



CAMBRIDGE
UNIVERSITY PRESS

The Cambridge Life Competencies Framework

Social

Responsibilities

Introductory Guide
for Teachers and
Educational Managers

Better
Learning

Why teach Life Competencies?

Our world is changing fast and we need to prepare our students with the skills and experiences that go beyond simply learning an additional language.

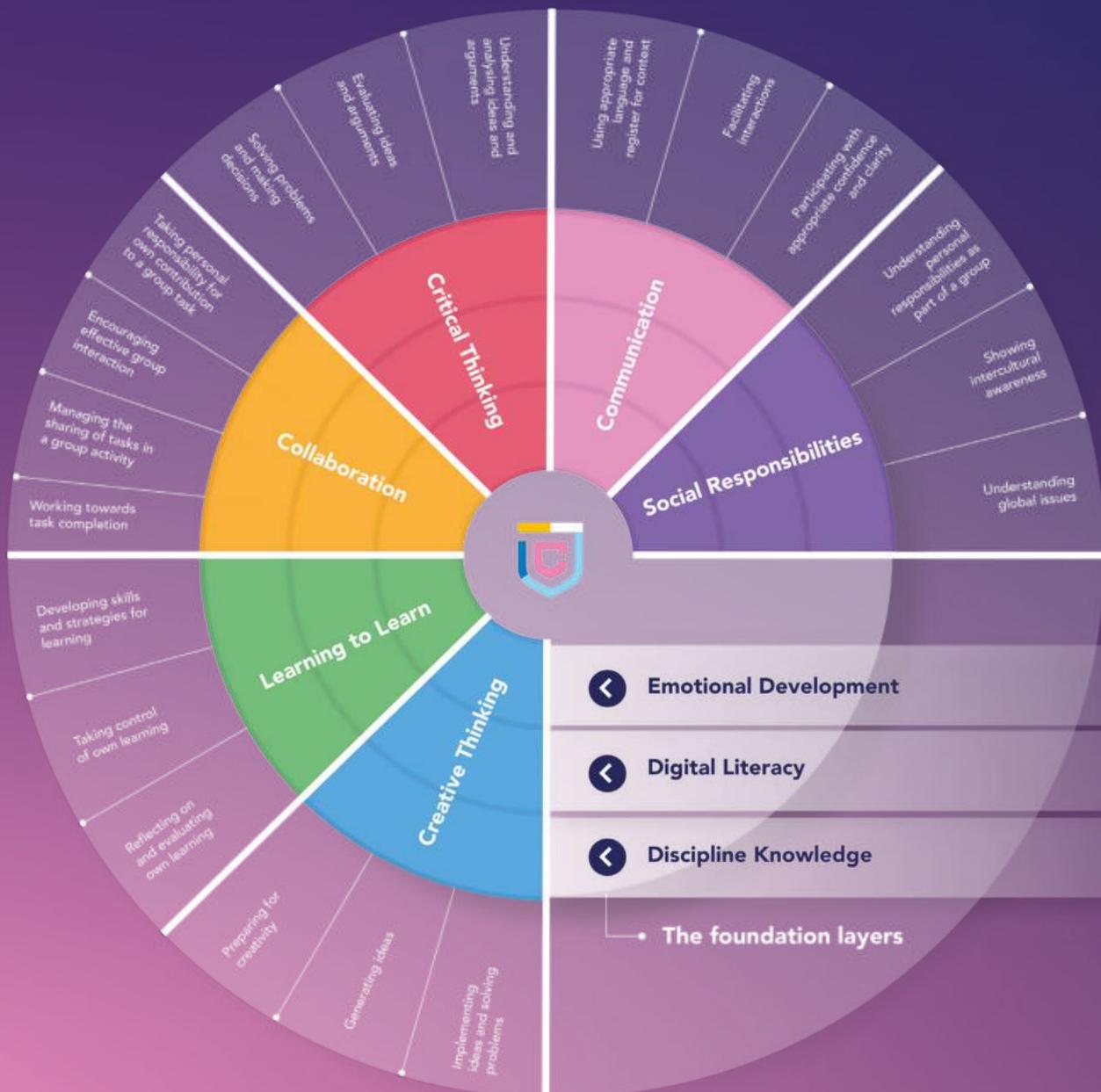
We see the increasing need to work together with people from around the world, to think creatively and solve problems, to analyse sources more critically, to communicate our views effectively, and to maintain a positive mindset in an increasingly complex world.

