



Longitudinal Data  
For INequalities  
In Education

# LINEup Opening Event Report

## 20th September 2024

### Karlsruhe University of Education Germany

This document has been prepared by EGIInA Srl,  
as leader of WP7 Towards Impact:  
Communication, Dissemination & Exploitation



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# 1. The LINEup promotion

## 1.1 Communication strategy

On September 20, 2024, the LINEup Opening Event was held at the Karlsruhe University of Education in Germany. Sixty people participated, including experts, project partners, teachers, students and researchers from across Europe and beyond.

EGInA was responsible for communication and dissemination of the project, and conducted a number of activities to ensure large-scale promotion of the event. These included:

- A promotional brochure
- Social media marketing
- Direct email marketing
- Project website

A promotion leaflet was produced and sent to all partners in the network.

Figure 1 Promotional brochure

Sponsored campaigns on Facebook and LinkedIn were used to promote the event at both European and local levels, targeting teachers, school directors, students and universities. All partners were invited to support the event by sharing it on LinkedIn. The Facebook campaign reached 51.965

people. The hosting University supported these activities to ensure greater involvement of the local community.

Direct emails were sent to the project target groups to invite them to register for the event.

The project website was the main platform used by all partners in order to share information and invite people to register for the event. The programme and the registration link were published on the “event” section, of the project website: <https://www.lineup-project.eu/opening-event-germany/>

A list of social media posts that were created and published to promote the event can be downloaded at this [link](#).



Figure 2 – Opening Event social media post

## 1.2 Opening Event: Press Kit

The consortium devised, and EGI nA designed, the materials included in the press kit distributed to participants during the event.

The press kit included:

- Project brochure
- Sister projects informative cards (with the abstract and relevant information about the projects)
- Literature Review Executive Summary
- Evaluation Form
- Opening Event Agenda
- Guidelines for promoting the project on social media

All participants received a pencil case together with the press kit.

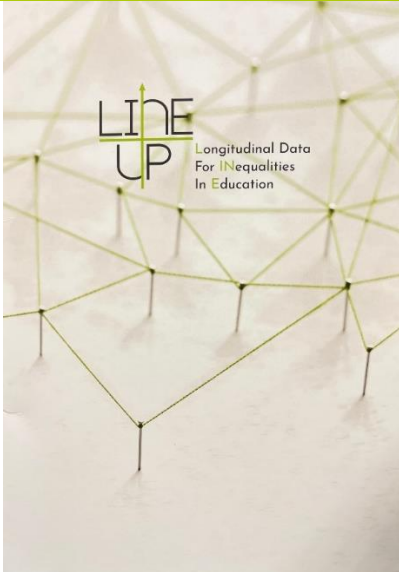


Figure 3 – The LINEup Press Kit



Figure 4 – The LINEup pencil case



## 2. The LINEup Opening Event

The first event of the European project LINEup - *Longitudinal data for INequalities in Education* - was held on 20 September 2024 in Germany at the Karlsruhe University of Education (*Pädagogische Hochschule Karlsruhe*), a higher education institution focused on educational processes in social, institutional and cultural contexts. The University offers a wide range of programs, with a dedicated focus on teacher education, both inside and outside the classroom. It has a long tradition in delivering degrees and conducting research on educational processes at schools.



Figure 5 - Karlsruhe University of Education (PH credits: Karlsruhe University of Education)

The event was hosted in the main hall of the University. It was complemented by a small exhibition space that showcased and promoted Sister projects and past projects related to LINEup. Representatives for these projects also participated in the conference. Participants had the opportunity to visit the exhibition space during the networking lunch.

The highlights, key concepts and inspiring thoughts that emerged during the conference from the various panels and speakers were captured by the Visual Facilitator, Marco Serra, who uses visual storytelling techniques to create illustrative tables (see Annex 1 and 2) using a graphic recording technique. This facilitated engagement with the content of the sessions and supported the active participation of the audience.

