LINEup
Longitudinal Data For INequalities In Education

EDUCATIONAL INEQUALITIES AND STUDENT ENGAGEMENT WITH SCHOOL IN GREECE
INSIGHTS FROM THE LINEup QUALITATIVE STUDY

1. LINEup qualitative research at a glance - Introduction

How can schools support student engagement with school?

LINEup qualitative research explores how educational inequalities are experienced and addressed in everyday school life. It brings together the perspectives of school leaders, teachers, specialised staff, students and parents to understand how school organisation, teaching practices, relationships and local contexts can support engagement, learning and more equitable educational opportunities. In Greece, the research was conducted in nine schools in Attica and the Peloponnese: three primary, three lower secondary and three upper secondary schools, including one vocational upper secondary school. The schools were selected to cover different combinations of socio-economic context and school performance, as well as different geographical settings and school types.

9 SCHOOLS

3 EDUCATIONAL LEVELS

9 SCHOOL LEADERS

72 TEACHERS

74 STUDENTS

71 PARENTS

1 SPECIALISED STAFF

227 PARTICIPANTS IN TOTAL

2. What did we learn? - Three Key Findings

Engagement with school is built on trusting relationships

Students associated positive school experiences with safety, acceptance and a sense of belonging. Teacher support and opportunities to have their voices heard emerged as key aspects of their participation.

Participation is linked to teaching that responds to students' needs.

Dialogue, differentiated, collaborative and experiential learning, and feedback were described as supportive practices, with an emphasis on confidence, participation and preparation for future pathways, depending on the educational level.

Inclusion requires stable support and equitable access.

Continuity in learning, language and psychosocial support was linked to staffing, time for collaboration and resources. High achievement and additional educational opportunities did not, on their own, ensure equitable participation.

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3. What helps? - Enabling Conditions & Practices

- Collaborative leadership, a shared vision and stable relationships.
- Differentiated, collaborative and experiential teaching with feedback.
- Student voice, mediation and opportunities to take initiative.
- Coordinated learning, language and psychosocial support.
- Family and community partnerships and support for school transitions.

4. What gets in the way? - Structural & Contextual Constraints

- Shortages, delays and turnover in specialised staffing.
- Curriculum and examination pressures, administrative workload and limited time.
- Insufficient resources and infrastructure, and socio-economic and geographical barriers.

5. Three messages to take away - Implications for Policy & Practice

Wellbeing, participation and learning progress need to be addressed together.
Trusting relationships, student voice and a sense of belonging are priorities alongside learning.

Equity requires timely support tailored to needs.
Stable specialised staffing, educational adaptations and the removal of barriers support equitable participation.

School practices need sustained institutional support.
Adequate resources, suitable infrastructure and time for collaboration support continuity in collective efforts.

6. Voices from the School Community

Student
"In general, I really like the cooperation, the sense of collective responsibility, and the fact that we listen to the children's views. We are all a community here."

Teacher
"In every lesson, we try to draw inspiration from students' feelings and experiences, to connect boring cognitive activities with their everyday lives."



Parent
"This school is student-centred… Through the activities and the overall direction provided by the teachers and school leadership, I believe our children have more opportunities to show and develop their individual talents, each in their own way."

School leader
"For students to make progress, to want to come to school, to take part in activities, but also for everyone to do the best they can academically. To me, that is student progress."

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