



Meeting Report of the 16th Annual Review Meeting of The Asian International Mobility for Students (AIMS) Programme

2-3 November 2022

- 1 The 16th Annual Review Meeting of the Asian International Mobility for Students (AIMS) Programme was held on 2-3 November 2022, co-organised and hosted by the Ministry of Education, Korea, and the Korean Council for University Education (KCUE). The Meeting Programme appears as [Appendix 1](#).
- 2 For the first time in over two years, the AIMS Annual Review Meeting resumed face to face. A total of 139 government officials, designated representatives, and university representatives from Brunei Darussalam, Indonesia, Japan, Malaysia, the Philippines, Republic of Korea, Singapore, and Thailand attended the Meeting. Representatives from the Ministry of Education, Youth and Sport of Cambodia and Cambodian universities also participated the meeting as incoming AIMS member. The List of Participants appears as **Appendix 2**.
- 3 The meeting documents are accessible through this **folder**.

Day 1, 2 November, The K-Hotel, Seoul, the Republic of Korea

Opening Ceremony

- 4 A moment of silence was held for the victims of the Itaewon tragedy before the start of the Meeting. The tragedy occurred the week prior, and the Republic of Korea was in the period of national mourning for the youths that passed away, including foreign nationals from AIMS countries, Indonesia, Japan and Thailand.
- 5 His Excellency Mr. OH Seok Hwan, Deputy Minister, Ministry of Education, Republic of Korea, welcomed all the participants to the meeting in his Opening Remarks. He reiterated the Korean government's commitment to AIMS to foster internationalised regional talent, sharing educational models for greater globalisation of higher education, and student mobility to lead progress towards a regional higher education community. He supported diversified modes of exchange and university social responsibility activities as means to strengthen student exchange and partnerships in AIMS. He wished for more cooperation in creating a brighter future for education.
- 6 Mr. LEE Ki-Bong, Secretary-General of the Korean Council for University Education delivered the Welcome Remarks. He reiterated KCUE's commitment to work in cooperation with the Korean Ministry of Education for the success and quality improvement of the AIMS Programme. Through online exchanges, more regional collaboration is possible. As the Annual Review Meeting serves as an important venue to reflect and exchange information on the programme's progress and lay the foundation for mutual growth in the future, he urged the participants to share insights and visions and have productive discussions to sustain AIMS's growth.
- 7 Asst Prof Dr Romyen Kosaikanont, SEAMEO RIHED Centre Director, in her Introductory Remarks, provided the background of the AIMS Programme as a regional programme, and the mechanisms of AIMS, including the AIMS Annual Review Meeting and the Steering Committee. She expressed her appreciation to the Steering Committee and the Working Groups for their contribution to the new AIMS regional initiatives: research, orientation and USR. She highlighted the AIMS Regional Orientation as an event to expand and strengthen the network of AIMS students and alumni, raising awareness of their roles as ambassador of their own country and enhancing their regional identity

and belonging. Lastly, she invited all participants to be actively engaged in co-designing the future of mobility programme.

- 8 The Meeting held the Handing Ceremony of the new AIMS Letter of Intent, which reaffirmed Member Countries' commitment to AIMS. It was adopted and signed in 2019 and circulated afterwards to gather all the official signatories. The Ceremony officially provided the completed signed Letter of Intent to the AIMS Member Countries. The Letter of Intent is as [Appendix 3](#).

Programme Overview and Updates

- 9 SEAMEO RIHED presented the overview and key updates on the AIMS Programme as endorsed by the 7th Steering Committee (SC) Meeting of the AIMS Programme, which was held online on 6 July 2022. The Presentation slides appear as [Appendix 4](#).

1. Updates on new AIMS Participating Member Countries and Universities

- 10 In the process of officially joining the AIMS Programme, Cambodia is exploring sending students to some AIMS Malaysian and Thai Member Universities, with the support from the governments and universities of Malaysia and Thailand and SEAMEO RIHED.
- 11 Lao PDR has also expressed verbal interest to join the AIMS Programme and SEAMEO RIHED is communicating with the Ministry of Education and Sports of Lao PDR on the process.
- 12 Two (2) new universities from the Philippines have been endorsed by the Steering Committee to join the AIMS Programme: Mapua University and Batangas State University in the Engineering discipline. The updated AIMS focal points' contact details are accessible at the shared file as **Appendix 5** (*please contact the Secretariat for link access*).

