

# EAST AFRICAN SCHOOL OF AVIATION (EASA)

International Civil Aviation Organization (ICAO) Regional Training Centre of Excellence



E- NEWSLETTER

E- MEMBERSHIP

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Edited and Designed by: Christine Mutinda

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## DIRECTOR'S MESSAGE

Welcome to our pages. Whether you are a new comer or a returning reader, feel a part of this community.

EASA continues to plan for a new normal that relies on digital practices, as the world continues to grapple with Covid -19 pandemic and the resulting economic shockwaves. To thrive through these disruptive forces that are changing the way we learn, travel, think and work, it will require us to follow all the stipulated MoH guidelines and keep hope alive at all times. This mindset will open opportunities for continuous learning and plotting a clear path to navigate disruption.

Despite the challenges of coping with the new normal, EASA installed and commissioned a Materials Testing Laboratory comprised of a video borescope, Ultrasonic Tester, eddy current flaw detector, magnetic particle test equipment and X-ray tester. The vision is to be the global aviation training Centre of Choice. That's why the school continues to invest in high quality training equipment, develop instructors to ensure currency and stay guided by our mission to effectively offer quality training that meets the needs of the global aviation industry by optimally leveraging resources.

As usual, we acknowledge that the path to excellence cannot be taken without you, our valued stakeholder. Every time you recommend EASA to a friend or an aviation club in high school, you bring us a step closer to realizing our mission. Every time you sponsor a student to undertake a course at EASA, not only do you change the student's life but also make the world a better place.

I sincerely appreciate the government, our board members and the Director General for supporting quality training that has made EASA an equal competitor in the global arena. Members of staff have worked tirelessly throughout these uncertain times and gracefully maintained hope and goodwill at workplace. For that I say thank you. Our students continue to make us proud both in the curriculum and the extra-curriculum activities. For you, the sky is only but the lower limit. Keep soaring and knocking the doors of excellence.

In this issue, readers seeking to know more about our courses and catch up with new developments at EASA will not be disappointed. Aside from this, you will find a rich menu of informative, engaging and reflective articles. The editorial committee has made every effort to serve you news roundup on the academic and development front.

Enjoy the read!

A handwritten signature in black ink, appearing to read 'M. Nchebere', written over a light blue grid background.

Dr. Mugambi M'Nchebere

**DIRECTOR, EASA**

## WELCOME TO THE EAST AFRICAN SCHOOL OF AVIATION.



Welcoming you to this wonderful school of excellence sounds cliché yet really, it's all we can do in times like these when the world's most popular method of training has been tested, and scholars impelled to turn to digital spaces to offer training, now more than ever before.

While E-Learning continues to run smoothly at EASA, our gates have also been opened for classroom training with very keen observation of the laid Covid-19 protocols. The environmental committee led by the school nurse have beefed up cleanliness around the school, installed handwashing areas and taken every chance to sensitize both staff and students on how to stay safe and take care of each other. It is also encouraging to note that most of our staff members have been vaccinated so their bodies have gained strong immunity against Covid-19. As a school, we remain vigilant, supportive towards one another and hopeful of better days to come.

EASA is committed to offering competency based training and ensuring that our graduates have the requisite knowledge, skills and attitude for the rapidly growing aviation industry. The courses are delivered by competent instructors who are leaders in their fields of expertise. The school is established on 87 acres of land with well-manicured grounds, lawns and state of the art facilities that complement the quality of learning we offer.

EASA being the IATA 2019 and 2020 top regional performer in Africa and Middle East and an International Civil Aviation Organization (ICAO) TRAINAIR plus full member, clearly shows that the school has taken its rightful position in aviation training worldwide, and is committed to being the global aviation training Centre of Choice.



## THE CURRICULUM DEVELOPMENT UNIT OF EASA

This department develops standardized training packages related to the aviation industry & conducts instructional programs for officers from wider professional background within the aviation sector and beyond.



The department is tasked to;

- Develop ICAO Recognized Standardized Training Packages for EASA as ICAO Regional Training Centre of Excellence (RTCE),
- Identify and prioritize courses for development, review & adaptation and ensuring follow up for efficient implementation process,
- Coordinate scheduling and implementation of ICAO Courses,
- Ensure that EASA Maintains TRAINAIR PLUS Accreditation through responsibilities of ICAO TrainAir plus Focal point as the Central Unit,
- Provide expertise to training departments to ensure where applicable, all EASA courses are Standardized and regularly revised,
- Coordinate Research and Development activities of EASA,

Get to know more about the outlined CDU courses in the next page and get in touch with the department to discuss training opportunities. The department is approved to offer you all ICAO courses on request as well as customize courses based on your needs.

