

# Official Journal of the European Union

C 189



English edition

## Information and Notices

Volume 60

15 June 2017

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<sup>(1)</sup> Text with EEA relevance.

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<sup>(1)</sup> Text with EEA relevance.



## I

*(Resolutions, recommendations and opinions)*

## RESOLUTIONS

## COUNCIL

**Council Resolution on the Structured Dialogue and the future development of the dialogue with young people in the context of policies for European cooperation in the youth field, post 2018**

(2017/C 189/01)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING THAT:

1. The Council Resolution on 'Encouraging political participation of young people in democratic life in Europe' <sup>(1)</sup>, stated that the overall thematic priority for European cooperation for the Structured Dialogue in the youth field for the period 1 January 2016-30 June 2017 would be 'Enabling all young people to engage in a diverse, connected and inclusive Europe' and that this theme would be the common thread that would ensure the continuity and consistency in the work of the trio Presidencies — Netherlands, Slovakia and Malta, in line with the EU Work Plan for Youth 2016-2018.

ACKNOWLEDGING THAT:

2. The Structured Dialogue is a participatory process and the outcomes of the fifth work cycle are based on the results achieved by the national consultations during the Dutch, Slovak and Maltese Presidencies, as well as by the EU Youth Conferences in Amsterdam in April 2016, Kosice in October 2016 and in Malta in March 2017.
3. The Netherlands Presidency focused on exploring the challenges and problems facing young people in today's Europe. During the Youth Conference in Amsterdam (April 2016), guiding questions for consultation with young people were drawn up and National Working Groups at Member State level were invited to carry out the consultation and provide feedback.
4. The Youth Conference in Kosice (October 2016) considered and discussed the results of the consultations with young people and youth representatives, and together with representatives from Member States, developed Joint Recommendations of the Structured Dialogue on Youth, which were discussed at the EYCS Council, in November 2016, together with the situation of young people in Europe. The outcomes of this discussion were communicated to the President of the European Council.
5. During the Youth Conference in Malta (March 2017) the Joint Recommendations, were further discussed, prioritised and actions for their implementation were developed.

TAKES NOTE:

6. of the Joint Recommendations and proposed actions of the Structured Dialogue on Youth — 'Enabling all young people to engage in a diverse, connected and inclusive Europe' — which focus on the topics: Access to quality and critical information; Building resilience and self-confidence; Beyond fear and intolerance; Towards an education system that realises young people's potential; Fostering young people's engagement in society; Rebuilding the trust of young people in the European project; Mobility programmes for all; and the Impact of youth work and youth organisation for all as set out in the Annex.

<sup>(1)</sup> OJ C 417, 15.12.2015, p. 10.

INVITES THE MEMBER STATES AND THE COMMISSION, WITHIN THEIR RESPECTIVE SPHERES OF COMPETENCE AND WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY:

7. to have regard to the Joint Recommendations and proposed actions of the Structured Dialogue on Youth in formulating and implementing future youth policies where appropriate.
8. to undertake a review of the Structured Dialogue process and its objectives for the European Cooperation in the Youth Field Post 2018 and consider innovative and effective ways of promoting meaningful and constructive dialogue and engagement with young people from diverse background, youth organisations, youth researchers and policy makers including stakeholders from other relevant sectors.

INVITES THE COMMISSION:

9. Based on the evidence, evaluation and consultations, propose a renewed Structured Dialogue process as part of the European Cooperation in the Youth Field — Post 2018.

FURTHER AGREES THAT:

10. Given that the renewed framework for European cooperation in the youth field (2010-2018) will conclude in 2018, the overall priority for the structured dialogue with young people and youth organisations for the next work cycle (1 July 2017 to 31 December 2018) should be focused on the next framework for the European cooperation in the youth field. The title for the sixth cycle of the Structured Dialogue will be 'Youth in Europe: what's next?'.

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11. The focus of the next trio Presidencies — Estonia, Bulgaria and Austria — for the sixth work cycle of the Structured Dialogue will be to evaluate, review and renew the Structured Dialogue to further improve and promote it.

## ANNEX

**Joint recommendations of the Structured Dialogue on Youth**

*Enabling all young people to engage in a diverse, connected and inclusive Europe*

**Access to quality and Critical Information**

1. The EU institutions and the Member States should develop or further implement evidence based policy and practice that aim to continually improve the skills of young people to critically evaluate and process information through both formal and non-formal education.
2. The EU institutions and Member States, in cooperation with civil society organisations, should support youth-led media that are transparent, independent and diverse, as it contributes to enhancing media literacy, critical and analytical thinking amongst young people. The CULT committee of the European Parliament as well as the European Commission are invited to take into account this aspect while reviewing the 'Erasmus+', 'Europe for Citizen', 'Creative Europe' and all other relevant programmes.

**Young People under pressure: Building Resilience and self-confidence**

1. Considering that expectations to perform competitively are increasing in educational settings, national competent authorities must ensure that young people have enough time and space for activities that help them to build resilience, self-awareness and self-confidence.
2. National competent authorities should implement education on mental wellbeing and mental health, both through the formal education system and in the non-formal environment. The goal is to break stigma through raising awareness as well as to enable young people to learn how to maintain their mental health and how to communicate with their peers on this issue.

**Beyond fear and intolerance — Experience diversity**

1. European and National Authorities should increase funding and institutional support in establishing Local Programmes and National Level Exchanges to enable all young people to have a direct connection with others from different backgrounds and realities, so as to strengthen intercultural competences, tackle discrimination, promote empathy and solidarity, and experience the benefits of diversity.
2. For all young people to live in a diverse Europe, the EU and National Competent Authorities must develop or support training and development programmes to teachers and school communities in order to create a safe and inclusive environment where young people can develop competences to overcome fear and discrimination.

**Towards an education system that realises young people's potential**

1. We ask for commitment in all Member States to ensure guidance and counselling services that empowers all young people to develop themselves and find their path in life throughout all stages of education.
2. Education fails to provide young people with the necessary practical skills relevant to modern society. We urge all Member States to encourage the inclusion of practical life skills in education so young people can be active participants in diverse societies and in the workplace.

**Fostering young people's engagement in society in particular for vulnerable groups**

1. Educational institutions and local stakeholders, in cooperation with young people, should provide tailor-made support, accessible service, as well as create spaces for meaningful interaction, so that all young people can discover and embrace their individual identity and value. This is the basis for building mutual trust between young people from different background.
2. The European Commission and the Member States should ensure that every young person, regardless their personal and social situation, can freely engage in volunteering activities by making them accessible. Engagement should be ensured, for instance in youth organisations, to create a sense of belonging and to empower young people as citizens.

**Rebuilding the trust of young people in the European project**

1. The European Commission and the European Youth Forum should work together to analyse and understand how young people access communication from and about the EU and to develop a communication strategy to inform young Europeans about the EU and how to positively impact the EU project.

2. To bridge the distance between young people and the EU and its policies, National and/or Regional EU Youth Festivals should be organised in all Member States in connection to European initiatives. These festivals, combining social, political and cultural activities should gather young people from different backgrounds. These events will foster learning and debating about the EU, its opportunities and shape its policies while having fun together.

**Mobility programme: employment and education for all**

1. Member States and the European Commission should further their efforts to overcome existing obstacles to young people's access to mobility. Access to mobility programmes should be simplified and better adapted to the diverse needs of young people. Information and guidance should be provided to spread awareness of mobility opportunities.
2. EU Member States should create a legal framework for the recognition and validation of competences acquired through mobility programmes on national and European level. This will provide not only equal access to diverse learning opportunities but also validate the attained skills and contribute to social inclusion of young people.

**The impact of youth work and youth organisations for all**

1. Member States and the European Commission should promote and support a range of virtual and physical spaces dedicated to qualified youth work in order to respond to the needs and interests of all young people.
  2. The European Commission and Member States should allocate sufficient operational funding so that youth work and youth organisations are able to implement sustainable youth work that is accessible, relevant and meaningful for all young people.
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**Resolution of the Council and of the Representatives of the Governments of the Member States,  
meeting within the Council, on the European Union Work Plan for Sport**

**(1 July 2017-31 December 2020)**

(2017/C 189/02)

THE COUNCIL OF THE EUROPEAN UNION AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES,

**I. INTRODUCTION**

1. RECALL the competence assigned to the European Union, in particular by Article 6 and Article 165 of the Treaty on the Functioning of the European Union, according to which sport is an area where action at EU level should support, coordinate and supplement the actions of Member States.
2. RECALL the Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on a European Union Work Plan for Sport for 2011-2014 <sup>(1)</sup> and 2014-2017 <sup>(2)</sup>.
3. WELCOME the Report from the Commission on the implementation and relevance of the European Union Work Plan for Sport 2014-2017 <sup>(3)</sup>.
4. CONSIDER that sport can contribute to the overarching priorities of the EU's security, economic and social policy agendas and in particular to the Europe 2020 Strategy for smart, sustainable and inclusive growth.
5. RECOGNISE that sport plays a positive role in the cross-sectoral cooperation at EU level and thereby helps to ensure sustainable development and to adequately tackle the overarching socioeconomic and security-related challenges facing the EU, including migration, social exclusion, radicalisation that may lead to violent extremism, unemployment, as well as unhealthy lifestyles and obesity.
6. ACKNOWLEDGE the need for appropriate cooperation with the sport stakeholders, inter alia, through the structured dialogue <sup>(4)</sup>.
7. TAKE NOTE of the results from the Eurobarometer on Sport and Physical Activity published in 2014, acknowledging the great differences among Member States, including as regards the results on voluntary work and sedentary behaviour, and take note of the statistics produced by Eurostat covering key economic and social data on sport.
8. ACKNOWLEDGE the need to cooperate with third countries, in particular candidate countries and potential candidates to the EU, to promote European values through sport diplomacy, and with the competent international organisations in the field of sport, including the Council of Europe, WADA and the World Health Organisation.
9. CONSEQUENTLY AGREE:
  - to further develop a framework of European cooperation in the field of sport by establishing a third EU Work Plan for Sport for Member States and Commission actions,
  - on a concrete timeline for this Work Plan, namely 1 July 2017 to 31 December 2020,
  - that activities at EU level in the field of sport should focus on the priority themes, key topics, outputs as well as working methods and structures listed in this Work Plan, and as set out in Annex I.

**II. DEVELOPING FURTHER THE EUROPEAN DIMENSION IN SPORT BY ESTABLISHING AN EU WORK PLAN**

10. CONSIDER that this EU Work Plan for Sport should be governed by the following guiding objectives:
  - to ensure, through cross-sectoral cooperation, the awareness of other EU policy domains of the contribution that sport can make in meeting the policy challenges facing the EU,

<sup>(1)</sup> OJ C 162, 1.6.2011, p. 1.

<sup>(2)</sup> OJ C 183, 14.6.2014, p. 12.

<sup>(3)</sup> 5516/17 + ADD 1.

<sup>(4)</sup> Council Resolution of 18 November 2010 where the Council agreed to convene, on a regular basis, generally in the margins of the Council meeting, an informal meeting of leading representatives of the EU public authorities and the sport movement with the aim of exchanging views on sporting issues in the EU (OJ C 322, 27.11.2010, p. 1).

- to strengthen further the evidence base for sport,
  - to promote a cooperative and concerted approach among Member States and the Commission, and where appropriate with the sport movement and other relevant stakeholders, to deliver added value in the field of sport at EU level over the longer term,
  - to address transnational challenges using a coordinated EU approach,
  - to take into account the specific nature of sport,
  - to contribute to the overarching priorities of the EU economic and social policy agenda, as well as sustainable development in order to give a boost for jobs, growth and investment as well as preparing the post 2020 period <sup>(1)</sup>,
  - to promote gender equality,
  - to take into account the relationship between education and sport, including dual careers,
  - to build on the achievements of the first two EU Work Plans for Sport,
  - to complement and reinforce the impact of activities launched under the *Erasmus+* programme in the field of sport,
  - to contribute to the development of grassroots sports in the EU.
11. UNDERLINE that this EU Work Plan should be a flexible framework and instrument which is capable of responding in a timely way to developments in the field of sport and to take into account the priorities of the future Presidencies.
12. AGREE that the following themes and key topics should be given priority by Member States and the Commission for the period covered by this Work Plan. They could be complemented by each Presidency in the light of any possible new developments:
- (1) Integrity of sport, in particular promoting good governance including the safeguarding of minors, the specificity of sport, combatting corruption and match-fixing, as well as fighting doping;
  - (2) The economic dimension of sport, in particular innovation in sport, and sport and the digital single market;
  - (3) Sport and society, in particular social inclusion, the role of coaches, education in and through sport, sport and health, sport and environment and sport and media, as well as sport diplomacy.

The details relating to the execution of the above key topics are set out in Annex I.

13. AGREE THAT:

- the EU Work Plan may be revised by the Council and the Representatives of Governments of the Member States, meeting within the Council in the light of results achieved and policy developments at EU level,
- mid-term reflections on the EU Work Plan will be organised during the first half of 2019.

### III. WORKING METHODS AND STRUCTURES

14. RECOGNISE that there is a need to continue close cooperation between Member States as well as with the Commission to implement the Work Plan. Also recognise that the sport movement and relevant competent organisations at national, European and international levels such as the Council of Europe, WADA and the WHO should be closely associated to this cooperation.

