



UNITED STATES GOVERNMENT

*Memorandum*

TO : Mr. Thomas M. Finn, Chief, OPS/TD  
THRU : Mr. John A. Lindquist, Deputy Chief, OPS/TD  
FROM : Jon P. Kindice and Edward R. Bishop, IPA Staff

DATE: September 10, 1970

SUBJECT: Evaluation Report - Public Safety Advisor Training.

Please find attached our evaluation of the Public Safety Advisor Training Program.

We feel that the content and recommendations contained herein reflect an in-depth study and logical solution to this area of the OPS program.

This evaluation covers the entire spectrum of PSA/T and includes data from its initial inception to present.

We sincerely hope that this report meets the requirements previously set forth.

JPK/ema

# Memorandum

TO : Mr. David S. Arroyo, Chief, Faculty Branch

DATE: March 4, 1971

BY : Jon P. Kindice

SUBJECT: Review of OPS Divisional Remarks Upon the PSA/T Evaluation Report

The PSA/T Program Evaluation Report was reviewed by the following Divisional heads:

Mr. John Manopoli C/VN 11/13/70  
Mr. James L. McMahon C/TSD 11/23/70  
Mr. Mitchell A. Mabardy C/AFR 12/2/70  
Mr. James A. Cretecos C/EA 12/8/70  
Mr. Peter Ellena C/LA 12/17/70

Listed below is a synopsis of their comments with a very brief notation from this writer.

1. The PSA/T Program evaluation report is complete and comprehensive. (This was the single most repeated comment on the reviews).
2. It is agreed that the program is laden with redundancy. (Four of the five reviewers made this comment).
3. It is agreed that this program should be 2-phased: new/hire-returning advisor. (Three of the five commented on this aspect of the report)
4. The class on Para-Military Police should be retained. (It is agreed that this is a valid comment).
5. A separate class should be created on personal and personnel protection rather than combining it with the art of advising class. (This item requires discussion).
6. TSD Division concurs with reduction of TSD class time. (No comment required).

NOTE: The following comments were single appearance items and should be discussed as such in the proposed meeting on this subject.

7. The class "Police Heritage in Former French Colonies should be retained.
8. The "Firearms" class should be reduced to 8 hours and there should be no qualification required.
9. It is agreed that PSA's should be granted specific administration time.
10. It is agreed that specific time should be set aside in the PSA/T Program for advisors to spend time in their respective areas of interest at New State Building.
11. Individual Branch briefings should be retained.
12. The level of the OPS Officer involved in the recommended "Career Development Briefings" is not clearly defined. (This is a valid comment).

13. The PSA/T Program should, in some way, meet the needs of each of the individual specialists involved in the OPS Program.
14. The revised class "Current Trends in Law Enforcement" is too broad in Scope.

Please be advised that Mr. Bishop and I are prepared at this time to discuss each of the items of the above synopsis.

JPK

STATE - A.I.D. - OJIA  
ROUTING SLIP

TO:	Name or Title	Organ. Symbol	Room No.	Bldg.	Initials	Date
1.	<del>Mr. Munroe</del>				/	
2.	<i>Finn</i>					
3.						
4.						
5.						

Approval	For Your Information	Note and Return
As Requested	Initial for Clearance	Per Conversation
Comment	Investigate	Prepare Reply
File	Justify	See Me
For Correction	Necessary Action	Signature

REMARKS OR ADDITIONAL ROUTING

Attached is report on Public Safety Advisor Training Course Evaluation and OPS/VN comments for Mr. Finn.

It is suggested that TSD and Operations Branches be given the opportunity to comment.

FROM: (Name and Organ. Symbol)	ROOM NO. & BLDG.	PHONE NO.
Manopoli <i>CP</i> /VN		

UNITED STATES GOVERNMENT

# Memorandum

TO : Mr. Thomas M. Finn, Chief OPS/TD

DATE: November 13, 1970

FROM : John F. Manopoli, Chief OPS/VN

SUBJECT: Evaluation Report of Public Safety Advisor Training Program

The OPS/VN staff has reviewed the subject report and submits the following comments and recommendations. We find the report to be a thorough and comprehensive assessment of the current Public Safety Advisor Training offered at the IPA.

## 1. Police Heritage in Former French Colonies

We question the validity of the recommendation to eliminate this course and replace it with a presentation on Comparative Police Systems of the World. The French Police System is based on the Napoleonic Code which is equally the basis for police systems in Latin America. Considering that all new advisors and a number of older hires go to Vietnam where the police systems is based in major part on the French police system, the orientation of this segment of instruction should remain the same. Inclusion of Anglo-Saxon and Dutch police systems does not add to the required background for advisors in most of our existing programs. Perhaps advisors should be provided a bibliography of books available at the IPA library on other police systems for the edification of those who are interested.

## 2. Firearms Training

The 18 hours of firearms training takes approximately 25% of the total available training time. We realize that firearms training is important but considering the limited course time and the availability of firearms practice in the field, 18 hours is not justified. We recommend eight hours as the maximum time allotted. The training should consist of refresher briefings on firearms training procedures, weapons familiarization and a shorter period on the range for firearms practice.

*Handwritten notes:*  
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11/14

continued .



November 13, 1976

Subject: Evaluation Report of Public Safety Advisor Training Program

3. Paramilitary Police

The report suggests that this subject be eliminated, rationalizing that CORDS/VN training covers this subject and that the course content deals only with the NPFF in Vietnam. We believe that most Public Safety advisors have direct contact with civil paramilitary police forces in Vietnam and other countries. This subject should be retained but the presentation should be expanded to include the general philosophy and purposes of such forces.

4. Art of Advising

We concur that a presentation on personal security of the advisor and the concepts of VIP security requires positive consideration. However, we do not concur with making this a part of the Art of Advising lecture. This subject is important enough to have a separate presentation by a qualified expert.

5. Administrative Time

We concur with the recommendation that additional administrative time be allotted to advisors; otherwise frequent absences of advisors from courses adversely affect the desired success of the total presentation.

*11/17/70*      *11-17-70*

DEPARTMENT OF STATE REFERENCE SLIP				DATE		
TO:	Name or Title	Organ. Symbol	Room No.	Bldg.	Initials	Date
1.	<i>Mr. W. M. ...</i>				<i>WMA</i>	<i>11-17-70</i>
2.	<i>Mr. ...</i>				<i>...</i>	<i>11/2</i>
3.	<i>Mr. ...</i>				<i>...</i>	<i>11/2/6</i>
4.	<i>Mr. ...</i>				<i>...</i>	<i>11/2/70</i>
5.						
Approval		Initial for Clearance		Per Conversation		
As Requested		Necessary Action		Prepare Reply		
Comment		Note and Forward		See Me		
For Your Information		Note and Return		Signature		
REMARKS OR ADDITIONAL ROUTING						
<p><i>Attached is a report prepared by TD concerning PSA training. Would you please review and comment as appropriate. OPS/WH comments are also attached for reference purposes.</i></p> <p><i>WMA 11/17/70</i></p>						
FROM: (Name and Org. Symbol)				ROOM NO. & BLDG:	PHONE NO.	

OPS/TD - Mr. Thomas M. Finn, Chief

November 23, 1970

Original signed by  
OPS/TSD - James L. McMahon, Chief James L. McMahon

Evaluation Report of Public Safety Advisor Training Program

The Technical Services Division (TSD) Staff has reviewed the subject report and submits the following comments and recommendations:

1. In our opinion, the report clearly identifies a basic deficiency in the training program as it now exists. The degree of redundancy of material presented has been the most audible criticism made concerning this effort. The report also clearly indicates that a single overall or comprehensive presentation will not suffice to meet the various needs of different categories of Public Safety technicians.
2. We can concur in the reduction of the TSD block of instruction from 5 to 2 hours for new hire employees. We intend to limit our remarks to those of introductory and historical nature concerning commodity support. The introduction to the OPS/FM families will be condensed. Because of the unique circumstances surrounding vehicle procurement, a brief segment of a 2-hour period will be devoted to this area.
3. We recommend that all returning Public Safety Advisors, with the exception of those assigned to Vietnam or Thailand, spend at least 4 hours with the TSD Staff on matters directly related to their project commodity procurement. We feel this is essential as these technicians, to a greater or lesser degree, will be responsible for at least drafting P10/C worksheet specifications.
4. Logistics and communication technicians should spend at least one full day with their backstop branch of TSD on project related matters.
5. Newly designated Chief Public Safety Advisors should spend a minimum of one day with TSD to discuss the basics of project management as relates to commodities, plus familiarization with pertinent Manual Orders and introduction to the intricacies of procurement documentation preparation.
6. Returning Chief Public Safety Advisors or those under transfer to another post should spend a minimum of 4 hours with the TSD Staff on project related matters.

2 - Evaluation Report of Public Safety Advisor Training Program

7. Since the overall activities of the TSD remain relatively static in nature, it is possible that a one hour block of instruction would suffice for the returning technician's program.

UNITED STATES GOVERNMENT

# Memorandum

TO : Mr. Thomas M. Finn, Chief OPS/TD

DATE: December 2, 1970

FROM : Mitchell A. Mabardy, Chief OPS/AFR 

SUBJECT: Evaluation Report of Public Safety Advisor Training

The staff of the AFR/NESA branch has reviewed subject report and comments made by OPS/VN and OPS/TSD. We are in concurrence with OPS/VN and OPS/TSD and add the following:

1. Paramilitary training needs to be continued particularly in view of unsettled social conditions throughout most of the world today, requiring the police to face violent mob actions. Under existing conditions of civil unrest, we strongly recommend a little bit of close order drill for police in order to strengthen their capability to carry out civil disturbance control tactical maneuvers.
2. Technicians should continue to receive briefings from each of the individual branches of the Operations Division.
3. We are not in agreement with item 15 of the Research Results. Statistical data as a "handout" is quite worthless and of no special consequence to the technicians. Generally it is a waste of time during briefings and should be used only when making a special point.

UNITED STATES GOVERNMENT

# Memorandum

TO : Thomas Finn, C/OPS/TD

DATE: December 8, 1970

FROM : James A. Cretecos, C/EA/OPS



SUBJECT: Evaluation Report of Public Safety Advisor Training

1. Subject report was reviewed as requested and attached comments from other sources noted. I find the report to be most comprehensive and feel the recommended changes will significantly improve the present training program.

2. I can offer nothing substantive in the way of recommendations and only submit the following minor errors and items for your attention or consideration:

a) The spelling of "lethargy" on page 2 (lethergy).

b) From an aesthetic point of view, I find the phrase "these averages are somewhat skewed" (page 8) rather harsh.

c) On page 19, in the section dealing with shotgun familiarization, "hip and shoulder" positions are indicated. I recommend you check Mr. Engle's attitude on this - I am of the opinion he is violently opposed to "hip firing" with the shotgun.

d) On page 43 it is recommended individual attention be provided to each returnee by "high level (division or above) OPS/W staff". On page 65, the same recommendation is made, but here the individual attention is to be provided by a "senior OPS/W staff member (branch chief or above)".

I suggest the recommendation be consistent by deciding if this important activity be performed by "branch" or "division" level personnel (or above) and changing one of the sections accordingly.

e) On page 66, the portion entitled "individual desk briefings" is the only section not containing indicated block of hours for class length in narrative description. (Chart on page 93 reflects 2-hour block of time for this).

f) In the glossary on pages 121 and 122, I find the designation of "OPS/EA" (Office of Public Safety, East Asia) conspicuous by its absence.



UNITED STATES GOVERNMENT

Memorandum

*Return to  
C. Mayo*

TO : OPS/TD, Mr. Thomas M. Finn

DATE: December 17, 1970

FROM : OPS/LA, Peter Ellena

SUBJECT: Evaluation Report of Public Safety Advisor Training Program

The OPS/LA staff has reviewed the comprehensive Evaluation Report and submits the following comments.

A. The point should be underscored that the author's research and his objective approach motivated recommendations based on a positive attitude of improvement.

B. Current Trends in Law Enforcement

We consider that an attempt to include all of the proposed sub-topics within the expanded eleven (11) hour block of instruction at the risk of limiting the depth and scope of the subject material is not the best solution. It is felt that a priority should be accorded the following subjects in view of the current trends by the radical militants throughout the world.

C. Personal and Physical Security

Presented in its broadest scope to include knowledge of all related electronic, mechanical and photographic devices - to make them aware of the dangers:

1. Control methods/security measures for airports and aircraft.
2. Identification and handling of explosive and incendiary artifacts.
3. New concepts in riot control techniques and the latest equipment available.
4. Narcotics and dangerous drugs.

We find no substantive argument against limiting the returning advisors to certain classes due to the redundancy factor. But in the case of the new hires, we believe that the broadest exposure possible to the complete spectrum of international police assistance functions we believe is imperative.

By the same token, we inquire, if any consideration has been given to meet the needs of the specialists in their respective fields? IPA has the expertise and the necessary contacts to coordinate on-the-job training or observation tours tailored to the specialists needs within the vast range of law enforcement.

*to write  
reference  
preparation*



## BARE BONES BRIEF ON PSA REPORT

1. Interest was generated to evaluate this program by a preponderance of negative comment by trainees and OPS/W Staff.
2. The evaluation was conducted by examining coordinator and trainee critiques, selected OPS/W Staff reviews, personal experience of the authors, specific monitoring and files search.
3. The results were formed into a series of 25 statement/ suggestions for improvement or change. Each of these statements was examined for accurateness and feasibility.
4. These examinations can be grouped into general recommendations which involved the entire program. The major points of these recommendations are as follows:
  - a. The PSA/T Curriculum should be examined for content, currentness and repetition.
  - b. Redundancy should be eliminated.
  - c. The New-Hire Advisor and Returning Advisor should be considered separately.
  - d. The administration of the PSA/T Training program should be examined from the standpoint of its priorities and philosophy.
5. The final section of the report attempts to deal with each of these broad categories by developing a revised PSA/T curriculum which contains a (1) strengthened philosophy (2) identification and elimination of repetition (3) separate treatment of New-Hire and Returning Advisor and (4) generally strengthened administration.

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## SYNOPSIS

This report is broken into four sections, titled: I. Background, II. Research, III. Discussion and IV. Recommendations.

Section I deals with a brief history of United States Public Safety Advisor Training (US/PSA/T), inherent problems to this program, statistics of personnel trained, course frequency and cost factors. This section also examples the Program of Instruction (POI) by scope, day-to-day programing and sectional breakdown of courses.

Section II explains the methods used to research this project, breaking the data gathered into three sub-sections of pre-1968 data, post-1967 data and Office of Public Safety/Washington Staff Review (OPS/W). The last sub-section deals with the results of this research method.

The major points for concern in this program emerge from these first two sections in that they pinpoint problem areas of course content, curriculum construction,

repetition and program administration. The identification of these points was accomplished by reviewing all data available against each other and the POI. Areas that were not clear were monitored by specific attendance while the program was in progress, and with individual discussions with instructors and students in the course.

The results of the research were concentrated in the form of a list of suggestions, which are presented below. The results also indicated a failure on the part of the program to adhere to the principles set forth in the existent policy (philosophy) statement.

### RESEARCH RESULTS

#### Program Administration.

1. Provide time for returning advisors to read, study and discuss areas of interest in their relevant Operations Branches.
2. Advisor presentations should have more emphasis.
3. Separate courses should be established -- one for new-hires, another for returning advisors.
4. Provide a combined briefing on OPS policy, programs and project instigation guidelines.

5. Arrange presentation by International Police Academy participants.
6. PSA/T instructors should use more visual aids.
7. Repetitive curriculum items should be eliminated for returning advisors.
8. Delete the presentation on the Dominican Revolution of 1965, due to its single purpose nature.
9. Design a briefing on personal security of the advisor and concepts of VIP security.
10. Design the PSA/T Program as a single two-week course rather than two one-week courses.
11. Change the physical location of the Branch briefings from the IPA to the Branch offices.
12. More individual attention should be paid to returning advisors by high level OPS staff on career development, current status, and future career possibilities.
13. More time should be provided for handling administrative and personnel matters.
14. A class on the political, economic and institution building foundations of the Public Safety Program should be developed.
15. Each Branch of the Operations Division should prepare a statistical fact sheet as a "hand-out" to accompany their briefings.
16. Unit frequency is such that it increases the program cost factor and encourages minimum enrollment.
17. Inadequate backstopping of individual lecturers creates a void in scheduling which leaves some units partially completed.

## Program Content

18. More emphasis should be placed upon new trends in all aspects of the police profession for returning advisors to include visits to local police installations.
19. More time should be devoted to the "Art of Advising" class.
20. The course on "French Police Heritage" is of singular purpose and should be expanded to include other equally important aspects or be eliminated.
21. There is too much emphasis on firearms training.
22. There is too much emphasis on Technical Services Division activities.
23. Consolidate individual Operations Branch briefings into one Operations Division briefing.
24. Delete the briefing on paramilitary police.
25. Documents available for the "Document Briefing" class are repetitive and fail to meet the scope of the course.

Part III of the Report discusses each of the above research results insofar as its validity and practicality. Several items were dismissed due to a lack of concurrence through further investigation and/or a lack of feasibility in implementation. Those items found to be valid and feasible were dealt with in the Recommendation Section.

The last section, Part IV. Recommendations, involves four major and three minor points of recommended changes. Basically, these points cover the following areas of concern:

#### Major Points

1. An elimination of some classes and a revision of others.
2. A division of classes in Unit B between new-hires and returning advisors.
3. A reduction of class frequency from 40 to 30 units of instruction per year.
4. A curriculum revision wherein redundancy is identified and eliminated, and advanced courses developed for experienced advisors.

#### Minor Points

1. A strengthening of the philosophy of this program.
2. Action to provide back-up support for each curriculum item.
3. A program to strengthen returning advisor presentations.

