

Secretary of Defense Annual Report to Congress

On the Activities of the
Western Hemisphere Institute for
Security Cooperation for 2007



Table of Contents

Executive Summary		1
Report to Congress		
Background		2
Strategic Value		2
Federal Advisory Board		3
Democracy and Human Rights		3
Curriculum		6
Student Selection		7
Student Population		7
Facilities		7
International Military Education and Training (IMET)		8
Academic Departments		8
Faculty and Staff		9
Resources		10
Annex 1	Course List	Tab 1
Annex 2	American Council on Education Evaluation	Tab 2
Annex 3	Board of Visitors Curriculum Review Report	Tab 3
Annex 4	Student Breakdown by Branch of Service	Tab 4
Annex 5	Board of Visitors Report from 2007 Annual Meeting	Tab 5
	A. Federal Register Announcement	
	B. Invited Guests and Senior Staff and Faculty	
	C. Seating Chart	
	D. Agenda	
	E. Summary Notes	

EXECUTIVE SUMMARY

WHINSEC was established by the Floyd D. Spence National Defense Authorization Act for FY 2001 and opened for training on January 17, 2001. It is a Department of Defense Institute with the Secretary of the Army as its Executive Agent. Within the Army structure, the Training and Doctrine Command (TRADOC) acts as WHINSEC's controlling headquarters through the Combined Arms Center (CAC). The mission of WHINSEC is to provide professional education and training that supports the democratic principles set forth in the Charter of the Organization of American States (OAS).

The Institute faculty and staff comprise 208 military, law enforcement, and civilian personnel. In FY 2007, the Institute taught forty different courses to 1,371 military officers, noncommissioned officers, law enforcement officials, and civilians from twenty-two countries. Most courses are taught in Spanish, the language spoken by the majority of students. This allows participating countries to base student selection on professional credentials rather than primarily on English language proficiency.

WHINSEC supports the Secretary of Defense's Security Cooperation Guidance and the Global War on Terrorism, and builds partnership capacity by working closely with the Combatant Commanders. It accomplishes this by providing a relevant and tailored curriculum that responds to their respective theater cooperation strategies while strictly adhering to TRADOC doctrinal and administrative requirements. WHINSEC also works closely with Component Commands, U.S. Army South (USARSO) and Army North (ARNORTH).

WHINSEC's model Democracy and Human Rights Program goes beyond the eight hours of human rights training required by law. All courses include at least ten hours of human rights instruction. Two of the longest courses, the Captains Career Course and the Intermediate Level Education (ILE) Course, include 24 and 50 hours, respectively. Extensive practical application is provided in the classroom and during field exercises. The Field Studies Program augments human rights classroom training with exposure to U.S. culture, government, and places of business. While at WHINSEC, students and guest instructors and their families experience democracy in action while living in the local Fort Benning and Columbus community. There is no substitute for this experience.

The Institute values its transparency and remains open to the public. A well-attended open house is held every November. Official visitors, journalists, researchers, and other people of varied nationalities routinely visit throughout the year, when they can observe classes, talk with students and faculty, and review instructional materials.

REPORT TO CONGRESS

Background

Founding Legislation. (WHINSEC) was established by the Floyd D. Spence National Defense Authorization Act for FY 2001. In January 2001, it opened its doors to eligible nations of the Western Hemisphere. It is a Department of Defense training and education institute with the Department of the Army acting as its Executive Agent. The Institute falls under the overall control of the U.S. Army Training and Doctrine Command (TRADOC) with the Commander of the Combined Arms Center (CAC) providing day-to-day supervision.

Mission. The mission of WHINSEC is to provide professional education and training to military personnel, law enforcement officials, and civilians in support of the democratic principles set forth in the Charter of the Organization of American States (OAS), while fostering mutual knowledge, transparency, confidence, and cooperation among the participating nations, and promoting democratic values, respect for human rights, and knowledge and understanding of U.S. customs and traditions.

Strategic Value

WHINSEC supports U.S. policies in a region of the world with a history of turbulent civil-military relations. It supports U.S. human rights and democratization efforts in Latin America by helping to professionalize the military, police, and civilian defense representatives from partner nations. WHINSEC teaches U.S. Army doctrine and adheres to TRADOC policies. The Institute supports the Secretary of Defense's Security Cooperation Guidance by addressing the education and training needs of the U.S. Southern Command (USSOUTHCOM) and U.S. Northern Command (USNORTHCOM). WHINSEC coordinates its programs and curriculum with the Component Commands, U.S. Army South (USARSO) and U.S. Army North (ARNORTH). It has a close working relationship with the Inter-American Defense College and the Bureau of Western Hemisphere Affairs of the Department of State, which has been a strong supporter of the Institute's academic and human rights programs. The synergy provided by these close working relationships is of value to all organizations.

To support the theater cooperation strategies of USSOUTHCOM and USNORTHCOM, WHINSEC builds partnership capacity and supports the Global War on Terrorism by providing tailored courses such as the Counter Narco-Terrorism Information Analyst Course, which teaches students about the intelligence cycle needed to combat narco-trafficking and terrorist organizations. WHINSEC provides necessary technical, tactical, and leadership training and supports regional stability with Officer and NCO professional development courses such as the NCO Professional Development Course, Captains Career Course, and the newly established Intermediate Level Education Course. These courses instill an understanding of the role of the military in a democracy and produce well-rounded military professionals capable of meeting the new and emerging threats to the region.

WHINSEC also provides disaster relief and peace support operations courses to military, police, and civilian students. This training helps strengthen countries' ability to plan for and mitigate the effects of man-made or natural disasters in the region. Although WHINSEC teaches many courses at the tactical level, it also constitutes a crucial strategic instrument, which fosters access, influence, and political-military cooperation throughout the region. These factors are indispensable in a hemisphere where regional challenges usually call for cooperative solutions and building relationships is of key importance.

Federal Advisory Board

Board of Visitors (BoV). The BoV is a Federal Advisory Committee charged with advising the Secretary of Defense on the Institute's curriculum, instruction, physical plant, fiscal affairs, and academic methods. The Board conducts an annual review of the Institute's operations and activities to determine whether it complies with applicable U.S. laws and regulations, is consistent with U.S. policy goals towards Latin America and the Caribbean, adheres to current U.S. doctrine, and provides instruction under the curriculum that appropriately emphasizes the rule of law, due process, civilian control of the military, and the role of the military in a democratic society. The Board also ensures that the Institute's curriculum is relevant and meets Congressional requirements. The most recent Board meeting was held at WHINSEC on November 2, 2007, and the next meeting will take place on Capitol Hill in early May 2008. The BoV provides the Institute with valuable feedback and offers recommendations on how to meet the challenges of the coming year more effectively. The Board meetings are announced in the Federal Register and are open to the public.

Composition. The BoV comprises thirteen members (or their designees) including the following: Chairman and Ranking Member of the Senate and House Armed Services Committees; Secretary of State; Commander, USSOUTHCOM; Commanding General, TRADOC; and six members designated by the Secretary of Defense. The six members designated by the Secretary of Defense include, to the extent practicable, people from academia and the religious and human rights communities. In addition to the thirteen board members, advisors and subject matter experts assist the BoV in areas the Board deems necessary and appropriate.

Democracy and Human Rights

The WHINSEC Democracy and Human Rights Program is a very successful and innovative program. It is woven into every aspect of the curriculum. In FY 2007, this program consisted of nine integrated parts: Democracy and Human Rights Class, Democracy and Human Rights Week, the Intermediate Level Education (ILE) Electives, Human Rights Instructor Course, Engagement Skills Training Facility, Human Rights Subject Matter Expert Exchanges, Human Rights NGO Roundtables, and the Field Studies Program.

Democracy and Human Rights Class. This core block of instruction is taught to every student entering the Institute. It emphasizes the importance and relevance of Democracy and Human Rights principles and norms in military and police operations. The students apply the lessons learned during this class to their remaining course work. Each Democracy and Human Rights class covers *human rights, the rule of law, due process, civilian control of the military, and the role of the military in a democratic society*. Every WHINSEC student must attend this class and pass a written examination. This examination is required for graduation and cannot be waived. Although legislation requires a minimum of eight hours of human rights instruction, the Institute provides at least ten hours. The exact number of hours varies with the complexity and duration of the course. For example, the 51-week Intermediate Level Education Course (ILE), a course designed for mid-level career officers (Majors and Lieutenant Colonels), and the longest course offered at WHINSEC, provides a minimum of 50 hours; whereas the 18-week Captains Career Course provides a minimum of 24 hours of human rights instruction. WHINSEC augments the Democracy and Human Rights Class with a two-hour block of instruction on Ethical Decision-making. This class, which is taught by the WHINSEC Chaplain, focuses on making ethical and lawful decisions during times of high-level combat stress, as well as other stressful situations.

Democracy and Human Rights Week and the Intermediate Level Education Electives.

Democracy and Human Rights Week is the first event on the Institute's ILE curriculum calendar. The program emphasizes the importance of democratic values and human rights in military and law enforcement operations. These principles are applied throughout the course. Instruction consists of classes, lectures, case studies, and panels on professional ethics, the law of armed conflict, human rights and democratic decision-making. A delegate from the International Committee of the Red Cross presents classes on International Humanitarian Law; Ms. Elisa Massimino, the Washington Director of Human Rights First, lectured on the prohibition that International Human Rights Law places against the use of torture; Mr. Bainbridge Cowell, the State Department representative assigned to WHINSEC, presented a class on civilian control of the military and the role of the military in a democratic society; and Colonel (Retired) Glenn Weidner presented a class on the Just War Doctrine and Professional Ethics, and lastly, Professor Steven Schneebaum, an adjunct law professor and a noted human rights attorney in Washington, D.C., lectured on International Human Rights Law. The week-long training event culminated with a Field Studies Program trip to the Andersonville National Historic Site to discuss proper treatment of detained personnel.