2. AIMS Statistics 2022

- 13 AIMS Statistics 2022 reflected the changes in AIMS as endorsed since the 6th Steering Committee Meeting in 2021, which included the merging of the 3 disciplines of Biodiversity, Environmental Management and Science and Marine Science, allowing for cross and interdisciplinary exchanges, and the broadening of modes of mobility to include hybrid/blended and virtual modes in AIMS.
- 14 The total number of student participation has reached 6,869 students accumulatively since 2010, with an addition of 641 students, 391 physical, 14 hybrid/blended and 236 virtual with credits in 2022. There are more students going on the physical exchange and less virtual exchange as compared to 2021.

3. New Developments in AIMS

- 15 In 2022, several working groups were set up through nominations by the Steering Committee, including the AIMS Research Committee, AIMS Orientation Task Force, and AIMS University Social Responsibility (USR) Working Group. The list of members as [Appendix 6](#).
- 16 **AIMS Research** aims to facilitate regional student mobility and innovation through data-driven research for policy makers to identify challenges and opportunities. The AIMS Research Committee (ARC) comprise of 1 representative from each country and the AIMS Technical Research Team (TRT) led by Malaysia.
- 17 ARC has provided inputs to the definitions on the modes of mobility in the student mobility data template for 2022 and ideas for starting an AIMS Alumni tracer. Currently, a research proposal is being prepared by the Technical Research Team and Sophia University to study the impacts and the way forward for AIMS to be reviewed by ARC and sent to the Steering Committee for dissemination to member universities. Research is expected to be carried out in 2023.

- 18 To enhance AIMS regional identity and visibility, **AIMS Orientation Task Force** and AIMS Alumni came up with **AIMS' new slogan** "Exploring Asia, Embracing Diversity" and identified **3 AIMS Student characteristics** as outcomes from their AIMS experiences: 1. Self-competence 2. Intercultural competency and 3. Regional and Global Awareness.
- 19 The first **AIMS Regional Orientation** "Go Asia, Go AIMS" was held virtually on 24 September 2022, organised by SEAMEO RIHED, together with the Orientation Task Force and AIMS Alumni. Around 195 AIMS Students participated, learned more about the AIMS Programme, and formed connections with other AIMS students and alumni, and thereby contributing to the AIMS Alumni Network in the future.
- 20 To support **AIMS efforts towards University Social Responsibility and sustainable development** as endorsed by the Southeast Asian Ministers of Education at the 51st SEAMEO Council Conference in 2021, two strategies were adopted by the Steering Committee, 1. Sharing of good practices of AIMS member universities and 2. Activity-based USR activities for AIMS students.
- 21 The Steering Committee agreed to leverage existing USR activities for AIMS students to participate in during their exchange to develop a greater understanding and appreciation of the regional context as global citizens and contribute to the society and sustainable development of the region.
- 22 The AIMS USR Working Group developed the template to collect existing USR activities for AIMS students. The template ([Appendix 7](#)) was circulated for inputs from AIMS Member Universities prior the 16th Annual Review Meeting, receiving a total of 77 activities, mainly physical mode. 85% of the activities incurred no costs to the students (infographics summary as [Appendix 8](#)). The inputs were discussed during the breakout session, and the next steps will be planned by the AIMS USR Working Group.
- 23 The **SEA-EU Mobility Programme for Sustainable Development** aims to be an innovative, interdisciplinary and inter-regional student exchange programme, empowering learners to be active global citizens and contribute to the achievement of the Sustainable Development Goals (SDGs).
- 24 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 with the merged disciplines of Biodiversity, Marine Science, Environmental Management and Science. The programme will be co-designed by students, university faculty and experts, government representatives, industry and EdTech.
- 25 The SEA-EU Mobility Programme for Sustainable Development was originally expected to be launched in 2022, however, more consultation sessions are needed to identify the most suitable and sustainable partnerships and mechanisms to move forward in 2023.

AIMS Member Countries Updates

- 26 Government representatives from AIMS Member Countries shared country updates on 1. national policies related to student mobility and AIMS 2. best practices in student mobility and 3. expectations and visions for AIMS. SEAMEO RIHED Centre Director moderated the session.
- 27 **Brunei Darussalam:** Mdm Anis F Dzulkiflee, Head of Higher Education Division, Ministry of Education (MoE) Brunei Darussalam, reaffirmed the ministry's continuous support and provision of budget allocation to member universities for student mobility. The e-Global Discovery Programme, virtual/online mobility programmes, Collaborative Online International Learning (COIL), and one semester internships were shared as best practices. Research and industrial internships, clear categories of mobility and niche student mobility modes and themes for AIMS, were shared as opportunities for the future of AIMS. The Presentation is as [Appendix 9](#).