15. CONSIDER THAT:

Appropriate working structures and methods should be established for the follow-up of achievements from the first two EU Work Plans and for developing new outputs in line with the priority themes and key topics, as set out in paragraph 12 above;

<sup>(1)</sup> 10 political priorities of the Juncker Commission [http://ec.europa.eu/priorities/publications/president-junckers-political-guidelines\\_en](http://ec.europa.eu/priorities/publications/president-junckers-political-guidelines_en)

Expert Groups and clusters meetings should be organised, when appropriate, by the Commission in the policy areas which were, inter alia, dealt with extensively by the previous and current Work Plans for Sport.

Meetings may be organised at the initiative of one or several Member States on subjects of common interest (groups of interested Member States). These meetings will deal, inter alia, with peer learning activities among participating Member States.

Other structures and working methods may include Presidency conferences and seminars, informal meetings of Sport Ministers and Directors, Commission studies and Commission conferences and seminars.

The key principles relating to the various working methods are set out in Annex II.

In the second half of 2020, the implementation of the present EU Work Plan will be evaluated by the Council on the basis of a report prepared by the Commission during the first half of 2020.

#### IV. FURTHER STEPS

##### 16. INVITE THE MEMBER STATES TO:

- work together with the Commission to implement this EU Work Plan in an effective manner and by using the working structures and methods specified by this Resolution,
- whilst respecting the principle of subsidiarity and the autonomy of sport's governing structures, take due account of this EU Work Plan when developing policy at national level,
- regularly inform, and where appropriate consult, sport stakeholders on progress made in implementing the EU Work Plan, in order to ensure the relevance and visibility of the activities,
- disseminate, where appropriate, in the Member States and at the appropriate levels, the results achieved under this and previous EU Work Plans for Sport,
- organise meetings on subjects of common interest (groups of interested Member States),
- initiate and lead peer learning exercises in cooperation with the Commission.

##### 17. INVITE THE PRESIDENCIES OF THE COUNCIL TO:

- take into account, including in the context of the Trio Presidency, the EU Work Plan priority themes when developing their programme and build upon the results already achieved,
- inform the Member States on ongoing or planned work in other Council formations that has an impact on sport,
- at the end of the term covered by the present Resolution, and on the basis of a Report prepared by the Commission, propose a new draft EU Work Plan for the next period, if appropriate,
- consider the evaluation of the structured dialogue with the sport movement <sup>(1)</sup>.

##### 18. INVITE THE COMMISSION TO:

- work with the Member States in implementing this Work Plan, in particular regarding the outputs outlined in Annex I,
- inform the Member States on ongoing or planned initiatives in other EU policy areas impacting on sport and respective developments in the Commission,
- inform the Working Party on Sport of the mandates of the expert groups,
- support the Member States and other relevant actors in their activities on the themes and key topics set out in the present Resolution, in particular by:
  - examining means to facilitate the participation of Member States and experts, as well as to invite representatives from the sport movement and, where appropriate, other stakeholders in the expert groups referred to in Annex I, assuring a high and coherent level of representativeness and expertise,

<sup>(1)</sup> Including the Council Resolution of 18 November 2010 on the Structured Dialogue.

- establishing expert groups in the following areas:
    - Integrity
    - Skills and human resources development in sport,
  - establishing other forms of support for promoting exchange of good practices and peer learning as well as for building knowledge (e.g. studies),
  - providing the necessary expert input on anti-doping issues, in particular the compatibility with EU law of any forthcoming revision of the WADA Anti-doping Code,
  - providing logistical and technical support for gathering and disseminating relevant documents and information on EU sport policy,
  - organising specific cluster meetings in the policy areas which were dealt with extensively by the previous and current Work Plans for Sport. The aim of such meetings is to discuss policy-relevant outcomes of EU funded projects that benefit sport as well as to foster exchange of good practices and insights on specific topics, to take stock of progress made and to identify where further action is needed, in particular in the areas set out in Annex I. These types of meetings should be organised at least once per year,
  - ensure a follow-up of the work done by previous High Level Groups set up by Commission on ‘Grassroots Sport’ and ‘Sport and Diplomacy’,
  - ensure a follow-up of the recommendations produced by the previous Expert Group on Good Governance and ensure continuity on current issues related to the fight against match-fixing,
  - promote the recognition of skills and competences in sport,
  - facilitate the structured dialogue on sport, including the organisation on an annual basis of the EU Sport Forum, bringing together all the key stakeholders at different levels of sport,
  - develop the annual European Week of Sport and promote the Week throughout the year as a tool to promote participation in sport and physical activity in line with the priorities of this Work Plan,
  - support the priority themes and corresponding key topics established by this Work Plan, taking advantage of the Erasmus+ programme and other relevant EU programmes, as well as European Structural and Investment Funds,
  - adopt, during the first half of 2020 and on the basis of voluntary contributions from Member States, a Report on the implementation and relevance of the Work Plan. This Report will be the basis for the preparation of a possible successor EU Work Plan during the second half of 2020,
  - where appropriate, make the outputs achieved in the working structures of this and previous EU Work Plans for Sport publicly available.
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## Key topics (paragraph 12), requested outputs and corresponding working structures

Key topic	Working method/Tasks	Output and target date	Leader(s)
<b>Priority 1: Integrity of sport</b>			
Anti-doping	<i>Council and its preparatory bodies</i> Expert input in anti-doping issues to be prepared by meetings of experts and to be discussed at the Working Party on Sport, in particular compatibility with EU law, regarding any forthcoming revision of the WADA Anti-doping Code	2017 - 2019 — EU contribution	Commission and Presidency
	Preparation of the EU and its Member States' position for the CAHAMA and WADA meetings supported as necessary by meetings of experts.	2017 - 2020 — EU position	Commission and Presidency
	<i>Seminar</i> Ways of preventing the use of doping by young people in professional and in grassroots sports.	Second half 2017 — Report — Exchange of best practices	Presidency
Good governance	<i>Expert Group</i> Integrity Application of international recognised good governance and anti-corruption standards and initiatives in particular from outside sport to be applied in the field of sport Match-fixing	2018 - 2020 — Exchange of best practices — Report	Commission
	<i>Council and its preparatory bodies</i> Recommendations on possible future actions against corruption in sport at the EU level.	Second half 2019 — (poss.) Council conclusions	Presidency

Key topic	Working method/Tasks	Output and target date	Leader(s)
Safe-guarding of minors	<i>Study</i> Prevalence of child abuse in sport	<i>First half 2019</i> — Report	<i>Commission</i>
	<i>Seminar</i> Follow-up of the Recommendations on the protection of young athletes and safeguarding children's rights in sport <sup>(1)</sup>	<i>Second half 2019</i> — Exchange of good practice — Report	<i>Presidency</i>
	<i>Council and its preparatory bodies</i> Protecting physical and moral integrity of minors in grassroots and elite sport.	<i>Second half 2019</i> — (poss.) Council conclusions	<i>Presidency</i>
Specificity of sport	<i>Group of interested Member States</i> EU law in relation to sport and sport organisations	<i>First half 2019</i> — (poss.) Recommendations/state of play	<i>SE, FR, ES, NL</i>
	<i>Seminar</i> Specificity of sport within the EU	<i>Second half 2019</i> — Exchange of views — Report	<i>Commission</i>
<b>Priority 2: Economic dimension of sport</b>			
Innovation in sport	<i>Cluster Meeting</i> The economic benefits of sport through Sport Satellite Accounts (SSA). The practical use of SSAs for sport policymakers.	<i>First half 2018</i> — Exchange of best practices	<i>Commission</i>
	<i>Council and its preparatory bodies</i> Raise awareness of the economic dimension of sport in particular with regard to the Europe 2020 Strategy – focusing on the economic benefits of sport and innovation.	<i>Second half 2018</i> — (poss.) Council conclusions	<i>Presidency</i>
	<i>Conference</i> Raise awareness of the economic dimension of sport in particular with regard to the Europe 2020 Strategy – focusing on the economic benefits of sport and innovation.	<i>Second half 2018</i> — Exchange of best practices — Report	<i>Presidency</i>

Key topic	Working method/Tasks	Output and target date	Leader(s)
<i>Sport and the digital single market</i>	<i>Seminar</i> The benefits and challenges of the digital single market for a better funding and commercialisation of sport	<i>First half 2019</i> — Report	<i>Presidency</i>
<b>Priority 3: Sport and Society</b>			
<i>Sport and media</i>	<i>Conference</i> Role and influence of media in sport	<i>First half 2020</i> — Report and the exchange of best practices	<i>Presidency</i>
	<i>Council and its preparatory bodies</i> Role and influence of media in sport	— (poss.) Council Conclusions	<i>Presidency</i>
<i>Role of coaches</i>	<i>Council and its preparatory bodies</i> Role of coaches in society	<i>Second half 2017</i> — (poss.) Council conclusions	<i>Presidency</i>
	<i>Conference</i> Role, status and responsibility of coaches in society.	<i>Second half 2017</i> — Report — Exchange of best practices	<i>Presidency</i>
<i>Education in and through sport</i>	<i>Conference</i> Physical activity, sport and athletes' dual career with the focus on university and education	<i>Second half 2017</i> — Report — Exchange of best practices	<i>Presidency</i>
	<i>Expert Group</i> Skills and human resources development in sport.	<i>2018-2020</i> — Guidelines	<i>Commission</i>
	<i>Seminar</i> Sport qualifications and competences for coaches	<i>First half 2020</i> — Report	<i>Presidency</i>

Key topic	Working method/Tasks	Output and target date	Leader(s)
Social inclusion	<i>Council and its preparatory bodies</i> Promoting European values through sport	<i>First half 2018</i> — (poss.) Council conclusions	<i>Presidency</i>
	<i>Conference</i> Grassroots sport as a tool for integration and a bridge between tradition and innovation	<i>First half 2018</i> — Report	<i>Presidency</i>
	<i>Study</i> Access to sport for people with disabilities.	<i>Second half 2018</i> — Report	<i>Commission</i>
	<i>Council and its preparatory bodies</i> Access to sport for people with disabilities.	<i>First half 2019</i> — (poss.) Council Conclusions	<i>Presidency</i>
	<i>Conference</i> The advantages of practising sport in an organised environment for people with fewer opportunities	<i>First half 2019</i> — Handbook collecting best practices/examples	<i>Presidency</i>
	<i>Cluster meeting</i> Promoting health-enhancing physical activity	<i>Second half 2017</i> — Exchange of best practices	<i>Commission</i>
Sport and health	<i>Seminar</i> Sport and physical activity at the workplace	<i>Second half 2018</i> — Report	<i>Presidency</i>
Sport and environment	<i>Group of interested Member States</i> Urban development, nature sport, environmental sustainability in the context of major sporting events, environmentally sound and energy-efficient sport facilities	2019-2020 — Exchange of knowledge and best practice — Report	FR, DE, PT



Key topic	Working method/Tasks	Output and target date	Leader(s)
Sport diplomacy	Study  Sport in support of EU external relations	Second half 2017  — Recommendations on the basis of case studies and good practices	Commission
	Seminar  Follow-up of the Commission High Level Group, Council conclusions of November 2016 and Seminar on Sport Diplomacy	Second half 2017  — Strategy on the way forward	Commission

(<sup>1</sup>) Expert Group on Good Governance; 'Challenges; that children have to be protection from in sport', Recommendations on the protection of young athletes and safeguarding children's rights in sport, June 2016, p. 12.

## ANNEX II

**Principles relating to the working methods, structures and reporting**

- The participation of Member States in the work of the Expert Groups, cluster meetings and groups of interested Member States is voluntary and open to all Member States.
  - The Commission will ensure the most appropriate and effective participation of experts from different fields including public administration and sport stakeholders.
  - The detailed rules on the membership and working procedures of the Commission expert groups are covered by the Commission Decision of 30 May 2016 <sup>(1)</sup>.
  - Groups of interested Member States may define their own working methods and structures, in the light of their specific needs and desired outcomes. The Commission shall be associated with the work of these groups, as appropriate.
  - The Commission will report to the Working Party on Sport on the progress of work in the respective expert groups and cluster meetings and present their outputs. Groups of interested Member States will nominate a representative to do likewise.
  - If appropriate, the Council Working Party on Sport will provide further guidance, in order to guarantee the desired outcomes and timeline.
  - The meeting agendas and meeting reports of all groups will be available to all Member States, irrespective of their degree of participation in a given area. The outputs of the groups will be published and disseminated at EU and national level.
  - The outputs from the various working methods will feed into the report by the Commission on the implementation of the Work Plan.
- 

<sup>(1)</sup> Commission Decision C(2016) 3301 final of 30 May 2016 establishing horizontal rules on the creation and operation of Commission expert groups.