Additionally, for FY 2007, WHINSEC offered a three week elective to fifteen ILE students on "The Lawful Use of Lethal and Non-Lethal Force under International Human Rights Law." This elective built on and detailed the lessons imparted during Democracy and Human Rights Week. Fifteen ILE students enrolled in "Latin American Strategic Studies," which covered major themes in the formulation of national strategy from a Latin American perspective, including interests shared with the United States in policies designed to consolidate democracy, protect the democratic state, promote prosperity, and invest in people. Many of the same students selected a follow-on elective entitled "Latin American Strategic Studies: Regional Threat Analysis." This elective covered the history of U.S. policies toward the region and contemporary opportunities, challenges, and threats from the U.S. viewpoint with regard to democratic governance, security, and economic and social development, illustrated by specific countries and issues such as indigenous rights and immigration. Six ILE students took an elective entitled "Promotion of Prosperity and Economic Freedom in Developing Countries." This elective dealt with government policies that have succeeded in promoting free markets, broadly based economic growth, reduction of poverty, and social justice in nascent democracies.

The Human Rights Instructor Course and the Engagement Skills Training Facility. This three-week course trains students to become human rights instructors once they return to their organizations. It incorporates practical exercises and case studies for an in-depth understanding of the requirements that International Human Rights Law and International Humanitarian Law place on military and police operations. It also teaches techniques for effective teaching and integration of the rule of law into military and security forces training. There were six iterations of this course in FY 2007, with over 100 graduating students. This course incorporates the Engagement Skills Trainer, a training simulator where students apply classroom instruction on the lawful use of lethal and non-lethal force to scenarios projected onto a computerized, life-size screen. Students must apply the requirements that International Human Rights Law places on the use of force and must make split second “shoot-don’t shoot” decisions. Student decisions on the use of lethal and non-lethal force must conform to International Law. The results are evaluated by human rights instructors and students counseled on their performance. The Engagement Skills Trainer has greatly enhanced the Human Rights Instructor Course.

Human Rights Subject Matter Expert Exchanges. This program consists of exchanges between experts on human rights law and the law of war for the purpose of sharing professional experiences, issues, and concerns. WHINSEC participated in a Human Rights Training Event, September 19-20, 2007, with the Naval Small Craft Instruction and Technical Training School (NAVSCIATTS), located at the Stennis Space Center.

Human Rights NGO Roundtables. WHINSEC hosts two human rights NGO roundtables per year. These are held in Washington, D.C., where human rights NGOs have offices and representatives. These roundtables are coordinated for the educational benefit of students attending our ILE Course and Captains Career Course (the only two WHINSEC courses that travel to Washington, D.C., as part of the curriculum.) The purpose is to initiate a dialogue between our students and representatives of human rights NGOs, so that the former can understand and appreciate the role and importance of human rights NGOs in today’s democracies. The students receive a briefing on human rights NGOs, an advance sheet describing in detail the learning objectives, and a reading assignment, prior to attending the event. The first Human Rights NGO Roundtable for FY 2007 was held on March 20 for the students in the Captains Career Course. Participating were representatives from the Center for International Policy (CIP), the Center for Justice and International Law (CEJIL), the Inter-American Commission on Human Rights (IACHR), U.S. Office on Colombia, and SOA Watch. The second Human Rights NGO Roundtable for FY 2007 was held August 14 for the ILE course. Participating were representatives from the Center for Justice and International Law (CEJIL), Human Rights Watch, Human Rights First, the International Committee of the Red Cross, Washington Office on Latin America (WOLA), Open Society Institute, Refugees International, U.S. Office on Colombia, and SOA Watch.

The Field Studies Program. This is a Department of Defense directed program that uses field trips to expose international students to U.S. democratic institutions in action. The experiential learning environment is designed to teach students the basis of U.S. democracy and U.S. democratic customs and traditions. Classes make day trips to the nearby cities of Columbus and/or Atlanta to study components of local and state governments, departments of public safety, industry, and the press (CNN headquarters in Atlanta). Students in the two longest courses, the Command and General Staff Officer and the Captains Career Course, also travel to Washington, D.C. for a week. U.S. instructors accompany the classes on each trip, actively teaching and keeping students focused on the learning objectives of the program.

Simon Bolivar Human Rights and Democracy Lecture Series. This special guest lecturer initiative recognizes individuals who have made significant contributions to the advancement of democracy and human rights in the Hemisphere. Lecturers are selected based on recommendations from American Embassy human rights officers in the region and more than 50 NGOs active in the human rights field. In 2007, Mr. Claudio Grossman, Dean of the Washington College of Law at The American University in Washington, DC, and vice chair of the UN Committee Against Torture, was selected as the lecturer. Former lecturers include Dr. Santiago Canton, Executive Director of the Inter-American Commission on Human Rights of the Organization of American States (OAS), for his work promoting human rights and liberty throughout the Western Hemisphere; Dr. Jorge Santistevan de Noriega for his lifetime devotion to the defense of civil liberties, support for democratic causes, and conflict resolution in Peru; Dr. Aura Celeste Fernández Rodríguez, a human rights attorney in the Dominican Republic; Dr. José Adán Guerra Pastora, then Nicaraguan Minister of Defense, for his successful integration of the military under civilian control; and Dr. Luigi Einaudi, Acting Secretary General of the OAS for his lifetime efforts for peace, harmony, and liberty throughout the hemisphere.

Curriculum

Education and Training. WHINSEC offers a broad range of courses to students from twenty-two countries. Currently, there are thirty-two courses covering officer and NCO professional military education, leadership development, civil military studies, instructor training, and tactics. Course lengths range from one to fifty-one weeks and include a minimum of eight hours of democracy and human rights training. Most WHINSEC courses are taught in Spanish, but selected courses are offered in English for the benefit of English-speaking Caribbean countries. Depending upon the course, the rank of the students ranges from Non-commissioned Officer to Colonel.

An important aspect of the WHINSEC curriculum is the biennial evaluation of its courses by the American Council on Education (ACE). The most recent ACE evaluation was October 2-3, 2006. ACE makes recommendations regarding the award of college credit for WHINSEC courses. WHINSEC has also partnered with Troy State University (Alabama) and Florida International University to allow interested students to apply some of their WHINSEC course credits towards degree programs at these universities. The WHINSEC curriculum is also evaluated by the BoV. A WHINSEC Board of Visitors Subcommittee inspection took place February 5-6, 2007.

For a complete course listing and the results of these two evaluations, see Annex 1-3.

Student Selection

WHINSEC does not select its students, but rather the countries select and nominate individuals to attend WHINSEC. In accordance with U.S. law and the policies of the Department of Defense, Department of State, and the American Embassy in the respective countries screen nominees to attend the Institute. Before invitational travel orders and visas are issued for students, foreign guest instructors, or guests, the Embassy conducts background checks. These embassy checks are followed up by thorough vetting at the Department of State, in accordance with the Leahy Amendment. This policy applies to any member of the security forces of a foreign country who participates in training, education, or other events funded by monies appropriated to the Departments of Defense and State in the United States. It also applies to anyone attending training done in the host nation conducted by Mobile Training Teams (MTTs) from WHINSEC. Both the Department of Defense and Department of State have instructed their personnel to “ensure that all nominees for training or travel grants, military or civilian, in-country or in the U.S. are scrutinized for records of human rights abuses, corruption, or criminal activities that would render them ineligible or inappropriate for U.S. training programs.” In accordance with Department of State policy and practice and whenever otherwise necessary, embassies abroad consult the Department of State in Washington, DC, for further inquiry into a nominee’s records.

Student Population

In FY 2007, WHINSEC presented a total of forty resident courses to 1038 students from twenty-two countries at Fort Benning. WHINSEC also conducted seven MTTs for 333 students from five countries. This totals 1371 students trained for FY 2007. Of these, 56% were military (772), 41% were law enforcement officers (552), and 3% were civilians (47).

For a breakdown of students by Branch of Service, see Annex 4.

Facilities

The John B. Amos and Elena Diaz-Verson Amos Library. The library contains approximately 20,000 volumes, 85% in Spanish, including a comprehensive military collection with emphasis on historical subjects. In addition, WHINSEC is connected to the General Library Integrated System (GLIS), which connects U.S. Army libraries and is a member of the On-Line Computer Library Center (OCLC), which gives the library access to more than 57,000 libraries in 112 countries and territories around the world.

Language Laboratory. WHINSEC operates a state-of-the-art language learning facility located in its International Learning Center. There are approximately thirty-five computer stations available for use by faculty, students, and their dependents studying Spanish, Portuguese, or English. Unlike traditional language laboratories, this system uses digital technology, making it quicker and easier to access and retrieve language software from its dedicated servers and local area network.

Drug Laboratory Simulator. In FY 2007, WHINSEC continued to use its mock cocaine processing laboratory to facilitate the hands-on law enforcement-related training of WHINSEC students as well as other Fort Benning units and civilian agencies. In September 2007, a Company of Soldiers from Fort Bragg, NC, requested to train with the simulator, and traveled to Fort Benning to conduct training with the assistance of WHINSEC instructors. Approximately 450 students per year use the mock drug lab in their training.

Engagement Skills Trainer (EST) 2000. The EST 2000 is an indoor light weapons range that does not require live ammunition, but rather uses weapons calibrated to a computer for simulated firing. It helps prepare students and faculty for range qualification with their individual weapons. It also allows soldiers to practice various firing scenarios. More importantly, it allows incorporation of situational awareness exercises where students must make split second “shoot-don’t shoot” decisions. This helps to prevent unintended injury to civilians, a risk in urban warfare. It is a tremendous asset for the students.