Email [registrar@easa.ac.ke](mailto:registrar@easa.ac.ke) for your training enquiries.



## 1. Managing Aviation Training Intelligence (MATI)

### Course Description

MATI course aim to broaden the management approach of civil aviation training Centre managers to practice decision –making based on managing all available aviation training intelligence. Consulting State master plans, organization performance analysis, evaluating training needs data and post-training data to build the training Centre portfolio and operational plan is critical to improve Universal Safety Oversight Audit Programme (USOAP) audit results and meet aviation growth projections with qualified personnel. Implementing an information and training management system is the key to effective management of aviation training intelligence.

### Course objectives

- Manage compliance of training organizations
- Manage the core business mission and vision
- Support the State aviation master plan/strategic plan
- Manage training needs analysis and post training evaluation data
- Manage key performance indicators (KPI)
- Establish an integrated data and information system
- Establish an operational plan
- Develop and manage an operational implementation plan

### Primary Target Population

- Aviation training Centre managers with decision–making role and responsibilities for managing and evaluating training Centre performance.

## 2. Instructor Development Course (IDC)

### Course Description

To equip trainees with the instructional knowledge skills and attitude in development, preparation, presentation, management and course evaluation needed for both instructor-dependent courses using conventional course materials and material-dependent courses using STP



- Acquire SKAs in;
  - ✓ Developing and use of training objectives and tests
  - ✓ Developing appropriate lesson plans and
  - ✓ Selecting appropriate training techniques and media to meet the objectives of the courses including conventional courses.
  - ✓ Applying the ICAO Standardized Training Guidelines.
  - ✓ Using validated material-dependent course such as TRAINAIR Plus Standardized Training Packages (STPs)

### Primary Target Population

- Pre-service and in-service instructors with little or no formal training background;
- Aviation training instructors and aviation professionals who are dedicated to the implementation of competency-based training programmes;
- Subject matter experts and specialists who wish to upgrade their instructional competencies; and
- Current instructors who wish to refresh and upgrade their trainer competencies.

### 3. Training Instructor Course (TIC)

#### Course Description

The ICAO Standardized Training Package (STP) Training Instructor Course (TIC), consisting of TIC Part 1 which is an online course, and TIC Part 2 which is the 5 days classroom course. It will enable participants to methodically conduct training courses in accordance with ICAO's instructor competencies and develop the required training strategies for course delivery. It will train instructors to deliver STPs, based on the TRAINAIR PLUS methodology, as well as conventional courses.

#### Course objectives

- Prepare a training environment including facilities, equipment and instructional material;
- Manage the trainees by using effective training strategies;
- Conduct training with a variety of instructional methods as required for the training;
- Perform trainee assessments appropriately, objectively and correctly;
- Perform course evaluations effectively and
- Complete training reports for course improvement.

#### Primary Target Population

- Pre-service and in-service instructors with little or no formal training background;
- Aviation training instructors and aviation professionals who are dedicated to the implementation of competency-based training programmes;
- Subject matter experts and specialists who wish to upgrade their instructional competencies; and
- Current instructors who wish to refresh and upgrade their trainer competencies.





