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

## I

(Resolutions, recommendations and opinions)

## RECOMMENDATIONS

## EUROPEAN PARLIAMENT AND COUNCIL

## RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL

of 18 June 2009

**on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training**

(Text with EEA relevance)

(2009/C 155/01)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 149(4) and Article 150(4) thereof,

Having regard to the proposal from the Commission,

Having regard to the opinion of the European Economic and Social Committee <sup>(1)</sup>,

Having regard to the opinion of the Committee of the Regions <sup>(2)</sup>,

Acting in accordance with the procedure laid down in Article 251 of the Treaty <sup>(3)</sup>,

Whereas:

(1) The transition to a knowledge-based economy (Lisbon European Council 2000) requires modernisation and continuous improvement of vocational education and training (VET) systems in response to rapid change in the economy and society, so that they can help increase employability and social inclusion and improve access to lifelong learning for all, including disadvantaged people.

(2) The Barcelona European Council in 2002 set the target of making Europe's education and training systems a world quality reference by 2010.

(3) The Lisbon Integrated Guidelines for Growth and Jobs 2005-2008 call upon Member States to develop affordable, accessible lifelong learning systems responsive to the changing needs of the knowledge-based economy and society. Adaptation and capacity-building of education and training systems is necessary to improve their labour market relevance. The objectives set in education and training policy should therefore increasingly complement those of economic and labour market policy in order to combine social cohesion and competitiveness.

(4) Following the Council Resolution of 19 December 2002 on the promotion of enhanced European cooperation in vocational education and training <sup>(4)</sup> (the Copenhagen process), and as an outcome of subsequent cooperative work between the Commission, the Member States, social partners, the EEA-EFTA and the candidate countries on the Quality Assurance priority, a Common Quality Assurance Framework (CQAF) has been developed, taking account of existing experience and 'good practice' in the different participating countries.

(5) According to the 2004 joint interim report of the Council and the Commission to the European Council on the Education and Training 2010 Work

<sup>(1)</sup> OJ C 100, 30.4.2009, p. 136.

<sup>(2)</sup> OJ C 325, 19.12.2008, p. 48.

<sup>(3)</sup> Opinion of the European Parliament of 18 December 2008 (not yet published in the Official Journal) and Council Decision of 11 May 2009.

<sup>(4)</sup> OJ C 13, 18.1.2003, p. 2.

Programme <sup>(1)</sup>, the CQAF for the VET (as part of the follow-up to the Copenhagen Declaration) and the development of 'an agreed set of standards, procedures and guidelines on quality assurance' <sup>(2)</sup> (in conjunction with the Bologna process and as part of the work programme on the objectives of education and training systems) should be top priorities for Europe.

- (6) The Education Council in May 2004 <sup>(3)</sup> endorsed the CQAF approach and invited Member States and the Commission, within their respective competencies, to promote it on a voluntary basis, together with relevant stakeholders.
- (7) The European Network for Quality Assurance in Vocational Education and Training <sup>(4)</sup> provided a European platform that made possible appropriate follow-up to the Council Conclusions of 2004 and the Helsinki Communiqué, and facilitated sustainable cooperation between countries.
- (8) In 2006, the Helsinki Communiqué underlined the need to further develop and implement common European tools specifically aimed at VET, by drawing on the principles underlying a CQAF, as referred to in the May 2004 Council Conclusions on quality assurance in VET, in order to promote a culture of quality improvement and wider participation in the European Network for Quality Assurance in Vocational Education and Training.
- (9) This recommendation establishes a European Quality Assurance Reference Framework (the Framework) as a reference instrument to help Member States to promote and monitor continuous improvement of their VET systems based on common European references, which builds on and further develops the CQAF. The framework should contribute to quality improvement in VET and to increased transparency of, and consistency in, VET policy developments between Member States, thereby promoting mutual trust, mobility of workers and learners, and lifelong learning.
- (10) The framework should comprise a quality assurance and improvement cycle of planning, implementation, evaluation/assessment and review/revision of VET, supported by common quality criteria, indicative descriptors and indicators. The monitoring processes, including a

combination of internal and external evaluation mechanisms, have to be defined by Member States as appropriate in order to identify the strength of systems, processes and procedures and areas for improvement. The framework should include the use of measuring tools to provide evidence of effectiveness.

- (11) The framework should be applied at the VET-system, VET-provider and qualification-awarding levels. It provides a systemic approach to quality, covering and interrelating the relevant levels and actors. The framework should give strong emphasis to monitoring and improving quality by combining internal and external evaluation, review and processes for improvement, supported by measurement and qualitative analysis. The framework should be a basis for further development through cooperation at European, national, regional and local levels.
- (12) In providing for concrete means to support an evaluation and quality-improvement culture at all levels, this recommendation contributes to the use of evidence-based policy and practice, as a basis for more efficient and equitable policies, in accordance with the 2006 Conclusions of the Council and the representatives of the governments of the Member States on efficiency and equity in European education and training systems <sup>(5)</sup>.
- (13) This recommendation provides for a framework for the identification, support and exchange of best practices not only at national but also at local and regional levels in all relevant networks, including the European Quality Assurance Reference Framework network.
- (14) This recommendation takes into account the 'Common Principles for Quality Assurance in Education and Training' that are included in Annex III to 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 <sup>(6)</sup> (EQF). The Framework should therefore support the implementation of the EQF, in particular the quality of the certification of learning outcomes. It should also support the implementation of other European instruments, such as the European Credit System for VET, and the Common European Principles for the identification and validation of non-formal and informal learning.
- (15) Given its non-binding nature, this recommendation conforms to the principle of subsidiarity referred to in Article 5 of the Treaty insofar as its objective is to support and supplement Member States' action by facilitating further cooperation between them to increase

<sup>(1)</sup> OJ C 104, 30.4.2004, p. 1.

<sup>(2)</sup> 'Realising the European Higher Education Area': Communiqué from the Conference of Ministers responsible for higher education, Berlin, 19 September 2003.

<sup>(3)</sup> Council Conclusions on Quality Assurance in Vocational Education and Training, 28 May 2004.

