Internship

Folke Bernadotte Academy

“We use a comprehensive and multidimensional approach to peace, security and development”

Henrik Landerholm

Director General of the Folke Bernadotte Academy
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1. Introduction

From August to January 2011-12, I conducted my internship at the Folke Bernadotte Academy - government agency under the Swedish Ministry of Foreign Affairs – where I was stationed at the department of Education, Training and Exercise. During the internship at Folke Bernadotte Academy my work mainly evolved around the training courses, team-building, problem-solving, human rights, logistical support and research on crisis-management organisations world-wide. I have received an excellent grounding and insight into how peace-building missions operate on both national and international level. This internship turned into a working environment where I had the possibility to test my theoretical knowledge, learn more and meet the people specialized in specific areas such as Rule of Law, Security Sector, gender, Human Rights, etc... the people, who have had almost twenty years’ field experience. In my essay, I would like to describe the origin, vision and main objectives of the Folke Bernadotte Academy, its involvement and cooperation with the organizations such as the UN, the EU, OSCE, and the UN Security Council Resolution 1325 on women, peace and security. In addition to main tasks I will also bring up the issue of Human Security in crisis areas which directly corresponds to the course I was working with my supervisor.

1.1 Folke Bernadotte Academy

As mentioned before, the Folke Bernadotte Academy is a governmental agency, under the Swedish ministry of foreign affairs. It was established in 2002, with the mandate to improve the quality and effectiveness of international conflict and crisis management, with a particular focus on peace operations. The Academy functions as a platform for cooperation among Swedish agencies and organizations and their international partners.¹ Given that, the FBA constantly strives for improvement of peace efforts through better national and international cooperation, education and training, policy and research, and the secondment of the personnel to mission. Hence its’ three main pillars are: Research, training and recruitment of personnel for crisis management and peace operations.

1.2 Folke Bernadotte

Count Folke Bernadotte, whom has given his name to the Academy, was the first UN official mediator, born in 1895, a member of the royal family, nephew to the king and an army officer, with a profound commitment to human values. Through his chairmanship in the Swedish and international scout movement he became involved in developing humanitarian and democratic thinking among youth. His engagement in the Swedish and international Red Cross is of a significance importance. As vice-chairman of IRC, he successfully negotiated with the Nazi regime in Germany to release camp prisoners, who were transported to Sweden. This operation was called now-legendary “White Buses”, which still remains a proud moment in history of Sweden and which was the start up point for country’s long-term commitment in humanitarian and peace operations. As the UN’s first official envoy and mediator in the Middle East peace processes, he succeeded in achieving peace negotiations in the first Israeli-Arab war. Unfortunately, few days before his second plan for a political solution was to be presented he was assassinated in Jerusalem by Jewish extremists.

1.3 Resolution 1325

The Swedish contribution in peace operations is vast. Especially a number of specific measures in several conflict and post-conflict countries to strengthen women’s rights, and its involvement in the UN Security Council adopted Resolution 1325 (on women, peace and security). Resolution stresses the importance of women who are affected by conflicts, both: who are involved and being represented as actors in the international community’s initiatives to bring about peace. It also highlights that women and girls are vulnerable in conflict

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3 Ibid
situation and that they need increased protection. Correspondingly, the first action plan of implementation of Resolution 1325 was espoused by Sweden, during 2006-2008. The action plan attracted interest and inspired several other countries and organizations, who later got involved. Basically the Government’s work around Resolution 1325 is based on a comprehensive and integrated approach to security, development and human rights, and the implementation of 1325 aims the full and equal participation of women in conflict prevention, crisis management, conflict resolution and peace-building. And suggests that the proportion of women in civil and military crisis management operations needs to be increased and more women must be appointed at higher levels. For example, engagement of gender advisers in European Security Defense Policy (ESDP) missions; integration of women participation in reforms of the justice sector, etc. Respectively, for several years Sweden has been active in developing Resolution 1325 on national, regional and international level. The action plan on national level involve the ministries and department in the Government offices, Swedish embassies and permanent missions abroad, as well as the agencies that train and deploy personnel to missions or carry out relevant research. Along Swedish Armed forces, Sida, and the Swedish Civil Contingencies Agency, the Folke Bernadotte Academy continues to have an important role in this work. On regional level Sweden encourages and supports initiatives in the EU member states to implement Resolution 1325. In this process the cooperation is requested between EU, OSCE, NATO and Council of Europe. On international level, Sweden as active member state of the UN, supports implementation of 1325 becoming a clear and integrated part of the mandate for UN peace-support missions and political offices. In doing so Sweden works to ensure that the UN bodies pay relevant attention to action plan. Consequently, the idea of full implementation of Resolution 1325 will contribute to international peace and security as well as democracy, increased respect to human rights, international humanitarian law, development and poverty diminution.

