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TESI DI DOTTORATO

ESP for Customs and Excise

a network bridge to

Academic Programmes for Customs Profession

S.S.D. L – LIN/12

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I am because we are. We are because I am.

African proverb

To my colleagues, senior and junior customs officers, wherever they are, all over the world.

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ABSTRACT

This study outlines an approach for academic programmes dedicated to the customs disciplinary sector, using the English language as a vehicle to harmonize content and proposes a set of tools required to reach this goal.
The study is divided into two main sections: the first devoted to the setting up of an ESP Syllabus for Customs & Excise which focuses on the following points:

1. *English for Specific Purposes (ESP) - English for Academic Purposes (EAP) - English for Occupational Purposes (EOP)*
2. *Needs Analysis (Target Situation)*
3. *Needs Analysis Questionnaire*
4. *Curriculum versus Syllabus*
5. *ESP Syllabus for Customs & Excise*

In the second section, I describe how this Programme Design is linked to the three initiatives shown in annexes II – III and IV:

1. *Customs & Excise Professional Refresher Course*
2. *MA degree for Operational Managers/Leaders*
3. *BA degree in Customs Disciplines*

The Annexes briefly introduce the World Customs Organization and in chronological order, the concrete activities of my three year PhD Course related to the setting up of Academic Programmes dedicated to Customs Disciplines.
During this period I have participated directly in drafting the Master for Operational Managers/Leaders, the Professional Refresher Course in Customs & Excise, and the Bachelor in Customs Disciplines.
I was an “observer” at the WCO Capacity Building Committee and Integrity Sub-Committee and acted as a member of a Steering Group created by the European Commission General Directorate for Taxation and Customs Union for the “Feasibility Study on an EU Academic Customs Programme” financed under the Customs 2013 programme in 2011.

ESP for Customs and Excise

a network bridge to

Academic Programmes for the Customs Profession

INTRODUCTION

[1]

In telecommunication networks[2] a bridge works at the data-link (physical network) level of a network, copying a data frame from one network to the next network along the communications path.

By migration of concept, the intent of my project is to show how English for Customs and Excise (ECE) might represent a fundamental network bridge in order to favour the system of shared knowledge among different academic programmes for customs at international level.

Researchers know that writing a thesis implies gathering synchronically and diachronically, the complex network of relationships existing among the different key players involved in the same topic and that the language instrument that often makes their projects possible is ESP (English for Specific Purposes).

ESP represents a sphere of English language learning traditionally divided into two areas: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP) (Dudley-Evans, T., & St John, M., 1998). According to the authors, EAP is the main branch

[1] http://static2.brokerbin.com/new_icbin/img/joinnetwork_bridge.png
[2] http://searchsecurity.techtarget.com/definition/bridge

of ESP, defined as "*any English teaching that relates to a study purpose*" (Dudley-Evans & St John, 1998, p.34).

The present study is divided into two main parts: **theoretical** and **practical.** In doing so, I've tried to highlight the need to apply the knowledge and skills acquired academically to the training needs of a specific category of workers, that of Forwarding Agents and Customs Practitioners, offering in the meantime the opportunity for students to enhance their knowledge of the subject while attending the same course as experts in the field.

The primary focus of the **theoretical part** is related to **ESP, EAP, and EOP**: their definitions supported by several theories, and characteristic features, while the **practical part** is dedicated to the description of the setting up of an **ESP Syllabus for Customs & Excise** and in particular considers the following points:

- Needs Analysis
- Needs Analysis Questionnaire
- Curriculum versus Syllabus
- Customs & Excise Syllabus
    - Genuine Materials
    - Adapted Materials
    - Synthesized Materials
    - Created Materials

In addition four annexes are included to illustrate three distinct initiatives linked to Customs Training, which are:

1. Customs & Excise Professional Refresher Course
2. MA degree for Operational Managers/Leaders[3]
3. BA degree in Customs Disciplines

The Annexes briefly introduce the World Customs Organization and in chronological order, the concrete activities of my three year PhD Course related to the establishing of Academic Programmes dedicated to Customs Disciplines.

[3] The views presented in this initiative are solely those of the author who has taken into account the WCO Professional Standards Guideline.

During this period I have been directly involved in drafting the Master for Operational Managers/Leaders, the Professional Refresher Course in Customs & Excise, and the Bachelor in Customs Disciplines.

I participated as an "observer" at the WCO Capacity Building Committee and Integrity Sub-Committee and as member of a Steering Group created by the European Commission General Directorate for Taxation and Customs Union for the *"Feasibility study on an EU Academic Customs Programme"* financed under Customs 2013 programme in 2011.

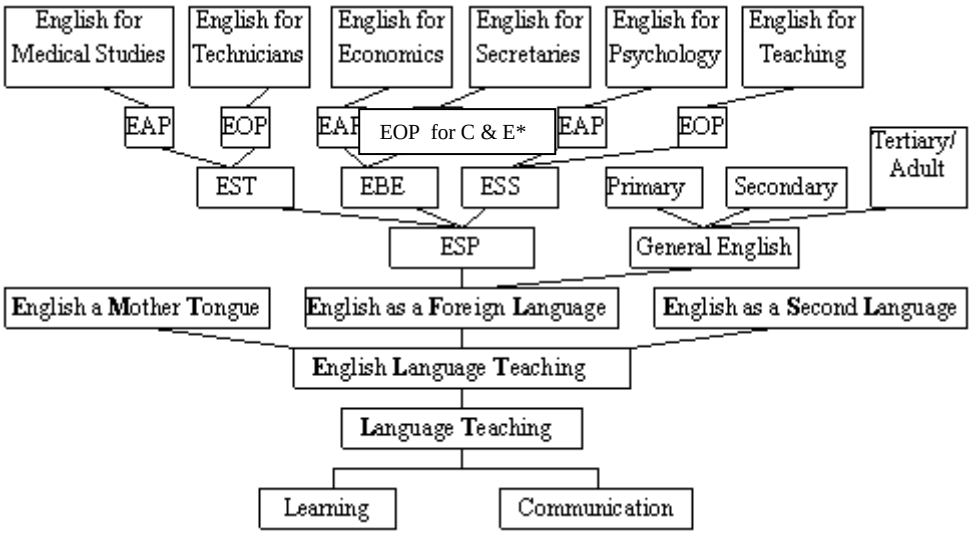
Experience becomes possible because of language.

Noam Chomsky

Chapter 1

ESP, EAP, EOP

Tree of ELT" (Hutchinson & Waters, 1987)



*added by author

1.1 What is ESP (English for Specific Purposes)?

According to Pauline C. Robinson (1989) ESP represents a type of ELT (English Language Teaching): a "*Goal-oriented language learning"* (Robinson, Pauline, ed. Hywel Coleman, 1989, 398) in that the student has a specific goal to attain.

Dudley-Evans, St John (1998) divided characteristic features of ESP into two groups according its ´absolute´ and ´variable´ attributes.

Regarding **absolute characteristics** (according to Dudley-Evans, St John):

- ESP meets the specific needs of the learner
- ESP makes use of the underlying methodology and activities of the discipline it serves
- ESP is centered on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities

The **variable characteristics** are seen in five points:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of general English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation;
- ESP is generally designed for intermediate or advanced students;
- Most ESP courses assume some basic knowledge of the language system, but they can be used with beginners (Dudley-Evans, 1998).

According to Master and Brinton in the 1960s, this discipline has become quite well known, especially because English has acquired the status of an international lingua franca in almost any field of study, and linguists have moved toward a contextualized notion of language.

If on the one hand the success of the English language has turned it into a vehicle for international communication, on the other hand the orientation of linguistic studies toward language as communication in social contexts has largely contributed to enhance the dignity of ESP studies.

The first studies on special languages were in fact those on register, which developed in a Firthian environment. Following strictly in Halliday's footsteps (Halliday, 1978), British

linguists identified special registers on the basis of lexical aspects, which they considered sufficient in themselves to distinguish them from common language.

1.2 English for Academic Purposes (EAP) - The Academic Programme for Customs will be facilitated by the adoption of internationally agreed upon mechanisms whose nature is EAP. According to Jordan (1997) the term "English for Academic Purposes" was first introduced in 1974, put into general use in 1975 and promoted by the annual meetings of the British organization SELMOUS (Special English Language Materials for Overseas University Students) (Cowie, Heaton, 1977, cited in Jordan, 1997). In 1989, SELMOUS became BALEAP (British Association of Lecturers in English for Academic Purposes) with the special mission to enhance the professionalism in the teaching of EAP at tertiary level.

Unlike general English courses centered on speaking and listening, EAP corresponds to an educational approach focusing on learners and situations, reading and writing.

In addition, its courses tend to teach learners formal, academic genres of the language rather than conventional and social genres as general English courses do (Hamp-Lyons, 2001).
EAP courses are usually run by special bodies like Language Centers, English Language (Teaching) Centers or Units in UK, or departments with similar names and functions. The situation is similar in other countries (Jordan, 1997).

Settings of EAP - Dudley-Evans, St John (1998, p.34) emphasize that *"the key determinant of what an EAP course should contain is whether or not the subject course is taught in English"*. For this reason, four types of EAP situation should be considered when we practice EAP teaching in tertiary level contexts:

1. EAP in an English-speaking country;
2. EAP in ESL (English as a second language) situations;
3. EAP situations in which certain subjects are taught in English;
4. EAP situations where subject courses are taught in the national language.

The most successful communication skills course in ESL countries turned out to be the combination of the traditional ideas of EAP and the communication skills for native speakers (Dudley-Evans, St John, 1998).

At tertiary level, however, only certain subjects, like science, medicine and engineering, are offered in English. But it is also true that teaching and learning may not be strictly taught in English due to the comparatively lower English level of either lecturers or students (Dudley-Evans, St John, 1998). According to Jordan (1997), the length of courses is not fixed. It can be "'short', e.g. 4-12 weeks, or 'long', e.g. 6-12 months, or longer" (Ibid: 2).

As far as the method of delivery is concerned, formal teaching programmes, self-access situations, distance-learning materials or CALL (Computer-Assisted Language Learning) can be chosen for EAP instruction (Jordan, 1997).

Dudley-Evans, St John (1998) posit that the difference between English for General Academic (EGAP) and English for Specific Academic Purposes (ESAP) may lie in the different focuses:

- EGAP courses are of more general contexts;
- ESAP put the emphasis on more specific tasks[4]

In addition, they suggest **the three-level cooperation for subject-specific work**:

- **Cooperation**: *"involves the language teacher taking the initiative and finding out what happens in the subject department"* (Dudley-Evans & St John, 1998, p.42.)
- **Collaboration** requires the language and subject teachers to work together outside the classroom.
- **Team-teaching** refers to their in-classroom cooperation.

Training students as researchers was promoted by Johns (1988) as an effective approach to help students enrich and develop their knowledge and skills in writing texts. According to Paltridge (2001), the role of learners, tutors, supervisors and examiners should be taken into account. Identifying key topics and concepts of the specific area and exploring the corresponding writing conventions are also involved in this approach by adopting it, we can enhance the autonomy of students' learning and help them explore further in their area. (Paltridge, 2001).

[4] Dudley-Evans & St John, 1998, p.44.

1.3 English for Occupational Purposes (EOP) – Background

According to Hutchinson & Waters (1984), the end of the Second World War in 1945 heralded an age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale. This expansion created a world unified and dominated by two forces namely, technology and commerce. This situation soon generated a demand for an international language for various reasons, most notably, the economic power of the United States in the post War era. The effect was to create a whole mass of people wanting to learn English, not for the pleasure or prestige of knowing the language, but because English was the key to the international currencies of technology and commerce. Previously the reasons for learning English or any foreign language was regarded as a sign of a well-rounded education.

Nearly 50 years ago, ESP expanded into the nature of particular varieties of English. In those years Ewer and Lattore (1969), Swales (1971), Selinker and Trimble (1976) began to propose that English should be based on the specific needs of the learner. The majority of the work was in the area of English for Science and Technology (EST) and sometime both ESP and EOP were regarded as almost synonymous, but there were studies in other fields as well, such as the analysis of doctor–patient communication by Candlin, Bruton, and Leather (1976).

In 1987 Hutchinson and Waters proposed that English for Occupational Purposes (EOP), should focus on those language aspects which tend to improve the workers' professional performance. It is in this regard that I intend to look at the teaching of English language within Customs & Excise Courses.

In Hutchinson and Waters opinion (1987) this development was accelerated by the oil boom of the early 1970s which resulted in a massive flow of funds and western expertise into the oil-rich countries. English suddenly became a big business and commercial pressures began to exert an influence. Time and money constraints created a need for cost – effective courses with clearly defined goals. The general effect of all this development is that the English language became a language that everybody wanted to learn based on individual occupational needs and in 1978 Widdowson reasserts that development in the field of linguistics started as the demand was growing for English courses tailored to specific needs. Influential new ideas began to emerge in the study of language. Traditionally, the aim of linguistics had been to describe the rules of English usage, that is, the grammar. However, the new studies shifted

attention away from defining formal features of language usage to discovering the ways in which language is actually used in real communication.

English for Occupational Purposes (EOP) is the study of English language based on the specialized area of the learner to enhance the professional communicative needs in terms of his post-training experiences.

Swales (1990) stated that EOP is where English is generally used for any activity that is related to work and this view gained ground as Nwoke (1991) found that the English needed by a particular group of learners could be identified by analyzing the linguistic characteristics of their specialized area of work or study. Later on, in 1996 the same author asserted that if language varies from one situation of use to another, it is possible to determine the features of specific situations and then make these features the basis of the learners' course. In the same year he anticipated that English, like other disciplines was branching off into more and more specialized concerns.

In 1996 Ellis and Johnson suggested that *"when keeping in mind the purpose of teaching EOP the use of authentic material is essential"* (p. 157). For this reason, in setting up my Programme Design for the ESP C & E Course, I devoted special attention was devoted to authentic materials, of which an example is presented below:

Chapter 5.1 - GENUINE MATERIALS entitled *"Englishes and Customs Acronyms"*: a comparative case study related to major diverse acronyms currently used to define the same AEO concept examined across: EU Customs - US Customs - New Zealand, Singapore and Australia Customs.

As Widdowson (1978) points out, one of the findings on ESP research is that the language we speak and write varies considerably in a number of different ways from one context to another. Speaking of context and workplace, while writing this thesis, I clearly intended what Dudley-Evans and St. John (1998) stated in this regard: "*the teaching process of any kind of language for occupational purposes should take as a starting point the analysis of four traditional skills within an appropriate context, that being as far as possible, the conditions given in the workplace"*. Moreover, they recommended that an effective syllabus must attempt to overcome the deficiencies of the programme.

The need for EOP courses - Broadly defined, EOP is a course in which the aims and the content are determined principally or wholly not by the criteria of general education, but by the functional and practical English requirements of the learners. For example, English for businessmen, English for medical doctors, English for lawyers etcetera (Nwoke, 1990).

From the above, it can be seen, that the English which is imparted to the learners through the general education system did not meet certain needs.

According to Kennedy and Bolitho (1981): The demand for EOP often comes from groups of learners with no need for general English provided by a typical secondary school English course. Some learners have already completed a general English course and wish to learn English for particular reasons related to their studies on the job. (p.1) as is the case for our ESP Course for Customs and Excise.

1.4 Why must English be considered a fundamental reference tool - According to Webster's Dictionary of the English language (2000): the English language is one of the most important languages of the world, which at present, is the most widely studied among non–native speakers and also represents a major foreign language taught at global level.

- Customs and Excises have expanded to cover nearly the entire world. Thus, a potential student will have to be familiarized with the language in which this subject is mostly carried out within the international context.
- According to McArthur, English is significant in 183 out of 232 territories.
- Business and commerce: in international trade, English is the most used language especially by transnational corporations which represent the giants of world trade.
- Science and technology: the share of English versus other major languages represented 82% in 2000 and remains the lingua franca in this field.
- Communications: a Newsweek article from 2005 claimed that 80% of the world's electronically stored data are English. English is used as international linguistic code for the control of air and sea traffic and is also increasingly used as a lingua franca for air to air and air to ground communications.
- In the academic sphere, the exploration of ESP for Customs and Excises teaching in multilingual context, when applied to the field of sustained-content vocabulary in a uniform environment, requires a greater effort in order to find the adequate balance between academic teaching and the learners' needs.

- Ethnologue, a data base maintained by the Summer Institute of Linguistics in Dallas, Texas, reports that there are today about 6800 distinct languages in the world. Yet just five languages: Chinese, English, Spanish, Russian and Hindi – are spoken by more than half of the world's population and English maintains its special status and unrivalled position as a means of international communication.

1.5 Statement of the problem - The idea of this study, stems from the findings observed during the experimental Professional Refresher Course for Customs & Excise, organized by Verona University and held in 2010 at Verona Quadrante Europa.
The course[5], of which I was the Rector's delegate Project Leader, represented an important part of my research; it lasted four months and among other Customs related subjects - following the WCO Professional Standard, I strongly recommended the inclusion of an ESP Unit. This was due to my personal experience (36 on-site working years) and to my awareness of the low level of proficiency in the use of English amongst forwarding agents and customs practitioners at Verona Quadrante Europa, despite their daily requirement to deal with documents written in this language.

1.6 Purpose of the study - This work is an empirical language study which aims to demonstrate the need for an ESP/EOP Syllabus and Programmes for C & E in order to enhance the language comprehension skills of forwarding agents and customs practitioners in general and at Verona Quadrante Europa in particular.

Specifically, the study seeks to achieve the following objectives:

- Describe the current situation on site;
- identify the essential components to be included in the language courses;
- determine how best ESP/EOP Courses for C & E can be taught
- identify materials and classroom equipment

1.7 The Context: Verona Quadrante Europa Freight Village - To offer a glimpse of the significant context in which my research took place, here is a short presentation from the Verona Quadrante Europa website.

[5] See annex II

The Verona Quadrante Europa Freight Village, located at the intersection of the Brenner (north-south) and Serenissima (east-west) turnpikes and the corresponding railroad lines and the numbers 1 and 5 European Corridors, occupies an area of 2,500,000 square meters with a future expansion up to 4,200,000 sqm.

This infrastructure, conceived and managed by the Consorzio Zai[6] with a detailed plan approved by the Veneto Region, is directly connected to the Verona-Villafranca airport. It represents an ideal meeting point for merchandise shipped by road, rail or air, whether nationally or internationally.

In particular it handles international freight coming from or going to north central Europe through the Brenner Pass and freight traffic to and from Spain and France and the east European nations.

More than 7 million tons of goods by rail and 20 million tons by road pass yearly through the Freight Village. In the future it will be connected to the sea and river canal system that joins up Milan-Cremona-Mantua-Legnago-Rovigo-Po di Levante.

Quadrante Europa is an integrated system of logistical services, which provide high levels of cost efficiency together with intermodals services (semitrailers, containers, swap bodies). This particular system can be properly called a "Park of Logistic Activities" where **more than 120 companies** with **13.000 employees** are established. The Freight Village of Verona is the only logistic infrastructure supporting the production that links 3 main operator categories: production activities (the loaders), forwarding agents and logistic operators.

It links different shipping modes (rail, road, air), concentrates traffic flows, gives access to European transport corridors.

The Verona Quadrante Europa Freight Village is completely cabled with a telematic network, offering services such as data audio, video transmission and access to an international databank. It also provides high quality logistics services. Its Terminal Gate opened just a few months ago and is a high-tech rail terminal which has doubled the amount of rail traffic inside the Interporto. The Freight Village also works in the network, through UIR (Unione Interporti

[6] On 5th October 1991, the Consorzio, under law no. 317, was recognized as a public economic Body and therefore had value in the general economy. Paragraph 4, article 36 of law n. 317, entitled “Interventions for the innovation and development of small companies” does, in fact, state:”industrial development associations, established in accordance with the national and regional laws in force, are public economic bodies.”

Riuniti) with nationally important Italian Freight Villages and through EUROPLATFORMS with those having European-wide importance.

All this results in considerable throughput taking into account that it manages to move about 30% of all national intermodal traffic and more than 50% of Italian intermodal traffic headed abroad.

A wide range of services is offered by the Interporto offers where, besides the classic and traditional services, there are also plenty of buildings available for logistic activities as well as consultancy, research, training and logistic services. Moreover, the Verona Quadrante Europa, as the other Interporti in North Italy, stands out because of the very large volume of intermodal traffic that it deals with and this too is a decisive benchmarking element.

Ten fundamental "service groups" can be delineated in the Freight Village: an office and human-services district; the railroad zone; the customs district; a forwarding agent center; a road haulage contractor agent centre; a logistics center; vehicle services; General Warehouses; a sports and recreational park zone.

In the southern part of the Freight Village the "Agricultural and Food Center" covers 600.000 square meters; this structure represents Italy's largest logistic platform for collecting, distributing and the wholesale market of agro-alimentary products with international relevance.

In 2010, the German Organization Deutsche GVZ-Gesellschaft mbH, which promotes the culture of intermodal transportation amongst the specialized public and which has ranked European Freight Villages since 2004, found that the Verona Quadrante Europa Freight Village came first in Europe for having passed all 29 parameters used in their assessment.

The study made an exhaustive comparison between the Interporti at European level, based on a detailed analysis, involving over 30 European countries, 100 European locations and 70 major sites.

Despite the international recognition of the Verona Quadrante Europa, the level of English language competency leaves much to be desired[7] and as a result, among all the various components of ESP, ESP for Customs & Excise has been long overlooked by researchers to the detriment of this relevant part in the global supply chain, and Verona's members' brilliant ideas keep on remaining totally unknown in the global scene.

1.8 Theoretical Framework - This work is based on the functional approach to language teaching/learning initially developed by Claude (1982) and recently promoted by a

[7] (see Needs Analysis Questionnaire Findings - table n. 2 Level of English)

Queensland study authority (2007) which stated that, programme development, reinforcing the learners' functional language skills, should help the learners function effectively in their areas of specialization.

1.9 Methodology and teaching materials to be used. The present study is based on the view that the English Language needs of forwarding agents and customs practitioners differ from other ESP branches and so ESP for Customs & Excise might represent a key specialization "*in betweenner"* of Business English and Legal English.

1.10 Significance of the study - A study of this nature will engender information to help programme/curriculum designers and Customs Training Providers identify essential components within the English language to include in their training programmes. It will hopefully enable them to select appropriate teaching techniques which will bring about proper planning and execution and enhance the trainees' performance in the use of the English language while discharging their duties. It aims to provide a platform for future researchers who are interested in promoting EOP for Custom & Excise – a certainty given that the 179 Customs administrations[8] across the globe process approximately 98% of world trade.

1.11 Delimitation of the study - This work is a fundamental part of my study related to three different proposals already included in the annexes: Customs & Excise Professional Refresher Course - BA degree in Customs Disciplines - MA degree for Operational Managers/Leaders[9], within which it plays a major role.
The first course was held in 2010 and used for experimental teaching with the aim of generating the findings.

1.12 English Language at Verona Quadrante Europa: current situation - Presently, as in many other Interporti in Italy, at Verona Quadrante Europa candidates for forwarding agent and customs practitioner are required to possess at least a pass in English language at secondary school level. But as Maisamari (1999) states a school certificate with a credit in English language does not necessarily mean that a student has the linguistic competence required for work at this level. In real life we can clearly observe that the above-mentioned certificate is often totally inadequate to the workers' ESP needs.

[8] http://www.wcoomd.org/home_about_us_our_profile.htm
[9] The views presented in this initiative are solely those of the author who has taken into account the WCO Professional Standards Guideline.

EOP Starting point – To solve the problem Dudley-Evans (2004: p.15) posit that the teaching process of any kind of language for occupational purposes should take as starting point the analysis of the four traditional skills within an appropriate context, that i.e., as far as possible, the conditions found in the workplace.

Moreover, they subscribe to the idea that an effective syllabus must attempt to overcome the deficiencies of the educational system under which they operate.

Unlike the conventional humanistic approach, Nwoke (1987) in Maisamari (1999:45) laments that the overall aims of language teachers are to create in their learner a capacity to communicate in the target language. Regrettably, a number of language activities in the language textbooks carried out by English language teachers and learners do not conform to the true nature of communication. Teachers should emphasize the use of authentic materials as this can make the connection between both worlds possible (academic versus professional).

Guidelines on needs analysis in the work place, according to Dudley and Evans (2004, p.60) regarding the following circumstances:

1. Knowledge, on the part of employees, of the comprehension functions of EOP.
2. Understanding, on behalf of employers, of the expectations of those who need English in order to carry out a job.
3. The above mentioned circumstances should be considered when making communicative competence as effective as possible in order to future professionals to use English in the work place adequately.

ESP and Register Analysis - Maisamari (1999) posits that the concept of ESP in the 1960s and 70s was integrated in the area of register analysis. The early practitioners of ESP operated on the basic principle that English of, say, electrical engineering constituted a specific register different from that of say, biology or General English. The aim of this analysis therefore was to unveil the grammatical and lexical features of these target situations.

Ewer and Hughes – Davis (1971) were among the first linguists to realize that the language of English textbooks neglected some of the language forms commonly found in science texts. For example, compound nouns, passive, conditional anomalous finites (that is modal verbs). Their conclusion was that the EOP course should therefore, give precedence to these forms.

Later on, in 1987 Hutchinson & Waters, confirmed that the teaching materials therefore should include these linguistic features in their syllabus.

In the same year the two authors also highlighted that Discourse Analysis emerged as a result of serious flaws in the register- analysis-based syllabus. Register analysis deals with language at sentence level, hence, there was need to shift attention to discourse analysis as anticipated by Widdowson, Trimble (1977) ten years before.

The shift is summarized by Allen and Widdowson (1986) thus: We take the view that, the difficulties which the students encounter arise not so much from a defective knowledge of the system, but from an unfamiliarity with English use, and that consequently their needs cannot be met by a course which simply provides further practice in the composition of sentences, but only by one which develops a knowledge of how sentences are used in the performance of different communicative acts. (p.1)

In the following section the needs of ESP trainees will be analyzed.

English is the easiest language to speak badly.

George Bernhard Shaw

Chapter 2

Needs Analysis (Target Situation)

2.1 Needs analysis

Needs analysis procedures entail a systematic gathering of information on the **target situation** and the **learning needs** (Maisamari, 1999).

The concept "needs" as a term in ESP differs according to the following approaches:

- in the target-centered approach it is "the ability to comprehend and or to produce the linguistic features of target situation" (Hutchinson & Waters, 1987);
- in the learner-centered approach "needs" means the lacks and wants of a learner. At what level is the learner at present and what are his/her motives concerning language learning.

Hutchinson & Waters, again in 1987, clarify that *"Target needs is something of an umbrella term, which in practice hides a number of important distinctions. It is more useful to look at the target situation in terms of necessities, lack and wants"*. (p.55)

2.2 Necessities, lacks and wants - In an ESP context '**necessities**' means the type of need determined by demands of the target group, i.e. what the learner has to know in order to function effectively in the target situation.

For example, a businessman or woman may need to understand business letters, to communicate effectively at sales conferences, to get the necessary information from sales catalogues, etc. (Hutchinson & Waters 1987).

In the present research case, an example of necessities might be that of a forwarding agent and a customs practitioner who need to use ESP language. Practically speaking they have to interpret Customs documentation from abroad in order to assign the correct Combined Nomenclature when clearing goods, so as to have an idea of the importance that have exact interpretation of the products quality description must have. To explain the main CN[10] concept I cite the European Commission Taxation and Customs Union: "*When declared to customs in the Community, goods must generally be classified according to the Combined Nomenclature or CN. Imported and exported goods have to be declared stating under which subheading of the nomenclature they fall. This determines which rate of customs duty applies and how the goods are treated for statistical purposes.*"

[10] http://ec.europa.eu/taxation_customs/customs/customs_duties/tariff_aspects/combined_nomenclature/index_en.htm

Approximately 10.000 different products are classified using the Harmonized Commodity Description[11] and Coding System generally referred to as "Harmonized System" or simply "HS" which is a multipurpose international product nomenclature developed by the World Customs Organization (WCO). It we take into account that the major part of customs documentation is written in English, the need for a good command of ESP become particularly significant.

As Hutchison (1979) observes, it is extremely important to find out what the learner lacks are, after discovering what he already knows. This will help the teacher choose those areas which are of primary importance for the learner to know.

The target proficiency in other words needs to be matched against the existing proficiency of the learners and the gap between the two can be referred to as the **learners' lacks**.

Learners may well have a clear idea of the 'necessities' related to their target situation, certainly they are aware of their lacks. This is a matter of perception, and perception may vary according to one's perspective, so it is quite possible that the learners' views will conflict with the perception of other interested parties: course designers, sponsors, teachers (Hutchinson & Waters, 1987, p. 56).

Wants - As mentioned above, learners too have a view as to what their needs are. In this regard Richterich (1984) affirmed that a need does not exist independently of a person. It is people who build the image of their needs on the basis of data relating to themselves and their environment; so the learner also has a role to play in determining target needs.

In order to uncover the needs of ESP learners, a needs analysis has to be undertaken by the Course Designer, usually before the planning of the course takes place as well as during the course.

2.3 Background to Needs Analysis - From its early stages in the 1970s, needs analysis gradually developed its methodology becoming more and more focused, enabling trainers, teachers and sponsors to become aware of its varied aspects especially during the 1980s.

Munby's model is considered the basis for needs analysis, benefits and limitations included. Afterward, all other approaches to target-situation analysis re-elaborated the same model making up for its deficiencies, e.g.: deficiency analysis, strategy analysis means analysis**,** etc.

In the late 70s, the target situation analysis appeared and learners' needs were placed at the very center of the course design process. The characteristics of Needs Analysis, were

[11] http://www.wcoomd.org/home_hsoverviewboxes_hsharmonizedsystem.htm

described in 1987 by Hutchinson and Waters who posited that this type of investigation should focus on asking questions about **why** the language is needed, **how** the language will be used, **what** content areas will be required, **who** the bearer will use the language with, **where** the language will be used and **when** the language will be used. If the learners, sponsors and teachers understand precisely why the learners need English, this awareness will influence what will be included in the language course.

The same two authors illustrate the term target situation analysis explaining that *"the teacher designs the course content, based on the needs of the learners after identifying the target group"*.

A year later, Nwoke (1988), noted that an EOP Course is a language course, in which the aims and content are determined principally or wholly not by the criteria of general education but by the practical and functional varied English requirements of the learners. Eke, in 1976 hypothized that the EOP Course general objective is that to make participants acquire a working knowledge of the rules of grammar as well as the communicative patterns of the language as an aid towards developing the four language skills, namely listening, speaking, reading and writing.

2.4 APPROACHES

2.4.a Threshold Level (Van Ek, 1975)

Paraphrasing Cunningsworth, this approach used by a team of specialists under the guidance of the Council of Europe, aimed at facilitating the learners' ability to deal with everyday situations in their working context and more precisely in:

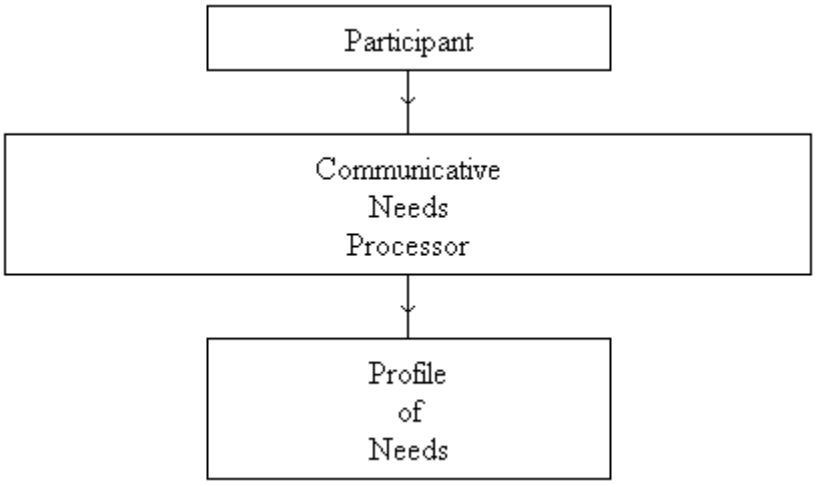
- defining the target group;
- defining the situation in which the learners would need to be able to use English.

The focus was on the language used and target needs.

2.4.b Munby's approach.

The most useful model for analyzing linguistic needs is Munby's Communicative Syllabus Design (1978). A simplified view of the relevant part of the model is shown below.

The Munby model.



In 1987 Hutchinson & Waters, observed that in his attempt to make a contribution to syllabus design, Munby (1978) directed his approach to needs analysis which soon drew great attention from syllabus designers, particularly ESP architects. His work was a landmark in ESP and has had a huge influence on ESP since it provided a new vision on individual needs His model consists of two stages: Communication Needs Processor (CNP) and the interpretation of the profile of needs derived from the CNP in terms of micro-skills and micro-functions.

As regards the positive and negative aspects of Munby's *'Communicative Syllabus Design'* here are some of Coffey's comments from 1984.

Positive aspects	Negative aspects
"*That book offers not only an analysis of English into communicative functions, but directs the user into setting up a complete course design by creating profiles of student needs*" (p7).	First of all, the process provided is too complicated to put into practice in most circumstances. Then, it does not give the user a flexible tool to use because it is *'a once-and-for-all process apparently need not be amended as time goes on'* (p7). Types or level of communication may be unchanged but the learner's needs may change constantly.
Moreover, *'it telescopes two operations, needs analysis and course design, into one'* (p7) which if works, ESP can benefit a lot.	Omitted attention to learners' own needs Complex/time taking procedure purely focused on target needs.

However, since the book was published, both theory and practice of needs analysis as well as course design have received more attention since the book embodies controversial assumptions about the literature.	
	Failure to draw a clear sketch of syllabus
	It collects the details about the learner not from the learner.
Munby has tried to make the group homogenous according to his targets and goals.	Non homogenous groups in wants, demands and learning activities.
	Superficial communicative events.

2.4.c Deficiency analysis: the attention focuses on the learner's lacks/needs.

According to Allwright (1982), this approach takes account of learners' present needs/wants, as well as the requirements of the target situation. In fact it was designed to fill the gap between target needs and the present abilities of the learners. The two essential components are:

- an inventory of potential target needs expressed in terms of activities;
- a scale that is used for the priority that should be given to each activity (West, 1997).

In the same year the above mentioned author, says that in 1988 Bheiss, a trainee in a university teaching hospital in East Jerusalem, using the expertise of a native speaker nursing tutor, to draw up a list of potential target needs, identified a list of sub skills such as:

- reading medical books;
- writing patient notes;
- speaking to doctors, etc.

2.4.d Means analysis - As regards the present research, training adults has often become more complex as their work-time constraints, frequently don't allow for proper ESP language course attendance. In this regard West, (1997) hypothized that the course designer or teacher

first should identify the relevant features of the situation (the ecosystem) then see how the positive features can be used to advantage to accommodate what would conventionally be seen as constraints. This clearly refers to a **means analysis approach** whose function is that of matching restrictions with the local environment and evaluating possible alternatives.

At Verona Quadrante Europa, potential trainees frequently try to solve their language problems by attending General English *"one on one"* lessons, not often with great success. Following West's suggestion, in setting up my previous 2010 Course, I first identified the relevant features of the situation, then I analyzed how the positive features could be used so as to advantage/accommodate what would conventionally be seen as constraints. To that end, instead of moving the trainees to the University I chose to ask Verona University to send teachers to Quadrante Europa to hold their lessons on site.

2.4.e The learning-centered approach expanded during the 90s amongst other linguists such as **Harbord**, **Nelson**, and the above mentioned **Bheiss**, who further developed the idea.

Harbord - Set-menu needs analysis – This represents a particular approach for special circumstances.

In 1994 in order to meet the target needs, Harbord, developed a situational approach for an automobile company establishing a common language for course negotiation between ESP teachers and ESP sponsors.

A negative aspect of Harbord's approach, is that, being so precisely oriented towards a particular sector, it tends to be inflexible and hard to adapt to other ESP trainees.

Nelson - Computer based needs analysis. In 1994, in Finland, Nelson introduced "a professional and sophisticated approach" (West, 1997) which delivered two questionnaires to the sponsor and learners taking a placement test. Results were computer interpreted in order to match needs with course materials which were flexible and easily modified by teachers and learners.

2.5 Language audit - West in 1997 stated that the above mentioned approaches are complementary and work best in smaller contexts, while language audits are long term and suitable for large scale language audits established by big companies and governments, implicating long term investment policy involving large amounts of money and time.

First introduced by Pilbeam in 1979, Language audit widened the range of needs analysis by looking into company training needs and setting targets for learning based on an analysis of staff needs. This approach has proved popular and has developed over the years.

2.6 Method for needs analysis and Course Design in EOP/ESP - The method used to undertake needs analysis for designing a potential ESP Course for Customs & Excise is that of a Pre-course Needs Analysis in which the information is collected by **questionnaire**. In setting up the 2010 Course, I simply gathered information via informal discussions.

2.7 Course Design in EOP/ESP - According to Hutchinson and Waters (1987), course design is the process by which raw data about a learning need is interpreted in order to produce an integrative methodology of teaching. The authors also posited that "If teachers know why the learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language course and on the positive side what potentials can be exploited". (p.53)
In ESP course design, the following approaches may be used:

1. language-centred;
2. skills centred approach;
3. learning centred approach.

2.7.a Language Centred Course Design – aims at drawing a direct connection between the analysis of a target situation and the content of the ESP course. It simply maintains that the nature of the target situation guides ESP course design which, in Hutchison and Waters' opinion (1987) represents the simplest and most salient aspect in ESP course design. In this regard, they recommend taking into account:

- the general theory of how people learn, for example (the teacher, visual aids available, time etc.);
- the expectations and experiences of teaching and learning in general;
- the relationship between the ESP teaching situation and the wider educational context to which it belongs.

Therefore they suggest the course designer:

1. identify the learners' target situation;
2. select appropriate theoretical views of the target language;
3. identify appropriate linguistic features of the target situation;
4. create a specific syllabus;
5. design material to exemplify syllabus items;
6. establish evaluation procedures to test acquisition of syllabus item.

2.7.b Skill Centred Course Design – in Maciel (1983), the specific aim of Skill Centred Course Design is that of developing learners ability to read texts in English. Its major premise is that basically in all language use, thoughts and inference processes are similar. In spite of the exterior differences, these processes permit us to extract meaning from discourse. In this regard Hutchinson and Waters (1987) emphasized that the language learners are treated as thinking beings who can be asked to observe and verbalize the interpretive processes they employ in language use.

In this case, skills like guessing the meaning of words from text or trying to take advantage of similar words in the mother tongue and the target language are very welcome to enhance trainees' learning.

This approach takes into account the idea of specific registers of English, while considering the practical constraints on learning imposed by limited time and resources. Amongst others: Grewllet (1981), Nuttall (1982), Alderson and Urguahat (1984), made significant contributions to the work on reading skills in Skill Centred Course Design.

According to Holmes (1982), the EOP/ESP course helps learners to develop skills and strategies which will continue to expand after the ESP course itself, pointing out the need to look behind the target situation data to discover what processes enable the learner to perform.

2.7.c Learning Centred Course Design is a more practical approach, based on the principle that learning should be determined by the learner. Learning is seen as an internal process; significantly dependent upon the knowledge the learners already have together with their ability/motivation to use it. In this way the ESP learning situation and the target situation, shape the syllabus, materials, methodology and evaluation procedures, while at the same time embedding the groundwork for the next course. In this regard Hutchinson and Waters (198, p.110) further focused their attention on the following points:

- needs analysis derive competence;
- analysis of the learning situation;
- establish the pedagogic approach;
- design course and materials.

They point out that the ESP/EOP teacher has to bear in mind that what he will teach is determined by the needs of the learner and the target situation they need English for.

2.8 The roadmap

To start teaching a new language course to novice learners, Dickinson (1991: 88) described an initial pre-course needs analysis as a conventional classroom approach, which was my own choice for the present research.

According to Dudley-Evans & St. John, (1998: 121) contemporary attitudes to needs analysis pose the requirements that it must be interrelated with course design, materials, teaching/learning, assessment /evaluation" and also be on-going.

A complete description of needs analysis was presented by the above mentioned authors (1998: 125) in the following areas:

A. target situation analysis & objective needs
B. wants, means, subjective needs
C. present situation analysis
D. learners "lacks"
E. learning needs
F. linguistic and discourse analysis
G. what is expected from the course
H. means analysis

Their interpretation of these points can be outlined as follows:

A. includes professional information about learners: what they will be using English for;
B. includes personal information about learners: attitude to English, previous experiences.
C. includes English language information about learners: their current skills and experiences in language use;

D. defines the gap between C and A;
E. includes language learning information: effective ways of learning the skills and the language;
F. includes information about the environment in which the course will be run.

Data collection methods - The main data collection methods for needs analysis are questionnaires, discussions, interviews, observations, and assessments (ibid. 132). Amongst these, possibly the most precise information can be drawn out from learners themselves by means of questionnaires, which enable researchers to determine long-term aims and short-term objectives. According to Rauf (2000), it is a popular device for gathering facts and opinions. Questionnaires can generally be used for quantitative presentation of collected data, and in the case of large scale needs analysis they require a statistical approach and the use of computer software. These issues aside, as my case study dealt with only a small amount of data, I was able to rely upon a simple tally system.

Present research questionnaire – As Hutchinson (1979) observes, it is extremely important to find out what the learner's lacks are, likewise his proficiency target needs to be matched against the existing proficiency.

This questionnaire includes personal data as well as the academic and professional career of the potential trainees. Here, information about attitudes of the learners toward English language cannot be tested but their previous experience, knowledge and wants come clearly into view.

Questions are the creative acts of intelligence.

Frank Kingdon

Chapter 3

Needs Analysis Questionnaire

3.a

NEEDS ANALYSIS QUESTIONNAIRE[12]

English for Specific Purpose

Dudley-Evans & St. John (1998: 125)

Survey of English language needs for Logistics, Customs & Excise professionals

Date:

a. Personal background

- *Sex*
- *Age*

b. Education

- *Completed secondary school*
- *University Graduate*

c. Professional information[13] related to the use of English language at work

What percentage of your work is conducted in English?

- *0/20%; 63 (41%)*
- *20/30%: 26 (17%)*
- *30/40%: 53 (35%)*
- *More: 11 (7%)*

1. Level of English *Lacks/Needs/Wants/Context*

Participants Self Assessment: English Level

How would you rate your level of English?

A. *How important is it to have a high level of English proficiency to perform your job effectively?* [14] Please rank using numbers from 1 to 4, with 1 being most important and 4 being least important.

1. Very important
2. Important

[12] Adapted from: iatefl.britishcouncil.org/.../H4_needs_ESP_1.d.
[13] **c**. Includes professional information about learners: what they will be using English for.
[14] **1.** Includes language learning information: effective ways of learning the skills and the language.

