

1 **OBESSU Council of Members 2019**

2 *Brussels, Belgium - 6th -7th December 2019*

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## Day 1, Friday 6th of December

### **Opening of the COMEM**

The board opens the COMEM at 9:30 am and welcomes the delegates.

### **Election of the Chairperson**

The Board proposes Brendan Power - former Board Member of OBESSU 2014-2016 - to be the Chairperson of the COMEM.

Brendan welcomes the delegates and briefly shares his experience in OBESSU

The COMEM approves Brendan as the Chairperson by acclamation.

### **Election of the minute-takers**

The Board proposes Dasa Koribanicova, Membership and Capacity Building Officer; Felipe Cossio Cuartero, the Communications and Events Assistant; and Mariam Barhandi , Programme Assistant, to be the minute-takers of the COMEM.

The COMEM approves the minute-takers by acclamation.

### **Election of the Ballot Committee**

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

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

Three people are proposed for the Ballot Committee:

Alexander Boje Lassen from EEO

Ciara Fanning from ISSU

Maja Kalin from DOS

The COMEM approves the ballot committee by acclamation.

### **Adoption of the internal regulations**

The chairperson explains the internal regulations and suggests there is no speaking time, but can be introduced. Delegates will be warned when they repeat themselves. The chair also says that if an organisation leaves the room during voting, the card has to be returned.

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

70 The chairperson asks Giuseppina, the Secretary General, to explain the signs that can be  
71 used during the COMEM:

72

- 73 - V for false information;
- 74 - P procedure proposal (to be the next on the speaking list);
- 75 - T is for Technical points.

76 If the sign is used incorrectly, the person will be sanctioned.

77

78 Written motions are to be submitted to the chairperson until midnight.

79

80 The internal regulations are approved by acclamation.

81

## 82 **Legality of the Council of Members**

83 For the COMEM to be legal, 50% plus 1 of the total number of OBESSU members has to be  
84 present. At this COMEM 23 Organisations are present, which satisfies the legality criterion.  
85 Furthermore, all deadlines leading to the COMEM were kept. No protests are made and  
86 therefore the Chairperson confirms the legality of the COMEM.

87

88 The organisations present are: AKS (AT), ASUBiH (BiH), CANAE (ES), CEF (BE), CNE (RO),  
89 CSU (CZ), DOS (SI), EEO (DK), ESCU (EE), FSS (FI), ISSU (IE), LMS (LT), MAKOSZ (RO),  
90 NSOA (UK), OSKU (FI) {applying member}, RSM (IT), SAKKI (FI), SIF (IS), SLL (FI), SVB  
91 (DE), UDS (IT), UEM (MD), UNEL (LU), USO (CH).

92

93 The COMEM approves the legality by acclamation.

## 94 **Adoption of the agenda**

95 The Chairperson presents the official agenda of the COMEM. The chair explains that there is  
96 a proposal to move a discussion which was presented to the COMEM the day before.

97 CANAE asks why it has not been sent yet.

98 It is explained that the reason is because it has not been approved yet with the changes.

99 Moreover, CANAE mentions that a date has to be changed in one of the points.

100 Giuseppina replies that it has been changed.

101

102 The chair invites the delegates to vote by acclamation.

103

104 The agenda has been approved by acclamation.

## 105 **Voting on speaking rights of Affiliate Organisations**

106 The affiliate organisation present at the COMEM is SVB.

107 The Chair proposes that the COMEM votes on the right to speak for SVB by acclamation.

108

109 The speaking right of SVB has been approved by acclamation.

110 **Voting on speaking rights of Extra Delegates**

111 The member organisations with extra delegates are: CEF, DOS, EEO, ISSU, SLL, UNEL,  
112 USO

113 The Chair proposes that the COMEM votes on the speaking rights of extra delegates by  
114 acclamation.

115 The speaking right of extra delegates has been approved by acclamation.

116 **Guests present at the COMEM**

117 The chair asks the guest at the COMEM to introduce themselves. The only guest present is  
118 Karin from OSKU. Karin from OSKU presents herself.

119 The Chair proposes that the COMEM votes by acclamation if Karin can be present.

120 The COMEM approves the presence of OSKU by acclamation.

121 **Voting right for Member Organisations failing to pay the Annual Financial Contribution**  
122 **2017**

123 The Chairperson explains that according to the Statutes, only Member Organisations which  
124 have paid the Annual Financial Contribution (AFC) have the right to vote. The organisations  
125 that failed to pay the AFC is MAKOSZ. The COMEM will vote on whether to grant the right to  
126 speak/vote. To pass, a simple majority is needed.

127 MAKOSZ is asked to make a brief explanation and the Chairperson opens the floor for  
128 questions or comments:

129 **MAKOSZ** apologizes that they did not pay and they understand if the members will not give  
130 them the right to speak. They will try to pay their fee but also, they have financial issues.

131 **Edvardas from the board** explains that not even the declaration of turnover was submitted  
132 and therefore the fee could not be calculated, which in some cases can be 0 euros.

133 **CANAE** mentions that some organisations have debts but they are not present so we only  
134 vote on MAKOSZ.

135 Giuseppina explains that there are organisations who have certain debts, but not only related  
136 to the AFC and some are in the room and they have a voting right because they paid the AFC  
137 for 2019.

138 **CANAE** requests a secret ballot.

139 The chair asks MAKOSZ to leave the room and opens the floor for questions.

140 Roll call: AKS, ASUBIH, CANAE, CEF, CNE, CSU, DOS, EEO, ESCU, FSS, ISSU, LMS,  
141 NSoA, RSM, SIF, SLL, UDS, UNEL, USO

142 SVB and UEM are also present but do not have a voting right since they are not members.

143 Proceed to vote:

144 In favour: 13

145 Against: 6

146 Abstentions: 0

147

148 **MAKOSZ has been granted the right to vote.**

149

150 **Presentation of the report of the GA 2019**

151 Lukas, who was selected as a rapporteur at the GA presents his report. There are no questions  
152 from the delegates.

153

154 **Adoption of minutes from the GA 2019**

155 The chair explains there were no changes proposed to the minutes and he suggests that the  
156 delegates approve the minutes by acclamation.

157 The minutes have been approved by acclamation.

158

159 **Election of the Rapporteur of the COMEM**

160 The chair asks who wants to be the rapporteur for the GA 2020. Samuel from FSS volunteers  
161 to be the rapporteur. The chair asks the delegates to approve by acclamation.

162 The delegates approve Samuel as a rapporteur by acclamation.

163 **Board report**

164 The board presents its 2019 report and their work since the last GA. The board gives an  
165 update on working groups, membership development, updates on the Pool of Trainers, 17th  
166 of November campaign, VET, Quality of Assessment, Global Citizenship Education,  
167 Minorities' rights and talks about reactions and statements from that period as well as external  
168 representations. The board presents OBESSU's partners and how OBESSU works with them.

169 The board also presents the projects since the GA which are:

- 170 ● Summer school
- 171 ● University on youth and development
- 172 ● Speak together
- 173 ● Inclusive schools
- 174 ● PeerPower
- 175 ● Webinars

176 Moreover, activities of 2020 are presented. The board talks about their plans about  
177 communications strategy. The board reflects on how it is to work together and how the three  
178 new board members integrated.

179 The chair opens the floor for questions and comments.

180 SVB asks what are the main challenges that the board is facing and how can the OBESSU  
181 membership support the board with the challenges.

182

183 **Edvardas** says that they could probably all identify other challenges but he thinks the biggest  
184 one is disengagement from the membership. Bicca explains it is important to get replies since  
185 it is feeding into work of OBESSU and responses, even if negative are necessary. Adrian says

186 they are happy to use any platform for communication. Lucija says finding the balance  
187 between work and life is also something the board needs to improve. Giuseppe adds that  
188 proactivity is very important.

189 **CANAE** asks how is the work balanced and how was the handover process since OBESSU  
190 still has an overlapping mandate.

191 Edvardas explains that there was a misunderstanding and it is not that the board members  
192 who were on the board longer were doing everything and newer ones nothing, he feels this  
193 board is balanced and is doing well.

194 **SVB** asks about the events since the GA and composition of the participants, such as age and  
195 gender composition, are there more male or female participants and more minors that over 18  
196 years olds or if it is balanced.

197 **The board** explains that it is the membership who nominates participants and in cases where  
198 there is a selection process both, gender and geographical balance are taken into  
199 consideration.

200 **Giuseppina** explains that generally in events OBESSU has more people who identify as  
201 women than men; and usually the majority is over 18. Also, some members come more often  
202 than others, so when evaluating the composition there are different things to take into  
203 consideration.

204 **UNEL** thanks the board for the work and asks how communication with different stakeholders  
205 is and whether there are major difficulties and if yes, how is the board planning to improve  
206 them.

207 **The board** replies OBESSU has a very good network and contacts with international youth,  
208 but for example when it comes to advocacy there are some weaker connections. OBESSU  
209 will be also employing a person to work more on policy which will be a very welcome change.  
210 Moreover, the board explains that when it comes to education, a lot of decisions are made on  
211 a national not European level. The board also says that they will have a more structural  
212 approach to policy and advocacy and will work on improving it.

213 **EEO** thanks the board for the work and says that they especially enjoyed #PeerPower and  
214 ask Bicca how she thinks she will ensure that her job will not interfere with OBESSU.

215 **Bicca** replies that in her job she does not do any external representation

216 **UNEL** asks what OBESSU can do in the future.

217 **Bicca** asks if OBESSU wants to take a vote of trust.  
218 **UNEL** says no, but what if a similar situation happens in the future, how will OBESSU deal  
219 with that.

220 **Bicca** explains that the membership can ask for a vote of trust. It is also explained that the  
221 MC was involved.

222 The chair closes the discussion.

## 223 **Financial report 2019 and presentation of the 2020 budget**

224 **Giuseppina** presents the preliminary report from 2019 since 2019 is still ongoing and the  
225 actual report will be presented at the GA 2020 where it will also be voted upon. She also  
226 presents the budget 2020 which will be voted upon.

227 Giuseppina presents the strengths - size of the secretariat, increase in capacity; funding and  
228 demand on the membership and board; good recognition from the donors; starting new  
229 collaborations.

230 Cash Flow is decent because it is the end of the year. Big portion for 2020 is already  
231 guaranteed.

232 She presents the weaknesses - low salaries/high turnover of employees; limited diversity in  
233 funding; contribution of members is low, only 6% of the budget. OBESSU has very small  
234 reserves which are not good for the organisation.

235 Giuseppina also asks whether OBESSU can count on members when it comes to fundraising  
236 and if they want to join.

237 When it comes to the financial situation of 2019, the biggest chunk is remuneration which is  
238 salaries and board and MO gathering together. The overheads are office costs, bills,  
239 computers...

240 Big part of subcontracting is the money given for Seeds for Integrations and SSSU.  
241 Depreciation is a small amount. Membership fee of LLLP and YFJ. We will close the year  
242 almost with a balance sheet at 0.

243 The chair opens the floor to questions.

244 The chair asks Giuseppina to present the 2020 budget.

245 Giuseppina explains the expenditures. It seems there is less expenditure and therefore less  
246 income. Seeds for Integration funding is ending, but the amount of subcontracting is much  
247 less (money paid to accountant and auditor), so it is less because we have 1 project less.

248 Travel and subsistence are more or less the same as 2019. Membership fees are the same,  
249 remuneration is higher, new colleagues are joining the Secretariat. Incomes, on the other  
250 hand, are almost the same.

251 OBESSU still does not have results of all grants it applied for. It looks like next year the  
252 reserves will not increase significantly either.

253 The chairperson asks if there is any question.

254 **CANAE** asks what will happen with the office considering more people are joining.

255 Giuseppina answers that the office is small, she has a discussion with Mundo J, and the  
256 secretariat might move to ESU's place because it is more suitable but it depends on the budget  
257 as well. It will be clarified in the next few weeks.

258

259 Roll call: AKS, ASUBIH, CANAE, CEF, CNE, CSU, DOS, EEO, ESCU, FSS, ISSU, LMS,  
260 MAKOSZ, NSoA, RSM, SIF, SLL, UDS, UNEL, USO

261

262 Proceed to vote:

263 In favour: 20

264 Against: 0

265 Abstentions: 0

266

267 **The budget has been approved.**

## 268 **Report of the Secretary general**

269 The chair asks for the report of the Secretary General.

270 Giuseppina presents the past and future projects and explains that OBESSU will send surveys  
271 in 2020 because OBESSU needs to find out about the impact of the Seeds project.

272 European Youth Together is a big project granted by EACEA. It is to better work on a local  
273 level and reach disadvantaged groups. ISSU is a partner and then there are more partners  
274 from outside OBESSU and OBESSU coordinates it. OBESSU will be creating a big MOOC  
275 with innovative methodologies.

276 In 2019, the secretariat went through lots of changes, discussed how to make events safer  
277 and started updating the structure of the secretariat. It also focused on team building. In the  
278 summer, the secretariat went on a staff retreat and now the secretariat tries to have a monthly  
279 brunch. The secretariat is also trying to work on diversifying funding and the secretariat did a  
280 big research on PISA. The secretariat has also been working on trying to change the legal  
281 seat of the organisation and has been travelling to lots of events. Giuseppina says that it is  
282 also important for the OBESSU secretariat to be in communication with secretariats of  
283 OBESSU member organisations.

284 Giuseppina presents the upcoming changes in the secretariat and explains the future  
285 structure.

286 Giuseppina also encourages members to contact the secretariat if needed.

287 The chair opens floor for questions

288 There are no questions from the floor.

## 289 **Discussion Corners (Development strategy and Workplan 2021-2023)**

290 *Question: Will the survey results reflect their personal preferences or was it discussed with*  
291 *their organisation?*

292 **UNEL** says they really wanted to involve as many people as possible but unfortunately, they  
293 already had a meeting and the survey came too late. Yet, they have a Skype meeting on this  
294 so the 2021-2023 workplan is in accordance with their plans. They involved a lot of people in  
295 this discussion. The treasurer says it was very important to gather their Board ideas and to  
296 rely on OBESSU positions. They stressed the importance for others. They will have a meeting  
297 about Sex education, violence and drugs.

298 **ESCU** says that all the topics in the summary and they did not specifically talk about all the  
299 topics from the list. It is in line with ESCU's plans for the respected years.

