

1. INTRODUCTION

The Aboriginal Justice Inquiry (AJI) Report of 1991

The Aboriginal Justice Inquiry Report of 1991 called for sweeping reforms in the Manitoba justice system. A comprehensive set of recommendations related to Aboriginal self-government, policing, sentencing, education and employment equity laid the beginnings of a framework for renewal in addressing shortcomings in the existing justice system. At the same time, the Report emphasized the need to develop new and innovative means to put into place a more just and effective system in responding to the needs and realities of Aboriginal people.

AJI recommendations for an Aboriginal Justice College

Included in the AJI Report were recommendations for the establishment of an Aboriginal Justice College - with its own Board of Directors and staffed by Aboriginal people - to provide training and continuing education for Aboriginal people to assume positions of responsibility within both the existing justice system, and Aboriginal justice systems.

The Report outlined the need for training in a wide array of mainstream justice occupations including: judges; attorneys; court clerks, administrators and interpreters; police; correctional, parole and probation officers; and social workers. The Report also referenced new roles and occupations emerging at the community level including youth justice committee directors and workers; peacemakers; and community development and family/dispute resolution workers. The Report consistently underlined the importance of adopting a primary preventative approach to working at the community level to “break the cycle” of Aboriginal people entering and re-entering the justice system.

Finally, the Report recommended that the levels of government work individually, and in concert with the involvement of Aboriginal people, to establish formal cross-cultural educational programs for individuals working within the justice system.

The Aboriginal Justice Inquiry Implementation Commission

The Aboriginal Justice Inquiry Implementation Commission was established in December of 1999 to consult with Manitobans and to make recommendations to government about priorities and potential implementation strategies.

The Commission has been early and active on a number of fronts and has issued quarterly reports in April, July and September 2000. Recently, the Commission has requested that the Department of Education and Training - through its Training and Continuing Education Division - provide initial analysis and comments related to the Aboriginal Justice College recommendations for the consideration of the AJI Commissioners.

2. CHALLENGES AND OPPORTUNITIES

There are many challenges in setting out to address systemic issues and change in any system, including the justice system. Yet, there are certainly opportunities as well.

The problem of representation

Aboriginal people across Canada are under-represented in a number of important socio-economic areas. A considerable gap exists between working age Aboriginal Manitobans and non-aboriginal Manitobans. According to 1996 Census data, a significantly greater proportion of Aboriginal Manitobans (62%) than non-aboriginal Manitobans (39%) have less than a high school education. Differences are also apparent in labour force participation and unemployment levels. Aboriginal Manitobans are less likely (53.9%) to participate in the labour force than non-aboriginals (67.6%) and Aboriginal Manitobans in the labour force are four times more likely to be unemployed than non-aboriginal Manitobans. In general, the Aboriginal population has the least exposure to different career choices and occupations, resulting in severe limitations to their overall labour force participation.

Aboriginal Canadians are consistently over-represented in all areas of the justice system, including total criminal charges laid and incarceration in both provincial and federal correctional institutions. The AJI Implementation Commission recently reported that a “one day snap shot” of the Department of Justice in September 2000 revealed that well more than 50% of individuals on probation in Manitoba were adult Aboriginal males and females. Approximately 65% of all individuals in custody in Manitoba on that same day were Aboriginal adults, with that number being consistently 10% higher for Aboriginal representation in youth correctional facilities. The Commission commented that the problem of over-representation in the provincial justice system has been acknowledged and debated for over 30 years, and yet has progressively worsened during this period.

At the same time, the Aboriginal population is the youngest and (by 4 times) the fastest growing population in Manitoba. It is estimated that the Aboriginal population already represents about 25% of new labour force entrants in the provincial economy, and this number is expected to increase over the next decade. The importance of the Aboriginal population to Manitoba’s future prosperity is dramatically increasing. This presents an incredible opportunity if all of the relevant stakeholders can come together to prepare effectively for this, but potentially overwhelming problems – and the continuation of the cycle of unemployment, poverty, crime and incarceration – if we don’t.

The good news on labour market supply and demand

Both the Canadian and Manitoba economies are relatively stable and strong. Modest and sustained job and growth opportunities are projected for the next number of years. While the unemployment rate in Manitoba has been particularly low for some time, there are emerging job opportunities in almost every major sector of the provincial economy.