We understand that the engaging and collaborative nature of the language classroom is the perfect place to develop and embed these key qualities and the Cambridge Life Competencies Framework supports teachers in this challenging area.



Cambridge Life Competencies

A framework to develop skills for life



What is the Cambridge Life Competencies Framework?

The Cambridge Life Competencies Framework has been created in response to educators who have asked for a way to understand how life skills, or 21st century skills, can be integrated into English language programmes. It is made up of six **Competencies** that describe how these essential skills develop and vary across different stages of education, as learners grow and change.

CREATIVE THINKING	Learners actively participate in creative activities, generate new ideas and use them to solve problems.
CRITICAL THINKING	Learners identify patterns and relationships, evaluate ideas and use these skills to solve problems.
LEARNING TO LEARN	Learners develop practical skills to support and take control of their learning and reflect on their own progress.
COMMUNICATION	Learners choose the most appropriate language to use in different situations, manage conversations effectively and express themselves clearly and confidently.
COLLABORATION	Learners work well together in groups through actively taking part in group activities, listening to others, sharing tasks and finding solutions to problems.
SOCIAL RESPONSIBILITIES	Learners recognise and describe different roles and responsibilities in a variety of groups and understand cultural and global issues.
EMOTIONAL DEVELOPMENT	Learners describe and manage emotions and develop positive relationships with others.

The Learning Journey

The Cambridge Life Competencies Framework supports learners at all stages of their learning journey, from very young pre-primary learners right through to adults in education and at work. The framework maps out how learner behaviours typically found within each competency can change and develop as learners encounter new situations and circumstances in their lives, both within and beyond the classroom.

The Cambridge Life Competencies Framework allows us to support learners throughout their education and into the careers of the future.



Understanding the Cambridge Life Competencies Framework

The Cambridge Life Competencies Framework is made up of six **Competencies** – *Creative Thinking, Critical Thinking, Learning to Learn, Communication, Collaboration and Social Responsibilities*. Each broad competency is broken down into **Core Areas** that describe these competencies in more detail. These are then analysed further into **Components** that, along with example **Can Do Statements**, describe the observable behaviours that learners are likely to be able to demonstrate by the end of each stage of learning if they have had the opportunity to develop in these areas.



Linked to the competencies are the three foundation layers of the framework – *Emotional Development, Digital Literacy and Discipline Knowledge*. Development of skills in these foundation layers underpins all other competencies.

Along with this structured breakdown, we provide **example language** that learners may use to express the actions and behaviours found in each of the Core Areas at each stage of learning. The examples used have been informed by both our Functional Language Phrase Bank, a collection of spoken data from expert speakers of English from children to adults, and input from experienced ELT practitioners from around the world. See this example for one Core Area within Social Responsibilities at the Primary stage:

COMPETENCY	CORE AREA	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
SOCIAL RESPONSIBILITIES	Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group	Describes roles and responsibilities they have as members of social groups (e.g. family, friendship groups, school class etc.).	At home, I clean my room.
		Fulfilling responsibilities within a social group	Follows school rules and makes positive choices about behaviours.	I must [put up my hand in class/follow rules].

By clearly defining these areas of development in a structured and detailed way, we can ensure that our teaching and learning materials take a systematic approach to delivering and developing these skills in our learners, as they progress. This means that teachers can be assured that our resources bring out the best in their students, without creating extra work.

The Cambridge Life Competencies Framework is an ongoing project, evolving through stages of validation and teacher feedback. Go to cambridge.org/clcf to see how you can get involved.

