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## Information and Notices

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## I

(Resolutions, recommendations and opinions)

## RECOMMENDATIONS

## COUNCIL

## COUNCIL RECOMMENDATION

of 20 November 2017

on tracking graduates

(Text with EEA relevance)

(2017/C 423/01)

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) The employability of graduates leaving education and training is a matter of concern in many Member States, in particular because the employment rate of recent higher education graduates in the Union has not fully recovered after the 2008 financial crisis <sup>(1)</sup> and the employment situation of graduates of vocational education and training programmes varies across Member States.
- (2) Therefore, Member States, in cooperation with social partners, were encouraged, through the Guidelines for the Employment Policies of the Member States for 2015 <sup>(2)</sup>, to promote productivity and employability through an appropriate supply of relevant knowledge, skills and competences.
- (3) To achieve that objective, good quality information about what graduates do after obtaining their qualification or leaving education and training is essential, in order to both understand the causes of graduate employability problems in particular regions, economic sectors or for graduates from particular higher education or vocational education and training disciplines, and to identify solutions for those employability problems. The value of such information is highlighted in both the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) <sup>(3)</sup> and the European Quality Assurance Framework for Vocational Education and Training (EQAVET) <sup>(4)</sup>.
- (4) However, since the systems for collecting, analysing and using data on the outcomes for graduates from higher education and vocational education and training are not well developed in many parts of the Union, better information is needed for students to make informed choices about what to study, or for the design of educational programmes or government policy.
- (5) Moreover, transitions to the labour market are largely driven by the economic context, level of qualification and field of study. They are also influenced by socio-demographic factors and socioeconomic background of the family <sup>(5)</sup>. Therefore gathering data on the impact of those various factors is essential to address the issue comprehensively.

<sup>(1)</sup> COM(2015) 690 final.

<sup>(2)</sup> Council Decision (EU) 2015/1848 of 5 October 2015 on guidelines for the employment policies of the Member States for 2015 (OJ L 268, 15.10.2015, p. 28).

<sup>(3)</sup> ISBN 952-5539-04-0.

<sup>(4)</sup> 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 (OJ C 155, 8.7.2009, p. 1).

<sup>(5)</sup> On the impact of the sex and migration background on transition from school to the labour market, see OECD/European Union (2015), *Indicators of Immigration Integration 2015 — Settling In*, Chapter 13.

- (6) Although many Member States are developing systems for tracking, the exchange of knowledge, good practice and mutual learning is limited.
- (7) Since existing comparable data are limited in scope and data collected nationally are not comparable to that collected in other Member States, it is challenging to draw any conclusions from differences in trends or outcomes across countries and regions.
- (8) The results of the public consultation <sup>(1)</sup> on the Union's modernisation agenda for higher education revealed concerns that higher education is not providing graduates with the knowledge, skills and competences that they need to thrive in a rapidly evolving educational and employment environment, and that there remain continued skills mismatches in some Member States.
- (9) Member States have called for action at Union level, aimed at improving the flow of information about employability, skills mismatches and labour market needs. In particular, 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) <sup>(2)</sup> proposes the promotion of the relevance of higher education to the labour market and society, including through better intelligence and anticipation about labour market needs and outcomes, for example tracking the career of graduates.
- (10) Member States also committed themselves to ensuring continuous information and feedback loops in the Riga Conclusions of 2015 on a new set of medium-term deliverables in the field of VET for the period 2015-2020, through actions such as the use of data on VET graduate employability and a combination of data on learning, labour market entry and career, developing capacities of actors at national level to use graduate data for adapting curricula, occupational profiles and the content of VET qualifications to new economic and technical requirements.
- (11) Subsequently, in the Resolution on promoting socioeconomic development and inclusiveness in the EU through education: the contribution of education and training to the European Semester 2016 <sup>(3)</sup>, Member States highlighted the importance of addressing skills mismatches and skills gaps as a matter of priority.
- (12) This built on previous work. Member States agreed, in the Council Conclusions on entrepreneurship in education and training <sup>(4)</sup> from 2014, to make use of tracking information, wherever possible, when assessing the quality and effectiveness of entrepreneurship education and training.
- (13) In 2013, Member States agreed, in the Council Conclusions on the Social Dimension of Higher Education <sup>(5)</sup>, to facilitate the provision of information on educational and labour market-related opportunities and outcomes.
- (14) Member States also agreed, in the Council Conclusions on the employability of graduates from education and training <sup>(6)</sup> of 2012, to establish a benchmark that by 2020, 82 % of 20-34-year-old graduates, having left education and training no more than three years before the reference year, should be employed and to monitor the share of employed graduates from education and training, with a view to enhancing the evidence base for policy development on the interface between education and training and employment, while Member States and the Commission agreed to collect qualitative information and good practices, in order to complement quantitative monitoring and enhance the foundation for evidence-based policymaking.
- (15) Therefore, the European Commission, in the Communication on a New Skills Agenda for Europe <sup>(7)</sup>, has prioritised the improvement of skills intelligence and information for better career choices by proposing an initiative on tertiary graduate tracking to support Member States in improving information about the transition of graduates to the labour market. In this context this Recommendation provides a complementary approach to Member States' initiatives, and commitments are of voluntary nature,

