

Research Article

An evaluation of Second Chance Schools in Greece: A national survey of educators' perceptions

Nikolaos Bitsakos

Department of Philosophy and Social Studies, University of Crete, Greece

The purpose of the present paper is to investigate educators' perceptions regarding the evaluation of the institution of Second Chance Schools in Greece (SCS) that also operate inside correctional centers (SCSCC). Second chance education is a European programme within the framework of fighting against social exclusion that aims at early school leavers and adult prisoners, who have not completed the compulsory secondary education. A cross-national survey was carried out using a self-reported questionnaire with 367 participants that work in SCS and SCSCC. The outcomes of the study reveal that SCS and SCSCC educators can recognize the 'curriculum', the 'infrastructure' and the 'opportunities of socioeconomic integration' as major factors of SCS evaluation. The educators are generally satisfied with the curriculum and the opportunities of socioeconomic integration provided and have a neutral opinion about infrastructure. According to the findings, infrastructure is evaluated better in SCS located in continental Greece compared to insular located SCS and curriculum is better evaluated by principals and teachers who had completed postgraduate studies. However, teachers working in SCSCC were less satisfied with the opportunities of socioeconomic integration compared to teachers working in SCS.

Keywords: Educators' views; Adult education; Correctional education

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1. Introduction

Second chance education has as a priority to enhance the abilities and skills of adult learners by pushing them to take on responsibilities and fulfill their social roles, corresponding to the age of the adult learner like the role of parent, student, citizen, employee, etc. (Jarvis, 1995). With this in mind, the adult education offered by SCS differ from the adult education offered by other educational structures. SCS provide a flexible adult education program that provides the opportunity to those citizens aged 18 and older, who have dropped out of school, before completing the compulsory education and without obtaining a degree equivalent to a greek lower secondary school diploma. Also, Second Chance Schools operate within Correctional Centers in a same context and towards similar goals (European Commission, 2020a; Greek Government Gazette, Law 2776/1999), in which the prisoners are encouraged and facilitated to participate.

Address of Corresponding Author

Nikolaos Bitsakos, PhD., Department of Philosophy and Social Studies, University of Crete, Gallos Campus, Rethymno 74100, Greece.

✉ fksp6066@fks.uoc.gr

ORCID [0000-0003-4481-2222](https://orcid.org/0000-0003-4481-2222)

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These operate in every detention facility where there is interest from a sufficient number of prisoners to participate in an educational programme.

Second chance education serves its purpose of reducing inequalities and combating social and economic exclusion. The educational programme in SCS differs from that of the lower secondary education level, in terms of teaching methodology, content and evaluation of the trainees. The syllabus focuses on the acquisition of basic qualifications and skills aiming at improving social and economic integration and are offering adults the chance to meet their educational goals (Greek Government Gazette, Law 2776/1999). In contrast to lower secondary education level, that is typically designed to build on the learning outcomes from the first stage of basic education, the educational environment of SCS utilizes active teaching techniques in order to satisfy the basic need of adult learners, which is the need for self-determination (Knowles et al., 2012; Rogers, 1998). A qualitative-descriptive method of evaluating the students' achievements is performed, without written exams or competitions. Therefore the evaluation is not static but dynamic, depending on the progress of the learner. Through continuing education, the career-minded graduates of SCS can constantly strengthen their position in the labour market and pursue further studies in upper secondary schools and vocational schools.

In addition to the State-appointed teachers in the SCS and the SCSCC, volunteer teachers, who are "informed about the philosophy and program of the second chance education", are allowed to work by offering training courses but do not have the right to evaluate trainees. Teaching assignments for volunteers require the initial recommendation of the director of the school and the consent of the Governing Board of the school. Volunteer teachers do not have competence to assess trainees (Greek Government Gazette, 2014).

Moreover, the Regulation on the Organization and Operation of SCS defines as the total duration of the programme the two school years, which covers a period of 18 months of attendance. The two school years of education at SCS and SCSCC do not correspond proportionally to the three years of education of the lower secondary education level. Therefore, students must attend the scope of the two-year SCSs' programme, regardless if they dropped out of school on the beginning or during the three-year of lower secondary education curriculum. Once the trainee has successfully completed his or her education, he or she may obtain a lower secondary education level school diploma equivalent to that of formal education (European Commission, 2020a; Greek Government Gazette, Law 2776/1999).

