OBESSU General Assembly 2020

30 - 31 July 2020, online on ZOOM

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1. **Opening of the GA at 10:30am CEST**

Board Member officially opens and introduces the General Assembly of OBESSU. Edvardas welcomes the delegates. Edvardas expresses his regret over the loss of Gabija, who was an LMS activist and passed in April. OBESSU dedicates this GA to Gabija.

Edvardas gives the word to Giuseppina who gives the participants a tour around Zoom. Giuseppina explains how ZOOM works and shows all the functions that the delegates will need to use.

The first roll call is made, the organisations are asked to unmute themselves and say PRESENT when called.

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

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2. **Election of the Chairperson**

The Board proposes Brendan Powers, a former OBESSU board member as a chair for the first day and Aleksandra Maldziski, former OBESSU board member, as a chair for the second day. The board proposes Ben Kirnos as a backup chair in case of technical issues.

The delegates approve the proposed chairs by acclamation.

Edvardas explains that vote by acclamation is carried when there is no active opposition.

3. **Election of the minute-takers**
The Board proposes two minute takers to rotate: Daša Koribaničová, Membership and Capacity Building Officer; Rute Nunes, Administrative Officer, to be the minute-takers of the GA.

The GA approves the minute-takers by acclamation.

The board explains that Brendan will join in a few moments due to technical difficulties.

4. Election of the Ballot Committee

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

Edvardas explains what the BC is and specifies that we need 3 people to be on this committee. Edvardas encourages extra delegates to be part of the BC as they need to made co-hosts and therefore they won’t be able to vote.

- Laura from UNEL
- Katerina from CSU
- Reuben from ISSU

The GA elects the ballot committee by acclamation.

5. Adoption of the internal regulations

- Every member organisation has the right to one vote, expressed through their official delegate. Extra delegates cannot vote. Should the OD need to give the right to vote to their ED they need to write this in the chat.
- Candidates and Members automatically have the right to speak. Affiliate organisations need to receive the right to speak by a vote.

DISCUSSIONS

- Discussions are launched by the Chair. The Chair can set a speaking time. You can ask for the word by using the “raise hand button” - the Chair to explain how this is done.
- Explain what a direct reply is. Direct reply can be given only in case of false information and should be requested by writing V in the chat.
- If someone doesn’t have the microphone, they should send their comments to the chair.
- If the Chair feels like the point for discussion has been covered extensively, they or anyone in the room can ask for the speaking list to be closed. When someone asks for the SL to be closed, the chair asks if there’s any active opposition before asking organisations that want to speak to still be put on the SL.
- The chat should be used for technical questions and general remarks.
- You can ask for a break by using the sign (Maria to explain how to do it) or by writing in the chat. There will be a 5 min every one hour and longer coffee breaks and lunch break.

VOTING

- Voting can be done by active opposition, polling or closed ballot on Election runner. If one organisations asks for the voting to be closed this will be done via closed ballot.
• Questions on the voting need to be asked before the voting is open, otherwise they won’t be considered a ground for contesting voting.
• If one organisation demands a re-counting this can be done only by challenging the ballot committee or the voting procedure for all closed ballots.
• Majority for all voting except for the statutes is 50%+1. When counting simple majority, abstentions are not counted into the quorum. E.g. if there’s 30 votes casted out of which 10 abstentions, the valid votes will be 20 and therefore the quorum will be 11.
• For the statutes, which require a ⅔ majority, all votes - including abstentions - are counted.
• For majority to be valid, at least half of the MOs need to be for or against.
• If there’s an amendment to a proposal, this will be voted before the proposal itself.
• Once a proposal has been accepted or rejected, the discussion will not be reopened.
• Changes on the spot are not possible during this GA.
• For the election of persons, a majority of all casted votes need to be reached. Abstentions are considered casted. If absolute majority is not obtained by any of the candidates, a vote is cast again. If one person reaches majority, and the others don’t there will not be a second vote. If everyone gets majority, but 2 people have the same amount of votes lower than the 3rd person, there will be a second vote between these 2 people.

The internal rules have been adopted, there is no active opposition.

6. **Legality of the Council of Members and adoption of the agenda**

Brendan explains that all emails were sent on time and deadlines were respected. All received amendments, proposals and applications were sent on time.

He chair presents the agenda and explains that no major changes can be made to the agenda because of the nature of this GA.

The Chair introduces the deadlines of the GA: 30th May: Invitation to the GA. Call for proposals and Board + MC candidates sent out to Member, Candidate and Affiliate Organisations;

• 25th June: deadline for proposals (amendments, policy papers, resolutions from MOs, proposals from the Board etc.). These must be sent in writing using the designated form to ga@obessu.org;
• 30th June: Received proposals will be sent to MOs;
• 9th July Deadline for candidates to the Board and Monitoring Committee to submit the documents;
• 16th July: Documents of the Board & MC candidates will be sent out;
• 20th July: 2nd deadline for amendments to the proposals;
• 25th July: Last GA mailing with 2nd round of amendments sent out;
• 30th July: first day of the GA.
All deadlines have been respected therefore the GA is considered legal.

For the GA to be legal, 50% plus 1 of the total number of OBESSU members has to be present. At this GA 19 Member Organisations, which satisfies the legality criterion. Furthermore, all deadlines leading to the GA were kept. No protests are made and therefore the Chairperson confirms the legality of the GA.

Brendan presents the agenda and opens the floor for discussion. There are no questions. The GA unanimously confirms that the GA is legal.

The Chairperson presents the agenda of the GA and explains that it is required that the GA adopts the agenda. Once adopted, the agenda cannot be changed unless there is an agreement in the room. The agenda is approved unanimously by the GA.

The agenda has been approved by acclamation.

7. Voting on speaking rights of Affiliate Organisations

The Affiliate Organisations present at GA is KYC. The chair asks KYC to present themselves.

The Chairperson opens the floor for discussion.

There are no comments or questions. The Chairperson calls the vote on the agenda point. The vote is taken on ZOOM using polling.

The speaking right of Affiliate Organisations is approved with 17 votes (1 against, abstain) by the GA.

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

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

MOs that failed to pay the AFC are:

- NSOA (not present)
- UDS
- UNL (not present)

One delegate from each present organisation has the chance to explain why their organisation has failed to pay the AFC on time. The GA will vote on whether to grant the right to speak/vote. To be granted the right to vote, a simple majority is needed.

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

UDS explains UDS has not been able to pay AFC this year because they are in independent organisation without external funding and they crowdfund from an event that happens during the summer could not happen this year because of coronavirus, they have not been able to organise it and therefore they lost the main source of money. UDS is reviewing their spending and will pay later this year.
The chair sends UDS to a breakout room and open the floor for questions and comments. There were no questions and no comments.

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

Giuseppina explains we also vote on UNL who are not here might join later and therefore we also vote on their right to vote.

The ballot committee and the MC asked for the vote to be recast because of unclear explanation that the vote is about both organisations. They also ask for an explanation why did UNL did not pay. The MC also asks for recaps before votes so an informed decision can be made.

Giuseppina explains that OBESSU is in touch with UNL and they had judiciary issues and therefore they cannot access their account and cannot used the money. OBESSU has received the document and therefore their turnover is 0 euros and even if it wasn’t, they could not access their funding.

UNEL asks if UNL is joining the meeting.
Giuseppina replies that they registered but we are not sure why they are not here yet, as also some other delegates did not arrive yet.

The chair asks to relaunch the vote.

Proceed to vote: UDS
In favour: 15
Against: 4
Abstentions: 0
UDS has been granted the right to vote.

Proceed to vote: UNL
In favour: 9
Against: 10
Abstentions: 0
UNL has not been granted the right to vote.

9. Presentation of the report of the COMEM 2019 and Ex GA 2020

The chair had technical issues and therefore Edvardas asks Samuel from FSS presents the report from COMEM 2019.
Samuel explains OBESSU met in Brussels for the meeting and goes through the meeting sharing his presentation with the delegates. Edvardas asks if there are any questions and presents quickly what happened at the Ex GA in May which was online. Edvardas said during the GA OBESSU approved the budget 2020, financial report 2019 and presented that the next GA will be online.

10. Adoption of minutes from the COMEM and EX GA 2018

The Board and the Secretary General explain the small changes made to the minutes upon request of our Member Organisations. There are no objections.

The GA adopts the minutes of the COMEM and Extraordinary GA by acclamation.

Edvardas opens the floor for questions and there are no questions. Edvardas asks if there is any active opposition to adopt minutes from the COMEM

There is no active opposition.

Both minutes are approved.

11. Election of the Rapporteur of the GA to the COMEM

Edvardas explains that the GA needs to select a rapporteur of this GA to the COMEM 2020. Rapporteur has to report to the COMEM, pay attention to the meeting and take some notes, so they can confirm that the minutes are correct and match what happened. COMEM will take place in December 2020.

Yvonne from ISSU volunteers as a rapporteur. Edvardas asks for the vote and there is no active opposition and therefore Yvonne has been approved as the rapporteur.

12. Board report

The chair invites the Board to present the board report to the GA. The report was sent to the GA in advance.

The chair opens the floor to questions and comments.

The board explains that the report is about the past 2 years. The board recorded the video and sent it out a while ago and in the video they presented the report.

The board explains that the project Seeds for Integration has ended, Stronger School Student Unions started, OBESSU had #PeerPower workplan from the EYF in 2019 and #Ecofighters in 2020. Everything is explained in detail in the video.

The chair thanks the board for the report and says he says that he hopes the delegates have read/watched it. The chair opens the floor for discussion.

Sara from the MC asks the board if there will be a written report.
The board explains that there is a long power point and in some of the slides there are links so for the board this is a compromise.

The MC expresses they would like to have the report written for internal reporting.

UNSS asks what is currently happening with SSSU and #Ecofighters.

