsibility*

- 12 Higher education can contribute to the social, economic and environmental solutions for the ongoing challenges. AIMS' direction and efforts towards USR and sustainable development have been endorsed by the Southeast Asian Ministers of Education at the 51st SEAMEO Council Conference in June 2021. To further integrate USR in AIMS, the Steering Committee agreed on 2 strategies: 1. sharing of good practices of AIMS member universities, which includes the USR Webinar, co-organised with the University Social Responsibility Network (USRN) and 2. activity-based USR AIMS-wide initiative to provide opportunities for AIMS students to participate and make a positive impact towards sustainable development. A separate planning meeting will be organised among AIMS Steering Committee Members to discuss further details.

### 4. *Regional Identity and Visibility*

- 13 SEAMEO RIHED informed that the AIMS Research Working Group, with the support from the Republic of Korea, conducted the impact assessment on students' experiences of the AIMS Programme in 2018 and 2019. The results of the survey showed that AIMS students were highly satisfied with the AIMS Programme, and their intercultural competencies and knowledge of the host countries have increased. However, the sense of regional identity was rated lower, therefore the Steering Committee agreed to explore ways to enhance AIMS regional identity and visibility, including reinitiating the AIMS Research Working Group, establishing the AIMS Alumni Network, and organising a virtual AIMS Regional Orientation.
- 14 The Steering Committee agreed to re-initiate the **AIMS Research Working Group**, with SEAMEO RIHED as the Secretariat, to support the evaluation and impact assessment of the programme. SEAMEO RIHED will request for nomination of members to the Research Working Group from member countries. Possible research includes measuring students' experiences during COVID-19 and post COVID-19 periods and AIMS Alumni tracer to gather information on AIMS Alumni and AIMS impact on their personal development and careers. The **AIMS Alumni network** will also provide opportunities for AIMS alumni to be connected and contribute to the AIMS Programme, especially in the planning of the Regional Orientation.
- 15 The **Regional Orientation** will prepare students to go on the exchange and maximise their learning experiences. Incoming AIMS students will be introduced to the AIMS Programme, AIMS values, and the opportunity to meet with other AIMS students, alumni, faculty members, IROs and government representatives, strengthening AIMS regional identity. The Regional Orientation is expected to be virtual and interactive with expected launch for Semester 1/Fall of 2022. A working group will be set up with volunteers from AIMS members, alumni, and resource persons.

### 5. *New AIMS Certificate*

- 16 SEAMEO RIHED presented the new design of the AIMS Certificate, as agreed by the Steering Committee, which included the new AIMS logo and a more modern look. The new AIMS Certificate will be launched in 2021.

## Roundtable Discussion

- 17 The Roundtable Discussion on "Continuity of Mobility" served as a session to share policies, regulations and updates and exchange views from government representatives of the AIMS Programme. SEAMEO RIHED presented the collected and synthesised information from AIMS member governments. The AIMS infographics aimed to be a living document to provide updated information on inbound and outbound student mobility policies and regulations, and current and future financial support to students and universities of the AIMS Programme ([Appendix 4](#)).
- 18 The student mobility data for 2021 incorporated new modes of mobility, including physical, hybrid and virtual (credits/non-credit and non-disciplined based) for the first time. The total number of student participation has reached 6,228 since 2010, with the addition of 1,139 students for all modes of mobility, of which 52 are physical and hybrid mobility. For more detailed information, please refer to *Appendix 3*.

- 19 Government representatives were invited to share their reflections on the good practices and lessons learned from almost 2 years since COVID-19 pandemic, one key lesson their country should give the highest priority to, and one key point AIMS should take as a collective next step. The Summary of Roundtable Discussions by Country is as Table 3.

