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A.I. & Adult Education in Greek Second Chance Schools: A Blessing or a Curse?

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ABSTRACT

Artificial Intelligence (AI) has begun to integrate into educational institutions globally and has garnered significant attention, shown by the Second Chance Schools (SCS) in Greece. Second, Chance Schools (SCS) play a vital role in providing individuals the opportunity to get their primary educational qualifications, therefore enhancing their technical and professional abilities to improve their work prospects. The AI offers potential prospects, including customized learning experiences, enhanced access to educational materials, and streamlined administrative procedures. These technologies address the diverse requirements of adult learners in SCS, who possess differing degrees of technical proficiency and encounter socio-economic challenges. The use of AI raises numerous significant concerns. Ethical issues, the digital divide, and data protection exemplify its effective implementation. Moreover, excessive reliance on AI and the eradication of human presence in the educational system may pose problems, since the human element is essential for providing emotional support and direction to adult learners. This research thoroughly examines the dual impact of AI on Greece's Second Chance Schools (SCS). It examines its potential as a transformational instrument and source of challenges. It underscores the need of meticulous implementation techniques that prioritize ethical principles, equality, and a harmonious balance between human interaction and technology, ensuring that AI serves as a beneficial tool rather than a detriment to adult education.

Keywords: Artificial Intelligence, Adult Education, Second Chance Schools, Digital Skills, Ethical Issues

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1. Introduction

The advent of Artificial Intelligence (AI) has precipitated substantial transformations in global education, altering pedagogical methods and experiences. The Second Chance Schools (SCS) provide persons in Greece an opportunity to attain formal education, presenting both significant potential and problems via the use of AI. These institutions are the primary determinants of adult education, resulting in issues such as unemployability, inadequate credentials, and social integration. By educating individuals in essential information and skills, SCS fosters personal empowerment and socio-economic advancement (Sachpatzidis, 2024).

Adaptive learning techniques may tailor instructional material by customizing learning approaches. For adult students balancing familial obligations, work demands, and educational pursuits, it is essential to provide accessibility and flexibility in scheduling. Moreover, AI may assist instructors by streamlining administrative tasks, evaluating teaching efficacy, and providing enhanced feedback to improve instructional strategies (Storey & Wagner, 2024). The students of SCS come from diverse socio-economic backgrounds and low educational levels, which may address longstanding inequities and outcomes.

While the integration of AI in education presents obstacles. The primary topic of discussion is data privacy, ethical concerns, and algorithmic prejudice. AI technologies need extensive data to function well, raising concerns around adoption security and the ethical implications of data use (Dubber et al., 2020). The digital divide is a significant impediment. Many SCS students lack adequate technology and digital literacy skills, exacerbating existing inequities rather than alleviating them (Hutson & Ceballos, 2023).

A significant issue arises, namely the potential elimination of the human element from the educational system. Adult students usually get mentoring, inspiration, and empathy from instructors, which AI cannot provide; nonetheless, it may enhance a helpful educational atmosphere (Holmes & Porayska-Pomsta, 2022). This is crucial in SCS, where students often encounter professional and personal obstacles that need substantial supervision and assistance.

This paper aims to examine if AI is advantageous or detrimental for adult learners in Greek SCS education. A substantial body of worldwide research and current literature seeks to analyze the dual effect of AI, emphasizing both the obstacles and the prospective transformations. The paper will analyze the equilibrium between technological benefits and the preservation of human-centered education, addressing critical issues of AI integration concerning equality and ethics.

The Materials and Methods section delineated the qualitative research technique used in this study, examining the sources of data, which included policy papers, empirical studies, and academic references. The Results section delineates the advantages and obstacles of AI in Greek SCS, providing relevant facts and statistics. The Discussion section analyzes the implications of these results, outlining strategies for the effective use of AI in education. The Conclusion section encapsulates the primary findings of the research and provides recommendations for educators and policymakers to enhance advantages and mitigate risks associated with AI.

This investigation seeks to enhance the broader discourse on AI in education by presenting an alternative perspective that considers the unique context and challenges of Greece's Second Chance Schools (SCS).

