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## Addressing the Issues in Democratic Civilian Control in Ukraine through Updating the Refresher Course for Civil Servants

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**Abstract.** Finding ways of implementing civilian control in the activity of the armed forces and law enforcement agencies has been a challenge in Ukraine. The purpose of this study was to identify the international best practices to establish relationships between the civil institutions and the military so that those could be adopted in Ukraine. It also sought to update the refresher course for civil servants by introducing two modules that are based on the shortlisted best practices. We used case study research based on the exploratory research strategy and a pilot study to evaluate the feasibility of the updated refresher course for civil servants. The course was delivered offline to 358 civil servants in 2019 and 246 in 2020, and online to 119 in 2021. Forty-five randomly selected students who had completed the course responded to a course satisfaction survey. It was revealed that the process of building civil-military relationships in Ukraine was in the transitional stage. In addition, there was a need for educating and training civil servants in developing legal, regulatory, and procedural frameworks for building civil-military relations and exercising civilian control over the military and law enforcement agencies. The novelty of the study is in updating the curriculum of a refresher course for civil servants and providing recommendations to the government and the Ministry of Defense of Ukraine. Further research is needed in identifying how the public media could contribute to educating citizens on civilian control of the military and law enforcement bodies.

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**Keywords:** civil-military relationships; democratic civilian control; educational measures; military and law enforcement agencies; Ukraine

## 1. Introduction

The implementation of democratic civilian control in the activity of the armed forces and law enforcement agencies has been one of the crucial challenges that Ukraine, seen as an emerging democracy or democracy of the “third wave”, faces on the way to transition from a military-dominated post-soviet authoritarian regime to a democratic government (Koziy & Polyakov, 2018; Zadubinny, 2020). The establishment of this kind of control in Ukraine is increasingly accelerated by the international commitments related to the integration of Ukraine into the European Union and the North Atlantic Treaty Organization (NATO) (Gusev et al., 2018). The above implies that there is a need for developing mechanisms to fulfill the commitments. Using educational measures to address the problems related to establishing cooperation between civilian institutions and the military to allow the former to control the activity of the armed forces has been proven to be a feasible option (Kuehn, 2016; Tagarev, 1997). Although there is literature on the evolution of civilian control and civil-military relations in post-soviet Western European and Middle East countries, the Ukrainian case is underrepresented in research (Demir & Bingöl, 2020; Kuehn et al., 2017).

Furthermore, there is still a gap in research and a loophole in governmental and educational policies regarding the design and implementation of instructional models to address the issues related to involving civilian institutions in the control of the military. Thus, this research aims to identify the international best practices to establish relationships between civil institutions and the military so that those could be adopted in Ukraine. It also seeks to update the refresher course for civil servants by introducing two modules that are based on the shortlisted best practices. Furthermore, the research seeks to identify whether there is an observable influence of that course on the civil students’ awareness of addressing the inconsistencies that occur in implementing civilian control in the activity of the organizations of the national defense sector and law enforcement system in Ukraine. The research questions were as follows:

1. What does the relevant literature reveal about civilian control of the military in emerging democracy and educational measures for building civilian-military relationships?
2. How did the participants of the professional refresher course perceive the introduced modules and a project assignment.

## 2. Literature Review

Literature has indicated that civilian control over the military and law enforcement agencies involves institutional and structural perspectives (Koimaru, 2016). Koimaru (2016) referred to the institutional perspective as the interaction between the representatives of military and civilian officers within one institution. Contrarily, the structural perspective focuses on the objective civilian control, which is seen as the voluntary subordination of the military and law enforcement agencies to civilian institutions to avoid the military from taking over (usurping)

power and civilian order. According to Kuehn (2018), democratic civilian control is supposed to be performed by three actors, namely government, society, and armed forces (law enforcement agencies). The government adopts the law, shapes security policy, and exercises law-based protection. Society influences the armed forces and law enforcement agencies through educating the citizens, financial supervision, and public debates. The armed forces ensure self-control to comply with the legislation and protection of the rights of the citizens. Importantly, educational measures are supposed to incorporate a new security culture in both civilian and military communities (Geneva Centre for the Democratic Control of Armed Forces [DCAF], 2008). These measures are expected to promote democratic values, human rights, and international humanitarian law to the society members, mainly focusing on civil-military interaction and better integration of military and law enforcement agencies within society. Consistent with Croissant et al. (2013), educational measures can be the causal mechanism that is currently necessary for the authorities and society to apply civilian control strategies, thus establishing the status quo. It will be a starting point for building a strong civil society, consolidating the institutions, implementing democratic reforms, and dealing with internal and external security threats.

