

The logo for iafor, consisting of the lowercase letters 'iafor' in a white serif font, centered within a solid dark red square.

iafor

## Intelligence Report prepared for the International Academic Board Strategic Planning Summit

March 29, 2024 | Tokyo, Japan

*Prepared by Dr Melina Neophytou and Mr Apipol Sae-tung for Professor Anne Boddington and members of the International Academic Board (IAB)*

## Table of Contents

1 Executive Summary	1
2 Future Themes at Conferences	3
2.1 Analysis of Trends Based on the World Economic Forum (WEF)	4
2.2 Members' Ideas from Questionnaire	6
2.3 Comparing the WEF Analysis and the IAFOR Members Questionnaire Analysis	14
3 Capacity-Building Demand Based on IAFOR Members	17
4 New IAFOR Projects	19
4.1 Roundtable Discussions at IAFOR Conferences	20
4.2 IAFOR Undergraduate Research Symposium	20
4.3 The IAFOR Global Fellowship Programme	21
4.4 Other Upcoming Projects	22
5 Summary and Action Points	23
<b>Appendix</b>	<b>25</b>

## 1 Executive Summary

IAFOR is committed to promoting international exchange, facilitating heightened intercultural awareness, and encouraging interdisciplinary discussion. As such, capturing zeitgeist issues through an intercultural and interdisciplinary exchange of ideas requires careful planning and precise identification of key trends and issues. Frequently, these insights come from experts and professionals who are well-versed in contemporary, global issues and debates.

However, as an institution that works directly with people who are at the forefront of worldwide events, we recognise that we are in a strategically advantageous position to capture and provide a platform to marginalised ideas that may be part of a greater solution to global challenges. IAFOR places enormous importance on inclusive debates and opportunities for everyone, whether they are early- or mid-career academics, practitioners, or business professionals. To this end, we want to ensure that IAFOR members' voices are heard, and on-the-ground demands are met. We aim towards expanding our research and capacity-building opportunities for early-career academics, with the vision of creating a more inclusive and engaged network.

This document outlines the key trends and issues identified by experts and IAFOR members, compares worldviews and demands between policy-makers and grassroots professionals who witness these policy impacts, lists capacity-building demands from our community, and gives an overview of new and upcoming IAFOR projects in progress.

Based on these insights, the aim of this meeting is to decide what themes should be discussed at IAFOR conferences in the future, how we can give back to our members, and how to create a more engaging community.

## 2 Future Themes at Conferences

How to decide themes for future conferences is a complex process and depends on time-sensitive socio-cultural issues and politics. While it is important to capture the zeitgeist, it is also important to be aware of who sets the agenda for which issues are crucial to discuss and which are not.

For this reason, the following summary analyses the agendas and ideas derived from two distinct organisations: the World Economic Forum (WEF) as a top-down political approach, and IAFOR members as a grassroots approach.

The World Economic Forum is an international, non-governmental organisation based in Geneva, Switzerland. It was founded on January 24, 1971, by German engineer Klaus Schwab. The foundation's stated mission is "improving the state of the world by engaging business, political, academic, and other leaders of society to shape global, regional, and industry agendas". As such, it attracts elite-level policy-makers and business leaders.

On the other hand, IAFOR was founded in Nagoya, Japan, in 2009 as a research organisation, conference organiser, and academic publisher dedicated to encouraging interdisciplinary discussion, facilitating intercultural awareness, and promoting international exchange, principally through educational interaction and academic research. As such, as well as senior leaders, IAFOR attracts educators and researchers working at “grassroots” or “frontline” in different countries, and who find themselves directly affected by these policies.

The next three sections analyse the WEF's and the IAFOR members' views on key issues and trends, culminating in a comparative analysis.

## 2.1 Analysis of Trends Based on the World Economic Forum (WEF)

The WEF publishes a comprehensive series of reports that examine in detail the broad range of global issues it seeks to address. For the sake of relevance to IAFOR's themes, we selected their briefing reports on the following areas: Aging, Arts & Culture, Climate Change, Education, the Fourth Industrial Revolution, Global Governance, Human Rights, Media, Entertainment & Sports; Migration, Peace and Resilience; SDG4 Quality Education, and Youth Perspectives. The detailed reports have been generated and included in the Supporting Documents.

We have analysed the listed thematics in accordance with how they overlap with each other. The aim was to identify key issues that could be discussed in an interdisciplinary way at future IAFOR conferences.

The "World Economic Forum Strategic Intelligence Analysis 2023-2024: Table of Thematic Overlap", which is also included in the Supporting Documents, presents a visual overview of all trending topics identified by the WEF, and proposed thematic overlaps. For a brief overview, the following combinations have been identified:

Topic	Overlapping Fields
Arts in Education	Arts & Culture   Education
(Human) Rights	Arts & Culture   Peace & Resilience   Migration
Inclusivity	Arts & Culture   Fourth Industrial Revolution   Peace & Resilience   Human Rights   Youth Perspectives
Technology & Innovation	Ageing & Longevity   Fourth Industrial Revolution   Global Governance   Education   Media, Entertainment & Sport   Human Rights   Youth Perspectives
Longevity and Education	Ageing & Longevity   Education
Healthcare, Public & Mental Health	Ageing & Longevity   Youth Perspectives

Disrupting Jobs, Demanding New Skills, Work, Talent	Ageing & Longevity   Fourth Industrial Revolution   Human Rights   Youth Perspectives   Migration
Agency, Trust & Accountability	Fourth Industrial Revolution   Media, Entertainment & Sport   Peace & Resilience   Human Rights   Youth Perspectives
Governance (Agile, Global, Peaceful)	Fourth Industrial Revolution   Media, Entertainment & Sport   Peace & Resilience   Youth Perspectives   Migration
Polarising Narratives, Social Cohesion, Civic Participation	Global Governance   Peace & Resilience
Inequality & Violence (incl. Gender)	Education   Migration
Sustainable Land Use	Climate Change   Human Rights
Understanding Climate Risks	Climate Change   Human Rights   Youth Perspectives
Conscious Consumerism	Media, Entertainment & Sport   Youth Perspectives
Responsible Adoption of AI, Data Use	Media, Entertainment & Sport   Youth Perspectives
Humanitarian Action in Response to Conflict	Peace & Resilience   Migration
Peace and Human Development	Peace & Resilience   Migration
A Stronger Human Rights System	Human Rights   Migration
Safe Spaces for Speaking Up	Peace & Resilience   Human Rights

Additional key issues that are not evidently overlapping according to how they are described by the WEF include the following:

- Cultural and Creative Industries
- Heritage Protection and Cultural Sustainability
- Lifestyle, Fitness & Longevity
- Intergenerational Relationships
- Financial Security and Aging
- Frontier Technologies
- Ethics and Identity
- Geopolitical Competition
- Institutional Capacity
- Demands for Justice
- Lifelong Learning Pathways
- Quality Basic Education
- Core Soft Skills
- Digital Fluency and STEM Skills
- Relevant Continuing Education
- Transitioning to Clean Energy
- The Social Cost of Carbon
- Building Climate Coalitions
- Investing in Climate Action
- Media and the Global Social Good
- The Value of Content
- Young People and Public Safety
- A Youthful Take on the Future of Politics
- Leading the Way to Net Zero
- Demographic Push
- Migration Data and Analytics

