Day 1 Morning, Thursday the 11th of August 2016

1. Opening of the General Assembly

Board Member Brendan Power opens and introduces the 42nd General Assembly (GA) of OBESSU.

The roll call is made, and voting cards are distributed in alphabetical order to the organisations present. Yellow cards are given to the Member Organisations (MOs) with the right to vote and blue card to the Candidate Organisation (CO) with the right to speak, according to the payment of the Annual Financial Contribution.

2. Election of the Chairperson

The Board proposes Daniele Dimitri, former Board member of OBESSU to be the Chairperson of the GA.

The General Assembly approves the Chairperson by acclamation.

The Chairperson welcomes the delegates and he briefly shares his experience in OBESSU.

3. Election of the minute-taker

The Board proposes Riccardo Gulletta, OBESSU Project and Policy Officer, and Eszter Somogyi, OBESSU Programme Coordinator (as substitute) to be the minute-takers of the General Assembly.

The General Assembly approves the minute-takers by acclamation.

4. Election of the Ballot Committee

The Chairperson explains the role and function of the Ballot Committee.

The Chairperson explains that the General Assembly has to decide on the composition of the Ballot Committee. He suggests a Ballot Committee of 3 people. The GA approves the option of having three people in the Ballot Committee.

Three people are needed for the Ballot Committee. Frederic Koch from SVB, Morten Hybschmann from DGS and Keanu Colpaert from VSK will form the Ballot Committee.

The General Assembly elects the Ballot Committee by acclamation.
The Chairperson explains the procedures of the GA.

- Right to vote
- Voting system
- Floor for discussions
- Right to speak
- Amendments and proposals
- Elections

LH: Since they have two delegates, they want to know whether they can give the voting card to each other in case one of them leaves the room.

Chairperson: He says that is possible.

No other questions or comments are made.

5. Internal Regulations

The Chairperson introduces the Internal Regulations of Statutory Meetings and how the discussions will work.

The Chairperson explains that the Internal Regulations have not been changed; they are available online, so he proposes to adopt them by acclamation.

The Internal Regulations of the General Assembly are approved by acclamation.

6. Voting right for Member Organisations failing to pay the Annual Financial Contribution

The Chairperson explains that according to the Statutes, only Member Organisations which have paid the Annual Financial Contribution (AFC) have the right to vote. There are 5 MOs and 1 CO present that have failed to pay the AFC. These are: CANAE, MAKOSZ, UNEL, UNL, UNSS, BSSU.

Guests are invited to leave the room.

Roll Call:

AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC (not present), LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL, UNSS, USO, VSK.

There are 23 MOs present, 1 CO and 1 AO.

One delegate from each organisation has the chance to explain why their organisation has failed to pay the AFC on time. The General Assembly will vote on whether to grant the right to vote/speak. To pass, a simple majority is needed.
A secret ballot is proposed for this.

The organisations concerned make a brief explanation and the Chairperson opens the floor for questions or comments:

- CANAE explains the reasons why they failed to pay. CANAE is waiting for the financial contribution of the Ministry, but this latter has not yet sent the money. Up until now they have always paid the AFC, this is a temporary situation.
- MAKOSZ explains the reasons why they failed to pay. MAKOSZ is asking for the understanding of the GA, as they do not receive direct funds from the government. Currently they are organising a big event as such the money is allocated for that purpose. They cannot pay the AFC at the moment but hopefully in December they will do so.
- UNEL explains the reasons why they failed to pay. They apologise for the delay, the organisation received the funds late, but they will pay shortly.
- UNL explains the reasons why they failed to pay. They apologise, UNL has many events running now and they have many expenses. However the organisation received the money and they will pay ASAP.
- UNSS explains the reasons why they failed to pay. They apologise, the funds are granted by another organisation, but the money will come soon, so they will be able to pay.

The Chairperson opens the floor for questions.

LH: How does CANAE plan on paying the fee?

CANAE: As soon as the organisation receives the money, the fee will be paid. Previously CANAE never had any delays in paying the AFC.

The five organisations aforementioned leave the room.

Open discussion.

ISSU: Do we have to vote per organisation?

Chair: Yes.

VSK: In the past, were there any problems with these organisations regarding the AFC?

Secretary General: MAKOSZ has not paid this year and there is a pending AFC from 2011. CANAE, UNSS, UNEL and UNL have not paid for the first time since they are MOs.

USO: What was the issue with MAKOSZ in 2011?

Secretary General: At present we are trying to clarify this.

No other questions.
Roll Call to hand out the ballot papers
AKS, ASuBiH, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH, LMS, SAKKI, SIF, SLL, SUS, UdS, USO, VSK.

Now we have 18 organisations with the right to vote in the room. A simple majority will be enough to grant the right to vote to each organisation.

The Ballot Committee leaves the room with the Secretary General to count the votes.

The Ballot Committee comes back with the results:

- CANAE: 12 votes in favour
- MAKOSZ: 13 votes in favour
- UNEL: 16 votes in favour
- UNL: 16 votes in favour
- UNSS: 12 votes in favour

All the organisations have been granted the right to vote.

Roll Call
AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC (not present), LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL, UNSS, USO, VSK.

Now we have 23 MOs with the right to vote, 1 CO and 1 AO.

7. Legality of General Assembly and adoption of the Agenda

For the General Assembly to be legal, 50% plus 1 of the total number of OBESSU members has to be present. At this GA 25 Organisations are present, which satisfies the legality criterion. Furthermore, all deadlines leading up to the GA were kept. No protests are made known and therefore the Chairperson confirms the legality of the General Assembly.

The Chairperson explains the agenda and proposes to adopt it by acclamation.

UNSS: What happens if no one applies to become a member of the Monitoring Committee?
Chair: In that case during the next Statutory Meeting there will be an Extraordinary General Assembly for electing the remaining MC members.

DGS: When do we finish tomorrow?
Chair: We finish at 19:30.

The Agenda of the General Assembly is approved by acclamation.

The Chairperson announces that the deadline for urgent motions and resolutions is on Friday the 12th at 13:30h via email to OBESSU Secretary General and the Chairperson.
The Chairperson asks the MOs whether they approve the web streaming of the GA.

The live streaming of the General Assembly is approved by acclamation.

**Guests present at the General Assembly**

The Chairperson explains that Giuseppe Lipari and Giammarco Manfreda from “Rete degli Studenti Medi” (Italy) would like to take part in the General Assembly. They present themselves. OBESSU Board spends some words to welcome them.

There are no comments or questions.

The MOs vote to grant the right to participate in the GA to the guests from “Rete degli Studenti Medi”.

Proceed to vote:

- In favour: 23
- Against: 0
- Abstentions: 0

“Rete degli Studenti Medi” has been granted the right to be present in the GA.

The Chairperson explains that there will be a vote to allow the Affiliate Organisation SVB to have the right to speak during the GA.

The delegate from SVB introduces himself and the organisation.

There are no comments or questions.

Proceed to vote:

- In favour: 23
- Against: 0
- Abstentions: 0

SVB has been granted the right to speak in the GA.

8. **Presentation of the report on the Council of Members 2015**

Ruta Meskauskaite from the OBESSU Board reports on the COMEM 2015.

9. **Adoption of minutes from the Council of Members 2015**

The Chairperson explains that the minutes were sent out in time and they are available online and opens the floor for questions.

There are no more comments or questions.

Proceed to vote:

- In favour: 23
The minutes of the COMEM 2015 are adopted.

The Chairperson explains that there will be a vote to allow the Affiliate Organisation KYC to have the right to speak during the GA.

The delegate from KYC introduces herself and the organisation.

There are no comments or questions.

Proceed to vote:
In favour: 23
Against: 0
Abstentions: 0
KYC has been granted the right to speak in the GA.

Coffee Break

Roll Call:
AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC, LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL, UNSS, USO, VSK.

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak.


The Board presents the Board Report 2014 - 2016 that was sent out to all the organisations.

Before the Board Report, the Chair is repeating the deadline for urgent motions and the Monitoring Committee application deadline.

Questions on the new Pool of Trainers concept:

UNSS: If we want to include the PoT members in our events, how would we finance their travel?
Board: Online discussion could be a solution, the organisations should find funding; that is the best option.

UNSS: Would you suggest contacting an individual from the POT or the whole PoT?
Board: There are no rules; it is more democratic if you contact the whole PoT. Use the collective email.
AKS: How do you imagine the new PoT? Would it mean also shifting some of the admin work from the Secretariat?

Board: We felt that we need to put less responsibility on the Secretariat; this is how the idea of having a PoT member as part of the Prep-Team came. The related administration work will remain at the Secretariat. In Sarajevo, there was already a brief discussion on the topic. PoT members mentioned that there is a lack of guidance from the Board’s side.

Questions on the political strategic impact and advocacy:

UNSS: What can we do about our political visibility?

Board: In the future it can be helpful to receive more support from political actors (MEPs).

DGS: What was the call for action 17th November exactly?

Board: It was on the freedom of movement and the freedom to learn.

CSU: Why do you think that only one MEP replied to the call?

Board: They get a lot of e-mails, also we only targeted the MEPs in the CULT Committee. With the one MEP who answered, we already had a contact. MOs could also help with disseminating the call or reach out to their national MEPs.

CSU: Have you ever met MEPs in person?

Board: Yes, with the ones we have contact with.

SLL: Is networking among MEPs something you want to achieve? How does the next Board want to lobby in the future?

Board: In forums, events we try to meet people, network and create a contact with them. We meet MEPs in external representations as emailing is not an effective way to get in touch with them. It depends also on the events the Board is invited to. However, the next Board could be more aggressive when it comes to networking. Our network is growing also thanks to our Secretariat.

Questions on the events:

VSK: Board promised to send the pictures that were on the wall during the Summer School, when will this happen?

Board: Very soon.

Questions on external representations:

SLL: You have met with the Commission several times but we are not represented in Working Groups, does the next Board want to make some efforts towards that?

Board: We applied, but we were not successful. However, we are invited to participate in the EQVET Committee. The VET application was not accepted even though the Commission encouraged us to apply. None from the civil society organisations got into this working group. We are trying to push to get into the working group; we will keep pushing for it.
Chair: Not being able to participate in the working group is a general problem; education has been divided between several DGs as such there is a kind of confusion.

Questions on the Development Strategy:

DGS: What does it mean having a balanced membership?
Board: It means to insure more participation and balanced geographical representation.

CSU: Why do you think the crowd funding campaign was a success? It was not in the Czech Republic.
Board: It was your job to share the call for the crowd funding campaign. At the end the campaign was successful. Of course we are always open to constructive criticism. Also crowd funding is a good way to diversify the funding.

VSK: You will revise the Compass, are you going to ask the MOs as well or it will be just the Board’s contribution?
Board: We are already working on this topic; there is a plan to send out a questionnaire to MOs. We work from the Political Platform of OBESSU.

Questions on social media impact:

VSK: Who adds facebook posts?
Board: Giorgio.

LH: Why wasn’t the Youtube channel efficient enough?
Board: It was a new platform.

DGS: Who writes the articles? Is it about policies, activities or events OBESSU is organising?
Board: We try to get a nice balance. We write the articles and share those of our members. You can write about whatever you feel like writing, there are no rules. You can write about campaigns and their impact for example.

DGS: How is the communication within the Board, how do you assess it from the Board perspective? What are your suggestions for the future Board?
Board: Having an overlapping mandate is not easy, it has its challenges. In the moment when our communication did not work OBESSU was stuck. Our suggestion for the future Board is to have a strong team-building event at the beginning of their mandate and to ask the PoT for capacity-building trainings.

SUS: How do you feel about the relationship between the Board and the MOs communication-wise?
Board: The contact does not have to be formal, we should have probably reached out more towards the MOs.
DGS: You mentioned the overlapping mandates, do you think it is a topic we have to address or it is a system we have to change?

Board: Overlapping Board has more advantages than disadvantages. We will discuss this topic with the new Board members. We never had to deal with this before, but for the next mandate we will be more prepared. In the future maybe we could have an assessment on that.

There are no more questions.

11. Approval of Member and Candidate Organisations

No new organisations applied for becoming a CO.

The Board has decided to prologue BSSU’s Candidate status.

BSSU: Can you send us an email with the deadline for applying for a full-fledged membership and with information on the fees?

Board: There is no deadline; you can apply whenever you want to, because the 12 months has already passed. You need to be a Candidate Organisation for 12 months but afterwards you can apply.

12. Monitoring Committee report

Sasa Pesic, member of the MC, presents the MC report that was sent out to the members.