### **3. Research Methods**

We used the case study research design based on the exploratory research strategy to answer the first research question. We also used a pilot study for the second research question to evaluate the feasibility of the updated refresher course for civil servants. Qualitative research methods were mainly used in the pre-intervention phase of the study, whereas quantitative ones were utilized in the intervention phase. The pre-intervention phase relied on the non-systematic review of scientific and non-scientific texts; “gray literature” texts such as national newspaper articles, blog posts, and media content in Ukraine; and a survey questionnaire (Cook, 2019). Local and national media coverage were analyzed to specify the patterns of civilian control in Ukraine. Descriptive content analysis was also used to examine and evaluate the retrieved texts. The corpus of literature was analyzed using software for quantitative text analysis using certain software tools. First, Voyant Tools was employed to specify the keywords in the shortlisted texts and correlations (Sinclair & Rockwell, 2020). Second, the Linguistic Inquiry and Word Count (LIWC) application was utilized to identify the emotional tone of the texts (Pennebaker Conglomerates, 2020). The qualitative method was used to answer the research question focused on identifying the instructional models aimed at training people in building civilian-military relationships. The same method was utilized to analyze the feedback obtained from the participants of the professional refresher course updated to address the questions of exercising civilian control of the activity of the organizations of the national defense sector and law enforcement system in Ukraine. The course satisfaction survey questionnaire was utilized to identify how the participants of the professional refresher course perceived the introduced modules.

The study was cooperatively conducted by the Department of Social Philosophy, the Philosophy of Education and Educational Policy for National Pedagogical Dragomanov University (Kyiv, Ukraine) and the Department of Criminal Law

and Criminology, Faculty №1 for the Donetsk State University of Internal Affairs (Kropyvnytskyi, Ukraine). The Training Institute of the State Employment Service of Ukraine was the host organization to run the updated refresher course for civil servants. Its objective was to examine and collect evidence and cases to design and pilot the refresher course that trains the civil servants in dealing with the problems in civil society control of the army and police. The research methodology and materials were approved at a meeting with the above departments before the intervention stage. Five external experts in sociology, civil-military relations, behavioral psychology, and education were involved in analyzing the results of the survey questionnaire. The purpose of involving experts was to avoid researcher bias (Almeida & Goulart, 2017).

### 3.1 Brief Description of the Procedure of the Non-Systematic Review

The procedure of the non-systematic review relied on the keyword combinations as recommended by Bethel and Rogers (2018). This review attempted to shortlist and evaluate relevant literature publications through their description. It focused on what has been discussed in scientific and non-scientific texts, such as local and national media reporting on cases or changes in participating civilian institutions in exercising control or supervising the activity of the armed forces and the police. The review sought to determine how the practical issues of implementing the control or supervision were addressed. The keywords were linked to broad or generic subjects that revealed cases or practices of exercising or training people to perform the civil control of the armed forces and police in Ukraine. The keywords were grouped into two domains, namely “civilian control of the military in emerging democracy” and “educational measures for building civilian-military relationships”. The search strings were in English, Russian, and Ukrainian. The web search was performed using different databases, archives, and websites, such as SCOPUS, Google Scholar, CrossRef, Supreme Council of Ukraine (Verkhovna Rada), OSCE archive, RAZUMKOV CENTER archive, European Truth (internet newspaper), and Deutsche Welle (DW). This also included the YouTube channel for the “UA | TV” International Broadcasting Multimedia Platform of Ukraine and the YouTube channel for the “Breeze TV and Radio Studio” of the Ministry of Defence of Ukraine. The search strings used in this phase of the study are presented in Table 1.

**Table 1: Strings used in the search**

Type of search	Keyword-based string
Google Search	TI and/or TW = (civilian control of military in emerg* democrac* OR in Ukraine OR in post-soviet countries OR in former authoritative regimes OR implementat* of civilian control of military in emerg* democrac* OR building civilian-military relationships OR educational measures OR initiatives for building civilian-military relationships OR educational measures for building civilian-military relationships in emerg* democrac* OR in Ukraine OR in post-soviet countries OR in former authoritative regimes)
SCOPUS	AB and/or KW and/or ID (TITLE-ABS-KEY) = (civilian control of military in emerg* democrac* OR in Ukraine OR in post-soviet countries OR in former authoritative regimes OR implementat* of civilian control of military in emerg* democrac* OR building civilian-

