

News 5 / 03.2026

European Quality Development System for Inclusive Education and Teacher Training

What's EQui-T again?

Duration: 06/2023 – 06/2026

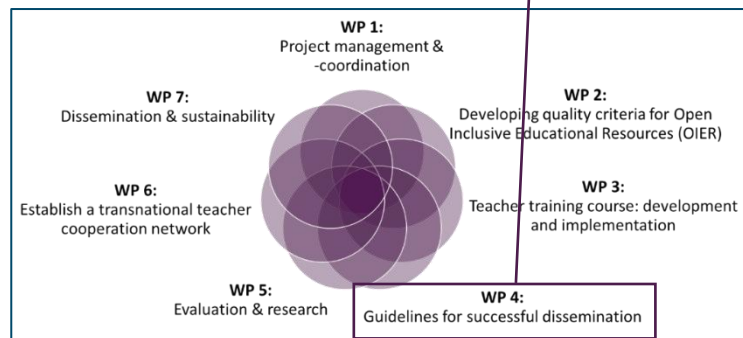
European Quality Development System for Inclusive Education and Teacher Training – EQui-T is funded by the European Commission as part of the Erasmus+ Teacher Academies Call. It was launched on 15th June 2023. In this international three-year project, seven European universities from five partner countries are working together to further develop digitally supported inclusive teaching in Europe. The focus is on teaching and learning materials in the form of Open Educational Resources (OER) for inclusive teaching - **Open Inclusive Educational Resources (OIER)**.

Spotlight on...

Work package 4: Guidelines for successful dissemination:

The country report

The Norwegian team in the EQuiT-project is pleased to announce the completion of the comprehensive country report on the dissemination and use of open educational resources (OER). The report investigates teachers' practices related to searching for, use, adaption and sharing of educational



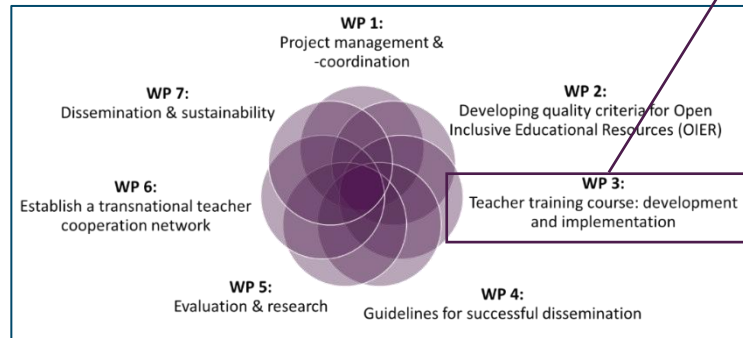
resources across the five partner countries: Austria, Estonia, Italy, Norway, and Spain. The study combines survey data from 345 teachers with insights from 31 interviews. Using descriptive statistics and directed content analysis, the report synthesizes findings on teachers' understanding of OER, motivation and reasoning for using digital resources, and teachers' use and assessment of quality of platforms along with their assessment of the resources they identify. Moreover, the report uncovers barriers encountered when searching for, adapting and sharing digital educational resources, and suggests how different stakeholders can support teachers' use of OER to provide more inclusive education for all students.

News 5 / 03.2026

Work package 3: Teacher training course: development and implementation:

Update from Team Norway on the Teacher Training program

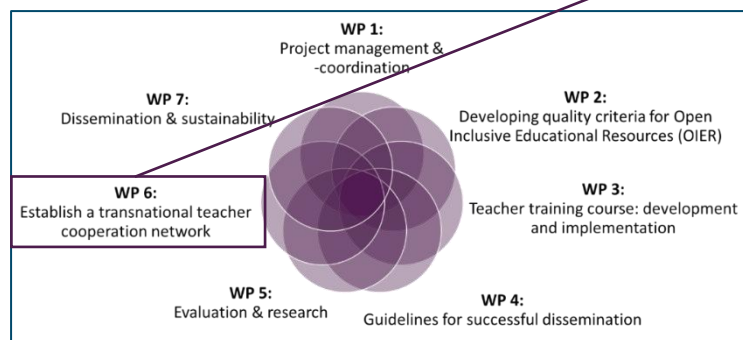
We are happy to share that 22 teachers took part in the initial two-day seminar of our Teacher Training program labelled: Inclusive education – Digital competence and AI in the classroom. Practical methods and tools for differentiated learning. The participating teachers represent different levels of education, from 1-12 to adult education, and even three school leaders, and are teaching different disciplines. The teachers showed great interest in and valued the theoretical knowledge, frameworks, and models. They shared experiences and started working hands-on on developing teaching materials for their own students that will be openly shared at the end of the course. Our next seminar will be online in March. We are looking forward to meeting the teachers again and seeing the progress of their work.