3. Somewhat important
4. Not important

B. *Which level of the* ***listening*** *English language skill enables you to perform your job effectively?*

Excellent level

Good level

Satisfactory level

None

C. *Which level of the* ***speaking*** *English language skill enables you to perform your job effectively?*

Excellent level

Good level

Satisfactory level

None

D. *Which level of the* ***reading*** *English language skill enables you to perform your job effectively?*

Excellent level

Good level

Satisfactory level

None

E. *Which level of the* ***writing*** *English language skill enables you to perform your job effectively?*

Excellent level

Good level

Satisfactory level

None

F. *How important is it to have a high level of English proficiency when performing the following activities? Please circle one number with 1 being most important and 4 being least important.*

a. Dealing with Customs Clearing Documents 1 2 3 4
b. Dealing with Logistic documentation 1 2 3 4
c. Phone conversations 1 2 3 4
d. Letters 1 2 3 4
e. E-mails 1 2 3 4
f. Faxes 1 2 3 4
g. Forms 1 2 3 4
h. Using Computers 1 2 3 4
i. Giving/following instructions 1 2 3 4
j. Giving/receiving explanations 1 2 3 4
k. Attending meetings 1 2 3 4
l. Giving/attending presentations 1 2 3 4
m. Others please specify: …… 1 2 3 4

1.1 *How were the English language courses during your past study relevant to your Logistic – Customs & Excise needs? Please circle one answer.*

1. Very relevant
2. Somewhat relevant
3. Slighting relevant
4. Not relevant at all

2. Interest, importance

Are you interested in taking an ESP course at Verona Quadrante Europa? [15]

1. Yes, very much
2. Yes
3. Not much
4. Not interested at all

2.1 *How important do you think ESP is in comparison with other subjects?*

1. more important than many other subjects
2. as important as other subjects
3. less important than other subjects

[15] 2. Includes information about the environment in which the course will be run.

4. not important at all

2.2 Perspective course content: Topics

1. very useful
2. useful
3. slightly useful
4. not useful

a. Logistics, Customs & Excise professional qualifications, career opportunities 1 2 3 4
b. Logistics, Customs & Excise Documents 1 2 3 4
   Logistics, Customs & Excise Procedures 1 2 3 4
c. Incoterms 1 2 3 4
d. Classifying goods 1 2 3 4
e. Understanding processes and procedures 1 2 3 4
f. Customs declaration 1 2 3 4
g. Common Customs Tariff vocabulary 1 2 3 4
h. Goods clearing forms 1 2 3 4
i. Safety at work, hazards, instructions 1 2 3 4
j. Phases of customs clearance 1 2 3 4
k. Problem solving, advising and consultancy 1 2 3 4

3. Language priorities

1. Please rate your priorities
2. Very important
3. Important
4. Slightly important
5. Not important

a. To become a more fluent speaker 1 2 3 4
b. To expand my general vocabulary 1 2 3 4
c. To expand my specialist vocabulary 1 2 3 4
d. To improve my listening 1 2 3 4
e. To improve my pronunciation 1 2 3 4
f. To improve my reading 1 2 3 4

g. To improve my writing 1 2 3 4

4. Language skills[16]

Regarding **reading** - Please rate your priorities.

1. Very important
2. Important
3. Slightly important
4. Not important

a. Customs documents translation 1 2 3 4
b. Goods' description/classification 1 2 3 4
c. Product specifications 1 2 3 4
d. Price lists 1 2 3 4
e. Invoices 1 2 3 4
f. AWB 1 2 3 4
g. Bill of Lading 1 2 3 4
h. Letter of credit 1 2 3 4
i. Contracts 1 2 3 4
j. Legal documents 1 2 3 4
k. Other (please specify) 1 2 3 4

Regarding **speaking** - Please rate your priorities.

1. Very important
2. Important
3. Slightly important
4. Not important

a. Speaking on the phone 1 2 3 4
b. Giving instructions 1 2 3 4
c. Speaking to foreigners 1 2 3 4
d. Taking part in meetings 1 2 3 4
e. Other (please specify) 1 2 3 4

[16] 4.1. Includes English language information about learners: their current skills' priorities in language use.

Regarding **listening/comprehension** - Please rate your priorities.

1. Very important
2. Important
3. Slightly important
4. Not important

a. Speaking on the phone 1 2 3 4
b. Receiving instructions 1 2 3 4
c. Answering to foreigners 1 2 3 4
d. Taking part in meetings 1 2 3 4
e. Other (please specify) 1 2 3 4

Regarding **writing** - Please rate your priorities.

1. Very important
2. Important
3. Slightly important
4. Not important

a. Customs Declarations 1 2 3 4
b. Business letters 1 2 3 4
c. E-mails 1 2 3 4
d. Instructions 1 2 3 4
e. Articles 1 2 3 4
f. Glossary 1 2 3 4
g. Reports 1 2 3 4
h. Other (please specify) 1 2 3 4

3.b

NEEDS ANALYSIS QUESTIONNAIRE[17]

English for Specific Purpose

Dudley-Evans & St. John (1998: 125)

Survey of English language needs for Logistics, Customs & Excise professionals

Findings

a. Personal background

Number of Participants: 153

Sex: 111 males (73%); 42 females (27%

Of course my questionnaire was aimed at a strategic selection/sampling of respondents to include both males and females. However, 73% of the respondents were men. The relatively small number of female respondents (27%) is not very surprising. It reflects the ratio of men to women in the Customs and Excise environment in general and at Verona Quadrante Europa in particular.

Age:

20/30 years: 14

30/40 years: 45

40/50 years: 45

Over: 49

It is clear from these data that most participants are at an age where language learning becomes more problematic.

b. Education

Completed secondary school: 136 (91%)

University Graduate: 14 (9%)

c. Professional communication information[18]

What percentage of your work is conducted in English?

0/20%; 63 (41%)

20/30%: 26 (17%)

30/40%: 53 (35%)

More: 11 (7%)

[17] Adapted from: iatefl.britishcouncil.org/.../H4_needs_ESP_1.d.

[18] c. Includes professional information about learners: what they will be using English for.

1. **Level of English** *Lacks/Needs/Wants/Context*

   Participants Self Assessment: English Level

   Advanced: 10

   Intermediate: 88

   Elementary: 21

   None 34

A. *How important is it to have a high level of English proficiency to perform your job effectively?*[19] Please rank using numbers from 1 to 4, with 1 being most important and 4 being least important.

1. Very important: 47
2. Important: 104
3. Somewhat important: 3
4. Not important: 1

B. *Which level of the* ***listening*** *English language skill enables you to perform your job effectively?*

Excellent level: 23

Good level: 81

Satisfactory level: 45

None: 4

C. *Which level of the* ***speaking*** *English language skill enables you to perform your job effectively?*

Excellent level: 29

Good level: 84

Satisfactory level: 38

None: 2

D. *Which level of the* ***reading*** *English language skill enables you to perform your job effectively?*

Excellent level: 25

[19] 1. Includes language learning information: effective ways of learning the skills and the language.

Good level: 97

Satisfactory level: 29

None: 2

E. *Which level of the* ***writing*** *English language skill enables you to perform your job effectively?*

Excellent level: 26

Good level: 92

Satisfactory level: 32

None: 3

F. *How important is it to have a high level of English proficiency when performing the following activities?*[20]

ACTIVITIES		**1** Very important	**2** Important	**3** Somewhat important	**4** Not important
1.	Dealing with Customs Clearing Documents	36	58	33	17
2.	Dealing with Logistic documentation	27	30	67	20
3.	Phone conversations	50	72	16	6
4.	Letters	34	38	56	16
5.	E-mails	50	50	29	15
6.	Faxes	31	20	67	26
7.	Forms	33	68	33	10
8.	Using Computers	40	20	70	4
9.	Giving/following instructions	40	33	55	16
10	Giving/receiving explanations	40	33	50	21
11	Attending meetings	40	20	30	54
12	Giving/attending presentations	34	30	23	57
13	Others please specify				

Activities: Respondents training priority list

1. *Phone conversations*
2. *Forms*

[20] G Includes language learning information: effective ways of learning the skills and the language.

3. *E-mails*
4. *Dealing with Customs Clearing Documents*
5. *Giving/following instructions*
6. *Giving/receiving explanations*
7. *Letters*

Lacks - Note points 11 and 12, where nearly half of the respondents show high interest in these types of activities, which are rarely utilized to promote Verona Quadrante Europa Freight Village abroad.

1.1 *How were the English language courses during your past study relevant to your Logistic – Customs & Excise needs? Please circle one answer.*

5. Very relevant: 2
6. Somewhat relevant: 14
7. Slighting relevant: 112
8. Not relevant at all: 25

Needs – General English courses in school did not fulfill the respondents work place needs

2. Interest, importance

Are you interested in taking an ESP course at Verona Quadrante Europa? [21]

1. Yes, very much: 20
2. Yes: 56
3. Not much: 56
4. Not interested at all: 12

2.1 *How important do you think ESP is in comparison with other subjects?*

1. more important than many other subjects: 3
2. as important as other subjects: 112
3. less important than other subjects: 29
4. not important at all: 0

[21] 2. Includes information about the environment in which the course will be run.

2.2 Perspective course content: Topics

TOPICS	1 very useful	2 useful	3 slightly useful	4 not useful
Logistics, Customs & Excise professional qualifications, career opportunities	50	76	18	
Logistics, Customs & Excise Documents	42	83	19	
Logistics, Customs & Excise Procedures	39	87	18	
Incoterms	28	58	58	
Classifying goods	35	77	25	7
Understanding processes and procedures	39	76	29	
Customs declaration	29	72	29	14
Common Customs Tariff vocabulary	36	43	58	7
Goods clearing forms	47	66	24	7
Safety at work, hazards, instructions	27	82	21	14
Phases of customs clearance	32	76	29	7
Problem solving, advising and consultancy	36	55	39	14

3. Language priorities

PRIORITIES	1 Very important	2 Important	3 Slightly important	4 Not important
1. To become a more fluent speaker	71	60	7	6
2. To expand my general vocabulary	38	84	19	3
3. To expand my specialist vocabulary	38	70	27	9
4. To improve my listening	73	41	21	9
5. To improve my pronunciation	59	63	16	6
6. To improve my reading	35	79	20	10
7. To improve my writing	20	60	49	15

Language priorities: Respondents training priority list

1. *To become a more fluent speaker*
2. *To improve my pronunciation*
3. *To expand my general vocabulary*
4. *To improve my listening*
5. *To improve my reading*
6. *To expand my specialist vocabulary*
7. *To improve my writing*

Wants - Respondents clearly express the need for improved speaking skills.

4.1. Language skills[22]

Respondents **reading** priority list.

1. Customs documents translation
2. Goods' description/classification
3. Product specifications
4. Contracts
5. Letter of credit
6. Invoices
7. Bill of Lading
8. Legal documents
9. AWB
10. Price lists
11. Bank documents

Respondents **speaking/listening/comprehension** priority list.

1. Speaking on the phone
2. Speaking/Answering to foreigners customers
3. Speaking/Answering to foreigners colleagues
4. Small talks
5. Giving/Receiving instructions
6. Taking part in meetings
7. Attending conferences

[22] 4.1. Includes English language information about learners: their current skills' priorities in language use.

Respondents **Writing** priority list.

1. E-mails
2. Instructions
3. Reports
4. Business letters
5. Customs Declarations
6. Glossary
7. Articles

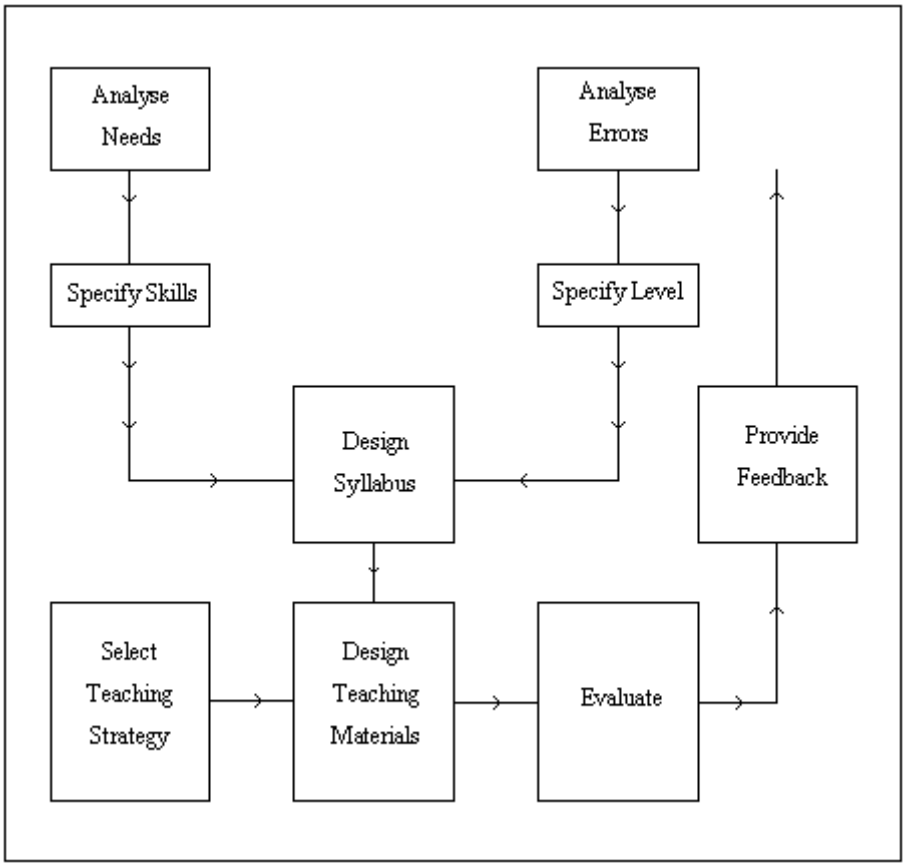
A different language is a different vision of life.

Federico Fellini

Chapter 4

Curriculum versus Syllabus

Figure 1. Language teaching syllabus design



Bell (1981, p. 36) offers a first approximation to language teaching syllabus design as shown in Figure 1.

Curriculum versus Syllabus - According to Nunan (1988: 3), before reviewing language-syllabus design, it is necessary to address the confusion in the literature between the terms '*curriculum*' and '*syllabus*', since these can at times be very close in meaning, depending on the context in which they are used.

During the '1970s, linguists like Shaw, Noss, Rodgers and Strevens added their early contributions to reveal the different perspectives lying behind the concept of the two terms. It was in 1983, that Stern started to clarify that the field of *curriculum studies* is part of the discipline of educational studies and, in its broadest sense, it refers to the study of goals, content, implementation and evaluation of an educational system, positing that in its restrictive sense, *curriculum* refers to a course of study or the content of a particular course or programme and "syllabus design" is just part of it. Similarly, Allen (1984), talking about a distinction comparable to that which has been prevalent in Europe, said that *curriculum* was concerned with planning, implementation, evaluation, management, and administration of education programmes while "A syllabus will be defined narrowly as the specification and ordering of content of a course or courses" (Graves 1996:3). The same author further added

that the term broadened in a very general concept, including consideration of philosophical, social and administrative factors which contribute to the planning of an educational programme. Soon after Dubin & Olshtain (1986); Jordan (1997); Nunan (1988); Richards (2001), drew attention to the distinction between the terms *curriculum and syllabus* specifying that a syllabus is most often defined as specifications of content to be taught in a course, and is concerned with course objectives.

Another perspective was suggested by Nunan (1988, p. 1) who finds that *curriculum* means what teachers actually do; that is, in terms of "what is", rather than "what should be". It is designed prior to classes, but remains open to scrutiny and adjustment in real situations (Shavelson & Stern, 1981; Nunan, 1988; Smith, 1996, 2000; Stenhouse, 1975).

Table-1 adapted from "*The Learner-Centred Curriculum"* Nunan (1988).

Comparison of Traditional and Holistic Approaches

TRADITIONAL VIEW	HOLISTIC VIEW
Focuses on language as a sequence of grammatical patterns.	Focuses on communication rather than grammar.
Selects language items on a basis of complexity of linguistic criteria.	Selects on the basis of what language items the learner needs to know.
Tends to be more formal and bookish in language	Emphasizes genuine everyday language.
Aims to have students produce formally correct sentences.	Aims to have student communicate effectively in order to complete the task.
Emphasizes the reading and writing skills.	Gives speaking as much time as reading in order to complete task.
Tends to be teacher-centred in teaching.	Tends to be student-centred in teaching.
Focuses on the form of expression rather than the content.	Resembles the natural language learning process by concentrating on the content / meaning of the expression rather than the form.

4.1 ESP Curriculum – The difference between ESP and General English curricula is that ESP curriculum, opposite to the General English one, applies the language in a job-specific situation. According to Brown, 1995; Johnson, 1989; Richards, 2001, it is generally understood that its development comprises three main stages: design, implementation, and evaluation and contains the following aspects:

1) specific task, vocabulary, and language in context (Higgins in Swales, 1988);
2) the starting point based on the learners' background knowledge;
3) operational, communicative, and notional syllabus;
4) learner centred.

4.2 Course syllabus design - Practically speaking, in 1999 Maisamari explained that designing an ESP *course* is a question of using the theoretical and empirical information available to produce a *syllabus*, to select, adapt or write materials in accordance with the syllabus, to develop a methodology for teaching those materials and to establish evaluation procedures by which progress towards specific goals will be measured. Summing up, an ESP *course* focuses its content, teaching materials and methodology on learners' needs, taking into account the target situation in which the learners will use the language and their existing language proficiency or performance. Practically its meaning might refer to a real series of lessons.

Amongst others, linguists like Mackey 1980, Johnson 1982, Crombie 1985, Graves (1996), citing White's (1988) posited that a *syllabus* provides a rationale of how that content should be selected and ordered within a course, focusing on the concept of "organized syllabus inventory" where "syllabus inventory" refers to the items to be taught, while its function is "to specify what is to be taught and in what order" (Prabhu, 1984).

In the same year a different perspective was illustrated by Candlin, according to whom, *syllabuses* are social constructions, produced interdependently in classrooms by teachers and learners ... They are concerned with the specification and planning of what is to be learned, frequently set down in some written form as prescriptions for action by teachers and learners (p. 79).

In 1987 Hutchinson and Waters theorized that at its simplest level, a *syllabus* can be described as a statement of what is to be learnt; it reflects the language and linguistic performance" (p.80), but from another point of view, a syllabus can also be seen as a "summary of the content to which learners will be exposed" (Yalden 1987: 87). Syllabus then refers to that

subpart of a curriculum which is concerned with the specification of what units will be taught (Allen 1984: p.61).

By illustrating the difference between the terms *"curriculum"* and language *"syllabus"*, we realized that the different authors who dealt with this distinction describe the same two terms from different perspectives, conveying them to the same result that in Stern's words is: ***"curriculum"* refers to a course of study or the content of a particular course or programme and "syllabus design" is just part of it.**
Now the next point would be that to illustrate the expression *course "syllabus design".*

4.3 Syllabus Design: According to Maley (1984), the syllabus design covers the whole process in designing a language programme. In his opinion the needs analysis which produces an order unit of items to be taught, is organically related to a methodology consistent with the syllabus, a set of techniques consistent with the methodology, and evaluation procedure consistent with the whole (p. 47). In other words, syllabus design focuses on the following logical sequence:

- needs analysis;
- content specification;
- syllabus organization.

In its early stage proposed by Taba (1962) in the next points:

1. needs analysis;
2. formulation of objectives;
3. selection of content;
4. organization of content;
5. selection of learning activities;
6. organization of learning activities;
7. decisions about what needs evaluating and how to evaluate.

4.4 Syllabus content - According to Munby (1984), *syllabus design* is "a matter of specifying the content that needs to be taught and then organizing it into a teaching syllabus of appropriate learning units". Similarily Webb (1976) hypothesized that syllabus design is

understood as the organization of the selected contents into an ordered and practical sequence for teaching purposes. Webb's main points are:

- progress from known to unknown matter;
- appropriate size of teaching units;
- a proper variety of activity;
- teachability;
- creating a sense of purpose for the student.

In 1976, Halim added that the language course designer has to pay serious attention to all the relevant variables summarized as follows:

- linguistic variables, which include the linguistic relations, between the language to be taught and the language or languages which the student uses in his/her daily activities;
- non-linguistic variables which range from policy to social, cultural, technological and administrative variables.

Hutchinson & Waters' (1987, p. 83) **"hidden reasons" for having a syllabus –** Here is the extensive list drawn up by the two authors:

- Because language is a complex entity that cannot be learnt in a go, there is need to have some way of breaking it down into manageable units. The syllabus therefore provides a practical basis for the division of assessment, textbooks and learning time.
- A syllabus gives moral support to the teacher and learner, in that it makes the language learning task appear manageable.
- A syllabus, particularly an ESP syllabus has a cosmetic role. Sponsors and students (where there are commercial sponsors) will want some reassurances that their investment of money and/or time will be worthwhile. It shows that some thought and planning has gone into the development of a course.
- It gives direction to the teacher and the learner. It can be seen as a statement of projected routes, so that teacher and learner not only have an idea of where they are going, but how they might get there.

- A syllabus is an implicit statement of views on the nature of language and learning. It tells the teacher and the student not only what is to be learnt, but, implicitly, why it is to be learnt.
- A syllabus provides a set of criteria for materials selection and/or writing. It defines the kind of texts to look for or produce; the items to focus on in exercises, etc.
- A syllabus is one way in which standardization is achieved (or at least attempted). It makes for uniformity in educational activities.
- A syllabus provides a visible basis for testing.

In any case, one thing to keep in mind is that syllabus represents a milestone in the teaching/learning process but cannot convey individual differences owing to the fact that it is addressed to an *"ideal learner"*. Speaking of learner' syllabus Hutchinson & Waters (1987, p. 83) describe it as an internal syllabus, saying that it is the network of knowledge that develops in the learner's brain, which enables that learner to comprehend and store the later knowledge. In Candlin view (1984), it may be considered "a retrospective record of what has been learnt rather than a prospective plan of what will be learnt."

In addition, when facing his syllabus design, the teacher must take into account that in Hutchinson and Waters (1987) belief, the classroom is not simply a neutral channel for the passage of information from teacher to learner; it is a dynamic, interactive environment, which affects the nature both of what is taught and what is learnt (p. 82). In this regard Breen (1984) underscored that "the classroom generates its own syllabus" (p. 66).

Last but not least, before turning to the different kinds/types of syllabus it is necessary to state that all language teaching syllabuses usually include two or more of those listed below.

4.5 Kinds of Syllabuses

First of all, before going through the different types of syllabuses, it is essential to be familiar with the two kinds of syllabus sequencing known as *"Linear"* and *"Spiral"* Syllabuses which are related to the form in which they are presented. More precisely, in:

*Linear Syllabus***:** new points are listed in order and each point is completely expanded before moving on to the next. In this way grammar and vocabulary are presented once. The advantage of this method is that students can thoroughly absorb new material before proceeding to the next point.

Cyclic or Spiral syllabus: language items are presented more than once. Points are listed, expanded and then revised, which helps learners recycle information in a progressively more sophisticated level.

4.6 Types of Syllabuses: some key concepts

Situational Syllabus - From the 1930s to the 1960s, Harold Palmer and A. S. Hornby developed a new "communicative" approach to language teaching: the *situational syllabus*. In contrast to grammatical or structural syllabuses their approach promoted language "in context" in order to allow learning transfer from the classroom to the real world, taking into account that different syllabuses should be tailored to different individual learners' needs, hence promoting learner motivation.

In Australia, during the 1960s, George Pittman promoted this type of approach and his teaching materials were disseminated not only in his country but also in New Guinea, and the Pacific territories.

Process syllabus - Breen described the process syllabus as "a context within which any syllabus of subject-matter is made workable" (Breen 1987a:169). This syllabus focuses on three processes "communicating, learning, and the purposeful social activity of teaching and learning in a classroom" [Breen 1987a:166]. According to him the teaching-learning process therefore provides significant lesson content (Breen, 1987a:159), and it is unwise and unrealistic to plan content without consulting the participants (Newmark 1971; Corder 1980; Krashen & Terrell 1983), particularly when observing "the everyday phenomenon of teacher and learner reinterpretation of every pre-planned syllabus" (Breen 1987a:166; Alwright 1984).

At the same time Candlin (1987), emphasized a huge language training lack in saying that targets for language learning are all too frequently set up externally to learners with little reference to the value of such targets in the general educational development of the learner. In this regard, again Breen, emphasized the fact that the process syllabus deals with the comprehensive language-learning question of "Who does what with whom, on what subject-matter, with what resources, when, how, and for what learning purpose(s)?" (1984:56).

Skills-based syllabus - speaking of this type of syllabus, in 1987 Hutchinson & Waters, suggested a list of skills and micro-skills to be used as a basis for syllabus design in order to enable students:

A to infer meaning from content;
B to skim/scan effectively;
C to improve reading speed;
D not to despair in the face of difficulties;
E to use a dictionary efficiently.

Notional-functional syllabus – By means of his innovative semantically-based syllabus, Wilkins (1976), strived to discover the meanings that learners might need to express (the notions) and the communicative acts they would wish to engage in (the functions).
Speaking of this type of syllabus, even if initially welcome as an original alternative, Wilkins himself recognized the difficulty related to its setting up. (Dubin and Olshtain (1986) p88-92, Nunan (1988) p 36-37 and Willis (1990) p44-45 all report on Wilkins (1976).
Complex ready-to-use sentences, learned in chunks, directly from the texts might help, but in this way you might miss the right words when facing different situations, lacking the generative ability to combine new phrases and generate new meanings. In Widdowson's words, (1989:135) if you don't have your *"kit of grammatical rules"* (to adapt a phrase and a concept) you are simply sunk.

Procedural syllabus - Prabhu (1980) disappointed with the Structural-Oral-Situational method generally in use in the 1960s, developed an approach based on the principle that the learning of form is best carried out when attention is given to meaning (cf. Palmer, 1917/1968). In it only tasks and activities were decided in advance, not the linguistic content. The idea was to set up the course via information and opinion-gap activities in order to enhance the learner language perception at subconscious level <u>while consciously focusing on solving the meaning behind the tasks.</u>

Evaluation Syllabus - Ministries and/or regulatory bodies establish what is to be learnt. According to Hutchinson & Waters (1987:80) this type of syllabus states what a successful learner will know by the end of the course… it reflects an official assumption as to the nature of language and linguistic performance. It is an uninterpreted syllabus because the teacher has no input in its design.

Organizational Syllabus lists what should be learnt and states the order in which it should be learnt. Hutchinson & Waters (1987: 81) explain that it differs from evaluation syllabus "in

that it carries assumptions about the nature of learning as well as language, since, in organizing the items in a syllabus, it is necessary to consider factors which depend upon a view of how people learn. Such factors, they state, include:

- What is more easily learnt?
- What is more fundamental to learning?
- Are some items needed in order to learn other items?
- What is more useful in the classroom?

These criteria determine the order of items to be learnt. The organizational syllabus is also an uninterpreted or a pure syllabus.

Cultural syllabus - Stern (1992) launched this type of syllabus perfectly aware of the fact that there is common consent on the objectives of teaching culture. In the same year, the author listed them as follows:

- A research-minded outlook
- The learner's own country
- Knowledge about the target culture
- Affective goals; interest, intellectual curiosity, and empathy.
- Awareness of its characteristics and of differences between the target culture
- Emphasis on the understanding socio-cultural implications of language and language use

Structural syllabus consists of a list of grammatical items, usually arranged in the order in which they are to be taught." Ellis[23] (p. 91). In his article *"The Structural Syllabus and Second Language Acquisition",* the author observes that although modern syllabuses have gained good reputation they have not replaced the structural syllabus. The author continues in stating that there are "two hypothesized types of knowledge–implicit and explicit knowledge" (p. 92) and reports on researchers' common agreement in saying that grammar plays a role in monitoring the information an individual has either explicitly or implicitly attained.

In view of the fact that the structural syllabus focuses on grammatical items arranged in a specific order, Ellis suggests that this emphasizes the role of grammar and therefore a

[23] Ellis, R. (1993). *The Structural Syllabus and Second Language Acquisition*. In TESOL Quarterly, Vol. 27, No. 1, pp. 91-113.

grammatical (structural) syllabus in second language acquisition. According to the author the structural syllabus "employs a synthetic teaching strategy" (p. 99) owing to the fact that it is designed so that different parts of the language are taught systematically in a step-by-step order, which the designer has deemed important and/or necessary.

Topic/content-syllabus is determined by the subject. Subjects split up their content in diverse ways. This is done by:

- providing the required terminology;
- arranging the topics in the suitable order;
- avoiding misunderstanding.

Owing to the fact that within the ESP Course for C & E, topics have already been discussed in the special subject, this will motivate the trainees, giving them confidence to communicate or discuss issues.

The Materials Syllabus

Hutchinson & Waters (1987: 85) offered eight different organizational criteria for designing syllabus:

1. topic syllabus;
2. structural/situational syllabus,
3. functional/notional syllabus,
4. skills syllabus,
5. situational syllabus,
6. functional/task-based syllabus,
7. discourse/skills syllabus, and
8. skills and strategies syllabus

4.7 MATERIALS

According to Graves K. (1996: 27), teaching materials are "tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities, and interests of the students in the course.

Materials Design in EOP - Hutchinson and Waters (1987) and Maisamari, (1999) categorize materials to be designed for teaching purposes into four:

- Genuine materials
- Adapted materials
- Synthesized materials
- Created materials

Genuine Materials are directly reprinted from original sources and provided to the trainees. In Maisamari words (1999, p.40) this gives the students a taste of real language in use and provides them with valid linguistic data for their unconscious acquisition process to work.

Adapted Materials: according to Maisamari (1999) in minimal part, these materials allow the teacher to choose the resources he will use, tailoring them on learners' needs.

Synthesized Materials: here the teacher extracts genuine materials from different sources, in order to obtain new material to run a specific course.

Created Materials: are slightly different from the previous because they are rewritten by the teacher who gains complete control in setting up useful units for any given group.

4.8 Syllabus choice

Speaking of kinds of syllabus, my personal choice for the ESP Course for Customs & Excise is the Cyclic *or Spiral syllabus* where language items are presented more than once enabling learners to gain more knowledge on the general level. Referring to types of syllabuses the choice has been that of two different approaches:

1. *Situational Syllabus* – because its approach promotes language "in context" in order to ease the learning shift from the classroom to the real world.
2. *Topic/content-syllabus* – because it is determined by the subject whose content is divided in diverse ways, already well known to trainees, who will gain confidence in communicating and discussing the content.

In regard to text selection and adaptation, I am in complete agreement with Hutchinson and Waters (1987) and Maisamari, (1999). The choice has been to use genuine materials - adapted materials - synthesized materials and created materials.

Education is the most powerful weapon which you can use to change the world.

Nelson Mandela

Chapter 5

ESP Syllabus for Customs & Excise

ESP Syllabus for Customs & Excise

Genuine Materials

Didactic activity: *Trainees will become familiar with the officially recognized acronyms used to define the AEO concept, highlighting their diatopic variants at semantic level. The frequency in the use of certain terms, e.g. "security – safety – facilitations and terrorism" can be seen to reflect the varying degree of focus placed on the phenomenon by diverse authorities.*

***"Englishes"* and Customs Acronyms**

Authorized Economic Operator - Case Study

In Benjamin Lindorf[24] words *"Talking with Customs professionals can sometimes sound like a foreign language."*

The aim of this case study is on the one hand to bring to light major diverse acronyms currently used to define the same AEO concept and also to report on related texts from institutional websites in order to underscore the accelerating rate of change and the tremendous efforts made by governments at global level to harmonize procedures dedicated to enhancing supply chain security.

5.1.a EUROPEAN UNION

AEO[25] Authorized Economic Operator

An Authorized Economic Operator[26] can be defined as an economic operator who is reliable throughout the Community in the context of his customs related operations and therefore he is entitled to enjoy benefits throughout the Community. An AEO certificate, as laid down in Article 14b of the CCIP, provides either an easier admittance to customs simplifications, or it entitles the holder to facilitations concerning security and safety controls. In addition, there are benefits which are open to all categories of AEO, such as, amongst others, fewer physical and document based customs controls (unless other Community legislation prescribes a fixed amount). Economic operators can also request a joint certificate ("customs simplifications" together with "security and safety") comprising all benefits referred to above.

[24] United States: ABCs of CBP: A Glossary of U.S. Customs Acronyms 08 March 2005 Article by Benjamin Lindorf

[25] http://ec.europa.eu/taxation_customs/customs/policy_issues/customs_security/aeo/index_en.htm

[26] EUROPEAN COMMISSION DIRECTORATE-GENERAL TAXATION AND CUSTOMS UNION Customs Policy Risk Management, Security and specific controls Brussels, 29 June 2007 TAXUD/2006/1450

Source: security amendment of the Community Customs Code (Regulation (EC) 648/2005) is the creation of the.

Basis Article 5a, security amendments: Member States can grant the AEO status to any economic operator meeting the following common criteria:

- customs compliance,
- appropriate record-keeping,
- financial solvency and, where relevant, security and safety standards.

The status of authorized economic operator granted by one Member State is recognized by the other Member States. This does not automatically allow them to benefit from simplifications provided for in the customs rules in the other Member States. However, other Member States should grant the use of simplifications to authorized economic operators if they meet specific requirements.

Economic operators can apply for an AEO status either to have easier access to customs simplifications or to be in a more favourable position to comply with the new security requirements. Under the security framework, which has been applicable since **1 July 2009**, economic operators have to submit pre-arrival and pre-departure information on goods entering or leaving the EU. The security type of AEO certificate and the combined one allow their holders to benefit from facilitations with regard to the new customs controls relating to security.

The detailed provisions are laid down in the amendment (by Regulation 1875/2006) of the Implementing Provisions of the Community Customs Code. These provisions were drafted on the basis of experiences from the AEO Pilot conducted in 2006. Regulation (EC) 197/2010 has established new time limits for issuing the AEO certificate

Regulation (EC) No 1192/2008 aligns the rules for granting both the AEO certificate for customs simplifications and the single authorization for simplified procedures (SASP). Being an AEO facilitates the process of achieving a single authorization for simplified procedures as the relevant criteria are deemed to be met.

In the framework of EC-US cooperation on container security, a joint study comparing the US C-TPAT and the EC audit approach on companies (including the COMPACT-framework)[27] is

[27] EUROPEAN COMMISSION
DIRECTORATE-GENERAL TAXATION AND CUSTOMS UNION CUSTOMS POLICY
Transit, suspensive regimes and security of the distribution chain

currently being carried out with a view to assess the communalities and differences. The results will feed into the further drafting of requirements and guidelines that are to be established for the AEO.

5.1.b UNITED STATES

C-TPAT[28] Customs Trade Partnership Against Terrorism

C-TPAT was **launched in November 2001**, with just seven companies, seven major importers. Today, over 7,400 companies are enrolled, and these companies critical players in the global supply chain include United States importers, customs brokers, terminal operators, carriers and foreign manufacturers.

C-TPAT is a voluntary government-business initiative to build cooperative relationships that strengthen and improve overall international supply chain and U.S. border security. C-TPAT recognizes that U.S. Customs and Border Protection (CBP) can provide the highest level of cargo security only through close cooperation with the ultimate owners of the international supply chain such as importers, carriers, consolidators, licensed customs brokers, and manufacturers. Through this initiative, CBP is asking businesses to ensure the integrity of their security practices and communicate and verify the security guidelines of their business partners within the supply chain.

C-TPAT offers trade-related businesses an opportunity to play an active role in the war against terrorism. By participating in this first worldwide supply chain security initiative, companies will ensure a more secure and expeditious supply chain for their employees, suppliers and customers. Beyond these essential security benefits, CBP will offer benefits to certain certified C-TPAT member categories, including:

- A reduced number of CBP inspections (reduced border delay times)
- Priority processing for CBP inspections. (Front of the Line processing for inspections when possible.)
- Assignment of a C-TPAT Supply Chain Security Specialist (SCSS) who will work with the company to validate and enhance security throughout the company's international supply chain.

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[28] http://www.cbp.gov/xp/cgov/trade/cargo_security/ctpat/what_ctpat/ctpat_overview.xml

- Potential eligibility for CBP Importer Self-Assessment program (ISA) with an emphasis on self-policing, not CBP audits.
- Eligibility to attend C-TPAT supply chain security training seminars.

CBP recognizes that a safe and secure supply chain is the most critical part of our work in keeping our country safe. For this reason, CBP is seeking a strong anti-terrorism partnership with the trade community through C-TPAT. Trade partners will have a commitment to both trade security and trade compliance rooted in their business practices. CBP wants to work closely with companies whose good business practices ensure supply chain security and compliance with trade laws.

CBP encourages all companies to take an active role in promoting supply chain and border security. C-TPAT is not just a big-company program. Medium and small companies may want to evaluate the requirements and benefits of C-TPAT carefully in deciding whether to apply for the program. Moreover, even without official participation in C-TPAT, companies should still consider employing C-TPAT guidelines in their security practices.

5.1.c NEW ZEALAND

SES Secure Exports Scheme

SECURE EXPORTS SCHEME SECURITY PLAN[29]

Customs **started the SES**[30] **programme in 2004**. Currently there are just over 120 export partners in the voluntary scheme. Goods exported by SES partners are packed and transported securely without interference, and face less risk of delays from Customs interventions and inspections.

This fact sheet explains the requirements for the Secure Exports Scheme security plan.

New Zealand Customs Service has developed the Secure Exports Scheme (SES) in response to the need for increased security surrounding goods for export.

The purpose of the Secure Exports Scheme is to help ensure that goods for export are packaged securely, with no other goods and conveyed to the place of shipment securely and without interference, before shipping.

[29] CUSTOMS FACT SHEET 34A
ISSN 1175-396X
Issue date April 2011
New Zealand Customs Service
SECURE EXPORTS SCHEME SECURITY PLAN

[30] http://www.customs.govt.nz/outcommercial/exportprocedures/exportagreements/Pages/default.aspx

A security plan documents the policies, processes and procedures that a company has in place to ensure that goods for export are securely packed, accurately accounted for and securely transported to the point of export from New Zealand.

The security plan must detail the company's written and verifiable policies, processes and/or procedures in place to meet the following security criteria:

- procedural security
- document security
- physical security
- access controls
- personnel security
- education and training
- other government agency requirements (where applicable).

To assist with developing a security plan, these criteria are described in more detail below.

Some of the elements within the security criteria will not be applicable to all export companies e.g., businesses operating solely from an office environment.

Please include a comment in your security plan, under the security element heading about why it does not apply.

References can be included to standard operating procedures, provided this is prefaced with a short summary which covers the criteria and is clearly referenced to your site operating procedures (SOPs).

As part of your security plan, you will need to include security plans provided by third party operated sites and transport operators that are contracted to either pack, store or transport your export goods.

Customs needs to see that your arrangements with these companies/operators include the minimum security standards and that there is a method of checking that these standards are met.

If the contracted third party sites and transport operators have already been approved by Customs, you will need to ensure their existing security plans align with your company's specific secure handling requirements.

The security plan must cover all sites where export goods are packed into approved secure packages and held ready for transportation. A security plan is not required from port companies or international airports where goods are only delivered for export, unless they are

undertaking the packing of export goods, into approved secure packages within the Port/Airport environment.

Customs recognizes that all businesses operate differently. While fences, alarms, and cameras are common methods of monitoring or deterring unauthorized access to a site, your company may have.

The New Zealand Customs Service has developed the Secure Exports Scheme (SES)[31] in response to the need for increased security surrounding goods for export.

This fact sheet explains the requirements of the SES security plan for transport operators involved in the secure exports transport and storage of 'secure packages'.

Approved partners in the SES are required to:

- document all their processes from the place of manufacture, and/or packing, to the port of shipment for export;
- apply a Customs-approved seal or marking at the final point of packing.

This process records who has carried the goods, how that package is accounted for throughout the delivery process and confirmation that the package has been delivered to the port/railhead for export.

To ensure the security of the supply chain is maintained, and to comply with the conditions of the Scheme, it must be demonstrated that the Customs-approved seal or marking has remained intact throughout the transportation process.

This places the responsibility on the transport operator to:

- monitor the integrity of the Customs-approved seal or marking;
- maintain security around the secure package;
- retain documentary evidence of the checks undertaken during transport and at the time of delivery to the port or railhead.

Transport operators employed or contracted by SES partners will be asked by the SES partner to document, in the form of a security plan, the standards that will be applied to maintain the

[31] CUSTOMS FACT SHEET 34A
ISSN 1175-396X
Issue date April 2011
New Zealand Customs Service

integrity of Customs-approved sealed containers or secure packages during the transportation to port of loading or railhead.

The scheme is for all goods exported out of New Zealand by approved SES partners that have a Customs-approved seal or marking applied to secure packages.

5.1.d SINGAPORE

STP Secure Trade Partnership[32]

Launched on **25 May 2007**, the Secure Trade Partnership (STP) is a voluntary certification programme administered by Singapore Customs that encourages companies to adopt robust security measures in their trading operations, thereby contributing to the improvement in the security of the global supply chain.

Through the STP programme, Singapore Customs seeks to:

- create awareness of the importance of adopting a total supply chain approach to cargo
- security;
- encourage companies to play their part in securing their own processes within supply chains;
- enhance the security of global supply chain and prevent disruptions to the smooth flow of goods; and profile Singapore as a secure trading hub.

The STP programme provides companies with a framework to guide the development, implementation, monitoring and review of their supply chain security measures and practices. By participating in the STP programme, companies will be demonstrating their commitment to adopting and implementing appropriate security measures and a willingness to assume responsibility for keeping their supply chains secure.

The STP programme is open to all supply chain stakeholders (importers, exporters, warehouse operators, transporters, and terminal operators, etc).

The STP programme is consistent with the World Customs Organization (WCO) SAFE Framework of Standards to secure and facilitate global trade, adopted in June 2005.

[32] http://www.customs.gov.sg/leftNav/trad/Supply+Chain+Security.htm

5.1.e AUSTRALIA

Customs and Border Protection Authorized Economic Operator[33]

The Customs and Border Protection Authorized Economic Operator pilot project was commissioned to examine and consider the options for the establishment of an Australian supply chain security program.

The project, undertaken over a period of 18 months from July 2006 to December 2007 had two primary objectives:

- Test and fine-tune the application and assessment processes for security accreditation of importers, exporters and other parties in the supply chain.
- Explore opportunities for future mutual recognition arrangements.

The pilot project involved engaging five Australian companies, and their associated third parties, to test the application and assessment processes to become certified as AEO compliant. Participating companies represented a diverse mix of Australian supply chain operations incorporating numerous links in both the aviation and maritime environments.

As part of the pilot, participating companies completed a process of self assessment followed by a Customs assessment, validation and risk assessment. The project adopted a methodology aligned with the WCO SAFE Framework of Standards and other international best practices (such as the US C-TPAT program and New Zealand Secure Export Scheme) as shown in the table below.

Australian Customs and Border Protection Service AEO Pilot

Company contacts Customs and Border Protection and receives security profile templates and guidelines.

- Company submits completed self-assessed security profile to Customs and Border Protection.
- Customs and Border Protection assesses security profile and if sufficient, arranges validation visit.

[33] http://www.customs.gov.au/site/page6079.asp

- Customs and Border Protection visits company site to physically verify and validate the supply chain upon positive validation Customs and Border Protection and the Company signs partnership MOU.
- Benefits initiated.

The pilot emphasized the need for a total supply chain security approach to cargo management and a shared responsibility for ensuring the security of trade across all nodes of the supply chain.

Customs and Border Protection worked closely with the participating companies to develop a joint understanding of the security profiles covering the end to end supply chain. These profiles were lodged by industry for initial assessment by Customs and Border Protection and were followed by a number of validation visits to numerous sites within their operations.

Information was compiled from both the security profile and physical validation steps, and subsequently risk assessed through the post validation process.