	military relationships OR educational measures for building civilian-military relationships OR educational measures for building civilian-military relationships in emerg* democrac* OR in Ukraine OR in post-soviet countries OR in former authoritative regimes)
WoS categories: social sciences	AB and/or KW and/or ID (TITLE-ABS-KEY) = (civilian control of military in emerg* democrac* OR in Ukraine OR in post-soviet countries OR in former authoritative regimes OR implementat* of civilian control of military in emerg* democrac* OR building civilian-military relationships OR educational measures for building civilian-military relationships OR educational measures for building civilian-military relationships in emerg* democrac* OR in Ukraine OR in post-soviet countries OR in former authoritative regimes) (subcategory: Education and Educational Research) AND (Articles OR Reviews), Indexes: Social Science Citation Index - 1988-present)

**Note.:** TI = title; TW = text words; AB = abstract; KW = keywords; TITLE-ABS-KEY = title-abstract-keywords

The search and retrieval of the relevant texts lasted almost half a year, from September 2020 to the end of January 2021. The goal in the search and retrieval phase was not to develop an exhaustive search of all the texts that address our research questions. It was to reveal the general trends in the current state of scientific research, media coverage, and practice of promoting the civilian supervision of the army and police in Ukraine through building the civil-military relationships. The inclusion and exclusion criteria for selecting relevant texts were as follows: 1) the period when the text was published or released (over the last 30 years); 2) regional relevance (Ukraine); 3) conceptual or analytical or propositive narration; and 4) educational purpose of the initiative to have been revealed. The relevance, quality, and validity of the texts were assessed using a critical appraisal checklist (CAC) that was purposefully adopted from Bobrytska et al. (2020) and Greenhalgh et al. (2005). The instrument relied on the five-grade scale with values for judgments that could range from 1 = *low relevance* to 5 = *high relevance*. The assessment of the texts was performed by two colleague volunteers. Following this, the researchers and colleagues held a consensus meeting to settle any disagreements through discussion. The number of text publications that were found for each keyword-based inquiry is presented in Table 2.

The non-systematic review included four phases, as revealed by Moher et al. (2015). These were: 1) identification, 2) screening, 3) identifying eligibility, and 4) inclusion for the review. The first phase focused on the evolution of the number of publications in scientific and non-scientific sources and public media covering the context of Ukrainian or post-soviet countries or former authoritative regimes. In the screening phase, the emotional tone of narration, key ideas and concepts, and message-framing type (gain framing and loss framing) were identified. Following this, the texts were selected using the inclusion and exclusion criteria. Finally, the selected texts were evaluated by experts for relevance, quality, and validity using the CAC. In the screening phase, the randomly selected texts, from different periods, were summarized and translated by hired student volunteers (n = 55) who were enrolled in philology and translation studies at the National Pedagogical Dragomanov University (NPDU). The texts shortlisted for the final review were also translated by the NPDU student volunteers.

**Table 2: Keyword combinations and number of texts**

Keyword combination	n <sup>total</sup> of texts	n of shortlisted texts
civilian control of the military in emerg* democrac*	791	219
civilian control of military in Ukraine	391	89
civilian control of military in post-soviet countries OR in former authoritative regimes	886	137
implementat* of civilian control of military in emerg* democrac*	338	39
building civilian-military relationships	279	43
educational measures for building civilian-military relationships	148	11
educational measures OR initiatives for building civilian-military relationships in emerg* democrac* OR in Ukraine OR in post-soviet countries OR in former authoritative regimes	175	21
educational measures OR initiatives for building civilian-military relationships in Ukraine OR in post-soviet countries OR in former authoritative regimes	155	17
educational measures OR initiatives for building civilian-military relationships in post-soviet countries OR in former authoritative regimes	163	19

### 3.2 Description of the Modules Introduced in the Refresher Course for Civil Servants

Two modules were introduced in a professional refresher course for the civil servants who did the course at the Training Institute of the State Employment Service of Ukraine in 2020 and 2021. These modules were aimed at educating civil servants in defense and security areas to be aware of building the partnership between civilians and the military. Furthermore, the structure of the refresher course was updated using the curriculum for the educational program titled “State Educational Policy”, run at NPDU, as the best practice (Vashkevich et al., 2020). The modules were based on best practices found in the reviewed publications.