## RECOMMENDATIONS

## COUNCIL

## COUNCIL RECOMMENDATION

of 22 May 2017

**on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning**

(2017/C 189/03)

THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty on the Functioning of the European Union, and in particular Articles 165 and 166 thereof,

Having regard to the proposal from the European Commission,

Whereas:

- (1) Qualifications serve a variety of purposes. They signal to employers what their holders in principle know and are able to do ('learning outcomes'). They may be a prerequisite for accessing certain regulated professions. They help education and training authorities and providers to determine the level and content of learning acquired by an individual. They are also important for an individual as an expression of personal achievement. Therefore qualifications play an important role in raising employability, easing mobility and access to further education.
- (2) Qualifications are the formal outcome of an assessment and validation process by a competent authority and typically take the form of documents such as certificates or diplomas. They determine that an individual has achieved learning outcomes to given standards. Those learning outcomes may be achieved through a variety of paths in formal, non-formal or informal settings, whether in national or international contexts. Information on learning outcomes should be easily accessible and transparent.
- (3) The recommendation of the European Parliament and the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning<sup>(1)</sup> created a common reference framework of eight levels of qualifications, expressed as learning outcomes with increasing levels of proficiency. They serve as a translation device between different qualifications systems and their levels. The purpose of the European Qualifications Framework for lifelong learning (EQF) is to improve the transparency, comparability and portability of people's qualifications.
- (4) The wider objectives of this recommendation are to contribute to modernising education and training systems and to increase the employability, mobility and social integration of workers and learners. It further aims at better linking formal, non-formal and informal learning and supporting the validation of learning outcomes acquired in different settings.
- (5) Member States have developed or are developing national qualifications frameworks based on learning outcomes and are relating these to the EQF through a 'referencing' process. The EQF levels and learning outcome descriptors contribute to better transparency and comparability of qualifications of different national systems. They also contribute to a general shift towards a learning outcomes orientation in education and training. Referencing to the EQF should be done through the national qualifications frameworks or, where these do not exist, national qualifications systems (hereafter 'national qualifications frameworks or systems').

<sup>(1)</sup> OJ C 111, 6.5.2008, p. 1.

- (6) Qualifications are more transparent and comparable when they are presented in documents that include a reference to the applicable EQF level and a description of the achieved learning outcomes.
- (7) A wide range of stakeholders should be involved in implementing the EQF at Union and national levels in order to ensure its broad support. Key stakeholders include all learners, education and training providers, qualifications authorities, quality assurance bodies, employers, trade unions, chambers of industry, commerce and skilled crafts, bodies involved in the recognition of academic and professional qualifications, employment services and services in charge of migrant integration.
- (8) In its report to the European Parliament and the Council of 19 December 2013 on the evaluation of the EQF, the Commission concluded that the EQF is widely accepted as a reference point for developing national qualifications frameworks, for implementing the learning outcomes approach, and for improving the transparency and recognition of skills and competences. It emphasised that the Union should make it possible for learners and workers to make their skills and competences more visible no matter where they acquired them.
- (9) In that report the Commission also concluded that the EQF Advisory Group has provided effective guidance for national referencing processes and has built trust and understanding among participating countries. It further concluded that the effectiveness of the EQF National Coordination Points largely depends on how closely they are linked to the national governance of the referencing process.
- (10) Given the positive evaluation of that group, continuation of the EQF Advisory Group is crucial to a consistent, coherent, transparent and coordinated implementation of this Recommendation.
- (11) Transparency and recognition of skills and qualifications is one of the new priorities under the 2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020). That report stresses that the EQF should be further developed in order to make qualifications more transparent and comparable. With regard to newly arrived migrants, it also stresses that existing transparency instruments could help a better understanding of foreign qualifications in the Union, and vice versa.
- (12) The EQF and the national qualifications frameworks or systems referenced to it can support existing recognition practices thanks to the strengthened trust, understanding and comparability of qualifications they bring. That can make the process of recognition for learning and working purposes easier. Overarching qualifications frameworks such as the EQF could serve as information tools for recognition practices as mentioned in the recommendation on the use of qualifications frameworks in the recognition of foreign qualifications, as adopted under the Convention on the Recognition of Qualifications concerning Higher Education in the European Region.
- (13) National qualifications frameworks and systems change over time, therefore referencing to the EQF should be reviewed and updated, whenever relevant.
- (14) Trust in the quality and level of qualifications that are part of national qualifications frameworks or systems referenced to the EQF (hereafter 'qualifications with an EQF level') is essential in order to support mobility of learners and workers within and across sectoral and geographical borders. The recommendation of the European Parliament and the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning contained common principles on quality assurance in higher education and vocational education and training. They respected the responsibility of Member States for quality assurance arrangements applying to national qualifications in accordance with the principle of subsidiarity. The Standards and Guidelines for Quality Assurance in the European Higher Education Area and the European Quality Assurance Reference Framework for Vocational Education and Training build a basis for such common principles.
- (15) The possibility of developing a register, outside the field of higher education, for bodies monitoring quality assurance systems for qualifications could be explored.
- (16) Credit systems can help individuals to progress in learning by facilitating flexible learning pathways and transfer across different levels and types of education and training and across national borders, enabling learners to accumulate and transfer different learning outcomes acquired in different learning contexts, including online, non-formal and informal learning. The learning outcomes approach can also facilitate the design, delivery and assessment of full qualifications or components of qualifications.

- (17) Credit systems at both national and European levels operate within institutional contexts like higher education or vocational education and training. At European level, the European Credit Transfer and Accumulation System has been developed for higher education in the European Higher Education Area. For vocational education and training, the European Credit System for Vocational Education and Training is being developed in accordance with the recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Credit System for Vocational Education and Training (ECVET) <sup>(1)</sup>. Links between national qualifications frameworks and credit systems, where appropriate, could be promoted.
- (18) While the Union *acquis* on legal migration and asylum provides for equal treatment with nationals in terms of recognition of qualifications and even for facilitation measures as far as beneficiaries of international protection are concerned in accordance with Directive 2011/95/EU of the European Parliament and of the Council <sup>(2)</sup>, high rates of over-qualification and under-employment persist among third-country nationals with tertiary education. Cooperation between the Union and third countries over the transparency of qualifications can foster migrant integration into Union labour markets. Given the growing migration flows to and from the Union, a better understanding and a fair recognition of qualifications awarded outside the Union is needed.
- (19) The main features of the EQF, namely its learning outcomes approach, the definition of level descriptors, and the establishment of referencing criteria as developed by the EQF Advisory Group, have been a source of inspiration for the development of national and regional qualifications frameworks throughout the world. An increasing number of third countries and regions are seeking closer links between their qualifications framework and the EQF.
- (20) Directive 2005/36/EC of the European Parliament and of the Council <sup>(3)</sup> provides that common training frameworks for regulated professions can be set up through a Commission delegated act as a common set of knowledge, skills and competences. Common training frameworks are to be based on levels of the EQF. Reference to EQF levels on qualifications is not to affect access to the labour market where professional qualifications have been recognised in accordance with Directive 2005/36/EC.
- (21) The Framework for Qualifications of the European Higher Education Area provides descriptors for the short cycle (that can be linked to or within the first cycle), the first, second and third cycles of higher education. Each cycle descriptor offers a statement on the achievements and abilities associated with the qualifications awarded at the end of that cycle. The EQF is compatible with the qualifications framework for the European Higher Education Area and its cycle descriptors. The short cycle (that can be linked to or within the first cycle), the first, second and third cycles of the qualifications framework for the European Higher Education Area correspond to EQF levels 5-8 respectively.
- (22) Decision No 2241/2004/EC of the European Parliament and of the Council <sup>(4)</sup> helps people to better present their skills, competences and qualifications.
- (23) A European Skills, Competences, Qualifications and Occupations classification (ESCO) is being developed by the Commission. Used on a voluntary basis, it could support a better link between education and employment. The data developed by Member States in the context of the EQF could serve as input for this classification.
- (24) Information on the process of referencing national qualifications frameworks or systems to the EQF and on qualifications with an EQF level should be readily accessible to the public. The use of common data structures and formats would help achieve that objective. It would also facilitate the understanding and use of published information on qualifications.
- (25) Coherence, complementarity and synergies at national and Union levels should exist between the implementation of the EQF, national qualifications frameworks or systems and tools on transparency and recognition of skills, competences and qualifications, including those for quality assurance, credit accumulation and transfer and tools developed in the context of the European Higher Education Area on transparency and recognition of skills, competences and qualifications.

<sup>(1)</sup> OJ C 155, 8.7.2009, p. 11.

<sup>(2)</sup> Directive 2011/95/EU of the European Parliament and of the Council of 13 December 2011 on standards for the qualification of third-country nationals or stateless persons as beneficiaries of international protection, for a uniform status for refugees or for persons eligible for subsidiary protection, and for the content of the protection granted (OJ L 337, 20.12.2011, p. 9).

<sup>(3)</sup> Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications (OJ L 255, 30.9.2005, p. 22).

<sup>(4)</sup> Decision No 2241/2004/EC of the European Parliament and of the Council of 15 December 2004 on a single Community framework for the transparency of qualifications and competences (Europass) (OJ L 390, 31.12.2004, p. 6).

- (26) The development of the EQF should be fully coherent with existing European cooperation in education and training under the ET 2020 strategic framework and future European ET strategic frameworks.
- (27) This recommendation does not replace or define national qualifications frameworks or systems. The EQF does not describe specific qualifications or an individual's competences and particular qualifications should be referenced to the appropriate EQF level by way of the relevant national qualifications systems.
- (28) This recommendation consolidates the EQF as a common reference framework of eight levels expressed as learning outcomes, serving as a translation device between different qualifications frameworks or systems and their levels.
- (29) Given its non-binding nature, this recommendation conforms to the principles of subsidiarity and proportionality by supporting and supplementing Member States' activities through facilitating further cooperation between them to increase the transparency, comparability and portability of people's qualifications. It should be implemented in accordance with national law and practice,

HEREBY RECOMMENDS THAT MEMBER STATES IN ACCORDANCE WITH NATIONAL CIRCUMSTANCES:

1. Use the EQF to reference national qualifications frameworks or systems and to compare all types and levels of qualifications in the Union that are part of national qualifications frameworks or systems, in particular by referencing their qualification levels to levels of the EQF set out in Annex II and by using the criteria set out in Annex III.
2. Review and update, when relevant, the referencing of the levels of the national qualifications frameworks or systems to the levels of the EQF set out in Annex II and using the criteria set out in Annex III, with due regard to the national context.
3. Ensure that qualifications with an EQF level are in accordance with the common principles for quality assurance set out in Annex IV, without prejudice to national quality assurance principles that apply to national qualifications.
4. Where appropriate, promote links between credit systems and national qualifications frameworks or systems taking into account the common principles on credit systems set out in Annex V, without prejudice to national decisions to (i) make use of credit systems; and (ii) relate them to national qualifications frameworks or systems. Those common principles will not lead to an automatic recognition of qualifications.
5. Where appropriate, take measures, so that all newly issued qualification documents by the competent authorities (e.g. certificates, diplomas, certificate supplements, diploma supplements), and/or registers of qualifications contain a clear reference to the appropriate EQF level.
6. Make the results of the referencing process publicly available at national and Union levels and, where possible, ensure that information on qualifications and their learning outcomes is accessible and published, using the data fields in accordance with Annex VI.
7. Encourage the use of EQF by social partners, public employment services, education providers, quality assurance bodies and public authorities to support the comparison of qualifications and transparency of the learning outcomes.
8. Ensure the continuation and coordination of tasks implemented by EQF National Coordination Points (EQF NCP). The main tasks of the EQF NCP are to support national authorities in referencing national qualifications frameworks or systems to the EQF and to bring the EQF closer to individuals and organisations.

HEREBY RECOMMENDS THAT THE COMMISSION, IN COOPERATION WITH MEMBER STATES AND STAKEHOLDERS WITHIN THE EQF ADVISORY GROUP:

9. Support consistency in the further implementation of the EQF across Member States by comparing and discussing the methodologies used for the levelling of qualifications in national qualifications frameworks or systems, with due regard to national contexts.
10. With due regard to national contexts, support the development of methodologies for the description, use and application of learning outcomes to increase transparency and the understanding and comparability of qualifications.
11. Support the setting up of voluntary procedures on the levelling of international qualifications through national qualification frameworks or systems and information exchange and consultation between Member States on those procedures to ensure consistency.

12. Develop guidance for communicating the EQF, in particular how to present EQF levels on newly issued certificates, diplomas and supplements, and/or registers of qualifications, in accordance with national systems and regulations on certificates and diplomas.
13. Explore possibilities for the development and application of criteria and procedures to enable, in accordance with international agreements, the comparison of third countries' national and regional qualifications frameworks with the EQF.
14. Set up peer learning and best practice exchanges between the Member States and, where appropriate, facilitate peer counselling at the request of the Member States.

HEREBY RECOMMENDS THAT THE COMMISSION:

15. Ensure that the implementation of this recommendation is supported through actions funded by relevant Union programmes.
16. Ensure an effective governance of the EQF implementation by maintaining and fully supporting the EQF Advisory Group established in 2009 composed of representatives of the Member States and other participating countries, the social partners and other stakeholders as appropriate. The EQF Advisory Group should ensure overall coherence and promote transparency and trust in the process of referencing national qualifications frameworks or systems to the EQF.
17. Report on progress following the adoption of this recommendation, as appropriate, in the context of relevant education, training and employment policy frameworks.
18. Assess and evaluate, in cooperation with the Member States and after consulting the stakeholders concerned, action taken in response to this recommendation and by 2022 report to the Council on the experience gained and implications for the future, including, if necessary, a possible review and revision of this recommendation.

The recommendation of the European Parliament and the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning is repealed.

Done at Brussels, 22 May 2017.