These recommendations, and the extent of change these proposals effect in the existent program, are, for the most part, exemplified in Table 5 at the close of this synopsis.

This chart lists all of the current classes of the PSA/T program in existence now and, (in capital letters), those classes proposed. Individual items, such as hours, attendees, section, and whether the course contains a redundancy factor for returning advisors in the existing (old) and proposed (new) programs are columned separately.

The strengthened philosophy paper can be found on page 57 of the report and the proposed frequency reduction in relation to other A.I.D. training programs is exemplified by chart in Table 6, shown on page 70 of the report. The remaining minor points of back-stop support and advisor presentation are administratively feasible through the PSA/T Coordinator's Office, and a separate program for each will be developed from that Office.

In essence, the evaluation of this program brought to light the fact that little change has been made in the PSA/T course since its inception in 1963. Initially, it was developed for eventual presentation to all OPS personnel and focused upon initial exposure to the program by new and old employees alike. No provision was made for long term employees who would repeat the course time and time again.

Curriculum files were left untouched and the program stagnated to some degree. Records were incomplete and course evaluation limited. Redundancy became the rule rather than exception, as more and more personnel repeated the same course two, three and four times. Weaknesses in the Program's administration and curriculum scope, content and construction were identified with pedagogical and administrative ideas developed for the purpose of giving more strength and breadth to the course.

Basically, the proposals put forth in this document attempt to treat, constructively, each of the problems identified by the evaluation.

TABLE 5

ITEM	COURSE	EXISTING		HOURS		REPETITIOUS		SECTION		NEW HIRES		RET. ADVISORS		CHANGED
		Old	New	Old	New	Old	New	Old	New	Old	New	Old	New	
	Current Trends in Law Enforcement	Yes	Yes	1	4	No	No	A	B	Yes	No	Yes	Yes	Yes
	Documents Briefing	Yes	Yes	1	3	Yes	No	A	A & B	Yes	Yes	No	Yes	Yes
	Establishment of a Public Safety Country Project	Yes	Yes	2	NA	Yes	No	A	B	Yes	Yes	Yes	No	See "M" Below
	Internal Security: Fundamental Concepts	Yes	Yes	3	3	Yes	No	A	B	Yes	Yes	Yes	No	Yes
	Introduction to the Understanding of Political Systems	Yes	Yes	3	3	Yes	No	A	B	Yes	Yes	Yes	No	Yes
	The Office of Public Safety in East Asia	Yes	Yes	1½	NA	Yes	No	A	A	Yes	Yes	Yes	Yes	See "E" Below
	The Office of Public Safety in Latin America	Yes	Yes	1½	NA	Yes	No	A	A	Yes	Yes	Yes	Yes	See "E" Below
	Public Safety Policy and Program Guidelines	Yes	Yes	1	NA	Yes	No	A	B	Yes	Yes	Yes	No	See "M" Below
	Selection and Programing of Participants	Yes	Yes	2	NA	Yes	No	A	A	Yes	Yes	Yes	Yes	See "C" Below
	Semantics and the Public Safety Advisor	Yes	Yes	1	1	Yes	No	A	B	Yes	Yes	Yes	No	Yes
	Skills Inventory Briefing	Yes	Yes	1½	1	No	No	A	B	Yes	Yes	Yes	Yes	No
	Special Equipment	Yes	Yes	3	3	No	No	A	B	Yes	Yes	Yes	Yes	No
	The Art of Advising	Yes	Yes	2	4	No	No	B	B	Yes	Yes	Yes	Yes	Yes
	The Dominican Revolution in 1965	Yes	No	1½	0	Yes	No	B	NA	Yes	No	Yes	No	Eliminate
	Observation of IPA-POCC	Yes	Yes	1	1	Yes	No	B	B	Yes	Yes	Yes	No	Yes
	The Nature of the Insurgent Threat	Yes	Yes	3	3	Yes	No	B	B	Yes	Yes	Yes	No	Yes
	The Office of Public Safety in Africa, Near East and South Asia	Yes	Yes	1½	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "E" Below
	The Office of Public Safety in Vietnam	Yes	Yes	1½	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "E" Below
	The Office of Public Safety, Logistics/Supply	Yes	Yes	2	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "E" Below
	The Office of Public Safety, Technical Services Division	Yes	Yes	1	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "E" Below
	The Office of Public Safety Telecom Equipment	Yes	Yes	1	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "B" Below

TABLE 5 -

COURSE	EXISTING		HOURS		REPETITIOUS		SECTION		MLW HIRES		RLI. ADVISORS		CHANGE
	Old	New	Old	New	Old	New	Old	New	Old	New	Old	New	
The Office of Public Safety Training Division	Yes	Yes	1/2	NA	Yes	No	B	B	Yes	Yes	Yes	Yes	See "C" Below
Parilitary Police	Yes	No	1	0	Yes	No	B	NA	Yes	No	Yes	No	Eliminated
Police Heritage in Former French Colonies	Yes	No	2	0	Yes	No	B	NA	Yes	No	Yes	No	Eliminated
Procurement of Vehicles by OPS	Yes	Yes	1	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "B" Below
Special Briefing	Yes	Yes	3 1/2	3	Yes	No	B	B	Yes	Yes	Yes	No	Yes
Advisor's Presentations	Yes	Yes	3	3	No	No	A	A	Yes	Yes	Yes	Yes	No
Advisor's Presentations	Yes	Yes	3	3	No	No	B	B	Yes	Yes	Yes	Yes	No
Firearms Training/Briefing	Yes	Yes	1	1	Yes	Yes	A	A	Yes	Yes	Yes	Yes	No
Firearms Training/Briefing	Yes	No	1	0	Yes	NA	B	NA	Yes	No	Yes	No	Eliminate
Firearms Training/Shooting	Yes	Yes	8 1/2	17	No	No	A	A	Yes	Yes	Yes	Yes	Yes
Firearms Training/Shooting	Yes	No	8 1/2	0	No	NA	B	NA	Yes	No	Yes	No	Yes
Director's Briefing	Yes	Yes	1/2	2	No	No	A	B	Yes	Yes	Yes	Yes	No
Director's Briefing	Yes	No	1/2	0	No	NA	B	NA	Yes	No	Yes	No	Eliminate
Photographs, Individual and Group	Yes	Yes	1/2	1/2	No	NO	A	A	Yes	Yes	Yes	Yes	No
Photographs, Individual and Group	Yes	No	1/2	0	No	NA	B	NA	Yes	No	Yes	No	Eliminated
Closing Briefing	Yes	Yes	1	1	No	No	A or B	B	Yes	Yes	Yes	Yes	No
Coffee Reception	Yes	Yes	1/2	1/2	No	No	A or B	A	Yes	Yes	Yes	Yes	No
Closing Briefing	Yes	Yes	2	1	No	No	A or B	A	Yes	Yes	Yes	Yes	Yes
Tour of the International Police Academy	Yes	Yes	1/2	1/2	Yes	No	A or B	A	Yes	Yes	Yes	No	Yes
Welcome to the International Police Academy	Yes	Yes	1	1	No	No	A or B	A	Yes	Yes	Yes	Yes	No
ARRIVAL AND ADMINISTRATIVE BRIEFINGS AT AID/PERSONNEL AID OPS	Yes	Yes	4	4	No	No	A & B	A	Yes	Yes	Yes	Yes	Not Previously Scheduled
COMBINED OPS TECHNICAL SERVICES DIVISION BRIEFING	No	Yes	0	2	NA	No	NA	A	NA	Yes	NA	Yes	
COMBINED OPS/TRAINING DIVISION FIELD SUPPORT AND PARATROOPER COLLECTION BRIEFING	No	Yes	0	3	NA	No	NA	A	NA	Yes	NA	Yes	

TABLE 5 -

ITEM	COURSE	EXISTING		HOURS		REPETITIOUS		SECTION		NEW HIRES		RET. ADVISORS		CHANGED
		Old	New	Old	New	Old	New	Old	New	Old	New	Old	New	
	OPS INDIVIDUAL BRANCH RESEARCH	No	Yes	0	4	NA	No	NA	A	NA	Yes	NA	Yes	NEW
	COMBINED OPERATIONS BRANCH BRIEFING	No	Yes	0	2	NA	No	NA	A	NA	Yes	NA	Yes	NEW
	COMMUNICATION SKILLS BRIEFING	No	Yes	0	4	NA	No	NA	B	NA	Yes	NA	Yes	NEW
	CURRENT TRENDS IN LAW ENFORCEMENT (FIELD TRIP)	No	Yes	0	3	NA	No	NA	B	NA	No	NA	Yes	NEW
	CURRENT TRENDS IN LAW ENFORCEMENT (FIELD TRIP)	No	Yes	0	4	NA	No	NA	B	NA	No	NA	Yes	NEW
	CAREER DEVELOPMENT BRIEFING	No	Yes	0	2	NA	No	NA	B	NA	No	NA	Yes	NEW
	FUNCTIONAL PERSPECTIVES WITHIN OPS	No	Yes	0	2	NA	No	NA	B	NA	No	NA	Yes	NEW
	ADVANCED POLITICAL SYSTEMS	No	Yes	0	4	NA	No	NA	B	NA	No	NA	Yes	
	INDIVIDUAL DESK DE-BRIEFINGS	No	Yes	0	2	NA	No	NA	B	NA	No	NA	Yes	
	COMBINED POLICY AND PROGRAM GUIDELINES AND PS PROGRAM ESTABLISHMENT	No	Yes	0	3	NA	No	NA	B	NA	Yes	NA	No	NEW
	COMPARATIVE POLICE SYSTEMS OF THE WORLD	No	Yes	0	2	NA	No	NA	B	NA	Yes	NA	No	

## PREFACE

To undertake a project of this nature one must have the complete cooperation of all persons involved before the most rudimentary beginning can be initiated. Success in a venture of this type is totally dependent upon that cooperation. This success does not develop during its preparation nor even in its submission, but rather becomes slowly apparent as the document is examined and put to the test of initiation. Thus, this cooperation and eventual coordination must stand the test of time beyond preparation and submission.

Indicators of the possible success of a project do, however, appear during its preparation and these writers are extremely grateful that the indicators have been of a consistently positive nature.

The responsibility for the success or failure of this project is the author's. The reason behind any measure of success realized, however, belongs to those who contributed so much.

## SCOPE OF THIS REPORT

Basically, this report covers, in depth, the actual program of instruction given to all Public Safety Advisors of the Department of State, Agency for International Development (A.I.D.), Office of Public Safety (OPS) at the International Police Academy (IPA).

Previous, current and projected future class sizes, frequency, curriculum, cost estimates and course content are examined and compared against verbal and recorded comments by the attending advisors, senior OPS/W Staff and the personal experience of the author.

A brief look is also given other factors influencing this program of instruction. These influences are both exterior and interior to the Office of Public Safety, and the actual program.

Lastly, utilizing all research data, recommendations for improvement are made which affect the areas examined that indicated a need for such improvement, and a rationale is forwarded for those areas within the program that remain constant.

## PART I. BACKGROUND

The Office of Public Safety, which is within the Agency for International Development, has been supplying technical advice, training and equipment to police forces of developing nations since 1954. It was not, however, until 1962 that an emphasis was placed upon the program.

Over 400 technical police experts are currently employed in 27 countries to develop, within their civil security forces (police only -- not military), a balance of (1) capability for regular police operation, with (2) an investigative capability for detecting and identifying criminal and/or subversive individuals and organizations, and neutralizing their activities, and with (3) a capability for controlling militant activities ranging from demonstrations, disorders, or riots through small scale guerrilla operations.

As the emphasis upon this program increased so did the realization that the personnel employed to perform this technical advice service needed specialized training at hiring and retraining after each tour of overseas duty. Thus commenced, in 1963, a Public Safety Advisor Training Program (US/PSA/T).

It would be superfluous to list here the problems and ever-changing constants contained within this type of program. Suffice to say, any project of this nature must deal with two types of students -- the new and the old -- and two types of considerations -- program and individual needs.

Of necessity, preliminary program drafters concentrated on people newly hired to this type of work, and the result was applied equally to all. Since none of the existing personnel had previously undergone this training, it was some time (due to two and three-year overseas tours) before the deficiencies in this new-hire focus became apparent.

These deficiencies rose to the surface through training dissatisfaction, program lethargy, course stagnation, and administrative indifference. A preliminary examination showed relatively little had been done since the program's inception to evaluate and/or modify the administration or course content. In other words, as OPS developed and expanded their scope and responsibility, the PSA/T Program failed to match this growth.

The time, then, has arisen to examine this program from all aspects -- its philosophy, objectives, method, content and needs.

#### Inherent Problems

Outside influences can include any factors affecting the program that are not within the immediate and direct control of the Coordinator of US/PSA/T. The personal desires of the advisor, the requirements of a Mission, other AID/W training programs, and actions of the A.I.D. Personnel Office are the largest such factors involved.

The US/PSA/T Program has a class size range from 1 to 25. It includes some classes containing only new-hire employees and others with returning advisors only. Last minute class enrollment changes are the rule rather than the exception, with students frequently entering the program during its second week in progress, thus requiring some repetition in course content. Class age varies from the late twenties to mid-sixties, and while professional interest is somewhat constant, experience and background cover extremely wide ranges.

Ideally, this course of instruction would be scheduled on a regular basis, contain a regular number of new-hire and returning advisors, and provide consistent class sizes with separated classes of the two types of trainees. When examined from an administrative point-of-view, however, this ideal is neither feasible nor possible. Personal and personnel requirements, Mission objectives, and, in some cases, other A.I.D. training programs, must take priority over PSA/T scheduling. Thus, we are left with a program that allows no predetermined class size nor individual enrollment selection; a requirement to function equally well with specialists and generalists, career and contract personnel; the experienced and inexperienced; the young and the old; widely fluctuating enrollment and individual students totally different in motivation, interest, status and responsibility.

To effectively deal with all these inherent problems would require the elevation of this program to priority status; a move not recommended in this Report. Rather, the areas of concern not within the immediate

control of the US/PSA/T Coordinator's Office are identified above to provide the reader with a basis for understanding the influences effecting each unit of instruction and the program as a whole, so that a foundation may be laid for the remaining sections of this Report.

Basically, then, the recommendations and proposals resulting from this evaluation are made with these problems a constant factor of influence.

#### Cost Factors of US/PSA/Training

While it is not feasible to ascertain exact costs for PSA training, it is possible to calculate a reasonably accurate figure. The following reflects such costs based on an average year:

##### A. Flexible Costs

1. Coordinator salary and support \$ 30,000.00
2. Share of IPA/TD building rent and operating expenses (based on 2% of IPA's square footage and FY 69 expenditures) 12,483.00
3. Lecturers from OPS and cooperating agencies (33 persons at 6 hours per presentation at \$15 per hour, 20 sessions). "Six hours per presentation is average time and includes preparation, presentation, transit to and from IPA where applicable". 59,400.00

4. Consultants (1 at \$100 pd,  
20 units; 1 at \$65 pd,  
20 units)

\$ 3,300.00

Flexible Costs Total

\$105,183.00

B. Cost of each two-week session  
based on 20 sessions per year

\$ 5,259.10

C. Cost per man per two-week ses-  
sion based on 124 men, average  
year

\$ 848.25

D. Cost per unit based on example  
two-week schedule (see Table 3,  
page 21)

1. Unit A (each)

a. Coordinator salary, etc.

\$ 750.00

b. IPA building rent share

\$ 312.08

c. OPS/cooperating agency  
lecturers

\$ 1,170.00

d. Consultants

\$ 65.00

\$ 2,297.08

2. Unit B (each)

a. Coordinator salary, etc.

\$ 750.00

b. IPA building rent share

\$ 312.07

c. OPS/cooperating agency  
lecturers

\$ 1,800.00

d. Consultants

100.00

\$ 2,962.07

The addition of the two sections of "D" above, multiplied by 20 sessions per year, equals the total cost indicated in "A" above.

The term "flexible" indicates those costs that would vary with more or less units (or sessions) per year. Multiple units create a full-time application by the PSA/T Coordinator. It is believed fewer units would release the man in this position for other duties part of the time. Facility costs are included due to the use that could be made of PSA/T classrooms by the IPA if PSA/T were not in session. The figures used (33) for OPS and other lecturers are purposely set at a lower level than actual practice (multiple instructors for firearms, etc., not included) to allow for flexibility in the preparation/presentation/wage average estimates.

Per diem and trainee salaries are purposely excluded due to the continuous nature of this cost, which would vary only if the trainee figure varies.

### Statistics of Advisors Trained

Since inception of PSA training in FY 1963, through FY 1969, 866 advisors were trained and/or re-trained, 459 of whom were new-hires and 417 returning advisors. This is an average of 124 per year (65 new-hires; 59 returnees).

As complete statistical data in all relevant areas required for drawing meaningful conclusions and making valid comparisons is available only from the beginning of calendar year 1968, the following is based on the two years beginning with 1968 and continuing through the end of calendar year 1969 (see Table 4, page 25 for individual unit breakdown).

The total number of advisors trained was 317 (145 new-hires and 172 returnees). This is an average of 158.5 per year (72.5 new-hires and 86 returnees). During the two-year period, 78 units of instruction were conducted, thus the average number of attendees per unit was 4.2 per class (1.9 new-hires; 2.3 returnees). It should be noted these averages are somewhat skewed as there were classes during peak load periods of May through August each year, which had as many as ten

students, while some off-peak classes had as few as three students, and some were not conducted due to no student enrollment.

#### Existing Program of Instruction

Table 1 contains a list of PSA/T courses by unit placement. As can be seen, US/PSA/T is broken into two separate sections. Each unit (A or B) can be given individually, thus allowing either A or B to be given first. Those items marked with an asterisk(s) indicate courses containing a redundancy factor as explained by the footnotes. Courses marked "Classified" indicate a course of a classified nature that cannot be included in this unclassified evaluation.

