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Programa de Doctorado en Ciencias Sociales y Jurídicas

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Formación permanente de migrantes adultos
refugiados. El papel de la inteligencia emocional en el
desarrollo de habilidades para la vida

Lifelong learning and education of adult migrants and
refugees. The role of emotional intelligence on the
development of skills

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TÍTULO DE LA TESIS:

Formación permanente de migrantes adultos refugiados. El papel de la inteligencia emocional en el desarrollo de habilidades para la vida

INFORME RAZONADO DE LAS/LOS DIRECTORAS/ES DE LA TESIS

(se hará mención a la evolución y desarrollo de la tesis, así como a trabajos y publicaciones derivados de la misma)

La tesis que aquí se informa configura una investigación con un alto sentido práctico que trata de construir conocimiento sobre la potencialidad de la educación emocional como garantía de inclusión social de personas refugiadas e inmigrantes adultas.

La fundamentación teórica realizada repasa de forma exhaustiva, a través de una amplia consulta, el estado de la cuestión sobre la inmigración en Europa y, más concretamente, e Grecia, así como del valor de la inteligencia emocional como herramienta de inclusión.

La metodología utilizada en el estudio se ha fundamentado con diferentes evidencias teóricas y empíricas que demuestran su adecuación a los trabajos empíricos realizados en el área de ciencias de la educación. Esta se ha definido como un estudio no experimental, de carácter descriptivo y correlacional. La información ha sido aportada por un amplio grupo informante mediante la construcción ad hoc de un cuestionario que cumple los criterios de fiabilidad y valides para su implementación.

Los resultados han sido expuestos en base a los objetivos formulados y las conclusiones han sido acomodadas de un modo correcto a estos.

Derivada de esta tesis, se ha realizado la siguiente publicación:

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Por todo ello, se autoriza la presentación de la tesis doctoral.

Córdoba, a 30 de octubre de 2023

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RESUMEN

Este proyecto profundiza en la educación de los refugiados e inmigrantes adultos y en el desarrollo de sus capacidades a través de la inteligencia emocional. Grecia y Europa han sido llamadas a acoger diferentes estratos culturales y orígenes culturales y religiosos. Las personas que se vieron obligadas a desarraigarse de su familia, su hogar, su educación, su trabajo y de su propio país estaban llamadas a llegar a países con lenguas, religiones, mentalidades y estilos de vida diferentes. Un gran reto fue la composición y diversidad del potencial estudiantil. Ahora es importante estudiar y centrarse en las influencias educativas y sociales específicas (por ejemplo: estereotipos, familia) en el apoyo educativo a los refugiados (recién llegados) y qué modelos de integración de la enseñanza son apropiados para una gestión más eficaz del aula intercultural. En las "Buenas Prácticas de Integración y Aprendizaje" y, por supuesto, en la orientación profesional inicial y la Información Educativa. La aparición de la Inteligencia Emocional es, de hecho, un activo esencial en la interacción con nuestra sociedad en desarrollo. La Inteligencia Emocional se refiere a la comunicación con nuestro entorno social y es la capacidad de saber reconocer y gestionar los sentimientos.

La existencia de sociedades multiculturales es un gran reto hoy en día, ya que surge la necesidad de comunicación y cooperación sin ningún tipo de prejuicios y estereotipos entre los miembros de la sociedad con diversos antecedentes nacionales, lingüísticos y/o culturales.

Como parte de la investigación han surgido varios factores. Entre ellos se encuentran los siguientes: el idioma, las dificultades económicas, el choque cultural, los diferentes niveles culturales entre las razas, los prejuicios, la forma funcional del sistema educativo griego. Por otra parte, factores como el valor físico, la duración de la estancia, la edad, la formación de una identidad nacional positiva, etc. parecen funcionar de forma protectora y pueden influir positivamente en las relaciones sociales.

El propósito de este estudio es resaltar el problema que ha surgido después de la crisis de refugiados e inmigrantes en Grecia y Europa y llenar el vacío en la investigación

sobre las perspectivas y el potencial educativo de los refugiados e inmigrantes adultos y a través del enfoque psicopedagógico de aprendizaje permanente, para investigar el papel de la inteligencia emocional en el desarrollo de habilidades. Además, se intenta avanzar en el conocimiento de los factores que pueden predisponer a un individuo a participar en un aprendizaje permanente a través de la inteligencia emocional.

La bibliografía sobre el aprendizaje permanente suele centrarse en dos grandes dimensiones: (1) las destrezas y habilidades, como la capacidad de planificar y supervisar su propio aprendizaje, el aprendizaje en distintos entornos y utilizando diversas estrategias, y las destrezas de alfabetización informacional; y (2) las creencias sobre el aprendizaje, sobre sí mismos como estudiantes y sobre el conocimiento.

El objetivo del presente estudio era examinar la relación entre el aprendizaje permanente y la inteligencia emocional. Se realizó una investigación transversal primaria y cuantitativa utilizando cuestionarios fiables y válidos. La inteligencia emocional se midió con el WLEIS ($\alpha \geq 0,948$) y el aprendizaje permanente con la escala de Kirby et al. (2010) ($\alpha \geq 0,752$). La muestra se llevó a cabo por 482 inmigrantes de edad media de 32 años, que provienen principalmente de Ucrania, Albania, Siria, Irak, tienen un bajo nivel educativo en su país de origen y la inmigración básica razón de la guerra. Se confirmaron las cuestiones éticas necesarias (BPS, 2014)

El análisis de datos se realizó con una significación del 5% mediante pruebas paramétricas, no paramétricas y modelos de regresión lineal múltiple. Se comprobó la normalidad de las variables (Field, 2017).

Los factores de inteligencia emocional se correlacionaron positivamente con los factores de aprendizaje permanente ($\rho \geq 0,186$, $p < 0,01$). El uso de las emociones fue un predictor significativo del aprendizaje permanente ($b \geq 0,205$, $p \leq 0,002$). La regulación de las emociones fue un predictor significativo del establecimiento de objetivos ($b = 0,181$, $p = 0,007$), la aplicación de conocimientos y habilidades ($b = 0,290$, $p < 0,001$) y las estrategias de aprendizaje adaptables ($b = 0,184$, $p = 0,008$).

La evaluación de las emociones de los demás fue un predictor significativo de la aplicación de conocimientos y habilidades ($b = 0,141$, $p = 0,023$). La formación permanente se vio afectada por el género ($p < 0,001$), el país de origen ($p < 0,001$), la edad ($p < 0,05$), el nivel

educativo ($p < .001$) y la asistencia a cursos de griego u otros idiomas ($p \leq 0,047$). Los inmigrantes presentaron niveles altos de inteligencia emocional, mientras que niveles un poco más bajos se presentaron en el uso de las emociones.

La postura hacia el aprendizaje permanente era moderada, mientras que entre moderada y alta consideraba la aplicación de conocimientos y habilidades, así como la autodirección y la evaluación. Los inmigrantes con mayores niveles de inteligencia emocional presentaron mayores niveles de aprendizaje permanente siendo el factor más importante el uso de la emoción seguido de la regulación de la emoción y otros la valoración emocional. Los inmigrantes con mayores niveles de inteligencia emocional, valoran como lo más importante en el aprendizaje el ser mejor y no el mejorar habilidades o recibir formación especial. Los inmigrantes procedentes de Ucrania, Rusia y Turquía presentaron niveles más altos de aprendizaje permanente, así como los inmigrantes de nivel educativo universitario, máster, doctorado, las mujeres, los inmigrantes que expresaron la guerra como principal motivo de inmigración y los que asisten a cursos de griego u otros idiomas. Los inmigrantes más jóvenes presentaron una mayor fijación de objetivos, mientras que los mayores una mayor localización de la información.

ABSTRACT

This project deepens the education of adult refugees and migrants and the development of their skills through emotional intelligence. Greece and Europe have been called upon to embrace different cultural strata and cultural backgrounds and religions. People who were forced to be uprooted by family, home, education, work and by their own country were called to come to countries with different languages, religions, mentalities, and lifestyles. A great challenge was the composition and diversity of student potential. It is now important to study and focus on the specific educational and social influences (i.e.: stereotypes, family) on educational support for (newly arrived) refugees and which teaching integration models are appropriate for more effective management of the intercultural classroom. In the “Good Practices of Integration and Learning” and, of course, in the initial vocational orientation and Educational Information. The emergence of Emotional Intelligence is, in fact, an essential asset in interaction with our developing society. Emotional Intelligence refers to communication with our social environment and is the ability to be able to recognize and manage feelings.

The existence of multicultural societies is a big challenge nowadays, as the need arises for communication and cooperation without any kind of prejudices and stereotypes among the members of the society with diverse national, linguistic and/or cultural background.

As part of the research several factors have come up. They include the following: the language, the economic difficulties, the cultural shock, the different cultural levels among the races, the prejudices, the functional way of the Greek educational system. On the other hand, factors such as physical courage, the length of stay, age, the formation of a positive national identity etc. seem to function protectively and can positively influence social relations in schools.

The purpose of this study is to highlight the problem that has arisen after the crash of refugees and immigrants in Greece and Europe and to fill the gap in research on the educational prospects and potential of adult refugees and immigrants and through the

psycho-pedagogical approach of lifelong learning, to investigate the role of emotional intelligence in development of skills. Also, is attempting to advance knowledge of the factors that may predispose an individual to engage in lifelong learning through emotional intelligence. The literature regarding lifelong learners generally focuses on two broad dimensions: (1) skills and abilities such as being able to plan and monitor their own learning, learning in a variety of settings and using a variety of strategies, and information literacy skills; and (2) beliefs about learning, themselves as learners, and knowledge.

The Aim of the current study was to examine the relationship between lifelong learning and emotional intelligence. A primary, quantitative cross-sectional research was accomplished using reliable and valid questionnaires. Emotional intelligence was measured with WLEIS ($\alpha \geq 0,948$) and lifelong learning with the scale of Kirby et al. (2010) ($\alpha \geq 0,752$). Sample was conducted by 482 immigrants of mean age 32 years old, who mainly come from Ukraine, Albania, Syria, Iraq, have a low educational level in their origin country and basic immigration reason the war. The necessary ethical issues were confirmed (BPS, 2014). Data analysis was performed with significance 5% using parametric, non-parametric tests and multiple linear regression models. Variables were checked for normality (Field, 2017). Factors of emotional intelligence were positively correlated with factors of lifelong learning ($\rho \geq .186$, $p < .01$). Use of emotion was a significant predictor of lifelong learning ($b \geq 0,205$, $p \leq 0,002$). Regulation of emotion was a significant predictor of goal setting ($b = 0,181$, $p = 0,007$), application of knowledge and skills ($b = 0,290$, $p < .001$) and adaptable learning strategies ($b = 0,184$, $p = 0,008$). Others' emotion appraisal was a significant predictor of application of knowledge and skills ($b = 0,141$, $p = 0,023$). Lifelong training was affected by gender ($p < .001$), county of origin ($p < .001$), age ($p < .05$), educational level ($p < .001$) and attending Greek or other language courses ($p \leq 0,047$). Immigrants presented high levels of emotional intelligence while a bit lower levels, were presented for use of emotion. Stance towards lifelong learning was moderate, while moderate to high considering application of knowledge and skills as well as self-direction and evaluation. Immigrants with higher levels of emotional intelligence presented higher levels of lifelong learning with the most important factor to be the use of emotion followed by regulation of emotion and others emotional appraisal. Immigrants with higher levels of emotional intelligence, evaluate as the most important thing in learning to become better and not to improve skills or receive special training. Immigrants that come from Ukraine, Russia and Turkey presented higher levels of

lifelong learning, as well as immigrants of university, master, doctorate educational level, females, the immigrants who expressed the war as main immigration reason and those who attend Greek or other language courses. Younger immigrants presented higher goal setting while older higher location of information.