ESP Syllabus for Customs & Excise

Adapted Materials

Internet Materials

Didactic activity: *Trainees will become familiar with customs vocabulary and will practice dealing with actual forms currently in use in the customs field. Role play activities may be developed from this material in which trainees take the parts of the various actors operating within the supply chain.*

5.2a Customs Clearance Declaration with transit

Declaration with Transit [34]

If goods need to be transported without being cleared a transport declaration must be made. Usually this is a **Transit** declaration. The goods remain under the supervision and control of the customs. The most important information in a **Transit declaration** is:

- The **Movement Reference Number** or **MRN** number. This is a Unique number that is assigned by the New Computerized Transit System and is processed in all transit declarations in Europe.
- The sender of the goods (box 2). This can also be the (transport) company from which the goods leave.
- The receiver of the goods (box 8). This is usually the company that purchased the goods.
- The sort of goods (boxes 31 and 33). This must also be registered by reporting the goods code.
- The gross and net weight of the goods (boxes 35 and 38).
- The number of packages (box 31).
- The person who makes the declaration and gives security for the payment of the import duties, also called the holder (box 50).

The purpose of a Transit declaration is that the goods can be transported to a destination within or outside the EU without having to pay import duties or other taxes. Not only all EU-countries participate in this system, but also the countries Switzerland, Norway and Iceland. The customs want to be sure, that if those goods do not reach the given destination, they still can collect the due taxes. That is the reason why all data that are necessary to determine the due taxes, have to be on the Transit declaration. And that is why the declarant must give security to customs, so that customs are always sure that they can collect the due taxes.

[34] http://www.macocustoms.com/default.asp?page=Transit_declaration

Security

Transit declarations are usually made by customs agents or transporters. In principle they must give a 100% **security** for all Transit declarations they make. But that percentage is mostly moderated to up to 30% of the amount. If a customs agent makes many Transit declarations, he will be confronted with a high security. Therefore the risks he runs are also higher. For that reason the customs agent usually only makes Transit declaration for companies he knows and trusts.

Customs destination

At the place of destination that is entered in the Transit declaration the transporter must report the goods. There a new **customs destination** must be given. This can be import, export, storage in warehouse etc. Only when that new customs destination is given, the Transit declaration is cleared. This goes as follows.

Clearance

When a declarant sends a Transit departure message to customs, it is registered there with a Unique Movement Reference Number or MRN-number. This MRN-number is immediately sent on to the destination office. That office of destination can be in another EU-member state, for example in Germany. When the goods arrive at that office and receive a new customs destination there, the MRN-number of the Transit declaration must be given. This number is recognized by the NCTS. A message is returned to the office from where the Transit departure message is sent and the **clearance** of the declaration takes place. The security of the declarant is released again. However, in this system many things can go wrong.

MRN

EUROPESE GEMEENSCHAP

DOUANEVERVOER - BEGELEIDINGSDOCUMENT

A

2 Afzender/Exporteur Nr.
BV
STRAAT 13
6
NL

1 REGELING T1

MRN 07NL 610EC9158

3 Formulieren 1 | 1
4 Ladinglijsten ---
5 Artikelen 1
6 Totaal colli 505
7 Referentie 29339_007759630_11808

8 Geadresseerde Nr.
KUWAIT LTD
POSTBOX
SAFAT
KW

Terugzendingsexemplaar terugzenden aan :
DOUANE NEDERLAND
Heerlen
NL

15 Land van verzending/uitvoer NL

17 Land van bestemming KW

18 Identiteit en nationaliteit van het vervoermiddel bij vertrek
AUTO | NL

56 Andere voorvallen tijdens vervoer. Feiten en getroffen maatregelen.

G VISUM VAN DE BEVOEGDE AUTORITEITEN

A

31 Colli en omschrijving van de goederen
Merken en nummers - Container (s) nr (s) - Aantal en soort
AV/S GOED.VERG.NL 447.HPA 4,15
505 Verpakking
SMAAK AV/S GOEDEREN.ORD/INV.NR 8

32 Artikel 1 Nr.

33 Goederencode

35 Brutomassa (kg) 13231

38 Nettomassa (kg) 12625

40 Summiere aangifte/voorafgaand document
Z-ZZZ : 07/0030

44 Bijzondere vermeldingen Voorgelegde stukken/Certificaten en vergunningen
EXPORT REFUND:O EUR./REGULATION EC NO.1676/04,

55 Overladingen

Plaats en land :	Plaats en land :
Ident. en nat. nieuwe vervoermiddel:	Ident. en nat. nieuwe vervoermiddel:
Ctr. ☐ (1) Ident. nieuwe container:	Ctr. ☐ (1) Ident. nieuwe container:
(1) Vermeld 1 indien JA of 0 indien NEE.	(1) Vermeld 1 indien JA of 0 indien NEE.

F VISUM VAN DE BEVOEGDE AUTORITEITEN

Nieuwe verzegeling: Aantal: merken:	Nieuwe verzegeling: Aantal: merken:
Handtekening : Stempel:	Handtekening : Stempel:
☐ Gegevens al vastgelegd in het systeem	☐ Gegevens al vastgelegd in het systeem

50 Aangever communautair douanevervoer Nr. 007759630/00
MACO NETHERLANDS B.V.
MIJNHEERKENSWEG 29
6041 TA ROERMOND
NL

C NL NL568156
[redacted] 06-02-2007
MACO NETHERLANDS BV 0300121

51 Voorziene kantoren van doorgang (en land)

52 Zekerheid niet geldig voor 05NL5683550000J66

Code 1

53 Kantoor van bestemming (en land)
ANTWERPEN D DOUANEKANTOOR(BE)

D CONTROLE DOOR KANTOOR VAN VERTREK
Uitslag : Toegelaten Afzender
Verzegeling aantal: ---
merken: ---
Termijn (uiterste datum): 14/02/2007

I CONTROLE DOOR HET KANTOOR VAN BESTEMMING
Datum van aankomst:
Controle van de verzegeling:
Opmerkingen:
Terugzendingsexemplaar verzonden
op
na inschrijving onder
Nr.
Handtekening: Stempel:

5.2.b Logistic documentation

Bill of Lading[35]

A Bill of Lading is a document of title, written receipt issued by a carrier, a transport company, that it has taken possession and received a item of property and usually also confirming the details of delivery (such as method, time, place or to whom), and serves as the carrier's title for the purpose of transportation.

A Bill of Lading serves as evidence for a contract of affreightment. This usually arises when a ship owner, or other person authorized to act on his behalf employs his vessel as a general ship by advertising that he is willing to accept cargo from people for a particular voyage.

Every bill of lading in the hands of a consignee or endorsee for valuable consideration, representing goods to have been shipped on board a vessel or train, is conclusive evidence of the shipment as against the master or other person signing the bill of lading, notwithstanding that the goods or some part thereof may not have been shipped, unless the holder of the bill of lading has actual notice, at the time of receiving it, that the goods had not in fact been laden on board, or unless the bill of lading has a stipulation to the contrary, but the master or other person so signing may exonerate himself in respect of such misrepresentation by showing that it was caused without any default on his part, and wholly by the fault of the shipper or of the holder, or of some person under whom the holder claims.

In addition to acknowledging the receipt of goods, a bill of lading indicates the particular vessel on which the goods have been placed, their intended destination, and the terms for transporting the shipment to its final destination.

The following are the different types of bills of lading:

- Inland bill of lading
- Ocean bill of lading
- Through bill of lading and
- Air waybill

An inland bill of lading is a document that establishes an agreement between a shipper and a transportation company for the transportation of goods. It is used to lay out the terms for transporting items overland to the exporter's international transportation company.

[35] http://blanker.org/bill-lading

An ocean Bill of Lading is a document that provides terms between an exporter and international carrier for the shipment of goods to a foreign location overseas.

A through bill of lading is a contract that covers the specific terms agreed to by a shipper and carrier. This document covers the domestic and international transportation of export merchandise. It provides the details of the agreed upon transportation between specific locations for a set monetary amount.

An air waybill is a bill of lading that establishes terms of flights for the transportation of goods both domestically and internationally. This document also serves as a receipt for the shipper, proving the carrier's acceptance of the shipper's goods and agreement to carry those goods to a specific airport. Essentially, an air waybill is a type of through bill of lading. This is because air waybills may cover both international and domestic transportation of goods. By contrast, ocean shipments require both inland and ocean bills of lading. Inland bills of lading are necessary for the domestic transportation of goods and ocean bills of lading are necessary for the international carriage of goods. Therefore, through bills of lading may not be used for ocean shipments.

Inland and ocean **bills of lading** may be negotiable or non-negotiable. If the bill of lading is non-negotiable, the transportation carrier is required to provide delivery only to the consignee named in the document. If the bill of lading is negotiable, the person with ownership of the bill of lading has the right of ownership of the goods and the right to re-route the shipment.

How to fill out a Bill of Lading[36]**:** A quick guide

Standard Bill of Lading Form*Traditional Portrait layout*Actual size of this from is 8.5” X 11”

Our walk through will take sections of this BOL and detail the areas that are required to be completed for each shipment.

Standard Supplement to the Bill of Lading

*Traditional Portrait layout

*Actual size of this from is 8.5” X 11”

Our walk through will take sections of this BOL and detail the areas that are required to be completed for each shipment.

[36] C:\Users\nwilmot\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content. Outlook\G011JYK0\MESCA Freight Services Logo_transparent_background.gif

Section 1

Date: MM/DD/YY Format which freight was shipped or picked up by carrier.

"Ship From" Fields: (Mandatory)

Name: the Company shipping the product.

Address: The shipping street address. (An additional address line is optional)

City, State, Zip: The shipping city, state and zip code.

SID #: Optional: Shipment ID number may be used to document if a number is applied by the shipper to this shipment.

FOB Optional: Data box to indicate (via "x" in box) that the FOB is based on the Ship From address.

"Ship To" Fields: (Mandatory)

Name: the Company receiving the product.

Address: The address where the product is physically delivered.(Additional address line is optional)

City, State, Zip: The city, state and zip where the product is to be physically delivered.

CID #: Optional: Consignee ID number may be used to document if a number is applied by the consignee to this shipment

Location#: The number assigned to consignee's ship to address, if applicable.

FOB Optional: Data box to indicate (via "x" in box) that the FOB is based on the **Ship To** address.

"Bill To" Fields: (Conditional)

Only used if different from the "Ship From" company on prepaid shipments or the "Ship To" company on collect shipments.

Name: The Company paying the freight invoice.

Address: The address where the freight invoice is to be mailed.

City, State, Zip: The city, state, and zip code where the freight invoice is to be mailed.

Special Instructions: (Conditional)

To be used for directions to the carrier such as protected services and delivery instructions. Individual Bill of Lading numbers are listed in this space for shipments requiring the use of a Master Bill of Lading. If not enough space is provided in this area, the "additional shipper info" space may be used.

Carrier Fields:

Name: The full name of the carrier picking up the shipment. (Mandatory)

SCAC: The four-letter alpha code identifying the carrier and assigned by the NMFTA. (Mandatory) (The NMFTA may be contacted at 703-838-1868)

Trailer Number: Used if a truckload carrier hauls the shipment. (Conditional)

Seal Number: Used if the shipment is a full truckload from the origin to destination. (Conditional)

Pro Number: Used if an LTL carrier hauls the shipment. (Conditional)

Terms: (Mandatory) Indicates which party is invoiced and responsible for payment of the freight invoice.

Master Bill of Lading Indicator: (Conditional) If checked, indicates this is a Master Bill of Lading and has underlying Bills of Lading attached. The underlying Bill of Lading numbers shall be referenced in the special instructions.

Section 2

Carrier Information:

Handling Unit:

Quantity: The number of handling units listed by commodity type. (Mandatory)

Type: The type of handling unit, i.e. pallets, slips, cartons, bundles, drums. (Mandatory)

Package:

Quantity: The number of packages or cartons listed by commodity type. The total number of packages should equal the total in the Customer Order Information section. (Conditional)

Type: The type of package, i.e. cartons, bundles, rolls, drums. (Conditional)

Weight: The weight of the handling units (includes the weight of pallets, slip sheets, etc.)

The total weight in this section may not equal the total weight in the Customer Order Information section: (Mandatory)

Carrier Information: (Continued)

Hazardous Material: Indicate “X” if the product shipped is classified as Hazardous Material. If marked, the shipment must follow the Hazardous Material requirements of the U.S. Department of Transportation 49 CFR. (See next page for details) (Conditional)

Commodity Description: The general product description as listed in the NMFC. (Mandatory)

NMFC Number: The NMFC number tied to the commodity classification. (Conditional)

Class: The freight class of the commodity as classified by the NMFC. (Conditional)

Declared Value permits the shipper to document the value of the goods being shipped. (Optional) The shipper typically pays a surcharge to the carrier to guarantee additional insurance.

Coverage up to the full-declared value of the goods hauled. Only used for shipments riding under a contract that would not otherwise provide full insurance protection or do not refer to the NMFC for a release value. Most commonly used for small package or air carriers.

COD Section used when cash on delivery is required. (Optional)

Non-Recourse Shipper's Signature (previously referred to as Section 7): (Optional)

Signed by the shipper when they need to protect themselves from default on the part of the consignee.

Shipper Signature/Date: (Mandatory) Indicates that the shipper agrees that the information listed on the Bill of Lading is correct, that the documentation of the shipment follows the requirements of the U.S. DOT and confirms the date of the Bill of Lading signature.

Trailer Load/Freight Counted: (Mandatory) Indicates which party loaded the trailer and which party counted the freight. Also indicates whether the driver for claims purposes counted pieces or pallets.

Carrier Signature/Pickup Date: (Mandatory) Indicates that the carrier agrees to have received the entire product as listed on the Bill of Lading, that the shipment follows the requirements of the U.S. DOT, and documents the pickup date.

VICS Bill Of Lading; PDF format, Microsoft Word format

VICS Supplement to the Bill of Lading; PDF format, Microsoft Word format

AIR WAY BILL[37]

The air waybill is a document which shall be either an air waybill referred to as an *"airline air waybill"*, with preprinted issuing carrier identification, or an air waybill referred to as a *"neutral air waybill"* without preprinted identification of the issuing carrier in any form and used by other than an air carrier.

Measurements of the Air Waybill

The outside measurements of the air waybill shall be between 208 mm (8.2 in) and 230 mm (9 in) in width and between 274 mm (10.8 in) and 305 mm (12 in) in length. The size of the boxes and their distances from the upper left hand paper edges shall be maintained exactly as shown in attachment.

Description of the airline Air Waybill set

The airline air waybill set shall be printed as specified below:

- The Original 3 (for Shipper) shall have the same layout, wording and shading as specified in Appendix 'B' of attachment;
- The Copy 4 (Delivery Receipt) shall have the same layout, wording and shading as specified in Appendix 'C' of attachment;
- The Original 1 (for Issuing Carrier) and Original 2 (for Consignee) shall have the same layout, wording and shading as specified in Appendix 'D' of attachment;
- All other copies shall have the same layout, wording and shading as specified in Appendix 'E' of attachment;
- The airline air waybill shall be in a set of a minimum of eight copies and shall be marked in the order shown. Colour is optional and airlines shall accept both coloured and non-coloured coded air waybills.

Title Colour

Original 3 (for Shipper) - Blue

Copy 8 (for Agent) - White

Original 1 (for Issuing Carrier) - Green

Original 2 (for Consignee) - Pink

[37] http://blanker.org/air-waybill

Copy 4 (Delivery Receipt) - Yellow
Copy 5 (Extra Copy) - White
Copy 6 (Extra Copy) - White
Copy 7 (Extra Copy) – White

If using colour, copies shall be either coloured paper or white paper with appropriate colour ink imprinted thereon, as referred above.
Additional copies, having the same layout, wording and shading as Appendix 'E', may be included in the airline.
Air waybill set to a maximum of five copies. These must be printed on white paper marked "Copy XX (Extra copy for Carrier)", where XX denotes the number of the copy of the airline air waybill, and may be placed anywhere in the airline air waybill set following Original 1 (for Issuing Carrier);
Notwithstanding the provisions of 3.5 and 3.6, when an air carrier uses an automated system to issue the airline air waybill:

- the airline air waybill shall be executed in a set which includes at least the three original copies;
- further copies of the airline air waybill may be produced by automated means at origin, en route or at destination as required, upon interline transfer, at least five copies, of which one copy is entitled "Original 2 (for Consignee)" and one copy is entitled "Copy 4 (Delivery Receipt)", shall be provided to the onward carrier, upon interline transfer.

When the exchange of a shipment record is not possible, at least five copies, of which one copy is entitled "Original 2 (for Consignee)" and one copy is entitled "Copy 4 (Delivery Receipt)", shall be provided to the onward carrier.
When the exchange of a shipment record is possible, it is not required that copies of an air waybill be provided to the onward carrier.

What is Master and House Air Waybills[38]

The freight forwarder may consolidate the consignments of several independent shippers that are intended for the same airport of destination and dispatch them together under one air

[38] http://info.jctrans.net/jcnet/asg/ab/2007111542603.shtml

waybill (AWB) issued by the carrier, known as master air waybill (MAWB), with a cargo manifest detailing such consignments attached to the MAWB. The freight forwarder in turn issues to each shipper its own AWB, known as a house air waybill (HAWB) or freight forwarder's waybill.

In the case of air freight using a house air waybill (HAWB), just like in ocean freight using a house bill of lading (the freight forwarder's bill of lading), it is the freight forwarder's handling agent at destination, not the carrier, who notifies the consignee of the cargo arrival at destination.

International Air Transport Association (IATA) has issued a Standard revising the air waybill Conditions of Contract located on the air waybill form, effective March 17, 2008. If you need additional information on the changes issued in the Standard, or are in need of a downloadable version of the revised Conditions of Contract (Resolution 600b), you may obtain these items by visiting the IATA website

HOW TO COMPLETE A MAWB

The following explains the required information on each MAWB completed by the customer and/or UPS, domestic or international. Information entered on an International MAWB is required to be typed or computer-printed. The customer may supply additional information; however UPS requires the information covered below. For further information regarding the Air Waybill form, simply click a circled number to link to field descriptions.

5.2.c Didactic activity: *Given the importance and difficulty of communicating by telephone, a number of activities will be included to offer practice in giving and receiving instructions, dealing with foreign and native speaker of English and in learning some of the specialized vocabulary inherent in the customs area.*

Telephone English - Important Phrases

Telephoning in English includes learning a number of special phrases, as well as focusing on listening skills. Some of the most important phrases include how to answer the phone:
Hello, this is Ken
Brighton 0987654
In American English, we answer the phone stating "This is ..." In British English; it's common to answer the phone by stating the telephone number. The phrase "This is ..." is used only on the telephone to substitute the phrase "My name is ..." which is not used to answer the telephone.
Begin by learning important telephone English with the dialogue below. Here is an example dialogue:

Operator: *Hello, Frank and Brothers, How can I help you?*
Peter: *This is Peter Jackson. Can I have extension 3421?*
Operator: *Certainly, hold on a minute, I'll put you through...*
Frank: *Bob Peterson's office, Frank speaking.*
Peter: *This is Peter Jackson calling, is Bob in?*
Frank: *I'm afraid he's out at the moment. Can I take a message?*
Peter: *Yes, Could you ask him to call me at . I need to talk to him about the Nuovo line, it's urgent.*
Frank: *Could you repeat the number please?*
Peter: *Yes, that's, and this is Peter Jackson.*
Frank: *Thank you Mr. Jackson, I'll make sure Bob gets this asap.*
Peter: *Thanks, bye.*
Frank: *Bye.*

As you can see, the language is rather informal and there are some important differences to everyday English. Look at the chart below for key language and phrases used in telephone English:

Introducing yourself

This is Ken.

Ken speaking

Asking who is on the telephone

Excuse me, who is this?

Can I ask who is calling, please?

Asking for Someone

Can I have extension 321? (extensions are internal numbers at a company)

Could I speak to...? (Can I - more informal / May I - more formal)

Is Jack in? (informal idiom meaning: Is Jack in the office?

Connecting Someone

I'll put you through (put through - phrasal verb meaning 'connect')

Can you hold the line? Can you hold on a moment?

How to reply when someone is not available

I'm afraid ... is not available at the moment

The line is busy... (when the extension requested is being used)

Mr. Jackson isn't in... Mr. Jackson is out at the moment...

Taking a Message

Could (Can, May) I take a message?

Could (Can, May) I tell him who is calling?

Would you like to leave a message?

Continue practicing your skills by using the practical exercises below which include information on leaving messages on the telephone, how to ask native speakers to slow down, role plays on the telephone and more.

Telephone English - Tips for Getting People to Slow Down!!

Have you ever had problems understanding native English speakers on the telephone? If so, you are not alone. All English learners have difficulties understanding people on the telephone. This is for a number of reasons:

- People speak too quickly
- People don't pronounce the words well
- There are technical problems with the telephones
- You can't see the person you are speaking with
- It's difficult people to repeat information

This article focuses on the first and last problems listed above. Follow these tips to help you get native speakers of English to slow down!

- ***Immediately ask the person to speak slowly.***
- ***When taking note of a name or important information, repeat each piece of information as the person speaks.***

This is an especially effective tool. By repeating each important piece of information or each number or letter as the spell or give you a telephone number you automatically slow the speaker down.

- ***Do not say you have understood if you have not. Ask the person to repeat until you have understood.***
  Remember that the other person needs to make himself/herself understood and it is in his/her interest to make sure that you have understood. If you ask a person to explain more than twice they will usually slow down.
- ***If the person does not slow down begin speaking your own language!***
  A sentence or two of another language spoken quickly will remind the person that they are fortunate because THEY do not need to speak a different language to communicate. Used carefully, this exercise in humbling the other speaker can be very effective. Just be sure to use it with colleagues and not with a boss :-)!

Telephone Conversations

Business Telephone Conversation Patterns - Role Play

Telephone conversations use a number of standard phrases that are specifically used only when telephoning in English. Telephone conversations, especially business telephone conversations, also follow certain patterns:

- Someone answers the phone and asks if he / she can help.
- The caller makes a request - either to be connected to someone or for information.
- The caller is connected, given information or told that he /she is not in the office at the moment.
- If the person who is requested is not in the office, the caller is asked to leave a message.
- The caller leaves a message or asks other questions.
- The phone call finishes.

Of course, all business telephone conversations do not follow this rigid scheme. However, this is the basic outline for most business telephone conversations, especially those made to businesses to request information or ask for clarification.

The following example business telephone conversation can be used as a role play in class to introduce a number of standard phrases used when telephoning in English. Use the short summary and have students try to reproduce the conversation once they have practiced the role play a few times.

Example Business Telephone Conversation - Role Play

Ms Anderson (sales representative Jewels and Things): ring ring ... ring ring ... ring ring ...

Secretary (Henry Smith): *Hello, Diamonds Galore, this is Peter speaking. How may I be of help to you today?*

Ms Anderson: *Yes, this is Ms Janice Roberts calling. May I speak to Mr. Franks, please?*

Henry Smith: *I'm afraid Mr. Franks is out of the office at the moment. Would you like me to take a message?*

Ms Anderson: *Uhm... actually, this call is rather urgent. We spoke yesterday about a delivery problem that Mr. Franks mentioned. Did he leave any information with you?*

Henry Smith: *As a matter of fact, he did. He said that a representative from your company might be calling. He also asked me to ask you a few questions.*

Ms Anderson: *Great, I'd love to see this problem resolved as quickly as possible.*
Henry Smith: *Well, we still haven't received the shipment of earrings that was supposed to arrive last Tuesday.*
Ms Anderson: *Yes, I'm terribly sorry about that. In the meantime, I've spoken with our delivery department and they assured me that the earrings will be delivered by tomorrow morning.*
Henry Smith: *Excellent, I'm sure Mr. Franks will be pleased to hear that.*
Ms Anderson: *Yes, the shipment was delayed from France. We weren't able to send along your shipment until this morning.*
Henry Smith: *I see. Mr. Franks also wanted to schedule a meeting with you later this week.*
Ms Anderson: *Certainly, what is he doing on Thursday afternoon?*
Henry Smith: *I'm afraid he's meeting with some clients out of town. How about Thursday morning?*
Ms Anderson: *Unfortunately, I'm seeing someone else on Thursday morning. Is he doing anything on Friday morning?*
Henry Smith: *No, it looks like he's free then.*
Ms Anderson: *Great, should I come by at 9?*
Henry Smith: *Well, he usually holds a staff meeting at nine. It only lasts a half an hour or so. How about 10?*
Ms Anderson: *Yes, 10 would be great.*
Henry Smith: *OK, I'll schedule that. Ms Anderson at 10, Friday Morning... Is there anything else I can help you with?*
Ms Anderson: *No, I think that's everything. Thank you for your help... Goodbye.*
Henry Smith: *Goodbye.*

Keywords and Important Phrases

How may I be of help - This is a formal phrase used to show politeness. It means 'Can I help you?'
calling - telephoning
out of the office - *not in the office*
take a message - *to write down a message from the caller*
urgent - *very important*
delivery - *the bringing of goods to a client*
mentioned - *said*
resolved - *taken care of*

as quickly as possible - *in the fastest manner, ASAP*
shipment - *delivery, the bringing of goods to a client*
assured - *certainty that something is true or will happen*
pleased - *happy*
delayed -not be able to do something on time
looks like - *seems*
staff meeting - *a meeting of employees*
lasts - *to take time*
schedule - *future appointments*
How may I be of help - *This is a formal phrase used to show politeness. It means 'Can I help you?'.*
take a message - *to write down a message from the caller*
rather - *very, quite*
urgent - *very important*
delivery - *the bringing of goods to a client*
mentioned - *said*
resolved - *taken care of*
still - *a form of emphasis to show that something has not been done up to the moment in time*
shipment - *delivery, the bringing of goods to a client*
assured - *certainty that something is true or will happen*
pleased - *happy*
delayed -not be able to do something on time
send along - *deliver*
How about - *phrase for making suggestions*
else - *another added person or thing*
looks like - *seems*
schedule - *future appointments*

Short Summary of the Telephone Conversation

Ms Anderson telephones Diamonds Galore to speak with Mr. Franks. Mr. Franks is not in the office, but Henry Smith, the secretary, speaks to Ms Anderson about a delivery problem with some earrings. The earrings have not yet arrived at Diamonds Galore. Ms Anderson tells Peter that there was a problem with the shipment from France, but that the earrings should arrive tomorrow morning.

They next schedule a meeting between Ms Anderson and Mr. Franks. Mr. Franks is not able to meet with Ms Anderson on Thursday because he is busy. They finally decide on Friday morning at 10 o'clock after a staff meeting that Mr. Owen usually holds on Friday mornings.

5.2.d Didactic activity: *Trainees will be exposed to the standardize methods of presenting communication in the customs field. This will include both formal letter writing and less formal and more concise e-mail.*

Business Letter Writing[39]

Purpose of a Business Letter

A business letter (or formal letter) is an official communicating document between two or more parties. Standard dimensions are 8.5" x 11" white paper.

Letter Essentials

1. Ability in identifying the addressees;
2. getting to the point avoiding unnecessary details;
3. presenting the main objective in a lucid and concise manner;
4. remaining professional;
5. avoiding intimidations and insults.

Business Letter Format[40] Block Format[41]: Business Letter

1. Return Address Line
   Date (Month Day, Year)
2. Mr. /Mrs. /Ms. /Dr. Full name of recipient.
3. Title/Position of Recipient.

   - Company Name
   - Address Line 1
   - Address Line 2

4. Dear Ms./Mrs./Mr. Last Name:

[39] http://www.letterwritingguide.com/businessletter.htm
[40] http://www.letterwritingguide.com/businessletterformat.htm
[41] The block format is the simplest format; all of the writing is flush against the left margin.

5. Subject: Title of Subject
6. Body Paragraphs (1/2/3)
7. Closing (Sincerely...)
8. Signature
9. Your Name (Printed)
10. Your Title

1. **Your Address**
   The return address of the sender so the recipient can easily find out where to send a reply. Skip a line between your address and the date. (Not needed if the letter is printed on paper with the company letterhead already on it.)

2. **Date** Put the date on which the letter was written in the format Month Day Year i.e. August 30, 2003. Skip a line between the date and the inside address (some people skip 3 or 4 lines after the date).

3. **Inside Address**
   The address of the person you are writing to along with the name of the recipient, their title and company name, if you are not sure who the letter should be addressed to either leave it blank, but try to put in a title, i.e. "Director of Human Resources". Skip a line between the date and the salutation.

4. **Salutation** Dear Ms./Mrs./Mr. Last Name:, Dear Director of Department Name: or To Whom It May Concern: if recipient's name is unknown. Note that there is a colon after the salutation. Skip a line between the salutations and the subject line or body.

5. **Subject Line** (optional)
   Makes it easier for the recipient to find out what the letter is about. Skip a line between the subject line and the body.

6. **Body** 6
   The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip a line between the end of the body and the closing.

7. **Closing** 7

   Let the reader know that you are finished with your letter; usually ends with Sincerely, Sincerely yours, Thank you, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized. Skip 3-4 lines between the closing and the printed name, so that there is room for the signature.

8. **Signature**

   Your signature will go in this section, usually signed in black or blue ink with a pen.

9. **Printed Name**

   The printed version of your name, and if desired you can put your title or position on the line underneath it. Skip a line between the printed name and the enclosure.

10. **Enclosure**

    If letter contains other document other than the letter itself your letter will include the word "Enclosure." If there is more than one you would type, "Enclosures (#)" with the # being the number of other documents enclosed, not including the letter itself.

11. **Reference Initials**

    If someone other than yourself typed the letter you will include your initials in capital letters followed by the typist's initials in lower case in the following format; AG/gs or AG: gs.

The basics of good business letter writing[42] are easy to learn. The following guide provides the phrases that are usually found in any standard business letter. This basic of business letters are important because certain formulas are recognized and handled accordingly.

Think of a basic business letter in three steps:

1. **Introduction** - The reason for writing

   The introduction helps the reader understand in which context the letter should be considered. Possibilities include job interview inquires, business opportunity requests, complaints, and more. Of course, each type of business letter has its own standard phrases.

[42] http://esl.about.com/cs/onthejobenglish/a/a_basbletter.htm

2. **Details** - What you would like to accomplish
   The detail section of a business letter is extremely important. This is where you achieve your goals in writing a business letter.

3. **Conclusion** / Next Steps - What you would like to happen in the future
   Provide a call for future action. This can be a chance to talk in person, a follow-up letter or more. It's important and expected to make it clear what you would like for the next step from the person reading your business letter.

The phrases presented in this guide provide a frame and introduction to the content of business letters. At the end of this guide, you will find links to sites that give tips on the difficult part of writing successful business letters - arguing your business objective. By using these standard phrases, you can give a professional tone to your English business letters. Once you understand these basics, you can refine your business letter writing skills by focusing on different types of business letters, as well as other business documents to refine your skills for your business needs at your employers or your own small business organization.

The Start

The start of any business letter begins by addressing the recipient of the letter.

Dear Personnel Director,

Dear Sir or *Madam*: (use if you don't know who you are writing to)

Dear Dr, Mr, Mrs, Miss or *Ms* Smith: (use if you know who you are writing to, and have a formal relationship with - <u>VERY IMPORTANT use Ms for women unless asked to use Mrs or Miss)</u>

Dear Frank: (use if the person is a close business contact or friend)

Note: If you are unsure how formal you should be, always choose a more formal form. Writing to a specific person is always preferred if at all possible.

The Reference

Begin by referencing a specific conversation or other contact means. If this is the first letter in a conversation, you can also provide the reason for writing.

With reference to your advertisement in the Times, your letter of 23 rd March,

your phone call today,

Thank you for your letter of March 5th.

The Reason for Writing

I am writing to...

... inquire about

... apologize for

... confirm

... comment on

... apply for

Examples:

I am writing to inquire about the position posted in The Daily Mail.

I am writing to confirm the shipment details on order # 2346.

I am writing to apologize for the difficulties you experienced last week at our branch.

Once you have introduced the reason for writing your business letter, move on to stating more specifically the purpose of your letter. Here are a number of possibilities:

Requesting

Could you possibly?

I would be grateful if you could

Agreeing to Requests

I would be delighted to

Giving Bad News

Unfortunately

I am afraid that

Enclosing Documents

I am enclosing

Please find enclosed

Enclosed you will find

Closing Remarks

Thank you for your help. Please contact us again if we can help in any way.

there are any problems.

you have any questions.

Reference to Future Contact

I look forward to ...

hearing from you soon.

meeting you next Tuesday.

The Finish

Yours faithfully, (If you don't know the name of the person you're writing to)

Yours sincerely, (If you know the name of the person you're writing to)

Best wishes,

Best regards, (If the person is a close business contact or friend)

Sample Letter

Here is a sample letter using some of these forms:

Ken's Cheese House

34 Chatley Avenue

Seattle, WA 98765

Tel: Fax:

Email: kenny@cheese.com

October 23, 2006

Fred Flintstone

Sales Manager

Cheese Specialists Inc.

456 Rubble Road

Rockville, IL

Dear Mr Flintstone:

With reference to our telephone conversation today, I am writing to confirm your order for:

120 x Cheddar Deluxe Ref. No. 856

The order will be shipped within three days via UPS and should arrive at your store in about 10 days.

Please contact us again if we can help in any way.

Yours sincerely,

Kenneth Beare

Director of Ken's Cheese House

5.2.e

Email

Email[43] is one of the most common forms of written communication in the business world. Less formal than a written letter, Email is usually short and concise.

Ten Quick Tips on Writing a Professional Email

1. Fill in the subject line with a specific topic.
2. Put your main point in the opening sentence.
3. Specify what you're writing about.
4. Don't use all capitals.
5. Avoid textspeak (abbreviations and acronyms)
6. Be brief *and* polite. If your message runs longer than two or three short paragraphs, consider:
   - reducing the message;
   - providing an attachment.
7. Remember to say "please" and "thank you.
8. Add a signature block with appropriate contact information (in most cases, your name, business address, and phone number, along with a legal disclaimer if required by your company).
9. Edit and proofread before hitting "send."
10. Finally, reply promptly to serious messages. If you need more than 24 hours to collect information or make a decision, send a brief response explaining the delay.

[43] http://grammar.about.com/od/developingessays/a/profemails.htm

5.2.f Didactic Activity: *Beyond the workplace, customs workers will need to develop effective linguistic strategies for communicating on a social level. Register and vocabulary will be explored to improve this essential skill.*

SMALL TALKS[44] A Basic socializing

Successful socializing depends on the appropriate language and skills. The following list contains key functions and useful language for basic socializing in a business context.

Function	**language**
welcoming	*Welcome to ...*
	We're pleased to welcome you (all) to ...
	It's a pleasure to welcome you (all) to ...
greeting people	*How do you do?* (formal)
	How are you/you doing? (informal)
	(*So*/*Very*) *Nice*/*Good to meet you.*
	It's a pleasure (*to meet you*).
introductions	*My name's ... I'm* (position/job)
	I'd like to introduce myself ...
	Let me introduce myself ...
	We haven't met yet. I'm ...
	I'd like to introduce you to ...
	Have you met ...?
small talk	*How was your flight/trip?*
	How's the hotel?
	Did you have any problems/trouble finding us?
	How's the weather in ...?
	What do you think of our weather?
	Could I take your coat/umbrella?
	Would you care for something to drink?
	How do you take your coffee/tea?

[44] http://www.macmillandictionaries.com/MED-Magazine//February2005/27-Top-Tips-SocializingS.htm

getting to know each other	*How long have you been working for ...?*
	How did you get into this line of business?
	How do you like living in ...?
	What's your home town?
	What do you do in your spare time?
typical everyday contacts	*How are you today?*
	How are things?
	It's (*going*) *fine, thanks.*
	Nice to see you again.
	I was wondering if ...
	Would you mind if ...
	Could I ask a favour of you?/Could you do me a favour?
making arrangements	*We'd like to invite you to ...*
	Could we arrange a meeting/dinner for ... ?
	Would you be interested in ...?
	Would you like to attend/come to ...?
	What/How about..?
	Would ... suit you/be convenient?
	Shall we say (*about*) *7.00pm?*
	That sounds fine/great.
	Let me just confirm that ...
	I look forward to seeing you then.
having drinks	*I'd like to get the next round of drinks.*
	Could I propose a toast to ...?
	Here's to ...
	Cheers!
	The drinks are on me.
	I'm treating you.
	I'll pick up the tab.
holding conversations	*I wanted to ask you about ...*
	I was wondering if ...
	While we're on the subject ...
	I'd like to mention ...

	By the way ...
	That reminds me ...
	Do you see what I mean/I'm getting at?
	So are you saying ...?
saying good-bye	*I'm afraid I really must be on my way.*
	I really do need to wrap this up now.
	Thanks so/Thank you very much for ...
	It was nice/a pleasure to meet/see you.
	I look forward to ...
	Please get in touch soon.
	I'll give you a call/email you.
	Goodbye.
	Bye. Take care.
	Have a good flight/trip.
	Safe journey back!

General language points

1. Polite forms, with *could*, *would* and *may*, permeate the language used for socializing.
2. Particular polite phrases such as *I was wondering if I could borrow your pen* or *Would you mind if I borrowed your pen* review the second conditional form.
3. *Let me ...* is a common way of asking permission to assist or to do something for someone.
4. Socializing contexts provide practice for use of the present simple vs present continuous, e.g. *I work for ... Right now I'm working on ...* , and the past simple and present perfect, e.g. *I lived and worked in London for 3 years. I've lived in Dublin since I started my new job in 2001*.

Teaching ideas and resources

Socializing is a complex skill to develop. Students need to build their confidence in a variety of contexts where making a good impression on a client or customer is of paramount importance. To practice essential language for socializing, try out these activities:

• Create cards or strips with questions and answers on them. Students match the question to

the right response, e.g. *How do you do?* / *It's a pleasure to meet you.*

- Students identify or sort the language with the appropriate situation. This can be done with phrases and headings/functions on cut-up strips or in boxes, e.g. *How was your flight? What do you think of our weather?* / small talk
- Make full use of varied role-play activities. Assign roles based upon the students' actual business situation.
- Utilize the many videos available for Business English. These create an excellent forum for discussion and practice.
- From audio excerpts, have the students act out roles based on the typescripts. Students do peer observation and give comments.
- Emphasize the cultural aspect of socializing. Remind students that English carries its own style of communication (thus doing business) which is no better or worse than the students' own native language. Discuss and compare the different situations of socializing students have noticed in different cultures as opposed to their own culture. Ask students to make a list of what is accepted and what is taboo.

5.2.g

The Presentation[45]

Most presentations are divided into 3 main parts (+ questions):

1	**INTRODUCTION**	**(Questions)**
2	**BODY**	
3	**CONCLUSION**	
	Questions	

As a general rule in communication, repetition is valuable. In presentations, there is a golden rule about repetition:

- say what you are going to say;

[45] http://www.englishclub.com/business-english/presentations-pres.htm

- say it;
- then say what you have just said.

In other words, use the three parts of your presentation to reinforce your message. In the introduction, you tell your audience what your message is going to be. In the body, you tell your audience your real message. In the conclusion, you summarize what your message was. We will now consider each of these parts in more detail.

Introduction

The introduction is a very important - perhaps the most important - part of your presentation. This is the first impression that your audience has of you. You should concentrate on getting your introduction right. You should use the introduction to:

- welcome your audience;
- introduce your subject;
- outline the structure of your presentation;
- give instructions about questions.

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	**Possible language**
1. Welcoming your audience	Good morning, ladies and gentlemen Good morning, gentlemen Good afternoon, ladies and gentleman Good afternoon, everybody
2. Introducing your subject	I am going to talk today about... The purpose of my presentation is to introduce our new range of...
3. Outlining your structure	To start with I'll describe the progress made this year. Then I'll mention some of the problems we've encountered and how we overcame them. After that I'll consider the possibilities for

	further growth next year. Finally, I'll summarize my presentation (before concluding with some recommendations).
4. Giving instructions about questions	Do feel free to interrupt me if you have any questions. I'll try to answer all of your questions after the presentation. I plan to keep some time for questions after the presentation.

Body

The body is the 'real' presentation. If the introduction was well prepared and delivered, you will now be 'in control'. You will be relaxed and confident. The body should be well structured, divided up logically, with plenty of carefully spaced visuals. Remember these key points while delivering the body of your presentation:

- do not hurry
- be enthusiastic
- give time on visuals
- maintain eye contact
- modulate your voice
- look friendly
- keep to your structure
- use your notes
- signpost throughout
- remain polite when dealing with difficult questions

Conclusion

Use the conclusion to:

- Sum up
- (Give recommendations if appropriate)
- Thank your audience
- Invite questions

The following table shows examples of language for each of these functions. You may need to modify the language as appropriate.

Function	Possible language
1. Summing up	To conclude,... In conclusion,... Now, to sum up... So let me summarize/recap what I've said. Finally, may I remind you of some of the main points we've considered.
2. Giving recommendations	In conclusion, my recommendations are... I therefore suggest/propose/recommend the following strategy.
3. Thanking your audience	Many thanks for your attention. May I thank you all for being such an attentive audience.
4. Inviting questions	Now I'll try to answer any questions you may have. Can I answer any questions? Are there any questions? Do you have any questions? Are there any final questions?

Questions

Questions are a good opportunity for you to interact with your audience. It may be helpful for you to try to predict what questions will be asked so that you can prepare your response in advance. You may wish to accept questions at any time during your presentation, or to keep a time for questions after your presentation. Normally, it's your decision, and you should make it clear during the introduction. Be polite with all questioners, even if they ask difficult questions. They are showing interest in what you have to say and they deserve attention. Sometimes you can reformulate a question. Or answer the question with another question. Or even ask for comment from the rest of the audience.

5.2.h Cloze

Didactic activity: *Reading comprehension passages and especially cloze tests (where every nth word is blank) will provide the customs operators with texts of particular interest and aim to build familiarity with specialized vocabulary, and to improve trainees competence in intuiting the syntactical and grammatical aspect of written English.*

Britain's Smuggling History[46]

Smuggling explodes - In the 18th century illegal trade across England's coast grew at a prodigious rate. What had previously been simple small-scale evasion of duty turned into an industry of astonishing proportions, siphoning money abroad, and channeling huge volumes of contraband into the southern counties of England.

Even by modern standards, the quantities of imported goods are extraordinary. It was not unheard of for a smuggling trip to bring in 3,000 gallons of spirits; to picture this in your mind's eye, imagine some 1,500 cases of brandy stacked in your garage. Illegally imported gin was sometimes so plentiful that the inhabitants of some Kentish villages were said to use it for cleaning their windows. And according to some contemporary estimates, 4/5 of all tea drunk in England had not paid duty.

Statistics like this are even more extraordinary when seen in the light of the time. The first steam-powered ships appeared only in the early years of the 19th century, so sailing ships brought the goods from the continent, and kegs and bales were man-handled — often up sheer cliffs — to a waiting file of men. These carriers then transported the goods either in carts or caravans of ponies, or lashed the tubs to their own backs for a journey inland.

Whole communities connived in the trade, and profited from it. The Scilly Isles, for example, was totally reliant on smuggling for its survival, and the islanders were brought to the point of starvation when prevention measures were stepped up in the area. A large cargo drained capital from the area where it landed: in Shetland and around Falmouth there were times when every available penny had been spent on contraband. And there are numerous instances of whole communities uniting and taking up arms to reclaim cargoes that had been seized by the revenue.

[46] http://www.smuggling.co.uk/history.html

Taxation: the cause of smuggling - This extraordinary situation was not the result of some plan or a plot hatched in a smugglers' tunnel. Rather, it was a natural and inevitable result of punitive taxation imposed by a succession of governments each more desperate than the last to pay for costly wars in Europe.

18th century taxation fell into two categories; each administered and collected by a separate government department. *Customs* duties had a historical precedent in that the English Crown had for centuries claimed a proportion of all cargoes entering the country — or a financial levy in lieu of the fine wine or bolts of fabric. In 1688, though, the customs duties were streamlined and restructured into a form that would — in theory at least — generate more revenue for the exchequer.

