

MANILA
INTERNATIONAL
AIRPORT
AUTHORITY

**3 - YEAR
LEARNING AND
DEVELOPMENT
PLAN
(2021 – 2023)**

February 2021



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I. INTRODUCTION

The Manila International Airport Authority (MIAA) was created by Executive Order 778, series of 1982, vesting the MIAA with the power to administer and operate the Manila International Airport, now known as Ninoy Aquino International Airport.

As provided for in the Charter, the MIAA shall have the following purposes and objectives: (a) to encourage and promote international and domestic air traffic in the Philippines as a means of (i) making the Philippines a center of international trade and tourism, (ii) unifying the diverse ethnic groups throughout the Philippine archipelago, and (iii) accelerating the development of the means of transportation and communications in the country; (b) to formulate internationally acceptable standards of airport accommodation and service, and (c) to upgrade international and domestic air terminals, as well as, general aviation and other facilities.

The vision of the MIAA is that *“By 2022, NAIA, as managed and operated by the MIAA, is recognized as among the best airports in Asia.”*

Its mission is *“to provide safe, secure, and efficient environment to enable stakeholders to deliver a seamless experience for passengers and all airport users, while contributing to economic development.”*


MIAA has also crafted seven (7) Strategic Objectives focused on Economic Impact and Good Governance. These are the Strategic Objectives: Strategic Objective (SO 1): Maximize International and Domestic Market Share and Dominance in Tourism and Commercial Trade; SO2: Enhance Passenger Comfort and Convenience; SO3: Enhance Customer Experience; SO4: Sustainability and Financial Performance; SO5: Ensure Passenger Safety and Security, SO6: Ensure Operational Efficiency in Accordance with Internationally Acceptable Standards, and SO7: Strengthen Workforce Competencies.

To ensure the attainment of its vision, mission, and strategic objectives, the MIAA should have a corps of professional men and women imbued with the appropriate knowledge, skills, competencies, and work values that will make them effective contributors to the goals and mandate of the MIAA.

The MIAA 3-Year Competency-Based Learning and Development Plan has been designed to address the competency requirements of all MIAA officials and employees over a three-year period, from 2021 to 2023.

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II. POLICY FRAMEWORK


Every official and employee of the government is an asset or resource to be valued, developed and utilized in the delivery of basic services to the public. Hence, the development and retention of a highly competent and professional workforce in the public service shall be the main concern of every department or agency (EO 292, Rule VIII, Sec. I).

Every department or agency shall, therefore, establish a continuing program for career and personnel development for all agency personnel at all levels, and shall create an environment or work climate conducive to the development of personnel skills, talents and values for better public service.

Learning and development (L&D) interventions and initiatives in the MIAA shall be anchored on the following overall principles:

1. Every MIAA official and employee is an important resource valued by the organization. Thus, the MIAA gives priority and invests on L&D of every official and employee.
2. L&D interventions for MIAA officials and employees shall be purposive and aligned with the MIAA strategic objectives and goals. The L&D is a means to upgrade the capability and expertise of MIAA to address and respond to the multi-level needs of its customers.
3. L&D shall include the development and strengthening of competencies of officials and employees for both current and future jobs.
4. L&D is a shared responsibility of the management, supervisors and the employees. While management provides the enabling environment by opening opportunities for learning and development, employees and their respective supervisors have an equal responsibility to plan and manage their development and career by determining, seeking, and seizing available opportunities.
5. L&D shall consider the differentiated needs of men and women in the MIAA workforce to ensure equitable access to L&D interventions.

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6. The MIAA regards investment for learning and development as equally important as investments in researches, information technology (IT), purchase of equipment and product development. Capacity development of MIAA officials and employees is given equal, if not a paramount importance in terms of allocating resources. Partnership with other institutions shall be explored to supplement existing resources for L&D.


7. Continuing upgrading of competencies is essential to the maintenance of a corps of professional officials and employees of the MIAA. It aims to develop a competent, credible, and high performing workforce. Continuing competence is maintained and enhanced through lifelong learning and integration of learning into every facet of a MIAA official or employee's working life.

III. OBJECTIVES

The MIAA 3-Year Strategic Learning and Development Plan aims to:

1. identify the competency requirements for the various levels of position of the MIAA,
2. determine competency gaps for each official and employee,
3. validate the individual competency gaps/development objectives reflected in the Individual Development Plans (IDPs) of each official and employee,
4. recommend L&D interventions that may be used to address the competency gaps,
5. implement the L&D interventions/development activities, in accordance with prescribed standards. and
6. conduct annual monitoring and evaluation of the implementation of the Plan, and make corresponding adjustments and modifications, as deemed necessary.

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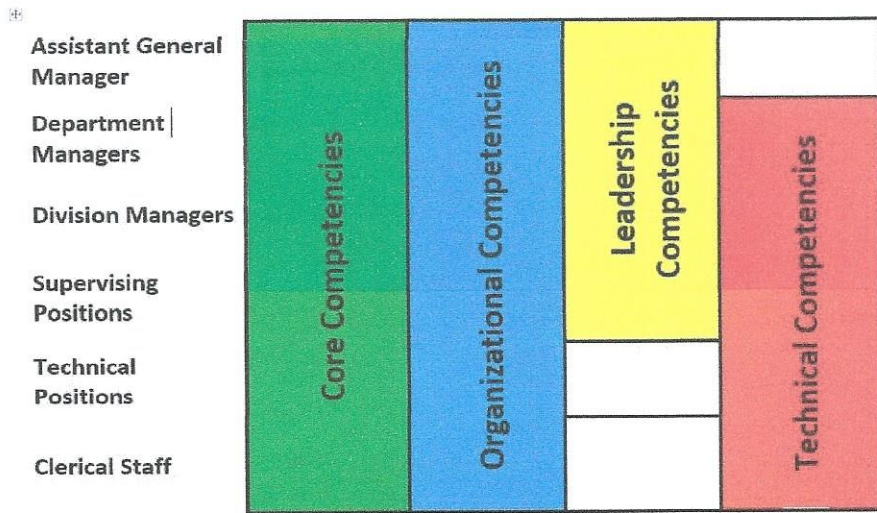
IV. COVERAGE

1. The MIAA 3-Year Learning and Development Plan shall cover all MIAA officials and all rank-and-file employees holding permanent, casual, contractual, temporary and co-terminus positions.
2. All officials and employees of MIAA who meet the qualification requirements for a particular L&D, may avail of opportunities for local/overseas scholarship and other training grants including attendance to seminars, conventions, conferences, and training to enhance and upgrade their professional and technical knowledge, skills and competencies.


V. MIAA COMPETENCY PROFILE BY POSITION CLUSTER

The establishment of the MIAA Competency Model and Framework determined the position profile of MIAA. This provided the basis for the L and D interventions appropriate to levels of positions or job clusters.

POSITION LEVEL



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The MIAA Competency Framework (CF), crafted in 2017, contains the list of required competencies based on the Authority's mission, quality policy and programs. The CF describes the range of knowledge, skills, and attributes needed by MIAA personnel for high level performance.


The CF consists of the following component:

- **Core competencies** – also called as universal competencies and are common to all employees of the organization and pertains to his/her personal, internal and organizational effectiveness skills.
- **Organizational competencies** – technical competencies that are common to all (or cuts across) functional areas.
- **Leadership competencies** – competencies based on the Civil Service Commission for those who are performing supervisory functions.
- **Technical competencies** – competencies that are intrinsic and primarily required within a specific job group

Based on the CF, the following matrix provides a menu of required competencies per position cluster:

POSITION CLUSTER	COMPETENCIES			
	CORE	ORGANIZATIONAL	LEADERSHIP	TECHNICAL
1. Assistant General Managers	<ul style="list-style-type: none"> • Exemplifying Integrity • Delivering Service Excellence • Championing and Applying Innovation • Professionalism 	<ul style="list-style-type: none"> • Writing Effectively • Speaking Effectively • Problem Solving and Decision Making • Risk Management 	<ul style="list-style-type: none"> • Building Collaborative and Inclusive Networking Relationships • Managing Performance and Coaching for Results • Leading Change • Thinking Strategically and Creatively • Creating and Nurturing a High Performing Organization 	
2. Department Heads	<ul style="list-style-type: none"> • Exemplifying Integrity • Delivering Service Excellence • Championing and Applying Innovation • Professionalism 	<ul style="list-style-type: none"> • Writing Effectively • Speaking Effectively • Problem Solving and Decision Making • Risk Management 	<ul style="list-style-type: none"> • Building Collaborative and Inclusive Networking Relationships • Managing Performance and Coaching for Results • Leading Change • Thinking Strategically and Creatively • Creating and Nurturing a High Performing Organization 	Demonstrating the Technical Competencies of the Work Unit as reflected in the MIAA Competency Manual
3. Division Heads	<ul style="list-style-type: none"> • Exemplifying Integrity • Delivering Service Excellence • Championing and Applying Innovation • Professionalism 	<ul style="list-style-type: none"> • Computer Skills • Writing Effectively • Speaking Effectively • Problem Solving and Decision Making • Risk Management • Database Operation 	<ul style="list-style-type: none"> • Building Collaborative and Inclusive Networking Relationships • Managing Performance and Coaching for Results • Leading Change • Thinking Strategically and Creatively • Creating and Nurturing a High Performing Organization 	Demonstrating the Technical Competencies of the Work Unit as reflected in the MIAA Competency Manual

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4. Supervisory Positions	<ul style="list-style-type: none"> Exemplifying Integrity Delivering Service Excellence Championing and Applying Innovation Professionalism 	<ul style="list-style-type: none"> Computer Skills Writing Effectively Speaking Effectively Problem Solving and Decision Making Risk Management Database Operation 	<ul style="list-style-type: none"> Building Collaborative and Inclusive Networking Relationships Managing Performance and Coaching for Results Leading Change Thinking Strategically and Creatively Creating and Nurturing a High Performing Organization 	Demonstrating the Technical Competencies of the Work Unit as reflected in the MIAA Competency Manual
5. Technical Staff	<ul style="list-style-type: none"> Exemplifying Integrity Delivering Service Excellence Championing and Applying Innovation Professionalism 	<ul style="list-style-type: none"> Computer Skills Writing Effectively Speaking Effectively Problem Solving and Decision Making Database Operation 	N/A	Demonstrating the Technical Competencies of the relevant Work Unit as reflected in the MIAA Competency Manual
6. Clerical Staff	<ul style="list-style-type: none"> Exemplifying Integrity Delivering Service Excellence Championing and Applying Innovation Professionalism 	<ul style="list-style-type: none"> Computer Skills Meeting Management Business Communication Records and Information Management Travel and Events Management Feed backing Skills 	N/A	N/A