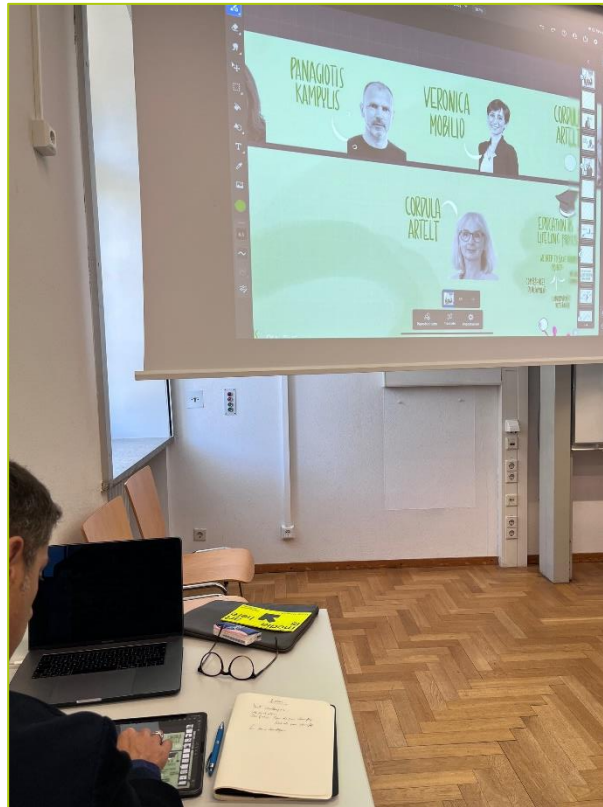


Figure 6 - Marco Serra, Visual Facilitator

## 2.1 The welcome session

The event opened with Professor Martin Neugebauer, Karlsruhe University of Education and partner contact person within LINEup, who welcomed all participants and shared the promotional video that presented the project vision and an overview of its mission, objectives and expected outcomes.



Figure 7 – Professor Martin Neugebauer, Karlsruhe University of Education



The video – produced by EGINA, with the support of Fondazione per la Scuola – aimed to visually represent the concepts and objectives of the project in a clear and engaging manner using appropriate animations and visualisations. The video is available on the project [YouTube Channel](#).

Professor Klaus Peter Rippe, Rector of the University, then welcomed participants and expressed his, and the partner institution’s support and interest in the project.



*Figure 8 – Professor Klaus Peter Rippe, Rector, Karlsruhe University of Education*

## 2.2 Keynote Speeches

The first speaker was Honorary Professor Francesca Borgonovi from University College London (UCL) and Head of Skills Analysis at the Organisation for Economic Co-operation and Development (OECD) Skills Centre.

Professor Borgonovi’s paper “Inequalities in Education and the Value of Longitudinal Data” focused on James Coleman’s report “Equality of Educational Opportunity”, published by the US Government in 1966, and based on an extensive survey of educational opportunities. She offered a stimulating reflection on the importance of longitudinal data as a strategy to address educational inequalities.



Figure 9 – Honorary Professor Francesca Borgonovi, University College London and Head of Skills Analysis, OECD Centre for Skills

The presentation by Honorary Professor Borgonovi is available here:

→ [Inequalities in education and the value of longitudinal data](#)

The second keynote speech was delivered by Professor Cordula Artelt, Director of the Leibniz Institute for Educational Trajectories (LifBi), who discussed the use of longitudinal data in Germany, focusing in particular on the work of the National Educational Panel Study (NEPS) on educational processes and competence development.



Figure 10 - Cordula Artelt, Director, LifBi

The presentation by Professor Artelt is available here:

→ [The German Case](#)

## 2.3 First Panel: “Why is longitudinal data important? What does it take to set it up? A SWOT analysis”

The panel featured high-profile speakers such as Abigail Huston (Head of Region, Europe, Teach4All Europe), Professor Cordula Artelt (Director, LifBi), Dr Roberto Ricci (President, INVALSI), and Luis Pereira dos Santos (Council President, IAVE).

The speakers analysed the factors that can influence and need to be considered to set up and maintain a longitudinal study in education. The discussion, conducted in collaboration with the audience, focused on identifying the main strengths and weaknesses, opportunities and threats related to the management of a longitudinal study. This led to the co-creation of a SWOT analysis; an extremely useful tool for the purposes of the project.



