



Update report for *International Development Standing Committee*

Presentation at IEA EC Meeting, Florianopolis, 31 October & 1 November, 2026

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

Alma Maria Jennifer Guterrez

Philippines

Asia

Anca Draghici

Romania

Europe



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International Ergonomics Association (IEA)

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IEA is a global federation of Human factors/Ergonomics societies, registered as a nonprofit organization in Geneva, Switzerland.
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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]
1 Collaborative HFE PhD programme for Asia (Continued from previous term)	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. The experience of the development of such a programme for Latin America could be leveraged.	Increase stakeholder engagement (Policy 1) Reinforce collaboration within the regional HFE network (ACED) (Policy 2) Contribute to the development of science and practice of HFE in the region (Policy 3) To enhance the contribution IEA in promoting HFE Education (Policy 4) Maintain a future focus for the development of HFE in the Asia region (Policy 7)	Need for trained faculty Need for qualified HFE personnel for industry Need for an international level doctoral programme in HFE	Increased quantity and quality of HFE doctoral programmes in Asia	Define structure of programme. Identify modalities (physical/hybrid, fees, language, etc.) Sign MOUs between participating institutions. Identify faculty. Develop curriculum Invite applications. Launch programme.	In progress. • Language will be English • Faculty will be from Tsinghua University, De La Salle University. Later, other Universities would be added. • Tsinghua University and De La Salle University will set up the programme together. • Scholarships – CGS is possible for admissions from Tsinghua University. • Admission – Candidates should apply from September 2026 for admission to Ph.D programmes in September 2027. • Curriculum – Currently Ph.D programme in Industrial Engineering. The HFE direction has 4 to 5 major courses.

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]
2 Development of an HFE course which will cover the IEA Core Competencies	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. Will pave the way for developing a Professional Certification System	Increase stakeholder engagement (Policy 1) Reinforce collaboration within the regional HFE network (ACED) (Policy 2) Contribute to the development of science and practice of HFE in the region (Policy 3) To enhance the contribution IEA in promoting HFE Education (Policy 4) Maintain a future focus for the development of HFE in the Asia region (Policy 7)	Those who complete the course will fulfil a minimum standard of HFE competency, and can proceed to Professional Certification	Initiation of an HFE course aligned to the IEA Core Competencies and in accordance with the concepts of High Quality HFE.	Formation of a working group. Liaison with individual experts, educational and other institutions, Federated Societies, IEA Regional Networks Identify modalities (platform, administrative structure, course structure, hybrid, fees, etc.) Sign MOUs as required Identify faculty. Develop curriculum Launch programme	In progress • India is a primary focus • Institutes – 3 institutes agreed. 2 Govt (IITs) and 1 private. • Course details being finalized and approval from their Directors being obtained. • Curriculum to be approved by the Advisory Group (already formed for this purpose). • Curriculum and outcomes to be aligned to IEA Core Competencies. • At least one member of the Advisor Group in the evaluation process. • Target launch dates – First quarter of 2027



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]
3 HFE Training programme for Vietnam (Continued from previous term)	Vietnam has significant HFE expertise, but the programmes carried out are not in accordance with the concepts of High Quality HFE. Training the trainers is a high-level project of the IEA with which this project is aligned 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.	Increase stakeholder engagement (Policy 1) Reinforce collaboration within the regional HFE network (ACED) (Policy 2) Contribute to the development of science and practice of HFE in the region (Policy 3) To enhance the contribution IEA in promoting HFE Education (Policy 4) Maintain a future focus for the development of HFE in the Asia region (Policy 7)	Need for trained HFE personnel as faculty for HFE programmes Creation of a pool of qualified HFE personnel for industry Access to regional HFE networks (ACED) and global networks (IEA)	Creation of a High Quality HFE Training Programme for Vietnam Creation of trained faculty, who will be the seed for a Training the Trainers effect Provision of qualified HFE personnel for industry	Knowledge of HFE activities and status in Vietnam Exploration and understanding of needs and demands. 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	Started. • Knowledge of HFE activities and status in Vietnam • Exploration and understanding of needs and demands. • Finalizing the details of Training Programme(s) – virtual and physical. Conference in May 2027

