

Official Journal of the European Union

C 62



English edition

Information and Notices

Volume 60

25 February 2017

Contents

IV Notices

NOTICES FROM EUROPEAN UNION INSTITUTIONS, BODIES, OFFICES AND AGENCIES

Council

2017/C 62/01	Council conclusions on investing in Europe's youth with particular regard to the European Solidarity Corps	1
2017/C 62/02	Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on Inclusion in Diversity to achieve a High Quality Education For All	3

European Commission

2017/C 62/03	Euro exchange rates	8
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V Announcements

PROCEDURES RELATING TO THE IMPLEMENTATION OF COMPETITION POLICY

European Commission

2017/C 62/04	Prior notification of a concentration (Case M.8335 — AXA/Caisse des dépôts et consignations/Cible) — Candidate case for simplified procedure ⁽¹⁾	9
--------------	---	---

EN

⁽¹⁾ Text with EEA relevance.

2017/C 62/05	Prior notification of a concentration (Case M.8359 — Amundi/Crédit Agricole/Pioneer Investments) ⁽¹⁾	10
2017/C 62/06	Prior notification of a concentration (Case M.8330 — Maersk Line/HSDG) ⁽¹⁾	11

OTHER ACTS

European Commission

2017/C 62/07	Notice for the attention of Bassam Ahmad Al-Hasri, Iyad Nazmi Salih Khalil, Ghalib Adbullah Al-Zaidi and Nayif Salih Salim Al-Qaysi whose names were added to the list referred to in Articles 2, 3 and 7 of Council Regulation (EC) No 881/2002 imposing certain specific restrictive measures directed against certain persons and entities associated with the ISIL (Da'esh) and Al-Qaida organisations, by virtue of Commission Implementing Regulation (EU) 2017/326	12
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⁽¹⁾ Text with EEA relevance.

IV

*(Notices)*NOTICES FROM EUROPEAN UNION INSTITUTIONS, BODIES, OFFICES AND
AGENCIES

COUNCIL

**Council conclusions on investing in Europe's youth with particular regard to the European Solidarity
Corps**

(2017/C 62/01)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING:

- the European Council Conclusions of the meeting of 15 December 2016 which call for work to be taken forward on the recent Commission initiatives dedicated to youth, including those on mobility, education, skills development and the European Solidarity Corps ⁽¹⁾;
- the Joint Declaration on the EU's legislative priorities for 2017 that prioritises addressing the social dimension of the European Union, notably through the enhancement of the Youth Employment Initiative and the creation of a European Solidarity Corps ⁽²⁾;

UNDERLINES

- the importance of acting to modernise and improve the quality of education systems in the EU, from early childhood to higher education, so as to provide a high quality education for all, especially in light of the latest OECD PISA 2015 results, which clearly show the need to improve the efficiency of education and training systems, and in particular the learning outcomes of pupils with a disadvantaged socioeconomic and/or migrant background;
- the necessity to renew efforts to promote and safeguard the values of the EU as set out in Article 2 of TEU, in particular its values of respect of human dignity, freedom, democracy, equality and the rule of law and respect for human rights, including the rights of persons belonging to minority, so as to continue fostering young people's sense of European identity and enhance their positive image of and trust ⁽³⁾ in the EU project, particularly in the light of the worrying spread of populist sentiments and sense of detachment among some young people from the common European project;
- that fighting youth unemployment remains a top priority for many Member States, and takes note of the Commission's proposals for additional funding for the Youth Employment Initiative, the continued roll out of the Youth Guarantee, and measures addressing youth unemployment, which include support for quality apprenticeships, work-based learning as well as the mobility of apprentices;
- the importance of further expanding opportunities for young people to actively engage in volunteering and social initiatives both in their own country and abroad, as a way to develop soft skills and competences enabling them to have a smoother transition to adulthood and the world of work. Furthermore, greater opportunities to take an active role at community level will significantly contribute to the development of those social and civic skills and competences needed for young people's active participation in strengthening and building more inclusive and democratic societies;

NOTES

- the Communications from the European Commission of 7 December 2016 on 'Investing in Europe's Youth', on 'Improving and modernising education' and on 'A European Solidarity Corps' ⁽⁴⁾;

⁽¹⁾ EUCO 34/16.