Table 2 lists the total program of instruction (POI) and scope of each class. Table 3 exemplifies the scheduling of a recent A and B session. The redundancy factor exemplified in Table 2 applied to 16 students attending this particular course.

T A B L E 1

US/RSI/T-POI BY UNIT BREAKDOWN

UNIT A

<u>Item</u>		<u>Hours</u>
1	CURRENT TRENDS IN LAW ENFORCEMENT . . .	1
2	***DOCUMENTS BRIEFING . . . . .	1
3	*ESTABLISHMENT OF A PUBLIC SAFETY COUNTRY PROGRAM . . . . .	2
4	*INTERNAL SECURITY: THE FUNDAMENTAL CONCEPTS, THE CAUSES OF UNREST, AND SOME APPROACHES TO SOLUTIONS . .	3
5	*INTRODUCTION TO THE UNDERSTANDING OF POLITICAL SYSTEMS . . . . .	3
6	OFFICE OF PUBLIC SAFETY IN EAST ASIA.	1½
7	OFFICE OF PUBLIC SAFETY IN LATIN AMERICA . . . . .	1½
8	*PUBLIC SAFETY POLICY AND PROGRAM GUIDELINES . . . . .	1
9	*SELECTION AND PROGRAMMING OF PARTICIPANTS . . . . .	2
10	*SEMANTICS AND THE PUBLIC SAFETY ADVISOR . . . . .	1
11	SKILLS INVENTORY BRIEFING . . . . .	1½
12	***SPECIAL EQUIPMENT . . . . .	3
	TOTAL	21½

UNIT B

13	***ART OF ADVISING . . . . .	2
14	*DOMINICAN REVOLUTION IN 1965 . . . . .	1½
15	*OBSERVATION OF IPA OPERATIONS CONTROL CENTER (POCC) . . . . .	1
16	*NATURE OF THE INSURGENT THREAT . . . . .	3
17	OFFICE OF PUBLIC SAFETY IN AFRICA, NEAR EAST AND SOUTH ASIA . . . . .	1½
18	OFFICE OF PUBLIC SAFETY IN VIETNAM...	1½
19	*OFFICE OF PUBLIC SAFETY LOGISTICS AND SUPPLY . . . . .	2
20	*OFFICE OF PUBLIC SAFETY TECHNICAL SERVICES DIVISION . . . . .	1
21	*OFFICE OF PUBLIC SAFETY TELE- COMMUNICATIONS EQUIPMENT . . . . .	1
22	***OFFICE OF PUBLIC SAFETY TRAINING DIVISION, RESOURCES BRANCH: TECHNICAL INQUIRES . . . . .	½

Table 1, continued

<u>Item</u>		<u>Hours</u>
23	*PARAMILITARY POLICE .....	1
24	*POLICE HERITAGE IN FORMER FRENCH COLONIES .....	2
25	*PROCUREMENT OF VEHICLES BY OPS .....	1
26	*SPECIAL BRIEFING .....	3½
	TOTAL	22½

UNITS A AND B

27	ADVISOR'S PRESENTATION .....	3 + 3
28	**FIREARMS TRAINING (Briefing) .....	1 + 1
29	FIREARMS TRAINING (Shooting) .....	8½ + 8½
30	**DIRECTOR'S BRIEFING .....	1 + 1
31	**PHOTOGRAPHS: INDIVIDUAL/GROUP .....	1 + 1
	TOTAL	29

EITHER UNIT A OR B, BUT NOT BOTH

32	CLOSING BRIEFING .....	1
33	COFFEE RECEPTION .....	½
34	***OPENING BRIEFING .....	2
35	*TOUR OF INTERNATIONAL POLICE ACADEMY.	½
36	WELCOME TO THE INTERNATIONAL POLICE ACADEMY .....	1
	TOTAL	5

\* Indicates a class containing a total redundancy factor for returning advisors.

\*\* Indicates built-in repetition in Program's construction.

\*\*\* Indicates partial redundancy factor for new-hires and/or returnees.

US/PSA/T PROGRAM OF  
INSTRUCTION - WITH SCOPE

1. CURRENT TRENDS IN LAW ENFORCEMENT

A lecture/discussion oriented toward the returning U. S. Public Safety Advisor. Discussion covers recent major U. S. police problems (riots, demonstrations, student disorders, increased crime) and new technology in the field of law enforcement. Trends in selection and training of police officers are also discussed, and recent developments in deployment and patrol techniques covered. New-hire technicians are invited to contribute ideas and experiences to assist in bringing into focus the present day problems facing law enforcement in the U.S., and their solutions. (2 hours)

2. DOCUMENTS BRIEFING

Classified (3 hours)

3. ESTABLISHMENT OF A PUBLIC SAFETY COUNTRY PROGRAM

A lecture/discussion encompassing:

Program Beginning - Includes programming by the country, either before or during the program activity, initial survey, surveys and studies in specialized areas, general instruction on the execution of a survey, initial program documentation, including the Joint Non-capital Program Paper (JNPP), Project Implementation Plan (PIP), Project Appraisal Report (PAR).

The Middle - Planning, programming and implementation, including staffing, equipment and training. Also covers reporting requirements and brief discussion of the elements of the country team in the field. Includes a summary of the relationship between the Office of Public Safety, US A.I.D., A.I.D./W, State Department, other U. S. Agencies, and the National Security Council Inter-Departmental Group (NSC/IG).

Review of policy formulation in the field and policy review and approval in Washington, which stress on the role of Public Safety Programming and participation in Washington and the field. Reviews other program documents such as A.I.D. Programming Memoranda, the Congressional Presentation, and Operational Year Budget, including the Authorization and Appropriation of Funds in Washington and the Field.

Evaluation - The discussion is concluded with manner in which resources are secured and applied through the programming cycle, including program phase-out, both partial and complete. (2 hours)

4. INTERNAL SECURITY: THE FUNDAMENTAL CONCEPTS, THE CAUSES OF UNREST, AND APPROACHES TO SOLUTIONS

A seminar in which the role of law enforcement agencies as the government's first line of defense is discussed. The necessity of improving the image of law enforcement in the eyes of the public, and the need for a strong internal security sector is considered. Methods for developing internal security are proposed and analyzed by the lecturer and participating trainees. Internal security situations not conducive to orderly political, economic, and social development are studied. Consequences of situations in which law enforcement agencies do not have the first line of defense capability are considered. The advisor's role in assisting police organizations to develop this capability is discussed. (3 hours)

5. INTRODUCTION TO THE UNDERSTANDING OF POLITICAL SYSTEMS

Discussion of the theoretical approaches and actual activities of Marxist-Leninist World Socialist Systems in their efforts to influence and eventually consume the socio-economic and governmental processes of the free countries of the world. Characteristic Marxist-Leninist techniques, such as semantic deception and subversion by the use of party fractions are discussed in depth. Time is devoted to the study of systems presently in conflict and the apparent and

actual political situation of several important geographical regions and the nations/states located within them. (3 hours)

6. OFFICE OF PUBLIC SAFETY IN EAST ASIA

A description of the overall Public Safety Program in East Asia and how it relates to the activities of other U. S. Government agencies working there. A description of the internal security situation in each country of the region; Public Safety and counterpart host government organizations' activities in each country are discussed. (1½ hours)

7. OFFICE OF PUBLIC SAFETY IN LATIN AMERICA

A description of the overall Public Safety Program in Latin America, and its relationship to other U. S. Government agencies working there. Public Safety and counterpart host government organizations' activities are discussed. A description of the internal security situation in each country of the region is given. (1½ hours)

8. PUBLIC SAFETY POLICY AND PROGRAM GUIDELINES

The recent trend toward better planning of assistance projects and products of this nature, such as circular airgram XA-113, Joint Project Implementation Plans (PIP) and the Non-capital Project Paper (PROP) are discussed. The concept of the preventive security sector packet approach is introduced and considered. The present phasing-down of military assistance programs, and possible impact of this change on OPS is discussed. The need for joint civilian-military planning and support of preventive programs in packet form are stressed. The importance of cooperation and support by the host government is discussed. (1 hour)

9. SELECTION AND PROGRAMMING OF PARTICIPANTS

A discussion of the details involved in processing foreign personnel in preparation for OPS-sponsored overseas training, the designing of their programs,

matters of transportation and location of the program itself. Considerable time is devoted to discussion of the need for support from the advisor recommending participant training, and the training officer in the field. Each course of study presently offered is described, and suggestions given with regard to selection of participants. (2 hours)

10. SEMANTICS AND THE PUBLIC SAFETY ADVISOR

An introduction to Marxist-Leninist semantics. Documents and speeches containing special key words, terms and phrases are identified, discussed and analyzed by the group. Covertly and overtly secured pro-Marxist-Leninist printed material and documents are examined and interpreted. (1 hour)

11. SKILLS INVENTORY BRIEFING

A discussion/work session during which the skills inventory card maintained by the OPS Special Assistant for Program Staffing is discussed and explained in detail, followed by time devoted to executing the card in the case of new-hires, and updating in the case of returning advisors. (1½ hours)

12. OFFICE OF PUBLIC SAFETY: SPECIAL EQUIPMENT

Equipment recently designed and currently used by OPS in its overseas activities is described and demonstrated. Attention is given to firearms and special ammunition, chemical agents and associated equipment, uniform and personal protection equipment, and a variety of miscellaneous special items. Use of this equipment by host government security agencies is discussed in terms of appropriateness of design, quantity, need for in-service maintenance and availability of ammunition, supplies and parts. (3 hours)

13. ART OF ADVISING

A seminar in which the advisor-counterpart relationship is discussed in depth. The advisor's approach in matters of program planning and implementation of projects is considered. Evaluation of one's progress and overall achievements in reference to the

total Public Safety Program is 10 hours. Other topics covered include personal adjustment and the role and responsibilities of the advisor's family at post or in a safe haven. (2 hours)

14. DOMINICAN REVOLUTION OF 1965

Lecture/discussion on the causes and Communist preparations for, and results of, the revolution. Embodies early turbulent history of the Republic, up to and through the Trujillo dictatorship, the Bosch's overthrow, giving a great amount of support to the Communists. It concerns the bringing in of U.S. troops, first to save the American Embassy, and later to save the country from a Communist take-over. The build-up of American A.I.D. personnel after the revolution is discussed, as well as the great strides made in stabilizing the country. Photos, tape recordings and maps of the area are used. (2 hours)

15. INTERNATIONAL POLICE ACADEMY POLICE OPERATIONS CONTROL CENTER (POCC)

Observation of a group of Academy participants engaged in one of the final phases of a practical exercise in the Police Operations Control Center. An initial briefing by the faculty member directing the exercise is given to thoroughly acquaint the advisors with the objectives and details of the problem being solved by the participants. Advisors actively participate in the exercise. An explanation of possible uses of the facility and a description of its construction and equipment are given. (1 hour)

16. NATURE OF THE INSURGENT THREAT

Classified (3 hours)

17. OFFICE OF PUBLIC SAFETY IN THE NEAR EAST, SOUTH ASIA AND AFRICA

A description of the overall Public Safety Program

In the Far East, South Asia, Latin America and how it relates to the activities of other U. S. Government agencies working there. A description of the internal security situation in each country, and the activities of counterpart organizations of the host governments are discussed. (1½ hours)

18. OFFICE OF PUBLIC SAFETY IN VIETNAM

A description of the overall Public Safety Program in Vietnam and how it relates to other U. S. Government agencies working there. A description of the internal security situation in each country, and the activities of counterpart organizations of the host governments are discussed. (1½ hours)

19. OFFICE OF PUBLIC SAFETY: LOGISTICS/SUPPLY

A discussion of details involved in procurement and transportation of commodities to implement overseas Public Safety programs. Attention is given to specific procurement procedures as they affect the individual advisor. Specific cases of proper and improper use of procurement systems are given. (1½ hours)

20. OFFICE OF PUBLIC SAFETY: TECHNICAL SERVICES DIVISION

A discussion of the purpose and organization of the Technical Services Division. The history of commodity support of Public Safety programs and the rationale for existing procurement systems are discussed. General recommendations with regard to commodity implementation of projects are given. (1 hour)

21. OFFICE OF PUBLIC SAFETY TELECOMMUNICATIONS EQUIPMENT

A presentation in which telecommunications equipment, designed by engineers of the Office of Public Safety for special use overseas by host governments' security organizations, is discussed and demonstrated. Application in the field is discussed. (1 hour)

22. OFFICE OF PUBLIC SAFETY, TRAINING DIVISION:  
RESOURCES BRANCH: TECHNICAL INQUIRIES

A description of the Training Division's Resources Branch and its activities in support of the overseas advisor. Services offered by the Division in connection with training materials of all types are outlined and requests for support from advisors in the field are discussed. (½ hour)

23. PARAMILITARY POLICE

Classified (1 hour)

24. POLICE HERITAGE IN FORMER FRENCH COLONIES.

A lecture and class discussion on principal differences between U. S. and French police systems, with emphasis on variations of the French system which the advisor may encounter in former French colonies. (2 hours)

25. OFFICE OF PUBLIC SAFETY: VEHICLE PROCUREMENT

A discussion of the details involved in procurement, issuance and control of A.I.D.-supplied vehicles. (1 hour)

26. SPECIAL BRIEFING.

Classified (3½ hours)

27. ADVISOR'S PRESENTATION

Advisors returning from overseas assignment are required to deliver a presentation describing their activities in relation to the OPS Program and the overall post Mission program. Frequently illustrated with color slides taken by the advisor specifically for this presentation. (1-1½ hours each)

28.  
and  
29.

FIREARMS TRAINING

Sessions of practical instruction in use of fire-arms and operation of a range. Standard methods of instruction are emphasized. Trainees are required to fire for score in a qualifications session the last day of the course. (13 hours)

Shotgun Familiarization - General data and mechanical details of the shotgun, riot type, 12 gauge, pump action. Safety, action lock, operating handle, loading, unloading, operation of the shotgun. Hip and shoulder positions.

Practical Work - Live firing with riot shotgun, hip and five rounds rapid fire from standing position. Hip firing, slow fire, 21 feet, five shots. (2 hours)

Carbine Familiarization - General data and mechanical details of the carbine, caliber .30 M1. Safety, magazine catch, bolt lock, sights, sighting and aiming, sight adjustment. Course of fire, target used. Positions for prone, sitting, standing, loading, unloading.

Practical Work - Live firing with carbine, 25 yards in prone, sitting and standing positions, slow fire. (2 hours)

30.

DIRECTOR'S BRIEFING

Given to new members of the OPS Staff and all advisors just prior to departure for post. The advisor's career with the Office, and his basic responsibilities to his supervisors and the organization are discussed. (1 hour)

31.

PHOTOGRAPHS - INDIVIDUAL AND GROUP

Taken by the IPA staff for administrative purposes. (1+1 hours)

32. CLOSING BRIEFING

Trainees are requested to evaluate the course and their total training program at OPS/W. (2 hours)

33. COFFEE RECEPTION

Provided, at the IPA the first day in either Unit A or B, to acquaint trainees with the Academy Staff and facilitate participant/trainee relationship. (½ hour)

34. OPENING BRIEFING

Briefing in which trainees are informed of course content, their responsibilities as students, and general objectives of their training. (2 hours)

35. TOUR OF THE INTERNATIONAL POLICE ACADEMY

(½ hour)

36. WELCOME TO THE INTERNATIONAL POLICE ACADEMY

(1 hour)

T A B L E 3

EXAMPLE OF FEBRUARY 1970 PSA/T PROGRAM SCHEDULE

U. S. Public Safety Advisor Training  
Program - Unit "A"  
February 1970

<u>Day/Hour</u>	<u>Lesson Title</u>	<u>Location</u>
<u>Monday</u>		
(1) 1300 - 1350	Opening Briefing	CR-4
(2) 1400 - 1450	Firearms Briefing	Range
(3) 1500 - 1550	Welcome to the IPA	Brfg. Room
(4) 1600 - 1630	Tour of the IPA	Brfg. Room
(5) 1630 - 1700	Coffee	Main Lounge
<u>Tuesday</u>		
(6) 0800 - 0850	Semantics and the PSA	CR-4
(7) 0900 - 1200	Introduction to the Understanding of Political Systems	CR-4
(8) 1200 - 1300	Lunch	
(9) 1300 - 1330	Photos	Studio
(10) 1330 - 1630	Special Equipment	Range
<u>Wednesday</u>		
(11) 0800 - 0850	Advisors Presentation	CR-4
(12) 0900 - 1050	Selection and Programming of OPS Participants	CR-4
(13) 1100 - 1230	Skills Inventory Briefing	CR-4
(14) 1230 - 1330	Lunch	
(15) 1330 - 1630	Internal Security: Funda- mental Concepts, Causes of Unrest, approaches to solutions	CR-4

Table 3, continued

<u>DAY/TIME</u>	<u>LESSON TITLE</u>	<u>LOCATION</u>
<u>Thursday</u>		
(16) 0800 - 0850	Advisors Presentation	CR-4
(17) 0900 - 1100	Carbine Familiarization	Range
(18) 1100 - 1200	Documents Briefing	CR-4
(19) 1200 - 1300	Lunch	
(20) 1300 - 1430	OPS in Latin America	CR-4
(21) 1430 - 1630	Current Trends in Law Enforcement	CR-4
<u>Friday</u>		
(22) 0900 - 1200	OPS Graduation	Large Aud.
(23) 122 - 1300	Lunch	
(24) 1300 - 1500	Establishment of OPS Country Program	CR-4
(25) 1500 - 1600	Firearms Training (Qualification)	Range
(26) 1600 - 1630	Departure Briefing	CR-4