The Board and the Secretariat leave the room.

The Chairperson opens the floor for questions:

VSK: About the newsletter and the topic of the Board providing more information, instead of having weekly or monthly newsletters with information that is already on the webpage, why do we not put information about the Board meetings in the newsletter?

MC: That is a good suggestion. We definitely need to decide what we want the newsletter for. For example we should decide whether we want to provide information to institutions or to our MOs.

UNSS: Can you give us an example of the miscommunication between the Board and the Secretariat?

MC: The Secretariat is very approachable; the problem with communication came mostly from the Board side, as they did not answer to emails. Ela was pushing, calling the Board for answer, but I think under normal circumstances this is an extra measure. Of course this happening from time to time is something normal.

DGS: What is the prospect of the application to UNESCO? Do you think it will be successful?

MC: I would leave this answer for the Board.
ISSU: Did you feel that the work was evenly distributed between the Board members?

MC: It has been uneven of course, one day one had more time and on other days others. Between 5 people in 5 different countries it is understandable that there are periods when one or several of the members are working more than the others.

SUS: Are the places for Board meetings picked randomly? A Board meeting in one country can be a good tool to strengthen the relationship between the local MO and the Board.

MC: Board meetings are usually in member states.

FSS: How much delay did the Board have in answering the emails?

MC: Sometimes days, sometimes weeks. Of course if the email is not working there are other means of communication.

CSU: We feel that the crowd funding campaign was not successful. What do you have to say about that? Is the funding really diversified? Personally I do not think it is okay to say that the campaign was successful.

MC: We think that the campaign was successful. Obviously you have a deadline for the campaign; that should be respected.

UdS: The internal communication about what the Board is doing has to be improved, sometimes a general communication – like for example about the events you can apply to, etc. – results in the deficit of communication. Also, Board has to know all the MOs Boards; often the Board only knows the International Officer.

MC: Yes, the policy of OBESSU is to directly communicate with the International Officer, because this latter's task is to disseminate information.

SLL: Do you feel that OBESSU’s social media is reaching its full potential, which is the target, is there an actual point OBESSU’s social media is serving? The current webpage is useful or should we use a landing page?

MC: The social media is not reaching its full potential. There has to be a strategic approach, when to use it, for what, how often we want to use it. We need to have a social media strategy and we need to implement it. The website homepage is a good suggestion. We need to have a welcome page.

AKS: Do you share the evaluation of the Board that the external representations though less in number but are more efficient and the quality is higher?

MC: Of course lack of commitment happens. However, it must be emphasised that choosing the external representations is important, as not all of them are paid by the receiving organisation. It is a good idea to invite MO representatives to those external representations that are taking place in their home country. In general the decrease is not satisfactory.

VSK: What do you think the problem was with the internal communication between the MOs and the Board? Why did it fail? Internal communication is very important for MOs. Is this a
problem that happened with this specific Board or with previous ones as well? Do we have to focus on efficient internal communication when electing the next Board members?

MC: It is the current Board’s fault of course. Specific tasks are assigned to Board members. Also it is true, in the past half year there have been a lot of changes in the Secretariat. The Secretariat members have to learn how to work together, how to get into the work mood.

There are no more comments or questions. The Chair closes the morning session.

Lunch

Roll Call:
AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC, LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL, UNSS, USO, VSK.

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak.

13. Report of the Secretary General

The Secretary General, Ela Jakubek, gives the report about the Secretariat, its different roles and the main updates.

VSK: Is OBESSU planning to hire more people?
Board: No, but we will have an intern starting from the 1st of September 2016 working on the Student Welfare research.

There are no more questions or comments.

14. Decision on the 2017 Annual Financial Contributions

Secretary General explains how the system of the AFCs is working and stresses the importance of the AFCs in the OBESSU budget:

- Because the income is unconditional from external funders.

SG explains that the proposal is to keep the AFCs at the same level as for 2016.

There are no questions or comments so the Chairperson calls for the vote on the AFC 2017.

Proceed to vote:
In favour: 20
Against: 0
Abstentions: 3

The AFCs 2017 are adopted.

DGS: They propose to have this point after the financial report in the future, in order to see where the money goes.
15. **Financial report 2015 & presentation and adoption of the budget 2016**

**Presentation and adoption of the budget 2016**

The Secretary General, Ela Jakubek, explains the Budget 2016 and explains that it is very difficult to make a prediction for a full year.

The Chair opens the floor for questions:

There are no questions or comments so the Chairperson calls for the vote to adopt the budget 2016.

**Proceed to vote:**
- In favour: 23
- Against: 0
- Abstentions: 0

The budget 2016 is adopted.

**Financial report 2015**

The Secretary General, Ela Jakubek, explains the structure of the financial report 2015 and makes the summary of the year.

The Chairperson calls for the vote to adopt the Financial Report 2015.

**Proceed to vote:**
- In favour: 23
- Against: 0
- Abstentions: 0


16. **ORGs’ Fair**

Point 16 of the Agenda ‘ORGs’ Fair’ was cancelled due to time constraints.

17. **Discussion and voting on proposals and amendments to the Statutes**

The Chairperson explains the procedure of the amendments to the Statutes. The changes have to be agreed by 2/3 majority.

**Amendment #1 (OBESSU Board)**

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<tr>
<th>Line(s)</th>
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<tr>
<td>387</td>
<td>DELETE “or 7”</td>
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Board: The composition of the Board has been discussed in multiple general assemblies for a long time. In order to ensure continuity of the overlapping mandate system, it is seen better to regulate the Board size to a set number. If the number is higher, the communication issues can grow larger and thus the composition of 5 Board members is proposed.

ISSU: With a 7-member Board the workload is lighter?
Board: A bigger Board would work better.

FSS: Before, in FSS, we had 13 Board members, now 8 and this current smaller Board works better.

EEO: In favour of a smaller Board, as it is better not to spread responsibilities among too many people.

CANAE: We should also keep in mind the availability of the candidates in a Board of 5. Also, what are the economical consequences of a Board of 7?
Board: It depends on where the Board member is from.

CANAE: Is it financial feasible to have 7 people?
Board: Yes, financially, but in terms of efficiency no.

ASuBiH: Why not a Board of 6?
Board: 6 is an even number.

USO: When was the last Board of 7?
Board: In 2012-2014, but only 6 members were in the Board, one place remained vacant.

There are no more comments or questions and the Chairperson calls the vote.

Proceed to vote:
In favour: 21
Against: 0
Abstentions: 2
The amendment has been carried.

18. Discussion and voting on proposals and amendments to the Workplan

The Chairperson explains the procedure of the amendments to the Workplan. The changes have to be agreed by simple majority.

Amendment #1 (UdS)

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<th>Line(s)</th>
<th>230 (wrong line number, for clarification see below)*</th>
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<tr>
<td>Amendment</td>
<td>Add: OBESSU will conduct a research on the different model of Vet</td>
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in Europe. The outcomes will be used for stronger advocacy and policy work and as a means to analyse, in-depth, the gaps in the work of European Institutions. It will not only be for the use of OBESSU as a European platform, but also for our members, considering that national realities will be analysed, they will be able to use the outcomes for their work towards improved welfare.

UdS: In Europe there are a lot of models of VET structures and they are a lot different. UdS thinks that is important to know the different models so as to develop campaigns and advocacy on this theme.

*A clarification is necessary about the line number of the amendment. The correct line is 287.

FSS: It will be a good input for OBESSU’s work on VET.

EEO: This is a good proposal, there are many ideas on how to change the system at European level, and this could be a nice input.

USO (to OBESSU Board): How do you plan on conducting the research? Through a survey or field visits?

Board: A working group is currently assessing the possibilities. The concrete research will be implemented in collaboration with the MOs.

There are no more comments or questions and the Chairperson calls the vote.

Proceed to vote:
In favour: 22
Against: 0
Abstentions: 1

The amendment has been carried.

19. Adoption of the presented policy papers and resolutions

The Chairperson introduces the policy papers and the resolutions and the General Assembly have to decide on adopting them or not.

Position paper on the implementation of the Paris Declaration and the creation of inclusive schools

Giuseppina Tucci from OBESSU Board explains the position paper on the Paris Declaration.

DGS: How to implement the position paper?

Board: There will not be a working group established around this topic. However, the position paper can be interesting in the context of the Open Society Foundations funded project.
CSU: In line 79, what does “Prior learning” mean?

Board: Recognition of your previous learning when you move from one country to another.

There are no more comments or questions and the Chairperson calls the vote.

Proceed to vote:

In favour: 22
Against: 0
Abstentions: 1

The Position Paper has been adopted.

Policy Paper on ICT Education and OBESSU

Brendan Power from OBESSU Board explains the Policy Paper on ICT Education.

VSK: In line 13, which “schooling” is the paper referring to? It is not clear.

Board: Secondary school.

EEQ: Just wondering how is the situation regarding ICT and education in other countries?

CSU: In the Czech Republic there is the official government Strategy 2020, it is intending to implement digital revolution. However, the national document is more of a vision.

ISSU: This paper is a positive approach, but for certain cases it is hard to implement it.

VSK: In Belgium it is hard to implement the ICT strategy, but we are progressing in this field.

UNSS: Serbia is lagging behind when it comes to ICT.

USO: In Switzerland it depends on the region.

UNEL: In Luxembourg there is no coordinated ICT strategy. In line 48, terms should be more defined.

VSK: If schools cannot provide any technology and the state does not support you, how to bring ICT to the schools?

Board: By lobbying and advocating for it. This strategy works for bigger goals. Countries are not always investing in this field; this paper proves that the investment is worth it even if sometimes it is not possible.

There are no more comments or questions and the Chairperson calls the vote.

Proceed to vote:

In favour: 21
Against: 0
Abstentions: 2

The Policy Paper on ICT Education has been adopted.
Policy Paper on Student Welfare

Laufey Maria Jóhannsdóttir from OBESSU Board explains the Policy Paper on Student Welfare.

Amendment #1 (UNEL)

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<th>Line(s)</th>
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| Amendment | REPLACE “are often as high as the costs of those on a tertiary level.”  
| | BY “can be as high as the costs of those at tertiary level” |

UNEL: It is unlikely that pupils’ expenses are as high as students’ expenses. In both systems there are hidden costs such as tuition fees, books, public transportation etc but studying comes along with different circumstances, which are not comparable to school students’ expenses, such as living abroad, the costs of academic books, tuition fees which are normally higher than at secondary level... The word ‘can’ implies that there is the possibility of equity between the amounts of hidden costs but it also states that it is not necessarily the norm.

There are no more comments or questions and the Chairperson calls the vote.

Proceed to vote:
In favour: 17
Against: 1
Abstentions: 5

The amendment has been carried.

Amendment #2 (UNEL)

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| Amendment | REPLACE “OBESSU demands secondary school students to have access to the same financial aid as higher level students”  
| | BY “OBESSU demands secondary school students to be allocated a financial aid in order to enable more students to pursue their education” |

UNEL: We support the idea that every student needs to be treated equally and should have access to financial support. Nonetheless, there is a difference between school students and students in regard to economic matters. Often students study abroad, need to pay a rent, need to pay tuition fees etc. which are expenses most pupils do not need to cover. In addition, every country has own student loan and financial aid system which makes this statement due to the word ‘same’, unconvertible. Thus UNEL wants to change the phrasing and exclude the juxtaposition with students. In addition there should be a clarification what this financial aid aims for and this is according to the paragraph (“as every school student has the right to concentrate fully on his/her studies”) to enable more students to pursue their education.

AKS: Students are in different financial situations, but have the same access to financial aid.
All students’ situation is individually assessed.
UNEL: The point is that students should have the same financial aid, but it is better if they have the same access to financial aid.

There are no more comments or questions and the Chairperson calls the vote.

Proceed to vote:

In favour: 9
Against: 5
Abstentions: 9

The amendment has been carried.

**Amendment #3 (UNEL)**

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<td>104</td>
<td>REPLACE “School students to receive the same financial aid as higher level students” BY “School students to receive financial aid to enable them to pursue their education”</td>
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UNEL: Same rationale as before: We support the idea that every student needs to be treated equally and should have access to financial support. Nonetheless, there is a difference between school students and students in regard to economic matters. Often students study abroad, need to pay a rent, need to pay tuition fees etc. which are expenses most pupils do not need to cover. In addition, every country has their own student loan and financial aid system which makes this statement due to the word ‘same’, unconvertible. Thus UNEL wants to change the phrasing and exclude the juxtaposition with students. In addition there should be a clarification what this financial aid aims for and this is according to the paragraph (“as every school student has the right to concentrate fully on his/her studies”) to enable more students to pursue their education.