- "Securitization" and Rhetoric

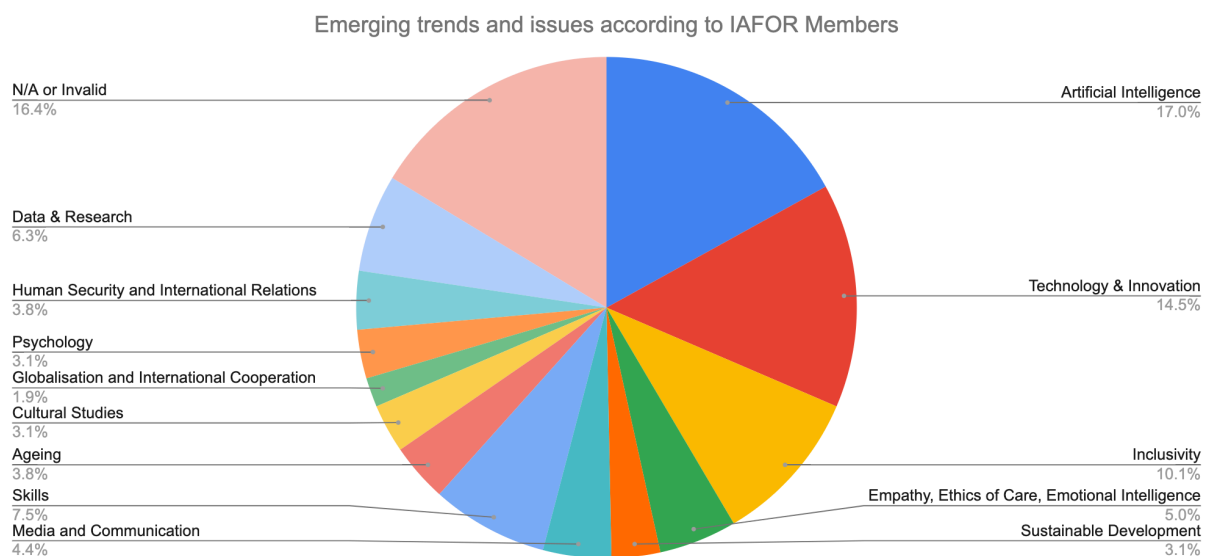
## 2.2 Members' Ideas from Questionnaire

IAFOR rolled out a questionnaire targeting its members, which ran from February 8 to March 10, 2024. The aim of this short questionnaire was to identify key issues and trends to be discussed in the future, as well as obtain ideas for capacity-building sessions, according to our members' worldviews and needs. The drive behind this was a need to stray away from top-down agenda-setting and get more in line with what people at the grassroots perceive and require.

The sample size consists of 159 individual responses from 47 countries. The majority of respondents are within the 36-45 (34%) and 46-55 (28,7%) age groups, while early-career academics constitute 17% of the sample. The majority hold a PhD degree and are employed within academia. For a more detailed overview of respondent demographics, please see the Appendix.

It is worth noting that, regarding the question of emerging trends and issues within our members' fields of expertise, 26 responses were invalid for this question, bringing the total sample size to 133. This does not affect the conclusions drawn from the analysis, as this question is descriptive.

In order of frequency, the following areas and issues have been identified by IAFOR members as emerging trends (for a larger chart, please see the Appendix):



### **Artificial Intelligence (AI)**

The topic of AI was identified in 27 out of 159 responses (17%), with the majority of respondents in the field of Education. AI was linked to Education, Psychology, Media & Communication, and the Arts.

In the field of Education, proposed topics including AI are:

- Unpreparedness for the emergence of AI, but also the unpreparedness of AI itself
- The need for institutional change (i.e., policies) to adjust to emerging technologies in the classroom
- A focus on academic codes of conduct, honesty, and intellectual integrity when adopting AI tools
- The need for professional training in how to use AI
- AI and Critical Thinking, and AI in Research

In the field of Psychology, "AI and Human Interaction" is proposed.

In the field of Media and Communication, the fact that "AI will largely take over" is of concern.

In the Arts, how AI impacts creativity, and how it can create a narrative and story building are of interest.

### **Technology and Innovation**

The topic of Technology and Innovation was identified in 23 out of 159 responses (14,5%). Technology and Innovation was linked to Education, Psychology, the Arts, Clinical Neuroscience, and Gerontology.

In the field of Education, the following topics were proposed:

- Digital enhancement of education to improve students' engagement, retention, and achievement
- Technological pedagogical knowledge
- Online, distance, and e-learning
- Interactive learning, visualisation of concepts, and personalised instruction
- Educational apps, online platforms, virtual manipulatives, and adaptive learning systems
- The relationship between teaching trends based on visual culture and the digital native generation

In the Arts, the following issues are seen as emerging due to technological innovation:

- How to incorporate technology in museums
- Technological innovation and accessibility in Filmmaking: The democratisation of technology in documentary production is a significant trend, with advancements in filming, editing, and distribution technologies making it more accessible for filmmakers from diverse backgrounds. This includes the use of smartphones, drones, and affordable editing software, which opens up opportunities for more

grassroots-level documentary projects that can have a substantial impact on social and political discourses.

In the field of Media and Communication, what is of interest are:

- The future of advertising in the digital age
- The evolution of digital platforms

In the field of early childhood development and psychology, "Technology and Child Readiness" is proposed.

In Clinical Neuroscience, which can spill over to Gerontology, technologically-assisted rehabilitation is in focus.

In the field of Gerontology, the use of machine learning in the care of the aged population and increasing their quality of life is of interest.

### **Inclusivity**

The topic of Inclusivity was identified in 16 out of 159 responses (10%). Inclusivity was linked to Education, Leadership and Management, and in Media, the Arts, and Filmmaking.

Inclusive Education is seen through the following lenses:

- More research should be conducted on disability and special education needs
- Postcolonial studies and decolonising the curriculum
- Gender equity and inclusivity
- Diversity and more tolerance in education
- Responsive, relational aspects of pedagogy for all
- Customised curriculum for different learners
- Social inclusion
- The introduction of democratic citizenship education to instil in students respect for diversity: Create a classroom environment that values diversity and promotes respect for individuals from different backgrounds, cultures, and perspectives. Encourage students to explore and celebrate their own identities while also learning about and appreciating the experiences of others

In Leadership and Management, the following topics are trending:

- Inclusive decision-making of leaders in an organisation
- Women in leadership positions: there is still a small, but growing number of women in top leadership positions in academia (in Japan)

In the Arts, Media and Filmmaking the following points have been made:

- Inclusive storytelling and diverse narratives. There is a growing trend towards amplifying marginalised voices and ensuring diverse narratives are represented in documentary filmmaking. This includes a focus on Indigenous and postcolonial stories, aiming to correct historical inaccuracies and promote a more nuanced understanding of identity, culture, and history. This trend underscores the importance of storytelling as a tool for empowerment, social justice, and cultural preservation.