The other type of duty had its origins in the Civil War: a tax on land took the place of two older taxes — ward ship and the parliamentary subsidy — and a new tax, *excise*, was levied specially to pay for the war. Excise was a tax on domestic consumption, and during the years of the civil war it covered many different items, but its scope was reduced ten years later to cover just chocolate, coffee, tea, beer, cider and spirits. However, after 1688 it was progressively widened to include other essentials such as salt, leather, and soap.

The separation of these two taxes mattered not a jot to the common man, who knew only that he had to pay more for what he bought. And as the 18th century progressed, the slice taken by the exchequer increased sometimes steadily and progressively, sometimes by leaps and bounds, as the conflicts with France ebbed and flowed. By the middle of the century, the tax on tea was nearly 70% of its initial cost, and the double burden of customs and excise duties was widely resented by a rural population often close to starvation.

Collection of the customs duties was haphazard and bureaucratic and was largely based on a system, established in the 13th century, of *custom houses* at ports around the coast. In the ensuing centuries a creaking and corrupt hierarchy had grown up around the custom houses. The collectors and comptrollers of customs and their multitude of functionaries were primarily concerned with taxation on the export of the wool that made England wealthy. However, when the dawn of the 18th century heralded heavy taxation on imports, the system was ill-fitted to combat the spirited efforts of large numbers of Englishmen determined to defraud the King.

We'll return to look in more detail at the historical background to smuggling. But to understand how smugglers operated, it's enough to know that they were opportunists, taking advantage of a demand for heavily-taxed luxury goods and the state's almost total inability to collect those taxes.

Britain's Smuggling History

small-scale bureaucratic defraud punitive smuggling contraband prevention collectors consumption export duty luxury carriers Illegally imported trade smuggling contraband goods Customs revenue cargoes excise exchequer

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The other type of duty had its origins in the Civil War: a tax on land took the place of two older taxes — ward ship and the parliamentary subsidy — and a new tax, excise, was levied specially to pay for the war. Excise was a tax on domestic _____ (18), and during the years of the civil war it covered many different items, but its scope was reduced ten years later to cover just chocolate, coffee, tea, beer, cider and spirits. However, after 1688 it was progressively widened to include other essentials such as salt, leather, and soap.

The separation of these two taxes mattered not a jot to the common man, who knew only that he had to pay more for what he bought. And as the 18th century progressed, the slice taken by the exchequer increased sometimes steadily and progressively, sometimes by leaps and bounds, as the conflicts with France ebbed and flowed. By the middle of the century, the tax on tea was nearly 70% of its initial cost, and the double burden of customs and _____ (19) duties was widely resented by a rural population often close to starvation.

Collection of the customs duties was haphazard and _____ (20) and was largely based on a system, established in the 13th century, of custom houses at ports around the coast. In the ensuing centuries a creaking and corrupt hierarchy had grown up around the custom houses. The _____ (21) and comptrollers of customs and their multitude of functionaries were primarily concerned with taxation on the _____ (22) of the wool that made England wealthy. However, when the dawn of the 18th century heralded heavy taxation on imports, the system was ill-fitted to combat the spirited efforts of large numbers of Englishmen determined to _____ (23) the King.

We'll return to look in more detail at the historical background to smuggling. But to understand how smugglers operated, it's enough to know that they were opportunists, taking advantage of a demand for heavily-taxed _____ (24) goods and the state's almost total inability to collect those taxes.

Opium Wars[47]

Opium Wars, 1839–42 and 1856–60: two wars between China and Western countries. The first was between Great Britain and China. Early in the 19th cent., British merchants began smuggling opium into China in order to balance their purchases of tea for export to Britain. In 1839, China enforced its prohibitions on the importation of opium by destroying at Guangzhou (Canton) a large quantity of opium confiscated from British merchants; Great Britain which had been looking to end China's restrictions on foreign trade, responded by sending gunboats to attack several Chinese coastal cities. China, unable to withstand modern arms, was defeated and forced to sign the Treaty of Nanjing (1842) and the British Supplementary Treaty of the Bogue (1843). These provided that the ports of Guangzhou, Jinmen, Fuzhou, Ningbo, and Shanghai should be open to British trade and residence; in addition Hong Kong was ceded to the British. Within a few years other Western powers signed similar treaties with China and received commercial and residential privileges, and the Western domination of China's treaty ports began. In 1856 a second war broke out following an allegedly illegal Chinese search of a British-registered ship, the *Arrow,* in Guangzhou. British and French troops took Guangzhou and Tianjin and compelled the Chinese to accept the treaties of Tianjin (1858), to which France, Russia, and the United States were also party. China agreed to open 11 more ports, permit foreign legations in Beijing, sanction Christian missionary activity, and legalize the import of opium. China's subsequent attempt to block the entry of diplomats into Beijing as well as Britain's determination to enforce the new treaty terms led to a renewal of the war in 1859. This time the British and French occupied Beijing and burned the imperial summer palace (Yuan Ming Yuan). The Beijing conventions of 1860, by which China was forced to reaffirm the terms of the Treaty of Tianjin and make additional concessions, concluded the hostilities.

[47] http://www.infoplease.com/encyclopedia/history/opium-wars.html

Opium Wars

merchants restrictions privileges export smuggling permit illegal ports legalize concessions renewal prohibitions

Opium Wars, 1839–42 and 1856–60: two wars between China and Western countries. The first was between Great Britain and China. Early in the 19th cent., British _____ (1) began _____ (2) opium into China in order to balance their purchases of tea for _____ (3) to Britain. In 1839, China enforced its _____ (4) on the importation of opium by destroying at Guangzhou (Canton) a large quantity of opium confiscated from British merchants; Great Britain, which had been looking to end China's _____ (5) on foreign trade, responded by sending gunboats to attack several Chinese coastal cities. China, unable to withstand modern arms, was defeated and forced to sign the Treaty of Nanjing (1842) and the British Supplementary Treaty of the Bogue (1843). These provided that the _____ (6) of Guangzhou, Jinmen, Fuzhou, Ningbo, and Shanghai should be open to British trade and residence; in addition Hong Kong was ceded to the British. Within a few years other Western powers signed similar treaties with China and received commercial and residential _____ (7), and the Western domination of China's treaty ports began. In 1856 a second war broke out following an allegedly _____ (8) Chinese search of a British-registered ship, the Arrow, in Guangzhou. British and French troops took Guangzhou and Tianjin and compelled the Chinese to accept the treaties of Tianjin (1858), to which France, Russia, and the United States were also party. China agreed to open 11 more ports, _____ (9) foreign legations in Beijing, sanction Christian missionary activity and _____ (10) the import of opium. China's subsequent attempt to block the entry of diplomats into Beijing as well as Britain's determination to enforce the new treaty terms led to a _____ (11) of the war in 1859. This time the British and French occupied Beijing and burned the imperial summer palace (Yuan Ming Yuan). The Beijing conventions of 1860, by which China was forced to reaffirm the terms of the Treaty of Tianjin and make additional _____ (12), concluded the hostilities.

Adam Smith's Recommendations on Taxation[48]

Although Adam Smith[49] is often quoted, the so-called "Father of Economics" has rarely been read, either by his detractors or his admirers. Consequently he is often misunderstood.

Smith, who made such a strong stand against the protectionist mercantile system of trade of his day, devoted over ONE THIRD of his masterpiece An Inquiry into the Nature and Causes of the Wealth of Nations, to discussing the subject of government revenue and the methods by which it may be best collected, including new taxes. This is not generally known.

When examining the different forms of taxation, Smith adheres to four maxims which a good tax should conform to:

1. *The subject of every State ought to contribute towards the support of the government, as nearly as possible, in proportion to their respective abilities; that is, in proportion to the revenue which they respectively enjoy under the protection of the State.*
2. *The tax each individual is bound to pay ought to be certain, and not arbitrary. The time of payment, the manner of payment, and the quantity to be paid, ought all to be clear and plain to the contributor, and to ever other person.*
3. *Every tax ought to be levied at the time, or in the manner in which it is most likely to be convenient for the contributor to pay it.*
4. *Every tax ought to be so contrived as both to take out and to keep out of the pockets of the people as little as possible, over and above what it brings into the public treasury of the State.*

Bearing all these things in mind, there are two types of taxation which obtain Smith's recommendations: a tax on luxury consumables and a tax on ground-rents (the annual value of holding a piece of land).

On the subject of luxury consumables, he is adamant about the definition of 'luxury' and of 'necessary.' By his definition, a 'necessary' may vary from place to place and from time to time. At the time of his writing, linen shirts, leather shoes and a minimum of food and shelter were definitely to be regarded as essential to a minimum decent standard of living. Taxes on salt, soap, etc., he harshly criticized as inequitably taking from the poorest elements of society. Taxes on luxuries, which were to include tobacco, he considered excellent in that no

[48] http://www.prosper.org.au/2007/11/07/adam-smiths-recommendations/

[49] in 1778 Smith succeeded in obtaining the position of Commissioner of Scottish Customs http://www.fee.org/the_freeman/detail/why-adam-smith-burned-his-clothes#ixzz2DDpsC44J

one is obliged to contribute to the tax: "Taxes upon luxuries have no tendency to raise the price of any other commodities except that of the commodities taxed ... Taxes upon luxuries are finally paid by the consumers of the commodities taxed, without any retribution."

More deserving of praise is the tax on ground-rents: "Both ground- rents and the ordinary rent of land are a species of revenue which the owner, in many cases, enjoys without any care or attention of his own. The annual produce of the land and labour of the society, the real wealth and revenue of the great body of the people, might be the same after such a tax as before. Ground-rents, and the ordinary rent of land are, therefore, perhaps the species of revenue which can best bear to have a peculiar tax imposed upon them."

Excise, customs, taxes on profits, were, according to Smith, either expensive to collect, as in the case of excise, or disincentives to produce, as in the tax on profits. He reserves harsh words for taxes which occasion the invasion of privacy, and on the subject of excise he says: "To subject every private family to the odious visits and examination of the tax-gatherers ... would be altogether inconsistent with liberty."

The harshest condemnation of all, however, was for taxes upon labour: "In all cases, a direct tax upon the wages of labour must, in the long run, occasion both a greater reduction in the rent of land, and a greater rise in the price of manufactured goods, than would have followed from a proper assessment of a sum equal to the produce of the tax, [levied] partly upon the rent of land, and partly upon consumable commodities."

Adam Smith's Recommendations on Taxation[50]

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1. The subject of every State ought to _____ (4) towards the _____ (5) of the government, as nearly as possible, in proportion to their respective abilities; that is, in proportion to the _____ (6) which they respectively enjoy under the protection of the State.
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3. Every tax ought to be levied at the time, or in the manner in which it is most likely to be _____ (8) for the contributor to pay it.
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NATHANIEL HAWTHORN[51]

Summary and Analysis of *"The Custom House"*

The Custom-House

The Custom House is largely an autobiographical sketch describing Hawthorne's life as an administrator of the Salem Custom House. It was written to enlarge the tale of "*The Scarlet Letter"*, since Hawthorne deemed the story too short to print by itself. It also serves as an excellent essay on society during Hawthorne's times, and it allows Hawthorne to add an imaginative literary device, the romantic pretense of having discovered the manuscript of The Scarlet Letter in the Custom House.

Summary

Hawthorne (as narrator) was granted the position of chief executive officer of the Custom House through the president's commission. His analysis of the place is harsh and critical. He describes his staff as a bunch of tottering old men who rarely rise out of their chairs and who spend each day sleeping or talking softly to one another. Hawthorne tells the reader that he could not bring himself to fire any of them, so after he assumed leadership, things stayed the same.

Salem is a port city that failed to mature into a major harbor. The streets and buildings are dilapidated, the townspeople are very sober and old, and grass grows between the cobblestones. The Custom House serves the small ship traffic going through the port, but it is usually a quiet place requiring only minimal work.

The connection between Salem and the Puritans is made early on. Hawthorne's family originally settled in Salem, and he is a direct descendent of several notable ancestors. He describes his ancestors as severe Puritans decked out in black robes, laying harsh judgment upon people who strayed from their faith. When discussing his ancestors, Hawthorne is both reverent and mocking, jokingly wondering how an idler such as himself could have born from such noble lineage.

Much of the story then deals with long descriptions of the various men with whom he worked in the Custom House. General Miller, the Collector, is the oldest inhabitant, a man who maintained a stellar career in the military but who has chosen to work in the Custom House for the remainder of his years. As for the Inspector, his job was created by the man's father

[51] http://www.hawthorneinsalem.org/page/10121/

decades earlier, and he has held the position ever since. The Inspector is the most light-hearted of the workers, constantly laughing and talking in spite of his age.

The upstairs of the Custom House was designed to accommodate a large movement of goods through the port, and it is in ill repair since it soon became extraneous. Hawthorne says that the large upstairs hall was used to store documents, and it is here that he has found an unusual package. The package contains some fabric with a faded letter *A* imprinted on the cloth, with some papers describing the entire story behind the letter. This is the story that Hawthorne claims is the basis for The Scarlet Letter.

Three years after taking his job as Surveyor, General Taylor was elected President of the United States, and Hawthorne received notice of his termination. Hawthorne remarks that he is lucky to have been let go, since it allowed him the time to write out the entire story of The Scarlet Letter. He finishes “The Custom-House” with a description of his life since leaving his job as Surveyor, and comments that *"it may be ... that the great-grandchildren of the present race may sometimes think kindly of the scribbler of bygone days."*

NATHANIEL HAWTHORN[52]

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The Custom-House

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Summary

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Salem is a _____ (6) city that failed to _____ (7) into a major harbor. The streets and buildings are dilapidated, the townspeople are very sober and old, and grass grows between the cobblestones. The Custom House serves the small ship _____ (8) going through the port, but it is usually a quiet place requiring only minimal work.

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5.2.i Didactic activity: *Meta-linguistic aspects of communication are skills that can be extremely useful in a multi tasking environment like that of the supply chain operators. According to Daniel Goleman*[53]*, relating to others in positive way improves self-confidence, self-awareness, self-control, commitment and integrity enhancing not only employees but also more successful companies.*

SOFT SKILLS

Public relations and communication

Communication Exercise: Eliminate Negative Talk[54]

Language Activity: the psychological impact of negative statements in the work place

Purpose

Negativity is contagious. It's all too easy to complain about everything that goes wrong and this can quickly spread to others. Fortunately there is a simple trick that can be used to eliminate negativity; simply don't say negative words. Aiming for positive remarks helps people to get energized. Rather than looking for blame, seek opportunities to improve and progress forward.

Here are some examples of negative statements that people commonly use:

- *don't do that*
- *we can't do it*
- *it can't be done*
- *we don't do such thing*
- *we have never done this before*
- *it has never been done*
- *you don't know how this works*

[53] In 1995, the psychologist and former *New York Times* reporter, Daniel Goleman, coined the term emotional intelligence, which represents: *"a person's ability to manage his or herself and relate to other people".*
In his *"Emotional Intelligence: Why It Can Matter More Than IQ (Bantam Books, 1995)*" follow-up, "*Working with Emotional Intelligence (Bantam Books, 1998)",* the author refers data from studies of more than 500 organizations that demonstrate that skills as self-confidence, self-awareness, self-control, commitment and integrity enhance not only employees but also more successful companies. These kinds of skills represent the so called "*soft skills*".

[54] http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/872 /categoryId/105/Communication-Exercise-Eliminate-Negative-Talk.aspx

Negative statements do not help and are sometime stated as a reflex reaction rather than with an appropriate thought. Sometimes they become a habit and it is important to eliminate them as bad habits.

This simple two stage communication skills exercise helps to increase the awareness of students about this issue and helps them to address it. It is ideal for students who work closely together or are part of the same team so it can also be used as a teambuilding activity at work.

Objective

Identify negative statements used at work and formulate positive replacement statements for them.

What You Need

- Papers or small notebooks

Setup

- You have the option to carry out this exercise over two stages at different times (Option 1), or carry out both stages in one session (Option 2):

Option 1

Stage 1:

- Ask students to monitor each other during a typical day at work and take note of every negative statement they hear or read as part of communicating with other team members. They should also include all the negative statements they say themselves.
- It is important to record only the negative statements, not who said it. If the statement makes it clear who has said it, they should make it anonymous. This exercise is not about blaming or telling people off. It is only about becoming aware of negative statements that we all say and taking steps to turn them into positive statements.
- Ask students to write these negative statements on paper or a notebook and bring them to the training class for stage 2.

Stage 2:

- Divide the students into groups of 2 or 3.
- Ask each group to share the negative statements they have heard with each other.
- Each group should compile a set of negative statements that are most frequently heard from their sets.

- Each group should then think of positive statements that can be used to replace these negative statements. These should be recorded as well so they can share it with the class later.
- Allocate 15 minutes for this part.
- Bring back everyone together and ask each group to share their negative statements.
- Ask students to suggest these statements. As they suggest them record a summary of the most common negative statements on a flipchart or a whiteboard.
- Ask the students to discuss the replacement positive statements for each based on their earlier analysis. Record these statements on the flipchart as well.
- Encourage a discussion on how negative statements can be destructive and how important it is to replace them.

Option 2

Stage 1:

- In this option, this stage takes place in a training room at the same time as stage 2.
- Divide the students into groups of 2 or 3.
- The difference in this option is that rather than observing and taking notes on a separate day, groups compile a set of commonly used negative statements that they have heard in the past and compile a list.
- Ask them to record these statements on a paper.
- Allocate 10 minutes for this part.

Stage 2:

- This is similar to stage 2 described for option 1 above as groups should analyze the statements and compile a replacement set of positive statements.
- Continue with the instructions for stage 2 presented above.

Timing

Explaining the Exercise: 5 minutes

Activity:

- Option 1: 15 min stage 2 analysis + 10 min sharing = 25 minutes
- Option 2: 10 min stage 1 + 15 min stage 2 analysis + 10 min sharing = 35 minutes

Group Feedback: 10 minutes

Discussion

Are you susceptible to use negative statements? How frequently are they used in your organization? Are they necessary? Can they be avoided? How can you avoid them? Is it easy to replace them with positive statements? Was there a consistent set of negative statements between groups that suggests many people hear all the time at their workplace? What are you planning to do to eliminate them?

Leadership

Change Management: Past Present and Future[55]

Language activity: How things were – How things are and how things will be. To discuss, students will practice verb tenses.

Purpose

This exercise helps the students to examine our changing world and provides an opportunity to discuss what it means for future. You can use this as part of a change management course or to run it for staff who is subjected to a change management programme.

Objective

Discuss the evolution of change on a particular topic based on the images provided.

What You Need

Pictures that represent change. These are sets of images from past to present on a particular topic.

Here are some examples:

- trucks
- trains
- ships
- containers
- passport

[55] http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/937/categoryId/143/Change-Management-From-Past-to-Present.aspx

Setup

- Divide the students to groups of 3 or 4. Make sure there is an age variation in each group.
- Give one set of images on a particular topic to each group at random.
- Ask the groups to discuss the changes that took place in that topic based on experience and memory while getting inspired by the images.
- Naturally, those who are older can talk about the past and explain how they had to deal with the change at each stage.
- Encourage groups to discuss the significance of these changes in the society and also specifically in their own lives.
- Encourage groups to talk about the future of that topic, what they expect to happen next, how it would impact their organizations, what they should do to prepare for it.
- Allow 10 minutes for this part.
- Collect all images and distribute a different set of images to all groups.
- Repeat as before for another 10 minutes.
- Repeat for a third round and then bring back everyone together.
- Follow with a discussion.

Timing

Explaining the Exercise: 2 minutes

Activity: 10 min * 3 rounds = 30 minutes

Group Feedback: 10 minutes

Discussion

What do you think of change? Is it inevitable? How does it affect us all? What should we do to survive a change? What areas do you expect to be most challenging in the future in terms of change and what can you do about them now to stay one step ahead?

Motivation

Motivation Exercise: What Word Describes You the Most?[56]

Language activity: vocabulary development in the context of a work place.

[56] http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/972/categoryId/113/Motivation-Exercise-What-Word-Describes-You-the-Most.aspx

In this exercise, students are forced to choose one word that described them best. The process they go through to find this one word helps them to better understand their own likes and dislikes as they want to be seen by outsiders. The exercise is ideal for courses on motivation, goal setting, self-esteem and personal impact where knowing who one wants to be is critical.

Objective

Choose 10 words that describe you the most and then choose the ultimate word from them.

What You Need

- Papers
- Blank badges

Setup

- Explain to students that everyone has certain likes and dislikes that define their character. Sometimes being forced to describe this helps people to better understand where they are and where they want to go. This exercise helps students to formulate their present or future image based on simple words.
- Ask the students to think of 10 words or phrases that describe them the best and write this down. These can be words that describe their character, talent, personality or even their emotional state. The words can describe how they are or how they want to be.
- For your reference some examples are provided below. However, you don't need to elaborate too much on this as not to anchor students on their use. You want them to come up with their own original words. Examples are:

Character

- Determined
- Prosperous
- Over Achiever
- Go getter
- Honest
- Problem solver
- Competitor

Emotions

- Super-happy
- Enthusiastic

Skills

- Windsurfer
- Artist
- Explorer
- Pilot
- Writer

Allocate 10 minutes for this part.

- After the allocated time, ask the students to choose one word from the set that describes them the best.
- Allocate 2 minutes for this part.
- Ask everyone to present their ideal word to other.
- Distribute the blank badges and ask them to write their ideal word on their badges. They should wear the badges for the rest of the course to emphasize the word both to themselves and to others.
- This will also make the word more memorable for them.
- Optionally, ask the students to share the other 9 words they have chosen with other participants too. This helps the group to get to know each other better and can act as an icebreaker.

Timing

Explaining the Exercise: 2 minutes

Activity: 10 min for 10 words + 2 win for one word = 12 minutes

Group Feedback: 5 minutes

Discussion

Were you surprised with your chosen ultimate word? How about the other 9 words that you chose to describe yourself? Did you struggle to come up with words or in contrast did you have difficulty leaving words out? What did you think of other people's words? Were you

inspired by theirs? If you had a chance to go through this exercise again, would other people's choices influence you to pick something else? What does this suggest about you?

Top 5 Time Management Guidelines: Increasing Productivity[57]

Language activity: vocabulary development

Increase the Efficiency of Your Work

Calculate the following ratio:

Work Efficiency Ratio = (Real work done) / (Time spent in the office per week)

If you calculate the Work Efficiency Ratio, you may discover some interesting insights to how well you use your time. For example, you may discover that you only spent 18 hours on good solid work while you were in the office for 60 hours of clocked work during a week. This suggests that your Work Efficiency Ratio is 18/60 = 30%. This suggests a very inefficient work style.

What's the point of spending so many hours at work when you get so little done? You should aim to increase this ratio, aiming for 100% efficiency. You can do this by forcing yourself to spend less time in the office and aiming to become more focused so you get real work done for every minute you spend at work.

Calculate the Cost of Your Time

Imagine you want to hire a consultant to do something for you. It can be an accountant, a lawyer, a marketing specialist or a technician. The first thing you probably ask them is how much they charge per hour. Irrespective of the quality of their work, credentials and reputations, you may still make a decision primarily based on a single value; their cost.

If someone is too expensive, it doesn't matter how good they are, you may not employ them because they are too expensive for the type of task you have in mind for them. Equally well, if you already have an expensive member of staff, you will think carefully about the type of tasks delegated to them. Perhaps you will delegate the simpler tasks to a cheaper employee such as a receptionist.

Now, turn this around and apply it to yourself. What is the value of your time? If someone asks you how much you charge per hour for a task, what would you say? You have to take

[57] http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/963/categoryId/113/Top-5-Time-Management-Guidelines-on-Avoiding-Procrastination-and-Increasing-Productivity.aspx

into account your overhead, your annual holidays, travelling for work and expenses until you come up with a value that suggests how much you are worth per hour.

Now apply this value to everything you do. Is it worth spending an hour searching for a cheaper product to save £30, or is it better to buy the more expensive item and instead spend that hour working on something more productive to get £50, £100 or even more. Remember, if you are in charge of managing your own time (which you should be), as an effective manager you need to know the one critical value; how much do you cost per hour. Decide on this and review it regularly to make sure your time management is current, up-to-date and effective.

If you know the monetary value of your time is, you are more likely to avoid procrastination because you know how valuable your time is. This is particularly effective for people who are self-employed, are contractors or run a company, because they can immediately turn an hour into something productive that generates cash and allows them to progress forward.

Use Contingency Wisely

When planning for a project or an extensive series of tasks, you need to consider a 10% contingency. Add 10% to the allocated time for "unforeseen" circumstances that can affect your workflow. Notice that contingency does not cover possible problems that you are already aware of. If you are aware of them you should already consider these problems in your plans. Contingency is only for events that are out of your control which are usually quite random and unpredictable.

Focus on One Task at a Time

When going through a task, pay your utmost attention to it. If you let yourself get distracted it will take longer to get the task done. You would rather spend two hours on a task and one hour doing something fun than to spend three hours doing the same task. Procrastinators are particularly susceptible to losing their attention. Staying focused is a skill and it can be learned until it becomes a habit.

Follow the above five simple but powerful time management guidelines and you are guaranteed to feel more productive immediately. Continue with these guidelines by monitoring yourself for 20 days to make sure you follow them. After 20 days, they become a habit and you no longer need to consciously force yourself to follow them; a new productive YOU will be born.

Training Video: Inspirational Quotes[58]

Use the video as a training resource during your courses when you need to make people pause and think about the meaning of life, their goals and what they want to achieve.

Decision Making

Classical Brainstorming and Double Brainstorming[59]

Language activity: turn-taking

Purpose

Brainstorming is one of the most widely used techniques to generate ideas. If it is carried out systematically it can do wonders and can lead to innovation and a huge amount of creativity. Classical brainstorming involves a small group of people, a well–trained facilitator and a clear problem to explore.

Brainstorming is about two fundamental areas: idea generation and idea evolution. In a brainstorming session, three principles must be followed:

- Aim for quantity. Quantity would lead to quality through the evolution of ideas.
- Defer judgment. New ideas can be fragile. If all ideas are recorded and given a chance, they can grow legs and stand on their own feet. Otherwise they can be lost without been given a chance.
- Go for associations. Even if an idea is not suitable, it can open up the search to reach another idea which can be much more useful. This is why no idea should be killed and judgment should be deferred. It allows you to maximize the search efficiency and lets you come across more novel ideas.

In this exercise, students get to practice classical and double brainstorming. Also see reverse brainstorming and negative brainstorming for other techniques.

Objective

Use classical and double brainstorming to explore creative solutions to a problem.

[58] http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/934/categoryId/113/Training-Video-Inspirational-Quotes.aspx

[59] http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/938/categoryId/114/Classical-Brainstorming-and-Double-Brainstorming.aspx

What You Need

Flipcharts or whiteboard.

Setup

- Divide the students to groups of no less than 4 or more than 8.
- Nominate one person as a facilitator in each group.
- The facilitator should conduct a warm-up session to explain what will take place in the brainstorming session and to create a positive criticism-free atmosphere.
- Ask the groups to consider a problem that they want to brainstorm on. The problem should then be clearly identified.
- The facilitator should record the problem on a flipchart or a whiteboard.
- The grand rules of brainstorming must be emphasized by the facilitator; aiming for quantity of ideas and that no idea will be judged.
- Ask the group members to provide ideas and solutions to the problem. The facilitator must encourage everyone to talk.
- The facilitator must record all the ideas on the flipcharts or the whiteboard. Various techniques can be used in this step such as mind maps, placing post-it notes on flipcharts or whiteboard and so on.
- If solutions or ideas are unclear, they must be clarified and recorded.
- Once enough ideas are generated or people cannot think of many more ideas, the current ideas must be consolidated. Those that are similar must be grouped together and duplicates must be removed. There is no judgment at this stage. The aim is only to tidy up the set of ideas to a series of clearly defined solutions that are distinct from each other so they can be evaluated.
- Next, ask the groups to go through the ideas and discuss them to select the best option. They should now consider the advantages and disadvantages of each solution and rank them to see which one is the best option. Various techniques can be used to decide for the best option. Examples include trade-off matrix, force field analysis, decision trees, Delphi method and so on.

A great way to enhance this technique is to use double brainstorming. This is effectively two brainstorming sessions with a delay of 2 to 3 days in between. The idea is that after the first brainstorming session people continue to think about the problem consciously and unconsciously and come up with more novel ideas. When back after a few days, they can

share these ideas with others through a second brainstorming session in a systematic way. The brainstorming session then leads to selecting the ideal option.

Timing

Explaining the Exercise: 5 minutes

Activity: 60 minutes (max 1.5 hours)

Group Feedback: 0 minutes

Discussion

Management Exercise: 5-Quick-Steps-to-WinWin Negotiation[60]

Language activity: the language of negotiation

Negotiation is the process of bargaining that precedes an agreement. Successful negotiation generally results in a contract between the parties. Best type of negotiation is "win-win" which means both parties will be satisfied with the result.

"Win-Win" negotiation is about alliance not conflict. Successful negotiation results in long lasting and fruitful professional relationships between parties, reduced tension and stress associated with aggressive bargaining methods and leads to more productive and creative businesses.

In this article we explore five steps to a more successful negotiation for all parties involved:

1. **Be Prepared.**

   Make sure you are absolutely clear on what outcome you want to achieve before entering a negotiation. Plan your questions, strategies, alternative offers and suggestions based on how the other party may react. Study and research other party's long term goals, their recent activities and businesses and their past negotiation history and techniques. Ensure you know what their requirements or offers are before starting.

2. **Listen Effectively.**

   The main purpose of effective listening is to understand the other person. By listening and showing genuine interests in other party's offers, suggestions or ideas, you can create a positive and productive environment for empathic communication which is more likely to results in success.

[60] http://www.skillsconverged.com/FreeTrainingMaterials/tabid/258/articleType/ArticleView/articleId/576/categoryId/108/5-Quick-Steps-to-WinWin-Negotiation.aspx

3. **Give Credit.**

   Successful negotiators don't want the glory of winning a contract all for themselves. They often throw ideas to the table and watch and encourage their team members or even opposite party to expand on the suggestions and come up with a winning result. A competent negotiator appreciates and praises people involved for their contribution even if they had came up with the original idea themselves.

4. **Compromise.**

   Be prepared to be flexible and to change your position and requirements base on how negotiation is progressing. You should have alternative offers or requirements in order to be able to deal with any unexpected proposition or ideas from opposite party. Remember this is a "win-win" negotiation not "I-want-to-win-all" negotiation. The results should bring success for both parties.

5. **Recapitulate the Results.**

   At the end of the session, list all the points covered in the meeting. Make sure everyone is aware of the final agreement. Be prepared to answer questions about the results and offer post-meeting help and support.

Conflict-Resolution

Language activity: learning how to avoid toxic language when negotiating in conflict.

Purpose

The aim of this exercise is to draw attention to the number of conflicts and similar stressful situations experienced by students in one week and use others in the group to come up with reasonable solutions for each conflict.

Objective

Students to recall 3 conflicts they have experienced in the past 3 days and receive some solutions from others.

What You Need

A copy of "Conflict sheet" for every delegate (included below)

Setup

Distribute "Conflict sheet" to each participant.

Ask students to sit in a circle.

Ask the students to use the table and record 3 conflicts that they were involved in, in the last 3 days.

Ask students to record the 'toxic words' that triggered the conflicts and made them feel that they had to protest and defend themselves.

Allocate 10 minutes for this part.

Ask a volunteer delegate to read the first conflict cases they have identified.

The person on the left should then proceed to provide a solution to resolve the conflict.

Ask this person to present his own conflict and again the next people on the left should provide the solutions.

Continues with this cycle until all cases have been presented.

Timing

Explaining the Test: 5 minutes.

Activity: 10 minutes

Group Feedback: 15 minutes.

Discussion

How did recalling a conflict make you feel? Could you have handled that particular situation differently? What was the trigger word that made you feel you are in a conflicting situation? How helpful were other's suggestions? Could you use the new suggestions to resolve your conflict or prevent them from in from happening the first place?

Conflict Sheet

Please fill in the table with 3 conflicts that you were involved in, in the last three days.

Subject of the Conflict	People Involved	What happened?	Trigger Word
Example: *Washing dishes*	*My partner and I*	*My partner accused me of being untidy by saying:* *"You always leave a pile of dirty dishes in the sink for days"*	*Always*

This is too difficult for a mathematician. It takes a philosopher.

Albert Einstein [on filing for tax returns]

ESP Syllabus for Customs & Excise

Synthetized Materials

5.3 Didactic Activity: *Trainees will analyze the evolution of language used in writing customs legislation and the recent attempts to move away from archaic form to Plain Language, a more modern and even colloquial style of English. By comparing texts of evolving language, trainees will become familiar with both the diatopic and diachronic variations of legal English.*

Reading Comprehension exercises can be derived from the comparative aspects of similar laws trough time and space.

The hardest thing in the world to understand is income tax law.

Albert Einstein

ENGLISH LANGUAGE AND CUSTOMS TAX LAW

To provide a quick glimpse of the subject, I'll briefly summarize Christopher Williams' abstract[61] *"Crossovers in legal cultures in Westminster and Edinburgh: some recent changes in the language of the law"*.

In the section devoted to **Her Majesty's Revenue and Customs Tax Law Rewrite Project** *Birth of the Project and the influences shaping its development* the author provides an in-depth overview on this important topic.

According to Williams, in the UK there is no dedicated plain-language function in central government (Carr 2006: 27). As a matter of fact, the Renton Committee on the Preparation of Legislation, set up in 1973, was "the first official enquiry since 1870 to consider how Acts of Parliament should be drafted" (Renton 2006: 6).

Despite recommendations on how legislation should be drafted in accordance with broad principles, the Parliamentary draftsmen and the Civil Servants did not welcome the initiative and the Lord Chancellor and the rest of the Parliamentarians were, except occasionally, simply ignored and statutes have not for the most part improved their drafting—and clarity has not been achieved to a great enough extent (*ibid*.).

In his paper, Williams adds that when making his proviso – *"except occasionally"* – Lord Renton may have had in mind the ongoing project to rewrite the UK's tax law which was first set up in 1996 under John Major's Conservative government.

[61] http://www.scienzepolitiche.uniba.it/area_docenti/documenti_docente/materiali_didattici/116_Williams_ESPAC_4.pdf

In 1997 Kenneth Clarke, Chancellor of the Exchequer, unveiled the project to rewrite Inland Revenue tax legislation in plain English pointing out that the project was as ambitious as translating the whole of *War and Peace* into lucid Swahili. In fact, he was told that *War and Peace was* only 1,500 pages long while Inland Revenue tax law was 6,000 pages long and was not written by a Tolstoy ('Plans for 1997' in HM Revenue & Customs 2007).

That year the Revenue and Custom's Tax Law Rewrite Project (RCTLRP) became operative. It explicitly acknowledged its debt to Australia and New Zealand in the initial stages of its development: "*Similar projects are under way in Australia and New Zealand. We have continued to keep in close touch with both projects – which are two or three years ahead of us – and we are very grateful for the help we have received from both countries"* (*ibid*.).

Williams continues the article focusing his attention on the Australian government, which in December 1993 announced its intention to set up the Tax Law Improvement Project, the aim of which was *"to rewrite the law with a better structure and make it easier to understand"* (Australian Office of Parliamentary Counsel 1995).

The Australian Project in turn acknowledged the influence of the Rewrite Project of New Zealand's Inland Revenue Department which, in 1995, was already "well into the process of rewriting" its tax laws (*ibid*.).

In Australia, the first phase of the project was completed in 1997, though since then there have been further attempts at restyling tax-related legislation: in 1999 the Tax Law Improvement Project embarked on another major reform of the language of tax law.

In New Zealand, the project has taken much longer than was first envisaged, and parts of the Income Tax Act are still being redrafted.

Again relative to the RCTLRP, Williams adds that its website is itself a model of clarity and provides detailed information about how the tax laws have been redrafted, including an annual report of its activities.

Here again, the author adeptly identifies the project's complexity: the initial expectation that the RCTLRP would last five years has proved to be over-optimistic. After more than a decade – and at an annual cost of £3 million – it shows no imminent signs of having exhausted its role. The policy favoured by the RCTLRP has been to introduce rewritten tax law in stages – known as *'staged implementation'*.

The alternative is the so-called 'Big Bang' approach of introducing the reformed tax law under one bill. But this was rejected by the working party chaired by Lord Howe of Aberavon which published its report on 7 November 1996, stating that 6,000 pages of tax legislation

would be *"too much for Parliament to handle in a single Bill, and that a number of Bills will be needed"* ('Plans for 1997' in HM Revenue & Customs 2007).

The planning framework – known as the *"**ghost code**"* – laid down in 1997 was that the project would produce "about seven acts" (*ibid*.).

Particular importance was given to the question of the ordering of the legislation, not only to "give a logical flow to the finished product" but also to envisage "how each stage fits into the whole" ('Plans for 1998/99' in HM Revenue & Customs 2007).

Here too the RCTLRP was influenced by the experiences of similar projects in Australia and New Zealand. On 20 March 2007 the Income Tax Act (ITA) was given Royal Assent, came into force on 6 April 2007 and Williams focuses his attention on this last piece of legislation providing some excellent insights related to some stylistic features of the Income Tax Act 2007.

He says that the ITA is a massive text stretching to over 308,000 words (773 pages in its PDF version). Details relating to various aspects of how the laws were drafted are available at the official website. The main principles in drafting reforms are outlined in the subsection entitled *'Drafting style'*[62] which are worth reporting in full:

We use colloquial English wherever we can, adopting shorter sentences in the active, rather than passive, voice. We replace archaic expressions with more modern ones, taking care not to change the law inadvertently by rewriting words or expressions that have a well understood meaning. We harmonise definitions across the Acts where possible, and then make it easier for the reader to find defined terms.

We group similar rules together in one place, and make greater use of signposts to guide the reader to other relevant provisions. And we continue to explore other techniques for making legislation more accessible.

The writer then provides a comprehensive overview of the reform process that is being evaluated saying that the claim of using *"colloquial English wherever we can"* is particularly striking.

In fact, Crystal and Davy defined the language of legal documents as being characterized by its exceptionally high degree of formality and as being *"about as far removed as possible from informal spontaneous conversation"* (1969: 194).

Legal drafters applying the principles of Plain Language have naturally tried to reduce this exceptionally formal quality, and it is in this sense that a restyled text originally written in antiquated and cumbersome prose might appear to be more *'colloquial'*.

[62] HM Revenue & Customs Draft Taxation (International and Other Provisions) Bill Consultation Document 3 Marc 2009 Pag.145

However, it might be more accurate to speak of a shift towards a type of standard formal English that a non expert can understand rather than towards colloquial English.

5.3.1 A critical factor when facing Customs tax law texts is represented by the highly technical level in which they are edited which is inevitable given by the intrinsically complex nature of the taxation system. However, it is clear that considerable thought has gone into how to restructure the text in order to make it easier to follow. The policy of splitting up complex clauses into a number of shorter clauses or sentences is a noticeable and welcome innovation. Indeed, the only occasions where the author has been able to identify what might be termed a more 'colloquial' style of legal drafting could be found in the ITA where the connectors *and* and *but* come in initial position in the sentence. Linguists such as Hundt, Mair (1999) and Leech, Smith (2006) analysed the tendency of British and American English in recent decades towards "colloquialization", i.e. the absorption of norms of spoken language into written language.

What they are referring to are phenomena such as the increased use of progressive forms (e.g. "I'm lovin' it") instead of non-progressive forms, or of the *be going to* construction at the expense of other types of future time reference, even in relatively formal genres of language such as government-sponsored forms or university prospectuses.

But it is hard to imagine such forms of colloquialization spreading to prescriptive legal texts, given the specific regulatory function they are required to perform.

To give just one eloquent example Williams says that the percentage of cases of the progressive form of verbal constructions in British legislative texts has remained stable at one per cent for over 350 years (Williams 2005: 78). Recent legislative texts drafted in Plain Language are no exception in this regard.

Moreover, the ITA text has indeed been 'cleansed' of archaic terms. Of the legal words listed in Office of Scottish Parliamentary Counsel (2006: 31: see section 3 below) as "generally considered to have served their time", namely *aforesaid*, *forthwith*, *foregoing*, *hereinafter*, *notwithstanding*, *said*, *therein* and *whatsoever*, the ITA contains only three instances of *notwithstanding*. A considerable portion of the text is also free of the controversial modal auxiliary that so typifies traditional legal texts, i.e. *shall*. In its 'Plans for 1997' the RCTLRP had explicitly stated "We will avoid using *shall*, except where it imposes statutory duties" (HM Revenue & Customs 2007).

In its rewrite of Income Tax (Earnings and Pensions) Act 2003, the RCTLRP replaced the antiquated phrase 'perquisites and profits whatsoever' with 'any gratuity or other profit or

incidental benefit of any kind obtained by the employee', as well as replacing 'emoluments' with 'earnings' ('Plans for 2003/2004' in HM Revenue & Customs 2007).

Taken as a whole, the newly drafted tax laws are a vast improvement with respect to their predecessors. As to whether these drafting techniques might be applied to other areas of legislation, the RCTLRP is guarded in its forecast: "Parliamentary Counsel perceive that the style in which ITEPA [Income Tax (Earnings and Pensions) Act 2003] is written is a model of best practice and could, potentially, be rolled out across Government" ('Plans for 2006/07' in HM Revenue & Customs 2007).

The use of the hypothetical conditional modal *could*, further hedged by the adverbial *potentially*, would seem to suggest that, at least for the time being, Westminster's experiment in restyling legislative texts in Plain Language will be confined to tax law alone.

5.3.2 The Scottish Parliament and Plain Language – *The "Debate about restyling Scottish legal drafting and the influences shaping its development"* calls for reforming the language of the law in Scotland go as far back as 1425 when a commission was appointed "to see and examine the bulks of law of this realm … and mend the laws that need amendment" (cited in Office of Parliamentary Counsel 2006: 1). The specificity of Scottish legal culture, past and present, with its unique blend of influences from both civil law and Common law traditions, is briefly outlined below:

Although Scots common law has much more in common with continental civilian tradition than its English counterpart the fact that responsibility for legislating for Scotland lay with the Westminster Parliament for almost three centuries means that the degree of precision in Scottish Acts reflects that which appears in Acts which apply to other parts of the UK (not least because many Acts apply to the UK as a whole). The establishment of the Scottish Parliament has presented an opportunity for divergence in the style of Scottish legislation and it has been noticed that Acts of the Scottish Parliament seem to be remarkably short and succinct compared with legislation enacted at Westminster albeit that factors other than drafters drawing on the civilian traditions of Scots law may be at least partly responsible for this shift (*ibid*: 8).

Soon after its creation in 1998, the Scottish Parliament began investigating how to improve legal drafting techniques. If the RCTLRP in Westminster looked exclusively to Australia and New Zealand as providing the most advanced models on which to base the rewriting of tax laws, the Scottish Subordinate Legislation Committee was influenced not only by English-language jurisdictions but also by other European models. The Committee highlighted the

Plain Language initiatives adopted above all in Sweden but also Germany, as can be seen in the debate reported in Scottish Parliament (2005a)9. However, the Committee also expressed an interest in developments occurring in Australia, notably the Legislation Instruments Act 2003 at Commonwealth level which "provides for steps to be taken to promote the legal effectiveness, clarity, and intelligibility to anticipated users of legislative instruments" (Scottish Parliament 2005b) and, at Victorian State level, the Subordinate Legislation Act 1994, which "provides for guidelines on drafting practice to
be adhered to" (*ibid*.).

