



# **ACADEME & INDUSTRY PARTNERSHIP**

## **An Impetus in Strengthening Teaching and Research of Customs Administration in the Philippines**

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# INTRODUCTION

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**PICARD**

**GLOBALIZATION**

**RISK MANAGEMENT**



**SECURITY**

**TRADE FACILITATION**

**Customs  
Administration  
education  
should be  
parallel with  
international  
standards.**

**PARTNERSHIP**

# LITERATURE REVIEW

- The Philippine Customs Administration Education System in its Present State (CHED Technical Panel for CA)
- Assessment of Training Policies of CHED, TESDA and Industry to Address Employment Mismatch (UACT/ILO)
- The Philippine Labor and Employment Plan 2011-2016 (DOLE)
- An In-depth Study on the College/University-Industry Linkages in the Philippines (DLSU & CHED)
- Published articles and opinions from academe, government and industry experts

# The Filipino Customs Broker

- Recognized professionals by the Phil. government.
- Successful passing in CB licensure examination.
- Must be a graduate of the CA course.

## Passing % in CB Exam

Year	Passing %
2006	16.79
2007	18.83
2008	22.92
2009	34.34
2010	29.77
<b>Average</b>	<b>24.53</b>

Over the years, CB licensure has the lowest passing percentage in all the board examinations in the Philippines.

# Timeline of CA Education in the Philippines

<p>The 4-year degree was introduced by PMI Colleges.</p>	<p>CA falls under the Maritime Education</p>	<p>CA clustered with the Business &amp; Management Education</p>	<p>A CA re-engineered curriculum was introduced.</p>	<p>Internationally benchmarked Policies &amp; Standards for CA education. (ongoing)</p>
<p><b>1960</b></p>	<p><b>1987</b></p>	<p><b>1998</b></p>	<p><b>2005</b></p>	<p><b>2006 - 2011</b></p>
<p>Curriculum is based on experts advice, with ministerial approval of DECS.</p>	<p>Curriculum limits the available opportunities for graduates.</p>	<p>Curriculum emphasis on Accountancy, Business &amp; Management; less for Tariff and Customs.</p>	<p>Competency-based; addresses Philippines commitment to WTO reform measures</p>	<p>The proposed curriculum will adopt international standards (WCO-PICARD).</p>

# Comparative Table of BSCA Curriculum

Curricular Requirements	Number of Units			
	1987 (DECS 111)	1998 (CMO 19)	2005 (CMO 11)	2011 (Proposal)
General Education	57	51	51	51
Business Core	54		24	24
Customs Core			36	36
Tariff Core	59	24	27	34
Supply Chain Core	-	-	-	9
Work Integrated Learning	-	-	-	3
<b>Total Units</b>	<b>170</b>	<b>132</b>	<b>138</b>	<b>157</b>

# HEIs (CA) in the Philippines

## Enrollment and Graduation Data of CA

Academic Year	Enrollment	Graduates
2004 – 2005	10,263	2,507
2005 – 2006	11,836	2,421
2006 – 2007	9,791	1,576
2007 – 2008	8,694	1,744
2008 – 2009	9,129	1,539

- The average ratio of enrollee per graduate is 5:1
- 65 HEIs offering CA in the Philippines, only 2 are offering the CA masters degree.

# HEIs in the Philippines

## Comparative KPIs (Research, Outreach & Linkages)

Performance Indicators	Philippines CA Institutions	Foreign CA Institution
Research Infrastructure	Adheres to the required 2% research budget.	Has a strong research culture and tools.
Scholarly Work & Publication Output	Absence of output or journal in CA field.	Active role in WCO, PICARD, WCJ.
Linkages with other HEIs	Absence of active institutional organization of CA professionals in the academe.	Membership in INCU.



# Student Engagement in Industry

- The **current curriculum** requires a minimum of 150 hours “practicum” – *limited exposure for those outside of the urban centers.*
- The **proposed curriculum** incorporate structured and actual immersion OJT program in the policy - *with support from the industry stakeholders (brokers, freight forwarders, logistics companies, customs and tariff bureaus).*
- Both the academe and industry acknowledge “**job mismatch**” during employment/recruitment.

# Industry Participation

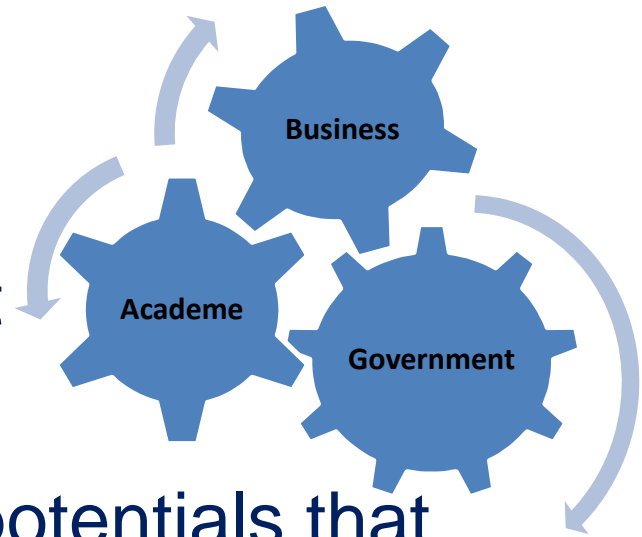
Industry players in the private sectors are organized.

- Freight Forwarders
- Customs Brokers
- Logistics Companies
- Carriers (Air & Sea)
- Banks
- Manufacturers / Traders

# Academe – Industry Partnership

## A Call For Action

The academe and business community must cooperate in working and helping the government in achieving international standards



The academe can tap into the vast potentials that those in the industry can offer – *research funding, exposure to real time environment, updates & technical advice, etc.*

For the industry, the benefits are manifold – *minimizing learning curves, a steady pool of competent professionals, etc.*



# Thank You

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