

OBESSU Council of Members 2020

5-6 December 2020, online on ZOOM

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1. Opening of the COMEM at 10:00 am CET

Board Member officially opens the Council of Members 2020. Lucija welcomes the delegates.

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

Lucija reminds the delegates that they can register for workshops tomorrow, as well as propose workshops/discussions Lucija asks Rute to remind the delegates about technical details, such as how to name themselves etc. Rute does so.

2. 17th November campaign closing

Alex officially closes the 17th November campaign. The Board and the Secretariat explain what the 'School Student rights are not in a lockdown' campaign was and what was done. It was to celebrate international day of students.

Alex from the Board closes the campaign 'School Student rights are not in a lockdown' which was to celebrate the International Student's Day on the 17th November. She presents the campaign and the main demands on the campaign. OBESSU also participated on a global level in the Global Student Forum's campaign. Alex thanks the Members for participating and sharing the campaign. There is an article on the website that summarises the campaign.

3. Election of the Chairperson

The Board explains that the next point is to select a chairperson, but before that the first roll call will be made to confirm which organisations are in the room.

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

The Board proposes Ida Kreutzman, a former OBESSU Board member as a chair for the first day and Larissa Nanning, former OBESSU Board member, as a chair for the second day. Since Ida is present, the Board invites her to present herself.

Ida said she is a dinosaur and was in OBESSU a long time ago. She was also a chair of FSS and now she lives in Copenhagen and works with education.

The delegates approve the proposed chairs by acclamation (no active opposition).

Ida thanks the delegates for the trust and says her first event was a COMEM and she was confused and stressed because she was not prepared. She didn't even know what OBESSU was and she is aware it can be scary and nerve wracking and she encourages the delegates if they are confused and need a break to let the team know so it can be figured out together. It does not make sense to make a COMEM if the Members do not know what is going on.

4. Election of the minute-takers

The Board proposes two minute takers to rotate: Daša Koribaničová, Membership and Capacity Building Officer; María Ballesteros Melero, the Project Officer for Inclusive Schools, to be the minute-takers of the GA.

The COMEM approves the minute-takers by acclamation, which means there was no active opposition.

5. Election of the Ballot Committee

The chair explains the role and function of the Ballot Committee and specifies that we need 3-5 people to be on this committee. The chair encourages extra delegates to be part of the BC as they need to be made co-hosts on ZOOM and therefore, they won't be able to vote.

The volunteers for the ballot committee are:

Laura from UNEL

Onni & Adele from FSS

Amy from NSOA

Francois from CANAE

The COMEM elects the ballot committee by no active opposition.

6. Adoption of the internal regulations

The chair presents the internal regulations.

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

DISCUSSIONS

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

VOTING

- Voting can be done by active opposition, polling or closed ballot on Election runner. If one organisation asks for the voting to be closed this will be done via closed ballot.
- Questions on the voting need to be asked before the voting is open, otherwise they won't be considered a ground for contesting voting.
- If one organisation demands a re-counting this can be done only by challenging the ballot committee or the voting procedure for all closed ballots.
- Majority for all voting except for the statutes is 50%+1. When counting **simple majority, abstentions are not counted into the quorum**. E.g., if there's 30 votes casted out of which 10 abstentions, the valid votes will be 20 and therefore the quorum will be 11.
- For the statutes, which require a $\frac{2}{3}$ majority, all votes - including abstentions - are counted.
- For the majority to be valid, at least half of the MOs need to be for or against.
- If there's an amendment to a proposal, this will be voted before the proposal itself.
- Once a proposal has been accepted or rejected, the discussion will not be reopened.
- Changes on the spot are not possible during this COMEM.

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

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

The Chair explains what it means for the COMEM to be legal and introduces the deadlines of the COMEM 2020:

- 6th October: Invitation to the COMEM. Call for proposals sent out to Member, Candidate and Affiliate Organisations together with draft agenda, technical info and relevant documents;
- In this email you can also find information on the procedures for the COMEM.
- 30th October: deadline for proposals (amendments, policy papers, resolutions from MOs, proposals from the Board etc.). These must be sent in writing using the designated form to COMEM@obessu.org;
- 5th November: Received proposals will be sent to MOs;
- 25th November: 2nd deadline for amendments to the proposals;
- 27th November: Last COMEM mailing with 2nd round of amendments sent out with finalised agenda;
- 5th December: first day of the COMEM.

The chair explains that all deadlines have been respected therefore the COMEM is considered legal.

The chair presents the agenda and explains that no major changes can be made to the agenda because of the nature of this COMEM, which is online.

The chair opens the floor for questions.

OSKU asks when there is a point when we talk about new Members of OBESSU.
Giuseppina replies that there were applications that were evaluated that are to be discussed.

CNE asks when the deadline is to register for workshops.
The chair replies that it is today. The chair also explains that there cannot be more proposals than spots, so first come first served.

The chair asks if there is any active opposition to the agenda. There is no active opposition, and the agenda is adopted and the COMEM is legal.

8. Voting on speaking rights of Affiliate Organisations

The chair explains that AOs need to receive the right to speak from the Members. KYC is present and the chair explains they will need to get the right to speak. The chair invites KYC to present why they should get a right to speak.

KYC explains that even as affiliates they believe they can contribute by talking and they can share good practices.

The chair also explains there will be a roll call before the vote, there is no roll call for acclamation since votes are not counted.

The chair asks for the vote and asks if there is any active opposition.

There is no active opposition and KYC is granted a right to speak.

The Chair also explains that there will be some guests during the COMEM: Emilie Jäntti from the POT, Giuseppe Lipari (former Board member) to present the work of the GSF.

The Chair asks for the vote and asks if there's any active opposition to having guests.
There is no active opposition and the guests are granted the right to speak.

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

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

MOs that failed to pay the AFC are:

- UDS
- NSOA
- UNSS
- USO

There are other organisations that did not pay or declare but they are not full Members so are not included here.

The chair asks for the organizations who failed to pay for an explanation so the Members can vote on their right to vote after.

NSoA says they are not sure why the AFC has not been paid.

Giuseppina explains that an invoice has to be uploaded to a certain part of the website and it was uploaded to a wrong part and so it was a technical issue, it is being moved to a right place and will be paid.

UDS says they did not pay because their situation is difficult in the period of COVID. The discussion is ongoing with the Secretariat and they will pay in a few months.

UNSS says that they have a new Board and the new international officer. He has just learnt about it today, but it should be paid within next two weeks.

USO explains that since September they got their funding from the state, but they don't have access to their bank account, so even the SecGen has not been paid since April, so there was not the possibility to pay until now. As soon as the problem is solved, they will pay.

The chair opens the floor for questions. The chair explains that the organisations that failed to pay will also be sent to a separate room so the Membership can discuss without them. The chair asks the technical team to move the organisations to another room.

CANAE asks the Secretariat if the organisations who failed to pay failed to pay only this year or also previous years and how much is their debt at the moment.

Giuseppina replies that NSoA always pays, there is a tiny debt from participation fees that seem unpaid but there is nothing major.

- UDS paid the majority of their debt and have only 50 euros left to pay.
- For UNSS, OBESSU misses declaration for 2020 but we are in a discussion.
- USO it is only 2020.
- NSOA it is only 2020.

The chair closes the speaking list. The chair asks for a roll call for the purpose of a vote. Candidates and affiliates will be left out because they cannot vote and so will be organisations who don't have a voting right yet.

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

The quorum is 17.

The chair asks for the vote to be launched. The ballot committee confirms the votes and presents them.

Proceed to vote. NSoA

In favour: 14

NSoA has been granted the right to vote.

Proceed to vote. UDS

In favour: 12

UDS has been granted the right to vote.

Proceed to vote. UNSS

In favour: 12

UNSS has been granted the right to vote.

Proceed to vote. USO

In favour: 13

USO has been granted the right to vote.

Every organisation that has been voted on has been granted the right to vote. The new quorum is 21.

10. Presentation of the report of the GA 2020

The chair asks Yvonne for the report of the GA 2020.

Yvonne says that the meeting took place in July, and the GA received reports from the MC, from the Working Group on Education. BSK and TOS applied for candidacy and were welcomed by the GA. Delegates discussed the development strategy. Worklan has been approved, and an important question regarding its implementation in Covid was asked. There were amendments for the political platform. GSF was discussed and received a positive response. AFC has been approved and then Board and MC elections took place. Nadine from ISSU and Alexandra from AKS were elected to the Board and Antonia, Craig, Edvardas and Milda were elected to the MC.

The chair opens the floor for questions and comments and thanks Yvonne.

The chair announces a 10-minute coffee break and after the break, the COMEM will vote on the minutes and will select a rapporteur to the GA 2021.

11. Adoption of minutes from the GA 2020.

The chair refers to the previous presentation of the GA2020 report. The chair opens the floor for questions and there are no questions. The chair asks if there is any active opposition to adopt minutes from the GA 2020.

The minutes have been approved, there is no active opposition.

12. Election of the Rapporteur of the COMEM to the GA 2021

The chair explains that the COMEM needs to select a rapporteur of this COMEM to the GA 2021. Rapporteur has to report to the GA, pay attention to the meeting and take some notes, so they can confirm that the minutes are correct and match what happened.

CANAE says that they will be happy to do it, Francois volunteers. There are no more volunteers.

The chair asks if there is any active opposition to Francois as rapporteur of the COMEM to the GA.

Francois is elected as rapporteur of the COMEM to GA 2021, there is no active opposition.

13. Board report

The chair asks the Board to present their report.

The Board presents the main goals and how are they being achieved:

- **OBESSU influences change in Europe and the world**
- Mainstreaming advocacy within the activities with the Members
- Events are focused on advocacy and policy creation. (ie. ECMA policy event, advocacy series etc)
- Currently 18 forms of tool kits available on the OBESSU website
- Partners we've worked with:
 - European Youth Forum
 - Lifelong Learning Platform
 - ESU
 - 100million campaign
 - ETUCE
 - EAN
 - Generation Climate Europe
 - Global student forum
 - AEGEE
 - Enable partners
 - ENIL
- Working groups:
 - Education funding (and reforms!)
 - Ad hoc group on the Covid-19 research (coming soon!)

The global level

- Participating actively in various campaigns and projects that lead to change on international level (100 Million Campaigns: e.g. #FairShare, Justice for every Child; A Call for a Child Union; Global Students' Forum)

- global events, exchange of good practices with other unions from the whole world
- first global campaign held, first truly world-wide 17N initiative arranged

with GSF and other Members

- opinion sharing, strengthen of solidarity among unions fighting against authoritarianism, for people's self-determination (#decolonization) and for social justice

- OBESSU is owned by well-functioning school student unions

Field visits for Stronger School Student Unions project

Taking on Board feedback from MOs from GA and organising events based on this feedback

Multiple communication channels used as a result of feedback from MOs on how they would like to be contacted (email, basecamp, whatsapp group)

- 10 welcome pack
- 6 amendments for the COMEM
- 7 different MOs currently engaged in Working groups, the Board and the MC

The global level

- MO's are invited to GSF and 100 Million events, and also participate in it
- Especially GSF **opens spaces for cooperation** fully including school student unions, never happened so consistently in the history of the global student movement, already including school student organisations from Europe, the United States of America, South Africa, Latin America

- OBESSU is considered a relevant, representative stakeholder

Advocacy

INSTITUTIONAL SETTING

1. European Commission
2. European Parliament
3. Council of Europe
4. OECD

WHAT DO WE DO?

1. Policy papers
2. Coalitions
3. Expert groups
4. External representations
5. Network of contacts

1. European Commission

- meeting with Commissioners (EC Vice-President Timmermans, Commissioner Gabriel & Commissioner Schmit)
- policy inputs and consultation (Digital Education Action, European Education Area, Skills Agenda, impact of COVID-19 in education)
- external representations: EU Council Configuration on Education, Youth, Culture and Sport, European Education Summit
- EU cycle-dialogue, along with YFJ and other INGYOs

2. European Parliament

- Network of MEPs from CULT & EMPL
- Conference of the Future of Europe
- Charlemagne Youth Prize

3. Council of Europe

- CDPPE & ETINED platform- communication with the member states
- Conference of Ministers of Education of the Council of Europe
- School student participation, along with the AC
- Child's Rights & Rights-based approach

4. OECD

-Reaction on the PISA results

-Conference on assessment

- Continuously lead projects and create publications that are proactive statements in the political discussion

a. Reaction to PISA 2018 Global Competencies Assessment Results

b. SOTEU: Education left out in the cold again

c. Belarus Elections: A need for democracy.

