

# **IMPLEMENTATION OF TRAINING AND METHODOICAL INSTRUMENTS OF THE WORLD CUSTOMS ORGANIZATION IN THE PROCESS OF TRAINING OF MASTERS IN THE FIELD OF CUSTOMS IN UKRAINE**

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*The article deals with the current issues of implementation of the WCO educational and methodical instruments in the process of training of masters in the field of Customs in Ukraine. The author emphasizes the importance of the usage of the WCO thematic modules and interactive courses in the curriculum of Masters enrolled in the fields of law, international economics, finance and credit, accounting and audit, international management, information control systems and technology, transport systems in the Academy of Customs Service of Ukraine . The author suggests developing lectures and seminars of such disciplines like “International Customs law”, “Electronic declaration”, “Basics of export control”, “Risk analysis in Customs”, “Customs post audit”, “Monitoring the delivery of goods”, “The financial and economic activity of Customs”, “Information security in Customs” and “Integrity of Customs officers”, learnt by the Masters in the Academy of Customs Service of Ukraine, on the basis of theoretical materials and practical tasks, which the WCO instruments contain.*

*Keywords: the WCO educational and methodical instruments, professional training, Masters, implementation, training programs, practical tasks.*

**Statement of the problem.** Over the past few decades there has been a rapid and systematic entry of Ukraine into the space of the global economy. Thus there has been initiated the signing of international conventions and agreements on international trade security and facilitation of Customs formalities, harmonization of national laws, processes and tools with existing international standards, development of standardized educational and professional standards as well as implementation of innovative communication technologies and networks. New challenges facing the world trade, namely the need to create an effective, fast and reliable way to move goods by removing obstacles such as opaque rules and

regulations, numerous and lengthy clearance procedures and various documentary requirements, which increases the level of predictability [8], require from the Ministry of Revenues and Charges of Ukraine to effectively implement certain instruments of capacity building of Customs administrations as well as current approaches to the development of professional competence of human resources.

In its turn, the training of highly qualified specialists of Customs administrations, who are capable to operate in the terms of the global character of international trade and effectively solve professional tasks as well as properly apply the economic, political, legal and modern information technologies knowledge, made it necessary for educators and experts in Customs affairs, especially the experts of the World Customs Organization (hereinafter – WCO), to search for the relevant forms, methods and means of professional training, the content of the disciplines, creating conditions for developing students' capacity for independent, creative professional activities [9].

Therefore, the relevance of the subject of this paper concerning implementation of the WCO educational and methodical instruments in the process of training of masters in the field of Customs is stipulated by the need to modernize curricula, plans and contents of professional disciplines using nationwide adaptation of the maximum possible number of methods, techniques, tools, best practices and innovations that exist within the international Customs community. The purpose of the article is to analyze the existing WCO educational and methodical instruments and give recommendations for further implementation of the best educational models in the professional training of the staff of Customs administrations enrolled in the Master's program in the field of Customs.

**Analysis of recent publications.** Scientific works researching the issues of professional competence and professional training in terms of a higher education institution are of significant interest for our study (T. Bilous, O. Vasilenko, O. Vorobieva, A. Gordeeva, G. Devyatova, I. Zakir'yanova, I. Izmestyeva). The studies of A. Belyaeva, O. Kon'kova, V. Lyednov, M. Makhmutov, O. Melnikov, A. Krupchenko etc. are devoted to common problems of the theory of continuous

professional education and building educational programs in continuous professional training of Customs authorities. Scientists are also considering the issues of productive professional activities of Customs personnel (A. Pankratov), factors of improving the mechanism of Customs administering (I. Vasiliev, I. Pogiba, L. Lozbenko, O. Kanheldiyev), experience of implementing international standards in professional training of Customs officers (O. Pavlenko), areas of academic study of Customs human resources (D. Viddowson), innovative methods and patterns of professional training in the field of Customs affairs (A. Poro, S. Jeannard, L. De Bock). The team of Ukrainian scientists headed by P. Pashko [3] has developed the educational and qualification characteristics of a graduate studying for the educational and qualification level of "Master" in a Customs higher education institution. Simultaneously, scholars of the international organizations such as the WCO, the WTO, the UN Economic Commission for Europe, the International Chamber of Commerce have dedicated a number of studies to unify job descriptions of Customs staff, to find effective methods, techniques and tools of the professional training of specialists in the field of Customs. However, theoretical analysis and practical application of these tools for training needs of employees of the Ukrainian Customs administrations have not been done properly so far.