Manitoba’s justice sector is of significant size, with over 18,000 jobs across as many as 25 different occupational categories. Approximately 60% of these jobs are in Winnipeg, 30% in rural Manitoba; and 10% in northern Manitoba. Some of the larger occupational categories are police officers (2500); community and social services workers (2700); lawyers (1650); social workers (1400) and legal secretaries (1050). The workforce in the

existing justice system is ageing, and significant attrition is expected over the next number of years. Aboriginal representation in both the Winnipeg Police Service and RCMP is currently at about 10%, and each organization has an active recruitment campaign to attract and train more Aboriginal officers in the future. These are important opportunities for any employment entry strategy to take advantage of.

Reference Appendix 1 for additional occupational detail.

There is, as well, a sizeable education and training infrastructure in Manitoba – involving public, private and community institutions and organizations – which can be brought to bear to mount a considerable initiative to prepare Aboriginal Manitobans for work in the justice sector. Each of the provincial post-secondary institutions in the province provides programs relevant to the justice sector. For instance, Manitoba universities offer degree programming in Law, Social Work, Justice and Law Enforcement, Conflict Resolution and First Nations and Aboriginal Counselling. University of Manitoba Continuing Education also offers an Aboriginal Wellness Diploma program which is recognized against the University's Social Work degree program. Community colleges offer certificate and diploma programs such as Early Childhood Education, Law Enforcement Career Preparation, Aboriginal Interpreter and Community and Social Development. Private training institutes offer programming to prepare individuals for careers as legal secretaries, para-legals and security officers.

Reference to Appendix 2 for additional training capacity detail.

Other contributing developments on the post-secondary education horizon include the announcement of a \$24 million College Expansion Initiative to grow community college capacity and programming in Manitoba over the next four years. As a part of this strategy, discussions are already underway to develop a University/College of the North. Concurrently, Yellowquill College has relocated its operations to Winnipeg and has tabled an initial proposal for standing as an accredited post-secondary institution under provincial legislation. As well, the Assembly of Manitoba Chiefs is working on, and advocating for, the establishment of the First Nations Institute of Trades and Technologies.

Growing delivery capacity in Aboriginal organizations and communities

Over the past decade, there has been continued and sustained growth in the capacity of Aboriginal community organizations to develop and deliver a range of programs and services in support of Aboriginal Manitobans today. The proliferation of community-based justice diversionary programs is particularly impressive and encouraging. Working in concert with both provincial and federal governments, many Aboriginal communities and organizations have developed new and innovative programs to divert low-risk, non-violent offenders from the mainstream justice system..

Reference Appendix 3 for additional detail.

3. GUIDING PRINCIPLES

Convergence of Interest

There have been many developments in recent years that suggest the emergence of a very encouraging climate to do something effective and comprehensive regarding the recommendations of the AJI Report. A number of policy documents and new initiatives reflect a convergence of interest and the sense of a broadly-based recognition that the time to act on these recommendations is now.

In addition to the College Expansion Initiative, and government's own platform for a new relationship between government and the Aboriginal community, the provincial government has also announced and implemented the Neighborhoods Alive and Healthy Child initiatives. And the provincial government's recent establishment of the AJI Implementation Commission provides an important and effective vehicle to galvanize and direct the momentum of these and other developments.

The Final Report of the Royal Commission on Aboriginal Peoples

The Royal Commission on Aboriginal Peoples report (1996) dealt with many themes which are similar to, and reinforce, the recommendations of the AJI Report. The federal government's response – Gathering Strength (1998) – confirms Canada's commitment to the development of sustainable and accountable Aboriginal governments and institutions and to renewed partnerships based on respect, recognition and shared responsibility. A central theme in the document is increased devolution of programs/services ultimately leading to direct control for Aboriginal organizations and communities. In particular, the strategy envisions an increased capacity for Aboriginal management of community-based alternative justice programming. The strategy also highlights the importance of a greater focus on prevention, of ensuring and strengthening the involvement and perspective of Aboriginal women at all stages of the equation (especially at the community level), and towards a more co-ordinated approach to urban Aboriginals.

Towards a Strategy for Aboriginal People Living in Winnipeg

The report and recommendations of the Manitoba Round Table on Environment and Economy's urban Aboriginal strategy concluded that "...by providing mechanisms for the Aboriginal community to address the needs and interests of disadvantaged people within their community, and enhance their place within society, everyone benefits."

