

Applicant: **Nyante, David Kwatia**
Organisation: **Ghana Institution of Engineering**
Funding Sought: **£39,750.00**

ACP-2223-4126

LEAD APPLICANT DETAILS

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Section 1 - Contact details

LEAD APPLICANT DETAILS

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COLLABORATOR DETAILS

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Job title: Lead Applicant

Executive Director

GMS ORGANISATION

Type	Other
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	Engineering Centre, 13 Continental Road, Roman Ridge,
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	Ghana
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	Ghana

Website:

www.ghie.org.gh

Section 2 - Organisation information


2.1 Date your organisation was established:

01 January 1968

2.2 If you are a registered body, please upload your registration documents.

 [CERTIFICATE OF REGISTRATION GhIE](#)


 13/09/2022

 16:38:36

 pdf 484.62 KB

 [Certificate0001](#)

 13/09/2022

 16:37:15

 pdf 495.97 KB

2.3 Date of current financial year end:

31 December 2021

2.4 Provide the figures for your organisation's most recent full financial year.**Income**

GHs3,176,545


Expenditure


GHs3,552,004


Please state the relevant currency

Ghana Cedis

2.5 Please upload your latest annual accounts

 [GHANA INSTITUTION OF ENGINEERING - FINANCIAL STATEMENT- 2021](#)

 13/09/2022

 16:43:51

 pdf 1.07 MB

2.6 Staffing**How many people work for your organisation?****Paid Staff (FTE)**

17


Volunteers (FTE)

200

2.7 Please upload an organisational chart.

 [GhIE Organisational Chart New 1.0 \(2\)](#)

 13/09/2022

 16:44:35

 pptx 395.95 KB

2.8 If your organisation has a diversity and inclusion policy (or similar), please upload this here.

No Response

2.9 What is the vision and mission of your organisation?

Mission: To develop, promote and sustain sound and competent engineering practice in Ghana comparable to global standards.

Vision: To build and develop a strong world-class professional body by promoting integrity, accountability and excellence in the practice of engineering in Ghana. The GhIE is the professional body which is responsible for certifying practising engineers in Ghana. The GhIE derives its authority from the Professional Bodies Decree NRCD 143, 1973 and the Engineering Council Act, 2011 (ACT 819).

2.10 What is your organisation's experience, relevant to this project?

Involved in ACP3 in the past

2.11 How will your organisation's capacity be strengthened as a result of this work?

Will gain further experience from our partners.

Section 4 - Project details

3.1 Project name

Development of a framework for the establishment of a West African Engineering Professional Harmonisation and Accreditation Council (WAEPHAC)

3.2 Project start date

31 October 2022

3.3 Project end date

30 April 2023

3.4 Project location/s

The objective of the project is to establish a framework for the mutual recognition of engineers within the ECOWAS sub region towards the award of (e.g. Eco.Ing/Eco.Engr/Uem.Ing), a status similar to the Eur.Ing in European countries. As a result of this the countries to be included in the project are Sierra Leone, Ghana, Nigeria, Senegal, La Cote d'Ivoire, Burkina Faso. Partners on the project will travel Nigeria, Burkina Faso, Senegal, Cote d'Ivoire to hold consultative meetings with PEIs as well as organize workshops and deliver conferences in Ghana and Sierra Leone, these being the partner countries.

3.5 Project summary

Provide an overall summary of project goals and detail on how your project fits the objectives of this call.

The project seeks to develop a framework for the establishment of a West African Engineering Professional Harmonisation and Accreditation Council (WAEPHAC) focused on Professionalism, Mobility, Sustainability, Diversity & Inclusion. Once established, WAEPHAC will become a template for replication within member-countries of the Federation of African Engineering Organisations (FAEO). It will also be the governing and awarding body of the pre-nominal Eco.Ing and the Uem.Ing, referring to ECOWAS and UEMOA respectively, and similar to Europe's Eur.Ing.

The responsibilities and functions to be carried out by the West African Engineering Professional Harmonization and Accreditation Council will include but not limited to:

1. Enhance harmonisation of the different programmes for academic and professional accreditations through the establishment of Benchmark Minimum Academic and Professional Standards BMAPS for all engineering degree programmes in partnership with PEIs and sub regional accreditation bodies..
2. Recognize and partner with the national Professional Engineering Institutions (PEIs) and their processes.
3. Harmonize the processes of transfer of status and award of professional recognition, e.g. Corporate and Fellows of the Institutions, to ensure mutual professional recognition among its members.
4. Ensure that the policies of Diversity and Inclusion are evident in the processes and operations of the PEIs.
5. Develop and implement strategies to enhance inter-regional and international exchanges of information such as for professional accreditation requirements and updates.
6. Create opportunities for cross border mobility of professionals and joint project execution.

