

THE NEW TRAJECTORS OF SPECIAL PEDAGOGY BETWEEN SUSTAINABLE DEVELOPMENT, WELL-BEING AND DISABILITY MANAGEMENT

LE NUOVE TRAIETTORIE DELLA PEDAGOGIA SPECIALE TRA SVILUPPO SOSTENIBILE, BENESSERE E DISABILITY MANAGEMENT



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ABSTRACT

Disability management within educational sciences represents an integrated model that aims to move beyond a purely assistive approach, promoting inclusion, autonomy, and well-being for people with disabilities. This model is based on the cooperation of multidisciplinary actors with the objective of developing socio-educational policies focused on the rights and quality of life of individuals, while overcoming the fragmentation of services. In line with the goals of sustainable development and the principles of the Convention on the Rights of Persons with Disabilities, disability management adopts a holistic approach to address the complex needs of users, ensuring an educational and community welfare system capable of including everyone. The literature review explored four main categories of management (educational management, integrated disability services management, educational planning for well-being, and interdisciplinary approach management), highlighting a strong convergence of principles such as inclusion, person-centered focus, and data-driven decision-making. The research confirms the need for a model that integrates education, health, and social inclusion to foster systemic change.

La gestione della disabilità nell'ambito delle scienze dell'educazione rappresenta un modello integrato che mira a superare un approccio puramente assistivo, promuovendo l'inclusione, l'autonomia e il benessere delle persone con disabilità. Questo modello si basa sulla cooperazione di attori multidisciplinari con l'obiettivo di sviluppare politiche socio-educative incentrate sui diritti e sulla qualità della vita degli individui, superando la frammentazione dei servizi. In linea con gli obiettivi di sviluppo sostenibile e i principi della Convenzione sui diritti delle persone con disabilità, la gestione della disabilità adotta un approccio olistico per rispondere ai bisogni complessi degli utenti, garantendo un sistema educativo e di welfare comunitario capace di includere tutti. La revisione della letteratura ha esplorato quattro principali categorie di gestione (gestione educativa, gestione integrata dei servizi per la disabilità, pianificazione educativa per il benessere e gestione dell'approccio interdisciplinare), evidenziando una forte convergenza di principi come inclusione, attenzione centrata sulla persona e orientamento ai dati. Il processo decisionale. La ricerca conferma la necessità di un modello che integri istruzione, salute e inclusione sociale per favorire il cambiamento sistemico.

KEYWORDS

Disability management, Inclusion, Community welfare, Sustainable development, Interdisciplinary approach.

Gestione della disabilità, Inclusione, Welfare comunitario, Sviluppo sostenibile, Approccio interdisciplinare.

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Introduction

The objective of this work is to analyse disability management from a pedagogical perspective within integrated approaches to disability management, with the aim of rethinking the social protection system. For many years, this system has been predominantly focused on the diagnostic labelling of disabled individuals and on psychoeducational and/or rehabilitative responses, which sometimes tend to be homogenising. This approach contrasts with Article 19 of the Convention on the Rights of Persons with Disabilities, which asserts the right to live independently, to choose how, where, and with whom to live, and to be included in the community. It is not intended here to suggest that good practices in this regard do not exist, but rather to emphasise that without a project framework rooted in a clear cultural context, and without an organisational policy with an educational intention that aims to unify various contiguous interventions, there is a risk of offering fragmented solutions that do not effectively address the wellbeing of the individuals concerned.

The choice of this topic aligns with reflections that have been ongoing within proximity welfare, particularly at a time when sustainable development is the dominant theme. It is well-known that development presents special education with new challenges, notably the need to promote policies aimed at improving the living conditions of people with disabilities. These policies are materialised through the definition of resources, living standards, health, accessibility, and capabilities, thereby creating the context to foster human development, wellbeing, and quality of life. These goals are perfectly aligned with the vision and aims of the 2030 Agenda (Moosa et al., 2024).

This vision, shifting the focus from the centrality of services to the promotion of individual quality of life, is articulated through the organisation of services and actions designed to deploy tools to achieve specific objectives, such as providing support to frail elderly individuals and their families, working caregivers, and people with disabilities, in order to develop inclusive and barrier-free planning. This represents a new cultural approach, or rather, a metamorphosis of services. Such an approach necessitates an intense process of change in already established practices, along with a renewed understanding of the notion of “service,” to truly implement an educational political-economic model centred on the Person and their emancipation.

This political model, still in progress, as seen through the research on the evidence achieved thus far (Sachs, 2015), requires, as highlighted by Andrea Canevaro and Elena Malaguti (2014), to “better understand its meanings, verify its quality, and re-

signify its actions in light of new emerging theoretical constructs.” In contrast, in Italy, the risk is that of confining and categorising a process of practices as if everything has already been accomplished, and there is no further need to reconsider, evolve, and improve educational action. The situation within which educational services and school systems find themselves is not predetermined but rather something thought out and organised in advance. A situation can evolve and should not be considered permanent. It can transform and overturn its starting points. A condition can change while remaining within the structural trajectory that constitutes it. These considerations are not mere wordplay; instead, they invite careful investigation of the educational organisations and practices within which individuals, parents, professionals (educators, teachers, psychologists, social workers, pedagogues, rehabilitation technicians, child neuropsychiatrists...), and even citizens are placed. Acting in the aforementioned direction reveals several challenges that contemporary society, and specifically the school and educational systems, must embrace” (p. 99).