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INTRODUCTION

The European Commission identifies adult learning as a guarantee of access to high-quality educational opportunities for adult students to promote their personal and professional development. Research in this field is paying attention to lifelong learning actions to meet this challenge. Areas are being explored to strengthen the skills required in today's knowledge society (information and communication technologies, problem solving, foreign languages, etc.).

This project intensifies on the education of adult refugee and immigrants and on the development of skills through emotional intelligence. It is a big challenge for Europe to cover in its area people from different cultural strata, cultural backgrounds, and religions. People who were forced to be uprooted by their family, home, education, work and from their own country, immigrated to countries with different languages, religions, mentalities, and lifestyles. It is now important to study and focus on the specific educational and social influences on educational support for refugees and for immigrants who came in Europe for a better life and the most appropriate teaching models for more effective management of the intercultural teaching and life.

The innovation of Emotional Intelligence is an essential asset in interacting with our developing society. We want to investigate whether migrant and refugee adults want to receive any education or desire to continue their studies and how emotional intelligence affects them on that.

The desirable object is, through this research, to investigate the aspirations and expectations of adult refugees and migrants through emotional intelligence and the role of education on developing educational skills. Consequently, the objectives of this work are the following:

1. To analyze the elements that have generated the decision-making processes of adult refugees and migrants in Europe.
2. Describe the expectations generated by adult migrant refugees upon arrival in Europe.

3. Define the academic interests of adult refugee migrants.
4. To assess the impact of emotional intelligence as a guarantor of life skills development in adult refugee migrants.
5. Develop a permanent training plan in socio-emotional skills that allows adult refugees to acquire strategies for decision-making related to their social, professional, and personal life.

At the same time, some research focuses on the role of this modality to overcome the social exclusion of the most disadvantaged groups. Ríos-González (2017) brings together all these contributions, as well as the steps taken by the programs and theories that have most contributed to adult learning.

A group at risk of exclusion are adult refugee and migrants who come to Europe for reasons of different humanitarian crises, Greece is being one of the receiving countries. Some studies that identify the adult training model as elements of inclusion and that serve as the basis for this study are reported below.

Are multiple investigations that put the focus on care education to refugees arriving in Europe on humanitarian crises. The work of Halechev (2015), under the auspices of the European Commission, imply that adult education is not only about training people who come to the European continent displaced from their countries of origin, but ends with the acquisition skills to find a job, but has intrinsic benefits for the integral development of the person and in inclusion of the same in Europe. Zarifis (2016) presents the results of a study in Greece regarding the benefits that adult lifelong learning has for the development of various skills for the lives of adults in situations of exclusion for various reasons.

This entails the design of adapted educational practices together with instructional curricular materials that allow the educational and social inclusion of these people. Mellard, Patterson and Prewett (2013), in a study carried out with 273 participants in adult education programs from countries identified with humanitarian crises, found that literacy levels of origin conditioned the success of the teaching practices developed, therefore They provided a series of recommendations for instructors to improve the persistence and success of these

students at an academic, professional and social level, where the development of socio-affective competences plays a leading role .

That is why emotional intelligence, referred to communication with our social environment and the ability to recognize and manage feelings (Goleman, 2007), becomes the axis on which this doctoral thesis will pivot.

The year 2015 migration crisis thrust immigrant integration into the spotlight in many parts of Europe. Large numbers of immigrants and refugees arrived in need of support settling into their new societies. Many had limited literacy and had experienced trauma, with possible mental health consequences.

The great diversity of the new arrivals' origins and skill levels also intensified pressures on public services, with heightened need for translation into languages less commonly spoken in Europe and for ways to support people further from the labor market. At the same time, an increase in anti-immigrant rhetoric in political debates—spurred by rising populist and anti-immigrant parties—has constrained political and financial investments in these newcomers. Integration policymakers from across Europe explored these and other challenges at a Migration Policy Institute Europe roundtable in March 2018 entitled Rethinking Integration Governance: Leadership and Skills to Manage Complex Integration Portfolios. Participants shared both concerns and insights on how the future skillset of integration officials might evolve.

However, challenge resolution with people from different backgrounds isn't always easy. Ignorance can lead to prejudices towards differences and thus hinder opportunities to learn together. We must acquire skills, knowledge and attitudes that will help us communicate and co-operate with people representing different cultural backgrounds. Intercultural learning will come into the lives of communities through encounters, active listening, and empathy between the people. Many scholars have argued that people do not become interculturally competent naturally – instead, the skills must be intentionally addressed and rehearsed. Therefore, it is especially important to get teachers, instructors and educators interested in these skills and to equip them, so they can pass them forward. Adult education is not only about employment - the skills and knowledge we acquire through learning have multiple benefits. Particularly now, considering the refugee crisis, adult

education plays a crucial role. The growing number of refugees coming to Europe sparks an urgent discussion over what response is necessary to mitigate the crisis. The large influx of people to Europe's shores brings the challenge of integrating multitudes of people into a new environment. Each new wave of refugees has been subject to the same concern – how can we support inclusion for refugees and what role does adult education play? (Edyta Kadula) looks at how Europe is using education to enhance social inclusion.

1. THEORETICAL FRAMEWORK

In this chapter we will portray the phenomenon of immigration in Greece and how Greece entered its third decade as a host country for immigrants, applicants and beneficiaries of international protection. Even though inflows of immigrants are recorded since the early 1990s, it took more than a decade for the issue of immigrant integration to be raised in the political agenda. This contribution provides for an assessment of the past 30 years, in terms of analyzing the evolving legal and policy framework. In addition, it evaluates the proposed and implemented measures that aimed into facilitating immigrant integration. Also, we will have a look at the refugee crisis as a new challenge to integration policy and we will analyze the integration models.

1.1. The phenomenon of immigration in Greece

The phenomenon of immigration has been and continues to be one of the most serious issues facing modern societies. It is directly related to several parameters, which concern the host societies, their institutions, and particularities of third-country nationals themselves. According to estimates by the World Migration Report, there were about 250 million legal and illegal immigrants worldwide until 2018. This size represents an increase of almost 50 million in the first decade of the 21st century and a more than double the number of immigrants since the 1980s (Andriopoulou, Karakitsios & Tsakoglou, 2017). Over the next few decades, international migration is likely to change its characteristics, mainly because of the global economic crisis - which seems to be slowing down migration in many parts of the world, although it does not appear to stimulate return migration yet - of demographic change, climate change, political instability, war conflicts and new international policies and economic potential in general. By the first half of the 20th century, Greece was traditionally a country mission for immigration to overseas countries and, during the post-war period, to Western Europe countries. In the late 1980s, Greece was transformed from a country of origin into an immigrant reception country, a development that reflects the improvement of the economy the situation in the country as well as the living conditions and which was

affected by its collapse of the existing socialist regimes of Central and Eastern Europe (Cavounidis, 2016).

The first migratory flows in the late 1980s came mainly from neighboring states of the Balkans and the states of the former USSR, in which there was Greek dispersal, mainly because of civil strife. The flow of migrants found the country unprepared, as never before at the time it had not pursued a policy of attraction to its territory. Initially, there was a reception and in part acceptance of immigrants, most of whom came from neighboring Albania. The common cultural references and the employment of immigrants in its sectors national economy in which there was a shortage of manpower due to their movement native service workers and the most dynamic entry into the labor market of women, created suitable conditions for their integration into Greek society and contributed both to the revitalization of the primary sector and to the overall contribution their development in the country (Papademetriou, Sumption, & Terrazas, 2010).

Immigrants were mainly engaged in agriculture and animal husbandry, in constructions, cleaning and cooking services and offered home services as well providing care to children, and the elderly. Their job was complementary to the natives and favored the conditions of competitiveness of the Greek products, due to their low - relative to the indigenous population - wages. The small number of immigrants from Asia (Philippines, Sri Lanka, Indonesia), by North Africa and Egypt, too, did not raise any issues, as they were either mostly female immigration (Asia) employed in the care sector either male unskilled or low-skilled work (North Africa) (Aspasios, 2020).

A special feature of the Greek immigrant landscape is the predominant presence of a specific ethnic group in relation to the total immigrant population. On the Greek immigration map, Albanians make up most legally resident third-country nationals. This trend tends to differentiate Greece from other European countries and their respective immigrant populations. The rest of the country's major immigrant communities come mainly from Eastern Europe and the countries of the former USSR, while there are also immigrant communities from Asia, North Africa, and the Middle East. In general, there are large differences in gender between different immigrant groups. Some immigrant communities are almost entirely male (e.g., Bangladesh, India) while others are dominated by women (e.g., Moldova, Philippines) (Aspasios, 2020).

The restructuring of the Greek economy that has taken place in recent decades has led to the redistribution of labor among its sectors. These developments pushed the natives into the tertiary service sector and the search for office work in the private and public sectors, resulting in a shortage of manpower in the technical professions. The parallel gradual increase in the rate of entry of the female population into the labor market has created a simultaneous need for domestic work. As a result, significant employment gaps have emerged, which have been filled by newly arrived immigrants, creating a "position" for themselves in the Greek economy. These needs partly created a type of division of labor where immigrants and natives were employed in different fields and professions. This system of division of labor directed male immigrants to specific professions (e.g., construction industry, agricultural work, industry) while women immigrants to others (e.g., domestic work, tourism) (United Nations, 2018).

The presence and the consequent need to integrate refugees and immigrants began to be a serious problem for the Greek state the last decade for three reasons (United Nations, 2018):

- a) the increased flow of migrants from Asian countries (Pakistan, Bangladesh) and Africa with a different cultural profile from the host country and lack of specialization in the sectors of the national economy that had a labor shortage, such as agriculture, construction, household services, etc.
- b) the wider European economic crisis, which has led the Greek economy to a recession in over the last decade and which has resulted in rising unemployment, declining public spending and investment, lack of national budget for inclusion actions so for the old as well as for the new immigrant population.
- c) the ongoing mass movement to Greece and Europe, from the end of 2014 until today, individuals seeking international protection and fleeing war or civil strife in their country and in particular Syria, Afghanistan and Iraq.

1.1.1. The refugee crisis as a new challenge to integration policy

Every day, from early morning to late night, hundreds of thousands of refugees and immigrants continue to make their way across the Mediterranean to Europe. Pushed by war, terror, and poverty, asylum seekers are taking dangerous journeys in search of safety, and with hopes of a better life.

The two years 2015-2016 marked a radical change in the expression of its phenomenon immigration to Greece. The mass flow of mixed currents mainly of international applicants' protection and, secondarily, of illegal immigrants from the Middle East, the war zones of Asia and Africa and North Africa, in the Greek islands through Turkey, led to exceeding the reception and hosting limits by once to a country with a recessionary economy and fragile political balances due to the effort tackling multiple internal and external problems (Afouxenidis, Petrou, Kandylis, Tramountanis & Giannaki, 2017)

Most applicants for international protection have moved to Western and Northern Europe, while a significant number of people (about 62,000) remain in country following the closure of borders by neighboring Balkan and Central European countries, as well as the reluctance of some Member States of the European Union to implement their commitments under the Relocation Program (Hellenic Statistical Authority, 2019).

Despite the efforts of the Government, international organizations and civil society, the problems of hosting applicants / applicants for international protection, timely performance the regime of international protection and integration due to the status of the host society they remain open to this day, even after them significant management improvements that have been made (United Nations, 2018).

