



**WORKING PAPER**

**ASSEMBLY — 41ST SESSION**

**EXECUTIVE COMMITTEE**

**Agenda Item 26: ICAO Civil Aviation Training and Capacity Building**

**COCESNA/ICCAE CONTRIBUTION TO CIVIL AVIATION STAFF TRAINING DURING THE PERIOD OF THE COVID-19 PANDEMIC**

(Presented by the Member States of the Central American Corporation for Air Navigation Services (COCESNA)<sup>2</sup>)

**EXECUTIVE SUMMARY**

This working paper has as its purpose to set forth the contributions and efforts made by the Central American Corporation for Air Navigation Services (COCESNA)/Central American Institute for Specialized Aeronautical Training (ICCAE) in furtherance of the competence-based approach to training processes for professionals working to develop civil aviation in the North America, Central America and Caribbean region, in order proactively to mitigate operational safety risks that could be caused by the prolonged interruption of face-to-face training due to the COVID-19 pandemic.

**Action:** The Assembly is invited to:

- a) devise contingency measures in anticipation of a lengthy suspension, focusing efforts on ensuring continued training and validity of qualifications of civil aviation professionals;
- b) document and share the experiences of the different civil aviation training centres concerning how they overcame the constraints imposed by the COVID-19 pandemic;
- c) promote the virtual training option for suitable courses and maintain the classroom-based modality, prioritizing repetition courses and complying with established biosecurity protocols.

<i>Strategic Objectives:</i>	This working paper relates to the Strategic Objective of Safety
<i>Financial implications:</i>	Establishment of a team or multidisciplinary office to deal with enquiries
<i>References:</i>	Doc 9868, <i>Procedures for Air Navigation Services – Training</i> , Third Edition, 2020 Doc 9941, <i>Training Development Guide: Competency-based Training Methodology</i> , First Edition, 2011 <i>Training Development Guide: Competency-based Training Methodology - Guidelines for the Development of Online Courses</i> , 2019

<sup>1</sup> Spanish version provided by COCESNA.

<sup>2</sup> Belize, Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua

## 1. INTRODUCTION

1.1 The Central American Institute for Specialized Aeronautical Training (ICCAE), an integral part of COCESNA, is the aeronautical training centre with the largest presence in the Central American region. It has reached a high position of leadership and national and international recognition by virtue of the high quality of the training services offered, as well as its ongoing contribution to the aeronautical community through different innovative initiatives with a high development potential.

1.2 Occupational safety and health have been core objectives of COCESNA and the ICCAE Training Institute since their establishment, as expressed in various declarations. It has been stressed that safe and healthy settings make a fundamental contribution to the efficiency of training processes, fostering the continuity of air transport industry development operations in the face of any adverse scenario or major emergency that may arise.

1.3 Seeking to play a responsible role in preventing and avoiding the spread of SARS-CoV-2, COCESNA/ICCAE initiated a process of discussion of academic offerings, infrastructure and facilities, as well as logistical aspects associated with classroom-based courses, in order to determine the level of risk and the possibility of continuing with the training of air transport staff in the Central American region and beyond; the conclusion reached was that ICCAE was not prepared for such large-scale disruption and that investments were required in order to restore its operational capacity.

## 2. DISCUSSION

2.1 Closures as a measure to contain the COVID-19 pandemic led the different civil aviation training centres of the world to fast-track distance-learning solutions in order to foster the continuity of training. There were many obstacles, from low connectivity and lack of virtual content aligned to curriculum design, to training staff unprepared to face up to this “new normal”. With that in mind, COCESNA/ICCAE took action to devise a feasible way of overcoming the challenges of the pandemic period and on how to resume training and apprenticeship in a dramatically different environment.

2.2 The lack of points of reference to similar crises in the past makes it difficult to predict what may happen in the near future. Logically, the present-day effects can be easily documented, but those that will impact the different protagonists in the medium and long term are more debatable. The first step in preparing the analysis was to check the fulfilment of variables that would be stipulated by ICCAE in the training process, namely:

- a) Availability of a technological infrastructure;
- b) Broadband Internet connection;
- c) Learning management system (LMS) available to integrate didactic course information;
- d) Cybersecurity system integrated into the organization’s network.
- e) Instructors trained to give courses in face-to-face and virtual mode;
- f) Availability of conventional or standardized courses in virtual mode;
- g) Local and international restrictions on mobility;
- h) Directorate General of Civil Aviation (DGAC) regulations that recognize virtual-mode training;
- i) Availability of a biosecurity protocol approved by the Directorate General of Civil Aviation.

## 3. CONCLUSIONS

3.1 Aeronautical training cannot stop during an emergency, as it is an essential element of recovery in a crisis, providing normality, a sense of routine, know-how and necessary skills for development

in work posts. ICCAE continues moving forward on a clear and defined trajectory to make remote and in-person classes inclusive and accessible without lengthy suspension.

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