International Military Education and Training (IMET)

IMET. The IMET program’s traditional purpose of promoting more professional militaries around the world through training and education has taken on greater importance as an effective means to strengthen military alliances and the international coalition against terrorism. IMET has made partner nation militaries more efficient and effective and has improved interoperability with United States, NATO, and regional coalitions. Recipients of IMET training include foreign military personnel and civilian government and NGO personnel whose participation contributes to improved civil-military relations, civilian control of the military, and human rights. It is a low-cost, grant component of the U.S. security assistance program, and is funded through the Department of State’s International Affairs budget. Western Hemisphere countries traditionally rely heavily on IMET to support their students’ attendance at WHINSEC.

Expanded IMET (E-IMET). This subset of the overall IMET program has the same basic goals as IMET, but qualifying courses concentrate specifically on defense resource management, the principle of civilian control of the military, cooperation between military and law enforcement personnel with respect to counter-narcotics law enforcement efforts, and improving military justice systems and procedures in accordance with internationally recognized human rights. Five WHINSEC courses have been certified to receive E-IMET funding: *Human Rights Instructor, Civil Military Operations, Democratic Sustainment, International Operational Law, and Resource Management and Logistics.*

Academic Departments

The Master Sergeant Roy Benavidez Noncommissioned Officers Academy. This academy is named in recognition of a Hispanic Medal of Honor recipient, Master Sergeant Roy Benavidez. It offers an NCO Professional Development Course in two versions, English and Spanish. There has been an increased hemispheric focus on professional education and training for Noncommissioned Officers in the military and police. The resulting rapid increase of NCO students attending the Institute led to the creation of an NCO Academy as a separate Department. The curriculum is based on materials presented at other U.S. Army Noncommissioned Officer Academies. The courses enhance the professionalism and individual leadership skills of the Noncommissioned military leader/supervisor and the law enforcement junior leader.

The Department of Intermediate Level Education. The U.S. Army has transformed its Command and General Staff Officer Course (CGSOC) to meet current challenges more effectively. The new course is titled Intermediate Level Education Program (ILE). The first fifty-one week TRADOC-certified ILE pilot course ended in May 2007 and the second one began in June 2007. It also provides the instructors and course material for two Mobile Training Teams (MTT) in the areas of Battalion/Brigade Staff Planning and Joint Operations.

The Department of Civil-Military Studies. This department focuses on the knowledge and skills needed to improve interagency and civil-military cooperation, as well as individual professional military education. The curriculum consists of peacekeeping operations planning, civil-military operations, disaster relief, and leadership education and training. Example courses include Human Rights/International Law and Democracy, the Captains Career Course, Resource Management and Logistics Course, Peacekeeping Operations Course, Information Operations Course, and the Civil-Military Operations Course. The faculty includes representatives from the Department of State and visiting professors from hemispheric academic institutions.

The Department of Tactics and Special Operations. This department trains officers, non-commissioned officers, police, and civilians in leadership and professional skills. Courses range in length from nine days to thirteen weeks and include instruction in the following skills: counter-narcotics operations, counter-narcoterrorism information analysis, engineer operations, advanced lifesaving and medical techniques, intelligence officer planning, and cadet professional development and leadership. The U.S. Immigration and Customs Enforcement and the Drug Enforcement Administration both provide adjunct faculty. In addition to the mandatory human rights training during the first week of each course, human rights training is integrated in scenario-driven practical and field exercises.

Staff and Faculty Development Division. This division provides the critical function of training course instructors. All instructors must go through the thirteen-day Instructor Training Course (ITC). The eleven-hour human rights segment ensures the instructors understand its importance to course structure and know how to plan for its integration into the curriculum. This division also offers the Small Group Instructor Course and operates the International Learning Center where faculty and students study Spanish, English-as-a-Second Language, and Portuguese.

Faculty and Staff

WHINSEC faculty and staff consist of military, law enforcement, and civilian personnel from the United States and other Western Hemisphere nations. It is comprised of eighty-three U.S. Army personnel, one U.S. Air Force officer, one U.S. Marine Corps Officer, seventy-eight Department of Defense civilian personnel, thirty-three U.S.-funded foreign guest instructors, and eleven non-U.S.-funded foreign guest instructors. In addition, there are three U.S. Government contractor faculty members under the Title 10 Program, and a senior Foreign Service officer detailed from the Department of State. The Institute continues to rotate Foreign Guest Instructors to provide students with the most current education possible. It also ensures the Institute remains relevant in light of the strategic conditions, threats, and realities of the Western Hemisphere. In order to better develop and implement training initiatives, WHINSEC has established the Directorate of Training Support (DOTS). The Directorate identifies and develops training initiatives that respond to the strategic landscape in the region.

Resources

Budget. The FY 2007 WHINSEC operating costs totaled \$11.7 million. Normal Army Operation and Maintenance accounts that fund civilian salaries and day-to-day operations paid for \$8.4 million of the total operating cost. WHINSEC also received \$3.0 million in tuition. Funding sources included foreign military sales and security assistance programs such as the Department of State's appropriations for International Narcotics Control and Law Enforcement, and the International Military Education and Training programs. USSOUTHCOM, the Department of the Army, and the Security Assistance Training Field Activity provided an additional \$300K in reimbursements for MTTs, travel, Field Studies Program, and other items.

Annex 1

WHINSEC Course List



Western Hemisphere Institute for Security Cooperation Course List

Note: Mandatory Democracy and Human-Rights Awareness Training: Students in every course receive instruction on and discuss human-rights issues that affect military and police operations of all kinds. A three-hour class provides an overview of U.S. democracy and the traditions, customs and practices common to most U.S. citizens. Students receive training in the definition, concepts, and historical development of human rights and international humanitarian-law precepts and discuss human-rights case studies. They receive instruction on the concepts of civilian control over the armed forces and the U.S. democratic process. Theoretical training is followed by a written exam, and situational exercises are embedded in tactical training.

CMS-1 Civil Military Operations Course

Duration: 7 Weeks

To provide knowledge and training to prepare students to plan and conduct civil-military operations, to serve as civil-affairs advisors or civil-military operations (CMO) advisors on civil-affairs matters and civil-military operations, to interact with the military on civil-military operations, and to plan and execute disaster-relief operations during peacetime and in times of crisis. Students learn the crisis-action planning procedures to ensure integrated planning and execution of planned interagency disaster-relief/preparedness operations. This course is designed to prepare students to serve as civil-affairs officers, either as military officers or as government civilian officials interacting with the military on CMO activities.

CMS-3 Departmental Resource Management and Logistics Course

Duration: 6 weeks

To develop an understanding and appreciation of the concepts, principles, methods, techniques, and decision-making skills related to defense resources and logistics management for selected military and civilian-official leaders and managers. This course instructs personnel in resource and logistics management concepts, principles, methods, techniques, systems analysis, and decision-making skills, culminating with a practical, hands-on resource management case study.

CMS-5 Human Rights Instructor Course

Duration: 3 Weeks

To present a number of techniques for effective teaching and integration of human rights within military and security force training. The students will be trained to implement the concepts and methodology of human rights training in battalion sized units within their country of origin. Retainable course materials will include a professionally developed human rights video, a booklet with pertinent reading materials, and a computer assisted training package to help in presenting the instruction.

CMS-6 Peace Operations Course

Duration: 6 Weeks 2 days

To train military and civilian personnel in United Nations (UN) peace-operation techniques and procedures (TP). This course will familiarize students with UN doctrine for peace operations. Further instruction will be conducted in preventive medicine and sanitation for peacekeepers as well as national citizens. Training will encompass the role of civilian controls on military operations and the varying roles civilian non-governmental organizations have in supporting peace operations.

CMS-10 Information Operations Course

Duration: 9 weeks

To educate mid-to-senior-level military officers and civilian government officials in information operations (IO). The course teaches approved U.S. Army IO doctrine and Joint IO policy guidance. Students learn to plan, organize, and supervise the integration of all resources into effective IO campaigns in military operations in peace and in conflict. Students are instructed in the critical roles of public affairs and civic action in command-and-control (C2) operations as well as the separation of these abilities to ensure institutional credibility, effectiveness, and international legitimacy.

DEV-2 Instructor Course***Duration: 2 weeks, 3 days***

To provide students with the theory and practice of concepts, methods, techniques, and technology of performance-oriented training. The course consists of performance-oriented training on how to prepare for and present classroom instruction. The topics covered include methods of instruction, training aids, questioning techniques, communication skills, among many other subjects. (Also offered in English)

DEV-5 Small-Group Instructor Course***Duration: 1 week***

To prepare instructors to deliver training using small-group-instructor methodologies. (Also offered in English)

LDR-1 Cadet Leadership Development Course-Infantry***Duration: 6 weeks***

To train cadets or other small-unit leaders in the rank of second lieutenant or equivalent in the leadership skills required to lead small units at the squad and platoon level. This course is designed to introduce cadets and junior commissioned officers to basic light-infantry tactics, techniques, and skills.

LDR-2 Cadet Professional Development Course***Duration 2 weeks***

To provide training in U.S. Army's combined arms doctrine, new technology, and leadership development. Professional development instruction is provided through classroom and training scenarios involving the laws of war and human rights as well as the leadership reaction course where they will be challenged in a varied array of leadership problem-solving tasks. Training includes practical application of human rights relate scenarios in a field environment.

LDR-4 Cadet Troop Leader Course (Infantry)***Duration 3 weeks, 1 day***

To provide training in U.S. Army's combined arms doctrine, new technology, and leadership development. Students receive hands-on training in the use of computer simulations, night operations capabilities, and technology demonstrations. Field training consists of infantry tactics and force-on force operations where the multiple integrated laser system (MILES) is used to provide students direct feedback and enhance their awareness of leadership challenges in command and control in a tactical scenario.

