

PROPOSED EXPANSION OF
THE NATIONAL POLICE SCHOOL
SANTA ANA, COSTA RICA

November 17, 1970

**OFFICE OF PUBLIC SAFETY
AGENCY FOR INTERNATIONAL DEVELOPMENT
WASHINGTON, D.C.**

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SANTA ANA
COSTA RICA

by

KENNETH B. YOUNGS
Special Assistant
for
Program Development

OFFICE OF PUBLIC SAFETY
WASHINGTON, D. C.

UNITED STATES AGENCY FOR INTERNATIONAL DEVELOPMENT

November 17, 1970

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PREFACE

This study and report are in response to a request by the United States Agency for International Development (USAID) in Costa Rica. The request originated with the Commission for the Reorganization of the Public Force of the Government of Costa Rica which asked for detailed plans and specifications for the expansion of the existing Francisco J. ORLICH Bolmarcich National Police School. Mr. Kenneth B. Youngs, Special Assistant for Program Development, Office of Public Safety, Washington, D. C., arrived in Costa Rica on October 6, 1970 to coordinate this study. He was assisted by the Public Safety Division staff (USAID), Andrew J. Best, Chief Public Safety Officer, Tomas H. Guffain, Rural Advisor, and James E. Scoggin, Training Advisor, as well as numerous representatives of the Ministry of the Presidency (National Police School staff), Civil Guard, Ministry of Government and other Costa Rican officials. The field portion of the study in Costa Rica was completed on October 20, 1970 with a memorandum to the Director of USAID reporting on the activities to date. This detailed report was prepared in Washington, D. C. and transmitted to Costa Rica in the English and Spanish languages.

Chapter I

CONCLUSIONS AND RECOMMENDATIONS

Various elements of the Costa Rican Government have been active in developing the existing centralized National Police School. For several years studies and plans have been under consideration to expand the existing facility in Santa Ana. The focal point of this proposed expansion has been the construction of a new building on the Santa Ana site.

During the last eight years, Public Safety and MILGROUP Training Advisors have assisted the various police organizations in developing instructors and training programs. As a result the Costa Ricans clearly have the capability to staff an expanded police training program. They have excellent instructors, curriculums and lesson plans.

While there is an immediate need for additional police training, the National Police School had been unable to provide it. They have only one classroom and dormitory that permits them to train no more than 50 students at a time.

RECOMMENDATIONS PERTAINING TO THE PROPOSED EXPANSION OF THE NATIONAL POLICE SCHOOL

It is recommended that:

(1) the proposed expansion of the National Police School be carried out. In view of the merger of the Town and Village Police with the Treasury Police to form the new Rural Assistance Guard in January 1971, this proposed expansion should be given a very high priority (page 16).

(2) the National Police School be designed and programmed to handle 900 to 1200 students a year. During the next few years, close to 1200 students a year must be trained. In later years the total should be adjusted downward towards 900 (page 29).

(3) an organic law establishing the National Police School as a permanent entity be presented to the Costa Rican legislature (page 7).

(4) the table of Organization noted on page be considered as a nucleus for the Table of Organization of the new school (page 8).

(5) that a Coordinating Council comprised of the Directors of the various police organizations be formed to advise the National Police School Director (page 19).

(6) As soon as additional classroom and dormitory space is made available, the proposed funding level of the National Police School be similar to the 1971 proposed budget (page 53).

(7) immediate efforts be made to collect material for a school library (page 21).

(8) the National Police School expand its firearms safety program. Emphasis should be placed on the use of defensive weapons such as the .38 caliber revolver. To support such a program the existing "star" reloader equipment should be replaced by a "Load-A-Matic 1600" (page 21).

(9) the proposed school building, preliminary drawings by architects A Saborio R. and C. Avila R. dated April 1957 (Annex 7), be constructed. Prior to the preparation of final plan, consideration should be given to elevated platforms for student seating (page 23), special tables and wiring in the large cafeteria (page 23), electrical outlets in the garage (page 79) and enlarge the bathrooms and galley. (page 79).

RECOMMENDATIONS REGARDING PROPOSED TRAINING PROGRAMS

It is recommended that:

(10) The National Police School concern itself with police subjects and that it leave educational subjects to the University of Costa Rica and the Central American Institute for Public Administration (page 26).

(11) The training not be designed along military lines but rather be identified with modern police administration concepts (page 25).

(12) training programs include:

- Basic Policemen Courses;
- Basic Officer Courses;
- Specialization Courses;
- Advanced Courses;
- Research Courses (page 33).

(13) eight weeks be devoted to basic training. Specialization and Advanced training courses should be four weeks (page 27).

(14) students be exposed to six hours of classroom instruction a day and no more than three on Saturday. Faculty members should be scheduled for three to five hours of lectures a day or 15 to 25 hours a week (page 28).

(15) class enrollment should be held to 30 students and the classes should be staggered on two week intervals. This would permit maximum utilization of faculty and classrooms (page 29).

(16) at least two separate faculties be established. One for Basic Courses and the other for Specialization and Advanced Courses (page 28).

Chapter II

BACKGROUND

President Jose FIGUERES Ferrer of Costa Rica ordered the formation of a public Commission in August 1970 to study and submit recommendations regarding the reorganization of the country's police forces. The members of this commission are:

President:	Carlos Manuel COTO Alban, Minister of the Presidency.
Executive Secretary:	Niels CLAUSEN Zuniga, Liaison Office of the Ministry of the Presidency to the Legislative Assembly.
Member:	Colonel Manuel Enrique GUERRA, Air Section, Ministry of Public Security
"	Fernando VALVERDE Vega, Ministry of Public Security.
"	Lic. Edgar MURILLO, Attorney General's Office
"	Norman VEGA G., Planning Office (OFIPLAN)
"	Lic. Marcos ARIAS Aguilar, Civil Service Directorate.
"	Peter Kreis, USAID Program Officer Lt. Col. Robert C. Orr, Commander, MILGROUP
"	Andrew G. Best, Chief Public Safety Advisor

The expansion of the Francisco T. ORLICH Bolmarcich National Police School in Santa Ana was identified as one of the major projects to be considered by the Commission. In the second meeting of the Public Forces Commission, Peter Kreis, USAID Program Officer, and member of the Commission, was assigned the task of developing for the expansion and improvement of the existing National Police School. In the performance of his responsibility he requested the services of the Office of Public Safety in Washington in conducting this study and the preparation of this report. Kenneth B. Youngs, Special Assistant for Program Development, Office of Public Safety, Washington, D. C. arrived in San Jose, Costa Rica on October 6, 1970 to coordinate this study.

In January 1965 a centralized police school was established in Santa Ana, 7 miles west of San Jose. By 1969 two other sites were discontinued and all police training was centralized at the Santa Ana site. This centralized police school is administered by the Ministry of the Presidency and has provided police training for police organizations in Costa Rica. The police organizations in Costa Rica are as follows:

1. Ministry of the Presidency
 - a. National Police School
2. Ministry of Public Security
 - a. Civil Guard
 - b. Directorate of Criminal Investigations (Detective Agency)
3. Ministry of Government
 - a. Town and Village Police
 - b. Council of Social Defense (Prison Guards)
4. Ministry of Finance
 - a. Treasury Police
 - b. Customs Police
5. Supreme Court
 - a. Judicial Police
 - b. Forensic Medicine

(NOTE: On January 1, 1971, the Town and Village Police will be combined with the Treasury Police to create a police organization called Rural Assistance Guard of Costa Rica Guardia de Asistencia Rural de Costa Rica. It will provide the backbone for rural law and order in Costa Rica.)

At the time of this report there are 4,670 men assigned police or internal security duties in Costa Rica.

There have been a number of recent studies and reports describing the police organization in Costa Rica. This report will not attempt to analyze law and order, or to describe the Costa Rican police and internal security agencies.

National Police School:

Since its formation in 1965, the National Police School (NPS) has provided only limited training due to lack of adequate physical facilities, a small staff and limited budgets. Considerable efforts by the Executive Power to take advantage of the USAID offer of \$1,000,000 (Two-Step Funds) were defeated in the Legislature of 1966-1970.

The entire staff of the National Police School was trained at the International Police Academy, Washington, D. C. The change in government in May 1970 resulted in the loss of only one member of the staff. In the April 24, 1970 Project Agreement No. 168 between the Government of Costa Rica (GOCR) and USAID, it was agreed to develop the National Police School into a permanent institution with primary responsibility for internal security type police training. It was agreed that the GOCR would continue to seek the passage of legislation authorizing the construction of a new facility at the Santa Ana site that would have the capacity of training 1,200 men per year. This legislation would stipulate that the training at the NPS would be strictly limited to civil police and law enforcement concepts and techniques.

It was further agreed that:

"If appropriate legislation is enacted by the GOOCR, "Two-Step Funds" will be made available in the amount of \$1,000,000 for the construction of the National Police School facilities."

"Accelerate the training program for existing and future personnel of the above listed agencies in non-lethal riot control techniques, continuing training in the Civil Guard based upon the concept of limited number of small tactical operations units within the existing structure, specialized in dealing with civil disturbances which are not of such scale as to warrant commitment of the riot control team."

"The GOOCR agrees to continue to make the National Police School the focal point of all internal security police training for all authorized police agencies mentioned in this agreement. Each member of these agencies is to successfully complete training courses in civil police law enforcement concepts and techniques as rapidly as the school facilities permit."

"The GOOCR agrees to continue to increase the staff at the National Police School as necessary until the school can run at full capacity of the previously mentioned 1,200 officers and men trained per year."

"As a part of the national training system, the National Police School shall continue to have, with support from the Operations and Training Section of the Civil Guard, the responsibility for maintaining Interior Training Groups (mobile training teams) whose mission shall be to provide in-service training and/or retraining to the police in the provincial areas. The Interior Training Groups' responsibilities shall include keeping the civil police concepts and techniques of protection of civil rights in the minds of all members of the police forces mentioned above. The Interior Training Groups shall also provide specialized training courses in such subjects as non-lethal riot control techniques, patrol operations, etc".

Chapter III

DESCRIPTION OF THE NATIONAL POLICE SCHOOL

The National Police School of Costa Rica, a centralized police training center, was developed from 2 separate training centers that were united in 1964. They were the Police School of the Ministry of Government and the Military School of the Ministry of Public Security. In March 1965, the Department of Productivity and Administrative Efficiency conducted a study and submitted a report entitled "Project for the Organization of the National Police School", a copy of which is attached as Annex 1. This report made observations, comments and recommendations pertaining to the centralization, administrative organization and management of the School. It did not make detailed comments regarding the academic programs.

Previous National Police School Study

The Organization Project of the National Police School previously referred to and attached as Annex 1, made comments on the following:

1. Table of Organization
2. Proposed internal regulation
3. Centralization of all police training at one site with:
 - a. A Coordinating Council
 - b. Directorate
 - c. Secretariat
 - d. Instructional staff
 - e. Miscellaneous services
 - f. Supplies
 - g. Laboratory
 - h. Custodians
 - i. Dispensary
 - j. Printing services
 - k. Food services
4. Permanent staff
5. Staff assignments
6. Part-time salaries for non-permanent instructors
7. Civil Service status for the school staff
8. Additional office equipment

9. Required training for all personnel in the various police services
10. Minimum requirements for attendance
11. Instructional specializations
12. Probationary employment after graduation from the school
13. Maximum of 30 students to a class
14. Programs dealing with general and specialized training.

From an organizational point of view, the above report and its recommendations cover a wide range of topics. The following comments have been augmented to some degree.

2. Proposed internal regulations
3. Centralization of all police training
4. Permanent staff
5. Staff assignments
8. Additional office equipment
10. Minimum requirements for attendance
11. Instructional specializations
14. Programs dealing with general and specialized training.

For various reasons the remaining recommendations have not been acted upon.

As this study is concerned with the expansion of the National Police School, additional comments are not warranted in this report other than to note that the recommendations were sound and apparently of value in guiding the National Police School during its formative years.

Actual Organization and Management

Organization

There is no organic law authorizing the establishment of the National Police School and it continues to operate only under the authorization in the annual budget. At the time of this report there is no written table of organization and the school continues to operate under the Director on an informal basis. Due to the size of the modest staff this informal approach appears to be workable.

On May 8, 1970 Major Rodrigo Paniagua was named director of the school. This followed a national presidential election in Costa Rica that brought about only one change in the school staff. The school is staffed by the officers and men noted in Table 1.

Table 1
National Police School Personnel

1 Director
Rodrigo PANIAGUA Salazar

1 Secretary
Héctor MIRANDA Calderón

1 Typist/File Clerk
Luis Alvaro VILLALOBOS Valverde

1 Chief Instructor
Oronttes LUNA Leal

1 Instructor Inspector
Heriberto PORRAS García

5 Instructors
Carlos Enrique RODRÍGUEZ Fernández
Elías ZUNIGA Guevara
José Angel CARBALLO Rodríguez
José Joaquín BOLANOS Morales
Dr. Guillermo HERRERA Sibaja

1 Infirmary Instructor
Agustín GARCÍA Abarca

1 Administrative Chief
Ernesto SOTO Rodríguez

1 Typist
Mercedes María ROMERO Huertas

1 Buyer
Open Position

2 Cooks
Eduardo PERNELLA Salomón
Arturo ACOSTA Rodríguez

1 Kitchen Helper
Jorge Luis CANTILLANO Villalobos

1 Chauffeur
Johnny SEGURA Núñez

3 Guards
Francisco ARROYO González
Ramón SALAZAR Rivera
Open Position

Table 2 is a breakdown of the National Police School budgets, 1966 to 1970. The annual total has consistently declined. Annex 2 is a breakdown of the Public Security Forces budgets during the same period.

Table 2

National Police School Budgets
(Colones (\$1.00 = ø6.63))

	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>
<u>Personnel</u>	ø183,420	ø182,420	ø189,600	ø195,000	ø195,000
<u>Services</u>	23,000	20,800	15,200	10,730	143,180*
<u>Supplies & Maintenance</u>	234,545	181,500	145,600	135,400	-
<u>Equipment</u>	39,000	7,000	10,000	-	-
	<u>ø479,965</u>	<u>ø391,720</u>	<u>ø360,400</u>	<u>ø341,130</u>	<u>ø338,180</u>

*A global figure which includes Services, Supplies, Maintenance and Equipment.

A detailed breakdown of the proposed 1971 National Police School budget is attached as Annex 3.

Efforts were made to identify the actual expenditures for the various funding categories in Table 2 but they were unsuccessful. Qualified observers reported that all expenditures would have exceeded the budget figures.

Instructional Elements

Faculty

All permanent faculty members had training and experiences that qualify them to hold such positions. In addition to the permanent faculty, the National Police School Director has available to him 36 other professionals who are able to provide instruction on a part time basis. Table 3 identifies the various categories of general and specialized training provided in the U.S. and the Panama Canal Zone during the last 8 years, as well as the numbers of personnel trained. In most cases this training was designed to develop instructors. A majority of these men are still available for full or part time services, as well as others who have received secondary instructions as a result of these programs.

Table 3

United States Training

	<u>Total</u>
16 Weeks IPA Inter-American	89
16 Weeks IPA Senior Officers Course	1
18 Weeks Penology and Corrections	1
13 Weeks Audio-Visual	2
U.S. Tour Customs-Immigrations	2
Central America and Panama Immigration	
Training	1
Police Executive Training	5
9 1/2 Weeks Criminal Identification Training	4
12 Weeks Criminal Identification Training	3
6 Months Police Radio Communications	2
Terrorist Activity Investigations	2
U.S. Training Totals	<u>112</u>
Additional Canal Zone Training	<u>71</u>
Total Foreign Training	<u>183</u>

Audio-Visual Aids

A modest amount of audio-visual aids are now in use at the National Police School. They include flip charts, photographic slides, motion pictures, recorded instructions and mock-ups.

Library

There is a very small collection of text books and reference material in the various offices of the school. However, there is no organized library.

Equipment

Some office and logistical equipment is available to support the current programs. A small "Star" reloading machine with .38 caliber dies, one mimeographic machine, a small collection of training materials and books are also on hand.

