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## Investigation of motivations in the education of adult immigrants and refugees in Second Chance Schools: A case study from Greece

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### Abstract

*The refugee crisis has affected Greece to a great extent in the recent years, mainly because of the country's geographical location. A large number of persons, immigrants and refugees, arrived in the country and a number of them tried to join an educational process, in order to be included in the local communities. In case of adults, the relevant institution in Greece that facilitates lifelong learning is the so-called Second Chance Schools. This research explores the motivation of refugees and migrants during their studies at the Second Chance School of the city of Ioannina, Greece. For this reason, this work is described as a case study, since the research is focused on a particular school. The conclusions drawn on the motivation of refugees and immigrants were mainly the knowledge of the Greek language that would be useful to them in their day-to-day work and in their search for work, which also shows their tendency to remain in the country.*

**Keywords:** migrant, refugee, adult education, motivation, second chance schools.

### Introduction

Nowadays, the number of immigrants and refugees is estimated by the United Nations at approximately 185 to 190 million persons (Koutlas & Papakitsos, 2025b). Since 2015-2016, Greece has experienced large influxes of migrant populations, which have caused serious problems for local communities, which, together with the competent authorities, have been called upon to address the problems that have arisen in the management of the reception

and accommodation (temporary or permanent) of a continuously increasing number of migrants and refugees. An immediate and also basic need has arisen in the field of education, since among the thousands of refugees and migrants there have also been children of school and preschool age (ELIAMEP, 2017). Refugees and migrants, mostly coming from war zones, having lived through harsh experiences, constitute a heterogeneous group of people, of

different nationality, culture, religion, economic status, with different cultural and social characteristics, and of all educational levels. For this reason, the Greek Ministry of Education approved and implemented a plan in the education system for children up to fifteen years of age, and creative employment programs for children of infant and pre-infant age within the hospitality structures (GSIC, 2017). However, in addition to the education processes of minor children of refugees and immigrants, the education of their adult parents is equally important (Koutlas, 2018).

In this case, there is an already operating adult education program for vulnerable social groups, that of the Second Chance School (Koutlas & Papakitsos, 2025a; Vekris, 2010). The program of these schools was of course not initially designed for refugees and immigrants, but because it is flexible and can be adapted each time to the educational needs that arise, it participates in this effort. Also, refugees and immigrants belong to vulnerable social groups, which is a target population that corresponds to the categories that constitute the trainees of the Second Chance Schools. Accordingly, the subject of this work is the investigation of the motivation in the education of adult immigrants and refugees in the Second Chance Schools. It is believed that the necessity of investigating this specific issue is very important, since the refugee phenomenon is in progress. The research initially attempts to record the motivations that push refugees and immigrants to register and attend the adult education programs of Second Chance Schools. This research, however, is focused only on a specific school of the regional city of Ioannina, Greece, through semi-structured interviews, taken from refugees and immigrants as well as from teachers.

### Previous Works

The first efforts to familiarize foreigners with the Greek language began in the 1960s by the Greek Ministry of National Education and Religious Affairs. The same plan continued in the 1970s, in the effort to assimilate and repatriate expatriates from countries of the former Soviet Union (Pavlitina & Spandonidou, 2011 in Koutlas, 2018). The first more organized efforts were made in the 1980s, with the establishment of the first intercultural education programs, which had as their target population the children of Greek “repatriates”, due to the problems they faced because they did not know the language (Tzortzopoulou & Kotzamani, 2008). Then, in the 1990s, a clear and more substantial effort began on the part of the Greek state, oriented towards people with a different culture, mainly from abroad, but also other categories, such as gypsies/Roma, Muslims and returnees (Nikolaou, 2008 in Koutlas, 2018). The aim of this effort was, “to improve the conditions required to integrate into the educational system groups of people who face educational inequality and are on the margins” (Triantafyllidou, 2006 in Koutlas, 2018).

According to a study by Kapsali & Papastamati (2002 in Koutlas, 2018), in a sample of adult participants in educational programs, regarding the reasons and motivations that prompted them to participate in educational programs, the following were recorded:

- The general needs for education (general and specific);
- The need for guidance and information.

The motivations were divided into three categories:

- The motivations for freedom and emancipation (mainly for women);

- The motivations for personal contact and socialization (integration “somewhere”);
- The motivation for stability and security.

In the domestic literature, excellent work has been done in the study by Karalis (2013) and in the corresponding study by Mouzakis (2011 in Koutlas, 2018). There is also a small number of empirical studies in the context of Master's or Diploma theses that have been carried out by postgraduate students of the Hellenic Open University.