<sup>(4)</sup> The European Network for Quality Assurance in VET was established in October 2005 by the Commission following the favourable opinion of the Advisory Committee for Vocational Training. Its members have been designated by Member States, candidate countries, EFTA-EEA countries and the European Social Partners' organisations, in accordance with an explicit procedure.

<sup>(5)</sup> OJ C 298, 8.12.2006, p. 3.

<sup>(6)</sup> OJ C 111, 6.5.2008, p. 1.

transparency of VET and to promote mobility and lifelong learning. It should be implemented in accordance with national legislation and practice. This recommendation conforms to the principle of proportionality referred to in that article because it does not replace or define national quality assurance systems. The Framework does not prescribe a particular quality assurance system or approach, but provides common principles, quality criteria, indicative descriptors and indicators that may help in assessing and improving existing systems and provision of VET.

(16) The reference indicators proposed in Annex II are intended to support the evaluation and quality improvement of VET systems and/or providers in accordance with national legislation and practice, and to serve as a 'toolbox' from which the various users may choose the indicators they consider most relevant to the requirements of their particular quality assurance system. In terms of their nature and purpose, they should be distinguished from the indicators and benchmarks referred to in the Council conclusions of 25 May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training <sup>(1)</sup>.

(17) The framework, if used and further developed by the Member States, could help them to further improve and develop their VET systems, support lifelong learning strategies, further European labour market integration and the implementation of the EQF and promote a culture of quality improvement at all levels, while respecting the rich diversity of national education systems.

(18) This recommendation should contribute to modernising education and training systems, improving the effectiveness of training by seeking to ensure that people do not leave without qualifications, improving the inter-relationship of education, training and employment, building bridges between formal, non-formal and informal learning and expanding the awarding of qualifications on the basis of experience acquired,

HEREBY RECOMMEND THAT MEMBER STATES:

1. use and further develop the European Quality Assurance Reference Framework (the Framework), quality criteria, indicative descriptors and reference indicators as set out and further described in Annexes I and II, to further improve and develop their VET systems, support lifelong learning strategies and the implementation of the EQF and

of the European Quality Charter for Mobility, and promote a culture of quality improvement and innovation at all levels. Extra emphasis should be placed on the transition from VET to higher education;

2. each devise, not later than 18 June 2011, an approach aimed at improving quality assurance systems at national level, where appropriate, and making best use of the framework, involving the social partners, regional and local authorities, and all other relevant stakeholders in accordance with national legislation and practice;

3. participate actively in the European Quality Assurance Reference Framework network (the framework network) as a basis for further development of common principles, reference criteria and indicators, guidelines and tools for quality improvement in VET at national, regional and local levels, as appropriate;

4. establish, where this does not already exist, a Quality Assurance National Reference Point for VET that is linked to the particular structures and requirements of each Member State and that, in accordance with national practice, brings together existing relevant bodies and involves the social partners and all stakeholders concerned at national and regional levels, in order to ensure the follow-up of initiatives. The reference points should:

— keep a wide range of stakeholders informed about the activities of the framework network,

— provide active support for the implementation of the work programme of the framework network,

— take concrete initiatives to promote further development of the framework in the national context,

— support self-evaluation as a complementary and effective means of quality assurance which allows the measurement of success and the identification of areas for improvement in respect of the implementation of the work programme of the framework network,

— ensure that information is disseminated to stakeholders effectively;

5. undertake a review of the implementation process every four years — such review to be incorporated into every second national progress report drawn up within the context of the future strategic framework for European cooperation in education and training — on the basis of reference criteria to be defined under the framework network in cooperation with the Commission and the Member States.

<sup>(1)</sup> OJ C 311, 21.12.2007, p. 13.

ENDORSE THE COMMISSION'S INTENTION TO:

1. support Member States in carrying out the above tasks, in particular by facilitating cooperation and mutual learning, testing and developing guidance material, and providing information on quality developments in VET across Member States;
2. promote and participate together with the Member States in the framework network, contributing to policy development in this area through concrete proposals and initiatives, as appropriate;
3. ensure follow-up to the implementation of this recommendation by presenting a report every four years to the European Parliament and the Council on the experience gained and implications for the future, including, if

necessary, a review of this recommendation conducted in cooperation with the Member States and involving the various stakeholders;

4. undertake, on the basis of that report and in cooperation with the Member States, an evaluation of the implementation of this recommendation and, if necessary, its revision.

Done at Brussels, 18 June 2009.

*For the European Parliament*  
*The President*  
H.-G. PÖTTERING

*For the Council*  
*The President*  
Štefan FÜLE

## INTRODUCTION TO THE ANNEXES

This recommendation establishes a European quality assurance reference framework ('the framework') which comprises a quality assurance and improvement cycle (planning, implementation, evaluation/assessment and review/revision) based on a selection of quality criteria, descriptors and indicators applicable to quality management at both VET-system and VET-provider levels. The aim is not to introduce new standards, but to support Member States' efforts, whilst preserving the diversity of their approaches.

The Framework should be regarded rather as a 'toolbox', from which the various users may choose those descriptors and indicators that they consider most relevant to the requirements of their particular quality assurance system.

The proposed descriptors (Annex I) and indicators (Annex II) are provided as guidance only and may be selected and applied by users of the Framework in accordance with all or part of their requirements and existing settings.

They may be applied to initial vocational training (IVT) and/or continuous vocational training (CVT), depending on the relevant individual characteristics of each Member State's VET system and the type of VET providers.

They are to be used on a purely voluntary basis, taking account of their potential added value and in accordance with national legislation and practice. They should be considered neither as benchmarks, nor as a means of reporting on, or drawing comparisons between, the quality and efficiency of different national systems. The responsibility for monitoring the quality of these systems remains entirely with the Member States.

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## ANNEX I

**THE EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK: QUALITY CRITERIA AND INDICATIVE DESCRIPTORS <sup>(1)</sup>**

This annex proposes common quality criteria and indicative descriptors to support Member States, as they deem appropriate, when implementing the Framework <sup>(2)</sup>.

Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators	<p>Goals/objectives of VET are described for the medium and long terms, and linked to European goals</p> <p>The relevant stakeholders participate in setting VET goals and objectives at the different levels</p> <p>Targets are established and monitored through specific indicators (success criteria)</p> <p>Mechanisms and procedures have been established to identify training needs</p> <p>An information policy has been devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements</p> <p>Standards and guidelines for recognition, validation and certification of competences of individuals have been defined</p>	<p>European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers</p> <p>Explicit goals/objectives and targets are set and monitored</p> <p>Ongoing consultation with relevant stakeholders takes place to identify specific local/individual needs</p> <p>Responsibilities in quality management and development have been explicitly allocated</p> <p>There is an early involvement of staff in planning, including with regard to quality development</p> <p>Providers plan cooperative initiatives with other VET providers</p> <p>The relevant stakeholders participate in the process of analysing local needs</p> <p>VET providers have an explicit and transparent quality assurance system in place</p>
Implementation plans are devised in consultation with stakeholders and include explicit principles	<p>Implementation plans are established in cooperation with social partners, VET providers and other relevant stakeholders at the different levels</p> <p>Implementation plans include consideration of the resources required, the capacity of the users and the tools and guidelines needed for support</p> <p>Guidelines and standards have been devised for implementation at different levels</p> <p>Implementation plans include specific support towards the training of teachers and trainers</p> <p>VET providers' responsibilities in the implementation process are explicitly described and made transparent</p> <p>A national and/or regional quality assurance framework has been devised and includes guidelines and quality standards at VET-provider level to promote continuous improvement and self-regulation</p>	<p>Resources are appropriately internally aligned/assigned with a view to achieving the targets set in the implementation plans</p> <p>Relevant and inclusive partnerships are explicitly supported to implement the actions planned</p> <p>The strategic plan for staff competence development specifies the need for training for teachers and trainers</p> <p>Staff undertake regular training and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance</p>

<sup>(1)</sup> For the purposes of this recommendation, definitions which apply are based on Cedefop's Glossary on Quality in Training (working paper, November 2003).

<sup>(2)</sup> A further set of selected quality indicators is detailed in Annex II.



Quality Criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
<p>Evaluation of outcomes and processes is regularly carried out and supported by measurement</p>	<p>A methodology for evaluation has been devised, covering internal and external evaluation</p> <p>Stakeholder involvement in the monitoring and evaluation process is agreed and clearly described</p> <p>The national/regional standards and processes for improving and assuring quality are relevant and proportionate to the needs of the sector</p> <p>Systems are subject to self-evaluation, internal and external review, as appropriate</p> <p>Early warning systems are implemented</p> <p>Performance indicators are applied</p> <p>Relevant, regular and coherent data collection takes place, in order to measure success and identify areas for improvement. Appropriate data collection methodologies have been devised, e.g. questionnaires and indicators/metrics</p>	<p>Self-assessment/self-evaluation is periodically carried out under national and regional regulations/frameworks or at the initiative of VET providers</p> <p>Evaluation and review covers processes and results/outcomes of education including the assessment of learner satisfaction as well as staff performance and satisfaction</p> <p>Evaluation and review includes adequate and effective mechanisms to involve internal and external stakeholders</p> <p>Early warning systems are implemented</p>
<p>Review</p>	<p>Procedures, mechanisms and instruments for undertaking reviews are defined at all levels</p> <p>Processes are regularly reviewed and action plans for change devised. Systems are adjusted accordingly</p> <p>Information on the outcomes of evaluation is made publicly available</p>	<p>Learners' feedback is gathered on their individual learning experience and on the learning and teaching environment. Together with teachers' feedback this is used to inform further actions</p> <p>Information on the outcomes of the review is widely and publicly available</p> <p>Procedures on feedback and review are part of a strategic learning process in the organisation</p> <p>Results/outcomes of the evaluation process are discussed with relevant stakeholders and appropriate action plans are put in place</p>

## ANNEX II

**A REFERENCE SET OF SELECTED QUALITY INDICATORS FOR ASSESSING QUALITY IN VET**

This Annex proposes a comprehensive set of selected quality indicators which can be used to support the evaluation and quality improvement of VET systems and/or VET providers. The set of indicators will be further developed through European cooperation on a bilateral and/or multilateral basis, building on European data and national registers.

In terms of their nature and purpose, they should be distinguished from the indicators and benchmarks referred to in the Council conclusions of 25 May 2007 on a coherent framework of indicators and benchmarks for monitoring progress towards the Lisbon objectives in education and training.

Furthermore, the table of indicators does not include aggregated indicators at national level in cases where these do not exist or are difficult to obtain. The aggregation of such indicators at national level can be carried out at a later stage on the basis of a joint agreement between the Member States, the Commission and the European Quality Assurance Reference Framework network.

Indicator	Type of Indicator	Purpose of the Policy
<b>Overarching Indicators for Quality Assurance</b>		
No 1 Relevance of quality assurance systems for VET providers:  (a) share of VET providers applying internal quality assurance systems defined by law/at own initiative  (b) share of accredited VET providers	Context/Input indicator	Promote a quality improvement culture at VET-provider level  Increase the transparency of quality of training  Improve mutual trust on training provision
No 2 Investment in training of teachers and trainers:  (a) share of teachers and trainers participating in further training  (b) amount of funds invested	Input/Process indicator	Promote ownership of teachers and trainers in the process of quality development in VET  Improve the responsiveness of VET to changing demands of labour market  Increase individual learning capacity building  Improve learners' achievement
<b>Indicators supporting quality objectives for VET policies</b>		
No 3 Participation rate in VET programmes:  Number of participants in VET programmes <sup>(1)</sup> , according to the type of programme and the individual criteria <sup>(2)</sup>	Input/Process/Output indicator	Obtain basic information at VET-system and VET-provider levels on the attractiveness of VET  Target support to increase access to VET, including for disadvantaged groups