- Ethical filmmaking and collaborative practices: There is an increasing emphasis on the ethics of representation in documentary filmmaking, especially concerning Indigenous and postcolonial subjects. This trend is moving towards more collaborative practices, where filmmakers work closely with the communities they are portraying to ensure narratives are authentic, respectful, and mutually beneficial. This collaborative approach is also evident in cross-cultural filmmaking projects, where diverse teams bring together various perspectives to enrich the storytelling process.
- A focus on marginalised, female artists

### **Skills for the 21st century**

The topic of skills, and skill development and acquisition, was identified in 12 out of 159 responses (7,5%). The development of skills was linked to Education, Leadership and Management, Employability, and the Arts.

Students and professionals should be able to acquire the following skills for their educational and professional life:

- problem-solving skills
- critical thinking in decision-making
- evidence-based decision-making
- leadership skills
- Creative thinking
- English for employability
- critical and interpretive analysis of Architecture, Design, and Art

One way to promote the acquisition of these skills is through *Democratic Citizenship Education*, since it can promote:

- Critical Thinking and Inquiry - Promote critical thinking skills by encouraging students to question and analyse information from diverse perspectives. Provide opportunities for students to engage in debates, discussions, and research projects where they can explore complex issues and develop their own informed opinions.
- Democratic Decision-Making - Encourage students to participate in decision-making processes within the classroom or school. This could involve allowing them to vote on class rules, propose and discuss ideas for school improvement, or collaborate on projects that address community issues.

### **Data and Research**

The topic of data and research was identified in 10 out of 159 responses (6,3%).

The following topics were seen as innovative and emerging methods in empirical research:

- The use of smart technology in data collection
- The use of the megastudy approach in addressing the research questions that cannot easily be addressed using traditional factorial-designed experiments in psycholinguistics
- The use of a "time use survey" as one of the new trends in Economics
- The frequent use of the internet as a research tool/ method

- There will be an increase of qualitative research and mixed methods research, with a focus on ethics and sustainable development themes
- Corpus tools, Corpus and R language, Corpus and Data analysis for educational purposes
- A focus on Cross-disciplinary studies
- Data Analytics and Data Mining

### **Empathy, Ethics of Care, Emotional Intelligence**

The topic of empathy, ethics of care, and emotional intelligence was identified in 8 out of 159 responses (5%). Developing empathy and emotional intelligence was linked to Education, Leadership and Management, Religion, and Social Psychology.

In Education, the focus should be on:

- social-emotional learning
- a pedagogy of compassion and an ethic of care

In Leadership and Management, people in leadership positions should be aware of:

- cultural diversity and emotional intelligence
- ethical leadership

In Religion Studies, it should be discussed how contemplative practices enhance compassion, empathy, and interconnection.

In Social Psychology, there are surging trends of cultural factors analysis and how to insert it into behavioural understanding.

### **Media and Communication**

The theme of Media and Communication was identified in 7 out of 159 responses (4,4%). Media and Communication was linked to Education, Political Science, and Psychology.

In the field of Education, Media and Communication are seen through:

- Media Literacy: Teaching students how to critically evaluate media sources, recognize bias and misinformation, and become informed consumers of information. Help them develop the skills they need to navigate the digital world responsibly and participate actively in democratic processes.

In Political Science, issues on Media and Communication include:

- The role of digital media in promoting political activism, managing social media platforms, and using new media as an opportunity to promote press freedom
- The positive side of media, namely that politicians use it to connect with the mass at the grassroots level
- The negative side of media, namely the challenges posed by misinformation, the rising influence of social media influencers, and a significant emphasis on media ethics

- Increased internet regulation through national media projects in several countries has necessitated that the dialogue around digital media and online technologies shift from an open-ended theoretical realm of experimentation to a more politicised arena subject to social principles as well as justice and scrutiny

In Psychology, the issues involve:

- Subliminal messages within media
- Visual communication: Visual communication is becoming more prominent in our daily lives, from emojis and memes to infographics and advertising. Understanding the visual aspects of communication, such as colour, layout, and symbolism, is essential in decoding messages and understanding their cultural significance

### **Gerontology and Aging**

The area of Gerontology and Aging was identified in 6 out of 159 responses (3,8%). Aging was linked to Health and Well-being, Social Science, and Political Science.

In Health and Well-being, aging should be discussed as it relates to:

- The Importance of physical fitness in delaying aging and promoting health
- Menopausal health and the effect of yoga
- The increase in life expectancy and, hence, the importance of improving aging perceptual evaluation for enhanced quality of life, well-being and health of older adults
- Senior residents like to be challenged physically and mentally and do not particularly enjoy retirement

In Social Science, the societal perceptions of aging and ageism should be discussed.

In Political Science, aging should be discussed in relation to institutional change. The following topics were identified:

- The expanding populace of the older adults that require personalised interventions to handle the existential challenges and decline that come along with the aging process
- Most of the strategies regarding older adults interventions are hinged on policy and institutional frameworks that focus on objective measures such as wealth, income, health care and insurance. Focusing on subjective aging experiences will help increase the older adults' well-being and positive functioning

### **Human Security and International Relations**

The topic of Human Security and International Relations was identified in 6 out of 159 responses (3,8%). Human Security was linked to Education, Political Science, and Law.

In the field of Education, human security is addressed through Peace Education:

- Education on Conflict Resolution: Provide students with opportunities to practise constructive communication and conflict resolution skills. Teach them how to listen actively, express their opinions respectfully, and work collaboratively to find mutually acceptable solutions to disagreements or conflicts

In the field of Political Science, human security is discussed through international relations, foreign policy, and discussions on local government and institutions. The following issues were identified:

- Israel-Palestine conflict resolution
- Decolonizing international development
- United Nations Security Council (UNSC) reform
- Chinese foreign policy, China and Regionalism (EU, ASEAN, AU, etc.)
- The situation in the Arabian Gulf region and the capabilities of the regional powers, especially the UAE and Saudi Arabia
- Local governments have low formal competencies to solve landscape-level problems like perennial and pervasive flooding in their regions. Universities in their areas are not oriented and motivated to provide Capacity-Building assistance, even if they are in the best position to do so.

In Law, human security should be discussed by addressing detention, conviction, crimes and security.

### **Sustainable Development**

The topic of Sustainability was identified in 5 out of 159 responses (3,1%). Sustainability was linked to Education, History, and Environmental Science.

In the field of Education, the following ideas were mentioned:

- Peace Education for Sustainable Development
- Environmental Literacy as part of a Science education curriculum

In the Humanities, the issue of Sustainability is seen through Environmental History:

- There is a growing interest in understanding the relationship between human societies and the natural environment and exploring how environmental factors have shaped historical developments and vice versa

In Environmental Science, the following issues were identified:

- Environmental agriculture and economics
- Sustainable food systems and food security amidst climate change (SDGs 1&2)

### **Cultural Studies**

The broader theme of Cultural Studies was identified in 5 out of 159 responses (3,1%).