**Table 3:** Summary of Roundtable Discussions by Country

Country	Good practices	Challenges	National and AIMS priorities
<b>Brunei Darussalam</b>	Coordination with other ministries and the private sector to ensure students' safety and access to online learning	Getting students' interest and motivation in virtual mobility	Digital platform and collaboration on the design of online courses/activities to be immersive for students  Interdisciplinary approach in AIMS
<b>Indonesia</b> <a href="#">PPT</a>	Emancipated learning	Different kinds of learning process and assessment  ICT knowledge, literacy of staff and students	Expansion of participating universities, countries, and disciplines in AIMS.  New mobility through internship, research, SDGs and with other regions  ICT capacity building  Recognition of qualifications
<b>Japan</b>	Improved online teaching and learning	Getting students' interest and motivation in virtual mobility	International online education platform such as Japan Virtual Campus (JVC) to support sharing of knowledge and courses
<b>Malaysia</b>	Financial support provided for the underprivileged students  Upgrade academia knowledge  Investment in online platform for universities  Courses with various credits arrangements provided	Decreased number of participating students in AIMS	Continue the mobility in all modes
<b>Philippines</b>	Incorporate virtual mobility	Crisis management – HEIs need capacity to address crises such as pandemics, disasters, and civil strife.	Region-wide framework to promote virtual mobility's acceptability, sustainability and quality  AIMS Website for exchanging good practices and be interactive  Integrate SDGs in courses
<b>Republic of Korea</b> <a href="#">PPT</a>	Quarantine Plan for 2 <sup>nd</sup> semester announced by MOE, hybrid mobility encouraged  Operate online seminars and develop ICT infrastructures  Opportunity to benchmark with partner universities  Distance education management committee and online learning support centres organised and established	Difficult to recruit outbound students due to changing border control policies  Students have limited cultural exposure  Self-quarantine regulations effects students' wellbeing	Development of online education content to improve students' virtual cultural experiences and assure quality online classes
<b>Singapore</b>	Leverage virtual platforms with partner institutions to provide students with cross cultural exposure	Resume physical exchange safely at the earliest convenience	Learn from collective experiences to develop effective hybrid mobility model in the new normal

Country	Good practices	Challenges	National and AIMS priorities
	Remote internships to provide market knowledge and build networks		
<b>Thailand</b> <a href="#">PPT</a>	University faculty members and IROs show resilience, adapting to the needs of the students and meeting the ministry's requirements  Flexibility and participatory approach	Reduced AIMS budget	Explore other approach and activities in AIMS, such as internships, hybrid models  Expand AIMS success indicators beyond the number of physical student mobility and credits

- 20 The limited physical mobility also presented opportunities for member countries to improve and explore new teaching and learning models and accelerated digitalization both in infrastructure and staff skills. The main challenges reported include getting the students' interest and motivation to participate in virtual mobility, and the effects of the travel restrictions on physical mobility. New modes of mobility and activities, improving virtual mobility experiences for students to be more immersive, facilitating recognition of new modes of mobility, and ensuring quality online learning are supported.

### Marketplace

- 21 The Marketplace session operated as a venue for AIMS Stakeholders: students, faculty members, International Relations Officers (IROs), and government representatives to have focused discussions on virtual mobility collaboration. The Session Briefs for the breakout sessions are as **Appendix 5 [Disciplines](#), [IROs](#), [Governments](#)**.
- 22 Two students were invited to share their views and experiences on virtual mobility as inputs for the breakout sessions afterwards. With virtual mobility, they were able to pursue interests outside of their disciplines, take classes not offered at their home universities, continue their studies at home universities and part-time job, and connect with other students through buddy systems. Obtaining credits was not a deciding factor for them to participate but rather the interactive, immersive and intercultural experiences, and the connection with other students. The challenge for them is the workload and online fatigue.
- 23 Eight (8) breakout groups were held for the AIMS faculty members by Disciplines on "The Actualisation of Virtual Mobility" to review and decide on the courses/activities to pursue, the target number of students and other factors that could facilitate virtual mobility. The available virtual mobility courses/modules, academic activities and intercultural activities at the AIMS Member Universities by Disciplines were collected prior the Review Meeting (**[Appendix 6](#)**).

