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⁽¹⁾ Text with EEA relevance.

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I

(Resolutions, recommendations and opinions)

RESOLUTIONS

COUNCIL

Council Resolution on further developing the European Education Area to support future-oriented education and training systems

(2019/C 389/01)

THE COUNCIL OF THE EUROPEAN UNION,

IN THE CONTEXT OF THE ONGOING DISCUSSIONS ON THE FUTURE OF EUROPE,

UNDERLINES THAT:

1. Europe is facing an era in which globalisation, technological progress, sustainability challenges, persistent social inclusion challenges, political instability and demographic change are having a profound impact on European societies and citizens. These common challenges require common reflection and coordinated actions from the Member States;
2. The role of education and training in promoting citizenship and democracy, personal development, social inclusion, equal opportunities and empowerment, and in fostering wellbeing and supporting cohesive societies, are priorities for future cooperation in this area. The two main societal roles of education and training – their contribution to competitiveness, innovation and employability and their contribution to active citizenship, social inclusion, cohesion and personal development – are closely intertwined and fully complementary in today's societies;
3. Education and training are key policy instruments for creating and maintaining sustainable growth and competitiveness and fostering employment and labour market participation at European level. Their potential in tackling broader societal challenges should be fully recognised when preparing the new growth strategy for the Union. High-quality education and training give the Union a competitive edge in an increasingly digital and knowledge-based global economy, as in the future, Europe will depend even more on creative, highly skilled and well trained people. It will also be vital to steer the development and deployment of new technologies and support the Union's transition into a circular and climate-neutral economy by fostering the knowledge, skills and competences needed to drive forward these changes;
4. European cooperation in the fields of education and training is an essential policy instrument for preparing innovative, future-oriented and responsive strategies to address these common challenges, whilst respecting the principles of subsidiarity and proportionality and the rich diversity of education and training systems within the Union;

IN THE CONTEXT OF IMPLEMENTING THE NEW STRATEGIC AGENDA 2019-2024 AS SET BY THE EUROPEAN COUNCIL ON 20 JUNE 2019,

UNDERLINES THE CRUCIAL ROLE OF EDUCATION AND TRAINING AT ALL ITS LEVELS AND FORMS IN IMPLEMENTING THE MAIN PRIORITIES OF THE STRATEGIC AGENDA, IN ENABLING PEOPLE TO SEIZE THE OPPORTUNITIES CREATED BY CURRENT ECONOMIC AND SOCIETAL TRANSFORMATIONS AND IN ALLOWING TALENT IN EUROPE TO FLOURISH, WITH AN EMPHASIS ON THE FOLLOWING:

5. Investing in high-quality education and training for all brings substantial benefits not only to citizens but also to the economy and society. Investment in competences needs to cover all stages of learners' lives. Achieving quality educational outcomes requires appropriate resources that need to be well balanced along the entire lifelong learning pathway;

6. Investment in education, training and skills needs to be promoted at European and national levels. There is a need for effective, innovative working methods, which foster a capacity-building approach and support the development of education and training systems through smart and strategic investment. Specific attention should be paid to boosting competences that will be relevant in the future, the strategic use of digitalisation and innovation funding, modernised education infrastructure, innovative and safe learning environments and improved pedagogical approaches, as well as to enhancing access to and the quality of lifelong guidance services. Investment could include further development of the European Education Area and improving synergies between European funding instruments as well as between EU policies and funding instruments relevant for education and training;
7. The potential of education and training to contribute to achieving a climate-neutral and green Europe needs to be fully explored. Education and training are crucial in providing the knowledge, skills and competences and in fostering the values and motivation which are fundamental to enabling fair and equitable social transformation. European action for Green Europe, built on the Council Recommendation on key competences for lifelong learning and the Council Recommendation on promoting common values, needs to involve all levels and all forms of education and training and all stages of life, enabling activities initiated at local and regional level and in cooperation with civil society, with the aim of moving forward towards the implementation of the relevant UN Sustainable Development Goals;
8. The European Pillar of Social Rights should be implemented at European and Member State levels, with due regard to respective competences. The right to quality and inclusive education, training and lifelong learning should be respected at every stage of life, from early childhood to older age, and at all levels and forms of education and training, in synergy with efforts made in connection with the European Education Area. Implementation should pay special attention to effective accessibility, equal opportunities and inclusion policies, ensuring access and transitions to lifelong learning;