The board replies that the projects had to be changed due to Covid. For #Ecofighters there is a possibility of having a winter school and OBESSU is in touch with the EYF. Related to Stronger, there were meant to be events which will not take place and OBESSU will have to see what happens with the project. Stronger has been adapted to the Corona situation (online tools support). It is all explained in the report.

The chair asks the delegates to speak slowly, briefly, and clearly. If there are more questions about SSSU the chair advises to contact dasa@obessu.org and regarding #Ecofighters dragana@obessu.org The chair closes the speaking list.

13. Discussion corners on Workplan 2021-2023

The discussion corners happened in breakout rooms on zoom, and therefore there are no detailed minutes.

Roll call: AKS, ASuBiH, BSK, CANAE, CEF, CNE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, KYC, LH, LMS, MAKOSZ, NSoA, OSKU, RSM, SAKKI, SIF, SLL, SUS, SVB, TOS, UDS, UEM, UNEL, UNL, UNSS, USO

14. Report of the Monitoring Committee

The chair invites the Monitoring Committee (MC) to present their report.

The MC explains what their role in OBESSU is. The MC submitted a written report. The MC wants to highlight the positive things such as the workplan, development strategy etc. The MC commends the board and the secretariat for continuing work during COVID-19.

The MC points out areas which could be improved, such as more information to the PoT and to the working groups; the board mandate comes first; the board should not depend on the secretariat.

The MC also evaluates their structure – they find it challenging to remain active and there should be a discussion about how to link the work of the MC closer to the SG.

One of the roles of the MC is to review financial situation of the organisation which was not possible earlier this year due to COVID. Joanna from the MC would be available to do so in August if needed and send the report to the members, so the future MC does not have to take care of 2 years of reporting.

The chair thanks for the MC and opens the floor for questions. The board has left the main room so the questions are taken without them present.
UNEL thanks the MC for the report and asks about the internal report to the board and how did the board react to it.

The MC replies that the relationship between the MC and the board – MC and the board does not always agree on everything, but constructive comments were taken on board, but improvements could be made. There needs to be work done on how things are communicated out.

The MC answers that in the previous years, the board had to fill in a document after attending events, about what they said or who they met to keep information in the organisation. The MC and Board reports mentioned that this internal reporting is maybe not the right system for the organisation and it was highlighted in the report since the MC thinks there is a lack of reporting.

LMS ask what the main difficulties or challenges as the MC members had whilst working with other OBESSU Bodies. LMS asks what could be changed.

The MC replies that there were challenges that remained from the previous MC such as lack of accountability and lack of institutionalised role of the MC and so the MC feels there is not enough of a push to take ownership of the role and it really depends on individuals if the work will get done or not. There is also no clear role apart from the statutes so the MC every year decides what they do, and this MC wanted to change it but it did not happen because it is not clear what the MC should monitor and evaluate.

Regarding, the lack of institutionalised role there is a no clear role apart from the statutes so it depends on people each year what they want to do. This MC wanted to change it all, but this was not the reality.

UNEL says that the report mentions that some board members work more than others, and UNEL would like to ask for clarification without shaming anyone. UNEL also says it is difficult for people to understand what the MC is doing so UNEL asks what the MC needs are.

The MC replies that regarding the workload it depends on the board member if they write it in the shared document so the MC relies on the data as some people report more than others so also it might not reflect the actual workload. It can also be related to their personal situation, portfolio’s they have in the board etc.

FSS says that only 8 organisations answered the survey and asks if the MC thinks that the answers are representative of the membership.

The MC replies that they think that the happiest organisations are happy to answer the survey. It is good to see that people are happy but seeing so few organisations reply also says something. OBESSU has a good vibe and spirit and people are happy to be there but the question is how the things are made, prepared and what is going in the background and if things are balanced. With the new board elected there could be a change on how workload is being balanced. The MC thinks there were very few responses to give a clear answer.

ISSU asks if there is anything that the membership can do to improve the work of OBESSU.
The MC answers that the most important thing is that the members take ownership of the platform and there needs to be a link created between the membership since membership is OBESSU. When the members are asked to give input, e.g. to questionnaires, the members should take time and answer them.

UNEL asks if this discussion is recorded, who will it be available to.

Giuseppina replies that normally this is always in the minutes, the board is sent away for the comfort so everyone can ask freely.

AKS thanks the MC for the input to the membership. AKS wants to ask if this discussion is usually so long. AKS also wants to ask in which ways did the MC support the board this year.

The MC replies that it depends on a type of the event, but the MC thinks it is a healthy thing that the membership asks. The MC had a challenge of communicating with the board and sometimes the relationship can get challenging as well because of the feedback and it can become negative, both ways round. Instead of having a discussion it can turn a bit negative. The MC tried to give feedback when asked or possible, but MC can only react to what they know about.

The chair closes the speaking lists and welcomes the board back to the room.

15. Report of the WG on education funding

The chair asks for the report. Chloe from the Working Group presents it.

Chloe explains that the WG was set up in February and the group was supposed to meet which could not happen. The plan was to analyse quality of education funding from the student perspective. The WG has 4 members (Antonia CNE, Alexandra AKS, Chloe ISSU and Benjamin SLL). Chloe presents plans of the WG which are:

- Compile research and information on the status quo of education funding in Europe;
- Explore the possibility of a specific evidence-based policy paper on the topic;
- Connect the topic of quality of education funding to other explored topics (e.g. quality of assessment and quality of teaching);
- Organise a panel discussion at the European Youth Event to be held in Strasbourg, France;
- Support the Board in advocating for quality education funding.

Because of COVID-19, the plan of the working group has changed:

- The working group will continue working with the main aims specified
- The working group is looking at organising a campaign on Education Funding on the 17th of November (International Students Day) Possibly organising a panel / event in January
The working group is currently working on qualitative and quantitative studies and will hope to publish the research later in the year. The WG will work with multiple countries to produce a study and will use concrete indicators. There is no concrete policy paper yet but the group is working on it. Lucija says that it can be demotivating to work if Corona ruins your plants but she wants to thank all members for their work.

The chair opens the floor for discussion.

UDS wants to say that they appreciated that this research is happening, for example, Italy needs this data. UDS thinks it would be interesting to explain this on how austerity measures impacted it and what is happening with the impact of corona as there are cuts.

Giuseppina replies that with the new Stronger programme there will be a research on the impact of Covid-19 on education funding and OBESSU will be hiring a person to carry out the research. OBESSU expects to have such report in the next year. Rute will be leading the research.

RSM says that it seems there is a lot of data gathering but is there an action plan on what the WG would do after.

Chloe responds that there is a plan for a campaign linked to the 17th November.

The chair closes the floor and thanks the WG for the report.

16. Membership application

The chair explains that there are 2 organisations that the Board decided to admit as Candidate Organisations: BSK from Germany and TOS from Turkey.

The chair then gives the floor to BSK and TOS to have a 3 min presentation and then opens the floor for Q&A.

The chair and the board explain that BSK had to leave because we are delayed and therefore Lucija from the board will present BSK.

What BSK does:
  * (influence) education policy
  * exchange of experience
  * representing common concerns
  * contact with the relevant authorities, institutions and associations

Lucija also explains the structure of BSK and that they represent nearly 7 million students from 13 states.
The chair asks TOS to present the organisation.

Student Senate of Turkey was founded in 2018. Its main purpose is to defend students’ rights, to represent them, to organize activities and activities that will develop students. After the establishment of Senate, it organized a Educational Workshop which many students attended from 40 different schools all around the country. The Senate, which does not only focus on the education system, but also on technology, production and development of students in various subjects, has organized conferences and established academies in many fields. The Senate conducted many events across the country, worked with students and made them a report and made presentations on the students’ wishes to all political party representatives and officials in the country. Now, The Senate is organized in all the regions of the country and it is the only school student organisation in the Turkey.

The Senate is also an affiliate member of OBESSU since 2018 and it is the only Turkish organization in the OBESSU.

The chair opens the floor for questions.

CANAE thanks TOS for the presentation and CANAE says it is nice to see a new candidate. CANAE asks how big TOS is and how many students are represented directly and indirectly.

TOS replies that they are organised in 6 regions and they represent 6 million students and have 5000 volunteers.

SAKKI says it is nice to have representation across Europe. SAKKI found in statutes of TOS that the founding board has a lot of power and SAKKI would like to ask what the purpose is of concentrating all power in one place.

TOS replies that they are suggesting this to change with the new board and the founding board would be like a monitoring committee and they would give advice.

UNEL asks how democratic values are translated into the organisations and how is the board elected and how do people become members, for example students.

TOS replies that student clubs that are in schools have presidents, and they elect a provincial representative in the city, who represent the regional representative. They elect the board. It goes from schools, to city, then region and lastly the national level.

UNEL asks a clarifying question regarding the regions.

TOS has 27 city representatives who elect the board.

TOS is sent to the waiting room so members can discuss without.
The chair explains that there’s no vote on their admission unless members want to challenge the decision of the Board, in that case a $\frac{2}{3}$ majority is needed.

**CANAE** asks the board about contact with BSK, how long has it been between the first contact and application, and if they participated in any OBESSU events.

**The board** replies that BSK had an active contact with OBESSU since last autumn, they invited OBESSU to their event and also they came to OBESSU event, e.g. the PLA. BSK also came to Brussels and met with Pina and Dasa. Their application was sent in the spring, they also took part in webinars during Covid and there was regular contact.

**UNEL** asks which criteria TOS did not meet when they were affiliate and now they apply for candidate. They also mention that they do not have a budget and mention little about how they do their activities.

**The board** explains that TOS was just born and did not have national representation so the board decided affiliate would fit for that. When it comes to budget question there are many organisations in the room who have zero budget. UNEL thinks this should be discussed at the start so we know what the situation is.

**SAKKI** asks about the large role of the founding board and how does the board find it. It seems that the founding president has a bigger role than just advisory.

**The board** replies that this was also one of the concerns, when they were becoming affiliates. It is something the board follows up on TOS and this is a transition period where OBESSU can help them work on their values and on their organisation, there is a discussion going on this with TOS.

