CV DOTT. SSA MAG. **ROSA ANNA FERDIGG**

WORK EXPERIENCE

NOV 2025 – CURRENT

ASSIGNED LECTURER FREE KOBLENZ UNIVERSITY FACULTY OF EDUCATION

- INCLUSION AND SCHOOL M.A. ZFUW

APRIL 2024 – FEB 2026

META-PROJECT INCLUSIVE EDUCATION – "MINKBI"

RESEARCH PROJECT FUNDED BY THE GERMAN FEDERAL MINISTRY OF SCIENCE AND RESARCH
SCIENTIFIC ASSOCIATE AT JOHANN WOLFGANG GOETHE-UNIVERSITY FRANKFURT AM MAIN, GERMANY
HOMEPAGE - MINKBI - METAVORHABEN INKLUSIVE BILDUNG

NOV. 2022 – CURRENT

PROJECT COUNSELLING FOR INCLUSIVE SCHOOL DEVELOPMENT IN ARMENIA AND GEORGIA

FOCUS POINTS ON **SCHOOL DEVELOPMENT, INCLUSION, EVALUATION**
DEUTSCHER CARITASVERBAND E.V. CARITAS INTERNATIONAL

AUG. 2012 – CURRENT

EDUCATIONAL COUNSELLING AND COACHING

FOCUS POINTS ON **SCHOOL DEVELOPMENT, INCLUSION, EVALUATION**
SELF EMPLOYED, FRANKFURT AM MAIN (GERMANY)/BOLZANO (ITALY)

- Counselling for head teachers and management teams
- Organization, implementation and moderation of pedagogic conferences
- Cooperation Partners:
  - State Education Authority Frankfurt
  - Office for School Development and Project Support of the Goethe University Frankfurt am Main: Institute for Special Needs Education
  - Ministry of Education, Science, Education and Culture of Rhineland-Palatinate the
  - Leadership Academy of the Hessian Ministry of Education and Cultural Affairs
  - Ministry of Education, Science, Culture and Sport of the Republic of Armenia
  - Austrian Ministry of Education, Science and Research (Vienna)

SEPT. 2016 – FEB 2025

ASSIGNED LECTURER FREE UNIVERSITY OF BOLZANO FACULTY OF EDUCATION

- Fundamentals of Pedagogy (teacher training, first and second secondary level)
- Fundamentals of Pedagogy/metacognitive and cooperative learning (teacher training for teaching children with special educational needs at primary and lower secondary level, specialisation training for inclusion teachers)
- Inclusive Education: inclusive organisation of groups/classes (primary school inclusion teachers and
- kindergarten teachers, specialisation training)
- Inclusive Education (teacher training for inclusion teachers at lower secondary level)
- Instruments and methods for evaluation processes and school development processes (teacher training for inclusion teachers across levels)
- Comparative and International Education (Master's programme in education)
- Multiprofessional Teamwork/Teamteaching in schools and in preschool Institutions
- Counselling in inclusive settings

Web-Link: Rosa Anna Ferdigg / Freie Universität Bozen (unibz.it)

NOV. 2023 – DEC. 2023

RESEARCH SUPPORT ACTIVITY FREE UNIVERSITY OF BOLZANO

COMPETENCE CENTRE FOR SCHOOL INCLUSION

Research project: GOODWILL – ResearchinG SchOOl Development: Path Ways to IncLusive and quaLity Education 2030

SEP. 2016 – AUG. 2022

SCHOOL EVALUATOR GERMAN DEPARTEMENT OF EDUCATION SOUTH TYROL

- External school-evaluation (1st to 13th grade, general and vocational schools).
- Organisation and implementation of external school evaluations through quantitative and qualitative procedures.
- Further development of the evaluation-concept of the German Education System in South-Tyrol with a focus on inclusion and multilingualism
- Support and moderation of learning assessments in cooperation with the Italian Institute for School Quality (INVALSI) and with the University of Jena
- International networking (German Evaluation Society "DeGEval"
- Network for empirically supported school development "EMSE", Standing International Conference of Inspectorates "SICI"

Web-Link: https://www.provinz.bz.it/evaluationsstelle-deutschsprachiges-bildungssystem/default.asp