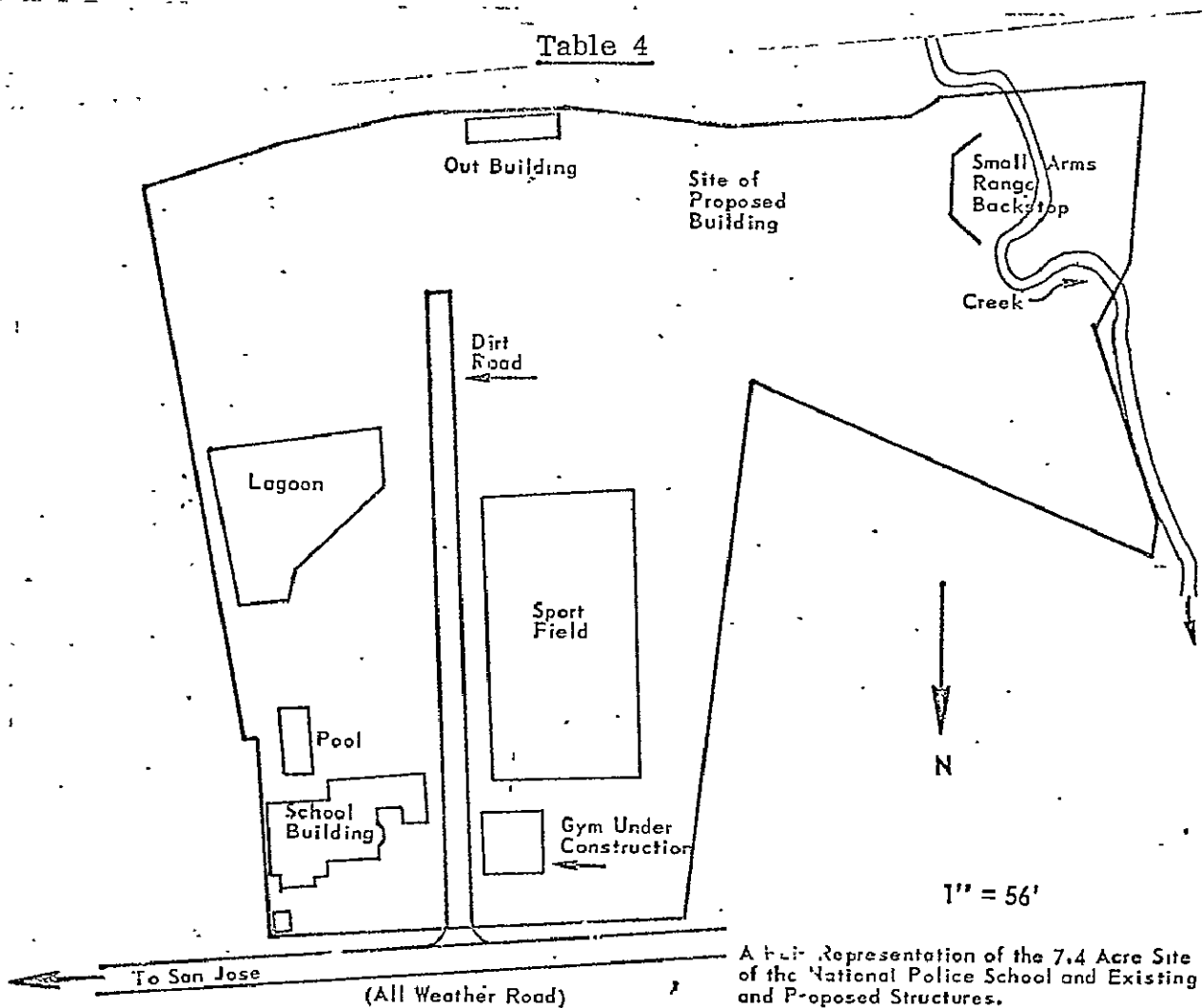
Physical Facilities

One small classroom, one dormitory, a temporary range, parade grounds, one instructor's office space, kitchen with adjoining dining room and other minor support facilities are available. These accommodations will handle no more than 50 students at a time. This has been the limiting factor on the National Police School efforts to expand its resident training programs.

Location and Plot Plan

Santa Ana is 7 miles west of the capital city of San Jose. It is a small residential area with some rural farming. The school is on an all-weather road and is easily accessible from San Jose. There are no physical, political or social objections to the site.

Table 4 is a fair representation of the 7.4 acre site and the location of the existing structures. As noted, the shaded area is the proposed site of the new school building.



Past Training Programs

Between 1965 and 1970 3,450 students received resident training at the National Police School in Santa Ana. Table 5 identifies the various classes, the number of students, and the duration of the courses. In addition, there were 10 one week mobile training courses for 400 men. Tables 6, 7, 8, 9 and 10 are samples of some of the programs provided at the School. Annex 4 is the back-up for police subjects short of a detailed lesson plan, for the course described in Table 7.

Table 5

Resident Courses at the National Police School
from 1965 through 1970

Resident Classes

<u>No. of Classes</u>	<u>Type of Courses</u>	<u>No. of Students</u>	<u>Duration</u>	<u>Total Students</u>
32	Basic Courses at the level of Sub-officers and Police	50	7 weeks	1,600
10	Basic Course at the level of Officers	25	4 weeks	250
27	<u>Special Courses</u>			
4	Training of Instructors	25	4 weeks	100
2	Training of Officers	25	4 weeks	50
2	Training of Platoon Leaders	25	4 weeks	50
4	Bank Guards	40	4 weeks	160
4	Survival and Rescue (Red Cross)	35	4 weeks	105
7	Penitentiary Guards	30	1 week	210
2	Mob Control (Fiscal Police)	40	1 week	80
3	Judicial Police Guards	15	1 week	45
97				3,450

Table 6

General Police Course Program

<u>Subject</u>	<u>Hrs.</u>
1. Close Order Drill	40
2. Courtesy and Discipline	12
3. Care of Vital Installations	8
4. Police Performance	12
5. Report Writing	10
6. Interrogation - Interviews	10
7. First Aid	12
8. Manners	4
9. Patrol and Apprehension Techniques	14
10. Public Relations	8
11. Traffic	34
12. Fiscal Practices	8
13. Personal Defense	40
14. Preservation of Evidence	11
15. Community Development and Civic Action	4
16. Civil Disturbances	25
17. Revolver Cal. 38	20
18. Pistol Cal. 45	15
19. Rifle Cal. 30	24
20. Carbine Cal. 30	15
21. Other Special Subjects	15
22. Sports	16
Total Hours	357

Table 7

Special Course for Civil Guards

<u>Subject</u>	<u>Hrs.</u>
Close - Order Drill	40
Discipline and Courtesy	12
Interior Guard	8
Revolver, M-10, Caliber .38	20
Rifle, M-1, Caliber .38	14
Laws and the Police	20
Evidence Preservation	11
First Aid	12
Traffic Basic Operations	16
Report Making and Police Files	10
Civil Disturbances	18
Personal Defense	20
Police Subjects Only--Total	201

Table 8

Special Course for Penitentiary Guards

<u>Subjects</u>	<u>Hrs.</u>
30 M-1 Carbine	12
Courtesy and Discipline	10
Close-Order Drill	16
Physical Education	16
Personal Defense	30
First Aid	10
Civil Disturbances	16
Cal. 38 M-10 Revolver	20
Security of Jail, Search and Use of Handcuffs	10
Interior Guards	7
Machine Gun M-3	10
Director Time	3
Total Hours	<u>160</u>

Table 9

Special Course at the Level of Political Chiefs
and Police Agents

<u>Subjects</u>	<u>Hrs.</u>
Procedure in Some Police Deficiencies	23
Police Performance	12
Patrol and Apprehension Practices	16
Fiscal Dispositions	8
Subversive Tactics	12
Cal. .38 Revolver	10
Public Relations	7
Other (Special Subjects, Invited Speakers)	16
Community Development	4
Police Interrogation	9
Police Records	3
Total Hours	<u>120</u>

Table 10

Counterinsurgency Conference
Special Program

<u>Subjects</u>	<u>Hrs.</u>
Organization of Guerrilla Forces	2
Concept of the Counterinsurgency Operations	2
Ambush and Counter-Ambush	6
Sabotage Techniques	4
Organized Sports	24
Director	24
Total Hours	<u>62</u>

Internal School Regulations

Annex 5 is a copy of the Internal Regulations of the School. Its five chapters deal with:

Students
Discipline
Duties and Responsibilities
Schedules
Passes
Standing Operating Orders
Sanctions

Conclusions

This Chapter has concerned itself with the ongoing programs and capabilities of the National Police School. The organizational structure is informal but adequate, although it would not be sufficient for an expanded program. During recent years the School programs have improved but they are still very modest for the needs of Costa Rica.

The Staff and faculty are well motivated and are clearly capable of serving as a nucleus for an expanded National Police School.

During the period of this study, the National Police School was visited almost daily. The Director and several staff and faculty members were interviewed. It is the opinion of the writer and concurred in by Public Safety Division personnel, USAID, Costa Rica, that the School is well managed; clean, and is a credit to professional law and order. All of this is commendable in view of the very limited resources available.

Specific recommendations are associated with later chapters.

Chapter IV

PROPOSED PHYSICAL EXPANSION OF THE NATIONAL POLICE SCHOOL

While some officers and men have received adequate training and are obviously very capable, the majority are lacking in formal detailed police training. Table 11 reflects the distribution of ranks among those assigned police duties in five major police services.

Effective January 1, 1971, the Treasury Police and the Town and Village Police will be combined into one organization known as the Rural Assistance Guard and an additional 900 men will be hired to assist the 2,074 men in the two organizations being combined. Legislative Assembly Law No. 4639, Title 4, that creates the Rural Assistance Group reads in part as follows:

Table 11

	Col.	Lt. Col.	Maj.	Capt.	Lt.	Sgt.	Cpl.	Pvt.	Civ.	Total
			Pol. Chiefs*	Princ. Agents*		Aux. Pol.*		Aux. Pol.*		
Civil Guard	1	4	26	52	160	164	140	1,572		2,119
Director, Civil Guard			2	2	80	17				101
Immigration Service			1	10	14	17	24	4		70
Town & Village Police			62*	360*		125*		1,010*	82	1,639
Treasury Police	1	1	5	27	50	87	115	149		435

*Town & Village Police ranks do not follow the same titles as the Civil Guard. However, as noted, they do compare.

"Training"

"Article 21. The members of the Rural Assistance Guard will receive instruction courses for the proper fulfillment of their duties at the National Police School of the Ministry of the Presidency. The equipment and facilities of that institution will be used."

"For the supervision of the courses mentioned, there will be a Training Council of the Rural Guard, its integration determined by the regulations in this law."

"Article 22. The planning and international programs of the Rural Guard will be drafted by the Direction and staff of the National Police School of the Ministry of the Presidency, in cooperation with the persons named for that purpose by the Ministry of Government."

"Article 23. The necessary items will be included in the ordinary budget to supply the needs of the Rural Assistance Guard within the chapter pertaining to the expenditures of the Ministry of Government."

The requirements placed on the National Police School to train the Rural Assistance Guard presents an immediate problem, not to mention the continuing training requirements for the Civil Guard and other organizations. The key officials in the Rural Assistance Guard have expressed the desire to start training officers soon after January 1971. At present they have no firm timetable but estimate that it will take over two years to train all personnel.

The National Police School and USAID have talked for some time of increasing the annual resident enrollment of the school to 1,200 students a year. From the modest program of today to 1,200 students a year is a rather ambitious goal. Considering the population, square miles, and internal security threats, it is felt that a permanent training facility designed to accommodate 900 resident students a year, in a variety of courses, would be more realistic. Mobile training teams and special programs designed to meet the temporary mass training requirements over the next few years, is a far more economic and efficient way to deal with the problem.

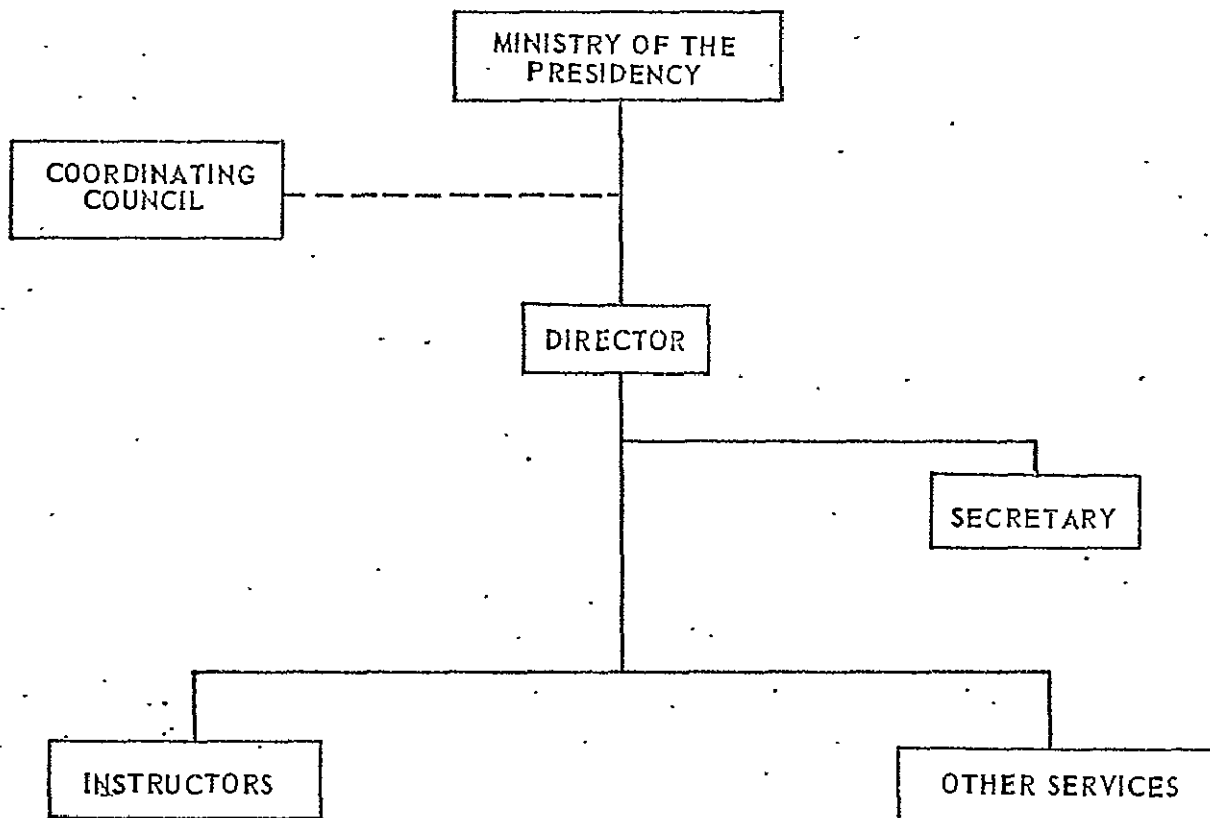
Administration and Organization

The Government of Costa Rica is fortunate to have an ongoing centralized police school, a goal that some governments have yet to reach. The advantages are self-evident. While on organic law is not mandatory for a successful police school, it is desirable. To continue to operate under the authority in an annual budget could jeopardize the investment.

The recommendation regarding a table of organization in Annex 1 has not been adopted. During the last few years the school has been small and thus able to operate on an informal basis. The table of organization recommended in Annex 1 (March 1965) is shown in Table 12.

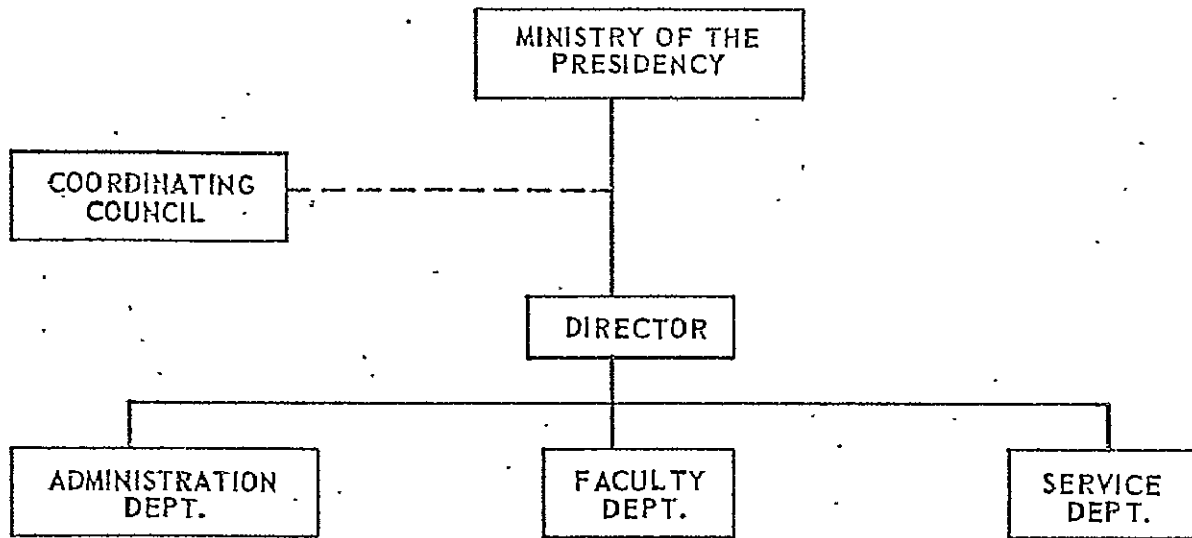
Table 12

National Police School
(Proposed Organization in March 1965)



While this table of organization would have been adequate for the existing school, it is felt that a more detailed and expanded table of organization is in order for the proposed expansion. Table 13 would be considered a very acceptable basic organization chart.

