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Draft agenda, OBESSU COMEM 2016

3

Dublin, Ireland, 26 – 27 November 2016

4

Day 1, Saturday 26th of November

1. Opening of the COMEM

7 Board Member Lasse opens and introduces the Council of Members (COMEM) of OBESSU.

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

12

First Roll Call:

14

15 AKS (not present), ASuBiH (not present), BSSU (not present), CANAE, CEF (not present), CNE (not
16 present), CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH, LMS, MAKOSZ, RSM, SAKKI, SIF, SLL, SUS, UDS, UNEL,
17 UNL (not present), UNSS, USO, VSK.

18

19 In addition, SVB is present as Affiliate Organisation. They are not included in lists of roll calls.

20

21 There are 20 MOs present, 1 Candidate Organisation and 1 Affiliate Organisation.

2. Election of the Chairperson

23 The Board proposes Ida Kreutzman, former Board member of OBESSU to be the Chairperson of the
24 COMEM.

25 The COMEM approves the Chairperson by acclamation.

26 The Chairperson welcomes the delegates and she briefly shares her experience in OBESSU.

3. Election of the minute-taker

28 The Board proposes Eszter Somogyi, OBESSU Programme Coordinator to be the minute-takers of the
29 COMEM.

30 The COMEM approves the minute-taker by acclamation.

4. Election of the Ballot Committee

32

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

34 She explains that the COMEM has to decide on the composition of the Ballot Committee. She suggests
35 a Ballot Committee of 3 people.

36 Frederic from SVB, Rob from ISSU and Victoria from SÚS are proposed.

37 **The COMEM elects the ballot committee by acclamation.**

38 **5. Legality of COMEM and adoption of the Agenda**

39 For the COMEM to be legal, 50% plus 1 of the total number of OBESSU members has to be present. At
40 this COMEM 22 Organisations are present, which satisfies the legality criterion. Furthermore, all
41 deadlines leading up to the COMEM were kept. No protests are made known and therefore the
42 Chairperson confirms the legality of the COMEM.

43 The Chairperson explains the agenda and no comments are made.

44 **The Agenda of the COMEM is approved by acclamation.**

45

46 The Chairperson announces that the **deadline for urgent motions and resolutions** is on Sunday 27th
47 at 13:00h via email to the Board directed to the Chairperson.

48

49 The Chairperson suggests voting on the right of the second delegates of the MOs present in the room
50 to be able to speak, not just the official delegates.

51 **The proposal of the Chairperson is approved by acclamation.**

52

53 The Chair suggests allowing the Affiliate organisation SVB to have the right to speak during the
54 COMEM.

55 **SVB has been granted the right to speak in the COMEM by acclamation.**

56

57 There are no comments or questions.

58 **6. Voting right for Member Organisations failing to pay the Annual** 59 **Financial Contribution**

60 The Chairperson explains that according to the Statutes, only Member Organisations which have paid
61 the Annual Financial Contribution (AFC) have the right to vote. There are 3 MOs present that have
62 failed to pay the AFC. These are: LMS, MAKOSZ and SUS.

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

66 A secret ballot is requested for this.

67 The organisations concerned make a brief explanation:

- 68 • **LMS** explains the reasons why they failed to pay. They have a lot of changes in the
69 organisation, before this they never failed to pay the AFC. The international officer will go
70 home and fix the situation.

71

72 The Chairperson opens the floor for questions:

73 UNEL: Could you explain why you have not submitted the annual turnover declaration?

74 LMS: I am new to the organisation; I do not know the specific reason.

75

76 • **MAKOSZ** explains the reasons why they failed to pay. MAKOSZ explains that they are in a very
77 difficult financial situation, they do not see the way out. The delegate will put a pressure on
78 the financial representative of MAKOSZ to pay the contribution.

79

80 The Chairperson opens the floor for questions.

81 FSS: Do you have any plan on how to pay your dept to OBESSU?

82 MAKOSZ: There is a list of projects we applied for this year. We will receive a larger amount of money
83 this year than last years. We will start to pay back the dept step by step. We will probably not be able
84 to pay the whole dept back next year, but hopefully we will get there in the forthcoming years.

85

86 • **SUS** explains the reasons why they failed to pay. Apparently SUS paid the financial
87 contribution in July 2016 so they do not understand what happened.

88

89 Ela: I have checked the records, SUS did pay the AFC: There might be some other kind of dept.
90 (Participation fee)

91

92 The Chairperson opens the floor for general comments:

93

94 FSS: I want to ask for a closed ballot.

95

96 The Chair explains what a closed ballot means.

97

98 UNEL: When did the financial dept start for MAKOSZ and LMS?

99 Ela: LMS 2015 and 2016, MAKOSZ has not paid for 2011 and 2016.

100

101 DGS: How big is MAKOSZ's dept?

102 Ela: In total 800 euros.

103

104 ISSU: What is the nature of the dept?

105 Ela: 2011 is a bigger dept, but dept from both years is mainly the AFC.

106

107 VSK: Did the MOs tell upfront that they cannot pay?

108 Ela: Formally not, they have not sent any official letters, but in informal discussions they made
109 reference to it.

110

111 Delegates from LMS and MAKOSZ leave the room.

112

113 Roll Call to hand out the ballot papers:

114 CANAE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH, SAKKI, SIF, SLL, SUS, UDS, UNEL, UNSS, USO, VSK.

115

116 In addition, RSM as Candidate Organisation and SVB as Affiliate Organisation are not included in the
117 list of the roll call for voting on the right to vote for those MOs that failed to pay the AFC.

118

119 There are 18 MOs in the room with the right to vote.

120

121 The ballot committee collects the vote and leaves the room with the Secretary General to count the
122 votes.

123 The Ballot Committee comes back with the results:

- 124 • LMS: 15 votes in favour of giving the MO voting right. LMS has the right to vote.
- 125 • MAKOSZ: 12 votes in favour of giving the MO voting right. MAKOSZ has the right to vote.

126 **All the organisations have been granted the right to vote.**

127 Now we have 20 MOs with the right to vote. The new quorum for simple majority is 11.

128 **7. Adoption of Internal Regulations**

129 The Chairperson introduces the Internal Regulations of Statutory Meetings.

130

131 The Internal Regulations have not changed since the General Assembly 2016, so the Board proposes to
132 adopt it without discussion.

133

134 **The Internal regulations for the COMEM of OBESSU are adopted by acclamation.**

135

136 **8. Presentation of the report of the General Assembly 2016**

137 The Chairperson explains that the main results of the GA will be briefly presented by Frederic from SVB
138 who was tasked during the GA 2016 to do a summary during the COMEM.

139 The Chair opens the floor for questions:

140 EEO: Is it possible to get Frederic's presentation?

141 SVB: Yes.

142 There are no more questions.

143 **9. Adoption of the report of the General Assembly 2016**

144 UNEL: Did we receive the meeting minutes?

145 VSK: Is it possible to send us the minutes via email, because it is hard to find it online.

146 Ela: Minutes are on the website. Technical proposal: for those who want to read through the minutes,
147 what about voting on the adoption of the meeting minutes of the GA2016 Sunday morning.

148 The proposal is accepted by the MOs, CO and A0.

149 **10. Secretariat Report**

150 Ela Jakubek, presents the Secretariat Report.

151 The Chairperson opens the floor for questions:

152 VSK: How are you doing Ela, how is your job?

153

154 Ela: The job is fascinating, we launched a big project, we have a new Board, there is a lot on-going.
155 The work is very demanding as well, and since the job is so great, there is a lot of overtime due to the
156 high level of motivation. The Board is very helpful and are consistent with their welfare approach,
157 they care about the employees. The office is a great environment to go to every day.

158

159 There are no more questions.

160

161 **11. Financial report 2016 and Budget 2017**

162 The Secretary General, Ela Jakubek, explains the structure of the financial report 2016 and makes the
163 summary of the year (up until the 25th November).

