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COUNCIL FOR CULTURAL CO-OPERATION (CDCC)

A SECONDARY EDUCATION FOR EUROPE

Symposium on

"Key competencies for Europe"

Berne, Switzerland,
27-30 March 1996

Introductory notes

prepared by

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Contents

Outline

This introductory text is arranged in four parts. The first relates the topic of the symposium to the question of curricula, which are increasingly expected to reflect the essential knowledge and competencies that young people should acquire between the ages of 15 and 20 years.

The second part offers some guide marks concerning the concepts of competencies and key competencies, as well as their educational significance.

To enable the discussion to be based on actual examples, the third part puts forward a list of key competencies from which it will be possible to check whether we all have the same abilities in mind when talking about key competencies. It is precisely for that reason that the list is being submitted to the symposium's participants in advance for their personal assessment (see the appended questionnaire).

Finally, the fourth part looks at the circumstances in which key competencies emerge by considering the following fundamental questions: when, where and how do such competencies develop?

1. Re-examination of curricula

In recent years, the content and structure of curricula for young people between 15 and 20 years of age have had to be reconsidered. There are numerous reasons for this, which are linked to a variety of developments concerning the factual knowledge to be transmitted, the competencies expected, communication and learning media, approachs to teaching, target groups, post-secondary training courses and occupational activities. Here, we shall refrain from going over again the new contexts and challenges facing secondary education, as rapporteurs at the previous symposia have already done so.

We shall concentrate more particularly on a fundamental question exercising various circles affected by the functioning of education systems. These include, of course, teaching and educational research circles, but also cultural, economic and political circles.

The question can be summarised as follows: **Are young Europeans assimilating between the ages of 15 and 20 the factual knowledge and know-how they need both now and in the future in order to cope with the changes our societies are undergoing? Are they acquiring the tools of understanding and action that will enable them to grasp the new cultural, social, economic and political realities now emerging as well as find their bearings in changing contexts of learning and work?**

An initial reaction to this question is to consider the content of curricula in order to verify its relevance to present-day reality. Do such curricula, as educational projects, adequately express what society expects? Do they reflect society's objectives, ambitions and the current educational challenges sufficiently clearly? If the answer is in the negative - that is, if a curriculum no longer seems to meet expectations adequately - how can the curriculum be revised? What adjustments can be made to it?

We shall single out below four themes which typify recent work on curricula reform. These aspects are, of course, not mutually exclusive, but interdependent.

1.1. Filling gaps

An initial task is to identify gaps in curricula, which usually become apparent gradually but sometimes more suddenly as a result of a shift in circumstances. The next step is to supplement the curricula with new items of knowledge now regarded as indispensable.

Thus, in the field of science the introduction of knowledge connected particularly with information technology, the study of the environment and the advance and impact of technologies is now considered necessary during secondary education.

Gaps have also been identified in the field of human and social sciences: how significant is it that a young person may receive no initiation in economics, law, sociology, psychology, etc?

In such subjects as history and geography, which are traditionally better established, the need arises from time to time to re-examine the most appropriate choice of contents, periods and teaching methods. Matters that schools had been in the habit of ignoring may suddenly become important as a result of historical events or societal developments and need to be rapidly incorporated in the curriculum.

The introduction of the so-called "European dimension" in secondary education may be seen as another case of gap-filling. This addition was borne of a realisation that, at a historically decisive time in the building of Europe, young people might never have thought about the topic or even discussed it in class from any angle whatever.

1.2. Reconsidering the structure of curricula

The various steps taken to supplement curricula soon raise the question of the overall structure of curricula. A process of simple accretion quickly runs into the difficulty of arranging the different elements into a coherent whole.

Various schemes propose tackling this question by restructuring fields of learning into areas of knowledge. The basic idea is that the different subjects should be set within a coherent overall plan, so as to avoid mere juxtaposition.

A second method involves working out a new design for curricula with the specific aim of linking together learning objectives of different kinds, some relating to subject knowledge, others to interdisciplinary approaches or general, cross-disciplinary competencies. This quest for new linkages raises fundamental questions concerning the epistemology of academic knowledge as well as questions of form connected to the fact that the written formulation of a school curriculum cannot easily be expressed in a linear fashion. It should be possible, in our view, to read a curriculum text from different angles, in other words, from different "starting points" (content, objectives, competencies, learning processes, etc.), which would probably mean adopting a hypertext type of structure.