Table 13



Coordinating Council -

When an organization provides services for others, there is a need for a channel of communications and a means to assure coordination and responsiveness. Annex 1 recommended a Coordinating Council be established in the National Police School (recommendation not augmented to date). The Council was to be comprised of the senior representative of the Minister of the Presidency, the Directors of all police organizations and the Director of the National Police School. This Council was to have been responsible to the Minister of the Presidency (Table 12).

Such a recommendation was justified at the time the National Police School was formed in 1965 and should be part of the proposed expanded program. While the Council should be responsible to the Minister of the Presidency, it should have only the power to recommend and not to direct. With a distinguished panel of directors of police organizations to make recommendations and a School Director to direct, there should be a balance of influence.

Director

The Director of the National Police School holds a strong position. It should not be weakened in any future expansion of the school or its programs.

He should have the authority to select faculty, develop curriculum, transfer personnel under his command, and maintain discipline within the faculty and student body. All major actions should be presented to the Coordinating Council for comment.

The establishment of minimum qualifications for entrance and retention to the National Police School should be a joint effort between the Coordinating Council and the School Director.

Major Departments

The operational portion of the existing National Police School is very informal. It appears that everyone reports to the director. Considering the size and scope of the proposed expansion, Table 13 calls for three departments that would group related tasks and responsibilities. They would be the Administrative Department, Faculty Department and Services Department. The titles are self-explanatory.

The breakdown beyond this point should be rather informal and left to the discretion of the Director of the School.

Funding and Staff

The Director of the National Police School has been preparing for his calendar year 1971 program of 1,200 students. He has prepared a proposed budget, attached as Annex 3. In short, this budget makes the following requests:

Funds

Personnel Costs	¢213,480
Non-Personnel Costs	¢ 26,230
Materials and Supplies	¢460,800
TOTAL	¢700,510 ¹

¹ Rate of exchange: \$1.00 = ¢6.63

Staffing

1 Director
1 Secretary
1 Clerk
8 Instructors
10 Administrative Assistants
21 Total

This budget calls for a 100% increase in funds over 1970. The instructional staff remains somewhat the same as now since a number of Civil Guard officers, and others, assist the National Police School in presenting lectures.

Considering local conditions, this funding and staffing request appears to be adequate for basic operations.

Audio-Visual Aids

Additional visual aids are needed to accelerate the learning processes. Visual aids permit students to graphically understand material. The Public Safety Division/Costa Rica has provided specialized training in Washington for a Graphics Art technician and has provided a considerable amount of photographic equipment to be used by the National Police School. This technician and equipment should be utilized to fullest capability as the school staff clearly has the capability to design and utilize effective visual aids.

Library

In the proposed new building, space has been provided for a library. Efforts should be made to immediately start collecting material and identifying publications that would be meaningful to the National Police School. This material should include cultural material, government of Costa Rica documents, laws, police regulations, copies of studies and reports of interest to the police, professional publications and material on police administration. Annex 6 is a list of 8,000 professional police publications and public administration material that could be included in the library.

Firearms Safety Program

A firearms safety program is a requirement for all police training. This training should be directed towards small defensive arms, non-automatic, such as the .38 revolver. The existing firearms safety program is very modest and there will be a need for an expanded one to meet the needs of the new school. The existing "Star" Reloader should be replaced by a "Load-A-Matic 1600" or similar equipment that has the capability of reloading ammunition at less than two cents a round, 1,800 rounds a day (3-man team). The school site has a small but adequate range that is currently undergoing modification that will permit it to handle a large number of students.

Physical Facilities

The existing physical facilities are barely suitable for the current program of one class with 50 men. This has been the major obstacle to the Costa Rican efforts to expand police training. As discussed in the most recent Project Agreement, and other documents, a school building has been proposed for the

Santa Ana Site. The preliminary drawings by Architects A. Saborio R. and C. Avilo R. dated April 1967 are attached as Annex 7, four pages. These plans call for three classrooms, two cafeterias, two dormitories with a total of 152 beds, seven office spaces, one kitchen and other supporting spaces.

Considering the total number of policemen in Costa Rica (4,670), the rate of police growth, estimated at 4%, and the law and order requirements (moderate), such a facility could give them the capability of training 900 men plus a year. However, the pending consolidation of the Town and Village Police with the Treasury Police into the Rural Assistance Guard creates a unique problem. These men must be trained on an accelerated basis. To meet this need in a reasonable period of time, the School will have to provide additional training. Therefore, to meet the normal and immediate needs of Costa Rica, four to six classrooms with supporting facilities will be required at the earliest possible date.

The proposed school building identified in Annex 7, provides only three classrooms. However, the existing school building would have two and possibly three full size classrooms available when the supporting elements are relocated in the new building. The existing building is a permanent structure and can be used for police training for many years. The combination of the two buildings should easily meet the present and future needs of the National Police School.

Analysis of School Building Plans

The primary National Police School building plans that were developed in April 1967 are considered to be acceptable at this date and so is the location of the building on the National Police School site as noted in Table 4. Prior to the preparation of the detail plans, consideration should be given to some special characteristics of a school of this type.

The Classroom

The most important part of any school is the brief period the student and instructor are in mental contact. All else is secondary. Great care should be taken to make a student comfortable, mentally and physically susceptible to the true learning process. Aside from adequate ventilation, lighting and seating, eye contact is of utmost importance.

Figure 1 is a photograph of a classroom designed to give all students a "front row seat". This classroom has 800 square feet (244 square meters) about the same size as the ones planned for the National Police School building. The elevated platforms for seating permits all students to maintain the same

visual contact. This gives a student the feeling of "belonging" to the group and just a traditional number. It has the added advantage of permitting the instructor to keep eye contact with all members of the class. Annex 8 is a detailed sketch of the classroom.

Cafeteria

These two rooms should be designed to double as classrooms or at least assembly halls. A motion picture screen and electrical outlets should be considered in the final design. The tables in the large recruit ;mess hall should be constructed to permit folding ;and/or stacking. This would make available a large area for physical demonstration involving student participation.

Audio-Visual Aid Center

The photographic Dark Room on the second floor opens into a "Management Room" (Intendencia). These two rooms should be considered the audio-visual center. Adequate shelves should be provided for the proper storage of equipment and printed material. There should be at least one small work bench with several electrical outlets and overhead lighting for the routine maintenance and repair of electrical equipment. Space should also be provided for a mimeograph machine.

It is noted that these two rooms are connected to a storeroom. This suite of 3 rooms has only one access door from the hallway. This is very desirable from a material security standpoint.

Additional Space

The existing plans call for a two car garage on the lower level. Considering the cost of a building of this nature, this is probably not the best use for this space. It is inevitable that additional space will be required at some time in the future. To meet this anticipated need, the garage area should have electrical outlets that would permit an economical modification of this space in the future.

Cost Estimate

Annex 9 is a recent (October 21, 1970) cost estimate for the proposed building. The cost range is \$149,486 to \$156,778 without furniture and equipment.

Chapter V

PROPOSED EXPANDED TRAINING PROGRAMS

Philosophy

In order to assure the desired results, a training program needs proper guidance and direction. The following statement of philosophy has points that should be considered by the National Police School. They were adopted from one proposed by Thomas M. Frost, Police Education Consultant, Chicago, Illinois.

A Statement of Philosophy For A Police Training Program

Within the framework of a democratic society, the most fundamental tenets are the respect for human dignity and the safeguarding of God-given rights. As the elementary and primary function of all democratic governmental organizations must be solemnly dedicated, directed and maintained toward the continual safeguarding of these sacred rights, it becomes the profound responsibility of Police instructors to see that the ideals of a free society are properly ingrained into all phases of Police Training.

It is the responsibility of the Police instructor to develop within all police personnel a profound respect for the dignity of all citizens regardless of racial, religious or national background.

The Police instructor must influence all police personnel with the need and desire for continuous training. These men must be sufficiently motivated to keep abreast of the progress in the allied fields of law, sociology, science, and technology insofar as they affect and influence the law enforcement profession.

Finally, the Police instructor must develop a spirit and understanding in all police personnel that will cause them to contribute to the continuous improvement of the democratic way of life.

In order to appropriately fulfill these objectives, the Police curriculum must be so composed that the police student through diligent application and serious study will readily realize his duties, will be profound in his knowledge, and conscientious in his desire to carry out the responsibilities of his profession.

Civil Police Concept

The Costa Rican National Constitution forbids a "standing army", and it is the expressed intent of all concerned to adhere to this desire in developing professional police training.

Civil police organizations and training programs should not be patterned after the military, but should be more closely identified with modern police administration concepts. Specifically they should be trained to maintain continuous contact with the community, ;and this should be done on an individual basis. To meet this challenge a far greater amount of individual training is required. In addition, there is a far greater need for the maximum utilization of human and material resources.

Training

Costa Rica is fortunate to have one of the better systems of public education in Latin America. Recent reports^{1/} indicate that 89% of the population is literate and most young people are able to complete a secondary education before entering the work force. With this resource base available to the various Costa Rican police organizations, they are able to recruit educated men who need only training to assure the proper direction of their efforts.

With this in mind, the National Police School needs to train men to fulfill the mission of the police organization that they represent. It need not provide them with a general education which is the practice in some countries. The curriculum should be comprised of subjects that are designed to meet the specific services and needs of the organizations involved. The National Police School should not ignore the cultural development and advanced education of the police, and accordingly leave subjects in these areas to other institutions such as the University of Costa Rica and Central American Institute for Public Administration, Costa Rica.

Emphasis

At this point in the development of professional civil police training in Costa Rica, training emphasis should be placed on fundamentals for as many men as possible as opposed to advanced training for a few. It is highly probable that the emphasis would be adjusted in later years. There are several factors that justify this course of action, among which are the acceptable educational level of the existing forces and recruits, and the need to provide basic training to a large number of men who have had virtually no training.

In April, 1970 Mr. E. H. Adkins, Jr., Public Safety Advisor, submitted an evaluation report on the USAID Public Safety program in Costa Rica. In that evaluation, Mr. Adkins sets forth goals and specific objectives to be met in order to assure the maintenance of proper law and order in Costa Rica. The portion of his report dealing with police training is attached as Annex 10.

^{1/}USAID Costa Rica Project Appraisal Report, General Assistance to Education, dated June 15, 1970.

Curriculum and Its Presentation

"Establishing a curriculum requires continuous scientific study of police services and needs. The decision of what shall comprise a particular police curriculum should not be left to the decision of a single individual."¹ This statement has been universally accepted and is applicable to this study. The comments and recommendations in this report are designed to provide a foundation and perhaps a starting point for others in the continuing process of curriculum development.

In keeping with the general recommendations in Mr. Adkins' report, the following levels of training should be considered by the National Police School.

Basic Policeman Course

Basic Officers Course

Specialization Course

Advanced Course

Research Course

Basic Course

Policemen and Officers' Basic Courses could be divided into 4 Blocks, each one approximately 2 weeks in duration for a total requirement of 8 weeks to complete the course. Each Block would be responsible for inter related subjects.

Block A - Orientation and Preparation

Block B - Police Responsibilities and Internal Regulations

Block C - Laws and Procedures

Block D - Functional Elements

It must be emphasized at this point that the 4 Blocks might not lead to an absolute division of 2 weeks. Conceivably, one Block could run 1 1/2 weeks while the next could be 2 1/2 weeks.

There are courses included in Block A, such as physical education range practice, discipline and marching that would be continued into Blocks B, C and D. In short, the divisions between various Blocks is not a hard and fast one but only a general guide. Students could not be expected to be on call over 6 hours a day, and 3 hours on Saturday.

¹Thomas M. Frost, "A Forward Look in Police Education", Charles C. Thomas, Springfield, Illinois, 1959.

The Basic Course should have its own faculty. The size would depend on the number of men in each class and the number of classes scheduled during an academic year. Each faculty member should be scheduled for at least 3 but no more than 5 hours of lecture a day. Depending on the type of subject taught, he should be required to perform 15 to 25 hours in a week.

The Basic Course faculty should be sub-divided into 4 groups, each group responsible for one of the above mentioned Blocks. A total of 8 to 10 full-time instructors would be required to fulfill the responsibilities of the basic course.

The following subjects should be associated with each of the 4 Blocks:

Basic Course
(Policemen & Officers)

Block A

- Discipline and Courtesy
- Physical Education
- Defense Tactics
- Firearms Training
- First Aid

Block B

- Police Communications
- Report Writing
- Public Relations
- Police Regulations
- Supervision

Block C

- Criminal Laws
- Interview & Interrogations
- Techniques and Mechanics of Arrests
- Subversive Activities
- Care & Custody of Prisoners
- Investigation - General

Block D

- Patrol Function
- Traffic Function
- Investigation Function
- Civil Disturbance Function
- Administrative Function

Generally, the same subject would be given to Policemen and Officer students. The lesson plans, instructional techniques and performance requirements would be adjusted towards a more intense program for officers. In the Officers' Basic Course, appropriate rationale, increased student participation, and higher student response should be expected.

Scheduling of Classes

Table 14 is a proposed program scheduling 37 classes in one year. Basic classes could handle 30 to 40 students. These classes should have 30 students, but under emergency conditions, up to 40 could be accommodated.

The entire program could handle the training of 900 to 1,200 students. This scheduling format was designed to meet the physical limitations of the National Police School's existing facilities and proposed new classrooms.

As Table 14 stands, it will probably be desirable to have at least one class assigned to field activities (parade grounds, physical education and range) at all times when weather permits.

The shaded areas in Table 15 demonstrate the work assigned to the instructors responsible for Block A, during a year.

This proposed scheduling program would take full advantage of the faculty and available physical facilities. It should be noted that the academic year leaves three weeks unassigned. These weeks, around the first of the calendar year, would be left for vacations, curriculum, revisions and major school maintenance and repair.

Specialization Courses (Patrolmen)

The format for presentation of the specialization courses should be similar to the Basic Courses except that it would be only 4-week duration. The Specialization may or may not be divided into Blocks depending on the subject of the specialization.

These courses should have their own faculty supplemented by specialists as required. Efforts should be made to keep Specialization Classes small (20 students) to permit student participation and individualized assistance.

--- SCHEDULING OF CLASSES ---

WEEKS

I. BASIC CLASSES - PATROLMAN AND OFFICERS

1	5	9	13	17	21
a b c d	a b c d	a b c d	a b c d	a b c d	a b c d
2	6	10	14	18	22
a b c d	a b c d	a b c d	a b c d	a b c d	a b c d
3	7	11	15	19	23
a b c d	a b c d	a b c d	a b c d	a b c d	a b c d
4	8	12	16	20	24
a b c d	a b c d	a b c d	a b c d	a b c d	a b c d

II. SPECIALIZATIONS AND ADVANCED COURSES

S-1	S-2	S-3	S-4	S-5	S-6
A-1	A-2	A-3	A-4	A-5	A-6

III. RESEARCH AND DEVELOPMENT COURSES

-- AS REQUIRED --

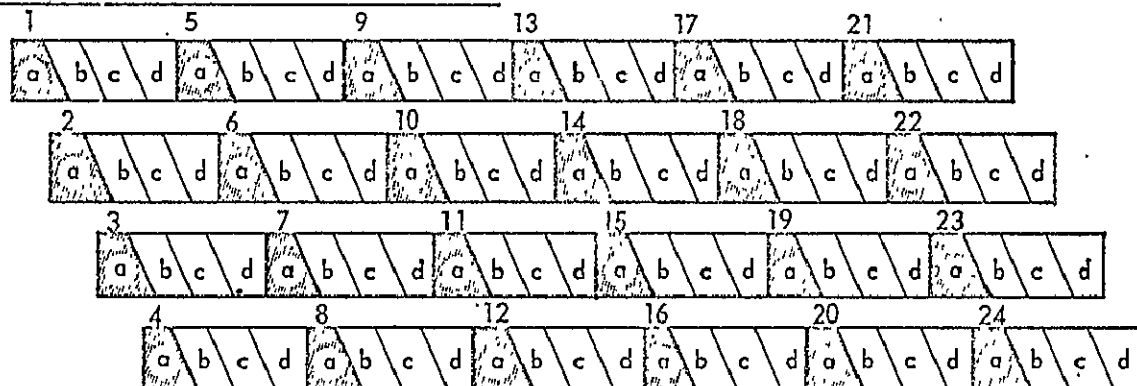
Table 14

--- SCHEDULING OF CLASSES ---

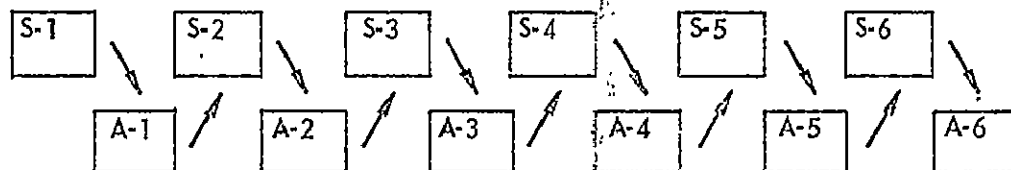
WEEKS

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 1 2 3 4

I. BASIC CLASSES - PATROLMAN AND OFFICERS



II. SPECIALIZATIONS AND ADVANCED COURSES



III. RESEARCH AND DEVELOPMENT COURSES

-- AS REQUIRED --

Table 15

Advanced Courses (Officers)

The programming of the Advanced Courses should follow a format similar to the Specialization Courses, a duration of 4-weeks, but reserved for officers only. The faculty of the Specialization Courses would also serve as the faculty for the Advanced Courses.