Among the priorities identified through a public consultation process were the need to address the root causes of crime; for a clear Aboriginal focus to service delivery; additional opportunities for education, training and employment, especially for Aboriginal youth; for assistance for Aboriginal people to overcome the many barriers they face in accessing the services they need; and for the development of a new approach to services which doesn't contribute to ongoing dependency.

Education and Training Policy and Strategy

The fundamental goals of the Manitoba Education's policy and strategy respecting Aboriginal education and training are to increase the graduation rate of Aboriginal secondary students in Manitoba; to increase the post-secondary and labour force

participation rates of Aboriginal Manitobans; and to develop new and innovative partnerships between the education, Aboriginal and business sectors to achieve these goals.

The fundamental principles and objectives underlying this strategy relate to the development of affordable and flexible delivery models; increased access to employment and training services for all Manitobans; cooperative and innovative delivery partnerships; and the development of a coherent and sustainable delivery system which will feature enhanced pathways between programs to facilitate Manitobans in their career and life long learning objectives. Through these activities, the Department expects to play a fundamental role in promoting growth in the provincial economy and increased prosperity for all Manitobans.

“Go Forward” Principles

In consideration of these policy and program thrusts, the underlying principles which can serve to inform and guide considerations related to the establishment of an Aboriginal Justice College would include:

- recognition of the shortcomings of past government efforts in respect to Aboriginal people
- acknowledging the self-government rights and aspirations of Aboriginal peoples and communities
- inclusion, rather than assimilation, of Aboriginal people and communities
- adopting a preventative and holistic approach to addressing the root causes of crime
- promoting and supporting local capacity building
- greater attention to overall inter-cultural awareness and understanding between Aboriginal and non-Aboriginal Manitobans
- renewed partnerships, partnership models and shared responsibility in the development and delivery of programs and services
- increased education, training and employment opportunities for Aboriginal Manitobans
- a commitment to training and employment opportunities for Aboriginal youth; in particular, an attention to options which youth feel are relevant to their sense of the future
- increased access to flexible, relevant and accredited education and training programming which will lead to sustainable employment

These principles are underscored by the terms of reference and mandate of the AJI Implementation Commission itself which are, at least in part, to recommend “practical, cost-effective and attainable implementation and funding strategies” for any priority action arising out of the Commission’s deliberations.

4. ABORIGINAL JUSTICE COLLEGE: STRUCTURE AND GOVERNANCE

Both the provincial and federal governments have acknowledged the self-government rights and aspirations of Aboriginal organizations and communities and have placed a significant priority on moving ahead on this objective.

A preliminary analysis of Canadian education and training institutions and approaches was conducted, with particular emphasis on those directed and/or delivered through an Aboriginal governance model. More detailed work needs to be done in this area, however, several potential options for structure and governance can be identified at this time.

In consideration of the guiding principles established for this review, the primary criteria for the assessment of the different options involved visibility and recognition, the degree of independent governance and the potential for long-term systemic impact. In consideration of the AJI Implementation Commission's mandate, ease of early and successful implementation and overall sustainability were also considered to be important factors.

A College established by provincial legislation

An Aboriginal Justice College could be established under the provincial Council on Post-Secondary Education Act. Such a college would parallel the experience of existing institutions and could involve a freestanding physical structure; whether new or existing. The College would be Aboriginally governed with a Board of Directors and mandate for the management, development and delivery of accredited education and training programs. Base funding could be provided by the Province through this legislation.

Such an approach would offer a high level of recognition and visibility, with a maximum level of management independence and academic freedom. Because of these considerations, it might be argued that this option might offer the greater potential for effecting long-term change in both the existing education and justice systems.

This option would involve the need for new or additional infrastructure and may be seen to be competing for resources with other developing initiatives in the education sector, such as Yellowquill College, the University College of the North and the First Nations Institute of Trades and Technologies. This option would also entail significant entry expectations, high cost and time variables, and considerable effort in developing management, administrative and service delivery capacity.

Examples of this specific type were not found in a Canadian context, however, such structures do exist in the United States.