IN THE CONTEXT OF THE FURTHER DEVELOPMENT OF THE VISION OF A EUROPEAN EDUCATION AREA BY 2025,

HIGHLIGHTS:

9. The importance of ensuring that the Union's common values, including democracy, the rule of law and fundamental rights are safeguarded and promoted;
10. The significant progress made towards the European Education Area and the importance of reinforcing the commitment towards the ambitious further development of its goals, objectives and scope, in order to make the vision of the European Education Area a reality and to make Europe the leading learning society in the world; contributing to a culture that encourages, empowers and motivates people and societies to learn and innovate, including all levels and forms of education and training and all stages of life;
11. The importance of developing the future strategic framework for cooperation in education and training as a tool to support and implement the European Education Area, contributing to its successful implementation and ambitious further development;
12. The instrumental role of the Erasmus+ programme in delivering the European Education Area by offering wide access to learning mobility as well as reinforced strategic partnerships and policy support for more inclusive, lifelong learning-based, gender responsive and innovation driven education, training and youth policies;
13. The need to continue efforts to support and develop cooperation at European level between Member States with a view to enhancing peer and mutual learning and the exchange of best practices, whilst removing barriers to learning mobility, and to support the Member States in developing their education and training systems holistically, with the aim of contributing to the overall sustainability of those systems and ultimately increasing upward socioeconomic convergence;
14. The need to tackle and reflect on global challenges and opportunities, especially in the fields of climate change, digitalisation, artificial intelligence and misleading or false information by boosting the development of knowledge, skills and competences and critical thinking from basic skills to high-level qualifications, at all levels and forms of education and training;

INVITES THE COMMISSION, WHEN FURTHER DEVELOPING THE EUROPEAN EDUCATION AREA AND THE FUTURE STRATEGIC FRAMEWORK FOR COOPERATION IN EDUCATION AND TRAINING, IN LINE WITH ITS COMPETENCES AND WITH DUE REGARD FOR SUBSIDIARITY, TO:

15. Recall the ambitions expressed in the Council Conclusions on moving towards a vision of a European Education Area that the area should be underpinned by the life-long learning continuum, from early childhood education and care to school and vocational education and training, to higher education and adult learning, and to continue firm action removing barriers to learning mobility, promoting and fostering mobility and cooperation in education and training, and supporting Member States in modernising their education and training systems, promoting teaching and learning of languages, mutual recognition of qualifications and outcomes of learning periods abroad;
16. Take further initiatives towards the creation of a genuine European Education Area, aiming to develop further its goals, objectives and scope and to enhance its links with the post-ET2020 strategic framework for cooperation in education and training; and to take appropriate steps to ensure that all levels and all forms of education and training are promoted on an equal basis;
17. Fully exploit the potential of the priorities of the Strategic Agenda 2019-2024, namely by enhancing investment in those competences that are needed to meet the demands of work and a changing society, resulting, inter alia, from climate change, globalisation, digitalisation, artificial intelligence and robotisation, with a view to promoting innovation, participation in democratic societies and social inclusion;
18. Engage in common reflection on the possibilities, appropriate policy actions and deliverables that would contribute to the strategic aim of a climate-neutral and green Europe and a fair transition; and take into account the rich potential of education and training when developing European policies on Green Europe, notably through Erasmus+ and focusing on learners' active participation in Education for Sustainable Development;
19. Continue coordinated efforts to make progress on a comprehensive Digital Education Action Plan for Europe and on the Coordinated Plan on Artificial Intelligence, by ensuring complementarity, added value and the coordination of policy aims and tools with regard to the European Education Area;
20. Building on the ET2020 cooperation toolbox, develop concrete future-oriented and innovative working methods in the field of European cooperation in education and training. Possibilities to mobilise cooperation instruments, such as international analysis, research and study visits and collaborative pilot projects, can be fully explored with an aim to innovate and test out policies and delivery tools, and to develop and promote research-based thematic scenarios and long-term forecasts on the future of work and society with a view to both European and global developments;
21. Develop new means to train and support competent, motivated and highly qualified teachers, trainers, educators and school leaders, and promote their continuous professional development and high-quality, research-based teacher education;

FURTHER INVITES THE MEMBER STATES AND THE COMMISSION, IN LINE WITH THEIR RESPECTIVE COMPETENCES AND WITH DUE REGARD FOR SUBSIDIARITY, TO:

22. Promote the development of digital skills and competences, innovation and an entrepreneurial mindset in education and training for all learners by opening up education towards more flexible learning opportunities and enhancing the permeability of education and training pathways as well as by ensuring inclusive and innovative approaches, including the efforts of tackling inequalities;
23. Support improvements towards high-quality, inclusive, lifelong, flexible, gender-responsive and innovation-driven education and training systems;
24. Fully exploit the potential of all relevant fields of education and training with a view to deepening the European Education Area and seek to ensure a balance between and participation of all relevant levels and forms of education and training;

25. Continue the engagement towards inclusive and high quality early childhood education and care systems, foster actions to promote key competences and inclusive, high-quality education for all, further develop European cooperation on school education, vocational education and training, higher education and adult learning and promote excellent teaching at all levels of education, including by enhancing cross-border mobility and cooperation for teachers, the creation and development of excellence in vocational education and training and the promotion of work-based learning in all its forms;
26. Promote cooperation and sharing of evidence of the benefits of investing in education and training, as improved knowledge, data and analysis regarding the benefits of efficient public investment in education and training can help Member States to develop more inclusive, effective and responsive education and training systems, while avoiding additional administrative burdens on the Member States;
27. Promote the development of shared, appropriate tools for tracking higher education and vocational education and training graduates at national level, in line with the New Skills Agenda for Europe and the Council Recommendation on tracking graduates;

WITH A VIEW TO THE FURTHER DEVELOPMENT OF THE EUROPEAN UNIVERSITIES INITIATIVE,

RECOGNISES:

28. The development of the first European Universities as an ambitious initiative that can allow more intensive, innovative and structured cooperation between all types of higher education institutions from all regions in Europe, at all levels and across all areas of activity, from learning and teaching to research and innovation; and considers that this could be a game-changing step forward in cross-institutional cooperation by offering various inspirational visions, models and themes for interaction in favour of the future development of the European Education Area in accordance with the changing needs of society;

INVITES THE MEMBER STATES AND THE COMMISSION, IN LINE WITH THEIR RESPECTIVE COMPETENCES AND WITH DUE REGARD FOR SUBSIDIARITY, TO:

29. Seek ways to raise awareness about the European Universities and encourage different types of higher education institutions to participate, by ensuring the high quality as well as geographical and social inclusiveness of the initiative, with the aim of making the initiative a true success:
 - a. by facilitating the exchange of relevant information between parties in order to boost cooperation efforts and improve the effectiveness of the approaches taken;
 - b. by ensuring an adequate operational environment by making the best use of available resources and taking appropriate steps to remove possible legislative and non-legislative obstacles at national level when necessary;
 - c. by taking advantage of existing and forthcoming tools and instruments to facilitate cross-border mobility and cooperation, such as the European Approach for Quality Assurance of Joint Programmes and the European Student Card initiative, and by fostering the implementation of agreed commitments, such as the Council Recommendation on promoting the automatic mutual recognition of qualifications and learning periods abroad, as well as the commitments of the European Higher Education Area;
 - d. by reflecting on the existing learning mobility policy framework, as well as the European quality assurance framework, to evaluate their suitability to support transformative change and strengthen higher education cooperation;
 - e. by identifying strengths and opportunities for improvement based on shared information and an analysis of the progress of the initiative;
 - f. by capitalising on the pilot European Universities' experiences and lessons learnt to inform policy-making and the further development of related cooperation in education and training, and by exploring the need to take forward appropriate policies for the European Universities.
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ANNEX

IN ADOPTING THIS RESOLUTION, THE COUNCIL RECALLS IN PARTICULAR THE FOLLOWING POLICY BACKGROUND:

1. Council Conclusions on strategic framework for European Cooperation in education and training (ET2020) (12 May 2009)
2. Council Recommendation on validation of non-formal and informal learning (20 December 2012)
3. Declaration on promoting citizenship and the common values of freedom, tolerance and non-discrimination through education (Paris, 17 March 2015)
4. The Yerevan Ministerial Communiqué (15 May 2015)
5. Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET2020) – New priorities for European cooperation in education and training (23 and 24 November 2015)
6. Resolution of the Council and of the representatives of the Governments of the Member States, meeting within the Council, on promoting socioeconomic development and inclusiveness in the EU through education: the contribution of education and training to the European Semester 2016 (24 February 2016)
7. Communication from the Commission to the European Parliament and the Council, the European Economic and Social Committee and Committee of Regions – A New Skills Agenda for Europe (10 June 2016)
8. Council Recommendation on Upskilling Pathways: New Opportunities for Adults (19 December 2016)
9. 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 (17 February 2017)
10. Council Recommendation on the European Qualifications Framework for lifelong learning (22 May 2017)
11. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on Strengthening European Identity through Education and Culture: The European Commission's Contribution to the Leaders' meeting in Gothenburg (17 November 2017)
12. Council Recommendation on tracking graduates (20 November 2017)
13. Council conclusions on a renewed European Agenda for higher education (20 November 2017)
14. Council Conclusions on school development and excellent teaching (20 November 2017)
15. Conclusions of the European Council (17 December 2017)
16. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on the Digital Education Action Plan (17 January 2018)
17. Report from the Commission to the European Parliament, the Council, the European Economic and Social Committee and Committee of Regions on the Mid-term evaluation of the Erasmus+ Programme (31 January 2018)
18. Council Recommendation on a European Framework for Quality and Effective Apprenticeships (15 March 2018)
19. Council conclusions on moving towards a vision of a European Education Area (22 May 2018)
20. Council Recommendation on promoting common values, inclusive education and the European dimension in teaching (22 May 2018)
21. Council Recommendation on key competences for lifelong learning (22 May 2018)
22. The Paris Ministerial Communiqué (25 May 2018)
23. Council Recommendation on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad (26 November 2018)

24. Communication from the Commission to the European Parliament, the European Council, the Council, the European Economic and Social Committee and the Committee of the Regions on Coordinated Plan on Artificial Intelligence (7 December 2018)
 25. Council conclusions Towards an ever more sustainable Union by 2030 (9 April 2019)
 26. Council Recommendation on High-Quality Early Childhood Education and Care systems (22 May 2019)
 27. Council Recommendation on a comprehensive approach to the teaching and learning of languages (22 May 2019)
 28. Council conclusions on the future of a highly digitised Europe beyond 2020: 'Boosting digital and economic competitiveness across the Union and digital cohesion' (7 June 2019)
 29. European Council: The New Strategic Agenda 2019-2024 (20 June 2019)
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II

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

EUROPEAN COMMISSION

Non-opposition to a notified concentration**(Case M.9600 — Saudi Aramco Development Company/Korea Shipbuilding and Offshore Engineering Company/JV)****(Text with EEA relevance)**

(2019/C 389/02)

On 7 November 2019, 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 61b of Council Regulation EC No 139/2004 ⁽¹⁾. 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 32019M9600. EUR-Lex is the online access to European law.

⁽¹⁾ OJ L 24, 29.1.2004, p. 1.

Non-opposition to a notified concentration**(Case M.9539 — BNP Paribas/Deutsche Bank (Global Prime Finance and Electronic Equities Business Assets))****(Text with EEA relevance)**

(2019/C 389/03)

On 8 November 2019, 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 ⁽¹⁾. 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 32019M9539. EUR-Lex is the online access to European law.

⁽¹⁾ OJ L 24, 29.1.2004, p. 1.

Non-opposition to a notified concentration**(Case M.9484 — Semler/VWFS/JV)****(Text with EEA relevance)**

(2019/C 389/04)

On 5 November 2019, 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 ⁽¹⁾. 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 32019M9484. EUR-Lex is the online access to European law.

⁽¹⁾ OJ L 24, 29.1.2004, p. 1.

Non-opposition to a notified concentration**(Case M.9319 — DP World/P&O Group)****(Text with EEA relevance)**

(2019/C 389/05)

On 26 June 2019, 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 ⁽¹⁾. 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 32019M9319. EUR-Lex is the online access to European law.

⁽¹⁾ OJ L 24, 29.1.2004, p. 1.

Non-opposition to a notified concentration**(Case M.9367 — Mirova/Predica/Indigo)****(Text with EEA relevance)**

(2019/C 389/06)

On 26 August 2019, 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 ⁽¹⁾. 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 32019M9367. EUR-Lex is the online access to European law.

⁽¹⁾ OJ L 24, 29.1.2004, p. 1.

