AGENDA
Budget Committee
May 2004 National General Meeting

DAY ONE

1. PREPARATION FOR COMMITTEE DELIBERATIONS

a. Ratification of the Committee Chair(s)

Standing Resolution 1, Section 4, Committee Chairperson states that:

> As its first order of business each standing general meeting committee shall either:
> a. ratify as the committee chairperson(s) the National Executive member(s) appointed to the committee; or
> b. elect a committee chairperson from within its membership.

b. Roundtable Introductions

c. Review of the Committee Agenda

d. Review of the Committee's Terms of Reference

Committee members should be familiar with the responsibilities of the Budget Committee as established in the Federation's Standing Resolutions. Standing Resolution 1, Section 3 a) *Budget Committee* states that:

> The Budget Committee shall:
> i. develop a draft budget for the upcoming fiscal year for submission to the closing plenary of the semi-annual general meeting;
> ii. review and recommend budget adjustments for the remainder of the fiscal year to the closing plenary of the annual general meeting;
> iii. assess the availability of funds for proposed projects and/or purchases, including donations; and
> iv. undertake long-term financial planning for the Federation.

2. REVIEW OF FINANCIAL DOCUMENTS AND ISSUES

a. Orientation to the Finances of the Federation

i. Revenue Sources
ii. Areas of Spending
iii. Funds and Fund Balances

b. Overview of Current Financial Realities/Pressures (In-camera)

c. Review of 2003-2004 Budget and Year-to-date Statements

The Committee will review the 2003-2004 budget and the comparative year-to-date statement of revenue and expenditures.

DAY TWO

3. PRESENTATION OF THE 2004-2005 BUDGET

a. Presentation of Draft Budget

The first draft of the 2004-2005 budget, as prepared by the National Executive, will be presented.

b. Consideration of Amendments

The Committee will consider amendments proposed to the 2004-2005 budget.

4. OTHER BUSINESS

5. ADJOURNMENT

AGENDA
Campaigns and Government Relations Forum
May 2004 National General Meeting

1. PREPARATION FOR FORUM DELIBERATIONS

a. Roundtable Introductions

b. Review of the Forum Agenda

2. DEVELOPMENT OF THE NATIONAL CAMPAIGNS PLAN

a. Presentation of Draft 2004-2005 Campaign Strategy

The Campaigns Strategy forms the basis for the Federation's campaigns and government relations work for the year to follow. Each year, prior to the May national general meeting, the National Executive prepares a draft Campaigns and Government Relations Strategy, which is presented to the general meeting for consideration.

A presentation about the issues addressed in the draft strategy will be provided.

b. Revision of Draft 2004-2005 Campaign Strategy

The Committee will revise the draft of the 2004-2005 campaigns strategy for submission to the closing plenary.

3. MOTIONS REFERRED FROM OPENING PLENARY

The following motions will likely be referred to the Campaigns and Government Relations Forum by the opening plenary.

a. Proposal to Focus Lobbying Efforts on National System of Needs-Based Grants

2004/05:N19 MOTION

Local 01/

Whereas 80 percent of students require some form of student financial aid; and

Whereas loans indebt the most disadvantaged students; and

Whereas the federal government misdirects billions of dollars in public funds to non-needs based aid, such as the Registered Education Savings Plans and tax credits; and

Whereas federally funded grants will give incentive to the federal government to begin to address the issue of rising tuition fees; therefore,

Be it resolved that federal lobby efforts during the 2004-2005 year focus on the importance of national system of needs-based grants; and

Be it resolved that a fact sheet, that outlines how a national system of grants would be funded and administered, be produced.

b. Proposal to Focus Lobbying Efforts on Dedicated Transfer Payments

2004/05:N20 MOTION

Local 01/

Whereas the lack of transparency and guidelines for the provincial use of federal social spending has created significant discrepancies in the quality and accessibility of post-secondary education across Canada; and

Whereas the lack of a singular department responsible for the various federal post-secondary education responsibilities has led to disjointed and inconsistent policy development; and

Whereas post-secondary education is a shared responsibility between the federal government and provincial governments; therefore,

Be it resolved that federal lobby efforts during the 2004-2005 year focus on the importance of a dedicated post-secondary education transfer payment to the provinces;

Be it resolved that government relations meetings be initiated jointly with the Canadian Association of University Teachers to lobby for federal-provincial negotiations on a post-secondary education act that will have the goal of establishing a:

- federal Ministry of Post-secondary Education;
- system of national guidelines for quality and accessibility in post-secondary education;
- national policy on intellectual property and academic freedom; and
- self-governed and culturally sensitive education for Aboriginal students.

Be it further resolved that a letter to Members of Parliament and members of provincial legislatures supporting the creation of a post-secondary education transfer be drafted for use by member locals; and

Be it further resolved that member locals be encouraged to build campus-wide coalitions to support the Federation's campaign for a dedicated post-secondary education transfer payment.

c. Proposal to Focus Lobbying Efforts Discrediting Income Contingent Student Loan Repayment Schemes

2004/05:N21 MOTION
Local 01/

Whereas personal savings schemes, cuts to government social spending, and student loans further individualise the costs of social programs in the form of user fees; and

Whereas financial barriers, such as user fees, prevent access to post-secondary education for marginalized groups and low and middle income families; and

Whereas income contingent student loan repayment schemes seek to cushion higher user fees by spreading out repayment over a lifetime; therefore,

Be it resolved that federal lobby efforts during the 2004-2005 year focus on discrediting income contingent repayment schemes;

Be it further resolved that a draft opinion editorial be written about the dangers of income contingent student loan repayment schemes; and

Be it further resolved that the draft opinion editorial be circulated to member locals for the purpose of submitting it to campus, community, and local corporate newspapers.

d. Proposal to Focus Lobbying Efforts on Reform of Part-Time Student Aid

2004/05:N22 MOTION
Local 01/

Whereas part-time study is the preferred option for tens of thousands of students; and

Whereas the part-time student loans programme is inadequate for most part-time students; and

Whereas part-time study remains an understudied area of federal and provincial policy; and

Whereas the federal government has indicated that part-time study, a.k.a. lifelong learning, is a priority; therefore,

Be it resolved that federal lobby efforts during the 2004-2005 year focus on the importance of reforming part-time student aid;

Be it further resolved that Statistics Canada and Human Resources and Skills development be urged to collect data specific to part-time students including but not limited to: available financial aid, detailed part-time student enrolment, part-time student debt, and success of federal programs for part-time students; and

Be it further resolved that the possibility of hosting a research conference on part-time student issues be investigated.

e. Proposal to Undertake Research on Tuition Fee Increases in Professional and Graduate Programmes

2004/05:N23 MOTION

Local 01/

Whereas the Federation seeks the progressive reduction of tuition and ancillary fees at public post-secondary institutions across the country; and

Whereas recent polling has proven that increased awareness about the effects of tuition fee increases on access has helped shift public opinion to the point where over 80 percent of Canadians now oppose further tuition fee increases and roughly half support a reduction in fees; and

Whereas up-to-date research is necessary to maintain the quality of the Federation's arguments for tuition fee reductions; therefore,

Be it resolved that research be undertaken focusing on tuition fee increases in professional and graduate programmes and their impact on access to those programmes; and

Be it further resolved that research be provided to member locals describing models of post-secondary education systems in countries where no tuition fees exist.

f. Proposal to Focus Lobbying Efforts on the Restoration of Transfer Payments

2004/05:N24 MOTION

Local 01/

Whereas federal transfer payments for post-secondary education have been cut by more that $3.3 billion in the last ten years; and

Whereas, in most provinces, these cuts have resulted in skyrocketing tuition fees and student debt; therefore,

Be it resolved that federal and provincial lobby efforts during the 2004-2005 year focus on the importance of the restoring federal transfer payments for post-secondary education to pre-1995 levels and on the need to reduce tuition fees; and

Be it further resolved that letters be written to provincial premiers encouraging them to make a collective statement from the annual Premier's Conference calling for increased federal funding for education in order to freeze and reduce tuition fees.

g. Proposal to Focus Lobbying Efforts Against Privatisation

2004/05:N25 MOTION

Local 01/

Whereas there is a growing government reliance on the private sector to replace public services, including education; and

Whereas Ontario and Alberta have both passed legislation allowing private, for-profit institutions to receive degree granting status; therefore,

Be it resolved that lobby efforts during the 2004-2005 year focus on influencing the Council of Ministers of Education Canada to put an end to the privatisation of post-secondary education; and

Be it further resolved that member locals be encouraged to increase awareness among the membership and the public about how private, for-profit post-secondary institutes are profiting from the use of public funds and precipitating the decline of public education.

h. Proposal to Campaign Against Mandatory Use of Plagiarism Detection Software

2004/05:N26 MOTION

Local 01/

Whereas technology is a poor substitute for a faculty member/graduate student's skills; and

Whereas students should work with faculty members or teaching assistants to minimize the incidents of plagiarism; and

Whereas student authors should have the right to determine the use of their academic work by a third party; therefore,

Be it resolved that member locals be encouraged to document and resist the mandatory use of plagiarism detection software; and

Be it further resolved that a short backgrounder be produced to raise awareness about students' rights vis-à-vis plagiarism detection software.

i. Proposal to Campaign for International Students' Rights to Work Off-Campus

2004/05:N27 MOTION
Local 01/

Whereas most industrialised countries permit international students to work off campus; and

Whereas international students deserve equal rights to domestic students; and

Whereas international students enrich the community socially, intellectually, and economically; and

Whereas the federal government's pilot project approach to relaxing restrictions for international students to work off campus is not sufficient; therefore

Be it resolved that federal lobby efforts during the 2004-2005 year focus on the speedy removal of restrictions against off-campus work for international students.

j. Proposal to Call on the Federal Government to Uphold Rights of Canadian Citizens Travelling Abroad

2004/05:N32 MOTION
Local 05/

Whereas Zahra Kazemi, a Canadian photojournalist, was murdered last year in an Iranian prison; and

Whereas Kazemi was imprisoned because she was taking pictures at an Iranian student protest against Islamic Republic of Iran; and

Whereas her treatment by the government and subsequent murder was a violation of the United Nations' Universal Declaration of Human Rights; and

Whereas the Federation endorses the United Nations' Universal Declaration in its Human Rights policy; and

Whereas the Canadian government has an obligation to defend and uphold the human rights of all Canadians; and

Whereas thus far the Canadian government has taken no substantial action about this gross human rights violation; therefore

Be it resolved that a letter be written to Prime Minister Paul Martin regarding the murder of Kazemi, calling upon the Canadian government to investigate her death and calling upon the Canadian government to uphold their obligations for Canadian citizens travelling abroad.

k. Proposal to Undertake Safe Washroom Initiative

2004/05:N33 MOTION
Local 05/

Whereas public washrooms accord with current societal norms or 'perceived society norms' of a binary gender paradigm, which designates every individual as either male or female; and

Whereas many individuals do not identify as either male or female have the right to a safe and comfortable environment in which to live, learn, and work; and

Whereas to maintain a positive social space, every individual must feel comfortable regardless of gender identification; and

Whereas the Federation has declared a commitment of supporting students by working to create and support positive learning experiences; and

Whereas the existence of gender neutral washrooms allows all individuals to feel comfortable, thereby contribute to creating a positive social space; therefore

Be it resolved that the Federation undertake a safe washroom initiative as part of the current positive space campaign; and

Be it further resolved that the Federation encourage and support member locals in the undertaking similar campaigns at their respective institutions; and

Be it further resolved that the Federation make a commitment to incorporate gender neutral washrooms into any future construction projects.

l. Proposal to Endorse "Make Fair-Trade" Campaign

2004/05:N34 MOTION
Local 05/

Whereas much of the injustice in the world today can be tied to the neo-liberal free trade movement; and

Whereas working conditions around the world's working class are getting progressively worse; and

Whereas the Federation's issues policy calls for social equality, reasonable wages, and working conditions; and

Whereas this ideology is at the heart of the agenda that is leading to tuition fee increases, and the privatisation and commercialisation of education; therefore

Be it resolved that the Federation endorse Oxfam's "make fair-trade campaign" and distribute the campaign material to member locals.

m. Proposal to Campaign Against Genetically Modified Foods

2004/05:N35 MOTION
Local 05/

Whereas the labelling of foods that are genetically modified and products that were made in sweatshop conditions is currently not required yet it would have a drastic impact on industry practices; and

Whereas the principles of a self-regulating market depend on access to information; and

Whereas products that are not genetically modified are discouraged from drawing attention to this fact; therefore

Be it resolved that the Federation circulate a petition calling for federal labelling laws that ensure full disclosure of working conditions and genetically modified foods; and

Be it further resolved that the Federation produces stickers that indicate that products were made in sweatshops or were genetically modified.

n. Proposal to Hold Mass Lobby Session

2004/05:N38 MOTION
Local 18/

Whereas for several years it was the practice of the Federation to organise a mass lobby on Parliament Hill in conjunction with each fall national general meeting; and

Whereas the Federation ceased the practice apparently because the fall general meetings began being held later in the fall when Parliament was not in session and, therefore, most Members of Parliament were not in Ottawa; and

Whereas the Federation's regular, day-to-day lobbying efforts would be bolstered by a mass lobbying session with student representatives from across Canada; and

Whereas the fall national general meeting is normally four days in length, commencing on a Wednesday and ending on a Saturday; therefore,

Be it resolved that the fall 2004 national general meeting be scheduled for earlier in the fall when the federal Parliament will be in session;

Be it further resolved that a one-day mass lobby session be organised for the Monday following the general meeting;

Be it further resolved that preparatory workshops be held on the Sunday immediately following the general meeting and immediately preceding the one-day lobby session;

Be it further resolved that, in the event that dates for the fall national general meeting have already been set and cannot be changed, a stand-alone lobby event on Parliament Hill, involving representatives from the member locals, be organised; and

Be it further resolved that the bulk of the funding for the lobby event be allocated from the Federation's budget for Campaigns and Government Relations.

o. Proposal Regarding Development of Federal Election Campaign Materials

2004/05:N50 MOTION

Local 26/

Whereas a change in the federal government is needed; and

Whereas more funding needs to be given to post-secondary education; and

Whereas money may not be available for provincial components or from the national budget to run an issue or other campaign during the upcoming federal election; and

Whereas member local associations should be encouraged to use local pressure to make national changes in policy; therefore

Be it resolved that the National Executive prepare, or have prepared, a document detailing four main Federation student issues for member local associations to use in federal election candidates' debates or for use in any election campaigns member local associations may hold.

p. Proposal to Increase the Number of Links on the Federation Website

2004/05:N53 MOTION

Local 61/

Whereas Canada is one of a handful of nations that use a first past the post voting system that produces artificial majorities in parliament; and

Whereas Canada's voting system allows political parties to disregard the will of the majority of Canadians and still form majority governments; and

Whereas post-secondary education would likely be a higher priority of a government under a fair voting system; and

Whereas electoral reform is on the public agenda; therefore,

Be it resolved that the federal election campaign include a discussion of the need for a review of Canada's electoral system; and

Be it further resolved that the voteeducation.ca site include links to the websites of organisations supporting electoral reform, including FairVote Canada.

4. ADJOURNMENT

AGENDA

National Education and Student Rights Committee

May 2004 National General Meeting

[RE-ORIENT UNIVERSITY PRESIDENTS FROM LOOKING FOR HIGHER FEES + PRIVATE FUNDING

1. PREPARATION FOR COMMITTEE DELIBERATIONS

a. Ratification of the Committee Chair(s)

Standing Resolution 1, Section 4, *Committee Chairperson,* states that:

> As its first order of business each standing general meeting committee shall either:
> a. ratify as the committee chairperson(s) the National Executive member(s) appointed to the committee; or
> b. elect a committee chairperson from within its membership.