## 4. Training Managers Course (TMC)



### Course Description

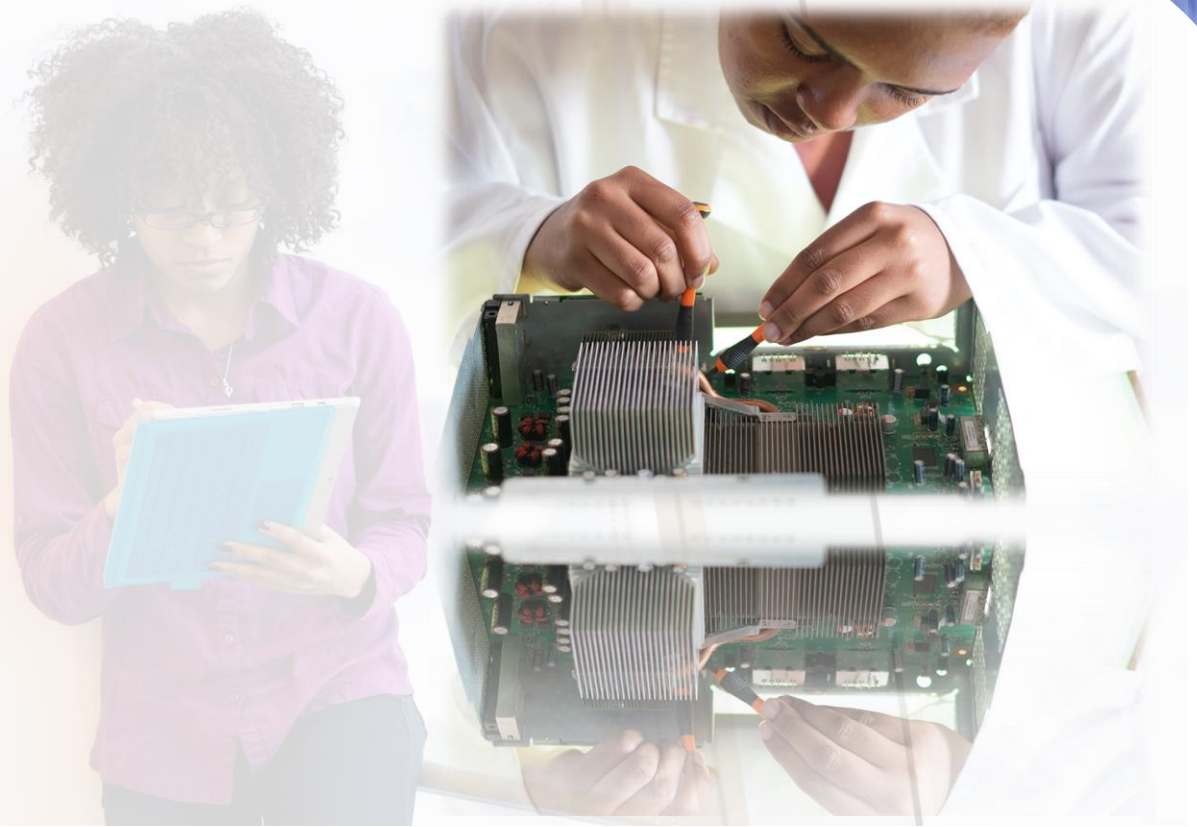
The TMC is a 5 days' virtual course that aims at addressing the operational aspects of managing an aviation training organization that meets the required standards of operation, training delivery, and quality management. It will enable the participants to apply the ICAO training organization assessment guidelines in order to prepare their training organization to meet and maintain operational and quality standards for ICAO recognition.

### Course objectives

- Identify requirements for the establishment of an aviation training organization;
- Evaluate the level of compliance of a training organization with ICAO provisions; and
- Develop an action plan to ensure compliance of a training organization with relevant international requirements.

### Primary Target Population

- Those who are responsible for establishing, managing, or operating an aviation training organization, including current and future training:
  - ✓ Directors;
  - ✓ Managers;
  - ✓ Heads of Departments; and
  - ✓ Operations managers.



## 5. On-The –Job Training Instructors (OJTI)

### Course Description

This course, followed by a minimum of six months’ practical experience working under the guidance of a qualified OJT instructor, will train participants to develop and implement OJT programs

### Course objectives

- List advantages & disadvantages of OJT.
- Identify individual training needs.
- Design OJT curriculum.
- Plan OJT sessions.
- Conduct OJT.
- Validate the OJT program.
- Maintain training records.

### Primary Target Population

- Aviation professionals who are dedicated to the implementation competency-based OJT programmes;
- Subject matter experts and specialists who wish to upgrade their instructional competencies.

## **EASA offered Safety Management System Awareness Course to National Air Support Department (NASD) from 26<sup>th</sup> may to 4<sup>th</sup> June 2021.**

This is an awareness course to all aspects of Safety Management in Aviation. It aims to equip aviation industry personnel with the required knowledge, skills and attitudes to effectively participate in the implementation of Safety Management System in their organizational setups.



