

No.26

ROCB A/P  
Customs Good Practice Report  
on

**Training Management in AP region**



June 2022

**Customs Use Only**

# CONTENTS

<b>Foreword from the ROCB A/P</b>	<b>2</b>
<b>Executive Summary</b>	<b>3</b>
<b>Part I: Implementation of competency-based training</b>	<b>7</b>
<b>1. Strategic Principles on HRM</b> Member's experience (Bhutan)	<b>7</b>
<b>2. Job/Competency Framework</b> Member's experience (New Zealand)	<b>9</b>
<b>3. Competency-based training strategy</b>	<b>13</b>
<b>3-1. Needs analysis and Planning</b> Members' experience (RTC Fiji, RTC Japan, RTC Malaysia, Lao PDR, New Zealand, Pakistan, Thailand, Vanuatu)	<b>14</b>
<b>3-2. Development of trainers, materials and programmes</b> Members' experience (RTC Fiji, RTC Hong Kong, RTC Japan, New Zealand, Pakistan, Philippines, Sri Lanka, Vanuatu)	<b>19</b>
<b>3-3. Evaluation</b> Members' experience (RTC Japan, Pakistan, Vanuatu)	<b>24</b>
<b>4. Transition to online/virtual training</b> Members' experience (RTC China, RTC India, RTC Indonesia, RTC Korea, Australia)	<b>27</b>
<b>Part II: Challenges and possible solutions</b>	<b>36</b>
<b>1. How to select the suitable participants</b>	<b>36</b>
<b>2. How to adapt the trainers to online training</b>	<b>37</b>
<b>3. How to improve the interactivity of online training</b>	<b>38</b>
<b>(Appendix 1) Questionnaires for Good Practice Report on Training Management</b>	
<b>(Appendix 2) Abbreviations of the Member Administrations</b>	

## Forward from the ROCB A/P

Human resources are a primary asset of any organization seeking to fulfill its missions and achieve its goals. Training plays a crucial role in managing human resources and bridges the gaps between the performance of officers and organizational goals. Thus, enhancing training capacity is one of the key enablers to create sustainable organizational development.

In the 19<sup>th</sup> Meeting of Heads of the WCO Asia/Pacific Regional Training Centres (RTC Heads Meeting) held in October 2021, RTC Heads discussed how to enhance the training capacity of the Asia Pacific (AP) Members in order to ensure sustainable organizational development. The idea of organizing an online workshop on training management grew out through this discussion.

Based on the result of the discussion in the RTC Heads Meeting, the ROCB A/P organized the WCO Asia/Pacific Regional Online Workshop on Training Management from 24 to 26 May 2022 with the support of the WCO and RTCs in the AP region. This Workshop aimed to share expertise of the RTCs and outcomes of AP RTC Heads Meeting with AP Members; to share national and regional experiences of AP Members while promoting the WCO tools concerning human resource management; and to discuss the way forward for continuously improving training capacity in the AP region.

With the coordination and contribution of Ms. Yuko Mamiya, Program Manager of the ROCB A/P, this Good Practice Report summarizes the practices and experiences of training management of Member administrations participated in the Workshop as a good reference for AP Members.

The ROCB A/P would like to express our sincere appreciation to the workshop participants for their valuable contributions to the workshop and sincerely hope that this report will serve as a tool for further enhancing the training capacity of the AP region as well as encourage AP Members to further promote information sharing among them.

June 2022



Norikazu Kuramoto (Mr.)  
Head of the ROCB A/P

# Executive Summary

## 1. Background of this report

Human resource management (HRM) is an integral part of the process of achieving organizational goals and missions. One of the main functions of HRM is training. HRM Departments in Customs Administrations are responsible for developing the competencies of officials so that they can serve the Administration's goals. Strategic training management is one of the key methods to efficiently fulfill the mission of Customs Administrations while responding to the continuously changing international environment. In order to assist Members' efforts for effective HRM and training management, the WCO developed the WCO Framework of Principles and Practices on Customs Professionalism (FPPCP) which provides a blueprint to design comprehensive workforce development strategies and programmes for Customs Administrations.

In the Asia/Pacific region (AP region), the Meeting of Heads of the WCO Asia/Pacific Regional Training Centres (RTC Heads Meeting) is convened once every year to share the recent activities of each RTC and discuss the challenges concerning the training management in the AP region. In the course of the 19<sup>th</sup> RTC Heads Meeting held in October 2021, RTC Heads discussed how to enhance the training capacity of the AP Members in order to ensure sustainable organizational development. The idea of organizing an online workshop on training management to generate discussion and ideas emerged as one of the key outcomes from the Meeting.

Based on the above-mentioned outcome from the Meeting, the ROCB A/P organized the WCO Asia/Pacific Regional Online Workshop on Training Management from 24 to 26 May 2022 with the support of the WCO and RTCs in the AP region. This Workshop aimed to share expertise of the RTCs and outcomes of AP RTC Heads Meeting with AP Members; to share national and regional experiences of AP Members while promoting the WCO tools including FPPCP; and to discuss the way forward for continuously improving training capacity in the AP region.

During this Workshop, the participants agreed to update the Good Practice Report on Training Management issued in 2019 in order to reflect the recent numerous changes in training management. This Good Practice Report summarizes the experience of eight RTCs and 13 Customs Administrations that participated in the WCO A/P Regional Workshop on Training Management. The eight RTCs are RTC China (Shanghai Customs College), RTC Fiji (Fiji Customs and Revenue Service), RTC Hong Kong (Hong Kong Customs College), RTC India (National Academy of Customs, Indirect

Taxes and Narcotics), RTC Indonesia (Indonesian Customs and Excise Education and Training Center), RTC Japan (Customs Training Institute), RTC Korea (Customs Human Resources Development Institute) and RTC Malaysia (Royal Malaysian Customs Academy). The 13 Customs Administrations are Australia, Bangladesh, Bhutan, Lao PDR, Maldives, Nepal, New Zealand, Pakistan, Philippines, Sri Lanka, Thailand, Vanuatu and Vietnam. The Members' experiences in this report are based on the participants' presentations in the workshop as well as the responses to the questionnaires<sup>1</sup> conducted after the workshop.

## **2. Key findings**

### **(1) Competency-based training**

Although there are many different approaches to HRM and training management used by Customs Administrations, there are some similarities that can be observed. Many AP Members apply cyclical competency-based training management, which is recommended in the FPPCP. The steps involved in the cyclical process of training management, namely needs analysis, planning, development of trainers and materials, delivery, and evaluation, are fundamental to ensure the effective training. Yet many AP Members have encountered the challenges in (a) needs analysis, (b) development of trainers and materials and (c) evaluation. Given this fact, the ROCB A/P conducted the questionnaires after the Workshop to collect Members' practices on (a), (b) and (c), and share these practices with the AP Members.

#### **(a) Needs analysis**

- Many AP Members utilize the mixed methods to effectively capture training needs to optimize course design. Most of them are focusing more on the analysis of organizational goals and gaps between the goals and performance.
- According to the results of the questionnaires, 54% of respondent Members (7 out of 13) define the training needs based on the analysis of organizational goals, performance gaps and anticipated performance as the FPPCP encourages determining the training needs based on the analysis of organizational missions and goals, performance gaps and anticipated performance required in the future.
- In the Thai Customs Academy (TCA), there are five criteria for prioritizing training needs. By using the prioritization criteria, TCA considers whether the training course is aligned with the National Strategic Plan, necessary to prepare and adapt to any external and internal changes, etc. (Please refer to "3-1. (3) Members' experience" for details)

#### **(b) Development of trainers and materials**

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<sup>1</sup> Please refer to Appendix 1 the ROCB A/P Questionnaires for Good Practice Report on Training Management

- 62% of respondent Members (8 out of 13) get the various stakeholders involved in developing and updating the materials to ensure the quality of training materials.
- 92% of respondent Members (12 out of 13) provide training for trainers within their Home Administrations. 69% of respondent Members (9 out of 13) provide various learning opportunities for the trainers together with internal training.
- Hong Kong Customs College (HKCC) has a comprehensive train-the-trainer programme. Every single trainer participates in the training according to the training roadmap composed of three stages. In terms of the development of the training materials, HKCC has a four-step approach. All training materials would be submitted to the Quality Assurance Committees for approval in order to ensure the quality of the training materials. (Please refer to “3-2. (3) Members’ experience” for details)

(c) Evaluation

- 54% of respondent Members (7 out of 13) evaluate the training based on the feedback from participants, the results of examinations and surveys to measure participants’ behavior after training in a similar manner as the Kirkpatrick evaluation model.
- Together with the evaluations based on the participants’ feedback, the outcome of exams, etc. and post training questionnaire, the Customs Training Institute of Japan (CTI) holds an evaluation meeting every time after the completion of a training course. Managers, staff of the administrative division and trainers attend this meeting and discuss measures for further improvement based on the result of the questionnaire filled by the trainees. In this way, stakeholders in the training chain participate in the evaluation process. (Please refer to “3-3. (3) Members’ experience” for details)

**(2) Transition to online/virtual training**

In terms of online/virtual training, one of the common challenges is less interactivity and engagement of the trainees. Members’ approach to addressing this challenge varies enormously. Members utilize quizzes, games, Virtual Reality (VR), group assignments and/or physical exercise to improve the learners’ interactivity and engagement.

Several Members pointed out the need to conduct blended learning in the Post-Coronavirus Era to maximize the effectiveness of the training. According to the results of the questionnaires, 62% of respondent Members (8 out of 13) organize/will organize training in a hybrid format so that more online participants/observers can participate in the training. Since there are still few Members who adopt the other models of blended learning, further research is needed to understand the effectiveness of blended learning and search for new methods that suit the current time.

### 3. Way forward

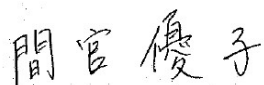
The training delivery approach has been changed to respond to the changes in the internal and external environment and maximize the effectiveness of the training in most circumstances. It is therefore necessary to continuously enhance training capacity and improve the delivery approach in order to ensure Customs officers are well equipped to serve the mission of the Customs Administrations in a changing environment. Practices and experiences shared by Members provide us with the opportunity to review our own training strategy for further improvement. With that in mind, here are some recommendations:

- To organize the online workshop on training management periodically to provide opportunities to learn Members' practices and experiences as well as discuss the emerging challenges
- To periodically update the Good Practice Report on Training Management to share Members' practices and experiences

Taking this opportunity, the ROCB A/P would like to express our sincere appreciation for the RTCs and Members' cooperation and contributions to the Workshop and this report. Our sincere appreciation also goes to Mr. Takashi Sato, Regional Development Manager of WCO, and Dr. Tong Hua, WCO Accredited Customs Expert on Human Resource Management and Development of China Customs, for their tremendous contribution to organizing the Workshop and kind support for this report. The ROCB A/P hopes that this report will be useful for Members to review their own training management for further progress.