The two modules covered the following eight topics:

- The concept of civilian control.
- The concept of democratic control of armed forces.
- International best practices and prerequisites that govern the relationship between the society and armed forces along with the police.
- The use of best practices and prerequisites of social control as approaches to building nationwide confidence.
- Civilian control strategies.
- Setting up the epistemic communities or expertise-based networks of professionals or former military officers engaged in security sector reform.
- Subordination of military and police to the political institutions that are supposed to perform supervision and whose members were chosen by democratic election.
- Measuring the extent of democratic civilian control.

The course included a project assignment prompting students to develop recommendations to the government, the Ministry of Defence of Ukraine, and public media on how to build and exercise democratic civilian control over the armed forces and law enforcement agencies, and how to build the relationship between them.

We used the convenience sampling technique. The updated refresher course was delivered offline to 358 civil servants in 2019 and 246 in 2020, and online to 119 in 2021. Forty-five randomly selected students who had completed the course responded to the course satisfaction survey.

### 3.3 Ethical considerations

Since ethical inconsistencies could occur in the refresher course assignment and survey, the participants were asked for informed consent before the intervention. The anonymity and privacy of the data provided by the participants were given paramount importance.

### 3.4 Instruments

The CAC (see Appendix A), Voyant Tools, LIWC application, and the course satisfaction survey questionnaire were the instruments used for the study. The numeric data were calculated using *jamovi* statistical software (version 2.0.0) (Jamovi project, 2021).

The CAC was validated by Bobrytska et al. (2020). The item content validity index (I-CVI) was  $< 0.85$ . The Fleiss'  $k$  coefficient was  $< 0.83$ . The value for the scale-level content validity index (SL-CVI) was 92%. The above values implied that the CAC was a valid tool and that it could be used in the study.

The Voyant Tools software is open-source software and is designed to analyze the text corpus in terms of patterns of words/concepts (Sinclair & Rockwell, 2015). It is increasingly used for research purposes and has been used in research published in peer-reviewed journals (Boyle & Hall, 2016). The LIWC software is also used to analyze the text corpus. It uses a 100-point scale and reveals the analytical or formal thinking in the narration style, clout taps writing, text authenticity, and emotional tone.

The course satisfaction survey questionnaire (see Appendix B) relied on two scales, course effectiveness and course satisfaction, and consisted of five questions. It used a 5-point Likert scale for effectiveness and satisfaction (1 = *very ineffective* or *very dissatisfied* up to 5 = *very effective* or *very satisfied*). The participants had to express their judgments concerning the course design, assessment system, and the intellectual gains that occurred in them due to participation in the course. The questionnaire was administered online and the output data were processed manually. Three experts were hired to assess the inter-rater reliability of the questionnaire following the recommendation of Rodrigues et al. (2017). Before using the questionnaire, reliability analysis was performed. The Cronbach's  $\alpha$  for the entire questionnaire was .883, which is considered a sufficient value for internal consistency (Cortina, 1993).

## 4. Results

To address the research questions, the results of the study are discussed in two sections, that of the non-systematic review and course satisfaction survey.

### 4.1 Results of the Non-Systematic Review

The review showed that the number of relevant texts has increased dramatically since 2014, which can be associated with Russian military aggression against Ukraine. Table 3 and Figure 1 illustrate the increase of the overall number of texts by source in the context of Ukrainian or post-soviet countries or former authoritative regimes.

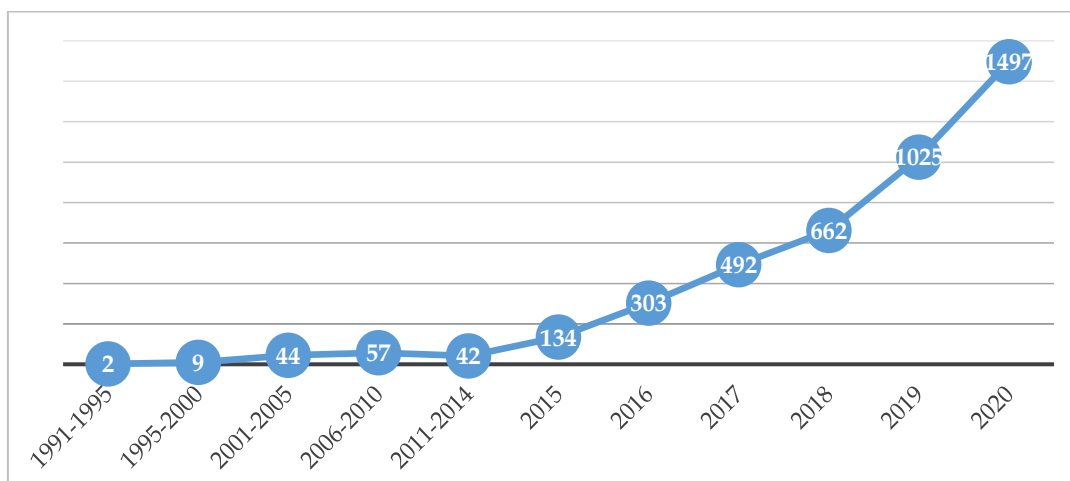
As can be noticed in Table 3 and Figure 1, the public media in Ukraine produced a greater volume of literature on the issues of establishing civilian control of the military through building civilian-military relationships compared to scientific and non-scientific military sources. This implies that society tried to influence the government to accelerate the process of resolving these issues through legislative and executive measures and bodies.

