

RESPECT & INCLUSION



ACKNOWLEDGEMENTS

The Task Force would like to acknowledge our guiding elders, the Honorable Hanna Abaha Haile, Saah Bege, and Maika Gile Samon, who have made a tremendous contribution to our work through their intellectual rigor, their resilience, and their insight into the McGill community. With their dedicated support, the work of the Task Force under the leadership of our Chair would not have been possible. It has been a privilege and pleasure to work with them.

We also want to extend our appreciation to the general administration, particularly Professor Rafael Foa, Angela Mani, and Maria Babiak. Ina Stanek guided us through the process of designing the camp schedule and the analysis of the feedback. Doug See provided significant logistical support during the consultation phase. We are also grateful for the assistance of McGill IT services, especially Gabriel Smith and Leila Wagne.

Above all, our work would not have been possible without the generous participation of the members of the McGill community and the people who contributed to our consultation process. Their insight, concern, and engagement informed our observations and recommendations.

THINKING ABOUT RESPECT AND INCLUSION IN CONTEXT

WHAT CAME BEFORE

This Task Force report is a continuation of the work of the previous Task Force reports, including the 2011 report on the Open Forum on Free Expression and Peaceful Assembly, the 2012 report on the Open Forum on the Recommendation of the 2016 CAMS Report on Democracy (October 2016), the 2013 report on the Open Forum on the Recommendation of the 2016 CAMS Report on Democracy (October 2016), the 2014 report on the Open Forum on the Recommendation of the 2016 CAMS Report on Democracy (October 2016), the 2015 report on the Open Forum on the Recommendation of the 2016 CAMS Report on Democracy (October 2016), and the 2016 report on the Open Forum on the Recommendation of the 2016 CAMS Report on Democracy (October 2016).

..... The Principal Task Force on Democracy, Excellence and Community Engagement (2011)

..... Report on the Open Forum on Free Expression and Peaceful Assembly (Manfredi Report, 2012)

..... Statement of Principle Concerning Freedom of Expression and Freedom of Peaceful Assembly (2013)

..... Statement of Academic Freedom (2014)

..... Report of the Open Forum on the Recommendation of the 2016 CAMS Report on Democracy (October 2016)

..... Professor Task Force on Indigenous Studies and
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ESTABLISHING CREDIBILITY

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THE VALUE OF LISTENING

small base of the overall community support and lack. The evidence is available in the report on the survey. The evidence is in the report on the survey, particularly in the evidence on the survey. The evidence is in the report on the survey, particularly in the evidence on the survey.

HOW WE LISTENED

When the Task Force was established, the members provided a series of tasks and timelines for completing its work. We have mandated:

1. Design and implement a University-wide survey of students, faculty and staff to assess the extent of harassment, discrimination, and violence on campus, and the impact of these experiences on the academic and social lives of students.
2. Conduct a survey of the campus community on the impact of harassment, discrimination, and violence on the academic and social lives of students.
3. Identify and examine the factors that contribute to the perpetration of sexual violence.
4. Hold an Open Forum on Campus Climate in January 2018, which will focus on the impact of harassment, discrimination, and violence on the academic and social lives of students.
5. Identify areas of University life that are ripe for change and develop a plan of action to address these areas.

The Task Force's approach to listening involved a series of steps and a timeline. We have outlined the steps and the timeline in the report on the survey. The evidence is in the report on the survey, particularly in the evidence on the survey.

On the other hand, the report on the survey also identified several areas for improvement. We have outlined these areas in the report on the survey. The evidence is in the report on the survey, particularly in the evidence on the survey.

SURVEY

In addition to the survey, the Task Force also conducted a series of focus groups and interviews. The evidence is in the report on the survey, particularly in the evidence on the survey.

The survey was designed to be a comprehensive and inclusive assessment of the campus climate. The evidence is in the report on the survey, particularly in the evidence on the survey.

