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1

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FROM: HEADQUARTERS

THRU: PAULY

TO: ALCONY

SUBJECT: FULL INTEGRATION OF HUMAN RIGHTS (HR) TRAINING

REFERENCES:

- A. PREVIOUS GUIDANCE FROM HEADQUARTERS, SUBJECT: "NEED TO REFINER TACTICAL [REDACTED] TRAINING", 24 JAN 87.
- B. TRAINING CIRCULAR [REDACTED] HQS DA, "SELECTED PROBLEMS IN LAW OF WAR", 26 JUNE 79.

APPROVED FOR RELEASE  
DATE: NOV 2005

1. EFFECTIVE IMMEDIATELY, YOU SHOULD RESUME THE FULL INTEGRATION OF HUMAN RIGHTS INSTRUCTION INTO THE TRAINING PROGRAMS AT YOUR LOCATION. WHILE WE REALIZE THIS GUIDANCE MAINLY APPLIES TO THE GWL COURSE, WE WANT YOU TO INCORPORATE HR TRAINING INTO ALL THREE COURSES.

2. IN COORDINATION WITH THE DEPARTMENT OF STATE -HA/HR OFFICE, WE BELIEVE THE MOST EFFECTIVE APPROACH FOR INCULCATING THE NDR WITH RESPECT FOR HUMAN LIFE AND BASIC INDIVIDUAL RIGHTS/LIBERTIES IS TO INTEGRATE THIS INSTRUCTION INTO THE ENTIRE TRAINING PROGRAM OF THE COURSE RATHER THAN GIVING A CLASS ON "HUMAN RIGHTS". THE LATTER APPROACH WOULD NO DOUBT BE A "TURN-OFF" TO THE STUDENTS WHO MAY RESENT AN HR LECTURE. MORE IMPORTANTLY, IT WOULD NOT BE MEANINGFUL TO THEM UNLESS THEY COULD RELATE IT TO PRACTICAL SITUATIONS THEY MAY FACE. THEREFORE, WE WANT PERFORMANCE-ORIENTED HR TRAINING THAT POSES SITUATIONS THEY MAY WELL ENCOUNTER. THE FOLLOWING

SITUATIONS/ISSUES/SUBJECTS FALL UNDER THE GENERAL CATEGORY OF HR TRAINING WHICH NEEDS TO BE INTEGRATED INTO THE OVERALL PROGRAM OF INSTRUCTION:

A. LAW OF LAND WARFARE

{NOTE: THIS INCLUDES SELECTED CASE STUDIES AS DEPICTED IN REF B. YOU SHOULD SELECT THOSE THAT ARE MOST APPROPRIATE TO A GUERRILLA WAR SITUATION}

B. GENEVA CONVENTION WITH PROTOCOLS THAT APPLY TO GUERRILLA WARFARE.

NOTE: STATE DEPARTMENT IS IN THE PROCESS OF OBTAINING THESE DOCUMENTS AND WE WILL SHIP THEM TO YOU ASAP.

C. CODE OF CONDUCT

D. TREATMENT OF KNOWN OR SUSPECTED ENEMY PERSONNEL.

E. WEAPONS FIRE CONTROL AND FIRE DISCIPLINE.

F.  CIVIC ACTION TRAINING WHICH SPECIFICALLY DEALS WITH GAINING POPULAR SUPPORT BY RESPECTING HUMAN RIGHTS.

G. SPECIAL SITUATIONS/ISSUES:

4

{1} AVOIDANCE OF FORCED RECRUITMENT

{2} PROHIBITION OF SUMMARY EXECUTIONS.

NOTE: EMPHASIS IS PLACED ON THE NEED TO AVOID EXECUTING VILLAGERS WHO ARE FINGERED AS SANDINISTA SYMPATHIZERS. STUDENTS SHOULD DEVELOP SOLUTIONS TO THE PROBLEM WHICH PRECLUDES DEADLY FORCE AGAINST CIVILIANS EVEN IF THEY ARE SUPPORTIVE OF THE SANDINISTAS.

{3} USE OF COMMAND DETONATED MINES.

NOTE: INSTRUCTION SHOULD POINT OUT THE DANGERS OF USING PRESSURE DETONATED MINES AND TRIP WIRES.

{4} RESPECT FOR RED CROSS FACILITIES AND PERSONNEL.

NOTE: SITUATION SHOULD INVOLVE A WOUNDED UNIFORM EPS SOLDIER BEING TREATED IN A RED CROSS FACILITY WHEN RESISTANCE FORCES ENTER THE AREA.

{5} NEED TO DOCUMENT SANDINISTA HR ABUSES.

NOTE: EMPHASIS WILL BE ON THE NEED FOR DETAILED

INFORMATION TO INCLUDE THE NAMES OF SANDINISTA COMMANDERS WHO ARE RESPONSIBLE FOR IT, IF KNOWN.

