



**ICAO**  
**THIRD PAN AFRICAN AVIATION TRAINING**  
**COORDINATION CONFERENCE**

**Aerospace Chamber**

# **PANEL 3:**

## **SUBJECT:**

**CREATION OF TRAINING ADVISORY  
BOARD**

## **SCOPE:**

**ESTABLISHING AND MAINTAINING THE  
APPROPRIATE LEGAL, ORGANIZATIONAL  
AND FINANCIAL FRAMEWORKS FOR  
ACCREDITATION OF ATO'S**

# CHALLENGES EXPERIENCED



## Scope of Transport Education Training Authority (TETA):

- 1.1 Eight sectors in RSA Transport :1 = Aerospace
- 1.2 Paying out % of training levies received
- 1.3 Aerospace – specialized & highly regulated
- 1.4 Lack of sufficient funding (10 x Heli pilots from Ab Initio to CPL = total budget )
- 1.5 Availability of SME's in all aviation disciplines
- 1.6 Governed by different laws (SDA; SLA; SAQA; PFMA and NSDS)

# CHALLENGES EXPERIENCED

## 1. Expectations by RSA Aviation Industry from TETA:

- 1.1 TETA must be SME's in all aviation disciplines
- 1.2 Must have complete knowledge and interpretation of CAR's & CAT's applicable to training
- 1.3 Must accredit complete scope of aviation training – license, regulatory and non-regulatory
- 1.4 Quicker time frames of accreditation approval

# CHALLENGES EXPERIENCED

## 2. Perceptions of TETA by RSA Aviation

### Industry:

- 2.1 TETA not aviation SME's
- 2.2 Duplicating 50% of functions of local CAA
- 2.3 Accepted as necessary tax burden
- 2.4 Expect proportional % of levies paid back to satisfy individual company needs
- 2.5 Not necessarily satisfying training needs of industry
- 2.6 Funding not sufficient - companies must still contribute shortfall

# CHALLENGES EXPERIENCED

## 3. Accreditation of ATO's:

### SAQA

Qualification based

- Unit Standards
- Skills Programs
- Qualifications



Credits



Certif./Dipl./Degree

vs.

### AVIATION

Proficiency based

- Type training
- Short courses



'License/Rating/Grade'

# CHALLENGES EXPERIENCED

## 4. Licensed Training:

- 4.1 Licensed training minor problem, except;
- 4.2 'Types & Ratings' – rate of change and volume  
(excluded from TETA/SA-CAA MOU)

## 5. Non-Licensed Training (including regulatory training:

- 5.1 Major problem:
  - 5.1.1 Lack of nationally approved curricula for all types of aviation non-licensed training
  - 5.1.2 Company specific requirements

# CHALLENGES EXPERIENCED

- 5.1.3 Same occupation descriptions in different companies (partially being addressed by OFO codes [Organizing Framework for Occupations])
- 5.2 This leads to proliferation of training courses to be accredited.
- 5.3 Which leads to expanded list of Scare & Critical Skills.
- 5.4 Which leads to exaggerated training needs.
- 5.5 Which TETA cannot grant accreditation for.



# CHALLENGES EXPERIENCED

## 6. Training material:

6.1 Licensed training not a problem – use CAA SME's

6.2 TETA no SME's to evaluate & approve non-licensed training content:

6.2.1 Only some non-licensed covered by TETA/CAA MOU

6.2.2 Some not a CAA responsibility, no TETA SME??

6.2.3 Company specific / in-house training

6.2.4 Who accredits / Against what standards?

6.3. ICAO not recognized by SAQA – TETA can't accredit

# CHALLENGES EXPERIENCED

## 7. Instructors:

- 7.1 Regulatory requirements not always aligned to industry specifics
- 7.2 TETA specific requirements for Instructors and Trade Test Officers, adopted by local CAA.

## 8. Monitoring & Auditing:

- 8.1 Once again duplication of effort (TETA/CAA)
- 8.2 New bodies in RSA on the horizon (Quality Council for Trades & Occupations):

# CHALLENGES EXPERIENCED

## (QCTO Continued)

- 8.2.1 Could address the current stalemate of accreditation.
- 8.2.2 Roles & responsibilities not yet clear?
- 8.2.3 Intention is to accredit all workplace training including aviation related training.
- 8.2.4 Intention to have all aviation apprentices and qualified artisans (AME's) to be registered with them.
- 8.2.5 Intention is to regulate aviation apprentice training
- 8.2.5 Another 'authority' for Aviation??

# CHALLENGES EXPERIENCED

## 9. General:

9.1 Too many un-coordinated role players:

9.1.1 Launching own training initiatives

9.1.2 Nationally, funds are channeled towards these limited needs, thus diluting impact.

9.2 No National (and Regional) Strategic plan providing guidance and direction towards:

9.2.1 What is required to achieve the same standards of training within the Sub Region?

9.2.2 What are the actual Critical & Scarce Skills required?

9.2.3 What skills are available, and what are the shortages?

# CHALLENGES EXPERIENCED

9.3 Responsibilities of various Authorities overlapping in some areas, creating confusion in industry vis a vie:

9.3.1 Who sets what training standards (license / regulatory & non-license)?

9.3.2 Who develops standard curricula for all training?

9.3.3 Who approves the learning material according to set standards and curricula?

9.3.4 Who accredits what type/s of training?

9.3.4 Who monitors what type/s of training?

9.3.5 Who enforces aviation regulations?

# LESSONS LEARNED

1. Licensed personnel don't require a National Qualification to be operate.
2. However, other aviation occupations do need such qualifications for career progression.
3. DON'T duplicate functions and responsibilities of authorities:
  - 3.1 Creates grey areas – interpretation & oversight
  - 3.2 Confuses industry
  - 3.3 Creates opportunities for Fly-by-Night Training providers

# LESSONS LEARNED

4. If serious about aviation safety:
  - 4.1 Co-ordinate training initiatives on National and Regional basis.
  - 4.2 Assign clear roles & responsibilities to specific role players without overlaps.
  - 4.3 Provide the necessary funding for creation of training infrastructure and accreditation
  - 4.4 Provide guidance w.r.t. critical & scarce skill training requirements.

# WAY FORWARD

## POSSIBLE ROLE FOR A TRAINING ADVISORY BOARD w.r.t. ACCREDITATION:

1. Launch thorough aviation skills research for region.
2. Develop single aviation strategy to give guidance to industry and sub region as a whole.
3. Advise national governments & authorities on critical & scarce skills as per research findings.



# WAY FORWARD

4. Establish local offices to co-ordinate all various training initiatives in different countries.
5. Advise on channeling of funds towards targeted areas.
6. Monitor overall progress of training to update critical & scarce skills list for the region as a whole.
7. Identify and facilitate processes for additional funding.



**Thank you**