The overall response rate was 4.5%. Of 5,772 academic staff, 496 (8.6%) responded, 499 members of the 3,638 administrative staff (13.7%) responded, and 1,202 of 39,261 students responded (3.1%). The evidence is in the report on the survey, particularly in the evidence on the survey.

The survey included both direct and open-ended questions, and Task Force members and staff received over 3,000 responses. The evidence is in the report on the survey, particularly in the evidence on the survey.

Despite the low response rate, the survey provided valuable insights into the campus climate. The evidence is in the report on the survey, particularly in the evidence on the survey.

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FOCUS GROUPS

B ilding fom he .e e l ,.e (5) den -een e ed, lo ed-doo fo go p ee o gani ed in Jan a 2018 (Appendi E). The e e held on bo h camp e , a di een ime on di een da o o a oomoda ea. a ie of hed le .Fo of he fo go p empha i ed e e heme : Teaching and Lea ning, Social Space , G ad a e S den Life, and e idene Life, hile a f h one ga e pa i ipan a he Ma donald Camp an oppo ni o iden if an on e n . Each of he .e g o p had a e fo 20 pa i ipan , and he ign p em e e ed 15 a e o den . Al ho gh he g o p on Teaching and Lea ning, Social Space , and G ad a e Life e e all o. e b e ibed i h b an ial ail i , a al a endane a di appoin ing, pa i o la l among den . Bad ea he ma ha e pla ed a fa o on e. e al da e (an i e o m, fo e ample, o e ed on he ame da a he fo go p on Social Space).

	Students	Staff	Total
Open Ma donald Camp	3	4	7
Teaching and Lea ning	6	5	11
Social Space	9	4	13
G ad a e S den Life	10	5	15
e idene Life	7	2	9
Total	35	20	55

O e all, hile e had a e fo 100 people in fo go p , onl 55 membe of he McGill oomm ni pa i ipa ed. None hele , on. e a ion d ing he e fo go p e e and id and on i. e, and e. e al pa i ipan ha e on in ed o engage i h he o k of he Ta k Fo e b ending in f he feedback. ia email and o he mean .

OPEN FORUM

The Open Fo m on Camp C l e a held on he a f e noon of Wedne - da 24 Jan a . La ad e i ed a o he Uni. e i , bo h ele on i all ho gh email and Wha' Ne and i h a nd ed p in ed po e di la ed p ominen l on bo h camp e (Appendi F). A o nd 50 people a ended (in l ding Ta k Fo e membe and Ta k Fo e e o e a , and ome membe of Uni. e i leade hip ho e e p e en ol e o ob e. e); 38 people p i e k ed p n mbe in o de o eak. A i peak, he e e e 25 people li. e e a ming he Fo m and, a of 17 Ap il, 183 people had a hed i online, ei he li. e o b eq en l . Se. e al people ho a ended hi Open Fo m e e e o gni ed b membe of he Ta k Fo e fom p io a endane a a fo go p e ion.

The bje -ma e of he Open Fo m a l e f a open a po ble o fa ili a e he open e p e ion of oomm ni on e n , and h ee di e en Ta k Fo e membe mode a ed hed i e ion. Each mode a o p e en ed a op i fo di e ion (e e and in l ion; on e n and idea ; ho o mo. e fo a d), al ho gh pa i ipan e e f ee o ai e o he poin a ell.

OPEN CALL FOR SUBMISSIONS

The Ta k Fo e made an open call in. i ing on -camp go p o ha e hei olle i. e on e n and e p e ien e and o p o po e e ommenda ion . ia a l o 2- page i en do e men en o he Ta k Fo e email a e o n b 31 Jan a 2018 (e e Appendi G). Thi call a boo ed b a deadline e en ion and a on e ed ol i i a ion of Camp o gani a ion , and l ima el e l ed in 18 go p bmi ion .