Indicator	Type of Indicator	Purpose of the Policy
<p>No 4</p> <p>Completion rate in VET programmes:</p> <p>Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria</p>	<p>Process/Output/Outcome indicator</p>	<p>Obtain basic information on educational achievements and the quality of training processes</p> <p>Calculate drop-out rates compared to participation rate</p> <p>Support successful completion as one of the main objectives for quality in VET</p> <p>Support adapted training provision, including for disadvantaged groups</p>
<p>No 5</p> <p>Placement rate in VET programmes:</p> <p>(a) destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria (?)</p> <p>(b) share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria</p>	<p>Outcome indicator</p>	<p>Support employability</p> <p>Improve responsiveness of VET to the changing demands in the labour market</p> <p>Support adapted training provision, including for disadvantaged groups</p>
<p>No 6</p> <p>Utilisation of acquired skills at the workplace:</p> <p>(a) information on occupation obtained by individuals after completion of training, according to type of training and individual criteria</p> <p>(b) satisfaction rate of individuals and employers with acquired skills/competences</p>	<p>Outcome indicator</p> <p>(mix of qualitative and quantitative data)</p>	<p>Increase employability</p> <p>Improve responsiveness of VET to changing demands in the labour market</p> <p>Support adapted training provision, including for disadvantaged groups</p>
Context information		
<p>No 7</p> <p>Unemployment rate (4) according to individual criteria</p>	<p>Context indicator</p>	<p>Background information for policy decision-making at VET-system level</p>
<p>No 8</p> <p>Prevalence of vulnerable groups:</p> <p>(a) percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender</p> <p>(b) success rate of disadvantaged groups according to age and gender</p>	<p>Context indicator</p>	<p>Background information for policy decision-making at VET-system level</p> <p>Support access to VET for disadvantaged groups</p> <p>Support adapted training provision for disadvantaged groups</p>

Indicator	Type of Indicator	Purpose of the Policy
No 9 Mechanisms to identify training needs in the labour market:  (a) information on mechanisms set up to identify changing demands at different levels  (b) evidence of their effectiveness	Context/Input indicator  (qualitative information)	Improve responsiveness of VET to changing demands in the labour market  Support employability
No 10 Schemes used to promote better access to VET:  (a) information on existing schemes at different levels  (b) evidence of their effectiveness	Process indicator  (qualitative information)	Promote access to VET, including for disadvantaged groups  Support adapted training provision

(<sup>1</sup>) For IVT: a period of 6 weeks of training is needed before a learner is counted as a participant.

For lifelong learning: percentage of population admitted to formal VET programmes.

(<sup>2</sup>) Besides basic information on gender and age, other social criteria might be applied, e.g. early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment.

(<sup>3</sup>) For IVT: including information on the destination of learners who have dropped out.

(<sup>4</sup>) Definition according to ILO and OECD: individuals aged 15-74 without work, actively seeking employment and ready to start work.

**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)**  
 (Text with EEA relevance)  
 (2009/C 155/02)

THE EUROPEAN PARLIAMENT AND THE COUNCIL OF THE EUROPEAN UNION,

Having regard to the Treaty establishing the European Community, and in particular Article 149(4) and Article 150(4) thereof,

Having regard to the proposal from the Commission,

Having regard to the opinion of the European Economic and Social Committee <sup>(1)</sup>,

Having regard to the opinion of the Committee of the Regions <sup>(2)</sup>,

Acting in accordance with the procedure laid down in Article 251 of the Treaty <sup>(3)</sup>,

Whereas:

- (1) The development and recognition of citizens' knowledge, skills and competence are crucial for their personal and professional development and for competitiveness, employment and social cohesion in the Community. In this respect, they should facilitate transnational mobility for workers and learners and contribute towards meeting the requirements of supply and demand in the European labour market. Participation in borderless lifelong learning for all, and transfer, recognition and accumulation of individuals' learning outcomes achieved in formal, non-formal and informal contexts, should therefore be promoted and improved at the Community level.
- (2) The Lisbon European Council in 2000 concluded that increased transparency of qualifications should be one of the main components necessary to adapt education and training systems in the Community to the demands of the knowledge society. Furthermore, the Barcelona European Council in 2002 emphasised the importance of improving transparency and recognition methods in the area of vocational education and training ('VET').

- (3) VET schemes, one of the main areas of lifelong learning, are directly linked to general and higher education, and to the employment and social policies of each Member State. Through their cross-sectoral impact, they promote not only the competitiveness of the European economy and fulfilment of the needs of the labour market but also social cohesion, equality and the participation and involvement of citizens.

- (4) Council Resolution of 19 December 2002 on the promotion of enhanced European cooperation in vocational education and training <sup>(4)</sup> (the Copenhagen process), and the 2004 joint interim report of the Council and the Commission on the implementation of the Education and Training 2010 work programme <sup>(5)</sup>, stress the importance of a credit transfer system for vocational education and training, while the 2008 joint progress report of the Council and the Commission <sup>(6)</sup> stresses the need to step up efforts to improve the quality and attractiveness of VET.

- (5) The Conclusions of the Council and the Representatives of the Governments of the Member States meeting within the Council of 15 November 2004 on the Future priorities of enhanced European Cooperation in Vocational Education and Training gave priority to the development and implementation of a European credit transfer system for VET in order to allow learners to build upon the achievements resulting from their learning pathways when moving between vocational training systems.

- (6) The purpose of this Recommendation is to create a European Credit System for Vocational Education and Training ('ECVET') intended to facilitate the transfer, recognition and accumulation of assessed learning outcomes of individuals who are aiming to achieve a qualification. This will improve the general understanding of citizens' learning outcomes and their transparency, transnational mobility and portability across and, where appropriate, within Member States in a borderless lifelong learning area, and will also improve the mobility and portability of qualifications at national level between various sectors of the economy and within the labour market; furthermore, it will contribute to the development and expansion of European cooperation in education and training.

<sup>(1)</sup> OJ C 100, 30.4.2009, p. 140.

<sup>(2)</sup> OJ C 325, 19.12.2008, p. 48.

<sup>(3)</sup> Position of the European Parliament of 18 December 2008 (not yet published in the Official Journal) and Council Decision of 11 May 2009.

<sup>(4)</sup> OJ C 13, 18.1.2003, p. 2.

<sup>(5)</sup> OJ C 104, 30.4.2004, p. 1.

<sup>(6)</sup> OJ C 86, 5.4.2008, p. 1.

