

# EASA LPRI Implementation.

## Safety Risk Portfolio, Best Intervention Strategy on LPRI for further regulatory amendment

CAR/SAM Language proficiency requirements workshop (LPR)

Lima, 23 – 25 April 2024

Eleonora Italia

Stefano Oprandi

**Your safety is our mission.**

An Agency of the European Union 

*The project is funded by the EC and implemented by EASA*

# EU LAC APP II - Key facts

			
<p>Funded by the EU</p> <p>€ 4.000.000</p>	<p>Includes: Argentina, Brazil, Chile, Colombia, Dominican Republic, Mexico, Panama</p> <p>LACAC, SRVSOP, CASSOS, ACSA</p>	<p>Coordinated with international partners</p>	<p>1 June 2022</p> <p>31 May 2025</p>

# Project objectives

## The overall objective:

Enhance the role of the EU as one of the main actors at global level in the domain of civil aviation, promoting a level playing field on the aviation market through continued and new partnerships with Latin America and Caribbean key partner countries and at regional level

Strengthen institutional relations,  
deepen dialogue and cooperation between aviation  
authorities,  
encourage regional cooperation and support  
implementation of aviation agreements

Promote industrial exchanges

Increase mutual awareness of aviation best practices,  
share EU best practices ,  
Raise environmental protection efforts and  
encourage climate action.



# Main areas of cooperation



## CYBERSECURITY

Brazil, ACSA, Colombia



## ANSP CERTIFICATION

Mexico, Colombia, ACSA.  
Panama, SRVSOP



## STATE SAFETY PROGRAMME

ACSA, Argentina, Colombia, Chile  
Mexico, Dominican Republic



## DRONES

Colombia, ACSA, SRVSOP



## AERODROME CERTIFICATION

Argentina, Colombia, ACSA,  
SRVSOP, Dominican Republic



## AIR NAVIGATION MASTER PLAN

Colombia, Mexico, ACSA



## ENVIRONMENT (CORSIA – SAF)

ACSA, Colombia, Mexico,  
Chile, Argentina



## Main areas of cooperation

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Aerodrome and ANSP certification

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FSTD

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Airport operating minima

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CAMO and DOA requirements

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State Safety Programme

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UAS

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ATM/ANS/AIDC/PBN/SBAS

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Remote towers

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Manpower plan and staff calculation

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Apron management service

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Language Proficiency Requirements Implementation

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# Language Proficiency and aeronautical communication

## Why?



To ensure that the language proficiency of pilots and air traffic controllers is sufficient to **recognize and reduce miscommunication** as much as possible between pilots and controllers when it does occur.

Language should be a tool to identify and help solve a potential problem before it becomes a disaster, rather than an attention-demanding obstacle.

# 3 ways language can be a contributing factor in accidents/incidents

incorrect use of standardized phraseologies

lack of plain language proficiency

use of more than one language in the same airspace

# Incorrect use of standard phraseology

Standard phraseology reduces the risk that a message will be misunderstood and aids the read-back/hear-back process so that any error is quickly detected



The IATA Phraseology Study found the use of non-standard phraseology as Nr 1 complaint with 44 percent of pilots experiencing non-standard phraseology at least once per flight



The main difference between approved and non-approved phraseology is that the latter has not undergone any safety impact assessment

# Lack of plain language proficiency English Language Standards

Most airlines conduct initial pilot assessments of qualified professional pilots prior to offering employment

✈ In 2018, an EU airline invited over 2000 candidate pilots to conduct an assessment via telephone: 11% failed the assessment due to English language (rated less than 4). This was up from 5% in 2015

# Use of more than one language in the same airspace.



## Investigation:

- dense inbound traffic with aircraft arriving with a reduced separation.
- LOC controller to pay greater attention to inbound aeroplanes, due to workload
- inadequate phraseology

### Air Bulgaria

A Bulgaria Air Airbus A319-100, from Sofia (Bulgaria) to Paris CdG (France), safely landed on CDG's runway 08R and was taxiing towards the apron.

To reach their terminal, Bulgaria Air had to cross the 08L runway, used for take offs and entered the intersection, after the crew were given instruction "Bulgaria 4 3 1, number one, keep on taxiing".

### Air France

Air France crew, well familiar with the airport, knew that controllers here usually "explicitly" give crossing clearances. After hearing "Bulgaria 4 3 1, number one, keep on taxiing", they asked whether they were cleared to cross the runway – controller said no. However, this conversation was little help to Bulgaria Air, as it was carried out in French.

