



NZUSA Annual Report

November 2014

NZUSA National Office

Daniel Haines (President)
Alistair Shaw (Executive Director)
Sam Allen (National Women's Rights Officer)
Ivy Harper (Te Mana Ākonga Tumuaki)

NZUSA Federation Office Staff

Michael Lai (Campaigns Coordinator June-Sep)
Liam Hockings (Office Support to April)
Willemijn Vermaat (Quality Support Manager – ITP Summit - Mar-April)
Emma Burge (Social Media Intern Aug-Sep)
Louise Sherrell (Overseas Based Borrowers Campaigners Jan-Feb)
Letisha Nicholas (Overseas Based Borrowers Campaigners Jan-Feb)

NZUSA National Executive (member associations)

David Cuthbert (External Director)
André Budel (Albany Students' Association)
April Pokino (Auckland Student Movement at AUT)
Cate Bell (Auckland University Student's Association)
Kahlia Fryer (Lincoln University Students' Association)
Linsey Higgins (Massey University Students' Associations)
Miranda Orpin (Association of Students at UCOL)
Richard Williams (Waiariki Institute of Technology Students' Association)
Ruby Sycamore-Smith (Otago University Students' Association)
Aaron Letcher (Waikato Students' Union)
Sonya Clark (Victoria University of Wellington Students' Association)

Wider Network of Students' Associations

Will Jenkins (Eastern Institute of Technology Students' Association)
Rebecca Swindell (Otago Polytechnic Students' Association)
Tiri Porter and Mark Lester (Massey Extramural Students' Society)
Alex Swain (Students' Association at Waikato Institute of Technology)
Scott Tambisari (Student Association of Nelson-Marlborough Institute of Technology)
Sarah Platt (University of Canterbury Students' Association)
Todd Williamson (Massey @ Wellington Students' Association)

Financial Advisors

Deloitte

Lawyers

Chen Palmer

Bank

Bank of New Zealand

Physical Address

Level 3, 354 Lambton Quay, Post Office Box 10-191
Telephone (04) 498 2500, Fax (04) 473 2391
Website – www.students.org.nz

Annual Report Contents

Preface	5
NZUSA's goals and objectives	5
Key tertiary issues in 2014	6
Access and support	7
Student loan scheme	8
Student allowances.....	10
Funding and Tuition Fees	11
Funding	11
Vote Tertiary Education.....	12
Tuition Fees	13
Protecting the Student Voice	13
A Voice <i>for</i> Students vs A Voice <i>of</i> Students.....	14
Gaps and Proposals	14
Administration of the Compulsory Student Services Fee (CSSF)	15
Ministerial Direction	15
Research results.....	16
Description of services.....	16
Fee income and expenditure	16
Levy per EFT.....	16
Note on reporting on compliance.....	16
Conclusion and recommendations	17
Performance Information and Occupation Outlook	19
International Rankings and Attracting International Students	19
Political Policy Development	20
Political Relationships	20
The National Party	20
Green Party of Aotearoa.....	21
New Zealand Labour Party.....	22
New Zealand First	24
Internet Mana Party	26
Māori Party	26
United Future	26
General Election Campaign	28
Get Out the Vote	28
Campaign strategy	28
Campaign Success.....	29
Collaboration with others.....	30
Student Guide to Voting	31
Production of Promotional Materials	31
Missed Opportunities	32

Campaigning and publicity	34
Significant Internal Reform	36
Research and Submissions	37
First in Family Policy	37
Tertiary Education Strategy	38
Annual Maximum Fee Movement	38
Education Amendment Bill (No 2)	38
Submission on the Operations of the CSSF	39
Income and Expenditure Survey	40
Learner Advisory Panels	42
ITP Summit.....	42
External Representation	43
External Relationships	44
With Government.....	44
Studylink	44
Within the Tertiary Sector	45
Non-Government Organisations.....	45
Overseas	45
Te Mana Ākonga	45
National Women’s Rights Officer and the Tertiary Women’s Focus Group	46
Internal Operations.....	52
Communication and Travel.....	52
Finances and Office Operations.....	52
Conference	52
President Training.....	53
2013 Structure	53
2014 Structure (proposed)	54
Conclusion and Thanks.....	54
Financial Performance	55



Preface

The 2013 NZUSA Congress established four priorities for NZUSA to focus on during this year: access, quality education, representation and stronger students' associations. All of our actions this year were guided by these four key priorities.

A General Election took on the 20th of September to elect the 51st Parliament in New Zealand history. Changes to advanced voting and the installation of campus-based voting booths led to reduced barriers in getting students to the polls and an increased turnout in the campus-based electorates. Although the shape of the new Parliament may make it more difficult to achieve some of our goals, we believe we were successful in challenging circumstances.

We had successes. Our First in Family policy was adopted by a majority of the political parties in Parliament and has support amongst key government advisers, the Education Amendment Bill (No. 2) which will take away student voice from university and wānanga councils was delayed from passing through this side of the election, the longitudinal income and expenditure survey was completed, we hosted a conference celebrating examples of good practice of student engagement in the tertiary sector with the goal of spreading these further, all whilst maintaining and strengthening key relationships within the sector.

The 2014 Annual Report will look at the activities of NZUSA in the current year. It does so for two reasons. First as a means of being a transparent and accountable organisation by clearly demonstrating to our members and students what we are capable of if we work together. Second, this report serves the important function of capturing the history of the student union movement in New Zealand. We have a rich history of aligning ourselves not just with the powerful but the powerless, and we have contributed to a student community and a social history we can be proud of.

NZUSA's goals and objectives

NZUSA has a vision of a tertiary education system that is accessible and enables all students to improve their lives and contribute to the social, cultural and economic success of our communities and society.

Our Objectives		
<i>Ensuring students are valued members of an academic community that contributes to the creation and dissemination of knowledge.</i>	<i>Encouraging world-class learning and teaching practices.</i>	<i>Promoting outstanding student experiences and learning environments.</i>
<i>Developing adequate levels of student support.</i>	<i>Ensuring there are no unfair barriers to education.</i>	<i>Promoting equitable access and support for achievement.</i>
<i>Ensuring tertiary students are well represented and supported across the tertiary sector by NZUSA and local students' associations, who are influential, visible, principled and informed.</i>		

Our Values	
<i>Membership Driven</i>	<i>Focused on Tertiary Education and Student Welfare</i>

<i>Research based</i>	<i>Collective Strength</i>	<i>Student Focused</i>
We Will act	We Recognise	
Consistent with the principles of Te Tiriti O Te Waitangi	Te Mana Ākonga as the autonomous and parallel representative organisation for Māori tertiary students	Tertiary Women's Focus Group as a forum for women students to express their concerns and issues.

Our Main Objectives		
<i>Conduct visible and effective campaign on the issues of Access, Representation, Quality and Stronger Students' Associations</i>	<i>Grow NZUSA's influence and reputation within the tertiary sector as an effective advocate for students</i>	<i>Secure the long-term sustainability of NZUSA</i>
Key Focus Areas		
External relationships, representation, lobbying and advocacy	Communication and Visibility	Campaigns
Research	Training and Support	Internal Administration and Structures

Key tertiary issues in 2014

Since being elected in 2008 the National-led Government has made over 20 cuts to student support. Steven Joyce as the Minister for Tertiary Education, Skills and Employment is responsible for the oversight of the Tertiary Portfolio. Throughout 2014 the Minister has repeatedly stated "*I think I have student support about right*", signalling in advance that it would be unlikely that there were going to be either more cuts to student support or further investment. He has instead prioritised funding tertiary providers over provided adequate levels of student support, and the 2014/2015 Budget reflected this line of thinking. Apart from an opaque announcement in the area of better information about graduate outcomes, the National Party was silent on the issue of tertiary education throughout the General Election.

The 2014 Budget was the first since the global financial crisis to return to surplus. It announced further support, in the future, targeted mostly at middle income families. NZUSA identified that the Budget surplus was less than extra money extracted from the 720,000 students who had a current student loan. Since the repayment threshold is has been fixed at \$19,084 and the repayment rate increased, as wages increase more low income graduates will be repaying their loan at a faster rate.

The Tertiary Minister also announced an extra \$83.3 million dollar subsidy for science, agriculture and some health science disciplines. These disciplines have been prioritised with funding - but not with fee reductions that might encourage more students to do them - at the expense of other qualification which are also valuable in part because they offer critical transferable skills which will be needed in our increasingly diverse economy. NZUSA joined other representatives in the sector in admonishing Joyce's meddling with the tertiary sector, also shown with his proposed changes to university and wānanga councils. By interfering in the management of our tertiary institutions, this Government is undermining academic freedom and autonomy for tertiary institutions to set their own curriculum and outcomes.

Access and support

Treasury has consistently recommended to the Government that they reintroduce interest on student loans. There have been many comments from backbenchers which suggest that the National Party would reintroduce interest if it was politically palatable. Because public opinion doesn't support this pathway, Joyce has tinkered around the edges of the student support system.

In fact the zero interest scheme is good economics. It has massively reduced repayment rates and has eased the discrimination that interest imposed upon women and those graduating with qualifications that offered little improvement in incomes. The repayment rate for women has fallen from double that of men to around 10% longer. Further, it provides a significant incentive to stay in New Zealand. Contrary to claims, the interest-free element of the scheme costs around 15 cents in each dollar lent, compared with 20 cents in the administration and collection costs of having the scheme at all.

Since 2012 the Student Allowance parental income threshold of \$55,027.96 has been maintained without a CPI adjustment, and this will continue until 31 March 2016. The Student Allowance is also no longer available for students doing postgraduate study, it is also restricted for older New Zealanders. This is projected to save the Government almost \$500 million over four years, but will restrict access to allowances for almost 50,000 students over that time period.

It's difficult to understand the student support environment without realising the incremental cuts over time. Here is a summary of student support cuts since 2008:

- Recipients of superannuation and veteran's pension eligibility for allowances **removed**.
- Student loan establishment fee **increased**.
- Annual IRD admin fee **introduced**. A cost for having a loan that undermines the interest free scheme.
- Two-year stand-down **introduced** for Australians and permanent residents.
- Loan eligibility **removed** for those who didn't pass ½ their papers the previous year.
- 7-EFTS life-time limit **introduced** to borrowing entitlement.

2011

- Students aged over 55's eligibility for loans for living costs or course-related costs **removed**.
- Part-time full-year students' eligibility for course-related costs **removed**.

2012

- Post-graduate students' entitlement to allowances **removed**.
- All exceptions (such as national significance or recognised long course) to 200-week limit on allowances **removed**.
- Parental income limit **frozen**. No longer adjusts with inflation, making fewer students eligible.
- **Restrictions** on borrowing – below the course fees charged – for pilots. Students need to find money from some other source.
- Repayment rate **increases** from 10% to 12% and repayment threshold **frozen**.
- New matching agreement **introduced** between Customs and Inland Revenue to restrict the movement from New Zealand of some student loan borrowers.

2013

- Stand-down **increased** to three-years for non-citizens and **extended** to refugees.
- Students aged over 40 **restricted** to 120 weeks of allowances, including any they used before they were 40.
- Parental income limit continues to be **frozen**. No longer adjusts with inflation, making fewer students eligible.

- Students aged over 65 all eligibility to allowances **removed**.
- Students aged under-18 doing fee free level one or two courses **will not qualify** for any component of the student loan.
- Student loan repayment threshold remains **frozen**, increasing repayments obligations.

2014

- **Increased repayment rates** for overseas based borrowers. **Refusal to investigate** payments on the basis of income, continue to be based only on the size of the loan.
- It is now **a criminal offence** for an ex-student to be behind in their student loan repayments.
- **Introduction** of an “arrest at the border” capability at airports and the **removal** of the right to a New Zealand passport for student loan debtors.
- Parental income limit continues to be **frozen**. No longer adjusts with inflation, making fewer students eligible.
- Student loan repayment threshold remains **frozen**, increasing repayments obligations.

Many of these changes disproportionately affect groups who are being targeted in the government’s Tertiary Education Strategy such as Māori, Pasifika and women, as well as imposing age-based discrimination.

This Government believes that tertiary education is a private benefit, and should be funded privately. What this means that access is based on ability to pay, not ability to learn. Each Government ‘value for money’ restriction negatively affects access. Although for the Minister thinks that the balance is now ‘about right’ each limitation to access furthers the cycle of educational-poverty which traps people in low socioeconomic sectors of society. Education is a ladder to social mobility and steps towards limiting its far reaching benefit are of significant concern.

Earlier this year a release under the OIA identified that the Minister had been considering even greater cuts to student support. After nearly eighteen months of enquiries it was revealed that he had wanted to reduce student allowances for all to three years and reduce that available for course related costs from \$500 to \$1,000. After this was made widely known, the Minister announced to our relief that those changes were now off the table.

Student loan scheme

The repayment regime of the New Zealand student loan scheme continues to be one of the most regressive in the world. It compares unfavourably to our Australian neighbours whose repayment scheme starts at four percent and only after a graduate earns over \$NZ53,345, nearly three times New Zealand’s level. By freezing the repayment rate in New Zealand at a level below full-time minimum wage, payment obligations are imposed on those people who have the least ability to pay.

Many of the changes listed within student support were made through restrictions in access to the student loan scheme. The restrictions in support to those aged over 55 are particularly egregious as they diminish the prospect of that lifelong learning which has been a policy mantra of successive governments. This means that those over 55 have a diminished capacity to retrain, upskill or change careers. Old students typically have families or dependents and face greater costs than those of other fulltime students. Restricting access for part-time students ignores that many students are not in full time work because of non-work related commitments, which means that also lack the ability for paid work to supplement their studies.

Overseas Based Borrowers

As of the 1st of April 2014 changes were introduced affecting graduates living overseas who were outstanding in their student loan repayments. The repayment rates were increased to the following:

If your loan balance is	Then the amount you need to repay is...
Under \$1,000	Your whole loan balance
\$1,000 and up to \$15,000	\$1,000
\$15,000 and up to \$30,000	\$2,000
\$30,000 and up to \$45,000	\$3,000
\$45,000 and up to \$60,000	\$4,000
Over \$60,000	\$5,000

The repayment scheme for graduates living overseas is significantly different from the repayment scheme for domestic students since it is not related to income. Eighty percent of New Zealand expatriates are living in Australia and the United Kingdom, we have good relationships with both of their Governments and the ability to identify former students' actual income, a high trust model could be adopted to cover other former students as is consistent with the New Zealand tax system generally.

Further, repayments need to be made two lump sums in April and in October, which can cause significant distress. During the first repayment period, one month after the law had changed, traffic to the NZUSA website www.students.org.nz was predominately by graduates' overseas seeking support. Many students living abroad contacted the head office wanting to know what kind of support was available.

Although the law has not been exercised yet, the granting of arrest powers to police to apprehend students who are defaulting on their loans is a step too far. It cultivates a culture of fear and anxiety in students who have borrowed tuition money to pay for an education. Experts working in the area have identified that it may actually reduce compliance and that a more flexible regime is desirable for both fairness and efficacy.

Advice from Treasury when the Student Loan Amendment Bill (No. 2) was passing through Parliament was that this Bill would actually disincentive repayments. This is firstly because students who are currently compliant won't be able to meet the costs of the new repayment regime, and secondly because students who have outstanding obligations will be too afraid to be in contact and return home as a result. It's an economic and cultural loss if students are not returning home after gaining rich experiences overseas. In a survey that NZUSA conducted at the beginning of the year some graduates responded saying that they had not been able to attend tangi, and that plans to host weddings and birthday celebrations were moved overseas out of fear of returning home. These kind of perverse outcomes have resulted out a scheme which isn't fit for purpose, a political gimmick used to appear tough on students in an election year. Currently there are 110,000 students living overseas who owe \$554 million of the total \$13.5 billion student loan debt.

