

Official Journal

of the European Union

C 30



English edition

Information and Notices

Volume 57

1 February 2014

<u>Notice No</u>	<u>Contents</u>	<u>Page</u>
I	<i>Resolutions, recommendations and opinions</i>	
	RECOMMENDATIONS	
	Court of Justice of the European Union	
2014/C 30/01	Recommendations to national courts and tribunals in relation to the initiation of preliminary ruling proceedings	1
IV	<i>Notices</i>	
	NOTICES FROM EUROPEAN UNION INSTITUTIONS, BODIES, OFFICES AND AGENCIES	
	Council	
2014/C 30/02	Council conclusions on effective leadership in education	2
2014/C 30/03	Council conclusions on enhancing the social inclusion of young people not in employment, education or training	5

EN

Price:
EUR 3

(Continued overleaf)

<u>Notice No</u>	Contents (continued)	Page
	European Commission	
2014/C 30/04	Euro exchange rates	9
<hr/>		
V	<i>Announcements</i>	
	ADMINISTRATIVE PROCEDURES	
	European Investment Bank	
2014/C 30/05	2014 EIB Prize in economics: Innovation, market structure and competitiveness	10
	PROCEDURES RELATING TO THE IMPLEMENTATION OF COMPETITION POLICY	
	European Commission	
2014/C 30/06	Prior notification of a concentration (Case COMP/M.7036 — Aller Media/Bonnier Tidskrifter/Egmont Holding/Mediafy) ⁽¹⁾	11
<hr/>		
	Corrigenda	
2014/C 30/07	Corrigendum to Public holidays in 2014: EEA/EFTA States and EEA institutions (OJ C 27, 30.1.2014)	12
2014/C 30/08	Corrigendum to Call for proposals 2013 — EAC/S11/13 — Erasmus+ programme (OJ C 362, 12.12.2013)	12



⁽¹⁾ Text with EEA relevance

I

(Resolutions, recommendations and opinions)

RECOMMENDATIONS

COURT OF JUSTICE OF THE EUROPEAN UNION

RECOMMENDATIONS

to national courts and tribunals in relation to the initiation of preliminary ruling proceedings

(2014/C 30/01)

The English version of these recommendations has already been published in Official Journal C 338 of 6 November 2012.

IV

(Notices)

NOTICES FROM EUROPEAN UNION INSTITUTIONS, BODIES, OFFICES AND AGENCIES

COUNCIL

Council conclusions on effective leadership in education ⁽¹⁾

(2014/C 30/02)

THE COUNCIL OF THE EUROPEAN UNION,

WHEREAS:

1. The Council conclusions of 26 November 2009 on the professional development of teachers and school leaders recognised that effective school leadership is a major factor in shaping the overall teaching and learning environment, in raising aspirations and providing support for pupils, parents and staff, and thus in fostering higher achievement levels, and that as a result it is of key importance to ensure that school leaders have, or are able to develop, the capacities and qualities needed to assume the increasing number of tasks with which they are confronted.
2. The European Council conclusions of 13-14 December 2012 called upon the Council, the Member States and the Commission to ensure rapid follow-up to the 'Rethinking Education' initiative, and the subsequent Council conclusions of 15 February 2013 on 'Investing in education and training — a response to Rethinking Education' invited the Member States to revise and strengthen the professional profile of the teaching professions, including school leaders, and to fully exploit the potential for cooperation and peer learning under the Open Method of Coordination.
3. The Europe 2020 strategy, and in particular the 2013 Annual Growth Survey, calls upon Member States to preserve growth potential by giving priority to, and where possible, strengthening investments in education and training while ensuring the effectiveness of such expenditure.

AND IN THE LIGHT OF:

- The Lithuanian Presidency conference on 'Leadership in Education' held in Vilnius on 9-10 September 2013,

which provided a platform for representatives from EU Member States, candidate countries and EFTA states, together with the European Commission, to contribute to the policy debate on this important topic;

- The Comenius conference on 'Developing your school with EU programme support, a conference for school leaders', held in Vilnius on 11-12 October 2013.

NOTES WITH INTEREST:

The Commission communication on 'Opening up Education' ⁽²⁾, which invites the Member States to promote and develop innovative teaching and learning for all by making appropriate use of new technologies and Open Educational Resources.