Issues that should be addressed in Cultural Studies include the following:

- Currently, in Cultural Studies, the trend is to look at cultural production through a transnational lens, looking at how the transnational flows of people, ideas, and commodities influence the understanding of society
- Globalisation requires cultural understanding
- A focus on World Heritage Sites and Cultural Heritage Tourism
- Discussing the reception of Antiquity in popular culture

- Interdisciplinary approaches to Cultural Studies. Human issues and cognition in an intercultural environment are essential topics when discussed from a philosophical and sustainability perspective. Interaction between people always faces differences in culture, historical, and social circumstances. An intersubjective exchange is one possible proposal for this difference

### **Psychology**

The broader theme of Psychology was identified in 5 out of 159 responses (3,1%).

Issues within the theme of Psychology were linked to Education, Technology and Innovation, and Industrial and Organisational psychology.

In the field of Education, the following should be considered:

- There is growing awareness of the central roles that mentorship plays in student learning and development and the need for faculty mentorship training
- The psychological aspects of language teaching

In the field of Technology and Innovation, we should discuss:

- How psychological assessment turns technology driven
- Political psychology among young people related to information flooding on the internet

In Industrial and Organisational Psychology, demand to discuss the following issues was raised:

- Customers' consumption patterns of Israeli products due to boycott action (especially in Muslim countries like Indonesia); the psychological dynamic of boycotting
- The difference in work attitude between Millennials and Gen Z employees
- The psychological meaning of money, money habits, stability status, social status, and work meaning among young people

### **Globalisation and International Cooperation**

Finally, the topic of Globalisation and International Cooperation was identified in 3 out of 159 responses (1,9%). Globalisation was linked mainly to Education, but also to Cultural Studies.

In the field of Education, the globalisation of education and cooperation among institutions is in focus:

- The long-term value of international education programmes is becoming less and less visible in the vocational field, and a large part of the reason for this is related to local policies, industry developments, and other circumstances
- International Collaboration and Exchange: Language educators are participating in international collaboration and exchange programs to gain cross-cultural perspectives, share best practices, and enrich their understanding of TBLT, PBLT, and Cinema integration. Collaborative projects, joint research initiatives, and international conferences provide platforms for educators to network, collaborate, and learn from colleagues around the world

In Cultural Studies, the following topic was identified:

- As the world becomes increasingly interconnected, there is a growing recognition of the importance of understanding cultural differences in communication. Cross-cultural communication and the impact of globalisation on language and culture are key areas of study in semiotics and linguistics

### 2.3 Comparing the WEF Analysis and the IAFOR Members Questionnaire Analysis

Predominantly, the collection of themes proposed by the WEF overlaps with what our IAFOR Members regard as key issues and trends.

However, there are a few issues identified by the WEF that are not represented in the members' voices and vice versa. Significant comparisons can be made in the following areas:

- Topics on Climate Change and Human Rights are not so popular for IAFOR Members but are an important key issue for the WEF
- Topics on Peace & Resilience and Migration, which are important issues for the WEF—and a major problem for societies and countries today—are not mentioned at all by IAFOR members
- Issues on Leadership and Data & Research Methods are not discussed by the WEF but are very popular among IAFOR members

In the case of the topics identified by the WEF but not by IAFOR members, a possible reason for this mismatch may be the area of expertise of respondents. IAFOR does not seem to attract many scholars from outside the Humanities such as the Environmental Sciences, or from fields of research within the Humanities that fall into Peace & Governance, International Relations, Economics, or Migration, for instance. IAFOR Members are heavily focused on Education (please see Appendix: Area of Expertise).

On the other hand, IAFOR Members have identified topics relating to academic research, such as data and methodologies, which are not included in the WEF report. Since IAFOR conferences are academic in nature, naturally, this signifies a departure from the objectives of the WEF.

*A question to be raised is whether IAFOR would like to expand or make its themes and conferences more attractive to other disciplines.*

The following table compares all topics identified by the WEF and IAFOR members, and identifies which topics overlap and which are distinct for each organisation.

Comparison of Key Issues Between the WEF and IAFOR Members				
Field	Topic	WEF	Combined	IAFOR Members

Aging & Longevity	Lifestyle, Fitness & Longevity		o	
	Longevity and Education	o		
	Financial Security and Aging	o		
	Healthcare and Long Lives		o	
	Longevity-ready Cities	o		
	Intergenerational Relationships		o	
	Technology, Innovation & Longevity		o	
	Working Longer	o		
	Institutional Change			o
Arts & Culture	Cultural and Creative Industries		o	
	Rights of Artists		o	
	Inclusive Cities	o		
	Heritage Protection and Cultural Sustainability		o	
	Arts in Education		o	
	Technology in the Arts			o
	Intercultural Communication			o
Climate Change	Transitioning to Clean Energy	o		
	Building Climate Coalitions	o		
	Understanding Climate Risks		o	
	Investing in Climate Action	o		
	The Paris Agreement	o		
	Sustainable Land Use		o	
	The Social Cost of Carbon	o		
Education	Core Soft Skills		o	
	Digital Fluency and STEM Skills		o	
	Relevant Continuing Education		o	
	Education Innovation		o	
	Lifelong Learning Pathways		o	
	Quality Basic Education		o	
	Gender Wage Gaps	o		
	Gender-Based Violence		o	
	Democratic Citizenship Education			o
	Guidance and Counsel			o
Fourth Industrial Revolution	Technology Innovation		o	
	Technology Access and Inclusion		o	
	Disrupting Jobs, Demanding New Skills		o	

	Agency and Trust in Technology		o	
	Frontier Technologies		o	
	Ethics and Identity		o	
	Agile Technology Governance		o	
	Technology and Psychological Development			o
Global Governance	Geopolitical Competition		o	
	Institutional Capacity		o	
	Technological Interdependence	o		
	Demands for Justice	o		
	Polarising Narratives		o	
	Faith and Empathy			o
Human Rights	Businesses Being Accountable	o		
	Achieving Diversity and Inclusion		o	
	The Human Rights Impacts of Technology	o		
	A Stronger Human Rights System		o	
	Safe Spaces for Speaking Up	o		
	A Living Wage for All	o		
	People-Centred Climate Action	o		
Media, Entertainment & Sport	Media Consumer Behaviour		o	
	Media and Emerging Technologies		o	
	Media and the Global Social Good	o		
	Responsible Adoption of AI		o	
	Media Governance and Policy		o	
	The Value of Content	o		
	Responsible Data Use		o	
	Media Trust and Accountability		o	
	Media and Psychology			o
Migration	Inequality and Uneven Development in Migration	o		
	Demographic Push	o		
	Conflict and Security Challenges in Migration	o		
	Migrant Rights	o		
	Integrating Migrants	o		
	Migration Data and Analytics	o		
	"Securitisation" and Rhetoric	o		
	Governance and Regulation		o	
	Talent Patterns in Migrants	o		