- Erasmus+ Coalition: Joint statement on the revised proposal for EU Multiannual Financial Framework 2021-2022

- 22 external representations between August and December, attended by Board and staff (all online)

a. VET Skills Week: VET for Sustainability

b. Osnabruck declaration ceremony

c. GSF: More united than ever

- OBESSU was invited as a speaker in more than 4 global conferences

- OBESSU has a strong and stable organisations

- 5 Board Members, 8 Board meetings, all online

- 10 staff Members, working remotely

- 12 PoT-Members, opportunities, and events online

- 4 MC Members, interviews, and meetings

- reporting on external representations

- database with contacts
- 9 sources of funding
- Communication code of conduct & regular follow up
- Short BMs every second Monday
- 1 month handover period

The chair opens the floor for questions.

UNEL asks about the Global Students Forum: which actions did you take and on what plans are there.

The Board responds that GSF is quite new and in the process of building itself, OBESSU has been invited to conferences such as the 17th November campaign event More United than ever. OBESSU has also had the chance to raise demands. It's not only for school students but also for university students.

A video is played by Giuseppina.

The chair asks again if there are any questions.

UNEL asks that we all know that the way in which we work is changing a lot, other colleagues have issues with motivation because we are sitting in front of our computers the whole day and want to know how it is with the motivation of Board Members. UNEL wants to know if there are any issues coming up because of this digital working that was not the case before, if there is something to improve etc.

The Board replies that this is something they have been talking about a lot, they miss their Board colleagues as crazy and this mandate is a short mandate, they hope they can see each other soon. They have met some evenings to chill and get to know each other on zoom, it is not the same but still fun, find new structures to work in this situation, work around it and keep the motivation. BMs every 2 Mondays, they have a rotating chair to make sure there is someone supporting others. They are trying their best and keeping fingers crossed for this situation to change.

MAKOSZ asks how big is OBESSU's impact on the EU and EU's policies.

SAKKI if the Board has met any Members of the parliament this year, and if so how many and whom.

NSoA asks about Membership engagement, how has the Board found engaging with Members as now it's difficult for NSoA, and asks about what are the Board's plans to engage the Members during the pandemic.

The Board answers that for the last year OBESSU has really had an impact with the Commission, especially with the cabinet of commissioner Gabriel, impact of COVID 19 in education. OBESSU receives more invitations to be present at meetings, EU commissioners, VP Timmermans, meeting on VET with Schmit, we've been invited to council meetings, in the last year we did our best, our impact can be measured in one way or another. Number of meetings or contacts, we haven't counted them, but we have strong contacts with different MEPs from 2 groups, CULT for education and EMPL for employment. Contacts with the bureau, contacts with political groups itself, they send us documents and we give input. For Membership of course it's more difficult to engage with Members online and have Members engage back, you're on your laptop, but we've had a lot of engagement for the last months, in the whatsapp group chat, the pre COMEM gathering, we would love a bit more engagement from Membership side, Membership engagement has been very nice and we want to thank you for this.

The chair says that there is the comment in the chat that there will be a webinar on Members engagement from the PoT.

CNE asks what biggest challenge the Board did has encounter during this mandate, taking into consideration Covid.

The Board answers that the biggest problem has been being 5 new people starting to work together not able to meet in person, handover had to be done online, they have more informal sessions with each other to learn more about how they work. Now that everything's online it's harder to find balance between personal, university and OBESSU, but now with better communication by the end of Covid they will be experts in working from home.

The chair says there have been comments in the chat thanking the Board for their work.

14. Membership fair

The chair gives the floor to the Board to explain the Membership fair.

The Board explains they will have the possibility to go to 8 different rooms, and people with interpreting stay in the main room.

3 questions:

- is there any specific highlight you want to share?
- you want to share anything from your organisations for which you're looking to partner up ?
- what can others learn from you and what can you learn from others?

15. Vote on implementation plan 2021

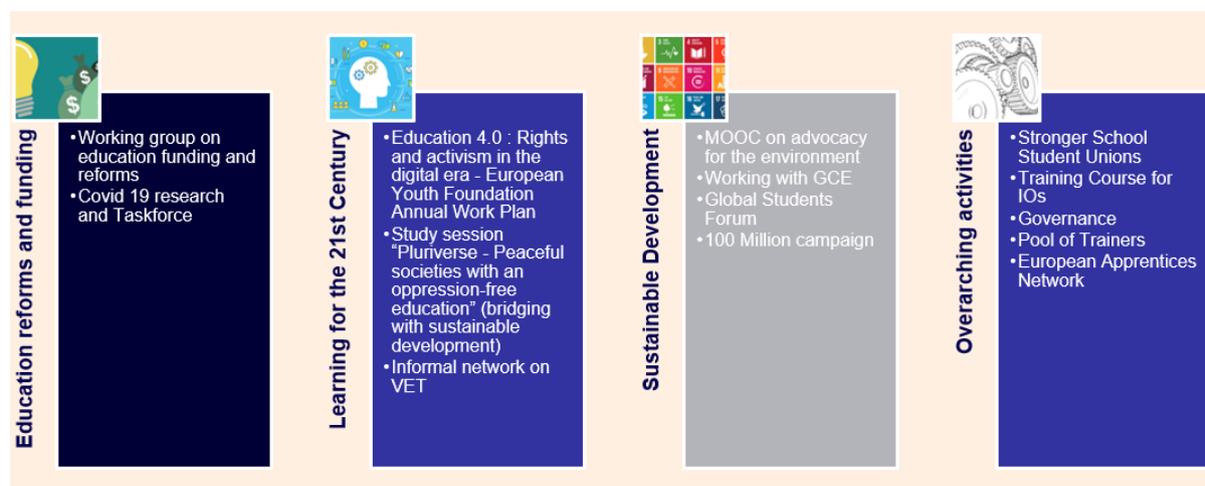
The Chair welcomes the delegates back from the break. The chair asks for a Roll Call.

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

The chair asks the Board to present the implementation plan 2021.

The Board explains that the workplan for 3 years is broad and the implementation plan is a detailed annual plan. OBESSU is still not sure which of these activities will be online and in person, it all depends on the situation.

The Board explains areas that the plan covers.



The chair opens the floor for questions.

UNEL thanks the Board for the presentation and asks if OBESSU has an idea how to assess if an event can be done physically or not. UNEL wants to know if there is a plan for how many people can be present or other information.

The Board replies it is not clear yet, number of people and countries and different rules will be taken into account. Priority is that it will be safe.

NSoA asks for a clarification on word school students and what it refers to. Is it post 16 or pre 16.

The Board replies that a school student replies to secondary level, it can be different age based on a country.

The chair explains that for the implementation plan to be approved 50% + 1 vote are needed.

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

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

Proceed to vote:

In favour: 21

Against: 0

Abstention: 1

The implementation plan has been approved.

OBESSU Implementation plan 2021

Proposed by the OBESSU Board for approval at the Council of Members 2020

As stated in the OBESSU Work Plan for 2021-2023, OBESSU commits to working mainly in three areas: Education reforms and funding, learning for 21st century and sustainable development. On each of these topics, OBESSU wishes to reach a certain number of objectives. Moreover, this Implementation Plan reflects on other documents that are relevant to the strategic development of the organisation, such as the Development Strategy, the Advocacy Strategy, the Political Platform and the needs that arise on education and societal matter as time develops.

With this document we highlight the activities and topics OBESSU will work on and summarise which objectives will be achieved. A summary of the activity over the year is annexed at the end of this document.

Thematic cluster: Education reforms and funding

The activities proposed under this thematic cluster contribute to the achievement of several of the goals laid out in the 2021-2023 Work-Plan. Namely, the research on the impact of Covid-19 and its taskforce and the WG on education funding and reforms help us putting school students at the centre of discussion on long-lasting sustainable educational reforms, as well as foster a strong cooperation between Member, Candidate and Affiliate organisations. All the activities highlighted in this cluster build on the advocacy strategy and strength of OBESSU and its Membership and better inform student mobilising and campaigning across the continent.

Working group on education funding and reforms

Building on the work of the Working Group on Education Funding during 2020, the working group will continue exploring the landscape of funding in and for education on national and European level, and will expand on their work to further investigate and monitor education reforms happening on the national level. This latter aspect is particularly important in the post Covid-19 scenario. With regards to this Working Group, OBESSU will specifically work towards achieving the objectives related to fostering a space for cooperation among OBESSU Members in order to create impactful policies in education, as well as understanding the impact of education funding on wider policies. The work of this WG will be built with a specific mandate to also strengthen OBESSU and its Members' advocacy capacity, efforts and strategies.

Covid 19 research and Taskforce

The spread of a global pandemic throughout the western world has shown us the incredible amount of flaws that our education and welfare systems have. The Covid-19 health crisis is rapidly becoming a social crisis, a budgetary crisis and it has the potential to rapidly develop into a generalised democratic crisis. The Covid-19 response has led to many classes being moved online, causing several disruptions for school students: from internet access to lack of tools and actual infrastructure for learning online, from lack of alternative welfare measures to a complete lack of involvement of school students in restructuring the school curriculum. We fear it won't be long until education budgets will start being cut to ensure higher budgets for healthcare and welfare and social measures, and while these are all fundamental we fear this will be the start of a conflict especially in communities of lower incomes. We consider education to be at the forefront of combating crisis, and we want to be able to play a strong role in this debate.

School student unions have always played a key role in European societies and are now undermined by the lack of activities, the potential losses in terms of knowledge management and resources, and the need to move their energies to an emergency response. School student unions are currently working tirelessly to support school students, directing them to learning resources, working with teachers to ensure smooth learning, and fighting for quality possibilities when it comes to assessment and access to further learning.

In 2021 we will continue conducting research on the impact of the Covid-19 crisis on education and school student activism. The research will support the already existing Working Group on Quality of Education Funding. Some of the aims of the WG are to compile research and information on the status quo of education funding in Europe and to explore the possibility of a specific evidence-based policy paper on the topic. The outcomes will be used to advocate for necessary changes on the European and national level. Among others, we will explore impact on national budgets, on personal study paths in general education and VET, as well as changes on activities of school student unions, impact on the civic space and perceptions of challenges and solutions through the eyes of school students and their representatives.

Thematic cluster: Learning for the 21st century

The activities proposed under this heading are aimed at targeting all of the specific objectives outlined in the Work-plan. In particular, with the Education 4.0 activities we will focus on targeting the objectives related to advocacy, capacity building for stronger advocacy, lobbying institutions and ensuring a rights-based approach. With the Pluriverse study session, moreover, we will tackle the objectives of ensuring student participation in the development of quality curricula and guaranteeing that education remains a safe, cultural and social space for the individual and the collectivity.

Education 4.0 : Rights and activism in the digital era - European Youth Foundation Annual Work Plan

In a century when the digital realm has overwhelmingly taken over our daily lives and has shaped our learning and working habits, it is of crucial importance to employ the benefits of digitalization to the functioning of the school student unions, but also the educational system as a whole. By acknowledging the need to digitalize the educational environment we create the space for young people to further engage and participate, but also to create solutions to current challenges in terms of the way we learn and get information, the methods for learning and the access to rights of all young people in the digital era.

The specific objectives of the work plan are:

O1: To promote exchange of ideas and practices for greater digitalization of the way young people learn;

O2: To explore alternative ways of how young people use and shape their learning with digital tools and technology;

O3: To build capacity for advocacy of the School Student Unions (SSU) for young people's access to rights through digitalization of the educational programmes and environment (both in terms of formal and non-formal education);

O4: To promote accessibility of education for all young people based on the opportunities provided by the new digital tools;

O5: To support the advocacy of SSU through a toolkit on young people's access to digital rights in the school environment.

