

DONNA'S STEP BY STEP CETPP INSTRUCTIONS

SOUTHCOM COMMENTS: The CETPP is done on the SANWEB (under "Training" > "IMSO Web and SAO Web" > "Training").

- Because DISAM has rolled over the 2008 information into the new form for 2009, please make all necessary updates and *think* about your inputs. This is a country team product and should be reviewed appropriately. Your SCO Commander should give final approval.

COMBINED EDUCATION & TRAINING PROGRAM PLAN
(Must Be Unclassified Document)

(Country)

UPDATED (Date)

PART ONE - GENERAL INFORMATION

SOUTHCOM COMMENTS: PART ONE is the biggest area for improvement throughout for most SCOs.

PART ONE: keep it concise! Don't just keep adding on, read through to weed out old info, and eliminate laundry lists. This is an overview -- Hit the high points only.

1. COUNTRY BACKGROUND. Use Country Team resources to provide pithy statements that affect the combined education & training relationship with the United States addressing the following:

SOUTHCOM COMMENTS: For Country Background, please do not go overboard. Less is more in this section. Just hit the high points to bring readers up on the environment. Two websites you might use for background are:

State Dept. "Country Background Notes" at www.state.gov/r/pa/ei/bhn,

and

CIA "World Factbook" at www.cia.gov/cia/publications/factbook.

- a. **Government** (Type/Branches/Legal System)

- b. **People** (Population/ Ethnic Groups/Religion/Gross National Income)

- c. **Military** (Branches/Military Expenditures in U.S. Dollars/Military Expenditures as a Percent of Gross Domestic Product)

- d. **Issues** (Transnational/Economic/Environmental/Health)

2. COMBINED EDUCATION & TRAINING PROGRAM OBJECTIVES

SOUTHCOM COMMENT: Training Objectives should link to the Country Campaign Plan (CCP). This is an Unclassified document, but do not try to reinvent the wheel. Use the CCP where you can.

a. Specific U.S. program objectives. U.S. training program objectives should support objectives articulated in the Mission Performance Plan (MPP), Theater Security Cooperation Plan (TSCP) and in the DoD Security Cooperation Guidance (SCG). While the TSCP provides a seven-year focus and the SCG is limited to *five years, training objectives should be near-term (two years) and be unclassified.*

SOUTHCOM COMMENT: MPP is now the MSP – Mission Strategic Plan

b. Host country objectives.

c. Significant accomplishments toward meeting these objectives. Provide tangible examples of how individuals applied SA training to achieve program objectives.

d. Future objectives and program requirements. This paragraph should address U.S. and host country out-year objectives with regards to SA training program requirements. Data (e.g., IMET, FMF, FMS) must closely match the inputs developed by the U.S. Country Team for the MPP and data found in the TSCP.

3. PROGRAM PLANNING AND IMPLEMENTATION

a. Program development. This should include a brief description of the training planning process, highlighting host country and SAO roles, problems (if any), and plans for improvement. The objective is to demonstrate an orderly process in the shaping of a training program that is in the U.S. interest and supportive of MPP, TSCP and SCG.

b. Explanation of host country capabilities and third country provided training. What are they and how do they affect/complement this SA training program?

c. Evaluation of prior year program successes and/or failures. How do they affect current

program planning? This evaluation should address five specific areas shown below.

(1). How effectively does the host country employ the skills and training of returning SA training graduates?

Not effective at all 1 2 3 4 5 Very Effective

Please give a brief description of your answer above.

(2). How has training under the combined education & training program enhanced the professionalism or improved the capabilities of the host country?

(3). How has the combined education & training program, particularly the Expanded IMET program, contributed to effective defense resource management, concepts of civilian control of the military, and respect for internationally recognized human rights?

(4). Give anecdotal examples of how the combined education & training program has furthered U.S. access, interests, or objectives during the past year. Do not carry forward examples from last year. These examples are often quoted in support of SA training. Effort expended throughout the year to capture anecdotal examples is offset by the value of such examples to promote combined education & training program effectiveness.