### Freebird Airlines

A Freebird Airlines, from Paris CdG(France) to Istanbul Sabiha (Turkey), was cleared for takeoff from runway 08L and was accelerating for takeoff when Bulgaria Air taxied past the hold short line of runway 08L. The A320 continued takeoff and the flight for a safe landing in Istanbul

*What about the use of French in a congested airport?*

# Language proficiency in the EU

Regulation  
(EU) No  
1178/2011

- Pilots

Regulation  
(EU) No  
2015/340

- ATCOs

(Regulation  
(EU) No  
139/2014)

- Vehicle drivers on the manoeuvring area
- personnel providing taxi instructions to aircraft through radiotelephony

# Language proficiency requirements in the EU

	Pilots	ATCOs	Aerodrome
Language	English or the language used for radio communications involved in the flight	in English and, if applicable, in the language(s) imposed by the Member State for reasons of safety at the ATC unit as published in the AIP.	any other language or languages used at the aerodrome for radio communication purposes with the air traffic services unit of the aerodrome.
Endorsement	in accordance with a procedure established by a competent authority		certificate issued by the organisation that conducted the assessment
Demonstration	a method of assessment established by any competent authority	method of assessment approved by any competent authority	through a method of assessment

# Language proficiency requirements in the EU

	Pilots	ATCOs	Aerodrome
Validity period	Level 4 : 4 years Level 5: 6 years Level 6: unlimited	Level 4: 3 years Level 5: 6 years Level 6: 9 years (English) unlimited (others)	Level 4: 4 years Level 5: 6 years Level 6: unlimited
Minimum level	Level 4	Level 4 Level 5 by the ANSP, where the operational circumstances of the particular rating or endorsement warrant a higher level of language proficiency for imperative reasons of safety	Level 4 Member State may decide that the English language proficiency may not be required for radio communication purposes with the air traffic services unit of the aerodrome. In such case, it shall perform a safety assessment covering one or several aerodromes.

# Language proficiency requirements in the EU

	Pilots	ATCOs	Aerodrome
Language assessors	aviation specialists (pilot or ATCO) or language specialists with additional aviation related training. Assessment team consisting of an operational expert and a language expert.	aviation specialists (e.g. current or former air traffic controllers) or language specialists with additional aviation related training	aviation specialists or language specialists with additional aviation related training
Training	should be trained on the specific requirements of the assessment	should undergo regular refresher training on language assessment skills	should undergo regular refresher training on language assessment skills

# Language proficiency requirements in the EU

	Pilots	ATCOs	Aerodrome
	Language testing bodies - Separate from the training - quality system established and maintained to ensure compliance	Language assessment bodies - When also training organisation, there should be a clear and documented separation between the two activities	Language assessment organisations - clear and documented separation between training and assessment
Training	NA	Made available by the ANSP	Made available by the aerodrome operator

# Language proficiency requirements in the EU

	Pilots	ATCOs	Aerodrome
Special provisions	The assessment may be conducted during one of the checking or training activities, such as licence issue or rating issue and revalidation, line training, operator line checks or proficiency checks.	Assessment can be done also not in face-to-face situation. Assessment can be performed during training activities or on operational position.	The aerodrome operator may issue an authorisation to a person who has not demonstrated compliance until: (1) 7 January 2026 as regards English language; (2) 7 January 2023 as regards other languages. Assessment can be performed during training activities or on proficiency checks.
Other ad hoc provisions	Specific requirements for IR holders: reading technical manuals, communication with other crew members		SAFETY ASSESSMENT prior to the issuance of a formal decision of a MS not to require the demonstration of English language proficiency

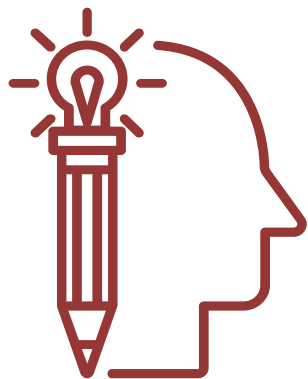
# Rules of the Air – SERA

EU 923/2012 as  
amended

**SERA.14015**

- The air-ground radiotelephony communications shall be conducted in the English language or in the language normally used by the station on the ground.
- English language **mandatory** for airports with more than 50.000 international movements per year.
- Stated in the AIP including operating hours for English / local language.

# Candidate issue



Safety related proposals:  
dealt with through the Safety  
Risk Management (SRM)  
process



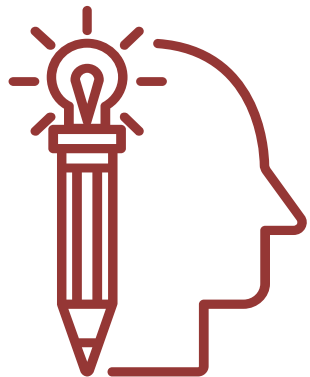
The core data on the  
Candidate Issues and the  
outcome of the proposals is  
recorded in a Candidate  
Issue Register.



Accepted proposals are  
included in the next edition of  
the EPAS/RMP after they have  
been carefully assessed.