The ability to negotiate an abatement with IRD on fees and interest penalties, a jubilee year to encourage compliance, an income related repayment scheme, the ability to have support in engagement with IR and fewer obstacles to compliance are all recommendations we made on the Bill.

The long-term impact of the succession of changes to student support is difficult to see in the short term. As students leave New Zealand never to return we are seeing the loss of some of our brightest and most talented future leaders. If we expect our graduates to advance the cultural, historic and economic interest of New Zealand we need to invest and support them to stay in New Zealand.

Limiting the lifetime loan limit to 7 EFTS is a good example of poorly considered legislation. Medicine is a restricted degree where almost nine out of ten students don't make it through the first round. It is common that a student will continue a Bachelor of Health Science degree and transfer back into a Bachelor of Medicine later on. This results in around 25% of medical students taking eight years to complete their degree. As they can't access the student loan scheme for the last year, the NZ Medical Students' Association reports that they are seeing a large exodus of students leaving for Australia or discontinuing their programme until they can save up the money to pay their final year of tuition fees.

Key Facts about the Student Loan Scheme

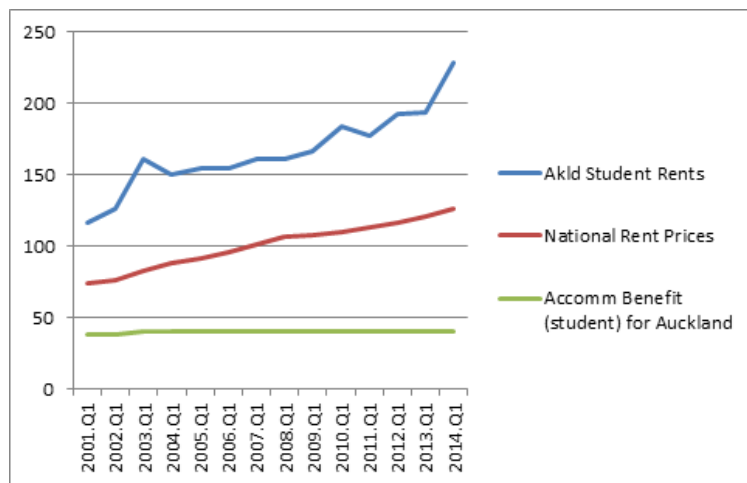
- The median repayment time for those who left study in 2009 and remained in New Zealand was 6.7 years.
- As at 30 June 2013 the average loan held by Inland Revenue was \$19,076 and the median loan balance was \$13,307.
- In 2012, 201,187 students (73 percent of eligible students) borrowed from the loan scheme
- The participation rate for Māori of all ages was 14.6 percent in 2012, down from 15.1 percent in 2011. The participation rate of Pasifika students in 2012 was 11.4 percent, down from 11.5 percent in 2011.
- As at 30 June 2013 the nominal value of loan balances was \$13,562 million
- Since the loan scheme began students have borrowed a total of \$18,520 million and \$8,125 million has been collected in loan repayments

Student allowances

Only forty percent of full-time students qualify for either a full or abated student allowance. Students that are denied access to the student loan scheme are able to borrow 'living costs' to pay for their basic weekly necessities.

A focus for NZUSA this year has been challenging the level of the accommodation support for students. Students who are eligible

for an allowance receive the accommodation benefit, which is a subsidy on regionally determined accommodation costs up to a maximum of \$40. This cap has been static since 2001 and in many urban centres (Auckland (2003), Wellington (2005), Dunedin (2012), New Plymouth (2009) and Christchurch (2008)) the cap has been reached. Faced with increasing rent prices and a fixed level of student support, students are getting relatively less support each week. Further, with so many centres having reached the cap the goal of addressing regional disparity in accommodation costs has been lost. We've argued that all students should instead have access to the Accommodation Supplement, administered through Work and Income for all (non-student) low income earners.



During the year the Government announced that sole-parents would be able to apply for the Accommodation Supplement instead of the Accommodation Benefit, a potential weekly increase in support from \$40 to \$165. We welcomed the change but noted that it simply identified the increased costs that all others seeking to move from a benefit to full-time study face and should be extended to all students.

The effect of removing postgraduate allowances in 2012 is visibly noticeable this year. Enrolment numbers in postgraduate courses were down, as those who were completing their courses were finally grandparented out and the impact of one-off changes in categorisation of courses can be identified.

The decision to remove post-graduates allowances has saved virtually no money as the students become eligible for the higher level of support offered by the accommodation supplement and the living cost component of student loans. It costs the student but saves the taxpayer virtually nothing; restoring them is good for students, good for research and innovation, and good for the country.



Funding and Tuition Fees

Funding

In Tertiary Education, **funding does not keep up with inflation**. The 2014 Budget continues the trend of the Government re-prioritising expenditure into areas that it believes propose a better investment, such as science, engineering and health (which receive additional funding, taken in part from SAC baselines). There have been no significant changes for 2014/15 to student allowances and loans.

The “headlines” in tertiary education are \$199 m in additional investment in tertiary education, including:

- \$83.3 m in lifting tuition subsidies in science (8.5% increase), agriculture (8.5%), and selected health sciences (pharmacy 16.4% and physiotherapy 12.4%). [This is achieved largely by reducing the baseline in SAC funding for universities.]
- Up to \$20 m in 2013/14 and 2014/15 for a further 6,000 apprentices in the Apprenticeship Reboot programme, taking the number of places to 20,000. [This represents a ~\$10m reduction in funding for the Apprenticeships Reboot scheme on last year.]
- An additional \$52 million over four years to establish another three Centres of Research Excellence (CoREs) – including a Maori one - bringing the total number to 10
- No changes to student loans and allowances.

Other announcements of interest are:

- \$100m in Social Development funding to get beneficiaries into work, including 8,000 places on employment and work-readiness services.
- \$56.8m for contestable science funding (MBIE’s science funding)
- \$28.6 m in ICT training (details to be announced).

- \$58 m in research and development tax credits.

Vote Tertiary Education

Total appropriations in Vote Tertiary Education have increased by 0.04% from \$3,023 billion to \$3.036 billion. New initiatives are funded by reallocating funding.

More detail on the appropriations:

- Student Achievement Component funding SAC funding: *steady on* \$2.063 billion (up slightly from 2.028 billion).
 - Breakdown by institution type:
 - Universities: \$1.160 billion (down from 1.134 billion).
 - ITPs: \$542 m (up from \$540 m)
 - Wananga: \$163 m (down from 165 m)
 - PTEs: \$197 m (up from \$190 m)
 - Reduction in the baseline for SAC funding at Level 3 and above (-2.5m 2014/15, then -5m 2015/16, then -5.3 m 2015/17), together with funding increases to Science, Agriculture, and Selected Health Sciences.
- Benefits or Related Expenses: \$25.16 million (down from \$41.69 million).
 - Apprenticeships Re-boot: *decreased* from \$26.611 m to \$10.150 m. Part of this reduction is because of \$8 m now being allocated to “Training for Designated Groups” in “Non-Department Output Expenses”. Therefore, overall the Apprenticeships Reboot receives about \$10m less than last year.
 - International Student Scholarships Scheme: *decreased* from 1.04 m to 800 k (related to the phasing out of tertiary doctoral and enterprise scholarships from 2009/10)

Vote Social Development - Student Support

There have been no significant announcements regarding student loans and allowances. Lower demand for places has allowed some funding to be placed elsewhere. The details appropriations are:

- Student Allowances: \$531 m (down from \$542 m). This includes savings for \$30 m from removing eligibility for postgraduate students, \$1.7m from removing eligibility for over 65s, and \$4m for reducing eligibility for over 40s (this is also reflected in savings to the accommodation support including \$7.4 m from removing eligibility for postgraduate students, \$42k from removing eligibility for over 65s, and \$262 k reducing eligibility for over 40s).
- Student Scholarships and Awards: 20.145 m (down from 21.467 m). This represents the cutting of the Step UP scholarships, and reducing in the TeachNZ scholarships.
- Student loans: 1.684 b (up from 1.641 b)

The Minister announced an increased subsidy for science, agriculture and health science courses with the intention to make them more attractive for students. This follows an increase in the subsidy for engineering last year. Unfortunately not addressed are the real barriers to accessing these courses: high fees, restricted entry and secondary school decision-making. If the subsidy does not address fees then it will make little difference to student choices.

Further, while these are his pet subjects there is much work still to be done, languages for example, are widely agreed to be around 20% under-funded compared with most countries and an increase in funding of 50% would be required to bring them to the same level of relative funding as in Australia.

Tuition Fees

If Joyce is going to continue to privilege some qualifications over other, and take an active role in choosing winners and losers, it has to be accompanied with strict conditions. If Joyce believes that we need more Engineers, Agriculturalists, Scientists, and Pharmacists then the real way we are going to incentivise students enrolling into those programmes are through making those professions affordable. It simply isn't sufficient to increase tuition funding, but this needs to mutually be accompanied with a decrease in tuition fees.

As we saw with Engineering last year, increasing the course-cost funding makes no difference to the numbers of students wanting to study in these areas because they still cost too much. Institutions did not use funding increases to make Engineering courses more attractive through lowering fees. They are permitted to put fees up by 4% and that's what they did – across the board.

Five of the eight universities have seen student numbers consistently decrease over a five year period. Definitely identifying one reason for this is difficult, but discussions in the sector corroborate that the decline in student participation can be explained by consecutive increases in tuition fees. There isn't an insatiable demand for tertiary education and fees have gone beyond the equilibrium between supply and demand. Fees have reached the pain-point between what even those who traditionally see tertiary education as their post-school future are willing to pay for education. For many people who have no familial experience with tertiary education, the increasing cost only further increases the difficulty in seeing any added benefit.

Central Government funding for tertiary education is inadequate to meet increasing costs. As tertiary providers continue to be underfunded, members of university councils feel like they have little choice but to increase tuition fees. As increases are cumulative, if a university took a principled stand against fee increases there will be a significant opportunity cost over time. ITP's who are more susceptible, and are better connected to their students understand that fee increases result in worse outcomes. Typically as students studying at ITPs are more likely to be older, have greater family and community commitments, be studying part-time, they are more susceptible to changes in fee increases. The consequence of this closeness between ITPs and students is a more tempered approach to fee increases. Often there is no, or little movement in fees. Universities, however, have all increased their fees this year the maximum four percent allowed under legislation – although none made applications this year to increase by more than that.

Protecting the Student Voice

Introduction

The introduction of voluntary student membership has proved a difficult transition for many students' associations, and too difficult for some (particularly at institutes of technology and polytechnics (ITPs)). Yet the desire to ensure that a student voice is able to contribute to questions of quality, the responsiveness of the institution that students study at, and policy and implementation issues that are considered on a national basis remains paramount.

Within this context the current government introduced legislation to regulate the setting of compulsory student services fees (the CSSF regulatory environment) that requires institutions to consult with students or, preferably, with student representatives.

Further, current moves to remove students from the governing bodies of universities and wānanga are also likely to result in requirements to build systems to ensure that the student voice is still able to inform institution's governing bodies' decision-making. This should be extended to ITPs where students have already been removed from their institution's Councils.

A Voice for Students vs A Voice of Students

NZUSA worked with Ako Aotearoa, the national centre for teaching excellence, on a project to investigate good practices with respect to utilising the student voice for enhancing quality, and contributing to quality enhancement systems. This identified that perhaps the single key feature of good practice is based on identifying the difference between the "voice for students" where a student representative is resourced and supported to speak on behalf of other students, and the "voice of students" where each student is only able to speak of their own experience.

A classic example of this is the difference between a student who sits on a Council and speaks for themselves, and one who is there, enabled and supported by an infrastructure and resources which enable them to speak on behalf of students. For us, the latter is valuable and the other adds very little to the body they are on, regardless of the individual's personal capacity.

While the research identified a number of aspects that contribute to enhancing the student voice through enabling the voice for students to exist, not least of which is an institutional culture of hearing and heeding that voice, at its core is the existence of a system of student representation.

Gaps and Proposals

We are conscious that there are three gaps: first, there are institutions where there is nothing; second, there is a lack of resource to enable good practices to be implemented, even where there is a will; and third, that there is need for capacity building in this area (and joint activity to build the culture necessary for the student voice to thrive).

1. We believe that an institution charging the CSSF should also have a requirement to have a representative body of students that it can make joint decisions with over the use of CSSF monies. This is the same as the situation governing Australia's Student Services and Activities Fee (SSAF). The governance changes at ITPs and the proposals for these to be mirrored at universities and wānanga also mandate a requirement that there should be something to contribute to high-level decision-making.
2. We believe that there needs to be some form of independent monitoring and audit to ensure that the representative body of students is sufficiently resourced to be effective and sufficiently independent to be able to be a voice for students given a necessary financial arrangement that it has with the institution.
3. We believe that there needs to be a central project to expand capacity with respect to student voice along the lines of the Student Participation for Quality Scotland (www.sparqs.ac.uk) or QUEST for Quality for Students (<http://www.esu-online.org/projects/current/quest/>). Sparqs is a national development agency that assists universities, colleges and students' associations to define, share, improve and create practices and cultures that successfully embed partnerships between students and their institutions that will enhance the quality of the learning experience.

Mirroring the arrangements governing those projects, this should be a joint venture between Ako Aotearoa and the New Zealand Union of Students' Associations and funded through the Tertiary Education Commission.

Administration of the Compulsory Student Services Fee (CSSF)

Introduction

In 2013 NZUSA carried out research to understand the level of compliance with the Ministerial Direction of 2011 for the 2012 year. The review results showed that the level of compliance was variable both in terms of reporting and consultative practices. We made a series of recommendations to improve practice in the area. The Minister did not update his Direction to clarify compliance requirements but on behalf of the Minister, Colin Webb of the Tertiary Education Commission wrote to providers. In this letter the institutions were advised to review their consultative processes and were provided with the Ministerial Direction on Compulsory Student Services Fees and an example of the CSSF element of an annual report that showed good practice.

To understand that institutions that charge a CSSF are complying with the requirements, NZUSA undertook research to follow up on last year's research. We repeated our survey to gain insight into whether or not students are satisfied with the level of decision making and consultation, and to see whether or not the information provided to students is in line with the requirements of the Ministerial Direction. Additionally, we looked in some detail at the information and spending of the CSSF on student services as reported in the institutions' Annual Reports.

Ministerial Direction

The Ministerial Direction for Compulsory Student Services fees was published in the New Zealand Gazette of 19 December 2013. The Direction explains that tertiary institutions under the Education Act are accountable for the collecting and providing information to students on the spending of compulsory student services fees for student services. The effective date for providers to give effect to the direction was set for 15 January 2014 which would ensure time for providers to comply the requirements in preparation for their annual reports for the 2013 year.

The 2013 Direction is an extension to legislation that was designed to make the setting and spending of compulsory student service fees more transparent and accountable to students and their representatives. The focus of the Direction is for providers to establish systems for decision making around the level of the student services fee, the types of services being delivered, the procurement of these services and the method of authorising (point 4 of Ministerial Direction).

In November 2013 a letter was sent to the providers informing them of a review undertaken by the Ministry of Education regarding the degree of compliance with the Ministerial Direction. The review found that the level of compliance was highly variable. Through this letter, the Minister reminded institutions to ensure that they complied with his (the legal) requirements around reporting. A concern was also raised that students and/or student representatives need to be adequately consulted and listened to. The Minister referred to the annual reports of Otago Polytechnic and the University of Canterbury as examples of good practice of providing information on the income, expenditure and type student services provided funded through the CSSF.