**FSS** asks what type of diversity these organisations would bring to OBESSU.

**The board** replies that having TOS in the platform means another non-EU organisations and that SVB provides only training to school students whilst BSK represents them as well.

**SIF** asks if BSK has collaborated with SVB.

**The board** asks Giuseppina to answer the question. Giuseppina says OBESSU cannot answer this question since we are not completely sure but there will be opportunities to answer.

**The board** explains that there is a different between becoming a candidate and member and that being a candidate is somewhat of a trial period.

There needs to be no vote on this and the chair asks to welcome the organisations into OBESSU by the delegates saying welcome int their own languages.

17. **Report of the Secretary General**
The Chair gives the floor to Giuseppina to present the secretariat report.

Giuseppina explains what the secretariat does and who is in the secretariat. She updates the GA on what the secretariat has been working on since the last GA:

- Event coordination
- Recruiting new talents for our Secretariat!
- Internal restructuring
- Moved to a bigger office
- Project management and fundraising
- Policy and advocacy strategy and monitoring
- Covid-19 mitigation plan: online events, trainings and making sure that funding is stable over the next year
- Process standardisation: As the organisation grows, more standard processes are required!

Therefore the Secretariat is creating:
- Archiving procedures
- More standardised HR policies and practices
- Safeguarding policy with a comprehensive risk mitigation policy
- Backup storage
- Online working procedures and guidelines

Giuseppina also explains how did the work of the secretariat change due to Covid-19 restrictions:
- Activities moved online – lots of screen time!
- Work remotely affect the team sometimes, but we tried to keep spirits up with weekly contests and some fun activities
- Full time employees are on temporary unemployment (1 day/week) for financial reasons and because of more manageable workload
- Workload did not decrease for everyone
- Lots of work was directed to responding in terms of policy, capacity building and financial support to respond to Covid-19 (e.g. Stronger, joint reaction etc)
- More time for strategic discussions – the Secretariat is not organising a Strategic Matrix on 3 areas: strategic management and finances, programmes and projects and communications and advocacy

The chair opens the floor for questions.

CANAE thanks the secretariat for their amazing work. CANAE wants to ask how the new staff would be recruited, through which programme. CANAE also wants to ask if this amount of staff is sufficient and how is the workload.

Giuseppina replies that it is nice to hear that the secretariat is doing a good job because it is a fuel for the secretariat. Eleonora will be with OBESSU for a year and for now OBESSI is not looking for more volunteers. The researcher position will be open through Stronger with a Belgian contract and before OBESSU gets new volunteers OBESSU will want to evaluate with Eleonora how her volunteer time went. The workload is more balanced now but sometimes there is a lot of frustration because
sometimes the secretariat does not get answers and then the work cannot be done, or irrelevant work is being done.

Rute and Dasa say that the workload depends and everything is okay considering the situation. Eleonora started online; workload is okay but would be better to be in the office. Dragana says she agrees with colleagues and it depends on periods and it balances itself out. It also depends on partnerships, projects, deadlines etc. Overall, Dragana is very happy with her workload.

MC wants to thank the secretariat for their passion and workout throughout the year, not only through the report but daily conversations and OBESSU is very lucky to have such great employees who are both professional and funny.

18. Discussion corner on the Development Strategy

The board discussed the Development strategy diving the delegates in smaller groups. There are no minutes from the discussion, the board took notes which are taken into consideration.

19. Report from the Pool of Trainers

The chair asks for a report from the PoT. Adrian thanks the PoT for volunteering and being a part of the structure. Adrian explains that given the current situation, they could not do as much as planned and he encourages the membership to contact the PoT in case they need any help.

20. Updates on the Advocacy Strategy

The chair asks for updates on the advocacy strategy. Adrian from the Board presents the main goals from the strategy which are the foundation of the strategy.
The board also explains that there will be online series on advocacy as well as consultations and a training course for international officers.

The chair opens the floor for questions. There are no questions.

21. Closing of day 1 and announcements

The Chair thanks the delegates and the board thanks Brendan for chairing.

Technical information are given to the delegates:

- The GA starts at 11 CEST. The room opens at 10:30 CEST.
- Delegates and extra delegates should come.
- Tomorrow there will be elections so we need to be precise with delegates and no changes will be allowed if not communicated in advance.
- Tomorrow, the chair will be Aleksandra Maldziski.
Day 2, 31st July 2020

Opening of the day 2

Edvardas presents Aleksandra, the Chair for the day. Aleksandra asks the secretariat to recap the rules for the day.

Giuseppina goes through the power point and presents the rules and technicalities.

The chair recaps the agenda before the roll call. Different documents and proposals will be discussed and in the afternoon, elections will take place.

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

There is quorum in the room.

22. Discussion and vote on the workplan

The chair asks the board to present the workplan proposal. The board says that the workplan is a document made for 3 years and it was made in different steps including the membership. It is broad in terms and it focuses around priorities and it does not specify them for each year individually. The board presents the priorities which are highlighted in the document.

The chair opens the floor for questions and comments and asks to keep these to maximum 2 minutes.

CNE appreciates that the workplan is well structured and that things such as SDGs are included and CNE wants to ask if there are any strategic objectives on how the workplan can be implemented considering challenges brough on by Covid 19.

The board replies that it is not always possible to forecast everything and that is why we have the implementation plan and OBESSU will see how to switch the activities and implementation plan is yearly.

The chair closes the floor and asks for the vote.

Roll call AKS, ASuBiH (not present), BSK, CANAE (not present), CEF, CNE, CSU, DGS (not present), DOS, EEO, ESCU (not present), FSS, ISSU, KYC (not present), LH (not present), LMS, MAKOSZ, NSoA (not present), OSKU, RSM, SAKKI, SIF, SLL, SUS, SVB, TOS, UDS, UEM, UNEL, UNL (not present), UNSS, USO (not present)
The quorum is 10.

The Chairperson calls the vote on the Workplan

**Proceed to vote:**
- In favour: 17
- Against: 1
- Abstentions: 0

**The workplan has been approved**

**Proposal by the OBESSU Board for:**

**Work-plan 2021-2023**

The Work-plan is a document through which OBESSU commits to working on a number of topics and domains for a three year period, namely 2021, 2022 and 2023. The Work-plan represents the guiding document for the Membership, the Board and the Secretariat in the conceptualisation and implementation of specific activities. The document is intentionally broad in its scope and does not explore direct activities and structures to be put in place, as these are foreseen by a yearly implementation plan proposed by the Board in consultation with the Members and in agreement with policy priorities on the European level.

The 2021-2023 Work-plan differs from its predecessor in one way: it does not indicate overarching topics and yearly priorities, rather it indicates 3 main areas of focus and 2 strategic objectives, allowing for a more long-term orientation and a better focus on the current challenges of education in Europe and globally. Moreover, the work-plan is interconnected with:

- The OBESSU Political Platform
- The OBESSU Development Strategy 2020-2024, and is informed by the strategic priorities to implement them
- The political environment we operate in, as the Work-plan is not set in stone and should be flexible and adaptable to the new developments we will witness in the upcoming years.
The process of creation of the Work-plan started before the OBESSU Council of Members in 2019, when an online consultation was launched among members. A consultation face-to-face later followed at the COMEM, when Members could further contribute on their expectations and the topics they felt more relevant. This was the main reason for a change to 3 overarching topics, as the majority of Member, Candidate and Affiliate Organisations expressed the need to have longer time to work on the issues and explore them more in depth, with different approaches and from different angles and in better accordance with the national realities.

This work-plan therefore defines 3 thematic clusters:

1) Education reforms and funding
2) Learning for the 21st century
3) Sustainable development

These 3 clusters will be looked at mainly through 2 lenses, that of membership & capacity building and that of advocacy. This will mean that for each of these clusters, over the three years we will look at both capacity building and advocacy actions, rebalancing the amount of events and capacity building for members and advocacy actions and to keep a sustainable focus on both elements. The work on organisational development and capacity, both for OBESSU and its members, will remain at the centre of the work of OBESSU and will be overarching and transversal.

**Education reforms and funding**

Europe is very diverse in terms of education systems and learning ecosystems. The relevance and prioritisation of educational reforms, adequate funding and school student participation in decision-making is also very different from country to country: we lack coordinated action and mission. As OBESSU, we want to see education systems which allow for equal access, provide quality education and needed skills for life and lifelong learning. For this to be possible, Europe needs healthy, safe and innovative learning ecosystems, and the only way to build these is through real participation, co-decision mechanisms and democracy, as well as through adequate sustainable funding. Our political platform and our policy papers give us clear directions on what school students in Europe need, and our aim for 2021-2023 is to carry out first hand lobbying and advocacy actions towards European decision makers and European spaces, while also ensuring capacity building and coordination for our members. We will do this through peer learning, sharing best practices, tools and methods, as well as meeting partners and decision-makers.

More specifically, in the years 2021-2023 we want to:
- Put school students at the core of any discussion on long-lasting sustainable educational reform

- Explore the current realities of educational reforms and funding in Europe and more globally through our partnerships

- Foster a space for cooperation among OBESSU members in order to create impactful policies to be addressed at policy makers at national and transnational level

- Understand the impact of education funding on wider education policies, including school evaluation, professional development for teachers and investments in VET and general education

- Advocate for student organisations to be properly financed, in order for them to be able to be strong voices for the student constituency nationally and have the capacity to propose and enact change at all levels

- Build the capacities of the OBESSU Membership for them to have a stronger advocacy on these matters

- Research and better understand student mobilisations and campaigning, in order for members to be able to learn mutually and share change-making practices.

Learning for 21st century

The globally interconnected world we live in demands a lot in terms of flexibility and adaptability. As mentioned in the Council Recommendation of 22 May 2018 on key competences[1] for lifelong learning: “Everyone has the right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable them to participate fully in society and manage successful transitions in the labour market.”[2] While we believe it is necessary to be able to respond to such a fast-paced environment, we also believe that skills, knowledge and attitudes that education helps us to develop need to be for life in general, and not only for work.