Work package 6: Establish a transnational teacher cooperation network:

Inclusion in Action: Learning, Belonging and Shared Responsibility at the EQui-T Study Visit in Padua, February 2026

From 5 to 6 February 2026, the second EQui-T study visit took place in Padua, Italy. Organised by the project teams at the **University of Education Styria** and the **University of Padova**, this event gave teachers,



researchers and education experts from various European countries the opportunity to learn about the implementation of inclusive education in Italy, exchange ideas and network.

Here's what two teachers from Italy experienced during the study visit:

“The Study Visit in Padua, held on 5–6 February 2026 and hosted by the University of Padua within the framework of the European project EQUI-T for the training and development of inclusive competences, was for us an intense, stimulating and deeply meaningful experience.”

Together with approximately 40 teachers from Austria, Spain, Italy, Estonia and Norway, **we felt part of a professional community united by the shared belief that inclusion must be practiced daily, beginning with teamwork itself.**

The first day, hosted at the Psychology 2 Building of the University of Padua, opened with a warm welcome from Team Padova and continued with a comprehensive presentation of the University's Inclusion Service and inclusive policies, led by the Deputy Rector for Inclusion and Disabilities and the Director of the Inclusion Service. Through this two-part session, we gained a clear understanding of how an inclusive and forward-looking university operates at a systemic level. The afternoon provided an overview of the Italian school system, followed by a presentation of the Inclusive Pre-School System delivered by practicing preschool teachers, grounding policy in lived educational experience.

The day concluded with a concert lecture by the Secondary Music Section Orchestra at Scuola Falconetto, a powerful example of how the arts can embody inclusive values. This was followed by an informal networking aperitif prepared and hosted by students from the upper secondary vocational school for food and hospitality (DIEFFE). The students actively welcomed participants and served drinks and delicacies, offering not only refreshments but also a tangible demonstration of professional competence, responsibility and inclusive participation in practice, further strengthening the exchange among the participating teachers.

The second day was dedicated to school visits across several primary and lower secondary schools in Padova, including Scuola Falconetto, Pacinotti, Levi Civita, Forcellini, Ferrari and San Camillo. Divided into international groups, we observed lessons that demonstrated inclusion in action.

In the schools we visited, we saw inclusion taking concrete shape. In a lower secondary classroom, mathematics was taught through the Vitruvian Man, with students divided into groups and measuring one another to explore proportions and statistics. Students with visible disabilities and others with invisible vulnerabilities participated in the same activity, ensuring shared learning experiences. The support teacher, working alongside the class teacher, moved among the groups assisting the whole class, to the point that it was no longer clear "whose" teacher she was—because in a truly inclusive perspective, she belongs to everyone.

In primary school, we took part in a music lesson based on the "Dance of the Hours," where instruments rotated among the children and symbols replaced traditional musical notation, supporting attention, fine motor skills and writing, until the entire class became an orchestra in which each child had a meaningful role. In lower secondary school, we observed a lesson on the Industrial Revolution integrated with civic education and the theme of decent work, developed in the computer lab using Canva, interactive quizzes, videos and songs that engaged all students, including a recently arrived student from Egypt who benefited from moments of silence and decompression to participate more effectively.

In early childhood education, we experienced an idea of inclusion built on movement, singing, circles and colour—starting from embodied experience and leading to graphic representation through the interactive whiteboard. In Italy, where special classes are not permitted, learning takes place in and with the whole class; disability is present yet becomes part of a shared context that values each child. At the same time, we reflected on the challenges that arise when adequate tools and resources are lacking, recognising that without sufficient support there is a real risk that someone may be left behind.

The university sessions on the first day were equally inspiring: on the one hand, we learned about the functioning of an inclusive and forward-looking university; on the other, we were deeply moved by the reminder that teaching students with diverse educational needs requires not only theoretical knowledge but also a meaningful "gaze", an authentic, empathetic way of seeing.

We return from this experience professionally and personally enriched, aware that inclusion is an ongoing process and that, like an orchestra, a school needs competence, collaboration and adequate resources to function well, but above all, a shared commitment to ensuring that every student truly feels they belong."

