

Global Citizenship in the Cambridge Life Competencies Framework



Cambridge
Life Competencies

What is Global citizenship?

In our interconnected world, many of the challenges we face are global and require us to collaborate to find solutions. This reality has sparked growing interest in Global citizenship Education. Global citizenship refers to “a sense of belonging to a broader community and common humanity. It emphasises political, economic, social and cultural interdependency and interconnectedness between the local, the national and the global.” (UNESCO, 2015, p. 14). This approach encourages us to contribute positively to society and to work together in addressing local, national and global issues.

In practice, this might look like:

Understanding and discussing global issues

- Appreciating diverse cultural perspectives and viewpoints
- Considering multiple stakeholders' perspectives on complex issues
- Understanding dimensions and interconnectedness of local, national and global challenges
- Critically analysing information on local, national and global issues

Intercultural communication

- Engaging in meaningful and respectful dialogue with people from different backgrounds
- Preventing and resolving conflicts

Active global citizenship

- Participating actively in groups and communities
- Promoting social justice, human rights, and environmental sustainability through active participation and leadership
- Working collaboratively to develop sustainable solutions

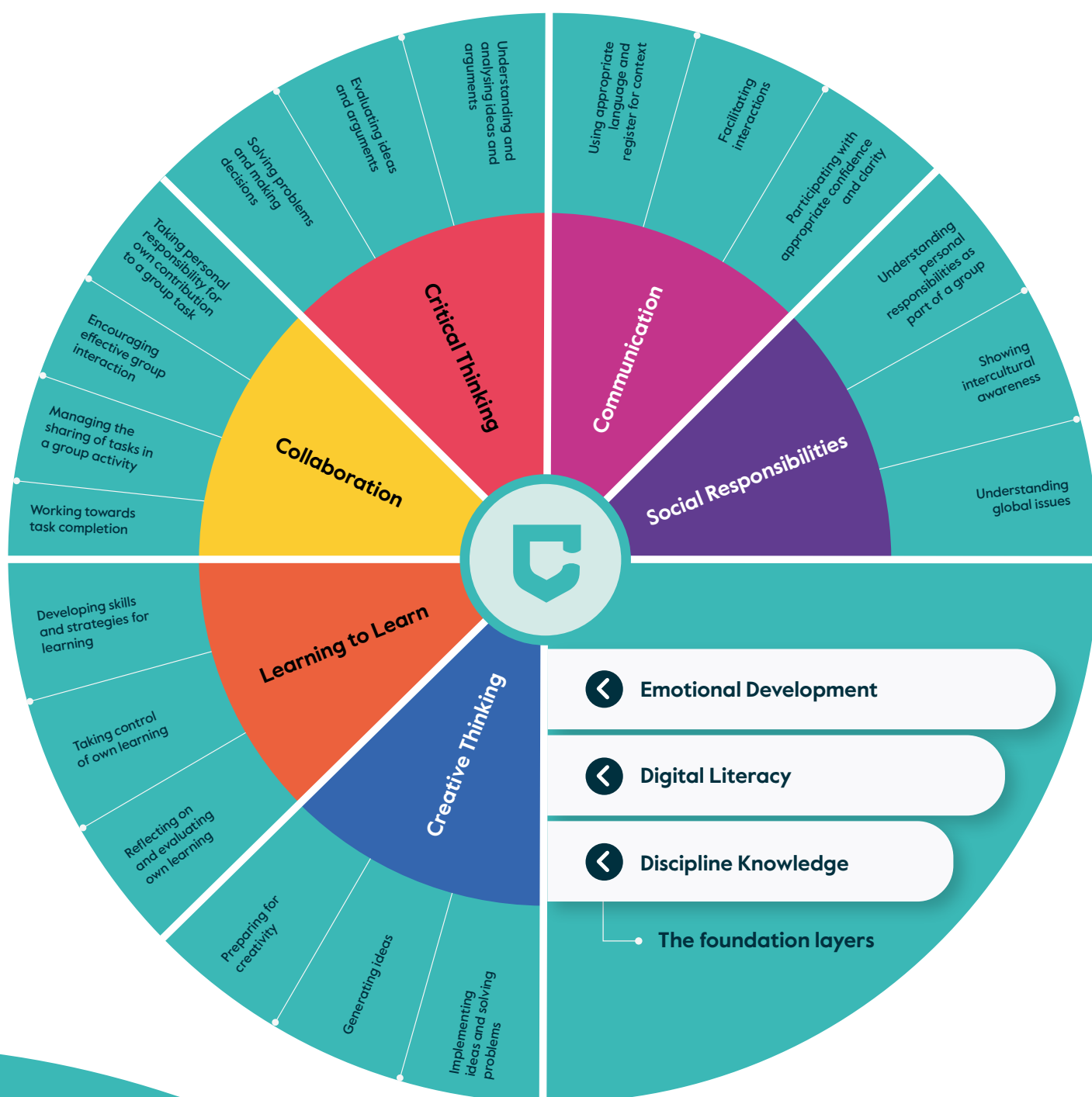
Where can Global citizenship be found in the Cambridge Life Competencies Framework?