Some of these studies include Vergidis (2004 in Koutlas, 2018), on the subject of “Second Chance Schools: school paths & expectations of learners”, which focused on five schools during the 2002-03 school year. The expectations of the learners who participated in the study were, at a rate of approximately 30%, the improvement of their professional situation or their desire to find a job. At a rate of approximately 40%, the students wanted to continue their studies further, with the main aim of improving their professional situation, which will indirectly lead to an improvement of their financial situation.

A study conducted by Sanchez (2004 in Koutlas, 2018) and Boix (2005 in Koutlas, 2018), at the University of Barcelona, concluded that a fairly high percentage of approximately 81% of participants in Second Chance Schools initially had as their main motivation the acquisition of new qualifications, with an implicit expectation of reintegration into the labor market and, in addition, the right to access Secondary Education.

In a survey by the European Centre for the Development of Vocational Training (Cedefop, 2004) with the participation of the University of Denmark, regarding the obstacles and motivations for participation of residents of the European Union countries in educational programs, the motivations recorded were:

- 41% for training of professional skills,
- 36% for personal reasons,
- 35% the acquisition of new knowledge,
- 33% the creation of new acquaintances,
- 24% the certification.

In the research of Zontiros (2006 in Koutlas, 2018), in a sample of 150 adult participants in Liberal Studies Workshops with general education subjects, the motivations recorded in Boshier's hierarchy were:

- General interest in learning,
- Professional development,
- For educational reasons,
- To improve communication skills,
- To meet new people,
- Creating new stimuli,
- Improving personal and family relationships.

In a survey by the Greek National Statistical Service in 2007, with the research topic of motivations and obstacles in adult education, a large percentage (78.4%) stated that professional reasons were the strongest motivation, followed by personal reasons with a percentage of 16.7% and a small percentage of approximately 5% was a combination of personal and professional reasons.

In a survey by Panagiotopoulou (2009 in Koutlas, 2018), on the expectations of trainees, especially women, reference is made to the main purpose of acquiring qualifications with the ultimate goal of their professional development and advancement, which is

important for their image and personality. Also, in a corresponding survey by the Greek Ministry of Education (2010 in Koutlas, 2018), respondents reported that the reasons for which they attended an educational program were:

- professional reasons with a percentage of 44%,
- personal reasons with 31%,
- a combination of personal professional and personal reasons with 25%,
- while 1% for none of these.

In an open-ended question, the main reasons mentioned by the participants were:

- To improve their work by 35%;
- To enrich their knowledge by 35%;
- For their personal pleasure by 27%;
- For professional development (promotion) by 19%;
- For the certificate of attendance by 3%;
- For social relations by 1%.

In her research by Barlou (2012 in Koutlas, 2018), regarding the motivations and expectations of adult learners in the Cyclades & Dodecanese Second Chance Schools, it was observed that there too obtaining the high school diploma, as well as training with new knowledge and skills, will lead them to greater recognition in the social and family environment. In a research conducted in 2013 in UK by Doyle & O'Toole (in Koutlas, 2018), regarding the description of the profile of refugees over 16 years of age who had applied for asylum, the following motivations were recorded:

- To be able to communicate more easily;
- To have more hope of finding a job;
- To be able to integrate into the new country;
- To socialize and make new friends;
- To gain greater self-confidence.

A similar study by Tragouda (2017 in Koutlas, 2018), as part of a diploma thesis of the Hellenic Academy of Sciences, on the topic of "Investigation of motivations and obstacles of adult Roma regarding their participation in the Second Chance School of Karditsa", the motivations recorded were:

- the desire to learn to read and write in Greek,
- to learn how to use a computer and mathematics,
- to have more opportunities to find a job after receiving their high school diploma,
- to increase their self-confidence and self-esteem (especially women),
- to become more accepted in society,
- to be able to help their children with their lessons, and
- to have contact with people outside their "race."

These motivations that emerged are consistent with both Boshier's educational participation scale (Keefe, 2014) and Carre's theoretical model (Carre, 2000).

## Methodology

This research was carried out on a small sample of refugees and immigrants (10 persons) and four (4) teachers, therefore, for its conduct and the answer to the research questions an approach was made by using the qualitative method (Creswell, 2011). The data collection process was done through interviews, initially with the adult refugees and immigrants in training and then with the school's educational staff. The data were processed using the content analysis technique and the data from the two research

groups were compared using the triangulation method. The research questions regard what are the most important motivations that push adult refugees and immigrants to enroll in Second Chance Schools.