The aims outlined above are strongly aligned with Africa Catalyst's objectives of;

1. Strengthening the internal capacity of Professional Engineering Bodies
2. Expanding their influence at both local and national levels

This project will be delivered in four parts, with each part consisting of a number of stages further divided into activities.

Partners would be responsible for carrying out the various activities, some of which will be delivered concurrently. Further description of the parts are as follows;

Part 1 – This first part will be aimed at conducting in-depth reviews of country membership systems across the ECOWAS region (including the following countries; Sierra Leone, Ghana, Nigeria, Senegal, La Côte d'Ivoire and Burkina Faso)

Part 2 – The second part of this project will document the various processes undertaken by international engineering professional bodies (including the International Engineering Alliance (IEA), the UK's Engineering Council (EC), Europe's FEANI and Bologna Process, Francophone Africa's CAMES and SOAC, and Asia & Pacific's FEIAP), towards membership.

[Abbreviations. FEANI: Fédération Européenne d'Associations Nationales d'Ingénieurs (European Federation of National Engineering Associations); CAMES: Conseil Africain et Malgache pour Enseignement Supérieur (African and Malagasy Council for Higher Education, with Headquarters in Ouagadougou, Burkina Faso); FEIAP: Federation of Engineering Institutions of Asia and the Pacific; SOAC: Système Ouest-Africain d'Accréditation (African Accreditation System, with Headquarters in Abidjan, Côte d'Ivoire)]

Part 3 – The third part of the project will focus on establishing Benchmark Minimum Academic and Professional Standards (BMAPS) for subregional (West African) recognition.

Part 4 – The fourth and final part of the project will focus on the development of the dossier for the establishment of the West African Engineering Professional Harmonisation and Accreditation Council – WAEPHAC and pursuing its physical actualization.

The following are the key objectives of the project:

1. Establishing benchmark processes for membership of engineers of all cadres in Professional Engineering Institutions in the West African subregion leading to the regional professional status with pre-nominals for example Eco.Ing or Uem.Ing;
2. To enhance the mobility of professional engineers across the sub-region;
3. To provide a competency basis for cross border collaboration in engineering projects;
4. To establish a template for an ultimate continental pre-nominal for AU.Ing or UA.Ing under the auspices of the FAEO.

3.6 Project rationale

Please include a summary explanation of the issues that this project aims to address, including activities or research that this proposal builds upon, information about any stakeholder engagement in the project design, identification of any similar activities and lessons learned from previous projects or activities.

Engineering practice relies upon applying the same scientific, mathematical and technical principles regardless of geographical jurisdiction, for example, engineers trained and resident in Ghana should be able to compete and perform the art of engineering in neighbouring francophone countries such as Burkina Faso, Togo and Cote d'Ivoire or in Anglophone Nigeria and other countries in the continent.

This project builds upon the activities of ACP3 led by the Sierra Leone Institution of Engineers (SLIE) with the EfCSL, a team from the Imperial College London, UK and WAFEO as partners, which received a grant by the Royal Academy of Engineering to deliver a programme aimed at providing a Framework for harmonising Engineering Education and Professional Training in West Africa.

A key objective of the project was to harmonise the overall standard, relevance and quality of engineering courses being offered at Universities and the professional institutions in the sub region.

A fact-finding visit funded by the RAEng, was undertaken in Nov. 2021 by WAFEO, SLIE and EfCSL partners in the ACP3 project, to Senegal. The team had consultations with Association des Professionnels de l'Ingénierie Conseil du Sénégal (APICS), Amicale des Diplômés de l'Ecole Polytechnique de Thiès (ADEPT), Université Cheikh Anta Diop-Ecole Supérieure Polytechnique (UCAD-ESP), Ecole Polytechnique de Thiès (EPT), Institut des Sciences de la Terre (IST), Ecole Nationale Supérieure Agronomique de Thiès (ENSAT).