[FIRST STUDENT LOAN]

b. Roundtable Introductions

c. Review of the Committee Agenda

d. Review of the Committee's Terms of Reference

Committee members should be familiar with the responsibilities of the National Education and Student Rights Committee as established in the Federation's Standing Resolutions. Standing Resolution 1, Section 3 c) *National Education and Student Rights Committee* states that:

> The National Education and Student Rights Committee shall review and make recommendations to closing plenary on proposed amendments to the issues policy of the Federation, as proposed by Committee members and member locals on plenary floor.

2. CURRENT POLICY ISSUES DISCUSSION

The Committee will discuss policy issues in post-secondary education in Canada. The discussion will be facilitated by the Federation Researcher Michael Conlon.

3. MOTIONS REFERRED FROM OPENING PLENARY

The following motions will likely be referred to the National Education and Student Rights Committee by the opening plenary:

a. Proposal to Adopt Policy on Research Chairs

2004/05:N03 MOTION TO ADOPT POLICY

Be it resolved that the following policy be adopted:

TABLED TO FRI.

QUOTES

Canada Research Chairs

Preamble

The goal of the Canada Research Chairs programme was, ostensibly, to promote "research excellence" by bringing leading researchers to Canadian universities and thereby establishing new research positions and centres. The Canada Research Chairs programme was developed and implemented with a general lack of consultation with students and faculty. As a result, a number of problems exist within the programme. Specifically, Canada Research Chair positions have not been distributed equitably among genders, ethnic minorities, institutions, and across regions and disciplines. Initially the Canada Research Chairs programme was started as a limited-year funding commitment; however, the programme has recently been made permanent and continuous funding was promised by the Federal Government.

Policy

The Federation opposes, in principle, the use of boutique programmes such as the Canada Research Chairs programme as a substitute to core operating funding. The Federation calls upon the Federal government to undertake a comprehensive and consultative review process, that includes graduate student and faculty representation, to evaluate the structure and impact of the Canada Research Chairs programme. Furthermore, the Federation calls upon the Federal government to reinvest in post-secondary funding for the purpose of promoting faculty renewal and augmenting the general research capacity of Canadian Universities. However, while the Canada Research Chairs programme is in place, the Federation supports:

- the promotion of excellence in scholarship;

SFU PROBLEMS PROMOTES ELITISM

NFLD EXAMINING WHETHER OR NOT EQUITY GROUPS SHOULD BE INCLUDED (RECOMMENDED)

(AMEND) ETHNICITIES SEXUAL ORIENTATIONS,

- the attraction and retention of leading scholars at Canadian universities;
- the distribution of Canada Research Chair positions equitably among genders, ethnic minorities, institutions, and across regions and disciplines;
- transparency and accountability within the implementation and review of the Canada Research Chair programme;
- representative consultation with graduate students and other key stakeholders at the policy level and at the level of programme implementation;
- consistent funding for research chairs from government in order to promote continuity, sustainability, and independence within research centres, institutions and disciplines; and
- inclusion of criteria which promotes excellence in teaching and graduate student supervision in chair appointments.

The Federation opposes:

- initiatives that lead to the systemic concentration of research resources in the hands of a limited number of elite researchers, at the expense of the creation of a greater number of overall research chair positions;
- exacerbation of pre-existing regional, institutional and disciplinary inequalities; and
- public-private partnerships as a substitute for public research funding.

b. Proposal to Adopt Policy on Graduate Student-Supervisor Relationships

2004/05:N04 MOTION TO ADOPT POLICY

RECOMMEND.

Be it resolved that the following policy be adopted:

Graduate Student-Supervisor Relationships

Preamble

Graduate students are dependent upon faculty member(s) for academic supervision. Supervisors are also a primary source of financial support for many graduate students. These realities can leave students extremely vulnerable academically and financially in the event that a conflict arises between a graduate student and her or his supervisor. Furthermore, graduate student research and scholarship can be jeopardized should a student's supervisor leave her or his institution of study or fail to provide adequate supervision.

Policy

The Federation supports the development of clear university policy and procedures governing graduate student supervision that:

- are developed in consultation with campus students' associations representing graduate students and faculty associations;
- establish clear expectations for both the supervisor and the graduate student;
- include mechanisms to publicize and communicate policies to both students and faculty;
- acknowledge the disparity in power between the graduate student and her or his supervisor;
- include mechanisms to evaluate thesis supervision;
- provide fair and transparent procedures for mediating disputes between graduate students and their supervisors that are consistent with existing campus grievance policies;
- assure that initiating the mediation process cannot be used against a student in the course of her or his academic career;
- establish guidelines for regular, real and meaningful evaluation of academic progress;
- protect the academic and financial interests of graduate students;
- protect the interests of students when supervisory committee members are in conflict;
- protect the academic freedom and intellectual property rights of graduate students;
- commit the university to provide graduate students with supervision and alternate but equal funding when a faculty member(s), upon whom the graduate student is financially reliant, leaves the institution or, without demonstrating just cause, ceases to honour her or his financial obligation to the student;
- respect collective agreements; and
- emphasize that graduate student supervision is a privilege and not a right or obligation on the part of the faculty member.

c. Proposal to Adopt Policy on Tri-Council Scholarships

2004/05:N05 MOTION TO ADOPT POLICY

RECOMMENDED

Be it resolved that the following policy be adopted:

Tri-Council Scholarships
Preamble

Tri-council scholarships for graduate students are funded by the Federal government as a mechanism to promote the development of researchers and faculty in Canada. These scholarships should serve to increase the accessibility of higher education. While recent additional funding for tri-council scholarships is welcomed, new initiatives such as the establishment of the Canada Graduate Scholarships serve to concentrate limited scholarship funds in the hands of fewer students. This limits the number of students eligible for equitable funding and acts as a barrier to greater access in post-secondary education, especially among already marginalized groups.

Policy

The Federation supports:

SFU ISSUES - PROMOTES ELITISM - USES LANGUAGE OF FED. GOV'T.

- the promotion of excellence in scholarship among graduate students;
- scholarship programmes that are developed and implemented through formal consultation with graduate students and key stakeholders;
- scholarship levels that provide a decent standard of living to graduate students and that facilitate their dedication to research and scholarship;
- scholarship levels that are adjusted annually to the cost of living; and
- the portability of tri-council scholarships between institutions.

The Federation opposes:

- initiatives that lead to the systematic concentration of graduate scholarships in the hands of a limited number of elite students at the expense of a greater number of overall scholarships to eligible graduate students;
- criteria or stipulations that limit a scholarship recipient's right to mobility; and
- the allocation of scholarships to institutions based on past-year performance which exacerbate the inequitable distribution of tri-council scholarships between institutions and regions.

d. Proposals to Amend Declaration of Aboriginal Student Rights

2004/05:N06 MOTION TO AMEND POLICY

RECOMMENDED

Local 08/Local 05

Be it resolved that the section, Funding of Aboriginal Controlled Aboriginal Education, in the Declaration of Aboriginal Student Rights be amended to read:

> The Federation recognises that the federal government must meet its fiduciary responsibility to Aboriginal students. Currently, government funding and social policy mechanisms do not adequately address the rising social, economic and educational needs of Aboriginal students.

2004/05:N07 MOTION TO AMEND POLICY

RECOMMENDED

Local 82/Local 44

Be it resolved that Section A-~~4~~ 5 of the Declaration of Aboriginal Student Rights be amended to read:

> the right to self-identification as Aboriginal.

2004/05:N08 MOTION TO AMEND POLICY

DEFEATED

Local 72/Local 32

Be it resolved that section B-2. of the Declaration of Aboriginal Student Rights be amended to read:

> supports the right of self-organisation at the institutional, provincial and federal levels, including the Federation;

2004/05:N09 MOTION TO AMEND POLICY

RECOMMENDED

Local 5/Local 72

Be it resolved that section B 4. of the Declaration of Aboriginal Student Rights be amended to read:

> opposes any efforts or actions undertaken by governments, INDIVIDUALS, institutions, or groups which undermine~~s~~ these rights.

RECOMMENDED

2004/05:N10 **MOTION TO AMEND POLICY**
Local 66/Local 05

Be it resolved that the Aboriginal Education section of the Declaration of Aboriginal Student Rights be amended to add:

- fully funded regional campuses and centres that ensure the right of Aboriginal students to HAVE access post-secondary education in their home communities;

RECOMMENDED

2004/05:N11 **MOTION TO AMEND POLICY**
Local 82/Local 66

Be it resolved that the introduction to the Aboriginal Issues section of the Declaration of Aboriginal Student Rights be amended to read:

"The Federation recognizes and supports the following as inherent rights of Aboriginal Peoples:

Be it further resolved that the first bullet in the Aboriginal Issues section of the Declaration of Aboriginal Student Rights be amended to read:

- access to funding that guarantees the right to participate in, and opportunity to complete, a quality post-secondary education;

Be it further resolved that the fifth bullet in the Aboriginal Issues section of the Declaration of Aboriginal Student Rights be amended to replace the work "Native" with "Aboriginal."

e. Proposal to Adopt Policy on Student Housing

RECOMMENDED

2004/05:N17 **MOTION TO ADOPT POLICY**
Local 01/

Be it resolved that the following policy be adopted:

The Federation supports publicly funded, owned and operated campus student residences.

The Federation is opposed to any and all forms of privatising campus student residences including, but not limited to:

- ~~contracting private firms to administer campus student residences;~~
- public-private partnership funding arrangements as a substitute for the full public funding of THE CONSTRUCTION + MAINTENANCE campus student residences;
- contracting out campus student residence accommodations to private hotels and other commercial facilities; and
- charging student residents for campus accommodations more than the actual cost of such accommodations.

RECOMMENDED

~~RACE~~ ~~QUEER +~~ ~~POC / SPACE?~~ AMEND TO INCLUDE SAFE SPACES

2004/05:N18 **MOTION TO ADOPT POLICY**
Local 01/

Be it resolved that the following policy be adopted:

– FULL ACCESSIBILITY IN FAIR + EQUIT. INTO STUDENT WITH PARTNER DEPENDANT OR FAMILY ~~OBLIGATIONS~~ LIVING ARRANGEMENTS

The Federation supports the provision of quality, affordable and accessible student housing, including, but not limited to:

- guaranteed eligibility of all first year students for campus student residence spaces;
- fair and equitable allocation of campus student residence spaces to all students;
- full accessibility of campus student residence facilities to students with disabilities; ~~and~~
- ~~guaranteed availability of campus student housing to all international students.~~

ALLOCATION PRIORITY FOR INTERNATIONAL STUDENTS [AND STUDENTS WITH DISABILITIES]

and ~~- safe spaces for families, queer students, + trans persons~~
AMEND DEFEATED

f. Proposal to Repeal Policy on Peace

NOT RECOMMENDED

REFER TO NATIONAL EXECUTIVE

2004/05:N28 **MOTION TO REPEAL POLICY**
Local 78/

Whereas the Federation has policy on "peace" in the Student-related Issues section of the Policy Manual; and

Whereas the Federation policy on "peace" in the Post-secondary Education Issues section of the Policy Manual is both redundant and inferior; and

Whereas the Federation's policy manual should be as succinct as possible; therefore

Be it resolved that the policy titled "Peace" in the Post-secondary Education Issues section of the Policy Manual be deleted.

g. Proposal to Amend Policy on Rationalisation

2004/05:N29 MOTION TO AMEND POLICY

RECOMMENDED

Local 78/

Whereas the Federation's policy on "rationalisation" in the Post-secondary Education Issues section of the Policy Manual is inconsistent; and

Whereas there may be cases where re-organising the academic structures at a university or college are beneficial, and

Whereas the Federation should not have issues policy that refers to its own internal structures,

Be it resolved that the policy titled "Rationalisation" in the Post-secondary Education Issues section of the Policy Manual be amended to read:

> The Federation opposes any form of rationalisation resulting in closures of post-secondary education institutions, an academic program, department, or faculty unless a comprehensive study can demonstrate that the closure:
>
> - improves access to post-secondary education;
> - ensures educational quality and diversity for students; and
> - does not damage the existing reputation of each of the institutions.

BE TRANSPARENT + AFTER FULL CONSULTATION WITH STUDENTS

h. Proposal to Repeal Policy on Social Class

2004/05:N30 MOTION TO REPEAL POLICY

DEFEATED

Local 78/

Whereas the Federation has a Declaration of Student Rights that addresses the issue of social class as it pertains to education access, and

Whereas the Federation's policy manual should be as succinct as possible,

Be it resolved that the policy titled "Social Class" in the Post-secondary Education Issues section of the Policy Manual be deleted.

i. Proposal to Develop Policy on Media

2004/05:N31 MOTION TO AMEND POLICY

RECOMMENDED

Local 78/

Whereas the Federation Post-secondary Education Issues section of the Policy Manual contains a very broad and simplistic policy titled "Media" that reads as follows:

> The Federation opposes any systems that rate post-secondary institutions.

Whereas the policy was likely adopted in response to the annual MacLean's magazine ranking of Canadian universities; and

Whereas to "rate" is the not same as to "rank'; therefore

Be it resolved that the policy titled "Media" in the Post-secondary Education Issues section of the Policy Manual be deleted; and

Be it further resolved that a detailed policy, dealing with the ~~annual MacLean's magazine~~ ranking of Canadian ~~universities~~ be drafted.

POST-SECONDARY INSTITUTIONS

4. OTHER BUSINESS

FIRST STUDENT LOAN POLICY SERVED

5. ADJOURNMENT

AGENDA

Organisational Development Committee

May 2004 National General Meeting

1. PREPARATION FOR COMMITTEE DELIBERATIONS

a. Ratification of the Committee Chair(s)

Standing Resolution 1, Section 4, *Committee Chairperson* states that:

> As its first order of business each standing general meeting committee shall either:
> a. ratify as the committee chairperson(s) the National Executive member(s) appointed to the committee; or
> b. elect a committee chairperson from within its membership.

b. Roundtable Introductions

c. Review of the Committee Agenda

d. Review of the Committee's Terms of Reference

Committee members should be familiar with the responsibilities of the Organisational Development Committee as established in the Federation's Standing Resolutions. Standing Resolution 1, Section 3 d) *Organisational Development Committee* states that:

> The Organisational Development Committee shall:
> i. review and make recommendations to closing plenary on the national structure of the Federation, including:
>   - the National Executive;
>   - the national staffing;
>   - the national office; and
>   - all other national structures of the Federation;
> ii. review and make recommendations to closing plenary on the national programmes of the Federation;
> iii. review the development of the 'profile' of the Federation within member local associations;
> iv. review and make recommendations to closing plenary on the national communication tools of the Federation;
> v. review and make recommendations on development of new members;
> vi. review and make recommendations to the closing plenary on proposed amendments to the Constitution and Bylaws, Standing Resolutions and Operations Policy.

2. REVIEW OF FEDERATION SERVICES

a. Preparation for the 2004-2005 Handbook Project and Communications Kit

Handbook Project

For the 2003-2004 year, 40 students' unions from seven provinces participated in the project. Over 150,000 handbooks were produced. For 2004-2005, 42 students' unions in eight provinces have confirmed their participation in the project. Over 210,000 handbooks will be printed.

The Committee will review preparations for the 2004-2005 project.

Communications Kit

Each year the Federation produces a Communications Kit that provides possible content for member locals to include in their handbooks, newsletters and other materials, and on their web sites. The kit contains information about Federation campaigns, research and services, as well as image-ready graphics. The 2004-2005 Communications Kit will be distributed to member locals shortly after the May 2004 national general meeting.

The Committee will review the Kit and discuss possible improvements for the 2004-2005 year.

b. National Student Insurance Network

For more than fifteen years, the Federation has operated the National Student Health Network, a bulk buying consortium for students' union health and dental plans. Initially, the Network was the only student-focused health consortium in the country; however, by the mid 1990's several insurance agents emerged seeking to exploit the student health market. In the past few years, the Network has increased efforts to secure member locals better coverage at lower rates, whether or not they are members of the Network.