1.4 Cooperation and Deployment of personnel

The EU has been engaged in a wide variety of crisis areas. Many of the operations have been civil-military in nature. For example, Bosnia and the Democratic Republic of Congo.

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5 Ibid

6 Ibid

7 Ibid

8 Ibid
Currently in Bosnia, the EU runs both a military operation and a police mission, and it was also the largest donor in the rebuilding of the country. In DR Congo the EU military operation in support of MONUC during the electoral period ran parallel with the EUSEC and EUPOL missions. And the EU Special Representative to the Great Lakes region played a coordinating role as well as a mediator in the peace talks. As we can see the EU engagement is comprehensive in scope and ambition, and Sweden’s as well. As mentioned previously, the Folke Bernadotte Academy recruits, trains and prepares personnel for crisis management and peace operations. They are deployed in a range of roles for missions led by organizations such as the UN, the OSCE, and the TIPH (Temporary International Presence in Hebron). This is the group of political advisers, human right officers, security sector experts, gender experts, legal experts, monitors, trust officers, liaison officers, reporting officers and staff in senior positions at missions. These individuals are chosen, coordinated and supported by the Department for International Recruitment and Mission Support (PFF). In this regard, before deployment for international peace operations, PFF sends personnel to the department for Education, Training and Exercises to be better prepared for the challenges ahead. Respectively, the same unit controls and helps already deployed personnel by providing advanced training for enhancing crisis management skills.

2. Education, Training and Exercise

The department of Education and training designs and offers the courses to international and Swedish personnel. The main objective of the unit is improvement of abilities and skills of the personnel who are deployed to the peace keeping missions worldwide. ETE integrates tailor-made courses, which puts theory and practice together for better understanding. Case studies from ongoing conflicts are of an importance in learning methodology, with presentations and scenario-based exercises involving active participation and role play. As I mentioned before, ETE maintains close relationship with deployed personnel, which is also profitable for both sides: through ETE trainings the seconded staff improves competences, whereas ETE systematically analyses practical experiences from the fields and Lessons Learned are always incorporated in all trainings.

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2.1 Duties and Responsibilities

Upon arrival in the Academy, I was given one week to familiarize with department’s daily routine, main objectives and working nature. After that, I had a meeting with one of the project leaders, to whom I was appointed during entire internship. Following the discussion of my background and abilities I was given different tasks, which I will describe in this part of the paper, along brief description of each course I was involved in.

Due to the fact that crisis management operations are not risk free, EU and UN can no longer be guarantee of security. Statistics show that incidents involving international civilian personnel are on the increase. For that reason, FBA offers the course on Risks and Threats in Hazardous Environment (SMR)-for those seeking to advance their skills when working in risky areas. The objective of the course is to provide the participants –mainly civilian staff-with necessary tools and techniques in order to avoid potentially dangerous situations in the working field. Whereas at the same time the course teaches the basic field measures to be taken before, during and after a mission in a hazardous area.10 As mentioned above, FBA represents reality in the form of scenarios and role-plays, especially for SMR, scenarios and role-plays give a hand to integrate once learned theories in practice. As my supervisor ran SMR course, I was involved in different areas, such as logistical support, team-building exercises, and administrative work. SMR is divided in two parts: theoretical and practical. Once participants advance all necessary skills needed for potentially unsafe areas, they have possibility to test theory through the field exercise. Given that, my main task was to observe and ensure the security of participants as well as role-players during the field day. After the course I was asked to collect and compile participants’ evaluation forms into an overview, and hand it to my supervisor for final report.