Research results

NZUSA looked at and compared the information that institutions are required by the Direction to include in their Annual Report:

- A description of the services funded out of the compulsory student services fee levy
- A statement of the fee income and expenditure for each type of the student service
- The compulsory student services fee levy charged per EFT; and
- A note to their reporting stating how they are complying with the requirements of the direction

Given that they had been given a good practice example of Otago Polytechnic and the University of Canterbury's 2012 annual report, we would have expected that the institutions would have an understanding of the reporting expectations by the Minister.

The research has been carried out in May/June 2014. Providers that do not charge a Compulsory Student Services Fee were excluded from the research. We understand these to be: Bay of Plenty Polytechnic, the Open Polytechnic of New Zealand, the Southern Institution of Technology, Tai Poutini Polytechnic and NorthTec.

Description of services

All institutions provide a list of the services funded from the CSSF. However, the level of descriptions on each category of services varies. Most give some level of detail in the services offered. Some institutions only show no improvement from last year and merely provide a description of each category along similar lines as provided by the Minister in his Direction. A number of organisations excluded descriptions even though these are clearly shown to be expected through the exemplars that were provided to institutions.

Fee income and expenditure

All institutions provide an overview of the fee income and expenditure, and a breakdown for each category of student services. As part of our study we also looked at the expenditure of the revenue from the CSSF compared to the total expenditure of the institute. The percentage of expenditure on student services varies largely.

Levy per EFT

Information on the overall level for a full-time student of the student services levy was difficult to find in the annual report and more than half of the institutions did not provide any information on the levy per EFTS, even though this is a specific requirement of the current version of the Ministerial Direction. Massey University, Aoraki Polytechnic and Unitec provide an overview of the description of its services offered but limits its description as provided by the Minister. We believe, and understand that the Minister agrees, that this does not satisfactorily comply with the Direction.

Note on reporting on compliance

Compliance with the Direction includes both (a) actual consultation with students and/or involving students in the decision-making and (b) providing a note in the annual report which demonstrates how the institution complies with the requirements set out in the Ministerial Direction, including the requirement to consult. Only 50% of the institutions satisfied the particular requirement of identifying how they complied with the Direction. Note that this does not necessarily mean that the provider has

not consulted with students. We found it difficult to find information on the requirements to account for income and expenditure, in particular the requirement that the compulsory student services fees must be held in a separate bank account, or that separately accounted for in the provider's accounting system. Since we are uniquely positioned to be able to report on the requirement to note that the provider consulted with students we have concentrated our efforts on this aspect of the Direction.

Conclusion and recommendations

In 2013 NZUSA provided a list of recommendations for improvements. Some have resulted in improvements, for instance the reporting on the spending and breakdown on CSSF categories, although some institutions are still dragging the chain. On the basis of the results from our research, however, it shows that other aspects need substantial work. We have formulated a list of recommendations on the basis of our findings.

The research shows that the Annual Reports lack information on how the institutes comply with the requirements, especially in regard with the consultation with the students or student representatives.

1. *We recommend* the Minister to give clear direction to the institutes on what information need to be provided in their Annual Report to show compliance with the requirements of the Ministerial Direction. In particular:
 - a. They must report the CSSF charged per EFTS
 - b. They need to provide some detail as to the consultative process, oversight, and accounting processes that they have undertaken
2. *We recommend* that the Minister – or the TEC – ask the institutions to respond to the letter of November 2013 detailing the outcome of the review of their consultative practices that they were required to undertake.
3. *We recommend* that the Minister inform the institutions that while the obligations with respect to the Annual Report are required they are not a sufficient method of reporting to students and that that they need to develop alternative methods of doing this and further that they consider how they do that in conjunction with student representatives and student media.

The data on the expenditure on Student Services from the CSSF shows that institutions either have an incredible range of services on offer or that some are subsidising (appropriately) areas in the categories whereas others are not. In the latter case, the institutions could contribute more towards areas that appear are able to be labelled as within the categories from the tuition subsidy/tuition fee.

4. *We recommend* that the Minister to advise institutions on their responsibility for the meeting the quality of their academic services out of the subsidy and tuition fee revenue and that the dual nature of some categories mean that more should be being spent on the category items than the revenue raised through the CSSF.

We note that there are examples of good practice and institutions have shown considerable improvement in their reporting, and indeed their practice, from last year. However, the large percentage of survey respondents who said that they were not satisfied, or extremely dissatisfied, with the consultative process means that this aspect of the setting and monitoring of the CSSF remains of significant concern. We believe that the sector could further imbed such

improvements have occurred and spread them more broadly if it was to organise a summit of student representatives and institutional staff who have responsibility in this area to address any areas of current confusion, establish good practice, share exemplars and undertake professional development.

We would be prepared to take a leading role in the organisation of this, and to link it into our work on student voice for the enhancement of decision-making within institutions, subject to appropriate resourcing. We have had significant success in similar areas (with respect to student voice to enhance quality) and are keen to build on this.

5. *We recommend* that the Minister call for a summit of those involved as institutional and student representatives in the CSSF process, with an expectation that those who wish to set a CSSF be present, to be organised in conjunction with the New Zealand Union of Students' Associations to achieve the goals of improved clarity, sharing of good practice and enhanced transparency and accountability.
6. *We recommend* that the Minister articulate that it is his preference that the key CSSF decision be made jointly and refer to the Ako Aotearoa research as providing a framework for good practice in that regard. <http://ako.aotearoa.ac.nz/projects/student-voice-effective-representation-and-quality>

Where there has been a robust and joint decision-making process, this has proceeded from a common understanding of the contribution that students' associations can make to the student experience and enhancing the goals of the institution. The associations that have this sense of a common purpose talk of a "win win" culture.

7. *We recommend* that the Minister re-articulate (and more publicly) that he recognises the valuable role of student representatives and that it is his preference to see student representatives and institutions working collaboratively, including around the CSSF processes.

Where associations felt that there were robust processes, the consultation and discussion was on an on-going basis, there was sharing of information at a level of detail, and this took place with student representatives who were supported in the process. It is clear that listening to a voice *for* students (representatives who are trained, resourced, supported, and connected systematically with the students they represent) is infinitely superior to engaging with a voice *of* students (meaning individual students who are not part of such a system, even if in aggregate – by way of a survey for example).

8. *We Recommendation* that the Minister indicate that it is his preference that institutions operate such that they utilise the student voice and refer people to the Ako Aotearoa report for more details.

Where the process was working well there were understood KPIs that were jointly agreed, and a structure that meant that there could be regular reporting both against the spending and against the agreed targets. This is the model that the Minister referenced in his Cabinet Paper, and is in place, to a larger or lesser extent in all of the institutions who report favourably on the processes that they are part of.

Performance Information and Occupation Outlook

We believe that students are entitled to good information to use when deciding where, and what they should study. The information needs to be useful, accurate, and appropriate when making good educational decisions. This choice is particularly important in a high cost, high debt environment.

A critical part of improving both the student experience and learning outcomes is capturing student voice in a meaningful way. By working both with the Ministry of Education and Universities New Zealand we sought to establish a universal survey similar to The Times Higher Education Student Experience Survey to empower students to make better informed decisions. Universities New Zealand were risk adverse as they believed that we would use this as a means to create league tables, the Ministry believed that this work would be too sensitive to conduct in an election year. However moving forward, there is scope to get some meaningful information for students. If we were to front-foot this work we would be in control of the methodology and the results.

Information released under the Official Information Act 1982 revealed that the “Occupation Outlook” tool created by Steven Joyce to help students make informed decisions only covered 40.5 percent of the workforce. It was limited to fifty career pathways which covered an estimated 889,217 jobs in New Zealand. It assessed only three criteria: tuition cost, likelihood of being employed as a graduate and likely remuneration rate. Although the employability needs to be considered, the tool wasn’t scoped wide enough to be of sufficient value to a student. Furthermore, although the information was produced using existing baselines, the publication of the information including the production of a mobile app cost an upward of \$65,000, whilst no students were consulted at any stage during its production.

Better, student-generated information needs to be available for students in the future.

International Rankings and Attracting International Students

New Zealand universities are not keeping pace with the rest of the world. This year some universities managed to hold their rankings but definitely over the last five years all universities have been trending down the rankings. The fall in rankings can be attributed to inadequate funding compared to international best practice. If New Zealand wants to retain its place on the world stage as a viable destination for export education, this Government needs to make a serious funding commitment.

The methodology for the Times Higher Education rankings measures performance indicators in five key categories: teaching, research, citations, industry income and international outlook. These objective measurements look at hard indicators like student to staff ratio which are heralded as a means of determining quality. Talk to any student who has been enrolled in tertiary education over the last five years and they will be able to tell you that there has been a reduction in quality as measured by staff/student ratio, in particular the size and availability of tutorials, over that period.

The Minister has set a goal of doubling the income from international students studying in New Zealand by 2025, to achieve this goal he needs to ensure that our universities remain internationally competitive.

Without good levels of investment we can't hope to compete with the rest of the world. Tuition fees paid for by international students are much higher than domestic students. International fees are not subject to the same controls as domestic fees and have increased much more quickly, effectively providing a subsidy for domestic students. As our universities plummet in world rankings New Zealand will become less attractive for international students. By falling in the rankings we risk losing the subsidy provided by international student fees.

Attracting international students is just a band aid on the real problem of underinvestment. The total appropriation in Vote Tertiary Education announced in the 2014 showed a 0.4% increase, with most new initiatives funded from reallocations of funding rather than new money. This is an issue that affects current students and graduates, who trade off the currency of their qualification for the rest of their lives. All graduates have a long term interest in ensuring that their degree remains internationally recognised.

Domestic students shouldn't use world university rankings as a means to determine where to do their undergraduate study. All New Zealand universities are prestigious, and the world rankings shouldn't determine where they should do an undergraduate programme. If students want to pursue an academic career later in life, by the time they are going to be making that decision they will already have an understanding about where the best place to study is.

The Minister has also made comments that universities should be looking to diversify their revenue and expand their operations overseas to best capture the money available within export education. This kind of solution can only be a Band-Aid on the real problem of under investment in tertiary education from Government. International students want to go to internationally recognised universities, if attracting them is our goal we need to better fund our universities to be internationally renowned. We can't simply use international tuition fees as a plug on the problem of underinvestment.

Political Policy Development

Political Relationships

NZUSA maintains constructive relationships with all political parties in Parliament and seeks to advance the interests of students in all democratic channels that are available. By carefully cultivating and maintaining a high functioning relationship with a majority of political parties we've managed to influence their policy development.

Current students connected to a representative network which means they are best placed to speak about the needs of other students. We leveraged our connection to students to act as an authority on student issues.

We were influential in contributing to the following tertiary and student support policy:

The National Party

- Better consultation and reporting required around Compulsory Student Services Fees, including requiring a full review (had been deferred until 2016). Admit that further work needs to be done.
- Better Student Information, recognising gaps in this area.
- No more cuts to student support. Improving the ease by which



solo-parents can move between support as beneficiaries and student support including access to accommodation supplement, the removal of the stand-down between student allowance and job seeker student hardship (JSSH), and changes to the child support payments regime.

- Maintaining interest-free loans.

Green Party of Aotearoa



Loan Repayments

1. Debt Write Off - Explore options to introduce a debt write-off scheme that limits the individual burden of debt, while incentivising graduates to contribute to New Zealand after graduating.
2. Re-payment Options
 - a. Ensure that repayment rates reflect borrowers' ability to repay by adjusting the repayment thresholds to start at a higher income level, and introduce a progressive repayment scheme.
 - b. Lengthen the repayment holiday for overseas borrowers to reflect the typical time spent by graduates overseas.
 - c. Re-introduce a voluntary repayment bonus scheme.
3. Interest free Student Loans - Support keeping the current zero-interest scheme.

Student support

1. Review the levels of Living Costs, Course-related costs, Student Allowances, the Accommodation Supplement and the Accommodation Benefit to ensure they are equitable and at a liveable level, and review whether the differences between the Accommodation Supplement and the Accommodation Benefit are justified.
2. Work towards a universal student allowance, by progressively reducing the age at which students cease to be means tested on their parents' income and continue to raise the parental income threshold.
3. Ensure that the amount a student can earn per week without impacting on their eligibility for a Student Allowance is based on average weekly income, and not on income in any one week.
4. Improve access to the Independent Circumstances Allowance.
5. Ensure access to financial support and the loan scheme by:
 - a. Ensuring access to the student loan scheme for Living Costs and Course-related costs for part-time students and those aged 40 years and over;
 - b. Reinstating access to the Student Allowance for those studying postgraduate courses;
 - c. Removing the academic performance criteria currently used to determine students' eligibility for continued access to the loan scheme;
 - d. Removing the lifetime limit of 7 EFTS for access to student loans.

Fees and university funding

1. Work towards establishing a public 'fee-free' tertiary education system. As steps towards this, the Green Party will:
 - a. Cap and then progressively reduce student fees.
 - b. Remove the ability for the Tertiary Education Commission to approve exemptions from fees maxima.
 - c. Investigate bonding, or other mechanisms of contribution, in exchange for fee-free tertiary education.
 - d. Review funding mechanisms to explore alternatives to EFTS funding and the competitive approach it creates.

- e. Ensure that Tertiary Institutions are adequately funded.
2. Review current funding to tertiary institutions to ensure that subsidies are sufficient to meet real costs and to provide sufficient funding to:
 - a. Improve staff to student ratios;
 - b. Improve library resources and staffing;
 - c. Improve staff recruitment and retention.

Research and Governance

1. Undertake a comprehensive review of the Performance Based Research Fund (PBRF) model and investigate the merits of alternative funding streams.
2. Move towards a more representative governance model for all tertiary institutions, in which staff, students and communities work in partnership on governing bodies.

Removing barriers

1. Be committed to international conventions protecting the rights of students with disabilities and fulfill all obligations required by the Human Rights Act 1993 and the United Nations Convention of the Rights of Persons with Disabilities.
2. Implement a Code of Practice to be adhered to by all tertiary institutions to ensure students with disabilities are provided with equitable opportunities to achieve their individual capabilities and participate in all aspects of tertiary education life.
3. Provide targeted funding for tertiary institutions to create an inclusive environment for students with disabilities by supporting disability support services and ensuring staff are trained to meet students' needs.
4. Ensure graduates with disabilities receive support and assistance to move from tertiary education into employment (see our Disability policy).
5. Ensure that statistics are collected on the number and performance of tertiary students with disabilities and that these inform planning and resource allocation.

Transport

1. The Green Party will make off-peak public transport free for tertiary students.

New Zealand Labour Party

A collaborative sector

1. Review the structure and operations of the Tertiary Education Commission, in order to determine how to realise its founding vision as a strategic body, operating across all post-school learning, and focused on fostering collaboration, access, relevance and excellence.
2. Support the development of regional tertiary education strategies that will include a particular focus on ensuring that regional labour market needs, research and development and social and community needs are being met by tertiary institutions.
3. Review the cap on enrolments in tertiary institutions, with a view to providing flexibility in its implementation, particularly in times of high unemployment.
4. Develop benchmarking and performance indicators for the sector, as a management tool, not as an accountability mechanism.



Governance structures

1. Implement legislation for Institutes of Technology and Polytechnics that will allow for tertiary councils of 12-20 people, and require these institutions to ensure there is representation from students, staff and Māori, plus other communities of interest where appropriate.
2. Not proceed with National's legislation to remove automatic representation from the governing councils of universities and wānanga.