What are Social Responsibilities ?

How do we engage with other people in an increasingly globalised world? This competency looks at how we can help people develop the skills to contribute better to the social groups they engage with. As the groups they become part of change over time, they need to be able to think about their roles within them, and how they contribute positively to them. They also need to improve their ability to work and link up with people from very different backgrounds and cultures to their own. There is, in addition, the need to step back and see their social engagement from a more global perspective: what are the major issues affecting the world and how do they relate to their own lives?

We have identified three **Core Areas** within Social Responsibilities:



- **Understanding personal and social responsibilities as part of a social group** refers to identifying and perceiving the significance of personal and social responsibilities across different levels, ranging from the local to the global. This involves learners fulfilling their personal and social responsibilities as a member of a social group and/or as a global citizen, and taking responsibility for their own actions.
- **Showing intercultural awareness** refers to a learner being able to describe and analyse features of their own culture and of the culture of others, and to make comparisons in a positive and respectful way. It also includes being able to collaborate with people from other cultures. Culture in this context can relate to cultures of different countries or to cultures of different groups and organisations, e.g. workplaces.
- **Understanding global issues** includes identifying, discussing and understanding a range of perspectives on global issues, for example on topics related to health, human rights and the environment. Learners will be able to understand how their own behaviours can contribute positively or negatively to the identified issues.

Within these Core Areas we break things down further, defining the **Components** that make up each Core Area:

SOCIAL RESPONSIBILITIES	Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group
		Fulfilling responsibilities within a social group
	Showing intercultural awareness	Understanding aspects of own culture
		Understanding aspects of other cultures
		Interacting with others across cultures
	Understanding global issues	Discussing a range of global issues
		Recognising personal impact on global issues

Social Responsibilities across the learning journey

Core Areas may be realised in different ways across the different stages of learning. In order to demonstrate this, each Core Area and Component is contextualised by an example Can Do Statement. This illustrates what kinds of behaviour students who are competent in this area might display by the end of each stage of learning. These example Can Do Statements can be used as a starting point in the development of a curriculum, programme or assessment system and will vary in their suitability for learners in different contexts. The example language is provided for teachers to consider what kind of language they could encourage their students to use in these kinds of tasks.

PRE-PRIMARY

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group	Describes in basic terms roles and responsibilities they have at pre-school (e.g. tidying up toys, following directions and following playground rules).	At school, I tidy my toys.
	Fulfilling responsibilities within a social group	Recognises when they are behaving badly and corrects their behaviour.	I'm sorry.
Showing intercultural awareness	Understanding aspects of own culture	Identifies and can name familiar places and landmarks in their environment (e.g. pre-school, playground, home, etc.).	This is my school.
	Understanding aspects of other cultures	Compares food, festivals and music from different parts of the world.	Our food/music is different.
	Interacting with others across cultures	Asks other children for their opinions.	What do you think?
Understanding global issues	Discussing a range of global issues	Identifies basic needs in human life (e.g. shelter, food, water, etc.).	We need food and water.
	Recognising personal impact on global issues	Describes ways they can safeguard the environment (e.g. save water, recycle, etc.).	Recycle bottles/plastic/paper.

PRIMARY

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group	Describes roles and responsibilities they have as members of social groups (e.g. family, friendship groups, school class etc.).	At home, I clean my room.
	Fulfilling responsibilities within a social group	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 own culture	Describes basic information about their own culture (e.g. language, food, entertainment and pastimes).	In my country we often eat...
	Understanding aspects of other cultures	Identifies similarities and differences between own and other countries (e.g. names, geographical location, languages etc.).	In my country we speak French. Also, people speak French in...
	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	Discussing a range of global issues	Describes common diseases and the importance of prevention (e.g. through hygiene measures).	Wash your hands before you eat.
	Recognising personal impact on global issues	Demonstrates understanding of the need to share and protect resources.	We shouldn't waste water.