In February 2006 the Office of the Scottish Parliamentary Counsel (OSPC) issued a booklet entitled *Plain Language and Legislation* which is available online and in audio format. It is divided into four chapters:

Chapter 1 – *What is plain language?* – explains what plain language is and gives some historical context to its association with the law.

Chapter 2 – *Drafting legislation in plain language* – makes some objective observations about the interaction between the desire to use plain language and the constraints placed on the legislative drafter.

Chapter 3 – *International comparisons* – describes steps which legislative drafters in other countries have taken to enhance the clarity and accessibility of legislation.

Chapter 4 – *Plain language techniques* – gives some examples of techniques currently associated with plain language drafting (Office of the Scottish Parliamentary Counsel 2006: 1).

The importance of the United Kingdom's RCTLRP in providing a model for restyling legislation is explicitly acknowledged:

1. The Scottish Parliament adopted a design for its Bills and Acts which is similar in style to that used in the Tax Law Rewrite Project and is more user friendly than the form previously used for Scottish legislation enacted at Westminster (*ibid*: 19).

2. In Chapter 3, which contains an overview of how the Plain Language movement has affected legal drafting conventions worldwide, the booklet briefly examines developments not only in the UK but also in Ireland, Jersey, New Zealand, Australia and Canada.

Of the non-English-speaking countries Sweden is again singled out as being the most advanced in the EU:

Sweden wishes to instil a new drafting culture within the EU and, in particular, considers that the old tradition of writing for experts rather than for the citizens of the EU must be changed (*ibid*: 26).

Chapter 3 ends with an assessment of what the EU has done in recent years to make Community legislation more accessible and written in a style which, according to the European Council of Ministers' resolution of 8 June 1993, "should be clear, simple, concise and unambiguous" (*ibid.*).

The final Chapter of the booklet outlines some of the techniques that should be applied in drafting legislation in a more modern, user-friendly way.

5.3.3 Changes in drafting Scottish laws since 2000 - To try to ascertain whether OSPC drafters have indeed modernized the language of legislation, Williams decided to examine a number of Acts passed by the Scottish Parliament, splitting the texts into two sub corpora. The first set of texts consists of the 11 Acts passed in 2000, making a total of 149,628 words; the second set consists of 30 out of the 36 Acts passed between 1st January 2006 and 31st October 2007, making a total of 561,952 words. The reason for excluding six of the Acts (all related to transport) from the 2006-2007 sub corpus is because they were not drafted by the OSPC but rather by private lawyers insofar as they were introduced by external bodies (local authorities or private companies) and not by members of the Scottish Parliament.

The length of text varies enormously, from 141 words (St Andrew's Day Bank Holiday (Scotland) Act 2007) to 85,567 words (Bankruptcy and Diligence etc. (Scotland) Act 2007). The average length of text is 17,356 words.

The author adopted two simple criteria to evaluate whether any noticeable changes had been made in drafting conventions between 2000 and 2006-2007:

1. the frequency of archaic words, and
2. the frequency of the modal auxiliary *shall* with respect to *must*.

5.3.4 The frequency of archaic words - As already noted earlier the terms listed by the OSPC as requiring replacement "with modern alternatives" (*ibid*: 31) are: *aforesaid*, *forthwith*, *foregoing*, *hereinafter*, *notwithstanding*, *said*, *therein* and *whatsoever*. Not all of

these terms could strictly be considered as archaic: *notwithstanding* and *whatsoever* are indicators, rather, of a highly formal style, the latter playing an essentially rhetorical role, i.e. it is redundant in functional terms.

Thus we can observe a reduction of roughly 75% in the use of these terms between 2000 and 2006-2007, dropping from an average frequency of one per 1740 words in 2000 to one per 7594 in more recent texts12.

In the six transport-related Acts of 2006-2007 drafted by private lawyers the average is one per 2690 words.

The distribution of archaic terms tends to vary enormously even among texts drafted in the same period. For example, 22 out of the total number of 29 instances of *said* in the 2000 sub corpus occur in a single text (*Abolition of Feudal Tenure etc. (Scotland) Act 2000*). It would be interesting to see whether the distribution of archaic words varies according to the size and subject areas of the acts in question.

Frequency of archaic terms in 2000 and in 2006-2007 - *Notwithstanding*, *said* and *forthwith* remains the three most frequently used 'archaic' terms in both sub corpora. Of the terms listed, two have disappeared completely from the 2006-2007 texts, *hereinafter* and *therein*, words still used in the English versions of EU texts (for example, they appear respectively six and four times in the Constitution of 2004).

The frequency of "*shall*" and "*must*" - As noted earlier the RCTLRP has a policy of avoiding *shall* "except where it imposes statutory duties" (HM Revenue & Customs 2007). However, to the best of the author's knowledge no mention is made of what to use in place of *shall*. The OSPC, on the other hand, provides slightly more detailed guidelines about using modal and semi-modal auxiliaries: *Shall, must, is to, will.* Debate rages over use of *shall* or *must* when imposing duties. Preference for *must* is gaining momentum:

1. many consider using *shall* to indicate the imperative mood to be more ambiguous as it is more commonly understood as a way of making a statement about the future than as a means of imposing an obligation;
2. other options may be available if there is disagreement on preferred style (e.g. *it is for*, *is to* or *are not to*).

Declarations and applications - The most criticised usage of *shall* is when it is used for declaratory or descriptive purposes (e.g. *shall be guilty of*, *shall apply*). Declarative use can however sometimes find favour because of the resonance it can add (e.g. *there shall be a Scottish Parliament*) (*ibid*: 35).

What we would expect to find, therefore, if we compare the two sub corpora, is a reduced use of *shall* and an increase in *must* in more recent texts.

Frequency of *shall* and *must* in 2000 and in 2006-2007 - However, if we look at the individual texts of 2006-2007 we can see that the changes are not uniformly spread. Nine of the 30 texts are completely devoid of *shall*, though five of these *shall*free texts are extremely short, and of the remaining four, two are almost identical in structure and content, namely Budget (Scotland) Act 2006 and Budget (Scotland) Act 2007. A further four texts have a very low mean frequency of *shall*, i.e. less than one occurrence per 3000 words. At the other extreme Family Law (Scotland) Act 2006 has by far the highest concentration of *shall*, with 160 occurrences in 9231 words, i.e. one per every 58 words.

It should also be pointed out that, as is the case with the ITA analysed in section 2, many of the occurrences of *shall* are where the Act is textually amending an older Act. Drafters often adopt the style of the Act being amended when making textual changes and so they continue to use *shall* in these circumstances even if they use *must* or other formulations elsewhere. Taken as a whole, then, the changes being made in the drafting of Scottish laws are tangible and evidently ongoing.

5.3.5 Australian legal drafting techniques: a reference model in the English-speaking world. Putting the changes, currently taking place in legal drafting conventions in Westminster and Edinburgh, into a wider context,, the author points out that both the United Kingdom's RCTLRP and Scotland's OSPC take Australia as the most advanced model in the English-speaking world as regards legal drafting techniques. Since the mid-1990s all Australian legislation, both national and federal, has been drafted following the principles of Plain Language.

The same is true of New Zealand as of 1997 (Tanner 2004: 9). Given that every community – on a national and also on a more local level – develops its own legal culture and language to suit its own specific needs, it could be argued that while the template of legal English originated in England, the legal systems of English-speaking countries have evolved each in their own distinctive way, thus leading to a plurality of legal Englishes today.

After all, the plural expression 'world Englishes' – referring to the various types of English used by a myriad of communities throughout the world today – has been widely accepted in linguistic circles for well over 20 years.

On the other hand, observing the ways in which the language of the law has been developing in the English-speaking world as a whole over the last twenty years or so, the overall trend appears to be towards standardization and homogenization. This is in no small part due to the influence of the Plain Language movement which is truly international in scope, with noteworthy exponents coming from a rich variety of countries.

Instant spread and exchange of information have reinforced this tendency towards standardization in written texts and the need to reach an agreement over the exact meaning of terms. The globalizing trend in legal discourse (Gotti 2006) – spearheaded by the United States as the world's leading economic superpower – has resulted in the ever-growing importance of English as "the legal lingua franca of a shrinking world" (Drolshammer & Vogt 2003).

Leaving aside the political question as to whether 'global English' is a form of linguistic imperialism or merely a "practical lingua franca" (Ives: 2006), it is now possible to speak of "legal globalization" which "covers all legal relations in a global society under the primacy of common law and its language, resulting in the reordering of the power dynamics of legal English" (Frade 2007: 48).

Moreover, the prolonged existence of international organizations such as the United Nations or the European Union has also tended to bring about a gradual harmonization of national legal systems and cultures. This tendency has received further momentum in recent years thanks to the growing importance of relatively new institutions such as the World Trade Organization which establishes the rules governing international commerce.

In practice we need to take a nuanced view of what we mean by legal English, given that it comprises several subgenres.

If we take into consideration, for example, courtroom discourse as is used not only by judges, lawyers and court officials but also by witnesses and other members of the lay public, constituting "perhaps the closest approximation to everyday speech of all public legal discourses" (Maley 1994: 13), then there may well be a case for upholding the existence of legal Englishes in the plural, especially if one thinks of the variety of discourse communities residing in the 'Outer circle' and 'Expanding circle' of users of English (respectively as a second language and as a foreign language: see Kachru 1989).

A case in point could be, for example, in Nigeria where English is the official language used in some of the courts (generally the superior courts) but where none of the participants may be native speakers of English, thus giving rise to specific acrolectal, mesolectal, and even basilectal forms of English during cross-examination, especially by witnesses and other members of the lay public, which are evidence of a peculiar non-native variety of English that may differ markedly from the type of discourse to be heard in courts by native English speakers in an English-speaking country.

On the other hand, the language of legal documents tends to be written in a relatively standardized way wherever English is used for drafting written texts of a legally binding nature. As regards this particular type of legal English, then, it would probably be more appropriate to stick to the singular form.

The recent changes that Williams has described in his study suggest that the language of the law in the UK is becoming less archaic and slightly more user-friendly than it used to be. It remains to be seen whether the impetus set in motion by these changes will affect legal drafting conventions elsewhere in the UK.

ESP Syllabus for Customs & Excise

Created Materials

What I hear, I forget

what I see, I remember

what I do, I know.

Confucius

Customs & Excise

Professional Refresher Course

ESP English for Specific Purposes

5.4 Lesson number 1

OUTLINE

This unit deals with activities which are:

- designed to meet specified needs of the learners;
- related in content (i.e. in its themes and topics) to Customs and Excises disciplines, activities and business;
- centered on the language appropriate to those activities in syntax, lexis, discourse, semantics, etc., and analysis of this discourse;
- aimed to create a set of practical abilities, consisting first of all on the expansion of specialized vocabulary, secondly in activating higher level competence in general conversation.

These latter aims obviously entail in particular the:

- phonemic awareness, decoding, and phonics;
- phonological awareness, lexical awareness and text awareness;

OUTCOMES

Perform different oral and written tasks dedicated to the learning and correct pronunciation of the sustained-content vocabulary appearing in the lessons - a task which is also reinforced with other activities such as definition, classification or explanation of processes where such terms are likely to appear.

Students will be able to do this through:

Phonemic awareness which is a foundational ability, required for developing decoding skills *(Chard & Dickson, 1999)*.

Lexical awareness:

So that students will be able to recognize and use words related to Customs field.

Text awareness:

- students will use authentic texts in the ESP classroom, which can significantly enrich the learning experience;
- the kind of authentic texts most suited for use in the ESP classroom are those intended for a more narrow and defined audience, namely those texts that are written (or

spoken) by and for people within the profession of the learners and which have a purpose that is connected to the work of the learners;

- these authentic texts can be said to be "owned" by the members of the discourse community to which the learners belong;
- enhancing student's interest both in the language and the content class will reinforce their practice in both directions.

Why this subject should be considered a fundamental requirement for the Customs & Excise Professional Refresher Course.

The reasons for choosing this content subject are:
The development of Customs and Excises takes place nearly in the entire world. Thus, a potential student will have to be familiar with the language in which this subject is mostly carried out, and with the international context it requires.
"Ethnologue", a data base maintained by the Summer Institute Linguistics in Dallas, Texas, refers that there are today about 6800 distinct languages in the world. Yet just 5 languages – Chinese, English, Spanish, Russian and Hindi – are spoken by more than half of the world's population and what gives English its special status is its unrivalled position as a means of international communication. According to McArthur, English is significant in 183 out of 232 territories.

Business and commerce: in international trade, English is the most used language especially for the transnational corporations which represent the giants of the world trade.

Science and technology: the share of English versus other major languages represents 82% in 2000 becoming the lingua franca in this field.

Communications: a Newsweek article from 2005 claims that 80% of the world's electronically stored data are English. English is used as international linguistic code for control of air and sea traffic and is also increasingly used as a lingua franca for air to air and air to ground communications.

On the academic side, the exploration of ESP for Customs and Excises teaching in multilingual contexts, taken to the field of sustained-content vocabulary in a uniform

environment, as it is the case, leads to a higher effort, in order to find the adequate balance between the teaching of academic and the learners needs.

Lesson number 2: Lexical Awareness

WHAT IS "ESP"

English for Specific Purposes is a sphere of teaching English language including: General English for Specific Purposes, English for Academic Purposes, English for Art and Design, English for Business and Economics, English for Legal Purposes, English for Science and Technology, and English for Vocational Purposes and now English for Customs & Excise.

Absolute characteristics

- ESP is defined to meet specific needs of the learners.
- ESP makes use of underlying methodology and activities of the discipline it serves.
- ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre.

Variable characteristics

- ESP may be related to or designed for specific disciplines
- ESP may use, in specific teaching situations, a different methodology from that of General English.
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level.
- ESP is generally designed for intermediate or advanced students.
- Most ESP courses assume some basic knowledge of the language systems.

Born in the 1960s, this discipline has become quite well known, especially because English has acquired the status of an international *lingua franca* in almost every field of study, and linguists have moved toward a contextualized notion of language.

If on the one hand the success of the English language has turned it into a vehicle for international communication, on the other hand the orientation of linguistic studies toward language as communication in social contexts has largely contributed to enhance the dignity

of ESP studies. The first studies on special languages were in fact those on register, which developed in a Firthian environment. Following strictly in Halliday's footsteps (Halliday, 1978), British linguists identified special registers on the basis of lexical aspects, which they considered sufficient in themselves to distinguish these registers from common language.

For example, the presence of a lexical item such as *tablespoonful* was adequate to presume that the register was that of recipes or prescriptions (Halliday, McIntosh & Strevens, 1964; Strevens, 1977),

they have pointed out that differences do not apply on the lexical level only, but also concern morphosyntactic choices and textual and pragmatic organization (Swales, 1990; Gotti, 1991; Bhatia, 1993). The social context (and therefore the aim) of each of the subdivisions of ESP exerts a strong influence on the linguistic strategies which are to be adopted.

Returning to lexical level

Why worry about WORDS? For, whatever else you may do, you will be using WORDS always. All day, and every day, WORDS matter. Though you may live in a barrel and speak to nobody but yourself, WORDS matter. For:

WORDS ARE THE TOOLS OF THOUGHT!

John Lyons, 1982

GLOBISH

2006

GLOBAL ENGLISH (*GLOBISH****) (Broken English)***

- 400 million *native speakers*
- 600 million know English at some level of competence
- 1 billion can maintain a basic conversation in English

= in total 2 billion (1/3 of world pop.)

For every native English speaker there are three non native speakers.

By **2015** according to forecasts:

- there will be 3 billion English speakers (*British Council*)
- French language will be on the decline
- German language will be on the increase in Asia

By 2050 English will be on the decline while Chinese, Hindi and Arabic will increase!

PRELIMINARY REMARKS

2005

The Italian vocabulary contains about 100,000 words.

The English lexicon has reached 986,120 words (P. Payack: *Global Language Monitor – Harvard*).

About 20,000 new words are added to the English lexicon each year.

By the end of 2006: over 1 million words.

But nobody knows/uses 1 million words:

- the Sun (5,000 words)
- the Times (8,000 words)

You can make yourself understood in English with less than 500 words…*but*...

the WORD is one of the two fundamental units of grammar… the other being the *sentence.*

WHAT IS A WORD?

To answer this question we must go into the world of MORPHOLOGY.

Morphology studies the shape of words, how words are formed in other words, it studies "*word-formation".*

WORDS AND SHAPES

Etymologically: "**MORPHOLOGY**" means: "*the science or study of shapes*" (e.g. "geomorphology" is the study of the physical features of the earth's surface).

In linguistics the shapes concerned are the shapes of words. Morphology is a sub-discipline of linguistics and is at the conceptual centre of linguistics because it deals with words and words are at the interface between:

- Phonology
- Syntax
- Semantics

SHAPES IN WORDS

- Phonological shape: Words have shape in terms of their sound.
- Orthographic shape: Words have shape in terms of their letters.
- Semantic shape: Words have shape in terms of the meaningful units from which they are made.
- Syntactic shape: The meaningful units found in words have syntactic functions.

Before going through word formation let's focus on some useful definitions on language provided by Konrad Kuiper and Scott Allan in their "AN INTRODUCTION TO ENGLISH LANGUAGE".

- Language is a code that allows us to represent thoughts and ideas by means of sounds (or letters) which have internal structure.
- A code is a system of symbols that allows things to represent others for the purpose of communicating.

The linguistic code uses symbols and each word of a language is a symbol, a sequence of sounds or letters which is related by convention to a particular meaning. Symbols have 2 aspects form and meaning.

Words are put together to make phrases and sentences. The phrases and the sentences of a language have a structure (name/action).

- A phrase is the grammatically coherent constituent part of a sentence.
- A sentence is a sequence of words having a structure which is grammatically independent of that of other sentences.
- A structure consists of parts that are organized in some way.
- Linguistic units are constructed according to rules.
- A rule represents a statement of a regular pattern.

Units of a language have a hierarchical organization. There are many different kinds of rules, some for sounds and some for the combination of sounds, phrases and sentences.

A dialect is a regional or social variety of a language. Register is the occupational variety of a language.

WORD FORMATION

Morphology derives from the Greek morphé = form and logòs = study – it is the branch of linguistics that studies the structure and form of words. Morphology distinguishes the form of the word/lexeme from its formative components (morphemes).

Morpheme: a minimum free form (Bloomfield 1950) - The smallest form that can occur by itself - A unit smaller than the word which has grammatical as opposed to lexical meaning. Morphemes are the minimal building blocks of lexemes. E.g.: low+ly – nation+hood – move+ment.

Words are made up of morphemes, which can be either be free or bound. Free morphemes can stand alone while bound morphemes require another morpheme to carry meaning.

Morphology is divided in:

Inflectional Morphology which deals with the different form of lexemes. The grammatical endings which create these different grammatical word forms are termed inflections. The form of the lexeme to which they are attached is termed the stem. The four major lexical categories are: nouns, verbs, adjectives and adverbs.

- book book-**s**
- to play play–**s** play–**ed** play-**ing**
- long long-**er** long-**est**
- usually **un**usually

Derivational morphology: deals with the formation of new lexemes. It has two main functions:

1. Derivation
2. Compounding

There are 2 main ways in which English lexemes may have other lexemes as constituents.

1. A lexeme can also have as constituents a single lexeme plus an ending. These ending are generally termed affixes.
2. Two lexemes may be put together to make a compound lexeme. E.g. bookshelf = book + shelf.

WORD-FORMATION methods:

- **borrowings =** e.g.: *spaghetti, disco, restaurant, pork, garage, labour;*
- **clipping =** e.g.: *pub, flu, lab, fax, e-mail;*
- **abbreviations =** e.g.: *Mr, Mrs, Ms Etc. Dr;*
- **acronyming =** e.g.: *RAM, LASER;*
- **blending** = e.g.: *motel, chunnel, smog, sitcom;*
- **brand names =** e.g.: *Kleenex;*
- **proper noun conversion** e.g.: *Diesel;*
- **compounding** = e.g.: *weekend, old-fashioned, teenager.*

COMPOUND-WORDS = word relationship examples:

- heat rush = **a** causes **b**
- flu virus = **a** is caused by **b**
- tetanus jab **= a** is prevented by **b**;
- frogman = **b** resembles **a**;
- bookshop = **a** is at place **b**;
- night worker = **b** is at time **a**;
- rye bread = **b** is made of **a**;
- needlework = **b** is made with **a**;
- eardrum = **b** is part of **a**;

Lesson number 3: phonemic and phonological awareness

Let's look at some fundamental definitions related to phonemic and phonological awareness.

Phonology is the identification and study of this distinctive sounds and their relation to non distinctive sounds.

IPA (International Phonetic Alphabet) contains symbols for all the sounds in all known languages.

Phonetic is the study of the production, perception and analysis of speech sounds. IPA – In this alphabet the relationship between symbol and sound is one to one.

Phonemes: are a set of distinctive segments defined by distinctive phonetic properties and used to distinguish one word from another.

Their status is indicated by placing them inside slanting brackets: e.g. /b/ and /d/.

Allophones (= other sounds): are sounds, whose description including one or more non distinctive properties; they do not distinguish one word from another; we shall place them inside square brackets, e.g. [th].

Identification of phonemes – We may test whether the difference between sounds is phonologically important by substituting one sound for another. If this substitution produces a different word then we have identified a phoneme.

When placed in a string, sounds may be influenced by their neighbors' characteristic, and in doing so become more like their neighbors. Speaking of major processes operating at

phonological level, based on the principle of the least effort[63] we can mention, amongst others, the following:

- **Assimilation** is the process where one segment becomes more like (or identical to) another segment or 2 segments become more like each other.

  All assimilation processes involves at least one segment which is changed, and one which is the source of the change. We shall refer to the segment which is changed as the target and the segment which influences the target as the source.

  A consonant sound at the end of a word assimilates with the first sound of the following word. An example is: Good Bye – good bai gub'bai.
- **Elision** is the deletion of a segment normally present in the stream of speech elision. Elision is more common in less formal and more casual speech styles. The elision of a segment may allow an assimilation to occur. E.g. handbag [hænbæg].
- **Epenthesis**: is the addition of one or more sounds to a word, especially to the interior of a word. Epenthesis may be divided into two types: **excrescence**, for the addition of a consonant, and **anaptyxis** for the addition of a vowel. In some dialects of English the schwa [ə] is inserted between 2 consonants. E.g. film [filəm].

Lesson number 4: phonemic and phonological awareness

- What do linguists mean by "intonation" of a language.
- The importance of intonation in a speech act.
- The structure and the function of intonation in English.

Among the hundreds of *"Englishes"* people speak in the world today, in this lecture we will refer to: RECEIVED PRONUNCIATION ENGLISH (RP English)

Why? Because RP English is the accent that:

- has no regional connotation;
- can be spoken/heard all over the world;
- most EFL courses take as a reference model;
- linguists have analyzed in every structural aspect.

[63] Whitney noticed the role of economy principle in language changes, and held that human being is always managing (unconsciously in most cases) to "to make things easy to our organs of speech, to economize time and effort in the work of expression"(Whitney, 1877: 345). Sweet further pointed out two principles of economy in phonology: "(a) dropping of superfluous sounds; (b) ease of transition from one sound to another, which leads to convergence and assimilation… " (Sweet, 1888: 156)

Intonation: No definition of the term *intonation* is completely satisfactory, but any attempt at a definition must recognize that the **PITCH** of the voice plays the most important part (Roach 2004:150).

The term *PITCH* refers both to:

- the **subjective sensation**
- the **objectively measurable** frequency

Intonation is formed by a continuum of pitch sequences which are uttered together with the sounds of a language in order to amplify the meaning of a word or of a sentence.

Languages use intonation in different ways. Often they use the same intonation pattern to express different attitudes.

Intonation is significant and systematic in many languages but its significance is realized with different tone combinations.

Lesson number 5: Text Analysis

The term **text** derives from the Latin verb *"texere"* (to weave). In a text some elements are woven together comparable to the woof and warp of cloth. A text is a semantic unit: a unit not of form but of meaning. A text does not consist of sentences, it is realized by, or encoded in sentences" (M.A.K. Halliday 1976). A text consists of those spoken or written segments of language that have texture! "Texture is the "*quality of being a text*"! A text has texture when certain linguistic features can be identified as contributing to its total unity and gives it texture.

Cohesive: all the elements must be structurally tied together. C**oherent**: the content must form a *continuum of meaning* and *a unified whole*.

DISCOURSE vs TEXT - Discourse is a continuous stretch of (written or spoken) language larger than a sentence, often constituting a coherent unit (sermon, argument, joke, narrative…) (Crystal 1992) - Discourse is language in action - Text is the written record of the interaction - Discourse brings together language and the context within which language is used. Discourse: is the interpretation of a text. In order to avoid any confusion, in this lecture I will deal only with the term text meaning…A piece of language structured in such a way as to form a "meaningful and unified whole".

Text as a function of Language - Language has three main meta/macro functions (M.A.K. Halliday1978):

1. **ideational function** (to represent the environment);
2. **interpersonal function** (to allow the exchange of information);
3. **textual function** (to create text). The textual function is an integrative, text-forming function through which the ideational and the interpersonal functions are realized. In other words: we conceive and plan our ideas and transfer them to other people by creating text - Language exists and functions only because we are able to create text. Remember! Only text has texture!

Determiners for texture:

Cohesion: the means whereby elements that are structurally interrelated to one another are linked together through the dependence of one on the other for their interpretation.

Coherence: the propositional content must be developed with semantic and diachronic coherence through the whole spoken or written act.

Language is a code for linking speech sounds with meaning. Code is a system of symbols that allows things to represent others for the purpose of communicating. Dialect is a regional or social variety of a language. Phrase: grammatically coherent constituent part of a sentence. Register is the occupational variety of a language.

Conclusions

Customs Training reform from the inside out

Thanks to the multiple activities that the WCO, INCU and the EU Commission have recently carried out to support customs training, diverse providers have now developed a clearer view of the subject. By encouraging universities to update their curricular content in order to develop educational programmes, designed to raise the professionalism of customs officers, the WCO, INCU and the EU Commission have launched a new paradigm bridging the gap between theory and practice.

Recent economic upheavals on a global scale have prompted governments and workers themselves to rethink career choices made till now. Delayed retirement and untenable social security systems are now issues all actors in the world of work must face. Hopefully this project will provide some possible choices for people caught up in this crisis.
Motivation and incentives are now consistently acknowledged as critical factors in determining performance and enabling workers' capacity building (Wai, 1995; IEG, 2008b; UNDP, 2006, 2009).

Training might be the right solution to motivate them. The farsighted recommendation on LLL promoted by the Bologna process[64] would seem a perfect fit for this problem.

With this in mind, as shown in chapter 3, I decided to investigate language needs among workers in the Customs and Excise sector; I created a questionnaire which was distributed to forwarding and shipping companies currently operating at Verona Quadrante Europa Freight Village. Findings revealed at least two major lacks:

Education[65]

According to Indicator 25, International Comparison of Educational Attainment[66] (see table below) the OECD[67] average for holders of the Bachelor's Degree is 15.5% for individuals 55 to 64 years old, while Italy averages only 9.5%. In our case, at Quadrante Europa, the total is

[64] http://www.wg.aegee.org/ewg/bologna.htm
[65] (see pag. 39) Education
[66] *Supplemental Tables to Indicator 25* International Comparison of Educational Attainment - Table A-25-2. Percentage of the population 25 to 64 years old who attained selected levels of education, by age group and country: 2008 http://nces.ed.gov/programs/coe/pdf/coe_ice.pdf
[67] Organization for Economic Co-operation and Development (OECD)

9% (see pag.). Considering likewise that 90 people out of the 153 respondents are aged over 45, the intergenerational exchange problem becomes immediately apparent.

Bachelor's degree or higher	25 to 34 years old	35 to 44 years old	45 to 54 years old	55 to 64 years old
OECD average	26.6	21.9	18.2	15.5
Italy	19.6	14.6	11.5	9.5

In 1999, within the Bologna process a declaration by ministers of education from 29 European countries was signed. The Bologna Process aimed to create the European higher education area by harmonizing academic degree standards and quality assurance standards throughout Europe for each university faculty by the end of 2010.

Its Prague Communiqué[68] focuses on LLL *"Lifelong learning is an essential element of the European Higher Education Area. In the future Europe, built upon a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life."*

In this regard, my thesis' annexes present three illustrated initiatives, which I hope might provide some useful insights.

The inadequate level of foreign languages in general and English in particular[69].

The ability to communicate in English[70] remains a business requirement in the global economy. According to the second report on language, compiled by the Economist Intelligence Unit, nearly half the 572 executives at global companies who were interviewed believe language barriers have actually spoiled cross-border deals and caused financial losses.

The EF report created an index using test data from over two million adults from 44 countries who took free English tests online for three years. It ranked them according to their ability to communicate in English. The tests stressed communicative competence over more abstract measures of grammar and vocabulary.

Europe ranked the strongest in English proficiency owing to a multilingual culture, but within the EU differences in educational policies and national priorities appear.

[68] http://www.seterwebdevelopment.com/lifelonglearning/index.php?option=com_content&task=view&id=35&Itemid=8

[69] (see page. 40) 1. Level of English Lacks/Needs/Wants/Context - Participants Self Assessment: English Level

[70] http://www.bwob.ca/topics/global-issues/who-speaks-english-the-best/
Who speaks English the best? A recent survey on proficiency in the international language of business uncovers a few surprises By: Susan Mohammad From: Business without Borders Date: Wednesday May 23rd, 2012

According to the ranking index, denominated the Education First English Proficiency Index (EF EPI), Norway came first with an average score of 69.09. The Netherlands and Denmark also made it into the "very high proficiency" category, with scores of 67.93 and 66.58. A few other European countries (including Germany, whose workforce scored an average of 56.64) were listed in the "high proficiency" category. But the Latinate countries lagged well behind their northern neighbours: Spain (49.01), Italy (49.5) and France (53.16).

The European Commission[71] states that in every country polled, language lessons at school are most often mentioned as one of the ways that citizens have managed to learn foreign languages. The Dutch (87%), Latvians (87%), Estonians (86%) and Slovenes (86%) indicate most frequently that they have used language lessons at school as a way to learn second languages. Portugal (31%), Spain (45%) and Italy (46%) have the lowest proportions of citizens who have learned languages at school, although it still remains the primary learning environment. This may reflect the actual distribution of language skills, since the majority of citizens in these countries do not master any language other than their mother tongue.

Inadequate language competencies represent an enormous barrier; this is also the case within Verona Quadrante Europa, even if classified as the primary Interporto in Europe in 2010 based on the volume of goods in transit. Limitations on language competency clearly excludes many staff from participating in international activities, and consequently from learning and sharing experiences with other employees in the sector. To this extent, the aim of my thesis is to present an "*ESP Syllabus for Customs and Excise"*.

Returning to LLL, what might be the starting point in training employees and practitioners?

Donald A. Schön[72], a consultant and Massachusetts Institute of Technology social scientist, adeptly identifies the complexity of the subject. In *The Reflective Practitioner: How Professionals Think in Action*, he analyses what practitioners do as they *"reflect-in-action"*. In *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions* he explains the relevance of training and point up his ideas about the *"art"* of professional practice and how and to what extent professionals think about what they know.

To conclude, in Albert Einstein words: *"We cannot solve our problems with the same level of thinking that created them."* Crisis is generated by lack of competence, so our main priority is now to welcome a new generation of capacity builders.

[71] http://ec.europa.eu/public_opinion/archives/ebs/ebs_243_en.pdf
[72] http://govleaders.org/schall.htm

ANNEXES

INTRODUCTION

The aim of this project is to envision a practical approach to in-service training which takes into account the efforts of the most significant institutions dealing with Customs Training and the hard work they have done internationally to set up **core curricula** and accredited training programmes at the BA and MA level.

I refer specifically to the World Customs Organization, the European Commission General Directorate for Taxation and Customs Union, and the International Network of Customs Universities, which are developing global standards to meet the changing nature of Customs Training needs.

Unlike other professions, the Customs workforce had no clear academic curriculum till 2008; thanks to the WCO PICARD Conference held in that year in Shanghai, professional standards were laid down for this profession.

Customs is one of the most diverse, fascinating and complex professions a worker may choose, it demands sophisticated knowledge across several disciplines such as law, economics and commodities' study.

The main distinction lies in the fact that the competent professional must be familiar with the proper classification of over 10,000 different goods as listed by the Harmonized Commodity Description[73], in order to identify the right duty to be paid. Again, it should be stressed that the majority of customs documentation is written in English, and that a good command of this language is essential.

In addition, as Customs represents an atypical environment in which diverse stakeholders play important roles, e.g.: delegates from the Ministry of Health, Ministry of Agriculture, and Ministry of Fine Arts, Port and Airport Authorities, the ability to communicate effectively is fundamental to maintain a successful and efficient working environment.

As mentioned in the main thesis introduction, the **practical part**, **Annexes I - II — III and IV** present the concrete activities of my three year PhD Course related to the setting up of Academic Programmes dedicated to Customs Disciplines presented as follows:

[73] http://www.wcoomd.org/home_hsoverviewboxes_hsharmonizedsystem.htm

1. **ANNEX I**: briefly introduces the World Customs Organization and its activities.
2. **ANNEX II**: describes the *"Professional Refresher Course Customs & Excise"*.
3. **ANNEX III**: illustrates a *"Master for Operational Managers/Leaders"* which, as the *"Professional Refresher Course Customs & Excise"*, takes into account the Professional Standards, established by the WCO during the 2008 PICARD Conference held in Shanghai.
4. **ANNEX IV**: is devoted to the a proposal for a Bachelor in Customs Disciplines and it ends with a map and a list of those European Universities affiliated with the International Network of Customs Universities together with a short description of their initiatives.

The achievements of an organization are the results of the combined effort of each individual.

Vince Lombardi

ANNEXES

Module I

The World Customs Organization

Building of the Headquarters of the World Customs Organization

The **World Customs Organization**[74] (WCO) is the only intergovernmental organization exclusively focused on Customs matters.

Working areas:

- **development of global standards**
- simplification and harmonization of Customs procedures
- trade supply chain security
- facilitation of international trade
- enhancement of Customs enforcement and compliance activities
- anti-counterfeiting and piracy initiatives
- public-private partnerships
- integrity promotion
- sustainable global Customs capacity building programmes.
- Harmonized System goods nomenclature
- technical aspects of the WTO Agreements on Customs Valuation and Rules of Origin.

[74] http://www.wcoomd.org/home_about_us.htm

1.1

PICARD Partnership In Customs Academic Research and Development

2009 WCO PICARD Conference

28 – 30 September 2009 - San Jose, Costa Rica

Speaking of global standards, in 2006 the WCO launched the PICARD Programme to promote the professional standing of Customs business and provide a *"network bridge"* for cooperation between Customs, academic partners and other stakeholders carrying out Customs-related research.

2010 WCO PICARD CONFERENCE

23 – 25 November 2010 ABU DHABI , UAE

In parallel, through PICARD, academic institutions have formed the International Network of Customs Universities (INCU).

2011 WCO PICARD CONFERENCE

United Nations Economic Commission for Europe (UNECE), Geneva, Switzerland

The **International Network of Customs Universities** (INCU) provides a global resource for governments and the private sector, and an educational source for students wishing to further their knowledge in the field of customs management and administration, and international trade and logistics management.

The WCO in partnership with the International Network of Customs Universities (INCU) have progressed a range of initiatives in the areas of educational programmes, strategic management development, professional standards, and academic research and development.

Working together WCO and INCU have developed a set of **WCO Professional Standards** necessary for operational and strategic Customs managers to meet the requirements of the new strategic environment.

In addition, the WCO has established a process of assessing university curricula against the Standards.

1.2

The WCO PICARD Programme

WCO Recognition of University Customs Curricula

Overview

- Background
- Recognition of University Customs Curricula
  - Guidelines
  - Eligibility Criteria
  - Application Process
- WCO Approval Process
- Form of Recognition

Background – PICARD Professional Standards

Recognition of University Customs Curricula

Guidelines for the WCO Recognition Procedure

Guidelines have been developed to establish a process by which universities may apply for and attain WCO recognition of:

- relevant academic programmes at Bachelors and Masters level, and
- those who graduate from the programmes

Eligibility Criteria

- Universities must be able to demonstrate that their curriculum substantially addresses the WCO PICARD Professional Standards at the Bachelors level or higher.
- The WCO will not formally recognize a curriculum that meets only individual elements of the Standards.

Eligibility Criteria – Knowledge Requirements

Overall knowledge requirements as described in the WCO PICARD professional standards:

- National and international policy/politics
- Customs role in government and interaction with other government departments

1. The customs business

2. Aspects of judicial and legal systems relevant to customs
3. Micro and macro economics
4. Strategic planning
5. Policy development and implementation
6. Financial management
7. Human resource/capital management
8. Risk management
9. Information/knowledge management
10. The international supply chain
11. Trade practices
12. Modern technological approaches to customs and business
13. Public and media relations and communication
14. Principles of ethics, good governance & integrity
15. Customer management

Eligibility Criteria – Sample Curricula

Master of Customs Administration (MCA)

Customs Policy

Role and tasks of customs administrations

Customs regulation

Trade facilitation

Customs unions

Customs Legislation

Principles of statute law

Codification of customs law

Customs code implementation

Compliance with international law

Customs Management

Internal and external auditing

Modern management techniques

Change management

International customs co-operation

Risk Management

Objects of protection

Defining and evaluating risk

International standards

Implementing risk management

Application Process

Application format:

A. Overview
B. Relationship of Curriculum to WCO Standards
C. Knowledge and Skill Transfer
D. Annexes

A. Overview

Provide a broad overview of the Customs-specific academic programme(s) for which recognition is being sought, including the relevant academic award and the educational jurisdiction under which the award is granted.

B. Relationship of Curriculum to Standards

- Address the correlation between the WCO Standards and the university programme(s) for which recognition is being sought.
- If the curriculum does not cover all elements of the Standards, this should be identified.

C. Knowledge and Skill Transfer

Outline the university's philosophy, educational practice and methods of determining knowledge and skill transfer to the student's workplace.

D. Annexes

- Identify University Programmes and Subjects
- Correlation between WCO Knowledge Requirements and University Subjects
- Correlation between University Subjects and WCO Standards

Application Process

Annex 1

Key to University Programmes and Subjects

Qualification: Master of International Customs Law
Graduate Diploma in Customs Management
Bachelor of Customs Studies …etc.

Subject N°	**Subject Name**
00012	Customs Management 1
00013	Customs Management 2
00014	Customs Reform and Modernization
00015	Economics for Public Sector Managers
00016	GATT/WTO Law …etc.

Annex 2

Correlation between WCO Knowledge Requirements and University Subjects

Category WCO PICARD Professional Standards	**Knowledge Requirements as described in the PICARD Standards**	**Relevant** Subject N°.
1. National and international policy/politics	The individual will demonstrate a critical understanding of the governments overall economic policies and social direction, its international and regional obligations and priorities. The identification of the key players at governmental and international level with influence on Customs policy and resources.	00034 00035 00036

Annex 3

Correlation between University Subjects and WCO Standards

Subject	Outline	Outcomes	WCO Attributes/PICARD Standards
Customs Management 1 (00012)	This unit introduces students to the policy and principles of customs administration and to international trends with an impact on customs.	At the completion of the unit students will be able to: Identify the policy objectives of customs administrations Identify international influences that shape the customs policy agenda	**Strategic Managers/Leaders** National and international policy/politics Customs role in government and interaction with other government departments

WCO Approval Process

- Application lodged with WCO
- Referred to INCU for recommendation
- Academic Assessment Group
- Returned to WCO
- Referred to a group of the WCO Member Administrations
- Returned to WCO for decision

WCO Approval Process

INCU and Members may recommend that WCO:

- Seeks additional information - An on-site audit may be required
- Refuses the application - Review Procedure
- Approves the application in part - Approves the application in full

Form of Recognition

Where a university's curriculum is considered to meet the eligibility criteria, the WCO will:

- Agree the university's Customs-specific programmes, and
- Agree that the subjects have been aligned to such programmes

Form of Recognition

Programme Recognition: *"This academic programme has been developed in conjunction with the World Customs Organization as meeting the requirements of its international standards for the Customs profession"*

Form of Recognition

Subject Recognition: *"This subject forms a component of an academic programme that has been developed in conjunction with the World Customs Organization as meeting the requirements of its international standards for the Customs profession"*.

The Gate of Change is Locked on the INSIDE

Margaret Ferguson

ANNEXES

Module II

Customs & Excise

Professional Refresher Course

CORSO DI PERFEZIONAMENTO E AGGIORNAMENTO PROFESSIONALE IN DISCIPLINE DOGANALI

"CUSTOMS & EXCISE"

Durata Mesi: 4

Stato: attivo

Tipo: Corsi di perfezionamento

Lingua di erogazione: Italiano

Sede: Verona

DESCRIZIONE

Il Corso interfacoltà di perfezionamento ed aggiornamento professionale in "Customs & Excise" intende formare figure professionali, manageriali ed operative di elevata qualificazione e mira a fornire loro le abilità e le competenze necessarie per affrontare un'epoca che sempre più richiede innovazioni all'insegna dell'etica, del multilinguismo, delle agevolazioni negli scambi e della sicurezza.

Il partecipante del corso sarà in grado di aumentare l'efficacia e l'efficienza dell'ente per cui lavora, offrendo ad esso soluzioni strategiche risolutive delle difficoltà connesse agli scambi doganali.

Sarà capace di proporre idonee soluzioni a problemi di carattere strategico ed operativo e di muoversi in un contesto di mercato ad elevata complessità, in continua e rapida evoluzione.

Il Corso in "Customs & Excise" si focalizza sull'integrazione strategica del territorio all'interno di uno scenario costruito da una rete di eccellenza estesa a livello mondiale. L'Università di Verona è la prima Università italiana ad aver firmato un Protocollo d'Intesa con l'Organizzazione Mondiale delle Dogane e inoltre il primo ateneo ad essere accettato come affiliato presso l'International Network of Customs Universities (INCU). Gli obiettivi formativi riguardanti il corso sono pertanto perseguiti nel rigoroso rispetto dei Professional Standard stabiliti dall'Organizzazione Mondiale delle Dogane durante la WCO Picard Conference tenutasi a Shanghai dal 14 al 16 Maggio del 2008.