To proceed in this direction, it is necessary to reflect on the concept of “proximity welfare,” and above all, “community welfare,” at a time when various political and social forces are engaged in charting new paths of intervention. These efforts must aim to meet people’s needs as much as possible, promoting the democratisation not only of services but also of territories, seen as privileged spaces for implementing the provisions of Law 328 of 2000. Unfortunately, this law has not been widely and uniformly applied, failing to uphold the principles of community care, often invoked as a basis for the recognition of social rights and as a foundation for inclusion. Inclusion, in a metaphorical sense, increasingly extends its boundaries, not only recognising but also fully realising personal and social identity.

This reflection draws attention to the need to humanise services, ensuring that every individual has the opportunity to fully express their potential and project themselves into the future. Without this objective, the very meaning of the concept of a life project would be compromised. As is well known, the realisation of such a project is born from the co-design of a series of shared actions (Friso & Caldin, 2014; Prandini & Ganugi, 2024), interdisciplinary perspectives, and democratic and inclusive governance, capable of exploring multiple existential dimensions (Caldin, 2016). This approach considers the needs that emerge in different contexts without neglecting the agency of the people involved.

This means moving away from the ethical relativism that often overlooks the fact that behind the principles of active citizenship and care lies the need for multiple perspectives and awareness ready to embrace the diversity and complexities of life

experiences, in order to give effect to all those legislative provisions that often risk remaining mere declarations of principles due to their lack of relevance to the practical problems of everyday life.

The co-design refer to provides the framework for understanding disability management, which, stripped of an economic vision and reframed within a pedagogical one, can still be seen as a dynamically organised “gestalt” of reciprocity and responsibility. It acts as a vehicle for circular subsidiarity, engaging entities, non-profit organisations, associations, and communities in designing initiatives that support and integrate individuals in difficulty.

Each actor within the system, while maintaining its own vision, networks its technical, material, and human resources, coordinating ad hoc interventions. What is particularly interesting is the tendency to embrace a cultural model that transcends mere assistance in favour of coordinated planning, where all parties have a role and assume responsibilities, including the service user. In this new organisation, each actor becomes a fundamental part of a complex project aimed at promoting a grassroots process of support to empower individuals, enabling them to become independent rather than dependent. Disability management is invoked here to highlight how important it is to adopt an organisational approach aimed at achieving better inclusion outcomes when individuals' distinctive qualities and needs are managed in a differentiated, effective, efficient, and equitable manner.

Thus, it will be necessary to embark on a new epistemological vision of quality of life and services, which requires both a hermeneutic perspective and a hybrid research approach. This approach, echoing Canevaro (2013), explores the boundaries and pathways that safeguard the individual(s) and identifies what makes them vulnerable, determining the most appropriate means to mitigate the obstacles hindering everyday life.

The premise outlined was necessary to understand or, rather, to initiate reflections on the actual realisation of proximity welfare in the context of modernity, rethinking it in light of circular subsidiarity, where the role of the Disability Manager is paramount. Subsidiarity emerges as a historical moment for the country, where health, economic, and social consequences affect each of us, and where people with disabilities are more exposed to both health risks and the resulting social repercussions, leading to exclusion.

Italy envisions the restructuring of the legislative framework on disability, starting with the implementation of Mission 5 of the PNRR, in compliance with the

provisions of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and its Optional Protocol – ratified by Law no. 18 of 3 March 2009 – as well as the European Commission's Strategy for the Rights of Persons with Disabilities 2021-2030 of 3 March 2021 and the resolution on the protection of persons with disabilities adopted by the European Parliament on 7 October 2021, through Delegation Law 227/2021. All these actions aim to ensure that persons with disabilities are recognised for their condition, through congruent, transparent, and accessible assessments, allowing them to fully exercise their civil and social rights, including the rights to independent living and full social and occupational inclusion. This is oriented towards the effective and full access to the system of services, benefits, financial transfers, and all related facilitations to promote the autonomy of persons with disabilities and their living on an equal footing with others, in respect of the principles of self-determination and non-discrimination.

In this complex scenario, the importance of disability management stands out, with its mediating role in balancing the protection of the rights of persons with disabilities with their inclusion in work and social life, as strongly advocated by the process of sustainable development. Analysing the notion of “sustainable development” does not simply involve evaluating its legal meaning and evolution; it is also crucial to deepen our understanding of the multidimensional nature of the principle, seen as the interrelation between economic development, environmental protection, and social development. In this context, social and ethical sustainability plays a key role, centred on “issues of social equity between individuals, groups, and broader social aggregates” (Davico, 2004). Thus, disability management would serve as a guarantee of social rights within community welfare.