# Candidate issue

meant to encompass a larger range of proposals for actions, including proposals for new rulemaking tasks/activities as well as the identification of new issues



## Minimum Criteria for Language Proficiency Assessments

- Test specifications
- Test security
- Assessor Training
- Assessor Qualification
- Language Assessment Body (LAB)  
(2 assessors)
- Customization of Language  
Proficiency Tests
- Maximum number of LP tests

## Language testing bodies

- oversight

# Candidate issue



Whilst all pilots holding a CPL/an IR and an ATPL have an English LP endorsement on their licence of at least the LP level 4, experience has shown that many of the pilots seeking a job at airlines **cannot pass a straightforward telephone interview** and are therefore not successful in getting their first job as an airline pilot.



GA pilot organisations claim that the language proficiency tests are too demanding and **not adapted to the GA environment**. Furthermore, GA organisations claim that the real advantage of the language proficiency examinations is for the language proficiency testing industry.



Raw safety data shows only a very low number of incidents related to a lack of language proficiency, whilst a significant number of incidents are related to a lack of situational awareness because the radio **communications were only in the local language**



Pilot organisations claim that the CAs have implemented **different procedures to test language proficiency** with the effect that in some countries it is easier or in other countries more difficult to obtain a language proficiency endorsement. (Some airlines have a Level 6 as a pre-entry requirement thus pushing pilots to search for an easy solution).

# Impact assessment conducted on LPRI

## What is Impact Assessment ?

→ Impact assessment is “about **gathering and analysing evidence** to support **policymaking**. It involves verifying the existence of a **problem**, identifying its underlying **causes**, assessing **whether** EU action is needed, and analysing **the advantages and disadvantages** of available solutions... **It is only an aid to policymaking and decision-making and not a substitute for it.**” Ref. Better regulation guidelines.

*Note: this definition is very general for any policies (not only rulemaking)*

→ ‘Impact Assessment’ is “a process for **gathering and analysing evidence** to support decision-making and that contributes to better regulation, ensuring that the **regulatory material delivers its full benefits with minimum drawbacks**”.

*Note: this definition focusses on what is expected at regulatory level*

# Impact Assessment steps

**1 Analyse the issue**

**2 Define objectives**

**3 Develop Options**

**4 Analyse impacts**

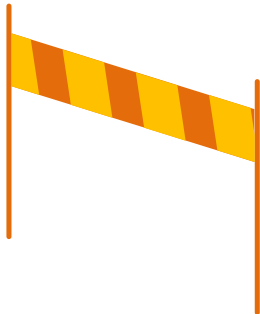
**5 Conclusion**

# Analyse the issues



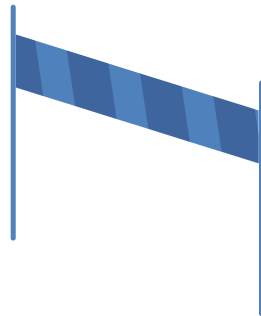
## Overrating

Pilots and ATCO assessed as actual LP level 4 not always at required level 4 standard



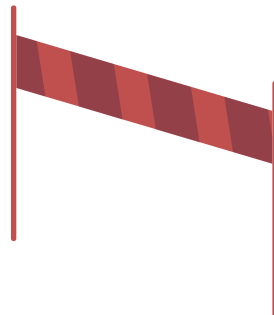
## Lack of standard

Non-standardised implementation of the current requirements



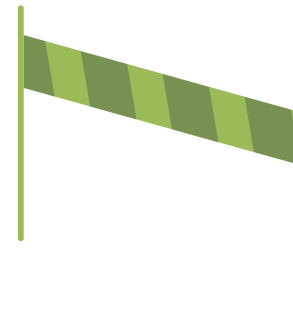
## Testing methods

Selection of suitable and appropriate testing methods



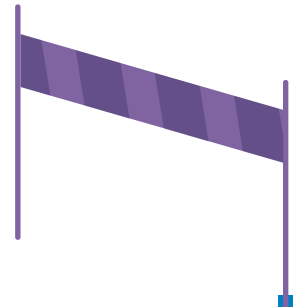
## Assessment bodies

Approval and oversight of language assessment bodies



## Language assessors

Retention of competence by the language assessors



# Safety Risk Portfolio

SI-0054

Commercial air transport  
- Poor language proficiency causing communication breakdown

SI-4021

No commercial operations, small aeroplanes  
- Operational communication

SI-2029

Air traffic management/air navigation services (ATM/ANS)  
- Use of more than one language on frequency



# Survey conducted on LPRI framework

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Regulations should contain provisions for English language training, incl. questions for theoretical knowledge exams for pilots (ATPL, CPL and IR) in English language only

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Include provisions requiring student pilots to take the LPR test as part of the theoretical knowledge examination and together with it

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Include “assessors/raters” in the establishment of a common minimum set of criteria for both FCL and ATCO

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Limit the validity of level 6 language endorsements also for pilot licences (as in ATCO regulation)

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Develop information regarding the number of times a pilot/ATCO can retake an ELP test, incl. informing the CA in case of test failure, i.e. LP below level 4.