Dati validi per l'Anno Accademico 2009/2010

Modalità Iscrizioni

Tipo di Accesso: programmato

Posti disponibili: Min. 25 Max 35

Tasse e contributi Euro 1.200,00

Modalità di frequenza Obbligatoria per il 75%

Concorso di ammissione

Scadenza presentazione domanda: 12 marzo 2010

Direzione Studenti

Area Post Lauream

Ufficio Master e Corsi di Perfezionamento

Via Paradiso, 6 - 37129 VERONA

Apertura al pubblico: dal lunedì al venerdì dalle 10:00 alle 13:00

Tel: 045.8425216-5244 **Fax:** 045.8425217

E-mail: segreteria.master@ateneo.univr.it

UNIVERSITÀ DEGLI STUDI DI VERONA
DIREZIONE STUDENTI – Area Post Lauream
Ufficio Master e Corsi di perfezionamento

BANDO DI AMMISSIONE AL CORSO INTERFACOLTA' DI PERFEZIONAMENTO E DI AGGIORNAMENTO PROFESSIONALE IN DISCIPLINE DOGANALI "Customs & Excise"

ANNO ACCADEMICO 2009/2010

(Decreto Rettorale del 1/02/2010 prot. n. 6899, rep. n. 321)

SCADENZA: 12 MARZO 2010

UNIVERSITÀ DEGLI STUDI DI VERONA
DIREZIONE STUDENTI – Area Post Lauream
Ufficio Master e Corsi di perfezionamento

MR/mldb/cg

Decreto Rettorale del 1/02/2010
Rep. n. 321-2010
Prot. n. 6899
Classif. III/2

IL RETTORE

VISTO lo Statuto dell'Università degli Studi di Verona, emanato con Decreto Rettorale del 7.10.1994 n. 6435, pubblicato sulla Gazzetta Ufficiale del 25.10.1994 n. 250 e successivamente modificato con Decreto Rettorale 08.01.2002 n. 2, pubblicato sulla Gazzetta Ufficiale del 9 febbraio 2002 n. 34;

VISTO il Decreto del Ministero dell'Università e della Ricerca Scientifica e Tecnologica 22.10.2004 n. 270 "Modifiche al Regolamento recante norme concernenti l'autonomia didattica degli atenei, approvato con decreto del Ministro dell'università e della ricerca scientifica e tecnologica 3 novembre 1999, n. 509", pubblicato sulla Gazzetta Ufficiale del 12.11.2004 n. 266;

VISTO il Regolamento di Ateneo per la disciplina dei corsi per Master universitari e dei corsi di perfezionamento e di aggiornamento professionale, emanato con Decreto Rettorale 20.09.2001, n. 12516 e successive integrazioni e modificazioni;

VISTO il Regolamento Didattico di Ateneo – parte generale, ai sensi del D.M. 22.10.2004, n. 270, emanato con Decreto Rettorale 3.06.2008, Rep. n. 2511 – 2008, Prot. n. 23184;

VISTO il Regolamento di Ateneo per gli studenti, emanato con Decreto Rettorale 16.06.2008, Rep. n.2637/2008, Prot. n. 24818;

VISTA la nota MIUR del 16.05 2008 prot. n. 1291 avente ad oggetto le norme, concordate con i Ministeri degli Affari Esteri e dell'Interno, per l'accesso degli studenti stranieri ai corsi universitari, per il triennio 2008-2011, presso le Università italiane statali e non statali autorizzate a rilasciare titoli aventi valore legale;

VISTA la deliberazione assunta dal Consiglio di Amministrazione nella seduta del 29.05.2009 relativa a "Tasse e contributi, esenzioni, riduzioni e incentivi – Anno Accademico 2009/2010";

VISTE le deliberazioni assunte dal Consiglio di Amministrazione e dal Senato Accademico Ristretto, rispettivamente nelle sedute dell'11 dicembre 2009 e del 26 gennaio 2010, con cui è stata approvata l'istituzione e l'attivazione, per l'A.A. 2009/2010, del Corso interfacoltà di Perfezionamento e di Aggiornamento professionale in Discipline doganali "Customs & Excise" proposto dalle Facoltà di Economia e di Lingue e Letterature Straniere;

DECRETA

ART. 1 ISTITUZIONE

Presso l'Università degli Studi di Verona, è istituito e attivato, per l'A.A. 2009-2010, il Corso interfacoltà di Perfezionamento e di Aggiornamento professionale in Discipline doganali "Customs & Excise"

Il mancato raggiungimento del numero minimo di iscritti previsto non consentirà l'attivazione del corso.

ART. 2 DOMANDA DI AMMISSIONE

La domanda di ammissione (Allegato A) deve essere presentata personalmente ovvero pervenire, tramite raccomandata con ricevuta di ritorno, entro **le ore 13.00 del 12 marzo 2010** presso **la Direzione Studenti – Area Post Lauream, "Ufficio Master e Corsi di perfezionamento**", Via Paradiso, 6 – 37129 Verona, apertura al pubblico dal lunedì al venerdì dalle ore 10.00 alle ore 13.00, con allegata la seguente documentazione:

a) marca da bollo da € 14,62 (valore vigente);

b) una fotografia formato tessera;

c) curriculum vitae;

Non si considerano giunte in tempo utile le domande spedite oltre il suddetto termine. In caso di spedizione postale con raccomandata A.R. fa fede la data dell'ufficio postale accettante la spedizione. Non si accettano domande inviate tramite fax o internet.

Le domande inviate per posta dovranno riportare sulla busta la seguente dicitura: "Domanda di ammissione al Corso interfacoltà di Perfezionamento e di Aggiornamento professionale in Discipline doganali "Customs & Excise".

Coloro che non presentano personalmente la domanda allo sportello dovranno allegare, inoltre, una fotocopia, in carta semplice, di un documento di identità in corso di validità.

Possono partecipare alla selezione anche coloro che conseguiranno il titolo di studio richiesto per l'accesso entro la data di immatricolazione al corso. Qualora il candidato partecipi alla selezione in assenza del titolo richiesto dovrà dichiarare nella domanda di ammissione la data del presunto conseguimento del titolo stesso e produrne la dichiarazione entro la data di immatricolazione al corso alla Direzione Studenti – Area Post Lauream, "Ufficio Master e Corsi di perfezionamento", Via Paradiso, 6 – 37129 Verona. Tale candidato verrà ammesso con riserva alle selezioni e la sua immatricolazione sarà subordinata all'esistenza di posti disponibili al termine delle iscrizioni e degli eventuali subentri.

Qualora siano previste prove d'esame, i candidati riconosciuti portatori di handicap, ai sensi della Legge n. 104/1992, così come modificata dalla Legge n. 17/1999 dovranno fare esplicita richiesta, in relazione al proprio handicap, riguardo l'ausilio necessario, nonché l'eventuale necessità di tempi aggiuntivi, per l'espletamento delle prove.

L'Amministrazione Universitaria non si assume alcuna responsabilità in caso di dispersione di comunicazioni, dipendente da inesatte indicazioni della residenza e del recapito da parte del candidato, o da mancata oppure tardiva comunicazione del cambiamento degli stessi, né per eventuali disguidi postali, telematici o telegrafici non imputabili all'Amministrazione stessa.

I candidati provvederanno, a loro cura, entro tre mesi dalla presentazione della domanda di ammissione, al recupero dei titoli e delle eventuali pubblicazioni (presentati in originale o in fotocopia autenticata) presso la struttura alla quale sono stati inviati. Scaduto tale termine l'Amministrazione non risponderà della conservazione di tali documenti.

ART. 3 NORME PER CITTADINI STRANIERI

Per i candidati stranieri in possesso di un titolo di studio accademico conseguito all'estero si fa riferimento alle disposizioni emanate dal Ministero dell'Istruzione, dell'Università e della Ricerca, concordate con il Ministero degli Affari Esteri e dell'Interno, con nota prot. n. 1291 del 16 maggio 2008, disponibili sul sito **http://www.studiare-in-italia.it/studentistranieri/**

ART. 4 ISCRIZIONE DEGLI AMMESSI

La graduatoria finale degli ammessi al Corso sarà pubblicata sul sito internet all'indirizzo **www.univr.it** nella rubrica "Didattica"< "Post Lauream"< "Corsi di Perfezionamento"< "iscrizioni".

I candidati ammessi dovranno perfezionare l'iscrizione seguendo apposita procedura indicata nell'allegato B (procedura per il perfezionamento dell'iscrizione).

ART. 5 POSTI VACANTI

Gli eventuali posti resisi vacanti a seguito di rinuncia espressa o di mancato pagamento entro i termini stabiliti, ovvero di decadenza dal diritto di immatricolazione intervenuta ai sensi dell'art. 75 del D.P.R. 445/2000, saranno assegnati agli idonei mediante scorrimento della graduatoria di merito.

Gli eventuali aventi diritto al subentro saranno contattati direttamente dalla Direzione Studenti –Area Post Lauream, "Ufficio Master e Corsi di perfezionamento".

ART. 6 RINUNCIA AGLI STUDI

Coloro che intendono ritirarsi dal Corso a cui sono stati immatricolati dovranno presentare, personalmente o tramite posta all'Ufficio suddetto, il modulo di istanza di rinuncia agli studi debitamente compilato e munito della marca da bollo da € 14,62 (vedasi modulistica sul sito internet www.univr.it nella rubrica "Didattica" alla voce "Post Lauream"< "Corsi di Perfezionamento"< "iscrizioni"< "documenti per studenti").

In caso di rinuncia formale prima dell'inizio delle attività formative e successivamente al pagamento del contributo di iscrizione, al candidato che abbia preso regolare iscrizione e che presenti apposita istanza è riconosciuto un rimborso pari al 10% del contributo, corrispondente alla tassa di iscrizione. Nessun rimborso, invece, è previsto se la rinuncia avviene ad attività formative già iniziate, in quanto l'attività del Corso è subordinata alla copertura finanziaria assicurata dal numero degli iscritti.

ART. 7 RIDUZIONE DELLA CONTRIBUZIONE

Sono previsti i seguenti casi di riduzione della contribuzione a favore degli iscritti con disabilità accertata pari o superiore al 66% è concessa una riduzione dei contributi di iscrizione pari al 10% del contributo di iscrizione; nel caso di disabilità accertata compresa tra il 50% e il 65% è concessa una riduzione pari al 5% del contributo di iscrizione.

Per la procedura di accertamento della disabilità gli studenti disabili, che intendono usufruire delle agevolazioni previste per legge, sono tenuti a presentarsi al Centro Servizi per Studenti Disabili dell'Ateneo presso l'atrio della Facoltà di Lettere e Filosofia – Via San Francesco, 22 – 37129 Verona – Tel. +39 045 8028786, apertura al pubblico dal lunedì al venerdì, dalle ore 10,00 alle ore 13,00), con i relativi certificati rilasciati dall'autorità competente, anche in caso di variazione della percentuale di disabilità entro i termini stabiliti per la domanda di ammissione.

ART. 8 ATTESTAZIONE FINALE

Al termine del Corso agli iscritti verrà rilasciato un a**ttestato di frequenza** ai sensi dell'art. 6 della legge n. 341/90 e dell'art. 2, comma 2, del Regolamento di Ateneo per la disciplina dei Corsi per Master e dei Corsi di Perfezionamento e di Aggiornamento Professionale emanato con Decreto Rettorale 20 settembre 2001 n. 12516 e successive integrazioni e modificazioni.

ART. 9 CASI PARTICOLARI

a) Eventuali variazioni o integrazioni a quanto contenuto nel presente bando di concorso saranno rese note mediante pubblicazione sul sito internet www.univr.it nella Rubrica "Didattica" alla voce "Post Lauream"< "Corsi di Perfezionamento".

b) Nel caso in cui dalla documentazione presentata dal candidato risultino dichiarazioni false o mendaci, ferme restando le sanzioni previste dal codice penale e dalle leggi speciali in materia (artt. 75 e 76 D.P.R. 445/2000), lo stesso candidato decade automaticamente d'ufficio dall'eventuale immatricolazione. L'Amministrazione Universitaria provvederà al recupero degli eventuali benefici concessi (esempio borsa di studio, riduzione contribuzione studentesca) e non procederà ad alcun tipo di rimborso delle tasse versate. La dichiarazione mendace comporterà infine l'esposizione all'azione di risarcimento danni da parte dei controinteressati.

ART. 10 RESPONSABILE DEL PROCEDIMENTO

Ai sensi della legge n. 241/90 e successive modifiche, è nominato responsabile del procedimento di cui al presente avviso la Dott.ssa Caterina Gallasin, Cat. D, Responsabile dell'U.O Master e Corsi di Perfezionamento della Direzione Studenti – Area post Lauream.

Le informazioni relative al Corso interfacoltà di Perfezionamento e di Aggiornamento Professionale in Discipline doganali "Customs & Excise", quali i crediti attribuiti, il Direttore, il Comitato Scientifico, gli obiettivi formativi, il progetto generale di articolazione delle

attività formative e di perfezionamento e delle attività pratiche, il piano didattico, il periodo di svolgimento, i posti disponibili, i requisiti di accesso e le modalità della selezione, le scadenze, il contributo di iscrizione, l'attestazione finale, la sede di svolgimento del corso, la sede organizzativa e amministrativa dello stesso, sono descritte nella scheda informativa allegata che costituisce parte integrante del presente bando.

Per quanto non specificato nel presente bando si fa riferimento alla normativa vigente.

IL RETTORE

F.to Prof. Alessandro Mazzucco

C.P. E C.A.P. INTERFACOLTA' IN DISCIPLINE DOGANALI "Customs & Excise"

CFU 20 CFU

Direttore del corso

Prof. Sebastiano Maurizio Messina

Comitato Scientifico

Prof. Sebastiano Maurizio Messina, Professore Ordinario SSD IUS/12

Prof. Cesare Gagliardi, Professore Ordinario SSD L-LIN/12 Anglistica

Prof. Daniela Carpi, Professore Ordinario SSD L-LIN/10

Prof. Claudia Robiglio, Professore Ordinario M-GGR/01

Prof.ssa Anna Genovese Ordinario - SSD IUS/04;

Dott.ssa Nadia Degli Antoni, Project Leader

Dott. Giorgio Dal Corso, esperto in diritto tributario

Avv. Piero Bellante, esperto in materia doganale

Obiettivi formativi specifici e funzioni anche in relazione al particolare settore occupazionale al quale si riferiscono.

Il Corso interfacoltà di perfezionamento ed aggiornamento professionale in "Customs & Excise" intende formare figure professionali, manageriali ed operative di elevata qualificazione e mira a fornire loro le abilità e le competenze necessarie per affrontare un'epoca che sempre più richiede innovazioni all'insegna dell'etica, del multilinguismo, delle agevolazioni negli scambi e della sicurezza.

Il partecipante del corso sarà in grado di aumentare l'efficacia e l'efficienza dell'ente per cui lavora, offrendo ad esso soluzioni strategiche risolutive delle difficoltà connesse agli scambi doganali.

Sarà capace di proporre idonee soluzioni a problemi di carattere strategico ed operativo e di muoversi in un contesto di mercato ad elevata complessità, in continua e rapida evoluzione.

Il Corso in "Customs & Excise" si focalizza sull'integrazione strategica del territorio all'interno di uno scenario costruito da una rete di eccellenza estesa a livello mondiale. L'Università di Verona è

la prima Università italiana ad aver firmato un Protocollo d'Intesa con l'Organizzazione Mondiale delle Dogane e inoltre il primo ateneo ad essere accettato come affiliato presso

l'International Network of Customs Universities (INCU). Gli obiettivi formativi riguardanti il corso sono pertanto perseguiti nel rigoroso rispetto dei Professional Standard stabiliti dall'Organizzazione Mondiale delle Dogane durante la WCO Picard Conference tenutasi a Shanghai dal 14 al 16 Maggio del 2008.
Il percorso a carattere multi-disciplinare si snoderà attraverso approfondimenti che riguardano specificatamente:

a) Discipline Doganali;
b) Neurolinguistica;
c) Etica, integrità, equità;
d) ESP English for Specific Purposes e consapevolezza linguistica;
e) Informatica.

Progetto generale di articolazione delle attività formative e di perfezionamento e delle attività pratiche e la suddivisione dei relativi crediti.
Il Corso di perfezionamento e di aggiornamento professionale è strutturato:- in una parte di ore dedicate alla didattica frontale corrispondente a 15 CFU, ovvero ad un ammontare di ore di insegnamento pari a 120;
- in rimanenti ore dedicate allo studio individuale degli iscritti al corso.
Il corso prevede la stesura di una relazione finale su un tema concordato con i relatori, con l'attribuzione di 5 CFU.

Le lezioni in aula si terranno nei giorni di:
Venerdì e sabato, dal 19 marzo al 3 luglio 2010
1 credito formativo corrisponde ad 8 ore di lezione frontale.

Scheda didattica del corso

	Denominazione Moduli	SSD	Denominazione insegnamenti	CFU per insegnamento	ORE di didattica frontale per insegnamento	CFU tot. per Modulo
Mod.1	tecnica e legislazione doganale		Politica doganale		6	8
			Geografia economico-politica		8	
			Legislazione doganale		10	
			documenti doganali		8	
			Concetti preliminari ed istituti della legislazione doganale		10	
			Norme non tariffarie		4	
			Diritto Commerciale		4	
			Sistema del commercio multilaterale		4	
			Ruolo e responsabilità dei manager		1	
			Rischi di gestione		1	
			Controversie doganali		8	

Mod.2	neurolinguistica		neurolinguistica		24	3
Mod.3	etica		etica		5	1
			integrità		5	
			equità		4	
Mod.4	inglese		inglese		14	3
			informatica		4	
Prova finale						5
TOTALE					120	20

1. Politica doganale

1.1. Ruolo e compito delle amministrazioni doganali e loro partner abituali

1.2. Regolamento doganale

1.3. Agevolazioni al commercio

1.4. Operatore economico autorizzato

1.5. Unioni doganali

2. Geografia economico-politica

2.1. Analisi del commercio con l'estero

2.2. Regionalizzazione ed armonizzazione

2.3. Condizioni economiche per il libero scambio

2.4 Aspetti geo-economici del "customs management"

3. Legislazione doganale

3.1. Principi di legge statutaria

3.2. Codifica della legge doganale

3.3. Attuazione del codice doganale

3.4. Conformità alle leggi internazionali

3.5. Interazione con gli altri ministeri

3.6. Regolamento Accise

4. Documenti doganali

4.1. Sistema Armonizzato

4.2. Valore in dogana

4.3. Norme sull'origine

4.4. Sdoganamento

5. Concetti preliminari ed istituti della legislazione doganale

5.1. Fonti del diritto nazionale

5.2. IVA Principi nazionali

5.3. IVA Europea

5.4. IVA delle Transazioni Internazionali & Ditte Estere

6. Norme non tariffarie

6.1. Diritto del commercio con l'estero

6.2. Ostacoli al commercio

6.3. Regimi della sicurezza internazionale

6.4. Oggetti di protezione

7. Diritto Commerciale

7.1. Fondamenti giuridici del commercio

7.2. Contratti e vincoli contrattuali

7.3. Codifiche

7.4. Risoluzione della controversia

8. Sistema del commercio multilaterale

8.1. Principi di diritto internazionale

8.2. Fondamenti del WTO

8.3. Accordi del WTO

8.4. Procedura di risoluzione delle controversie

8.5. Servizi di logistica nei settori produttivi e infrastrutture

9. Customs and territorial Management – Ruolo e responsabilità dei Managers

9.1. Contabilità interna ed esterna

9.2. Tecniche di "Modern Management"

9.3. Cambio di gestione

9.4. Cooperazione internazionale

10. Rischi di gestione

10.1. Oggetti di protezione

10.2. Analisi dei rischi

10.3. Standard internazionali

10.4. Applicazione del risk management

11. Controversie doganali

11.1. Reati doganali

11.2. Contenzioso: dazi

11.3. Contenzioso: sanzioni

11.4. Altro contenzioso doganale

12. Neurolinguistica

12.1. Pubbliche relazioni e comunicazione

12.2. Attitudine al comando

12.3. Motivazione

12.4. Ispirazione

12.5. Raccolta e trattamento delle informazioni

12.6. Abilità analitica

12.7. Capacità decisionale

12.8. Risoluzione dei problemi

12.9. Comunicazione di informazioni e idee

12.10. Abilità sociali nell'interazione ad ogni livello

12.11. Autostima

12.12. Capacità di negoziazione

12.13. Capacità di comunicazione

12.14. Gestione della tempistica

12.15. Fronteggiare lo stress e la pressione

12.16. Resa gestionale

12.17. Gestione del personale

12.18. Limitazione del conflitto

12.19. Modello comportamentale

12.20. Percezione dell'empatia e obiettivi

12.21. Orientamento al cliente

13. Etica/Integrità/Equità

13.1. Principi di etica, good governance

13.2. Garanzia dell'integrità normativa

13.3. Etica

14. Inglese per scopi specifici (E.S.P.)

15. Informatica

15.1. Informazione e comunicazione tecnologica

15.2. Abilità informatiche funzionali.

Percentuale di frequenza obbligatoria 75%

Periodo di svolgimento

Marzo 2010 Luglio 2010 (escluse le festività e il giorno 3 aprile), nei giorni di venerdì pomeriggio e sabato mattina, di 4 ore accademiche cadauno.

Modalità di svolgimento delle verifiche periodiche e della prova o prove finali.

Il corso di perfezionamento e di aggiornamento prevede la sola stesura di una relazione finale, da concordare con i relatori del corso.

Posti disponibili

Numero **massimo** di posti disponibili e numero **minimo** di iscritti senza i quali il corso non viene attivato.

Da 25 a 35 partecipanti

Requisiti di accesso

Possono accedere al Corso interfacoltà di perfezionamento ed aggiornamento professionale in IN DISCIPLINE DOGANALI "Customs & Excise" tutti coloro che sono in possesso di Diploma di Scuola Secondaria Superiore, con almeno cinque anni di comprovata esperienza nelle discipline di interesse del Corso.

Uditori Massimo 2 con una quota cadauno di € 500,00

Modalità di ammissione

Nel caso il numero di domande sia superiore ai posti disponibili si provvederà ad effettuare una selezione dei candidati.

I candidati che avranno conseguito laurea (o, in sua mancanza, diploma) verranno valutati secondo la seguente griglia: percorso degli studi 24 punti, altri titoli 1 punto, motivazione ed esperienze professionali 5 punti. La valutazione avverrà ad opera del CS prima dell'inizio del Corso in una specifica riunione.

Scadenze

Termine ultimo presentazione domande: **12 marzo 2010**

Selezione: **15 marzo 2010**

Pubblicazione graduatoria: **9 marzo 2010**

Termine ultimo pagamento iscrizioni: **18 marzo 2010**

Inizio corso: **19 marzo 2010**

Contributo d'iscrizione

Quota di iscrizione: € 1.200,00.

Enti e/o soggetti esterni disposti a collaborare a vario titolo allo svolgimento del corso: Consorzio Zai

Tutori

È previsto un tutor, che verrà nominato dal Comitato Scientifico.

Sede di svolgimento delle attività

Via Sommacampagna, 22/A - 37137 *Quadrante Europa - Verona*

Sede amministrativa/organizzativa del corso

Presidenza di Economia Lungadige

Porta Vittoria n.41 - 37129 – Verona

Informazioni

Area Post Lauream, Ufficio Master e Corsi di Perfezionamento

Via Paradiso, 6 – 37129 Verona Tel. + 39 045 8425216/15 fax. +39 045 8425217

e-mail: segreteria.master@ateneo.univr.it *(per informazioni di tipo amministrativo).*

He who opens a school door, closes a prison

Victor Hugo

ANNEXES

Module III

Master for Operational Managers/Leaders

MASTER IN CUSTOMS ADMINISTRATION
FOR OPERATIONAL MANAGERS/LEADERS

CORRELATION BETWEEN THE MASTER IN CUSTOMS ADMINISTRATION FOR OPERATIONAL MANAGERS/LEADERS AND WCO PROFESSIONAL STANDARDS

3.1 TABLE OF CONTENTS

3.1.A Overview

3.1.A.1 Introduction

The MCA offers an undergraduate diploma in customs studies. It is a modularized two-year course for a minimum of 15 students and will be officially accredited in accordance with the European Credit Transfer System. It is also recognized and supported by the World Customs Organization. Upon successful completion of the diploma programme, graduates obtain the title of "Master in Customs Administration" ("MCA").

3.1.A.2 Course Aims

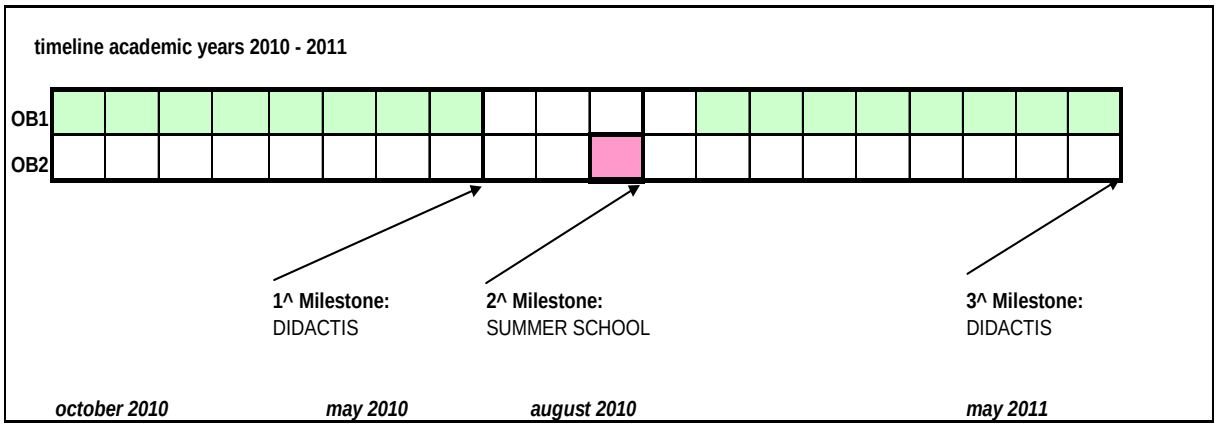
The MCA is designed for operational managers and aims to provide them with abilities and skills necessary to perform the new tasks that customs administrations must deal with in an age that demands trade facilitation *and* security. Course undergraduates will be able to increase the efficiency of their customs administrations, plan effective strategies to deal with future innovations and co-operate more effectively with other customs administrations.

3.1.A.3 Course Structure

The MCA is divided into three parts. The first consists of two blocks of **face to face lessons, seminars/lectures** that will take place at Verona University and the period corresponds to the Academic Year (October/December – March/May). In the second part, participants undertake a **summer school** module at Regents College London running from 11 to 25 of august each year. These two components are divided into modules that are assessed with written and oral examinations. Finally, participants must write a **thesis** on a customs-related subject of their choice within a six months period.

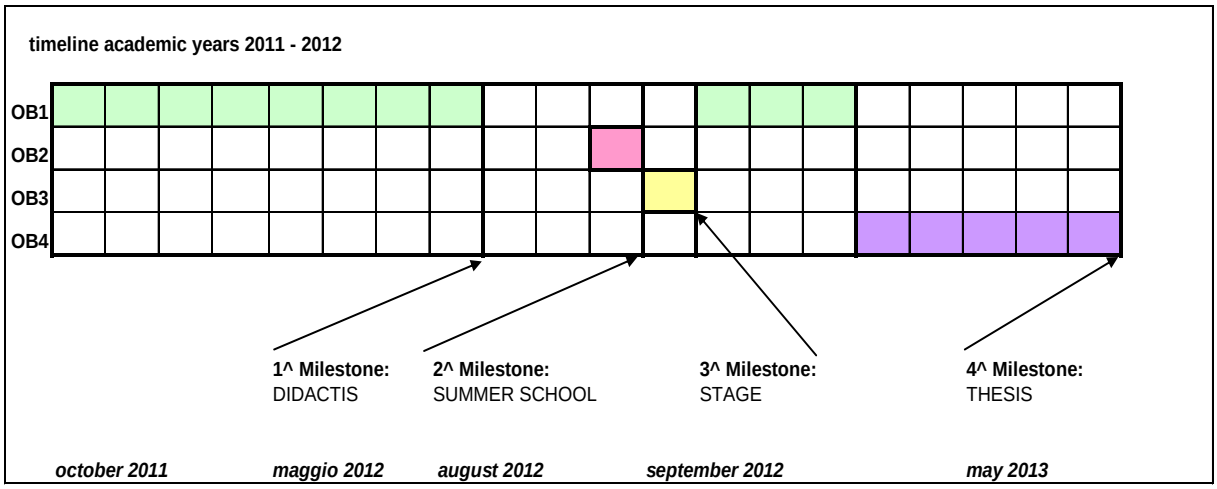
timeline academic years 2010 - 2011

OB1 DIDACTIS
OB2 SUMMER SCHOOL



timeline academic years 2011 - 2012

OB1 DIDACTIS
OB2 SUMMER SCHOOL
OB3 STAGE
OB4 THESIS



3.1.A.4 Target Group

The MCA is open to customs practitioners in the public and private sectors. Potential applicants belong to:

- managerial staff of financial, economic and trade ministries, customs administrations, regional organizations and any other bodies concerned with customs-related matters;
- academics or teachers employed in higher education or private training establishments specialized in customs-related subjects;
- Customs brokers, employees of global enterprises, consultants and lawyers specialized in customs-related subjects.

3.1.A.5 Admission Requirements

In order to be eligible for the course, applicants must:

- have a three-year university college degree;
- have professional experience in customs administrations, with authorities and institutions involved in customs policy, regional and international trade organizations or commercial co-operative ventures;
- hold an intermediate level certificate in spoken and written English (e.g. B1 certificate or equivalent).

3.1.A.6 Exam and Diploma

Credit points are awarded on the basis of written and oral examinations held at the end of each module. Students are graded according to the European Credit Transfer System (ECTS). Upon completion of the course, students are awarded a university diploma ("Master of Customs Administration").

3.2.B Curriculum congruence to WCO Standards

The MCA is a practice-based undergraduate course aiming at improving the skills and knowledge of operational managers. As the following annexes demonstrate, the course of studies is closely linked to the Professional Standards established by the WCO.

The course contents are divided into modules that deal with theoretical and practical aspects of customs (see Annex 1). The teaching methods include face to face lessons, teaching in seminar rooms, e-learning module as well as self-study. Methods will depend on the subject and will include: management units, role-play (e.g. drafting a customs code, problem-solving in relation to customs valuation and clearance, interviews and presentations in relation to change management). The Summer School course complements the English for Specific

Purposes course (ESP), directly on site. In addition to knowledge and know how teaching, e-learning aims to implement the use of new media to be used in the customs environment.

3.3.C Knowledge and Skill Transfer

- Face to face lessons at Verona University or Quadrante Servizi SRL Verona
- E-Learning
- Summer School at Regents College London (UK) from 11 to 25 of August each year, where British customs officials will be invited to give lessons focusing on customs related subjects

Teaching method:

The teaching method will consist of: face to face lessons, lectures, seminars, symposia and conferences, case studies, role-play, stage and worked examples.

3.3. D Annexes

Annex 1: Key to University Programs and Subjects

Correlation between WCO Standards and University Subjects:

Annex 2: Overall Knowledge requirements

Annex 3: Overall Skill requirements

Annex 4: Overall Behavioral/Attitudinal requirements

Annex 5: Correlation between University Subjects and WCO Standards

Note: This project can be extended to other languages or, as courses will be held in English, the project can be proposed to different countries.

3.3.D.1 Annex 1: Key to University Programmes and Subjects

Qualification:	Master in Customs Administration (MCA) **Customs and Excise Professional Refresher Course (RC for CE)**[75]
Subject No	Subject Name
(Module 1)	(Customs Policy)
1.1.	Role and tasks of customs administrations and its usual partners
1.2.	Customs regulation
1.3.	Trade facilitation
1.4	A.E.O.
1.5	Customs unions
(Module 2)	(Customs Legislation)
2.1.	Principles of statute law
2.2.	Codification of customs law
2.3.	Customs code implementation
2.4.	Compliance with international law
2.5.	Interaction with other government departments
2.6	Excise duty regulation
(Module 3)	(Customs Instruments)
3.1.	Harmonized system
3.2.	Customs valuation
3.3.	Rules of origin
3.4.	Customs clearance
(Module 4)	(preliminary concepts and institutions to the customs legislation)
4.1.	Source of internal law
4.2.	VAT Internal principles

[75]Curricula will have the same Masters content but tailored for graduates of any Secondary School.

4.3.	The European Union Value Added Tax
4.4.	VAT on International Transactions & Foreign Traders
(Module 5)	(Non-tariff Trade Rules)
5.1.	Foreign trade law
5.2.	Barriers to trade
5.3.	International security regimes
5.4.	Objects of protection
(Module 6)	(Commercial and Business Law)
6.1.	Legal foundations of commerce
6.2.	Contracts and contractual liability
6.3.	Codifications
6.4.	Dispute resolution
(Module 7)	(Multilateral Trading System)
7.1.	Principles of international law
7.2.	Foundations of the WTO
7.3.	WTO agreements
7.4.	Dispute settlement procedure
7.5.	Production Sector Logistic Services and Infrastructures
(Module 8)	(Customs Economics)
8.1.	Foreign trade analysis
8.2.	Regionalization and harmonization
8.3.	Economic conditions for free trade
8.4.	Economic aspects of customs management
(Module 9)	(Customs and territorial Management – Role and responsibilities of Managers))
9.1	Internal and external auditing
9.2	Modern management techniques
9.3	Change management
9.4	International customs co-operation

(Module 10)	(Risk Management)
10.1	Objects of protection
10.2	Defining and evaluating risk
10.3	International standards
10.4	Implementing risk management
(Module 11)	(Customs litigation)
11.1.	Customs crimes
11.2.	Litigation about duties
11.3.	Litigation about penalties
11.4.	Other customs litigations
(Module 12)	(Neurolinguistics)
12.1	Public relations and communication
12.2	Leadership
12.3	Motivation
12.4	Inspiration
12.5	Information gathering and processing
12.6	Analytical ability
12.7	Decision making
12.8	Problem solving
12.9	Communication of information and ideas
12.10	Social skills to interact with all levels
12.11	Self evaluation skills
12.12	Negotiation skills
12.13	Drafting skills
12.14	Time management
12.15	Coping with stress and pressure
12.16	Manage performance
12.16	Managing staff
12.17	Conflict containment
12.18	Role model
12.19	Empathy awareness and objectives
12.20	Confidence

12.21	Customer oriented
(Module 13)	(Customs Ethics)
13.1	Principles of ethics, good governance
13.2	Ensure regulatory integrity
13.3	Ethics
(Module 14)	(Customs ESP)
14.1	English for specific purposes
(Module 15)	(Computing)
15.1	Information and Communication Technology (ITC)
15.2	Functional computing skills

3.3.D.2 Annex 2

Correlation between WCO Standards and University Subjects

Operational Managers/Leaders

CATEGORY	KNOWLEDGE REQUIREMENTS	MODULE UNIT NOS.
1. INTERACTION WITH OTHER GOVERNMENT DEPARTMENTS	Collaboration with OGDS and co-ordination 3.3.2.D	1.1, 1.3, 1.4, 2.5, 3.4, 4.1, 5.1, 5.2, 5.3, 5.4, 6.4, 7.1, 7.2, 7.3, 7.4, 8.2, 8.4, 9.1, 9.2, 9.4, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4, 12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
2. ROLE AND RESPONSIBILITIES OF MANAGERS WITHIN CUSTOMS ORGANIZATION	The identification of new initiatives that compliment trade facilitation and border security and translate them into policy	1.1, 1.2, 1.3, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.412.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
	Through knowledge of regulations and policies and correlation between regulatory framework and functioning of the organization	
	Development of operational guidelines that complement organizational goals	
	Remaining current with new trends and technology	
3. BUDGET PLANNING AND HUMAN RESOURCES	Budget development and tendering	8.4, 9.1, 9.2, 9.3, 10.1, 10.412.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
	The distinction between development and running costs, capital and operational costs.	
4. INFORMATION MANAGEMENT	Development, Identification and monitoring of Key performance indicators	1.1, 8.3, 8.4, 9.1, 9.2, 9.4, 10.2, 10.412.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14,

3.3.D.2 Annex 2

Correlation between WCO Standards and University Subjects

Operational Managers/Leaders

CATEGORY	KNOWLEDGE REQUIREMENTS	MODULE UNIT NOS.
	Essential management information on • Resource use • Operational effectiveness • Contracting • Service providers • Performance measures (internal and external)	12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
	Essential accounting information	
	The essential records needed to maintain a corporate memory.	
5. INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)	Ability to extract and communicate information from core systems	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4.
6. THE CUSTOMS BUSINESS	The individual can demonstrate they understand Compliance Management and explain the concept to their staff.	1.1, 1.2, 1.3, 1.4, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 10.1, 10.312.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
	Basic commercial awareness of trade terminology, documentation etc	
	Revenue collection	
	Master the customs law and be fully aware of procedures and their impact on the development & employment	
	Know and understand how to conduct investigations, particularly	

3.3.D.2 Annex 2

Correlation between WCO Standards and University Subjects

Operational Managers/Leaders

CATEGORY	KNOWLEDGE REQUIREMENTS	MODULE UNIT NOS.
	in relation to securing evidence, interviewing witnesses and developing briefs	
	Know & master tariff, rules of origin	
	Know revised Kyoto and Annexes	
7. JUDICIAL AND LEGAL SYSTEMS	The key players in the governmental judicial and system	1.1, 1.2, 2.1, 2.2, 2.3, 3.4, 4.1, 4.4, 5.1, 6.1, 6.2, 7.1, 7.4, 10.3, 11.1, 11.2, 11.3, 11.412.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
	Good governance	
	Data protection	
	Prescribed procedures (including appeals)	
	The legal obligations and powers of customs and the legal obligations on the trade and public	
8. MICRO ECONOMICS	Key players in the economy.	1.3, 1.4, 1.5, 2.6, 3.1, 3.2, 3.3, 3.4, 5.1, 6.1, 6.2, 6.4, 7.2, 7.3, 8.1, 8.2, 8.3, 8.4, 12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
	Contemporary economic concepts	
	Government economic policy	
	The balance between free trade and protectionism.	
	The role of the tariff in economic development	
	The economics of free trade and of protectionism	
	Balance between control and compliance.	
	Understand the effects of implementation of international decisions and of the tariff on the social and economic development.	
	The creation of an economically attractive climate	

3.3.D.2 Annex 2

Correlation between WCO Standards and University Subjects

Operational Managers/Leaders

CATEGORY	KNOWLEDGE REQUIREMENTS	MODULE UNIT NOS.
	Business costs	
9. FINANCIAL AND RESOURCE MANAGEMENT	Relevant horizon scanning	6.1, 6.2, 6.3 , 8.1, 8.3, 8.4, 9.1, 9.2, 9.3, 10.4, 12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
	Strategic planning techniques	
	The distinction between development and running costs, capital and operational costs.	
	The national mechanism for planning budget requirements, negotiating budget allocations and the monitoring and accounting for budget allocations.	
	Ability to set-up performance indicators	
	Contingency planning	
	Risk management as a resource allocation tool	
	Basic Human Resource Management methodologies: • Recruitment • Training • Performance management	
	Understanding of the basic principles of programme and project management	
	Understand the basic principles of tendering and contracting	
10. RISK MANAGEMENT	Capacity to set up & animate a structure able to collect, analyze information & orientate the control policy in terms of targeting.	1.1, 1.3, 1.4, 2.4, 2.5, 3.2, 3.3, 3.4, 4.2, 4.3, 4.4, 5.2, 5.3, 5.4, 6.2, 6.3, 6.4, 7.3, 7.4, 7.5, 8.2, 8.4, 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.412.1, 12.2, 12.5, 12.6, 12.7, 12.8,

3.3.D.2 Annex 2

Correlation between WCO Standards and University Subjects

Operational Managers/Leaders

CATEGORY	KNOWLEDGE REQUIREMENTS	MODULE UNIT NOS.
		12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
11. THE INTERNATIONAL SUPPLY CHAIN	The WTO Instruments for trade facilitation and safeguard measures	1.1, 1.2, 1.3, 2.4, 3.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.2, 7.3, 7.4, 8.1, 8.2, 8.3, 8.4, 9.4, 10.2, 10.3, 10.4, 12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
	The Revised Kyoto Convention	
	The SAFE Framework of Standards	
	Decrease the costs of customs controls & actions	
	Supply chain management	
	Opportunities /barriers	
	The requirements of stakeholders: Banking and insurance sectors Importers and exporters logistics companies transportation companies Clearance agents Public Internat. associations and org. National bilateral and multilateral agencies The final clients	
	Capacity to integrate customs inside the supply chain	

12. PUBLIC RELATIONS AND COMMUNICATION	Identification of key players in the national media and communications businesses	1.4, 1.5, 2.3, 4.2, 4.3, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 12.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.
	Identification of internal and external communications strategies which • Promote the goals of the organization. • Influence/educate Government, the trade and the public • Provide a strategic control methodology • Provide a high profile for Customs	
	Identify communications techniques	
	Ensure that all legislative and procedures are available for the public	

13. TECHNICAL AND IT KNOWLEDGE APPROPRIATE TO A SPECIALIZATION	Specializations include but are not limited to the following: • Processing • Facilities • Risk Assessement • Audit • Compliance management • International affairs and cooperation • Legal affairs • Investigation • Intelligence • Anti-smuggling • Procedures • Inspections and controls Headquarters policy Understanding their operational and IT environment Computer literacy appropriate to operational system	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 4.3, 4.4, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2, 6.3, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1, 8.2, 8.3, 8.4, 9.1, 9.2, 9.3, 9.4, 10.1, 10.2, 10.3, 10.4, 11.1, 11.2, 11.3, 11.4 12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 2.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21, 13.1, 13.2, 13.3, 14.1, 15.1, 15.2.

3.3.D.3 Annex 3: Overall skill requirements

Operational Managers/Leaders

CATEGORY	KNOWLEDGE REQUIREMENTS	MODULE UNIT NOS.
1. LEADERSHIP	Development of a new strategy	12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 2.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21.
	Introduction of a reform and modernization programme	
	Influencing the operational aspects of a new departmental policy	
	Organization of the local management team.	
	Gathering and influencing the different actors in their activities, including economic operators	
2. MOTIVATION	Creating motivational tools	
	Encouraging staff to adopt new techniques	
	Recognizing performance or desired behaviours	
3. INSPIRATION	Leading by example	
	Providing support for new initiatives from senior management and/or operational staff	
	High visibility with trade and staff	
4. INFORMATION GATHERING AND PROCESSING	Building one's views on gathered background and task-related data	
5. ANALYTICAL ABILITY	Implementing reviews or changes to departmental policy	
	Developing effective change programmes	
6. DECISION MAKING	Implementing operational direction	
	Resolving operational issues	
	Encouraging others to make decisions	

7. PROBLEM SOLVING	Resolving conflicts in operational management Encouraging team creativity	
8. COMMUNICATION OF INFORMATION AND IDEAS	Presentations to operational staff	
	High accessibility to stakeholders	
	High visibility and accessibility to management team	
	Encouraging others to speak	
	Regular contact and empathy with operational staff	
	Recognizing and acknowledging differing opinion	
9. SOCIAL SKILLS TO INTERACT WITH ALL LEVELS	Effective use of social gatherings	
	Maintaining position whilst demonstrating understanding of others	
	Recognizing the morale value of social occasions	
10. SELF EVALUATION SKILLS	Ability to apply the techniques to evaluate performance In some areas mentioned in requirements	
11. NEGOTIATION SKILLS	Negotiations with stakeholders	
	Commercial negotiations	
	Ability to listen and be persuasive	
12. DRAFTING SKILLS	Negotiation papers to Stakeholders	
	Internal communication with staff at all levels	
	Annual reports	
	Reporting is one of the key competencies	
13. FUNCTIONAL COMPUTER SKILLS	Computer literacy and awareness. • Basic document creation • Basic spreadsheet Creation • Basic presentation creation • Use of internet and intranet • Using databases (queries) • Knowing how to use the customs system, • Knowing all the functions.	15.1, 15.2.

14. ENSURE REGULATORY INTEGRITY	Elaborate an integrity handbook/manual	
15. TIME MANAGEMENT	Develop awareness and techniques for objectively evaluating current time usage and develop an action plan for increasing personal time management	12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 2.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21.
16. COPING WITH STRESS AND PRESSURE	Develop effecting coping strategies	
17. MANAGE PERFORMANCE	Elaborate an integrity handbook/manual	
18. MANAGING STAFF	Developing ways to help the organization to meet strategic goals by attracting, and maintaining employees and also to manage them effectively.	
19. APPROPRIATE FOREIGN LANGUAGES AND TECHNICAL SKILLS	Effective use of training	14.1.