European countries need to invest in learning for the 21st centuries beyond words and promises. Inequalities are well visible all over the continent, specifically when it comes to basic literacy, access to education and to technologies, which is unacceptable at times where learning and working remotely and online becomes a reality for everyone. This is why, our aim for the 2021-2023 work-plan is to explore in depth the different key competences, from literacy and numeracy to multilingualism, from digital and media competences, to STEM and citizenship education, from economic and entrepreneurial to intercultural, social and personal competences as well as physical and mental health competences, and how to make sure that these competences are equally accessible to all school-students and youth.
More specifically, in the years 2021-2023 we want to:

- Ensure that school students have a say in defining what needs to be taught, and in what way
- Advocate actors at all levels to raise awareness on the transversal and interconnected nature of key competences
- Work to build capacities among our members to have the knowledge about the skills needed as well as the understanding of how to advocate for it
- Lobby the European and national level for direct means of funding towards these themes
- Work to guarantee that education remains a safe, cultural and social space for the individual and the collectivity, and not only a tool for labour-specific skills development
- Ensure that a rights-based approach is kept in key competences education and that all forms of education are considered relevant and valuable.

**Sustainable development**

We are at a turning point globally: it is imperative to fight climate change, poverty, social exclusion and strive for inclusion, education for all, peace and social justice. The Sustainable Development Goals[3] adopted by the United Nations, in agreement by Member States, mark certain milestones in this direction and set targets to be achieved by 2030. Our role, as school students in Europe is to be an active participant in the fight for inclusion in decision-making on the future of our societies and our planet, and we consider the pace at which the SDGs are being achieved to be worryingly slow. As school students we are not only the future, we are the present and we want to play a strong role in it at all levels. At local level and national level through our Membership, at European level with our work and at global level with the work we do with the Global Students Forum, and global partner organisations such as 100Million.

Our role as student organisations is to empower each school student to be able to critically assess their needs and act in their community as a changemaker. Our work between 2021 and 2023 will aim at fostering solidarity in Europe and globally, to ensure that sustainable development becomes a reality also in Europe, where decision-makers usually blindly think no improvement is needed.

More specifically, in the years 2021-2023 we want to:

- Promote school student voices at the tables where decisions are made, in order to realise the goals set and create, and maintain a sustainable direction in national and international policy making
- Work to ensure that all our membership has the awareness and the capacity to advocate for their seat at the table and for sustainable development in their countries and regions

- Work with fellow students and organisations globally to make sure that global solidarity is a real practice and that our voices are jointly heard in global fora like the UN, the ECOSOC and SDG fora

- Continue working tirelessly in supporting environmental justice movements and student organising for the future of our planet, also through engagement around SDGs on the topic

- Engage in the promotion of SDGs, specifically SDG4 on quality education, but with the wider understanding that this cannot be realised without intensive work on other SDGs striving for gender equality, eradication of poverty, decent work, reduced inequality and so on

- Advocate for the mainstreaming of Sustainable Development Goals into European and national policy-making.

- Monitor the implementation of SDGs from the school student perspective and in cooperation with our constituency and our partners.

**Implementation technicalities**

As the Work-Plan defines the thematic annual priorities per cluster, but not particular formats through which implementation of each topic will be done, every year the Board - in coordination with the Secretariat - will propose an Annual Implementation Plan, outlining a clear strategy on how to approach a particular topic.

Possible formats of implementation are listed in the following section of this work-plan - they are based on previous practice of OBESSU. The Implementation Plan will be sent to the Membership pre-COMEM of the year preceding the implementation year (i.e. pre COMEM 2020 for activities in 2021). It will be open for amendments in the usual procedure (see Statutes of OBESSU).

This approach will facilitate a more realistic planning of activities implementation in priority areas, as it will allow OBESSU to:

- align easier with funding opportunities;
- plan for long-term projects and initiatives;
- build joint initiatives with other stakeholders.
Possible formats of implementation

The work plan priorities can be implemented annually through diverse means. Depending on the agreed purpose and target audience, as well expected results, following formats will be used.

Policy Events

- **Convention** - a gathering of school students representatives aiming to explore a particular topic from European school students perspective, and formulate a set of policy recommendations that can be used in OBESSU advocacy work. Ideally, a convention has elements of so called “structured dialogue”, with presence of decision or policy makers, and an open debate.

- **Seminar** - a gathering of school students (and other participants) with expertise in particular topic, aimed at exchanging good practices and using them to build policy recommendations.

- **Research** - including both desk research, as well as gathering evidence through surveys and interviews with OBESSU Membership and individual school students.

Capacity building

- **Training course** - an event, usually between 3-6 days of duration, gathering school student representatives, with clear learning objectives and focused on developing participants’ competences in certain area / topic.

- **Study session** - international youth event lasting between 4 and 8 days which bring together members of youth organisations or networks and experts for discussions on a specific subject leading to conclusions relevant to the priorities and programmes of the Council of Europe Youth sector; they are organised in co-operation with youth organisations and networks, and are hosted by one of the European Youth Centres in Strasbourg and Budapest.

- **Summer school** - an event, usually of approx. 1 week of duration, organised during the summer, exploring a particular topic with a variety of active methods.

- **Online activities** - diverse capacity building activities that can be delivered with the use of ICT (i.e. webinars, e-learning courses etc).

- **Peer learning activity** - an event during which members start from their own practices and exchange good practices.

Advocacy

- **Internal advocacy and policy development** - includes gathering input from OBESSU membership (through surveys or dedicated events, like conventions), formulating policy statements and using them through advocacy campaigns internally with working groups and within the board, as well as External Representations.
- Participation in external structures and events - working in cooperation with relevant stakeholder in the sector (i.e. European Youth Forum, Lifelong Learning Platform, other organisations with similar agendas), to benefit from possible synergies. This format can include membership in working groups, joint statements, campaigns or participation in one-off events.

- Public discussion organised by OBESSU with influencing stakeholders as guests, such as institutional and elected representatives

Campaigns

- Advocacy campaign - targeting mainly policy and decision makers, with a purpose of achieving a concrete policy claim of OBESSU.

- Awareness raising campaign - targeting a broader audience, with a purpose of making an issue visible and gathering public support for it.

- Projects (ad hoc) - complex, long term initiatives, that use diverse formats of activities, and build towards a general objective.

Internal / structural formats

- General Assembly and Council of Members

- Working Groups

- Study visits and tailored trainings

- Other membership services

The Board and the Secretariat can also add to the Implementation Plan long-term projects as well as more structural work, including the work done with the Pool of Trainers, the Global Students Forum and the European Apprentices Network.

[1] As defined in the Council Recommendation: “[Key] competences are defined as a combination of knowledge, skills and attitudes, where: d. knowledge is composed of the facts and figures, concepts, ideas and theories which are already established and support the understanding of a certain area or subject; e. skills are defined as the ability and capacity to carry out processes and use the existing knowledge to achieve results; f. attitudes describe the disposition and mind-sets to act or react to ideas, persons or situations.”

[2] COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning

23. Amendments to the Political platform

The Chairperson explains that we will vote on the amendment and then we will vote on the whole PP in case the amendment is approved.

The chair asks UNEL to present their amendment.

UNEL says they think that traditional and digital learning remains used in a well-balanced way and complement each other without substituting one another completely. During the covid-19 crisis, everyone that had remote classes experienced the positive and negatives aspects of full digital classes. For many reasons (inclusion, accessibility, social interaction) it is important to assure a well-balanced use of digital tools.

The chair asks RSM to present their amendment to the amendment and then the chair will open the discussion.

RSM says they decided to propose this amendment because in most of the countries experiencing the pandemic, digital learning was not guaranteed to the public school system, so to access education there needs to be big investment in public school system to avoid privatisation of digital learning platforms.

The chair opens the floor for questions and comments.

UNEL asks RSM about the amendment to the amendment that if it was to change the point or add the point, and what is the difference between their amendment and already existing point in the political platform. UNEL feels like RSM is making a fair point but it does not go together with their amendment.

CNE says that digitalising schools in an equal way is important to talk about. CNE thinks that we should consider adding to the amendment attribution for local authorities because it is in their duty to administer school and they should invest in not only buying equipment (useless without internet connection). In line with developing lifelong learning, we should consider problem of professional development of educators as well, since they cannot provide digital education.

UDS supports the amendment of the UNEL as well as RSM because they think it these years it is important not to substitute online learning with normal education but it is important to make education advance and mix it with digital tools and instruments. UDS supports the amendment to the amendment because the first reason is accessibility and equality. The amendment talks about public platform for online learning, UDS was using private platforms during these times and this means that these private companies make rules and decide in which ways students will learn. Education is a public issue, and it should be ruled and controlled by public sector and not public. Access to internet should be a human right for everybody.

RSM

The board says that the board supports content from both amendments but when it comes to the amendment of RSM would fit better in a policy paper.
UNEL wants to make it clear that their amendment was meant to say which relation traditional and digital should have whilst the RSM amendment talks about different things and make two separate points. UNEL thinks it is unfortunate to amend their amendment because their point would be lost. UNEL agrees with the board that it would be important to have a separate document or point on it.

The chair closes the speaking list.

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

The chair calls on the vote to the amendment to the amendment. The chair asks the ballot committee for the votes

Proceed to vote on the amendment to the amendment:
In favour: 12
Against: 2
Abstentions: 4

The amendment to the amendment has been approved

The chair calls on a vote to the amended amendment.

Proceed to vote:
In favour: 15
Against: 2
Abstentions: 1

The amendment has been approved.