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Develop regulatory changes with regards to the minimum criteria for language proficiency assessment and oversight of language assessment bodies, as well as harmonization of licensing requirements for pilots and ATCO

# Impact Assessment steps

1 Analyse the issues

2 Define objectives

3 Develop Options

4 Analyse impacts

5 Conclusion

# Define objectives

Mitigate the safety risks caused by insufficient language knowledge of pilots and air traffic controllers due to inadequate testing tools, language assessment bodies, trainers and assessors which provided for insufficient and not standardized language proficiency training and assessment for pilots and air traffic controllers

Harmonise the requirements applicable to the assessment of English language proficiency, including the approach to the assessment method for pilots: this would improve safety and contribute to level playing field between EASA MS and other areas of the world.

Foster harmonisation on language proficiency for Aircrew and ATCO domains

# Impact Assessment steps

**1 Analyse the issues**

**2 Defined objectives**

**3 Develop Options**

**4 Analyse impacts**

**5 Conclusion**

# EASA Language Proficiency Activities

- Joint ICAO/EASA activity - EASA supports the continuation of the LPR activities as an important aviation safety element and joins efforts with ICAO
  
- EASA Standardisation Focus area

#	Actions (existing in EPAS; existing in EUR- RASP; new)	Action type	2023	2024	2025
Action 1	<b>SPT.0105 Subtask 1:</b> Raise awareness on LPR implementation (LPRI), establish good practices and facilitate proportionate LPRI, based on the operational needs, together with ICAO, the industry and the Member States. to promote the common understanding of LPRI as a safety issue, linked to human factors principles; share lessons learned; encourage progress and harmonisation and develop good practice document to cope with operational, safety and standardisation needs.	SPT			
Action 2	<b>SPT.0105 Subtask 2:</b> Develop promotional material to encourage ATOs to conduct pilot training for CPL, ATPL and IR mainly in English language and/or English language training delivered in parallel with CPL, ATPL and IR training courses	SPT			
Action 3	<b>Member States Task MST.0033:</b> Share best practices, to identify areas for improvement for the uniform and harmonised language proficiency requirements implementation: Member States should provide feedback to EASA on how the LPRI is implemented, including the uptake by ATOs to deliver training in English, for the purpose of harmonisation and uniform implementation.	MST			
Action 4	<b>EUR.RMT.0021:</b> ICAO requirements for proficiency in languages used for radiotelephony communications language proficiency (ILPR) - rulemaking	RMT			
Action 5	<b>EUR.SPT.0022:</b> ICAO requirements for proficiency in languages used for radiotelephony communications language proficiency (ILPR) - safety promotion	RMT			
Action 6	<b>Work at ICAO Taskforce:</b> develop safety promotional material to support States and for the joint EASA/ICAO use; , promote awareness for ELP (English Language Proficiency) matters within the EUR-NAT Region	SPT			
Action 7 (New)	<b>New rulemaking task:</b> establish a common minimum set of criteria for assessment bodies and methods to be applied by assessment bodies for both FCL and ATCO by amending Regulations 1178/2011 (FCL) and 2015/340 (ATCO).	RMT	Planning to be decided at a later stage according available resources		

# Develop options: Rulemaking action



Clarify requirements as regards suitable and appropriate testing methods, including use of emerging remote testing solutions

Establish a common set of criteria that the assessment methods and the assessment bodies should meet

Strengthen requirements for approval and oversight of language assessment bodies

Strengthen requirements for continued competence for language assessors

Ensure alignment with outcome of on-going ICAO review of applicable SARPS context language proficiency

# Impact Assessment steps

**1 Analyse the issues**

**2 Defined objectives**

**3 Develop Options**

**4 Analyse impacts**

**5 Conclusion**

# Analyse impact

The action is expected:

To have a positive impact on safety and harmonisation supporting the improvement of language skills among the pilots and ATCO communities.

To create limited additional costs, which can be mitigated by the possibility to combine new activities with existing ones.

To cater better for latest innovation in LP assessment tools (e.g. use of AI, remote assessment).