Table 3, continued

U. S. Public Safety Advisor Training  
Program - Unit "B"  
February 1970

<u>Day/Hour</u>	<u>Lesson Title</u>	<u>Location</u>
<u>Monday</u>		
(27) 1300 - 1350	Opening Briefing	CR-4
(28) 1300 - 1450	Firearms Briefing	Range
(29) 1500 - 1550	Welcome to the IPA	Brfg. Room
(30) 1600 - 1630	Tour of the IPA	Brfg. Room
<u>Tuesday</u>		
(31) 0800 - 0830	Photographs	Studio
(32) 0830 - 0850	OPS/TD Resources Tech. Inquiries	CR-4
(33) 0900 - 1050	Police Heritage in Former French Colonies	CR-4
(34) 1100 - 1150	Firearms Training	Range
(35) 1200 - 1300	Lunch	
(36) 1300 - 1550	Nature of Insurgent Threat	CR-4
(37) 1600 - 1650	Firearms Training	Range
<u>Wednesday</u>		
(38) 0800 - 0950	The Art of Advising	2664 NS
(39) 1000 - 1100	OPS/TSD	2733 NS
(40) 1100 - 1150	OPS/TSD Logistics and Supply	2733 NS
(41) 1200 - 1330	Lunch	
(42) 1330 - 1430	OPS/TSD Telecom. Equip.	2733 NS
(43) 1430 - 1530	OPS/TSD Procurement of Vehicles	2733 NS

Table 3, continued

<u>Time</u>	<u>Location</u>	<u>Activity</u>	<u>Location</u>
(44) 1530 - 1550	Transit from New State		
(45) 1600 - 1650	Firearms Training		Range
<u>Thursday</u>			
(46) 0800 - 0950	Dom. Revolution of 1965		CR-4
(47) 1000 - 1150	Special Equipment		Range
(48) 1200 - 1300	Lunch		
(49) 1300 - 1630	Special Briefing		CR-4
<u>Friday</u>			
(50) 0800 - 0930	OPS in AFR/NESA		2733 NS
(51) 0930 - 1030	Paramilitary Police		2733 NS
(52) 1030 - 1100	Transit from New State		
(53) 1100 - 1150	Advisors Presentation		CR-4
(54) 1200 - 1300	Lunch		
(55) 1300 - 1450	Firearms Training (Qualification)		Range
(56) 1500 - 1550	Closing Briefing		CR-4

Statistics of Class Frequency

There are no available records showing the frequency of this program since its inception. Table 4 presents a list of classes given from 1968 to the present time, and indicates the total number of attendees (new-hires and returnees) in each unit. This particular method of frequency listing clearly amplifies the effect of over-frequency upon attendance. (See Table 6, page 70, for listing of unit frequency in graph form.)

T A B L E 4

UNIT FREQUENCY AND ENROLLMENT FROM 1968 TO PRESENT

CALENDAR YEAR 1968

<u>No.</u>	<u>Dates</u>	<u>Attendees</u>		<u>Total</u>
		<u>New-Hire</u>	<u>Returnees</u>	
42	1/2 - 1/5	3	9	12
43	1/8 - 1/12	2	9	11
44	2/5 - 2/9	4	-	4
45	2/12 - 2/16	5	1	6
46	2/19 - 2/23	9	3	12
47	2/26 - 3/1	8	6	14
48	3/4 - 3/8	-	7	7
49	3/18 - 3/22	4	-	4
50	2/25 - 2/29	5	6	11
51	4/1 - 4/5	9	7	16
52	4/8 - 4/12	7	2	9
53	4/29 - 5/3	4	-	4
54	4/6 - 5/10	5	-	5
55	5/13 - 5/17	-	2	2
56	5/13 5/17	1	-	1
57	5/20 - 5/24	-	11	11

Table 4, continued

CALENDAR YEAR 1959, cont'd.

<u>No.</u>	<u>Dates</u>	<u>Attendees</u>		<u>Total</u>
		<u>New-Hire</u>	<u>Returnees</u>	
58	5/27 - 5/31	-	9	9
59	6/10 - 6/14	3	2	5
60	6/17 - 6/21	2	15	17
61	6/18 - 6/22	-	-	
62	6/24 - 6/28	6	18	24
63	7/1 - 7/5	7	6	13
64	7/22 - 7/26	-	9	9
65	7/31 - 8/1	1	-	1
66	8/5 - 8/9	1	5	6
67	8/12 - 8/16	1	11	16
68	9/3 - 9/6	3	1	4
69	9/9 - 9/13	4	8	12
70	9/16 - 9/20	2	6	8
71	9/23 - 9/27	1	-	1
72	9/23 - 9/27	1	-	1
73	10/7 - 10/11	-	4	4
74	10/14 - 10/18	6	12	18
75	10/21 - 10/25	6	3	9
76	10/28 - 11/1	2	3	5
77	11/4 - 11/8	2	6	8
78	11/25 - 11/29	3	1	4
79	12/2 - 12/6	4	9	13
80	12/9 - 12/13	2	9	11
81	12/16 - 12/20	1	1	2

CALENDAR YEAR 1969

82	12/30/68 - 1/3/69	6	-	6
83	1/6 - 1/10	6	-	6
84	1/13 - 1/17	6	-	6
85	1/21 - 1/24	1	-	1
86	1/27 - 1/31	1	3	4
87	2/3 - 2/7	2	7	9
88	2/10 - 2/14	2	2	4
89	2/17 - 2/21	2	1	3
90	2/24 - 2/27	-	2	2
91	3/3 - 3/7	1	-	1
92	3/10 - 3/14	2	-	2
93	3/31 - 4/4	5	4	9
94	4/7 - 4/11	4	4	8
95	4/14 - 4/18	1	8	9
96	4/21 - 4/25	8	8	16

Table 4, continued

CALENDAR YEAR 1969, continued

<u>No.</u>	<u>Dates</u>	<u>Attendees</u>		<u>Total</u>
		<u>New-Hire</u>	<u>Returnees</u>	
97	5/12 - 5/16	8	2	10
98	5/19 - 5/23	2	9	11
99	5/26 - 5/29	1	6	7
100	6/16 - 6/20	2	15	17
101	6/23 - 6/27	7	18	25
102	6/30 - 7/3	6	5	11
103	7/4 - 7/18	4	15	19
104	7/22 - 7/25	4	15	19
105	8/4 - 8/8	4	4	8
106	8/11 - 8/15	4	3	7
107	8/25 - 8/29	2	6	8
108	9/2 - 9/5	2	6	8
109	9/15 - 9/19	1	4	5
110	9/22 - 9/26	1	4	5
111	10/6 - 10/10	3	7	10
112	10/13 - 10/17	1	6	7
113	10/27 - 10/31	1	3	4
114	11/3 - 11/7	-	4	4
115	11/17 - 11/21	4	2	6
116	11/24 - 11/28	3	5	8
117	12/1 - 12/5	-	6	6
118	12/8 - 12/12	-	4	4
119	12/22 - 12/26	-	-	-
120	12/29 - 1/2	-	-	-

CALENDAR YEAR 1970

121	1/5 - 1/9	4	2	6
122	1/22 - 1/26	-	3	3
124	2/2 - 2/6	4	5	9
125	2/9 - 2/12	3	2	5
126	2/16 - 2/20	-	-	-
127	3/2 - 3/6	2	1	3
128	3/9 - 3/13	2	1	3
129	3/30 - 4/3	1	5	6
130	4/6 - 4/10	1	5	6
131	4/27 - 5/1	3	5	8
132	5/4 - 5/8	3	5	8
133	5/8 - 5/22	8	11	19
134	5/25 - 5/28	9	11	20
135	6/8 - 6/12	6	2	8
136	6/15 - 6/19	5	17	22

SEPTEMBER 1970, continued

<u>No.</u>	<u>Dates</u>	<u>Attendance</u>		<u>Total</u>
		<u>New-Hire</u>	<u>Returnees</u>	
137	6/22 - 6/26	-	19	19
138	7/6 - 7/10	1	8	9
139	7/13 - 7/17	1	5	6
140	7/27 - 7/31	1	7	8
141	8/3 - 8/7	2	7	9

## PART II - RESEARCH

Gathering data for this project proved to be a formidable task. Although some form of course evaluation has been in existence since 1968, processing and usage of this information was negligible. As was previously explained, prior to 1968 there was little need for evaluative data, since the majority of people involved would not be repeating the course for some time.

The assumption of non-repetition was, however, somewhat effected by the build-up of OPS advisors in Vietnam, and after the evacuation of families and its subsequent establishment as an 18-month post, the turnover of advisors to the training program increased to the point where lack of planning for course repetition began to be felt.

### Pre-1969 Data

From 1963 to 1968, no substantial data was kept on this program. Total personnel trained each year was the only substantive item available. In 1968, the Coordinator established a method of critique and course evaluation by providing time at the end of each course for discussion and critique. This information was pro-

cessed for file by the Coordinator in the form of a brief synopsis of comments and suggestions made as exemplified in Appendix I. One must take into account, however, that even in 1968 the majority of participants were receiving this training for the first time. Thus, a repetition factor was not in the majority of comments. Where pertinent these critiques have been incorporated in this report.

#### Post-1968 Data

In July 1969, a written course evaluation form was developed and instigated for the express purpose of obtaining student reaction to the course (see Appendix II). This method was supplemented by a debriefing session with the PSA/T Coordinator wherein students were asked to remark, in a positive and/or negative manner, on any portion of the course. This information was filed in the form of a Coordinator's Evaluation Report.

The contents of these reports were specifically valuable to this study, since the major portion of returning advisors had previously completed the program.

### Specific Request Data

As a result of instructions from the Director of OPS, a review of this program was carried out by selected members of the OPS/W Staff. Each reviewing officer prepared an information memorandum setting forth his comments and recommendations for change. The text of these comments can be found in Appendix III.

### Conclusions of Available Data

The above-mentioned sources were reviewed to ascertain if there were any distinguishable and relevant points or areas which might be deleted or require modification. In addition, an analysis was made to identify multiple recommendations for new material.

The major points emerging from this review are listed on the following pages. They include Coordinator comments, student critique and Staff review. The list is not, however, necessarily in a rank order of importance, but does somewhat follow a frequency of comment pattern.

## RESEARCH RESULTS

1. Provide time for returning advisors to read, study and discuss area of interest in their relevant Operations Branches..
2. Advisor presentations should have more emphasis..
3. Separate courses should be established -- one for new-hires and another for returning advisors.
4. Provide a combined briefing on OPS policy, programs and project instigation guidelines.
5. Arrange presentations by IPA participants.
6. PSA/T instructors should use more visual aids.
7. Repetitive curriculum items should be eliminated for returning advisors.
8. Delete the presentation on the Dominican Revolution of 1965, due to its single purpose nature.
9. Design a briefing on personal security of the advisor, and concepts of VIP security.
10. Design the PSA/T Program as a single two-week course rather than two one-week courses.
11. Change the physical location of the Branch briefings from the IPA to the Branch offices.
12. More individual attention should be given to returning advisors by high level OPS Staff on career development, current status, and future career possibilities.
13. More time should be provided for handling administrative and personnel matters..

14. A class on political, economic and legislation building foundations of the public safety program should be developed.
15. Each Branch of the Operations Division should prepare a statistical fact sheet as a handout to accompany their briefings.
16. Unit frequency is such that it increases the program cost factor and encourages minimum enrollment.
17. Inadequate backstopping of individual lecturers creates a void in scheduling which leaves some units partially completed.
18. More emphasis should be placed upon new trends in all aspects of the police profession for returning advisors to include visits to local installations.
19. More time should be devoted to the "Art of Advising" class.
20. The course on "French Police Heritage" is of singular purpose and should be expanded to include other equally important aspects, or be eliminated.
21. There is too much emphasis on firearms training.
22. There is too much emphasis on Technical Services Division activities.
23. Consolidate individual Operations Branch briefings into one Operations Division briefing.
24. Delete the briefing on paramilitary police.
25. Documents available for the "Document Briefing" class are repetitious and fail to meet the scope of the course.

The most recurrent comment stated that there should be greater emphasis -- particularly for returning advisors -- on current trends and developments in the art of policing. This postulates that there should be considerably more time devoted to the "Current Trends in Law Enforcement" class than the two hours now scheduled.

Further research produced the following data:

1. Lecturers from various local law enforcement agencies be drawn upon for input.
2. Visits to selected agencies be made a part of the curriculum. A number of specific areas of activity could be considered, including, but not limited to:
  - a. Computerized records systems
  - b. Closed circuit television
  - c. Use of fixed and rotary wing aircraft
  - d. Rescue operations and equipment
  - e. Riot control organization and operation
  - f. Police executive management
  - g. Police planning and research
  - h. Communications operations
  - i. Identification methods and techniques
  - j. Bomb disposal techniques
  - k. VIP protection and security
  - l. Police and public relations
  - m. Traffic control and driver training
  - n. Narcotics control
  - o. Airline security - anti-highjacking
  - p. Anti-terrorist measures

### PART III - DISCUSSION

This section deals primarily with program content and administration. Some mention should, however, be made of the program philosophy in relation to the data collected.

Based upon the premise that the data gathered is as complete as possible, and further, that the results (see page 32) represent an accurate picture of the areas deserving of attention, each subject listed was placed in one of three categories and examined from the standpoint of feasibility, practicability and availability. Results of this examination are discussed below.

#### Program Philosophy

Many specific areas of comment involved the policies of the program, but none dealt directly with it. In effect, the curriculum, its method and technique of presentation and manner of administration are, in fact, the results of the philosophical policy. This philosophy is stated as follows:

### PURPOSE OF THE COURSE

Orientation of new-hire Public Safety Advisors and debriefing and retraining of experienced advisors en route to overseas assignments, in matters of policy, organization and operations of the Office of Public Safety.

### PARTICIPATION

All Public Safety Advisors, including Chief and Deputy Chief Advisors, en route to assignment overseas.

### CONCEPT OF PRESENTATION

Most sessions are conducted as seminars. Instruction is directed toward both the new-hire and returning advisor, with extensive contributions being made by the experienced advisors. Seminar sessions, lectures and formal briefings are presented by members of the Washington Staff of the Office of Public Safety, representatives of other Government agencies, and a panel of guest lecturers and consultants.

### COURSE LENGTH

Ten working days (80 hours)...

The redundancy factor identified in Table 1 indicates the actual focus of the program is directed toward new-hire employees. It appears the realistic "Purpose" and theoretical "Purpose", as indicated above, do not entirely correspond. For the most part, the "Participation" theory is adhered to; however, the "Concept of Presentation", as currently practiced, is again directed toward new-hire employees and limits itself to that aspect.

Those questions dealing with returning advisor repetition, enlargement of current police trends classes, emphasis on sharing returning advisors' experiences, personnel and personal matters, and separating new-hire and returning advisor classes, all point toward a failure of equal new-hire and returning advisor emphasis.

Thus, it appears that in relation to the research results a conflict lies, not with the written policy, but rather in the program's content and administration. This philosophy could, however, be strengthened, and this matter is dealt with in the "Recommendations" section, with a reinforced philosophy proposal.

Program Administration

Here again, one finds an area of concurrent interest; in this case, between content and administration of content. Those subject areas that are concurrent have been arbitrarily placed in one column or another and discussed from all aspects.

1. "Provide time for returning advisors to read, study and discuss areas of interest in their relevant Operations Branches."

At the present time, contact with a student's respective Branch is based upon the needs of the Branch. In smaller Missions, the advisor leaves with a fair idea of overall Mission activities. However, the larger posts do not afford an opportunity for the advisor to become aware of the "big picture", so-to-speak. It appears then, this proposal has some merit, and so has been given consideration in the "Recommendations" section.

2. "Advisor presentations should have more emphasis."

Currently, each returning advisor is asked to give a one to one and one-half hour presentation on his most recent activities. The focus of this sugges-

tion seems to lie in the fact that quite often these presentations are unprepared and poorly given. This suggestion seems valid, from the standpoint of improving presentation technique and level, and is constructively dealt with in the next section:

3. "Separate courses should be established -- one for new-hires, another for returning advisors."

This is an item of high repetition in the data. The same course is given time and time again to experienced advisors, some of whom have repeated the course three or more times. By examining the POI it is evident there is a serious repetition factor in the curriculum, thus making this suggestion extremely valid. Consideration of separate courses must, however, take into account aspects of economy and feasibility. In addition, one must consider the worth of experience-sharing between returnees and new-hire personnel. It would appear the most reasonable solution is one of compromise where the worst of the redundancy is eliminated, and the best of the inter-action retained. The "Recommendations" section contains

a proposed revision of the curriculum, which attempts to meet this compromise while still considering the economy of the program.

4. "Provide a combined briefing on OPS policy, programs and project instigation guidelines."

The present curriculum calls for two separate classes (totaling three hours) to cover these topics. Previous instructors and students are in agreement that a reduction of one hour and combination of all three subjects under one title would produce a more cohesive and meaningful class.

5. "Arrange presentations by IPA participants."

There is no specific time set aside for participant contact with students. However, current participant enrollment is made available and informal exchanges encouraged. Twenty to 25 countries are represented at any given time at the IPA. The choice of one country's participant over 20 others for a formal presentation to PSA/T is not feasible, and was not included in the "Recommendations".

6. "PSA/T instructor should be available for use."

All facilities and equipment at the IPA are available for use by PSA/T instructors, thus equipment is not the problem. This suggestion seems to direct itself toward lesson preparation.

This matter can be handled from the Coordinator's position through closer instructor coordination and assistance. Consequently, no specific recommendation is included in this report.

7. "Repetitive curriculum items should be eliminated for returning advisors."