Maria Zallo & Michela Apruzzi

(teachers from Italy)

News 5 / 03.2026

Update on the international and national Network Meetings

As part of the Erasmus+ Teacher Academy initiative, the EQui-T project is hosting a series of international network meetings that bring together educators, researchers, and education stakeholders from Austria, Spain, Italy, Estonia, and Norway. The meetings aim to foster professional exchange and collaborative learning around inclusive education, with a particular focus on the use of Open Educational Resources (OER) and digital approaches to support diverse learners.

Since the launch of the network in December 2024, the international meetings have provided a shared space for reflecting on inclusive teaching practices, discussing current challenges, and co-developing ideas to promote equity and participation in education across Europe. Below is a brief overview of the first four international network meetings:

December 2024 | 1st International Network Meeting | Launch of the network, potentials of OER & inclusive teaching supported by digital scaffolding

February 2025 | 2nd International Network Meeting | Quality criteria for inclusive OER

May 2025 | 3rd International Network Meeting | Artificial intelligence and inclusive learning

June 2025 | 4th International Network Meeting | Accessibility through Digital Resources in Inclusive Education

Since the last newsletter, the EQui-T network has continued its international exchange through three further meetings, offering additional opportunities for dialogue, reflection, and collaboration among network members:

5th International Network Meeting in September 2025

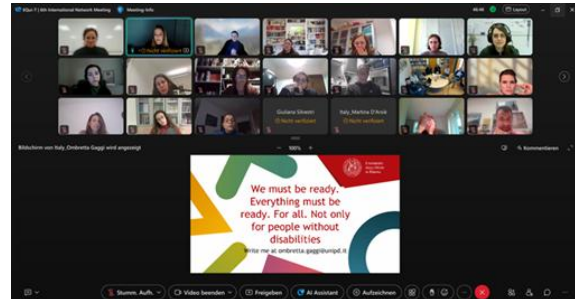
Building on the previous discussions on inclusive practices, the 5th International Network Meeting in September 2025 addressed the question of **how schools and teachers can promote inclusion and educational equity for children from socioeconomically disadvantaged backgrounds**. Educators and experts from different European countries exchanged perspectives on challenges and opportunities in supporting learners affected by poverty. In her keynote, **Prof. Monica Melby-Lervåg** (University of Oslo) highlighted the role of schools as key drivers of inclusion and presented research-based interventions shown to effectively support students from disadvantaged contexts. International breakout sessions provided space for sharing national experiences and for jointly developing strategies to strengthen inclusive practice across educational settings.



News 5 / 03.2026

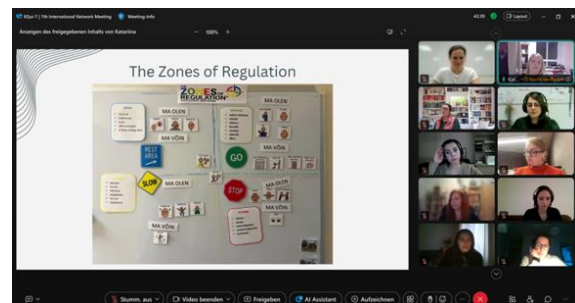
6th International Network Meeting in November 2025

The 6th meeting took place in November 2025 and addressed **digital solutions for inclusive classrooms**, with a particular focus on supporting students with visual and learning impairments. In an interactive keynote, **Prof. Ombretta Gaggi** (University of Padua) invited participants to reflect on accessibility challenges through a practical exercise before introducing a range of digital tools and software designed to enhance equitable participation in learning. She demonstrated how digital documents can be structured accessibly and showcased tools that support reading and comprehension. In breakout sessions, participants discussed the applicability of these tools in their own teaching contexts and jointly developed ideas for digital technologies to foster inclusive learning environments.



7th International Network Meeting in January 2026

Opening the network activities for 2026, the 7th International Network Meeting in January focused on **inclusive education in Estonia from a practitioner's perspective**. In her keynote, **Katariina Karu**, teacher and inclusion specialist at the Tartu Herbert Masing School, offered insights into the implementation of inclusive teaching in the Estonian school system. Drawing on practical classroom examples, she illustrated approaches to addressing heterogeneity through differentiation and individualized support. In the following breakout sessions, participants engaged in international exchange on challenges, success factors, and transferable practices, enriching the shared understanding of inclusive education across European contexts.