STRESSES THAT:

1. As key drivers of growth, competitiveness and social cohesion in a knowledge society, Europe's education and training systems require strong and effective leadership at all levels. Today's educational leaders face a variety of challenging tasks, bearing responsibility not only for improving the quality of teaching and raising levels of attainment, but also for managing human and financial resources.
2. Educational leadership calls for a range of highly developed competences underpinned by core values. It requires professional commitment, an ability to motivate and inspire, and sound managerial, pedagogical and communication skills. Good educational leaders develop a strategic vision for their institutions, act as role models for both learners and teachers and are key to creating an effective and attractive environment which is conducive to learning. They are also major players in forging effective links between different

⁽¹⁾ For the purposes of this text, the term 'leadership' is used solely in the context of schools, VET and adult learning institutions.

⁽²⁾ 14116/13.

levels of education and training, families, the world of work and the local community, with a common aim of raising learner attainment.

3. The selection, recruitment, preparation and retention of the most competent staff for leadership positions in education institutions, and the provision of favourable conditions for their professional development, are accordingly of crucial importance and require careful attention by decision makers.

4. Educational leadership can be effective when:

- educational leaders are in a position to focus primarily on improving the quality of teaching and learning within their institutions while ensuring equity;
- leadership is based on clearly defined roles;
- it adopts a collaborative and inclusive approach;
- it is able to recognise the strengths and competences of staff members and assign leadership roles to them;
- it is in a position to allocate resources and to explore innovative teaching approaches; and
- it remains fully accountable to, and has the support of not only national, but also local and regional authorities and the community at large, particularly when endeavouring to introduce changes.

ACCORDINGLY AGREES THAT:

1. Innovative approaches to leadership can contribute to attracting and retaining candidates of the highest calibre and enabling learning environments to cope with — and fully exploit the potential of — the continuous innovations emerging at fast pace in education.
2. It is also necessary to professionalise, strengthen and support the role of educational leaders, by first identifying the competences they require, by developing more structured career paths and by assessing the specific professional development needs of those taking up leadership positions and providing relevant training opportunities.
3. Sufficient flexibility, autonomy and accountability are required to enable educational leaders to develop innovative

approaches to leadership, as well as create the conditions in which other staff members are encouraged to assume leadership responsibilities.

4. Staff occupying leadership positions need to possess or acquire, as well as regularly update, the necessary competences for such positions, including those that enable them to make effective use of new technologies and management techniques for the promotion of innovative learning and efficient management of their institution.

REAFFIRMS THAT:

While the responsibility for the organisation and content of the different education and training systems rests exclusively with individual Member States, cooperation and the exchange of best practices in the field of educational leadership at European level via the Open Method of Coordination, underpinned by the efficient use of EU programmes, in particular Erasmus+, can make a useful contribution by supporting and complementing measures taken at national, regional and local level.

INVITES THE MEMBER STATES TO:

A. Support, in accordance with national circumstances and with due respect for the principle of equity, new ways of enhancing the effective and accountable autonomy of education institutions and educational leaders, particularly by:

1. promoting the autonomy of education institutions and educational leaders with regard to pedagogical matters and the internal allocation of resources, while ensuring that they have the necessary means and support to adapt and respond effectively to specific and changing local conditions;
2. clearly defining roles and responsibilities, and making provision for the competences required by educational leaders to be supported and strengthened through different modes of professional development, including networking between such leaders;
3. facilitating informed decision-making and increased accountability, for instance through the use of smart data, making provision for quality assurance mechanisms and developing specific measures for education institutions in disadvantaged areas;
4. gathering evidence on effective and successful educational leadership approaches in different national contexts, particularly in order to seek an optimal balance between flexibility, autonomy, and accountability, as well as to gauge the impact of innovative approaches on the quality of teaching and learning outcomes.

B. Make educational leadership more attractive, particularly by:

1. ensuring greater professionalisation as a means of attracting the most able candidates;
2. enabling educational leaders to focus on the improvement of teaching and learning within their institutions, including by seeking a better balance between purely administrative tasks and the core tasks relating to teaching and learning;
3. exploring and developing attractive forms of introductory training, early career support and continuous professional development for educational leaders, including through cross-sector cooperation with other stakeholders such as the business world and the social partners;
4. promoting teamwork and flexible leadership environments, for example by enabling the creation within education institutions of ad-hoc teams aimed at tackling specific challenges and of networks outside schools aimed at the exchange of experience and cooperation;
5. promoting specific measures, mutual learning and the exchange of best practices, with a view to encouraging gender balance in educational leadership.