NPME-8 NCO Professional Development Course***Duration: 7 weeks, 3 days***

To train selected noncommissioned officers to lead, train, and direct subordinates at the squad and platoon level. This course develops leadership skills required by NCOs who will serve as squad leaders or platoon sergeants.

OPME-2 Intelligence Officer Basic Course***Duration: 13 weeks***

To train selected personnel to perform the duties of an Intelligence Staff Officer at the Brigade Combat Team (BCT) and Joint / Combined Operation Levels in the Contemporary Operating Environment (COE). The curriculum provides a working knowledge of the employment of the intelligence cycle in support of operations and functions and leadership roles of an intelligence officer.

OPME-3 Captains Career Course***Duration: 18 weeks***

To train combined-arms company commanders and battalion-level staff officers. Officers receive instructions in the fundamentals of leadership; military law; troop leading procedures; Army doctrine, and full spectrum company level and battalion staff operations. Students then receive an extensive study of the War Fighting Functions. Using small-group instruction, students then learn the tactical level of war and plan military operations at the company, battalion, and brigade levels. Students participate in the Joint Conflict and Tactics Simulation (JCATS) designed to reinforce the concepts of combined-arms operations in a tactical environment. Additional instruction integrates English as a Second Language (ESL) training; human rights; the rule of law; rules of engagement; due process; civilian control of the military, and the role of the military in a democratic society.

OPME-4 Intermediate Level Education***Duration: 51 weeks***

To educate and train officers and civilian officials of all services for duty as field-grade commanders and as principal staff officers at brigade and division level in their armed forces. Graduates will be able to command battalions, brigades, and equivalent-sized units in peace or war; train these units to accomplish their assigned missions; employ and sustain weapon and equipment systems in combined-arms operations; serve as principal staff officers from brigade to corps and as staff officers of major army, joint, unified, or combined headquarters; and efficiently manage manpower, equipment, money, and time. The ILE provides a broad base of fundamental knowledge and skills via the core curriculum and develops student intellectual depth and analytical ability. The Department of the Army has accredited this course as equivalent to the U.S. Army Intermediate Level Education Course presented at Fort Leavenworth, Kansas. U.S. students attending WHINSEC's ILE receive MEL4 and Joint Military Professional Education (JMPE) Phase I designation upon graduation.

OPME-5 Joint Operations Course***Duration: 5 weeks***

To train field-grade officers in national-defense strategy, military instruments of power, joint operations, decision-making, and planning processes through formal lectures and ample case-study analysis. This course is designed to train field-grade officers to function as multinational and joint-operations officers.

TAC-6 Counterdrug-Operations Course***Duration: 12 weeks***

To provide selected military and police officers and noncommissioned officers at the operator level with specialized training in the development of battalion-level staff and small-unit leadership skills in the areas of planning, leading, and executing counterdrug operations. The course focuses on teaching law-enforcement personnel how to apply military techniques and tactics in the conduct of counterdrug activities and provides instruction to military personnel on how to carry out operations other than war in a peacetime, counterdrug operational environment.

TAC-7 Medical Assistance Course***Duration: 5 weeks, 3 days***

To train selected noncommissioned officers and civilian officials to perform lifesaving measures and apply advanced field medical care in support of combat or counterdrug operations. This course develops medical skills required of personnel serving in military or police units. In addition to the basic lifesaver measures, students gain basic knowledge of human anatomy, the treatment of complicated injuries, fluid replacement, splinting, suturing, etc. They also receive training in water purification, emergency childbirth, and minor surgical procedures.

TAC-8 Engineer Operations Course***Duration: 12 weeks***

To train engineers or other combined-arms officers and noncommissioned officers to use conventional and improvised demolitions, mobility, countermobility, survivability, and assault techniques in conventional and counterdrug environments. Countermine operations will be taught and stressed in a separate phase of training. Presented in accordance with U.S. doctrine, the course enhances the students' ability to conduct basic engineer operations through the use of light engineer and light infantry tactics, techniques, and procedures. In addition, basic medical and communications skills and leadership development are taught.

TAC-10 Counter Narco-Terrorism Information Analyst Course ***Duration: 9 weeks***

To provide selected military officers, police, noncommissioned officers, and civilians, an analyst course focused on intelligence cycle in a counter narco-terrorism capacity, understanding, and creating link analysis, correlating information, conducting Intelligence Preparation of the Area of Operations and creating target intelligence products in support of counter narco-terrorist operations. Training is professional classroom instruction in democracy and human rights, ethics and a working knowledge of the employment of the tactical intelligence cycle, military decision making process, link analysis and creation of target intelligence products.

(The MTT courses are conducted by a WHINSEC Mobile Training Team deployed to the requesting country, using instructors from the appropriate teaching department.)

MTT-1 Joint Operations

Duration: 2 weeks

To train field-grade officers in national-defense strategy, military instruments of power, joint operations, decision-making, and planning processes through formal lectures and ample case-study analysis.

MTT-2 Battalion/Brigade Staff Operations

Duration: 2 weeks

To develop battalion and brigade level staff planning skills in senior company-grade or junior field-grade officers through the execution of multiple practical exercises. Students will learn to function as various members of a battle staff at battalion and brigade level. The focal point of the course are the Military Decision Making Process (MDMP); Intelligence Preparation of the Battlefield (IPB); logistics; develop courses of action; write orders and annexes; and coordinate the execution of command decisions.

MTT-3 NCO Professional-Development Course

Duration: 2 weeks

To train selected noncommissioned officers to lead, train, and direct subordinates at the squad and platoon level.

MTT-4 Human-Rights Instructor Course

Duration: 2 weeks

To present a number of techniques for effective teaching and integration of human rights within military and security-force training.

MTT-5 Peace Operations Course

Duration: 1 week

To train military and civilian personnel in current United Nations (UN) peace operation techniques and procedures (TP).

MTT-6 Instructor Training Course

Duration: 2 weeks

To provide students with the theory and practice of concepts, methods, techniques, and technology of performance-oriented training.

MTT-7 Medical Casualty Assistance Course

Duration: 2 weeks

To train non-medical military, police and civilian personnel as first responders to perform lifesaving measures and apply advanced field medical care in support of disaster relief and humanitarian assistance operations, counterdrug operations, or counter-narco-terrorism operations.

Annex 2

American Council on Education Evaluation

2006 American Council on Education Evaluation

Course #	Title of POI	Vocational Certificate	Lower-Div. Degree Cat.	Upper-Div. Degree Cat.	Graduate Degree Cat.
CMS-1	Civil Military Operations Course		3		
CMS-3	Departmental Resource Management Course			6	
CMS-5	Human Rights Instructor Course			4	
CMS-6	Peace Operations Course			3	
DEV-2	Instructor Training Course			3	
LDR-1	Cadet Leadership Development-Infantry		3		
LDR-4A	Cadet Troop Leader Course		3		
NPME-8	NCO Professional Development Course		5	3	
NPME-8 (E)	NCO Professional Development Course		5	3	
OPME-3	Captains Career Course		3	6	
OPME-4	Command and General Staff Officer Course		2	4	17
OPME-5	Joint Operations Course				6
TAC-2	Intelligence Officer Course			7	
CMS-10	Information Operations Course			6	
TAC-6	Counterdrug Operations Course	6	3		
TAC-7	Medical Assistance		3		
TAC-8	Engineer Operations Course		2	3	
TAC-10	Counter Narcotics-Terrorist Information Analyst		1	7	
MTT-1	Joint Operations Course				2
MTT-2	Battalion & Brigade Staff Operations Course			2	
MTT-3	NCO Professional Development Course			2	
MTT-4	Human Rights Instructor Course			2	
MTT-6	Instructor Training Course			3	
Total		6	33	64	25

Annex 3

Board of Visitors Curriculum Review Report

WHINSEC BoV Secretariat
The Pentagon, Washington, D.C.

July 13, 2007

MEMORANDUM FOR the record: Findings of the Western Hemisphere Institute for Security Cooperation (WHINSEC) Board of Visitors Curriculum Review Sub-committee

SUBJECT: Curriculum Review of WHINSEC

1. Background:

On December 1, 2006, the WHINSEC BoV recommended that a Curriculum Sub-committee be reconstituted to conduct a curriculum review of WHINSEC. Reviews are conducted periodically by volunteers from the Board to provide it with a more in-depth assessment of WHINSEC's curriculum that it cannot obtain during the Board's brief annual visits to WHINSEC. The last curriculum review was conducted in September 2002.

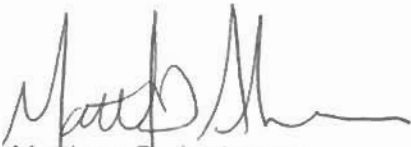
The Curriculum Sub-committee consisted of two members of the Board. Their review was conducted on February 5-6, 2007 at WHINSEC. They were assisted by WHINSEC staff and faculty, the Combined Arms Center and a member of the Board Secretariat from the Army G-35 Staff. Sub-committee efforts focused on compliance with US laws and governing regulations, US policy goals toward Latin America; adherence to US doctrine; emphasis on human rights, rule of law and due process, civilian control of the military, and the role of the military in a democratic society. Enclosure 1 contains the completed review.

2. Methodology: The Sub-committee first reviewed the findings of the 2002 BoV Sub-committee and the 2006 American Council on Education (ACE) determination of course credit values. It then observed classes, reviewed selected lesson plans and reference material, and visited training facilities. Interviews with students and faculty were also conducted to assess perspectives and expectations.