IV

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

COUNCIL

**Council conclusions on the key role of lifelong learning policies in empowering societies to address
the technological and green transition in support of inclusive and sustainable growth**

(2019/C 389/07)

THE COUNCIL OF THE EUROPEAN UNION,

RECALLING THE POLITICAL BACKGROUND AS SET OUT IN THE ANNEX TO THESE CONCLUSIONS,

ACKNOWLEDGES:

1. that the first principle of the European Pillar of Social Rights ⁽¹⁾ affirms everyone's right to quality and inclusive education, training and lifelong learning in order to maintain and acquire skills that enable full participation in society and successful transitions in the labour market;
2. that lifelong learning covers learning from early childhood education and care to that of post-retirement, including the entire spectrum of formal, non-formal and informal learning, with the aim of improving knowledge, skills and competences from a personal, civic, social and/or employment-related perspective. Lifelong learning considers each individual as the subject of learning, enables all persons to acquire the relevant knowledge to take part as active citizens in the knowledge society and the labour market, facilitating free mobility for European citizens;
3. that current societal and economic challenges call for approaches that engage, motivate and empower learners, society and employers to be more proactive and strategic in making lifelong learning a reality for all, and the importance of systematic and committed coordination across relevant policy sectors for the successful implementation of lifelong learning policies, as well as the crucial role of social partners in the design, implementation and success of these policies;
4. the importance of promoting equal opportunities for participation and access to lifelong learning for everyone regardless of background, by recognising and building on prior knowledge, skills and competences, and thus enhancing continuous, multiple and seamless transitions between levels and forms of education and training;
5. the key role of lifelong learning policies in European cooperation on education and training and in the Erasmus+ programme, and their significance for national education and training, employment and social policies, as well as for democratic engagement;
6. the role of lifelong learning in empowering and enabling individuals, societies and the world of work to address the technological and green transition, while contributing to social inclusion;

⁽¹⁾ 13129/17.

HIGHLIGHTS:

7. the commitment of the Union and the Member States to the United Nations 2030 Agenda and its Sustainable Development Goals;
8. the New Strategic Agenda 2019-2024 ^(?), which sets the development of a strong and vibrant economic base and the building of a climate-neutral, green, fair and social Europe as strategic priorities, and emphasises the digital transformation policies which embody our societal values and promote inclusiveness; and recognises the need to step up investment in people's skills and education while ensuring the basis for long-term sustainable and inclusive growth; the need to implement the European Pillar of Social Rights at EU and Member State level, with due regard for respective competences and the principle of subsidiarity, whilst taking note that keen attention to social issues, risks and exclusion arising from inequalities and educational divides is required;
9. the new concept of the 'economy of wellbeing', which aims to put people and their wellbeing at the centre of policy- and decision-making;

RECALLS THAT:

10. in its conclusions on moving towards a vision of a European Education Area, the Council stated that the European Education Area should be underpinned by the lifelong learning continuum, from early childhood education and care through school and vocational education and training to higher education and adult education, including non-formal and informal learning;

CONSIDERS THAT:

11. the ongoing technological and digital transformation of our societies is reshaping the economic landscape, the world of work and civic engagement and thus could potentially have a significant impact on social cohesion and equality;
12. in shaping the European policies for digital transformation, education and training policies are crucial to ensuring wellbeing and sustainable growth in Europe. Investing in new knowledge, skills and competences is key in enhancing Europe's competitiveness and productivity;
13. the development of technology and in particular artificial intelligence (AI) has significant potential to create new kinds of economic and civic activities, skills, jobs and services. Effective education and training policies, tools and measures need to be developed to ensure that everyone has the appropriate knowledge, skills and competences to participate fully in a transforming society, while raising awareness of the ethical concerns and risks posed by a potential misuse of technology;
14. technological transformation is increasing the demand for high-level skills and competences, adaptability and career management skills, whilst the demand for low skills applicable in routine and repetitive jobs is simultaneously decreasing. The impacts are variable in time, place and scale, as some sectors and areas are more affected than others. A good provision of lifelong learning and lifelong guidance can help to reduce the divide between high-skilled and low-skilled workers in the labour market;
15. in Europe, the challenge of reskilling and upskilling the adult population is immense. Therefore, investing in basic skills and key competences is more relevant than ever. High-quality, inclusive education (formal, non-formal, informal learning as well as work-based learning) and a broad approach to competence development, improves achievement levels in basic skills and supports progression to more advanced skills and competences;
16. inequalities in access to and the provision of adult learning remain a challenge, since adult participation in learning activities is still low and especially low-skilled adults need more intensive support in engaging in learning. ^(?) A greater effort should be made to involve socially disadvantaged people to participate in lifelong learning and enable them to enter, re-enter or remain in the labour market and support their career development;

^(?) EUCO 9/19.