The Global citizenship elements are most present in the **Social Responsibilities** competency. Although the elements of Global citizenship could be mapped to multiple components within this competency, the mapping below shows only the component to which each element is **most** strongly aligned.

Competency	Core areas	Components	Global Citizenship elements included
Social Responsibilities	Understanding personal responsibilities as part of a social group	Fulfilling responsibilities within a social group	Preventing and resolving conflicts Participating actively in groups and communities
	Showing intercultural awareness	Understanding aspects of other cultures	Appreciating diverse cultural perspectives and viewpoints
		Interacting with others across cultures	Engaging in meaningful and respectful dialogue with people from different backgrounds
	Understanding and discussing global issues	Engaging with a range of global issues	Considering multiple stakeholders' perspectives on complex issues Understanding dimensions and interconnectedness of local, national and global challenges Critically analysing information on local, national and global issues
		Developing personal agency and sense of global citizenship	Promoting social justice, human rights, and environmental sustainability through active participation and leadership Working collaboratively to develop sustainable solutions to local, national or global issues

In addition, the other competencies of the framework are aligned to Global citizenship in the following ways:

- **Creative thinking:** Skills such as generating innovative ideas and problem-solving are crucial for finding solutions to global issues.
- **Critical thinking:** Thinking skills including critical thinking, systems thinking and futures thinking help learners understand, analyse and evaluate complex information about global issues.
- **Learning to learn:** Developing autonomous learning skills is important for staying informed about global issues.
- **Communication:** Effective cross-cultural communication skills, including mediation, are needed to effectively interact with others in the global community.
- **Collaboration:** Addressing global issues requires collaborative problem-solving and creating inclusive environments for cooperation.
- **Emotional development:** Developing empathy and building relationships with local and global communities is an important basis for cross-cultural communication and collaboration, as well as understanding multiple perspectives.
- **Digital literacy:** Effective use of digital technology, including AI, can help in addressing global issues and in community building.



What does Global citizenship look like at each stage of learning?

The tables below include some example Can Do statements and language from the Cambridge Life Competencies Framework that could be used in materials to develop competencies around Global citizenship for each stage of learning. These are not intended to be comprehensive. For further ideas on how to develop Global citizenship competencies, please see the **Further resources** section at the end of this booklet.

Pre-primary

Competency	Core areas	Components	Example Can Do statements	Example language
Social Responsibilities	Understanding personal responsibilities as part of a social group	Fulfilling responsibilities within a social group	Tries to help when classmates disagree (e.g. by making suggestions).	Let's [take turns].
			Recognises when they are behaving badly and corrects their behaviour.	I'm sorry.
	Showing intercultural awareness	Understanding aspects of other cultures	Shows interest in cultural elements (such as food, festivals and music) from different parts of the world.	N/A
		Interacting with others across cultures	Asks other children for their opinions.	What do you think?
	Understanding global issues	Engaging with a range of global issues	Listens to classmates' ideas.	N/A
			Identifies basic needs in human life (e.g. shelter, food, water, etc.)	We need food and water.
			Asks simple questions about content they see and hear.	Why?
		Developing personal agency and sense of global citizenship	Describes ways they can safeguard the environment (e.g. save water, recycle, etc.)	Recycle bottles/ plastic/paper.
			Works collaboratively with others on simple projects.	Let's [draw] together.

Primary

Competency	Core areas	Components	Example Can Do statements	Example language
Social Responsibilities	Understanding personal responsibilities as part of a social group	Fulfilling responsibilities within a social group	Helps resolve disagreements between classmates (e.g. through compromise).	Why don't we try both ideas?
			Follows school rules and makes positive choices about behaviours.	I must [put up my hand in class/follow rules].
	Showing intercultural awareness	Understanding aspects of other cultures	Researches information about other cultures (e.g. geographical locations, languages etc.)	People speak [Malagasy and French].
		Interacting with others across cultures	Identifies similarities and differences in the way people from their own and other cultures communicate.	People bow when they say hello in ...
	Understanding global issues	Engaging with a range of global issues	Identifies different points of view when discussing global issues.	Some people think ... but others think ...
			Describes common diseases and the importance of prevention (e.g. through hygiene measures).	Wash your hands before you eat.
			Compares information from different sources on global issue topics.	The video shows ... but this post says ...
		Developing personal agency and sense of global citizenship	Takes action to promote fairness in group projects (e.g. designing a game).	Everyone can play.
			Works with classmates on projects that help their school or local community.	We could try ...