3. Findings: (1) that WHINSEC was meeting and in some cases exceeding its congressional mandate in the area of promoting human rights and democratic values; and, (2) that WHINSEC was dedicated to transparency as evidenced by its complete support of the Sub-committee's review of its curriculum.

4. Recommendations: The Sub-committee made nine recommendations for the Institute to consider implementing where appropriate, as listed in Enclosure 1.

5. The draft Curriculum Sub-committee report was provided to and adopted by the WHINSEC BoV at their meeting on June 14, 2007.



Matthew D. Anderson
Lieutenant Colonel, U.S. Army
Alternate Designated Federal Officer
Board of Visitors, WHINSEC



Robert C. Morlino
Chairman
Board of Visitors, WHINSEC

Enclosures

Enclosure 1

**Review of WHINSEC Curriculum
by the WHINSEC Board of Visitors Curriculum
Subcommittee (BoV-CS)**

MEMORANDUM

**TO: BoV Chairman, WHINSEC
and Executive Secretary, WHINSEC Board of Visitors**

RE: Review of WHINSEC Curriculum

**BY: Curriculum Review Sub-Committee, WHINSEC BoV-CS:
Maria Dominguez, Esq. and Mr. Ben C Hand, Jr. Esq.**

Date: Initial Draft completed by CS on April 25, 2007 (the below incorporates reviews and edits as of May 30)

Board Secretariat:

The BoV designated a Curriculum Sub-Committee ("CS") at its November/December 2006 annual meeting. The below Draft Curriculum Review is the product of Maria R Dominguez, Esq. and Mr. Ben Hand, Jr. Esq. The CS members met at WHINSEC on Monday and Tuesday February 5-6, 2007. Representatives from the Combined Arms Center (CAC), Ft Leavenworth Kansas and Army G-35-DAMO-SSR, LATAM Cooperation Branch (Army International Relations) were also on hand to assist. The CS agreed to present a written report of its findings at the BoV June 2007 session in Washington, DC.

CS FINDINGS

For all the controversy and disturbing claims from the past regarding the "old" School of the Americas, the reality of today is that the Western Hemisphere Institute for Security Cooperation was created in 2000 with a specific mandate from Congress to teach at least eight hours of human rights per course. This distinct congressional mandate clearly separates the old congressional mandate (10 USC §4415, 1994) from the new (10 USC §2166, 2000).

It is therefore important to highlight the core concepts within WHINSEC's mission and purpose:

1. "Training within the context of democratic principles established in the Organization of American States;
2. "Transparency."
3. "Promoting democratic values."
4. "Respect for human rights."
5. "Fostering understanding of US customs and traditions."

Why is it important to impart this education and cooperate with our neighbors to the South? Because the United States of America is in a privileged position as a world leader; and as such, it must continue to lead by promoting and protecting human rights principles as the standard in military operations.

From its leadership vantage point, the US must carry on with the responsibility of promoting democratic values and respect for human rights while maintaining transparency and fostering confidence, knowledge and understanding of its customs and traditions as well as promoting cooperation among participating nations.

The BoV-CS was charged to review WHINSEC's current curriculum. Our purpose was to assess WHINSEC's compliance with: 1) US laws and governing regulations, 2) US policy goals toward Latin America, 3) adherence to US doctrine, and 4) emphasis on human rights, rule of law, due process, civilian control of the military and the role of the military in a democratic society.

To that end, it asked first to review the previous CS report completed in 2002. It also requested to examine WHINSEC's response to the 2002 report. The CS also considered other documents that had been made available to the BoV throughout the 2005-2006 term. For instance, it took note of the 2006 American Council on Education Evaluation review of the twenty-three (23) courses evaluated. The American Council found that one (1) course (TAC-6 "Counterdrug Operations") fell under the vocational certificate category; it classified eleven (11) in the Lower-Division Degree category; the majority of WHINSEC's courses, sixteen (16), were classified under the Upper Division Degree category; and three (3) were listed under the Graduate Degree category: (a) OPME-4, Command and General Staff Officer course, (b) OPME-5, Joint Operations course, and (c) MTT-1 Joint Operations course.

Though BoV-CS purpose was one of general compliance with congressional mandates and not an academic evaluation of courses, it did observe on-going classes, classroom interaction during actual instruction, read selected lesson plans and reference material, as well as met with students and faculty to assess their perspective and expectations. Lesson plans the BoV-CS reviewed from a total of 23 WHINSEC courses are attached at the end of this memorandum. Below are those which were selected for observation.

1. Human Rights Instructor Training Course. This is a 120-hours course; the BoV-CS attended a one hour of class. The class discussed the use of lethal and non-lethal force according to United Nations conventions, the proper treatment of detained personnel, obligations placed on conduct, international law limits, and the rules of engagement by police forces. It underlined which human rights can never be abrogated, which ones can be limited but not arbitrarily, and which are aspirational in nature. We were able to review the class lesson plan and the list of required readings (Universal Declaration of Human Rights; ICRC 1986/1996/1999; Pacto de San Jose, Art. 27; Panama Constitution; the Preamble to Carta Democratica Interamericana). The BoV-CS did not observe any discussion re religious freedom, ethics, the international court, and enforcement issues at this time. But we had an opportunity to review a lesson plan re Religious Tolerance slated for 6.0hours within the general orientation module.

2. Instructors Training Course (ITC)-Armed Forces in a Democracy. Although this class runs for thirteen (13) days or eighty-two (82.0) hours, the class focuses on human rights and the civilian role for three days; it discussed the role of democracy in society and the different types of democracies; this class provided a historical perspective on how the concept of democracy evolved through the Dark Ages, the Age of Enlightenment, John Locke philosophy, man's nature (Tabula Rasa), natural rights, social contract, Jefferson's teachings, values incorporated in the US Constitution, the rule of law, federalism, Posse Comitatus from 1878, the role of the armed forces in civil society, and civilian control including its advantages ('civilian influence assures civilian life is integrated in the armed forces'). The power point presentation prepared by Dr. Bain Cowell was excellent. It provided for class discussion on these major points; afterwards, the class was shown the film "Mac Arthur" which highlighted some of the points previously discussed by the class and Dr. Cowell.

3. Anti Corruption class. This class looked into potential causes for corruption. It discussed Anti-Corruption treaties subscribed by 87 countries; it also referred to the anti-corruption measures by the CICC, OEA, United Nations, OCDE, DOD Directive 5500, 7-R, Joint Ethics Regulation. Some case studies were discussed, including from El Salvador, the Enron case in the US, Nicaragua, Caso Perla, Marbella (Spain).

4. Introduction to Ethics. This class presented police case studies. It used (civilian) refugee case scenario and used role-playing to obtain first-hand reaction from students in class. The class was large and was divided into groups taking different roles. The class learned two key principles: 1) the line of authority is key to determine responsibility and avoid confusion, and 2) maintaining open lines of communication is vital in any confrontation. The movie "Hotel Rwanda" was shown in class and discussed. Students were encouraged by the instructor to volunteer remarks and observations and participated actively.

The BoV-CS also met with some students (from El Salvador, Panama, Colombia) individually to obtain their perspective on the courses they were enrolled in. All the interviewed students said they had some training on human rights in their countries, however never to the degree that was offered at WHINSEC. They agreed that WHINSEC human rights courses improved their understanding of the importance of human rights within the military structure. One student in particular seemed a bit hesitant re the concept of non-governmental organizations and the role they have in the United States, in particular with the military structure; he admitted he is not ready to embrace the concept yet, although he conceded it was too early in his training to reach a conclusion. We also had an opportunity to observe attempts at distance learning within the WHINSEC campus; this happened while two large groups of students in different WHINSEC areas were being briefed at the same time re their field trip visit to US historical institutions in Atlanta, Georgia.

CONCLUSION

The BoV-CS has been guided by WHINSEC's congressional mandate. It found no violations of US laws and regulations. In reviewing the current curriculum, it looked for the insertion of democratic principles, values, transparency and human rights in the lesson plans presented in each examined course. It also reviewed the previous BoV-CS report in 2002 and WHINSEC's response to it. One of the major concerns at the

time had been the lack of civilian Ph.D.s on staff; WHINSEC received a Title 10 USC exemption allowing the hiring of Ph.D.s in late 2003 and reported it was intending to slowly increase the number from three. Another major concern had been the small number of US soldiers enrolled at WHINSEC (re the Command and General Staff College Officer's Course or ILE). It is now reported they outnumber international students. For this course, the new concern is avoiding a higher level of US student influence. WHINSEC has also addressed the recommendation on coordination on all overall needs assessments with relevant Combatant Commanders, and although it admits it has done so only marginally, closer coordination of needs and interests has become the norm. WHINSEC reported it has hired 1 of 2 analysts required to bring internal (Level I) and external (Level III) evaluation systems to more fully comply with Army standards.

The BoV-CS met with Col. Polloni, the Institute's Deputy Commandant from Chile, who graciously and patiently addressed the external evaluation process re ILE. The BoV-CS still has a general concern regarding internal and external evaluation for courses other than the Command and General Staff Officers Course (ILE). WHINSEC responded that it has clearly addressed the differences between military and police responses in numerous classes; its response showed attempts to build relationships with various entities such as the Law Enforcement Training Center in eastern Georgia ("inappropriate for Institute needs"), the RCMP and Canadian NGOs ("unsuccessful" and "of marginal value for doctrinal or training purposes"), the Drug Enforcement Agency (DEA), which conducts a week of training in almost every Counter-Narcotics Operators Course (TAC-6), and the Immigration and Customs Enforcement (ICE) Agency which also began teaching several days in each TAC-6 course.

