OBESSU Council of Members 2018

Rome, Italy, 17th – 18th November 2018

Day 1, Saturday 17th of November

1. Opening of the COMEM at 9:30
   a. Welcome - Opening of COMEM

   Board Member Rob O’Donnell officially opens and introduces the Council of Members 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 cards to the Candidate Organisations (COs) with the right to speak, according to the payment of the Annual Financial Contribution.

   First Roll Call: AKS, ASUBiH, CANAE, CEF, CNE, CSU, DGS (not present), DOS, EEO, ESCU (not present), FSS, ISSU, KYC, LH, LMS, MAKOSZ, NSoA, RSM, SAKKI, SIF, SLL, SUS, SVB, UDS, UEM, UNEL, UNL (not present), UNSS, USO, VSK (not present)

   b. 17th November action

   Rob from the Board explains what is the International Students’ day about, starting from the commemoration of the protests held in 1939 in Prague.

   The Board talks about students rights and makes a statement about attention paid to secondary and VET education. The Board presents 17 statements about the students right to education.

   The Board mentions young people that cannot receive proper education and that this year OBESSU focuses on mental health of school students.

   c. Campaign Photoshoot

   The participants take part in the photoshoot to end the #MindOurEducation campaign.

   The second roll call is made.

2. Election of the Chairperson

   The Board proposes Eleonora (Nora) Kleibel - former Board Member of OBESSU 2012-2014 to be the Chairperson of the COMEM.

   Nora welcomes the delegates and briefly shares her experience in OBESSU

   The COMEM approves the Chairperson by acclamation.
3. **Election of the minute-takers**

The Board proposes Samira Boumakdi Isabel, Membership and Communication Officer, and Sarka Grofova, Project Assistant, to be the minute-takers of the COMEM.

The COMEM 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 COMEM has to decide on the composition of the Ballot Committee (3 or 5 people). She suggests a Ballot Committee of 3 people.

Three people propose themselves for the Ballot Committee: Alexandra Elena Pirvu from CNE, Craig Smith from issu ISSU and Jonas Robbestad Søndergaard from LH.

The COMEM elects the ballot committee by acclamation.

5. **Adoption of the internal regulations**

The Chairperson explains the internal regulations and suggests the maximal speaking time. She suggests one minutes speaking time being cut by a sign. Delegates will be warned when they repeat themselves.

The Chairperson explains the signs:

- Make a V with the hands to flag for false information
- Make a P with the hands for a procedure proposal (e.g. to be the next on the speaking list)
- If the sign is used incorrectly, the person will be sanctioned.

The Chairperson explains that for the simple majority, the abstentions are not counted. Two third majority, the abstentions are counted.

The deadline for urgent motions and resolutions is set for the 17th November at Midnight. All proposals must be submitted in writing to the ga@obessu.org email or handed in hand writing to the Chair.

**Proceed to vote: adoption of internal regulations**

In favour: 19
Against: 0
Abstentions: 0

The internal regulations have been adopted.

6. **Guests present at the COMEM**

There are no guests present at the COMEM.

7. **Voting on speaking rights of Affiliate Organisations**
The affiliate organisations present at COMEM are: SVB, KYC. The Chairperson explains that, according to the OBESSU Statutes, Affiliate Organisations need to receive the right to vote by the Membership through means of a vote. There are no questions or comments therefore the Chairperson calls on the vote.

**Proceed to vote:**
In favour: 19
Against: 0
Abstentions: 0

KYC and SVB have been granted the right to vote.

### 8. Voting on speaking rights of Extra Delegates

The member organisations with extra delegates are: CNE, DGS, DOS, EEO, ISSU, LH, MAKOSZ, NSoA, USO.

**Proceed to vote:**
In favour: 19
Against: 0
Abstentions: 0

Extra delegates now have the right to speak at the Council of Members.

### 9. Voting right for Member Organisations failing to pay the Annual Financial Contribution 2017

The Chairperson explains that according to the Statutes, only Member Organisations which have paid the Annual Financial Contribution (AFC) have the right to vote.

MOs that failed to pay the AFC are: CSU, LH, KYC (no right to vote as affiliate), MAKOSZ, NSoA, SUS, SVB (no right to vote as affiliate), UNL

One delegate from each organisation has the chance to explain why their organisation has failed to pay the AFC on time. The COMEM will vote on whether to grant the right to vote. To pass, a simple majority is needed.

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

CSU: We had some problems with financing this years. We have already contacted the Board in order to proceed with the payment.

LH: We have a corporate account and three people have to approve the transaction and we have been trying to proceed with the payment since two weeks but the bank keeps rejecting the transaction. We spoke with the bank yesterday and the money should be on the way.

MAKOSZ: We also have financial issues at the moment. In December when we are having our congress we can pay the AFC.
KYC: We are only delayed with the payment due to transfer issues.

NSoA: We are not sure why we haven’t paid.

Pina - SG: I have the information from Ben (NSoA) that there has been an issue with the authorisation of the payment from the finance department of NUS, but it should be on the way to being sorted.

SVB: We are only delayed due to issues at the secretariat.

UEM: We are a candidate organisation and we understood therefore we do not have to pay but we will talk with the Secretariat about it.

Rob from the Board: To issue the invoice to your organisations we need to have your turnover declaration. Based on that the Board can decide if you have to pay.

USO: Which organisations failed to paid the AFC in the last two years? If this happens once it is OK, but not if it is repeatedly the case.

SVB: Are you sure it is related to different issues than last year, CSU?

CSU: Yes it is another issue.

SLL: Dear COMEM, I am quite concerned about this situation and every organisation should take quick actions to solve this situation.

Pina - SG: For the majority failing to pay it is the first time, the only one who failed last year too was MAKOSZ.

MAKOSZ: We are making an effort by trying to pay per longer periods than one year.

Proceed to vote: CSU
In favour: 12
Against: 6
Abstentions:

CSU has been granted the right to vote.

Proceed to vote: LH
In favour: 15
Against: 3
Abstentions: 0

LH has been granted the right to vote.

Proceed to vote: MAKOSZ
In favour: 10
Against: 8
Abstentions: 0

MAKOSZ has been granted the right to vote.

10. Legality of the Council of Members and adoption of the agenda

For the COMEM to be legal, 50% plus 1 of the total number of OBESSU members has to be present. At this COMEM 25 Organisations (22 Full Member Organisations) are present, which satisfies the legality criterion. Furthermore, all deadlines leading to the COMEM were kept. No protests are made and therefore the Chairperson confirms the legality of the COMEM.

The Chairperson presents the official agenda of the COMEM and opens the floor for discussion.

Proceed to vote:
In favour: 22
Against 0
abstentions 0

The agenda has been approved.

11. Presentation of the report of the GA 2018

Alexandar Nikolic from UNSS was elected as rapporteur of the last GA and gives a resume of the last GA.

12. Adoption of minutes from the GA 2018

The Board and the SG explain the small changes made to the minutes upon request of our Member Organisations. There are no objections. The Chairperson opens the floor for questions and comments. As there are none, she calls on the vote.

Proceed to vote:
In favour: 22
Against 0
abstentions 0

The minutes have been approved.

13. Election of the Rapporteur of the COMEM and Ex-GA

The Chairperson explains that at every Council of Members and GA we nominate a Rapporteur of the Statutory Meeting to briefly present the outcomes of the meeting in the next one. The
person should ideally know that they will be present also for the upcoming General Assembly, happening in Summer 2019. Olivia from UEM is elected as rapporteur by acclamation.

Roll call: AKS, ASUBiH, CANAE, CEF, CNE, CSU, DGS (not present), DOS, EEO, ESCU (not present), FSS, ISSU, KYC, LH, LMS, MAKOSZ, NSoA, RSM, SAKKI, SIF, SLL, SUS, SVB, UDS, UEM, UNEL, UNL (not present), UNSS, USO, VSK (not present).

We have 22 organisations with voting rights in the room.

14. Approval of Member Organisations

Since there have been some requests for joining the organisation, the Chairperson asks the Board to present the organisations and their decision about their membership. She explains that for an organisation to become a full Member - as of the OBESSU Statutes - the members present at the statutory meeting need to decide with a ⅔ majority. When it comes to Affiliate organisation, the decision is made by the Board but the Membership can reverse it with simple majority. We received a full membership application from the National Society of Apprentices and a request to become affiliates from the Turkish Student Senate.

a. **NSoA full membership application**

The Chairperson gives time to NSoA to present themselves.

NSoA presents themselves, their organisation and their motivation to join OBESSU as Full Members.

The Chairperson opens the floor for questions:

FSS: what is the main reason why you want to join OBESSU?

NSoA: our organisation is growing and we think that now is the time to get more involved at the European level.

CANAE: how Brexit will affect NSoA relation with OBESSU?

NSoA: Our organisation will stay the same, the only issue we might face is with travels.

EEO: We are glad that NSoA is doing well and wants to join OBESSU.

Rob from OBESSU shares the Board’s opinion. NSoA is adding value to OBESSU and the Board is very happy to have them on board. They are very active on the topic of VET.

There are no more comments or questions and therefore the Chairperson calls the vote, reminding that two thirds majority is needed in order for NSoA to become a full member.

**Proceed to vote:**

In favour: 22  
Against: 0  
Abstentions: 0

NSoA is a now a full Member of OBESSU.
The Chair and the Board explain that, in the past, it has been ambiguous whether organisations had the right to vote immediately after the approval or not. It is the OBESSU habit that they do, therefore the Chair calls on a vote to give NSoA the right to vote - as they failed to pay the Annual Financial Contribution. The Chair asks NSoA to explain their reasons and opens the floor for discussion.

NSO A explains the reasons why they failed to pay the AFC.

There are no comments or questions on this matter, therefore the Chair calls on the vote.

**Proceed to vote: NSoA**

In favour: 22
Against: 0
Abstentions: 0

**NSOA has been been granted the right to vote.**

Th Chairperson makes a roll call and hands out the voting card to NSoA. There are now 23 votes in the room.

b. TOS Affiliateship application

The Chairperson explains that TOS was not able to attend and therefore gives the floor to Rob from the Board to present the organisation and the decision of the Board.

Rob explains that TOS was accepted by the Board as an Affiliate organisation because the political climate in Turkey is not very easy for NGOs and TOS meets the values of OBESSU. They support school councils. By the cooperation, OBESSU can help TOS in their work, they also bring a unique voice to OBESSU. Rob shows their website showing that their values are shared.

The Chairperson explains that according to the statutes, the Board can grant the Affiliateship status to an organisation and then, after being informed via email, the member organisations are authorised to change the decision of the Board with a simple majority.

The Chairperson opens the floor for discussion.

EEO: Isn't it too early to enter OBESSU as they were active for only half a year?

Rob: They comply with all the legal requirements. We think the time for cooperation is now. It is a growing organisation and we can help them with that, they can see how student unions work in Europe and we can learn from them as well.

UDS: Do we know if they have any relationship with the Turkish government, if so, how?

Rob: There is another organisation related to the government in Turkey, but TOS wanted to separate from that and that's why they want to affiliate with OBESSU.

USO: Do they have finances to pay the AFC?

Rob: They don't have significant turnover, their financing is usually project based. This should not be a reason to say yes or no to an organisation. They are young and they can find ways to finance themselves.

CNE: What relevant activities do they do?

DOS: It is a very bold move from them to want to join OBESSU.

UDS: Do they do advocacy?
Rob: On their political work, they focus on development. Given the situation in their country, being active can have consequences. But we can help with that.

Relevant activities are: Model UN conference, trainings etc. They are trying to get people in and connect young people.

No delegate has shown active opposition.

To the decision of the Board, **TOS is now an affiliate organisation of OBESSU.**

c. Termination of membership of BSSU

The Chairperson gives the floor to Rob from the Board to share information about the termination of candidacy of BSSU.

The chair reminds participants that according to the statutes, termination of candidacy takes places through the Board and needs to be ratified by the Council of Members. Rob from the Board explains that following the instructions given in the statutes, BSSU will be informed on termination after the ratification of the Council of Members and explains the reasons behind the termination.

The Board also shared in advance with the Membership a letter with the full reasons, of which hereafter an extract.

"We believe that BSSU has ceased to exist, and although we have not received absolute confirmation of this, BSSU have also failed to comply with their obligations as Candidates, as stated in the Statutes (e.g no update on their leadership changes and developments, no AFC declaration or payment). We therefore remove their candidate status within OBESSU.

OBESSU has been working in Bulgaria and with BSSU since 2013, when a study visit took place to Sofia. While we are sad to lose membership in Bulgaria, we have also been in contact with the Bulgaria National Youth Council in recent years. This organisation has even translated OBESSU’s “Manual for School Student Rights” for use by Bulgarian students, and we hope to work more with them in the future to develop our membership in the region.

The Board are available for any questions you may have, via email or during the upcoming COMEM and Ex-GA where you, the OBESSU Membership, will be also requested to ratify the termination as by Article 3.7(e) of the OBESSU Statutes."

As there are no further comments or questions, the Chairperson opens the voting procedure.

**Proceed to vote:**

In favour: 23
Against: 0
Abstentions: 0

The candidacy of **BSSU** has been terminated.

15. Report of the Interim Secretary General
The Interim Secretary General, Pina, presents the work of the secretariat and the different portfolios.

Two more people will join the office in January, an Admin Officer and a Membership Officer. Pina explains the fundraising status quo of the organisation and the current projects ongoing. Three projects have been submitted this year and the organisation might get more funds next year.

The Chairperson opens the floor for questions. There are no questions, therefore the Chairperson invites the Interim Secretary General to proceed with the Budget 2019.

16. Financial report and presentation of the 2019 budget

Pina presents the budget 2019, as sent to the members in due time before the COMEM. She focuses particularly on the aspect of the Annual Financial contribution. As the budget of the Organisation is growing, the fact of keeping AFCs to the same level might bring to a not-too sustainable structure, and invites to Members to keep this in mind when discussing the AFC for 2020.

The Chairperson opens the floor for questions.

USO: how high is the amount of AFC you expect for the next year?
Pina: 36.000 euros

As there are no more comments or questions, the Chairperson calls on the vote for the Budget 2019.