There are no comments or questions and the Chairperson calls the vote.

Proceed to vote:

In favour: 16
Against: 4
Abstentions: 3
The amendment has been carried.

There are no comments or questions and the Chairperson calls the vote.

Proceed to vote:

In favour: 20
Against: 0
Abstentions: 3

The Policy Paper on Student Welfare has been adopted.
Coffee Break

Roll Call:
AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC, LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL, UNSS, USO, VSK.

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak.

20. Presentation of the OSF Programme

Eszter Somogyi from OBESSU Secretariat and Laufey Maria Jóhannsdóttir from OBESSU Board explain the Programme.

CSU: Where does the idea come from?

Board: The Open Society Foundations contacted OBESSU with the proposal, and they gave free hands concerning the actual implementation of the project. Migration is an important topic and it is a great opportunity to work on it.

UNSS: Local groups can directly apply for the small-scale grants or should they go through the MO?

Board: Local groups can directly apply, the MOs’ role is just spread the word.

UNSS: Can we apply as a MO and then small groups from Serbia can apply too?

Board: Yes.

DGS: Is the funding only for secondary schools?

Board: Yes, only secondary schools can apply, but of course the target group can be larger (e.g. community)

DGS: There are different funds for the initiatives on different levels?

Board: Yes, there are 3 different levels, small, medium and large scale.

DGS: How long does it take to receive a reply to the submitted project proposal?

Board: The selection will be on-going; the aim is to give a quick feedback.

VSK: Money will be allocated according to the budget of the applicant?

Board: There is a maximum amount that can be allocated per project. Application for the ‘Training for Multipliers’ event in Mollina is highly encouraged as this will be the platform were training of project management will be provided.

KYC: can we know the amount of money and the time of implementation?
Board: it is very flexible, it depends on the proposal. However, the project has a 17-month long implementation time. Small scale projects will receive 500 Euros, medium scale 1000 Euros and large scale projects 2500 Euros.

ISSU: Does the project have to focus on migrants in Ireland, also EU or non EU migrants should be included?
Board: The target group depends on the priority of your country.

LMS: Where can we find additional information?
Board: More information will be available when the call is launched at the beginning of September.

DGS: How much manpower this project will require from OBESSU’s side?
Board: The Secretariat will be involved; as such the project will for sure add some extra work to the Secretariat. But it will not hinder the work of the Secretariat.

ASuBiH: What will happen with the money that is not redistributed in the re-granting scheme?
Board: There will be at least two or maybe even three calls for participation in 17 months. The first call will be launched on the 1st of September; this will be the test phase. Depending on its success the strategy of the redistribution of the money can be modified.

DGS: OSF can be controversial.
Board: George Soros is beyond the OSF. He invested a lot of money in democratic movements. Soros as a multibillionaire is a controversial person for the way he got rich. OSF however is a completely independent organisation.

21. Vote of trust to the Secretary General

The Board introduces Elzbieta Jakubek as the new OBESSU Secretary General and she presents herself to the General Assembly. The Chair asks Ela if she wants to add anything to the points she previously mentioned.

The Chair opens the floor for questions directed to Ela:

FSS: Is there something you still have not gotten into or you are struggling with?
Ela: She is struggling with the Belgian system which is very complex. She can rely on Paolo, who knows the system very well. It was challenging to link all the abbreviations with the organizations and countries and the people behind the names.

CSU: Do you like your job so far?
Ela: Very much, this is a nice change compared to her previous positions. She loves to belong to a system that has a meaning, she is proud of being part of OBESSU.

The Chairperson invites Ela to leave the room and opens the floor for questions to the Board or the Secretariat:
VSK: Did the Board consult with Ela?

OBESSU Board: We had open conversations with Ela, and she seemed happy. We are close enough with the Secretariat, we have a good, friendly relationship.

LH: Does Ela do a sufficient and efficient job?

OBESSU Board: She is doing an outstanding job, she is very motivated. She has her own way of working, it is a fresh start.

OBESSU Secretariat: She very quickly adapted to the organization, she has another way of working than the previous Secretary General.

VSK: Does Ela have a 2-year contract? Is it renewable?

OBESSU Board: Yes, and yes.

UNSS: What is the difference between working with Rasmus and Ela?

OBESSU Secretariat: Giorgio was afraid of the possible changes in the working style, but the adaptation process went really well.

There are no more questions or comments so the Chairperson invites again Ela to join the Assembly and calls for the vote of trust to the Secretary General.

Proceed to vote:

In favour: 23
Against: 0
Abstentions: 0

Elzbieta Jakubek as OBESSU Secretary General unanimously receives the vote of trust from the GA. With this, the GA approves Elzbieta Jakubek as the legal representative for OBESSU.

Roll Call:

AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC, LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL, UNSS, USO, VSK.

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak

22. Discussion and voting on proposals and amendments to the Political Platform

The Chairperson explains the procedure of the amendments to the Political Platform. The changes have to be agreed by simple majority.

DGS: what happens if there are x people with voting rights outside of the room?

Board: Then there is a new quorum.

Amendment to Amendment #1 (AKS)
Amendment

REPLACE “equal ownership” WITH “equal say”
ADD “in” AFTER “equal say”

AKS: Without adding “in” the new sentence would not be grammatical correct.

ESCU: The change would be even worse.

Board: We will proofread and check the vocabulary.

AKS: In that case the Board will go over it anyways.

There are no comments or questions and the Chairperson call the vote.

Amendment to the Amendment has been withdrawn.

Amendment #1 (ČSU, SUS, MAKOSZ)

ČSU, SUS, MAKOSZ: The originally used word “ownership” may be misleading in this context as the focus is mainly on the decision-making process, expressed more appropriately by the word “say”, and not any propriety considerations suggested by the word “ownership”.

FSS: In the text it is not about the meaning of the ownership as a physical property. The word has other, different meanings as well. The change will not make a dramatic difference.

UNEL: Replacing it would make the statement weaker, ownership guarantees that the message is being heard.

FSS: Ownership is not about owning, it is about feeling.

ISSU: The dictionary definition is one thing, but the content can change its meaning.

DGS: We believe that ownership has a more abstract meaning; students having ownership means that they feel part of the community.

ČSU: Having an equal say means you can have actual voting right, that is the student council feels more involved.

VSK: Equal say is not the same as equal ownership, this latter is more powerful. We have an ownership regarding the regulations in our country; it is not like equal say.

DOS: The word to have an equal say has a stronger connotation.

SLL: Equal ownership is stronger.
CSU: Being part of the decision making process means you have equal vote, as such equal say is stronger.

MAKOSZ: We should use proper school vocabulary.

FSS: Equal ownership is a feeling, not an actual possession, a feeling of belonging. We can say I have an equal say in the school, but that does not mean that I am attached to the school.

LH: It matters to have an equal say in the school but if you do not have equal ownership you might not care about the school, as such you might not want to have a say.

CSU: Do we want to talk about our feelings or our rights?

SUS: It is not about the feeling to have an equal say, but it is about actually being given an equal say.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 9
Against: 10
Abstentions: 4

The amendment has not been carried.

Amendment #2 (CSU, MAKOSZ, DOS, SUS)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>Amendment</th>
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</thead>
<tbody>
<tr>
<td>89</td>
<td>REPLACE “equal”</td>
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</table>

CSU, MAKOSZ, DOS, SUS: The statements as it is in the original form would in practice mean that students’ legal rights and duties would be the same as ex. the headmaster’s or the janitor’s legal rights and duties. Students should definitely fully participate on the environment in school but responsible division of roles should be taken into account.

UdS: “Corresponding” would change the meaning of the sentence that is we do not demand a corresponding right but we speak about the historical fight of our organisation on equal say. We want to maintain the same decision making process.

MAKOSZ: The text as it is now is completely absurd, as it is now the student and the cleaning lady has the same rights and duties. Students should not have the same rights as the headmaster.

UNEL: Who is going to say what is the corresponding right, it is too open for interpretation.

SUS: The sentence starts with every actor; are we going to empower every single actor in the school?
CUS: We are talking about legal rights and duties.

Board: We understand your point about legal duties and responsibilities, but we see it more as a part on rights and responsibilities. “Corresponding” leaves too much space for interpretation.

CANAE: Everybody has to be able to say his/her own opinion.

UNSS: Equal is misused, equal means everybody has his/her own duties, their rights are equal not their responsibilities.

MAKOSZ: “Corresponding” might be too wage of a term, but here we have to choose between the definitely and the possibly wrong word, and it is better to choose the possibly wrong.

AKS: OBESSU has been fighting for equal say in schools, if we make modifications, we will not be recognised in the decision making in schools.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 5
Against: 16
Abstentions: 2
The amendment has not been carried.

Amendment #3 (ČSU, SUS, MAKOSZ)

<table>
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<tr>
<th>Line(s)</th>
<th>Amendment</th>
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</table>
| 98      | REPLACE “a feeling of ownership”  
WITH “a sense of belonging” |

ČSU, SUS, MAKOSZ: The word “ownership” is loaded with connotations that do not seem to be neither appropriate nor related with the matter discussed by the respective section of the document. The intended meaning is intelligible merely thanks to the context in which it’s used, however, replacing it with a more fitting term would increase the comprehensibility of the text.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 7
Against: 13
Abstentions: 3
The amendment has not been carried.

Amendment #4 (ČSU, SUS, MAKOSZ)

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<tr>
<th>Line(s)</th>
<th>Amendment</th>
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</thead>
<tbody>
<tr>
<td>105</td>
<td>AFTER “Europe”</td>
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</table>
ADD ANOTHER DEMAND “the expansion of curricula in the sense of
guiding the students to a more active participation in affairs not only
related to their school, but also to community and political activities,
on the part of the teachers and the schools in general”

ČSU, SUS, MAKOSZ: Not only students are in the majority of cases not offered any platform
at which to exert their political rights, they are not usually led to do so, either. Educational
curricula even in the most democratic states fail to motivate the students to create their own
political opinions and demand the fulfillment of their rights. By increasing the focus put on
political participation not only in the administration of the schools but also in the lessons
themselves, this problem can be tackled to some extent.

ISSU: It is difficult for the teacher to be completely impartial, they could influence the pupils,
and this is too dangerous.

UdS: It is necessary to teach students about the tools and instruments on participation in the
form of civic education. School is the space for democracy. The problem is when students are
not aware of the instruments on participation.

UNSS: It is not about teaching about political parties but about the political system. We need
to be taught about what democracy is.

CSU: We are not talking about teachers leading students to join political parties; we are
talking about guiding students to be politically more active. We are talking about active
citizenship.

DGS: It is possible to have a class on social studies, political systems without the teacher
conveying a political message. We have social studies in Denmark to prepare the citizen to
be active. It is a positive idea.

VSK: We are concerned about the political activity part. We know that is not what you meant,
but that is the meaning of the sentence.

USO: In Switzerland we have a subject like that, but also in the framework of our history
classes we go through our national referendums. In other schools they have classes on
citizens duties (fill a tax form, etc.). We should trust the teachers that they do not want to
influence students.

SUS: We agree with the possible dangers, but we want you to consider that the rise of
extremism is considerable in the Eastern Block. This could make sure that youth can read
between the lines, and this could create space for youth to be more active.

KYC: They propose to close the speaking list.

Proceed to vote:
In favour: 17
Against: 1
Abstentions: 5

The speaking list is closed.
CSU: The Eastern countries do not know how to use democracy; students should participate in the democracy. Political activities do not mean to join a political party.

ASuBiH: Democracy and human rights is a class in Bosnia and Herzegovina and we learn about democracy.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 13
Against: 5
Abstentions: 5
The amendment has been carried.

**Amendment #5 (ŠUS, MAKOSZ, CSU)**

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<tr>
<th>Line(s)</th>
<th>117-118</th>
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<tbody>
<tr>
<td>Amendment</td>
<td>REMOVE: Therefore, any obstacles keeping young people from entering any educational paths must be abolished.</td>
</tr>
</tbody>
</table>

ŠUS, MAKOSZ, CSU: Bearing in mind that entrance exams shall be considered an obstacle we strongly believe that entrance exams cannot be abolished as the quality of the university and the value of university diplomas depends on them. The universities should keep their standards and by condemning any kind of entrance exams (by perceiving them as obstacles) we would risk decreasing the standard of the university.

FSS: The sentence in this context does not have anything to do with exams. Everyone should have the right for education, so obstacles like social background should be considered.