1. Special Education, Community Welfare, and Disability Management

When rethinking the construction of a socio-educational policy aimed at the well-being of everyone and each individual, one cannot avoid questioning what type of community organisation is necessary to address the growing demand for diverse social needs (vulnerability, disability, ageing). These needs require a systemic, broad, and proactive perspective that interconnects the social, economic, environmental, and political realms to give real effect to the social right to citizenship. The answer must necessarily involve the consideration of a normative and ethical framework within which disability management can be placed, redesigned as a construct where the emphasis is on the intersection between special education, law, economics, sociology, and other disciplines. This

intersection provides a catalytic function, capable of generating conditions for a society where the exercise of a right, although granted by the legal system, is not critically difficult to enjoy (Marra, 2013). The function is to create a fully enabling and inclusive environment, suitable for removing a series of multidimensional barriers through the increase of facilitators to participation, regardless of people's physical, sensory, or cognitive abilities, as Booth and Ainscow (2008) advocate in the logic of Design for All. To build this "cycle of community recovery," it is first necessary to establish public policies that effectively support stable housing, as well as coordinated educational, health, and labour systems, which guarantee universal and equitable services. Complementarity, collaboration, competence, and solidarity must work together (Desviat, 2011) to safeguard individuals in situations of risk, danger, or distress.

For this reason, the pedagogical approach to disability management would consist of a series of actions—preventive, if you will—focusing particular attention on protective factors, with the conviction that individuals with vulnerabilities, immersed in maladaptive social and psychological conditions, can experience positive development through an intersystemic vision where all factors are closely interacting. This pedagogical approach is taking on a generative metaphor and a transformative connotation, as it is capable of generating guiding images for future actions and/or for building products or creating spaces capable of offering cohesion and fostering human development. In this context, special education must maintain its capacity to promote empowerment processes for individuals so that they can become aware of their rights, of possible protections, and adopt a multisystemic approach in line with Bronfenbrenner's model. This is an ecological approach and a systems logic approach, which, through cooperative action, can identify paths, action plans, and models that continuously evolve in order to capture and design interventions that respect differences and specific conditions, even when there is limited individual autonomy. Only under these conditions can each person become an active agent of their own change. In this sense, special education today, as a frontier science, can intervene by offering a new vision of proximity needs through generative and enabling negotiation processes at the socio-territorial level.

Here there is the revisit of the capabilities construct, dear to Sen (1993) and taken up by Nussbaum (2002), as well as those of self-determination and resilience. Furthermore, the importance of special education in social policies is reiterated, as it guides political-social action towards the dynamisation of community resources, such as housing, addressing inequalities, and tackling issues of social inclusion that

people with disabilities face, while also exploring new possibilities for their social integration and the development of democratic coexistence.

To build this "cycle of community recovery," as previously hinted, it is necessary for special education, with its research on individual emancipation, to engage in dialogue with politics, so that, through the sharing of multiple perspectives, it can indicate the coordinates and descriptors for designing virtuous public policies that truly meet people's needs, personalising the actions that emerge from various territories, such as, for example, stable housing support and coordinated educational, health, and labour systems that guarantee universal and equitable services.

This is particularly relevant in the current period, where discussions of differentiated autonomy (Law No. 86 of 26 June 2024) are prevalent, and where school support, social and healthcare services, and accessible local mobility may exacerbate already existing territorial inequalities, creating disparities in access to essential welfare services. In facing this, the way regional differentiated autonomy is being approached strips the central State of strategic intervention capabilities and responsibilities.

This is plausible, as after many years since the Human Rights Convention, the researcher are still debating enforceable rights and the protection of rights, local welfare, and proximity communities, attempting to find axiologically oriented solutions. The 2024 approval of the differentiated autonomy reform in Italy opens unprecedented and complex scenarios, while simultaneously presenting opportunities and risks for territories and communities, as Busacca (2024) aptly highlights. "Local welfare" represents an important field of learning and reflection in this debate, which has always been a battleground between the push for "territorialisation," i.e., seeking solutions tailored to local needs and resources, and the push for "universalism," i.e., guaranteeing equal rights and services for all citizens, regardless of where they live.

The real risk, as many have pointed out, is the worsening of inequalities in the delivery of territorial services to people with disabilities. The greatest concerns relate to the real possibility that disparities in access to essential services will deepen. As La Cara (2024) writes, quoting Chiarini, "healthcare and rehabilitative services could be provided unevenly, further penalising those living in poorer regions. Even home care and nursing services for frail individuals risk being significantly different, for instance, between Bolzano and Palermo, with the danger that the most vulnerable citizens will be treated unfairly, with high-quality

specialised personnel not being available across the entire national territory, and serious disparities could also arise within individual regions.”

Therefore, it is worth asking why there is a disconnect between constitutionally guaranteed rights and the effectiveness of actions in the territories, and why researchers have always called for an educational policy that can develop social and human rights: researchers are still debating the social right to citizenship, or more precisely, the opportunities that guarantee citizenship, forgetting the essential conditions for exercising those rights. Specifically, reference can be made to the now more than twenty-year-old issue of LEPs (Essential Levels of Services under Article 117 of the Constitution), which remains elusive, as Arcano, Capacci, & Galli (2024) declare, precisely because of the multi-component nature of the variables related to the specificities of different territories. Hence, "the possibility that the type of service defined as an LEP should be delivered differently depending on whether it is in the province of Genoa or Potenza, in a small municipality in the Abruzzo Apennines, or in a capital city of Veneto."