Proceed to vote: approving the budget for 2019
In favour: 23
Against: 0
Abstentions: 0

The budget has been adopted unanimously.

17. Amendments to the Internal Regulations of the General Assembly

Amendment 1

| Supporting Organisation(s) | Board |
The Chairperson invites the Board to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

22 full members are presents. CEF left the room.

The amendment has been approved.

Amendment 2

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>§ Statutes X Internal Regulations § Work Plan 20../20... § Political Platform § Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>20</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD</td>
</tr>
<tr>
<td></td>
<td>“d) The right to vote is immediately granted after a vote on the...&quot;</td>
</tr>
</tbody>
</table>
admission of a new Member Organisation.”

**AFTER**

“c) Member organisations can give their vote to other organisations (proxy vote), providing they have attended more than 80% of the meeting and can justify their reason for doing so.”

**Rationale**

Following the uncertainty of the right to vote in every Statutory Meeting after an approval of the membership, the Board decided to propose the right to vote to the new Member Organisation to be granted immediately, as this has been the practice in the last Statutory Meetings as shown in the Minutes.

Besides making the regulation clear, this would help the accepted MO to sense the ownership of OBESSU within the first Statutory meeting of admission; and would give an opportunity to be fully contributive in the decision-making process.

The Chairperson invites the Board to present their amendment.

The Chairperson opens the floor for discussion:

USO: USO supports this amendment and believes it will clarify things.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment has been approved.

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political Platform ᴹᵃᵗˢᵘᵗᵉˢ X Other, specify…</td>
<td></td>
</tr>
<tr>
<td>Line(s)</td>
<td>218</td>
</tr>
</tbody>
</table>
Amendment

ADD

“Definitions

Acclamation: Acclamation is vote by consensus rather than by majority. Acclamation can be expressed through clapping, shouting, making signs with hands or simply by showing no active opposition to the proposal upon vote.

Absolute majority: Absolute majority is used in votes implying the possibility to vote for multiple options at the same time. (e.g. election of people). Absolute majority implies that 50% + 1 of the total valid cast votes is the threshold above which a person, for example, will be elected in case of multiple possibilities. Abstentions do not count in the quorum definition as they are not considered valid votes, unless differently expressed in the Statutes.

Simple majority: Simple majority represents the highest number of total valid cast votes. Abstentions do not count in the quorum definition as they are not considered valid votes, unless differently expressed in the Statutes.”

AFTER “when they speak.”

Rationale

We feel we need to clarify the different voting mechanisms as it has been unclear in some cases in past statutory meetings.

The Chairperson invites the Board to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

CSU left the room, therefore the total number of votes in the room is 22.

The amendment has been approved.
18. Amendments to the Political Platform (Part 1)

As amendment 1 received 2 amendments from different organizations the procedure is as follows:

1. The chair introduces the 2 amendments and the impact they would have on amendment 1. The presentation is done by the organisations presenting the amendments to the amendment and by the organization who presented the original amendment.
2. A discussion is open on the amendments to the amendment
3. The GA is called to vote on which of the 2 amendments to the amendment is brought forward
4. When the result of the vote is confirmed, the Chair will call open the floor for discussion and later on a vote on the remaining amendment to the amendment. (This vote will decide if the GA will vote on amendment 1 as it was originally formulated or whether they vote on a new formulation of amendment 1)

Amendment to amendment 1

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>USO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>□ Statutes □ Internal Regulations □ Work Plan 2015-2017 X Political Platform □ Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>18 (Amendment to Amendment 1)</td>
</tr>
<tr>
<td>Amendment</td>
<td>REPLACE “apolitical” WITH “not attached to any political party”</td>
</tr>
</tbody>
</table>

Rationale

The definitions of apolitical are “having no interest or involvement in political affairs” or “having an aversion to politics or political affairs” or “having no political significance” (Source: Merriam Webster https://www.merriam-webster.com/dictionary/apolitical).

USO does not think that OBESSU should be apolitical but sees where MAKOSZ’s amendment comes from. Therefore, USO prefers the wording as suggested in this amendment to clarify OBESSU’s independency regarding the affiliation to political parties. USO thinks that OBESSU should have positions on political topics but shouldn’t be affiliated with any political party.

The Chairperson explains the procedure when it comes to amendments to the amendments, as also explained on the amendments summary.

She invites the organisation to present their amendment.

USO: Our amendment is just a rephrasing. We are also fine with CNE’s ATA.

**USO withdraws their amendment to amendment one.**
Amendment to amendment 1

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>CNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>□ Statutes □ Internal Regulations □ Work Plan 2015-2017 □ Political Platform □ Other, specify…</td>
</tr>
<tr>
<td>Line(s)</td>
<td>Line 18, amendment 1</td>
</tr>
<tr>
<td>Amendment</td>
<td>REPLACE “apolitical” WITH “nonpartisan”</td>
</tr>
<tr>
<td>Rationale</td>
<td>The word “political” usually refers to generally being involved in politics. We believe the term “nonpartisan”, meaning not affiliated with any political party, is more appropriate</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

SVB: We think it is redundant and we don’t need any of these amendments.

Giuseppe from the Board: The statutes are already clear on this point. This should be taken into account.

MAKOSZ: We are aware that it’s already in the Statutes but want to have it in the Political Platform as well.

SVB: It’s also already in the political platform in the word “independent”.

ASuBiH: We agree with MAKOSZ

There are no comments or questions. The Chairperson calls the vote on the amendment.

Proceed to vote:
In favour: 19
Against: 4
Abstentions: 0

The amendment to the amendment has been approved.

Amendment 1

| Supporting Organisation(s) | MAKOSZ |
The Chairperson invites the organisation to present their amendment.

MAKOSZ stresses that they support the amendment to the amendment from CNE.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

**Proceed to vote:**
- In favour: 17
- Against: 6
- Abstentions: 0

The amendment has been approved.

### Amendments to amendment 2

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Political Platform (Amendment to amendment 2)</td>
</tr>
<tr>
<td>Line(s)</td>
<td>73</td>
</tr>
<tr>
<td>Amendment</td>
<td>REPLACED &quot;should have an equal voice in shaping school environment.&quot;</td>
</tr>
<tr>
<td></td>
<td>WITH &quot;must be given equal value and equal ownership of the school. That includes having an equal voice in shaping school environment.&quot;</td>
</tr>
<tr>
<td>Rationale</td>
<td>We think that &quot;equal value and equal ownership of the school&quot; does make sense and should stay as it is, because every actor should have these, especially we as students. However, we do want to add &quot;equal voice in shaping school environment&quot; because it is a part of &quot;equal ownership&quot; that should be pointed out especially.</td>
</tr>
</tbody>
</table>
The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

USO supports AKS.

SVB: We agree with AKS. Having the ownership of something is different than just having the right to express an opinion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

Proceed to vote:
In favour: 21
Against: 1
Abstentions: 1

The amendment has been approved.

### Amendment 2

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>MAKOSZ</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document amended</strong></td>
<td>Statutes  Internal Regulations  Work Plan 20../20...  X Political Platform  Other, specify...</td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
<td>73</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
<td>REPLACE “must be given equal value and equal ownership of the school.”  WITH “ should have an equal voice in shaping school environment.”</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>We think that “equal ownership of the school” does not make sense.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment has been approved unanimously.

**Amendment 3**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>MAKOSZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Statutes</td>
</tr>
<tr>
<td></td>
<td>X Political Platform</td>
</tr>
<tr>
<td>Line(s)</td>
<td>171</td>
</tr>
<tr>
<td>Amendment</td>
<td>DELETE “equal”</td>
</tr>
<tr>
<td>Rationale</td>
<td>We believe that both academic degrees and VET degrees should allow access to higher education. However, we think that the competences and knowledge gained cannot be compared on the same scale.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

NSoA: “Equal” is the word that should be used.

EEO: We agree with NSoA

AKS: We agree with NSoA. Why should we be against ourselves?

SUS: VET is more related to the technical sphere and not related to an overall education.

MAKOSZ: We are not saying that VET is less valuable than general education but still we cannot compare both.

SVB: This is highly discriminatory against VET students.

Rob from the Board: The political platform is the tool we use for advocacy at the European level and this line was really used. Be aware that we come from different backgrounds. What might make sense in your own countries might not make sense at the European level. Remember that this is the political platform of an European organisation.
UDS: This amendment is extremely discriminatory. A limitation of the choice is against everything OBESSU stands for. Every student should have the choice.

UNEL: UNEL has been fighting for years to grant access to higher education to VET students so they can be equal. For this reason UNEL thinks that we should not take out the word equal.

There are no comments or questions. The Chairperson calls the vote on the amendment.

**Proceed to vote:**
In favour: 1
Against: 20
Abstentions: 2

The amendment has been rejected.

### Amendment to amendment 4

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
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<tbody>
<tr>
<td><strong>Document amended</strong></td>
<td>Political Platform (Amendment to amendment 4)</td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
<td>227</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
<td>ADD the bullet point</td>
</tr>
<tr>
<td></td>
<td>• that schools have to be designed inclusively and students with disabilities do not experience education separated from students without disabilities.</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>Inclusion is such a big topic in OBESSU, we have learned so much about inclusion and how we work for it to make our environment and our organisations more inclusive, therefore we should be also aware of it in the new article and demand it as OBESSU.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

**Proceed to vote:**
In favour: 21
Against: 0
Abstentions: 2

The amendment to the amendment has been approved.
<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>SIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>³ Statutes ² Internal Regulations ³ Work Plan 20../20...&lt;br&gt;X Political Platform ² Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>227</td>
</tr>
</tbody>
</table>
| Amendment                  | ADD "Students with Disabilities"<br>Disabilities should not preclude anyone from receiving an education. To ensure that students with disabilities can fully benefit from their classes they often need highly individualized assistance or infrastructure. The issues students with disabilities face are as varied as they are. Schools must therefore be prepared to work with these students to provide them with what assistance is necessary. Certain common measures, such as wheelchair accessibility, should be made universal. Students with disabilities are often offered special courses which are easier or where they are provided with more assistance. These courses do not always offer the same qualifications students in other courses receive. Enrollment in courses which do not offer the same possibilities should not be a prerequisite for receiving assistance. Enrollment in such courses should never be mandatory, but only another option for those who wish to take advantage of it. Therefore, OBESSU demands:<br>● that states set standards for accessibility in schools in cooperation with student movements and interest groups for people with disabilities;<br>● that schools work with students with disabilities on an individual basis to ensure that they have comparable access to education as their peers;<br>● that students with disabilities not be deprived of options for their educations."
| Rationale                  | Proposes a new article regarding students with disabilities to provide OBESSU with a stronger framework with which to tackle the topic. |

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

KYC: It is a good amendment but if we talk about inclusiveness we should take into consideration what these people have been through. Working with them will require more work.

UNEL: Education should be accessible for everyone, even people with mental disabilities.
Board: We support this amendment.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment has been approved unanimously.

<table>
<thead>
<tr>
<th>Amendments to amendment 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 2 amendments refer to different parts in the original amendment and therefore there is no need to choose which one should be voted upon or not. Both amendments will be put to vote separately and impact in different parts of original amendment 5.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Amendment to amendment 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Organisation(s)</td>
</tr>
<tr>
<td>Document amended</td>
</tr>
<tr>
<td>Line(s)</td>
</tr>
<tr>
<td>Amendment</td>
</tr>
</tbody>
</table>

" Indigenous minorities often face linguistical and cultural difficulties not only in schools, but also in everyday life. Education should be accessible for them in their own language, and they should be helped to overcome issues regarding the use of the official language by developing a curriculum that satisfies their needs. "

AFTER
"Educational Institutions should react to the high amount of early school leavers among migrant children, promoting lifelong learning especially among groups with a high risk of social exclusion and guidance"

<table>
<thead>
<tr>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>We believe MAKOSZ meant to use the word indigenous, which is easier to understand and reflects the purpose of the amendment.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

There are no comments or questions. The Chairperson calls the vote on the amendment.

Proceed to vote:
The amendment to the amendment has been approved.

### Amendment to amendment 5 bis

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Political Platform (Amendment to amendment 5)</td>
</tr>
<tr>
<td>Line(s)</td>
<td>238</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD “To prevent social exclusion it is essential that there are common and not separated classes and schools.” AFTER “Education should be accessible for them in their own language, and they should be helped to overcome issues regarding the use of the official language by developing a curriculum that satisfies their needs.”</td>
</tr>
<tr>
<td>Rationale</td>
<td>To support and be inclusive it is important that minorities should be given the opportunities to have education in their own language, however there shouldn’t be separated classes or schools, because it backfires to social exclusion.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

AKS agree that we should include ethnic minorities but there shouldn’t be separated schools because this will just increase social exclusion.

The Chairperson opens the floor for discussion:

There are no comments or questions. The Chairperson calls the vote on the amendment.

**Proceed to vote:**

In favour: 22
Against: 1
Abstentions: 0

The amendment to the amendment has been approved.
### Amendments to amendment 6

As amendment 6 received 2 amendments from different organizations the procedure is as follows:

1. The chair introduces the 2 amendments and the impact they would have on amendment 6. The presentation is done by the organisations presenting the amendments to the amendment and by the organization who presented the original amendment.
2. A discussion is open on the amendments to the amendment
3. The GA is called to vote on which of the 2 amendments to the amendment is brought forward
4. When the result of the vote is confirmed, the Chair will call open the floor for discussion and later on a vote on the remaining amendment to the amendment. (This vote will decide if the GA will vote on amendment 6 as it was originally formulated or whether they vote on a new formulation of amendment 6)

Amendment to amendment 6

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Political Platform (Amendment to amendment 6)</td>
</tr>
<tr>
<td>Line(s)</td>
<td>247</td>
</tr>
<tr>
<td>Amendment</td>
<td>REPLACE “provide free language courses to immigrant students.” WITH “schools to provide free language courses to support students to learn the country's language and their native/first language.”</td>
</tr>
<tr>
<td>Rationale</td>
<td></td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

SUS to AKS: Do you think that all schools should provide free courses of all native language for all migrants in a school? The number can be quite high.

