

Senator Roméo Dallaire

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LGen The Honourable Roméo A. Dallaire, (Ret'd), Senator, has had a distinguished career in the Canadian military, achieving the rank of Lieutenant-General and becoming Assistant Deputy Minister (Human Resources) in the Department of National Defence in 1998. In 1994, General Dallaire commanded the United Nations Assistance Mission for Rwanda (UNAMIR).

His book on his experiences in Rwanda, entitled *Shake Hands with the Devil: The Failure of Humanity in Rwanda*, was awarded the Governor General's Literary Award for Non-Fiction in 2004.

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## Leading Policy in the Era of Humanity

*The next crisis in civil-military relations will stem from policy leaders' failure to adapt to the global revolution in human rights. A transformation in the curriculum of policy leaders is needed to ensure a smooth transition into the 'Era of Humanity'.*

A lot of ink has flowed on the educational and behavioural requirements necessary for military officers to attain a degree based level of 'professionalism.' The military must strike a balance so that it is strong enough to "conduct its own affairs" but does not become so strong as to "destroy the society it is intended to protect" (Feaver, 1996, 151-2). To achieve this aim, Samuel P. Huntington (1957) prescribed the application of "professionalism" and "objective civilian control:" soldiers ought to be professional, apolitical and autonomous, and therefore, objective, while Morris Janowitz (1960, 439-440) counselled the application of "professional ethics." Both Huntington and Janowitz argued that military officers must be willing to subject themselves to the control of the political sphere. They do so through "self-imposed professional standards and meaningful integration with civilian values" (Janowitz, 1960, 420). The civilian sphere, on the other hand, must aptly define and impose limits for the appropriate realm of activities and responsibilities for the armed forces, so that the military can effectively accept those restrictions.

Yet not much has been written about the educational requirements and professional ethical standards for policy leaders in healthy civil-military relationships. I argue that a similar set of professional ethos should be developed for policy leaders so that they, too, may not "destroy the society" they serve. Policy students should learn how to define and manage *integrated policy* objectives, joining the traditionally separate disciplines of

development, defence, and diplomacy. Civilian leaders have too often either been unable to make integrated policy decisions, or to articulate those policy preferences clearly to the military. The past two decades have witnessed the failures of civil-military cooperation and coordination, 3-D, and 'whole-of-government' approaches. Partly as a result, the extremes of human destruction have been replicated; the human rights situation of the 21st century is not much better than it was in the past century, and that is in great part due to a lack of commitment to pursue integrated policy, both in government policy boardrooms and in the field.

What has recently changed, though, both in military and civilian circles, is our growing intolerance for abuse. While in the past human rights abuses were often written-off as mere 'tribal conflicts,' or the 'normal spoils and consequences of war,' human rights abuses today are denounced by the most influential and powerful political and military leaders. Despite this denunciation, policy leaders are still reticent to make a leap ahead to integrated policy, and, most importantly, are still showing great reserve towards intervention.

To facilitate this leap, policy leadership standards need to be developed based on a philosophy of human rights and humanity and balance this with the current overriding "self-interest" factor. While state leaders are trying to hold on to the notion of the nation-state as the apogée, policy students should start viewing states as no more than instruments or facilitators at the disposition of policy leaders. In an era where the future is ill-defined, and where conflicts and threats are ambiguous, policy and military leaders must work not only to protect the nation-state, but more importantly, to raise the bar of civilization to protect humanity. The new generation of policy students will be aptly placed to be the driving force for the launch of the Era of Humanity. Raised in decades where global environmental degradation has fueled civil and international wars over natural resources, and a growing sense of 'one humanity' joined by the perils of global warming, this generation has a heightened sense of the need for integrated policy-making, of the growing disappearance of 'the other', and of the interconnectedness of regional, national and international policy problems. They are more and more "without borders".

Current curriculum are not set-up to teach policy or multi-disciplined students the complete arsenal of professional and ethical standards necessary for the conduct of integrated policy. To present an analogy of a house, 'while the structure is in order, repairs and upgrades are necessary'. Policy studies in the Era of Humanity should be multidisciplinary, resulting in leaders with a savvy for managing different sectors in an integrated paradigm. Until a revolution in policy education occurs, it is up to students – future policy leaders, really – to supplement their academic learning with practical experience to make their education multidisciplinary and focused on issues of humanity and integrated policy-making.

### References

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