SOUTHCOM COMMENT: Anecdotal examples (AKA Success Stories) in Part One, 3.c.(4) are critically important. These are referenced frequently to support SA training. These examples can make the difference in increased funding or in justifying relief from sanctions. (We used them and several other sections of the CETPPs in fighting ASPA sanctions.) The anecdotes need to be current (what happened *this past year*?) and *specific* (who, what course was attended, when, what did the student do). This section should not repeat what it said last year, we are looking for fresh information. Therefore, to the extent possible, and keeping the info UNCLAS, name names, courses/schools attended, and actions that person took. General statements about how IMET and SA have opened doors are “nice,” but they don't sell the program or serve the purpose of this section. Remember that these statements are most often used in testimony to the Hill to explain the value of IMET.

(5). How has the combined education & training program helped the U.S. with the Global War on Terrorism? Specify which training programs are more useful in support of GWOT.

d. Brief explanation of what is being done to build on successes and correct/improve upon failures.

4. UNIQUE U.S. SERVICE SPECIFIC TRAINING REQUIREMENTS

Information that specifically elaborates on Service training programs not available in STLs, or that elaborates on high-visibility training requirements, or that supports major equipment acquisitions.

a. U.S. Army

b. U.S. Navy

c. U.S. Marine Corps

d. U.S. Coast Guard

e. U.S. Air Force

SAO POINT OF CONTACT:

Name:
Title:
Office Name:
Phone:
Email:

COUNTY TEAM REVIEW BY:

Name:
Title:
Office Name:

SOUTHCOM COMMENT: Preferably, one of the above is the SCO Commander.

PART TWO – SECURITY ASISTANCE (IMET & FMS) TRAINING PROGRAM APPENDIXES

APPENDIX A: PROGRAM ADMINISTRATION

This is an update of annually recurring administrative requirements and precludes submitting this information at different times throughout the year.

1. Budget Year (FYXX) Holidays for International Students (two in addition to U.S. holidays).

Two holidays students should receive while in CONUS training, in addition to U.S. holidays. The two-holiday limit will be strictly adhered to. Current year holidays will not be automatically carried over; therefore, failure to specify holidays can cause students to lose these additional days. Report occasion and date of holiday.

SOUTHCOM COMMENT: BUDGET YEAR HOLIDAYS – These are TWO (2) extra holiday dates for FY09. Do not list 2008 dates!

2. IMET TLA factors for the Budget Year (FYxx). IMET cost sharing factors. Provide the following Travel and Living Allowance (TLA) information shown below for all services.

SOUTHCOM COMMENT: This will be your FY09 estimates for TLA factors.

- a. Transportation agreement with country (select one):
 - USG pays all transportation
 - Country pays all transportation
 - Country pays round trip to specific CONUS city; USG pays remainder (Specify city)
 - Country pays round trip to port-of-entry and from port-of-debarkation; USG pays CONUS transportation
 - Country pays round trip to first training site and from last training site; USG pays between training sites
 - Other (Explain)

- b. Living allowance agreement with country (select one):
 - USG pays all living allowance
 - Country pays all living allowance
 - Other (Explain)

- c. Number of travel days required to reach U.S. port-of-entry

- d. Port-of-departure/entry to/from country and servicing airport

- e. Normal U.S. port-of-entry

f. Special factors (e.g., RON with location)

SOUTHCOM COMMENT: *Viaticos/per diem* are an important factor that affects many SOUTHCOM country programs. This is the place to talk about it and provide examples of costs involved. If you want to know what we currently have on file regarding your *viatico/per diem* info, contact Donna Stevens.

g. Average cost of airfare (round trip ticket) per student for current year (insert fiscal year)

g1. Oneway airfare cost per student for (fiscal year)

SOUTHCOM COMMENT: Many SCOs skipped g1 last year. Be sure to fill in this mandatory field.

h. Average cost of excess baggage per student for current year (insert fiscal year)

h1. Per bag cost for (fiscal year)

SOUTHCOM COMMENT: Many SCOs skipped h1 last year. Be sure to fill in this mandatory field.

i. Are dependents allowed to accompany students to schools where they are encouraged to accompany the student by DoD?