**Introduction of the main issues of research.** We should underline that nowadays the World Customs Organization, which is the only non-governmental organization with competence in Customs matters bringing together 177 member states in all six geographic regions of the world, has developed an effective strategy to modernize Customs administrations and coordinates the implementation of Professional Standards through the creation of six WCO Regional Offices for Capacity Building (ROCBs) and twenty-one Regional Training Centers (RTCs), which introduce modern tools of training and professional development of Customs personnel [1]. Within these strategies the ROCB coordinates and directs strengthening of Customs administrations of the region, whereas the RTC is a WCO tool for solving problems in the field of training and skills development of

Customs employees as part of its regional programs. In addition, the WCO PICARD Programme [7] initiated international partnership in the field of Customs academic research and development as well as designing and implementation of the standards of professional education and postgraduate training of Customs officers.

At the same time standardization and implementation of the WCO Professional Standards is carried out within the WCO accredited universities [5] including the University of Münster (Germany), the University of Canberra (Australia), the University of Costa Rica, the Riga Technical University (Latvia), the International Business and Law Institute (Russia). They offer academic programs to BA and MBA levels, distance learning and training programs for Customs management and are key Customs players at the national and international levels. In Ukraine, full-time and part-time professional training in the field of Customs for Bachelor, Specialist and Master levels is conducted in the Academy of Customs Service of Ukraine, which since 2006 has become the pilot university to implement the WCO PICARD Professional Standards and which claim to be accredited by the WCO is being considered in the current year [2, p. 167 - 169].

Our analysis revealed that in order to establish the optimal level of implementation of the standards of professional education and postgraduate training of Customs officers the WCO experts to meet modern challenges of Customs administrations in the context of globalization and harmonization of Customs procedures, strengthening the fight against Customs violations have developed effective educational and methodical instruments of professional education and postgraduate training of Customs staff, which are designed on the base of international best practices. In particular, thematic modules that are methodical tools helping the lecturers of professional disciplines in the preparation of quality lectures via detailed plans, lecture contents, practical assignments and additional slides developed by the WCO scientists and e-learning courses that are educational tools covering all the areas of operational activities of Customs

administrations, teaching to effectively use legislative norms and provisions of the international conventions and agreements in order to perform professional tasks at a high level.

We should note that the thematic modules include four general topics and ten subtopics, namely [6]:

*I. Enforcement:*

1. Risk Assessment, Profiling & Targeting (21 lessons);
2. Commercial Fraud (28 lessons with additional resources and case studies).

*II. Procedures and documents (the Revised Kyoto Convention):*

1. Module 1 - Background to the Revised Convention (1 lesson);
2. Module 2 - Body of the Convention (1 lesson);
3. Module 3 - The General Annex (11 lessons);
4. Module 4 - The Specific Annexes A-J (22 lessons).

*III. Tariff & Trade Affairs*

1. Harmonized System (training materials with exercises; 21 lessons)
2. Customs Valuation (Basic) (27 lessons and exercises)
3. Customs Valuation (Intermediate/Advanced) (10 lessons and exercises)