300 **Lukas from SVB** says that he is quite autonomous about his international work but he did not  
301 fill in according to his personal preferences but what the organisation would be working on in  
302 the future, or what his organisation would be publishing papers on.

303 **LMS** agrees with SVB, the IO is quite autonomous because not the entire Board works on  
304 international work, but it was not personal, she did not make a call. But she works in Youth  
305 Policy in LMS so she has a good work.

306 *Question: How is the previous (current) workplan in line with their current work?*

307 **UNEL** says that Vicky was referring a lot to OBESSU's work and OBESSU plans so the work  
308 plan was quite in line with Obessu. Their plans often coincide with OBESSU's plans.

309 **SVB** says that peer education is a thing and they will be working on it for the next years. So  
310 that aligned their work with OBESSU's work. Environment is also something that aligns to  
311 them. Those are the main ones but they also work on other topics but not as extensively. They  
312 also have a working group on sex and gender and one on migration but they're not very active,  
313 but they tried. Some organisations wanted them to work on digitalisation. But the working  
314 group on migration started after the seeds for integration event.

315 **UNEL** says they also have to focus on university students, so they focused GCE, they worked  
316 a lot on sex and gender, about drugs, hashish will be legal soon so they want to have a stance  
317 on it. They want to include as many topics as possible. School Student mobility is difficult  
318 because of Bologna process but they're working hard on it, and they want to put an emphasis  
319 on school student mobility. They decide their topics during the GA but never open OBESSU  
320 work plan, they also plan their work plans with other INGYOs but their IO keeps them informed  
321 of OBESSU plans. They had nearly 30 meetings for setting up their work plans.

322 **ESCU** says they saw the excel table and they make themselves every year, they don't plan 3  
323 years in advance and based on their national needs. The working groups are also organised  
324 based on the national levels not on OBESSU work plan. They worked on minorities rights a  
325 lot and also informal teaching, but none of that was because of OBESSU but because of  
326 national needs. But they said that they will consider aligning with OBESSU.

327 Question: General comments on how to make OBESSU more relevant?

328 **UNEL** feels like we are doing a lot of MOs, and they don't feel comfortable asking more  
329 because it's already too much to absorb

330 **SVB** agrees a lot with UNEL and says IOs are under pressure to pass information that is not  
331 relevant to their organisation work. That's where communication lags it appears. SVB doesn't  
332 know how OBESSU can help them to grow.

333 **UNEL** says sometimes they can come back from OBESSU event and they want to inspire but  
334 their plans are overloaded with national stuff and can't alter their plans.

335 **CEF** (given in printed) It seems important to first of all to strengthen the global cooperation  
336 offered by OBESSU before talking about relevance. CEF thinks OBESSU should have more  
337 contact with regional delegates, more meetings between members from the same region.

### 338 **Discussion corner (AFCs)**

339

340 **ISSU** says it's a difficult discussion, Daša did an amazing field visit and very explicit  
341 (referring that OBESSU Services are good quality) and that MOs do not contribute enough.  
342 They are thinking about making a similar structure to OBESSU in their national organisation,  
343 that's because they rely on governmental money.

344 **DOS** representative says he is new so he doesn't know much, they have a certain budget and  
345 he doesn't know if they could raise the fees. He thinks there should be an alternative solution  
346 to the problem but that the reserve should be much bigger than this.

347 **ASUBIH** says they have a small alumni fundraising.

348 **UNEL** says that in Luxembourg they represent students and school students and they have  
349 to pay membership fees for other international organisations. They could not pay more, and  
350 they emphasise a lot how massive the issue for them it would be to pay more. They say that  
351 they understand OBESSU and that there is an issue. The delegate is a treasurer so she's

352 confident what she's talking about. ESU charges 33 per cent more although we're talking  
353 about the same organisation.

354 **OSKU** doesn't think that membership fee raising is the solution and that we should be looking  
355 for alternative ways.

356 **EEO** says they think they could be paying more but they are worried about smaller  
357 organisations. They don't care about AFCs and they would agree to pay more.

358 **UNEL** says they discuss this a lot in their organisation and they pay a lot of membership fees  
359 to other organisations, that's nearly one fifth of the whole their budget.

360 **ISSU** suggests reviewing the source of income our MOs receive and that would help us see  
361 how much we can push them, eg. if OBESSU members are very project-led then it's more  
362 difficult but if they have plenty of easily disposable income then something can be done.

363 **UNEL** says they are super conscious that OBESSU gives them a lot but since they are not  
364 able to help, they are sorry.

365 **DOS** says maybe the rich countries should pay more and small pay less.

366 **EEO** suggests to make more top rows in the AFCs so only the rich would start paying more.

367 **EEO** says that 2 million Danish crowns are fundraised so there's no strict accounting. If you  
368 struggle in Denmark with fundraising then the other organisations help you.

369 **ESCU** asks what's the reason behind increasing reserve? The current financial system is not  
370 stable in ESCU because of governmental dramas, that's the reason they have a complex  
371 situation, they have to carefully look where they spend. Paying the OBESSU fee has never  
372 been a problem and won't be and if it is raised, they find a way. They love being part of  
373 OBESSU.

374 **DOS** says some question why they need OBESSU if they only work on a national level, some  
375 don't see a point and it would be hard to persuade them.

376 **EEO** says they are a well-established organisation, so is Norway. But at some point they were  
377 a member and they didn't feel that they're fee was worth it. But EEO definitely disagrees with  
378 it because even if they're well established, they still get a lot out from OBESSU. Shine more  
379 light on what OBESSU offers.

380 **CSU** representative says he is not really sure about the financial stage of CSU but he knows  
381 it's not really great. They are still a new organisation. They are only 6 years old.

382 **LMS** representatives are not familiar with the financial system, but she hopes that their  
383 fundraising will go well. She suggests to increase the participation fees, but it wouldn't be an  
384 issue for them to raise the AFCs and it wouldn't make a big change

385 **CEF** gave their contribution in print and it says that it is sometimes complicated to pay the  
386 membership fee when they cannot see their investment clearly and to quantify the added value  
387 of being a member in OBESSU.

388 **NSoA** says maybe some times OBESSU shouldn't be covering some expenses but asking  
389 some MOs to do it themselves so more money would be left in reserve.

390 **SVB** suggests maybe it's not MOs' fault that their proportion of fees is not high enough but  
391 maybe OBESSU budget is too big and unproportionate.

392 **NSoA** says maybe OBESSU should fix a number that we need to get from the membership  
393 fees and then divide that number among MOs.

394 **UDS** representative says UDS could be paying more if OBESSU activities would be better  
395 related to UDS activities.

396 **SLL** says they could probably pay a bit more than they currently are.

### 397 **Monitoring Committee report**

398 Joanna from the MC presents the MC report to the COMEM. She explains what the role of  
399 the MC is. A more detailed report will be presented at the GA at the end of their mandate. The  
400 MC encourages more communication not only from the OBESSU's side but also from the  
401 membership side.

402 The MC thinks it would be very beneficial to deliver more reporting from the side of the board  
403 when they represent OBESSU. MC also highlights that OBESSU campaigns should be fact  
404 based and have more reach. For example, the 17th of November could have been better but  
405 the MC is very happy with the PISA reflections.

406 The MC says members are happy with Seeds project in general, there could have been  
407 increased engagement on social media and some budget help, such as producing videos etc.  
408 Stronger and ECMA will be evaluated next year at the GA.

409 Financial report will be presented at the GA as well since the accounts are not closed. The  
410 MC is happy with the work of the board. There is more work to do when it comes to  
411 communication between the MC and the board. When it comes to secretariat, the MC  
412 welcomes the team building that the secretariat had.

413 The MC would like to see indicators for the development strategy so success can be measured  
414 and the MC wants to work on it with the board.

415 The chair opens the floor for questions and comments and asks the board to leave the room.

416 **CANAE** thanks the MC for their work and asks how has communication with the board been,  
417 whether there are any difficulties and how is the work amongst the MC going. Moreover,  
418 CANAE wants to know how Sara, the previous board member adapted as a MC member.

419 Joanna says that the biggest challenge for the MC communication is time since they all study  
420 or work or both and they would like to do more talking than just texting. They are also good  
421 friends so they can be honest and they set up expectations at the start. Communication with  
422 the board has been positive and if the MC has questions, they answer and provide all  
423 information. Regards to Sara, Joanna says that it is great to have someone in the MC that  
424 knows the organisation but they all feel equal since they all have interesting experiences and  
425 they complement each other.

### 426 **Implementation plan 2020 adoption**

427 The board presents the implementation plan 2020. There will be 5 overarching topics for the  
428 next year - disability, school students' mobility, environmental awareness, quality of education  
429 and grassroots management.

430 Giuseppina goes through the events of the next year and presents them shortly. She also says  
431 that next year will be a year of approving lots of documents such as a work plan 2021-2023  
432 and there will be a membership consultation on it.

433 Giuseppina explains how OBESSU will work on each of the 5 big topics in the year 2020 which  
434 is also explained in the proposal.

435

436

## **OBESSU Implementation plan 2020**

437 **Proposed for adoption at the Council and Members 2019 – 6-7th December - Brussels,**  
438 **Belgium by the Board of OBESSU**

439

440 As stated in the OBESSU Work Plan for 2018-2020, OBESSU will work with a certain set of  
441 topics in the year 2020, namely: disability, quality of education funding, school student mobility,  
442 environmental awareness and grassroots management. The topics belong to the clusters of  
443 strategic priorities, set out in the Work Plan. With this document, OBESSU commits to work  
444 on these topics in the upcoming year of 2020 in the following way:

445 \_\_\_\_\_

446 \_\_\_\_\_

	Education for Wellbeing	Education for the 21st Century		Defining Quality Education	Organisational Capacity	Governance
	Disability	School Students Mobility	Environmental awareness	Quality of education funding	Grassroots management	
Long-term processes	Study Session  Joint partnership in the Inclusive Mobility Alliance	Advocacy on the mutual recognition of study-abroad diploma	EYF Workplan  Coordination group	Campaign  Working Group	Stronger School Student Unions	Adoption of the 2021-2023 Workplan and the 2020-2024 Development Strategy
January					Interregional PLA on Knowledge Management in School Student Organisations	
February			1st Regional Advocacy Seminar			Consultation on the Development Strategy
March	Inclusive Schools week		2nd and 3rd Regional Advocacy Seminars			Consultation on the Workplan to be proposed
April	Study Session "Enable"  (17-25.04)					
May				European Youth Event - panel in the EP		
June						(General Assembly)
July			Summer School #EcoFighters			
August						
September					University on Youth and Development - Training Course for International Officers on Grassroots engagement	
October			Impact week			
November			Policy paper proposed at COMEM	Campaign		(Council of Members)
December						

447

448

449

## 450 **Disability**

451 “Students are disabled by society and education systems in various ways, some more visible  
452 than others, although the education system should be inclusive for all. OBESSU’s work on  
453 inclusion has so far only superficially touched upon the topic of disabilities in education,  
454 ranging from more hidden learning disabilities to physical and mental disabilities. It is  
455 necessary to create a debate on the needs of disabled learners in terms of teaching methods,  
456 infrastructure and the wider school environment.”OBESSU Work Plan 2018-2020

457 Following the guidelines given in the Work Plan, OBESSU will work on this topic with an event,  
458 a long-term alliance building process and a specific project.

459 In 2020 we will organise a Study Session titled “Enable” in cooperation with the European  
460 Youth Centre in Strasbourg. The main aim of the Study Session is to explore how school  
461 student unions, learners and activists can contribute to creating inclusive education for all,  
462 involving especially learners with disabilities in formal, as well as in non-formal and informal  
463 learning.

464 The objectives are:

- 465 ● Participants establish a common ground of understanding of inclusion, independent  
466 living, different abilities, inclusive education and related terms and are ready to work in this  
467 area in their home countries.
- 468 ● Participants gain understanding of key documents (e.g. manuals, policy papers, etc.)  
469 of the Council of Europe related to the topic of disabilities.
- 470 ● Participants exchange practices from their local realities and explore the role of  
471 learners acting for inclusive education (e.g. as activists, as peer educators, etc.), building also  
472 the previous work of OBESSU on social inclusion in 2018 in a Work Plan supported by the  
473 Council of Europe.
- 474 ● Participants create a map of the level of inclusiveness of educational systems in their  
475 countries and pool of practices that can be used to develop inclusive education in schools in  
476 Europe further.

477

478 The study session will take place from the 17th to the 25th April 2020.

479 The results of the study session will help the Board and the Membership to also review the  
480 OBESSU Political Platform with a critical eye and propose necessary changes.

481 Other than the Study Session, OBESSU will continue being engaged with the Inclusive  
482 Mobility Alliance, bridging the topics of disability and school student mobility and exchanging  
483 knowledge, experiences and expertise with the organisations working in the fields of  
484 education, disability and mobility.

485 OBESSU will also dedicate a specific focus on disability in our Inclusive Schools Project. The  
486 project aims to embed inclusive education principles in schools management in Europe by  
487 favouring the emergence of a community of leaders standing for inclusion, consisting of heads  
488 of schools, teachers and students. More specifically key project activities include: developing  
489 tools for Screening Diversity and Strategy development, creating educational manuals,  
490 training trainers at local and international level, setting up an Inclusive Schools certification  
491 scheme and delivering social inclusion workshops in 61 schools in Europe. Specifically,

492 OBESSU started working on this project in 2019 and run different events, a follow up with  
493 workshops in schools and the Inclusive Schools week - in March 2020 - will be the more  
494 specific activities we will carry out.

#### 495 **School Students Mobility**

496 “School Student Mobility promotes intercultural experiences and understanding, which are  
497 crucial in the 21st century. It enables students to develop skills useful to be active and work in  
498 intercultural environments, supporting the growth of global citizens. One of the main barriers  
499 students face towards School Student Mobility is the recognition of abroad studies. It can be  
500 seen as a factor of demotivation that the skills and the education a student receives during the  
501 time in a mobility program are not recognised by their school. OBESSU's Political Platform  
502 states that School Student Mobility should be accessible and available for all, and that a  
503 disadvantaged financial situation or any other social barriers should not influence in any way  
504 the possibility to take part in mobility programmes.” OBESSU Work Plan 2018-2020

505 Following the EU Council recommendation on the Automatic Mutual Recognition of Diplomas  
506 and learning periods abroad which calls on automatic recognition of learning periods abroad  
507 within upper secondary education and training, OBESSU will continue staying engaged in the  
508 #RecogniseStudyAbroad campaign promoted by EFIL and EEE-YFU and of which we have  
509 been a longstanding partner. Namely, we will advocate the EU for the implementation of the  
510 recommendations on the national level.