164 The Chairperson opens the floor for questions:

165 VSK: How will the salary indexation happen?

166 Ela: I will talk about it in the Budget Report 2017.

167 DGS: Which are the networks that is OBESSU part of?

168 Ela: EYF, LLLP, in the future: SIRIUS.

169 Ferre: These platforms gather many organisations, being part of them strengthens OBESSU's voice.
170 Within the EYF OBESSU is almost the only one working on secondary level education and VET. OBESSU
171 can have a nice input there.

172 UNEL: What organisation are we going to be part of next year?

173 Larissa: SIRIUS network, a platform on migration. OBESSU wants to open up towards the topic of
174 migration and education.

175 DGS: How can the travel reimbursement be on the income side as well?

176 Ela: We have donors that are paying us the travel costs. That will appear on the income side.

177

178 *Coffee Break*

179

180 Roll Call:

181 CANAE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH, LMS, MAKOSZ, RSM, SAKKI, SIF, SLL, SUS, UDS, UNEL,
182 UNSS, USO, VSK.

183

184 In addition, SVB is present as Affiliate Organisation. They are not included in lists of roll calls.

185

186 There are 20 MOs present, 1 Candidate Organisation and 1 Affiliate Organisation.

187

188 The Chairperson is suggesting a change in the Agenda, to have the MC report before lunch.

189

190 **Budget 2017**

191 The Secretary General, Ela Jakubek, explains the structure of the provisional Budget 2017.

192 The Chair opens the floor for questions:

193 ISSU: Which elements of the budget are secured?

194 Ela: Maribel Social fund, CoE, Membership fee, participation fees, Study Session prep, Travel
195 reimbursement, money based on Framework Partnership Agreement 2015-2017 are all secured.

196 VSK: Where does the 'other' income come from?

197 Ela: Other income of 500 euros comes from the fact that we are working with different currencies.
198 Because of the exchange it is possible to have this additional money.

199 DGS: What is the plan for 2018 if the Framework Partnership Agreement 2015-2017 ends?

200 Ela: The plan is to apply for another 3-year long contract.

201

202 There are no more questions or comments so the Chairperson calls for the vote to adopt the budget
203 2017.

204 Proceed to vote:

205 In favour: 20

206 Against: 0

207 Abstentions: 0

208 **The Budget 2017 is approved.**

209

210 **12. Membership Issues**

211 Larissa from the Board is presenting the fact that OBESSU has two new candidate organisations that is
212 CEF from Belgium and RSM from Italy.

213 The official procedure for becoming a CO is presented. It is highlighted that the Board is taking the
214 decisions regarding the candidacy and MOs need to ratify the decision of the Board.

215 1.) Ferre from the Board is presenting **CEF** the Belgian schools student union representing the French
216 speaking part of the country.

217 The Chair opens the floor for questions:

218 FSS: Do they do any joint actions with VSK?

219 VSK: There is a lack of cooperation between the two unions up until now.

220 Ferre: CEF and UNL are working together as their educational system is closer to each other.

221 UNEL: Do you know some of the events they did recently?

222 Ferre: In their application they mentioned some events, we can share it with you.

223

224 2.) Giuseppe is presenting **RSM** the Italian schools student union.

225 The Chair opens the floor for questions.

226 ISSU: What is the difference between RSM and Uds?

227 Board (Larissa): RSM is active in different regions of Italy, as such OBESSU will have bigger
228 representation of Italian school students. They are big and very active.

229 RSM: The main differences are historical; we are present in other regions than Uds. Our structure is
230 very similar to other European student unions, we have many common values and type of activities.
231 For us it was something natural to become a CO at OBESSU.

232 VSK: Did CEF send any documents when applying for candidacy?

233 Board (Ferre): Yes, we have a package of their documents (Statutes, Political Platform, etc.) and we
234 went through them. Also in order to become a Candidate Organisation they had to highlight their
235 motivation to become part of OBESSU.

236 DGS: Can you say some words about the work that RSM has done?

237 RSM: We have two kinds of activities: 1.) cooperation between students, helping students to work
238 together 2.) We have cultural circles, places where students can meet with other associations as well,
239 they watch movies, organise activities. (In the Northern regions there are activities centred on
240 combating racism. In the Southern it is more on combating poverty, etc.)

241 MAKOSZ: You are closely linked to the Italian unions what does this mean to you in practice?

242 RSM: We are cooperating with CGIL (Italian General Confederation of Labour), central topics of
243 cooperation are: democracy building, school system reform, strong cooperation with teachers, other
244 actors at school. RSM is not linked to political parties, we have a general political view, but we are
245 completely independent. We are also working with UDU (Italian university union).

246

247 Board (Ferre): Sometimes it is a challenge to reach out to you MOs because of several reasons
248 (changes in the organisations, etc.). Please fill out the flipchart on the board with the name of your
249 position, the name of your international officer with her_his contacts, and put the start date of the
250 mandate of the International Officer.

251

252 **13. Presentation and discussion about SAME**

253 Lasse from the Board introduces the topic.

254 UNSS: SAME is a network of several European organisations that carry out an annual Action Day.
255 During this day, pupils get the chance to exercise a job of their choice instead of going to school.

256 Their salaries are used to support youth-related projects in the whole world. (SAME= Solidarity Action
257 Day Movement in Europe).

258 The Chair opens the floor for questions.

259 DOS: Where can we find more information about the Action day and how can we implement it?

260 UNSS: You have to talk to the school and the relevant government representatives in your country and
261 find companies who are willing to take part in the Action Day.

262 ISSU: What is the full name of the initiative?

263 UNSS: Solidarity Action Day Movement in Europe.

264 DGS: Where do they do Action Plans, in which countries?

265 UNSS: They do it in several countries such as Belgium, Germany. From OBESSU, MOs AsuBiH, is taking
266 part in it.

267 Board (Lasse): Go on the website for more information.

268

269 **14. Monitoring Committee report**

270 Brendan is presenting the Monitoring Committee report.

271 The Chair asks the Board members to leave the room.

272 The floor is open for questions.

273 UNEL: It was mentioned during the last COMEM in Copenhagen that some of the workload of the Board
274 was shifted to the Secretariat?

275 Brendan: This happens sometimes with some of the Board members. This also resulted in some
276 confusion between the new Secretariat employees and the Board.

277 ESCU: How does the current MC report compare to the last report? Is it similar, are there any
278 improvements?

279 Brendan: Communication is always an issue, but in comparison to the previous reports the current
280 Board improved a lot of points. A good example for that is the very high number of external reps. In
281 addition, "Seeds for Integration" project is a new, positive development.

282 CSU: You were mentioning the unequal distribution of ext. reps among Board members, can you
283 elaborate on that? Also, regarding the communication between MOs and the Board there is a working
284 group that CSU is member of, what are the developments with this regard?

285 Brendan: Some Board members attended 2-3 others 6-7. It has to be mentioned though that the level
286 of ext.reps is also varying (how demanding they are, how much preparation they need, how long they
287 are), one needs more work others less. The Board is very aware of this imbalance and they will come
288 up with a solution. As regards to the second question, I believe the Board has an announcement on
289 that topic planned for tomorrow.

290 CANAE: Can you explain a bit more about the communication problems between the Board and the
291 Secretariat, what do you think about the transparency?

292 Brendan: Sometimes some of the Board members were harder to reach, the Secretariat is now sending
293 a weekly report to the Board to bring more transparency into the work they are doing. Sometimes the
294 communication from the Secretariat side is more efficient towards the Board than vice versa. The MOs
295 Forum will create a channel for more active communication between the MOs and the Board.

296 FSS: What is like to work with the other MC members? What concrete steps does the Board want to
297 take to fix the internal problems?

298 Brendan The work with the MC has been very difficult. All of us we are very busy, the communication
299 could be better, but we have a WhatsApp chat that can improve our communication. As a team we are
300 very aware of these shortcomings. Maybe for the second question the Board can give a better answer.