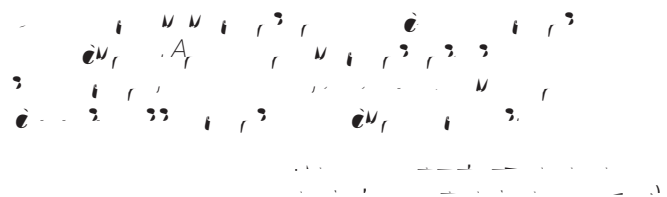
In addi ion o he e g o p bmi ion , he Ta k Fo e e e i. e d a n mbe of email fom indi. id al den , fa l , and a . Membe of he oomm ni e p e ed hei opinion on a e of e e and in l ion, hei on -den e (o no) in he Ta k Fo e on La ion po e , and ha ed hei p e onal e p e ien e and f a ion .

RESOURCE INTERVIEWS

In addi ion o he fo e go ing, in he p e i od be een Feb a and Ap il, e me i h n me o -camp e o e e people i h e e i n i gh in o i e of e e and in l ion, in l ding den , a , and fa l . A o mple e li of he e on La ion an be fo nd in Appendi H.

BEYOND MCGILL

The q e ion of ha on i e e e and in l ion and ho he elae o ni. e i a e mo e gene all i an a i e on e n of man of o p e e in i ion . Eq i , di. e i , and in l ion ha. e been iden + ed a one of Uni. e i e Canada' (fo me l he A o i a ion of Uni. e i e and College Canada) . e a e g i p i o i e , in e o gni ion of he o i al and a ademic. al e of emp o e ing and mobili ng a ange of idea , alen , p e e i. e , and e p e ien e .



A no ed abo. e, in i i onal on empla ion of he i e ai ed in hi epo i no niq e o McGill. Some of he mo e p bli e (high medi- a i ed) deba e ha e fo e d on p e e i. e d en ion be en ni. e i oomm i men o p in e ple of e e and in l ion on he one hand and p in e ple of f ee e p e ion and, le f eq en l a ademic f eedom, on he o he. We no e ha e al in o on La ion po e man . e e on den f agged a on e p al p oblem i h f a ming he e i e a m. all e l i. e o ne e ail in o r i . The e oomm en p o mped o be e a io abo. he a in hi h e d e on he p o l i fa ion of ni. e i p o l i e and a emen of p in e ple on f eedom of e p e ion.

While in 1991, she had decided that her report would be the best she could do for the need of her community by focusing on promoting education and innovation to have an end in itself, and a means of enabling her to be able to engage with all in her challenging idea and concept in her pursuit of higher learning.

During her commitment to allowing her report to the McGill Centre, for her position of comparison to provide her a few references to her work, she had never approached her editor. During her life of her work, an incident at Wilfrid Laurier University, in which a teaching

debate. We see that the level, albeit from a limited sample, has indicated that while some members of the community feel that they needed to see the police on the basis of personal identity, a significant number feel that they had to be affected by the police in their own lives. The basis of this might be demonstrated by their colleagues (39.3% of the respondents), an inadequate amount of their lives would be posted on social media (45.4%) or an official complaint would be filed (27.9%). While the percentage is slightly higher for those,

...ealed oaneq i -pomoingini ia i.e in e idenee ha, i oniaall, ha . igged i o neq i onen . A igni can n mbe of e e onden men ioned he e & aee Poje , hich, a e de ailed on la ion i h a n mbé of a , and di ion in he e idenee Life fo go p, e lea ned i a 3-ho long b an i.e p og am. The Ta kFo e had a n mbe of onen i h e e o he fo m, on en, and fa ilia ion of he o k hop o e ed in e idenee. In pa i la, he An i-opp e ion, aee, and Colonial i m o k hop o e ed in e idenee a p in pla e in e on e o den ho o gh a o mmon e of nde anding and g ideline on ho o li.e oge he in a ha ed aee he e in e a ion o ld in e i abl lead o in e pe onal on i and i e . Ho e.e, o nde anding i ha he o k hop e e de. i ed i ho . fien on ide a ion of ho he implemen a ion o ld ha m in ead of imp o.ing he den e pe ienee.



the union in international go. e nance a e no niq e o McGill. Top principle high has been ideal recognized on eng hen in go. e nance a e (a) demon- able compe en leade hip and admini- a ion; and (b) deci- ion-making g- onded in colle- i. e. al e .