<sup>(1)</sup> SWD(2016) 195 final.

<sup>(2)</sup> OJ C 417, 15.12.2015, p. 25.

<sup>(3)</sup> Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 24 February 2016 on promoting socioeconomic development and inclusiveness in the EU through education: the contribution of education and training to the European Semester 2016 (OJ C 105, 19.3.2016, p. 1).

<sup>(4)</sup> OJ C 17, 20.1.2015, p. 2.

<sup>(5)</sup> OJ C 168, 14.6.2013, p. 2.

<sup>(6)</sup> OJ C 169, 15.6.2012, p. 11.

<sup>(7)</sup> COM(2016) 381 final.

RECOMMENDS THAT MEMBER STATES:

In accordance with relevant national and Union law, in particular Directive 95/46/EC concerning the protection of personal data <sup>(1)</sup>, available resources and national circumstances, and in close cooperation with all relevant stakeholders:

1. Improve the availability and quality of data about the activities of graduates <sup>(2)</sup> and, where appropriate, people leaving higher education and vocational education and training without graduating, including making progress by 2020 on the establishment of graduate tracking systems that may include:
  - (a) the collection of relevant anonymised administrative statistical data from education, tax, population and social security databases;
  - (b) the development of longitudinal graduate surveys at education system and, where appropriate, institutional level, in recognition of the importance of qualitative data on people's transition to the labour market, or to further education and training, and their subsequent career paths; and
  - (c) the possibility for public authorities to link, on an anonymised basis, data from different sources, in order to build a composite picture of graduate outcomes.

#### **Content of data to be collected**

2. In recognition of the ambition behind this Council Recommendation of improving the comparability of data, Member States should collect data in the following areas:
  - (a) socio-biographical and socioeconomic information;
  - (b) information on education and training;
  - (c) information on employment or further education and training;
  - (d) relevance of education and training to employment or life-long learning;
  - (e) career progression.

#### **Longitudinal graduate surveys**

3. Encourage a high, representative and continued response rate to longitudinal graduate surveys, and, when possible, the tracking of graduates who have migrated, whether for the purposes of education and training or on completion of their education and training.

#### **European Cooperation**

4. Participate in a network of experts, which encourages cooperation and mutual learning among Member States regarding tracking systems and their further development. This network will explore options for developing comparable data and common definitions, as referred to in paragraph 2. With regard to longitudinal surveys, as referred to in paragraphs 3 and 9, the network will explore options for developing common principles, optimal frequency and how to track graduates who have migrated.
5. This network is to be organised in line with existing governance structures for cooperation within the Education and Training 2020 framework, without prejudice to any new structures which may follow it.

#### **Dissemination and exploitation of results**

6. Take steps to ensure the timely, regular and broad dissemination and exploitation of the results of graduate tracking analysis, with the objective of:
  - (a) strengthening career guidance for prospective students, current students and graduates;
  - (b) supporting the designing and updating of curricula to improve acquisition of relevant skills and employability;
  - (c) improving skills matching to support competitiveness and innovation at local, regional and national level, and to resolve skills shortages;

<sup>(1)</sup> Directive 95/46/EC of the European Parliament and of the Council of 24 October 1995 on the protection of individuals with regard to the processing of personal data and on the free movement of such data (OJ L 281, 23.11.1995, p. 31).