SEPT. 2021 – JAN. 2022

TRAINER OF SCHOOL EVALUATORS

AUSTRIAN FEDERAL MINISTRY OF EDUCATION, SCIENCE AND RESEARCH, VIENNA

- Training for trainee school evaluators in Austria

JULY 2012 – AUG. 2016

ASSISTANT LECTURER AND RESEARCHER

PROTESTANT UNIVERSITY OF APPLIED SCIENCES DARMSTADT

- Teaching and researching activities in the Bachelor and Master "Inclusive Education".
- Development and coordination of the Master Programme "Inclusive Change-Processes in Organisations

Teaching focal points:

- Theoretical approaches and terminology of Inclusive Education
- Context Reasoning of inclusion
- Reformed education
- Counselling in inclusive contexts
- Organisational development and change management
- Reflection on attitudes, values, world views and empowerment strategies.
- Introduction to scientific work

JUNE 2012 – SEPT. 2013

VISITING SCIENTIST – JOHANN GOETHE UNIVERSITY FRANKFURT AM MAIN

Teaching at the Institute for Special Needs Education: Special Needs Teacher Training

- Didactics for the special focus learning disability

NOVEMBER 2011 – JUNE 2012

TEACHER FOR SPECIAL NEEDS EDUCATION– GOVERNEMENT OF HESSEN (Germany)

- Teaching in the primary and secondary level
- Individual support according to focal points
- Project support

- Learning coaching

SEPT. 2009 – AUG. 2011

EDUCATION INSPECTOR – ITALIAN GENERAL CONSULATE IN FRANKFURT AM MAIN

- Head of the Education Department
- Coordination between Italian General Consulate and the Ministries of Education and Cultural Affairs of the Federal States of Hessen, Rhineland-Palatinate and Saarland.
- Developing and implementation of international agreements and projects in the education-field
- Monitoring and further development of the German-Italian bilingual school branches in Frankfurt am
- Main
- Conference Organisation with focus on languages and multilingualism

APRIL 2006 – AUG. 2009

SCHOOL INSPECTOR FOR INTEGRATION, HEAD OF THE SERVICE FOR SUPPORT AND COUNSELLING GERMAN EDUCATION DEPARTEMENT - SOUTH TYROL – AUTONOMOUS PROVINCE OF BOLZANO/BOZEN

- Head of the Regional Support and Counselling Service
- School supervision
- Determination of personnel requirements and allocation of personnel resources for the inclusion of
- children and young people with special needs in schools and kindergartens at regional level

- Chairing the Regional Committee for the inclusion of Children and Young People with special needs (GLIP)
- Target agreements and service evaluation of the school management staff of the autonomous schools in South-Tyrol
- Planning and organising in-service training for the above-mentioned areas of responsibility
- In-service training
- Counselling for schools, school leaders, teachers, kindergarten teachers, parents, staff for inclusive
- education
  Main focus-areas:
- Inclusion of children and young people with special needs
- health promotion, school counselling, supervision and coaching, support for gifted and talented children,
- traffic and mobility education for all levels of education (incl. Kindergarten)

SEPT. 2001 – AUG.2006

SCHOOL LEADER – GERMAN EDUCATION DEPARTEMENT - SOUTH TYROL – AUTONOMOUS PROVINCE OF BOLZANO/BOZEN (ITALY)

Management of a school district with eight school posts, primary and secondary school (1st - 8th grade)

Das sind wir - schule-ritten2s Webseite! (ssp-ritten.it)

NOV. 1994 – AUG. 2001

EDUCATION INSPECTOR – ITALIAN GENERAL CONSULATE OF STUTTGART (GERMANY)

- Head of the School Department
- Supervision and support-coordination for pupils of Italian origin with special needs
- Coordination between Italian General Consulate and Ministry of Education of Baden-Württemberg
- Elaboration and implementation of international agreements and projects in the field of education
- Establishment of the first German-Italian bilingual school-branch in Baden-Württemberg (Unser Schulprofil - Wolfbuschschule)
- Conference Organisation with focus on languages, multilingualism and
- interculturality
- Investigation into the school success of pupils of Italian origin at schools in Baden-Württemberg with
- special attention to special needs
  Main focus:

- Promoting the education and school success of Italian children and young people in Baden Württemberg.
- Promotion of bilingual and bicultural initiatives in the field of education.