3. Student Vetting Process. A two – three sentence explanation of the vetting process used by the country team vetting process for candidates scheduled to attend CONUS training and to screen individuals/units scheduled to attend in-country training (MTTs & METs).

4. Medical Screening & Coverage for Dependent Medical Care. A short explanation of the medical screening process for students and dependents, and the financial arrangements for dependent medical care for dependents who accompany or join the student during CONUS training.

PART TWO – SECURITY ASSISTANCE (IMET & FMS) TRAINING PROGRAM APPENDIXES

APPENDIX B: ENGLISH LANGUAGE TRAINING

SOUTHCOM COMMENTS: SOUTHCOM's CDR is especially interested in language development and requests extracts from this section, so this section is getting more attention than ever. Please pay special attention to it. Notes below explain what we look for:

1. In-Country English Language Training Program (ELTP) Overview

a. Status of Current US-Assisted ELTP

SOUTHCOM COMMENTS:

- How many trained instructors are available and what instructor training is needed for the Budget Year?**
- What is the condition of instructional materials? Are there sufficient up to date materials? What plans are there to purchase new materials?**
- When did the last DLIELC Team visit? Any plans for teams in the budget years?**
- Give a concise overview of your inventory of in-country lang labs. How many, size, where, what condition (working? Missing parts?) . How many students are trained?**

(1) Instructor training:

(2) Instructional materials:

(3) DLIELC Instructional/Managerial Teams:

(4) Language Laboratories:

(5) Unique or special problems for students who train at DLIELC:

b. MoD/SAO ELT Business Plan

SOUTHCOM COMMENT: An important section; don't pass over it unless you are covering an English-speaking country. Unless your ELT in-country program is perfect (doubtful!) you should have a Plan. Expand on paragraphs above, and outline how you plan to build on

the existing in-country language program. You have the option of using para. a. on Current Status to expand on your ELT program plans, as long as you cover this in one place or the other!

Note: This section is to be completed for countries with new or on-going requirements for substantial ELT support, i.e., a DLIELC English Language Training Detachment (LTD); multiple DLIELC MTTs; contract ELT instructor support; large numbers of DLIELC-trained instructors; and/or annual purchases of language laboratories, particularly computer, or multimedia, labs.

(1) Purpose(s) of ELT:

(2) ELTP Goal(s):

(3) New ELTP Support Requirements:

(4) ELT Support Provided by Other Countries:

2. English Language Testing and Training Waivers.

SOUTHCOM Comment: This is reviewed and approved every year. Even if you have a waiver now, you need to reiterate your request to continue it for the following year.

There are 3 types of waivers:

- waived from all testing, both in-country and CONUS (currently all Eastern Caribbean, the Bahamas, Belize, Guyana, Jamaica, and Trinidad/Tobago)
- waived from in-country testing (currently Suriname)
- waived from the 55 minimum ECL to train at DLIELC (currently none).

3. SAO Information for English Language Labs and Materials.

SOUTHCOM Comment: Be sure to update the POC info and provide CORRECT “ship to” address for labs and materials. CECOM and DLIELC will use this, so if your orders go to the wrong place, it’s your fault!

a. Point of Contact in SAO;

Name:

Phone number:

Fax number:

Email address.

b. Exact "Shipping Address" for labs and materials (not a mailing address). For example:

**SHIP TO: Embassy of the United States of America
1234 South Downtown Blvd
Lome, Togo**

MARK FOR: Political Officer, American Embassy Lome, Togo

PART TWO – SECURITY ASISTANCE (IMET & FMS)TRAINING PROGRAM
APPENDIXES

APPENDIX C: SENIOR & MID-LEVEL PME SUMMARY

a. Mid-Level and Senior Level PME Requirements. Show firm mid and senior level invitational PME requirements for the Budget Year (upcoming fiscal year) and estimated requirements for the Planning Year (two fiscal years ahead and one additional year). For example, the Budget year in FY05 would be FY06, and the Planning Year would be FY07. The additional planning year would be FY08. Projections beyond the Budget Year should agree with the TSCP. Include exchange agreement quotas. Indicate negative requirements.

