



UNIVERSITÀ
DEGLI STUDI
DI PADOVA

BRIEF CURRICULUM VITAE MARIA CRISTINA GINEVRA

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Associate professor, Developmental and Educational Psychology (PSIC-02/A), **Department of Philosophy, Sociology, Education, and Applied Psychology, University of Padova**. Research interests: Psychology of career guidance, Psychology of inclusion and social sustainability.

Vice-Coordinator of the Ph.D Programme in Human Rights, Society and Multi-level Governance, University of Padova.

Director of the Postgraduate Training Course in Career Guidance and Career Counseling for Inclusion, Sustainability and Social Justice, Department of Philosophy, Sociology, Education and Applied Psychology, University of Padova (a.y. 2020/2021; a.y. 2021/2022; a.y. 2022/2023)

National Scientific Qualification (ASN) for Full Professor position sector: scientific-disciplinary sector: Developmental and Educational Psychology (PSIC-02/A),

Accreditation as **Psychologist-Section A** - Order of Psychologists of Friuli Venezia Giulia, registration number: 1856

TEACHING ACTIVITIES

Current classes, University of Padova

- Psychology of career guidance (M-PSI/04), Second-cycle degree in Developmental and Educational Psychology
- Human Rights and Inclusion (M-PSI/04), First-cycle degree in Social and Work Psychology
- Developmental Psychology (M-PSI/04), First-cycle degree in Social and Work Psychology
- Frontiers in Inclusion and Psychological growth (M-PSI/04), Ph.D. program in Human Rights, Society and Multi-level Governance, curriculum Inclusion and Psychological growth
- Inclusive models of psycho-educational intervention for intellectual disability and generalized developmental disorders (M-PSI/04) in the post-graduate Training Course for the achievement of the specialization for the activities of didactic support for students with disability.

RESEARCH INTERESTS

Psychology of Inclusion and Social Sustainability

- examining classmates', parents' and teachers' attitudes towards the school inclusion of students with disabilities and vulnerabilities;
 - examining colleagues', and employers' attitudes towards the work inclusion of students with disabilities and vulnerabilities;
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- examining parents', professionals', siblings' attitudes towards the sexuality of adolescents and young adults with disabilities;
- devising and validating qualitative and quantitative assessment instruments for the evaluation of the inclusiveness of school and work contexts;
- devising, implementing and testing the effectiveness of interventions aimed at promoting inclusive school and work contexts.

Psychology of Career Guidance

- examining the career development process in children, adolescents, and adults, with emphasis for individuals with vulnerabilities and disabilities
- examining contextual and parental influences on children's career-decision making;
- examining barriers and supports to school and work inclusion of individuals with disabilities and vulnerabilities (e.g., immigrants, low socio-economic status)
- setting up and adapting qualitative and quantitative assessment instruments for career counselling.
- devising, implementing and testing the efficacy of career interventions for children, adolescents, and adults;
- devising, implementing and testing the efficacy of career interventions for parents;