The Committee will review progress on those efforts and will deal with the following motions submitted for consideration this general meeting:

2004/05:N40 MOTION

Local 18/

Whereas collectively the individual members of the Federation pay tens of millions of dollars for extended health and dental insurance coverage through student union group plans; and

Whereas in 1988 the member locals created a buying consortium – the National Student Health Network – to help consortium members negotiate health and dental insurance coverage and rates; and

Whereas the consortium has demonstrated over the past few years that it is consistently able to negotiate better coverage at lower rates; and

Whereas currently 22 member locals comprise the consortium; and

Whereas the consortium would be able to negotiate even lower rates and better coverage if more member locals joined the consortium; therefore

Be it resolved that member locals be encouraged to join the Federation's National Student Health Network bulk buying consortium for extend health and dental insurance.

2004/05:N41 MOTION

Local 18/

Whereas the Federation got involved in health and dental insurance for the purpose of helping its individual student members pay less for coverage; and

Whereas in the past ten years several health and dental insurance brokers have become very rich (in some cases millionaires) by focusing their efforts on the student market; and

Whereas this development is kind of shocking given that these brokers are not the ones doing the actual insuring; they're merely agents who negotiate rates with the insurance companies on behalf of their student union clients; and

Whereas these agents are getting rich by getting their student union clients to agree to health and dental rates that include excessive agent commissions; and

Whereas in many cases these brokers are using a portion of their excessive profits to lavish gifts on those student union representatives who hire the agents; and

Whereas the Canadian Oxford Dictionary defines "kickback" as a "payment for collaboration"; and

Whereas, in spite of the fact that the National Student Health Network is consistently able to arrange the best rates, coverage and service, some member student unions continue to pay higher rates in exchange for the perks provided by their agents; and

Whereas, in order to save students money, simply presenting the option of superior rates, coverage and service may not be sufficient; and

Whereas, if the "end" goal is to save students money, it may be necessary to employ "means" similar to those employed by certain profiteering insurance agents; therefore

Be it resolved that funds be allocated for:
- holding an annual conference for two or three representatives from each member local at a luxury resort, with participants being treated to free golf and alcohol and expected to do almost no work;
- plying student union representatives with expensive dinners and drinks on every occasion when the opportunity presents itself;
- paying "commissions" to student union elected officials and employees to say good things about the Federation's health and dental plans;

Be it further resolved that every effort be made to sign student unions to long-term contracts under which the student union has no option for changing brokers and can only sever relations by ceasing to offer health and dental coverage; and

Be it further resolved that funds be allocated for being a platinum sponsor at the annual student union business managers' golf tournament and schmooze-fest.

2004/05:N55 MOTION
Local 61/

Whereas a number of the insurance brokers act employ operating in the student health insurance market employ questionable tactics; and

Whereas Canadian students are overcharged millions of dollars each year as a result of the excessive commissions paid to these brokers; and

Whereas guidelines for conduct of brokers vary province to province; therefore,

Be it resolved that draft student health plan protection legislation, that sets out standards for ethical practices, requirements for the availability of renewal information and requirements for disclosure of commissions and payments taken by the broker, be drafted; and

Be it further resolved that provincial components be encouraged to pursue the enactment of legislation in their respective provinces.

c. Online Student Housing Database

In many communities in Canada, housing is rapidly becoming less available and more expensive. Students are particularly affected by the housing crisis that is developing. The May 2002 national general meeting resolved to investigate the creation of an online housing database service and in fall 2002, the Federation launched homes4students.ca.

The Committee will discuss strategies to promote and expand the service.

d. National Student Discount Program

Through its membership in the International Student Travel Confederation, the Federation is the licensed authority for International Student Identity Card (ISIC) distribution in Canada. The card, which costs $16.00 for non-members, is available free to members of the Federation enrolled on a full-time basis. The Studentsaver card, which is distributed to both full and part-time students, provides access to most of the student discounts available with the ISIC.

Each year, member locals solicit discounts from local and regional businesses. At the end of the solicitation period, the Federation compiles discount information into a booklet distributed by member locals. The booklet comes with the Studentsaver card affixed.

The Committee will discuss preparations for the 2004-2005 discount programme and discuss the following motions that were submitted for consideration at this meeting:

2004/05:N36 MOTION
Local 05/

Whereas many student unions and other campus organisations are promoting and pursuing ethical purchasing choices and policies such as Fair Trade and Sweatshop Free products; and

Whereas the Federation is developing a broad based partnerships policy; and

Whereas the Federation has issues policy supporting fair labour and environmental practices; therefore

Be it resolved that a designation or symbol be created for the program booklet to highlight businesses participating in the Studentsaver Discount Program that provide products or services certified Fair Trade and/or union made; and

Be it further resolved that member locals be encouraged to seek out such business and services and provide information about them to their members.

2004/05:N52 MOTION
Local 61/

Whereas exclusivity contracts for cola beverages have been fairly commonplace on Canadian campuses for more than a decade; and

Whereas, even though these agreements can prove frustrating for students who prefer colas that are unavailable on campus as a result of exclusivity agreements, they generally do not result in higher cola prices for students; and

Whereas cellular telephone companies have are now actively pursuing exclusivity agreements with campus administrations and student unions; and

Whereas, unlike exclusivity agreements for colas, exclusivity agreements for cellular telephones and cellular telephone service rates can have a significant impact on the price of those phones and phone service; and

Whereas the Federation has been working over the past two years, through the studentphonestore.com initiative, to negotiate student discounts with cellular phone service providers; and

Whereas the ability to negotiate savings for students is undermined by these agreements; therefore,

Be it resolved that member locals be encouraged to oppose campus exclusivity agreements with cellular phone service providers.

3. DISCUSSION OF MEMBERSHIP DEVELOPMENT STRATEGY

4. MOTIONS REFERRED FROM OPENING PLENARY

The following motions will likely be referred to the Organisational Development Committee by the opening plenary.

a. Proposal to Amend General Meeting Dates

2003/11:029 MOTION TO AMEND STANDING RESOLUTIONS
Local 73/Local 98

Whereas the Federation has been facing reduced revenues over the past two years as a result of the downturn in the travel industry worldwide, including the student travel industry; and

Whereas expectations are that previously experienced levels of profitability will not be restored in the short and medium term; and

Whereas the two national general meetings conducted by the Federation each year constitute a significant expense for the Federation; and

Whereas the small budget member subsidy of registration and travel pool fees is an expense that has been growing steadily as more and more local associations join the Federation; and

Whereas there is a need to control the amount being spent subsidising registration and travel pool fees while ensuring that locals can send representative delegations; therefore

Be it resolved that the words "for up to four delegates" be added to the first statement in Standing Resolution 25-Scaled General Meeting Delegate Fees, so that the statement reads as follows:

> Reduced delegate fees, for up to four delegates, shall be charged to member locals with annual revenue of less than $200,000 using the following formula:

Be it further resolved that the following statement be deleted from Standing Resolution 25-Scaled General Meeting Delegate Fees:

> A yearly inflationary adjustment shall be applied upwards to the subsidy ceiling.

b. Proposal to Amend Speaking Priority

2004/05:N02 MOTION TO AMEND STANDING RESOLUTIONS

Whereas provincial component representatives attend Federation national general meetings as delegates and pay delegate and travel pool fees; and

Whereas the general meeting speaking priority in the Standing Resolutions does not reflect the fact that provincial component representatives attend meetings as delegates; therefore

Be it resolved that Standing Resolution 2, Section 3 Plenary Rules, be amended as follows:

> 3. **Speaker Priority on Plenary Motions**
>
>   a. **First Priority**

Delegates from member local associations and provincial components.

b. **Second Priority**

National Executive members and national caucus representatives.

c. **Third Priority**

National and provincial staff of the Federation.

c. Proposal to Promote Campaigns and Services

2004/05:N12 MOTION
Local 72/Local 68

Be it resolved that campaigns and services be promoted to member locals and where possible Aboriginal students' organisations.

d. Proposal to Strengthen Communications with Aboriginal Students' Associations

2004/05:N13 MOTION
Local 76/Local 05

Be it resolved that member locals be encouraged to strengthen communications with Aboriginal students' associations and/or Aboriginal liaisons on their campuses.

e. Proposal to Encourage Aboriginal Student Representative Position

2004/05:N14 MOTION
Local 76/Local 33

Be it resolved that member locals be encouraged to create an Aboriginal students' representative position on their respective councils.

f. Proposal to Encourage Aboriginal Student Representative Position

2004/05:N15 MOTION TO AMEND STANDING RESOLUTIONS
Local 72/Local 68

Be it resolved that Standing Resolution 17.7.a.i be amended to read:

i. conducting a monthly teleconference meeting.

Be it further resolved that Standing Resolution 17.7.c be amended to include:

viii. Prepare and distribute a written report of teleconference meetings to members locals via the National Aboriginal Caucus list serve.

2004/05:N16 MOTION
Local 68/Local 72

Be it resolved that Standing Resolution 17.x.d.viii be amended to read:

viii. Present a written report at every meeting of the National Executive and circulate the report to the member local associations via the National Aboriginal Caucus list serve.

g. Proposal to Expand National Executive Report

2004/05:N37 MOTION
Local 05/

Whereas the nature of the organisation is one of high turnover of people participating in meetings; and

Whereas the continuity of the vision and course of the work as directed by members is important to maintain; and

Whereas the allocation of resources (time and money) of the executive and staff is limited; and

Whereas a system for motions would allow for greater understanding and communication of priorities and activities between the national office and member locals; therefore

Be it resolved that a detailed listing report on motions carried in the past two years and their current status be included in the report of the National Executive; and

Be it further resolved that the annual general meeting report be posted on the national website.

h. Proposal Regarding Privacy Laws

2004/05:N39 MOTION

Local 18/

Whereas in April 2000 the federal government adopted an act titled "Personal Information Protection and Electronic Documents Act"; and

Whereas the Act applies to every organisation that collects, uses or discloses personal information in the course of commercial activities; and

Whereas the Act applies to profit and non-profit organisations, including students' unions; and

Whereas many member local associations engage in commercial activities including the sale of merchandise; and

Whereas the Act came fully into effect January 1, 2004; and

Whereas the penalties for not complying with the Act range from an investigation undertaken by the Privacy Commissioner to applications to the federal court, which can result in unlimited damages; and

Whereas one of the many benefits of working together under the umbrella of the Canadian Federation of Students includes the sharing of information regarding internal structures and procedures; and

Whereas member local associations may not have the resources to undertake preliminary research about the Act; therefore

Be it resolved that information regarding the Personal Information Protection and Electronic Documents Act and the requirements for compliance be compiled;

Be it further resolved that the information regarding the Personal Information Protection and Electronic Documents Act be made available to member local associations; and

Be it further resolved that provincial components be encouraged to include a briefing on the Personal Information Protection and Electronic Documents Act at upcoming provincial general meetings and/or provincial skills development workshops.

i. Proposal for Notice Requirements for Campaigns Motions

2004/05:N42 MOTION TO AMEND STANDING RESOLUTIONS

Local 76/

Be it resolved that the following Standing Resolution be adopted:

CAMPAIGNS OF THE FEDERATION

General Description: Campaigns shall be the Federations' planned course of action on issues for the academic year beginning at each semi-annual general meeting.

1. **Campaigns and Government Relations Strategy**

   The National Executive shall prepare a draft Campaigns and Government Relations' Strategy to be presented at each semi-annual general meeting.

   The Campaigns and Government Relations Strategy shall assess the recent and ongoing campaigns of the Federation, as well as proposing new campaigns.

   The Campaigns and Government Relations Strategy shall include implementation of the Strategy, which shall include:
   - research and information compilation to be undertaken;
   - contact with government(s);
   - membership mobilisation;
   - media strategy; and
   - coalition work.

   The Campaigns and Government Relations Strategy shall be reviewed at the annual general meeting.

2. **Established at General Meetings**

   Notice of the substance of a campaign proposal must be received by the National Executive at least six (6) weeks before the general meeting at which the proposal is to be introduced so that four weeks notice can be made to voting members by mail. The declaration by the National Executive that due notice has or has not been received will be held to be sufficient proof of such notice or lack thereof.

j. Proposals to Expand Federation Website

2004/05:N43 MOTION

Local 26/

Whereas transparency is an important public relations tool; and

Whereas posting Federation bylaws, standing resolutions etc., on the web site makes the Federation a more transparent organisation; and

Whereas making the Federation more transparent makes it more attractive to new members; and

Whereas posting Federation bylaws, standing resolutions etc., on the web site increases access to the Federation by the average member; and

Whereas posting Federation bylaws, standing resolutions etc., on the web site may reduce the amount of paper the Federation uses; therefore

Be it resolved that the National Executive have posted on the Federation's web site, all provincial and national Federation Bylaws, Standing Resolutions, Issues Policies, Operational Policies, Constitutions and the Declaration of Students' Rights; and

Be it further resolved that the abovementioned documents be updated regularly on the web site.

2004/05:N44 MOTION

Local 26/

Whereas transparency is an important public relations tool; and

Whereas posting the Federation's budget on the web site makes the Federation a more transparent organisation; and

Whereas making the Federation more transparent makes it more attractive to new members; and

Whereas financial accountability to the general membership should be a priority for the Federation; therefore

Be it resolved that the National Executive have posted on the Federation web site the national budget.

2004/05:N45 MOTION

Local 26/

Whereas transparency is an important public relations tool; and

Whereas posting the Federation minutes and agendas, on the web site makes the Federation a more transparent organisation; and

Whereas making the Federation more transparent makes it more attractive to new members; and

Whereas having minutes and agendas posted on the web site will increase the average member's access to the Federation; and

Whereas having minutes and agendas posted on the web site will allow member local associations to keep track of ongoing Federation campaigns, policies, trends and the reasons behind any given motion at a general meeting; and

Whereas having minutes and agendas posted on the web site allows for greater accountability of member local associations and the National Executive; and

Whereas posting Federation minutes and agendas on the web site may reduce the amount of paper the Federation uses; therefore

Be it resolved that the National Executive have posted on the Federation's web site all provincial and National Executive Committee Meeting minutes, provincial semi-annual and annual general meeting minutes, and national semi-annual and annual general meeting minutes dating back five years; and

Be it further resolved that the National Executive have posted on the Federation's web site all provincial and National Executive Committee meeting agendas, provincial semi-annual and annual general meeting agendas, and national semi-annual and annual general meeting agendas dating back five years.

2004/05:N46 MOTION

Local 26/

Whereas transparency is an important public relations tool; and

Whereas posting the Federation's plenary sub-committee minutes and agendas on the web site makes the Federation a more transparent organisation; and

Whereas making the Federation more transparent makes it more attractive to new members; and

Whereas having plenary sub-committee minutes and agendas posted on the web site will increase the average member's access to the Federation; and

Whereas having plenary sub-committee minutes and agendas posted on the web site will allow member local associations to keep track of ongoing Federation campaigns, policies, trends and the reasons behind any given motion at a general meeting; and

Whereas having plenary sub-committee minutes and agendas posted on the web site allows for greater accountability of member local associations and the National Executive; and

Whereas posting plenary sub-committee meeting minutes and agendas on the web site may reduce the amount of paper the Federation uses; therefore

Be it resolved that the National Executive have posted on the Federation's web site all national plenary sub-committee meeting minutes and agendas dating back five years.