ISSU: In context the sentence is different. For us the first thought was financial obstacles.

USO: What kind of obstacles are we talking about?

UNEL: FSS and ISSU already said most of our points; we need to leave the sentence there to avoid discrimination.

VSK: Obstacles are hidden costs, etc.

SUS: Based on the discussion we admit that we were wrong.

**Amendment #5 has been withdrawn.**

**Amendment #6 (CSU, SUS, DOS, MAKOSZ)**

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>129</th>
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</table>
| Amendment | REPLACE “to all”  
BY “to all public” |
CSU, SUS, DOS, MAKOSZ: It is illusive to think that we can dictate private schools free access to their schools denying the system of school fees. Instead we should positively influence the public institutions that are run by state and where we can really stand for a change (in countries having paid public higher education).

DOS: If a person chooses private education it is logical that they have to pay some fees.

FSS: Everybody should have the possibility to choose the private school. Also the definition of private school is the question.

UNEL: Equal access includes public transport as well, if we add public it means denying public transport for them.

UdS: Describing the Italian example. VET schools should be owned by the state, but in Italy depending on the region it belongs to the private sector.

DGS: If we want quality public schools we need free access to everybody.

AKS: We need to keep free access to education to all; we can also demand this from private institutions. Either we do not need private schools or if yes, then they should be free.

FSS: Same as AKS.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 6
Against: 16
Abstentions: 1

The amendment has not been carried.

Amendment to Amendment #7 (ISSU)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>128</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>“the abolishment of school fees linked to public secondary education and training; ”</td>
</tr>
<tr>
<td></td>
<td>- DELETE “school”</td>
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</tbody>
</table>

ISSU: ‘School fees’ can mean the fees paid to attend school, however our belief is that public school should be free of charge. By removing the word school, the term left -‘fees’- covers all hidden costs and charges associated with school (e.g. uniforms, books etc), not only school fees.

VSK: What do you mean by training?
Board: Training refers to Vocational Education and Training.

ASuBiH: What if the government cannot afford to put aside all types of hidden costs?

UNEL: Answering to that we should regard the Political Platform as an ideal situation for students. It is not about the country’s capacity, it is about a better future.
ISSU: The Political Platform is a European vision, the situation changes from country to country, but this is the final goal.

FSS: Same as ISSU.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:

In favour: 17
Against: 3
Abstentions: 3

The amendment has been carried.

Amendment #7 (CSU, SUS, MAKOSZ, DOS)

<table>
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<tr>
<th>Line(s)</th>
<th>128</th>
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</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>REPLACE “the abolishment of any kind of fees linked to education and training;”</td>
</tr>
<tr>
<td></td>
<td>BY “the abolishment of school fees linked to public secondary education and training;”</td>
</tr>
</tbody>
</table>

CSU, SUS, MAKOSZ, DOS: We should mainly focus on secondary education here and leave problematic of the higher education to its own chapter (page 9 and 10).

VSK: In a previous Political Platform the wording was similar to the one that we want to change the actual Political Platform to. Why did they make the previous change then?

Board: The change is linked to the word ‘public’ and the word ‘secondary’.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:

In favour: 4
Against: 12
Abstentions: 7

The amendment has not been carried.

Amendment #8 (CSU, MAKOSZ, SUS, DOS)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>134-139</th>
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<tbody>
<tr>
<td>Amendment</td>
<td>REPLACE “Therefore, potential financial challenges within educational systems cannot be faced through reforms involving privatized management and cost cutting strategies from the private sector. OBESSU firmly believes education should always remain a governmental responsibility and a public service, reflecting the interests of the society and not those of private contractors. Non-profit institutions providing alternative education can still be a good alternative.”</td>
</tr>
</tbody>
</table>
| | BY “Therefore, the potential financial challenges or budget gaps
within the educational systems should not be balanced by involving privatized management and cost cutting strategies from the private sector. OBESSU firmly believes education should always remain a governmental responsibility and a public service, reflecting the interests of the society and not those of private contractors. Private actors that provide educational services must respect the right to education, and the State must ensure that all private actors that play a role in education provision are accountable. Therefore, non-public institutions providing alternative education can still be a good alternative.”

CSU, MAKOSZ, SUS, DOS: The original paragraph connotes that only public educational system and non-profit institutions offering educational services are a good alternative to the public system. We feel that for-profit schools aren’t made for being a bad alternative and often make a good one and support healthy competition within the system. However, private actors should always respect the right to education at the same time. Hence we should change the wording accordingly.

DOS: Explain that they are not among the official proposers of the amendment.

AKS: It is risky to include for profit, because it means trying to make money.

CSU: You are automatically creating a negative approach, non-public for profit institutions are well functioning in some countries.

AKS: We are not completely against non-public institutions, however there is a risk that this modification gives support for for-profit institutions.

UNEL: This is not strictly against every kind of private institutions; it is against private institutions taking advantage of students.

CSU: We are not supporting for-profit institutions, why would non-public be a better wording?

FSS: Non-public includes can be both for and non-profit.

Board: It is not in line with OBESSU’s core values. OBESSU says alternative means of education, not for-profit.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:

In favour: 2
Against: 17
Abstentions: 4

The amendment has not been carried.

Amendment #9 (ČSU, SUS, MAKOSZ)

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<tr>
<th>Line(s)</th>
<th>141 &amp; 154</th>
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<tbody>
<tr>
<td>Amendment</td>
<td>AFTER “involvement” (line 141)</td>
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</table>
ADD “It cannot go unmentioned, however, that the commodification of instruction does not only occur in the private sector. In countries where the allocation of school funding is guided by the criterion of number of students attending a given school, it is often the case that the operation of the schools aims merely at maintaining the highest possible number of students while disregarding the quality of instruction. This must be avoided at all cases as the primary focus of each educational institution, either public or privately owned, should be the education itself and not any direct profit arising from the activity.”

THEREFORE, AFTER “market” (line 154)

ADD “variety of criteria to be assessed in deciding the allocation of public finances to individual educational institutions.”

CSU, SUS, MAKOSZ: As is implicated in the proposed passage, inappropriate approach to finances is not only a source of harm in the private sector but also in the public one, when more focus is put on the profit of an individual institution than on its success in achieving its primary goal of delivering education. The eradication of this phenomenon should be emphasized in relation when discussing the degradation of education deriving from it becoming a commodity.

VSK: What does commodification mean?

Board: Reporting.

DGS: The amendment itself is good but it is not the right place in the Political Platform.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 4
Against: 11
Abstentions: 8

The amendment has not been carried.

Amendment #10 (CSU, MAKOSZ, SUS)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>144-146</th>
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</table>
| Amendment | REPLACE “It is the responsibility of the government to fund institutions with alternative approaches to education, to ensure that these alternatives are accessible for everyone.”

BY “The fact that the private sector provides a greater share of education services does not eliminate the need for the government to play a stewardship role to ensure that all children have access to a quality education. The government’s role in setting up an effective regulatory environment is paramount. Therefore, OBESSU believes that it is the responsibility of the government to support creations of institutions with alternative approaches to education, to ensure the existence of alternatives to public education.”
CSU, MAKOSZ, SUS: This clause indirectly says that government should pay school fees at private schools (because “institutions with alternative approaches to education” are in the text labeled as private schools) for students which completely reshapes the idea of scholarships and puts a great (unreal) burden for the state budget. Furthermore, there is no reason why state should pay the school fees at private schools bearing in mind the distinction between public and private schools. Furthermore, we feel that such statement implies that alternative approaches to education should only be provided by the state which closes doors to healthy competition within the educational system that is created by the diverse variety of different education providers. Therefore, we suggest to positively accent the role of government in ensuring the quality of education but also to support creation of alternative approaches to education which may but needn’t be public but must be accessible for everyone.”

DGS: The conclusion of the amendment is the same as the original text’s.

FSS: The message is repeating itself.

AKS: It is part of the free education as a human right. We should keep the original.

SUS: We stress not the financial support part but that the need for diversity so that children can choose.

MAKOSZ: We wanted to make sure that this option exists. Partially be funded by government, but not entirely.

AKS: With the new phrase we can encourage the government to build up a gap between private and public schools, but we want just the opposite.

SUS: We are always talking about enabling students to be able to choose, but right now we experience that private schools are better. If the government sees that private schools are better, they might push for a better quality of education in public schools as well.

VSK: Public schools will adjust the level of the education to reach the private schools’ level. Is this what SUS wanted to say?

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 6
Against: 13
Abstentions: 4

The amendment has not been carried.

Amendment #11 (CSU, MAKOSZ, SUS)

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<tr>
<th>Line(s)</th>
<th>157-160</th>
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<tbody>
<tr>
<td>Amendment</td>
<td>REPLACE “All students must have the right to access further and higher education after the completion of secondary school. Furthermore, there should be no financial, social, cultural or any other kind of barrier preventing students from accessing higher education. Therefore higher education should not be linked to any</td>
</tr>
</tbody>
</table>
fees or entrance restriction. Nowadays lots of universities in Europe raise entrance fees and set limits of students in the university courses, selecting them by entrance tests, graduation vote, exams outcomes or personal background. This presents a barrier for many students, especially for the less privileged.”

BY “All students must have the right to access further and higher education after the completion of secondary school. Furthermore, there should be no financial, social, cultural or any other kind of barrier preventing students from accessing higher education. Therefore higher education should not be linked to any fees. This presents a barrier for many students, especially for the less privileged. Citizen should be able to study accordingly to one’s abilities and society’s prospects.”

CSU, MAKOSZ, SUS: The changes are inspired by the Charter of Fundamental Rights and Basic Freedoms (at somewhat analogous to the United States Bill of Rights) coming from the Czech legislation. It is important to carry in mind that higher education is naturally intended to be at least partly selective and abolishment of entrance tests is simply a rash proclamation. Higher education is intended to be at least partly selective through the tests and by such positive motivation leading the students to greater diligence. Otherwise, we would expect higher education to become comprehensive.

If the utopian vision of universities having no selection for its students came true, the society wouldn’t be able to fund it responsibly (as the cost of uni student is usually higher than cost of other). Furthermore, it is essential for the tertiary education to keep its standards in order to fulfill its commitment to provide academic environment.

Amendment #11 has been withdrawn.

Amendment #12 (CSU, SUS, MAKOSZ, DGS)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>162-165</th>
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</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>REMOVE “OBESSU believes that all students must have the possibility to choice freely about their future and to study what they dream. OBESSU therefore believes that higher education entrance criteria should be flexible and aim at encouraging as many school students as possible to continue with an additional level of education.”</td>
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</table>

CSU, SUS, MAKOSZ, DGS: Higher education is intended to be at least partly selective through the tests and by such positive motivation leading the students to greater diligence. Otherwise, we would expect higher education to become comprehensive.

If the utopian vision of universities having no selection for its students came true, the society wouldn’t be able to fund it responsibly (as the cost of uni student is usually higher than cost of other). Furthermore, it is essential for the tertiary education to keep its standards in order to fulfill its commitment to provide academic environment.

Amendment #12 has been withdrawn.

Amendment #13 (CSU, SUS, MAKOSZ)
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<tr>
<th>Line(s)</th>
<th>171</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>REMOVE “and never be given into hands of private companies”</td>
</tr>
</tbody>
</table>

1184 **CSU, SUS, MAKOSZ**: It is counterproductive to close the doors before healthy competition and more choices for students. Yet again, the educational system as a whole must be in hands of the government but the involvement of the private sector is not unfavorable. The government must ensure new non-state schools are able to enter the market in order to support new models and reduce monopolies, it must monitor and ensure that high-quality education services are delivered by non-state providers.

1185 **DGS**: This is an ideological debate. Public/private education. I motion to close the debate.

1186 **Chair**: No, I need to open the floor for discussion.

1187 **USO**: A private company is what kind of organisation?

1188 **Board**: Private company is privately owned, not by the public. We already had this discussion.

1189 **VSK**: We already had this discussion before.