Peace and Resilience	Inclusive Peace Processes	o		
	Humanitarian Action in Responses to Conflict	o		
	Peace and Human Development		o	
	Human Rights and Peace	o		
	Global Governance and Maintaining Peace		o	
	Trust and Locally-Owned Solutions	o		
	A Voice for the Young	o		
	Social Cohesion and Civic Participation		o	
	Detention, Conviction, Crimes & Security			o
	Peace Education for Sustainable Development			o
Youth Perspectives	Next Generation ESG	o		
	Young People and Public Safety	o		
	A Youthful Take on the Future of Politics	o		
	Opinions on Digital Access and Safeguards		o	
	Conscious Consumerism		o	
	Young People and Work		o	
	Speaking Up about Public and Mental Health		o	
	Leading the Way to Net Zero	o		
Leadership, Management & Organisation	Inclusive Decision-Making Processes			o
	Women Leadership			o
	Emotional Intelligence in Leaders			o
	Ethical Leadership			o
Data and Research Methods	Smart Technology in Data Collection			o
	Innovative Research Methods			o
	Interdisciplinarity			o
	Data Analytics & Data Mining			o

### 3 Capacity-Building Demand Based on IAFOR Members

The capacity-building demand centred around issues in Education, with tendencies towards practical outcomes over purely academic capacity. The result suggests the growing concern on the role of technology, as well as improvement in quality and management in Education.

The possible capacity-building programme IAFOR could provide in response to the members' needs is to harness the professionals within the following fields to give a session of the overview, challenges, and possible solutions in the form of Train the Trainers Courses,

Workshops, or Roundtable Sessions. Additionally, IAFOR could serve as a platform that brings academic discussions into practice, as well as further the academic discourse through case studies provided by participants.

The tables below show the possible topics for capacity-building sessions in line with the responses from the members.

### 3.1 Education Capacity

Suggested Topics	Members' Responses
The Use of Technology and Artificial Intelligence in Education	<ul style="list-style-type: none"> <li>- AI in Education</li> <li>- AI role in changing pedagogies</li> <li>- Digitalization in education</li> <li>- Improving education with AI</li> <li>- Developing transferable skills with AI</li> <li>- Building AI skills for various industries</li> <li>- Workshops for language learning with technology</li> <li>- Educational Technology; In particular Language Translation education</li> </ul>
Education Management	<ul style="list-style-type: none"> <li>- Education management: risks and possibilities</li> <li>- Higher Education in Southeast Asia that works</li> <li>- Topics in higher education quality</li> <li>- Reform in Higher Education</li> <li>- Inclusive Education</li> <li>- Corporate Social Responsibility for the education sector</li> </ul>
Education Delivery in the Time of Change	<ul style="list-style-type: none"> <li>- Interdisciplinary approaches can enrich the learning experience and contribute to solving complex problems</li> <li>- Social challenges that education needs to consider, global citizenship ambitions in education for the future vs. old school of learning &amp; teaching</li> <li>- Democratic Education</li> <li>- Diversity, Equity, and Inclusion in Education</li> <li>- International education, migration, and policy</li> </ul>
Well-being in Education	<ul style="list-style-type: none"> <li>- Mental health and well-being among educators, students, and academic professionals</li> </ul>
Teacher's Capacity Building	<ul style="list-style-type: none"> <li>- STEM teacher capacity-building</li> <li>- Teacher Education for different tiers of education</li> <li>- Teacher Education a multidisciplinary approach</li> <li>- Professional Development and Collaboration</li> <li>- Academic performance, underachievers</li> </ul>
Curriculum Development	<ul style="list-style-type: none"> <li>- Teaching and Learning</li> <li>- Curriculum development</li> <li>- How can education contribute to enhancing compassion?</li> </ul>

	<ul style="list-style-type: none"> <li>- Academic Literacy courses to improve/enhance content course performance</li> </ul>
--	---

### 3.2 Research Publication Capacity

Suggested Topics	Members' Responses
Research and Collaboration	<ul style="list-style-type: none"> <li>- International collaboration research workshop</li> <li>- Innovative research methodology, e.g., a workshop on how to use a big-data approach to address research questions in psychology</li> <li>- Networking opportunities, research resources and collaboration opportunities</li> <li>- Research advising and publication</li> <li>- Social science research methodology</li> <li>- Getting international grant funding for research</li> <li>- The ability and opportunity to do research across countries</li> </ul>
Formulating Critical Thinking	<ul style="list-style-type: none"> <li>- Critical Thinking in Teaching &amp; Learning</li> </ul>
Leadership within Academia	<ul style="list-style-type: none"> <li>- Academic leadership</li> </ul>
Publication	<ul style="list-style-type: none"> <li>- Getting published for junior faculty</li> <li>- Publications in high-impact journals</li> </ul>

### 3.3 Managerial Capacity

Suggested Topics	Members' Responses
Leadership	<ul style="list-style-type: none"> <li>- Women's Leadership</li> <li>- Leadership and empowerment</li> <li>- Academic leadership</li> </ul>
Business Management	<ul style="list-style-type: none"> <li>- Operations Management</li> <li>- Economic Development</li> </ul>
Human Capital Development	<ul style="list-style-type: none"> <li>- Human Capital Development</li> </ul>

## 4 New IAFOR Projects

During the COVID-19 pandemic, IAFOR experienced a contraction of its internal structure and projects. We are currently in the recovery phase and are able to restructure and reintroduce projects that had been put on hold for some time. During the past few months, IAFOR has been working on a series of new projects, which will be discussed in this section.

## 4.1 Roundtable Discussions at IAFOR Conferences

IAFOR is planning to introduce roundtable discussions at our conferences. Roundtables are not only able to produce academic knowledge, address important zeitgeist issues from an interdisciplinary view, and set agendas, but can also work as excellent networking opportunities and ice-breaker sessions.

According to IAFOR's mission, roundtables should conform to the international, interdisciplinary, and intercultural foundations of the Forum. As such, these roundtables will be open to all conference participants, regardless of their nationality, discipline, or whether they are audience members or presenters. We plan to have only one topic up for discussion in hopes that different tables, composed of varied interdisciplinary individuals, will have different perspectives, approaches, and solutions to the same topic.

The aims for these roundtable discussions are:

- to give a platform for the grassroots to discuss their views and solutions
- to produce a section in the conference reports dedicated to "views from the ground"
- to generate perspectives that may be different from top-down political approaches to these issues, with the view of becoming something of importance to leaders in the future
- to generate future possible discussions for plenary sessions at IAFOR conferences
- to offer a networking opportunity to conference participants
- to enhance more academic discussion within the conference timeline

The first roundtable discussion is planned to take place at the Asian Conference on Cultural Studies (ACCS), the Asian Conference on Social Studies (ACSS), and the Asian Conference on Arts & Humanities (ACAH) in Tokyo this coming May. As a pilot project, the duration of the roundtables is set to 1 hour and 45 minutes, during which discussants will introduce themselves, assign roles (moderators and secretaries), discuss a topic, create posters, and present their results at a poster session.