SECONDARY

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group	Identifies positive behaviour in the social groups to which they belong (e.g. school class, family and friendship groups).	Friends should [tell you when you're doing something wrong].
	Fulfilling responsibilities within a social group	Takes an active role in defining collective rights and responsibilities in school.	In my opinion, we all have a responsibility to [welcome new kids to our school/support kids who are being bullied].
Showing intercultural awareness	Understanding aspects of own culture	Appreciates their own culture and its value.	I think it's really good that we...here.
	Understanding aspects of other cultures	Makes informed comparisons between their own society and other societies.	In [Scotland]... whereas in [Brazil]...
	Interacting with others across cultures	Uses their understanding of differences between cultures to help avoid misunderstandings.	I hope I didn't seem rude.
Understanding global issues	Discussing a range of global issues	Demonstrates awareness of human rights issues around the world.	Young people have the right to [go to school].
	Recognising personal impact on global issues	Identifies ways in which personal habits and behaviour have the capacity to affect the environment.	I make sure I recycle as much as I can.

HIGHER EDUCATION

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group	Critically analyses the roles and responsibilities of members of different social groups.	From a(n)... point of view...
	Fulfilling responsibilities within a social group	Recognises and challenges behaviour such as prejudice and discrimination.	The way he/she... was unfair.
Showing intercultural awareness	Understanding aspects of own culture	Analyses key aspects of own culture, including common values and beliefs.	I wonder why we...?
	Understanding aspects of other cultures	Makes an analytical comparison between different cultures or societies.	When it comes to [gestures, art]...
	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	Discussing a range of global issues	Critically analyses global issues and potential solutions.	I think part of the problem is...
	Recognising personal impact on global issues	Discusses how they and their institution are supporting environmentally-friendly behaviour.	One advantage of [the new water fountain] is [that it encourages people to use fewer plastic bottles].



AT WORK

CORE AREAS	COMPONENTS	EXAMPLE CAN DO STATEMENTS	EXAMPLE LANGUAGE
Understanding personal responsibilities as part of a social group	Understanding responsibilities within a social group	Identifies personal responsibilities in the workplace (e.g. meeting job expectations, fulfilling daily work duties etc.).	We have a responsibility to [do our best]...
	Fulfilling responsibilities within a social group	Assumes accountability for own actions and decisions.	That was my mistake.
Showing intercultural awareness	Understanding aspects of own culture	Describes business culture within their own organisation.	Everyone is welcome to [contribute ideas].
	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	Discussing a range of global issues	Discusses how global issues affect their own organisation's activities.	Due to [new leadership in the country],...
	Recognising personal impact on global issues	Identifies how their organisation has the capacity to affect the immediate and wider environment.	We [sponsor/donate to/support]... in order to...



Social Responsibilities in the classroom

The changing nature of the societies in which today's learners live means certain issues need to be addressed in lessons which will enable them to successfully negotiate the opportunities and challenges of a fast-paced, multicultural world. This way, teachers can help learners to understand and implement their rights and responsibilities in their home country and the wider global community. Teachers also need to support them in understanding and interacting with cultures worldwide. Furthermore, time should be taken in lessons to help learners engage with global issues and explore how their general behaviour contributes positively or negatively to that particular issue.

The English language classroom is uniquely placed to provide an environment in which social responsibilities can be examined. Teachers may have a certain degree of flexibility when it comes to selecting topics, in order to practise target language. For this reason, social responsibility competencies can be incorporated into weekly lesson planning as they offer a stimulating and relevant context for meaningful language practice.

Teachers have a vital part to play in terms of being an effective role model when dealing with topics related to social responsibilities: maintaining an impartial view on topics, handling discussions in a fair and balanced way, encouraging learners to respect diversity of opinions and allowing learners to come to their own opinions rather than imposing the teacher's own.



Suggestions for classroom practice

The ideas presented here are intended as a general indication of the types of activity that might develop this competency in the classroom, and are not a definitive list.