Interrelationship of the Specialized and Advanced Courses

At the completion of basic courses, policemen and officers, a number of students should be directly transferred to the specialization or advanced courses. This would combine students with no practical experience with students who have had varied degrees of experience. With the utilization of student participation and other modern training techniques, it is felt that the cross of experiences would be beneficial to all concerned.

The subjects presented in the Specialization (policemen) and the Advanced (officers) Courses should generally be the same, the difference being a more intense program, wider scopes, rationale, increased student participation and a higher performance expected of the officers.

The advantage of having the same faculty for both courses is to assure the continuity of training on all levels.

As noted in Table 14 the specialization and advanced courses are staggered. The division and staggering has been arbitrarily made for the purpose of simplicity in that graphic presentation. Any particular course could be several weeks long while the next one might be less. What should not be permitted is the overlapping of courses, thus destroying the concept of one faculty for continuity. The following type of courses should be among those offered as Specialization and Advanced Courses.

Table 16

Specialized and Advanced Courses

Patrol
Traffic
Investigations
Supervision
Management
Records

Table 16 (cont.)

Specialized and Advanced Courses

Juvenile
Immigration
Narcotics
Riot Control
Physical Evidence Collection
(Others as Required)

Research Program

The proposed research program is left unstructured. This is done to permit the widest possible latitude for those who are assigned to research and/or development projects. One man could conceivably work alone for 3 weeks on a small project while another might require 5 men for several months.

Table 17

Such projects that might be scheduled in this program include:

1. Reorganizations
2. Management Studies
3. Model Units, Precincts, Posts
4. Equipment Evaluations
5. Staffing Patterns
6. Procedure Studies
7. Development of Standard Procedures
8. Training Programs

Lesson Plans

This study and report will not concern itself with detailed lesson plans. While the National Police School should have a curriculum policy committee for setting policy and approving all lesson plans, considerable latitude should be left to the individual instructor. The U.S. Army Manual, Techniques of Instruction, FM-21-6 dated January 1967 is highly recommended as a guide to police instructors in preparing detailed lesson plans (Chapter XI). This publication is available through U.S. Army sources in English and Spanish. The pertinent parts pertaining to the preparation of lesson plans are attached as Annex 11.

Future National Police School Programs

The National Police School of Costa Rica is in a development stage. Senior officer training should be left to other institutions such as the University of Costa Rica and the Central American Institute for Public Administration (El Instituto Centroamericano de Administracion Publica) both of which enjoy excellent reputations.

Once the initial thrust of training has been completed, consideration should be given to longer training programs for Policemen, Sub-Officers, Officers and Senior Officers.

PLANNING OFFICE .

ANNEX 1

Productivity and Administrative
Efficiency Department

PROPOSAL FOR THE ORGANIZATION
OF THE
NATIONAL POLICE SCHOOL

March 1965

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PROPOSAL FOR THE ORGANIZATION OF THE NATIONAL POLICE SCHOOL MARCH 1965

I. INTRODUCTION

This study refers to the organization of the National Police School and complements the study of the Ministry of Public Security, conducted by the Department of Productivity and Administrative Efficiency and presented in December 1964.

The report includes administrative structure, functions of the principal units, personnel and equipment requirements, and other complementary recommendations. No reference is made to instructors, since it was considered that was the responsibility of specialists in the field.

The information necessary was obtained through interviews with representatives of the School, and of the Ministries affected by the program. Also, two members of this Department visited the Police School in the city of Miami to observe its operations and the techniques and procedures applicable to our own surroundings.

II. ORGANIZATION

The Police School was scheduled to start its activities in January of this year, but it has not yet been installed properly. However, some courses have been programmed at the installations of the former Police School of the Ministry of Government and others are being taught at the installations loaned by the EL Coco International Airport where the Police School of the Civil Guard used to be located.

CONCLUSIONS AND RECOMMENDATIONS

The School does not have a well-defined administrative structure, inasmuch as it does not have a clear and proper separation of functions by department or section. Instead, these functions are performed in most cases by the Director of the School.

The School does not have regulations that determine the functions of the principal organs and the guidelines that should govern their operation. This can result in friction and confuse the organizations that are to use its services.

RECOMMENDATIONS

1. To put into practice the proposed table of organization on page 4, and assign to each proposed department its functions (See point III, Proposed Functions).

2. To study the possibility of applying Work Regulations, the outline of which is contained in Annex I of this report.

The School is physically decentralized, because part of its installations are situated at La Sabana and the rest are at El Coco airport. This situation is causing the following problems:

(a) Inadequate coordination and supervision in the administrative units.

(b) Poor utilization of the School's human resources and equipment. The decentralization makes it necessary to maintain two work teams on a permanent basis to satisfy the needs of both Schools.

(c) Non economic results due to daily trips by the Director and instructors to El Coco Airport to supervise and teach. This is not only very expensive, but is a waste of personnel time.

3. Centralize the installations of the two Schools.

4. They should preferably be centralized at La Sabana or at a place near the city of San José; because 53.5 percent of the members of all police agencies are concentrated in the metropolitan area. (This does not include Town and Village Police.)

III. FUNCTIONS

The functions that should be assigned to each administrative unit that has been recommended should be established were studied and discussed with School officials.

Interviews were held for that purpose with the Director of the School, with the Secretary, Headquarters, and with operations personnel. Besides, information was gathered about the duties of each employee, which was verified by the Director of the School.

It is not considered necessary to describe the duties of existing personnel because the school does not have a definite structure by administrative unit with specific functions.

RECOMMENDATIONS

DIVISION OF FUNCTIONS:

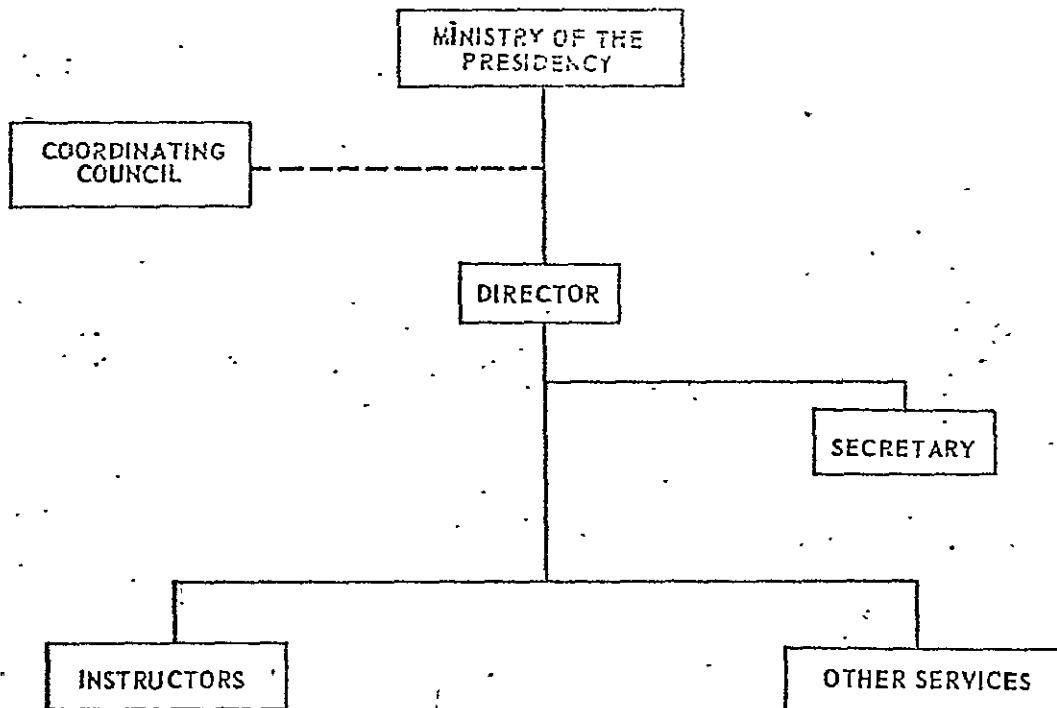
COORDINATING COUNCIL

Coordinate the various police corps of the country, so that by being qualified they may serve the public better.

Fix the policy and issue regulations for the more efficient operation of the School. Review the curricula used in the courses with a view to proposing improvements.

The Council will be composed of seven members who will represent the Presidency of the Republic and each police corp in the country as follows:

PROPOSED ORGANIZATION



The Secretary, Headquarters, who will head it.

The Director General of the Civil Guard.

The Inspector General of the Treasury.

The Director General of the Traffic Police.

The Executive Officer of the Ministry of Government.

The Director General of Criminal Investigation.

The Director of the Police School who will be its Executive Secretary and who will have a voice but no vote.

ADMINISTRATION

Direct, coordinate and supervise the performance of the functions assigned to the School. See that the work programs are complied with. Prepare, with the aid of the chiefs or person in charge of the administrative units, drafts of regular and special budgets. Be secretary and a member of the Executive Council, attend meetings, and propose improvements in programs or general conditions which affect the School.

SECRETARIAT

Be responsible for handling the correspondence. Do various typing jobs. Take minutes of Council meetings and type them in final form. Keep a register of participants in the courses and control the records and files of the personnel appointed to the School.

INSTRUCTORS

Prepare and teach the appropriate classes in the curriculum. Make suggestions to the Administration about possible modifications or improvements in the existing curriculum.

MISCELLANEOUS SERVICES

These include all administrative functions or services not described in any of the units mentioned before. They are:

(a) Supply

Control and custody of the stock in hand. Purchase of food with petty cash. Handling requests for office supplies and equipment that the administrative units of the School require. Keep the petty cash account.

- (b) Library
- (c) Reproduction
- (d) Custodial and building guard services
- (e) Dispensary
- (f) Kitchen

IV. PERSONNEL

The staff of the School does not conform to the number of positions authorized in the Budget Law; it has 19 employees, 3 of whom are covered by the School's budget, and 16 are on loan from the following government agencies:

Ministry of Gobernacion:

- 1 Secretary
- 2 Janitors

The Guardia Civil:

- 1 Supply Officer
- 1 Driver
- 3 Cooks
- 1 Male Nurse
- 6 Instructors

The Traffic Police:

- 1 Instructor

The reason for this situation is that the School was set up hastily, and lacks funds and material resources.

CONCLUSIONS AND RECOMMENDATIONS

It is not advisable to have personnel on loan because:

- (a) It takes personnel away from other agencies that need them to fulfill their function properly.

(b) Employees working on a loan basis are in an uncertain situation, which causes poor performance, and also will cause a break in rendering services to the School.

RECOMMENDATIONS

1. Return all personnel on loan.

2. Appoint regular personnel to the positions proposed in accordance with the proposed table of organization as follows:

Administration:

- 1 Director
- 1 Secretary

Secretariat:

- 1 Secretary

Instructors

- 1 Chief Instructor
- 5 Instructors

Miscellaneous Administrative Services:

- 1 Chief
- 1 Clerk-Typist
- 1 Supply Officer
- 1 Male Nurse's aide
- 2 Cooks
- 1 Kitchen helper
- 1 Driver
- 3 Janitors

3. Alter in the list of positions in the Budget, the assignments of personnel to the School so that the positions proposed in the recommendation will be definitely included.

4. Request the Director General of the Civil Service Administration to conduct a study of the proposed positions in order to classify them and determine the salaries. According to the schedule, none of the instructors work full-time preparing and teaching classes; yet, several of these positions have already been filled with full-time, permanent personnel, although they do not actually devote eight hours a day to their teaching duties.

5. Include a special item in the School's budget for payment of the hours that the Instructors devote to teaching, without having to assign in the Budget permanent full-time positions for persons who do not devote eight hours a day to teaching.

6. Include the School in the Civil Service system to insure continuity of the service given and utilization of the experience obtained.

V. EQUIPMENT AND FURNITURE

The equipment and furniture are inadequate and do not come up to the minimum needs of the School; most of this equipment and furniture was donated by the Ministries of Public Security and Government.

RECOMMENDATIONS

1. On the basis of the study conducted on present and future needs of the School, it was determined, taking into consideration the opinion of the Director, that the following equipment and furniture should be supplied to the School:

- 3 Typewriters
- 4 Waste paper baskets
- 7 Junior executive desks
- 2 Metal filing cabinets
- 1 Large freezer
- 1 Kitchen cupboard
- 1 Large refrigerator

No equipment is suggested for the dining room or kitchen because the School recently acquired it.

VI. OTHER RECOMMENDATIONS

Give academic and practical instruction to the active members of the police units of all the country, and also to any persons who may in the future wish to work in any of these units; in which case they must have successfully finished the pertinent courses at the School to be able to become active members.

Any person wishing to study at the School must meet at least the following requirements:

- (a) Be a Costa Rican citizen;
- (b) Be over 21 and under 40 years of age;
- (c) Have completed the sixth grade of elementary school;
- (d) Show proof of good conduct;
- (e) Be at least 1.65 meters tall;
- (f) Have good health and physical constitution; and
- (g) Present any other certifications considered necessary.

Gradually, the educational requisites will be increased as salaries and other incentives increase for such personnel.

Specialize certain instructors. This can be done by training courses in other countries and requesting the services of foreign instructors so that they can become temporary members of the School's staff.

Every student who enters as a new employee of the law enforcement agencies, after graduating satisfactorily from the School's courses, must serve a probationary on-the-job training period. At the end of that period he will become an active member.

The classes should not have more than 30 students so that more personal attention can be given to them, and the instruction can be more effective.

Give general training to all the participants in the courses, and teach specific subjects to each group of students based on the needs of the service.

VII. ANNEXES

Annex 1: Outline of Regulations of the National Police School

Article 1: It shall be the function of the National Police School to train the personnel of the law enforcement agencies of the Republic, that is to say, the Civil Guard, the Treasury Police, the Town and Village police, the Criminal Investigations bureau, the Traffic Police and any that may hereafter.

be established.

Article 2: The School will conduct training through a basic course common to all police agencies and through special courses, according to the activities of each agency or to the specific need of one or more of them.

Article 3: The National Police School is under the direction of the President of the Republic. Its policy will be the responsibility of a Coordinating Council formed of the Secretary, Headquarters, and the Chiefs of the units listed in the first article of these Regulations. It will be headed by a Director named by the President of the Republic.

Article 4: The functions of the Council shall be:

- a. To determine the policy of the School.
- b. To review the curricula proposed by the Director and approve them or make the changes if considered necessary.
- c. To determine the number of students each police agency is to have in each course.
- d. To determine the special requisites that the Instructors must fill.
- e. To evaluate the courses at their conclusion or whenever deemed necessary and recommend to the Director any changes it considers necessary.

Article 5: The Council will meet once a month, or whenever a meeting is called by the Chairman.

Article 6: The resolutions adopted by the council may be vetoed by the Minister of the Presidency.

Article 7: The functions of the Director of the School shall be:

- a. To supervise and direct, technically and administratively, the fulfillment of the School's functions and of every member and student of the School.
- b. To recommend to the Minister of the Presidency appointments, transfers, promotions, disciplinary measures, or discharge of the technical and administrative personnel of the School.
- c. To recommend to the Chief of the appropriate police unit the discharge of those students whose behavior or performance is not satisfactory.
- d. To study applications for admission, approving those that meet the requirements stipulated herein and rejecting those that do not.
- e. To represent the National Police School in all official ceremonies.