1.1. Curriculum of SCS and SCSCC

The SCS and SCSCC curriculum consists primarily of courses which indirectly facilitate the development of social skills and the transition from education to the labour market. The curriculum is prepared by the Director in cooperation with the Governing Board of the school during the opening week of the training period (Greek Government Gazette, 2008). In more detail, one of the basic courses is the "Linguistic Literacy" which has as its content social norms and cultural attitudes aimed at teaching «views, cultural attitudes and social norms (Hatzisavvidis, 2003). The course of "Numerical Literacy" focuses on the practical application and adaptation of mathematics in the daily social and professional life of the learner (Lemonidis, 2003). The course of "Social Literacy" course includes learning and understanding the complexity of social phenomena, acquiring the ability to recall and manage that knowledge when necessary, and providing a framework for continuous learning, so that, even after graduation, they can participate as active citizens in social events (Verbenioti, 2003). The purpose of the "Information Technology" course is for trainees to acquire sufficient knowledge, which facilitates their integration into the technology-dominated society (Dagdilelis, 2003). Similarly, in a similar context, "Scientific Literacy" is the foundation of information on public policy aimed at providing opportunities for the average citizen to acquire sufficient knowledge on scientific public issues, such as health, energy, natural resources, the environment and the climate, enabling him to become involved in the decision-making process (Halkia, 2003).

Moreover, the course of "Environmental Literacy" aims to develop the perception and understanding of environmental phenomena, the causes and the consequences (Flogaiti, 2004). In "Cultural-Aesthetic Education", trainees can develop in their artistic skills, they are given possibilities of interaction with the local community, such as visits and excursions, attending art exhibitions, theatrical events, etc. (Trimi, 2004). The "Career Counseling" aims to get to know and connect with the labour market and is an institutional objective of the SCS. The Career Counselor will help trainees to know and understand themselves and inform them on work issues that could possibly contribute to the complex process of social and economic reintegration (Bitsakos, 2021; Krivas & Kagalidou, 2003). Similarly, the "Counseling Psychology" supports learners and intervenes in support of those who find it difficult to function in the educational structure (Greek Government Gazette, Law 2776/1999; Greek Government Gazette, 2008). In the SCSCC, Counselling Psychology contributes to the smooth integration within the prison, but also to the process of social and labour market reintegration after detention (Tsilimigaki, 2008). The Psychologist seeks to develop a good relationship with the prisoner, in order to define precisely the issues that concern him or her, to collect relevant information and to formulate specific behavioral objectives (Arvanitidis, 2008). Finally, the "Projects" implementation aims to provide knowledge, develop skills and attitudes corresponding to the courses offered, as well as to open up the SCS to the local community in which it operates (Tsafos & Chontolidou, 2003).

Taking into account the perspective of the impact of the institution of SCS and SCSCC on the multifaceted development of the individual, we conclude that it is the training to complement the existing knowledge, skills and competences of the adult learner with new ones, providing resources that are prerequisites for avoiding social and labour marginalization.

1.2. Second Chance Education: The international experience

Similar institutions to Greek SCS could be found in other educational systems like the Danish Production Schools, the adult general secondary education in the Netherlands, and the folk high schools in Finland. Addressing some points of comparison could provide a fresh insight of implemented good practices for reorganizing the institution of Greek second chance education.

Second chance education in Denmark consists of the Danish Production Schools (DPS) that are to a limited extent independent exist parallel to primary, secondary and technical schools (Spierings 2003). In contrast to Greek SCS, DPS aim to help the transition between different forms of education for students under the age of 25 years, who experience difficulties in transitional points of the education system and have not completed a general or vocational upper secondary education. It may be argued that DPS is an educational institution that targets early school leavers at an early age (18-25) that could be a more beneficial educational policy, in contrast to Greek SCS that have a wide range of ages (ages over 18) with no upper limit.

In the Netherlands a type of adult education structure similar to Greek SCS is the adult general secondary education (VAVO). VAVO are intended for adults, who wish to obtain a full or partial qualification in pre-vocational secondary education, senior general secondary education or pre-university education. An aim of VAVO is students to achieve a qualifying level equivalent to completion of the first stage of secondary education with no intension to qualify students for the job market but to provide a basis for further education (Cheallaigh et al., 2002; Scheerens et al., 2012). The majority of VAVO students are currently from ethnic minorities consists of diverse groups and segments of society, including native population, as well as other ethnic minorities (Rekenkamer, 2000).