GENERAL SUGGESTIONS

Classroom behaviours

All of these activities should include the following, in order to ensure that social responsibilities competencies are understood and practised:

CORE AREAS	CLASSROOM BEHAVIOURS
Understanding personal and social responsibilities as part of a social group	Personal identification with the topic and an examination of how each learner can take responsibility for their actions in relation to that topic.
Showing intercultural awareness	Opportunities for learners to appraise their own culture and explore values and attitudes shared by other cultures, without discrimination or prejudice.
Understanding global issues	Awareness-raising tasks that sensitise learners to issues around human rights, the protection and sharing of natural resources, the importance of international cooperation and solutions to global problems.

Topics

Learners often enjoy discussing social responsibility topics because they see the clear relationship between them and the real world. These topics provide a context which is stimulating, motivating and one in which learners can deploy their English language skills, not only to improve their ability to communicate but also to develop themselves as people with a stake in their local and global communities. Nevertheless, topics need to be selected with care (preferably in consultation with learners) and their presentation in class should be handled with sensitivity.

The most effective way of incorporating these competencies into our lessons, with learners of all age groups, is to find a topic that will interest them. Global issues include everything from children's rights to disposable fashion to the problems of single-use plastics, so it could be helpful to conduct a brief survey at the beginning of term on what topics appeal to the class. Then, when the topic has been established, you are ready to start thinking about how you might engage your learners with practical activities that enhance their knowledge and develop their competencies.

A supportive and non-judgemental environment

Learners have a right to their own opinion, but creating a non-judgmental atmosphere is key to successful lesson delivery. For primary learners, this can be framed as a 'golden agreement' and, in secondary and adult environments, as a 'working' agreement. Both could include codes of conduct related to expressing opinions, respecting differences of opinion, listening actively and interrupting politely.

PRIMARY

The Cambridge Life Competencies Framework offers a good starting point in ensuring that young learners come away from a lesson better informed and equipped with new skills for interacting with the world around them.

Role play

The following is an example of a role play activity that can be used to integrate the topic of personal responsibilities in society, into an English class. Learners could be introduced to their roles through visual cues (brother or sister/son or daughter/classmate/friend/team member) and match these to the responsibilities of each role (the responsibility to share, be considerate of others' feelings, be fair, respect others' opinions, help the more vulnerable, follow rules, etc.). Learners could work in pairs or groups to role-play a situation, such as the following:

- A classmate at school or family member at home is not fulfilling their duties responsibly;
- Learners imagine they are leaders of their country and brainstorm a list of the roles and responsibilities they would give to people in their country.

Comparing Cultures

Another area of Social Responsibilities that affords learners opportunities for exploration and discussion is that of cultural awareness. A country that is a contrast to the learners' own is a good starting point: for example, learners in Germany could focus on Bangladesh and vice versa. The lesson could begin with learners adding details to a map of the focus country (capital city, rivers, mountains, etc.) using online resources to help them. Learners then read a short text about a child of a similar age, entitled '*A day in the life of...*' This can spark a number of creative activities such as:

- Writing a diary entry from the point of view of that child which might include his/her thoughts, feelings and hopes for the future.
- Learners work in groups to look at pictures which show different problems that the child faces in their everyday lives. Each group could discuss the problem (in their mother tongue, if necessary) and prepare a short presentation for the rest of the class on how they would resolve it.

➤ **Over to you...**

1. Choose one of the example activities in this section and try it out with your class.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their skills related to Social Responsibilities.
2. Using your course book or other materials, choose a few activities you may be using or topics that you may be teaching in your classes in the next week or so. Consider how you could use these to build on your students' Social Responsibilities skills.



SECONDARY

Through their increased awareness of the world around them and their exposure to other subjects on the curriculum, learners at secondary-school level are now in a position to dig more deeply into issues related to themselves as people, their immediate community and their place in a global society.

Encouraging practical action outside of the classroom

One crucial topic that has assumed increasing importance in the media lately is that of climate change. This topic can be explored through a wide variety of activities centred on:

- reading texts
- quizzes
- discussions
- competitions

However, in order to further involve learners and develop their competencies, a clear call for action could be added to the activities listed above. In other words, any activities that are carried out *in* the classroom could be linked to practical action *outside* it.