As previously stated, this suggestion is completely valid and requires immediate attention. Table 2 indicates those classes which are repetitive to returning advisors (24 out of 36), thus creating a redundancy factor of 75%. This matter is extensively dealt with in the next section.

8. "Delete the presentation on the Dominican Revolution of 1965, due to its single purpose nature."

The previous instructor for this course is no longer available and there was no backstop provided. Consequently, the course has been deleted through attrition, and requires no further discussion.

9. "Design a briefing on physical security of the advisor, and concepts of VLS security."

Recent situations indicate this suggestion is valid and requires positive consideration. Current planning includes incorporation of this subject into the content of the proposed expansion of the "Art of Advising" class.

10. "Design the PSA/T Program as a single two-week course, rather than two one-week courses."

The requirement that PSA/T be coordinated with other A.I.D. training courses (see Table 6 ) precludes further consideration of this subject.

11. "Change the physical location of Branch briefings from the IPA to the Branch offices."

Several reasons were given for this suggestion, including a closer contact with the Branch Staff, visual association with the briefing content, elimination of transit time for the instructor, and availability of Branch material. The greatest deterrent to this suggestion is the disturbance caused to a Branch operation, especially when a large class is involved.

The reasons behind the suggestion seem valid. However, further discussion with the Branches

involved, and experimentation to determine feasibility, should be accomplished before a proposal for permanent procedure can be forwarded. Since this is within the realm of the Coordinator, no proposal is made on this subject in the next section.

12. "More individual attention be paid to returning advisors by high level OPS Staff on career development, current status, and future career possibilities."

At present, returning advisors have the privilege of reviewing their personnel folder at FSP/PS/SMS and conferring with an OPS Personnel Staffing Specialist. In addition, he is a participant in a pre-departure briefing conducted by the Director or Deputy Director of OPS, during which career development and possibilities for advisors are usually discussed, but no treatment given on an individual basis. It would appear desirable, from the point of view of employee morale, to provide individual attention on the part of high level (Division or above) OPS/W Staff to each returnee regarding his personal status and future. It should be pointed out, however, considerable time would have to be expended by the pertinent OPS/W Staff to accomplish this. Class time for this individual

attention is proposed in the next section.

13. "More time should be provided for handling administrative and personnel matters."

The administrative and personal matters referred to consist of physical examinations, medical consultations, travel arrangements, passport and visa matters, arranging for shipment of household goods, and visits to the Controller's Office regarding fiscal matters and travel advances. These matters are usually taken care of by new-hire personnel during their general orientation periods. The problem arises more frequently with returning advisors. Instructions have been sent to Missions to inform personnel they should take physical examinations at post or authorized medical facilities in places other than Washington. However, there frequently arises a necessity for medical and other administrative consultations while in training. No time, other than the four hours now scheduled on the first day of Unit A, is specifically scheduled for such matters, but advisors are permitted to take time on the basis of a written (form) request submitted to and approved by the Coordinator prior to absence. They

are also urged to accomplish these tasks by utilizing free time resulting from the non-appearance of a lecturer, (see 17 below) to accomplish these matters. Therefore no additional time, is recommended other than the 4 hours now scheduled on the first day of Unit-A.

14. "A class on the political, economic and institution building foundations of the public safety program should be developed."

While this subject matter is touched upon in other scheduled sessions, i.e., the "Art of Advising"; "Establishment of a Country Public Safety Project"; "Documents Briefing", it is not covered in depth.

Implications inherent in the role Public Safety plays in strengthening the political and economic basis of developing nations, and the effect it has upon orderly development of fundamental institutions, argue for inclusion of material specifically directed to these subjects. Advisors can be expected to have occasion to discuss, explain and possibly debate, conceptual matters such as these to counterparts and non-OPS personnel at post. As preparation for effective representation of OPS, the suggested material would be beneficial, especially for returnees. Thus, an "advanced" course in political systems is proposed in the next section.

15. "Each Branch of the Operations Division should prepare a statistical fact sheet as a handout to accompany their briefings."

A considerable portion of the time presently allocated to each Branch briefing is devoted to a recitation of statistical data, e.g., funds allocated for previous and current fiscal years, funds projected for next fiscal year; number of advisors authorized, actual strength, etc. While this data is pertinent it employs time which might better be used to discuss substantive matters, such as particular problems encountered, solutions applied, and lessons learned in meeting the problems. A suitable recommendation will be originated from the Coordinator's office on this matter.

16. "Unit frequency is such that it increases the program cost factor and encourages minimum enrollment."

Table 4 indicates unit enrollment since 1968.

Total units per year from 1963 (each Unit A and B is counted individually) have averaged 40, thus totaling 20 complete sessions. Experience indicates classes of less than four people, or of less than three new-hires and/or returning advisors each, are non-productive insofar as the students are concerned, and of diminishing returns to OPS. A re-

view of Table 4 shows several units contained negative enrollment.

In 1968, 16 classes had less than three returnees and 20 with less than three new-hires; 1969, there were 22 and 14 classes of less than three new-hires and returnees, respectively. Thus far in 1970, classes of less than three new-hires and returnees total eight and six, respectively. Since 1968, there have been 16 classes with no new-hires, 18 with no returnees, and 15 with a total enrollment of less than four. There were three scheduled units with no enrollment at all.

This preponderance of negative enrollment establishes the validity of this research result, and is positively dealt with in the next section.

17. "Inadequate backstopping of individual lecturers creates a void in scheduling which leaves some units partially completed."

Research shows numerous classes do not have back-up lecturers. Thus, if a lecturer is absent, the class must be cancelled. This suggestion is valid and corrective measures are proposed in the next section.

Program Content

Much of the suggestion data (pages 32,33) directly or indirectly involve individual course content. In keeping with the recommended program philosophy, each course was examined as to its applicability to this philosophy and feasibility in an economical and practical sense.

18. "More emphasis should be placed upon new trends in all aspects of the police profession for returning advisors to include visits to local police installations."

This was the most recurring suggestion. Currently, one two-hour class is given in this subject, with specific reference made to the IPA Library. Though the Library is an excellent source for updating one's knowledge, considerable manhours must be expended to do so -- manhours not provided for in the curriculum or available in off-duty hours.

This valid suggestion is included in the Recommendations Section.

Visits to local police agencies would seem to be an integral part of an expansion of this course; however, inclusion of such visits poses practical and economical problems. The current frequency of

courses could exhaust the hospitality of agencies in the immediate vicinity, and an expansion of the visiting area would incur economical deficiencies in transportation. The Recommendations Section includes a provision for visitations, but it is directly connected with a proposal for reduction of class frequency.

19. "More time should be devoted to the 'Art of Advising' Class."

This frequently recurring suggestion was equally proposed by new-hire and returnees. Other suggestions included specific subject matter to enlarge this class. This suggestion is included in the next section.

20. "The course on 'French Police Heritage' is of singular purpose and should be expanded to include other equally important aspects, or be eliminated."

Suggestions were made to include British, Spanish and Dutch heritages, since the OPS world-wide program encounters influences from one or more of these cultures. To include all cultures involved would be prohibitive in time and worth. The current course was examined for content and applicability to all students and found to be of a somewhat singular purpose, and consequently eliminated from the next section.

21. There is too much emphasis on Technical Services Division activities.

Approximately 18 hours of the total course time (spread out over both sessions), are devoted to firearms training. Examination of this suggestion was conducted from two points of view -- repetition for returning advisors, and performance of all personnel trained. The performance factor was most indicative, wherein it showed only 12 per cent of the advisors successfully qualified, including repeaters of the course. This indicates that actually more time should be devoted to firearms training.

An increase in course hours would necessitate removal of other curriculum, already too short in subject matter. An alternative for improving this course's effectiveness is proposed in the next section.

22. "There is too much emphasis on Technical Services Division activities."

The present POI calls for five hours of TSD presentation, consisting of a general briefing on the Division as a whole, logistics and supply, telecommunications, and vehicle procurement. The TSD function is such that its activities are somewhat routine. Procurement methods, documents and handling remain relatively constant. Little change is evident in

the presentation, irrespective of the length of time. Therefore, redundancy, as it applies to the returning advisor, does exist. A shorter period during which any new developments could be covered, appears desirable, and is discussed in the next section.

23. "Consolidate individual Operations Branch briefings into one Operations Division briefing."

While individual Branch briefings expose advisors to several persons' viewpoints, implications are there is duplication and redundancy. There is also the feeling the recitation of statistical data during each briefing detracts from their interest and effectiveness. A consolidated Operations Division briefing would present a more integrated picture of OPS' worldwide activities and show how they are coordinated. If a statistical fact sheet regarding the country projects of each Branch was given as a hand-out in conjunction with the briefing, it would permit the individual to give a consolidated briefing concentrated on the more substantive aspects of the programs under the Division. A proposal appropriate to these findings is made in the next section.

24. "Documents available for the 'Document Briefing' Class are repetitive and fail to meet the scope of the course."

This suggestion is predicated on the fact that the briefing has dealt only with the NPFF in Vietnam. To be truly useful, a comparative exposition of various paramilitary forces, e.g., Carabineros, Border Patrol Police, etc., should be presented. Such a briefing should also de-emphasize the military aspect of "paramilitary", and emphasize the forces as Police Field Forces or Special Action Forces. An adequate briefing on this subject is delivered to personnel in CORDS training in Vietnam, thus this item appears to be valid and the class has been deleted from the proposal section.

25. "Documents available for the 'Document Briefing' Class are repetitive and fail to meet the scope of the course."

Examination found this to be valid. This suggestion is within the scope of the US/PSA/T Coordinator's Office and will be dealt with by review and up-dating. No specific proposal is necessary in the Recommendations Section.

#### PART IV -- RECOMMENDATIONS

This final section deals with the three major areas of discussion: Program Philosophy, Content and Administration.

It does not attempt to treat each of the 25 researched items as a separate subject, due to the inter-relationship of most of these areas with each of the three sections under discussion. It does, however, deal with a major portion of the existing curriculum (as it appears in Table 2) and this curriculum is listed below with a brief explanation of proposed changes in parenthesis to assist the reader in following the Recommendation discussion.

##### Item

1. Current Trends in Law Enforcement (expanded from 1 to 4 hours).
2. Documents Briefing (expanded from 1 to 3 hours for new-hires; 2 hours for returnees).
3. Establishment of a Public Safety Country Program (combined with 8 below; formed into "M" below).
4. Internal Security: The Fundamental Concepts, the Causes of Unrest, and Some Approaches to Solutions (limited to new-hires)
5. Introduction to the Understanding of Political Systems (limited to new-hires).

Item

6. Office of Public Safety in East Asia (combined with 7, 17 and 18 below; formed into "E" below).
7. Office of Public Safety in Latin America (see 6 above).
8. Public Safety Policy and Program Guidelines (see 3 above).
9. Selection and Programming of Participants (combined with 22 below; formed into "C" below).
10. Semantics and the Public Safety Advisor (limited to new-hires).
11. Skills Inventory Briefing (unchanged).
12. Special Equipment (unchanged).
13. Art of Advising (expanded from 2 to 4 hours for all trainees).
14. Dominican Revolution in 1965 (eliminated).
15. International Police Academy Police Operations Control Center (POCC) (limited to new-hires).
16. Nature of the Insurgent Threat (limited to new-hires).
17. Office of Public Safety in Africa, Near East and South Asia (see 6 above).
18. Office of Public Safety in Vietnam (see 6 above).
19. Office of Public Safety Logistics/Supply (see 20 below).
20. Office of Public Safety Technical Services Division (combined with 19 above, 21 and 25 below to form "B" below).
21. Office of Public Safety Telecommunications Equipment (see 20 above).

Item

22. Office of Public Safety Training Division,  
Resources Branch: Technical Inquiries (see  
9 above).
23. Paramilitary Police (eliminated).
24. Police Heritage in Former French Colonies  
(eliminated).
25. Procurement of Vehicles by OPS (see 20 above).
26. Special Briefing (unchanged).
27. Advisor's Presentation (strengthened thru field  
contact).
28. Firearms Training (Briefing) (unchanged).
29. Firearms Training (Shooting) (strengthened  
thru scheduling).
30. Director's Briefing (unchanged).
31. Photographs: Individual and Group (unchanged).
32. Closing Briefing (unchanged).
33. Coffee Reception (unchanged).
34. Opening Briefing (unchanged).
35. Tour of the International Police Academy  
(limited to new-hires).
36. Welcome to the International Police Academy  
(unchanged).

Item

- A. Arrival and Administrative Briefings at A.I.D. Personnel and OPS (presently scheduled but not previously programmed).
- B. Combined OPS Technical Services Division Briefing (created from 19, 20, 21 and 25 above).
- C. Combined OPS/Training Division Field Support and Participant Selection Briefing (created from 9 and 22 above).
- D. OPS Individual Branch Research (newly created to meet individual needs).
- E. Combined Operations Branch Briefing (created from 6, 7, 17 and 18 above).
- F. Communication Skills Briefing (created to meet trainees needs).
- G. Current Trends in Law Enforcement (Field Trip) (created to up-date returnees).
- H. Current Trends in Law Enforcement (Field Trip) (see "G" above).
- I. Career Development Briefing (created to meet individual needs).
- J. Functional Perspectives Within OPS (previous curriculum item re-inserted).
- K. Advanced Political Systems (created for returnees).
- L. Individual Desk De-Briefings (newly established for trainees and Branches).
- M. Combined Policy and Program Guidelines and Public Safety Program Establishment (created from 3 and 8 above).
- N. Comparative Police Systems of the World (created to replace "French Heritage" class).

The effect of these recommendations upon the existing curriculum, the students and the program as a whole, is shown in Table 5.

The remainder of this section contains a strengthened philosophy statement; a discussion of the recommended changes in specific class content, and an explanation of the proposed administrative changes, with specific reference to costs involved. Proposed classes are listed with their scope of content and method of development. It is felt, to a certain extent, the remaining pages of the report contain a re-directed program of Public Safety Advisor Training.

#### Program Philosophy

In keeping with the previous format, the proposed philosophy statement is set forth under the same headings. The contents are in keeping with the changes recommended in Program Content and Administration.

#### PURPOSE OF THE COURSE

US/PSA/T has a dual purpose and function. Since it involves personnel with no experience in advisory responsibilities as well as those with widely varying amounts of experience, its purpose must be directed toward both types.

Similarly, its function is divided in that it serves as an orientation to new personnel and a debriefing and re-orientation for those who have completed overseas tours of duty.

TABLE 5

TEM	COURSE	EXISTING		HOURS		REPETITIOUS		SECTION		NEW HIRES		RET. ADVISORS		CHANGI
		Old	New	Old	New	Old	New	Old	New	Old	New	Old	New	
	Current Trends in Law Enforcement	Yes	Yes	1	4	No	No	A	B	Yes	No	Yes	Yes	Yes
	Documents Briefing	Yes	Yes	1	3	Yes	No	A	A & B	Yes	Yes	No	Yes	Yes
	Establishment of a Public Safety Country Project	Yes	Yes	2	NA	Yes	No	A	B	Yes	Yes	Yes	No	See "M" below
	Internal Security: Fundamental Concepts	Yes	Yes	3	3	Yes	No	A	B	Yes	Yes	Yes	No	Yes
	Introduction to the Understanding of Political Systems	Yes	Yes	3	3	Yes	No	A	B	Yes	Yes	Yes	No	Yes
	The Office of Public Safety in East Asia	Yes	Yes	1½	NA	Yes	No	A	A	Yes	Yes	Yes	Yes	See "E" below
	The Office of Public Safety in Latin America	Yes	Yes	1½	NA	Yes	No	A	A	Yes	Yes	Yes	Yes	See "E" below
	Public Safety Policy and Program Guidelines	Yes	Yes	1	NA	Yes	No	A	B	Yes	Yes	Yes	No	See "A" below
	Selection and Programing of Participants	Yes	Yes	2	NA	Yes	No	A	A	Yes	Yes	Yes	Yes	See "C" below
	Semantics and the Public Safety Advisor	Yes	Yes	1	1	Yes	No	A	B	Yes	Yes	Yes	No	Yes
	Skills Inventory Briefing	Yes	Yes	1½	1	No	No	A	B	Yes	Yes	Yes	Yes	No
	Special Equipment	Yes	Yes	3	3	No	No	A	B	Yes	Yes	Yes	Yes	No
	The Art of Advising	Yes	Yes	2	4	No	No	B	B	Yes	Yes	Yes	Yes	Yes
	The Dominican Revolution in 1965	Yes	No	1½	0	Yes	No	B	NA	Yes	No	Yes	No	Eliminate
	Observation of IPA-POCC	Yes	Yes	1	1	Yes	No	B	B	Yes	Yes	Yes	No	Yes
	The Nature of the Insurgent Threat	Yes	Yes	3	3	Yes	No	B	B	Yes	Yes	Yes	No	Yes
	The Office of Public Safety in Africa, Near East and South Asia	Yes	Yes	1½	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "E" below
	The Office of Public Safety in Vietnam	Yes	Yes	1½	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "E" below
	The Office of Public Safety, Logistics/Supply	Yes	Yes	2	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "E" below
	The Office of Public Safety, Technical Services Division	Yes	Yes	1	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "E" below
	The Office of Public Safety Telecom Equipment	Yes	Yes	1	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "E" below