- (7) ECVET should be based on the principles and technical specifications set out in Annex II. Furthermore, it should be underpinned by the common principles for quality assurance set out in the Council conclusions of 28 May 2004 on Quality Assurance in Vocational Education and Training and the Recommendation of the European Parliament and of the Council of 18 June 2009 on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training <sup>(1)</sup>.
- (8) ECVET is applicable for all learning outcomes which should in principle be achievable through a variety of education and learning paths at all levels of the European Qualifications Framework for lifelong learning (EQF), and then be transferred and recognised. This Recommendation therefore contributes to the wider objectives of promoting lifelong learning and increasing the employability, openness to mobility and social inclusion of workers and learners. It particularly facilitates the development of flexible and individualised pathways and also the recognition of those learning outcomes which are acquired through non-formal and informal learning.
- (9) Transparent quality assurance principles, exchange of information and development of partnerships between institutions competent for qualifications, VET providers and other relevant stakeholders should help to build mutual trust and should facilitate the implementation of this Recommendation.
- (10) This Recommendation should facilitate the compatibility, comparability and complementarity of credit systems used in VET and the European Credit Transfer and Accumulation System (ECTS<sup>2</sup>), which is used in the higher education sector, and thus should contribute to greater permeability between levels of education and training, in accordance with national legislation and practice.
- (11) The validation of assessed non-formal and informal learning outcomes should be promoted in accordance with the Council conclusions of 28 May 2004 on common European principles for the identification and validation of non-formal and informal learning.
- (12) This Recommendation complements 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 <sup>(2)</sup> which recommends that Member States promote close links between the EQF and existing or future European systems for credit transfer and accumulation in higher education and VET. While the main objective of the EQF is to increase the transparency, comparability and portability of acquired qualifications, ECVET is aimed at facilitating the transfer, recognition and accumulation of learning outcomes of individuals on their way to achieving a qualification.
- (13) This Recommendation takes into account 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) <sup>(3)</sup> and Recommendation of the European Parliament and of the Council of 18 December 2006 on trans-national mobility within the Community for education and training purposes: European Quality Charter for Mobility <sup>(4)</sup>.
- (14) This Recommendation should facilitate the involvement of competent local and regional authorities in the exercise of linking national or other qualifications frameworks and systems to ECVET, where appropriate.
- (15) This Recommendation should be without prejudice to Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications <sup>(5)</sup> which confers rights and obligations on both the relevant national authority and the migrant. Using ECVET should not affect access to the labour market, where professional qualifications have been recognised in accordance with Directive 2005/36/EC. Moreover, ECVET does not imply any new entitlement for citizens to obtain the automatic recognition of either learning outcomes or points.
- (16) The introduction and implementation of ECVET is voluntary, pursuant to Articles 149 and 150 of the Treaty, and can therefore be undertaken only in accordance with existing national laws and regulations.
- (17) Since the objectives of this Recommendation, namely to support and complement the activities of Member States, to facilitate cooperation between them, to increase transparency and promote mobility and lifelong learning, cannot be sufficiently achieved by the Member States and can therefore, by reason of the scale or effects, be better achieved at Community level, the Community may adopt measures, in accordance with the principle of subsidiarity as set out in Article 5 of the Treaty. In accordance with the principle of proportionality, as set out in that Article, this Recommendation does not go beyond what is necessary in order to achieve those objectives, insofar as it does not replace or define national qualifications systems, qualifications or national credit systems, does not prescribe specific learning outcomes or an individual's competences, and does not aim at or require either the fragmentation or the harmonisation of qualifications systems,

<sup>(1)</sup> See page 1 of this Official Journal.

<sup>(2)</sup> OJ C 111, 6.5.2008, p. 1.

<sup>(3)</sup> OJ L 390, 31.12.2004, p. 6.

<sup>(4)</sup> OJ L 394, 30.12.2006, p. 5.

<sup>(5)</sup> OJ L 255, 30.9.2005, p. 22.

HEREBY RECOMMEND THAT MEMBER STATES:

1. promote the European Credit system for Vocational Education and Training (ECVET) as set out in Annexes I and II at all levels of the EQF with reference to VET qualifications, in order to facilitate trans-national mobility and the recognition of learning outcomes in VET and borderless lifelong learning;
2. create the necessary conditions and adopt measures, as appropriate, so that as from 2012 – in accordance with national legislation and practice, and on the basis of trials and testing – it is possible for ECVET to be gradually applied to VET qualifications at all levels of the EQF, and used for the purpose of the transfer, recognition and accumulation of individuals' learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts;
3. support the development of national and European partnerships and networks involving institutions and authorities responsible for qualifications and diplomas, VET providers, social partners and other relevant stakeholders dedicated to trialling, implementing and promoting ECVET;
4. ensure that stakeholders and individuals in the area of VET have access to information and guidance for using ECVET, whilst facilitating the exchange of information between the Member States. Furthermore, ensure that the application of ECVET to qualifications is properly publicised by the competent authorities and that associated 'Europass' documents issued by the competent authorities contain explicit relevant information;
5. apply, in accordance with national legislation and practice, the common principles for quality assurance in VET set out in the Council conclusions of 28 May 2004 on Quality Assurance in Vocational Education and Training when using ECVET, particularly in relation to the assessment, validation and recognition of learning outcomes;
6. ensure that there are functioning coordination and monitoring mechanisms at the appropriate levels, in accordance with the legislation, structures and requirements of each Member State, in order to guarantee the quality, transparency and consistency of the initiatives taken to implement ECVET.

ENDORSE THE COMMISSION'S INTENTION TO:

1. support Member States in carrying out the tasks referred to in points 1 to 6 and in using the principles and technical specifications of ECVET as set out in Annex II, in particular by facilitating testing, cooperation, mutual learning, promotion, and the launching of information and consultation exercises, whilst ensuring access to the guidance material for all interested citizens;
2. develop users' guides and tools, and adapt relevant Europass documents, in collaboration with Member States, national and European experts and users; develop expertise for enhancing the compatibility and complementarity of ECVET and ECTS used in the higher education sector, in collaboration with VET and higher education experts and users at European and national levels; and provide regular information on the developments of ECVET;
3. promote, and participate together with the Member States in, a European ECVET network involving relevant VET stakeholders and national competent institutions for the purpose of disseminating and supporting ECVET within Member States and establishing a sustainable platform for the exchange of information and experience between Member States; establish, from within this network, an ECVET users' group in order to contribute to the updating of the users' guide and to the quality and overall coherence of the cooperation process for the implementation of ECVET;
4. monitor and follow up the action taken, including the results of trials and testing, and, after the assessment and evaluation of this action carried out in cooperation with the Member States, report, by 18 June 2014, to the European Parliament and the Council on the experience gained and implications for the future, including, if necessary, a review and adaptation of this Recommendation, involving the updating of the Annexes and guidance material, in cooperation with the Member States.