2004/05:N47 MOTION

Local 26/

Whereas transparency is an important public relations tool; and

Whereas posting past National Executive Reports on the web site makes the Federation a more transparent organisation; and

Whereas making the Federation more transparent makes it more attractive to new members; and

Whereas having National Executive Reports posted on the web site will increase the average member's access to the Federation; and

Whereas having past National Executive Reports posted on the web site allows for greater accountability of the National Executive; and

Whereas having past National Executive Reports posted on the web site allows member local associations to have access great history of the Federation; and

Whereas posting past National Executive Reports on the web site may reduce the amount of paper the Federation uses; therefore

Be it resolved that the National Executive have posted on the Federation's web site National Executive Reports for the past five years.

k. Proposal to Develop Relations with Other National Student Organisations

2004/05:N48 MOTION

Local 26/

Whereas the Federation has developed relationships with the International Union of Students; and

Whereas the Federation has developed a relationship with the Federation étudiante de universitaire du Quebec (FEUQ); and

Whereas obtaining an accessible, affordable post-secondary education is more difficult than ever in Canada and the US; therefore

Be it resolved that the National Executive make contact and explore areas of mutual interest with national student organisations in the United States of America.

l. Proposal Regarding Lobby Funds

2004/05:N49 MOTION

Local 26/

Whereas campaigns money must sometimes be sacrificed to maintain other services in the Federation as we saw at the November 2003 national annual general meeting; and

Whereas if individual member local associations all had lobby funds of their own then the campaign resources of the Federation could be reduced; therefore

Be it resolved that member locals be encouraged to establish 'lobby funds' of their own.

m. Proposal Regarding the National Executive Report

2004/05:N51 MOTION TO AMEND BYLAWS

Local 61/

Whereas accurate and thorough reporting to the membership is vital in providing members a clear understanding of the work of the Federation; and

Whereas reports of the National Executive must be comprehensive and of a high quality causing their preparation to be time consuming; and

Whereas the membership would be equally well served with one report of the National Executive presented annually, than one report presented at each general meeting; and

Whereas the Federation's internal structures must promote efficiency as well as accountability

Be it resolved that Bylaw V 2. f. be amended to read:

f. will present a written report to each semi-annual national general meeting that will include a review of:
   i. the activities undertaken on its authority since the previous semi-annual general meeting; and
   ii. the disposition of all directives given the National Executive by the national plenary of the previous annual and semi-annual general meetings

n. Proposal Regarding Development of Local Website Templates

2004/05:N54 MOTION

Local 61/

Whereas many smaller member locals do not have the resources to produce and maintain a stand-alone website; and

Whereas new technology allows for the development of web templates that can be easily modified to meet individual associations' needs; and

Whereas these templates can be setup in a way that doesn't require local associations to employ a web developer to maintain the site; therefore,

Be it resolved that a web template and web hosting arrangements be developed for use by member locals.

5. OTHER BUSINESS

6. ADJOURNMENT

AGENDA

Caucuses: Large Institutes, Small Universities, and Colleges and Institutes

May 2004 National General Meeting

1. INTRODUCTIONS and OVERVIEW OF CAUCUS MEETING

a. Roundtable Introductions

b. Review of the Caucus Agenda

c. Review of the Caucus Terms of Reference

2. SELECTION OF REPRESENTATIVES TO SERVE ON PLENARY SUB-COMMITTEES

Standing Resolution 1, Section 2, *Committee Composition* states that:

> Each caucus, constituency group and provincial component shall have the right to select one voting member to sit on each standing general meeting committee.

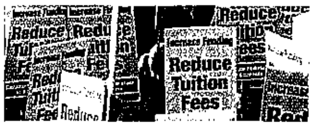
The Caucus will select representatives for each of the following plenary sub-committees:
- Budget Committee;
- National Education and Student Rights Committee; and
- Organisational Development Committee.

3. REVIEW OF MOTIONS PACKAGE

The Caucus will review the motions that were served with notice for consideration at the May 2004 national general meeting.

4. OTHER BUSINESS

5. ADJOURNMENT

AGENDA
National Aboriginal Caucus
May 2004 National General Meeting

1. ATTENDANCE and INTRODUCTIONS

An Elder from the community will provide welcoming remarks and delegates will have an opportunity to introduce themselves.

2. ADOPTION OF THE AGENDA

3. ADOPTION OF THE MINUTES

Delegates will consider the minutes from the previous meeting of the Caucus.

4. REVIEW OF CAUCUS TERMS OF REFERENCE

The Caucus will review Standing Resolution 17.2.

5. REVIEW OF MOTIONS PACKAGE

The Caucus will review the motions that were served with notice for consideration at the May 2004 national general meeting.

6. SELECTION OF REPRESENTATIVES TO SERVE ON PLENARY SUB-COMMITTEES

Standing Resolution 1, Section 2, *Committee Composition* states that:
Each caucus, constituency group and provincial component shall have the right to select one voting member to sit on each standing general meeting committee.

The Caucus will select representatives for each of the following plenary sub-committees:
- Budget Committee;
- National Education and Student Rights Committee; and
- Organisational Development Committee.

7. ROUNDTABLE DISCUSSION

Delegates will provide an update of activities at their respective locals

8. EXECUTIVE REPORT

The Executive will present a report on work undertaken since the previous Caucus meeting. Delegates will have an opportunity to ask questions about the work of the Executive.

9. REVIEW OF CAUCUS FINANCES

10. OTHER BUSINESS

11. ANNOUNCEMENTS

12. ADJOURNMENT

AGENDA

Constituency Groups

May 2004 National General Meeting

1. INTRODUCTIONS and OVERVIEW OF CONSTITUENCY GROUP MEETINGS

a. Roundtable Introductions

b. Review of the Constituency Group Agenda

c. Review of the Constituency Group Terms of Reference

2. SELECTION OF REPRESENTATIVES TO SERVE ON PLENARY SUB-COMMITTEES

Standing Resolution 1, Section 2, *Committee Composition* states that:

> Each caucus, constituency group and provincial component shall have the right to select one voting member to sit on each standing general meeting committee.

The Constituency Group will select representatives for each of the following plenary sub-committees:
- Budget Committee;
- National Education and Student Rights Committee; and
- Organisational Development Committee.

3. REVIEW OF MOTIONS PACKAGE

The Constituency Group will review the motions that were served with notice for consideration at the May 2004 national general meeting.

4. OTHER BUSINESS

5. ADJOURNMENT

- POSITIVE SPACE DISCUSSED
  ACTIVELY CREATE SAFE SPACE
  www. positivespace
  DOUGLAS – MASS POSITIVE SPACE TRAINING

- FEDERAL ELECTION
  - DISTRIBUTE PAMPHLETS + LEAFLETS AT CLOSING PLENARY
  - ADAM + TREE RUN FOR COMMISSIONER
    24 3
  - RYERSON OUC PENTICTON
  - ~~[illegible]~~ lgbt@weblist.net ? - ALL LIST SERVES ARE MODERATED AT CFS.
  - TIE VOTE – CO-COMMISSIONERS

AGENDA

Provincial Component Meetings

May 2004 National General Meeting

1. **PREPARATION FOR COMPONENT DELIBERATIONS**

   a. **Roundtable Introductions**

   b. **Review of the Component Agenda**

2. **PREPARATION FOR SUBCOMMITTEES**

   a. **Overview of Subcommittees**

   b. **Overview of Selection Process**

   c. **Subcommittees Section Process**

   Standing Resolution 1, Section 2, Committee Composition states that:

   > Each caucus, constituency group and provincial component shall have the right to select one voting member to sit on each standing general meeting committee.

   The Caucus will select representatives for each of the following plenary sub-committees:
   - Budget Committee;
   - National Education and Student Rights Committee; and
   - Organisational Development Committee.

3. **REVIEW OF MOTIONS FOR CONSIDERATION**

   The Component will review the motions that were submitted with notice for consideration at the May 2004 national general meeting. The Component will develop recommendations for the motions.

4. **REVIEW OF MEETING LOGISTICS**

   Any questions or concerns about meeting logistics should be addressed at this time. Meeting coordinators will provide an overview of the transportation schedule from the meeting site to the airport.

5. **OTHER BUSINESS**

6. **ADJOURNMENT**

Student Work Abroad Programme

BACKGROUNDER

When travelling abroad, students are faced with competing concerns. Generally, students want to spend an extended amount of time abroad in order to truly experience the culture of the country or countries they are visiting. Unfortunately, many students do not have the financial resources to spend six months or a year abroad without some form of income. The Student Work Abroad Programme provides students with an opportunity to have a "working holiday" abroad.

Through the programme, students are able to spend a significant amount of time in a country with work visas that allows them to generate an income during their stays. This lets students extend their stay abroad and, by allowing them to experience the working world, allows them to get a sense of what life would be like as a resident of the country in which they are staying. Established in 1976 by the Federation's predecessor, the Association of Student Councils-Canada, SWAP is the oldest and largest working holiday programme in Canada.

WORKING HOLIDAYS

History

1975-1986

In 1975, due to the high popularity and equally high cost of travel to New Zealand, the Association developed the idea of Canadian students undertaking a working holiday. After a year of discussions, the governments of Canada and New Zealand accepted the proposal and, as a result, SWAP New Zealand became Canada's first international work exchange programme. In addition to allowing participants to defray the costs of international travel by earning an income in New Zealand, the programme provided them with a broader perspective that improved job prospects once the students returned home.

In 1979, after it had become apparent that SWAP New Zealand was a success, the Centre Hotels Group, a chain of hotels in the United Kingdom, expressed interest in hiring approximately 400 Canadian students to work at the Group's various locations throughout the United Kingdom. The Association quickly secured British work visas for all participants and a team of managers from Centre Hotels interviewed candidates recruited by the Association. The programme was quite popular and quickly expanded to include a similar programme in the Republic of Ireland. Because of the popularity of these programmes, the Association created a full-time, permanent position in 1980 to oversee its work exchange programme.

When the Association merged with the National Union of Students to form the Canadian Federation of Students, SWAP became an integral part of the activities of the Federation. In 1982, the Federation hired David Smith to oversee the activities of the programme.

Initially, SWAP Britain was a placement programme through which the Federation secured employment for each student prior to their arrival in Britain. However at the time the casual employment market in London was quite strong and most participants were able to secure better employment within weeks of arriving in London. In addition, the placement approach was rapidly increasing the cost of the programme.

It became clear that Canadian students desired information about the United Kingdom but did not require assistance in obtaining employment. SWAP was re-designed so participants conducted their own job and accommodation searches. In addition, upon arriving in London, participants received an orientation that included information such as how to open a bank account, use the Underground and bus system, and secure accommodation in London.

1986-1996

By 1986, SWAP Britain had grown under its new format to roughly 1,000 Canadian participants annually. Although students now conducted their own job searches, the Federation provided a guarantee that all participants would receive employment. However, very few participants needed to avail themselves of the guarantee.

Until 1986, the inbound portion of SWAP consisted only of the Federation hosting a few students from New Zealand. Federal rules were quite strict and all employment for students had to be pre-arranged well in advance of the student's arrival in Canada. The employment needed to be confirmed by a signed contract from the employer and reviewed by Human Resources Development Canada. Most inbound SWAP participants were employed at hotels and resorts in Banff, Alberta.

By 1986, the Federation had convinced the Department of Foreign Affairs and International Trade that the country required a visa that would allow foreign students to come to Canada and job hunt. Ultimately, through pressure exerted by the the Federation and the Department of Foreign Affairs and International Trade, Human Resources Development Canada agreed to create what was known as the "Canadian Open Employment Authorization". This new type of visa allowed foreign students to obtain Canadian work visas without having already obtained employment. As a result, the Federation was able to greatly expand the inbound activities of SWAP.

The Federation immediately contacted the British Universities North America Club (BUNAC). Although BUNAC started out as a network of on-campus units called "Canada Clubs", the lack of flexible work visas meant that BUNAC focused most of its efforts on finding British students employment in the United States. BUNAC's sole Canadian programme was a wildly unpopular offering that sent students from the United Kingdom to Southern Ontario to work on tobacco farms. The new Canadian Open Employment Authorization allowed the Federation and BUNAC to collaborate on a much larger work exchange programme between Canada and the United Kingdom.

By 1986, it had become apparent to the Federation and the other members of the International Student Travel Confederation (ISTC) that it was not cost effective for an organisation to maintain a staff complement (even a temporary one) in each of the countries to which it wanted to send students. The Federation and BUNAC developed a new system, known as a reciprocal work exchange programme, that allowed organisations to focus their efforts in a single country.

When British students travelled to Canada, the Federation provided their orientation to Canadian society. Conversely, BUNAC assumed responsibility for the Canadian students who travelled to the United Kingdom for a working holiday. The partnership between the Federation and BUNAC became the model for a new way of offering working holiday programmes.

This new method of operating allowed the Federation to focus its efforts on improving the services it offered students from abroad, and then use these improved services as a way to develop new partnerships with ISTC members in other countries. In the early 1980's, the SWAP Director spent six months of each year in London monitoring the well being of Canadian students working there. However, with the new system, this was no longer required. Among the Federation's first acts as the host of students from the United Kingdom was to eliminate BUNAC's tobacco farm programme and replace it with a programme entitled "Work Canada". The new programme was an immediate success and was quickly expanded to include students from Ireland. In the first year of the programme, the Federation hosted 300 British and 100 Irish students.

That same year SWAP Australia and SWAP Japan were introduced. In addition, the Federation created SWAP Inbound Centres in Toronto and Vancouver. The government also transferred responsibility for work exchange programmes to the Department of Foreign Affairs and International Trade. This proved to be a positive development because officials at the department felt the concept of working holidays would be beneficial to Canadians. Unfortunately, officials at Health Canada and Immigration

Canada did not share their counterparts' enthusiasm. They insisted that all inbound SWAP participants undergo the same medical procedures as individuals applying for Landed Immigrant status. This medical clearance process involved participants seeing doctors selected by Immigration Canada. The doctor was required to conduct a full medical examination of the potential participant including blood tests and x-rays. The results of these reports would then be forwarded to the nearest Canadian Medical Centre for verification. However, not every country had a Canadian Medical Centre. For instance, reports from Australia and Japan were sent to Signapore for review.

Because these tests were rarely covered by national medical plans, students were forced to pay for the tests. Often these tests cost more than the actual programme. In addition, the process of reviewing the tests required at least twelve weeks to complete. In contrast, the United States had more relaxed visa rules and most students interested in a working holiday in North America chose the United States over Canada. This significantly hampered the Federation's ability to expand its inbound and subsequently, its outbound programme.

However, it was soon learned that the Health Canada and Immigration Canada had applied the medical procedures inconsistently. Health and Immigration officials had divided the world into "designated" and "non-designated" countries. A non-designated country is one that Canadian officials have determined has an adequate health care system for its citizens. Almost without exception, non-designated countries were western countries such as the United States and the United Kingdom. Conversely, designated countries tended to be in economic development. The Federation learned that Canadian officials were waiving the medical exam for students from non-designated countries.

Although government officials initially resisted the Federation's attempts to alter this system, by 1990 the Federation's efforts were successful. Ultimately, the government agreed to waive the restriction as long as the students waived from the medical procedure did not work in health-care, child-care or teach children under the age of 16. The new visa became know as the "Open-Restricted Employment Authorization".

Unfortunately, the medical procedures were not the only difficulty facing inbound SWAP participants. Inbound SWAP participants were also waiting as long as six weeks to receive a Social Insurance Number. Although individuals could be hired once an application for a Social Insurance Number had been submitted, they could not be paid until the number was issued. Ultimately, the Federation negotiated an arrangement in which Federation staff act as federal clerks approving the prime identity document required to validate a Social Insurance Number application. Inbound SWAP participants now receive a Social Insurance Number within seven days of their arrival in Canada. The Federation is the only non-governmental organisation in the country permitted to issue Social Insurance Numbers.

