Education

Commander's Call

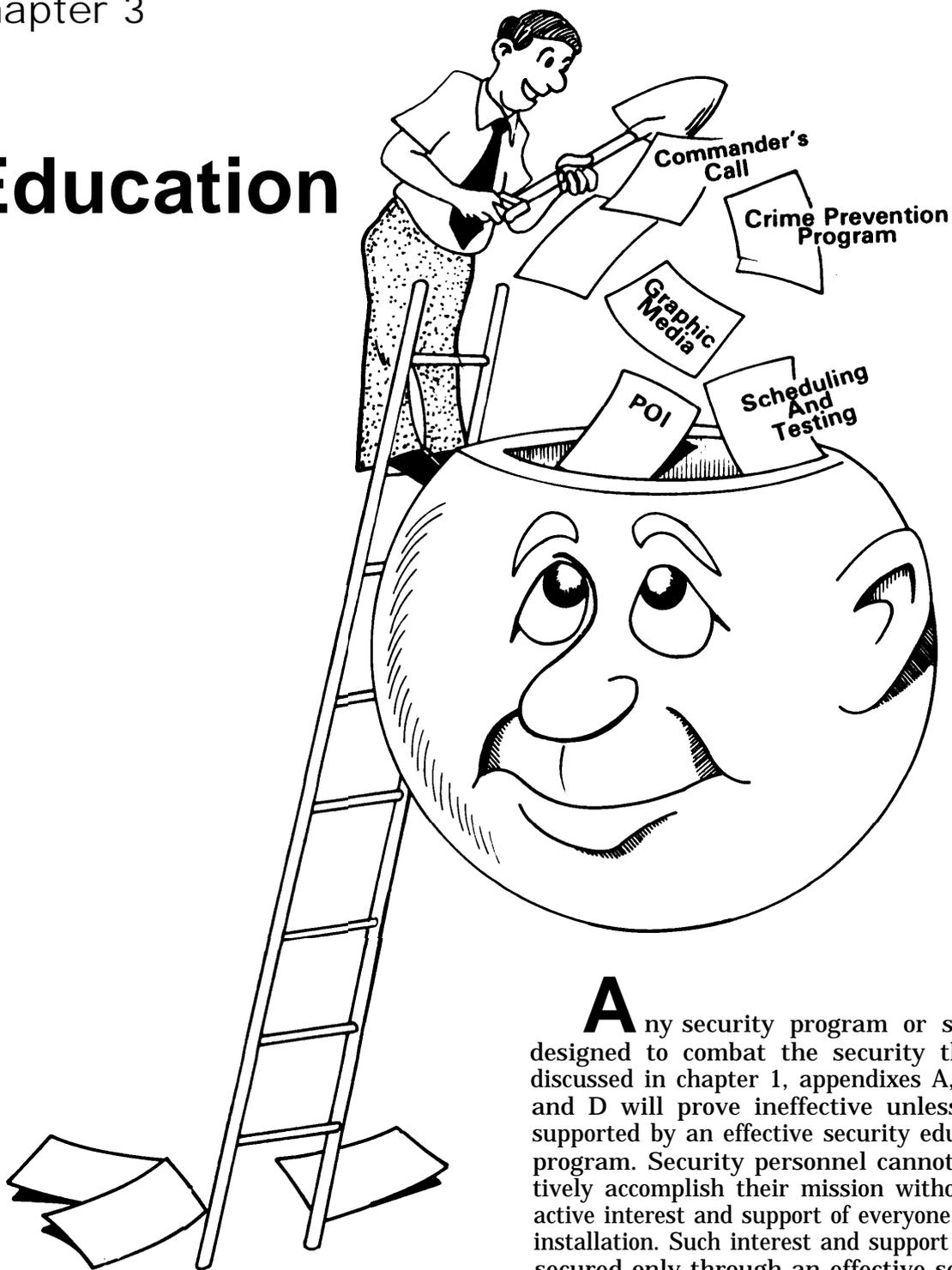Crime Prevention Program

Graphic Media

POI

Scheduling And Testing

Any security program or system designed to combat the security threats discussed in chapter 1, appendixes A, B, C, and D will prove ineffective unless it is supported by an effective security education program. Security personnel cannot effectively accomplish their mission without the active interest and support of everyone on the installation. Such interest and support can be secured only through an effective security education program.