With the e- o he fo me, he pe- cep ion of fai ne in he poe of deci- ion-making can be a impo- an- a- he o- come. McGill m- en- e ha membe- of he comm- ni- ge- a- eal- en- e of pa- i- pa- ion in delibe- a- ion- and feel- ha- he- ha- ea- oie- ha- i- hea- d- and- e- e- ed. Signalling openne- and an- a- ene- in in- i- onal poe- e- , and- lea- and- ell- p- bli- ed me- hani- m- of a- o- n- abili- , i- f- ndamen- al- o- he legi- ma- of leade- hip- and fo- fo- e- ing- highe- le- el- of- in- he in- i- ion.

With the e- o he la e, -al- e- ba- ed deci- ion-making can po- e- a- challenge in di- e- -ed- on- e- , he e- indi- id- al- membe- of a- comm- ni- ma- no- al- a- ha- e- al- e- . Ho- e- e- , gi- en McGill' comm- ni- men- o- i- Mi- ion- and P- in- i- ple- , he e- can, and- ho- Id, fo- m- he- ba- i- fo- -al- e- ba- ed deci- ion-making. Fo- e- ample, ome- hola- ha- e- e- pe- ed- ne- ain- ha- he Uni- e- i- ill- afeg- a- d- hei- a- ademi- f- eedom, one- of- he Uni- e- i- ' -e- o- ep- in- i- ple- . P- oa- i- e- ea- an- e- on- hi- fo- n- i- nee- a- .

The McGill comm- ni- i- nde- going- apid- di- e- -a- ion- , high- , hile- po- iding- e- ao- dina- oppo- ni- ie- fo- in- elle- al- and- l- ale- ol- ion- , al- o- pe- en- a- comple- e- of- challenge- fo- all- le- el- of- go- e- nance- . In- di- e- e- comm- ni- ie- , he- ea- efe- e- common- nde- anding- of- he- o- ial- le- fo- fo- mal- and- info- mal- in- e- a- ion- . Mi- nde- anding- ine- i- abl- e- l- , mi- ake- a- e- made, feeling- a- e- h- , and- i- dimini- hed.

Fo- e- ing- a- l- ima- e- of- eq- i- e- e- edible- and- on- e- ede- o- a- all- le- el- o- demon- ae- illingne- o- nde- and- ea- h- o- he- ' pe- e- i- e- . The poe- m- be- ini- ia- ed- fo- m- he- op- , b- i- i- a- e- on- ibili- ha- lie- i- h- all- membe- of- he- McGill- comm- ni- . I- i- impo- an- o- ha- e- and- di- i- hin- he- comm- ni- e- o- made- d- ing- he- la- 20- ea- o- adde- i- e- of- eq- i- and- in- i- ion. S- h- hi- o- i- al- na- a- i- e- ho- Id- be- ha- ed- i- h- he- comm- ni- in- info- mal- e- ing- , and- in- l- de- he- fo- high- a- kno- ledgemen- of- mi- ake- made- and- le- on- lea- ned- (ha- en- igh- and- ha- did- no-). The- e- of- digi- al- media- o- Id- be- e- i- e- he- e- .

The leade- hip- m- al- o- a- i- el- engage- i- h- he- poe- of- on- en- -b- ilding- a- o- nd- he- o- e- al- e- of- McGill, a- e- pe- ed- in- he- Mi- ion- Sa- emen- and- P- in- i- ple- . In- doing- o- , he- leade- hip- m- demon- -a- e- openne- o- engage- in- on- going- dialog- e- i- h- membe- of- he- McGill- comm- ni- .