APPROVED RESEARCH PROJECTS

EU-funded research projects

- **Erasmus+ - 2023-2026**
 - **Title:** European Quality Development System for Inclusive Education and Teacher Training - EQui-T
 - **Partners:** University of Graz, University College of Teacher Education Styria and the Private University College of Teacher Education Augustinum (Austria), University of Granada (Spain), University of Padua (Italy), University of Tallinn (Estonia) and the University of South-East Norway.
 - **Role:** Member of the Italian partnership.
 - **Erasmus+ (KA 220-ADU – Cooperation partnerships in adult education) – 2022-2024**
 - **Title:** *Integration, Counseling and Upskilling of Migrants and Refugees from Latin America and the Caribbean into the Labour Market*
 - **Partners:** Universitat Rovira I Virgili (Applicant, Spain), Austrian Association Of Inclusive Society (Austria), Accion Laboral Plataforma Para La Implantacion De Programas De Inclusion Laboral En Colectivos Desfavorecidos (Spain), Connex - Europe Asbl (Belgium), Indepcie (Spain), University of Padova
 - **Role:** Coordinator of the Italian partnership.
 - **Erasmus+ (KA 220-ADU – Cooperation partnerships in adult education) – 2022-2025**
 - **Title:** *A self-management learning model to foster the independence of people with intellectual disabilities*
 - **Partners:** Instituto Valenciano de Atención Social-Sanitaria (Spain), Ubuntu Achtkanter (Belgio), University of Padova
 - **Role:** Member of the Italian partnership.
 - **Erasmus+ – 2021-2024**
 - **Title:** *Neet prevention in Educational systems through positive Future vision Enhancing Learning and teacher Education*
 - **Partners:** University of Naples (Applicant), The University of Applied Sciences and Arts of Southern Switzerland (SUPSI), University of Valencia, Hellenic Open University, SMARTED SRL, Vereniging Van European Distance Teaching Universities
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- Role: Member of the Scientific Committee.
- **Erasmus+ – 2020-2023**
 - Title: *Arqus European University Alliance*
 - Partners: University of Bergen, University of Granada, University of Graz, University of Leipzig, University of Lyon, University of Padova and University of Vilnius.
 - Role: Member of University of Padova that is partner of the project. Coordinator of the task 2.1 'Preventive early career education' e membro delle task forces 2.7 'Rethinking College', 2.12 'Job market transition for inclusive universities', 2.10 'Staff development for the diverse and inclusive classroom'
- **Erasmus+ Cooperation for innovation and the exchange of good practices – 2016-2019**
 - Title: *Counselling for Refugee and Migrant Integration into the Labour Market - Development of Courses for Higher Education and Public Employment Services (CMinaR)*.
 - Partners: Hochschule der bundesagentur fue (Applicant); University of Padova; Stockholms Universitet; Istanbul teknik universitesi; Canterbury Christ Church University; Kauno technologijos Universiteta.
 - Role: Member of Italian partnership (University of Padova).
- **Lifelong Learning Programme Erasmus Multilateral Project – 2013-2016.**
 - Title: *European Doctoral Programme in Career Guidance & Counselling (ECADOC)*.
 - Partners: Università di Padova (Applicant e Coordinator), Aarhus University; Ruprecht-Karls Universität Heidelberg; University of East London; Canterbury Christ Church University; University of Amsterdam; University of Lower Silesia; University of Lisbon; University of Lausanne; Jyväskylä University of Applied Sciences; Vytautas Magnus University; University of Applied Labour Studies; University of Athens; Eötvös Loránd University; University of Iceland; Johannes Katsarov | Research - Training - Network Coordination (JK); European Society for Vocational Designing and Career Counselling-ESVDC.
 - Role: Member of Italian partnership (University of Padova).

AWARD AND RECOGNITION

- Article of the Year, Ginevra, M. C., Santilli, S., Hartung, P. J., & Nota, L. (2024). A career education program for early childhood youth: Development and initial evaluation. *The Career Development Quarterly*, 72, 78-92. <https://doi.org/10.1002/cdq.12345>. Presented at the 2025 National Career Development Association annual conference, Atlanta, GA
- The article '*The role of career adaptability and courage on life satisfaction in adolescence*' (Ginevra, M.C., Magnano, P., Lodi, E., Annovazzi, C., Camussi, E., Patrizi, P., & Nota, L., 2018, doi:10.1016/j.adolescence.2017.11.002) was one of the most downloaded Journal of Adolescence Articles (<https://www.journals.elsevier.com/journal-of-adolescence>)
- European Society for Vocational Designing and Career Counselling (ESVDC), '2015 Young Researcher Award in Vocational Designing and Career Counseling' for the research project: '*Journey in the world of professions and work*': A career intervention for children (2015)
- Italian Society for Vocational Guidance (SIO), 'Giuseppe Martini' Award for Dissertation on Career development for adolescents (2012)

EDITORIAL ROLES

Associate Editor

- International Journal for Educational and Vocational Guidance (since 2021)
 - Frontiers in Psychology (since 2021)
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Editorial Board Member of the International Journal for Educational and Vocational Guidance (2018- present)