{6} .. RESPECT FOR REPRESENTATIVE DEMOCRACY.

NOTE: STUDENTS SHOULD PARTICIPATE IN AN OPEN AND CLOSED BALLOT ELECTION TO UNDERSTAND THE RIGHTS OF INDIVIDUALS IN THE ELECTORAL PROCESS. ULTIMATELY, REPRESENTIVE DEMOCRACY IS THE BEST EXAMPLE (AND GUARDIAN) OF A SOCIETY'S RESPECT FOR HUMAN RIGHTS. IT IS ALSO THE FINAL OBJECTIVE OF THE NDR MOVEMENT. THEREFORE, THE STUDENTS NEED TO NOT ONLY EXPERIENCE AN ELECTION BUT UNDERSTAND ITS RELATIONSHIP TO HR VALUES AND THE RESISTANCE CAUSE. IT MAY SEEM THAT THIS SPECIAL SITUATION MORE APPROPRIATELY BELONGS TO THE  RATHER THAN THE HR BLOCK. IT IS A MOOT POINT OF CATEGORIZATION. FOR OUR PURPOSES WE WILL ASSIGN THIS TO THE HR BLOCK AND INTEGRATE IT INTO THE TRAINING AS YOU SEE FIT. 4

3. THE ABOVE LIST IS NOT ALL INCLUSIVE AND CERTAIN SUBJECTS OR SPECIAL SITUATIONS/ISSUES MAY BE ADDED IN THE

6

FUTURE. THE KEY IS TO IMPART THE HR TRAINING BY INTEGRATING IT INTO THE THE REST OF THE TRAINING. CERTAIN SUBJECTS CAN STAND ON THEIR OWN WITH SEPARATE CLASSES BEARING THE SUBJECT TITLES - SUCH AS TOPICS CITED IN PARAGRAPH 2 A THROUGH F ABOVE. THE SPECIAL SITUATIONS OR ISSUES, CITED IN PARAGRAPH 2 G ABOVE, NEED TO BE INTEGRATED IN OTHER BLOCKS OF INSTRUCTION. THE MOST OBVIOUS BLOCK IN WHICH TO INTEGRATE THESE ISSUES IS IN THE [REDACTED] TRAINING. OBVIOUSLY, THE DEPARTMENT OF STATE REPRESENTATIVE WHO IS ASSISTING US BELIEVES THE [REDACTED] BLOCK IS THE BEST PLACE FOR THIS TYPE OF TRAINING. YOU SHOULD USE YOUR JUDGMENT AT TO THE BEST WAY TO INTEGRATE THESE SPECIAL SITUATIONS. YOU SHOULD NOT FEEL RESTRICTED IN WHERE YOU INTEGRATE THE HR TRAINING AND HOW OFTEN IT IS REINFORCED. ALSO, IT SHOULD BE EMPHASIZED THAT JUST TEACHING A CLASS ON THE LAW OF LAND WAR IS MEANINGLESS UNLESS YOU INTEGRATE SOME OF THE ISSUES IN YOUR FIELD TRAINING. THE KEY TO HAVING EFFECTIVE HR TRAINING IS TO PERIODICALLY CONFRONT THE STUDENTS WITH A

VARIETY OF SITUATIONS WITH AN HR DIMENSION TO DECISION MAKING. FINALLY, YOU SHOULD TEST STUDENT HR COMPREHENSION. WE LEAVE THE MODALITIES OF THIS TO YOU-Y

4. IN SUPPORT OF THE ABOVE GUIDANCE, REQUEST YOU TAKE THE FOLLOWING ACTIONS:

(1) WITHIN THE REMAINING TIME LEFT IN GWL #2, INTEGRATE THE MAXIMUM HR TRAINING DESCRIBED ABOVE INTO THE PRACTICAL EXERCISES. AS A MINIMUM, ALL THE SPECIAL SITUATIONS DESCRIBED IN PARA 2 G SHOULD BE INCLUDED.

(2) DOCUMENT WHAT THAT PLAN IS AND SUBMIT IT TO PAUL WHO IN TURN WILL FORWARD IT TO HEADQUARTERS. THIS DOCUMENTATION IS NEEDED TO ASSIST DEPARTMENT OF STATE - HUMAN AFFAIRS/HUMAN RIGHTS (HA/HR) AND OURSELVES UNDERSTAND WHAT HR TRAINING WAS CONDUCTED. DOCUMENTATION OF HR TRAINING, AS DEFINED ABOVE, SHOULD COVER THE SECOND ITERATION OF ALL THREE COURSES WITH PARTICULAR EMPHASIS ON THE THE REMAINING PERIOD WITH GWL-2. YOU SHOULD ADDRESS HOW YOU TEST STUDENT COMPREHENSION.