The work plan will be coordinated by a Task Force composed of member organisations as well as ad-hoc external experts. The work of the Task Force is collecting inputs from Members of OBESSU and from the different activities hereafter described to create an advocacy toolkit on young people's access to digital rights in the educational environment. The task force will meet 2 times: once at the beginning of the Work Plan to set the basis for the work on the toolkit, and once at the end of the activities in November for an editorial meeting.

Other activities of the work plan, other than task force meetings and consultations are:

Summer school – Access Granted! Ctrl from A to Z

The summer school will gather participants from member organisations and will focus on exploring different ways of how young people learn in the digital era, it will also promote the exchange of different tools and methods for greater access to rights of young people in the digital environment. The work done during the summer school will feed into the work of the Task force, bringing the inputs gathered in the toolkit.

During the summer school the participants will develop follow up activities to be implemented in their school, community or organization.

Training course – Advocacy for education! Ctrl+F

The training course will focus on capacity building for advocacy for accessibility of education for all young people based on the opportunities provided by the new digital tools.

The TC will gather 20 people, Members of school student unions, who will be testing out the draft toolkit and providing feedback on it. It will take place during the University for Youth and Development, providing a space for dissemination of the project results, but also wider consultation with other organizations present there.

Study session “Pluriverse - Peaceful societies with an oppression-free education” (bridging with sustainable development)

The main **aim** of this activity is to provide participants with the necessary competences (i.e. knowledge, skills and attitudes) to critically analyse educational contents from an intercultural perspective, including decolonisation, privileges and oppressions, and use this knowledge to influence a more just education system.

The **objectives** of the Study Session are the following:

- To provide participants with knowledge on privileges, oppressions, intercultural dialogue/learning and cooperation with other world regions.
- To provide participants with the skill of critically reviewing their school content and enable them to make recommendations, fostering active participation of young people and access to rights for all.
- To create peaceful and equal society and opportunities for all, by deconstructing the school curricula, content and how young people learn.
- To create a map of realities in Europe on the matter, representing the main strengths and weaknesses of school curricula in order to foster the sharing of practices and intercultural learning/dialogue
- To develop a toolkit/guide for school student unions and school student activists on the topic to build capacities for influence among school student unions and student activists on the topic, disseminating the results of the Study Session

This activity corresponds with OBESSU's mission of striving for the end of all discrimination and injustice within the educational systems; promoting active citizenship in all forms; and promoting solidarity and understanding between young people. More specifically, OBESSU is part of the Global Students Forum, at the core of its development, so working from a strategic point of view in promoting global education, global cooperation and student representation and rights globally. Furthermore, as part of the Global Education Network of the North-South Centre of the Council of Europe, OBESSU has actively been involved in the global dimension of education and would like to work further on and explore new horizons, more specifically how privileges and oppressions reflect on education and how global education can be an active contributor to a more open, peaceful and inclusive society. As part of the network, OBESSU developed a policy

paper on the topic of Global Citizenship Education and its need to be present in the curriculum. As a continuation of our efforts toward Global Citizenship Education, the study session ensures that global education is one of the key contributing factors for synergies of change. *Learning for the 21st century*, one of the strategic pillars of OBESSU, aims at understanding the current status quo of the educational systems in Europe and foresee which skills, attitudes and values are able to respond to such a fast changing world. Intercultural dialogue, citizenship education, a balance of genders and a global dimension of education should be present in all educational systems and should be values deeply developed within the educational system. OBESSU believes there is a need to review how the current state of curricula in Europe and observe how school student unions can be the engine of change, towards a more inclusive and human-rights oriented education.

Informal network on VET

VET is a topic that OBESSU has widely explored in the past years, also with the support of the European Apprentices Network. The cooperation between OBESSU and EU Institutions and stakeholders on this matter is wide and increasing every year. Therefore, in 2021, we will offer an informal network for organisations in the OBESSU Membership working - and willing to work - with VET students to tackle policy issues, as well as engagement and outreach issues specific to VET.

Thematic cluster: Sustainable development

This thematic cluster focuses on sustainable development and the role of global cooperation and partnerships in achieving the goals outlined in the 2121-2023 Work-Plan. Specifically, we will address the matters of environmental sustainability and advocacy on the matter, as well as on cooperating globally with other organisations and platforms to reach the objectives related to SDGs and to ensuring that school students have a seat in global decision-making process on issues related to sustainable development.

MOOC on advocacy for the environment

In January 2021, OBESSU will launch a Massive Online Open Course (MOOC) on advocacy for the environment. This builds on the work done throughout the #EcoFighters WP

funded by the European Youth Foundation of the Council of Europe. Through this MOOC and the involvement of experts from the field of environmental justice, OBESSU will build its capacity and those of Members advocating for more just policies in the field of climate change. This MOOC will also further expand on the engagement of OBESSU and its Members with the attainment of SDG targets in Europe in the domain of environmental justice.

Working with GCE

Climate action comes on a broad level, and is influenced by broad coalitions backed up by facts and democratic organising. During 2021, OBESSU will focus its climate advocacy through active engagement with organised youth and climate activists in a coalition Generation Climate Europe. OBESSU will actively take part in GCE leadership and activities, influence the advocacy work from a school student point of view and co-create statements and activities.

Global Students Forum

In 2019 a cooperation between different organisations from regional and national representation started to create a Global Students Forum to share information, to build solidarity, and structure in an organised way the Global Cooperation between Student Unions and Organisations. In June 2019 regional student organisations including the All Africa Student Union, the Commonwealth Student Association, the European Students' Union and the Organising Bureau of European School Student Unions met, together with many other national student unions from Denmark, Ireland, Chad, Australia, New Zealand, Zimbabwe and South Africa, in Accra - Ghana - and started a discussion on the need for a global platform for cooperation on policy, practices and capacity building. Following this meeting, OBESSU has engaged in several activities with the Cooperation, including one fact-finding mission in Europe and one in the United States of America that opened the path of further cooperation with Student Unions and Organisations in Latin America and in the U.S.

GSF formalised in 2020, and OBESSU nominated one member to their Steering Committee. In 2021, OBESSU will engage in the different activities proposed by GSF and will strive to involve its Membership in the different structures (working groups and standing committees) and its activities (trainings, seminars and more). The nominated

SC member will also report back to OBESSU and its governance bodies where appropriate.

GSF's work will also be crucial in coordinating the first International Students' Day since its establishment. OBESSU commits to working with GSF on developing and implementing such actions for the 17th November and will explore its declination in the European continent.

100 Million campaign

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

OBESSU is a founding member of the 100 Million campaign as a structure and has nominated a member for the Steering Committee. OBESSU will continue engaging in the activities of the 100 Million campaign to promote a world where every child has the right to quality education.

Overarching: Achieving the goals of the Development strategy through organisational capacity and governance

Topics and activities explored under this heading also reference objectives outlined in the Development Strategy of OBESSU, not solely on the Work-Plan. The following are activities and structures supporting the achievement of wider organisational goals. As such, they encompass several of the thematic clusters above explored and go beyond the topics into organising sustainable organisations and structures, both with regards to OBESSU and its Membership.

Stronger School Student Unions

The “Stronger School Student Unions” programme is a tailored-made programme to foster the capacity of OBESSU’s Member Organisations in different fields with a tailor-made approach. In 2021, the project highlights the aspect of School Student Structure Development, Membership enlargement and offers additional opportunities for exchanges between the OBESSU Membership.

- The project objectives and expected outcomes are as follows:
- To keep providing continuous support to our Membership following the Stronger Pilot project
- To provide more opportunities for OBESSU Membership and other school student movements in Europe for sharing and learning
- To increase Membership development and school student structure development support
- To continue providing structural support to our Members, both financial and via capacity building
- To facilitate exchanges amongst our Membership, for both, school student activists and staff
- Continue cooperation with the already established Alumni network

Through the different tailor-made actions of the programme we aim at:

- Fostering the sustainability of student organising in our Membership through mutual learning and sharing
- Enabling in person sharing and learning of organisations in regions with similar issues
- Giving concrete benefits to the constituency and enlarge the reach out OBESSU currently has
- Developing ideas for further student organising development and cooperation strengthening
- Enabling exchange for staff Members of our Membership who very often face very specific challenges (working with school students, working with volunteers)
- Fostering cooperation with emerging school student unions not involved with OBESSU yet and strengthen such movements

In 2021, OBESSU will continue to work on the following challenges in student organising:

1. Knowledge and turnover management
2. Sustainable finances and human resource management

3. Political impact and outreach
4. Representation: structure and constituency
5. Democratic decision making and inclusion
6. Digital technologies in activism and education

Overall the project will include:

Field visits, through which we will visit existing or potential Members at their request to assess their needs or deliver specific capacity building sessions and trainings with the involvement of the OBESS Staff, Board, Pool of Trainers or Alumni network;

Study visits, through which we will get to know developing organisations and strengthen cooperation with student movements and structures throughout the European continent;

Job shadowing, through which we would like to give the change to staff Members of member organisations to visit another organisation for a week to learn, share experiences on how to best support student activism and develop professionally;

Grants for structural and organisational support, thanks to which we will continue supporting organisations in their development and structural organising with a similar experience as in 2020;

Webinars, continue connecting and exploring discussions online.

Training Course for International Officers

The training course for International officers to be held in 2021, will focus on outreach to grassroots organisations and on the importance of connecting every level of organising to policies and policy making, to achieve bigger representativity and therefore impact. Moreover, this training course will be a chance to learn more joint advocacy and will specifically be aimed at strengthening this aspect within OBESSU and its Members.

The Training Course - thought as a residential activity - builds upon and complements the work of handover for International Officers that can be done through the IO guide and the work of Board Members and of the Secretariat.

Governance

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

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

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

Pool of trainers

OBESSU will continue investing in the Pool of Trainers and aim in 2021 to further guarantee quality standards in OBESSU events. The Pool of Trainers will be engaged in Stronger School Student Unions and other processes. Their role will be clarified thanks to the development of the Events 101 document for OBESSU events and the Code of Conduct.

European Apprentices Network and work on VET

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

Projects in which OBESSU is involved

OBESSU is currently involved in several projects, either as a lead applicant or a partner. Some of them include Members, candidates and associates directly, others simply foresee a consultation and a free usage of tools. At the time of writing this Implementation Plan, OBESSU is still waiting for a number of results from different applications, however, information on the projects that the OBESSU Secretariat is managing in cooperation with the Board are available here: <https://obessu.org/what-we-do/projects/>

Among already approved projects, in 2020 OBESSU will be engaged in:

- European Change Makers Academy (ECMA) as a lead partner.
- Brave New You as a partner of Youth for Exchange and Understanding
- Europe@Home: European Civic Education through the mobile as a partner of JEF Europe
- CITIZED as a partner of the International Institute of Humanitarian Law (IIHL)

These projects cover topics like skills for skills for changemakers, participation of disadvantaged people in communities and civic and active citizenship education.

Covid 19 and residential events

In 2021, OBESSU has planned some residential activities. Their implementation, however, will heavily depend on the development of the Covid-19 pandemic and its impacts on travel restrictions. The main concern is personal and collective safety, so activities might shift online. However, for some activities, a consultation with the Membership will be run, to make sure that there is the time and the commitment to attend the events foreseen in digital form.

Provisionally, in the calendar in the appendix, dates are specified for the convenience of the Membership. However, these dates are provisional and changes might occur.

Appendix 1 - Calendar of activities

In **BLACK** are all process of OBESSU as an organisation

In **GREEN** are events involving all Membership

In **BLUE** are the events in which part of the Membership (e.g. selected Members through call or partners in projects) are involved

In **RED** are consultations processes.