Done at Brussels, 18 June 2009.

*For the European Parliament*  
*The President*  
H.-G. PÖTTERING

*For the Council*  
*The President*  
Štefan FÜLE

## ANNEX I

**DEFINITIONS**

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

- (a) 'Qualification' means a formal outcome of an assessment and validation process which is obtained when a competent institution determines that an individual has achieved learning outcomes to given standards;
  - (b) 'Learning outcomes' means statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence;
  - (c) 'Unit of learning outcomes' (unit) means a component of a qualification, consisting of a coherent set of knowledge, skills and competence, that can be assessed and validated;
  - (d) 'Credit for learning outcomes' (credit) means a set of learning outcomes of an individual which have been assessed and which can be accumulated towards a qualification or transferred to other learning programmes or qualifications;
  - (e) 'Competent institution' means an institution which is responsible for designing and awarding qualifications or recognising units or other functions linked to ECVET, such as allocation of ECVET points to qualifications and units, assessment, validation and recognition of learning outcomes, under the rules and practices of participating countries;
  - (f) 'Assessment of learning outcomes' means methods and processes used to establish the extent to which a learner has in fact attained particular knowledge, skills and competence;
  - (g) 'Validation of learning outcomes' means the process of confirming that certain assessed learning outcomes achieved by a learner correspond to specific outcomes which may be required for a unit or a qualification;
  - (h) 'Recognition of learning outcomes' means the process of attesting officially achieved learning outcomes through the awarding of units or qualifications;
  - (i) 'ECVET points' means a numerical representation of the overall weight of learning outcomes in a qualification and of the relative weight of units in relation to the qualification.
-



## ANNEX II

**ECVET — PRINCIPLES AND TECHNICAL SPECIFICATIONS**

ECVET is a technical framework for the transfer, recognition and, where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification. ECVET tools and methodology comprise the description of qualifications in terms of units of learning outcomes with associated points, a transfer and accumulation process and complementary documents such as learning agreements, transcripts of records and ECVET users' guides.

ECVET is intended to facilitate the recognition of learning outcomes in accordance with national legislation, in the framework of mobility, for the purpose of achieving a qualification. It should be noted that ECVET does not imply any new entitlement for citizens to obtain the automatic recognition of either learning outcomes or points. Its application for a given qualification is in accordance with the legislation, rules and regulations applicable in the Member States and is based on the following principles and technical specifications:

**1. Units of learning outcomes**

A unit is a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated with a number of associated ECVET points. A qualification comprises in principle several units and is made up of the whole set of units. Thus, a learner can achieve a qualification by accumulating the required units, achieved in different countries and different contexts (formal and, where appropriate, non-formal and informal), while respecting national legislation relating to the accumulation of units and the recognition of learning outcomes.

The units that make up a qualification should be:

- described in legible and understandable terms by referring to the knowledge, skills and competences contained in them,
- constructed and organised in a coherent way with regard to the overall qualification,
- constructed in a way that enables discrete assessment and validation of learning outcomes contained in the unit.

A unit may be specific to a single qualification or common to several qualifications. The expected learning outcomes defining a unit may be achieved irrespective of where or how these have been achieved. Thus, a unit is not to be confused with a component of a formal learning programme or training provision.

The rules and procedures for defining characteristics of units of learning outcomes and for combining and accumulating units for a given qualification are defined by competent institutions and partners involved in the training process according to the national or regional rules.

The specifications for a unit should include:

- the generic title of the unit,
- the generic title of the qualification (or qualifications) to which the unit relates, where applicable,
- the reference of the qualification according to the EQF level and, where appropriate, the national qualifications framework (NQF) level, with the ECVET credit points associated with the qualification,
- the learning outcomes contained in the unit,
- the procedures and criteria for assessment of these learning outcomes,

- the ECVET points associated with the unit,
- the validity in time of the unit, where relevant.

## 2. Transfer and Accumulation of learning outcomes, ECVET partnerships

In ECVET, units of learning outcomes achieved in one setting are assessed and then, after successful assessment, transferred to another setting. In this second context, they are validated and recognised by the competent institution as part of the requirements for the qualification that the person is aiming to achieve. Units of learning outcomes can then be accumulated towards this qualification, in accordance with national or regional rules. Procedures and guidelines for the assessment, validation, accumulation and recognition of units of learning outcomes are designed by the relevant competent institutions and partners involved in the training process.

Credit transfer based on ECVET and applied to learning outcomes achieved in formal learning contexts should be facilitated by establishing partnerships and networks involving competent institutions, each of which is empowered, in their own setting, to award qualifications or units or to give credit for achieved learning outcomes for transfer and validation.

The establishment of partnerships aims to:

- provide a general framework of cooperation and networking between the partners, set out in Memoranda of Understanding (MoU) through which a climate of mutual trust is established,
- assist the partners in the design of specific arrangements for credit transfer for learners.

The MoU should confirm that the partners:

- accept each other's status as competent institutions,
- accept each other's quality assurance, assessment, validation and recognition criteria and procedures as satisfactory for the purposes of credit transfer,
- agree the conditions for the operation of the partnership, such as objectives, duration and arrangements for review of the MoU,
- agree on the comparability of qualifications concerned for the purposes of credit transfer, using the reference levels established by EQF,
- identify other actors and competent institutions that may be involved in the process concerned and their functions.

For applying ECVET to learning outcomes achieved in a non-formal and informal learning context or outside the framework of an MoU, the competent institution which is empowered to award qualifications or units or to give credit should establish procedures and mechanisms for the identification, validation and recognition of these learning outcomes through the award of the corresponding units and the associated ECVET points.