1.1.2. Integration: conceptual framework

The term "integration" describes an individual or group process that lies in the effort adaptation to a new country and the reality of immigrants' applicants and beneficiaries of international protection.

The integration process concerns a complex process of "education", which, at the first level, includes basic goods (reception, housing, access to health, education) social services and insurance, vocational reorientation, training and adaptation to new business conditions and requirements) (Cavounidis, 2016). At the second level, integration is concerned the gradual familiarization with attitudes, behaviors, and exchanges with the citizens of the country reception and, therefore, reaches the most advanced stages of social integration, such as redefining cultural identity, changing one's lifestyle consumer model and building family and social relationships, participation in the Commons and in the political life of a country other than that of origin. Therefore, integration is an integral part of the social policy pursued by the states. For this reason, it is approached and evaluated on a collective level, while aiming at ensuring the social cohesion of each host country (Skleparis, 2018).

1.1.3. Integration models

The awareness of the dynamics and complexity of the migration phenomenon led to the adoption of differentiated models and integration policies over time, but also geographical / cultural. In particular, the dominant integration models are (Triandafyllidou, 2009):

- the assimilative model which does not allow the existence of diversity and its heterogeneity. This model aims at cultural homogenization and the creation of a cohesive modern society of workers and consumers the way of life (both in private and in public life) of the native population, abandoning habits, attachments, and practices of the countries of origin.
- the multicultural model. According to this, so that the various can coexist cultures should be recognized, and their particularities maintained.

This model recognizes that in society there are groups of different origins and therefore the only way for them to coexist is to accept difference. Therefore, state power must remain neutral and fair and ensure that each group has the right to develop its own cultural character. This model has been adopted by several countries in two basic different versions (Anagnostou & Kandyla, 2014):

- the conservative / liberal model, which accepts cultural diversity if individuals behave as consumers in the market economy and as citizens of the country.
- the social model, which insists on the recognition of the cultural diversity, which must be claimed by their communities' immigrants and be recognized collectively, such as human rights.

In contrast to the above models, and to remove the impasse that both the model of assimilation as well as that of multiculturalism they had created in some European societies, Europe adopted its model in the late 1990s social inclusion as a concept and policy formed within its Council Europe and the European Union.

Social integration is defined as the process of their interaction and mutual adaptation immigrants, applicants, and beneficiaries of international protection as well as and the host society with the aim of creating societies with strong cohesion and achieving it coexistence in terms of peace and mutual understanding. For this purpose, the intercultural approach was adopted with the goal of cultural, social, economic, and political innovation and the pluralistic transformation of the public sphere through fruitful exchange and composition between majority and minorities, dominant culture and various kinds of subculture, social classes, religious perceptions, central administration, and local government, etc. The intercultural dialogue adopted by this model as a means of managing diversity, on the one hand, without to jeopardize the full integration of immigrants into host societies and, on the other hand, to achieve cohesion in modern multicultural societies (Anagnostou & Kandyla, 2014).

1.2. Immigration

In the last twelve months, Greece has consistently been the fourth European country in number international protection applications (after Germany, Italy and France, and before from countries such as the United Kingdom, Sweden and Spain). In fact, only in the latter in the first quarter of 2017, 14,600 asylum applications were submitted in the country (Economist, 2018).

Applications for international protection submitted to the Asylum Service in 2016 amounted to 51.092. The rate of international protection applications remained consistently high in 2017, as demonstrated by the 58,661 asylum applications submitted to the Asylum Service during 2018 (Economist, 2018).

From the above, we can understand that its necessary to define the terminology of immigration and to outline the categories of immigrants and the causes of the phenomenon. Also, we will clear the distinction between male and female adult migrant learners and finally we will define the distinction between refugees and immigrants.

1.2.1. Migration: Definition and basic categories

Immigration is a multidimensional and multilevel phenomenon. Its complexity since it is an inherent phenomenon of human evolution and therefore, it concerns many areas such as politics, economics, culture, but also sociology and psychology (Aggelidis, 2016).

In general, immigration is defined as the permanent or temporary change of place settling an individual, a group or a social whole. As a phenomenon therefore, the Immigration is directly related to the movement of individuals and / or large groups population both internally and between states due to social, economic changes and political crises, revolutions and wars, the asymmetric distribution of the world wealth between developing and developing countries, its global deregulation labor market, anthropogenic disasters (including climate change and environmental degradation of large areas of the planet) (Bousiou, 2020).

The main causes of migration are (Bousiou, 2020):

- the search for better living conditions and economic prosperity
- family reunification
- escape from conditions that threaten the life and safety of the individual or group moves, mainly from war zones and authoritarian regimes that violate

fundamental rights and freedoms of individuals Immigration also varies depending on the period which carried out in traditional, modern, or contemporary.

Traditional immigration was noted before the two World Wars. At the same time, modern migration refers to the change of place installation of an individual or a social ensemble observed within its modern industrial age and the main causes of which have been economic (Levinson, 2005)

Modern immigration concerns immigration nowadays, it is directly related to its industrialization and is a function of socio-economic development.

Other criteria that differentiate the migration phenomenon concern (Eurostat, 2021):

- a) duration of the stay, therefore the migration may be permanent or temporary,
- b) the degree of the choice of movement and whether this is a result of free choice of the individual or not, therefore immigration may be voluntary or involuntary,
- c) the numerical size of the population moving and specifically whether immigration is individually or by group,
- d) its legal nature, which is related to the immigration activity, if the person or group moving is recorded by the authorities of the host country and therefore, it may be legal or irregular, and
- e) the geographical extent of the migration and whether the movement takes place within or outside the borders of a country. Therefore, immigration can be internal or external/ international.

In addition to the above types, in recent decades, and especially after the fall of the regimes of existing socialism and the creation of a new order of things at the international level with the main feature is globalization with a mainly economic sign (opening of markets,

free movement of services and goods as well as certain categories of professions). Emerged several new causes and corresponding categories of immigrants (Eurostat, 2021):

1. Migration for education and specialization.
2. Return of populations that for various reasons remained outside of their country of origin, legally or illegally.
3. Circular immigration, which includes seasonal, cross-border trade activity, etc.
4. Social migration, which mainly concerns dependent members who follow them legal immigrants and refugees in the new countries in which they settle (family reunification)
5. Migration for environmental reasons, which is due to extensive large-scale environmental disasters, such as crop depletion soils, drought, industrial pollution of water resources, etc.
6. Immigration of highly skilled workers (top executives, technicians, and scientists) moving within multinational companies, international organizations, and international NGOs because of the globalization of the labor market deregulation of the global labor system and globalization managing humanitarian, immigration, and refugee crisis.

1.2.2. Immigration terminology

An immigrant is someone who chooses to resettle to another country. Many immigrants, however, don't have such legal status and are thus undocumented. As such, they are subject to "removal" or deportation from the United States. "Migrants, especially economic migrants, choose to move in order to improve the future prospects of themselves and their families," the U.N. High Commissioner for Refugees (2019) says. "Refugees have to move if they are to save their lives or preserve their freedom" (p.35).

A refugee is someone who has been forced to flee his or her home country. As such, refugees can apply for asylum in the United States, a process that could take years.

Getting refugee status isn't easy. The applicants must prove that if they return to their home country, they'll be injured because of their race, religion, nationality, membership in a particular social group or their political opinion. "Refugees are generally people outside of their country who are unable or unwilling to return home because they fear serious harm" (IOM, 2021), the U.S. Citizenship and Immigration Services says. Definition: Refugees are people fleeing armed conflicts or persecution. There were 19,5 million of them worldwide at the end of 2014 according to UNHCR. Their situation is so perilous that they cross national borders to seek safety in nearby countries and become recognized as refugees with access to assistance from states and aid organizations (Eurostat, 2021)

An asylum seeker is someone who claims to be a refugee but whose claim hasn't been evaluated. This person would have applied for asylum on the grounds that returning to his or her country would lead to persecution on account of race, religion, nationality, or political beliefs. Someone is an asylum seeker for so long as their application is pending. So not every asylum seeker will be recognized as a refugee, but every refugee is initially an asylum seeker (IOM, 2021).

Migrants choose to move not because of a direct threat or persecution but mainly to improve their lives: Finding work, seeking better education, reuniting with family. Unlike refugees who cannot safely return home, migrants can return home if they wish. This distinction is important for governments since countries handle migrants under their own immigration laws and processes (Levinson, 2005).

Based on the above categories of immigration, the basic terms that go through the modern immigration phenomenon is (IOM, 2019):

- Foreigner. A foreign natural person means one who does not have the citizenship of the state in which he resides or who does not have the citizenship of any state (stateless).
- Immigrant. The term refers to the individual and family members who move to another country or region in search of better material and social conditions as well as to improve the expectations of themselves and their family members. A prerequisite for qualifying as an immigrant is to live away from the country of

birth or the country of which he is a national, for more than 12 months (Hellenic Statistical Authority, 2019).

- Financial Immigrant. As an economic immigrant / financial Immigrant is the person who emigrates with the goal of improving the economy his condition. A third-country national is a citizen of a state who does not have a nationality Member State of the European Union. Immigrant / second generation immigrant is the person who has at least one a third-country national who was either born in Greece or immigrated to it at an early age, resides legally in the country without Greek citizenship and has joined the Greek educational system. Beneficiary of international protection. According to the United Nations, beneficiary international protection is anyone outside the country of origin or the country of origin of his / her residence and is unable or unwilling to return to it due to: a) valid and justified fear of persecution for reasons of race, religion, nationality, participation in a certain social group or due to political beliefs (refugee regime); b) serious and indiscriminate threats against his life, physical integrity or his freedom due to generalized violence or serious disturbing events public order (auxiliary protection regime, humanitarian regime) (Papademetriou, Sumption, & Terrazas, 2010).
- Applicant for international protection. Is a foreigner or stateless stating orally or in writing to any competent state authority that it seeks asylum or requests to do not be deported because you are afraid of persecution due to race, religion, nationality, participation in a particular social group or political beliefs, or because it risks serious harm to the country of his or her previous residence, in particular because he or she is at risk of death or execution, with torture or inhuman or degrading treatment or endangering life or integrity due to international or civil conflict. It is noted that he is not recognized as a beneficiary international protection for every asylum seeker / applicant, but every refugee / refugee woman in principle applicant / asylum seeker. Finally, it is noted that although the beneficiaries of international protection are confused with immigrants, the difference in the status of these two groups is quite clear. Beneficiaries of international protection do not choose to leave their countries, but they are forced because of the fear of persecution or the

fear of risking their lives. On the contrary, the Immigrants enjoy the protection of their homelands, but choose their willingness to leave them, for example to improve their finances situation or due to family ties.

1.2.3. Categories of immigrants and causes of the phenomenon

The following are the most common categories of immigrants (European Union, 2011):

- Temporary economic migrants are people who migrate for a limited period to work, improve their living conditions, and send money home.
- Unofficial or unregistered immigrants are people who move to a country, usually in search of employment, without having the necessary permits and documents for legal employment and residence.
- Skilled workers and migrant entrepreneurs are senior employees, executives, technicians who move into domestic markets work of multinational companies and international organizations or seek employment in international markets as individuals with exceptional skills. Many countries welcome these immigrants and have "specialized immigration programs" to encourage them to settle down.
- Forced migration in the broadest sense includes both refugees and asylum seekers and those who have been forced to relocate due to external factors, such as environmental disasters, wars, etc.
- Immigrants to family reunification are dependent family members, i.e., women and children, who immigrate following their spouses or family respectively. Most countries recognize, in principle, the right to family reunification for immigrants who have a residence permit. On the contrary, some others, especially those who have signed bilateral agreements on employment contracts (e.g. seasonal employment, etc.), deny this right.