Classroom activity

Write down 3 personal actions you want to take to support the fight against climate change

Examples

- encourage family and friends to recycle more
- conserve resources like water and energy at home and in school

Personal actions

- *write an email to a national or world leader calling for urgent action on the climate crisis*
- *link up with people in other countries (via Skype or ZOOM) to devise strategies and share tips on tackling the climate crisis*

➤ Over to you...

1. Choose one of the example activities in this section and try it out with your class.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their skills related to Social Responsibilities.
2. Using your course book or other materials, choose a few activities you may be using or topics that you may be teaching in your classes in the next week or so. Consider how you could use these to build on your students' Social Responsibilities skills.

ADULT

Adult learners may be aware of a number of global issues but might simply be too busy with work, studies and/or family to give them the due consideration they deserve.

Engaging with complex issues

At this stage of learning, learners are able to handle more complex issues (which may, nevertheless, have to be presented in linguistically appropriate terms depending on the language level of the class) through different activities such as:

- case studies
- film and video clips
- drama/role-play
- primary research tasks

These could be used to explore causes, effects and potential solutions to global issues. The following example shows a classroom activity based on the topic of 'ethical' smartphones:

Classroom activity	Tasks	Practical actions
Watch a video clip about an ethical smartphone or Explore a website about an ethical smartphone (e.g. www.fairphone.com/en)	<ul style="list-style-type: none">• Comprehension questions• True/False statements• Information transfer (fill in a grid with key details from the text)• Vocabulary development• Grammatical focus on recently learnt structures	<ul style="list-style-type: none">• Write a formal email to a company asking questions about the ethical aspects of its supply chain.• Create a campaign to raise awareness of the impact on developing countries of mining conflict minerals.• Design a survey to find out how aware colleagues are about the sources of the goods they buy (e.g. fair trade coffee/tea).

Enabling adult learners to analyse the impact of their consumer behaviour on the global workplace allows them to explore their own or future companies' capacity to affect communities and the environment, while encouraging them to plan strategies for making their organisation more environmentally friendly.

➤ **Over to you...**

1. Choose one of the example activities in this section and try it out with your class.
 - Following the activity, reflect on what worked well and what could be improved next time, particularly focusing on the extent to which learners were able to develop their skills related to Social Responsibilities.
2. Using your course book or other materials, choose a few activities you may be using or topics that you may be teaching in your classes in the next week or so. Consider how you could use these to build on your students' Social Responsibilities skills.

Social Responsibilities in learning materials

PRIMARY

Here, students engage with Social Responsibilities by learning about ways of protecting the environment. Thinking about their personal impact as well as that of their social group, they are developing an understanding of the ways in which personal and group behaviour can affect global issues.

Reuse and recycle

Trevor's values



3 Listen and say the number.

1



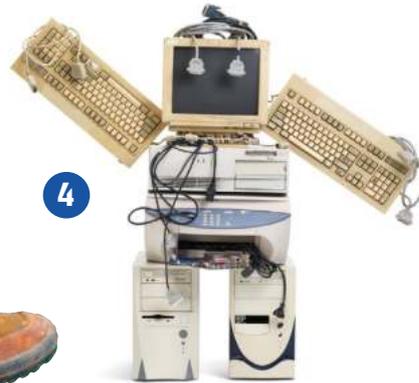
2



3



4



4 Ask and answer.

What's this?

It's a flowerpot.

What's it made from?

It's made from a boot.

5 What do you reuse at home?



bottles



paper



plastic bags

I reuse ...
at home.

Vocabulary

bottle flowerpot keyboard paper plastic bag

31

Here, students engage with Social Responsibilities by exploring the global issue of migration. By reflecting on the causes and effects of migration they are developing an understanding of human rights issues (e.g. refugee situations) and aspects of intercultural awareness (e.g. immigrants' contribution to society).