VI. LEARNING AND DEVELOPMENT AGENDA

Additionally, the MIAA shall implement L&D activities that support the following initiatives:

- a. **Learning Activities in compliance with Corrective Action Plan for Operations and Safety Audit** – this contains learning activities for airside personnel composed of personnel from Operations, Safety Management Systems, Rescue and Fire and Airfield Ground Lighting as part of the Corrective Action Plan (CAP) to address the findings of Aerodrome and Air Navigation Safety Oversight Office (AANSOO) of the Civil Aviation Authority of the Philippines (CAAP) on the NAIA Aerodrome Certification Program


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- b. **Learning Activities in compliance with MIAA Performance Scorecard** – these learning activities are aligned with Annual MIAA’s Performance Scorecard with the Governance Commission for GOCCs (GCG) wherein under the Learning and Growth component, percentage of the total number of MIAA employees with assessed competency gaps shall meet the required competencies after attending these learning activities.
- c. **Learning Activities on Aviation Security** - in terms of security trainings, these were identified in coordination with the Airport Police Department Training Unit. Additionally, learning activities offered and funded by the Australian and US governments on aviation security were included in the plan. These are essential trainings that aim to enhance the skills and competencies of MIAA personnel, thereby increasing the airport’s capability to comply fully and consistently with the national and international aviation security standards.
- d. **Learning Activities in support of MIAA’s ISO certification.** The MIAA is ISO 9001:2015 Quality Management System certified organization. To sustain the ISO 9001:2015 certification awarded to MIAA, it is necessary that airport processes are consistently ISO compliant reflecting MIAA's adherence to the best standards and practices.

This means that MIAA adheres to the concept of continuous improvement, thus continuous learning. Such will entail attendance to various learning and development activities such as benchmarking, lectures, observation tours for purposes of continuous improvement.

Further, beginning 2020, the Authority started embarking on activities in preparation for certification for ISO 14001:2015 Environmental Management Systems (EMS). Such will entail attendance to various learning and development activities for this purpose.

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e. **Learning Activities in support of International Commitment.** The MIAA is a member of the International Civil Aviation Organization (ICAO), the Airports Council International (ACI) and the ASEAN International Airports Association (AAA). As a member of these international bodies, the MIAA is committed to actively participate and cooperate in meetings, conferences, and other forums with the objective of making our airports compliant with all standards and recommended practices on matters pertaining to airport management, operations, safety and security.

Additionally, there are instances when attendance to these foreign learning activities and conferences are indispensable due to fulfillment of international commitment which the Philippines is a member state.


VII. THE HUMAN RESOURCE DEVELOPMENT COMMITTEE (HRDC)

Pursuant to MIAA Office Order No. 47 s. 2020 dated June 9, 2020, the Authority has renamed the former Personnel Development Committee to Human Resource Development Committee with the following composition:

- Chairperson** - Assistant General Manager / Officer-In-Charge
Office of the Assistant General Manager
Finance and Administration

- Vice-Chairperson** - Manager / Officer-In-Charge
Administrative Department

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- | | | |
|--------------------|---|--|
| Members | - | Representative, Office of the General Manager |
| | - | Manager/Officer-In-Charge
Personnel Division |
| | - | Manager/Officer-In-Charge
Human Resource Development Division |
| | - | Samahang Manggagawa sa Paliparan ng Pilipinas (SMPP) Representative for 2 nd Level Position |
| | - | Samahang Manggagawa sa Paliparan ng Pilipinas (SMPP) Representative for 1 st Level Position |
| Secretariat | - | Human Resource Development Division |

The Committee shall perform the following functions:

- Develop, adopt and implement an equitable screening process and criteria in the selection of nominees/candidates to ensure judicious distribution of learning and development activities (LDAs) and scholarship grants among MIAA employees;
- Evaluate nominations submitted by the Heads of Offices with respect to LDAs and/or scholarship grants, both local and foreign, to ensure that opportunities are equitably availed by deserving officials and personnel, and that their attendance to such are aligned with their target competency requirements;
- Undertake the screening/conduct interviews and other related activities which may deem effective in the selection of nominees for LDAs and/or scholarship grants;
- Endorse a candidate for a LDA nomination for the General Manager's approval; and

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- Resolve or facilitate a resolution of relevant issues on MIAA’s participants to LDAs, both local and foreign, and scholarship grants.

Further, there shall be a Secretariat who will assist the committee in the performance of its functions. The duties and responsibilities are:


- Ensure that the approved guidelines and documented agreements are followed in the process of identifying the nominees/candidates to local and foreign LDAs and scholarship grants;
- Raise issues encountered for resolution of the HRDC, if necessary;
- Ensure MIAA-wide and timely circulation to the extent possible, of notices/invitations for personnel development such as but not limited to scholarships, trainings, seminars, conferences and study tour opportunities;
- Assist the HRDC during criteria setting and deliberation by:
 - a. Preparing the matrix of qualified candidates based on the submitted nominations and/or from the pool of potential candidates;
 - b. Preparing minutes of HRDC meetings, resolutions, and other required requirements; and
 - c. Preparing periodic reports on the accomplishments/status of the LDAs.

VIII. L&D STANDARDS AND POLICIES

A. Basis for L&D Interventions

1. L&D needs identification and analysis shall be based on alignment between MIAA’s mission, vision, and strategic goals with employee performance and competency gaps and career growth.

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2. The MIAA's Three-Year Strategic L&D Plan shall be prepared by the HRDD. Each MIAA Office shall also prepare its training requirements that shall form part of the MIAA L&D Plan.
3. The L&D Plan shall be prepared as a result of the analysis of the competency gap assessment and the consolidated Individual Development Plans (IDPs).
4. The L&D interventions identified in the L and D Plan shall take into consideration the workforce development needs of the MIAA. Moreover, HRDD and the respective heads of offices/supervisors shall establish the basis of the conduct of the programs primarily in connection with the competency gap assessment results generated.


B. Development and Approval of L&D Interventions

1. L&D programs, both internal and external, contained in the Annual L&D Plan that are participated in by MIAA officials and employees require management approval, based on the review and recommendation of the Human Resource Development Division and the Human Resource Development Committee (HRDC). All amendments to the Annual L&D Plan, particularly for internal learning activities, require approval of the HRDC.
2. The Heads of Offices shall review and approve the Individual Development Plan (IDPs) of all the employees of their respective Offices. Prior to such approval, the Head of Office, in consultation with the HRDD, shall check the appropriateness, relevance, timeliness, cost-efficiency and effectiveness of the L&D interventions indicated in the IDPs.

C. Qualifications and Selection of Learners

1. All L&D interventions shall target intended learners based on the Learning Needs Assessment and IDP of officials and employees.

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2. Local training, seminar, conventions, and conferences may be availed of by an employee at least once a year, except when his/her attendance is necessary as official representative or focal person and in other meritorious cases to be determined and evaluated by the HRDC.
3. Profile of the participants shall be prepared and provided by HRDD to the Learning Service Provider before the conduct of the learning event.

D. Equal Opportunity Principle (EOP) for Learning and Development

Equity and Access to L and D Interventions

The four stages of the Learning and Development Cycle, from Learning Needs Assessment to Monitoring and Evaluation shall incorporate the principles of equal opportunity for all such that no person regardless of sex, gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race family background, political affiliation, socio-economic standing and other attributes shall be discriminated and excluded, that all are treated equally, equitably, and fairly.


It is a general rule that the provision of L&D interventions shall be based on Individual Development Plan (IDP), competency/learning gaps, accomplishments/work performance, job requirement and not on age, position, influence, disability, gender, sexual orientation, religion, marital status, political affiliation or other factors that are remotely relevant to any L&D intervention.

The following are the specific application of EOP in the stages of L&D cycle:

1. Learning Needs Assessment

- a. The Learning Needs Assessment shall involve all organic employees within the organization. Nobody shall be left out nor anybody's learning and development needs be disregarded or ignored.

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- b. During the planning stage, it shall be ensured that all employees shall be afforded with L&D interventions and shall prioritize the provision according to the urgency, or gravity of the gaps or the need to be addressed. Further, it shall also be taken into consideration that no employee shall be deprived of participation in L&D interventions or programs when such would result to his/her disadvantage.
- c. It must also be stressed that if not all learning needs are addressed due to reasons of financial and operations constraints, such will not be taken as violation of the equal opportunity principle provided that every individual shall be provided with L&D interventions as equitably as possible.


2. L&D Design and Development

- a. In designing of the learning activity, it shall take into consideration not just the learning needs but also the learning styles and learning capacities of individuals.
- b. The design of the training shall be people-centered and shall take into consideration the personal circumstances of the individuals. The person-in-charge shall ensure that each person regardless of age, position, sex and gender, civil status, physical attributes, and assignment shall have access to such training if so required by his/her IDP.
- c. The development of the learning and development activities shall be consistent with the design to ensure that nobody is excluded or will feel excluded or find it difficult to learn because of failure to observe equal opportunity principles.

3. L&D Delivery / Implementation

- a. The delivery of the L&D intervention shall be consistent with the design and development thereof. However, if the course administrator and/or learning service provider/subject matter expert and facilitator notice inadequacy in the design and development to cater to the needs of the participants, he/she/they

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must make the necessary adjustment in order not to frustrate the objective of the training.

b. The following should guide the administrator, resource speakers or facilitators and members of the secretariat during the conduct of learning activities:

- Persons with disabilities (PWDs) shall be seated in such a way that their disability will not hinder or will have the least effect on their learning.
- In choosing a venue, the following should be observed:
 - PWD-friendly, if possible, such training should be on ground floor. If not, the venue shall be accessible through an elevator and ramp.
 - Restrooms are PWD-friendly and are easily accessible from the venue.
 - Safe learning environment which includes availability of safety regulations at the workplace, provision of first aid and assistance to vulnerable persons or groups with special needs and reporting of occupational hazards and their preventive measures. Presence of medical team shall also be encouraged to investigate the health conditions of participants/learning facilitators.
- Senior citizens and pregnant women shall likewise be given seats most comfortable for them.
- The administrator, resource speakers or facilitators, and members of the secretariat shall at all times be sensitive to the diversity of the group and shall not do any act that may offend any person on account of his/her sex and gender, age, civil status, physical characteristics and attributes, religion, belief, creed, race, family background, political affiliation, socio-economic standing and other attributes.