1190 There are no comments or questions and the Chairperson call the vote.

1191 **Proceed to vote:**

1192 In favour: 4

1193 Against: 14

1194 Abstentions: 5

1195 **The amendment has not been carried.**

1196 **Amendment #14 (CSU, SUS, MAKOSZ)**

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>162-165</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>REPLACE “OBESSU believes that all students must have the possibility to choose freely about their future and to study what they dream. OBESSU therefore believes that higher education entrance criteria should be flexible and aim at encouraging as many school students as possible to continue with an additional level of education.”</td>
</tr>
</tbody>
</table>

1197 WITH “OBESSU believes that all students must have the possibility to decide freely about their future and to study what they desire. OBESSU therefore believes that higher education entrance criteria should be flexible and should take in account the characteristics specific for each individual candidate, instead of relying overly on their results in previous stages of education. Nevertheless, objective means of selection of students are crucial for the success of higher education institutions in their primary purpose of exacerbating one’s knowledge and skills in a certain area. These institutions are hence invited to take in consideration aspect such as personal inclination to the given area, talents and achievements in it, motivation towards studying it, etc.” |
ČSU, SUS, MAKOSZ: This amendment is not merely motivated by the imperfections in the original wording but is also aimed at emphasizing the need for enough focus put on the individuality of each student which we are convinced should be evident throughout this entire text and not only some of its parts. However, the primary intention of higher schooling, which is the cultivation of one’s specific talents and the exacerbation of these, would be damaged should the institutions be obliged to accept just anybody without selection.

DGS: This amendment is messy, raising too many points. One side believes that by introducing entry requirements some will be more motivated to get into education. Others think that the perspective of allowing all the students into higher education will result in their high level of motivation as such elevating the level of the education.

SUS: When higher education is for granted you will not value it as much. At least we should have some kind of selection system that distinguishes one candidate from the others.

UNEL: With this regard allowing access to everybody and stopping discrimination is the point.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 6
Against: 16
Abstentions: 1

The amendment has not been carried.

Amendment to Amendment #15 (ISSU)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>170-172</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>“Higher education of high quality needs to be ensured for all who are able to appreciate it, without regard to their social, economic, cultural, religious or ethnic background. Even though public sector should have the greatest say in this, private sector should not be overlooked, either. Emphasis should, however, in both sectors be put on the actual acquisition of knowledge not only of the decree and it should be the academic merit not money what determines the success in the institutions of tertiary Education.”</td>
</tr>
</tbody>
</table>

REMOVE “Emphasis should, however, in both sectors be put on the actual acquisition of knowledge not only of the decree and it should be the academic merit not money what determines the success in the institutions of tertiary Education.”

ISSU: Not only is the original amendment difficult to understand, it is also unnecessary. OBESSU is responsible for representing second level students across Europe. Therefore, the political platform needs not go into detail about emphasis and success in third level, especially under the heading ‘Access to further and higher education’.

Amendment 15 has been withdrawn as such the Amendment to the Amendment 15 has also been withdrawn.
Amendment #15 (ČSU, SUS, MAKOSZ)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>170-172</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amendment</strong></td>
<td>REPLACE “Higher education should always be a responsibility of the public state and never be given into hands of private companies in order to ensure high quality education for all.”</td>
</tr>
<tr>
<td></td>
<td>WITH “Higher education of high quality needs to be ensured for all who are able to appreciate it, without regard to their social, economic, cultural, religious or ethnic background. Even though public sector should have the greatest say in this, private sector should not be overlooked, either. Emphasis should, however, in both sectors be put on the actual acquisition of knowledge not only of the decree and it should be the academic merit not money what determines the success in the institutions of tertiary education.”</td>
</tr>
</tbody>
</table>

ČSU, SUS, MAKOSZ: Even though higher education should mostly rest on the shoulders of the public sector, the advantages of the private sector, such as favouring healthy competition between the institutions or greater employment of alternative educative methods, ought to be taken into account instead of being abolished. When the considerations of equality of opportunity and quality of education are tackled, which we believe is done in this amendment; nothing stays in the way of the coexistence between the private and the public sector in this field.

**Amendment 15 has been withdrawn.**

Amendment to Amendment #16 (AKS)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>169</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amendment</strong></td>
<td>AFTER “education”</td>
</tr>
<tr>
<td></td>
<td>ADD “It hence needs to be as flexible as possible in terms of both its content and its form in order to meet the requirements of future career interests of each individual student.”</td>
</tr>
<tr>
<td></td>
<td>- Delete from “requirements ” to “career”</td>
</tr>
</tbody>
</table>

AKS: As OBESSU stresses in this political platform, education is a lifelong process and should never be compromised to mere preparation for the work place. Therefore, we believe that in this paragraph it is important to emphasize the advantages of flexible education in a wider sense. Flexibility should support all individual interests not just those who are career related.

CSU: OBESSU has a strong statement on what the education should serve, but this paragraph refers to ensuring that students have the right and proper access to higher education.

UdS: Too many times education is linked to the future job or VET, the reformulation with the elimination of that word can make sense.

CSU: It is really about the context of accessing higher education.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 11
Against: 4
Abstentions: 8

The amendment has been carried.

Amendment #16 (CSU, SUS, MAKOSZ)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>169</td>
<td>AFTER “education” ADD “It hence needs to be as flexible as possible in terms of both its content and its form in order to meet the requirements of future career interests of each individual student.”</td>
</tr>
</tbody>
</table>

CSU, SUS, MAKOSZ: Different career paths require the application of different kinds of knowledge and skills, therefore, secondary school should be able to provide the means of development of as wide range of these possible. However, not all students would exploit all the opportunities offered to them in this way and should as such be able to personalize his or her choices to as large extent as possible. Furthermore, this reference to the principle of fulfillment of the individual students’ needs also helps to give the entire body of text a sense of congruency, which it otherwise is rather lacking.

FSS: The curriculum has to meet certain criteria.

LH: A flexible curriculum can lead to inequality within the country.

UdS: If there is no regulation about the curriculum this can lead to problems, especially in countries with big regional differences.

FSS: If VET education allows you flexibility then the content of the same degree would be different.

CSU: Not all points of the curriculum should be flexible, but a comprehensive part of its content.

FSS: Content and curriculum are the same.

CSU: Representative of CSU is explaining the Czech System.

VSK: If you are flexible on the content of the secondary school’s curriculum, what will happen in the university if there is something you have not learnt due to the flexible content? The diplomas are not worth the same if the content is different. The amended sentence does not convey the message you want to.

FSS: If the curriculum is not fulfilled 100% then what is its purpose?

SUS: The original meaning of the amendment was different. Now that the amendment has been amended, this changes everything.

There are no comments or questions and the Chairperson call the vote.
Proceed to vote:

In favour: 1
Against: 15
Abstentions: 7

The amendment has not been carried.

Day 2 Morning, Friday the 12th of August 2016

Roll Call:
AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC,
LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL, UNSS, USO, VSK.

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak.

23. Working Group reports

The Chairperson explains that the Working Groups’ work will be presented by the responsible Board Member.

- Working Group on Vocational Education and Training:
  Laufey Maria Johannsdottir, explains the work that has been done.

The Chairperson opens the floor for questions:

LH: Will the group continue its work after the GA?
OBESSU Board: Yes, of course, we have a research to conduct.

DGS: Are there VET students in the group?
OBESSU Board: Yes, 2 of the members study in VET schools.

UNSS: Are you satisfied with the work done?
Board: We had a strong Working Group on VET before, now again the group has very dedicated people. The continuity is guaranteed and the strong basis from the past helps us. We achieved good results so far.

DGS: What were the biggest challenges for the WG?
Board: Distance and the fact that members live in different countries, also sometimes bad internet connection. Regardless to the challenges, the members are very active.

VSK: How do you plan on conducting the research on VET in the different countries?
Board: As the amendment has only been approved one day ago, the WG still has to talk about the implementation of the research.

- Monitoring Group on Educational Reforms in Europe:

  Ruta Meskauskaite, explains the work that has been done.

The Chairperson opens the floor for questions:

UNSS: How much have you done so far and what are your future plans?

Board: When we started the Monitoring Group we wanted to distribute a questionnaire to the MOs around April to map what they want us to work on. Unfortunately this never happened mostly because of me. I had no previous experience in leading a group; as such I did not know how to handle this situation. However, in the forthcoming weeks we will try to re-launch the work of the group.

UNSS: What is your plan with the information the monitoring group is gathering?

Board: We would like to prepare a case study.

DGS: The work is stuck right now, so what will happen in the forthcoming months?

Board: For me personally leading a WG was a completely new experience, but I can promise that we will start again working hard.

- Ad Hoc Task Force on Member Organisations Forum:

  Giuseppina Tucci, explains the work that has been done.

  Giuseppina wants to have a discussion on whether the members want a simple forum or a complex one. She opens the floor for questions and comments.

DGS: What do you mean by simple forum, is it a kind of Facebook page?

Board: No, we are thinking about a specific forum.

ASuBiH: The more complex version is better; you can use a lot of different tools.

FSS: We already had a big discussion on this topic on previous events. We need a kind of platform that can be used in different ways.

FEO: I prefer a simple, user friendly version, with specific features.

UNSS: I do not know much about technicalities, but a calendar, for example would be useful, some extra tools are also good to have.

USO: What about having an intranet system?
Board: We discarded this option.

DGS: Simpler is better. A calendar could be added to OBESSU webpage.

VSK: What is the exact value of a complex platform? Is it not duplicating the online toolbox within the framework of the EYF Workplan 2016?

Board: There we want to upload documents for external users, this other one would be an internal forum used by our members.

EEQ: The best thing about having a forum is the ability to post information, articles. Added features are too complex.

UdS: A complex platform is better; it should be also a tool for coordination between the different teams, working groups, etc.

ISSU: Why not put a simple forum in a complex platform?

ASuBiH: Who is going to be behind this forum? Who will be the administrator?

Board: There will not be any administrators as it will be used internally and we believe everybody has the common sense to handle this in a proper way. Also, a complex forum does not mean we want a complicated one. It is just one platform with several features. I propose to vote on whether we want a simple forum or a complex forum.

The GA voted for a complex forum by acclamation.

24. Discussion and voting on proposals and amendments to the Political Platform - Second part

The Chairperson explains the procedure of the amendments to the Statutes. The changes have to be agreed by simple majority.

Amendment #17 (ČSU, SUS, MAKOSZ)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>193-204</th>
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<tbody>
<tr>
<td>Amendment</td>
<td>REPLACE “OBESSU believes that every European school student must be guaranteed a basic financial safety in the shape of a student income, granted by the national government. A student income is to be granted to everyone who holds the status of a school student, based on personal need. In order to respect the various social and economical backgrounds of the school students of Europe, OBESSU believes the student income must be granted according to general standards determined by the financial situation of the school student in question. These standards are to be set with respect to the income of the student’s parents and number of persons provided for by the student’s parents. A student with</td>
</tr>
</tbody>
</table>
parents with no or low payment is naturally to be granted a higher income than a student with high-income parents providing only for one child. With the exception of this when a student, who is over 18 years old, lives independently of their parents. In such a case, the income level of the student’s parents must not affect the student’s grants. The income system must also see to the needs of children with no parents or custodians."

WITH “OBESSU believes that European states are obliged to provide this opportunity to everyone. Hence, students whose attendance in school and possibility to focus on their studies may be damaged by their situation or presented with obstacles sourcing from the inability of their family to have their basic needs fulfilled should be supported externally on their studies. This should be done in the form of material aid – e.g. food or clothing – as well as indirect financial support – e.g. for housing expenses. In deciding the eligibility of a given student for this support, various factors need to be taken into consideration. These might include the family situation of the student, the income of their parents, number of dependent household members, special circumstances (such as increased expenses for a person with disability in the household), etc. Each case should be subject to individual investigation to the effect of sorting out the extent and type of support.

After having tackled the considerations of basic needs, individual states are invited to consider the introduction of a student income system that would, among other things, serve the educative purpose of the youth experiencing themselves the value of money and learning the basics of financial and economic literacy. In this case, academic merit, assessed based both on quantitative and qualitative data, should be taken in account when deciding about the assigned amount.”

ČSU, SUS, MAKOSZ: Since each European state is based on its own unique social system, it is almost delirious to imagine that each of these will be willing to provide a state funded income to a group of people with no immediate production or service output for the state. Each student should be encouraged to proceed with their studies; however, this should not be done by financial means but by means of motivation: students need to be reminded that it is their future what they are investing the time they spend on studies in. We recognise the variety of socio-economic situations students can find themselves in and the potential obstacles these pose in the way of their studies. We hence propose that instead of ensuring students a regular income in the shape of financial support, we should be concentrating on making sure that each student has something to eat, whether is the lunch in school cafeteria, a healthy snack during the day or a warm meal at home; that each student has an appropriate place to live and that each student have something to wear. European states should be encouraged to look after this in order to enable students to pursue their studies without disturbances from any source. We do not believe student income would be justified should it be dedicated to different causes than basic living needs and as such we do not see what should stand in the way of helping students to ensure these directly and not in the form of a payment. This also prevents the cases of abusive parents seizing the entire financial amount assigned to the students without actually covering their life expenses.
LH: This is the system in Denmark. We think it is a great system, it works well in Denmark. It allows students not to have any debts after finishing secondary school.