The end products from these discussions are hoped to be: an outline of the discussion in bullet points to be used as a reference for the conference report, a poster to be used for presentation and for marketing purposes, and short interviews of each group to be used in the conference report and for marketing purposes.

Based on the performance of the roundtable discussions in May, this project is planned to take place at every IAFOR conference in the future.

## 4.2 IAFOR Undergraduate Research Symposium

The IAFOR Undergraduate Research Symposium (IURS) is the continuum of its predecessor, the Asian Undergraduate Research Symposium (AURS), which has been held

in conjunction with the main IAFOR conferences. The goal of the symposium is to build academic capacity among undergraduate students, with a focus on critical thinking and oral presentation skills through a two-day programme. The first day is held online, focusing on shaping ideas and giving effective presentations. The second day is held onsite, usually on the plenary day of the main conference, as a Poster Presentation Session. Participants will join in a short workshop-like briefing session to learn and practise giving a presentation before delivering a full presentation of their research on their own. The poster session extends for a duration of 60 minutes and will be attended by academics participating in the main conference. The IURS programme offers the opportunity for undergraduate students to experience an authentic academic conference, learn from professional academics, and make new connections with like-minded peers. Participants will receive a Certificate of Presentation after the symposium.

The IURS targets local undergraduate students where the conference takes place, as well as international students who may want to participate. Students across disciplines are welcome to join the symposium. To strengthen IAFOR's commitment to contribute to the academic community and increase participation, IAFOR is offering institutional support on the registration fee for all presentations accepted to the symposium. Moreover, the IURS can be widely promoted through the university professors who are already coming to the main IAFOR conferences. Faculty members from ACE2023 expressed their high interest in bringing their undergraduate students to the symposium when they learned about the AURS11 being held alongside the main conference, citing the symposium as a great opportunity for students to actively prepare and participate in an academic environment.

In 2024, the IURS will be introduced for the first time at the 12th European Conference on Education in London (IURS London 2024), and later at the upcoming education conferences in Incheon, Korea (October), Tokyo (November), and Hawaii (January 2025). The IURS will broaden and deepen IAFOR's recognition and contribution to a wider international academic community, corresponding to its core values of the "International, Intercultural, and Interdisciplinary."

#### 4.3 The IAFOR Global Fellowship Programme

The IAFOR Global Fellowship Programme will invite early and mid-career professionals and scholars who are making a difference in their own countries to harness the IAFOR network. Through this network, selected fellows can expand their scope and horizons, and bring their work to wider attention in a process of iterative growth and shared learning that will benefit from and contribute to the IAFOR community, and to international, intercultural, and interdisciplinary dialogue at large. Scholars and professionals will be selected on this key criterion but may come from any field, in keeping with IAFOR's mission.

Under the 2024/2025 theme of "independent voices", the fellowship will be driven by the focus and desires of the individual fellow to craft a project that will contribute to and benefit from the IAFOR network and its events, and contribute to collaborative work, with an

expectation of engaging in mentoring in a way that emphasises dialogue reflexivity and mutual growth.

Fellows will be expected to contribute to the work of the forum in the form of presentations, publications, and public communication.

The programme will initially focus on scholars and professionals from East Asia (Japan, China, Taiwan, South Korea, Hong Kong, and Macao). If the pilot is successful, we anticipate expanding it to include our wider networks globally.

Applicants will be able to choose from one of three fellowship courses:

*Course 1: Fellowship Programme (Japan Based)*

This program provides support for researchers and practitioners from Japan, China, Taiwan, South Korea, Hong Kong, and Macao to conduct research activities as a paid research fellow at the International Academic Forum offices in Nagoya, Japan. In addition to being able to pursue their own research and scholarly interests, fellows will take part in a residential programme, research conferences, and contribute to IAFOR's research and/or scholarly output.

*Course 2: Fellowship Programme (International)*

This programme provides support for researchers, scholars, and practitioners from Japan, China, Taiwan, South Korea, Hong Kong, and Macao to conduct scholarly or creative activities in East Asia. At least half of the fellowship tenure period must be spent in Japan. In addition to being able to pursue their own research, scholarly, or creative interests, fellows will take part in a residential programme, research conferences, and contribute to IAFOR's research and/or scholarly output.

*Course 3: Student Fellowship Programme*

This programme provides financial support for students from China, Taiwan, South Korea, Hong Kong, and Macao to study in Japan, and for Japanese students to study in China, Taiwan, South Korea, Hong Kong, or Macao. As well as being able to pursue their own scholarly or creative interests, student fellows will take part in a residential programme, research conferences, and contribute to IAFOR's research output.

More information about this programme can be found at:

<https://iafor.org/iafor-global-fellowship-programme/>

#### 4.4 Other Upcoming Projects

IAFOR is currently discussing the possibility of creating new projects to expand our reach and create a wider, inclusive community. Among the ideas expressed during various

meetings since the start of 2024 were the following:

- *Holding seminars or discussion-sessions among Japanese graduate students.* We have identified a lack of collaboration among Japanese university graduate students currently pursuing their master's and doctoral degrees. We hope to create discussion sessions or seminars with graduate students in an inter-university collaboration attempt. To this end, we have already been in discussions with the Japanese Society for International Development for Youth (JASID for Youth), a subsidiary of JASID led by several graduate students. We also held preliminary, informal discussions with professors who expressed enthusiasm in getting their students involved in this project and working on a knowledge exchange between universities.
- *Podcasts.* We would like to create a series of podcasts in which we interview experts and professionals either about key issues and trends within their fields of expertise, or offering capacity-building opportunities and tips.
- *THINK Magazine.* We are currently thinking about how to reintroduce the magazine and what its scope will be. Since we are expecting to be able to generate much more academic content from our conferences, the magazine may be one good way to present all academic debates. The target audience and format also need to be decided.

## 5 Summary and Action Points

The above analysis confirms that IAFOR's strength lies in its ability to gather ideas and perspectives from people who find themselves at the receiving end of policies and have firsthand experience with how global issues impact communities and the marginalised. Practitioners, academics, and graduate students are in a unique position to criticise policies and give feedback "from the ground" to counter top-down decision-making and highly politicised perspectives. IAFOR's strength is essentially the fact that it is not a policy *think-tank* but an academic community that can counterbalance political decision-making with evidence-based logic. As such, IAFOR should continue capitalising on its ability to bring together people from around the world and engage them in dialogue to find solutions to the "what" and "why" questions that formal institutions raise.

Discussions in this forum should focus on how we can take some of the big ideas and realise them in intelligent ways, considering what they mean in our day to day lives, in the classrooms, and in everyday educational delivery as well as policy.

