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Pedagogia speciale come scienza della cura ecosistemica: possibili traiettorie progettuali, in SIPES (edited by) L'inclusione non si ferma mai cammina sempre. Volume in ricordo di Andrea Canevaro, Trento, Erickson; Gaspari, P., Travaglini, A. & Testa, S. (2024). Narrative approach and digital storytelling: what contribution to the construction of inclusive contexts?. *Italian Journal of Health Education, Sports and Inclusive Didactics*, 8(2), Edizioni Universitarie Romane; Testa S. (2023). *Mathematics as an Inclusive Language*, in Patrizia Gaspari (2023), *La Pedagogia speciale oggi. Le conquiste, i dilemmi e le possibili evoluzioni*, Milan, FrancoAngeli.

Pascal Perillo, is a full professor of General and Social Pedagogy at Suor Orsola Benincasa University of Naples. Director of the *University Center for Educational Research and Higher Education for Teachers and Educators* (CARE) and President of the National Coordination of Degree Courses for Socio-Pedagogical Educators and Educationalists (CoNCLEP), he recently wrote (with. E. Corbi and F. Chello) “La pedagogia in questione” (UTET). His studies concern themes and issues of educational epistemology, training of education professionals, educational counseling, education for families.

Maria Romano, is a research fellow in General and Social Pedagogy at Suor Orsola Benincasa University of Naples. She is mainly concerned with narrative as an interpretative paradigm of formative processes. She is a member of the Secretariat of Editorial Board of the *International Journal Civitas educationis. Education, Politics, and Culture* and a member of the *University Center for Educational Research and Higher Education for Teachers and Educators* (CARE).

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Gaia Del Negro, PhD., is a researcher in Adult Education. She works as a freelance pedagogist and training and consulting expert in community welfare, and evaluator of educational and social projects. Since her PhD in Education at Canterbury Christ Church University, UK, she was actively involved in the Life History and Biography Network of the European Society for Research on the Education of Adults (ESREA). She collaborates with the University of Milano Bicocca and with the Sunkhronons Institute in Geneva. Since 2025, she has been a research fellow at the Interdepartmental Research Centre for Service Learning at the University of Turin. Since 2022, she has served as Secretary of RUIAP – Italian University Network for Lifelong Learning – and is a member of the Feminist Imaginary Research Network at the University of Victoria, Canada. She has more than 20 publications of articles and chapters and two edited books. Her research interests include relational and multimodal methodologies, and she is finishing a training in systemic counseling.

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Gabriella Ferrara, is a researcher of Didactics, Special Pedagogy and Educational Research, at the University of Palermo, PhD in Pedagogical-Didactic Training of Teachers. In carrying out her research activity, she is focusing on the issues of assessment and development of inclusive quality in schools, teacher training in primary and secondary schools, inclusive sport, university orientation, educational and good practices. Gabriella Ferrara has published many contributions in scientific journals and one book. Recent publications concern *Recovering the Sustainability of Education through Laboratory Action* (2022); *Quality of inclusion & quality inclusion. Monitoring and Promotion of Inclusive Schools* (2021); *Sport and Inclusion: Methodological Approaches* (2021); *Teacher training and strategies to promote inclusive schools* (2020).

Francesca Pedone, is Full Professor in Didactics, Special Pedagogy, and Educational Research at the University of Palermo. She is the author of numerous papers published in both international and national scientific journals, as well as books. Her research primarily revolves around topics related to teacher training and inclusive pedagogy.

Dr. Pedone has spearheaded various research initiatives focusing on learning assessment tools and the development of skills and competencies. Over the years, she has led teacher training activities, involving numerous teachers and educators in action research and experiments. Her efforts have been directed towards planning and evaluating practices aimed at fostering educational inclusion within school classrooms. She has also been an active member of local and national research groups overseeing the implementation of school reforms.

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Paola Cotticelli, is a high school teacher of Italian and Latin and a PhD candidate in “Sciences of the Mind” at the University of Campania “Luigi Vanvitelli,” where she is also subject expert in Pedagogy and in Educational Models and Processes within the degree program in Psychological Sciences and Techniques. She is the founder of the Politropic System, a metacognitive framework that integrates analysis and synthesis processes, equipping students and educators with methodological resources for educational practice. The model has recently been recognised by the Italian Ministry of Education and Merit (MIM) and included in the INDIRE catalogue of best practices for teacher training. Her latest publications include: “Metacognitive Learning Strategies: Politropic Thinking” and “The Politropic System as Inclusive Educational Practice”.

