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Training in Civil-Military Interactions: The Design and Challenges[1]

Introduction

The interactions between soldiers and civilians have been taking place since the beginnings of organised armed forces, yet within NATO they have only been regulated as a result of the lessons learned in the Balkans in the 1990s. In this way, Civil-Military Cooperation (CIMIC) as an institutionalised military function dedicated to establishing cooperation and coordination between the military forces and civilian actors[2], is a relatively new development[3]. As such, its relevance to the military mission, as well as the difficulties and challenges related to civil-military interactions, are often not fully known and appreciated within the military environment. As observed by one of NATO CIMIC soldiers, the military personnel tend to think that "CIMIC can be

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[1] The article is based on a research project entitled "The Influence of Roles of Civil-Military Cooperation Officers on the Effectiveness of Their Mission in Peacekeeping" (no UMO-2015/17/N/HS5/00415) funded by the National Science Centre, Poland.

[2] NATO International Military Staff,, MC 411/1 NATO Military Policy on Civil-Military Cooperation, para. 4, 2001. According to the 2014 North Atlantic Council Policy on CIMIC and Civil-Military Interactions (CMI), civil-military cooperation is the main facilitator of civil-military interaction, understood as "a group of activities, founded on communication, planning and coordination, that all NATO military bodies share and conduct with international and local non-military actors, both during NATO operations and in preparation for them, which mutually increases the effectiveness and efficiency of their respective actions in response to crises". See: North Atlantic Military Committee and NATO Military Committee, *Civil-Military Cooperation (CIMIC) and Civil-Military Interaction (CMI)*, 2014.

[3] See: T.A.M. Scheltinga, S.J.H. Rietjens, S.J. de Boer, C.P.M. Wilderom, 'Cultural Conflict within Civil-Military Cooperation: A Case Study in Bosnia', *Low Intensity Conflict & Law Enforcement*, 2005, no. 13 (1), pp. 54–69.

done by everybody, because I can talk to my mother on a daily basis, and my wife, so I can talk to civilians" (CCOE_7**)**[4]. This perspective of non-CIMIC troops can be viewed as an oversimplification which does not take into account the nuances of interactions taking place at the intersections of cultures, organizational structures and mindsets, further exacerbated by the unpredictability of mission environment[5]. This lack of understanding of the role of CIMIC in the conduct of a military mission is also reflected in the perception of CIMIC soldiers as "softies" i.e. soldiers who do not participate in combat, but rather go and "make friends", "give out chocolate and sandwiches" or "drink tea" with civilians (CCOE_12, CCOE_7, CCOE_3, MNCG_10, MNCNE_5). Thus, civil-military cooperation seems to be rendered as something separate from the official military business.

At the same time, CIMIC constitutes an integral part of NATO operations. In all types of contemporary missions "the key issue is for the military to find ways to work with, coordinate activities, or at a minimum coexist with civilian stakeholders, so as to not duplicate efforts, waste resources or work against one another's efforts"[6]. In this sense, a persisting misperception of the actual functions of CIMIC, its potential for supporting the commander, as well as the challenges related to its conduct, can contribute to a diminished effectiveness of NATO activities. In this respect a thorough training in Civil-Military Cooperation and, in a broader sense, Civil-Military Interaction (CMI) should be considered as an important factor supporting NATO missions.

Kelisiana Thynne and Gwen Cherne observe that "in the early days of military personnel education it is important that they are exposed to wider aspects pertaining to their likely roles in peace operations, learn how to utilize military skills in that environment and understand how to cooperate, coordinate and/or co-exist with civilians and other organizations"[7]. In accordance with NATO's doctrine on CMI, the general knowledge and abilities regarding civil-military interactions are required from all NATO military bodies[8], and therefore should be included in early career education programmes for all military personnel. This is especially true in the contemporary security context, where the role of the military moves

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[4] All quotations of CIMIC soldiers come from interviews conducted by the author in 2016 and 2017 in four units/institutions: the CIMIC Centre of Excellence (CCOE; the Hague, the Netherlands), the Multinational CIMIC Group (MNCG; Motta di Livenza, Italy), the Multinational Corps North-East (MNCNE; Szczecin, Poland) and the Polish Military Training Centre for Foreign Operations (MTCfFO; Kielce, Poland). The sample comprised 35 semi-structured interviews with soldiers experienced in CIMIC or related activities, representing eight NATO Member States (Poland, Italy, the Netherlands, Germany, Denmark, Portugal, Hungary and Belgium). Out of this sample, 33 respondents shared their experiences regarding training and/or instructing CIMIC/CMI.