The chair asks on a vote to approve the whole platform as a whole.
There was no active opposition, and the Political Platform has been adopted.
Supporting Organisation(s) | RSM
---|---
Document amended | □ Statutes □ Internal Regulations □ Work Plan 2015-2017 X Political Platform □ Other, specify...
Line(s) | Amendment proposal to the UNEL’s amendment on the Political Platform (lines 624-625)
Amendment | ADD: Therefore, a public online learning platform should be a key tool - together with a widespread IT tools supply - for the Ministries of Education to guarantee every student’s right of access to education.
After “completely.”/ Before: "Apprenticeships"
Rationale | During the pandemic, students from many parts of Europe due to the disparities suffered the impossibility to participate in their remote lessons. Digital learning needs to be totally guaranteed by the public school system, materially and theoretically, in order to assure access to the right to education to all. The lack of investments in the public school system leads to a privatization of the digital learning platforms, which jeopardises the authentic public nature of education.

Amendment 1

The Chairperson invites the organisation to present their amendment.

Supporting Organisation(s) | UNEL
---|---
Document amended | o Statutes o Internal Regulations o Work Plan 2015-2017 XPOLitical Platform o Other, specify...
Amendment

ADD: “That traditional and digital learning remains used in a well-balanced way and complement each other without substituting one another completely.”

After: “… courses.” Before: “Apprenticeships…”

Rationale

During the covid-19 crisis, everyone that had remote classes experienced the positive and negative aspects of full digital classes. For many reasons (inclusion, accessibility, social interaction) it is important to assure a well-balanced use of digital tools.

24. Internal communications

The chair invites Dasa, the Membership and Capacity Building Officer to run a short survey on communications to understand how the membership prefers to communicate with OBESSU. Answers will be analysed by the secretariat and the results will be communicated to the board. In general, the membership prefers email as a communication tool.

25. Updates on Global Students Forum

The board explains the goal of GSF. After years of cooperation and events we managed to create this structure for a global solidarity and gather the students’ global position. 2 EU platforms, Africa Commonwealth, USA, Latin America, so people from all continents are represented. Giuseppe says he is happy to be selected as the board member to be working in the steering board of this new platform. The GSF wants to connect with all students, university students from all over the world. There will be working groups and other structures where OBESSU members can join.

The chair opens the floor for discussion and asks for a timer.

UNEL says they think this is incredible and they are happy that this is being developed. UNEL wants to ask how member organisations (UNEL is also a member of ESU) can help.

RSM says they think this is incredible that a global forum is being formed and RSM wants to ask if there is an office and what can members of OBESSU do not only to support but also to participate democratically to the forum.
FSS asks where the global forum is registered and how are OBESSU member going to keep informed since Giuseppe’s mandate is ending.

The board replies that there was never an independent Global Platform and it is important to understand how to democratically involve the members. GSF will open the office in Brussels together with Education International. The idea is to base the secretariat in the EU, while members will be from all over the world. Regarding the participation of the Student Unions, it will depend on the system we will create. We have 2 years to create it. It is important to gather people to work on the policy and advocacy level. After the mandate is over, we will ask you to participate in the effort and organizing. There will be working groups and it is important that OBESSU members are represented and they actively participate.

The Chair closes the speaking list. The chair announces lunch break and reminds the delegates to be back at 1:45.

26. Discussion and vote on development strategy

The chair welcomes people back from the lunch break. The chair calls for the roll call.
Roll call: AKS, ASuBiH (not present), BSK, CANAE, CEF, CNE, CSU, DGS (not present), DOS, EEO, ESCU (not present), FSS, ISSU, KYC (not present), LH (not present), LMS, MAKOSZ, NSoA (not present), OSKU, RSM, SAKKI, SIF (not present), SLL, SUS, SVB (not present), TOS (not present), UDS, UEM (not present), UNEL, UNL (not present), UNSS, USO (not present)

The chair invites the board to present the proposal.

The board presents the strategy. The process started during the COMEM where the membership was consulted and moreover the MC was involved in the creation. The 4 goals of the development strategy are
- OBESSU influences change in Europe and the world
- OBESSU is owned by well-functioning school student unions
- OBESSU is considered a relevant, representative stakeholder
- OBESSU has a strong and stable organisation

The strategy highlights the how these goals should be achieved. The chair opens the floor for discussion.

UNSS says that they think that the development strategy is brilliant compared to the previous one. UNSS wants to know how it will be evaluated, at the end or throughout.

SAKKI wants to ask if the MC would follow through in some form and would be involved in the discussion and what would be their role.

UNEL thanks for the strategy because they understand it is a complicated process. UNEL wants to ask about indicators cos they are mostly quantifiable so UNEL wants to ask if there are any indicators to also evaluate quality of work.
CNE wants to ask about the goal number 3. CNE wants to ask if there could be an indicator about international press agencies, for example in the past months, OBESSU had many reactions and CNE thinks these could be spread out and be published in international journals or also nationally shared by the members.

The board replies that quantifiable indicators should make evaluation easier. There are not only numbers but also lists of, so there is also some content. They are also related to feedback received from participants/members. If there are any thoughts on how the board report could, the board is always happy to hear. The board will come back to members on how often it will be evaluated. Board report will correlate to this so everyone should be able to follow.

When it comes to visibility of OBESSU in international press, it is something OBESSU has been thinking about, one big problem is that there is a not a lot of international press that writes about education, but visibility is something that should and will be measured.

The chair proposes to close the speaking list. There is no active opposition and so the chair asks if someone wants to be added to the speaking list. The chair closes the speaking list and ask the last people to speak.

The MC welcomes that indicators are clear for this strategy and it is a positive step and allows for a closer collaboration between the MC and the board.

The chair proceeds to the vote and asks the Giuseppina to launch the vote.

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

Proposal by the OBESSU Board for:

Development Strategy 2020-2024

Background

What is Development Strategy?

The Development Strategy is a document that outlines the long term goals of how OBESSU as an organisation will work and develop in different fields. The Development Strategy 2020-2024 has been created by the Membership, Board, Secretariat and Monitoring Committee of OBESSU, with the strong vision and mission stated in the statutes and political platform of the organisation. The Development
Strategy is meant to be a steering tool of the organisation, and is adapted to the changes in the organisation and the climate it works in.

How was it made?

The Membership have shared their thoughts for the future of OBESSU during the General Assembly 2019. From these thoughts, the Board has defined areas of development, more precisely stated in this document. During the Council of Members 2019, the Members then have addressed their goals from the angle of the areas of development. From all of these goals, the Board has summed up the four goals stated in this document. The Board has then defined the measures, for each area of development that, are needed to be taken in order to achieve each of the four goals. The Monitoring Committee has defined the indicators to measure success for each measure. The Secretariat has supported the process and given expertise through all parts of the process. The Members have had the chance to comment on the development strategy before the Board proposed it to the General Assembly 2020. During the General Assembly, the Members will be able to make amendments to the development strategy before finally adopting it as the guiding document for the upcoming years.

How is it used?

For the Members, the development of the goals in this document puts the strategic steering of the organisation into the hands of its Members and gives a clear overview of where the Members have decided to take the organisation during the upcoming years. It is also a tool to follow up progress and keep the Board accountable. The Board, Secretariat and Monitoring Committee of OBESSU will use the development strategy to steer strategic decision-making and follow up on progress. For the Board and Secretariat, the development strategy is a point of reference for decision-making. It outlines the priorities and can be used to guide strategic steering of the organisation. For the Monitoring Committee, the Development Strategy outlines the specific goals that need to be followed up on, and provide concrete tools, indicators, to do so. The information is gathered annually in order to be transferred to the next board and monitoring committee.

Our Vision

At OBESSU’s core, we believe that education is fundamental and therefore human right. OBESSU wants to see a future where

- students are recognised as equal partners in all decision-making processes not only within the school, but also in politics and civil society wherever decisions affecting school-life and youth are made
- structures and bodies supporting active students’ participation are established and fully supported in every school
- high-quality education, which also focuses on combating intolerance through fostering: mutual understanding, respect and solidarity is accessible to all students
- teachers are trained in supporting students’ initiatives and students’ participation;
- the curricula is expanded in order to encourage students to more actively participate in affairs related not only to their school but also to activities within the community and political arena.
there's no space for discrimination and exclusion based on background or person, such as social class, sex, gender, ethnicity or nationality, and where every young person has the same opportunities and rights

the Declaration of School Student Rights is adopted and implemented into legislation

Our Mission

OBESSU’s mission is to

- represent the school students as stakeholders of their educational systems, and in issues concerning their lives;
- provide the national school student unions with assistance and support and to co-operate for the development of school student representative structures;
- encourage and enable the exchange of experience and good practice among the national school students unions;
- promote equal access to education and to strive for the end of all discrimination and injustice within the educational systems;
- contribute to the development of democratic educational systems in Europe, that promote active citizenship in all forms;
- promote solidarity and understanding between young people.

