

KOMJÁTHY LAJOS JÓZSEF¹**Experiences, Methods and Peculiarities of Training of Law Enforcement Organizations of Young Democratic States during Peace Operations²****A fiatal demokratikus államok rendvédelmi szervezetei kiképzésének tapasztalatai, módszerei, és sajátosságai a békeműveletek során****Abstract**

The article gives an overview of the training of members of the democratic state of law enforcement agencies on the preparation of training methods, the experience acquired during the training and methods as well as the peculiarities of the requirements relating to the preparation of trainers. Requirements members of law enforcement bodies of the young democratic states the general requirements for the main stages of selection. Demonstrates knowledge of the preparation for the transfer of skills to develop skills Better preparation for training in the implementation of the proposals, summaries

Keywords: young democratic states, law enforcement agencies, training, preparation, Knowledge skills, training methods, efficiency

Absztrakt

A cikk áttekintést ad a demokratikus államok rendvédelmi szervezetei tagjainak kiképzéséről felkészítéséről a felkészítés kiképzés módszereiről, a kiképzés során szerzett tapasztalatokról és módszerekről valamint a sajátosságokról, a kiképzők

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felkészítésével kapcsolatos követelményekről. A fiatal demokratikus államok rendvédelmi szervei tagjaival szemben támasztott általános követelmények a kiválasztás főbb állomásairól. Bemutatja a felkészítést az ismeretek átadásáról a jártasságok, készségek kialakításáig. A hatékonyabb felkészítés kiképzés a végrehajtására javaslatok, összefoglalások.

Kulcsszavak: fiatal demokratikus államok, rendvédelmi szervezetek, kiképzés, felkészítés, ismeret jártasság készség kialakítása, kiképzési módszerek, hatékonyság, kiválasztás

*Motto: The best supply is excellent training,
protecting you from unnecessary losses.
(Rommel)*

INTRODUCTION

The establishment of the basis of the democratic state is a main task of today's peacekeeping operations, as well as the evolution of its supportive violence organizations and the formation of civil service and legal apparatus.

The selection and preparation of their personnel is performed and supported primarily by international peacekeeping forces. Sharing knowledge is not purely an educational task, rather a diverse and complex challenge for magisterial staff responsible for preparation. Its importance is reflected by the fact that local people tend to accept leaders selected from their own communities more easily than people from other nationalities.

As experiences of Afghanistan and other crisis areas prove, the loss of peacekeeping forces can also be reduced by evolving a properly and effectively prepared local apparatus. This is not plainly an educational or professional training program, but a complex and difficult task which require profound preparedness of the trainer. The author intends to summarize experiences gained in his work during the execution of this duty. The article examines the rules of preparation of trainers and trainees, methodology applied during preparation process, the characteristics of rank to be trained, and experiences obtained so far.

CHARACTERISTICS OF TRAINING DURING PEACEKEEPING OPERATIONS

Training activities during peacekeeping operations can be classified in multiple ways: for example by examining individual conditions (trainer and trainees), material conditions of the training, its methodology, its effectiveness, its organisational settings or the characteristics of the drill. Steps and tasks are defined according to and based on the general components of the process of the training. These components are strongly coherent and may differ from general pedagogy methodology.

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Examining the educational target audience (trainees), the main characteristics that appear during peacekeeping operations can be the following based on the author's considerations:

Trainees form a non-homogenous group, inside which:

- Groups of different age with dissimilar knowledge can be found;
- There may be various religions and denominations;
- Diverse motivational elements can appear;
- Ethnical and gentilities differences can be discovered;
- Gender diversity may result specific social roles and duties;
- Historical traditions can be detected;
- Social differences might show up.

The analysis of these components delivers important experience which serves final success.

1, How can age and wisdom affect training? Typically, when adult education is assayed, dissimilar knowledge base and levels are ascribed to certain age groups. The incorporation of new learning can also be realised within different time-spans. Acceptance of modern, 20th or 21st century devices may also differ. Adhering to the trainee with the most learning difficulties is not always feasible. In numerous cultures age is associated with privileges within a certain group (for example, in Arabic societies age is the symbol of wisdom and experience) However, this is not always parallel with the level of knowledge, and trainers who ignore these aspects may find themselves in the middle of a severe conflict during the training. During practical preparation, demonstration of exercises with elders should be avoided, for they may feel their prestige bruised by an incidentally inapt display. It is important for every trainer to have the support of these elders and use their prestige for positive reinforcement.