The elusiveness of the issue, as Busacca (2024) further emphasises, is linked to differences that are not random but are the result of long-term development trajectories that tend to reproduce over time due to mechanisms of "path dependency." "In other words, past decisions regarding investments, policies, and institutional arrangements tend to influence future opportunities for territories, making a change of direction complex. This happens both because of organisational rigidity and political and electoral constraints, which, in different ways, hinder change. Therefore, as Speziale, president of Anffas, states, 'real processes to reduce disparities in terms of active labour, health, educational, social, and environmental policies must be activated. In other words, defining and implementing LEPs is an indispensable preliminary condition for any further increase in autonomy'" (La Cara, 2024). Speziale (La Cara, 2024) adds that "it would be necessary to understand what concrete initiatives the State reserves in cases where the 'autonomised' regions do not fulfil the commitments undertaken to guarantee the LEPs."

At this point in our reflections, the importance of pedagogy re-emerges, opening up and interconnecting with other cultural perspectives. It is no coincidence that Malavasi (2020) emphasises the specificity of the link between pedagogy and economics, education and politics, in rethinking civil life, between global dynamics and local action. According to a historical and systemic perspective (Pasquino, 2020), it is essential, Malavasi continues, to recognise the centrality of the relational dimension for the construction of democratic citizenship, a civil economy, and pedagogy. All this is based on the belief that it is possible to transform families,

schools, universities, businesses, and organisations into "workshops of hope" to build new ways of understanding the economy and progress, to combat, in Bergoglio's words, the "throwaway culture," to give voice and dignity to those who do not have it, to propose new lifestyles both personally and communally.

If people still live in a world full of contradictions between political normative action and everyday reality, it is easy to question whether the quality of life and sustainability are merely slogans and myths, as is the concept of inclusivity, which is continually referenced in public policies to outline well-being based on both the material and immaterial dimensions of the person. These range from those related to primary needs (such as being recognised as individuals, health, housing, expanded vouchers) to psychological needs (self-determination, capabilities) and social needs (education, healthcare services, reformed social services), which also seem like mirages, subtle and refined demagogic ploys to gain immediate consensus.

The discontent registered in the territories, listening to people with disabilities, their families, the frail, the invisible because they are uncertified, and the elderly, makes it clear that there is still a long way to go, and that an urgent change of direction and mindset is needed. What is the point of discussing, for instance, territorial assistance reform (23 May 2022, GURI No. 144/2022) in reference to PNRR Mission 6, i.e., Community Houses, children's health services, and counselling services, when researcher are still debating how to address proximity needs and when those proximity networks are lacking? These are the interrelations necessary to address a situation that requires an interrelated process of various dimensions of different actions.

The criticalities that still exist in the social sector must be addressed by the pedagogical sciences, and specifically by special education, which, in dialogue with law, economics, sociology, and other disciplines, can intervene to offer a new vision of proximity needs, adopting a logic of generative and enabling negotiation and embracing the challenge of training human resources who, from a managerial perspective, are "conscientised" towards what they must do, and from a collective perspective of choral contamination, give meaning to the actions being implemented. Researcher should, therefore, think of flexible interventions that integrate the various systems of socio-health services with those carrying out educational and training activities, because it is always by adopting a perspective of listening and observation that new pathways can be traced to improve the quality of life for people with disabilities, particularly without exposing them to frustrating situations and/or false hopes of help. Rightly so, as Vischi (2021) asserts,

“it is in the alliance between responsible businesses and civil society, between training and project commitment, between the common good and entrepreneurship that the pedagogical contribution to reflection is particularly significant.”

Special education, by embracing the challenges of sustainable development and intersecting with other disciplines, can intervene to identify and decode social criticalities, suggesting further adjustments at various levels, from administrative to entrepreneurial, from normative to operational, in order to avoid the ever-latent risk that territorial heterogeneity in services and performances might lead to further discrimination. Thus, the being in its "ontologicity," with its special needs, becomes reflected in the actions of the various operators, professionals of diverse cultural backgrounds who, in co-design, adopt the hermeneutic and ecological perspective as a backdrop for finding increasingly personalised responses in life environments, as well as refining the awareness to sense what is problematic and what this demands of us.

A challenge that special education, with the specificity of its research, undoubtedly takes on, engaging in dialogue with all those disciplines that, synergistically, should act to establish converging reference paths based on a shared ethical conception, to be kept in mind when dealing with the human being, with their potential, their interests, their projects, and their failures. Scholars must hope to rebuild the individual's personality and destiny. It must be remembered, however, that dignity and rights are two sides of the same coin, which can be reconciled and harmonised in a design process, provided that researcher step out of rigid and repetitive schemes and look at the becoming of individuals throughout their life cycle. This is not a matter of neurotic planning involving successive lives but of activities that should have a hetero-structured vision of the lives of disabled, vulnerable, and fragile individuals, where everything is predetermined by others. Above all, researcher must always aim to strengthen the processes underlying self-designing skills and exercised autonomy. Otherwise, researcher risk leaving disabled, vulnerable, and fragile individuals forever dependent and never reciprocal. Acting in this direction means not only focusing on the implementation of new policies but also adopting a logic capable of thinking about how to create enabling environments, how to exercise or design economies "out of the traps of a sick capitalism, and choose paths that allow for better coexistence and development with a human face" (Musella, 2021), and authors would add, of self-promotion of the individual and the community.