	Education reforms and funding	Learning for the 21st century	Sustainable development	Organisational Capacity and governance	Comments and Covid-19 contingency plan
Long-term processes/ on-going processes	Covid-19 research	Advocacy on the mutual recognition of study-abroad diploma	Global student forum and cooperation with 100 million campaign	Stronger School Student Unions (job shadowing, field visits, regional study visits and webinars)	
	WG on Education funding and reforms	Informal group on VET	Cooperation and active participation in Generation Climate Europe	Code of Conduct consultation and shaping	
	Taskforce on Covid-19 research	Taskforce on Digitalisation			
January			Online MOOC launched on advocacy for the		

			environment EcoFighters Implementation Month Climate Advocacy GCE		
February					
March		Meeting 1 of taskforce on digitalisation (2-7/03/2021)			Travel restriction permitting
April		ECMA project Ideathlon			
May	European Youth Event and YO!Fest (28- 29/05/2021)	Study session: Pluriverse - oppression-free curricula in schools (17-22/05/2021)			EYE might be in digital form
June			European Youth Climate Summit (GCE)	Training Course for International Officers and General Assembly (13-21/06/2021)	Travel restriction permitting
July		Summer school "Access granted!"			Travel restriction permitting

		Ctrl from A to Z" (14-21/07/2021)			
August					
September		University on Youth and Development - Training course "Advocacy for education!" (dates tbc)			
October					
November		Meeting 2 of taskforce on digitalisation (9-12/11/2021) ECMA final conference (dates tbc)		17th November campaign Council of Members (tbc - around last 2 weeks November, 1 week December)	
December					

16. Report of the Secretary General

The chair invites Giuseppina, the Secretary General to present the report.

Giuseppina explains that since the last GA, Gilda joined the Secretariat, there was INSCOOL training course. OBESSU worked on strengthening its policy work, inputted into the Consultation on the Digital Action Plan and created an info sheet for the Members. OBESSU continued organising webinars and published the ECMA MOOC.

Giuseppina explains that next, we are going to work on EcoFighters MOOC, we will kick off the 2021 implementation plan and hopefully, from March on some sort of in person meetings can resume. We are involved in ISCEI, a policy conference we are helping to shape. Our Members will be there to bring the student perspective. Moreover, we are working on updating the website.

When it comes to the budget, it is stable in expenses and income, OBESSU hopes to get more income but it is not sure how yet. 60% of the budget is staff costs, 25% is travel (at least that is the normal average apart from 2020). Lots of new projects are coming up, OBESSU is a really wanted partner. Staff costs might grow, the organisation wants to make sure that the Secretariat is happy and projects are well managed. It is important for OBESSU to build reserves and understand the future of the CORE budget.

There will be an AFC consultation in 2021 as well as solidarity fund discussions.

The chair reminds everyone that we should speak slowly so the interpreters can follow. The chair suggests we follow with the project presentation and then take all questions together. The chair gives the word to the Secretariat to present OBESSU projects.

Giuseppina says that now Secretariat Members will present current and upcoming projects.

17. Projects update

ECMA (European Change Makers Academy) is an Erasmus+ project that aims to activate youngsters across Europe by providing the tools and supporting them to impact their communities, fostering active participation.

ECMA is composed of 11 partners all around Europe and involves a remarkable number of young activists from 6 countries.

ECMA has produced a MOOC, there are and there will be various events and trainings. The goal is to multiply the knowledge and spread it.

Stronger School Student Unions has been renewed for a year and because of the current measures, in person activities cannot happen but we are starting the research and will explore what can be done online for the time being.

Education 4.0 (Annual Workplan of the CoE)

- there will be a call for a task force in the start of 2021.
- Summer school in July 2021 non digitalisation in Molina if it happens
- Training course on advocacy
- Close with the meeting of the taskforce to finalise the output

Pluriverse - Peaceful societies with an oppression-free education - is a Study Session which will take place in May 2021 in Strasbourg and it will be on decolonising curricula and education. The call for the prep team will be out in January.

Europe@home

- KA2 project coordinated by JEF Europe
- Examine the opportunities for the implementation of European Civic Education through online educational platforms
- Adapt existing European Civic Education tools for online use
- Implement online European Civic Education activities at the local level in coordination with activities at the European level and collect lessons learnt.
- Create a Europe@Home manual - Europe through your mobile screen

OBESSU will mainly be contributing to the gathering of good practices and the creation of manual.

Citized -Policy implementation support and teacher empowerment for CITIZENSHIP Education. It will last for 3 years

Policy implementation support and teacher empowerment for CITIZENSHIP Education

A competence framework for teachers in citizenship education & Teachers' Training Model

A toolkit for schools engaging to become Members of the Democratic Schools Network

A set of 5 transnational Policy workshops

Generation d-liberation will start in May 2021.

- School student assemblies on topics that matter to them related to the Conference on the Future of Europe
- Policy recommendations from school students to policy makers
- Dissemination and outreach, online communication through storytelling and youth participation

European Solidarity Corps

- European Solidarity Corps is a programme of the European Commission and it allows young people (18-30 yo) to do a volunteering experience abroad.
- Fields: education and training, citizenship and democratic participation, environment and natural protection, migration, culture and many others

- PS: Volunteering, but with a bit of money also

OBESSU will evaluate the experience of Eleonora who is our first ESC volunteer and see how to improve or adjust the role.

CANAE wants to thank the Secretariat because with this the Membership can clearly see how much has been done, it has grown instead of getting smaller and CANAE thinks that is amazing. CANAE hopes all the plans will come true and that we can all soon meet again.

DOS asks Giuseppina about what is the plan to balance expenses and incomes.

Giuseppina replies that in theory all the projects correspond, so expense corresponds to income, there might be some extraordinary expenses but that is almost never the case. The income and expenditure match, some projects are still missing because they were approved 2 days ago, the main challenge is to raise core financing (eg. AFC or any other funding that is not connected to a project). In 2020 there was meant to be a crowdfunding campaign, but it got stuck because of Covid, it is still in the plan. Overall, the budget is very balanced but there are no savings, so for example if all the donors stop supporting us, we cannot continue.

There are no more questions, and the chair closes the discussion.

18. Amendments to the Political platforms and the Internal regulations of the GA

The chair explains how the voting will work.

The chair asks FSS to present the amendment to the internal regulations.

FSS says that they think the country of organisation is more relevant to know than the country of origin. It is important to remember that a candidate's country of origin is not necessarily the country they live in.

The chair opens the floor for questions and comments. There are no questions. The chair asks for the vote. The chair explains that for the amendment to pass, 50%+1 vote are needed.

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

The quorum is 18. For the amendment to pass, it will need to receive 9 votes.

Amendment 1

Amendment Form

Supporting Organisation(s)	FSS
Document amended	<input type="checkbox"/> Statutes <input checked="" type="checkbox"/> Internal Regulations <input type="checkbox"/> Work Plan 2015-2017 <input type="checkbox"/> Political Platform <input type="checkbox"/> Other, specify...
Line(s)	180,198
Amendment	REPLACE "country of origin" WITH "country the organization is from"
Rationale	We think that when presenting candidates, the country their organization is from is more relevant than the country of origin of the candidate. It is important to remember that a candidate's country of origin is not necessarily the country they live in.

The chair calls for the vote.

Proceed to vote:

In favour: 17

against 1

Abstentions: 0

The amendment has been approved.

Amendments to the Political Platform

The chair explains that some of the amendments will be discussed together, because they go together.

The chair invites FSS to present the amendment 1 and 2.

FSS thinks that they reckon that this wording implies that Europe, compared to other continents, is more culturally diverse and so they would like to change it, so it supports diversity and it doesn't sound like Europe is specifically diverse to other continents.

The chair opens the floor for questions for amendment 1 and 2.

UNEL says they have difficulties with the amendment because on one hand the sentence is just stating that Europe is culturally diverse. The original sentence is striving for peace. If the amendment is accepted the focus is not only on peace but also on culturally diverse Europe. There should be a discussion if we want both.

SIF says they agree with UNEL, it is very unnecessary to change it. It highlights the fact that Europe is diverse.

The chair reminds the delegates that we will vote on all amendments at the end so first the remaining amendments will be discussed.

Amendment 1

Amendment Form

Supporting Organisation(s)	FSS
Document amended	<input type="checkbox"/> Statutes <input type="checkbox"/> Internal Regulations <input type="checkbox"/> Work Plan 2015-2017 x Political Platform <input type="checkbox"/> Other, specify...
Line(s)	269
Amendment	DELETE "Europe has always been a culturally diverse continent"
Rationale	We reckon that this wording implies that Europe, compared to other continents, is more culturally diverse. While Europe is diverse, so are other continents and this is why we suggest deleting this sentence and instead adapting the next sentence as we propose in our second amendment regarding this line.

Amendment 2

Amendment Form

Supporting Organisation(s)	FSS
Document amended	<input type="checkbox"/> Statutes <input type="checkbox"/> Internal Regulations <input type="checkbox"/> Work Plan 2015-2017 x Political Platform <input type="checkbox"/> Other, specify...
Line(s)	269
Amendment	ADD "and a culturally diverse Europe" AFTER "To ensure"
Rationale	

FSS says they think learning methods should be included because a big workload with only reading could be detrimental to mental health.

The chair opens the floor for questions and comments.

UNEL says they really like this amendment and they want to thank FSS for the amendment. There are lots of learning methods that can be implemented.

CANAE says it is nice to have this added to the PP but there is also a policy paper on mental health that has been approved last year at the GA.

The chair closes the discussion and asks FSS to present the amendments 4 and 5.

FSS says that the amendment 4 talks about quality of teaching and they think everything should be up to date; books are old and they are not accurate; moreover the technology should be more up to date and inclusive; right terminology should be used; to make sure facts are checked. Students should be sure that the school they go to provides them with accurate facts. Amendment 5 is just to make the sentence clearer and more impactful.

The chair opens the floor for questions and comments.

UNEL wants to ask for clarification on would and should. Should would mean that the teachers would have the possibility to possess.

FSS says that should and demands go better together.

The Board clarifies that if there are grammatical errors that do not change the content, it can be reported to the Secretariat and it will be adjusted.

UNEL suggests how the sentence would sound so it is readable, the chair states it has been noted.

The chair closes the discussion and asks for a roll call.

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

There are 21 organisations and the quorum is 12.

The chair asks Giuseppina to launch the vote.

Amendment 3

Amendment Form

Supporting Organisation(s)	FSS
Document amended	<input type="checkbox"/> Statutes <input type="checkbox"/> Internal Regulations <input type="checkbox"/> Work Plan 2015-2017 x Political Platform <input type="checkbox"/> Other, specify...
Line(s)	336
Amendment	ADD ",learning methods" AFTER "That all school facilities"
Rationale	We think learning methods should be mentioned in this sentence, as they too can impact both physical and mental health.

Amendment 4

Amendment Form

Supporting Organisation(s)	FSS
Document amended	<input type="checkbox"/> Statutes <input type="checkbox"/> Internal Regulations <input type="checkbox"/> Work Plan 2015-2017 x Political Platform <input type="checkbox"/> Other, specify...
Line(s)	502
Amendment	<p>ADD:</p> <ul style="list-style-type: none"> - "schools to ensure a teaching environment where up to date terminology and information are used" <p>AFTER "schools to support students' use of laptops, tablets and mobile devices in taking notes, looking for information, etc.;"</p>
Rationale	In the fast-paced world we're living in today, it is essential that the school environment is kept up to date to ensure students get correct knowledge and develop critical thinking. This also creates a base for a more inclusive school.

Amendment 5

Amendment Form

Supporting Organisation(s)	FSS
Document amended	<input type="checkbox"/> Statutes <input type="checkbox"/> Internal Regulations <input type="checkbox"/> Work Plan 2015-2017 x Political Platform <input type="checkbox"/> Other, specify...
Line(s)	504
Amendment	DELETE "should"
Rationale	This small textual change would make the sentence clearer and more impactful.

The ballot committee reminds that when there are abstentions, the quorum is adjusted (lowered).

Proceed to vote: Amendment 1

In favour: 10

Against: 9

Abstentions: 2

The amendment has not been approved.

Proceed to vote: Amendment 2

In favour: 12

Against: 5

Abstentions: 4

The amendment has been approved.

Proceed to vote: Amendment 3

In favour: 18

Against 0

Abstentions: 3

The amendment has been approved.

Proceed to vote: Amendment 4

In favour: 17

Against: 0

Abstentions: 4

The amendment has been approved.

Proceed to vote: Amendment 5

In favour: 11

Against: 2

Abstentions: 8

The amendment has been approved.

The chair gives the floor to CANAE.