- Returnees are people who return to their countries of origin after a period of residence in another country.
- Refugees are those persons who have received political asylum or subsidiary protection and are granted a residence permit of indefinite stay with full employment rights. They are far from the country of their nationality due to fear of persecution, religion, race, nationality, social class, or politics beliefs and cannot accept the protection of that country (see Geneva Convention, 1951 and Directive 2011/95 / EU).

Many economic migrants leave their homelands for work solely for the purpose of employment, as opposed to refugees who are forced to emigrate for various reasons or returnees (Maroukis, 2010).

Work is the only motivation and poverty is the main reason for the movement of third-country nationals to our country. Social and economic misery is the most important reason for immigration, combined with high unemployment in the countries of origin. The causes of migration are multifaceted. People are migrating to avoid the pressing factors of life in search of better living conditions (financial situation and standard of living). They migrate for economic, social, political, religious, and cultural reasons. However, the main reasons for the movement of people were the following (IOM, 2021):

- The work causes. Lack of employment in the country of origin occasionally forces many people to emigrate to places where employment opportunities are greater.
- The financial causes. Many people usually emigrate when the economic working conditions in the host country are more favorable than the conditions in the sending country and in addition to the higher fees, they are provided with employment contracts, insurance coverage, family allowances, medical care, shelter, and other means that create in the immigrant a sense of security almost like that in his home country (Maroukis, 2010).
- Political motives. The migration of political motives, often found in our time, may have been from the time of the development of the first empires, which

were strong enough to subjugate minorities (e.g. the collapse of the socialist regimes of the Balkans and Eastern Europe).

- The environment. The geographical location of many tribes did not favor their livelihood.
- Population pressures. Land was often not enough to feed the people of a place and forced many to leave.
- Natural disasters. Floods, drought, and frost that destroy crops often force people to move to find food in more fertile areas.
- Religious persecution. Many people are migrating to maintain and protect their religious freedom, while religious pilgrimages and missions contribute to the migration of people.
- Other social reasons. Immigration also takes place for family reasons, when parents want to live close to their children or grandchildren, for reasons of finding a partner and starting a family, especially for women who want to escape from the often-close social and family environment (Maroukis, 2010).

According to the UN The immigrant is the person who moved to a country other than the one he or she usually lived in and lives in the new country for more than a year. In general, the main types of geographical migration are (Eurostat, 2021):

- Individual or Group: individuals or groups of people leave their place and settle in someone else.
- Internal or External: migration takes place within or beyond a state.
- Voluntary or Compulsory: Immigration is done to reduce deprivation and increase the demands of third-country nationals. Often, however, due to political, religious, or other persecution, the phenomenon of forced migration occurs.

- Temporary or Permanent: immigration takes place over a period, depending on the time required to settle the case, as there is always the intention to return.

The term immigration regime defines "a network of formal and informal rules, institutions, regulations, characteristics of immigrants and decision-making procedures for immigration flows and the reserve of the host country" (Sironi, Bauloz & Emmanuel, 2019, p.15). The current immigration regime contributes to the formation of the following integration regime.

Immigration is the permanent or temporary change of the place of residence of an individual, or a group. As a continuous flow of people to and from an area, migration is one of the three main demographic processes. It is the process that involves the mechanical or technical renewal and deterioration of a population (Gropas & Triandafyllidou, 2005).

"Modern" migration is distinguished from "traditional" because it is located at the end of World War II and the development of the industrial period. It refers mainly to the movement of populations with Europe as their main destination, while "traditional" migration refers mainly to overseas migration at the end of the 19th and the beginning of the 20th century (Maroukis, 2010). To the above definitions should be added the main goal of this change or movement which is mainly economic. Modern immigration is, therefore, modern migration that is not done for political reasons (such as population exchanges and refugee flows) but economically. With this addition we automatically distinguish between an economic immigrant (or just an immigrant) and a refugee (political refugee). In particular, the term "modern migration" refers to that change in the place of residence of an individual or a social ensemble that is observed in the context of the modern era (Sironi, Bauloz & Emmanuel, 2019).

In other words, when we refer to the term "immigrant" we mean that member of a society who voluntarily leaves his country to settle temporarily or permanently in another country, usually more economically developed, to look for work. On the contrary, when we refer to the term "refugee" we mean that member of a society who, due to different political beliefs, persecutions, and serious human rights abuses, inadvertently leaves his country to seek asylum within another society that does not normally deal with them. problems. The

"political refugee" is characterized by a special regime defined by the UN High Commissioner for Refugees, and the designation of an individual as a "refugee" highlights a few specific rights and obligations. What can be reasonably observed is that although the definitions and approaches are very different for both categories, often the National Strategy for the integration of third-country nationals of immigrants and refugees faces common problems with installation (Sironi, Bauloz & Emmanuel, 2019).

Although they are two different legal and political categories of populations, at the social level they cause common social representations, the wider social groups and the media treat them as a social group, but they also face the main problem together. their social inclusion or integration into a given and specific society.

1.2.4. Distinction between male and female adult migrant learners

Nunan (1988) argues that it is not absolute that all learners will develop autonomy in the same way and to the same degree. He asserts that there are degrees of autonomy, and to what extent learners develop it depends on many factors like the personality of the learner, the goals of language learning, the philosophy of the institution and the cultural context where learning takes place.

According to the total beneficiaries of blue refugee center of Thessaloniki (Greek NGO in Greece) only 617 women had education in contrast to 1.622 men who educated from December 2016 till December 2017.

According to UNHCR/echo funded 9.193 refugees attended language classes in the same period.

The rapid growth in female educational attainment is one of the most striking trends in education statistics in the post WWII world. In an increasing number of industrialized countries female educational attainment is now higher than male educational attainment. Women are in majority among secondary school graduates, among tertiary level students, and among tertiary level graduates. Judging from recent trends in international data, it seems likely to that female dominance in educational attainment is becoming stronger in the coming decades. Evidence on the returns and costs of education suggests

that the emerging female dominance in education is caused by a combination of increasing returns to both men and women and lower female effort costs of education which has meant that the net returns to education, particularly at the higher levels, have increased more for women than for men. Whereas the level of total benefits of education are probably still higher for men, they have increased more for women over the past three decades through removal of barriers to women's careers. The effort costs of education, on the other hand, have been lower for women for a long time due to gender differences in non-cognitive abilities. The fact that the widening gender gap in education partly reflects stalling or even falling male educational attainment is a cause for concern for policymakers since recent trends in the labor market make education ever more important for labor market outcomes. There is plenty of evidence showing that the medium-skill well-paid jobs are rapidly disappearing and that low educated men are increasingly employed in low-paid low-skill jobs. Furthermore, there are signs that male participation rates are declining across the whole OECD (2016) and that this decline is particularly strong for low-educated men (Becker, Hubbard, and Murphy, 2010).

In women are primarily considered in terms of their vulnerability, even though highly skilled women have higher rates of migration than both low-skilled women and highly skilled men. Stereotypes in Member States reduce migrant women to the role of "passive wife" or "mother" and result in integration initiatives for women centering around family management. Migrant girls, like migrant children, are left out of most policy frames for integration since they are either perceived as accompanying 'luggage' for migrating adults or offspring of migration itself, i.e. children born in the host country to migrant parents - or at least to one migrant parent. Within this context, the gendered aspects of educational experiences and outcomes of migrant children, and particularly young migrant women, remain under-analyzed and under-theorized (Mavrommatis, 2017).

Another important category is that of women [bold in the original] bearing in mind that nearly half the immigrants entering the EU every year are now female and that an increasing percentage are coming to work, many as nurses or in the caring professions or as domestic servants. Immigrant women may suffer from double discrimination due to their gender as well as to their ethnic origin. Special attention is therefore needed to ensure equal access to the labor market and adequate education and training and in particular access to lifelong learning (Becker, Hubbard & Murphy, 2010). Language learning, awareness of

human, civic and social rights, including norms and values in the host society as well as training for new skills and competences are essential tools for integrating both men and women. This is particularly important for women, given their role as carriers of cultural traditions in the family and their ability to influence future generations. Even though the role of the family [bold in the original] varies from one culture to another, it generally plays a central role in the integration process as it represents a fixed point of reference for immigrants in the new host country. Family reunification with the nuclear family is a key tool in this respect. It is mainly women who benefit from family reunification arrangements and consequently are often depending on a family member with respect to their residence status. They may have difficulty obtaining a job, which may result in them moving into the informal sector. For this reason, the Directive on family reunification provides that women have access to the labor market and, if they are in a particularly difficult situation, are granted an independent residence status (European Commission, 2003, p. 25).

1.2.5. Distinction between refugees and immigrants

In recent years there has been a growing confusion in public opinion about refugees and migrants, partly because both categories now use the same routes and means to move from one country to another. More and more often, in fact, we notice that they are treated in the same way in the countries where they end up: with caution and mistrust that often even leads to rejection.

An Immigrant is an individual who leaves one's country to settle in another, whereas refugees are defined as persons, who move out of one's country due to restriction or danger to their lives. Immigration is considered a natural phenomenon in population ecology, whereas the refugee movement occurs only under coercion or pressure. An immigrant is someone from a foreign country who relocates to live in another country. They may or may not be citizens. Refugees move out of fear or necessity. e.g., to flee persecution; or because their homes were destroyed in a natural disaster; or due to war, violence, political opinion, human rights violations; or due to their religion, beliefs, or political opinion. Immigrants are usually driven by economic factors, or they want to be close to family. Refugees are forced to relocate for reasons such as natural disasters, fear of persecution or

suffered persecution due to at least one of the following: race, religion, nationality, membership of a particular social group or political opinion (Sironi, Bauloz & Emmanuel, 2019).

There is no universal, legal definition of a 'migrant'. In accordance with the mandate of the High Commissioner to promote and protect the human rights of all persons, the Office of the United Nations High Commissioner for Human Rights (OHCHR) has described an international migrant as "any person who is outside a State of which they are a citizen or national, or, in the case of a stateless person, their State of birth or habitual residence". 'Migrant' is thereby used as a neutral term to describe a group of people who have in common a lack of citizenship attachment to their host country. It is without prejudice to the protection regimes that exist under international law for specific legal categories of people, such as refugees, stateless persons, trafficked persons and migrant workers.

A refugee is strictly defined in international law as a person who is fleeing persecution or conflict in her or his country of origin. As noted above, there is no such precise and universal definition of a migrant. It is important to underline that refugees are entitled to the full protection of refugee law, including protection from expulsion or return to situations of persecution where their life and freedom are at risk (Maroukis, 2010). At the same time, it is similarly important to recall that international human rights law protects all individuals, regardless of their status. As recognized in the New York Declaration, there can be important overlaps in the challenges and vulnerabilities faced by people who move along the same routes, use the same forms of transport, and are similarly exposed to human rights violations, abuse and xenophobia (Mavrommatis, 2017).