⁽²⁾ Doc. 15375/16.

⁽³⁾ Eurobarometer 85/16

⁽⁴⁾ Docs 15418/16, 15420/16 and 15421/16.

- the initiative ‘Investing in Europe’s Youth’ which covers three key areas of cross-sectoral dimension and of critical importance for young people: better opportunities through education and training, solidarity, participation, learning mobility, and employment, and
- in particular, the European Commission’s communication on the European Solidarity Corps and its intention to use in the first phase the existing financing programmes ⁽¹⁾, resources and quality standards, as established amongst others for the European Voluntary Service (EVS), and the EU Employment and Social Innovation programme (EaSI), to enable young people to participate in the European Solidarity Corps;

URGES THE COMMISSION

- to present during the first semester of 2017
 - an appropriate legislative and evidence-based proposal with due respect of principle of subsidiarity for the operation of the eventual second phase of the European Solidarity Corps, covering both its volunteering and occupational strands, ensuring cost effectiveness and, following consultation with Member States, relevant stakeholders and young people,
 - a clear framework, including how the European Solidarity Corps is to be funded, implemented, and evaluated,
- to ensure that the European Solidarity Corps will not only be capable of reaching its objective in terms of young people’s active involvement and participation but also ensure quality placements and projects with a strong learning dimension which enable positive outcomes for young people’s future personal, social and professional development, whilst avoiding undesirable effects on the labour market.

⁽¹⁾ Process regarding the approval of funds for Erasmus+ programme for 2017 is under way.

Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on Inclusion in Diversity to achieve a High Quality Education For All

(2017/C 62/02)

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

RECALLING the political background to this issue as set out in the Annex and in particular UN's Sustainable Development Goal (SDG) 4 ⁽¹⁾, the ET 2020 Joint Report on education and training ⁽²⁾, and the Paris Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education ⁽³⁾;

TAKING NOTE of the Commission Communication on improving and modernising education ⁽⁴⁾;

RECOGNISING THAT:

- The European Union is based on common values and general principles of law, stipulated in Articles 1 to 3 of the Treaty of the European Union (TEU), which marks a new stage in the process of creating an ever closer union amongst the peoples of Europe;
- Education policy has a prime role to play in fostering inclusion and respect for diversity in the European Union (EU);
- Inclusive education addresses and responds to different needs of all learners in formal, non-formal and informal settings with the objective of encouraging participation of all in high quality education;
- The diversity of the European societies poses both opportunities and challenges to education and training systems calling for greater emphasis to be placed on promoting inclusion and common values in order to facilitate the coexistence of different cultural identities in a peaceful and democratic Europe;
- The diversity in Europe will continue to increase in the future and that there is a real need to combat all forms of intolerance and social exclusion affecting both European citizens and migrants, in particular those newly arrived;
- The importance of encouraging unity in diversity in education and training policies, also in the perspective of the 60th anniversary of the Treaties of Rome of 1957, is key to the building of an inclusive society;

UNDERLINE:

- the need for education and training to foster inclusion in diversity to achieve a high quality education for all, while equipping all learners with social, civic and intercultural competences to strengthen, reaffirm and foster the EU's democratic values, fundamental rights, social inclusion and non-discrimination, as well as active citizenship;
- that ensuring inclusive high quality education should be seen in a life-long perspective covering all aspects of education. It should be available and accessible to all learners of all ages, including those facing challenges, such as those with special needs or who have a disability, those originating from disadvantaged socioeconomic backgrounds, migrant backgrounds or geographically depressed areas or war-torn zones, regardless of sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation;

ACKNOWLEDGE THAT:

- as stipulated in the UN's Sustainable Development Goal (SDG) 4 on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, a high quality education and training should ensure that all learners acquire the competences (knowledge, skills and attitudes) required to promote sustainable development, including, among others, through education for sustainable development and lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development;

⁽¹⁾ Unesco (2015), 'Education 2030: Framework for Action — Towards inclusive and equitable quality education and lifelong learning for all', p. 2.

⁽²⁾ The ET2020 Joint Report on education and training of November 2015 (14440/1/15 REV 1).

⁽³⁾ Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, Paris, 17 March 2015.

⁽⁴⁾ Doc. 15418/16.

