

## Suppressed and Unrecognised Productivity

### Problem:

1. It is accepted that the quality of contributions by graduates to the community (and economy) is better than non-graduates. The productivity of graduates that is captured by Studylink and/or IRD, and used for loan repayment purposes is that of graduates in paid-employment. This is good but there is nothing to motivate the unemployed and under employed to use their education to benefit society. The same may be said of the properly employed; there is nothing to motivate them to go beyond their employer-paid for (ordinary) duties.

### The solution

2. Graduates who make special and/or significant contribution/s that is predominately based on their education must earn credits with Studylink/IRD that will lower current or future debts.

### Is the solution practical?

3. Here are some examples
  - a. John has a postgraduate degree from which he acquired advanced research skills: he will need little-to-no help in further research. John has a special interest in topic B which is of great importance to New Zealand. His University agrees to offer minimum assistance; evaluating and approving the research. He carries out the research and NZ is made wiser: a clear policy position or a better understanding of a scientific matter- laying the base for future developments. The university improves its research record, the broader community – NZ is better off and John ought to have his student debt reduced or cancelled depending on the strength of the research.
  - b. Susan is law graduate. She voluntarily helps to reverse a wrongful conviction, help her tribe in treaty negotiation or expose incompetence in a government department-thus creating a vibrant democracy. She ought to earn credits that can be used to lower her student debt or future student loan.
  - c. Gwenchi is veterinary nurse who has failed to find work. She volunteers at the local SPCA which genuinely needs her services for 10 hours a week. She ought to earn credit with Studylink/IRD, to reduce a current debt or future loan.
  - d. Rudo-Aroha is a business degree graduate. She is helping free- of-charge business-starts-up with marketing and accounting expertise. She ought to earn credit with Studylink/IRD, to reduce a current debt or future loan.
  - e. Igbo has a degree in environmental science. She offers to help the City Council to resolve a problem it was not aware of, nor had the expertise or the resources to tackle. He ought to earn credit with Studylink/IRD, to reduce a current debt or future loan.

- f. James a graduate in Policy Development and Political Science helps-voluntarily, a New Zealand Political Party with research, strategies or special-and-significant activism. (All the graduate -James put an end to political apathy!). The quality of democracy is improved and that can only be good for NZ.

In all these examples the graduate's contribution helped society by using their education. This is what investment in education must produce ie create better contributors to make society better off. Whilst not everyone will agree with all the examples, the fact though is some criteria for recognising and grading contributions can be established, away from paid employment.

#### **An explosion of productivity!**

4. Recognising all areas of productivity in the above ways, will likely lead to an explosion of productivity in which everyone is a winner, ie the student and society. The society gets its returns from education investment.