2. Artificial Intelligence Applications in Second Chance Education

By means of individualized instruction, enhanced accessibility, and administrative process optimization, integration of artificial intelligence (AI) into education can alter learning settings. Customized learning opportunities fit every student at Greek Second Chance Schools (SCS), where artificial intelligence drives typically diverse instructional challenges. Still, effective application of artificial intelligence depends on a careful balance between technical innovation and human engagement so that students benefit from AI-powered learning coupled with the necessary direction of teachers.

Most clearly artificial intelligence has affected tailored learning paths. Adaptive learning tools and AI-based tutoring systems monitor student development and change courses of instruction to fit need (Chen et al., 2020). Adult students in SCS who often enroll with different degrees of knowledge and computer ability might especially find these materials very helpful. Learning analytics driven by artificial intelligence allows teachers to track student development, identify areas of need, and provide focused interventions (Chounta et al., 2021). By providing real-time data that let students improve their performance without consistent instructor engagement, automated feedback systems serve to further optimize this process (Cabestrero et al., 2018).

An additional important use of artificial intelligence is its help to improve digital justice and accessibility. Many SCS students have low technology knowledge, language problems, or

impairments that complicate learning. Text-to---speech and speech-to---text applications powered by artificial intelligence might assist dyslexic or visually impaired students thereby enabling their successful interaction with instructional materials (Xu et al., 2021). Real-time language translating technologies also help non-native Greek speakers to attend classes with simplicity (Wong et al., 2020). Artificial intelligence chatbots and virtual assistants provide 24/7 assistance and help students seek advice and explanation outside of traditional classroom hours (Helm et al., 2020).

Moreover, altering assessment and feedback systems is artificial intelligence, which increases the test accuracy and efficiency. Conventions test management and automated grading systems help teachers save time and free themselves to concentrate on customized student aid (Bywater et al., 2019). Furthermore, feedback systems powered by artificial intelligence provide pupils thorough explanations and development suggestions, therefore transcending basic right-or-wrong evaluations (Cabestrero et al., 2018). Furthermore, in research there are artificial intelligence-based emotion detection systems that examine student facial expressions and speech tones, thus enabling teachers to see learning challenges or stress in real time and adjust their courses (Hemachandran et al., 2022).

Apart from its use in the classroom, artificial intelligence improves data-driven decision-making and administrative effectiveness. Universities may expedite admissions procedures using AI-based enrollment systems, therefore guaranteeing first access to resources for youngsters most in need (OECD, 2019). Predictive analytics helps teachers to foresee dropout threats, hence allowing them to react early and keep students involved in their studies (George & Thomas, 2019). By means of biometric technologies including face recognition, AI-driven attendance tracking helps to simplify administrative tasks, hence lowering mistakes and enhancing monitoring (Haenlein & Kaplan, 2019).

Although artificial intelligence has numerous advantages, its use in the classroom begs moral issues that should be taken under thought. Data privacy and security problems arise when artificial intelligence systems amassing massive quantities of personal data on students (Haenlein & Kaplan, 2019). Moreover, artificial intelligence algorithms have to be carefully constructed to prevent feeding already existing prejudices, therefore disproportionately harming impoverished student groups (Chalkiadiki, 2018). Clear and intelligible AI decision-making procedures will help instructors and students to understand how evaluations and recommendations are developed and thus promote fairness and openness (Chounta et al., 2021).

All things considered, artificial intelligence offers Greek Second Chance Schools major prospects, especially in terms of enhancing administrative efficiency, evaluation, accessibility, and customized learning, and most importantly but if these technologies are to be successful their usage must be strictly controlled if we are to guarantee ethics, fairness, and openness. Policymakers and educators must cooperate to mix automation with human-centered education so that artificial intelligence improves rather than replaces the function of teachers. Good integration of artificial intelligence might assist in overcoming digital barriers, provide focused instructional interventions, and create a more inclusive learning environment for the adult student population of SCS.