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- Workshops and other activities shall be conducted in a way that persons with special needs (PWDs, senior citizens, pregnant women) are not unduly burdened while at the same time, are not excluded therefrom.
- The facilitator shall at all times treat people with special needs with care and sensitivity while at the same time not giving them too much attention such as to the time taken, manner of participation, and contribution by persons with special needs.
- The facilitator shall ensure the participation of all members of the group to ensure that no person is excluded or feels excluded. He/she shall respect the ideas of each participant and shall refrain from such acts that can hinder the effective learning of any participant.
- Appropriateness of logistical arrangements such as training schedule, venue, safe transportation and lodging, facilities, and meals, and
- Use of gender-fair and bias-free language, examples and illustrations in all learning materials.


4. Monitoring and Evaluation

- a. The implementation of this L&D Plan shall be monitored and evaluated to ensure that equal opportunity are observed.

E. Cancellation, Rescheduling, and Substitution

1. Request for rescheduling or cancellation of the attendance of a participant who has previously been confirmed due to valid reason may be made only through a written notice to the HRDD by the employee concerned, noted by the Head of Office, at least 3 days before the scheduled program.
2. The concerned Head of Office, supervisors and employees shall be responsible in ensuring that the indicated L&D intervention in the IDP shall still be pursued at a later time, when the same program is offered again or a similar course or program

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may be availed of from external service providers, with appropriate coordination with HRDD.

However, voluntarily withdrawal of an employee to participate in a learning activity intended for the occupational group where he/she belongs due to personal reasons may be allowed provided that the concerned employee shall submit a written waiver.

3. Programs may be cancelled or rescheduled due to any of the following circumstances:

- Force majeure; or
- Failure of the Learning Service Provider/Subject Matter Expert to come on the scheduled date of his/her session.


F. Certificate of Completion

1. A Certificate of Completion shall be awarded to a participant or learner who has attended and participated, whether physically or virtually, in at least 85% of the session hours and submitted the required output/s.
2. The HRDD shall ensure an accurate recording of attendance and list of submitted outputs as certified by the concerned training staff.

G. Evaluation of the Training Program

1. To ensure the effectiveness of an L and D activity and to maximize learning by the trainees, an evaluation of a particular learning activity shall be undertaken after its completion. Evaluation should likewise be part of the program design preparation. Evaluation shall always be built into all in-house training programs using the Kirkpatrick model.

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The Evaluation developed by Donald Kirkpatrick consists of four levels of evaluation. **Level 1 or Reaction Level** measures how participants react to the training (e.g., degree of satisfaction on certain aspects of the training program); **Level 2 or Learning Level** analyzes if the learners truly understood the training (e.g., increase in knowledge or skills); **Level 3 or Behavior Level** determines if the learners are applying what they learned at work (e.g., change in behaviors, and **Level 4 or**

Results Level determines if the training program had a positive impact on the organization.

2. The HRDD conducts Reaction Level evaluation for all its internal (in-house) training programs. This is administered immediately after the conduct of a learning event. In addition, Level 2 or Learning evaluation is being conducted through the administration of pre- and post-tests, and pre-and posts training evaluation.
3. A Commitment Sheet shall be accomplished by every trainee after completion of an in-house training program. The Commitment Sheet shall contain the actions and plans to be taken by the trainee upon return to his/her work unit, based on the insights and learnings gained from the training activity.
4. For external training programs both local and foreign, the trainee shall submit a Post Learning Activity Report (PLAR) to the Office of the General Manager, copy furnished the HRDD. The PLAR shall include the overall objectives of the Re-Entry Plan, action to be taken, target date of completion, and expected output of the participant.
5. The instructional design including the training activity plan and learning materials for programs that are regularly conducted for MIAA officials and employees shall be reviewed every year as a result of the evaluation process. The HRDD is not precluded from making some adjustments to the instructional design, training activity plan and learning materials when necessary.

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H. Post Reportorial Requirements

Internal Learning Activities

a. Participants to Internal learning activities shall comply with the following:

- Pre-test
- Post-test
- Course Evaluation
- Resource Person Evaluation
- Commitment Sheets
- Learning Effectiveness Feedback Form (LEFR)


External Learning Activities (Local and Foreign)

b. Participant to foreign and local learning activities is directed to comply with the following post reportorial requirements:

- A Post Learning Activity Interview (PLAI) shall be conducted by the end-user to the participant five (5) working days after the learning activity. The end-user will then submit a report to the Manager/OIC, HRDD regarding the interview using the PLAI form ten (10) working days after the learning activity.
- A Post Learning Activity Report (PLAR) shall be submitted by the participant to the MIAA General Manager, copy furnished the Manager/OIC, HRDD within ten (10) working days after the learning activity. THE PLAR SHALL BE NOTED BY THE END-USER. It includes the over-all objectives of the Re-Entry Plan, action to be taken, target date of completion, and expected output of the participant.

The HRDD shall monitor the implementation of the PLAR specifically the re-entry plan.

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- A Learning Effectiveness Feedback Report (LEFR) shall be submitted by the participant's end-user to the HRDD within thirty (30) working days after attendance to the learning activity.
- Submission of all training material/s related to the learning activity to the MIAA Librarian for documentation shall be made within fifteen (15) days upon reporting back to work.

Pursuant to the Department of Transportation Memorandum dated August 01, 2016, every official or employee who has been authorized to travel is required to do the following upon the completion of their foreign travel:


- Liquidate within thirty (30) days the cash advances received in connection with the travel
- Submit a post travel report with recommendations to the General Manager, copy furnished the Office of the Secretary through the Undersecretary concerned within five (5) days upon return to work.

The post travel report shall focus on specific benefits/importance of the said activity to the Authority and the Department, the suggested action plan/s with corresponding time table, proposals and suggestions to be undertaken by the Authority. Refrain from presenting general/motherhood statements and/or listing down the program schedules of the activity attended.

Further, participant/s to local and foreign learning activity shall cascade/conduct an echo-learning activity within the participant/s co-employees or to personnel of other office/department/division who performs related and/or relevant duties and functions, within fifteen (15) working days after the completion of learning activity. This shall be reported to the International Cooperation Desk, DOTr for those related to international commitments or to the concerned Undersecretary (who signed/authorized the Foreign Travel) for other foreign travels. The report of echo seminar shall include, among others:

- Date and Place
- Attendance sheet
- Topics discussed

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c. Participant to a half-day or less or one-day learning activity that is free-of-charge is directed to comply with the following post reportorial requirements:

- A Post Learning Activity Report (PLAR) shall be submitted by the participant to the AGM/OIC, Office of the AGMFA, copy furnished the Manager/OIC, HRDD, immediately upon completion of the activity. THE PLAR SHALL BE NOTED BY THE END-USER. It includes the over-all objectives of the Re-Entry Plan, action to be taken, target date of completion, and expected output of the participant.
- The participant shall submit to the Manager/OIC, Personnel Division, original copy of the Attendance Authorization Form (AFF) attached to the Daily Time Record at the end of the month.

I. SERVICE CONTRACT

1. The grantees of scholarships or other study related activities, participants in courses, local (outside of NCR) and foreign learning activities shall render the service correspondingly:


Without government expense (registration/tuition/seminar fee and others)

Duration	Required Service Contract
6 months and beyond	1 year
Below 6 months	6 months

With government expense (registration/tuition/seminar fee and others), sponsored by government organization

Duration	Registration/Tuition/Seminar and Other Fee Involved	Required Service Contract
10 days or less	Category 1 P1,000.00-P9,000.00	2 months
	Category 2 Above P9,000.00 – 15,000.00	4 months
	Category 3 Above P15,000.00 – P30,000.00	6 months

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	Category 4 Above P30,000.00 – P45,000.00	8 months
	Category 5 Above P45,000.00 – P60,000.00	10 months
	Category 6 Above P60,000.00	1 year
11 days and beyond	Category 7 P1,000.00-P9,000.00	3 months
	Category 8 Above P9,000.00 – 15,000.00	6 months
	Category 9 Above P15,000.00 – P30,000.00	9 months
	Category 10 Above P30,000.00 – P45,000.00	1 year
	Category 11 Above P45,000.00 – P60,000.00	1 year and 3 months
	Category 12 Above P60,000.00	1 and ½ years

On account of voluntary resignation, optional retirement, expiration of term of appointment for coterminous employees, separation from office through one's own fault, or other causes within one's control, the participant shall refund the gross amount of salary, allowances and other benefits received while attending the learning activity proportionate to the balance of the service obligation required within the period of six (6) months.

J. Responsibilities (Management, HRDC, HRDD, Supervisors, Employees)


1. The implementation of the Competency-Based L&D Management System is a shared responsibility of the management, Heads of Offices/supervisors, HRDD, Human Resource Development Committee (HRDC) and the individual employee.
2. Sharing of responsibilities in the implementation of the Competency-based L&D shall be, as follows.