SVB: we agree with the free language classes; it is not just about the language but inclusion is also about being able to learn your culture and language when you move to another country.

SLL: Usually it is not the job of the school to provide language classes. This is why the amendment to the amendment of AKS is problematic and SLL supports FSS’ amendment.

AKS: In our idea different schools in an area can support each other and work together to provide free language classes. It is true that every language in the world cannot be provided but at least the languages of the major immigrant communities of the country.

Rob from the Board: FSS amendment is very clear.

There are no comments or questions. The Chairperson calls the vote on the amendment.

Proceed to vote:
In favour: 5
Against: 18
Abstentions:

The amendment to the amendment has been rejected.
**Amendment to amendment 6 bis**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>FSS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document amended</strong></td>
<td>Political Platform</td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
<td>Amendment to amendment 6</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
<td>REPLACE “provide free language courses off the arrival country.” WITH “provide free language courses in the arrival country’s official language(s)”</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>We believe this is even clearer.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

**Proceed to vote:**
In favour: 18
Against: 5
Abstentions: 0

The amendment to the amendment has been approved.

**Amendment 6**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>SIF</th>
</tr>
</thead>
</table>
| **Document amended**        | ✅ Statutes ✅ Internal Regulations ✅ Work Plan 20../20…
 X Political Platform ✅ Other, specify… |
| **Line(s)**                 | 247 |
| **Amendment**               | REPLACE “provide free language courses off the arrival country.” WITH “provide free language courses to immigrant students” |
| **Rationale**               | The current language is unclear. |

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.
There are no comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment has been approved.

**Amendment 7**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>MAKOSZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Statutes</td>
</tr>
<tr>
<td></td>
<td>X Political Platform</td>
</tr>
<tr>
<td>Line(s)</td>
<td>248</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD &quot;- access to education in the languages of autochthonous ethnical minorities&quot; AFTER “provide free language courses off the arrival country.”</td>
</tr>
<tr>
<td>Rationale</td>
<td>We believe this is a basic right in a democratic country.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

MAKOSZ: School students should not only learn languages but also the culture of their minority community.

The Chairperson opens the floor for discussion:

CANAE: Does the language of minorities need to be recognised by the country?

LH: It is the same amendment as the one that AKS submitted.

FSS requests a change in the amendment to the amendment on the spot.

SUS: According to this amendment any minority language, even not recognised by governments, could be taught at school.

SLL supports FSS request to change phrasing of the amendment. Replace autochthonous by indigenous.
USO: How many countries in the room have indigenous minorities in their country which have not access to education in their language?

UNEL and SLL voice their will to co-sign the amendment on the spot.

Rob from the Board: Since the Amendment to amendment 5 from FSS and the amended amendnent passed we are already covering the access to education in indigenous languages.

SLL answers USO’s question: Yes, there are minorities and they have access to education in their language.

UNEL: This should also be available for immigrants.

SVB: Germany has three minorities and there are not specific courses in their languages. We also believe we need this in the Political Platform.

MAKOSZ: It is a problem in Romania and we need international support.

UDS: I agree with the Board. FSS’s amendment previously carried already covers that and there will be a contradiction in my opinion. There are still some minorities languages that are not taught at school.

**FSS gives the Chairperson and the Minute Takers the text of the amendment on the spot submitted, following here:**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>FSS, SLL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document amended</strong></td>
<td>Political Platform (Amendment to amendment 7)</td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
<td>248</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
<td>Change “autochthonous” to “indigenous”</td>
</tr>
</tbody>
</table>

The Chairperson reads the amendment proposed on the spot and reminds the COMEM that, in order for an amendment on the spot to be carried, there needs to be consensus. The Chairperson asks if there are further questions on comments. As there are none, the Chairperson calls on the vote on the amendment on the spot.

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

**The amendment submitted on the spot was carried.**
The Chair opens the floor for discussion on the amended amendment 7, proposed by MAKOSZ.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment has been approved.

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Political Platform (Amendment to amendment 8)</td>
</tr>
<tr>
<td>Line(s)</td>
<td>248</td>
</tr>
<tr>
<td>Amendment</td>
<td>DELETE in the last bullet point “where reasonable”</td>
</tr>
<tr>
<td>Rationale</td>
<td>We don’t think it is necessary and it is more clear without it.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

Proceed to vote:
In favour: 8
Against: 6
Abstentions: 8

The amendment to the amendment has been approved.

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Political Platform (Amendment to amendment 8)</td>
</tr>
<tr>
<td>Line(s)</td>
<td>248</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD the bullet point “that international schools should be accessible for everyone and not be private.”</td>
</tr>
<tr>
<td>Rationale</td>
<td>International schools are often private schools, where only students with the necessary budget have the privilege to attend these. There should be no social differences when it comes to education and</td>
</tr>
</tbody>
</table>
everyone should have the chance to go to the school they would like.

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

UDS: We strongly support AKS amendment, although we also believe that International Schools should not exist because all schools should offer the same kind of curriculum and should be equal.

SLL: We believe it is not necessary to specify that the schools should not be private.

UNEL: Is AKS asking that International Schools, so special schools, are free as the national schools?

USO: International schools have courses in their languages and English in Switzerland, meaning these schools are for diplomat kids. Do you think these schools should also be free?

CANAE: International Students in Spain have 2 options: either they go to public schools or they go to private schools, which is not so common. Regarding International Schools, I don’t think it applies to every country that they are private. In Spain for example there are public international schools.

AKS: For us an international school is a school where we are connected to other schools and countries and are attended by usually kids of diplomats. But what if someone from Austria wants to attend these kind of schools that are expensive and elitists?

SVB: There are countries and regions of Europe where schools are not free of charges, where in theory everyone can go but in reality this is not the case.

FSS: We would not support this amendment because these schools are not free and also OBESSU is against it.

SUS: This applies also for kids of soldiers who are doing missions abroad. We believe Austria has a very specific kind of International School and therefore this does not apply everywhere, as in general we believe the schools they refer to are diplomat schools or soldier schools.

UNEL: We can understand AKS but also we are wondering if we are trying to get rid of private schools or make private schools public.

USO: We don’t think we should advocate for international schools, but rather for the integration of international students in public national schools.
SLL: We should not mention in the political platform anything that we do not know for a fact that is a reality in the majority of OBESSU countries. I do not think that we can all agree on the matter of private schools therefore we should not vote for this amendment.

SVB: This amendment would change my life, making possible for me to go to an International School in Germany as it would make it free, and it would be beneficial for many societal groups.

ASuBiH: Saying that we want public schools we push on governments to create international public schools, which is a responsibility that they do not necessarily need to have.

There are no further comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment to the amendment has been rejected.

**Amendment 8**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>SIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Statutes, Internal Regulations, Work Plan 20../20...</td>
</tr>
<tr>
<td></td>
<td>X Political Platform, Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>248</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD</td>
</tr>
</tbody>
</table>

*International students*

International students not native to the country they’re studying in should be accommodated as learning in a foreign country can be difficult. Socialization and understanding from academic institutions is imperative for a student’s success. In order for international students to assimilate into their new culture and learn in an inclusive environment, learning the language should be a top priority. An ability to communicate within the local community allows for all students to share their knowledge and perspectives, and gives everyone an equal opportunity to voice opinions. All students no matter their nationality should have an equal opportunity to learn and grow, and this also includes matters outside of an academic setting. Extracurriculars are vital for student integration and learning, and should not be only available to native students. Education is needed for progress and for a brighter future, and education should not be biased towards...
anyone. Students should all have an equal chance for the education they need and schools should be made available for everyone where reasonable. Therefore, OBESSU demands:

- that international schools offer classes in a locally spoken language for non-native speakers which provide the required credits for a foreign language course;
- that municipalities and international schools make an effort to keep international students informed of extracurriculars available in their community and school environment;
- that international schools be available where reasonable and offer a wide variety of courses to students."

BEFORE “Student Wellbeing – Social autonomy of students and the student welfare”

| Rationale | Proposes a new article regarding international students to provide OBESSU with a stronger framework with which to tackle the topic. |

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

Giuseppe from the Board: We think this paragraph is redundant, as we already have 2 sections in the Political Platform speaking about this: the mobility one and the migrant one. Moreover we think that the Political Platform should be short.

UDS: We will vote against the whole amendment because we think it is important for international students to be in contact with the local community, and there should be no different systems. Moreover these kind of International Schools reinforce the concept of classes and inequality in society.

RSM: We will also vote against the whole amendment because we should not make a distinction between international and non-international students. However, I suggest to not lose some parts of the amendments and to present some parts of this amendment on the next GA spread all over the 2 parts of the political platform mentioned by the Board. I agree with UDS on the public/private matter.

There are no comments or questions. The Chairperson calls the vote on the amendment.

Proceed to vote:
In favour: 14
Against: 5
Abstentions: 4
The amendment has been approved.

**Amendment 9**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>SIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Statutes, Internal Regulations, Work Plan 20../20..</td>
</tr>
<tr>
<td></td>
<td>X Political Platform, Other, specify..</td>
</tr>
<tr>
<td>Line(s)</td>
<td>271</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD:</td>
</tr>
<tr>
<td></td>
<td>• that states take measures to decrease or eliminate the cost of textbooks and other materials necessary to complete an education;</td>
</tr>
<tr>
<td></td>
<td>AFTER “school students to be provided with public transportation free of charge and discounts on services functioning as educational, non-academic aids (such as materials needed for studies and entry to public cultural institutions);”</td>
</tr>
<tr>
<td>Rationale</td>
<td>Textbooks and other non-optional hidden costs can significantly limit the options of economically disadvantaged students. It is reasonable to ask state parties to assist in this.</td>
</tr>
</tbody>
</table>

The amendment has been withdrawn by the proposing organisation.

**Amendment 10**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>FSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Statutes, Internal Regulations, Work Plan 20../20..</td>
</tr>
<tr>
<td></td>
<td>X Political Platform, Other, specify..</td>
</tr>
<tr>
<td>Line(s)</td>
<td>278</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD:</td>
</tr>
<tr>
<td></td>
<td>“All education to be completely free of charge for the student, with no costs for materials and other necessities.”</td>
</tr>
<tr>
<td>Rationale</td>
<td>We think that education should be completely free so that everyone regardless of economic background has the possibility to go to school.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.
The Chairperson opens the floor for discussion:

CNE: CNE agrees with this amendment. Given the background in Romania this amendment is relevant.

UNEL: Education shall be free, but does it include the cost on textbooks as well? We think it should.

SVB: We did not find this in the political platform.

EEO: OBESSU demands free access to education and abolition of any fees but it is not clearly stated in the political platform.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment has been approved unanimously.

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>FSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Statutes \ Internal Regulations \ Work Plan 20../20... X Political Platform \ Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>318-319</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD &quot;&quot;, through educating about sexual and gender diversity.&quot;</td>
</tr>
<tr>
<td></td>
<td>AFTER &quot;a learning environment which actively encourages to question presumed gender and sexual</td>
</tr>
<tr>
<td>Rationale</td>
<td>We wanted to make it clear that sexual and gender diversity should be taught in schools.</td>
</tr>
</tbody>
</table>
Sara from the Board: the last bullet point of this section says something similar. Do we repeat ourselves?

FSS: We think it is clearer to state it this way.

USO: Adding this is not repeating it because it is focused gender education awareness, not only making sure that in for example math books are only examples with men or women.

SLL: We want to emphasise that textbooks are free of gender forms and we want to highlight the diversity directly.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment has been approved unanimously.

<table>
<thead>
<tr>
<th>Amendment 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supporting Organisation(s)</strong></td>
</tr>
<tr>
<td><strong>Document amended</strong></td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

SVB: Performance learnt outside of school setting could also be included. Why did you add the word student?

SIF: To keep the focus on the school education.
USO: Did I understand correctly that we want official recognition of all performances included in school curricula?

NSoA: We suggest to change it to more neutral term learner to include more.

Chairperson requires this Amendment to the amendment on the spot in a written form.

EEO: The performances should include also learning in non-formal contexts.

SVB agrees with EEO.

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>NSoA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Political Platform (Amendment to amendment 12)</td>
</tr>
<tr>
<td>Line(s)</td>
<td>367</td>
</tr>
<tr>
<td>Amendment</td>
<td>REPLACE “official recognition of all performances that were obtained abroad” with “official recognition of all learner’s performances...”</td>
</tr>
<tr>
<td>Rationale</td>
<td>We don’t think it is necessary and it is more clear without it.</td>
</tr>
</tbody>
</table>

The Chairperson reads the amendment proposed on the spot and reminds the COMEM that, in order for an amendment on the spot to be carried, there needs to be consensus. The Chairperson asks if there are further questions on comments. As there are none, the Chairperson calls on the vote on the amendment on the spot.

Proceed to vote:
In favour: 19
Against: 0
Abstentions: 3

As there was no consensus, the amendment to the amendment has been rejected.

The Chairperson calls now on the vote on the entire amendment originally proposed by SIF.

Proceed to vote:
In favour: 4
Against: 15
Abstentions: 4

The amendment has been rejected.
### Amendment to amendment 14

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document amended</strong></td>
<td>□ Statutes □ Internal Regulations □ Work Plan 2015-2017 □ Political Platform □ Other, specify...</td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
<td>471</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
<td>ADD</td>
</tr>
</tbody>
</table>
|                           | • that the learning atmosphere in this connection has to stay independent from the infrastructure-offering companies;  
• that a critical reflection on the use of digital devices at this juncture is necessarily needed.”  
AFTER “diverse computer-related courses.”. |
| **Rationale**              | As digitalisation is proceeding to run faster, a critical reflection on the way we use digital devices and the digital devices themselves is often left behind. This development may in no way be left out of sight.  
As always when school and corporations cross their paths, there needs to be special attention paid on the way corporations interact with schools. In any case school has to stay a democratic learning room and any influence by economy players has to be minimised and if possible evicted. |

The Chairperson invites the organisation to present their amendment.
The Chairperson opens the floor for discussion:

USO: Board, do you think this chapter is already covered in the political platform?

CANAE: I don’t think we should add this bullet point because if schools don’t have resources to digitalise they can reach out to businesses to help them.