Moreover, today, and notwithstanding the gradual expansion of refugee protection, many people are compelled to leave their homes for reasons that do not fall within the refugee definitions, such as the adverse impacts of climate change including slow-onset processes or flight from food insecurity. The concept of migrants in vulnerable situations has emerged to address the human rights situation of those migrants who do not qualify as refugees, but who are nevertheless in need of specific protection interventions. Migrants are not inherently vulnerable, but they can find themselves in vulnerable situations arising from the reasons for leaving their country of origin, the circumstances in which they travel or the conditions they face on arrival, or because of personal circumstances such as

their age, disability or health status. Under international human rights law, nonrefoulement entails an absolute prohibition on removing a person to a country where they are at risk of torture or cruel, inhuman and degrading treatment or punishment or other serious human rights violations such as enforced disappearance, risks to life in the absence of necessary medical care and violations of the rights of the child. States should guarantee that all migrants who require protection in this context are not left in legal limbo and should ensure that they are granted a legal status. All migrants are entitled to the protection as well as respect and fulfilment of all human rights, regardless of status, with only narrowly defined and limited exceptions. As explained above, and although different from the protection that must be granted to refugees, other migrants may also be entitled to protection from return to their country of origin or removal from the host country based on human rights grounds (Sadeghi, 2013).

Refugees are forced to leave their home because their life or freedom is threatened; if they return to their place, their very life is often at risk. These people have the right to apply for asylum in another country, that is to ask for protection and to be recognized as refugees. While they are waiting for their application to be processed, they are called asylum seekers. Refugee status is not permanent. When the reasons for fear of persecution disappear, many refugees return to their homeland, trying to recover lost ground and time. However, there are also cases where voluntary repatriation is not possible and the refugees are asked to make a new, albeit difficult, start of life in the host country (Maroukis, 2010).

Immigrants are driven by poverty and destitution to leave their country to improve their living conditions; if they decide to return, they will continue to have the protection of their homeland. Sometimes asylum is claimed by people who are not refugees, adding to the burden of the asylum process. The difference between a refugee and an irregular immigrant is that, while the refugee may be found at the border without the necessary papers certifying his identity, he is not seeking illegal entry into the country through unguarded crossings, but legal entry and securing asylum. On the contrary, the aim of the irregular immigrant is to enter the country illegally, regardless of the reasons that lead him to such an act (Bousiou, 2020).

1.2.6. Promoting inclusion in education

The inclusion of immigrants and their children in the country's school system has been supported for more than two decades through the institutionalization and strengthening of the operation of intercultural schools (Law 2413/1996 and Law 4415/2016) and the establishment and operation reception classes as well as the Reception Structures for the Refugee Education Regarding adults, there is the possibility of ending "Schools Second Chance "(N. 2525/1997), in order to obtain a title equivalent to the diploma high school and have the right to continue studying at the next level (Anagnostou & Gemi, 2015).

Outside the school system, for learning Greek as a second language, the project "Training of immigrants in the Greek language, Greek history and culture -Odysseus" of the Youth and Lifelong Learning Foundation of the Ministry of Education, addressed to EU citizens and third-country nationals to acquire language skills and intercultural skills to achieve linguistic and cultural understanding (Ainscow, 2019).

Also, in the context of the integration policy of immigrants and at its request application of the provisions of Presidential Decree 150/2006 on the adaptation of Greek legislation to Directive 2003/109 / EC on the status of long-term third-country nationals. The legal framework for the knowledge certification examinations has been created of the Greek language and elements of Greek history and culture of the citizens of third countries residing legally in Greece (Anagnostou & Gemi, 2015).

The last six years, the new challenge facing the country has been to integrate both adults as well as minor applicants and beneficiaries of international protection in school system. The importance given to this area is marked by creation in the Ministry of Education, Research and Religions of a special Scientific Committee to support the children of applicant's beneficiaries and beneficiaries of international protection March 2016, as well as the creation of a Management, Coordination and Monitoring Team of Refugee Education (July 2016), on organization, coordination and monitoring the refugee education program (Ainscow, 2019).

Also, for the first time in November 2016, a special team was set up at the Ministry of Immigration Policy to monitor school enrollment of children living in the country, and to

assess non-formal education activities within hosting structures refugees. In the context of the new data, the measures proposed in this axis concern (Balestra and Fleischer, 2018):

- ensuring access to all levels of education for applicants' children and beneficiaries of international protection, of all ages.
- the implementation of language learning programs for young and adult immigrants and immigrant women and applicants and beneficiaries of international protection.
- the modification of the framework for the recognition of diplomas as well as promoting the inclusion of applicants and beneficiaries of international protection in higher and higher education
- the appropriate information and training of teachers, raising the awareness of parents and students of the local community in general and promoting harmonious intercultural coexistence in and out of school.

Enhancing the operation of the reception and support classes to support school performance and combating the risk of school dropout.

The European migration crisis of 2015–16 exposed a massive lack of preparedness for dealing with large- scale immigration inflows, resulting in overwhelmed reception systems and overburdened public services in many EU countries. As countries begin to catch their breath following a lull in migration and consider how to strengthen communities, they must fundamentally change the way they think about—and strive to achieve—integration. Yet in many corners of Europe, policymakers are facing less-than-ideal circumstances. Few governments have the spare resources for radical, experimental, or generous social policies. Meanwhile, a hardening of attitudes toward disadvantaged groups of all stripes, alongside rising populism, and nativism, has both made integration a higher-profile issue and reduced public support for investments in it (Nikolaou, 2005).

Integration policymakers are facing the challenge of doing their jobs in a context where political actors are increasingly questioning the role of migrants in society and integration writ large (Papademetriou, Hooper & Benton, 2018)

Many of the newcomers who arrived in 2015 and 2016 were struggling to penetrate Europe's high-skilled labor markets. The shrinking number of low- and middle-skilled jobs—in part because of digitization and automation—suggests that economic integration will get harder, not easier. The migration crisis also resulted in an increase in people in legal limbo, specifically asylum seekers whose claims have been rejected but who cannot be returned to their origin countries. Without thoughtful interventions, the lasting scars of the migration crisis could include intergenerational poverty; rising crime, homelessness, and social exclusion; greater segregation across all spheres of life; and larger numbers of people in the shadowy economic and legal margins of society—all of which would further erode social cohesion. This, in turn, could further fuel public outrage and distrust regarding governments' ability to manage the pace of social change, making it harder for policymakers to introduce the tough policies that would prevent these conditions from persisting. In short, countries need to act now to contain the damage (Bilgili, 2019).

Against this bleak backdrop, there are fledgling signs of hope and new opportunities, including policy innovations from other fields that integration policymakers could learn from. Whole-of-government approaches are now across many subfields of social policy, and well-established processes may offer important lessons for integration. Public services from education to health have shown how borrowing insights from behavioral economics and psychology experiments (through the field of behavioral insights or 'nudge' policy) can lead small investments to yield big returns. And a host of new actors—from tech multinationals also to social enterprises and start-ups—are interested in lending their bright ideas and diverse approaches to integration challenges, which could ultimately stimulate more innovative and creative thinking among public servants. While many of these tools have not been systematically tested in integration policymaking, they could ultimately lay the groundwork for a new approach to strengthening community cohesion—one that is cost effective (UNHCR, 2018).

Despite the large-scale costs, organizations across Europe are working to face the challenge head on. The European Association for the Education of Adults (EAEA) is very active in this field. With 137 member organizations in 44 countries, it provides a voice, particularly for groups currently underrepresented. And with the refugee crisis showing no signs of slowing, EAEA has stressed that adult education plays an important role for both the refugees, and the host countries (Balestra & Fleischer, 2018).

1.3. Lifelong learning

Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship, and personal development, but also self-sustainability, as well as competitiveness and employability (Ates & Alsai, 2012).

Evolved from the term "life-long learners", created by Leslie Watkins and used by Professor Clint Taylor (CSULA) and Unified School District's mission statement in 1993, the term recognizes that learning is not confined to childhood or the classroom but takes place throughout life and in a range of situations. Allen Tough, a Canadian educator and researcher, asserts that almost 70% of learning projects are self-planned (Hart, 2006).

During the last fifty years, constant scientific and technological innovation and change has had profound effects on how learning is understood. Learning can no longer be divided into a place and time to acquire knowledge (school) and a place and time to apply the knowledge acquired (the workplace). Instead, learning can be seen as something that takes place on an ongoing basis from our daily interactions with others and with the world around us. It can create and shapeshift into the form of formal learning or informal learning, or self-directed learning (Ates & Alsai, 2012).

Two theories of particular relevance when considering lifelong learning are and "Cognitivism" and "constructivism". Cognitivism talks of learning as making sense of the relationship between what is old and what is new. Similarly, Constructivist theory states that knowledge is not passively received from the world or from authoritative sources but constructed by individuals or groups making sense of their experiential worlds (Hart, 2006).

Lifelong learning brings together learning from many different sources including life experiences. The rapid and profound changes in the scientific, technological, economic, social, and cultural sphere impose the need for information and constant upgrading of the knowledge and skills of citizens to meet the ever-increasing demands of their personal and working life (Karalis, 2013). The need for continuing training and vocational training to empower individuals and groups for individual and social development, to promote active citizenship and to increase the opportunities for social inclusion and employment has

prompted the Member States of the European Union to design and implement policies in the field of adult education (Dietrich, 2006, Karalis, 2013).

1.3.1. Goals of intercultural education and the role of adult education

The basic principle of united Europe is the acceptance of the other as an equal member of the European family. However, the conflicts of people and nationalities, the countries of legal and non-immigration European countries, xenophobia and violence are still living issues that we expect to face. European institutions, such as the Council of Europe and the European Union, are working to protect human rights and equality, to consolidate security, to ensure peace and democracy, to promote economic prosperity, and to protect cultural heritage. Europe has yet to conquer its vision, but it is working for it. It is working to rebuild, consolidate politically and economically, learn how the diverse groups of multinational society can choose and build an intercultural society. The geopolitical position of Greece has made attractive for migrants and made it difficult to control the influx of migrants, as it appears to be friendly, hospitable, open, and unexplored. Immigrants come to Greece as a first station or country of waiting for three or more years. Refugees are people who struggle to escape poverty, persecution, and wars, by events threatening their survival. The result is the massive invasion of immigrants with a different ethnic identity. Difficulties in cultural adaptation, if not normalized, inevitably lead to marginalization and social exclusion (Markou, 1999). Refugees' basic feelings are insecurity, lack of comfort, the internalization of the small expectations of others for them. However, the needs, interests, attitudes, and ways of expressing people with different cultures are not easily tolerated. There are the prejudices, the established attitudes towards the "foreign," and the stereotypical thoughts, which, although are undocumented and inaccurate generalizations and interpretations, emotionally involve people in a negative predisposition for the "other" (Boswell, 2003).

Thus, racism is born, not only institutional but also informal, which is not strong enough to limit the opportunities and choices of immigrants. Greek society, like the societies of all European countries, is now multicultural. The coexistence of different cultures, a consequence of population movements, is an old phenomenon in humanity. We are trying to respond to the ever-growing cultural diversity around us, coming from the phenomenon

of immigration (Boswell, 2003). Besides, the history of Hellenism is a history of immigration, starting from the time of the Apocalypse in Ancient Greece. The evolution of mono-cultic societies in multicultural education is already a fact and evokes educational needs that intercultural education, which has been developed as a pedagogical position in recent years, is intended to cover. Intercultural education prepares a life in a multicultural society. Intercultural approach enables various cultural groups to actively participate in social life within an environment of common values, practices, and processes (Gotovos, 1996). Besides, the aim of education is to ensure the homogeneity and cohesion of a country's population.