^(?) Education and Training Monitor 2018

17. ongoing demographic changes present opportunities and challenges at both individual and societal levels; as low birth rates and higher life expectancy are transitioning societies towards an older population structure in many Member States; ⁽⁴⁾
18. better recognition of the potential of older people and the promotion of opportunities for them as well as possibilities to participate in society, even in later life, contributes to creating cohesive societies. Lifelong learning is a crucial factor for elderly citizens' healthy ageing and active participation in social and economic life;
19. the high quality, inclusiveness and accessibility of early childhood education and care as well as basic school education and non-formal learning activities are essential policies in responding to demographic changes, ensuring that children and young people have the right knowledge, skills and competences for the future, tackling the risk of early school leaving, poverty and social exclusion and ensuring meaningful lives;
20. there is an urgent need to further promote gender equality and encourage equal access to education and training, particularly in single-gender dominated sectors and professions. Women are underrepresented in STEM sectors in Europe, especially in the digital sector, where their participation continues to decrease. Empowering women in STEM sectors and particularly in the digital sector is relevant for the development of European societies and economies. ⁽⁵⁾ Education and training can help to address the gender gap in the digital sector;

EMPHASISES:

21. the need to give a strong boost to lifelong-learning policies and provision in order to better respond to the challenges of a changing society;
22. that continued efforts on implementing the Council Recommendation on Upskilling Pathways are a crucial step towards effective lifelong-learning policies. However, more efforts and a broader range of policies and instruments will be needed to complement this and extend the opportunities to everyone;
23. the commitment towards an ambitious further development of the European Education Area in order to make Europe the leading learning society in the world, contributing to a culture that encourages, empowers and motivates people and societies to learn and innovate in a continuous manner, including at all levels and forms of education and training and at all stages of life;

INVITES THE MEMBER STATES:

24. to develop strategic approaches to boost lifelong learning policies, and to recognize the potential of lifelong learning in support of inclusive and sustainable growth and in response to the technological and green transition, including by:
 - (a) developing education and training systems in a comprehensive way to enable continuous and seamless learning paths and transitions for individual learners;
 - (b) strengthening equity in education by developing policies that aim to promote access to well-established progression routes for all and avoid educational dead-ends in education and training systems;
 - (c) increasing the responsiveness of education and training systems to meet the needs of learners and the rapid changes in the labour market and society by paying particular attention to the areas most affected by technological change and most relevant to climate change, as well as to the urgent need to improve our ecological footprint, and to promoting education for sustainable development as a driver for innovation, resilience and transformative action, while taking into account different and changing knowledge, skills and competence needs;
 - (d) supporting easy transitions between different levels and sectors of education and training by facilitating alternative learning paths, providing guidance, encouraging diverse learning provision and versatile learning environments, and supporting new learning and teaching methods at all levels and forms of education and training, and validating skills and competences regardless of where or how they are acquired, where possible;

⁽⁴⁾ Eurostat 2019: 'Population structure and ageing'.

⁽⁵⁾ European Commission 2018: Study on women in the digital age.

- (e) exploring possibilities to create flexible, personalised and learner-centred learning paths and targeted provision for vulnerable groups, based, for example, on modularised and learning-outcome-based approaches that make it easier to tailor learning to individual and occupational needs;
- (f) emphasising the importance of continuing competence development for teachers, teacher educators, school leaders, trainers, guidance counsellors, youth workers and career advisors, with a view to providing skills and competences for continuous learning purposes which are accessible to all;
- (g) promoting the exchange and availability of data relevant for empowering learners to manage and use data related to their own learning and to make informed choices and decisions about it throughout their lives, fully in line with the General Data Protection Regulation;
- (h) exploring the potential of AI to support high-quality and personalised education and training and the development of knowledge, skills and competences. These efforts should pay close attention to inclusion and equity by leveraging the trustworthy use of AI in education and training, so as to identify educational challenges and boost learning processes;
- (i) continuing efforts to implement the Council Recommendation on the validation of non-formal and informal learning;

INVITES THE COMMISSION, WITH DUE REGARD FOR SUBSIDIARITY AND IN CLOSE COOPERATION WITH THE MEMBER STATES TO:

- 25. give a significant boost to active, effective and future-oriented lifelong-learning strategies and policies with the aim of enhancing participation in lifelong learning at all levels and forms of education and training;
- 26. update the efficiency, scale and target groups of current lifelong learning policies in order to better respond to learning needs arising from changes in society and the world of work, including by further developing the European Education Area, by reflecting lifelong learning in the future strategic framework for cooperation in education and training and by using the opportunities provided by Erasmus+, the European Social Fund and other relevant Union instruments;
- 27. support initiatives that facilitate investment in lifelong learning, including cooperation between the public and private sectors;
- 28. include the effective and inclusive use of AI among the areas for the further development of the Digital Education Action Plan and the European Education Area;
- 29. enhance the coordination of ongoing and future efforts to improve data interoperability, for example by ensuring access to personal education data, improving the exchange of education data between learners, learning institutions and employers, while avoiding overlapping efforts at Union level, in order to leverage the potential of the digital transformation, in line with the General Data Protection Regulation;
- 30. support national policies aiming at increasing the responsiveness of education and training systems to the rapidly changing needs of the labour market and society by facilitating and increasing the dissemination and use of analytical, research, and forecasting data, including graduate tracking, as well as skills intelligence, with a view to making a long-term impact on policy;
- 31. encourage a major step forward in the further development of lifelong learning by exploring better opportunities for cooperation between education and training levels and sectors, as well as relevant authorities (e.g. social, health, migration) and by promoting versatile and flexible learning opportunities to upskill and reskill adults, in cooperation with social partners, civil society, public employment services and other relevant stakeholders;

32. promote further synergies between education, training, research and innovation as a spur to the development of the European Education Area, in particular through the European Universities alliances playing an important role in promoting lifelong learning;
 33. consider, when evaluating and updating European policies on the validation of non-formal and informal learning, a broader concept for the validation of knowledge, skills and competences, with the aim to enable validation of skills and competences regardless of how or where they have been acquired, with the aim of supporting seamless transitions and motivating individual learning paths, and without prejudice to the competences of the Member States in this field.
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ANNEX

Political background

1. Council Resolution of 27 June 2002 on lifelong learning ⁽¹⁾
2. Resolution of the Council and of the representatives of the Member States meeting within the Council on strengthening policies, systems and practices in the field of guidance throughout life in Europe ⁽²⁾
3. Resolution of the Council and of the representatives of the governments of the Member States, meeting within the Council on better integrating lifelong guidance into lifelong learning strategies ⁽³⁾
4. Council Resolution on a renewed agenda for adult learning ⁽⁴⁾
5. Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning ⁽⁵⁾
6. 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 ⁽⁶⁾
7. Commission Communication on a new skills agenda for Europe: Working together to strengthen human capital, employability and competitiveness ⁽⁷⁾
8. Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation) ⁽⁸⁾
9. Commission Communication on European Interoperability Framework – Implementation Strategy ⁽⁹⁾
10. Commission Communication on strengthening European identity through education and culture ⁽¹⁰⁾
11. Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning ⁽¹¹⁾
12. Council Recommendation of 20 November 2017 on tracking graduates ⁽¹²⁾
13. Commission Reflection Paper on Harnessing Globalisation ⁽¹³⁾
14. 2017 Lisbon Ministerial Declaration on the 4th UNECE Ministerial Conference on Ageing ‘A Sustainable Society for All Ages: Realizing the potential of living longer’
15. Commission Communication on Building a stronger Europe: the role of youth, education and culture policies ⁽¹⁴⁾
16. Commission Communication on the Digital Education Action Plan ⁽¹⁵⁾
17. Decision of the European Parliament and of the Council of 18 April 2018 on a common framework for the provision of better services for skills and qualifications (Europass) ⁽¹⁶⁾

⁽¹⁾ OJ C 163, 9.7.2002, p. 1.

⁽²⁾ 9286/04.

⁽³⁾ OJ C 319, 13.12.2008, p. 4.

⁽⁴⁾ OJ C 372, 20.12.2011, p. 1.

⁽⁵⁾ OJ C 398, 22.12.2012, p. 1.

⁽⁶⁾ OJ C 417, 15.12.2015, p. 25.

⁽⁷⁾ COM(2016) 381.

⁽⁸⁾ OJ L 119, 4.5.2016, p. 1.

⁽⁹⁾ COM(2017) 134.

⁽¹⁰⁾ COM(2017) 673.

⁽¹¹⁾ OJ C 189, 15.6.2017, p. 15.

⁽¹²⁾ OJ C 423, 9.12.2017, p. 1.

⁽¹³⁾ COM(2017) 240.

⁽¹⁴⁾ COM (2018) 268.

⁽¹⁵⁾ COM(2018) 22.

⁽¹⁶⁾ OJ L 112, 2.5.2018, p. 42.

