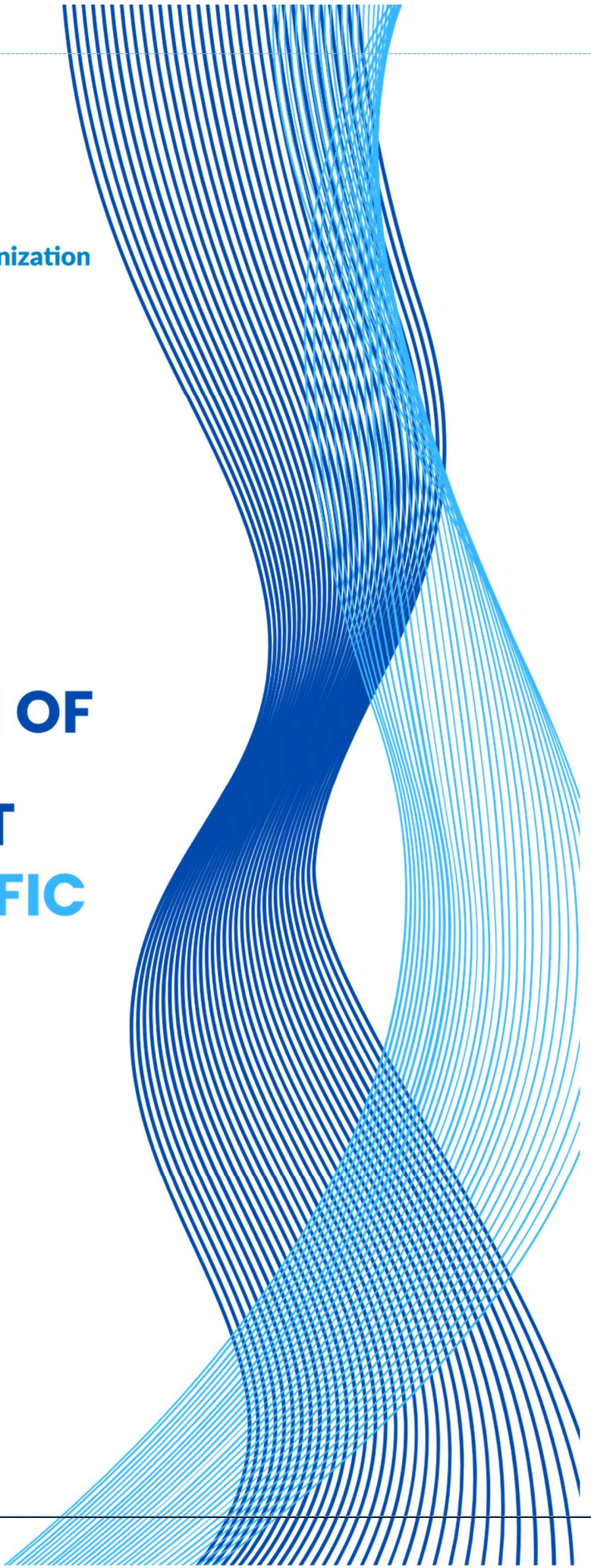




# COMPENDIUM OF TRAINING MANAGEMENT IN ASIA- PACIFIC

Edition 2026  
As of 20 May 2026



## Acknowledgements

This compendium was prepared by the WCO Regional Office for Capacity Building, Asia Pacific Region (ROCB A/P), which is celebrating the 20<sup>th</sup> years of service to the Region. We extend warm appreciations to all Workshop participants for their valuable contributions, and to all A/P Members for their continued support. Our special thanks also go to Japan Customs for its generous financial assistance throughout the project.

### ROCB A/P CONTACTS:

Regional Office for Capacity Building, Asia Pacific  
Region of the WCO (ROCB A/P)  
Address: c/o Thai Customs Department, Sunthornkosa  
Road, Klongtoey, Bangkok, 10110 Thailand  
Tel: +66 2 667-6017  
Email: [rocb@rocbap.org](mailto:rocb@rocbap.org)  
Website: <https://www.rocb-ap.org/index.php>



**Together, we advance!**

# MESSAGE FROM THE VICE CHAIRPERSON

Dear Colleagues and Esteemed Members,

I extend my heartfelt congratulations to the Asia Pacific Regional Office for Capacity Building (ROCB A/P) on its successful publication of the Compendium of Training Management (the Compendium). This not only sets the milestone in the training and development of Customs talents in the A/P Region, but also exemplifies the ongoing cooperation and collaboration between Members and ROCB A/P as we strive towards a common goal.



Human capital always stands as the most important asset to an organisation. To achieve the goal, we always need to equip our Customs officers with the latest technical knowhow and essential management skills. Thanks to the unwavering commitment and meticulous efforts of our dedicated colleagues of the ROCB A/P, the active involvement of our Members, and the staunch financial support from the Customs Cooperation Fund of Japan, we are delighted to have this Compendium that serves as an invaluable guidebook for everyone.

The Compendium explores various facets of training and development. It encompasses a wide range of topics including training policies formulation, training needs analysis, development of training plans, designing courses and crafting training materials. It also addresses training evaluation and contemporary issues, illustrated systematically with extensive survey results and case studies. It showcases our best collaborative efforts and research capacity of our region that have well reflected the exceptional work of ROCB A/P.

Capacity building is a continuous effort and we should recognise the fact that there is no one-size-fits-all solution to diverse challenges we face. I strongly encourage Members to leverage this invaluable Compendium to tailor-make their training policies and human resource management strategies. Let us draw inspiration from the Japanese word “kaizen” (which means continuous improvement) and remind ourselves to keep enhancing our regional Customs community for the future. Thank you for your dedication and commitment to excellence.

Together, let's join hands and build a brighter future.

Tsz-tat Chan  
Vice-Chairperson  
Asia/Pacific Region

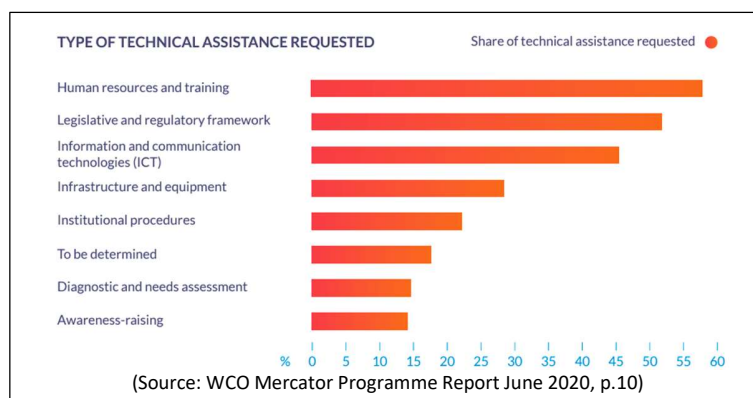
# MESSAGE FROM THE ROCB ASIA PACIFIC

Dear Colleagues,

Welcome to the ROCB A/P's flagship initiative on Training Management. As explained in the "Introduction", this Compendium of Training Management in A/P Region was a Regional effort made in cooperation with the WCO Secretariat, RTCs in A/P Region and the CCF/Japan, and wonderful collaboration with Member Administrations. I would like to express my sincere appreciation to all the stakeholders. The



enhancement of domestic training is indispensable to secure sustainable development of an Organisation. Also, for the WCO, it is really beneficial to multiply the effects of international Capacity Building efforts, if the beneficiaries disseminate the knowledge and skills to fellow Customs officers with domestic training. In this effect, the WCO has issued several Tools relating Human Resource Management (HRM) in Customs perspective.



Let me introduce one interesting figure from the WCO Mercator Programme Report (2020). Mercator Programme is the WCO flagship initiative supporting Members worldwide in implementing the WTO Trade Facilitation Agreement (TFA). The Report illustrates the implementation status of each country and asked them what was needed for them to implement the TFA, which is an international treaty and its implementation requires revising Laws and

Regulatory framework. The most expressed assistance needs to the WCO was the “human resources and training”, in order to apply the TFA in their Administrations.

My humble observation on this result is that the human resource is the foundation for the change, and accelerates whatever efforts that a Customs try to achieve; the WCO is expected to provide assistance in this very important aspect to its Member Administrations. I wish that this Compendium will be utilised to accelerate the enhancement of training system in A/P Region, so that Customs can achieve its strategic objectives.

The WCO is aiming at new Capacity Building Paradigm and it expects to see outcomes from international capacity building efforts. I think this Compendium was issued at the right time, but it is a living document and will be updated from time to time to meet the needs of the Members and the WCO.

Last but definitely not least, please allow me to acknowledge and congratulate the Project Team of the ROCB A/P, Khun Amm (Thai Customs attaché) and Asuka san (Japan Customs attaché), for your tireless efforts, commitment and enthusiasm which made this Project a great success, for the future of the Region and beyond. Let me also mention that the data chart shown in this Compendium was collected, analysed and made by Mr. Jaemin (Korea Customs attaché).

Jun Tajima,  
Head of the ROCB A/P,  
Supervisor of the Project

# Contents

<b>Message from the Vice Chairperson .....</b>	<b>3</b>
<b>Message from the ROCB Asia Pacific .....</b>	<b>4</b>
<b>Introduction.....</b>	<b>8</b>
<b>Challenges of the Region .....</b>	<b>10</b>
<b>1. Training Policy .....</b>	<b>14</b>
Survey results .....	14
WCO Tools .....	15
Members' Practices .....	17
Members' Discussion .....	18
One Step Forward.....	20
<b>2. Identification of Needs.....</b>	<b>21</b>
Survey Results.....	21
WCO Tool .....	22
Members' Practices .....	23
Members' Discussion .....	26
One Step Forward.....	28
What are the competencies?.....	29
<b>3. Annual training plan .....</b>	<b>30</b>
Survey results .....	30
WCO Tool .....	30
Members' Practices .....	31
Members' Discussion .....	35
One Step Forward.....	36
<b>4. designing training course .....</b>	<b>37</b>
Survey results .....	37
WCO Tool .....	38
Members' Practices .....	39
Members' Discussion .....	44
Key Highlights from the 23rd RTC Heads Meeting .....	46
One Step Forward.....	48
<b>5. FACILITY.....</b>	<b>49</b>
Survey Results.....	49
WCO Tool .....	50

Members' Practices .....	51
Members' Discussion .....	52
Key Highlights from the 23rd RTC Heads Meeting .....	55
One Step Forward.....	56
<b>6. TRAINER.....</b>	<b>59</b>
Survey results .....	59
WCO Tool .....	59
Members' Practices .....	60
Members' Discussion .....	63
Key Highlights from the 23rd RTC Heads Meeting .....	66
One Step Forward.....	72
<b>7. TRAINING MATERIAL .....</b>	<b>73</b>
Survey results .....	73
WCO Tool .....	73
Members' Practices .....	74
Members' Discussion .....	77
<b>8. EVALUATION.....</b>	<b>79</b>
Survey results .....	79
WCO Tool .....	79
Members' Practices .....	80
Members' Discussion .....	87
One Step Forward.....	89
<b>9. GENDER EQUALITY AND DIVERSITY .....</b>	<b>90</b>
WCO Initiatives .....	90
Members' Practices .....	91
One Step Forward.....	93
 <b>ANNEX .....</b>	 <b>94</b>
1. Notes from Panel Discussion at Regional Workshop.....	95
2. Post Workshop initiatives and implementation .....	101
3. Acronyms, Abbreviations and Glossary .....	108

## INTRODUCTION

WCO Asia/Pacific Regional Online Workshop on Training Management  
24 - 26 May 2022



Regionalisation of the WCO Capacity Building Strategy makes identifying Regional needs more effective and efficient. The theme of the WCO in 2023 was “Nurturing the Next Generation: Promoting a Culture of Knowledge-sharing and Professional Pride in Customs”. That year, the ROCB A/P recognised the strong needs of Customs administrations which are struggling with planning and implementation

of their domestic training to nurture the next generation. That is how the WCO Project on Training Management was launched and the ROCB A/P published this Compendium as its outcome.

In fact, prior to the launch of the Project, there were some movements behind it. The Meeting of Heads of the WCO Asia/Pacific Regional Training Centres (RTC Heads Meeting) is convened once a year to share the recent activities of each RTC and discuss the challenges regarding the training management in the A/P region. In the course of the 19th RTC Heads Meeting held in October 2021, how to enhance the training capacity was discussed in order to ensure sustainable organizational development. Based on the discussion in the said Meeting, the ROCB A/P organised the WCO Asia/Pacific Regional Online Workshop on Training Management from 24 to 26 May 2022. This Workshop aimed to share the outcome of AP RTC Heads Meeting with A/P Members; to share the expertise of the RTCs, national and regional experiences of A/P Members; to promote the WCO tools including the WCO Framework of Principles and Practices on Customs Professionalism (FPPCP); and to discuss the way forward for continuously improving training capability in the AP region.

During the Workshop and its subsequent evaluation, developing Members demonstrated their great interests in further improvement of training capability by sharing RTCs’ and Members’

good practices and by deepening the understanding of the WCO tools. In response to Members' needs, the ROCB A/P has launched the Training Management Project to contribute to enhancing A/P Members' training capability by leveraging RTCs' expertise.

This Compendium is the outcome of the above-mentioned Project. Each chapter presents the results of the baseline survey, a brief introduction of WCO tools, Members' practices and, where applicable, key highlights from the RTC Heads Meeting, together with "One Step Forward", which provides suggestions from the ROCB A/P for further steps.

The WCO produces wonderful Tools on HRM. These tools present theories and good practices from various administrations on how to implement competency-based HRM. However, as the levels and contexts of training management vary across Customs administrations, this Compendium brings together practices and examples from neighboring administrations that may help clarify the next steps, in line with the WCO frameworks and each administration's own HRM strategy.

The ROCB A/P is well positioned to produce a regional Compendium since the responsibility avails the close collaboration and efficient communication with Members. The ROCB A/P organizes the RTC Heads Meeting every year, in cooperation with the host administration, where Heads of WCO Regional Training Centres (RTCs) gather to discuss various topics and share views and knowledge. Through this opportunity, the ROCB A/P collects the knowledge of RTCs in the AP region and encourages active discussions. In this context, the ROCB A/P issues the Compendium as a living document and continues to update it through the ongoing collection of information related to Human Resource Development.

The ROCB A/P wishes all Members of the A/P Region benefit from this publication in enhancing its staff development.

ROCB A/P

## **CHALLENGES OF THE REGION**

The WCO conducted a world-wide Survey (questionnaire) on Customs training management in October 2023, aiming to collect and analyse information on the training experience or practices of each Customs administration.

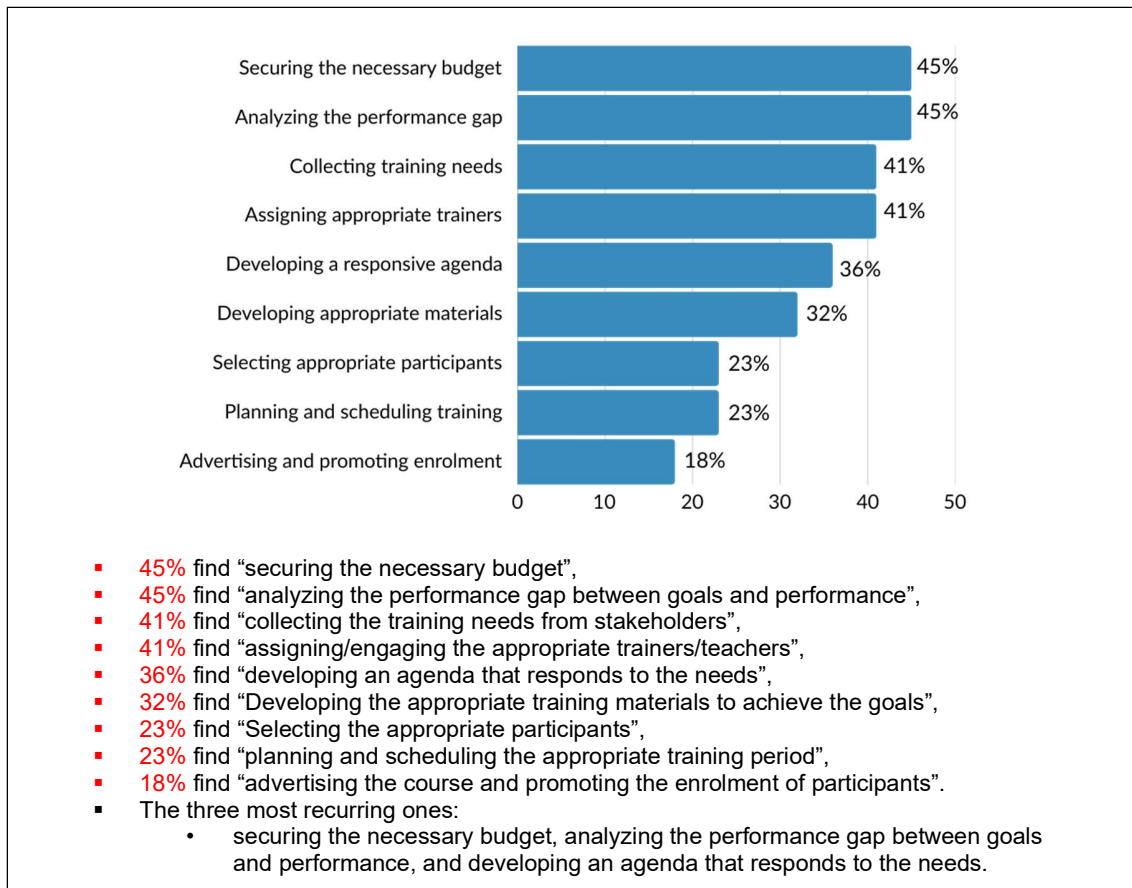
The results of the questionnaire were the first step towards developing a “WCO guidelines for the development of national Customs training strategies” and conducted in collaboration with the Regional Offices for Capacity Building (ROCB). The survey results, at global and regional levels, were presented at the 15th Session of the Capacity Building Committee and the 19th Global Meeting of Regional Entities in February 2024.

For that purpose, the ROCB A/P conducted a detailed analysis of survey results based on the reply to the questionnaire, focusing on the Asia Pacific region.

The following charts are the results in the aspects of the challenges faced during the training preparation stage, implementation stage, and follow-up on training.

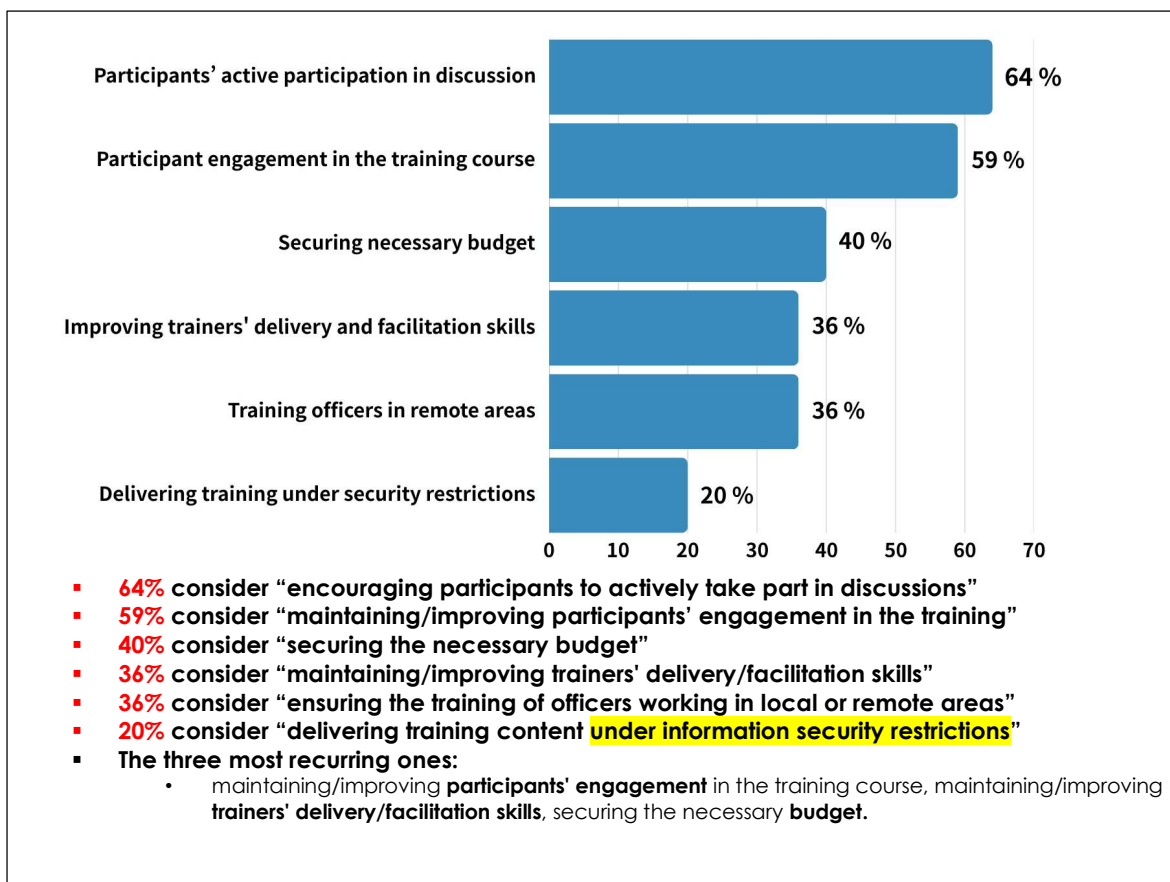
## (1) Encountered in the training preparation stage

The chart shows that there are similar challenges in the A/P Region.



## (2) Encountered in the training implementation stage

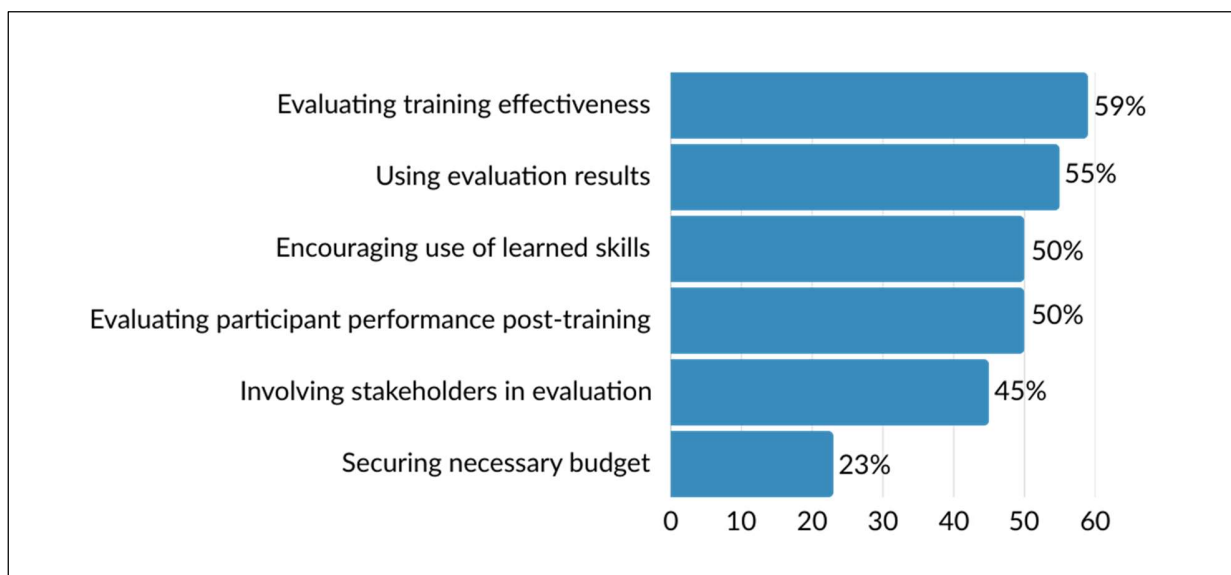
During the implementation stage, the challenges were related to how to encourage trainees' participation in discussions and their engagement in training. Trainers' delivery skills were also identified as a challenge, as they are typically Customs officers rather than professionally trained trainers. They are usually selected based on their expertise in the subject matter, rather than on their teaching skills.