2, Crisis areas are often characterized by the presence of representatives of two or even more religions.

One of the most sensitive aspects of preparatory tasks of peacekeeping forces is the maintenance of religious balance, and this task should be present during the evolution and preparation of law enforcement organisations as well. Following the basic rule, the composition of these organisations and their staff should be developed according to the ethnic compound and proportion of the area. In Afghanistan, armed ethnic groups have intended to perform religious-ethnic purges several times under the aegis of peacekeeping. The unilateral armament and training of ethnic and religious groups may be a new source of conflict. International forces must ensure that stabilisation process is not endangered by religious or ethnic commotions and none of the participating religious groups or ethnicities feels that the other is favoured or gains advantage.

3, During trainings, the existence or hiatus of motivation can be a key element of success. Many trainees are strongly motivated, with desires for the new and better, while others only participate at trainings because of the status. Younger trainees are easier and faster to motivate and tend to accept new knowledge, while elders are less mobilizable and often stick to habits and time-tested methods. Motivation may be a financial or ethical goal, or a potential way to break forth social barriers. In many societies, staff of armed forces are granted

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privileges after a certain term of duty (for example citizenship, financial rewards, schooling support, etc.), and this motivational force is frequently applied by reorganised democracies as well. In social hierarchies armed duty is a prerequisite of holding an office.

4 Racial and gender differences can often become a reason for failure during trainings, skin colour or gender affiliations may become a source of comments among participants after an unsuccessful exercise. For this reason, the group of participants must be carefully composed, but without applying racial or gender segregation the trainer must pay attention to avoid the use of derisive or abusive comments and must be able to handle them in the most appropriate and fastest way if they appear. It is highly advised to create mixed groups with equal proportions of participants of different races and nationalities.

5. During the evolution of young democracies, gender-based discrimination may appear in numerous cases (often derive from traditions, culture or religion). Endeavours aiming the radical change of discriminations might be interpreted by local inhabitants as attacks against their culture, religion and eventually, against independence. Grouping trainees and trainers of different genders should be avoided the trainer's contacts with women often ending up in drastic reactions. In such case, officers should be prepared by female trainers, and if governmental or social engagement of women is against traditions, it should not and must not be constrained. In Lebanon, Iraq, Afghanistan, and during the war against the ISIS, democratic and governmental forces have been attacked by female assassins in numerous cases³. For this reason, security staff of camps and events must include female personnel who perform the check of women in a dedicated premise, and whose training and preparation for this activity must be ensured.

6. Based on the method of the execution of the training there are individual and collective trainings, theoretical and practical trainings, and verbal/audible and visual educations. According to already evolved traditions, different training methods are applied. For example, old Soviet methods allowed for the trainer to get in contact physically with trainees, to touch them while practicing a certain exercise or in case of incorrect weapon holding posture, etc. On the contrary, in many western training cultures, such as the Anglo-Saxon areas physical contact during the training is not accepted. Historical traditions can also define the duty that one can perform in a certain society, and this caste system⁴ can limit the scope of the training

³ Sana'a Mehadli, a 17-year-old member of the Syrian Socialist Party (SSNP/PPS), a pro-Syrian Lebanese organization, is believed to have been the first female suicide bomber. On April 9, 1985, she blew up herself and a truck of explosives next to an Israeli convoy in Lebanon during the Israeli occupation of south Lebanon. She worked at a video store where she recorded her will, saying "I am very comfortable with carrying out this operation. I choose to do this because I am fulfilling my duty towards my land and my people...Now I am loving my country, sacrificing my life and respecting the people of the south

⁴ The caste system is a rigid social system that can not be ruled out. It states that people are born unequally and that there are those who by their birth are unclean. That people should be excluded for crimes that were unconsciously or seriously ill to save their own lives (for example, they were given food from Europeans). In the caste system, it is totally useless to fight the extortion. the division of labor is rigid, there is no free career choice, and man must do the same work as his parents for the rest of his

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and restrict the group of trainees. It is important to mind and use this information during the execution of training at peacekeeping operations.

7. Social differences, although they are hard to separate from traditions and culture, can affect the success of the training and define the social position and acceptance of trainees. In many societies⁵, especially in Eastern ones, the role and acceptance of policemen differs from what is considered general in Western societies.

For instance, this is a source of conflict in the relationship between local national police forces and refugees arriving to Europe, especially from the African continent, who represent social values that are different from the ones of European citizens.