511 Moreover, we will stay engaged in the debates around the future of Erasmus in the year 2020,  
512 prior to the launch of the new programme in 2021. We will do this through participating in the  
513 Erasmus Coalition and coordinating advocacy efforts with the Lifelong Learning Platform and  
514 the European Youth Forum to include the view of school students in the debate on mobility.

#### 515 **Environmental Awareness**

516 “OBESSU has not focused much on the topic of environmental awareness in the past, but it  
517 is important that OBESSU promotes environmental and social sustainability in schools,  
518 highlights the importance of environmental education in upper secondary schools in Europe.  
519 Schools should give space to discuss environmental concerns and empower students to take  
520 action for a sustainable use of natural resources. It is important for students to understand  
521 global environmental challenges and their role in addressing them locally and globally.  
522 OBESSU shall develop concepts for practices that promote and practice a culture of  
523 environmental awareness and activism in schools.” OBESSU Work Plan 2018-2020

524 OBESSU will implement what outlined in the Work Plan through the implementation of an  
525 Annual Work Plan supported by the European Youth Foundation of the Council of Europe with  
526 the following objectives:

- 527 ● to promote the exchange of best practices and examples, among OBESSU member  
528 organisations in relation to environmental issues and sustainability;
- 529 ● to build capacities of school student activists in advocacy and democratic participation,  
530 with a special focus on addressing environmental challenges, from local and national to  
531 European and global levels;
- 532 ● to develop an 'Action Kit' related to the topic for school student activists;
- 533 ● to implement local and national awareness raising actions regarding environmental  
534 issues.

535 To meet all of the objectives set, this Work Plan will include local/national, regional and  
536 international activities, small and bigger events, with a strong capacity building focus. Namely,  
537 the #EcoFighters Work Plan consists of three phases, realised in five activities:

### 538 **1.Regional Advocacy Seminars**

539 The Regional Advocacy Seminars are the base of all processes in the WP, providing  
540 representatives of OBESSU member organisations - school student activists - within their  
541 region, either Northern, Southern or Central-Western Europe with a wide scope of overview  
542 regarding their local environmental challenges, stakeholders and discourse, as well as ways  
543 how to advocate for overcoming them. The Seminars will respond mostly to the first and  
544 second objective of the Work Plan.

### 545 **2. Summer School**

546 The Summer School is the annual event of OBESSU - this will be its 9th edition bringing school  
547 student activists from all over Europe together. The event will build on the learnings of the  
548 Seminars and will provide the space for exchange among participants in a European context  
549 with all its diversity, involving also participants potentially who have not attended their regional  
550 Seminar and bring a fresh perspective. Furthermore, participants will draft an 'Action Kit' for  
551 school students to carry out initiatives regarding environmental awareness. The Summer  
552 School will address the first, the second and the third objective of the Work Plan.

### 553 **3.Impact Week**

554 The Impact Week is the last activity in the Work Plan that brings the fruit of previous processes:  
555 it is the moment where participants of the Seminars and the Summer School put their plans  
556 into action. Thanks to a micro-granting scheme, member organisations of OBESSU will have  
557 the chance to implement local and national activities that take their advocacy to the next level.

558 Throughout the year, OBESSU will support its members and students in the fight for climate  
559 action.

560 At the end of the Work Plan process, OBESSU will produce a holistic policy paper on the topic  
561 of environmental justice and the role of schools and school actors in its promotion.

### 562 **4.Quality of Education Funding**

563 "OBESSU has long had a clear stand for investment in education and taken many actions  
564 against cuts experienced in the last decade. As the EU is now also promoting investment in  
565 education and it seems that governments are spending more again, it is necessary to pay  
566 attention to the quality of education spending. Analyzing the allocation of funding from a  
567 student perspective will reveal which parts are still underfunded and allow us to have a  
568 stronger advocacy position on the financing of education." OBESSU Work Plan 2018-2020

569 Following the guidelines given by the Workplan, OBESSU will tackle the topic of quality of  
570 education funding from different perspectives. On the one hand, OBESSU will establish a  
571 Working Group to compile research and information on the status quo of education funding in  
572 Europe with the aim of creating evidence-based policy claims that could led to a perspective  
573 policy paper.

574 The results of such research will also be needed to further strengthen the advocacy efforts of  
575 OBESSU in the field and will be strictly linked to the work done on Quality Assurance, quality  
576 of assessment and the link between these and education funding.

577 OBESSU will furthermore try to gather policy-makers to discuss this topic at the European  
578 Youth Event, to be held in Strasbourg at the end of May 2020.

579 In the long run, OBESSU should aim at becoming a fundamental stakeholder in the field of  
580 education stakeholders and should build the capacity of its members to work on this topic and  
581 to further impact the national decision-making process on such topics.

## 582 **5. Grassroots management**

583 “Grassroot activism should be the basis of every functioning democratic school student  
584 organisation. When discussing youth organisations, big or small, the grassroots-level is often  
585 forgotten as organisations turn more and more bureaucratic and hierarchical. This is why we  
586 want to focus on this topic to ensure that our connection to local activists continues to flourish  
587 within the structures of OBESSU. How do we work with volunteers? How do we secure that  
588 everyone feels heard in our organisations? How do we secure a sense of ownership? How do  
589 we secure that our organisations are not only functioning on a national level, but have the very  
590 local perspective as well? These are some of the questions we will attempt to answer.”  
591 OBESSU Work Plan 2018-2020

592 OBESSU will continue working on the topic of Grassroots management as started in 2019  
593 with the Stronger School Student Unions programme supported by the Open Society  
594 Foundations.

595 The “Stronger School Student Unions” programme is a tailored-made programme to foster the  
596 capacity of OBESSU’s Member Organisations in different fields with a tailor-made approach.  
597 As of 2019, we also want to expand our focus and provide support to emerging school student  
598 movements or to early-stage organisations that we do not cooperate with yet since they are  
599 not included in the OBESSU membership.

600 The activities of the programme run towards the achievement of the following objectives:

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

### 608 **The programme will investigate 5 main challenges common in school student** 609 **organisations:**

- 610 1. Knowledge and turnover management
- 611 2. Sustainable finances and human resource management
- 612 3. Political impact and outreach
- 613 4. Representation: structure and constituency
- 614 5. Democratic decision making and inclusion

### 615 **Specific activities in the programme will include:**

- 616 ● Field visits, also specifically tackling volunteer management and engagement at the

617 grassroots level

618 ● International Peer Learning Activity on Knowledge Management for sustainable school  
619 student organising

620 ● A Training Course for International Officers focusing on the matter of connecting the  
621 grassroots to the European level and how to make both relevant to each other

622 ● Webinars

623 ● Other capacity building activities, including through the support of Alumni and external  
624 experts

625 ● Regranting for community support in the specific area of grassroots engagement and  
626 creation of engaging democratic school student structures

## 627 **Governance**

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

630 ● The General Assembly (GA)

631 ● The Council of Members (COMEM)

632 ● Board Meetings (BM)

633 ● Monitoring Committee Meetings (MCM)

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

638

## 639 **Other topics of interest not foreseen in the Work Plan**

640 As the scope of OBESSU develops and the organisation grows in legitimacy and recognition,  
641 in 2020 OBESSU should further tackle the following initiatives as key initiatives although not  
642 foreseen in the current Work Plan.

643

## 644 **Global Students Forum**

645 In 2019 a cooperation between different organisations from regional and national  
646 representation started to create a Global Students Forum to share information, to build  
647 solidarity, and structure in an organised way the Global Cooperation between Student Unions  
648 and Organisations.

649 Global cooperation has in recent years become a necessity more than ever. Demographic and  
650 democratic processes but also threats have a global component that cannot be overlooked.  
651 While this is a given fact, discussions - including at civil society level - tend to remain confined  
652 in the framework of the different regions and continents of the world, reinforcing a multi-  
653 centralised approach to global issues. The fight for climate justice, access to civil and social  
654 rights, education, decent jobs and more just society's needs, we believe, to be tackled with a  
655 global approach.

656 In June 2019 regional student organisations including the All Africa Student Union, the

657 Commonwealth Student Association, the European Students' Union and the Organising  
658 Bureau of European School Student Unions met, together with many other national student  
659 unions from Denmark, Ireland, Chad, Australia, New Zealand, Zimbabwe and South Africa, in  
660 Accra - Ghana - and started a discussion on the need for a global platform for cooperation on  
661 policy, practices and capacity building. Following this meeting, OBESSU has engaged in  
662 several activities with the Cooperation, including one fact-finding mission in Europe and one  
663 in the United States of America that opened the path of further cooperation with Student  
664 Unions and Organisations in Latin America and in the U.S.

665 In 2020, OBESSU will keep on engaging with the Global Students Forum and will make the  
666 necessary steps to enlarge the school student component and finding new contacts in the  
667 domain of school student organising.

668

### 669 **100 Million campaign**

670 The 100 Million campaign is a call to action for a world where all young people are free, safe  
671 and educated. The campaign was started by the Kailash Satyarthi Children's Foundation  
672 (KSCF) and launched in India in December 2016 by thousands of youth activists, including  
673 former child labourers, Nobel Laurates, including Kailash Satyarthi, and world leaders. Since  
674 then the campaign has grown rapidly, growing to 10 countries in the first year and 30 the year  
675 after that. The campaign has worked in partnership from the outset and followed the direction  
676 of the young campaigners involved. As the campaign has grown, the commitment to working  
677 with youth representative organisations particularly has strengthened, leading a meeting in  
678 June 2019, co-hosted by the All-Africa Students Union, in Accra of major international student  
679 union bodies, alongside national unions and grassroots activists.

680 During the three days of dialogue and planning, attendees, including AASU, ESU and  
681 OBESSU, agreed on the need for action to secure the rights of the most marginalised children  
682 and young people, deciding on two dates (17th Oct and 10th Dec) for a joint global mobilisation  
683 in 2019. It was also recognised in this meeting the importance of progressive international  
684 collaboration and solidarity in the face of rising nationalism and fear-driven division, and that  
685 youth and student-led bodies are critical in this movement. This urgency and necessity of  
686 action was only intensified by the following months lack of progress on achieving the  
687 Sustainable Development Goals during the High Level Political Forum held in June and during  
688 the UN GA held in September. In order to continue being led by young people, the 100 Million  
689 campaign is now establishing a governance set-up that reflects this ownership. Alongside  
690 creating a larger campaign council, that will agree future mobilisations, slogans and actions, it  
691 is also necessary to set up a legal and financial entity to support this mandate. OBESSU will  
692 be a founding member of such structure and will nominate a member for the Steering  
693 Committee. In such Steering Committee OBESSU will contribute defining the action plan for  
694 2020, keeping in mind that the preliminary foreseen activities are activism training, community  
695 organising, campaigning and implementation of the 100 Million charter, including in continental  
696 Europe.

697

### 698 **Digitalisation**

699 In 2020 OBESSU will continue working on Digitalisation, following the rejection of the training  
700 course foreseen for 2019. On this note, OBESSU will work on gathering ideas for

701 digitalisations and priorities among school students, organising an idea context during the  
702 second half of 2020.

703

#### 704 **Pool of trainers**

705 OBESSU will continue investing in the Pool of Trainers and aim in 2020 to further clarify the  
706 role of the Pool of Trainers in guaranteeing quality standards in OBESSU events.

707

#### 708 **European Apprentices Network and work on VET**

709 OBESSU will continue co-sponsoring the European Apprentices Network and being an  
710 engaged partner of the European Commission on the work concerning Vocational Education  
711 and Training. In this field, OBESSU shall support the EAN in fundraising for a project manager  
712 to further work for the creation of an independent EAN.

713

714 Roll call: AKS, ASUBIH, CANAE, CEF, CNE, CSU, DOS, EEO, ESCU, FSS, ISSU, LMS,  
715 MAKOSZ, NSoA, RSM, SIF, SLL, UDS, UNEL, USO

716

#### 717 **The chair asks for the vote on the proposal**

718 In favour: 20

719 Against:0

720 Abstain :0

#### 721 **The implementation plan has been approved anonymously**

722

#### 723 **PROPOSAL 'The every child community charter'**

724 The chair asks the board to present the proposal.

725 The board presents the proposal and explains that it has 3 main chapters. The first one talks  
726 about how we need to end child labour, another one talks about child marriage and physical  
727 violence, and the last one talks about education and that there should be no discrimination.  
728 The board explains that the paper has a global perspective and it wants the members support  
729 on it.

730

731 **UNEL** asks about when talked about violence, what form of violence is talked about because  
732 when violence is mentioned, often people only consider physical violence.

733 The board replies that the paper does not specify it but the organisation works on all types of  
734 violence even if it is not specified in the paper.

735

736 **LMS** asks if the paper also talks about violence in school against teachers for example.

737 The board answers that it does not specifically state so. 100 million campaign focuses on work

738 with children. In education, their main goal is to bring children to schools.

739

740 **UNEL** asks about the third point of the first point - Some countries claim they do not employ  
741 children but they do and UNEL wants to make sure that it is taken into consideration.

742

743

**Received proposal for adoption of "THE EVERY CHILD COMMUNITY CHARTER"**

**- Proposed by the Board of OBESSU – COMEM 2019, Brussels-**

744

**Note: This Community Charter is the result of the cooperation between different organisations and the [100 Million Campaign](#). This the outcome of a Global Meeting held in Ghana in June 2019. The Board proposes this document for adoption to have a strong mandate on the 100 Million campaign from the membership, however, to preserve the spirit of the document this document is not up for amendment, as it was the result of an event where OBESSU contributed.**

745 **The every child community charter**

746 An Every Child Community commits to ensuring that all children and young people can  
747 overcome exclusion and exploitation. This Charter sets out the rights of children in  
748 communities and proposes twelve principles or guarantees to deliver these rights.