Edvardas from the Board: Next year we plan to explore digitalisation more and it is a relevant point to make.

SVB: This is needed to be added. I have seen happening corporations trying to have impact on schools by giving them PCs etc. In exchange for promotion.

UNEL: In our country the first year of using tablets at school is paid but then we had to buy them and it is a huge investment for every student. Also nowadays people spend too much time in front of their laptops, on the other hand books are heavy to carry and tablets are more convenient.

ASuBiH agrees with the amendment. We should really think about the connection of schools and corporations. We have seen many companies donate things to schools in our country. We would say we should be open to cooperation.

SVB: To buy stuff and say goodbye is not a form of cooperation.

ASuBiH: It is wrong to ban companies from promoting themselves at schools by supporting them, there are schools that would not afford it without them, but we have to think about the form.

CANAE proposes an amendment to the Amendment to amendment 14 proposed by AKS. They submit the amendment in writing to the Chairperson and the Minute takers. The Chair explains again the procedure for amendments on the spot and calls on the vote on the proposal, after having read it, as follows.

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>CANAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Political Platform (Amendment to amendment 14)</td>
</tr>
<tr>
<td>Line(s)</td>
<td>471</td>
</tr>
<tr>
<td>Amendment</td>
<td>DELETE the first bullet point: “that the learning atmosphere (…) companies;”</td>
</tr>
<tr>
<td>Rationale</td>
<td>Schools maybe don’t have the necessary resources to make digitalisation possible and some companies can give it.</td>
</tr>
</tbody>
</table>

Proceed to vote:
In favour: 15
Against: 5
Abstentions: 3

The amendment to the amendment to the amendment has been rejected.

As there are no further comments or questions. The Chairperson calls the vote on the amendment to the amendment proposed by AKS.

Proceed to vote:
In favour: 4
Against: 12
Abstentions: 6

The amendment to the amendment has been rejected.

### Amendment 14

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>SIF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Statutes, Internal Regulations, Work Plan 20/20...</td>
</tr>
<tr>
<td>X Political Platform</td>
<td>Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>471</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD</td>
</tr>
</tbody>
</table>

**“Digitalization of Teaching Methods and Out-of-School Education**

Advances in communications technology have recently brought significant changes in all sectors of society, and education is no exception. Computers and the internet make new teaching methods possible, and allow for improvements in old methods. In order to provide their students with the best possible education schools must adapt to take advantage of these technologies, and must put emphasis on preparing students to interact with and make use of the increasingly common digital tools available to them.

Tools such as digital textbooks, online management of assignments, and making recordings of lectures available online can vastly improve student experiences. Tools such as makerspaces in VET schools and out-of-school online courses can offer students options for educations they would otherwise not have access to.

Therefore, OBESSU demands:
- that states make a concerted effort to develop and provide digital materials where appropriate, and to maintain and improve information systems allowing students keep track of...
their educations;
● that schools develop high quality out-of-school online courses
to make education more accessible to broader groups;
● that schools work to increase the availability of diverse
computer-related courses.”

BEFORE “Apprenticeships and on-the-job-learning”

<table>
<thead>
<tr>
<th>Rationale</th>
<th>Proposes a new article regarding digitalization and out of school education in pursuance of one of OBESSU’s topics for 2019 (digitalization).</th>
</tr>
</thead>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

**Proceed to vote:**
In favour: 14
Against: 2
Abstentions: 7

The amendment has been approved.

<table>
<thead>
<tr>
<th>Amendment 15</th>
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<tbody>
<tr>
<td><strong>Supporting Organisation(s)</strong></td>
</tr>
<tr>
<td><strong>Document amended</strong></td>
</tr>
<tr>
<td>X Political Platform, Other, specify...</td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
</tr>
</tbody>
</table>

The amendment has been withdrawn by the proposing organisation.

As the Political Platform has now been changed with the amendments above, the COMEM is requested by the Chairperson to vote on the adoption of the amended document.

**Proceed to vote:**
The political platform has been adopted.

19. Development strategy review Discussion Corner

Sara from the Board presents the development plan and stresses that this document will be expiring in 2019, therefore the Board wishes to start a collaborative review process, involving all actors in OBESSU.

Sara invites the Membership to divide in the discussion corner. The outcomes of the discussion corner can be found in Annex 1.

20. Amendments to the Dual VET Policy Paper and old OBESSU documents

a) Dual VET Policy Paper

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Position Paper on the Dual VET System</td>
</tr>
<tr>
<td>Line(s)</td>
<td>1-46</td>
</tr>
<tr>
<td>Amendment</td>
<td>DELETE from &quot;Obessu&quot; to &quot;Bern&quot;</td>
</tr>
</tbody>
</table>
The VET Working Group reviewed OBESSU’s policies relating to VET and created the “Quality VET” Policy Paper. This policy paper was created to replace the Position Paper on the Dual VET System” and borrows some elements from it. In order to make our policy and positions more clear it does not make sense to have this more outdated paper; the Board wishes to use the Quality VET Policy Paper as a more clear basis the advocacy work of the organisation and therefore delete this one.

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

**Proceed to vote:**
In favour: 21
Against: 0
Abstentions: 1

The amendment has been approved.

**b) Renewal of Policy Papers**

Rob from the Board: There are two policy papers that need to be reviewed and I take the responsibility for not sending them out in advance. As of the Statutes, we need to vote on expiring documents at the Statutory meetings and these have not been sent out with the rest of the documents, assuming that all policy papers can be amended at any time. It was an honest mistake.

As the confirmation of expiring policy papers is under the point of the VET policy paper and it is true it is not clear enough, the Chairperson asks the COMEM to vote a change in the agenda by acclamation and to move this point of discussion to the following day. The COMEM approves the change by acclamation.

The Secretariat sent now the documents in question to the delegates.

Giuseppe from the Board delivers a small presentation on the EU, the European Parliament and the way it works. He stress the importance that engaging in the election has.

Giuseppe invites the Membership to visit the different corners where there are different questions on the:

1. Priorities of the organisation
2. Each organisation’s international work
3. Possible actions to be carried out as a campaign

The results of the discussion corner are in the Annex 2.

The Chairperson closes the day 1 of the COMEM.

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**Day 2, Saturday 17th of November**

The Chair welcomes the delegates and officially opens thay 2 of the COMEM.

1. **Board Report**

The Board shares their mid-term report covering their area of work, developments and observations.

The Chairperson opens the floor for discussion:

UEM: What does it mean to reach out globally, to members all over the world?

SVB: What is the aim of the reaching out?

CANAE: Is the internal review going to work again with the new member?

Rob from the Board: All from the implementation plan is on track. There are student unions in the world without this support. The solidarity towards students in the world is important but not infeasible. UNESCO has been reaching to us.

Sara from the Board: We wanted more than 50 signatures for the International Students Day call and we reached our goal.
Pina from the secretariat: Concerning the policy database, all participants will receive an excel file Policy database with questions. Secretariat will make internal reports based on them so that the Board can use them for evidence-based advocacy.

Sara from the Board: Internal relations. There will be a little handover during the convention and we have team-buildings to include this eventual fifth board member.

SUS: Have you thought of cooperation with other organisations in Asia etc?

Giuseppe from the Board: There are differences between the unions that make this difficult. We have a lot to do in Europe but solidarity is something that should be spread around the world. So what are we doing now is we are collecting information (organisations from Latin America, US etc.). We are getting to understand what is happening. We are very positive about this.

SVB: What do you find critical about your work? Have you tried to make contact with VSK again?

Rob from the Board: As for VSK yes we have and they said they didn’t see the value of membership with OBESSU. The Board decided that way because their international officer wasn’t a member of the board and didn’t report what was going on. We will try to get them back again in the future. We believe it will take time and it will most likely happen in a couple of years, but we hope we can foster ad-hoc cooperation.

Rob from the Board: We work very well as the Board and we are very busy in our personal lives.

Sara from the Board: It is hard to run an organisation through the internet. We spend three hours a day answering emails and being on skype calls.

Giuseppe from the Board: It is very important for us to know what you are doing. That’s why we ask you things on Basecamp and send you follow-up surveys. You are OBESSU and we really need your feedback. The Board can be even more effective through active participation of members.

SVB: Are you saying that you are doing great?

Sara from the Board: No, we are not perfect and we are very self-critical. We have a buddy-system, if I want to improve myself or when I am not doing that well my buddy is responsible to tell me. We are all humans and we make mistakes as well.

Rob from the Board: How do we handover not from Board to Board but from plan to plan as mandates overlap and so on, that’s something we have to reflect on as an organisation.
Sara from the Board: We are strengthening our alumni network. We can reach out to previous boards to see how they made decisions. There will also be a Staff Cooperation corner with three different corners where all the people interested in the topics can sign up and create space with peer-network supporting each other. It can become a space for peer-learning in the future. The email has been sent twice already but only six organisations signed up. Please encourage your staff members to sign up, it can also be a voluntary treasurer.

USO: What if the organisation has only a board changing every year and no staff?

Board: We are trying to build capacity of the organisations. We would invite the person responsible for the technical issues to take part.

There are no comments or questions.

2. **Working Group Presentations**
   
a. **VET**
   
Giuseppe presents the work of the Working Group on VET.

   The Chairperson opens the floor for discussion:

   EEO: Are you doing this together with the help of the CEDEFOP tools as they developed already? Also, how are you incorporating this with the EAN?

   Giuseppe from the Board: we are working on it on a European level, so more general.

   Rob from the Board: CEDEFOP has a great overview on the VET but sometimes they just tick the box saying there are VET students, we want to know what is really going on. We focus on VET students and the apprenticeship with EAN.

   
b. **Global Citizenship Education**

   Lucija from DOS and Adrian from CNE - members of the GCE WG - present their work and say that this will be also argument of discussion in the discussion corners of the COMEM.

   After the presentation, the Chairperson opens the floor for questions:

   CANAE: What has been the impact of losing two working group members?

   SVB: What kind of workshops have you facilitated or plan to facilitate and how many? Why did Francesco leave?

   Rob from the Board: Francesco leaving was a shock and we tried to reach to him. He sent an email he is no longer a part of the working group due to reasons that had nothing to do with the working group.
CANAE: Francesco decided to step down from the international events work, it had nothing to do with the working group.

EEO: Two workshops are planned.

c. Mental Health
Olivia from USO presents the work of the mental health WG. She explains the difficulties they faced.

The Chairperson opens the floor for questions.

SVB: When the other WG members left?

Olivia: The first person left in March, the second one in the summer. Two new people joined in August for the campaign but left in the middle of it.

Sara from the Board: We tried to keep them on Board, we had skype calls, a whatsapp group, the contact wasn’t the problem. Personal issues came in the way of them participating. The Board is reflecting on this problem and coming up with solutions to involve people.

EEO: It is a problem we are working on a lot and I think the WG has done a great job.

LH: Next weekend we will have a conference on the topic.

3. Implementation plan 2019 and its amendment

Roll call: AKS, ASUBiH, CANAE, CEF, CNE, CSU, DGS (not present), DOS, EEO, ESCU (not present), FSS, ISSU, KYC, LH, LMS, MAKOSZ, NSoA, RSM, SAKKI, SIF, SLL, SUS, SVB, UDS, UEM, UNEL, UNL (not present), UNSS, USO, VSK (not present).

There are 23 organisations with voting rights in the room

[Table]

<table>
<thead>
<tr>
<th>Amendment 1</th>
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<tr>
<td><strong>Supporting Organisation(s)</strong></td>
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<tr>
<td><strong>Document amended</strong></td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
</tr>
</tbody>
</table>
Amendment

ADD “Furthermore, there is a need to put extra focus into revising the membership model and the voting system of the organisation.”

AFTER “(…) to make OBESSU’s statutes more consistent.

Rationale

During the past statutory meetings, there has repeatedly been mentioned concerns to the current voting systems, and to the current membership model. We believe there is a need for a WG to work on this, and after discussions with the Board, we agreed that it could be included in the statutory revision. We choose to specify this in the current segment, as we believe it is very important to put a lot of focus on the topics.

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

SUS: Do you have any specific ideas of topics on which the WG should work on?

USO: I’m afraid that we will take a direction that none all of us will agree. The working group will be constitute only by a few organisations and this can be problematic because the views and opinions of all members organisations won’t be heard.

EEO: EEO has already suggested to have a working group. They believe that it is necessary to look at the rules and the membership system.

Board: The Board wants to clarify. We have been approached by EEO and other organisations to set up a WG on membership. The Board does not support this initiative and reminds that we will have more time today to discuss this topics.

SVB: During our last GA we had discussion corners about affiliateship. Question to the Board: do you plan to follow up this somehow, in the implementation plan maybe?

CANAE: The WG is not a good idea because all member organisations won’t be represented and this is a problem. I am asking the Board to add this in the discussion corners.

SUS: This topic is very sensitive. Why didn’t you reached out to other organisations? This could have been a collective amendment.

Board: We took all the input of the discussion corner on affiliateship. If we decide to have a WG on this topic we need to think about how to select the members of the WG.

USO : we don’t think that this is the right way to go. We will vote against it. A WG is not the right format in our opinion, especially in the implementation plan.
EEO: We didn’t reach out to other organisations because this is just a discussion we had about membership with some organisations to look for other possibilities and then we decided to propose it. It will ensure the sense of ownership of our organisations.

CANAE: We will vote in favour of the amendment because we want to work on this.

Board: OBESSU is based in Brussels and this has to be taken into consideration before changing the statutes. This amendment is only saying that we will put more effort into revising the membership model and the voting system of the organisation and nothing about setting a working group.

There are no comments or questions. The Chairperson calls the vote on the amendment.

Proceed to vote:
In favour: 15
Against: 6
Abstentions: 1

UNEL is out of the room. There are 22 organisations with voting rights. The amendment has been approved.

3. a Vote on the Implementation Plan

After the approval of the amendment to the implementation plan, the Chairperson invites the Board to present the amendment implementation plan. The proposed version (not yet amended) is to be found as Annex 3.

The Board introduces the implementation plan.

The Chairperson opens the floor for discussion.