1.3. Identifying the essentials

Additions to curricula do not only upset their overall structure, as just mentioned; they also highlight the urgent need to make choices and establish priorities. This means giving some shape to the wide range of often fragmented educational activities that pupils are provided with hour by hour and day by day. Hence there is a second type of curriculum research involving the identification of essential attainments. What are the most important types of basic knowledge among all those that schools seek to transmit to pupils? What are those that everyone should be able to acquire? Is what used to be seen as forming a valid stock of knowledge still relevant? Over the last fifteen years, such questions have in one way or another influenced discussions and studies on redefining both the aims of education and the content of curricula.

Various concepts have thus been put forward to designate the kernel of education: core curriculum, core competencies, bedrock of competencies, basic competencies, fundamental

ways of thinking, key competencies, key qualifications, etc. These terms are not, of course, identical; each one reflects a different point of view, a different problem area, a different approach to the central or common part of a curriculum.

The identification of basic attainments is a fundamental task in relation to the aims of the project entitled "A secondary education for Europe". The very list of these aims encapsulates the main elements of secondary education:

"- *[to] give young people the knowledge, competencies and attitudes that they will need in order to meet the major challenges of European society;*

- *[to] prepare young people for higher education, and for mobility, work and daily life in a multilingual and multicultural Europe;*

- *[to] make young people aware of their common cultural heritage and their shared responsibilities as Europeans.*"

It should be recalled here that at the symposium held in Porsgrunn in 1993 on the theme "Contents and methods in secondary education", a discussion was held on the need to define essential contents, both within each subject and from a cross-disciplinary point of view, as indicated by the general report:

"*If the new beneficiaries of secondary education are to be given a chance to succeed, it is important that the knowledge they are expected to acquire (the core curricula) be accurately defined, together with the continuity to be established in their learning. There is work here, in each branch of knowledge, for didacticians: the very notion of "core" needs further investigation, for there is still disagreement over its exact meaning" (p. 8).*

In order to circumscribe the "core" of curricula and consider in greater depth the basic minimum that young people should be able to acquire during their secondary schooling, whatever their educational path may be, the concept of "key competencies" seemed particularly relevant. It was therefore selected as the theme of the Berne Symposium. Let us now examine the meaning of the concept more fully.

2. The concept of competencies

Discussing what young people should acquire in terms of competencies presupposes a choice that is not only one of terminology: it implies a way of approaching and envisaging an educational project. Our aim here is to give some pointers to the meaning of the concept. This is no easy task, as we are faced with a semantic diversity due to the fact that the concept of competencies belongs both to everyday language and to the scientific terminology of several branches of research. It cannot be therefore confined to one definition but must be approahced from several different angles in turn.

2.1. Competencies and action situations

Posessing a skill means being able in a given situation to apply the knowledge and experience one has acquired. A reference to competencies thus directs attention towards the practical situations in which they are deployed. There is no point in speaking of competencies unless the can actually be used in a situation; a skill that is not exercised but remains potential is not a skill but, at best, a latent ability.

This fundamentally contextual character of competencies is an important aspect to be stressed. A skill cannot be isolated from the setting in which it is applied. It closely involves the mobilisation of factual knowledge, know-how and attitudes alike, all of which are adjusted to suit a given action situation. It is this all-embracing, comprehensive nature that makes it difficult to define a skill but which also gives it, in consequence, a special force of attraction.

2.2. Competencies and the acquisition of knowledge

As we have just seen, competencies cannot be reduced to either factual knowledge or to know-how. It is not uncommon to come across people who have extensive knowledge but do not necessarily know how to make relevant use of it at the right time, when the situation arises. Posessing a skill is not the same as being knowledgeable or cultured.

This brings us to the complex relationship between knowledge and action in human activity. The whole history of education could undoubtedly be re-read in the light of this question and the answers that have so far been given to it. Ensuring that the acquisition of formal knowledge does not override the development of real competencies is one of the dominant concerns running through all past and present discussions on active learning. Thec current interest in so-called *"sandwich"* courses and in knowledge gained from on-the-job experience is bound up with this concern.

While it is not a foregone conclusion that theoretical knowledge will actually be applied, it is also commonly recognised, a contrario, that knowledge is not irrelevant to a skill! This leads on to the question of what kind of knowledge can, after all, be instrumental to what are considered key competencies.