20. CONFLICT CONTAINMENT	Applying patterns of dealing with conflicts and handling them with professionalism	12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 2.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21.

3.3.D.4 Annex 4: Overall behavioural/attitudinal requirements

Operational Managers/Leaders

CATEGORY	KNOWLEDGE REQUIREMENTS	MODULE UNIT NOS.
1. ETHICS	Advocating a zero tolerance policy on corruption. Attending all major integrity events. Conducting regular external surveys on ethics and sanction. Fighting actively against corruption.	13.1, 13.2 13.3.
2. ROLE MODEL	Treating all staff with respect. Rewarding and acknowledging good performance. Tackling poor performance. High visibility. Customer orientated. Learning orientated.	12.1, 12.2, 12.5, 12.6, 12.7, 12.8, 12.9, 12.10, 12.11, 12.12, 12.13, 2.14, 12.15, 12.16, 12.17, 12.18, 12.19, 12.20, 12.21.
3. EMPATHY AWARENESS AND OBJECTIVITY	Visible and well briefed when meeting staff. Explaining issue clearly and honestly. Acknowledging and Dealing objectively with opposing views.	
4. CONFIDENCE	Transparency in dealing with management and policy issues. Dealing quickly and effectively with rumours.	

5. CUSTOMER ORIENTED	Understanding customer needs and their business environment. Development and implementation of Customer service standards. Ensuring compliance with international best practice.	

3.4 OVERALL KNOWLEDGE REQUIREMENTS

3.4.1 Annex 5: Correlation between University Subjects and WCO Standards

Unit Number	Outline	Outcomes	WCO Attributes
1.1. Role and tasks of customs administrations	This unit examines the functions that customs performs within a society. It explains the ability of customs to influence government policy and examines the practical and legal limitations on customs and the degree to which they influence its abilities to carry out its tasks (budget restraints, legal powers and sovereignty concerns). It also investigates the degree to which customs is affected by supranational/international policies. The unit identifies potential new areas of customs activities and highlights the role of customs in implementing obligations of international agreements.	Students will: become aware of the various influences that affect the policies of customs administrations at national and international level; recognize the degree to which budget and staffing resources affect their ability to carry out their functions; identify obligations of international law that must be respected when carrying out their functions and identify new areas of activities/business for their customs administration.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 5) budget planning and human resources 6) information management 7) information and communication technology (ICT) 8) the customs business: o economic and fiscal o trade management o social protection o international/regional o compliance management 9) judicial and legal systems 10) micro economics 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good Service 16) technical and it knowledge appropriate to a specialization

1.2. Customs regulation	Areas regulated by customs authorities on the basis of customs legislation; means of regulation adopted in relation to each area (health, endangered species, security); characteristics and conditions of each area that must be taken into account by regulations (international agreements, government policy); budget and equipment requirements in order to regulate each area effectively (e.g. scanning equipment).	Students will: • recognize the different conditions affecting each subject of regulation; • clearly identify the resources required to implement regulation effectively; • train staff to comply with the obligations of national, supranational and international bodies; • implement them harmoniously in accordance with best practices or guidelines issued by international / European bodies.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 8) the customs business: ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 15) principles of ethics, good governance and good Service 16) technical and it knowledge appropriate to a specialization
1.3.Trade Facilitation	This unit deals with the need for customs authorities to reduce border formalities in the interests of improving trade flows; the social and economic significance of free trade; the protection of free trade in international instruments with particular emphasis on the Revised Kyoto Convention and WTO	Students will: • understand the conditions conducive for trade and the benefits of free trade; • perceive the way that customs formalities can affect trade flows; • develop strategies to balance free trade and interests	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 8) the customs business: ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management

	Agreements; factors that restrict market access and the need to balance trade facilitation with environmental protection and supply chain security.	deserving protection; • identify international agreements relating to trade facilitation; • identify cumbersome and outdated customs formalities in order to streamline clearance.	9) judicial and legal systems 10) micro economics 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service
1. 4. AEO Authorized Economic Operator **DAU** **DAE** **AES** (Automated Export System) **M.R.N.** (Movement Reference Number)	This unit deals with: On, 1st January 2008 the changes brought about by **EC Regulations no. 648/2005** and **no. 1875/2006** amending the Community Customs Code (**EC Regulation no. 450/2008)** and the Customs Code Implementing Provisions (**EC Reg. No. 2454/1993**) respectively, came into force in the EU 27 Member States. These refer to the issuing of AEO/Customs Simplifications or AEO/Security or AEO/Customs Simplifications and Security certificates, all being valid throughout the Community.	Students will: understand the fundamental importance of security to national governments and the international supply chain. identify, compare and evaluate the effectiveness of current security programmes; be in a position to critically evaluate existing security regimes in terms of their effectiveness in balancing security and trade facilitation.	1) interaction with other government departments 6) information management 8) the customs business: ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization

	The unit also deals with: security regimes at national, supranational and international level designed to prevent the proliferation of WMDs. Particular attention is paid to EU security initiatives (AEO Security) together with their advantages and disadvantages in terms of trade flows. The module also examines the process of creating such measures (straw-man proposals, consultation with trade bodies and economic participants), methods of evaluating their effectiveness and quantifying their trade effects.		

1.5. Customs Unions	The tendency to form regional and global customs organizations; advantages and disadvantages of customs unions; formulating and implementing policy within a customs union; co-existence of different customs unions within a single continent; side-effects of customs unions.	Students will: • evaluate the advantages and disadvantages of acceding to customs unions; • recognize the optimal conditions for the creation of customs unions; • overcome inherent skepticism/bias in relation to regional customs unions (e.g. EC, SADC, EACU), thereby ensuring effective and harmonious implementation of customs rules; • contribute to the effective representation of national interests within a customs union.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 6) information management 7) information and communication technology (ICT) 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 11) financial and resource management 12) risk management 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a Specialization

2.1. Principles of statute law	Defining statute law and identifying its advantages over judge-made law as a means of regulating human conduct; formulation, passage of legislation and interpretation of statutes; new forms of quasi-statute (e.g. Guidelines issued by European Commission); importance of statute law for principles of good governance (transparency, certainty, rule of law); different forms of national and supranational legislation; implementing statute law.	Students will: • understand the advantages and disadvantages of statute law in regulating subjects at national and supranational level; • consider principles of good governance when formulating statutes; • recognize the importance of faithful and uniform implementation of supranational legislation; • be in a position to borrow new forms of law-making from other organizations (e.g. Guidelines issued by the European Commission).	1) interaction with other government departments 9) judicial and legal systems 15) principles of ethics, good governance and good service
2.2. Codification of customs law	History of codification with particular emphasis on Germany (Zollverein, creation of the BGB), necessary conditions for codification (political union; civilian systems of law); reasons for codifications (simplification and harmonization of bodies of laws); comparison of the formulation of codifications with statute law of common law systems; application of codifications with particular reference to the EC	Students will: • understand the functions performed by codifications, advantages they offer in regulating customs-related subjects as well as the political conditions necessary for their creation; • recognize the importance of formulating provisions understandably and arranging	2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 6) information management 8) the customs business ○ economic and fiscal ○ trade management ○ social protection

	Customs Code and Customs Code Implementing Provisions as well as Guidelines issued by the European Commission.	the provisions of a code systematically in the interests of good governance.	○ international/regional ○ compliance management 9) judicial and legal systems 15) principles of ethics, good governance and good service
2.3. Customs code implementation	Distinguishing between substantive and operative provisions of customs laws and enacting each within its own code; interpretation of codified law by legal functionaries (e.g. customs and tax officials) and the courts; creation of special customs or trade courts; formulation and implementation of penalty provisions in order to achieve sufficient deterrent value.	Students will understand how to: • separate the substantive from the operative provisions of customs legislation (e.g. CC & CCIP); • recognize the importance of interpreting customs provisions in compliance with (EC) Guidelines, jurisprudence and principles of good governance; • represent the interests of customs administrations before courts and administrative tribunals; • identify the discretion available to customs officers in applying penalties.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
2.4. Compliance with international law	The obligation of customs authorities, as government agencies, to comply with international agreements their governments have signed; different forms of supranational/ international law (forms	Students will: be familiar with the international agreements their governments have signed; understand the different forms of	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 4) role and responsibilities of managers within the customs organization

	of EC legislation, multilateral agreements); familiarization with the principles of international agreements (e.g. non-discrimination, principles of good governance); the importance of consulting with industry when creating new customs programmes (e.g. security regimes).	supranational and international law and actions necessary to implement them (e.g. EC Directives, Regulations); actively seek to comply with and implement relevant international laws when formulating customs policy; avoid challenges to their initiatives by international bodies respecting the applicable international agreements at the outset; develop strategies to liaise effectively with industry when formulating new strategies.	9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
2.5. Excise Duties Regulation Transport, Environment and Energy Taxes Council Directive 2008/118/EC concerning the general arrangements	This unit deals with activities of customs relating to revenue collection, excise duties and the imposition of financial penalties. It also deals with payers of the duty: tax warehouse keeper importer. Alcoholic beverages, energy products, natural gas. Other indirect taxation on production and consumption. Exemptions and Relief.	Students will: understand the importance of revenue collection; learn to apply financial penalties fairly and with regard to deterrent value; be able to distinguish that in contrast to Value Added Tax (VAT), excise duties are mainly specific taxes, i.e. expressed as a monetary amount per quantity of the product. Learn to apply EU legislation in the area	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 5) budget planning and human resources 6) information management 8) the customs business: ○ economic and fiscal ○ trade management ○ social protection

for products subject to excise duty (alcoholic beverages, tobacco products and energy products) entered into force on 15.1.09 which will apply across the EU from 1 1.4.10 Directive 92/12/EEC will be repealed as of that date.	Penalties.	of excise duties, being aware that this legislation, which has been further developed, can be divided into three main categories: The structure of the tax to be applied to a particular group of products. The minimum rates of duty that Member States have to respect for each type of product. The general provisions that apply across the product categories.	○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 11) financial and resource management 12) risk management 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
3.1. Harmonized system	The unit examines the WCO's Harmonized Commodity Description and Coding System Convention (HS); its structure, primary aim and obligations; the HS as a universal language and code for transportable goods; operation of the	Students will: understand the structure and operation of the HS; classify imported goods using interpretative rules, section and chapter notes;	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 6) information management

	HS; general rules for the interpretation of the HS.	verify classifications submitted by trade.	7) information and communication technology (ICT) 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization

3.2. Customs valuation	The unit examines the evolution of value systems; the World Trade Organization's (WTO) 1994 Agreement on Implementation of Article VII of the General Agreement on Tariffs and Trade (Valuation Agreement); types of duties and use of valuation; principles of valuation; administering the WTO agreement; WTO valuation methods; function, duties and instruments of the technical committee; WCO valuation objectives;	Students will: calculate the value of imported goods using the WTO valuation methods; understand valuation control issues and complexities of valuation; balance facilitation and compliance when preventing valuation fraud; learn how to apply modern valuation management techniques.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 7) information and communication technology (ICT) 9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
3.3. Rules of origin	Historical development of rules of origin; regionalization and globalization; harmonization of rules of origin with particular regard to the relevant WTO provisions, free trade agreements and non-preferential rule; methods of determining origin of goods; different treatment of goods in relation to trade policy national security and consumer protection; scope and application of WTO Agreement on Rules of Origin	Students will: understand and be able to apply rules of origin; interpret the provisions of instruments relating to rules of origin; interpret rules of origin under the WCO and preferential rules of origin.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within customs organization 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics

			13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a Specialization
3.4. Customs clearance	The unit examines the clearance of goods for free circulation and related activities.	Students will: identify the rights and responsibilities of the declarant; list essential characteristics of the goods declaration; demonstrate an understanding of the declaration processing and cargo release process; determine the appropriate Customs treatment of imported goods under their national legislation.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 8) the customs business o economic and fiscal o trade management o social protection o international/regional o compliance management 9) judicial and legal systems 15) principles of ethics, good governance and good service
4.1. Source of internal law	The unit examines the general aspects of tax law, domestic and international, with specific reference to sources of law. It examines the main characteristics of custom taxation.	Students will: Know the sources of internal and EU legislation know the relationship between domestic tax law and international tax law Know the main constitutional principles	8) the customs business o economic and fiscal o trade management o social protection o international/regional

		of the domestic tax law Know sources and principles of customs law, with reference to active and passive subjects, assumption territorial and elements of the customs declaration	○ compliance management 9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
4.2.VAT internal principles	The unit examines the VAT internal legislation, which is regulated by Dpr 633/1972, with regard to subjective and objective conditions. It examines some particular cases of application, and the recent jurisprudence cases.	Students will know: VAT assumption and index of economic capability The objective aspect: supplies of goods or services The subject aspect: business and profession exercise Taxable, non-taxable and exempt operations Imports and exports The neutrality system Formal obligations and their effects (for example, statement)	8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
4.3. The European Union Value Added Tax	The unit examines the Sixth Directive 2006/112/EC, to verify the application of VAT in the EU and the differences in rates between the states. It is proposed to analyze imports and exports and the new system will be introduced from 2010.	Students will know: • Principle of EU VAT • Different applications between the states, that condition the business choices; • Formal obligations for the	1) interaction with other government departments 3) knowledge of the administration 4) role and responsibilities of managers within customs organization 8) the customs business ○ economic and fiscal ○ trade management

		imports and exports • The VAT reform, new principles and the harmonization	○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 11) financial and resource management 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
4.4. VAT on International Transaction & Foreign Traders		Students will know: the scope, objective and subjective territorial tax Taxable persons not established Permanent establishment Application transaction Community Import and export taxation Vat deposits Transposition of EU trade rules	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 6) information management 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 11) financial and resource management 15) principles of ethics, good governance and good

			service 16) technical and it knowledge appropriate to a specialization
5.1. Foreign trade law	The objective of this module is to familiarize students with the legal issues arising whilst completing contracts with foreign counterparts, occurring in all part of the world by emphasizing on international contracts as they are used in European trade transactions. The course will focus on clauses that are supposed to be the usual clauses of an international contract. A special attention is put on the concept of arbitration which is a method of dispute resolution relating to international contracts. A well-prepared clause on arbitration provides a basis to duly conduct arbitration in case of litigation. Topics to be developed in this course cover areas of international law, the law of the European Union and national laws relevant to the conclusion, performance and possible enforcement of international contracts as they are used in international trade transactions.	Students will: Understand the importance of signing international contracts; Understand how European integration affects business decision; Understand a contract as a single document in which the rights and obligations of parties involved are stipulated; Draft keys issues of contracts concerning international transactions; Understand specific clauses to be included in international contracts; Understand tax implications of international business operations; Prevent resolution of potential disputes through arbitration clauses. Interplay between International, European and National Regulatory Frameworks International regulations and practices; International intellectual property rights;	1) interaction with other government departments 3) knowledge of the administration 9) judicial and legal systems 15) principles of ethics, good governance and good service

	Interplay between International, European and National Regulatory Frameworks: ➢ *International regulations and practices;* ➢ *International intellectual property rights;* ➢ *General principles of European contract law;* ➢ *The question of the applicable law.* **The Legal Framework in Europe:** ➢ *Freedoms of movement of goods, services, capital and workers;* ➢ *International contracts and competition law;* ➢ *Basic rules on protection of consumers and other general interests;* ➢ *Electronic Commerce Contracts.* **Contracts for Sale of Goods** ➢ *Sales agreements;* ➢ *Franchising contracts;* ➢ *Distribution and agencies contracts;* ➢ *Other international contracts.* **Dispute Resolution** ➢ *International regulations and*	General principles of European contract law; The question of the applicable law.	

	practices; ➢ *Jurisdiction and recognition and enforcement of judgments;* ➢ *Alternative dispute resolution* ➢ *International arbitration* **Fiscal Implications of International Contracts** ➢ *General principles of international taxation;* ➢ *International contracts and double-taxation treaties;* ➢ *Tax issues related to specific contracts;* ➢ *Tax implications of joint ventures and mergers & acquisitions.*		
5.2. Barriers to trade	This unit deals with national barriers to foreign trade created either intentionally by means of protectionist barriers or unintentionally during the implementation of supranational or international agreements. Particular attention is paid to non-tariff measures as well as the trade-restrictive effect of non-trade related measures (e.g. environmental measures, labour laws). It also deals with the ability of economic	Students will: • examine applicable foreign trade laws with a view to identifying non-tariff measures; • develop ways to quantify their effects on trade; • liaise with trade bodies in order to assess practical effects of border measures on trade; • challenge the trade-restrictive	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management

	participants to challenge trade barriers before international organizations.	effects under the relevant WTO agreements (GATS, GATT, TBT Agreement etc.).	9) judicial and legal systems 10) micro economics 15) principles of ethics, good governance and good service
5.3. International security regimes	This unit deals with security regimes at national, supranational and international level designed to prevent the proliferation of WMDs. Particular attention is paid to US (CSI, PSI, SFI etc.) and EU security initiatives (AEO Security) together with their advantages and disadvantages in terms of trade flows. The module also examines the process of creating such measures (straw-man proposals, consultation with trade bodies and economic participants), methods of evaluating their effectiveness and quantifying their trade effects. The optimum method of implementation with regard to the balance between security and trade facilitation as well as compliance with a state's obligations under international agreements will also be examined (e.g. risk management, 100 percent inspections).	Students will: • understand the fundamental importance of security to national governments and the international supply chain. • identify, compare and evaluate the effectiveness of current security programmes; • evaluate their success in balancing security and trade facilitation and complying with the relevant state's international legal obligations (e.g. the WTO Agreements); • be in a position to critically evaluate existing security regimes in terms of their effectiveness in balancing security and trade facilitation.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good Service 16) technical and it knowledge appropriate to a Specialization

5.4. Objects of protection	This unit examines the interests that are protected by customs-related policies at national, supranational and international level. Objects of protection include trade-related concerns (e.g. efficient trade routes by simplifying customs formalities) and non-trade related concerns (e.g. the environment, security and human rights). The unit examines the relative advantages and disadvantages of protecting such interests by means of unilateral, bilateral and international agreements in terms of the formulation of effective standards and their implementation. It subject also explains the need to consider principles of good governance when formulating such measures as well as the needs of developing countries.	Students will: • list the interests deserving of protection at national and international level; • identify trade and non-trade relating measures and evaluate arguments for and against expanding international agreements to take account of the latter; • understand the requirements of good governance and international agreements in relation to the measures protecting such objects; • evaluate the effectiveness of national and international regimes; • examine the degree to which international regimes are able to protect national interests (e.g. national security).	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 6) information management 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service

6.1. Legal foundations of commerce	The subject examines the stages of an international legal transaction, from its negotiation to conclusion together with methods of payment and financial forms of security. It explains the different parties involved in contract as well as their rights and obligations. It explains principles and core terminology of contract law, relating to the formation, execution and interpretation of the agreement. The needs of economic participants for efficiency and legal certainty are also considered.	Students will: • understand the stages of concluding a contract, contractual principles and core terminology underlying international transactions; • learn to identify and solve legal problems commonly encountered in international contracts for goods and services; • apply customs formalities efficiently in order to meet the needs of economic participants as reflected in contracts.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 6) information management 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 15) principles of ethics, good governance and good Service
6.2. Contracts and questions of liability	Rights and duties of contracting parties; liability issues that commonly arise in cross-border transactions; legal remedies available in relation to breach of contract; forum shopping.	Students will: • identify and understand the contractual obligations of economic participants and contribute to the conditions that make it possible to satisfy these obligations (simplification of customs formalities etc);	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 6) information management 7) information and communication technology (ICT)

		• the economic consequences that breach of contract can have for economic participants.	8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good Service
6.3. Commercial law codifications	The unit examines a number of international instruments applicable to contracts including TIR Convention (1956); EC Convention on the Law Applicable to Contractual Obligations (Rome Convention 1980); Inter-American Convention on the Law Applicable to International Contracts (Mexico 1994) but with particular attention to scope, application and interpretation of the Convention on the International Sale of Goods (CISG).	Students will: • understand the framework instruments of international trade, thereby enabling them to understand and anticipate the needs of economic participants when formulating customs policy • be in a better position to balance trade facilitation and regulatory aims.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 5) budget planning and human resources 6) information management 7) information and communication technology (ICT) 8) the customs business ○ economic and fiscal ○ trade management

			○ social protection ○ international/regional ○ Compliance management 9) judicial and legal systems 11) financial and resource management 12) risk management 15) principles of ethics, good governance and good service
6.4. Dispute resolution	The unit deals with dispute resolution mechanisms in cross-border business transactions; litigation in national courts; Alternative Dispute Resolution mechanisms; applicable law governing the dispute; powers of enforcement in foreign countries; rules on international jurisdiction.	Students will: • understand instruments available to economic participants to resolve trade disputes and associated problems; • grasp the importance of equitable and efficient dispute resolution mechanisms to avoid burdening trade unnecessarily; • realize the need for legal certainty in trading relationships; • contribute to trade facilitation in order to help avoid cross-border disputes.	1) interaction with other government departments 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 11) financial and resource management 12) risk management 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a Specialization

7. Information and Communication Technology (ITC)	The unit deals with the main current applications for custom-related activities and with the technological elements behind such applications.	Students will: know the basic structure of the AIDA platform and be able to perform typical daily operations within the application. Know the functionalities and the structure of the application FALSTAFF for fighting counterfeit. Be familiar with the basic elements of RFID technology and its use for tracking products and fighting counterfeit. Know the application "il trovatore" and the different ways RFID technology can be used to optimize logistics and custom operations within ports and airports.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 5) budget planning and human resources 6) information management 7) information and communication technology (ICT) 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication
7.1. Principles of international law	The unit examines the principles of international law that affect customs' performance of their tasks by reference to the jurisprudence of the International Court of Justice and other international tribunals. Concepts examined include restrictions on the powers of customs owing to the concept of sovereignty and limitations on the extraterritorial application of laws; the law of the high seas; legal status of customs officers in foreign territories; international agreements on liability for wrongful acts.	Students will: • understand the legal concepts underlying the international community of states; • respect the legal principles relating to the extraterritorial application of laws and global commons; • recognize the importance of formulating multilateral solutions to customs-related problems and thereby	1) interaction with other government departments 9) judicial and legal systems 10) micro economics 15) principles of ethics, good governance and good service

		• be aware of the needs of all members of the international community (developing countries especially) and attempt to avoid trade disputes.	
7.2. Foundations of the WTO	The unit provides an historical overview of the WTO from the creation of the GATT in 1947 to that of the WTO in 1994; the political development of the GATT and increase in membership; the need for effective decision-making and dispute-resolution procedures; the need to regulate new areas of trade (especially trade in services) and the pressures of mission-creep to regulate new trade (e.g. trade facilitation) and non-trade related measures (environment, security and labour).	Students will: • understand the conditions within which international trade policies are formulated; • perceive the needs and influence of the various trade blocs within the WTO (least-developed, developing and industrial countries); • be aware of the importance of the core WTO principles for social and economic development, particularly for developing countries.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a

			specialization
7.3. WTO Agreements	This unit examines the scope and application of the individual agreements subsumed under the WTO Agreement with particular regard to the GATT, GATS and TBT Agreement; legal nature of the agreements; principles common to each; major obligations and exceptions (e.g. environment and security interests); problems of interpretation and application owing to their broad formulation and lack of definitions; relationship of the WTO agreements to other international agreements; interpretation and application of WTO agreements in WTO jurisprudence.	Students will: • understand the legal obligations of the WTO agreements and formulate customs policy accordingly; • realize the need to implement individual obligations directly into customs policy (e.g. principles of good governance, non-discrimination and equality) and prevent disguised restrictions on trade; • recognize the need for customs to work within the framework of multilateral agreements as far as possible and respect the conditions of general exceptions to the agreements (e.g. Article XXI GATT).	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
7.4. Dispute settlement procedure	This unit compares the various approaches to resolving disputes between member states in the GATT and WTO; the procedure for bringing complaints	Students will: • identify the policy considerations at work when	1) interaction with other government departments 2) knowledge the role of customs and its usual partners

	before the dispute settlement bodies; the dispute settlement procedure and proceedings before the panels and Appellate Body; legal nature of the quasi-judicial dispute settlement body; scope and application of the dispute settlement agreement; practical limits to the jurisdiction of the dispute settlement bodies (e.g. Article XXI GATT).	deciding disputes; • understand the difficulties that economic participants face in persuading governments to make complaints thereby heightening their awareness of the need to listen to smaller and medium-sized economic participants; • consider the decisions of the Appellate Body when formulating customs policy; • orientate the decisions of customs tribunals around WTO jurisprudence; • support the WTO system by recognizing limits to the jurisdiction of dispute settlement bodies and resolving sensitive issues before they come before the panel (e.g. disputes involving national security).	3) knowledge of the administration 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization

7.5 Productive Sectors Logistic Services and Infrastructures	The Unit represents an outlining of significant productive sectors in the organization of their productive chain. focuses on: their import/export international involvement which is necessary for the understanding of their requirement of logistic services and transport (id. e. how Demand and Offer are organized). analyzes: filieres of companies - as key players in the international economy; in the territorial asset; geographical transportation nodes and networks. Special attention will be given to freight villages (in their function of dry ports too) and to the network of different kinds of logistic platforms.	To realize on one side the extreme complexity of the productive sectors of North East of Italy involved in Import/Export operations in their always changing Origin/Destination international markets. How and where consolidation/deconsolidation process is taking place in its theoretical framework and through examples on site as well as faraway. On the other side to learn about specialization of logistic operators and sites vs integrated ones having homogenous counterparts all over the world.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 8) the customs business o economic and fiscal o trade management o social protection o international/regional o compliance management 9) judicial and legal systems 10) micro economics 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
8.1. Foreign trade analysis	The unit acquaints students with the structures, processes and effects in a country's relations concerning international trade and capital transactions. It also provides students	Students will: • be in a position to assess the conditions, developments and economic interventions in	1) interaction with other government departments 5) budget planning and human resources 6) information management 8) the customs business – economic and fiscal

	with an in-depth insight into the structures, economic and political framework conditions, effects of interdependencies and possible arrangements of the global economy.	foreign markets; • identify different approaches and develop solutions to problems independently; • assess conditions and developments in individual countries and larger economic areas from a global perspective; • analyse problematic situations and come up with harmonization strategies needed in view of global developments	– trade management – social protection – international/regional – compliance management 10) micro economics 11) financial and resource management 12) risk management 16) technical and it knowledge appropriate to a specialization
8.2. Regionalization and harmonization	The unit deals with the tendency to form regional and global economic organizations, focusing primarily on the European Community and the World Trade Organization; advantages and disadvantages of formulating policy and implementing agreements within such organizations; methods of dispute resolution; threats presented by unilateralism.	Students will: evaluate the advantages and disadvantages of supranational and international customs bodies; recognize the optimal conditions for the creation of such bodies; contribute to the effective representation of national interests within such bodies.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 5) budget planning and human resources 6) information management 9) judicial and legal systems 10) micro economics 11) financial and resource management 16) technical and it knowledge appropriate to a specialization

8.3. Economic conditions for free trade	The unit deals with the economic conditions conducive for free trade. It explains the importance of foreign exchange rates for the economy; the foreign exchange market including the basics of currency trading and demand and supply for foreign exchange; international financial investment and what determines economic conditions for free trade. The unit also examines economic crises arising from over lending and over borrowing using individual countries as examples; repercussions of economic crises and means of resolving and reducing their frequency.	Students will: • understand the concepts and strategies of free trade; • understand the principles and workings of investment; • identify the conditions conducive to free trade; • recognize indicators of economic crises; • develop strategies to facilitate and trade at times of economic crises; • understand the needs of DCs and LDCs.	1) interaction with other government departments 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 15) principles of ethics, good governance and good service
8.4. Economic aspects of customs management	This unit deals with activities of customs relating to revenue collection, levying duties and the imposition of financial penalties. It also deals with budgeting aspects within customs administrations, particularly in relation to customs' IT requirements, recruitment and training.	Students will: • understand the importance of revenue collection; • learn to apply financial penalties fairly and with regard to deterrent value; • be able to accurately assess customs' budgeting requirements; • develop strategic plans to recruit	3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 5) budget planning and human resources 6) information management 7) information and communication technology (ICT) 8) the customs business ○ economic and fiscal ○ trade management ○ social protection

		and train new staff as well as acquire and implement IT solutions.	○ international/regional ○ compliance management 11) financial and resource management 12) risk management 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
9.1. Internal and external auditing	The subject explains the concept, function and aims of internal and external audits. It examines the strategic plan and financial rules within which internal audit should be carried out as well as the methodology to be employed during the audit. The subject lists the conditions under which an external audit may be ordered and the expectations of the external auditor. The importance of operating principles such as good governance and international auditing standards is also explained.	Students will: • understand obligations on a company during the audit process; • develop a strategic plan and methodology to carry out an internal audit; • anticipate the demands of an external audit; • identify the documentation required by audits; • understand the relevant international standards applying to audit as well as the economic and financial aspects of the auditing process.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 5) budget planning and human resources 6) information management 7) information and communication technology (ICT) 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 11) financial and resource management 12) risk management

			16) technical and it knowledge appropriate to a specialization
9.2. Modern management techniques	The unit deals with implementation of customs policy and customs instruments relating to strategic planning and day-to-day tasks of customs administrations. It seeks to deliver key skills relating to behavioural and attitudinal requirements for customs management, including principles of good governance, public and media relations and customer management. It explains the key measures to improve the effectiveness of customs management including a business strategy plan and effective staff organization. The unit also explains international management standards.	Students will: • learn how to develop a business strategy plan and organize responsibilities within their organization effectively; • acquire leadership qualities such as capacity to motivate, demonstrate empathy awareness and objectivity; • work effectively as part of a team and lead teams; • anticipate future developments that impact on customs and seek out new areas of business.	5) budget planning and human resources 6) information management 7) information and communication technology (ICT) 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 16) technical and it knowledge appropriate to a specialization
9.3. Change management	This unit deals with the reform and modernization of customs administrations, with particular emphasis on implementing principles of good governance. It considers types of innovation, actors in the process of change and the different stages of change implementation. It also examines resistance to change and strategic plans to implement reform and modernization.	The students will: • identify areas in need of change and be able to prepare strategies in order to start the process of reform and modernization; • be aware of the individual phases of change management, anticipate possible resistance and takes steps to minimize it.	2) knowledge the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 5) budget planning and human resources 6) information management 7) information and communication technology (ICT) 8) the customs business

	Thereby, the unit explains the significance of the Revised Kyoto Convention and the role of the World Customs Organization in supporting customs reform and modernization initiatives. The students will learn how to act as effective agents of change.	• be in a position to manage change management projects and act effectively as agents of change; • identify the major issues in change management and be able to plan strategies accordingly.	○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 10) micro economics 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
9.4. International customs cooperation	The increasing globalization of trade together with the emergence of transnational threats to peace and stability require customs authorities to co-operate closely in order to development strategies effective for trade facilitation and supply chain or environmental security. The unit examines the existing bilateral and multilateral instruments for mutual assistance including the Nairobi and Johannesburg Conventions, provisions in the Revised Kyoto Convention and	Students will: • understand the need to co-operate with other customs administrations in a variety of areas; • recognize the instruments available that facilitate mutual assistance as well as the legal parameters to cooperation (e.g. sovereignty concerns, extraterritoriality); • use existing co-operation	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 3) knowledge of the administration 6) information management 7) information and communication technology (ICT) 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional

	Framework of Standards and national programmes (e.g. CSI, BASC). Legal status of visiting customs officers is examined.	arrangements and consider the adoption of new forms of co-operation (e.g. CSI teams).	○ compliance management 9) judicial and legal systems 12) risk management 13) the international supply chain public relations and communications
10.1. Objects of protection	The unit deals with the need to protect public interests at national and international level (e.g. national security, environment and health), the desired level of protection in relation to each subject, the best means of achieving this as well as the government agencies involved in regulating these public interests. It examines the unilateral, bilateral and multilateral protection strategies and compares the standards of protection they offer. New objects of protection (e.g. labour conditions, human rights and gender equality) and the question of how to protect them are also examined.	Students will: • recognize the need for a state to protect certain public interests and identify the level of protection these interests demand; • understand the comparative advantages offered by unilateral, bilateral and multilateral strategies and the need to work within the standards laid down by international organizations as well as with other government agencies; • realize the importance of sharing information and co-operating with other government agencies.	1) interaction with other government departments 2) knowledge the role of customs and its usual partners 4) role and responsibilities of managers within the customs organization 6) information management 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good Service

10.2. Defining and evaluating risk	The unit concentrates on the nature of risk and how it is defined and quantified. It investigates the origins of risk management as well as its advantages and disadvantages. The unit also examines risk management strategies currently use in supply chain security, in terms of national (e.g. the US 24 Hour Rule, 10+2 data elements), supranational (e.g. EC Authorized Economic Operator) and international (e.g. Framework of Standards) strategies and compares the level of information each requires in assessing risk. Data protection and international best practices in evaluating risk are also examined.	Students will: • recognize the advantages of quantifying and targeting risk and the different risk assessment strategies in use; • anticipate the technological and staffing resources necessary to carry out risk assessment effectively and plan their budgets accordingly; • be aware of differences in national laws relating to data protection and deal with sensitive trade data accordingly; • recognize the collateral benefits of risk assessment and exploit them accordingly (e.g. trade statistics, reduction of cargo theft, improved supply-chain transparency).	1) interaction with other government departments 4) role and responsibilities of managers within the customs organization 5) budget planning and human resources 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 10) micro economics 11) financial and resource management 12) risk management 13) the international supply chain public relations and communication 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
10.3. International standards	This unit examines the international instruments connected to risk management including the WCO's Framework of Standards and relevant provisions of the Revised Kyoto Convention; particular attention is paid to	Students will: • be familiar with the major international agreements relating to risk management and develop their own strategies accordingly;	1) interaction with other government departments 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 8) the customs business ○ economic and fiscal

	customs-business partnerships in order to reduce risk. It also deals with international standards that may be affected by risk management measures, particularly the obligations of the WTO Agreements and principles of good governance in order to prevent risk management measures operating as disguised barriers to trade.	• create and monitor the effectiveness of business-customs partnerships; • identify ways to implement risk assessment strategies in accordance with international principles.	○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 11) financial and resource management 12) risk management 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a Specialization
10.4. Implementing risk management	The unit examines the practical implementation of risk management and compares the various strategies used by customs administrations to identify, quantify and deal with risk. It examines the implementation of electronic infrastructure necessary for risk management with particular reference to the experience of U.S. customs (ACE); the relevant legal amendments required in order to accommodate risk assessment strategies and measures to resolve threats when they are discovered (scanning, physical inspections etc.). The unit also examines whether alternatives to risk management are viable from a practical	Students will: • anticipate the legal and technical considerations in implementing risk management and accommodate this in their customs planning; • recognize the importance of monitoring the costs and performance indicators when implementing electronic environment to process the data collected for risk management; • develop procedures for dealing with sensitive trade information appropriately; bear in mind	1) interaction with other government departments 3) knowledge of the administration 4) role and responsibilities of managers within the customs organization 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 11) financial and resource management 12) risk management 15) principles of ethics, good governance and good service

	point of view (e.g. 100 percent scanning)	principles of good governance; • evaluate the feasibility of new technologies (smart containers, 100 percent scanning).	16) technical and it knowledge appropriate to a specialization
11.1. Custom Crimes	The unit examines the implementations of the Community customs legislation, in reference to internal procedures governing the recovery of "own resources" of the Community arising from violations of the Community customs legislation. Consequently will be detailed internal procedures regarding the imposition of administrative penalties and fines for offenses customs and those committed in connection with transactions related to international trade to / from the Community (eg, smuggling, fraud on VAT and excise duties, counterfeiting). The module will outline the system of appeals in Customs Matters to the front as possible to the administrative and judicial.	Students will: • Know the different crimes about excise, Vat and other duties in general; • Focus on Community customs legislation about criminals behaviours; • Focus on internal legislation about criminal behaviours	1) interaction with other government departments 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
11.2 Litigation about duties	The unit examines the structure of customs offenses, in connection with criminal violations of the Community customs legislation, VAT and excise	Students will: • Know the internal procedures for the implementation of actions for recovery of	1) interaction with other government departments 8) the customs business ○ economic and fiscal

	duties and other regulations applicable in connection with international movements of goods in the Community, in particular reference to the process of litigation.	resources by the Customs, • Know the structure of customs offenses, in connection with criminal violations of the Community customs legislation, VAT and excise duties and other regulations applicable in connection with international movements of goods in the Community • Know the structure of administrative violations in relation to less serious offenses customs • Know the process of litigation and their deployment with administrative authorities and judicial	○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
11.3. Litigation about penalties	The unit examines the administrative and penal sanctions, and different specific case, in reference with communitarian and internal legislation.	Students will: • Be able to recognize the difference between the correct and penal behaviour; • Know the penal legislation which is divided in the administrative sanctions and penal sanctions. Will be able to	1) interaction with other government departments 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management

		recognize the difference between the two; • Know the internal legislation, which is contained primarily in the D.P.R. 23/01/1973 n. 43 and other low reference.	9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization
11.4. Other customs litigations	The units examines the unfair business-to-consumer commercial practices, the security legislation and consumer protection legislation.	Students will: • Know the Directive 2005/29/EC of the European Parliament and of the Council of 11 May 2005 concerning unfair business-to-consumer commercial practices in the internal market • Know the security legislation • Know the consumer protection legislation • COUNCIL REGULATION (EC) No 1383/2003 of 22 July 2003 concerning customs action against goods suspected of infringing certain intellectual property rights and the measures to be taken against goods found to have infringed such rights	1) interaction with other government departments 8) the customs business ○ economic and fiscal ○ trade management ○ social protection ○ international/regional ○ compliance management 9) judicial and legal systems 15) principles of ethics, good governance and good service 16) technical and it knowledge appropriate to a specialization

11.5 Public Relations and Communication	Understand of the key role and techniques of communications in a modern customs department to create a compliance culture, demonstrate transparency, educate the trade and inform both government and the public. The course, based on psycholinguistics knowledge does not regard the "contents" of communication but focuses on "how" those contents shift from one system of thinking/feeling of a person to another. This" neurological" understanding of communication is a useful instrument for the fertilization of all relation based managerial skills**.**	Students will: • Learn and understand how human mind elaborates information and generates our feelings. • Understand how to self-generate useful personal "resources" in order to face with effectiveness tension and stress that may negatively influence our feelings and thus limit working activity. Learn to spot the "sensorial language" (visual or auditorial) of a conversation partner and use this information to generate relation and empathy Learn how verbal and non verbal communication may be used as a valid foot hold when managing objections, defining objectives or negotiating.	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioral attitudinal requirements** 3 – 4 - 5

11.6 Principles of Ethics, Good Governance	In its development, this project intends to start by defining human rights, which are at the basis of contemporary ethics, good governance and good service necessary for the creation of an ethical environment. It offers an analysis of the development of human rights focusing on philosophical, legal and literary assumptions and the intersections between moral and ethical implications in the political and economic context. It will then proceed to define equity and justice, their difference and intersections in the Anglo-Saxon legal system. Methodological assumptions will be exemplified through the analysis of several literary and filmic works that have dealt with business and industrial exploitation ethics and denounced the corrupt underlying business relations.	Students will: learn about the development of the declaration of human rights: the reasons underlying its formulation and the political, ethical and moral debate it gave rise to. A historical overview of the declaration in its various steps will be offered for reflection and analysis. study the difference and mutual intersections between law and equity and their relationship with ideal justice.	4) role and responsibilities of managers within the customs organization

3.5 OVERALL SKILLS REQUIREMENTS			
3.5.1 Annex 5: Correlation between University Subjects and WCO Standards			
Unit Number	**Outline**	**Outcomes**	**WCO Attributes**
1. Leadership	The ability to communicate a clear direction for the business to all levels. To assimilate and critically analyze, complex information to provide vision and disseminate clearly. The ability to delegate responsibly, intelligently; monitor and adjust. The course, based on psycholinguistics knowledge does not only regard the "contents" of communication but focuses on "how" those contents shift from one system of thinking/feeling of a person to another.	Students will: • Learn how to achieve the leader's • characteristics • Understand how human mind elaborates the corresponding feeling. • Understand how to self-generate useful personal "resources" in order to face with effectiveness the working activity • Learn to spot the "sensorial language" (visual or auditorial) of a conversation partner and use this information to be able to help people to believe in leadership (situational) capabilities • The latter two abilities are to be considered as necessary for each one of the under mentioned items	**Overall knowledge requirement** 1) interaction with other government departments 3- 6) information management 7) information and communication technology 12) risk management 14) public relation and communication **Overall skills requirement** 1) leadership 2) motivation 3) inspiration 6) decision making 7) problem solving 8)communication of information and ideas 9) social skills to interact with all levels 10) self evaluation skills 11) negotiation skills 12) drafting skills 15) time management 16) coping with stress and pressure

	This" neurological" understanding of communication is a useful instrument for developing self awareness and for managing relations		17) manage performance 18) managing staff 20) conflict containment **Overall behavioral attitudinal requirements** 2) role model 3) empathy awareness and objectivity 4) confidence 5) customer oriented
2. – 3. Motivation and Inspiration	The ability to act and communicate in manner which encourages the participation and commitment of others in the desired direction. The course, based on psycholinguistics knowledge does not only regard the "contents" of motivation but focuses on "how" it becomes part of the system of thinking/feeling of a person. This" neurological" understanding of communication is a useful instrument for developing self awareness and for managing motivation	Students will: • Learn how to involve and motivate others. • Understand how human mind elaborates information and generates feelings. • Learn how verbal and non verbal communication may be used as a valid foot hold when managing objections with effectiveness while motivating.	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioural attitudinal requirements** 3 – 4 - 5

4. Information Gathering And Processing	The ability to collect and assimilate information from a wide variety of sources, to analyze operationally and to orientate control and enforcement actions. The course, based on psycholinguistics knowledge does not only regard the "contents" of information but focuses on "how" it becomes part of the system of thinking/feeling of a person. This" neurological" understanding is a useful instrument for developing self awareness and for driving the process of information	Students will: • Learn how to share information. Learn how to transform bits of information in a common belief. • Understand how human mind elaborates information and generates feelings. • Understand how to self-generate useful personal "resources" in order to be more effective in generating a new "process". • Learn how verbal and non verbal communication may be used as a valid foot hold when managing objections with effectiveness while communicating.	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioural attitudinal requirements** 3 – 4 - 5
5. – 6. Analytic Ability and Decision Making	The ability to use information, assess risk, balance against operational requirements, set a direction and establish clear objectives for others which best meets the business need. The course, based on psycholinguistics knowledge	Students will: • Learn how to make up a decision. • Learn the difference between urgency and importance. • Understand how human mind elaborates information and generates the corresponding	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioural attitudinal requirements** 3 – 4 - 5

	does not only regard the "contents" to be decided but focuses on "how" they becomes part of the system of thinking/feeling of a person. This" neurological" understanding is a useful instrument for developing self awareness and for the decision making process	feelings. Understand how to self-generate useful personal "resources" in order to be more effective in decision. • Learn how verbal and non verbal communication may be used as a valid foot hold	
7. Problem solving	The ability to work alone or with others to identify all aspects of an issue, consider options and develop solution which best meet the business need. The course, based on psycholinguistics knowledge does not only regard the "contents" of the problem but focuses on "how" it becomes part of the system of thinking/feeling of a person/group. This" neurological" understanding is a useful instrument for developing self awareness and for solving problems.	Students will: • Learn how solve problems in sequence or simultaneously • Understand how human mind elaborates a problem and generates the corresponding feeling. Understand how to self-generate useful personal "resources" in order to be more effective in finding/suggesting the solution. • Learn how verbal and non verbal communication may be used while explaining the choice of a solution.	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioral attitudinal requirements** 3 – 4 - 5