*Director EASA Dr.Mugambi, Brigadier Otieno and Colonel Kipkosgei of NASD, Course Instructors and participants of the Safety Management System Awareness Course.*

### **Learning Outcomes**

Upon completing this course the participants will be able to:

- Describe the regulatory framework and industry best practices in implementation of Safety Management System.
- Describe components and elements of the ICAO SMS Framework.
- Appreciate the concept of safety culture within an organization.

### **Duration**

18 hours.

### **Target Population**

Personnel working in the aviation industry.

### **Language of instruction**

English shall be the language of instruction. The applicant should be able to read, write and speak English language fluently.



## ICAO Government Safety Inspector Airworthiness – Air Operator and Approved Maintenance Organization Certification Course.



*The Registrar Academic Affairs, Dr. Serah Waitiki (4<sup>th</sup> from right) officially opened the course on 7<sup>th</sup> June 2021, with participants from Mozambique CAA, UNMISS, Tanzania CAA and Kenya CAA.*

After having successfully completed the GSI AIR on 25<sup>th</sup> June 2021, the trainees were able to:

- Evaluate a Perspective Operators Pre-Assessment Statement Form;
- Review a mock AMO formal application and identify formal application meeting objectives;
- Evaluate portions of an applicant’s Maintenance Procedures Manuals (MPM) and identify unacceptable errors;
- Evaluate an applicant’s training curriculum and determine if initial approval can be granted;
- Complete a mock AMO certificate and Standard Operating Procedures (SOPs) and identify items that must be included in the certification report;
- Evaluate narrative and reference statements;
- Evaluate a mock operator’s proposed Minimum Equipment List (MEL) and identify Configuration Design Limitations (CDL);
- Evaluate an inspection report from a mock operator’s conformity inspection;
- Identify recommendations involving inspector observations/reports of demonstration flights;
- Complete a mock operator’s certificate and SOPs and identify items to include in the certification report.

### Target group:

This course is for Airworthiness Inspectors tasked with certification of air operators and approved maintenance organizations.



**Apply Now for Supervisory Management Course.**

**Dates: 2-27<sup>th</sup> August 2021**



## **Course Description**

This is the lowest leadership course offered at EASA. It's an examinable course with the objective of equipping officers with leadership skills to effectively lead and manage teams so as to achieve the departmental and organizational goals and perform beyond expectations. The course instills leadership skills to first line managers.

## **Course Module**

Module 1: Making the Transition to First-Line Supervisor

Module 2: Managing the New Workforce

Module 3: Communication and Supervision

Module 4: People Development

Module 5: Performance Management

Module 6: Team Development & Delegation

Module 7: Getting the Work Done

Module 8: Ensuring Your Success

## **Target Population**

The course targets supervisors with at least 3 people reporting to them.

## **Fees**

KES 161,500.00 (USD 1,615.00) per participant.

# THE EVOLUTION OF FLIGHT DISPATCH

*By Muthii Munene, Chief Lecturer EASA.*

In 1955, the Air Navigation Commission of ICAO noted that, from time to time, requests had been received from air operators for clarification in the exercise of operational control. There was at that time, lack of universally established principles to govern the exercise of such control by operators, although in certain parts of the world, such principles and practices had long been in existence.

For this reason, a circular was published which explained the concept of shared advice and responsibilities between the pilot-in-command and ground personnel, including the extent of co-operation depending on many factors such as the size of the operation, the facilities available and the system of operation set up by the operator. This concept varied from simple dispatching, where the ground personnel's primary function was to assist the pilot-in-command in pre-flight planning, to en-route and post-flight assistance to the pilot-in-command, where many of the duties for the operation were shared by the ground personnel.

This first circular, therefore, formed the basis for consideration of this subject by the Third Air Navigation Conference of ICAO held in Montreal in 1956. The discussions were mostly related to the provision of meteorological information, hence little clarification on the general concept and purpose of operational control. In the intervening years, many States came to the conclusion that, for efficient and safe flow of air traffic, it was necessary to have supervision of flight operations.

Flight Operations Officers, also known as Flight Dispatchers or Aircraft Dispatchers, were, therefore, introduced to provide such supervision and act as a close link between aircrafts in flight and ground services, and also between the crewmembers and the operator's ground staff. In time, as the nature of the requirement for flight operations officers stabilized and the scope of their duties and responsibilities became more defined, it was deemed necessary to establish licensing, knowledge and experience requirements which are contained in Annex 1.