- f. To be responsible for the efficient administration of the National Police School.
- g. To schedule the training courses himself or at the request of the Council, and submit them for its approval.

Article 8: Council decisions will be taken by a majority vote. In case of a tie, the President will decide. The presence of three members shall be considered a quorum.

Article 9: Any members of the police agencies enumerated in Article 1 who are in an active-duty status on the date on which these Regulations are issued may be students at the National Police School.

Article 10: Every new member of the police agencies mentioned in Article 1 hereof must graduate from a basic course of instruction within one year from date of his appointment.

Article 11: To be a student at the National Police School, one must:

- a. Be a Costa Rican citizen.
- b. Be over 21 and under 40 years of age.
- c. Have completed the sixth grade of elementary school.
- d. Be at least 1.65 meters tall.
- e. Have good health.
- f. Have a record of good conduct.
- g. Show any other certifications that may be necessary.

Article 12: In very special cases, the Council may exempt a student from the requisites mentioned in the above article.

Article 13: The duties of the students shall be:

- a. To report to classes on time and regularly.
- b. To dress correctly in clean, neat clothing.
- c. To devote all his efforts to benefitting from the training he receives.
- d. To abide by the directives of his Instructors and the executive, technical and administrative personnel of the School.
- e. To be courteous and correct toward his supervisors and other students.
- f. To take any examinations or tests and do any work or exercises determined by the School administrators or by the Instructors following the Administrators' orders.

keep their living quarters and places of work and study clean and neat.

Article 14: To graduate from the instruction courses, a student must receive a grade of at least 70% in all subjects. Those students who fail half or more of their subjects shall be automatically dismissed. Those who fail less than half their subjects, may take examinations again 3 months after the conclusion of the course; if they fail again, they shall be automatically dismissed.

Article 15: The Director of the School shall inform the Unit Chiefs of any students considered outstanding, these shall have priority when promotions are given. The personnel office of each unit shall enforce this article.

ANNEX 2

SYSTEM OF DEMERITS FOR STUDENTS OF THE NATIONAL POLICE SCHOOL

(Adapted from the system used
at the Police School of Miami)

Failing grades or demerits shall be given for violations of rules or orders given to the students as described below. The student must report to the Director's office in the following cases:

1. For a third violation of any rule and each violation thereafter.
2. For receiving 6 demerits in 4 weeks.
3. For any violation specified in the rules.

If a student receives 11 demerits, he is dismissed. Every student has the right to object to a demerit. Request for appeal must be submitted in writing to the Chief Instructor.

DEMERITS CHART

I. <u>Appearance:</u>	<u>Number of Demerits</u>
A. <u>Personal Appearance:</u>	
1. Unshaven	1
2. Haircut not proper	1
B. <u>Appearance of the Uniform:</u>	
1. Dirty shoes	1
2. Uniform dirty or wrinkled	1
3. Unbuttoned	1
4. Not properly uniformed	1
5. Uniform not in order in general	1

II. Responsibility

Number of Demerits

A. Duties:

1. Failure to perform his duties on time 1
2. Failure to do an assignment 1

B. Punctuality:

1. Being late to assemblies or ceremonies 1 - 1st time
2. Being late to classes or lectures 2 - 2nd time
3rd time report
to the Director

C. Obligatory Materials:

1. Failure to have requested materials 1
2. Loss or damage to materials issued 1 or 2

III. Conduct

A. Orders:

1. Failure to carry out an order 1 - 2nd report
to the Director
2. Disobedience or rejection of an order Report to the
Director
3. Violation of an order 1

STANDING ORDERS

Conduct in class:

1. In class, silence must be maintained unless the student is called on by the instructor.
2. A student must raise his hand in order to be recognized if he wishes to speak or ask the teacher a question.
3. In class, the students will maintain good posture and must not slump or lean over the desks.
4. When the instructor enters the classroom, all students must take their place and remain silent.

Smoking:

1. The students may smoke in the halls or in the area outside the building.
2. Smoking in class is prohibited.
3. No smoking allowed when class is in session.
4. Cigarette butts, matches and ashes should be deposited in appropriate places.

General:

1. Police personnel and civilian instructors will be called by their titles (for example: Sergeant Perez, Captain Chaves, Dr. Jimenez, etc.).
2. Students shall maintain a serious attitude.
3. There will be 10-minute recesses after which the students should be in their places and quiet.
4. Anybody who is late returning to class should not enter the classroom after the instructor has started his lecture, but should report to the Chief Instructor.
5. Access to the offices is prohibited without the permission of the Instructor.
6. The office's telephone should be used only for official matters.
7. The bulletin board should be read frequently.
8. The students should conduct themselves as gentlemen at all times.
9. While they are on duty they should carry pencil or pen and a notebook.
10. All the students are responsible for the cleanliness in the instruction area. Trash and objects should be placed in the proper receptacles.
11. The students assigned by the instructor as his assistants should be responsible for the conduct and behavior in classes at all times.
12. The students should knock on the door before entering the personnel offices.
13. The uniform should be worn when working and while coming or going from work.
14. The uniform should be worn as prescribed by the rules.

BUDGETS FOR PART OF
THE NATIONAL SECURITY FORCES
(Colonies in 1900,
(\$1.00 = #6.03)

(Proposed)

	<u>1966</u>	<u>1967</u>	<u>1968</u>	<u>1969</u>	<u>1970</u>	<u>1971</u>
<u>PERSONNEL</u>						
Nat'l Pol. School	183	182	190	195	195	213
Town & Village Pol.	7,257	7,338	7,351	7,731	7,738	8,266
Civil Guard	12,729	12,928	14,322	16,329 ¹	20,227 ¹	21,522 ²
Treasury Pol.	4,210	3,128	3,286	3,488	3,488	3,525
	<u>24,380</u>	<u>23,577</u>	<u>25,148</u>	<u>27,743</u>	<u>31,648</u>	<u>33,526</u>
<u>SERVICES</u>						
Nat'l Pol. School	23	21	15	11	143 ³	26
Town & Village Pol.	209	225	200	174	357 ³	351
Civil Guard	648	579	515	454 ¹	3,469 ⁴	1,032
Treasury Pol.	220	162	160	135		204
	<u>1,100</u>	<u>987</u>	<u>891</u>	<u>774</u>	<u>3,961</u>	<u>1,613</u>
<u>SUPPLIES & MAINT.</u>						
Nat'l Pol. School	235	152	146	135		461
Town & Village Pol.	262	250	225	123		332
Civil Guard	2,570	2,239	1,522	1,522		2,932
Treasury Pol.	508	225	150	167	405	242
	<u>3,574</u>	<u>2,895</u>	<u>2,443</u>	<u>2,252</u>	<u>405</u>	<u>4,017</u>
<u>EQUIPMENT</u>						
Nat'l Pol. School	39	7	10			
Town & Village Pol.	12	10	8		91 ⁵	347
Civil Guard	139	27	438	223 ¹		167
Treasury Pol.	71	81	20		20	20
	<u>260</u>	<u>125</u>	<u>476</u>	<u>223</u>	<u>111</u>	<u>534</u>
<u>OTHER</u>						
Nat'l Pol. School						
Town & Village Pol.	25	25	30	20	24	30
Civil Guard	45	30	30	30		30
Treasury Pol.	5	5	1			
	<u>75</u>	<u>60</u>	<u>61</u>	<u>50</u>	<u>24</u>	<u>60</u>
<u>TOTALS</u> ⁶	<u>29,389</u>	<u>27,644</u>	<u>29,018</u>	<u>31,042</u>	<u>36,149</u>	<u>39,750</u>

¹Incorporates the Traffic Police for the first time.

²Includes all personnel of the Ministry of Public Security. (Immigration and Music Bands were not included in previous years.)

³A global figure which includes Services, Supplies & Maint, and Equipment.

⁴A global figure which includes Services and Supplies & Maint.

⁵Includes all of the MinSec. Previous years exclude Immigration and Music Bands.

⁶Totals may not add due to rounding.

ANNEX 3

PROPOSED BUDGET for THE NATIONAL POLICE SCHOOL

PRESIDENTIAL MINISTRY

INSTRUCTION FOR THE POLICE AND THE CUSTOM-HOUSE SERVICE

DESCRIPTION AND OBJECTIVES

The National Police School has as its objective an adequate training program in the field of law enforcement activities for all members of the Public Forces, such as the Police, the Custom-House Service Personnel, the Traffic Police, The Police serving villages and hamlets, Security Agencies, Immigration Police and the Rural Guard. Its purpose is to raise their efficiency level and standards, technical and cultural. The School will enroll 1,200 students in 1971:

I will proceed to list the programs which we intend to develop in 1971.

TEACHING PROGRAMS:

1st. Training and preparation of all members belonging to the Costa Rican Police.

2nd. The teaching programs shall be distributed as follows:

(a) Basic courses for students, including police subjects for noncommissioned officers and privates, which compare with teaching on a Six Grade level at Elementary School. Course will be developed in 6 consecutive weeks, the following subject-matter will be included:

1. Police Interrogatory
2. Report writing
3. Police Duties
4. Civil Disturbance
5. Use of revolver
6. Traffic
7. Personal Defense
8. First Aid
9. Patrol and Arrest Practices

10. Evidence Preservation
11. Fiscal Dispositions
12. Subversive Tactics
13. Public Relations
14. Police Courtesy and Discipline
15. Vital Installations Protection
16. Close Order drill
17. Physical Education
18. Lectures

(c) Students preparation in Basic Courses to enable them to become officers. This would be like second year education in High School, Courses will be developed in 4 consecutive weeks. The following subject-matter will be included:

1. Police Interrogations
2. Report writing
3. Police Procedures
4. Civil Disturbance
5. Use of Revolver
6. Traffic
7. Personal Defense
8. First Aid
9. Patrol and Arrest Practices
10. Evidence Preservation
11. Fiscal Dispositions
12. Subversive Tactics
13. Public Relations
14. Police Courtesy and Discipline
15. Close Order Drill
16. Vital Installations Protection
17. Instructor Methods
18. Command and Leadership Functions
19. Physical Education
20. Lectures

(c) During 1971, Specialized Courses will be included for Personnel from different branches of the national police and other service organizations of the country, which are entirely civilian. Such Courses will be arranged according to group requirements. The plan's objective is to give each group separate instruction, as follows: Immigration Police, Traffic, Government, Criminal Investigation, Agency of Public Security, Red Cross, Banking Institutions and the Treasury Guard. These courses will be intensive and will be taught during 4 consecutive weeks.

In order to carry out these programs, the School Authorities will use their teaching staff together with the valuable help of Technicians and Instructors provided by the Agency for International Development.

Physical Installations:

During 1970, the National Police School had to carry out its functions in provisional installations, due to the reconditioning of the actual quarters, which had been adapted and adjusted to the primary needs of the school.

In 1971, according to the progress of our construction, projects, we expect that these installations already centralized in Santa Ana, a site bought by the Government for the building of the School under contract with A.I.D. may be finished by January or February of 1971. Since it is of great urgency to start our programs for promoting the professional level of the policemen in Costa Rica, through education, for the protection of the citizenry, and the security of commerce and industry in general.

DESCRIPTIONCOLONES (\$1.00=¢6.63)

INST. FOR THE POL. & GUARD PERS.

700,510

Salaries for Steady Positions 213,480

Non-Personnel Services 26,230

Information, printing, book-binding, etc.	300
Public Services	10,000
Travelling expenses	6,000
Transportation	180
Insurance	750
Maintenance and repair of equipment	6,000
Other non-personnel services	3,000

Materials and Supplies 460,800

Fuels and lubricants	25,000
Medicines and chemical products	1,200
Textiles and clothing	10,000
Paper products, cardboard & printed mater	1,200
Food products	395,000
Instruments, tools and others	900
Spare parts	10,000
Building materials	10,000
Utensils and specific materials	6,500
Other supplies and materials	1,600

PRESIDENCY OF THE REPUBLIC-STAFF

Director's office

Director	1	26,400
Secretary	1	10,980
Typist-File clerk	1	9,000

Instructors

Chief-Instructor	1	12,300
Instructor-Inspector	1	10,980
Instructors	5	51,000
Infirmmary Instructor	1	8,700

Administrative Services

Administrative Chief	1	10,980
Office clerk and typist	1	9,900
Purchasing clerk	1	9,900
Cooks	2	15,240
Cook Helper	1	7,620
Driver	1	7,620
Guards	3	22,860

SPECIAL COURSE FOR CIVIL GUARDS

<u>Subject</u>	<u>Hours</u>
Close-order drill	40
Discipline & Courtesy	12
Interior Guard	8
Revolver, M-10, caliber .38	20
Rifle, M-1, Caliber .30	14
Laws and the police	20
Evidence preservation	11
First Aid	12
Traffic basic operations	16
Report making and police files	10
Civil disturbances	18
Personal defense	<u>20</u>
Total number of police hours:	<u><u>201</u></u>

TRAINING PROGRAM CLOSE-ORDER DRILL

(40 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCE</u>
Movements standing	6	Commands, position of attention, at ease (rest), eyes-right, facing movements, hand salute	FM 22-5 Stenciled handout
Movements on the march without weapons	10	Double time, quick time, half-step side-step, back-step, column right (left), change of step, to the rear, etc.	" "
Movements standing with weapons	14	Port arms, order arms, sling arms right (left) shoulder arms, and other movements	" "
Movements on the march, with weapons	10	Left (R) oblique, left (R) flank on the march, column left (right) extended intervals, movement of weapons on the march.	" "

TRAINING PROGRAM

DISCIPLINE & COURTESY

(12 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCE</u>
Generalities	2	Importance of how to attain and maintain discipline	Handout, Stencil
Ceremonial	3	Generalities, rules & definitions in relation to salute, saluting individuals, honors to the National Anthem & Flag, other honors, when to remove hat, personal courtesy, titles & insignia of the Public Force, & its personnel.	" "
National Flag	2	How to hoist & lower it; how it is placed in different places and occasions.	" "
Practical	4	How to report to superior officers	Instructors
Exam	1	Objective type examination on all aspects of the subject	All above mentioned reference

TRAINING PROGRAM

INTERIOR GUARD

(8 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCE</u>
Generalities	2	Objective, mission, definitions, classification, composition, and chart of the Interior Guard	Stenciled handout
Principal	2	Composition, constitution, weapons & equipment; duties of personnel	" "
Orders	1	General and Special orders	" "
Reliefs (Shifts)	2	How to make the relief, with the incoming and outgoing Corporal of the Guard	" "
Exam	1	Objective type examination on all aspects of the subject	All above mentioned references

TRAINING PROGRAM

REVOLVER, M-10 .38 L.E.S.W.

(20 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCES</u>
Generalities (Form: 1301)	1	Characteristics, general data	Pan-pol E.N.P.
Nomenclature (F:1302)	1	Inside and outside nomenclature, safety measures. Maintenance	" "
Assembly & Disass (F: 1303)		Disassembly of major components, disassembly of each component	
Functioning (F: 1304)	1	Detail functioning of moving parts	" "
Triangulation exercises (F: 1305)	2	Triangulation exercises, applied by students	" "
Positions (F: 1306)	3	Squatting, close-range; standing; kneeling; prone; standing behind barricade	" "
Range Fire (F: 1307)	5	Qualification firing in the five positions	" "
Exam (F: 1308)	1	Objective type examination on all aspects of the subject	All above mentioned references

TRAINING PROGRAM

RIFLE, M-1 .30

(14 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCES</u>
Mechanical training	6	General characteristics and data, assembly & disassembly processes, inside and outside nomenclature	Stenciled handout
Functioning	2	General & detailed functioning, explanation of the 8 phases of the functioning cycle	" "
Operation and Handling	3	How to load & unload, load round by round, application of immediate action, feeding, extraction, and firing failures - how to solve them	" "
Exercises previous to fire	2	Sight bar and triangulation, positions, use of the rifle carrier and windage effects	" "
Exam	1	Objective type examination on all aspects of the subject	All above mentioned references

TRAINING PROGRAM

LAWS AND THE POLICE

(20 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCES</u>
A police offense. Offenses against persons	2	Light injuries, fights, scuffles; other acts against physical integrity	Pan-Pol-SO pp. 1 & 2 Art. 62, 68 71, 73, 76
Duties w/minors Protection & defense of minors	2	How to protect minors, when to detain them, how to warn them, prohibitions for those attending dances, billiard pools, etc.	Pan-Pol-PO pp. 2, 3 Art. 79-79
Order & public safety. Procedures in fires	1	Activities of the Civil Guard in cases of earthquakes, floods, hurricanes, etc. Procedures in cases of fires	Pan-Pol-SO pp. 3-4
Public morals, Acts against decency, public & private entertainment	4	Offenses against moral & good customs, drunkenness, pornographic publications, obscene words, dishonest acts on public places, disrespect to ladies, entertainments, dances, parties, etc.	Pan-Pol-SO pp. 5-6 91-93-94 96-98, Art 26 Polit. Constitut.
Offenses against public order	2	Disturbances of tranquility & public order, demonstrations and subversive acts, revelations against public interests, disturbances of public peace	Pan-Pol-SO pp. 6-7 Art. 126-132
Disobedience, disrespect to authorities	4	Those who disobey an order legally given by the authorities, those who do not obey a public official, those who do not assist the authorities, etc.; not reporting to the authorities; shows of entertainment in public places, beggars, etc.	Pan-Pol-SO pp. 6-7. Art. 137- 139-140- 147-150 151.