1996-Present

Throughout the 1990's both the inbound and outbound portions of SWAP were growing steadily. In the mid 1990's a new programme with South Africa was established, followed by a programme with Austria and a variety of other, mostly

European, countries. By the late 1990's, SWAP's growth was limited because there were few countries left in which there was an organisation experienced at offering working holidays that could host Canadian students.

In response, the Federation proposed that it be allowed to receive students from a country to which it did not send Canadians, for a limited period of time until the Federation's partner organisation developed some experience operating working holiday programmes. Ultimately, the federal government accepted this proposal.

This marked a dramatic change in federal government policy. In the early 1990's, in response to a dwindling number of Canadian students participating in SWAP Ireland, the federal government reduced the number of Irish students the Federation could host by fifty percent. The government's position at the time was that these exchanges should be reciprocal and that the number of inbound SWAP participants should not be significantly greater than the number of outbound SWAP participants.

Once the federal government relaxed the principle of reciprocity, the Federation began to receive students from Argentina, Chile, Costa Rica, the Czech Republic, Ghana, Italy, Mexico, Peru, Poland, Portugal, Slovakia and Spain. The Federation's partner organisations in these countries are working to convince their governments to create a student work visa that would allow Canadian students to undertake a working holiday in these countries. Currently, only the Federation's partner in Ghana has been successful, but it is hoped that there will be several new destinations for outbound SWAP participants in the coming years.

During the 2002-2003 year, the Federation hosted approximately 4,000 students from abroad. It is anticipated that this number will grow to 5,000 during the current year. Although there are currently only about 3,000 outbound SWAP participants, the Federation hopes that this number will match the inbound numbers once new SWAP destinations are added.

Current challenges

United states visa restrictions

The most popular work abroad destination in the world is the United States. However, the United States government is currently reducing access to its student work visa. Recent graduates are no longer eligible for the visa and students must have a pre-arranged job prior to submitting their visa application. The Federation is concerned that reduced access to working holiday programmes in the United States may result in a flood of applications for students wishing to work in Canada. The Federation does not currently have the staffing or financial resources to accommodate a significant increase in inbound SWAP participation.

Competition by "for-profit" companies

Now that major obstacles, both in Canada and abroad, have been removed, a number of private, for-profit organisations have begun to organise similar work exchanges. To-date most of these programmes have failed because the for-profit companies do not have the same access to partner organisations that the Federation has through the International Student Travel Confederation. However, it is only a matter of time before a large, well-financed organisation establishes offices both abroad and in Canada and attempts to challenge the Federation's position as the largest working holiday provider in the country.

General Insurance Issues

BACKGROUNDER

In almost all activities undertaken by any organisation, there is an element of financial risk. In the case of commercial activities, the risk is that the activity will not generate sufficient revenue to cover expenses. Organisations that choose to undertake commercial activity accept this risk because they believe that by developing a business plan they will be able to make informed decisions about the level of risk that they are assuming.

For instance, a students' union may choose to open up a restaurant. The maximum commercial risk assumed by the students' union may be calculated as the capital cost of opening the restaurant and any ongoing operational losses it may sustain. Therefore, the students' union can, within reason, control its financial risk by establishing a maximum amount for which it is willing to subsidise the operations of its restaurant.

However, inherent in most activities is a second form of risk. This is the risk that an event or incident, while unlikely, may result in significant unanticipated costs for an organisation. For instance if a students' union does own a restaurant, a customer may slip on the freshly mopped floor and break his or her leg. If the individual initiates legal action against the students' union, the union will likely be liable for significant damages.

Of course, the likelihood of such an event occurring is small, but should it occur, the costs are substantial. While most organisations understand that such events are a possibility and that preparations need to be made for them, it is not realistic for them to set aside sufficient resources to adequately protect themselves from that risk. For instance, an accident that was in part caused by an individual consuming beer in a Students' Union pub could cost the union several million dollars. No students' union has sufficient cash reserves to cover such a cost.

Instead of assuming such a risk on its own, an organisation will generally purchase insurance to protect itself. Insurance shifts the risk of financial loss to a company that is willing to undertake that risk. An insurance company is better able to undertake risk because it collects payment from a number of organisations in exchange for assuming certain risks on behalf of an organisation. Although the financial consequences of such a risk are potentially quite high, the probability of an accident or event occurring is quite small. Insurance that covers an organisation's risk of damage occurring to its property or a third party injuring itself on the organisation's property is known as property and casualty insurance.

Property and casualty insurance allows an organisation to focus on its core activities without requiring large cash reserves to protect it from unlikely but potentially costly incidents. Without such insurance most students' unions would be unable to operate pubs or restaurants or hold events such as social events, rallies, club days or run orientation programmes.

TYPES OF INSURANCE

The term property and casualty insurance refers to any form of insurance other than life or health and dental insurance. Automobile insurance, tenant/homeowner insurance and liability insurance are some examples of the type of policies considered to be property and casualty insurance.

Generally, a students' union will need to be familiar with several types of property and casualty insurance.

GENERAL POLICIES

As the name implies, a general property and casualty insurance policy will protect a students' union from a variety of costs. Depending on the particular policy, property will be insured for damage or destruction caused by fire, theft, vandalism or acts of God.

However, while these policies may also cover some injuries sustained on an organisation's property or during one of its events, there tend to be a number of exceptions to the coverage. Generally, events at which alcohol is being served or at which a high-risk activity occurs are excluded from coverage under general policies.

EVENT

While a general policy might cover injuries that occur during the day-to-day operations of a students' union, special events, such as orientation weeks or pub nights might include higher risk events that are not covered by the union's general policy. For these events, the union is required purchase a policy specific to the event. The cost of the policy varies based on the degree of risk being assumed.

FOOD AND BEVERAGE SERVICE

Almost no general policy will provide coverage for a pub or restaurant operated by a students' union. The risks associated with the operations of a food and beverage service are quite high. Although there is still only a small probability that an unfortunate accident may occur, the probability is higher because of the presence of alcohol. In addition, the types of incidents that are associated with food and beverage operations tend to be more costly than other incidents. As a result, insurance premiums for food and beverage operations are quite high. If a students' union's general policy and its food and beverage service policy are provided by the same company, it may appear as though the union has one wide-ranging policy, but the insurance company will generally calculate the risk associated with the food and beverage service separately from the risk associated with the union's other activity.

DIRECTORS LIABILITY

Most insurance polices reduce a students' union's exposure to risk but individual directors of the organisation may still be liable for decisions made regarding a particular event. Further, given the litigious nature of some members of Canadian society, an individual who has launched a legal action against an organisation will often name the individual directors as parties to the lawsuit. Rather than protecting the organisation from liability, director's insurance protects an organisation's individual directors. Directors liability insurance is generally quite affordable.

RE-INSURANCE

Re-insurance is coverage purchased by an insurance company on risks that it has originally insured. Re-insurance indemnifies the primary insurance company for losses paid. In essence, re-insurance is insurance for insurance companies.

By purchasing re-insurance an insurance company can mitigate its financial exposure should one of its policyholders file a large claim. It is often used as a method for insurance companies to share the risk of a particular policy among several companies. For instance, a students' union with its own building may have a property and casualty insurance policy that insures it for up to $5,000,000 should the building be destroyed. Obviously the students' union will want to deal with only one insurance company for the purpose of filing claims and negotiating premium levels. However, the insurance company may not be comfortable assuming the entire $5,000,000 risk itself. It may choose to purchase a re-insurance policy for $2,000,000 from one re-insurance company, a second policy from another company for $1,000,000 and assume the remaining $2,000,000 of risk itself. In general, most large property and casualty insurance policies, such as the ones insuring students' union buildings, are re-insured.

COST

CLAIMS

A claim is a sum of money paid by an insurance company to offset the cost of an unanticipated accident or event. Although not every property and casualty insurance policyholder will file a claim in a given year and many will never file a claim, the cost of an individual claim is generally significantly higher than the annual premium paid by the policyholder that filed the claim.

It is not simply a policyholder's individual claims that affect the level of premium paid. Instead, it is the total value of all claims paid out by an insurance company that affect its rates. Therefore, an organisation that has held a policy with an insurance company for ten years without filing a claim may see its premium increase as a result of claims filed by other policyholders. However, policyholders that never file a claim will generally see smaller increases than policyholders that have recently filed a claim. Further, an insurance company may refuse to provide insurance to a policyholder that regularly submits claims.

ADMINISTRATIVE COSTS

In addition to paying claims, the premium collected by an insurance company also provides revenue for the company to pay its rent, salaries and other costs it may incur during the course of its business. An insurance company will also incur costs if it chooses to reinsure some of its policies. With the exception of the amount of its policies it chooses to re-insure, the level of these costs does not vary dramatically between insurance companies.

INVESTMENT INCOME OR LOSS

In most years, the combined claims and administrative costs of an insurance company will be greater than the total amount of premium collected by the company. In fact, according to the Insurance Bureau of Canada, between 1990 and 2000 the property and casualty insurance industry's combined claim and administration costs ranged between 102 and 111 percent of the total premium collected by the industry. Obviously, if collection of premium were the only source of income for the industry such financial results would not be viable.

While the industry does not generate a profit directly through the provision of insurance, it does generate a significant amount of cash flow. Indeed, according to the federal government, property and casualty insurance companies collect more that $20 billion in premium annually. Insurance companies invest this money in short-term investments that provide the company with sufficient liquidity to pay claims while still earning a healthy investment income. This investment income more than offsets the loss incurred by insurance companies through the provision of insurance. In fact, according to the Insurance Bureau of Canada, the Canadian property and casualty insurance industry generated more than $2.6 billion in investment income in the year 2000.

Unfortunately, the insurance industry's dependence on investment income means that premiums will increase and decrease based on the ebb and flow of the stock market and not just based on the cost of claims filed.

ISSUES IN THE INDUSTRY

RISING COST

According to some estimates, the insurance industry in the United States paid out more than $70 billion in claims for the events that occurred in New York, Washington and Pennsylvania on September 11, 2001. The level of these claims resulted in bankruptcy for some insurance and re-insurance companies and financial difficulties for nearly all re-insurance companies.

Many insurance companies have informed policyholders that re-insurance companies have passed their financial difficulties onto insurance companies in the form of increased re-insurance premiums. These insurance companies have used the increased re-insurance premiums as a basis for substantially increasing the premium policyholders pay on their policies. Indeed, some member locals have reported that their insurance companies have attempted to double the premium it charges the students' union.

Although less than 10 percent of property and casualty insurance policies are re-insured, it is generally low probability-high loss policies, such as the policies that cover students' union buildings and pubs that are re-insured. Therefore, rising re-insurance premiums will increase the cost of a students' union's property and casualty insurance policy. However, based on information gathered from member locals, it is readily apparent that a number of insurance companies are using the events of September 11, 2001 in an effort to improve profit levels.

LACK OF INSURANCE

In addition to using the events of September 11, 2001 as an excuse to excessively raise premium on some of its existing low-risk policies, insurance companies are also using it as an excuse to either purge high-risk policies from their portfolio or, more frequently, to rewrite the policy to reduce coverage. Many member locals have had their pub or any events at which alcohol is served excluded from their policy. This is particularly galling because in many cases the students' union has paid a high premium for its policy by combining its pub insurance with its general property and casualty policy. Despite the removal of its pub, the cost of the local's policy has not been reduced. Further, other member locals have had their insurance company deny them any form of coverage whatsoever. In some cases, the insurance company has terminated the coverage without notice.

ROLE OF THE FEDERATION

EDUCATION

Through the National Student Health Network, the Federation has been involved in the insurance industry, albeit with health and dental insurance, for nearly twenty years. During this time the Federation has developed a wealth of knowledge regarding the way in which the insurance industry functions. In the case of health and dental insurance, the Federation has used this knowledge to provide member locals with the skills and information necessary to negotiate a fair rate for its health and dental insurance. This knowledge has benefited member locals regardless of whether their health and dental plan is provided by the Federation or a private, for-profit insurance broker.

In the last year, the Federation has been applying its knowledge of the insurance industry in an effort to provide locals with the skills to negotiate a fair rate on their property and casualty insurance. Although the effort has been somewhat informal, this paper is an effort to expand the provision of this knowledge to each of the Federation's locals.

NEGOTIATION

Ultimately, providing member locals with adequate levels on insurance will require more than an education campaign. It is clear that the insurance industry is changing and focusing less on serving its policyholders and more on increasing its profit. In such an environment, it will take more than an informed negotiator to affect change in the industry and provide member locals with sufficient coverage at fair rates.

For the last six months, the Federation has been negotiating with property and casualty insurance companies to establish polices at rates that make financial sense to member locals. Meetings with insurance companies prepared to underwrite the consortium are currently ongoing and the Federation expects to launch the new programme at the November 2004 national general meeting.

Low Income Families Together LIFT

CAUT ACPPU
Canadian Association of University Teachers
Association canadienne des professeures et professeurs d'université

Canadian Federation of Students CFS
Fédération canadienne des étudiant(e)s FCE

NOIVMWC

March 4, 2004

Hon. Ralph Goodale, P.C.
Minister of Finance
Minister's Office - L'Esplanade Laurier
140 O'Connor
Ottawa, Ontario
K1A 0G5

RE: Registered Education Savings Plans

Dear Minister Goodale,

We are writing in response to the Prime Minister's reply to the Speech from the Throne. In his remarks, Prime Minister Martin indicated the federal government's intention to make the Registered Education Savings Plan (RESP) more equitable. In the strongest possible terms, we are extremely concerned about the increased reliance on individual education savings vehicles as a means for education funding.

It is our position that the RESP program represents a retreat by the federal government from its traditional role in expanding access to universities and colleges. By promoting a "user-save" model, the federal government is actively legitimising the "high user fee" approach to Canada's post-secondary education system. High user fees, a form of regressive taxation, have been repeatedly demonstrated to be a barrier to the participation of those from lower income families, many of which are single parent homes led by women or newcomer families.

As your government has already conceded, the take up of the RESP program by low-income families has been virtually non-existent. We have seen no evidence or research to support the assertion made by the Prime Minister that this is the result of a low level of awareness. Rather, the very nature of savings vehicles rewards those with higher incomes. There is no reason to expect that, after receiving the one-time grant your government is proposing, low-income earners will be any better positioned to benefit from the RESP program.

In addition, the promotion of education savings vehicles as a solution to unaffordable tuition fees does not reflect the reality of many Canadians who wish to pursue a post-secondary education. One's ability to study should not be contingent on one's parental circumstances. Countless families in Canada, many of whom are already under-represented in Canadian universities and colleges, will not see any benefit from increased funding to the RESP program. Mature learners do not benefit from education savings vehicles, single-parent families will be unlikely to make any use of a savings oriented bond, families collecting social assistance are prohibited from building savings of any kind, and new Canadians with teenage children will not benefit from the proposed "learning bond" offered to parents of newborns.

The ineffectiveness of education savings vehicles at improving access to post-secondary education is more acute when considering the abject failure of the Millennium Scholarship Foundation to benefit students in most provinces, including Nova Scotia, Ontario, and now British Columbia. We recommend replacing the RESP and CESG programs with a system of needs-based grants. A comprehensive system of grants for students with demonstrated financial need is the norm in industrialised nations comparable to Canada. Unlike savings plans, a grants system targets those in financial need and, unlike loans, grants promote access without driving low-income students deep into debt.

Grants alone will not improve access without a serious strategy to reduce the high costs of post-secondary education. Deep cuts to federal transfers during the 1990s led to skyrocketing tuition fees. Yet recent increases to transfers have not been used by most provinces to reinvest in accessible post-secondary education. In order to make progress on reducing tuition fees, the federal government will need to work in co-operation with the provinces to ensure accountability and predictability for federal transfers. Creating a distinct post-secondary education transfer payment with mutually determined objectives for reducing tuition fees and improving quality accomplishes this task.