[5] A. Mazurkiewicz, 'Does CIMIC Make Sense? Critical Analysis of Civil-Military Cooperation', *Biuletyn Analiz Centrum Inicjatyw Międzynarodowych*, 2014, no. 4, pp. 17–23.

[6] K. Thynne, G. Cherne, *Preparation Starts at Home: Education and Training for Civil-Military Interaction*, [in:] *Effective Civil-Military Interaction in Peace Operations*, eds. G. Lucius, S. Rietjens, Cham 2016, p. 63.

[7] *Ibidem*, p. 65.

[8] North Atlantic Military Committee and NATO Military Committee, *Civil-Military Cooperation (CIMIC) and Civil-Military Interaction (CMI)*, 2014.

past the traditional dichotomy of "warrior"–"peacekeeper" and propels soldiers to assume attitudes and behaviours associated with CIMIC/CMI[9]. This broad approach to training should be further deepened with specialised instruction designed for soldiers tasked with civil-military cooperation and their commanders. Only highly trained, professionalised and effective CIMIC soldiers will be able to convince the military personnel of the utility and value of Civil-Military Cooperation. So far, this topic has rarely been the object of scientific inquiry and requires further investigation. That is why in this article, I will focus on this latter aspect of military training and analyse the teaching methods and challenges related to CIMIC courses, with NATO CIMIC Field Worker Course (NCFWC) as the main case study.

The article is structured as follows. The first part is dedicated to an overview of training in NATO Civil-Military Cooperation in Europe[10]. It focuses in particular on the NATO CIMIC Field Worker Course, analysing the training materials and teaching methods used during the course. The second part of the article identifies the challenges and difficulties related to civil-military cooperation and civil-military interactions training as defined by CIMIC/CMI instructors. The article concludes with a set of recommendations indicating the possibilities of expanding the knowledge about and expertise in civil-military interactions.

CIMIC training

The leading provider of CIMIC/CMI training and expertise in Europe is the CIMIC Centre of Excellence (CCOE), situated in the Hague (the Netherlands). Its Training and Education branch designs and provides a series of specialised courses based on the lessons learned from the field. As of 2019, the CCOE provides 9 courses (some of them in cooperation with partners) designed for a variety of audiences – both civilian and military, as well as at various level of engagement (field, staff, higher command)[11]. Also, the depth of the knowledge and skills transmitted in courses vary from an introductory online module providing basic information, to a 2-year graduate university degree linking CIMIC/CMI with broader fields of international relations, international law and leadership.

The courses designed by the CCOE are conducted on regular basis in the CCOE Headquarters and in partner institutions accredited by the CCOE (e.g. the Multinational CIMIC Group in Motta di Livenza, Italy, or the Hungarian Defence Forces

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9   A. Mazurkiewicz, 'The Dynamics of the Contemporary Military Role: In Search of Flexibility', *Annales UMCK Sectio K Politologia*, 2018, no. 25 (2), pp. 7–24; see also: Ch. Ruffa, Ch. Dandeker, P. Vennesson, 'Soldiers Drawn into Politics? The Influence of Tactics in Civil–Military Relations', *Small Wars & Insurgencies*, 2013, no. 24 (2), pp. 322–334.

10 The American armed forces follow a doctrine similar to, though not fully identical with, CIMIC, called Civil-Affairs. For more information, please see: Ch. Holshek, C. de Coning, *Civil-Military Coordination in Peace Operations*, Peace Operations Training Institute 2017, http://cdn.peaceopstraining.org/course_promos/civil_military_coordination/civil_military_coordination_english.pdf [accessed: 6.06.2019].

11 *Course Landscape. NATO CIMIC & CMI Education & Individual Training Landscape*, CCOE, https://www.cimic-coe.org/products/training-education/course-landscape [accessed: 6.06.2019].