Ad Hoc - Reviewer for International Journals indexed by Scopus or JCR

- Autism research
- British Journal of Guidance & Counselling
- Current Psychology
- International Journal for Educational and Vocational Guidance
- International Journal of Developmental Disabilities
- Journal of Adolescent Research
- Journal of Career Development
- Journal of Intellectual Disabilities
- Journal of Policy and Practice in intellectual disabilities
- Journal of Positive Psychology
- Journal of Vocational Behavior
- Measurement and Evaluation in Counseling and Development
- Social Sciences
- TPM-Testing, Psychometrics, Methodology in Applied Psychology

SUPERVISION OF PHD STUDENTS

- Isabella Valbusa, Phd student at University of Padova (2022-2025)
- Barbara Rinaldi, Phd student at University of Padova (2024-2027)
- Denise Zucchini (co-supervision), Phd student at University of Padova (2023-2026)
- Mehmet Caglar (co-supervision), Phd student at University of Padova (2024-2027)
- Laurence Fedrigo, Phd student at University of Lausanne (2022-2023)

A SELECTION OF PUBLICATIONS

Articles published in International Journals

1. Nota, L., Ginevra, M. C., & Carrieri, L. (2010). Career interests and self-efficacy beliefs among young adults with an intellectual disability. *Journal of Policy and Practice in intellectual disabilities*, 7(4), 250-260. <https://doi.org/10.1111/j.1741-1130.2010.00274.x>
 2. Lent, R. W., Nota L., Soresi, S., Ginevra, M. C., Duffy, R. D., & Brown, S. D. (2011). Predicting the job and life satisfaction of Italian teachers: Test of a social cognitive model. *Journal of Vocational Behavior*, 79(1), 91-97. <https://doi.org/10.1016/j.jvb.2010.12.006>
 3. Ginevra, M. C., Nota, L., Soresi, S., & Gati, I. (2012). Career Decision-Making profiles of Italian adolescents. *Journal of Career Assessment*, 20(4), 375-389. <https://doi.org/10.1177/1069072712448739>
 4. Nota, L., Ginevra, M. C., & Soresi, S. (2012). The Career and Work Adaptability Questionnaire (CWAQ): A first contribution to its validation. *Journal of Adolescence*, 35(6), 1557-1569. <https://doi.org/10.1016/j.adolescence.2012.06.004>
 5. Nota, L., Heppner, P. P., Ginevra, M. C., Ferrari, L., Heppner, M. J., & Soresi, S. (2013). Development of the Problem Solving Inventory with Italian youth. *International Perspective in Psychology: Research, Practice, Consultation*, 2(3), 181-193. <https://doi.org/10.1037/ipp0000006>
 6. Soresi, S., Nota, L., Ferrari, L., Sgaramella, T. M., Ginevra, M. C. & Santilli, S. (2013) Inclusion in Italy: From numbers to ideas that is from special visions to the promotion of inclusion for all persons. *Life Span and Disability*, 16(2), 187-217
 7. Nota, L., Santilli, S., Ginevra, M. C. & Soresi, S., (2014). Employer attitudes towards the work inclusion of people with disability. *Journal of Applied Research in Intellectual Disabilities*, 27(6), 511-520. <https://doi.org/10.1111/jar.12081>
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8. Nota, L., & Ginevra, M. C. (2014). The concepts of work, study, and leisure of parents and children. *International Journal of Adolescent Medicine and Health*, 26(1), 107-122. <https://doi.org/10.1515/ijamh-2013-0503>
 9. Nota, L., Soresi, S., Ferrari, L., & Ginevra, M. C. (2014). Vocational designing and career counselling in Europe: Challenges and new horizons. *European Psychologist*, 19(4), 248-259. <https://doi.org/10.1027/1016-9040/a000189>
 10. Santilli, S., Nota, L., Ginevra, M. C., & Soresi, S. (2014). Career adaptability, hope and life satisfaction in workers with intellectual disability. *Journal of Vocational Behaviour*, 85(1), 67-74. <https://doi.org/10.1016/j.jvb.2014.02.011>