Figure 11 - Panel: Why Is Longitudinal Data Important? What Does It Take to Set It Up? A SWOT Analysis

## 2.4 LINEup project presentations

The event continued with an address by Veronica Mobilio, Head of the Research Unit of Fondazione per la Scuola and Scientific Coordinator of the LINEup project, who presented the objectives and expected outcomes of the LINEup project.

The LINEup consortium, coordinated by Fondazione per la Scuola, is composed of 14 project partners from 6 countries (countries..). It includes experts from research institutions, public agencies with responsibility for longitudinal data and national testing, and agencies/foundations working at school level. The consortium fosters a dialogue between countries with different approaches to the collection and use of longitudinal data and offers the opportunity to examine project results from different perspectives and through different disciplines.





Figure 12 - Veronica Mobilio, Head for Research, Fondazione per la Scuola di San Paolo

The presentation by Veronica Mobilio is available here:

→ [The LINEup project: Objectives and Expected Results](#)

The session continued with the presentation of the LINEup Systematic Literature Review, by Panagiotis Kampilis and Maria Fragkiadaki, researchers at the University of Piraeus, Greece, LINEup project partner and leader of this first phase of research.

An [Executive Summary](#) providing key insights on the outcomes is available for consultation.



Figure 13 - Dr Kampilis and Maria Fragkiadaki, researchers at the University of Piraeus

The presentation by Dr Kampilis and Maria Fragkiadaki is available here:



→ [Systematic Literature Review](#)

## 2.5 The second panel: ‘Comparative Research on Educational Inequalities - Challenges, Key Findings, and Lessons Learned’

The LINEup event concluded with a panel featuring the coordinators of three now concluded European projects on educational inequalities ([PIONEERED](#), [EduLIFE](#), and [LifeTrack](#)): Professor Andreas Hadjar (University of Freiburg), Professor Moris Triventi (University of Milan) who participated online, and Professor Steffen Schindler (University of Bamberg).



Figure 14 - Comparative Research on Educational Inequalities: A Panel Discussion on Key findings, Challenges and Lessons Learned

A networking lunch provided the opportunity for representatives of other projects funded under the same Horizon Europe LINEup grant to showcase their work via dedicated stands.



*Figure 15 - The LINEup Opening Event participants*

The event provided an important opportunity for participants to network and discuss the use of longitudinal data to study educational inequalities and highlighted the urgency of addressing these issues through a strongly evidence-based approach.

## 3. Summary of the event

### 3.1 Participants

The event was attended by over 60 participants, including LINEup project partners and leading educational and research experts.

Participants were provided with an opportunity to exchange experiences, skills and contacts during a two-hour networking lunch in the final part of the event. This included the chance to visit the exhibition stands of the Sister projects.

#### 3.1.1 Sister Projects

The consortium invited four Sister Projects (funded under HORIZON-CL2-2023-TRANSFORMATIONS-01-06) with similar objectives to LINEup to participate in the event.

1. [MapLE, Mapping of Longitudinal Data of Inequalities](#)  
Mari-Pauliina Vainikainen, Tampere University, Finland
2. [LEARN, Longitudinal Educational Achievements: Reducing iNequalities](#)  
Moris Triventi, University of Milano, Italy
3. [STRIDE, Strategies for achieving equity and inclusion in education, training and learning in democratic Europe](#)  
Halla Björk Holmarsdottir, Oslo Metropolitan University, Norway
4. [REVERS-ED, Trends on educational inequalities over time and successful interventions that contribute to reverse](#)  
Garazi Álvarez Guerrero, Universidad de Cantabria, Spain

Professor Triventi, reference person for the LEARN project, delivered his paper online during the second panel “*Comparative Research on Educational Inequalities - Challenges, Key Findings, and Lessons Learned*”.

### 3.1.2 Past projects

The literature on inequalities in education is rich and several European projects have focused on this topic through a variety of approaches and methodologies. Representatives of past projects were invited to create and foster interconnections with the project.

