



A40-WP/616
EX/260
30/9/19

EXECUTIVE COMMITTEE
ASSEMBLY — 40TH SESSION

DRAFT TEXT FOR THE REPORT
ON
AGENDA ITEM 25

The attached material on Agenda Item 25 is submitted for consideration by the Executive Committee.

Agenda Item 25: ICAO Civil Aviation Training and Capacity Building

25.1 For Agenda Item 25, the Executive Committee considered A40-WP/64 regarding *ICAO Civil Aviation Training and Capacity Building*, which provides a summary of activities and achievements of the ICAO Civil Aviation Training since the 39th Session of the Assembly. It also provides information on the implementation of the ICAO Civil Aviation Training Policy, the activities of the Aviation Security Training Centre (ASTC) network, as well as the contribution of the Global Aviation Training Office to the Next Generation of Aviation professional (NGAP) Programme. The Committee endorsed this WP and encouraged Member States to support ICAO in the pursuit of new training partnerships across all regions; the development of alternative training modalities to facilitate access, such as distance learning, and promotion of these new modalities to their civil aviation stakeholders. The Committee recommended Member States to benefit from the ICAO TRAINAIR PLUS Programme (TPP) and supported the expansion of the network of Members in order to develop, share and deliver training programmes to enhance the qualification of aviation professionals; and encouraged the Council to actively engage in promoting ICAO training activities to Member States in order to increase outreach across all regions.

25.2 The Working Papers submitted by ICAO, Member States and International Organizations were divided into three batches, and presented to the Committee, as follows:

- a) Batch 1 on Training and Capacity Building: A40-WP/64, A40-WP/67, A40-WP/163, A40-WP/164, A40-WP/237, A40-WP/414;
- b) Batch 2 on Training Competency Development: A40-WP/131, A40-WP/238, A40-WP/477; and
- c) Batch 3 on Training related to Air Navigation and Air Transport: A40-WP/115, A40-WP/130, A40-WP/206, A40-WP/239, A40-WP/240, A40-WP/444, A40-WP/408, A40-WP/497, A40-WP/512, A40-WP/565.

25.3 The Committee reviewed A40-WP/67, presented by COCESNA on behalf of Belize, Costa Rica, El Salvador, Guatemala, Honduras, and Nicaragua, under the title of *Management Model of Aeronautical Training in Central America*, this Paper informs the Assembly on the management model of aeronautical training in Central America. The Paper is in line with ICAO training activities undertaken by the Global Aviation Training (GAT) Office, such as cooperation among the TPP Network, and the use of automation in training, such as the TRAINAIR PLUS Electronic Management System, and other tools included in the aviation training intelligence concept.

25.4 A40-WP/163, presented by Ethiopia, provides an overview of shortcomings in Civil Aviation due to insufficient training and capacity building, mainly as a result of inadequate training centres, trained manpower, finance and material resources. Therefore, it encourages ICAO to support the implementation of its Aviation Training and Capacity Building Roadmap for States, in order for States to achieve their national and global obligations in air transport. ICAO will work with Regional Offices to organize workshops on the implementation of the Roadmap and ensure that competency-based training criteria and procedures are followed.

25.5 A40-WP/164, presented by 54 Member States¹ of the African Civil Aviation Commission (AFCAC), under the title of *Harmonization of Training in Africa: The Aviation Training Roadmap*, urges Member States to provide technical and financial support to the projects, programmes, and Roadmap related activities. ICAO will work with its Regional Offices in Africa to support the rollout of the African Aviation Training Roadmap. The Committee acknowledged the challenges related to human capital development and training in Africa; and encouraged stakeholders such as Civil Aviation Authorities, Aviation Training Institutions, Industry partners etc. to continue submitting training related information to the African Aviation Training Organization (AATO) for the continuous improvement of the roadmap.

25.6 A40-WP/237, presented by Kenya, under the title of *Aviation Training and Capacity-Building Strategies*, encourages Member States, in particular from the African-Indian Ocean Region (AFI), to implement aviation training and capacity-building roadmaps and to join the TRAINAIR PLUS Programme (TPP). Following consideration of Agenda Item 25, the Executive Committee agreed to recommend to the Plenary for adoption the following new Assembly Resolution on *Implementing Aviation Training and Capacity-Building Strategies*:

Resolution 25/xx: Implementing Aviation Training and Capacity-Building Strategies

Whereas sustainable, safe and secure global aviation development relies on the availability of qualified and competent employees, supervisors and managers to operate, maintain, plan, coordinate, manage, and oversee all complex operations in various airports, airspaces, aircraft, maintenance facilities, etc.;