 11. Di Maggio, I., Ginevra, M. C., Nota, L., Ferrari, L., & Soresi, S. (2015). Career Adapt-Abilities Scale-Italian Form: Psychometric properties with Italian preadolescents. *Journal of Vocational Behavior*, 91, 46-53. <https://doi.org/10.1016/j.jvb.2015.08.001>
 12. Ferrari, L., Ginevra, M. C., Santilli, S., Nota, L., Sgaramella, T. M., & Soresi, S. (2015). Career exploration and occupational knowledge in Italian children. *International Journal for Educational and Vocational Guidance*, 15(2), 113-130. <https://doi.org/10.1007/s10775-015-9299-1>
 13. Ferrari, L., Nota, L., Soresi, S., & Ginevra, M. C. (2015). An instrument for analyzing the concepts of work, school, and free time. *International Journal of Child and Adolescent Health*, 8(3).
 14. Ginevra, M. C., Nota, L., & Ferrari, L. (2015). Parental support in adolescents' career development: Parents' and children's perceptions. *Career Development Quarterly*, 63(1), 2-15. <https://doi.org/10.1002/j.2161-0045.2015.00091.x>
 15. Ginevra, M. C., Nota, L., Heppner, P. P., Heppner, M., & Soresi, S. (2015). The relationship of personality type, problem-solving appraisal, and learning strategies. *Journal of Career Assessment*, 23(4), 545-558. <https://doi.org/10.1177/1069072714553075>
 16. Ginevra, M. C., Nota, L., Soresi, S., Shogren, K. A., Wehmeyer, M. L., & Little, T. D. (2015). A Cross-cultural comparison of the self-determination construct in Italian and American adolescents. *International Journal of Adolescence and Youth*, 20(4), 501-517. <https://doi.org/10.1080/02673843.2013.808159>
 17. Di Maggio, I., Ginevra, M. C., Nota, L., & Soresi, S. (2016). Development and validation of an instrument to assess future orientation and resilience in adolescence. *Journal of Adolescence*, 51, 114-122. <https://doi.org/10.1016/j.adolescence.2016.06.005>
 18. Ginevra, M. C., Nota, L., & Stokes, M. (2016). The differential effects of Autism and Down's syndrome on sexual behavior. *Autism Research*, 9(1), 131-140. <https://doi.org/10.1002/aur.1504>
 19. Ginevra, M. C., Pallini, S., Vecchio, G. M., Nota, L., & Soresi, S. (2016). Future orientation and attitudes mediate career adaptability and decidedness. *Journal of Vocational Behavior*, 95-96, 102-110. <https://doi.org/10.1016/j.jvb.2016.08.003>
 20. Sgaramella, T. M., Ginevra, M. C., Di Maggio, I., Santilli, I., & Ferrari, L. (2016). Positive youth development in preadolescence: The contribution of recent theoretical paradigms and positive, strengths based interventions. *Interdisciplinary Journal of Family Studies*, 20(2), 20-35
 21. Santilli, S., Ginevra, M. C., Sgaramella, T. M., Nota, L., Ferrari, L., & Soresi, S. (2017). Design My Future: An instrument to assess future orientation and resilience. *Journal of Career Assessment*, 25(2), 281-295. <https://doi.org/10.1177/1069072715621524>
 22. Ginevra, M. C., & Nota, L. (2017). Occupational gender stereotypes and problem-solving in Italian adolescents. *British Journal of Guidance and Counselling*, 45(3), 312-327. <https://doi.org/10.1080/03069885.2015.1063584>
 23. Ginevra, M. C., Sgaramella, T. M., Ferrari, L., Nota, L., Santilli, S., & Soresi, S. (2017). Visions About Future: A new scale assessing optimism, pessimism, and hope in adolescents.
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- International Journal for Educational and Vocational Guidance*, 17(2), 187-210. <https://doi.org/10.1007/s10775-016-9324-z>