***SOUTHCOM Comment* These are only those courses offered by invitation by the Service Chiefs or CJCS.**

In CETPPs being written in 2008, the Budget year (*FY09*) info is critical as it will be used to request your invitational seats for 2009. We will confirm this list at the SCETWG (formerly the TPMR). Regardless of funding source (IMET, FMF, FMS, CTFP, an exchange), you need to list country requirements here.

Be thinking of your prioritization within this list – which course is most important, etc.

<u>SCHOOL</u>	Budget Year FY09	Planning Year FY10	Next Planning Year FY11
National Defense University <i>(Indicate NWC or ICAF below)</i>	////////// //////////	////////// //////////	////////// //////////
National War College (NWC)			
Industrial College of the Armed Forces (ICAF)			
Army War College			
Naval Command College			
Air War College			
Army Command & General Staff College			
Naval Staff College 5 ½ month course			
Naval Staff College 10 month course			
Air Command & Staff College			
Marine Corps Command & Staff College			
Sergeants Major Academy			
Marine Corps Expeditionary Warfare Course			

b. Justification: Provide a five to six sentence justification to help the Combatant Command and applicable service component develop a priority list for PME quotas for the Budget Year (i.e. FY06). Requests for NDU must specify either the National War College (NWC) or Industrial College of the Armed Forces (ICAF) option, and civilian or military option.

***SOUTHCOM Comment:* The Justifications is needed to help prioritize within SOUTHCOM**

and to justify to the Services. Services are becoming more insistent on having strong justifications by course, so don't gloss over that section. Note that Air War College requires a justification statement. Best to put it here and save time later.

c. PME Exchanges: State which, if any, of the above requirements will be handled as “PME Exchanges”. If none then simply state: “NA”

SOUTHCOM COMMENT: This info is critical for our prioritization since even though exchanges may be a “done deal,” SOUTHCOM still has to formally request the seats for FY09, and take into account exchange status.

PART TWO – SECURITY ASISTANCE (IMET & FMS) TRAINING PROGRAM APPENDIXES

APPENDIX D: POSITIONS OF PROMINENCE

Position of Prominence – A high ranking individual in a country’s military, civilian, or commercial sector who has the ability to exert influence over defense policy decisions.

Positions of Prominence data will be updated annually in accordance with Chapter 10 of the SAMM. Emphasis should be placed on U.S. Country Team identification of host country positions of prominence and subsequent reporting of those current incumbents having received SA training. Less effort should be expended on reporting on the status of former incumbents of positions of prominence that received SA training. Data should be formatted in the following order:

- (1) country
- (2) name (last, first, middle initial)
- (3) grade
- (4) U.S. equivalent grade
- (5) prominent positions held (to include all previous positions of prominence)
- (6) current position
- (7) academic degree (if appropriate)
- (8) specific training completed (course, place of training, rank, year(s) attended, and source of funding)
- (9) how the position was obtained (election, appointment, or other)

(Position of Prominence information can be inserted into the web version of the CETPP by uploading the information from TMS using the “TMS PoP” program and/or simply manually entering the information in the CETPP on the SAO web.)

SOUTHCOM COMMENT: SAMM para 10.12.1. covers the Positions of Prominence requirement. This data is critical as it is frequently used to answer Congressional inquiries. It is intended to be a cumulative list.

Who is reported? Because of the rank structures used around the world, SAOs must use best judgment. Following guidance is provided: All general and flag rank officers and lesser ranks such as chief of a military service, senior cabinet aide, senior position on the joint or general staff, commander of a training installation which would be held by a general or flag officer in the United States, military attaché to a major world capital, or commanders of elite or singular units with special tasks such as guarding the nation’s capital. Civilian Positions of Prominence would include heads of state, cabinet and deputy cabinet ministers, ambassadors, members of parliament, chiefs of leading business enterprises, and other leaders of the civilian community.