3. Materials and Methods

The methodology of this article is based in a qualitive structure to examine the possibility and risks of importing Artificial Intelligence (AI) into Greek's Second Chance School (SCS). The synthesis of discoveries consists of empirical cases, academic literature and policy documents, where this study attempts to present detailed understanding of AI affection in adult education.

This approach allows the examination of advantages and risks connected with AI, while aiming the learning methods and socio-economic framework of Greece's SCS.

The existing literature is consisted of the methodology by analyzing policy reports, academic articles and empirical local studies, where the study discovers global trends and better implementations in improved education with AI, moreover the special constraints and needs of Greek SCS. Holmes and Porayska-Pomsta (2022), report that giving crucial information with ethical consequences of AI in education, especially the contribution of data privacy and algorithmic bias. In similar vein, Hutson and Ceballos (2023) highlight the significance of boosting durable skills and digital literacy during learners with tool Industry 4.0, which is particularly pertinent for adult students in Second Chance Schools (SCS). This extensive range of literature facilitates comprehensive analysis that provides equal consideration for the technological capabilities of AI and its socio-ethical implications.

The study examines ethical issues, digital inequalities, and the effects of less human connection in education as well as how artificial intelligence may promote individualized learning, improve administrative efficiency, and increase access for adult learners. The research uses a thorough literature review, document analysis, and case study assessment in order to meet these goals and hence provide a profound knowledge of the use of artificial intelligence in Greek SCS.

Examining the corpus of current artificial intelligence in education, with special focus on its use in adult learning situations, a comprehensive literature review was undertaken. Reviewed were academic papers, policy studies, empirical case studies highlighting worldwide patterns and best practices in artificial intelligence-enhanced education. Particularly in the scope of educational institutions serving non-traditional students, this strategy helped to identify both possibilities and constraints surrounding artificial intelligence integration. Furthermore examined were research on the Greek educational scene to help to place the conclusions of the review—which included sources from peer-reviewed articles stressing on educational technology, digital literacy, and artificial intelligence ethics—based on careful academic investigation in the pertinent institutional and socioeconomic context of Greek SCS.

Apart from the assessment of the literature, policy papers addressing Greece's digital transformation and use of artificial intelligence in education were reviewed by methods of document analysis. Published by the European Commission, studies such the Digital Economy and Society Index (DESI) 2022 provide interesting new perspectives on Greece's digital infrastructure and digital literacy situation. Emphasizing existing technology constraints and possible areas of governmental action, these studies were essential in establishing if artificial intelligence implementation in Greek SCS would be practicable. Reviewed were government programs on adult learning and the development of digital skills as well as other relevant material on Greece's strategic educational goals along with national education reports. Policy points of view are used in this paper to attempt to lower the obstacle separating academic debates on artificial intelligence from practical implementation issues.

By means of case study analysis, the article investigates local and global experiences with artificial intelligence in education, thereby improving the contextual knowledge of AI integration. Global case studies from nations such as Finland and Singapore emphasize important elements like strong legislative backing, teacher training programs, and digital infrastructure expenditure, therefore providing patterns of successful artificial intelligence adoption. These foreign models provide benchmarks for evaluating the feasibility of artificial intelligence use in Greek SCS depending on technical capacity and educational policy by means of similarities and contrasts. Analyzed also were European case studies, especially from Denmark and Estonia, to examine how artificial intelligence may overcome inequalities in

digital access and tailored learning thus supporting educational equality and accessibility. Local case studies from Greek Second Chance Schools were investigated in order to provide first-hand knowledge of the particular difficulties these establishments encounter—including limited resources, technical restrictions, and varying learning requirements of adult students.

The results of the case studies, document analysis, literary research was arranged and examined using a qualitative theme analysis. Key issues like personalized learning, digital inequality, ethical constraints regarding data privacy and algorithmic discrimination, and how artificial intelligence could influence human connection in education dominated the subject study. This method helped the research to spot trends and frequent themes as well as to provide a methodical analysis on how artificial intelligence may affect Greek SCS. The research was able to uncover structural difficulties to efficient application of artificial intelligence as well as its transforming power by means of methodically organized data.