- a high quality education and training for all based on inclusivity, equality, equity, appropriate competences and values also contributes to foster employability, entrepreneurship, innovative thinking, digital skills and competences and a learner's holistic development for active citizenship;
- equality and equity are not identical and that education systems must move away from the traditional 'one-size-fits all' mentality. Equal opportunities for all are crucial, but not sufficient: there is a need to pursue 'equity' in the aims, content, teaching methods and forms of learning being provided for by education and training systems to achieve a high quality education for all;

EMPHASISE THAT:

- education and training systems should cater for the diverse needs, abilities and capacities of all learners and offer learning opportunities to all in formal, non-formal and informal educational settings;
- there is a need for more support to teachers, educators and other teaching staff to operate successfully in training systems that allow for flexible learning pathways and that respond to the different needs, abilities and capacities of learners. Where appropriate, these learning pathways need to be tailor-made, bottom-up and collaborative;
- education and training cannot be seen in isolation from social, political, historical, environmental and economic aspects. The primary role of education and training policy should be cooperatively complemented and supported by other policy spheres in order to achieve a high quality education for all;

INVITE THE MEMBER STATES IN ACCORDANCE WITH NATIONAL CIRCUMSTANCES TO:

1. consider a whole school approach encouraging the engagement both with the whole school community⁽¹⁾ and with a wider range of stakeholders⁽²⁾ alongside the community at large to deal with issues on which schools do not and cannot possess the relevant expertise. This will help to achieve inclusive and equitable quality education for all;
2. promote a democratic and inclusive school culture and ethos that values diversity, encourages media and information literacy for a critical and reflective assessment of information and raises awareness of manipulation and propaganda, allows space for dialogue and discussion on controversial issues, and provides a stimulating and nurturing environment allowing all learners to realise their full potential;
3. promote the development and adoption of measures that allow the early identification and prevention of social exclusion, bullying, early school leaving and early signs of radicalisation, which could lead to violent extremism;
4. encourage the provision of opportunities for all learners to engage in flexible pathways, including the development of vocational skills and qualifications, combining formal programmes, in-company training, digital and distance learning, validation of non-formal and informal learning, based on strong partnerships between vocational institutions, business, social partners and other relevant stakeholders;
5. encourage high-quality early childhood education and care as an important early measure, including supporting measures for children with special needs, taking into account, where appropriate, the Key principles of a Quality Framework for Early Childhood Education and Care⁽³⁾. Evidence shows that high-quality early childhood education and care stands out as a policy measure that can reduce inequalities throughout one's life-long learning path;
6. encourage approaches that support learners in education and training, including through gathering student feedback on their learning experiences, together with inclusivity and equity provisions that try to compensate for different starting positions, i.e. provisions that go beyond equality of opportunity, to ensure inclusion in diversity and progress towards equity;

⁽¹⁾ School leaders, teaching and non-teaching staff, learners, parents and families.

⁽²⁾ Such as social services, youth services, outreach care workers, psychologists, nurses, speech and language therapists, guidance specialists, local authorities, NGOs, business, unions, volunteers.

⁽³⁾ Proposal for Key principles of a Quality Framework for Early Childhood Education and Care, Report of the Working Group on Early Childhood Education and Care under the auspices of the European Commission, October 2014.

7. encourage the awareness of digital education in education and training programmes to enhance quality, equity and inclusion, aware that a successful implementation requires a combined approach including adequate content, infrastructure ⁽¹⁾, support ⁽²⁾, and culture ⁽³⁾;
8. where necessary, develop different educational routes leading to certification and promote flexible learning pathways. This will support all types of learners with the possibility to achieve recognised qualifications to find meaningful employability and fulfil personal development;
9. support teachers, educators and other teaching staff and foster their motivation and competences, including for example emotional intelligence and social skills, to deal with diversity through initial teacher education programmes and continuous professional development, including digital education, practical tools, ongoing support and guidance, while also encouraging a more diverse teacher force;
10. encourage cooperation and innovative approaches between education and training institutions, local communities, local and regional administrations, parents, the wider family, youth field actors, volunteers, social partners, employers and civil society to enhance inclusion, strengthen a sense of belonging and positive identity, thus contributing to the prevention of radicalisation leading to violent extremism ⁽⁴⁾ as well as to ensure that educational content, pedagogies and tools are up-to-date and of relevance to the local context;
11. encourage closer cooperation and innovative approaches between education and other relevant areas, such as culture, youth, sports, employment, welfare, security and other channels of work on social inclusion; and, where necessary, develop mutual support between social, cultural, youth, economic and educational policies to ensure inclusion in diversity ⁽⁵⁾;
12. encourage various forms of evaluation and assessment to ensure that different forms of learning are accounted for;
13. consider the use of curricula and pedagogical approaches that reflect social, cultural and other diversities of learners;
14. support higher education institutions in their efforts to increase participation and completion by under-represented groups, and promote the involvement by staff and students in civic engagement activities;
15. foster the integration of third country nationals, including recently arrived beneficiaries of international protection, in education, including through language learning;