- [PIONEERED, Pioneering policies and practices tackling educational inequalities in Europe](#)  
Andreas Hadjar, Université de Fribourg, Switzerland
- [eduLIFE, Education as a Lifelong Process – Comparing Educational Trajectories in Modern Societies](#)  
Moris Triventi, University of Milano, Italy
- [LIFETRACK, Life-Course Dynamics of Educational Tracking](#)  
Steffen Schindler, Universität Bamberg,

### 3.1.3 Advisory Board members

The LINEup Advisory Board is a strategic body supporting the decision-making process within the project and disseminating its outcomes at all levels (research, policy and practice).

The Advisory Board includes national authorities and stakeholders and external stakeholders from umbrella organisations who bring additional expertise in the field of inequalities in education. The Board facilitates access to longitudinal data, supervises the mapping and qualitative research, provides input and guidance for project recommendations and facilitates community outreach at national and international level. Its members ensure the project stays visible within their own institutions.

The Advisory Board members who participated in the event were:

- Roberto Ricci, President, Italian Institute for the Evaluation of the Education and Training System (INVALSI);
- Vasileios Gkamas, Senior Researcher, Computer Technology Institute and Press “Diophantus” (CTI);
- Cordula Artelt, Director, Leibniz Institute for Educational Trajectories (LifBi);
- Luís Pereira dos Santos, President, Instituto de Avaliação Educativa (IAVE);
- Nuno Neto Rodrigues, General Director, Direção-Geral de Estatísticas da Educação e Ciência (DGEEC);
- Angelo Paletta, Professor, University of Bologna;
- Artur Pokropek, Head of Computational Social Science Department, Polish Academy of Science;
- Konstantinos Andronikidis, Education Policy Manager, European Schoolnet;
- Francesca Borgonovi, Honorary Professor, University College London, Head of Skills Analysis, OECD Centre for Skills;
- Adrien Pawlik, Director, Innovations, Données et Expérimentations en Education (IDEE);
- Abigail Huston, Head of Region Europe of Teach For All;



- Massimo Loi, Analyst, Directorate of Evaluation, Forecasting, and Performance Monitoring (DEEP), French Ministry of Education and Youth.

### 3.1.4 Experts and other participants

Over the past months preceding the event, the consortium actively engaged in contacting experts and interested people to ensure that there was an interactive exchange between the audience and the invited speakers, but also to encourage the meeting and exchange of experiences.

People who were not able to attend in person due to other commitments showed a strong interest in the event and the project, subscribing to the newsletter that serves as an active communication tool for the public, providing updates on research, results and next steps.

Experts, professors, researchers, students and PhD students came from a variety of institutions, such as:

- Institut für Qualitätsentwicklung im Land Bremen (Institute for Quality Development in the State of Bremen), Germany;
- PH Schwäbisch Gmünd (University of Education), Germany;
- Karlsruhe University of Education, Germany;
- Gesamtschule Auf dem Schießberg, Siegen, Germany;
- Sciences Po Lyon (Institute of Political Studies), France.

## 3.2 Evaluation results

At the end of the event an **online evaluation form** was sent to all participants to collect feedback and suggestions on the event.

Sixty two percent (62%) of participants (37 out of 60) responded to the questionnaire, which included four mandatory questions, and a fifth free text question for comments or suggestions.

The first question *“How would you rate your knowledge on the topics covered by the LineUp project before attending this event?”* obtained an average level of 3 out of 5.

This demonstrates that the event was pitched at the right level with the right participants. That is, they had sufficient knowledge to participate and were able to extend their knowledge via their participation.