### (3) Encountered in the follow-up and monitoring of training

The challenges around the follow-up and monitoring phase relate to the evaluation of training effectiveness. During the period of workshops conducted in the AP Region, it was repeatedly stated that training is an investment, not a cost. If it is an investment, it is required to produce some tangible outcomes, such as improved performance or enhanced capacity, after investment.

Training unit has to be accountable for its effectiveness of the service they offer. The challenge lies how they measure it in a persuasive way.



Based on the regional challenges (1) to (3) described above, from the next page, the Compendium will further examine solutions and approaches to Training Management in greater detail and from multiple perspectives.

# 1. TRAINING POLICY

Among the **64%** who have a Training Strategy Document

**93%** have annual plans for implementing the training strategy

**71%** have training goals and measurable objectives

**71%** have monitoring, evaluation, and adjustment framework

**36%** do stakeholder analysis

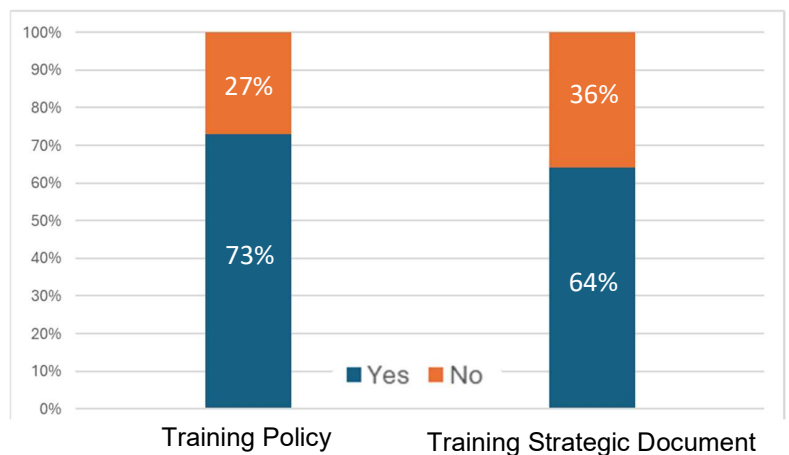
**36%** do an environmental scan

**29%** have a training contingency plan

## Survey results

The survey revealed that 73 % of the administrations that replied to the questionnaire have a training policy, and 64% have a training strategy document. However, more than 20% of the administrations do not have training policy.

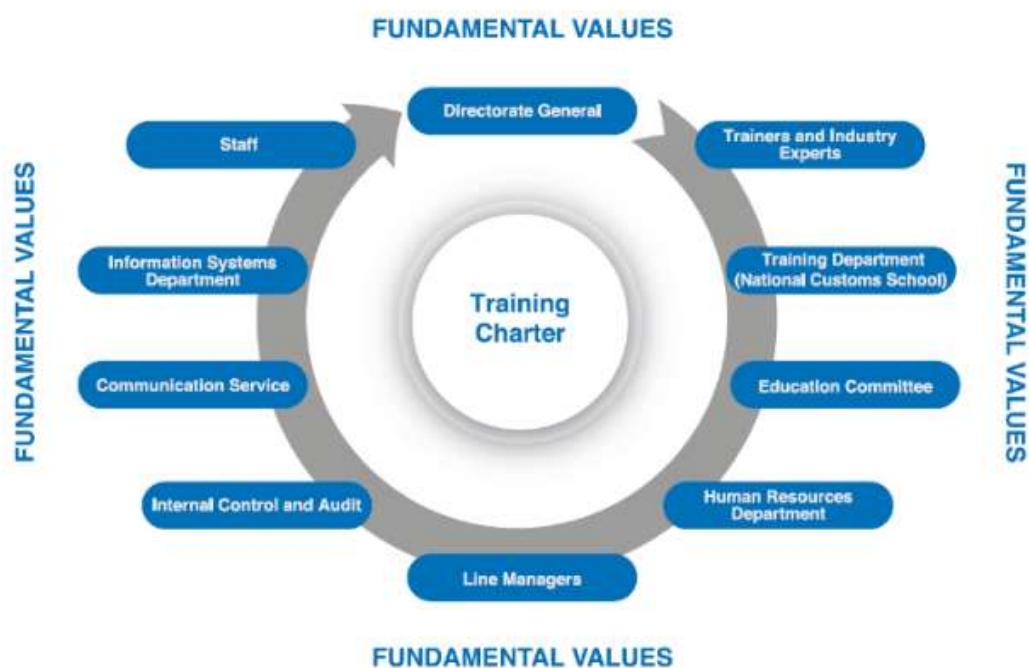
### WCO Survey on Training Management of AP Region in 2023



This section shows that the WCO Tool clearly states the importance of the training policy, “objectives of training” among others, and illustrates how Members in A/P Region provide for its training policy.

## WCO Tools

Fig. 18 : Stakeholders in the training system for Customs



### 1.

Training is one of the organizational development solutions that Customs administrations must emphasize in order to meet both organizational and individual changing demands. Training should always have priority and requires a strategic commitment from Customs management. An accurate learning strategy and training system improves employees' efficiency, effectiveness, uniformity, confidence and job satisfaction, whilst helping to achieve organizational goals.

A well-designed training policy should be aligned with organizational goals and support competency development. Training should be a shared responsibility, involving all levels of Customs officers as key players, to foster a culture of continuous learning and support strategic goals of a Customs administration.

*(Source: WCO.2015. Framework of Principles and Practices on Customs Professionalism (p.80), WCO 2019. Guide To Implementing Competency Based Human Resource Management In a Customs administration Environment (P.102-106))*



### 2.

The training policy is the expression of broad intentions, fundamental justifications, basic options, priorities and strategies of the Customs administration in the area of staff training. This policy determines how training activities are conducted and it is influenced by the beliefs and values of the Customs administration. Training should be a shared responsibility, involving all levels of Customs officers as key players, to foster a culture of continuous learning and support strategic goals of a Customs administration.

*(Source: WCO.2015. Framework of Principles and Practices on Customs Professionalism (p.83))*

## Members' Practices

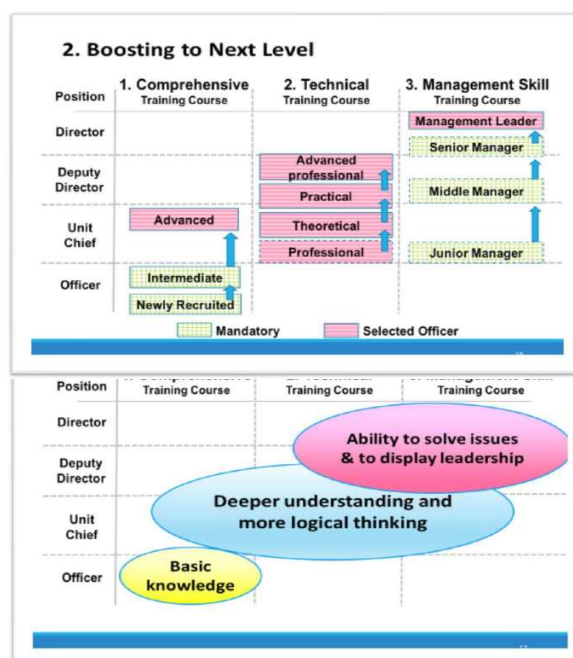
### Case 1 - Comprehensive Strategy for Sustainable Workforce Development

This Customs administration defined the purpose of training in their Annual Training Plan;

- ✓ To develop knowledge, abilities, skills, and competencies of the officials at all levels that align with position (skillsets), enabling them to efficiently perform their responsibilities.
- ✓ To cultivate appropriate mindsets of the officials for effective job performance, adapting to the context of changes.
- ✓ To promote the development of the potential of high-quality human resources by transferring knowledge and expertise from one generation to another, especially for officials approaching retirement age, and to prevent knowledge loss as they retire from government service.
- ✓ To enhance and develop digital literacy skills and new-era competencies necessary to support work in the digital context of their country, as well as adapting to the new normal and the next normal way of life.
- ✓ To encourage continuous self-development of the officials that aligns with the needs of the administration and supports progress in the career paths of individuals.
- ✓ To promote official's development using diverse methods, ensuring that the development process is comprehensive, efficient, and effective.

### Case 2 - A Three-Pillar Approach to Training Course

This Customs administration's human resource policies aim at strengthening desired skill of officials and ensuring 4 tactical objectives, namely flexibility, international viewpoints, comprehensiveness, and professionalism. Purpose of training is to nurture officials to carry out their tasks properly and promptly, responding to the changing environment surrounding Customs, and it is provided in a three-pillar approach, namely off-the-Job training, On-the-Job training, and self-development. This Customs administration's training structure is in 3-type design, i.e. comprehensive training course, technical training course, and management skill training course.



- **Comprehensive Training Course:**  
Wide range of knowledge and skills in a variety of Customs-related areas.
- **Technical Training Course:**  
Deep knowledge & skills on specific subject of Customs-related areas.
- **Management Skill Training Course:**  
Management, leadership knowledge and skills

### ■ **Members' Discussion**

#### **The benefits of having training policy**

Based on the objective of training, fundamental guideline in training is necessary for effective HRM and review of effectiveness and outcome of budget etc.

Training policy is essential to

- standardize the objective of training
- ensure accountability to organization
- make clear visions for future

#### **The contents, or the meaning of the objective of training**

- The objective of training is to fill the gap between requirement for job and current officer's level and adapt to change under advancing circumstances.
- Technical training provides an opportunity to apply laws and regulations in a logical way, by learning the background of the laws, and/or by learning the technique in application.

This Customs administration provides training programs to equip officials with the necessary skills to perform various roles. These programs are predominantly Instructor-led and consist of interdependent and related modules, covering the following key areas;

- teach critical foundational skills
- teach practical skills
- teach technical and specialised skills
- cover a wide range of duties

When developing the training programs, the stakeholders involved include trainers, operational departments, as well as the legal and policy sections.

In addition, they provide on-the-job training in operational environments during these programs, prior to their graduation and formal appointment. This forms part of the 70-20-10 model whereby 70% of the learning is gained from on-the-job experience.

#### **The objectives of training can be better illustrated by showing the benefit of the training, especially the in-person training and/or induction training.**

- Training will offer trainees the opportunity to gain practical knowledge and practice what they have learned, rather than just theoretical understanding. In addition to that, the trainee will greatly contribute to the dynamic interaction between the trainer and trainee, as well as fostering connections among fellow trainees which trainees can leverage their participation in

training sessions to establish valuable professional connections.

- The primary objective of the training is to enhance and refresh knowledge and skills. Additionally, the training aims to ensure the uniformity in procedures within the organization. Particularly for the induction training, aims at introducing new hires with the organizational structure, role, and mission, as well as, provide participants with a fundamental understanding of Customs rules and regulations, international standards, and conventions. Training can enhance your confidence, hence increasing productivity in your work.

## One Step Forward

- Training policy, the objectives of training, is essential for a Customs administration to explicitly show the vision and commitment of the top executives in investing / nurturing its own staffs. It is also noted that objectives are there to be achieved; training should be evaluated based on the objectives whether they are accomplished.
- Some Customs administrations expressed their needs of having training policy because they do not have certain rules to impose ex-trainees of international assistance to disseminate their knowledge after receiving it.
- By referring to the WCO Tools and Members' practices in this Compendium, it is advised to draft or enhance your Training Policy document, aiming at mid- to long-term development of its staffs.



*Courtesy of Customs administration of Malaysia*

## 2. IDENTIFICATION OF NEEDS

### Those who conduct assessment

**68%** Use **'Future Skills Analysis'** to assess training needs, an approach that considers an organization's long - term goals and trends in Customs and trade to anticipate future competency requirements and prepare employees for evolving roles and technologies.

**45%** Use **'Employee Performance Appraisals'** to identify areas where competency gaps exist

**45%** Use **'Survey and Questionnaires'** to gather employees' input on what skills and knowledge they believe they need to improve their job performance.

**5%** Just **'Talk to Work Areas'** (Manager and Staff) about problems that could be solved with training.

## Survey Results

The WCO survey revealed that more than 40% of the administrations that replied to the questionnaire has challenges in identification of the needs. At the same time, as the chart below shows, the administrations practiced different kinds of needs analysis. This section illustrates two methods of needs analysis that WCO Tools introduces and how Customs administrations conduct in real life.

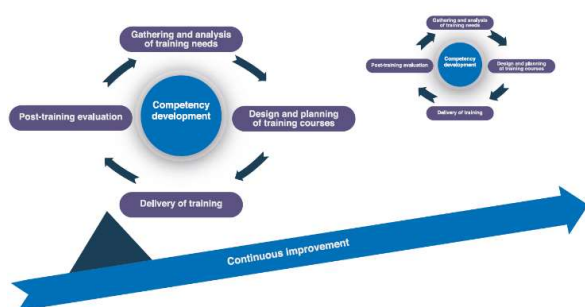
### WCO Survey on Training Management of AP Region in 2023



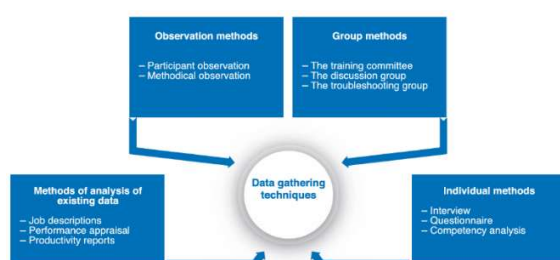
**82 %** conduct periodic training need assessments

## WCO Tool

### Stages in the competency-based training process



### Techniques for gathering competency needs



Competency-based training process comprises four stages in Customs administration:

- 1) The gathering and analysis of competency needs
- 2) The design and planning of training courses
- 3) Delivery of training, and
- 4) Post-training evaluation.

This process is repetitive and aims for continuous improvement by incorporating feedback from evaluations after the training to refine future training efforts. Effective training begins with thorough needs collection and analysis to ensure it addresses identified competency gaps and aligns with organizational goals.

To identify and analyze training needs effectively, it is essential to gather and examine data to understand competency gaps. This involves diagnosing discrepancies between current and required competencies, identifying affected roles, and prioritizing needs based on their strategic importance.

The Competency needs analysis should be conducted both at the organizational and at the job levels. The organizational-level analysis mainly focuses on the role of the Customs service, the organization's priorities, the stake holder's expectations and the organization's structure. In the job-level analysis, competency gaps are identified against the job profiles. This is achieved through the use of questionnaires and interviews, among other methods.

Source : WCO. 2019. *Guide To Implementing Competency Based Human Resource Management In A Customs Administration Environment* (p.112-115), WCO. 2015. *WCO Framework of Principles and Practices on Customs Professionalism* (p. 87-88))

## ■ Members' Practices

**As the Survey shows, some administrations do not conduct needs analysis.**

### **Case 1 - Diverse Approaches to Needs Analysis**

Several administrations indicated that they had no experience of conducting needs assessments.

- In this Customs administration, training needs are expressed directly from the individual to the person in charge of the training, who refers the individual to a training course that meets his or her needs.
- Some administrations distribute training need survey across all work areas, allowing the input from employees at various level and departments.
- This administration doesn't have the specific job description or the KPI. The Training depends on particular circumstances and the DG may instruct the Training Centre to conduct the training. Normally, the Training will take place outside of the working hours.

### **Some organizations engage in cross-cutting organizational-level analysis.**

This involves thoroughly analyzing the Customs environment, developing a strategic plan, and identifying gaps at the Customs unit level.

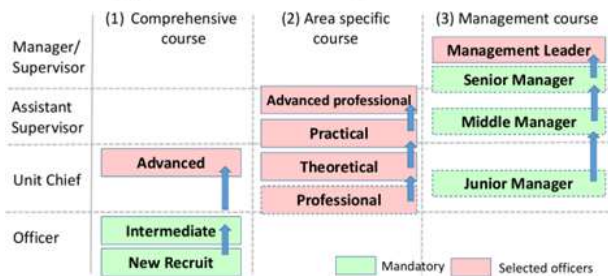
### **Case 2 - A Data-Driven Approach to Workforce Development**

In this administration, a survey is disseminated to each division at the end of the year, specifically targeting the management level, to assess the need of the training for the employee in their division. The result from the survey will be used to formulate the Training plan.

They conduct various training courses in accordance with its training strategy (which includes three main training streams: comprehensive training, area-specific training (e.g. Customs Valuation, Rules of Origin, HS Classification, IPR etc.), and management training). To maximize the effectiveness of these trainings, it is important that these training plans be shared and recognized among stakeholders. Before developing the Annual Training Plan to effectively achieve the strategy, the Customs Training Institute conducts a survey each year as the first step to assess the latest needs and challenges of the administration. The survey is circulated to Headquarter and the Customs Training Institute Branch Offices. The expressed needs from those stakeholders at both policy and operational level are then carefully considered, analysed, and reflected as necessary in the Annual Training Plan, as outlined in "3. Annual Training Plan" below. The plan is subsequently presented to the DG of the administration (President of the Customs Training Institute) for approval and

implementation. To keep up with recent trends, new courses, such as AI technology, have been introduced flexibly.

**Training practices: Training Scheme**



**Training courses**

Course	No. of course	Number of trainees	example
Management Course	2	91	• Management Leader • Career Design for female officers.
Comprehensive Course	7	730	• New Recruits course • Practical Training course for Comprehensive Service • Middle-class officials course • Advanced course etc.
Area Specific Course	22	476	• Customs Valuation • ROO • Post Clearance Audit • HS etc.
Other Course	15	595	• Advanced Language course • Economic Survey • Accounting instructors etc.
<b>Total</b>	<b>46</b>	<b>1,892</b>	

(FY2022)

**Needs Analysis Survey**

- Respondents: CTB\*, CCL\*\*, all regional Customs (through CTI\*\*\* Branches)
- Frequency: Once a year
- How: by sending a survey form
- Respond rate: **100%**



**Some implement “Job Analysis”**

Job analysis is to measure the gap between the competencies required for an individual to hold a position and the actual competencies of an individual, with a view to targeting and prioritizing genuine training needs.

**Case 3 - Job Analysis for Targeted Skill Development**

- This Customs administration starts their process of training needs identification by conducting a job analysis to analyse the specific competency that is required. The training Centre sends a letter to the head of each division, inquiring about the specific training requirements for their employees. After receiving the feedback, they will engage in discussions with the skill group owner to design the training program.
- Another administration appoints an official based on expertise and mastery of competence necessary for carrying out the unit’s tasks and functions. The appointed official is responsible for assisting the unit in implementing the needs analysis for training courses.
- A third administration starts the Training Needs Analysis by first reviewing the Annual Staff Performance Appraisals, using them as the basis to identify training needs.

**Case 4 - Organizational and Performance Needs Analysis**

- This Customs administration starts their process of training needs identification by

## 2. Identification of Needs

conducting an organizational needs analysis and performance needs analysis. Included in the performance needs analysis is the competency assessment of the employees to analyse the specific competency that they are lacking.

- It is done with the format for Learning Needs Assessment (LNA) survey (Organizational LNA and Performance LNA, which includes competency gap analysis per position and office).
- Regarding the competency gap analysis, specific set of competencies for a job description is clearly defined. The Division heads of each port and group evaluates the performance of their staff whom they supervise based on their observation. Once the evaluation has been determined, the competency assessment forms are provided to all Office and Division Heads to rate their subordinates, and the result will be forwarded to the Interim Training and Development Division (ITDD) for the identification of specific learning needs and the ITDD will determine the learning and development programs to be prioritized for next year. This would effectively bridge the existing gap in a specific competency.
- For the organizational needs analysis, aside from reviewing the strategic direction of the agency for the year and the annual report of the previous year, the training centre / focal office requires all regional offices to submit the learning needs they specifically need for their office/port. After scrutinising both organizational and performance needs analysis results, the needed programs will be plotted for the next annual calendar by the training centre / focal office. Later, they will engage in discussions with the administrations subject matter experts to design the training programs.
- This Customs administration uses an advanced and innovative HR system to identify training needs automatically.
- When an officer moves to a new position, the system analyses the skills and

knowledge required, and assigns training. The system also manages certification. When an officer's qualification is nearing the expiration, the system notifies them and assigns necessary module for renewal.

- This Customs administration applies three methods to conduct Training Needs Survey. First, google form is circulated among all staff to submit their individual capacity building requirements. Second, circulate a questionnaire among all directorate to gather training needs of each directorate. Third, organize meetings with cluster heads (e.g.: human resource, enforcement, corporate, regional, revenue and services) to identify training needs of their cluster. All sets of data are then analysed to identify training needs and accordingly the annual training schedule is updated. The Training Needs Survey is implemented in the fourth quarter of each year in order to update next year's training schedule. Apart from the annual training schedule, trainings are organized at any time of the year on special requests of any directorate.

Needs Analysis is the process of identifying performance gaps by gathering and analyzing data and evidence.



## The way of requesting assistance from donor

### Case 5 - Needs-Based Training Prioritization and External Collaboration

This Customs administration receives the annual need survey from several organizations including the WCO. The training unit forward those surveys to gather the need from each division. Once they collect the feedback, they will prioritise the needs depending on the frequency of the topics in the feedback. If the administration has expertise in that topic, they arrange the training by themselves. However, if they lack the expertise on the identified needs, they will request assistance from organization who has expertise in that area.

## Members' Discussion

### Key Factors Shaping Training Needs

Members highlighted various factors that significantly influence an organization's training needs. These include political, economic, social, technological, regulatory, and environmental. These factors are key drivers that influence training needs at organizational, positional, and individual level.



### How: The Way of Collecting Needs

1. Identify the needs based on the regular (weekly/monthly/yearly) report from frontline officials.
2. Identify the needs based on the questionnaires to each regional Customs.
3. To fill the gap between the requirement and current performance level of officers, certain benchmark (needs) is identified.
4. To identify the future training needs, it is essential to consider emerging trends such as technological developments, regulatory changes, and evolving international standards.

### Who: Identifying and Collecting Training Needs

- Based on the performance appraisal of each officer, HR identifies the needs to improve the poor performance of officers.
- Based on the observation of database such as ASYCUDA WORLD, identify the task which should be prioritized.
- In conducting needs survey to all officers, it is recommended that manager-level officers input their own needs, as well as those of the team, in order to facilitate more effective organizational absorption of these needs.

### Members suggests the involvement of training unit in deciding the trainees to respond to their needs:

- In a Customs administration where only HR department have the right to decide who

## 2. Identification of Needs

participates in training, allowing the involvement of the training unit and taking suggestions before making a decision, can provide more opportunities for officers who need the training.

- Some administration have a challenge that the Training Institute has no authority to select trainees. HR selects them without consultation, which hinders the effective training.



*Courtesy of Customs administration of Korea*



*Courtesy of Customs administration of Cambodia*



*Courtesy of Customs administration of Malaysia*

## One Step Forward

- Identifying gaps between the organisational goals and the current organisational environment is crucial, and documenting it as their training needs is vital information for developing training courses. Also, this may serve as an explanatory tool for seeking support from other donors or administrations when training programs cannot be implemented due to lack of training budgets.
- In conducting job analysis, there are two types of analysis found. One way is analysing performance appraisal and the other is sending surveys to gather the need from each division. The latter may be improved by appointing subject matter expert to examine the needs.
- If an administration tries to be precise, it is an idea to use Training Needs Analysis Template in the Annex 3 of WCO Framework of Principles and Practices on Customs Professionalism.



Courtesy of Customs administration of China

### What are the competencies?

While many Customs administrations define competencies based on job descriptions or Customs-specific expectations, this Customs administration follows the national policy on capacity building. The government body responsible for capacity building defines the competencies for civil servants through two competency models: Behavioural and Functional Competencies.