2



HISTORY

1 Look at the title and picture and answer the questions.

- 1 When do you think this picture was taken?
- 2 Where are the people and what are they doing?
- 3 How do you think they feel?

2.14 Read and listen to the text. Check your answers to Exercise 1 question 2.

STARTING AGAIN

Between 1880 and 1910, 17 million Europeans made the decision to move to the United States and start a new life. Many of them never went back to their country of birth. This was part of what is known as the Great Atlantic Migration. It started in the 1840s and it is the largest migration in history.

For many people, it was the first time they had ever left their hometown. The two-week journey was very unpleasant, and on larger ships up to 2,000 people were **crammed** into the lower **decks**. It was dark, there was little fresh water, and the air was **rancid**. So why choose to go through such a difficult experience?



One major reason was hunger. For example, in Ireland in the 1840s, people used to depend on potatoes for food. When the potato crop failed for three years in a row, there was not enough to eat and around one million people died. After this, half of the Irish population decided to move to the United States. They were nervous about the journey, but they looked forward to a better life.

I am exceedingly well pleased at coming to this land of plenty.

Letter from an Irish immigrant to The Times, London, 1850

Immigrants from all over Europe had their own story to tell. Although they had never experienced life in the United States before, they arrived ready to **settle** in a new culture. Immigrants helped build the United States into the country it is today. Like all migrations, the Great Atlantic Migration is the story of people making difficult decisions for the chance to start again.

3 Are the sentences T (true), F (false) or DS (doesn't say)?

- 1 Most immigrants to the United States eventually returned to their country of birth.
- 2 There wasn't much room on board the ships.
- 3 Poverty was a major reason for migration.
- 4 Irish immigrants felt hopeful about their future in the United States.
- 5 Immigrants from all over Europe moved for the same reasons as the Irish.
- 6 The immigrants made a positive contribution to American society.

4 Discuss other possible causes of migration throughout history and up to the present day.

5 Complete the definitions with the words in bold in the text.

- 1 ... (n) the act of moving from one place to another
- 2 ... (n) the floors of a ship
- 3 ... (v) to make a home
- 4 ... (v) to be filled with something so there is no room for anything else
- 5 ... (adj) having a strong disagreeable smell (or taste)

Explore it!

Guess the correct answer.

How many people in the world live in a country different to the one they were born in?

- a over 50 million
- b over 150 million
- c over 250 million

Find another interesting fact about migration. Then write a question for your partner to answer.

ADULT

Here, students engage with Social Responsibilities by exploring the global issue of climate change. Using a cause-effect chain, they are encouraged to reflect on personal responsibilities and those of their social group. This helps them to consider their impact on specific aspects of the chain.