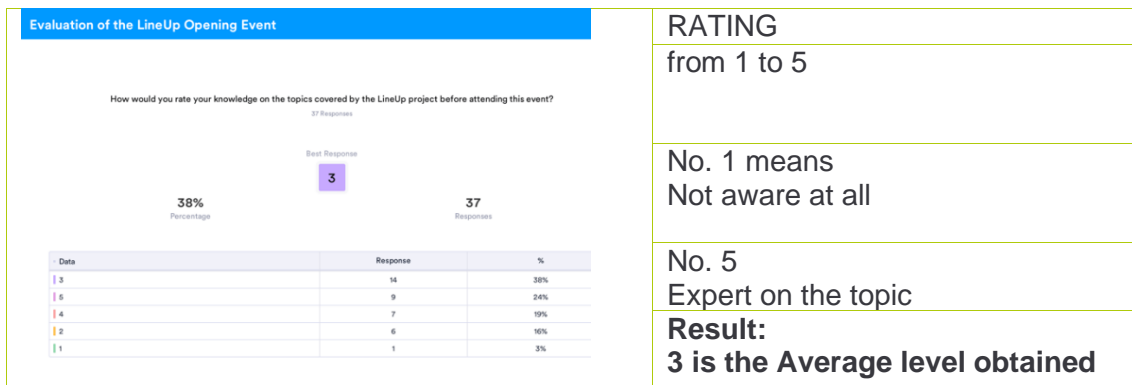


Figure 16 – 1st question form result

The 2nd question “Please, rate your overall satisfaction with your participation in the LINEup Opening Event” achieved the highest degree of satisfaction. This confirms that the participants felt the Opening Event was well organised and provided the opportunity for them to improve their knowledge on the subject, be aware of the research that will be made available and the possible solutions to address the problem of educational inequalities.

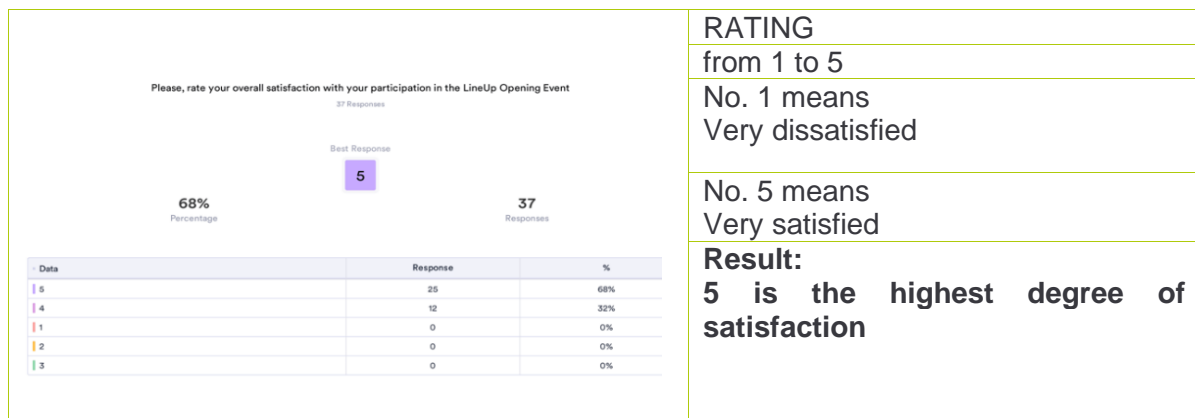


Figure 17 – 2nd question form result

The 3rd question asked participants “How much do you agree with the following statements?”:

How much do you agree with the following statements? \*

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The information presented today was clear and relevant to my scope of research/work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials used (e.g., presentation slides, brochures, videos) were helpful and contained useful information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have extended my knowledge on longitudinal data for inequalities in education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The moderators and the speakers favoured a high level of engagement and interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could find valuable networking opportunities at the event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The event was held at a time and a location that were convenient for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Figure 18 – 3<sup>rd</sup> question form submitted

The results show that the information presented was clear and relevant to participants’ area of research or work, that the materials used were helpful and contained useful information, that they had the opportunity to extend their knowledge on longitudinal data for inequalities in education, that moderators and speakers preferred a high level of engagement and interaction; and that the event offered valuable networking opportunities at a convenient time and location.

