58th CONFERENCE OF
DIRECTORS GENERAL OF CIVIL AVIATION
ASIA AND PACIFIC REGIONS

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AGENDA ITEM 8: CAPACITY DEVELOPMENT AND IMPLEMENTATION

PROPOSALS FOR ENHANCING EFFICIENCY OF
THE CAPACITY DEVELOPMENT AND IMPLEMENTATION
PROGRAMME

(Presented by the Republic of Korea)

SUMMARY

For an extended period, ICAO has provided its member states with technical support to facilitate the implementation of SARPs and has executed technical cooperation initiatives. However, the scope of such programs has seen a significant reduction during the pandemic. As the pandemic recedes, it becomes pertinent to contemplate strategies to rejuvenate capacity development and implementation. This paper proposes several measures to revitalize capacity development programme, which includes offering hybrid education formats that integrate both online and offline modalities, embracing innovative technologies, notably virtual and augmented reality, promoting regional sharing of educational content and fostering regional collaboration in utilization of educational assets to maximize efficacy for the consideration by the conference.

**PROPOSALS FOR ENHANCING EFFICIENCY OF THE CAPACITY DEVELOPMENT
AND IMPLEMENTATION PROGRAMME**

1.   INTRODUCTION

1.1   For a significant duration, ICAO has extended technical assistance to its member states, aiding in the effective implementation of ICAO Standards and Recommended Practices (SARPs). This endeavour has been supported by technical cooperation initiatives, backed by both member states and global organizations. Within this framework, the Republic of Korea (hereafter, "the ROK") has consistently been an active contributor to technical cooperation and supportive endeavours. The vitality and perpetuation of such initiatives remain paramount for the global aviation community.

1.2   However, as articulated in Resolution A41-25 Appendix A, in the last ICAO Assembly, the scope of such programs has seen a significant contraction for the 2019 – 2022 triennium duration.

1.3   Thus, this paper aims to analyze reasons for this reduction of scope in these programmes for the last triennium and review how to relate the Programme during the pandemic with the support initiatives and to vitalize them, while taking into consideration of changes in the context of capacity building and implementation of the technical cooperation and support programs during the pandemic. Consequently, this document seeks to explore the underpinnings of this reduced scope over the last triennium duration. The paper will further evaluate the interrelation of the Programme amidst the pandemic, juxtaposed with supporting initiatives, and contemplate vitalizing the latter. This reflection will incorporate the evolving nature of capacity development and implementation of technical cooperation and support initiatives during the pandemic era.

2.   DISCUSSION

2.1   In relation to technical cooperation and assistance initiatives, the 41st ICAO Assembly resolved the "Consolidated Statement of ICAO Policies on Technical Cooperation and Technical Assistance." This statement expressly "reaffirms that improved cooperation and coordination of ICAO's technical cooperation and technical assistance activities should be achieved through clear delineation of each Bureau's mandate and activities to avoid duplication and redundancy." Furthermore, the statement articulated a directive "requests the Secretary General to implement greater efficiency measures leading to a gradual reduction of administrative support costs charged to technical cooperation and technical assistance projects." In essence, this mandates each member state to calibrate their technical cooperation and assistance programs and optimize cost management. However, as detailed in Resolution A41-25 Appendix A, "Technical Cooperation Programme volume has drastically decreased in the 2019 – 2022 triennium and the financial situation of the AOSC Fund significantly deteriorated, compounded by the unprecedented impact of the COVID-19 pandemic and the slow recovery of the air transport sector." This commentary suggests that the AOSC's financial health has been critically compromised by the unforeseen challenges of COVID-19, leading to a marked decline in the Technical Cooperation Programme.

2.2   Examining the fiscal performance of the AOSC, it registered a positive balance of 1.73 million CAD in 2016; 3.38 million CAD in 2017; 4.58 million in 2018; and 1.43 million CAD in 2019. However, this trajectory shifted, recording -1.67 million CAD in 2020 and further deepening to -4.4 million CAD in 2021. [1,2]

2.3   The Technical Cooperation Programme is financed by contributions from governments or

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[1] https://www.icao.int/annual-report-2020/Pages/implementation-support-technical-cooperation-and-assistance-administrative-operational-services.aspx

[2] https://www.icao.int/annual-report-2021/Pages/implementation-support-icao-auditing-programmes-nclb-technical-cooperation-and-assistance-technical-cooperation.aspx#:~:text=The%20ICAO%20Technical%20Cooperation%20Programme,all%20areas%20of%20civil%20aviation.

donors, supplemented by the ICAO Voluntary Funds and External Funding Sources. For the year 2021, contributions from governments and donors constituted 98.6%, while the ICAO Voluntary Funds and External Funding Sources represented a mere 1.4%. This distribution underscores that a contraction in governmental and donor contributions during the pandemic period significantly undermined the AOSC's fiscal stability. 3,4

2.4   Additionally, the modality for capacity development and implementation from the Technical Cooperation and Assistance Programme underwent transformation during the pandemic. As the pandemic recedes, it becomes pertinent to contemplate strategies to revitalize capacity development and program implementation, especially tailoring it to the post-pandemic landscape.