A close review of the existing engineering educational and professional accreditation institutions and systems within the WAFEO case study countries showed that while they were found to be ample to meet most of the operational criteria set by the international accreditation protocols, they all/collectively fall short of compliance with the incontrovertible and fundamental condition basic rule of autonomy from political alliances or influence even though the Acts that established them have clear articles stipulating their autonomy.

However, for the most part, national accreditation institutions in West Africa are associated either directly or indirectly with pertinent Ministries of Member countries, hence possibilities to overcome that stumbling block were re-examined by the Research Team.

To overcome this hurdle, WAFEO, upon recommendation by the research team committed to the establishment of a Regional Accreditation Body, independent of member-country governments, but supported by FAEO and ultimately with the African Union (AU), to ensure recognition by becoming a signatory of the IEA and/or the Bologna Process.

transborder practice of engineering is currently a well-established fact. Engineers who work for multi-national industrial corporations are sometimes expatriated across borders in carrying out their work, essentially oblivious to national constraints, due to the presence of their companies in the several countries within which they work.

Private practising engineers are subject to more constraints related to such aspects as professional mobility, licensing, and other requirements in jurisdictions where work is to be performed.

In many cases a private practice firm will enter into a partnership with a local firm in the second country where work is to

be performed, relying on the locally accredited professional engineers to review and certify the engineering work done. Private practice engineers in small firms or working as individual practitioners, who cannot afford or cannot arrange for local engineering firm partnerships, often must seek licensing in the second country to be able to practice there. In the latter case, transborder educational equivalence and licensing arrangements are important. Even in the case where firms partner across national borders, there is frequently pressure for the engineers in the first country to be licensed in the second country as well.

The licensing of engineers essentially seeks to protect the life, safety, health and welfare of the public in the licensing jurisdiction.

3.7 Project activities

Please list all activities that are planned under this project and clearly outline how they will contribute towards the project objectives.

Part 1: Review of country membership systems (Ghana, Burkina Faso, Nigeria, Sierra Leone, Côte d'Ivoire, Senegal)

- Stage A: Processes of membership

1. Document the processes of membership from student membership to Fellow of the Institutions
2. Identify financial obligations of each level of membership including transfer fees
3. Develop questionnaires to baseline the desk research
4. Analyse questionnaire results
5. Tabulate and identify common process and divergences

- Stage B: Validate findings through interviews with heads of PEIs contacted

1. Plan & design interview approach
2. Conduct interview with heads of PEIs or their representatives
3. Analyse results of interviews

Part 2: Document processes undertaken by international engineering professional bodies (IEA, EC, FEANI, FEIAP, Bologna Process, CAMES, SOAC), towards membership

1. Conduct investigation on the processes of membership
2. Conduct research on the organisational membership structure of the bodies identified.
3. Review the eligibility conditions for cross border or non-national recognition of membership

Part 3: Establish Benchmark Minimum Academic and Professional Standards (BMAPS) for sub regional recognition

1. Research on minimum competencies and attributes stipulated by international professional bodies (FEANI, EC, IEA/WA, FEIAP)
2. Undertake a comparative analysis of PEIs studied with the above international BMAPS
3. Compile the BMAPS for regional consultation

Part 4 Develop the dossier for the establishment of the West African Engineering Professional Harmonisation and Accreditation Council - WAEPHAC

- Stage A: Review and Establishment of Framework

1. Review the terms of reference and proposed structure (Governance, etc)of the WAEPHAC developed in ACP3
2. Compare the proposed WAEPHAC governance structure with best practices of organisations studied.
3. Prepare report on findings and make recommendations for international consultative meetings
4. Establish a framework for the mutual recognition of engineers in the sub region towards the award of the status (e.g. Eco.Ing/Eco.Engr/Uem.Ing) similar to the Eur.Ing in European countries.

- Stage B: Consultative Team visits to selected PEIs to discuss proposals

1. Organise visits to partner countries to discuss WAEPHAC and the sub regional professional status for adoption
2. Visit to Nigeria (Nigeria Society of Engineers, NSE; Council for the Regulation of Engineering in Nigeria (COREN) and other engineering groupings; Burkina Faso (CAMES and other PEIs), Senegal (Bodies visited during ACP3); Cote d'Ivoire (SOAC and other engineering bodies)
3. GhIE to Hold national engineering Workshops in Ghana
4. SLIE to Hold national engineering workshop in Sierra Leone
5. Compile project report on visits and national workshops

- Stage C: Compile draft final report and submit to RAEng

1. Establish chapter profile
2. Assign chapters to partners
3. Organize validation meeting preferably during the GhIE Annual Conference and AGM in March 2023 involving, RAEng, FAEO, AFDB, CAEFO, SAFEO, AFCFTA, WAFEO, UEMOA, CAMES, FEIAP, IEA, SOAC, ECOWAS, AU, BCEAO, EC and other PEIs and professional organisations in countries visited.