*IV. Capacity Building*

1. Training Techniques (11 lessons with 2 annexes)

Here is an example of the themes included in the contents of the twenty-one lessons of the subtopic "Risk assessment, profiling and targeting", which cover important aspects in the context of Customs affairs, namely: risk assessment: concepts, definitions; profiling; the risk management cycle; general and private aviation; commercial aircraft; profiling of air passengers; selectivity in passenger inspection; targeting high risk passengers; drug smuggling by intracorporeal means; passports; airline tickets; commercial cargo profiling and selectivity; air cargo risk indicators; internal conspiracy; selecting vessels for search; ocean container risk indicators; smuggling at land borders; think drug smuggler exercise; post seizure analysis; enforcement intelligence: "signs and clusters"; how Customs may access and make full use of trade information [4]. We believe that the

theoretical and practical material contained in these modules contributes to more systematic, consistent and qualified teaching of professional disciplines, efficient reinforcement of theoretical knowledge by the means of answering the questions, problem-solving tasks, independent search for the necessary economic and legal data. Taking into account the abovementioned factors, we consider it feasible to use the materials of the thematic modules in the preparation of lectures and seminars within such Customs disciplines as "International Customs Law", "Electronic declaring", " Fundamentals of Export Control", "Customs Risk Analysis", "Customs Post Audit", "Supply Chain Control", "The Financial and Economic Activity of Customs Administrations", "Customs Information Security" and "Training Customs Integrity" learnt by students for the qualification of Master level in the Academy of Customs Service of Ukraine [3, p. 2].

E-learning courses, in their turn, contain innovative educational tools with the help of which future Customs officers (within the bachelor or master programs) or the staff of Customs administrations (within the postgraduate training programs) acquire the necessary skills to solve professional tasks, efficiently operate in the Customs environment and handle information flows. As our research revealed, the contents of training materials included within such e-learning courses as Customs controls, Customs valuation – case studies, intellectual property rights, drug precursors control, multilateral environmental agreements, the Montreal Protocol on substances that deplete the ozone layer, the Convention on International Trade in Endangered Species of Wild Fauna and Flora, the TIR System, the WCO SAFE Framework of Standards, the Istanbul Convention on temporary admission, the WCO Data Model, the Harmonized System, Customs valuation, transfer pricing, rules of origin, integrity of Customs authorities [6] correspond to the urgent needs of training highly qualified specialists. In addition, case studies, business and role-playing, problem-solving tasks, slides and video materials, documents, international agreements and conventions included in the e-learning courses reflect in the most possibly efficient way the trends within the international Customs environment as well as contribute to a consistent and systematic development of

professional competence of officers of Customs administrations in accordance with the WCO Professional Standards.

We found out that the abovementioned e-learning courses foster the professional functions and mainstream tasks performance of Customs personnel, train organizational, administrative, legislative, monitoring, enforcement, technical, information, statistics, economic and financial skills stipulated in the educational and qualification characteristics of Master's degree in the field of Customs, which was developed by the team of scientists of the Academy of Customs Service of Ukraine headed by P. Pashko, the Chairman of the Scientific Council of the State Customs Service of Ukraine [3, p. 8-9]. For example, case studies included in the contents of the e-learning courses "Customs Controls" and "Customs Valuation" train students to ensure implementation of the economic policy of the state regarding taxation of foreign trade operations, protect the economic interests of Ukraine, arrange activities related to the control of the timely payment of Customs duties and other charges, detect the violations of accuracy of assessment of Customs duties during audits as well as take measures to prevent and detect smuggling and Customs frauds. In view of the abovementioned facts we consider it appropriate to introduce case studies, problematic issues, role and business playing offered within the WCO e-learning courses to the curricula of Masters in the field of Customs within such specialties as "Law", "International Economics", "Finance and Credit", "Accounting and Auditing", "Management of Foreign Economic Activity", "Information Management Systems and Technologies" and "Transportation Systems" in the Academy of Customs Service of Ukraine.

**Summary of the study and prospects for further research.** To sum it up, the WCO educational and methodical instruments are currently the most effective means of training and professional development in the field of Customs, which is reflected in the broad application of these instruments by many Customs administrations of the WCO member countries in order to constantly improve the professionalism of personnel and build a common model of Customs knowledge

inside the community of future professionals studying for a Master's degree in the WCO accredited universities. In the system of professional training of the Customs staff of Ukraine the WCO educational and methodical instruments have not yet been used in the proposed scope and demand for further theoretical study and practical implementation in the curriculum of Masters in the field of Customs.

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