*For the Council*

*The President*

E. BARTOLO

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## ANNEX I

**Definitions**

For the purposes of this recommendation, the following definitions apply:

- (a) *'qualification'* means a formal outcome of an assessment and validation process which is obtained when a competent authority determines that an individual has achieved learning outcomes to given standards;
- (b) *'national qualifications system'* means all aspects of a Member State's activity related to the recognition of learning and other mechanisms that link education and training to the labour market and civil society. That includes the development and implementation of institutional arrangements and processes relating to quality assurance, assessment and the award of qualifications. A national qualifications system may be composed of several subsystems and may include a national qualifications framework;
- (c) *'national qualifications framework'* means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims at integrating and coordinating national qualifications subsystems and improve the transparency, access, progression and quality of qualifications in relation to the labour market and civil society;
- (d) *'international qualification'* means a qualification awarded by a legally established international body (association, organisation, sector or company) or by a national body acting on behalf of an international body that is used in more than one country and that includes learning outcomes assessed with reference to standards established by an international body;
- (e) *'learning outcomes'* means statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy;
- (f) *'knowledge'* means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the EQF, knowledge is described as theoretical and/or factual;
- (g) *'skills'* means the ability to apply knowledge and use know-how to complete tasks and solve problems. In the context of the EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments);
- (h) *'responsibility and autonomy'* means the ability of the learner to apply knowledge and skills autonomously and with responsibility;
- (i) *'competence'* means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development;
- (j) *'validation of non-formal and informal learning'* means the process of confirmation by a competent authority that an individual has acquired learning outcomes acquired in non-formal and informal learning settings measured against a relevant standard and consists of the following four distinct phases: identification through dialogue of particular experiences of an individual, documentation to make visible the individual's experiences, a formal assessment of those experiences and certification of the results of the assessment which may lead to a partial or full qualification;
- (k) *'formal recognition of learning outcomes'* means the process of granting official status by a competent authority to acquired learning outcomes for purposes of further studies or employment, through (i) the award of qualifications (certificates, diploma or titles); (ii) the validation of non-formal and informal learning; (iii) the grant of equivalence, credit or waivers;
- (l) *'credit'* means confirmation that a part of a qualification, consisting of a coherent set of learning outcomes has been assessed and validated by a competent authority, according to an agreed standard; credit is awarded by competent authorities when the individual has achieved the defined learning outcomes, evidenced by appropriate assessments and can be expressed in a quantitative value (e.g. credits or credit points) demonstrating the estimated workload an individual typically needs for achieving related learning outcomes;



- (m) '*credit systems*' means a transparency tool for facilitating the recognition of credit(s). These systems can comprise, inter alia, equivalences, exemptions, units/modules that can be accumulated and transferred, the autonomy of providers who can individualise pathways, and the validation of non-formal and informal learning;
  - (n) '*credit transfer*' means the process of allowing individuals who have accumulated credit in one context to have it valued and recognised in another context.
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### Descriptors defining levels in the European Qualifications Framework (EQF)

Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to Level 1 are	basic general knowledge	basic skills required to carry out simple tasks	work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	basic factual knowledge of a field of work or study	basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	knowledge of facts, principles, processes and general concepts, in a field of work or study	a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	take responsibility for completion of tasks in work or study adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are	factual and theoretical knowledge in broad contexts within a field of work or study	a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

	Knowledge	Skills	Responsibility and autonomy
Level 5 (*) The learning outcomes relevant to Level 5 are	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change  review and develop performance of self and others
Level 6 (**) The learning outcomes relevant to Level 6 are	advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts  take responsibility for managing professional development of individuals and groups
Level 7 (***) The learning outcomes relevant to Level 7 are	highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research  critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches  take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8 (****) The learning outcomes relevant to Level 8 are	knowledge at the most advanced frontier of a field of work or study and at the interface between fields	the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Compatibility with the Framework for Qualifications of the European Higher Education Area

The Framework for Qualifications of the European Higher Education Area provides descriptors for three cycles agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process. Each cycle descriptor offers a generic statement of typical expectations of achievements and abilities associated with qualifications that represent the end of that cycle.

(\*) The descriptor for the short cycle developed by the Joint Quality Initiative as part of the Bologna process, (that can be within or linked to the first cycle), corresponds to the learning outcomes for EQF level 5.

(\*\*) The descriptor for the first cycle corresponds to the learning outcomes for EQF level 6.

(\*\*\*) The descriptor for the second cycle corresponds to the learning outcomes for EQF level 7.

(\*\*\*\*) The descriptor for the third cycle corresponds to the learning outcomes for EQF level 8.

## ANNEX III

**Criteria and procedures for referencing national qualifications frameworks or systems to the European Qualifications Framework (EQF)**

1. The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process are clearly determined and published by the competent authorities.
  2. There is a clear and demonstrable link between the qualifications levels in the national qualifications frameworks or systems and the level descriptors of the EQF.
  3. The national qualifications frameworks or systems and their qualifications are based on the principle and objective of learning outcomes and related to arrangements for validation of non-formal and informal learning and, where appropriate, to credit systems.
  4. The procedures for inclusion of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent.
  5. The national quality assurance system(s) for education and training refer(s) to the national qualifications frameworks or systems and are consistent with the principles on quality assurance as specified in Annex IV to this recommendation.
  6. The referencing process shall include the stated agreement of the relevant quality assurance bodies that the referencing report is consistent with the relevant national quality assurance arrangements, provisions and practice.
  7. The referencing process shall involve international experts and the referencing reports shall contain the written statement of at least two international experts from two different countries on the referencing process.
  8. The competent authority or authorities shall certify the referencing of the national qualifications frameworks or systems with the EQF. One comprehensive report, setting out the referencing, and the evidence supporting it, shall be published by the competent authorities, including the EQF National Coordination Points, and shall address separately each of the criteria. The same report can be used for self-certification to the Qualifications Framework of the European Higher Education Area, in accordance with the self-certification criteria of the latter.
  9. Within 6 months from having referenced or updated the referencing report, Member States and other participating countries shall publish the referencing report and provide relevant information for comparison purposes on the relevant European portal.
  10. Further to the referencing process, all newly issued documents related to qualifications that are part of the national qualifications frameworks or systems (e.g. certificates, diplomas, certificate supplements, diploma supplements) and/or qualification registers issued by the competent authorities should contain a clear reference, by way of national qualifications frameworks or systems, to the appropriate EQF level.
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## ANNEX IV

**Quality assurance principles for qualifications that are part of national qualifications frameworks or systems referenced to the European Qualifications Framework (EQF)**

All qualifications with an EQF level should be quality assured to enhance trust in their quality and level.

In accordance with national circumstances and taking into account sectoral differences quality assurance of qualifications with an EQF level should <sup>(1)</sup> <sup>(2)</sup>:

1. address the design of qualifications as well as application of the learning outcomes approach;
2. ensure valid and reliable assessment according to agreed and transparent learning outcomes-based standards and address the process of certification;
3. consist of feedback mechanisms and procedures for continuous improvement;
4. involve all relevant stakeholders at all stages of the process;
5. be composed of consistent evaluation methods, associating self-assessment and external review;
6. be an integral part of the internal management, including sub-contracted activities, of bodies issuing qualifications with an EQF level;
7. be based on clear and measurable objectives, standards and guidelines;
8. be supported by appropriate resources;
9. include a regular review of existing external monitoring bodies or agencies, carrying out quality assurance;
10. include the electronic accessibility of evaluation results.

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<sup>(1)</sup> These common principles are fully compatible with the European Standards and Guidelines (ESG) for Quality Assurance in the European Higher Education Area and with European Quality Assurance in VET (EQAVET).

<sup>(2)</sup> Depending on national circumstances, these principles may not apply to general education.

## ANNEX V

**Principles for credit systems related to national qualifications frameworks or systems referenced to the European Qualifications Framework (EQF) <sup>(1)</sup>**

The EQF and national qualifications frameworks or systems, by using the learning outcomes approach, should better support individuals when moving (i) between various levels of education and training; (ii) within and between sectors of education and training; (iii) between education and training and the labour market; and (iv) within and across borders. Without prejudice to national decisions to (i) make use of credit systems; and (ii) relate them to national qualifications frameworks or systems, different credit systems, where appropriate, should work together with national qualifications frameworks or systems to support transitions and facilitate progression. To this aim, credit systems related to national qualifications frameworks or systems where appropriate, should respect the following principles:

1. Credit systems should support flexible learning pathways, for the benefit of individual learners.
2. When designing and developing qualifications, the learning outcomes approach should be systematically used to facilitate the transfer of (components of) qualifications and progression in learning.
3. Credit systems should facilitate transfer of learning outcomes and progression of learners across institutional and national borders.
4. Credit systems should be underpinned by explicit and transparent quality assurance.
5. The credit acquired by an individual should be documented, expressing the acquired learning outcomes, the name of the competent credit awarding institution and, where relevant, the related credit value.
6. Systems for credit transfer and accumulation should seek synergies with arrangements for validation of prior learning, working together to facilitate and promote transfer and progression.
7. Credit systems should be developed and improved through cooperation between stakeholders at the appropriate national and Union levels.

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<sup>(1)</sup> These common principles are fully compatible with the European Credit Transfer and Accumulation System (ECTS) and the European Credit system for Vocational Education and Training (ECVET).

## ANNEX VI

**Elements for data fields for the electronic publication of information on qualifications with an EQF level**

DATA			Required/ Optional
Title of the qualification			Required
Field (*)			Required
Country/Region (code)			Required
EQF Level			Required
Description of the qualification (***)	Either	Knowledge	Required
		Skills	Required
		Responsibility and autonomy	Required
	Or	Open text field describing what the learner is expected to know, understand and able to do	Required
Awarding body or competent authority (**)			Required
Credit points/notional workload needed to achieve the learning outcomes			Optional
Internal quality assurance processes			Optional
External quality assurance/regulatory body			Optional
Further information on the qualification			Optional
Source of information			Optional
Link to relevant supplements			Optional
URL of the qualification			Optional
Information language (code)			Optional
Entry requirements			Optional
Expiry date (if relevant)			Optional

DATA		Required/ Optional
Ways to acquire qualification		Optional
Relationship to occupations or occupational fields		Optional

(\*) ISCED FoET2013

(\*\*) The minimum required information on the awarding body or the competent authority should facilitate to find information about it, which would include its name, or if applicable the name of the group of awarding bodies or competent authorities, completed with a URL or contact information.

(\*\*\*) This description shall consist of open text fields, with no prescribed use of standard terminology and no obligation for the Member States to translate the description into other EU languages.



## II

*(Information)*INFORMATION FROM EUROPEAN UNION INSTITUTIONS, BODIES, OFFICES  
AND AGENCIES

## EUROPEAN COMMISSION

**Non-opposition to a notified concentration****(Case M.8301 — GE/ATI/JV)****(Text with EEA relevance)**

(2017/C 189/04)

On 2 June 2017, the Commission decided not to oppose the above notified concentration and to declare it compatible with the internal market. This decision is based on Article 6(1)(b) of Council Regulation (EC) No 139/2004 <sup>(1)</sup>. The full text of the decision is available only in English and will be made public after it is cleared of any business secrets it may contain. It will be available:

- in the merger section of the Competition website of the Commission (<http://ec.europa.eu/competition/mergers/cases/>). This website provides various facilities to help locate individual merger decisions, including company, case number, date and sectoral indexes,
- in electronic form on the EUR-Lex website (<http://eur-lex.europa.eu/homepage.html?locale=en>) under document number 32017M8301. EUR-Lex is the online access to European law.

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<sup>(1)</sup> OJ L 24, 29.1.2004, p. 1.

**Non-opposition to a notified concentration****(Case M.8190 — Weichai/Kion)****(Text with EEA relevance)**

(2017/C 189/05)

On 15 February 2017, the Commission decided not to oppose the above notified concentration and to declare it compatible with the internal market. This decision is based on Article 6(1)(b) of Council Regulation (EC) No 139/2004 <sup>(1)</sup>. The full text of the decision is available only in English and will be made public after it is cleared of any business secrets it may contain. It will be available:

- in the merger section of the Competition website of the Commission (<http://ec.europa.eu/competition/mergers/cases/>). This website provides various facilities to help locate individual merger decisions, including company, case number, date and sectoral indexes,
- in electronic form on the EUR-Lex website (<http://eur-lex.europa.eu/homepage.html?locale=en>) under document number 32017M8190. EUR-Lex is the online access to European law.

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<sup>(1)</sup> OJ L 24, 29.1.2004, p. 1.

## IV

(Notices)

NOTICES FROM EUROPEAN UNION INSTITUTIONS, BODIES, OFFICES AND  
AGENCIES

## COUNCIL

**Council Conclusions on the role of youth work in supporting young people's development of  
essential life skills that facilitate their successful transition to adulthood, active citizenship and  
working life**

(2017/C 189/06)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING:

1. The political background to this issue as set out in Annex I to these conclusions;

ACKNOWLEDGES THAT:

2. The European Union is facing significant economic and social challenges, in part as a result of increasing migration, the aftermath of the financial and economic crisis.
3. These developments present particular challenges to democratic values, social cohesion, employment prospects and working life as well as to the inclusion and well-being of young people, particularly those at risk and with fewer opportunities.
4. Strengthening young people's concept of active citizenship, its rights and responsibilities, its recognition and respect for democratic values, cultural diversity, its guarantee of freedom of expression and belief, through the acquisition of the necessary life skills <sup>(1)</sup> is essential if these challenges are to be successfully addressed.
5. Developing life skills is of equal importance in not only addressing the economic, political, social and human costs arising from high youth unemployment, but in helping young people to determine and forge their futures through quality employment, social inclusion and active citizenship.