4. Explore the possibility of establishing the Secretariat of WAEPHAC in Senegal drawing from the outcome of the ACP3 project visit, and temporary offices of WAEPHAC under WAFO in Accra in the interim.
5. Compile and submit Final Report to RAEng.

3.8. If you have chosen to partner with a UK or in-country partner/s, please outline who you will be partnering with and what their relevant experience is:

UK partner for this project: Engineers for Change (Sierra Leone) (EfCSL), led by Dr Reginald Leopold, Partner Lead under ACP3, who is fully bilingual in French and English and a Trustee of EfCSL. He was the principal researcher and co-author of the Framework Document under the ACP3 project, and also of a Paper on professional engineering harmonisation, accreditation and mobility, presented to the UN's Africa Week conference in Accra, Ghana, in October 2021. Dr Leopold was the key resource person during the fact-finding visit to Senegal in November 2021 mentioned in section 3.6 and he will perform the role of Lead and Francophone/Anglophone Interface in all bilingual associated activities of the ACP4 project. A brief background of our partners is presented below

Engineers for Change (Sierra Leone) (EfCSL) - is a United Kingdom diaspora organisation with expert local knowledge of Sierra Leone's professional engineering institutions and engineering academic programmes as well as training programmes available to graduates. The organisation has developed links with international engineering institutions and it encapsulates multidisciplinary expertise .

A letter of commitment from EfCSL accompanies this submission.

Partner 2. the Sierra Leone Institution of Engineers, SLIE, represented by Ing Prof Jonas A S Redwood-Sawyer, Immediate Past President and Project Lead of the ACP3 project

The Sierra Leone Institution of Engineers, SLIE was founded in 1970. Some of its key objectives are :

Over the past years SLIE successfully led the bids for the African Catalyst projects Phases 1-3 with partners including Engineers for Change Sierra Leone, a Team from Imperial College London, UK, Innovation UK and the West African Federation of Engineering Organisations. It therefore has significant experience in managing and collaborating in these projects under the African Catalyst portfolio. SLIE intends to bring the same performance and commitment to this bid for the ACP4, while partnering with two other organisations, the Ghana Institution of Engineering and the Federation of African Engineering Organisations. The Presidents of FAEO and SLIE are established female engineers and are passionate about raising the visibility and participation of female engineers and creating an atmosphere where they feel safe and confident to grow in the profession. They will therefore provide necessary safeguarding of diversity issues to the conversations during the execution of ACP4.

The Federation of African Engineering Organisations, FAEO, whose President is Ing Madam Carlien Bou-Chedid, is also Partner.

3.9 Roles and responsibilities of your chosen partners:

It is important that there is a clear understanding on who does what. Please tell us about the proposed roles and responsibilities of UK, as well as any in-country and international partners.

- Stage A: Processes of membership
 - Stage B: Validate findings through interviews with heads of PEIs contacted
1. Part 2: Document processes undertaken by international engineering professional bodies (EC, FEANI, IEA, Bologna Process, CAMES, FEIAP), towards membership. EfCSL
 - Part 3: Establish Benchmark Minimum Academic and Professional Standards (BMAPS) for sub regional recognition EfCSL/SLIE
 1. Research on minimum competencies and attributes stipulated by international professional bodies (FEANI, EC, IEA/WA, FEIAP)
 2. Undertake a comparative analysis of PEIs studied with the above international BMAPS
 3. Compile the BMAPS for regional consultation
 - Part 4 Develop the dossier for the establishment of the West African Engineering Professional Harmonisation and Accreditation Council - WAEPHAC
 - Stage A: Review and Establishment of Framework FAEO/SLIE /
 1. Review the terms of reference and proposed structure (Governance) of the WAEPHAC developed in ACP3
 2. Compare the proposed WAEPHAC governance structure with best practices of organisations studied.
 3. Prepare report on findings and recommendations for international consultative meetings
 4. Establish a framework for the mutual recognition of engineers in the sub region towards the award of the professional status similar to the Eur.Ing in European countries.
 - Stage B: Consultative 3-person visits to selected PEIs to discuss proposals.
 1. Organize international visits to partner countries to discuss WAEPHAC and the Eco.Eng status for adoption FAEO

