

WORK EXPERIENCE

APRIL 2024 – CURRENT

META-PROJECT INCLUSIVE EDUCATION – “MINKBI”

RESEARCH PROJECT FUNDED BY THE GERMAN FEDERAL MINISTRY OF SCIENCE AND RESEARCH

SCIENTIFIC ASSOCIATE AT JOHANN WOLFGANG GOETHE-UNIVERSITY FRANKFURT AM MAIN, GERMANY

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 - CURRENT

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 \(unibz.it\)](https://www.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! \(ssp-ritten.it\)](http://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 FACILITATION 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)
- Hebrew (level A1/A2)

MEMBERSHIPS:

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

PUBLICATIONS

Inklusive Bildung in der Praxis am Beispiel Italien/ Südtirol, in: (Inclusive education in practice using the example of Italy/South Tyrol)

Müller, Kathrin/Gingelmaier, Stephan (eds.) 2018: Controversial Inclusion

https://www.beltz.de/fachmedien/paedagogik/produkte/produkt_produktdetails/36933-kontroverse_inklusion.html – 2018

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, in: Inklusion Konkret 2/2017 (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/It)

Inklusion Konkret 2/2017

https://ph-ooe.at/fileadmin/Daten_PHOOE/Inklusive_Paedagogik_neu/BIZB/Downloads-Dokumente/Band2gesamt.pdf – 2017

Systementwicklung Inklusion, in: Nachrichtendienst des Deutschen Vereins für öffentliche und private Fürsorge e.V. (Systemic development of Inclusion)

Rosa Anna Ferdigg, Anne-Dore Stein 2015

Inklusive Merkmale und Ausrichtung einer beruflichen Bildung am Beispiel Südtirol, in: Ursula Bylinski , Josef Rützel (Hrsg.)Inklusion als Chance und Gewinn für eine differenzierte Berufsbildung (Inclusive characteristics and orientation of vocational education and training using the example of South Tyrol, in: Ursula Bylinski , Josef Rützel (eds.)Inklusion als Chance und Gewinn für eine differenzierte Berufsbildung

2016

Inclusive characteristics and orientation of vocational education and training using the example of South

Tyrol, in: Ursula Bylinski , Josef Rützel (eds.)Inklusion als Chance und Gewinn für eine differenzierte Berufsbildung

Angemessene Vorkehrungen für eine inklusive Schule am Beispiel Südtirol, in: Gemeinsam Leben 3/2015

https://www.beltz.de/fachmedien/paedagogik/zeitschriften/gemeinsam_leben/show/Journal/ausgabe/

15247-gemeinsam_leben_32015.html – 2015

Appropriate arrangements for an inclusive school using the example of South Tyrol, in: Gemeinsam Leben 3/2015

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 In: Gemeinsam leben 4/2014

[https://www.beltz.de/fachmedien/paedagogik/zeitschriften/gemeinsam_leben/article/Journal.html?](https://www.beltz.de/fachmedien/paedagogik/zeitschriften/gemeinsam_leben/article/Journal.html?tx_beltz_journal[article]=27514&cHash=cf9324a823a67931bb3486ed536b41b5)

tx_beltz_journal[article]=27514&cHash=cf9324a823a67931bb3486ed536b41b5 – 2014

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 In:

Gemeinsam leben 4/2014

Die Vielfalt begegnet sich im Team: Die Bedeutung der pädagogischen Fachkräfte als

Vorbilder für die Inklusion In: Dokumentation des Fachtags „Mehr als die Summe der Teile“ der Stadt Frankfurt am Main

2014

Diversity meets in the team: The importance of educational professionals as role models for inclusion In:

Documentation of the symposium "More than the sum of the parts" of the city of Frankfurt am Main

Das Ressourcenpotential von Dialog und Empathie in der Schulentwicklung In: Zeitschrift für Gestaltpädagogik 02/2013 EHP-Verlag Andreas Kohlhage

https://ehp-koeln.com/zeitschriften/zeitschriftfgp_inhalt.php – 2013

The resource potential of dialogue and empathy in school development In: Journal for Gestalt Pedagogy

02/2013 EHP-Verlag Andreas Kohlhage

Der Spagat der Begleitung von Lehrpersonen im Vorbereitungsdienst auf den unbekanntem inklusiven Unterricht der Zukunft In: Klasse Mentor: Magazin für Referendare und Junglehrer 01/2013 Raabe