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Responsible Unit	Roles and Functions
Top Management	<ul style="list-style-type: none"> Set and determine overall L&D strategy and direction Approve L&D proposals and plans of the HRDD Provide the right resources and environment that support the growth and development needs of individual employees
Heads of Offices and Supervisors	<ul style="list-style-type: none"> Ensure that the developmental needs of their respective employees are met Support and monitor employees in the implementation of the L&D Plan
Individual Employees	<ul style="list-style-type: none"> Identify goals and activities for development and prepare the Individual Development Plan (IDP) Look for learning opportunities in everyday activities Prepare Learning Journals, whenever necessary
Human Resource Development Division (HRDD)	<ul style="list-style-type: none"> Prepare MIAA's Annual L&D Plan Design, administer, and evaluate leaning and development interventions required for the employees to meet their competency gaps Conducts internal screening in the nominations for participants to external learning activities submitted by end-users Acts as secretariat of the Human Resource Development Committee

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<p>Human Resource Development Committee (HRDC)</p>	<ul style="list-style-type: none"> • Develop, adopt, and implement an equitable screening process and criteria in the selection of nominees/candidates to ensure judicious distribution of L&D activities (LDAs) and scholarship grants • Evaluate nominations submitted by the Heads of Offices with respect to LDAs and/or scholarship grants, both local and foreign • Undertake the screening/conduct interviews and other related activities which may be necessary in the selection of nominees for LDAs and/or scholarship grants • Review and recommend for approval of the General Manager the MIAA's Annual L&D Plan and any amendments thereto should the need arises
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K. REWARDS AND SANCTIONS

1. Rewards


If the participant was able to effectively implement his/her Re-Entry Plan, the participant may be recommended for an appropriate reward/recognition through the MIAA Program on Awards and Incentives for Service Excellence (P.R.A.I.S.E).

2. Sanctions

A written notice to the Manager/OIC, HRDD, noted by the participant's end-user, may only be accepted and the subject personnel excused if received three (3) working days prior to the start of the learning activity.

For internal learning activity with two (2) or more batches, swapping of schedule of attendance may be accepted if a written notice to the Manager/OIC, HRDD, noted by their end-users, is received three (3) working days prior to start of the learning activity.

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Participants must have attended at least 85% of the total learning activity hours to be eligible for a certificate of completion and/or attendance, subject to the discretion of the service provider. In case of non-completion of a learning activity, without justifiable cause, the participant/ grantee shall not be given certificate of completion / attendance. He/she shall be considered absent during the duration of the learning activity. The said absence shall be deducted from his/her leave credits or from his/her salary if leave credits have been exhausted.

Further, non-attendance to learning activities despite issuance of an office order for three consecutive occasions without justifiable cause shall be a ground for disqualification to future learning activities for one year.

For external learning activities, if the participant fails to attend and to comply with the requirements of the learning activity and the post-reportorial requirements, without valid justification, he/she shall also be considered absent during the duration of the learning activity. The said absence shall be deducted from their leave credits or from their salary if leave credits have been exhausted.

L. Qualification and Selection of Learning Service Providers (LSPs) and/or Subject Matter Experts (SMEs)

1. In support of MIAA's policy on Equal Opportunity Principle (EOP), there shall be no discrimination in the selection of LSPs/SMEs on account of age, gender, civil status, disability, religion, ethnicity, or political affiliation.
2. MIAA may collaborate with the following institutions in the selection of LSPs/SMEs for its in-house learning and development activities:
 - a. Other government agencies and their training institutions,
 - b. Private learning institutions accredited/recognized by the Civil Service Commission,
 - c. Academic institutions recognized by the Commission on Higher Education (CHED) as Center of Excellence and Center of Development,

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- d. Private learning institutions accredited by the Professional Regulatory Board and Continuing Professional Development Council, which offer highly technical/specialized training and other development activities,
 - e. Foreign institutions accredited/recognized by the International Civil Aviation Organization (ICAO), which offer highly technical/specialized training on civil aviation, and
 - f. Individual LSPs/SMEs who have a proven track record and expertise in a given field.
3. If situation warrants, the following criteria shall be used for selecting LSP/SME:


CRITERIA	WEIGHT
Applicable experience of the LSP/SME for at least 10 years (including all related technical and leadership experience and skills). S/he must also have intensive experience working with the public sector.	50%
Track record or similar programs successfully undertaken (at least 3)	30%
Applicable educational attainment preferably a Master's degree holder and relevant trainings/certifications attended	20%
TOTAL	100%

- 4. The Professional Service Fee (PSF) of LSPs/SMEs both from government and private institutions shall be based on the existing guidelines prescribed by the Department of Budget and Management.
- 5. The HRDD shall maintain a database of the Pool of LSPs/SMEs, both internal and external, their individual profiles, and their areas of expertise.

M. Training Documentation

- 1. The HRDD shall maintain a record of the following;
 - A. Record of L and D Interventions attended per employee

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B. L&D Documentation Report to include: Office Order and List of Participants per L&D Intervention, Evaluation Report, Liquidation Report, Bids and Awards Records, L and D design, Learning Materials and Handouts, E-copy of the presentations, photo documentation and other relevant training materials.

C. Registry of LSPs/SMEs, the L&D activity he/she conducted and area/s of expertise.

IX. EVALUATION AND MONITORING OF THE L&D PLAN

The MIAA Three-Year L&D Plan shall be monitored and evaluated by the HRDD annually to determine the effectiveness of the implementation of the Plan. The HRDD shall then prepare progress report to be presented to the HRDC.

The following template may serve as guide in the monitoring and evaluation of the Plan. It may be, however, subject to modification should deemed necessary.

A.1 In terms of number of implemented L&D activities


Training Program	Target Number of Training Programs to be conducted for the year	Actual Number Conducted	Remarks, if there is discrepancy between targeted and actual numbers
A. Leadership Development Programs			
B. Technical Training Programs			

A.2 In terms of impact and effectiveness

Objectives	Indicator	Means of Verification	Period of Monitoring
Strengthen Competency of MIAA employees	MIAA employees meeting the required competency	Competency Assessment Result and/or IPCR / OPCR	Yearly
Smooth Implementation of L&D Programs	Satisfaction of MIAA employees who have undergone trainings	Survey results and/or Training Evaluation Result per program	Yearly

The corresponding Recommendations and Catch-up Plan, as a result of the discrepancies noted between the Proposed Targets and Actual Number of Training Programs conducted shall form part of the M and E mechanism.

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B. For Other L and D Interventions

COACHING SESSIONS

Date Conducted	Purpose of the Coaching Session* (Specify what particular competency gaps are being addressed in the Coaching session)	Results** (Specify what specific results were generated from the Coaching session)

Note: To be accomplished by individual supervisors duly noted by their end user, copy furnished HRDD.

Examples for Purpose of the Coaching Session:

- To teach the employee particular ways of getting detailed information from an end user (to address the competency of being able to speak effectively with an internal or external customer)
- To express oneself in writing using clear, concise, and simple words (to address the competency of being able to express one's thoughts or ideas in written form)
- To demonstrate the use of a particular system (to address the competency of being able to use a particular device or method with ease and confidence)

Examples for the Result:

- Staff showing signs of confidence in talking to an end user (internal customer) or to a supplier (external customer)
- Staff being able to express himself well in writing letters or memos using clear, concise, and familiar words
- Staff demonstrating skill and confidence in the use of a particular device or method in the workplace

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C. BENCHMARKING

Date Conducted	Participants	Place/ Organization Visited	Purpose of the Benchmarking Activity	Results (Listing of particular programs or practices that may be replicated in the workplace)

X. COMMUNICATION PLAN

The MIAA 3-Year L&D Plan shall be communicated to the entire MIAA organization.

The Assistant General Manager for Finance and Administration (AGMFA), through the HRDD, shall make use of the following strategies in order to ensure that the L&D Plan shall be disseminated to the entire MIAA workforce:

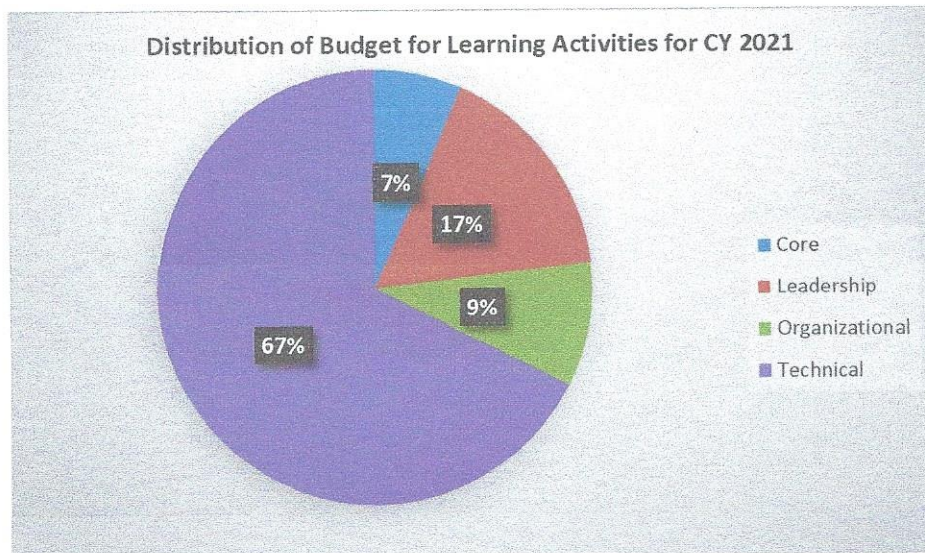
- (1) Presentation of the L&D Plan to the HRDC;
- (2) Conduct of Briefing sessions on the salient features of the L and D Plan in each department, division, or work unit to ensure that the department heads, division managers, and the technical and support staff will have uniform information and full knowledge of the Plan, and
- (3) Posting of the salient features of the Plan at the MIAA website.
- (4) After the conduct of Performance Review, the Performance Management Team (PMT) shall endorse to HRDD list of employees who need to undergo development interventions for performance improvement and enhancement. As such, this L&D Plan shall be amended accordingly. Report on the implementation of needed intervention shall be made to the PMT.