TRAINING PROGRAM
LAWS AND THE POLICE - Page II

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCE</u>
Offenses against public	2	Weapons & explosive materiel, traffic safety, safety in buildings (both under construction and finished)	Pan-Pol-SO pp. 709 Art. 137 139-140- 147-150 151
Public women	1	Prostitutes, the "covered-up" ones, prohibitions, fight against V.D.; those maintained totally or partially by a woman illicit trade	Pan-Pol-SO pp. 10-11 Art. 34 C. S. Art. 207 218 CS Art 251 CD
Raids, & domestic fights	4	Definition of raids in our laws, what is meant by entrance to another man's home, house raid, procedures, rolling property, personal and domicile registry, seizure, rights and individual guarantees, violation of domicile, etc.	Pan-Pol-SO pp. 12-16 Art. 228- 225 23-250 252-1 104- 714
Civil Guard during elections; liquor laws, gambling laws	4	Use of authority in political demonstrations, prohibitions, how to vote, how to keep order, employees and officials forbidden to embark in political activities, elections, etc. Public health, liquor sales law, gambling law.	Pan-Pol-SO pp. 16-18 Art. 83-88 107-173, etc.
Exam	2	Objective type examination on all aspects of the subject	All above mentioned references

TRAINING PROGRAM
EVIDENCE PRESERVATION
(11 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCES</u>
Generalities	2	Definitions. Crime Scene, Crime scene protection. How to protect the crime scene. Charts, drawings, diagrams	
Gathering & marking evidences	2	Removal of evidences found in the crime scene. When, where and why marking them	
How to conduct a search	2	Vehicular search. Organization of the search. Methods.	
General aspects of criminal investigations	2	Ballistics. Use of photography. Fingerprints. Narcotics control	
Evidence preservation	2	Introduction. (Show) movies explaining how to preserve evidences. Final conclusions.	
Exam	1	Objective type examination on all aspects of the subject.	

TRAINING PROGRAM

FIRST AID

(12 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCES</u>
Generalities (Form: 1601)	1	Basic principles. Prevention. Methods against shock. How to avoid panic	Pan Pol E.N.P.
Classification of wounds (F: 1602)	3	Burns. Use of improvised torniquete. Disinfection. Sanke bits. Care of wounds	Pan Pol E.N.P.
Vulnerable areas of the body (F: 1603)	2	Blood types or groups, breathing, (blood) pressure, blood reactions, R.H. factor.	Pan Pol E.N.P.
Fractures (F: 1604)	1	Classification, immobilization. Improvised litters.	Pan Pol E.N.P.
Sunstroke frostbite Military Health. (F: 1605)	2	Electrocuted people, venereal phylaxis. Samples of infectious points.	Pan Pol E.N.P.
Artificial Respiration (F: 1606)	2	How to use it. When. How to tell if victim is alive.	Pan Pol E.N.P.
Exam (F: 1607)	1	Objective type examination on all aspects of the subject	All above mentioned references

TRAINING PROGRAM
TRAFFIC BASIC OPERATIONS
(16 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCE</u>
Generalities (Form 1401)	2	Definitions and examples. Law enforcement and its purposes; principal factors that cause an accident General follow-up (after the accident).	Pan Pol E.N.P.
Signals (F: 1402)		Demonstration and practical exercise on signals and their meanings.	Pan Pol E.N.P.
Road education (F: 1403)	2	Markings. Safety islands or zones existing and how are they used.	Pan Pol E.N.P.
Use of articles (F: 1404)	5	How to memorize the articles, examples of each offense to show which article applies, how to write reports how to make a plan or layout.	Pan Pol E.N.P.
Regulation of traffic (F: 1405)		Regulating traffic in a city. Familiarization with pedestrian & vehicular movements.	Pan Pol E.N.P.
Exam (Form: 1406)	1	Objective type examination on all aspects of the subject.	All above mentioned references

TRAINING PROGRAM
REPORT MAKING AND POLICE FILES
(10 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCES</u>
Generalities	1	Importance for the police of Police reports and files. Police functions	Pan Pol E. N. P.
Using the notebook	1	Why & how to use the notebook. Rules for note-taking. Types of persons	Pan Pol
Crime report Details	1	Main elements to be included in every police report. Exercises in memory.	Pan Pol E. N. P.
Cases requiring police reports	2	Forms. Dangerous circumstances Services requested. Interviews & interrogations. Modus Operandi.	Pan Pol E. N. P.
Purpose of police files. Types.	2	Why & How of police files. Filing Index by crime type	Pan Pol E. N. P.
Report making	2	Knowledge of the value on the information detailed in the forms	Own
Exam	1	Objective type examination of all aspects of the subject	All above mentioned references

TRAINING PROGRAM

CIVIL DISTURBANCES

(18 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCES</u>
Generalities	2	Types of formations, form & uses	Stenciled handout
Use of formations		Riot control formations, practical exercises with squad & platoon sedge, line and diagonal formations.	" "
Use of the baton	3	How to handle the police baton, vulnerable parts of the body, several parries.	" "
Use of chemical agents	3	Generalities, classes & types of gas grenades, use of masks and the maintenance of same.	" "
Exam	1	Objective type examination of all aspects of the subject	All above mentioned references.

TEACHING PROGRAM

PERSONAL DEFENSE

(20 hours)

<u>SUBJECT</u>	<u>HOURS</u>	<u>SCOPE</u>	<u>REFERENCES</u>
Generalities (Form: 1501)	1	Training & briefing on subject matter	Pan Pol E.N.P.
Come-along holds (F: 1502)	2	I. writs twisting II. folding arm backwards III. folding elbow backwards	Pan Pol E.N.P.
Holds against strangulation from the front (F: 1503)	3	I. Twisting arm to the left II. Twisting right arm straight-forward III. Wedge strike, hit on knee IV. Hits right & left and in chin	Pan Pol E.N.P.
Strangulation holds to the rear	2	I. Finger twisting, elbow leverage II. Half a turn to the rear and left arm leverage	Pan Pol E.N.P.
Baton struck (F: 1505)		I. Twisting the baton with the II. Twisting elbow and wrists	Pan Pol E.N.P.
Defense against knife (from below) (F: 1506)	2	I. Hold "X" II. Wrist twisting	Own
Defense against knife (from above) (F: 1507)	2	I. In "V" shape II. Strike with right side	Own
Holds against revolver (from the front) (F: 1508)	2	I. Twist wrist backwards II. Strike with side	Own
-Holds against revolver (From behind)	2	I. Center on the back II. On the back of the head	Own
Exam (F: 1510)	2	Individual practical examination on all aspects of the subject.	All above mentioned references

COUNTER-INSURGENCY LECTURES

Special Program

Subject	Hours
Organization of Guerrilla Forces	2
Counter-Insurgency Operations Concept	2
Ambush and Counter-ambush	6
Sabotage Techniques	4
Organized Gymnastics	24
Director's Time	24
Pay-day & Holidays	80

ANNEX 5

NATIONAL POLICE SCHOOL

INTERNAL REGULATIONS for STUDENTS

CHAPTER I

Students.

Article 1: Those members of the Public Force that have been assigned by the proper unit to attend a course at the National Police School, are called "Students".

Article 2: There are two types of students: Intern & Semi-Intern

Article 3: Interns are those Students who live long distances away from the School and who, upon a decision of the Director's office, stay within the school during the 24 hours of the day.

Article 4: Semi-Interns are those students who live within the city limits and who, upon a decision of the Director's office, are authorized to leave the School at the end of daily classes to return at 07:15 the following morning to begin daily classes.

Article 5: The men belonging to the different units of the Public Force who attend classes at the School as students, immediately will be assigned under the command of the School's Director, and they will remain so assigned until the course is over, when they will be reversed to their original units.

CHAPTER II

Discipline:

Article 1: The discipline to be observed within the School, during the time when the students are in attendance, will be guided by the rules of respect, obedience & courtesy.

Article 2: A Duty Officer will be appointed daily by the Director's Office, and he will be responsible for the students' discipline when they are not in classes.

Article 3: The Duty Officer's responsibilities include reporting to the Director's Office the breach of discipline cases that might occur during his tour of duty.

Article 4: The Duty Officer should handle, through the Director's Office, all the students requests for passes, time off and other problems of the students.

Article 5: The duty Officer cannot grant any type of pass or permit, unless duly authorized by the Director's Office, except in cases of extreme urgency and which he will have to justify to the Director on the following morning.

Article 6: The Duty Officer must report any abnormal which might arise during his Tour of Duty and, in cases of extreme urgency, should look for and get in touch with the Director to get an immediate solution to the problem.

Article 7: The Duty Officer will receive orders - written or oral - only from the Director.

Article 8: It is the duty of the students to obey the orders and/or commands given by the Duty Officer related to discipline.

Article 9: The student should consider his Instructor - regardless his rank or position - with the respect, consideration and obedience due to his immediate superior.

Article 10: The students are absolutely forbidden to play jokes or use any nicknames in their relations with their classmates and the School administrative personnel.

CHAPTER III

Duties and responsibilities:

Article 1: The students' basic obligation is to apply themselves with dedication, affection and vigor to the subjects and training covered in the course.

Article 2: The students are responsible for their personal hygiene, and for the neatness of their apparel during their stay in the School.

Article 3: The student is responsible for keeping his assigned bed well done and tidy, not using it to put any objects on.

Article 4: At meal time the students - except those who are Commissioned Officers - will go to the kitchen, in an orderly and correct way, to pick their meals; to return the utensiles to the kitchen once the meal is over.

Article 5: When in the Dining Room the students should remain perfectly dressed, behaving in the most proper ways.

Article 6: It is the duty of all the students - except those who are commissioned Officers - to join in formation after the day's classes to pay the normal homage

to the national colors.

Article 7: The intern students should also pay homage to the Flag every morning at 06:00, except Saturdays and Sundays (raising the colors).

Article 8: The students are responsible for the general appearance of the School, and they should report any deficiencies to the Duty Officer.

Article 9: The students must be duly dressed at all times, wearing their uniforms, except those who because of their original unit do not use uniform.

Article 10: All the students must show proper respect to the Director's Office, Faculty and Administrative Staff of the School

Article 11: Students should be on formation by 07:15 so the Officer in Charge can review the student body; they must be neat and tidy, either in their uniform or civilian apparel.

Article 12: The officer in Charge of the daily review will report to the Director's office the names of the students who violate Article 11 of this Chapter.

Article 13: When for any reason, the student body is to go outside the School, an Officer will be appointed to accompany the group, and he will be responsible for the discipline and conduct of said group. The students must obey all the commands of this Officer.

Article 14: The students must participate in the sports activities scheduled. The only exception will be granted for illness or other very special reason, to be determined by the Director's office.

CHAPTER IV

Schedules:

Article 1: Classes will take place from Monday through Friday from 07:30 to 11:20 and from 13:30 to 17:20. Saturdays from 07:30 to 11:20, unless otherwise noted.

Article 2: meal hours:

Breakfast:	06:00 to 06:30
Lunch	11:30 to 12:30
Dinner	17:30 to 18:30

Article 3: Dormitory hours:

Reveille	05:00
Lights off	21:00

CHAPTER V

Passes:

Article 1: Passes or permits to leave the School or not to attend a certain class or classes will only be given by the Director's office, after consideration of a request previously submitted.

Article 2: For these passes the Director's office will prepare a special form that will show the hours from which the student is to excused, and informing the Instructor that said pass was extended.

Article 3: When the pass is requested for medical assistance in the "Social Insurance", the request must be accompanied by the appointment card.

STANDING OPERATING ORDERS

1. The students are forbidden to leave the School installations unless carrying the passes mentioned in Chapter V.
2. The students are absolutely forbidden to enter or remain in the School's kitchen.

CLASS BEHAVIOUR:

3. During classes the student must keep silent, unless called by the Instructor.
4. In order to be recognized to speak or ask questions to the Instructor, the student shall raise his hand.
5. During the class the students will keep a good posture, without bending or leaning on their desks.
6. When the Instructor enters a Class Room, the students will go to their places and remain silent.
7. The students are not allowed to leave the Class Room unless they have the proper authorization of the Instructor in Charge.
8. During classes, the students cannot be visited. Visitations will be allowed once the classes are over for the day.

SMOKING:

9. "It is positively forbidden to smoke in the Dormitory.
10. Students may smoke in the corridors or outside the building.
11. There shall be no smoking in Class rooms during breaks.
12. There shall be no smoking in Class Rooms during classes.
13. Cigarette butts, matches, and ashes should be placed in the proper receptacles.

GENERALITIES:

14. Police personnel and civilian instructors will be called by their ranks or titles (Sergeant Perez, Captain Chaves, Dr. Jimenez, etc.)
15. Students should remain serious.
16. Breaks will be 10 minutes long. At the end of this time, the students should be in their places and in silence
17. Anyone arriving late to his class shall not enter the Class Room after the Instructor began his presentation, but should report to the Chief Instructor.
18. To go into the offices. The Instructor permission is required.
19. The office telephones will be used for official business only.
20. Bulletin board should be read frequently.
21. Students should always behave as gentlemen.
22. When in class, they should always carry a pen or pencil and a note-book.
23. All students are responsible for the cleaning of the training area. Debris and objects should be on their proper places.
24. The students assigned by the Instructor as his assistants should be responsible for class conduct and behaviour at all times.
25. Students should knock before entering the staff's offices.
26. Uniform should be worn when working, or when coming or going to work.
27. Uniform shall be worn as prescribed by regulations.
28. The radio could be turn on during lunch hours, and in the afternoon, after classes and until 20:00. It should be played in a moderate way, respecting the students who may be studying, and when no orders to the contrary are given.

SANCTIONS

1. Sanctions will be scaled as follows:
 - a. Warning
 - b. Suspension
 - c. Dismissal
2. If a suspended student should be dismissed from the School following an investigation made by the Director's Office, this fact will reported without delays to the Ministry of the Presidency and to the Chief of the unit to which the student was originally assigned.
3. The above mentioned sanctions - and others that might be considered proper or required - will be imposed by the School Director's office according to the offense committed by the student.

ANNEX 6

The volume of this Annex, 58 pages, did not permit it to be included as an attachment. Under separate cover a Xeroxed copy has been forwarded to the Director, National Police School.