For comments and inquiries on this publication, please contact Yuko Mamiya (Ms.) at [yuko.mamiya@rocbap.org](mailto:yuko.mamiya@rocbap.org) or [rocb@rocbap.org](mailto:rocb@rocbap.org).

June 2022



Yuko Mamiya (Ms.)

Program Manager, ROCB A/P

## **Part I: Implementation of competency-based training**

Comprehensive workforce development strategies and programmes are key to efficiently achieving organizational goals and mission. Customs administrations should provide training programmes for their officers to support Customs officers to acquire the knowledge, skills, and attitude required for fulfilling their administration's mission. In order to develop the human resource (HR) strategy to achieve organizational goals, there is a need to link the organizational strategy with the HR strategy, including the training strategy.

Competency-based HR and training, which focuses on specific competencies or skills required for Customs officers, enable Customs administrations to efficiently implement organizational strategy. This part explains how to implement competency-based HR and training while introducing AP Members' best practices shared through the Regional Online Workshop on Training Management and the questionnaires which were conducted after the Workshop. Furthermore, given the current rapid changes in conducting the training programmes in response to the COVID-19 pandemic, this part also introduces the WCO tool and Members' best practices concerning virtual training.

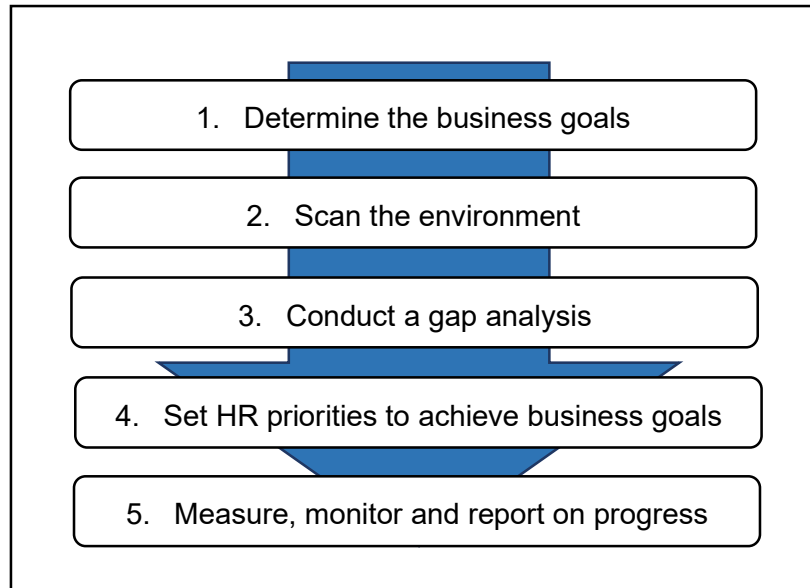
### **1. Strategic Principles on HRM**

#### **(1) Outline**

Human resource management is used to encourage Customs officials to use and develop their knowledge, skills and abilities in order to serve the goals of their Customs administration. Therefore, it is essential to integrate HR planning and business planning so that the organization's goals and mission can be achieved in an efficient manner. Then how do we integrate HR planning and business planning?

The WCO Framework of Principles and Practices on Customs Professionalism (FPPCP) guides the effective integration of HR planning. According to the FPPCP, the process to develop integrated HR planning is to identify the current and future HR needs required to achieve organizational goals and to establish a crucial link between HR management and the overall strategic plan of an organization. This cyclical process integrates analysis and understanding of the various elements, namely external/internal environmental scanning, organization's strategic planning, operational planning of organizational and HR planning.

The FPPCP recommends taking a five-step approach (as below) to identify the current and future HR needs of the directorates/regions/branches of the administration as a whole for integrated HR planning to achieve organizational goals.



(Source: compiled by the author from the FPPCP)

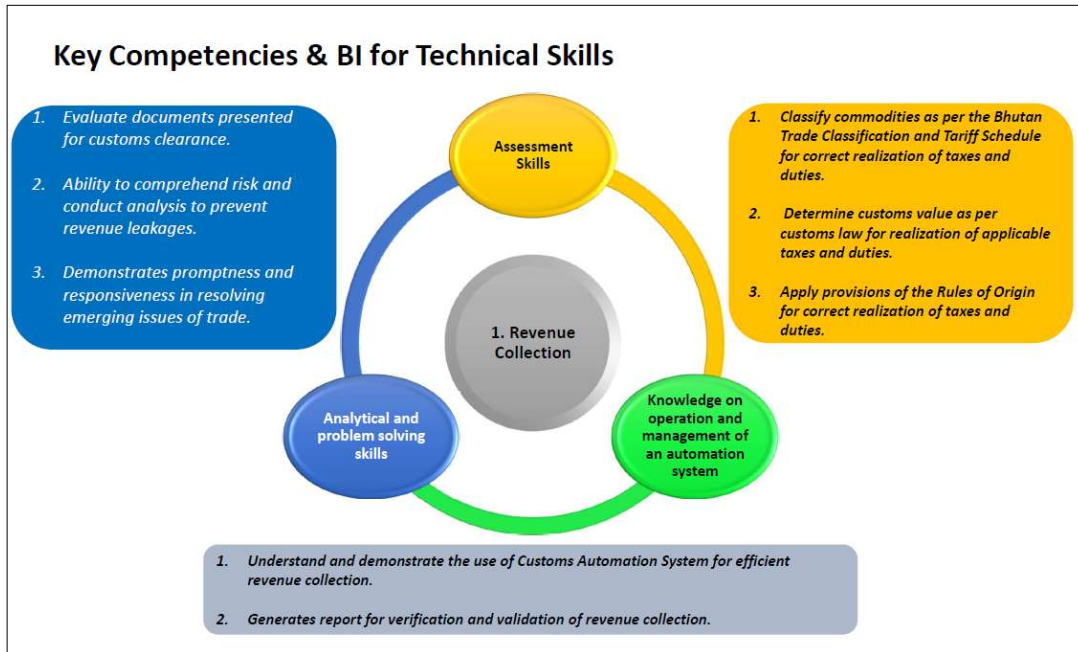
The FPPCP highlighted this approach shall be promoted at all management levels so that HR planning exercises developed by all line managers, region and directorate managers will be aligned and integrated.

Integrated HR planning ensures that all HR processes, including the development of officials through training, contribute to achieving the organization's goals.

**(2) Member's experience**

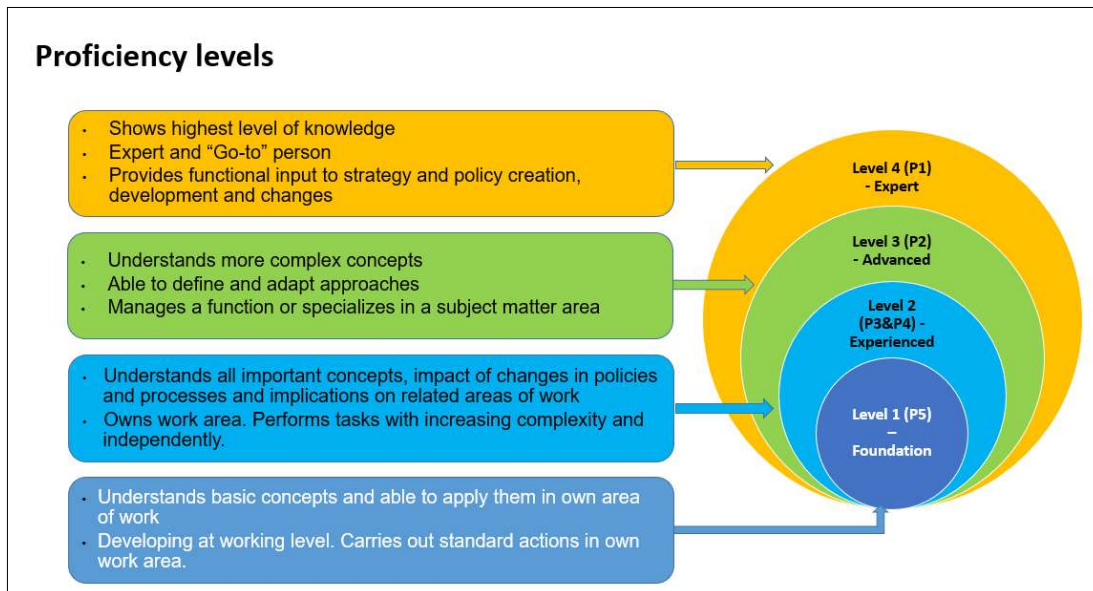
<Bhutan>

- Department of Revenue and Customs, Ministry of Finance, Bhutan (Bhutan Customs), has adopted the competency-based framework for Customs officers with the aims of providing a clear structured view of required skills and knowledge, identifying the skill needs to achieve an organizational goal, and guiding future recruitment process, succession planning, and performance management.
- Bhutan Customs clearly defines the Key competencies and Behavior Indicators (BI) to fulfill Bhutan Customs' key roles namely 1. Revenue Collection, 2. Trade Facilitation and 3. Enforcement. A specific example of 1. Revenue Collection is indicated below.



(Source: Department of Revenue and Customs, Ministry of Finance, Bhutan)

- The proficiency levels are defined in terms of competencies expected of officers. The officers are periodically evaluated by using the 25 indicators in order to analyze performance gaps. Based on the result of the analysis, officers are provided the necessary training programmes.



(Source: Department of Revenue and Customs, Ministry of Finance, Bhutan)

## 2. Job/Competency Framework

### (1) Outline

The FPPCP emphasized that a competency-based approach is indispensable for integrated performance-focused HR management to achieve organizational goals.

Competency-based HR management supports the integration of HR planning with business planning.

A competency is a set of knowledge, abilities and attitudes needed to successfully perform a work activity. In order to implement competency-based HR management, there is a need to identify, develop and assess the competencies required for implementing the organizational strategic plan. There are four core tools. Namely: the Job Catalogue, Competency Framework, Competency Dictionary and Competency-based Job Descriptions.

Job Catalogue	Competency Framework	Competency Dictionary	Competency-based Job Descriptions
High-level outline of jobs, defined by category (strategic/ support/ operational), professional family and present positions	High-level outline of all operational, support, transversal and managerial competencies at organization-wide level	Definition of each competency at four levels, demonstrating a progression from (1)basic knowledge, to (2)assimilation, (3)autonomy and (4)expert	Job-specific outline of responsibilities, duties, performance indicators competencies /expected competency level

These tools enable the adoption of fair, transparent and result-based staffing policies for the achievement of organizational goals.

Competency-based HR management, including the adoption of the above-mentioned four core tools, supports organizations to correctly assess the current HR capacity based on their competencies against the capacity needed to achieve the vision, mission and business goals. Training programmes are designed and carried out to address these competency gaps.