**Table 3: Publications on the civilian control of the military in emerging democracy and educational measures for building civilian-military relationships distributed by year/s and source**

Year/s Source	91-95	96-00	01-05	06-10	11-14	15	16	17	18	19	20	%	Mean	SD
SCOPUS	0	0	0	0	3	4	7	11	13	19	22	1.81	7.18	7.63
GS	0	0	1	4	3	6	9	17	23	30	56	3.41	13.54	16.45
CrossRef	0	0	0	0	0	0	0	28	28	117	139	7.19	28.36	48.36
SCU	1	2	6	9	5	38	51	68	91	112	146	12.2	48.09	48.16
OSCE	0	0	7	6	5	27	33	42	59	83	176	10.1	39.81	50.08
MDU	1	3	16	9	7	21	39	48	56	63	84	8	31.54	26.75
RC	0	0	3	4	8	9	17	35	41	75	94	6.59	26	30.73
ET	0	0	0	0	0	4	21	61	154	181	194	14.19	55.9	76.22
DW	0	4	8	16	7	15	66	73	79	127	296	15.95	62.81	83.59
UA   TV	0	0	0	0	0	2	38	75	118	125	147	11.66	45.9	56.44
Breeze TV	0	0	3	9	4	8	22	34	67	93	143	8.84	34.81	44.78

**Note.** GS = Google Scholar; SCU = Supreme Council of Ukraine; MDU = Ministry of Defence of Ukraine; RC = Razumkov Center; ET = European Truth; Breeze TV = "Breeze TV and Radio Studio"





**Figure 1: Evolution of the number of publications in scientific and non-scientific sources and public media**

In the screening phase, based on the analysis of 104 randomly selected texts from different periods (that were summarized and translated by hired student volunteers), the emotional tone of the texts and the key implications to be drawn from them were identified. Table 4 presents the keywords used in the texts and correlations of terms analysis that were identified using Voyant Tools.

**Table 4: Keywords used in the texts and correlations identified using Voyant Tools**

Before the Russian military aggression			During the Russian military aggression		
Keywords		<i>r</i>	Keywords		<i>r</i>
civilians	strategies	0.984	reform	Ministry of Defence	0.971
civilians	consolidation	0.951	Ministry of Defence	Parliament	0.963
analysis	attempts	0.917	outside control	military	0.929
society	prerogatives	0.893	approach	public	0.884
society	powers	0.865	education	restructuring	0.868
institutions	new	0.838	education	providing	0.827
civilians	military	0.639	data	public	0.797
civilian-military	relations	0.611	defense	transparent	0.788
civilian-military	security	0.584	information	media	0.757

As can be seen in Table 4, the keywords used in texts were different in the periods before and during the Russian military aggression against Ukraine. In the period before the aggression, the literature revealed this topic from the perspective of analysis, giving power to the society and consolidating the society, which is illustrated by high correlation values ( $r > 0.7$ ). Interestingly, the correlation between terms that implied building civil-military relationships was lower than 0.7, signifying the low importance of this matter. Additionally, it was found that texts used tentative and hesitant language with verbs such as “seem”, “could”, “might”, and “would be”. This proved that establishing civilian control of the

military and building civilian-military relationships was not a top priority task in Ukraine in the period before the Russian aggression. The keywords found in publications in the period between 2015 and the present illustrated the growing importance of these tasks for the Ministry of Defence of Ukraine, public government, and society. This was proved by the high correlation between terms such as reform-Ministry of Defence, Ministry of Defence-Parliament, outside control-military, and approach-public. It was important that educational measures related to civilian control of the military were found one of the priorities in the literature. Additionally, the language in the literature used more call-to-action verbs, such as “must focus”, “should do”, and “need to be”.