In Finland, second chance opportunities of early school leavers are provided by the Folk High Schools that are educational institutions for adults where studies do not generally lead to a qualification (European Commission, 2020b). Some of these structures are suitable for people who want to complete basic education or upper secondary school studies or vocational education and training and are planning to continue education beyond high school. Wider policy objectives are to provide vocational training implement complementary basic education programmes.

The research questions of the study are as follows:

- (1) How do educators evaluate the functions and aspects of SCS and SCSCC?
- (2) Are there any statistically significant differences regarding the educators' views in terms of demographic characteristics?
- (3) Which independent variables (demographic data) can predict educators' views on the functions and aspects of SCS and SCSCC?

2. Method

2.1. Research Design

The present study is a cross-sectional quantitative survey, part of a research project inquiring into Greek Second Chance Schools teachers' views and assessment of curriculum, infrastructure and the opportunities of socioeconomic integration. Teachers' views of Second Chance Schools in correctional centers are also included.

2.2. Participants

The sample included school principals and teachers working in SCS and SCSCC, with a nationwide representative total of 367 individuals out of a total of 1143 teachers (31.56%). The educational institutions were randomly selected to participate in the study, taking into consideration the geographic region and the previous years' student population of each school. Out of the 76 SCS and SCSCC nationwide, 50 responded to the survey (response rate 65.8%), resulting in a sample of 367 school teachers [135 men (36.8%), 232 women (63.6%)]. Specifically, of a total of 64 SCS, 41 responded to the survey (response rate 63.1%), and similarly of a total of 12 SCSCC, 9 responded to the survey (response rate 75%). The demographic characteristics included: gender, age, administrative position, SCS in correctional center, postgraduate studies, years of teaching experience and school location (Table 1). Participants were in-service school teachers from different regions of Greece (Table 2).

Table 1

Demographic information of the respondents

Demographic information/response rate (%)		<i>f</i>	%
Gender (100)	Men	135	36.8
	Women	232	63.2
Age (95.6)	22-30	11	3.0
	31-40	144	39.2
	41-50	128	34.9
	51-60	57	15.5
	61-65	11	3.0
Administrative position (93.7)	Principal	69	18.9
	Class teacher	275	74.9
SCS in correctional center (100)	Yes	65	17.7
	No	302	82.3
Postgraduate Studies (100)	Yes	268	73.0
	No	99	27.0
Years of teaching experience (96.4)	0-5	132	35.9
	6-10	58	15.8
	11-15	74	20.2
	>15	90	24.5
School location (100)	Continental Greece	307	83.7
	Insular Greece	60	16.3

Most of the participants were 31-40 years old or older (39.2%), while 302 teachers were working in a typical SCS (82.3%) and 65 teachers were working inside a correctional center (17.7%).

Moreover, 132 had less than 5 years of work experience (35.9%), 69 were principals (18.9%) and 275 class teachers (74.9%) and 99 had postgraduate studies (27.0%). Finally, most participants came mainly from schools located in continental Greece (83.7%) compared to insular Greece (16.3%).

Table 2

Region where respondents work

Region	<i>f</i>	%
Eastern Macedonia and Thrace	24	6.5
Attica	43	11.7
North Aegean	12	3.3
Western Greece	35	9.5
Western Macedonia	24	6.5
Epirus	6	1.6
Thessaly	53	14.4
Ionian Islands	10	2.7
Central Macedonia	57	15.5
Crete	27	7.4
South Aegean	11	3.0
Peloponnese	21	5.7
Central Greece	44	12.0
Total	367	100.0

2.3. Data Collection Tool

For the present study, a self-reported questionnaire was used which was developed by the authors. The items selected from the related literature were collected in a pool, and then the most suitable items were chosen for this study. The questionnaire consisted of one part which included teachers' demographic information (e.g. postgraduate studies, administrative position, working in correctional center, school location) and a second part, which included 20 statements presenting teachers' views about the functions and aspects of SCS. A five point Likert-type scale was used, ranging from 1 = totally disagree to 5 = totally agree. Using a Likert-type scale allows the researcher to fuse measurement with opinion, quantity and quality.