POSITIONS OF PROMINENCE FORMAT

No	NAME	RANK	POSITION	HOW OBTAINED	U.S. TRAINING	LOCATION	WHEN ATTENDED
1.	Jones, Joe	Brig Gen	Commander, Infantry Brigade	Appointed	Army CGSC	Ft Leavenworth, KS	1985-86

2.	Abdullah, Mohamed	Foreign Minister	Foreign Minister	Appointed	Military Justice Seminar	Washington, D.C.	1992

3.	Smith, Peter	Civilian	President, National Bank	Appointed	Resource Management	Monterey, CA	1994

PART TWO – SECURITY ASSISTANCE (IMET & FMS) TRAINING PROGRAM APPENDIXES

SOUTHCOM COMMENT: If you have information in advance, use this form to submit your waiver in the CETPP. Otherwise, you should provide the completed form at the SCETWG (Former TPMR). See SAMM C10.6.3. for information of IMET training that requires a Waiver. Most common are MTTs and short duration courses.

APPENDIX E: IMET POLICY WAIVERS

All IMET-funded policy waivers requiring approval by Combatant Command and concurrence/approval by DSCA must be included in this plan. The format for requesting a policy waiver is shown below. Adjudication of waiver requests will take place during the TPMR.

IMET WAIVER REQUEST FORMAT

SUBJECT: REQUEST FOR WAIVER FOR IMET TRAINING

THRU: COMBATANT COMMAND HEADQUARTERS

TO: DSCA

In accordance with Paragraph C10.6.4, Chapter 10, DOD 5105.38M, of the Security Assistance Management Manual, request that DSCA approve the use of IMET funds for the following training.

COUNTRY: **MILDEP PROGRAM:**

TYPE OF WAIVER: (State the specific waiver being requested: Mobile Training Team (MTT), High Cost Flight Training, Orientation Tours, Contractor Training, Level III Language Labs, Politically Sensitive Training, Five Week Duration, etc.)

REQUESTED TRAINING: (A precise description of the training, i.e., A Mobile Training Team to instruct on requisition, preparation and processing of supplies, two weeks duration, one enlisted member, grade E-7/E-8, etc.).

Title of Course:		MASL ID:
Quantity:	Program Year:	Unit Cost:
Duration:	WCN:	TLA:
Avail Qtr:	Priority Code:	Total Cost:

JUSTIFICATION: A detailed justification, to include why IMET funds must be used. Justification should answer specific questions posed in the separate sub-paragraphs below.

1. **REQUIREMENTS:** Why is training needed? What capability will it develop? What is the urgency in providing this training?
2. **OBJECTIVE:** What IMET objective(s) will this training achieve? (See SAMM, Chapter 10). What alternatives to this training have been examined to include cost and availability?
3. **CAPABILITY:** Does this training capability exist in country? If not, what steps are being taken to develop this capability?
4. **QUANTITY:** What is the total number of personnel that host country will require training for in this field? How many have been trained? Considering attrition factor, how long will it take to meet host country objectives?
5. **IMPACT:** What is the impact if training is not approved?
6. **FUNDING RATIONALE:** What is the rationale for IMET funding? Why can't FMS funds be used? If country is allocated non-repayable FMF funds, why can't these funds be used?
7. **POLITICAL/MILITARY:** What political/military significance (if any) is attached to this training?
8. **BENEFITS TO U.S.:** What benefits (tangible or intangible) accrue to the United States by providing this training?

SAO CHIEF'S APPROVAL:

DATE:

COMBATANT COMMAND APPROVAL:

DATE:

DSCA APPROVAL:

DATE:

PART TWO – SECURITY ASSISTANCE (IMET & FMS) TRAINING PROGRAM APPENDIXES

APPENDIX F: DISTINGUISHED VISITOR (DVOT) & REGULAR ORIENTATION TOUR (OT) REQUEST

All DVOT and regular OT are implemented by the National Defense University (NDU). Orientation Tours are **NOT** "Off the Shelf" products; they are tailored to specific country needs and require close attention by you, the SAO, to ensure the NDU plans and implements a tour that meets your objectives. This is the format to provide NDU with the basic information it needs to plan your DVOT/OT.