IMPORTANT ELEMENT DURING TRAINING AND PREPARATION AT PEACEKEEPING OPERATIONS IS THE SET OF REQUIREMENTS RAISED FOR TRAINERS, INCLUDING GENERAL AND SPECIFIC ONES

Below the author listed the general requirements he considered the most important, without pursuit of completeness.

He has focused on the ones that can influence significantly the success of the training.

The most important general characteristics of trainers are the following:

- Empathy skills;
- Professional experience;
- Communication skills
- Cooperation skills
- Presentation skills;
- Flexibility in training;
- Ability to recognise quickly and properly the reactions of the audience (trainees);
- Positive attitude to questions and feedback;
- Knowledge of local customs and cultural traditions;
- Goal oriented education and training;
- Ability to select the proper educational methods (pedagogical knowledge).

During the author's analysis of requirements set for trainers during peace operations, he has found the following problems:⁶

- Lack of command of a language;
- Lack of pedagogical and psychological experience, „professional barbari”;

life... No matter how much you get rich, you can not go to a higher class. That the majority of the people in society must serve others and nothing can be done against it because it is the divine law. This is the indian caste system that best exemplifies.

⁵ Socialization is a learning process that lasts from birth to death. Socialization is nothing but the process of integration into society, whereby an individual learns to know himself and his environment, acquires the rules of coexistence, possible and expected behaviors:

⁶ I served at Regional Command North (RCN) of International Security Assistance Force, (ISAF) as a chief of training group J-7 One of my tasks was the collection and analysis of experience

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- Lack of ability to accept cultural differences;
- Violence, low language;
- Impatience.

Command of language is a general claim made on peacekeeping forces and trainers. The languages in scope are English and French in most of the cases, however, a need for knowledge of Spanish and Portuguese languages may arise depending on the composition of the population of the crisis area. Nonetheless, training in the language of the local population is a common phenomenon, in these cases the education is supported by an interpreter. Naturally, this kind of training comes with a high level of vulnerability and risk as there is no control over the translated text, and the trainer cannot verify the content of the words that the interpreter translates to trainees. Improper or erroneous translation may result severe consequences in relations⁷. During peacekeeping operations, interpreters are provided by United Nations Organization (UNO), European Union (EU) or African Union (AU). However, their lack of professional experience and the lack of knowledge of technical terms can easily cause issues and misunderstandings. A classic case for misunderstanding was when the interpreter used the expression „English officer” instead of „British officer” during a peacekeeping preparatory exercise. At the second incidence, Scottish and Irish officers felt offended and gave voice to their indignation, at the third occurrence of this mistake they declared their unwillingness to continue work until the interpreter was finally replaced. There were numerous interpreters engaged by peacekeeping forces in Afghanistan who passed a language examination during their training already, and who was specifically prepared to apply their language knowledge. This way, responsibility was not negotiable and confidence towards the trainer was enhanced as well.

Trainers must meet basic educational and psychologic requirements. Many countries delegating trainers already examine this factor during selection. Although this forms part of the preparation as well, I have already met trainers who have not met even minimal pedagogical requirements. The preparation of trainers is the responsibility of the countries which delegate them; therefore the proper training of these personnel is emphasized in several peacekeeping training organisations all around the world. Numerous courses and trainings foster the successful performance of this duty, for example „Train the Trainer Courses” organised by CEPOL⁸.

⁷ In 1956, Soviet premier Nikita Khrushchev was interpreted as saying “We will bury you” to Western ambassadors at a reception at the Polish embassy in Moscow. The phrase was plastered across magazine covers and newspaper headlines, further cooling relations between the Soviet Union and the West. Yet when set in context, Khrushchev’s words were closer to meaning “Whether you like it or not, history is on our side. We will dig you in”. He was stating that Communism would outlast capitalism, which would destroy itself from within, referring to a passage in Karl Marx’s Communist Manifesto that argued “What the bourgeoisie therefore produces, above all, are its own grave-diggers.

⁸ The European Union Agency For Law Enforcement Training

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Educational methodology and processes are strongly related to the targets and to the circumstances and possibilities of the training, and their proper selection and appliance depends on the educational expertise and observations of the trainer. Besides education and training, the trainer is also responsible for the maintenance of psychical tolerance and stable psychical condition of trainees, for the detection of trainees with unstable posture and their potential removal, hence it is important that trainers possess basic psychological knowledge and receive support from psychologist succour during trainings. With a proper background of psychological knowledge, some attacks against trainers during trainings can be detected and avoided.