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XI. FINANCIAL RESOURCE REQUIREMENTS

CY 2021

Competencies	Budget (in Php)
Core	320,000.00
Leadership	810,000.00
Organizational	560,000.00
Technical	3,342,000.00
Total	5,032,000.00



RECOMMENDING APPROVAL:


ARLENE B. BRITANICO
 Chairperson, Human Resource Dev't Committee
 Chairperson, MIAA PRIME-HRM Committee
 Asst. General Manager, Finance and Administration


ELENITA M. FERNANDO
 Senior Assistant General Manager

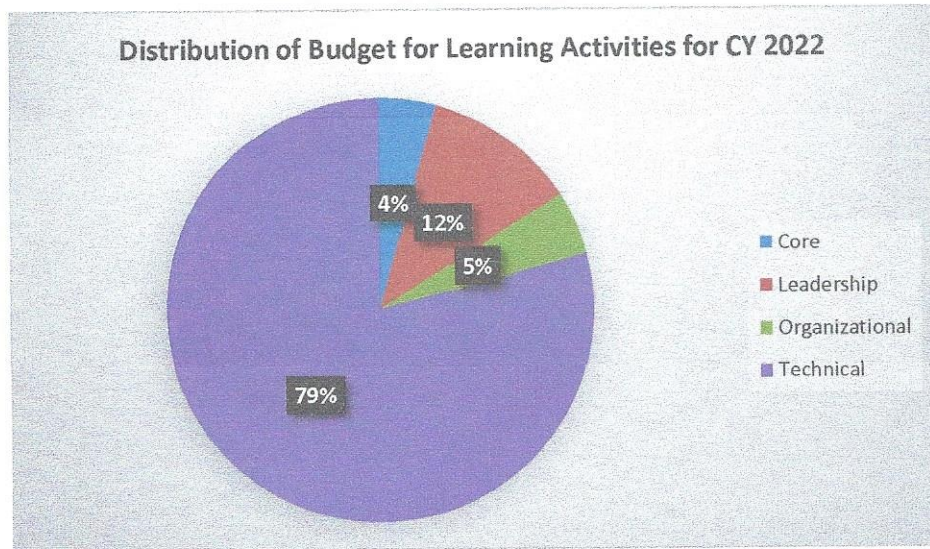
APPROVED BY:


EDDIE V. MONREAL
 General Manager

MAR 15 2021

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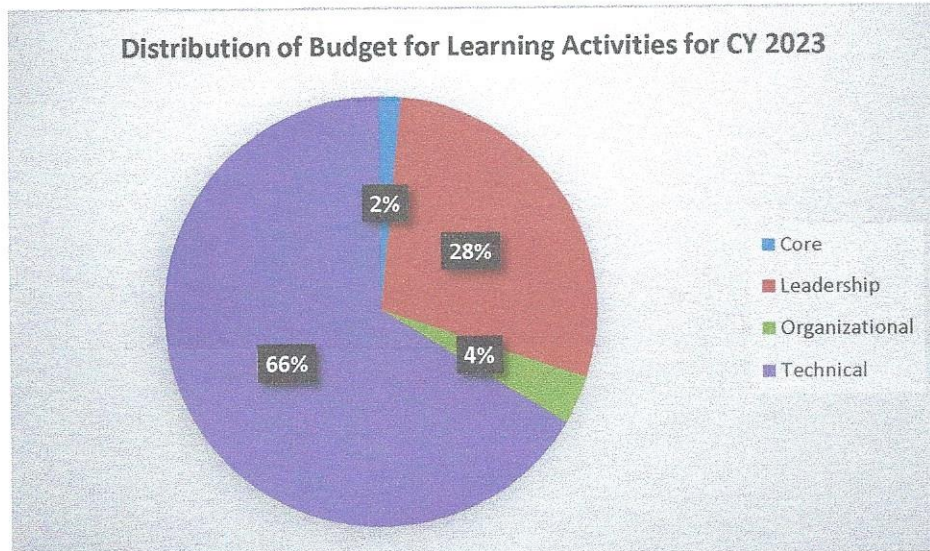
Competencies	Budget (in Php)
Core	320,000.00
Leadership	870,000.00
Organizational	360,000.00
Technical	5,860,000.00
Total	7,410,000.00




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CY 2023

Competencies	Budget (in Php)
Core	160,000.00
Leadership	2,850,000.00
Organizational	360,000.00
Technical	6,625,000.00
Total	9,995,000.00



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 ELENITA M. FERNANDO Senior Assistant General Manager		

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XII. GOVERNING PRINCIPLES IN THE CONDUCT OF COMPLIANCE TRAINING PROGRAMS AND OTHER LEARNING ACTIVITIES

1. Management Thrusts and Priorities

Change in program thrusts and priorities will affect the conduct of Compliance Training to a great degree. Changes in program thrusts of the MIAA, as well as, management priorities may happen at any time. Some changes in programs and policies necessitate the corresponding training and other development interventions that may be needed in order to operationalize the new plans and programs and policies. Therefore, even as the Compliance Training have already been identified and plotted over a three-year period, as reflected in the MIAA L and D Plan, there may be some changes in order to accommodate the new L and D interventions that may be needed on account of the change in thrusts and priorities.

The Compliance Training may still be conducted but the priority in scheduling shall be given to the new L and D activities that will supplement the changes brought about by the new program thrusts. In extreme cases, it might also be possible that certain pre-identified L and D interventions may be scrapped if these are no longer aligned to the new program thrusts.


2. Urgency

The Head of Office/Supervisor, in consultation with HRDD, will determine the level of urgency of the conduct of specific training programs. A training program may be classified as urgent and must be conducted in Year 1 if attendance to such program will have direct beneficial effects to the trainee and to the work unit and that failure to attend that program will affect the performance outputs of the work unit.

3. Number of Staff Members who will benefit from the Program

The number of staff members who will benefit from a specific training program will also be given consideration. A specific training program may be given priority if there are at least 50% staff members in each work unit concerned who will benefit from the program. For example, for the training course on "Writing Effectively", the course may be considered as Urgent, if there are at least 10 out of 20 staff members in a specific work unit who would need that kind of training.

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4. Availability of Resources

Availability of resources will include manpower and financial resources. The conduct and scheduling of training programs will depend on the manpower availability of the HRDD and the financial resources that will be incurred in the conduct of each training activity. The availability of Subject Matter Experts (SMEs) who will handle specific subject matter areas will also be a major factor to reckon with.

OTHER L AND D INTERVENTIONS THAT MAY BE CONDUCTED ON A REGULAR BASIS OVER THE 3-YEAR PERIOD

Coaching and Mentoring	Self-development Programs	Attendance to Conferences of Professional Organizations	Job Rotation
<ul style="list-style-type: none"> Coaching is unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them. Mentoring is sharing knowledge, skills and life experience to guide another towards reaching their full potential; it's a journey of shared discovery. 	<ul style="list-style-type: none"> is taking steps to better yourself, by learning new skills. Reading books of your profession or surfing the net for relevant topics related to your field of work are considered as self-development initiatives 	<ul style="list-style-type: none"> Different professional organizations usually conduct annual conferences and summits as a venue for updating and sharing of new ideas and innovations Examples: Conferences of PAGBA, GACPA, PICE, PSME, etc. 	<ul style="list-style-type: none"> a management approach where employees are shifted between two or more assignments or jobs at regular intervals of time in order to expose them to the different work units within the organization. It is a pre-planned approach with an objective to test the employees skills and competencies in order to give them a wider experience and help them gain more insights and eventually prepare them for other jobs.

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Guidelines for the Conduct of Coaching and Mentoring and Job Rotation may be found in Annexes "A" and "B" of this Plan.

OTHER L AND D INTERVENTIONS THAT MAY BE CONDUCTED PERIODICALLY

Benchmarking	Short-term Courses on Leadership and Supervision	Academic Programs
<ul style="list-style-type: none"> A process of measuring the performance of a company's products, services, or processes against those of another business considered to be the best in the industry, aka "best in class." The point of benchmarking is to identify internal opportunities for improvement. By studying companies with superior performance, breaking down what makes such superior performance possible, and then comparing those processes to how your organization operates, you can implement changes that will yield significant improvements. 	<ul style="list-style-type: none"> May take the form of one to two weeks seminar on Leadership and Supervisory concepts, functions, and responsibilities May also include online courses. 	<ul style="list-style-type: none"> Comprise the core, required and elective courses that lead to a degree or certificate. May be conducted as an in-house/off-campus academic activity conducted by a reputable academic institution, or through attendance to courses offered by universities and colleges of good standing.

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GUIDELINES IN THE AVAILMENT OF OTHER L&D INTERVENTIONS

1. Coaching and Mentoring

Any supervisor or head of a work unit is encouraged to conduct coaching anytime that a need for doing so arises. The coaching session shall be conducted using the guidelines contained in Annex "A" of this Plan. It is important to indicate in very specific terms the purpose for the coaching session and the competency gap being addressed. The results of the coaching session shall also be mentioned in concrete terms.

The effectiveness of the Coaching session as an L and D intervention may be measured by the improvement in knowledge, skills, and behaviors that the coachee exhibits as a result of the coaching session initiated by the supervisor.

2. Self-development Programs


Self-development programs should be an initiative of the individual employee. This L and D intervention may or may not be done, under the guidance and direction of the supervisor. The supervisor may suggest some reference materials and books and other materials to read; but the individual employee on his own can also take the initiative of looking for possible reading materials or engaging in other activities that will contribute to his professional growth.

3. Attendance to Conferences of Professional Organizations

Different professional organizations such as the Philippine Institute of Civil Engineers (PICE), Government Association of Certified Public Accountants (GACPA), Philippine Association of Government Budget Administrators (PAGBA), etc. conduct annual conferences for its members.

Selection of participants to learning and development activities that provide Continuing Professional Development (CPD) credit units to licensed professionals shall not be subjected to the deliberation of the HRDC. This exemption is justified by the fact that all of them have to attend these activities as CPD credit units are mandatory requirements in the renewal of Professional Identification Cards (PICs).

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To avoid vacuum of on-duty personnel however, attendance, to these activities shall be scheduled in a manner that all will be given opportunity to attend at different times, with priority to those whose PICs are soonest to be renewed.

4. Job Rotation

The supervisor shall identify potential employees within his work unit who may be considered for job rotation. Job rotation is intended to expose a certain employee to other sections/divisions within a particular unit and learn additional knowledge and skills in the process.

Job Rotation prepares an employee for higher responsibilities as he learns the different types of jobs within his work unit. An employee who is currently assigned at Division A may be assigned, for example to Division B, then he moves to Division C, if there are 3 divisions, and then back again to his mother unit, Division A. A normal duration for job rotation is from 6 months to one year in a specific assignment.


After completion of the whole duration of the Job Rotation process, the employee is now well-grounded and knowledgeable of the operations of the entire division or department and may now be ready for a higher position or a position of bigger responsibility.

5. Benchmarking

Many organizations now consider Benchmarking as an effective L and D intervention for improving their work processes and operations. A crucial component of a Benchmarking activity is to be able to identify a specific organization within the same industry, which is considered as having superior programs and practices and which practices may be replicated at their own organization.