Although these officers are not issued with licences or certificates in some States, the need for their appropriate training and qualification has been accepted throughout the world and has been provided for in international Standards and Recommended Practices. The Flight Operations Officers Training Manual, Part D-3 of Doc 7192, contains acceptable methods for approved courses of training, based on the requirements of Annexes 1 and 6 and on the generally accepted scope and nature of the requirements and duties of such officers.

The first edition, published by ICAO in 1975, was designed to provide guidance on course content, but the development of detailed syllabi was left to the discretion of instructors. However, standardization in training courses was recognized as essential for the safe conduct of international air navigation. ICAO, through its technical co-operation programme, developed a model of a detailed training plan which was published as Course 201 —Flight Operations Officers in 1982, with the specific objective of preparing the trainee for the licensing examinations required in Annex 11 under 4.5.

In light of this rich history, the East African School of Aviation has been at the forefront of aligning its flight operation officer's training to international standards and recommended practices in order to satisfy global aviation training needs.

The school continues to make tremendous contribution through provision of competent workforce to world leading air operators such as Qatar Airways, Kenya Airways, Rwandair, Uganda Airlines among many other airlines.

We are honored to be part of this African –Global reality team that continues to tirelessly patch the world of flight operations together for safe commercial and general air transportation!

## **EASA is among the best equipped Aeronautical Engineering Training Schools in Africa.**

There is no doubt that practical work at schools is widely accepted as a vital component of teaching and learning. Training departments at EASA have invested heavily in well-equipped laboratories, and we can confidently state that EASA is among the best equipped Aeronautical Engineering Training schools in Africa. Developing practical skills in use of equipment and devices among students is key. It is an effective way to enhance students' motivation and extend their knowledge in understanding theories and ideas about natural world. It is also a well-known fact that students prefer practical work to any other learning activities. Organizations that offer attachment and employment to our students note great confidence and understanding of subject matter, and we attribute that to the exposure offered to the students during the practical sessions by our leading instructors.

**THERE ARE ONLY THREE AERONAUTICAL HYDRAULIC TRAINING BENCH IN THE WORLD. ONE IS IN KENYA, AT THE EAST AFRICAN SCHOOL OF AVIATION (EASA) AND THE OTHER TWO ARE IN FRANCE.**



The equipment is designed to put different level learners in the conditions of learning aeronautical hydraulics and consists of;

- I. Operative part Landing Gear
- II. Operative part Flap
- III. Hydraulic Control and Wiring Desk
- IV. Trouble shooting Kit and Oil Analysis Kit

The educational goal is to identify the different components of an Aeronautical Hydraulic Kinematic chain, to connect them hydraulically and electrically while respecting the safety precautions essential to the field of aeronautics.



## THE NEWEST LAB ON THE BLOCK

*By Morgan Kivindy: Lecturer, EASA*

### Materials Testing Laboratory

The objective of this lab is to familiarize the students with basic composite materials, procedures and fundamental skills used in the development of light-weight, high-temperature resistant composite materials that allow the next generation of high-performance, economical aircraft designs.

The emphasis is on Safety, Handling and understanding the materials and how they function, Cleanliness and staying organized in the work environment while using composite materials, associated tools and some of the handling limitations of wet lay up while using composites.

The equipment in the Lab include;

1. Composite Bonder System
2. Right Angle Sanders
3. Dust Collector,
4. Routers
5. Digital Scale with Adapter
6. 60X Microscope
7. Heat Gun
8. Freezer
9. Composite materials
10. Resin and Hardener