During peacekeeping mission, trainers often meet trainees with different cultural values. While working together, trainers must pay attention to avoid offending their traditions or culture. In some cases, there are elder people with high prestige among trainees, giving offense to who may become the source of serious conflicts.

In this case, empathy⁹ listed among general requirements is even more substantial. It has occurred during peacekeeping that the trainer has offended his/her surroundings due to the lack of knowledge of cultural values.

The greatest storm of indignation was induced by the burning of Korans in Afghanistan, which was considered by local population as an attack against their culture and religion.

Violence and low language is a frequent element of training and preparation of governmental forces, and in many cases brutal and violent preparation is associated with hard drill. However, humiliation of trainees and obtrusion for the sake of better results often generates repugnance against the trainer, and conflicts between trainees and trainers do not support the achievement of the common training goal. Aggression oft triggers aggression on the other side. Many investigations of internal attacks against peacekeepers have pointed out that the root cause of the attacks was an aggressive activity which offended trainees.

Impatience becomes a frequent mistake of trainers after a while, they do not give enough time to trainees to process new stores of learning and wish to achieve prompt results, and thus they involuntarily confront the group of trainees. They tend to forget the triad of education (learning – routine – skill) and that the steps of the learning process cannot be bypassed. Also, they are likely to disregard that trainees do not form a homogeneous group. Unsuccessful or erroneous execution may generate a feeling of impatience in the trainer and frustration¹⁰ in trainees, which may turn into revulsion, and might become the basis of an attack against the trainer later on. The trainer must take into consideration that trainees often meet training equipment for the first time (for example. sniper rifle, laser range meter, computer etc.) that are in scope of the training. Trainees must be considered an audience at the level

⁹ Empathy: the ability of compassion to learn and understand the individual seeks to partner with other cultures and values.

¹⁰ It is an emotion we feel because of the impossibility of reaching a goal; disturbed state of mind (Hungarian Interpretative Manual Dictionary)

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of educational and professional scope and aim. Training academicians in a certain topic is not the goal!

MOST IMPORTANT ELEMENT OF TRAINING AND PREPARATION IS THE SET OF METHODS, PROCEDURES AND EXPERIENCE DURING PEACE OPERATIONS

Compared to general education methods and processes, training of governmental forces contains several deviations and specialties. However, training methodology and peculiarities can only be observed in the context of the previous two elements. Humans are able to perceive surroundings in several ways, by sight, audition, touch, detection of heat, taste, etc., therefore the major methods of sharing knowledge have become lectures, presentations, explanations, essays.

Their preparation should be started from the beginning and the time available for the execution of the training is very limited. There are illiterates among trainees who see their equipment for the first time, but their unique cultural background makes them the only candidates to fulfil certain positions in the new democratic state. These circumstances define the usable methods of training as well in several occasions. When I examine the circumstances of the education, I find that the most considerable condition is the time. Again, and again, the time-span available for training is very limited; hence knowledge sharing is brief and often contains the most basic information only. The development of routine is a longer process and the training ends at this point many times without aiming the evolution of skills. The goal of the training is often subordinated to propaganda and speed, thereby efficiency and successfulness become subsidiary.

During the sharing of knowledge, educational methods are often restricted to lectures, presentations, narrations and explanations. The majority of the information is transferred visually; therefore films, photos, video recordings, drawings, print, and internet videos should be extensively applied. During peace operations, self-learnings and individual processing are not feasible due to the limited time available for training, illiteracy, and low number of course books and lecture notes. The trainer must win the trust of trainees and convince them of his/her professionalism. This is supported by the body language of the trainer which is not only genetically inherited but can also be applied, developed and used during training intentionally. An insecure, unmethodical, stressful trainer can convey an impression that he/she does not have command of the topic, tool or weapon in scope and does not have credit in it either, so the introduction of the new knowledge to the trainees will be difficult. Body language¹¹ has outstanding importance among the population of developing countries in crisis, where, in absence of the command of language, body and sign language are the main means of communication used by peacekeepers and cogitative organisations as well if an interpreter

¹¹ Body language: Non verbal communication, a visual relationship between people and groups expressing gestures, patterns of behavior, interest in others, agreement with others, rejection, assistance, approaching, accepting, subordination. Behavioral patterns, they may be characteristic of folk groups with similar gestures, but may differ according to geographic areas.