In order to arrive at some answers, we should consider the "common cultural heritage" of which the Council of Europe wishes to promote awareness among young people, a heritage that is of fundamental importance in many respects since "culture gives shape to the mind", in the words of Jérome Brunner.

In a field such as European history, for example, what is the minimum that all young people should know by the age of 18? What elements of social and political history, as well as of the history of art, music, literature, ideas, science and technology, can help to provide an understanding of present-day situations and realities? What knowledge of the social and human sciences can underpin an ability to act, learn, communicate and manage conflict or any other social skill? Such questions enhance the status of knowledge, without, however, eliminating the risk of its remaining purely adademic. Teachers must, nonetheless, run that risk, if only in order to avoid the even greater danger of allowing large areas of ignorance, even of obscurantism, to persist.

The challenge for teachers, as Philippe Meirieu put it, is in fact to co-ordinate two contradictory principles: the principle of "didactisation" and that of "utilitarianisation", in other words, "a principle taht ensures the systematic acquisition of knowledge but is liable to 'rob it of meaning', and a principle which ensures the integration of knowledge but is liable to cause serious omissions and thereby considerably impoverish pupils' attainments".

2.3. Competencies and educational goals

For the sake of convenience, competencies are usually designated by succinct expressions such as "ability to gather relevant information", "ability to work in a team", "ability to devise new solutions". Such expressions operate rather like key words. But their brevity fails to indicate the contexts in which they are applied, which are, nevertheless, essential to the very definition of competencies, as seen in point 1.1. These concise formulations are thus akin to statements of educational goals, a fact that gives rise to a certain amount of ambiguity. Some clarification is therefore desirable.

Educational goals and objectives pertain by virtue of their nature to an aspiration or project. They thus designate what ought to emerge in the future. The entire emphasis is placed on what will result from educational efforts. This is especially reflected in the systematic use of the future tense of verbs, in verbal forms to which objective-based education has accustomed us: "at the end of their course, pupils **will be** able to...". But the relationship with the future can also be expressed more bluntly, as when pupils are told, "Learn this; you'll see, one day it'll come in useful".

The language of competencies counsels the adoption of a different point of view. To say that one is learning to become skilful in some field or other one day is not really meaningful unless the skill concerned is already present in some degree, even if only in embryo. A skill is developed, enriched, enhanced or consolidated on the basis of an initial level of ability. I cannot say that I am learning to work in a team unless I am already working in a team in some way or another; I cannot learn to become an expert player of a musical instrument unless I already play it a little. This ties in with a common experience expressed in everyday parlance by the saying "One learns by doing".

From this point of view, there is a close relationship between present education and future activity. The fact that a skill is by definition embedded in a practical context necessitates the adoption of two simultaneous points of view: one focusing on the **contexts of future activities**, the other on the **present school contexts** in which young people may or may not already be able to exercise the competencies it is wished to inculcate.

2.4. Competencies and performance

In the wake of Noam Chomsky, linguists use the concept of skill in a very precise way to reflect the infinite variety of utterances an individual can form from a limited number of language components. Mere repetition of sentences is an exception; innovation within a given grammatical framework is what characterises ordinary everyday utterances, suited to each new situation. It is to this inventiveness the the concept of a speaker's linguistic ability refers. In this theoretical context, any utterance is a product of that ability and thus becomes a "performance".

This theoretical approach has often been used as a reference in educational science; it has inspired various studies, especially in the field of knowlege evaluation. But the use of the dyad "skill / performance" outside the context of psycholinguistics is not always clear; indeed, it may sometimes give rise to confusion. In that model, only performance is observable. The concept of skill thus refers to an inferred psychological reality, of the same order as the cognitive structures that are supposed to underlie intellectual processes. From this point of view, the competencies approach no longer corresponds exactly to the definition given earlier according to which a skill is primarily an observable reality, although partly also inferred. From linguistics we can, nonetheless, borrow the approach that treats a skill as the foundation of an inexhaustible creativity of which everyone is capable.