749 **Every child in our community will be liberated from child labour and FREE:**

- 750 1. We will eliminate child labour, trafficking, and slavery in our community, and report any  
751 violations to the police and relevant authorities. We demand that these authorities take  
752 appropriate action immediately and any justice procedures are conducted swiftly.
- 753 2. We will end extreme poverty in our community by supporting families facing this  
754 injustice. We demand the government shares national wealth fairly and introduces a  
755 basic income, or cash transfers, so that families are not forced to send their children  
756 to work to survive.
- 757 3. No businesses or organisations in our community will use child labour and slavery. We  
758 demand decent working conditions and a living wage for adults, so that poverty wages  
759 or insecure jobs do not force children into work.

760 **Every child in our community will be protected from harm, liberated from violence and**  
761 **SAFE:**

- 762 4. We will end all violence against children in our community and report any violations.  
763 We demand child-sensitive support services and timely justice procedures, without  
764 discrimination, so children are not prevented from or scared to report violence.
- 765 5. There will be no child marriage in our community. We demand perpetrators are brought

766 to justice and institutions that enable child marriage are legally prevented from doing  
767 so or closed.

768 6. We will support all children living in our community who have suffered violence  
769 including those affected by conflict, climate disaster and exploitation . We demand the  
770 urgent protection and rehabilitation of children to ensure their basic needs are met,  
771 and that they are supported to recover from any trauma and welcomed by our  
772 community.

773 **Every child in our community will be liberated through EDUCATION:**

774 7. We will ensure every boy and girl in our community goes to, and finishes, primary and  
775 secondary school. We demand the government funds quality and compulsory public  
776 schools which are free, inclusive and staffed by trained, well-supported teachers.

777 8. We will end discrimination and remove all barriers to children attending school in our  
778 community. We demand policies from our government which tackle any poverty- or  
779 sanitation-related issues, and which end violence within, or on the way to, school.

780 9. We will ensure all children and young people understand their rights and are  
781 empowered to advocate for themselves and their peers. We request schools and the  
782 education ministry to support our community effort by adopting human rights education  
783 in schools into the curriculum or extra-curricular activities.

784 **Every child in our community will be INCLUDED:**

785 10. We promise that our commitments will target the most excluded children in our  
786 community and focus on the realisation of their rights. We demand the prioritisation of  
787 children and young people who are most affected by injustice. This includes those who  
788 are:

789 a) facing systemic discrimination based on their ethnicity, language, gender  
790 inequality sexual orientation, faith, race, caste or disability;

791 b) living in extreme poverty, rural communities, and disaster- or conflict-  
792 affected areas; and

793 c) all children on the move including those fleeing violence, disasters,  
794 conflict, and extreme poverty.

795

796 **Every child in our community will have access to services which are SUPPORTED:**

797 11. We commit to ending exclusion for good through increased, sustainable public  
798 resources to deliver this charter. We demand that companies pay their fair share of  
799 taxes and our government to stop offering harmful tax breaks.

800 **Everyone in our community will be ACCOUNTABLE:**

801 12. We commit to delivering this charter and will be held accountable by children and  
802 young people in our community. We will form a representative group comprising  
803 children and young people, parents, teachers, local authorities, and employers to  
804 review our progress every six months and report back to everyone in our community.

805 **The chair calls for a vote on the proposal.**

806 In favour : 20

807 Against: 0

808 Abstentions : 0

809 **The proposal has been approved unanimously.**

810 **PROPOSAL 'Guiding principles for OBESSU Code of Conduct'**

811 The chair invites the board to present the proposal.

812 The board explains that OBESSU wants to go through the code of conduct with the MO's to  
813 check the accordance. OBESSU's Secretariat went through all the possibilities that can  
814 happen in an event, with different situations, counteractions, role of every one and so on, so  
815 everyone is on the same page and everyone knows how to react to different situations.

816 **UNEL** wants to thank the Secretariat for the development of the code of conduct.

817 **CANAE** talks about point 47 (bringing hard drugs). Not only hard drugs should not be  
818 accepted, but also soft drugs such as weed. **CANAE** is not okay with people in events under  
819 the effects.

820 **Bicca** answers that the reason for this specification is because of what is legal in the different  
821 countries, since for example weed is legal in the Netherlands.

822 **UNEL** says that it would be better to mention that it is not allowed to do drugs in general (the  
823 illegal ones).

824 **Giuseppina** answers that the point of mentioning hard drugs is because is about drugs that  
825 cause a reaction in the short term, so alcohol should also be included in this line, but it is to  
826 create a safe environment, but if we say hard drugs, it is not legal in all the countries we attend  
827 so OBESSU could make the person leave the event.

828 **AKS** says that it is important to mention sexual harassment in the code of conduct and  
829 appreciates it.

830 **MC** replies that they would like to reflect on the fact that the team should be the first to contact  
831 a misbehaviour of the code of conduct, because it could be the case that there is a delict being  
832 committed which means it should be directly addressed to the legal authorities instead of to  
833 the Team or Board and they should be able to take that decision.

834 **CANAE** says that Code of Conduct has always been a topic to discuss. The alcohol and  
835 tobacco issue is one that should be properly addressed since there are minors in the event.  
836 **CANAE** wants to thank everyone that has worked on the document. It is something OBESSU  
837 still needs to work on, not only Secretariat and Board but also the MO's, to create a safe  
838 environment and to protect the participants.

839 **Bicca** wants to thank the MO's for participating in the creation of the Code of Conduct.

840 **SVB** asks the Secretariat members if they feel trained enough to handle such situations.

841 **Giuseppina** answers that 2 people are trained on how to handle sexual assaults, but the idea

842 was to identify people that have expertise in the topics or either look for external expertise.  
843 But in general the Secretariat Members are not trained enough but this is also foreseen in the  
844 document. For example, the secretariat identifies the need to have certain contacts, for  
845 example a psychologist we can call any time.

846 **AKS** wants to thank again for creating the code of conduct, and also wants to add the in AKS  
847 they have trust teams that can be addressed in case people want to.

848 **FSS** wonders why it has taken so long for OBESSU to come up with a code of conduct.

849 **Giuseppina** answers that OBESSU could have done it based on its own experience but the  
850 point was to find a solution together with MO's in specific cases and it has been a difficult in  
851 terms of legal matters. For example, the UK is very strict when it comes to child protection, so  
852 it took so long because it was supposed to be a shared perspective. Regarding the trust teams,  
853 the team is supposed to be trained so if they are not, it does not make sense to mention trust  
854 teams. There are still a lot of things to clarify and work on and everyone would react differently  
855 to certain situations, so an agreement has to be sought (eg. if an assault happens, is the  
856 person sent home or the person stays? etc.)

857 **AKS** wants to suggest that if an assault happens, a person should be sent home.

858

**Received proposal for “Guiding principles for OBESSU Code of Conduct”**

**- Proposed by the Board of OBESSU – COMEM 2019, Brussels-**

859

860 **Preamble**

861 OBESSU recognises that it operates in a context where there are multiple potential  
862 vulnerabilities present, especially when it comes to the age of its active members and the  
863 diversity of their background. Therefore, it is highly important that we lay the foundation of  
864 protecting ourselves and each other, and know what steps to take if we do not fully manage  
865 in a given situation.

866 Table of content

- 867 1. References to legal documents
- 868 2. Core values
- 869 3. Specific situations
- 870 4. Measures for safety and security
- 871 5. Bodies involved in upholding the Code of Conduct
- 872 6. When should you consider a situation to be a violation of the Code of Conduct?

873

874 **Legal basis**

875 OBESSU bases its work within the context of many international organisation's policies and

876 takes inspiration from their values and practices.

877 While preparing this document, we kept in mind the following documents as a guiding compass  
878 among others:

- 879 - The Universal Declaration of Human Rights (1948)
- 880 - The Universal Rights of the Child (1959)
- 881 - European Convention on Human Rights (1953)
- 882 - Charter of Fundamental Rights of the European Union (2000)

883

884 OBESSU also always keeps in mind documents that deal with specific vulnerable groups and  
885 inequalities, especially but not exclusively when it comes to issues related to gender, sexual  
886 orientation, disabilities, geographical differences, language barriers, cultural differences,  
887 migration, etc.

888 Furthermore, OBESSU as an international organisation, operates in many different countries  
889 in Europe and beyond. During its different activities, OBESSU always respects the legal  
890 framework of the country it is conducted in.

#### 891 **Core values**

892 OBESSU is an organisation based on the values of human rights, equality, diversity and  
893 participation. We do not tolerate discrimination, harming others and ignoring such claims.

894 The aim of this Code of Conduct is to ensure that every individual feels safe, included and  
895 respected in OBESSU, its structures and its activities.

896 To reach this aim, OBESSU will always refer to this document as guidance and will make sure  
897 to inform and educate all who take part in processes and activities within the organisation.

#### 898 **Specific situations**

899 There are many situations that can occur during activities; however, the following examples of  
900 behaviour can surely be counted as violating the Code of Conduct:

- 901 • Physical or verbal sexual assault and any form of not respecting the Concept of  
902 Consent
- 903 • Physical assault
- 904 • Sustained and unreflected verbal abuse and gestures, for example homophobic,  
905 sexist, classist, racist language
- 906 • Bringing hard drugs to events and activities (for example heroin, ecstasy and cocaine).
- 907 • Threatening the life or physical safety of another participant
- 908 • Stealing

909 If any of the above behaviours is displayed during an OBESSU activity or process, reporting  
910 a violation of the Code of Conduct is a measure that shall start a procedure of counteraction.

#### 911 **Measures for safety and security**

912 OBESSU takes creating and upholding safe space as an important value and practice in the  
913 organisation.

914 Meanwhile OBESSU recognises that groups' processes are diverse and not easily  
915 predictable, therefore flexibility and good judgement on each case is required, we believe we  
916 can identify some general guidelines on the measures that can be taken in case a violation of  
917 the Code of Conduct occurs.

- 918
- 919 • These include the following:
  - 920 • Spoken warning to the perpetrator in question.
  - 921 • Removal of the perpetrator from the session/event in question.
  - 922 • Official letter to the sending organization of the perpetrator.
  - 923 • Restriction of participation in future OBESSU events.
  - 924 • Any other measure not mentioned here (including taking possible contact with local  
925 authorities and law enforcement), in agreement with the Board and the Secretary  
General.

926 Very importantly, no public action must be taken without the consent of the injured individual  
927 or party.

928 Bodies involved in upholding the Code of Conduct

### 929 **Team**

930 During OBESSU events, it is always the team of the event that acts as the primary source of  
931 reference. The team always consists of at least one Board member and one Secretariat  
932 member, who act as the core persons of contact and are fully aware of the code of conduct  
933 and its procedures.

934 Furthermore, safe persons of the team will be appointed, if possible, at least not of the same  
935 gender, who are available for disclosure. Even then, the Secretariat member present is in  
936 charge of keeping the well-being of participants but also the team as part of their youth worker  
937 task and are supported by the rest of the staff and specific professionals if needed.

### 938 **Board**

939 The Board of OBESSU is the highest decision-making body within OBESSU between the GA  
940 and COMEM. Therefore, violations of the Code of Conduct can and should be reported to the  
941 Board at any point who then decide if they need to involve other bodies of OBESSU -  
942 especially the Secretariat - in dealing with the issue.

### 943 **Secretariat**

944 The Secretariat of OBESSU in general is a contact point for reporting violations of the Code  
945 of Conduct given the nature of the staff being there for safeguarding all participants and the  
946 team.

### 947 **Monitoring Committee**

948 Would the other contacting measures fail to work or they concern a member/members of the

949 Board and the Secretariat, reporting should be directed towards the Monitoring Committee.

950 **You**

951 Each participant and member of OBESSU Member, Candidate and Affiliate Organisations is  
952 responsible to uphold the principles of the Code of Conduct and act in case they see a  
953 violation.

954 When should you consider a situation to be a violation of the Code of Conduct?

955 In general, the Code of Conduct shall apply to all engagements within OBESSU but there  
956 might be moments when it can prove hard to decide if the given action that concerns the  
957 individual (as a victim, as a perpetrator or as a by-stander) passes as a violation of the Code.

958 In this case, asking yourself the following questions can prove beneficial:

- 959 • Is it legal?
- 960 • Is this ethical?
- 961 • Is it consistent with the values of OBESSU?
- 962 • Is this contributing to creating or upholding a safe space?
- 963 • Is it consistent with the rules of this Code of Conduct?
- 964 • Did it hurt anyone?
- 965 • Will it reflect well on me?
- 966 • Will it reflect well on OBESSU?
- 967 • Will it reflect well on my organisation?
- 968 • Would I want to read about it in the newspaper?

969

970 The chairperson calls for the vote.

971 In favour: 21

972 Against: 0

973 Abstentions: 0

974

975 **The proposal has been approved anonymously.**

976 **Amendments to the Political Platform**

977

### **Amendment 1**

978 The chair asks SIF to present their proposal. **SIF** explains that they made this proposal  
979 because OBESSU worked on mental health and this replacement would be more in line with  
980 OBESSU's current demands and work on mental health.

981

<b>Supporting Organisation (s)</b>	SÍF
<b>Document amended</b>	Political Platform
<b>Line(s)</b>	345-346
<b>Amendment</b>	<p><b>REPLACE</b> “That professional support and resource persons, such as psychologists and psychiatrists, are easily accessible and available every day in school.”</p> <p><b>WITH</b> “That secondary schools provide high-quality mental health support and resources, that are inclusive and accessible, with on-site psychological support and personnel at schools.”</p>
<b>Rationale</b>	<p>We propose this change to ensure that the demands made in the policy paper on mental health in schools and the political platform are not mismatched and support each other. We believe that this wording is more in line with the policy paper and current demands of OBESSU when it comes to mental health support and resources in secondary schools.</p>

982

983 The chair opens the floor for comments and questions.

984 **SVB** has a procedural question about a break. The chair explains that this part of the agenda  
985 ends in 18 minutes and then there is a break.

986 **UNEL** asks why the first sentence mentions ‘easily accessible’ and the second does not  
987 mention it anymore.

988 **SIF** replies that they replaced it by ‘inclusive’.

989 **EEO** says that the new formulation makes more sense.

990 **UNEL** would like to add the word easily and propose an amendment. UNEL proposes an  
991 amendment on the spot.