WHINSEC seems to have made enormous strides in inserting human rights and democracy education into the curriculum, and is reported to have exceeded minimum required hours of instruction. WHINSEC also reported it has also affirmatively sought the input from various NGOs to gather ideas and recommendations. Finally, WHINSEC stated it conducts annual visits to proponent schools to update material. This material is available for all classes and courses in both English and Spanish.

WHINSEC was created in 2000 with specific instructions to follow "training within the context of democratic principles established in the Organization of American States (OAS)". In 2003 however, the OAS proposed increased interstate security operations which may present overwhelming challenges to implement; these may range from jurisdictional and sovereignty matters, to involving organizational cultural issues at a bilateral and sub-regional scale¹. These concerns raise the question on whether the current curriculum is significant to the region as the OAS develops the directives regarding the 2003 increased interstate security operations. It is also important to update the curriculum to maintain its relevancy as the Regional Security Agenda moves from traditional security threats to non-traditional threats (extreme poverty and social exclusion; natural/man-made disasters; HIV/AIDS; diseases and health risks; environmental degradations; human trafficking; cyber attacks, and other)².

¹ Collier, Michael W., *The Hemisphere Security Agenda*; Hemisphere, volume 16, at pp 14-17. Spring 2006, Latin American and Caribbean Studies.

² Id. at page 14.

RECOMMENDATIONS

The BoV-CS agrees that training and education in human rights, civilian control of the military and the role of the military in a democratic society are well in hand at WHINSEC.

It further recommends

1. Broaden development of partnerships with universities and law schools as teaching vehicles. This is particularly suggested in light of funding concerns to “do more with less.” The BoV-CS also continues to encourage WHINSEC to take advantage of training programs that exist elsewhere in the Army.
2. Use of United Nations “professional training series” and materials on law enforcement. It is suggested that “Human Rights and Law Enforcement: A Manual on Human Rights Training for the Police,” be a reference and required reading. According to a United Nations’ website, “the training manuals issued in the “Professional Training Series” are, by design, adaptable to the needs and experience, in terms of culture, education and history, of a range of potential audiences within the target group. Where appropriate, information on effective pedagogical techniques is included to assist trainers in using the manuals as effectively as possible. Each manual or handbook is prepared with the assistance of experts in the relevant fields and is subject to extensive external review and appraisal. Where appropriate, manuals or handbooks are tested in training sessions prior to their finalization.”
3. Strengthen training on the importance of civilian society and the role of NGOs as essential members to the development and success of free society and their role in ensuring accountable, democratic governments; incorporate the “Guiding Principles on Non-Governmental Organizations” as required reading.
4. It is clear the vetting process is a function of the US State Department. Vetting is often defined as “assessing integrity to measure suitability for public office; professional integrity usually is equated with adherence to international norms of professional conduct.” This vetting method, or selection of individuals with professional integrity is conducted by US civilians, representing the national government but administering a process that impacts the control over the military; it reinforces the institutional concept of democracy.³ This practice is one of the many examples WHINSEC may use to explain “civilian control over the military.”
5. Lesson plans often refer to “reference materials” as required reading without explicitly naming them. It is strongly suggested reading reference materials and that these materials be listed by name in each lesson plan.
6. As the needs for security functions change in Latin America, WHINSEC curriculum needs to be transformed to conform to those needs. It is suggested a needs assessment be conducted periodically to incorporate these changes into the curriculum.

³ Diamint, Rut, “Democracy and Defense”, Hemisphere at p.12. Spring 2006. Latin American and Caribbean Studies.

7. The BoV-CS noted WHINSEC's report on unsuccessful efforts to engage with the Law Enforcement Training Center, the RCMP and Canadian NGOs. The BoV-CS remains unclear as to why these efforts were not successful, the impact of not being successful, and the role of Canadian NGO's in this approach. It is suggested that alternatives be found and followed.
8. The BoV-CS continues to be concerned regarding internal and external evaluation for courses other than the Command and General Staff Officers Course (ILE). Funding should be assertively sought to address this need. It is strongly suggested the BoV lends support to this initiative.
9. Contingent upon increased resources, develop a student evaluation system beyond written exams and assess implementation of knowledge learned at WHINSEC, much like universities follow-up with alumni and their success in their professional careers.

The BoV-CS commends the work of the WHINSEC faculty and its administration for efforts in promoting human rights education and democratic values and especially in its dedication to transparency. CS members were given immediate unfettered access to instructors and course material. Further course material listed was available and able to be obtained quickly for review. Lastly it is clear that WHINSEC development and training of its students is constantly being improved through use of such facilities as the drug training simulator (a WHINSEC initiative) and wide use of Ft. Benning's own excellent training support activities.

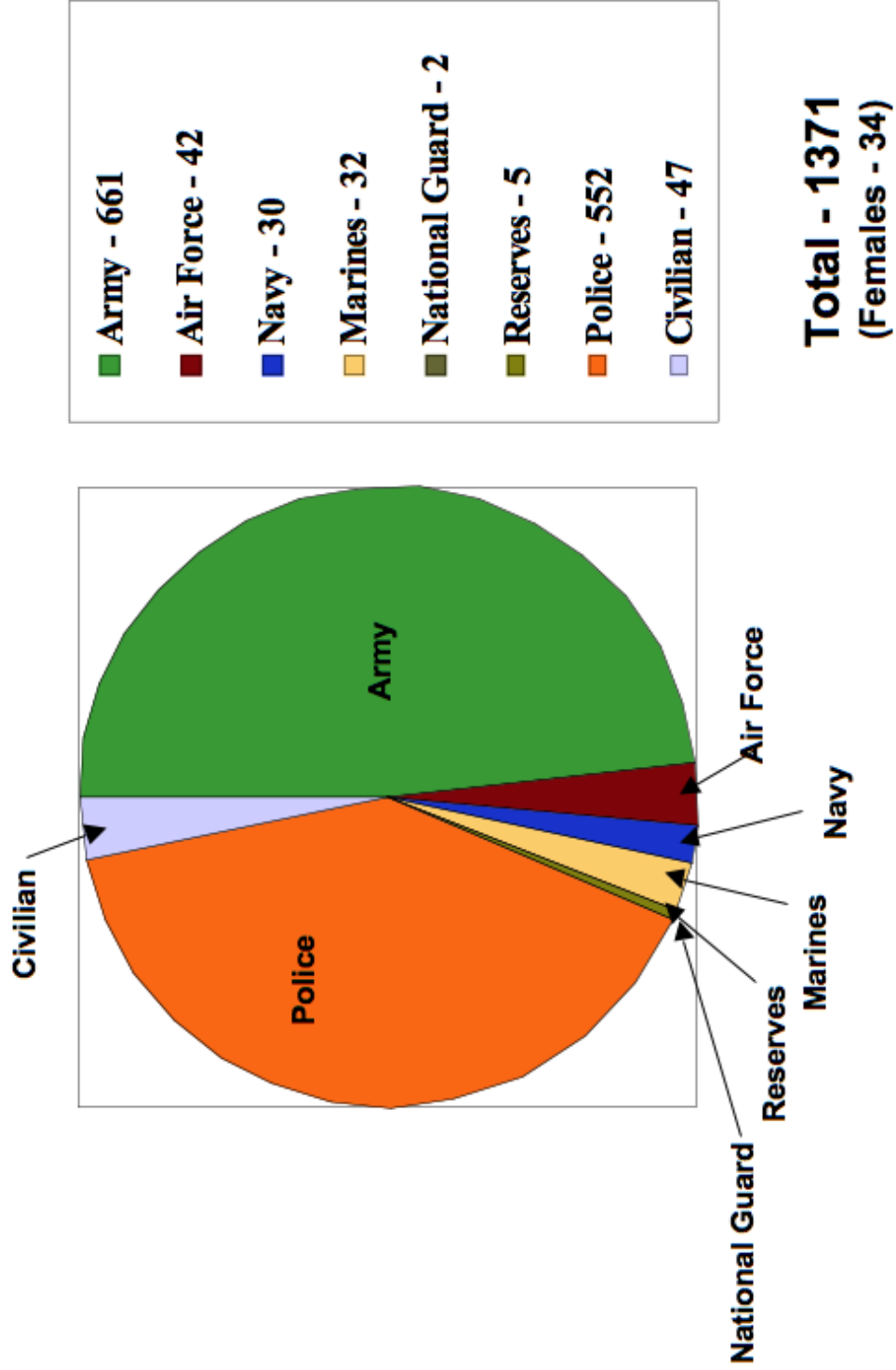
--End of Report--

Annex 4

WHINSEC Student Breakdown by Branch of Service



Student Breakdown by Service for FY 2007



Annex 5

WHINSEC Board of Visitors Report from 2007 Annual Meeting November 2, 2007

- A. Federal Register Announcement
- B. Invited Guests and Senior Staff and Faculty
- C. Seating Chart
- D. Agenda
- E. Summary Notes

Board of Visitors (BoV) Minutes
Western Hemisphere Institute for Security Cooperation (WHINSEC)
Fort Benning, Georgia, November 2, 2007

1. **Board of Visitors (BoV).** The Western Hemisphere Institute for Security Cooperation (WHINSEC) BoV conducted its annual board meeting on Friday, November 2, 2007. The meeting was held in room 219, Ridgway Hall, Building 35, Fort Benning, Georgia. As required by Public Law 92-463, it was open to the public and announced in the Federal Register. The Alternate Designated Federal Officer (DFO), Lieutenant Colonel Matthew Anderson, called the meeting to order at approximately 8:15 a.m. He was followed by the Board's Vice Chair, Victor Bonilla, whose first order of business was to officially welcome those in attendance. Agenda items were then addressed in order to include the scheduled visit of courses and interaction with students. At approximately 2:40 p.m., after a wrap-up of the day's events by the Vice Chair, the Alternate DFO adjourned the meeting. The next BoV will be held on May 1, 2008, in Washington, D.C.