SEPT. 1991 – OCT. 1994

SCHOOL LEADER – GERMAN EDUCATION DEPARTEMENT - SOUTH TYROL – AUTONOMOUS PROVINCE OF BOLZANO/BOZEN (ITALY)

Management of a primary school district with seven school posts

OCT. 1980 – AUG. 1991

TEACHER – GERMAN EDUCATION DEPARTEMENT - SOUTH TYROL – AUTONOMOUS PROVINCE OF BOLZANO/BOZEN (ITALY)

- Teaching German as a second language in primary school (1st to 5th grade)
- Teaching German, History, Civics and Geography, Technical Education in secondary school (6th - 8th
- grade)
- Leader of didactic workshops
- Multiplier

EDUCATION AND TRAINING

1986 – 1990

DOTT.SSA MAG. EDUCATION – UNIVERSITY **"ALMA MATER STUDIORUM" UNIVERSITY OF BOLOGNA** (ITALY)

DECEMBER 2007

DYNAMIC FALCILITATION SKILLS CERTIFICATE – Jim Rough and Associates, inc. Port Townsend, Washington D.C., United States (TRAINING IN GERMANY)

2007 – 2009

COACH FOR EDUCATIONAL MANAGERS – "LEOPOLD FRANZENS" UNIVERSITY OF INNSBRUCK – INSTITUTE FOR COMMUNICATION AND OCCUPATIONAL-PSYCHOLOGY (AUSTRIA)

2010 – 2011

CERTIFICATE "DEVELOPMENT THROUGH DIALOGUE - SHAPING CHANGE PROCESSES IN ORGANISATIONS AND GROUPS" UNIVERSITY OF KASSEL (GERMANY)

LANGUAGE SKILLS

First language: Ladin (minority language in South-Tyrol/Italy)

Other languages:

- German (level C2)
- Italian (level C2)
- English (level C1)
- Spanish (level B1)
- French (Level A2)
- Hebrew (level A1/A2)

MEMBERSHIPS:

- German Educational Research Association (**GERA**)/Deutsche Gesellschaft für Erziehungswissenschaft (**DEfG**), associated member;
- German Association for Evaluation DeGEval, / Deutsche Gesellschaft für Evaluation (**DeGEval**) member
- Regional Association Hessen Special Education /Verband Sonderpädagogik Landesverband Hessen (**VdS**) member;

PUBLICATIONS

Kett-Hauser, J., Ferdigg, R. A., Katzenbach, D., Urban, M., & Strecker, A. (2026). Verstetigung des Transfers von Forschungsergebnissen in der inklusiven Bildung: Potenziale und Probleme des Brokerage-Ansatzes [Sustaining the transfer of research findings in inclusive education: Potentials and problems of the brokerage approach]. In T. Diederichs & A. Desoye (Hrsg.), *Transfer in Pädagogik und Erziehungswissenschaft: Zwischen Problematisierung und Systematisierung* (S. 160–174). Beltz Juventa. https://doi.org/10.3262/978-3-7799-9478-7

Ferdigg, R. A., Kett-Hauser, J., Katzenbach, D., & Urban, M. (2026). Durch Transfer zur Transformation [Through transfer to transformation]. In R. Schroeder, L. Bächler, S. Fränkel, & J. Goldan (Hrsg.), *Inklusion – Bildung – Transformation: Inklusive Bildung als Transformation – Transformation durch inklusive Bildung* (S. 49–56). Verlag Julius Klinkhardt. https://doi.org/10.25656/01:35886

Beck, K., Ferdigg, R. A., Katzenbach, D., Kett-Hauser, J., Laux, S., & Urban, M. (Hrsg.). (2025). *Förderbezogene Diagnostik in der inklusiven Bildung: Kompetenzbereiche – Fachdidaktik* [Support-oriented assessment in inclusive education: Competence areas – subject-specific didactics] (Bd. 1). Waxmann. https://doi.org/10.31244/9783830999607