301 ISSU: At the GA in Amsterdam the issue of the lack of communication between the Board and Working
302 Group members has been mentioned, there hasn't been much improvement as far as we can see.

303 Brendan: For example the VET WG is working quite well, the one on Educational Reforms does not,
304 which is a pity. If the responsible Board member is busy it would be nice to see more solidarity from
305 the other Board Members.

306 UNEL: Do you think it is still possible to juggle between studies and the Board responsibilities? Isn't
307 the workload just too much?

308 Brendan: It is very difficult to combine these tasks. There is an internal acceptance from the Board
309 side that some of their members take more and some less responsibilities. Maybe the Board could be
310 more strategic about the ext. reps and push more for those that have a higher impact on OBESSU.

311 LMS: There was only one interview round with the Board members just a day before the presentation
312 of the report. Why not more?

313 Brendan: Interviews usually take place before statutory meetings. We have been in contact with the
314 Board but there were no more interviews. We can do more effort on that in the future.

315

316 *Lunch*

317

318 Roll Call:

319

320 CANAE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH , LMS, MAKOSZ, RSM, SAKKI, SIF, SLL, SUS, SVB, UDS,
321 UNEL, UNSS, USO, VSK.

322

323 There are 20 MOs present, 1 Candidate Organisation and 1 Affiliate Organisation.

324

325 The voting on the Internal Regulations of the MC will be held on the 2nd day of the COMEM.

326 The Chair is giving the floor to Brendan.

327 Brendan: The MC is withdrawing the report and will present a new one during the next week.

328 VSK: Why does the MC withdraw the report?

329 Brendan: The report could be a bit more constructive.

330 Board (Ferre): The Board felt a bit unfairly treated as the report has been put together very last
331 minute. The Board believes that the presentation of the work of these last 3 months was not well
332 elaborated.

333 ISSU: We all do acknowledge the work of the Board.

334 Board: We want to use the MC report in a constructive way.

335

336 **15. Work plan discussion**

337 Larissa and Ferre from the Board are taking the floor.

338 Ferre: We want to shape the Work plan to your needs and demands, to really have OBESSU as an
339 umbrella organisation serving the needs and priorities of its members.

340 Larissa: We started working on the Work plan around September, since then we have been talking to
341 other organisations, trying to gather information from the events we have attended, also we sent out
342 the survey to the MOs. Today we want to discuss your ideas and try to identify what makes sense and
343 how to put it into a work plan.

344 Ferre and Larissa present the current work plan (2015-2017).

345 Questions about the current work plan:

346 VSK: Is it possible to have a little overview of the events (main outcomes, etc.) so that even those
347 who did not attend them have an overall idea.

348 Larissa: We always have a long article after the event. If it is part of the objectives, then we also
349 prepare policy recommendations.

350 FSS: Big thank you for sending out the survey, OBESSU should send more surveys out because this is
351 the kind of activity we have been looking forward to.

352 UNEL: OBESSU is the MOs, to make the Board's work easier we should identify what are the important
353 things for our organisations.

354 *World cafe style workshop. (Lasse's table: Challenges in the school community, Ruta: Challenges in the*
355 *classrooms, Larissa: Current societal challenges, Ferre: Organisational development, Laufey: General*
356 *guidelines for events). The main outcomes of the World café are summarized in Annex 1.*

357

358 Roll Call:

359

360 CANAE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH , LMS, MAKOSZ, RSM, SAKKI, SIF, SLL, SUS, SVB, UDS,
361 UNEL, UNSS, USO, VSK.

362

363 There are 20 MOs present, 1 Candidate Organisation and 1 Affiliate Organisation.

364

365 **16. Board report and Internal Regulations for the Board**

366 The 5 Board members present the Board report.

367 The Chair opens the floor for questions:

368 VSK: 21 external representations in 3 months, wasn't this a lot of workload?

369 Board (Ferre): We did an evaluation during the pre-COMEM meeting and one of the points was that
370 these last 3 months were too intense, but the satisfaction is also very high. Also in this time of the
371 year there are a lot of events; in the future it will be a bit less.

372 FSS: How does the cooperation in the new Board work? New Board Members what have they learnt?

373 Board (Laufey): We work a lot in twos and threes which is an issue, but we are working on that, the
374 cooperation works fine, we are also reflective and constructive. Communication was sometimes hard,
375 but we figured everything out. We became a team, which is important.

376 Board (Ferre): There is a very comfortable atmosphere.

377 Board (Larissa): Working on a European level having the team members sitting in 5 different countries
378 is very challenging, very different then working with national and regional teams. We try to be as
379 close to each other as possible, we are very proactive in finding ways to effectively working together.

380 Board (Lasse): I have learnt a lot about the European structures, about OBESSU's internal structure
381 and how to structure my life.

382 Board (Ferre): My personal motivation of being in the Board of OBESSU has considerably changed, it
383 has changed to a more mature kind of motivation. Taking the leading role in an organisation, taking
384 strategic decisions as a team and also as a Board member.

385 ESCU: What were the outcomes of the ext reps?

386 Board (Laufey): Ext. reps can be very different, hard to say which was the most important as at some
387 places the content is strong – more relevant to OBESSU, others provide a great opportunity for
388 building networks.

389 Board (Larissa): we want to take the ext. reps further; we have a strategic approach to ext. reps and
390 advocacy work. Board (Laufey): We are not going just for the sake of the ext. rep but only if it fits
391 OBESSU goals. Board (Ruta): We also choose carefully who goes to the ext. reps, usually the Board
392 member who is responsible for that specific topic.

393 UNEL: Do you feel that studying and OBESSU workload can be combined?

394 Board (Larissa): The most challenging part is to have studies, OBESSU but also work as well, as we
395 need to maintain our living. Board (Laufey): when you want to do something well, you don't have
396 much time for school. But we get a lot out of being in the OBESSU Board.

397 There are no more comments or questions.

398

399 *Coffee Break*

400

401 Roll Call:

402

403 CANAE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH , LMS, MAKOSZ, RSM, SAKKI, SIF, SLL, SUS, SVB, UDS,
404 UNEL, UNSS, USO, VSK.

405

406 There are 20 MOs present, 1 Candidate Organisation and 1 Affiliate Organisation.

407

408

409 The Board presents its internal regulation adopted in Dublin, before the COMEM 2016.

410 ISSU: Have you changed anything?

411 Board (Ruta): We changed the part on the internship. Board (Lasse): Also we introduced the email
412 communication with the labels (red, yellow, green)

413 **17. Nomination discussion**

414 Larissa is presenting Dejan Bojanic – former OBESSU Board Member – who was elected as Vice-
415 President of the YFJ. OBESSU nominated Dejan to run for this position. He works on the UN and SDGs,
416 which means that OBESSU might be able to be more involved in this field of work.

417 Larissa proposes that in the future the Board will always consult the MOs when nominating people
418 from OBESSU for higher platforms and organisations.

419 VSK: How do you as a Board decide who you are going to nominate?

420 Board (Laufey): This was the first time that we had to nominate someone.

421 Board (Ruta): Dejan came to OBESSU, it wasn't the Board pushing him to apply for this position.

422 Board (Larissa): The Board had a long discussion with Dejan before he was nominated on how to
423 strengthen OBESSU position in YFJ.

424

425 **18. Discussion and voting on proposals and amendments**

426

427 The Chair presents the procedure for discussing and voting on the proposals and amendments.

428 The Chair explains that DGS has withdrawn all the amendments that were on grammatical issues
429 within the text. The Board and Secretariat is asked to change the grammatical mistakes in the
430 Political Platform.

