



Update report for *International Development Standing Committee*

Presentation at IEA EC Meeting, Beijing, 26-27 October 2025

Prepared by [Anindya Ganguli, Chair of International Development Standing Committee]

Introduction.

Mission

The International Development (ID) Standing Committee promotes, coordinates, and implements IEA policies and activities at a regional level to expand the reach of the IEA. It is particularly involved with initiatives supporting research, development, training, and conferences in industrially developing countries.

Goals

To fulfil the above Mission, the International Development Committee seeks to focus on the following primary goals:

Assistance to nascent HFE groups to form societies, and new HFE societies to become members of regional IEA Networks and of IEA as Federated or Affiliated members.

Resource facilitation to HFE societies and IEA Networks for collaborative research, educational programmes, and to organize conferences, symposia, training programmes.

Support to Federated or Affiliated Societies from LMIC countries to attend IEA events.

Structure

Chair - Anindya Ganguli

India

Co-Chairs per Region:

Martin Rodriguez

Argentina

Latin America

Paulo Antonio Barros Oliveira

Brazil

Latin America

Chris Reid

USA

North America including the Caribbean

Stephen C. Nwanya

Nigeria

Africa

Liang Ma

China

Asia

Jennifer Guterrez

Philippines

Asia



@IEA_Ergonomics



@InternationalErgonomicsAssociation



International Ergonomics Association (IEA)

iea.cc

IEA is a global federation of Human factors/Ergonomics societies, registered as a nonprofit organization in Geneva, Switzerland.
c/o Nils Ashlyn, 96 rue de Genève, 1226 Thônex, Switzerland

Summary plan for 2024-2027 term:

Project / initiative	How does this create value-added?	How does this align with IEA strategies policies?	What needs will be met?	Goals to be reached	Milestones (Outline to measure progress)	Current status [to start / in progress / completed]
<p>1 Collaborative HFE PhD programme for Asia</p> <p><i>(Continued from previous term)</i></p>	<p>While many countries in Asia have Masters and some have Doctoral programmes in HFE, there is a felt need to have a pan-Asian programme aligned to the requirements of the region.</p> <p>The experience of the development of such a programme for Latin America could be leveraged.</p>	<p>Increase stakeholder engagement (Policy 1)</p> <p>Reinforce collaboration within the regional HFE network (ACED) (Policy 2)</p> <p>Contribute to the development of science and practice of HFE in the region (Policy 3)</p> <p>To enhance the contribution IEA in promoting HFE Education (Policy 4)</p> <p>Maintain a future focus for the development of HFE in the Asia region (Policy 7)</p>	<p>Need for trained faculty</p> <p>Need for qualified HFE personnel for industry</p> <p>Need for an international level doctoral programme in HFE</p>	<p>Increased quantity and quality of HFE doctoral programmes in Asia</p>	<p>Define structure of programme.</p> <p>Identify modalities (physical/hybrid, fees, language, etc.)</p> <p>Sign MOUs between participating institutions.</p> <p>Identify faculty.</p> <p>Develop curriculum</p> <p>Invite applications.</p> <p>Launch programme.</p>	<p>In progress.</p> <ul style="list-style-type: none"> • Circulate the exchange opportunities • Identify mutually beneficial research collaborations • New curriculum is nearing completion • MOU signing planned to be held during the HF-AI conference in Beijing

Project / initiative	How does this create value-added?	How does this align with IEA strategies policies?	What needs will be met?	Goals to be reached	Milestones (Outline to measure progress)	Current status [to start / in progress / completed]
<p>2 Development of an HFE course which will cover the IEA Core Competencies</p>	<p>Many countries have significant HFE expertise, but the basic training (educational) background of the academicians or practitioners is widely varied and often not in accordance with the concepts of High Quality HFE.</p> <p>Will pave the way for developing a Professional Certification System</p>	<p>Increase stakeholder engagement (Policy 1)</p> <p>Reinforce collaboration within the regional HFE network (ACED) (Policy 2)</p> <p>Contribute to the development of science and practice of HFE in the region (Policy 3)</p> <p>To enhance the contribution IEA in promoting HFE Education (Policy 4)</p> <p>Maintain a future focus for the development of HFE in the Asia region (Policy 7)</p>	<p>Those who complete the course will fulfil a minimum standard of HFE competency, and can proceed to Professional Certification</p>	<p>Initiation of an HFE course aligned to the IEA Core Competencies and in accordance with the concepts of High Quality HFE.</p>	<p>Formation of a working group.</p> <p>Liaison with individual experts, educational and other institutions, Federated Societies, IEA Regional Networks</p> <p>Identify modalities (platform, administrative structure, course structure, hybrid, fees, etc.)</p> <p>Sign MOUs as required</p> <p>Identify faculty.</p> <p>Develop curriculum</p> <p>Launch programme</p> <p>.</p>	<p>In progress</p> <ul style="list-style-type: none"> • India is a primary focus • In collaboration with PSE • Advisory Group established • Open Exploratory Questionnaire designed and circulated