2. Visit to Nigeria (Nigeria Society of Engineers, NSE; Council for the Regulation of Engineering in Nigeria (COREN) and other engineering groupings; Burkina Faso (CAMES and other PEIs), Senegal (Bodies visited during ACP3); Cote d'Ivoire (SOAC and other engineering bodies), FAEO
3. GhIE to Hold national engineering Workshops in Ghana. GhIE
4. SLIE to Hold national engineering workshop in Sierra Leone. SLIE
5. Compile project report on visits and national workshops. GhIE/EfCSL
- Stage C: Compile interim report GhIE
 1. Establish chapter profile. SLIE
 2. Assign chapters to partners. SLIE
 3. Organize validation meeting preferably during the GhIE Annual Conference and AGM in March 2023 involving, AFDB, CAFEO, SAFEO, AFCFTA, WAFEO, FAEO, UEMOA, CAMES, FEIAP, IEA, SOAC, ECOWAS, AU, BCEAO, other PEIs and professional organisations in countries visited. GhIE
 4. Explore the possibility of establishing the Secretariat of WAEPHAC in Senegal from the outcome of the ACP3 project visit, with temporary offices under WAFEO in Accra in the interim. FAEO/EfCSL
 5. Compile and submit Final Report to RAEng. GhIE.

3.10 Gender diversity and involving marginalised groups

Please explain how the project plans to address gender diversity and/or involve marginalised groups by answering the following questions:

- Which marginalised groups will you ensure are included in the design and implementation of your project and why?
- Please describe your approach to project design and how you have ensured the meaningful participation of women (and girls where appropriate) and/or members of relevant marginalised groups?
- What targets have you set yourself to ensure adequate meaningful participation by women and/or marginalised groups during the implementation of your project?

Commitment to sustainable D&I is personified by our team member; of the FAEO's Lady President -President -who will serve in various capacities whilst providing oversight, considering her outstanding knowledge with innate and extensive experience in the African Continent. The current President of SLIE, is a female and she would be providing facilitation and support to SLIE's representative in the project, having herself, led the ACP1 and ACP2 projects. The SLIE Council has a female Vice President and four female members. Furthermore, diversity and inclusivity considerations are paramount to the project and would be built into the project design and throughout its implementation. As part of this effort, all data collected on individuals shall be gender, disaggregated and efforts shall be made to ensure the participation of young engineers.

In the review of country membership systems, specific effort shall be made to identify any potential biases that do not engender inclusivity. These may include differences in fees or in how the eligibility criteria are applied. Such situations will receive more in-depth reviews towards a functional D&I policy. The project will target the existence of D&I policies in all the PEI in its project scope,

In establishing benchmark minimum academic and professional standards, demonstration of an appreciation of the needs of a diverse population when formulating and implementing engineering solutions shall be a requirement.

Consultations with groups and workshops shall all be required to include marginalized groups including females and young engineers. This can be achieved with specific invitations to female engineering practitioners and young engineers. Where organized groups exist, they will be invited. The project will also take advantage of the presence of the first female president of FAEO on the team to showcase her in countries visited and create awareness of the ability of females to engage in engineering.

Proposals on the governance structure of the WAEPHAC Council shall stipulate requirements for the inclusion of females in the governance structure. Furthermore, it shall be proposed that in the accreditation of institutions, an assessment of the conduciveness of the learning environment for marginalized groups like females is made through the availability and effective implementation of gender and inclusivity policies. Where such policies are absent, PEIs will be assisted in developing an operational D&I policy.

3.11 What platforms and communication channels will you use to deploy and implement your activities to raise the profile and the visibility of the project?

The project will involve the collaboration of teams and stakeholders across the various partnering countries, these collaborations will be done using Zoom communications and Google Teams to hold virtual meetings. Google Docs will also be used in sharing documents pertaining to the project, with the live feature which allows for multiple individuals to refer to and work with the same document at a time. This feature will allow for easy and efficient collaboration, while reducing the risk of duplication of work activities.