2. **Attendance.** (1) **Board Members present:** Mr. Victor J. Bonilla, Mr. Benny C. Hand, Esq., Reverend J. Cletus Kiley, U.S. Representative Phil Gingrey, Ms Marisa Sturza (Office of U.S. Representative Loretta Sanchez), Mr. Christopher McMullen, Deputy Assistant Secretary of State, Bureau of Western Hemisphere Affairs, Major General Glenn F. Spears, Deputy Commander USSOUTHCOM (for Admiral James Stavridis, Commander, USSOUTHCOM), Lieutenant General William Caldwell, Commander Combined Arms Center (for General William S. Wallace, Commander, U.S. Army Training and Doctrine Command). (2) **Member(s) absent:** U.S. Senator Carl Levin, Bishop Robert Morlino and Ms. Maria Dominguez, Esq. (3) **Advisors present:** Mrs. Diana D. Denman, Mr. Ken A. LaPlante, and Dr. John "Jack" C. Speedy, Ph.D. (4) **Advisors absent:** none (5) **Board vacancies:** none. (6) **Board Secretariat present (provided by Army G-3/5/7):** Lieutenant Colonel Matt Anderson, Alternate DFO, Mr. Chip. Shelverton, WHINSEC LNO, and Mr. Greg J. Pierce, WHINSEC Desk Officer.

3. **Overview.** The majority of the current Board has worked together for at least two years, enjoys collegiate relations, and is attuned to WHINSEC's contributions to the hemisphere and the challenges facing it. The November 2, 2007 session constituted its annual meeting, traditionally held at Ft. Benning, Georgia (per US Code, Title 10, 2166). The WHINSEC meeting provides a first-hand opportunity to inquire into the curriculum, instruction, equipment, fiscal affairs and academic methods or other matters of interest to the Board.

This year's agenda focused on classroom visits and interaction with individual students. Major agenda items included the Board's annual ethics briefing, Commandant's update covering activities since the June 2007 meeting, interaction with course participants, and a follow on lunch with students. Early afternoon was spent on a discussion of member impressions of the day's events and election of the Chair and Vice Chair for the coming year. Bishop Robert Morlino and Mr. Victor Bonilla were unanimously reelected.

No representatives from the public were in attendance to speak during the public comment period and the days events ended with a short wrap up by the Vice Chair. The meeting was officially adjourned by the Alternate DFO at approximately 2:40 p.m.

4. **Recommendations.** While the Board had no specific recommendations for SECDEF, it is working with meeting participants, its members, and the Board Secretariat (G-35-R) on finding ways to: (a) develop greater internet resources for WHINSEC, (b) establish a program of quarterly outreach events at the Institute and, (c) expand outreach efforts in general through participant, individual member and collaborative efforts. Refinement and actions taken regarding these areas of interest will be addressed at the WHINSEC monthly inter-agency Outreach VTC and reported to the board Chair as progress is made and to the full Board at its next meeting in May.

5. **Overall Impressions.** The Board's extensive interaction with students and afternoon discussions proved productive. Participation by U.S. Representative Gingrey added depth to Board interaction as did the presence of Lieutenant General Caldwell, Commander of the Combined Arms Center (CAC), WHINSEC's next higher headquarters. In addition, the participation of Major General Spears, Deputy Commander USSOUTHCOM, provided valuable insight into WHINSEC's contributions to the southern region. As has been the case during previous meetings, the BoV found WHINSEC in compliance with their legislative mandate, its value to the hemisphere undiminished and a model institution that builds partnership capacity and confidence among participating nations in the Western Hemisphere.

I hereby certify that, to the best of my knowledge, the foregoing minutes are accurate and complete.

---Original Signed---

Victor Bonilla
Vice Chairman
Board of Visitors, WHINSEC

---Original Signed---

Matthew D. Anderson
Lieutenant Colonel, U.S. Army
Alternate Designated Federal Officer
Board of Visitors, WHINSEC

Annex A

Federal Register Announcement

equivalent items in the preceding fiscal year was \$10,000 or more.

Contracting officers use the information to verify offeror/contractor compliance with solicitation and contract requirements regarding the use of recovered materials. Additionally, agencies use the information in the annual review and monitoring of the effectiveness of the affirmative procurement programs required by RCRA.

B. Annual Reporting Burden

Respondents: 64,350.

Responses Per Respondent: 1.

Annual Responses: 64,350.

Hours Per Response: .325.

Total Burden Hours: 20,914.

OBTAINING COPIES OF

PROPOSALS: Requesters may obtain a copy of the information collection documents from the General Services Administration, FAR Secretariat (VIR), Room 4035, 1800 F Street, NW, Washington, DC 20405, telephone (202) 501-4755. Please cite OMB control No. 9000-0134, Environmentally Sound Products, in all correspondence.

Dated: October 1, 2007.

Al Matera,

Director, Office of Acquisition Policy.

[FR Doc. 07-4951 Filed 10-4-07; 8:45 am]

BILLING CODE 6820-EP-S

DEPARTMENT OF DEFENSE

Department of the Army

Western Hemisphere Institute for Security Cooperation Board of Visitors; Meeting

AGENCY: Department of the Army, DoD.

ACTION: Notice of open meeting.

SUMMARY: This notice sets forth the schedule and summary agenda for the fall meeting of the Board of Visitors (BoV) for the Western Hemisphere Institute for Security Cooperation (WHINSEC). Notice of this meeting is required under the Federal Advisory Committee Act (Pub. L. 92-463). The Board's charter was renewed on February 1, 2006 in compliance with the requirements set forth in Title 10 U.S.C. 2166.

Date: Friday, November 2, 2007.

Time: 8 a.m. to 3 p.m.

Location: WHINSEC, 35 Ridgeway Loop, Room 219, Fort Benning, GA

Proposed Agenda: The WHINSEC BoV will be briefed on activities at the Institute since the last Board meeting on June 14, 2007 as well as receive other information appropriate to its interests. The BoV will be visiting classes from 9:30 a.m. to 1 p.m.

FOR FURTHER INFORMATION CONTACT:

WHINSEC Board of Visitors Secretariat at (703) 692-7852 or (703) 692-8221.

SUPPLEMENTARY INFORMATION: At the time specified, the meeting is open to the public. Pursuant to the Federal Advisory Committee Act of 1972 and 41 CFR 102-3.140(c), members of the public or interested groups may submit written statements to the advisory committee for consideration by the committee members. Written statements should be no longer than two type-written pages and sent via fax to (703) 614-8920 by 5 p.m. EST on Tuesday, October 30, 2007 for consideration at this meeting. In addition, public comments by individuals and organizations may be made from 1 p.m. to 1:30 p.m. during the meeting. Public comments will be limited to three minutes each. Anyone desiring to make an oral statement must register by sending a fax to (703) 614-8920 with their name, phone number, e-mail address, and the full text of their comments (no longer than two type-written pages) by 5 p.m. EST on Tuesday, October 30, 2007. The first ten requestors will be notified by 5 p.m. EST on Wednesday, October 31, 2007 of their time to address the Board during the public comment forum. All other comments will be retained for the record. Public seating is limited and will be available on a first come, first serve basis.

Brenda S. Bowen,

Army Federal Register Liaison Officer.

[FR Doc. 07-4947 Filed 10-4-07; 8:45 am]

BILLING CODE 3710-08-M

DEPARTMENT OF ENERGY

[Docket No. 2007-OE-01, Mid-Atlantic Area National Interest Electric Transmission Corridor; Docket No. 2007-OE-02, Southwest Area National Interest Electric Transmission Corridor]

National Electric Transmission Congestion Report

AGENCY: Department of Energy.

ACTION: Order.

SUMMARY: The following is a report by the Department of Energy (Department or DOE) on its August 2006 National Electric Transmission Congestion Study under section 216 of the Federal Power Act (FPA). This report and order designates two national interest electric transmission corridors: The Mid-Atlantic Area National Interest Electric Transmission Corridor (Docket No. 2007-OE-01); and the Southwest Area National Interest Electric Transmission

Corridor (Docket No. 2007-OE-02). A list of the acronyms used in this report and order, and maps of the two national interest electric transmission corridors are provided at the end of this order.

DATES: The designations are effective October 5, 2007 and will remain in effect until October 7, 2019 unless the Department rescinds or renews the designation after notice and opportunity for comment.

FOR FURTHER INFORMATION CONTACT: For technical information, David Meyer, DOE Office of Electricity Delivery and Energy Reliability, (202) 586-1411, david.meyer@hq.doe.gov. For legal information, Warren Belmar, DOE Office of Legal Counsel, (202) 586-6758, warren.belmar@hq.doe.gov, or Lot Cooke, DOE Office of the General Counsel, (202) 586-0503, lot.cooke@hq.doe.gov.

SUPPLEMENTARY INFORMATION:

I. Background

A. Statutory Framework

Section 1221(a) of the Energy Policy Act of 2005 (Pub. L. 109-58) (EPAct) added a new section 216 to the Federal Power Act (16 U.S.C. 824p) (FPA). New FPA section 216(a) requires the Secretary of Energy (Secretary)¹ to conduct a nationwide study of electric transmission congestion² within one year from the date of enactment of EPAct and every three years thereafter. FPA section 216(a)(2) provides "interested parties" with an opportunity to offer "alternatives and recommendations." 16 U.S.C. 824p(a)(2). Following consideration of such alternatives and recommendations, the Secretary is required to issue a report on the study "which may designate any geographic area experiencing electric energy transmission capacity constraints or congestion that adversely affects consumers as a national interest electric transmission corridor." FPA section 216(a)(2), 16 U.S.C. 824p(a)(2). FPA section 216(a)(4) states that in determining whether to designate a national interest electric transmission corridor (National Corridor), the Secretary may consider whether:

(A) the economic vitality and development of the corridor, or the end markets served by the corridor, may be constrained by lack of adequate or reasonably priced electricity;

¹ This report uses the terms "Secretary," "Department," and "DOE" interchangeably.