Project / initiative	How does this create value-added?	How does this align with IEA strategies policies?	What needs will be met?	Goals to be reached	Milestones (Outline to measure progress)	Current status [to start / in progress / completed]
<p>3 HFE Training programme for Vietnam</p> <p><i>(Continued from previous term)</i></p>	<p>Vietnam has significant HFE expertise, but the programmes carried out are not in accordance with the concepts of High Quality HFE.</p> <p>Training the trainers is a high-level project of the IEA with which this project is aligned</p> <p>Creation of the programme is likely to lead to the formation of a Vietnamese Human Factors and Ergonomics Society, and its entry into the ACED and IEA.</p>	<p>Increase stakeholder engagement (Policy 1)</p> <p>Reinforce collaboration within the regional HFE network (ACED) (Policy 2)</p> <p>Contribute to the development of science and practice of HFE in the region (Policy 3)</p> <p>To enhance the contribution IEA in promoting HFE Education (Policy 4)</p> <p>Maintain a future focus for the development of HFE in the Asia region (Policy 7)</p>	<p>Need for trained HFE personnel as faculty for HFE programmes</p> <p>Creation of a pool of qualified HFE personnel for industry</p> <p>Access to regional HFE networks (ACED) and global networks (IEA)</p>	<p>Creation of a High Quality HFE Training Programme for Vietnam</p> <p>Creation of trained faculty, who will be the seed for a Training the Trainers effect</p> <p>Provision of qualified HFE personnel for industry</p>	<p>Knowledge of HFE activities and status in Vietnam</p> <p>Exploration and understanding of needs and demands.</p> <p>Finalizing the details of Training Programme(s) – virtual and physical.</p> <p>Creation of a Vietnamese Human Factors and Ergonomics Society, and its induction into ACED and IEA</p>	<p>Started.</p> <ul style="list-style-type: none"> Virtual and physical discussions were held. Details of the training programme(s) to be finalized.

1 Collaborative HFE PhD programme for Asia

1) List of Stakeholder groups, and their roles

Stakeholder Group	What is the stakeholder groups' role within the Project?	System actors/ experts/ decision- makers/ influencers
IEA Executive committee	<ul style="list-style-type: none"> • Project oversight • High level stakeholder engagement 	Influencer and expert
ID, PSE	<ul style="list-style-type: none"> • Project facilitation together with ACED • Guidance on curriculum development • Lessons learnt from other regions (e.g. collaborative Ph.D. programme for Latin America) 	Influencer, expert and actor
ACED, SEANES	<ul style="list-style-type: none"> • Regional project lead • Co-ordination of ACED and IEA meetings • Co-ordinate and participation in stakeholder and curriculum workshop 	Influencer, expert and actor
Federated Societies in the region	<ul style="list-style-type: none"> • Collaboration on curriculum development • Identification of interested universities and associated stakeholders • Development and participation in stakeholder and curriculum workshop 	Decision makers and actors
Global Societies (HFES, CIEHF)	<ul style="list-style-type: none"> • Guidance on curriculum development • Capacity building (PhDs trained in USA and Europe) • Participation in participation in stakeholder and curriculum workshop 	Influencers, Experts
Regional universities and academics	<ul style="list-style-type: none"> • Local experts in curriculum needs (i.e. what are the needs for science and practice) • Identify relevant stakeholders for implementation • Participants in programme implementation (in various capacities) • Conducting workshops for (1) stakeholder involvement and (2) curriculum workshop 	Decision makers, experts and actors