Especially in relation to data privacy, security, and algorithmic bias, this research mostly addressed ethical concerns. Running effectively from massive datasets, AI-powered educational systems beg issues about student permission, data privacy, and the moral consequences of AI decision-making. Analyzing systems including the General Data Protection Regulation (GDPR) the research evaluated the legislative protections in place to protect student privacy. Moreover, discussed issues with algorithmic bias as artificial intelligence systems taught on biassed data might aggravate already existing disparities and thus unfairly disadvantage certain student groups. Research on artificial intelligence ethics in education already in publication spurred ethical debates with an eye on how Greek SCS may employ AI under guaranteeing responsibility, justice, and openness.

Although this research uses a thorough technique, certain constraints have to be acknowledged. Since the study mostly depends on secondary data sources, first-hand remarks from Greek SCS lawmakers, teachers, and students are excluded. Empirical approaches such questionnaires, interviews, or observational studies might be used in future studies to better understand the lived experiences of those closely engaged with AI integration at specific organizations. Furthermore, even while this research looks at AI applications in different global settings, the difficulties Greek SCS faces—such as institutional opposition to technology change and financial constraints—may necessitate localized solutions not fully addressed in worldwide case studies.

This paper investigates artificial intelligence's involvement in Greek Second Chance Schools using a qualitative research methodology combining case study assessment, document analysis, and literary synthesis. The results add to the current conversation on artificial intelligence in education by offering recommendations that may drive policies, teacher preparation programs, and digital inclusion efforts. At last, the project aims to combine ethical and human-centered aspects with technical innovation thereby ensuring that acceptance of artificial intelligence improves rather than slows down the learning process for Greek SCS adult students.

To improve that, discoveries are based on real world information. The study imports data from a varied origin of sources. International academic articles promote essential knowledge on the incorporation of AI in education, providing information related to individually customized learning, improving accessibility and efficient administrative functions. For instance, Storey and Wagner (2024), highlight how AI can revolutionize adult education by adjusting educational content to personal needs and automotive routine projects. This aligns with the aims of SCS, where learners frequently cope with varied learning problems and need customized support.

Policy documents of Digital Economy and Society Index (DESI) 2022, which published by the European Commission, provide important information about Greece's digital infrastructure. The DESI reports emphasize existing divide in digital literacy and accessibility, giving a system to assess the viability of AI which is used in Greek Second Chance Schools (SCS). This information is further enhanced by local reports and studies, like the research by Sachpatzidis (2024), which examines the usage of audiovisual tools in SCS to improve learning results and commitment. By combining these varied data sources, the study certifies a complete and contextual analysis.

Empirical case studies are an essential part of the methodology giving instances of AI implementation in educational environment. Global case of studies, including Singapore and Finland, demonstrate the elements that lead to successful AI integration, including all the qualities like solid digital infrastructure, extensive teacher training initiatives and strong policy. These are great examples for the Greek educational system where are similar opportunities and risks. Many European cases of studies like Denmark and Estonia, promote the role of AI in educational equity and risks how technology links the divide in undeserved groups. Local cases of Greek Second Chance Schools (SCS) enrich the analysis by giving information into the specific chances and risks related to AI in limited school resources.

Contextualizing the discoveries is essential for this study. Although, International trends in AI provide useful perspectives, their relevance to Greek SCS needs careful assessment to the local socio-economic and educational environment. For instance, the digital gap in Greece depicts considerable barriers to the fair implementation of AI technologies. A care of study by Akbar et. al. (2024), suggests the necessity of tackling divides in digital literacy and technological accessibility, especially in marginalized groups. Thus, Handley (2018) emphasizes the significance of digital literature content to help students work efficiently with the contribution of AI educational tools. These discoveries develop the studies suggestions to eliminate digital gap and ensure that all learners can benefit from AI independently of socio-economic background.

The involvement of teachers is vital to consider in this analysis. Efficient integration of AI into SCS needs technological infrastructure but the active attendance and support of educators. Holmes and Poryaska-Pomsta (2022) report on the importance of educators training and development to encourage teachers utilize AI applications efficiently. This is the relevant context of SCS, where educators act as mentors and provide emotional support to adult students, dealing with professional and personal problems. By providing educators with essential knowledge and skills to use AI technologies. SCS could increase the advantages of AI while maintaining the human factor in central efficient role of teaching.