Information concerning virtual discussions and in-person workshops and conferences would be disseminated to relevant

stakeholders using emails and will also be publicized through the websites and social media outlets (Facebook, WhatsApp) of all partnering institutions. The use of these platforms will contribute to increasing the reach of messages and provide the opportunity for all stakeholders to come into contact with these messages through one of these mediums. A project WhatsApp group has already been set up and is facilitating consultation in the proposal formulation.

3.12 What type of challenges do you foresee and how will you overcome them?

We appreciate that current circumstances can be challenging for project delivery e.g., countries still affected by COVID-19 outbreaks, conflict and/or climate change-related crises. In this answer, we would like to see that you and your team have considered these circumstances when making project plans and can adapt if necessary.

1. Leads of partner institutions cannot allocate adequate time to the project implementation

Mitigation

1. Counterparts will be drawn from members of the teams in each of the components of the activities planned

2. No one institution would be made responsible solely for a major component of the activities

An adaptive management strategy will be followed to quickly arrest delays due to non-delivery of a member or partner.

2. Project team member withdraws from the partnership.

Mitigation

The Lead partner will summon consultative meetings involving the President of the partner institution for a replacement.

3. Change of head of Lead partner institution

Mitigation

These institutions have procedures to address such occurrences quickly.

4. Partners missing deadlines

Mitigation

The Gantt chart will be discussed at the end of each month to assess the work flow and pre-emptive action taken if delays are anticipated.

3.13 ODA Eligibility

Please outline how your project fits the criteria for ODA funding.

Key ODA compliance issues to note in writing applications for funding

Any GCRF proposal must make it clear that its primary purpose is to promote the economic development and welfare of a developing country or countries. Applicants should:

- Seek to investigate a specific problem or seek a specific outcome which will have an impact on a developing country or countries on the DAC list;
- Provide evidence as to why this is a problem for the developing country or countries;

3.14 Please select the primary Sustainable Development Goal that your project will address from the list below:

Goal 8 - Decent work and economic growth

3.15 You may select a secondary Sustainable Development Goal (SDGs) that your project will address from the list below.





Goal 9 - Industry, innovation and infrastructure

3.16 You may select a tertiary Sustainable Development Goal (SDGs) that your project will address from the list below.

Goal 5 - Gender equality





Project Gantt Chart

Please upload a project Gantt chart, using the [template](#) provided by the Academy.

 [2nd Draft GhIE ACP4 Gantt Chart 2022-2023](#)
 20/09/2022
 12:56:16
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Project Risk Register

Please upload a project risk register, using the [template](#) provided by the Academy.

 [Final GhIE ACP4 Risk Register 2022-2023](#)
 19/09/2022
 15:57:39
 docx 29.53 KB

Section 5 - Measuring progress and impact

4.1 Project Logframe

Please upload a completed project logframe, using the [template](#) provided by the Academy.

 [Final GhIE project africa-catalyst-logframe 2022-2023](#)
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 docx 37.16 KB

4.2 Monitoring

How will you and your partner(s) track progress and where will you find the data?

Through their Boards, Project Steering Committees have been formed that will monitor the progress of the project from the highest level as these Steering Committees report to the Board or Council of the institutions. SLIE has used this model successfully for all the phases under the ACP funding. Regular Consolidation virtual meetings will be held as another layer of monitoring to gauge the progress of the project and discuss issues requiring administrative or collective action to ensure meeting of milestones set in the proposal.

The Institution Leads will make report presentation at the Steering Committee meetings as well as the virtual meetings. These records will provide information to the Steering Committees and Boards/Councils of the partner institutions. A Microsoft Sharepoint will also be created for the project for ease of access to data by all parties in the project.

4.3 Evaluation

How will you determine the level of achievement of project objectives and identify issues and mitigation strategies if activities are not going as planned?

A Project Tracker with colour codes as a complement to the Gantt Chart indicating progress will be established as a quick reference point to gauge the progress in meeting the milestones and to arrest any looming delays as quickly as possible. This will be discussed fortnightly at the virtual meeting of partners.

4.4 Learning and adaptation

Please tell us how you are planning to embed lessons learned during the implementation of your project and after project completion, and with whom you plan to share those experiences.

The structure of the project is designed such that mini reports are produced for each major activity. The partner institutions, SLIE and GhIE will be holding national workshops to show case the outputs of their research and present their recommendation to their national memberships for validation and adoption.