CANAE says that the first amendment did not pass and the second passed, so the sentence was not deleted, now the sentence is double, therefore this should be changed at the GA next year.

19. Discussion corner COVID 19

The chair asks the Secretariat to explain what is going to happen.

Gilda explains quickly the purpose of the Covid-19 research project, with focus on the ways MOs can contribute. Then she shares a mentimeter for recording the views of MOs on the research project, its most important outputs and the issues the research should focus on according to their experiences. Following the mentimeter, 30min breakout room discussions were planned, to be based on three questions: Biggest challenge as individual during Covid-19, biggest challenge as student rep, and if the crisis presented any opportunity for MOs.

NSOA says that there is a mistake in the mentimeter and instead of a name it asks for an email. Gilda fixes the issue.

The chair explains we are running late and so the issue will be resolved democratically by voting. Giuseppina presents the options. One is to stay longer by 30 mins so we would finish at 5; or the breakout room discussions are moved to tomorrow in the first round of discussion corners.

UNEL asks if the questions could be shared in advance so organisations can prepare and bring more to the discussion.

Gilda replies yes and shares the questions: What was the biggest challenge you had to face during Covid-19 as an individual? | What was the biggest challenge you faced as a student rep? | Do you think the Covid-19 emergency presents/ed any opportunities?

20. Closing of day 1 and announcements

The chair and the Board remind the delegates that they can still submit proposals for the open space. announcements.

Tomorrow the COMEM starts at 10 but the room will be open at 9:45

Respect the registration -- whoever registered should be here, do not disappear, be active.

The Board thanks Ida for taking time for joining, chairing, and doing a great job.

The chair thanks everyone for today. Ida encourages everyone to find ways to participate, either in breakout rooms or sharing opinions in discussion because COMEMS are more fun when there is a lot of participation.

RSM asks for the word. They explain that Patrik Zaki was arrested last year when arriving to Cairo, and it is sure that he is being tortured and will be committed. RSM and UDS are asking for support and they propose an act of solidarity to the Membership. The organisations can use the hashtag #FreePatrikZaki and share it on social media and tag RSM and UDS.

Day 2

21. Opening of day 2 at 10:00 CET

The Board welcomes the delegates to the second day of COMEM. Secretariat sends again the link for proposals for the open space.

The Board introduces Larissa as the proposed Chair by the Board for the second day of COMEM.

The Chair welcomes everyone and introduces herself. She was on the Board 2016-2018, then in the MC for a year. Since 2019 she is following OBESSU mainly from the outside, and she is very excited to be here and see how MOs are and to be part of OBESSU once again.

The Chair gives the floor to the Secretariat to introduce the rules for today.

Giuseppina makes the Zoom tour for participants.

The Chair presents the agenda of the day.

The Chair opens the floor for questions.

There are no questions.

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

18 Member Organisations present, for a majority we need 10 organisations.

The Chair asks who would like to be the rapporteur for this COMEM. The Chair explains that rapporteurs present the results of the COMEM in the next GA, it's usually a delegate from a MO that knows they would like to take part in the next GA and therefore they volunteer.

The Board says that it can be the person that volunteered the previous day.

The Chair asks who signed up to be the rapporteur on the previous day; Francois from CANAE did.

Francois from CANAE will be the rapporteur from COMEM during GA.

22. Discussion corners Keep up with OBESSU

The Chair invites Adrian to present the discussion corners. Delegates are sent to Breakout Rooms facilitated by Board Members. They will identify a rapporteur and discuss for 20 min. Once back, each rapporteur has 1 min to present the main outcomes of the discussion.

The Chair opens the floor for 2 minutes of presentation from each breakout room.

First group (Alex):

They started going through their wishes and things they would like to see in OBESSU, moving to how OBESSU can reach MOs better: tools they are using, how they can best communicate with each other. Have more socialising events or events with the opportunity to exchange tools and topics, share, have as many meetings as possible with links and doodles in advance when they can discuss the timing. They discussed having a taskforce on advocacy, on how to do advocacy work, how to lobby in their countries the things that are discussed in OBESSU. One thing that would make it more inclusive to participate in OBESSU events is to have interpretation to more languages or to work more on smaller groups to enable participation, as well as to have if possible, a contact member that speaks your mother tongue, although it's not always possible. Other suggestions are to have twinning projects with another MO that has a similar agenda; talks and calls with the Board member; personal whatsapp group, personal calls to engage Members.

Second group (Adrian):

This group focused on engagement. They would like to get more of a feeling of community going, there are new Members that have not engaged in OBESSU so much. Hang out, know each other better, build the feeling of community will help with actual work because it's easier, they want to work more if they feel it's something they belong to. They also thought of webinars, discussions, really good to have on a regular basis to express their opinions and get to know others opinions, to get together more often and chat a bit. Online events: abundance of online events at the moment; it would be great to have a format that sticks out of it, out of the other online events like online classes and so on, because after one day at school many people don't want just to sit and listen to someone. Examples: ted talks, get in smaller groups to engage and speak.

Advocacy: one problem is that at grassroots level there is not a lot of knowledge, sometimes organisations don't feel as relevant and they don't know so much about OBESSU even though the impact of OBESSU is huge; think more about the grassroots level, MOs can tell their Members and spread awareness about it, problem-based approach and how to get advocacy more relevant for their MOs but there was not a conclusion reached in this point.

Third group (Lucija):

They talked about how OBESSU can better engage their Membership. Basecamp works pretty well but sends too many notifications so it makes it hard to follow. Have a training for IOs and instructions to advocacy documents, like PPT or spreadsheet on advocacy and OBESSU. Updated documents on what MOs are working on. Introduction session for new IOs.

It is interesting to work on VET and apprentices in particular, to engage in some way. Collaboration and co-creation activities on welfare issues. Many people find that webinars are interesting, it would be good to do them with influential politicians, more stuff for dummies, topics that are easy to understand or made easier to understand for MOs, so that they can compare with the situation in their countries. Send videos instead of emails where everything is written down. MOs are happy to engage more. There was a comment about the reports, since sometimes it's difficult to follow up and reports could be sent afterwards to MOs so that they can also ask more questions in the future.

Fourth group (Bicca)

This group discussed OBESSU connections. Make some common events: MOs organise common events to strengthen connections and MOs know each other better and have fun. There is a lack of communication between some MOs and governments, governments should take a step forward to meet their needs and understand why this cooperation between government and organisations will make great results. Once a month, once every two weeks have an activity: it depends on the activity, for example if it's a webinar it can be organised less frequently (once a month), if it's another kind of activity it can be organised more frequently; it depends also on the MO organising it.

The chair asks whether anyone has a question or a remark to the presentations. There are no questions, so the Chair thanks everyone for their participation and interest.

23. Policy papers

The chair explains that there are 2 policy papers expiring at this COMEM:

- **Policy Paper on Student Welfare**
- **Recommendations on the relations between Education and the Labour Market**

As per our Statutes, policy papers need to be renewed at the 4th Statutory meeting after their approval, and this is the case. The Board makes a recommendation on whether they should be kept or not. The Membership votes by means of active opposition.

The Chair reminds delegates that, if adopted, this paper can be amended at the next statutory meeting, but not at this one as it is expiring and its duration should first be confirmed or not.

We also received 2 proposals for policy papers:

- **Policy Paper on quality of teaching**
- **Policy Paper on minorities' rights**

Voting will be done in the same ballot so 2 discussions will follow.

The Chair gives the floor to the Board to present a recommendation on the policy papers that are about to expire at this COMEM.

The Board recommends renewing them, have a look at them and see how they can be adapted to this current context. For example, to see if, in times of pandemic, the relation with the labour market has changed, and if other things need to be adapted.

The Chair thanks the Board and reminds delegates that in case these policy papers are renewed, they can be amended at the next statutory meeting, so if delegates think some points need adaptation, they can propose changes at the next statutory meeting (GA 2021). At this COMEM it's not possible to amend them because first the COMEM needs to confirm that they should remain a part of OBESSU.

The Chair opens the floor for questions and discussion.

CNE proposes to have a brief on the history of these papers to have a context.

The Board answers that Policy Papers are used when they have meetings with stakeholders, when they meet with politicians to represent the voice of MOs to advocate to include OBESSU's demands in their policies. This is why the Board recommended to approve them and bring them up to date. These Policy Papers were created together with MOs at that point.

The Board answers that the Policy Papers have been sent out to the Membership in advance and whether they want to know about both of them or only one. They want to know about both.

The Board explains that the Student Welfare one was made by a WG four years ago; every two years we have to take a critical look and see if they are still relevant. The Board explains that Policy Papers are around 2 pages documents that are very relevant for OBESSU and for its Membership in their advocacy work.

The Policy Paper on Education and the Labour Market was made in a convention in which all MOs were involved in workshops for a week and in coming up with the recommendations on the topic. The idea behind the Policy Paper is that education is valuable in itself and shouldn't be seen as a tool to make people ready for the labour market but for life, even if that's one aspect of life but it's not the full idea. The Policy Paper talks about the skills mismatch: sometimes you learn the

wrong things at school and you need to develop other skills for the labour market; about how the transition from education and work functions in order to make sure that nobody is left behind, you should have access to some guidance to transit from education to work, like career counseling, competences recognition that we also talk about in other policy documents; about VET, even more closely linked to the labour market, although there's another Policy Paper on VET; and about participation which is always close to OBESSU's heart.

The Chair thanks the Board for its presentation and reminds that it's very useful for MOs to check Policy Papers for their national work and also to amend them.

The Chair opens the floor for questions.

SVB says that they were part of the sex and gender WG, which went through the Policy Papers and proposed amendments for gender mainstreaming of Policy Papers, and asks what happened to them.

The Board answers that for some documents they have been able to make them gender neutral but that some others still need to be worked on, this will be done by the Board and the Secretariat after COMEM.

The Chair proposes to vote by active opposition and to make a roll call before the vote.

The Chair asks if there are any objections to the procedure.

UNEL asks the purpose of doing a roll call if there would be no active opposition. Maybe we can ask first if there's any active opposition and in that case make that roll call

The Chair explains that we were in breakout rooms before and we want to know how many organisations are in the room, as it is important for the legality of the statutory meeting to know how many organisations are present before every vote. The procedure is to have a roll call before every vote.

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

There are 18 Member Organisations present.

The Chair asks if there is any active opposition in the renewal of these two policy papers.

There is no active opposition.

Both policy papers have been renewed.

New policy papers discussion

The Chair welcomes everyone back from the break and explains that the voting will be done through election runner for both Policy Papers. The Chair gives the floor to the Board to present the Policy Paper on Quality of Teaching.

The Board presents the Policy Paper. There was a WG on Quality of Teaching as well as some consultations with MOs and partners. This policy paper has been in the process for a while, it's an honour to present it at this COMEM. It's about the quality of teaching, and what it says is that OBESSU believes that students deserve quality teachers, someone that supports the development, growth and learning processes within the classroom. The Policy Paper supports teacher training so that teachers are able to engage better with their students and to create a better learning environment. It's about how OBESSU demands that teachers should receive initial training and continuous development to ensure teachers are able to deliver their lessons and to engage with students in the best possible way.

The Chair opens the floor for questions and comments.

NSoA asks that regarding teacher training and VET students, in some cases they don't necessarily need to be qualified teachers and asks what the stands of the policy paper on teacher training and qualified teachers are.

The Board answers that we think that there shouldn't be a difference between VET and school students and both should receive quality teachers, but that's a very interesting point. There's no particular stand on the document whether or not VET should get qualified teachers, this is something we can take into consideration.

UNEL starts by thanking the Board for having worked on this, because they consider it a very important topic. UNEL asks what they think is essential to the pedagogical needs for students, also for the empathic ones.

The Board asks for clarification.

UNEL rephrases that if you talk about quality of teaching, what are the essential needs in terms of pedagogical skills, including empathic ones.

The Board answers that sometimes when teachers engage in their own development, they don't get this critical pedagogical training nor empathetic training, there can be times when they don't know how to engage with students, and they are able to teach their subjects, but they are not able to support their students, this is why this is mentioned in the document. There is a wide range of possibilities on how this can be implemented, but the main thing is that in an ideal world you'd have teachers that are able to completely support students and empathise with them and support them, inside the classroom and in the school environment.