Civil-Military Cooperation and Psychological Operation Centre in Budapest). This standardisation of the CIMIC/CMI training allows to maintain the uniformity of the contents and control the quality of courses. Consequently, it supports the goal of interoperability of NATO Member States' forces and facilitates cooperation between the trained civilian actors and NATO military bodies. Furthermore, such an organisation of CIMIC/CMI training provides a space for the establishment and maintenance of personal relations among CIMIC soldiers from various states. Such a framework is vital for the effective exchange of experiences and lessons learned and supports the development of an identity of a highly specialised and relatively small group of professionals.

Two of the above-mentioned courses are the NATO CIMIC Field Worker and NATO CIMIC Staff Worker Courses. They are conducted at least six times a year, both in the CCOE and in partnering institutions in Europe[12]. Because of this frequency, coupled with a broad audience (app. 20–30 participants per iteration) and an extensive programme, the NATO CIMIC Field Worker Course will be treated as a case study for the analysis of the teaching methods and challenges in CIMIC/CMI training education. The data for the analysis comes from three iterations of the NCFWC: 2014 in Kielce, Poland (where the author was one of the participants), 2016 in the Hague, the Netherlands (where the author was an observer) and 2018 in Kielce, Poland (where the author was one of the instructors). The NATO CIMIC Field Worker Course comprises a mandatory online module and a residential module lasting two-weeks. In this way, it facilitates the acquisition of both codified and tacit knowledge[13] and supports the three main domains of learning in accordance with Bloom's taxonomy of educational objectives: cognitive (knowledge), affective (attitude) and psychomotor (skills)[14].

The online Advanced Distributed Learning module is an introductory lesson, designed to provide all participants of the NCFWC with the background knowledge regarding civil-military cooperation and civil-military interactions. In this sense, it introduces basic concepts such as comprehensive approach, civil emergency planning, host nation support or military assistance in humanitarian operations and presents their relation to CIMIC/CMI. It also embeds CIMIC/CMI in a broader framework of mission planning and management, showing the links between civil-military cooperation and military planning, decision making and strategic communication. The participants of the NCFWC are expected to complete the online module prior to the residential part of the course, in order to build the common understanding of role of CIMIC/CMI and its place in NATO operations. The theorists of pedagogics and online learning have long indicated the benefits of this sort of approach to training, pointing towards its efficiency, the flexibility of access to learning materials, and the potential to enable learners to link new information to old and acquire new relevant knowledge[15]. The NCFWC online module provides the

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[12]   *Ibidem*.

[13]   M. Polanyi, *The Tacit Dimension*, Chicago–London 2009.

[14]   B.S. Bloom, *Taxonomy of Educational Objectives*, Vol. 1: *Cognitive Domain*, New York 1956.

[15]   *The Theory and Practice of Online Learning*, ed. T. Anderson, Edmonton 2009, pp. 15–18, http://biblioteca.ucv.cl/site/colecciones/manuales_u/99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf [accessed: 6.06.2019].

participants with basic facts, with an intention to modify their behaviour in the future and adjust it to CIMIC/CMI standards[16], as well as to address some of the misunderstandings regarding the role of CIMIC mentioned in the introduction to this article. The design on the online module includes a series of topics grouped into meaningful sequences, which, in accordance with the cognitive model of learning, allows the learner to become familiar with the new information, process it and transfer it to long-term memory[17].

Building on the knowledge from the online module, the residential part of the NCFWC deepens and expands the information on CIMIC/CMI, as well as supports the theoretical background with practical exercises and simulations. This part of the course is divided between lectures, supported with presentations and multi-media presentations, and various types of exercises designed to develop and test the knowledge, skills and competences of the participants. In comparison with the online module, the lectures provide much deeper insight into the CIMIC/CMI activities, their background, rationale, utility and place in the overall framework of a military mission. They expand the topics of cultural awareness, communication, types of non-military actors, gender issues, negotiations and working with interpreters. In this type of learning, the role of the NCFWC participants is to a large extent passive and the CIMIC/CMI instructor takes the central place in the learning process, thus playing into the cognitive and affective objectives of CIMIC training.