## (2) Member's experience

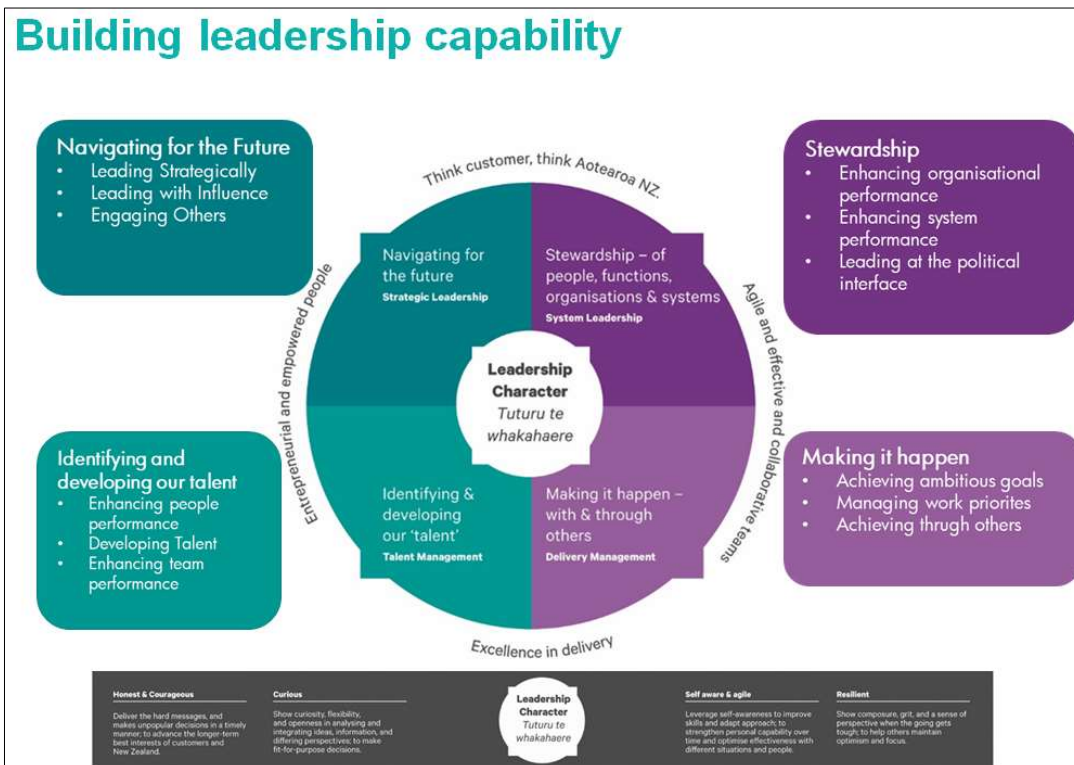
<New Zealand>

- In 2016, New Zealand Customs Service (New Zealand Customs) conducted a review of the operational part of the business. This was known as the Operations Transformation Programme and required some specific changes to the organizational structure, remuneration framework and the collective employment agreement.
- Based on the results of the review, New Zealand Customs created a technical career pathway and a structure overall less hierarchical. Additional improvement measures included creating a new Assistant Customs Officer role in order to let Customs Officers engage in more complex tradecraft work, introducing a deployment model and centralized shared services to eliminate barriers to mobility and better utilization of staff.



(Source: New Zealand Customs Service)

- The new management structure was also introduced. The capabilities of public service leaders have been defined in the Leadership Success Profile developed by the Public Service Commission. Leadership development focuses on the appropriate capabilities for each leadership role.



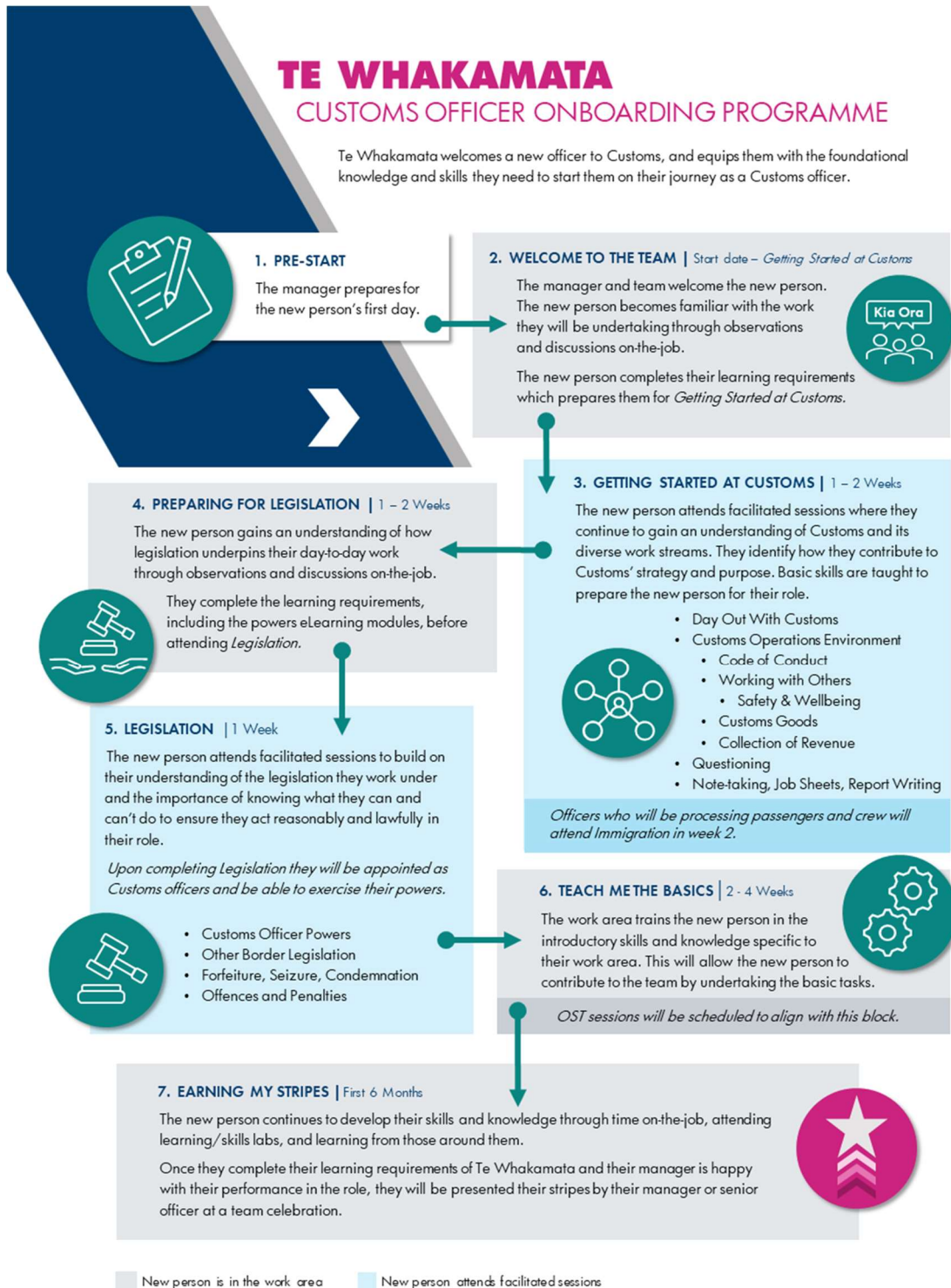
(Source: New Zealand Customs Service)

- New Zealand Customs also revised the approach to training new Customs Officers. The Customs Officer Onboarding Programme needs to be flexible because new officers start working in a range of different work areas. During this programme, new officers establish their foundational knowledge. In order to implement this programme, New Zealand Customs has built on-the-job training capability and created a shared responsibility for onboarding between the manager, buddy, whole team and the workplace training team. Through this programme, new officers undertake the training necessary for their current work (eg. Immigration training is not provided in the initial training if you are not going to the airport) and are encouraged to explore additional learning.

# TE WHAKAMATA

## CUSTOMS OFFICER ONBOARDING PROGRAMME

Te Whakamata welcomes a new officer to Customs, and equips them with the foundational knowledge and skills they need to start them on their journey as a Customs officer.

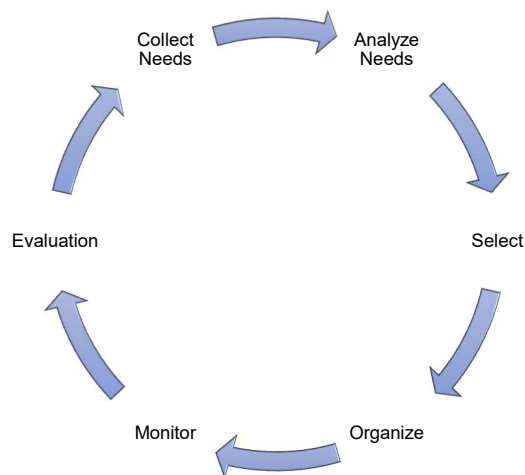


(Source: New Zealand Customs Service)

### 3. Competency-based training strategy

Competency-based training strategy is a cyclical process that enables a shift from annual training plans toward a more flexible and longer-term approach to comply with organizational needs.

## Competency-based Training Strategy



(Source: compiled by the author from the FPPCP)

### 3-1. Needs analysis and Planning

#### (1) Outline

Before designing the training framework, there is a need to analyze officials' capabilities against organizational demands for competencies as well as new and/or evolving operating models and environments. The FPPCP explained that the need for training is usually established through an analysis of the following:

- the administration's mission statement, including goals, values and priorities;
- performance gaps in respect of current tasks; and
- anticipated performance requirements in respect of future tasks.

The competency needs analysis should be conducted both at the organizational and at the job levels. The organizational level analysis focuses on the total organization while covering elements such as the role of Customs, the organization's priorities, and stakeholders' expectations. Job level analysis focuses on task analysis and extracts job that needs to be changed. The training needs are determined based on the above-mentioned competency needs analysis at two different levels and performance gaps.

Based on the training needs, training managers need to supervise the development of frameworks including Training and Development Frameworks, Evaluation Framework as well as Teaching/Pedagogic Guide and Organization Guide, etc. The Training Framework is developed for a specific work area and this offers a training scenario translating competencies into training components. The FPPCP emphasized that training scenarios must be designed based on three principles, namely "Relevant", "Consistent" and "Applicable and achievable".

<b>Relevant</b>	Scenario must take into account workforce needs, targeted job requirements as well as training purpose, objectives and direction.
<b>Consistent</b>	It must reach a satisfactory and balanced articulation between different scenario's components: between job-specific, general competencies, and their sequence of acquisition.
<b>Applicable and achievable</b>	Training scenario needs to ensure that necessary resources, financial, human and material, can be easily mobilized for its implementation.