The terms "multicultural" and "intercultural" are not always distinct from a conceptual point of view. In the texts of the Council of Europe and the European Union, the term multicultural describes a social reality and the term intercultural co-operation between people who characterize them as cultural diversity (Bereris, 2001). Today, the concepts of "interculturalism" and "multiculturalism" in education are international and widely used. Others lack the use of the term interculturalism to the level of education, while for the description of the particular social reality they use the term "multiculturalism" (Markos, 1998). Multiculturalism is a given and intercultural approach, cultivating a culture of acceptance of diversity. Intercultural education was born in response to the need to redefine the relationship between education and multicultural society, is the bridge that allows the communication of two or more cultures (Markou, 1997). The goal is the creative use of elements of the relevant culture that avoids tensions. The primary objective of intercultural education is the recovery of competencies that contribute to constructive coexistence within a multicultural social fabric (Papap, 1997). It brings with it not only the acceptance and respect of the different, but also the recognition of their cultural identity through a daily effort of dialogue, understanding and cooperation. Intercultural education exploits different cultures, seeks to prevent the formation of stereotypes and prejudices against individuals and cultures, and to overcome any form of ethnocentrism by undertaking a learning process that gives substance to human rights by promoting understanding and cooperation among peoples to lead societies on progress and peace (Damanakis, 1989, Gotovos, 2002). Intercultural education aims to eliminate discrimination and exclusion, trying to take account of specificities, social and cultural. Intercultural education does not teach tolerance for the different. It creates the spiritual background that allows the appreciation of the different, to

create open societies, cultural harmonies, distinguished by equality, mutual understanding, mutual acceptance, and solidarity (Pantazis, 1999).

Essential pedagogical interventions are needed, and new pedagogical approaches are needed to respond to cultural specificities and communication difficulties. The targets are recognition and understanding of the dispute, respect for cultures, positive attitude, and perception of differences in cultures, diversity, diversity, emphasis on common points of different groups, interaction between different ways of life, solidarity, peace, social justice, awareness of the strength and value of cultural diversity, consciousness of human rights, equal opportunities. In two directions, these goals are achieved. One direction targets the minority groups. Through intercultural education these groups need to be empowered by developing knowledge, such as language learning, to which most of the society they live in, as well as skills. For these groups not only to survive but to feel secure and to unleash their potential, they need to join society, understand the social, economic, and political system of the society in which they live, socialize, recognize themselves as equal members of society and to develop their self-esteem (Boswell, 2003). The second direction concerns the training of majority groups to overcome negative categorizations and prejudices, to reject the idea of hierarchy in terms of the importance of cultures and to adopt objective criteria of thought. The intercultural class is a class open to society, where trainees and trainees come from different socio-cultural backgrounds, have a different viewpoint of reality, so they interpret it differently, so their assessments are different (Bernstein, 1989; Baker, 2001) The basic principles of intercultural education as defined by H. Essinger are: “the exchange of information and experiences, the facilitation of communication, the fight against racism and nationalist thought. cultivation of sensitivity, solidarity, cooperation; empathy; education for intercultural respect; peace” (Markou, 1997, p. 23).

Teachers' experiences can be adopted and properly incorporated into the curriculum and enriched. The trainer is the catalyst for achieving the objectives of intercultural education (Kanakidou & Papagianni, 1994). The teacher's attitude from the first meeting for the success of the program is decisive. It is necessary to train the group about the characteristics and needs of the group (problems of integration, communication, intercultural differences, desires, and incentives to participate in the program). The instructor inside the room is a carrier of cultural perceptions, values, expectations, as well as prejudices, misunderstandings and stereotypes that affect the teaching and the messages

they transmit. It is important for the trainer to understand, analyze and analyze his / her own cultural values to help learners acquire clear cultural identities and positive relationships with each other. He must reduce his internal conflicts, overcome alienation from the culturally different, have a deep knowledge of his own culture (Grilios, Katantaidou, Korombakis, Kotinis & Liambas, 2003). In the intercultural dimension of educational practice is a communication in which instructors and learners cultivate their individuality in a relationship interaction (Paleologos & Evangelos, 2003). The central elements of this communication are mutual respect, mutual acceptance, self-control, self-knowledge.

1.3.2. Intercultural educational needs

If for Greece the massive entry of immigrants was the opportunity to open the scientific dialogue for the management of multiculturalism, the big European countries, as well as the USA, Canada, and Australia, have been involved for many years with this issue and have formulated various educational policies to address it. It is accepted for these policies to be differentiated according to the political, cultural and economic context of each country, and in this sense the study of the acquired experience can be considered as extremely useful, not because one could "copy" a model has been used elsewhere, but because this proves that there are no "ready recipes" for managing multiculturalism and that the great social upheavals resulting from the migratory movements of people have their own dynamics, which creates different each time characteristics, which are often unpredictable (Markou, 1999). Consequently, if we cannot easily generalize about the "good practices" of others, we can certainly avoid mistakes and omissions that have been observed in similar situations. Under these circumstances, the study of the different educational policies for the treatment of heterosexuality acquires its own special value, which is irrigated by the epistemological essence of the Comparative Pedagogy sector, and which is primarily the understanding of the other (in this case the other country) through the study of the teacher's choices. Finally, we should not overlook the existence of countries (such as Germany), which are "live workshops" in the implementation of educational policies for the management of diversity, policies that vary according to social, political, educational, and demographic breakdowns (Govaris, 2001).

Although the term "multiculturalism" can be interpreted differently due to its political characteristics, it is used primarily as a frame of reference in a system of beliefs and behaviors that respects the presence of all different groups in society and in school, and the assumptions and the values of their socio-cultural differences. This system also incorporates the contribution of different groups through a participatory cultural and learning environment that offers everyone opportunities for growth (Markou, 1999). Of course, such an important issue for modern societies, with national and global dimensions, can't be left exclusively to school. However, this, insofar as it contributes decisively to the formation of values and attitudes, must and can, with the support of the state, of course, play a leading role in the management of differences, so that multiculturalism will form an evolutionary and transformational process that will release the talents and the capacities brought by the different population, and enrich the communication between cultures. In this direction, a holistic approach to multicultural education is needed. Such an approach is important basic guidelines for the design of intercultural teaching and the integration of intercultural content into the curriculum, as well as a variety of educational strategies and learning activities. Emphasis is given to the creation of an appropriate school climate, as well as to the roles of both school heads and teachers and the wider community (Nikolaou, 2005).

The term "interculturalism" is among the most afflicted, revolving between cultural ecumenism and cultural relativity, having in the meantime "flirting" with both the assimilative and the separative - multicultural view. Many people perceive it, and certainly mistakenly, as, in any way, dealing with issues of otherness and its management. Especially in the field of education, interculturalism is combined with the presence of foreign pupils in our schools and for the average citizen of our country the term almost refers to the education of these pupils. However, interculturalism is one of the many ways of managing multiculturalism and should not be confused with assimilation, nor with cultural relativism. An assimilation policy does not accept diversity as a possible situation, and when it emerges, the concern of the state through its ideological and administrative mechanisms is to balance the system with homogenization (Markou, 1999). In cultural relativism, again, we have exactly the opposite: equality of cultures is the fundamental position of this direction. "Every culture can only be evaluated on the basis of its own orientations and values..." and therefore the care of the state is to create and protect the necessary living space for the development of each civilization through a struggle for social justice, constitutionally

guaranteed equality of ethnic groups, and the emergence of cultural identities (Christodoulou, 2009).

In intercultural theory, on the other hand, emphasis is on acquaintance and interaction between the different cultures that make up a society. The assumptions - bases on which the intercultural approach is articulated – are (Govaris, 2003):

1. Recognition of the difference
2. Social cohesion
3. Equality
4. Justice

At educational level, we lead to different types of schools and, respectively, to different school realities (Nikolaou, 2005):

1. The assimilation approach leads to a monolithic, monolingual, and ethnical school, in the ideological framework of which each student should be subjected, passively or energetically, to "survive" in it.
2. Cultural relativism leads in turn to an educational separation policy, whether it occurs in the school system itself (different classes for foreigners) or is combined with the creation of special school structures for the "different" (Markou, 1997). One can easily perceive the negative consequences of this development when in the future the subjects of such education will be called upon to interact, interact and cooperate with the rest of the citizens in the same social context.
3. Interculturalism, on the other hand, accepting diversity as an actual state, which has not yet arisen in our time, but which exists over time, prioritizes the creation of the school environment characterized by (Nikolaou, 2005):
 - Accepting and respecting the peculiarity of others
 - Creating a climate of communication and collaboration

- Caring for equal access to knowledge, but also social, cultural, and economic life

Maslow (1943) categorized human needs into a hierarchy, in which certain needs must be met before the others. Lower needs must be satisfied before higher-order needs can be reached. Behaviors will be centered on meeting the needs in the lowest order, and then will progress to higher orders as needs are satisfied. These are:

1. Physiological needs should be met first (food, shelter, clothing, sleep). If these needs are not met, then all efforts are focused on these needs. If hunger is the issue, all other needs and desires will be suppressed to satisfy hunger. A learner may act out or cause disruptions or be insubordinate because the learner's first concern is not learning but rather obtaining food. Idem for sleep: if there is a lack of sleep, it will be the motivating factor for their behavior, rather than learning.
2. After physiological needs have been met, the next need that must be satisfied is safety, which is linked with the environment (home, school, etc.). A child needs to feel secure to focus on learning.
3. Once physiological and safety needs are adequately met, love, belongingness, and esteem needs become more important. These needs include friendships and family relations, as well as confidence, achievement, and respect, and are also a prerequisite to effective learning.

These needs are ranked as follows (Nikolaou, 2005):

1. We cannot meet the physiological needs of all our learners. But we must be aware that if they are not met, learners won't be able to focus on learning.
2. Safety: learners will feel they have more control over the learning environment by simply being aware of what to expect during instruction.
3. Secure learning environment: as a teacher, you should provide an environment where learners feel at ease to take risks – asking and answering questions,

sharing their thoughts, without fear of ridiculous from other learners. Learners will also want to establish trust with the teacher.

4. To help satisfy love and belongingness needs, as well as self-esteem needs, a learner will want to feel loved and cared about. As teachers, we must ensure that our learners know they are valued as individuals and take advantage of every opportunity to reinforce positive learner behavior and self-esteem (Markou, 1999).

1.3.3. Actions of the General Secretariat for Adult Education in Intercultural Approach (Greece)

In this context, the General Secretariat for Adult Education implements a program of learning the Greek language as a second language to migrant workers with the aim of enhancing their employability and improving their job position. It thus covers learning for economic reasons. The goal is to promote social cohesion as a means of social inclusion. There is a need to offer better and more opportunities for migrants to learn the language of the host country, while strengthening and promoting the Greek language. The program includes teaching of the Greek language and elements of Greek culture and Greek history. The success of the goal presupposes active participation in the learning process. In the learning process, the trainees must be the focal point, with their characteristics, with their needs, with their own "world". They are adults who have experiences, styles, probably increased knowledge, but limited time and specific needs to cover. The thought that each trainee learns in their own way is an additional challenge for the trainer, which will make him discover the two-way relationship formed in the level of experience. With the collaboration of Adult Education Centers and Parents Schools the educational program "Learning the Greek language and advising families of Gypsies, Muslims, immigrants and repatriates is being developed (Papademetriou, Sumption, & Terrazas, 2010).

We must face a multicultural challenge through a flexible, high-quality education system. Intercultural education is a new theoretical and practical response to a changing cultural reality where the effectiveness of traditional values proves to be inadequate. There is an obligation on the part of the state for an education that is responsive to today's reality,

based on sensible educational principles, incorporating a European and universal perspective. The state is obliged to support all individuals to become competitive in official language and culture. The acceptance of multiculturalism, the overcoming of ethnocentrism and the intercultural approach of new data are a one-way street for all modern multicultural societies if they want to ensure the minimum of social consensus and peaceful coexistence of culturally diverse groups (Dietrich, 2006).