Taken together, the international network meetings have strengthened transnational collaboration, stimulated innovation, and contributed to the ongoing development of inclusive, future-oriented teaching practices across Europe. The EQui-T international network meeting series will continue on **March 24th 2026 from 16:00-17:30 (MEZ)** online with its **8th network event: From Algorithms to Inclusion: Transforming Teaching with AI**

Please find the registration details below.

National Network Meetings - Fostering Local Learning Communities for Inclusive Education

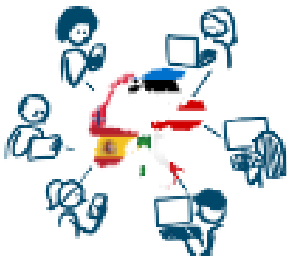
In addition to the international exchange, the EQui-T project has established active national networks in Austria, Estonia, Italy, Norway, and Spain. These networks support the development of local learning communities dedicated to inclusive education and Open Educational Resources (OER). By bringing together students, educators, researchers, and inclusion experts on a regular basis, the

News 5 / 03.2026

national meetings provide opportunities for practice-oriented learning, reflection, and peer exchange. While the specific themes and formats of the meetings are adapted to national contexts and priorities, all national networks share a common aim: to promote inclusive teaching through high-quality, adaptable (digital) resources. The meetings typically combine expert input with the presentation of relevant projects and platforms, as well as collaborative discussions focused on practical implementation.

The national network meetings play a key role in translating inclusive education from theory into practice, supporting ongoing professional learning and enabling inclusive approaches to emerge directly from local educational contexts. The national networks in all partner countries continue to meet regularly, fostering ongoing exchange and the development of inclusive practices in their respective educational contexts.

Want to be part of the international network yourself?



We look forward to your participation in the next international online network meeting that will take place on **March 24, 2026**, from **16:00-17:30 CET**.

If you would like to register, please send an email to Christina Hasenhüttl: christina.hasenhuettl@er.phst.at

We look forward to your participation!

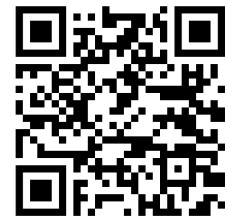
This has also happened so far...

Work package 2: Development of a Criteria catalogue for OER - Final Version Now Available

We are pleased to announce that the EQui-T Quality Criteria Catalogue has now been successfully piloted, revised and finalised. Over the past months, the catalogue was tested in different national contexts and further refined based on feedback from teacher educators, researchers and practitioners. The result is a comprehensive and practice-oriented set of criteria designed to support both the development and the evaluation of Open Inclusive Educational Resources (OIER).

The catalogue not only addresses frequently asked questions that arise in the design and use of inclusive OER but also offers structured recommendations along four core dimensions: (1) Inclusive Didactics, the (2) Technical and Technological Dimension, (3) Diversity-Sensitivity and (4) Accessibility. Together, these dimensions provide a research-informed and practically applicable guideline for creating high-quality inclusive OER and for assessing existing materials in terms of their pedagogical and inclusive value.

News 5 / 03.2026



For those who are already familiar with the EQui-T Recommendations, the checklist offers an additional tool for a quick and structured review of teaching materials. All documents are available for download (Word and PDF) on the [EQui-T website](https://equi-t-academy.eu/en/criteria-catalogue/) in English as well as in all partner country languages: German, Spanish, Italian, Estonian and Norwegian.

<https://equi-t-academy.eu/en/criteria-catalogue/>

One more thing...

*****The EQui-T project comes to an end soon...*****

...and we would like to share the project outcomes with you!

For this purpose, there will be national events in all EQui-T – partner countries where participants can meet in person, share experiences, enjoy interesting keynotes and learn more about OER and the EQui-T – deliverables.

We would be pleased to welcome you there!

More information on the national events will be announced on our [EQui-T website](https://equi-t-academy.eu/en/criteria-catalogue/) soon.

If you have any questions, please contact us: katharina.maitz@pph-augustinum.at; barbara.gasteiger@uni-graz.at; caroline.breyer@phst.at

***** Wanna know what happens next? *****

Follow us to stay updated 😊



<https://www.instagram.com/projectequit/>



<https://www.facebook.com/projectequit2023>



Or just visit our website: <https://equi-t-academy.eu/en/> to find out more about the project and/ or sign up for our newsletter: daniela.ender@pph-augustinum.at

Daniela, Katharina & Martina,

on behalf of the EQui-T-Team