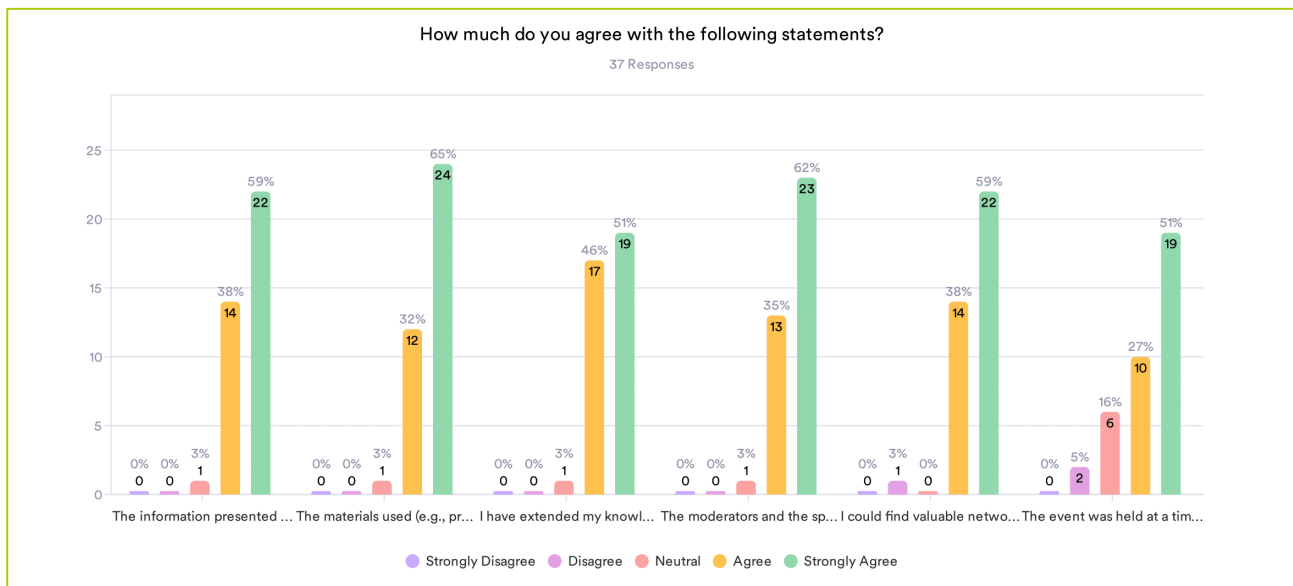


Figure 19 – 3<sup>rd</sup> question form result

The last question “How did you hear about this event?” shows that the majority of participants found out about the event through social networks or via direct invitation from the consortium.