Tuition fees

1. Retain the Fee Maxima system and keep the annual maximum fee movement at its current rate of 4%.
2. Introduce additional requirements on institutions to provide a written justification of any fee increases that exceed 2 percent.

Funding

1. Invest in our tertiary education institutions to ensure they are internationally competitive through maintaining the real value of funding rates and supporting capital investment.

Universities

1. Review the criteria of the Performance Based Research Fund to ensure that a broad range of research success is recognised.
2. Support research in universities, including through:
 - a. A continued commitment to Centres of Research Excellence,
 - b. Ensuring the sustainability of the Marsden Fund and other research funds
 - c. Supporting the career pathways of graduates, to encourage our researchers to develop their careers and contribute to New Zealand.
3. Encourage closer association between business and university commercialization centres to ensure 'discoveries' within the universities are most effectively brought to market and have the best chance for success.
4. Through the review and reform of the Tertiary Education Commission, support and foster a collaborative university system, where each of our universities is enabled to focus on its areas of research and teaching strength.
5. Maintain a university system that offers broad-based programmes, including acknowledging the importance of the humanities.



Grant Robertson speaking at NZUSA Conference

Institutes of Technology and Polytechnics

1. Ensure that there is a network of regional institutions dedicated to meeting the labour market and skill needs of our regions. In some cases this may require additional support to enable institutions to operate where there are not the student numbers to support them.

Student support

1. Undertake a full review of the student support system, including allowances, loans, accommodation support and scholarships, with the aim of producing a system that increases access to tertiary education, which is fair, transparent and sustainable. Particular areas to be reviewed include:
 - a. Broadening eligibility for allowances, the parental income and age thresholds, the level of allowances and living cost components, length of allowance eligibility and how such changes could be phased in.
 - b. A specific review of the impact of National's changes to eligibility for allowances and loans.
 - c. The introduction of a wider range of scholarships and bonding to encourage students to remain in New Zealand and reduce their debt burden.

- d. The interaction between the loan and allowance systems, including working towards consistent support for living costs and accommodation.
 - e. Closing loopholes that create unfairness in the system, and
 - f. Measures to make student loan repayment easier.
2. Labour will, ahead of the full review of the student support system:
 - a. Reverse the abolition of student allowances for postgraduate students and students in recognised Long Programmes.
 - b. Remove the restriction on access to student loans after seven years of study for medical and dental students
 3. Undertake partial restoration of the Training Incentive Allowance for Level 4 courses and above (diplomas, degrees), possibly by targeting eligibility to priority subject areas.
 4. Reinstate post-doctoral fellowships for recent PhD graduates, scaling up to a cost of \$6 million a year, so they are supported into research careers in New Zealand instead of overseas.
 5. Keep interest free student loans for all borrowers who remain in New Zealand, and for those students continuing to study overseas, or who are working for New Zealand government agencies overseas.

Student Associations

1. Repeal the changes put in place as a result of the Education (Freedom of Association) Amendment Act 2011 and replace it with enduring legislation that will secure the critical role student associations play, based on the amendments Labour put forward during the debate in 2011.

New Zealand First

1. Introduce sufficient funding so that the tertiary education sector can deliver on its goals, end its dependence on international students, promote collaboration and seamless transition between provincial and urban educational institutions, and achieve equivalent performance relating to our position in the OECD.
2. Work with sector stake holders, including the New Zealand Union of Students' Associations (NZUSA), to review the Student Loan Scheme with a focus on reducing the burden of debt and increased access and opportunity.
3. Introduce a universal living allowance which is not subject to parent means testing as a priority for all full-time students.
4. Immediately introduce a dollar-for-dollar debt write-off scheme so that graduates in identified areas of workforce demand may trade a year's worth of debt for each year of paid full-time work in New Zealand in that area.
5. Review student support systems to ensure that they are adequate to support life-long learning and that they are fit for the purpose of encouraging students to devote themselves to their study free from financial pressures.
6. Introduce a one year repayment holiday for New Zealand based borrowers upon meeting certain application criteria to give equity with overseas based borrowers.
7. Review the Student Loan Scheme with a goal of reducing its burden on former students, in particular those on low incomes within the first years of leaving study.
8. Ensure that all students have a smooth and efficient engagement with Studylink including through improving links with the IRD with appropriate privacy considerations in place.
9. Restore the rights of migrant and refugee students as 'new New Zealanders' to access student support.



10. Review the rules that permit institutions identified as 'Category 1' to issue their own visas for international students.
11. Enforce the rules for foreign fee paying students to ensure that they are here for an education as opposed to an attempt to bypass the Immigration Skills Processes.
12. Work alongside the sector, including NZUSA, to establish a project to build capacity for enhancing student engagement so students have a say in how, what and why they learn. This would be based on the implementation of the Student Voice for Quality Enhancement report and by funding a long-term programme to build capacity for student voice in the sector (\$2m over 5 years).
13. While respecting institutional autonomy and diversity, require through the external review processes that institutions can demonstrate that they have independent, autonomous and well-resourced systems of student advocacy services and for genuinely engaging, through student representatives, with students.
14. Work with NZUSA and the sector to establish an expert reference group with a view to implement two thousand 'First in Family' scholarships per year. These will create a step-change in educational aspiration by promoting fee-free education with wrap-around support from secondary, through transition and to completion for those who would be the first in their immediate family to achieve a degree. (\$68m over first 3 years 2015 to 2017).
15. Consult with sector stakeholders including the Ministry of Education and the new Teachers Council the number of graduates for certain predictable career pathways to guarantee employment opportunities within New Zealand after graduation.
16. Review funding and attendance models that create barriers to achieving recognized NZQA qualifications through flexible individual training agreements and workplace internships.
17. Actively support secondary schools and tertiary providers to provide quality pathways and stair-casing for Level 2 through to full Level 3 and 4 qualifications through fees-free places alongside a move away from delivering employment based training under the Youth Guarantee Scheme.
18. Remove the ability of business to directly access industry training dollars and re-confirm that Industry Training Organizations have the responsibility for Skills Leadership.
19. Work alongside the sector to develop and resource a clear understanding of the Skills Leadership role and the roles of other stakeholders, ie. trainees, secondary schools, employers.
20. Minimise the "opportunity costs" (administration and compliance) and financial barriers for Small and Medium Enterprises (SMEs) to employ apprentices and provide flexibility for provincial and rural New Zealand students.
21. Encourage strategic alliances between industry crown research institutes and tertiary institutions to increase the number of scholarships and government funded research grants available to graduates, universities and employers.

Adult and Community Education

1. Support the development of an Adult and Communication Education Strategy.
2. Ensure that goals within the ACE Strategy have a sufficient budget attached.
3. Review student support systems to ensure they are fit for purpose and have adequacy for life-long learning.
4. Work with the sector to develop dedicated legislative amendments to the Education Act 1989 clearly stating that lifelong and intergenerational learning are necessary to ensure relevant skills are maintained or acquired as life circumstances and industry needs change.
5. Work with the ACE sector to develop and implement an appropriate and affordable quality assurance process for ACE programmes and activities.

Internet Mana Party

1. No fees for study in public tertiary institutions
2. Universal student allowance
3. Restore the student allowances for post-graduate students and the Training Incentive Allowance
4. Set up a brand new summer jobs programme for students
5. Develop a comprehensive loan forgiveness programme for those with existing debt



Māori Party

1. Develop a four year zero fee scholarship to target the “First in Whānau to engage in a Bachelor level qualification” programme
2. Amend the Education Act 1989 to reflect a definition of education that promotes and is consistent with the principle of lifelong learning
3. Lift the cap on the number of students able to take level one to four programmes (foundational and trade training level programmes) in Institutes of Technology and Polytechnics (ITPs)
4. Ensure ITPs develop key performance indicators to ensure that training provided at ITPs aligns with industry demand
5. Increase the wānanga cap from three to five, and support them with stand-alone legislation which requires mana whenua and Māori stakeholders to be part of the review and monitoring processes
6. Re-Instate student allowances for post-graduate students (scrapped in 2012)
7. Support a universal student allowance
8. Provide free public transport for students
9. Retain interest-free loans
10. Reduce the repayment levels on a student loan starting at 4% (\$40,000), 6% (\$50,000) and 8% (for \$60,000 and over). The current rate is 12% (\$19,080)
11. Investigate the viability of writing off student loans for students who work in a job equivalent to their qualification for more than five years
12. Repeal the Education (Freedom of Association) Amendment Act 2011 which undermines the student voice and find a more workable solution
13. Support strong representation of tertiary students particularly Māori tertiary students at local, regional, national and international levels
14. Establish a biennial tertiary summit for students, and relevant ministers (Education, Māori Affairs, Science and Innovation) to collaborate on student achievement.



United Future

1. Ensure that entrance standards remain high for universities to ensure they are internationally competitive. Australia has six universities ranked in the top 50 in the world, but we only have one in the top 100, and this needs to change;
2. Promote greater awareness amongst young people of the opportunities afforded by vocational training, such as apprenticeships;
3. Encourage all young people under 25 who are not at school to either be “earning or learning” (i.e. in some form of education/training or work) and support initiatives such as the Mayoral Taskforce for Jobs.



4. Encourage networks and co-operation between tertiary providers and industry to ensure that skills taught are relevant and required in the future labour market;
5. Ensure that tertiary education instructors undergo a minimum amount of training in teaching, and require teaching performance to be monitored and included as a factor in promotion decisions;
6. Ensure that degree courses are taught by staff actively engaged in relevant research;
7. Ensure that the intent of the University Act is not diluted by external audit of compliance areas, especially in non-relevant research.

Student Support

1. Remove tuition fees for tertiary education in New Zealand, accompanied by a push to increase the quality of tertiary education and protect the value of New Zealand degrees.
The zero fees policy would mean that students would only borrow living costs, rather than the crippling loans which are currently being incurred to cover fees as well. A zero fees policy also addresses one of the illusions of the current policy, where it is assumed that tuition fees cover all or most of the costs of study, when in fact the taxpayer already covers the majority of tuition costs;
2. Abolish the Student Allowance, as a way to help fund the zero fees policy. The student allowance system has become patently unfair, relying on means testing of parental income until a student turns 24, and enabling the wealthy to receive allowances where their parents are able to reduce their taxable income;
3. Support the NZ Union of Students' Association's proposal for a "First in Family" scholarship, which covers living and course related costs for first year university students who are the first in their immediate family to undertake tertiary study. Additionally, the programme requires participating universities to extend support to secondary schools to select and encourage prospective First in Family applicants and support them to succeed once they are at the tertiary institution;
4. Increase the focus on repayment compliance and monitoring of overseas-based student loan holders;
5. Ensure all tertiary students unable to find work over the summer period have access to the Emergency Unemployment Benefit.



Peter Dunne proudly presenting his Canterbury University Students' Association life membership

Adult Continuing and Community Education

1. Develop a strategy for adult and community education that determines the most appropriate provision of learning opportunities in both urban and rural settings;
2. Establish a network of 'rural education posts' to serve as adult and community education information centres and meeting places, utilising existing educational facilities;
3. Increase funding for adult literacy programmes, including those in workplaces, and ensure that every community education centre runs such programmes;
4. Increase funding for budget advice programmes, and ensure that every community education centre runs such programmes.

General Election Campaign

Preface

Organisations like NZUSA are the most effective during an election year. As politicians jostle each other to win over voters, the student body becomes very important. In 2013 there were 417,516 current students engaged in tertiary study. This made up 14% of the total pool of eligible voters, a significant constituent when determining the outcome of an election.

The Education Act protects the role of universities as the critic and conscious of society. Students are the social conscious of society and at the forefront of questioning tradition and pushing intellectual boundaries. Students have the power to make, or break governments. If we could ensure that each student this year conscious of what's best for them, and their classmates, our policy priorities would sit well within the next Government.

Get Out the Vote

For the first time in New Zealand history you were able to cast an early vote in the General Election without needing special exemption. We lobbied the Electoral Commission and were successful in installing ballot booths at seven universities and a large number of ITPs. In 2011 voter turnout was 74.2%, a significant majority of those underrepresented were between the ages of 18-24. By installing voting booths on campus we wanted reduce barriers in getting students to the polls.

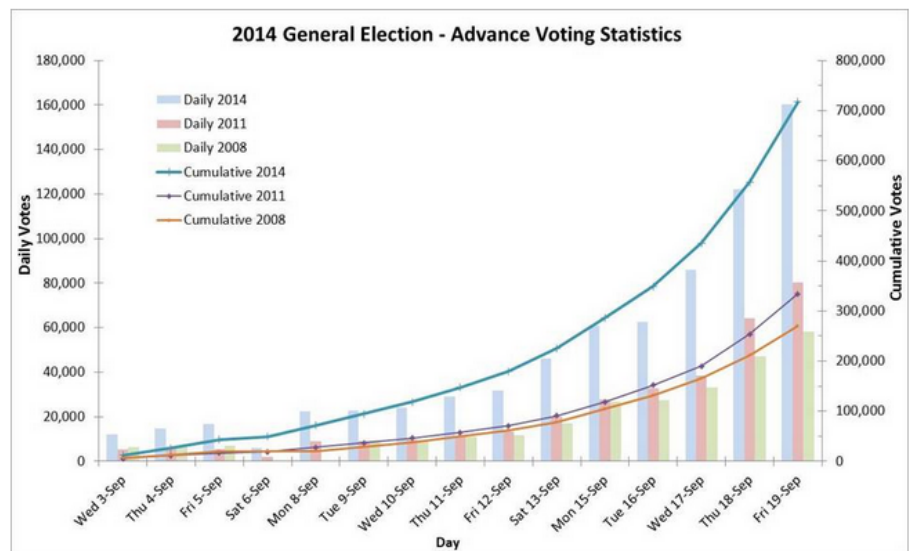
The statistics showed a 114% increase in the total number of advanced votes cast compared to the 2011 General Election. All of the organisations involved in mobilising the vote couldn't have predicted such a success in terms of mobilising the advanced vote.

Advanced voting on campus was also wrought with its own challenges as it hadn't been tested on campus before. Not enough central information was being distributed by the Electoral Commission and individual Returning Officers had ultimate power when making rulings in local circumstances. This meant there were small inconsistencies in how each voting station operated, which was a source of difficulty. A tertiary debate at Victoria University was almost cancelled because the local returning officer was erring on the side of caution, initially refusing to allow politicians to speak within proximity of a live voting booth.

NZUSA also registered and was employed as a field worker and was remunerated for every new person who signed up to the electoral role.

Campaign strategy

A non-profit organisation called 'Campaign Action' facilitated an organising conference at the beginning of the year which confirmed some truisms which we all believed would work for the General Election. The most persuasive means convincing someone to vote for something is by having individual, personal,



one-one conversations with people. These tactics had already been used with widespread success for students' association elections and it was simply a means of exporting and expanding the same core principles.

Other get-out-the-vote organisations implored similar tactics but our unique advantage we were able to leverage was having access to a captive student market.

After being appointed Campaigns Coordinator, Michael Lai visited each of the members of NZUSA on their home turf to better understand the lay of the land. Often people are apprehensive of things they haven't seen work before, and Michael's experience meant he was able to create a package of techniques he knew was going to work if people applied them.

The materials listed later in this report were than centrally prepared and distributed to the members where teams of volunteers distributed and material and encouraged students to the polls. We've been unable to analyse much booth specific data

Campaign Success

The voter turnout for the 2014 Election was 77.04 percent, an increase on the historically low 2011 result of 74.21 percent. The role of students and other organisations working to encourage people to vote shouldn't be readily dismissed. The phenomenal increase in voter turnout during the advanced period needs to be credited to student unions. Partly an early election meant we were able to take advantage of the fact students were still on campus. But older data showed that in university dominated electorates the steady enrolment rate at the start of the year was less than 50 percent in some cases. This increased over the year to a 76.50% high for young people aged 18-24 years old.