Action points:

1. Considering that majority of experts and academics that IAFOR attracts come from an Education background, it may be necessary to redirect IAFOR's focus: **do we want to emphasise the educational aspect and how it relates to other disciplines, or do we want to expand our interdisciplinary discussions to focus on other disciplines as well?**

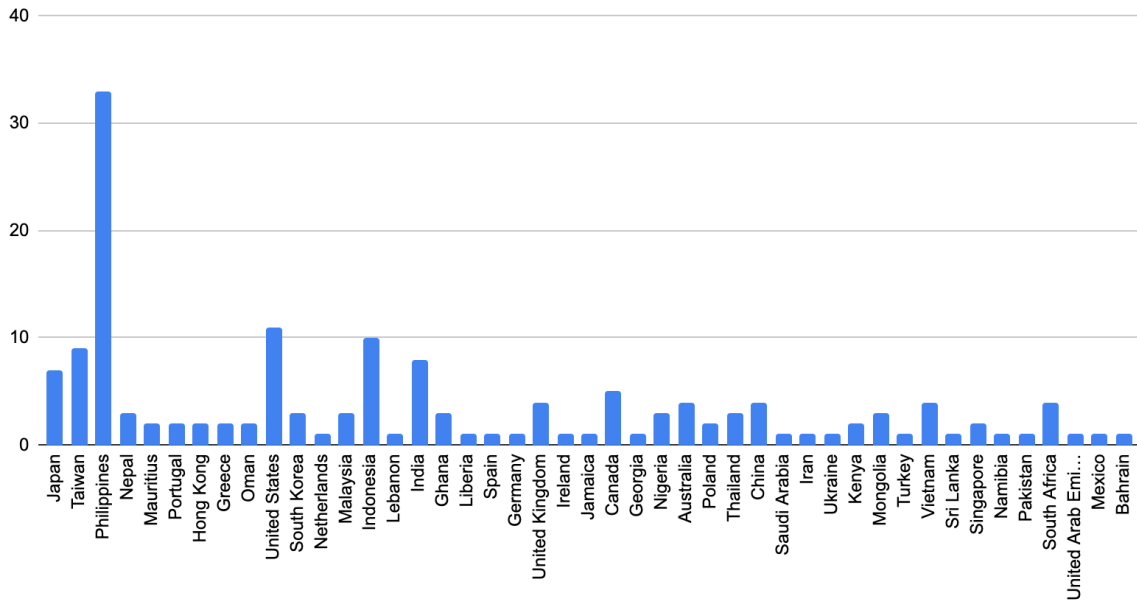
2. Considering also the themes that IAFOR's members are interested in, **what themes should be discussed in future conferences? Do we want a hybrid discussion of important global issues on the one hand, and more practical, academic/professional issues on the other hand? Is this distinction in themes something that capacity-building sessions can fix?**
3. Our current programme at IAFOR conferences offers plenary sessions, parallel sessions, and roundtables. We can introduce capacity-building sessions as well, we can take the form of presentations or workshops. **Do we want to offer capacity-building sessions? If yes, which ones from the list?**

iafor



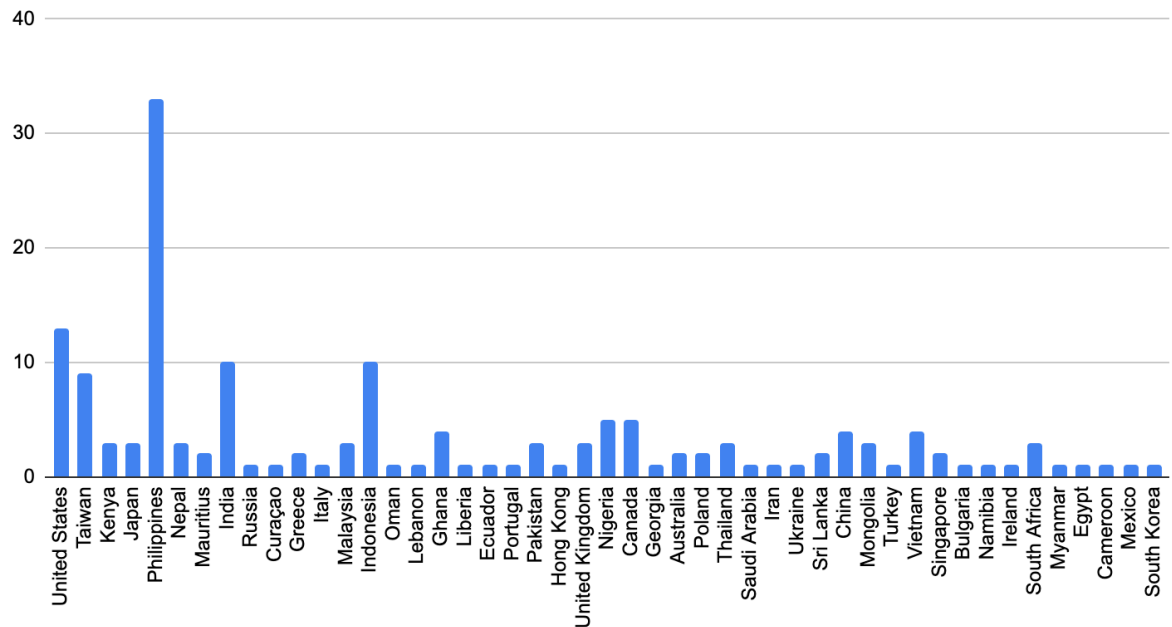
## Appendix

What is the country of the institution that you are currently affiliated with?



What is the country of the institution that you are currently affiliated with?

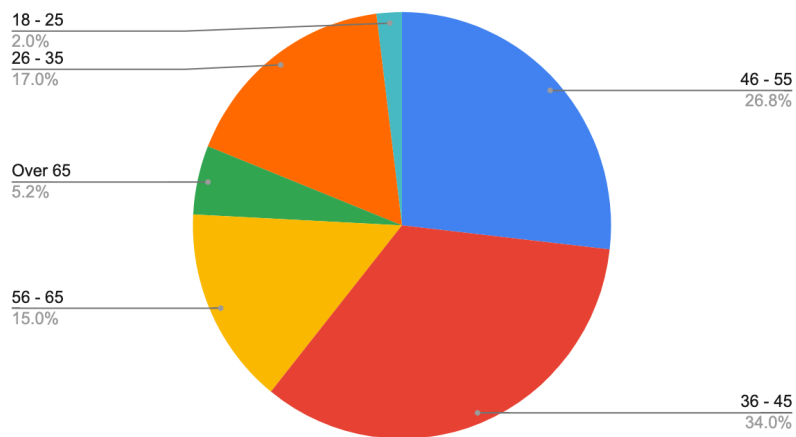
What is your nationality?