2) List of individual stakeholders, and their roles

Stakeholder Group	What is this person's role within the Project?	System actors/ experts/ decision- makers/ influencers
IEA Executive committee	<ul style="list-style-type: none"> • Jose Orlando Gomes 	Influencer and expert
ID, PSE	<ul style="list-style-type: none"> • ID: Anindya Ganguli, Martin Rodriguez, Paulo Antonio Barros Oliveira, Liang Ma, Jennifer Guterrez • PSE: Verena Nitsch, Liang Ma 	Influencer, expert and actor
ACED	<ul style="list-style-type: none"> • Anindya Ganguli (convenor), Frederick Tey, Swati Pal, Rauf Iqbal, Loh Ping Yeap 	Influencer, expert and actor
Federated Societies	<ul style="list-style-type: none"> • CES (China), HKES (Hongkong), ISE (India), PEI (Indonesia), JES (Japan), ESK (Korea), HFEM (Malaysia), HFESP (Philippines), HFESS (Singapore), EST (Taiwan), EST (Thailand) 	Decision makers and actors
Global Societies	<ul style="list-style-type: none"> • HFES: Chris Reid • CIEHF: Ben Peachy 	Influencers and Experts
Regional universities and academics	<ul style="list-style-type: none"> • Tsinghua University • University de La Salle • National University of Kyushu • University of Calcutta 	Decision makers, experts and actors

3) Map of relations between stakeholders

From \ To	Stakeholder A Executive	Stakeholder B Standing committees (ID, PSE as key drivers)	Stakeholder C IEA Network and associated societies	Stakeholder D Local Universities	Stakeholder E External stakeholders
Stakeholder A Executive	Project oversight	Facilitation of project with ACED	Identify potential growth areas Support the access to relevant stakeholders (including universities, government officials, etc) Facilitation of programme development	Identify demands (i.e. value-added topics and needs) within Asia	External stakeholders need for stakeholder group D to implement workshop
Stakeholder B ID, PSE	Guidance on IEA core competencies and relevance to local context	Promotes IEA Education programme value add and needs	Oversight	Identify stakeholders for implementation Workshop implementation	Local needs and barriers identified
Stakeholder C IEA Networks/Societies	Curriculum development that is contextually relevant but focused on systemic nature of HFE		Coordinate regional education programme development	Support for curriculum development	Support CPR work to disseminate information to societies
Stakeholder D Local Universities	Identification of local needs and stakeholders for curriculum development			Collaborative HFE Ph.D Programme development for Asia	Members of TCs from F/S or A/S
Stakeholder E External stakeholders	Identification of local needs: Constraints and affordances				Key stakeholders for programme initiation

4) Benefits to stakeholders

- Improved knowledge and skills
- Increased HFE reach and relevance
- Increased Job opportunities
- Improved input for HFE certification
- Qualified talent pool for organizations
- “Train the Trainer” effect
- Enhanced reputation of Universities and faculty
- Enhanced technology level of the students
- Economic benefits (faculty)

5) Activities and resources required [only include this section in report document, not in presentation]

<i>Activity undertaken</i>	<i>Societies/committees involved</i>	<i>Hours dedicated to activity</i>	<i>Resources used</i>
Regular meetings of the working group	IEA – ID, PSE, (SDI) ID co-chairs for Asia (Liang Ma, Jennifer Guterrez)	Approximately 90 minutes per meeting (about 15 hours)	Meeting time

6) Outcomes to date

- Survey carried out among stakeholders across countries in the region to understand the current status, identify the needs, and strategic preferences
- Seven meetings of the working group held so far (last one in January 2024)
- Programme to be started at Tsinghua University, with De La Salle as a hub. Other universities and faculty (e.g. from Japan, India, and other countries) would be added step by step.
- Draft MOU exchange
- Signing of MOUs (some already exist, e.g. between Tsinghua and Kyushu Universities)

7) Future Activities

- Circulate the exchange opportunities
- Identify mutually beneficial research collaborations
- New curriculum is nearing completion
- MOU signing **planned to be held** during the HF-AI conference in Beijing
- Creation of inventory of collaborating Universities / Institutes and faculty
- Starting the programme

2 Development of an HFE course which will cover the IEA Core Competencies

1) List of Stakeholder groups, and their roles

Specific + by category: System actor / Expert / Decision-Maker / Influencer

[Include commonalities with other IEA EC committees, if applicable.]