Ethical considerations are fundamental to this study AI tools, depend significantly on data for effectiveness, this creates concerns about ethical consequences, security and consent of data usage. Dubber et. al. (2020) reports a detailed structure for managing these issues, highlighting the need for strong governance mechanisms and compliance with the guidance of international best implementations. The General Data Protection Regulation (GDPR) helps as an important reference point for securing that AI systems respect students privacy and ethical standards. By estimating these factors into the analysis, the study targets to promote practical recommendations for ethical usage of AI in Greece's SCS.

Concluding, the methodology of this study includes case study evaluation, synthesis, literature and analysis to deliver a thorough understanding of AI's role in Greek SCS. By using effectively data sources and contextualizing discoveries to the specific needs and issues of these schools, the study gives important information into capable advantages and challenges of AI.

This methodological approach highlights the necessity of considering the human technological and ethical aspects of its application in educational system for adult students.

4. Results

The Artificial Intelligence integration in Greece's Second Chance Schools (SCS) has the possibility to change the educational experience for adult students. On the other hand, AI as a technological invention in these schools illustrates the benefits and difficulties. This discipline investigates the benefits and the drawbacks of AI integration in SCS, which mentioned Personalized Learning, Increased Accessibility, Administrative Efficiency, Digital Inequality, Ethical Concerns and the role of Human Interaction.

4.1 Advantages of AI in Second Chance Schools

4.1.1 Personalized Learning Experiences

AI technologies facilitate individually by adjusting content to cover student's personal needs. These applications, such as Dream Box and Duolingo, analyze data in real time to do customization of learning paths. This method is beneficially in Greece's SCS, where students frequently originate from varied skill levels and educational backgrounds because of continuous interruptions. Individual custom AI applications secure that individual students receive specific support, increasing engagement learning results and motivation (Storey & Wagner, 2024). Furthermore, these tools help to guide exact tasks, like learning difficulties or language obstacles, by boosting inclusivity and giving customized interventions.

4.1.2 Increased Accessibility

AI provides access, specifically for students in remote or uncertain places. AI supports Virtual classrooms and online applications to offer easy and flexible access to great quality in educational knowledge-information helping adult students to work equally family, work and education. Asynchronous tools permit students to study with their own time of learning, providing interactive courses and giving feedback immediately (Handley, 2018). In addition, AI driven supportive technologies, like visuals supports and transformation of text to speech, help students' needs from different background to have similar chances to align in success with the important role of SCS.

4.1.3 Administrative Efficiency

AI simplifies administrative assignments like academic registration, course attendance and releasing tutors from this workload to concentrate on the teaching process. The future analytics help to predict trends like risks of stopping education and provide information and solutions to avoid these risks. It is significantly important in SCS, where stop education rates are increased due to adult students' difficulties. The systems of AI, such as Edmodo & PowerSchool develop efficiency, providing schools to distribute efficiently the resources and believe student's success (Storey & Wagner, 2024).

5. Challenges of AI Integration

5.1 Digital Inequality

The inclusion of AI in Greek SCS may prevented by digital inequalities. A great number of adult students originate from socio-financial drawbacks and have eliminated access to personal computers, stable internet and IT skills which are essential for AI tools. This causes an education system where only financially prosperous students can participate in AI learning

(Hutson & Ceballlos, 2023). To cope with this issue, policymakers should offer economic support to poor students and create digital infrastructure. Initiatives such as training community centers with AI applications can secure equal access to everyone and link the gap.

5.2 Ethical Related to Privacy and Algorithmic Bias

Unfortunately, AI systems need a large quantity of data, causing important problems of security and privacy. Also, the General Data Protection Regulation (GDPR) provides a system to protect data privacy in Europe, an application in educational system which remains a challenge (Dubber et al., 2020). Algorithmic bias, as biased learning method, may cause unfair results to be excluded from group of people. To manipulate these issues, schools need to adjust safe data storage systems, provide clear AI design system and inspect extensively the fairness and accountability.