EEO: There are differences between the systems in different European countries. The proposal generates conflicts, so we suggest not removing the part on direct financial aid.

DGS: The amendment is not realistic. The Political Platform summarizes our long-term goals. In most of the cases food and housing are the real priorities, not the clothing. This amendment would complicate things just way too much.

VSK: In the Political Platform, if states are ‘nursing’ students it means that they are not perceived as independent thinkers. We have to emphasis that students are independent. Here we are talking about economic independency.

CSU: The main aim of the Political Platform is not to change the States, but to allow all students to study without any financial constraints. This is the way students can be independent.

CANAE: Every country has to empower the welfare state so that it can spend more money on education, health care.

FSS: By providing clothing and not money, you are not empowering students. Students benefit more from the original version.

MAKOSZ: This amendment does not imply that students will have debts. We think that with this regard there are contradictions in the Political Platform.

DGS: The interest of the students is to have the basic needs covered. The amendment does not recognize the independency of the students.

VSK: To react to the point made by MAKOSZ, if we misunderstand the amendment, what about the students who will read the Political Platform?

AKS: Remember the convention in Romania! If we modify the text the basic needs of students will be reduced to the items mentioned in the amendment. Our goal is just the opposite, to widen the definition of basic needs.

CSU: It is not about what students need or should do with their money, but it is about what OBESSU should stand for.

BSSU: This modification can be useful in some countries, but not in others. Everybody should decide for itself what its basic needs are.

UdS: The state should grant money to cover the basic needs to the students, we should ask for a direct income for students.

The Chairperson proposes to close the speaking list:

Proceed to vote:

In favour: 19
Against: 1
Abstentions: 3

The speaking list is closed.

Board: The PP is written from a European point of view, the objectives within the document are our long term requests.

EEO: The original text can be polished, but changing the proposal in this way is not the answer.

UNEL: The idea should be not to get the PP in line with reality, but on the contrary include long term goals.

DGS: We represent the European students and their need to be economically independent. The words of the amendment are not appropriate.

USO: In Switzerland you receive a certain amount of money and you can decide how to spend it. This system is working perfectly.

CSU: States should guarantee incomes, but in case they do so this would ruin some of the European countries’ budget.

LH: We should consider being a student as a kind of work, you need an income.

There are no more comments or questions and the Chairperson call the vote.

Proceed to vote:

In favour: 4
Against: 18
Abstentions: 1

Amendment has not been carried.

Amendment #18 (CSU, MAKOSZ, SUS)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>213-214</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>REPLACE “Public transportation must be free of charge, and public cultural institutions must be provided with reduced admission or free of charge.”</td>
</tr>
<tr>
<td></td>
<td>BY “Public cultural institutions as well as public transportation must be provided with reduced admission or free of charge”</td>
</tr>
</tbody>
</table>

CSU, MAKOSZ, SUS: Demand for having reduced admission in public transportation is more feasible than stating only request for having it free completely. We also feel that it is important to keep the Political Platform implementable on different systems and therefore suggest to make this statement which is very directly linked to questions of autonomic bodies’ finances (such as cities, towns or villages which provide public transport) more flexible in order to reach a realistic point of view.

LH: The PP is the future, a long term vision, we talk for European students, as such our goals should be ambitious.
FSS: Free transport is for going to school, not for fun. There are regions in Finland where you have to travel a lot in order to get to school.

VSK: We should follow ideas, not the money.

SUS: Economy reflects on education. Free transport will have terrible consequences in some countries and the money to finance this will be taken away from education.

CSU: You need a vision, but you also need concrete proposals for having results.

VKS: The PP is our manifesto; it is up to the board to apply it to concrete situations.

FSS: Freedom of movement is a right for students.

The Chairperson proposes to close the speaking list:
Proceed to vote:
In favour: 22
Against: 0
Abstentions: 1
The speaking list is closed.

MAKOSZ: Let’s stop killing each other emotionally.

CSU: Let’s stop the discussion.

There are no comments or questions and the Chairperson call the vote.
Proceed to vote:
In favour: 5
Against: 15
Abstentions: 3
The amendment has not been carried.

Coffee break

Roll Call:

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak.

Amendment #19 (CSU, SUS, MAKOSZ)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>214-216</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>REMOVE “School students must be relieved from paying taxes on material needed for studies, such as literature and audio-visual material and must not be charged of public service functioning as educational aid, such as television.”</td>
</tr>
</tbody>
</table>
BY “Materials needed for studies should fall under reduced VAT rate in order to be more affordable.”

CSU, SUS, MAKOSZ: This is factual amendment making the actual formulation more usable.

We believe that this concrete action should be put into practice and it is advisable to have in our document as it already demonstrated itself useful in countries like Cyprus (Republic of Cyprus - tax department).

FSS: We support this amendment; its message would be in line with the other parts of the document. However, in the European Union unfortunately there is no 0% VAT rate.

EEO: We support the amendment, but the reference to television and public service fees is not included in the amendment and we want that in the text.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 14
Against: 4
Abstentions: 5

The amendment has been carried.

Amendment #20 (CSU, SUS, MAKOSZ)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>224</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>ADD “reduced fare or;”</td>
</tr>
<tr>
<td></td>
<td>BEFORE “free of charge;”</td>
</tr>
</tbody>
</table>

CSU, SUS, MAKOSZ: Connected with amendment for adding request to the price of public transportation

Amendment 20 has been withdrawn.

Amendment #21 (CSU, SUS, MAKOSZ)

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>236</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amendment</td>
<td>AFTER “respect.”</td>
</tr>
<tr>
<td></td>
<td>ADD “Schools should therefore aim at guiding students, teachers or any other person affiliated with the school to be supportive of each other in order to eradicate negative agents poisoning the atmosphere of the school.”</td>
</tr>
</tbody>
</table>

CSU, SUS, MAKOSZ: We feel that it should be elaborated more on the way in which schools should help to build a pleasant environment.

EEO: This is a good proposal; however the Political Platform should be shorter. Nevertheless, the point is fair.
AKS: This sentence is formulated in a way that most students would not understand it (f.ex. who are the agents?). We propose to use a language that is easier to understand for students.

CSU: Agents is a synonym for factors.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 16
Against: 1
Abstentions: 6
The amendment has been carried.

**Amendment #22 (CSU, SUS, MAKOSZ)**

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>272</td>
<td>REPLACE “ownership” WITH “attachment”</td>
</tr>
</tbody>
</table>

CSU, SUS, MAKOSZ: Once again, since there is no relation to property in this context, the word “ownership” may be altered by a more comprehensible alternative, in this case the word “attachment”, to denote the positive feeling held by the students towards the school.

UNEL: The consistency of the document is important as that way we are more credible towards the outside.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:
In favour: 2
Against: 15
Abstentions: 6
The amendment has not been carried.

**Amendment to Amendment #23 (AKS)**

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>Amendment</th>
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</thead>
<tbody>
<tr>
<td>338</td>
<td>REPLACE “deviant” BY “untypical” REPLACE “untypical” WITH “nonconforming”</td>
</tr>
</tbody>
</table>

AKS: The word “stereotypical”, as used in the same sentence before this particular phrase, emphasizes the social construction of norms. Using “untypical” as the opposite does not
seem appropriate as leaves this social aspect away and somewhat implies that there is a “natural type” to which some do not fit.

We thus want to use the word “nonconforming” which is commonly used in sociological, especially in gender related contexts, to refer to a person whose behaviour or appearance does not conform to prevailing cultural and social expectations about what is appropriate.

**CSU:** We support this amendment to the amendment.

There are no comments or questions and the Chairperson call the vote.

**Proceed to vote:**
- In favour: 22
- Against: 0
- Abstentions: 1

**The amendment has been carried.**

**Amendment #23 (CSU, SUS, MAKOSZ)**

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>338</td>
<td>REPLACE “deviant” BY “untypical”</td>
</tr>
</tbody>
</table>

**CSU, SUS, MAKOSZ:** This part is an indefensible support of deviant behavior in terms of school environment which itself is it not helping the disadvantaged student but is stimulating the pathogenic phenomenon (effect) in pupils’ communities.

It makes no sense to support deviant outcomes minding that such behavior is not product of defying the mainstream but insidious act against others.

There are no comments or questions and the Chairperson call the vote.

**Proceed to vote:**
- In favour: 23
- Against: 0
- Abstentions: 0

**The amendment has been carried.**

**Amendment #24 (CSU, SUS, MAKOSZ)**

<table>
<thead>
<tr>
<th>Line(s)</th>
<th>Amendment</th>
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</thead>
<tbody>
<tr>
<td>361-363</td>
<td>REPLACE “racism, homophobia, transphobia, misogyny and class discrimination and offer no place for anti-human rights movements, neofascist ideologies or supremacist mindset” BY “any kinds of discrimination and offer no place for extremist political ideologies”</td>
</tr>
</tbody>
</table>

**CSU, SUS, MAKOSZ:** Slimming through all-embracing expression and expanding the list of rejected stances and ideologies. We feel that it is important to reject all kinds of discrimination and not to namely reject only some of them. Furthermore, CSU believes that a
1701 lot of other different extremist ideologies exist, we believe that the word “extremism” is not
1702 viewed on as pejorative and should therefore serve as a name for all “unhealthy” ideologies.
1703
1704 SIF: It is important to list some of the “phobias” so that it is mentioned in the text.
1705
1706 UNEL: We agree with SIF’s input. However, the term ‘extremist political ideologies’, used in
1707 the amendment, is a very vague one. It opens the floor for calling everything an extremist
1708 political ideologies.
1709
1710 UNSS: Any kind of discrimination could be added to the amendment.
1711
1712 FSS: The above listed ideologies are not covering all forms of discrimination; as such we
1713 support the amendment.
1714
1715 USO: We support the amendment, lots of ‘phobias’ have not been listed in the original text.
1716
1717 ASUBiH: Please, close the speaking list.
1718
1719 Proceed to vote:
1720 In favour: 18
1721 Against: 4
1722 Abstentions: 1
1723 The speaking list is closed.
1724
1725 There are no comments or questions and the Chairperson call the vote.
1726
1727 Proceed to vote:
1728 In favour: 13
1729 Against: 5
1730 Abstentions: 5
1731 The amendment has been carried.
1732
1733 Amendment #25 (UdS)
1734
1735 Amendment
1736 Line(s) 530
1737 ADD: upon the condition that they do not participate in the decision making process in schools.
1738
1739 UdS: We believe that the private sector should be consulted, together with teachers and
1740 students when making educational decision but being only consulted as experts they should
1741 not have a right to take part in the decision making process and thus influence voting and
1742 democratic processes.
1743
1744 Amendment 25 has been withdrawn.
1745
1746 Amendment #26 (UdS)
1747
1748 Amendment
1749 Line(s) 567
1750 ADD: Apprenticeships, as a form of work-based learning, should be put in place either in combination with a general learning path or, in
In case they do not foresee general curriculum in public schools, they should never be put in place before the end of compulsory education.

**UdS:** We in UdS really value work-based learning and apprenticeships in VET paths, but we want to stress that these, in order to be really qualified as qualitative, should happen in the framework of a general educational curriculum that gives apprentices many different skills, not only related to their field of studies, but also general competences to be active citizens. Therefore we believe apprenticeships should always happen after the completion of a general curriculum or after the completion of compulsory education.

**LH:** What is the headline of this part?

**Board:** Apprenticeships.

**CSU:** What does the word apprenticeship mean in this context?

**Board:** We refer to the definition used by the European Commission.

**CSU:** Then we support the amendment, because in the Czech Republic often these apprenticeships are not paid.

**ISU:** What is in case you do not foresee apprenticeship as part of the general school curriculum? (Asking from UdS)

**UdS:** In that case the enterprise and not the secondary school is in charge.

**EEO:** Being present in different countries makes it challenging to find common grounds. This specific area works very well in Denmark.

**FSS:** In case of regular students we agree, but what about adults who have not completed compulsory education? Should we send them back to school when they want to do the apprenticeship?

**UdS:** We agree with the above, UdS does not want this amendment to refer to adults but only to school-age students.

There are no comments or questions and the Chairperson call the vote.