#### Competency Model - Behavioural Competencies

The Competency Model consists of 13 Behavioural Competencies split across 8 Core Competencies (and 28 associated sub-themes) and 5 Leadership Competencies (and 13 associated sub-themes)

Core <sup>1</sup>			Leadership <sup>2</sup>	
<b>1. Self-Awareness</b> <ul style="list-style-type: none"> <li>Self-Analysis</li> <li>Self-Confidence</li> <li>Purposefulness</li> <li>Self-Learning</li> </ul>	<b>2. Personal Effectiveness</b> <ul style="list-style-type: none"> <li>Stress Management</li> <li>Resilience</li> <li>Navigating Ambiguity</li> </ul>	<b>3. Solution Orientation</b> <ul style="list-style-type: none"> <li>Analytical Thinking</li> <li>Attention to Detail</li> <li>Systems thinking</li> </ul>	<b>9. Creativity &amp; Innovation</b> <ul style="list-style-type: none"> <li>Lateral Thinking</li> <li>Transformation Orientation</li> </ul>	<b>10. Strategic Leadership</b> <ul style="list-style-type: none"> <li>Global Mindset</li> <li>Forward Thinking</li> <li>Executive Presence</li> <li>Sustainable Mindset</li> </ul>
<b>4. Communication</b> <ul style="list-style-type: none"> <li>Active Listening</li> <li>Reading &amp; Comprehension</li> <li>Verbal and Non-verbal Fluency</li> <li>Presentation Skills</li> </ul>	<b>5. Outcome Orientation</b> <ul style="list-style-type: none"> <li>Goal Setting</li> <li>Accountability</li> <li>Initiative and Drive</li> <li>Commitment to Quality</li> </ul>	<b>6. Collaboration</b> <ul style="list-style-type: none"> <li>Relationship Management</li> <li>Diversity &amp; Inclusion</li> <li>Knowledge Sharing</li> </ul>	<b>11. Collaborative Leadership</b> <ul style="list-style-type: none"> <li>Influencing and Negotiation</li> <li>Conflict Management</li> </ul>	<b>12. Team Leadership</b> <ul style="list-style-type: none"> <li>Mentoring</li> <li>Sharing Constructive Feedback</li> <li>Inspiring Others</li> </ul>
<b>7. Service Orientation</b> <ul style="list-style-type: none"> <li>Empathy</li> <li>Responsiveness</li> <li>Service Excellence (wrt Citizens)</li> </ul>	<b>8. Operational Excellence</b> <ul style="list-style-type: none"> <li>Planning &amp; Prioritization</li> <li>Resource Management</li> <li>Process Excellence</li> <li>Continuous Improvement</li> </ul>	<small>1. Core Competencies include fundamental skills, knowledge, and attitude which are expected to be demonstrated by all officials across the hierarchy of the Government ecosystem for contributing to effective public service delivery.</small>	<small>2. Leadership Competencies are a specific set of skills, behaviours, and attitude that are associated with effective leadership and management of their respective teams. These competencies are essential for leaders to achieve organizational goals, foster a positive work environment, and inspire their teams.</small>	<b>13. Decision Making</b> <ul style="list-style-type: none"> <li>Logical Reasoning</li> <li>Sound Judgement</li> </ul>

#### Competency Model - Functional Competencies (1/2)

The Competency Model consists of 21 Functional Competencies and 68 associated sub-themes

<b>1. Citizen Centricity</b> <ul style="list-style-type: none"> <li>Design Thinking</li> <li>Citizen Partnering &amp; Collaboration</li> <li>PEST (Political, Economic, Social, Technological) Consciousness</li> </ul>	<b>2. Policy Architecture</b> <ul style="list-style-type: none"> <li>Research &amp; Need Analysis</li> <li>Policy Design / Amendment</li> <li>Policy Implementation</li> <li>Policy Monitoring &amp; Impact Assessment</li> </ul>	<b>3. Cabinet Note Preparation</b> <ul style="list-style-type: none"> <li>Rules of business (AoB/ToB)</li> <li>Cabinet Note Writing</li> </ul>	<b>4. Government Program Formulation</b> <ul style="list-style-type: none"> <li>Research &amp; Need Analysis</li> <li>Scheme/Program Design</li> <li>Feasibility &amp; Risk Assessment</li> <li>Implementation &amp; Outreach</li> </ul>
<b>5. Project Management</b> <ul style="list-style-type: none"> <li>Project Planning</li> <li>Project Implementation</li> <li>Project Evaluation &amp; Monitoring</li> </ul>	<b>6. Public Procurement (GFR)</b> <ul style="list-style-type: none"> <li>Procurement Mgmt. through GeM</li> <li>Procurement of Services / Goods / Works</li> <li>Contract Management</li> <li>Vendor / Consultant Management</li> </ul>	<b>7. Material Management (GFR)</b> <ul style="list-style-type: none"> <li>Maintenance and Disposal of materials</li> <li>Inventory Management</li> </ul>	<b>8. Monitoring &amp; Evaluation</b> <ul style="list-style-type: none"> <li>Creation of M&amp;E Framework</li> <li>Evaluation of outcomes / outputs</li> </ul>
<b>9. Financial Mgmt.</b> <ul style="list-style-type: none"> <li>Budget Formulation &amp; Implementation</li> <li>Expenditure Management</li> <li>Government accounts</li> <li>PFMS Portal Management</li> </ul>	<b>10. Digital Fluency</b> <ul style="list-style-type: none"> <li>Digital Tools (MS Office, Excel, PPT &amp; AI tools) &amp; Platforms</li> <li>Digital Service Design</li> </ul>	<b>11. Data Analytics</b> <ul style="list-style-type: none"> <li>Data Management</li> <li>Data Analysis &amp; Visualization</li> <li>Data led Decision making</li> <li>Data Use and Governance</li> </ul>	

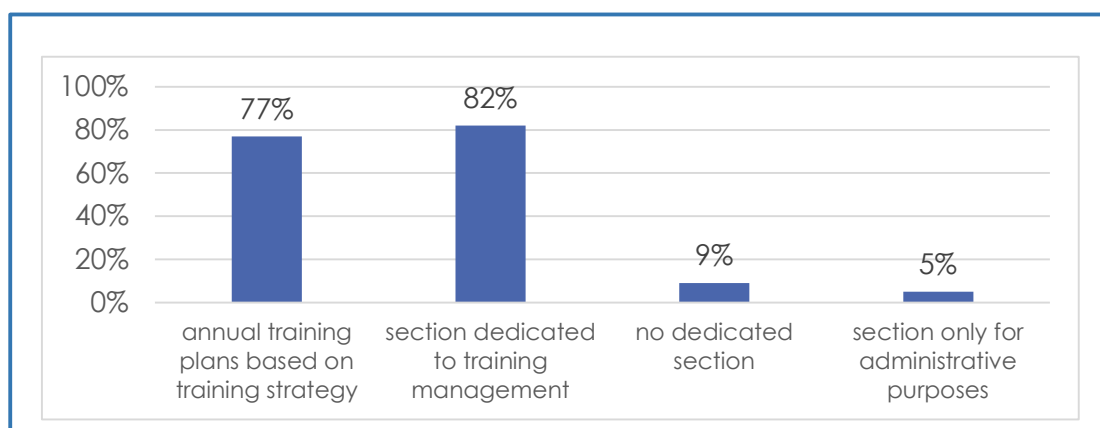
#### Competency Model - Functional Competencies (2/2)

The Competency Model consists of 21 Functional Competencies and 68 associated sub-themes

<b>12. Establishment &amp; HR</b> <ul style="list-style-type: none"> <li>Handling Establishment Matters</li> <li>Handling matters of Reservations</li> <li>Handling Fundamental Rules /Supplementary Rules</li> <li>Handling matters of Prevention of Sexual Harassment Policy</li> <li>Handling performance appraisals</li> </ul>	<b>13. Office Management</b> <ul style="list-style-type: none"> <li>E-Office</li> <li>File/DAK Management</li> <li>Office Procedures</li> <li>Noting &amp; Drafting of official Communications</li> <li>Technical Proposal / Report writing</li> </ul>	<b>14. Handling Parl. Matters</b> <ul style="list-style-type: none"> <li>Submission of briefs, supply of information</li> <li>Maintaining records of parliamentary matters</li> </ul>	<b>15. Handling RTI Matters</b> <ul style="list-style-type: none"> <li>RTI Responsiveness</li> <li>RTI Records Management</li> </ul>
<b>16. Grievance Redressal</b> <ul style="list-style-type: none"> <li>CPGRAMS Portal Management</li> <li>Public Grievance Handling</li> </ul>	<b>17. Vigilance Administration</b> <ul style="list-style-type: none"> <li>Conduct Rules</li> <li>Provisions on Suspension</li> <li>Proposal preparation for disciplinary proceedings</li> <li>Handling prosecution cases</li> <li>Preventive Vigilance</li> </ul>	<b>18. Litigation Management</b> <ul style="list-style-type: none"> <li>Legal Know-How</li> <li>Court case management</li> <li>LIMBS Portal Management</li> </ul>	<b>19. Information &amp; Communication Management</b> <ul style="list-style-type: none"> <li>Dissemination of Information</li> <li>Handling social media</li> <li>Management of information on official websites</li> </ul>
	<b>20. Change Management</b> <ul style="list-style-type: none"> <li>Change Readiness</li> <li>Change Implementation</li> <li>Change Impact Assessment</li> </ul>	<b>21. Administration Matters</b> <ul style="list-style-type: none"> <li>Handling Allowances &amp; Reimbursement</li> <li>Handling Leave and Travel Handling</li> <li>Miscellaneous Matters (Car, Residence, Personal Staff etc.)</li> <li>Implementing Official Language</li> </ul>	

## 3. ANNUAL TRAINING PLAN

### Survey results



The WCO survey reveals that nearly 80% prepares Annual Training Plan. Which means that over 20% do not have one, and it is noteworthy that some administrations which do not have Annual Training Plan expressed the strong need of drafting one. This section shows reasons why they thought it is acutely needed, with the WCO Tools and Members' practices and discussions.

### WCO Tool

The annual training plan is crucial for effectively building the capacity of Customs officers by integrating the involvement of key internal and external stakeholders. This ensures that the training system is competency-based and promotes lifelong learning throughout the organization. It is developed based on a thorough analysis of competency needs collected from various sources such as strategic plans, missions, and audits. The training plan must include three types of actions: addressing immediate adaptation needs, supporting the successful implementation of performance contracts, and maintaining professional qualifications. By organizing training activities around these priorities and conducting them during working hours, either in a classroom or via e-learning, the annual training plan ensures that staff development is aligned with both organizational goals and individual needs.

[Source: WCO. 2019. Guide To Implementing Competency Based Human Resource Management In A Customs Administration Environment (p.109)]

## Members' Practices

The primary purpose of this section is to show what kind of elements Member administrations have for Annual Training Plan. It tells us what they want to achieve with the Plan.

### Case 1 - Annual Plan

This administration makes the annual training plan as below:

2024	Name of the Courses	No	Place	Period	Rema
January	MoU issues	60	Training school	One week 8 am to 9.30 am	Priori
	H.S	60	Training School	One week 8 am to 9.30 am	Priori
Feb	Legal Knowledge	60	Training school	One week 8 am to 9.30 am	Priori
	MACCS Polish training	50	Training School	One week 8 am to 9.30 am	Priori
	Polishing training for CI and DCI of Preventive Division	40	Preventive Div...	One Month 7 am to 9.am	Priori
	Customs Valuation Training	60	Training School	One Week 8 am to 9.30 am	Priori
	Knowledge of RKC	60	Training School	3 days 8 am to 9.30 am	Plan.
	Data Warehouse system applying	50	Training school	1 day 8 am to 9.30	Priori
March	Legal concept	70	Training School	One week 8 am to 9.30 am	Priori
	HS	60	Training School	One week 8 am to 11.45 am	Priori
	Anti-smuggling combating system	60	Training School	2 days 8 am to 9.30 am	Plan.
	H.S	60	Training School	One week 8 am to 9.30 am	Priori
April	AEC	60	Training School	3 days 8 am to 9.30 am	Plan.
May	MACCS Polish training	50	Training School	One week 8 am to 9.30 am	Priori
	Legal Knowledge	60	Training school	One week 8 am to 9.30 am	Priori
June	H.S	60	Training School	One week 8 am to 9.30 am	Priori
	Data Warehouse system applying	50	Training school	1 day 8 am to 9.30	Priori
July	Legal Knowledge	60	Training school	One week 8 am to 9.30 am	Priori
	H.S	60	Training School	One week 8 am to 9.30 am	Priori
	Customs Valuation Training	60	Training School	One Week 8 am to 9.30 am	Priori
	MACCS accessing Trainine	All	Trainine School	One day 8 am to 11.45 am	Plan

### Case 2 - Annual Training Plan and Budgeting

This Customs administration has an Annual Learning and Development Plan together with cost estimation which includes everything that a project will be buying, categorized into either goods, services, or infrastructure. (There is precise estimation on the side of the screenshot below.) This administration spends 0.70% of the entire agency budget for training.

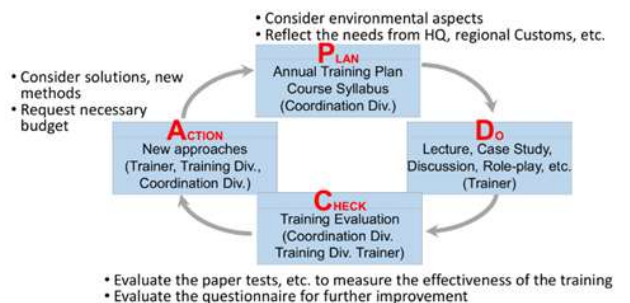
PROJECT PROCUREMENT PLAN (PPMP) FY2024  
END USER UNIT: IN-HOUSE TRAINING AND DEVELOPMENT DIVISION

CODE	GENERAL DESCRIPTION	MODE	BATCHES	QUANTITY	ESTIMATED BUDGET	SCHEDULE / MILESTONE OF ACTIVITIES													
						JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC		
<b>Annual Organizational Activities</b>																			
	IOC Strategic Planning Workshops for 2025	F2F	1	3 days / 20 pm	Covered for security														
	IOC Budget Planning for 2025	F2F	1	3 days / 20 pm	Covered for security														
	Team Building Activities of Posts and Groups	F2F	24	2 days	Covered for security														
<b>Career Programs (Training Tracks)</b>																			
	Comprehensive Orientation and Onboarding Course for Trainee Staff Employees	F2F	7	15 days / 7 days	Covered for security														
<b>Basic Courses for Specific Functional Area (ISC A-F)</b>																			
	General Admin	F2F	6	9 days / 20 pm															
	Assessment	F2F	4	9 days / 20 pm															
	Operations	F2F	8	6 days / 20 pm															
	Intelligence	F2F	1	5 days / 20 pm															
	Enforcement	F2F	1	7 days / 10 pm															
	Revenue Collection	F2F	1	3 days / 20 pm															

### Case 3 - PDCA-Based Approach

This Customs administration develops their annual training plan using the PDCA (Plan-Do-Check-Action) model as below. The process begins with distributing a need survey to both headquarter and regional customs office as mentioned "2. Identification of Needs" above. The training centre will analyse the survey result through internal discussions, drafting an annual training plan based on their insight, and submit to the Director- General for approval. During the planning phase, they consider the several key factors including incorporating the new needs to the existing training courses, aligning with policies, and the capacity of the training centre.

#### PDCA cycle



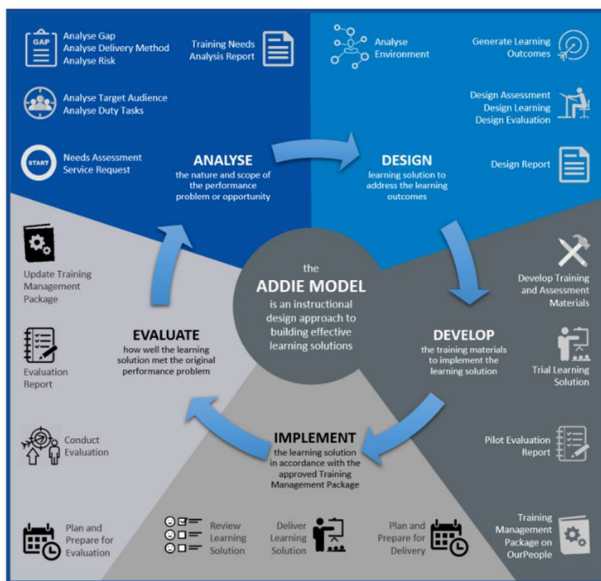
#### Annual Training Plan



### Case 4 - Systematic Learning Approach with the ADDIE Model

In the process of the training designing and development, this Customs administration applies a systematic learning approach that governs how they develop learning for the administration. This systematic learning approach uses the ADDIE Model.:

Phase	Description
Analyse	Determine if a training need exists, the nature of that need, and how that need can be met.
Design	Determine the stakeholders, learning outcomes, content and delivery methodology of new learning products.
Develop	Work with stakeholders, SMEs and trainers to build the new learning products.
Implement	Deliver the new training to participants.
Evaluate	Determine how effective the training has been. Continue to evaluate to capture updates and changes.



### Case 5 - Structured Development of a Comprehensive Annual Training Plan

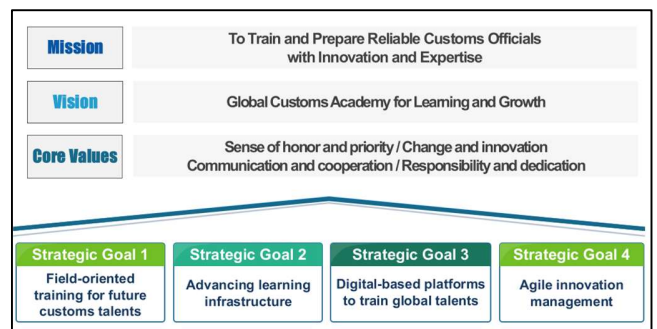
A comprehensive training plan document serves as the blueprint for developing the annual training plan. This administration has incorporated the following essential elements in their training plan document:

### 1. Performance Review and Environmental Analysis

This Customs administration begins their planning process with a comprehensive review of previous year's performance and achievement. Following this process, they conduct an environmental scan to understand the business context and future directions for the upcoming year.

### 2. Strategic Map

A three-year strategic framework has been developed to serve as the foundation for the development of training plan.



### 3. Strategic Tasks

This section converts strategy into action by identifying specific actions required for each strategic goal.



#### 4. Curriculum Details

##### 4.1 Education Plan

This section demonstrates a summary of the year's training program

	Category		Plans for 20xx		
			No. of Courses	Times	No. of Trainees
Internal	Basic	Onboarding	X	X	X
		Leadership	X	X	X
		Subtotal	X	X	X
	Technical	Basic	X	X	X
		Practical	X	X	X
		Advanced	X	X	X
		Subtotal	X	X	X
		Elective	X	X	X
		Digital	X	X	X
		Global			
		Global Experts	X	X	X
		Tailored Customs House Training	X	X	X
		Canine & Handler Training	X	X	X
		Subtotal	X	X	X
		E-Learning	X	X	X
	Total	X	X	X	
External	Global	International Customs Officials Training	X	X	X
	General Public	E-Learning	X	X	X
		In-Person Learning	X	X	X
	Total	X	X	X	
	Grand Total		X	X	X

##### 4.2 Course Modification

This section outlines necessary updates and changes. Those include changes from previous year's curriculum,

	Course	Key Modification
	New Course	
	Course Expansion	
	Course reduction	
	Revise course title	
	Discontinued course	

##### 4.3 Course Classification

Organize programs into four categories:

###### I. Basic Training

Course Title	Target Officials	Duration (Days)	Times	No. of Trainees Each Cohort		Remarks
				Each Cohort	Total	
Onboarding (Customs officials)	Grade 7 and 9	x	x	x	x	
Onboarding (Local talents)	Grade 9	x	x	x	x	
Onboarding (Specialized career officials)	Group C	x	x	x	x	
Onboarding (Customs analysts, etc.)	Grade 7-9	x	x	x	x	
Onboarding (New Deputy Directors)	Grade 5	x	x	x	x	
<b>Total</b>				<b>x courses, x times, xxx people</b>		

#### II. Technical Training

Course Title	Target Officials	Duration (Days)	Times	No. of Trainees Each Cohort		Remarks
				Each Cohort	Total	
Basics of Practical Trade Operations	All officials	x	x	x	x	Required
Basics of Export and Import Logistics	Officials in charge of export and import clearance	x	x	x	x	Required
Basics of Export and Import Clearance	Newly assigned officials to the export and import clearance division	x	x	x	x	Required
Basics of Express Cargo Clearance	Newly assigned officials to the express cargo clearance division	x	x	x	x	Required
Drug Enforcement Techniques at the Clearance Level	Officials responsible for export and import clearance	x	x	x	x	Required
Customs Border Monitoring Practice	Officials in charge of surveillance	x	x	x	x	Required
Practical Program for Anti-Terrorist Agents	Anti-terrorist agents	x	x	x	x	Required
Export and Import Logistics Practice	Officials who completed the course of export and import logistics	x	x	x	x	Required
Export and Import Clearance Practice	Officials with work experience in clearance over two years or those who completed the basics of export and import clearance within 3 years	x	x	x	x	Required
Express Cargo Clearance Practice	Officials who completed the basics of express cargo clearance	x	x	x	x	Required
Baggage Clearance Practice	Baggage inspection officials	x	x	x	x	Required
<b>Total</b>				<b>xx courses, xx times, xxx people</b>		

Example of Technical Training (Clearance)

#### III. International Training - Internal Officials

Course Title	Target Officials	Duration (Days)	Times	No. of Trainees Each Cohort		Remarks
				Each Cohort	Total	
Accredited Customs Experts Selection	All officials	x	x	x	x	
Accredited Customs Experts Practice	Successful candidates of K-ACE or those subject to supplementary course	x	x	x	x	
Introduction to Accredited Customs Experts	All officials	x	x	x	x	Required
Experts Resolving Overseas Clearance Issues	All officials	x	x	x	x	Required
<b>Total</b>				<b>X courses, x times, xx people</b>		

#### - International Customs Officials

Course Title	Target Officials	Duration (Days)	Times	No. of Trainees Each Cohort		Remarks
				Each Cohort	Total	
WCO RTC-RDTC Seminars, etc.	International Customs Officials	x	x	x	x	
<b>Total</b>				<b>x courses, x times, xx people</b>		

### IV. Public Training

Course Title	Target Officials	Duration (Days)	Times	No. of Trainees Each Cohort		Remarks
				Total		
Special Course for Customs Brokers (Test Screening)	Separate selection process	x	x	x	x	
Special Course for Customs Brokers (Training Course)	Separate selection process	x	x	x	x	
X-ray Image Interpretation Training	X-ray interpreters of other organizations (including government departments)	x	x	x	x	
Clearance Training for Air Force Logistics Command	Air Force members in charge of clearance	x	x	x	x	
Customs Valuation	Individuals in charge of customs work	x	x	x	x	
Customs Drawback	Individuals in charge of customs work	x	x	x	x	
Practical Training of Issuance of C/O to Korea Chamber of Commerce and Industry	Staff responsible for C/O issuance to Korea Chamber of Commerce and Industry	x	x	x	x	
Training for Import/Export Logistics Managers	Managers of Import/Export Logistics, etc.	x	x	x	x	
<b>Total</b>	<b>x courses, x times, x people</b>					

#### 4.4 Monthly Training Course

The calendar provides an overview of all learning activities throughout the year, optimizing participation and resource utilization. Include Monthly training schedule, Program dates and duration and target officials.

##### - Remoted Learning

Course	Target Officials	Date	No. of Trainees	Remarks
Customs Clearance	Transferred staff in the export/import Customs clearance field	x	x	Required
Drug investigation	All officials	x	x	Required

##### - In-person training

Course	Target Officials	Date	No. of Trainees	Remarks
Customs Service Introduction (Customs Officer)	New recruits	x	x	Required
Basic of Customs Investigation	Auditor	x	x	Required

Example of training calendar in February

### 4.5 Course Details

Course Title		
Course Objectives :		
Target Officials :		
Number of Participants :		
Dates and Times :		
Schedule	Content	Duration (Hours)
Day 1		xx
Day 2		xx



Courtesy of Customs administration of Cambodia



Courtesy of Customs administration of Mongolia

## ■ Members' Discussion

**Members first discussed whether their training was conducted according to an annual plan, and challenges on training without proper planning:**

- Some administrations do not have a training plan.
- Challenges arise especially for unscheduled/incidental training.
- After the needs analysis, annual training plan is compiled.

**Members discussed about difficulty in securing enough budget against the needs expressed:**

- Budget is a main concern for carrying out training courses, but in response to the principle of ensuring the rational use of public funds by their government, there should be a plan that balance all considerations.
- Many trainings are required to be taught but yearly budget is limited.
- We usually request donors and request at the top level to authorize a larger budget.

**Some Members discussed that annual training plan contributes budget allocation on training:**

- The main purpose of the annual training plan is to secure the budget. To persuade the executive, clear annual training plan is essential.
- Based on the annual training plan, secure the internal/external trainers for training and venue.