We should say that today, more than ever, there is a need for lifelong learning for refugees and all vulnerable social groups of the population with the aim of helping them professionally and socially. But why not for the entire population if they want to be able to keep track of developments in work, science, and society. Lifelong learning isn't the objective of formal education. It can also not be the result of implementing European programs from scattered individual private centers. Several programs have been implemented since the 1980s. Experience shows that today, more than 30 years later, it is doubtful whether there is the possibility of counting the data of these programs and evaluating their results to draw conclusions and provide feedback (Papademetriou, Sumption, & Terrazas, 2010).

1.3.4. Intercultural Communication

Intercultural communication "is the process of communication between individuals as well as in social, political and economic institutions of different cultures, such as government agencies, businesses, educational institutions etc. It includes verbal and non-verbal communication through various codes" (Evaggelidou, 2011, p. 5). Intercultural communication is interdisciplinary, since many sciences or scientific fields contribute to its study, interpretation, and exploitation. Its functioning both in the school environment and in the wider social and professional world is illuminated by scientific research and knowledge of various sciences, whose findings we use to its benefit. Under the pressure of developments, communication gains a special significance, since it can help reduce the tension created by meeting people from different parts of the globe.

According to Hohmann (2002), intercultural education aims at: a) The encounter of cultures based on equality and reciprocity b) The removal of the obstacles that occur during the meeting c) The launch of "cultural exchanges" and "cultural enrichment".

The uniting of culture with communication spreads opportunities and problems at the same time. A basic problem is the lack of understanding and proper use of the host language. Messages are transmitted through the language. Difficulties in using the language have an impact on communication since the message is not perceived by the recipient and cannot be decoded. "Obvious or unclear, stereotypes, prejudices and practices of discrimination are being transported into education" (Govaris, 2002, p. 41). The social representations of "national self" and "national others", resulting from the content analysis of schoolbooks and the corresponding social representations, stereotypes, and social performances of teachers, suggest that the Greek national identity is experienced as if it is under threat. Cultural racism hinders communication since the value judgment mediates on "higher" and "inferior" cultures. Intercultural communication attempts to overcome the obstacles of linguistic difference and differentiated behavior due to cultural origin, seeking similarities that unite. Acceptance of cultural diversity triumphs in theory but suffers in practice (Gotovos, 2002).

Prejudice is the attitude towards each other, which is often fueled by stereotypical thinking. While the stereotype is the depiction of the other, the bias expresses the readiness for a positive or negative attitude towards the other. When we get to the level of action dictated by our stereotypical thought and prejudice, we are now talking about discrimination. Discrimination may be positive or negative. In other words, the elimination of stereotypes and prejudices takes place through our substantial acquaintance with the other. It often happens to have a good impression of someone (positive stereotype) and to be prepared to develop good contact and cooperation with him. Getting acquainted with the other does not only work in the direction of acceptance. There may also be rejection. The intercultural course does not attempt to "sanctify" the different other. He does not accept, however, and a priori his rejection or demonization. The two above steps lead to the best possible communication (Gotovos, 2002).

The acquaintance and trust between "transmitter" and "receiver" facilitate communication, since the message emitted by the transmitter is less distorted than the "filters" that affect the perceptual mechanisms of the receiver (Christodoulou, 2009). Often these filters are based precisely on stereotypical thinking. It is also logical that the feedback of the receiver corresponds to what it eventually understood and not always in the real meaning of the original message. The lesser the message is, the more we speak of good and

solid communication, which is ultimately the point, not only in school, but also in every aspect of our social life (Gotovos, 2002). Especially when the transmitter and receiver belong to different cultural collectives (groups), the communication between them is characterized as intercultural communication. Although speech is not the only way of communicating, since there are non-verbal codes such as body language, visual arts, drama, music, etc., but in the school environment, which, as we have said, has specific functions to economy, use of the dominant language is the most basic way of communicating (Papademetriou, Sumption, & Terrazas, 2010).

An important issue in the above course is Communication, which is a basic parameter of our own life. It is defined as the process of creating, exchanging, interpreting, and evaluating, using symbols, signals, information, and messages. The way the individual communicates - whether verbally or not - is Behavior. It is influenced and shaped by many factors, such as (Spanea & Kalantzi-Azizi, 2008): Motivation, Values, Synergy, Skills, Attitudes and Proposals. It is also influenced by the relationship with others, their perceptions, the events, and situations that occur around them. This spiritual or mental predisposition towards people, things, or situations defines the attitude of the person who may be positive, negative, or neutral. Behavior along with physical characteristics are the only visible side of the person, while on the unseen side are motives, thoughts, values, emotions, all of which constitute his attitude.

The key concept in the structure of behavior is the notion of prominence. Understanding and interpreting human behavior contributes to improving communication. The stages of the communicative act are (Spanea & Kalantzi-Azizi, 2008): a) The conception, that is the formalization of the idea. b) Encoding the idea from the transmitter. c) its transmission and d) the decoding and assimilation of the idea by the receiver. The communication process is cyclical, in the sense that the receiver's response is communication to the transmitter, so the receiver automatically becomes the transmitter and the receiver transmitter. The roles alternate and this receiver response is called re-information.

It is important for the message to be transmitted clearly considering both the linguistic code of the receiver and the communication circumstance. Communication systems are not static but constantly changing vii. "As for effective communication between

two people, this exists when the receiver (receiver) interprets the sender's message as he meant it" (Delimbanidou & Raptis, 2005, p. 12).

Passive assimilation, when the student is "compelled" to conform to and adapt to the host culture, undoubtedly involves a form of symbolic violence. On the other hand, we cannot overlook those cases where compliance is a choice of the subject or their family, regardless of motivation (Matsagouras, 2001). This phenomenon occurs mainly in highly conservative societies, where the fear of "mixing" their (imaginary in most of their cases) characteristics and therefore they follow separative policies. The refugee issue is an unpleasant issue, and a timeless tragedy. Refugees are people whose all suddenly their life changed. But what is important to all teachers is that on the one hand refugees are a matter of concern without exception and on the other hand it is an educational subject that we are called upon to integrate in educational processes. Besides, related issues and matters belong to the educational geometric sites of a multicultural society, as is our country (Markou & Gotovos, 2003).

Since the Greek state has officially accepted and promoted intercultural education, its principles, and objectives as the most modern trend in pedagogical science, it is basically the reason why we need to deal with refugees, integrate them, support them in their choices (Tiedt & Tiedt, 2006).

Bearing in mind that the United Nations has reiterated their belief in fundamental human rights and the dignity and worth of human beings and have decided to promote social progress and to define better living conditions within the of greater freedom. Recognizing that the United Nations, in the Universal Declaration of Human Rights and in international human rights treaties (Delimbanidou & Raptis, 2005), have proclaimed and agreed that everyone is entitled to enjoy all the rights and freedoms mentioned therein without any discrimination whatsoever, in particular because of race, color, sex, language, religion, political or other beliefs, national or social origin, property, birth or any other situation. Recalling the provisions of the Declaration on Legal and Social Principles on the Protection and Welfare of Children, especially regarding the adoption and placement in foster families at national and international level, the provisions of the United Nations Minimum Rules the Children's Rights Administration (Beijing Rules) and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict.

Despite the difficulties and obstacles mentioned above, a significant number of recent surveys show that a significant proportion of migrant and repatriated adults demonstrate mental resilience and usually manage to successfully overcome initial difficulties and adapt effectively to their new environment and new conditions of their lives (Berry, Phinney, Sam & Vedder, 2006). Some scholars have even described a phenomenon called "immigrant paradox", according to which migrant children are better adapted from their native peers (Garcia Coll, 2005; Fuligni 1998). Thus, there appear to be some other factors that prevent the negative impact of risk factors and work in a protective way (Kanarakis, 2007, p. 60). These factors are usually divided into three groups: a) child's own skills and characteristics (e.g., easy temperament, good intelligence, high expectations of self-efficacy); b) family characteristics (e.g., family cohesion, warmth in family relationships) and c) characteristics of the child's wider social environment (e.g., existence of a supportive social network, good relationship with a supportive adult, such as a teacher etc.) (MOTTIS - STEFANIDID, 2005, pp. 170-172). Research studies carried out in ethnic minorities suggest that factors such as family support, more positive school experience and fewer negative discrimination can act as a protector and significantly influence the self-esteem of members of a minority group (Way & Robinson, 2003; Spencer & Adams, 1990).

According to the results of several surveys (Papakonstantinou & Dellasoudas, 1997; Kasimatis, 1992; Damanakis, 2000; Verges, 2003; Bikos, 2004; Papanoum, 2004), insufficient knowledge of the Greek language seems to be among the most important factors in school performance, but also in interpersonal relationships.

The degree of conquest of communication ability in Greek influences the degree of social integration of repatriated and foreign pupils into school is one of the factors blocking them from social interactions with natives. The relationship between school failure and normal social inclusion has also been highlighted by the investigations by Nikolaou (2000), Kasimati (1992) and Georgogianni (2008a).

Another factor that has been found to affect the adaptation of culturally diverse students is related to the cultural climate and the psycho-physical nature of migration. Repatriated and alien students are invited to adapt to a completely different school environment, having left their homeland and their loved ones (Kanarakis, 2007). This is a difficult process, which can affect social relations with peers, prevent social interaction and

lead to social isolation, making the pupil emotionally more vulnerable (Mote-Stefanidis, 2005, p. 173). Kleftras (2004) states that culturally different students may experience intense feelings of anxiety, depression, phobia, and self-devaluation due to the difficulties they face in the new school environment, feelings that in turn can lead to their rejection by the peer group.

This is confirmed by the research of Hatzihristos, Yavrimi and Lambropoulos (2005), who find that foreign students have a higher level of anxiety and more symptoms of depressive behavior than native students. A similar conclusion is reached by other investigations (Bilanakis, 2005; Kolaitis, 2005; Madianos, 2005; Doikou-Avlidou, 2006). In the Doicou-Avlidou survey (2006), which involved 224 teachers, it is reported that repatriated and foreign students have more psychosocial problems, such as disrespect, aggressive behavior, insecurity, marginalization, disobedience, disintegration, and hyperactivity. They are also more isolated, troubled, reluctant, fearful, and maligned compared to their native classmates (Bilanakis, 2005; Madianos, 2005). Finally, the Kollaite survey (2005) shows that culturally different students had behavioral disorders and misconceptions which, in combination with other factors, resulted in the rejection by the group of native peers.

The status of the legitimacy of many migrants remains uncertain or unclear because of delays in processing applications for residence permits, inconsistencies in changing the status of some immigrants from the so-called "Green Card" to another vague regime of various laws such as 2910/2001 and more recently that of under the current regime of Law 3386/2005. The situation is further hampered by the practical problems in applying the relevant laws concerning excessive (often 12-month) delays in the issue of residence permits, the impossibility of fulfilling the conditions for renewal (stamps, employment contracts) by applicants (due to both the informal nature of their work in buildings, households, other services and the farming sector, as well as the reluctance of employers to fulfill their legal obligations), and the lack of active immigration policy of the Greek state to manage the influx of migrant workers from neighboring and other countries (Christodoulou, 2009).