The affective and psychomotor objectives are addressed through a series of simulations. They consist of role-play sessions which represent situations likely to take place during the conduct of civil-military coordination in the field e.g. meetings with representatives of local authorities, visits of members of a local population in a CIMIC Centre or briefings with workers of civilian non-governmental organisations. During the simulations the NCFWC participants are required to interact, collaborate and coordinate with external actors – be it CIMIC soldiers (not involved in the course as either students or instructors) or civilians (humanitarian workers, observers, university students, or in some cases professional actors). These role-plays confront the NCFWC participants with challenges which they might encounter as CIMIC field workers, expose them to stress related to civil-military interactions and test their ability to quickly react to unexpected or unwanted behaviours. According to the interviews with the CIMIC/CMI instructors, some scenarios of the role-play consciously exaggerate the difficulty of the contacts with civilians in order to emphasise the challenges related to the interaction and stress the importance of the correct reaction from CIMIC soldiers (CCOE_5, CCOE_12). As noted by one of the CIMIC/CMI instructors, "if it is a nasty situation, you are not prepared. So first you get a shock. And it's a lot better to have that shock during a training or a practice than in reality" (CCOE_3). This sort of exercise complies with the prescriptions of the constructivist school of learning, forcing the participants of the course to interpret, process and apply the received information, and thus turn

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[16]   B.F. Skinner, *About Behaviorism*, New York 1976.

[17]   *The Theory and Practice…*, *op. cit.*, p. 22; D.P. Ausubel, *Educational Psychology. A Cognitive View*, New York 1968.

it into knowledge[18]. Here, the application of information in practical situations facilitates personal interpretation of the data and establishing its relevance to one's own conduct and experience. The CIMIC/CMI instructors play only an advising and facilitating role, while it is the learner who is at the centre of the learning process and works towards development and improvement of his/her skills.

As already mentioned, this design of the NATO CIMIC Field Worker Course supports the acquisition of codified and to certain extent tacit knowledge, as well as teaches and tests desired attitudes and skills. The online module and the lectures during the residential part of the course provide the participants with relevant basic and specialised terms and information, as well as the theory of communication and interaction facilitating CIMIC/CMI. The participants are then encouraged to apply this tacit knowledge during the exercises and simulations, turning it into codified knowledge. This approach allows not only to modify the behaviour of the trainees, but also, through the experiential aspects of the course, facilitates the development of personal interpretations, meanings and relevance of the acquired knowledge. However, the design and conduct of the NCFWC is not without its challenges. The next section of the article is devoted to the difficulties involved in the process identified by CIMIC/CMI instructors.

The challenges of CIMIC/CMI training

Despite the very well-thought design of the CIMIC/CMI courses, there are still several challenges related to the conduct of the training. The first of the challenges identified by CIMIC/CMI instructors is the difficulty of explaining and teaching civil-military cooperation to people who have never been involved in or witnessed it (CCOE_1, CCOE_9, MNCG_3, MNCG_9, MNCNE_8). The conduct of civil-military cooperation requires a very broad and deep knowledge of the mission environment which goes far beyond the operational level of understanding required from non-CIMIC soldiers participating in peacekeeping missions. CIMIC soldiers need to be familiar with the political, economic, social and cultural dimension of the area of operation, as well as be aware of the wider framework of international law, geopolitics and international relations (CCOE_2, MNCNE_5, MNCNE_6, MTCfFO_1). As emphasised by the interviewed CIMIC/CMI instructors it is very difficult to transmit the implications of such a broad area of expertise in a two-week course (CCOE_9, MNCG_3). This difficulty is further deepened by the fact that the course needs to also influence the attitudes of the trainees, inspire a more open and flexible posture towards civilian interactional partners, as well as provide the trainees with basic knowledge and skills in communication, negotiation techniques and working with interpreters (CCOE_8, CCOE_5, MNCG_8). Altogether, this results in a massive amount of material, that needs to be transmitted, acquired and practiced in a relatively short period. Thus, the potential

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[18] *The Theory and Practice…*, *op. cit.*, p. 30; T.M. Duffy, D.J. Cunningham, *Constructivism: Implications for the Design and Delivery of Instruction*, [in:] *Handbook of Research for Educational Communications and Technology*, ed. D.H. Jonassen, New York 1996, pp. 170–198.

of a cognitive overload and a consequent diminished level of information processing and storing[19] is very large, inhibiting the effectiveness of CIMIC/CMI training.