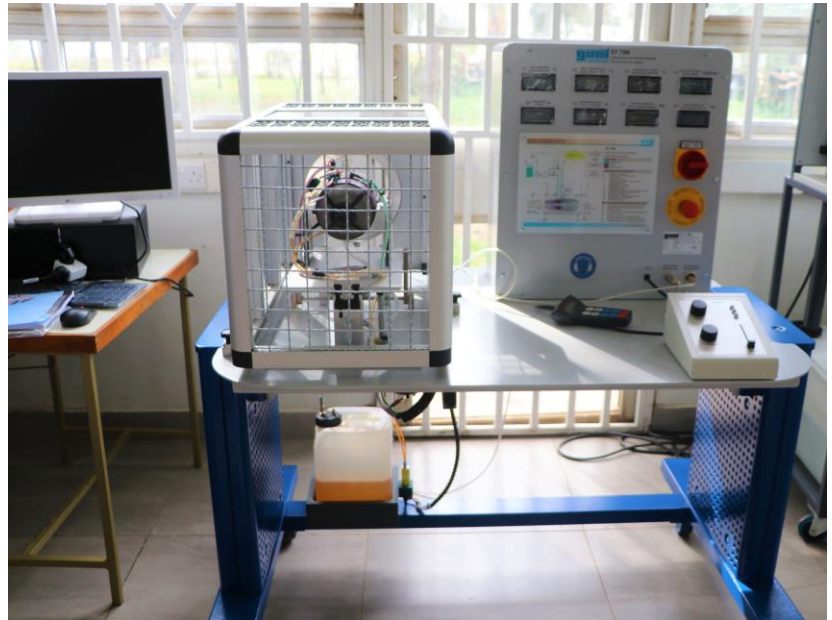


## Applied Thermodynamics Lab.

The aim of this Lab is to equip the student with knowledge, skills and attitudes in the field of thermodynamics by providing a clear and rigorous knowledge of the foundations of thermodynamics which is a conceptual basis for the study of energy-conversion and energy-transfer systems, as well as of thermal-control.

The equipment in the Lab comprises;

1. Gas Turbine Engine Trainer
2. Expansion of a Perfect Gas Apparatus
3. Recycle loop/vapor pressure Apparatus
4. Superheated steam plant equipment
5. Heat Exchanger Service Module
6. Tube Heat Exchanger
7. Cross Flow Heat Exchanger
8. Plate Heat Exchanger
9. Shell and tube Heat Exchanger
10. Multi-Stage Compressor Test Set



*Gas Turbine Engine Trainer*



*Expansion of a Perfect Gas Apparatus*

## Benefits of security culture to organizations and to the Aviation Industry.



By Millicent Henga. ICAO ASTC Regional Coordinator, Senior Lecturer, EASA

### Effective security culture is about;

- Recognizing that effective security is critical to business success;
- Establishing an appreciation of positive security practices among employees;
- Aligning security to core business goals; and
- Articulating security as a core value rather than as an obligation or a burdensome expense.

### Benefits of an effective security culture

- ❖ Employees are engaged with, and take responsibility for, security issues;
- ❖ Levels of compliance with protective security measures increase;
- ❖ The risk of security incidents and breaches is reduced by employees thinking and acting in more security-conscious ways;
- ❖ Employees are more likely to identify and report behaviors/activities of concern;
- ❖ Employees feel a greater sense of security; Relationship between Airport Authority and the CAA will improve as there will be operators who need not be supervised, since they understand benefits of security culture.
- ❖ Security is improved without the need for large expenditure.
- ❖ The organization can achieve more security culture without spending much resources because of the knowledge staff would have gained to be alert, vigilant and non-resistant to security measures
- ❖ The business depend on how staff are conscious of the environment and their surroundings.
- ❖ Positive security culture leads to good reputation of an airport or an aviation organization leading to increased revenue.
- ❖ ICAO Council in its high level meetings encourage states to embrace positive security culture.
- ❖ Reduce security incidence where staff have embraced security culture and all that comes with it.

## Key indicators of recognizing a poor security culture

- ❖ The organization takes a reactive rather than proactive approach to security and risk management
- ❖ Inadequate security education
- ❖ Staff seeking ways to avoid complying with security requirements e.g. “There must be a way around this”
- ❖ Preventable disruptive events frequently occur
- ❖ Concealment of information about breaches or concerns
- ❖ Siloed approach taken towards security – a view that security is the sole responsibility of the security team
- ❖ Low incident reporting levels -Staff feel uncomfortable reporting security concerns
- ❖ Confidential reporting channels aren’t trusted or don’t exist
- ❖ Staff aren’t clear about what to report and when to report it
- ❖ The organization behaves differently when someone is watching
- ❖ Reliance on the regulator to tell the organization how they are performing – lack of internal quality assurance capability
- ❖ Inappropriate risk taking (risk taking is fine provided it is managed sensibly)
- ❖ When performing security activities, staff regularly take shortcuts or cut corners to get the job done
- ❖ Important security tasks are skipped or given a low priority
- ❖ Security guidance is rarely sought, or is disregarded when given
- ❖ The organization fails to learn from its own mistakes or those of others
- ❖ Excessive secrecy about security
- ❖ Limited knowledge/information sharing

## Leadership in security culture

1. Leaders have a critical impact on organizations and their culture, organizational cultures greatly influence leaders by guiding their decisions. Organizations should therefore ensure that the full commitment at every level of leadership, from top management to supervisors, is applied at all times and in all activities, strategies, policies and objectives in order to continuously improve the security culture.
2. Management should lead by example and encourage all personnel (including contractors and third-party service providers authorized to act on behalf of the organization) to adopt a security mindset by advocating security as an organizational and personal value, and aligning their own behavior with this value.