431 **POLITICAL PLATFORM**

432 The Chairperson explains that amendments are adopted by simple majority. She explains the rules of
433 the debates.

434

435 **Amendment #1**

Supporting Organisation(s)	OBESSU Board
Line(s)	169, 210, 249, 398, 562, 563, 559, 699, 701, 730
Amendment	REPLACE “his or her” with “their”.
Rationale	Currently our Political Platform is quite gender-binary in many of its formulations. We would like to make it more gender-inclusive, by replacing “his or her” and “he or she” with the 3rd singular gender-neutral pronoun “they/their/them”. This emphasizes that gender is not a binary concept, but a spectrum and there are school students who don't identify as “he” or “she”. As a more practical point, using “their” also makes it easier to read than "his or her".

436

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

438

439 Proceed to vote:

440 In favour: 19

441 Against: 0

442 Abstentions: 1

443 **The amendment has been carried.**

444

445 **Amendment #2**

Supporting Organisation(s)	DGS
Line(s) or article	<i>196, 210, 249, 250, 398, 559, 562, 563, 699, 701, 730</i>
Amendment	REPLACE “his or hers” WITH “ones”
Rationale	There is whole paragraph with including people who doesn't identify as “he” or “she”. And then writing he or she, is just plain stupid.

446

447 **DGS has withdrawn this amendment.**

448 **Amendment #3**

Supporting Organisation(s)	DGS
Line(s) or article	<i>10-11</i>
Amendment	REPLACE “European” WITH “International”
Rationale	Because we want a more specific term and we want to expand the movement to an international level.

449

450 **DGS has withdrawn this amendment.**

451 **Amendment #4**

Supporting Organisation(s)	DGS
Line(s) or article	<i>165-166</i>
Amendment	-REPLACE “OBESSU believes that all students must have the possibility to choice freely about their future and to study what they dream” WITH “OBESSU believes that all students must have the possibility to choose freely about their future and to study what they dream of”
Rationale	Choice is a noun and choose is the verb. We added “of”, because it is the proper grammar.

452

453 **DGS has withdrawn this amendment.**

454 **Amendment # 5**

Supporting Organisation(s)	DGS
Line(s) or article	<i>176</i>
Amendment	ADD “It’s important that the student grant is financed solely by the state, so the students do not risk suffering from indebtedness.” AFTER “background.”
Rationale	It is proved through scientific researches that student grants based on loaning affects the societal equality negatively because less socio-economically affluent youths are less inclined to put their future economy at stake. If education is to be completely accessible to all youths, the student grants must therefore be actual grants and not loans, as loaning creates an unequal educational system.

- 455
456 DOS: Our organisation is not financed by the government so how would it apply to our case?
457
458 UNEL: Political Platform is used to advocate, so we need the PP to have a general approach.
459
460 ISSU: Student grants shouldn't be solely financed by the state.
461
462 FSS: The point here is not to have students take a loan. We are not talking much money but about the
463 minimum amount that is sufficient for a student to survive.
464
465 ISSU: Student grants should be guaranteed as an additional support.
466
467 UNEL: We believe that it should be clearly stated that the state has to be in charge.
468
469 There are no more comments or questions and the Chairperson calls the vote.
470
471 Proceed to vote:
472 In favour: 15
473 Against: 0
474 Abstentions: 5
475 **The amendment has been carried.**

476 **Amendment #6**

Supporting Organisation(s)	DGS
Line(s) or article	<i>204-205</i>
Amendment	-REPLACE "With the exception of this when a student" WITH "The exception of this is when a student"
Rationale	It makes the syntax more correct.

- 477
478 **DGS has withdrawn this amendment.**

479 **Amendment #7**

Supporting Organisation(s)	DGS
Line(s) or article	<i>235</i>
Amendment	REPLACE "Learning outcomes must never become" WITH "The outcome of the learning process must never"
Rationale	It specifies that we are dealing with the process itself, not merely the outcome.

480

481 UNEL: The word "come" has to be included.

482

483 DOS: What is the main goal of that line? The actual process or the outcome?

484

485 Board: When reading through the amendment we feel like DGS's demand is already there in the
486 original text. The learning process is already there.

487

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

489

490 Proceed to vote:

491 In favour: 9

492 Against: 4

493 Abstentions: 7

494 **The amendment has been carried.**

495 **Amendment to the Amendment # 8**

Supporting Organisation(s)	USO
Line(s) or article	240
Amendment	REPLACE "the ones" WITH "agents" - in order to negate agents which might contribute to negativity in the social sphere of the school environment.
Rationale	"The ones" would refer to human beings whereas "agents" refers to other factors such as actions of individuals.

496

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

498

499 Proceed to vote:

500 In favour: 20

501 Against: 0

502 Abstentions: 0

503 **The amendment to Amendment # 8 has been carried.**

504 **Amendment # 8**

Supporting Organisation(s)	DGS
Line(s) or article	240
Amendment	REPLACE "in order to eradicate negative agents poisoning the

	atmosphere of the school” WITH “ in order to negate the ones which might contribute to negativity in the social sphere of the school-environment”
Rationale	The first incarnation was formulated rather harshly.

505

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

507

508 Proceed to vote:

509 In favour: 16

510 Against: 0

511 Abstentions: 4

512 **The amendment has been carried.**

513 **Amendment #9**

Supporting Organisation(s)	DGS
Line(s) or article	265
Amendment	REPLACE “the lacks” WITH “lackings”
Rationale	“lack” is normally a verb, yet if it is made into a noun, it gains the suffix “-ing” in addition to the “-s”. “the lacks” is simply not grammatically correct as “lacks” simply isn’t a noun.

514

515 **DGS has withdrawn the amendment.**

516 **Amendment #10**

Supporting Organisation(s)	OBESSU Board
Line(s)	281
Amendment	REPLACE “he/she” with “them”
Rationale	Currently our Political Platform is quite gender-binary in many of its formulations. We would like to make it more gender-inclusive, by replacing “his or her” and “he or she” with the 3 rd singular gender-neutral pronoun “they/their/them”. This emphasizes that gender is not a binary concept, but a spectrum and there are school students who don’t identify as “he” or “she”.

517

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

519

520 Proceed to vote:

521 In favour: 20

522 Against: 0

523 Abstentions: 0

524 **The amendment has been carried.**

525

526 **The Chair suggests to close the discussion. End of Day 1.**

527

528

529 **Day 2, Saturday 27th of November**

530 Roll Call:

531 CANAE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH , LMS, MAKOSZ, RSM, SAKKI, SIF, SLL, SUS, UDS, UNEL,
532 UNL, UNSS, USO, VSK.

533

534 In addition, SVB is present as Affiliate Organisation. They are not included in lists of roll calls.

535

536 There are 20 MOs present, 1 Candidate Organisation and 1 Affiliate Organisation.

537

538

539 **The meeting minutes of the GA 2016 is adopted by acclamation.**

540 **The Internal Regulations of the Monitoring Committee is presented by Brendan.**

541 UNSS: We have not received the email with the MC Internal Regulation.

542 Ela: We can check your email.

543 **The Internal Regulations of the MC is adopted by acclamation.**

544

545 **19. Working Group reports**

546

547 The Chairperson explains that a member of the WGs will present their work.

548

- Monitoring Group on Educational Reforms in Europe:

549

550 Ruta, explains the work that has been done.

551

552 VSK: Would you like to send the presentation to us so that the MOs can see the tasks?

553

554 Ruta: Later on today we will share a tool where you can find all the presentations and information.

555

556 UNEL: About education and crisis is there a plan to include it?

557

558 Ruta: We want to focus more on the things MOs can share with us. We prioritise something specific
559 that we can involve MOs to.