Even though the NCFWC is packed with information, it still focuses mainly on the civilian part of the civil-military equation. As suggested by some of the inter-viewed CIMIC soldiers, the training does not really teach the participants how to "sell" CIMIC-related advise to the commanders or how to effectively present the value added by CIMIC/CMI to other soldiers (CCOE_4, CCOE_07, MNCG_5). In fact, considering the sometimes-limited knowledge and/or appreciation of CIMIC/CMI among the commanders and non-CIMIC troops reported in the interviews (MNCG_8, MNCNE_3 MNCNE_10), a professional training in the military-military cooperation and coordination could also prove to be useful.

Another challenge identified by the CIMIC/CMI instructors is the difficulty of passing on the experience alongside the theory (MNCG_10, MTCfFO_2). As one of them observed, "you can teach about mandates, missions, procedures, like hell. If you are not able to deliver practical examples and practical exercises, then it's not really worthwhile" (CCOE_5). In order to mitigate this challenge and mimic the re-al-life situations as much as possible, the design of the residential courses includes simulations and role-plays, and CIMIC soldiers participate in military and civil-mil-itary exercises. However, the simulations and exercises do not fully reflect the re-ality of civil-military cooperation and the often-long-term consequences of various behaviours. One of the interviewees explained that even the participation of NGO workers in such exercises does not provide the full experience of civil-military co-operation, because in a controlled environment any mistake might be irrelevant: "We are talking, we are fighting each other in a kind of a role play, because they don't accept what we are saying, but afterwards we're having a cigarette together and a coffee and everything is fine" (CCOE_7). In real-life situations the civil-mili-tary interactions take place under pressure and their course, results and long-term consequences might be dramatically different from the in-class practice. This is the more so, as the exercises and simulations are out of necessity rather short and do not provide the opportunity to test the skills of establishing and maintaining a long-term relationship with civilian partners.

However, one of the most serious difficulties linked to civil-military coopera-tion training is that CIMIC-related capabilities very often depend on individual, personal characteristics. CIMIC soldiers note that their job requires a specific mindset, which includes an open, friendly posture, conversation and communi-cation skills and an easy-going approach to interpersonal and intercultural differ-ences (CCOE_8, CCOE_4, CCOE_12, MNCG_1). These traits tend to be person-spe-cific and can be difficult to acquire through instruction. In the words of one of the CIMIC/CMI instructors, "Although people can do training and do courses and so on, when they go into the field it's like they didn't study anything. So, it's so difficult for them to enter that difficult mindset." (MNCG_5). In this sense, even the best design of CIMIC/CMI training might not ensure effective conduct

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19   F. Paas, J.J.G. Van Merriënboer, 'Instructional Control of Cognitive Load in the Training of Complex Cognitive Tasks', *Educational Psychology Review*, 1994, no. 6 (4), pp. 351–371.

of civil-military cooperation, if the CIMIC soldiers are not carefully selected according to their characterological profiles.

Conclusions and recommendations

Based on this discussion, several recommendations could be formulated in reference to the CIMIC/CMI training. One way of tackling the difficulties related to experiential learning could be to provide more time and opportunity for the experienced CIMIC/CMI soldiers to share their experiences with the trainees. The lectures during the residential part of the course should allocate more time for discussion among the participants, and encourage sharing of examples of real-life situations, including analysis of in/correct behaviours and attitudes displayed and/or witnessed by the trainees during their duty. Such a personal involvement of the participants would facilitate their reflection and interpretation of the course material and help them construct an intimate meaning and relation with the newly acquired knowledge. A related recommendation entails including into the course a module on military-military cooperation and communication. This could provide the trainees with advice on how to present the CIMIC/CMI-related advice to the commander, how to show the added value of civil-military cooperation and what kinds of obstacles they are likely to encounter in the process. The implementation of these recommendations would, however, also entail either limitation of the number of discussed topics or prolongation of the course, which might prove difficult from the organisational point of view.

Another way of increasing the level of appreciation and understanding of CIMIC/CMI among the trainees would be to organise the courses (or their parts) in the native language of the participants. This would allow a more free communication and increase the access of many participants to the required knowledge. Instruction in the native language could also facilitate the expression of questions, doubts and the general discussion between the participants and instructors, thus helping to share the CIMIC/CMI experiences.