Table 5 presents the results of analyzing the texts for the emotional tone using the LIWC app. The texts were divided into two periods, namely before the Russian military aggression against Ukraine and during it. The values in Table 5 suggest that, when comparing the two periods, the narration style of publications became less analytic (BA = 95.61; DA = 74.83) and confidence and leadership projecting increased, as can be seen in the values for the clout variable (BA = 53.81; DA = 83.29). In addition, honesty and negativity increased (BA = 35.89; DA = 64.98). The values for the emotional tone (BA = 53.92; DA = 43.81) suggested the growth of pessimism in the narration style of publications.

**Table 5: Results of the analysis of the emotional tone of the corpus of texts**

Variable	BA	DA	Reference value
Analytic	95.61	74.83	56.34
Clout	53.81	83.29	57.95
Authenticity	35.89	64.98	49.17
Emotional tone	53.92	43.81	54.22

**Note.** BA = before the Russian military aggression; DA = during the Russian military aggression

The above values for characteristics of the narration style of publications indicated the importance of finding a solution to address the issue. In the final review phase, seven texts were selected by the experts using the CAC. These are outlined in Table 6.

As can be drawn from Table 6, the key suggestions are related to educating and training civil servants in developing legal, regulatory, and procedural frameworks for building civil-military relations and exercising civilian control over them. Some authors suggested reorganizing and restructuring the military to join NATO. However, the review did not yield a precise description of any educational measure that could be adopted.

Table 6: Results of the review of the selected texts

Author(s), year of text	Regional relevance (Ukraine)	Conceptual/ analytical/ propositive	Key idea/ Educational measure revealed	Mean CAC score
Koziy and Polyakov (2018)	Relevant	Conceptual/ analytical	Improvement of defense management and planning through educating civil servants and implementing transparent and accountable democratic systems	3.5
Gusev et al. (2018)	Relevant	Conceptual/ analytical	Updating and implementing education systems and career programs that comply with civilian and military democratic systems	3
Bobritsky (2020)	Relevant	Analytical/ propositive	Upgrading the education of civil servants and encouraging them for the continued development of legal, regulatory, and procedural frameworks with a focus on the roles and responsibilities of the civilians and military	4
Fluri and Badrack (2016a)	Relevant	Analytical/ propositive	Increasing the degree of institutionalized civilian oversight over military affairs, training civil servants to exercise this control	3
Fluri and Badrack (2016b)	Relevant	Analytical/ propositive	Involving non-governmental experts, activists, and professionals from civil society in the discussion of important documents and concepts on the development of legal, regulatory, and procedural frameworks	3.5
Ukrainian military TV (2016)	Relevant	Analytical/ propositive	Establishing the balance between the outside control of the military and their autonomy. Training officers in building relations with a civil community.	3
Perepelitsa (2002)	Relevant	Conceptual/ analytical/ propositive	Reforming the military to reduce its force and restructuring legislation and governance with priorities on joining NATO	3.5

The lecturers' observations showed that the introduction of two modules that were based on the shortlisted best practices in the professional refresher course for the civil servants brought a complimentary change in the civil students' awareness. This involved addressing the inconsistencies that occur in

implementing civilian control in the activity of the organizations of the national defense sector and law enforcement system in Ukraine.

As a project assignment, the students were supposed to develop recommendations to the government, the Ministry of Defence of Ukraine, and public media on how to build and exercise democratic civilian control over the armed forces and law enforcement agencies and how to build a relationship between them. Below are the topics covered:

- Increase the share of civilians in the management of the armed forces.
- Non-involvement of the military in dealing with civil pickets or incidents of civil unrest.
- Reshaping or updating legislation to comply with NATO requirements.
- Using a bottom-up approach (citizens - societies - state) to the management of national security of Ukraine.
- In terms of its armed defense, the Constitution should be applied through direct democracy in its entirety at the basic management levels.
- The formation and implementation of a general defense policy should be a part of national security policy (direct use of the power of the people [community and individual citizens]) due to the need to put up armed resistance to the aggressor to ensure state sovereignty and territorial integrity of the country.

#### 4.2 Results of the Course Satisfaction Survey

The survey results suggest that participants perceived the updated course and assignment positively. Table 7 presents the descriptive statistics of the course satisfaction survey.