2.5   In the ROK, educational programs scheduled between 2020 and 2021 transitioned to online formats in response to the pandemic. Reflecting upon modifications to the Programme's content, the following measures are considered necessary to bolster capacity building within the region and foster collaborative synergies through the rejuvenation of the Programme.

2.6   Firstly, drawing from the demonstrable success of online education during the pandemic, there is merit in advancing combined educational methodologies that harmonize both digital and traditional in-person modalities. Specifically, while in-person training sessions remain invaluable for certain operational staff due to their efficiency in imparting knowledge, it is essential to explore the feasibility of offering offline and online courses in parallel. This acknowledges the constraints of offline programmes that they may not cater to all operational-level participants and trainers. It is crucial to note that in-person sessions often entail opportunity costs caused by the associated work stoppages and additional expenditures on logistics and accommodation. Such combined modules which minimize travel for offline programs and combine offline and online platforms will increase cost-efficiency of the training model. Further, such a unified digital and traditional platform could be accessed by international member states, optimizing its reach. By delivering education and training in a dual format, the potential for cost-effective outcomes could be significantly heightened.

2.7   Secondly, the incorporation of emerging technologies could greatly enhance the capacity-building training. By applying virtual or augmented reality platforms, like Oculus, to the remote training curriculum, education programs can simulate scenarios that may be challenging to recreate in real-world environments. Virtual and augmented reality platforms hold promise in fostering creativity, logical reasoning and holistic thinking. However, their deployment in actual work settings might be hindered due to various practical considerations, mainly related to costs. Notwithstanding, such technological adoption could substantially curtail training expenditures while retaining intended educational outcomes.

2.8   Thirdly, disseminating online educational modules to member states via digital avenues, such as video channels or e-publications, augments the reach and sustainability of these training assets. Such strategy enables repeated access to the content, ensuring those who may not have had initial access—whether online or offline—can later benefit, and thereby optimizing the advantages of such programmes. Potential copyright or intellectual property rights issues associated with the recorded versions of capacity-building and educational content can be addressed by forging agreements with the original creators. Such agreements could encompass provisions for a one-time remuneration in exchange for waiving any subsequent intellectual property claims. This strategic adaptation empowers both ICAO and its member states to broaden their aviation knowledge reservoir.

2.9   Lastly, fostering regional collaboration in the effective utilization of capacity building and educational resources which include both infrastructure and educational expertise is of utmost importance. Such synergy aids in cost reduction and widens shared interests. Essentially, there is an

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3 https://www.icao.int/annual-report-2020/Pages/implementation-support-technical-cooperation-and-assistance-administrative-operational-services.aspx.
4 https://www.icao.int/annual-report-2021/Pages/implementation-support-icao-auditing-programmes-nclb-technical-cooperation-and-assistance-technical-cooperation.aspx#:~:text=The%20ICAO%20Technical%20Cooperation%20Programme,all%20areas%20of%20civil%20aviation

emerging need to establish a framework wherein resource-rich States can extend support to those in need by earmarking specific slots in their local capacity-building and training initiatives. In this regard, a regional online training platform may be needed to share available resources with States by connecting their training systems.

2.10   In 2020, the ROK conducted three online sessions for the Programme and expanded this to ten sessions in 2021. These were archived as videos to facilitate iterative learning. In a performance assessment, the ROK achieved the commendable score, approximately 90 points. However, these sessions were exclusively provided online. A combined approach, incorporating both online and offline sessions, might yield even more favorable performance evaluations.

3.   **ACTION BY THE CONFERENCE**

3.1   The Conference is invited to:

a) note the contents of this paper;

b) recommend ICAO and States, while leveraging insights from online learning experiences during the pandemic, to:

-    advocate for combined educational methodologies harmonizing both online and offline elements

-    incorporate advanced virtual and augmented reality platforms, such as Oculus, into online training module

-    share domestic online educational resources with member states through video or digital publications for the future;

c) recommend ICAO to explore ways to bolster regional collaboration in optimizing educational resources, encompassing both infrastructure and educational expertise.

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