2. Management in Educational Sciences: The State and Research

Following the above arguments, our aim, without claiming to be exhaustive, is to outline the term *management* from a pedagogical perspective, with the help of both national and international literature. Our focus will be expanded beyond the workplace context, instead directing attention towards the management and quality of territorial services. These services are supported by a systemic design and are able to activate, first and foremost, the personal resources of the users, enabling them to exercise their autonomy while also effectively addressing individual needs by personalising actions based on the specificities of different territories.

In attempting to clarify this, authors begin with the considerations of Barends et al. (2014), who defined *management* as an integrative science, that is, a scientific endeavour contributed to by numerous disciplines, including economics, psychology, education, and sociology. As Mottana notes, in contrast to the United States and Canada, the term entered Italy around the year 2000, with a focus on the workplaces of disabled individuals in order to develop innovative forms of services both for disabled workers and for businesses. The earliest research, therefore, concentrated on the employment of people with disabilities following Law No. 68 of 1999, such as the studies by Torre (2007), who initiated a project with European funds from the Equal programme on innovative forms of “disability management,” or the work of Nota, Santilli & Soresi (2014), with a psychological approach, which referred to services for workers and businesses, measuring attitudes through the administration of ad hoc tests in line with both national and international literature (Guthrie et al., 2010). These studies highlighted how “appropriate management of diversity can bring businesses economic benefits (reduction in organisational costs, increases in sales, market share, and profits, and stock value), competitive advantages (increased productivity), and better individual, group, and organisational outcomes, improved customer relations) and reputational benefits (enhanced employer branding),” anticipating studies that reference organisational well-being. In this context, diversity management (rather than disability management) is configured as “an organisational approach aimed at achieving better outcomes through the creation of an inclusive working environment where individuals’ distinctive qualities and needs are managed in a diverse, effective, efficient, and equitable manner” (Riccò, 2016, p. 57).

3. The Research

This scoping review focuses on exploring the available literature on a specific topic, mapping key research areas and identifying knowledge gaps in the field of *disability management*. The process included several key steps, aimed at better understanding the use of management within educational sciences, particularly in the integrated management of services for disability.

Procedure

Scoping Review on Disability Management: Criteria and Procedure

1. *Definition of the Research Objective*

The first step is to clearly define the objectives of the scoping review on disability management:

- To trace evidence concerning the pedagogical vision of disability management in integrated disability management approaches across various contexts (corporate, healthcare, public, socio-educational).
- To examine the effects of management on educational planning and the selection of territorial services for inclusivity, offering non-fragmented and personalised solutions to meet individual needs.
- To explore the holistic approach to disability management in practice.

2. *Identification of Sources and Databases*

The identification of the most relevant studies occurred through the use of key concepts in the consultation of the following databases: ERIC, Education Source, Proquest, Scopus, PsycINFO.

- Google Scholar, Humanities Source for interdisciplinary articles.
- Policy documents and regulations from institutional sources.
- The key concepts are: "Management in educational sciences," "management and integrated management in disability services," "management in educational planning for well-being and quality of life," "interdisciplinary approach to management."

3. *Definition of Inclusion and Exclusion Criteria*

Inclusion and exclusion criteria were established:

- *Type of studies*: Inclusion of scientific articles.
- *Period*: The research focuses on the period from 2009 to 2024.

- *Language:* Italian, English.
- *Context:* Studies on disability management in educational, healthcare, legal, and economic sectors.
- *Population:* Studies addressing people with various types of disabilities, special needs, and vulnerabilities throughout the lifespan.

4. *Data Collection*

Once relevant studies were identified, key information was extracted. Data collection included:

- Author, year, country of the study.
- Study objectives.
- Study context.
- Key findings.

5. *Quality Assessment*

The quality of the studies was assessed regarding the use of methodologies.

6. *Interpretation and Identification of Gaps*

The findings were analysed to address the research questions and identify gaps in the existing literature.

7. *Results*

The analysis focused on four management categories (Management in educational sciences, Management and integrated management in disability services, Management in educational planning for well-being and quality of life, Interdisciplinary approach to management). It aimed to identify areas of overlap and differences to better understand how each type of management contributes to the effectiveness of services and practices in their respective contexts. Below is a summary of the analysis for each category and the relationships between them:

Summary of Study Results		
<i>Key Concept</i>	<i>Description</i>	<i>Authors</i>
<i>Management in educational sciences</i>	The concept of "management" in the field of educational sciences refers to the set of processes, practices, and strategies used to effectively organise, plan, and manage human, financial, and material resources within educational institutions. According to the scientific literature, educational management aims to improve the quality of teaching and learning by promoting the achievement of educational objectives through effective leadership, resource distribution, and the fostering of a collaborative environment.	Luke, 2011; Tuychieva & Xudoyorov, 2022; Kassymova et al., 2018; Sahay, 2011; Rafik Degi, 2019.
<i>Management and integrated management in disability services</i>	Integrated management in disability services represents a management model that promotes collaboration and synergy between different sectors and disciplines, in order to improve the quality of life of people with disabilities and ensure them equitable and continuous access to the necessary support services.	Calkins, Lui, & Wood, 2000; Farrington et al., 2014; Rankin-Horvath & Ropp, 2016; Creen, 2018
<i>Management in educational planning for well-being and quality of life</i>	Management in educational planning for well-being and quality of life refers to the set of strategies, practices, and operational decisions aimed at designing, implementing, and monitoring educational interventions that seek to improve students' physical, psychological, and social well-being, and to promote the overall quality of their lives. According to the scientific literature,	Mattana, 2016; Friso, 2018; Girelli & Moro, 2019; Alessio et al., 2020; Guedes & Faria, 2207; Naderpajouh et al., 2018; Yu et al., 2018; Kapterev, 2012; Liu. 2020; Lima et al., 2009; Angeloni, 2013;