UEM: Can members of candidate organisations apply to working groups?
EEO: we are concerned about the timing of GA because it is the exams period in some countries.
Board: It is difficult to have a GA in another time of the year because it is important that new Board members have time to adapt to their new position.

There are no more questions.

Proceed to vote
In Favour: 21
Against: 0
Abstentions: 2

UNEL is out of the room. There are 22 organisations with voting rights.
The implementation plan has been approved.

4. **Internal Regulations of the Board Amendments**

The Board explains the internal regulations.

The Chairperson opens the floor for questions.

CANAE: We would like to present an amendment.

Chairperson: This is just a transparent procedure. There is no vote on this document.

CANAE: In the last COMEM an amendment was passed to allow WG members to claim half per diem after travelling four hours and wants the Board to be also entitled to this benefit after four hours instead of five.

The Board: We discussed this and believe that five hours is still OK and that 4 is not sustainable for the organisation.

5. **Monitoring committee report**

The Chairperson invites Giacomo Zolezzi, representing the Monitoring Committee at the COMEM, to present their report. Giacomo presents their work so far and their initial findings.

After the presentation, the Board is invited to leave the room for questions to the Monitoring Committee.

The Chairperson opens the floor for the discussion:

CANAE: Why the MC hasn’t been involved so much as you said? Do you think the new MC is working correctly? How did you notice that there were no database for the policy best practices samples? Which is the best channel to receive the reports of the external representation for the MC?

Do you guys think it is true that we do not respond sufficiently enough to the Secretariat? If so, how? In my organisation we have our commission to deal with the Secretariat but only one member has an access to the Basecamp.

Giacomo: In the first three months of our work we did one in-person meeting and three online meetings and we started to put together the requests, the evaluation strategy and the indicators. There are still some indicators to be worked on. This is not a huge problem. The problem is what we needed to do in the last months. The lack of database appeared at one of
the last OBESSU meetings. There is a Google Drive as a channel, but channel is not a problem, the reports are. We need the minutes to be completed so we can evaluate them. Regarding the Membership consultation we are constructing a survey.

EEO: We notice a lack of communication between the MOs and the MC, there has not been any report. Can you elaborate on this?

Giacomo: The report from our face-to-face meeting is available on basecamp. The rest we thought it was better to present directly here at COMEM.

USO thanks for the MCs work.

SVB: How many of those issues would have been avoided if there was the fifth member in the Board?

Giacomo: The MC has no position on this.

DOS: Would it make sense to have someone else than the former Board member?

Giacomo: The MC doesn’t only evaluate the work, it evaluated the complexity of OBESSU work and it is important to have international officer as well as a former Board member.

CANAE: Does the MC need a new member?

Giacomo: Three people is enough because we don’t have such a huge workload. Everybody is working well and the workload is evenly divided. There is no need.

SUS: Do you find beneficial that Larissa is the member of the MC? Would you be functioning other way without having the former board member?

Giacomo: I also know the structure of OBESSU very well but Larissa knows the cooperation of the Board and the MC and the organisations, it is a big contribution.

6. Discussion corner

The Chairperson gives the floor to the Board to explain the discussion corners.

Rob from the Board introduces the discussion corner on Global Citizenship Education and divides the delegates in smaller groups. The outcomes of the discussion are available as Annex 4.
After the first discussion corner, the COMEM reconvenes and Edvardas from the Board introduces the second discussion corner on the revision of the statutes. The delegates are divided in different groups. The outcomes of the discussion are available as Annex 5.

7. "Stronger School Student Unions" presentation

Giuseppe from the Board presents the project Stronger School Student Unions.

Samira from the Secretariat gives a presentation about the project and its goals. The aim is to provide tailor-made support to organisations and to identify challenges.

The Chairperson opens the floor for discussion.

USO: Are the funds already granted?

Samira: We don’t have the money yet but we are granted the money.

UNEL: How much money are we talking about?

Samira: 134 000 dollars.

EEO: How do we request the grant?

Samira: You will be given the information later. We have money for 10 organisations, you will have to present us with a proposal for a project. We hope we can start with this at the beginning of 2019. You will be informed about everything in the upcoming months.

Giuseppe from the Board: It is a very good opportunity for everyone and it is necessary to read all the steps of the timeline and pay attention to it.

Samira from the Secretariat presents the timeline of the project. She explains that the dates are will be a bit delayed but the sequence of the events will remain the same.

UEM: Have you planned to make meetings with the organisations to see if it really improves?

Samira: We haven’t really discussed this yet, but we believe this is part of the local field travels/

KYC: what are the topics of the projects and the number of grants?

Samira: It is up to you, you have to make a proposal. There will be around 10 organisations receiving the support. 5 for intervention and 5 for structural support.
MAKOSZ: This is a great project but we will not be able to participate it would be a political issue given the situation in Romania.

Rob from the Board: When you are doing this project, the money is coming from us. We understand the concerns but we can work around it. Our donor is aware of the political implications they might bring to some countries and is very willing to discuss dissemination - for example.

As there are no more questions, the Chair invites Samira to proceed with the Mentimeter consultations on the priority topic, which will be then followed up by individual interviews with Members.

At the end of the survey, the Chairperson moves to the next point on the agenda.

8. Recommendations on the relation between Education and the labour market (adopted COMEM 2016)

The Chairperson introduces this point on the agenda which has exceptionally been moved to this point on the agenda to allow organisations to read the policy papers further. The Board clarifies that next time the documents to be revised at the Statutory Meeting will be also included in the emails, and it will not be assumed that MOs have access to them on the website.

The Chairperson invites the Board to present the Recommendations on the relation between education and the labour market. The Board encourages the membership to renew the document. After the presentation, she opens the floor for discussion.

SLL: Can we amend the recommendation?

Chairperson: You can only submit an amendment on the spot if there is consensus or with the 60 days mailing.

UNEL asks if we can fix the editorial. The Board agrees.

There are no more questions.

SLL presents a written amendment on the spot to the Chairperson - here following. We proceed to the voting of SLL’s amendment on the spot.

Amendment to the recommendations on the relation between Education and the labour market
Supporting Organisation(s) | SLL
---|---
Document amended | Recommendations on the relation between Education and the labour market (adopted COMEM 2016)
Line(s) | 134
Amendment | REPLACE “schools” with “education providers”
Rationale | 

In favour: 22
Against: 0
Abstention: 1

**The amendment has not been approved.**

The chairperson proceeds to the vote on the renewing of the document.

In favour: 23
Against: 0
Abstention: 0

**The renewal has been approved unanimously.**

9. **Policy Paper on Student Welfare**

The Chairperson invites the Board to present the Policy Paper on Student Welfare. The Board encourages the membership to renew the document. After the presentation, she opens the floor for discussion.

SLL thinks that there is an unclear sentence. Do we demand also money for food and supplies?

NSoA will propose an amendment on the spot to be more inclusive to all genders.

Board: We encourage the organisations to revise the policy papers before the revision. Moreover, we would like to stress that one of the reasons we want to work on sex and gender is also to make our documents and policy papers more inclusive and this will be one of the tasks of the WG.

SLL: We support the amendment and we think that we should change this already because it is a good opportunity to see which organisations are working towards a more inclusive society.
DOS: How many genders do you consider to exist?

The Board asks for a closed ballot on the amendment to the policy paper.

SLL and DOS apologise for their last comments.

The Chairperson stresses that a closed ballot must be proposed by an organisation. The Chairperson asks if there are organisations who want to ask for a closed ballot.

USO requests a closed ballot.

**Amendment on the spot to the Policy paper on student welfare**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>NSoA</th>
</tr>
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<tbody>
<tr>
<td>Document amended</td>
<td>Policy paper on student welfare</td>
</tr>
<tr>
<td>Line(s)</td>
<td>170/171</td>
</tr>
<tr>
<td>Amendment</td>
<td>REPLACE “his-her” with “them”</td>
</tr>
<tr>
<td>Rationale</td>
<td>To be more inclusive with all genders</td>
</tr>
</tbody>
</table>

Proceed to the vote on the amendment on the spot
In favour: 20
Against: 1
Abstention: 2

The amendment has not been approved.

The chairperson proceeds to the vote on the renewing of the document.

Proceed to the vote for the revision of the policy paper
In favour: 23
Against: 0
Abstention: 0

The policy paper has been renewed.

10. Any other business

CANAE thanks to the Board and the secretariat for their work and asks all the organisations to keep on working and aiming at the values of OBESSU.
THE COMEM IS CLOSED AND THE EXTRAORDINARY GENERAL ASSEMBLY IS OPEN

OBESSU Extraordinary General Assembly 2018

Rome, Italy, 18th November 2018

1. Opening of the exGA

The Chairperson explains the reason for the Extraordinary General Assembly and introduces the agenda.

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 cards to the Candidate Organisations (COs) with the right to speak, according to the payment of the Annual Financial Contribution.

2. Points of Order:

As the General Assembly is a continuance in time with the Council of Members, the Chairperson proposes to threat the following points of order together and approve them in a block.

   a. Election of the Chairperson
   b. Election of the minute-takers
   c. Election of the Ballot Committee
   d. Adoption of the Internal Regulations
   e. Guests present at the Ex-GA
   f. Voting right for extra-delegates
   g. Voting on the speaking rights for Affiliate organisations
   h. Voting right for Member Organisations failing to pay the Annual Financial Contribution

All the points of order have been approved by acclamation.
3. Amendments to the Statutes

The Chairperson introduces the procedure on the vote of the statutes amendments. The only difference with the other amendments in the COMEM is that amendments to the Statutes need a \( \frac{2}{3} \) majority to be passed.

**Amendment 1**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>FSS</th>
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<tbody>
<tr>
<td><strong>Document amended</strong></td>
<td>X Statutes ☑️ Internal Regulations ☑️ Work Plan 20../20... ☑️ Political Platform ☑️ Other, specify...</td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
<td>48</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
<td>ADD: “This can include organisations with similar membership groups” AFTER ”...can be members”</td>
</tr>
<tr>
<td><strong>Rationale</strong></td>
<td>This is the same amendment the OBESSU Board proposed last GA and we would like to propose it again since it didn’t pass last time. Here’s the original motivation: “This year, the Board started a discussion on our online membership forum, Basecamp, regarding the nature of OBESSU’s membership. We have realized that the current statutes can be interpret in several different ways, which have constrained our membership works on certain occasions. Therefore we propose this amendment to make it even more clear, which organisations can be members of OBESSU. We do not want to deny organisations, whose values are in accordance with OBESSU’s values, membership of OBESSU just because we already have a member in the specific country. We believe that with this amendment, we make sure that we can be as representative platform as possible, who can include as many democratic, student-run and representative organisations as possible.”</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

SUS: What is the sense of having two or three unions from the same country representing the same group of students? Doesn’t it make more sense to split the unions according to the target group?
CANAE: This amendment can bring some problems. We will vote against for the same reasons as at the last GA.

MAKOSZ: As we said at the GA the double representation would cause troubles with the voting system. We should discuss about this.

Board: Last GA this was a very long amendment. We propose to open up a document of pros and cons of this amendment to make it clear when we all look at the list. By that we will not repeat the arguments.

SLL: We are concerned about one country with more representatives due to the issues with the voting system but this is going to be addressed later according to the implementation plan.

EEO: If CANAE is concerned this can bring problems, we always vote on memberships of organisations so we can decide.

CSU: We will be in support as we also accepted the amendment on the implementation plan on this topic.

CNE: We don’t think things have changed since the last GA.

USO: We want to be inclusive and at the moment it works the in this way, first come first serve and that’s not the good way so we are in support.

SUS: We also have to look at the kind of contribution of the organisation to OBESSU because we also help OBESSU to develop. VET in a country is the same within the country so two organisations dealing with the same group of students is not efficient.

USO: This is false information, in Switzerland we have many VET systems.

SVB: There are groups in our country fighting for rights of only one minority group which is not inclusive and doesn’t head toward inclusive society.

CANAE asks for secret ballot.

SFF: We have to look at organisations’ values if they fit the OBESSU values that’s why we want to open up.

SLL: Accepting this amendment doesn’t counterpart the implementation plan.

EEO: It is important to look into why the organisations representing the same group in the same country are separated. OBESSU can try to find a way how they could cooperate.

DOS: This could be an opportunity to unite national student unions and not to be opposed to each other.
FSS: If there was another organisation in Finland they don’t have chance to get to OBESSU because we took the place at the moment.

SVB: New organisations can also be of a value to OBESSU, it might be necessary that there are more than one organisation because umbrella organisations are forbidden by law (in Germany for example)

SUS: How can we define the quality of a union? If there is 5 organisations in one country, how can we choose?

UDS: Some students cannot be represented by one organisation because they don’t share the views.

The Chairperson reads the article in question again to make clarity.

CANAE: Quality doesn’t matter. What matters is that they want to be a member, but we have to be sure if they are influenced by a political party. I know that in Spain a student union linked to a political party would like to join OBESSU and this is not good.

MAKOSZ: This is not a topic we can discuss in half an hour. We should wait until we work through the statutes and collect the opinions.

Board: OBESSU actually has more organisations in one country representing the same group of students. To become the member of OBESSU the organisation has to share the values. This is something that hasn’t been addressed in the last years and could be addressed at the next GA.

USO: The Board is a bit insecure. Write in words something that everybody can understand.

SUS: Can the Board specify which are the organisations representing the same group of students?

Board: organisations inside OBESSU can only join OBESSU if the GA agrees and organisations linked to political parties cannot join OBESSU.

CEF: We also need to clarify what we mean by organisations representing the same group of students.

There are no comments or questions. The Chairperson calls the vote on the amendment.

Proceed to vote:
In favour: 12
Against: 9
Abstentions: 2

The amendment has been rejected.
Amendment to amendment 2

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>☒ Statutes □ Internal Regulations □ Work Plan 2015-2017 □ Political Platform □ Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>135 – 145</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD “If the organisation in question is not present at the General Assembly or Council of Members, it has the right to send in a letter and take position on the motion on termination. This letter has to be forwarded to the Member Organisations before the General Assembly or Council of Members.” AFTER “either adopted or rejected”</td>
</tr>
<tr>
<td>Rationale</td>
<td>We believe that it is necessary for an organisation to be heard out before its candidacy is terminated, even if it cannot manage to be present at the General Assembly or Council of Members.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

UNEL asks if we always need a 2/3 majority for Statutes.