At the MIAA, benchmarking may be conducted in terms of airport operations, and other related technical fields. A benchmarking activity should be carefully planned and should be purposeful to ensure that the benchmarking visit is worth the time and resources spent for it. It should be made certain that the observed practices in the benchmarking site may be replicated at the MIAA.

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6. Short-Term Course on Leadership and Supervision

Short-term courses on Leadership and Supervision may be availed of in addition to the regular Leadership and Supervision course offerings of other government and private training institutions in order to develop the capability of MIAA managers and supervisors.


The ability to lead, motivate, empower, and inspire staff members is a mark of a good leader. Therefore, there should be continuing efforts to maintain a corps of good leaders at the MIAA.

The concerned managers or supervisors may coordinate with the HRDD, in availing of leadership and supervisory courses for themselves and the members of their staff occupying supervisory positions.

7. Academic Programs

Academic Programs on Management such as Masters in Business Administration (MBA), Masters in Public Administration (MPA), and other related fields may be availed of by interested officers and employees of the MIAA, under conditions governing scholarship grants. The HRDC shall establish the guidelines for the availment of academic programs.

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XIII. THE THREE-YEAR COMPETENCY-BASED MIAA LEARNING AND DEVELOPMENT PLAN

A. LEADERSHIP DEVELOPMENT PROGRAMS

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
1. Short-term Courses on Leadership conducted by the Civil Service Institute, Career Executive Service Board, Development Academy of the Philippines, and other public and private institutions accredited by the Civil Service Commission	<ul style="list-style-type: none"> Senior Assistant General Manager Assistant General Manager Department Manager Division Manager 	X	X	X
2. Supervisory Development Course, either conducted in-house as a customized program tailored to specific needs of MIAA supervisors or the CSC Supervisory Development Course	<ul style="list-style-type: none"> Division Manager Section Chief Shift-in- Charge 	X	X	X

B. CORE TRAINING PROGRAMS

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Integrity, Transparency and Accountability and Public Service (ITAPS)	All positions	X	X	X
Service Excellence Workshop / DisipliNAIA	All positions	X	X	X
Harnessing Innovation and Creativity at Workplace	All positions	X	X	X
Cascading Session on ARTA /EODB	All Positions	X	X	X
Mental Health Resilience Seminar	All positions	X		
Gender Sensitivity Training	All positions	X	X	X
Environmental Management System Awareness (Cascading)	All positions	X	X	X
5S The Practice of Good Housekeeping	All positions	X	X	X

RECOMMENDING APPROVAL:



ARLENE B. BRITANICO
Chairperson, Human Resource Dev't Committee
Chairperson, MIAA PRIME-HRM Committee
Asst. General Manager, Finance and Administration


ELENITA M. FERNANDO
Senior Assistant General Manager

APPROVED BY:


EDDIE V. MONREAL
General Manager

MAR 15 2021

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C. ORGANIZATIONAL TRAINING PROGRAMS

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Workshop on Technical Writing	Department Heads and below	x	x	x
Workshop on Speaking Effectively	Department Heads and below	x	x	x
Workshop on Risk Management	Department Heads and below	x	x	x
Problem Solving and Decision-Making Course	Department Heads and below	x	x	x
Online Tutorial for Office Productivity	Department Heads and below	x	x	x
Workshop on Records and Archives Management	Department Heads and below	x	x	x
Workshop on Completed Staff Work	Department Heads and below	x	x	x

D. TECHNICAL TRAINING PROGRAMS


OFFICE OF THE GENERAL MANAGER (OGM) BLOC

Airport Security Inspectorate Office

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Airport Quality Control Inspectors Course (AQIC)	Civil Aviation Security Inspector	x		
Airport Security Programme (ASP) Workshop	-do-		x	
Airport Security Quality Control Programme Workshop (derived From National)	-do-			x
Cyber Security Oversight in Aviation		x		
An Introduction to Compliance Monitoring (Auditing)	-do-		x	

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Internal Audit Services Office

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Advance Auditing for Internal Auditors	<ul style="list-style-type: none"> Department Manager Senior Internal Control Officer A 	x		
Update on Internal Auditing Standards	<ul style="list-style-type: none"> Senior Internal Control Officer B 		x	
Management Auditing	<ul style="list-style-type: none"> Chief Corporate Accountant B 	x		x
Seminar on Internal Audit Best Practices	<ul style="list-style-type: none"> Internal Control Officer A 	x		
Internal Quality Audit Training	<ul style="list-style-type: none"> Internal Control Officer A 	x		
Seminars on <ul style="list-style-type: none"> Operational Auditing Financial Auditing ISO QMS Related Seminars 	<ul style="list-style-type: none"> Internal Control Officer A 	x		
IT Audit	<ul style="list-style-type: none"> Department Manager Senior Internal Control Officer A Senior Internal Control Officer B Chief Corporate Accountant B Internal Control Officer A 		x	

Legal Office

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Mandatory Continuing Legal Education (MCLE)	Chief Corporate Attorney, Senior Corporate Attorney, Corporate Attorney	x	x	x


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Safety Management Systems Office

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Basic Safety Management System Course	<ul style="list-style-type: none"> • Manager /OIC • Terminal Operations Assistant A assigned at SMS Office 	x		
Advanced Safety Management Systems	<ul style="list-style-type: none"> • Manager / OIC • Terminal Operations Assistant A assigned at SMS Office 		x	
Safety Management System for Executive Managers	Manager / OIC	x		
Internal Safety Auditing Techniques Training	<ul style="list-style-type: none"> • Manager/OIC • Terminal Operations Assistant A assigned at SMS Office 			x
Safety Risk Management (Hazard Identification and Risk Assessment)	<ul style="list-style-type: none"> • Manager/OIC • Terminal Operations Assistant A assigned at SMS Office 			x
Implementing Annex 14: Aerodrome Design and Operations	<ul style="list-style-type: none"> • Manager/OIC • Terminal Operations Assistant A assigned at SMS Office 		x	
Aircraft Accident Incident Investigation and Prevention (AAIIP)	Terminal Operations Assistant A assigned at SMS Office			x

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Business and Real Estate Investment and Development Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Shout Course and Updates on Real Estate Management/Asset Management	<ul style="list-style-type: none"> • Division Manager • Business Development Chief B • Business Development Specialist • Business Development Officer A • Engineer A 	x	x	x

Terminal Concessions Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Shot Course on Airport Non-Aeronautical Revenues	<ul style="list-style-type: none"> • Division Manager • Business Development Chief B • Business Development Specialist • Business Development Officer A • Business Development Officer B 		x	
Training on Development and Contract Award Process	<ul style="list-style-type: none"> • Business Development Analyst A 			x
Training on Monitoring/Evaluating Concessionaire Performance	<ul style="list-style-type: none"> • Business Development Analyst A 	x		

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Plans and Programs Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Strategic Planning Seminar	<ul style="list-style-type: none"> • Division Manager • Senior Corplan Specialist • Corplan Specialist • Senior Corplan Analyst • Statistician A 	x		
Project Planning Workshop	<ul style="list-style-type: none"> • Division Manager • Senior Corplan Specialist • Corplan Specialist • Senior Corplan Analyst • Statistician A 		x	

Systems and Procedures Improvement Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Statistical Data Management and Report Writing	<ul style="list-style-type: none"> • Division Manager • Senior Management Systems Analyst • Management System Analyst 	x		
Work Measurement Training	<ul style="list-style-type: none"> • Division Manager • Senior Management Systems Analyst • Management System Analyst 		x	

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Benchmarking Strategies and Techniques	<ul style="list-style-type: none"> • Division Manager • Senior Management Systems Analyst • Management System Analyst 				X
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Management Information System Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Information Technology (IT) – Awareness and Adeptness	<ul style="list-style-type: none"> • Management Systems Design Specialist B • Computer Services Programmer A • Computer Service Programmer B • Management Systems Analyst • Research Analyst A • Information Systems Researcher 	X		
Information Technology Legislative Requirements	<ul style="list-style-type: none"> • Management Systems Design Specialist B • Computer Services Programmer A • Computer Service Programmer B • Management Systems Analyst • Research Analyst A • Information Systems Researcher 	X		

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Office of the AGM for Finance and Administration (OAGM-FA) Bloc


Accounting Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Accounting and Taxation Updates: 1. Philippine Financial Reporting Standards Updates (applicable to MIAA) 2. Tax Updates Seminar (applicable to MIAA) (with CPD provider accredited)	<ul style="list-style-type: none"> Division Corporate Accountant B Senior Corporate Accountant B Corporate Accountant 	x	x	x
Accounting for Non-Accountant	<ul style="list-style-type: none"> Senior Accounting Processor Accounting Processor 	x	x	x

Budget Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Updates on Guidelines on Government Budgeting and Spending	<ul style="list-style-type: none"> Division Manager Chef Corporate Budget Officer Corporate Budget Specialist B Corporate Budget Analyst A Statistician N Corporate Budget Assistant 	x	x	x

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Cashiering Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Accounting for Non-Accountant/ Training on Financial Management	<ul style="list-style-type: none"> • Head cashier • Cashier A • Cashier C 	x	x	x


Collection Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Collection Management Strategies	Supervising Credit Officer		x	
Innovative Credit and Effective Collection	Supervising Credit Officer		x	
Credit and Collection Training Course	Credit Officer			x
Bangko Sentral ng Pilipinas Counterfeit Detection Seminar	<ul style="list-style-type: none"> • Collection Representative A • Collection Representative B 	x		

General Services Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Short Course on Building Maintenance including Housekeeping	<ul style="list-style-type: none"> • Administrative Services Chief B • General Services Officer B 		x	
Short Course on Fleet Management and Automotive Repairs	<ul style="list-style-type: none"> • Administrative Services Chief B • General Services Officer B • Transport Officer B • Driver-Mechanic 	x		

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Training on Proper Waste Disposal including Automotive Wastes	<ul style="list-style-type: none"> • Administrative Services Chief B • General Services Officer B • Transport Officer B • Driver-Mechanic 	x		
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Human Resource Development Division


Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Learning and Development Needs and Identification	<ul style="list-style-type: none"> • Supervising IRD Officer A • IRD Officer A 	x		
Training Facilitation	<ul style="list-style-type: none"> • IRD Officer A • IRM Assistant A 		x	
Module Development Workshop	<ul style="list-style-type: none"> • Supervising IRD Officer A • IRD Officer A • IRM Assistant A 	x		
Training Course on Measuring Training Effectiveness	<ul style="list-style-type: none"> • Supervising IRD Officer A • IRD Officer A • IRM Assistant A 	x		
Short Course/Diploma on Organizational Management	<ul style="list-style-type: none"> • Division Manager • Supervising IRD Officer A • IRD Officer A • IRM Assistant A 			x

Personnel Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Six Sigma for HR Professionals	<ul style="list-style-type: none"> • Division Manager • Supervising IRM Officer B • Senior IRM Officer B • HRD Officer A 		x	


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Digital Recruitment Process Tools and Best Practices	<ul style="list-style-type: none"> Supervising IRM Officer B IRM Assistant A IRD Officer B Statistician A Computer Operator 	x		
Onboarding: Creating the Best New Hire Experience	<ul style="list-style-type: none"> Supervising IRM Officer B IRM Assistant A ID Officer B 	x		
Competency-Based Succession Planning	<ul style="list-style-type: none"> Division Manager Supervising IRM Officer B Senior IRM Officer B IRD Officer A IRM Officer 	x		
Performance Management System	<ul style="list-style-type: none"> Division Manager Supervisors IRD Assistant B IRM Assistant B Clerk Processor B Statistician A Computer Operator 	x		
Competency-Based Development of HR Management	<ul style="list-style-type: none"> Division Manager Supervisors IRD Assistant B 	x		
HR Conversation	<ul style="list-style-type: none"> Supervisors IRM Assistant A IRD Officer B 		x	
Handling Grievance, Discipline, Termination, and Dismissal	<ul style="list-style-type: none"> Supervisors Senior IRM Officer B IRD Officer B IRD Assistant B Clerk Processor B 	x		
Improving Performance, Using Balanced Scorecard	<ul style="list-style-type: none"> Division Manager Supervising IRM Officer B Senior IRM Officer B IRD Officer A 	x		

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Procurement Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
R. A. 9184: The Government Procurement Act Updates	<ul style="list-style-type: none"> • Division Manager • Supervising Officer • Procurement Officer • Clerk-Processor 	x	x	X

Property Management Division


Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Effective Warehouse and Inventory Management	<ul style="list-style-type: none"> • Supervising Property Officer • Storekeeper A 	x		
Internal Control System for Property and Warehouse Management	<ul style="list-style-type: none"> • Supervising Property Officer • Supply Officer 	x		
Warehouse Operations and Inventory Control	<ul style="list-style-type: none"> • Storekeeper A • Storekeeper C 		x	
Good Warehousing Practices	<ul style="list-style-type: none"> • Storekeeper A • Storekeeper C 			x

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Electrical Division


Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Basic Motor Controls	<ul style="list-style-type: none"> • Electrical Technicians • Transmission Lineman • Senior Plant Electrician 		x	

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Fundamentals of Electrical Circuits, Computations and Applications	<ul style="list-style-type: none"> • Electrical Technicians • Transmission Lineman Senior Plant Electrician 		x	
Operation and Maintenance for Medium to High Voltage Substation and Equipment	<ul style="list-style-type: none"> • Transmission Line Foreman • Engineers (Supervising Engineer B and above) 		x	
Familiarization Electrical Drawings and Testing Equipment	<ul style="list-style-type: none"> • Transmission Line Foreman • Engineers (Supervising Engineer B and above) 		x	
Fundamentals of Short Circuit Analysis	<ul style="list-style-type: none"> • Transmission Line Foreman • Engineers (Supervising Engineer B and above) 			x
Electrical Power Systems and Protective Relaying	<ul style="list-style-type: none"> • Transmission Line Foreman • Engineers (Supervising Engineer B and above) 		x	
Power Substation Design and Analysis	<ul style="list-style-type: none"> • Transmission Line Foreman • Engineers (Supervising Engineer B and above) 			x
Systematic Approach to Substation Maintenance	<ul style="list-style-type: none"> • Transmission Line Foreman • Engineers (Supervising Engineer B and above) 			x

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Basic Occupational Safety and Health (BOSH) Training	<ul style="list-style-type: none"> • Transmission Lineman • Senior Plant Electrician • Transmission Line Foreman • Engineers (Supervising Engineer B and above) 	x		
Construction Occupational Safety and Health (COSH) Training	<ul style="list-style-type: none"> • Transmission Lineman • Senior Plant Electrician • Transmission Line Foreman • Engineers (Supervising Engineer B and above) 	x		
Thermography Training Certification	<ul style="list-style-type: none"> • Transmission Lineman • Senior Plant Electrician • Transmission Line Foreman • Engineers (Supervising Engineer B and above)- 			x
Annual IEEE National and Midyear Convention	All Electrical Practitioners	x	x	x

Electronics and Communications Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Electronics Systems Maintenance Services	<ul style="list-style-type: none"> • Principal Engr B&C • Supervising Engineer B • SR. ECS Technician • ECS Technician A 	x		
Telecommunications Systems Operations and Maintenance Services	<ul style="list-style-type: none"> • Principal Engr B&C • Supervising Engineer B • SR. ECS Technician • ECS Technician A 		x	

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Security Systems Maintenance Services	<ul style="list-style-type: none"> Principal Engr. B&C Supervising Engineer B SR. ECS Technician ECS Technician A 			X
Design, planning and technical support Services	<ul style="list-style-type: none"> Manager 			X

Mechanical Division


Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Auto-Computer Aided Drawing	Engineers	X		
Specialized Welding (Oxy-Acetylene and Electric Welding)	Technicians		X	
Philippine Society of Mechanical Engineers Convention	Engineers	X	X	X
Course on Degreasing and Chemical Handling	Engineers / Pollution Control Officer	X		
Course on Emergency Procedures during Chemical spill	Engineers / Pollution Control Officer	X		

Civil Works Department

Buildings Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
PICE Philippine Institute of Civil Engineer Seminar		X	X	X
Construction Project Management	Engineers	X		
Building Maintenance Supervision	Engineers		X	
Scaffolding Safety Seminar	Carpenters	X		
Carpentry NCII, NCIII	Carpenters		X	
Construction Painting NC II	Painters			X
Pipe Fittings NCII	Plumbers			X

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Plumbing NCI, NC II	Plumbers				X
Masonry NCI, NCII	Masons				X
Tile Setting NCII	Masons				X
Shielded Metal Arc Welding (SMAW) NCI, NCII, NCIII	Welders				X
Gas Metal Arc Welding (GMAW) NCI, NCII	Welders				X
Construction Occupational Safety and Health Training (COSH)	<ul style="list-style-type: none"> • Engineers • Carpenters • Painters • Plumbers • Masons • Welders 	X			
Basic Occupational Safety and Health Training (BOSH)	<ul style="list-style-type: none"> • Engineers • Carpenters • Painters • Plumbers • Masons • Welders 	X			


Design and Planning Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Training on Designing and Drafting	<ul style="list-style-type: none"> • Senior Architect 	X		
United Architects of the Philippines Activities	<ul style="list-style-type: none"> • Senior Architect • Engineering Survey Aide • Artist Illustrator A 	X	X	X

Pavements and Grounds Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Shor Course on Airport Pavement Design and Construction	<ul style="list-style-type: none"> • Supervising Architect • Principal Draftsman B 		X	

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Airport Grounds Operations and Safety Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Basic Occupational Safety and Health (BOSH)	<ul style="list-style-type: none"> • Division Manager • Terminal Supervisor B • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 	x		
Construction Occupational Safety and Health (COSH)	<ul style="list-style-type: none"> • Division Manager • Terminal Supervisor B • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 		x	
A-CDM in Airport and Grounds Operations	<ul style="list-style-type: none"> • Division Manager • Terminal Supervisor B • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 	x		
Airport Extreme Weather Operations and Planning	<ul style="list-style-type: none"> • Division Manager • Terminal Supervisor B • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 		x	
Airport Slots and Coordination	<ul style="list-style-type: none"> • Division Manager • Terminal Supervisor B • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 		x	

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Aircraft Turnaround Coordination and Loading Supervision	<ul style="list-style-type: none"> • Division Manager • Terminal Supervisor B • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 		X	
Aerodrome Inspection	<ul style="list-style-type: none"> • Division Manager • Terminal Supervisor B • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 			X
Airfield Pavement Markings	<ul style="list-style-type: none"> • Division Manager • Terminal Supervisor B • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 			X
Aerodrome Emergency Handling Course	<ul style="list-style-type: none"> • Division Manager • Terminal Supervisor B • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 			X
Aircraft Marshalling and Ramp Hand Signals	<ul style="list-style-type: none"> • Terminal Operations Officer A and B • Terminal Operations Assistant A and B 		X	

International Cargo Operations Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Course on Building and Property Management	<ul style="list-style-type: none"> • Division Manager • Port Operations Analyst 		X	
Facilities Management Training	<ul style="list-style-type: none"> • Division Manager • Port Operations Analyst 		X	

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Air Cargo Fundamentals and Management	<ul style="list-style-type: none"> • Division Manager • Port Operations Analyst 	x		
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General Aviation Operations Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
A-CDM in Airport and Grounds Operations	<ul style="list-style-type: none"> • Division Manager • Port Operations Specialist 	x		
Course on General Aviation Management	<ul style="list-style-type: none"> • Division Manager • Port Operations Specialist 		x	


Public Assistance Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Managing VIP Accommodation and Meet and Assistant Service	<ul style="list-style-type: none"> • Senior Public Relations Officer • Public Relation Officer B • Public Relation Officer C • Public Relations Assistant B 	x		
Managing Customer Feedback	<ul style="list-style-type: none"> • Senior Public Relations Officer • Public Relation Officer C 	x		

Media Affairs Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Media Relations Workshop	<ul style="list-style-type: none"> • Information Officer A • Information Officer B 	x		

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Editorial Writing (News and Feature Writing) Workshop	<ul style="list-style-type: none"> Information Officer A Information Officer B 		X	
Photo-editing Workshop	<ul style="list-style-type: none"> Information Officer A Information Officer B 		X	
Social Media Management Workshop	<ul style="list-style-type: none"> Information Officer A Information Officer B 	X		
Short Course on Print and Digital Graphics Arts	<ul style="list-style-type: none"> Information Officer A Information Officer B 			X