There are no more questions.

The Chair closes the floor for discussion and gives the floor to the Board to present the Policy Paper on Minority Rights.

The Board presents the Policy Paper on Minority Rights, especially focused on linguistic and ethnic minorities. This Policy Paper comes from MOs, peer organisations and the Speak Together event that took place last year in Cluj Napoca. The Policy Paper is structured in 6 sectors:

- Access to quality education
- Representation and participation
- Inclusiveness
- Early education
- Protection system and frameworks
- Call to diversity

For the Board, it was very necessary to have a policy paper on this topic

The Chair opens the floor for discussion.

There are no questions.

The Chair closes the floor for discussion.

The Chair explains the voting procedure. The Policy Papers will be voted on Election Runner, preceded by a roll call.

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

There are 16 Member Organisations present; at least 9 votes are needed for the Policy Papers to pass.

The Chair explains how election runner works.

The Secretary General announces that the ballot committee is now composed of 4 people because Francois is not present, and by OBESSU's internal regulations the ballot committee has to be 3 or 5 people, so the Chair asks for a 5th person to join the ballot committee. Ideally it should be someone that is not an official delegate and thus that does not have to vote.

OSKU proposes themselves to be part of the ballot committee.

Policy Paper on Quality on teaching

Proceed to vote:

In favour: 16

Abstention: 0

Against: 0

Policy Paper on Minority rights

Proceed to vote:

In favour: 15

Abstention: 1

Against: 0

Both policy papers are approved.

Policy Paper

“Quality of Teaching”

Proposed by the OBESSU Board for approval at the Council of Members 2020

The Organising Bureau of European School Student Unions (OBESSU) recognises the relationship between the quality of teaching shown by the educator and the level of student participation and overall engagement and enjoyment of the learning process. This policy paper is the outcome of consultations with OBESSU Member Organisations, work by the Quality of teaching Working Group, and consultations with OBESSU's partners.

Introduction

It is often the case that qualified teachers do not equal quality teaching. Teacher training is not standardised across European countries and this leads to the quality of teaching fluctuating from country to country, and also, at times, from school to school and from teacher to teacher. OBESSU believes that all students should have access to quality education and that their teachers should be engaging in Continuous Professional Development (CPD). Since the initial training of teachers often does not include pedagogical and empathetic aspects of the teaching profession to a large enough extent, and instead can be mostly constructed of subject knowledge. OBESSU believes that these pedagogical and empathic aspects are at least as important as subject knowledge in teacher training.

Initial training of teachers

It is hugely important that the initial training of teachers is not simply made up of subject knowledge and that it includes things such as social-emotional skills to help engage and empathise with their students. For students to be able to learn in a safe and inclusive environment, it is important that teachers are trained in areas like trust, intercultural and group management, conflict mediation and mentorship. Quality teaching takes into account that all learners learn differently, and teachers should have the tools to teach diverse groups of students. This includes understanding how to use and actively implementing the use of formal and nonformal pedagogical methods and versatile materials. OBESSU believes that teachers should have practical, in-school teaching, where they are given the chance to experience different kinds of schools and how they operate, this will allow for a balance between practice and theory.

OBESSU calls for the addition of these areas to the teacher training process, throughout Europe. This training will lead to ensuring that there is an emphasis put on the emotional development of students at both secondary and tertiary levels. The initial training of teachers is the thing that will shape their careers and views on teaching, it is therefore essential that, during this initial training, teachers are trained in how to foster student participation.

Therefore OBESSU demands:

- In the initial training of teachers, social-emotional skills are made a priority.
- Teachers in training are tested on their ability to empathise with their students.
- Teachers are given training in conflict mediation.
- Teachers are given sensitivity training
- Teachers are trained in fostering student participation
- Initial training includes versatile pedagogical methods including non-formal methods

Professional development and quality of teaching

School students are constantly changing and developing, it is vital that teachers are equipped to keep up with these changes and meet the needs of their students. Continuous Professional Development (CPD) allows for teachers to continuously grow and expand their mindset to reflect the changing world around them. CPD allows for teachers to learn new teaching methods and techniques, such as the facilitation of peer learning. The cost of CPD creates a barrier for teachers, as they are often expected to cover costs and transport on a personal level, this can dissuade teachers from engaging in CPD as it can come at a personal cost to the teacher.

Therefore OBESSU demands:

- Teachers engage in regular CPD
- The cost of CPD be funded by the state to encourage participation
- Teacher CPD will include areas such as facilitating peer learning and sensitivity training.
- Student participation as an overarching principle in CPD

Quality of teaching and student participation

It is true to say that there is not often much mention of student participation in teacher training, particularly for teachers who may have been trained years ago. The ability to foster student participation and engagement is a critical skill that teachers should possess. This is a skill that teachers can gain through CPD and pedagogical training. Students and teachers should form a

partnership in the learning process with students having the opportunity to give feedback to their teachers and having the space to contribute their opinions to the creation of the curriculum. High levels of student participation can also encourage teachers to continuously self evaluate and improve their teaching style.

Therefore OBESSU recommends

- Student feedback is encouraged by teachers
- Students are given the opportunity to express their opinions and thoughts on the curriculum
- Students and teachers create a partnership where they can work together to better the learning and teaching experience for both parties.

Cooperation with Teachers/Trade Unions

When teachers and students work together, a learning environment that is best for everyone can be created. Looking at this on a national level, when school student unions work together with the national teachers unions and trade unions in their country, this can help to create an idea of how quality teaching should look and make a standardised image of this across the national school system. Opening up this idea of cooperation with teachers unions and trade unions allows also for future cooperation on other topics and areas.

Therefore OBESSU recommends:

- OBESSU Member Organisations work together with the national teachers unions and trade unions in their country on ensuring quality of teaching
- Teachers unions and trade unions work with their national student unions so that student voice is evident in their education.

The Chair gives the floor to the Board to present the PP on minorities rights.
The floor is open for discussions among Membership.

Policy Paper on Linguistic and Ethnic Minorities Rights

Proposed by the OBESSU Board for approval at the Council of Members 2020

The Organising Bureau of European School Student Unions (OBESSU) is the platform for cooperation between the national school student unions active in general secondary and secondary vocational education in Europe.

The policy paper is the outcome of a thorough, in depth process between its member, candidate and affiliate organisations, as well as the result of the "Speak Together" event which took place in Cluj, Romania between 4th and 10th of October 2019.

INTRODUCTION

No matter the background of one's person, education should be granted to everyone. Students coming from different linguistic minorities often face the barriers in their educational trajectory, chiefly caused by the lack of common solidarity and of a proper investment in education. It is of high importance for all levels of decision to recognize their rights, but also support and invest in their education. In achieving this desideratum, we propose a 5-strand approach to the matter.

1. Access to quality education
2. Representation & participation
3. Inclusiveness
4. Early education
5. Protection systems and frameworks
6. Call to diversity

Access to Education

For someone who is part of a minority language community, it might be difficult to attend a school that adheres to your personal needs as a member of said community. There might only be a small number of schools that specifically cater to language minorities, or none at all. Additionally, not all students have access to proper support when it comes to preparing for national exams, which puts an unfair burden on schools in minority communities, that can result in lack of resourcing long term. Students with a native language other than the language in which they receive their education might lack facilities to meet the same requirements for national language exams as native students.

Therefore, OBESSU demands:

- Offer transportation systems for the students that live far away from their minority schools and provide transportation tickets (in the case of public transportation) paid by the state.
- Better qualified teachers and proper resources to prepare for national exams.

- Adequate opportunities for every student to consult a teacher assistant in order to get proper support.
- Every student, regardless of the number of minority students in the surrounding area, has to be able to have equal opportunities to receive proper education.
- A proper amount of schools for minorities.

Representation & Participation

As OBESSU we need to ensure that the rights of students that belong to ethnic groups are respected, both within the school environment, as well as in our societies in general.

It is crucial to note that when working on issues or topics related to minorities, learners within these communities must be at the core of decision-making processes. To make this a reality, we need to make our organisations more representative of minorities and cooperate with partners which are experts in this field.

Therefore, OBESSU demands:

- An increase of participation contexts for minority groups, when it comes to policymaking and improving the education system in general.
- Proper resources and funding to support youth and student organisers in developing more representative structures.

Inclusiveness

Lack of integration of minorities in social groups is proven to be a huge problem for all parts of society. Across Europe there is a rise in racist tensions, including, and perhaps most worryingly, in our schools. To address this problem, we need coherent minority language legislation to build tolerant school communities and a symbiotic environment for all. Turning to a continuous integration of minorities, that starts at an early age and is facilitated by official institutions, will prevent these harmful and unnecessary consequences.

Therefore, OBESSU demands:

- Extra-curricular activities embracing Inclusion and talking about History of Minority Groups.
- All curricula to include general knowledge about local, national and international minorities throughout the learning objectives

- Observance of traditional festivals and days of celebration.

Quality Teaching & Learning

To ensure that the quality of teaching will always be up to date, there should be compulsory teacher training, where awareness is raised on minority rights, but also on how to pass on the knowledge to all kinds of learners. One hardship, in transmitting education properly, lies in the material resources, for example schoolbooks. Often, there is a lack of textbooks in languages of different minorities. Minority language speaking students then may face the struggle of having to study even the most difficult subjects in a language that they can hardly comprehend.

Therefore, OBESSU demands:

- More qualified teachers on minority rights issues.
- State supported access to textbooks in minority languages.
- Access to official websites from the ministry of education in all official minority languages.
- Access to all the important documents that are necessary to graduate in all official minority languages as well as language support/translation when needed.
- The possibility to have a support teacher helping minority students with tasks, if teaching class in the minority language cannot be guaranteed.

Early education

Education does not start in lower primary school, but in kindergartens and nurseries.

They represent the first step towards inclusion. Although these institutions are crucial for having equal access to education and are affecting society enormously, kindergartens often have limited access. This happens for very different but equally unjust reasons. Families often are forced to take their children to private institutes, which can be expensive and unaffordable.

Therefore, OBESSU demands:

- Equal access to kindergartens, with an aim to be inclusive for every child
- Education on minority rights for children regardless of their nationality

Language protection

Minorities school students often face difficulties regarding access to education in their native language, in most of the cases due to bureaucracy and linguistic differences. In order for a minority to be preserved, European countries should adapt the whole educational system according to the linguistic realities of the country. The procurement and functioning of this service should be clear and effective. In this case, the Charter for Regional or Minority Languages of the Council of Europe, signed by 18 countries, has the aim of protecting and promoting languages used by traditional and/or historical minorities, including also the rights to quality education.

Therefore, OBESSU demands:

- National legislation to fully recognize education at all levels, without distinction of nationality, ethnic group, place of birth or residency status.
- Official recognition for all distinct language minorities
- The possibility for official minorities to study in their own language on all educational levels, from preschool to university.
- Clear and effective legislation for the procurement of education in the chosen language, aided by interpreters/translators.
- Nationwide promotion of the use of bi-/multilingual school books.

Call to Diversity

The presence of micro-aggressions towards minorities is just as prominent in society as in its institutions. Dealing with racist and xenophobic attitudes on a daily basis affects one's mental health. It even has been linked to cause a Posttraumatic Stress Disorder (PTSD). Diversifying class teachers and school psychologists in order to ensure that no problems will be left misunderstood or not understood at all cannot fully prevent abovementioned struggles, yet this is a crucial coping strategy.

Therefore, OBESSU demands:

- Diversifying teachers, school therapists, mental health counsellors and supervisors who are tackling minority-related issues sensitively.
- Giving space where before mentioned struggles can be discussed by those affected.

- Addressing identity construction in school lessons.
- That diversities in background and language be appreciated as enrichment, instead of a burden.

24. Development strategy

The Chair gives the floor to the Board to present the amendments to the Development Strategy.

The Board reminds everyone that in the last GA the Membership approved a new development strategy. OBESSU realised that there were a lot of indicators, mostly very good but hard to follow up. Therefore there was a re-evaluation of the process; the Board kept all the goals and the measures but proposed new indicators, new ways of measuring progress to make it easier and simpler.