An end of project conference will be planned to coincide with the Annual Conference and Annual General meeting of the Lead partner GhIE in March 2023 where sister PEIs across the continent usually attend and deliver papers. The major international engineering bodies such as WAFEO and FAEO normally schedule meetings at these conferences to reduce costs of holding them independently. These will be effective opportunities for presenting/validating/adopting the outcomes of the project and soliciting wider dissemination and discussions on the outputs and recommendations.

4.5 Impact

Explain what the intended long-term impact of the project will be and how will you demonstrate this?

1. The adoption of the sub-regional status of professional engineers by the international bodies (WAFEO and FAEO) will provide immense opportunities for engineers to practice across borders in the sub region.
2. The attributes and competencies adopted under the BMAPS will also provide a reference document for other groupings
3. The lessons learnt and framework established will also provide a template for other counterpart sub regional groupings to consider for discussion and eventual domestication for implementation.
4. The establishment of WAEPHAC will provide a template for FAEO to facilitate the setting of regional engineering accreditation bodies across Africa, thus achieving the harmonization of engineering education standards and professional mobility
5. FAEO alongside its other operations will be able to consolidate these processes undertaken under this project and its recommendations, towards the establishment of the pathway for a continental-wide recognition of the status of AU.Ing/UA.Ing in due course.

4.6 Project sustainability

Please tell us how you will sustain the project once the grant ends.

The involvement of the stakeholders in the formulation of these awards will guarantee their sustainability and wider adoption as they will be managed as part of their membership processes, as well as provide the guidelines for the mobility of engineers across borders within the African continent. (Reg to expand)

Revenue streams recommended under ACP3 with some modification around the objectives of ACP4.

These can be, but are not limited to the following:

- Guest Lectures (National & International) delivered on a fee basis by FAEO, SOAC and CAMES country-Engineers, hence by both Francophone-Anglophone Teams
- Research Projects and Assignments awarded to WAFEO through competitive national and international Tenders or other research project procurement procedures and performed by joint Francophone-Anglophone Teams
- Consultancies: Design, Supervision and Management Projects awarded to WAFEO through competitive national and international Tenders or other project procurement
- WAEPHAC Fund setup to hold contributions by WAFEO member-countries
- Assessment of engineers for the professional status on a fee-paying basis.
- Assisting PEIs in implementing the BMAPS conditions for accreditation.
- Setting-up of a Dedicated Unit Charged in WAEPHAC with innovative Research & Development methods of Engineering Learning and Practices within Member-Countries.

Section 6 - Finance

Total grant funding requested (£):

Please note this should not exceed £40,000.

£39,750.00


Budget

Please upload a budget, using the relevant template provided by the Academy.

 Final ACP4 Africa catalyst budget GhIE WAEPHAC

 19/09/2022

 15:59:50

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5.1 How have you considered value for money in your project design?

- a. The funding of this 6-month project though of a low budget, will have a significant beneficial effect on practising engineers in the Continent. Once adopted in the various sub regions, engineers will then be afforded immense opportunities for cross border practice and joint collaboration for multi-million dollar flagship international projects, with little obstruction usually created through local laws around non-nationals, especially individual engineers holding small companies in their countries of origin.
- b. The project will enhance the visibility issues of Diversity and Inclusion, especially so that it is driven by the female

President of FAEO

- c. The visits listed will open out areas of mutual interest and collaboration among PEIs and accreditation bodies in the region, as well as provide FAEO with opportunities to showcase its operations especially to its francophone members.
- d. The results of the project will be attractive within the AfCFTA for project bid assessments
- e. Through these discussion and cooperation it is anticipated that more interactions will be fostered between language geographies thereby enhancing the truly African character of the organization.

Section 7 - Declaration

Applicant declaration

I understand that should this application be successful the lead organisation will be required to sign a contract. I confirm that all the information submitted herein is wholly accurate at the time of submission, and I will update the Academy of any material changes which may affect the project.

I confirm that I have the permission of any person or persons I have included contact details for, to share their details with the Royal Academy of Engineering for the purposes of administering this application.

In addition to this, I also confirm that the lead organisation will work together with the Academy and partners to mitigate risks for fraudulent spend of funds.

Furthermore I acknowledge that the Royal Academy of Engineering will disclose the information contained within this application to external parties for the purpose of assessing the application.


Name and position:

Mr. David Kwatia Nyante, Executive Director

Optional: you can upload the above statement as an additional scanned document if you wish.

 [ACP4 Bid Letter of support GhIE](#)

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☒ By ticking this checkbox I agree to be bound by the conditions for this scheme.