Chairperson: Yes

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

**The amendment to the amendment has been approved unanimously.**

There were 22 organisations with the right to vote, UDS was out of the room.

Amendment 2

| Supporting Organisation(s) | Board |
### Document amended

<table>
<thead>
<tr>
<th>X Statutes</th>
<th>Internal Regulations</th>
<th>Work Plan 20../20...</th>
<th>Political Platform</th>
<th>Other, specify...</th>
</tr>
</thead>
</table>

### Line(s)

| 135-145 |

### Amendment

**REPLACE lines 135-145 WITH **

e) Termination of candidacy:

- A vote on termination of the candidacy at the General Assembly or the Council of Members can only happen if a motion on termination is put forward by either the Board or 5 Member Organisations at least 35 days prior to the Statutory Meeting. The organisation in question has the right to speak during the General Assembly or the Council of Members under the agenda point concerning its candidacy at which the termination will be either adopted or rejected.
  
- For a motion of termination of candidacy to pass, at least half of the Member Organisations needs to be present at the Statutory Meeting, and the motion needs a 2/3 majority to be passed.
  
- When the decision of termination is made, the organisation will get a written notice of the decision with a statement of reasons.
  
- The Annual Financial Contribution stays indebted, unless the candidacy is terminated or suspended in the first month of the financial year.”

### Rationale

The Board has noticed a lack of regulation when it comes to the termination of our Member, Affiliate or Candidate organisations. With this amendment, we try to make clear exactly how the procedure of the termination needs to happen.

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion:

There are no comments or questions. The Chairperson calls the vote on the amendment.

**Proceed to vote:**

In favour: 22
Against: 0
Abstentions: 0

**The amendment has been approved unanimously.**

There were 22 organisations with the right to vote, UDS was out of the room.
### Amendment to amendment 3

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>✒ Statutes ☐ Internal Regulations ☐ Work Plan 2015-2017 ☐ Political Platform ☐ Other, specify…</td>
</tr>
<tr>
<td>Line(s)</td>
<td>181-193</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD “If the organisation in question is not present at the General Assembly or Council of Members, it has the right to send in a letter and take position on the motion on termination. This letter has to be forwarded to the Member Organisations before the General Assembly or Council of Members.” AFTER “either adopted or rejected”</td>
</tr>
<tr>
<td>Rationale</td>
<td>We believe that it is necessary for an organisation to be heard out before its affiliateship is terminated, even if it cannot manage to be present at the General Assembly or Council of Members</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

**The amendment to the amendment has been approved.**
There were 22 organisations with the right to vote, UDS was out of the room.

### Amendment 3

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>X Statutes ☒ Internal Regulations ☒ Work Plan 20…/20… ☐ Political Platform ☒ Other, specify…</td>
</tr>
<tr>
<td>Line(s)</td>
<td>181-193</td>
</tr>
</tbody>
</table>
| Amendment                  | REPLACE lines 181-193 WITH ”

a. A vote on termination of the affiliateship at the General Assembly or the Council of Members can only happen if a
motion on termination is put forward by either the Board or 5 Member Organisations at least 35 days prior to the Statutory Meeting. The organisation in question has the right to speak during the General Assembly or the Council of Members under the agenda point concerning its affiliateship at which the termination will be either adopted or rejected.

b. For a motion of termination of affiliateship to pass, at least half of the Member Organisations needs to be present at the Statutory Meeting, and the motion needs a 2/3 majority to be passed.

c. When the decision of termination is made, the organisation will get a written notice of the decision with a statement of reasons.

d. The Annual Financial Contribution stays indebted, unless the affiliateship is terminated or suspended in the first month of the financial year.”

<table>
<thead>
<tr>
<th>Rationale</th>
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<tbody>
<tr>
<td>The Board has noticed a lack of regulation when it comes to the termination of our Member, Affiliate or Candidate organisations. With this amendment, we try to make clear exactly how the procedure of the termination needs to happen.</td>
</tr>
</tbody>
</table>

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

**The amendment has been approved.**
There were 22 organisations with the right to vote, UDS was out of the room.

---

## Amendment 4

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>Board</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Document amended</th>
</tr>
</thead>
<tbody>
<tr>
<td>X Statutes ☑️ Internal Regulations ☑️ Work Plan 20../20…</td>
</tr>
<tr>
<td>☑️ Political Platform ☑️ Other, specify…</td>
</tr>
</tbody>
</table>
Amendment

ADD a new bullet point:
- “The representatives of the Affiliate Organisations”
- AFTER “Monitoring Committee”

Rationale
There was an inconsistency in the Statutes saying that Affiliates should be invited to Statutory Meetings, but their access to the GA was not granted in the article concerning the topic.

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

**The amendment has been approved unanimously.**
There were 22 organisations with the right to vote, UDS was out of the room.

**Amendment to amendment 5**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>AKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>☒ Statutes ☐ Internal Regulations ☐ Work Plan 2015-2017 ☐ Political Platform ☐ Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>343</td>
</tr>
<tr>
<td>Amendment</td>
<td>REPLACE ”60” WITH ”50”</td>
</tr>
</tbody>
</table>

Rationale
Also, we believe that a gender-balanced composition of the OBESSU Board is vitally important to the representation of the organisation and the general working atmosphere. But in order to reach a truly gender-balanced composition in the OBESSU board and to empower underrepresented gender candidates, this number needs to be lowered to 50.

The Chairperson asks the proposing organisations to present the amendment. AKS withdraws the amendment.
The amendment to the amendment has been withdrawn

Amendment 5

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>X Statutes ■ Internal Regulations ■ Work Plan 20../20... ■ Political Platform ■ Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>343</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD a bullet point:</td>
</tr>
<tr>
<td></td>
<td>“(e) For any election or nomination where more than 60% of the candidates are from only one gender, the Board should re-open the call for a minimum of 10 calendar days for additional candidates.”</td>
</tr>
<tr>
<td></td>
<td>BEFORE “In case there are not enough candidates”</td>
</tr>
<tr>
<td>Rationale</td>
<td>Gender-balanced composition in the OBESSU Board is vitally important to the representation of the organization and the general working atmosphere. However, following the discussions in previous statutory meetings, the Board decided that the re-opened call should be open to all genders, although, there would be explanations of the need for the underrepresented gender candidates.</td>
</tr>
</tbody>
</table>

The Chairperson invites the Board to present their amendment.

Gender balance composition is really important and therefore the Board is proposing this amendment again with a small change. In case of under representativeness, the call is reopened to all genders.

The Chairperson opens the floor for discussion:

SUS: I disagree and think that it is unfair for those who applied on time. It is also connected to the quality of a person; the priority is the quality of the person holding a position in the Board rather than the gender.

LH asks for a closed ballot.

CANAE: what is important is to have additional candidates.

SVB: it is not only about competences, but it is also about representation and therefore it is important to represent all genders.
Board: it is opened to all genders. We are not defining the people by their gender but it is true that when we meet EU officials it is important to look inclusive and representative. Other organisations already apply gender balance systems and it is working very well.

DOS: We want to know if this is a problem that the Board are dealing with since this is the second time that the Board proposed this amendment.

CANAE: can we present an amendment to the amendment?

Chairperson: yes but with the same rules.

SLL: This amendment just reflects the values we care about. SLL supports this amendment.

Board: There is obviously an underrepresentation in the actual Board with one member identifying as a woman and the others identifying as males. This already happened in the past.

Board: In case there is an under representation of one or more genders, the call will be reopened just once, no matter the results.

SUS: How the reopened of the call is going to be defined?

SVB: We are discussing about male and female and want to point out that there are more genders.

Board: In our applications forms there are more options that just male and female. It is up to the candidate to define the gender identity.

MAKOSZ: if OBESSU agrees that there are more genders that just two then why the amendment states 60 percent?

Board: We want to be somehow representative. We want to make also our organisation more inclusive so we can also be more inclusive. The amendment does not specify a gender in particular; so for example if 4 Board members are elected and they all identify as non binary then the call is reopened.

CANAE presents an amendment to amendment 5 on the spot in written to the Chair and Minute takers.

### Amendment on the spot to amendment 5

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>CANAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>Statutes □ Internal Regulations □ Work Plan 2015-2017 □ Political Platform □ Other, specify...</td>
</tr>
<tr>
<td>Line(s)</td>
<td>343</td>
</tr>
</tbody>
</table>
Amendment | ADD "of all genders" after "additional candidates"
--- | ---
Rationale | Just to clarify

There are no comments or questions. The Chairperson calls the vote on the amendment.

**Proceed to vote to the amendment of the amendment:**
In favour: 15
Against: 5
Abstentions: 3

**The amendment to the amendment made on the spot has been rejected.**

As there are no more general comments on the amendment, the Chairperson calls on the vote.

**Proceed to vote:**
In favour: 13
Against: 7
Abstentions: 3

**The amendment has been rejected.**

---

**Amendment 6**

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>Board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Document amended</strong></td>
<td>X Statutes ¹ Internal Regulations ² Work Plan 20../20…</td>
</tr>
<tr>
<td></td>
<td>³ Political Platform ⁴ Other, specify…</td>
</tr>
<tr>
<td><strong>Line(s)</strong></td>
<td>392-394</td>
</tr>
<tr>
<td><strong>Amendment</strong></td>
<td>REPLACE: (d) “At least one member of the Committee will attend and evaluate every OBESSU event and report their findings to the Board, the Council of Members and the General Assembly” <strong>WITH:</strong> (d) “The Monitoring Committee will evaluate all OBESSU events in cooperation with the Secretariat and Board and present their findings to the Council of Members and General Assembly; (e) At least one member of the Monitoring Committee will attend the Council of Members and General Assembly to report on their work, the work of the other internal structures of OBESSU and the current state of the platform.”</td>
</tr>
</tbody>
</table>
The Board and MC have come to the agreement that it is not necessary for the MC to attend every event, as it puts a large financial strain on the organisation and may take away a place at an event for another participant. The evaluation of events can be done remotely, and the Board should cooperate with the Monitoring Committee and facilitate their requests when reviewing events. This formulation does not hinder MC members from attending events but leaves it to be evaluated each time by the MC and the Board.

The Chairperson invites the Board to present their amendment.

The Chairperson opens the floor for discussion:

SUS: There is three MC members and OBESSU organises around 6 events by year, is this really going to put a financial burden on the organisation? As far the MC has barely monitored any events.

CANAE: If the MC is not attending then their opinion can be influenced by the Board or the Secretariat. Can the Secretariat provide information about how much money is spent on MC members travels?

Board: Last year they did attend all the events. When a MC member comes to an event they are taking the place of a participant.

Pina: The costs for one participant by event is around 500 to 600 euros.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment has been approved.
Rationale

We believe the issue of voting mechanisms needs to be clearer in our internal documents to facilitate the voting count and procedure during Statutory Meetings.

The Chairperson invites the organisation to present their amendment.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the amendment.

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

The amendment has been approved.

As there are no further amendments the Chairperson calls on a vote on the amended document.

Proceed to vote on the Statutes:
In favour: 23
Against: 0
Abstentions: 0

The Statutes have been approved unanimously.

4. Election of new Board Member
Peter from EEO is the only candidate to the Board position.

Peter presents himself: “I am 21 years old from Denmark. I have been a member of the Monitoring Committee of OBESSU. I am running because I believe in second chances. I have knowledge and experience in different fields. My mandate in EEO is coming to an end today.

I know everything there is to know about OBESSU policies. I am taking a gap year and have time for this position. Regarding membership, I think that it is really important to keep in touch with school students.”

The Chairperson opens the floor for discussion.

CANAE: Are you taking a gap year?
CEF: Why weren’t you elected last time?

LH: What are your strengths and weaknesses?

Peter: Yes, I am taking a gap year. I am really detailed oriented, it can be both a strength and weakness. I know how to work in a team. I don’t know why people didn’t elect me.

SLL: Name at least one concrete development ideas for OBESSU.

SVB: You wrote a new motivation letter that includes lots of details from the last one for this election and you said yourself that nothing really changed. Why the constituency should give you its full trust this time.

UNEL: Why did you propose so many amendments last time?

Peter: I feel that I have really good connections with school student unions in Sweden and Norway. If we look at the voting systems and the member structures, I think that we should come up with new ideas. Maybe people didn’t elected me because the confusion with the amendments EEO proposed last time. I feel that I am a strong candidate and I learned so much from last time. We misunderstood a lot of amendments but it is good to acknowledge that we made a mistake.

USO: I am really surprised that you are running again. What did you do to gain the trust you were missing last time? You could have talked to us. You know that we didn’t vote for you last time.

Peter: I think it was a misunderstanding from your perspective. I don’t have the amendment in mind at the moment. We just misunderstood some parts of the Statutes. I feel like I can contribute a lot. I didn’t receive all the votes but we were 5 candidates.

CNE: You said you want to focus on VET and GCE. Can you name one concrete activity?

ASuBiH: What is your biggest accomplishment in your activist path?

Peter: I think I have a lot of things that I can be proud of. In EEO we are more active than ever before. Our organisations has been recognised by the OECD.

AKS: There are a lot of new people in this statutory meeting. How could you contribute to the Board?

Peter: I am a very dedicated person, I get involve. For my organisation I have made very valuable reports. I took a gap year because I want to put all my efforts.

DOS: What are the biggest challenges faced by school student unions according to you?

Peter: I think there is a lot of stigmatisation of VET students, this is a really big difficulty as well as economical barriers to education. Education should be free for everyone.

CANAE: Do you see yourself as a part of the new Board?

Peter: Everytime that you are running for a position you try to be positive and project yourself so yes, I see myself in this position.

MAKOSZ: What is the biggest goal you want to reach with OBESSU?
Peter: I want to ensure that everybody feel listened. I am also talking about organisations that are not represented yet such as organisations in Sweden and Norway.

NSoA: How would you continue your work in EAN?

Peter: I cannot say if I will still be part of the EAN, it will be a Board decision. But I would love to stay in the EAN, I am learning a lot.