The Chair opens the floor for questions and comments.

RSM asks what are the indicators that the Board found more difficult to use.

The Board answers that the problem was the amount of indicators first of all, and while many of them were very good it's very hard to keep track of everything. The idea was that OBESSU can use time better instead of spending a lot of time tracking and measuring the indicators, so that's why it is simplified.

There are no more questions.

The Chair closes the floor for discussion and proposes to vote by means of active opposition.

The Chair asks whether there is any active opposition and reminds delegates they can request a secret ballot if they want to vote through the election runner.

The chair asks whether there is any active opposition.

There is no active opposition, and the Development Strategy has been approved.

This amendment concerns the whole document; therefore, it is not presented in an amendment form to allow for better reading.

Rationale for the amendment:

The Board has evaluated the indicators of the development strategy that was approved on the GA 2020 with the support of the Secretariat. We have come to the conclusion that multiple indicators are extremely hard to measure and/or do not serve purpose and/or needed to be clarified in order to do so. We have therefore decided to submit a new version of the Development strategy approved on the GA 2020 that includes a renewed set of indicators. Because of the big amount of indicators that have been amended, removed or added, we have

decided to ask the COMEM 2020 to approve a new document, instead of voting on specific amendments for each indicator.

Amendment to full document: Development Strategy 2020-2024

Proposed by the OBESSU Board for approval at the Council of Members 2020

Background

What is Development Strategy?

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

How was it made?

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

How is it used?

For the Members, the development of the goals in this document puts the strategic steering of the organisation into the hands of its Members and gives a clear overview of where the Members have decided to take the organisation during the upcoming years. It is also a tool to follow up progress and keep the Board accountable. The Board, Secretariat and Monitoring Committee of OBESSU will use the development strategy to steer strategic decision-making and follow up on progress. For the Board and Secretariat, the development strategy is a point of reference for

decision-making. It outlines the priorities and can be used to guide strategic steering of the organisation. For the Monitoring Committee, the Development Strategy outlines the specific goals that need to be followed up on, and provide concrete tools, indicators, to do so. The information is gathered annually in order to be transferred to the next Board and monitoring committee.

Our Vision

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

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

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

Our Mission

OBESSU's mission is to

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

Goals

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

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

Areas of development

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

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

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

- Advocacy (in green)
- Quality assurance of activities (in blue)
- Governance, finances and management (in yellow)
- Global level (in red)

Goal 1. OBESSU influences change in Europe and the world

Measures regarding advocacy	Indicators
Shifting the core of OBESSU events towards advocacy, so that participants will be equipped with tools and resources for their	<ul style="list-style-type: none"> ● Advocacy topics handled during sessions and events

national work, as well as giving more space to create and develop the advocacy of OBESSU on the european level	<ul style="list-style-type: none"> ● Amount of advocacy related activities arranged
Establishing and maintaining an adaptable advocacy strategy that outlines the current focuses for advocacy as well as the stakeholders to reach and measures to take to achieve these	<ul style="list-style-type: none"> ● Amount of training on advocacy strategy for Boards and working groups ● List of stakeholders reached
Actively focusing on a select few topics with clear and accurate advocacy goals as outlined in the Work-Plan and in the implementation plan	<ul style="list-style-type: none"> ● List of advocacy goals

Measures regarding quality assurance of activities	Indicators
Shifting focus from capacity building trainings towards more advocacy-based and policy-building events	<ul style="list-style-type: none"> ● List of policy outputs from events
Creating and maintaining tools and toolkits for MOs on techniques of advocacy, through exchange of good practices at different levels	<ul style="list-style-type: none"> ● List of tools and toolkits available online for MOs ● Feedback on tools available related to advocacy

Measures regarding governance, finances and management	Indicators
Developing competences on grassroots outreach and share them with OBESSU Membership and partners	<ul style="list-style-type: none"> ● OBESSU partners connected with MOs during events/communications with MOs.
Maintaining working groups that represent OBESSU externally together with the Board	<ul style="list-style-type: none"> ● List of established working groups in line with the work plan

Increasing the Board's focus on advocacy	<ul style="list-style-type: none"> • List of advocacy topics discussed by the Board • Amount and list of advocacy activities attended by the Board
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Measures regarding the global level	Indicators
Building a global student forum for solidarity between organisations and learners in different areas of the globe	<ul style="list-style-type: none"> • Amount of structured dialogue with stakeholders in other organisations around the world
Building relationships with campaigns on access to education and fields related to our policy focus	<ul style="list-style-type: none"> • Amount joint statements and structured dialogue related to global campaigns
Continuing supporting global organising (e.g. 100 Million Campaign) through active participation in their decision-making bodies	<ul style="list-style-type: none"> • Amount of ext reps in global organisations

Goal 2. OBESSU is owned by well-functioning school-student's unions

Measures regarding quality assurance of activities	Indicators
Strengthening support for MOs with national concerns and building efficient organisations	<ul style="list-style-type: none"> • Amount of exchange activities, visits and structured conversations with MOs
Strengthening communication with the school-student community through new methods	<ul style="list-style-type: none"> • Online communication methods with the Membership
Facilitating smoother transition and handover for new IOs	<ul style="list-style-type: none"> • Amount and quality of trainings for international

	officers
Tailoring events and activities to the needs of our MOs	<ul style="list-style-type: none"> Feedback from questionnaires

Measures regarding governance, finances and management	Indicators
Providing interactive ways for MOs to follow OBESSU's work and shape the activities, through increasing everyday Secretariat communication with different representatives of MOs, and through increasing and streamlining the Board's regular contact with MOs	<ul style="list-style-type: none"> Amount of amendments to OBESSU's documents (e.g. Work plans, policy papers) submitted by MOs
Explore possibilities of voluntary financial contributions between MOs coordinated by OBESSU through a solidarity fund to support organisations in situation of strong financial danger or instability	<ul style="list-style-type: none"> A carried out consultation process with MOs Accounting for an appropriate governance structure around the fund
Maintaining actively engaged working groups consisting of experts from the MOs	<ul style="list-style-type: none"> Number of WG throughout the year Number of different MOs engaged in WGs
Diversifying OBESSU's funding also through exploring the possibility of increasing Annual Financial Contributions from our Member and Candidate Organisations and Affiliates as well as reviewing the participation fee mechanism	<ul style="list-style-type: none"> Proposed models at statutory meetings and summarized minutes from discussions

Measures regarding the global level	Indicators
Enhancing the bilateral cooperation between national unions from different regions	<ul style="list-style-type: none"> Survey results on MO involvement with global partners
Connecting MOs with the global level	<ul style="list-style-type: none"> Amount of communications from OBESSU to MOs,

	<p>outlining global issues and work</p> <ul style="list-style-type: none"> • Extreps between the MOs and the global level (i.e. ext reps by others than Board Members)
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Goal 3. OBESSU is considered a relevant, representative stakeholder

Measures regarding advocacy	Indicators
Continuously defining and liaising with partners and stakeholders that can contribute to achieving our policy goals	<ul style="list-style-type: none"> • Number and list of projects done in cooperation with partners • Number and list of events done in cooperation with MEPs • Amount of and account for contact with all of the major stakeholders in the sector * <p>*See appendix 1</p>
Being involved in and following up on the work of Committees, working-group, and other bodies of European and international institutions related to our policy goals	<ul style="list-style-type: none"> • Working group applications accepted • Number of Committee meetings attended as speakers • Number of CoE meeting attended (CDPPE) as speakers • Number of CoE & EU partnership meeting attended as speakers • Number of OECD meetings attended

	<p>as speakers</p> <ul style="list-style-type: none"> • Number of ACVT meetings attended as speakers
Analyse, increase and develop ways to communicate towards stakeholders about the work of OBESSU and it's Members	<ul style="list-style-type: none"> • Number of connections with MEPs

Measures regarding quality assurance of activities	Indicators
Making all activities inclusive for every school-student	<ul style="list-style-type: none"> • Number of surveys to assess inclusivity based on experience surveys before, during and after events • Feedback from said surveys
Continuously lead projects and create publications that are proactive statements in the political discussion	<ul style="list-style-type: none"> • Number of activities informing internal policy • Requests for reactions and comments received

Measures regarding governance, finances and management	Indicators
Develop ways to increase the Board's presence in important networks	<ul style="list-style-type: none"> • List of most important networks identified by the Board and evaluation of presence in them
Develop the follow up structures for representation and advocacy	<ul style="list-style-type: none"> • Number and list of External representations • Quality and relevance of each

	external representation
Continuously evaluate the work and representativity of MOs and support MOs in becoming more relevant and representative	<ul style="list-style-type: none"> • Responses to annual MO survey

Measures regarding the global level	Indicators
Keeping Europe and European school students fully represented in the global advocacy	<ul style="list-style-type: none"> • Number of consultations with MOs regarding global topics
Being a key body in continuously developing the Global Student Forum with other regional platforms, unions and organisations representing students from schools and universities globally	<ul style="list-style-type: none"> • Amount of GSF activities attended by OBESSU representatives • Amount of other GSF-related actions taken by OBESSU (joint statements, social media campaigns etc)
Fostering the participation of OBESSU in global policy events on matters concerning education and Youth Rights (e.g. SDG4, work of ECOSOC and the UN)	<ul style="list-style-type: none"> • Number of global events attended

Goal 4. OBESSU has a strong and stable organisation

Measures regarding advocacy	Indicators
Investing in exploring new advocacy tools and methods	<ul style="list-style-type: none"> • Examples of successful outcomes of tools used

Measures regarding governance, finances and management	Indicators
Diversifying the nature of funding to decrease dependency on project grants	<ul style="list-style-type: none"> ● The increased number of sources of funding
Achieving a reserve big enough to sustain itself in case of emergency	<ul style="list-style-type: none"> ● The annual increase on the reserve
Exploring ways to strengthen the structure and leadership of the Board, as well as clarifying the role of the Board as the strategic and political leading body	<ul style="list-style-type: none"> ● Outcome of Board role consultations with the MOs
Exploring ways to make the Board position economically inclusive and accessible	<ul style="list-style-type: none"> ● Result of continuous evaluations on the obstacles to become a Board member ● List of measures taken
Clarifying the role of the secretary general as the manager of operations and develop the role of the Secretariat as the operating body	<ul style="list-style-type: none"> ● Feedback survey outcomes ● Satisfaction survey outcomes between the Secretariat and the Board

25. Report from the Pool of Trainers

The chair invites Emmi from the Pool of Trainers to present the report.

Emmi presents what happened with the PoT in 2020:

- January - elected and excited to start working
- February - first call and talked about all upcoming events and opportunities. One in-person event: Eco-Fighters Copenhagen
- March - another check in call and discussion about webinars for the PoT
- May - another check in call
- Summer - opportunity to participate in trainings and webinars from OBESSU
- September - another check in call and planning for the rest of the year
- November - December - series of 3 webinars for the Membership

- End of the year - evaluation of the mandate
- During the year - writing for MOO

The Chair opens the floor for questions and comments.

SVB asks when the next call for the PoT is coming out

The Board answers that after COMEM the call will be launched.

26. Report of the Monitoring Committee

The purpose of the report is to update MOs on the progress of the organisation and its activities. It is based on MCs interpretations of OBESSU Board meeting minutes, observation of evaluation forms from the events OBESSU has organised and held, consultation with the Board and the Secretariat, and Member Organisations (MO) survey results, all which MC compared against the fundamental ethos and integral documents which define OBESSU.

Advocacy area

Advocacy. The monitoring of external advocacy has been a struggle for years, as confirmed by past Monitoring Committee reports. The struggle stems from a lack of structured approach and hardly quantifiable nature of advocacy impact. It is not Board Members' fault but it does highlight a need for a strategic and coherent reporting system. A first step would be to commit to writing articles for OBESSU website after every external representation and filling in internal reporting documents to avoid loss of knowledge.

Political direction & development strategy: Statements like "The Covid-19 crisis became an education crisis" are powerful and much needed in times like these: they show the strength of our organisation and its mission on representing a wide range of school students across Europe (even the ones that lack access to education at the moment). Nevertheless, OBESSU has had a strong presence in the topic of inclusive education, and this presence was highlighted by the successful INSCOOL project that was finished on November; the resilience of the project was unquestionable, because the project management team seek the COVID-19 crisis as an opportunity rather than a weakness.