**Some Members argued that annual training plan contributes to allocating trainers:**

- Trainers are not easy to identify. If the annual training plan is there, it can pave the way to foresee the expected time and period of the delivery of training for certain trainers.
- Annual training plan is also helpful in providing information to directorate heads to make covering arrangements for the officers' release for training. They can plan ahead if training plan is available.

## One Step Forward

- There can be many theories for encouraging having Annual Training Plan. There were Members which do not have Annual Training Plan but they were convinced to start having one after the discussion during the Workshop as you see the “Members’ discussion” above, by acknowledging practical benefits of the Plan.
- For practical reasons, it is worth referring to the sample provided by AP Members to draft or enhance the Annual Training Plan of your administration.



*Courtesy of Customs administration of Korea*



*Courtesy of Customs administration of Sri Lanka*

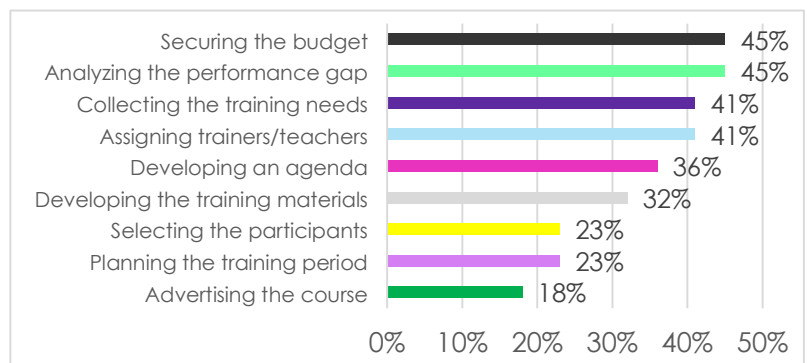
# 4. DESIGNING TRAINING COURSE

- 45%** find “securing the necessary budget”,
  - 45%** find “analyzing the performance gap between goals and performance”,
  - 41%** find “collecting the training needs from stakeholders”
  - 41%** find “assigning/engaging the appropriate trainers/teachers”,
  - 36%** find “developing an agenda that responds to the needs”,
  - 32%** find “Developing the appropriate training materials to achieve the goals”
  - 23%** find “Selecting the appropriate participants”,
  - 23%** find “planning and scheduling the appropriate training period”,
  - 18%** find “advertising the course and promoting the enrolment of participants”.
- The three most recurring ones:**
- ✓ Securing the necessary **budget**, assigning/engaging the **appropriate trainers**, and **developing an agenda** that responds to the needs

## Survey results

About 36% of the respondents of the WCO survey shows concern over the development of training courses that responds to the needs.

Challenges Members encountered in the training preparation stage



WCO Survey on Training Management of AP Region in 2023

## WCO Tool

The objective of designing and planning training courses is to develop methods that address the competency gaps identified during the needs analysis. This involves making various decisions and addressing key questions to create a successful training activities plan, such as defining training objectives, identifying course members, scheduling dates, determining duration, choosing the location, and establishing the budget. The training plan reflects the choices of an organization's management regarding the allocation of resources for developing individual and collective competencies of the officials. It is recommended that the internal or external trainer be closely involved in this stage to decide on the training delivery methods and content.

*(Source: WCO 2019. Guide To Implementing Competency Based Human Resource Management In A Customs Administration Environment (p.117-118))*



*Courtesy of Customs administration of India*

## Members' Practices

### Case 1 - Implementing the First In-House Training Program

For many years, this Customs administration relied heavily on external donors to provide training for its employee. A significant shift occurred in 2018 when the Head of administration made a strategic decision. He assigned the training unit the task with developing and conducting a refresher training program for employee, marking the organization's first step towards in employee development. The training unit began by studying WCO tools, which are available on WCO website. They also researched on how the other organizations conducted their training programs, gathering best practices. The training unit designed a refresher training program with the following key elements;

<b>Objectives</b>	To refresh employee's knowledge and align their practices with international standard
<b>Target Officers</b>	Technical Officer
<b>Duration</b>	One month, with the flexibility to extend hours for specific topics based on trainer's request
<b>Content</b>	Necessary topics including WCO tools and practices from other Customs administration
<b>Trainer</b>	Experienced subject matter expert within the administration

The administration continued to develop its training capabilities. In the following year, they launch a second, more specialized training program. The key features of the second training program included:

<b>Objectives</b>	To enhance skills and equip officers in the area of enforcement with knowledge and skills necessary for their work
<b>Target Officers</b>	Employees working in the area of enforcement
<b>Duration</b>	Two weeks
<b>Content</b>	The curriculum included physical suppression techniques
<b>Trainer</b>	The administration requested assistance from embassy to provide an expert in this field.

Design an effective training program requires careful consideration of various challenges.

#### 1. Operational impact

The absence of employees during training can significantly affect daily operations, particularly in small Customs houses where workforce are limited and the absence of employee can affect the workflow.

#### 2. Budget Constrains

Limited resources often make it difficult to gather employees from various office at the Headquarters.

#### 3. Trainees Background

Trainees may have varied levels of experience; some had attended external workshops. This can be a challenge to design an effective program for everyone.

## 4. Designing training course

### Case 2 - Innovative and Collaborative

#### Approach

This Customs administration has a well-established training center and systematic approach to planning a training course. The design process is a collaborative effort that involve multiple stakeholders. The following design process shows their strategy for designing training program.

#### 1. Trainer

The process begins with finding the right trainer or resource person. This first step ensures that the program will be led by the trainer with the necessary expertise and experience.

#### 2. Course Outline

Once the trainer is identified, the training center collaborates closely with the trainer to develop course content, define clear objectives, and determine the most effective methodology. This collaborative approach integrates the trainer's expertise with the course specific needs, ensuring the program is tailored to achieve its goals.

#### For example,

Objectives: To produce Customs officers with integrity, discipline, knowledge, ability, and skill; and are committed to make the vision and mission of Customs a reality.

Module	Total Hours	Training Methods	Activities
Discipline / Endurance	156	Demonstrations, Simulations, role play	Swimming, Self-defence, shooting, drill training
Academic Training	150	Lectures, Simulations	
Administrative Training	60	Assignments	Public Speaking
Total	366		

### 3. Executive Approval

Before implementation, the program is presented to executives for approval. This step ensures that the training aligns with the organization's strategic goals and support of the top managerial level.

### Case 3 - Key Considerations in Designing an Effective Training Courses

This Customs administration pays particular attention to;

- ✓ Who are the key stakeholders who will be impacted by, or have some input into, this learning?
- ✓ What is the demographic of my learner, the 'audience'? Any pre-requisites?
- ✓ What are the learning outcomes I want for the learner?
- ✓ What content is needed to be provided in the training to meet the learning outcomes?
- ✓ How will the content be delivered, and by who?

- ✓ What assets and materials need to be created?
- ✓ Does the learning need to be assessed, and if so, how?
- ✓ Does the training need to be repeated or refreshed, and how often?
- ✓ How will the training materials be evaluated?

**When they decide on delivery methods, they need to consider:**

- the availability of trainers and learners to conduct training
- the risks associated with the training gap/need
- the type of skills being trained
- the number and location of officers who require the training
- the prioritisation of the training compared to other needs

These considerations allow them to better determine what delivery method is most suitable; eLearning, Instructor-led training or a blended approach.

In planning a programme, it is necessary to consider the operational impact by leaving the office, especially for long period of time / Head of check points for small Customs houses limited budget; difficult to gather officers nationwide to the capital city guidance for materials; those who have experiences in taking workshops abroad has good quality but others are not the same level.

**They utilise a number of resources when developing training, including:**

- ✓ Articulate 360 software to build eLearning products
- ✓ PowerPoint
- ✓ Trainer and Participant Guides
- ✓ Task books / workbooks
- ✓ Videos
- ✓ Animations
- ✓ Imagery
- ✓ Virtual Reality
- ✓ Practical Training (including scenarios and demonstrations)
- ✓ Software training environments
- ✓ LMS online assessments

**Case 4 - Designing Training with the 70-20-10 Model for Life-Long Learning**

The 70-20-10 model of life-long learning proposes that 70 percent of learning comes from experiential engagement, i.e. from experiences on-the-job; 20 percent of learning comes from working with others or relational development through interaction with others; and 10 percent is informational learning or formal training. This is an effective model vis-a-vis life-long learning but a learning designers should not limit themselves thinking that they only have the power to engage with 10 percent of their learning process, which is formal training or filled with instructions.

The designers will engage with the learners for a short span of their working life, such as 3 months, and the online learning module can stay with them for a longer time. What the trainees or learners practice in these 3 months of training is a behaviour that they will carry on after the training engagement ends. Thus, the designers have to handhold the learners to help them develop behaviors of practicing the 70-20-10 model of life-long learning and thus, the training design should reflect the 70-20-10 practice in its actual learning tasks and milestones.

Online learning ecosystem enables learners stay engaged with after the workshop. The designers have to make sure that they do not ask too much of the learner to spend on completing milestones on learning; just need to interact with learning for three purposes:

- **recalling information**, and taking away instructions for a small activity that they can replicate at their workplace
- **engaging** with their peers and trainer through the online community, to share their doubts, achievements and enhance their learning process through a community of support
- **reflecting** on their actions through a quiz based on the practice of the activity at the end of the week.

#### **Case 5 - Partnership with External Organization**

When other Customs administrations have the same training objectives, they form a strategic partnership to develop joint training curriculum, appoint instructors or facilitators, and mutually share training costs to ensure effective allocation of resources. Several training that needs specific skills and special equipment will be more effective and efficient if they do this partnership with external partner, rather than provide itself independently. This can also increase cost-effectiveness and time-efficiency.

#### **Collaboration with Academic Institutions and Other Organizations**

In this Customs administration, their Customs College plays a crucial role in designing and executing training courses to support staff development. The college collaborates with various institutions to provide professional and standardized training resources. The Customs College has been accredited by the Council for Accreditation of Academic and Vocational Qualifications as an operator under the national Qualifications Framework. This accreditation ensures that all training programs adhere to high-quality standards, aligning with the structured accreditation framework applied to teaching programs across the nation. The council plays a key role in assuring the quality of academic and vocational training programs, reinforcing the effectiveness of training initiatives.

#### 4. Designing training course

This administration adopts an Honorary Advisors system composed of professionals from regulatory bodies and university professors. These advisors provide guidance and advice in the development of educational programs, ensuring that the training content aligns with industry standards and meets the evolving needs of the profession. Through their expertise, the administration aims to continuously improve the quality and effectiveness of its educational initiatives.

This Customs administration has introduced a training system tailored to the three stages of new recruits, probationary officers, and permanent officers, offering educational programs in collaboration with external institutions.

For New Recruits, training incorporates various perspectives from Law Enforcement, such as Sociology, and Psychology to enhance their enforcement capacity. In particular, Psychological Studies in Law Enforcement covers subjects such as The Application of Psychology in Law Enforcement, Interviewing Witnesses, Suspects and Vulnerable Groups, and Conflict Management. Meanwhile, Social Studies in Law Enforcement offers courses on The Application of Criminology in Law Enforcement and The Ethical Issues of Law Enforcement.

Additionally, the Administration provides part-time study opportunities for probationary officers and permanent officers to obtain a master's degree in fields such as Criminology, Public

Administration, Public Policy, Financial Technology and Big Data Analysis. For management-level officers, a one-year full-time program allows them to obtain a master's degree. Furthermore, executive officers can enrol in a Public Administration Program at universities, while senior-level officers can participate in the Senior Fellowship for Public Servants program. These initiatives contribute to strengthening the organization's expertise and leadership capabilities.



#### Aligning Customs Operations with International Standards through various collaboration

This Customs administration is focused on strengthening the technical skills and expertise of its staff through customs technical training, aiming to improve the efficiency of their Customs operations and align them with international standards. Specifically, technical training programs on customs operations, both domestically and internationally, are provided to ensure customs officers understand and can effectively respond to the latest regulations and

technologies. Additionally, training is extended to external sectors such as the private sector and other government agencies, contributing to the development of a broad collaborative network.

Furthermore, the Training and Assessment Committee is responsible for the overall management and oversight of staff training and development, ensuring the continuous evaluation and improvement of training programs. This committee plays a crucial role in enhancing staff performance and driving organizational development.

Additionally, the Customs Training Institute offers a Diploma in Customs Studies and specialized technical training, providing a platform for officers to acquire the necessary skills for their roles. Through these initiatives, customs officers deepen their specialized knowledge and enhance their ability to carry out their duties more efficiently.

These efforts are essential for improving the expertise of Customs officers and enhancing the quality of public service.

## ■ Members' Discussion

### **Members discussed about the tips in designing a training course:**

- Set the goals. For effective training, conduct pre-test to measure the lacking areas especially for induction training. In addition to the pre-test, conduct test after training to measure the effects of training for next trainings.
- In order to enhance the training content, it is important to set relevant objectives or outcomes required for different training courses: such as induction training, refresher training, and on-the-job training.
- When developing training courses, it is important to involve diverse stakeholders, the internal and external training advisors, training unit, and subject matter experts. These stakeholders are expected to contribute their expertise to ensure the inclusiveness of the course.
- It is important to have a legal officer in the course design process to ensure compliance with laws, regulations and organizational policies/ Some organizations showed concerns that they do not have legal officers within their organization.
- The involvement of diverse stakeholders in training development is important in terms of ensuring the inclusiveness of the courses. For example, consider utilising “Master Trainer” who have been trained through foreign donor’s assistance, such as

the Master Trainer Programme.

- When conducting workshops with donor country's assistance, it may be helpful to create group work assignments and role-play scenarios and propose them to donors to better meet the needs of the trainees.

#### **Members also discussed around the tips for successful training:**

- Select the appropriate trainees for effective training. To confirm the level of trainees, setting the clear pre-requisites is effective.

#### **It is unavoidable to discuss about the budget in designing training:**

To save the budget, various methods such as e-learning, OJT, webinar should be utilized.

- In the event that the training budget is insufficient, it may be beneficial to seek assistance from abroad or establish an HR exchange program that allows foreign officers to collaborate with local officers for a designated period. The role of HR will also be crucial in negotiating and coordinating alternative these training programs. Additionally, if formal training is unavailable, fostering close networking among

officers can be an effective method for knowledge sharing in the Customs administration.

#### **Designing Training, targeting Gen-Z**

This Administration found that Gen-Z workers require reawakening of inner motivation for effective service delivery attitude. Apart from knowledge, what Customs needs is soft skills.

The method taken is flip learning – reverse the role. Students become teacher (active learning approach) and take ownership of their learning with the use of case studies. Grading is done also by the peer in additions to the faculty.

Training Centre equipped itself an immersive learning centre = multi-sensor approach, because it was found difficult to train adults with traditional approach; it has been proven very effective.

For that purpose, trainers are the most important aspect.

*(more details are in Annex 1 of this Compendium)*

## ■ Building Effective OJT: Moving Beyond Individual Dependent, Experience-Based Training

### - Key Highlights from the 23rd RTC Heads Meeting – Section 4: Designing Training Course

Many Customs administrations implement On-the-Job Training (OJT) alongside Off-the-Job Training as part of their human resource development frameworks. OJT is crucial for building practical skills that cannot be fully learned in a classroom. However, it often requires significant time and effort, and results may only become visible over the long term. Without a structured approach, OJT may rely heavily on individual supervisors' skills and styles, which can lead to inconsistent quality across the organization. At the 23rd RTC Heads Meeting, Members highlighted the importance of strengthening OJT as a component of sustainable human resource development and shared insights on addressing its challenges.

#### 1. Challenges and Variability in OJT

While centrally issued training policies aim to ensure consistency, OJT is often implemented across multiple departments and organizational units that are geographically dispersed. For example, even if the training headquarters is located in the capital, field operations may involve numerous regional Customs offices and sub-offices nationwide.

This creates several challenges:

- Who ensures the overall quality of OJT for each participant?
- Are participants truly gaining meaningful learning experiences?
- How can headquarters staff monitor training in multiple, dispersed locations?

These factors introduce variability and uncertainty into the effective delivery of OJT.

#### 2. Key Considerations for Effective OJT

To address these challenges, this Customs administration emphasized the importance of institutional memory, the accumulated knowledge,

experience, and practices within the organization, and the need to bridge generational gaps through mentorship and structured knowledge transfer.

Effective OJT requires three essential elements:

- ① Good training materials
- ② Clear training guidelines
- ③ Capable trainers

In addition, the administration recommends:

- ① Maximizing the use of experience and institutional knowledge held by senior officers.
- ② Encouraging senior officers to actively support junior officers, including providing intensive guidance when necessary.
- ③ Establishing a structured mechanism for knowledge transfer rather than relying on one-time efforts or individual initiatives.

OJT remains a highly effective way to transfer knowledge, skills, and practical insights to the next generation of officers. Regular review and improvement of OJT practices are essential to ensure sustainable organizational capacity development.

### 3. Immersive Learning: Addressing Variability and Uncertainty

To reduce variability and uncertainty in OJT, this Customs administration has implemented an Immersive Learning approach. Key features include:

- Clearly communicating daily instructions from central training headquarters to field supervisors.
- Conducting progress reviews at multiple stages, especially when final evaluations involve interviews, exams, or presentations.

- Motivating senior officers in the field to actively participate in human resource development and ensuring they understand their roles and the training policy.

Before this system was implemented in this administration, periodic field reviews were not conducted, and OJT effectiveness varied. Since implementing Immersive Learning, OJT has become more structured, consistent, and effective.

### 4. One Idea for the Future of OJT

During discussions at the 23rd RTC Heads Meeting, participants suggested that the future essence of training may shift from centralized training centers to on-the-job learning at Customs workplaces.

The rationale is:

- Competency consists of knowledge, skills, and behaviour.

- Knowledge can be acquired in training centres, but skills and behaviour are best developed in real operational settings.
- OJT consolidates learning only when officers apply it in actual Customs operations.

This perspective highlights the ongoing importance of structured, workplace-based learning as a complement to formal training programs.

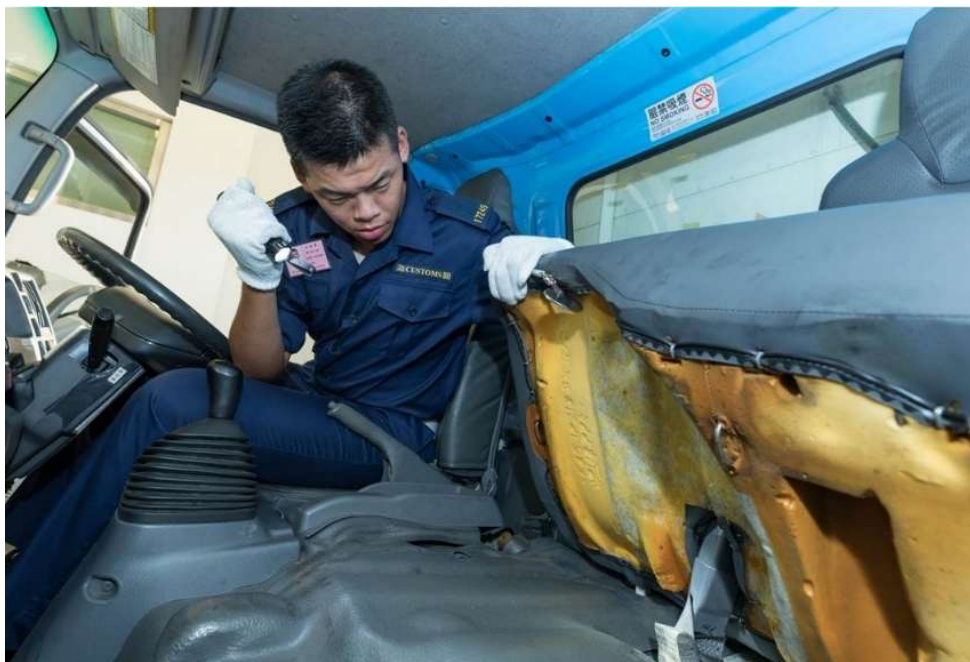
### 5. Takeaways

- OJT is a critical tool for knowledge transfer, but variability and uncertainty must be addressed through structured design, supervision, and regular review.
- Institutional memory and senior officer engagement are key to effective and sustainable OJT.
- Innovative approaches such as Immersive Learning provide practical solutions to improve consistency and outcomes.
- Future training may increasingly blend training centres and workplace learning to develop knowledge, skills, and behaviours holistically.

\*Reference: Based on discussions and insights shared at the 23rd RTC Heads Meeting, drawing on inputs from all participating RTCs.

## One Step Forward

- Training design is a dynamic work and it requires flexible thinking. This background naturally encourages Members' involvement of stakeholders such as subject matter experts or trainers.
- Even an administration does not have stakeholders to reach out, it can refer to programmes of international organisations around how they design a course, the mixture of in-person and virtual technologies.
- The Tools provides an extensive part of programme design. A sub-regional Workshop has proven the effectiveness of "Decisions to be taken when planning training activities" in the Guide to implementing Competency Based HRM in a Customs Administration Environment (page 117) with a group exercise. It is encouraged to refer to the document if your administration is considering its improvement.



*Courtesy of Customs administration of Hong Kong, China*

## 5. FACILITY

**73%** have a dedicated facility for training Customs officials

Those with a **dedicated facility**,

**75%** have a training centre exclusively for Customs,

**38%** share facilities with other governmental services

**19%** have a Customs University

Those with **No dedicated facility**

- Use convention centers, hotel venues
- Use the conference room inside the respective customs office

**45%** have dedicated trainers/teachers

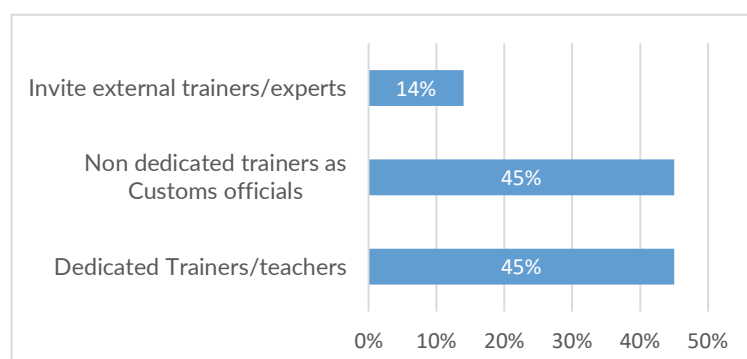
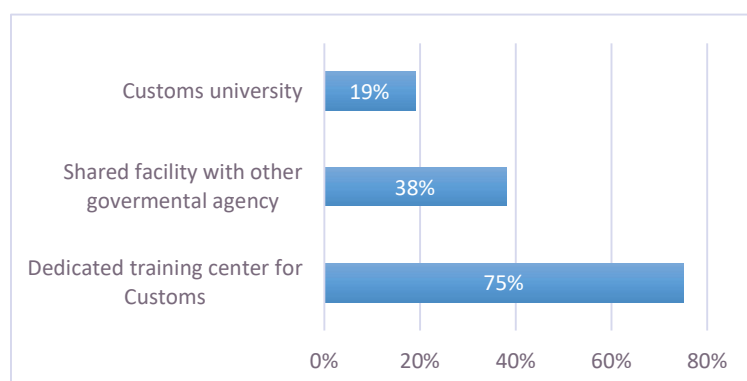
**41%** have as Customs officials organize training courses.

**4%** have as non-Customs officials

**45%** don't have dedicated trainers. but ask **Customs officials** working in the section related to the training topic to **be the trainers** every time they organize training courses.

**14 %** hire/invite external trainers/experts whenever they organize training courses

## Survey Results



## WCO Tool

Determining the scope and level of utilization for a facility involves assessing its capacity and ensuring it meets requirements effectively. It is generally recommended to aim for a 60-80% utilization rate, based on HR forecasts. The process starts with evaluating existing facilities through SWOT analysis\* and then identifying additional needs. Specific facility requirements are categorized into: 1) Training spaces, 2) Living spaces, and 3) Other spaces.

The WCO Tool has extensive description on the facility. Please refer to the Framework as shown here: [Source: WCO. 2015. WCO Framework of Principles and Practices on Customs Professionalism (p.95-98)]

### \*SWOT analysis

SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. Developed by Albert Humphrey in the 1960s and 1970s, it is a planning tool used to analyze internal and external factors affecting a project or organization. SWOT helps in setting objectives and identifying factors that can support or hinder achieving them. It can be used quickly for basic assessments or in-depth for comprehensive analysis. Despite its apparent simplicity, effective SWOT analysis requires significant time and resources, as well as a team effort. Incorrect assumptions during the analysis can lead to delays in decision-making. Utilizing SWOT is crucial for driving change and strategic planning.