Beck, K., Ferdigg, R. A., Katzenbach, D., Kett-Hauser, J., Laux, S., & Urban, M. (Hrsg.). (2025). *Förderbezogene Diagnostik in der inklusiven Bildung: Professionalisierung – spezifische Unterstützungsangebote – Übergänge in die berufliche Bildung* [Support-oriented assessment in inclusive education: Professionalization – specific support services – transitions into vocational education] (Bd. 2). Waxmann. https://doi.org/10.31244/9783830999614

Ferdigg, R. A. (2018). Inklusive Bildung in der Praxis am Beispiel Italien/Südtirol [Inclusive education in practice using the example of Italy/South Tyrol]. In K. Müller & S. Gingelmaier (Hrsg.), *Kontroverse Inklusion* [Controversial inclusion]. Beltz.

Ferdigg, R. A. (2017). Una scuola per tutti e per ciascuno – Die Rolle der „Integrationshelfer/innen“ in der inklusiven Bildung: Ein Plädoyer für die Stärkung und Professionalisierung der Teilhabeassistenz auf der Grundlage eines Praxisbeispiels aus Südtirol/Italien [A school for everybody and anyone: The role of “integration assistants” in inclusive education – a plea for the strengthening and professionalisation of participation assistance based on a practical example from South Tyrol/Italy]. *Inklusion Konkret*, 2. https://ph-ooe.at/fileadmin/Daten_PHOOE/Inklusive_Paedagogik_neu/BIZB/Downloads-Dokumente/Band2gesamt.pdf

Ferdigg, R. A., & Stein, A.-D. (2015). Systementwicklung Inklusion [Systemic development of inclusion]. *Nachrichtendienst des Deutschen Vereins für öffentliche und private Fürsorge*.

Ferdigg, R. A. (2016). Inklusive Merkmale und Ausrichtung einer beruflichen Bildung am Beispiel Südtirol [Inclusive characteristics and orientation of vocational education and training using the example of South Tyrol]. In U. Bylinski & J. Rützel (Hrsg.), *Inklusion als Chance und Gewinn für eine differenzierte Berufsbildung* [Inclusion as an opportunity and benefit for a differentiated vocational education] (S. 277-290), Bundesinstitut für Berufsbildung.

Ferdigg, R. A. (2015). Angemessene Vorkehrungen für eine inklusive Schule am Beispiel Südtirol [Appropriate arrangements for an inclusive school using the example of South Tyrol]. *Gemeinsam*

Leben, 3. https://www.beltz.de/fachmedien/paedagogik/zeitschriften/gemeinsam_leben/show/Journal/ausgabe/15247-gemeinsam_leben_32015.html

Ferdigg, R. A. (2014). Die Rolle der „IntegrationshelferInnen“ in der inklusiven Bildung: Ein Plädoyer für die Stärkung und Professionalisierung der Teilhabeassistenz auf der Grundlage eines Praxisbeispiels aus Südtirol/Italien [The role of “inclusion assistants” in inclusive education: A plea for the strengthening and professionalisation of “participation assistance” based on a practical example from South Tyrol/Italy]. *Gemeinsam leben*, 4. https://www.beltz.de/fachmedien/paedagogik/zeitschriften/gemeinsam_leben/article/Journal.html?tx_beltz_journal%5Barticle%5D=27514&cHash=cf9324a823a67931bb3486ed536b41b5

Ferdigg, R. A. (2014). Die Vielfalt begegnet sich im Team: Die Bedeutung der pädagogischen Fachkräfte als Vorbilder für die Inklusion [Diversity meets in the team: The importance of educational professionals as role models for inclusion]. In *Dokumentation des Fachtags „Mehr als die Summe der Teile“ der Stadt Frankfurt am Main*.

