

PROFESSIONAL TRAINING OF CUSTOMS AND FOREIGN ECONOMIC ACTIVITY EXPERTS IN THE CONTEXT OF GLOBALIZATION AND STANDARDIZATION

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The article deals with current issues of customs officers and private sector foreign economic activity specialists professional training in the context of globalization and standardization. The authors define the role of customs services that - in the 21st century - face challenges caused by globalization initiatives to facilitate trade and security. The focus is on the need and appropriateness of the development and implementation of international professional customs standards as a unified tool for institutional development of customs services in the era of globalization. The authors proved the EU Customs Blueprints as a basis for the standards of training customs officers' development and described the objectives and nature of the World Customs Organization Professional Standards, which define goals and strategic objectives of customs officers training. Educational strategies and recommendations on the structure of training and curriculum elaboration are presented.

Keywords: customs officer, private sector, foreign economic activity specialists, professional training, World Customs Organization, Professional Standards, implementation, capacity building.

Formulation of problem. The role of customs in the 21st century, which faces challenges posed by globalization, an initiative to facilitate trade and security, requires renovation of professional approach to the management and operation of customs administrations around the world to a new partnership "customs - the private sector (i.e. business)". World Customs Organization is an

intergovernmental organization with competence in the field of customs, which brings together 177 member countries, among its primary objectives in the strategy document “WCO STRATEGY 2020” announces workers’ training for customs administrations and businesses, working in field of foreign relations (www.wcoomd.org).

Therefore, the importance of the subject of our article on professional training in the field of customs in the context of globalization and standardization due to the need for trained human resources by adapting the national level proposed by international organizations (e.g. World Customs Organization (hereinafter - WCO), United Nations Economic Commission) and other institutions of innovative tools and best practices. The purpose of the article is to analyze the training of customs officers in the context of globalization and standardization and develop recommendations for further improvement and unification.

Analysis of recent publications. Various aspects of continuous professional education in the field of customs examine scientists from different countries (A. Belyaeva, A. Beckman, I. Vasiliev, D. Viddousan, L. Debok, S. Dzhennard, A.Kon'kova, V. Lyednov, L. Lozbenko, M. Makhmutova, Alexander Melnikov , H.Mintzberg, Y. Jansson, A. Kanheldiyev, A. Krupchenko, A. Pavlenko, A.Pankratov, I. Pogiba, A. Poro, etc.). In many studies [1, 2, 3, 4, 5, 6, 7] emphasizes that the modern custom manager expected increased understanding of political, economic and trading environment, which now operates Customs, the ability to apply progressive management and technological tools. This is compounded by the data analysis of the diagnostic mission of the World Customs Organization (hereinafter - WCO), conducted a program of WCO Columbus (www.wcoomd.org).

The main material of research. At the time requirements of international organizations, including the conditions and requirements of globalization it were developed efficient techniques and tools of professional training of specialists in the field of customs and the private sector - economic agents - who work with customs authorities. Among the innovative tools, first of all it should be noted the

following: WCO e-learning program CLIKC (www.wcoomd.org) as the most pressing contemporary education tool in global world; methodological tools of WCO «The WCO Capacity Building Development Compendium» [8]; educational and methodological tools of the UN Economic Commission of Europe of the World Trade Facilitation «Trade Facilitation Implementation Guide» (<http://www.unece.org>), guidance to simplify global trade «Trade Facilitation Implementation Guide», developed by the World Trade Organization (http://www.wto.org/english/tratop_e/tradfa_e/tradfa_e.htm); training manuals EU Mission EUBAM, namely: "Effective Management Tools" and guide for facilitators [9, 10]. However, theoretical analysis and practical application of these tools in training employees Ukrainian customs administrations have not been done sufficiently yet.

Our analysis confirmed that some customs administrations and institutions recognize that there is a special set of knowledge, skills and behaviors that are necessary to perform the unique role of customs in the government, making the settlement of international trade to meet national goals that can be achieved only through a more professional approach to management development and career development of personnel customs authorities. In response, educational institutions in different countries, customs officials, who prepare and conduct training, need to develop special curricula, but until recently, there was no coordination or standardization in these individual attempts.