C. Promote, where appropriate, innovative approaches to effective educational leadership, particularly by:

1. taking account of the specific needs of education institutions and applying appropriate quality assurance criteria when selecting future leaders;
2. recognising and promoting the leadership potential of staff within institutions, particularly through 'distributed leadership', by providing them with opportunities to work with colleagues in other institutions and by providing them with encouragement and opportunities to develop their potential in this respect;
3. stimulating the creation of innovative teaching and learning environments, including by making appropriate use of ICTs and Open Educational Resources both as pedagogical aids and as management tools;

4. establishing and maintaining networks aimed at initiating and developing effective approaches to leadership in education and stimulating and promoting peer learning between educational leaders.

INVITES THE MEMBER STATES AND THE COMMISSION TO:

1. Make full use of the Open Method of Coordination, to promote best practice and support the development of professional leadership in the fields of school, adult education and vocational education and training, and provide regular feedback at political level as appropriate.
2. Promote cooperation and partnerships for effective innovation in leadership and for the professional development of educational leaders — including through cross-sectoral cooperation between schools, higher education and vocational training institutions and the business sector — with the support of European funding, including via the Erasmus+ programme and the European Structural Funds, especially the European Social Fund.
3. Promote the exchange of good practice and development of innovative approaches to effective educational leadership, for instance through the Strategic Partnership actions of the Erasmus+ programme, including by encouraging educational leaders to cooperate with various stakeholders such as companies, civil society associations and different levels of educational institutions, both internationally and within the local community.
4. Further explore the possibilities offered by platforms such as eTwinning to support cross-sectoral exchanges on innovative leadership, by providing virtual spaces through which educational leaders can collaborate and disseminate effective and innovative practices.
5. Promote further research into effective educational leadership and ensure the dissemination of its results.
6. Strengthen support for national and regional networks of stakeholders dealing with educational leadership, and help to ensure appropriate dissemination and follow-up of their work at European level, including through the European Policy Network on School Leadership and by making full use of evidence gathered through international cooperation.

Council conclusions on enhancing the social inclusion of young people not in employment, education or training

(2014/C 30/03)

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

ACKNOWLEDGE THAT:

1. Young women and men are an important resource of Europe. They represent potential for today and the future; however, they face many challenges such as unemployment and related social problems ⁽¹⁾. In order to emerge from the current crisis and to prevent similar problems in the future, all Member States have to take immediate actions aimed at promoting youth employment, education and training, participation and social inclusion of young people.
2. Young people not in an employment, education or training situation (hereinafter — young people in a NEET situation) ⁽²⁾ can face negative social conditions, such as isolation, lack of autonomy, involvement in risky behaviour, and unstable mental and physical health, which expose them to higher risks of unemployment and social exclusion later in life. Social exclusion of young people, in particular young people in a NEET situation, can have negative consequences for the economy and significant costs for Europe. In 2011, the economic loss due to the disengagement of young people from the labour market was 153 billion euro. This is a conservative estimate and corresponds to 1,2 % of EU GDP ⁽³⁾.
3. Young people in a NEET situation are more or less vulnerable, with different characteristics and needs. Therefore, an individually tailored approach is needed in order to effectively and successfully (re)integrate them into the labour market, the education or training system, and social life.
4. This approach has been recognised by the Council Recommendation on establishing a Youth Guarantee, adopted on 22 April 2013 ⁽⁴⁾. This Recommendation sets out that all young people under the age of 25 should receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship within a period of four months of becoming unemployed or leaving formal education ⁽⁵⁾.
5. The EU skills panorama and the CEDEFOP skills forecasts can support policy initiatives aimed at reducing youth unemployment by facilitating the identification of emerging skills shortages, as well as trends in skills and perspectives for the labour market.
6. Risk factors that increase the danger of falling into a NEET situation are often a combination of personal, economic, educational and social circumstances.
7. Youth work, voluntary activities, active citizenship, and non-formal and informal learning can play an important and complementary role by bringing added value for all young people, especially those in a NEET situation, in the transition to the labour market: building bridges between education and employment systems, complementing the formal education system, providing self-confidence, social capital and self-development, and increasing soft and technical skills that enhance employability.
8. The Joint Conclusions of the EU Youth Conference organised by the Lithuanian Presidency from 9 to 12 September, 2013, emphasise the need to adapt education to the needs of young people and the demands of the labour market, to facilitate the transition from education to employment and to improve conditions for young people's integration into the labour market ⁽⁶⁾.