# Impact Assessment steps

**1 Analyse the issues**

**2 Defined objectives**

**3 Develop Options**

**4 Analyse impacts**

**5 Conclusion**

# Consequences of proposed action

Enhanced standardised implementation of the language proficiency requirements and most likely improve language skills among the pilots and ATCO communities, therefore mitigating safety risk mentioned

Avoid that language assessment bodies having developed a very well structured test face unfair competition from other assessment bodies who offer the tests much easier and possibly even more expensive

For authorities there might be some additional resources needed in order to perform the approval of assessment bodies and their oversight (instead of acceptance)

# Conclusions

## Option 1

- ✓ Focus on EASA non-rulemaking activities on language proficiency (SPT, MST)
- ✓ Assess the results of the implementation of these activities
- ✓ Complement the BIS to endorse the outcome of the above assessment and reflect the feedback from AB consultation

## Option 2

- ✓ Initiate a rulemaking activity in parallel with the safety promotion activities implementation, to complement each other
- ✓ Influence by this the on-going ICAO review of the ICAO Doc 9835 on language proficiency

# Just an example



# Where we stand – Occurrence Reporting Regulation

EU 376/2014 as amended

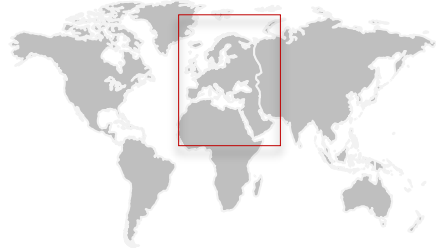
- Reporting of occurrences which endanger or which, if not corrected or addressed, would endanger an aircraft, its occupants, any other person, equipment or installation affecting aircraft operations; and the reporting of other relevant safety-related information in that context.
- Mandatory and Voluntary reporting.
- Natural person who shall report: pilot in command, controllers, engineers, ground handler, airport safety managers.
- Goal for the reporting: improve safety!
- Just Culture applicable.

# Where we stand – Mandatory Occurrence Reporting and taxonomy

- MOR: *Misinterpretation of radio-communication which has or could have endangered the aircraft, its occupants or any other person.*
- Accident/ Incident Data Reporting (ADREP) taxonomy.
- Management of this taxonomy at a detailed level has passed to EASA as it forms the basis of the ECCAIRS system. Today, it is known as the ECCAIRS taxonomy.
- Mandatory for Occurrence reports filed to the local

- > • Operational
- > • Organisational
- ∨ • Personnel
  - > • Experience and Knowledge Events
  - ∨ • Personnel Task Performance Events
    - > • Personnel Actions
    - ∨ • Personnel Communication Events
      - Accuracy of Communication
      - Complexity of Communication
      - Crew/Duty Changeover
      - Interpretation/Understanding
      - Lack of Communication
      - Language/Accent
      - Non Standard Phraseology
      - Speech Rate/Tone
- > • Personnel Decision Making