## For instance, Aviation Managers and Executives should:

- a) Abide by security rules at all times and lead by example;
- b) Continuously promote and support the importance of security measures;
- c) Regularly engage in dialogues regarding security issues with peers and personnel;
- d) Encourage and be receptive to constructive feedback regarding security occurrences;
- e) Process security occurrences and reports in a timely fashion and implement any required corrective and preventive actions as necessary;
- f) Intervene appropriately whenever security is compromised notwithstanding potential economic consequences; and
- g) Support training and capacity-building for security needs



**“If the best time to have planted a tree was 20 years ago, then the second best time is now.”**

Deforestation, rapid urbanization and human population explosion constantly presents ecological challenges such as extreme weather conditions culminating to drought and famine. Conservation must be at the heart of culture, at the heart of what it is to live as a human on Earth. Only real sustainability of our environment can give life for generations to come. EASA owned the culture of planting trees as one of the ways to reverse the already done damage, provide food and instill in our students a culture of environmental sustainability to achieve a lasting effect. As a result, students and staff enjoy learning spaces with natural shade and cleaner air.

As part of the GoK initiative in occasioning the National Tree Planting Week, KCAA conducted a tree planting session at Ngong Hills on 21<sup>st</sup> May 2021 in the proximity of VOR installation occasioned with the planting of seedlings. Due to Covid-19 protocols, only a limited number of staff participated in this corporate activity which also involved participants from State Department of Transport.

**Here's to a more green future!**



Eng. Gloria Chebet



Mr. Rob Abkula



## **“PROMOTING POSITIVE MENTAL HEALTH”.**

*By Jedidah Kasaine, School Nurse.*

Millions of people worldwide face the reality of living with mental illness. As we celebrate the month of mental health every May, we take it as a time to create awareness, and eliminate the stigma associated with mental illness.

Mental health is defined as “A state of well-being whereby individuals recognize and realize their abilities, are able to cope with the normal stresses of life, work and fruitfully make a contribution to their communities” (WHO: 2003). Positive mental health includes emotion, cognition, social functioning and coherence. (WHO: 2009).

In Kenya, it is estimated that one in every 10 people suffer from a common mental disorder. The World Health Organization’s 2017 report on the world mental health situation ranked Kenya fifth among African countries with the highest number of depression cases. WHO observes that it is estimated that about 10% of the adult and child populations at any given time suffer from at least one mental disorder, as defined in the International Statistical Classification of Diseases and Related Health Problems.



Therefore in our setting, both staff and students at one time or another will be affected by a mental health disorder. Let’s stop and take a look at the current state of mental health as a result of the pandemic. It is apparent that the pandemic has been a challenge for every citizen of the world, with Kenya and EASA being no exception.

The COVID-19 pandemic has exerted considerable pressure on public mental health globally. The World Health Organization (WHO) reports that by far, the largest public mental health impact has been in the form of stress and anxiety, and predicts a rise in depression, suicide and substance use in the coming days. Even before the COVID-19 pandemic began, we had already seen two challenging rises of drug overdose and deaths by suicide especially amongst the adults and the youth. The pandemic, along with its life-altering effects, has only worsened these and other mental health challenges.

It’s hard to talk about challenges from the pandemic without first recognizing the people for whom there has been substantial and life-altering loss. There are those who have experienced the tremendous loss of loved ones, permanent health injuries from the virus, unemployment, home and vehicle loss and probably the worst hit were learners whose learning was greatly disrupted as a result of closure of schools following MoH directives as Covid-19 containment measures. For others, the fear of contracting the virus has been damaging. One year into this major historical event, many of us feel a sort of pandemic fatigue.