An affiliated college/technical training institute

An Aboriginal Justice College could be established as a freestanding institute which would feature a formal affiliation relationship with an existing college or university. Such a college could be Aboriginally owned and governed, with a representative Board of Directors and a broadly recognized mandate for the management, development and delivery of education and training programs. Formal academic affiliation would normally address issues such as broad program accreditation and joint development and delivery partnerships. It is common in such a model that a federated institution would both deliver some education and training programming, as well as broker the delivery of education and training programs through other providers in the education and training sector. Potential funding sources could include both the federal and/or provincial governments, as well as Aboriginal organizations.

A federated or affiliated approach would feature high recognition and visibility, with reasonably high Aboriginal governance and independence. A stable academic affiliation relationship within the existing provincial infrastructure would provide a quicker route to capacity building. Similar to the legislated institution option, this option would, however, also involve significant entry expectations, high cost and time variables for implementation, and significant management and delivery effort. Affiliation arrangements with another educational partner tend to reduce academic independence, particularly if such an arrangement was exclusive to only one institution.

Examples of this kind of approach in a Canadian context would include the Saskatchewan Indian Federated College, which is affiliated with the University of Regina. Yellowquill College, which is owned by the four founding tribal councils in the southern regions of Manitoba, has certain program specific accreditation arrangements, but not an exclusive affiliation agreement with any Manitoba post-secondary institution.

An Institute within an existing educational institution

An Aboriginal Justice Institute could be established and operated within the context of a “college within a college”. Conceptually, such an institute could work within the existing framework of the Yellowquill College or the Aboriginal Education Department of Red River College, for example. The Institute could also work within the context of the alternatives currently being advocated by the Aboriginal community, although these options may be further out in terms of time frame. Such an approach could potentially be funded as a new or base budget initiative within an existing college or university’s annual budget allocation, and/or supported by investment from Aboriginal and other sectors of the province.

The advantages of this approach would be the opportunity for a “quick start” solution which could readily evolve over time into either of the previously noted options. This approach would be less costly in terms of new infrastructure and capacity building and would likely take advantage of affiliating with established Aboriginal programs currently offered at these institutions. This approach would, however, likely feature a more moderate level of recognition and visibility. A blended form of governance involving Aboriginal representation within the existing institutional governance model could result in a loss of autonomy and less independence in the overall operating framework.

A virtual Aboriginal Justice College

The concept of a “virtual” Aboriginal Justice College implies that a physical infrastructure is not required, or perhaps even preferred, in order to establish a meaningful education and training response to address the spirit of what is recommended within the AJI Inquiry Report. That is, an Aboriginal Justice College or Authority could be established, for example, under the auspices of a public body as recommended by the AJI. Such an Institute would be Aboriginally governed, with a mandate to establish short and long-term education and training objectives, and authority to broker and/or contract the services of institutional and community-based providers to carry out the achievement of these objectives. Funding could potentially come from the provincial Council on Post-Secondary Education for accredited certificate and diploma programs and from Training and Continuing Education for non-accredited employment training activities.

This option would feature a lean and flexible delivery model which would be decidedly focused on delivery, rather than management and administration. This model would take best advantage of the existing education and training infrastructure and would likely be the least onerous option to implement in terms of cost, time and overall effort.

If the Institute were offered under the auspices of a public body as recommended by the AJI, overall recognition and visibility – and the capacity to effect systemic change over time - should be quite high. However, this type of model would involve no formal academic/educational standing. As a result, the opportunity for independent action and autonomy would arguably be somewhat reduced.

Summary

The importance of a visible and tangible identity, with a well-defined mandate and authority to ensure the development and delivery of relevant education and training programming, cannot be understated. Such an entity will be very important as a catalyst for change and as a connecting point for developing and sustaining delivery partnerships over time.

While the level of independence of such a governing body is a key consideration for the Commission, so too are such factors as sustainability, accountability for education and training standards, and capacity for early and ongoing academic certification and accreditation.

Establishment of a freestanding Aboriginal Justice College with independent Aboriginal governance and direct delivery capability, while an appropriate longer-term goal, would likely take several years to successfully implement. On the other hand, a “college within a college” - or a virtual Institute within a larger authority such as recommended by the AJI - would be easier and quicker to implement, but may not afford the level of independent governance required to effect long-term systemic change in the system.

It is suggested that a formal affiliation with an existing institution - preferably an Aboriginally owned and operated college or technical institute - might offer the best blend of recognition and governance with a high level of opportunity for an early and significant start in the right direction. Such an approach would involve focusing on innovative delivery partnerships in the near-term, with a strategy to evolve into a recognized Aboriginal Justice College over the longer term.