## 3. Learning agreement and personal transcript

For applying credit transfer involving two partners and a specific mobile learner, a learning agreement is concluded by the two competent institutions involved in the training and validation process and the learner, in the framework of an MoU. It should:

- distinguish between competent 'home' and 'hosting' institutions<sup>(1)</sup>,
- specify the particular conditions for a period of mobility, such as the identity of the learner, the duration of the mobility period, learning outcomes expected to be achieved and the associated ECVET points.

<sup>(1)</sup> The 'home' institution is the institution which will validate and recognise learning outcomes achieved by the learner. The 'hosting' institution is the one that delivers training for the learning outcomes concerned and assesses the achieved learning outcomes.

The learning agreement should lay down that, if the learner has achieved the expected learning outcomes and these have been positively assessed by the 'hosting' institution, the 'home' institution should validate and recognise them as part of the requirements for a qualification, according to the rules and procedures established by the competent institution.

Transfer between partners can apply to learning outcomes achieved in formal and, where appropriate, non-formal and informal contexts. Thus, the transfer of credit for achieved learning outcomes has three stages:

- the 'hosting' institution assesses the learning outcomes achieved and awards credit to the learner; the learning outcomes achieved and the corresponding ECVET points are recorded in a learner's 'personal transcript' <sup>(1)</sup>,
- the 'home' institution validates the credit as a suitable record of the learner's achievement,
- the 'home' institution then recognises the learning outcomes that have been acquired; this recognition gives rise to the award of the units and their corresponding ECVET points, according to the rules of the 'home' system.

Validation and recognition by the competent 'home' institution depend on the successful assessment of learning outcomes by the competent 'hosting' institution, in accordance with the agreed procedures and quality assurance criteria.

#### 4. ECVET points

ECVET points provide complementary information about qualifications and units in numerical form. They have no value independent of the acquired learning outcomes for the particular qualification to which they refer and they reflect the achievement and accumulation of units. To enable a common approach for the use of ECVET points, a convention is used according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET.

In ECVET the allocation of points usually has two phases: ECVET points are allocated first to a qualification as a whole and then to its units. For a given qualification, one formal learning context is taken as a reference and, on the basis of the convention the total number of points is assigned for that qualification. From this total, ECVET points are then allocated to each unit according to their relative weight within the qualification.

For qualifications which do not have a formal learning pathway reference, ECVET credit points can be allocated through estimation by comparison with another qualification which has a formal reference context. To establish the comparability of the qualifications, the competent institution should refer to the equivalent EQF level or, possibly, NQF level, or to the similarity of the learning outcomes in a closely related professional field.

The relative weight of a unit of learning outcomes, with regard to the qualification, should be established according to the following criteria or to a combination thereof:

- the relative importance of the learning outcomes which constitute the unit for labour market participation, for progression to other qualification levels or for social integration,
- the complexity, scope and volume of learning outcomes in the unit,
- the effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

The relative weight of any given unit common to several qualifications, as expressed in ECVET points, may vary from one of these qualifications to another.

Allocations of ECVET points are normally part of the design of qualifications and units. They are produced by the competent institution responsible for the design and maintenance of the qualification or specifically empowered for this task. In countries where there is already a national system of points, the relevant competent institutions establish arrangements for the conversion of national credit points to ECVET points.

<sup>(1)</sup> A personal transcript is a document which details the learners' assessed learning outcomes, units and ECVET points awarded.

The successful achievement of a qualification or of a unit triggers the award of the associated ECVET points, independently of the actual time required to achieve them.

Usually the transfer of a unit entails the transfer of the corresponding ECVET points so that they are included when the transferred learning outcomes are recognised, in accordance with national or regional rules. It is up to the competent institution to reconsider, where necessary, the ECVET points to be taken into account, as long as the rules and methodologies which are laid down for this purpose are transparent and underpinned by quality assurance principles.

Any qualification acquired through non-formal or informal learning for which a formal learning pathway reference can be identified, and the corresponding units, carry the same ECVET points as the reference, since the same learning outcomes are being achieved.

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## IV

(Notices)

## NOTICES FROM EUROPEAN UNION INSTITUTIONS AND BODIES

## COMMISSION

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

7 July 2009

(2009/C 155/03)

1 euro =

Currency	Exchange rate	Currency	Exchange rate		
USD	US dollar	1,4019	AUD	Australian dollar	1,7484
JPY	Japanese yen	133,61	CAD	Canadian dollar	1,6223
DKK	Danish krone	7,4465	HKD	Hong Kong dollar	10,8648
GBP	Pound sterling	0,86380	NZD	New Zealand dollar	2,1996
SEK	Swedish krona	10,9650	SGD	Singapore dollar	2,0420
CHF	Swiss franc	1,5181	KRW	South Korean won	1 784,41
ISK	Iceland króna		ZAR	South African rand	11,1837
NOK	Norwegian krone	9,0565	CNY	Chinese yuan renminbi	9,5788
BGN	Bulgarian lev	1,9558	HRK	Croatian kuna	7,3425
CZK	Czech koruna	25,882	IDR	Indonesian rupiah	14 374,43
EEK	Estonian kroon	15,6466	MYR	Malaysian ringgit	4,9746
HUF	Hungarian forint	273,20	PHP	Philippine peso	67,591
LTL	Lithuanian litas	3,4528	RUB	Russian rouble	44,0625
LVL	Latvian lats	0,6971	THB	Thai baht	47,794
PLN	Polish zloty	4,3740	BRL	Brazilian real	2,7321
RON	Romanian leu	4,2117	MXN	Mexican peso	18,5100
TRY	Turkish lira	2,1593	INR	Indian rupee	67,6140

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

## V

*(Announcements)*

## ADMINISTRATIVE PROCEDURES

## COMMISSION

**Call for proposals TREN/SUB/01-2009***(2009/C 155/04)*

The European Commission is planning to grant subsidies totalling the indicative amount of EUR 4 750 000 to promote transport policy objectives. The policy priorities have been fixed in the 2009 Work Programme adopted by the European Commission.

The main topics selected are road safety, transport safety and internal market (for inland and maritime navigation).