TAKING INTO ACCOUNT:

6. The Council Resolution on A New Skills Agenda for an Inclusive and Competitive Europe <sup>(2)</sup> and in particular its acknowledgement that 'It is important to go beyond the immediate needs of the labour market and focus also on those aspects of education and training that are able to drive innovation, entrepreneurship and creativity, shape sectors, create jobs and new markets, empower people (including the most vulnerable), enrich democratic life, and develop engaged, talented and active citizen'.
7. The review of the Recommendation on Key Competences for Lifelong Learning <sup>(3)</sup> which provides an opportunity for an inclusive approach to developing competences that can assist young people and facilitate their successful transition to adulthood, active citizenship and working life. Albeit with different terminology, the current European Framework of Key Competences already refers to many of the life skills defined in these Council Conclusions.

<sup>(1)</sup> A definition of life skills as understood in these Council Conclusion can be found at paragraphs 10-12 and in Annex II.

<sup>(2)</sup> Council Resolution on A New Skills Agenda for an Inclusive and Competitive Europe (OJ C 467, 15.12.2016, p. 1).

<sup>(3)</sup> Recommendation of the European Parliament and the Council of 18 December 2006 on key competences for lifelong learning (OJ L 394, 30.12.2006, p. 10).

## UNDERLINES THAT:

8. While there are many aspects to meeting the challenges posed by youth unemployment and the resulting social dislocation and political alienation, the youth sector, through effective youth work, has a role in enabling young people to acquire and develop life skills that help maximise their potential and support them in achieving and sustaining fulfilling and productive personal, social and working lives. Such life skills can also help prevent marginalisation and counter propaganda, rhetoric and behaviour that might be linked to radicalisation that can lead to violent extremism.

## RECOGNISES THAT:

9. While youth work can mean a wide range of measures, projects, programmes, activities and initiatives offered by diverse providers in a variety of settings, a defining feature of youth work practice and focus is the personal and social development of young people.
10. Effective youth work can result in positive outcomes for young people through
  - developing their competences and thus enhancing their personal development,
  - promoting and encouraging positive social values, behaviours and attitudes particularly in their relationships with others,
  - fostering their creative and innovative capacities and potential that will enable them to successfully participate in working life,
  - promoting democratic values thus enhancing active citizenship and democratic participation.
11. Life skills are positive, affirming and problem solving behaviours used appropriately and responsibly in everyday life — in the home, on-line, in the community, in education/training and in the workplace. They are a set of personal and social skills acquired through education and training, youth work and non-formal and informal learning that can be used to address issues, questions and problems commonly encountered in the course of daily human life.

## AGREES THAT:

12. Life skills are important for all young people but have particular significance and importance for young people at risk and those with fewer opportunities and for their employment needs, social inclusion and democratic participation.
13. The promotion of and provision for young people's acquisition and development of life skills can be an integral part of youth policy at both European and Member State level.

## NOTES THAT:

14. Annex II provides a compendium of life skills indicating a number of attributes. This compendium is neither prescriptive nor exclusive and reflects those life skills that youth work can best promote and help young people acquire <sup>(1)</sup>.
15. Life skills, as defined in Annex II, are evolving and the determination of how life skills are to be prioritised, presented and promoted is a matter for the Member States and relevant European, national and local, stakeholders.

## INVITES THE MEMBER STATES WITH RESPECT TO THE PRINCIPLE OF SUBSIDIARITY TO:

16. Foster the contribution of youth work in developing young people's life skills in youth policy frameworks and measures directed at supporting young people.
17. Disseminate and promote among youth work providers, learning tools, methodologies and practices particularly those developed by youth workers that can support young people in acquiring life skills.

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<sup>(1)</sup> For the purpose of these Council Conclusions Youth work providers are understood as any organisations, agencies and other bodies, both state-aided and voluntary, which provide youth work based programmes, projects, initiatives and activities for young people.

18. Further support education, training and peer learning activities for youth work providers to enhance their capacity to support young people in acquiring life skills.
19. Where appropriate, recognise and validate education and training programmes that enhance the capacity of youth workers, whether paid or voluntary and youth leaders to successfully use learning tools, methodologies and practices that help young people identify, acquire and develop life skills, employing assessment and self-assessment tools and methods.
20. Promote and strengthen volunteering among young people which can facilitate their acquisition of life skills and contribute to their participation alongside youth work providers in youth work projects and initiatives.

INVITES THE MEMBER STATES AND THE COMMISSION WITHIN THEIR RESPECTIVE POWERS TO:

21. Promote and provide peer and mutual learning opportunities, projects and initiatives for youth work providers to share knowledge, tools and experience in fostering and developing life skills in young people.
22. Consider which and how life skills acquired by young people through youth work can be identified, and documented, in order to facilitate assessment and certification through mechanisms for the validation of non-formal and informal learning <sup>(1)</sup>.
23. Maximise the use of Erasmus+ and other EU funding programmes in support of youth work practice to foster and develop life skills in young people.
24. Strengthen the dialogue between youth work, youth policy and youth research and the coordination between local, regional, national and European levels, thereby facilitating networking, cooperation, peer learning and exchange with regard to the promotion and development of life skills among young people.
25. Identify, support and disseminate existing and innovative tools, methodologies and practices that foster life skills in diverse youth work settings.
26. Promote and support cross-sectoral partnerships and initiatives, in particular between youth work providers, education and training institutions, social and employment services, and social partners that help young people acquire and develop life skills.

INVITES THE EUROPEAN COMMISSION TO:

27. Contribute to knowledge building on the life skills fostered and developed through youth work and support Member States in promoting capacity building and professional development of youth workers.
28. Promote youth work as an integral part of the New Skills Agenda that both add value to and complement and support all aspects of the agenda.
29. Promote and support a cross-sectoral approach in helping young people acquire and develop the necessary competences to facilitate their successful transition to adulthood, active citizenship and working life.
30. Ensure that these Council Conclusions contribute to the review of the Recommendation of Key Competences for Lifelong Learning with a view to strengthening and being consistent with the life skills dimension in the European Framework of Key Competences.

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<sup>(1)</sup> Council Recommendation on the validation of non-formal and informal learning (OJ C 398, 22.12.2012, p. 1).

## ANNEX I

**Political background**

- Recommendation of the European Parliament and of the Council on key competences for lifelong learning — OJ L 394, 30.12.2006, p. 10.
- Council Recommendation on the validation of non-formal and informal learning — OJ C 398, 22.12.2012, p. 1.
- Council Recommendation on Upskilling Pathways: New Opportunities for Adults — OJ C 484, 24.12.2016, p. 1.
- Council Conclusions on the contribution of quality youth work to the development, well-being and social inclusion of young people — OJ C 168, 14.6.2013, p. 5.
- Council Conclusions on maximising the potential of youth policy in addressing the goals of the Europe 2020 Strategy — OJ C 224, 3.8.2013, p. 2.
- Council Conclusions on enhancing the social inclusion of young people not in employment, education or training — OJ C 30, 1.2.2014, p. 5.
- Council Conclusions on promoting youth entrepreneurship to foster social inclusion of young people — OJ C 183, 14.6.2014, p. 18.
- Council Conclusions on re-enforcing youth work to ensure cohesive societies — OJ C 170, 23.5.2015, p. 2.
- Council Resolution on encouraging political participation of young people in democratic life in Europe — OJ C 417, 15.12.2015, p. 10.
- 2015 Joint Report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field (2010-18) — OJ C 417, 15.12.2015, p. 17.
- Council Conclusions on the role of voluntary activities in sport in promoting active citizenship — OJ C 372, 20.12.2011, p. 24.
- Council Conclusions on maximising the role of grassroots sport in developing transversal skills, especially among young people — OJ C 172, 27.5.2015, p. 8.
- Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions entitled A New Skills Agenda for Europe — Working together to strengthen human capital, employability and competitiveness (2016).
- Council Resolution on A New Skills Agenda for an Inclusive and Competitive Europe — OJ C 467, 15.12.2016, p. 1.
- Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the prevention of radicalisation leading to violent extremism — OJ C 467, 15.12.2016, p. 3.

**Studies, Expert Group Reports and Declarations**

- Working with young people: the value of youth work in the European Union (2014).
  - Developing the creativity and innovative potential of young people through non-formal learning in ways that are relevant for employment (2014).
  - Quality Youth Work — A common framework for the future development of youth work (2015).
  - The contribution of youth work to address the challenges young people are facing, in particular, the transition from education and employment (2015).
  - Declaration of the 1st European Youth Work Convention (2010)
  - Report and Declaration of the 2nd European Youth Work Convention (2015).
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ANNEX II <sup>(1)</sup>

A compendium of life skills and their attributes			
Interpersonal	Communication	Cognitive	Personal
Leadership, conflict resolution, planning and organising, teamwork, negotiating, inter-cultural awareness.	Expressing (and listening to) views and opinions, discussing and debating, digital and media literacy, presentation, advocacy.	Critical thinking, reasoned analysis, thinking creatively, problem solving, decision making, interpreting, judgement.	Self-confidence, self-esteem, resilience, autonomy, initiative, empathy.
<p>The characteristics of such life skills are:</p> <p><b>holistic</b>, in that they seek to develop the whole person and help them achieve positive self-realisation both as individuals and as social beings.</p> <p><b>of value in their own right</b>, offering young people positive and enriching learning experiences that support their development.</p> <p><b>complementary and reinforcing</b>, supporting young people's learning and development in education and training, family, community, civic and social life and in the workplace.</p> <p><b>transversal and cross-sectoral</b>, regardless of the context, whether it be in education, in the workplace, in the community or in pursuing cultural, social or political activities, the skills acquired are of immediate relevance and use.</p> <p><b>empowering and enabling</b>, all owing young people's talents, abilities and capacities, as well as their behaviours and attitudes, to find constructive expression in personal, civic, cultural and working life.</p>			

<sup>(1)</sup> The compendium of life skills comprises some of the most commonly mentioned skills and competences referred to in the international literature and in particular in the Studies and Expert Group Reports listed in Annex I.

**Council conclusions on strategic perspectives for European cooperation in the youth field post-2018**

(2017/C 189/07)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING:

1. The political background to this issue as set out in Annex to these conclusions.

ACKNOWLEDGING THAT:

2. The communication from the Commission to the Council, the European Parliament, the European Economic and Social Committee and the Committee of the Regions entitled 'An EU strategy for youth — Investing and empowering. A renewed open method of coordination to address youth challenges and opportunities' <sup>(1)</sup> sought to establish a cross-sectoral approach to empower young people in Europe and give them the resources and opportunities to achieve autonomy.
3. The Council resolution on 'A renewed framework for European cooperation in the youth field (2010-2018)' <sup>(2)</sup>, embodied the most comprehensive and ambitious EU youth strategy to date. The time-span of the framework coincided with the financial and economic crisis which, while negatively affecting all EU citizens and Member States to a greater or lesser extent, adversely and disproportionately impacted on young people, and on young people with fewer opportunities in particular, resulting in high levels of unemployment and increasing the risk of social dislocation, political alienation and even violent radicalisation and extremism that in turn challenged democratic values and social cohesion.
4. As evident in the European Commission's Youth Reports of 2012 and 2015 and the Joint Report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field (2010-18) <sup>(3)</sup>, the framework has made an important and valuable contribution not only to cooperation in the youth field but to the lives, prospects, well-being, participation and inclusion of young people across the European Union.
5. The EU Work Plans for Youth of 2014-2015 <sup>(4)</sup> and 2016-2018 <sup>(5)</sup> have strengthened and enhanced the instruments and processes for implementation of the renewed framework for European cooperation in the youth field, aligning it more with the objectives of the Europe 2020 strategy and addressing emerging challenges.

NOTES THAT:

6. The operational time frame of the renewed framework for European cooperation in the youth field will expire at the end of 2018 and the operational time frames of both Europe 2020, the European Union's 10-year jobs and growth strategy, and the Erasmus+ programme will expire at the end of 2020.

UNDERLINES THAT:

7. The promotion and safeguarding of the values of the European Union, as set out in Article 2 of the TEU <sup>(6)</sup>, and the fostering of young people's sense of European identity and trust in the European project through developing their competences and promoting their political participation, civic engagement, voluntary activities and learning mobility will continue to be fundamental in determining future European cooperation in the youth field.
8. The role of youth work, non-formal and informal learning is of central importance to the youth field and contribute to the development of young people's competences.

AGREES THAT:

9. A new framework for European cooperation in the youth field, post-2018, emphasising a cross-sectoral approach with a clear added value at EU level and including possible EU Work Plans for Youth should be developed and supported whilst taking into account the evaluation results of the current framework.

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<sup>(1)</sup> 9008/09.

<sup>(2)</sup> OJ C 311, 19.12.2009, p. 1.

<sup>(3)</sup> OJ C 417, 15.12.2015, p. 17.

<sup>(4)</sup> OJ C 183, 14.6.2014, p. 5.

<sup>(5)</sup> OJ C 417, 15.12.2015, p. 1.

<sup>(6)</sup> OJ C 326, 26.10.2012, p. 17.