24. Ginevra, M. C., Di Maggio, I., Nota, L., & Soresi, S. (2017). Stimulating resources to cope with challenging times and new realities: Effectiveness of a career intervention. *International Journal for Educational and Vocational Guidance. Special issue: Inducing and measuring change in vocational guidance and career counselling interventions*, 17(1), 77-96. <https://doi.org/10.1007/s10775-016-9331-0>
25. Ginevra, M. C. & Nota, L. (2018). 'Journey in the world of professions and work': A career intervention for children. *The Journal of Positive Psychology*, 13(5), 460-470 <https://doi.org/10.1080/17439760.2017.1303532>
26. Ginevra, M. C., Annovazzi, C., Santilli, S., Di Maggio, I., & Camussi, E. (2018). Breadth of vocational interests: The role of career adaptability and future orientation. *Career Development Quarterly*, 66(3), 233-245. <https://doi.org/10.1002/cdq.12145>
27. Ginevra, M. C., Di Maggio, I., Santilli, S., Sgaramella, T. M., Nota, L., & Soresi, S. (2018). Career adaptability, resilience, and life satisfaction: A mediational analysis in a sample of parents of children with mild intellectual disability. *Journal of Intellectual & Developmental Disability*, 43(4), 473-782. <https://doi.org/10.3109/13668250.2017.1293236>
28. Ginevra, M. C., Magnano, P., Lodi, E., Annovazzi, C., Camussi, E., Patrizi, P., & Nota, L. (2018). The role of career adaptability and courage on life satisfaction in adolescence. *Journal of Adolescence*, 62, 1-8. <https://doi.org/10.1016/j.adolescence.2017.11.002>
29. Di Maggio, I., Santilli, S., Nota, L., & Ginevra, M. C. (2019). The predictive role of self-determination and psychological empowerment on job satisfaction in persons with intellectual disability. *Advances in Neurodevelopmental Disorders (ANDI)*, 3(2), 197-203. <https://doi.org/10.1007/s41252-019-00110-4>
30. Nota, L., Ginevra, M. C., & Soresi, S. (2019). School inclusion of children with intellectual disability: An intervention program. *Journal of Intellectual & Developmental Disability*, 44(4), 439-446. <https://doi.org/10.3109/13668250.2018.1428785>
31. Camussi, E., Sassi, C., Zulato, E., Annovazzi, C., & Ginevra, M. C. (2020). Hacking women's health: a new methodology. *Journal of Prevention and Intervention in the Community*, 48(2), 174-188. <https://doi.org/10.1080/10852352.2019.1624356>
32. Di Maggio, I., Ginevra, M. C., Santilli, S., & Nota, L. (2020). The role of career adaptability, the tendency to consider systemic challenges to attain a sustainable development, and hope to improve investments in higher education. *Frontiers in Psychology*, 11, 1926. <https://doi.org/10.3389/fpsyg.2020.01926>
33. Ginevra, M. C., Di Maggio, I., Santilli, S., Nota, L., & Soresi, S. (2020). Development and validation of visions about future in early adolescence. *British Journal of Guidance & Counselling*, 48(2), 155-167. <https://doi.org/10.1080/03069885.2018.1550188>
34. Ginevra, M. C., Santilli, S., Camussi, E., Magnano, P., Capozza, D., & Nota, L. (2020). The Italian adaptation of Courage Measure. *International Journal for Educational and Vocational Guidance*, 20(3), 457-475. <https://doi.org/10.1007/s10775-019-09412-4>
35. Ginevra, M. C., Santilli, S., Di Maggio, I., & Nota, L. (2020). 'The Good Actions': A kindergarten children intervention to promote social and inclusive relationships. *European Journal of Developmental Psychology*, 17(6), 855-876. <https://doi.org/10.1080/17405629.2020.1733961>
36. Santilli, S., Di Maggio, I., Ginevra, M. C., & Nota, L. (2020). 'Looking to the future and the university in an inclusive and sustainable way: A career Intervention for high school students. *Sustainability*, 12(21), 9048. <https://doi.org/10.3390/su12219048>