- 28 **Indonesia:** Dr Sri Gunani Partiw, Director of Learning and Student Affairs, Ministry of Education, Culture, Research and Technology (MoECRT), Indonesia, shared national policies on emancipated learning, and higher education key performance indicators for students to have experiences outside the campus through internship exchange, entrepreneurship and research, and digital transformation on education. Two best practices were shared: 1. certified internship and independent study programme linked to industry to develop qualified human resources and 2. International Credit Transfer (ICT), and Indonesian International Student Mobility Awards (IISMA). Future expectations and visions of AIMS include the increasing of inbound/outbound students, using digital platform, and expanding the disciplines. The Presentation is as [Appendix 10](#).
- 29 **Japan:** Mr Eiji WATANABE, Director, International Affairs Division, Higher Education Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT), Japan shared the latest Higher Education globalisation policy to revitalize student exchange and attract highly competent international students to Japan. The Japan Virtual Campus (JV-Campus), an international online education platform launched in 2022, contains many online educational resources by subject areas. Tsuku-Chat has been identified as a good practice to motivate students to continue college study, form new student communities, and strengthen linkages with partner institutions. More programmes to promote higher education exchange in the ASEAN region, and information sharing among members through AIMS Website were shared as expectations and visions for AIMS. The Presentation is as [Appendix 11](#).
- 30 **Malaysia:** Assoc. Prof. Dr. Fiffy Hanisdah Saikim, Executive Secretary of AIMS Malaysia, on behalf of the Ministry of Higher Education (MoHE), Malaysia, presented the crisis management plan during the pandemic to guide the directions for virtual mobility and online learning, and blended mobility. Malaysia presented their strengths in quality higher education and living conditions on becoming an international higher education hub. The 10 Shifts to spur continued excellence in higher education system are outlined in the Malaysia Education Blueprint 2015-2025. Guidelines were developed to clarify the implementation and management of inbound mobility programmes, including physical mobility, virtual mobility and edutourism programmes. AIMS Malaysia's cultural, internationalisation, recreational and teambuilding activities for students in 2022 were shared. The Presentation is as [Appendix 12](#).
- 31 **Philippines:** Dr Marivic Iriberry, Officer-in-Charge, Office of the Director IV, Office of Student Development, Commission on Higher Education (CHED), Philippines shared information on the CMO No.55, series of 2016 national policy which provides the Policy Framework and Strategies on the Internationalization of Philippines Higher Education. Philippines continues to maintain budget allocation for AIMS. AIMS-PH National Review Sessions, and participation of AIMS Alumni in the AIMS Regional Orientation were shared as good practices. For expectations and visions for AIMS, Philippines suggested to open more disciplines for AIMS exchange, design policies for hybrid exchange, increase the number of exchange student, provide technical assistance to IROs on program development, and expand the program to faculty and staff, and graduate studies. The Presentation is as [Appendix 13](#).
- 32 **Republic of Korea:** Ms. Youngsil Koo, Director of International Education Cooperation Division, Ministry of Education (MoE), Republic of Korea shared that the continuous Government support to mobility programmes have increased the number of inbound students. Academic and social support, and Korean language courses are provided to attract international students. The best practices were shared on joint curriculum, extracurricular programmes such as Operation of Curriculum-linked Tandem programme, and the visit to UNESCO World Heritage site and the Nano-PAMS Programme, a joint collaboration between universities within and outside of the Republic of Korea, to advance education and research cooperation. The Presentation is as [Appendix 14](#).
- 33 **Singapore:** Ms. Lim Siew Lee, Assistant Director, International Cooperation and Strategy, Ministry of Education (MoE), Singapore shared the country's national policy to expand students' overseas exposure at the regional level "70-70", where 70% of local university students have some form of overseas exposure, and 70% of this group have exposure to ASEAN, China, and India. Nanyang Technological University (NTU) aims to send out six students under AIMS in coming AY2023/2024 and receive AIMS students to NTU School of Humanities under the Language and Culture Discipline. The Presentation is as [Appendix 15](#).