3-1 Program Considerations

a. It is obvious from a review of the security threats as presented, that a security education program must approach security from a total package, comprehensive-360-degree viewpoint. It must be concerned not only with physical security measures designed to prevent such purely criminal acts as pilferage; but just as important, with counterintelligence measures designed to provide security of classified intelligence information and materials. The close relationship of the two types of security is made evident from a review of the Counterintelligence Survey Checklist in FM 30-17, Counterintelligence Operations. The relationship and importance of physical security to all other security is also well documented in DA Pam 380-1. Both of these documents are highly recommended reading for the physical security manager.

b. It is also essential that the security education program include all pertinent aspects of the crime prevention program (ARs 190-31, 190-33, 195-10, and FM 19-20). Many aspects of this program have a direct personal application to all installation personnel.

c. The individual and collective concern of every soldier and Department of the Army (DA) civilian is involved in protection efforts. Security education must be designed to supplement mission accomplishment and be considered essential to the successful implementation of a physical security program.

d. Your educational program should encourage prompt reporting of security breaches and attempt to:

■ Reduce security infractions and violations.
■ Act as a communications feedback for improved protective measures.
■ Reduce vulnerabilities.
■ Instill security consciousness, which will solicit potential-threat information.

e. The essential interrelationship of both types of security, plus the need for close coordination between Military Police and Army Counterintelligence personnel in the formulation and operation of a security education program were considered in preparing this chapter.

3-2 Program Formulation

To insure integration of security education, your plan must be developed at the installation level, which will require actions by the major commands. Based upon vulnerability and criticality, statistical data of incidents and criminal information formulation must complement both crime prevention and military intelligence educational efforts.

3-3 Program Objectives

a. The objectives of a security education program are to acquaint all personnel with the reasons for security measures and to insure their cooperation. The assumption by installation personnel (military and civilian) that they are not concerned with security unless they work with classified matter or in a restricted area must be overcome. It must be impressed upon them and be continually reiterated that a locked gate or file cabinet does not constitute an end in itself, but is merely an element in the overall security plan.

b. A continuous program should be presented to selected audiences (primarily supervisors and other key personnel) on timely and applicable topics to develop and foster a high degree of security consciousness.

3-4 Educational Requirements

Security consciousness is not an inherent state of mind—it must be acquired. Many people are naive and trusting, and are

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inclined to accept things at face value, Desirable as these characteristics are, they are not conducive to vigilance or security consciousness. Structural and mechanical aids to security are valueless without the active support of all personnel. All installation personnel must be made aware of the constant threat of breaches of security and of their individual responsibilities to detect and thwart such threats. A continuous and forceful education program provides the constant awareness that successful security demands.

3-5   Personal Presentations

Very effective at commander's call.
Requires formal instruction at the unit and activity level.
Technical advice may be presented by the provost marshal or security manager.
Security content is presented in accordance with the 190-series Army regulations.

3-6   Graphic Media Aids

Posters –are effective since they may be large in size, brief and to the point, and impact their message at a glance. Posters should be displayed in locations where the majority of people pass and/or congregate.

Placards –used where attention is necessary and people are expected to loiter and have time to read, such as bulletin boards, telephone booths, vending machines and recreation areas.

Leaflets –are economical and are usually pocket size for easy carrying. Distribution of leaflets is determined by the commander or activity chief.