Stakeholder Group	What is the stakeholder groups' role within the Project?	System actors/ experts/ decision- makers/ influencers
IEA Executive committee	<ul style="list-style-type: none"> Project oversight High level stakeholder engagement 	Influencer and expert
ID, PSE	<ul style="list-style-type: none"> Project facilitation together with ACED and Federated Society Guidance on curriculum development Lessons learnt from other regions (e.g. Masters programme for Sub-Saharan Africa) Facilitation of involvement of international faculty 	Influencer, expert and actor
ACED	<ul style="list-style-type: none"> Co-ordination of ACED and IEA meetings Co-ordinate and participation in stakeholder and curriculum workshop 	Influencer, expert and actor
Federated Society	<ul style="list-style-type: none"> Collaboration on curriculum development Identification of interested universities and associated stakeholders Development and participation in stakeholder and curriculum workshop 	Decision makers and actors
Global Societies (HFES, CIEHF)	<ul style="list-style-type: none"> Guidance on curriculum development Participation in stakeholder and curriculum workshop 	Influencers and Experts
Regional universities and academics	<ul style="list-style-type: none"> Local experts in curriculum needs (i.e. what are the needs for science and practice) Conducting workshops for (1) stakeholder involvement and (2) curriculum workshop 	Decision makers, experts and actors
External Stakeholders	<ul style="list-style-type: none"> Related professional bodies/associations, Industry associations 	Decision makers, influencers and actors

2) List of individual stakeholders, and their roles

Specific + by category: *System actors / Experts/ Decision-Makers / Influencers*

Stakeholder Group	What is this person's role within the Project?	System actors/ experts/ decision- makers/ influencers
IEA Executive committee	<ul style="list-style-type: none"> Andrew Thatcher 	Influencer and expert
ID, PSE	<ul style="list-style-type: none"> ID: Anindya Ganguli (Coordinator), Liang Ma, Jennifer Guterrez PSE: Verena Nitsch, Liang Ma 	Influencer, expert and actor
ACED	<ul style="list-style-type: none"> Anindya Ganguli, Frederick Tey 	Influencer, expert and actor
Federated Societies	<ul style="list-style-type: none"> ISE (India) Debkumar Chakrabarty, Rauf Iqbal, Trinath Pachal, Prakash Dhara, , C.K.Pradhan, Amitabh De, L P Gite 	Decision makers and actors
Global Societies	<ul style="list-style-type: none"> HFES: Chris Reid CIEHF: Ben Peachy 	Influencers and Experts
Regional universities and academics	<ul style="list-style-type: none"> Indian Institute of Technology - Bombay, Guwahati, Kanpur, Kharagpur Indian Institute of Management - Mumbai University of Calcutta Assam Agricultural University, SNDT University, Mumbai University of Kalyani, MIT ADT University Pune, RECOUP Bengaluru 	Decision makers, experts and actors
External Stakeholders	<ul style="list-style-type: none"> Bureau of Indian Standards Indian Association of Occupational Health Institute of Engineers Tata Steel 	<i>Decision makers, influencers and actors</i>



3) Map of relations between stakeholders

From \ To	Stakeholder A Executive	Stakeholder B Standing committees (ID, PSE as key drivers)	Stakeholder C IEA Network	Stakeholder D Local Universities	Stakeholder E External stakeholders
Stakeholder A Executive	Project oversight High level stakeholder engagement	Facilitation of project with ACED Guidance on curriculum development Facilitation of involvement of international faculty	Identify potential growth areas Support the access to relevant stakeholders (including universities, government officials, etc) Facilitation of programme development	Identify demands (i.e. value-added topics and needs)	Identify topics and demands (i.e. value-added topics and needs)
Stakeholder B ID, PSE	Guidance on IEA core competencies and relevance to local context	Promotes IEA Education programme value add and needs	Oversight	Identify stakeholders Programme implementation	Local needs and barriers identified
Stakeholder C IEA Networks/Societies	Curriculum development that is contextually relevant but focused on systemic nature of HFE		Coordinate regional education programme development	Support for curriculum development	Support CPR work to disseminate information to societies
Stakeholder D Local Universities	Identification of local needs and stakeholders for curriculum development			Stand alone course covering IEA Core Competencies	Members of TCs from F/S or A/S
Stakeholder E External stakeholders	Identification of local needs: Constraints and affordances				Key stakeholders for programme implementation

4) Benefits to stakeholders

- No stand-alone HFE courses exist, or are part of (or specialization of) some related course, each with separate pre-eligibility criteria.
- Extremely challenging to alter curricula of multiple institutions to standardize minimum competency
- No regular short-term courses to build ergonomics competency.