992

<b><u>Supporting Organisatio n(s)</u></b>	<b><u>UNEL</u></b>
<b><u>Document amended</u></b>	<b><u>Political Platform</u></b>
<b><u>Line(s)</u></b>	<b><u>345-346</u></b>
<b><u>Amendment</u></b>	<b><u>add 'easily' after 'inclusive and'</u></b>
<b><u>Rationale</u></b>	<b><u>to adjust the change SIF proposed</u></b>

993

994 **The Chairperson calls the vote on the amendment to the amendment.**

995 Proceed to vote:

996 In favour: 20

997 Against: 0

998 Abstentions: 0

999

1000 **The amendment to the amendment has been approved.**

1001

1002

1003

1004

1005

**Amendment 1 (amended)**

1006

<b><u>Supporting Organisatio n(s)</u></b>	<b><u>SÍF</u></b>
<b><u>Document amended</u></b>	<b><u>Political Platform</u></b>
<b><u>Line(s)</u></b>	<b><u>345-346</u></b>
<b><u>Amendment</u></b>	<p><b><u>REPLACE “That professional support and resource persons, such as psychologists and psychiatrists, are easily accessible and available every day in school.”</u></b></p> <p><b><u>WITH “That secondary schools provide high-quality mental health support and resources, that are inclusive and easily accessible, with on-site psychological support and personnel at schools.”</u></b></p>
<b><u>Rationale</u></b>	<p><b><u>We propose this change to ensure that the demands made in the policy paper on mental health in schools and the political platform are not mismatched and support each other. We believe that this wording is more in line with the policy paper and current demands of OBESSU when it comes to mental health support and resources in secondary schools.</u></b></p>

1007

1008 **The Chairperson calls the vote on the amendment.**

1009 Proceed to vote:

1010 In favour: 19

1011 Against: 0

1012 Abstentions: 1

1013

1014 **The amendment has been approved.**

1015

1016 **The chair closes the COMEM for the day. He reminds us that the deadline for urgent motions and resolutions is midnight.**

1017

1018

1019 **Saturday, day 2**

1020

1021 Chair opens the meeting and welcomes the delegate. The chair announces that the meeting will continue with amendments to the political platform.

1022

1023

1024

**Amendment 2**

1025

1026 The Chairperson invites the board to present their amendment.

1027 The board explains the rationale and that it is linked to the work OBESSU is doing related to international and global cooperation which means the text is more coherent with OBESSUs actual work.

1028

1029

1030

1031

<b>Supporting Organisation(s)</b>	OBESSU Board
<b>Document amended</b>	OBESSU Political Platform
<b>Line(s)</b>	419-423

## Amendment

**Replace:** “OBESSU strongly believes that education for all is fundamental for sustainable development and it is only through a coherent and strong educational policy that we are all granted a future. OBESSU strives towards the vision of a world-wide school student movement, enabling a common platform for the exchange of wide-ranging experiences and best practices. OBESSU finds it of utmost importance that national and international School Student unions and initiatives are being developed.”

**With:** “OBESSU extensively works for the interests of every European school student; however, our advocacy, charged with a belief that “All human beings are born free and equal, in dignity and respect” (UDHR, Article 1) has been recognized beyond European borders. Therefore, OBESSU is a spearhead movement for access to education to every child in the world. OBESSU is a backer of 4<sup>th</sup> Sustainable Development Goal and urges national governments and every community to adopt legislations, ensuring access to quality education, and to declare their solidarity with 265 million underprivileged children world-wide that are up-to-day out of school (UN, 2019).

OBESSU will act in full solidarity with our peers from occupied countries and lands or part of forcibly displaced populations in which youth rights and social rights are not respected or achieved. OBESSU departs from a philosophy, that structured dialogue is an essence of major changes, thereby, we commit in working for a globally organized student entity, that would induce our influence on supranational institutions.

OBESSU will shape the would-be entity with its partners to be a platform of strategic advocacy, knowledge sharing and strengthening of student movements, . OBESSU will prioritize work for European affairs but will take an active part in global processes concerned with the access to education.”

**Rationale**

OBESSU has been recognized globally for its work on access to education. The Board believes that this is an opportunity not to be missed out. OBESSU is well organized, stable and has a greater potential that it currently exercises. However, the political guidelines in the Political Platform did not entirely enable us to feel legitimacy in taking part of global processes. This amendment would give the Board and the Secretariat a clearer direction to which OBESSU should aim at.

1032

1033 The Chairperson opens the floor for discussion.

1034 **SVB** says that in the rationale it says that the proposal is for a better basis to go global but  
1035 SVB but like to discuss whether that is a discussion in which the membership wants OBESSU  
1036 to go or it has been decided upon already.

1037 The board replies that of course they are happy to discuss it and there was also a discussion  
1038 corner yesterday. The board has seen enthusiastic reactions from the membership but the  
1039 board is open to discussion.

1040 **CANAE** says it seems that the membership is happy and how CANAE understand it is that  
1041 this amendment would allow OBESSU to make its voice louder and on a bigger scale.

1042 **FSS** refers to the text in the amendment 'the structure dialogue is an essence'...

1043 **The board** replies that philosophy also refers to what we believe in.

1044 **SVB** asks about why the paper excludes protests from being a source of change.

1045 **The board** replies that it is not a matter how you perceive international relations. It is about  
1046 when we talk about the whole world we need to talk about dialogue and we also consider  
1047 mobilising and protesting as a way to show our support but we also want to be able to develop  
1048 dialogue with others. If OBESSU wants to work with global stakeholders OBESSU needs to  
1049 start with dialogue that also respects our opinions.

1050 Roll call: AKS, ASUBiH, CANAE, CEF, CNE, CSU, DOS, EEO, ESCU, FSS, ISSU, LMS,  
1051 NSoA, RSM, SIF, SLL, UDS, UNEL, USO

1052 (MAKOSZ was not in the room)

1053 **The Chairperson calls the vote on the amendment.**

1054 Proceed to vote:

1055 In favour: 19

1056 Against: 0  
1057 Abstentions: 0

1058 **The amendment has been approved.**

1059

**Amendment 3**

1060

1061 The Chairperson invites the board to present their amendment.

1062 The board presents the amendment. The demands in this amendment are in line with the  
1063 previous amendment.

<b>Supporting Organisation(s)</b>	OBESSU Board
<b>Document amended</b>	OBESSU Political Platform
<b>Line(s)</b>	426-429

<p><b>Amendment</b></p>	<p><b>Replace:</b></p> <ul style="list-style-type: none"> <li>· equal access to high quality education and training worldwide;</li> <li>· the development of national and international school student unions and initiatives, supported by public institutions such as schools and institutions funding and supporting youth activities:</li> </ul> <p><b>With:</b></p> <ul style="list-style-type: none"> <li>· all national governments in the world to adopt legislations, that would ensure quality access to education;</li> <li>· all communities to declare their solidarity with impoverished and underprivileged children world-wide that are up-to-day are out of school;</li> <li>· recognition of would-be global student entity and institutional support that is required for sustainability and efficient advocacy;</li> <li>· the would-be entity to be a platform for strategic advocacy, knowledge sharing and strengthening of student movements;</li> </ul>
<p><b>Rationale</b></p>	<p>OBESSU Board figured that the current demands are too ambiguous and leaves too much space for interpretation. Our proposed demands are derived from the paragraph where their reasoning is explained.</p>

1064

1065 The chair opens the floor for discussion.

1066 **UNEL** says that equal access from the original amendment is not mentioned in the new  
1067 proposal and asks if there is an equivalent. UNEL proposes amendment to the amendment

1068 **EEO** says they think the wording is strange, and it is not clear whether the access is quality or  
1069 education is quality.

1070 **The board** explains equal access to education is replaced by quality access to education so  
1071 they used a different work.

1072 **UNEL** says that they don't think that the world equal and quality does not mean the same.  
1073 UNEL proposes an amendment on the spot.

1074

<b><u>Supporting Organisation(s)</u></b>	<b><u>UNEL</u></b>
<b><u>Document amended</u></b>	<b><u>OBESSU Political Platform (amendment on the Spot)</u></b>
<b><u>Line(s)</u></b>	<b><u>426-429</u></b>
<b><u>Amendment</u></b>	<p><b><u>Replace:</u></b></p> <p><b><u>: quality access to education</u></b></p> <p><b><u>With:</u></b></p> <p><b><u>: equal access to quality education</u></b></p>
<b><u>Rationale</u></b>	<p><b><u>OBESSU Board figured that the current demands are too ambiguous and leaves too much space for interpretation.</u></b></p> <p><b><u>Our proposed demands are derived from the paragraph where their reasoning is explained.</u></b></p>

1075

1076 Roll call: AKS, ASUBiH, CANAE, CEF, CNE, CSU, DOS, EEO, ESCU, FSS, ISSU, LMS,  
1077 NSoA, RSM, SAKKI, SIF, SLL, UDS, UNEL, USO

1078 Proceed to vote:

1079 In favour: 20

1080 Against: 0

1081 Abstentions: 0

1082 **The amendment to the amendment has been approved.**

1083 The chair calls for the vote on the amendment.

<b><u>Supporting Organisation(s)</u></b>	<b><u>OBESSU Board</u></b>
<b><u>Document amended</u></b>	<b><u>OBESSU Political Platform</u></b>
<b><u>Line(s)</u></b>	<b><u>426-429</u></b>
<b><u>Amendment</u></b>	<p><b><u>Replace:</u></b></p> <ul style="list-style-type: none"> <li>· <b><u>equal access to high quality education and training worldwide;</u></b></li> <li>· <b><u>the development of national and international school student unions and initiatives, supported by public institutions such as schools and institutions funding and supporting youth activities;</u></b></li> </ul> <p><b><u>With:</u></b></p> <ul style="list-style-type: none"> <li>· <b><u>all national governments in the world to adopt legislations, that would ensure equal access to quality education;</u></b></li> <li>· <b><u>all communities to declare their solidarity with impoverished and underprivileged children world-wide that are up-to-day are out of school;</u></b></li> <li>· <b><u>recognition of would-be global student entity and institutional support that is required for sustainability and efficient advocacy;</u></b></li> <li>· <b><u>the would-be entity to be a platform for strategic advocacy, knowledge sharing and strengthening of student movements;</u></b></li> </ul>
<b><u>Rationale</u></b>	<p><b><u>OBESSU Board figured that the current demands are too ambiguous and leaves too much space for interpretation. Our proposed demands are derived from the paragraph where their reasoning is explained.</u></b></p>

1084 **The chair calls for the vote on the amendment.**

1085 Proceed to vote:

1086 In favour: 20

1087 Against: 0

1088 Abstentions: 0

1089

1090 **The amendment has been approved.**

**Amendment 4**

1091

1092 The Chairperson invites the board to present the amendment.

1093 The board presents the amendment and explains the rationale and that to fit the current  
1094 structure of the institutions, it should not be limited to one committee.

1095

<b><u>Supporting Organisation(s)</u></b>	<b><u>OBESSU Board</u></b>
<b><u>Document amended</u></b>	<b><u>Political Platform</u></b>
<b><u>Line(s)</u></b>	<b><u>528</u></b>
<b><u>Amendment</u></b>	<b><u>Replace “instead” with “as well as part of”</u></b>
<b><u>Rationale</u></b>	<b><u>The Board considers important to recognise the connection between VET and the labour market, and with this amendment would like to affirm the OBESSU role as an active stakeholder for learners’ rights in front of both the EP related committees (EMPL and CULT).</u></b>

1096

1097 The Chairperson opens the floor for discussion.

1098 **CANAE** explains that this was proposed at the last GA by some organisation. CANAE wanted  
1099 to propose an amendment on the spot because they thought the same as the board does.  
1100 CANAE explains that VET cannot be limited to CULT and the amendment will make sure that  
1101 the board can advocate for VET in both committees.

1102 **SVB** asks what is the opinion of NSoA on this.

1103 **NSoA** say that they agree with the amendment.

1104 The Chairperson calls the vote on the amendment.

1105 Proceed to vote:

1106 In favour: 20

1107 Against: 0

1108 Abstentions: 0

1109

1110 **The amendment has been approved.**

**Amendment 5**

1111

1112 The Chairperson invites the organisation to present their amendment.

1113 **SIF** presents the amendment. SIF thinks that in the original text, the term state is not clear  
1114 enough and it can look like all schools are governed by a state which in some countries might  
1115 not be the case.

1116

<b><u>Supporting Organisatio n(s)</u></b>	<b><u>SÍF</u></b>
<b><u>Document amended</u></b>	<input type="checkbox"/> <u>Statutes</u> <input type="checkbox"/> <u>Internal Regulations</u> <input type="checkbox"/> <u>Work Plan 2015-2017</u> <input type="checkbox"/> <u>Political Platform</u> <input type="checkbox"/> <u>Other, specify...</u>
<b><u>Line(s)</u></b>	<b><u>559</u></b>
<b><u>Amendment</u></b>	<b><u>-REPLACE “states” WITH “school and national authorities”</u></b>

<p><u>Rationale</u></p>	<p><b><u>We believe that the former wording was not clear and made the assumption that all schools are under one state. We believe that changing the wording, we make it clearer who is responsible for this action and make it more inclusive for those schools and school student unions to work towards this demand.</u></b></p>
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1117

1118 The Chairperson opens the floor for discussion.

1119 **SVB** says that by changing it, we make digitalisation also a responsibility of a school which  
1120 might mean that we make it a school problem and many schools lack funds and could not deal  
1121 with it.

1122 **SIF** replies that for SIF the amendment makes sense since some private schools in Iceland  
1123 are not under state authority and so they wanted to make sure they are included as well.

1124 The Chairperson calls the vote on the amendment.

1125 Proceed to vote:

1126 In favour: 17

1127 Against: 0

1128 Abstentions: 3

1129

1130 **The amendment has been approved.**

1131

1132 **Amendments to the policy papers**

1133

1134 **A. Education in crisis**

1135

**Amendment 1**

1136

1137 The Chairperson invites the organisation to present their amendment.

1138 **FSS** explains that the paper was written in 2013 and it does not fit the current reality. FSS  
1139 suggests we discard the whole paper and write a new one based on it.

1140

<b><u>Supporting Organisation(s)</u></b>	<b><u>FSS</u></b>
<b><u>Document amended</u></b>	<b><u>o Statutes o Internal Regulations o Work Plan 2015-2017</u></b> <b><u>o Political Platform X Other, Policy paper "Education in Crisis"</u></b>
<b><u>Line(s)</u></b>	<b><u>1-90</u></b>
<b><u>Amendment</u></b>	<b><u>-DISCARD The entire paper</u></b>
<b><u>Rationale</u></b>	<b><u>The whole paper refers to how the financial crisis in 2008/09 affected education. Whereas, today, its effects are almost non- existent. Furthermore, a lot of the information in the paper is outdated. Thus, it's unneeded to talk about "education in crisis".</u></b>

1141

1142 The Chairperson opens the floor for discussion.

1143 **The board** explains that there is a policy that papers expire after a certain time and no one  
1144 proposed to extend it and therefore the board agrees with FSS.