⁽¹⁾ In 2012, 7,5 million young people aged 15-24 and an additional 6,5 million young people aged 25-29 were not in employment, education or training in Europe. This corresponds to a significant increase in the rate of young people classified as NEET: in 2008, the figure stood at 11 % of 15-24 year olds and 17 % of 25-29 year olds; by 2012 this had increased to 13 % and 20 % respectively (Eurostat).

⁽²⁾ The Employment Committee at its meeting on 19 May 2010 agreed that the definition 'youth neither in employment nor in any education and training' includes unemployed persons (according to ILO definition) not in any education and training and inactive persons (ILO definition) not in any education and training. See <http://ec.europa.eu/social/BlobServlet?docId=6602&langId=en>

⁽³⁾ NEETs. Young people not in employment, education or training: Characteristics, costs and policy responses in Europe, page 2. Eurofound (2012). See http://www.eurofound.europa.eu/pubdocs/2012/54/en/1/EF1254_EN.pdf

⁽⁴⁾ OJ C 120, 26.4.2013, p. 1.

⁽⁵⁾ Following the June 2013 Commission Communication 'Call to Action on Youth Unemployment' and the related European Council conclusions, Member States with regions experiencing youth unemployment rates above 25 % should submit a Youth Guarantee Implementation Plan (YGIP) by December 2013, and in 2014 for the other Member States.

⁽⁶⁾ Joint conclusions of the EU Youth Conference (Vilnius, 9-12 September 2013).

CONSIDER THAT:

9. Evaluation and assessment of existing research, systems and programmes at local, regional, national and European levels related to young people in a NEET situation are needed in order to identify out the obstacles to their access to services, especially for those who are inactive.
10. Youth policy, and especially youth work, can contribute to successful implementation of EU initiatives to combat youth unemployment and inactivity, such as the Youth Employment Package and, in particular, the Youth Guarantee. In order to achieve the best possible results, coherent and mutually reinforcing national measures and other political instruments are therefore needed.
11. A holistic approach and cross-sectoral cooperation should be ensured in order to enhance the social inclusion of young people in a NEET situation. Social investment in people's skills and capacities throughout their lifetime to improve their opportunities to integrate in the labour market and society is crucial⁽¹⁾. All policy instruments, measures and actions should be coordinated and implemented at local, regional, national and European levels and should include a wide range of stakeholders in the design and delivery of youth social inclusion measures.
12. Prevention should be a priority in order to avoid increasing the number of young people getting into a NEET situation and to break the inter-generational cycle of social exclusion. A proactive approach involving family, early child educators, schools, especially secondary and vocational education, training and non-formal learning providers, non-governmental organisations (NGOs), especially youth organisations, youth workers, parents and other stakeholders is needed to ensure early intervention to avoid young people getting into a NEET situation.
13. Policy measures have to address the diversity of young people in a NEET situation in terms of the stage when they have to intervene, their range of aims, objectives and activities. Greater attention is needed to address gender differences in education, to social and employment policies as well as to young people with special needs.
14. Measures addressing young people in a NEET situation should be personalised and flexible and aim to achieve sustainable positive outcomes in the long term in the

labour market, as well as (re)integration into education or training and civic or social life. Innovative ways, peer learning and outreach activities should be used for working with young people in a NEET situation.

15. The effective use of European Structural and Investment Funds, in particular the European Social Fund and European initiatives and programmes, including the Youth Employment Initiative and Erasmus+, is vital to provide impetus for projects in the area of social inclusion of young people.

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

16. Establish, implement and further develop, where appropriate, national, regional and/or local strategies or programmes, such as Youth Guarantee Implementation Plans, for enhancing social inclusion of young people in a NEET situation. The strategies should be evidence based, built on cross-sectoral cooperation and include all relevant stakeholders. Drawing up of strategies should encompass discussion with the target group, planning, implementation, monitoring and evaluation of effective policy instruments. Monitoring and evaluation of access to policy measures and outcomes should be gender sensitive.