CALL ON THE COMMISSION TO:

1. continue to promote the exchange of good practices and innovative approaches on how to achieve inclusive and equitable high quality education for all, such as through the ET 2020 Working Groups, in particular the Working Group on Promoting citizenship and the common values of freedom, tolerance and non-discrimination through education and the development of an online compendium of good practices;
2. promote adequate and efficient investments in order to achieve inclusive and equitable high quality education for all, for instance through European Structural and Investment Funds;
3. support peer counselling in the area of 'inclusion in diversity' in education by bringing together peers from national administrations, in order to provide both external advice to a country requesting support and allow exchange of experience and knowledge among peers. It could be explored whether peer counselling could be reinforced further, including with short-term study visits between education administrations.
4. deepen mutual learning on inclusion in diversity, in particular through Erasmus+ mobility professional development programmes for teachers as well as further develop eTwinning, the School Education Gateway and the European Toolkit for Schools;

⁽¹⁾ Equipment (broadband, 4G, support of subsidised technology and of BYOD), software infrastructure especially portals and resource repositories, and networks.

⁽²⁾ Systematic incentives and training to allow teachers to experiment with digital pedagogies including those around group learning pedagogies, distillation and distribution of best practices both at teacher and national policy levels.

⁽³⁾ Educational vision, policies and strategies need to move from a promotion of technology to the promotion of an open and connected culture supported by technology.

⁽⁴⁾ Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the prevention of radicalisation leading to violent extremism, doc. 14276/16, p. 6.

⁽⁵⁾ Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, Paris, 17 March 2015, p. 5.

5. build on the work of the EU Agency for Fundamental Rights in promoting mutual respect, non-discrimination, fundamental freedoms and solidarity throughout the EU;
 6. build on the work of the European Agency for Special Needs and Inclusive Education to provide evidence-based information and guidance on implementing inclusive education;
 7. organise awareness raising activities, such as a conference on Inclusion in diversity to achieve a high quality education for all, taking account of other similar initiatives provided by other international organisations;
 8. take account of these conclusions when preparing and implementing actions in the area of inclusive and quality education.
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ANNEX

- Council Conclusions on a strategic framework for European cooperation in education and training ('ET2020') (12 May 2009).
 - Council Conclusions on the education of children with a migrant background (26 November 2009).
 - Council Conclusions on education for sustainable development (18 and 19 November 2010).
 - Council Conclusions on the social dimension of education and training (11 May 2010).
 - Council Conclusions on the employability of graduates from education and training (10 and 11 May 2012).
 - Council Conclusions on the social dimension of higher education (16 May 2013).
 - Council Conclusions on effective leadership in education (25-26 November 2013).
 - Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education, Paris, 17 March 2015.
 - Council Conclusions on the role of early childhood education and primary education in fostering creativity, innovation and digital competence (18 and 19 May 2015).
 - Unesco (2015), 'Education 2030: Framework for Action — Towards inclusive and equitable quality education and lifelong learning for all'.
 - 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) — New priorities for European cooperation in education and training (23 and 24 November 2015).
 - Council Conclusions on reducing early school leaving and promoting success in school (23-24 November 2015).
 - Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on promoting social economic development and inclusiveness in the EU through education: the contribution of education and training to the European Semester 2016 (24 February 2016).
 - Council Conclusions on developing media literacy and critical thinking through education and training (30 and 31 May 2016).
 - Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on an Action Plan on the integration of third country nationals (7 June 2016).
 - Conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, on the prevention of radicalisation leading to violent extremism (21 and 22 November 2016).
 - 2016 Education and Training Monitor (November 2016).
 - Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on improving and modernising education (December 2016).
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EUROPEAN COMMISSION