- 34 **Thailand:** Dr. Somkiat Kamolpun, Plan and Policy Analyst, International Affairs Division, Ministry of Higher Education, Science, Research and Innovation (MHESI), Thailand shared that AIMS Thailand experiences 4 phases and is now currently in the revitalization period (post-pandemic and digital transformation). He stressed the importance of physical mobility and flexibility to AIMS programme's activities and management. The future student mobility should be 1) *Innovative* in method, supporting Higher Education harmonisation, and empowering students, staff, and institutions. 2) *Inclusive* in expanding member countries and HEIs, internationalisation at home activities and alumni engagement. and 3) *Flexible* in terms of credits and student experiences, period of exchange, and cross-discipline. The Presentation is as [Appendix 16](#).
- 35 **Cambodia:** Ms. Niya Sear, Deputy Chief of Admission Office, Ministry of Education, Youth and Sport (MoEYS), Cambodia shared that the Higher Education Roadmap 2030 aims to promote academic mobility and strengthen international and regional academic programmes and research. The action plan aims to increase the number of outbound and inbound students. The Higher Education Improvement Project (2018-2024) is ongoing to improve teaching and learning and enhance internal quality assurance. In the process of joining the AIMS programme, Cambodia has connected with universities in Malaysia and Thailand to prepare for exchange in 2023. Student mobility numbers of the 5 incoming Cambodian universities were shared. Cambodia foresees AIMS as an opportunity to enhance the quality of higher education system, produce qualified graduates to increase employability, and promote the research systems. Faculty mobility, expanding disciplines/new programmes and research collaboration were shared as possible areas of focus for AIMS in the future. The Presentation is as [Appendix 17](#).

Parallel Session

- 36 The Parallel session had 3 breakout groups by governments, faculty members by disciplines, and IROs.
- 37 The government group discussed the programme's sustainability and funding issues, including AIMS funding trend, challenges and solutions, and support for other modes of mobility and USR activities. Asst. Prof. Dr. Romyen Kosaikanont from SEAMEO RIHED and Ms. Minah Park from Korean Council for University Education (KCUE) moderated the governments group discussion.
- 38 The faculty members reviewed the past year's activities and discussed the direction of AIMS according to the disciplines for the next year. Assoc. Prof. Dr. Nakao Nomura, University of Tsukuba, moderated the Agriculture group; Assoc. Prof. Dr. Mohd Ariffin Abu Hassan, Universiti Teknologi Malaysia, moderated the Engineering group; Asst. Prof. Dr. Chutamat Niwat, Mae Fah Luang University, moderated the Food Science and Technology group; Dr. Kalsitinoor binti Set, Universiti Malaysia Terengganu, moderated the Hospitality and Tourism group; Prof. Danbee Park, Kangwon National University, moderated the International Business group; Assoc. Prof. Dr. Abdul Latiff Ahmad, Universiti Kebangsaan Malaysia, moderated the Language and Culture group; Dr. Isma Rosila binti Ismail, Universiti Malaysia Terengganu, moderated the Biodiversity, Environmental Management and Science, Marine Science group. Due to limited number of participants, there was no discussion group for Economics.
- 39 The IROs shared updates on student exchange services, capacity building needs that would support their roles, and reflected on the USR activities. Ms. Nordiana Mohd Nordin, SEAMEO RIHED Special Advisor, Ms. Pauline Ho from Nanyang Technological University, and Asst. Prof. Dr. Sabrina Daud from the Universiti Brunei Darussalam moderated the IROs group.

Report of Discussions from Parallel Session

Faculty/Disciplines

- 40 The Faculty/Disciplines group reported the major outcomes of their discussions on the future vision and exchanges for their discipline, such as the mode of mobility, targets, USR activities, and others.
- 41 The **Agriculture** group stressed the importance of credit transfer and shared the good practice of having pass/fail rather than grades from host university in the transcript. The group also suggested

to set the minimum number of credits transfer. New partnerships are also important in strengthening networks.