Antonio Gariboldi, is Full Professor of Experimental Pedagogy at the Department of Education and Humanities, University of Modena and Reggio Emilia. He teaches courses on Pedagogical Coordination and Formative Assessment, Educational Design and Evaluation in Early Childhood Settings, and Methodology of Play and Creativity for Early Childhood. His research interests focus on the critical training of educators and pedagogical coordinators, the design and evaluation of educational contexts for young children, and education for creativity. Among his most recent publications: *Il tempo pieno a scuola: Sergio Neri e l'esperienza di Modena* (along with A. Pugnaghi; Carocci, 2025).

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Giorgia Garrisi, holds a Master's degree in Pedagogical Sciences from the University of Modena and Reggio Emilia. Her thesis focused on the role of pedagogical supervision in the training of future educators, which serves as the foundation for her contribution in this article.

Rossana Adele Rossi, is Associate Professor at the Department of Cultures, Education and Society at the University of Calabria. Since 2018, she has held the National Scientific Qualification as Full Professor. Since 2023, she has served as Coordinator of the Unified Degree Programme in Educational Sciences and Pedagogical Sciences. In 2022, she was appointed by the Rector as a member of the University Working Group for the establishment of the Teaching and Learning Center. Since 2017, she has also been a member of the Executive Board of the Department of Cultures, Education and Society.

Her scientific activity focuses on general, intercultural and social pedagogy, with particular attention to inclusion, citizenship, and civic engagement. At the core of her research is the pedagogical thought of Danilo Dolci, investigated as an expression of a reflective and transformative pedagogy grounded in reciprocal maieutics, education for responsibility, and social experimentation. A significant contribution in this area is her monograph Danilo Dolci. *Per una pedagogia dell'impegno civile e politico* (2018). In parallel, she has explored the work of the philosopher Martha C. Nussbaum, particularly with regard to human rights and the right to educational and social inclusion, and curated the Italian edition of Nussbaum's *Liberty of Conscience* (2018).

In recent years, a progressively expanding field of interest has been that of educational and training professions, explored in their epistemological,

ethical, and pedagogical foundations. As Coordinator of the Degree Programme and scientific lead on national research projects, she has promoted a research agenda focused on the recognition, training, and professional development of educational and pedagogical professionals.

Rosa Cera, researcher in General and Social Pedagogy at the Department of Humanistic Studies of University of Foggia. Her research interests concern the issues of learning in higher education investigated through empirical studies, the epistemological dimensions related to adult education and the relationships between adult education and employability.

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Tiziana Chiappelli, PhD, is a researcher (RTDa) at the Department of Social, Political, and Cognitive Sciences, University of Siena. Her work focuses on education and its role in reducing social and cultural inequalities, with an intersectional lens on migration, gender, diversity, and citizenship. She has participated in national and international research projects in Italy,

North Africa, the Middle East, and Latin America. She has published extensively on cultural diversity, intercultural pedagogy, migration, and minorities in both formal and informal education settings.

Current international projects include: – REVERS-ED (Horizon Europe): long-term trends and effective interventions to reverse educational inequalities (revers-ed.eu) – SHAR-ED (Erasmus+): sharing best practices for inclusive education (cissong.org/shar-ed) – REFUGE-ED (Horizon 2020): supporting refugee children's inclusion through education and psychosocial support (refuge-ed.eu).

Sabina Leoncini, PhD, is a Research Fellow and contract Professor at Unisi (M-PED01); her main areas of interest are: the concept of care, re-education in prison, gender equality and social inclusion. She has collaborated with some foreign universities including the Hebrew University of Jerusalem (HUJI), the European University Institute (EUI) of Fiesole, the Ludwig Maximilian University (LMU) of Munich. She has benefited from various scholarships (MAE, DAAD) and participated in national projects including PON. She is involved in Erasmus Plus and Horizon projects.