3-7   Indoctrination

AR 380-5 requires the commander to establish security indoctrination and educa-

tion programs within his command and insure the following:

a. Each individual is indoctrinated and kept proficient in the particular security procedures which apply to him in the performance of his duties.

b. All personnel are aware of their security responsibilities.

c. All newly assigned personnel must be given security indoctrinations. The reading of printed security regulations is not sufficient to insure complete understanding. Indoctrination should consist of a general orientation on the need for and dangers to security, and the individual's responsibility in preventing infractions. It should include a discussion of those hazards common to all personnel, with emphasis on the dangers of loose talk and operational carelessness. It should define general security measures in effect, such as the pass system, private vehicle control, and package inspection. The security indoctrination is an introduction to the subject as applied to the particular installation. Further instruction should be applicable to the individual's duty assignment.

d. Further orientation, on an initial and annual basis, is prescribed by AR 381-12, Subversion and Espionage Directed Against the US Army and Deliberate Security Violations.

e. AR 360-81, The Command Information Program, discusses news media that can be used in security education programs, including those prescribed by AR 381-12.

3-8   Crime Prevention

All security education programs should include materials on the crime prevention programs (AR 190-31, AR 195-10, FM 19-10, and FM 19-20) which are designed to reduce crime. This is done by eliminating or

neutralizing factors that cause individuals to commit criminal acts and that remove or minimize opportunities for committing such acts.

FM 19-20 provides detailed guidance on conducting a crime prevention program. Such a program includes both the conduct of crime prevention surveys for the purposes mentioned in above paragraph, and an education program to emphasize security consciousness on the part of all personnel, and to educate them in the importance of securing and protecting both military and personal property.

A security education program, therefore, provides an excellent means of disseminating crime prevention information, and of encouraging the active participation of all personnel in observing and reporting security deficiencies, violations, or hazards of any nature.

3-9   Program of Instruction

a. The security manager is responsible for planning an effective program of instruction. Profitable use of the limited time normally available for such instruction demands the techniques of a competent instructor. The security manager should give the more important portions of the instruction. Other competent instructors may be used for less important phases or for phases which concern their areas of responsibility, training, and experience.

b. FM 30-17 provides an excellent discussion of the planning and implementation of a security education program. While the program outlined is directed primarily to intelligence security, a review will indicate many points at which physical security and crime prevention education can be integrated.

c. Each of the offices listed here can assist in the formulation of the program by contrib-

uting materials from its own areas of responsibility, knowledge, and interest. Each can also assist by presenting security briefings within those areas.

Staff judge advocate
Chaplain
Special services officer
Safety director
Information officer
Post surgeon
CID representative
Character guidance council representative
Major organizational command representatives
Local police and allied agencies

d. The program should be based on an evaluation of the total security posture of the installation. It should begin with an explanation of the program, its aims and objectives—the WHY.

e. It should then develop the necessary tools to reach those aims and objectives—the WHAT.

f. It should proceed to delineate methods of education by which the program will be conducted-through individual and group conferences, meetings, speeches, use of news media, posters, placards, leaflets, etc.—the HOW.

g. Each program must provide for initial and refresher training. It will also provide for debriefing of appropriate personnel upon their reassignment, retirement, departure on leave, and at other appropriate times.

h. The program must, above all, stress the absolute requirement for the support of every individual, regardless of any security clearance he mayor may not have, and regardless of his work assignment.

i. As a minimum, each program should include materials on any recent incidents of security deficiency or violation, and any areas of laxity or trends that have become

apparent in the security posture of the installation.

3-10 Scheduling and Testing

Frequent short periods of instruction are more effective than less frequent long periods. The ideas contained in four well-planned weekly 15-minute classes are more readily absorbed than those contained in a 1-hour lecture once a month-regardless of how well the latter is planned and delivered. Instruction that infringes on the free time of the audience is seldom well received. Short periods of instruction to selected groups are easier to schedule without disrupting the operation.

In any form of instruction, testing serves the dual purpose of keeping the audience alert and indicating the efficiency of the presentation and the total program. Tests do not necessarily involve written answers. In fact, skits and hypothetical situations tend to enliven the instruction. Audience participation in giving consequences or solutions to situations presented will accomplish the same results.