2.5. Competencies and qualifications

Discussion of competencies and qualifications in tandem brings us to another field of reference, that of vocational training and the world of work. The emergence of the concept of competencies is part of the history of vocational education, which is itself marked by changes in economic activity. It should be determined how the concept of competencies beame established in the world of work and industry, as well as why general problem-solving, inventive and adaptive competencies are today given such prominence alongside the ability to carry out well-defined occupational tasks. The rapid transformation of many occupational tasks, particularly as a result of the introduction of new technologies, calls for new qualifications. The abilities that were traditionally a feature of this or that trade are no longer thought adequate. It is now also necessary to be able to anticipate a difficulty, take decisions, co-operate with others and adapt one's actions. The present uncertainty about the evolution of occupational activities and employment merely reinforces this demand for general competencies. The attention given to personal competencies assessment denotes the new emphasis placed on the human resources on which the life of a firm nowadays depends probably more than ever.

Here again, references to competencies and qualifications arise from a particular context, that of firms preoccupied with their survival. Clearly, the present talk about occupational competencies cannot be ignored by educational circles. However, amid this general enthusiasm for competencies it remains to be determined how much is connected with the internal evolution of educational problems and how much with a transfer of the discussion from one field to another, a transfer that is sometimes so sudden that it seems to be due to dissemination by contagion.

2.6. Key competencies

So far we have been talking simply about competencies. We should also dwell a moment on the concept of **key** competencies. What does it mean if a skill is described as "key"? In a figurative sense, the term key might be taken as a reference to tools that open doors and thus permit the mastery of new situations. From this angle, the more doors a key can open, the better it is. But the use of such imagery, enlightening though it may be up to a point, has certain limitations.

It is probably advisable to keep to a more general definition: a key skill is a decisive skill because it relates to a practical context that is neither too restricted nor too specific but has a certain degree of universality. In an educational project, it is easy to see why priority is given to the development of these "broad-spectrum" competencies, which can be used in a variety of situations and contexts. It may also be noted that it is for similar reasons that vocational training circles refer nowadays to the concept of key competencies so extensively.

3. What competencies shall we talk about?

The aim of the symposium is not to produce a list of key competencies, but to explore the meaning of the expression "key competencies for Europe". In order to do so, I nonetheless think it necessary to devote some time to clarify the content of the key competencies with which we are concerned.

It is important to ascertain whether there is already any common yardstick in the matter among the symposium's participants. For that reason I append a short questionnaire aimed at determining which competencies each participant personally considers to be *key* competencies.

For greater clarity, I have made a distinction between two different levels of key skill in the questionnaire. The first concerns the education and future of an entire age-group; it might be called "key competencies for all young Europeans". The second relates, in a narrower sense, to the identification of "key competencies for the building of Europe".

3.1. A list for consideration

The questionnaire contains a list of competencies drawn up on the basis of elements taken from various documents. The list is as follows:

Learning:

- being able to turn an experience to account;
- linking together and organising one's various pieces of knowledge;
- organising one's own learning process;
- being able to solve problems;
- shouldering responsibiity for one's own education.

Searching:

- consulting different sources of data;
- consulting people around one;
- consulting an expert;
- obtaining information;
- being able to manage and file documents.

Thinking:

- seeing the relationship between past and present events;
- viewing this or that aspect of the development of our societies in a critical manner;
- being able to cope with uncertainty and complexity;
- positioning oneself in a debate and working out one's own opinion;

- perceiving the importance of the political and economic contexts of educational and occupational situations;
- evaluating social customs associated with health, consumption and the environment;
- being able to appreciate a work of art or literature.

Communicating:

- understanding and speaking several languages;
- being able to read and write several languages;
- being able to speak in public;
- being able to defend and argue a point of view;
- being able to listen to and take account of other people's views;
- being able to express oneself in writing;
- being able to read graphs, charts and data tables.

Co-operating:

- being able to co-operate and work in a team;
- taking decisions;
- managing differences of opinion and conflicts;
- being able to negotiate;
- being able to establish and maintain contacts.

Getting things done:

- embarking on a project;
- taking responsibilities;
- becoming integrated into a group or community and contributing to it;
- demonstrating solidarity;
- being able to organise one's own work;
- mastering mathematical and modelling tools.

Adapting oneself:

- being able to use new information and communication technologies;
- demonstrating flexibility vis-à-vis rapid change;
- showing tenacity in the face of difficulties;
- being able to devise new solutions.

3.2 Limits of the exercise

This list of key competencies is not intended to be either exhaustive or definitive. It is put forward as a working document with the aim of measuring the degree of agreement and disagreement in our perceptions of the key competencies that young people should be able to develop first and foremost.