(Source: compiled by the author from the FPPCP)

## (2) The results of the questionnaires

Through the Regional Online Workshop on Training Management, it appears that one of the most common challenges is the needs analysis. Specifically, many Members have encountered challenges in capturing training needs to optimize course design. Following this identified challenge, the Workshop participants were invited to share their national experiences in conducting the needs analysis during the Workshop as well as through the questionnaires conducted after the Workshop with the aim of assisting Members' ongoing efforts to effectively capture training needs.

(Table 1) shows how AP Members<sup>2</sup> identify the training needs in their Home Administrations.

**(Table 1) Replies to the question: "How to identify the training needs?"**

	(A) Analyze Administration's mission and goal	(B) Analyze gaps between goals and performance	(C) Distribute training needs survey to officials	(D) Analyze performance required in the future	(E) Others
BD		X			
BT	X	X		X	
FJ	X	X	X	X	X
JP	X	X	X	X	
LA	X	X	X	X	
MV	X	X			
NP	X	X	X	X	
NZ	X	X		X	
PK	X	X			
PH	X	X	X	X	
LK	X		X	X	
VU	X	X			
VN		X	X		
<b>Total</b>	<b>11</b>	<b>12</b>	<b>7</b>	<b>8</b>	<b>1</b>

The questionnaires reveal that many AP Members analyze their training needs while

<sup>2</sup> Please refer to Appendix 2 the Abbreviation of A/P Member Administrations

utilizing the mixed methods. The methods which are most frequently used are (A) “Analysis of Administration’s mission and goals” and (B) “Analysis of gaps between Administration’s goals and performance”. 54% of respondent Members (7 out of 13) determine the training needs based on (A), (B) and (D) “Analyze performance required in the future” as the FPPCP encourages defining the training needs based on the analysis of organizational missions and goals, performance gaps and anticipated performance required in the future. Fiji Customs and Revenue Authority utilizes the individual Performance Measurement System assessments together with the methods (A) to (D).

### **(3) Members’ experience**

<RTC Fiji>

- Fiji Revenue and Customs Services (FRCS) rolls out training needs analysis exercises on a yearly basis where every individual gets the opportunity to advise his/her training need. This is further divided into three categories i.e. individual, divisional and organizational. The interactive process takes place with business leads who are involved to identify real-time and to align capacity building programmes for future needs programmes. This is also aligned with the strategic plan of the FRCS. Also using frameworks/business models to look in terms of competencies.

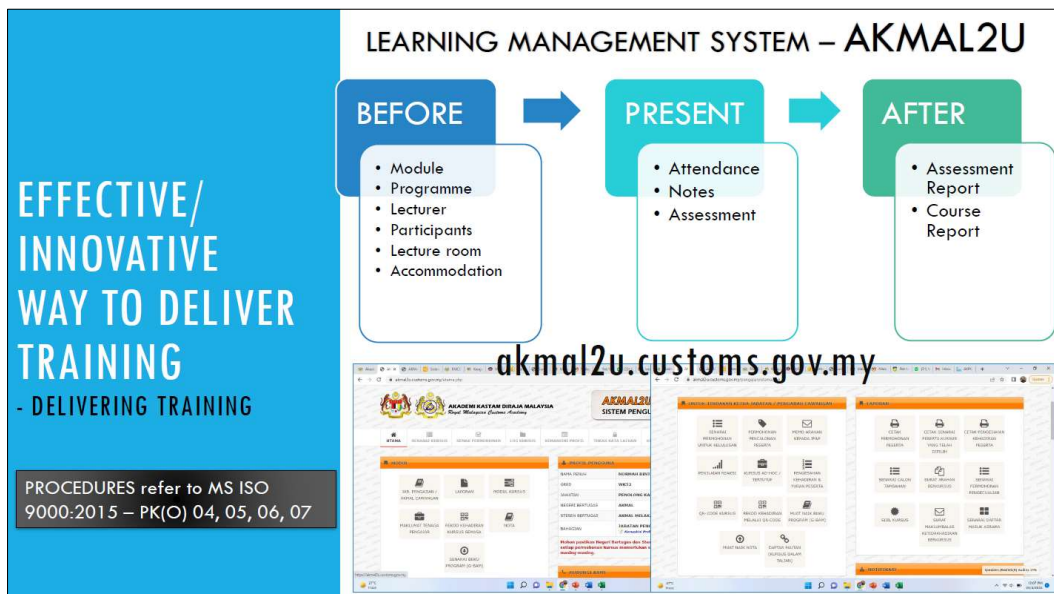
<RTC Japan>

- Customs Training Institute (CTI) conducts a training needs survey annually by circulating a questionnaire to the Customs and Tariff Bureau (HQ of Japan Customs), Central Customs Laboratory and regional Customs (operating bodies of Japan Customs). The expressed needs are carefully assessed by CTI taking into account its training strategy and system, existing training courses, as well as the capabilities required to achieve the missions of Japan Customs in the ever-changing environment that surrounds Customs.

<RTC Malaysia>

- Royal Malaysian Customs Academy (AKMAL) sends Customs officers the link to the online training needs assessment questionnaires via email and WhatsApp. In addition, AKMAL also conducts an interview with stakeholders to grasp the views of top management. After receiving all feedback, AKMAL analyzes the data and creates the report. These data analyses and report are presented in the meeting with top management and state training officers to get approval.
- Based on the data analysis and report, AKMAL develops a draft module through the discussion with experts on each subject matter. The Heads of Departments,

the Director of the Branch Campus and subject matter experts in the headquarters discuss the draft module in the meeting. The approved module, which is valid for three years, is uploaded into the learning management system “AKMAL2U”. All information and processes concerning the implementation of training are managed through the AKMAL2U. For example, the processes such as applying for a training course, assessing the course and creating a course report are implemented on this system. Furthermore, the certificate is automatically ready once the assessment of the course is done by the course participants.



(Source: Royal Malaysian Customs Academy)

<Lao PDR>

- Firstly, Lao Customs Department (Lao Customs) analyzes Administration’s mission and goals. After that, Lao Customs sends a draft curriculum to division directors for comments, and then consolidates comments and organizes a meeting chaired by Director-General or Deputy Director-General for approval.

<New Zealand>

- New Zealand Customs Service (New Zealand Customs) has a structured approach to identifying training needs, which enables Customs to firstly identify if the need is actually training or something else.
- Gilberts 6 windows are one of the tools New Zealand Customs uses for this. If it is identified that some training or development is required, then New Zealand Customs does a comprehensive training needs analysis.

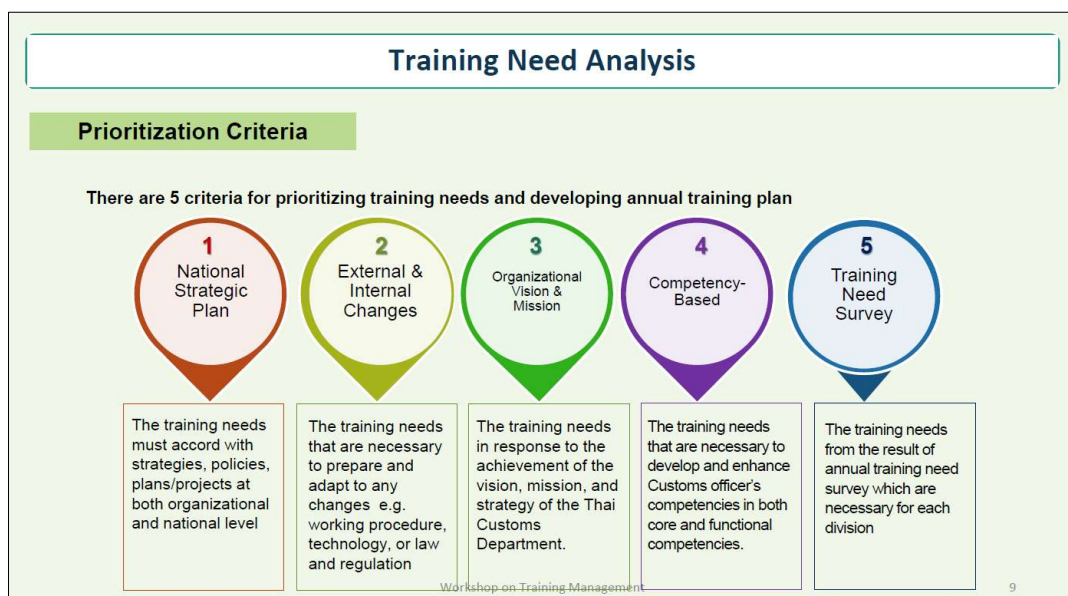
<Pakistan>

- Pakistan Customs has prepared a training needs analysis after study and analyses

of a gap between goals and performance. Pakistan Customs identifies the areas which need to be improved and which are a hurdle in achieving organizational goals.

<Thailand>

- Thai Customs Department (TCD) has five criteria for prioritizing training needs and developing an annual training plan, namely 1. National Strategic Plan, 2. External & Internal Changes, 3. Organizational Vision & Mission, 4. Competency-Based and 5. Training Need Survey.



**Result of Training Need Analysis**

Result of TNA	NO	Project/Course	Training Prioritization Criteria				
			1	2	3	4	5
Example of training courses/projects that are considered in accordance with the training necessity and training prioritization criteria and will be specified in the annual training and development plan of TCD	1	Training on Profiling in Thai Customs Electronic Systems (TCES)	✓	✓	✓	✓	✓
	2	Training on Radiation Protection Level 1	✓	✓	✓	✓	✓
	3	Seminar on Rule, Regulation, and Methods for Enhancing Civil Service Discipline for Supervisors Level				✓	✓
	4	Training on Free Trade Agreement (FTA)			✓	✓	✓
	5	Training on Tariff Classification			✓	✓	✓
	6	Training on Harmonized System 2022		✓	✓	✓	✓
	7	Training on Rule of Origin (ROO)			✓	✓	✓
	8	Training on ATIGA e-Form D for goods release formalities.			✓	✓	✓
	9	Training on Advanced Microsoft Excel 2013/2016 Function and Database	✓	✓	✓	✓	✓

10

(Source: Thai Customs Academy)

- Based on the needs analysis, the human resource development plan is developed within the allocated budget and proposed to the Headquarters. The approved plan

is distributed within TCD.

- TCD has a training framework that divides the Customs officer into four levels namely “New-entry”, “Practitioner & Professional”, “Chief & Director” and “DG, DDG, Advisory, Expert, Head of Customs House”. According to this framework, TCD provides training programmes for appropriate officers so that they can acquire the knowledge and expertise required for their level and work.