LH: What has changed since last time?

Peter: My mandate is finishing in EEO, by “not much has changed” I mean that I am as motivated that last time to join the Board.

SUS: During the MC report in last GA, you said that some parts of the report were made by some other people. Do you think that when you are part of a group, you should know also the parts wrote by the other people of your group?

Peter: The problem at the GA is that I couldn’t answer to the questions of the assembly because I was a candidate. But of course I knew all the answers to the questions and at some point the GA gave me the right to speak and I answered the questions the best I could.

SLL: What are the values you stand for in three words?

Peter: High Quality education.

UNEL: You didn’t answer my question before. Why are you running again for the Board and what has changed. You are not really answering the questions. Why should we elect you now?

Peter: I’m running again because I am still motivated, this is what I want to do in my gap year and I feel I can contribute a lot. I didn’t say much because I am still as motivated as last time. For me I feel that I am a good candidate for this position and I hope that you can see that as well.

USO: What did you do to gain trust? Did you reach out to other MOs?

Peter: In OBESSU it is not common to make a campaign for the elections. This is why I didn’t reach out to MOs. I am continuously keeping myself updated via Basecamp. I will try to do my best to improve myself. I see now that there are things that can be improved and I take into consideration your criticism.

SVB: Why did you don’t reflect on the reasons you weren’t elected? What is your understanding of democracy?

Peter: When you keep on fighting you get some support this is what I meant. People have different reasons why they did not vote for me. I think it would be aggressive if I go ask every organisation why they didn’t vote for me. I respect that I was not elected. Now there is a second chance and I took it. Democratically, I also have the right to run again.

ASuBiH: As we know northern organisations are more developed. Do you think you are well prepared to represent also other organisations less developed?

Peter: Why I spoke so much about organisations in the northern countries is because they are similar to my organisation EEO but I am willing to learn more from other organisations. I am
very opened to come around, visit your countries and see how is the situation in your country or schools and understand your realities.

KYC: During this COMEM I had the chance to work with Peter in different working groups and I had the chance to see his potential, the knowledge he has on European policy and educational policies. If I could vote, I would vote for him because he is really well prepared.

CANAE: Do you think you will move to Brussels if you get elected? I will vote for Peter because I think he is well prepared, and I believe he will commit.

Peter: I will not move to Brussels but I might move to Copenhagen.

SVB: If you imagine your dream OBESSU, how it is structured?

Peter: A much more well represented organisation

As there are no more comments or questions, the Chairperson calls on the vote. She explains in detail how the vote for a person works, as established by the Internal Regulations of the GA. She invites the ballot committee to hand out the ballot papers while she does the roll call.

The Chair reminds everyone that during the election procedure nobody can leave the room.

After everyone has made up their minds, the ballot committee collects all the voting papers and leaves the room for counting with the Secretary General and the Monitoring Committee member.

Results of the vote:

In favour: 6
Against: 17
Abstentions: 0

The candidate has not been elected.

The Chairperson and the Board thank Peter for his courage in running again, for his outstanding contributions to OBESSU and wish him all the best.

The Chairperson explains that new elections will be run at the next Statutory Meeting, the General Assembly and that, until then, the Board will consist of 4 people.

5. **Urgent Resolutions and Motions**

No urgent resolutions and motions have been received by the Chairperson.

6. **Any other Business**

The Board thanks Pina for her work in OBESSU, as this is her last Statutory Meeting as an Interim Secretary General. A thanks also goes to the Secretariat an particularly to the minute takers.

The Board and the Secretariat also thank Nora for being an amazing Chairperson.
The Board also thanks again Peter for running.
A big thanks is also given to the Members for being always active and engaged, not only at statutory meetings.

Pina presents the reimbursements procedure and gives updates on the follow up.

7. **Closing of the General Assembly**

The Chairperson officially closes the General Assembly of OBESSU, thanking the Members.
Annex 1

Development Strategy Corner Outcomes

Following are the outcomes of the discussion on the indicators that the Board will try to incorporate in the evaluation of the current development strategy, expiring in 2019.

**Development Strategy section: Political strategic impact and advocacy**

**Possible Indicators:**
- How many international media appearances did you complete? Are you satisfied with your reach?
- How much media coverage OBESSU gets?
- How did you reach out to media and was your “voice” recognized?
- How does OBESSU represent “fractured” Europe as a homogenous whole at European political level?
- Who is the strategic contact of CULT?
- Concrete examples where OBESSU’s input has been taken into consideration
- Where (in political platforms overall) does OBESSU have the most influence?
- Does OBESSU need more advocacy activity?
- How do we work to make European policies directly affect national policies and student organisations?
- Are you satisfied with the number of WGs you are included in?
- How many WGs is OBESSU a part of?
- How does OBESSU want to cooperate with CoE and how did it cooperate until now?

**How can the Member, Affiliate and Candidate Organisations help?**
- Responsibly answered surveys provided by OBESSU
- Sharing OBESSU public statements through our organisations’ media channels (to our national media houses)
- MOs share their best practices to OBESSU for them to share on EU level and maybe implement to “developing educational system”
- MOs and IOs could and should be more active and responsive on Basecamp

**Development Strategy section: Structural improvement**

**Possible indicators:**
- Not knowing what the “Share Your Skills Toolkit” is
- How much contact there is after the events happened?
- What information did they get back from member organisation.
- Social media promotion, more workshops and evaluation and training
- Experience: participated in a training for trainers.
- How many prep-team members have been in the Pool of trainers?
● Comprehension: Is there a general document explaining how prep-teams work? If there is, how is it shared among the MOs?
● How many tasks have been completed by a single person.
● Responsibility is made by the WG member.
● Need to find the strengths weaknesses of the group
● Transparency: What are the other criteria for one to become a prep-team member? How many session outlines have been published, and how many haven’t?
● Ad-hoc WG
  o Number of ad-hoc WGs. How many members did they have?
  o The topic discussed
  o The policy paper that they wanted
  o The follow-up of the WG
  o Launching a campaign

How can the Member, Affiliate and Candidate Organisations help?
● Create guidelines for prep-teams
● Increase the multiplier effect of OBESSU events:
  o Promoting the “Share your Skills Toolkit” more
  o Staying in contact with the MOs after the event
  o Reports from the MOs

Development Strategy section: Strengthening the network
Possible Indicators:
● How many cooparations between OBESSU's organisations?
● Know the exact number of contact organisations
● After proposing them to formally enter into OBESSU, know the exact n. That said yes
● Make statistics.
● Measures that have been taken to prevent organisations leaving and keep them satisfied
● Ensure the representation of all minorities in every country

How can the Member, Affiliate and Candidate Organisations help?
● Local and national organisations can inform OBESSU about minorities
● Taking the projects till the end
● At least one member per country, helped by national organisations

Development Strategy section: Governance
Possible indicators:
● The amount of statutory meetings
● Consistency of MOs
● Sustainable funding
● The number of diversity of reliable funders
● Consistency of the statutes
● Consistency of the Secretariat
● Communication between MOs and MC
● The number of people in the Secretariat
● Creation of a new development plan with the participation of the MOs
● How much action is taken by the Board, regarding suggestions from MOs?
● How does the Board feel about their governance?

How can the Member, Affiliate and Candidate Organisations help?
● Constant and constructive feedback
● Create an evaluation survey for the MOs
● Secure a proper handover for the IOs
Annex 2

European Parliament Elections Corner Outcomes

During this discussion corner, we asked the Membership to answer some questions to steer OBESSU's engagement towards the upcoming European Parliament Elections. Here is a summary of the answers.

How can we connect our demands for the EP elections with our demands for the National elections?

- Highlighting education as a priority and as an European matter
- Cooperation between youth and the EP/state
- Being united
- Support states that invest in education
- Listen to students' unions and movements
- Cooperation between organisations on topics relevant to the organisations
- Through social media movements to support each other
- By supporting each other more during national elections
- Focusing on education
- Lobby for educational reform and support on both levels
- Sharing common values
- By communication
- Finding common demands
- As we elect our European MPs from our country, when they reach the European level they should transmit that!
- Collect together all the shared views we have with each representative country to present to the EP.

What topics are you working on nationally?

- School students mental health
- Fight against racism and intolerance
- Peer education
- Poverty, discrimination, corruption
- Two schools under one roof - anti segregation
- Practical learning in schools (VET)
- Secondary school student cooperatives
- Making spaces in cities for youth
- Exchanges for secondary schools
- Lowering the voting age (16)
- Direct provision
Building inclusive schools
- Student council training
- Fighting against a new law that would cut student organisations as we know
- We're working with the EP cabinet in Slovenia on the upcoming elections and campaign “this time, I am voting”
- Sustainable development
- Free of charge secondary education
- Free education (and the right to it)
- Human rights
- Unified educational system
- Inclusion (Seeds for integration)
- Reform of our educational system + matura exam (leaving school exam)
- Reform of scholarship system
- Mental education environment
- Save our planet from pollution and wrong development
- Student welfare
- Fundings for schools - free education, repair all school buildings, inclusive education, quality education, fight against mafia
- Student councils, children with disabilities, minorities, primary schools
- Trying to achieve full voting status as part of the NSoA in the NUS national conference + cheaper travel for apprentices, more fairer apprentice wage, equality in sex and gender across all platforms
- Equality of school system
- Removing negative stigmatisation of VET, creating pride in one’s vocation, removing the financial cuts to education
- Giving to students more power over what concerns them
- For a democratical, socially fair and fear-free school and society

What topics are you working on or wish to work on, on your international level? (with your organisation’s international contacts)
- Opportunities for children with disability
- Investment minimum standards for EU countries (in education)
- Scholarships system
- International mobility
- Rules about how much governments can cut on education
- Free of charge secondary education
- Obligatory secondary education
- Student welfare
- Quality education
- Sustainable development
- Voting age 16
- Mobility
- Integration
- Education systems (sharing experiences)
- European cooperation
- Federal government
- Tolerance and anti-discrimination, anti-segregation
- A social media campaign with other organisations on hot topics like #mental health, #welcome refugees and #against right parties
- Working for OBESSU
- Encouraging high school and regional school student associations (fund)
- Equality of school systems
- Being the most favoured vocational student and apprentice representational voice across the EU
- European cooperation
- Teachers’ approach
- Student council structure
Annex 3

Proposed implementation plan

On following page
As stated in the OBESSU Work Plan for 2018-2020, OBESSU will work with a certain set of topics in the year 2019, namely: Sex & Gender, Minorities Rights, Digitalisation, Quality of Teaching, Quality of Assessment, Peer Education. The topics belong to the clusters of strategic priorities, set out in the Work Plan. With this document, OBESSU commits to work on these topics in the upcoming year of 2019 in the following way:

**Sex & Gender**

“Schools need to present an open and welcoming environment for all students regardless of their genders and sexual orientations, yet unfortunately that is not the case nowadays. There is a need for an open debate on LGBT+ friendly sex and gender education in all levels of schooling, especially paying more attention to non-binary and trans students’ needs. Furthermore, sex and gender education tends to be old-fashioned and ignore concepts such as consent and pleasure. We should thus aim for defining open, accessible and inclusive methods and curricula for sex and gender education across subject areas.”

(OBESSU Work Plan 2018-2020)

OBESSU will form a Working Group on Inclusive Sex and Gender Education, involving representatives from OBESSU's Member, Candidate and Affiliate organisations. The Working Group will have the following objectives:

- To Explore the entire topic and revising OBESSU’s current policy in the area;
- To Produce activities, with the support of the PoT, dedicated to the topic;
- To Prepare an advocacy campaign focusing on incorporating inclusive sex education into national curricula;

OBESSU, together with the Youth Department of the Council of Europe, will organise a Study Session on Inclusive Sex Education. The main aim of the activity is to explore how school student unions can contribute to having inclusive and quality sex and gender education in their schools, as part of the curricula and in non-formal and informal learning.

The main objectives of the activity are:

- To establish a common ground of understanding of terms connected to sex and gender, as well as inclusive sex education;
- To gain understanding of documents (e.g. manuals, policy papers, etc.) of the Council of Europe related to the topic;
- To explore the role of school students as peer educators in quality and inclusive sex education and the role of school student unions in advocating for quality and inclusive sex education;
- To exchange good practices from their local realities on European level;
- To create tools to multiply what they have learnt during the study session.
The Working Group, the Board and the Secretariat will harmonise the outcomes and the outputs of the Study Session in the framework of a more general Advocacy campaign and will work in cooperation with different stakeholders in the field of Sex and Gender Education to create synergies and stronger advocacy actions.

**Minorities Rights**

“As OBESSU we need to ensure that the rights of students that belong to ethnic groups that are considered minorities in certain communities are respected, both within the school environment as well as in our societies in general. We need to ensure that every ethnic minority group has a seat at the table, so that they can voice their opinion and ensure that policy makers attend to everyone’s needs. We already started our work on the inclusion and empowerment of refugees in schools with ‘Seeds for Integration’. We believe that there is a need to strengthen this work and discuss education access of minorities of any kind and related issues, such as language rights, in more depth.

*It is crucial to note that when working on issues or topics related to minorities we include learners within those minorities in our work processes, so we ought to work with our members to make their organisations more representative of minorities and cooperate with partners.*” (OBESSU Work Plan 2018-2020)

**National Minority and Minority Languages**

OBESSU recognises the variance in language minority rights across Europe, particularly in the education system. Meanwhile language learning and diversifying the range of languages being taught are now key aims of the European institutions. Currently OBESSU does not have a clear position on language minority rights, while member organisations can sometimes find it more difficult to engage with students of a language minority background. During the year, OBESSU will:

- Open a call of interest for Member, Candidate and Affiliate Organisations who work with language minority rights or wish to engage more with these groups and organise a study visit between these organisations in order to get a broader view of minority language rights in Europe and share best practices between organisations;
- Following the study visits, work with the involved participants on creating a clearer position for OBESSU to work off of in the future on this topic.

Moreover, as also expressed in the Work Plan, in 2019 OBESSU also wishes to develop further its internal capacity on the topic of ethnic minorities and their challenges and barriers in access to quality education. The focus on this topic will mostly be towards information gathering, needs analysis and meeting with different stakeholders in the field to develop the internal capacity before any action or policy position is taken.