² Electric transmission congestion (congestion) is the condition that occurs when transmission capacity is not sufficient to enable safe delivery of all scheduled or desired wholesale electricity transfers simultaneously. Congestion results from a transmission capacity constraint (constraint).

Annex B

Invited Guests and Senior Staff and Faculty

Invited Guests and Senior Staff and Faculty

Invited guests in attendance:

Ms. Joyce Morrow, Administrative Assistant to the Secretary of the Army
Mr. Stephen Johnson, Deputy Assistant Secretary of Defense for Western Hemisphere Affairs
Mr. Bill Stembridge, Office of Senator Chambliss
Brigadier General Thomas Maffey, Director of Training, Headquarters Department of the Army
Brigadier General Manuel Ortiz, Deputy Commanding General, U.S. Army South
Mr. Joseph Guzowski, Principal Deputy, Office, Chief Legislative Liaison (OCLL)
Colonel Sergio De la Pena, U.S. Northern Command (USNORTHCOM)
Colonel Rex Spitzer, Assistant Chief of Staff, G5, U.S. Army North
Ms. Ashley Richardson, Office of the Secretary of Defense for Western Hemisphere Affairs
Lieutenant Colonel David Velloney, Office, Chief Legislative Liaison (OCLL)
Ms. Susan Schoeppler, U.S. Army Training and Doctrine Command (TRADOC)
Lieutenant Colonel Juan Pyfrom, Office, Judge Advocate General (OTJAG)
Lieutenant Colonel Willie Berges, U.S. Southern Command Human Rights
Ms. Kiersten Stiansen, Department of State (Western Hemisphere Affairs)
Ms. Jacqueline Jayroe, Court Recorder

WHINSEC Senior Staff and Faculty:

Colonel Gilberto Perez, Commandant
Colonel Andres Polloni, Deputy Commandant
Lieutenant Colonel Thomas Yanoschik, Chief of Staff
Captain Stuart Alcorn, Command Judge Advocate
Mr. Joe Leuer, Assistant Dean
Mr. Ric Procell, LNO to the Combined Arms Center
Mr. Lee Rials, Public Affairs Officer

Annex C

Seating Chart



BOV SEATING CHART

ENTRANCE		Hallway										ENTRANCE											
Public Seating		Rm 219										AV											
LTC Yanoschik	29	Mr. McMullen	1	Ms. Sturza	2	Rep. Gingrey	3	Mr. Bonilla	4	LTG Caldwell	5	MG Spears	6	23	Dr. Speedy	24	Mr. LaPlante	36	Ms. Richardson	37	Ms. Stiansen	45	Mr. Leuer
Mr. Shelverton	30	Mr. Smith	17	18	Mr. Stemberidge	7	9	BG Maffey	9	11	Mr. Johnson	13	15	LTC Anderson	17	18	Mr. Guzowski	19	20	COL Ling	21	22	LTC Yuzichuk
LTC Velloney	41	Mr. Pierce	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62

- = BOV
- = WHINSEC
- = ADVISORS
- = BOV Spt
- = RESERVED SEATING

Annex D

Agenda

**Western Hemisphere Institute for Security Cooperation (WHINSEC)
Board of Visitors (BoV) Meeting Itinerary
November 2, 2007**

Friday, November 2

0800-0805	Alternate Designated Federal Officer opens meeting Location: Room 219	LTC Anderson
0805-0815	Welcome, introductions, and opening comments	Mr. Bonilla
0815-0830	Ethics Briefing (Annual Requirement)	CPT Alcorn
0830-0900	Commandant Update since June Meeting	COL Perez
0900-0910	Review of WHINSEC Outreach Activities	Mr. Shelverton
0910-0920	Latest on the Internet & Dialogue with United Methodist Church	Reverend Svendsen
0920-0930	Comments and discussion (2166(e)(4)(A)):	Mr. Bonilla
0930-0940	Overview of courses	LTC Dempsey
0940-1000	Short break and movement to respective courses	
1000-1100	Visit courses	
1140-1140	Question & Answer Session with WHINSEC Students in Pratt Hall	
1140-	Movement to lunch	
1150-1250	Lunch at Benning Officer's Club	
1250-1300	Movement to WHINSEC	
1300-1330	Public comments as allotted in the Federal Register	Mr. Bonilla
1330-1345	Discussion/Comments of days events	Mr. Bonilla
1345-1400	Election of 2007-2008 BoV Chair and Vice-Chair	LTC Anderson
1400-1500	Wrap-up session	Mr. Bonilla
1500	Adjournment	LTC Anderson

Annex E

Summary Notes

Summary notes

Introductory remarks by the Chair. The Chair noted that WHINSEC has continued to meet and exceed their Congressional mandate – an opinion formed after many years of conversations with WHINSEC students who uniformly speak highly of the Institute. He stated that, in fact, WHINSEC was doing “fantastic” in the hemisphere and questioned why there were not more WHINSEC-type institutes in other parts of the world. In sum, the Chair felt it would be a terrible setback for U.S. security and that of its allies were WHINSEC operations curtailed in anyway. In this regard, he had unanimous support of the Board.

First Order of Business. How students are selected for WHINSEC and their subsequent conduct as alumni has historically been of interest to the public and Congress on their behalf. The Chair’s first order of business was to address these two issues with the Board. It was determined that none of the historic allegations against WHINSEC alumni could be substantiated and that critics who presented the allegations during the June 15, 2006 BoV were unwilling to offer new allegations that would require additional research. It also appeared that the same or similar allegations were being revisited by critics each year. The Board concluded that a letter be prepared by the Chair citing the Board’s interest in the matter and its conclusions. Both the letter and the Department of State research supporting it will be added to the December Minutes as part of the BoV record.

WHINSEC activities since the 15 June BoV. The WHINSEC Commandant addressed WHINSEC activities since the 15 June BoV. As always, the Institute strives to meet its Congressional mandate and requirement to support the goals in the Charter of the Organization of American States (OAS). In doing so, WHINSEC also continues to support U.S. Southern Command (USSOUTHCOM) and U.S. Northern Command (USNORTHCOM) Theater Security Cooperation Strategies. With the recent relaxation of IMET sanctions, WHINSEC student numbers have significantly increased; requests for its Mobile Training Teams (MTT’s) are on the rise; and, English-speaking Island States in the Caribbean have requested courses in English. In addition, breakthrough initiatives with the Brazilian Army are achieving success and there is increased interest by the Brazilian military in WHINSEC courses. Lastly, a Sergeant’s Major Academy is being contemplated--something Training and Doctrine Command (TRADOC) applauds.

Global reach. Through its peacekeeping courses and MTTs, WHINSEC’s reach has become global. Fourteen out of sixteen new UN missions are being supported by Spanish speaking nations from this hemisphere. In addition and by way of an MTT, WHINSEC provided preparatory staff training to a Colombian Battalion heading for Sinai duty. Furthermore, the original train-up for South American countries initially participating in Iraq as part of the Coalition was supported by WHINSEC. El Salvador still has soldiers there—a case in point.

Perennials. As the Chair mentioned in his opening remarks, WHINSEC has its detractors and many of the criticisms remain the same from year to year, regardless of their actual relationship to WHINSEC's mission or what the Institute accomplishes. One of the means WHINSEC uses to address this issue is its annual Open House – highlighted in the Commandant's presentation. It is an outreach program held in juxtaposition to the annual November protests at the Ft. Benning front gate. It is a well organized an increasingly popular event (652 attending this year) as well as a clear expression of WHINSEC's desire to be transparent. The Commandant emphasized that WHINSEC remains open to visits year-round and has many visitors.

The Strategic Perspective. The Board felt that WHINSEC's strategic value to the hemisphere needed to be better articulated to Congress. As concerns quietly grow about what is happening in Latin America, WHINSEC is playing a significant part in helping to address some very serious threats in the hemisphere. Whether it be the increased activity of China in the region; the recent moves by Iran to establish a foothold in Venezuela; narco-traffickers in Colombia; or the growing threat of organized gangs in Central America, WHINSEC performs a vital function. Its continued support of USSOUTHCOM and USNORTHCOM Theater Security Cooperation Strategies is more critical than ever. How best to communicate this to Congress was the center of much board discussion. The Board left it to the Army and OSD staffs to continue to develop viable Public Relations and Outreach program but requested that the Board stay informed on the progress of the plan.

Passing of the gavel. Board elections were conducted on the second day of the BoV. Bishop Morlino, the Bishop of Madison, Wisconsin, was elected as Chair replacing Ambassador (Ret) Jose Sorzano. Mr. Victor Bonilla was elected for the position as Vice-Chair. In accepting the position of Chair, the Bishop stated that his participation was a way to serve the country, and that while he would need the continued support of the Board, he pledged to do his best to lead the Board in its oversight responsibilities. The outgoing Chair was recognized by the Secretary of the Army for his outstanding service to the Board and will be missed.

Public Comments. Two members of the public responded to the announcement published in the Federal Register. Both were very positive. The first person to speak was COL (Ret) Puckett. He voiced a concern that critics of WHINSEC lack a balanced view of the institution and, that as voters, they passed this on to their Congressional representatives. He indicated it was incumbent upon the Army to do a better job in providing the public and Congress with better information especially at the regional level. The second speaker was Mrs. Carter, a private business woman, who operates an English language company throughout Latin America. She works closely with many military organizations and has found WHINSEC's reputation to be outstanding and wide range of contacts of great benefit to her business.