8. Communication Of Information And Ideas	The ability to clearly explain requirements to others at a wide variety of levels in a way that reflects viewpoints, fully engages them in the process and is empathetic to their situation and the business need The ability to actively listen to a range of viewpoints and create a climate in which to rationally debate issues and influence diverging opinions. The course, based on psycholinguistics knowledge does not only regard the "contents" of communication but focuses on "how" they become part of the system of thinking/feeling of a person / group. This" neurological" understanding is a useful instrument for developing self awareness and for driving the process of communication.	Students will: • Learn how to give order to information. Learn how to transform bits of information in a common belief. • Understand how human mind elaborates information and generates feelings. Understand how to self-generate useful personal "resources" in order to improve communication effectiveness. • Learn how verbal and non verbal communication may be used as a valid foot hold when ranking the order of ideas	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioral attitudinal requirements** 3 – 4 - 5

9. – 10. Social Skills To Interact With All Levels and Self Evaluation Skills	The ability to maintain an effective personal relationship both externally and within the organization that places others at ease and facilitates communication. The course, based on psycholinguistics knowledge does not only regard the "contents" of information but focuses on "how" they become part of the thinking/feeling system of a person. This" neurological" understanding is a useful instrument for developing self awareness and for driving the process of interaction	Students will: • Learn how communication top down and bottom up stops or goes. Learn the difference between "person" and "role". • Understand how human mind elaborates information and generates feelings. Understand how to self-generate useful personal "resources" in order to be more effective in linking different parts of the Organization • Learn how verbal and non verbal communication may be used as a valid foot hold when managing objections with effectiveness	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioral attitudinal requirements** 3 – 4 - 5
11. – 12. Negotiation Skills and Drafting Skills	The ability to deal with a wide range of individuals to obtain the resources or change required by the business (either commercially or developmentally) The ability where ever possible in non commercial situations	Students will: • Learn negotiation techniques • Understand how human mind elaborates information and generates feelings. Understand how to self-generate useful personal "resources" in order to	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioral attitudinal requirements** 3 – 4 - 5

	to create win-win situations. The ability to assert authority on commercial negotiations whilst maintaining a privileged relationship. The course, based on psycholinguistics knowledge does not only regard the "contents" of information but focuses on "how" they become part of the system of thinking/feeling of a person. This" neurological" understanding is a useful instrument for developing self awareness and for driving the process of information	face with effectiveness tension and stress that may negatively influence our feelings and thus limit working activity. • Learn to spot the "sensorial language" (visual or auditorial) of a conversation partner and use this information to negotiate • Learn how verbal and non verbal communication may be used as a valid foot hold when managing objections with effectiveness while negotiating.	
13. Functional Computer Skills	Computer literacy and awareness: ➢ Basic documents creation ➢ Basic spreadsheet creation ➢ Basic presentation creation	Use of internet and intranet: ➢ Using databases (queries) ➢ Knowing how to use the customs service ➢ Knowing all the functions	1) interaction with other government departments 2) know the role of customs and its usual partners 3) knowledge of the administration 4) role and responsibilities of managers within customs organization 5) budget planning and human resources 6) information management 7) information and communication technology (ICT) 8) the customs business

			9) judicial and legal systems 10) micro economics 11) financial and resource management 12) risk management 13) the international supply chain
14. Ensure regulatory integrity	The development of human rights involves very different and multiple viewpoints. The common aspect of all these different perspectives however is the expected universality of rights, which clashes with every culture's tendency to consider their own traditions and customs and their specific ideas of justice in the legal context. In the history of human thought the problem of justice has been inseparable from that of equity. Equity is synonymous with ideal justice, since when a norm is rigidly applied in such a way as not to correspond in a concrete case to the ideal of justice, justice itself is impaired. Providing for the diversity of social situations in	Students will: • study the difference and mutual intersections between law and equity and their relationship with ideal justice in literary, philosophical, legal and filmic works.	9) judicial and legal systems

	the application of the law, equity stands for creative flexibility, mercy, individuality and perceived justice. We may regard the scales of the traditional allegory of justice as representing the dual aspect of the concept, a balance between law and equity, the resolution of the conflict between opposite claims inherent in its ideal of perfect application. A balance between prescriptive and equitable procedures can appear the more eligible the more we realize the relativity of justice, especially when extended to larger areas of competence.		
15. Time Management	To identify the ways of evaluating time consumption, to be more efficient and more effective. The course, based on psycholinguistics knowledge does not only regard the	Students will: • Learn time based techniques of production and meeting management • Understand how human mind elaborates information about time and generates good or bad feelings.	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioural attitudinal requirements** 3 – 4 - 5

	"contents" of time but focuses on "how" time becomes part of the system of thinking/feeling of a person. This" neurological" understanding is a useful tool for developing self awareness and for leading across operational time	Understand how to self-generate useful personal "resources" in order to face with effectiveness tension and stress due to the time compression that may negatively influence our feelings and thus limit working activity. .	
16. Coping with stress and pressure	To identify common workplace and individual stressors. The course, based on psycholinguistics knowledge does not only regard the causes of stress but focuses on "how" it becomes part of the system of thinking/feeling of a person. This" neurological" understanding is a useful instrument for developing self awareness and heading toward the best solutions	Students will: • Learn how to recognize evident and concealed forms of stress • Understand how human mind elaborates information and generates stress or relaxation. Understand how to self-generate useful personal "resources" in order to face with effectiveness tension and stress that may negatively influence our feelings and thus limit working activity.	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioural attitudinal requirements** 3 – 4 - 5
17 – 18 Manage Performance and Managing Staff	Ability to guide the activities of the departments in achieving quantitative and qualitative targets. Making sure proving the	Students will: • Learn management techniques • Understand how human mind elaborates information and generates	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 –

	reliability of the different elements used to establish performance indicators. The course, based on psycholinguistics knowledge does not only regard the "contents" of the performance but focuses on "how" the system of thinking/feeling of a person may affect it. This" neurological" understanding is a useful tool for developing self awareness and for doing right at the first time.	feelings. Understand how to self-generate useful personal "resources" in order to face with effectiveness all limitations in our working activity. • Learn how verbal and non verbal communication may be used as a valid foot hold when asking others to raise the standard of their performance.	17 – 18 - 20 **Overall behavioural attitudinal requirements** 3 – 4 - 5

19. ESP for CUSTOMS and EXCISE **Level B1 (CEFR: Common European Framework of Reference)**	**This unit deals with the expertise for language use:** - designed to meet specific needs of the learners; - related in content (i.e. in its themes and topics) to Customs and Excise disciplines, activities and business; - centred on the language appropriate in syntax, lexis, discourse to the above mentioned activities. The tasks aim to create a set of practical abilities, consisting in the expansion of specific vocabulary and in the activation of a higher level competence in general conversation. These latter aims entail in particular the: - phonemic awareness; - phonological awareness; - lexical awareness;	Students will: • attain proficient communicative skills; • perform different oral and written tasks destined to the learning of the correct pronunciation of the sustained-content vocabulary used during the lessons. Students will be able to do it through: <u>Phonemic awareness</u> which is one of the foundational abilities required for developing decoding skills. <u>Lexical awareness</u>: students will be able to recognize and use words related to Customs field. <u>Text awareness</u>: the use of authentic texts in the ESP classroom can significantly enrich the learning experience. These texts are written/spoken by experts in the field of Customs and Excise The outcome is an enhancement of student's competence in the Customs and Excise ESP and professional knowledge.	**Why this subject has to be considered as a fundamental requirement for the Operational Managers/Leaders?** The reasons for choosing this content subject are the following: The real development of Customs and Excise takes place almost in the whole world. Thus a potential student will have to be familiarised with the language in which this subject is mostly carried out and with the international context it requires. English is significant in 183 out of 232 territories. <u>Business and commerce</u>: in international trade, English is the most used language especially by the transnational corporations which operate in the world trade. <u>Science and technology</u>: the share of English versus other major languages represents 82% in 2000 becoming the lingua franca in this field. <u>Communications</u>: 80% of the world's electronically stored data are in English. Besides English is used as an international linguistic code for the air control and the sea traffic. English is also increasingly used as

	- text awareness. A common feature to the tasks is the fact that they use authentic material. Learners with different levels of competence could easily join the required level via e-learning platform appropriate to their needs. An intensive Summer Course will be provided at the Regents College in London From August 11 to 25 where British Customs Officials will be welcome to deliver lessons focused on master's subjects.		a lingua franca for air to air and air to ground communications. An **operational manager/leader** is supposed to know how to encode and decode a text and a discourse dealing with his/her operational subject. Becoming analytically aware of the functioning of the specific register of English for customs and excise an operational manager/leader will improve his/her managerial capacity in the field The phonemic, lexical and textual awareness constitutes a necessary knowledge for a quick improvement of the linguistic competence.
20. Conflict Containment	Ability to identify common situations and causes for conflicts and to manage conflicts for positive outcomes. The course, based on psycholinguistics knowledge	Students will: • Learn how works the dynamics of a conflict from a social point of view • Understand how human mind elaborates information and generates a	**Overall knowledge requirement** 1- 3- 6 – 7 – 12 - 14 **Overall skills requirement** 1 – 2 – 3 - 6 – 7 – 8 – 9 - 10 – 11 – 12 – 15 – 16 – 17 – 18 - 20 **Overall behavioral attitudinal requirements** 3 – 4 - 5

	does not only regard the "contents" of a conflict but focuses on "how" the system of thinking/feeling of a person may affect it. This" neurological" understanding is a useful tool for developing self awareness and for finding the best solutions to a conflict	conflict. Understand how to self-generate useful personal "resources" in order to face with uneasiness that comes before a conflict. • Learn to spot the "sensorial language" (visual or auditorial) of a conversation partner in order to understand his pattern leading to uneasiness and thus provide with proper support.	

3.6 OVERALL BEHAVIOURAL/ATTITUDINAL REQUIREMENTS			
3.6.1 Annex 5: Correlation between University Subjects and WCO Standards			
Unit Number	**Outline**	**Outcomes**	**WCO Attributes**
1. Ethics	In order to promote a deep reflection on ethics, the methodological assumptions addressed in the first two phases of the project will be followed and integrated with an analysis of literary and filmic works. The utopian genre offers the greatest examples of an advocated economic ethics, from Plato's *Republic* which retraces the issue's first appearance during Classicism to Thomas Moore's *Utopia*. However, the project will especially focus on modern and contemporary works such as Huxley's *Island* and *Brave New World*, Iain Banks' *Use of Weapons*, Le Carré's *The Constant Gardener*, Perkin Gillman's *HerLand*, Ursula Leguinn's *The Dispossessed*, Margaret Atwood's *Oryx and Crake*, and Mark	Students will: • be stimulated to read literary texts dealing with issues of human rights, integrity, ethics, morality, corruption in the legal and economic context. Specific films related to the same issues will be proposed for discussion and reflection.	4) role and responsibilities of managers within the customs organization 9) judicial and legal systems

	Gimnez's *The Colour of Law*. Moreover, there is an entire cinematographic series of political or geopolitical thrillers that stage the inscrutableness of the actions carried out by characters who are crushed by events and external plots of whose purpose the characters are only partially aware of. These films, with their postmodern pessimism, demonstrate how an individual's conscious choices cannot guarantee stability and existential security and how, in international politics' distorted logic, corruption is not only legitimate but even desirable if it contributes to the obtainment of results of national or international "interest". In this context, the recent production of two Hollywood films is worthy of consideration: Stephen Gaghan's *Syriana* (2005) and Ferdinando Meirelles' *The Constant Gardener* (2005).		

2. Role Model	Exhibiting behaviours which reflect the cultures and desired performance of the organization. The course, based on psycholinguistics knowledge does not only regard the "contents" of role model but focuses on "how" the system of thinking/feeling of a person may affect it. This" neurological" understanding is a useful tool for developing self awareness and for rising the performance	Students will: • Learn how to understand one's role in the company and how to reach the best performance. Learn the difference between the self standard of performance and the performance expected by the company • Understand how human mind elaborates information and generates a "standard". Understand how to self-generate useful personal "resources" in order to evaluate self and others skills • Learn to spot the "sensorial language" (visual or auditorial) of a conversation partner in order to enhance the transmission of the "in role" standard	**Overall knowledge requirement** 1) interaction with other government departments 3- 6) information management 7) information and communication technology 12) risk management 14) public relation and communication **Overall skills requirement** 1) leadership 2) motivation 3) inspiration 6) decision making 7) problem solving 8)communication of information and ideas 9) social skills to interact with all levels 10) self evaluation skills 11) negotiation skills 12) drafting skills 15) time management 16) coping with stress and pressure 17) manage performance 18) managing staff 20) conflict containment **Overall behavioral attitudinal requirements** 2) role model 3) empathy awareness and objectivity 4) confidence 5) customer oriented

3. Empathy Awareness and Objectivity	Showing and understanding of the situation of the staff within the organization without compromising personal and official values No undue favoritism, dispassionate view of issues, well-informed, measured decision making. The course, based on psycholinguistics knowledge does not only regard the “contents” of empathy but focuses on “how” the system of thinking/feeling of a person may affect it. This” neurological” understanding is a useful tool for developing self awareness and for rising the level of awareness and objectivity	Students will: • Learn how to create a report a meeting or prepare a conference. • Learn how to be “up-time” with one’s • attention to others communication. Understand how human mind elaborates information and generates the due attention. Understand how to self-generate useful personal “resources” in order to rise self (and others) attention	**Overall knowledge requirement** 1) interaction with other government departments 3- 6) information management 7) information and communication technology 12) risk management 14) public relation and communication **Overall skills requirement** 1) leadership 2) motivation 3) inspiration 6) decision making 7) problem solving 8)communication of information and ideas 9) social skills to interact with all levels 10) self evaluation skills 11) negotiation skills 12) drafting skills 15) time management 16) coping with stress and pressure 17) manage performance 18) managing staff 20) conflict containment **Overall behavioral attitudinal requirements** 2) role model 3) empathy awareness and objectivity 4) confidence 5) customer oriented

4. Confidence	Communicating at all levels in a manner that shows belief in the organization and its ability to deliver against Government and public requirements. The course, based on psycholinguistics knowledge does not only regard the "contents" of confidence but focuses on "how" the system of thinking/feeling of a person may affect it. This" neurological" understanding is a useful tool for developing self confidence and for being able to support company's requirements according to the standards/instructions received	Students will: • Learn how to get on the point with effectiveness. • Learn how to deal with problems and rumours. • Understand how human mind reacts to this kind of problem and how to self-generate useful personal "resources" in order to be able to share with others the company's policy issues	**Overall knowledge requirement** 1) interaction with other government departments 3- 6) information management 7) information and communication technology 12) risk management 14) public relation and communication **Overall skills requirement** 1) leadership 2) motivation 3) inspiration 6) decision making 7) problem solving 8)communication of information and ideas 9) social skills to interact with all levels 10) self evaluation skills 11) negotiation skills 12) drafting skills 15) time management 16) coping with stress and pressure 17) manage performance 18) managing staff 20) conflict containment **Overall behavioral attitudinal requirements** 2) role model 3) empathy awareness and objectivity 4) confidence 5) customer oriented

What I hear, I forget

what I see, I remember

what I do, I know.

Confucius

ANNEXES

Module IV

Bachelor Degree

in

Customs Disciplines

EU BACHELOR IN CUSTOMS DISCIPLINES

4.1 - Premise

Owing to the didactic transitional year in Italy, competences from Faculties to Departments and vice versa are still to be defined, the following representation is to be understood as a EU Bachelor in Customs Disciplines Feasibility Study.

This Bachelor Course is planned for Customs Operational/Line Manager and students.

Considering the above mentioned profile, the Department of Law, the Department of Economics and the Department of Foreign Languages have identified within the current Academic Courses the one referred to the International Trade, delivered by the Department of Foreign Languages where a Flexible Modules, new curriculum in Customs Disciplines, could be added.

This Bachelor Pilot Course should be an Interfaculty one, supported by the Department of Law, the Department of Foreign Languages and possibly in cooperation with the National Customs Agency, the National Training Centre, the Customs Brokers Association together with Trade Experts.

The following didactic plan includes:

- Flexible Modules Number
- Providers
- Disciplines List
- Hours
- Credits

4.2

Operational topics

Customs Agencies - National Training Centers – Private Sector Experts

1. Audit
2. Goods origin
3. Tariff coding
4. Inspection
5. Examination
6. Valuation
7. Enforcement
8. Classification
9. Safety and security
10. ESP (English for Specific Purposes) related to Customs & Excise
11. Cooperating with trade: systems based approach, AEO schemes and trusted trader systems
12. Industry focus (type of goods or type of transport)

Flexible Module Number	Operational Topics Primarily delivered by Customs Agencies	Hours	Credits
1	Audit	14	2
2	Goods Origin	14	2
3	Tariff Coding	14	2
4	Inspection	14	2
5	Examination	14	2
6	Valuation	14	2
7	Enforcement	14	2
8	Classification	14	2
9	Safety and Security	14	2
10	ESP * (English for Specific Purposes) related to Customs & Excise Level B1	42*	6
11	Cooperating with trade: systems based approach. AEO schemes and trusted trader systems	7	1
12	Industry Focus (type of goods or type of transport)	7	1
	Total	182	26

* Plus 44 Lab Hours

4.3

Generic Topics

Department of Law* Department of Economics[76]*

13. Preliminary concepts and institutions to the customs legislation (Source of internal Law, VAT Internal principles, The European Union Value Added Tax, VAT on International Transactions & Foreign Traders).
14. EU Customs Legislation (Principles of statute law , Codification of customs law, Customs code implementation, Compliance with international law, Interaction with other government departments, Excise duty regulation).
15. Customs Policy: Role and tasks of customs administrations and its usual partners, Customs regulation, Trade facilitation, A.E.O., Customs unions
16. Supply Chain (Customs Agencies)
17. Risk Management (Objects of protection Defining and evaluating risk International Standards, Implementing risk management)
18. The Customs Business (Customs Agencies)
19. Information and Communication Technology (ICT)
20. Ethics (Faculty of Foreign Languages)

Modules Generic Topics Hours and Credits

Module number	Generic Topics	Hours	Credits
13	Preliminary concepts and institutions to the Customs Legislation	21	3
14	EU Customs Legislation	21	3
15	Customs Legislation and Customs Policy	21	3
16	Supply Chain (Customs Agencies)	21	3
17	Risk management	21	3
18	Information and Communication Technology (ITC) (Customs Agencies)	14	2
19	The Customs Business (Customs Agencies)	21	3
20	Ethics	21	3
	TOTAL	161	23

[76] * Faculty of Law and Faculty of Economics interact within the Department of Law

4.4

Bridge to management topics

Department of Law Department of Economics

21. People Management (Motivation, Leadership, Inspiration, …) See Faculty of Foreign Languages
22. Managerial skills (time management, problem solving, decision making, managing staff) See Faculty of Foreign Languages
23. Customs Instruments Harmonized system , Customs valuation , Rules of origin, Customs clearance (See Customs Agencies)
24. Non-tariff Trade Rules: Foreign trade law, Barriers to trade, International security regimes, Objects of protection.
25. Multilateral Trading System: Principles of international law, Foundations of the WTO, WTO agreements, Dispute settlement procedure, Production Sector Logistic Services and Infrastructures.
26. Customs and territorial Management – Role and responsibilities of Managers Internal and external auditing Modern management techniques Change management International customs co-operation.
27. Customs litigation: Customs crimes, Litigation about duties, Litigation about Penalties, Other customs litigations.

Bridge to Management Topics

Module Number	Bridge to Management Topics	Hours	Credits
21	People management (Motivation, Leadership, Inspiration,…)	14	2
22	Managerial skills (time management, problem solving, decision making, managing staff)	14	2
23	Customs Instruments (Customs Agencies)	7	1
24	Non-tariff Trade Rules Commercial and Business Law	14	2
25	Multilateral Trading System Customs Economics	7	1
26	Customs and territorial Management Role and responsibilities of Managers	7	1
27	Customs Litigation (Customs Agencies)	14	2
	Total	77	11

Bridge to management topics

Department of Law Department of Economics

The Customs Business: Management perspective (Customs and territorial Management – Role and responsibilities of Managers, Internal and external auditing, Modern management techniques, Change management, International customs co-operation (See Customs Agencies)

Risk Management: Objects of protection, Defining and evaluating risk, International Standards, Implementing Commercial and Business Law: Legal foundations of commerce, Contracts and contractual liability, Codifications, Dispute resolution.

Customs Economics: Foreign trade analysis, Regionalization and harmonization, Economic conditions for free Trade Economic aspects of customs management.

Department of Foreign Languages

Operational Topics

ESP (English for Specific Purposes) related to Customs & Excise.

Generic Topics

ETHICS

Bridge to Management Topics

PEOPLE MANAGEMENT: leadership, motivation, inspiration, information gathering and processing, analytical ability, communication of information and ideas, social skills to interact with all levels, self evaluation skills, negotiation skills, drafting skills, coping with stress and pressure, conflict containment).

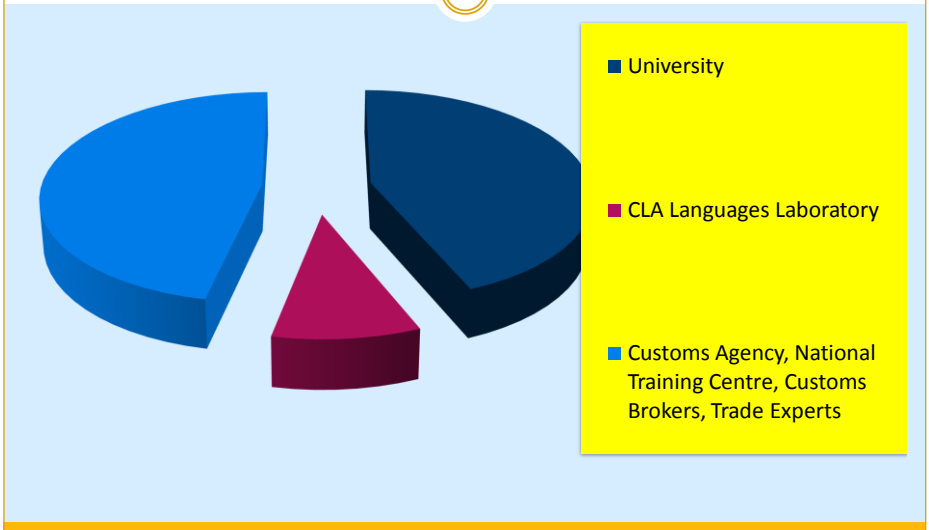
MANAGERIAL SKILLS: time management, problem solving, decision making, manage performance, managing staff.

4.5

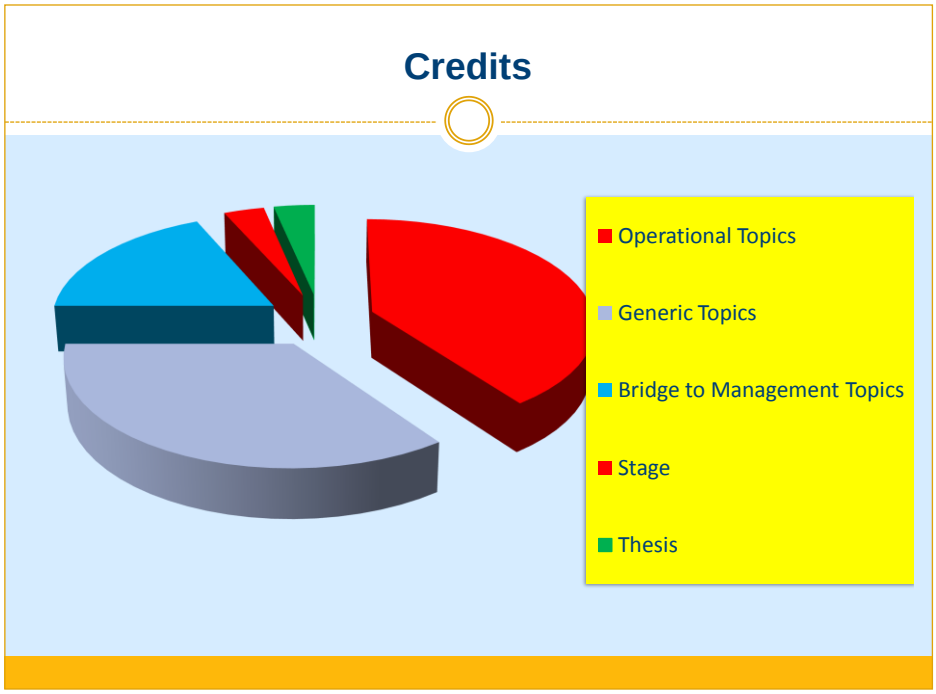
Credits per Academic Year

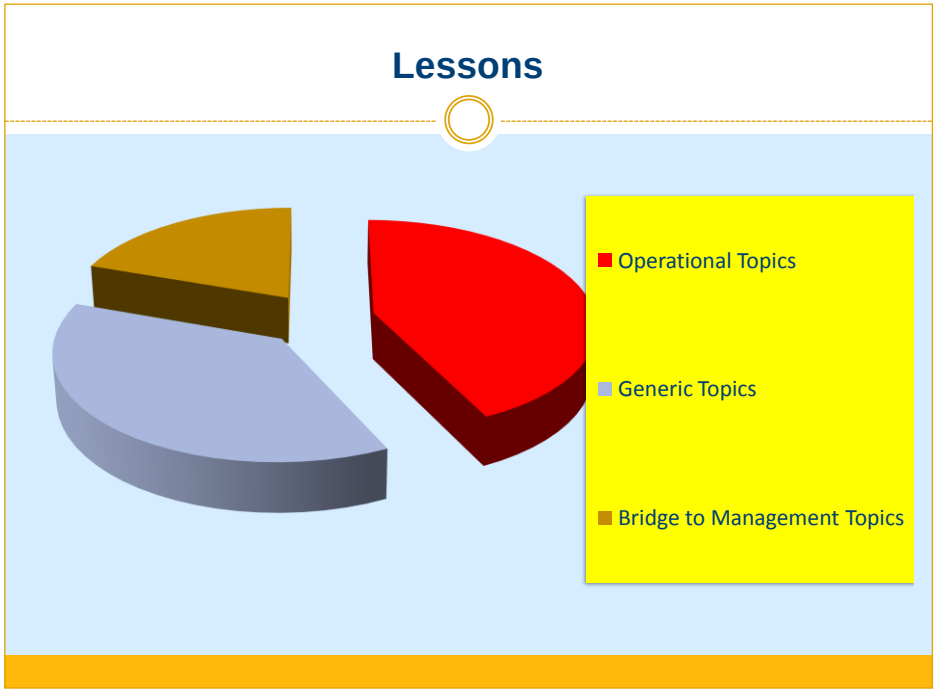
	1 year	2 year	3 year	Credits
Operational Topics	26	26	20	72
Generic Topics	23	23	17	63
Bridge to Management Topics	11	11	11	33
Stage				6
Thesis				6
Total				180

Training Providers

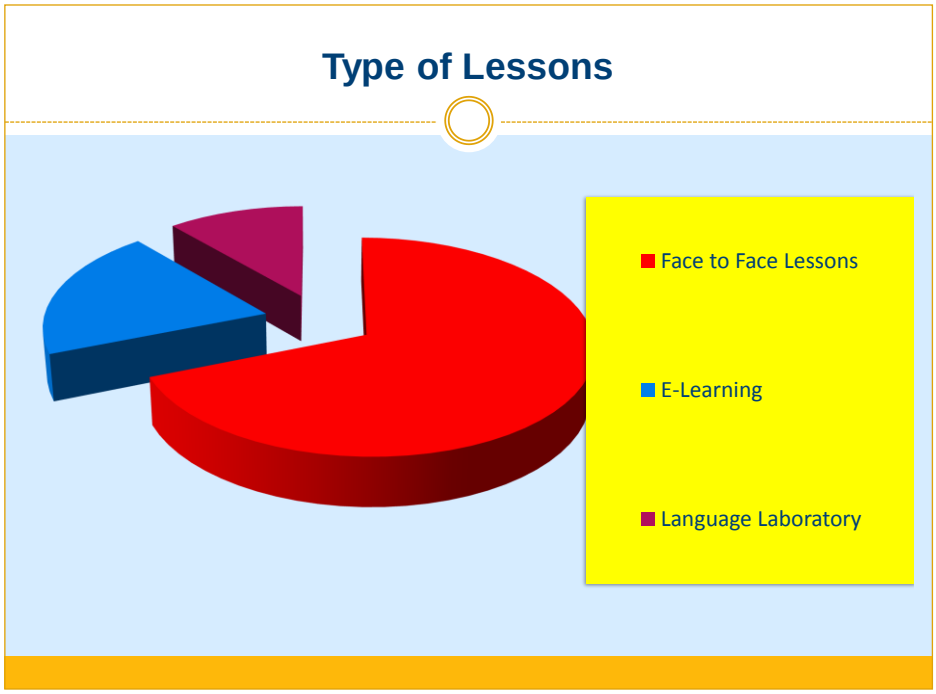


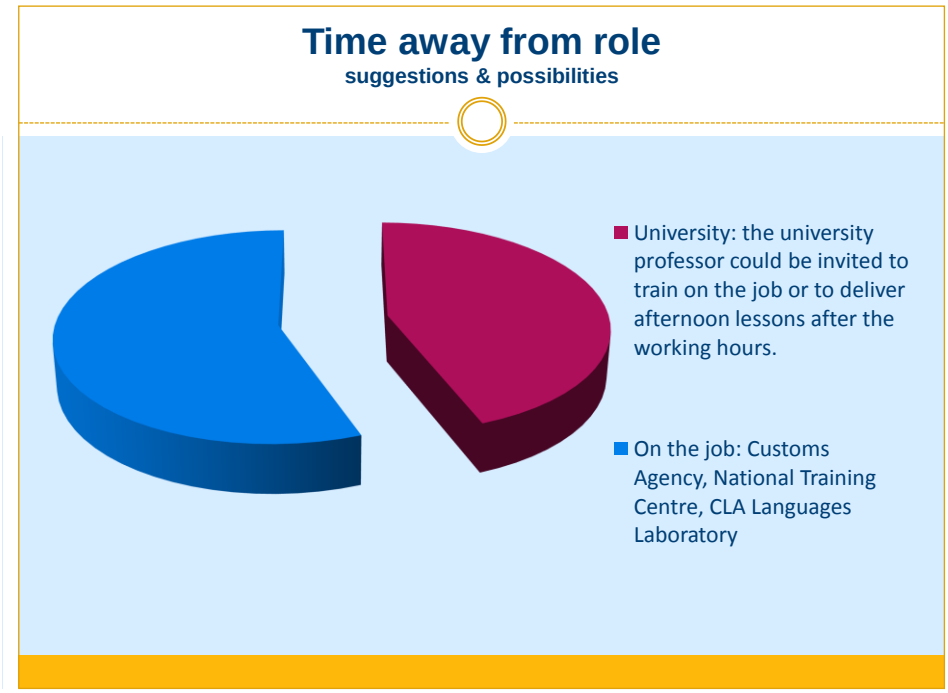
4.6


Credits
Operational Topics
Generic Topics
Bridge to Management Topics
Stage
Thesis


Lessons
Operational Topics
Generic Topics
Bridge to Management Topics

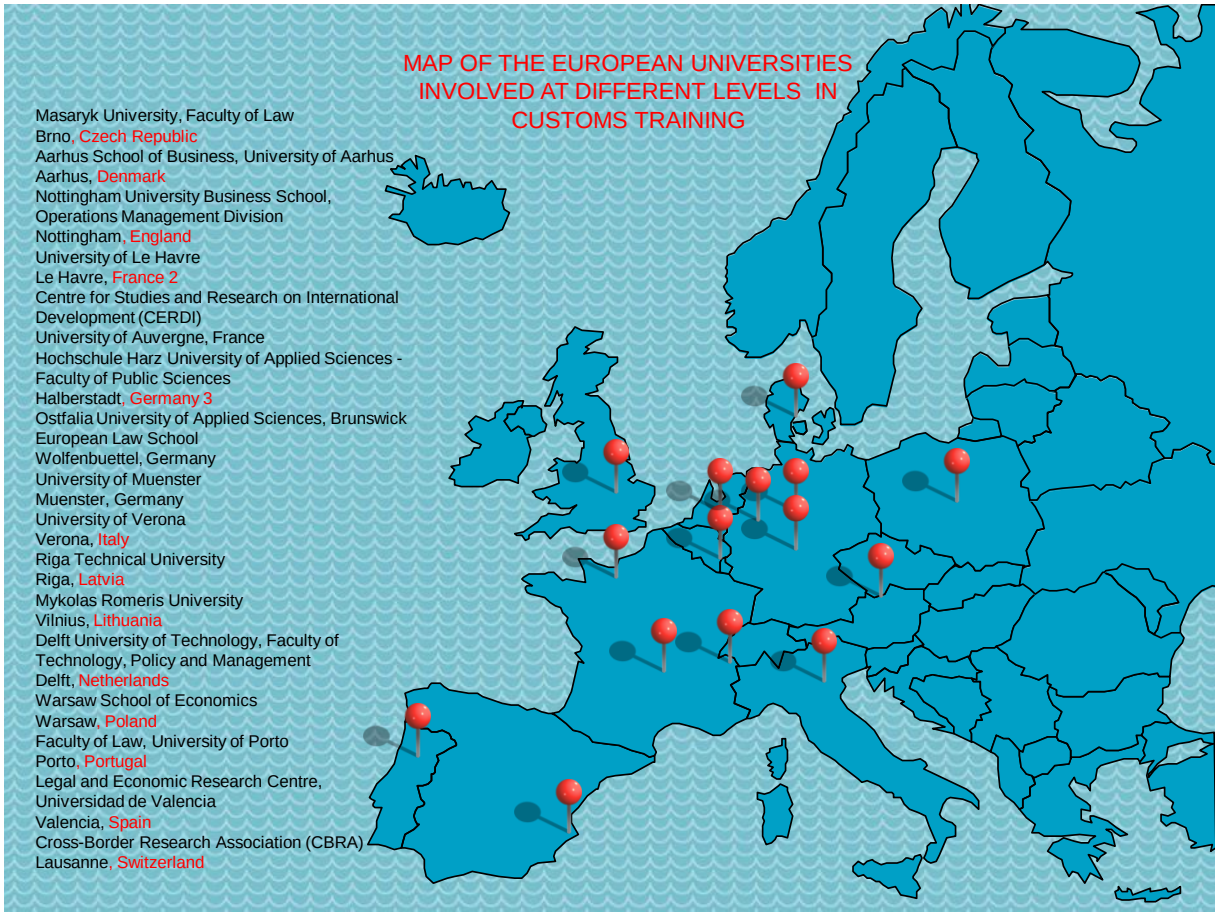
4.7


Type of Lessons
Face to Face Lessons
E-Learning
Language Laboratory


Time away from role
suggestions & possibilities
University: the university professor could be invited to train on the job or to deliver afternoon lessons after the working hours.
On the job: Customs Agency, National Training Centre, CLA Languages Laboratory

4.8

EUROPEAN UNIVERSITIES & CUSTOMS TRAINING



- Country
- Institution
- Customs related Programmes
- Activities
- Contact
- Website

4.8.1

Czech Republic

Masaryk University, Faculty of Law

Brno, Czech Republic

- Bachelor's degree study programmes e.g. Law and Finance, Law and International Trade, Public Administration;
- Master's degree study programme Public Administration
  Customs related subjects:

  - Customs Law,
  - Law of International Trade,
  - EU Law,
  - Administrative Law,
  - Public Administration.

- Advanced Master's State Examination. Doctoral studies incl. Financial Law specialization.
- Customs related research granted by the Czech Scientific Foundation.
- Cooperation with Public Administration Authorities.

Contact: Dr Dana Sramkova Dana.Sramkova@law.muni.cz
Website: www.law.muni.cz

Denmark

Department of Law

Aarhus School of Business, University of Aarhus

Aarhus, Denmark

- Degree programme Master of VAT and Excises (customs law included).
- research and education in tax law, EU law, WTO law and Customs law.
- current research project: the incurrence and extinction of customs debt, in the EU and Denmark.

Contact: Assistant Professor Carsten Willemoes Jørgensen cwj@asb.dk
Website:www.asb.dk

4.8.2

England

Nottingham University Business School, Operations Management Division

Nottingham, England

- MA/MSc, MBA and doctoral programmes.
- Operations Management Division: expertise and research interests across all areas of Supply Chain and Logistics Management.

  Customs specific interests - Trade Logistics and Trade Facilitation:
  - cross-border and port operations;
  - trade and customs procedures;
  - supply chain security;
  - electronic trade and customs systems;
  - development and capacity building initiatives;
  - aid-for-trade, non-tariff barriers;
  - regulatory and institutional reform;
  - interface between business and government.

Contact: Dr Andrew Grainger andrew.grainger@nottingham.ac.uk
Website: www.nottingham.ac.uk/nubs/

France

Continuing Education Centre

SEFACIL institute

Faculty of International Affairs

University of Le Havre

Le Havre, France

Vocational training:

- logistics and transport

- supply chain security standards

Cooperation:

- World Bank
- World Customs Organization

Contact: Pr. Agr. Stéphane Lauwick stephane.lauwick@univ-lehavre.fr
Website: www.univ-lehavre.fr

4.8.3

Centre for Studies and Research on International Development (CERDI)
University of Auvergne, France

Objective: international development issues.
Tariff and customs issues included in the programs of two MA.

Academic and technical activities involve:
tax and tariff policy
tax and customs administration. Several papers were published in international academic revues.

Experts: Three members of CERDI belong to the expert panel of the IMF Fiscal Affairs Department and are currently involved in projects aiming at developing risk management system in West African customs administrations.

Contact: Mr Bertrand Laporte b.laporte@cerdi.u-clermont1.fr
Website: www.cerdi.org

Germany
Hochschule Harz University of Applied Sciences
Faculty of Public Sciences
Halberstadt, Germany

BA – MA:

- Public Administration;
- Public Management;
- European Public Management;
- Economics and E-Government.

Research projects: transfer of knowledge between public institutions and private sector.

Further projects:

- regional and international economic integration,
- strategic dimension of trade policies
- role of customs.

Contact: Prof Frank Altemöller faltemoeller@hs-harz.de
Website: welcome.hs-harz.de

4.8.4
Institute of Tax Law
University of Muenster
Muenster, Germany

Master of Customs Administration (MCA)

- customs policy;
- law and administration.

Collaboration:

- World Customs Organization;
- World Trade Organization.

Research projects: customs and excise

Expert advice to the government in customs and excise matters.

Contact: Prof Dr Hans-Michael Wolffgang customs@uni-muenster.de
Website: www.uni-muenster-mca.de

Brunswick European Law School
Ostfalia University of Applied Sciences
Wolfenbuettel, Germany

- international trade
- logistics

Lecturing and research activities:
customs management in connection with International and European economic law.

Diploma thesis' with customs-related topics.

Contact: Prof Dr Achim Rogmann a.rogmann@ostfalia.de
Website: www.bels.ostfalia.de

4.8.5
Italy
Department of Foreign Languages
Department of Law
Research Office
University of Verona
Verona, Italy

Forthcoming initiative: **Master in Customs Administration for Operational Managers/Leaders**
Department of Foreign Languages research areas:

- psycholinguistics
- ethics
- pragmatics.

Department of Law (now including Department of Economics):

- Tax Law
- VAT
- EU Customs Law
- Geography
- Governance
- Economics.

Contact:

Prof. Donata Gottardi donata.gottardi@univr.it

Prof. Sebastiano Maurizio Messina sebastianomaurizio.messina@univr.it

Prof. Cesare Gagliardi cesare.gagliardi@univr.it

Website: www.univr.it

Latvia

International Business and Customs Institute (IBCI)

Riga Technical University

Riga, Latvia

Internationally accredited programme "**Customs and Tax administration**" at 3 levels:

1) 1st level professional higher education

2) professional bachelor programme

3) professional master programme

Qualification advancement courses for customs officers, tax inspectors, businessmen, training and certification of declarants and customs brokers.

Customs Consulting Centre: implements international customs and taxation focused research projects and provides expert consultations.

Contact: Prof Aivars Krastins aivars.krastins@rtu.lv

Website: www.rtu.lv/en

4.8.6

Lithuania

Department of Customs Activity

Faculty of Economics and Finance Management
Mykolas Romeris University
Vilnius, Lithuania

BA study programme - internationally accredited:

- Law and Customs Activity - BA degree in Law.

MA study programmes - internationally accredited:

The Law and Customs and Revenue Institutions Activity - MA degree in Law

- *Customs Administration* - MA degree in Public Administration.

Graduates of the MA programmes may continue their studies on the doctoral programme. The programmes provide theoretical and practical skills in the field of customs policy and administration, law, foreign trade and logistics.

Research:

- analysis of Lithuanian foreign trade
- analysis of building up the capacity of Lithuanian customs offices

Contact: Mr Alfonsas Laurinavicius mvk@mruni.eu
Website: www.mruni.lt

Netherlands
Delft University of Technology,
Faculty of Technology, Policy and Management
Delft, Netherlands

The ICT group at Delft University of Technology, chaired by Prof. Yao-Hua Tan, is involved in R&D projects on IT innovations for cross-border trade; i.e. IT tools and methods to improve global trade through e.g. a better assessment of risks, reduced administrative burden, improved supply chain visibility, and system-based control. The group works closely with Dutch and UK Customs in innovating European customs with IT in various projects, including EU projects such as ITAIDE, CASSANDRA, the national project Extended Single Window, and an EU-coordinated feasibility study for a scientific European Customs Master.
Contact: Prof Yao-Hua Tan Y.Tan@tudelft.nl

Website:www.tbm.tudelft.nl/

4.8.7

Poland

Warsaw School of Economics

Warsaw, Poland

BA Customs & Tax Services for Firms

MA Customs & Tax Services for Firms.

PhD Studies.

Customs-related activities:

- EU and Polish Customs Policy and Law
- International Customs
- Trade Law and Policy
- E-Customs.

Contact: Prof Dr Wieslaw Czyzowicz wesczyz@sgh.waw.pl

Website: www.sgh.waw.pl

Portugal

Legal and Economic Research Centre

Faculty of Law

University of Porto

Porto, Portugal

- Coordination of postgraduate courses in the field of customs and excise taxation;
- Coordination of national conferences and participation in international conferences in the customs law area;
- National and international publications (Almedina, Vida Económica, IBFD, Intertax and Tax Notes International).

Contact: Prof Glória Teixeira gloria@direito.up.pt

Website: www.direito.up.pt

4.8.8

Spain

Universidad de Valencia

Valencia, Spain

- Research and seminars
- Postgraduate course on customs law
- Customs law is also taught at several LLM programs of the University.

Contact: Dr Santiago Ibanez Marsilla Santiago.Ibanez@uv.es

Website: www.uv.es

http://www.derechoaduanero.com

http://www.uv.es/ibanezs/english/resume.htm

Switzerland

Cross-Border Research Association (CBRA)

Lausanne, Switzerland

CBRA is a Swiss academic, not-for-profit research association, located in Lausanne.

Research, analysis and case studies:

- supply chain security management programs
- standards
- measures
- trade-offs and costs.

Contact: Mr Juha Hintsa juha.hintsa@cross-border.org

Website: www.cross-border.org

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