2.4. Data Analysis

The analysis was carried out via the SPSS 19 package. Explanatory factor analysis was applied for exploring the basic factors of the questionnaire, a t-test (one-way ANOVA) for examining teachers' mean differences on the four combined variables in terms of the independent variables (e.g., age, gender, level of professional education, in-service training, teaching experience, type of school, type of pupil diversity in the class) and multiple regression analysis for investigating teachers' characteristics that may predict their views about pupil diversity.

3. Results

A principal component factor analysis was conducted to explore the underlying factors of SCS teachers' views about the evaluation of SCS and inmate education in the SCS in Greek prisons. The Kaiser-Meyer-Olkin (KMO) index (0.922) and Bartlett's test of sphericity ($\chi^2 = 3,488.448$, $p < 0.001$) indicated that correlation matrices were suitable for factor analysis. Using a promax rotation for extracted factors with eigenvalues greater than 1.0 and cut-off loading of 0.60, three factors of the total variance were extracted from the data-set and all items were included, because they had loadings higher than the cut-off point. The first factor, "Curriculum", consisted of seven items that were related to teachers' evaluation of the aspects of the implemented of the curriculum. The second factor, "Opportunities of socioeconomic integration", consisted of seven items that were related to teachers' views on the Potential prospects for promoting social inclusion and opportunities for labour market integration. Lastly, the third factor, "Infrastructure", consisted of

six items that were related to teachers' views about material-technical infrastructure, classroom configuration, etc. Table 3 presents questionnaire items and their factor loadings.

Table 3

Loadings of teachers' views about aspects of SCS on promax rotated factors (n = 367)

Factors	Loading
A. Curriculum	
Course duration	.82
Course attendance	.80
School Schedule	.79
Syllabus	.73
Knowledge provided	.70
Student assessment	.70
Students per class	.66
B. Opportunities of socioeconomic integration	
Promotes social integration	.81
Promotes labour market integration	.77
School-local community cooperation	.77
Career counseling	.75
Projects	.72
Counseling psychology	.68
Graduation is beneficial for students	.68
C. Infrastructure	
Material-Technical Infrastructure	.86
Learning Resources – Material Types	.85
Classroom configuration	.81
School library	.71
School Computer Lab	.67
Classroom environment	.60

Extraction Method: Principal Component Analysis; Rotation Method: Promax with Kaiser Normalization.

Table 4 presents the means of teachers' rating on the three composite new variables based on the three factors. These composite variables represent the mean values of all items included in each factors' data-set. Cronbach's alpha showed that the reliability score was high both for the whole scale Cronbach's alpha $\alpha = .923$, and for the three factors with Factor A: $\alpha = .871$, Factor B: $\alpha = .863$ and Factor C: $\alpha = .852$.

Table 4

Means and standard deviations of the three composite variables concerning teachers' perceptions about aspects of SCS

	N	Mean	SD
Opportunities of socioeconomic integration	362	4.05	0.64
Curriculum	356	3.99	0.59
Infrastructure	356	3.55	0.72
Valid n (listwise)	356		

In order to examine whether the independent variables influence teachers' views about curriculum, opportunities of socioeconomic integration and infrastructure of second chance schools, t-tests or one-way ANOVAs were carried out. Only the statistically significant results will be presented in this paper.

Gender showed statistically significant differences concerning the 'Student assessment' [$t(353) = -2.58, p = .010$]. More specifically, women appeared to be more satisfied with assessment methods used to pinpoint areas of strength and trouble-spots for students compared to men.

Age revealed statistically significant differences concerning 'Learning Resources - Material Types' ($F = 2.71, p = .030$). Post hoc comparisons showed differences between the 41-50-year-old group of teachers and the group of 51-60-year-old, meaning that the 41-50-year-old group ($M = 3.51$) was proved to be more satisfied by the materials available and used for teaching a course than the 51-60-year-old group of teachers ($M = 3.04$). Also, age revealed statistically significant differences concerning 'Syllabus' ($F = 2.55, p = .039$) and 'Projects' ($F = 2.68, p = .032$), but post hoc comparisons did not show differences between these specific age-groups.

In terms of teachers' postgraduate studies the results showed statistically significant differences regarding 'Knowledge provided' [$t(351) = 2.78, p = .026$]. Teachers who had conducted postgraduate studies were more satisfied with the knowledge provided by SCS ($M = 4.11$) than teachers who had not completed postgraduate studies ($M = 3.90$).