# Where we stand – Occurrence Reporting data



Dataset 2018 – 2023 for EASA Member States

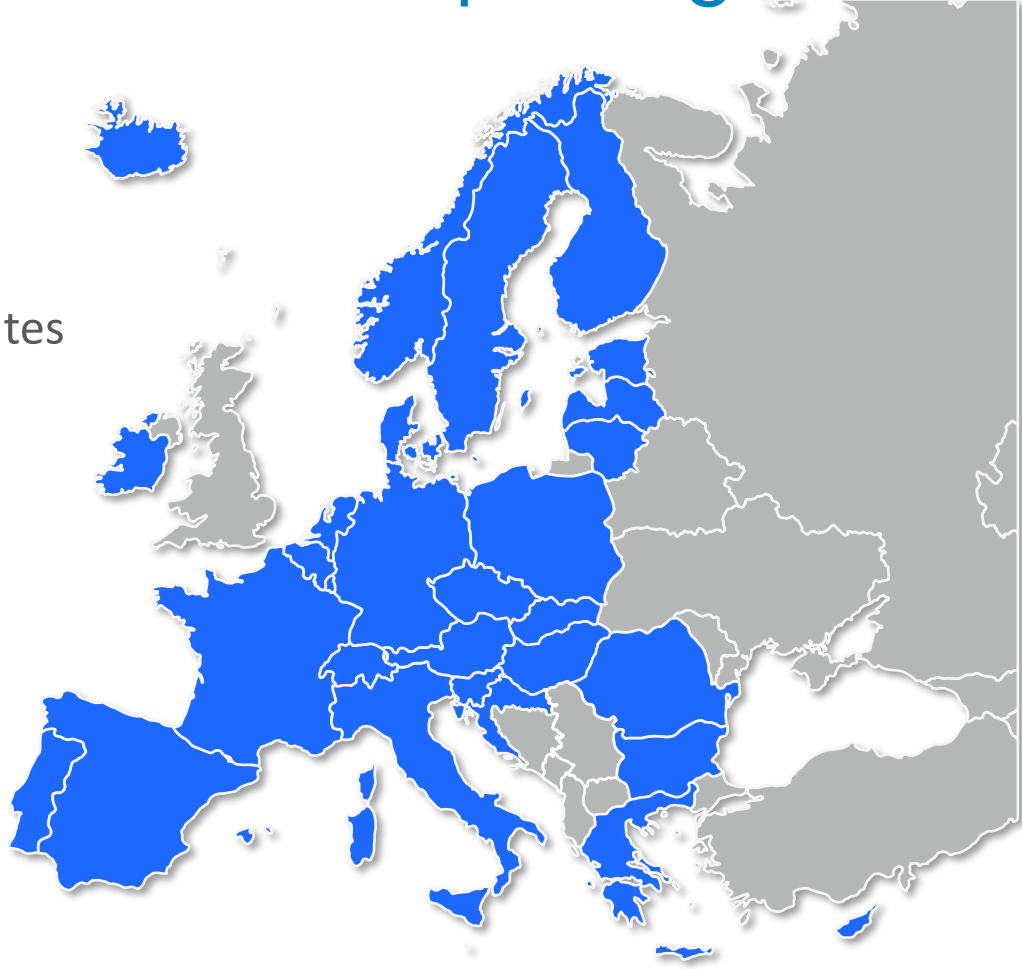
**1.44 Million**

Total reports received

**4000+ reports**

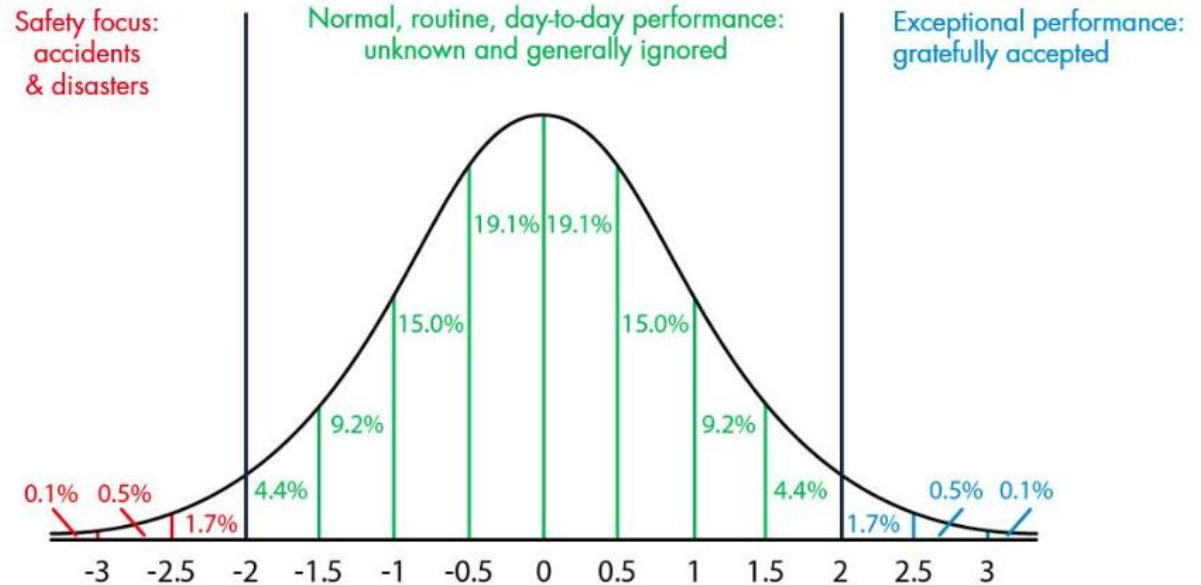
Related to communication issues

What went wrong ■



# Where we stand – Occurrence Reporting data

If we consider all flights performed



Example of Gauss distribution not representing actual data

# Safety Issue



Safety Issue Priority Index (SIPI) =

Data driven Risk Index (DRI)

+

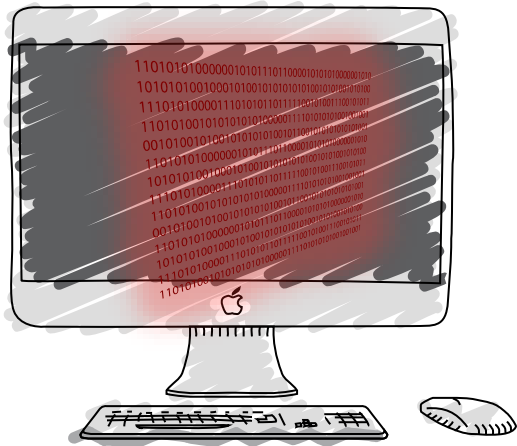
Expert judgement driven Risk Index (ERI)

**MEDIUM**

EPAS Volume III -2024 edition

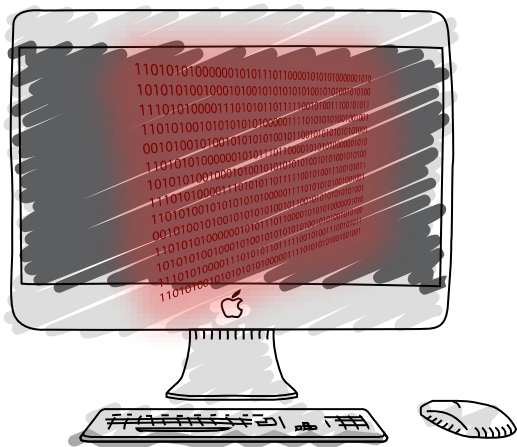
**SI-0054 Poor language proficiency causing communication breakdown**