560

561 • Working Group on Vocational Education and Training:

562

563 Laufey and Bicca Ollin (FSS) explain the work that has been done.

564

565 There are no questions on the Working Group.

566

567 • Working Group on the review of the Political Platform

568

569 Ferre is presenting the new Working Group and explains what its main aims will be.

570

571 **20. SLL presentation**

572

573 SLL is presenting a good practice that runs in their country on the topic of migrant inclusion.

574

575

576 **21. Seeds for Integration**

577

578 Eszter is presenting the Seeds for Integration project and the steps that have been taken so far.

579 Larissa and Lasse are presenting the future steps that will be taken regarding Seeds for Integration.

580 A World Café discussion on the dissemination strategies, the project ideas and the technical questions

581 follows the presentations. The main points of the World Café are summarised in Annex 2 of the COMEM

582 Minutes.

583 *Coffee Break*

584

585 **22. Discussion about OBESSU events**

586

587 Ruta, Ferre and Laufey are presenting the points that the Board wants to discuss with the MOs
588 concerning the OBESSU events.

589 Discussion between the MOs.

590 The outcomes of the discussion are summarised in Annex 3.

591

592 **23. Discussion and voting on proposals and amendments (2nd part)**

593

594 Roll Call:

595 CANAE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH, LMS, MAKOSZ, RSM, SAKKI, SIF, SLL, SUS, UDS, UNEL,
596 UNSS, USO, VSK.

597

598 In addition, SVB is present as Affiliate Organisation. They are not included in lists of roll calls.

599

600 There are 20 MOs present, 1 Candidate Organisation and 1 Affiliate Organisation.

601 **Amendment # 11**

Supporting Organisation(s)	DGS
Line(s) or article	315
Amendment	DELETE from "As" to "used"
Rationale	These words are superficial in the context.

602

603 EEO: It is a powerful statement to clarify that. If you don't know you have the rights, you don't know
604 how to use them.

605

606 UNEL: It is about how you write a text. We definitely need this in that line.

607

608 CSU: The Political Platform should be as short as possible and concise. This specific part has not much
609 added value.

610

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

612

613 Proceed to vote:

614 In favour: 3

615 Against: 13

616 Abstentions: 4

617 **The amendment has NOT been carried.**

618 **Amendment #12**

Supporting Organisation(s)	DGS
Line(s) or article	321
Amendment	REPLACE "students" WITH "student"
Rationale	School student representatives is the correct term.

619

620 **DGS has withdrawn the amendment.**

621 **Amendment #13**

Supporting Organisation(s)	DGS
Line(s) or article	350
Amendment	DELETE "yet other"
Rationale	It makes the sentence easier to understand

622

623 VSK: The sentence is easy to read as it is. These two words are taken out of context.

624

625 FSS: What we want to say is that these children are the experts, not they are one among other expert
626 groups. So we are supporting the change.

627

628 ISSU: "Yet other" provides a level of distinction, so it should stay in the text.

629

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

631

632 Proceed to vote:

633 In favour: 8

634 Against: 6

635 Abstentions: 6

636 **The amendment has been carried.**

637 **Amendment #14**

Supporting Organisation(s)	DGS
Line(s) or article	361
Amendment	REPLACE "groups on the edge of marginalization" WITH "marginalised groups"
Rationale	It is important to recognise that we do in fact wish to improve the lives of all marginalised groups - not merely those on the edge of marginalisation.

638

639 FSS: We should be paying attention to both groups: marginalised groups and groups on the edge of
640 marginalisation. They are not the same people. We will present an amendment to this section during
641 the next statutory meeting.

642

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

644

645 Proceed to vote:

646 In favour: 8

647 Against: 2
648 Abstentions: 10
649 **The amendment has been carried.**

650 **Amendment #15**

Supporting Organisation(s)	DGS
Line(s) or article	365-366
Amendment	REPLACE “extremist political ideologies” WITH “hate speech”
Rationale	We think that it is not necessarily the ideologies as such that are the problem, but rather the form in which they are expressed - such as hate speech.

651
652 UNEL: What does the sentence mean to DGS? How do they interpret it?
653
654 FSS: The real problem is not the ideology itself but when someone takes action, and acts on these
655 extremist thoughts. Including hate speech in the text is a good idea.
656
657 VSK: The school community is not a space for extremist ideologies nor hate speech.
658
659 CANAE: We want to vote in favour, but more should be included as hate speech is not the only
660 problem.
661
662 DOS: These two expressions are not the same, maybe as FSS suggested it should be good to have
663 another line on hate speech.
664
665 UNEL: Any kind of discrimination should be included, as it was already amended during the GA. Some
666 extremist groups do use hate speech but not all of them.
667
668 CSU: Extremist political ideology already includes hate speech.
669
670 UdS: Extremist political ideology is not necessarily a bad thing, not all extreme political ideologies
671 use hate speech, etc. (f.ex. anarchists). It is better to leave things as they are right now, and maybe
672 include it during the next Assembly and then talk about this topic more in-depth.
673
674 There are no more comments or questions and the Chairperson calls the vote.
675
676 Proceed to vote:
677 In favour: 1
678 Against: 10
679 Abstentions: 9
680
681 **The amendment has NOT been carried.**

682 **Amendment #16**

Supporting Organisation(s)	DGS
Line(s) or article	371-372
Amendment	DELETE from “modes” to “spread”
Rationale	We do not feel that fascism is the correct term for what is going on in Europe - although xenophobia and racism certainly are problems in the Europe of today.

683

684 UNEL: At some point fascism might be re-implemented in Europe, so it is better not to exclude it from
685 the document. We have to be prepared and this has to be already covered in our PP.

686

687 FSS: The sentence does not require the part with “fascism”, because the next part is covering what we
688 want to say on this issue. However fascism should be included in the text.

689

690 UdS: The real problem is the increase of xenophobic movements.

691

692 Board: We need a clear stand against fascism. The anti-democratic part is not enough there, we need
693 to have more emphasis on what we believe in, as such we should keep the part with fascism.

694

695 FSS: There are tendencies of fascism in Europe, but there are also xenophobic movements in Europe.

696

697 UNEL: We need a clear stand against politically organised movements that can eventually be in power.
698 Maybe we should add nationalism, as we have a growing tendency towards it in Europe.

699

700 CSU: 1. We already have a place in the PP where we have a clear stand on xenophobia. 2. We need a
701 clear stand against fascism. 3. There are already parties (Slovakia) that are using fascist rhetoric. We
702 are already facing this issue.

703

704 MAKOSZ: It would be morally unfair to condemn only fascism, and not mention other extreme f.ex.
705 leftist ideologies.

706

707 UdS: There is dictatorship and it is taking many colours. Fascism includes authoritarian and
708 xenophobic ideas. The real question is what we want to say with this paragraph. There are racist
709 movements in Europe, and we should condemn them as well. We should take a stand against all of
710 that.

711

712 UNEL: We can add other elements to the sentence, leave it in the sentence and next time complete it.

713

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

715

716 Proceed to vote:

717 In favour: 6

718 Against: 7

719 Abstentions: 7

720 **The amendment has NOT been carried.**

721 **Amendment #17**

Supporting Organisation(s)	DGS
Line(s) or article	384
Amendment	DELETE "(minorities)"
Rationale	All immigrants are minorities, so this is unnecessary.

722

723 **DGS has withdrawn the amendment.**

724 **# Amendment to the Amendment #18**

725 **DGS handed in a written amendment to the amendment.**

726

Supporting Organisation(s)	DGS
Line(s) or article	408
Amendment	DELETE "and explore"
Rationale	

727

728

729 FSS: Changing the amendment does not mean that you agree with the amendment, right?

730 Chair: Yes.

731

732 The plenary has to vote unanimously to support the validity of the amendment to the amendment.

733

734 **The plenary is in favour of changing the amendment on spot.**

735

736 Proceed to vote:

737 In favour: 20

738 Against: 0

739 Abstentions: 0

740 **The amendment to the amendment has been carried.**

741

742 **Amendment #18**

Supporting Organisation(s)	DGS
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Line(s) or article	408
Amendment	ADD “However, being an including space as an institution is not enough if these institutions are to be equally accessible to all students. In order to be as including as possible the educational institutions must actively support students in developing as human beings – this including gender identity and sexuality. Therefore all educational institutions should teach courses that help students understand and explore different gender identities, sexualities and the biological differences in sexual relations that are not between one man and one woman.”AFTER “constructions.”
Rationale	It is incredibly important for students that do not belong to or fit into the binary genders or the heteronorm that schools are not only open to and including these students, but that schools are also actively supporting them. In order for classrooms to be including spaces, all students must learn to understand and explore gender identity and sexuality, and thus these students will create societies where people of all gender identities and sexualities are not only welcome, but natural and normative parts.