1145 **UNEL** says that they are happy for Finland if they don't feel the effects of the crisis but it does  
1146 not apply to everyone. UNEL likes the proposal to make a paper but they would also be happy  
1147 with keeping at least some parts.

1148 **Giuseppina** explains that that nevertheless we have to vote on whether the membership  
1149 wants to keep the paper or not since based on the statutes we have to vote on the validity of  
1150 the paper and after, the FSS amendment will be voted upon.

1151 **UNEL** says that there should be a discussion about what are the impacts of the crisis and it is  
1152 mentioned in a school students 2019 paper also.

1153 **NSoA** asks if OBESSU will be worse off without the paper.

1154 The board replies that we will not be able to reference the paper but the claims are in the  
1155 Political Platform and in another paper.

1156 **CANAE** asks the membership to do their homework and what members should have done is  
1157 to propose amendments before the COMEM.

1158 **AKS** wanted to support the UNEL statement because what OBESSU asked for in the paper  
1159 is still actual but if everything is in the political platform it is enough.

1160 **The board** replies that it is and the board didn't feel the need to amend it since it is covered  
1161 in different documents.

1162 The chairperson calls for the vote on whether the validity of the paper should be extended.

1163 Proceed to vote:

1164 In favour: 9

1165 Against: 7

1166 Abstentions: 4

1167

1168 **The policy paper has been extended.**

1169

1170 **The chair calls for the vote on the FSS proposal.**

1171

1172 Proceed to vote:

1173 In favour: 9

1174 Against: 8

1175 Abstentions: 2

1176 **One vote is missing and the Chairs calls for the vote again.**

1177 **SIF proposes a secret ballot.**

1178 Roll call: AKS, ASUBiH, CANAE, CEF, CNE, CSU, DOS, EEO, ESCU, FSS, ISSU, LMS,  
1179 NSoA, RSM, SAKKI, SIF, SLL, UDS, UNEL, USO

1180 **CANAE** wants to recommend the MOs that as this is a COMEM, voting is very important and  
1181 people should be paying attention. CANAE recommends that if someone is unsure you should  
1182 abstain.

1183 **The board** would like to remind that it is okay to stop and ask for an explanation and the board  
1184 is happy to explain again.

1185 **UNEL** agrees with the board and says you should never abstain if you did not understand but  
1186 ask.

1187 **CANAE** says that they would like the secretariat to remain as neutral as possible when the  
1188 votes are coming out.

1189 **ISSU** says that everyone knows how they vote, it is not because of the influence of the  
1190 secretariat and that all organisations know what they vote for.

1191 **UDS** agrees with ISSU and it was just a clarification.

1192 **NSoA** says that in the future if we want to revote it is possible, that a vote should be finished  
1193 before there is a revote.

1194 **The Chairperson calls the vote on the amendment.**

1195 In favour: 8

- 1196 Against :9
- 1197 Abstentions: 3
- 1198 **The amendment did not pass.**
- 1199 The majority was 10.
- 1200 **B. School Students Europe 2019**
- 1201 The Chairperson invites the organisation to present their amendment.
- 1202 **FSS** says they would like to withdraw amendment 1, 3, 4, 7 and 9.
- 1203 The Chairperson opens the floor for discussion.
- 1204 **The board** explains initially they disagreed with FSS but given that according to statutes the  
1205 board cannot propose amendments on the stop the board would suggest that the title of the  
1206 document is changed from 2019 to 2024.
- 1207 **CANAE** supports the proposal.
- 1208 **UNEL** asks if this amendment will be added each time.
- 1209 **The board** replies no, they forgot only in one case. The board explains that first there will be  
1210 a vote whether to keep the paper. The chair asks for the vote.
- 1211 **The Chairperson calls the vote on the prolongation of the paper.**
- 1212 In favour : 20
- 1213 Against: 0
- 1214 Abstain: 0
- 1215 **The COMEM agreed that the document should be kept and prolonged.**
- 1216 **EEO** proposed amendment on the spot to change the year of the paper.

<u>Supporting Organisation(s)</u>	<u>EEO</u>
<u>Document amended</u>	<u>Statutes Internal Regulations Work Plan 2015-2017 Political Platform X Other, Policy Paper "School Students' Europe 2019"</u>
<u>Line(s)</u>	<u>2</u>

<b><u>Amendment</u></b>	<b><u>-REPLACE "2019" WITH "2024"</u></b>
<b><u>Rationale</u></b>	<b><u>to make the paper fit the years</u></b>

1217

1218 **The chair asks for the vote on the amendment.**

1219 In favour: 20

1220 Against: 0

1221 Abstain: 0

1222 The amendment has been approved.

**Amendment 1**

1223

1224 **The amendment has been withdrawn.**

<b><u>Supporting Organisation(s)</u></b>	<b><u>FSS</u></b>
<b><u>Document amended</u></b>	<b><u>Statutes Internal Regulations Work Plan 2015-2017 Political Platform X Other, Policy Paper "School Students' Europe 2019"</u></b>
<b><u>Line(s)</u></b>	<b><u>2</u></b>
<b><u>Amendment</u></b>	<b><u>-REPLACE "2014" WITH "2019"</u></b>
<b><u>Rationale</u></b>	<b><u>2014 was five years ago.</u></b>

1225

1226

**Amendment 2**

1227

1228 The chair invites the board to present the amendment. The board explains the rationale.

<b><u>Supporting Organisation(s)</u></b>	<b><u>OBESSU Board</u></b>
<b><u>Document amended</u></b>	<b><u>Policy paper "Schools Students Europe 2019"</u></b>
<b><u>Line(s)</u></b>	<b><u>5</u></b>
<b><u>Amendment</u></b>	<b><u>Replace: "In 2014" to "In 2024"</u></b>
<b><u>Rationale</u></b>	<b><u>With this, we would like to make the policy paper more relevant and aimed at the next EU elections that will take place in 2014.</u></b>

1229

1230 The Chairperson calls the vote on the amendment.

1231 In favour: 20

1232 Against:0

1233 Abstentions: 0

1234 The amendment has been approved.

**Amendment 3**

1235 The amendment has been withdrawn.

<b><u>Supporting Organisation(s)</u></b>	<b><u>FSS</u></b>
<b><u>Document amended</u></b>	<b><u>Statutes Internal Regulations Work Plan 2015-2017 Political Platform X Other, Policy Paper "School Students' Europe 2019"</u></b>

<b><u>Line(s)</u></b>	<b><u>5</u></b>
<b><u>Amendment</u></b>	<b><u>-REPLACE "2014" WITH "2019"</u></b>
<b><u>Rationale</u></b>	<b><u>2014 was five years ago.</u></b>

1236

**Amendment 4**

1237 The amendment has been withdrawn.

<b><u>Supporting Organisation(s)</u></b>	<b><u>FSS</u></b>
<b><u>Document amended</u></b>	<b><u>Statutes Internal Regulations Work Plan 2015-2017 Political Platform X Other, Policy Paper "School Students' Europe 2019"</u></b>
<b><u>Line(s)</u></b>	<b><u>9</u></b>
<b><u>Amendment</u></b>	<b><u>-REPLACE "maybe" WITH "one contributing factor"</u></b> <hr/>
<b><u>Rationale</u></b>	<b><u>The word "maybe" indicates this would be the only reason for why participation among young people has been so low. There might be multiple reasons why young people don't actively take part in EU-elections.</u></b>

1238

1239

1240

### Amendment 5

1241

1242 The chair invites the organisation to present the amendment. FSS explains the rationale.

1243

<b>Supporting Organisation(s)</b>	FSS
<b>Document amended</b>	Statutes Internal Regulations Work Plan 2015-2017 Political Platform X Other, Policy Paper "School Students' Europe 2019"
<b>Line(s)</b>	15
<b>Amendment</b>	<b>-DELETE</b> "Now, in the fifth year of the of the worst crisis since the Second World War"
<b>Rationale</b>	The sentence most likely references to the economic crisis ten years back, from which we have mostly recovered.

1244

1245 The chair opens the floor for discussion.

1246 A few organisations say that there are still many countries that suffer consequences to the  
1247 education budgets of the crisis.

1248 **UNEL** asks if the COMEM keeps this amendment will 5th be replaced with 15th.

1249 **Board** says that it's true that the number of years is incorrect.

1250 **SVB** says that we are talking about an economic crisis and there have been worse crises than  
1251 this one in other domains, like humanitarian crises and wars.

1252 **NSoA** says that the financial crisis often leads to worse things and to disregard this would be  
1253 a mistake.

1254 **UNEL** suggests that maybe instead of saying the worst crisis, we could say the biggest crisis.

1255 **SAKKI** suggests we could write the worst economic crisis.

1256 **UNEL** suggests proposing an amendment to the amendment that would replace "Now, in the

1257 fifth year of the of the worst crisis since the Second World War” with “Now, after the worst  
1258 crisis since the Second World War”

1259 **DOS** say they would exclude “second world war” because we don’t believe it needs further  
1260 specification.

1261 **UDS** says they believe that we should be careful with the wording, if we say “after the crisis”  
1262 makes it feel like the crisis is passed.

1263 The chair points out that the amendments on the spot should not be a practice and that  
1264 deadlines should be respected.

1265 **UNEL** withdraws their proposed amendment to the amendment.

1266 **EEO** says they don’t want to make another amendment, but they would like to propose “Now,  
1267 after the devastating financial crisis of 2008”.

1268 **CANAE** proposes an amendment to the amendment to change “in the fifth year of the worst  
1269 crisis since the WWII” with “after the economic crisis of 2008”

1270 **CANAE** withdraws their amendments.

1271 **UNEL** proposes an amendment to the amendment.

<b><u>Supporting Organisation(s)</u></b>	<b><u>UNEL</u></b>
<b><u>Document amended</u></b>	<b><u>Statutes Internal Regulations Work Plan 2015-2017 Political Platform X Other, Policy Paper “School Students’ Europe 2019”</u></b>
<b><u>Line(s)</u></b>	<b><u>15</u></b>
<b><u>Amendment</u></b>	<b><u>replace ‘in the fifth year of’ with ‘after one of ‘</u></b>
<b><u>Rationale</u></b>	<b><u>the amendment is based on the disucssion at the COMEM</u></b>

1272

1273 **The chair calls for a vote on the amendment to the amendment.**

1274 In favour: 20

1275 against :0

1276 abstentions :0

1277 **The amendment to the amendment has been approved.**

1278 **The COMEM will vote on the amended amendment.**

<b><u>Supporting Organisation(s)</u></b>	<b><u>FSS</u></b>
<b><u>Document amended</u></b>	<b><u>Statutes Internal Regulations Work Plan 2015-2017 Political Platform X Other, Policy Paper "School Students' Europe 2019"</u></b>
<b><u>Line(s)</u></b>	<b><u>15</u></b>
<b><u>Amendment</u></b>	<b><u>Replace "Now, in the fifth year of the of the worst crisis since the Second World War" with "Now, after one of the of the worst crisis since the Second World War"</u></b>
<b><u>Rationale</u></b>	<b><u>The sentence most likely references to the economic crisis ten years back, from which we have mostly recovered.</u></b>

1279

1280 **The chair calls for a vote on the amendment**

1281 In favour: 20

1282 Against: 0

1283 Abstentions: 0

1284 **The amendment has been approved**

1285

1286

1287

**Amendment 6**

- 1288 The chair invites the board to introduce the amendment.
- 1289 The board explains the rationale. FSS would like to make an amendment to the amendment.
- 1290 **CANAE** would like to ask the COMEM to close the speakers list based on the discussions we  
1291 had with previous amendments.
- 1292 **The chair asks who wants to be put on the speakers list and closes it.**
- 1293 **The board** explains that they appreciate the discussions but they want to point out there is a  
1294 reason why documents were sent beforehand and they do not foresee so many amendments  
1295 on the spot. These are reserved for exceptional situations and so we can respect each other's  
1296 time and prepare in advance.
- 1297 **FSS** proposes an amendment on the spot
- 1298

<b><u>Supporting Organisation(s)</u></b>	<b><u>FSS</u></b>
<b><u>Document amended</u></b>	<b><u>Policy paper "Schools Students Europe 2019"</u></b>
<b><u>Line(s)</u></b>	<b><u>20</u></b>
<b><u>Amendment</u></b>	<b><u>replace 'crisis of 20080, that Europe is still recovering from' with 'crises of 2008 and 2012, which Europe is still recovering from'</u></b>
<b><u>Rationale</u></b>	

- 1299
- 1300 **The chair calls for the vote on the amendment to the amendment.**
- 1301 In favour: 18

1302 Against: 0

1303 Abstentions: 2

1304 The proposal has been rejected since an unanimous vote was needed to pass it.

1305

<b><u>Supporting Organisation(s)</u></b>	<b><u>OBESSU Board</u></b>
<b><u>Document amended</u></b>	<b><u>Policy paper "Schools Students Europe 2019"</u></b>
<b><u>Line(s)</u></b>	<b><u>20</u></b>
<b><u>Amendment</u></b>	<b><u>Add after: "crisis" the following: "of 2008, that Europe is still recovering from"</u></b>
<b><u>Rationale</u></b>	<b><u>It has been more than a decade since the 2008 crisis, therefore, it is not obvious to what the policy paper was referring to. We also add a bit saying that Europe is still recovering from it to add relevance to the arguments stated in the paragraph.</u></b>

1306

1307 **The chair calls for the vote on the original amendment.**

1308 In favour: 20

1309 Against: 0

1310 Abstentions: 0

1311 **The amendment has been approved.**

1312

**Amendment 7**

1313

1314 The amendment has been withdrawn.

<b><u>Supporting Organisation(s)</u></b>	<b><u>FSS</u></b>
<b><u>Document amended</u></b>	<b><u>Statutes Internal Regulations Work Plan 2015-2017 Political Platform X Other, Policy Paper "School Students' Europe 2019"</u></b>
<b><u>Line(s)</u></b>	<b><u>19-21</u></b>
<b><u>Amendment</u></b>	<b><u>-DELETE "We must choose between the short-term reduction of costs to lessen the debt and long-term investments in education, in order to overcome the crisis and to build a European society of knowledge and democracy at all levels."</u></b>
<b><u>Rationale</u></b>	<b><u>Lots of European countries have since invested in education and we have also got over the crisis</u></b>

1315

1316

**Amendment 8**

1317

1318 The chair asks the board to present the amendment. The board explains that the proposal  
1319 was made before the commission has changed the portfolios and that is why the board  
1320 withdraws this amendment.