Euro exchange rates ⁽¹⁾

24 February 2017

(2017/C 62/03)

1 euro =

Currency	Exchange rate	Currency	Exchange rate		
USD	US dollar	1,0609	CAD	Canadian dollar	1,3907
JPY	Japanese yen	119,04	HKD	Hong Kong dollar	8,2341
DKK	Danish krone	7,4344	NZD	New Zealand dollar	1,4711
GBP	Pound sterling	0,84503	SGD	Singapore dollar	1,4892
SEK	Swedish krona	9,5188	KRW	South Korean won	1 198,21
CHF	Swiss franc	1,0649	ZAR	South African rand	13,7016
ISK	Iceland króna		CNY	Chinese yuan renminbi	7,2873
NOK	Norwegian krone	8,8365	HRK	Croatian kuna	7,4275
BGN	Bulgarian lev	1,9558	IDR	Indonesian rupiah	14 128,33
CZK	Czech koruna	27,021	MYR	Malaysian ringgit	4,7109
HUF	Hungarian forint	308,59	PHP	Philippine peso	53,255
PLN	Polish zloty	4,3107	RUB	Russian rouble	61,6435
RON	Romanian leu	4,5170	THB	Thai baht	37,006
TRY	Turkish lira	3,7991	BRL	Brazilian real	3,2770
AUD	Australian dollar	1,3816	MXN	Mexican peso	20,8929
			INR	Indian rupee	70,6645

⁽¹⁾ Source: reference exchange rate published by the ECB.

V

(Announcements)

PROCEDURES RELATING TO THE IMPLEMENTATION OF COMPETITION
POLICY

EUROPEAN COMMISSION

Prior notification of a concentration

(Case M.8335 — AXA/Caisse des dépôts et consignations/Cible)

Candidate case for simplified procedure

(Text with EEA relevance)

(2017/C 62/04)

1. On 17 February 2017, the Commission received notification of a proposed concentration pursuant to Article 4 of Council Regulation (EC) No 139/2004 ⁽¹⁾ by which the undertaking AXA SA ('AXA', France) and Caisse des dépôts et consignations ('CDC', France) acquire within the meaning of Article 3(1)(b) of the Merger Regulation joint indirect control of an office building in France ('Cible') by way of purchase of shares.

2. The business activities of the undertakings concerned are:

- AXA: a global insurance group active in life and health insurance, other forms of insurance, and investment management,
- CDC: a public institution carrying out activities of general interest, consisting in particular of the management of private funds to which the government wishes to afford particular protection and activities open to competition in the environmental, real-estate, investment and capital investment, and services sectors,
- Cible: office building in 'La Défense' business district in France.

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

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

Observations must reach the Commission no later than 10 days following the date of publication of this notification. Observations can be sent to the Commission by fax (+32 22964301), by email to COMP-MERGER-REGISTRY@ec.europa.eu or by post, under reference M.8335 — AXA/Caisse des dépôts et consignations/Cible, to the following address:

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

⁽¹⁾ OJ L 24, 29.1.2004, p. 1 (the 'Merger Regulation').

⁽²⁾ OJ C 366, 14.12.2013, p. 5.

Prior notification of a concentration
(Case M.8359 — Amundi/Crédit Agricole/Pioneer Investments)
(Text with EEA relevance)
(2017/C 62/05)

1. On 20 February 2017, the Commission received notification of a proposed concentration pursuant to Article 4 of Council Regulation (EC) No 139/2004 ⁽¹⁾ by which Amundi SA (Amundi), subsidiary of Crédit Agricole SA (France) acquires within the meaning of Article 3(1)(b) of the Merger Regulation sole control of Pioneer Global Asset Management SpA ('Pioneer'), the asset management business of UniCredit SpA (Italy) by way of a purchase of shares.
2. The business activities of the undertakings concerned are:
 - Amundi: asset management worldwide,
 - Pioneer: asset management, in particular in Europe.
3. On preliminary examination, the Commission finds that the notified transaction could fall within the scope of the Merger Regulation. However, the final decision on this point is reserved.
4. The Commission invites interested third parties to submit their possible observations on the proposed operation to the Commission.