INVITES THE MEMBER STATES AND THE COMMISSION, WITHIN THEIR RESPECTIVE SPHERES OF COMPETENCE AND WITH DUE REGARD FOR THE PRINCIPLE OF SUBSIDIARITY TO:

10. ensure that the development of the framework for future European cooperation in the youth field is evidence-based, informed and underpinned by broad-based and inclusive consultation with all relevant stakeholders, including young people, youth work providers <sup>(1)</sup>, youth workers (both professional and voluntary) and policymakers at all levels so as to build consensus on, and commitment to, future youth policy aims and objectives;
11. consider that the framework for future European cooperation in the youth field is cross-sectoral, flexible, responsive and transparent and take account of the rapidly changing political, social, cultural and economic circumstances of European and international levels;
12. ensure that Erasmus+ and other programmes and instruments contribute, and where appropriate are aligned, to the implementation of the framework;
13. put the main focus of the framework on the specific youth policy themes, which are in the competence of the structures responsible for youth but also further strengthen developments and initiatives in related policy fields so as to ensure cross-sectoral cooperation and reciprocal support;
14. evaluate, review and renew the Structured Dialogue and its objectives with a view to facilitating innovative, meaningful and targeted constructive dialogue not only with young people from youth organisations but also those young people from diverse backgrounds, with fewer opportunities and non-organised youth;
15. further consider the competences (knowledge, skills and attitudes) and values that young people need to sustain fulfilling personal, social and working lives and, in particular, to reach out to and include young people with fewer opportunities;
16. have regard to the role that the internet, social media and digitalisation can play in promoting solidarity, political participation and active citizenship among young people and in combating political alienation, populism, propaganda and radicalisation that may lead to violent extremism;
17. evaluate, further strengthen and develop where possible policy instruments, tools and methods and complementary collaborations like the partnership between EU-CoE in the youth field, with a view to maintain and enhance effective European cooperation in the youth field, post-2018.

CONSEQUENTLY AGREES TO:

18. invite the future Presidencies to prepare a new draft framework for European cooperation in the youth field, post-2018, taking into account these conclusions as well as the forthcoming Commission initiative for an EU Youth Strategy — post-2018. This draft should be submitted to the Council with a view to its adoption.

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<sup>(1)</sup> Youth work providers are understood as any organisations, agencies, and other bodies, both State-aided and voluntary, which provide youth work-based programmes, projects, initiatives and activities for young people.



## ANNEX

**POLITICAL BACKGROUND**

1. The Treaty on European Union <sup>(1)</sup>.
2. The renewed framework for European cooperation in the youth field (2010-2018) that set out two overall strategic objectives and a dual approach to achieve them, employing specific initiatives in the youth field and mainstreaming initiatives under eight fields of action. The framework also provided for 3-year work cycles for which priorities were to be agreed and a Structured Dialogue with young people to inform the process.
3. The Joint Report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field (2015) which evaluated the impact of the framework during the period 2013 to 2015.
4. Europe 2020, the European Union's 10-year jobs and growth strategy, that included the flagship initiatives 'Youth on the move' and 'An agenda for new skills and jobs'.
5. The Paris Declaration of 17 March 2015, which promoted citizenship and the common values of freedom, tolerance and non-discrimination through education.
6. The communication of the Commission on the European Agenda on Security of 28 April 2015 stating that youth participation has a key role to play in preventing violent radicalisation by promoting common European values, fostering social inclusion, enhancing mutual understanding and tolerance.
7. The communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions of 10 June 2016 on 'A New Skills Agenda for Europe — Working together to strengthen human capital, employability and competitiveness'.
8. The Council Resolution of 15 December 2016 on 'A New Skills Agenda for an Inclusive and Competitive Europe'.
9. The communications from the European Commission of 7 December 2016 on 'Investing in Europe's Youth', on 'Improving and modernising education' and on 'A European Solidarity Corps'.
10. White Paper on the Future of Europe — Reflections and scenarios for the EU-27 by 2025.

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<sup>(1)</sup> OJ C 326, 26.10.2012, p. 13.

**Council conclusions on an EU strategic approach to international cultural relations**

(2017/C 189/08)

THE COUNCIL OF THE EUROPEAN UNION,

1. RECALLS the Council Conclusions of 24 November 2015 on culture in the EU's external relations with a focus on culture in development cooperation <sup>(1)</sup> that, inter alia, called on the Commission and the High Representative of the Union for Foreign Affairs and Security Policy to propose a more strategic approach to culture in the EU's external relations;
2. WELCOMES that the Commission and the High Representative responded to this invitation by issuing a Joint Communication 'Towards an EU Strategy for International Cultural Relations' <sup>(2)</sup> on 8 June 2016;
3. RECALLS the Council Conclusions of 17 October 2016 on the Global Strategy on the EU's Foreign and Security Policy <sup>(3)</sup>, which endorsed the priority areas for the implementation of the Global Strategy and highlighted the role of cultural diplomacy;
4. WELCOMES that the Global Strategy <sup>(4)</sup> has recognised the role of culture in the EU's Foreign and Security Policy in general and in particular in areas such as counter-terrorism, societal resilience and conflict settlement;
5. thus RECOGNISES that culture forms part of a strategic and cross-cutting approach to the Union's international relations;
6. WITH DUE REGARD to the respective spheres of competence of the European Union and of the Member States, as well as to the principle of subsidiarity, UNDERLINES that a strategic approach to international cultural relations should encompass all relevant policy areas and take into account the Joint Communication of 8 June 2016. It should also be in line with the 2005 Unesco Convention on the Protection and Promotion of the Diversity of Cultural Expressions as well as the United Nations 2030 Agenda for Sustainable Development. More specifically, such an approach should:
  - (a) entail a bottom-up perspective, while respecting the independence of the cultural sector, reinforcing freedom of expression and artists' integrity, encouraging direct contacts between artists, cultural operators and civil society, and allowing for sufficient flexibility to take into consideration the rapidly changing global scenario;
  - (b) be developed on the premise that international cultural relations can only take shape by fostering cultural diversity within the EU, thereby empowering citizens to broaden their cultural appreciation and knowledge, stimulate their creativity and encourage mutual learning and dialogue that is nurtured over time, with a view to further developing intercultural competences <sup>(5)</sup> and promoting intercultural dialogue;
  - (c) encourage consistency and coherence of efforts, whilst ensuring full complementarity with Member States' actions. There should also be complementarity with actions being carried out on an international level, such as through the Council of Europe and Unesco, whilst avoiding duplication of efforts;
7. On the understanding that culture is an essential part of the EU's international relations, RECOMMENDS that a Friends of the Presidency Group be activated to act as a cross-cutting platform to draw up an integrated, comprehensive and step-by-step EU strategic approach to international cultural relations that explores synergies across all relevant policy areas in full respect of the principle of subsidiarity. In so doing, this Group would identify the common strategic principles, objectives and priorities of such approach for inclusion in a roadmap, identifying where joint action at EU level could be relevant;

INVITES MEMBER STATES to:

8. Enhance collaboration between the relevant Ministries, particularly Ministries for Culture and Foreign Affairs, local and regional authorities, and stakeholders;

<sup>(1)</sup> Council Conclusions on culture in the EU's external relations with a focus on culture in development cooperation (OJ C 417, 15.12.2015, p. 41).

<sup>(2)</sup> 10082/16

<sup>(3)</sup> 13202/16

<sup>(4)</sup> 10715/16

<sup>(5)</sup> Council Conclusions of 22 May 2008 on Intercultural Competences (OJ C 141, 7.6.2008, p. 14).

INVITES THE COMMISSION AND THE EUROPEAN EXTERNAL ACTION SERVICE (EEAS) to:

9. Support the Friends of the Presidency Group by providing technical expertise, such as through the Cultural Diplomacy Platform <sup>(1)</sup>;
10. Prioritise initiatives in the field of international cultural relations through EU policies and programmes and consider enabling their visibility through a single access portal;

INVITES MEMBER STATES, THE COMMISSION AND THE EEAS to:

11. Collect and exchange best practices on cultural initiatives in third countries, including through the Cultural Diplomacy Platform;
12. Consider pilot projects in third countries to test forms of collaboration, including joint actions and creative cross-sectoral partnerships, with the involvement of local cultural actors, local and regional authorities, relevant NGOs, national cultural institutes, EUNIC <sup>(2)</sup> clusters and EU delegations.

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<sup>(1)</sup> The Cultural Diplomacy Platform was launched in March 2016 by the European Commission's Service for Foreign Policy Instruments in order to support the EU institutions in the implementation of an EU Strategy for International Cultural Relations. The Platform aims at carrying out activities enhancing the EU's cultural engagement with third countries and their citizens, mostly by supporting and advising EU institutions, including EU delegations, and setting up a global cultural leadership training programme.  
(Source: (<http://www.cultureinexternalrelations.eu/>))

<sup>(2)</sup> EUNIC (European Union National Institutes for Culture) is an umbrella network gathering national cultural institutes and embassies.

**Conclusions of the Council and of the Representatives of the Governments of the Member States,  
meeting within the Council, on sport as a platform for social inclusion through volunteering**

(2017/C 189/09)

THE COUNCIL OF THE EU AND THE REPRESENTATIVES OF THE GOVERNMENTS OF THE MEMBER STATES, MEETING WITHIN THE COUNCIL,

RECALLING THAT:

1. Sport is the largest social and voluntary activity in Europe. Many people take an interest in it and sport plays an important role in bringing people together from different backgrounds.
2. European societies are facing challenges to remain cohesive and inclusive. Volunteering in sport as an engagement in society may support social integration, contributes to active citizenship and can be used to tackle social exclusion <sup>(1)</sup>.
3. Volunteering in sport can create a stronger sense of belonging to society among vulnerable members of society. This can help contribute to promote active citizenship. These Council conclusions recognise the diversities within European society and aim to address groups at risk of marginalisation, namely migrants and refugees <sup>(2)</sup>, seniors, persons with disabilities and vulnerable young people <sup>(3)</sup>.

ACKNOWLEDGING THAT:

4. Even with only a slow recovery from the economic and financial crisis, a number of EU Member States have continued to fight poverty and social exclusion <sup>(4)</sup>. Social inclusion requires equal treatment of all groups within society and a special focus on participation.
5. Conflicts, crises and unstable situations in third countries have resulted in an unprecedented increase in numbers of migrants and refugees <sup>(5)</sup> in Europe since 2010, sparking a migrant and refugee crisis in Europe, with EU Member States struggling to cope with the influx.
6. The joint declaration of the Council, the Commission and the European Parliament on the EU's legislative priorities for 2017 aims at addressing the most urgent challenges the EU faces today. The joint declaration sets out six specific areas which should be treated as a priority. Addressing the social dimension of the EU and reforming and developing EU migration policy are amongst these six priority areas <sup>(6)</sup>.
7. Volunteering in sport can reach people at international, national, regional and local level, encourage active citizenship and can also be a powerful social tool in many areas. It can be used to help integrate the increasing migrant population, combat social exclusion or increase solidarity between generations, as well as contribute to gender equality. It plays an integral part in creating social cohesion and inclusive communities. In this regard, local authorities, in cooperation with sport clubs, associations and other entities who use sport as a method in their work, play a crucial role.

<sup>(1)</sup> Social exclusion is understood to mean the process which pushes people to the edge of society, which limits their access to resources and opportunities, curtails their participation in normal social and cultural life, leaving them feeling marginalized, powerless and discriminated against.

<sup>(2)</sup> This document refers to the integration of migrants and refugees in line with the Conclusions of the Council and the Representatives of the Governments of the Member States on the integration of third-country nationals legally residing in the EU adopted on 9 December 2016 (15312/16).

<sup>(3)</sup> Groups that experience a higher risk of poverty and social exclusion than the general population. Ethnic minorities, migrants, disabled people, the homeless, those struggling with substance abuse, isolated elderly people and young people all often face difficulties that can lead to further social exclusion, such as low levels of education and unemployment or under employment.

<sup>(4)</sup> Social Policy Reforms in the EU: A Cross-national Comparison Social Inclusion Monitor Europe (SIM) –Reform Barometer. Jan Arpe, Simona Milio, Andrej Stuchlik (Eds.)

<sup>(5)</sup> White Paper on the future of Europe – Reflections and scenarios for the EU27 by 2025, p. 4 'The refugee crisis which saw 1,2 million people coming to Europe in 2015, is of a scale unprecedented since the Second World War' (see also footnote 3).

<sup>(6)</sup> Joint declaration on annual inter institutional programming for 2017 – Approval, doc. 15375/16

8. Seniors represent an important and growing part of European society, economy, culture and lives. A combination of factors such as low income, poor health, old age and/or gender-based discrimination, reduced physical or mental capacity, unemployment, isolation, abuse, and limited access to services can all play a part in increasing the risk of poverty and social exclusion <sup>(7)</sup> for some within this group. Volunteering in sport can extract those affected from their isolation and lead them to share their experience, supporting an intergenerational dialogue.
9. Volunteering in sport, in addition to developing a variety of skills and competences, provides young people with opportunities in non-formal and informal learning through which they can acquire positive social attitudes based on values developed through sport <sup>(8)</sup>. Volunteering in sport can also serve as a safety net for young people out of education or employment and on the margins of society <sup>(9)</sup>.
10. Equal opportunities for persons with disabilities enables them to participate as sport volunteers on an equal basis with others <sup>(10)</sup>. All persons with disabilities should have the right to full access to sports activities including being a volunteer <sup>(11)</sup>.