	this approach goes beyond the mere transmission of academic content, focusing instead on a holistic vision of education that integrates emotional, relational, and personal growth aspects.	Ingham et al., 2012; Brighenti et al., 2023; Costanza et al., 2007; Baldacchino & Farrugia, 2002; Agrati, 2019.
<i>Interdisciplinary approach management</i>	The interdisciplinary approach to management is a management method that integrates knowledge, skills, and techniques from different disciplines to address complex and dynamic problems more effectively. In the scientific literature, this approach is particularly valued in contexts that require a holistic understanding and cooperation between professionals from various sectors, such as healthcare, education, environmental management, and business management. The interdisciplinary approach overcomes the limitations of a sectoral view, offering more creative and appropriate solutions to the complexity of real situations.	Mattana, 2016; Friso, 2018; Girelli & Moro, 2019; Alessio et al., 2020; Guedes & Faria, 2007; Naderpajouh et al., 2018; Liu, 2020; Lima et al., 2009; Angeloni, 2013; Ingham et al., 2012.

In relation to *Management in Educational Sciences*, the literature analysis reveals that management in educational sciences involves several areas of intervention:

1. *Human resource management*: This includes the selection, training, and support of educational staff, as well as promoting the continuous professional development of teachers and school leaders.
2. *Administrative and organisational management*: This includes the strategic and operational planning of educational institutions, ensuring compliance with regulations and standards, and managing financial and logistical aspects.
3. *Educational leadership*: Educational management involves the ability to guide and motivate teachers and students towards achieving common goals. Transformational leadership is a model frequently mentioned in the

literature for its focus on collaboration, innovation, and continuous improvement.

4. *Evaluation and quality improvement*: This relates to the measurement and analysis of educational outcomes and the implementation of strategies for constant improvement, through the use of data and the promotion of accountability within the school system.

Educational management, therefore, does not merely consist of bureaucratic or administrative functions but also embraces broader aspects such as change management, educational innovation, and social inclusion, aiming to make schools dynamic and inclusive environments where learning can thrive.

Regarding the concept of "management" in disability services, the literature suggests that this refers to a set of processes, practices, and strategies aimed at planning, coordinating, and improving the delivery of care and support services for people with disabilities. These services include socio-healthcare, educational, employment, and social interventions, requiring management that is person-centred, inclusive, and capable of addressing the complex needs of users. Disability service management mainly involves:

- *Planning and coordination*: Disability service management involves planning personalised interventions based on multidimensional assessments of individual needs and coordinating different actors within the system, including families, social workers, doctors, educators, and other professionals.
- *Resource allocation*: Effective management entails the optimal use of human, financial, and material resources to ensure that services are of high quality and accessible, avoiding waste and ensuring continuity of care and support.
- *Monitoring and evaluation*: Disability services require constant outcome evaluation, both to monitor the well-being and autonomy of users and to improve the effectiveness and efficiency of applied practices and protocols.

As for the integrated management approach (Integrated Management) in disability services, the literature describes it as characterised by the interconnection and cooperation between multiple services and disciplines, aiming to ensure holistic and coordinated support for people with disabilities. This type of management seeks to overcome service fragmentation and ensure continuity of care and support, highlighting several key elements, including:

1. *Multidisciplinary*: The integrated approach involves collaboration between different professionals (doctors, psychologists, social workers, educators, therapists) to address the physical, psychological, educational,

and social needs of people with disabilities. Multidisciplinary teams play a crucial role in planning and delivering services.

2. *Intersectoral coordination*: Service integration involves creating networks between healthcare, education, social services, and employment sectors to facilitate continuous and seamless access to different forms of support. This is particularly relevant for people with complex disabilities, who require a mix of interventions from different sectors.
3. *Person-centred approach*: The integrated approach places the individual with a disability at the centre, recognising their rights and active role in defining the intervention plan. The goal is to promote self-determination and social inclusion, responding in a personalised manner to individual needs.
4. *Continuity of care*: A key aspect of integrated management is ensuring that services are continuous over time and coordinated, avoiding gaps or interruptions among the various actors involved in the care process.
5. *Innovation and quality improvement*: The use of evidence-based practices, outcome monitoring, and constant feedback from delivered services are key components of integrated management to promote continuous service improvement.

When examining the main characteristics of management in educational planning for well-being and quality of life, authors identify:

1. *Person-centred approach*: Educational planning for well-being and quality of life places the individual at the centre, recognising their specific needs, interests, and potential. This approach aims to promote the holistic development of students, not only cognitively but also emotionally and socially. Educational management seeks to create an inclusive learning environment where all students feel valued and supported.
2. *Promotion of school well-being*: In the scientific literature, school well-being is defined as a state of physical, psychological, and social balance that allows students to face academic and personal challenges positively. Effective educational management plans actions that promote students' psychological well-being, such as socio-emotional education programmes, psychological support, and anti-bullying interventions. In this sense, the school becomes a context that fosters resilience, self-esteem, and relational skills.
3. *Quality of life*: In education, quality of life refers to the balance between dimensions such as health, social relationships, personal success, self-fulfilment, and emotional well-being. Educational management for quality

of life focuses on building educational pathways that go beyond academic success, including life skills learning, support for health education, and improving the school climate.