743

744 DGS: It is important to make this modification for students that are different gender than male or
745 female.

746

747 EEO: How many of our organisations are going to use this amendment? Our students would not see
748 this as an important part of their education.

749

750 Board: We understand the intent of the amendment and we appreciate it, but the phrasing might not
751 be the best. This idea needs to be rephrased so as not to be misinterpreted.

752

753 MAKOSZ: By adding this we will be overemphasising the problem. This idea is already covered in other
754 parts of the political Platform.

755

756 FSS: So many people don't understand why it is so important to include this in the document; this is
757 exactly why we have to have it in the document. It can be amended later on.

758

759 ISSU: Can you change the wording to “inclusive”?

760 Chair: No, you have to amend it.

761

762 UNEL: If we pass this amendment it would be revolutionary. It is an issue which is on the rise,
763 everybody is confronted with gender stereotypes, identities etc. but now we are way more inclusive.
764 We should have this type of inclusiveness in education as well.

765

766 Board: Thank you DGS for bringing up this topic, gender education is very important, but this topic is
767 already in the political platform in a separate section. Adding this to the document would not say
768 more than we already do.

769

770 CSU: It is very important that this topic is not a taboo anymore, it has to be part of the sexual
771 education at school. However, we don't want the school to have this topic directly addressed. We
772 think that human relationships should not be discussed that way. I would like to propose DGS to
773 prepare a new amendment.
774

775 CANAE: Students organisations were the first ones to put this topic on the agenda. OBESSU's PP has
776 to have a clear standing with this regard.
777

778 EEO: The only problem for us is the 'institution' part. If this amendment passes we need to amend it in
779 the future to have a more clear and specific message.
780

781 There are no more comments or questions and the Chairperson calls the vote.
782

783 Proceed to vote:

784 In favour: 11

785 Against: 6

786 Abstentions: 3

787 **The amendment has been carried.**
788

789 *Lunch break.*
790

791

792 Roll Call

793 CANAE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH, LMS, MAKOSZ, RSM, SAKKI, SIF, SLL, SUS, UDS, UNEL,
794 UNSS, USO, VSK.
795

796 In addition, SVB is present as Affiliate Organisation. They are not included in lists of roll calls.
797

798

799 There are 20 MOs present, 1 Candidate Organisation and 1 Affiliate Organisation.

799 **Amendment #19**

Supporting Organisation(s)	DGS
Line(s) or article	441
Amendment	ADD ", religious" AFTER "cultural"
Rationale	Because it covers something that spiritual doesn't cover, and we want to cover as many student as possible

800

801 There are no comments or questions and the Chairperson calls the vote.
802

803

803 Proceed to vote:

804 In favour: 14

805 Against: 0

806 Abstentions: 6

807 **The amendment has been carried.**

808 **Amendment #20**

Supporting Organisation(s)	DGS
Line(s) or article	460-483
Amendment	DELETE from "Anti" to "community"
Rationale	Because we means that the other paragraphs cover that - inclusion

809

810 FSS: We disagree, discrimination has been mentioned but not bullying, this is why we need this
811 paragraph.

812

813 CANAE: Bullying is one of the most dangerous problems in our schools.

814

815 Board: A very specific focus should be dedicated to bullying.

816

817 ISSU: OBESSU has to have a stand on this topic.

818

819 UNEL: There is no direct stand elsewhere in the PP.

820

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

822

823 Proceed to vote:

824 In favour: 1

825 Against: 18

826 Abstentions: 1

827 **The amendment has NOT been carried.**

828 **Amendment #21**

Supporting Organisation(s)	DGS
Line(s) or article	638-
Amendment	ADD "Entrepreneurship Education" BEFORE "As previously"
Rationale	The piece of text following line 638 is about a wholly new topic. A change in topic is usually indicated by a new title. We find that "Entrepreneurship Education" is quite a fitting title.

829

830 VSK: Why is this change important?

831

832 DGS: This part is covering a new subject. It should be covered by a new headline.

833

834 CANAE: Entrepreneurship is a very complex terminology, maybe we should find a more fitting title.

835

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

837

838 Proceed to vote:

839 In favour: 13

840 Against: 0

841 Abstentions: 7

842 **The amendment has been carried.**

843 **Amendment #22**

Supporting Organisation(s)	DGS
Line(s) or article	<i>609-612</i>
Amendment	REPLACE "it in written" WITH "in written form"
Rationale	"it in written" simply makes no sense. "in written form" would be the correct way to express oneself in this situation.

844

845 **DGS has withdrawn the amendment.**

846 **Amendment #23**

Supporting Organisation(s)	DGS
Line(s) or article	<i>614</i>
Amendment	DELETE "Non-formal education"
Rationale	We believe that the statement is universal for all education and should not merely be talking about non-formal education.

847

848 **DGS has withdrawn the amendment.**

849

850 **Amendment to the Amendment #24**

851

852 A written amendment is handed in to the Chair change the wording of the amendment from "school student possibility" to "School student mobility".

853

854

855 Proceed to vote:

- 856 In favour: 20
857 Against: 0
858 Abstentions: 0
859 **The amendment of the amendment has been carried.**

860 **Amendment #24**

Supporting Organisation(s)	BOARD
Line(s) or article	<i>“School Student Mobility” – line 660 and onwards</i>
Amendment	<p>ADD</p> <p>“In order to make school student possibility a school student reality, there should be an increase in official recognition to enroll more school students in this form of intercultural learning. We strongly believe that the intercultural experiences of school student mobility are equally valuable as the educational part. Therefore, we ask governments to enhance the intercultural values of school student mobility by officially recognizing mobility programs.”</p> <p>AFTER</p> <p>“A disadvantaged financial situation must not influence the possibility to take part in mobility programs.”</p> <p>AND</p> <p>“- <i>official recognition of performances that were obtained abroad.</i>”</p> <p>AFTER</p> <p>“- <i>the European Union and its member states to withdraw the requirements for visa documents for school students and students active in youth organisations.</i>”</p>
Rationale	<p>Nowadays some very brave students take the opportunity to spend some time abroad during their secondary education. Often, sadly, their performances are not officially recognized by the government, therefore the effort of studying abroad is an “extra” on top of the education at home. We believe that these performances should be recognized in order to broaden secondary school student mobility.</p> <p>Obessu is currently part of a campaign “#recognizestudyabroad”, to strive for this official recognition. The panel discussion during LLL-week on the campaign in Brussels gathered campaigners, civil society and some EU members of parliament and the main outcome was that the recognition would motivate more students to undertake school student mobility and benefit intercultural learning experiences, which we really want to support and open up for more school students.</p>

- 861 There are no comments or questions and the Chairperson calls the vote.
862

- 863 Proceed to vote:
864 In favour: 20
865 Against: 0
866 Abstentions: 0
867 **The amendment has been carried.**

868 **Amendment #25**

Supporting Organisation(s)	DGS
Line(s) or article	<i>668-669</i>
Amendment	REPLACE “but so do teachers and trainers as well.” WITH “so do teachers and trainers.”
Rationale	The “but” in this sentence is unnecessary. “as well” is also unnecessary as the same meaning is conveyed in the word “so”. Removing these word basically removes unnecessary clutter and makes it much more digestible for the reader.

- 869
870 **The amendment has been withdrawn by DGS.**

871 **Amendment #26**

Supporting Organisation(s)	DGS
Line(s) or article	<i>686</i>
Amendment	REPLACE “Marks” WITH “These”
Rationale	It is simply more aesthetic to use a relative pronoun. It also avoid repetition for the reader.