<sup>(2)</sup> For the purposes of this Council Recommendation, 'graduate' refers to a person completing any level of higher education or vocational education and training (at EQF level 4 and above). It is recognised, however, that some Member States have initiatives to track school leavers also.

- (d) planning for and forecasting of evolving employment, educational and social needs; and
- (e) contributing to policy development at both national and Union level.

### **Funding**

7. Ensure the sustainability of graduate tracking initiatives by allocating adequate and multi-annual resources, making use of national or European sources of funding, such as Erasmus+ or European Structural and Investment Funds, where appropriate and in line with existing resources, legal basis and priorities defined for the period 2014-2020, without any prejudice to negotiations on the next Multiannual Financial Framework.

### **Reporting**

8. Within two years from the adoption of this Recommendation, and regularly thereafter, assess and report to the Commission, through the network of experts, on progress in the implementation of this Recommendation,

HEREBY RECOMMENDS THAT THE COMMISSION:

9. Develop the pilot phase of a European graduate survey in tertiary education <sup>(1)</sup>, which aims to improve the availability of comparable information on graduate employment and social outcomes taking into account the results of the Eurograduate Feasibility Study <sup>(2)</sup> and the experiences of Member States with their graduate tracking systems. Within three years from the adoption of this Recommendation, present a report of the results of this pilot study to the network of experts. Should the pilot phase prove successful, the Commission will consult Member States about whether to proceed to a full roll-out of a European graduate survey in tertiary education.
10. Provide capacity building support as needed, for the establishment of graduate tracking systems, based on good practices. In the case of vocational education and training, this will include a comprehensive mapping across Member States, that addresses options for cooperation at Union level and could serve as a basis for exploring the feasibility of a European graduate survey in vocational education and training, if deemed necessary. In the context of capacity building, support will also be provided for cooperation among authorities, providers of vocational education and training and guidance services with a view to improving the availability, comparability and reliability of graduate tracking data.
11. Promote mutual learning and exchange of best practices, strengthen cooperation by establishing and supporting the network of experts, and cooperate with other relevant expert groups, international organisations and EU institutions and agencies.
12. Ensure that results of graduate tracking analysis are made available for use by Member States and stakeholders.
13. Support the use of European sources of funding, such as Erasmus+ or European Structural and Investment Funds, where appropriate and in line with their financial capacity, legal basis, decision-making procedures and priorities defined for the period 2014-2020, without any prejudice to negotiations on the next Multiannual Financial Framework.
14. Report to the Council on the implementation of this Recommendation within five years of its adoption.

Done at Brussels, 20 November 2017.

*For the Council*

*The President*

M. REPS

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<sup>(1)</sup> At EQF level 5 and above.

<sup>(2)</sup> The Eurograduate Feasibility Study covers only higher education.

## II

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

## EUROPEAN COMMISSION

**Non-opposition to a notified concentration****(Case M.8691 — Innogy/European Energy Exchange/JV)****(Text with EEA relevance)**

(2017/C 423/02)

On 4 December 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 German language 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 32017M8691. EUR-Lex is the online access to the 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.8698 — EQT/Curaeos Holding)****(Text with EEA relevance)**

(2017/C 423/03)

On 28 November 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 32017M8698. 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

**Conclusions of the Council and of the representatives of the Governments of the Member States, meeting within the Council, on the role of coaches in society**

(2017/C 423/04)

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

RECALLING THAT:

1. According to Article 165 of the Treaty on the Functioning of the European Union the Union shall contribute to the promotion of European sporting issues, while taking account of the specific nature of sport, its structures based on voluntary activity and its social and educational function;
2. The Council of the European Union adopted the third European Union Work Plan for Sport (2017-2020) on 23 May 2017, which defined sport and society as priority themes for EU cooperation in the field of sport and the role of coaches as one of the key topics;

CONSIDERING THAT:

3. During recent decades, society has changed a great deal and, due to developments in technology, economy and social structure, current generations face a number of major challenges:
  - a. the population's physical activity is in decline <sup>(1)</sup>, with a particular concern that children and adolescents are not getting enough physical activity for their development <sup>(2)</sup>;
  - b. a sedentary and obesogenic lifestyle along with health issues related to longer life expectancy impose a growing burden on the healthcare system, the economy and society <sup>(3)</sup> <sup>(4)</sup>;
  - c. in some EU Member States unemployment is increasing, particularly among young people <sup>(5)</sup>;
  - d. European societies are facing challenges to remain cohesive and inclusive and how to address groups at risk of marginalisation: migrants and refugees <sup>(6)</sup>, seniors, persons with disabilities and socially vulnerable young people <sup>(7)</sup>;

<sup>(1)</sup> Eurobarometer 412 ([http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs\\_412\\_en.pdf](http://ec.europa.eu/commfrontoffice/publicopinion/archives/ebs/ebs_412_en.pdf)).