Significant questions which the Commission will have to lend its consideration to in any event will include the nature of Aboriginal representation in the governance model (i.e. First Nations, Metis, urban Aboriginals; Aboriginal women; other stakeholders). Other issues will be whether access to the Aboriginal Justice College will be limited primarily to Aboriginal Manitobans; and the nature and extent of Aboriginal and other investments into the development of the College.

5. DELIVERY MODEL

Every learner is unique

Each learner is unique, and will have a unique set of aspirations that they will bring to the learning environment. Their previous knowledge and experiences, and personal and career development goals, must also be appreciated and respected. Certain learners will be more prepared for learning than others and may be able to enter directly into traditional education and training programs. Other learners may require other types of supports and programs to appropriately prepare them for the best opportunity to be successful learners.

The various occupations within the justice system are also different in their own way, and have different entry level requirements. Because of these requirements, and related professional and occupational standards which may exist, employers in certain sectors may require that the traditional methods of recruiting, selecting and preparing individuals for certain occupations (i.e. police and correctional officers) be maintained, at least early on. Other occupations such as probation/parole officer, community development worker, and family/dispute resolution worker may be amenable to a wide variety of approaches.

A distributed model based on capacity and delivery alliances

Regardless of structure and governance, an effective and coordinated strategy to prepare a wide variety of Aboriginal learners for an even wider variety of occupations within the existing and emerging justice systems in Manitoba will have to employ many different approaches. What is implied here is a distributed delivery model which shares responsibility for program development and delivery with a broad range of education and training providers. Such an approach will take best advantage of the considerable capability within existing systems - whether at the institutional, workplace or community level - and will focus on effectively matching this capability with specific learners and learning outcomes.

A full range of education and training approaches should be considered including: public institutional training; private and community-based training; continuing education and career development; workplace-based upgrading; apprenticeships/work internships; job-specific sector training initiatives; competency-based training; and “train the trainer” initiatives. A broad and eclectic approach will be required in order to recognize, and work with, different forms and levels of capability throughout the province, particularly at the community level.

Delivering and brokering education and training programs

The Aboriginal Justice College or Institute could accomplish its objectives by either directly developing and delivering certain types of training, or by brokering training through external providers. Inter-cultural awareness training, and preparatory training to promote access and successful entry into subsequent training and/or job opportunities, may be ideally suited to early delivery by such a college. So, too, might be certain types of continuing education or upgrading programs to assist Aboriginal individuals already working within the justice system to prepare for positions of greater responsibility within the system.

At least in the early stages of the College's development, education and training programs designed to provide specific occupational training to facilitate job entry might best be brokered through existing providers in order to ensure appropriate accreditation and certification for the learners involved in these programs. This will provide a level of confidence in prospective employers that employment entry qualifications have been achieved. As importantly, such accreditation will provide recognition of the learners' achievements and will ensure that the knowledge and skills the learners have acquired will be "portable" for any subsequent career and learning activities they may wish to pursue.

Access initiatives & community/competency based programming

Since the 1970s, there have been several initiatives at the post-secondary level in Manitoba to increase opportunities of access to learning opportunities for Aboriginal Manitobans. In some instances, these programs continue to provide enhanced student support services and financial assistance to increase the likelihood of successful completion for participants. These programs have been particularly successful over the years in increasing Aboriginal representation in areas such as education, social work, engineering and nursing; and could potentially be adapted to other occupational areas.

Community and competency-based training approaches are considered to be particularly relevant to effectively supporting capacity to deliver alternative justice programming at the community level. Often participants in these initiatives are already involved in delivering these services at the local level, but require additional competencies to perform the job at an optimal level. Typically, significant attention is given to personal and life skills development in a supportive group context. Competency-based approaches involve a combination of both classroom and work-based learning environments with curriculum which is customized in collaboration with community representatives to focus on teaching and practicing the skills and knowledge (competencies) required for a specific job. Programs delivered at the local level should be accredited at the certificate or diploma level and articulated with other institutional course offerings at both the diploma and degree level. Examples of these kinds of approaches, both introduced in the early 1980s, would include the Hollow Water Sexual Abuse Treatment Program which contributed significantly to forming the basis of the community's capacity to deliver alternative justice programming today; and the Human Justice Program, which worked closely with stakeholders in the justice system to successfully prepare Aboriginal candidates to meet the entry requirements of the Winnipeg Police Service.