[Source: The Chartered Institute of Personnel and Development]

## Members' Practices

### Case 1 - Training Facilities and Methods

They have developed a comprehensive training infrastructure that combines physical facilities with digital platforms to meet diverse learning needs.

Total land area of 10,026 square meters and a total building area of 20,225 square meters, 12 floors, 50 meters high, and is equipped with modern facilities and tools for workshop and conference management. In addition to large and small conference halls and workshop rooms, it has a library and laboratory, music and dance studios, accommodations, a sports hall, a soccer field, restaurants and cafes, and a large parking lot.

#### Classroom

A spacious facility capable of accommodating 70 – 80 trainees, equipped with the latest digital learning tools.

#### Computer Lab

A lab providing hands-on experience with software and technologies relevant to their work

#### Online Learning Platform

Tools for remote learning and skill Development such as CLiKC!, WTO, and UNCTAD

They also employ a blending of traditional and modern training methods to ensure comprehensive learning.

#### 1. Virtual Training Platform

They conducted session through a virtual training platform for certain areas such as HRD Perspective, Allied Acts, Regulatory Compliance (Import policy and export policy).

#### 2. E-Learning System

The Customs administration has developed an e-learning system accessible for both Taxpayers and Tax officials. This system serves multiple purposes, including tax collecting and enhance citizen's awareness of tax payment. The system features learning modules, assessment tools, and certification. Some courses are offered free of charge.

#### 3. Virtual Learning

The organization employs webinar-based distance learning across different regions of the country. This approach is particularly effective for various programs, especially when introducing new laws and regulation.



*Courtesy of Customs Administration of Malaysia*

## Case 2 - Customs University: Advancing Education

This administration has a Customs University. 23,000 square meters training centre with 115 guest rooms, 27 seminar rooms, dining areas for 300 participants, gyms & electronic library, advanced technology and equipment. The university works closely with their customs office with direct jurisdiction, constantly adjusts and optimizes its disciplines and majors to enhance the education quality for future customs talents. The University regularly studies the needs of customs reform and development and provides customized and high-quality capacity-building activities for customs teams.

## Members' Discussion

### Facility – have and have nots

It is always nice to have cutting-edge facilities in your Customs Training institution. However, it is not always the case: about 20% of responded Customs in A/P Region do not have their own Training facilities, according to the ROCB survey in 2022. A participant argues that the training facility serves as the pillar of the training system. It will ensure the effectiveness and the quality of the training and shape the learning experience.

However, those Administrations which do not have the training facility and have limited resources, they will organize the training by utilizing the conference room or multipurpose

hall. Some administration spend their budget on renting the venue.

### Facility and the number of participants

Managing a large number of participants can be challenging, especially when resources (i.e. trainers and budget) are limited.

During the discussion, an administration showed their practice that they divide them into batches and conduct the training of each batch at different times throughout a year.

An administration which has large area or island, establishing regional Training Centre can help to overcome the geographical barriers. It will minimize the travel expense which will help in providing more opportunity to the employees in the regional office to have access to the training.

- Either conducting the training at the regional Training Centre or dividing the trainees into batches, the quality control of the course must be considered.
- Another aspect, segmenting one training into batches and arranging only one or few trainers to facilitate the programme (especially when the trainer(s) is(are) not dedicated solely to training and have other responsibilities), makes the trainer(s) leave the office(s) quite often; it can impact the office work and that might affect the cooperation level to the training.

### Facility – must have

The training facility generally consists of classroom that can accommodate both large and small group of participants. These classrooms equipped with essential equipment such as computers, screens, whiteboard, and internet connection.

In considering essential elements, training institutions also need to consider having facilities to encourage life-long and inclusive learning for Customs officers, making the most of the experiences during the COVID-19.

The webinar, e-learning and internet platform have been utilized to enhance the distance learning.

However, the cost of the training facility is not only the construction costs, but it includes the ongoing maintenance cost and operational expense. The frequency of the training should also be considered whether to have the facility, both “must have” and “good to have”. If the training is not conducted frequently, renting the training facility could be a more economical option.



*Courtesy of Customs administration of China*



*Courtesy of Customs administration of India*

### Facility – good to have

To better facilitate the training, the following facilities are considered as “good to have”

- **Accommodation**

The Training Centre which inclusively have the dormitory within the Training Centre, will minimize the need for participants to travel from and to the venue. This will enable participant to maintain concentration to the training. This will also be a cost-effective option considering the additional expense when renting the accommodation outside the Training Centre.

- **Sport facility**

In some training programme which aims at building the capacity of the Customs officer in specific area, it would be advantageous to have the facility such as the swimming pool, the physical training equipment, and shooting range.

- **Canteen**

Having the canteen in the Training Centre will help the participants find meals without having to leave the venue, particularly when the Training Centre is located distant from the town’s facilities.

Unless certain number of participants are expected, i.e. frequency of the training, the service provider may be difficult to find; or if the Training Centre is in the remote area, it might be difficult to find service providers around.

- **Broadcasting room**

Establishing a broadcasting room improves the quality of webinars. Improve broadcasting environment such as broadening the internet connectivity and better broadcasting equipment increases the productivity of the distant training, and at the same time, the satisfaction from the trainee may increase.



*Courtesy of Customs administration of Sri Lanka*



*Courtesy of Customs administration of Hong Kong, China*

## ■ Reaffirming the Value of Face-to-Face Training in a Post-Pandemic Training Environment

### - Key Highlights from the 23rd RTC Heads Meeting –

Many training centers have been actively developing modern, well-equipped facilities to enhance the learning experience of Customs officers. At the same time, with the recent growth of digital learning, it could be said that the way training is delivered is evolving, and opportunities for traditional face-to-face and residential training may be decreasing. In this context, some concerns have been raised about whether continued investment in physical training facilities will remain necessary in the future, or whether the resources devoted to developing these facilities might be underused. Ensuring the value and effectiveness of in-person training therefore remains an important challenge for training institutions.

#### 1. Benefits of Face-to-Face Interaction

Face-to-face interaction provides context, trust, and engagement that digital communication alone cannot achieve. Even in highly individualistic societies, meeting colleagues in person at the office gives greater meaning and attention to communications, such as emails. Moreover, the holistic development of public officers, including knowledge, skills, and behavior, cannot be fully delivered through online training alone. In-person training allows instructors to foster discipline, teamwork, and collaborative skills, which are essential for effective performance in the field.

#### 2. Team-Building Aspects

Structured, training center-based programs also strengthen efficiency and collaboration through group exercises and hands-on learning experiences. While remote or online training can achieve some results, it cannot fully provide the discipline, shared experiences, and teamwork gained through direct participation. This is especially important in areas such as Customs administration, where officers need to work together with many stakeholders, including across different units, to carry out their duties.

Face-to-face training also complements online learning. It allows trainees to use non-verbal communication, get immediate feedback, focus better, and experience the organization's culture and values directly.

#### 3. Looking Ahead: Combining Digital and In-

#### Person Training

Even with advanced digital tools, in-person training remains indispensable. Training centers are exploring blended approaches that combine online and face-to-face methods to achieve optimal learning outcomes, preserving the benefits of personal interaction while leveraging technology more efficiently.

#### 4. Conclusion

In the digital era, bringing officers together at a training center for structured, in-person learning continues to play a vital role. This approach allows training centres to provide comprehensive instruction, cultivate discipline and teamwork, and equip officers with the knowledge, skills, and collaborative competencies required to perform effectively across various Customs fields.

\*Reference: Based on discussions and insights shared at the 23rd RTC Heads Meeting, drawing on inputs from all participating RTCs.

## One Step Forward

- The Tool, WCO Framework of Principles and Practices on Customs Professionalism which has ample information on the Facility, suggests Customs to determine the scope and level of utilization of the facility. As it is cited at the beginning of this Chapter, a percentage of the total annual trainee capacity of the facility helps decide the size of the facility. Recent distant learning environment may reduce the number of trainees or their length of stay at the facility.
- Also, as the Workshop discussion suggests, “must-haves” and “good-to-haves” need to be determined to best utilise the facility with limited budget.
- If your administration is considering building / restructuring the facility, it is good to exchange information with existing training centre, whether what you consider brings better learning environment. You may take a look at the “Brochure of WCO Regional Capacity Building Entities in Asia Pacific Region” that ROCB made, or to get in touch with training centres in the Region, you may contact the ROCB for support.



*Courtesy of Customs administration of India*

## Learning Management System (LMS)

Some administrations are considering establishment of Learning Management System (LMS). For their references, here is an example of a Customs administration.

Learning Management System (LMS) is a database that is used for keeping and maintaining employee's training and qualification records.

Employees information such as their name, employee number, email address, address information feeds from HR system to LMS.

We have two portals:

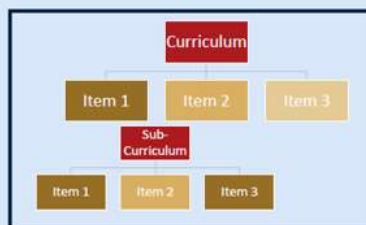
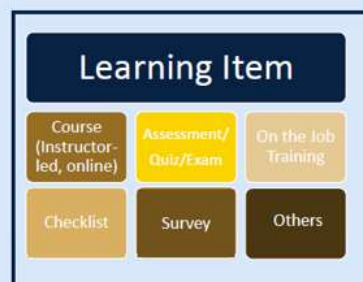
→ Learning Administration (Administration portal) – where administrator login to create and setup training courses

→ My Learning (User portal) – where employees login to register for classes, access online training, check their training history.

This Customs administration's LMS is intended for keeping record of trainees, and it does not matter if the training is online or in-person. The instructor-led training may be delivered in-person in a classroom or via online platform; and it is captured in LMS. Another type is "self-paced online training" that is available through the user portal and LMS captures their completion for those as well.

### LMS Data Structure

- Learning Items (Courses)
- Curricula (group of courses for qualification needs)
  - may have an expiry date
  - required or optional items
- Programs (group of courses)

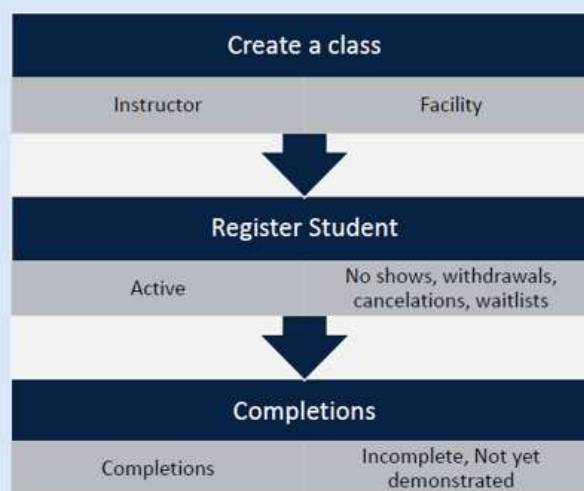


The above refers to Curricula and Programs. Curricula and Programs are made up of 1 or more courses. A curriculum can be a qualification, once the officers complete all training courses part of those curricula, they get a completion record against the qualification.

## Instructor-led Training

All Instructor-led training delivered internally is scheduled in LMS as a class

- Create a class
  - For each class, we have start and end date, instructors, facilities and/or locations)
- Register students (manually or via My Learning)
  - Administrators can register students or students can register for a class via Student portal
- Add completion records (at the end of training)
  - Take attendance (optional)
- Notifications (Automated)
  - System sends notifications when student is registered, cancelled or waitlisted in the class



There are some other functions in this LMS.

Approval process for enrolment to a class:

1. Officer enrolls for a course via user portal
2. System waitlists the officer in the LMS Class
3. system send an email to their supervisor
4. supervisor then approves the request
5. system updates the officer's registration status from waitlist to enrol in the class reporting

This LMS offers multiple reports:

1. Training unit can check qualification status for an officer or multiple officers.
2. If the qualification has an expiry date, the LMS notifies the officer when the expiry date is approaching.
3. If a qualification is assigned to an officer in LMS, an officer can check via user portal what courses they need to complete in order to achieve that qualification.

### One step forward

- In development of LMS, it is necessary for the Training Unit to identify what it wants to achieve with the LMS. LMS may have functions on class enrolment, e-Learning and keeping record as this Customs administration.
- It may have potentials to add more functions, i.e. needs identification or incorporation of WCO CLiKC!.

## 6. TRAINER

---

### Survey results

#### Challenges members encountered in the Training Preparation Stage

**41%** find “assigning/engaging the **appropriate trainers/teachers**”

#### Challenges members encountered in the Implementation Stage

**36%** consider “maintaining/improving trainers **'delivery/facilitation skills'**”

### WCO Tool

Trainers in Customs must have specific technical knowledge and skills related to their positions in the administration, but they should also cover broader competencies, including leadership and management. They need relevant professional experience, effective training skills, and strong motivation for continuous improvement. Trainers should actively update their knowledge and participate in courses and short-term programs to stay current. A diverse trainer profile, including senior Customs officers, academics, and experts, enriches trainees' perspectives and expertise. Ensuring high-quality and ongoing trainer development is crucial for improving both individual and organizational performance.

[Source: WCO. 2015. WCO Framework of Principles and Practices on Customs Professionalism (p.85-86)]

## Members' Practices

### Administrations assign field officers for temporary trainers

The ROCB survey in 2022 shows that more than half of the respondents say that they do not have dedicated trainers in their Administrations. Instead, they ask field officers to conduct training as temporary trainers.

### Case 1 - Strategic Trainer Allocation and Knowledge Transfer: Ensuring Sustainable Capacity Building

Several Administrations say that appropriate trainers will be assigned concerning their qualification and field experience to cope with the training needs.

- Among them, an administration conducts, under the leadership of the training section, a consultation with internal trainers and facilitators on best way forward to address issues as a team.
- With the challenge of an aging society, most of the valuable and experienced officers will soon be retired, therefore, this Administration set up a train the trainer program to transfer their expertise to the junior staffs before retirement.
- This administration hires temporarily retired trainers as volunteers to provide the course on certain subjects such as HS, valuation, and customs procedures. Retired teachers teach courses at the Training Centre, and discuss important topics such as

curriculum, teaching methods, and how to deliver training to young teachers. They call it the mentorship program.

### Case 2 - Building Expertise: Qualifications and Development of Full-Time Customs Trainers

This Administration has full-time trainers and the following is its ideal trainer for Customs Administration:

Qualification	Description
Relevance Work Experience	Prior work experience in their Administration
Expertise in Customs	Knowledge and specialize in the excise, customs, and law enforcement
Advanced Education	Master's degree or higher in a relevant field
Certified Trainers	Certified trainer status
Skillset	Expertise in developing training materials (Modules, papers, books)
Active Professional Engagement	Active participation in seminars, workshops, and other relevant program

This Administration works with external experts to measure the current level of trainer capability. They then upgrade and reduce the gap by conducting various in-house training, dissemination, and training for trainers.

### **Case 3 - Strategic Management of a Trainer**

#### **Pool: Ensuring Excellence**

Although this Administration does not have full-time trainers, it demonstrates its commitment to excellence through an approach to manage a pool of trainers. The Pool of Trainers is structured into three distinct categories: 1) Understudy, 2) Resource Persons, and 3) Subject Matter Experts (SME), each categories having specific qualifications that trainers must meet.

The Administration is committed to the ongoing development of its trainers through the Train-of-Trainers (TOT) workshops. These workshops focus on enhancing delivery and facilitation skills. Participants gain knowledge and techniques for effective lecture delivery, and appropriate materials. By conducting the TOT workshops at least once a year, the Administration ensures that its trainers are consistently updating their skills and stay up to date with the latest training methodologies. In addition, the trainers in this Administration are given priority for attending international training sessions. This will expand the trainer's knowledge and enhance their expertise in their respective fields.

While the Pool of Trainers covers a wide range of topics, certain areas may require specialized knowledge beyond its in-house capabilities (e.g., civil service-related trainings). In such cases, the Administration sources subject matter expert from other agencies and private entities to fill these gaps.

#### **Case 4 - Developing and Managing Trainers: A Comprehensive Approach to Customs Training Excellence**

They have 10 Full-time trainers selected from officers at the Supervisor or Assistant Supervisor level from regional Customs, along with visiting lecturers from Headquarters and National Centres (e.g. HS Centre, Valuation Centre, ROO Centre). Additionally, they hire trainers externally for specific courses, including those from universities, police department, coast guards, other Ministries, private companies, and language schools.

For the trainer development program, Trainers can engage in outsourced trainings, self-development through books, videos, and observing lectures by other Training Centre trainers. They can update their knowledge by reading organization's policy documents, attending meeting organized by national centres, and observing frontline operations. Additionally, regular meetings are held to share teaching methods. Trainers are evaluated based on feedback from trainee through questionnaires and direct reaction, along with peer reviews with other trainers.

The 'Train the trainer' Program covers teaching techniques, voice training, and case method exercises.

- During the Train the trainer Program, they also discuss on the qualification of trainers. Trainers shared their opinions that the qualification of trainers varies depending on the level of the course and the trainee. However, they all agree that the trainer should undergo training. Some shared that sometimes they find it a challenge being a fulltime trainer because they are all the practitioner, not a professional trainer like academic institutions. The discussion involved how to motivate customs officer to be a trainer, which comes with several solutions such as making it as a good career path.

#### Curriculum of Train the Trainer Course

Day	I	II	III	IV	V
1			Orientation	Voice Training	Teaching with Case Method
2	Teaching techniques (techniques on lecture, group discussion, exercise and case study, lecture planning)				Preparation for day 4 exercise
3	Teaching techniques (techniques on lecture, group discussion, exercise and case study, lecture planning)				Preparation for day 4 exercise
4	Exercise (demonstration of lecture by trainees with feedback from trainers at CTI Central Office)				
5	Case Method Exercise		Evaluation meeting		

#### Case 5 - Structured Trainer Management System for Full-Time and Part-Time Instructors

In this Administration, they have trainer management system for both full-time and part-time trainers. Full-time trainers apply for dedicated positions focus on teaching and undergo regular evaluations. Part-time trainers who perform training in addition to their primary

roles, they first apply to become a trainer, then partner with mentors and deliver training under the supervision of the mentors. Once approved, they receive financial allowance and can deliver courses independently; every two years, another trainer observes their classes to check the quality of their training.

#### Case 6 - Trainer Assessment for Quality Assurance

This Administration implement comprehensive evaluation system that covers key aspects to ensure the highest standards of training quality. Trainers undergo monthly evaluations that cover teaching effectiveness, professional development, contribution to institutional goals, and trainee engagement. The assessment process includes classroom observations to determine trainer's readiness for continued responsibilities or areas that require further development before assuming full responsibilities. The trainers are assessed in the following aspects;

<input type="checkbox"/>	Subject Matter Expertise
<input type="checkbox"/>	Teaching Experience
<input type="checkbox"/>	Communication Skills
<input type="checkbox"/>	Passion for Teaching and Learning
<input type="checkbox"/>	Interpersonal Skills
<input type="checkbox"/>	Innovative and Creative Thinking
<input type="checkbox"/>	Commitment to Continuous Improvement
<input type="checkbox"/>	Cultural Sensitivity and Inclusivity
<input type="checkbox"/>	References and Feedback

## ■ Members' Discussion

### Essential qualification

**The essential qualifications for effective trainers are as follows;**

Communication skill, good listening skill, operational experience, passion, technical computer skill, interpersonal skill, leading skill, facilitation skill, mentoring skill, a high level of empathy to understand the trainees, critical thinking skill, analytical thinking skill, adaptability, confidence, willingness, open mind and integrity etc.

**The essential qualifications for effective trainers include personal competencies.**

### How can these skills be developed?

Cultivating the essential qualifications is more about gaining experience than teaching. The first step is to try teaching in small groups and then gradually move on to larger groups. The first-time trainers teach, they will be in a small group, and then in a larger group. In this process, it is crucial to motivate each other by creating a buddy or mentoring system and having predecessors give advice to prospective lecturers. "Tobacco smuggling" and "low-priced tax returns" could be presented as some examples for case scenarios.

## What skills should the trainer have?

### 1. Mastery of Subject Matter

There is an argument that trainer must possess extensive knowledge and skill in the subject matter they are teaching to provide accurate information and effectively respond to participants' queries. Admitting that the "extensive" knowledge is required, there are some situations that these experienced officers are not available. Also, there is another argument that full-skilled trainers need to be developed gradually and not all the trainers may be the "mastery of subject matter". There is an argument that, in practice, the developing trainer may conduct a part of training while more experienced officer is in the back-up to respond to trainee's questions.

### 2. Pedagogy

It is recommended that the trainer should have a solid understanding of pedagogy.

However, it is arguable that normal Customs officers know about pedagogy. Therefore, alternatively, they should know the strategies for engaging adult learners. Additionally, the trainer should be able to utilize various methods of instruction to meet the unique needs that vary among learners, including an extensive range of teaching methodologies to effectively communicate with trainees.

### 3. Public speaking

The trainer should possess effective communication skills, including the ability to talk confidently in front of the audience. This requires mastering public speaking techniques such as maintaining eye contact, listening intently to the audience, and fostering participation throughout training sessions.

### 4. Facilitation

The trainer should possess the ability to effectively facilitate the training session, professionally establish an appropriate learning atmosphere, and effectively motivate and encourage participants to actively engage in the workshop. They should also demonstrate patience and flexibility in the situation. Furthermore, they should demonstrate empathy and attention towards the needs of the participants.

### 5. Presentation

The trainer should thoroughly analyze the content, and adhere strictly to the primary objective of the course. Expertise in delivering presentations and creativity are essential skills for a trainer. Furthermore, the presentation should have an organized structure, simplicity, and ease of understanding. Presentation skills facilitate trainees' understanding but it is argued that they are good to have, but not a must because they are tactical way of delivery.

### How to develop trainers

While the background qualification is essential, the Members emphasized that developing effective trainers also relies on gaining hands-on experience. They identified an approach to develop effective trainers

#### 1. Start with Small-Scale of Training

Assign new trainers to teach smaller groups or conduct shorter sessions. This approach allows them to build confidence and refine their skills in a less pressure environment.

#### 2. Progressive Scaling

When trainers have experiences and increase their confidence, gradually increase the size of their participants and the complexity of the content.

#### 3. Buddy System and Mentorship

Implement a system where new trainers are paired with Mentors or buddies. This system will provide platform for feedback and guidance.



*Courtesy of Customs Administration of India*

## Securing good trainers

- Administrations have discussion on the incentives to motivate employees to take on training roles in addition to their main responsibilities. The main focus was on offering financial allowance to compensate for the additional works and preparation time required for training duties.
- The certified “Master Trainer” should be known and utilized as trainers at each administration and, where appropriate, neighbouring countries.
- In this administration, though there are no dedicated full-time trainers, pool of trainers is registered from experienced officers. Based on the contents of training, the trainers are selected from this pool.



*Courtesy of Customs Administration of Korea*

## Motivating employee to become trainers

Encouraging employee to take on training responsibilities in addition to their regular work can be challenging. Members proposed several strategies to motivate employee to become a trainer.

### 1. Recognition and Rewards

Implementing a system that values and rewards the additional responsibilities of trainers. This may include formal acknowledgment programs, performance-based incentives, and promotions.

### 2. Professional Development Opportunities

Offer exclusive access to advanced learning opportunities, international training and conferences to broaden their expertise.

### 3. Career Advancement

Design and develop career paths that incorporate training roles. Demonstrate how serving as a trainer enhance their professional development.



*Courtesy of Customs Administration of Hong Kong, China*

## ■ Developing Trainers Capable of International Engagement - Key Highlights from the 23rd RTC Heads Meeting –

Developing Customs officers who are capable of conducting international training courses while maintaining their knowledge and skills is essential for effective regional capacity building. Under the new WCO Capacity-Building Paradigm, greater emphasis is placed on leveraging accredited experts to deliver training, with the aim of optimizing resource use and best serving Members' interests through targeted support and capacity development. This topic was discussed at the 23<sup>rd</sup> RTC Heads Meeting.