<sup>(2)</sup> Report of the commission on ending childhood obesity, WHO 2016 ([http://apps.who.int/iris/bitstream/10665/204176/1/9789241510066\\_eng.pdf?ua=1&ua=1](http://apps.who.int/iris/bitstream/10665/204176/1/9789241510066_eng.pdf?ua=1&ua=1)).

<sup>(3)</sup> Council recommendations on promoting health-enhancing physical activity across sectors, 2013 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2013:354:0001:0005:EN:PDF>).

<sup>(4)</sup> The economic cost of physical inactivity in Europe, An ISCA/Cebr report, 2015 (<http://inactivity-time-bomb.nowwemove.com/report>).

<sup>(5)</sup> Unemployment statistics, Eurostat, 2017 ([http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment\\_statistics#Youth\\_unemployment\\_trends](http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics#Youth_unemployment_trends)).

<sup>(6)</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>(7)</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.



- e. increased mobility impacts upon social domains, such as the labour market, cultural cohesion, social services, and environment;
  - f. ethical challenges in sport are increasing;
4. Rapid technological development will result in increasing automatism of jobs, potentially creating also more time for recreation<sup>(1)</sup>. However, as information technology makes passive leisure activities easily accessible, free time is increasingly spent on popular computer-based entertainments, leading to even higher rates of physical inactivity;

EMPHASISING THAT:

5. In parallel, during recent decades, sport has and continues to change, echoing wider socio-cultural transformations: democratisation and diversification of sport has broadened its scope by the addition of new sports, increasing access of women to traditionally 'male-dominated' sports and multiplication of sports facilities; increasing awareness of the importance of sport and physical activity for health and personal development; fostering the potential of sport for integration and social inclusion, as well as in commercialisation that has driven business, entrepreneurship and trade;
6. Sport and related physical activity can contribute to society by helping to address many of the abovementioned challenges and, at the same time developing its unique social value:
- a. as a field that comprises activities that have a positive impact on the wellbeing, health and life quality of people of all ages;
  - b. as a social phenomenon that brings people together, creating cohesion in society at local, regional, national and international level, increasing citizens' activity, promoting fair play and advocating common values<sup>(2)</sup> between all people regardless of their religion, nationality, social standing or cultural background;
  - c. by enriching leisure time with activities that promote personal development and facilitating acquisition of social as well as other essential skills for all participants and developing human capital;
  - d. through stimulation of voluntary activity involvement which contributes to social participation;
  - e. by developing technology, materials and knowledge for performance, from wearables, clothing and nutrition to exercise procedure, that has benefitted various segments of population, including elderly and people with disabilities through efficiency, safety and rehabilitation in work and leisure;
  - f. by promoting urban development for the cultural and social needs of citizens as well as environmental awareness;
  - g. through its significant and increasing economic impact<sup>(3)</sup>;

ACKNOWLEDGING THAT:

7. Coaches have a key role in sport, as by leading and guiding participants they have an impact on participants' knowledge, skills, prospects, aspirations, health, wellbeing and values. There are an estimated 5 to 9 million coaches in Europe, who influence 50 to 100 million Europeans<sup>(4)</sup>;
8. Coaches are the persons who plan and deliver sports training, by applying demonstrable skills and knowledge for performance, recreation or health goals in a safe manner;

<sup>(1)</sup> According to estimates, 54 % of EU jobs are at risk of automatism ('Technology at work. The Future of Innovation and Employment', Carl Benedikt Frey, Michael Osborne et al, Oxford Martin School at the University of Oxford and Citi Global Perspectives & Solutions, 2015) (<http://www.oxfordmartin.ox.ac.uk/publications/view/2092>).

<sup>(2)</sup> Respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities (Article 2 of the TEU).