5.3 Reduction of Human Interaction

Artificial Intelligence integration causes worries about eliminating human interaction in education. Adult students in SCS, regularly based on teachers for individual support qualities, empathy and guidance that AI cannot offer. The over-dependence on AI endangers learning experience by the elimination of personal elements (Holmes & Porayska-Pomsta, 2022). A hybrid model, in which AI controls assignments and educators concentrate on guidance, brings balance between benefits of technology and the necessity for socialization in human factors. AI should be used as tool to help teachers to enrich their knowledge instead of replacing educators.

To conclude, AI provides transformative possibilities for SCS challenges, like ethical worries, digital inequality and the eliminated participation of human factors in socialization, which it is necessary to be coped. The qualities like ethics, equity and collaboration between educators and SCS, can utilize effectively AI to boost into great quality education.

6. Discussion

The AI integration in Greece's Second Chance Schools (SCS) depicts a dynamic combination of opportunities and problems. Artificial Intelligence's ability leads to crucial problems like individual learning, access and engagement, it is a significant solution in education. On the other hand, its implementation raises pedagogical, ethical and logical issues that must be solved with careful guidance. This discipline studies the identical role of AI as an application for educational enrichment and a fountain of justice challenges. It studies systemic obstacles, such as the digital gap, well-trained educators and the necessity of technological improvements with the human interaction in educational environment.

6.1 The Dual Role of AI: Transformative Potential and Risks

AI has developed education by individualizing learning experiences and improving access. SCS helps students to cover varied educational needs and gaps in their schools learning platforms perfectly suited context for individual learners. Applications and tools like Duolingo and Smart Sparrow allow students to advance at their own speed, developing retention and engagement (Storey & Wagner, 2024). These technologies are significantly advantageous for learners with disabilities, by giving assistance with tools as transform text to speech software and screen readers which speed inclusion (Sachpatzidis, 2019).

However, AI's dependence on extensive datasets enhances worries relative to algorithmic bias and data access privacy. The systems of Artificial Intelligence need specific student information to operate crucial ethical conformity and data security. The General Data Protection Regulation (GDPR) offers a system but its application in schools remains a problem (Dubber et al., 2020). In addition, algorithms in AI systems can reproduce problems such as inequality, influencing isolated groups of people in case this will not be followed and guided (Sachpatzidis, 2022).

Another concern can be expressed about the possible decrease in human interaction. Although AI is effective at automated administrative tasks by offering individual teaching. It could not do the teaching guidance and emotional support that tutors provide in class. A lot of SCS students have socio-financial and individual challenges that need human support and dependence on AI which could remove the human factor in education (Holmes & Poryaska-Pomsta, 2022).

6.2 Policies and Strategies for Bridging the Digital Divide

The inequality in digital section is a great barrier to the efficient integration of AI in SCS. A lot of adult learners do not have access to the internet or personal computers to use AI applications. As a result, wealthy students can only use AI (Hutson & Ceballos, 2023).

The dealing of divide needs many-faceted strategies. Policymakers need to invest in expanding high speed internet and offering low-cost devices to unfair communities. The Greece's Digital Transformation Bible 2020 -2025 program giving a system for inclining digital accessibility, however, should be supported by restricted attempts aiming SCS learners (European Commission, n.d.).

Financial support for non-prosperous adult learners and community centers of learning using AI technologies are critical. These centers provide high speed internet for students who do not have or have poor quality internet (Sachpatzidis, 2021). In addition, digital literacy programs are significant to strengthen learners with skills essential to efficient navigation with AI platforms. Cooperations with private sector companies, like Google Grow, could give important information for equal educators and students (Ghamrawi et al., 2023).

6.3 The Necessity of Teacher Training

Educators play a critical role in efficiently using AI in SCS. Furthermore, AI could improve educational practices, its accomplishment majorly relies on teacher's proficiency in using these applications. However, many educators do not have the equivalent training to understand completely AI capabilities in their classroom (Sachpatzidis, 2020).