- 42 The **Biodiversity, Marine Science, Environmental Management and Science** group agreed to support hybrid/blended mode and would like to develop guidelines to agree on the standard for the exchange. To gather more interests from students, more flexible exchange is needed including interdisciplinary exchange. The group proposed *Sciences for Sustainable Development* as the new name for the group.
- 43 The **Language and Culture** group agreed that physical mobility is important for cultural exchange, but virtual and hybrid/blended mobility are more inclusive. The group suggested learning other teaching and learning methods such as Collaborative Online International Learning (COIL) from other exchange programmes.
- 44 The **Engineering** group discussed the importance of funding and course mapping and are supportive of the USR activities to enhance synergy between the faculty and community. They are supportive of hybrid/blended mobility but not supportive of fully online virtual exchange due to the practicum.
- 45 The **Hospitality and Tourism** group shared that more funding or budget is needed for the physical exchange. Visa problems also cause delays for students to go on the exchange.
- 46 The **Food Science and Technology** group shared that the number of exchanges in the discipline is based on the MOU. A group chat was established to facilitate communication within the discipline. The group agreed that the format for hybrid/blended exchange would be 20% online, and 80% physical exchange for the lab. On USR activities, the group agreed to have new courses on community-based food manufacturing technology to engage with the community. More funding is needed. The group will also explore internship with industry and multi-destinations exchange.
- 47 The **International Business** group agreed to pursue interactive hybrid/blended courses to be developed by multiple institutions and include inputs and engagement with the industry/corporate network. The group agreed on a student competition to study business practices from different countries and suggested an AIMS research journal.

IROs

- 48 The **IROs group** were given 3 questions to discuss 1) key and recent changes to the student services systems as the result of the pandemic 2) capacity building needs to support IROs in the changing times and 3) reflections on USR activities for AIMS students.
- 49 **Key and recent changes to the student services systems:** As some of the exchanges changed from physical to hybrid/blended and virtual, some fee discounts were provided as refund for accommodation. Several processes were also shifted online such as visa applications, registration, and cultural activities. Some universities also have hotlines for students by their buddies.
- 50 **Capacity building needs for IROs:**
 - Digital Education
 - Risk/crisis management – e.g. guidelines, predeparture tasks list
 - Leadership management style change, shifting mindset to embrace change
 - Language proficiency, public speaking, communication, negotiations, and collaborations in a multi-cultural group(s)
 - Organising orientation in new formats
 - Providing support, coaching and mentoring to students i.e. mental health, LMS
 - Time management, stress management
- 51 The group also discussed other activities such as a) staff exchange to explore collaboration in blended learning courses/programmes through government funding, b) one stop system for exchange e.g. application, enrolment, orientation, contact details, risk management, guidelines/handbook on running IRO, international programmes, others c) sharing of resources e.g.

risk management best practices, mental health management resources, development of COIL or online courses.

- 52 **Reflections on USR activities for AIMS students:** The USR activities in the template filled by AIMS member universities are varied. Having clear definitions, ToR and guidelines would provide coherence on what is classified as AIMS USR. The USR activities allow host universities to implement according to their capabilities, and foreign students can interact with the community and local students. Concerns on implementation include language barrier when engaging with the local community and safety for the students. If AIMS USR activities are to be compulsory for AIMS Students, then a percentage of the AIMS funding may be considered specifically for USR activities.

Governments

- 53 The Governments group discussed the possible financial models and funding policies for future mobility, including the AIMS funding trend, direction of AIMS and USR activities. The group agreed on the general future direction for AIMS as follows:
1. A more flexible AIMS, e.g. students can be enrolled in courses outside their disciplines, and their learning be recognized
 2. The allocated national budget for AIMS is on the rise for most countries, but some countries experience budget cuts. The group agreed to be more creative to find funding sources and an AIMS impact study would also help to secure funding for AIMS.
 3. Focus on the outcomes for AIMS students, to groom future-oriented human resources and enhance employability of graduates
 4. Diversify mobility and activities
 5. Contribute towards the Common Space for Higher Education
- 54 The group agreed that USR activities support regional integration and efforts towards SDGs, however, allocating additional budget may complicate the process, therefore agreed to leverage existing USR activities at the institutions for the time being.

Wrap up and Closing Ceremony

Venue of the 17th Annual Review Meeting of the AIMS Programme

- 55 The Commission on Higher Education (CHED) and member universities of the Philippines welcomed the participants to join the [17th Annual Review Meeting of the AIMS Programme](#) at Lyceum of the Philippines University, Batangas, Philippines, in November 2023.

Closing

- 56 Asst. Prof. Dr. Romyen Kosaikanont delivered the Closing Remarks, providing a summary of the meeting's outcomes and thanking the participants for their active participation at the 16th Annual Review Meeting of the AIMS Programme. Further details on the arrangements for the Welcome Dinner and the visit to Yonsei University were provided by KCUE.