- 872
873 **The amendment has been withdrawn by DGS.**

874 **Amendment #27**

Supporting Organisation(s)	DGS
Line(s) or article	<i>701-703</i>
Amendment	ADD “form” AFTER “written”
Rationale	Proper grammar. Written is basically an adjective, and as such needs a noun.

875
876 **The amendment has been withdrawn by DGS.**

877 **Amendment #28**

Supporting Organisation(s)	DGS
Line(s) or article	710
Amendment	ADD "the" BEFORE "person"
Rationale	Proper grammar

878
879 **The amendment has been withdrawn by DGS.**

880 **# Amendment 29**

Supporting Organisation(s)	DGS
Line(s) or article	712
Amendment	DELETE from "Following" to "evaluation"
Rationale	An assessment should always be a fair representation of the student

881
882 ISSU: We agree with the amendment.
883
884 UdS: If the assessment can result in a lower grade this is a risk for students that might push them not
885 to take the reassessment.
886
887 Board: We want to keep the sentence as it is. To ask for a reassessment is the right of a student, this
888 sentence can ensure that the teacher will not take revenge on the student.
889
890 FSS: This is not like a penalty at court, when a student receives an evaluation then asking for
891 reassessment is fair. If the teacher takes revenge on the student for doing so then it is wrong. If the
892 teacher realises that he made a mistake then that's being okay. If you are not fairly treated you
893 should be able to get a reassessment.
894
895 UNEL: Reassessment is asked when you have a lower grade and if you are not satisfied you can ask for
896 a reassessment. We just need that fairness is ensured.
897
898 Board: If you ask for reassessment you ask them to reassess you for the same thing you have been
899 already assessed. It is not related to teachers making a mistake.
900
901 VSK: This sentence means protection; this gives space for a second opinion from the teacher.
902

- 903 DOS: The line should be deleted. The best would be to have a board of teachers doing the re-
904 evaluation.
905
906 FSS: It is fair not to have a lower grade at the second try as such the line should stay. Students have
907 to be able to trust teacher's assessment.
908
909 ISSU: It is about the re-assessment part why we are supporting the amendment.
910
911 UNEL: If you have the right to re-assessment then you have to protect the students.
912
913 UdS: Assessment is a different thing between different countries. We are also talking about exams and
914 certain grades that need to be reached, in that context we need to defend students' right.
915
916 CANAE: Do you think that a student will ask for reassessment if he_she could receive a lower result?
917
918 DGS: If I want to get my work evaluated again, then the quality of the evaluation should not be worst.
919 – that is what the sentence means in our interpretation.
920
921 Board: It does not refer to the grade; this paragraph recognises the unbalanced power relations
922 between students and teachers.
923
924 There are no more comments or questions and the Chairperson calls the vote.
925
926 Proceed to vote:
927 In favour: 10
928 Against: 7
929 Abstentions: 3
930 **The amendment has been carried.**

931 **Amendment #30**

Supporting Organisation(s)	DGS
Line(s) or article	720-738
Amendment	DELETE every "national"
Rationale	The use of the word "national" is both unconstructive and bad. "National" basically excludes any country which is not a nation. For example, a federation is not technically a nation, and as such does not fit under the category of "a national government". Removing the word "national" does not remove from the original meaning of the text, but it removes any chance for misunderstanding, and includes everyone.

- 932
933 VSK: The two parts of Belgium do not receive money from the national government.
934
935 There are no more comments or questions and the Chairperson calls the vote.

936
937 Proceed to vote:
938 In favour: 15
939 Against: 0
940 Abstentions: 5
941 **The amendment has been carried.**

942 **Amendment #31**

Supporting Organisation(s)	DGS
Line(s) or article	<i>743-776</i>
Amendment	DELETE from "The Lisbon" to "strategy"
Rationale	It is outdated. The strategy was adopted in 2000, and the goal was in 2010. And we are in 2016 now

943
944 UNEL: There is a part on main education policies referring also to 2020. It could be updated, but not
945 deleted.

946
947 Board: There are still valid parts in this section, as the EU2020 and ET2020 Strategy both have roots
948 from the Lisbon Strategy.

949
950 There are no more comments or questions and the Chairperson calls the vote.

951
952 Proceed to vote:
953 In favour: 1
954 Against: 16
955 Abstentions: 3
956 **The amendment has NOT been carried.**

957 **Amendment #32**

Supporting Organisation(s)	DGS
Line(s) or article	<i>779-788</i>
Amendment	DELETE from "Europe2020" to "as Europe2020"
Rationale	It doesn't belong in a political platform

958
959 **DGS has withdrawn the amendment.**

960 **Amendment #33**

Supporting Organisation(s)	DGS
Line(s) or article	789-814
Amendment	- DELETE from "Transatlantic" to "consideration"
Rationale	It doesn't belong in a political platform

961

962 **DGS has withdrawn the amendment.**

963 **Amendment #34**

Supporting Organisation(s)	DGS
Line(s) or article	822-823
Amendment	REPLACE "and justice for all" WITH "and justice therein"
Rationale	"justice for all" carries a different meaning, than what might be intended here. "justice there in" on the other hand carries the meaning which might be intended. The intended meaning being justice within the education-system.

964

965 UNEL: It is confusing to have therein in the sentence.

966

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

968

969 Proceed to vote:

970 In favour: 1

971 Against: 12

972 Abstentions: 7

973 **The amendment has NOT been carried.**

974 **# Amendment 35**

Supporting Organisation(s)	DGS
Line(s) or article	825
Amendment	REPLACE "Therefore OBESSU works towards:" WITH "Therefore OBESSU demands:"
Rationale	OBESSU demands is on every last paragraph, so don't change it on the

	last one.
--	-----------

975

976 UdS: Works towards is the right wording, our other demands are different. We can work towards the
977 mentioned elements as an institution.

978

979 UNEL: What is the Board's position on this?

980

981 Board: It makes more sense the way it is now.

982

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

984

985 Proceed to vote:

986 In favour: 7

987 Against: 8

988 Abstentions: 5

989 **The amendment has NOT been carried.**

990 **Amendment # 36**

Supporting Organisation(s)	DGS
Line(s) or article	<i>830</i>
Amendment	DELETE from "engaging" to "society"
Rationale	We want to move the paragraph, so the title doesn't matter

991

992 **DGS has withdrawn the amendment.**

993 **Amendment #37**

Supporting Organisation(s)	DGS
Line(s) or article	<i>832-850</i>
Amendment	Move the paragraph "Lowering" to "level" to line 109
Rationale	It should be under the rights to education, because it should be a right to vote at age 16

994

995 FSS: This does not make sense; you have the right to vote and the right to education.

996

997 UNSS: It is important to be highlighted.

998

999 Board: The right to vote at 16 has to be a right, this is what we state as a demand at the end of the
1000 paragraph. But moving the section in question would not make sense.

1001

1002 UdS: This part would not fall under the right to education.

1003

1004 There are no more comments or questions and the Chairperson calls the vote.

1005

1006 Proceed to vote:

1007 In favour: 1

1008 Against: 13

1009 Abstentions: 6

1010 **The amendment has NOT been carried.**

1011

1012 **The adoption of the new changed Political Platform:**

1013 Proceed to vote:

1014 In favour: 19

1015 Against: 0

1016 Abstentions: 1

1017 **The changed Political Platform has been adopted.**

1018

1019

1020 Coffee Break

1021

1022

1023 Roll Call:

1024 CANAE, CSU, DGS, DOS, EEO, ESCU, FSS, ISSU, LH, LMS, MAKOSZ, RSM, SAKKI, SIF, SLL, SUS, UDS, UNEL,

1025 UNSS, USO, VSK.

1026

1027 In addition, SVB is present as Affiliate Organisation. They are not included in lists of roll calls.

1028

1029 There are 20 MOs present, 1 Candidate Organisation and 1 Affiliate Organisation.

1030

1031 **PRESENTATION OF THE RECOMMENDATIONS – THE RELATIONS BETWEEN EDUCATION AND THE LABOUR**

1032 **MARKET**

1033 Larissa presents the Policy paper and highlights the key proposals.

1034 ISSU: What is the youth guarantee?

1035 Board: The Youth Guarantee is an EU initiative trying to ensure that students who have just finished

1036 their studies have work guaranteed for a 4-month long period.