TABLE 5

EX.	COURSE	EXISTING		HOURS		REPETITIOUS		SECTION		NEW HIRES		RLI. ADVISORS		CHANGE
		Old	New	Old	New	Old	New	Old	New	Old	New	Old	New	
2	The Office of Public Safety Training Division	Yes	Yes	1/2	NA	Yes	No	B	B	Yes	Yes	Yes	Yes	See "C" Below
3	Paralitery Police	Yes	No	1	0	Yes	No	B	NA	Yes	No	Yes	No	Eliminated
-	Police Heritage in Former French Colonies	Yes	No	2	0	Yes	No	B	NA	Yes	No	Yes	No	Eliminated
5	Procurement of Vehicles by CPS	Yes	Yes	1	NA	Yes	No	B	A	Yes	Yes	Yes	Yes	See "B" Below
7	Special Briefing	Yes	Yes	3 1/2	3	Yes	No	B	B	Yes	Yes	Yes	No	Yes
	Advisor's Presentations	Yes	Yes	3	3	No	No	A	A	Yes	Yes	Yes	Yes	No
	Advisor's Presentations	Yes	Yes	3	3	No	No	B	B	Yes	Yes	Yes	Yes	No
	Firearms Training/Briefing	Yes	Yes	1	1	Yes	Yes	A	A	Yes	Yes	Yes	Yes	No
	Firearms Training/Briefing	Yes	No	1	0	Yes	NA	B	NA	Yes	No	Yes	No	Eliminate
8	Firearms Training/Shooting	Yes	Yes	8 1/2	17	No	No	A	A	Yes	Yes	Yes	Yes	Yes
	Firearms Training/Shooting	Yes	No	8 1/2	0	No	NA	B	NA	Yes	No	Yes	No	Yes
9	Director's Briefing	Yes	Yes	1/2	2	No	No	A	B	Yes	Yes	Yes	Yes	No
	Director's Briefing	Yes	No	1/2	0	No	NA	B	NA	Yes	No	Yes	No	Eliminate
	Photographs, Individual and Group	Yes	Yes	1/2	1/2	No	NO	A	A	Yes	Yes	Yes	Yes	No
	Photographs, Individual and Group	Yes	No	1/2	0	No	NA	B	NA	Yes	No	Yes	No	Eliminated
	Closing Briefing	Yes	Yes	1	1	No	No	A or B	B	Yes	Yes	Yes	Yes	No
	Coffee Reception	Yes	Yes	1/2	1/2	No	No	A or B	A	Yes	Yes	Yes	Yes	No
	Opening Briefing	Yes	Yes	2	1	No	No	A or B	A	Yes	Yes	Yes	Yes	Yes
	Tour of the International Police Academy	Yes	Yes	1/2	1/2	Yes	No	A or B	A	Yes	Yes	Yes	No	Yes
	Welcome to the International Police Academy	Yes	Yes	1	1	No	No	A or B	A	Yes	Yes	Yes	Yes	No
	ARRIVAL AND ADMINISTRATIVE BRIEFINGS AT AID/PERSONNEL AID OPS	Yes	Yes	4	4	No	No	A & B	A	Yes	Yes	Yes	Yes	Not Previously Scheduled
	COMBINED CPS TECHNICAL SERVICES DIVISION BRIEFING	No	Yes	0	2	NA	No	NA	A	NA	Yes	NA	Yes	NEW
	COMBINED CPS/TRAINING DIVISION FIELD SUPPORT AND PARTICIPANT SELECTION BRIEFING	No	Yes	0	3	NA	No	NA	A	NA	Yes	NA	Yes	NEW

TABLE 5 -

ITEM	COURSE	EXISTING		HOURS		REPETITIOUS		SECTION		NEW HIRES		RET. ADVISORS		CHANGE
		Old	New	Old	New	Old	New	Old	New	Old	New	Old	New	
	OPS INDIVIDUAL BRANCH RESEARCH	No	Yes	0	4	NA	No	NA	A	NA	Yes	NA	Yes	NEW
	COMBINED OPERATIONS BRANCH BRIEFING	No	Yes	0	2	NA	No	NA	A	NA	Yes	NA	Yes	NEW
	COMMUNICATION SKILLS BRIEFING	No	Yes	0	4	NA	No	NA	B	NA	Yes	NA	Yes	NEW
	CURRENT TRENDS IN LAW ENFORCEMENT (FIELD TRIP)	No	Yes	0	3	NA	No	NA	B	NA	No	NA	Yes	NEW
	CURRENT TRENDS IN LAW ENFORCEMENT (FIELD TRIP)	No	Yes	0	4	NA	No	NA	B	NA	No	NA	Yes	NEW
	CAREER DEVELOPMENT BRIEFING	No	Yes	0	2	NA	No	NA	B	NA	No	NA	Yes	NEW
	FUNCTIONAL PERSPECTIVES WITHIN OPS	No	Yes	0	2	NA	No	NA	B	NA	No	NA	Yes	NEW
	ADVANCED POLITICAL SYSTEMS	No	Yes	0	4	NA	No	NA	B	NA	No	NA	Yes	NEW
	INDIVIDUAL DESK DE-BRIEFINGS	No	Yes	0	2	NA	No	NA	B	NA	No	NA	Yes	NEW
	COMBINED POLICY AND PROGRAM GUIDELINES AND PS PROGRAM ESTABLISHMENT	No	Yes	0	3	NA	No	NA	B	NA	Yes	NA	No	NEW
	COMPARATIVE POLICE SYSTEMS OF THE WORLD	No	Yes	0	2	NA	No	NA	B	NA	Yes	NA	No	NEW

Specifically, it provides new employees with an exposure to the policies, organization and operation of the Office of Public Safety, and a basis for a frame of reference of advisory work to assist the novice advisor in adjusting to the unique characteristics of his forthcoming responsibilities. At the same time, this training program has an equally important purpose for experienced personnel in that it orients him to the changes that have taken place in his profession, his country, and his Agency, since he last departed. Lastly, it brings together new and experienced personnel so that an equal amount of influence is exerted between both types.

#### PARTICIPATION

All newly hired Public Safety Advisors, regardless of assignment, will attend this course. All experienced personnel enroute to another overseas assignment are also required to attend. All experienced personnel who have completed the course since its revision in September 1970, both as a new-hire or a returning advisor, will attend the returning portion once every four to five years.

#### CONCEPT OF PRESENTATION

This course shall be considered an academic experience in formal training with the majority of the classes being conducted as discussion seminars. Individual participation is required with extensive contributions expected from experienced personnel.

Instruction will be directed to the new-hire level, and/or to the returning advisor level where appropriate. Mixed classes of both types of trainees will contain no specific level of focus. Instructors will be drawn from the OPS/W Staff, consultants, and cooperating agencies. Wherever possible guest lecturers at the Academy will be incorporated into the PSA/T schedule.

#### PROGRAM ADMINISTRATION

Responsibility for the direction of this program is vested in the US/PSA/T Coordinator who will maintain an office in the IPA facility. A program evaluation shall be carried out bi-annually by the Coordinator to ascertain the viability of the course in respect to its current curriculum, content, philosophy and attendance.

## COURSE LENGTH

Each unit shall continue for five consecutive working days, and each two-week session will contain no more than ten working days.

### Program Content

As can be seen in Table 5, a great many revisions have been made, under this proposal, in the existing curriculum. A portion of these changes result from a division of trainees and altered administration. The majority, however, were done in accordance with the research results for the purpose of expanding the breadth and scope of the course through individual class strengthening. This particular section deals with those classes involved in that strengthening.

Those classes remaining unchanged of the original 36 curriculum items include:

- Item 28 Firearms Training (Briefing)
- " 12 Special Equipment Demonstration
- " 30 Director's Briefing
- " 11 Skills Inventory Briefing
- " 34 Opening Briefing
- " 32 Closing Briefing
- " 27 Advisor Presentations
- " 36 Welcome to the IPA
- " 29 Firearms Training (Shotgun and Carbine portion)

The content of the following classes have not been altered, but attendance has been changed to limit them to new-hire employees:

- Item 4 Internal Security
- " 5 Introduction to Political Systems
- " 10 Semantics and the PSA
- " 15 IPA-POCC Observation
- " 16 Nature of the Insurgent Threat
- " 26 Special Briefing
- " 35 Tour of the IPA

Thus, 15 curriculum subjects are unchanged, leaving the rest of this sub-section to deal with the remaining 21 items, plus the 14 new classes under this proposal.

Classes eliminated are:

- Item 14 Dominican Revolution of 1965
- " 24 Police Heritage in Former French Colonies
- " 23 Paramilitary Operations
- " 31 Photographs (Unit B only)

The rationale for these eliminations are included in Part III of this Report.

The classes to be changed under this proposal are:

- Item 1 Current Trends in Law Enforcement
- " 3 Establishment of a Public Safety Country Program
- " 6 OPS in East Asia
- " 7 OPS in Latin America
- " 8 Public Safety Policy and Program Guidelines
- " 9 Selection and Programming of Participants
- " 17 OPS in Africa, Near East and South Asia
- " 18 OPS in Vietnam
- " 19 OPS Logistics/Supply
- " 20 OPS Technical Services Division
- " 21 OPS Telecommunications Equipment
- " 22 OPS Training Division, Resources Branch: Technical Inquiries
- " 25 Procurement of Vehicles by OPS

The changes in Item 1 are rather corrective in that attendance has been limited to returnees only and the class expanded from 1 to 11 hours. The course is broken into the following sections: four hours of lecture; four hours for field trip; three hours for field trip (see Table 5, Items 1, G and H). Under this proposal the scope of this class would read as follows:

#### CURRENT TRENDS IN LAW ENFORCEMENT

A class designed to update returning overseas personnel in the field of law enforcement. During a four-hour lecture/seminar discussion period, emphasis is placed upon recent U. S. police activities, including riot control, student disorders and crime rates. Specific discussion is directed toward new technology in law enforcement, recent developments in police personnel management and overall police organization, management and administration. The content of these lectures is supplemented by IPA library reading assignments and two field trips to local area law enforcement agencies where advisors are able to observe, first hand, the theories and concepts discussed in class. Class length: 11 hours.

Several problems confront this proposal, including budgeting (see "Cost Factor" Sub-section), host agency availability and transportation. Appendix IV lists the contract transportation availability and cost. It is estimated the cost of this transportation would not exceed \$10.00 per trainee per trip (most local trips are

available for less than \$50 by chartered bus). IDA Operations advises there are sufficient local agencies (immediate vicinity of Maryland, Virginia and D.C.), to supply host locations that would be meaningful to the trainees. Thus, it appears this proposal is feasible.

Items 3 and 8 (three hours total) have been combined into one two-hour class to eliminate repetition and subject overlay (see Item "M", Table 5). The scope of this combined class is as follows:

COMBINED POLICY AND PROGRAM GUIDELINES  
AND PUBLIC SAFETY PROGRAM ESTABLISHMENT

A lecture/discussion of recent trends toward better planning of assistance programs, and the products of these trends, such as: Circular Airgram XA-113, Joint Project Implementation Plans, and the Non-Capitol Project Paper. The need for joint civilian-military planning is considered, along with the importance of cooperation and support by the host government, enhanced by an exposition of an established public safety country project, encompassing all aspects of project initiation, including pre-project surveys; initial program documentation; implementation phase-staffing; equipment and training; and evaluation, including project phase-out, both partial and complete. Class length: 2 hours.

Items 6, 7, 17 and 18 (Branch Briefings, six hours total) have been condensed into one two-hour Operations Branch Briefing (see Item "E", Table 5). The scope of this combined class is as follows:

## COMBINED OPERATIONS BRANCH

A lecture/discussion on public security operations in the East Asia, Africa/NESA, and Latin American regions is presented. The discussions incorporate descriptions of the internal security of each region and treatment of the situation in countries with unique problems or particularly noteworthy accomplishments. The discussions also include the OPS Operations Branch relationship to activities of other U. S. Government agencies in the same region. Class length: 2 hours.

Items 9 and 22 (two and one-half hours total) have been combined into one three-hour briefing on the OPS Training Division, with the portion on participant selection enlarged (see Item "G", Table 5). The scope of this class is as follows:

### COMBINED OPS TRAINING DIVISION FIELD SUPPORT AND PARTICIPANT SELECTION BRIEFING

A lecture/discussion beginning with a description of the capabilities of the Resources Center of the Training Division and its support of overseas advisors. Discussions include information on services offered in connection with training interests of all types, and procedures for requesting support. This is followed by a comprehensive examination of criteria for participant selection with emphasis on those negative and positive factors of student progress that have evidenced themselves since the IPA's inception. Class length: 3 hours.

Items 19, 20, 21 and 25 (five hours total) have been combined into one two-hour Technical Services Division Briefing (see Item "B", Table 5), the scope of which is

as follows:

### COMBINED TECHNICAL SERVICES DIVISION BRIEFING

A discussion of the purposes, organization and operations of the Technical Services Division of the Office of Public Safety. The history of commodity support of Public Safety projects and the rationale for the existing procurement system is discussed, followed by an exposition of procedures involved in the procurement and transportation of commodities to implement overseas Public Safety projects. OPS developed telecommunications equipment is described and demonstrated, and field applications discussed. The period is terminated with a discussion of the details involved in the procurement, issuance, and control of A.I.D.-supplied vehicles. Class length: 2 hours.

The combination of the above areas of instruction offer several advantages. It serves to strengthen the entire course by eliminating repetition and continual overlay. It reduces the number of instructors in the 12 classes involved to four, and it allows for a continuity of instruction. In addition to these consolidations, attendance is limited to new-hires.

The new classes developed within this proposal are:

- Item D Individual Branch Research
- " F Communication Skills Briefing
- " I Career Development Briefing
- " J Functional Perspectives Within OPS
- " K Advanced Political Systems
- " L Individual Desk De-briefings
- " N Comparative Police Systems of the World

Each class was developed to meet a need identified by the

research and discussed in Part III. Further discussion or justification would be redundant. Therefore, each item, with its appropriate scope is listed below.

#### INDIVIDUAL BRANCH RESEARCH

A time period set aside in PSA/T for all trainees to spend a specific period of time in their respective Branches researching items of interest or topics designated by the Branch Chief. In the case of new-hire employees, this would involve their particular area of expertise or expected assignment and, for returnees, an opportunity to develop a wider perspective of their area of assignment. Class length: 4 hours.

#### COMMUNICATION SKILLS BRIEFING

Under this heading are grouped a series of lectures, demonstrations, and class discussions dealing with person-to-person relationships and group dynamics. The material is approached from the standpoint of the Public Safety Advisor's role as an instructor and public communicator. Five major areas are developed. Class length: 4 hours.

#### CAREER DEVELOPMENT BRIEFING

An individual briefing of from 15 to 20 minutes for each returning advisor with a senior OPS/W staff member (Branch Chief or above) for purposes of discussion and answering any personal career questions the employee may have (two hours of class time set aside).

#### FUNCTIONAL PERSPECTIVES WITHIN OPS

A discussion of the functional relationships between units of the Office of Public Safety. The role of the OPS country desk and its responsibilities to the field are described. Chain of command

and function of every administrative unit, insofar as decision making is concerned, is discussed. Attention is given to administrative responsibilities of the individual advisor. Work organization and the concept of projects, especially at the advisory level, are also discussed. Class length: 2 hours.

#### ADVANCED POLITICAL SYSTEMS

A class designed for returning advisors who have completed "Introduction to Political Systems" to study and discuss the effects of different political systems on law enforcement. Emphasis is on systems currently involved in the OPS Program. Class length: 4 hours.

#### INDIVIDUAL DESK DEBRIEFINGS

Each returning advisor is required to present himself for debriefing by his relevant Regional OPS desk, i.e., EA; AFR/NESA; LA; VN. During the debriefing, the advisor provides information on accomplishments, problem areas, and is able to make suggestions for improving operations in his advisory field.

#### COMPARATIVE POLICE SYSTEMS OF THE WORLD

A comprehensive survey of the principal concepts underlying the organization and function of the world's main police forces. Attention is focused upon the differences between English Common Law, Napoleonic Code and Greco-Roman Law and their effect upon police activities. Class length: 2 hours.

The following classes have been strengthened:

- Item 2 Documents Briefing
- " 13 Art of Advising
- " 27 Advisors Presentations
- " 29 Firearms Training (shooting)

The "Documents Briefing" class will be strengthened by employing a high degree of selectivity in choosing and assigning the most relevant and up-to-date documents for reading and discussion by returning advisors. A system is to be formulated through which such documents can be located, analyzed, and made a part of the advisors' study material. A continually revised body of material will thus be maintained on those areas of greatest interest and potential benefit to the returnee. Regarding new-hires, the document study and discussion books now maintained will be expanded.

The class on the "Art of Advising" has been expanded from two to four hours. The scope, as indicated below, outlines the broadening factors.

#### ART OF ADVISING

A four-hour class in the discussion/seminar method designed to explore, in depth, advisor/counterpart, advisor/Mission, and of advisor/allied Mission relationships. Matters of program implementation, personal and family-at-post or safe haven deportment are also considered, as well as planning and evaluation of job progress. Attendees include new and experienced advisors, and emphasis is on the exchange of information between the two types of trainees while retaining an outlined progression of topics as the class develops.

Primarily, the "Advisor Presentation" class scope has been re-written as follows:

## ADVISOR PRESENTATION

A period devoted to a presentation by an advisor in which he describes a facet of his activities in relation to the Public Safety project and overall Mission program. It is required that the subject of the presentation involve a particular problem/solution situation encountered, rather than the broad general aspects of his activities during the tour. Advisors are requested to bring charts, graphs, slides, transparencies, or movie films to illustrate their presentation; audio-visual equipment and support is provided to them. Presentations range in length from one to one and one-half hours.

In addition, a copy of this scope will be incorporated into a form letter to be sent to each Mission for presentation to OPS personnel prior to departure. In this way it is believed a more standardized presentation of consistently high quality will result.

The "Firearms Training" (shooting) class scope and hours have not been changed. Strengthening here involves scheduling wherein the entire 14 hours devoted to revolver shooting have been concentrated into Unit A. Actual range practice time is short as is, and when spread over a two-week period as currently practiced, allows insufficient continuity of instruction and retention. The concentration of this class into a one-week period should eliminate

this lack of continuity, strengthen the class and provide a higher percentage of qualifiers among the trainees. In addition, it will allow individual advisors to practice on their own time during Unit B if they failed to qualify in Unit A.