Observations must reach the Commission not later than 10 days following the date of this publication. Observations can be sent to the Commission by fax (+32 22964301), by email to COMP-MERGER-REGISTRY@ec.europa.eu or by post, under reference M.8359 — Amundi/Crédit Agricole/Pioneer Investments, to the following address:

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

⁽¹⁾ OJ L 24, 29.1.2004, p. 1 (the 'Merger Regulation').

Prior notification of a concentration**(Case M.8330 — Maersk Line/HSDG)****(Text with EEA relevance)**

(2017/C 62/06)

1. On 20 February 2017, the Commission received notification of a proposed concentration pursuant to Article 4 of Council Regulation (EC) No 139/2004 ⁽¹⁾ by which the undertaking Maersk Line A/S ('Maersk', Denmark), a wholly-owned subsidiary of A.P. Møller-Mærsk A/S (the 'Maersk Group'), acquires within the meaning of Article 3(1)(b) of the Merger Regulation control of the whole of Hamburg Südamerikanische Dampfschiffahrts-Gesellschaft KG ('HSDG', Germany), a wholly-owned subsidiary of Dr. August Oetker KG, by way of purchase of shares.
2. The business activities of the undertakings concerned are:
 - for Maersk: active worldwide in the provision of container liner shipping services operating 611 container vessels, 324 of which are chartered. Maersk Line markets its services through the Maersk Line, Safmarine, SeaLand (Intra-Americas), MCC Transport (Intra-Asia) and SeaGo Line (Intra-Europe) brands. The Maersk Group also provides: (i) container terminal services through its subsidiary APM Terminals ('APMT'); (ii) freight forwarding services, via its subsidiary Damco Distribution Services; (iii) inland transportation, via APMT; (iv) container manufacturing, via its subsidiary Maersk Container Industry; and (v) harbour towage services via its subsidiary, Svitzer.
 - for HSDG: active worldwide in the provision of container liner shipping services. HSDG operates 130 container vessels, 82 of which are chartered. HSDG markets its services through its global Hamburg Süd brand and its CCNI (Chile) and Aliança (Brazil) brands.
3. On preliminary examination, the Commission finds that the notified transaction could fall within the scope of the Merger Regulation. However, the final decision on this point is reserved.
4. The Commission invites interested third parties to submit their possible observations on the proposed operation to the Commission.

Observations must reach the Commission not later than 10 days following the date of this publication. Observations can be sent to the Commission by fax (+32 22964301), by email to COMP-MERGER-REGISTRY@ec.europa.eu or by post, under reference M.8330 — Maersk Line/HSDG, to the following address:

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

⁽¹⁾ OJ L 24, 29.1.2004, p. 1 (the 'Merger Regulation').

OTHER ACTS

EUROPEAN COMMISSION

Notice for the attention of Bassam Ahmad Al-Hasri, Iyad Nazmi Salih Khalil, Ghalib Abdullah Al-Zaidi and Nayif Salih Salim Al-Qaysi whose names were added to the list referred to in Articles 2, 3 and 7 of Council Regulation (EC) No 881/2002 imposing certain specific restrictive measures directed against certain persons and entities associated with the ISIL (Da'esh) and Al-Qaida organisations, by virtue of Commission Implementing Regulation (EU) 2017/326

(2017/C 62/07)

1. Council Decision (CFSP) 2016/1693⁽¹⁾ calls upon the Union to freeze the funds and economic resources of the members of the ISIL (Da'esh) and Al-Qaida organisation and other individuals, groups, undertakings and entities associated with them, as referred to in the list drawn up pursuant to UNSCR 1267(1999) and 1333(2000) to be updated regularly by the UN Committee established pursuant to UNSCR 1267(1999).

The list drawn up by this UN Committee comprises:

- ISIL (Da'esh) and Al Qaida;
- natural or legal persons, entities, bodies and groups associated with ISIL (Da'esh) and Al Qaida; and
- legal persons, entities and bodies owned or controlled by, or otherwise supporting, any of these associated persons, entities, bodies and groups.