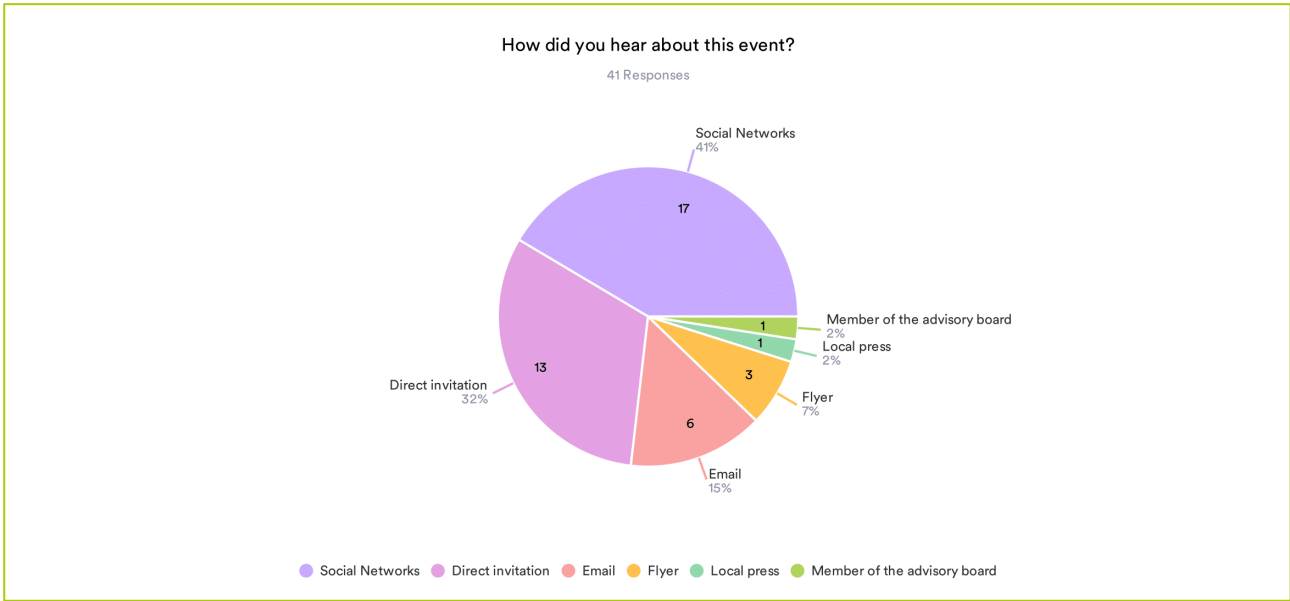
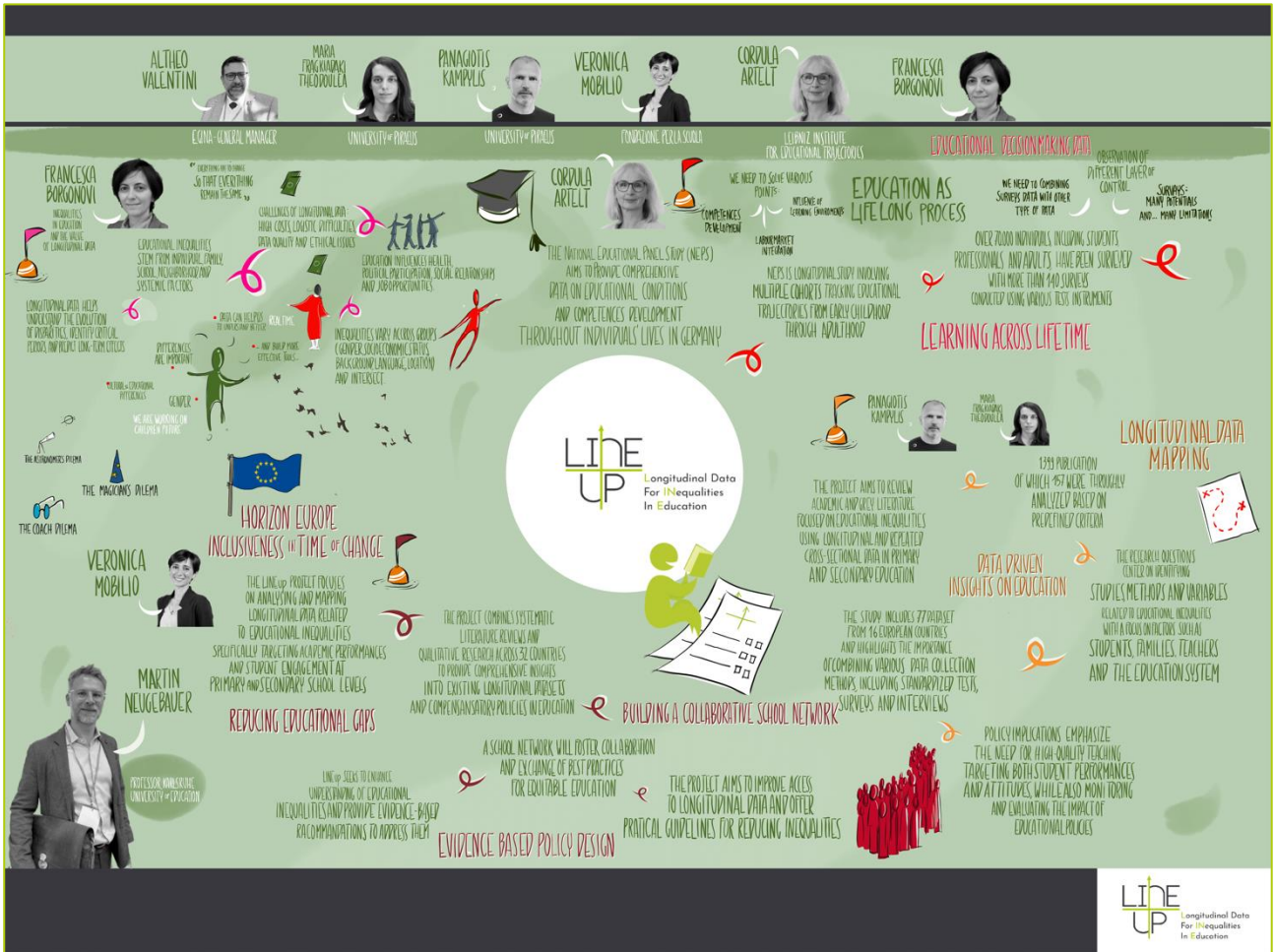