**Table 7: Summary of the data drawn from the student satisfaction survey (N = 45)**

	Q1e	Q2e	Q3e	Q4e	Q5e	Q1s	Q2s	Q3s	Q4s	Q5s
Mean	4.22	4.11	4.09	4.04	4.02	4.29	4	4.11	4.02	4.2
SD	0.85	0.775	0.848	1.07	0.988	0.757	0.769	0.859	0.753	0.786
Skewness	0.918	0.504	0.642	0.682	0.637	0.545	0.314	0.446	0.370	0.963
Std. error skewness	0.354	0.354	0.354	0.354	0.354	0.354	0.354	0.354	0.354	0.354
Kurtosis	0.256	0.229	0.176	0.876	0.672	1.04	0.381	0.923	1.2	1.02
Std. error kurtosis	0.695	0.695	0.695	0.695	0.695	0.695	0.695	0.695	0.695	0.695

As displayed in Table 7, the values for skewness and kurtosis were skewed right, implying that the judgments of the participants were positive about the course's effectiveness (NIST/SEMATECH, 2013). The mean values suggest that the participants were satisfied with the refresher course design, content, assessment system, and intellectual gains it provided them.

#### 5. Discussion

The study sought to identify the international best practices to establish relationships between the civil institutions and the military so that those could be adopted in Ukraine. It also sought to update the refresher course for the civil

servants by introducing two modules that were based on the shortlisted best practices. Furthermore, it wanted to identify whether there is an observable influence of the course on the civil students' awareness of addressing the inconsistencies that occur in implementing civilian control in the activity of the organizations of the national defense sector and law enforcement system in Ukraine. The above goals were addressed via answering the following two research questions: 1) What does the relevant literature reveal about civilian control of the military in emerging democracy and educational measures for building civilian-military relationships? and: 2) How did the participants of the professional refresher course perceive the introduced modules and a project assignment? The novelty of the study is in updating the curriculum of a refresher course for civil servants and producing recommendations to the government, the Ministry of Defence of Ukraine, and public media on how to build and exercise democratic civilian control over the armed forces and law enforcement agencies. In addition, the study elicited information on how to build the relationship between civilian government authorities and the armed forces as the outcome of the refresher course.

The findings revealed that the number of relevant texts has increased dramatically since 2014, which can be associated with Russian military aggression against Ukraine. The public media in Ukraine produced a greater volume of literature on the issues of establishing civilian control of the military through building civilian-military relationships compared to scientific and non-scientific military sources. This implies that society tried to influence the government to accelerate the process of resolving these issues through legislative and executive measures and bodies. The keywords used in texts were different in the periods before and during the Russian military aggression against Ukraine. In the period before the aggression, the literature revealed this topic from the perspective of analysis, giving power to the society and consolidating the society, which is illustrated by high correlation values ( $r > 0.7$ ). Interestingly, the correlation between terms that implied building civil-military relationships was lower than 0.7, indicating the low importance of this matter. Additionally, it was found that publications used tentative and hesitant language with verbs such as "seem", "could", "might", and "would be". This proved that establishing civilian control of the military and building civilian-military relationships was not a top priority task in Ukraine in the period before the Russian aggression.

The keywords found in texts in the period between 2015 and the present illustrated the growing importance of these tasks for the Ministry of Defence of Ukraine, public government, and society. This was proved by the high correlation between terms such as reform-Ministry of Defence, Ministry of Defence-Parliament, outside control-military, and approach-public. It was important that educational measures related to civilian control of the military were found one of the priorities in the literature. Additionally, the language in the literature used more call-to-action verbs, such as "must focus", "should do", and "need to be". The narration style of publications, when comparing the two periods (BA and DA), became less analytic (BA = 95.61; DA = 74.83) and confidence and leadership projecting increased, as can be seen in the values for the clout variable (BA = 53.81;

DA = 83.29). In addition, honesty and negativity increased (BA = 35.89; DA = 64.98). The values for the emotional tone (BA = 53.92; DA = 43.81) suggested the growth of pessimism in the narration style of texts. The above values for characteristics of the narration style of publications indicated the importance of finding a solution to address the issue.