The tool used for the refugee and immigrant trainees in this research was divided into four parts. Starting the interview questionnaire, there were 5 general questions, regarding their demographic data, such as country of origin, age, family and professional status, and the years they have been in the country. The next stage of the interview consisted of eleven questions, regarding their previous experiences in schools in the country from which they had come. Then there were twelve questions regarding the motivations that led them to enroll and attend the educational program of the Second Chance School.

The tool for the teaching staff, which was used for the triangulation method, initially had four general questions of a demographic nature, such as whether they are permanent or hourly, which literacy they teach, how many years of teaching experience they have and whether they had previous experience with refugees and immigrants. In the second part of the interview, there were fourteen questions regarding their view on the motivations that lead refugee-immigrants to school, and finally some questions regarding them and their work at the particular school.

## Results and Discussion

The demographic data of the 10 refugees and immigrants were the following (the corresponding number of persons in parentheses):

- COUNTRY OF ORIGIN: Albania (5), Afghanistan (3), Syria (1), Bulgaria (1).
- AGE: 18-25 years (1), 26-35 years (5), 36-45 years (2), 46-55 years (2).
- SEX: men (7), women (3).
- FAMILY STATUS: married (5), single (4), divorced (1); have children (6).
- OCCUPATIONAL STATUS: working (7), unemployed (3); interpreters in NGOs (4), constructions (2), cleaner (1).
- YEARS-LONG SITUATED IN GREECE: 0-5 years (1), 6-10 years (1), 11-15 years (4), 16-20 years (3), 26 years (1).

The demographic data of the 4 teachers were the following (the corresponding number of persons in parentheses):

- EMPLOYMENT RELATIONSHIP: permanent (1), hourly wage (2), project contract (1).
- SPECIALITY: English (1), numeracy (1), linguistic literacy (1), counselling psychologist (1).
- TEACHING EXPERIENCE: 4 years (1), 15 years (1), 20 years (1), 27 years (1).
- PREVIOUS EXPERIENCE WITH REFUGEES/MIGRANTS: yes (1), no (3).

### *Commentary on school experiences and attendance*

#### *Previous educational experience*

Questions 1-3 concerned the trainees' previous relationship with school and, in particular, whether they had attended school in their country, up to what grade, depending on the educational system of their country, whether they did not attend at all or if they did and left early, what was the reason. Of them, only one did not attend school at all; due to war, he left his country (Afghanistan) at a very

young age and moved to Iran, where he was not allowed to attend school. Thus, he did some lessons at home, but not with a constant frequency, due to financial problems. Of the remaining 5, only 2 attended primary school and of these, only 1 completed it. The reasons were war and poverty. The remaining 4 went to high school, but did not complete it, either because of the war, or because a father did not allow it, who did not consider it necessary and believed that she should go to work, or because she got married and became pregnant, or finally because she abandoned it to emigrate to Greece and help her sister who had 3 children. Only one of the participants also completed high school and intended to continue at university, but due to financial problems he left his country and never returned. Finally, one thing that all 9 trainees who had gone to school had in common was that they considered themselves good students and wished they had continued schooling.

#### *Knowledge of Greek language*

In the 4th question, to what extent they know how to write and read Greek, everyone stated that they know how to read, some more, some less, and the problem is located in the difficulty in writing. Most can write very little and they state that this is the most important reason why they came to school. As a comment on this question from the researcher's side, we could say that some of the trainees had considerable difficulty understanding the questions and often needed explanations. They came mainly from Albania.

#### *Importance of knowing the Greek language*

In the 5th question, about the importance and how knowing the Greek language will help them, 2 refugees from Syria and Afghanistan stated that Greece is like a second homeland for them and because they do not intend to leave, they consider it very important to learn the language very well and that has to do with this place and its history. Another 3 adults stated that it is important to learn the Greek language and writing in order to be able to find a job or do something else, such as becoming an exclusive nurse instead of a cleaner. The rest stated that there is no specific reason why they want to learn Greek, they simply consider it very important in their lives, for their everyday life and communication with others, because when you know the language they look at you differently.

#### *How do they see the school*

In the 6th question, regarding their experience so far in the school and explaining the reason, the 7 trainees answered that it is a very positive experience and the 3 a very good experience. Most of them mentioned, as a reason, everything they learn in addition to the Greek language, the good atmosphere that prevails in the school, which results in them having a good time and their very good teachers. One adult said that he had wanted to go to a school since 2004, when he was in Athens, but it was far from his home, and finally he managed to do it now that he came to Ioannina. Another person said that it opened the door for him to leave the field-works and the constructions and go to high school.