Goals

In order to live up to our mission, and through that achieve the vision of the organisation, certain areas need to be developed during the next few years. For the strategic period of 2020-2024, OBESSU had defined the following core goals, measures to take and indicators for success. In the year 2024,

- OBESSU influences change in Europe and the world
- OBESSU is owned by well-functioning school student unions
- OBESSU is considered a relevant, representative stakeholder
- OBESSU has a strong and stable organisation

Areas of development

For each goal, the measures are categorized by area of development, and for the years 2020-2024, the following areas of development have been defined;

- Measures regarding advocacy
- Measures regarding quality assurance of activities
- Measures regarding governance, finances and management
- Measures regarding the global level

In each of these areas, the development strategy foresees measures regarding:

- Advocacy (in green)
- Quality assurance of activities (in blue)
- Governance, finances and management (in yellow)
Goal 1. OBESSU influences change in Europe and the world

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<thead>
<tr>
<th>Measures regarding advocacy</th>
<th>Indicators</th>
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| Shifting the core of OBESSU events towards advocacy, so that participants will be equipped with tools and resources for their national work, as well as giving more space to create and develop the advocacy of OBESSU on the european level | • Number and list of sessions on policy research and writing skills  
• Number and list of sessions about applying policy to advocacy at different levels  
• Number and list of sessions to investigate the relevant European policy areas to shape the direction of OBESSU advocacy by the voice of MOs at events.  
• Amount and list of correlating topics between MOs and OBESSU's advocacy |

Establishing and maintaining an adaptable advocacy strategy that outlines the current focuses for advocacy as well as the stakeholders to reach and measures to take to achieve these

Actively focusing on a select few topics with clear and accurate

• Amount of training on advocacy strategy for boards and working groups  
• The follow up on partial advocacy goals  
• Amount of stakeholders reached and summary of their relevance

• Amount of advocacy
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<th>Measures regarding quality assurance of activities</th>
<th>Indicators</th>
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| Shifting focus from capacity building trainings towards more advocacy-based and policy-building events | - Amount of advocacy related sessions in events combined  
- List of policy outputs from events | |
| Creating and maintaining tools and toolkits for MOs on techniques of advocacy, through exchange of good practices at different levels | - The increased amount and list of tools and toolkits available online for MOs  
- Number of sessions in events that allow exchange of practices | |

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<th>Measures regarding governance, finances and management</th>
<th>Indicators</th>
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| Developing competences on grassroots outreach and share them with OBESSU Membership and partners | - Number and list of sessions on grassroots outreach and skills at events  
- Amount of OBESSU partners connected with MOs during events/communications with MOs. | |
| Maintaining working groups that represent OBESSU externally together with the Board | - Amount and list of established working groups in line with the work plan  
- Amount of working group meetings and list of outcomes for working group |
Increasing the Board’s focus on advocacy

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<th>Meetings</th>
<th>Indicators</th>
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<tr>
<td>- Amount of time given to discussing advocacy progress and plans at board meetings and list of topics discussed.</td>
<td></td>
</tr>
<tr>
<td>- Amount and list of advocacy activities, such as external representations (with reports), dialogue with stakeholders and focusing on advocacy updates and development at events.</td>
<td></td>
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</tbody>
</table>

### Measures regarding the global level

<table>
<thead>
<tr>
<th>Indicators</th>
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</thead>
<tbody>
<tr>
<td>- Amount of structured dialogue with stakeholders in other organisations around the world.</td>
<td></td>
</tr>
<tr>
<td>- Amount of ext reps, joint statements and structured dialogue related to global campaigns.</td>
<td></td>
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<tr>
<td>- Amount of meetings and events attended and similar communication related to decision making in global organisations.</td>
<td></td>
</tr>
</tbody>
</table>

#### Measures regarding the global level

| Building a global student forum for solidarity between organisations and learners in different areas of the globe |
| Building relationships with campaigns on access to education and fields related to our policy focus |
| Continuing supporting global organising (e.g. 100 Million Campaign) through active participation in their decision-making bodies |

**Goal 2. OBESSU is owned by well-functioning school-student’s unions**
<table>
<thead>
<tr>
<th>Measures regarding quality assurance of activities</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthening support for MOs with national concerns and building efficient organisations</td>
<td>● Amount of direct communication with individual MOs ● Progress/Existence of MOs internal documents (e.g. political platform, work &amp; implementation plan, development strategy)</td>
</tr>
<tr>
<td>Strengthening communication with the school-student community through new methods</td>
<td>● Amount and list of new methods used or tried out ● Amount of communication on an online membership platform</td>
</tr>
<tr>
<td>Facilitating smoother transition and handover for new IOs</td>
<td>● Notes on the annual evaluation of IO Handover Document and IO Handover processes</td>
</tr>
<tr>
<td>Tailoring events and activities to the needs of our MOs</td>
<td>● Reports on MOs responses to questionnaires</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures regarding governance, finances and management</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing interactive ways for MOs to follow OBESSUs work and shape the activities, through increasing everyday Secretariat communication with different representatives of MOs, and through increasing and streamlining the Board’s regular contact with MOs</td>
<td>● List of different communication platforms ● Amount of amendments to OBESSU’s documents (e.g. Work plans, policy papers) submitted by MOs</td>
</tr>
<tr>
<td>Explore possibilities of voluntary financial contributions between MOs coordinated by OBESSU through a solidarity fund to support organisations in situation of strong financial danger or instability</td>
<td>● A carried out consultation process with MOs ● Accounting for an appropriate governance structure around the fund</td>
</tr>
<tr>
<td>Maintaining actively engaged working groups consisting of</td>
<td>● Number of WG throughout</td>
</tr>
</tbody>
</table>
experts from the MOs

<table>
<thead>
<tr>
<th>the year</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Number of WG meetings per WG (Physical and online)</td>
</tr>
<tr>
<td>• Number of WG meetings in total</td>
</tr>
<tr>
<td>• Average of WG meetings per WG in comparison to last year’s average</td>
</tr>
<tr>
<td>• Number of WG members from MOs</td>
</tr>
<tr>
<td>• Number of different MOs engaged in WGs</td>
</tr>
</tbody>
</table>

Diversifying OBESSU’s funding also through exploring the possibility of increasing Annual Financial Contributions from our Member and Candidate Organisations and Affiliates as well as reviewing the participation fee mechanism

| • Proposed models at statutory meetings and summarized minutes from discussions |

<table>
<thead>
<tr>
<th>Measures regarding the global level</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancing the bilateral cooperation between national unions from different regions</td>
<td>• Amount of structured bilateral dialogue (meetings, events) between MOs</td>
</tr>
<tr>
<td>Connecting MOs with the global level</td>
<td>• Amount of communications from OBESSU to MOs, outlining global issues and work</td>
</tr>
<tr>
<td></td>
<td>• Amount of sessions/discussions about global level issues at events</td>
</tr>
<tr>
<td></td>
<td>• Extreps between the MOs and the global level (i.e. ext reps by others than board members)</td>
</tr>
</tbody>
</table>

Goal 3. OBESSU is considered a relevant, representative stakeholder
<table>
<thead>
<tr>
<th>Measures regarding advocacy</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| Continuously defining and liaising with partners and stakeholders that can contribute to achieving our policy goals | ● Number and list of projects done in cooperation with partners  
● Number and list of events done in cooperation with MEPs  
● Amount of and account for contact with all of the major stakeholders in the sector *  
*See appendix 1 |
| Being involved in and following up on the work of Committees, working-group, and other bodies of European and international institutions related to our policy goals | ● Working group applications submitted  
● Working group applications accepted  
● Number of Committee meetings attended  
● Number of CoE meeting attended (CDPPE)  
● Number of CoE & EU partnership meeting attended  
● Number of OECD meetings attended |
| Analyse, increase and develop ways to communicate towards stakeholders about the work of OBESSU and it’s Members | ● Number of MEPs contacted  
● Amount of meetings with stakeholders where OBESSU shared news and information about the work of OBESSU and it’s Members |
<table>
<thead>
<tr>
<th>Measures regarding quality assurance of activities</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making all activities inclusive for every school-student</td>
<td>• Number of surveys to assess inclusivity based on experience surveys before, during and after events</td>
</tr>
<tr>
<td></td>
<td>• Feedback from said surveys</td>
</tr>
<tr>
<td>Continuously lead projects and create publications that are proactive statements in the political discussion</td>
<td>• Number of policy development events</td>
</tr>
<tr>
<td></td>
<td>• Number of political publications</td>
</tr>
<tr>
<td></td>
<td>• Number of statements and reactions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures regarding governance, finances and management</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop ways to increase the Board’s presence in important networks</td>
<td>• List of most important networks and evaluation of presence in them</td>
</tr>
<tr>
<td>Develop the follow up structures for representation and advocacy</td>
<td>• Number and list of External representations</td>
</tr>
<tr>
<td></td>
<td>• Number of External representation reports</td>
</tr>
<tr>
<td>Continuously evaluate the work and representativity of MOs and support MOs in becoming more relevant and representative</td>
<td>• Evaluation of MOs representativity</td>
</tr>
<tr>
<td>Measures regarding the global level</td>
<td>Indicators</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| Keeping Europe and European school students fully represented in the global advocacy | ● Number of consultations with MOs regarding global topics  
 ● Number of OBESSU led global  
   ○ Campaigns  
   ○ Events  
   ○ Meetings |
| Being a key body in continuously developing the Global Student Forum with other regional platforms, unions and organisations representing students from schools and universities globally | ● Amount of GSF activities attended by OBESSU representatives  
 ● Amount of other GSF-related actions taken by OBESSU (joint statements, social media campaigns etc) |
| Fostering the participation of OBESSU in global policy events on matters concerning education and Youth Rights (e.g. SDG4, work of ECOSOC and the UN) | ● Number of global events attended  
 ● Number of interventions made at global events |

**Goal 4. OBESSU has a strong and stable organisation**

<table>
<thead>
<tr>
<th>Measures regarding advocacy</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investing in exploring new advocacy tools and methods</td>
<td>● List of tools and methods tried and used</td>
</tr>
<tr>
<td>Measures regarding governance, finances and management</td>
<td>Indicators</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Diversifying the nature of funding to decrease dependency on project grants</td>
<td>● The increased number of sources of funding</td>
</tr>
<tr>
<td>Achieving a reserve big enough to sustain itself in case of emergency</td>
<td>● The increase on the reserve</td>
</tr>
<tr>
<td>Exploring ways to strengthen the structure and leadership of the Board, as well as clarifying the role of the Board as the strategic and political leading body</td>
<td>● Outcome of board role consultations with the MOs</td>
</tr>
<tr>
<td>Exploring ways to make the Board position economically inclusive and accessible</td>
<td>● Result of continuous evaluations on the obstacles to become a board member</td>
</tr>
<tr>
<td>Clarifying the role of the secretary general as the manager of operations and develop the role of the Secretariat as the operating body</td>
<td>● List of measures taken</td>
</tr>
<tr>
<td></td>
<td>● Outcome of SG role consultations with the MOs</td>
</tr>
<tr>
<td></td>
<td>● Satisfaction survey outcomes between the secretariat and the board</td>
</tr>
</tbody>
</table>

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

The development strategy has been adopted.