Considering that the International Civil Aviation Organization (ICAO) Council has approved the *ICAO Civil Aviation Training Policy* identifying ICAO's objectives and role in aviation training to "support the Human Resources Development strategies established by Member States and the aviation community to ensure that they have access to a sufficient number of qualified and competent personnel to operate, manage and maintain the current and future air transport system at prescribed international standards for Safety, Air Navigation Capacity and Efficiency, Security and Facilitation, Economic Development of Air Transport, and Environmental Protection";

The Assembly:

1. *Resolves that* ICAO shall assist Member States in achieving and maintaining competency of aviation personnel through the ICAO training activities, in order to ensure ICAO Member States have sufficient human resources and capacity for the implementation of ICAO provisions and programmes.
2. *Resolves that* the ICAO training activities shall be guided by the following principles:
 - a) qualification of aviation professionals is the responsibility of Member States;

¹ Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, Gambia, Ghana, Guinea, Guinea-Bissau, Kenya, Lesotho, Liberia, Libya, Madagascar, Malawi, Mali, Mauritania, Mauritius, Morocco, Mozambique, Namibia, Niger, Nigeria, Rwanda, Sao Tome and Principe, Senegal, Seychelles, Sierra Leone, Somalia, South Africa, South Sudan, Sudan, Swaziland, Togo, Tunisia, Uganda, United Republic of Tanzania, Zambia and Zimbabwe.

- b) the highest priority should be placed on learning activities that support the implementation of Standards and Recommended Practices (SARPs) and ICAO programmes using a competency-based training and Instructional Systems Design (ISD) approach;
 - c) ICAO should advise operators of training facilities but does not participate in the operation of such facilities;
 - d) a high priority shall be placed on the support for the ICAO Next Generation of Aviation Professionals (NGAP) and the implementation of human performance and talent management strategies and frameworks that include attracting, training, cultivating, nurturing and retaining the next generation;
 - e) the Global Aviation Training (GAT) activities should guide and support the training and learning opportunities offered to States by ICAO to ensure quality, standardization, effectiveness and efficiency of the deliverables; and
 - f) the ICAO Secretary General should strengthen self-sustainable GAT activities, with a clear governance structure, including mechanisms for financial, technical and managerial mandates and Key Performance Indicators towards supporting learning and development needs of States.
3. *Urges* States to share their strategic plans addressing learning and development in aviation including the practical application of the ICAO *Aviation Training and Capacity-Building Roadmap*, and assist each other to optimize access to learning activities for their aviation professionals.
4. *Calls upon States to:*
- a) encourage the implementation of aviation learning and development associations; and
 - b) build partnerships on training and learning related matters through regional cooperation and knowledge exchange, including but not limited to, sharing available training resources, instructors, curriculum designers, courseware and implementing a roster of aviation training experts.
5. *Instructs* the Council to establish a monitoring and an evaluation mechanism addressing quality, efficiency and effectiveness of the ICAO GAT activities, and to report to Member States accordingly.

Associated practices

1. The Council should strengthen the assistance for its Member States to harmonize aviation professionals' levels of competency including establishment of competency-frameworks for all aviation related jobs. These efforts should be based on:
- a) data analysis to determine job requirements, expected human performance, priorities and needs;
 - b) identified training needs for the implementation of ICAO provisions; and

- c) a competency-based training approach.

25.7 A40-WP/414, presented by Cameroon, urges ICAO to provide assistance to Member States that are experiencing difficulties in developing and implementing the Aviation Training and Capacity Building Roadmap for States. The Secretariat informed the Committee that workshops, in coordination with Regional Offices will be organized to implement the Aviation Training and Capacity Building Roadmap for States and ensure that competency-based training criteria and procedures are followed.

25.8 A40-WP/131, presented by the United Arab Emirates, presents the Virtual Reality/Augmented Reality (VR/AR) Technology and the relevance to adopt it in aviation training. The Committee urged States to recognize VR technology, and encouraged Member States to adopt the use of such technology relevant to the aircraft maintenance licence holder and airworthiness requirements. While this is a positive development, there is a need to conduct further study on cost-benefit, effectiveness and viability. It also requires harmonization and standardization.

25.9 A40-WP/238, presented by the Dominican Republic, refers to the concept of integration of training processes, which envisages the conduct of an assessment on specific training that is needed in each area, and the development of a curriculum that clearly establishes the relationship between these concepts. The Committee noted the request for ICAO's support to promote this and other strategies aimed at achieving integration of training concepts and effectiveness..

25.10 A40-WP/477, presented by Cameroon, proposes a new direction for instructor qualification in the field of civil aviation safety under the ICAO TPP. According to this Paper, the existing GAT instructor qualification procedure limits the possibility of having a sufficient number of multi-skilled instructors available to deliver several training packages given the time and cost required for its implementation. The GAT Office was requested to develop generic training courses for the On-the-Job Training (OJT) for instructors in the field of safety. The Secretariat clarified that the GAT Office develops training courses for specific training needs, taking into account the performance problems, competency framework, and target audience. Once a course is developed, the qualification requirements for instructors are established and include OJT in the qualification process. This process ensures the quality of course deliveries. The Committee endorsed this position, as clarified by the Secretariat.