In the area of prevention

17. Promote access to adequate, affordable, accessible and high quality services, such as early childhood education and care, housing, health and social services to prevent young people getting into or remaining in a NEET situation.
18. Promote and invest in youth work and ease the access for young people in a NEET situation to its services through strengthening cross-sectoral cooperation among relevant stakeholders.
19. Pursue a comprehensive approach to reduce early school leaving, encompassing prevention and intervention measures⁽²⁾.
20. Develop and implement new and individually tailored approaches, such as detached and/or outreach youth work, for better social inclusion of young people in a NEET situation. Make full use of the potential of

⁽¹⁾ Council Conclusions of 20 June 2013 'Towards social investment for growth and cohesion'.

⁽²⁾ Council Recommendation of 28 June 2011 on policies to reduce early school leaving (OJ C 191, 1.7.2011, p. 1).

youth work to provide self-confidence and self-development to young people and to contribute to the reduction of early school leaving ⁽¹⁾.

21. Encourage and support high quality guidance including career information, information on rights at work, employment and education prospects, free movement possibilities and more comprehensive advice and support for all young people, especially for those at risk of getting into a NEET situation, and their families.
22. Strengthen the capacity of youth organisations, youth work and other forms of inclusion as a means of participation and use their potential to foster the social inclusion of young people in a NEET situation.
23. Encourage local initiatives and social cohesion plans to develop specific actions targeted to young people in a NEET situation in order to (re)integrate them in the local communities.
24. Use the European Youth Portal as an information platform to inform young people about social inclusion related issues.

In the area of education, training and non-formal learning

25. Widen access to second-chance education and support the acquisition and/or development of skills and competences that meet the needs of the labour market.
26. Promote and increase the availability of professional counselling and guidance adapted to the needs of socially excluded young people at all stages of their life.
27. Have in place, no later than 2018, in accordance with national circumstances and specificities, and as Member States deem appropriate, arrangements for the validation of non-formal and informal learning which enable individuals to make use of that learning for their careers and further learning ⁽²⁾.
28. Increase access to and the quality of early childhood education and care. Additional support should be

⁽¹⁾ See Council Recommendation of 28 June 2011 on policies to reduce early school leaving (OJ C 191, 1.7.2011, p. 1). One of the Europe 2020 headline targets agreed by the European Council is to reduce the share of early school leavers to less than 10 % and to ensure that at least 40 % of the younger generation have a tertiary qualification or equivalent.

⁽²⁾ Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning (OJ C 398, 22.12.2012, p. 1).

provided to children from disadvantaged backgrounds ⁽³⁾.

29. Implement the Erasmus + programme as a supportive instrument to acquire social and civic competences and skills, and strengthening the mobility and employability of young people.

In the area of transition from education to employment

30. Develop partnerships among public and private employment services, career guidance services, other specialised youth services (NGOs, youth centres and associations) that help to smooth the transition from unemployment, inactivity, education or training into work.
31. Promote high quality work-based learning, such as apprenticeships, internships and traineeships, as an effective measure to improve sustainable transitions from education and training to work, notably by fostering skills that are relevant to the labour market and improving skill matches, in the context of, inter alia, the Council declaration on the European Alliance for Apprenticeships ⁽⁴⁾.
32. Implement measures to tackle youth unemployment, in particular to improve transitions, taking account of the Council Recommendation on Establishing a Youth Guarantee, inter alia by building up partnership based approaches (including those involving youth support services), early intervention and activation, supportive measures for labour market integration (including enhancing skills and labour market-related measures), use of European Union funds and assessment and continuous improvement of schemes.

In the area of employment

33. Enhance full and active participation in the labour market with the help of active inclusion measures, promote creativity and innovation of young people in pursuing self-employment, support entrepreneurship and first work experience.
34. Eliminate barriers, including age and other forms of discrimination, to (re)entering the labour market, address different forms of precarious work and, where relevant, analyse possibilities to reduce non-wage labour costs in order to boost recruitment prospects amongst young people ⁽⁵⁾.

⁽³⁾ Council Conclusions on early childhood education and care: providing all our children with the best start for the world of tomorrow (OJ C 175, 15.6.2011, p. 8).