Information on this call for proposals is available on the DG TREN website at the following address:

[http://ec.europa.eu/transport/grants/index\\_en.htm](http://ec.europa.eu/transport/grants/index_en.htm)

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# EUROPEAN INVESTMENT BANK

## Call for proposals

### The European Investment Bank proposes two new EIBURS sponsorships within its EIB-Universities Research Action

(2009/C 155/05)

The European Investment Bank channels most of its institutional relations with Universities through an EIB-Universities Research Action consisting of three different programmes:

- **EIBURS**, the **EIB** University **R**esearch **S**ponsorship Programme,
- **STAREBEI** (**ST**Ages de **RE**cherche **BEI**), a programme for financing young researchers working on joint EIB-University projects, and
- **EIB University Networks**, a co-operation mechanism for university networks showing characteristics that are of particular relevance to support the objectives of the EIB Group.

**EIBURS** provides grants to University Research Centres working on research topics and themes of major interest to the Bank. EIB sponsorships, of up to EUR 100 000 per year for a period of three years, are awarded through a competitive process to interested University Departments or Research Centres, associated with Universities of EU, Accession or Acceding Countries, with recognised expertise in EIB-selected areas, so they can expand their activities in these areas. The successful proposal will entail the delivery of a variety of outputs (research, organisation of courses and seminars, networking, dissemination of results, etc.) that will be the subject of a contractual agreement with the Bank.

For the academic year 2009/2010, the **EIBURS** programme has selected two new lines of research:

#### — **Development of public e-services in Europe**

Both the Renewed Lisbon Strategy and the European Economic Recovery Plan identify the universal deployment across Europe of high-speed broadband access infrastructure as a key requirement for accelerating the use of productivity-enhancing e-services applications. As market incentives may initially not be sufficient for the roll-out of these applications, the public sector is expected to play a leading role in stimulating the demand for applications so as to economically justify the deployment of such infrastructure. At the same time the public sector could benefit from significant productivity increases by providing existing services more efficiently or developing new services. It could therefore invest in the required infrastructure network (given its public good nature and the need for open access) and specify the types of service the infrastructure will be expected to cater for (output-based approach).

The research programme should evaluate the deployment potential for different types of e-services (e.g. e-Government, e-Health, e-Learning), identifying the respective roles of the private and public sectors and the most efficient delivery modes (especially in the context of a public-private partnership arrangement). It should take account of new EU actions, such as the lead market initiative and pre-commercial procurement, which are intended to enable the public sector to take the lead in encouraging the emergence of new markets. And it should also reflect the public interest in developing demand-side initiatives based on ICT applications in other sectors such as transport and in particular energy, where ICT can play an important role in increasing energy efficiency.

The project may involve any additional research activity that the University Centre wishes to undertake with the sponsorship, such as (i) the organisation of courses and seminars; (ii) the creation of databases and surveys; and (iii) in-depth case studies.

— **Financial and Economic Valuation of Environmental Impacts**

The financial and economic valuation of the environment and its implications for human well-being is particularly pertinent to the inter-related topics of climate change and biodiversity, which are expected to be major global issues in the 21st century.

Climate change is already happening: the world is getting warmer with all the associated changes, and this is exacerbating existing threats to ecosystems and biodiversity.

In particular, ecosystems such as forests, wetlands and coastal zones are under threat from ongoing habitat destruction and fragmentation. Consequently, various ecosystem services — such as flood control, pollination, preservation of healthy soils and carbon sequestration — are also threatened. The long-term functionality of these ecosystems needs to be ensured in order to maintain the services that they provide. Healthy ecosystems are more resilient to the impacts of climate change and associated weather variability.

Against this background, building on existing research findings and empirical evidence, the EIB is inviting research proposals in *one or both* of the following related fields:

- The costs and benefits of ecosystem protection in the context of climate change, acknowledging the need to address existing threats in order to strengthen resilience to climate change impacts, and the role played by (and value of) healthy ecosystems in terms of both climate change mitigation and climate change adaptation;
- The use of market-based approaches to protecting and enhancing ecosystem services, based on experience in the carbon market.

The deadline for presentation of proposals is 30th September 2009. Proposals submitted after this deadline will not be considered. Proposals should be sent to:

EIB-Universities Research Action  
100, boulevard Konrad Adenauer  
2950 Luxembourg  
LUXEMBOURG  
To the attention of Ms. Luisa Ferreira, Co-ordinator.

*For more exhaustive information on the **EIBURS** selection process and on the other programmes and mechanisms, please visit [www.eib.org/universities](http://www.eib.org/universities)*

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## EUROPEAN PERSONNEL SELECTION OFFICE (EPSO)

### NOTICE OF OPEN COMPETITION EPSO/AST/100-101/09

(2009/C 155/06)

The European Personnel Selection Office (EPSO) is organising open competitions for the recruitment of assistants in the secretarial field (AST 1) with Bulgarian or Romanian citizenship:

- EPSO/AST/100/09 — Assistants with Bulgarian citizenship (BG),
- EPSO/AST/101/09 — Assistants with Romanian citizenship (RO).

The competition notice is published in Official Journal C 155 A of 8 July 2009 in Bulgarian and Romanian only.

Further details can be found on the EPSO website: <http://eu-careers.eu>

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## PROCEDURES RELATING TO THE IMPLEMENTATION OF THE COMPETITION POLICY

### COMMISSION

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

**(Case COMP/M.5570 — Platinum/Delphi)**

**(Text with EEA relevance)**

(2009/C 155/07)

1. On 30 June 2009, the Commission received a notification of a proposed concentration pursuant to Article 4 of Council Regulation (EC) No 139/2004 <sup>(1)</sup> by which the undertaking Platinum Equity LLC ('Platinum', USA) acquires within the meaning of Article 3(1)(b) of the Council Regulation control of parts of the undertaking Delphi Corporation ('Delphi', USA) by way of purchase of shares and assets.
2. The business activities of the undertakings concerned are:
  - for undertaking Platinum: private equity,
  - for undertaking Delphi: manufacture of mobile electronics and transportation systems for the automotive industry.
3. On preliminary examination, the Commission finds that the notified transaction could fall within the scope of Regulation (EC) No 139/2004. 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 2 2964301 or 2967244) or by post, under reference number COMP/M.5570 — Platinum/Delphi, to the following address:

European Commission  
Directorate-General for Competition  
Merger Registry  
J-70  
1049 Bruxelles/Brussel  
BELGIQUE/BELGIË

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



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