After SMR, I directly got engaged in Civilian Response Team (CRT) course, which is conducted in cooperation with Europe’s New Training Initiative for Civilian Crisis

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10 Academy, F. B. (2011). Folke Bernadotte Academy Courses 2011., (pp. 7-21). Sandö Stockholmc
Management (ENTRI). CRT is a civilian crisis management hasty reaction capability of flexible size and composition, consisting of Member State experts who are invited to participate in order to ensure the coherence of EU external action. Therefore, the course is mainly about the practicalities and procedures for CRT deployment which is usually short in time (approximately two weeks or so). Before training my task was to finalize programme schedule, arrange reading material for participants and prepare admin presentation. During the course I was responsible to have personal contact with participants, guide them in practical matters and to keep track of the course schedule.

My next task was to research the crisis management organisations world-wide and describe their structure, methodology and content of ongoing projects and courses. After one month research of organizations such as: CMC Finland, DCAF, United States institute for peace, etc. I gathered all relevant information and looked into how Resolution 1325 is integrated in their activities and trainings. The research will give a hand to future development of FBA, in betterment of quality, in offering more advanced courses. Also to be more competitive, and to have enhanced cooperation with other crisis management organizations.

The next step was the course on Proactive Presence – Protection of Civilians in Crisis Areas. As course needed an introduction, which covered Human Security and its relation to proactive presence, I was asked to research how the peace-keeping missions implement and stress the importance of Human Security when working in the field, and what are the policy implications of Human Security. To make a long story short I will briefly explain why Human Security is important in relation to international presence. First of all I want to emphasize that at a minimum degree Human Security means freedom from violence and from the fear of violence. Unlike traditional definition of classical security, the human security is more concerned with the security of individuals. And protection of individuals is the primary duty of the state. Sometimes the Human Security is misunderstood in many ways and it is quite important to draw the line between Human Security and State Security. Secured state does not necessarily presuppose secured citizens and it is horrifying to see dire shortcomings of not having society, who feels secure. Indeed, far more people have been killed by their own governments than by foreign armies during the
last 100 years. When the democratic state is of absence, that is where the international presence should stress Human Security through non-military means and relevant strategies should be implemented for training international civilian staff, for better understanding of what does it mean to “Do No Harm” within the context of proactive presence in the field.

3. Conclusion

In a nutshell, this internship increased my understanding of team-building, problem-solving, decision-making, cross-cultural awareness and their utility in a mission context. It gave me comprehensive understanding the importance of peace-keeping operations within the context of civil and military crisis management, and the significance of the EU involvement and its subordinated organisations through Member States countries such as the Folke Bernadotte Academy Sida, etc... As former EU High Representative of the Union for Foreign Affairs and Security Policy Javier Solana states in his speech:

This is what crisis management in the 21st century demands: Enhancement of effectiveness through better co-ordination of civil and military crisis management instruments. That is why civil-military co-ordination is at the heart of effective EU external action. The EU is uniquely equipped among international actors in its ability to tackle problems using a wide range of instruments. The trick is to use them in a coordinated way to achieve the greatest impact. This is not always easy, but where there is a will, there is usually away.

I am glad that Malmo University helps students to experience and test their knowledge outside of the academic world. If there was no seminar held by Career office, I would probably never get to know FBA. I came to conclusion that doing an internship is not only for the sake of studies, it also gives students social interaction with experienced people, helps to become more independent and sometimes to make tough decisions; When it comes to practical arrangements, for me it went pretty smooth. Since, ETE is conducting the courses which require participants to stay during the training, FBA has necessary accommodation facilities. That is where I rented a room. As I did internship within Sweden, international
insurance card was not necessary for me. Hence practicalities were neither complex nor hard to handle.

I would like to finish off my paper on motivational tone and suggest fellow-students to work hard, look more and they will always find the place that will be added value for the future career. It goes without saying that learning by doing is efficient.
4. Bibliography