1037 **The adoption of the policy paper:**

1038 Proceed to vote:

1039 In favour: 20

1040 Against: 0

1041 Abstentions: 0

1042 **The policy paper has been adopted.**

1043

1044 **INTERNAL REGULATION ON REIMBURSEMENTS AND TRAVEL COSTS**

1045 **Amendment to Amendment #1**

Supporting Organisation(s)	DGS
Line(s) or article	<i># Amendment 1</i>
Amendment	REPLACE “the closing of the event they are concerning” WITH “the travel reimbursement forms concerning the event have been sent by mail to the member organisations”
Rationale	To ensure that the participants have enough time to fill out the reimbursement form if the Secretariat do not send the form out immediately after the closing of the event.

1046

1047 Board: OBESSU explains the reimbursement process on the last days of the events.

1048

1049 Secretariat: If we send the documents before the event then this will shorten you time for sending all
1050 your documents.

1051

1052 UNEL: It is just to prevent abuses.

1053

1054 There are no more comments or questions and the Chairperson calls the vote.

1055

1056 Proceed to vote:

1057 In favour: 8

1058 Against: 8

1059 Abstentions: 4

1060 **The amendment of the amendment has NOT been carried.**

1061

1062 **# Amendment 1**

1063

Supporting Organisation(s)	BOARD
Line(s) or article	<i>“Internal Regulation on Reimbursements of Travel costs”, adopted at the GA of 2010 in Strasbourg</i>
Amendment	REPLACE “Reimbursement forms must be sent complete, typewritten and signed,

	<p>by post, within 1 month of the event they are concerning. If participants are unable to meet the deadline, they must get in touch with the secretariat before the deadline.”</p> <p>WITH</p> <p>“Reimbursement forms must be sent complete, typewritten and signed, by post, before 21 calendar days after the closing of the event they are concerning. If participants are unable to meet the deadline, they must get in touch with the secretariat before the deadline.”</p>
Rationale	<p>Reducing the time from 1 month to 3 weeks will make it possible for the secretariat to manage the administrative side of projects, events and activities. It will allow us to close budgets easier and quicker and reduce administrative workload.</p>

1064

1065 There are no comments or questions and the Chairperson calls the vote.

1066

1067 Proceed to vote:

1068 In favour: 16

1069 Against: 3

1070 Abstentions: 1

1071 **The amendment has been carried.**

1072

1073 **The adoption of the changed Internal Regulation on Travel Reimbursement.**

1074 Proceed to vote:

1075 In favour: 20

1076 Against: 0

1077 Abstentions: 0

1078 **The changed Internal Regulation has been adopted.**

1079

1080 **POLICY PAPER ON ICT IN EDUCATION**

1081 **Amendment #1**

1082

Supporting Organisation(s)	BOARD
Line(s) or article	<i>“How should ICT education be brought to schools?”</i>
Amendment	<p>ADD</p> <p>“In the world of tomorrow, digital skills will benefit young people more than ever certainly because of their increasing importance in our society and labour markets. However, the applications of ICT in education should always be based on learners’ needs and never be determined by labour markets. ICT in education should help school students in acquiring skills for life, applicable in labour markets but also beyond. There is a tendency of policy makers to shape the usage of ICT</p>

	<p>in education according to business requests. We strongly believe that ICT in education should have the diversification of learning methods and the empowerment of school students as its dominant purpose.”</p> <p>AFTER</p> <p>“This can ensure equal and new opportunities in terms of letting the students choose their points of interest despite the school in question might not offer that as an option.”</p>
Rationale	<p>While using the policy paper in our advocacy work we experience the tendency described above. We believe that we should actively counterweight that whilst advocating our ideas on ICT in education.</p>

1083

1084 There are no more comments or questions and the Chairperson calls the vote.

1085

1086 Proceed to vote:

1087 In favour: 18

1088 Against: 2

1089 Abstentions: 0

1090 **The amendment has been carried.**

1091

1092 **Adoption of the changed policy paper.**

1093 Proceed to vote:

1094 In favour: 20

1095 Against: 0

1096 Abstentions: 0

1097 **The changed policy paper has been adopted.**

1098

1099 **24. Launch of MOs Forum**

1100

1101 Larissa and Ferre are presenting the MOs Forum.

1102 FSS: Thank you for the Platform. Who is going to be from the MO's side responsible for the Forum, the
1103 international officer? But could it be that the MO can decide who the best person in charge of
1104 Basecamp is?

1105 Board: That is a good point, we will discuss the technicalities later with Giorgio. We want to have a
1106 few people in charge per organisation.

1107 UNEL: Are there any guidelines on what is accepted or not?

1108 Board: We want to do the guidelines now with you.

1109

1110 **The planetary splits into smaller group.**

1111

1112 ISSU: We would appreciate a general technical introduction. The moderators should be Board
1113 members, we need active moderation. It should solely be used for professional purposes.

1114 UNEL: Hate speech, discrimination should be completely banned; it should be a safe space. It would
1115 be important to have a person to whom abuses can be reported.

1116 FSS: The content should be relevant to MOs, OBESSU or both.

1117 RSM: It would be a good idea to share information regarding changes in national school systems.

1118 UNEL: We could include tool boxes.

1119 VSK: For your information there is a Basecamp app. Is there a limit to what/how many we can post?

1120 UNEL: Maybe we could have a folder for the above mentioned kind of topics.

1121 CANAE: Changes in the organisations should be posted on Basecamp.

1122 USO: No spams.

1123 VSK: Have interaction on Basecamp, do not ignore anyone.

1124 UNEL: Messages could be organised into different themes.

1125 Ferre: The Message Board at Basecamp is more structured than the Camp Fire.

1126 DGS: It would be nice to have folders where all MOs could present themselves, their activities. This is
1127 the strength of OBESSU, it is providing a platform to share experiences on a European level.

1128 The outcomes of the discussion are also summarised in Annex 4.

1129

1130 **25. Communications-discussion**

1131

1132 The Board proposes to postpone this point to after COMEM and see how the communication is
1133 evolving after launching Basecamp.

1134 Ferre informs the plenary that OBESSU will launch a new website.

1135 **The plenary approves the change in the agenda by acclamation.**

1136 **26. Urgent resolutions and motions**

1137

1138 There are no urgent resolutions and motions.

1139 **27. Any other business**

1140

- 1141 1.) Appointment of the rapporteur. Bicca Ollin from FSS is volunteering to become the rapporteur.
- 1142 2.) FSS: Europe should have common curricula. We want to know your opinion on that. Ferre proposes
1143 to send this question to the Basecamp MOs Forum.
- 1144 3.) VSK: When we talk about the amendments it is frustrating that the same organisation is resending
1145 the same amendments again and again and I would like to know what you think about that.
- 1146 The Chair informs VSK that this is not a point that can be discussed under the “Any other business”
1147 point.
- 1148 4.) CANAE: Carles informs the Plenary that he is not the international officer anymore and he
1149 congratulates OBESSU for being so cool.
- 1150 5.) Ela and Lasse gives out the presents.

1151 **28. Closing of the COMEM 2016**

1152

1153 The Chairperson thanks all the delegates for all the civilised discussions. She is very happy to see
1154 OBESSU growing and that there are a lot of super active and motivated school student activists.

1155 The Chairperson closes the Council of Members of OBESSU 2016.

1156