5) Activities and resources required [only include this section in report document, not in presentation]

<i>Activity undertaken</i>	<i>Societies/committees involved</i>	<i>Hours dedicated to activity</i>	<i>Resources used</i>
<i>Working group meetings and meetings with stakeholders and collaborators</i>	<i>ID, PSE</i>	<i>10 hours</i>	<i>Discussion, Document preparation, Meeting time</i>

6) Outcomes to date

- Formation of an Advisory group.
- Liaison with individual experts, educational and other institutions, Federated Societies, IEA Regional Networks

7) Future Activities

- Identify modalities (platform, administrative structure, course structure, hybrid, fees, etc.) - **ONGOING**
- Sign MOUs as required
- Identify faculty.
- Develop curriculum
- Launch programme

3 HFE Training programme for Vietnam

1) List of Stakeholder groups, and their roles

Specific + by category: *System actor / Expert / Decision-Maker / Influencer*

[Include commonalities with other IEA EC committees, if applicable.]

Stakeholder Group	What is the stakeholder groups' role within the Project?	System actors/ experts/ decision- makers/ influencers
IEA Executive committee	<ul style="list-style-type: none"> Project oversight High level stakeholder engagement 	Influencer
ID, PSE and DP	<ul style="list-style-type: none"> Project facilitation together with ACED Guidance on curriculum development Facilitation of involvement of international faculty 	Influencer, expert and actor
ACED	<ul style="list-style-type: none"> Regional project lead Co-ordination of ACED and IEA meetings Co-ordinate and participation in stakeholder and curriculum workshop 	Influencer, expert and actor
Federated Societies in the region	<ul style="list-style-type: none"> Collaboration on curriculum development Identification of interested universities and associated stakeholders Development and participation in stakeholder and curriculum workshop 	Decision makers and actors
Global Societies (HFES, CIEHF)	<ul style="list-style-type: none"> Guidance on curriculum development Participation in stakeholder and curriculum workshop 	Experts
Regional universities and academics	<ul style="list-style-type: none"> Local experts in curriculum needs (i.e. what are the needs for science and practice) Conducting workshops for (1) stakeholder involvement and (2) curriculum workshop Identify relevant stakeholders for implementation Participants in programme implementation (in various capacities) 	Decision makers, experts and actors
External Stakeholders	<ul style="list-style-type: none"> Guidance Coordination with local authorities Coordination with local industry and academics 	Decision maker, Influencer and actor

2) List of individual stakeholders, and their roles

Specific + by category: *System actors / Experts/ Decision-Makers / Influencers*

Stakeholder Group	What is this person's role within the Project?	System actors/ experts/ decision- makers/ influencers
IEA Executive committee	<ul style="list-style-type: none"> • Jose Orlando Gomes • Andrew Thatcher 	Influencer and expert
ID, PSE and DP	<ul style="list-style-type: none"> • ID: Anindya Ganguli, Liang Ma, Jennifer Guterrez • PSE: Verena Nitsch • DP: Wei Zhang 	Influencer, expert and actor
ACED	<ul style="list-style-type: none"> • Anindya Ganguli • Frederick Tey 	Influencer, expert and actor
Federated Societies	<ul style="list-style-type: none"> • CES (China), ISE (India), PEI (Indonesia), JES (Japan), HFEM (Malaysia), HFESP (Philippines) 	Decision makers and actors
Regional universities and academics	<ul style="list-style-type: none"> • Tsinghua University • University de La Salle • National University of Kyushu • University of Calcutta 	Influencer, expert and actor
External Stakeholders	<ul style="list-style-type: none"> • National Institute of Occupational and Environmental Health, Vietnam 	Decision maker, Influence and actor