Ferdigg, R. A. (2013). Das Ressourcenpotential von Dialog und Empathie in der Schulentwicklung [The resource potential of dialogue and empathy in school development]. *Zeitschrift für Gestaltpädagogik*, 2. https://ehp-koeln.com/zeitschriften/zeitschriftfgp_inhalt.php

Ferdigg, R. A. (2013). Der Spagat der Begleitung von Lehrpersonen im Vorbereitungsdienst auf den unbekannten inklusiven Unterricht der Zukunft [The balancing act of accompanying teacher trainees toward the unknown inclusive classroom of the future]. *Klasse Mentor: Magazin für Referendare und Junglehrer*, 1.

Ferdigg, R. A. (2013). Es gibt sie, die Inklusion! [Inclusion does exist!]. In *Dokumentation der bildungspolitischen Konferenz der Bundestagsfraktion und Landtagsfraktion Hessen Die Linke*. https://www.linksfraktion-hessen.de/fileadmin/lf/Publikationen/20121100_Tagungsdoku_Bildungspolitische_Konferenz_Inklusion_mit_Links.pdf

Ferdigg, R. A. (2013). Inklusion ist mehr als nur die gemeinsame Beschulung aller Kinder [Inclusion is more than just schooling all children together]. *L-News: Zeitschrift für Lehramtsstudierende*, 1.

Ferdigg, R. A. (2012). Welche Merkmale soll eine Lehreraus- und Weiterbildung haben, die befähigt, in einem heterogenen, inklusiven Kontext pädagogisch erfolgreich zu handeln? [What characteristics should initial and in-service teacher training have to enable teachers to act successfully in a heterogeneous, inclusive context?] *Gemeinsam leben – Zeitschrift für integrative Erziehung*, 1. https://docplayer.org/19773395-Themenliste-inklusion.html

Ferdigg, R. A. (2010). Welche Rahmenbedingungen braucht ein inklusives Bildungssystem? Das Beispiel Italien/Südtirol [What framework conditions does an inclusive education system need? The example of Italy/South Tyrol]. bidok – Behinderung Inklusion Dokumentation. http://bidok.uibk.ac.at/library/inkl-02-10-ferdigg-bildungssystem.html

Ferdigg, R. A. (2010). Eine Schule für alle, wirklich für alle? Traumvorstellung oder Wirklichkeit? [A school for all, really for all? Dream or reality?]. In Hinz, A.; Körner, I. & Niehoff, U. (Hrsg.), *Auf dem Weg zur Schule für alle*. Lebenshilfe-Verlag. https://www.socialnet.de/rezensionen/9797.php

Ferdigg, R. A. (2009). Wie kann die Begleitung von Schülerinnen und Schülern mit Beeinträchtigungen in Ausbildung und Beruf konkret gestaltet werden und gelingen? [How can the support of pupils with impairments in training and employment be concretely designed and succeed?]. In S. Knauer & J. Ramseger (Hrsg.), *Welchen Beitrag leistet die schulische Integration von Menschen mit Behinderungen auf dem Weg in den ersten Arbeitsmarkt? Ergebnisse eines Expertenhearings* (S. 42–47). Bundesministerium für Arbeit und Soziales.

Ferdigg, R. A. (2007). Externe Partner können stärken [External partners can strengthen]. *INFO* (Dezember 2007). Deutsches Schulamt, Autonome Provinz Bozen.

Ferdigg, R. A. (2007). Vielfalt als Lebensprinzip [Diversity as a principle of life]. *INFO* (März 2007). Deutsches Schulamt, Autonome Provinz Bozen.

Ferdigg, R. A. (2004). Partner der Schule [Partner of the school]. In *Eigenständige Schule* [Independent school]. Luchterhand.

Ferdigg, R. A. (2003). Erfahrungen mit bilingualem Grundschulunterricht [Experiences with bilingual primary school teaching]. *Skolast*, 1.

Ferdigg, R. A. (1994). *Aurelia. Deutsch in der Primarstufe* [Aurelia. Textbook for German as a foreign language]. Lehrwerk für Deutsch als Fremdsprache. Langenscheidt. https://www.fachportal-paedagogik.de/literatur/vollanzeige.html?FId=397707

Ferdigg, R. A. (1993). Incontri con i Ladini [Meeting the Ladins]. In *Studi e testimonianze d'Europa* (Nr. 8). Autonome Provinz Bozen, Amt für EG-Förderungsmaßnahmen.