Programs of professional improvement need to set priority in teaching and technical skills. Providing training on the use of AI tools and the application of AI-based educating methods can enable educators to understand completely these technologies to obtain confidence. Furthermore, it is essential for educators to understand ethical affairs like algorithm and data privacy, to control the complexities of AI (Dubber et. al., 2020).

Cooperation of teachers and software developers can improve the design of AI systems to meet classroom requirements. Including educators in the improvement and examining of AI tools promote the ownership sense and guarantees that system can work efficiently (Ghamrawi et. al., 2023).

6.4 Balancing Technology and Human Interaction

Despite AI numerous benefits, it cannot replace human factors or has dominant role in education. Students in SCS frequently cope with personal and career problems which need guidance, empathy and advice, qualities which AI is difficult to offer them. Conserving a balance between human and technology connection which is critical for the perfect use of AI from people (Holmes & Porayska-Pomsta, 2022).

One method is the usage of AI to manage directorial issues, like attendance inspection and performance observation, releasing teachers from extra commodities to concentrate on educating and guiding. AI applications offer insights into adult learners' development, helping educators to change suitably their instruction in an efficient way (Sachpatzidis, 2019).

Furthermore, educational policies should give order by promoting cooperation, significant thinking and creativity. These skills are thriving in socialization. Group projects, debates and team problems or exercises working with colleagues and teachers increase student's talent of being part of a community and work for similar aim (Sachpatzidis, 2023).

Finally, schools need to supportive place where AI enhances human interaction. This includes conserving opportunities for educators to teach students and ensure that AI technology enriches human's effort to learn.

The integration of AI in Greek SCS represents a confluence of significant opportunity and considerable obstacle. Moreover, AI has the potential to revolutionize education by enhancing accessibility, customisation, and efficiency; nevertheless, its successful implementation requires meticulous consideration of social, pedagogical, and ethical dimensions. Maintaining the human element in education alongside AI is crucial for mitigating risks and managing future uncertainties.

The educators, politicians, and developers affirm that AI serves to enhance the human element without marginalizing it. The execution of techniques that can achieve equilibrium in technical advancements. Furthermore, human values will empower SCS to use AI's capabilities while maintaining integrity for all pupils.

7. Conclusion

The integration of Artificial Intelligence (AI) in Greek Second Chance Schools (SCS) has presented significant prospects for educational advancement. AI systems provide adult learners the opportunity to harness their potential according to their own schedules. These technologies are particularly advantageous for students who have challenges in tracking course progress due to various issues such as disrupted classes, socio-economic factors, or learning impairments. Moreover, AI serves as a supporting instrument and remote working system, facilitating access to educational knowledge despite geographical barriers (Storey & Wagner, 2024; Sachpatzidis, 2023; Handley, 2018).

Conversely, these benefits also reveal substantial issues. The digital divide is a significant issue that cannot be overlooked, since some pupils lack access to high-quality internet or equipment necessary for using AI. The digital divide engenders disparities between affluent and underprivileged students (Hutson & Ceballos, 2023). Ethical concerns around algorithmic bias and data privacy exacerbate the intricacy of AI systems (Dubber et al., 2020; Sachpatzidis, 2020). AI systems rely on extensive datasets, which raises issues over data security and potential biases that may adversely affect vulnerable populations (Dubber et al., 2020; Sachpatzidis, 2022).

Policymakers must address prior issues by investing in digital infrastructure and providing financial assistance to low-income community members. Community learning centers are well designed to bridge the digital gap (European Commission, n.d.; Sachpatzidis, 2021). Educators need specialized training programs to develop advanced abilities for the effective use of AI technologies (Ghamrawi et al., 2023; Sachpatzidis, 2020).

The equilibrium between human involvement and Artificial Intelligence may facilitate project automation and enhance students' learning experiences; but it cannot replace the quality of instructors, particularly in terms of empathy and mentoring. An alternative strategy ensures that AI assists educators rather than supplants them, so preserving the essential human-centered concepts vital to the educational system (Holmes & Porayska-Pomsta, 2022; Sachpatzidis, 2019). By addressing these difficulties, AI may serve as a valuable instrument that revolutionizes the Greek supply chain system.

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