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	- Project oversight - High level stakeholder engagement	Influencer and expert
ID, PSE	- 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	- 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	- 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)	- 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	- 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	• Jose Orlando Gomes • Andrew Thatcher	Influencer and expert
ID, PSE	• ID: Anindya Ganguli, Martin Rodriguez, Paulo Antonio Barros Oliveira, Liang Ma, Jennifer Guiterrez • PSE: Verena Nitsch, Liang Ma	Influencer, expert and actor
ACED	• Anindya Ganguli (convenor), Frederick Tey, Swati Pal, Rauf Iqbal, Loh Ping Yeap	Influencer, expert and actor
Federated Societies	• 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	• HFES: Chris Reid • CIEHF: Ben Peachy	Influencers and Experts
Regional universities and academics	• 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, Alma Maria Jennifer Guterrez)	Approximately 180 minutes per meeting (about 30 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

- Creation of inventory of collaborating Universities / Institutes and faculty
- Starting the programme – Candidates to apply from September 2026 for admission to Ph.D programmes in September 2027

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	- Project oversight - High level stakeholder engagement	Influencer and expert
ID, PSE	- 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	- Co-ordination of ACED and IEA meetings - Co-ordinate and participation in stakeholder and curriculum workshop	Influencer, expert and actor
Federated Society	- 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)	- Guidance on curriculum development - Participation in stakeholder and curriculum workshop	Influencers and Experts
Regional universities and academics	- 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	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	Andrew Thatcher	Influencer and expert
ID, PSE	ID: Anindya Ganguli (Coordinator), Liang Ma, Jennifer Guterrez PSE: Verena Nitsch, Liang Ma	Influencer, expert and actor
ACED	Anindya Ganguli, Frederick Tey, Chris Su	Influencer, expert and actor
Federated Societies	ISE (India) Debkumar Chakrabarty, Rauf Iqbal, Trinath Pachal, Prakash Dhara, , C.K.Pradhan, Amitabh De, L P Gite	Decision makers and actors
Global Societies	- HFES: Chris Reid - CIEHF: Ben Peachy	Influencers and Experts
Regional universities and academics	- 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	- 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]

Activity undertaken	Societies/committees involved	Hours dedicated to activity	Resources used
Working group meetings and meetings with stakeholders and collaborators	ID, PSE	20 hours	Discussion, Document preparation, Meeting time

6) Outcomes to date

- Formation of an Advisory group.
- Liaison with individual experts, educational and other institutions, Federated Societies, IEA Regional Networks
- Identify modalities (platform, administrative structure, course structure, hybrid, fees, etc.)

7) Future Activities

- Finalizing course parameters and obtaining institutional approvals - **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	- Project oversight - High level stakeholder engagement	Influencer
ID, PSE and DP	- Project facilitation together with ACED - Guidance on curriculum development - Facilitation of involvement of international faculty	Influencer, expert and actor
ACED	- 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	- 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)	- Guidance on curriculum development - Participation in stakeholder and curriculum workshop	Experts
Regional universities and academics	- 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	- Guidance - Coordination with local authorities - Coordination with local industry and academics	Decision maker, Influencer and actor



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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	• Jose Orlando Gomes • Andrew Thatcher	Influencer and expert
ID, PSE and DP	• ID: Anindya Ganguli, Liang Ma, Jennifer Guterrez • PSE: Verena Nitsch • DP: Wei Zhang	Influencer, expert and actor
ACED	• Anindya Ganguli • Frederick Tey • Chris Su	Influencer, expert and actor
Federated Societies	• CES (China), ISE (India), PEI (Indonesia), JES (Japan), HFEM (Malaysia), HFESP (Philippines)	Decision makers and actors
Regional universities and academics	• Tsinghua University • University de La Salle • National University of Kyushu • University of Calcutta	Influencer, expert and actor
External Stakeholders	• 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]

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

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

Additional Activities / Updates

Action Point: Uploading of IEA Core Competencies in Hindi and Bengali to the IEA web-site – **COMPLETED**

Europe

1. Ergonomics & Human Factors CEEPS Network

- Large network development under the CEEPUS - promotion cooperation in the field of higher education in Central Europe.
The ongoing activities in the framework of HU-1506-06-2526 - Ergonomics and Human Factors Regional Educational CEEPUS Network will continue.
- 10 Partners:
Óbuda University, Graz University of Technology, University of Mostar, Technical University of Varna, University of Zagreb, Poznan University of Technology, Politehnica University Timisoara, University of Belgrade, University of Nis, Technical University of Košice
- Initiated and led by: Óbuda University in Hungary, Prof. Gyula SZABO

2. Smart Factories CEEPUS Network

- Supporting the CEEPUS Network: SK-0030-22-2526 – Internationalisation and development of joint activities in the field of smart factories based on intelligent manufacturing systems, robotics and artificial intelligence – contribution to increased flexibility, skills, competences and mobility of students and teachers in the CEE region
- 29 Partners as higher education institutions.