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is not available. Sharing knowledge can be carried out with the help of lectures, films and presentations. This method is widely accepted and considered the most effective by trainers, as visual information is more easily and quickly processed than verbal information. Lectures are often applied during peacekeeping to broaden the knowledge of large audiences, as it is realizable with minimal equipment. It is advised to involve trainees with experience of the topic in scope into the course of the lecture (ex-soldiers, policemen, officers, etc. One of the main criteria of a good lecture is the active participation of the audience. These are the most common mistakes that trainers tend to commit during the use of presentations to share knowledge:

- slides are crowded and contain too much information;
- they consist of many characters with inadequate fonts that are hardly or not at all readable;
- pictures and graphics are inadequately selected, they offend (part of) the audience;¹²
- the presenter reads the information appearing on the slides instead of using them.

Displays are normally applied to introduce technical tools, weapons and equipment, with the aim of developing and reinforcing credit laid in the object of the display, therefore effect displays?? Are most commonly used? During the preparation of such displays, it is important to avoid the resemblance of the target object or person with any religious or ethnical group, minority or icon. Narrations are rarely applied during peace operations to share knowledge, however, if such is planned, a person known, accepted and respected by the audience should be assigned as lecturer. It must be taken into account that in Eastern cultures age is a symbol of wisdom, and the narration of a young trainer may seem fake to the audience. It should always be taken into consideration that the more sensory organs are involved in knowledge acquisition, the more efficient the knowledge transfer will be. The next level of training during peace operations is the acquisition of routine, which is often the final aim of the training itself. The methods mainly used to gain routine are exercises. Exercises are executed by trainees until they obtain adequate routine in the training area in scope. Taken into consideration experience gained in Afghanistan, the time devoted to the development of routine should be 70-80% of the total duration of the training. Routine is developed through individual and troop trainings. During individual training exercises are performed, followed by troop trainings where knowledge is deepened and routine is developed under the control of trainers.

- knowledge of weapons and equipment of military-police;
- musketry knowledge;
- self-defence methods;

¹² To make the performances more colourful and to maintain their attention, humorous drawings and pictures are often included in the slides of the presentation. These humorous drawings and pictures are sometimes serious offences for religions and ethnic groups and give a reason for attacks. For example, the satirical graphics of "Charlie, Hebdo" in Paris insulted the Islam religion, and in January 2015 the editorial staff was murdered.

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- knowledge of human rights;
- physical preparation;
- preparation of reports;
- driving experience (different type of cars and terrain);
- exercise of guarding, protection;
- Method of basic tactical (military, police).

What are the characteristics of individual training during peace operation preparations? Skill-level acquirement can be achieved typically by practices and norm tasks, in small workshops of 6-8 people with one trainer. Competition within the group is a very good and widely applied method, "who is better" approach and the presence of competitive spirit support the trainer in the achievement of better results. The measurement of the level of knowledge is hardly ever bound to an exam, its basis is normally the assessment of the trainer, however, rivalry among trainers may occur, and their evaluation is not always objective. It has been observed that trainees often practice with each other in their spare time to obtain better acquisition (for example: self-defence exercises, mutual physical trainings). Practice with tools and weapons are only feasible if these are available, these seldom inspire trainees and they often consider them frivolous. It is extremely important that female trainees are led by female trainers. Simulators can be well applied during the intensification of knowledge, however, sometimes they are out of date, cannot simulate environmental effects or provide fake perception compared to real equipment. (For example, in case of motor-vehicle simulators the voice of the motor remains unchanged regardless of changes of the lie of the land, motor capacity changes are not pictured, the vehicle goes uphill with the same speed, etc.) The advantage of the use of the simulator is that trainees get acquainted with the equipment, weapon or behaviour¹³ before the real execution, the possibility of accidents are limited and it is cheaper than the use of real tools.

The final aim of peace operations training of governmental forces (police, gendarmerie, army, and customs) is usually their troop-level preparation. In this case, significant training methods for troops are practices and exercises. In many cases computer simulations are hardly feasible due to the lack of technical background, and they are only available for headquarters, staff and staff units. The aim of troop training is that trainees widen their knowledge of mutual exercise execution by cooperating with each other and by applying and practicing their individual learnings. The goal of the mutual activity is the skill-level acquirement of the order of the procedure.

The main peace-keeping trainings for law enforcement during the ties training are as follows:

- Protection of important establishments (governmental buildings, industrial areas, providers, repositories);
- protection of leading personalities of the new democratic state;

¹³ The units of the Hungarian Armed Forces after the arrival in the operational area after 2010, MRAP simulator should implement the rolling practice to practice procedural order.