27. Amendment to the statutes and to internal regulations

The chair reads the two amendment and asks the board to present the amendment. The board explains that since OBESSU didn’t issues before to organise in person meetings, the pandemic showed that this is not always the case, and this would allow OBESSU to have statutory meetings online. OBESSU does not want to replace in person meetings but to have a possibility, as explained, if not possible.
UNEL says that they agree with the amendments but wants to clarify if it is only due to a pandemic but if for example lack of finances would also be a reason for a digital meeting.

The board replies that the nature of this amendment is the pandemic, but if there was such a case obviously OBESSU would adjust and make it online, but at the moment the financial situation allows in person meetings.

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

The chair asks Giuseppina to launch the voting.

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

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

Both amendments have been approved.

<table>
<thead>
<tr>
<th>Supporting Organisation(s)</th>
<th>OBESSU Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Document amended</td>
<td>□ Statutes</td>
</tr>
<tr>
<td>Line</td>
<td>230</td>
</tr>
</tbody>
</table>
| Amendment                  | ADD a new bullet point after “simple majority”

"g) Statutory meetings, including General Assemblies, Extraordinary General Assemblies, Council of Members, Board Meetings and Meetings of the Monitoring Committee can be held online in case a physical meeting is deemed impossible to organise."
<table>
<thead>
<tr>
<th>Rationale</th>
<th>Up until now, we thought that it is vital for OBESSU Statutory meetings to be held physically. However, the recent events related to the pandemic have made the organisation of such meeting impossible, and our Statues and Internal Regulations did not foresee an alternative. This is why the Board and the Secretariat are putting forward an additional bullet-point that would make online statutory meetings possible but - and we cannot stress this enough - when the physical meetings are not allowed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Organisation(s)</td>
<td>OBESSU Board</td>
</tr>
<tr>
<td>Document amended</td>
<td>☐ Internal Regulations of the General Assembly</td>
</tr>
<tr>
<td>Line</td>
<td>240</td>
</tr>
<tr>
<td>Amendment</td>
<td>ADD a new article after Article 9:</td>
</tr>
</tbody>
</table>

“Article 10: Provisions for online statutory meetings

Statutory meetings held online are subject to these internal regulations and should entirely respect the procedures outlined above and should respect and adapt to ad-hoc laws where required by legislation. A technical document specifying the concrete application of the internal regulations and its practical implementation is to be sent out at least 10 days before a statutory meeting takes place and should be adapted to the needs of the statutory meeting and the platform used.” |
Rationale

Up until now, we thought that it is vital for OBESSU Statutory meetings to be held physically. However, the recent events related to the pandemic have made the organisation of such meeting impossible, and our Statues and Internal Regulations did not foresee an alternative. This is why the Board and the Secretariat are putting forward an additional bullet-point that would make online statutory meetings possible but - and we cannot stress this enough - when the physical meetings are not allowed.

28. Vote on AFC 2021

The chair gives the floor to the board to present the proposal. The board explains that the AFC has not been changed, but the board would like to remind that the membership fees are crucial for the organisation.

The chair opens the floor for discussion.

UNEL would like to thank the board that COMEM discussions were taken into consideration but some of the grants organisation receive cannot be used to pay this.

The board replies that OBESSU understands and it has to be taken into account but member contribution is crucial.

The chair closes the discussion and asks for the vote. The chair asks Giuseppina to launch the voting.

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

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

The AFC 2021 has been approved.
29. Board Elections

The chair explains that the election is to elected two people for 1 year. Majority of all casted votes is needed and abstentions are considered casted in this case. If absolute majority is not obtained by any of the candidates. The chair explains that one candidate, Lottie James, nominated by NSaO withdrew her application.

There are two candidates for the 2 spots in the board. Alexandra nominated by AKS and Nadine nominated by ISSU.

The chair invites Alexandra to present herself.
Alexandra greets the GA and thanks for their engagement during the year that was tough but where she has learnt a lot. She says that a lot of students, especially those without rich parents suffered a lot. This year also pointed out many flaws of our educational systems. She explains what she has learnt thanks to OBESSU. Alexandra says that this year has been important for her, she learnt a lot about impact of COVID-19 on students; impact of climate change and racism and that the decision makers are not acting fast enough. She says she wants to be a part of the change and the solution. Alexandra shows a picture of herself from her first day of school. She says that 20 years later she is still suspicious of the Austrian and others school systems. She reflects on hours spent working with AKS, advocating, going out in the streets and so on, learning from mistakes and she says it filled her with lots of happiness and gratitude.

In OBESSU, Alexandra wants to work on different aspects and presents her top there priorities. She wants to present and place OBESSU in the member organisations, even online if not possible in person; wants to focus on international solidarity, e.g. working together on climate crisis and engaging with the global forum; and work towards making European schools and society more inclusive in order to make the world and schools a better place, since she believes that improving schools with also improve the world a bit. What motivates her is that the world needs a change and I want to be part of it. She ends with a quote; It’s not your fault that the world is the way it is. Its only your fault if it stays the same’.

The chair thanks Aleksandra for her presentation and opens the floor for questions. Nadine leaves the room.

**The MC** asks if there is anything specific Alex wants to focus on since it is only a 1 year long mandate since it is ending the overlapping mandate.

**Alexandra** replies she wants to make the global students forum more present and stronger so every OBESSU member knows what is going on. Moreover, Sustainable development from the workplan is important for her since she believes that socio-politics and school politics is very connected, she wants to make the connection.

**RSM** thanks Alexandra for the presentation. She asks what has working with OBESSU brought to her organisation and who is her political role model.

**FSS** says that the role of the board member can be stressful and asks Alexandra how she deals with stress.

**Alexandra** replies that political work is a privilege and students who stand up for their rights motivate her but if she has to choose one it would be Alexandria Ocasio Cortex. She is a part of the real people’s life. When she was an IO she tried to bring OBESSU to the organisation for example such webinars. AKS members found it very motivating. What she wants to bring to OBESSU is to bring back what OBESSU gave her. To the stress question, Alexandra replies that her studies are not stressful and she made a decision that she wants to take time in OBESSU and that gives her power and political work works as a stress release.

**SVB** says that as Aleksandra said already, political work is a privilege, most of the students that participate are privileged since they come from privileges backgrounds. SVB asks if Alexandra has any ideas how to reach people from less privileged backgrounds.
Alexandra replies that considering she is white and cis she also is privileged, however as she Migrated from another country, she understands the issues a bit and she things that diversity is a key point. In her school there are people from all backgrounds and their voices need to be presented. Aleksandra thinks that OBESSU tries its best, for instance, reimbursing the trips is an important way to make participation accessible to everyone.

The chair closes the speaking list and ask who wants to be added before it is closed.

ISSU asks what motivates Aleksandra to run for the board of OBESSU.

Alexandra replies that she is motivated by school student activists and her mandate in AKS ended and she did not want to end, she thinks the crisis made her realise she has to do something on the European level. Moreover, attending the GSF event made her realise that school students are doing an important work and she wants to continue.

RSM says that the passion Alexandra has is stunning. They want to ask if she has any specific suggestions relating raising awareness towards homophobia and lack of inclusion since she mentioned it as important for her.

Alexandra replies she has many suggestions, but when she went through the workplan she saw that there were concrete steps to provide real inclusion. She thinks that the first step is diversity and staff that can include everyone. If we acknowledge that everyone has human worth and dignity that is a good start.

FSS asks hat core values does Aleksandra have that would match with OBESSU.

Alexandra replies that in her time in AKS they used to say that ‘We fight for schools and society to be democratic, socially just and anxiety free’. Democratic, meaning that he voices have to be amplified so the politicians cannot not hear; Social just because parents pass on the education level and that needs to be stopped; And anxiety free because students should not fear the future but also going to school. Society does not stop at the school door.

The chair thanks Alexandra for the presentation and asks for Nadine to come back.

The chair invites Nadine to present herself

Nadine

Nadine says she is 19 years old, from Ireland, studies mathematics and education, comes from ISSU. She has been involved with ISSU for 4 years and this has opened a lots of doors into activism for her. In 2018 she has been elected into a position and her term as an IO ended in 2020. Nadine has also been selected as an ambassador for the changemakers academy.

Nadine’s presents her activism timeline and her OBESSU timeline and says that her first OBESSU event was in 2018 in Slovakia and the event motivated her to run as an international officer and since then she
attended a lot of OBESSU events and is currently also a member of the OBESSU PoT. Nadine explains that OBESSU events feel like a community and she thinks it is a beautiful thing about OBESSU. Nadine understands that being elected has to be earned and is not just given to the candidates.

Nadine says that if elected, she would like to focus on

- quality education and student involvement is very necessary and OBESSU always works on it and she believes quality education can be achieved in all corners of Europe
- Increasing the strength of member organisations should be supported and so they can do whatever they need to alone
- Changemaking on global and European level, it starts grassroots but can work up to the Global level.

The chair thanks Nadine and asks the secretariat to move Alexandra to the breakout room.
The chair opens the floor for questions.

SVB asks what does understanding privilege mean to Nadine, since many school student activists come from privileged backgrounds and there might be a struggle to understand less privileged people.

Nadine replies that it is often more privileged students in schools student organisations, and one way is that it can be addressed through education and learning and open mind; and participants and organisers should have open minds and be able to educate themselves and others on the topic of privilege, so they should not fight it but correct if needed. Everyone should feel safe and education is the main way to combat privilege.

FSS thanks Nadine for her presentation and asks if Nadine has a motto a motto, she lives by in school student activism and what core values did she learn in ISSU that she would like to bring to the board.

Nadine replies that she does not have a specific motto that she would always follow but in terms of core values inclusion has always been a part of her life and she would like to bring that to OBESSU, that everyone feels include, welcome and safe.

RSM thanks Nadine for the presentation and asks about her years of advocacy work and to present something she is proud of achieving.