But the discussion on CIMIC/CMI training should not stop with the specialised courses. Training of soldiers tasked with civil-military cooperation needs to be complemented with training and education of the interactional partners, as well as a promotional campaign of CIMIC/CMI. This way some of the challenges resulting from the boundary-spanning character of civil-military cooperation could be at least mitigated. The increased visibility of CIMIC/CMI within home societies could result in more opportunities for CIMIC soldiers to gain experience before deployment, and more awareness among civilian and military partners regarding the intricacies of civil-military interaction. On the one hand, this could take the form of everyday close cooperation with local civilian NGOs and designating several free of charge spots for NGO workers during CIMIC/CMI courses. The latter would benefit both sides, as NGOs often lack financial resources to train together with the military and hence might not be aware of the realities of CIMIC/CMI. At the same time, the military participants of CIMIC/CMI courses could use the immediate experience of exchanges with their civilian interactional partners. On the other hand, close cooperation should be established between CIMIC/CMI-related and other

types of military units. Soldiers of various specialisations have a chance to work together during military exercises, but a more every-day contact and communication would strengthen the mutual knowledge of their respective tasks, procedures and rationale. Finally, in a more long-term perspective, there could be a benefit of joint projects with universities and students as potential future soldiers/decision-makers/NGO workers (e.g. guest lectures, encouragements to complete the free online module on CIMIC/CMI, study visits or research opportunities).

These recommendations are definitely not easy to be implemented due to the constraints in terms of resources, time and funding. Furthermore, the answer to the challenge related to personal characteristics of CIMIC soldiers would require an introduction of some advanced procedures, tests and incentives (including creating a more robust career path in CIMIC in many NATO Member States). In any case, a carefully designed training, providing opportunities for acquiring knowledge and exchanging experiences, coupled with a broader educational and promotional campaign should be seen as a foundation for effective civil-military interactions.

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Szkolenie w zakresie interakcji cywilno-wojskowych. Kształt i wyzwania
Streszczenie

Zmieniający się charakter działań zbrojnych wymusza odpowiednie dostosowanie oferty szkoleń specjalistycznych dla żołnierzy. W ostatnich latach zaobserwowano rosnący wpływ działalności aktorów cywilnych, takich jak organizacje pozarządowe (*Non-Governmental Organisations*, NGOs) czy organy władzy lokalnej na funkcjonowanie sił zbrojnych i operacji pokojowych. Tym samym pojawiła się potrzeba wprowadzenia specjalistycznego kształcenia wspierającego interakcje cywilno-wojskowe (*Civil-Military Interaction*, CMI) i współpracę cywilno-wojskową (*Civil-Military Cooperation*, CIMIC). Tego typu szkolenia, opracowywane przede wszystkim w Centrum Doskonałości CIMIC w Hadze (CIMIC Centre of Excellence) oraz prowadzone w szeregu wojskowych ośrodków szkoleniowych w Europie, mają na celu przygotowanie żołnierzy do pełnienia obowiązków związanych ze współpracą cywilno-wojskową podczas misji NATO, a także szerzenie wiedzy na temat CIMIC i CMI wśród dowódców i cywilów współpracujących z wojskiem. Niniejszy artykuł stawia sobie za cel omówienie szkoleń dotyczących NATO-wskiego modelu współpracy cywilno-wojskowej, ze szczególnym uwzględnieniem kursu NATO CIMIC Field Worker. Analizie poddane zostały metody dydaktyczne stosowane w ramach szkolenia, a także główne trudności i wyzwania związane z kształceniem w zakresie interakcji cywilno-wojskowych, identyfikowane przez instruktorów kursów NATO CIMIC.

Słowa kluczowe: współpraca cywilno-wojskowa (CIMIC), interakcje cywilno-wojskowe (CMI), kształcenie wojskowe, NATO CIMIC Field Worker Course, metody dydaktyczne

Training in Civil-Military Interactions: The Design and Challenges
Abstract

The changing nature of military operations forces adaptation of the offer of specialized training for soldiers. Recently, there has been a growing influence of the activities of civilian actors, such as non-governmental organisations (NGOs) and local authorities, on the functioning of armed forces and peacekeeping operations. This development has raised a need to introduce specialised military training courses supporting Civil-Military Interactions (CMI) and Civil-Military Cooperation (CIMIC). These types of courses, developed primarily at the CIMIC Centre of Excellence in the Hague and conducted in a number of military training centres in Europe, are aimed at preparing soldiers to perform duties related to civil-military cooperation during NATO missions, as well as dissemination of knowledge about CIMIC and CMI among commanders and civilians cooperating

with the armed forces. This article aims to discuss training courses on NATO's civil-military cooperation model, with a particular focus on the NATO CIMIC Field Worker Course. The paper investigates teaching methods used in the Course, as well as discusses the main difficulties and challenges related to training and education in the field of civil-military interactions, as identified by instructors of NATO CIMIC courses.