**Table 4:** Disciplines Breakout groups agreements

Disciplines	Summary of Courses/activities	Details of Courses/Activities	Target number of students
Agriculture	20 courses/activities were identified among the 5 participating member universities from Japan, Thailand, Indonesia, and Cambodia.	<ul style="list-style-type: none"> <li>• Animal Cell Culture Technology</li> <li>• Environmental Ecological Engineering</li> <li>• Seminar on Global Issues about Agriculture</li> <li>• Tsuku-Chat</li> <li>• Agro-&amp;Eco-Informatics</li> <li>• Water Resources management</li> <li>• Soil and Water</li> <li>• The Study on Population Affairs in Developing societies</li> <li>• Japanese language and Culture</li> <li>• Overview of Japan</li> <li>• Tropical Agriculture subject (6 subject)</li> <li>• Fishery, Food, Forestry</li> <li>• Smart Farming/agriculture (summer courses)</li> <li>• Agriculture in the Tropical area</li> <li>• Agriculture landscape</li> <li>• Soil in the Agriculture Environmental nexus</li> <li>• Plant Health</li> <li>• Mushroom raising</li> <li>• Chicken raising (local and hybrid)</li> <li>• Frog &amp; catfish raising</li> </ul>	Approximately 10-200 students for each activity, 0-9 credits will be provided.
Economics	5 virtual and 2 hybrid courses/activities were identified among the 3 participating member universities from Brunei Darussalam, Malaysia, and the Philippines.	Virtual: <ul style="list-style-type: none"> <li>• Cultural Exchange</li> <li>• Core module</li> <li>• Principles of Economics</li> <li>• Statistics</li> <li>• Intercultural Activities: Virtual</li> </ul> Hybrid: <ul style="list-style-type: none"> <li>• guest lecturing: Webinar</li> <li>• interactive group discussion                             <ul style="list-style-type: none"> <li>○ Buddy system</li> <li>○ One-on-one meeting</li> <li>○ Limited F2F on Laboratory classes</li> </ul> </li> </ul>	Approximately 40-150 students.
Engineering	2 types of projects were agreed among the 6 participating member universities from Brunei Darussalam, Indonesia, Philippines, and Vietnam.	<ul style="list-style-type: none"> <li>• Joint Research Project</li> <li>• Separate agreement for projects outside AIMS</li> </ul>	10 students from each member country, Universiti of Brunei Darussalam as the lead HEI.

Disciplines	Summary of Courses/activities	Details of Courses/Activities	Target number of students
Food Science and Technology	6 types of courses/activities identified with credits and non-credits have been identified among participating member universities from Indonesia, Japan, Malaysia, Philippines, Thailand, Vietnam.	<p>Credit</p> <ul style="list-style-type: none"> <li>• Exchange program: physical, virtual, hybrid</li> <li>• Summer Course</li> <li>• Research project</li> </ul> <p>Noncredit:</p> <ul style="list-style-type: none"> <li>• Seminar/Conference</li> <li>• Competition</li> <li>• Global classroom</li> </ul>	50 offline and 120 online.
Hospitality and Tourism	Hybrid and virtual courses, academic activities, intercultural activities, and flexible AIMS (multi-university and cross disciplinary) short-courses and modules have been identified among partner universities from Indonesia, Japan, Malaysia, Republic of Korea, Thailand.	<p>Courses: Fixed (Hybrid/Virtual) Academic activities: Institution / faculty based Intercultural: online research on local community, acculturation discussion; live stream field work, virtual/hybrid cultural show; online sharing session, virtual foster family</p> <p>Flexible AIMS programme (Multi-university/ cross disciplinary)</p> <ul style="list-style-type: none"> <li>• Short courses (1 -2 subjects per sem)</li> <li>• Short modules (1-2 weeks)</li> </ul>	<p>5-10 students for one term with credit transfer 5-10 students for short course 15+ students for short module.</p>
International Business	6 types of courses and activities have been identified by member universities from Brunei Darussalam, Cambodia, Indonesia, Japan, Philippines, Republic of Korea, Thailand.	<ul style="list-style-type: none"> <li>• Identification of partners &amp; initial discussions</li> <li>• matching KSAs/competencies</li> <li>• processing &amp; start of implementation of collaboration <ul style="list-style-type: none"> <li>○ customised courses/programs</li> <li>○ include culture &amp; language (local &amp; international)</li> <li>○ lecture &amp; workshop series that can combine the participation of different countries</li> <li>○ offering “super” short courses</li> <li>○ faculty exchanges</li> <li>○ COIL and other joint teaching/lecture experiences</li> </ul> </li> <li>• evaluation</li> </ul>	Further discussions on the implementation and the target number of students will be discussed after the meeting.
Language and Culture	9 types of courses and activities have been identified by member universities from Brunei Darussalam, Indonesia, Japan, Malaysia, Republic of Korea, Thailand.	<ul style="list-style-type: none"> <li>• COIL</li> <li>• PBL</li> <li>• MOOCs</li> <li>• Summer / ST Programs</li> <li>• Cultural studies</li> <li>• Languages</li> <li>• Modern Languages</li> <li>• Performing Arts</li> <li>• Micro-Credential Programs*</li> </ul>	<p>Total: 160+</p> <ul style="list-style-type: none"> <li>• Universiti Brunei Darussalam: 20</li> <li>• Ritsumeikan University: 20</li> <li>• Sophia University: 20</li> <li>• Universitas Ahmad Dahlan: 20 (language); 40 (culture)</li> <li>• Universiti Kebangsaan Malaysia: 20</li> <li>• Universitas Indonesia: TBD</li> <li>• Thammasat University: 20</li> </ul>