It would be impossible to summarise all of the collective action done by students during the year. Through the president and campaign coordinator alone however, though techniques like chalking, lecture speaking, glad-handling, lecture drops, poster runs and online engagement we've managed to individually communicate with thousands of people. From Whangarei to Dunedin NZUSA has had a presence all over the country.

By leveraging political relationships NZUSA was able to host debates with a plethora of MPs in attendance. To name a few:

- Tracey Martin – NZ First
- Maryan Street – Labour
- Mark Mitchell – National Party
- Julie Anne Genter – Green Party
- Annette Skyes – Mana Party
- David Clendon – Green Party
- Fletcher Tabuteau – NZ First
- Tamati Coffey – Labour Party
- Te Uruora Flavell – Māori Party
- Tim Macindoe – National Party
- Todd McClay – National Party
- Megan Woods – Labour Party
- Colin King – National Party
- Ngaire Button – Māori Party
- Miriam Pierard – Internet Party

When meeting with MPs this year to advocate in the interests of students it was an aid to be able to talk about having a capacity to run campaigns and have links right across the sector. When we were blue-sky thinking about what capacity to do campaigning we wanted to achieve this included phone calling, door knocking and mobilising students on campaign day. Talking about being in this space

Collaboration with others

During the year, several working relationships were formed with other external groups with an understanding of assisting each other where feasible with the aim of getting out the vote. There was an informal working group setup between the Council of Trade Unions (CTU), Rock Enrol, Generation Zero (GenZ) and the Tertiary Education Union (TEU), Public Service Association (PSA) Youth, the Post Primary Teachers Association (PPTA), the New Zealand Nurses Organisation (NZNO), and others to cooperate where possible and potentially pool resources.

Issues were raised about the potential trouble of certain groups distributing material that did not necessarily fit in with their policy focus (e.g. the main focus of GenZ was primarily focused on climate change). By supporting another group we could be limiting our ability to deliver on core business. As a result the working relationship was often informal and the cooperation between them was very loose.

Tertiary Education Union

The TEU assisted in helping NZUSA set up advanced voting booths on campuses and satellite campuses, especially where there was no or minimal students' association involvement for on our behalf. There was also collaboration about plans to send communications through TEU members to reach students at the beginning or end of class time. This happened to a small degree.

Council of Trade Unions

The CTU donated \$5,000 dollars to NZUSA to assist with mobilising the student vote. They also offered to pool resources and source younger volunteers to get involved with NZUSA's campaign. The CTU also investigated purchasing the phone calling software *Amicus*, as a tool to further broadcast our election messaging. *Amicus* is a program that allowed people to login with their Facebook accounts and generated a phone calling list based on the mutual friends between the caller and a database, with the assumption that people who are already friends with people are more susceptible to voting if they are contacted by someone they have a relationship with. In eventuation the CTU did not manage to buy *Amicus* or send volunteers our way.

Rock Enrol

A recently formed youth non-partisan organisation set up for the purpose of enrolling and encouraging young people to pledge to vote. Rock Enrol is an active organisation in the United States and the same thinking was exported to New Zealand. The concept is to host a series of concerts which will attract people who otherwise wouldn't be interested in elections. By branding voting as cool, and using celebrities as ambassadors for the initiative, it has the ability to reach an untapped market. Rock Enrol assisted NZUSA in small ways such as promoting our "students guide to voting". NZUSA assisted Rock Enrol in small ways such as limited amounts of printing and distributed them to some campuses they did not have volunteers stationed in. There was a lot more potential for cooperation but limited time schedule and resources led to a moderate amount of collaboration.

Generation Zero

Generation Zero is a youth-led organisation, it was founded with the central purpose of providing solutions for New Zealand to cut carbon pollution through smarter transport, liveable cities & independence from fossil fuels. In Wellington they were operating out of the NZUSA office in exchange for rent, but their other main organising hub is in Auckland. They have a carefully managed brand and

were nervous about being associated with anything outside climate change, but they are a network of active young people and there are synergies in working together.

Student Guide to Voting

NZUSA has a long tradition of encouraging students to be conscious of student issues when they are casting their vote. Often engaging in politics, especially for first-time voters, navigating the different parties is very difficult. NZUSA takes a proactive role in aggregating all the student related information in one place. The difficulty often when creating these guides is presenting the information in a way which is both useful and neutral. Each political party is contesting against each other for voters and often their policy looks very similar. We created the guide this year as a means for students to quickly and easily see how they will be affected by the policy each political party was promoting.

There had been feedback in the development of the voting guide that a system that awarded stars, or had ticks and crosses would have been more obvious to highlight good policy. This was discarded early on firstly because it would appear partisan, but secondly because when people want to feel like they are making an informed decision, they want to read evidence to give them comfort of their choice. We too readily assume that people are stupid and need to be told what to do. But no one wants to justify a voting decision based on a tick/cross system they read.

The image shows a collage of promotional materials for the 'The student guide to voting' 2014. The main feature is a grid of party policies for the 2014 election, with columns for Student Voice, Green, Labour, Māori, NZ, United Future, National, and ACC. The grid is organized into rows for various issues: Government Investment, Student Support & Allowances, Jobs, Student Loan Scheme, First in Family, Student Representation, and Governance. To the right of the grid are several sidebars and callouts: 'Advanced Voting' tips, 'First in Families' details, 'Debt' statistics, 'Tertiary Institutions' info, 'Student Voice' survey results, 'Student Support' details, and 'Free Education' information. The design is colorful and uses various fonts and graphics to make the text more accessible.

Production of Promotional Materials

NZUSA has produced a student's guide to voting had produced in the 2005, 2008 and 2011 election years. Previously it was fairly text-heavy in design, involved more technical terminology as well as being visually quite difficult to grasp.

We contracted Fisher Print to produce the promotional material and hired a graphic designer Miranda Lees to assist us in the production of an aesthetic voting guide. Our goal with the guide was to make it more readable, while maintaining the perception of political balance, we were conscious of being too aligned with left-wing political parties.

This was particularly important because NZUSA was so influential in contributing towards the tertiary policy including by providing detailed costings for the Māori Party, New Zealand First and the Internet Party. We needed to protect ourselves against any accusations that we were an extension of their organisations. Whereas, it was more the case that they were spokespeople for the issues that we

believed were important. Several mock up concepts were produced and we settled on with the final design concept as attached above.

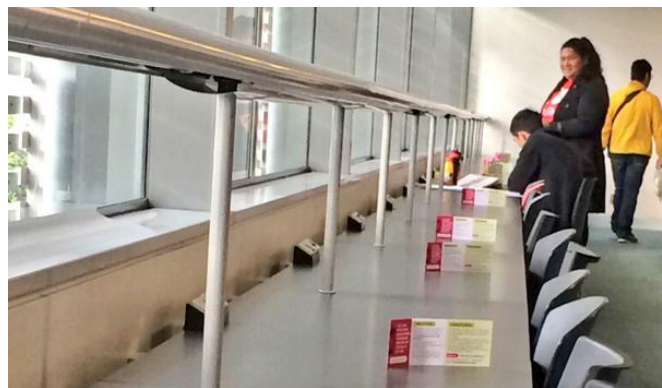
We were cognitive of the fact that of the students who had already made up their mind, none of them would be likely to change their vote based on reading promotional material. We therefore designed the material to target voters who were still yet undecided. Focus group research discovered that students who did vote wanted to feel like they are making an informed decision. The information available on the material needed to be sufficiently detailed that a student could make up their mind having

Armed with the knowledge that student voters who had already made up their mind were not going to be influenced by our campaign material, we tailored our messaging to those who were still yet undecided. We wanted a wider range of students to engage with the material (not just naturally politically engaged students) thus we wanted the material to appear fun and easy to get involved with.

NZUSA had become registered as an official Third Party Promoter and included authorisation statements on all the material it produced.

Lead Flier

Produced for the purpose of being very policy minimalistic, a Lead Flier was produced to raise the awareness of advanced voting booths set up on campus, as well as the opportunity to get involved in a campaign that was perceived to be fun colourful and easy to get involved in. A point of difference on the lead flier was that it could stand up on desks through the use of a discreet fold in the cardboard. This was done as a point of difference. Anecdotally we had good feedback and believed this was a success.



Badge and Stickers

The badges and stickers produced served several functions. Increasing the profile of campus voting. We were hoping that if large numbers of students were voting it would solicit a positive crowd mentality. It served the double purpose of informing our campaign team on the ground who had already been approached. Badges were only distributed to those on exit from a voting booth.

Post-It Notes

This was produced primarily to give better accessibility to areas where dropping leaflets on tables were not an option such as fold down tables, and on vertical flat surfaces.

Missed Opportunities

Upon being hired the NZUSA campaigns coordinator, Michael found himself on the back foot for the duration of the campaign as a result of the small time frame and limited degree of preparation. Despite Daniel and Alistair having already done some initial groundwork little existed in the way of adequate or accurate databases that could be used, and existing volunteers.

I recommend if NZUSA wants to exist in a space where it campaigns on behalf of students, even if only in General Election years, that it should dedicate preparation time in non-election years to ensure that it can campaign effectively.

Databases

NZUSA had developed the tool to manage different broadcasters within its Nationbuilder customer management system. This was underutilised throughout the election as the member student's associations were concerned firstly about privacy, and security of the contact information, and they were secondly concerned about its use. Although there was a modest number of contacts within the NZUSA database, more participation from the members would have greatly amplified the reach of the campaign.

Volunteers

Volunteers should be maintained and utilised throughout non election years. We were successful at identifying some members over the course of the year, but starting to build a grassroots organisation within a single year is an incredibly difficult job.

Diversifying the issues we are campaigning on, or focusing on topics which are more likely to resonate with students will aid in volunteer recruitment. Issues confronting tertiary students have a tremendous impact but are difficult to sell to someone who wants to donate their time.

Increasing ownership from local members

An alternative suggestion is that NZUSA adopt a structure similar to the NZ Medical Students Association (NZMSA) who have both local presidents and national delegates involved in running the organisation. Presidents by their nature often can't dedicate their full energies to the work of a federal organisation. Having delegates from each local member allows for responsibilities to be easily delegated. Currently the NZUSA member presidents have too large a workload from their own local students' associations to assist NZUSA. Additional NZUSA executive members could help in carrying out work on behalf of NZUSA. Having an adequate terms of reference would provide clarity about the different roles between a local president and a representative from a national organisation.

If a proposal like this isn't accepted, then extra capacity needs to be allocated to NZUSA to adequately run national campaigns. A central office of only 2.5 FTE isn't enough to complete all the various parts of the organisation. We worked our guts off this campaign but it isn't sustainable and has led to massive burn out, students' associations need to shoulder some of the load.

There needs to be better buy-in from the members over the work that is created centrally. Some of the members expressed concern over the production of the material, this led to local members running individual campaigns with inconsistent messaging. The members felt they had seen the material too late, which was due to circumstances out of our control, as the National Party took several months to respond.

Also this is a cultural problem, but some local associations saw NZUSA as a threat. Either to the relationships they were currently managing within their tertiary provider, or themselves. As any resource committed to advancing the interests of NZUSA would in a zero-sum game detract from the resources available for the local member. If the members feel greater ownership over national activities perhaps this problem could be mitigated.

Timing

The delayed recruitment of a Campaigns Coordinator made running a national campaign with little existing infrastructure very difficult. More time would have allowed for an increase in the number of activists, better developed campaign tools (i.e. database) and more feedback into central resources (i.e. voting guide). Focus group sessions has been run late in the year and if this had been sooner it would have allowed for greater testing of message concepts.

If the production process had begun earlier, it may have been possible to distribute material during Tertiary debates as well as during o-week to recruit volunteers.

Campaigning and publicity

Education Amendment Bill (No. 2) – Changes to University and Wānanga Councils

The Government announced proposed changes to university and wānanga councils on the 10th of March 2014. More details about the Bill are included in this report under the title Submissions. The Bill changes several parts of the Education Act 1989, affecting governance arrangements for tertiary providers and the operation of teacher’s councils for primary schools. Tactically this was useful because it meant that the TEU, PPTA and NZUSA were passionate about cooperating on the Bill because we were all invested.

The Bill received almost unanimous opposition with close to 1,600 submissions against and five in favour. The PPTA used their stop-work planning meetings to write submissions which delayed the bill coming out of the select committee.

Surprisingly, Stuart McCutcheon the Vice-Chancellor at the University of Auckland was one of the most critical and vocal opponents of the Bill. Having a cohesive and unanimous position within the education sector only strengthened our collective strength.

NZUSA made this issue and political one and dedicated part of the “student guide to voting” to explaining the position each political party had on the Bill. The work of the select committee had become so extensive that the Bill wasn’t able to have its third reading until after the General Election. With many parties on the cross-benches opposing the Bill the outcome of the Bill then became dependent on the outcome of the General Election. Now that we have another National-led Government there is

Video to Vote

NZUSA the PPTA and the TEU collaborated this year to host a competition called “Video to Vote”. The concept behind the competition was to encourage young people to create promotional videos which could be shared on social media promoting the General Election.

There were three categories, secondary, tertiary and one for young women.



NZUSA promoted the competition and provided online support, including hosting it on our website. The competition was a success, with the ultimate winners being invited to an awards ceremony at the PPTA.

Overseas Based Borrowers

We formed a relationship with NZForex, a provider of international money transfer services and which is registered with Inland Revenue to provide a free service for student loan borrowers.

They listened to us to make their service better for former students, in particular to

Headline

[Studylink Listens and Responds to Students](#)

[New Zealand Universities Tumble Down World Rankings](#)

[An open letter to all students: Students Matter](#)



promote the ability to make regular small payments in conjunction with a student loan borrower's own salary.

Over the December 2013 to April 2014 we ran a joint campaign to make contact with OBBs and promote the NZ Forex service. NZForex contributed \$5000 which was spent as follows:

\$3000 for 100 hours of social media activity 1 December to 1 April (from immediately, as people end their studies, to after the repayment obligation date of 30 March):

The campaign involved targeted Tweeting (focus on getting RTs) and Facebook posts (focus on getting genuine interactions, sharing liking and commenting) using student and students' association networks and alumni networks. This would include the time involved in producing a collection of stories and backstories that the messaging would link to.

1. Priority target would be people who are about to, or considering to, leave NZ for an extended period
2. Secondary target would be people already overseas, encouraging them to become compliant with their student loans and to enter into payment arrangements using the NZForex service
3. Third target would be "seeding" information about NZForex generally, so when people decide later that they need something they know that students.org.nz is the place to go to access the service

**NZUSA - New Zealand Union of Students' Associations**
November 1, 2013 · 

CALLING ALL KIWI GRADS OVERSEAS!

NZUSA is conducting a short anonymous survey of overseas based borrowers under the NZ Student Loan Scheme. So if you've got a couple of minutes over the next week (up to 6 November) and don't mind contributing, here's the link:


<http://www.surveymool.com/s/S48C82F9C5>

If you have friends who are overseas who are also paying off a NZ student loan, please share the link around and encourage others to do the same.

Topic	Date
Studylink	03-Oct
Rankings	02-Oct
Voting	19-Sep

The info collected will be used in future lobbying around changes to the Student Loan Scheme - the more real examples of Kiwi Grads facing difficulties we can gather and present, the more likely it is that we see some positive change that reflects the reality of paying off student debts from overseas.