Teaching experience exhibited statistically significant differences concerning 'Material-Technical Infrastructure' ($F = 3.21, p = .023$). Post hoc comparisons revealed that there was significant difference between teachers with the least teaching experience (0-5 years) and teachers with 11-15 years of teaching experience, meaning that educators with 11-15 years of teaching experience ($M = 3.28$) tended to have less positive attitudes toward material and technical infrastructure of the second chance structure than educators with 0-5 years of teaching experience ($M = 3.67$).

The type of school, whether the SCS is operating in correctional center or not, indicated statistically significant differences concerning the composite variables 'Opportunities of socioeconomic integration' [$t(360) = -3.09, p = .003$] and 'Infrastructure' [$t(354) = 2.68, p = .026$]. More specifically, teachers working in SCSCC appeared to be less satisfied with the opportunities of socioeconomic integration given to the student-inmates and considered that SCSCC had better infrastructural facilities than the SCS operating outside of correctional centers. Similarly, there were statistically significant differences, whether the SCS is operating in correctional center or not, concerning the following items of the questionnaire: 'Material-Technical Infrastructure' [$t(354) = 2.36, p = .020$], 'School library' [$t(350) = 4.37, p = .000$], 'Course duration' [$t(352) = -2.80, p = .006$], 'Counseling psychology' [$t(346) = -3.76, p = .000$], 'Promotes labour market integration' [$t(359) = -3.35, p = .001$] and 'Promotes social integration' [$t(360) = -2.95, p = .004$]. Teachers working in SCSCC evaluated 'School library' and 'Material-Technical Infrastructure' as better than the rest SCS, whereas teachers working in SCSCC were more satisfied with the counseling and psychology services, the duration of a typical course and the possibility of increasing the potential of social and labour market integration.

In terms of schools' location the results showed statistically significant differences regarding 'Material-Technical Infrastructure' [$t(354) = 2.03, p = .045$], 'Career counseling' [$t(347) = 3.27, p = .001$] and the 'Graduation is beneficial for students' [$t(360) = 2.01, p = .045$]. Teachers who worked in SCS located in continental Greece were more satisfied with the 'Material-Technical Infrastructure' ($M = 3.58$) and 'Career counseling' ($M = 4.00$) than teachers who worked in schools located in insular Greece that considered lower the level of material and technical infrastructure facilities ($M = 3.34$) and career counseling services ($M = 3.55$). Also, teachers who worked in schools located in continental regions considered that a graduate degree is a beneficial asset for students ($M = 4.63$) compared to teachers who worked in schools located in insular regions ($M = 4.45$).

The type of administrative position of the teacher inside the SCS and SCSCC revealed statistically significant differences concerning the composite variable 'Curriculum' [$t(331) = 2.95, p = .004$] and seven of the remaining items: 'Classroom environment' [$t(326) = 2.05, p = .043$], 'Syllabus' [$t(329) = 2.03, p = .045$], 'School Schedule' [$t(327) = 2.01, p = .047$], 'Course attendance (Studies)' [$t(330) = 3.16, p = .002$], 'Students per class' [$t(330) = 3.01, p = .003$], 'Projects'

[$t(327) = 2.73, p = .007$] and 'Promotes social integration' [$t(337) = 2.657, p = .009$]. More specifically, the principals appeared to be more satisfied with all the aforementioned criteria, compared to class teachers.

Table 5

Regression analysis: independent variables as predictors of the three factors.

Dependent variable	Variables entered	Adjusted R ²	Beta	Sig.
Curriculum	Administrative position (0 = principal, 1 = class teacher)	.014	-.15	.01
	Gender (0 = man, 1 = woman)	.023	.11	.04
Opportunities of socioeconomic integration	SCS operates in a correctional center (0 = no, 1 = yes)	.029	-.18	.00
	School location (0 = continental Greece, 1 = insular Greece)	.039	-.11	.03
Infrastructure	SCS operates in a correctional center (0 = no, 1 = yes)	.012	.12	.03

In order to investigate whether the independent variables could predict the three composite dependent variables (factors), multiple regression analysis was carried out. Stepwise regression revealed that the predictors of the 'Curriculum' could be: (1) administrative position (principal versus class teacher) and (2) teachers' gender (Table 5). In addition, stepwise regression highlighted that the predictors of 'Opportunities of socioeconomic integration' could be: (1) school location (continental versus insular region) and (2) whether the school operates in a correctional center or not (Table 5). Lastly, the predictors of 'Infrastructure' could be: (1) whether the school is in correctional center or not (Table 5).