#### *The importance of school*

In the 7th question, regarding their opinion on the importance of the Second Chance School, five trainees do see the school as a second chance to get their high school diploma, since for their own reasons they had not succeeded. Two people see it as a door to the future, which offers education and culture. One person sees it as the knowledge of another foreign language. One person sees it as a

great opportunity for a new life, because he wants to continue going to High School and then to University, to reach higher education and escape from his current life. And finally, one person wanted it mainly for her job, because while she applied to be a cleaner at the hospital and was among the successful candidates, she was ultimately rejected due to lack of a high school diploma.

#### *Children and education*

Questions 8 and 9 are related to whether refugees and immigrants have children, whether they go to school and what the parents' opinion is on this issue. Six (6) of the participants have children. Of these, 2 have children under 5 years old, who of course do not go to school, but they emphasize that all parents want them to go to school and study, in order to live better and be useful to society. A refugee who has his children in Germany, with their mother, and who go to school there, wants them to study, read and not be uneducated, because that is how life is. Another one wants his children to study in order to get their high school diploma. Finally, 2 trainees saw their children, one boy each, to drop out of middle school, since they did not want to attend. A participant wants the children to go to school, but as much as they can, so that they are not uneducated, while another participant believes that boys do not go to school or drop out because they are lively. He also has another young son in elementary school, who does not want to attend either and is absent several times. Only recently, when he saw his mother, he has started to go to secondary school more consistently.

#### *Women and education*

Question 10 investigates whether refugee and immigrant women go to school in their countries and what their opinion is on this issue. Only in 2 cases, refugees from Afghanistan, at that time did women not go to school at all, and this was due exclusively to the Taliban, who generally did not allow women to leave their house. In all other cases, women go to school. However, everyone agrees that women should also go to school, in order to be educated and not be illiterate. As a trainee mentions, to be free, not to be alone at home and raise children, or according to another trainee, if she does not go to school she is half a person.

#### *Similarities of educational systems in other countries*

In the 11th question, the trainees are asked if there are similarities between the school they are currently attending and the one in the country they came from. A trainee was the only one who did not know how to answer, since he has never been to school. Four trainees mention as a significant difference how strict things were, in general, back then, from home to school. A trainee mentions that the teacher would come into the classroom with a stick and another that he would beat them, and that the prevailing view was that "you will learn whether you like it or not". One person mentioned that due to religion, men and women were in separate schools until University. Another person mentions that it is easier here compared to there, where they had a lot of reading and writing. And finally, 2 trainees report that the lessons are approximately the same.

#### *Commentary on motivations for participation*

##### *Reason for enrolling in the school*

In the 1st question of this category of motivations, we asked the adult refugee and immigrant trainees about the reason they enrolled in this school. Most stated that the main reason was to learn how to write Greek first and then to speak it, since they stated that they



understand it but have difficulty writing it. One trainee cites as a reason to learn everything and be able to continue in high school and then in university. One trainee cites as a sole reason that because she was a good student in her country and was forced to stop, she wanted to continue it here. Another trainee, because she had never gone to school, except for some lessons at home, wanted to enroll in a school for years and none accepted her. Finally, another one learned about the school and managed to make his dream come true, since he not only wanted the high school diploma, but also wants to study and get to the Fine Arts. Finally, 2 trainees, in addition to the others mentioned, also want the high school diploma in order to find a better job.

#### *How will the school help them*

In the 2nd question asked to the participants in the survey, regarding how they believe that attending the school will help them, 2 trainees mentioned the issue of work, since they work as interpreters in NGOs and need to learn the language well and get the graduation certificate to secure their job to a greater extent. Another 4 participants want it for their job, either to find a better one or to maintain the existing one. One trainee specifically states that she works “black” (illegally), as a cleaner in a hospital and wants to become legal. In addition, if she can, to continue her studies at a vocational high-school to become a full-time nurse. Finally, one trainee states that he is not concerned with the degree and does not need it for his work, but only for himself, because he needs knowledge in his life.

#### *Subjects that interest them*

In the 3rd question, the trainees are asked which subjects interest them the most. Four trainees state that they are interested in all subjects. Another 4 trainees put language as the main subject that interests them the most, with one trainee also stating that he needs language for his work as an interpreter and to be able to study. One trainee, although initially states that he is interested in everything, then clarifies that he is interested in English first, as is another trainee, and then the rest. One trainee states that he likes technology, which is why he puts the computer subject first and then the language with history. Finally, one trainee initially mentions all the subjects, but then numbers History first, language next, English next, and Mathematics.