Overseas Based Borrowers | SurveyTool.com
Overseas Based Borrowers by SurveyTool.com.
SURVEYTOOL.COM

43,808 people reached 

Boosted

[Students, You Have a Choice, Vote!](#)
[Student Loan Debt Continues to Climb](#)
[Average Full time Student Is in Financial Distress](#)
[Fee hikes restrict student choices](#)
[Taxpayers Union wrong on cost of abolishing student debt](#)
[Students Congratulate Internet MANA on Free Tertiary Policy](#)
[1 in 6 Students Would be Better off with no Allowance](#)
[Concerning Outcomes from Survey on Student Work](#)
[Students spend their summer working to keep themselves going](#)
[Students call for change, have the power to make it happen](#)
[Excitement rises as young Māori leaders prepare for national hui](#)
[Student Welcome Support with Transport Costs](#)
[Restoration of Post-graduate Allowances to be Key Issue](#)
[Education and Science Select Committee report disappoints](#)
[Campaign to Give Cost of Living Adjustments to Students](#)
[Government needs to come clean on support cut plans](#)
[Support for sole parents need to go further](#)
[Want More Scientists? Cut Fees, Say Students](#)
[Tax Cut Promise to be paid for by Effective Tax Increase](#)
[Government locks in cuts and continues to lock out students](#)
[Students Suffer As Support Fails to Keep Pace](#)
[Heeding the Student Voice – Nothing About Us Without Us](#)
[Government claims on student support hopelessly misleading](#)
[Students Welcome Engagement with StudyLink](#)
[Minister Disingenuous With University Council Claims](#)
[Overseas-Based Graduates: Student Loan Deadline Looms](#)
[Minister, size does matter!](#)
[Overseas student debt results disappointing](#)
[Governance proposal ill-considered and unnecessary](#)

Voting	18-Sep
Student Debt	17-Sep
Student Debt	16-Sep
Fees	15-Sep
Free Education	12-Sep
MANA IP Policy	12-Sep
Housing Support	11-Sep
Student Jobs	10-Sep
Summer Jobs	09-Sep
Voting	04-Sep
Te Huinga Tauira	27-Aug
Green Party Policy	05-Aug
Postgraduate allowances	25-Jul
Governance changes	16-Jul
Student Support	08-Jul
Student Support	30-Jun
Student Support	11-Jun
Student Fees	23-May
Budget	23-May
Budget	16-May
Student Support	13-May
ITP Summit	28-Apr
OBB	17-Apr
Studylink	16-Apr
Governance changes	19-Mar
OBB	17-Mar
Governance changes	14-Mar
OBB	20-Feb
Governance changes	11-Feb

The most successful post was seen by 61,000 people and the post which included the survey reached 44,000 and continues to generate survey responses, capturing stories which media continue to show an interest in.

NZUSA Media Releases for 2014

Significant Internal Reform

In lead up to the 2013 October Congress the members were asking some salient questions about the future of a national student voice. Many of the problems were cultural but the members of NZUSA wanted some changes to increase ownership over the organisation. Changing from a Federation Executive to a streamlined board meant that some representatives felt excluded from the decision making because they were no longer seated at the table.

OUSA and VUWSA wanted a mandate to continue working within NZUSA and both held referendums in 2013 to reaffirm their commitment. OUSA won their referendum by 72.7% and VUWSA won theirs by 63.5%. The wording of the VUWSA motion was that they would stay on the condition of significant reforms.

Much of energies of the 2013 President Pete Hodgkinson had been inwardly focused on research, maintaining international relationships, governance work and service provision. At the September conference the members set a new direction focusing outwardly on providing student voice and representation as the core business of the organisation. Coming into an election year everyone believed that NZUSA needed to provide leadership in coordinating national campaigns.

To make members feel more included with the governance of NZUSA a constitutional change at the end of 2013 reinstated a National Executive model made up of representatives from all of the members.

Healthy organisations are constantly going through a process of self-review. Currently NZUSA is facilitating a review which should culminate in recommendations coming out of the 2014 NZUSA Congress.

Research and Submissions

NZUSA completed a number of submissions and conducted analysis of existing data in order to better engage with media and policy makers. NZUSA also conducted its own direct research with students through the datasets and contact details held by members and institutions with which it has a relationship, and through the Learner Advisory Panels (below) which it established for this purpose.

First in Family Policy

A large body of literature identifies a lack of familial connection with tertiary study as a significant barrier (perhaps even the most significant barrier given its correlation with intergenerational low socio-economic status) to learners entering tertiary study. While this is an area of focus for other jurisdictions' access policies, such as Australia and the United Kingdom, data on the level of parental qualifications is not even collected in New Zealand. In exploring its policy and programme for enhancing educational opportunity NZUSA recognised this gap and produced a policy that would create a step change in the tertiary landscape by making degree-level tertiary study free for "first in family" students (whose parents did not have a degree) by way of a scholarship.

The policy was fully-costed and included obligations on institutions to have arrangements with secondary schools to identify potential students and assist them to have the necessary entry-level standards, and provide wrap-around support for students in receipt of these scholarships. It provided for 2000 funded places per year. The institutions would be rewarded with a payment on the scholarship-holder's completion enabling them to have a dedicated staffing unit to support the students. Students would need to qualify for allowances on existing policy settings.

The policy was supported in conversation with Ministry of Education, New Zealand Treasury (tertiary education division) officials, and other senior educational leaders. It was part of the electoral platform of the Māori Party (who also put it up for funding in the 2014/2015 Budget as part of their agreement with the National-led government), United Future, the Green Party, the New Zealand Labour Party, InternetMANA and New Zealand First. During the election period the Woolf Fisher Trust announced a \$2

million fund in association with AUT University to provide First in Family Scholarships consistent with our proposal.

Tertiary Education Strategy

The Tertiary Strategy, which is meant to provide high-level guidance to the sector including the work of the Tertiary Education Commission and its investment plans with institutions, underwent a redrafting early in 2014. NZUSA submitted a substantial submission principally focussed on objecting to the lack of reference to access and opportunity, affordability and the wider purpose of tertiary education to create a fairer and more equal New Zealand. We believed that instead the report focussed too heavily, and narrowly, on employment outcomes and economic development. We joined most of the sector in expressing these concerns.

One area where the TES has been successful in the past has been through its focus on achievement of Māori and Pasifika and we commended the Minister for this since the focus has seen significant improvements, especially for Māori. However, we identified that while institutions tended to have broader equity plans that included lower-socio-economic status and students with disabilities these were poorly resourced as there were no TES required measures that they were assessed against. We sought the inclusion of targets in these areas, and a comprehensive plan for improving outcomes for students with disabilities that we had developed with ACHIEVE, the national network for students with disabilities.

In addition to our submission, we met with staff at the Human Rights Commission with responsibilities for people with disabilities and made a submission, and sought a meeting, with the Minister for Disabilities the Hon. Tariana Turia to engage their support. We understand that they made representations consistent with our own, but we were ultimately unsuccessful this time.

Annual Maximum Fee Movement

The AMFM is set each year, although Budget documents suggest that the government is committed to maintaining the AMFM at 4% until 2017. NZUSA made a submission recommending that the AMFM regime be maintained and that the allowable fee movement be zero, i.e. that tuition fees be frozen for the 2015 year. While this may seem forlorn it is important that this perspective be raised, especially when there are voices from within tertiary institutions arguing for a higher AMFM, or even for the dispensing of the system altogether.

We also commended the Minister and the Tertiary Education Commission on what we regard as their correct application of the law in denying the applications from Massey and Victoria universities for across-the-board 8% fee increases under the exceptions criteria. We believe that the work we did in 2013 in opposing that proposal, alongside VUWSA, has clearly taken such an option off the table for institutions and students can take some comfort in that.

Education Amendment Bill (No 2)

The Education Amendment Bill (No 2) had a number of aspects to it, including major changes to the Teachers' Council, establishing a new code of pastoral care for international students and new tools for NZQA's oversight of PTEs. NZUSA's focus was on the changes to the governance arrangements for universities and wānanga although we commented on the other elements too. We joined the teacher unions in opposing the changes to the Teachers' Council, as they mirrored the removal of expert and

representative decision-making that was proposed for tertiary councils, and supported the international student and PTE proposals. The latter two, in contrast to the rest of the Bill, had been well canvassed with the sector, including NZUSA, and the legislation reflected the broad consensus view of the sector.

Our submission articulated that the proposed changes are wrong-headed and unnecessary, and inconsistent with international norms and international best practice. They risk undermining the integrity and the robust decision-making processes that are currently in place.

We noted NZ tertiary institutions are doing well, despite a chronic shortage of funds. Further, the claim that ITPs have performed better financially since the governance changes imposed on them is not borne out by the evidence.

Based on our analysis of current Council membership we identified that making Council membership “more flexible” will lead to Councils that are dangerously unrepresentative of the communities that they are meant to serve. The analysis that we had undertaken was unique but was widely picked up by other submitters.

We noted that Councils have the capability to govern universities precisely because of the diversity of perspectives that are currently represented on them. Further, we articulated that students are the stakeholder with the greatest interest in the long term performance of the University and therefore good practice governance suggests that they should be represented on the Council.

We noted that there is no contradiction between the duties and accountability of a Council member to the institution and that of their responsibility to be an advocate and a representative, as is the case for those on the Councils of territorial authorities or Members of Cabinet.

We said that we believed student and staff representation on Council should be legislated for as an important function of engaging with stakeholders to create good decisions. Finally, we set out some good practice guidelines that we believe would further enhance the ability of students to participate in University governance. We noted that these had been sourced from an independent research project into enhancing the student voice for quality enhancement.

Although the legislation seems likely to pass given the election result, we believe that there is support for ensuring that the Councils do not become as dangerously unrepresentative as we alluded to and that there will be some guidelines issued in this area, that there will be student representatives on at least all of the university councils, and that there is some interest in ensuring that such student representatives are able to be a voice for students rather than just themselves. These remain works in progress.

Submission on the Operations of the CSSF

NZUSA made a significant submission on the operation of the CSSF the summary and conclusions of which are contained in this report pages 18-20. That submission in part drew upon a survey of members regarding their views of the consultative and oversight requirements of the legislation and the Ministerial Direction.

The information that we provide is unique and as such is greatly valued by the Ministry and Tertiary Education Commission officials who have responsibility for ensuring legislative and regulatory

compliance. We know that it is also well received by the Minister as he made reference to it in demanding better compliance by institutions, especially with the requirements around consultation. Further, although the Ministry is also able to compile the institutions' annual reports, we each gain from sharing our analysis of these reports, and coming to an understanding as to what we each regard as compliance or otherwise.

One of the issues that we have identified through our work in this area is that institutions are still uncertain as to exactly what they are expected to do, with some believing that they are complying when the Ministry and we do not believe that they are, especially with respect to reporting and categorising expenditure, and others lacking the tools to be able to comply, such as being to consult in a meaningful way with students. Others, albeit a small number, lack interest in complying and cause distress to us and the officials in their approach.

Our proposed solution to this is to call a summit in conjunction with the Ministry, the Minister's office and the sector to share examples of good practice, since there are many across the more than 25 TEIs and an unknown number of PTES which charge a CSSF. We would also be able, collectively and efficiently, to seek clarification from the Minister and his advisers around any points of contention and as to the ultimate purpose of the regulatory environment so as to give good guidance.

Income and Expenditure Survey

In the past the Income and Expenditure Survey has been conducted through the engagement of a research company and has been extremely costly. This year we decided to bring it in house and conduct it electronically. We asked members and institutions we have working relationships with to give us access to their student dataset by emailing out a link to the survey which was largely replication of the survey used in previous years, although it was cut down somewhat to reflect the difficulty in digital surveys of getting people to complete a long questionnaire.

We completed the Income and Expenditure Survey with the emails and other access that people gave us and had just shy of 5000 responses. This was thanks in particular to Massey University (which also gave us good numbers for Auckland and Wellington). OPSA and Whitireia were involved even though were not members (and at Whitireia involved working directly with the institution) and sent the survey out to all their students. WITSA, AUSA, LUSA, VUWSA, and AS@U were also able to give us access to participants.

The data is incredibly valuable and very informative. Although our methodology was different from previous years the results which are measurable/testable against other datasets are proving remarkably consistent which is very satisfying.

One of the problems in the past with getting the findings from the NZUSA Income and Expenditure survey to inform policy development has been that it has been conducted at arms-length from the policy makers. We are currently in discussion with the Ministry of Education with a goal that we will jointly finalise the findings of the survey and publish it together.

We did however conduct some higher-level analysis for promoting during the election period which identified:

1. Funding and Allowances

Six out of 10 said they support free education, with just 1 in 20 strongly opposed. Six out of 10 said they were concerned at how much debt they would have when they graduated, only 1 in 6 did not. Only 8% of full-time students were not at all worried about their debt level on graduating. Three-quarters want a living allowance that is not dependent on parents' income, against 1 in 20 who strongly oppose this.

2. Student Loan Scheme

Ninety-three percent support interest-free student loans, with just 2% strongly opposed.

3. Student Voice

Eighty-five percent want restoration of a collective student voice that is independent, authentic and sustainably resourced.

4. Tertiary Governance Arrangements

Eighty-seven percent agree or strongly agree that students should have a role in governance of their institutions, against just 1% who are opposed.

5. Scholarships for the first in family

NZUSA's first-in-family proposal had 55% support, a quarter had no opinion, just 9% were opposed.

6. Graduate Jobs

Eighty percent of respondents wanted all graduates to be entitled to high quality jobs, with restrictions on job specific programmes to the number of jobs available, if necessary, just 1% strongly disagreed.

7. Summer work

Two-thirds of students work over the summer break, yet only half begin the year with savings, and for those who do the average is under \$2000.

55% of students get their summer job through a familial connection or a friend.

8. In-term work

Students who work during the year are working more hours (up from 12 to 14) and for more weeks (up from 21 to 25).

The average earned per hour has increased by just 50 cents over the past four years.

9. Fees

The average fee increase from 2010 was 14% which shows that fees were on average increasing at the maximum under the AMFM.

22% said cost affected where they could study and 20% did fewer or different papers than they would have preferred due to the cost.

One in five students not continuing with their studies identified cost as the reason that they would no longer studying, the leading cause after finishing their qualification or finding employment.

10. Debt

The average student loan debt is now \$24,405, up 57% since 2011. The median debt is \$20,000, up from \$12,000.

More than one-third of students expected to owe over \$30,000 when they graduated.

73% expected of students expected their debt to impact on their retirement savings, 70% on their ability to buy a house, and 65% on whether or not they would be able to pursue further study.

11. Financial Distress

Using the same measure that found that 16% of final year students are in financial distress, we found that 44% of all students do not have sufficient means to meet their basic needs.

Learner Advisory Panels

The Learner Advisory Panels have been established by NZUSA, in part as a response to the removal of a learner voice from the consultative systems of the Tertiary Education Commission, and also to complement the specific mechanisms that individual tertiary institutions use to consult and engage with learners about institution specific matters. Ako Aotearoa provided us with seed funding to establish the panels in the second half of 2013.

The premise behind the LAP is the provision of standing, nationally representative learner panels who are invited to participate in discussions on a regular basis around nationally relevant policy, and other learner issues. The learners on the panels are engaged through an on-line platform in a two-way interactive exchange of questions and answers between learners and others (e.g., agencies wishing to consult with learners). The learners can see other panelists responses and add comments or 'like' those contributions. To date four national panel discussions have been run.

Panel members were recruited through an application process involving students' associations and tertiary institutions referring potential learners. The panels are managed by NZUSA.