37. Di Maggio, I., Ginevra, M. C., & Nota, L. (2021). The role of psychological capital in human service professionals' work experiences. *European Journal of Investigation in Health, Psychology and Education*, 11(3), 639-648. <https://doi.org/10.3390/ejihpe11030046>
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38. Di Maggio, I., Ginevra, M. C., Santilli, S., & Nota, L. (2022). Elementary school students' attitudes towards peers with disabilities: The role of personal and contextual factors. *Journal of Intellectual & Developmental Disability*. Mar2022, Vol. 47 Issue 1, p3-11. 9p. 4 Charts.. <https://doi.org/10.3109/13668250.2021.1920091>
 39. Di Maggio, I., Montenegro, E., Little, T. D., Nota, L., & Ginevra, M. C. (2021). Career adaptability, hope, and life satisfaction: An analysis of adults with and without substance use disorder. *Journal of Happiness Studies*. Advance Online Publication. <https://doi.org/10.1007/s10902-021-00405-1>
 40. Di Maggio, I., Santilli, S., Ginevra, M. C., & Nota, L. (2021). Development and validation of an instrument to assess propensity to cosmopolitanism in adolescence. *Sustainability*, 13(15), 8253. <https://doi.org/10.3390/su13158253>
 41. Ginevra, M. C., Di Maggio, I., Santilli, S., & Nota, L. (2021). Italian adolescents' understandings of globalization. *Journal of Adolescence*, 89, 128-136. <https://doi.org/10.1016/j.adolescence.2021.04.008>
 42. Ginevra, M. C., Di Maggio, I., Santilli, S., & Nota, L. (2021). The role of career adaptability and future orientation on future goals in refugees. *British Journal of Guidance & Counselling*, 49(2), 272-286. <https://doi.org/10.1080/03069885.2020.1865874>
 43. Ginevra, M. C., Di Maggio, I., Valbusa, I., Santilli, S., & Nota, L. (2022). Teachers' attitudes towards students with disabilities: The role of the type of information provided in the students' profiles of children with disabilities. *European Journal of Special Needs Education*, 2022, VOL. 37, NO. 3, 357–370. <https://doi.org/10.1080/08856257.2021.1878658>
 44. Santilli, S., Ginevra, M. C., Camussi, E., Lodi, E., Nota, L., Patrizi, P. (2021) Courage in childhood: Classifying the actions of courage performed by elementary school students. *European Journal of Developmental Psychology*, 18(5), 678-694. <https://doi.org/10.1080/17405629.2020.1822161>
 45. Santilli, S., Ginevra, M. C., Ferrari, L., Sgaramella, T. M., Niles, S., Nota, L., & Soresi, S. (2021) Using the hope-centered career inventory (HCCI)—Italian version with healthcare professionals. *International Journal for Educational and Vocational Guidance*, 21(1), 145-159. <https://doi.org/10.1007/s10775-020-09433-4>
 46. Santilli, S., Maggio, I. D., Ginevra, M. C., Nota, L., & Soresi, S. (2021). Stories of courage among emerging adults in precarious work. *Career Development Quarterly*, 69(3), 248-262. <https://doi.org/10.1002/cdq.12271>
 47. Santilli, S., Ginevra, M.C., Israelashvili, M., & Nota, L. (2022). Inclusive Socialization? The Relationships between Parents' and Their Child's Attitudes toward Students with Disabilities. *International Journal of Environmental Research and Public Health*, 19, 16387. <https://doi.org/10.3390/ijerph192416387>
 48. Ginevra, M. C., Vezzali, L., Camussi, E., Capozza, D., & Nota, L. (2021). Promoting positive attitudes toward peers with disabilities: The role of information and imagined contact. *Journal of Educational Psychology*, 113(6), 1269–1279. <https://doi.org/10.1037/edu0000661>