DISTINGUISHED VISITOR (DVOT) & ORIENTATION TOUR (OT) WORKSHEET FORMAT

a. COUNTRY:

b. FY:

c. WCN:

d. Type of Tour: (State IMET or FMS, regular OT or Distinguished Visitor (DVOT) tour, and area or areas of interest to be covered by the tour; for example, operations, maintenance, engineering, education, flight training, technical, staff, command, professional, etc.)

e. Objectives: (State in specific terms, the objectives to be achieved as a result of the tour. Be specific to the point that commanders, civilian employees, briefing and training installation personnel, and other MILDEP personnel not normally associated with SA activities can assist in the achievement of tour objectives.)

f. Proposed Starting Date:

g. Alternate Starting Date:

h. Tour Itinerary: (Suggest an itinerary in terms of visits to specific DOD units or training installations. Itinerary suggestions should include recommended number of days at each location, not to exceed two working days per location.)

i. Level. (For each itinerary location provide the level at which tour personnel should be oriented in terms of flight, squadron, group battalion, division, major command, or similar identification.)

j. Scope. (Provide an indication as to how much detail should be given to participants. Information in this portion of the format must correlate with the objectives, length of stay at each location, and level of tour. If it is desired that participants be familiarized with specific DOD procedures and techniques on an observer basis, type of detail should be included under this heading.)

NOTE: Provide information requested in paragraph K thru M below, as available.

k. Names of participants: (Name, rank (U.S. equivalent), date and place of birth of each participant. Underline surname of each person.)

l. Assignment: Provide a brief synopsis of current or planned assignment, if applicable to the purpose of the tour, of each individual. Compare it to similar positions in the U.S. military.)

m. Individual characteristics: (Enter the customs of dress, language, religion, eating and drinking habits, and general demeanor of each participant.)

n. English capability: (Indicate ECL for each individual.)

o. IP projects: (Describe any particular aspects of the IP to be accomplished, listed in order of preference.)

p. Publicity: (To preclude embarrassment for the USG, the MILDEP, or the country concerned, include a brief statement regarding publicity which could be useful to achieve the tour objective.)

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APPENDIX G: SECURITY ASSISTANCE TRAINING TEAM (MTT, ETSS, Etc.) REQUESTS

Since most SA teams are Mobile Training Teams (MTT) this format refers to MTTs. The format is the same for any exportable, in-country team request. MTTs are tailored, in-country training teams, designed to achieve a specific training objective identified by you, the SAO, and the host country. This format shows the basic information US MILDEPS need to help plan a Mobile Training Team (MTT).

MOBILE TRAINING TEAMS (MTT) CALL UP FORMAT

- a. MTT identification.** (See paragraph 13-11, JSAT).
- b. Team composition.** (Indicate by quantity, rank, MOS/specialty code, and title of each team member.)
- c. Security Clearance.** (Indicate type of security clearance required for the missions.)
- d. Duration.** (Indicate the duration of the mission in weeks.)
- e. Team restrictions.** (Reflect any required limitations or exclusions on the type of personnel, uniforms equipment, or methods of instruction.)
- f. Mission.** (Provide, in detail, the scope of instruction the team is to conduct.)
- g. Training goal.** (Include a statement of the results the effort is expected to achieve.)
- h. Personnel to be trained.** (Indicate the technical qualifications of foreign military trainees, to include educational level, and number of students, by officers, enlisted personnel, and civilians.)
- i. Summary of host country capabilities.**
- j. Equipment on which training is to be conducted and availability.** (The equipment list must be detailed enough for the furnishing agency to identify it by make, model or type.)
- k. Availability of tools and ancillary equipment.** (List tools required for the mission.)
- l. Availability of training aids.** (List training aids required for the mission.)
- m. Interpreter support.**
- n. Training locations.** (If there is more than one training location, indicate distance between locations, time requirements for travel to be performed, and modes of anticipated transportation.)
- o. Desired in-country arrival date.** (Indicate the desired arrival date in the foreign country.)
- p. Type quarters available.** (Indicate whether quarters are provided by the foreign government.)
- q. Uniform and clothing.** (Describe requirements for both on- and off-duty uniforms and civilian clothing.)
- r. In-country transportation.** (Indicate the means of in-country transportation to be provided to and from quarters, training locations, and dining facilities. Specify rental car authorization, if any)
- s. Facilities.** (Indicate the availability of medical, dental, shopping, and laundry facilities.)
- t. Confirmation of country team approval.**
- u. Additional Information.**
 - Identify any important data requiring more emphasis or information useful in selecting and preparing the team.
 - Include, if applicable, information on sensitive areas, subjects to avoid, taboos, and personalities involved.
 - Indicate which type passport is required (diplomatic, official, or tourist) and if a visa is required.
- v. SAO point of contact.** (Indicate the name, grade, DSN and commercial telephone numbers, email address, message address, and mailing addresses for the SAO.)

