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UNESCO GLOBAL CITIZENSHIP EDUCATION AND THE SOCIAL IMPACT EVALUATION OF CULTURAL HERITAGE: PEDAGOGICAL PERSPECTIVES AND PRACTICAL FRAMEWORKS

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Abstract

The complexity of contemporary society—marked by the fluidity of social structures and the pervasive effects of globalization—challenges social pedagogy to redefine educational pathways toward a form of citizenship that transcends the national horizon. This contribution examines how Global Citizenship Education, as outlined in the UNESCO framework and aligned with the objectives of the 2030 Agenda, can be operationalized through the valorization of cultural heritage as an educational device. The analysis proceeds along a dual trajectory: on a theoretical level, it explores pedagogical practices—particularly Service Learning—capable of integrating transversal competences and civic responsibility into place-based learning experiences; on a methodological level, it investigates social impact assessment tools applied to cultural heritage, with particular attention to Social Return on Investment (SROI) as an approach capable of quantifying the value—including intangible benefits—generated by educational and cultural interventions. The aim is to articulate an operational framework through which pedagogical research can guide cultural policy-making, positioning the measurement of educational outcomes as

a criterion for effective, transparent, and sustainable public decision-making.

Keywords: UNESCO global citizenship education, social pedagogy, cultural heritage, social impact assessment, service learning, SROI.