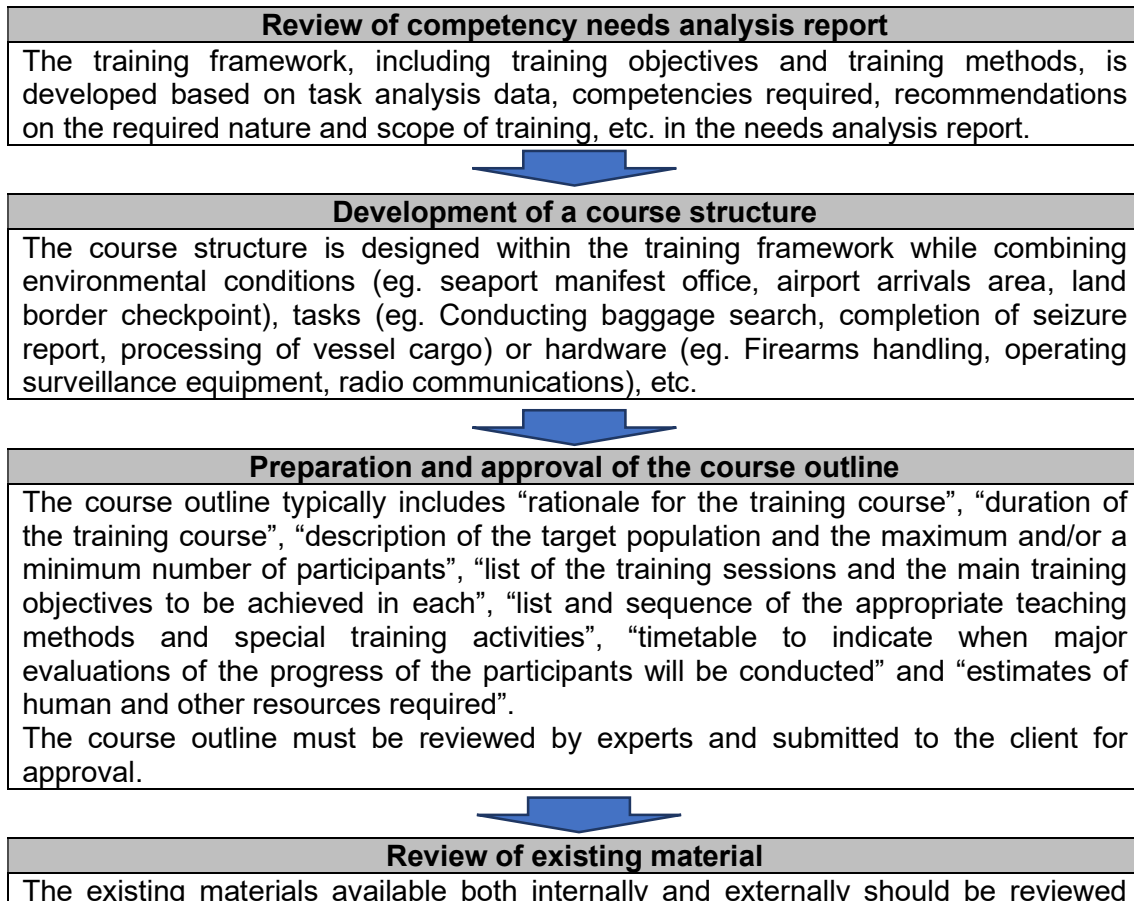
<Vanuatu>

- A Performance Appraisal carries out every six months (Mid-year and End of Year) for all officers. In the form, each officer is assessed according to his/her work plan. If some areas need improvement, the Appraiser lists down the training required for the officer assessed. The Training and Development Unit will take note of the training and liaise with the officer concerned to carry out courses required or liaise with the training institution/partners that can provide the training to the officers with similar training needs.

### 3-2. Development of trainers, materials and programmes

#### (1) Outline

In order to develop quality training programmes and materials, it is crucial to take the step-by-step approach as below;



before resources are allocated to the development of new materials in order to avoid duplication.

In addition to the above-mentioned steps, there is a need to develop handbooks for trainers and participants, handouts and other reference materials, and assessments as well as to prepare training aids such as printed documents and equipment.

Once the training package is completed through these steps, this package should be submitted for examination and approval. The FPPCP recommends conducting a pilot course after getting approval in order to confirm the effectiveness of the training programme.

## (2) The results of the questionnaires

The Regional Online Workshop on Training Management identified that many AP Members have encountered challenges in developing and updating training materials and programmes as well as developing trainers. In order to support AP Members to address these challenges, Members shared their national experiences through the Workshop and the questionnaires.

(Table 2) shows the results of the questionnaire on how AP Members<sup>3</sup> develop the training materials in their Home Administrations.

**(Table 2) Replies to the question: “Who develops and updates training materials?”**

	(A) Training Management Department	(B) Each Section (e.g. HS section, Valuation section)	(C) Trainers	(D) Outsourced educational institution/company	(E) Others
BD	X				
BT		X			
FJ	X	X	X	X	
JP	X	X	X	X	
LA			X		
MV			X		
NP		X	X		
NZ	X	X	X	X	
PK	X				
PH	X	X	X	X	
LK	X		X		
VU		X	X	X	
VN	X	X			
<b>Total</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>5</b>	<b>0</b>

62% of respondent Members (8 out of 13) develop and update training materials in

<sup>3</sup> Please refer to Appendix 2 the Abbreviation of A/P Member Administrations

cooperation with various stakeholders such as the Training Management Department, the section which is responsible for the particular field of Customs work, trainers and/or the outsourced educational institutions/company in order to ensure the quality of training materials.

(Table 3) shows how AP Members<sup>4</sup> develop the trainers in their Home Administrations.

**(Table 3) Replies to the question: “How to develop the quality trainers?”**

	(A) Provide training for trainers within Customs	(B) Give trainers opportunity to take lectures in university/private sector	(C) OJT	(D) No specific measures taken for developing trainers	(E) Others
BD	X				
BT	X		X		
FJ	X	X	X		X
JP	X	X	X		
LA				X	
MV	X	X			
NP	X	X	X		
NZ	X	X	X		
PK	X				
PH	X	X	X		
LK	X	X	X		
VU	X	X			
VN	X				
<b>Total</b>	<b>12</b>	<b>8</b>	<b>7</b>	<b>1</b>	<b>1</b>

92% of respondent Members (12 out of 13) provide the training for trainers within their Home Administrations. 69% of respondent Members (9 out of 13) of them provide other training opportunities for trainers such as lectures in the university/private sector and/or OJT.

### **(3) Members' experience**

<RTC Fiji>

- Fiji Revenue and Customs Service (FRCS) has internal subject matter experts who prepare the training. FRCS also has diverse training providers who provide training of trainers programmes with certification. FRCS is also engaged in developing qualified trainers through the Master Trainer Programme<sup>5</sup> with the support of WCO

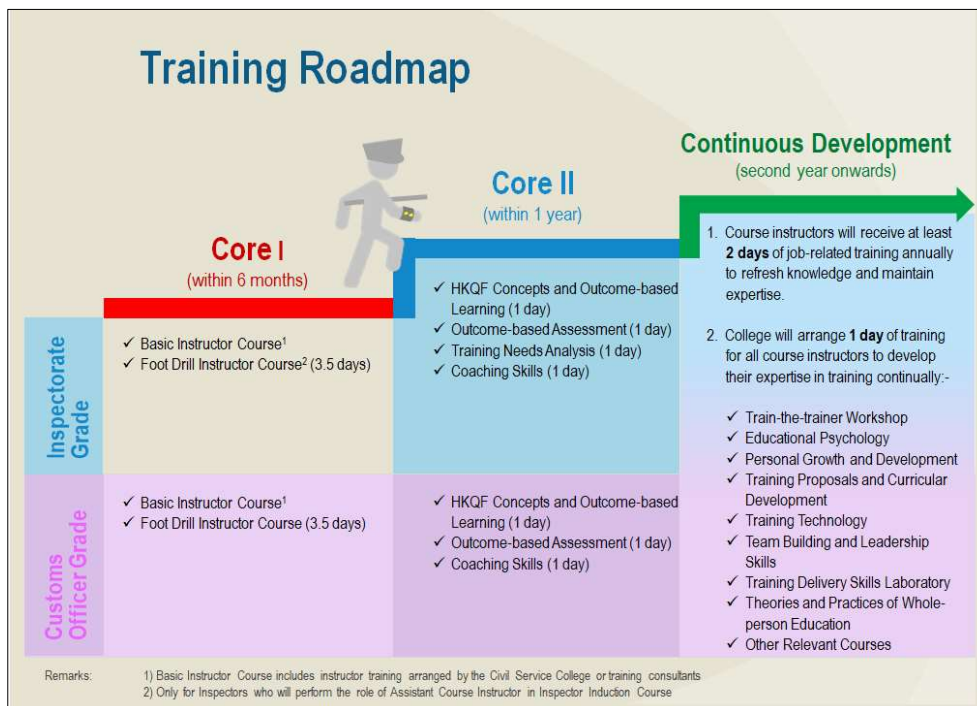
<sup>4</sup> Please refer to Appendix 2 the Abbreviation of A/P Member Administrations

<sup>5</sup> Master Trainer Programme (MTP) is the flagship programme of the WCO/JICA Joint Project. The MTP aims to develop sustainable training capacity by developing a pool of quality trainers and regionally featured training materials and programme to be used by these trainers. The MTP for the Pacific Islands was launched in 2021 to enhance training capacity of Members in the Pacific region.

and JICA.

<RTC Hong Kong>

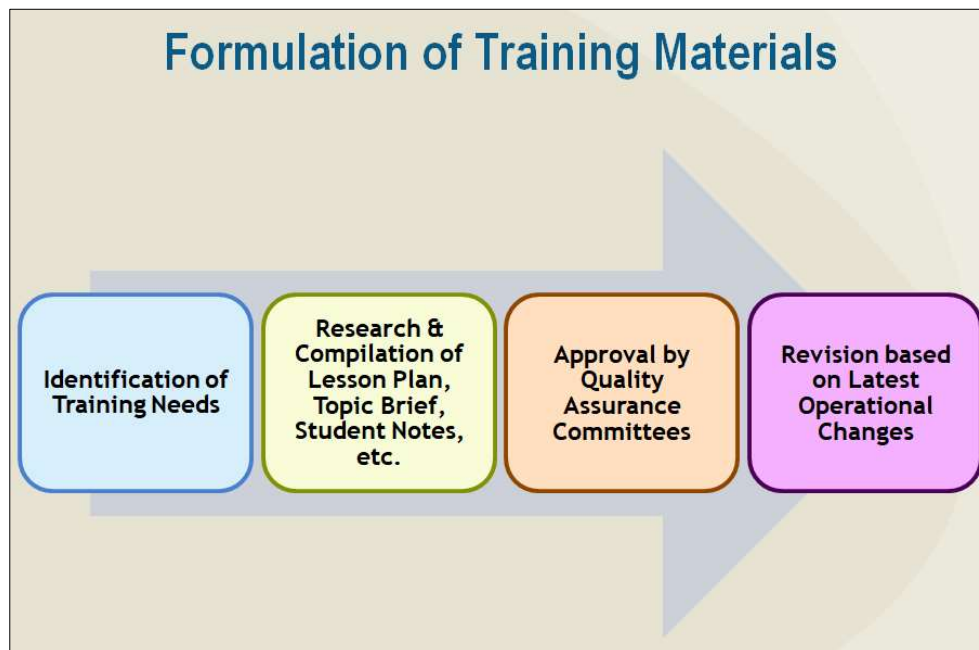
- Hong Kong Customs College has a comprehensive train-the-trainer programme so that trainers can become dual professionals. Trainers are required to have professional knowledge and skills as well as at least several years of experience in the particular field of Customs work. Every single trainer participates in the training according to the training roadmap composed of three stages. Trainers have to participate in the Basic Instructor Course within six months after they take up the role of trainer in order to acquire the basic trainer’s skills. At the second stage, trainers have to be familiar with the requirements and basic concepts of the Hong Kong Qualifications Framework. They learn how to set the training objectives and outcomes, design the training activities and compile training materials, and formulate assessment tasks. From the second year onward, trainers have to participate in any work-related training (e.g. educational psychology, training technology, etc.) for at least two days every single year.