The material is sub-divided into the following headings:

Administration	Medical Science
Civil Defense	Military Science
Civil Disturbances	Patrol
Communication	Correction
Communism	Philosophy
Criminalistics	Photography
Crime and Criminals	Security
Juvenile Delinquency	Physical Education
Dogs	Public Relations
Education	Records and Statistics
Espionage	Pure Science and Technology
Fire	Religion
Munitions	Political Science
Geography and Anthropology	Development
Insurgency and Guerrilla Warfare	Psychology
History	Sociology
Intelligence	Supervision
International Relations	Traffic
Investigations	Training
Law	Vice
Linguistics	

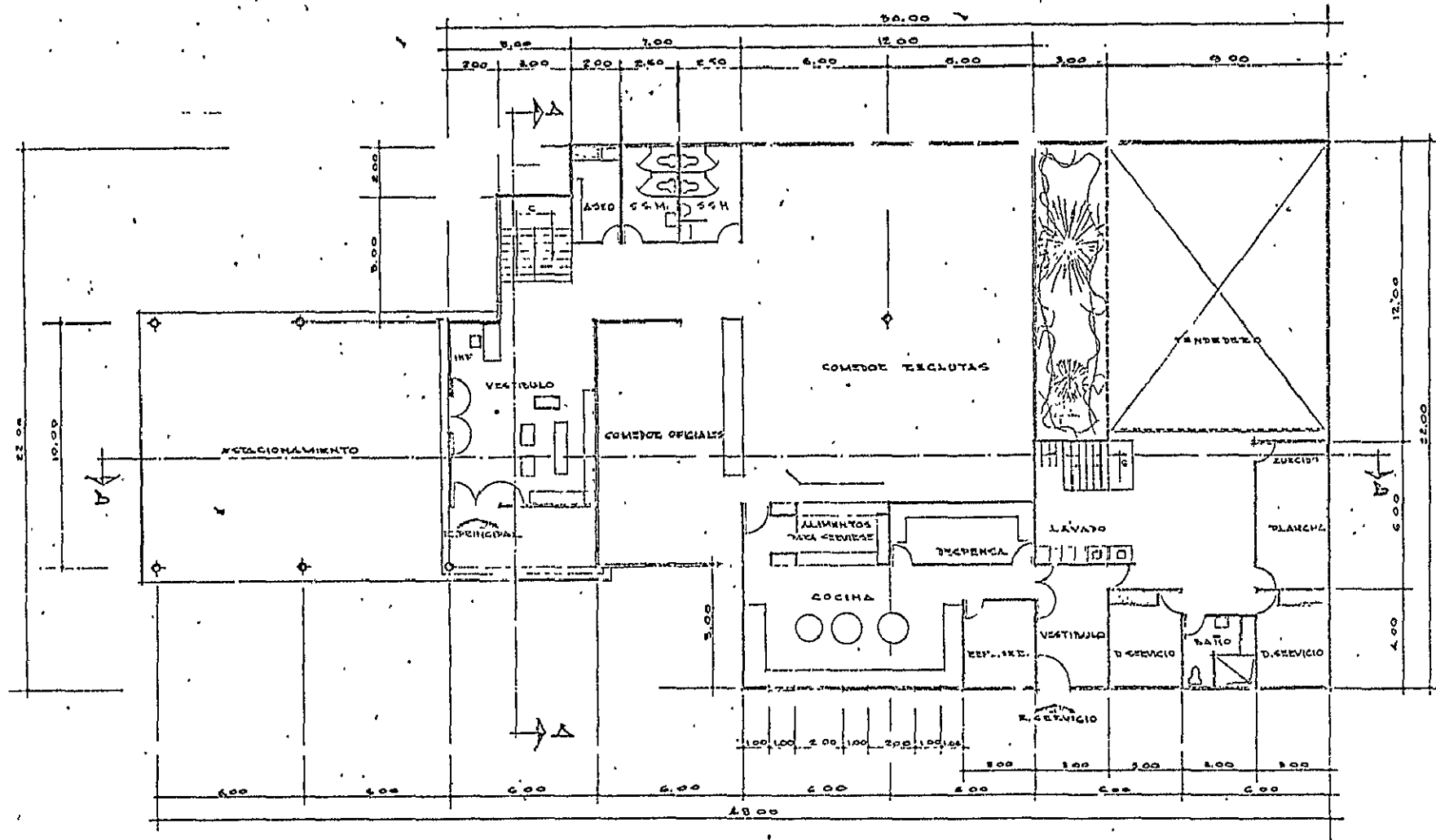
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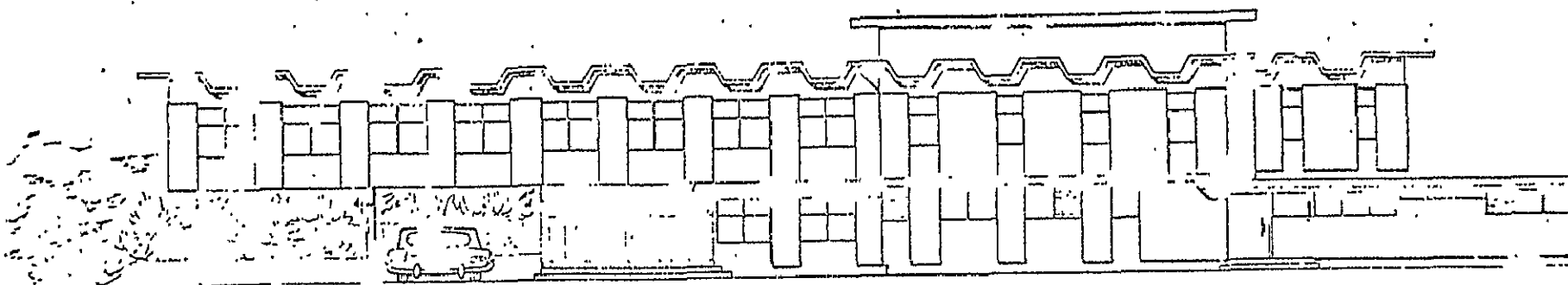
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ANNEX 7
page 2 of 4

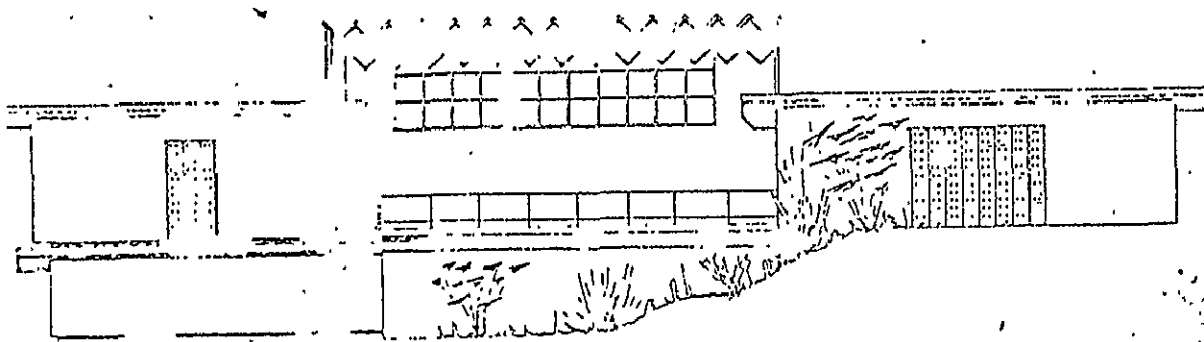


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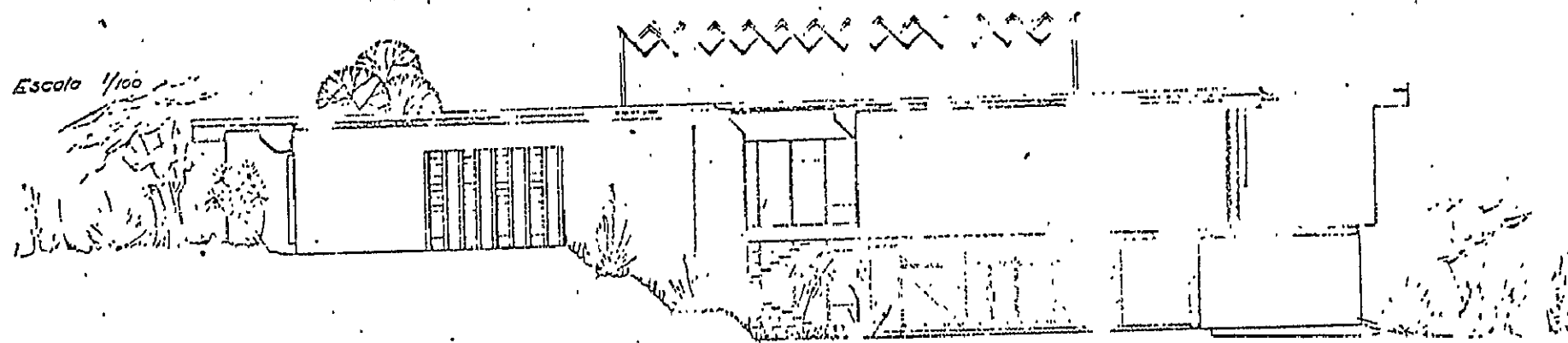


FACHADA NORTE

Escola 1/100

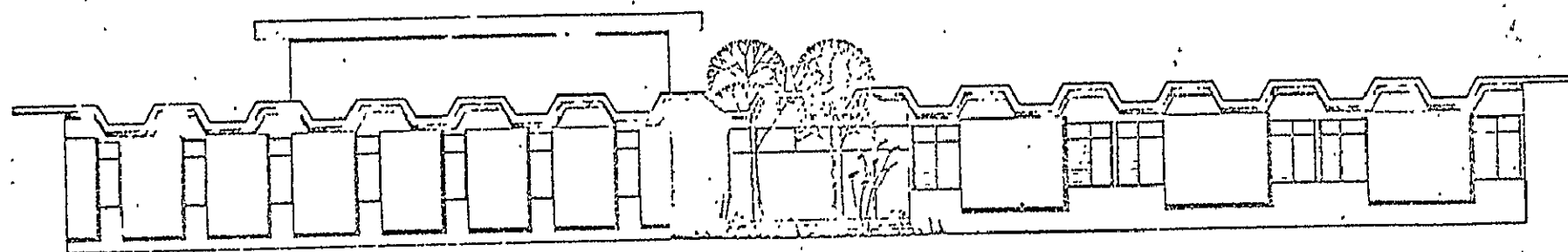


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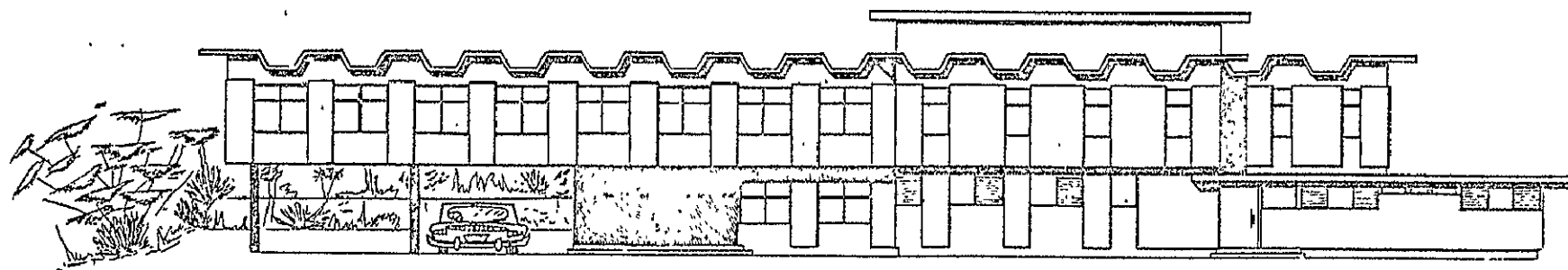
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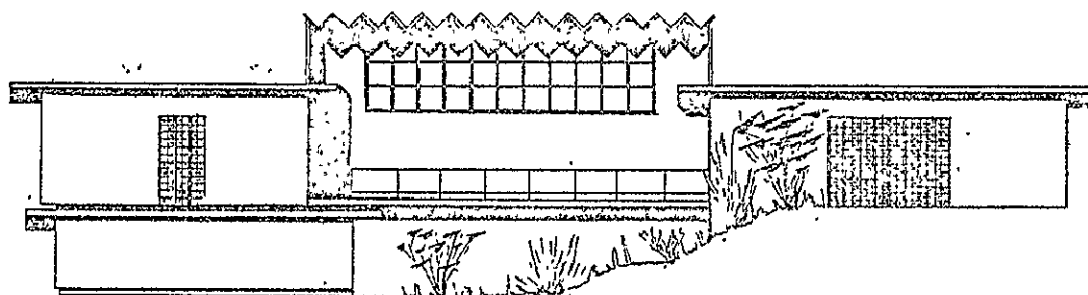


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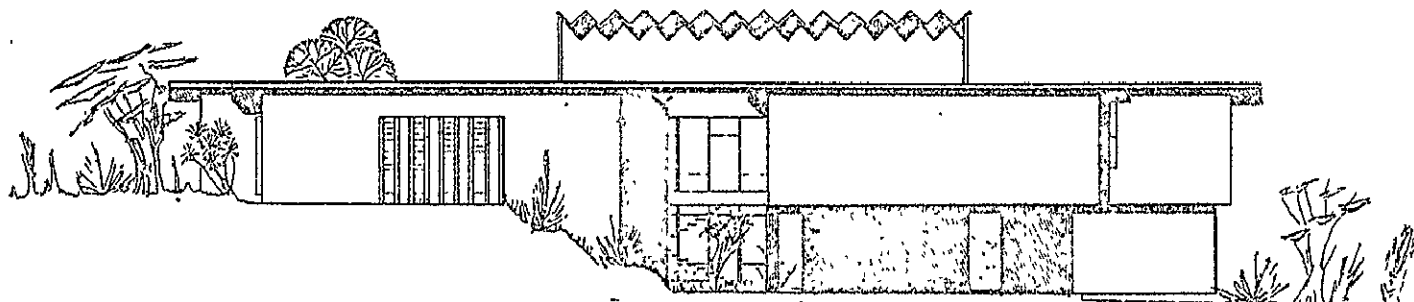
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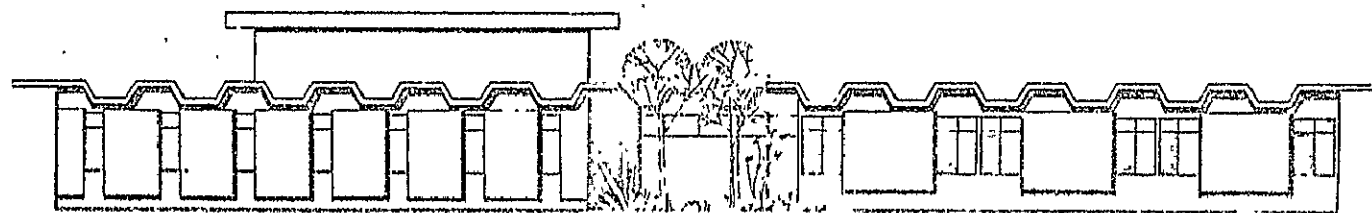
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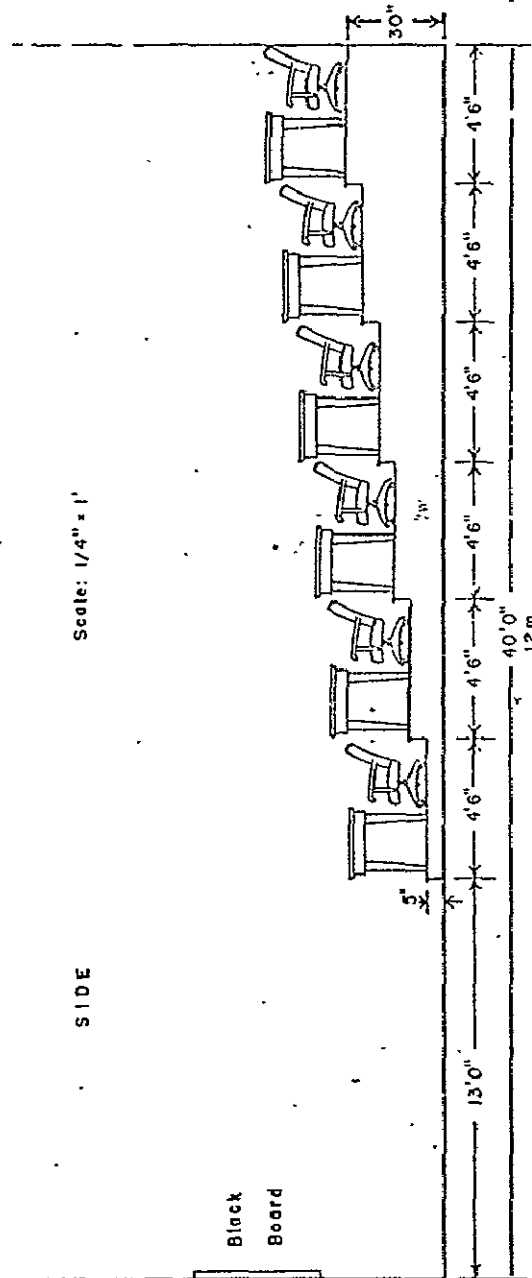
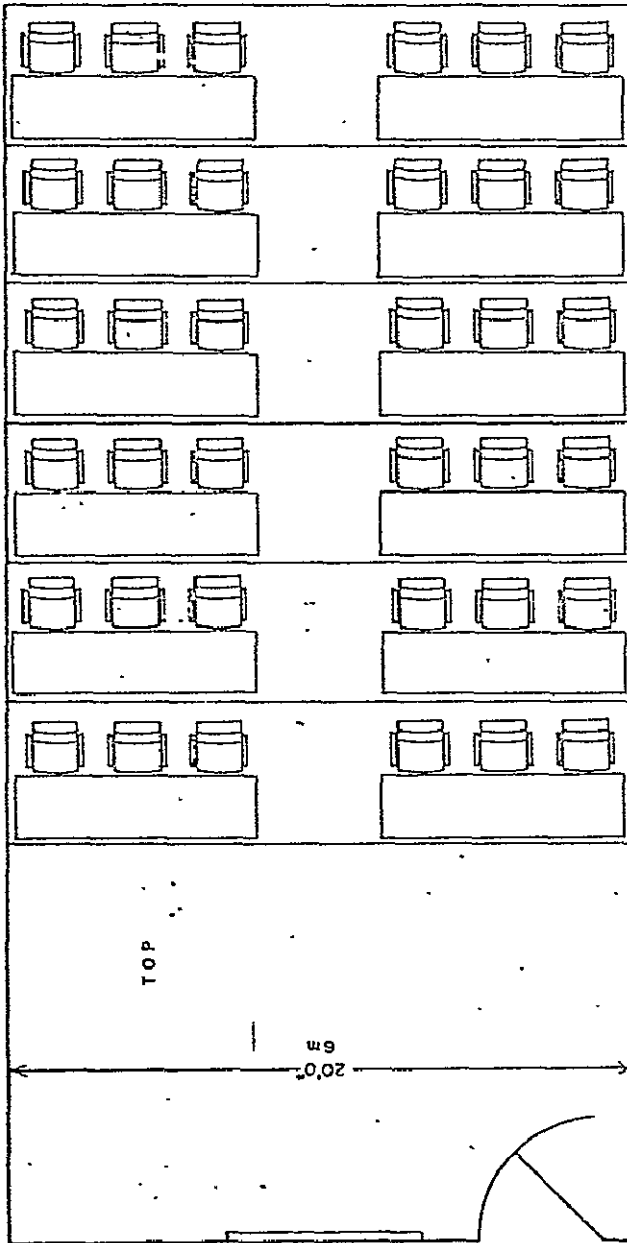


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FACHADA SUR

ANNEX 8



ANNEX 9

Jose Emilio Araujo
Telephone 22-58-51
8th Ave. & 17th St.
San Jose, Costa Rica

Mr. Thomas Guffain
Chief Public Safety Advisor
USAID

Dear Sir:

Replying to the verbal request this morning, I am pleased to send you my opinion about the preliminary plans for the National Police School

1. In response to your question as to whether the building does or does not satisfy the needs of the School, I believe the building was designed originally according to a list of requirements based upon a complete study of the needs. As I am not a specialist on the subject, I could not tell whether it will suit the requirements or not, only by making a new study of the needs.