### 1. Member A: Key Practices on Cultivation and Sustainability of International Customs Experts

This Administration has implemented a comprehensive approach to cultivating and sustaining a systematic platform of international Customs capacity building experts. In the context of globalization, Customs requires a corps of experts who possess both profound Customs expertise and mastery in international communication as well as capacity building. Developing qualified experts in international capacity building is by no means a simple process of language training or business knowledge accumulation; rather, it is a systematic project which consists of value shaping, competence development, and platform-based practice. Value shaping focuses on instilling a sense of mission, responsibility, and global perspective, while embedding WCO concepts ensures that the content taught is aligned with international standards. Competence development includes four modules:

- ① profound professional expertise in Customs
- ② proficiency in international communication and training skills including modern interactive teaching methods
- ③ curriculum design and development capability
- ④ project management and evaluation capability

Platform-based practice provides a three-level progressive experience, starting with assistant teaching, advancing to regional tasks within the RTC, and culminating in independent international missions.

To ensure sustainability, this Administration has established a dynamic ecosystem for updating and maintaining knowledge and skills. This includes a knowledge management system to materialize experiential assets, a post-action

review (PAR) system to externalize tacit knowledge and identify improvements, and a mentorship and peer learning mechanism where senior experts provide guidance and experts with diverse professional backgrounds collaborate on emerging topics. The revolving door mechanism further ensures the vitality of knowledge and practice through on-the-job secondments to frontline operations and by attracting operational officers as lecturers. Incentive and recognition are integral to motivate experts. Career development pathways treat the successful execution of international capacity building tasks as an important reference for promotion, appointment, and professional title evaluation, while spiritual and reputational incentives, including recommendations for awards and internal commendations, enhance professional honor and accomplishment.

Looking forward, they are committed not only to responding to requests for lectures but also to proactively guiding and supporting expert teams through theoretical refinement and case development on areas such as Smart Customs and Cross-Border E-Commerce supervision. The establishment of a global expert network fosters a dynamic, two-way learning community that identifies emerging challenges and innovative models, which in turn feed back into domestic reform and innovation. Cultivating and sustaining a high-level team of experts in international Customs capacity building is recognized as a long-term and arduous strategic task, and through this systematic cultivation system and dynamic sustainability ecosystem, they aim to contribute outstanding practices and solutions to the global Customs community.



## 2. Member B: Maintaining the Knowledge and Skills of Experts through Structured Development and OJT

This Administration has implemented a comprehensive approach to fostering and maintaining WCO Accredited Experts, emphasizing two main pillars: expanding the foundation of international resources and enhancing the knowledge and skills of international experts.

To expand the foundation, officers participate in language training, foreign language speech contests, and activities organized by support teams for international cooperation at regional Customs, where junior to senior officers regularly gather for study sessions to improve their skills and interest in international affairs.

To enhance knowledge and skills of international experts, selected officers attend training courses for technical cooperation to learn about international standards, the latest initiatives of their administration, and teaching methods; they also serve as resource persons or lecturers in workshops for foreign Customs officials and gain international exposure through assignments in international affairs units.

Furthermore, both knowledge-based and experience-based approaches are employed to

support continuous learning. These include self-study, access to a knowledge database jointly managed by the training center and dedicated units overseeing the latest developments in specific areas, experience sharing from senior officers, and articles on overseas assignments.

To address challenges such as rising expectations for experts and generational shifts, the Administration is re-evaluating its On-the-Job Training system, which has traditionally been highly decentralized and dependent on the individual skills of senior officers, meaning that the quality of training varies. In response, the Administration is implementing several initiatives: leveraging the experience of senior officers and the value of institutional memory, encouraging proactive support even when it may seem overly helpful since it often leads to meaningful learning, and establishing a structured scheme for knowledge transfer that moves beyond ad-hoc or individual efforts. These measures aim to standardize training quality, enhance the development of junior officers, and ensure consistent passing on of knowledge and insights.

Looking ahead, experts are expected to go beyond basic knowledge of WCO tools and deliver higher-level support based on diagnostic skills, tailored content delivery, and broad practical experience, while bridging generational gaps through mentorship and structured knowledge transfer.

## Reevaluating On-the-Job Training

- Enhancing Knowledge Transfer and Leveraging Senior Officers' Experience -



### Maximize the Value of Senior Officers' Experience and Institutional Memory:

Senior officers possess a deep well of practical knowledge that is crucial for effective OJT. By formally integrating their experience into training processes, the organization can preserve valuable insights that would otherwise be lost with retirement or turnover.



### Establish a Structured, Systematic Approach to Knowledge Transfer:

A clear, organized approach to knowledge transfer ensures that all trainees receive consistent and easy-to-access training. It moves away from random, unplanned methods and creates an environment where learning is purposeful and connected at all levels.



### Foster a Culture of Proactive, Supportive Learning:

Providing extra support, even if it feels excessive, can accelerate the learning process and build confidence in junior officers. A culture of proactive guidance ensures that learners feel supported and can grow from real-time feedback and mentorship.

### 3. Member C: Elevating the Role of WCO Experts in their Administration

This Administration has established a structured approach to developing and maintaining its WCO Experts under a learning organization framework that emphasizes the concept of “leader as teacher.”

Within this framework, WCO experts not only contribute to the development and implementation of standards, procedures, best practices, and policies, but also serve as Skill Group Owners (responsible for overseeing specific competencies and supporting the overall learning cycle), Subject Matter Experts (carrying out specialized duties in the field of Customs and Excise), and active Trainers or Resource Persons in domestic capacity-building programs.

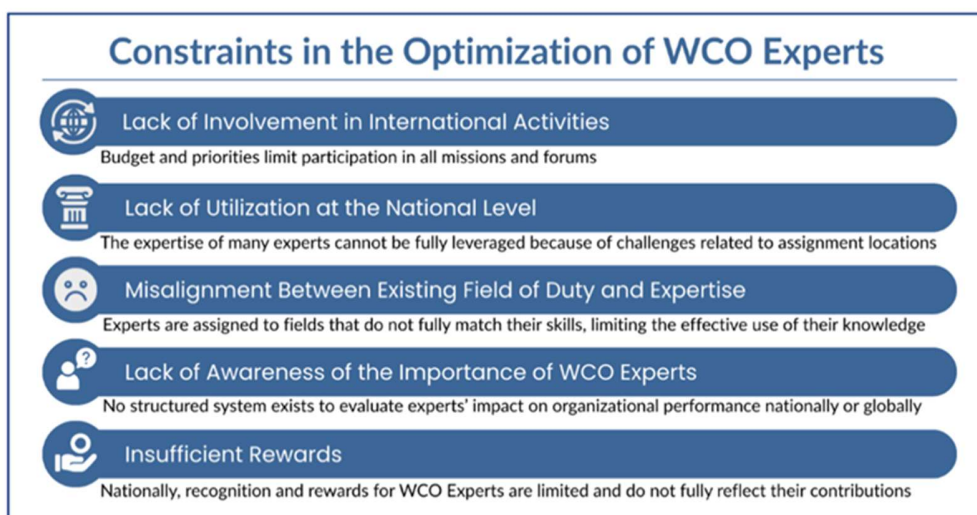
To develop its WCO Experts, this Administration follows a structured selection process to identify potential officers based on their competencies and provides them with training to enhance their language skills and understanding of both domestic and global Customs business

processes. Selected officers participate in international training programs both as participants and as resource persons, receive guidance on teaching methods, class management, and classroom psychology, and are offered opportunities to gain international exposure through assignments in international affairs units or as Customs attachés.

Maintaining WCO Experts, however, presents several challenges. Because many officers serve as leaders who must undertake a rotational duty assignment in regional offices, they may have fewer opportunities to teach or engage in international activities. There are also issues of misalignment between expertise and daily tasks and limited incentives for training-related contributions.

To address these challenges, the Administration encourages WCO Experts to remain active through involvement in capacity building programs, policy formulation, and regular experts' forums, ensuring continuous engagement and skill development.

Despite the dilemma of balancing leadership and WCO Expert roles, this approach helps sustain an active, knowledgeable, and motivated pool of experts who contribute significantly to both national and international capacity building efforts.



#### 4. Member D: Key Practices on Development and Maintenance of International Customs Experts

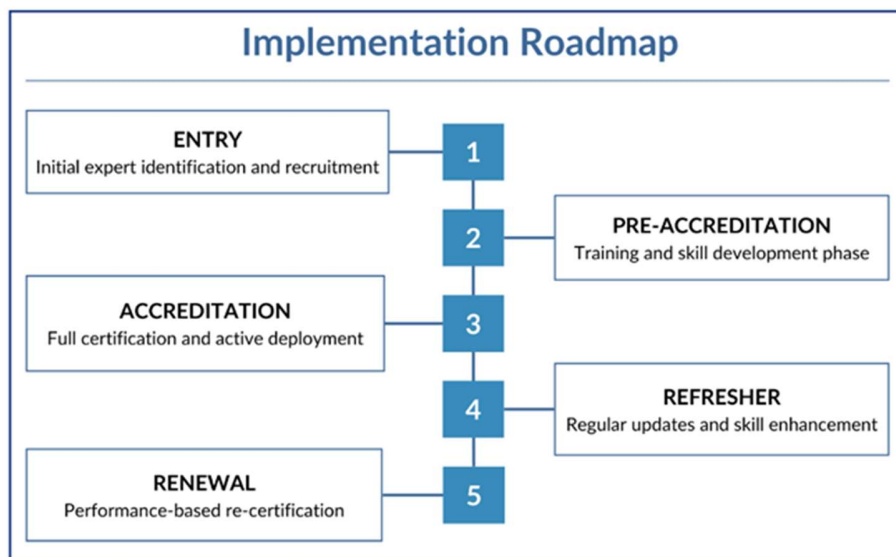
This Administration has carefully reviewed the current system of the WCO Accredited Experts and identified areas for improvement. Recognizing that a significant portion of the expert pool, including pre-accredited and fully accredited experts, is inactive, it suggests to transform dormant and pre-accredited experts into active contributors through national-level activities and practical engagement.

##### Key strategies include:

- **Suggestion 1:** Accreditation Renewal: Experts are subject to a five-year validity period, with renewal based on active participation in WCO training missions, capacity building activities, beneficiary feedback, and contributions to WCO digital learning materials.
- **Suggestion 2:** Engaging Pre-Accredited Experts: By utilizing pre-accredited experts in their own national training programs, the Administration can provide them with practical experience and skill development to them, maintaining continuous capacity-building momentum and confidence in future fully accredited experts.
- **Suggestion 3:** Mandatory Refresher Programs: to be conducted every two to three years in hybrid or blended formats, covering technical updates, pedagogy reinforcement, and familiarization with new WCO tools and methodologies to ensure experts remain current and dynamic.
- **Suggestion 4:** Cascade Training of Trainers (TOT): Accredited Experts deliver training for trainers, combining technical knowledge and pedagogical methods, thereby standardizing quality, expanding reach, and creating measurable regional impact.
- **Suggestion 5:** Online Knowledge Contribution: Experts contribute case studies, e-learning content, and other materials to a dynamic, evolving knowledge ecosystem, reducing dormancy and fostering continuous learning across the WCO community.

Through these measures, the Administration seeks to optimize the use of human resources, activate dormant experts, and build a future-ready, accountable, and sustainable expert pool.

This approach strengthens WCO delivery, enhances capacity building, and contributes to a more engaged, innovative, and globally connected network of international Customs experts.



### 5. Member E: Introduction to Specialized Accredited Experts

This Administration has established a special system to make the best use of its human resources by introducing a distinctive Accredited Expert system modelled after the WCO Accredited Experts. Officers with at least three years of experience in Customs administration are eligible to become certified in one of twenty specialized fields, covering five main areas: General Administration, Clearance, Customs Audit, Investigation, and Technology.

The selection process begins with document screening to assess language proficiency, professional knowledge, and relevant work experience. Candidates who pass the initial stage participate in a three-day course, consisting of lectures and an English presentation evaluation, where they deliver a ten-minute presentation and answer questions from the evaluation committee.

Successful candidates may then attend an advanced course

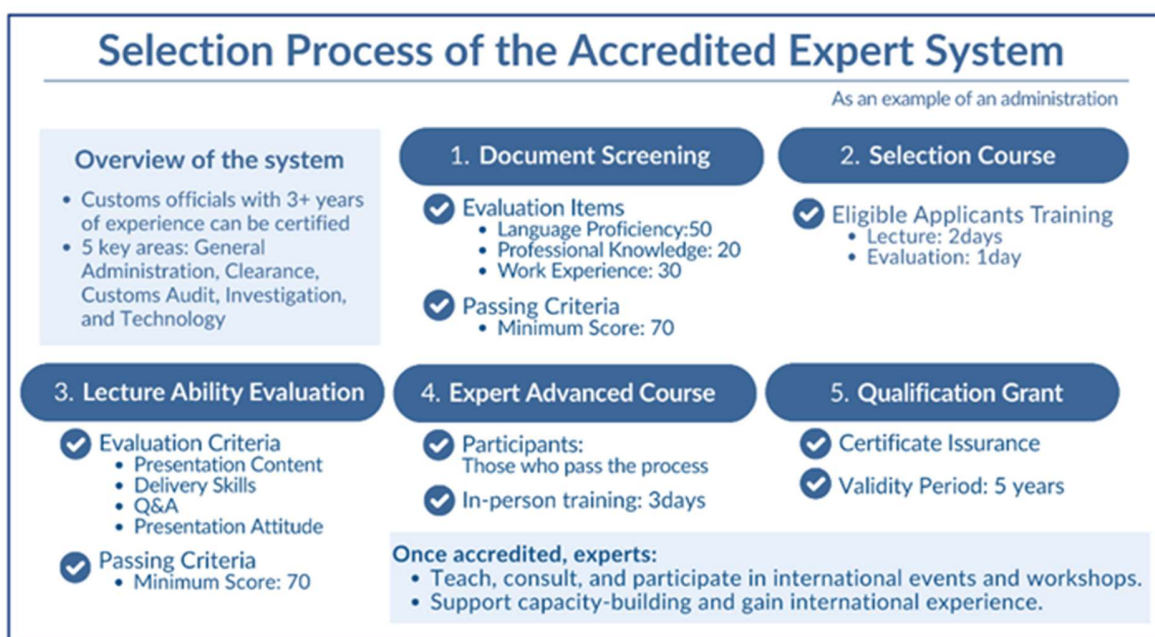
to learn about international organizations and enhance their skills in international cooperation, and upon completion, they receive official accreditation valid for five years, which can be renewed.

Once accredited, these experts play a crucial role in capacity-building programs. They act as teachers, lecturers, or resource persons for foreign Customs officers visiting the country, and they also travel abroad to provide consulting and share practical experiences directly. They also participate in international conferences organized by the WCO and others, and contribute to major events such as International Customs Day and welcoming guests and assisting with protocol services. In addition, they gain international exposure through assignments in international

affairs units and specialized workshops preparing for WCO accreditation, where they receive training in English lectures, negotiation skills, and program knowledge.

Since the launch of their Accredited Expert program in 2014, the Administration has developed a growing pool of experts who contribute to diverse training areas, share knowledge and skills, and help strengthen international cooperation.

This approach ensures that the Administration maintains a capable, experienced, and globally connected workforce, supporting the continuous development of Customs capacity both nationally and regionally.



## 6. Take Away

Developing trainers who have capability of international engagement can be considered as different from developing domestic trainers. It requires special programme designed for domestic experts who already have ample knowledge on their expertise.

Internationally competent trainers are required to maintain their knowledge on international standards and facilitation skills, among others. It is suggested to build a global expert network where they can interact each other to maintain such capabilities as well as momentum.

On-the-job training can be done in this area and effective OJT requires sound system.

Another similar scheme such as accredited domestic expert can be an idea.

\*Reference: Based on discussions and insights shared at the 23rd RTC Heads Meeting, drawing on inputs from all participating RTCs.

## One Step Forward

To ensure the continued excellence of instructors' teaching skills, the following practices are beneficial:

- **Conduct Regular Observations:** Schedule third-party observations to assess and enhance instructors' teaching skills after Training of Trainers or upon appointment.
- **Provide funding and resources** to support trainers in improving their delivery and knowledge.
- **Recognize and Reward Trainers:** Acknowledge trainers' efforts and achievements through recognition programs and positive feedback mechanisms.



*Courtesy of Customs administration of Cambodia*



*Courtesy of Customs administration of China*

## 7. TRAINING MATERIAL

### Survey results

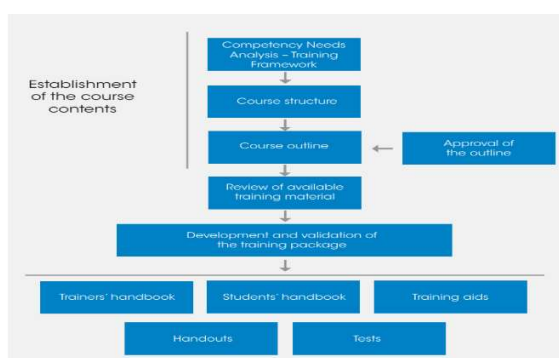
#### Challenges members encountered in the Training Preparation Stage

**32%** find “Developing the **appropriate training materials** to achieve the goals”

### WCO Tool

The Guide to Implementing Competency Based Human Resource Management in A Customs Administration Environment introduces the development of training materials in a step-by-step process, to generate the most significant learning in the shortest period of time. In particular, it recommends reviewing existing training materials before developing new ones, avoiding duplication of the contents, and effectively managing resources to develop materials. Development of a Trainers’ Handbook which provides an overview of the training scope; lesson plans and guidelines on the use of training materials and development of Participant’s Handbook which includes training objectives, the course outline, and other information required by the participants will also contribute to achieve the objective of training.

Training aids are all items and facilities, including printed documents, equipment and technology, used to facilitate the communication of ideas, principles, concepts, facts, observations and all other information and data necessary to achieve the training objective(s). Categories of training aids include visual aids such as flip charts and samples, or multimedia aids.



Training aids are all items and facilities, including printed documents, equipment and technology, used to facilitate the communication of ideas, principles, concepts, facts, observations and all other information and data necessary to achieve the training objective(s). Categories of training aids include visual aids such as flip charts and samples, or multimedia aids.

Source: WCO. 2015. WCO Framework of Principles and Practices on Customs Professionalism (p.99-101)]

## ■ Members' Practices

### Members' Practice in Development of Materials

Usually, training materials are owned and governed by Customs. For those cases, different Administrations utilize varying strategies for developing training materials, which can be categorized in three different approaches. Each approach demonstrates unique organizational structure and priorities in developing the training materials.

#### Case 1 - Adopting Pre-Existing Materials

Some Administrations draws on a range of resources, including legislation, procedural manuals, case studies, materials shared at international workshops and WCO tools as training materials. These materials are sometimes adapted to meet specific organizational needs.

#### Case 2 - Dedicated Material Development Team

In some Administrations, the process of development of training materials is a collaborative effort undertaken by a dedicated team. These teams work to create comprehensive training content. Once the content is developed, these materials are presented to senior management for their endorsement.

#### Case 3 - Structured Committee

Certain Administration adopt a more structured, committee-based approach. In this model, a committee is established, head by the executive in charge of HRM at the managerial level. This committee provides overall direction and oversees the sub-committee, each composed of subject matter experts in specific area. These sub-committee are responsible for determining the content of the materials. The actual draft of training materials is carried out by various division in the Headquarter, under the supervision of the relevant sub-committee. The main committee conducts a review every two years to ensure the content remains relevant.

#### Case 4 - Direct Development by Instructors

In this Administration, trainers who are in charge of each subject (e.g. Customs Valuation, HS, ROO etc.) are responsible for compiling the standard textbooks. When trainers compile them, they can consult with relevant sections such as HQ and centre (e.g. HS centre, IPR centre etc.) Based on the level of trainees, several versions of textbooks are compiled. These textbooks are used not only for trainees but also utilized for all frontline officers through Customs intranet system. The contents of textbooks are reviewed once a year. In addition to the standard textbook, trainers utilize other materials such as power point, mini-test etc. by their own initiative.

## Case 5 - Development by Faculty

Vessel Induction – To be completed in the first 24 hours of joining the vessel	Completion Date	Presenter Initials
<b>Ships Logbook</b>		
○ Signing on to the vessel		
<b>Cabin Location</b>		
○ Cabin location and introduction to cabin buddy. Location of bedding etc.		
<b>Dress and Expectations</b>		
○ Explanation of duty uniform and down time clothing		
○ Reporting for duty and daily vessel plans		
○ General etiquette when living on board in close proximity to others		
<b>General Ship Information</b>		
○ Induction and Walk-through of the vessel (including all spaces/voids)		
○ Complete ABF Fleet Safety Familiarisation Check List (from WI A1031)		
○ P-Team/RF - 1 Check - Training - Task Books/Public/Trama Packages/2 Case/Ship Management/3 Cook Safety/4 First Aid/5 Hazards Assessment/6 L1/7/8/9/10/11/12/13/14/15/16/17/18/19/20/21/22/23/24/25/26/27/28/29/30/31/32/33/34/35/36/37/38/39/40/41/42/43/44/45/46/47/48/49/50/51/52/53/54/55/56/57/58/59/60/61/62/63/64/65/66/67/68/69/70/71/72/73/74/75/76/77/78/79/80/81/82/83/84/85/86/87/88/89/90/91/92/93/94/95/96/97/98/99/100		
<b>Restricted Areas</b>		
○ CER, Armoury and Magazine restrictions		
<b>Cafe and Meal Times</b>		
○ Meal times and considerations when serving food.		
○ Appropriate dress within the cafe		
○ Crew use machines including coffee machine, microwave, toaster, sandwich press		
○ Access to food/drinks for crew		
○ Scullery and clean up procedures		
○ Garbage separation		
<b>Recreational Time</b>		
○ Rec room etiquette and crew use TV instructions		
○ Appropriate gym use and considerations when conducting activity on a moving platform		
<b>Smoking Areas</b>		
○ Confirmation of smoking areas on board & the responsibility for cleaning up		
<b>Emergency Procedures</b>		
○ Watch and Station Bill		
○ Location of Muster point		
○ General Alarm Demonstration		
○ Actions on hearing an alarm		
<b>CCTV</b>		
○ General system overview and camera locations to ensure situations awareness whilst on board. (specific training provided later)		
<b>Emergency Escapes and Exits</b>		
○ Access locations of the vessel		
○ Conduct EGRESS drill from cabin and work place.		

This administration implements on-the-job training. In the training, a task book is issued to the officer which outlines a set of measurable tasks which must be completed over a set period of time when gaining on-the-job experience in operational environments. The task book is signed by their operational supervisor and is submitted to the training department for final review. Task books are linked to the core capability units and role specific capability blocks. They contain assessments for completing documentation, writing reports, systems training, carrying out activities and participating in events. Task books are normally accompanied by an evidence folder, whereby the officer collects various forms of supporting documentation and submits this as part of their evidence of completion for that particular task.

### Members' Practice in Revision of Materials

If the materials are owned and governed by Customs, the revision processes are not really complicated. If not, updates are not that easy.

The procedure of revision is usually the same as the development of materials. For example, if the development was done by Committee, the review is done by the Committee; If it is done by instructors, the review is done by the instructor.

Revision cycle varies. It can be on request basis, annually, or once in two years. Usually once the laws and regulations change, or new initiatives are implemented, or even when they conduct training, materials are updated accordingly.

Online learning materials may be bit more complicated to revise. In an Administration's online management system, alarms are set at three years after its launch so that modules can be reviewed on a regular basis.

### Case 6 - Flexible Material Management and Trainer Support System

The trainers in this administration are responsible for updating their material. Staffs at the Academy will work co-ordinately with the trainer and assist them to revise the material. Trainers have flexibility to utilize and update the training materials, with no obligation to utilize the same training material for a particular course, as long as the training outcome meets the learning objectives. They use two trainers for one subject, one is a lead trainer and one is a backup /assistance trainer. If the lead trainer is not

available, so the backup trainer can continue the training.

### **Case 7 - Pilot Testing and Continuous Improvement**

This Administration adopts the idea that pilots / user acceptance testing. The pilot must be conducted to confirm that the materials developed are fit for purpose, and that any changes to materials are addressed prior to the training being implemented. Trainers must be supported to familiarize themselves with the new materials and advised how feedback will be captured in the evaluation process.