# Broad analysis

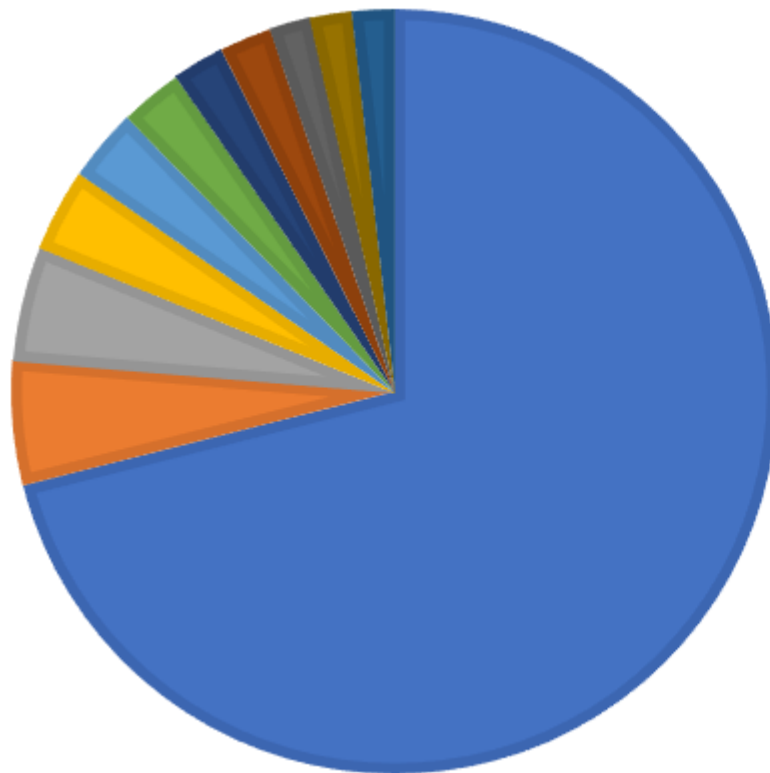


## DATA ANALYSIS

- Air Operators as first entity submitting reports, then ANSP followed by aerodrome operators.
- Steady decrease of the rate of the events since 2019 (2023 lowest) – Reports VS Nr. of flights.
- Most of the reports involving aircrafts with Mass > 5700kg.
- Countries with native English speakers have proportionally more events.



# DATA ANALYSIS



- Non Standard Phraseology
- Accuracy of Communication
- Action Performed Incorrectly
- Monitoring of Other Aircraft
- Language/Accent
- Expectation/Assumption
- 
- Time Pressure
- Confusion
- Lack of Communication
- Misjudge

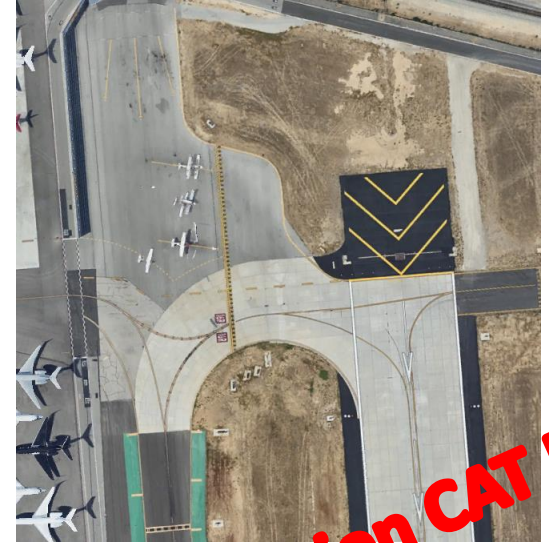
# Where we stand – Some examples

- AIRCRAFT 04:50 Tower good day, A/C CALLSIGN on Bravo **ready for departure**
- TWR 04:53 A/C CALLSIGN Tower, roger
- TWR 05:53 A/C CALLSIGN , **if you are ready, pull up and hold short 18L**
- AIRCRAFT 06:01 **Hold short 18L** A/C CALLSIGN
- TWR 06:27 A/C CALLSIGN Stop
- AIRCRAFT 06:29 Stop A/C CALLSIGN
- TWR 06:38 ANOTHER A/C Callsign Go around, maintain 3000



# Where we stand – Some examples

- GND 18:27:44Z – “A/C1 when you reach the end over there make sure you utilize the North side of C, so there is room for the aircraft **lines up** next to you.”
- A/C1 18:27:53Z - “Okay A/C1.”
- GND 18:30:33Z – “A/C2 when you reach the end utilize the hold bar after the yellow holding bay bar, you should have space to the right side of the Gulfstream in front of you”.
- A/C2 18:30:40Z – “That’s copied A/C2”.
- GND 18:31:45Z - “A/C2 do you have space to the right of that Gulfstream?”.
- A/C2 18:31:51Z - “Affirmative, A/C2”.
- GND 18:31:54Z - “A/C2 **line up to the right** of the Gulfstream, that way the aircraft has space to taxi”.
- A/C2 18:31:58Z - “**Lining up to the right**, A/C2”.
- GND 18:32:05Z – “A/C2, thanks for your help, monitor Tower XXX.X”
- A/C1 18:32:44Z - Tower, --- A/C2, the A/C1 got in the runway in front of us”.