⁽⁴⁾ Council declaration of 15 October 2013 on the European Alliance for Apprenticeships.

⁽⁵⁾ See Council Recommendation of 22 April 2013 on establishing a Youth Guarantee (OJ C 120, 26.4.2013, p. 1), point 16.

35. Enable employment services, together with youth organisations and other partners supporting young people, to provide personalised guidance and individual action planning, including tailor-made individual support schemes, based on the principle of mutual obligation at an early stage.
36. Involve youth policy stakeholders and young people, as well as youth and other civil society organisations, in designing and implementing appropriate policies, including the Youth Guarantee, in particular paying specific attention to the potential of youth work to identify young people at risk of getting into a NEET situation and establish bridges between them and service providers. Empower youth stakeholders to promote and advertise the possibilities provided by the Youth Guarantee and other employment and training initiatives.
37. Contribute fully to the development of EURES into a true pan-European job placement and recruitment network focused on addressing labour market needs in individual Member States, including vacancies in both public and private employment services, as well as apprenticeships and traineeships ⁽¹⁾, where appropriate.
38. Support reconciliation between work, private and family life in order to prevent and avoid obstacles to integration into the labour market.
- INVITE THE COMMISSION TO:
39. Envisage sharing best practices through appropriate tools at its disposal, including a summary report of best practices in the Member States on initiatives aimed at (re)integration of young people in a NEET situation into employment and education systems; take account of other research studies and initiatives in this area and disseminate their results; exploit good practices resulting from projects funded by EU programmes and funds (i.e. Youth in Action, Lifelong Learning Programme, Erasmus+ and the European Social Fund) and existing cooperation networks in the field of youth policy, such as the European knowledge centre for youth policy (EKCYP).
40. Take into account input from the youth sector to the regular, systematic assessment of the future needs of the labour market and the skills and competences required.
41. Promote and ensure that future EU programmes for young people, such as Erasmus+, address young people with fewer opportunities, especially those in a NEET situation, among their priorities.
42. Promote dialogue between stakeholders concerned by youth issues, including youth work and business representatives, focussing on young people in a NEET situation, their individual guidance and social skills development.
43. Address in a high level seminar, based on cross-sectoral cooperation among business, academia, public authorities, youth and other stakeholders, challenges and possible solutions for young people in a NEET situation.
44. Continue to monitor the developments concerning the design, implementation and results of Youth Guarantee schemes through the multi-lateral surveillance of the Employment Committee within the framework of the European Semester, analyse the impact of the policies in place and report regularly on those developments.
45. Continue to support Member States' and other stakeholders' efforts to increase the supply of high quality work-based learning opportunities, notably within the framework of the European Alliance for Apprenticeships, and to promote the exchange of best practices and experiences on apprenticeship schemes.

⁽¹⁾ Commission implementing decision of 26 November 2012 implementing Regulation (EU) No 492/2011 of the European Parliament and of the Council as regards the clearance of vacancies and application for employment and the re-establishment of EURES (OJ L 328, 28.11.2012, p. 21).

EUROPEAN COMMISSION

Euro exchange rates ⁽¹⁾

31 January 2014

(2014/C 30/04)

1 euro =

Currency			Exchange rate		
Currency			Exchange rate		
USD	US dollar	1,3516	CAD	Canadian dollar	1,5131
JPY	Japanese yen	138,13	HKD	Hong Kong dollar	10,4969
DKK	Danish krone	7,4619	NZD	New Zealand dollar	1,6682
GBP	Pound sterling	0,82135	SGD	Singapore dollar	1,7278
SEK	Swedish krona	8,8509	KRW	South Korean won	1 464,23
CHF	Swiss franc	1,2220	ZAR	South African rand	15,2836
ISK	Iceland króna		CNY	Chinese yuan renminbi	8,1923
NOK	Norwegian krone	8,5110	HRK	Croatian kuna	7,6515
BGN	Bulgarian lev	1,9558	IDR	Indonesian rupiah	16 464,58
CZK	Czech koruna	27,500	MYR	Malaysian ringgit	4,5245
HUF	Hungarian forint	313,26	PHP	Philippine peso	61,360
LTL	Lithuanian litas	3,4528	RUB	Russian rouble	47,7482
PLN	Polish zloty	4,2488	THB	Thai baht	44,599
RON	Romanian leu	4,4943	BRL	Brazilian real	3,2829
TRY	Turkish lira	3,0742	MXN	Mexican peso	18,1614
AUD	Australian dollar	1,5516	INR	Indian rupee	84,6880