External communication. The OBESSU Facebook page has only 7 130 likes and it seems like the interaction via this channel is poorly managed. Instagram page remains active - it now has over 1 693 followers.

Membership engagement. Support to the organisations is highly valued. Lack of MO's involvement into activities without statutory meetings, which signals that advocacy itself is not fulfilled enough.

OBESSU as a platform for exchange and cooperation

Membership engagement and communication: Supported information to the MO's is useful and informative enough. The overall satisfaction of OBESSU organised events is highly commendable, participants are content with the results. The overall satisfaction with the OBESSU work decreases since the last MC research (*before GA 2020*). OBESSU work is not corresponding enough to MO's national agenda. Communication between OBESSU and MO's is also well appreciated.

OBESSU events: The MC highly appreciates the fact that the online GA was well structured and there were lots of interactive breakout sessions. An important step in the development of OBESSU was that the first election round in OBESSU took place and the process was organised clearly, smoothly and transparently. Worth mentioning are the social nights organised by the OBESSU team. Some key points are more events held online, open for the public, related to the advocacy and with a policy dimension.

Pool of trainers: The Toolkit on Online Participation is a comprehensive and interactive resource ready to serve the OBESSU community. The transition to the online dimension of facilitation is represented by the organisation of multiple webinars by the Pool of Trainers team, such as: *online facilitation webinar, how to beat procrastination webinar, engaging existing and potential Members...* Why not having webinars open for everybody?

Long term projects:

- Stronger School Students' Unions: plans have changed considerably due to COVID-19. Redistribution of funds used for field visits as micro grants welcomed.
- European Changemakers Academy: MC are satisfied that this project is progressing well and has adapted well to the COVID-19 environment.
- Inschool: MC are satisfied that this project is also progressing well despite some adaptation for the COVID-19 environment. Large uptake in online trainings

Working groups: Since the General Assembly, OBESSU has had one Working Group, the Working Group on Quality of Education Funding: The work of this working group has been greatly affected by COVID-19. A lack of in-person meetings has led to a large amount of the work being left with the Board member. As a result of this, motivation within the group is quite low and little progress has been made. However, the MC applauds the efforts of the Board to re-motivate Members of the group to progress.

OBESSU as an organisation

OBESSU Board: The MC is satisfied with the Board Members' openness and their honest contribution to OBESSU. However, time management is important! The Board should clearly identify areas in which they want to take leadership and other areas in which the Secretariat is permitted to work autonomously. Remuneration for the Board Members' work is something to be further discussed.

OBESSU Secretariat. The Secretary General and the Secretariat are doing an excellent job but minor concerns suggest that there is some space for improvement. OBESSU Secretariat has a reportedly healthy working environment with the Secretary General exploring modern management practices and demonstrating a healthy ownership of the Secretariat. Weekend or after-hours work should be minimised or at least spread to a greater circle of Secretariat staff. There is a need for a strategic approach to structurally set out a vision on how to maintain a sustainable workload level.

OBESSU MC. The majority of MOs see the MC as approachable and open for feedback. However, some of the Organisations miss transparency in our work. The MC is truly hoping that they will be able to have a statutory meeting as MC or together with other OBESSU structural bodies at least once before their mandate is over, nevertheless, they will do their best to fulfill their duties to the best of our ability.

Finances. The MC sees the need to increase disposable income and AFCs.

The Chair remarks that the report of the MC was received only the day before their presentation and this is why it was not sent to Members. She reminds MC and everyone the importance of sending all the relevant documents at least one week before the start of the statutory event.

The Board leaves.

The Chair opens the floor for comments and questions on the MC report.

NSoA commends the Board on how they worked this year during a pandemic; they did a really good job, she has had way more contact than before with OBESSU, things have been sent more, thanks!

AKS comments that every OBESSU event during the pandemic was very helpful, how zoom calls were designed were an inspiration for their organisation to do similar stuff. This is a big achievement, having everything online and learning from other organisations and from OBESSU on how they handled the situation and implementing those things in our country.

There are no more comments.

The Chair calls back the Board into the room.

27. Global Student Forum updates and report

The chair calls Giuseppe to report on GSF.

What is GSF?

- Umbrella organisation of the world's major representative student federations and the only independent, democratic and representative student governance structure on the global level.

- Founded by the All-Africa Students Union (AASU), Commonwealth Students' Association (CSA), European Students' Union (ESU), Organising Bureau of European School Student Unions (OBESSU), Organización Continental Latinoamericana y Caribeña de Estudiantes (OCLAE) and other national student organisations and movements.
- Background: many years having contacts among organisations at global level, then the cooperation intensified and there were more meetings among the organisations as part of global initiatives.
- Mission: networking, solidarity, capacity building, analysis and strategy
- There is a big focus on decolonising and equality

The Chair opens the floor for questions and comments.

UNEL asks how the GSF is financed and if each country's capacity and privilege or the lack of it are taken into account in the organisation. UNEL asks if GSF is searching for financial support and what are the relations with potential sponsors and donors and they asks if GSF has any governmental subsidies as this is really important when we take this on a global level.

SVB feels that this kind of initiatives always come from the global North and end up having a very US/North perspective and asks if there has been a discussion about decolonisation and this with the steering committee.

MAKOSZ asks what can they do to become Members if their organisation is not a member yet.

The **Board** expresses its gratitude to Giuseppe for his work in the GSF.

BSK asks what exactly was GSF able to achieve in the past.

Giuseppe answers that financing is at the moment totally from private sources, that is foundations, mainly OSF, which is also supporting OBESSU, but we are looking for other possible partners that are in line with our political values, we would avoid to take money from multinational companies and things like that but without closing any door to funding that aligns with our values and is ethical. GSF includes people from the global South as much as possible, they are part of the steering committee, we try to foster as much as possible their participation, as maybe some organisations from the global South are not so used to participating in international events. We join events and explain what GSF is and explain how they can take the space that is theirs. Decolonising is also an important element, Giuseppe wrote an article about that. All Members of OBESSU are part of GSF. About concrete initiatives, so far everything is organisation-building (social media, structure, etc.). Now GSF organised 2 main events, one counter G20, youth caucus about how to counter the post-colonial perspective of G20 and how to focus on recovery so that it is just and takes care of education and public education. Another event took place for the 17th of November: *More united than ever*, you can see on Facebook many videos also from our Members. GSF is now joining lots of events such as a top level event with OSF and Education International about the recovery. Giuseppe thanks the Board and all the Members that have joined GSF events.

The Chair thanks Giuseppe and everyone for their contributions.

28. Open space discussion

The chair explains the OSD. There are 4 workshops happening parallelly, one of them stays in the plenary and the other 3 go to breakout rooms. This is a completely self-moderated space by member organisations.

The first round is COVID-19 discussion for the research.

People who have not signed up, will be randomly assigned to a room. There will be 2 rounds of discussion. After the 2 rounds we come back in plenary and do a bit of a debriefing on main points discussed

The chair asks if there is any active opposition.

ISSU asks whether they have to sign up for their own workshops.

The chair replies that it is not needed but if they do it's ok.

Nadine presents the first round of discussions which will be on Covid-19 and will help the research. The Board asks Giuseppina to set up the breakout rooms and the delegates join them.

The chair gives the floor to the rapporteurs.

Group 1 : - Everyone had challenges, on a personal level mostly, their learning was affected, but also organisational level, there were many challenges, they had to think out of the box and come up with new ideas and solutions, it was however more inclusive in terms of mobility.

Group 2: - Many things were discussed. Number one was equipment and access to education, not only equal access but also the possibility to study, not everyone has internet access or a tablet, no proper computer etc; not everyone could study properly.

Mental health and wellbeing. On a personal level too, isolation and reduced social contacts have been hard on the mental health of people. The third point is the new ways of being and working together: working on different topics -debate about eg. access to internet, climate change, it became a part of the public discourse, perhaps would not have happened without Covid

Group 3 :- For the personal part, the main points were mental health and loneliness, uncertainty and unemployment, the difficulty of having to stay at home. It was very difficult for every student to switch from online to physical and then back online. It has been hard to find routine and stay linked to reality. Teachers did not always have understanding for students.

For organisations: it was difficult to reach out Members, to get visibility, to get the Ministry to listen to their demands, to stay motivated or find new people, to have enough budget for everything that is coming; issues escalated on national and international levels, eg. underfunding of school systems.

Opportunities: digitalisations, value of high quality tools, online access through computers and internet for everybody.

Group 4: - talked about a lot of the same things and problems as the other groups. Everyone experienced mental health and wellbeing problems, with students being isolated from their friends and families; that had a negative impact on their education and their ability to learn.

Everyone experienced problems with advocacy, governments made promises that often did not become a reality; they have not been listening to student unions.

When student rights are threatened, it helps organisations mobilise and gain Members: for some organisations it meant growth so this can be considered as a positive.

Group 5:

agrees with what the previous groups said and the group agrees that mental health has been a challenge, some countries did better than others in terms of how quickly they managed to tackle digitalisation;

The Chair thanks the rapporteurs and says that it seems like there were very interesting discussions and it will definitely feed into the research OBESSU is conducting.

The Chair tells participants that now the last breakout room will open. They will last 40 minutes and the delegates can decide on where they want to go. The discussions are facilitated by member organisations who proposed the workshops.

Giuseppina explains that if people could not sign up, she will open the rooms and people can just join. If some workshops are too full she will remove some people so there is balance.

Covid-19 workshop has been cancelled and participants can join other three workshops.

The chair asks one person per group to briefly summarise.

Keeping in touch as MOs. Yvonne from ISSU said that they discussed how to keep in touch and how to connect. In person, during events, there are lots of chances to get to know each other, which is harder over ZOOM. For example, people who speak the same language could connect differently. COMEM was better than the GA because of the break out rooms and many spaces for discussions. Everyone agreed online events and meetings are not the same as in person ones, and that mixing formal with informal spaces (breakout rooms) is more enjoyable, as otherwise it can be a bit intimidating. Basecamp can be difficult, there is the WhatsApp group but some people feel intimidated to talk in front of the Board. People want to stay in touch, the Board is thinking of having informal meetings with the IOs, everyone seems positive about this.

Period poverty. Amy from NSOA says that it is an issue that everyone faced. They discussed what the causes are, boiled down to education of people in general but also men and boys. They

also discussed how many governments are very male heavy - they don't see value in the health of people who menstruate, for them it is not an issue. One of the solutions would be sanitary boxes for schools, colleges etc, if there is no such an organization, create it yourself.

Decolonising education. Kira from SVB says that the topic does not get enough time and the discussion should continue. They discussed what colonisation is and what can be done in the classroom, such as:

- demand for more diverse material that students learn about
- reflect on privileges
- talk about resources and movements that are demanding more diverse view
- this is a conversation that needs to keep going

The Chair thanks everyone for the reports and for the discussions.

29. Any other business

The Chair gives the floor to the Secretariat.

The Secretariat explains that we need to make sure we can prove delegates have attended COMEM. The Secretariat sent the declaration of participation for delegates to sign and send back to the Secretariat.

SAKKI thanks everyone for their participation in the COMEM and for OBESSU for defending democracy in Belarus. SAKKI reminds everyone that democracy is something we have to keep and to keep a safe place to make everyone's life better, and that we all work hard in our countries to make young voices heard.

The Board thanks all the delegates for being with us this weekend and for their active participation. The Board thanks the Chairs. The Board thanks the Secretariat for their work. The Board reminds everyone that in a few months we have our GA coming up and this year we will be electing 5 people to the new Board, so they would like to encourage everyone who has interest in this organisation to approach the Board or the Secretariat.

The Secretariat reminds the delegates that those that are interested in the last webinar of the year, it's about engaging already Members and new Members, you'll be able to share good practices and reminds the delegates to fill in IO contact form.

Closing of the GA

The Chair officially closes the GA. Larissa thanks the delegates for their participation. The Board thanks Larissa for her great work and the delegates for their contributions.



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