# European Plan for Aviation Safety (EPAS)

What we want to achieve:



To increase safety by reducing the risk of ineffective communication or even miscommunication when pilots and/or ATCOs are faced with an unexpected situation and need to use plain language

# European Plan for Aviation Safety (EPAS)

## How we want to achieve it: actions



*EASA supports the continuation of the LPR activities as an important aviation safety element and joins efforts with ICAO, working together in order to streamline and harmonise the LPR activities and optimise support to Member States and the industry.*

*Building on the successful joint endeavours, ICAO and EASA, as part of the ICAO PTLP activities, are jointly working on the revision and update of LPR*

# EASA Language Proficiency Activities – SPT/MST

**SPT.0105**

Language proficiency requirements — raise awareness on language proficiency requirements implementation, together with ICAO, the industry and the Member States

## Subtask 1:

Raise awareness on LPR implementation (LPRI), establish good practices and facilitate proportionate LPRI, based on the operational needs, together with ICAO, the industry and the Member States for pilots (commercial and also in GA), ATCOs and aerodrome staff. All relevant stakeholders and Member States to work together on the maintenance, monitoring and revision of LPRI; to promote the common understanding of LPRI as a safety issue, linked to human factors principles; share lessons learned; encourage progress and harmonisation and develop a good practice document to cope with operational, safety and standardisation needs.

# EASA Language Proficiency Activities – SPT/MST

## SPT.0105

Language proficiency requirements — raise awareness on language proficiency requirements implementation, together with ICAO, the industry and the Member States

### Subtask 2:

Use of the English language during pilot training for IR, CPL and ATPL

Develop promotional material to encourage ATOs to conduct pilot training for CPL, ATPL and IR mainly in English language and/or English language training delivered in parallel with CPL, ATPL and IR training courses

# EASA Language Proficiency Activities – SPT/MST

**SPT.0105**

Language proficiency requirements — raise awareness on language proficiency requirements implementation, together with ICAO, the industry and the Member States

## EXPECTED OUTPUT

### Deliverables

### Timeline

SubT 1 Guidance/good practices article, posters, webinar and video

2024 – Q4

SubT 2 Guidance/good practices article, posters and video

2024 – Q4

# Safety Promotion activities

- Importance of reliable language proficiency for pilots, ATCOs, aerodrome personnel
  - Conversation Aviation 01-2023
  - <https://www.easa.europa.eu/community/topics/conversation-aviation-magazine-01-2023>
- English language proficiency of native English speakers
  - EASA Community article September 2023 “Aviation language – a shared responsibility”
  - <https://www.easa.europa.eu/community/topics/aviation-language-shared-responsibility>
- Standard phraseology
  - EASA Community article October 2023
  - <https://www.easa.europa.eu/community/topics/standard-phraseology>
- Coordinate with the TF for a wider campaign

Language proficiency gives everyone situational awareness

Use standard phraseology and plain language - including native English speakers



# EASA Language Proficiency Activities – SPT/MST

**MST.0033**

Language proficiency requirements - share best practices, to identify areas for improvement for the uniform and harmonised language proficiency requirements implementation

Member States should provide feedback to EASA on how the LPRI takes place, including ATOs that deliver training in English, for the purpose of harmonisation and uniform implementation.

Note: EASA will collect such feedback at the opportunity of the various standardisation activities.

## EXPECTED OUTPUT

Deliverables

Timeline

Feedback on the implementation status

Continuous

# EASA Language Proficiency Activities – SPT/MST

**RES.0045**

Implementation of the ‘triple one’ concept for aerodromes

The ‘triple one’ concept refers to ways and means to enhance ground communication between pilots, ATC personnel and vehicle drivers during aircraft and vehicle operations on the manoeuvring area of aerodromes to increase the situational awareness of these actors. The overall objective of the ‘triple one’ concept is that in demanding environments associated with aerodrome operations on a runway, all participants accurately receive, understand and, where appropriate, correctly read back all ATC clearances and instructions. The working definition of the ‘triple one’ concept can be therefore formulated as follows: ‘one runway, one frequency, one language’.

Thank you

**Questions?**

**Your safety is our mission.**