(Source: Hong Kong Customs College)

- There is a four-step approach to developing the training materials. The first step is to identify the training needs. Based on these training needs, the trainer compiles the necessary training materials. The senior management would oversee the process and provide comments on the training materials to ensure that the training contents are in alignment with the preset training objectives and outcomes. The cleared materials would then be submitted to the Quality Assurance Committees

for approval. Once the materials are approved, they are put into practice and will be revised from time to time upon changes to the operational environment.



(Source: Hong Kong Customs College)

#### <RTC Japan>

- As for developing trainers, in addition to the self-development, trainers at Customs Training Institute (CTI) are trained through in-house train-the-trainer courses, courses provided by private companies or universities as well as OJT.
- As for developing materials, they are prepared by resource persons. Such resource persons include trainers at CTI, guest lectures from other organizations within Japan Customs (such as Customs and Tariff Bureau and National Centers) and external lectures from private companies, universities and other government agencies.
- As for developing programmes, a programme of each training course is developed by CTI by considering factors such as the expressed training needs, evaluation analysis of the past training programmes, emerging issues in relation with the topic of the course, etc.

#### <New Zealand>

- For the technical Customs trainers, New Zealand Customs Service (New Zealand Customs) identifies Customs officers who have good facilitation skills and then supports them as they practice with a buddy. New Zealand Customs also provide "Train the Trainer" training for all trainers.
- Training material is reviewed and kept up to date utilizing the knowledge of the trainers and their instructional designers. Training facilitated by external trainers is

usually updated by them in consultation with New Zealand Customs.

#### <Pakistan>

- Pakistan Customs introduces programmes like a Master Trainer Programme which is the WCO/JICA Joint Project. Pakistan Customs invites experts from Customs, other government departments and private training institutions to assist in developing comprehensive and useful training modules.

#### <Philippines>

- Philippine Bureau of Customs (Philippine Customs) develops a pool of trainers for different subject matters with specified qualifications for different categories of trainers namely 1. Subject Matter Experts, 2. Resource Speakers, Lecturers, Trainers, 3. Understudies.
- Philippine Customs coordinates with trainers not just in the delivery of training, but also in the development of programmes of instruction and training materials. In order to further develop trainers, Philippine Customs prioritizes them in international training and propose Train the Trainers Programme for them.

#### <Sri Lanka>

- Human Resources Development Directorate (HRDD) maintains a resource persons' database and trainers are selected from reputed trainers and resource persons' database. The officers who had given consent to be trainers are allowed to get experience working under reputed trainers as their assistants.
- The annual Training Plan is prepared after getting input from each Directorate under the Department and discussed among HR committee members. The outline of the training programme is drafted by HRDD and given to trainers and they develop the training materials. After that, the training materials are shared with HRDD and necessary amendments are done by the Directorate if needed.

#### <Vanuatu>

- Currently, four officers of Vanuatu Customs and Inland Revenue Department are attending the Master Trainer Programme so that they are able to become trainers, develop training materials and organize training for the other officers.

### **3-3. Evaluation**

#### **(1) Outline**

The FPCCP explained that training evaluation is the process of identifying how successful a training effort has been. This involves collecting and analyzing information to determine the benefits and making decisions about the future.

One of the most popular evaluation models is the Kirkpatrick evaluation scheme which consists of four levels, namely level 1: reaction, level 2: learning, level 3: behavior and level 4: results. The FPCCP underlined the importance of level 3. If participants do not apply what they learned to their daily operations, targeted outcomes will not be realized and strategic goals will not be achieved. Furthermore, the FPCCP introduces the plan for implementing level 3 in the Customs training initiatives as below:

1. Identify the critical behavior

The first step is to determine which behaviors are the ones that will most likely lead to the achievement of the targeted level 4 outcomes while discussing with managers and supervisors of participants.

2. Set up required drivers

Setting up level 3 required drivers (processes and systems that monitor, reinforce, encourage or reward the performance of critical behaviors on the job) is essential to provide support and accountability for participants to perform the critical behaviors on the job.

3. Teach the critical behaviors in training

Training must be conducted with a particular focus on the end goal which is to equip participants to perform the critical behaviors on the job.

4. Monitor and measure performance of critical behaviors on the job

There are various methods of monitoring and measuring as below;

- observing the participants;
- surveying participants, supervisors, direct reports, peers and/or customers;
- reviewing actual work output; and
- conducting interviews and focus groups.

5. Make adjustments based on the data

Monitoring on-the-job applications will give you the needed data to show if the training was effective.

## **(2) The results of the questionnaires**

The evaluation methods were actively discussed in the course of the Regional Online Workshop on Training Management because evaluation is one of the AP Members' concerns about training management. AP Members shared their national experience in evaluating the training and the improvement of participants' performance through the Workshop and the questionnaires.

(Table 4) shows how AP Members<sup>6</sup> evaluate the training programmes in their Home

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<sup>6</sup> Please refer to Appendix 2 the Abbreviation of A/P Member Administrations

Administrations.

**(Table 4) Replies to the question: “How to evaluate the training programme?”**

	(A) Distribute evaluation form to participants on the last day	(B) Conduct evaluation meeting with stakeholders	(C) Conduct examination to measure performance improvement	(D) Conduct follow-up survey to measure participants' behavior after training	(E) Others
BD	X			X	
BT			X	X	
FJ	X	X	X	X	X
JP	X	X	X	X	X
LA	X		X		
MV	X		X	X	
NP	X		X	X	
NZ	X		X	X	
PK	X		X		
PH	X		X	X	
LK					X
VU	X		X	X	
VN	X				
<b>Total</b>	<b>11</b>	<b>2</b>	<b>10</b>	<b>9</b>	<b>3</b>

54% of respondent Members (7 out of 13) evaluate the training based on the feedback from participants, the results of examinations and surveys to measure participants' behavior after training in a similar manner as the Kirkpatrick evaluation model. In addition to these methods for evaluation, the Customs Training Institute of Japan (CTI) holds an evaluation meeting every time after the completion of a training course, where measures for further improvement are discussed based on the result of the questionnaire filled by the trainees. The meeting is attended by managers, staff of the administrative division and trainers.

### **(3) Members experience**

<RTC Japan>

- Customs Training Institute (CTI) evaluates the training with various data and information such as daily feedback from trainees, the outcome of exams, etc., the survey questionnaire at the end of the training, evaluation meeting and post-training questionnaire. The post-training questionnaire is conducted one month after the completion of the training. This questionnaire is conducted to figure out how much the training causes an impact on the behavior of the trainees.

## **C: Check (Evaluation for improvement)**

- Evaluate the training with various data and information:
  - a. **Daily feedbacks** from trainees
  - b. Outcome of **exams, report writing, research paper**
  - c. **Survey questionnaire** at the end of training (by trainees)
  - d. **Evaluation meeting** within CTI
  - e. **Post training questionnaire** (by trainees and trainees' supervisors)
- Check if the training has fulfilled training needs and objectives

(Source: Customs Training Institute, Japan)

- CTI considers solutions to the challenges identified through the evaluation, decides the policy and direction for the next year, and reflects on the Annual Training Plan. Furthermore, CTI reviews on issues of the existing training courses such as scope, duration, timing, trainees' qualification, components, etc.

<Pakistan>

- Pakistan Customs distributes a feedback form to the trainees after every lecture or workshop, and get their feedback. Also, Pakistan Customs gives trainees a test after every lecture to judge the trainees' understanding of the topic as well as the lecture's quality.

<Vanuatu>

- Vanuatu Customs and Inland Revenue Department (Vanuatu Customs) evaluates the training based on interactions during the training sessions, then Vanuatu Customs liaises with management to assess the participants in terms of performance to confirm if the objective has been achieved.
- As for online/virtual training, it is very challenging to evaluate because of the difficulty in monitoring whether the participants are present and participating in the discussions. However, to address this challenge, the participants provide the report to the Training and Development Unit after the training.

## **4. Transition to online/virtual training**

### **(1) Outline**

The COVID-19 pandemic has brought about fast-paced changes in the Customs environment, especially in the training area. Customs administrations need to shift from traditional face-to-face learning to virtual live learning in order to continuously develop

officers' competencies while keeping them safe and healthy. In the light of such a situation, the WCO has developed a detailed "Guide for a successful transition to live virtual training" based on best practices and tools available globally to facilitate the transition towards virtual live training in order to support WCO Members in successfully shifting to virtual live training. There are many tangible benefits of virtual training and it becomes a more important component of the learning scheme. While virtual delivery is important, live online training is not an "alternative" to traditional classroom learning.

The Guide provides four fundamental components to be considered when conducting virtual training as below:

<b>Participants/Learners</b>	<b>Trainer/Facilitator</b>
<ul style="list-style-type: none"> <li>- Set up technology</li> <li>- Confirm learning readiness &amp; motivation</li> <li>- Understand requirements</li> <li>- Download materials</li> <li>- Accountable for learning</li> </ul>	<ul style="list-style-type: none"> <li>- Understand learners' need</li> <li>- Motivate and stimulate learners</li> <li>- Script the message</li> <li>- Rehearse</li> <li>- Determine the ground rules</li> <li>- Master the tools</li> </ul>
<b>Technology</b>	<b>Content</b>
<ul style="list-style-type: none"> <li>- Create activities</li> <li>- Setting</li> <li>- Upload files</li> <li>- Create polls</li> <li>- Web-conferencing</li> </ul>	<ul style="list-style-type: none"> <li>- Clearly identify learning objectives</li> <li>- Provide clear instructions</li> <li>- Prepare session interaction</li> <li>- Provide collaborative activities</li> <li>- Develop competencies</li> </ul>

(Source: compiled by the author from the Guide for a successful transition to live virtual training)

Furthermore, the Guide defines the key components for an effective live virtual classroom, namely "Interaction", "Technical stability", "Scheduling", "Use of the material", "Teaching methods", "Active participation", "Summarizing", "Drawing attention", "Association with real-life" and "Extra-curricular studies".