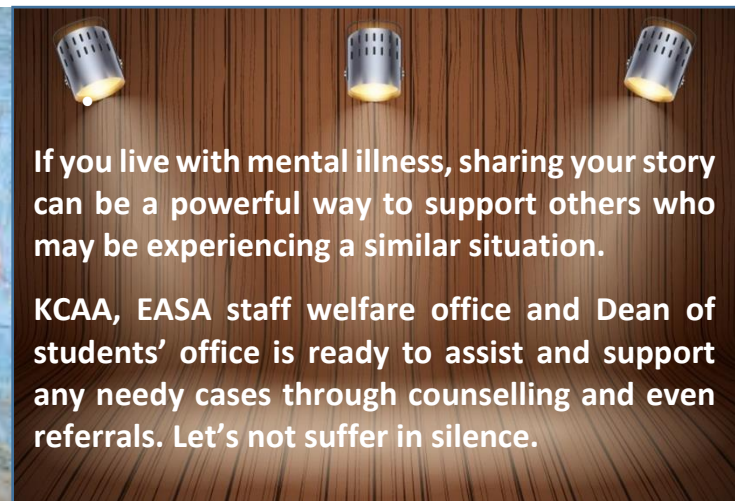
Former U.S. Surgeon General Vivek Murthy described loneliness and social isolation as the root of many mental health issues such as substance use disorders, depression and anxiety. As we have stayed isolated for over a year and seen the rise in mental health challenges, this has continually proven itself to be true. Beyond social isolation, we experience exhaustion from COVID-19 precautions, ongoing uncertainties, risks in every decision, financial stress and the overall change of routine.

In addition to the pandemic fatigue, catching up with a lost academic year for many staff and students, college life will be the source of a host of academic, social, financial and cultural challenges. These stressors can lead to poor work output, academic difficulties and/or mental health issues (e.g. anxiety, depression, poor sleep, eating disorders, substance misuse and abuse and/or suicide), ultimately leading to an overall decrease in one's quality of life.

Now, after looking at all the bad, where can we find hope? We look to the future: we will not live in this COVID-19 world forever. Infection rates in many communities are reducing, and more individuals are receiving the vaccine.

Let us promote positive mental health by;

- Connecting with friends, family, and other individuals and **strike-up some positive dialogue about mental health** and the importance of ending the stigma.
- **Learn more about mental health** by utilizing the reliable resources or by talking to a mental health professional.
- **Offer support to your loved ones and fellow students** when they open up to you about their struggles with mental illness.



If you live with mental illness, sharing your story can be a powerful way to support others who may be experiencing a similar situation.

KCAA, EASA staff welfare office and Dean of students' office is ready to assist and support any needy cases through counselling and even referrals. Let's not suffer in silence.



## Did you know you could hire EASA grounds for an exquisite outdoor photoshoot?

Are you looking for a spacious and exquisite venue to do your wedding photoshoot? Or is it a video shoot?

Do you fancy a conducive picnic set up with your friends; enjoying good food, deep conversations and of course take lots of selfies? At an affordable price, you can get all that and much more. Kindly visit the hospitality office at EASA or send an email to [hospitality@easa.ac.ke](mailto:hospitality@easa.ac.ke)





## EASA Alumni's corner



EASA offered me a conducive learning environment. Sometimes that is taken for granted but it's incredible to discover what you can achieve while in an enabling environment. I enjoyed my course with well-organized instructors and I definitely look forward to coming back again for another Aviation Security course. They say learning has not taken place if there is no change in behavior, and I am certain that the skills I have acquired will blossom in my workplace, in assurance that indeed learning took place.

*Anna Philipo Samwel, Tanzania.*



EASA has gained an ambassador from Uganda. I sincerely appreciate the well-seasoned instructors who patiently took us through the training programme. I thank my fellow participants for electing me as the class president and for making the learning process interactive, fun and fruitful.

EASA remains to be my aviation training school of choice. I would only recommend to have more courses available to be virtually delivered due to travel restrictions especially during these uncertain times.

*Vicent Tumusiime, Uganda.*



## NEWS PICTORIAL.



Registrar Academic Affairs, Dr. Serah Waitiki awarding a certificate to a Course participant.



Registrar Finance and Administration, Mr. Joseph Yator signing an agreement between EASA and Agoma Group Limited, after commissioning Materials Testing Laboratory at EASA.



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EASA Kenya



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Accuracy is ensured at the time of publishing.

*THE SKY IS ONLY BUT THE LOWER LIMIT*