<b><u>Supporting Organisation(s)</u></b>	<b><u>OBESSU Board</u></b>
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<b><u>Document amended</u></b>	<b><u>Policy paper “Schools Students Europe 2019”</u></b>
<b><u>Line(s)</u></b>	<b><u>28</u></b>
<b><u>Amendment</u></b>	<b><u>Add after: “policies” the following: “in fact, this mandate Education and Culture have been taken of from the titles of the Commission. This indicates how unprioritized education in the EU is.”</u></b>
<b><u>Rationale</u></b>	<b><u>This amendment would add align the policy paper closer to the reality. The suggested addition puts emphasis on the need to prioritize Education within the EU.</u></b>

1321

1322

**Amendment 9**

1323

1324 The amendment has been withdrawn.

1325

<b><u>Supporting Organisation(s)</u></b>	<b><u>FSS</u></b>
<b><u>Document amended</u></b>	<b><u>Statutes Internal Regulations Work Plan 2015-2017 Political Platform X Other, Policy Paper “School Students’ Europe 2019”</u></b>
<b><u>Line(s)</u></b>	<b><u>44-45</u></b>

<u>Amendmen t</u>	<b><u>-DELETE “especially in these times of economic crisis when living standards are being squeezed.”</u></b>
<u>Rationale</u>	<b><u>As this paper was created in 2013, some of its contemporary happenings aren't as relevant today. For example, we don't have an economic crisis at the moment.</u></b>

1326

1327 The chair explains that the political platform has to be approved with all the changes.

1328 **The chair calls for the vote to approve the political platform as a whole.**

1329 In favour: 20

1330 Against: 0

1331 Abstain: 0

1332 **The political platform has been approved.**

1333

1334 **The chair says that there is a proposal to change the agenda:**

- 1335 ● discuss membership form 12:30-1  
1336 ● Lunch  
1337 ● 13:30 - Stronger

1338 **The Chairperson calls the vote on the change of the agenda.**

1339 In favour: 20

1340 against: 0

1341 abstain: 0

1342 **The agenda has been changed.**

1343

1344 **Membership**

1345 The chair explains that OSKU has applied to become a candidate. First, the COMEM has to  
1346 vote on the right to speak to OSKU.

- 1347 **The Chairperson calls the vote on whether OSKU can get the right to speak.**
- 1348 In favour: 20
- 1349 against: 0
- 1350 abstain: 0
- 1351 OSKU has been given the right to speak.
- 1352
- 1353 The chair explains that sometimes applications might be controversial and divisive and we
- 1354 limit the discussion to 30 mins. Therefore, if someone wants to speak there will be a speaking
- 1355 limit of 1 minute.
- 1356
- 1357 **The board** explains that OSKU showed interest in joining a year ago and OBESSU board met
- 1358 them in Helsinki. On the 1st December OBESSU received an application and everything is
- 1359 according to the statutes. The board evaluated the application and OSKU fulfills the criteria.
- 1360 **OSKU** says that they represent VET students in Finland and they have around 20 000
- 1361 students. Everything they do comes from students themselves.
- 1362 The chair opens the floor for questions.
- 1363 **SAKKI** says that they also represent VET students. In the statutes it says that there can be
- 1364 more organisation per country. While it is true that SAKKI and OSKU have individual members
- 1365 but there are individual student unions which belong to both organisations. SAKKI would argue
- 1366 that there isn't a significant difference between SAKKI and OSKU to fulfil the conditions.
- 1367 **UNEL** asks what OSKU's relations are with other finish unions.
- 1368 **OSKU** says the relations are pretty good.
- 1369 **CSU** asks what OSKU thinks would be their biggest contribution to OBESSU.
- 1370 **OSKU** replies that to get all finish VET students represented since not all are members of
- 1371 SAKKI.
- 1372 **ESCU** asks how are OSKU's relations with ministers.
- 1373 **OSKU** says they are known and people take them seriously.
- 1374 **ESCU** wants more examples.
- 1375 **OSKU** says they cooperate a lot with decision makers. They have an impact.
- 1376 **FSS** says all finish organisations work together and cooperate on policies for example.
- 1377 **UNEL** asked about differences between OSKU and SAKKI.
- 1378 **OSKU** says the differences are minor.
- 1379 **NSoA** asks what OSKU wants to get from OBESSU.
- 1380 **OSKU** says they don't know how to answer the question.
- 1381 **NSoA** asks whether OSKU is financially ready to contribute to OBESSU.
- 1382 **OSKU** says yes.
- 1383 **DOS** asks OSKU if they think they are recognised as well as other finish organisations.
- 1384 **OSKU** feels a bit left out because all other organisations are in OBESSU.

1385 **AKS** says it is nice that OSKU wants to join and are here. AKS wants to ask why there are  
1386 two VET organisations in Finland and what are current projects of OSKU.

1387 **OSKU** replies that there are two organisations and moreover FSS represents Swedish  
1388 speaking VET students. OSKU is currently working on costless upper secondary education.

1389 **SAKKI** says they think there are not many students who belong to both organisations but there  
1390 are many unions but they do not know how many. SAKKI says all Finnish student unions have  
1391 good cooperation and why there are two is based on how they relate to two unions, SAKKI is  
1392 closer than OSKU (or was in the past) but currently, there is a lot of cooperation and policy  
1393 differences are minor.

1394 **CANAE** wants to thank OSKU for being here and showing interest in OBESSU. CANAE wants  
1395 to ask OSKU if they are attached to any political parties and if they are affiliated in any way.

1396 **OSKU** says they are not affiliated to any political or labour union and they are an independent  
1397 organisation.

1398 **LMS** asks the board if this will affect the geographical balance of OBESSU membership.

1399 The board says that they are working on making the balance better. The board says that there  
1400 is a difference between how OSKU and SAKKI are led and they see their possible contribution  
1401 to the organisation.

1402 **SAKKI** says that OSKU has many great and active people but they don't see a significant  
1403 difference between OSKU and SAKKI for them to join.

1404 **CANAE** would like more perspective from FSS since they also represent VET students to  
1405 some extent.

1406 **FSS** replies that FSS has successful campaigns with all organisations, and FSS thinks since  
1407 there is only EEO and SAKKI from Nordic countries representing VET it could be could to have  
1408 another one.

1409 **NSoA** says they do not want SAKKI and OSKU to fight about who is better at their job, both  
1410 represent the common goal, they are asking for experience and they are offering their  
1411 experience and financial contribution and NSoA think it would be a positive move to let them  
1412 join.

1413 **DOS** would like to speak highly of their membership, OBESSU is about representing students  
1414 and each student from Finland should have the right to be represented. DOS doesn't think it  
1415 is about whether there are enough differences but that school student unions and OBESSU  
1416 represent everyone.

1417 **EEO** says that when it comes to voting, Finland would have lots of votes.

1418 The board replies that even if they come from the same country, they represent different  
1419 students. The board says that the first step of joining OBESSU is being a candidate, and as a  
1420 candidate OSKU cannot vote.

1421 **CANAE** says that there were discussions in the past about changing the statutes and making  
1422 it clearer who can join OBESSU. CANAE does not think that SAKKI and OSKU represent the  
1423 same students and CANAE thinks that all students have the right to be represented without  
1424 taking into account their political beliefs and CANAE thinks this is what they are doing.

1425 **ISSU** wants to know how their work would contribute to OBESSU's work on VET.

1426 The board replies that OSKU presented the organisation to the board and explained their

1427 activities, membership and how they work. They are an active and democratic union with  
1428 stable financial situation and from the OBESSU points of view we want to encourage  
1429 cooperation and the board felt like they can contribute to OBESSU with their knowledge and  
1430 activities.

1431 **SAKKI and FSS** request a secret ballot.

1432 **CANAE** asks for clarification on whether the COMEM has to approve that we want to vote on  
1433 reversing the board's decision. The board explains that it has been requested by the  
1434 membership and so we the COMEM has to take the vote.

1435 Roll call: AKS, ASUBiH, CANAE, CEF, CNE, CSU, DOS, EEO, ESCU, FSS, ISSU, LMS,  
1436 NSoA, RSM, SAKKI, SIF, SLL, UDS, UNEL, USO

1437 **NSoA** asks why there is the option for abstention if it still affects the vote. The board explains  
1438 that because in a democracy you have the possibility to not to vote.

1439 **The chairperson calls the vote on OSKU candidacy.**

1440 In favour: 4

1441 Against: 15

1442 Abstain: 1

1443 **The decision of the board to accept OSKU as a candidate organisation has not been**  
1444 **reversed.**

1445 **OSKU has become a candidate organisation of OBESSU.**

1446

1447 **Lunch**

1448 **Discussion with members**

1449 The discussion happened in smaller groups and each group discussed different topics,  
1450 ranging from workload of organisations, their involvement in OBESSU, struggles of  
1451 participation, financial support for OBESSU and annual financial contribution and how to make  
1452 organisations stronger.

1453

1454 **Stronger School Student Unions**

1455 Giuseppe presents the project and highlights its importance for reinforcing the capacity of our  
1456 members. The project has the added value of being supported by a private foundation. The  
1457 project is giving good opportunities, it could give more in the future and it's our job to develop  
1458 it further. Giuseppe thanks Dasa for all the work done on the project and gives her the word.

1459

1460 The chair gives the floor to Dasa. Dasa asks the permission to facilitate the discussion so we  
1461 can do it quicker.

1462

1463 **Webinars**

1464 **Dasa** asks the members about the webinars to understand how they are perceived and if it  
1465 makes sense to keep having them. She asks why the organisations did not take part to know  
1466 how to improve them.

1467 **AKS** says they don't have time.

1468 **LMS** says they attended one webinar and it was really informative and interesting to hear. The  
1469 other one, the time was changed and this is why they couldn't join. Maybe the timings need to  
1470 be discussed.

1471 **ISSU** says that timing was the problem.

1472 **FSS** thanks for the webinar on policy and asks for the PowerPoints to be sent. FSS agrees  
1473 that timing can be an issue.

1474 **EEO** asks what webinars are about.

1475 **Dasa** explains that the first webinar was on student participation, the second one was more of  
1476 a preparation for the COMEM and then we plan one on education and human rights, one on  
1477 grassroots management and one on environmental activism. We want to bring people from  
1478 outside, involved with student activism, to bring an outside perspective.

1479 **Dasa** asks if the members are interested and the majority raises their hand. She inquires what  
1480 times would work to make them attractive to people and the agreement is that evenings  
1481 monday-thursday would work the best.

1482 **NSoA** says that If it's not really to do with apprenticeships, we are not specifically interested.

1483 **Dasa** explains that OBESSU thought of bringing a bit of a different perspective. The members  
1484 can also propose any other idea.

1485 **FSS** asks why do you ask the organisations to register and then put public links on Facebook  
1486 and Instagram.

1487 **Dasa** explains that OBESSU was trailing to see what is the demographic and also have emails  
1488 of the participants to contact them and send the link to follow the webinar.

1489 **SAKKI** suggests that OBESSU board members could remind their organisations.

1490

## 1491 **Field Visits**

1492 **Dasa** says the interest in field visits is not as big as OBESSU hoped for. Dasa asks the  
1493 organisations that had field visits and are in the room to share their experience.

1494 **ISSU** replies that the field visit was good. ISSU had issues with their board of directors and  
1495 the functioning of the organisation. The board was able to really discuss issues and have a  
1496 good facilitator. ISSU made a workplan and now we are undergoing revision. It was an  
1497 amazing opportunity!

1498 **UEM** says they had a general thought and the field visit helped them to refocus their idea in 3  
1499 days. They had all the tools to process and do something good in the future.

1500 **Dasa** explains that the field visits are an opportunity for OBESSU to meet with the  
1501 organisations and to support them. OBESSU can facilitate discussions, train. It is up to the  
1502 organisations to tell OBESSU what the needs are and we can together tailor a solution. We  
1503 never had this money in the past, and this is something new.

1504 **FSS** says they don't have problems.

1505 **SVB** says they barely have enough capacity to cover the events that they currently have, so  
1506 they didn't feel that they had time for this.

1507 **UNEL** seconds SVB on this.

1508 To sum up, members are interested and it is beneficial but it needs to be rethought.

1509 Many organisations are interested in following up on this.

1510

### 1511 **Field Visits among participants**

1512 **Dasa** asks the COMEM if they would be interested in having bilateral or multilateral visits  
1513 among organisations.

1514 Members think that this is important and are interested. Some members think OBESSU should  
1515 be there as a facilitator and some say it is not necessary.

1516 **UNEL** says last year they met with CEF and it was really cool, so it would be good.

1517 **CANAE** says one thing that we OBESSU is lacking is more cooperation between the  
1518 organisations, and this is a good moment to do this and a good way.

1519 **ASUBiH** says they think it would be great if OBESSU could be there.

1520 The conclusion is that for the future grant, OBESSU will try to incorporate peer visits.

### 1521 **Microgrants**

1522 **Dasa** says she wants to understand what stopped members from not applying.

1523 **CANAE** says they did not understand what projects can be supported,

1524 **SVB** says they would have liked to apply but couldn't manage capacity wise.

1525 **USO** says that or swiss salaries this is not really worth spending time applying for such a small  
1526 grant.

1527 **Dasa** asks how much the organisations in the room need to apply for the grant.

1528 **USO** says over 5 thousand Euros, EEO says from 10 thousand and UNEL from 2 thousand.

1529 Some organisations would also be fine with 1 thousand.

1530 All organisations would like to keep regranting and have an increase.

1531 **Dasa** asks if the organisations want to keep applying in the current way which has no structure  
1532 or they want a formal form.

1533 **SVB** says both are fine.

1534 **EEO** says applications are better as the Secretariat is more used to it.

1535 **AKS** and **MAKOSZ** would be more comfortable with creative applications.