## **(2) The results of the questionnaires**

In the course of the Regional Online Workshop on Training Management, some Members pointed out the need to conduct blended learning, which combines online/virtual learning and face-to-face learning, to maximize the effectiveness of the training. Many AP Members have organized online/virtual training programmes since the COVID-19 pandemic started in order to limit physical contact. Through this experience, we recognize the advantages and disadvantages of online/virtual training delivery as well as the fact that online/virtual training cannot replace face-to-face training. With that in mind, some Members consider adopting blended learning, which enables reaping the benefits of online/virtual learning and face-to-face learning. The AP Members were invited to share their national experience in conducting the blended learning in their Home Administrations.

(Table 5) shows how AP Members<sup>7</sup> blend online learning and physical learning for one training programme in their Home Administrations.

**(Table 5) Replies to the question: “How does/will your Administration blend online learning and physical learning for one training programme?”**

	(A) Conduct short online session for preparation/measuring participants’ skills and knowledge before physical training	(B) Conduct short online session for follow-up after physical training	(C) Conduct training in a hybrid format to invite many online participants/observers	(D) No blended learning is/will be conducted	(E) Others
BD			X		
BT	X				
FJ	X	X	X		X
JP					X
LA					X
MV	X	X	X		
NP			X		
NZ					X
PK			X		X
PH	X	X	X		
LK			X		
VU		X			
VN			X		
<b>Total</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>0</b>	<b>5</b>

62% of respondent Members (8 out of 13) organize/will organize training in a hybrid format to invite many online participants/observers. In addition, the utilization of online/virtual learning before/after physical training is also considered by some Members.

“Others” includes the following answers provided by Japan, New Zealand and Pakistan;

- Recognizing the advantages and disadvantages of online training, Customs Training Institute of Japan has carefully selected the style of the training (in-person, online or hybrid) depending on the objective and nature of each training course. In conducting training in a hybrid manner, online training tends to be used to transfer general knowledge, while in-person training is used to transfer Customs-sensitive knowledge such as enforcement and investigation issue, develop operational skills as well as build a relationship and bond among trainees,
- New Zealand Customs Service does a variety of activities to create a blended learning approach including e-learning modules, face-to-face learning, virtual learning, online pre-work and so on,

<sup>7</sup> Please refer to Appendix 2 the Abbreviation of A/P Member Administrations

- Pakistan Customs shall conduct training sessions physically which will be more effective if conducted physically and if there is no threat to the life or safety of the participants involved. As for the rest of the training, they shall be conducted online.

### (3) Members' experience

<RTC China>

- Shanghai Customs College (SCC) developed a new online platform to provide online training courses. SCC sets up a modern multimedia classroom for online training and utilized mixed learning methods. The participant's performance is effectively monitored and evaluated by utilizing this platform.



(Source: Shanghai Customs College)

- Considering the time zone difference, it is a great challenge for SCC to arrange online courses for the participants from various countries. In that case, SCC has introduced the prerecording courses. Participants can access these prerecording lectures at any time during the workshop at their convenience. SCC observed that prerecording courses did offer the chance for the participants to conduct self-paced learning. As a result, SCC received positive feedback on such a teaching methodology.
- How to ensure the quality of field trips is another challenge for online training. As we all know, for workshops on Customs issues, onsite trips are of great importance. Through field trips, customs officials will have the opportunity to discuss with the frontline officials and obtain more insights of the daily practices. In that case, SCC is now planning to cooperate with technology companies to develop a series of cloud onsite visiting courses. With the help of advanced technology, SCC will provide online field trips which will realize interactions with frontline officials and SCC firmly believes these new training courses will perfectly meet the needs and

interests of all the participants.

<RTC India>

- National Academy of Customs, Indirect Taxes and Narcotics, Government of India (NACIN), utilizes various e-learning platforms including WCO CLiKC!, NACIN's e-learning module, the lecture capture which provides videos of lectures, integrated government online training, etc. so that Customs officers can take the training anytime.
- In terms of online training, NACIN encountered the challenges such as less interaction, less networking and a lack of ability of the resource person to handle online training. In order to address these challenges, NACIN conducts training for the resource persons to learn how to use online platforms, involves trainees with presentations and assignments, conducts quizzes and games for team building as well as conducts Yoga and motivational sessions to keep the spirits high.

**75 Azadi Ka Amrit Mahotsav**

**BEST PRACTICES ADOPTED IN ONLINE/ HYBRID TRAINING**

- Enhancing the IT Infrastructure
- Training the Resource persons and trainees to use online platforms
- Virtual group discussions – to break the monotony
- Intermittent use of Audio - Video clips to grab the attention of trainees
- Involving trainees with presentations and assignments
- Case studies with Illustrations for greater impact
- Dedicated Questions and answer sessions to keep the interests alive

**75 Azadi Ka Amrit Mahotsav**

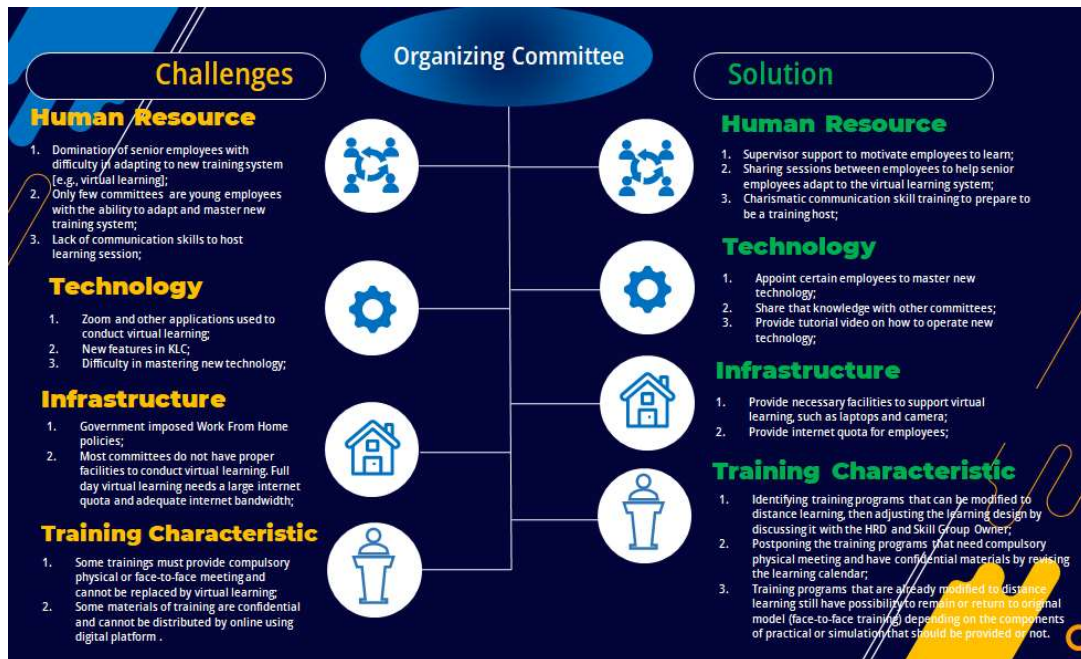
**BEST PRACTICES ADOPTED IN ONLINE/ HYBRID TRAINING**

- Virtual team building by conducting quizzes and online team games
- Reducing Training Time Span for greater attention.
- Ensuring active participation by daily assessment
- "Video on" mode for participants wherever possible, to ensure presence
- Advance sharing of training material for easier grasping and participation
- Clubbing of similar training for better Geographical reach
- Sessions with Doctors to create awareness and handle COVID-19
- Yoga, exercise and motivational sessions to keep the spirits high

(Source: National Academy of Customs, Indirect Taxes and Narcotics, Government of India)

<RTC Indonesia>

- Indonesia Customs and Excise Education and Training Center (Pusdiklat BC) has conducted distance learning as per the Guidelines of Distance learning in the Ministry of Finance. Distance learning is the learning process that is organized outside training facilities, focus on independent learning and is not limited by time and location by utilizing various learning media. There are five methods to deliver the distance learning namely 1. online face-to-face distance learning conducted by video conference platform, 2. non-face-to-face synchronous which let trainees do assignment independently, 3. facilitated asynchronous which allows trainer and trainees to discuss in the chat room, 4. independent asynchronous which let trainees learn subject matters at e-learning platform and 5. combination of any available methods.
- In respect of the challenges from the trainers' perspective such as difficulty to keep the participants' attention, trainers utilize the case study questions, group discussion forum, and self-learning materials including learning videos to raise the participants' attention. Moreover, in order to address technological challenges from the trainers' side, trainers are provided the recommended or standard specification portable teaching devices (laptop, headset/headphone, software) for work-from-home conditions, permanent teaching infrastructure (room for distance learning) for a work-from-office situation, and internet packages budget using the reimbursement scheme.
- Pusdiklat BC provides a One-Stop information service for trainees, which contains all training information including an access guide, Zoom tutorial and attendance guide. Pusdiklat BC also builds learning commitment with participants and their supervisor before the training starts so that the participants can be fully committed to virtual learning without any job assignments given by their supervisors.



(Source: Indonesian Customs and Excise Education and Training Center)

<RTC Korea>

- Though e-learning and virtual class contribute to reducing the cost of learning and allow us to invite more participants, Customs Human Resources Development Institute (CHREDI) attaches special importance to the effectiveness of learning and has two KPIs, namely quantity and quality, to measure the effectiveness. Regarding the quality, CHREDI measures the satisfaction and how much the participants apply what they learned to their daily operations after one or two months after the learning.

- In order to make virtual learning more effective, CHRDI implements three practices. The first one is to control the size of the virtual class in order to let the learners be more engaged in the learning. The second one is to use the FRESH (Fun, Relevant, Engaged, Simple, Hands-on) Engagement principle to design all kinds of learning programmes. The third one is to develop the rule of absence that requires over 80% participation of total learning time. Regarding virtual learning, if the participant turns off the camera, he/she is marked as absent.
- For effective learning, CHRDI utilizes the games such as the Cargo inspection VR game and HS code computer game which enables the learner to remember HS code automatically by enjoying the game.