6. PRIORITY CONSIDERATIONS

A focus on promoting prevention & community capacity building

Following consultation with Aboriginal people and other stakeholders, the AJI Implementation Commission has concluded that "the solution to the over-representation of Aboriginal people in the justice system will come, over the long term, from within and without the justice system." Consistent with this perspective, it is suggested that the Aboriginal Justice College should place its most significant priority on ensuring relevant education and training to promote the proliferation of emerging preventative and community-based justice diversion models at the community level.

In Manitoba, Aboriginal workers and volunteers are defining best practices in community justice programming. However, to support these developments, new and additional certificate and diploma level course development is required in many areas, such as: Peacemaking and Restorative Justice; First Nations Conflict Resolution; Aboriginal Counselling; and Indigenous Management and Administration. Case studies in this arena include the Saskatchewan Indian Federated College and the Justice Institute of British Columbia.

Recognizing experiential learning at the community level

It is central to overall capacity building that there be significant priority placed on developing new - and culturally sensitive - ways to recognize and legitimize knowledge and skills acquired experientially. A prior learning assessment capability that is sensitive to cultural and community variables is a critical developmental activity. This approach will formally recognize experiential learning, identify additional learning requirements and enable career mobility for workers within and across both community-based and traditional justice systems.

Program articulation and accreditation

Building upon prior learning recognition, an effective strategy to prepare Aboriginal people for existing and emerging job opportunities in the justice system will be rooted in a system with flexible pathways to post-secondary education and training, apprenticeships, or the workplace. Articulation between training programs and across educational levels is essential to learners through a lifetime of personal and career development. Accrediting all training programs, and establishing tight connections between various levels of accreditation, will ensure that learners will be recognized for what they have learned and will be able to easily move from one level of education to another.

Increasing representation in the existing justice system

While maximizing the current capacity in the education and training system to prepare Aboriginal people for careers in the existing justice system, the Aboriginal Justice College can play an important role in advocating for, and ensuring, greater continuing education opportunities to support job retention and the upward mobility of Aboriginal people working within the existing system.

Considerable attention needs to be given to supporting Aboriginal youth towards high school completion, to providing greater career awareness, then programming to support effective transition from secondary school to post-secondary education and or work opportunities in the justice system and other sectors.

Equity employment programming to develop qualified Aboriginal individuals for entry level jobs in the justice system is extremely important, especially for those who have not been successful in the existing educational system. Such interventions must focus on ensuring that participants are first adequately prepared to learn, on supporting participants as individuals and community members throughout the learning process, and in making direct linkages to specific job entry points as outcomes.

Inter-Cultural Awareness

The AJI Report recommended courses in cross-cultural understanding and was quite thorough in outlining a range of topics and subjects that should be incorporated into cross-cultural, or inter-cultural, awareness training programming: Aboriginal History and Community Life Today; Aboriginal Concepts; Discrimination; Cultural Diversity; and Urban Living. It is suggested that contemporary inter-cultural programs should also incorporate such offerings as Conflict Resolution, Intercultural Communications, Problem Solving and Working in Intercultural Teams. The Centre for Intercultural Communication at the University of British Columbia provides an interesting model of for consideration.

Courses should be directed at both Aboriginal and non-Aboriginal people working within the justice system. Further, course design and method should not focus merely on disseminating information, but should feature an interactive and experiential approach which stresses values, emotions and understanding.

The Aboriginal Justice College may want to advocate for the development of a series of inter-cultural learning opportunities which would be individually accredited and which, as a complete set of both core and optional courses, could be accredited at the post-secondary certificate or diploma level. This would represent a continuing education focus which, in turn, could be linked to upward mobility within the existing justice system and/or professional certification for those working in less traditional occupations. Consideration could also be given to requiring all new entrants to the existing justice system to take all of the core course offerings within an early and specified period of their employment.

7. CONCLUSION

This Discussion Paper has been prepared to provide context to support the Commission's initial review of options and issues related to the AJI Report's recommendations for the establishment an Aboriginal Justice College. Additional research and analysis could be undertaken on any aspect of the topics discussed, or any new areas of interest which may be identified as part of the Commission's review. It is suggested that a broader consultation process with relevant stakeholders also be considered prior to establishment of specific priorities and actions.