1536 **CSU** says filling in forms is easier.

1537 **SIF** suggests having both.

1538 **UNEL** says It would be helpful if people can share their experience with maybe a video or a  
1539 photo so that's it's easier to understand what can be supported.

1540 The conclusion is that Dasa will create a form so the organisations can apply in two ways.

1541

1542 **Open Space Policy Debate**

1543 **Discussion corner (AFCs)**

1544

1545 **ISSU** says it's a difficult discussion, Daša did an amazing field visit and very explicit  
1546 (referring that OBESSU Services are good quality) and that MOs do not contribute enough.  
1547 They are thinking about making a similar structure to OBESSU in their national organisation,  
1548 that's because they rely on governmental money.

1549 **DOS** representative says he is new so he doesn't know much, they have a certain budget and  
1550 he doesn't know if they could raise the fees. He thinks there should be an alternative solution  
1551 to the problem but that the reserve should be much bigger than this.

1552 **ASUBIH** says they have a small alumni fundraising.

1553 **UNEL** says that in Luxembourg they represent students and school students and they have  
1554 to pay membership fees for other international organisations. They could not pay more, and  
1555 they emphasise a lot how massive the issue for them it would be to pay more. They say that  
1556 they understand OBESSU and that there is an issue. The delegate is a treasurer so she's  
1557 confident what she's talking about. ESU charges 33 per cent more although we're talking  
1558 about the same organisation.

1559 **OSKU** doesn't think that membership fee raising is the solution and that we should be looking  
1560 for alternative ways.

1561 **EEO** says they think they could be paying more but they are worried about smaller  
1562 organisations. They don't care about AFCs and they would agree to pay more.

1563 **UNEL** says they discuss this a lot in their organisation and they pay a lot of membership fees  
1564 to other organisations, that's nearly one fifth of the whole their budget.

1565 **ISSU** suggests reviewing the source of income our MOs receive and that would help us see  
1566 how much we can push them, eg.. if OBESSU members are very project-led then it's more  
1567 difficult but if they have plenty of easily disposable income then something can be done.

1568 **UNEL** says they are super conscious that OBESSU gives them a lot but since they are not  
1569 able to help, they are sorry.

1570 **DOS** says maybe the rich countries should pay more and small pay less.

1571 **EEO** suggests to make more top rows in the AFCs so only the rich would start paying more.

1572 **EEO** says that 2 million Danish crowns are fundraised so there's no strict accounting. If you  
1573 struggle in Denmark with fundraising then the other organisations help you.

1574 **ESCU** asks what's the reason behind increasing reserve? The current financial system is not  
1575 stable in ESCU because of governmental dramas, that's the reason they have a complex  
1576 situation, they have to carefully look where they spend. Paying OBESSU fee has never been  
1577 a problem and won't be and if it is raised, they find a way. They love being part of OBESSU.

1578 **DOS** says some question why they need OBESSU if they only work on a national level, some  
1579 don't see a point and it would be hard to persuade them.

1580 **EEO** says they are a well-established organisation, so is Norway. But at some point, they were  
1581 a member and they didn't feel that they're fee was worth it. But EEO definitely disagrees with  
1582 it because even if they're well established, they still get a lot out from OBESSU. Shine more  
1583 light on what OBESSU offers.

1584 **CSU** representative says he is not really sure about the financial stage of CSU but he knows  
1585 it's not really great. They are still a new organisation. They are only 6 years old.

1586 **LMS** representatives are not familiar with the financial system, but she hopes that their  
1587 fundraising will go well. She suggests to increase the participation fees, but it wouldn't be an  
1588 issue for them to raise the AFCs and it wouldn't make a big change

1589 **CEF** gave their contribution in print and it says that it is sometimes complicated to pay the  
1590 membership fee when they cannot see their investment clearly and to quantify the added value  
1591 of being a member in OBESSU.

1592 **NSoA** says maybe some times OBESSU shouldn't be covering some expenses but asking  
1593 some MOs to do it themselves so more money would be left in reserve.

1594 **SVB** suggests maybe it's not MOs' fault that their proportion of fees is not high enough but  
1595 maybe OBESSU budget is too big and unproportionate.

1596 **NSoA** says maybe OBESSU should fix a number that we need to get from the membership  
1597 fees and then divide that number among MOs.

1598 **UDS** representative says UDS could be paying more if OBESSU activities would be better  
1599 related to UDS activities.

1600 **SLL** says they could probably pay a bit more than they currently are.

## 1601 **Discussion corner on Global Student Forum**

### 1602 **3 options were discussed:**

- 1603 1. Forum of regional networks (OBESSU joins)
- 1604 2. Forum of networks, unions and associations (OBESSU and MOs)
- 1605 3. Forum of Student Unions and Associations (MOs) - not on the table

1606

### 1607 **GROUP ONE**

1608

1609 **FSS** says the model 2 would be much more expensive, dialogue with all inside could be  
1610 difficult.

1611 **CANAE** says if you want to build a real GSF you need the concrete unions inside, but Regional  
1612 Platforms can be representative, because it could be a mess putting together local and  
1613 national issues.

1614 **USO** says there's the risk of repetition of discussions with the same ending if unions are  
1615 directly inside.

1616 **AKS** says the model 1 is easier even in decision making, because the Board represents the  
1617 members and it will be enough to decide for everyone.

1618 **CANAE** says the involvement should somehow be for MOs of OBESSU, maybe doing  
1619 something internally (eg. a working group or a global committee for OBESSU)

1620 **UEM** says first path would be the best to act as a whole, be part as something bigger without  
1621 taking too challenges for OBESSU MOs, and resources are fundamental

1622 **AKS** says problems between countries are similar, it's important to develop solidarity

1623 **SLL** says a GA could be a good idea for delegates from OBESSU's MOs.

1624

### 1625 **GROUP TWO**

1626

1627 **UDS** suggests a mixture of both, with structure 1 but involving all OBESSU MOs somehow.  
1628 Everyone should have a voice, through OBESSU.

1629

1630 **EEO** asys the problem of model 1 is that for a school student it would be a really long process  
1631 to reach the top.

1632

1633 **USO** suggests multiple meetings before an idea reaches the top level, it could be a problem  
1634 of model 1.

1635

1636 **UDS** says there could be a topic for Europe, a sub-topic for a certain event, you should be  
1637 able to share your idea with peers overseas.

1638

1639 **ISSU** says they have the idea of a WG but it would be better to have it in Statutory meetings  
1640 of OBESSU because WG are not fully democratic.

1641

1642 **CNE** says the second structure is better to speak directly also to not charge the Board too  
1643 much.

1644

1645 **UNEL** says the structure 2 is not really democratic because someone will not be able to  
1646 participate, while in model 1 OBESSU is representing everyone.

1647

1648 **USO** suggests ZOOM could be used for assemblies.

1649

1650 **UDS** says if it is too open like in structure 2, there could be problems of behaviour and rules  
1651 should be stricter.

1652

1653 **EEO** says translators could be useful to include everyone.

1654

1655 **CNE** says multiple languages could be used.

1656

1657 **MAKOSZ** says we could delegate MOs for working in it, countries could be really imbalanced.

1658

1659 **GROUP THREE**

1660

1661 **SVB** says they don't know if it makes too much sense to have a global organisation, already  
1662 European level has a low impact, informal cooperation would be useful.

1663

1664 **RSM** says if we can build a global advocacy system it can be positive also to include better  
1665 migrant students building links with the organisations from their origin countries, the national  
1666 organisations will have instruments to help other peers in other parts of the world in a  
1667 structured way. Structure 1 is more practical but this structure has the risk of having a poor  
1668 political position, but there's a risk of having contradictions between national level and global  
1669 level, consultation of MOs is fundamental. A global GA could be a solution with both national  
1670 and umbrellas but with structure 1.

1671

1672 **NSoA** says model 1 is better but having a specific pre-meeting for OBESSU on it could help  
1673 to include MOs opinions in the OBESSU representation in the GSF, with the agenda of next  
1674 meetings.

1675

1676 **SLL** suggests model 1 because it's clearer while model 2 could be a mess.

1677

1678 **SIF** would choose model 1 because model 2 would make OBESSU there useless, OBESSU  
1679 should consider countries to vote, with a conference on the topics.

1680

1681 **RSM** says that for them, OBESSU must be the middle level between national and global.

1682

1683 GROUP FOUR

1684

1685 **DOS** suggests the model 1 is the best but while having sessions in GSF it would be good to  
1686 discuss the topics in COMEMs or GAs of OBESSU to give voice to MOs. Having a direct  
1687 membership would be a problem for participation fees.

1688

1689 **LMS** says the model 1 is the best because if there is a direct access to GSF there would be  
1690 an overlap in representation between OBESSU and its MOs.

1691

1692 **ESCU** says the global level is completely different from the European.

1693

1694 **EEO** prefers the delegation system (2) more to give each MO the opportunity of joining GSF  
1695 meetings. It could be hard for OBESSU to represent everyone, but the system 1 is more  
1696 structured

1697

1698 **LMS** says if there are national organisations from everywhere in the world there will be lots of  
1699 members and it would be really complicated to have funding for all of them. OBESSU can be  
1700 the representative to give stronger voice to members even in important moments of  
1701 emergency.

1702

1703 **DOS** says there could be a GA with all of the members, but there is a risk of having some  
1704 voices missing, so they support OBESSU having the COMEM before the GSF statutory  
1705 meetings. The topics are mainstream for school students so they don't see too much of a  
1706 problem.

1707

1708 **CSU** agrees about COMEM before GSF, maybe doing resolutions with a clearer position to  
1709 avoid divisions in Europe (East-West) but model 2 is dangerous. OBESSU should be the  
1710 intermediate level even for projects.

1711

1712 **DOS** suggests to keep high OBESSU's role, Model 1 is needed.

1713

1714 GROUP FIVE

1715

1716 **ISSU** representative says she was in Ghana and it was interesting to be the only national  
1717 representative, there are going to be problems on democracy, considering the sizes of the  
1718 countries, but for practicality is solution 1 but it should be compensated by strong  
1719 consultations.

1720

1721 **UNEL** says that at the global level it is important to treat students all at the same way and  
1722 nations, small and smaller. It can be ok to have structure 1, but transparency is fundamental,  
1723 and include also delegates not part of the OBESSU Board

1724

1725 **DOS** says it's important that all the continental platforms are represented in the  
1726 executive/board of GSF.

1727

1728 Summary:

1729 In favor of Model 1:

1730 FSS, CANAE, USO, AKS, UEM, SLL, UDS, MAKOSZ, RSM, NSoA, SIF, DOS, LMS, CSU,  
1731 ISSU, UNEL - 16

1732

1733 In favor of Model 2:

1734 EEO, CNE - 2

1735

1736 Not expressing a position:

1737 CEF, ESCU, SVB, ASUBiH, OSKU, FSS - 6

### 1738 **Any other business**

1739 The chair opens the floor and asks if anyone wants to say something.

1740 **NSoA** says they started a WhatsApp group with everyone and says that which organisation  
1741 wants to be in should give their number.

1742 **The board** talks about PISA assessment. The membership was asked to fill in a survey  
1743 regarding assessment which was not answered by everyone. Samira from the secretariat  
1744 made a study on Pisa which will be published this month. The board asks whether the  
1745 organisations in the room worked on Pisa and 6 organisations did.

1746 The board asks how they would rate PISA testing and their results and how do the national  
1747 decision-making result and asks in how many countries PISA influences education - 12,5 say  
1748 it does influence it.

1749 If anyone wants to share a reaction the floor is open and these will be included in the report.

1750 Concrete examples of PISA being a determining factor in policy:

- 1751 ● Ireland ranks low in maths and so the government introduced 25 more points for maths  
1752 and so people have to study it more if they want to go to university.
- 1753 ● MAKOSZ says that they don't know if they are included and Giuseppina explains how  
1754 it works.
- 1755 ● In Switzerland it is discussed but no actions are taken.
- 1756 ● FSS says that the gap is increasing and Finland is starting to organise trainings for  
1757 math teachers because there is a big gap.
- 1758 ● AKS says that for what AKS pays for education the level could be higher and the  
1759 ministry is always shocked by the results and they blame it on refugees so they offer  
1760 language classes to migrants but outside of normal classes. There were also cases  
1761 where people with best grades were asked to take the test
- 1762 ● CANAE says that for them it is different and the only thing that the ministers do is that  
1763 they put a lot of pressure on principles and when the school performs badly, they adjust  
1764 classes or content of classes based on it.

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- 1773
- UNEL wants to clarify that there are only a few schools in each country that participate but since Luxemburg is so small, almost all schools participate. There was a PISA training for students because the country wanted to perform well and they do mock tests and similar tests. UNEL is against it.
  - The board explains that many statisticians do not support the selected methodology which is 4500 students per country.
  - SIF says that it has directly influenced their educational system, Iceland shortened school years from 4 to 3 years, it was done without consulting students and they use it a lot to add more hours to certain classes.

1774

1775 The board asks if there are any reactions to the most recent PISA.  
1776 Estonia is in the first place in Europe but the reaction is very different. ESCU had a meeting  
1777 with the ministry of education, but teachers show that it does not reflect for example on how  
1778 students participate, if they have mental issues, if they are happy etc. So, some like it and  
1779 some don't. In Estonia, they do not prepare for PISA specifically, and ESCU does not know  
1780 why the government made the press release and they hope the government will not only focus  
1781 on the results.

1782 The board asks for 5 volunteer organisations to provide more data to the research.

1783 CANAE, AKS, ASUBIH, ISSU, RSM volunteer.

1784

1785 **CANAE** likes to thank everyone for being here and working and CANAE hopes that the  
1786 members will cooperate more together and thanks everyone.

1787

1788 **MAKOSZ** says that it was their favourite statutory meeting ever and they enjoyed the  
1789 discussions amongst the membership.

1790

1791 **Giuseppina** explains how to send the travel reimbursement forms and when to send them.

1792

1793 **SVB** asks for the floor. Lukas says goodbye after 13 events and wishes the best of luck to  
1794 everyone and says that he hopes the membership will take care of OBESSU.

1795

1796 **The board** thanks the Chair and they thank everyone for their active participation.

1797

## 1798 **Closing of the COMEM**

1799

1800 Brendan thanks for being invited and for chairing and he officially closes the COMEM 2019.  
1801 The COMEM ends at 19:31 CET.