The brevity with which the list is formulated may make it difficult to relate each of the sections to realities. There is thus a danger of going no further than a statement of the general objectives or even ultimate goals of education. However, this does have some advantages, particularly when it comes to achieving a consensus. Who, after all, would object to a school trying to develop ability "to obtain information", "to cope with uncertainty" or "to devise new solutions"?

On the other hand, when we go beyond the level of general educational aims and look at the actual everyday circumstances in which pupils may use such competencies, differing points of view, due to the adoption of different learning strategies, are liable to appear.

4. Development of key competencies: outstanding questions

A discussion of the nature of the key competencies expected from young people would be incomplete if it merely enumerated them without addressing the question of the conditions and processes underlying their development. Everyone would probably agree that a skill such as "being able to use information resources in order to turn them into real learning opportunities" is a key skill. But after agreement has been reached on the principle, there remains still the question of how such a skill should be developed: a variety of learning options and strategies can be envisaged and advocated. Hence the value of closely linking the identification of key competencies with an examination of the contexts in which they arise. When, where and how is a key skill acquired? The final part of this document will be devoted more particularly to this type of question.

4.1. Where are key competencies acquired?

This question relates to the places and contexts in which young people develop key competencies. Schools and firms, it should be remembered, are not the only places where learning takes place. Families and various voluntary associations (sports clubs, youth movements, young people's parliaments, computer clubs, music groups, etc.), usually described as centres of socialisation, play an essential part in the exercise of key competencies, not only social but also intellectual.

What, then, is acquired in school and outside school? There seems to be no clear answer at present. There are opposing viewpoints in the discussion, reflecting a choice between fundamentally different positions. One view holds that schools should be refocused on the task they were designed for, namely the transmission of factual knowledge and know-how. The other view emphasises the socialisation and educational functions that schools are also called on to perform, in partnership with (sometimes in lieu of) the other institutions concerned with the development of general competencies.

For each of the key competencies selected, the following question can be asked: Where is it acquired in practice, and where could it and should it be developed? We shall undoubtedly

find that the answers vary according to the educational traditions of each region and country, and probably also - and this will merit particular attention - according to the type of key competencies under consideration.

4.2. Expected and unforeseen competencies

A study of what young people acquire in secondary schools cannot be restricted to an examination of the aims set out in curricula. It is also necessary to look at what young people acquire in practice even though it is not explicitly intended. In other words, we should take into account the real curriculum (including its hidden or implicit elements) as well as the theoretical curriculum. In any educational establishment, pupils will acquire certain unintended competencies, partly unknown to the institution itself, and these competencies will, nonetheless, play a fundamental role.

A striking example concerns competencies used by pupils in coping with tests. Almost every day, young people find themselves in the particular situation of having to show not so much what they are able to do as what they have learnt. Hence they merely need to learn whatever is required, without misinterpreting the teachers's expectations, and then to succeed in demonstrating what they know, if possible giving the impression that they know rather more and in any event avoiding being underestimated; in short, they simply need to pass muster. For pupils, this is a decisive skill, but no curriculum includes the objective of "being able to make a good impression in a test"! The identification of such competencies, both social and intellectual, and of the processes of acquiring them remains a largely unexplored field.

4.3. When are competencies acquired?

This question is connected with the level of schooling from which it is considered that a pupil should be able to exercise and deploy a particular basic skill.

Among the range of key competencies envisaged, which ones are relevant to primary schooling? Which ones are supposed to develop during secondary schooling? Which, ones on the other hand, are only acquired subsequently, through various social experiences, especially through the training, occupational or unemployment situations experienced by young adults?

Considering the question of when individuals ought to develop key competencies also means defining the role of initial education and the role of continuing education. What about the development of competencies "throughout life"?

4.4. Whose key competencies?

We cannot define key competencies without asking who is supposed to acquire them. Reference was made earlier to the competencies that all young Europeans should develop. But it is well known that educational establishments for young people aged between 15 and 20

years take many forms and are organised along a variety of lines. How far can a global approach to education and the intended competencies be taken?

Should a key skill be seen as belonging, by definition, to the common stock of attainments of a given population, as well as forming part of a common core? Or should certain key competencies be considered, as it were, more "key" than others and applicable to an entire age-group, while others (which might be better termed "key qualifications") are more relevant to the peculiarities of a particular educational pathway or project?