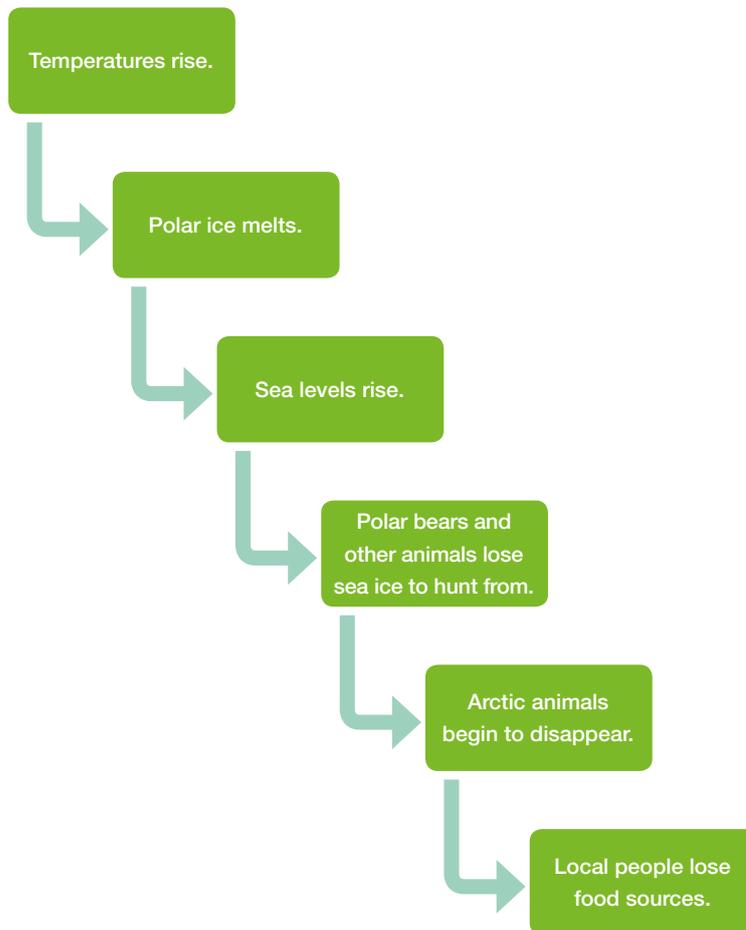
SKILLS

Evaluating effects

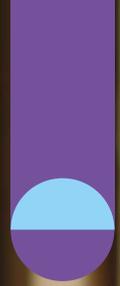
Using a cause-effect chain can help you to organize your thoughts before a speaking task. Use your cause-effect chain to evaluate the possible effects of events or decisions.

- 4 Work in small groups. Discuss the cause-effect chain for the Arctic.

EVALUATE 



CRITICAL THINKING 95



Further Reading

For more information on this topic, please see:

Bourn, D. (2016). *Global citizenship and youth participation in Europe*. London: University College London. Available at: www.sustainabilityexchange.ac.uk/files/sfyouth_transnational_report_final_docx_002_2.pdf

British Council. (2008). *Global citizenship in the English language classroom*. London: British Council.

Budden, J. (2010). *Lesson plan: Climate change*. Available at: www.teachingenglish.org.uk/article/climate-change

Cabezudo, A., Christidis, C., Carvalho da Silva, M., Demetriadou-Saltet, V., Halbartschlager, F., & Mihai, G.-P. (2012). *Global education guidelines: A handbook for educators to understand and implement global education (updated version)*. Lisbon: North-South Centre of the Council of Europe. Available at: rm.coe.int/168070eb85

Council of Europe. (2002). *The Maastricht global education declaration: European strategy framework for improving and increasing global education in Europe to the year 2015*. Available at: rm.coe.int/168070e540.

Corbett, J., & Thornbury, S. (2010). *Intercultural language activities* (Cambridge handbooks for language teachers). Cambridge: Cambridge University Press.

Goren, H., & Yemini, M. (2017). Citizenship education redefined – A systematic review of empirical studies on global citizenship education. *International Journal of Educational Research*, 82, 170–183.

New Internationalist, [Online]. *Mobile phones: ready lesson, intermediate*. Available at: eewiki.newint.org/images/f/fa/Mobile_phones.pdf

OECD. (2016). *Global competency for an inclusive world*. Paris: OECD. Available at: www.oecd.org/education/Global-competency-for-an-inclusive-world.pdf

Primary Resources [Online], *Citizenship resources*. Available at: www.primaryresources.co.uk/pshe/pshe.htm#thinking

UNESCO. (2016). *The ABCs of global citizenship education*. Paris: UNESCO. Available at: unesdoc.unesco.org/images/0024/002482/248232e.pdf

United Nations. (2015). *Transforming our world: the 2030 agenda for sustainable development*. New York: United Nations. Available at: sustainabledevelopment.un.org/post2015/transformingourworld



Laura and Olivia
Language Research Team,
Cambridge University Press



Cambridge Life Competencies

A framework to develop skills for life

You can find information about the other competencies in the Cambridge Life Competencies Framework at cambridge.org/clcf

- ✓ Creative Thinking
- ✓ Critical Thinking
- ✓ Learning to Learn
- ✓ Communication
- ✓ Collaboration
- ✓ Social Responsibilities
- ✓ Emotional Development