18. Council Recommendation of 22 May 2018 on key competences for lifelong learning ⁽¹⁷⁾
 19. Council Recommendation of 19 December 2016 on Upskilling Pathways: New Opportunities for Adults ⁽¹⁸⁾; and Council conclusions of 22 May 2019 on the implementation of the Recommendation ⁽¹⁹⁾
 20. Council conclusions on moving towards a vision of a European Education Area ⁽²⁰⁾
 21. Commission Communication on Artificial Intelligence for Europe ⁽²¹⁾
 22. Regulation (EU) 2018/1807 of the European Parliament and of the Council of 14 November 2018 on a framework for the free flow of non-personal data in the European Union ⁽²²⁾
 23. Council conclusions of 9 April 2019 'Towards an ever more sustainable Union by 2030' ⁽²³⁾
 24. Council conclusions of 7 June 2019 on the future of a highly digitised Europe beyond 2020: 'Boosting digital and economic competitiveness across the Union and digital cohesion' ⁽²⁴⁾
 25. Council Resolution on the EU Youth Strategy 2019-2027 ⁽²⁵⁾
 26. Council conclusions on the Economy of Wellbeing ⁽²⁶⁾
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⁽¹⁷⁾ OJ C 189, 4.6.2018, p. 1.

⁽¹⁸⁾ OJ C 484, 24.12.2016, p. 1.

⁽¹⁹⁾ OJ C 189, 5.6.2019, p. 23.

⁽²⁰⁾ OJ C 195, 7.6.2018, p. 7.

⁽²¹⁾ COM(2018) 237.

⁽²²⁾ OJ L 303, 28.11.2018, p. 59.

⁽²³⁾ 8286/19.

⁽²⁴⁾ 8807/19.

⁽²⁵⁾ OJ C 189, 5.6.2019, p. 1.

⁽²⁶⁾ 13432/19.

EUROPEAN COMMISSION

Euro exchange rates ⁽¹⁾

15 November 2019

(2019/C 389/08)

1 euro =

Currency			Exchange rate		
Currency			Exchange rate		
USD	US dollar	1,1034	CAD	Canadian dollar	1,4608
JPY	Japanese yen	119,95	HKD	Hong Kong dollar	8,6361
DKK	Danish krone	7,4723	NZD	New Zealand dollar	1,7255
GBP	Pound sterling	0,85660	SGD	Singapore dollar	1,5021
SEK	Swedish krona	10,6518	KRW	South Korean won	1 285,34
CHF	Swiss franc	1,0924	ZAR	South African rand	16,2494
ISK	Iceland króna	135,90	CNY	Chinese yuan renminbi	7,7343
NOK	Norwegian krone	10,0345	HRK	Croatian kuna	7,4380
BGN	Bulgarian lev	1,9558	IDR	Indonesian rupiah	15 528,15
CZK	Czech koruna	25,583	MYR	Malaysian ringgit	4,5817
HUF	Hungarian forint	334,80	PHP	Philippine peso	55,849
PLN	Polish zloty	4,2785	RUB	Russian rouble	70,3938
RON	Romanian leu	4,7686	THB	Thai baht	33,350
TRY	Turkish lira	6,3433	BRL	Brazilian real	4,6296
AUD	Australian dollar	1,6221	MXN	Mexican peso	21,2194
			INR	Indian rupee	79,1630

⁽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.9445 — Natura Cosméticos/Avon Products)**(Text with EEA relevance)**

(2019/C 389/09)

1. On 8 November 2019, the Commission received notification of a proposed concentration pursuant to Article 4 of Council Regulation (EC) No 139/2004 ⁽¹⁾.

This notification concerns the following undertakings:

- Natura Cosméticos S.A. ('Natura', Brazil),
- Avon Products, Inc. ('Avon', United States).

Natura acquires within the meaning of Article 3(1)(b) of the Merger Regulation control of the whole of Avon. The concentration is accomplished by way of purchase of shares.

2. The business activities of the undertakings concerned are:

- for Natura: worldwide manufacture and supply of beauty and personal care products, in the EEA mainly under the brands The Body Shop and Aesop,
- for Avon: worldwide manufacture and supply of beauty and personal care products, primarily through the direct-selling channel.

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. The following reference should always be specified:

M.9445 — Natura Cosméticos/Avon Products

Observations can be sent to the Commission by email, by fax, or by post. Please use the contact details below:

Email: COMP-MERGER-REGISTRY@ec.europa.eu

Fax +32 22964301

Postal 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').

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