 49. Santilli, S., Di Maggio, I., Ginevra, M. C., Nota, L. & Soresi, S. (2023). Stories of courage in a group of asylum seekers for an inclusive and sustainable future. *International Journal for Educational and Vocational Guidance*, 23, 149-168. <https://doi.org/10.1007/s10775-021-09495-y>
 50. Santilli, S., Ginevra, M. C., Di Maggio, I., & Nota, L. (2022). In the same boat? An online group career counseling with a group of young adults in the time of COVID-19. *International Journal for Educational and Vocational Guidance*, 22(3), 623-641 <https://doi.org/10.1007/s10775-021-09505-z>
 51. Di Maggio I., Ginevra, M. C., Santilli, S., & Nota, L. (2022). Adverse conditions, psychological aspects, and teachers' tendency toward sustainability and a less conservative future. *Frontiers in Psychology*, 13, 843258. <https://doi.org/10.3389/fpsyg.2022.843258>
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52. Santilli, S., Ginevra, M. C., & Nota, L. (2023). Colleagues' Work Attitudes towards Employees with Disability. *European Journal of Investigation in Health, Psychology and Education*, 13(1), 130-140.
53. Zammitti, A.; Russo, A.; Ginevra, M.C.; Magnano, P. "Imagine Your Career after the COVID-19 Pandemic": An Online Group Career Counseling Training for University Students. *Behavioral Science*. 2023, 13, 48. <https://doi.org/10.3390/bs13010048>
54. Santilli, S., Ginevra, M. C., Di Maggio, I., Soresi, S., & Nota, L. (2023). Construction and initial validation of the scale "Goals for Future Design of the 2030 Agenda". *Int J Educ Vocat Guidance* (2023). <https://doi.org/10.1007/s10775-023-09626-7>
55. Santilli, S., Di Maggio, I., Ginevra, M. C., Nota, L. & Soresi, S. (2023). Stories of courage in a group of asylum seekers for an inclusive and sustainable future. *International Journal for Educational and Vocational Guidance*, 23, 149-168. <https://doi.org/10.1007/s10775-021-09495-y>
56. Zammitti, A., Valbusa, I., Santilli, S., Ginevra, M. C., Soresi, S., & Nota, L. (2023). Development and Validation of the Decent Work for Inclusive and Sustainable Future Construction Scale in Italy. *Sustainability*, 15(15), 11749.
57. Ginevra, M. C., Di Maggio, I., Santilli, S., & Nota, L. (2024). Development and Validation of an Instrument to Assess Activism towards Environmental and Social Sustainability in Career Counseling. *Journal for Social Action in Counseling & Psychology*. <https://doi.org/10.33043/12db7b5x42>
58. Santilli, S.; Valbusa, I.; Rinaldi, B.; Ginevra, M.C. Life Satisfaction, Courage, and Career Adaptability in a Group of Italian Workers. *Social Science*, 13, 106. <https://doi.org/10.3390/socsci13020106>
59. Santilli, S., Valbusa, I., Ginevra, M. (2024). Impact of Covid 19 on teachers' quality of life and attitude towards inclusion. *The Palgrave Encyclopedia of Disability*, p. 1-9. https://doi.org/10.1007/978-3-031-40858-8_99-1
60. Ginevra, M.C., Donati, M., Valbusa, I., Primi C., Santilli, S., Nota, L. (2024). Knowledge and Misconceptions About the Causes of Disabilities and Functioning in Children and Preadolescents: Mixed-Models Analyses. *Child: Care, Health and Development*, 50(6), e13333. <https://doi.org/10.1111/cch.13333>
61. Ginevra, M. C., Santilli, S., Hartung, P. J., & Nota, L. (2024). A career education program for early childhood youth: Development and initial evaluation. *The Career Development Quarterly*, 1–15. <https://doi.org/10.1002/cdq.12345>
62. Ginevra, M. C., Di Maggio, I., Santilli, S., Capozza, D., Vezzali, L., & Nota, L. (2025). Improving inclusive peer relations through imagined contact. *International Journal of Inclusive Education*, 1–19. <https://doi.org/10.1080/13603116.2025.2540817>
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