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- liquidation of insurgent (resistant) forces and groups;
- enforcing a legal order;
- assurance of human rights and legitimacy;
- actuation of Border points, traffic points, handcuffing procedures, vehicle control method positions and distances;
- convoy escort,
- research of area and building;
- defence of against homemade bomb and improvised explosive devices (IED).

Simulators, for example a tactical house, can be used for the preparation of troops. However, they are mainly used for the preparation of small sub-units. During the training of large groups or troops, units can be divided into two parts, and while one of these is doing practice, the other is performing role play activities, and vice versa. Trainers must supervise role plays strictly, control it and intervene if necessary, as participants, pleading realistic performance, may cause severe harm to each other or may generate conflicts in the group. During training, the involvement of people with experience in the practice as instructors is a useful method. For this reason, the protection against the use of these weapons must be a crucial task of the preparation of governmental forces. Home-made bombs¹⁴, besides causing harm to governmental forces, also ruin the confidence of population in governmental organizations – they are not able to protect them. Peacekeeping forces and trainers are prepared for this task at a dedicated exercise field during peacekeeping trainings. At operational areas, protection against homemade and hidden bombs is a task of high significance. Trainers install dedicated fields and classrooms for the detection and presentation of new generation weapons and bombs. At the exercise field troops practice the usual procedures and activities that are applicable in such situations.

The training of troops is usually finished with a closure exercise, after which governmental forces perform their peace operation duties independently or with the occasional support of advisors. The plan and phases of the exercise during execution should be compiled according to main training areas. Exercises should be executed continuously and phases or tasks cannot be repeated to achieve better results.

CONCLUSION AND RECOMMENDATIONS

During my research, the author intended to reveal the peculiarities that trainers meet during the preparation and training of governmental forces at the execution of peace operations. He aimed to collect the major characteristics of this scope of duties by examining the three main

¹⁴ About a dozen homemade bombs exploded at a packed Islamic shrine in eastern Bangladesh, killing at least one man and injuring more than 50 others, police said. The explosions occurred late Friday at Akhaura, east of the capital, Dhaka, as worshipers were taking part in an annual feast, an area police chief said killing homemade bombings In 2016, homemade bombs killed and injured at least 2,156 men, women, and children in Afghanistan. From: Gandhara New Internet: 26 oktober 2017 <https://gandhara.rferl.org/a/afghanistan-roadside-bomb/28598294.html>

elements of education and training. He has found that general parameters, circumstances and procedures of education are not always applied. The efficiency of the training can be increased if trainers prepare for the specialties and circumstances that the author summarized in his study and if experiences gained during previous peace operations are applied during the process of preparation of trainers. In my opinion, the effectiveness of the training could be raised by applying trainers who already possess this experience and have completed "Train the Trainer course" to perform the preparation of certain groups or officers fulfilling governmental duties. Preparation for peace operations should be performed by trainers who have adequate experience of professional trainer work gained at peace operations, and who can relate this experience during the preparation. The author considers important that trainers have a preparation plan as the result of their own preparation, in which they create a training layout, outline of lecture, or PowerPoint presentation in a certain topic. Based on experiences in Afghanistan, one of the most successful and most efficient knowledge transfer methods is the use of educational films. Its advantage is that these films can be used more times and the transfer of knowledge based on them is more effective. An additional advantage is that there is no physical contact between the trainer and the trainee, the instructional film can be projected with a computer or a laptop, and is also efficient on the wall and does not require any special technical preparations. The trainers can prepare the educational film during the preparing for peace operation and can take this film or package with them to help their work. This can be passed on to the next trainers during the handover takeover procedure. The author suggests organising Train the trainer programs at the National University of Public Service on a yearly basis for trainer personnel involved in peace operations, similar to the ones organised by CEPOL, NATO or Peace Training Centres. This training could provide a two weeks long education to trainers, closed by a final exam. During the selection of personnel for peacekeeping operations, trainers should be prepared for the language used by the population of the operation area if possible. If the Hungarian state plans long term participation at the operation area, trainers ought to receive at least a basic language education according to the planned duty. The efficient and professional preparation of governmental forces is the key to a fast and successful peace operation process.

"Although citizens of a democratically legitimate state are bound by laws, they are basically free."

Frank Schätzing¹⁵

¹⁵ Frank Schätzing (Köln, 1957. május 28.) german writer.

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