Nadine replies that what she is most proud of is recent, and during the current pandemic at the end of her term there was a possibility that state exams would be delayed until he end of August and students were upset about it. ISSU was lobbying with the state department of education and at the end they managed to get the exams cancelled for the first time ever.

UNEL asks what Nadine learned on her journey of student activism that helped her to come forward her way and what she will always remember.

Nadine says that she started her journey quite a while ago and she thinks people can do anything if they put their mind do it, and even though it sounds cheesy, and she believes that if you keep working hard on something you can definitely achieve it.
The chair closes the discussion. The chair invites Aleksandra back to the room.

The chair explains that the delegates can vote for one or two candidates or can abstain and not select anyone. If there is anything unclear about the procedure, the delegates can write P in the chat and then they will get the floor.

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

The chair calls for the vote and asks Giuseppina to launch the vote.

Proceed to vote:

Alexandra: 15 votes
Nadine: 19 votes

Alexandra and Nadine have been elected to the board of OBESSU for 1 year.

30. MC elections

The chair explains that there are four eligible candidates for the MC.
Antonia from CNE
Craig from ISSU
Edvardas, former board member
Milda from LMS

The first to present herself is Antonia Laura Pup.
Antonia says she is glad to be here and that she hopes to be stepping into a new journey in the school student activism.
Antonia presents her history in school student activism. She was a President of CNE, a role that ends today. The work developed in the education and political side was very challenging. She still wants to engage in the student activism and OBESSU is the best umbrella organisation to keep this work going in a safe work environment. As president of CNE she felt censored and she did not want to continue feeling the limited, so she wanted to feel free and be a helping hand to OBESSU members. She wants to make sure all members remember the initial motivation that started your work. As a president of CNE she encountered OBESSU and she was exposed to the international solidarity across EU. The importance of inclusive education, the cultural context and even language.
In her opinion, the Monitoring Committee should not only monitor the Board and their work in order to ensure that they follow the decisions made by the Member Organizations, but also the principles that are at the core of our organization. In addition to that, she strongly believe that the Monitoring Committee should use the knowledge of the members in order to create resources that could be used by the Member Organizations and potential candidates.

She wants to work on:

**Creating an internal Q&A mechanism for the member organizations**, in order to strengthen the connection between them and the Monitoring Committee: For the purpose of developing our internal management, she will contribute to creating an internal Q&A mechanism (Google Forms) that will be open permanently for the member organizations. Through this mechanism, we will be able to respond to the needs of our member organizations and to make sure that the actions of the Board and the Secretariat meet the needs of the school students’ unions.

**Monitoring the evolution of OBESSU on the advocacy dimension** by creating a report every 4 months: Besides the projects and workshops OBESSU runs, she strongly believes that it is essential for us to have an overview on the advocacy dimension.

She assures the fact that through my position she will monitor the implementation of the Policy Papers and she will report this evaluation to the Member Organizations once every 4 months.

**Contributing to creating a Code of Conduct template for the member organizations**: The principles and the core values of every organization should be clearly stated in a Code of Conduct, which is why she believes in an open debate with the OBESSU membership on the importance of such a tool. This Code of Conduct does not mean that every member organization should adopt it, but rather adapt it to their own needs and core values.

**Supporting the Board and the Secretariat in order to attract as many stakeholders and policy makers as we can, at the European level**, in order to make our voices heard and actively participate in the decision making process having the best interest of the school students’ at heart.

**Organizing a digital campaign through Basecamp in order to present the OBESSU Internal Documents & their importance**: The internal documents of OBESSU should be presented in a friendly way and through graphic methods, as to assure that the language barrier will not stop us to develop and create stronger connections between our bodies.

The chair thanks Antonia for her presentations and opens the floor for questions but considering there are many candidates, the chair asks for everyone to ask to be put on a speaking list now so we can manage the time.

The MC asks to be added to the speakers list. The chair clarified with the secretariat that MC members should not be allowed to ask questions to the candidates.

The chair closes the speaking list and invites Craig to present himself.
Craig says he is 20 years old and is from Waterford, a small city in the South East of Ireland.

He is currently entering the 3rd year of my degree in Modern Irish and History in the National University of Ireland Maynooth. Craig presents his activism journey. He started out in activism through taking part in my local Comhairle na nÓg (or Youth Council). They worked on numerous local issues in Waterford. He was also elected to the National Executive of Youth Councils in Ireland and served in 2016-17.

Only a few months after finishing in Youth Councils, he was inspired and encouraged to run for Education Officer of the ISSU. He enjoys tackling Education Issues and he certainly got to do this during his term.

Craig presents some of the things he did as in education officer, such as RSE survey, constitutional review and he attended OBESSU events as an IO. Moreover.

Inspired by the knowledge gained through the Constitutional Review Group, he chose to apply for the first official MC of ISSU.

- Created and implemented numerous tools to assess the performance of the organisation.
- Attended numerous events to assess them.
- Aided with the drafting of the final report given to the ISSU Annual Assembly 2020.

In Maynooth Students’ Union, he has served as an Academic Representative, Student Senator and Secretary to the Student Senate (Governing Authority).

He says that he believes he is passionate, hardworking and experienced, and therefore he thinks he would be a good MC member.

The chair thanks Craig for his presentation, asks candidates to leave the room and opens the floor for questions.

FSS asks that Craig about his experience in the ISSU MC, and asks if he has done any reporting or follow up on finances of ISSU.

Craig replies that no, unfortunately in relation to ISSU, the finances are handled by the board of directors but he has experience he could bring towards that which he gained outside of ISSU.

The chair closes the discussion, asks for the candidates to come back and asks Edvardas to present himself.

Edvardas apologises for not having a presentation. He explains he is a currently a board member of OBESSU until the end of the GA. He started his journey in school student activism in 2014 and be moved from local to national level and then to OBESSU. He worked on a number of projects, represented OBESSU at various high level places and he believes his knowledge and experience lies the best at
relations between the members and OBESSU. He would like to advise OBESSU on financial issues. He knows OBESSU’s policy well and could advise on this. He also thinks he is familiar with the work of the secretariat, and he would be capable of giving and advice if needed. He is running for the MC because he thinks he would like to remain a person that the board can come to for an advice. He also says that everyone is aware that there are some issues with the infrastructure of the MC, he would be lying if he said he has solutions but he would like to be a part of the solution.

The chair asks other candidates to leave the room, thanks Edvardas and opens the floor for questions.

FSS says that Edvardas seems to brings the most experience amongst the candidates and asks what type of guiding you could bring to the rest of the MC if he is elected. Also, your CV mentions exceptional time management skills and FSS asks for examples.

Edvardas says he saw two MC’s as a board so he can advise on what worked and what didn't and then they can collectively decide, he does not want to direct people but can recommend. When it comes to time management, says that when he was studying full time, working in two jobs and he was a board member, he had no free time but he managed everything, so he thinks it shows he has time management skills.

SIF asks if Edvardas thought of strengthening the relation between the MC and the membership.

Edvardas replies that he thought about it not only from this aspect, but engagement of the membership in general, he would like to make an individual approach, not only use emails or basecamp but write directly to individuals.

The chair asks who wants to be on the speaking list before it is closed.

CSU says that according to Edvardas’ CV, his experience in the board would give him a unique experience when stepping into the MC. He asks what would be the most important thing when it comes to monitoring the board which he thinks he would be confident doing.

Edvardas replies that he doesn’t think he could be contributing with a single perfect thing. One thing that can make a difference is the fact that the board has to send information to the MC, reply to surveys and that is a bit of a one side communication element. I think that creating accountability and reporting infrastructure would be important and that has never been done yet.

The chair invites other delegates back to the room and asks Milda to present herself.

Milda says she regrets she cannot see the delegates in person. She is 18 and is from LMS, she started school student activism around 5 years ago. She thinks small steps of one person can make a big difference. She was very active from the very beginning and one year into her work in LMS she was invited to become a trainer and she gained lot of experiences. In 2018 she run for the board of LMS and she had various responsibilities and was managing regional issues. After that year she was invited to work in the national bureau and started working there last year. Her CV and motivation letter show her experience with lobbying and advocacy.

She wants to run for the MC because she has a lot of experience working with people and she thinks one of the roles of the MC is to communicate with different OBESSU bodies. Milda says member organisations are very important for OBESSU and the MC should work with their involvement as there would be no
OBESSU without its members. She also has a lot of knowledge on advocacy, lobbying and so on. Milda’s motto is ‘Never the elevator and always the stairs’ – Milda believes we have to take everything in our hands and not take the easy way and this is why she wants to be in the MC so she can reach for the highest achievable goals.

Milda will start her studies this year related with international relations and political studies and she hopes this will contribute to her work. Milda thinks MC should be institutionalised and their role should be clearer.

The chair thanks Milda for her presentation, asks the delegates to leave the room opens the floor for discussion.

FSS asks what is Milda’s most valuable experience she learnt from when she worked with human resources.

Milda replies that she was a resource coordinator and she truly values that time because she did not only work with her team members but she also tried to help them feel more comfortable. Help find best options to solve issues together.

The chair closes the speaking list and asks other candidates to come back to the main room.

The chair asks for the vote to be launched.

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

The chair invites other delegates to the room and asks Giuseppina to launch the vote.

Proceed to vote:

Antonia : 15
Craig : 15
Edvardas : 17
Milda : 15

The chair announces that All 4 candidates have been elected to the monitoring committee.

31. Urgent motions and resolutions

There are no urgent motions or resolutions.
32. Any other business

The board thanks Aleksandra for an amazing job as a chair.

The board wants to say big thank yous for Edvardas and Giuseppe for the last year and both years of their mandate even if it feels weird to do so from behind computers and not in person. The board shows a goodbye video for Edvardas and Giuseppe.

Giuseppina asks the delegates to sign and send a declaration of participation which is very necessary to prove that the GA was legal.

Closing of the GA

The Chair officially closes the GA. Aleksandra thanks OBESSU for inviting her to be the Chair, she enjoyed it and says she is glad OBESSU is growing and doing well.