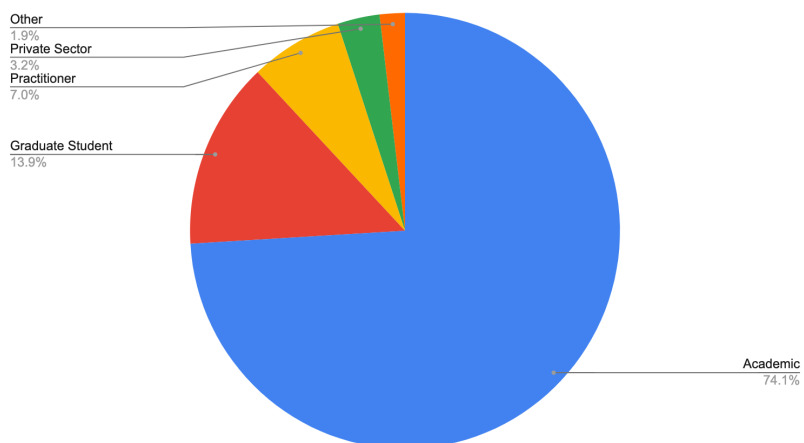
What is your nationality?

### IAFOR members' demographic information (from 159 responses)

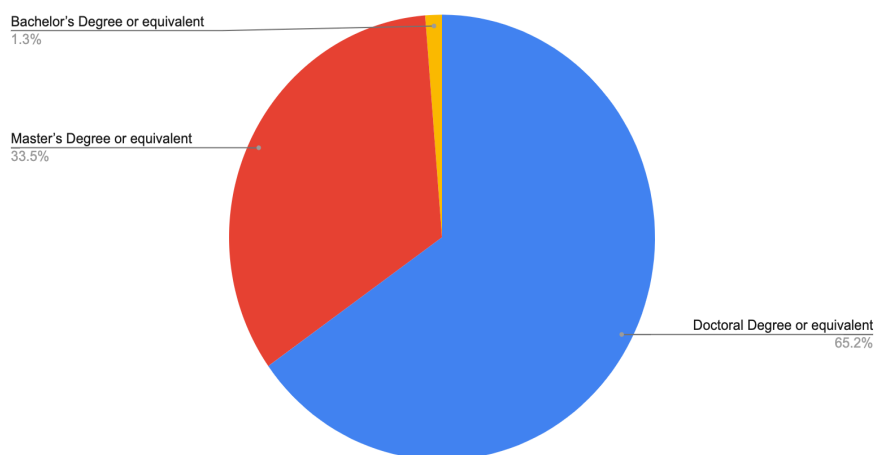
What is your age group?



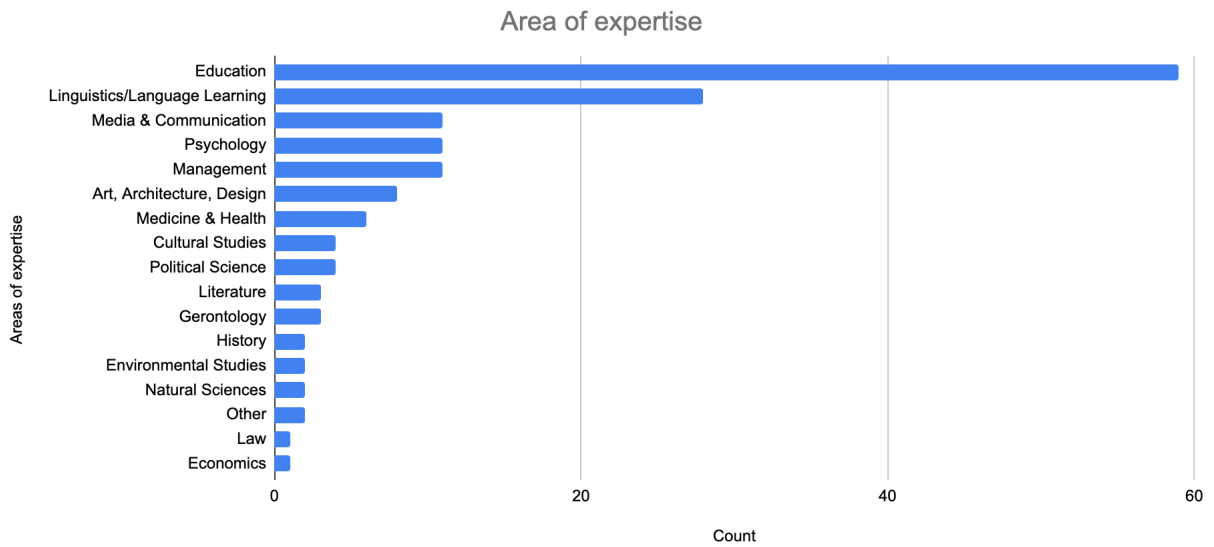
What is your occupation?



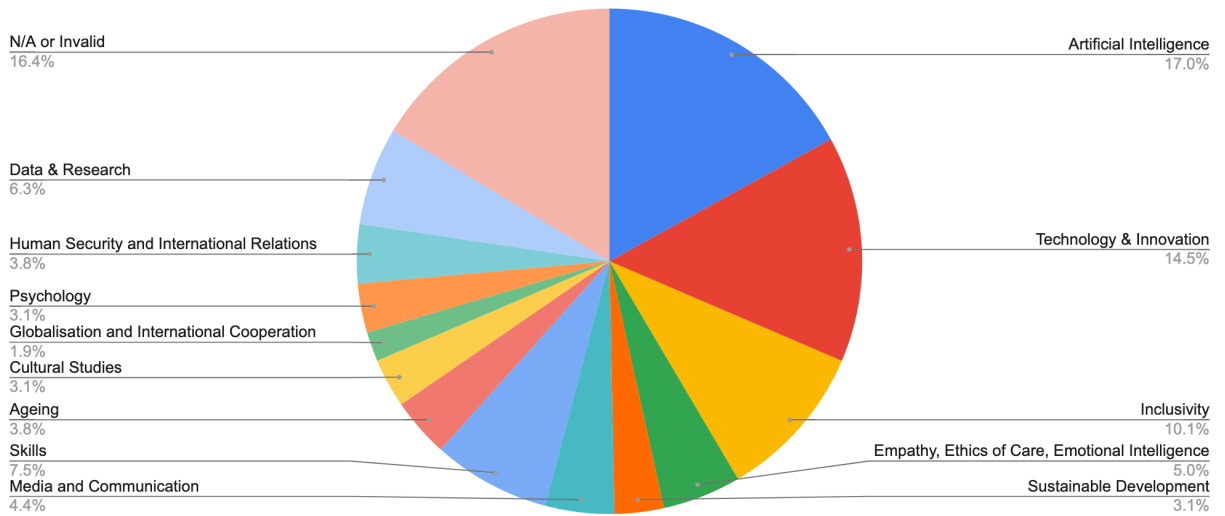
What is your highest level of education?



### IAFOR Members' area of expertise (from 159 responses)



### Emerging trends and issues according to IAFOR Members



The logo for IAFOR, consisting of the lowercase letters "iafor" in a white serif font, centered within a dark red square. A large, faint, light gray watermark of the word "iafor" is also visible diagonally across the page.

iafor