We urge you to consider these points in preparation for the 2004 federal budget. We would also welcome the opportunity to meet in person to elaborate on the points we have raised concerning access to post-secondary education and the federal government's role in core funding.

Sincerely,

Ian Boyko
National Chairperson
Canadian Federation of Students

Jo Grey
Executive Director
Low Income Families Together

Victor Catano
President
Canadian Association of University Teachers

Anu Bose
Executive Director
National Organisation of Immigrant and Visible Minority Women of Canada

Canadian Federation of Students
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Fédération canadienne des étudiantes et étudiants

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Institutions and Social Statistics Branch
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VIA FACSIMILE

March 11, 2004

Dear Mr. Murray,

I am writing to you in regard to the collection of data on access to post-secondary education. In particular, I am troubled by the lack of existing data on the experiences and opportunities available to students of colour. As you know, there is an extensive set of data available in the United States that offers insight into the relationship between race and access to college and university. The body of data currently available in the United States paints a picture of stark disparity stark in the participation rates of students of colour. Regrettably, no such data is collected here in Canada. However, given the soci-economic data we do have there is good reason to believe that access to post-secondary education in Canada is also racialized.

As we struggle to advocate on behalf of the silent majority denied access to post-secondary education, we simply must have better data on the experiences of people of colour in our colleges and universities. I am, therefore, asking that you begin a pilot project to collect data by race so that we might better understand the demographics of access in Canada. In addition, I would ask that you meet with myself, and our Director of Research Michael Conlon, to discuss this matter.

Yours Sincerely,

Joseph Bright
Students of Colour Representative – National Executive

Back to Digests

The Influence of Race and Ethnicity on Access to Postsecondary Education and ··e College Experience

A Digest from the

ERIC Clearinghouse for Commuity Colleges.

by Janel Ann Soulé Henriksen

Contents

The American ideology promotes the belief that all citizens of the United States are entitled to equal educational opportunities. Hence, colleges and universities must consider the extent to which such goals are being met. Questions pertaining to how minority students attain access to postsecondary education, and the academic and social experiences these students encounter while in college, are fundamental to the goals of achieving equal educational ⌐¬portunities for all students. This digest offers a focused review of current literature investigating how the goals of ess and equal educational opportunities are being met for minority student populations within community colleges.

COMMUNITY COLLEGES: DEBATE SURROUNDING ITS FUNCTION

As Americans, we are raised to believe that social mobility, equal access to education, and a job for everyone is the cornerstone upon which our Nation was built. The reality is, however, that our American society is, indeed, stratified. Children and young adults living at or below poverty levels do not receive the same academic or vocational training as do people within higher socioeconomic levels. In addition, underrepresented groups are often kept from achieving those educational goals they seek.

When considering structural barriers established in the system of higher education, a large number of studies focus on the community college as contributing to minority students limited access to higher education. Clark (1960) wrote that the notion of "equal opportunity" in education is equated to the idea of "unlimited access to some form of college" (p. 570). He warned, however, that some students may lack the academic ability to pursue the intellectual paths of their choice. In this case, the community college plays an important role in helping students achieve realistic academic and occupational ends. Clark termed this the "cooling out process," where students are filtered into educational programs commensurate with their academic abilities. Students who have unrealistic personal or occupational goals must be made aware of their limitations, and with the help of a counselor, can reconsider a career or educational path more suited to their talents (Clark, 1960).

This article spawned the advent of much research into the stratifying role that the community college, among other postsecondary institutions, may play within the United States. In response to Clark's work, Karabel (1972) stated that the community college was nothing more than a structure by which class-based separation was continued, and that tracking existed within community colleges by means of vocational education.

ce the incorporation of these two landmark articles into educational thinking, many researchers have questioned the role of postsecondary education in helping students attain their goals. Unfortunately, much of the research into these inquiries focuses on the function of the community college rather than four-year colleges and universities. An excellent summary of the many issues surrounding the efficacy of community colleges was presented by Dougherty (1994). This author stated supporters and opponents of community colleges concur that the community college has enabled more students to enroll in college at a lower cost, while prestigious institutions exercise more stringent admissions policies.

Dougherty described the "fundamentalist" arguments in support of the community college, pointing out that community colleges are within commuting distance of most students, cost less, and are more willing to accept "non-traditional" students such as high school drop outs and those with vocational goals (Dougherty, 1994). Critics, however, highlig' the large gap between the number of students in two-year and four-year institutions who attain baccalaureate degre This gap, Dougherty explained, could exist because community college students typically come from families with lower incomes, have parents who did not attend school beyond high school, and are non-white. Further, these students often did not do well in high school and have fewer baccalaureate attainment goals (Dougherty, 1994).

In addition to socioeconomic background as being a key determinant in baccalaureate attainment, Dougherty noted that community colleges do not integrate students academically or socially as well as four-year institutions. Participation in extracurricular activities is lower at community colleges than at four-year institutions. Finally, minority and working class students, according to Dougherty, are more unsure about higher education -- they want to succeed but are afraid of failing, and are reluctant to achieve academically if it means they must assimilate to the cultural norms inherent in their school (Dougherty, 1994). These institutional barriers to the attainment of academic goals have a deleterious effect on minority students.

Some recent data point to the difficulties minority students face in attaining a baccalaureate degree. The progress of ethnic minority students is lower than the progress of White students at all levels of schooling. The same holds true for minority students who wish to transfer out of community colleges and into four-year institutions. The Center for the Study of Community Colleges 1995 Transfer Assembly Study reported that only 12 percent of Hispanic and Black students transferred to a four-year college or university, compared to 23 percent of White students. The transfer rates for Hispanic and Black students were consistently lower than for White students at all community colleges, including colleges known for higher transfer rates for all students. However, in those colleges, the minority students' transfer rates were considerably higher than the norm for their groups. At community colleges with transfer rates in the top quartile, approximately 20 percent of Black students and 24 percent of Hispanic students transfered to four-year institutions, compared to 32 percent of White students.

CULTURAL INFLUENCES ON ACCESS TO POSTSECONDARY EDUCATION

Much has been written on the expectations families place upon their children in terms of educational goals. In many inner-city and working class communities, becoming an "adult" is often linked to gaining employment and earning money after high school, rather than continuing education after the twelfth grade (Richardson, 1990). In addition, the older son of less wealthy Hispanic families is often expected to forego education after high school, as it is his obligation to work in support of his family (Rendón and Valadez, 1993). Often, these family obligations and expectations limit students' educational choices.

Other studies address the influence of institutional barriers to academic attainment. Kanter (1990) evaluated academic testing and placement as a tool to segment students of color into low-level educational paths. Kanter found that minority students were placed in classes at the pre-college (remedial) or associate degree level more often. White students, however, were more likely to be placed in transfer-level courses.

The absence of "role models" also may make the path to higher education difficult for minority students. Williams' 1990 study found that African American students indicated the absence of a role model as a reason for not pursuing higher education. Another factor is a lack of a genuine cultural understanding of students on the part of professors (Rendón and Valadez, 1993). Faculty in community colleges are primarily Caucasian, whereas the student population is becoming increasingly diverse. Professors often have difficulty understanding the academic encouragement and directions that minority students seek, thus feel as though they are simply "lowering standards" in order to account for a multicultural campus. A lack of cultural understanding, on the part of the faculty, may make the students skeptical of remaining enrolled in a community college (Rendón and Valadez, 1993).

WHAT ARE COMMUNITY COLLEGES DOING TO OVERCOME THESE OBSTACLES?

Fortunately, educational planners recognize the importance of programs which encourage the enrollment of a widely diverse student population. Several of these plans were introduced in the AACC's Multicultural Strategies for Community Colleges (1995). Some colleges have started programs to actively recruit students to science and engineering programs (Jones, 1992). Other colleges in larger cities have implemented programs to assist minority students while they are still enrolled in high school (California Community Colleges, 1993). Still others invite minority students to serve as peer mentors to high school seniors (Stolar and Cowles, 1992).

The involvement of faculty and staff has not been overlooked. Many states, including Texas, are recruiting minority faculty and administrators with the goal of improving the multicultural climate on campus (Laurel, et al., 1991). In the Multicultural Demonstration Project at George Brown Community College, senior administrators assisted in implementing race and ethnic relations policies for the college, and began to construct effective responses to the concerns of an ethnically diverse student body (Ward, 1990). These programs are only a few of many plans destined to bolster a positive multicultural community.

CONCLUSIONS AND RECOMMENDATIONS FOR FUTURE RESEARCH

The implications of research on the influence of race and ethnicity on educational access are many. Systematic isolation of minority students in two-year institutions, because of academic difficulties or financial constraints, will not assist in helping minority students attain their individual academic goals. In addition, if minority students' feelings of isolation within college campuses continue, students' motivation to remain in college will decline. Future research must not only focus on the influence race and ethnicity poses on access to education, but also on practical solutions to achieving more equitable access and on creating enriching experiences for all college students.

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Updated 10/10/01

Canadian Federation of Students
CFS FCE
Fédération canadienne des étudiant(e)s

March 29, 2004

Hon. Joan Fraser, Senator
Chair, Senate Transport Committee
804 Victoria Bldg.
Ottawa, Ontario

Dear Senator,

I am writing on behalf of over 450,000 university and college students to add our voices to the growing number of academic and community groups who oppose the Smart Border Action Plan and Bill C-7.

It is our view that despite revisions, Bill C-7 will enable the Canadian government to violate basic privacy rights of Canadians in order to develop a system of pervasive surveillance that far outweighs reasonable law enforcement requirements. Specifically, proposals to further integrate Canadian information collection systems with American security intelligence agencies are totally unnecessary and endanger the rights of Canadian citizens when travelling abroad. In addition, the Canadian Federation of Students has concerns that some citizens, namely those of Arab descent, have been demonstrated to be particularly vulnerable under the racial profiling and extra-judicial practices of the US government in its war on "terror".

Please defeat Bill C-7 in favour of a systematic review of all security-based legislation developed since the events of September 11, 2001.

Sincerely,

I. Boyko

Ian Boyko
National Chairperson

National Office • Bureau national
170, rue Metcalfe Street • 5th Floor/5e étage • Ottawa, Ontario • K2P 1P3
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Research Digest: May 2004

Let's be clear about the effect of unsustainable cost and the resulting debts on individual students. Wherever tuition goes down, enrolment goes up. And where does the increase in students come from? From those with less money. In other words, the lower the fees, the more egalitarian the society. The lower the fees, the more we are able to release the genius of the citizenry as a whole. And that genius, that collective unconscious is the key to a successful democracy.

- John Ralston Saul

Introduction

The January 2002 National Executive meeting resolved that a compendium of research be compiled and distributed to the membership. An initial research digest was produced in the winter of 2002 in order to provide member locals with a guide to important national and relevant international research. This digest updates the original with summaries of relevant research. As in the original digest, the emphasis in this guide is on the Federation's core message of access to post-secondary education.

Section One:	Canadian research on financial obstacles to access
Section Two:	International research on financial obstacles to access
Section Three:	The real impact of personal savings schemes
Section Four:	The growth of economic inequality in Canada
Section Five:	Research on the potential impacts of international trade agreements on post-secondary education
Section Six:	Social and economic benefits of post-secondary education
Section Seven:	Commercialisation of Research

1. Financial Barriers to Access: Canada

a. *Class of 2000: Profile of postsecondary graduates and student debt*. Statistics Canada, April 2004 <http://www.statcan.ca/english/IPS/Data/81-595-MIE2004016.htm>

The results presented in *Class of 2000* paint a worrying picture about the rapid growth of student debt in Canada during the late 1990s. For university graduates, student debt grew by an average of 30 percent between 1995 and 2000. The average debt for degree holders was $19,500[i]. However, the study reports that for graduates who owe to both private and public sources, average debt is a stunning $32,200. Almost one in three indebted graduates carried more than $25,000 worth of loans in 2000.

The study also documented the burden of high student debt for a growing number of graduates. Almost one in four bachelor graduates reported difficulty in repaying their student loan, up from one in five graduates only five years earlier.

Class of 2000 reported on data gathered from the National Graduates Survey (NGS). Released every five years, the NGS studies graduates of degree and diploma programs who were not enrolled in further studies, including graduates of professional programs. In addition to data on student debt, the study also provides useful information on the demographic characteristics of graduates in 2000.

b. *At a Crossroads: First Results for the 18 to 20-Year-old Cohort of the Youth in Transition* Survey: Human Resources Development Canada and Statistics Canada, January 2002 <http://www.statcan.ca/english/IPS/Data/81-591-XIE.htm>

This analysis of data from the Youth in Transition Survey (YITS) reveals that financial barriers are overwhelmingly the most common barriers to access for young people in Canada. Over 70 percent of high school graduates who had not gone on to post-secondary education because of barriers listed their financial situation as a primary obstacle (approximately 100,000 young students[ii]). A similar percentage of respondents who had dropped out of a post-secondary program (71.4 percent) cited financial barriers as a primary reason for not continuing with their education (approximately 21,000 young students[iii]).

The survey clearly demonstrates that money is the key factor determining access to post-secondary education, and contradicts claims by the Millennium Scholarship Foundation (MSF) that so called "non-financial" barriers are more important. MSF has attempted to misrepresent and downplay the results of the YITS in their own research reports.

c. *Access Denied: The affordability of post-secondary education in Canada.* Canadian Association of University Teachers (CAUT), September 2002. <http://www.caut.ca/english/publications/review/200209_access.asp>

Access Denied shows that post-secondary education is less affordable today than at any time in the last sixty years. The report examines changes in tuition fees from 1857 to 2002. When fees are adjusted for inflation, undergraduate university students today are paying more than at any other time in the past century, and six times what a student was charged in 1914.

The study measures how affordable university education is today compared with previous periods by plotting the number of hours of work (at an average carpenter's wage) it would take to pay for one year of tuition fees. By this account, it takes more hours of work to pay for tuition fees today than at any time since 1940.

According to the report, the decline in the affordability of professional programs since 1990 has been particularly steep. Law school tuition fees could be paid with 100 hours of manufacturing work in 1990, but today a total of 265 hours of work is needed. In 1990, one year of tuition fees in a dentistry program would have required 124 hours of work, compared to 512 hours today. For medical school, fees were equal to 118 hours of manufacturing work in 1990 and 425 hours in 2002.

d. *Distance to School and University Participation.* Statistics Canada, June 2002. < http://www.statcan.ca/Daily/English/020624/d020624b.htm>

This study reveals that family income and distance to a university have a substantial affect on participation rates. The report shows that, outside commuting distance, students from high-income families were almost six times more likely to participate in university between 1995 and 1999 than were young people from lower-income backgrounds. According to the study, only three percent of students from low-income families living beyond commuting distance participated in university.

The existence of such a gap suggests that high education-related expenses and inadequate student financial aid have pushed university education beyond the reach of low and moderate-income people who need to relocate from outlying areas in order to attend university. Overall, one in five Canadians lived beyond commuting distance from a university in 1996. That figure rises to 52 percent for residents of Saskatchewan and to 42 percent for Newfoundland and Labrador residents.

e. *Effects of rising tuition fees on medical school class composition and financial outlook.* Canadian Medical Association Journal, 166 (8), April 16, 2002. <http://www.cmaj.ca/cgi/content/full/166/8/1023>

This study examines the family income background of students at Ontario medical schools between 1997 and 2000 and found that as tuition fees increased in Ontario, the proportion of students from families with incomes less than $40,000 decreased from 17.3 percent to 7.7 percent.