In 2014 we ran three panel discussions:

On transitioning into and out of study:

How well students felt they were being prepared for life after education, and how well their tertiary institution (and school if they'd come straight from school) had assisted their transition into study. We had 130 panellists recruited for the session and generated 90 individual responses.

On what helps students when they are starting study and most enables their success:

What information students would have liked to have had, what materials need to be available, what structures and support systems best enable success. 125 panellists were in place and they generated 247 individual comments.

Experiences with StudyLink:

In association with StudyLink, NZUSA utilised its Learner Advisory Panels to discuss with students their experiences with StudyLink, the (additional) information that they would have liked to have had available and some specific questions around the 16 December campaign to get students applying early and StudyLink's use of social media. 178 learners generated 116 unique responses.

NZUSA and StudyLink jointly agreed on the final report.

ITP Summit

On 28 and 29 April 2014, NZUSA hosted a summit on student voice in the ITP sector.

The focus of the Summit was on enhancing the quality of academic programmes through the better use of Student Voice in Polytechnics:

- to connect with the best of international evidence and experience, and



Max Kerr speaking at the ITP Summit

- to recognise and share good practices by institutions in New Zealand

The programme included presentations and “think-pieces” by 9 institutions and organisations. They shared their practices, and difficulties, to crowd source solutions and share ideas. It built on previous work undertaken by NZUSA and welcomed representatives from Student Participation for Quality Scotland (www.sparqs.ac.uk) who are acknowledged as world leaders in the area.

Participants came from 17 of the 18 ITPs in New Zealand and included a chief executive, four heads of academic quality, six heads of student success, well-being or experience, two heads of learning services, six student advisers whose job included support for student councils, eleven student representatives, and one manager of strategy. They were supported by experts in student engagement from sparqs, Ako Aotearoa, HeathRose Research and the New Zealand Union of Students' Associations.

We had overwhelmingly positive responses to the summit and have already secured funding and support for a follow-up event which is to take place within twelve months. The goal of that event will be to review progress towards the commitments that people made.

A key outcome was that each ITP left with ideas and inspiration to implement over the next 12 months, utilising the presentations and case studies to inform their own activities and priorities.

There were specific commitments, in particular around:

- including students in internal review panels,
- better feedback processes,
- student-led teaching awards,
- training for staff and student representatives to better understand their responsibilities,
- democratising the learning environment,
- identifying students as experts in their own learning, and
- conducting formal engagement around learning needs and curriculum development.

Consistent themes were:

- the relationship between associations and institutions,
- the notion of partnership,
- the importance of cultural change to embed a commitment to student voice,
- an understanding that student voice is not the same as complaint, and
- completing the loop by promoting and publicising the effectiveness of student voice.

The summit was financially supported by the Metro Group of ITPs, NZITP, Ako Aotearoa, together with commercial sponsors Squiz, StudentCard, Cheers, and Fuji Xerox. This support means that the costs of the event itself were fully covered for participants and also meant that there were funds available to support student participants with their travel costs.

In addition to attending the summit, the representatives from sparqs also met with officials from the Ministry of Education, NZQA, the Tertiary Education Commission and the Academic Quality Agency for New Zealand Universities.

External Representation

- Student Job Search

- Academic Quality Agency
- Committee for University Programmes
- Teaching Quality and Excellence Awards
- Ako Aotearoa – Central Hub Advisory Group
- NZQA – NZ Qualifications Framework References Project
- NZQA - Teacher Education Qualification Review Governance Group
- Student Allowance Hearing Panels

External Relationships

With Government

- Tertiary Education Commission
- Ministry of Education
- New Zealand Qualifications Authority
- Treasury
- Studylink
- Electoral Commission

Studylink

The relationship with StudyLink was particularly rewarding.

We were appreciative of how well StudyLink have listened to us. They have been responsive and adapted their practices in response to the feedback from students we have been able to provide. This resulted in an improved performance from StudyLink in 2014. There is no doubt that getting their loans and allowances processed on time makes it easier for students to concentrate on being students.

In 2013 many students faced significant problems and delays. Since then we have worked extremely closely with StudyLink. To their absolute credit, they have heard and heeded the student voice.

We recommended setting a date which if applications we submitted would ensure that they would be processed in time for the students start date to give certainty, they agreed and we jointly promoted this date to students. We recommended improvements to practices, including to systems, and everything that StudyLink could manage within their resources was implemented.

We also worked with StudyLink to utilise our Learner Advisory Panels to get feedback to make further improvements for 2015. StudyLink took all the students' responses seriously, looking for which needed systematic changes and which needed greater allocation of staff to deal with individual complexity. It has resulted in a array of changes which will include a total overhaul of the digital user interface. This was a thoroughly rewarding exercise, showing that our shared goals of improved service for students could be approached in a mutually respectful and beneficial manner. Our agreement on a co-written report and a shared media strategy with respect to the findings is a model that other agencies have shown interest in.



We realise that we could have been on the outside throwing stones and complaining, and that students might have seen a more public NZUSA if we did this, but in this case students' interests have been better served by our getting involved and helping to make positive change. It is a credit to then Associate Minister for Social Development, the Hon. Chester Borrows, and to StudyLink CEO Susan Kosmala and her team at StudyLink that they have been open to our approaches.

We, and StudyLink, are aware that there's still work to do, and that implementing some of our suggestions are still works-in-progress. We are continuing to work closely alongside StudyLink, while they keep listening we know that we will continue to see improvements.

Within the Tertiary Sector

- Universities NZ
- Tertiary Education Union
- Metro ITPs
- New Zealand Institutes of Technology and Polytechnics
- Student Job Search
- University Sport NZ
- Ako Aotearoa

Non-Government Organisations

- New Zealand Medical Students' Association
- Grey Power
- Public Service Association
- Post Primary Teachers Association
- New Zealand Law students' Association
- New Zealand Medical Students' Association
- Council of Trade Unions
- FIRST Union
- Generation Zero
- Rock Enrol
- New Zealand Nurses Organisation
- Stand-Up
- Action Station

Overseas

- University of the South Pacific Students' Association
- National Union of Students (Australia)
- The Commonwealth Students' Association
- A study group from Japan interested in the follow-up effects of VSM.
- A delegation from Japan promoting world peace

Te Mana Ākonga

Ivy Harper was the Tumuaki for Te Mana Ākonga for 2014. In February however, her capacity was diminished as she took on full-time paid work for Parliamentary services working out of the Māori



Party office. Throughout this time she was still Acting-Tumuaki and an active participant in National Executive meetings and the ordinary business of NZUSA.

There are natural advantages in NZUSA and Te Mana Ākonga having a close working relationship. We have areas of common interest and can support each other in our political engagement, and advocating on behalf of students. This year both Jacqueline Poutu and Ivy Harper were staff members within the Māori Party which is an important and strategic relationship to maintain.

Te Huinga Taurira was at Ratana Pā this year and Te Mana Ākonga hosted the NZUSA President. Having the opportunity to participate in a national Māori hui is a really special opportunity.

Work had been undertaken in 2012 to update the MOU between NZUSA and TMA but nothing was final and this should be reviewed on a yearly basis to test if it's still appropriate.

National Women's Rights Officer and the Tertiary Women's Focus Group

Preface

This year has been an absolutely fantastic year for me and I have learnt so much being the 2014 NWRO and being a part of the TWFG which has been made up of extremely inspiring, motivated and passionate women. I would like to thank you all for your help, support and suggestions throughout the year.



I came into the role not knowing what to expect and not really having much to go by other than an email account with over 5,000 unopened emails and about 50 or so boxes. While the process of sorting and organising both the inbox and boxes took a while, I definitely learnt a lot about the history of the TWFG. The group has changed a lot over the years and I think that now would be a good time for more change. We have ended 2014 with the role of the NWRO and TWFG back up and running, we have been representing tertiary women in a range of organisations, and have got people thinking about feminism, intersectionality and women's leadership with the two conferences that I helped organise with AUSA and UC FemSoc in Auckland and Christchurch respectively.

The main focus for us this year, however, was what the TWFG has done most election years. This was producing a guide which outlined a range of political parties policies as they relate to tertiary women. In previous years this has been called the Girl's Guide to Voting, but this year it was called the Tertiary Women's Guide to Voting. While the election result may not have been what all of us were hoping for, I know that many people were really happy to receive the Guide and that it informed a lot of people on things they wouldn't necessarily think about on a day to day basis. I know of at least one person who learnt that abortion was still in the crimes act because of the Guide!

At our last TWFG meeting we looked at updating the TWFG constitution and policy. During this meeting we discussed options for the future of the TWFG and this has got me very hopeful. The TWFG has been quite quiet over the past couple of years, and I don't want the work we have done this year to get it up and running again to go to waste. Coming into this role there wasn't much structure, and when I found the constitution and policy going through the boxes, it was clear immediately that it was very outdated (last updated in 2001). At the end of this report I have outlined some ideas for the TWFG and NWRO in

2015 that I think, having been in the role for a year, will be a natural forward progression, and will make the job easier with more structure.

Thank you again and it has been an absolute privilege working with all of you. I would like to especially thank Daniel Haines (NZUSA President) and Dr Alistair Shaw (Executive Director of NZUSA) for all of their help this year. I undoubtedly could not have done anything really without your help and institutional knowledge.

Nga mihi nui, kind regards and best of luck,



Samantha Allen



1. TWFG Herstory

The TWFG Herstory has been organised and is in its resting place at the Alexander Turnbull Library. Here the public can access it for research, there is more space in the NZUSA office, and it is safe and secure.

2. TWFG Logo

There was a discussion on the TWFG Facebook group that led to a consensus of those engaging that the above logo used in the header is one that we are happy with. If the constitutional changes go ahead at the TWFG 2014 AGM, then it is likely we will get a new logo and I would encourage the group to get a designer (or design student) to do it. One that both reflects what they group is, is recognisable and unique.

3. Conferences

- a. **TWFG/AUSA May 24th Conference** A huge thank you to Rosalin Mackenzie from AUSA for helping to organise this, and to ZONTA Auckland for generously giving the grant of \$1,000 to run this conference. I thoroughly enjoyed the conference and the feedback I got from others was that they too enjoyed it. Deborah Manning's talk was definitely a highlight of mine, as was the panel on intersectionality.

- b. TWFG/UC FemSoc August 23rd Conference** This was a fantastic conference and it was great to meet the amazing women behind the UC Feminist Society. The conference consisted of three panels with three people on each. The themes for the panels were:
- i. Towards an intersectional feminism;
 - ii. Gender, sexual health, and reproductive rights; and
 - iii. Local and global perspectives – indigenous and ethnic women’s feminisms, international case studies and comparisons.

I had picked up the printed copies of the *Tertiary Women’s Guide to Voting* the day before so was able to take a whole lot of copies down for both the UC Fem Soc and OUSA to distribute throughout their campuses.

4. TWFG Guide to Voting

a. Content and Party Responses

I started drafting the questions for parties in the summer and had them **available** on the TWFG facebook page for comments via google docs. While I was warned that politicians take a while to get back, most of them were about one month over due and I had to send quite a few reminders and contacted different people within the party (but if there was a women’s spokesperson then just to them was fine). When this is done in the future I would say give them about a two week time limit, but plan for a month before you get responses, and send weekly email reminders or ring them.

b. Design

We were luckily enough to get the amazing Tammie Crompton to design our Guide. Her hourly rate was perfect for our budget, and we were able to support a local (Palmerston North) female designer! Tammie was great to work with and was very patient with my numerous little edits. I would definitely recommend Tammie to all who need a designer. I consulted with the other TWFG members via our facebook group and I would recommend future NWRO’s to do the same.

c. Distribution

The first location for distribution was Weir House where I work. I received the Guides on Friday 22nd **August** and flew a whole lot of them down with me to Christchurch for the TWFG/UC Fem Soc conference on the 23rd. There were OUSA TWFG representatives at this conference and I was able to give them their lot of guides too. I walked the VUWSA guides to their offices, and mailed the rest of the guides throughout the country including Gisborne! It was very exciting being able to hold this guide that had taken up so much of my time and I was very happy with how it turned out.

5. Representation

a. Campus women’s groups

As I am based in Wellington at VUW and my closest women’s group is the Vic Women’s Group. I was able to help out for a bit on their stall at clubs day at the beginning of the year, however since the group is based up at Kelburn and from 10am – 5:30pm every week day I am down at Pip, with Public Law classes that go through lunch time, I have been unable to attend their meetings. As with all of the women’s groups throughout the country they have done some really awesome stuff this year! Whenever I see or hear that there are things happening on the different campuses from the various women’s groups, I share this information on the TWFG facebook and twitter pages, as well as in my various other networks. I have made it clear and reiterated throughout the year that if any of the groups needs anything from me, then I am here to help. The main thing

that I have done is answer questions for the OUSA women's representatives, as I was in the role last year, and distribute resources to the difference groups. I have some ideas for how to be more involved in the women's groups in the *Looking Forward* section of this report at IX.

- b. National Council of Women and Federation of Graduate Women** I continue to represent tertiary women's at these monthly meetings. I am one of the only young people who attend these meetings, and both groups really
- c. NZ National Commission to UNESCO**
I am a member of the Youth Reference Group to the NZ National Commission to UNESCO and represent the views of Tertiary Women in this role. The aim of UNESCO is to promote peace through dialogue and a lot of what we do is connecting people, attending and sharing events, and letting people know about funding grants that UNESCO offers.
- d. NZ Post-Primary Teachers' Association (PPTA)**
Engagement with the PPTA this year was with Video 2 Vote. I helped supported this initiative by sharing and distributing information about this competition in our networks. It was a competition aimed at encouraging people to vote.
- e. Shakti**
The Wellington Shakti group opened up a safe house at the beginning of the year and we donated \$50 to go towards necessities in the house. I have been sharing their events on the TWFG facebook page as they come up.
- f. Women's Refugee**
I, along with some other TWFG members, participated in the *March to change New Zealand's Shame* held in Wellington which was moving and powerful. Women's Refugee sent us a letter to the NZUSA offices inviting us which was nice, and the turnout was fantastic.
- g. Youth for UN Women**
I am a founding member of this group and started up the Dunedin branch. In Wellington I have been supporting Youth for UN Women by sharing their events and attending where I can.
- h. YWCA Aotearoa/NZ**
YWCA is an organisation that works towards empowering young women, particularly through leadership opportunities. I have been co-opted onto the National Board for YWCA A/NZ and in this role will represent the views of Tertiary women.

6. Submissions

- a. Specialist Sexual Violence Support Services**
Last year I made a couple of submissions for this in my various capacities, however, at the time of writing the submission I wasn't sure where I would be during the oral submission time this year (Dunedin or Wellington) so I didn't say that I wanted to give a submission. Luckily I ended up being able to make an oral submission with Sunshine and Lara from Youth for UN Women which went really well.
- b. Education Amendment Bill (No. 2)**
I wrote and gave an oral submission on this Bill on behalf of the TWFG opposing the changes to university councils. I argued that changes would make the councils undemocratic, unrepresentative and un-independent. I was the second of about 600 submissions which was exciting, and used a Harry Potter analogy so that they would remember (also it was relevant). I would like to add that all of the select committee

albeit one were humoured by this Harry Potter reference. Part of this submission can be heard here: www.radionz.co.nz/audio/player/2595091.