#### *Use of the high school diploma*

In the 4th question, whether the trainees need the high school diploma for a specific reason, 3 participants stated that they need the high school diploma to continue their studies. The rest did not state a specific reason, since they do not know if they will ever need it. One participant stated, for example, that he is a freelancer and does not care about the degree, but he may need it in the future to enter a public or private company as an employee. Finally, the trainees stated that now they do not need the degree and they just came to learn, but in the future you do not know what will happen and it may be needed.

#### *Recognition by society*

The 5th question has to do with whether the trainees believe that their position in society will change in some way after obtaining the degree. Three participants believe that there will be no change in how others see them, except in their personal interest and how they see themselves. Four trainees believe that it plays a big role and that they will be treated differently, both in their work and in

society. Finally, the remaining 3 report that they do not know and cannot say whether it will play a role somewhere.

#### *Children's reading*

In the 6th question, whether the trainees believe that they will be able to help their children in their lessons, after attending the school, most believe that they will be able to help their children once they learn Greek; except for 3 trainees who do not know if they will be able to help their children in their lessons, since they have great difficulty with Greek. Finally, one trainee states that he already helps his children.

#### *Activities at school*

Questions 7 and 8 concern the activities of the trainees inside and outside the school environment; how much they like or are interested in them and to what extent they can attend them. All participants stated that they really like the activities that take place at school, outside of class, because of the collaborations and contact between them. They particularly like to play theater, dance and to paint. The example of one trainee is typical, who states that, although sick and just released from the hospital, he comes to school so as not to miss all of these. Now in relation to the extracurricular activities and various excursions (e.g., visits to museums, etc.) that the school organizes, although everyone stated that they like them, only half of them can attend them. This happens either because they work there, or because of their children and family obligations, and finally because of a poor financial situation.

#### *Change from everyday life*

In the 9th question, regarding whether the trainees feel that they escape from everyday life when they come to school, all answered positively. Specifically, four trainees reported that they escape from the pressure of work, while one participant reports that he is in a hurry to finish his work to come to school and when for some reason he cannot come to class, he gets upset.

#### *What they like about school*

In the 10th question, about what they like most about school, most trainees said “everything”. They also mentioned the great atmosphere that prevails in the school and that makes them feel like a family. One trainee made special mention of the director of the school, whom he feels like his mother because she herself treats them like her children. One trainee states that before he met the school, he felt alone and, together with the pressure of work, he had a hard time. Now, through the school and the people he has met, he comes and forgets the unpleasant thoughts and bad situations at his job. Finally, 4 trainees emphasize the very good work of the teachers, who want to teach with their hearts, without pressuring and with patience.

#### *Treatment by fellow countrymen*

To the 11th question and whether they believe that their fellow countrymen will see them differently after obtaining their high-school diploma, all the trainees answered positively except for one, who stated that first of all it is to be a good person and the degree does not play a role. One trainee stated that others will see what he did as a positive move, but there are also others who will be negative, saying that he did not do anything important. Finally, one trainee emphasizes that 3-4 of his friends have already been excited and jealous, in a good way, and have declared their intention to enroll next year.

## *Commentary on the teachers*

### *Motivations*

In the 1st question posed to the teachers, regarding the motivations that push refugees and immigrants to enroll in this school and follow the curriculum, the following opinions were expressed:

- The 1st teacher believes that the main motivation is language skills, that is, to learn Greek in order to integrate into society more quickly. Then, it is the lack of basic knowledge, such as mathematics.
- The 2nd teacher believes that the main motivation is to obtain a degree, which may help them obtain the necessary residence permit for them. Then, to improve their knowledge of Greek, in order to adapt to society and the way of life.
- The 3rd teacher believes that the main motivation is socialization, to learn to communicate and read elementary and to acquire personal and friendly relationships. For this particular teacher, her opinion is that the degree may be the last motivation and they may not even use it for work.
- The 4th teacher believes that the main motivation is the high school diploma, which they will need in the future to find a job.

### *Most interesting subject*

In the 3rd question to the teachers, regarding which subject they believe is of interest to refugees and immigrants, all of them mentioned first "Language Literacy", through which they want to immediately reach a satisfactory level of communication. Also, the 1st teacher mentioned that they are also very interested in Mathematics and Informatics, in order to learn to use a computer and find a job. In addition, they show great interest in the English language. Finally, the 3rd teacher states that after language, the trainees show great interest in Mathematics and Social Literacy courses.