The study concludes that the large increases in tuition fees implemented by medical schools in Ontario are associated with changes in the medical student population. At Ontario medical schools, there are now fewer students from lower-income families and more students expecting to graduate with large debts. In this research, Ontario medical students also report that financial considerations have an increasing influence on their specialty choice and practice location.

f. *Student Loans: Borrowing and Burden*
Ross Finnie, Education Quarterly Review, Vol.8, No. 4, 2002

This study examines incidence of debt, level of debt, repayment of debt and burden of debt based on data from the 1982, 1986, 1990 and 1995 National Graduate Surveys. The report's author often downplays the significance of growing debt levels, but some of the data presented in the study contradicts such an interpretation. Data tables used in this study show that the average student loan debt burden for female undergraduates tripled between 1982 and 1995.

Debt-to-earnings is calculated in this study by dividing the median average debt at graduation by the average annual rate of pay listed by respondents in their first National Graduate Surveys interview. Essentially, the study is looking at student debt as a percentage of annual rate of pay. The higher the ratio, the greater the debt burden it represents. Figures used in this study show that the debt-to-earnings ratio increased from 0.14 in 1982 to 0.38 in 1995 for male undergraduate students, and from 0.17 to 0.51 for female undergraduate students during the same time period.

To put it simply, the average student debt for a female undergraduate in 1982 was equal to 17 percent of her first year of earnings after graduation. By 1995, average debt for a similar student had risen to 51percent of her yearly earnings. To put this in perspective, a study done in the United States found that the average debt to earnings ratio for people who were forced to declare bankruptcy was 0.71 (or 71 percent of annual income).

g. *University of Western Ontario Study on Accessibility.*
Department of Epidemiology and Biostatistics, May 1999.

This study was conducted over a four-year period to determine the effect of deregulated tuition fees on accessibility. The study examines participation rates by socio-economic status and documented a dramatic decline in participation rates from low-income families by the fourth and final year of the study. 17.3 percent of students in medical school came from homes where family income was under $40,000. During that first year students were paying the regulated tuition fees of approximately $4000. By the fourth year of the study, when tuition fees had risen to over $10,000, only 7.7 percent of students hailed from homes of family income of less than $40,000. As a result of deregulated tuition fees, there was a 50 percent decline in the participation of low-income students.

This study is particularly important because it undermines the notion, parroted by most university presidents across the country, that high tuition fees will not exclude low-income students because 30 percent of tuition fee increases are allocated to increased student financial assistance. As this data makes clear, it is simply false to say that increases to student financial assistance will address the problem of accessibility when tuition fees rise.

h. *University and College Affordability: How and Why Have Fees Increased?*
Canadian Association of University Teachers Education Review Volume 3, #2, May 2001.
<http://www.caut.ca/english/publications/review/200105_tuition.asp>

This study offers a comprehensive overview of the impact funding cuts and higher tuition fees have had on low-income families. The study charts a 25 percent decline in provincial and federal funding for post-secondary education between 1991 and 1998. During that same period tuition fees rose by over 125 percent and the average student debt increased from $8,000 in 1990 to $25,000 in 1998.

Most important the study quantifies the argument that "the impact of higher fees [is] most discernible in terms of exacerbating inequalities in access". Between 1991 and 1998 the real income and buying power of Canadians with the lowest 20 percent of after-tax income declined. Additionally, in 1991 families in this category would have to set aside 14 percent of their household income to pay tuition fees. By 1998 that amount had increased to 23 percent, an increase of over 60 percent coupled with a decline in buying power. This data is also confirmed by Statistics Canada's Education Quarterly Review in 1997 which reports that median family income in the 1990s had declined by five percent and the average employment income of those between 21 and 24 had fallen by 21 percent.

This data clearly demonstrates that tuition fee increases adversely affect low-income families and explain why it is preposterous to suggest that massive tuition fee hikes will not undermine access for low and modest income families.

i. *Participation in Post-Secondary Education and Family Income:* Statistics Canada, The Daily, December 7, 2001 (erratum published January 9, 2002) <http://www.statcan.ca/Daily/English/020109/d020109a.htm> <http://www.statcan.ca:80/Daily/English/011207/d011207c.htm>

   This study assesses post-secondary participation rates by income between 1993 and 1998. The findings of the study are unequivocal: young adults from high-income families as more than twice as likely to attend university as those from low-income families. Only 18.8 percent of 18-21 year olds from families in the lowest income quartile attended university between 1993 and 1998, whereas 38.7 percent of those from the highest income quartile attended university during the same time period.

j. *National Opinion Coalition:* Vector Research, October, 2001

   In an opinion poll conducted in October of 2001, Vector Research polled Canadians about the reasons why they did not pursue a post-secondary education. The poll confirmed that financial constraints were the key criteria that excluded low income Canadians and reported that 46 percent of low-income Canadians said lack of money was the sole reason for not attending. For those from families of income over $100,000 lack money was reported by only 15 percent of respondents as a reason for not attending college or university. The poll was conducted with a sample of 1500 and is accurate within three percent age points 19 times out of 20.

k. *The part-time enrolments: where have all the students gone?*

   Torbin Drews and Herb O'Heron, Association of Universities and Colleges of Canada Research File, Volume 3, No. 2, May 1999 <http://www.aucc.ca/publications/auccpubs/research/research_e.html>

   This study examines declining part-time participation rates at Canadian universities during the 1990s and concludes "[t]uition fees...are estimated to account for approximately 60 percent of the observed drop in part-time enrolments." This conclusion is particularly interesting because its was published by the Association of Universities and Colleges of Canada (AUCC), the Canadian university presidents organisation. The AUCC and its members often attempt to deny the impact of tuition fees on access when communicating with student representatives and the media.

1. *Getting Ahead in life: Does your parents' education count?* Statistics Canada Education Quarterly review, Volume 5, No. 1, 1998.

   This report documents the influence that parental education has on the likelihood that a child will attend college or university: 69 percent of those children from homes with a parent who completed a post-secondary education versus just 23 percent from homes in which they did not complete a secondary education. As Dr. Robert Allen notes in *The Education Dividend*, those who obtain a post-secondary education qualification earn, over a lifetime, 40 percent more than those without a post-secondary education. Though not surprising, this data confirms the cycle of exclusion for low-income families from post-secondary education.

2. Financial Barriers to Access: International Evidence

a. *Widening Participation the Experience of Low Income Students in Higher Education.* Vanessa Fitzgerald and Andrew Hannan (University of Plymouth), Arthur Baxter and Sue Hatt (University of the West of England, Bristol), May 2004.
<www.staffs.ac.uk/schools/graduate_school/access/docs/Amster-paper> (select "Amster-paperVF(1).doc")

   The study offers a comprehensive set of data on the effect of grants on persistence (re-enrollment). The study demonstrates a very clear link between the availability of non-repayable student financial assistance and the ability of low-income students to finish a degree or diploma by tracking the path of low-income students at two universities in Southwest England. In particular, the researchers examine the effect of the grant available to low-income students to cover tuition fees. After carefully examining the persistence rates at both institutions the following unequivocal conclusion was reached:

   "The most interesting finding of this study arises from the data in table 4 that compares the continuation rates of students with and without bursaries. Taking all students regardless of their fee support status, bursary students had higher rates of continuation than those without awards and this was consistent overall and at both institutions." (12)

   These results echo a growing body of research in the United States that grants and not loans are the key to access and persistence for low-income students.

b. *Generation Debt: The New Economics of Being Young.* Brendan I. Koerner. *"The Ambition Tax:* Why America's young are being crushed by debt—and why no one seems to care." March 2004.

   <www.villagevoice.com/issues/0411/fkoerner.php>

   This Village Voice story outlines the effect of high debt on low-income families. It makes the case that high student debt ensures that low-income students forced to borrow for an education are penalized for holding the same ambitions as upper income students who generally graduate with little or no debt. The article also makes the important case that high student debt serves to erase many of the ameliorative effect of post-secondary education.

Students are forced toborrow so much that they effectively remain in the low-income bracket despite their post-secondary education credentials. The article also outlines the long-term economic effects of student debt. The article ends with a series of testimonials from students in debt. The testimonials are particularly powerful because they put a human face on student debt. It is precisely this face missing in the attitude held by those, like the Millennium Scholarship Foundation, who argue for higher debtand higher tuition fees.

c. *America's Untapped Resource: Low Income Students in Higher Education.* Written by Richard D.Kahlenberg, Century Foundation Press, 2004

This book by, Richard D. Kahlenberg, examines the social and economic cost of excluding low-income students from college and university. His study found that while "race sensitive" admissions in the United States had marginally increased the participation rate of underrepresented minorities, low-income participation rates remained stagnant or decreased. They also found that affirmative action programs had done little to increase the participation rates of minority students from low-income backgrounds. The most alarming statistic from the study is the fact that, "economically disadvantaged student are 25 times less likely to be found on elite college campuses than economically advantaged students". This is but one statistic among many in Kahlenberg's book that undermines the view that high tuition fees do not deter low-income students.

d. *Expanding College Access: The Impact of State Finance Strategies.* A report by the Lumina Foundation for Education. 2004. <www.luminafoundation.org/research/access.html>

Researchers at the *Indiana Education Policy Centre at Indiana University* offer a state-by-state analysis of financial aid policy. The study measures various strategies of student financial assistance. After examining databases in 50 states researchers concluded that "needs-based grants had a stronger influence than any other financial variable in the model (11)". That is to say that the largest factor influencing access for low-income students was non-repayable student financial assistance. The researchers note the remarkably consistent results across states. Further, the researchers note a particularly strong negative effect in states in which fees are high and grants are either minimal or not available at all. This data contributes to a growing mountain of research that draws a direct link between grants, lower fees, and access.

In addition, the study notes a link between low tuition fees and a comprehensive system of grants and high school completion. Though one of the few studies of its kind, this study points to a startling link between massive tuition fee hikes, high student debt and high school completion rates. Put more bluntly, high fees and high debt deter and demoralize low-income students long before they enter college or university.

e. "Unto them that hath...", Stephen Machin, *Centrepiece Magazine*, Winter 2003, Centre for Economic Performance, London School of Economics.

A story based on this study is available free on the Guardian newspaper website:
<http://education.guardian.co.uk/specialreports/tuitionfees/story/0,5500,901332,00.html>

This report examines participation in higher education in the United Kingdom by social class during the 1990s and finds that the introduction of tuition fees appears to have increased the gap in university participation between high and low-income individuals. Prior to 1998, UK universities charged no tuition fees and the UK had a national system of need-based grants. In 1991/92, while free tuition and grants were still in place, 13 percent of children from the lowest income families went to university. By the end of the decade, after the government introduced tuition fees and abolished the student grant, this figure dropped to just seven percent. At the same time, participation by children from the upper middle incomes increased from 55 percent to 72 percent.

f. *The Student Loan Scheme: Inequities and emerging issues.*
New Zealand University Students' Association, Wellington, 2002.

This assessment of the impact of Income Contingent Repayment (ICR) student loans on students in New Zealand provides further evidence in support of the Federation's opposition to the implementation of ICR schemes in Canada. According to research compiled by the New Zealand Students Association, total student debt in New Zealand has soared to over $5 billion since the introduction of ICR, and only one in ten students is debt free.

Women, indigenous people and students from minority groups in New Zealand have been hit particularly hard by the inequities inherent in ICR schemes. For example, a Maori woman can expect to spend an average of 24 years repaying the cost of her bachelor degree under ICR, as opposed to 13 years for a New Zealand male of European ancestry. These figures are even worse for Pacific (non-Maori Polynesian) women in New Zealand, who face a staggering estimated average loan repayment time of 33 years. Overall, a woman with a bachelor degree in New Zealand can expect to take an average of 28 years to repay her loans under ICR – almost double the 15 year average repayment time for a man.

g. *Paper Chase to Money Chase, Law School Debt Diverts road to Public Service.*
A study by Equal Justice Works, the Partnership for Public Service, and the National Association for Law Placement, November 2002
<www.equaljusticeworks.org/choose/lrapsurvey.php>

This study examines the effect of high tuition fees and high student debt on the career choice pursued by law graduates in the United States. The study makes a direct link between high debt andaversion to lower paying public service legal careers. The study substantiatesthis disturbing trend by analysing employment statistics as well as qualitative interviews with graduates. The qualitative research demonstrates very clearly that those from low-income backgrounds who may have wanted to serve their own communities are rarely able to do so because they are most likely to be carrying crippling debt. The study effectively highlights the dual effect of this trend by pointing out that racially and economically marginalised communities are less likely to have community role models because of high fees and debt and that the community is robbed of a potential resource offered by legal professionals willing to work in low income neighbourhoods.

h. *Measuring Up 2002*. National Center for Public Policy and Higher Education (United States), October 2002.
<http://measuringup.highereducation.org/2002/pdf/MeasUp2002.pdf>

This report finds that improved academic preparation in the United States has not, on its own, improved access. Though many states have made substantial strides in preparing students for college-level education, there have not been widespread gains in the proportion of Americans going to college. The report also finds that overall college opportunity in America is at a standstill, and remains unevenly and unfairly distributed.

This report is important because it challenges the Millennium Scholarship Foundation's emphasis on "academic preparation" and "non-financial barriers" as the primary barriers to access. To quote the authors of *Measuring Up 2002*: "As a nation, we are doing better in preparing our young people for college than we are doing in assuring that they have opportunities to enrol in and complete programs of education and training beyond high school".

Measuring Up is produced every second year by the National Center for Public Policy and Higher Education, a widely respected US non-profit, non-partisan post-secondary education policy institute.

i. *Student Money Matters 2002: A report on the finances and spending habits of school leavers, students and graduates.*
NatWest (National Westminster Bank), United Kingdom, August 2002

This survey, conducted by British banking company NatWest, finds that half of British Sixth Form students (equivalent of Canadian high school graduates) not going to university blame tuition fees and the prospect of high debt as their main reasons for not attending. 50 percent of eligible students in 2002 have at least considered not going to university because of tuition fees. In total, the survey finds that almost one fifth of qualified UK sixth form graduates are not going on to higher education due to a lack of money.

This study is significant because it shows the detrimental effect of tuition fees on access. Prior to 1998, university was free in the United Kingdom and a national system of grants assured that academically qualified students were generally able to attend university regardless of financial circumstances.

j. *Empty Promises: The Myth of College Access in America.*
United States Advisory Committee on Student Financial Assistance, June 2002
< www.ed.gov/offices/AC/ACSFA/emptypromises.pdf>

This report was written by the independent committee appointed by the United States Congress to assess student financial assistance. It concludes that financial barriers are the main obstacles preventing low and moderate income Americans from having access to post-secondary education. The report predicts growing losses of college qualified high school graduates and wider income-related gaps in participation and degree completion unless need-based grant aid is increased significantly.

Empty Promises has direct relevance to the Canadian debates, as it explicitly contradicts the idea being put forward that addressing "non-financial" barriers is more important to improving access than reducing financial barriers to participation. The report challenges the effectiveness of the types of "early intervention" programs advocated by the Millennium Scholarship Foundation (such as mentoring and academic preparation programs) as policy options for improving access. The US Advisory Committee is clear that "early intervention" programs are only useful if accompanied by large increases to non-repayable student aid. In the Committee's words:

> "The primary cause of today's college access and persistence problem is the excessive level of unmet financial need and associated work and loan burden for low and moderate income high school graduates...[to] make progress in the long term, early intervention must include an access to college guarantee for low and moderate-income families".

k. "Social Class and College Costs: Examining the Financial Nexus Between College Choice and Persistence." Michael B. Paulsen and Edward P. St. John, *The Journal Of Higher Education,* Vol. 73, No. 2, (March/April 2002).