RECOGNISING THAT:

11. According to the Eurobarometer 2014, 7 % of EU citizens say that they engage in voluntary work that supports sport activities <sup>(12)</sup>. The survey shows that a third of the respondents spend more than six hours a month volunteering, with 8 % giving 21 hours or more.
12. Volunteering plays a key role in including people within a community by strengthening the role of active citizens, increasing employability, and promoting values and intercultural dialogue. Voluntary activities in sport can take different forms and can be performed occasionally (for example, the preparation and organisation of local, regional, national and international sporting events) or on a more regular day-to-day basis (for example, activities carried out in running various sports bodies or associations active in the field of sport) <sup>(13)</sup>.
13. There remains a lack of evidence to support policies in the area of social inclusion and volunteering in sport. To date there has been no systematic, cross-national study with a focus on the political conditions, economic and social implications and structural characteristics of sport associations, federations, clubs and other entities that promote social inclusion and volunteering in sport <sup>(14)</sup> <sup>(15)</sup>.
14. The European Solidarity Corps aims at allowing more young people to participate in a wide range of solidarity activities through volunteering, employment, traineeships or apprenticeships, to help address challenging situations across Europe. It can help them to develop competences they need both on the labour market and for an active citizenship. This, in turn, could contribute to promoting social inclusion and European values <sup>(16)</sup>.

INVITE MEMBER STATES TO:

15. Explore and endorse volunteering in sport as a platform for social inclusion. This can be done through supporting and encouraging local and regional authorities in cooperation with sport clubs and organisations, including non-governmental organisations, using sport as a method in their work to provide access to those people who are

<sup>(7)</sup> Active Senior Citizens for Europe — A Guide to the EU (2012) AGE Platform Europe.

<sup>(8)</sup> OJ C 372, 20.12.2011, p. 24.

<sup>(9)</sup> Promoting Inclusion and Fundamental Values through Formal and Non-Formal Learning: EU Level measures to implement the Paris Declaration.

<sup>(10)</sup> OJ C 326, 3.12.2010, p. 5.

<sup>(11)</sup> COM(2010) 636 final - European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe.

<sup>(12)</sup> Sport and Physical Activity Special Eurobarometer 412 (2014)

<sup>(13)</sup> Expert Group on Human Resources Development and Sport. Recommendations to encourage volunteering in sport, best practices on legal and fiscal mechanisms.

<sup>(14)</sup> Project 'Social Inclusion and volunteering in sports clubs in Europe' (SIVSCE) with the support of the Erasmus+ Programme of the European Union (2015-2017).

<sup>(15)</sup> European Sport Inclusion Network (ESPIN) - Promoting Equal Opportunities of Migrants and Minorities through Volunteering in Sport.

<sup>(16)</sup> Article 2 of the Treaty on European Union.

socially excluded. This would serve to promote and develop innovative ways in which to encourage social inclusion of minorities and vulnerable groups, including isolated seniors, vulnerable young people, persons with disability, migrants and refugees, by promoting volunteering in sport, thereby equipping such minorities with new skills and instilling in them sport as a lifestyle.

16. Promote volunteering in sport amongst people from all spheres of society including migrants, senior citizens, persons with disabilities and vulnerable young people.
17. Develop and promote volunteering in sport as a valued educational concept to be included across the different levels of informal and non-formal learning, involving youth and sport organisations and other civil society stakeholders and strengthening cooperation amongst them. This could involve educational programmes in cooperation with sports organisations which highlight the benefits of physical and mental well-being as well as the importance of volunteers within sport.
18. Promote volunteering through the organisation of major sport events in partnership with the sport movement. Major sport events can offer a great opportunity to create suitable conditions to train volunteers, helping them acquire necessary competences.

INVITE THE EUROPEAN COMMISSION TO:

19. Support the exchange of good practices and knowledge relating to volunteering in sport across all EU Member States, in view of the contribution and impact that volunteering in sport has on social inclusion.
20. Consider supporting transnational initiatives (e.g. exchange of good practice, studies, networks, projects) focusing on the implementation of national and international strategic actions on social inclusion within the framework of EU funding programmes, especially Erasmus+ and the European Social Fund, with a focus on volunteering in sport.

INVITE THE EUROPEAN COMMISSION AND MEMBER STATES WITHIN THEIR RESPECTIVE SPHERES OF COMPETENCE TO:

21. Consider the European Week of Sport as an initiative to promote volunteering in sport and engage individuals from all parts of society. It can be a means to reach all sections of society through activities in deprived areas and attracting sports volunteers within these areas.
22. Promote the recognition and validation of non-formal and informal learning gained through volunteering in sport, in particular through the use of European tools and guidance<sup>(17)</sup> that can facilitate validation and improve comparability, transparency and better recognition of acquired learning outcomes. The aim would be to examine how to reinforce the status of volunteers in order to ensure recognition of the competences they have acquired.
23. Promote use of the Structural and Investment Funds and the Cohesion Fund for infrastructure as well as other programmes for sport clubs to improve prevailing social conditions especially in those areas with a high concentration of groups at risk of marginalisation.
24. Promote the concept of the European Solidarity Corps among sport organisations and encourage them to take part in this initiative, so that young people who are active in the field of sport can have better access to this programme.

INVITE THE SPORTS MOVEMENT TO CONSIDER:

25. Encouraging the inclusion of migrants and refugees, seniors, persons with disabilities, vulnerable young people in various volunteering roles within grassroots sports activities through the organisation of small and major sports events and making the entry into the field of volunteering in sport within grassroots sport more accessible in order to empower these individuals.
26. Developing cooperation with sport organisations, youth organisations and other non-governmental organisations on how to promote, engage and retain volunteers in order to maximize opportunities for volunteering in sport, for instance in the framework of major sport events.

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<sup>(17)</sup> Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (OJ C 398, 22.12.2012, p. 1).

27. Creating learning and training opportunities to improve the skills of sports organisation staff volunteers including migrants and refugees, senior citizens, persons with disabilities, vulnerable young people and other minorities, while at the same time addressing the capacity building of those responsible for recruiting and managing diverse groups of volunteers.
  28. Encouraging equal opportunities in sports clubs, including the equal treatment of groups at risk of marginalisation in respect of membership and participation as club volunteers.
  29. Promoting the involvement of seniors in sport clubs and the integration of senior volunteers, using their valuable life experience within sports structures at all levels.
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## ANNEX

The following key documents highlight the importance of volunteering in sport as a tool for social inclusion:

1. The Europe 2020 Strategy and one of its seven flagship initiatives, which emphasizes the need for growth and job creation that will help people who are on the poverty line and socially excluded to live in dignity and take an active part in the society (7110/10).
  2. Council conclusions of 18 November 2010 on the role of sport as a source of and a driver for active social inclusion (OJ C 326, 3.12.2010, p. 5).
  3. Communication on EU Policies and Volunteering: Recognising and Promoting Cross-border Voluntary Activities in the EU (COM(2011) 568 final).
  4. Council conclusions on the role of voluntary activities in sport in promoting active citizenship (OJ C 372, 20.12.2011, p. 24).
  5. Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (OJ C 398, 22.12.2012, p. 1).
  6. The EU Work Plan for Sport 2014-2017 (OJ C 183, 14.6.2014, p. 12).
  7. Sport and Physical Activity Special Eurobarometer 412 (2014).
  8. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: A New Skills Agenda for Europe: Working to strengthen human capital, employability and competitiveness (doc. 10038/16).
  9. The Conclusions of the Council and the Representatives of the Governments of the Member States on the integration of third-country nationals legally residing in the EU adopted on 9 December 2016 (doc. 15312/16).
  10. Joint declaration on annual interinstitutional programming for 2017 (doc. 15375/16).
  11. Investing in Europe's Youth
    - (a) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions — Investing in Europe's Youth (doc. 15420/16).
    - (b) Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions — A European Solidarity Corps (doc. 15421/16).
  12. Expert Group on Human Resources Development and Sport. Recommendations to encourage volunteering in sport, best practices on legal and fiscal mechanisms (December 2016).
  13. European Sport Inclusion Network (ESPIN) - Promoting Equal Opportunities of Migrants and Minorities through Volunteering in Sport.
  14. COM(2010) 636 final — European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe.
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# EUROPEAN COMMISSION

## Euro exchange rates <sup>(1)</sup>

14 June 2017

(2017/C 189/10)

### 1 euro =

Currency	Exchange rate	Currency	Exchange rate
USD US dollar	1,1203	CAD Canadian dollar	1,4796
JPY Japanese yen	123,58	HKD Hong Kong dollar	8,7392
DKK Danish krone	7,4363	NZD New Zealand dollar	1,5453
GBP Pound sterling	0,87960	SGD Singapore dollar	1,5457
SEK Swedish krona	9,7448	KRW South Korean won	1 260,45
CHF Swiss franc	1,0874	ZAR South African rand	14,2697
ISK Iceland króna		CNY Chinese yuan renminbi	7,6147
NOK Norwegian krone	9,4140	HRK Croatian kuna	7,3995
BGN Bulgarian lev	1,9558	IDR Indonesian rupiah	14 880,38
CZK Czech koruna	26,163	MYR Malaysian ringgit	4,7702
HUF Hungarian forint	306,39	PHP Philippine peso	55,465
PLN Polish zloty	4,1967	RUB Russian rouble	63,9450
RON Romanian leu	4,5664	THB Thai baht	38,023
TRY Turkish lira	3,9362	BRL Brazilian real	3,7027
AUD Australian dollar	1,4778	MXN Mexican peso	20,2078
		INR Indian rupee	72,0350

<sup>(1)</sup> Source: reference exchange rate published by the ECB.

## NOTICES CONCERNING THE EUROPEAN ECONOMIC AREA

## EFTA SURVEILLANCE AUTHORITY

**Announcement from Norway concerning Directive 94/22/EC of the European Parliament and of the Council on the conditions for granting and using authorisations for the prospection, exploration and production of hydrocarbons****Announcement of invitation to apply for petroleum production licences on the Norwegian Continental Shelf — Awards in Predefined Areas 2017**

(2017/C 189/11)

The Norwegian Ministry of Petroleum and Energy hereby announces an invitation to apply for *petroleum production licences* in accordance with Directive 94/22/EC of the European Parliament and of the Council of 30 May 1994 on the conditions for granting and using authorisations for the prospection, exploration and production of hydrocarbons, Article 3, para 2, litra a).

Production licences will only be awarded to joint stock companies registered in Norway or in another state party to the Agreement on the European Economic Area (the EEA-Agreement), or to natural persons domiciled in a state party to the EEA-Agreement.

Companies which are not licensees on the Norwegian Continental Shelf may be awarded production licences if they are prequalified as licensees on the Norwegian Continental Shelf.

Individual companies and companies applying as part of a group will be treated on equal terms by the Ministry. Applicants submitting an individual application, or applicants being part of a group submitting a joint application, will all be considered as an applicant for a production licence. The Ministry may, on the basis of applications submitted by groups or individual applicants, compose groups of licensees to be awarded a new production licence, including removing applicants in a group application and adding individual applicants, as well as appoint the operator for such groups.

The award of a participating interest in a production licence will be subject to the licensees' entering into an Agreement for Petroleum Activities, including a Joint Operating Agreement and an Accounting Agreement. If the production licence is stratigraphically divided, the licensees of the two stratigraphically divided licences will also be required to enter into a specific Joint Operating Agreement, regulating the relationship between them in this respect.

Upon signing the said agreements the licensees will form a joint venture in which the size of their participating interest will at all times be identical to their participating interest in the production licence.

The licence documents will mainly be based on relevant documents from the Awards in Predefined Areas 2016. The aim is to make the main elements of any adjustments to the framework available to the industry prior to the time of application.

**Criteria for the award of a production licence**

To promote good resource management and rapid and efficient exploration for and production of petroleum on the Norwegian Continental Shelf, including the composition of licence groups to ensure this, the following criteria shall apply to the award of participating interests in production licences and to the appointment of operator:

- a) The applicant's geological understanding of the geographical area in question, and how the licensees propose to perform efficient exploration for petroleum.
- b) The relevant technical expertise of the applicant, and how this expertise may actively contribute to cost effective exploration and, as appropriate, the production of petroleum from the geographical area in question.
- c) The applicant's experience on the Norwegian Continental Shelf or equivalent relevant experience from other areas.
- d) That the applicant has the satisfactory financial capacity to carry out exploration for and, as appropriate, production of petroleum in the geographical area in question.

- e) If the applicant is or has been a licensee in a production licence, the Ministry may take into account any form of inefficiency or lack of accountability demonstrated by the applicant as a licensee.
- f) Production licences will mainly be awarded to a joint venture where at least one licensee has drilled at least one well on the Norwegian Continental Shelf as operator or has equivalent relevant operational experience outside the NCS.
- g) Production licences will mainly be awarded to two or more licensees, where at least one has experience as mentioned under f).
- h) The appointed operator for production licences in the Barents Sea must have drilled at least one well on the Norwegian Continental Shelf as operator or have equivalent relevant operational experience outside the NCS.
- i) For production licences in deep waters, both the appointed operator and at least one other licensee must have drilled at least one well on the Norwegian Continental Shelf as operator or have equivalent relevant operational experience outside the NCS. In the production licence one licensee must have drilled in deep waters as operator.
- j) For production licences where drilling of exploration wells in high pressure and/or high temperature (HTHP) is expected, the appointed operator and at least one other licensee must have drilled at least one well on the Norwegian Continental Shelf as operator or have equivalent relevant operational experience outside the NCS. In the production licence one licensee must have drilled a HTHP-well as operator.

### **Blocks available for application**

Applications for participating interests in production licences may be submitted for the blocks that are not licenced within the predefined area, as shown on the maps published by the NPD. It is also possible to apply for acreage that has been relinquished within the predefined area after the announcement in accordance with updated maps on the Norwegian Petroleum Directorate's interactive Factmaps that are found on the NPD's web-page).

Each production licence may comprise one or more blocks or part of block(s). The applicants are requested to limit the application outline to areas where they have mapped prospectivity.