**Seeds for Integration:**

In the framework of the project, the overall aim is to provide seed-funding to secondary school student unions operating on grass-root, regional or national level or, in case there is no student council in the
school, to independent groups representing the school’s students, in order to empower them to implement initiatives aimed at enhancing the integration of refugee students and pupils with migration background. The project is designed around the core idea that school students – regardless to where they are from - have the will and capacity to come up with targeted initiatives that are tackling issues regarding the integration of migrant pupils in the field of education. However, very often it is the lack of minimum resources that prevent them to fully develop and implement their ideas.

In the framework of the project OBESSU will:

● Organise a one-week-long meeting as part of the Council of Europe’s North-South Center’s 20th edition of the University on Youth and Development to evaluate the Seeds for Integration programme.

**Digitalization**

“Digitalization of education is a hot topic on both the national and European level. OBESSU recognizes that online learning and digital tools have potential to support both students and teachers but also that it comes with both risks and assets. With the presence of the topic on the European agenda OBESSU commits to work on it in the coming years to secure students’ rights in this area.

In OBESSU’s policy paper on ICT education the importance of of equipping school students with ICT skills is highlighted, so that they can effectively use these skills to further their studies since ICT skills are a big part of our everyday life and are also required for many jobs.

Given the labour market oriented view on digitalization of education we should focus in the coming years on how to secure that digitalization is always in line with individual learners’ needs, apart from what the labour market requires. Another focal point will be the balance between on- and offline education to secure the quality of education. Lastly we will focus on the terms and conditions for an inclusive digitalization with equal opportunities for all.” (OBESSU Work Plan 2018-2020)

OBESSU will organise a seminar called “Let’s Digitalise”, either online or in person, depending on the possibilities of funding. The main aim will be to discuss and exchange practices on digital learning and the effects of digitalisation on the student movement in Europe.

The main objectives of the activity are:

● To deepen the knowledge of school student activists on aspects of digitalisation (e.g. conscious media consumption, knowledge of different platforms, online hate speech, etc.);
● To exchange practices between different countries connected to digital learning, especially in the context of how to connect digital skills gained in formal and non-formal educational settings;
● To create a set of good practice examples of digitalisation in youth work, specifically in school student movements.

Moreover, in the field of Digitalisation OBESSU will: be actively involved in the Lifelong Learning Platform’s Working Group on Digital Learning and Media literacy.
Quality of Teachers

"The dynamics of the teacher-student relationship has still a strong power-relation component. We strongly believe that democratic cooperation of both key actors in schools is crucial to create good learning environments. Innovative teaching methods need to be understood in their theoretical relevance and used by teachers in practice. Teachers need to give space to students input and feedback and make changes accordingly to empower the learners. OBESSU shall explore different existing and new practices to foster teacher and student cooperation in classrooms, school councils and policy-making level to spread best-practices of democratic school student cooperation with teachers across Europe.

Furthermore we want to discuss the quality of continuous professional development of teachers. It is crucial that teachers are constantly developing professionally to apply new curricula and teaching methods." (OBESSU Work Plan 2018-2020)

OBESSU will form a Working Group on the Quality of Teachers, involving teaching representative groups and representatives from OBESSU’s Member, Candidate and Affiliate organisation. The Working Group will have the following objectives:

- To explore the cooperation between school students and teachers;
- To research the current situation of teaching in Europe, with particular regards to teachers evaluation and space for continuous professional development;
- To investigate tools and good practices in teaching quality, cooperation between students and teachers in co-decision and evaluation.

OBESSU will furthermore create a policy paper on the topic of democratic cooperation between students and teachers and their role in shaping quality education.

OBESSU will continue being active in networking with different organisations (e.g. Education International, European Trade Union Committee for Education and the Association for Teachers’ Education in Europe) and will try to join advocacy expertise and efforts in advocating for quality learning environment based on co-decision and innovative teaching methods.

Quality of Assessment

“Advocating for an increased focus on qualitative assessment methods has been central to OBESSU’s work. On an individual student level, “a democratic, transparent evaluation of individual student performance based on written and oral feedback” is the key demand as stated in the Political Platform. Concerning the assessment of national education systems, we have long criticized the reductionist methodology and use of PISA surveys. On both levels, there are open questions. How do assessment methods compare across countries and what stands out as best practice? Which assessment methods should be applied when? How can we evaluate national education systems best? We want to sharpen our positions on these topics in order to advocate for quality assessment at all levels.” (OBESSU Work Plan 2018-2020)

As assessment is currently a key topic on the European policy agenda, OBESSU aims to carry out an internal survey on the topic to map the stances and the perspectives of school students about PISA and
PISA-related national standardised testing. The results of this survey will shape the campaign on PISA testing and standardised testing, according to the OBESSU political platform and policy documents.

With this survey and campaign OBESSU aims to:

- Raise awareness of implications of PISA testing, creating a space to discuss the it nationally;
- Gather best practices in assessing students.

OBESSU will aim towards creating new partnerships with different organisation working on the topic and strengthen advocacy towards key actors in the field.

**Peer Learning**

“Empowering young activists to educate and train other young people is a key pillar of organisations such as OBESSU. Our Pool of Trainers currently gathers experienced youth trainers who give pedagogical support for our member organisations and European level OBESSU events, whilst at the same time building the capacity of the selected group of trainers. Furthermore, our Toolbox gives activists at all levels quality session outlines to be used in various contexts. Yet only some organisations at national level provide non-formal education training for their members and many lack experience in training grassroots activists, making it more difficult for them to apply these templates or take part in OBESSU preparatory teams for events. It is thus in our interest to build the capacity of member organisations in the field of peer education and training in order to broaden the use of non-formal methods across Europe and widen access to OBESSU facilitation opportunities.” (OBESSU Work Plan 2018-2020)

**Work plan on Peer Learning**

Following the proposal for work plan on Peer Learning presented to European Youth Foundation of the Council of Europe OBESSU aims to carry out the following actions:

- Create a School Students’ Expert Group on Peer Education, especially focused on actual and future OBESSU Policy, which will draft an OBESSU approach to Peer Learning, in cooperation with the European Peer Training Organisation (EPTO);
- Organise a Staff Seminar, which will include staff members from OBESSU’s Member, Candidate and Affiliate organisations, to exchange strategies and to encourage student centred and Peer Education activities in school student unions and organisations;
- The Summer School 2019 will be focused on Peer Education, following the indications of the Expert Group, and will be followed by an implementation of local activities made by participating school student unions and organisations;
- A final Editorial Meeting will put together all outcomes and learnings of the process into a publication that will serve as an annex to the Toolkit of EPTO on Peer Education

**Stronger School Student Unions**

OBESSU will run a programme called “Stronger School Student Unions”. The programme’s objectives are:

- To identify main needs and challenges in student organising, as a basis for tailor-made practices;
● To establish a capacity building programme including activities and resources online and offline, involving international peer-learning activities on student democracy;
● To set up knowledge management structures for sustainable capacity building and sustainability in local, national and international school student organisations;
● To develop a scheme of support to initiatives and interventions in the area of the project.

In the framework of this project OBESSU will:

● Organise Peer Learning Activities during their Council of Member in 2019;
● Strengthen its alumni network, to ensure a sound knowledge management structure and sustainability in the organisation;
● Create crowdsourced country reports. These will be a cooperation between the OBESSU constituency and alumni, with the support of experts. We expect to collect background information on the number of student union, the kind of student representation, the history of political impact, the involvement in official decision making etc;
● Organise field travels to meet the Member, Candidate and Affiliate organisations and their need and challenges in the field of internal capacity building;
● Organise webinars on topics decided upon with the members;
● Organise a Regional Peer Learning activity to gather school student union representatives from the SEE CEE region and provide them with some practical knowledge as well as help them to exchange best practices and foster cooperation between school student unions from the same region.

Pool of Trainers

The Pool of Trainers of OBESSU will continue to play a key educational role within OBESSU events. The Board will aim at selecting experienced PoT members who will be in charge of taking care of the pedagogical implementation of OBESSU activities, supported by a Board Member who will be in charge of overseeing the content part of the events as well as the strategic objectives. A new Pool of Trainers will be established for the duration of a 2 years mandate and will be coordinated by a Board Member. The Board will take care of selecting the Pool of Trainers and the dissemination of their competences and framework. The Board and the Secretariat will disseminate the possibilities to invite Pool of Trainers members to their events and will make sure to disseminate their engagement in internal and external trainings.

Governance

As part of general governance, four types of statutory meetings will be organised throughout the year, namely:

● The General Assembly (GA)
● The Council of Members (COMEM)
● Board Meetings (BM)
● Monitoring Committee Meetings (MCM)

Both the GA and the COMEM will be organised as face to face assemblies. The BMs and the MCMs, apart from face to face forms, will also be complemented by video conferences, when necessary. The
Board Meetings will, to the extent possible, include a visit to one of OBESSU Member / Candidate / Affiliate organisation or a prospective contact organisation.

Statutory revision

One of the aims of The OBESSU Development Strategy (2015-2019) is to make OBESSU’s statutes more consistent. As a sign of good governance the Board will organise a review of the OBESSU statutes involving Member organisations and the Monitoring Committee. The forms are to be further discussed within the Organisation, looking at the different legal requirements and effectiveness in use.

Development Strategy

The OBESSU Development Strategy (2015-2019) will be reviewed and assessed in preparation for the creation of the document’s successor. The process of review will be kicked off during the Council of Members 2018. The process will foresee the cooperation of the Board and the Monitoring Committee together with the Secretariat and several alumni involved in the activities of the Strategy.
# OBESSU Implementation plan 2019 - TIMETABLE

Proposed for adoption at the Council and Members 2018 – 17th and 18th November, Rome

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<td>January</td>
<td>Working group starts</td>
<td>Launch Call of Interest for Study Visit on Minority Languages</td>
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<td>February</td>
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<td>Training Course: Let's Digitalize!</td>
<td>Survey</td>
<td>Kick-off Meeting: EYF WP starts</td>
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EUROPEAN ELECTIONS
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Annex 4

Global Citizenship Education Corner Outcomes

During this discussion corner, we asked the Membership to answer some questions support the finalization of the Global Citizenship Education policy paper. This is being developed by the GCE Working Group of OBESSU, who decided to open up some questions to investigate the state of the art in the different countries. Here is a summary of the answers.

Curriculum Organisation

- It is not implemented yet
- Interdisciplinary so that extra classes are not needed
- Compulsory for junior years, optional for senior years. OWN SUBJECT
- In Spain we have a specific subject called “Education for Citizenship” and it’s given during all primary and the first 2 years of secondary
- Talk about his in history, sociology or even economics (maybe?)
- In Belgium we have a separate subject called CPC (Cours de philosophie ed de citoyenneté) so that’s how students have access to citizenship
- GCE is not implemented. It should be new school subject. It could also be integrated into other subjects
- We should put this topic into the programs that exist now
- Mandatory community work to ensure the core values are instilled
- Optional curriculum
- Include it in subjects like history, geography or economics
- We talk about it in history and geography classes
- Cross curriculum!
- A compulsory individual subject at junior cycle, an optional exam subject at senior cycle#

Conclusions:
1. Global citizenship education approach across the entire curriculum.
2. GCE and GC values need to be taught from an early age
3. There is no “one-size-fits-all” approach for GCE in Europe. Different needs for different countries

Teacher Training

For teachers training, we first asked participants to write down their thoughts. Then as a group they grouped together the suggestions and discussed what they could all agree on. The results are that:

- Teachers should be trained in the course and teach in an open-minded, objective way
- Teachers should be aware of inclusive teaching methods that support students to think for themselves.
• Continuous training course should be provided for teachers to upskill / re-train themselves.
• Space should be made available to relate teaching to current affairs and relatable topics
• Teachers should be evaluated in their teaching

Assessment

• Doing scientific studies (evidence-based) - investigate
  • before and after (students involved in public life before and after GCE)
• Survey (feedback from students and teacher)
• Rise of engagements in public events, organisation (e.g. elections, organisations, volunteer...)
• International testing (evidence based), year by year engagements to see country by country
• Open discussions and workshops to get peoples honest feedback
• students should be able to connect what they learned with other parts of life (how to check this??)
• Grades, exams, projects, participation (% of grade) (if the GCE is a separate subject)
• CAS hours (IB student) - creativity, activity, service (writing reports on what you do, send hours)
• Self-reflection

Conclusions:
1. Let’s evaluate the value of good GCE - evidence based, over time, measure of civic engagement.
2. For when there is a separate subject, evaluation on competences and skills rather than knowledge.
3. “Creativity Activity Service” work to be evaluated and reported on. Hands on experience etc
4. Self reflection and evaluation to be incorporated
Annex 5

Statutes Revision Corner Outcomes

As OBESSU aims at revising and harmonising its statutes, the Membership expressed different possible opinions and roles for the different possible actors in OBESSU to be involved.

When asked what is the most strategic approach to revising the statutes, the Membership highlighted:

- Systematically working through every article using the same team to achieve consistency
- Involving the alumni network
- Possibly create a working group:
  - The WG is constantly under the supervision of the Board
  - The WG works on the amendments and other organisations can propose amendments to the WG
  - They publicize their findings at every statutory meeting
  - Possible timeline proposal: STEP 1: Committee including alumni + boardie + secretariat + MC  STEP 2: Working group à Step 3: MOs amendments
- There are also downsides to the Working Group, including non representativity, lack of expertise, specificity of national organisations and lack of knowledge of the Belgian legislation
- Involve external experts and possibly lawyers who are expert in the topic and can advice the organisation on the direction to take
- Have statutes set in stone and work on internal regulations which are more flexible, as changes to the statutes are costly

The role of the different actors in OBESSU will vary according to the revision structure decided, but it is fundamental that the MC oversees the whole process and that the Members contribute with their vision. The role of the Board will be to implement and revise actively. The Secretariat will support the process and bridge with the experts and the alumni. The Secretary General will make sure that all proposals are in line with the Belgian legislation and will notify if differently.