<sup>(3)</sup> The share of sport to total gross value added is estimated to be 1,76 %, which amounts to 174 bn euros. For the EU as a whole, the contribution of sport-related employment to total employment is estimated to be 2,12 %, which amounts to 4,5 M persons (Study on the Contribution of Sport to Economic Growth and Employment in the EU (2012) European Commission, Directorate-General Education and Culture).

<sup>(4)</sup> [http://www.coachlearn.eu/\\_assets/files/project\\_documents/coachlearn-project-summary-website-june-2015.pdf](http://www.coachlearn.eu/_assets/files/project_documents/coachlearn-project-summary-website-june-2015.pdf)

9. For the purposes of these conclusions, coaches should be understood as sports coaches, who are:
  - a. women and men with competences based on formal, non-formal and informal learning of sports coaching;
  - b. leading and guiding performance athletes as well as recreational participants;
  - c. professionally employed as well as volunteering;
10. The work of coaches is associated with responsibility, skills and competences, which are described in countries' coaching qualifications and those of sport organisations;
11. Training of coaches and requirements for coaching qualifications differ from country to country. The National Qualification Frameworks (NQF) or systems referenced in European Qualification Framework (EQF) serve as a tool to facilitate comparison between different countries in order to promote transparency and comparability of competences and qualifications at national and European levels for mobility and lifelong learning purposes;

RECOGNISING THAT:

12. Coaches are among key figures of sport contributing to address the challenges facing society, as among other tasks, depending on their roles, positions, as well as context of coaching, they may:
  - a. influence an individual's earliest experience of sport and physical activity, supporting the development of habits related to sport, and participating in the creation of the social and economic benefits stemming from sport culture;
  - b. have an increasing social role in the personal development of sport participants, especially of young athletes, by being positive role models, by instilling motivation and self-confidence, and influencing their values, behavioural habits and social skills;
  - c. have a unique position in advancing social inclusion and gender equality, teaching respect for common values<sup>(1)</sup>, diversities and promoting physical activity in all social groups;
  - d. defend and develop sport integrity and the rules of fair play, as well as being among the first to be able to intervene by showing a duty of care when problems occur, e.g. in match fixing, doping, violence, exploitation of minors, etc.;
  - e. lead leisure time services related to sport and physical activity and participate in sport-related innovation, including goods, services and training methods;
  - f. shape the sport experience for other important interested parties, such as the athletes' family members, spectators and fans, and other social stakeholders, their impact extending beyond sport into other key areas;

IN THE LIGHT OF THE ABOVE, AGREE THAT:

13. In the context of the multiple challenges facing society, where sport is uniquely placed to contribute to solving these challenges, the mainly sport-specific role of coaches is expanding into a field of activities that have a broader impact on the development of society and people. This role of coaches in the field of sport and physical activity, contributing to the holistic development of participants, resembles the role of a teacher in education, particularly among children and adolescents;
14. The main issues with regard to the coaches currently include:
  - a. acknowledging the increasing significance of the role of coaches by society;
  - b. raising coaches' own awareness of the importance of their role, the related opportunities and responsibilities, and encouraging further development of this role;
  - c. expanding the opportunities for lifelong learning and education of coaches, where applicable, to cope with the social changes, primarily in connection with healthcare, duty of care and in the field of economy and social inclusion;

<sup>(1)</sup> Respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities (Article 2 of the TEU).

- d. promoting gender equality and diversity in coaching, where relevant, by increasing the number of employed and volunteer female coaches and people from different social and ethnic origins in different sports and at all levels;
- e. supporting athletes' dual career development and promoting coaching as a profession to young people;
- f. fostering, as appropriate, the recognition of coaching as a profession in the EU Member States by promoting the standards of coaching qualifications and the transparency of the qualifications of the Member States and sports organisations through their inclusion in NQF that are referenced to the EQF;
- g. acknowledging the role of volunteer coaches and providing them with relevant support;
- h. developing coaches' training, adding international and cross-sectoral dimensions to coaching education by integrating good examples and useful working methods from youth work such as non-formal and informal learning through sport, work with people with special needs and entrepreneurship;

IN THIS CONTEXT, INVITE:

15. THE MEMBER STATES, WHILST TAKING INTO ACCOUNT THE PRINCIPLE OF SUBSIDIARITY AND THE SPECIFICITY OF SPORT, TO:

- a. help promote the broader role of coaches in addressing, where appropriate, the social challenges that face the society as a whole;
- b. support educational programmes and promotional campaigns that aim to increase the number of competent coaches and to enable them to improve their access to and their position in the labour market;
- c. share best practices related to the training of coaches;
- d. facilitate cooperation between educational institutions, youth organisations, sports federations and sports umbrella organisations regarding coach education and training;
- e. support the development of prior learning and a lifelong learning system for coaches that includes formal, non-formal, informal learning opportunities across the different levels of coaching;
- f. recognise and promote the activities of coaches' umbrella organisations and networks;
- g. promote, within the sports education system, the learning outcomes' approach based both on NQF and EQF goals and inclusion, where appropriate, of coaching qualification in NQFs with the reference to the EQF;

16. THE EUROPEAN COMMISSION TO:

- a. facilitate exchange of good practices and guidelines in the areas of coaches' education and development of qualifications between EU Member States and sport organisations;
- b. consider including in the work of Commission's Expert Group on Skills and Human Resources Development drafting guidelines regarding the basic requirements in skills and competences for coaches;
- c. continue the promotion of comparability of the coaching qualifications of the Member States and of sport organisations in the context of the EQF;
- d. carry out research in the context of the role of coaches, focusing particularly on challenges and obstacles in terms of education, mobility and the labour market, as well as to evaluate the influence of sport coaching on major societal challenges in and out of sport;
- e. use the possibilities of the European Social Fund, the Erasmus+ programme and the European Week of Sport to highlight and promote the benefits of coaching and encourage the mobility of coaches;

17. THE SPORT MOVEMENT AND OTHER RELEVANT STAKEHOLDERS TO:

- a. develop, where appropriate in close cooperation with educational institutions, content for coaches' training that is up-to-date and corresponds to the ongoing developments in society, including the knowledge related to social skills, anti-doping, athletes' dual career, youth work, healthcare, entrepreneurship, duty of care, gender equality, etc.;

- b. work with coaches to develop safe and effective leisure time services, so that sport would remain attractive and competitive with regard to new computer-based recreational alternatives;
  - c. make the coaching occupation more accessible through training and encouragement of developing coaching qualifications, and, among other things, by making use of possibilities provided by today's information and communication technology;
  - d. promote diversity in coaching, including increased access for women, young people and people with disabilities;
  - e. help to encourage that people who work as coaches have the necessary training;
  - f. promote lifelong learning for coaches, including through the validation of competences and promote the exchange of views, skills and knowledge at the local, regional, national and international level;
  - g. use the European Social Fund and the Erasmus+ programme for supporting the lifelong learning process of coaches;
  - h. support the mobility of coaches to learn and acquire cultural knowledge, cross-sectoral knowledge, language skills and other relevant new skills;
  - i. work with various employers to study their needs for the development of sports activities that could involve sports coaches in order to promote diversity in coaching, including increased access for women and young people.
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# EUROPEAN COMMISSION

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

8 December 2017

(2017/C 423/05)

### 1 euro =

Currency	Exchange rate	Currency	Exchange rate		
USD	US dollar	1,1742	CAD	Canadian dollar	1,5072
JPY	Japanese yen	133,26	HKD	Hong Kong dollar	9,1661
DKK	Danish krone	7,4417	NZD	New Zealand dollar	1,7157
GBP	Pound sterling	0,87525	SGD	Singapore dollar	1,5889
SEK	Swedish krona	9,9770	KRW	South Korean won	1 285,33
CHF	Swiss franc	1,1704	ZAR	South African rand	16,0391
ISK	Iceland króna		CNY	Chinese yuan renminbi	7,7729
NOK	Norwegian krone	9,7665	HRK	Croatian kuna	7,5493
BGN	Bulgarian lev	1,9558	IDR	Indonesian rupiah	15 910,41
CZK	Czech koruna	25,555	MYR	Malaysian ringgit	4,8001
HUF	Hungarian forint	314,50	PHP	Philippine peso	59,336
PLN	Polish zloty	4,2020	RUB	Russian rouble	69,6511
RON	Romanian leu	4,6336	THB	Thai baht	38,361
TRY	Turkish lira	4,5165	BRL	Brazilian real	3,8435
AUD	Australian dollar	1,5620	MXN	Mexican peso	22,2205
			INR	Indian rupee	75,6775

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





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