PART THREE – OTHER TRAINING PROGRAM APPENDICES

The below list of “Other Training Programs” is extracted from the SAMM Chapter 10, Para 10.7. SAOs should report on these programs as directed by their parent Combatant Command.

For each program provide a succinct statement (three to five sentences) that describes the overall scope of country participation in the program, objectives for this participation, and pertinent information that will facilitate country and training agency program planning and implementation.

Unified Commands should modify this list to meet their needs. If any of the below programs are not being used or planned in your host country simply indicate: Not Applicable – NA

SOUTHCOM COMMENT: FILL IN APPENDICES AS APPROPRIATE OR LIST AS “N/A.” REQUIRED APPENDICES ARE A, CTFP, AND C, ALP.

A. Counter Terrorism Fellowship Program (CTFP) (see “Sample Appendix A” below for details)

SOUTHCOM COMMENT: CTFP – Please contact the SOUTHCOM CTFP Manager, LCDR Jack Likens, jack.likens@hq.southcom.mil, 305-437-1527 for guidance on this section.

B. African Contingency Operations Training and Assistance (ACOTA)

C. Aviation Leadership Program (ALP)

SOUTHCOM COMMENT: We will use your inputs here for gathering requirements for next year’s ALP recommendations (i.e, FY09/10 (English language training as early as FY09, aviation training as early as FY10). The USAF ALP is a full “scholarship” for undergraduate flying training. (I.e., country pays only their internal *viaticos* as required.) The “scholarship” also includes English language training. Countries requesting ALP need to provide a justification that addresses the following USAF criteria:

- THE COUNTRY CAN EFFECTIVELY USE AN ALP GRADUATE. SINCE THE ALP SYLLABUS IS NOT FLOWN IN HIGH-PERFORMANCE AIRCRAFT, COUNTRY NOMINATED MUST HAVE THE MEANS TO QUALIFY THE ALP GRADUATE IN HIGH PERFORMANCE AIRCRAFT IF***
- THEY POSSESS HIGH PERFORMANCE AIRCRAFT.***
- THE COUNTRY IS CASH POOR AND IS MAKING EFFORTS TO PURSUE DEMOCRATIC INSTITUTIONS WITH WESTERN-STYLED MILITARY STRUCTURES AND PROVIDES THE GREATEST POTENTIAL FOR ENHANCING WORLDWIDE U.S. SECURITY PRIORITIES. FOR***
- THE PURPOSE OF THIS PROGRAM, "CASH POOR" IS DEFINED AS A COUNTRY WITH A GROSS NATIONAL PRODUCT PER CAPITA INCOME (GNP PCI) OF LESS THAN A CERTAIN U.S. AMOUNT IAW THE WORLD BANK DATA. [USAF HAS NOT YET PROVIDED THE CUT OFF AMOUNT, BUT WE BELIEVE MOST SOUTHCOM COUNTRIES WILL QUALIFY. POSSIBLE EXCEPTIONS ARE BARBADOS AND BAHAMAS.]***
- A COUNTRY WITH SUFFICIENT CASH TO PURCHASE AIRCRAFT SYSTEMS AND FLYING TRAINING WILL NOT BE CONSIDERED FOR THIS PROGRAM.***
- A COUNTRY RECEIVING SMALL US GRANT PROGRAMS HAVE PRIORITY OVER LARGER US GRANT RECIPIENTS.***
- COUNTRIES WITH WHICH THE USAF HAS FEW PEOPLE-TO-PEOPLE PROGRAMS OR INITIATIVES (TRAINING PROGRAMS, OFFICER EXCHANGE PROGRAM, LATAM COOPERATIVE, MILITARY TO***