2013

Es gibt sie, die Inklusion! 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 – 2013

Inclusion does exist! In: Documentation of the education policy conference of the federal parliamentary

group and Hesse state parliamentary group Die Linke

Inklusion ist mehr als nur die gemeinsame Beschulung aller Kinder In: L-News Zeitschrift für Lehramtsstudierende 01/13 Goethe-Universität Frankfurt Akademie für Bildungsforschung und Lehrerbildung

2013

Inclusion is more than just schooling all children together In: L-News Journal for student teachers 01/13

Goethe University Frankfurt Academy for Educational Research and Teacher Training

Welche Merkmale soll eine Lehreraus- und Weiterbildung haben, die befähigt, in einem heterogenen, inklusiven Kontext pädagogisch erfolgreich zu handeln? In: Gemeinsam leben – Zeitschrift für integrative Erziehung 1/2012 Juventa Verlag

<https://docplayer.org/19773395-Themenliste-inklusion.html> – 2012

What characteristics should initial and in-service teacher training have to enable teachers to act successfully in a heterogeneous, inclusive context? In: Gemeinsam leben - Journal for inclusive education

1/2012 Juventa Verlag

Welche Rahmenbedingungen braucht ein inklusives Bildungssystem? Das Beispiel Italien/Südtirol.

<http://bidok.uibk.ac.at/library/inkl-02-10-ferdigg-bildungssystem.html> – 2010

What framework conditions does an inclusive education system need? The example of Italy/South Tyrol.

Eine Schule für alle, wirklich für alle? Traumvorstellung oder Wirklichkeit? In: Auf dem Weg zur Schule für alle, Hrsg.: Hinz-Körner-Niehoff Lebenshilfe-Verlag, Marburg

<https://www.socialnet.de/rezensionen/9797.php> – 2010

A school for all, really for all? Dream or reality? In: On the Way to a School for All, Ed.: Hinz-Körner-Niehoff
Lebenshilfe-Verlag, Marburg

Wie kann die Begleitung von Schülerinnen und Schülern mit Beeinträchtigungen in Ausbildung und Beruf konkret gestaltet werden und gelingen?" In: S.Knauer/J.Ramseger (Hg.) Welchen Beitrag leistet die schulische Integration von Menschen mit Behinderungen auf dem Weg in den ersten Arbeitsmarkt? Ergebnisse eines Expertenhearings, Bundesministerium für Arbeit und Soziales, S. 42-47, Berlin
2009

How can the accompaniment of pupils with impairments in training and employment be concretely designed and succeed?" In: S.Knauer/J.Ramseger (eds.) Welchen Beitrag leisten die schulische Integration von Menschen mit Behinderungen auf dem Weg in den ersten Arbeitsmarkt? Results of an expert hearing,
Federal Ministry of Labour and Social Affairs, p. 42-47, Berlin

Externe Partner können stärken, Pädagogische Beratungszentren für Kindergarten und Schule Autonome Provinz Bozen, INFO Dezember 2007, Deutsches Schulamt
2007

External partners can strengthen, Pedagogical Advisory Centres for Kindergarten and School Autonomous
Province of Bolzano, INFO December 2007, German School Office

Vielfalt als Lebensprinzip Autonome Provinz Bozen, INFO März 2007, Deutsches Schulamt
2007

Diversity as a principle of life Autonomous Province of Bolzano, INFO March 2007, German School Office

Partner der Schule, in: Eigenständige Schule Luchterhand, München
2004

Partner of the school, in: Independent school

Erfahrungen mit bilinguaem Grundschulunterricht, in: Skolast 01/03 Skolast, Bozen
2003

Experiences with bilingual primary school teaching, in: Skolast 01/03 Skolast, Bolzano

Aurelia. Deutsch in der Primarstufe, Lehrwerk für Deutsch als Fremdsprache Langenscheidt

<https://www.fachportal-paedagogik.de/literatur/vollanzeige.html?Fid=397707> – 1994
Aurelia.Textbook for German as a Foreign Language Langenscheidt

Incontri con i Ladini, in: Studi e testimonianze d'Europa Nr. 8 Autonome Provinz Bozen, Amt für EG-Förderungsmaßnahmen, Bozen

1993

Meeting the Ladins in: Studies and testimony of Europe, No. 8 Autonomous Province of Bolzano, Office for

EC Support Measures, Bolzano