7. Resources

Earlier in the year I got in touch with the *It's Not Okay* campaign and got a whole heap of resources on safe relationships. I put it up on the TWFG page that if any of the campuses wanted some of these resources, they just had to let me know and I sent them some. There were a few responses, and I also distributed some of them in Weir House (first year residential hall at Victoria University). While I was sorting out the TWFG Herstory files I came across a heap of Thursday In Black material which has since been distributed to interested campuses, and of which I have had at our various meetings and at the August TWFG/UC FemSoc conference. The main resource that went out this year was of course the *Tertiary Women's Guide to Voting*. As there are quite a lot of organisations out there that focus on particular gender issues, it is relatively easy to get a hold of material and resources, and they are really enthusiastic about other groups of people wanting to help share the message. For example, YWCA Auckland has a pay equity campaign, and Rape Crisis and Women's Refugee have a lot of gender violence material.

8. Budget expenditure

This is the breakdown of what appears in the NZUSA Financial Accounts that will be considered and voted on at the 2014 NZUSA AGM, following our AGM. Whatever ends up happening to TWFG constitutionally, if we keep receiving funds from NZUSA, I would encourage a name change. Instead of *Women's Campaigns Transactions*, maybe *TWFG Budget* or something along those lines to give the TWFG more flexibility with what the budget is used for. Everything spent this year can theoretically come under the notion of 'campaigns' e.g. our campaign to get the TWFG name out there more and more representation of tertiary women's views in other women's groups. But this is a discussion that will hopefully happen when we discuss the future of the TWFG and what it will look like at the 2014 TWFG AGM in November.

9. Looking forward: 2015

a. Co-NWROs

On the note that the NWRO role is part-time and voluntary, I found it fine this year, but others might not necessarily and I would encourage the option of the role being taken up by two people as co-National Women's Rights Officers. The majority of my work was done online e.g. over emails, so I do not think that it matters too much if the NWRO is not based in Wellington. Being based in Wellington, however, is absolutely ideal as Parliament is there as is a lot of the organisations we engage with and the NZUSA offices. It could potentially work well having one NWRO in Wellington and one somewhere else in the country.

b. TWFG Constitution

I have updated the TWFG constitution as directed by the October TWFG meeting. This is up on the TWFG facebook page (and was emailed around) for comments and edits in time for the TWFG AGM where it will be considered and voted on. Currently, it looks like we will be separating from NZUSA (still having a close relationship, but being more autonomous) to become a registered charity called the 'New Zealand Tertiary Women's Association' of NZTWA, while still having the NWRO of NZUSA who simultaneously chairs the NZTWA (but this is all up for discussion).

c. TWFG Policy

The TWFG Policy also needs to be updated from 2001, but I think it will be best for this to be updated once we have adopted the new constitution. This can be something that the new TWFG and NWRO for 2015 work on together, with the direct of the 2014 TWFG discussion that is to take place at the AGM as per the Agenda that I have send out and is also available on the TWFG facebook page.

d. Funding

If we become a charitable trust and more autonomous, the likelihood of us receiving funding is likely to increase. This is definitely something that the 2015 TWFG and NWRO should look into e.g. charities commission. Some of the funding could go to a mid-year conference, and travel for TWFG members to the board meetings etc.

e. Ideas for 2015 Some of the things I would encourage being adopted for 2015, whether or not the new constitution is adopted, but directed by the decision that is made, is setting up:

- i. Memorandum of Understanding between TWFG/equivalent and NZUSA (if new constitution adopted);
- ii. A Relationships Register;
- iii. Board Charter;
- iv. Sub-committees for the TWFG e.g. financial and sponsorship;
- v. A strategic plan; and
- vi. Media strategy.

f. Example 2015 Calendar

I think that at the beginning of the year it would be a good idea for the NWRO and TWFG to lock in some dates for the 2015 calendar (with some flexibility as is necessary). This to ensure that you have some solid goals to work towards, so you can all plan around these dates, and so that the NWRO, which is a part-time voluntary role, has some structure and doesn't get too worried about all the work there is to do. Half-way through the year would be a good time to reflect on this and update for the next half of the year.

10. Comments for future NWRO's

This document can be taken as a guideline of the sorts of things open to you in the role of NWRO, though I think it largely depends on the TWFG and what the various campuses want. If the proposed changes go ahead with the TWFG, there will hopefully be more structure and guidance in the constitution and other fundamental documents that will help with the role. But whatever happens, good luck and remember that there are a lot of other organisations out there that you can collaborate with!

Ngā mihi,

Samantha Allen
2014 NZUSA TWFG National Women's Rights Officer

Internal Operations

Communication and Travel

Regular communication was maintained with all of our member associations and student representatives. This took a variety of forms including newsletters, email, online discussion forums, face to face meetings and regular phone conversations. All members were visited at the beginning of the year and as required as the year progressed.

Finances and Office Operations

Since VSM, NZUSA has been downsizing the organisation to a sustainable scale. The transition costs associated with downsizing the organisation are now complete and the 2014 reviewed financial accounts should predict a modest surplus. WSU still owe \$10,000 in levies which was unexpected but there was increased external income from the ITP Summit, Research, Campaigns and other areas which allowed for a dedicated kitty to be allocated towards the election. The increased resource which was spent on the election won't reoccur again next year putting NZUSA at an even stronger financial position.

Cash-flow was lumpy again this year with irregular levy payment from members creating difficulties at times. This wasn't as severe as last year and some of the issues should be resolved again next year. The members have agreed to pay the full-year levies in advance if possible or make more regular payments. If this can be established the management of the accounts could be out sourced to an external finance resource. Currently the Executive Director has been managing the accounts.

Conference

NZUSA now follows a format of having two conferences for members to attend. The first in January-February is a training and networking opportunity and the second (Congress) is held October-November. The conference in February this year was focused on the General Election and many of the speakers shared their own personal experiences. Jade Tyrrell the 2013 NUS (Australia) president attended as a guest speaker to share her election experiences from the year before. Other guest speakers included Lesley Francey (TEU President), Rob Salmond (Polity Limited), Letisha Nicholas and Louise Sherrill (Generation Zero), Matthew Hooton (Excltium), Paul Eagle (Local Councillor), Richard Neil (Ed Collective), John Kingi (AuSM President), Gareth Hughes (Green MP), Tracey Martin (NZ First) and Grant Robertson (Labour Party).

The Congress held in November this year will focus internally on what our operations and direction is going to be, and externally on how we can develop relationships in the tertiary sector.



President Training

Is a three day event to ensure that the next cohort of student presidents have the essential skills needed to lead their respective organisations. The competencies taught are governance, media, human resources, conflict resolution. It is also an invaluable opportunity for presidents to network and share whanaungatanga with each other.

Assistance to Associations

This happened on an ad hoc basis as each students' association required. The associations who were in more regular contact better utilised the services NZUSA had to offer.

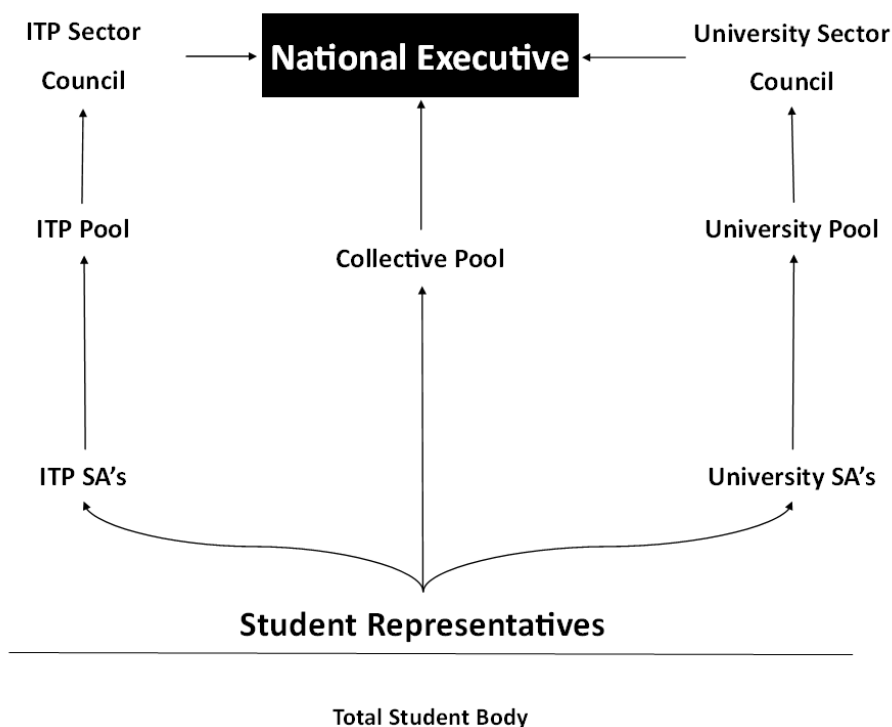
NZUSA Archives

A process of determining which archives are useful is currently underway. AUSA underwent a similar process this year and there is a large volume of material in Auckland which needs to be organised and either stored or recycled.

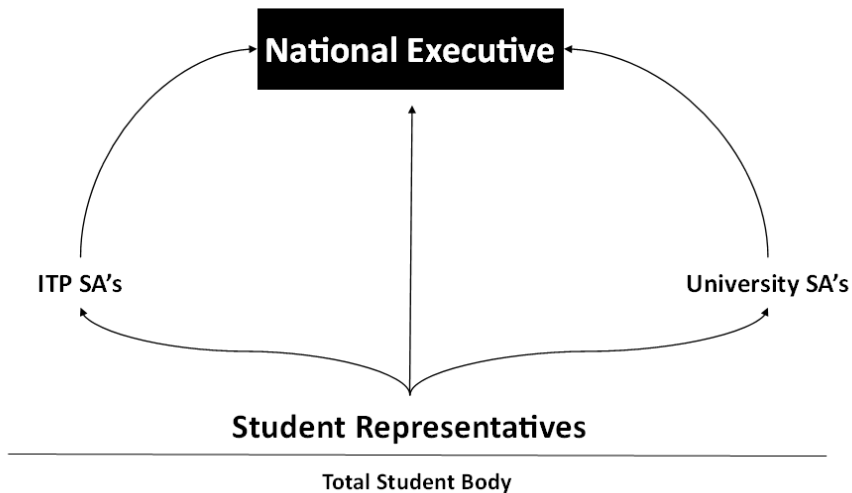
Lambton House

NZUSA is still paying off the loan it borrowed in 2012 to develop the floor. The space is still fully tenanted with Scoop Media occupying half the space. Generation Zero also rented half of the NZUSA space this year to run their campaign activities during the election. This has just recently been vacated at the conclusion of the election.

2013 Structure



2014 Structure (proposed)



Conclusion and Thanks

NZUSA is more than a national office in Wellington, it's made up of the numerous student representatives which reach from Northtec to Dunedin. Individually we are weak, but collectively we are incredibly powerful.

We're proud of the contribution that we've made to a long history of achieving things for students and upholding NZUSA's place in society. This year has been a physical, mental and emotional challenge. Operating on significantly less funding than any of our predecessors, this year has demonstrated that although we might be financially poor we are rich in talent and enthusiasm. Thanks for joining our whanau, and joining us in refocusing this organisation on the principles of solidarity.

But mostly we'd like to thank all of the students we came into contact with this year, your faith and support in us allowed us to fulfil this important role. It has been an honour, and a privilege to serve.

*Te piko o te māhuri,
tērā te tupu o te rāka -
The way in which the young sapling is nurtured,
determines how the tree grows.*

In unity, strength. Kia kaha.

Daniel Haines and Alistair Shaw
President and Executive Director

Financial Performance

Profit & Loss New Zealand Union of Students' Associations Inc. 1 January 2014 to 18 November 2014

	Year-to-date	Projection to Year end	Budget
Income			
Conference Income	\$36,670.00	\$46,270.00	\$59,500.00
Interest Income	\$95.72	\$95.72	\$0.00
Levies - Associate Members	\$4,000.00	\$4,000.00	\$29,750.00
Levies - Full Members	\$225,000.00	\$235,000.00	\$217,500.00
Other Revenue	\$68,108.39	\$72,108.39	\$63,000.00
Research Income	\$26,000.00	\$26,000.00	\$53,000.00
Total Income	\$359,874.11	\$383,474.11	\$422,750.00
Less Cost of Sales			
SARB	\$1,365.76	\$1,365.76	\$3,000.00
Total Cost of Sales	\$1,365.76	\$1,365.76	\$3,000.00
Gross Profit	\$358,508.35	\$382,108.35	\$419,750.00
Less Operating Expenses			
ACC	\$740.71	\$740.71	\$700.00
Accounting Fees	\$266.75	\$341.75	\$588.00
Audit Fees	\$2,495.21	\$2,495.21	\$1,800.00
Bad Debts	\$0.00	\$0.00	\$0.00
Bank Fees	\$668.56	\$768.56	\$500.00
Campaigns	\$18,995.55	\$18,995.55	\$20,000.00
Campus Tour	\$980.45	\$980.45	\$5,000.00
Cleaning	\$3,443.86	\$3,883.86	\$4,680.00
Communication - Cellphones	\$1,500.00	\$1,500.00	\$1,500.00
Communication - Email/internet	\$0.00	\$0.00	\$0.00
Communication - Telephone	\$2,234.32	\$2,634.32	\$2,400.00
Company Contribution	\$31,882.07	\$35,069.11	\$36,000.00
Conferences and Training - Congress	\$0.00	\$4,800.00	\$10,000.00
Conferences and Training - other	\$23,904.22	\$23,904.22	\$30,000.00
Conferences and Training - Presidents' Training	\$2,007.83	\$8,007.83	\$6,000.00
Conferences and Training - Workshops	\$1,495.96	\$1,495.96	\$500.00
Consulting & Accounting	\$633.90	\$633.90	\$2,000.00
Depreciation	\$0.00	\$8,000.00	\$8,000.00
Equipment Rental	\$4,342.96	\$6,842.96	\$6,000.00
Fedex Meetings	\$121.20	\$121.20	\$1,000.00
Freight & Courier	\$0.00	\$0.00	\$250.00
General Expenses	\$1,587.15	\$1,587.15	\$1,500.00

Insurance	\$0.00	\$0.00	\$1,500.00
Interest Expense	\$4,503.70	\$5,503.70	\$5,000.00
KiwiSaver Employer Contributions	\$2,058.90	\$2,203.90	\$500.00
Legal expenses	\$0.00	\$600.00	\$1,000.00
Light, Power, Heating	\$3,552.93	\$4,252.93	\$2,000.00
Office Expenses	\$528.03	\$528.03	\$2,000.00
Photocopying	\$903.87	\$1,153.87	\$2,000.00
Printing & Stationery	\$60.00	\$60.00	\$1,200.00
Professional Services	\$2,550.03	\$4,050.03	\$4,000.00
Repairs and Maintenance	\$1,312.58	\$1,312.58	\$0.00
Research	\$2,914.65	\$2,914.65	\$10,000.00
Research - ESPRI Licence	\$2,000.00	\$2,000.00	\$2,300.00
Salaries - National Representatives	\$32,475.45	\$40,000.00	\$40,000.00
Salaries - Staff & Bookkeeping	\$106,389.38	\$119,779.38	\$127,000.00
Staff Procurement	\$293.92	\$633.92	\$0.00
TMA MOU commitments	\$15,652.19	\$15,652.19	\$26,087.00
Transition & Change	\$0.00	\$0.00	\$0.00
Travel	\$2,956.18	\$2,956.18	\$5,000.00
Website	\$3,896.85	\$4,306.85	\$2,500.00
Women's Campaigns	\$2,317.77	\$2,938.77	\$5,000.00
Total Operating Expenses	\$281,667.13	\$333,649.72	\$375,505.00
Net Profit	\$76,841.22	\$48,458.63	\$44,245.00