Secondary

Competency	Core areas	Components	Example Can Do statements	Example language
Social Responsibilities	Understanding personal responsibilities as part of a social group	Fulfilling responsibilities within a social group	Listens actively and looks for effective solutions during conflicts.	Let's find a solution that works for everyone.
			Takes an active role in defining collective rights and responsibilities in school	In my opinion, we all have a responsibility to [support children who are being bullied].
	Showing intercultural awareness	Understanding aspects of other cultures	Recognises how culture can influence different perspectives.	Cultural backgrounds can shape how ...
		Interacting with others across cultures	Uses their understanding of differences between cultures to help avoid misunderstandings.	I hope I didn't seem rude by ...
	Understanding global issues	Engaging with a range of global issues	Analyses global issues from multiple perspectives.	While farmers need ... buyers want ...
			Explores how aspects of global issues are interrelated.	When girls can't go to school, this affects ...
			Evaluates the credibility of news sources and social media content about global events.	This source may be biased because ...
		Developing personal agency and sense of global citizenship	Organises or participates in campaigns in their school addressing social justice or environmental issues.	Our campaign raised awareness about ...
			Works with classmates and the wider school community to find and implement solutions to local issues.	We're working with [the school canteen staff] to [introduce more plant-based menu options].

Higher education

Competency	Core areas	Components	Example Can Do statements	Example language
Social Responsibilities	Understanding personal responsibilities as part of a social group	Fulfilling responsibilities within a social group	Facilitates negotiations during conflicts.	Let's consider what each person's underlying interests are.
			Recognises and challenges behaviour such as prejudice and discrimination.	The way he/she ... was unfair.
	Showing intercultural awareness	Understanding aspects of other cultures	Evaluates how cultural context shapes perspectives.	This argument reflects a Western perspective because ...
		Interacting with others across cultures	Uses their awareness of potential sites of difference/conflict in cultural values to communicate effectively with others from different cultures.	This might be seen as honest in one culture, but disrespectful in another.
	Understanding global issues	Engaging with a range of global issues	Conducts an in-depth analysis of different stakeholder views on an issue.	I've created a stakeholder map.
			Identifies complex relationships and interdependencies in global issues.	This issue is complicated by multiple factors including ...
			Evaluates the quality of information on global issues.	The research study on which this claim is based is problematic because ...
		Developing personal agency and sense of global citizenship	Develops informed action plans to address social justice issues.	The findings of our research suggest that we should ...
			Collaborates with interdisciplinary teams to address complex global issues.	Our interdisciplinary team is working on an approach to ...

At work

Competency	Core areas	Components	Example Can Do statements	Example language
Social Responsibilities	Understanding personal responsibilities as part of a social group	Fulfilling responsibilities within a social group	Manages workplace conflicts in their team.	Let's focus on our shared goals.
			Assumes accountability for own actions and decisions.	That was my mistake.
	Showing intercultural awareness	Understanding aspects of other cultures	Demonstrates understanding of how colleagues and customers bring different cultural backgrounds to the workplace and the effects these can have.	Making eye contact is really important/ can be seen as confrontational in ...
		Interacting with others across cultures	Uses strategies for increasing inclusivity in the workplace.	Everyone should feel welcome here, regardless of ...
	Understanding global issues	Engaging with a range of global issues	Conducts comprehensive stakeholder mapping to inform significant business decisions.	We need to consider the perspectives of [local communities, suppliers, shareholders and customers].
			Discusses how global issues affect their own organisation's activities.	Due to new leadership in the country, ...
			Evaluates the reliability and bias of information related to global issues that affect business decisions.	I'd like to see more recent data.
		Developing personal agency and sense of global citizenship	Leads corporate social responsibility initiatives that address social justice and environmental challenges.	We're launching an initiative to ...
			Collaborates with local teams to design and implement strategies to address global issues.	How can we adapt this guidance to work effectively in local contexts?

Further resources*

Council of Europe. (2018). *Reference Framework of Competences for Democratic Culture: Volume 2 – Descriptors of competences for democratic culture*. Available at: <https://rm.coe.int/prems-008418-gbr-2508-reference-framework-of-competences-vol-2-8573-co/16807bc66d>

OECD. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework*. Available at: <https://www.oecd.org/content/dam/oecd/en/topics/policy-sub-issues/global-competence/Handbook-PISA-2018-Global-Competence.pdf>

OECD. (2022). *Big Picture Thinking: how to educate the whole person for an interconnected world*. Available at: <https://issuu.com/oecd.publishing/docs/big-picture-thinking-educating-global-competence>

UNESCO. (n.d.) *What you need to know about global citizenship education*. Web page: <https://www.unesco.org/en/global-citizenship-peace-education/need-know>

UNESCO. (2015). *Global Citizenship Education. Topics and Learning Objectives*. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000232993>

* Please note, these resources are current at the time of publishing – January 2026. However, newer resources may be available at the time of reading and/or some of the links included may no longer work.

Suggested search terms: 'global citizenship education' 'global competence'



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