   This study reveals a strong correlation between financial barriers and persistence (re-enrolment) rates for poor and working class students in the United States. Using data collected in the United States National Postsecondary Study Aid Survey, researchers found that every $1000 increment in tuition fees reduced the probability of poor and working class students re-enrolling in college or university the following year by 16 percent and 19 percent, respectively. The researchers concluded that "...the high-tuition, high loan approach...to higher education finance does not seem to be working".

l. *Unequal Opportunity: Disparities in College Access Among the 50 States.* A report by the Lumina Foundation for Education. January 2002. <www.luminafoundation.org/research/access.html>

   This study focuses on the relationship between affordability and access. The study finds that "the extent to which accessibility varies among states is more often a function of whether colleges are affordable than of their admissions criteria [or academic preparation]." This finding is particularly important because it undermines the idea that academic preparation and not cost is the main determinant of access. Academic preparation is a fashionable policy trend in the United States that is based on the argument that self-help programs that boosting the grades of poor youth is the key to access. While there is nothing wrong with such programs in and of themselves, this study demonstrates that it is ludicrous to suggest that finances have little or no impact on accessibility. Further the study confirms and extends earlier findings that grants as opposed to loans, combined with low tuition fees, is the best model for increasing access for low-income families.

m. "The Effects of Tuition Prices and Financial Aid on Enrollment in Higher Education: California and the Nation." Donald E. Heller, 2001. <www.edfund.org/pdfs/I-57.pdf>.

   In his study, Heller argues that "for every ten percent increase in fees we would see an enrolment decrease of 1.34 percent." Heller's study examines community colleges which, in California, serve primarily low-income residents.

n. "College-Going and Inequality: A Literature Review", Paper for the Russell Sage Foundation, June 2001. <https://secure1.sc.netnation.com/~russells/programs/proj_reviews/si/revkane01.pdf>, and *The Price of Admission: Rethinking How Americans Pay for College* (November 1999) University of California Press). Both written by Thomas Kane.

   Kane, an economist at the University of California at Los Angeles, examines price sensitivity for tuition fee hikes in the public college system in California. Based on a state-wide survey Kane found that for every $1000 tuition fee hike there would be a drop of 14.9 percent in enrolment. The key portion of Kane's findings suggest that this drop comes "almost exclusively from Latino, African American, and low income students."

o. *Rising Public College Tuition and College Entry: How Well Do Public Subsidies Promote Access to College.* Thomas J. Kane, National Bureau of Economic Research Working Paper No. 5164, July 1995

   In this comprehensive appraisal of statistical evidence on the price sensitivity of American youth to tuition fees, UCLA professor Thomas Kane finds that high tuition fees are clearly a barrier to access for lower income youth. Some of Dr. Kane's findings include:
   - states with high public tuition fee levels have lower college entry rates;
   - the gap in enrolment between high and low-income youth is wider in high tuition fee states; and,
   - within-state tuition fee hikes lead to lower enrolment rates and wider gaps between high and low-income youth.

p. Measuring the Effect of in Study Employment, <http://www.employment-studies.co.uk/>

   Undertaken by the Institute for Employment Studies–UK, this report found that working compromised students' grades. Not surprisingly, the study found that low-income students had nearly 50 percent higher debt upon graduation and worked more hours. 58 percent of those who worked regularly gained a first or second class standing (roughly equivalent to an honours degree in the upper band, and regular honours degree), while 71 percent of those who did not work gained a first or second class standing.

   The data is based on a tracking study of 1,500 students between 1998 and 2003. The study is one of the few longitudinal studies that track the effect of in-study employment and academic results. Although it is known that Canadians students work on average more than 20 hours per week, very little data is available on the effect of paid work on academic performance.

3. Registered Education Savings Plans (RESP), the Canada Education Savings Grant (CESG), and Education Tax Credits

a. *Survey of Approaches to Educational Planning.* Statistics Canada, April 2001 <www.statcan.ca/Daily/English/010410/d010410a.htm>

In 1998, the federal government introduced the Canada Education Savings Grant (CESG) as a supplement to the existing Registered Education Savings Plan (RESP). The RESP was designed to provide a tax shelter as an inducement to save for a child's education. The CESG expanded the program dramatically by offering to match 20 percent of any contribution up to $2,000. A $2000 investment in an RESP, therefore, nets a 20 percent return.

When the program was first announced in 1998, the Federation argued that the program would disproportionately benefit those already in a position to save. In addition, the Federation argued the program would draw scarce resources away from areas where it was needed most such as tuition fee reductions or real solutions to the crisis of student debt.

The April 2001 Statistics Canada study confirms the Federation's pessimistic analysis of the RESP program. The study reports that, while 79.8 percent of those families with incomes under $30,000 wanted to save for a child's education, only 18.7 percent were actually able to afford to do so. In families with incomes over $80,000, 95 percent reported a desire to save for post-secondary education and 62.6 percent actually were saving.

These data clearly show that the RESP program does little to address the plight of those Canadians least likely to attend college and university in the first place. By individualising the cost of education in the form exorbitant tuition fees, federal and provincial governments have exacerbated the inequities in participation rates between low, high and middle-income students. These Statistics Canada data clearly demonstrate that the RESP program is not a solution to this social divide.

b. *Tax Preferences for Education Saving: Are RESPs Effective?* Kevin Milligan, C.D. Howe Institute Commentary, No. 174 (November 2002). <www.cdhowe.org/english/publications/currentpubs.html>

In this study, University of British Columbia economist Kevin Milligan shows that wealthy Canadians are far more likely to benefit from Registered Education Savings Plans (RESPs) and federally funded Canada Education Savings Grants (CESGs) than people from low-income households. In 1999, only 6.3 percent of children from households with incomes under $30,000 were beneficiaries of RESPs, while in households with incomes of $80,000 or higher, almost 30 percent of children had RESPs in their name. Based on this finding, Milligan argues that Canada Education Savings Grants amount to a massive federal subsidy to families that are already well equipped to pay for post-secondary education. As Milligan points out, the $423 million the federal government spent on the CESG in 2002/03 could have provided free tuition to 21 percent of Canadian university students. The report concludes that "...CESGs give scarce public funds to the wrong households...." and that "[t]he CESG program should be discontinued."

c. *Tax Credits as Education Policy.* Canadian Federation of Students, September 2002. (Included in the Federation's 2002 Submission to the Standing Committee on Finance and also available as a Federation fact sheet). <www.cfs-fcee.ca>

In this fact sheet, the federal government tax credits for post-secondary education are examined and are found to have failed to compensate for increases in tuition fees during the 1990s. Using average Ontario university tuition fees in 1988, 1995 and 2001 as a basis for comparison, researchers found that the gap between federal education tax credits and Ontario university tuition fees increased from $1,426 in 1988 to almost $2,900 in 2001, even after adjustments for inflation. In addition, the study reveals that high-income earners were, on average, claiming more through education tax credits than were low and middle-income earners. The study also finds that the average amount claimed through the federal Student Loan Interest Credit was extremely low and was apparently having little impact on student debt.

d. *The Impact of Federal Tax Credits for Higher Education Expenses.* Paper prepared by Dr. Bridget Terry Long for the National Bureau of Economic Research Conference College Decisions: How Students Actually Make Them and How They Could, Harvard University, August 2002. < www.nber.org/~confer/2002/hiedc02/long.pdf>

This study by a Harvard University education economist reveals that education tax credits introduced in the United States did nothing to improve access. Accordingly, the author concludes that, "[a]lthough one goal of the tax credits was to increase access to higher education, this study found no evidence of increased post-secondary enrolment among eligible students". The study also finds that the education tax credits introduced in the U.S. appear to have provided state governments with an incentive to raise tuition fees at public institutions.

e. *Hope for Whom? Financial Aid for the Middle Class and Its Impact on College Attendance,* Susan Dynarski, National Bureau of Economic Research Working Paper No. 7756, June 2000. < www.nber.org/papers/w7756>

This study demonstrates that education tax credits introduced American state of Georgia lead to increased postsecondary participation - but only for young people from higher-income families. According to the study, post-secondary institutions use the availability of tax credits as an excuse to increase tuition fees. As a result, college and universities have become less affordable for low-income earners, who often do not earn enough money to be eligible for tax credits. Instead of improving accessibility, education tax credits actually widen the gap in college attendance between African Americans and Caucasians, and between those from low and high-income families.

f. *How Tax Credits Push Up College Costs,* a BusinessWeek article, is available online:
<http://www.businessweek.com/bwdaily/dnflash/oct2000/nf20001027_396.htm>

4. General research on economic inequality in Canada

a. *Rags and riches: Wealth inequality in Canada.*
Steve Kerstetter, Canadian Centre for Policy Alternatives, December 2002.
< www.policyalternatives.ca/>

Recent research and historical statistics are brought together in this study, which charts the growth of poverty and wealth inequality in Canada over the past 20 years. Statistics are broken down by age, family size, province and by numerous other variables. The study finds that much of the recent growth in wealth inequality can be traced to government cuts to social programs and also to changes in federal and provincial tax policies that favour Canada's wealthiest people.

b. *Minimum Wages in Canada: A Statistical Portrait with Policy Implications.*
Ken Battle, Caledon Institute of Social Policy, January 2003.

This study provides statistical data and analysis on the minimum wage and minimum wage workers in Canada, and includes provincial comparisons. Statistics show that after adjustments for inflation, the average minimum wage in Canada is lower today than it was in 1976, and that the minimum wage fell well below the poverty line in most Canadian jurisdictions. The study also shows that a disproportionate percentage of young workers, women and students were working for minimum wage in Canada. Around 30 percent of 17-19 year olds and 7 percent of 20-24 year olds worked for minimum wage in 2000. In total, workers aged 15-24 accounted for over 64 percent of all minimum wage workers. In the summer of 2000, 73 percent of young minimum wage workers - 295,000 people in total - were full time students planning to return to school in the fall.

c. *The Evolution of Wealth Inequality in Canada, 1984-1999*: Statistics Canada, February 2002.
<www.statcan.ca/english/research/11F0019MIE/11F0019MIE2002187.pdf>

This recent Statistics Canada study shows that wealth inequality in Canada has increased significantly between 1984 and 1999. Some of the study's findings include:
- wealth in Canada has become increasingly concentrated in the hands of the richest 20 percent of families;
- the top ten percent of families held 55.7 percent of Canada's total net worth in 1999; and,
- the top 10 percent of families saw their net worth increase by over 35 percent from 1984 to 1999, while the bottom 20 percent of families saw their net worth decline by 85 percent or more.

This growing inequality is not just relative; many people are actually poorer, after adjustments for inflation, than they were 15 years ago. Growth in wealth inequality has been associated with substantial declines in real average and median wealth for groups such as young couples with children and recent immigrants.

The median wealth of young couples aged 25 to 34 with children was $30,800 - nearly a third less than in the mid-1980s.

5. International Trade Agreements and Post-Secondary Education

a. *GATS Impact on Education in Canada.* Gottlieb & Pearson, October 2001. (Legal Opinion commissioned by the Canadian Federation of Students, the Canadian Association of University Teachers and the British Columbia Teachers Federation)
<www.caut.ca/english/issues/trade/gats-opinion.asp>

In October 2001, the Canadian Federation of Students, in concert with our partners at the Canadian Association of University Teachers and the British Columbia Teachers Federation, sought a legal opinion from the legal firm of Gottlieb and Pearson regarding the potential impact of the General Agreement on Trade in Services (GATS) on education in Canada. Gottlieb and Pearson analyzed the portions of the GATS that Canada has agreed to, as well the meaning and strength of the clause upon which Canada is relying to protect public education. They found that the clause was not only ambiguous but that the Canadian system of post-secondary education may not satisfy the conditions for exclusion. In their analysis, Gottlieb and Pearson conclude that because "private education co-exists with public education" it will be difficult for Canada to argue that education is offered solely under government authority.

In addition, the proliferation of private education providers in Canada makes it even more difficult for Canada to argue that education is not provided on a commercial or competitive basis. Gottlieb and Pearson note that the WTO has consistently interpreted the government authority exclusion in a narrow manner and further conclude that "the GATS meaning of competition is much wider than has been articulated by Industry Canada". In short, Gottlieb and Person conclude that the clauses provide little if any grounds to protect public education from the dictates of the GATS.

b. *Trading It Away: How GATS Threatens UK Higher Education*
Steven Kelk and Jess Worth, People and Planet, United Kingdom, October 2002.
<www.peopleandplanet.org/tradejustice/tradingitaway.asp>

"Trading it Away" is a comprehensive analysis of the potential impact that the General Agreement on Trade in Services (GATS) could have on post secondary education. The report was prepared by the British based student campaigning organisation People and Planet. Though the report focuses primarily on how the GATS will affect post-secondary education in the United Kingdom, much of the analysis and research is applicable to Canada and other countries participating in the GATS negotiations. Supported by extensive and detailed research, the authors of the report conclude that the GATS "...threatens the financial viability, quality, ideals and character of UK Higher Education."

6. Economic and Social Benefits of Post-Secondary Education

a. *Earnings of Canadians: Making a living in the new economy*, Statistics Canada, March 2003.
<www12.statcan.ca/english/census01/products/analytic/companion/earn/contents.cfm?>

Information collected in the 2001 census reveals that though a university education was associated with higher earnings, young graduates were not benefiting to the same extent as older people with degrees.

Overall, results from the 2001 census show that higher education is associated with higher earnings. More than60 percent of people in the lowest earnings category did not have more than a high school education in2000, while more than60 percent of those in the top category had a university degree.

However, the census also indicates that it is older groups with higher education and more work experience who made the most significant earnings gains over the last decade. As this report states, "a clear generational divide has opened up in the labour market with younger groups on a lower earnings track than older, more experienced groups". The low-income figures for younger university graduates provide a strong counter argument against attempts to justify increased student debt on the basis of "the high future earnings of graduates".

b. *Job Futures: World of Work.* Applied Research Branch, Human Resources Development Canada, August 2000 (publication updated in 2002)/
<http://jobfutures.ca/en/brochure/JobFuture.pdf>

In August of 2000 the Department of Human Resources Development Canada released an empirical study outlining the future of the labour market. The study offers conclusive evidence that post-secondary education will continue to be the dividing line between those who flourish in the new economy and those left behind to struggle in underpaid, unfulfilling work. Analysts conclude that by 2004, over 70 percent of all jobs will require post-secondary education and only 5.8 percent will be available to those who do complete high school.

7. Commercialisation of Research

Dances with the Pharmaceutical Industry and *Look, No Strings: Publishing Industry Funded Research.* Canadian Medical Association Journal September 18, 2001; 165 (6) and Canadian Medical Association Journal February 19, 2002; 166 (4) respectively.

In September 2001 and February 2002, the Canadian Medical Association Journal published two studies critical of industry sponsored research. The first article, *Dances with the Pharmaceutical Industry*, tracks the disturbing link between positive results and industry sponsorship. The second study, *Look, No Strings*, focuses on the relationship between medical research and the pharmaceutical industry. The article also reviews the case of Dr. Nancy Olivieri and her hostile treatment by the Hospital for Sick Children and the University of Toronto. The article reviews the sordid roles played by pharmaceutical giant Apotex and then University of Toronto President Rob Pritchard who was at the time lobbying for Apotex.

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[i] This figure collapses data from graduates of three and four-year degree programs. The commonly cited student debt of $25,000 represents a federal government estimate of student debt for those completing four-year degrees.

[ii] Estimate from calculations based on YITS:

- High school graduates = 75.8 percent of 18-20 year olds in December 1999 = 920,386 people
- High school graduates with no post-secondary education = 26 percent of high school graduates = 270,967 people
- High school graduates with no post-secondary education who reported barriers to "going in far as school as they would like" = 51.3 percent of graduates with no post-secondary education = 139,006 people
- High school graduates with no post-secondary education who reported a financial barrier = 70.7 percent of those who reported barrier = 98,277

[iii] Estimate from calculations based on YITS

- Post-secondary leavers = 5.7 percent of 18-20 year olds in December 1999 = 59,471 people
- Post-secondary leavers reporting barriers = 49.7 percent of total = 29,557 people
- Post-secondary leavers = 71.4 percent of those with barriers = 21,104 people