

there is limited opportunity for fundamental research. We must go in with a very open mind, create a space for a broad exchange of ideas and focus on the identification responsibilities. Human security teaching should focus on scholarship opportunities, for example, a curriculum, a journal, or website and students should not be restrained by a specific definition. Finally, academics must distinguish between policy advocacy and scholarship and keep a distance from foreign policy agendas, especially in the United States. This is important to retain a healthy independence in teaching and theory.

Karen Dalkie, of the Canadian Bureau for International Education, described how human security is taught in Canadian classrooms at the elementary and secondary levels. Human security teaching concentrates on broadening the understanding of issues, primarily by connecting local issues with global problems. This is done in order to help students understand the interdependence of the world. NGOs can help facilitate this process by providing user-friendly, accessible material that puts a human face on sometimes remote concepts. One significant problem is that it is often difficult to link in with provincial curriculum. The approach inherent in the assertion that, "we must not only teach human security but practice it as well," recognizes the local dimension of human security and the need to revise the ethos of education to incorporate issues of conflict resolution and community involvement. Dalkie recommended that there be a review of provincial curriculum to see where human security fits in and that the traditionally ad hoc relationship between NGOs and the education system be formalized.

Maxime Longangue, of Enfants d'ici et ailleurs, described his organization as a student-run, non-governmental agency with close ties to French Africa that uses education as a means of promoting human security. The primary focus of the teaching is on promoting intercultural relationships and awareness. Allowing students to experience other cultures helps contextualize issues of human security. Also, it promotes a sense of citizenship and civic responsibility. Its four-part program, which is being run in Canada and Africa, includes: discussion of concepts; the practice of human security; the importance of rights and a discussion of the comment, "In what kind of world do I want to live." Teachers are provided with a small resource kit and are trained on the general concepts. Longangue said human security cannot be dealt with without civil society. It cannot simply be discussed in an academic or policy context. It has to go through the awareness of the entire society and be understood by people without academic or political training.

Some of the gaps identified in the session included the need for a mechanism for sharing ideas and materials for the teaching of human security. This would take place on several levels. For primary and secondary, it would include ways of incorporating human security into provincial curricula. For the university level, it would possibly be a website where materials, course outlines and lessons learned could be posted. It is still up for debate to what extent the definitional question must be solidified in an academic course or program. Do students need to have a definitive conceptual definition of human security, or are the general principles sufficient?

The discussion with the audience produced a number of questions and comments. One participant asked: "If I walk into a classroom how will I know that Human Security is being taught? What is the difference between human security and the peace or human rights programs