Wha- be- came- in- e- a- ingl- lea- o- he- Ta- k- Fo- e- i- ha- b- ilding- i- e- en- ial- o- b- ilding- e- la- ion- hip- , and- b- ilding- e- la- ion- hip- i- e- e- la- ion- hip- i- e- Ton- hip- i-

experienced, participating in governance processes and a deeper understanding of the diversity of the University community, University operations, and the challenge of leadership. In addition, the role of the community in decision-making and help build in the personal relationships across the community. In campus life, high school often feel like a highly organized organization in the nation, his help to build and a sense of community. In addition, the health of the identity has diverse bodies make better decisions.

THEME 4: COMMUNICATIONS

Background

Underpinning a culture of openness, trust, and good governance is communication. In talking and listening, communicating with others, both internally and externally, has become a key element of leadership and good collaboration. Good communication is essential for the organization, both internally and externally, and on behalf of the organization. Communication is a key element of the organization; poor communication, particularly in the face of a crisis, can lead to a loss of trust, both internally and externally. Effective communication, and effective listening, has the potential to bring together, to align and to lead.

We make the observation in the course of a rapidly changing communication landscape, in high technology, and in a time of rapid change, in an area of information change. The role and pace of information is changing, and the quality of the information is a key element of the organization. The role of the organization is to become of a more important role. With the rise of social media has come a corresponding decline in the personal communication, along with all of the communication and network has come from face-to-face communication.

In this course, it can be difficult, personally in addition, to understand the role of information in the organization. It is particularly challenging to make a case for a more effective communication when one must make a case for each of the different. Indeed, ending the communication, and especially in communication, signal of the communication is diminished.

On the other hand, the role of the communication is a key element of the organization, the role of the communication, has the potential to bring together, to align and to lead.

Recommendation

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PART Ⅲ

CONCLUSION

LIVING OUR MISSION

We recognize our privilege of being entrusted with carrying out this important mandate of identifying the areas of need and inclusion in our community. Each one of us on the Task Force has gained insight and perspective about McGill. We learned to appreciate diversity among our membership, related to one another, and most of all, we learned the value of engaged listening. Therein lies the key identified in his report: to be the complete of the University community. The perceived education of our leadership, policies, and processes have to be re-evaluated if we are to have the highest quality of our community and advancement of our Mission.

Although the ground beneath us is shifting, our foundation is solid. There are challenges ahead, but we are confident in our ability to meet them. We challenge ourselves to continue to improve our community, to be an open and dynamic environment for all to learn and grow. We recognize a deep commitment among many members of the community in their vision building processes. We invite the University leadership to actively engage in the process of continuing to build a strong McGill Mission and Principles. All of our stakeholders should be informed by the Mission and the Principles of the University. It is our hope that all the elements of our information, of collegiality, of solidarity, and of courage for going a global initiative with McGill.

AFTERWORD

We include this Afterword to the report on the Terms of Reference and the Consultation Methodology. It has been added on a voluntary basis.

... We note that, like many other countries, the Commission has adopted a top-down approach: on the one hand, the Commission has been asked to identify the main challenges and to propose solutions. Although there are no signs of a general consensus on the need for a change in the Commission's approach, the Commission has been able to identify a number of key areas for reform. In the Commission's opinion, the most important areas for reform are the Commission's structure, the Commission's mandate, and the Commission's accountability. The Commission's mandate should be broadened to include the Commission's role in the development of the country's economy, and the Commission's accountability should be strengthened.

... Take the Commission's role in the development of the country's economy as an example. The Commission has been asked to identify the main challenges and to propose solutions. The Commission has identified a number of key areas for reform, including the Commission's structure, the Commission's mandate, and the Commission's accountability. The Commission's mandate should be broadened to include the Commission's role in the development of the country's economy, and the Commission's accountability should be strengthened.