3. Blended e-learning for Production Engineering

- Supporting the CEEPUS Network: RO-0202-20-2526 (umbrella) – Enhancing the use of blended e-learning as an internationalization tool in the field of higher education of production engineering across Central Europe
- 39 Partners as higher education institutions

4. Collaborations with the Federation of European Ergonomics Societies (FEES)

- Involvement in major projects of the Federation of European Ergonomics Societies:
 - 4.1 Healthy Workplaces Campaign Partnering,
 - 4.2 Ergonomics and Machinery,
 - 4.3 Train for Human-Centred Work (Train4Work),
 - 4.4 Practice examples (case studies) by Eur.Ergs, supported by the CREE the only body endorsed by the International Ergonomics Association to certify professional ergonomists in Europe.

Asia

Updates on the Collaborative HFE PhD programme for Asia

Decisions of the hybrid meeting held during ACED 2026 in Singapore in August 2026:

- **Language** – The language of the Collaborative HFE PhD Programme will be English
- **Faculty** – Principal faculty will be from Tsinghua University, Invitation will be extended to De La Salle University. Later, other Universities would be added.
- **Role of De La Salle University** – Tsinghua University and De La Salle University will set up the programme together.
- **Scholarships** – CGS is possible for admissions from Tsinghua University. Basic Chinese language proficiency Level 3 to 4 is normally required for CGS, but this requirement can be waived for outstanding candidates.
- **Admission** – Candidates should apply from September 2026 for admission to Ph.D programmes in September 2027.
- **Curriculum** – Currently Ph.D programme in Industrial Engineering. The HFE direction has 4 to 5 major courses. Each course has 2 credits and 72 hours per semester.

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

- **Institutes** – 3 institutes agreed. 2 Govt (IITs) and 1 private (reported earlier).
- They are finalizing the course details and obtaining *prima-facie* approval from their Directors.
- **Our stipulations:**
- Curriculum to be approved by the Advisory Group (already formed for this purpose).
- Curriculum and outcomes to be aligned to IEA Core Competencies.
- At least one member of the Advisor Group in the evaluation process.
- **Target launch dates** – First quarter of 2027

ACED

- The ACED presidency has moved from Singapore to **Taiwan**, where the next ACED triennial conference will be held in 2029.
- The new President is Chris Su, and a new Executive Committee is in place.

Bangladesh

- Political instability continues to slow progress. The BES did not participate in the ACED 2026 conference and ACED Council meeting. Participation in HWWE 2026 is unlikely. Contacts with Bangladeshi colleagues continue through both the Indian Society and ACED networks, and further discussions are planned.

Africa

1. Update on capacity building: Master's programme in HFE in Ghana

- The MSc or MPhil in Ergonomics programme being hosted at University of Ghana is the flagship programme for HFE capacity building in Sub-Sahara Africa. The contact person, Dr Augustine Acquah informed that the activities on the Sub-Saharan African Postgraduate Programme in Ergonomics were stalled by some challenges. It is proposed to convene a meeting of stakeholders to discuss the challenges, and then appropriately form a clear roadmap for further progress of the Master's programme.

2. Upcoming events

- There are no new societies and regional networks emerging from Sub-Saharan Africa. Unfortunately, the proposed 2026 conference by the Ergonomics Society of Nigeria did not receive the required support of members required.

Latin America, North America including the Caribbean

FPE, IFPE and BCPE

- FPE changed its name to the International Foundation of Professional Ergonomics (IFPE).
- IFPE established a fellowship to give Latin American students access to the Ergoeyes platform. This year we received more than 45 applications.
- IFPE expanded its HFES Corresponding Membership program. Last year 22 memberships were awarded internationally.
- IFPE provided two Impact Grants to applicants in Ghana and India.
- IFPE established an Inaugural Industry Advisory Board to provide insights and guidance to IFPE from industry practitioners.
- BCPE and IFPE created a Memorandum of Understanding (MoU) between their organizations for further collaboration.

Masters in HFE and the CHFES in Costa Rica

Both activities - the Masters in HFE and the CHFES are in progress, but the effect of recent changes in Government on the education budget are awaited.