The full text of the announcement, including detailed maps of available areas may be found on the web-page of the Norwegian Petroleum Directorate [www.npd.no/apa2017](http://www.npd.no/apa2017)

Applications for petroleum production licences shall be submitted to

Ministry of Petroleum and Energy  
P.O. Box 8148 Dep.  
NO-0033 Oslo  
NORWAY

Two copies shall be submitted to

The Norwegian Petroleum Directorate  
P.O. Box 600  
4003 Stavanger  
NORWAY

### **Deadline: 12.00 AM on 1 September 2017.**

The awards of petroleum production licences in the Awards in Predefined Areas 2017 on the Norwegian Continental Shelf is planned to take place in the first quarter of 2018.

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## V

*(Announcements)*

## COURT PROCEEDINGS

## EFTA COURT

**ORDER OF THE COURT****of 15 November 2016****in Case E-7/16****Míla ehf. v EFTA Surveillance Authority***(Preliminary objection to admissibility – State aid – Decision to close formal investigation procedure)**(2017/C 189/12)*

In Case E-7/16, Míla ehf. v EFTA Surveillance Authority – APPLICATION under Article 36(2) of the Agreement between the EFTA States on the Establishment of a Surveillance Authority and a Court of Justice for the annulment of Decision No 061/16/COL of 16 March 2016 of the EFTA Surveillance Authority to close the formal investigation into alleged State aid through the lease of an optical fibre previously operated on behalf of NATO, the Court, composed of, Carl Baudenbacher, President, Per Christiansen (Judge-Rapporteur) and Páll Hreinsson, Judges, gave order of 15 November 2016, the operative part of which is as follows:

1. The application is dismissed as inadmissible.
  2. The applicant is to bear the costs of the proceedings.
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**JUDGMENT OF THE COURT****of 16 November 2016****in Case E-4/16****EFTA Surveillance Authority v The Kingdom of Norway**

*(Non-compliance with a judgment of the Court establishing a failure to fulfil obligations — Article 33 SCA —  
Measures necessary to comply with a judgment of the Court)*

(2017/C 189/13)

In Case E-4/16, EFTA Surveillance Authority v The Kingdom of Norway — APPLICATION for a declaration that the Kingdom of Norway has failed to fulfil its obligations under Article 33 of the Agreement between the EFTA States on the Establishment of a Surveillance Authority and a Court of Justice by failing to take, within the time prescribed, the measures necessary to comply with the judgment of the Court of 2 December 2013 in Case E-13/13 *ESA v Norway*, the Court, composed of Carl Baudenbacher, President, Per Christiansen and Páll Hreinsson (Judge-Rapporteur), Judges, gave judgment on 16 November 2016, the operative part of which is as follows:

The Court hereby:

1. Declares that the Kingdom of Norway has failed to fulfil its obligations under Article 33 of the Agreement between the EFTA States on the Establishment of a Surveillance Authority and a Court of Justice by failing, within the time prescribed, to take the measures necessary to comply with the judgment of the Court of 2 December 2013 in Case E-13/13 *ESA v Norway*.
  2. Orders the Kingdom of Norway to bear the costs of the proceedings.
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## PROCEDURES RELATING TO THE IMPLEMENTATION OF COMPETITION POLICY

### EUROPEAN COMMISSION

#### **Prior notification of a concentration**

**(Case M.8467 — BNP Paribas/Commerz Finanz)**

#### **Candidate case for simplified procedure**

**(Text with EEA relevance)**

(2017/C 189/14)

1. On 6 June 2017, the Commission received notification of a proposed concentration pursuant to Article 4 of Council Regulation (EC) No 139/2004<sup>(1)</sup> by which the undertaking BNP Paribas Personal Finance SA ('BNPP PF', France), a wholly owned subsidiary of BNP Paribas SA, acquires within the meaning of Article 3(1)(b) of the Merger Regulation sole control of the whole of Commerz Finanz GmbH ('CFG', Germany), currently jointly controlled by BNPP PF and Commerzbank AG ('Commerzbank', Germany), by way of purchase of assets.

2. The business activities of the undertakings concerned are:

- CFG: a consumer credits bank, currently jointly owned by BNPP PF and Commerzbank, mainly active in the field of loans to individuals in Germany. As part of the envisaged transaction, the company will be split between BNPP PF and Commerzbank by means of a split-off into two separate and independent business units, namely the 'Point of Sale Finance' business and the 'Banking' business. The 'Point of Sale Finance' business shall remain with CFG (with BNPP PF as the sole shareholder) and will include all activities relating to the distribution of CFG products directly to customers or via the point of sale (offline and online) of a retailer.
- BNPP PF: a financial services company wholly owned by BNP Paribas SA, primarily active in the area of consumer credits. BNP Paribas SA is a global banking group active in all main banking businesses: retail banking, asset management and services as well as corporate and investment banking.

3. On preliminary examination, the Commission finds that the notified transaction could fall within the scope of the Merger Regulation. However, the final decision on this point is reserved. Pursuant to the Commission Notice on a simplified procedure for treatment of certain concentrations under the Council Regulation (EC) No 139/2004<sup>(2)</sup> it should be noted that this case is a candidate for treatment under the procedure set out in this Notice.

4. The Commission invites interested third parties to submit their possible observations on the proposed operation to the Commission.

Observations must reach the Commission not later than 10 days following the date of this publication. Observations can be sent to the Commission by fax (+32 22964301), by email to COMP-MERGER-REGISTRY@ec.europa.eu or by post, under reference M.8467 — BNP Paribas/Commerz Finanz, to the following address:

European Commission  
Directorate-General for Competition  
Merger Registry  
1049 Bruxelles/Brussel  
BELGIQUE/BELGIË

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<sup>(1)</sup> OJ L 24, 29.1.2004, p. 1 (the 'Merger Regulation').

<sup>(2)</sup> OJ C 366, 14.12.2013, p. 5.

**Prior notification of a concentration****(Case M.8483 — Bain Capital/Cinven/Stada Arzneimittel)****Candidate case for simplified procedure****(Text with EEA relevance)**

(2017/C 189/15)

1. On 2 June 2017, the Commission received notification of a proposed concentration pursuant to Article 4 of Council Regulation (EC) No 139/2004<sup>(1)</sup> by which funds managed by Bain Capital Investors L.L.C. ('Bain Capital', US) and funds managed by Cinven Capital Management (VI) Limited Partnership Incorporated, acting through its general partner, Cinven Capital Management (VI) General Partner Limited ('Cinven', UK), acquire within the meaning of Article 3(1)(b) of the Merger Regulation joint control of Stada Arzneimittel Aktiengesellschaft ('Stada', Germany) by way of purchase of shares.

2. The business activities of the undertakings concerned are:

- for Bain Capital: private equity investment in companies across a variety of industries, including information technology, healthcare, retail and consumer products, communications, financial and industrial/manufacturing,
- for Cinven: private equity investment focused in six key sectors: business services, consumer, financial services, healthcare, industrials, and technology, media and telecommunications,
- for Stada: active in the development, manufacture, registration, sale, commercialisation, distribution and promotion of life science products such as medicines (in particular with off-patent active pharmaceutical ingredients), food supplements, cosmetic products and a range of other healthcare products.

3. On preliminary examination, the Commission finds that the notified transaction could fall within the scope of the Merger Regulation. However, the final decision on this point is reserved. Pursuant to the Commission Notice on a simplified procedure for treatment of certain concentrations under the Council Regulation (EC) No 139/2004<sup>(2)</sup> it should be noted that this case is a candidate for treatment under the procedure set out in this Notice.

4. The Commission invites interested third parties to submit their possible observations on the proposed operation to the Commission.

Observations must reach the Commission not later than 10 days following the date of this publication. Observations can be sent to the Commission by fax (+32 22964301), by email to COMP-MERGER-REGISTRY@ec.europa.eu or by post, under reference M.8483 — Bain Capital/Cinven/Stada Arzneimittel, to the following address:

European Commission  
Directorate-General for Competition  
Merger Registry  
1049 Bruxelles/Brussel  
BELGIQUE/BELGIË

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<sup>(1)</sup> OJ L 24, 29.1.2004, p. 1 (the 'Merger Regulation').

<sup>(2)</sup> OJ C 366, 14.12.2013, p. 5.

**Prior notification of a concentration****(M.8440 — DuPont/FMC (Health and Nutrition business))****(Text with EEA relevance)**

(2017/C 189/16)

1. On 7 June 2017, the Commission received notification of a proposed concentration pursuant to Article 4 and following a referral pursuant to Article 4(5) of Council Regulation (EC) No 139/2004 <sup>(1)</sup> by which the undertaking E.I. du Pont de Nemours and Company ('DuPont', US), acquires within the meaning of Article 3(1)(b) of the Merger Regulation sole control over the Health and Nutrition ('H&N') business of FMC Corporation ('FMC', US) comprising food texturants and pharmaceutical excipients (but excluding FMC's Omega-3 business).

This proposed concentration is part of an asset purchase and sale agreement, entered into between DuPont and FMC on 31 March 2017, that provides for the acquisition by FMC of certain DuPont activities, pursuant to the divestment commitments that were entered into by DuPont and The Dow Chemical Company ('Dow') as part of the European merger control proceedings related to the proposed merger of Dow and DuPont (Case M.7932).

2. The business activities of the undertakings concerned are:

- DuPont is a diversified chemicals company headquartered in the US. It is the ultimate parent company of the DuPont group, which researches, develops, produces, distributes, and sells a variety of chemical products, polymers, agro-chemicals, seeds, food ingredients, and other materials. DuPont's Nutrition and Health business manufactures and supplies products specifically designed to improve the safety, nutritional quality, texture, and shelf-life of food and beverage products, pharmaceuticals, and dietary supplements,
- Dow is a diversified chemicals company headquartered in the US. It is the ultimate parent company of the Dow group, which is active in plastics and chemicals, agricultural sciences, and hydrocarbon and energy products and services. Dow has a more limited presence in the area of Nutrition and Health,
- FMC is a US-headquartered global specialty chemicals company with interests in agricultural, industrial and consumer markets. The business is divided into three segments: (i) Agricultural Solutions; (ii) H&N; and (iii) Lithium. FMC's H&N business consists of three broad product areas – Nutritional Ingredients, Health Excipients, and Functional Health Ingredients.

3. On preliminary examination, the Commission finds that the notified transaction could fall within the scope of the Merger Regulation. However, the final decision on this point is reserved.

4. The Commission invites interested third parties to submit their possible observations on the proposed operation to the Commission.

Observations must reach the Commission not later than 10 days following the date of this publication. Observations can be sent to the Commission by fax (+32 22964301), by email to COMP-MERGER-REGISTRY@ec.europa.eu or by post, under reference M.8440 — DuPont/FMC (Health and Nutrition business), to the following address:

European Commission  
Directorate-General for Competition  
Merger Registry  
1049 Bruxelles/Brussel  
BELGIQUE/BELGIË

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<sup>(1)</sup> OJ L 24, 29.1.2004, p. 1 (the 'Merger Regulation').



**Prior notification of a concentration**  
**(Case M.8504 — EDF Energy Services/ESSCI)**  
**Candidate case for simplified procedure**  
**(Text with EEA relevance)**  
(2017/C 189/17)

1. On 6 June 2017, the Commission received notification of a proposed concentration pursuant to Article 4 of Council Regulation (EC) No 139/2004 <sup>(1)</sup> by which EDF Energy Services Limited ('EDFES', France) will acquire sole control over ESSCI Limited ('ESSCI', UK), within the meaning of Article 3(1)(b) of the Merger Regulation by way of purchase of shares.
2. The business activities of the undertakings concerned are:
  - EDFES: ultimately controlled by the EDF Group, it was established to supply energy services in the UK,
  - ESSCI: provides managed technical services in the UK and Ireland; through its subsidiary Imtech, it is active in mechanical and electrical engineering, technical facilities management and industrial systems integration.
3. On preliminary examination, the Commission finds that the notified transaction could fall within the scope of the Merger Regulation. However, the final decision on this point is reserved. Pursuant to the Commission Notice on a simplified procedure for treatment of certain concentrations under the Council Regulation (EC) No 139/2004 <sup>(2)</sup> it should be noted that this case is a candidate for treatment under the procedure set out in this Notice.
4. The Commission invites interested third parties to submit their possible observations on the proposed operation to the Commission.

Observations must reach the Commission not later than 10 days following the date of this publication. Observations can be sent to the Commission by fax (+32 22964301), by email to [COMP-MERGER-REGISTRY@ec.europa.eu](mailto:COMP-MERGER-REGISTRY@ec.europa.eu) or by post, under reference M.8504 — EDF Energy Services/ESSCI, to the following address:

European Commission  
Directorate-General for Competition  
Merger Registry  
1049 Bruxelles/Brussel  
BELGIQUE/BELGIË

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<sup>(1)</sup> OJ L 24, 29.1.2004, p. 1 (the 'Merger Regulation').

<sup>(2)</sup> OJ C 366, 14.12.2013, p. 5.

**CORRIGENDA****Corrigendum to Winding-up proceedings — Decision to open winding-up proceedings in respect of ADRIA Way**

*(Official Journal of the European Union C 123 of 20 April 2017)*

(2017/C 189/18)

On page 3, in the title, after ‘Insurance undertaking’ and after ‘Date, entry into force and nature of the decision’:

*for:* ‘ADRIA Way’,

*read:* ‘Cestovní pojišťovna ADRIA Way družstvo “v likvidaci”’.

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