This line of inquiry may be the current tendency related to reducing the number of educational profiles, which is resulting in the development of common cores. In the Swiss context, for example, the present reforms of both secondary education and vocational training are evidence of a desire to reduce the number of educational pathways.

4.5. Can key competencies be specially taught?

The question raised here concerns possible ways of teaching key competencies. Can the acquisition of a key skill be a direct aim to be achieved by a *cognitive education* type of strategy using special teaching methods and aids? Or is a key skill the often unforeseenable, indirect offshoot of a multitude of educational experiences and situations for which it is difficult to plan?

Research conducted in this field does not provide any straightforward answer; there are major methodological and theoretical difficulties in assessing the results obtained by learning programmes directly focused on the acquisition of cognitive and social competencies, so that the matter is still a controversial one. However, some recent studies cast doubt on the idea that the inculcation of a key skill can be channelled and shaped for its won sake through a set of systematic exercises.

4.6. Individual competencies and collective competencies

What is the situation regarding the exercise of collective competencies in educational establishments? Must the key competencies to be acquired by all young people necessarily be seen as *individual* competencies? Common competencies are certainly a matter of interest, but are they anything other than a set of competencies that each person should acquire individually?

A number of studies are currently dealing with the shared competencies that develop within groups or networks. Various working environments have been examined with the aim of establishing the nature and dynamics of collective competencies. In a firm, analysing a problem or making a diagnosis typically involves a collective skill, in the sense that it entails a complementary contribution from several individuals.

Will educational establishments go on confirming their attention to individual competencies because of the requirements of individual evaluation and certification? How would key competencies be treated in a shared skill context? The main challenge would then probably be to learn how to act with others by contributing one's own responsibilities and competencies, which are necessarily partial and limited but serve to complement those of others. Thinking in terms of collective competencies amounts to calling for what would probably be a highly radical change in educational culture.

Conclusion

In these introductory notes, I have attempted to provide a few guidemarks concerning the concepts of competencies and key competencies.

This initial overview does not claim to be exhaustive; other aspects could also have been discussed, particularly with regard to the transfer of competencies and the evaluation of key competencies. And the symposium will undoubtedly throw up many others.

It is hoped that these preliminary ideas will help the participants to find some avenues of inquiry so that the concerns that appear to be of major importance as well as those that prove to be common can be identified. An attempt can then be made to determine the most urgent issues and decide what further investigations should and could be encouraged by the symposium.

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Appendix

Council of Europe symposium
Key competencies for Europe
Berne, 27-30 March 1996

In the list below, would you please:

1. supplement any sections you consider incomplete;

2. tick in column **A** the **12 key competencies** you consider all young Europeans should be able to acquire;

3. tick in column **B** the **6 key competencies** you regard as being particularly important for the building of Europe.

		A	B
Learning	Being able to turn an experience to account		
	Linking together and organising one's various pieces of knowledge		
	Organising one's own learning process		
	Being able to solve problems		
	Shouldering responsibility for one's own education		
Searching	Consulting differenct sources of data		
	Consulting people around one		
	Consulting an expert		
	Obtaining information		
	Being able to manage and file documents		
Thinking	Seeing the relationship between past and present events		
	Viewing this or that aspect of the development of our societies in a critical manner		
	Being able to cope with uncertainty and complexity		

	Positioning oneself in a debate and working out one's own opinion		
	Perceiving the importance of the political and economic contexts of educational and occupational situations		
	Evaluating social customs associated with health, consumption and the environment		
	Being able to appreciate a work of art or literature		
Communicating	Understanding and speaking several languages		
	Being able to read and write several languages		
	Being able to speak in public		
	Being able to defend and argue a point of view		
	Being able to listen to and take account of other people's views		
	Being able to express oneself in writing		
	Being able to read graphs, charts and data tables		
Co-operating	Being able to co-operate and work in a team		
	Taking decisions		
	Managing differences of opinion and conflicts		
	Being able to negotiate		
	Being able to establish and maintain contact		
Getting things done	Embarking on a project		
	Taking responsibilities		
	Becoming integrated into a group or community and contributing to it		
	Being able to organise one's own work		
	Demonstrating solidarity		
	Mastering mathematical and modelling tools		

Adapting oneself	Being able to use new information and communication technologies		
	Demonstrating flexibility vis-à-vis rapid change		
	Being able to devise new solutions		
	Showing tenacity in the fact of difficulties		
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General comments:

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