2. About your second question: probable cost of the building. Once more, as the preliminary plans, I cannot give you an itemized budget for the building. I can say that if we were going to build it using economic but durable materials, and keeping luxury items out to insure quality at low cost, the cost could be estimated at somewhere between \$82.00 to \$86.00 per square meter. At this cost it is possible to build with the following materials:

Pre-stressed flooring

"Vigalit" or "Ricalit" roofing

Wooden arches

"Texturit" or plywood ceilings

Block walls, each block 10" x 10" x 5", dubbed-out
and finished

Aluminum shutters

Tiled bathrooms

Domestic bathroom fixtures

Tank, 104.64 cubic yards with 3 hydrometric pumps

Frame doors

"Yale" type (or similar) locks, economic type

This estimated cost per square meter does not include the furniture or the equipment for the building, or the grading of any land that might be required. Then we would have the following:

First floor, approximatively,	745m	(8,019.08 sq. ft.)
Second floor, approximatively,	970m	(10,441.08 sq. ft.)
TOTAL AREA	1,715m	(18,460.16 sq. ft.)

(1) 1,715 m at \$82.00 per sq. meter = \$140,630

(2) 1,715 m at \$86.00 per sq. meter = \$147,490

The cost of the building varies between the \$140,630 shown as alternative (1) and the \$147,490 shown as alternative (2). Again, these costs do not include furniture, equipment and land clearing.

3. Analyzing the project from the architect's point of view, we see that it is not only convenient but necessary to enlarge the bathroom installations for recruits and officers, as well as the galley. This would represent an area increase as follows:

Galley	40m	(429.56 sq. ft.)
Recruit's bathrooms	38 m	(409.03 sq. ft.)
Officer's bathrooms	30m	(322.92 sq. ft.)
	108m	(1,161.51 sq. ft.)

(Cost of the 108 m at \$82.00 = \$8,856)
at \$86.00 = \$9,288)

Thus the construction cost would be as follows:

- First alternative:	\$140,630 plus
	<u>8,856</u>
	\$149,486
- Second alternative:	\$147,490 plus
	<u>9,288</u>
	\$156,778

With this suggested enlargement, the cost of the building varies between \$149,486 and \$156,778 without any furniture or equipment.

Sincerely yours,

signed: Jose Emilio Araujo R.
Architect

(NOTE: Rate of Exchange: \$1.00 = ø6.63)

ANNEX 10

A STUDY OF THE USAID PUBLIC SAFETY PROGRAM - COSTA RICA BY E. H. ADKINS, JR., PUBLIC SAFETY ADVISOR

Training (In Part)

The size of the training problem is difficult to quantify. Although a large number of police have been trained in a variety of subjects, an estimated 750 police from all agencies have received an average of six weeks of basic training at the NPS. 1,200 were trained by the Interior Training Groups in two week mobile training sessions.

Twelve weeks is generally considered the minimum period necessary to give basic training to a policeman to bring him to an acceptable standard of performance. However, in view of the unusual situation in Costa Rica, with its several police agencies under various ministries, the need for a consolidation legislation, a requirement for some sort of civil service, and the probable turn over of 50% of these forces across the board in the weeks following May 8, 1970, the six weeks basic training at the NPS and the two week Interior Training Group courses for police are being used as planning base lines to revitalize the force in a reasonable time frame.

If half of the forces are replaced, this would leave only 373 trained by the NPS and 600 by the ITG, meaning that about 4,000 would remain to be trained in the basics.

An immediate impact in rural areas could be achieved by the early implementation of mobile training teams under the consolidated Civil Guard to train the new force of the Town and Village Police, 1700 in a basic two-week course. In classes of 25 each, this would require an average of 20 weeks training in each province.

At the national level, the new National Police School will probably take 18 months to build, including time for legislative approval of the funding. During the interim period, six-week basic courses should be given. Probably a maximum of 10 courses of 50 students each can be scheduled, for a total of 500 graduates by the end of CY 1971. A number off the key, TVP officials should be included.

With the completion of the new school an expanded faculty of at least 15 officer instructors should be in place. Likewise, a permanent maintenance organization should be established at the school, reporting directly to the school commander, to protect the construction investment.

With the 150 capacity of the new school the balance of the C.G., some 1,100 could be trained in the basics in eight sessions, or at least by mid CY 1973.

If Public Safety is to leave a permanent, self-supporting institution it is essential that the training effort be sharply focused on officer training. The combined management and supervisory level of the C.G. is about 200. This training would be of two kinds: (1) Week-long work shop type senior officer seminars; (2) Two-week supervisory training courses for junior officers. These should be on a continuing basis. It is suggested that a Public Safety Advisor should visit the Dominican Republic to study the functioning of this type of training operation being effectively carried on there.

In-Service training, special types of courses such as riot control, disaster planning and a counter-guerrilla effort will require special attention.

ANNEX 11

(Extracted from Dept. of the Army Field Manual, FM 21-6, January 1967)

64. Preparing A Lesson Plan

a. Content: The lesson plan is the blueprint of the instructor's planned activities. It includes a checklist of administrative matters, in the form of a heading; an indication of instructor and student activities, and an outline of the main points of subject matter, properly supported by subpoints and illustrative material (see fig. 73).

b. Purpose: An instructor makes a lesson plan to serve as a check of his preparatory efforts to insure that the lesson is complete. By reviewing the lesson plan, the instructor fixes in his mind the sequence of the main points and subpoints, the time he will devote to each point, the methods he will use, the questions he will ask, and the places where he will use training aids. Because the instructors may use the lesson plan, it must be sufficiently detailed, clear, and complete.

c. Use.

(1) *As a basis for making notes.* The instructor does not read the lesson plan to the class. Instead, he uses the plan to make a few brief notes that he can readily consult during the presentation of his unit of instruction. He should keep the lesson plan handy during class in the event he has to consult it for some detail.

(2) *As a guide.* Except for the instructor's manuscript, the typical lesson plan merely outlines subject and techniques; it does not include everything that the instructor says and does during class. To make the instruction meaningful, the instructor must include in the lesson plan examples, illustrations, and practical applications.

d. Types. Lesson plans are written in outline form; outlines may be topical, sentence, or

paragraph. The instructor's manuscript, which contains everything that is to be said and done during a period of instruction, is a variation of the lesson plan.

- (1) *Topical plan.* In the topical plan, a common type, the main points and subpoints are indicated by brief phrases or single words.

Example:

- (1) Characteristics of a good message.

- (a) Accuracy.
- (b) Brevity.
- (c) Clarity.

- (2) Text of the message.

- (2) *Sentence plan.* In the sentence plan either the main points or subpoints or both are indicated by complete sentences.

Example:

- (1) Characteristics of a good message.

- (a) Information contained in a message should be factual, not hearsay.
- (b) Messages should be written as briefly as possible, consistent with clarity.
- (c) Messages should be so written as to be clearly understandable to the addressee.

- (2) The text of the message.

- (3) *Paragraph plan.* In the paragraph plan the main points are indicated by topics or sentences and the subpoints by paragraphs.

The type of lesson plan the instructor should make depends on his desires and those of his organization. No matter what type plan is made, it should be clear, sufficiently detailed, and usable.

e. *Format.*

- (1) The organization of a lesson is reflected in the major divisions of the lesson plan. The major divisions are the major instructional activities through which the lesson objectives are to be attained. The major divisions should be in the exact sequence in which the lesson is to be taught. For example, if the instructor plans first to introduce the lesson, then to explain the main ideas, and last to summarize these ideas, he should outline his lesson plan as follows: (See fig. 74.)

1. INTRODUCTION
2. EXPLANATION
3. REVIEW

When the instructor desires to follow his explanation with a practical exercise that he will critique as the exercise progresses, and then give a test he should outline the major instructional activities (major divisions of the lesson plan) as follows: (See fig. 73).

1. INTRODUCTION
2. EXPLANATION AND/OR DEMONSTRATION
3. APPLICATION
4. EXAMINATION
5. REVIEW

When major instructional activities are so closely interwoven that it would accomplish no purpose to separate them into distinct major divisions. For example, in initially teaching the disassembly and assembly of a weapon, the instructor plans to (1) introduce the subject, then to (2) explain and demonstrate the disassembly of a part and immediately have the students disassemble the part, then (3) to allow the students to disassemble the entire weapon at their own speed under close supervision of the in-

structor and his assistants, and (4) finally to summarize the lesson. He would outline the lesson as follows:

1. INTRODUCTION
2. EXPLANATION, DEMONSTRATION, AND PRACTICAL WORK
3. APPLICATION
4. REVIEW

- (2) The determination of the major divisions of a lesson plan is flexible. Because instructors have to teach many different lessons, using various instructional activities, it is difficult to try to cast all lesson plans into a predetermined format. Instead, the instructor should plan how he is going to teach each lesson and then make the major divisions of his lesson plan reflect that sequence.

- (3) After the determination of the major divisions of a lesson, he should develop each major division to reflect in detail:

(a) *Outline of subject matter.* Indicate the main subject points and sub-points.

(b) *Methods of instruction and time.*

1. INTRODUCTION (Conference—3 minutes)
2. EXPLANATION, DEMONSTRATION, AND PRACTICAL WORK (Controlled Practice—47 minutes)
3. APPLICATION (Independent Practice—45 minutes)
4. REVIEW (Conference—5 minutes)

(c) *Instructional procedures.* The instructor should indicate where he intends to use instructional procedures by the use of such terms as NOTE, EXAMPLE, SUMMARIZE, CAUTION, TRANSITION. (See fig. 73.)

(d) *Oral questions and answers.* The instructor should insert the ques-

LESSON PLAN	
(HEADING)	
INSTRUCTIONAL UNIT:	(What is the subject to be presented?)
TYPE:	(Which methods will be used? Lecture, conference, demonstration, evaluation, practical exercise.)
TIME ALLOTTED:	(How much time?)
CLASSES PRESENTED TO:	(Who will receive the instruction?)
TOOLS, EQUIPMENT, AND MATERIALS:	(What items will the instructor need to supply to the students?)
PERSONNEL:	(What instructors are needed?)
TRAINING AIDS:	(What training aids will be required? Detailed description of aids may be put into an annex to the lesson plan.)
REFERENCES:	(Where is the subject matter found?)
STUDY ASSIGNMENTS:	(What should the student study before the class?)
STUDENT UNIFORM AND EQUIPMENT:	(How should the student dress, and what should he bring?)
TROOP REQUIREMENTS:	(What demonstration troops, if any, will be needed?)
TRANSPORTATION REQUIREMENTS:	(What form of transportation, if any, will be needed to take students to training site?)
<p><u>Note.</u> Place all information regarding preparation necessary for the conduct of the lesson in the heading of the lesson plan. Do not omit elements of the heading; if they do not apply, write None. The heading serves as a checklist for the preparation stage.</p>	

Figure 73. Sample lesson plan format.

tions and; when appropriate, answers at the places in the plan where he expects to ask the questions. (See fig. 73.)

f. Outlining.

- (1) *What to designate.* Designate the following: major divisions or major instructional activities, main points of

subject matter and supporting points of subject matter.

- (2) *How to designate.*

- (a) For the sake of uniformity use only Arabic numerals and lower case letters. See figures 73 and 74 for sample outline forms showing designation of topics.

(BODY)

1. INTRODUCTION (Indicate method and time required.)

Note. If some special technique is used to gain the attention of the class, such as a demonstration or skit, put it into the lesson plan as a NOTE.

- a. Objective. List the specific things the students are to learn.
- b. Reasons. Tell why the students are to learn the subject.

Stress its importance.

- c. Review. Indicate the tie-in with previous instruction.

d. Procedure. Indicate the instructional activities that will occur during the lesson.

Note. The objective and reasons should be included in all lessons. The review and procedure may be used when appropriate. These elements of the introduction may be outlined in any order that seems best for the presentation.

2. EXPLANATION AND/OR DEMONSTRATION (Indicate method and time required.)

a. All main subject matter points of the explanation and/or demonstration should be designated a, b, c, etc.

b. Supporting points for the main subject matter points in subparagraph 2a above are indicated by (1), (2), (3), etc. If these supporting points need further support the instructor should indicate such support by (a), (b), (c), etc.

c. When notes, training aids, questions, and other instructional procedures supplementary to the lesson are used, they are put into the plan as follows:

Note. Show slide 7.

Figure 73—Continued.

(b) Do not use any number or letter designation preceding instructional procedures. (See fig. 73.)

Examples:

WRONG

(1) Fundamental logistical considerations.

(a) Supply is a function of command.

(b) Impetus of supply from rear to front.

(c) Need for advanced flexible planning.

QUESTION: What are the advantages of the platoon line combat formation?

ILLUSTRATION: Draw circuit diagram on chalkboard.

CAUTION: Do not give the injured man alcohol.

EXAMPLE: Combat story of a poorly planned patrol action.

SUMMARIZE: First three points covered.

d. When a demonstration is used, outline the steps of the procedure in proper order. Include questions to check understanding, notes on use of equipment, and safety precautions.

3. APPLICATION (Indicate method and time required.)

a. Directions to Students.

- (1) Purpose.
- (2) Tools and equipment to be used.
- (3) Procedure for the conduct of the practical work.
- (4) Safety precautions to be observed.

b. Directions to Instructors.

- (1) How to introduce the practical work.
- (2) How to conduct the practical work.
- (3) Checks to be made on the presence and working conditions of tools and equipment.
- (4) Supervision of students and assistant instructors.
- (5) Duties of the assistant instructors.
- (6) How to summarize the practical work.

c. Practical Work.

- (1) Description of the practical work.
- (2) List of problems and answers.

Figure 73—Continued.

(d) Adequate reserves in all echelons.

(e) Summarize considerations.

RIGHT

(1) Fundamental logistical considerations.

(a) Supply is a function of command.

(b) Impetus of supply from rear to front.

(c) Need for advanced flexible planning.

(d) Adequate reserves in all echelons.

Summarize: Fundamental considerations.

(c) Since a topic is not divided unless there are at least 2 parts, an outline should have at least 2 headings in each order. If there is a (1), there must be a (2); if there is an (a), there must be a (b).

a. Rehearsals should be complete in every regard and follow the order of presentation. Instructors should use the indicated training aids, ask questions where called for in the lesson plan, conduct the scheduled demonstrations, and if practical work or examination is used, check it during the rehearsal. The physical setup should as closely duplicate the actual situation as possible.

65. Rehearsing the Lesson

A rehearsal of each new lesson provides the final check on the instructor's plan (fig. 75).

b. Assistant instructors must be present and rehearse their duties as they would perform them during the actual lesson.