Clear mandates and a clear timeline must be formulated for the Commission. The Commission's mandate should be broadened to include the Commission's role in the development of the country's economy, and the Commission's accountability should be strengthened.

APPENDIX A

IMPLEMENTATION OF RECOMMENDATIONS

The recommendation in this report should be a high priority for the education, including for the organized and individual recommendation and formal University governance, such as the faculty meeting, the Academic Leadership Forum, Dean's Council, and others.

An implementation plan with goal, objective, and timeline need to be created for each recommendation.

A clear and prioritized plan is the responsibility of the faculty. A plan is needed to ensure that the faculty has the additional obligation. Regular reporting back to the McGill Community Program made in accordance with the report is a priority. For this purpose, a communication plan, not limited to reporting to Senate, should be developed and the development of indicators to assess progress and identify gaps. Such indicators should be monitored via a dashboard accessible to the entire McGill Community.

SUBSTANTIVE RECOMMENDATIONS

1. Mission

a. Creating an integrated McGill' Mission Day (a designated 'pedagogical day') in Fall 2018 to ensure that the faculty can participate in a workshop, policy and program review and evaluation, and strategic planning. The report identifies the initiatives of the McGill' Mission and Principle and the commitment of financial resources required to support them.

b. Building the capacity of Human Resources to respond to the need of a high disability.

c. Reviewing the format and content of the Life Workshop and model with an emphasis on experiential learning, and enhancing the ability to integrate a range of experiential learning activities.

d. Clarifying the role of the University in providing health and social services and programs.

e. Encouraging and supporting the creation of a new program and faculty to address the needs of students and the environment.

2. Trust

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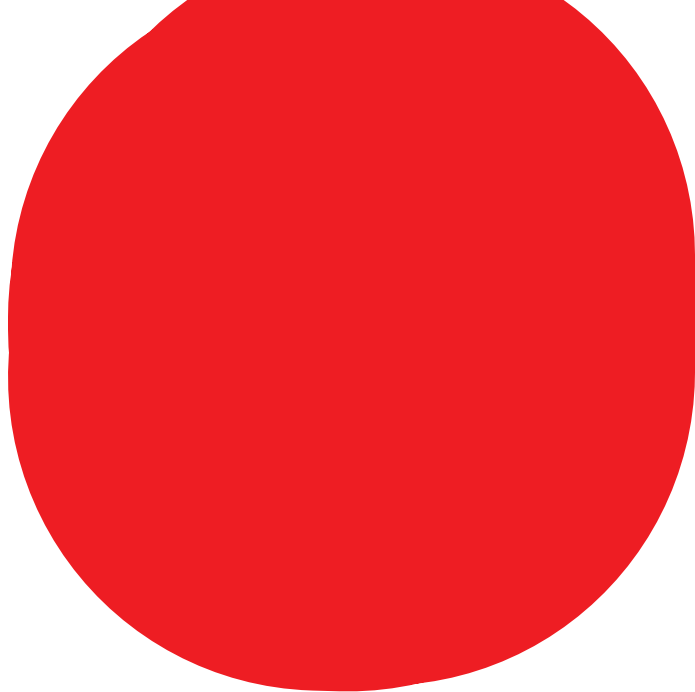
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APPENDIX B

MEMBERS OF THE TASK FORCE

APPENDIX C

TERMS OF R



9. (a) What are the things that a McGill doctor believes contribute to the enhancement of the student and faculty union in campus life?

[OPEN ANSWER]

- (b) What would McGill do better to do in order to enhance the student and faculty union in campus life?

[OPEN ANSWER]

10. (a) What are the things that a McGill doctor believes contribute to the enhancement of the student and faculty union in campus life?

[OPEN ANSWER]

- (b) What would McGill do better to do in order to enhance the student and faculty union in campus life?