In this Administration, a regular review is carried out once a year, and also whenever there is a change in the law or a request for improvement from the experts. They use their management training material and evaluation report for the maintenance. Furthermore, the experts who have used the materials are contacted to discuss areas requiring improvement.

### **Case 8 - Collaboration with Other Ministries in Training Material Updates**

In this Administration, Ministry of Justice regularly reviews and updates the training materials. Trainers are responsible for preparing for their own materials. Trainers utilize the guidelines and tools developed by relevance departments or agency such as WCO.

### **Members' Practice in Utilization of CLiKC! and CEN**

WCO's training materials, including the e-Learning platform CLiKC!, provide useful information on legal aspects and the recent trend free of charge for Members. Despite its language limitation in English and French, it is useful tool that WCO encourages Member to utilize.

#### **Here are some cases on how Members utilize them.**

- There are many Administrations utilize CLiKC! and CEN with no translation. Some have advantages because their official language includes English.
- Many administrations do not use English as official language.
- An Administration used to translate the CLiKC! and provided access to officer and encouraged them to use the tool. Nowadays, they find that translating the tool requires a lot of effort, so they didn't do that anymore. However, some research institutes may translate them.
- Some Administrations translate core WCO tools to their local languages, i.e. Rules of Origin, HS, Customs Valuation, e-commerce, GED guidelines. Some officers translate them on voluntary basis.

## ■ Members' Discussion

Members identified key challenges in managing training materials and proposed practical solutions.

### Ensuring the quality control of training materials

- Implement a peer-review process where other trainers or a dedicated committee evaluate training materials.
- Gather feedback from training participant to gain insights into the effectiveness of the materials from the user's perspective.
- Conduct annual review of the content to ensure information remains updated and relevant.

### Enhancing Participants Engagement

- Incorporate regular knowledge check session to enhance learning retention and maintain participant's active engagement.
- Design interactive elements such as group discussion, case studies, and hand-on exercise.
- Develop training materials with a clear, user-friendly design to reduce cognitive load and help participants focus on learning.
- Tailor training content based on trainee's backgrounds and experience.

### Lack of proper storage and management of training materials

- In some Administration, training materials are not kept appropriately. When trainers change, the new trainers often have to create the new materials because existing materials are not kept or organized appropriately.
- Creating a centralized database or deposit system for storing all training materials. This ensures new trainer to have access to existing resource and maintain continuity and consistency in training delivery.

### Internet connectivity limitation

- While E-learning has many advantages, particularly in terms of cost-effectiveness and the ability to reach a large number of participants, there are major problems with the internet environment in remote areas and border regions.
- To address this limitation, it was proposed to develop training materials and use software that can function without internet connection.

## One Step Forward

To ensure the continued excellence of instructors' teaching skills, the following practices are beneficial:

- The procedures on the development and revision of materials depend on each Administration. The important aspect is how to control the quality. There should be someone with expertise to review the material drafted.
- Engaging retired trainers/lecturers can also be an idea to create better training materials, it has another aspect of facilitating seamless succession planning for training responsibilities.



*Courtesy of Customs Administration of Hong Kong, China*



*Courtesy of Customs Administration of Malaysia*

## 8. EVALUATION

---

### Survey results

#### Challenges members encountered in the **Follow-up and Monitoring**

- 59%** face difficulties in “evaluating training effectiveness”
- 55%** face difficulties in “utilizing the evaluation results for future training courses”
- 50%** face difficulties in “evaluating the participants’ performance after the training”

### WCO Tool

Training Evaluation is the process of assessing the success of a training effort by collecting and analysing information to determine its benefits and inform future decisions, involving various stakeholders such as senior management, trainers, and trainees. It is essential for demonstrating the training's value, providing feedback on investment returns, improving future training, encouraging managerial involvement, and aligning training with organizational priorities, while shifting focus from mere cost to identifying qualitative gains and values aligned with organizational goals and government agendas.

[Source: WCO. 2015. WCO Framework of Principles and Practices on Customs Professionalism (p.108)]

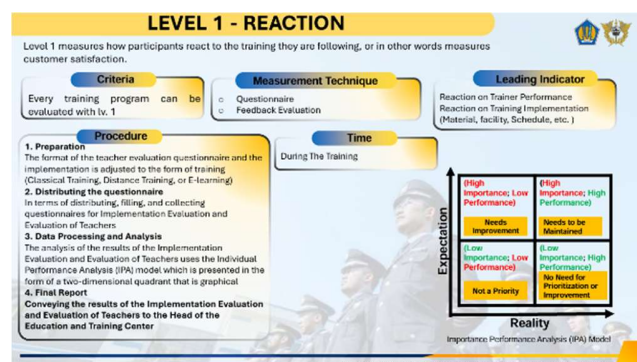
## Members' Practices

### Case 1 – Reaction

The Kirkpatrick's model Level 1 "Reaction" is done by almost all Administrations. They are normally conducted at the end of training, asking what the level of satisfaction of the course was, by training activity assessment questionnaire. Report on the training will be prepared after the training is completed.

- This Administration has two types of questionnaires: one is used for trainers to evaluate trainees, and the other is used for trainees to evaluate trainers. The questionnaire's responses will be utilized to develop the future course. Additionally, a follow-up questionnaire will be distributed to both the participants and their supervisors 1 month after the course completion. For the basic training course for new recruits, a follow-up questionnaire will be distributed to supervisors 9 months after course completion to monitor the trainees' performance and discipline after undergoing various training modules during the basic training course.
- They disseminate questionnaires to participants after each training courses to evaluate the degree of involvement in lectures during the training. Trainers are also asked about the attitude and positivity of the trainees during the training.

This chart is a Customs administration explaining this "Reaction".



### Case 2 – Learning

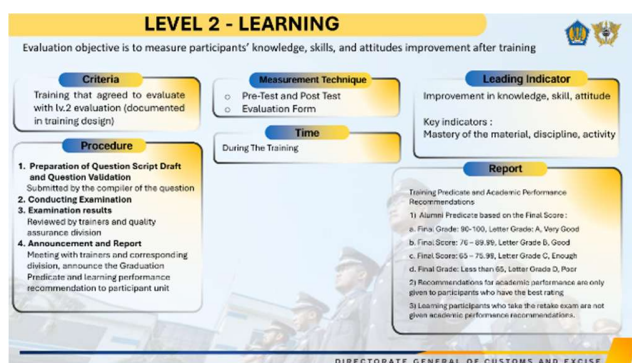
Level 2 "Learning" level assessment is normally done during or at the end of the training, regarding what the knowledge gained by the course was, by written or practical test (pre-course test and post-course test). This is done by demonstration by trainee, simulation, discussion with the trainer, or self-assessment of the training activity.

- This Administration employs evaluation forms to ensure the effectiveness of the training course. This encompasses various dimensions of assessment. They utilize the pre-post-test to measure participants' knowledge acquisition. They conduct an evaluation on the resource person to assess the performance of trainers, while the end-of course evaluation allows participants to provide feedback on the training methods, and objectives achievement. Furthermore, this Administration conducts evaluation to identify strengths and weaknesses in various areas,

including facility infrastructures to continually improve their training program.

- After the training, in addition to writing a report, a presentation on the content of the training will be given to the staff in the home country; performance must be improved at the time of officials' evaluation after 6 months.
- After the training, a “second information sharing” session will be held in the presence of the Assistant CEO for HR.
- After the training, the manager encourages the participants to have a second training session.

The table below shows how the Customs administration defines “Learning.”



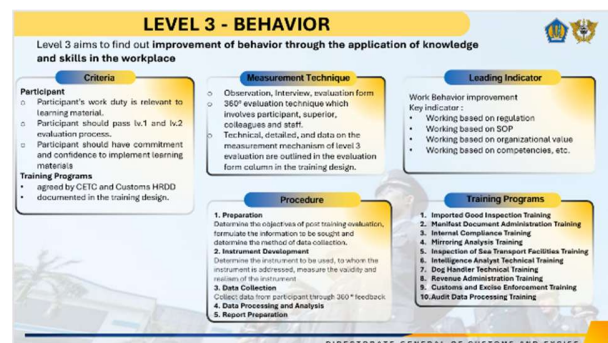
**Case 3 – Behavior**

Level 3 “Behavior” assesses the extent to which participants apply the knowledge and skills learned in training to their job performance. It focuses on observing and measuring changes in behavior, such as improved job performance, increased efficiency, or the adoption of new techniques gained in the training. Effective

evaluation methods include direct observation and feedback from their supervisors, and self-assessment to track behavioral changes over time.

- In this Administration, a follow-up questionnaire will be distributed to both the participants and their supervisors 1 month after the training completion. For the basic training course for new recruits, a follow-up questionnaire will be distributed to supervisors 9 months after course completion to monitor the trainees' performance and discipline after undergoing various training modules during the basic training course.

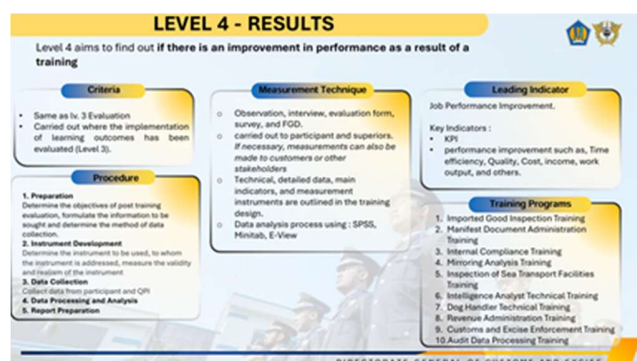
The table below shows how the Customs administration defines “behaviour”.



**Case 4 – Result**

Level 4 “Result” measures the tangible impact of the training on the organization by examining indicators such as revenue growth, cost reduction, or other relevant indicators that demonstrate the training's contribution to achieving organizational strategic goals.

The table below shows how the Customs administration defines “Result”.



### Case 5 – Four Types of Evaluation

This Administration develop the evaluation system, which comprises of four types of evaluations.

- Evaluation of training program to evaluate the satisfaction
- Evaluation of training course to evaluate the trainer performance, teaching discipline, course content, and teaching method.
- Evaluation of annual training work to identify the impression of the whole year training work to be used to improve for the next year.
- Evaluation of learning, application and effects on the organization, it can be done through several approaches; questionnaire, examination, face-to-face survey, symposium or interview, classroom observation, Document review, Post-Training Follow-Up.

### Case 6 – Evaluation Matrix for Training Program

This Administration follows government policy on training evaluation. The training is evaluated based on self-evaluation by the training center, under these categories and the matrix.

- Instructional Method
- Assessment Design
- Competency and Skills
- Diversity & Inclusion
- Learner Engagement
- Learner Support



Courtesy of Customs Administration of Cambodia



Courtesy of Customs Administration of Korea

<b>Course Overview and Introduction</b>	
1	Clear instructions to navigate the course and its components. Enabled by an introductory video, or an introductory tour of the portal.
2	Clear instructions on length of the course, milestones for completion, effort required.
3	Organizational expectations are conveyed clearly to the learner (in terms of completion, evaluation expectations etc.).
4	Prior skill or knowledge requirements are stated, and/or supported with prerequisite material
<b>Learning Objectives (Competencies)</b>	
1	The course learning objectives, or course/program competencies are clearly stated, and describe outcomes that are measurable.
2	The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.
3	Target competencies are clearly stated at the beginning of the course
4	All target competencies are clearly tested at the end of the course to demonstrate progression.
5	Target competencies have been covered in the course using real-life scenarios.

<b>Assessment and Measurement</b>	
1	The course features a clear assessment criterion during the course with clear instructions on evaluation. Course information specifies how successful completion of the course will be recognized.
2	The learning activities and assessment are consistent with learning outcomes.
3	The course provides learners with multiple opportunities to track their learning progress.
4	Case studies and case-oriented assessment questions are based on real-life situations.
5	The assessment uses more than one format of questions.
6	The course avoids assessment patterns that are redundant in evaluating a learner such as unrealistic answer options for multiple choice questions, or distractors, where learners can easily guess the correct answer by eliminating incorrect ones.
7	All practice activities provide diagnostic feedback. i.e. In case a user attempts the question incorrectly/correctly, it provides them with descriptive feedback.
8	There is at least one active learning activity, such as online discussion/debate, group project, synchronous online meeting, case study or a learning game per module/learning unit

<b>Instructional Materials</b>	
1	Evaluate based on use of the below factors across all modules/learning units.
2	Micro-learning approach, ensure shorter bytes of content (Watch)
3	Encourage critical thinking and reasoning, use of reflection quizzes etc. (Think)
4	Context-relevant interactivities (Do) Learners are given examples of and asked to explore practical applications of the course in their setting.
5	Encouragement and opportunities (materials and sources) for self-learning (Explore)
6	Application of concepts in real life-based assessments (Test)
<b>Course Activities and Learner Interaction</b>	
1	The learning activities promote the achievement of the stated learning objectives or competencies.
2	The requirements for learner interaction are clearly stated.
3	Learning activities provide opportunities to learners that support active learning, to avoid the learner's passive assimilation of the content.
4	Infrastructure is enabled for learner-to-learner interaction.
5	Instructor support or feedback support from the course team is available, readily or on-demand.
<b>Course Technology</b>	
1	Technologies required in the course are readily obtainable

2	The course technologies are current
3	The language used in the course is understandable by the target audience
4	The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies
5	The technical quality of all media is good, i.e. videos and audios play with no distortion
6	The voice over accent is one that can be easily understood by the target audience
7	Reading content (e.g. PDF, slides) is designed for on-the-go consumption and contains visual summaries, infographics and other similar techniques
8	The voice used is not machine simulated and robotic
<b>Learner Support</b>	
1	Learners are able to download courses and complete in offline mode (e.g. Course avoids using YouTube links/ external to videos).
2	The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
3	Learners have access to additional resources that enrich the course content.
4	Learners have access to troubleshooting resource(s) and contact details.
5	The course features navigational help.
<b>Accessibility and Usability</b>	
1	All graphical elements (image, graphics, shapes, charts etc.) used in the course

	include descriptive 'alt tags' that screen readers read out in descriptions.
2	Videos feature closed captions and transcripts.
3	Hyperlinks in the course connect to the correct location and all of them are descriptively titled (not using phrases as "Click here"), underlined, and a different colour.
4	Course provides alternative activities to replace drag-and-drop ones by using a matching activity with typing the correct number or letter.
5	Course uses appropriate font size and type, which is adjustable and conforms to all the required standards. (Please refer to document for standards).
6	The course uses both colour and symbols to convey messages or visual notifications.
7	The course uses patterns and textures as opposed to only contrasting colours for elements that require emphasis.
8	Colour schemes used are colour-blind-friendly (Please see W3C standards) and contrast is used in choosing colour combinations.
9	PDFs are saved as searchable text not images.
10	Audio narration is available for static content.

Gender Diversity	
11	The course features diversity in gender
12	The course/content does not showcase disparity or discrimination among genders (male, female, third gender). The course is gender intentional/ gender transformative 6
13	The course uses language that is gender inclusive, e.g. use of 'they' in

	favour of 'he' (with appropriate change to sentence structures).
Culture Diversity & Tolerance	
14	Courses developed are multilingual and available in multiple official languages.
15	Human characters used in the course belong to the context that is being portrayed, e.g. use of Indian characters in Indian contexts and situations and use of international characters where the situation demands.

### Case 7 – Evaluation Matrix for Behavior During OJT

In this administration, the skills required for each department are categorized in detail, and tailored evaluation formats called "OJT Check Sheets" and "Development Roadmaps" are used for officers assigned to each department.

The specific items to be checked in the evaluation format are set differently for newly hired officer, newly assigned officer, officer after the second year, and officer and section chief class, depending on the skills to be acquired.

To provide a basis for continuous improvement of officers' capabilities, self-assessments will be conducted three to five times a year using the same evaluation format. This allows officers to compare results with previous periods, enabling them to assess their progress.

The evaluation levels are tiered as below;

1	Not achieved, no understanding, unable to perform
2	Somewhat understood, but only partially achieved, unable to perform without assistance
3	Generally understood, but unsure about guiding others
4	Understood
5	Fully understood and able to act independently
6	No opportunity to process or respond
7	No opportunity to process or respond, but understood through OJT or other training

Furthermore, to avoid discrepancies in evaluation, the term "understand" is defined as "not only accurately recalling the systems and regulations but also recognizing where to find the necessary information and being able to appropriately check and search." This definition is clearly stated in the evaluation format, as well as an explanation of how to use the format.

OJT Evaluation Check List for Clearance Unit (Example)		Self Assessment / Evaluation			Final Evaluation	Name of Supervisor
		January	March	April		
<b>Basic Operations</b>						
Communication	Can you promptly report and communicate in the workplace?					
Hospitality	Do you understand basic operations and respond appropriately?					
Safety Management and BCP	Do you understand the system and are they doing it appropriately?					
<b>Information Gathering and Analysis</b>						
System Usage	Are they able to search for and use the information you need?					
Issuance of reporting warrants	Do they understand the methods of information dissemination and actively disseminating information?					
<b>Import Customs Procedures</b>						
Customs Laws and Regulations	Do you understand and properly enforce the law?					
Harmonized System	Do you understand the system and handle the work appropriately?					
Customs Valuation	Do you understand the system and handle the work appropriately?					
Rules of Origin	Do you understand the system and handle the work appropriately?					
IPR	Do you understand and select the item?					
<b>Export Customs Procedures</b>						
Knowledge of Export Prohibited Goods	Do you understand and properly enforce the law?					
Goods Export Trade Control Order	Do you understand the system and handle the work appropriately?					
Tax Exemption (Export tax breaks for processing or repair, etc.)	Do you understand the system and handle the work appropriately?					
<b>Cargo Inspection, Verification</b>						
Knowledge of Import Prohibited Goods	Do you have knowledge of the shape, etc., and can you recognize it when you find it?					
Inspection skill	Do they inspect accurately and analyzed precisely?					
Terrorism-related materials	Do you have knowledge of the shape, etc., and can you recognize it when you find it?					

### Case 8 – Evaluation by Return on Investment

In addition to the Kirkpatrick model, the WCO Tool introduces “Phillips model” that brings substantial added value to the activities of training evaluation, by demonstrating the fact that a training course is an investment rather than an expense. By monitoring the trends in different performance indicators, the effectiveness and efficiency of a training course can be estimated in terms of return on investment (ROI). It implies quantifying, in monetary terms, all the costs of training and the savings resulting from changes in the quantitative and qualitative indicators.

[Source: WCO. 2019. *Guide To Implementing Competency Based Human Resource Management In A Customs Administration Environment* (p.126)]



The above chart is the Customs administration explaining the ROI Model

## Members' Discussion

### Ensuring Reliable Feedback for Evaluation;

- To encourage participants to fill out the survey, we might establish a requirement that they must complete the survey to obtain certification for completing the course.
- Sometime, participants don't really provide the feedback, meaning the survey results may not really truly reflect the workshop's performance.
- The survey score may not accurately reflect the feedback, making written comments a more desirable option.
- Many Administrations conduct questionnaires by paper after training, using their own evaluation forms. To get the honest feedbacks from trainees, anonymous forms are more effective.
- A Customs administration conduct evaluation by interview to trainees by trainers after training because the number of trainees is limited.



Courtesy of Customs Administration of Cambodia



Courtesy of Customs Administration of China



Courtesy of Customs Administration of Hong Kong, China

**Utilizing the Results for Future Training Courses:** Evaluation result should be shared with the training unit or human resource management unit to inform improvements in future training sessions.

**Kirkpatrick's Model: Four-Level Training Evaluation:** The key focus areas for evaluating training course effectiveness, identified during the discussion, align with four levels of the Kirkpatrick Model, a widely acknowledged framework for assessing training outcome.

Level		Method	Key Focus Area
Level 1	Reaction	Survey Questionnaires	<ul style="list-style-type: none"> <li>• Overall Feedback</li> <li>• Trainer Performance</li> <li>• Content Alignment</li> <li>• Course Material</li> <li>• Venue and Logistics</li> </ul>
Level 2	Learning	Pre-test and Post Test Questionnaires	<ul style="list-style-type: none"> <li>• Knowledge before and after the training</li> <li>• The level of learning achieved.</li> </ul>
Level 3	Behavior	Follow-up Action Survey Supervisor Interview	<ul style="list-style-type: none"> <li>• Content Relevance</li> <li>• Work Performance</li> <li>• Confidence</li> </ul>
Level 4	Results	Measure the actual effects of the training on the Administration *Depends on the training objective	<ul style="list-style-type: none"> <li>• increased productivity</li> <li>• improved quality</li> <li>• reduced costs</li> <li>• decreased work accident rates</li> <li>• increased Customs revenue</li> <li>• increased number of seizures</li> <li>• decreased employee entry and exit rates</li> </ul>

### Challenges in Training Evaluation

Challenges	Result
<p><b>Low survey responses rates</b></p> <p>One of the most challenges in the training evaluation is encoring participants to complete the survey, making it difficult to accurately assess the training's effectiveness</p>	<p>Making a survey completion a requirement for receiving course certification</p>
<p><b>Inadequate Data</b></p> <p>Quantitative evaluations using numerical scores offer convenience in both form completion and data analysis. However, these scores often fail to accurately reflect the effectiveness of the training. Written comment often provides more insight information, but they can be more challenging to process in terms of time and analysis. Moreover, participants sometimes don't provide detailed or honest responses. These challenges can lead to the survey results that don't truly reflect the effectiveness of the training.</p>	<ul style="list-style-type: none"> <li>• Create a survey that includes quantitative and qualitative questions</li> <li>• For small group, conducting post-training interviews is an alternative.</li> </ul>
<p><b>Maximizing Utilization of Survey Results</b></p> <p>The valuable information gathered from training evaluation are often not fully leveraged to improve the training program.</p>	<p>Sharing of the information with other division within organization.</p>

## One Step Forward

- If your Administration rarely conducts evaluations, it is advisable to introduce a short questionnaire to see trainee's reaction for better training in the future. It usually consists of relevance of (1) content, (2) methodology, (3) facilitator's ability, and (4) training materials.
- Even if your Administration conducts the evaluation of learning (level 2) , such as examinations, it may be useful to review it whether appropriate assessment methods are used depending on the goals of each training programme, such as multiple-choice questions, problem-solving essays, or a thesis.
- It may also be worth considering conducting behaviour (level 3) evaluations to respond to possible questions regarding the effectiveness of training in relations to budget expenditures.
- Integrating the training development phase before delivering with the evaluation phase after delivery ensures that resources are allocated to essential learning activities. It also enables the evaluation of test results to identify common challenges faced by trainees, thereby optimizing future training in those specific areas.

## 9. GENDER EQUALITY AND DIVERSITY

---

### WCO Initiatives

The World Customs Organization (WCO) has been promoting Gender Equality and Diversity (GED) since 2013, considering these as fundamental rights essential for sustainable development and growth, as well as for improving the performance of Customs Administration. One of the key initiatives is the development of the Gender Equality Organizational Assessment Tool (GEOAT), which serves as a self-assessment tool for Customs Administrations to evaluate their policies and activities and comprehensively incorporate gender equality and diversity. This tool was updated in 2019 to include methods for implementing gender mainstreaming through project management and new indicators. Furthermore, in 2020, a "Declaration on Gender Equality and Diversity" was adopted, encouraging customs authorities to share experiences and utilize monitoring and evaluation mechanisms to advance this agenda. WCO has also established a Virtual Working Group on GED to facilitate experience exchange among Members and holds meetings twice a year. In A/P Region, "the Asia Pacific Region Communique on Gender Equality and Diversity (GED)" was adopted with a unanimous accord during the 25th WCO A/P Regional Heads of Customs Administration (RHCA) Conference, 14-18 April 2024, Sydney (Australia).

## ■ Members' Practices

### Case 1 - When GED is Not Yet a Priority for the Organization

GED may yet to be an organization's priority.

- This Administration has no specific policy. However, Customs cooperates with GED promotion initiatives.
- This Administration has no distinctive policy. The number tells that organisation respects GED as it occupies 40% male, 60% female.
- This Administration is on planning stage for gender equality. They conduct a meeting for woman in Customs to share experience to improve training for public speaking in order to prepare for future.

### Case 2 - When GED is in the Process of Being Implemented

Although it is not systematic, these Administrations are moving toward desirable direction.