Acts or activities indicating that an individual, group, undertaking, or entity is 'associated with' ISIL (Da'esh) and Al-Qaida include:

- (a) participating in the financing, planning, facilitating, preparing, or perpetrating of acts or activities by, in conjunction with, under the name of, on behalf of, or in support of ISIL (Da'esh) and Al Qaida, or any cell, affiliate, splinter group or derivative thereof;
- (b) supplying, selling or transferring arms and related materiel to any of them;
- (c) recruiting for any of them; or
- (d) otherwise supporting acts or activities of any of them.

2. The UN Security Council Committee approved on 22 February 2017 the addition of the entries of Bassam Ahmad Al-Hasri, Iyad Nazmi Salih Khalil, Ghalib Abdullah Al-Zaidi and Nayif Salih Salim Al-Qaysi to the ISIL (Da'esh) and Al-Qaida Sanctions Committee's list.

Bassam Ahmad Al-Hasri, Iyad Nazmi Salih Khalil, Ghalib Abdullah Al-Zaidi and Nayif Salih Salim Al-Qaysi may submit at any time a request to the UN Ombudsperson, together with any supporting documentation, for the decision to include them in the UN list referred to above, to be reconsidered. Such request should be sent to the following address:

United Nations — Office of the Ombudsperson
Room TB-08041D
New York, NY 10017
UNITED STATES OF AMERICA

Tel. +1 2129632671
Fax +1 2129631300/3778
E-mail: ombudsperson@un.org

See for more information at: https://www.un.org/sc/suborg/en/sanctions/1267/aq_sanctions_list/procedures-for-delisting

⁽¹⁾ OJ L 255, 21.9.2016, p. 25.

3. Further to the UN decision referred to in paragraph 2, the Commission has adopted Implementing Regulation (EU) 2017/326 ⁽¹⁾, which amends Annex I to Council Regulation (EC) No 881/2002 of 27 May 2002 imposing certain specific restrictive measures directed against certain persons and entities associated with the ISIL (Da'esh) and Al-Qaida organisations ⁽²⁾. The amendment, made pursuant to Article 7(1)(a) and 7a(1) of Regulation (EC) No 881/2002, adds the names of Bassam Ahmad Al-Hasri, Iyad Nazmi Salih Khalil, Ghalib Adbullah Al-Zaidi and Nayif Salih Salim Al-Qaysi to the list in Annex I of that Regulation ('Annex I').

The following measures of Regulation (EC) No 881/2002 apply to the individuals and entities included in Annex I:

- (1) the freezing of all funds and economic resources belonging to the individuals and entities concerned, or owned or held by them, and the prohibition (on everyone) on making funds and economic resources available to any of the individuals and entities concerned or for their benefit, whether directly or indirectly (Articles 2 and 2a); and
- (2) the prohibition on granting, selling, supplying or transferring technical advice, assistance or training related to military activities to any of the individuals and entities concerned, whether directly or indirectly (Article 3).

4. Article 7a of Regulation (EC) No 881/2002 provides for a review process where observations on the grounds for listing are submitted by those listed. Individuals and entities added to Annex I by Implementing Regulation (EU) 2017/326 may make a request for the grounds for their listing to the Commission. This request should be sent to:

European Commission
'Restrictive measures'
Rue de la Loi/Wetstraat 200
1049 Bruxelles/Brussel
BELGIQUE/BELGIË

5. The attention of the individuals and entities concerned is also drawn to the possibility of challenging Implementing Regulation (EU) 2017/326 before the General Court of the European Union, in accordance with the conditions laid down in the fourth and sixth paragraphs of Article 263 of the Treaty on the Functioning of the European Union.

6. For good order, the attention of the individuals and entities included in Annex I is drawn to the possibility of making an application to the competent authorities in the relevant Member State(s), as listed in Annex II to Regulation (EC) No 881/2002, in order to obtain an authorisation to use frozen funds and economic resources for essential needs or specific payments in accordance with Article 2a of that Regulation.

⁽¹⁾ OJ L 49, 25.2.2017, p. 30.

⁽²⁾ OJ L 139, 29.5.2002, p. 9.

ISSN 1977-091X (electronic edition)
ISSN 1725-2423 (paper edition)



Publications Office of the European Union
2985 Luxembourg
LUXEMBOURG

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