MILITARY CONTACTS) HAVE PRIORITY OVER THOSE COUNTRIES WITH WHICH

- **THE USAF HAS MANY SUCH PROGRAMS.**
- **COUNTRY JUSTIFICATION SHOULD ALSO STATE LAST DATE THEIR HOST NATION PARTICIPATED IN ALP. ALP SCHOLARSHIPS WILL BE LIMITED TO NOT MORE THAN ONE PER COUNTRY IN A FISCAL YEAR.**

D. Bilateral or Regional Cooperation Programs

E. Combatant Command Initiative Funds

F. Disaster Response (Humanitarian Assistance (HA))

G. Drawdowns of Training

H. Enhanced International Peacekeeping Capabilities (EIPC)

I. Exchanges

J. International Narcotics Control and Law Enforcement (INCLE)

K. Joint Combined Exchange Training (JCET)

L. Mine Action

M. Regional Centers for Security Studies

- CENTCOM: Near East South Asia Center for Strategic Studies (NESAS) & Africa Center for Strategic Studies (ACSS)

- EUCOM: George C. Marshall Center for Strategic Studies & Africa Center for Strategic Studies (ACSS)

- PACOM: Asia-Pacific Center for Security Studies (APCSS)

- **SOUTHCOM**: Center for Hemispheric Defense Studies (CHDS)

N. Section 1004 - Counter-Drug Training Support (CDTS)

O. Service Academy Programs

P. U.S. Coast Guard Academy Foreign Cadet Program

Q. U.S. Coast Guard Caribbean Support Tender (CST)

R. President's Emergency Plan for Aids Relief (PEPFAR)

SAMPLE APPENDIX A.

PART THREE – OTHER TRAINING PROGRAM APPENDIXES

APPENDIX A. COMBATING TERRORISM FELLOWSHIP PROGRAM (CTFP)

1. Provide a brief description of specific country needs for Combating Terrorism training and the country team program objectives for the CTFP. How does the country support the U.S. GWOT?

2. Describe the terrorist threat to the country and/or region, the country's willingness to participate in combined counterterrorism efforts, ability to leverage other existing or planned Defense security cooperation programs, and country needs and requirements (i.e., how does country environment fit SECDEF's criteria for this program?)

3. What are the primary in-country organizations responsible for the country's CbT effort (describe all that apply; military, police, interior, border guards, etc)? Which of these organizations has primary responsibility for the country's CbT effort?

4. How are CTFP funds being used to engage the organizations in Question #3? If the listed organizations are not currently participating in CTFP, how is the country team planning to encourage their participation?

5. Are there U.S. special operations forces personnel within the country team? If yes, are they involved in the selection process to identify CTFP training and candidates?

6. What third country CT support is being provided to the host country? How would these programs complement CTFP or vice versa?

7. What training that is currently not available or advertised does the country need?

8. Is the country team and host country willing to support in-country training on a regional basis? What in-country training will be requested in this plan?

9. Are there CbT focused non-U.S. schools or training centers that could be utilized under CTFP funding?

10. How does the CTFP STL support the goals and objectives of your CTFP plan? Provide a short justification for any desired training NOT on the CTFP STL.

11. These are the Primary CONUS School courses available under the CTFP. Which ones and how many quotas does your country need for the FY? Additionally, you may enter more schools and quotas needed in the matrix provided below. To delete an entry simply delete the school name.

<u>SCHOOL</u>	Budget Year FY06	Planning Year FY07
National Defense University School for National Security Executive Education		
CCMR Civil-Military Responses to Terrorism		
NPGS Special Operations Defense Analysis Masters Degree		
Others (as the SAO believes necessary)		
Others (as the SAO believes necessary)		

Provide a brief (4-5 sentence) justification for the training being requested (Be specific. Do not use generic 'boiler plate').

12. The CTFP STL dated (*insert date here*) (mm/dd/yyyy) supports this plan. Is there any desired training that is not shown on the CTFP STL? If not, why not. Provide a short justification for any desired training NOT on the CTFP STL.