#### Program Administration

A major proposal is that of separating new-hires from returning advisors for a portion of the course.

Both the reduction of class frequency and the division of classes play a part in an estimated overall reduction of costs, if these proposals are sustained.

Reduction of Unit Frequency is best explained in Table 6. This chart examples unit frequency, in graph form, from calendar year 1968 through fiscal year 1971. Of specific interest is that portion dealing with the remainder of 1970 through fiscal year 1971. Under the heading "OPS/T", the red line represents a projection of unit frequency under the existing system, and the black line indicates the proposed reduction. As can be seen, the overall reduction proposal amounts to ten units or five two-week sessions per year.

This reduction coincides, as much as possible, with other A.I.D. training. The initiation of this schedule





















3RD QUARTER - CY 1970

	JULY				AUGUST				SEPTEMBER				
	6-10	13-17	20-24	27-31	3-7	10-14	17-21	24-28	31-4	7-11	14-18	21-25	28-2
OPS TRAINING													
A.I.D. ORIENTATION													
INTERMEDIATE COURSE - INTERNAL DEFENSE													
NATIONAL INTER-DEPT'L SEMR													
CORDS VTC COURSE													
A.I.D. PIES COURSE													
A.I.D. MID-CAREER OFFS COURSE													

138A

139B

140A

141B

142A

143B

144A

145B

4TH QUARTER - CY 1970

OCTOBER

NOVEMBER

DECEMBER

	5-9	12-16	19-23	26-30	2-6	9-13	16-20	23-27	30-4	7-11	14-18	21-25	28-1
OPS TRAINING													
A.I.D. ORIENTATION													
INTERMEDIATE COURSE - INTERNAL DEFENSE													
NATIONAL INTER-DEPT'L SEMR													
CORDS VTC COURSE													
A.I.D. PIES COURSE													
A.I.D. MID-CAREER OFFS COURSE													

146A

147B

148A

149B

150A

151B



2ND QUARTER - CY 1971

	APRIL				MAY				JUNE				
	5-9	12-16	19-23	26-30	3-7	10-14	17-21	24-28	31-4	7-11	14-18	21-25	28-2
OPS TRAINING													
A/PM UNIT 1:													
INTERMED COURSE IN INTERNAL DEF 0110													
NAT'L INTERDEPT'L SEMR 0110													
FSI/VTC (CORDS)													
PIES													
MIPS													

OPS TRAINING

A/PM UNIT 1:

INTERMED COURSE IN INTERNAL DEF 0110

NAT'L INTERDEPT'L SEMR 0110

FSI/VTC (CORDS)

PIES

MIPS

would produce a higher attendance figure overall, thus correcting, to some degree, the negative enrollment consistently evidenced in previous years and, in addition, result in a cost savings. Lastly, on the positive side, increased enrollment through unit frequency reduction would assist in the realization of interchange between new-hire and returning advisors, thus strengthening the overall program. Instructors and students find it extremely difficult to participate in a class made up of one, two or three students. Meaning is often lost and, in the case of classes containing only returning advisors, many courses deteriorate into an exchange of "war stories", rather than useful instruction.

On the negative side, a frequency reduction would limit the returning advisor to fewer arrival dates, and the new-hire to less available EOD dates per year. The extent of this impact is exemplified in Table 6.

The division of Unit B is exemplified in Tables 7-A, 7-B and 7-C, which list the complete curriculum under this proposal by classes attended by returning advisors and new-hires; returnees only, and new-hires only. The basis for this proposal rests primarily on the overwhelming

redundancy factor disclosed by the cost study. It is further supported by the cost factors listed below; on an identified need to "up-date" returning advisors, and the different needs of returnees and new-hires.

Of the 80 hours available, 59 are conducted with dual attendance and 21 in separated classes. The focus of this division has been to retain, wherever possible, the interrelationship between the two types of advisors while eliminating repetition and emphasising current police trends for returning advisors.

Tables 8-A, 8-B and 8-C example a two-week (individual Units A and B) schedule with 8-B prepared for new-hires and 8-C for returnees. Tables 7 and 8 indicate the administrative feasibility of such a division, while the following section compares the cost of this proposal to the existing program.

The effect upon program costs these proposals would have is best illustrated by comparison. Bearing in mind the flexible costs previously reported, if the unit frequency reduction is implemented and the program left unchanged, the resulting savings will be 25 per cent of the current cost of \$105,183.00, or a total credit of \$26,295.75.

A - YEARLY COSTS

1. Coordinator salary and support (25% frequency reduction leav- ing Coordinator free for other duties)	\$ 22,500.00
2. Share of IPA building rental (same basis as previously stated with 25% reduction)	9,362.00
3. Cost for lecturers from OPS and cooperating agencies (25 persons x 6 hours per presentation x \$15 per hour x 15 2-week sessions).	33,750.00
4. Cost of Consultants (1 at \$100 pd x 15 + 2 at \$65 pd x 15)	3,450.00
5. Field trip for returnees (59 per year x \$10 per trip x 2 trips each)	1,180.00
TOTAL	\$ 70,242.00

Difference between existing  
and proposed program ; \$ 34,941.00

The cost of each two-week session would then amount to \$4,682.80 with an individual cost per man (124 each year) of \$566.47.

B- INDIVIDUAL UNIT COSTS

Unit A (Attended by both types of trainees)

1. Coordinator salary, etc.	\$ 750.00
2. IPA building rental share.	312.08
3. Lecturers (8 x 6 x \$15)	720.00
4. Consultants	--
5. Field trips	--
	\$ 1,782.08

Unit B (Attended by both types of trainees)

1. Coordinator salary, etc.	750.00
2. IPA building rental share	312.07
3. Lecturers (7 x 6 x \$15)	630.00
4. Consultants	--
5. Field trips	--
Total	\$ 1,692.07

Unit B (New-hires)

1. Coordinators salary, etc.	\$ 750.00
2. IPA building rental share	312.07
3. Lecturers (5 x 6 x \$15)	450.00
4. Consultants (1 at \$100 pd; 1 at \$65 pd)	165.00
5. Field trips	--
Total	\$ 615.07

Unit B (Returnees)

1. Coordinators salary, etc.	\$ 750.00
2. IPA building rental share	312.07
3. Lecturers (5 x 6 x \$15)	450.00
4. Consultants (1 at \$54 pd)	65.00
5. Field trips (4 x \$10 x 2)	80.00
Total	\$ 595.07

Thus, total costs of Unit B for both types of trainees would equal \$2,902.07. The addition of the total costs of Units A and B, multiplied by the 15 two-week sessions

per year, total the training costs indicated in A above.

Table 4 indicates attendance in US/PSA/T since 1968. On page 47 the negative statistics of enrollment are recorded. Had the above program been in effect from 1968; there would have been an overall savings of \$20,650.00 in Unit B alone, since there were 16 units that had no new-hires and 18 with no returnees attending. Under the new program of separation of trainees in Unit B with specific costs attributed to each, every Unit B session that one or the other type of trainee not in attendance would result in a cost savings.

TABLE 7-A

PROPOSED CLASSES ATTENDED BY NEW-HIRE  
AND RETURNING ADVISORS

<u>Topic</u>	<u>Unit</u>		<u>Hours</u>	
	A	B		
Transit Time to New State		B		1
Advisor Presentations	A		6	
Art of Advising		B		4
Director's Departure Briefing		B		1
Documents Briefing	A		2	
Firearms Training (Shooting)	A		13	

Table 7-a, continued

<u>Topic</u>	<u>Unit</u>	<u>Hours</u>
Firearms Training (Briefing)	A	1
Combined OPS Operations Branch Briefing	A	2
OPS Branch Research	A	4
Special Equipment Demonstration	B	3
Combined OPS Technical Support Division Briefing	A	2
Tour of IPA and Informal Reception	A	1
Combined OPS Training Division Field Support and Participant Selection Briefing	A	3
Skills Inventory Briefing	B	1
Communication Skills	B	4
Opening Briefing	A	1
Closing Briefing	B	1
Welcome to IPA	A	1
Arrival and Administrative Briefing	A	4
Carbine Familiarization	B	2
Shotgun Familiarization	B	2
	TOTAL	40
		19

TABLE 7-B

PROPOSED CLASSES FOR RETURNING ADVISORS

<u>Topic</u>	<u>Unit</u>	<u>Hours</u>
Current Trends in Law Enforcement	B	4
Advanced Political Systems	B	4
OPS/W Desk Debriefings	B	2
Current Trends in Law Enforcement (Field Trips)	B	7
Career Development Briefing	B	2
Functional Perspectives in OPS	B	2
TOTAL		21

TABLE 7-C

PROPOSED CLASSES FOR NEW-HIRES

Comparative Police Systems	B	2
Combined Policy and Program Guidelines; Public Safety Program Establishment	B	3
Internal Security	B	3
IPA Police Operations Control Center Observation	B	1
Introduction to Political Systems	B	3
Nature of the Insurgent Threat	B	3
Semantics and the Public Safety Advisor	B	1
Special Briefing	B	3
Documents Briefing (additional)	B	2
TOTAL		21

TABLE 8-A

EXAMPLE OF PROPOSED SCHEDULE

Unit A - New-Hires and Returnees

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0800 -0900	Arrival and Administrative	Advisor Presentation 1½ hrs.	Advisor Presentation 1½ hrs.	Combined OPS-TSD Briefing *	OPS Branch Branch * (Assigned Branches)
0900 -1000	Briefings at Personnel Office and New State	Advisor Presentation	Advisor Presentation	↓	↓
1000 -1100	↓	↓	↓	Firearms	↓
1100 -1200	↓	Document Briefing	Firearms	↓	↓
1200 -1300	L U N C H	L U N C H	↓	↓	L U N C H
1300 -1400	Opening Briefing	Firearms	L U N C H	L U N C H	Combined OPS Oper Branch Briefing *
1400 -1500	Firearms (Briefing)	↓	Firearms	OPS Trng.Div. Field Support & Participant	↓
1500 -1600	Welcome to IPA	↓	↓	Selection Briefing *	Firearms Qualifications
1600 -1700	Tour & Informal Reception	Document Briefing	↓	↓	↓

\* Indicates a reconstructed or newly created class.

EXAMPLE OF PROPOSED SCHEDULE

Unit B - New-Hires

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0800 -0900	Communication Skills *(**)	Communication Skills *(**)	Document Briefing *	Internal Security Briefing	Carbine Familiarization (**)
0900 -1000	↓	↓	Nature of the Insurgent Threat	↓	↓
1000 -1100	Art of Advising (**)	Special Equipment Briefing(**)	↓	↓	Shotgun Familiarization (**)
1100 -1200	↓	↓	↓	Document Briefing *	↓
1200 -1300	LUNCH	↓	LUNCH	LUNCH	LUNCH
1300 -1400	Art of Advising (**)	LUNCH	Special Briefing	Semantics	Skills Inventory (**)
1400 -1500	↓	Combined Policy & Program Guidelines & PS	↓	Introduction to Political Systems	Closing Briefing (**)
1500 -1600	Comparative Police Systems *	Program Establishment *	↓	↓	Transit to New State (**)
1600 -1700	↓	↓	IPA - POCC Tour	↓	Director's Departure Briefing (**)

\* Indicates a reconstructed or newly created class.

(\*\*) Indicates a class attended by both new and returning advisors.

TABLE 8-C

## EXAMPLE OF PROPOSED SCHEDULE

## Unit B - Returning Advisors

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0800 -0900	Communication Skills *(**)	Communication Skills *(**)	Current Trends in Law Enforcement (Briefing)*	Political Systems Advanced *	Carbine Familiarization (**)
0900 -1000	↓	↓	↓	↓	↓
1000 -1100	Art of Advising (**)	Special Equipment Briefing(**)	↓	↓	Shotgun Familiarization (**)
1100 -1200	↓	↓	↓	↓	↓
1200 -1300	LUNCH	↓	LUNCH	LUNCH	LUNCH
1300 -1400	Art of Advising (**)	LUNCH	Career Development Briefing *	Field Trip - Current Trends in Law Enforcement *	Skills Inventory Briefing (**)
1400 -1500	↓	Field Trip - Current Trends in Law Enforcement *	↓	↓	Closing Briefing (**)
1500 -1600	Desk Debriefing *	↓	Functional Perspectives With OPS *	↓	Transition to New State (**)
1600 -1700	↓	↓	↓	↓	Director's Departure Briefing (**)

\* Indicates a reconstructed or newly created class.

(\*\*) Indicates a class attended by both new and returning advisors.

An explanation of the method of computing field trip costs for returning advisors has been previously forwarded. OPS Management Operations relates that funding for these costs is available from several areas in the training budget, and could be accomplished for the remainder of fiscal year 1971. Budget submissions for fiscal year 1972 should, however, include this cost factor if the proposal is approved.

The above figures do not include additional space rental costs from the IPA, even though Unit B requires separate classes. The rationale behind this involves scheduling wherein dual classrooms are required for only six of the total separated units. Enrollment size precludes the necessity of considering a full size classroom for both classes, and it is felt this dual scheduling can be accomplished without additional space usage from the IPA.

Lastly, a realistic look at the cost estimates is also required so the reader can obtain a total perspective of the data involved.

The cost reductions are of an intangible nature. Coordinator time, however spent, must be paid, as must

building rent and lecturer salary. Thus, the only tangible saving involves those B Units that have either no returnees or new-hires attending. On the new-hires side, consultant fees would not be required and, on the returnee side, consultant fees and transportation would be absent.

Actually, in monetary outlay, this proposal requires an additional cost of \$150.00 in consultant fees and \$1,180.00 in transportation costs. This factor should be kept in mind when evaluating this sub-section of the report.

The attendees of this program comprise the final recommendation in this report.

As the research developed, it became increasingly apparent that redundancy and repetition for returning advisors created the single most important problem area in this program. In theory, from its inception in 1963, to the present time, an advisor could have completed US/PSA/T five separate times. With an identified repetition factor of 75%, the effect of this redundancy upon employee morale and progress is appalling.

The above proposals eliminate this repetition for the most part; however, it will again become a problem as soon as an advisor has completed the new program one time. In other words, if this program is initiated in January 1971, all returning advisors who completed the course from its inception will be facing debilitating redundancy by June 1972 (based on an 18-month tour), and all new-hires the same repetition by January 1974. Obviously, any attempt to develop a program containing no repetition would, in effect, mean the development of a program for individuals which is, of course, not feasible.

Based on these facts and eliminating consideration of individual programing, one of two choices remain:

(1) the development of an advanced course for personnel who have completed PSA/T twice (as a new-hire and as a returnee); or (2) elimination of personnel who have completed both portions of the course from further consecutive attendance.

It is recommended that the latter course of action be adopted and that one or both of the PSA/T units be substituted with another form of A.I.D. training.

### Concluding Remarks

As was stated before, the ideal program would contain fairly matched classes, of equal numbers, of sufficient enrollment in a curriculum meaningful to the two types of trainees and the diversified backgrounds of the individuals involved. Such an ideal would contain no redundancy and afford progressive training to the participants, regardless of the number of times the course was repeated.

This ideal is not attainable through a combination of circumstances, including other priorities, program objectives, feasibility, inherent problems and cost factors.

Recognizing the impossibility of reaching the ideal, this evaluation has attempted to approach the problem through compromise by retaining many of the existing plus factors, while eliminating a bulk of the problem areas. This attempt includes an effort to reach each of the concepts of the ideal program while recognizing the limitations that preclude total attainment.

This report has been in preparation since March 1970. Initially, it was not intended to reach the bulk

it has, but this bulk is a product of seven years of neglect. It is recommended, therefore, that since this evaluation has reached such depth, an evaluation of the PSA/T be conducted bi-annually and reported in the form of an addendum to this report.

APPENDIX I

1968 Program  
Evaluation Form

MEMORANDUM

QUESTIONS:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

COMMENTS:

RECOMMENDATIONS:

suggestions for addition to the list.

General comments:

APPENDIX II

1969 Program  
Evaluation Form

Factors Rated

Column A: Is the presentation suitable to the course? Consider whether the topic should be a part of U.S. Public Safety Advisor Training. For the purpose of rating this factor do not let the time which the presentation was given in the day affect your rating, nor the day of the week it was given. Consider only the topic, not the skill with which it was presented.

Ratings

- 4 - Rated far above average
- 3 - Better than average
- 2 - Average, and completely acceptable
- 1 - Somewhat below averageñ needs attention

Column B: Is the scope of the presentation what it should be? Consider the contents of the presentation -- whether more, or less material should have been presented.

Column C: Is the time allowed for the presentation appropriate? Consider the length of the time period allocated for the presentation.