4. Discussion and Conclusion

The present study was conducted in SCS and SCSCC and investigated educators' evaluation of aspects of second chance education. Three main categories of evaluation were extracted from the answers of the participants: 'Infrastructure', 'Curriculum' and 'Opportunities of socioeconomic integration'. Educators' views on level of 'Infrastructure' of SCS are presented rather as neutral to positive. In several previous researches, the lack of basic facilities in the classroom (Hanafi et al., 2010), the unsuitable size of classes, decorating classrooms with comforting colors (Sheffler, 2009) and the limited study materials (Heiman, 2001) have been important recommendations by the teaching staff of schools. The majority of teachers in the present study tended to be satisfied or have a neutral opinion with the level of infrastructure. Our results suggest that concerning the category of 'Infrastructure' and more specifically the 'Material-Technical Infrastructure' and the 'School library', we find that teachers' views are different between SCS, with teachers that work in SCSCC to be more satisfied compared to teachers working in typical SCS. It is obvious that the co-funding programmes of the European Commission related to prison education and training, have benefited SCSCC, because prisoners need more than ever to gain skills and competences to enhance their employability (Hawley et al., 2013). Similarly, educators who worked in schools located in continental Greece were more satisfied with the 'Material-Technical Infrastructure' in contrast to teachers working at insular regions. Within our study population, our analysis indicates that teachers with a long-standing teaching experience have less positive attitudes toward material and technical infrastructure of the second chance structure than educators with less teaching experience. On the other hand, although the increased experience usually paired with the increased administrative responsibilities, principals appeared to be more satisfied with aspects of 'Infrastructure' like the physical environment of the classroom. Our results show substantial differences between age groups, with older teacher tending to have less positive attitudes than younger educators toward learning resources and materials that teachers use to assist students to

meet the expectations for learning. The dominant influence on teachers' views on 'Infrastructure' appears to be whether the SCS is inside or not a correctional center.

In previous researches, a user-friendly and accessible curriculum in which educators occupy a central position in curriculum decision making, that provides the structure for the provision of quality learning, especially where teachers might be under-qualified and inexperienced (Ornstein & Hunkins, 1988; Stabback, 2016). In the present study teachers seem to have a more positive view of 'Curriculum' of SCS. This means that the majority of teachers in the present study tended to be satisfied with the 'Curriculum' implementation. Teachers views about 'Curriculum' are different between principals and class teachers. In particular, principals appeared to be more satisfied with aspects of curriculum like 'Course attendance', 'School Schedule', 'Syllabus' and 'Students per class' compared to class teachers. Moreover, teachers who had conducted postgraduate studies were more satisfied with the knowledge provided by SCS compared to teachers who had not complete postgraduate studies. Similarly, concerning gender differences, women appeared to be more satisfied with assessment methods that are used to pinpoint areas of strength and trouble-spots for students compared to men. Some personal and professional teachers' characteristics can predict the level of satisfaction with the 'Curriculum' implementation. In particular, principals and female teachers evaluate better the curriculum implementation in SCS.

Teachers seem to be satisfied with the 'Opportunities of socioeconomic integration' given to students of SCS. Teachers' views on the 'Opportunities of socioeconomic integration' differ in SCS, with teachers working in SCSCC being less satisfied with the opportunities, that are given to the student-inmates compared to teachers working in SCS. Moreover, teachers who worked in schools located in continental Greece considered that career counseling services and acquiring a graduate degree is beneficial for students, compared to teachers working in schools located in insular regions.

The current study attempted to shed light on Second Chance School teachers' evaluation about the infrastructure of school structures, the curriculum implemented and the opportunities of socioeconomic integration given to students and to identify whether their personal and educational characteristics influence these perceptions. Greek SCS and SCSCC seem to have similar characteristics with the equivalent educational institutes of other countries, like the Danish Production Schools, the Finnish Folk High Schools and the adult general secondary education in the Netherlands (European Commission, 2020a; Rekenkamer, 2000; Spierings 2003). The majority of educational practices aim to develop a collaborative, cooperative, facilitating and stimulating approach in order to prepare students for a skills-based society. In the light of all these findings, some recommendations that can be made is to strengthen the educators influence in curriculum decision making (Ornstein & Hunkins, 1988) and investigate the teachers proposals about the infrastructure of school structures, the curriculum implemented and the opportunities

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