### *Role of the teacher*

In the 9th question to the teachers, regarding whether the teacher can play a role in the learning of the students, everyone agreed that their presence is very important and catalytic. For example, the 1st teacher stated that the teacher can inspire them, understand them and show them love. The 2nd teacher stated that the role of the teacher is to encourage, support and teach the principles of equality and equity, regardless of gender and race.

### *Pupil cooperation*

In the 11th question to the teachers, regarding whether they have noticed that other pupils help refugees and immigrants when they do not understand something, all the teachers reported that they have noticed many times that Greek pupils help them and explain things to them, especially those who are in the 2nd year and have been together for a long time, even when they do not know the language well. As the 2nd teacher also mentions, many times the refugees seem to understand something, but in reality, this is not the case; yet they do not express a question to the teacher and so the person next to them often takes on this role.

### *Analysis of findings using the triangulation method*

From the data recorded through the interview transcripts and using the triangulation method (data triangulation or triangulation from

different sources), an attempt was made to correlate the results from the pupils' interviews with those of the teachers, regarding the motivations of refugees and immigrants in educational activity. In terms of motivations, there was a correlation in what the pupils stated, in relation to the teachers, in the following:

- Both sides consider the primary motivation to be the desire to properly learn the Greek language, which will help them in everything in their daily lives and will make their lives easier.
- Both sides consider the possibility of finding a job with greater chances, after receiving their degree, as a motivation.
- Both sides consider socialization through school and the creation of new personal relationships as an important motivation.
- Both sides consider that they may obtain a residence permit through school.

From what the participants in the interviews stated regarding the motivations that led them to the Second Chance School, we find that:

- They confirm the theory of equality, which belongs to the Cognitive theories and was initially proposed by Adams (1965 in Koutlas, 2018), but comes from the theory of cognitive dissonance of Festinger (1957 in Koutlas, 2018). This theory argues that a person is in a constant comparison with others, so that he/she can feel equal in society. Thus, the trainees believe that through school they will have equal opportunities with others. In addition, they will receive greater recognition in society.
- They confirm the theory of goal setting, which belongs to the Behavioral theories of motivation, which argues that motivation aims towards a goal. Similarly, refugees each have a motivation that leads to a goal, such as finding a job more easily or maintaining the existing one, being able to continue their studies more, being respected and recognized more in society, being able to help their children at school, getting a residence permit, making new acquaintances and socializing more easily.
- They confirm the reinforcement theory, according to which behavior is reinforced by the result. In our case, because the climate prevailing in school is pleasant, the trainees have reached the point of being upset when they do not have a lesson.
- They confirm Boshier's Educational Participation Scale (1971 in Koutlas, 2018), who studied the motivations for trainee participation based on their orientations. Among the categories that this scale had, we find in our research the following: the creation of social relationships and contacts, external expectations, professional development, interest in acquiring knowledge, and good communication skills.

## **Conclusion**

From the interviews with the trainees, we understand that Second Chance School is more than a school for them. They feel that they have found a new family, friends, people who respect them, accept them and treat them as they deserve. In addition, they acquire the knowledge and skills that will offer them an easier everyday life and a better standard of living. At the same time, they realize a forgotten dream for many, to obtain a high school diploma and the

hope of continuing to where everyone dreams of. Second Chance Schools seem to play a particularly important role for adult refugees and immigrants in the country. This is due to the philosophy that characterizes this type of schools and their adaptability to the particularities and needs of each trainee. However, according to the findings of our research, we must also focus on the fact that there is insufficient information about the existence of Second Chance Schools in the refugee and immigrant accommodation structures, according to their context. This acts as a deterrent to their need for quick and correct knowledge of the Greek language and other basic knowledge that is necessary for their everyday life.

Finally, it should be emphasized that the results of this research will not be appropriate to generalize, since this case study was conducted on a small sample and only in one specific school. For this reason, it would be advisable not to accept and use the results extensively for all refugees and immigrants, who are studying in corresponding study programs throughout the country. We would suggest, in order for the results of our research to be usable, that similar research be carried out in other schools in the territory, with different geographical characteristics. The results that will be extracted from these surveys will be contrasted with ours and will either verify our data or refute them. Furthermore, in such a case with a much larger sample, qualitative and quantitative research could be conducted simultaneously, using the triangulation method.

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