4. Integration of well-being into the curriculum: An emerging concept in educational planning is the integration of well-being within the school curriculum. Sectoral studies indicate that educational programmes should include activities and content that promote mental and physical well-being, stress management, health education, and a sense of belonging to the school community. This can be achieved through interdisciplinary projects and the implementation of pedagogical practices that encourage collaboration and active student participation.
5. Management of the school climate: The school climate, a key indicator of well-being, is the result of educational management that promotes safety, mutual respect, and emotional support among students and school staff. A positive and safe educational environment is essential to foster learning and well-being. The literature suggests that school leadership should involve the entire educational community (students, teachers, families) in creating a climate that supports the success and well-being of all students.
6. Community participation: An important aspect of educational planning for well-being and quality of life is the collaboration between school, family, and community. The literature highlights the importance of educational management that promotes the active involvement of parents and local communities in school life, as this contributes to improving students' sense of belonging and emotional support, while also enhancing the integration between school and society.
7. Monitoring and evaluation: Educational management uses monitoring and evaluation tools to analyse the effectiveness of initiatives aimed at students' well-being and quality of life. Data collection through questionnaires, observations, and formative assessments allows for measuring students' progress in terms of well-being and making adjustments to educational programmes, ensuring an adaptive response to emerging needs.

Educational management for well-being and quality of life aims to promote a balanced and positive learning environment, where students' well-being is considered essential for a complete and successful educational pathway.

The scientific literature stresses the need for an integrated and collaborative approach to managing educational planning for well-being and quality of life. In this context, the school becomes not only an educational institution but also a promoter

of social and personal well-being, working with a multidisciplinary team of teachers, psychologists, pedagogues, and other professionals.

An interdisciplinary approach to management is a method that integrates knowledge, skills, and techniques from various disciplines to address complex and dynamic problems more effectively. In the scientific literature, this approach is particularly valued in contexts that require a holistic understanding and cooperation between professionals from different sectors, such as healthcare, education, environmental management, and business administration. The interdisciplinary approach allows for overcoming the limitations of a sectoral perspective, offering more creative and appropriate solutions to the complexity of real-world situations.

Key characteristics of the interdisciplinary approach to management:

1. *Integration of diverse perspectives:* According to the literature, an interdisciplinary approach to management involves combining concepts and methods from different disciplines to develop a deeper and more comprehensive understanding of the problem to be addressed. For example, in healthcare, this might include collaboration between doctors, nurses, psychologists, social workers, and administrators, each contributing their expertise to improve care processes and resource management.
2. *Solving complex problems:* Interdisciplinarity proves effective in addressing problems that cannot be adequately tackled by a single field of study or sector. Complex problems, known as "wicked problems," require solutions that take into account multiple factors, such as social, economic, environmental, cultural, and technological variables. Interdisciplinary management enables the creation of more flexible and adaptable models to meet the various needs of working environments.
3. *Collaboration and communication:* Interdisciplinary management is based on strong collaboration among teams of professionals with different disciplinary backgrounds. The ability to communicate effectively across disciplines is essential to create a shared understanding and to develop common solutions. The literature highlights that leadership plays a key role in facilitating dialogue and breaking down barriers between different areas of expertise.
4. *Creativity and innovation:* The integration of interdisciplinary perspectives can generate greater creativity and innovation in problem-solving. The combination of different skills and viewpoints leads to unconventional solutions, often superior to those obtained using a traditional disciplinary

approach. In business, for example, this can result in more flexible and dynamic strategies that better adapt to market changes and new technologies.

5. *Flexibility and adaptability*: An interdisciplinary approach promotes greater adaptability to evolving contextual needs. Management is not static but transforms according to internal and external organisational changes. The literature emphasises how this approach is useful in uncertain environments, where the ability to quickly adapt to new challenges and integrate new information is crucial.
6. *Application in education and research*: In education, interdisciplinary management is promoted to foster collaboration between different disciplines, such as sciences, arts, technology, and humanities, to develop cross-disciplinary skills in students. This approach prepares students to solve complex real-life problems and to think critically and creatively.
7. *Development of cross-disciplinary skills*: Managers who adopt an interdisciplinary approach develop cross-disciplinary skills such as problem-solving, time management, negotiation, and teamwork. These skills are essential for managing dynamics between different disciplines and facilitating the implementation of collaborative strategies within complex organisations.

Challenges of the interdisciplinary approach to management

Despite its benefits, the scientific literature highlights several challenges associated with implementing an interdisciplinary approach. The diversity of expertise can sometimes lead to communication difficulties and conflicts in prioritising tasks. Additionally, adequate training is necessary for team members to learn how to integrate different perspectives harmoniously. The time cost of coordinating interdisciplinary activities can also be higher compared to a traditional disciplinary approach.