**Proceed to vote:**

- In favour: 16
- Against: 3
- Abstentions: 4

**The amendment has been carried.**

**Amendment #27 (OBESSU Board)**

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<tr>
<th>Line(s)</th>
<th>Amendment</th>
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<tbody>
<tr>
<td>632</td>
<td>ADD after: “...- national governments throughout Europe to support secondary school students’ organisations as providers of non-formal education.”</td>
</tr>
</tbody>
</table>

As previously stated in this political platform, education is to be
considered a lifelong learning process. Its role, in fact, is not only to create skills and knowledge, but also to stimulate confidence, self-reflection and personal growth of students. Entrepreneurship education is, in this sense, a tool to diversify educational methods and to create an environment for critical and creative thinking where students are put in the centre of the learning process.

OBESSU supports entrepreneurship education in the broader context of promoting initiative rather than plainly the establishment of businesses. Entrepreneurship education, in our eyes, differs from financial education, as much as it differs from business management. This should be an option for students to study in school, in a flexible way, never being a compulsory subject. Entrepreneurship education should promote the development of skills and attributes that encourage the realisation of opportunities for the individual and for the community, not solely business opportunities.

In order to ensure that this matter can be treated either as a transversal or as a standalone subject, OBESSU believes different methods of learning should be ensured. Keynotes, workshop and team-work can be an opportunity for diversifying the way this subject is thought, as well as to ensure a diversity of evaluation methods.

Therefore OBESSU demands:

- Entrepreneurship education to be guaranteed as an optional subject in all educational career paths
- Entrepreneurship education to foresee different teaching and evaluation methods to enhance the personal development
- Entrepreneurship education to be a space for critical thinking and self-initiative

OBESSU Board: In OBESSU we are daily faced with many encounters with decision makers and stakeholders who put entrepreneurship education at a high priority level. As representatives of school students we believe it is important to take a stand on this matter, which can bring some constructive criticism but also allows building further initiatives on this topic.

DGS: There is nothing new in this amendment; it summarises everything we want in general with regard to this topic. This would just create a longer document.

CSU: It is emphasizing the need to recognize non formal education as a potential path.

Board: These are general demands, but the amendment tries to focus on how research and entrepreneurship is taught today. This paragraph is very specifically on entrepreneurship - which is often misunderstood. In the amendment we strictly stick to its non formal side.

FSS: We are not talking about the subject itself, but about the way the teachers are teaching it. It is important to have this paragraph for that reason.
DGS: Board said that by adding the amendment this paragraph becomes very specific, but this might be the problem. The political platform is ideological, but this part is very down to earth. Why not prepare a policy paper on it?

AKS: OBESSU has to have a position on entrepreneurship. We see it as part of active citizenship education, not an optional subject. It is an important topic, but maybe the amendment should be reformulated.

ESCU: In Estonia there was a very similar amendment, and it is working very well.

Board: The amendment is strongly connected to the headline. The amendment is highlighting the way to approach the topic. The Board demands it to be compulsory not optional. The European Commission is developing a lot of policy papers on entrepreneurship from a business perspective, but the topic is not yet linked to the area of education. Consequently, it is important to include this dimension into the political platform, so that OBESSU can successfully advocate for it.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:

In favour: 15
Against: 3
Abstentions: 5

The amendment has been carried.

Amendment #28 (UdS)

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<th>Line(s)</th>
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<tbody>
<tr>
<td>691</td>
<td>ADD: (in the bullet-points) - The implementation of narrative evaluation methods to explore and explain the individual and collective learning process.</td>
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</tbody>
</table>

UdS: We think that a letter or a marks are reductive to explain learning processes of students, thus we think OBESSU - who believes in the same principle - should claim for a combined method of evaluation that foresees the implementation of narrative evaluation as a tool for quality evaluation and assessment.

FSS: The content of this amendment is already in the platform.

UNEL: What do you mean by narrative evaluation?

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:

In favour: 3
Against: 6
Abstentions: 14

The amendment has not been carried.

Amendment #29 (ČSU, SUS, MAKOSZ)
Amendment

REPLACE “a shift of focus from quantitative to qualitative aspects in the evaluation of educational systems” WITH “the use of both qualitative and quantitative measures in the evaluation of education systems”

ČSU, SUS, MAKOSZ: For an effective analysis, it is necessary to take use of both quantitative and qualitative data and allow them to complement each other.

EEO: The amendment shifts the meaning of what the paragraph originally meant. The original phrasing is saying we should have more qualitative evaluation.

DGS: Focus might be taken away from the qualitative approach if the amendment is carried.

UNEL: Both forms of research are already mentioned there, and focus should be more on people not the numbers.

There are no comments or questions and the Chairperson call the vote.

Proced to vote:
In favour: 4
Against: 16
Abstentions: 3

The amendment has not been carried.

Amendment to Amendment #30 (ISSU)

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<tr>
<th>Line(s)</th>
<th>814</th>
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<tr>
<td>Amendment</td>
<td>REPLACE: AFTER “16” ADD a new paragraph “It is, however, necessary to adopt other steps as well in order to increase youth participation in politics. The educational curriculum need to tackle this question in a more thorough way instead of failing to inform students about their rights and duties as citizens of a democratic state as is often the case. Democracy requires a well-informed electorate and a democratic school should carry the crucial role of providing it with one. This should, of course, not be limited to curriculum content but should also include a greater democratisation of the entire education system which would enable students to get in touch with democratic principles directly and in person already in their young age.” WITH: “It is, however, necessary to adopt other steps as well in order to increase youth participation in politics. Democracy requires a well-informed electorate and a democratic school should fulfil the purpose of providing one. The educational curriculum need to tackle this question in a more thorough way instead of failing to inform students about their rights and duties as citizens of a democratic state as is often the case. Of course, this should not be limited to curriculum content but should also include a greater</td>
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</table>
democratisation of the entire education system which would enable students to get in touch with democratic principles directly and in person already in their young age. ”

ISSU: We agree with everything this amendment is trying to say, however we felt some minor changes would increase its impact.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:

In favour: 20
Against: 0
Abstentions: 3

The amendment has been carried.

Amendment #30 (ČSU, SUS, MAKOSZ)

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<tr>
<td>814</td>
<td>ADD a new paragraph “It is, however, necessary to adopt other steps as well in order to increase youth participation in politics. The educational curriculum need to tackle this question in a more thorough way instead of failing to inform students about their rights and duties as citizens of a democratic state as is often the case. Democracy requires a well-informed electorate and a democratic school should carry the crucial role of providing it with one. This should, of course, not be limited to curriculum content but should also include a greater democratisation of the entire education system which would enable students to get in touch with democratic principles directly and in person already in their young age.”</td>
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ČSU, SUS, MAKOSZ: It is pointless to offer a voting right to people of 16 years of age without having them properly led to use it. This is of course the case with higher ages of voting eligibility and should not be disregarded in any existing context either, nevertheless, it is a sad truth that this exactly what fails to be done in many European state schooling systems.

CSU: It is crucial to emphasis the need to introduce citizen’s rights education to the students at an early stage.

FSS: We just put this point into our own political platform. Social studies should start from an earlier age.

There are no comments or questions and the Chairperson call the vote.

Proceed to vote:

In favour: 23
Against: 0
Abstentions: 0

The amendment has been carried.
The modifications to the Political Platform have been approved by acclamation.

25. Vote on composition of the Board

Roll Call:
AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC, LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL, UNSS, USO, VSK.

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak.

Frederich Koch (SVB) is appointed to be the rapporteur of the General Assembly August 2016.

The Chairperson introduces the voting rules.

VSK: If one ballot is invalid and then we have only 22 valid votes, when will be the vote carried?
Board: If 12 votes are in favour.

UdS: How many candidates can we vote for?
Chair: First we will vote on the composition of the new Board, that is whether it will be composed of 5 or 7 people. The amendment of this point in the Statues will be only valid from the next General Assembly (2017).

The Chairperson introduces the Statutes that determine that the General Assembly have to decide on having a Board of 5 or 7 members (by simple majority).

The Chairperson is handing out the ballot papers.

Roll Call:
AKS, ASuBiH, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, UdS, UNEL, UNL, UNSS, USO, VSK.

Now we have 23 MOs with the right to vote.

The Ballot Committee leaves the room with a member of the Monitoring Committee.

A Board of 5 received 20 votes.
A Board of 7 received 3 votes.
Blanks: 0 vote.

The GA decides on having a Board of 5 members. Accordingly, there are 3 spots open for the Board.
26. **Election of new Board members**

The Chairperson explains that usually Board candidates have to leave the room, but as there are candidates that are the only delegate of their organisations, the proposal is that all candidates stay in the room for the speeches, but that all candidates have to leave the room for the questions and answers.

There is no organisation against it.

There are 7 candidates:

- Larissa Nenning from AKS
- Teodora Pavkovic from UNSS
- Blaž Plazar from DOS
- Joanna Siewierska from ISSU
- Lasse Sjøbeck Jørgensen from DGS
- Sára Soňárová from SUS
- Ferre Windey from VSK

**USSO:** Can we not include questions on political orientation?

**Board:** It is not mentioned in the Statutes that a Board Member cannot be affiliated to a political party as long as the person respects the integrity of the organization.

**CANAE:** We would appreciate a candidate without political affiliation.

**FSS:** There is a difference between political orientation and political affiliation.

**VSK:** Can the Board candidates vote on the composition of the Board?

**Board:** If they are the only ones representing their organization in the GA, yes they can.

**UNSS:** Do the candidates who have already presented themselves need to leave the room?

**Board:** Yes.

The Chairperson proposes that we do the presentations by alphabetical order.

**Lunch break.**

**Roll Call:**

AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC, LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL, UNSS, USO, VSK.

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak.
The Board candidates start their presentation.

- Larissa Nenning from AKS presents herself

The Chairperson invites the other candidates to leave the room and opens the floor for questions:

CANAE: When did you start going to OBESSU events?
Larissa: In 2013.

VSK: Which are your specific competences?
Larissa: I took part in OBESSU events in different roles, currently I am a PoT member, but I was also a prep-team member, participated in study visits. I know OBESSU from the inside and I am really determined to do things well.

MC: What is your view on the strategic approach to policy work?
Larissa: In order to define our main policy goals different research methods should be used. Also research could help in strengthening our arguments. We could be more strategic in using the knowledge we have within OBESSU.

BSSU: How do you image yourself in the next 2 years?
Larissa: I would be a very devoted Board Member; I would address the lack of communication between Board and MOs and also the one within the Board. We also need to clarify the responsibilities of the Board and each Board Members.

FSS: How do you imagine yourself in 5 years?
Larissa: I would like to still study; maybe do a PhD. Being a Board Member would help me to get a better insight into OBESSU’s actual policy work.

ESCU: Tell us one measurable goal you want to achieve?
Larissa: I want to increase the number of our external representations, be more strategic about approaching policy makers. Also work towards not losing any MOs, and improve the internal communication with them.

ASuBiH: Are you ready to put OBESSU in front to your personal life?
Larissa: Yes, when being part of a prep-team I replied always as fast as I could. Also it would be for a good cause.

CSU: What is the most crucial issue in education, what would be your personal priority?
Larissa: The debate around the education and work that is the one about education for preparing students as future workers. OBESSU should be more involved in this debate. Additionally the migrant/refugees crisis is an issue we should put more focus on. A lot of people are excluded from education.

LMS: Any special arguments to give my vote for you?
Larissa: My very long experience in OBESSU, and my already mentioned key competences.

There are no more questions and the Chairperson welcomes the candidates back to the room.

- Teodora Pavkovic from UNSS presents herself

The Chairperson invites the other candidates to leave the room and opens the floor for questions:

VSK: What do you want to achieve in OBESSU?
Teodora: I like how OBESSU fights for student rights; this is partially the reason why I would like to be involved in the organization’s work. I would concentrate my work on maintaining old and forming new contacts with external stakeholders, like MEPs.

USO: What are your future plans?
Teodora: Studying international affairs, I want to be a politician. My goal is to make a change.

BSSU: Are you ready to put the work at OBESSU in front to your personal life?
Teodora: Being a Board Member is a 2-year long mandate. I’m leaving UNSS as I feel this is the moment to give space to the new people. After being part of UNSS for some time, I feel like this is the right moment to move from national level to international.

FSS: How many organisations have you been involved with so far?
Teodora: The youth office of my town, UNSS, Red Cross, I’ve done a lot of volunteering in cultural and sports events.

DGS: How can you use your experience in activism within OBESSU?
Teodora: I want to represent the secondary schools and advocate for students’ rights towards MEPs, I’ve already done that in my country on a national level.