The final phase of the literature review found that the key suggestions were related to educating and training civil servants in developing legal, regulatory, and procedural frameworks for building civil-military relations and exercising civilian control over them. Some authors suggested reorganizing and restructuring the military to join NATO. However, the review did not yield a precise description of any educational measure that could be adopted. The results of the above literature review agree with Kenwick (2020) and Gonzalez (2022), who concluded that military institutions should be controlled by giving access to decision-making in the military to avoid the risk of losing government power because of interstate disputes and in wartime. The authors emphasized the importance of civilian leadership which can be trained in civil servants using educational initiatives. The findings of this study align with that of Gusev et al. (2018), who stated that democratic civilian control should rely on government-run educational campaigns to address societal concerns and doubts. Solving this task also requires trained people.

The results of the course satisfaction survey suggest that participants perceived the updated course and assignment positively. The values for skewness and kurtosis were skewed right, implying that the judgments of the participants were positive about the course's effectiveness. The mean values suggest that the participants were satisfied with the refresher course design, content, assessment system, and intellectual gains it provided them.

The findings are consistent with the relevant literature. The study agrees with Travis (2019), who held that wartime consolidated the efforts of the military and civilian institutions within the national security policy and this consolidation makes both institutions equally important. The findings also concur with Pantev et al. (2005), who explained that the professional background of civil servants, members of parliament, and political appointees is insufficient to deal with the increasing complexity of the tasks in the security sector and needs training. Furthermore, the findings align with Kuehn et al. (2017), who stated that there remains a need for the development of the mechanisms and conditions for making this kind of civilian control efficient and there is a need for the institutions of civilian control and educated and trained people to exercise it.

## **6. Conclusion**

The study sought to identify best practices for establishing civilian control over the armed forces and police in emerging democracies that could be implemented in Ukraine. The shortlisted practices were utilized to update the refresher course for civil servants. The output of the study was drawn from the non-systematic literature review and feedback of the civil servants who did the updated professional refresher course. As revealed in the literature review, the process of

building civil-military relationships in Ukraine is in the transitional stage. There is a need for educating and training civil servants in developing legal, regulatory, and procedural frameworks for building civil-military relations and exercising civilian control over them. It was made clear that establishing civilian control over the army and developing the strategy of building mutually trustful civilian-military relationships was not a top priority task in Ukraine in the period before the Russian aggression. However, this task has recently become an urgent policy action for the Ministry of Defence of Ukraine, the public government, and society. The above was proved by a high correlation between terms such as reform-Ministry of Defence, Ministry of Defence-Parliament, outside control-military, and approach-public in the corpus of shortlisted texts. Educating and training civil servants in developing legal, regulatory, and procedural frameworks for building civil-military relations and exercising civilian control over them were the key findings of the literature review. This study proved that the above instructional solution could be feasible and effective. The results of the course satisfaction survey suggest that participants perceived the updated course and assignment positively. The participants reported that they appreciated the refresher course design, content, assessment system, and intellectual gains it provided. Further research is needed in identifying how the public media could contribute to educating citizens on civilian control of the military and law enforcement bodies.

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### **Conflict of Interest**

No conflicts of interest related to affiliations are declared.

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## Appendices

### Appendix A. Critical appraisal checklist

Reviewer \_\_\_\_\_ Date \_\_\_\_\_  
 Author(s) \_\_\_\_\_ Year \_\_\_\_\_  
 Record number \_\_\_\_\_

#	Item	Yes	No	Unclea	N/A
1	Is the publication relevant to the first research question?				
2	Is the rationale for the study relevant to the purpose?				
3	Does the study comply with recent theory and best practices of establishing and managing democratic civilian control of the military and law enforcement agencies in the country?				
4	Does the study reveal any relevant project or initiative whose purpose is to train or inform those who are involved in building civilian-military relationships?				
5	Does the study provide a clear description of the project or initiative?				
6	Is the project or initiative output relevant to the training of civil servants?				
7	Does the study provide a doable implementation plan for a project or initiative or intervention?				
8	Does the study discuss the actions taken (the change or the intervention or initiative) and the methods used to evaluate them clearly?				
8	Does the study use a conceptual or analytical or propositive narration?				

**Overall appraisal:** Include  Include for full-text reading  Include for final review   
 Exclude  Comments: (reasons for exclusion): \_\_\_\_\_

### Appendix B: Two-scales-based student satisfaction survey questionnaire

Effectiveness					Question	Satisfaction				
1	2	3	4	5		1	2	3	4	5
					1. How do you rate the refresher course effectiveness?					
					2. How do you rate the design of the refresher course?					
					3. How do you rate the course content in terms of civilian control?					
					4. How do you rate the course assessment system?					
					5. How do you rate your intellectual gains from the course?					