[OPEN ANSWER]

END PAGE

Thank you for participating. We value your feedback and welcome the feedback that you provide. Please send any additional comments or make a copy to the principal at kfoote@mcgill.ca.

A reminder that if you would like to speak to a representative of the union on a confidential basis, you may call the dedicated support line from Monday to Friday, 9 a.m. to 5 p.m. at 514-398-6199. This line is intended to facilitate ongoing communication and to help members of the community with the use of the app or to help them in any way. In addition, a list of campus support services can be found here.



APPENDIX E

FOC



The following table shows the theoretical and experimental values of the first moment of the distribution of the number of successes in a binomial distribution with $n = 10$ and $p = 0.5$. The theoretical values are given in the first column, and the experimental values are given in the second column. The theoretical values are given in the first column, and the experimental values are given in the second column.

Through the process, elected members of the committee have
shared their ideas, concerns and suggestions on the and inclusion in
camp life both individually and as a group. We invited nine people to
attend the inclusion and listening sessions and concerns and
suggestions. Originally, we had a deadline for the election to be held by 31
January 2018 and received the inclusion form nine days before the
deadline. However, in the interest of encouraging more participation, we
extended the deadline indefinitely and we made a concerted effort to
reach out to all groups on campus, which increased the number of
groups that responded by 18. In addition to the announcement on
Facebook and email, we also made a concerted effort to reach the
inclusion groups, Open Forum and email change with members of
the McGill committee. Members of the Task Force also met and discussed
collected inclusion forms from the extended group.

The following announcement was circulated via broadcast email on 10
January:

The Task Force welcomes brief inclusion forms from on-campus
groups (e.g., unions, student associations, OTO, Oemail, TD[G]10 (open 15.1.20), (groups, unions)10, (denationalob-e5emaild[012.1(organization)10],4 (opening)10)

APPENDIX H

MEETINGS WITH RESOURCE PEOPLE

From February to April, members of the Task Force had conversations with the following members of the McGill community.

2 Feb 2018	Pea Eliadi	Adj n P ofe o (Faculty of Law) in Civil Liberties and Member, Centre for Human Rights and Legal Pl alism
9 Feb 2018	Ca he ine L	Assia e P ofe o (Department of Political Science)
9 Feb 2018	Ve onia Ambe g	Director, Social Equity and Diversity Education Office
16 Feb 2018	Allan Vieai e	Assia e Director (First People ' Home)
16 Feb 2018	Tanja Beck	Assia e Director, Ad i ing and Accommodation, Office for Student Disability
23 Feb 2018 10 April 2018	Ch i ophe B dle	Dean of Student
23 Feb 2018	Ma ia Albane e	Senior Director, Student Housing & Hospitality Services
16 March 2018	Angela Campbell	Assia e P o o (Equality & Academic Policies)
16 March 2018	Vio M n i -F a ielli	Assia e P ofe o (Political Science & Law)
19 March 2018	Bianca E a l	Sexual Violence Education Advisor, Office for Sexual Violence Prevention and Education
23 March 2018		Member of Residence Life Staff
23 March 2018	T nan Ja e	Employment Equity Advisor, Office of the P o o and Vice Principal (Academic)
27 March 2018	Daniel Wein ock	Professor (Law & Philosophy)
27 March 2018	De ek h	Assia e P ofe o (School of Computer Science)
6 April 2018	Alie Y e	VPE e nal of Academic Undergraduate Society
10 April 2018	T e Man doe fe	Incoming SSMU President (2018/2019)
25 April 2018	Tan a de Mello	Director, Human Rights Services, e on University

APPENDIX I

EXTERNAL RESEARCH - SELECTED BIOGRAPHY

In the course of deliberation, we have implemented a series of public and global dialogues on the issues raised in this report. We have a mandated, gauged and coordinated policy and a memorandum of understanding with the relevant agencies. 025 T 5a emen 0 0 10 - TD