3) Map of relations between stakeholders

From \ To	Stakeholder A Executive	Stakeholder B Standing committees (ID, PSE, DP as key drivers)	Stakeholder C IEA Network and associated societies	Stakeholder D Local Universities	Stakeholder E External stakeholders
Stakeholder A Executive	Project oversight	Facilitation of project with ACED	Identify potential growth areas Support the access to relevant stakeholders (including universities, government officials, etc) Facilitation of programme development	Identify demands (i.e. value-added topics and needs)	External stakeholders need for stakeholder group D to implement workshop
Stakeholder B ID, PSE, DP	Guidance on IEA core competencies and relevance to local context	Promotes IEA Education programme value add and needs	Oversight	Identify stakeholders for implementation Workshop implementation	Local needs and barriers identified
Stakeholder C IEA Networks/Societies	Curriculum development that is contextually relevant but focused on systemic nature of HFE		Coordinate regional education programme development	Support for curriculum development	Entry as a FS
Stakeholder D Local Universities	Identification of local needs and stakeholders for curriculum development			High Quality HFE Training Programme for Vietnam	Members of TCs from F/S or A/S
Stakeholder E External stakeholders	Identification of local needs: Constraints and affordances				Key stakeholders for programme initiation

4) Benefits to stakeholders

- Improved knowledge and skills
- Need for trained HFE personnel as faculty for HFE programmes - “Train the Trainer” effect
- Improved input for HFE certification
- Creation of a pool of qualified HFE personnel for industry - Qualified talent pool for organizations
- Economic benefits (benefits of local facility)
- Increased quality of HFE practice
- *Access to regional HFE networks (ACED) and global networks (IEA)*

5) Activities and resources required [only include this section in report document, not in presentation]

<i>Activity undertaken</i>	<i>Societies/committees involved</i>	<i>Hours dedicated to activity</i>	<i>Resources used</i>
Regular meetings of the working group	IEA – ID, PSE, DP ID co-chairs for Asia (Liang Ma, Jennifer Guterrez)	<i>Approximately 90 minutes per meeting (about 3 hours done + 10 expected)</i>	<i>Meeting time</i>
Meeting of stakeholders with IEA	IEA President, DP Chair	<i>2 hours</i>	<i>Travel and physical meeting time</i>
Faculty support for the Training Programmes	IEA – ID, PSE, DP ID co-chairs for Asia (Liang Ma, Jennifer Guterrez) ACED Societies, other Federated Societies	<i>Approximately 6-10 lectures plus preparation time (about 30 to 50 hours)</i>	<i>Lecture preparation and delivery</i>
Financial support for the Training Programme	IEA-EC, ID	-	<i>Partial Financial support</i>

6) Outcomes to date

- Knowledge of HFE activities and status in Vietnam
- Exploration and understanding of needs and demands

7) Future Activities

- Creation of a road-map and time-table
- Finalizing the details of Training Programme(s) – virtual and physical
- Creation of a Vietnamese Human Factors and Ergonomics Society, and its induction into ACED and IEA

2 Development of an HFE course which will cover the IEA Core Competencies

8) List of Stakeholder groups, and their roles

Specific + by category: System actor / Expert / Decision-Maker / Influencer

[Include commonalities with other IEA EC committees, if applicable.]

Stakeholder Group	What is the stakeholder groups' role within the Project?	System actors/ experts/ decision- makers/ influencers
IEA Executive committee	<ul style="list-style-type: none"> Project oversight High level stakeholder engagement 	Influencer and expert
ID, PSE	<ul style="list-style-type: none"> Project facilitation together with ACED and Federated Society Guidance on curriculum development Lessons learnt from other regions (e.g. Masters programme for Sub-Saharan Africa) Facilitation of involvement of international faculty 	Influencer, expert and actor
ACED	<ul style="list-style-type: none"> Co-ordination of ACED and IEA meetings Co-ordinate and participation in stakeholder and curriculum workshop 	Influencer, expert and actor
Federated Society	<ul style="list-style-type: none"> Collaboration on curriculum development Identification of interested universities and associated stakeholders Development and participation in stakeholder and curriculum workshop 	Decision makers and actors
Global Societies (HFES, CIEHF)	<ul style="list-style-type: none"> Guidance on curriculum development Participation in stakeholder and curriculum workshop 	Influencers and Experts
Regional universities and academics	<ul style="list-style-type: none"> Local experts in curriculum needs (i.e. what are the needs for science and practice) Conducting workshops for (1) stakeholder involvement and (2) curriculum workshop 	Decision makers, experts and actors
External Stakeholders	<ul style="list-style-type: none"> Related professional bodies/associations, Industry associations 	Decision makers, influencers and actors