(Source: Customs Human Resources Development Institute, Korea)

<Australia>

- In respect of internal training, Australian Border Force (ABF) utilizes VR and self-paced e-learning which allows learners to flexibly take e-learning courses within a certain period. Furthermore, ABF conducts the training in cooperation with other government agencies including police college and the private sector.
- ABF traditionally conducts International Management and Leadership Courses with the aim of building a Customs network. Though these courses were face-to-face before the COVID-19 pandemic, ABF needed to hold this course online for the first time due to the Pandemic. Universities supported ABF to develop the programmes for the online courses. Furthermore, ABF conducted an online interview with each participant, mixed a self-paced e-learning module through the university's online system, and have video presentations made by ABF, the other Customs agencies, industries as well as universities. There were five hours dedicated to self-paced learning and five hours dedicated to online sessions. In order to make the virtual learning more fun, there were group assignments every day. Furthermore, ABF utilized social media for post-course catch-ups so that participants could


communicate with each other in Zoom. ABF also conducted a mini training course for three days in a flexible environment six months after the course was finished so that the participants could learn more and reconnect with each other again.

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## Case Study – Customs Management Courses

- Traditionally face-to-face
- Focus on networking
- Hybrid-model
- Adaptations
  - No boring bits
  - Flexibility
  - Assignments
  - Post-course catch-ups



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Australian Border Force | 6

(Source: Australian Border Force)

- Through these experiences, ABF identifies the key to conducting effective virtual learning programmes such as utilizing mixed e-learning and self-paced learning methodologies which allows flexibility in the learning process, cooperating with partners including industry, and utilizing technology while understanding its advantages and disadvantages.

## Part II: Challenges and possible solutions

During the discussions in the Regional Online Workshop on Training Management, the following common challenges were identified;

1. how to select suitable participants,
2. how to adapt trainers to online training; and
3. how to improve interactivity of online training.

In order to assist Members' efforts in addressing these challenges, AP Members who participated in the Workshop were invited to share their good practice on how to address these identified challenges through the questionnaires. We believe these exemplifying practices of Members will be useful for addressing the above-mentioned challenges which many Members have encountered.

### 1. How to select the suitable participants

The selection of suitable participants is one of the keys to the success of training. When the level of training does not match the competency level of the trainee, such training would fail to improve the trainee's performance. The failure of the selection of trainees would lead to reduced training effectiveness and sometimes demotivating the trainees. Then, what kinds of measures should be taken to select suitable participants?

(Table 6) shows how AP Members<sup>8</sup> select suitable participants in their Home Administrations.

**(Table 6) Replies to the question: "How to select the suitable participants?"**

	(A) Request candidates to submit application	(B) Conduct pre-examination	(C) Ask supervisor about performance of candidates	(D) Select participants from proficiency level which is suitable for the training	(E) Others
BD				X	
BT			X	X	
FJ	X		X		X
JP					X
LA					X
MV		X	X		
NP	X		X	X	
NZ	X		X	X	
PK	X			X	
PH				X	X
LK			X		X
VU			X	X	
VN				X	
<b>Total</b>	<b>4</b>	<b>1</b>	<b>7</b>	<b>8</b>	<b>5</b>

<sup>8</sup> Please refer to Appendix 2 the Abbreviation of A/P Member Administrations

According to the results of the questionnaires, the most frequently used methods are (C) “Asking the supervisor about the performance of candidates” and (D) “Selecting participants from proficiency level which is suitable for the training”. 69% of respondent Members (9 out of 13) utilize the combined methods to select suitable participants.

“Others” includes the following answers provided by Fiji, Lao PDR, Japan, Philippines and Sri Lanka:

- Fiji Customs and Revenue Service asks for nominations from line managers and directors who identify officers.
- Lao Customs Department determines training requirements for participants and then requests supervisors to send participants’ names.
- Customs Training Institute of Japan (CTI) defines clear qualifications and requirements of the trainees in each training course and posts the information on Customs’ intranet for the reference of all officers. In addition, CTI coordinates with Customs and Tariff Bureau and CTI branch offices to ensure the right persons who meet the prescribed criteria would be nominated to each training course.
- Philippine Bureau of Customs (Philippine Customs) asks for nominations from the supervisors/managers to identify suitable candidates for the training. In addition, Philippine Customs identifies offices/positions that would be suitable to attend the training.
- Sri Lanka Customs gets nominations from the Heads of relevant Directorates.

## 2. How to adapt the trainers to online training

The COVID-19 pandemic brought about significant changes in delivering the training: the shift from physical training to online/virtual training. The AP Members need to upskill their trainers to deliver quality online training. The questionnaire provides the Members’ experience in training the trainers in online delivery.

(Table 7) shows how AP Members<sup>9</sup> adapt the trainers to online training in their Home Administrations.

**(Table 7) Replies to the question: “How to adapt the trainers to online training?”**

	(A) Provide training for trainers	(B) Develop manual	(C) OJT	(D) No specific measures taken	(E) Others
BD	X				
BT		X	X		
FJ	X	X	X		
JP		X	X		X

<sup>9</sup> Please refer to Appendix 2 the Abbreviation of A/P Member Administrations

LA			X		
MV	X	X			
NP	X				
NZ			X		
PK	X	X			
PH				X	
LK				X	
VU	X	X			
VN	X				
<b>Total</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>1</b>

The questionnaire reveals the diversity of methods taken by the AP Members. The most frequently used methods are (A) “Providing training for the trainers” (7 respondents) followed by (B) “Developing a manual” (6 respondents). Customs Training Institute of Japan usually provides an opportunity for trainers to get used to the functions of online training tools (such as Teams and Webex) before the training while taking the methods (B) and (C).

### 3. How to improve the interactivity of online training

One of the challenges in conducting online/virtual training is less interactivity compared to face-to-face training. The best methods for learning retention involve learners’ engagement in the training. Thus, there is a need to generate interest in the topic and create motivation in order to encourage learners’ interaction.

Below are the exemplifying practices for improving the interactivity of online training.

<RTC Fiji>

- Fiji Customs and Revenue Service continuously monitors the participants and provides back to the office the report.

<RTC Japan>

- Customs Training Institute of Japan (CTI) encourages its trainers to improve the interactivity of online training through the measures such as, but not limited to:
  - recognizing the difficulty in keeping the attention of online trainees and the importance of ensuring interactivity to deal with the challenge,
  - developing a training delivery plan which consists of a lecture part and interaction part in a balanced way
  - being mindful of the tone (not to be monotonous), giving trainees a lot of opportunities with encouragement to speak up and taking adequate time for Q&A and discussion during the session,
  - using tools including breakout session, reactions button, chatbox.

<Bhutan>

- Department of Revenue and Customs, Ministry of Finance, Bhutan, requests every participant to keep their camera on unless during the presentation so that trainers can see each other face-to-face and initiate an open discussion with the participants.

<Maldives>

- Maldives Customs Service has questions and answer sessions within the training.

<Pakistan>

- Pakistan Customs conducts brief sessions in which the trainers are trained to help trainees in their online training and how to make online training more attractive and useful. Furthermore, Pakistan Customs evaluates both trainees and trainers after giving them a manual or set of instructions as well apart from brief training sessions. Pakistan Customs connects the performance evaluation with the trainee's successful response to and attendance of online training. In addition, successful trainees are rewarded with appreciation certificates and other opportunities in the future.

## Questionnaires for Good Practice Report on Training Management

*The results of questionnaires will be utilized for updating the Good Practice Report on Training Management which will be circulated only to Customs Administration. Your cooperation would be highly appreciated.*

Customs Administration:

### **Part I**

#### 1. Competency-based training strategy

(1) How to identify the training needs? (Multiple answers possible)

- A. To analyze Administration's mission and goals
- B. To analyze gaps between goals and performance
- C. To distribute training needs survey to Customs officials
- D. To analyze the performance required in the future
- E. Others (                    )

(2) Please outline your current experience of identifying training needs.

(3) Who develops and updates training materials? (Multiple answers possible)

- A. Training management department
- B. Each Section (eg. HS section, Valuation section, etc.)
- C. Trainers
- D. Outsourced educational institution/company
- E. Others (                    )

(4) How to develop the quality trainers? (Multiple answers possible)

- A. To provide the training for trainers within Customs administration
- B. To give the trainers the opportunity to take lectures in university/private sector
- C. OJT (eg. to give the trainers the opportunity to make a presentation in the various occasion, etc.)
- D. No specific measures taken for developing the trainers
- E. Others (                    )

(5) Please outline your current experience of developing trainers, training materials and programs

(6) How to evaluate training program? (Multiple answers possible)

- A. To distribute the evaluation form to participants on the last day
- B. To conduct the evaluation meeting with stakeholders including participants on the last day or after training
- C. To conduct the examination during/after training to measure the performance improvement
- D. To conduct the follow-up survey to measure the participants' behavior after training
- E. Others ( )

(7) Please outline your current experience of evaluating training program. If possible, please send the evaluation format, which your Administration is using, to the ROCB A/P (rocb@rocbap.org)

## 2. Transition to virtual learning

(1) How does your Administration blend online learning and physical learning for one training program? Or how will your Administration blend online learning and physical learning for one training program in the future?

- A. To conduct short online session for preparation/measuring participants' skill and knowledge, etc. before physical training
- B. To conduct short online session for follow-up after physical training
- C. To conduct training in a hybrid format to invite many online participants/observers
- D. We do/will not blend online learning and physical learning for one training program. (To conduct online training and physical training separately)
- E. Others ( )

## Part II: Possible solutions to challenges identified during the Workshop

(1) How to select the suitable participants?

- A. To request the candidates to submit the application which includes information on working experience, etc. (If possible, please send the application form)

- B. To conduct pre-examination
- C. To ask the supervisor about the performance of candidates
- D. To select participants from proficiency level which is suitable for this training
- E. Others (                    )

(2) How to adapt the trainers to online training? (Multiple answers possible)

- A. To provide training for the trainers
- B. To develop manual
- C. OJT
- D. No specific measures taken for adapting the trainers to online training
- E. Others (                    )

(3) Please outline your current experience of improving interactivity of online training.

**Abbreviation of A/P Member administrations**

Abbreviation	Members
AF	Afghanistan
AU	Australia
BD	Bangladesh
BT	Bhutan
BN	Brunei Darussalam
KH	Cambodia
CN	China
FJ	Fiji
HK	Hong Kong, China
IN	India
ID	Indonesia
IR	Iran
JP	Japan
KR	Korea
LA	Lao PDR
MO	Macao, China
MY	Malaysia
MV	Maldives
MN	Mongolia
MM	Union of Myanmar
NP	Nepal
NZ	New Zealand
PK	Pakistan
PG	Papua New Guinea
PH	Philippines
WS	Samoa
SG	Singapore
LK	Sri Lanka
TH	Thailand
TL	Timor-Leste
TO	Tonga
VU	Vanuatu
VN	Vietnam