In 2005, the WCO has begun organizing many individual interests and developments in this area, to create a set of common, internationally recognized standards of professional development of customs managers. The initial presentation was made with the support of the International Network of Customs Universities (INCUI) (www.incui.org) in 2006, by starting of program WCO PICARD (Partnership in Customs Research and Development/Partnership in Customs Academic Research and Development) and were further developed in the second conference PICARD, held on 27-28 March 2007.

In parallel, in the framework of the program PICARD, academic institutions not only rebuilt the International Network of Customs Universities, but also a rich source of information in the field of customs, which became an international customs Journal World Customs Journal (www.wcoomd.org/en/media/newsroom/2008/april/world-customs-journal.aspx; www.worldcustomsjournal.org).

Working with INCU, WCO finalized professional standards for strategic and operational management of customs and continued work on the development of uniform international standards for inspectors of customs institutions and instruments of implementation of standards [5]. Now academic institutions can implement standards (agreed to international organizations) in their curricula, while meeting the national accreditation criteria. It should be noted that a number of academic institutions in the world have initiated and worked out pilot programs based on these standards.

In addition, when standards were established and started its application, WCO has launched the implementation of a new tool - custom certification of educational institutions based on which qualifying institutions and institutions for releasing recognition WCO will be entitled to the implementation of the curriculum standards of the WCO.

So it has to be noted that the development of professional standards was carried out for three main purposes:

- 1) to develop standards that can be implemented in a professional profiles for recruitment of Customs;
- 2) develop standards, which can be measured on-site training;
- 3) develop standards, given that you can develop educational standards for training of customs officers.

Thus, the Standard contained in WCO publication "Professional Standards" [5] can be used and shall be used by the academic world to develop the national curriculum, providing professional qualifications to customs workers and other professionals of the private sector, working in the field of foreign economic

activity, bachelors and masters in various fields (law, economic, scientific, technical, etc.).

It has to be noted, that the global Customs community and the private sector, which cooperates with the customs, namely in the context of globalization recognize the importance of unification and standardization as requirements of performance standards (procedures and processes) (that are professional standards) and of educational standards. Therefore, the main purpose of accreditation of educational institutions that train specialists for customs agencies and the private sector, is working with Customs; it is considered the unification of requirements to perform production tasks and the training of specialists (WCO PICARD Certification). This, in turn, serves as a requirement for compliance with WMO curriculum Standards. That refers to the fact that schools are required to present the relationship between professional standards and WMO program of the institution, as well as the connection between the WMO requirements for knowledge and objects of the institution, describe their philosophy and show a practical action plan for transferring the received knowledge and skills in the conventional work environment.

Findings from research. The analysis allows concluding that proof of the urgent need in the era of globalization, different customs administrations around the world, as well as various economic agents to understand each other in order to facilitate global trade is spreading the idea of standardization and unification of training, as evidenced by the following:

- 1) the coincidence in time of increased attention from various international institutions and professional as professional standards and tools for their implementation;

- 2) increase the cooperation between international organizations and professional associations with educational institutions on the development of competency standards for professionals;

3) sufficiently serious resemblance content reference and teaching tool to simplify global trade that have been developed by various international organizations;

4) intensification of international organizations at the national level (with national experts, facilitators etc.) for development and testing mechanisms and instruments for standards implementing;

5) focusing on trainers-facilitators' training (initiating and supporting the work of international copyright collectives to develop standardized teaching tools for trainers-facilitators);

6) attention to the multi-language direction of global unified teaching tools.

Analysis of the work of the pilot WCO schools (www.wcoomd.org) for the implementation of professional WCO standards, reviews of professional associations, known as corporations such as “Global Alliance for Trade Efficiency”/GATE) supports the conclusion that in the context of globalization and standardization of instruments of international organizations, especially for global education (e-learning), are the most effective means of training and professional development in the field of customs and foreign trade activities.

Prospects for further research. We consider convenient to further theoretical development and practical implementation of standardized professional and educational standards for inspectors of the customs authorities (lowest level) and specialists in international trade.

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