9) List of individual stakeholders, and their roles

Specific + by category: *System actors / Experts/ Decision-Makers / Influencers*

Stakeholder Group	What is this person's role within the Project?	System actors/ experts/ decision- makers/ influencers
IEA Executive committee	<ul style="list-style-type: none"> Andrew Thatcher 	Influencer and expert
ID, PSE	<ul style="list-style-type: none"> ID: Anindya Ganguli (Coordinator), Liang Ma, Jennifer Guterrez PSE: Verena Nitsch, Liang Ma 	Influencer, expert and actor
ACED	<ul style="list-style-type: none"> Anindya Ganguli, Frederick Tey 	Influencer, expert and actor
Federated Societies	<ul style="list-style-type: none"> ISE (India) Debkumar Chakrabarty, Rauf Iqbal, Trinath Pachal, Prakash Dhara, , C.K.Pradhan, Amitabh De, L P Gite 	Decision makers and actors
Global Societies	<ul style="list-style-type: none"> HFES: Chris Reid CIEHF: Ben Peachy 	Influencers and Experts
Regional universities and academics	<ul style="list-style-type: none"> Indian Institute of Technology - Bombay, Guwahati, Kanpur, Kharagpur Indian Institute of Management - Mumbai University of Calcutta Assam Agricultural University, SNDT University, Mumbai University of Kalyani, MIT ADT University Pune, RECOUP Bengaluru 	Decision makers, experts and actors
External Stakeholders	<ul style="list-style-type: none"> Bureau of Indian Standards Indian Association of Occupational Health Institute of Engineers Tata Steel 	<i>Decision makers, influencers and actors</i>

10) Map of relations between stakeholders

From \ To	Stakeholder A Executive	Stakeholder B Standing committees (ID, PSE as key drivers)	Stakeholder C IEA Network	Stakeholder D Local Universities	Stakeholder E External stakeholders
Stakeholder A Executive	Project oversight High level stakeholder engagement	Facilitation of project with ACED Guidance on curriculum development Facilitation of involvement of international faculty	Identify potential growth areas Support the access to relevant stakeholders (including universities, government officials, etc) Facilitation of programme development	Identify demands (i.e. value-added topics and needs)	Identify topics and demands (i.e. value-added topics and needs)
Stakeholder B ID, PSE	Guidance on IEA core competencies and relevance to local context	Promotes IEA Education programme value add and needs	Oversight	Identify stakeholders Programme implementation	Local needs and barriers identified
Stakeholder C IEA Networks/Societies	Curriculum development that is contextually relevant but focused on systemic nature of HFE		Coordinate regional education programme development	Support for curriculum development	Support CPR work to disseminate information to societies
Stakeholder D Local Universities	Identification of local needs and stakeholders for curriculum development			Stand alone course covering IEA Core Competencies	Members of TCs from F/S or A/S
Stakeholder E External stakeholders	Identification of local needs: Constraints and affordances				Key stakeholders for programme implementation

11) Benefits to stakeholders

- No stand-alone HFE courses exist, or are part of (or specialization of) some related course, each with separate pre-eligibility criteria.
- Extremely challenging to alter curricula of multiple institutions to standardize minimum competency
- No regular short-term courses to build ergonomics competency.

12) Activities and resources required [only include this section in report document, not in presentation]

<i>Activity undertaken</i>	<i>Societies/committees involved</i>	<i>Hours dedicated to activity</i>	<i>Resources used</i>
<i>Working group meetings and meetings with stakeholders and collaborators</i>	<i>ID, PSE</i>	<i>10 hours</i>	<i>Discussion, Document preparation, Meeting time</i>

13) Outcomes to date

- Formation of an Advisory group.
- Liaison with individual experts, educational and other institutions, Federated Societies, IEA Regional Networks

14) Future Activities

- Identify modalities (platform, administrative structure, course structure, hybrid, fees, etc.) - ONGOING
- Sign MOUs as required
- Identify faculty.
- Develop curriculum
- Launch programme



Additional Activities / Updates

Translation of IEA Core Competencies to Hindi and Bengali - COMPLETED

The IEA Core Competencies have been translated into Hindi (official language of India, 345 million native speakers, 3rd most widely spoken worldwide) and Bengali (official language of Bangladesh 242 million native speakers, 7th most widely spoken worldwide). **The translated versions are available for uploading to the IEA website.** This was accomplished by Prof. Somnath Gangopadhyay and his colleagues from the Indian Society of Ergonomics.