Day 2, 3 November, Yonsei University, Mirae Campus, the Republic of Korea

Introduction and Welcoming Remarks

- 57 On the 2nd day of the 16th Annual Review Meeting of the AIMS Programme, participants visited Yonsei University, Mirae Campus, to learn more about USR practices at Yonsei University and share good practices.
- 58 Prof. Dr. Myung Joong Kwon, Vice President of the Yonsei University, Mirae Campus, welcomed the participants to the campus. He stressed the importance of regional cooperation and interdependence as contributing factors to regional peace, with education as the promising area for cooperation. He shared the university's strengths in university social responsibility (USR), especially on health, social enterprises and international and volunteer work. He encouraged more

student exchanges under the AIMS Programme to enhance education innovation and research for students and the institutions.

- 59 Prof. Dr. Jeon Pyo Noh, Dean of College of Humanities & Social Sciences Convergence and Prof. Dr. Soyoon Paek, Director of External Relations Department also provided welcome messages to the delegates. Assoc. Prof. Dr. Hyungjong Kim from Yonsei University moderated the sessions.

Yonsei University USR cases

- 60 Prof. Dr. Sangbum Shin, Director of the Institute for Poverty Alleviation and International Development (IPAID), presented cases of “Living Lab Project”. The Institute’s motto is to approach global problems with different local conditions. The Living Lab is user-driven and utilises the city or town as a Lab for Experiment to solve local problems and creates value and business opportunities. The project nurtures the sense of global citizenship and responsibility, and increases educational competitiveness. Some challenges include getting support and enthusiasm from professors about the project, coordination among departments, and unrealistic expectations from local governments for fast and successful outcomes. The Presentation is as [Appendix 18](#).
- 61 Prof. Dr. Chang Woo Seo, Deputy Director of Murray Volunteers presented the purpose and details of the Global and Domestic Volunteer programmes. Past major activities focused on basic health education, facilities maintenance, helping vulnerable groups and the environment, and education in Korean language, culture, and technology with partners such as the Korean University Council for Social Service and medical missionary work. The Presentation is as [Appendix 19](#).

Sharing of Students’ experiences

- 62 Gousalyaa Sugumaran and Putri Al Myresa Binti Abd Halim from University of Malaya, shared their student exchange experiences under the AIMS Programme at Yonsei University, Mirae Campus. Some challenges they faced included the language barriers, but they were able to adjust to living in Korea. They enjoyed experiencing a different education system, the support from professors and fellow students, and attending field trips to explore the country. Their presentations are as [Appendix 20](#) and [21](#).

Campus Tour

- 63 The participants toured the Yonsei University Mirae Campus, visiting the amphitheater, library, sports centres, parks, and Eagle Statue.

USR breakout group by country session

- 64 The participants were divided into their country groups to share good practices and discuss about USR activities.
- 65 Brunei Darussalam and Singapore joined in one group to share USR practices. Separate transcripts are provided to students who participate in community service and is credit bearing at Universiti Brunei Darussalam (UBD). The Welfare Services Club at the Nanyang Technical University (NTU) provides opportunities for students to engage in voluntary activities and social work.
- 66 The Republic of Korea group is comprised of mainly IROs, therefore the discussion revolved more on visa and inbound students’ issues.
- 67 Cambodia group shared the Learning Express programme between the National University of Management and Singapore Polytechnic which students use design thinking to create innovative prototype solutions to make an impact on the society.
- 68 Indonesia group shared that it is compulsory for university students to participate in community service activities. Example includes teaching numerical literacy for elementary students in rural areas. There is potential for collaboration with other countries on USR under AIMS.
- 69 Thailand group planned to organise 1 USR programme where all AIMS Thailand universities develop together for AIMS students to be able to explore different regions of Thailand.

- 70 Malaysia group were inspired by the Living Lab presented by Yonsei University and will discuss further in the Malaysia network on how to mobilise USR activity and budget.
- 71 Japan group shared the good practices in social contribution or USR activities, including minimising food loss, enhancing language capability, and providing technology/chat function to help the aging society.
- 72 Philippines group welcome USR activities in AIMS. The USR is embedded in the universities and the different disciplines of AIMS. The group requested for a ToR on AIMS USR activities and explore short USR courses with credit transfer.
- 73 The meeting was adjourned after the discussion and the participants travelled back to Seoul.