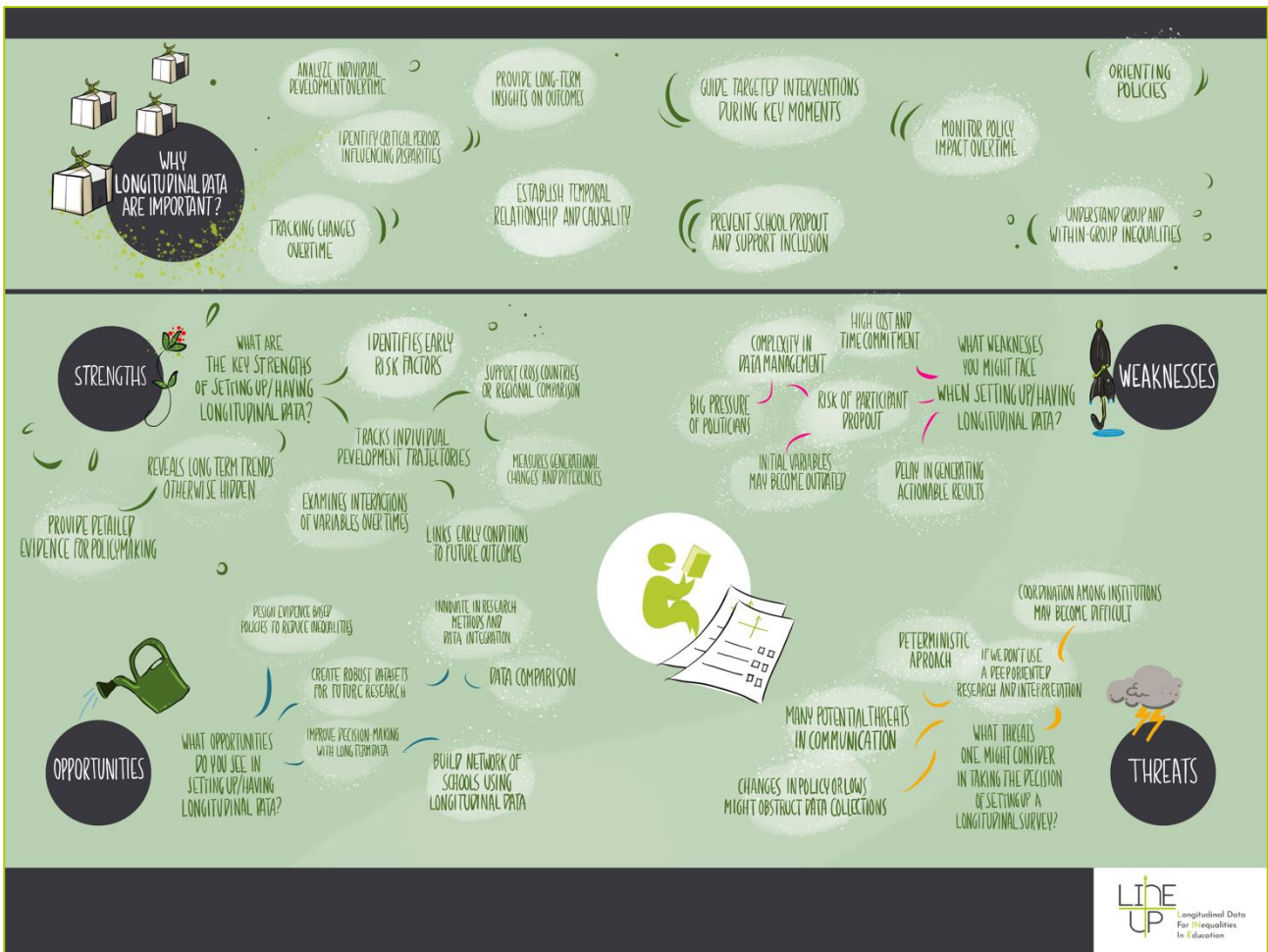
Figure 20 – 4<sup>th</sup> form question



# ANNEXES



Annex 1 – Speeches Infographic



Annex 2 – SWOT Analysis