people have often the greatest effect and the decisions that matter most to people's security are actually domestic, not international.

The key issues emerging from the presentations and subsequent discussion were the need to agree on a common definition of human security, to listen to Southern human security definitions and priorities and to build partnerships between NGOs and academics. The main gap identified was between international standards related to human security and their actual implementation.

Principal recommendations arising were to:
- Move research to a more inductive approach, from the particular to the more general, to try to find ways to act more effectively and sharpen responses.
- Focus research on community-based policing.
- Concentrate academic efforts on finding effective measurements of human security.
- Create Canadian and Southern research partnerships to inform the human security debate and policy.

Rapporteurs: Julie Gagné, Université Laval; Jessie Sutherland, University of Victoria

SESSION 4: Teaching Human Security

David Dewitt, of York University, opened the discussion by indicating that the teaching of human security must not simply take place in schools, but must seek to reach a much larger research community. This would stretch the parameters of the concept and force the discussion of many critical questions. Emily Monro, of the University of British Columbia, introduced a paper written with Paul Evans and Brian Job and gave a review of current human security courses or courses in which human security was taught. She noted that undergraduate-level courses are generally in the areas of foreign policy or global studies, with no full courses devoted to human security. Brian Job, also of the University of British Columbia described the human security course at UBC taught by himself, Paul Evans, and Lloyd Axworthy. It is interdisciplinary, linking the natural and social sciences, and seeks to engage outside people and experts and incorporate a strong information technology (IT) component. What has been learned from delivering the course is that it is not a challenge to sell the concept of human security -- to students, it is a rational and a largely assumed perspective, while in many ways, the traditional security debate seems irrelevant to them. This, however, negates much of the scholarly work that is concentrated in this area. For Job the main challenges now being faced are: advancing beyond consciousness raising, developing a set of working tools, acknowledging and incorporating non-academic perspectives, and remaining interdisciplinary, keeping the issues of governance on peoples minds and presenting the moral and ethical dilemmas involved.

Claude Bruderlein, of Harvard University, who is developing a curriculum on human security, noted that although we should not underestimate the potential of human security as a field, it is not yet a science and is in need of further academic definition. He cited some teaching possibilities, including piggy-backing on an established curriculum, for example health, international relations etc., and then, drawing from a wide variety of disciplines, or using human security as a critical tool for law, health, and politics. Since the concept is evolving very quickly,