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

V

(Announcements)

ADMINISTRATIVE PROCEDURES

EUROPEAN INVESTMENT BANK

2014 EIB Prize in economics: Innovation, market structure and competitiveness

(2014/C 30/05)

The topic for the 2014 EIB Prize is 'Innovation, Market Structure and Competitiveness'. The prize will be awarded for research conducted to assess the interaction between company size and market structure and the impact of investment decisions on innovation and productivity in different sectors. Special consideration will be given to work comparing the European experience with that of other large advanced or emerging economies.

[Please click here for more details and nomination forms.](#)

PROCEDURES RELATING TO THE IMPLEMENTATION OF COMPETITION POLICY

EUROPEAN COMMISSION

Prior notification of a concentration

(Case COMP/M.7036 — Aller Media/Bonnier Tidskrifter/Egmont Holding/Mediafy)

(Text with EEA relevance)

(2014/C 30/06)

1. On 28 January 2014, the Commission received a notification of a proposed concentration pursuant to Article 4 of Council Regulation (EC) No 139/2004 ⁽¹⁾ by which the undertakings Aller Media AB ('Aller Media', Sweden), belonging to the Aller group, Denmark, Bonnier Tidskrifter Aktiebolag ('Bonnier', Sweden), belonging to the Bonnier group, Sweden, and Egmont Holding AB ('Egmont', Sweden), belonging to the Egmont group, Denmark, acquire within the meaning of Article 3(1)(b) of the Merger Regulation joint control of the undertaking Mediafy AB ('Mediafy', Sweden), by way of purchase of shares.

2. The business activities of the undertakings concerned are:

- for Aller Media: publication of periodicals, in particular weekly magazines in Denmark, Sweden, Norway and Finland,
- for Egmont: publication of weekly and monthly magazines in Norway, Denmark, Finland and Sweden,
- for Bonnier: publication and distribution of periodicals including weekly and monthly magazines, as well as specialty magazines in Sweden, Denmark, Norway, the Netherlands and Belgium,
- for Mediafy: online marketing/distribution of magazine subscription in Sweden, Norway and Finland.

3. On preliminary examination, the Commission finds that the notified transaction could fall within the scope the EC 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 e-mail to COMP-MERGER-REGISTRY@ec.europa.eu or by post, under reference number COMP/M.7036 — Aller Media/Bonnier Tidskrifter/Egmont Holding/Mediafy, 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 'EC Merger Regulation').

CORRIGENDA**Corrigendum to Public holidays in 2014: EEA/EFTA States and EEA institutions***(Official Journal of the European Union C 27 of 30 January 2014)**(2014/C 30/07)*

On the cover and on page 4:

Public holidays in 2014: EEA/EFTA States and EEA institutions, published under the header 'European Commission', should have been published under the header 'EFTA Surveillance Authority'.

Corrigendum to Call for proposals 2013 — EAC/S11/13 — Erasmus+ programme*(Official Journal of the European Union C 362 of 12 December 2013)**(2014/C 30/08)*

On page 62, the title of the call should read as follows:

'Call for proposals 2014 — EAC/S11/13, Erasmus+ programme';

on page 64, point '4. Award criteria' should read as follows:

'Applications for the actions included in this call for proposals will be assessed against all or part of the following criteria (except applications for funding of higher education students and staff mobility projects where the quality was already assessed at the level of the accreditation of the higher education institution or consortium):

- relevance of the project,
- quality of the project design and implementation,
- quality of the project team and the cooperation arrangements,
- impact and dissemination.

Please refer to the Erasmus+ Programme Guide for further details on how the award criteria are applied to the specific actions.'

EUR-Lex (<http://new.eur-lex.europa.eu>) offers direct access to European Union legislation free of charge. The *Official Journal of the European Union* can be consulted on this website, as can the Treaties, legislation, case-law and preparatory acts.

For further information on the European Union, see: <http://europa.eu>



Publications Office of the European Union
2985 Luxembourg
LUXEMBOURG

EN