Terminal Management

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Ramp Control Training Course	<ul style="list-style-type: none"> Port Operations Specialist Terminal Operations Officer Terminal Operations Assistant 	X	X	X
Short Course on Terminal Operations Management	<ul style="list-style-type: none"> Terminal Manager, Asst. Terminal Manager Chief, Terminal Operations and Administration Section Chiefs 		X	
Logistic Management Training	<ul style="list-style-type: none"> Asst. Terminal Manager Chief, Terminal Operations and Administration Section Chiefs 		X	
Baggage Handling System Operations and Maintenance	<ul style="list-style-type: none"> Port Operations Specialist Terminal Operations Officer and Assistant Plant Mechanic 			X

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Passenger Loading Bridge Operations Refresher/Recurrency Course	<ul style="list-style-type: none"> • Port Operations Specialist • Terminal Operations Officer • Terminal Operations Assistant 	x	x	x
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Airport Police Department


Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Aviation Security Management	<ul style="list-style-type: none"> • Department Manager • Division Manager • Airport Police Chief Inspector • Airport Police Senior Inspector 	x		
Airport Police Basic Course	<ul style="list-style-type: none"> • Airport Police Officer I 	x	x	x
Basic Aviation Security Course	<ul style="list-style-type: none"> • Airport Police Officer I 	x	x	X
Aviation Security Refresher Course	<ul style="list-style-type: none"> • Airport Police Officer I • Airport Police Officer II • Airport Police Officer III 	x	x	X
Special Weapons and Tactics (SWAT)	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 		x	

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Weapons Proficiency/Shooting Exercises	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 	x	x	X
Evasive Vehicles Operations Course	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 		x	
Emergency Preparedness Training	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 	x	x	x
Hostage Negotiation Course	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 		x	
Disaster Management Course	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 	x		
Criminal Investigation Course (CIC)	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 		x	

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Police Detective Course	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 		x	
Police Intelligence Course (PIC)	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 		x	
Undercover Operation and Background Investigation	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 		x	
Investigative Report Writing and Case Packaging	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 	x		
Crime Scene Investigation and Evidence Preservation	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 		x	
Cyber Crime Investigation Workshop	<ul style="list-style-type: none"> • Airport Police Officer II • Airport Police Officer III • Airport Police Inspector 	x		

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Screening and Surveillance Department

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Screening Checkpoint Supervisor Course (Batch 1 & 2)	Screening Division Personnel	x		
Behavior Detection Workshop	-do-		x	
Surveillance Standards Development Workshop	Surveillance Division Personnel	x		
Certified Security and Surveillance Practitioner	Surveillance Division Personnel			x
Counter Surveillance Training	-do-			x
CCTV Operators Training	CCTV Operators	x	x	x

Intelligence and Investigation Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Background Investigation	<ul style="list-style-type: none"> Civil Security Officer A Civil Security Officer B 	x	x	x
Criminal Investigation Course (CIC)	<ul style="list-style-type: none"> Civil Security Officer A Civil Security Officer B 		x	
Intelligence Technical Writing Training	<ul style="list-style-type: none"> Civil Security Officer A Civil Security Officer B 	x		
Forensic Investigation Training	<ul style="list-style-type: none"> Civil Security Officer A Civil Security Officer B 		x	



ID and Pass Control Division


Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Basic Security Profiling Course	<ul style="list-style-type: none"> Civil Security Officer C Clerk-Processor A 	x		

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Rescue and Firefighting Division


Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)	
Fire Station Management	<ul style="list-style-type: none"> Division Manager Head, Emergency Response Section (designated position) Head, Aircraft Recovery and Equipment Maintenance Section (designated position) Head, Fire Safety Enforcement Section (designated position) Chief Fire Officer 		X		
Incident Command System and Management			X		
ICAO SARP's and CAAP Manual of Standards for Aerodromes		X			
Emergency and Disaster Management		X			
Hazard Identification and Risk Management				X	
Safety Management System		X			
Aircraft Accident Investigation				X	
Senior Airport Fire Officers Training Course	Chief Fire Officer			X	
Tactics and Equipment				X	
Airport Fire Officers Training, Safety and Standards				X	
Airport Fire Officers Airport Rescue and Fire-Fighting Exercises			X		
ICAO SARP's and CAAP Manual of Standards for Aerodromes			X		
Emergency and Disaster Management			X		
Hazard Identification and Risk Management			X		
Senior Airport Fire Officers Training Course					X
Fire Station Management		Fire Officer A			X
Incident Command System and Management					X
ICAO SARP's and CAAP – Manual of Standards for Aerodromes			X		

<p>RECOMMENDING APPROVAL:</p>  <p>ARLENE B. BRITANICO Chairperson, Human Resource Dev't Committee Chairperson, MIAA PRIME-HRM Committee Asst. General Manager, Finance and Administration</p>	 <p>ELENITA M. FERNANDO Senior Assistant General Manager</p>	<p>APPROVED BY:</p>  <p>EDDIE V. MONREAL General Manager MAR 15 2021</p>
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Airport Fire Officer Firefighting Operations, Techniques and Tactics	Fire Officer A			X
Airport Fire Officer Aircraft Hazards, Foaming Agents and Radio Telephony				X
Airport Fire Officer Dangerous Goods and HAZMAT Management			X	
Advanced Firemanship <ul style="list-style-type: none"> • Aerodrome Safety Management System • Airport Fire Safety • ARFF Vehicles' Standards • Budgeting in Airport Fire Service • Design and Siting of Airport Fire Station • Emergency On-line Communication System • Fire Precaution in Buildings • Fire Service Administration • Fire Vehicle Performance Test • Hangar Fire Protection • Hazards of Aircraft Fueling Operations • Airport Services Manual • Mass Casualty Evacuation • Planning and Development of ARFFS • Training and Proficiency Test • Water Rescue Plan • Equipment Specification and Evaluation 				X

RECOMMENDING APPROVAL:		APPROVED BY:
 ARLENE B. BRITANICO Chairperson, Human Resource Dev't Committee Chairperson, MIAA PRIME-HRM Committee Asst. General Manager, Finance and Administration	 ELENITA M. FERNANDO Senior Assistant General Manager	 EDDIE V. MONREAL General Manager MAR 15 2021

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Airport Fire Officer Training Course	Fire Officer B			X
Basic Occupational Safety and Health Training Course		X		
Advanced Firemanship <ul style="list-style-type: none"> • Aerodrome Safety Management System • Airport Fire Safety • ARFF Vehicles' Standards • Budgeting in Airport Fire Service • Design and Siting of Airport Fire Station • Emergency On-line Communication System • Fire Precaution in Buildings • Fire Service Administration • Fire Vehicle Performance Test • Hangar Fire Protection • Hazards of Aircraft Fueling Operations • Airport Services Manual • Mass Casualty Evacuation • Planning and Development of ARFFS • Training and Proficiency Test • Water Rescue Plan • Equipment Specification and Evaluation 				X
Intermediate Firemanship Training Course <ul style="list-style-type: none"> • Critical Area Concept and Response Time • Aircraft Internal Fire (Passenger and Freighter Aircraft) • Breathing Apparatus Application • Fireground Control at Crash Site • Rescue and Firefighting Equipment • Airport Water Supply, etc. 	Senior Firefighter			X

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ARFF vehicle handling and operations	Fire Truck Operator Firefighter		X	
Driving Skills Training Course		X		
ARFF Vehicle Emergency Response Positioning Procedures			X	
ARFF Equipment Care and Maintenance		X		
Training Course on Handling during Chemical Spill	Chief Fire Officer Fire Officer A Fire Officer B Senior Firefighter	X		
Refresher Course on firefighting	Firefighter		X	

Medical Division

Training Program	Target Position	Year 1 (CY 2021)	Year 2 (CY 2022)	Year 3 (CY 2023)
Standard First Aid and Basic Life Support- Cardiopulmonary Resuscitation (CPR) with Automated External defibrillator (AED)	<ul style="list-style-type: none"> Medical Officer Nurse Medical Assistant Ambulance Driver 		X	
Occupational First Aid and Basic Life Support- Cardiopulmonary Resuscitation (CPR) with Automated External defibrillator (AED)	<ul style="list-style-type: none"> Medical Officer Nurse Medical Assistant Ambulance Driver 		X	
Basic Trauma Life Support Course	<ul style="list-style-type: none"> Medical Officer Nurse Medical Assistant Ambulance Driver 		X	
Basic Evaluation & Training in Trauma Emergency Response (B.E.T.T.E.R.)	<ul style="list-style-type: none"> Medical Officer Nurse Medical Assistant Ambulance Driver 		X	
Mass Casualty Incident (MCI) and Triage Training Course	<ul style="list-style-type: none"> Medical Officer Nurse Medical Assistant Ambulance Driver 		X	

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Seminar on the Safe Use of Chemicals at Work (Chemical Handling)	<ul style="list-style-type: none"> • Medical Officer • Nurse • Medical Assistant • Ambulance Driver 	x		
Basic Life Support (BLS) Cardiopulmonary Resuscitation (CPR)	<ul style="list-style-type: none"> • Medical Assistant • Ambulance Driver 		x	
Basic Life Support (BLS)/ Advanced Cardiac Life Support (ACLS)	<ul style="list-style-type: none"> • Medical Officer • Nurse 		x	
Advanced Cardiovascular Life Support (ACLS)	<ul style="list-style-type: none"> • Medical Officer • Nurse 		x	
Basic ECG Interpretation Course	<ul style="list-style-type: none"> • Medical Officer • Nurse 	x		
Basic Occupational Safety and Health Course	<ul style="list-style-type: none"> • Medical Officer • Nurse 	x		
Intravenous Therapy (IVT) Training Program	<ul style="list-style-type: none"> • Nurse 		x	
ATLS (Advanced Trauma Life Support)	Medical Officer		x	
Basic Course in Occupational Medicine (BCOM)	Medical Officer		x	
Emergency Medical Services NCII	<ul style="list-style-type: none"> • Medical Assistant • Ambulance Driver 		x	
Crisis Management Training	<ul style="list-style-type: none"> • Medical Officer • Nurse Supervisor 			x
Basic Infectious Control	<ul style="list-style-type: none"> • Medical Officer • Nurse • Medical Assistant 	x		

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