25.11 A40-WP/115, presented by Romania on behalf of the European Union and its Member States², the other Member States of the European Civil Aviation Conference³; and by EUROCONTROL, supported the continued expansion of ICAO's Next Generation of Aviation Professions (NGAP) Programme and the development of a new NGAP strategy for ICAO. In reviewing this Paper, the Committee expressed support of non-discriminatory access to the aviation industry for women and men. The Committee noted the wide concurrence with this Paper, and that of A40-WP 239, presented by Canada, which also supported ICAO's initiatives that aimed to attract, educate and retain the next generation of aviation professionals. Noting that the continuation of the NGAP Programme is contingent on receiving extra support outside the regular programme in the 2020-2022 Budget, the Committee agreed that States

² Austria, Belgium, Bulgaria, Croatia, Cyprus, Czechia, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxemburg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden and United Kingdom.

³ Albania, Armenia, Azerbaijan, Bosnia and Herzegovina, Georgia, Iceland, Republic of Moldova, Monaco, Montenegro, North Macedonia, Norway, San Marino, Serbia, Switzerland, Turkey and Ukraine.

should be urged to volunteer extra-budgetary resources. The Committee recommended that the Council review the expanded NGAP Programme proposals with respect to existing priorities funded through the 2020-2022 Budget and the availability of extra-budgetary resources. Also subject to 2020-2022 Budget priorities, the Committee also recommended that Annexes, in particular Annex 1 — *Personnel Licensing*, be reviewed to ensure that they adequately address current and future skill needs and provide non-discriminatory access for women and men to aviation .

25.12 A40-WP/130, presented by the United Arab Emirates, made a request for consideration of the concept of an ‘international competency-based training framework for search and rescue operations.’ The Committee recommended that the Council consider the development for an international competency-based training framework for search and rescue operations with respect to existing priorities funded through the 2020-2022 Budget, noting that ICAO would determine the appropriate body to develop such a framework.

25.13 A40-WP/206, presented by Singapore and co-sponsored by Nauru, Nigeria, Palau, and the United Kingdom, discusses the need to embrace learner-centered pedagogies and encourages shifting the focus of instruction from the trainer to the learner. The Committee recognised the need to adopt learner-centered pedagogies to enhance competency training to equip NGAP to meet the aviation needs of the future and requested that ICAO develop guidelines to select technological training tools that support competency-based training, using learner-centered pedagogies. This is in line with ICAO's competency-based methodology. Whilst the paper makes a recommendation as to who should look into the concept, ICAO would determine the appropriate body for the task.

25.14 A40-WP/240, presented by the Dominican Republic, emphasized the need for change management training at all levels of aviation organisations, and requested ICAO to develop new provisions and guidance material to assist States in building capacity in this regard. The Committee noted ICAO's Civil Aviation Authority Senior Middle Managers training course, developed in cooperation with China, which launched in 2018 and supported the proposal for further work to be done to address change management.

25.15 A40-WP/444, presented by the Dominican Republic, regarding training in the management of performance-based navigation (PBN) to allow follow up on PBN implementation with a review of effectiveness, operator satisfaction and compliance. The Committee noted the importance of this type of training and supported the development of guidance material on PBN management, and recommended that the Council review this proposal with respect to existing priorities funded through the 2020-2022 Budget.

25.16 A40-WP/408 – The Committee noted the Information Paper, presented by Hermes Air Transport Organisation, on *Education and Performance in Aviation: Realising and Sustaining Benefits*. The WP highlights education and training as an investment, outlines the challenges faced by the aviation industry in recruiting and retaining personnel, and provides recommended actions that may be undertaken to improve training and educational strategy in aviation.

25.17 A40-WP/497 –The Committee noted the Information Paper, presented by the People's Republic of China, under the title *Latest Progress of China's Aviation Security Training*, which provides a summary report of its aviation security training activities, implemented in response to China's Belt and Road Initiative, ICAO's *No Country Left Behind Initiative*, and the ICAO Global Aviation Security Plan (GASeP).

25.18 A40-WP512 – The Committee noted the Information Paper, presented by Bangladesh, highlights an effort to examine the importance of training for the development of air transport worldwide. It also reports on ICAO online training courses and their limits due to the lack of interaction typically provided by classroom training.

25.19 A40-WP/565 – The Committee noted the Information Paper, presented by Rwanda, under the title of *Experimental Drone Builders and Innovation Labs in Rwanda*, which outlines the journey and achievements by Innovation Labs based in Kigali, Rwanda, and the collaboration with the Rwanda Civil Aviation Authority and other entities.

— END —