Disciplines	Summary of Courses/activities	Details of Courses/Activities	Target number of students
Biodiversity, Environmental Management and Science, Marine Science	3 types of courses and activities have been identified among member universities from Indonesia, Malaysia, Philippines, Thailand.	<ul style="list-style-type: none"> <li>• Online academic courses</li> <li>• Short program (summer courses)</li> <li>• Cultural experience (non- credit)</li> </ul>	2-5 students on each courses/virtual mobility programme; 50-100 students (10 students from each institute).  Indonesia to initiate the first activity in 2022.

- 24 Factors identified that would facilitate virtual mobility included government and university support/policies, online platforms, key persons from each university, sustainable financial support and budget, Memorandum of Agreements (MoAs) between universities, improved technological infrastructure, available information on offered modules and academic calendars, sharing of resources, corporate partnerships, administrative flexibility, credits for virtual modules and visits to host country as course completion for students.
- 25 The detailed results of the breakout sessions by Disciplines are as [Appendix 7](#).



- 26 The International Relations Officers (IROs) breakout group on “Internationalisation in the Next New Normal” discussed factors to improve the mobility support systems during the disruption and ideas for the virtual AIMS Regional Orientation Programme. IROs identified providing travel information, credit transfer, transcript, financial and IT technical assistance, a buddy system, and establishing IRO network as factors to support students. Recommendations on the virtual AIMS Regional Orientation programme included having live and pre-recorded sessions, university video introductions, and important information to know before departure. The notes from the IRO breakout group are as [Appendix 8](#).
- 27 Government representatives’ breakout group on “Virtual Mobility, Government policy and support”, discussed the goals and outcomes of mobility for the next new Normal. They supported the incorporation of virtual mobility in AIMS, more student beneficiaries, study of AIMS impact on students’ education and career, explore effective online and hybrid models, including delivery, regulations and quality assurance of online courses, and utilising online educational platforms and technology. The group expressed support for the SEA-EU Mobility Programme for Sustainable Development and also discussed different models to encourage USR activities in AIMS. The notes from the Government group are as [Appendix 9](#).

### **USR Webinar: AIMS University Social Responsibility (USR) for Sustainable Development**

- 28 As a part of AIMS direction to promote USR and explore contributions to address societal challenges for a more sustainable future, the USR Webinar on AIMS University Social Responsibility (USR) for Sustainable Development Webinar was co-organised by SEAMEO RIHED and the University Social Responsibility Network (USRN). The Webinar showcased USR good practices from the University of Manchester, the University of Iceland, and AIMS member universities, Universiti Brunei Darussalam (UBD) and Universiti Teknologi MARA (UiTM).
- 29 The panelists highlighted the importance of education and partnerships to support sustainable development. The common benefits of service-learning to students were developing ethics of service, and life skills such as self-awareness, leadership, communication, respect for diversity, and lifelong learning. To integrate sustainable development and USR at universities, Framework from the Sustainable Development Solutions Network, 5Cs framework, and Malaysia’s Service-Learning Malaysia (SULAM) were also shared. The recording of the Webinar is available [here](#).

### **Wrap up**

- 30 SEAMEO RIHED Centre Director provided a summary of the day’s meeting and encouraged continued learning, collaboration and commitment to support the continuity of mobility for the benefits of the learners, especially in achieving the targets as discussed during the breakout sessions. Following the 15<sup>th</sup> Annual Review Meeting, SEAMEO RIHED will be working with the various new Working Groups to move forward the various new initiatives of AIMS.

### **Venue of the 16<sup>th</sup> Annual Review Meeting of the AIMS Programme**

- 31 The representative from the Ministry of Education, Republic of Korea welcomed the participants to join the [16<sup>th</sup> Annual Review Meeting of the AIMS Programme](#) in the Republic of Korea in 2022. The Meeting is expected to be held physically, with close monitoring of the pandemic situation.
- 32 The Meeting was concluded at 16.15 hrs (GMT+7)