From Classrooms to Communities: Embedding Global Citizenship and SDG Literacy in Graduate Curricula for Regional Impact

Dr. Adrian Lawrence P. Carvajal[1], Dr. Jay A. Sario[2], Dr. Jovertlee C. Pudan[3], Dr. Grace C. Musa[4], Mr. Keanu Divina Tolentino[5], Ms. Joana Mychelle Macapagal Manlapas[6], Mr. Cedric Dela Cruz Reyes[7]
0000-0003-1174-5000[1], 0000-0003-4755-3510[2],0009-0003-0335-9246[3], 0009-0003-2620-938X[4], 0009-0000-8748-8974[5], 0009-0007-4659-3162[6], 0009-000-3017-2848[7]
adrianlpc2010@gmail.com[1], docjayasario@gmail.com[2], jcpudan@gmail.com[3], grace.musa@pcu.edu.ph[4], keanotolentino47@gmail.com[5], joana.manlapas.gsbm@pcu.edu.ph[6], reyescedric06@gmail.com[7]
Teacher Education Council Secretariat, Department of Education[1,] Polytechnic University of the Philippines, Philippines[5] Philippine Christian University, Manila, Philippines[2-4,6-7]

Abstract

In the face of mounting global sustainability challenges, higher education institutions are uniquely positioned to cultivate a new generation of globally competent, socially responsible leaders. This study explores how the integration of global citizenship education and SDG (Sustainable Development Goals) literacy into graduate curricula can serve as a transformative strategy for building regional capacity and social innovation. It examines the ways in which pedagogical reforms, community-based learning, and cross-disciplinary collaboration empower graduate students to bridge academic knowledge with actionable change.The objectives of this research are to assess current pedagogical models that incorporate SDG frameworks into graduate education, identify best practices for nurturing global citizenship competencies, and evaluate the real-world impact of community-engaged scholarship in Southeast Asia. The study adopts a qualitative approach, analyzing curricula from selected graduate programs in education, public administration, and development studies, alongside interviews with faculty and students engaged in community-based projects. Findings reveal that programs explicitly aligned with the SDGs and global citizenship themes foster stronger student agency, ethical leadership, and regional civic participation. This research contributes to the A-GRASS 2025 theme of "Bridging Knowledge to Action" by illustrating how educational innovation can serve as a catalyst for societal transformation. It supports SDG 4 (Quality Education) by promoting inclusive and action-oriented learning, SDG 17 (Partnerships for the Goals) through multi-sector collaboration, and SDG 16 (Peace, Justice, and Strong Institutions) by embedding democratic values and civic consciousness into academic practice. The study argues that graduate education must move beyond technical training to instill a sense of global purpose and ethical responsibility among future professionals—starting in the classroom and extending into the communities they serve.

Keywords: Global Citizenship Education, SDG Literacy, Graduate Curriculum, Community Engagement, Sustainability Education, Civic Leadership, Transformative Pedagogy, Southeast Asia