CANAE: What can you give and learn as a Board Member?
Teodora: I am very open-minded, also at international level you have to be more flexible, you have to be a little aggressive. This is my 4th OBESSU event, and on every single event I have learnt a lot, not just professionally but also while about cultural differences.

MC: Can you tell us clear ways to improve the internal communication with MOs? And what is your view on a better approach to policy work?
Teodora: The forum should help in having a better communication with MOs. As for the second question, Riccardo as the new policy person can help with policy work, he knows a lot about it. He could advise the Board Members, advisory meetings could be held with him.

ASuBiH: What are the things you would change in OBESSU, except for the internal communication?
Teodora: I would increase the number of external representations.

CSU: How can you measure the improvements that you will do in the forthcoming two years?

Teodora: I have a big paper on my wall, I always write there my goals and then cross them out when I accomplish them. If everything is crossed out, I know I have achieved everything I wanted to.

DGS: How many OBESSU activities have you participated at and what are your personal weaknesses?

Teodora: This is my 4th OBESSU event. One of the biggest weaknesses I have is that I do not like to speak about my personal problems. If I’m dealing with something, I deal with it all by myself without asking for help from the outside.

There are no more questions and the Chairperson welcomes the candidates back to the room.

- **Blaž Plazar from DOS presents himself**

The Chairperson invites the other candidates to leave the room and opens the floor for questions:

ASuBiH: Can you mention one special thing that puts you in front of the other candidates?

Blaz: I plan on expanding the membership of OBESSU, also coming from Slovenia gives me a geographical advantage.

VSK: Currently you are the Vice-President of your national organisation, what would you do if elected as a Board Member?

Blaz: The General Assembly of DOS will be held in the forthcoming weeks, and then I will step down.

FSS: What is your previous OBESSU experience?

Blaz: I am part of a Working group. What attracts me in OBESSU is that all of you, you are very active.

ESCU: What motivated you to become a student activist?

Blaz: I went to a DOS meeting by coincidence, and I have to admit honestly that I have no rational reason. I simply like it.

UdS: Your MO asked for a lot of amendments, you think the Political Platform will represent you well towards the external representations?

Blaz: If elected as a Board Member, then my personal opinion is irrelevant, I will represent OBESSU.

DGS: What are your plans for after OBESSU?
Blaz: I am currently studying economics; probably I will try to find a job in the private sector.

ASuBiH: What would you do if the OBESSU Board experience is not working?
Blaz: I do not think I would have any personal issues, but if yes, I would definitely quit.

USO: What is your main goal?
Blaz: Expanding the membership, improving the internal communication, fighting against economic discrimination.

MC: In your motivation letter you wrote you want to strengthen the relations with the European Youth Council. What is this organisation? Also can you approximately estimate the annual turnover of the OBESSU budget? How would you work on expanding the membership?
Blaz: It is my mistake, I referred to the European Youth Forum in my motivation letter. The annual turnover is around 300,000 euros. I would expand the membership to Croatia, for example. They lack the know-how on how to develop a national organisation. Again I have a geographical advantage.

There are no more questions and the Chairperson welcomes the candidates back to the room.

- Joanna Siewierska from ISSU presents herself.

The Chairperson invites the other candidates to leave the room and opens the floor for questions:

CANAE: Do you think that advocacy is important for the Board?
Joanna: It is crucial, however our advocacy work cannot be strong enough, if we do not agree on the use of the Political Platform. Solving this issue would be among my priorities.

VSK: Have you had any previous experience in advocating towards MPs?
Joanna: Yes, I have national level experience from Ireland in meeting with the Ministry of Education and due to my other responsibilities I had to talk with diplomats.

ASuBiH: Are you really ready to leave everything for OBESSU?
Joanna: I think this is the right time to change, I think on a national level I am already too old, however on an international level I am the one with fresh eyes.

FSS: What are your plans for the future?
Joanna: I want to focus more on using my educational background on having an impact, I want to fight for social justice, and I believe working for OBESSU would be a good way to complement these activities.

BSSU: Can you mention 3 points you want to achieve?
Joanna: Increase the quality of the events, improve internal communication and have a good team within the Board.

KYC: Can you tell us 3 policy related issues that you would want to work on?
Joanna: Migrants, how we treat minorities and social welfare.

LMS: Can you mention one concrete suggestion you made to the Ministry of Education in Ireland?
Joanna: Among other organisations we were invited to take part in roundtable discussions with the Ministry.

MC: How would you structure the internal communication?
Joanna: I would organise more face to face meetings and of course use my energy and enthusiasm to keep the team together.

MC: How would you strengthen the relations with the different institutions?
Joanna: It is important to work on what we have, and provide more forums for representing OBESSU.

There are no more questions and the Chairperson welcomes the candidates back to the room.

- **Lasse Sjøbeck Jørgensen from DGS presents himself**

The Chairperson invites the other candidates to leave the room and opens the floor for questions:

UdS: Could you present your experience in OBESSU?
Lasse: My first OBESSU event was in 2014, since then I participated in several events in different roles.

FSS: What are your plans for the future?
Lasse: I do not know it yet, for the last one year I was working for DGS as a volunteer and if I am elected as a Board Member I will focus on my work in OBESSU for the next 2 years.

ESCU: What are the specific responsibilities you want to take on as a Board Member?
Lasse: I would like to work towards expanding the memberships in the parts of Europe where OBESSU is not yet present. Advocacy and lobbying should receive more focus, it has been lacking this last year.

ASuBiH: What are your 3 weak points?
Lasse: Being an OBESSU Board Member would be my first international experience. Also, I am not familiar with all relevant policy papers and documents. Finally I’m a quite shy person.
USO: What do you want to study?
Lasse: I still have time to decide this.

CANAE: Is your experience complementary to other candidates?
Lasse: Yes; I believe we complement each other very well.

LMS: Would you feel comfortable telling the Board that there is a communication issue?
Lasse: Yes, but there are special ways to improve the internal communication. We can also tell each other why we are not answering.

MC: How would you expand the membership?
Lasse: That we can discuss with the Board, and then decide what we have to do with this regard.

MC: What was the annual turnover of OBESSU for 2016?
Lasse: 260000 euros.

MC: Why do you think the Council of Europe membership would be advantageous for OBESSU?
Lasse: It would enable us to create contacts with more non-EU countries.

There are no more questions and the Chairperson welcomes the candidates back to the room.

- **Sara Solarova from SUS presents herself**

The Chairperson invites the other candidates to leave the room and opens the floor for questions:

CANAE: What is your experience with OBESSU?
Sara: My first OBESSU event was in 2015, since then I have been to several events. Also I am part of the Monitoring group.

CSU: You are still a high school student; do you see this as an advantage or a disadvantage?
Sara: I will graduate in 2 years, as such I will remain a high school student. This is an advantage in my opinion. Also the school I will attend from September is very flexible, they allow me to commit myself to OBESSU.

ASuBiH: What would be the first thing you would change in OBESSU, beside internal communication?
Sara: Bring more attention to the problem of Central European countries, where young people are being manipulated by the extremist forces. I would publish more articles on that topic.
VSK: What are your plans in the next 2 years?
Sara: I want to focus on my education and maybe find an internship in the field of sustainable development. I will be based in the capital; there it is easier to find something.

BSSU: Is being a Board Member a long or a short-term commitment for you?
Sara: It will have an impact throughout my whole life. I am also considering becoming a member of the PoT. Of course I want to stay close to OBESSU even after I finish my mandate.

KYC: Do you have something concrete you would like to implement?
Sara: I want to map the situation across Europe in terms of investment into education.

MC: Can you describe your relation with the nominating organisation? What is your MO doing in your country?
Sara: I’m leaving SUS as the international officer, because I want to leave space to other people. I have to admit honestly that SUS does not lobby, rather we organise many events.

There are no more questions and the Chairperson welcomes the candidates back to the room.

• Ferre Windey from VSK presents himself

The Chairperson invites the other candidates to leave the room and opens the floor for questions:

VSK: What have you done in your organisation?
Ferre: I was an international officer and a Board Member.

ASuBiH: If you have a job, how can you manage work and OBESSU?
Ferre: I did a summer job for 5 weeks, apart from that I am not planning to work.

CSU: What is the most important thing in the education field that you want to achieve?
Ferre: I want to have a development strategy for events, and increase the number of multiplier events.

FSS: What kind of skills makes you unique, and how can the Board benefit from you? What are your topics?
Ferre: I am an energetic person with technical-practical skills, I can keep the energy going.

USO: What are your plans for after OBESSU?
Ferre: I study history, I want to finish my masters and do something with journalism.

LMS: What weakness do you have?
Ferre: Compared to other Board Members I have less knowledge on the content of our policy papers, as such I will need to study them.
MC: How would you work on the cooperation between MOs and the Board?
Ferre: I want to have more direct contact, more personal chats.

MC: How do you see the structure of advocacy from OBESSU point of view?
Ferre: I want to approach policy makers without losing our identity. In a crazy, but meaningful way.

There are no more questions and the Chairperson welcomes the candidates back to the room.

Coffee break.

The Chairperson explains the procedure to elect Board members according to the Statutes.

Roll Call to hand out the ballots.

AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC, LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL (not present, gave the proxy to UNEL), UNSS, USO, VSK.

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak.

The Ballot Committee leaves the room with the ballots.

The Ballot Committee comes back to the room with the results.

There were 23 valid votes, the absolute majority was 12, the number of invalid ballots is 0.

The Chairperson reads the name of the 3 candidates who have received the most votes.

- Larissa Nenning from AKS is elected.
- Lasse Sjøbeck Jørgensen from DGS is elected.
- Ferre Windey from VSK is elected.

Official results of the election:
- Larissa Nenning received 14 votes.
- Teodora Pavkovic received 4 votes.
- Blaž Plazar received 8 votes.
- Joanna Siewierska received 4 votes.
- Lasse Sjøbeck Jørgensen received 17 votes.
- Sara Solarova received 7 votes.
- Ferre Windey received 15 votes.
The Chairperson asks the newly elected Board Members if they accept the votes. They do.

Larissa Nenning and Lasse Sjøbeck Jørgensen and Ferre Windey are elected as new Board members of OBESSU.

The Chairperson thanks all the candidates that run.

### 27. Election of Monitoring Committee

There are 3 candidates to the Monitoring Committee. As only 2 of the candidates are present, the Chairperson proposes to not have a questions and answers session, to make it fair for everyone. There are no objections from the GA.

- Nicholas Kujala from FSS presents himself.
- Bredon Power from ISSU presents himself.
- The video presentation of Maria Rodriguez from CANAE is played.

The Chair informs the MOs that as the application deadline was after the beginning of the GA, the ballot papers are blank. The MOs can write up to 3 names on the paper.

#### Roll Call to hand out the ballots

AKS, ASuBiH, BSSU, CANAE, CNE (not present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC, LH, LMS, MAKOSZ, SAKKI, SIF, SLL, SUS, SVB, UdS, UNEL, UNL (not present, proxy UNEL), UNSS, USO, VSK.

Now we have 23 MOs with the right to vote and 1 COs and 2 AOs with the right to speak.

The Ballot Committee leaves the room with the ballots.

The Ballot Committee comes back to the room with the results.

There were 23 votes cast, 23 valid and 0 invalid.

Nicholas Kujala, Brendan Power and Maria Rodriguez are elected as Monitoring Committee members.

The Chairperson thanks all candidates for running for this position.

### 28. Urgent resolutions and motions

There are no urgent resolutions and motions.
29. Any other business

1.) CSU: SUS, FSS, MAKOSZ, SLL want to create a Working Group on how OBESSU MOs should use the Political Platform. We should summarize our short term goals and long term vision.

FSS: The political platform could be the ‘aim’ of the organization and we can compile a document on short term goals. Goals would be more measurable.

Board: This is already in the Work Plan. There is a Working Group that will review the Political Platform.

EEO: EEO would gladly join and work in this working group.

2.) Oona goodbye video

3.) DGS: What are the plans if the UNESCO membership is accepted? What are the prospects?

Board: Getting the UNESCO membership would mean involvement in the consultation process on national and international level, we would be much more involved in the implementation of the SDG4.

4.) CANAE: We want to thank the work of the previous Board and congratulate the new Board. We also want to emphasise how satisfied we are with the good quality work of the MC.

30. Closing of the General Assembly

The Chairperson thanks all the delegates for all the civilised discussions. He is very happy to see that there are a lot of super active and motivated school student activists.

The Chairperson closes the 42nd General Assembly of OBESSU 2016.