- In this Administration, two assistant commissioners are female and they try to balance the directors who are in structure. Female executives from this organization have been appointed as heads of international organizations and parliamentary member. They have conducted a conference on Customs and women, celebrating International Women's Day, and fostering an atmosphere of trying to promote the GED within the Administration.

- This Administration has a dedicated team responsible for promoting its GED policy. The "Action Plan for Promoting Active Roles for Female Employees and Work-Life Balance" for the period 2021-2025 has been developed by the relevant ministry, which oversees Customs, and its implementation is monitored annually, with results published in accordance with the plan. The GEOAT is not utilized due to the overlap between the questions in the GEOAT and those in their own survey.
- Also, there is a target number of female recruits and as of 2024, 40% are women. As for the implications to training, they are advocating to increase this percentage at each level of training. There are sessions for new recruits and for intermediate level officers to advocate inclusiveness. Induction training is mandatory for all officers.

### Case 3 - When There is a Strong Commitment on GED

- You can see a strong commitment from this Administration.
- In this Customs administration, there is a strong commitment to strengthening leadership and organisational culture, while promoting diversity and inclusion. In term of gender mainstreaming, the Customs administration has adopted a Gender Equality Action Plan (GEAP) 2021-2026, which aims to enhance

support to staff during leave and the return-to-work process (including parental leave), support flexible working arrangements where practicable, improve workplace culture, inclusion and intersectionality, enhance gender balance in leadership and employment practices, continue to build on the achievements of the 2017-2020 GEAP. In terms of workplace flexibility, the administration promotes flexible working arrangements, where practicable, to help officers balance professional and personal responsibilities. These include flexibility in work location, working hours, working patterns and rostering, as well as job sharing, and phased return-to-work arrangements.



*Courtesy of Customs Administration of Mongolia*

## One Step Forward

- (1) In additions to participating WCO's GED activities, it is encouraged to refer to the practice above and cultivate the Gender equal culture; it can be done through training.

### Change management

#### *“until achieving the budget target for the first time ever”*

**(By Mr. Rasake Uraia, Fiji Revenue and Customs Service)**

Employed from private sector to a government sector, hoped to assist FRCS changing behaviour. Biggest driving force is value. Value is what drives your behaviour while you carrying on your organisational mission to achieve your vision.

When branding or re-branding, you always have to have discipline; without discipline, there will be inconsistency in building culture. When I was assigned in FRCS, I asked who is the most vocal people, and I took them out for coffee one by one, and explained what I wanted to do. They can be champions of change, creating new culture. It is all about creating relationship within organisation. Before, people are working in silos but now by your uniform, you don't recognise whether you are on Tax or Customs; you are FRCS.

*(more details are in Annex 1 of this Compendium)*

# ANNEX

## 1. Notes from Panel Discussion at Regional Workshop

(19 Nov, 2024, Thailand)

## 2. Post Workshop initiatives and implementation

- 2-1. Activity Report of the Training Centre of the Customs Administration of Mongolia  
(May 12, 2024 – March 16, 2025, Mongolia)
- 2-2. Implementation Summary Report Based on Knowledge Gathered During the WCO  
Sub-Regional Workshop on Training Management (6-10 May 2024)

## 3. Acronyms, Abbreviations and Glossary

- 3-1. Acronyms and Abbreviations
- 3-2. Glossary of Key Terms

## 1. Notes from Panel Discussion at Regional Workshop

### Culture of knowledge sharing

Mr. Uraia Ratumalumumu Rasake, the Director, People, Capability and Culture. He shared Fijian tradition “Solesolevaki”, the culture of knowledge sharing to young generation. By utilising this culture, Fiji Revenue and Customs Service (FRCS) has looked at what they can do to cultivate the culture of knowledge sharing.

The key characteristics of knowledge-sharing culture are:

- Open communication
- Collaboration
- Trust
- Learning
- Recognition
- Technology

The FRCS launched a programme that retired officers bringing back their knowledge to FRCS, and also a new programme in 2022 that university students, from their first year, could experience an internship for three years with FRCS so that they are likely to come back to work with full knowledge of Customs or Revenue. In the pacific, Customs are worried about “Brain-drain” and this initiative is to prevent it, and FRCS also conduct train the trainer programme sponsored by Australian Tax Office.

### What could be challenge in creating culture of knowledge

Any change faces challenges. Most important thing is all about creating relationship. Process of cultivating knowledge sharing adopted easily, cultural context in sharing knowledge.

### How did you re-direct your organization?

The biggest achievement during my two-year tenure is that FRCS achieved the budget target for the first time ever.

From private sector to a government sector, hoped to assist FRCS changing behaviour. Biggest driving force is value. Value is what drives your behaviour while you carrying on your organizational mission to achieve your vision. When branding or re-branding, you always have to have discipline; without discipline, there will be inconsistency in building culture.

Attitude change, while we are service culture programme. It is all about creating relationship within organization. Before, people are working in silos but now by your uniform, you don't recognize whether you are on Tax or Customs; you are FRCS. When I was assigned in FRCS, I asked who is the most vocal people, and I took them out for coffee one by one, and explained what I wanted to do. They can be champions of change, creating new culture.

### **In order to attract trainees, what are the new ways?**

Selection of trainer is important. In order to find those who can adopt Gen-Z and longer staffs, we have training programme in university and identify those who have aptitude in teaching.

### **To bring back the retirees, how do you attract them?**

Although most Fijians go back to villages after retirement, they are quite connected to former business. We have a TOT programme and they have to go through to be relevant. Skilled Fijians tend to move off to Australia and New Zealand; to keep them in Fiji, TOT certification attracts specialised people. There are needs for these people and we motivate them by saying they are possible to work.

### **The retirement age in Fiji is 60 years old; prior to these experienced officers retiring, do you identify them in the next five years and engage them early?**

Fiji has gone through coups, and the previous government (16 years) lowered the retirement age to 50, resulting in the loss of many people. The new government raised it back to 60. Planning to launch a programme in February, started looking at those nearing retirement age to include them in the programme. There is a Customs program in one of the universities, but it is mostly theory. Graduates require further training due to the lack of practical experience. Aiming to use retirees in university programs to provide more experiential learning.

### **Consideration needed for how retirees adapt to changes in processes, policies, or procedures since they are no longer part of customs administration?**

The new Programme introduces short-term contracts

### **Do the students have to serve FRCS after their recruitment?**

There is no binding system. Since FRCS is an employer of choice and very competitive and we expect that they naturally keep their employment after their recruitment.

## **Aging Workforce: Knowledge Management**

The decrease in experienced officers, and the increase in younger generations, combined with limitations in working conditions such as variable working hours and different office locations, have created challenges.

To tackle with the situation, several improvement strategies have been introduced:

- Efficient knowledge management
- Online / virtual learning platforms
- Digital technology and skills training
- Flexible training and development programmes

One of the programme aims to transfer implicit knowledge to explicit knowledge among different

generations in Customs on Selected topics. Currently, the target is on the enforcement area. The Head of HRM leads the project and develops the content. Instruction manuals are then produced collaboratively by senior and junior Customs officers. Based on these materials, training programmes are conducted and E-Learning modules are developed.

Another programme is called Coaching and Mentoring. Coaches and mentors are experienced officers who can be consulted by middle managers or new recruits on subject-matter expertise.

**Knowledge Mobilization: Key factor is the achieving the outcome of the project?**

Selecting the right topic is crucial for success. For example, the Director of investigation was close to retirement, and the potential loss of his/her knowledge would have been significant for the organization.

Content traceability is also important. Other experts need to be able to access and use the content and data, as they will need to conduct training after the materials are developed.

Therefore, it is important to design training programmes that enable knowledge transfer. Experts must also have the capability to deliver such training. Furthermore, just having manual book is not enough for younger or digitally native generations. They need digital learning tools such as e-books and e-learning modules.

**In order to attract trainees, what are the new ways?**

E-learning and blended learning. New recruits, for example, we assign e-Learning platform before the class, and in the classroom, more activities, such as game or Kahoot! And wrap-up the contents so that the training is more interactive.

**Consideration needed for how retirees adapt to changes in processes, policies, or procedures since they are no longer part of customs administration?**

In Thailand, retired officers are sometimes used as trainers due to their soft skills and experiences. However, they are generally not used in topics related to data, law, or regulation.

**Attracting Gen-Z for better results**

As a background, globalised landscape such as 3D printing of weapons, digitally proficient smugglers and new technology (smuggling with drone) requires leadership skills. In response, the Central Board of Indirect Taxes and Customs (CBIC) has shifted its training strategy place greater emphasis on soft skills in addition to existing technical knowledge.

The CBIC conducted a big survey: needs analysis was conducted on new recruits and those are already in workforce; since annual performance assessment is online, training centre has access to see the gap. It found that it requires reawakening of inner motivation for

effective service delivery attitude. Apart from knowledge, what Customs needs is soft skills.

The method taken is flip learning – reverse the role. Students become teachers (active learning approach) and take ownership of their learning with the use of case studies. Grading is done also by the peer in addition to the faculty.

Training Centre equipped itself an immersive learning centre = multi-sensor approach, because it was found difficult to train adults with traditional approach; it has been proven very effective.

MOU with IT university which has knowledge of crypto currencies and darknet etc, so that Customs acquires advanced technology such as cyber forensics.

Educating Gen-Z in India is tech driven, citizen centric, shift from “employee to enlightened worker” for future ready officers.

#### **How did you collect the cases?**

We set up a committee, consists of national academy, intelligence and major Customs Houses, to discuss what cases to be used. Regional (zonal) offices also set up their committee to select cases to bring up to central committee: from case formulation to prosecution, and interrogations.

#### **In order to attract trainees, what are the new ways?**

Selection of trainers is very important. First exercise of transformation was the selection of

trainers. Only those who have knowledge and aptitude were selected. Those who went through the selection, 340 trainers were trained and graded A-D. Only scored A were selected and second chance was given to B for corrective training. After that, they were deployed. The ability to capture and maintain the attention of trainee is an essential quality of a good trainer.

#### **Are the E-Learning systems developed in-house, and how often are they updated?**

- The platform is developed by an external developer.
- The content is uploaded by Customs.
- Updates are made in collaboration with relevant agencies.
- The contents are reviewed by a committee.

#### **Practical Training:**

In addition to e-learning, practical training methods are also used to enhance trainees' skills. One example is rummage exercises.

Rummage exercises are conducted as hands-on training. For example, one of the officers' hides items using different techniques, and trainees conduct searches to locate them. In addition, a case bank containing all the original documents.

#### **Concerns on Gen-Z are about their soft skills, such as behaviour, teamwork, social interaction, and communication. How to nurture their behaviour?**

's programme is to improve communication, decision-making, and respect towards citizens. So now it's i service oriented, it is citizen centric.

Experience tells me that training the trainers is extremely important. And once the program is completed after three months, survey is conducted to see the impact. That's when we'll be able to find out and see what next to be done. Unless we see the result in measurable terms it would be very difficult to assess the changes, we have brought in. We are developing an evaluation program, the massive nationwide evaluation system.

## Session Summary

- The main topic was training for the future generation, with panellists from each sub-region.
- Knowledge sharing and its management are valuable, and training is a key component.
- Generation Z is good at using technology and is sometimes called digital natives. Providing effective training to the younger generation is crucial for transferring experiences and skills, and also retaining these in the organization.
- The TELP program in Fiji Customs is a new innovative approach for combining study and work.
- A new compendium compiled by the ROCB A/P is a good source of information to share experiences and learn from each other.

## 2. Post Workshop initiatives and implementation

### 2-1. The Training Center of Customs General Administration of Mongolia



ACTIVITY REPORT OF THE TRAINING CENTER OF THE CUSTOMS ADMINISTRATION OF MONGOLIA

WITHIN THE FRAMEWORK OF THE "WORLD CUSTOMS ORGANIZATION ASIA-PACIFIC REGION CUSTOMS ADMINISTRATION TRAINING MANAGEMENT SEMINAR"

Prepared by: D. BULGANTAMIR, Customs officer and trainer

Reviewed by: CH. MUNKHKHISHIG, director of the training center, MCGA

(Mongolia, Ulaanbaatar, May 12, 2024 – March 16, 2025)

TRAINING MANAGEMENT MEETING FOR MEMBER CUSTOMS ADMINISTRATIONS OF THE WCO ASIA-PACIFIC REGION:

ACTIONS IMPLEMENTED BY THE TRAINING CENTER OF CUSTOMS GENERAL ADMINISTRATION OF MONGOLIA FOLLOWING THE MEETING

The World Customs Organization conducted a Training Management Meeting for Customs Administrations in the Asia-Pacific region, which took place in Palasamudram, Republic of India, from May 5 to May 10, 2024. The best practices in training management shared during the meeting have been incorporated into operational activities to the extent possible, and the following tasks have been successfully implemented as a result.

- For the first time, the Training Center of Customs General Administration of Mongolia has proactively determined the budget required for training and secured the approval of the leadership for a total funding of 198,317,000 MNT (approximately 58,328 USD) at the beginning of the fiscal year. Within the framework of this budget, a total of 58 types of training programs have been approved, covering both training expenses and travel costs. These training programs are designed for officials from the central customs administration, subordinate offices, and regional branches.
- The Training Center conducted a study on establishing a unified training platform across the Customs Administration. The proposal was discussed and approved during the 7th regular meeting of the Professional Council of the General Customs Administration on December 13, 2024. A decision was made to implement the unified training platform, and the necessary budget for its implementation has been approved.
- Based on the format of the Training Management Meeting held in India, a new specialized training program has been developed, and the corresponding teaching materials and resources have been fully prepared. As part of this effort, a three-week research study was conducted at the Ulaanbaatar Customs Office to collect case materials and identify key issues. The research was conducted collaboratively by instructors D. Bulgantamir, G. Bayarmaa, N. Nyamgerel, N. Anujin, and J. Jargal-Erdene. As a result of this research, a new training curriculum has been developed, and a mid-level specialized training on Commodity Classification, Customs Valuation, and Tariffs is scheduled to be conducted on April 16, 2025. Additionally, a plan has been established to develop and implement a new mid-level specialized training program on Customs Violations, Inspection, and Clearance in March and April 2025, in alignment with the World Customs Organization's training framework.
- As part of strengthening the capacity of the Training Center, an agreement has been reached at the management level to establish a new Distance Learning Center at the "Gorkhi Medlekhi Khad" recreation facility, located in the 6th subdistrict of

- Nalaikh District, Ulaanbaatar. A project development working group for establishing this center has been approved by the order of the Head of the Customs Central Administration. This working group includes Training Center Director Ch. Munkhkhishig and Secretary D. Bulgantamir. The center is planned to be built on a 358.8 square meter area, with 50 rooms capable of accommodating 100 guests, along with a lobby, reception area, dining section, training halls, and a conference room. Research and design work for the project has already commenced.
- Trainers of the Training Center J. Jargal-Erdene, D. Bulgantamir, G. Bayarmaa, N. Nyamgerel, and G. Tamir collaborated on the translation of the World Customs Organization (WCO) "Middle Management Development" program. A first module on "Managing Yourself" training module was developed by Training Center Director Ch. Munkhkhishig, along with instructors D. Bulgantamir, N. Nyamgerel, G. Bayarmaa, and G. Tamir. This training was conducted in a classroom setting on December 11–12, 2024, with the participation of one senior customs inspector from each regional and district customs office. The purpose of this training was to develop appropriate managerial behavior and attitudes, enhance their and team leadership skills, and equip participants
  - with the core competencies required for effective collaboration with stakeholders in customs operations. This initiative supports the implementation of the organization's strategic objectives. A total of 18 senior customs inspectors from 17 regional and district customs offices attended the training. Preparations are now underway for the second module, "Managing Your Team," which is scheduled to be conducted in May 2025 for senior Customs inspectors.
  - In order to enhance the skills of the Training Center's instructors and ensure continuity in training, N. Anujin, a Customs Inspector from the Selenge Customs Office, has been temporarily appointed as a trainer at the Training Center. She has already delivered 54 hours of lectures on Customs Tariffs as part of both introductory and specialized training programs. A proposal to retain her as a full-time instructor at the Training Center has been submitted to the Director-General of the General Customs Administration and the Human Resources Department following a resolution from the staff meeting.

- In collaboration with the Customs Veterans' Committee, a total of 29 hours of lectures on HS Code (BTKUS), Valuation, and Customs Management were delivered by senior instructors. This initiative aimed to improve the teaching skills of the young instructors at the Training Center and enhance their theoretical and practical expertise. Additionally, efforts are underway to develop a Harmonized System Classification manual in collaboration with senior instructors
- Based on the experience of CBIC, it is evident that they not only prioritize enhancing the knowledge, skills, and expertise of customs officers but also place considerable emphasis on their psychological well-being and overall health, which is highly commendable. In response to this, the training center has signed an agreement with D. Tsogzolmaa, a psychologist and lecturer at the Mongolian University of Science and Technology, to provide psychological counseling to customs officers and to identify and alleviate symptoms of occupational burnout. A budget of 20 million MNT (approximately 5,700 USD) has been approved by the management for this initiative, and preparations are currently underway for its implementation.
- The "Gender Equality Organizational Assessment Tool 2023" issued by the World Customs Organization (WCO) were translated in collaboration with the Risk Management Department and the Post-Clearance Department. To assess gender equality and diversity within the customs organization, six core principles, 16 subcategories, and 105 evaluation criteria were developed. A comprehensive survey was conducted across all customs offices and units, and the findings were submitted to the WCO Secretariat on August 15, 2024.



*Courtesy of Customs Administration of Mongolia*

## 2-2 Implementation Summary Report Based on Knowledge Gathered During the WCO Sub-Regional Workshop on Training Management by Sri Lanka Customs (6-10 May 2024)

- **Progress of Using the WCO Tools**

After the Workshop we rigorously promoted CLiKC! platform and as a result the adoption and utilization of the CLiKC! Learning Platform, has seen notable increased:

Usage of CLiKC! Learning Platform:

- The number of officers registered for training through the platform:
  1. XX officers registered in 2023.
  2. XX officers registered in 2024.
- Courses enrolled: A total of XXX courses were undertaken by officers during the reporting period, showcasing an increase in engagement and interest.

- **Identification of Training Needs**

A comprehensive approach was introduced to identify the training needs of Customs officers, ensuring the alignment of training programs with operational requirements.

- An annual training needs survey has been introduced and it was scheduled to implement during the third quarter of the year (Oct to Dec 2024) to identify training need at different levels. Following modes had been implemented initially;
  - Written Requests: A formal request was sent to all Customs Directors to identify the training gaps and requirements of their directorate and submit to HRD Directorate.
  - Google Form Survey: An e-questionnaire was distributed to

individual officers in the form of Google Forms, targeting their personal training needs.

- Collected information have been analysed and identified the needs. New programmes have been introduced if resources are available and others have been submitted to donors to receive foreign trainings.
- Above process was successful but we still identified a gap at cluster level. We addressed the needs at individual level and directorate level. However, to identify training requirements at cluster level, that is the common trainings required for number of directorates coming under one cluster which are interconnected in the operation was not identified in the 2024 survey. It was decided to conduct cluster level survey in 2025 survey through a discussion with respective ADGC and DCs of each cluster.
- **Annual Training Plan**  
Before the workshop Sri Lanka Customs used to follow the same annual training schedule without a substantial review for years. With the introduction of training needs survey and review of the annual training schedule in each year integrating new programs into Annual Training Plan produced a full coverage of capacity building

requirements of the Customs Department.

- In 2024: Six new training programs were introduced based on identified needs.
- In 2025: An expanded focus will see 11 new training programs.
- Collaborative efforts have been made with foreign donor agencies to organize and facilitate some of these training initiatives.

#### • **Designing the Training Courses**

Lessons learned from the Workshop made us designing good quality training programmes. Re-designing process has been initiated in mid-2024 focusing important modules such as induction training programs for new recruits. In this process a committee was appointed including selected HR committee members, senior management, resource persons and subject specialists and designed the programme. The training programs have been meticulously designed with a focus on both professional skills and ethical considerations. Finally, the training program has received formal approval from the head of the department, ensuring organizational alignment and commitment.

#### **Inclusion of Integrity in Customs:**

All training programs incorporate Integrity in Customs as a key focus area, emphasizing ethical practices in Customs operations.

#### **Induction Courses for New Recruits:**

A dedicated team, including senior management, resource persons, and HRD

members, has been formed to design specialized induction courses for newly recruited officers.

#### • **The Trainer**

Steps have been taken with the support of the good practices shared during the workshop to develop trainer quality. A strong emphasis has been placed on the professional development of trainers to ensure they are equipped to deliver high-quality training sessions.

#### **Trainer Requirements:**

A survey has been conducted to gather input from trainers on their needs that are required to develop their teaching skills, training materials and other training related essentials available in the modern technology.

#### **Train the Trainer Program:**

A specialized Tailor-made Train the Trainer program was designed incorporation the identified needs from the survey to enhance the capabilities of trainers, with a focus on emerging educational technologies, including AI-based learning tools etc.



- The program was offered through a specialized panel of experts from one of the leading prestigious research and Training institute in the country, ensuring the trainers are up-to-date with the latest trends and best practices in teaching.

- **Evaluation**

The evaluation of training programs was initiated in 2025 to measure the effectiveness and impact of the courses.

**Feedback Mechanism:** A structured process was introduced to gather feedback from participants about both the content of the courses and the effectiveness of the resource persons delivering them. This feedback will be analysed, shared with the resource persons and utilized to refine and improve future programs. Both google form and a written paper are used currently and, in the future, it is planned to get rid from the paper-based method.

- **Gender Equality**

In order to promote gender equality, the nomination and selection process for training programs have been designed to ensure equal opportunity for both male and female officers.



- Efforts have been made to create a balanced representation of genders across all programs, ensuring equal access to training opportunities regardless of gender.

### Conclusion

The implementation of the training management plan, based on insights and knowledge gathered from the WCO Sub-Regional Workshop, is progressing well. Significant strides have been made in the areas of training needs identification, course design, trainer development, and the adoption of new technologies for learning. Continued evaluation and feedback from participants will guide further improvements to ensure that training programs remain relevant, inclusive, and impactful.

This ongoing commitment to developing Customs officers will ensure that they are better equipped to meet the challenges of the evolving global trade environment.



*Courtesy of Customs Administration of Sri Lanka*

## 3. Acronyms, Abbreviations and Glossary

### 3-1. Acronyms and Abbreviations

**AP:** Asia-Pacific

**DG:** Director-General

**HRD:** Human Resource Department

**HRM:** Human Resource Management

**LMS:** Learning Management System

**LNA:** Learning Needs Assessment

**HS:** Harmonized System

**OJT:** On The Job Training

**ROCB:** Regional Office for Capacity Building

**SMEs:** Subject Matter Experts

**TFA:** The WTO Trade Facilitation Agreement

**WTO:** World Trade Organization

### 3-2. Glossary of Terms

TERMS	GLOSSARY OF INTERNATIONAL CUSTOMS TERMS
ADDIE MODEL	ADDIE is a learning development model that stands for Analysis, Design, Development, Implementation, and Evaluation.
PERFORMANCE APPRAISALS	A periodic assessment of an officer's performance and competencies during a defined appraisal period, based on the organization's competency framework, evaluating both achievements and how they were achieved.
LEARNING NEEDS ASSESSMENT	A process to identify competency gaps and determine and prioritize learning and development needs at the organizational and individual levels.
OFF-THE-JOB-TRAINING	Training conducted outside the officer's regular work environment, typically in a classroom or structured setting, aimed at developing knowledge and skills not acquired through daily work activities.
ON-THE-JOB-TRAINING	Training in the workplace through practical, hands-on experience, where officers learn by performing actual job tasks under supervision or guidance.
SUBJECT MATTER EXPERTS	Officers with specialized expertise in a particular area who contribute to the design, development, and delivery of training or technical assistance.
TRAINING PROGRAMME	A structured set of learning activities designed to develop specific competencies, knowledge, and skills, aligned with organizational needs and objectives.
WTO TRADE FACILITATION AGREEMENT	WTO members reached consensus on the Trade Facilitation Agreement (TFA) at the Bali Ministerial Conference in December 2013.  The TFA contains twelve articles regarding Trade Facilitation and Customs Cooperation in Section I, ten articles on special and differential treatment for developing countries and least-developed countries in Section II and two articles on institutional arrangements and final provisions in Section III. The TFA deals almost entirely with Customs-related topics.