The overlap between Management in Educational Sciences, Management and Integrated Management in Disability Services, Management in Educational Planning for Well-being and Quality of Life, and the Interdisciplinary Approach to Management lies in the convergence of key principles and management strategies that address the complexity and multidimensionality of the systems in which they operate. Each of these approaches has its own specificity, but they share crucial elements that reflect the integrative and collaborative nature of management in educational contexts, disability services, and the promotion of well-being. Authors analyse these areas of overlap:

1. Focus on inclusion and quality of life:
 - Management in Educational Sciences and Management and Integrated Management in Disability Services share the goal of ensuring equity and inclusion in access to educational and social services. Both fields focus on how managerial resources and practices can be used to improve the quality of education and services for all individuals, including those with disabilities.
 - Management in Educational Planning for Well-being and Quality of Life overlaps with these fields through its emphasis on a holistic approach to education, which aims to promote the physical, psychological, and social well-being of students. The concept of well-being goes beyond mere education, considering the interaction between health, inclusion, and personal development—fundamental themes also in the management of disability services.
 - The interdisciplinary approach strengthens this integrated perspective by bringing together experts from various disciplines (education, psychology, medicine, sociology, etc.) to develop management strategies that improve people's well-being and quality of life, especially in complex and multicultural contexts.
2. Integrated management and professional collaboration:
 - Integrated management in disability services and the interdisciplinary approach strongly overlap in their emphasis on collaboration among professionals from different sectors. In both cases, integrating educational, healthcare, and social skills is essential to providing comprehensive and personalised support to individuals with complex needs.
 - In Management in Educational Sciences, collaboration between school leaders, teachers, psychologists, and other professionals is crucial to improving the management of educational institutions and meeting the diverse needs of students.
 - Management in Educational Planning for Well-being requires a collaborative approach to develop and implement plans that consider students' holistic well-being, involving interdisciplinary professionals to support mental health, physical well-being, and social relationships.
3. Person-centred approach:
 - All four approaches strongly emphasise the person at the centre of management. In disability services, integrated management is based

on individualisation and the personalisation of services to meet users' specific needs. Similarly, in educational management and well-being planning, the goal is to develop environments that foster individual growth and personal well-being.

- The interdisciplinary approach provides the methodological framework to ensure that this person-centred focus is well-managed. Collaboration between different disciplines allows for the development of interventions that are not only standardised but also tailored to individuals' specific needs, ensuring that management is both effective and inclusive.

4. Use of data and research for informed decision-making:

- In all areas, there is increasing importance placed on data-driven and evidence-based management. In both educational management and disability services, the use of data and constant evaluations is essential for improving the efficiency and effectiveness of programmes and services offered.
- Management in Educational Planning for Well-being includes constant evaluation of programmes and initiatives to ensure they have a positive impact on students' well-being.
- The interdisciplinary approach to management uses data from different disciplines to make more informed decisions and to improve service integration, ensuring they adequately respond to complex realities.

5. Innovation and adaptation to change:

- In both educational and disability services, as well as in well-being planning, there is a strong emphasis on innovation. The needs of students and individuals with disabilities are evolving rapidly, and management in educational sciences and disability services must adapt to new technologies, pedagogical practices, and inclusion tools.
- Interdisciplinary management facilitates innovation by combining knowledge from different fields, stimulating new ideas and approaches. This is particularly evident in the use of technologies to improve quality of life and inclusion, especially for people with disabilities.

6. Managing complex environments:

- All the management approaches mentioned deal with complex environments that require sophisticated management. In educational

and disability service contexts, managers must navigate multicultural environments, differentiated user needs, and an increasing demand for inclusivity.

- The interdisciplinary approach provides the framework for managing this complexity, coordinating resources and skills from different areas to ensure that all aspects of a problem or need are addressed in an integrated way.

In summary, the interdisciplinary approach is becoming increasingly relevant in many fields, particularly in organisations facing global and complex challenges such as climate change, public health management, education, and technological development. The growing interconnection between sectors and the need to address multifactorial problems will continue to push organisations towards interdisciplinary management models. In conclusion, an interdisciplinary approach to management allows problems to be addressed with a more comprehensive and integrated vision, promoting collaboration between professionals from different sectors to develop innovative and sustainable solutions.

However, the overlap between these management approaches lies in the need to tackle complex problems with integrated and holistic solutions. Whether in educational sciences, disability services, or well-being planning, an interdisciplinary management approach helps coordinate diverse resources and skills to create more inclusive, innovative, and person-centred environments, thereby promoting well-being and quality of life in a variety of contexts.

Conclusions

The studies examined highlight the importance of disability management as an integrated and multidisciplinary model, capable of addressing the complex needs of people with disabilities. The need to move beyond a fragmented and welfare-based approach is emphasised, in favour of a management strategy focused on inclusion, autonomy, and the promotion of well-being. The model proposed in the document is closely linked to the principles of sustainable development and the rights of persons with disabilities, as enshrined in the UN Convention.

One of the key points of the contribution is interdisciplinary collaboration, which is fundamental to creating effective socio-educational policies and practices. The adoption of a holistic approach, integrating education, health, and welfare, is seen as a determining factor for improving the quality of life for people with disabilities.

The importance of placing the individual at the centre (their agency) and the use of data to guide strategic decisions are reiterated, ensuring that the system responds adequately to current challenges.

Lastly, the contribution reaffirms the need to strengthen a community-based welfare system capable of including all individuals, recognising their rights and valuing their abilities. This requires a systemic commitment involving institutional, social, and educational actors in a process of cultural and operational change.

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