Key words: Civil-Military Cooperation (CIMIC), Civil-Military Interactions (CMI), military training and education, NATO CIMIC Field Worker Course, teaching methods

Schulung im Bereich der zivil-militärischen Interaktionen: Form und Herausforderungen
Zusammenfassung

Der sich verändernde Charakter der militärischen Aktivitäten erzwingt eine entsprechende Anpassung des fachbezogenen Bildungsangebots für Soldaten. Innerhalb der letzten Jahren wurde ein zunehmender Einfluss der Tätigkeit der zivilen Akteuren, wie Nichtregierungsorganisationen (Non-Governmental Organisations, NGOs) oder der lokalen Behörden auf die Funktionsweise der Streitkräfte und der friedensfördernden Einsätze beobachtet. Damit wurde es notwendig, eine fachbezogene, eine zivil-militärische Interaktionen (Civil-Military Interaction, CMI) und die zivil-militärische Zusammenarbeit (Civil-Military Cooperation, CIMIC) unterstützende Bildung einzuführen. Schulungen von diesem Typ werden vor allem im Kompetenzzentrum für zivil-militärische Zusammenarbeit (CIMIC Centre of Excellence) in Den Haag bearbeitet und in einer Reihe der militärischen Schulungszentren in Europa durchgeführt. Sie haben zum Ziel die Soldaten während der Nato-Mission für die Erfüllung der mit der zivil-militärischen Zusammenarbeit verbundenen Pflichten vorzubereiten, als auch die Kenntnisse der Führungskräfte und der mit dem Militär zusammenarbeitenden Zivilen über CIMIC und CMI zu verbessern. Der vorliegende Artikel setzt sich zum Ziel das NATO-Modell der zivil-militärischen Zusammenarbeit mit besonderer Berücksichtigung des Kurses CIMIC Field Worker darzustellen. Es wurden die im Rahmen der Schulung angewandten Lehrmethoden, als auch die wesentlichsten mit der Bildung im Bereich der zivil-militärischen Interaktionen verbundenen, durch Lehrer der NATO CIMIC Kurse identifizierten Probleme und Herausforderungen analysiert.

Schlüsselwörter: zivil-militärische Zusammenarbeit (CIMIC), zivil-militärische Interaktionen (CMI), militärische Bildung, NATO CIMIC Field Worker Course, Lehrmethoden

Обучение в области гражданско-военного взаимодействия: форма и проблемы
Резюме

Меняющийся характер военных действий требует формирования новых подходов в области военно-профессиональной подготовки. В последние годы на этом поприще можно было наблюдать рост влияния на функционирование вооруженных сил и миротворческих операций гражданских организаций, например, неправительственных организаций (Non-Governmental Organisations, NGOs) и органов местного самоуправления. В связи с вышесказанным, появилась необходимость введения специализированного обучения, направленного на поддержку гражданско-военного взаимодействия (Civil-Military Interaction, CMI) и гражданско-военного

сотрудничества (Civil-Military Cooperation, CIMIC). Такого рода обучение, прежде всего, разрабатывается в Центре совершенствования CIMIC в Гааге (CIMIC Centre of Excellence) и осуществляется в ряде военных учебных центров в Европе, предназначенных для подготовки военнослужащих к исполнению профессиональных обязанностей, связанных с гражданско-военным сотрудничеством во время проведения операций НАТО, а также распространения знаний о CIMIC и CMI среди командного состава и сотрудничающих с армией гражданских структур. В статье рассмотрены существующие курсы, касающиеся натовской модели гражданско-военного сотрудничества, с особым учетом курса НАТО CIMIC Field Worker. Были проанализированы дидактические методы, применяемые в рамках обучения, а также указаны основные трудности и проблемы, связанные с обучением в области гражданско-военного взаимодействия, выявленные инструкторами курсов НАТО CIMIC.

Ключевые слова: гражданско-военное сотрудничество (CIMIC), гражданско-военное взаимодействие (CMI), военное обучение, НАТО CIMIC Field Worker Course, дидактические методы