UNIT A RATING SHEET

	A	B			C		
	Suitability	Scope (Check One)			(Check One)		
		Too Great	Just Right	Too Narrow	Too Much	Just Right	Too Little
Current Trends in Law Enforcement							
Documents Briefing							
Establishment of a Public Safety Country Program							
Internal Security: The Fundamental Concepts, The Causes of Unrest, and some Approaches to Solutions							
OPS in East Asia							
OPS in Latin America							
Public Safety Policy and Program Guidelines							
Selection and Programming of Participants							
Skills Inventory Briefing							
Special Equipment							
Advisor's Presentation							
Firearms Training (Briefing)							
Opening Briefing							

UNIT B RATING SHEET

	A Suitability	B Scope (Check One)			C Time (Check One)		
		Too Great	Just Right	Too Narrow	Too Much	Just Right	Too Little
Art of Advising							
Dominican Revolution in 1965							
International Police Academy Police Operations Control Center (POCC)							
Nature of the Insurgent Threat							
OPS in Africa, the Near East and South Asia							
OPS in Vietnam							
OPS Logistics/Supply							
OPS Technical Services Division							
OPS Telecommunications Equipment							
OPS Training Division, Resources Branch: Technical Inquiries							
Paramilitary Police							
Police Heritage in Former French Colonies							
Procurement of Vehicles by OPS							
Shotgun Familiarization							
Special Briefing							
Advisor Presentations							
Firearms Training (Briefing)							

UNIT B RATING SHEET

	A	B			C	
	<u>Suitability</u>	<u>Scope</u> (Check One)			<u>Pa.</u> (Check One)	
		Too Great	Just Right	Too Narrow	Too Much	Too Little
Firearms Training (Revolver Shooting)						
Opening Briefing						
Tour of the International Police Academy						
Welcome to the International Police Academy						

APPENDIX III

OPS/W Staff Comments  
on PSA/T Program

Subject: U.S. Public Safety Advisor Training

Observations

1. Program is too general to be as effective as it should or could be.
2. No real attempt is made to better the men professionally.
3. I have the feeling that not many of the Public safety advisors take this retraining too seriously, particularly the "Professional Vietnam" types.
4. The agenda does not reflect enough high-level OPS interest.
5. More time should be provided the advisors to complete their personal business so they are more at rest and can concentrate on the retraining exercise.
6. Each advisor should be provided time to sit down with his respective branch Chief (preferably higher - Deputy Director or Chief of Operations) to obtain personal views on matters and discuss his performance, future, personal problems, desires, etc.
7. Separation of new hires from returning advisors appears to be desirable.

Recommendations

1. Program should be tailored to provide more subjects on the advisors interest and work. This could be done by assigning Latin American advisors to the LA bureau for one afternoon to read, study and discuss LA documents, hotbooks, etc. VN for those from VN, TSD for logistics advisors, etc. From experience, those from Vietnam could care less about Latin America unless they have hope of someday being assigned there. We could provide the class with a BRIEF study of LA in class, but for an indepth study, The LA advisors should come to our office, away from distracting influences of those that don't care.
2. In my opinion, one of the most important phases of training should be to bring each advisor up-to-date on professional matters since his last professional exposure to such training. Trends in law enforcement, investigative techniques (electronic devices etc.), visual aids, new methods of performing old police functions (helicopters - closed circuit TV etc.),

continued

Subject: U.S. Public wafety Advisor Training

visits of police or other establishments for two or three days duration to study their area of interest should be provided. This training could also be tailored to the future potential of the advisor; not all advisors have the same future in the OPS program. More interest in developing the career types should be displayed.

3. This is of course not true in all cases; however, I have noted that some advisors have the attitude of "nice place to sit on your ass for two weeks and relax" rather than one of stimulation and learning. This is probably due to a lack of interest in such subjects as (1) Dominican Revolution in 1965 - This might be of interest to someone from the Dom Rep or LA but would seem like childs play to someone from VN, Thailand or Laos (2) Police Heritage in Former French Colonies - why not British and Dutch? (3) Skills Inventory Briefing - what can possibly be said in an hour and a half that could not be said in ten minutes on this subject (4) TSD utilizes five hours of the advisors time with specialists in (a) vehicle procurement (b) telecommunications (c) the Technical Services Division briefing and (d) logistics and supply. I believe that all could adequately be discussed in one hour (longer for new hires) if the man is in Log/Supp, Commo, or procurement then he should go to TSD and get an in-depth personal briefing tailored to his particular problems and needs.

The written examinations taken by advisors in the past have been apparently discontinued. Without having to account for their learning, less interest is displayed, some form of control should be implemented, whether written exams or written evaluations for each subject matter or other form.

4. Most people coming in from the field have the feeling that "Washington" does not take an active interest in them personally. Having a short talk by top level (Dir., Deputy Dir.) OPS personnel covering such subjects as steps taken toward tenure, changes in retirement benefits, transfers, future of OPS and AID, current AID restructuring study, etc. should be discussed. The object would be to let the little fellow know that Washington does care and steps are always being taken to try to better his lot. Here again,

continued

Subject: U.S. Public Safety Advisor Training

the professional retired VN specialist would probably not care, but the advisor we are trying to cultivate and develop does, in my opinion, DESERVE this attention.

5. The first couple of days (or less) could be utilized for the advisors to complete their medicals, housing problems, personal problems, etc.; everyone coming in from overseas has some pressing problem he wants to take care of in Washington, rather than allowing certain periods during the course to handle these, they could be taken care of on a case to case basis during the initial training period thereby giving the advisor some peace of mind and allowing him to better concentrate on the retraining.
6. As you are aware, the incoming advisors are all interested in their views and their future and want someone to display a little interest in what they have to say. I know you do this, but I wonder how many other Branch Chiefs do. Would it be more effective for someone higher up or in a position to do something about their personal problems and future assignments to display some interest in their feelings? Might be a good assignment for the Directors Special Assistant or the Personnel Board Chairman. Discussion should cover the promotion boards recommendations, his personnel evaluation and the DAR, particularly any deficiencies that have been brought out in the DAR by a devious Chief that gave him a good PER. This also applies to letting the Chief know that he gave a bad DAR and did not have the guts to follow through on the PER. If the advisor is not aware of his true deficiencies, how can we expect him to improve his weak points?
7. New hires and returning advisors' requirements are different. New hires and returning advisors could be jointly instructed the first week in a condensed course of interest and use to both. The second week could be devoted to professional retraining of the returning advisors and area studies. AID/OPS in-depth study for new hires.

Comments

I have not had the benefit of attending the Public Safety Advisors retraining since 1967. Therefore, I am not in a good position to evaluate the current retraining. However, from the exposure I have had, the above comments seem valid.

Subject: Comments Re Public Safety Advisors' Orientation Training

1. Returning advisors should be given the opportunity to visit the installations and officials who are in the same field as the advisor. This would bring the advisor up-to date and keep him abreast with current developments and practices in his specialty.
2. New advisors and reassigned, returning technicians should be allowed time to study the OPS files related to the area and/or country they will be going to. Documents, such as the monthly reports, CASP, PROP, would help the advisor to understand and to obtain a preview of the program he will be attached to.
3. Both returning and new advisors should be presented with demonstrations of new or different police, communication, riot control paraphernalia and should witness their uses and operations. This is particularly pertinent with those equipment frequently sent to foreign countries via PIO/Cs.

SUBJECT: Suggestions for Public Safety Technicians Training

This memo is in response to your advice of the Director's request for ideas and suggestions for improving the Public Safety technician training program. The entire OPS/LA staff was asked to participate and give their informal comments, which are attached.

Mr. Ellena has taken a particular interest and developed several good ideas.

We believe the program that has been developed is a sound one and we know that most of our suggestions are not new. However, if resources could be found, the suggestions we would wish to underscore for consideration is increased emphasis on updating technician awareness of advances in law enforcement development in the U.S. Perhaps, ideally, three or four days should be devoted to this with emphasis on, for example, such materials as:

1. Police Administration and Management
2. Community Relations
3. Legal and Judicial Procedure
4. Corrections and Supervision
5. Police Planning and Research
6. Personnel Management
7. Budget and Fiscal Management
8. Police Operations
9. Police Concepts, Roles, and Functions Relative to Community Political, Social, Ecological, etc., Change and Development.
10. Special Problems (Drug Abuse, Youth Offenders, Extremist Movements, Crime).

continued



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Subject: Suggestions for Public Safety Technicians Training

Materials and instructors in addition to our own would be needed to support an expansion of this aspect of the program. These might be available from nearby educational institutions, federal, state and local law enforcement, regulatory and judicial agencies and government or private research and development groups. A survey of educational programs in job related disciplines available in on-campus or off-campus after duty hours, correspondence, or extension programs that can be pursued here and overseas could be done and included as an "opportunities available" orientation for the men.

Emphasis on this aspect of the program is believed needed to help technicians gain an awareness of the current rapid development of the "state of the art" to stimulate individual efforts to keep up in appropriate job-related areas of knowledge.

Attachments: a/s

SUBJECT: IPA Presentations and Activities

A review of the International Police Academy's outline for Units A and B was made this date per your request.

My impression of the contents is that the subject matter appears sufficient to accomplish objectives intended. Some adjustments in time allocations may be in order (such as the minimal 2 hours allowed for the all-important subject entitled "The Art of Advising"), but I have no recommendations for the inclusion of additional subjects or deletion of those reflected in the outlines.

The one concrete recommendation I do have pertains to Branch Chief's orientation sessions. To the degree possible, I would have the advisors briefed in the offices of the Branch Chiefs rather than at the IPA. I have found that the relaxed atmosphere that can be created (sitting down around a table sipping coffee), wall-mounted maps for illustration during discussions and existing files for data retrieval during question periods, all lend themselves to much more active participation by those being briefed than is found in the more formal environment of a classroom at the IPA.

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5010-101

1. As requested, the existing program for such training has been reviewed by this branch. My comments follow; Mr. Snierson's comments are attached in a separate memorandum.

2. Overall I would say that certain fields are underemphasized. Various specialized activities, such as those of TSD and Firearms Training are given extensive coverage, but the basic tool of the advisor, the Art of Advising, is given much less extensive treatment. In the field I have on various occasions received new advisors who really didn't have an effective idea of what an advisor was or, worse yet, thought that they were operational commanders or persons at whose feet counterparts would kneel eagerly seeking pearls of wisdom. I feel the advisory concept and techniques should be given much more emphasis. If it is necessary to run a unified course for both new and returning advisors (a method which I would not advocate), then time should also be used for seminar type activities in which the experience of the returned advisors is made to serve the new advisors. I would also suggest that attention be given to some of the cultural and mental patterns of major areas. This would better equip the advisor to know what to do or not to do and why his counterpart reacts the way he does. Similarly, to borrow a technique from the Mid-Career Institute, role-playing might be used. Staff personnel would play counterparts, complete with common cultural and behavioral responses, to give advisors experience in difficult situations. I feel that this basic activity deserves as much attention as the specialized fields in such a training course.

3. I would also suggest that time be devoted to a thorough exposition of just why Public Safety exists, what it is trying to do, and how it is trying to do it. The advisor should learn the political as well as the economic development basis for our programs, so that he will have the knowledge necessary to skirmish with program officers and others of the like, as well as to plan an effective program.

4. The inclusion of information on the French Colonial Police System is commendable, but a parallel coverage of the British system would be useful, since the British Colonial Police Systems tend to



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be fairly different from the police in the UK with which the advisor may have some familiarity. Perhaps coverage of the Spanish basis for Latin American systems could also be included. This would broaden the knowledge of the advisors and permit them to see how various methods are used to achieve similar goals. It might also assist in dissipating any tendencies toward parochialism and "the way we did it in East Podunk is the best" attitude.

5. I would strongly recommend that additional time be devoted to familiarizing the returned advisor with new developments in law enforcement. After four to ten or more years in the field, even with energetic reading, the advisor cannot be aware of current methods and trends. The gap is felt strongly by most of us on returning. To avoid the advisor continually utilizing the methods he used when last on active police duty when better methods have subsequently been developed, he needs in effect refresher police training in an accelerated form. This also emphasizes the need for separation of the new hire and returned groups, at least in part, to avoid a course that inevitably either ignores certain needs or provides training that a part of the group does not require.

presented must be current and relevant to the duties and responsibilities of a Public Safety Advisor.

2. The following recommendations are based on attendance of the course and discussions with numerous Public Safety Advisors after they completed the course.

1. Reduce the present 18 hours Firearms Training/Familiarization to 8-10 hours.
2. Combine the individual briefings of East Asia, Latin America, NESEA/Africa, and Vietnam and develop an Operations Division presentation. This would allow a brief, concise presentation of our programs and activities and delete such rehashing of personal experiences.
3. Coordinate the briefings on Public Safety Policy and Program Outlines and Establishment of a Public Safety Country Program to provide an explanation of action required in Washington, D.C., and the field for development of a new program.
4. Delete the presentation of the 1965 Dominican Republic Revolution.
5. Review the four presentations from TSD to determine the feasibility of combining some of the briefings to allow a coordinate and concise presentation.
6. Design the course as a two-week course instead of two one-week courses. The present design is unnecessary and causes duplication and loss of time.
7. Delete the Paramilitary Police presentation.

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8. Allot additional time for Current Trends in Law Enforcement. This area should be increased to allow presentation by personnel from YACP, LEAA, FBI, etc. Current Trends should receive considerably more emphasis to enable advisors to be aware of new developments in Law Enforcement not related to US Court decisions.
9. Allot additional time for the Art of Advising presentation.
10. Provide a briefing on Personal Security Operations for V.T.P. Personnel.
11. Provide information on new techniques and materials developed for Law Enforcement Training.
12. Arrange for the US advisors to listen to 3 or 4 selected presentations given by YPA participants on their Law Enforcement organizations and operations.

SUBJECT: Public Safety Advisor Training

1. One of the major criticisms of the IPA has been the failure of the lecturers to be qualified and knowledgeable in their subjects, and the failure to prepare lectures with visual aids to make the subjects more interesting and informative.

2. An area of interest that is not generally covered is the government trend toward foreign aid programs on a world wide basis and the future of OPS programs as a career.

3. We often hear of the economic side of AID, but little is said about the role of Public Safety in institution building. Is this an area that could be discussed, giving Public Safety's position in the overall mission objective?

4. There is insufficient explanation of the problems Public Safety Advisors encounter with Mission Directors and program types in the operation of a Public Safety program in the field.



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After reviewing the programs for Units A & B, I would suggest the following:

1. Advisors Presentations: This should be one of the most useful and outstanding presentations of the course, affording an opportunity for an exchange of experience and problems. However, very few of these presentations that I have heard indicated preparation and planning or the use of slides or aids. Advisors should be informed in sufficient time before departing post of the requirement and importance in order that he can be prepared.

2. Desk Briefings: Suggest that the desk briefer prepare a fact sheet hand-out containing the statistical information concerning the programs to be furnished to the class the day before the briefing. This could be used as a briefing outline and would prevent dry, non-interesting briefings overloaded with statistics.

3. Technical Services Division: I feel that the course is top-heavy with Tech Services, Log/Supply and procurement of vehicles. Suggest that procurement of vehicles lecture be eliminated and that Log/Supply be expanded to include more positive information on programming processes and documentation effecting the Public Safety Program. PIES does not ~~make~~ make such an adaptation. Too few employees understand the role of the PROP, PIP, etc if they even have knowledge of such documents.

4. "The Dominican Revolution in 1965": No apparent value or purpose in view of lengthy briefings on insurgency situations and the like.

APPENDIX IV

Current Contract  
Prices on Local Transport

LOCAL BUS TRANSPORTATION CONTRACTS - (EXPIRE 12/8/70)

ATWOOD  
Contract AID/CSD 2566

D. C. TRANSIT  
Contract AID/CSD 2566

Hourly Rates

2 Pax Bus	\$8.50	45 or less Pax Bus	\$10.50
4 Pax Bus	\$9.00	46-51 Pax Bus	\$12.00
29-45 Pax Bus	\$9.50	Minimum charter - 3 hrs	
4 Pax Bus	\$10.50	Additional charge after 6:00 P.M. - \$5.00 per bus	
Minimum charter - 4 hrs.			
No additional charge after 6:00 P.M.			

Trip Rates

Transfers in downtown area			
2 Pax Bus	\$23.00	45 or less Pax Bus	\$21.00
38-49 Pax Bus	\$25.00	46-51 Pax Bus	\$24.00
National Airport to downtown			
29 Pax Bus	\$25.00	45 or less Pax Bus	\$31.50
38-49 Pax Bus	\$30.00	46-51 Pax Bus	\$36.00
Dulles or Friendship Airport to downtown			
2 Pax Bus	\$45.00	45 or less Pax Bus	\$47.25
38-49 Pax Bus	\$50.00	46-51 Pax Bus	\$54.00
No additional charge after 6:00 P.M.		Additional charge after 6:00 P.M. - \$5.00 per bus	

Waiting Time

Hourly Rate	Hourly Rate
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Long Haul Rates

	cents per mile		cents per mile
2 Pax Bus	.58	45 or less Pax Bus	.75
38 Pax Bus	.65	46-51 Pax Bus	.85
4 Pax Bus	.63	Deadhead rate same as above	
4 Pax Bus	.67	Overnight stop - \$25.00	
49 Pax Bus	.75	Other stopovers - Hourly rate	
All buses .40 per mile deadhead.		No free time allowance.	
Overnight stop, 8:00 A.M. - 8:00 A.M. - \$17.00			
Charges based on greater of mileage or hourly rates.			

GLOSSARY

A.I.D. Agency for International Development

CORDS Civil Operation for Revolutionary Development Support

CY Calendar Year

DEPT. OF STATE Department of State

D/D OPS Deputy Director, Office of Public Safety

D/OPS Director, Office of Public Safety

EED Entrance To Duty (hiring date)

F.S.I. Foreign Service Institute

FSP/PS Foreign Service Personnel/Public Safety

FY Fiscal Year

I.P.A. International Police Academy

NPFF National Police Field Forces

OPS Office of Public Safety

OPS/AFR/NESA Office of Public Safety, Africa & Near East, South Asia Branch

OPS/CofO Office of Public Safety, Chief of Operations

OPS/LA Office of Public Safety, Latin American Branch

/2/

CTJ/ID

Office of Public Safety, Technical Services Division

OPS/VN

Office of Public Safety, Vietnam

OPS/TSD

Office of Public Safety, Technical Services Division

OPS/W

Office of Public Safety, Washington

PS

Public Safety

PSA

Public Safety Advisor

POI

Program of Instruction

US/AID

United States Agency for International Development

US/PSA/T

U. S. Public Safety Advisor Training

VN

Vietnam