Africa

HFE Masters programme for Sub-Saharan Africa

Capacity development is key to growth of E/HF awareness in Sub-Saharan Africa. Plans for a master's degree programme based on regional needs has commenced at the University of Ghana and is about 80% complete. The M.Sc or M.Phil in Ergonomics would be hosted in the University of Ghana by the Department of Physiotherapy, and Augustine Acquah (Ghana) would pilot the postgraduate programme.

The following milestones have been achieved:

- a draft MSc /MPhil curriculum in Ergonomics;
- duration of the programme;
- consultation with some stakeholders in the University of Ghana (Korle-Bu and Legon Campuses);
- and the mode of running the programme(residency/online).

America

Caribbean region

The recent advancement in the Caribbean HFE Society is the **addition of Costa Rica** to the project. This occurred last November through the Technical University of Costa Rica (UTN)'s interest in implementing a M.Sc. in HFE, through the participation of Professor Carlos Mora in the ABERGO Congress. This is one of the country's five public universities that train professionals in environmental engineering and safety, occupational health, and industrial hygiene, among other careers.



For the Masters Programme., a proposal already designed for a Panamanian university (UDELAS) was used by Profs. Andrew Todd, Paulo Antonio Barros (Brazil), Juan Carlos Velasquez (PhD Program in HFE for Latin America/Colombia), and Jose Orlando Gomes during the Yushi Fujita and Kathleen Mosier terms. Currently, **the proposal is in the final stages of approval by the Council of Rectors of Public Universities of Costa Rica.**

Professor Carlos Mora was present last May during the Latin American Doctoral Program's concentration week in Cali and established a partnership with the program. An agreement between the two universities is currently underway. Under this agreement, master's students will enter the doctoral program, following the hybrid learning model to reach all Central American and Caribbean countries. Secondly, last month, **UTN became a Corporate Sustaining Member of the IEA.**

Latin America

- **Argentina** - Training courses, National Ergonomics Day, National Ergonomics Congress
- **Brazil** - ABERGO consolidated important advances in its activities - SisCEB Certification; SERERGO - Regional Ergonomics Seminar (2); 10 active Technical Committees (TCs)
- **Chile** - SOCHERGO Webinars, Seminars, and participation and sponsorship in the Second Conference on Ergonomics and Qualification of Professional Infirmities organized by the Administrative Organization for Accidents and Professional Infirmities of Chile
- **Cuba** - Creation of the **Cuban Ergonomists Network**; virtual congress attended by 10 Latin American countries; Ergonomic Challenges magazine
- **Mexico** - International Ergonomics Congress, in Mexicali; Ergonomics certification by the National College of Ergonomics; **CAPUNI** (University Chapters of Ergonomics covering students at degree level in capacity building, training and project realization activities) reached 33 (3 additions).
- **Panama** - Conferences, training, and plans to start a "Diplomado in Ergonomics, Analysis and Implementation" at a state university with other Latin American associations and universities.
- **Peru** SOPERGO- Peruvian Ergonomics Congress, technical opinion to Government regarding "25 kilos no más" (25 kilos no more), Academic supporter of the ICOH Congress in Lima
- **Venezuela** - Training of Safety and Health Inspectors, academic activities ergonomics assignments and theses
- Nicaraguan Ergonomics Association was forced to shut down due to local Government policies



Asia

ACED registration completed

ACED is officially registered in Singapore on 14 August 2025.

Activities detailed in Projects (as above)

- Collaborative HFE PhD programme for Asia
- Development of an HFE course which will cover the IEA Core Competencies
- HFE Training programme for Vietnam

Malaysia

The Human Factors and Ergonomics Society Malaysia (HFEM), through MYHFE PLT, has officially been endorsed by the International Ergonomics and Human Factors Association (IEA) as a **recognized certification body** for the Certified Professional Ergonomist (CPE) programme.

Bangladesh

The **Ergonomics Society of Shahjalal University of Science and Technology (SUST)**, Sylhet, Bangladesh, has officially started its journey with a grand Inaugural ceremony on September 18, 2025.