1.3.5. Integration or inclusion

The terms integration and inclusion are two of the most important terms in sociology. We meet them in the foundations of sociological science to describe and analyze the most important processes of participation, incomplete participation, or non-participation of the individual in a social system and in an organized social whole. Sociology, like the other sciences involved in the integration of immigrants (economics, psychology, political science, etc.), has failed to develop a unified theory of social integration of immigrants. Already with the development of the sociology of migration, a plethora of models and terms have been developed and used that often use synonyms, and describe various social situations or processes, such as assimilation, absorption, adaptation, and civilization., simulation, integration, integration, etc. Their often-identical use is confusing.

At the level of politics, the term "inclusion" has often been identified with the term "assimilation", so it has taken on a negative connotation and provoked multiple reactions. The problem of the inaccurate definition of integration, however, seems to come from sociology itself, since as can be seen from sociological analyzes, to date there is no precise, complete, or even sufficiently clear definition of the term "inclusion." Esser (2001a, p. 1) notes that "integration" is generally defined as "the coherence of parts in a" systemic "whole, where this coherence is initially indifferent. "This general definition of all forms of systems can also be used in social systems, societies, and their parts. The opposite concept in inclusion, Esser points out, is (social) separation or exclusion.

The main problem that sociologists always seem to be concerned with is the issue of integrating society. Various sociological theories have been developed to solve the problem, often focusing on a single dimension of integration. This refers to the economic, political, or cultural integration of society. For Parsons, integration is one of the four prerequisites for system cohesion and maintenance. In his theory, the basis for social life is the unanimity of team members, which means that they recognize the same norms and values even when their behavior deviates from them. In addition, the social system is based on the interdependence of its members (Seeger, 1977). At the same time, with individual integration, according to Luhmann, in functionally differentiated societies, the social system and its functional systems are interested in the integration of the entire population. A special feature of functionally differentiated societies is the increasing individualism that comes

from exclusion, meaning here the (voluntary) differentiation and / or abstinence of the individual from collective values and/or actions. Everyone must have access to all subsystems to be able to live according to their requirements (Luhmann, 1995a). Therefore, modern society demands the integration of all in all the different parts of the system and at the same time. It is clarified that he is not the "whole man" who is included. His inclusion in the subsystems is not about his psychosynthesis, but only about the individual as a person (Luhmann, 1995b).

In modern societies, the modern state through the political system undertakes to define and control who belongs or does not belong in society. This is not regulated through citizenship. According to the above, we include the participation of actors in all social subsystems, without exclusions. Participation or non-participation is important because it can determine their situation accordingly. By participating, individuals can live according to their requirements. In contrast, non-participation, when not an option, means exclusion. The existence of social inequalities and exclusion is possible. However, these phenomena must be temporary. Otherwise, what is at stake is the social system. Considers that the integration of immigrants in social subsystems of the host society promotes social acceptance, the interethnic relations and consequently and the emotional relationships between spaced communication here between the native and the immigrant population, the development of feelings of solidarity and feeling of "us" on the part of immigrants and therefore social integration. This definition may be an explanation, because in the scientific texts and in the political texts all over Europe the concepts of "integration" and "integration" are used alternatively (Amor et al., 2018).

Empirical research results on social inequalities and exclusion show that these phenomena tend to be a constant element of modern European states (Bilgili, 2019). Sociological research shows that these phenomena are associated with individuals and special groups that through a gradual process of marginalization lead to economic impoverishment and various forms of social and cultural disadvantage and are identified with the loss of social cohesion. The above may seem to concern only illegal immigrants, but in fact the insecurity that characterizes the legal status of most economic migrants living in Greece for years has resulted in immigrants experiencing social exclusion sometimes as a situation, but constantly as a process. In the case of immigrants, participation in social becoming can be promoted through the granting of rights, language learning, participation

in the labor market, the education system, etc., to establish the positive relationship that is a prerequisite for the development of psycho- emotional connecting with the host state and society and achieving integration.

Integration processes are directly linked to the formation of any society. A society "integrates" its members according to the values and ideological background with which it is constructed. Immigrants do nothing more than highlight the nation's internal development and the conditions under which it is formed: it is the relationship between immigrants and a changed national political plan, not the number of immigrants itself that puts the problem in their integration (Cerna, 2019). The political use of the term integration must be distinguished from its sociological significance. The scientific term has had a stable and specific course, it refers to a fundamental process of building our societies for this and it has been used a lot. The political term underwent serious changes depending on the political-economic situation and ideologically served the planned and applied integration and integration policies. Integration processes, as proposed by society, have a character of legality and continuity. If these processes are not continuous, that is, they do not exert a socializing force on the individual, they fail. Thus, the process of inclusion fails and if the phenomenon acquires a mass character, a breakdown of social cohesion and solidarity is created. The term integration is mainly used in two senses (Cerna, 2019): the first refers to the inclusion of society, that is, to the process of establishing and maintaining society, a concept adopted by classical American anthropologists; the second interests us more, refers to integration into society, i.e., the relations between the individual and society, where integration shows the strength of this positive and unique relationship between the individual and society (Integration a la societies).

In the case of immigrants, we must consider the reconstruction of the individual's relationship with the host society and the conditions of his participation in it. Immigrants are already socializing and having been integrated into another society, the society of their origin. They have already undergone their first socialization (Bossaert et al., 2013). This characteristic, as well as the peculiarity of the immigrants, makes them, in principle, different from the members of the society of the natives who have not known the process. Therefore, for immigrants to be able to participate in the host society, they need to eliminate some of the values and habits of the old society that they have just abandoned and adopt some of the new values of the host society. The more successful this process is, the

completer and more successful the integration is. To describe this process, many sociologists suggest the term "acculturation" (Cerna, 2019) as more test-wise because it shows more clearly the loss of the old cultural identity and the adoption of a new one. By this term, of course, they do not mean that immigrants are participating in the host society in only one direction, the loss of their own culture and identity, but that they are actively involved in shaping the national identity and influencing it decisively. Only this exchange does not seem and cannot be equal. Multiple and varied forms of integration and inclusion are also a serious finding. Society does not in most cases promote a process of integration or a process of inclusion that is commonly accepted, but promotes many, different and sometimes conflicting forms of integration and inclusion.

Inclusion states "the attachment and assimilation of something to one whole with the acquisition of characteristics of the heterosexual whole and the simultaneous loss of the original characteristics" (Zoniou - Sideri, 2000a: 36). But what are the similarities and differences that link these terms together? More specifically, the term "integration" refers to "the systematic placement of a person in something else and the completion of the subject as an independent integral part of a wider whole" (Zoni-Sideri, 2000a, p. 36). The term "inclusion" indicates a one-way process in which the attached members are equated with the existing ones, that is, they lose their specificity (Zoniou-Sideri, 1998, p. 125).

The integration takes place in a two-way process between the members of the existing ensemble and the new individuals or elements, which retain their original characteristics and gradually become functional parts of the ensemble, which is also being reshaped. At the same time, in the school integration, there is a discussion of social and professional integration. Both inclusion and integration, however, represent a particular way of life and then some form of organization of the educational process (Zoniou-Sideri, 2000).

More specifically, "integration" means accepting a position from an individual or a category of individuals within a group, who have different social, biological, psychological, or economic characteristics, and providing all kinds of help inside and outside the group to maintain of this position, as well as the acquisition of a role or roles within this group. It is a process of socialization that takes place through interaction. This term is used to emphasize the efforts made to eliminate isolation and marginalization. Consequently, the difference between the terms "integration" and "inclusion" is that the integration retains the original

basic characteristics of the individual or group of individuals, which are enriched and go to ever-increasing levels of integration, while the inclusion disappears the original basic characteristics, having been assimilated. from the characteristics of a wider set (Bossaert et al. 2013).

Additionally, the term "inclusion" does not accept the positive elements or like to bring each person individually in the learning environment, which primarily discredits any kind of alternative, personal experience (Copper, 2000).

1.4. Emotional Intelligence

Every person is unique and in genome and in mental level. The synthesis and conversion of simple molecules into cells that evolved into living and later intelligent beings is the greatest mystery of our existence. Since intelligence as a general concept does not follow natural laws, there are no absolute values or absolute rules. According to Neisser (Neisser et al., 1996), intelligence is defined as the ability of a person to think reasonably. Using his memory, the person can understand information, to be able to store it and use them as future reports. Intelligence refers to the ability of a person to understand, learn, remember, communicate, possess self-knowledge, and empathize. According to the French psychologist Alfred Binet (Binet & Simon, 1916), the intelligent thinking of the individual is the mental ability to make judgments and consists of the following three distinct elements: a) the ability to guide thought, b) adaptability, and c) critical ability. The term "intelligence" by Salovey Peter, Mayer John and Caruso David (2000) refers to the ability of someone to understand a situation, to draw proper conclusions, and to be able to justify all the external stimuli he receives as well as his actions.

In the early 1900s, Binet and his associate Theodore Simon were asked to recognize which students were mentally capable of coping with school lessons. The two scientists worked on this and created a scale of intelligence measurement (Binet & Simon, 1905) which included the following thematic areas: a) Linguistic comprehension - Language thinking b) Comprehension of numerical concepts - Mathematical thinking c) Understanding of shapes - Abstract thinking and d) Short-term memory. This scale, originally developed to separate children with mental retardation, but finally become widely known and used for

many decades now as a tool for measuring an individual's intelligence in relation to the rest of the population. The IQ abbreviation (Intelligence Quotient) was first used in 1912 by the German psychologist William Stern.

Howard Gardner (1983) once said, "Do not ask how clever a child is, but, through which way is smart." In the early 1980s, Gardner introduced a radical theory rejecting the previously prevalent IQ theory. He argues that there is a wide range of intelligence and introduces the term <<multiple intelligence>>.

According to this theory, intelligence is divided into nine important areas that are activated at different points in the brain. These nine types of intelligence are Linguistic Intelligence, Logic-Mathematical Intelligence, Interpersonal Intelligence, Intra-Personal intelligence Music - Rhythmic Intelligence, Spatial Intelligence, Kinesthetic Intelligence, Naturalistic Intelligence and Existential Intelligence.

From the above categories of intelligence, interpersonal and intrapersonal intelligence mainly concern emotional intelligence. Intrapersonal intelligence involves self-awareness, which is the ability to understand someone his own self and feelings, fears, and motives. Interpersonal intelligence is divided into four additional categories, which are the leadership capabilities and the capacity we must understand others by interpreting their motives and intentions.

The introduction of the term Emotional Intelligence (EQ) seems to be a relatively new concept, but the origins of this concept have been since ancient years. The Greek philosophers had recognized the power of mind and emotions. SOCRATES's well-known "clue to him" statement, self-understanding and understanding of our emotions, expresses the essence of emotional intelligence. Aristotle in "Ethical Nicomacheia" reports: "Being angry is easy. To exaggerate with the right person, for the right reason, to the right degree, at the right time, for the right purpose and in the right way, this is difficult".

In Darwin's evolutionary theory, he relates emotional expression to the individual's need for survival and adaptation to the environment, which defines it as "the ability to monitor and regulate his / her own feelings as well as those of others and to use them as a guide for thought and action" The first academic report, however, is attributed to American

student Leon Payne, who includes him in his Ph.D. thesis in 1985. Salovey & Mayer in 1990 published his first comprehensive work on Emotional Intelligence”.

They defined it as the ability to perceive, express and regulate emotion. They argued that in addition to cognitive intelligence, there is also social intelligence that can equally be measured in a credible way. Goleman understands it as the "heart intelligence" and defines it as "one's ability to recognize his feelings and feelings, to handle it effectively, and to create motivation for himself. «Bar-On (1997), clearly influenced by the Darwinian approach, defines Emotional Intelligence as "a set of interpersonal and interpersonal skills and skills that determine the effectiveness of human behavior."

Before going into the analysis of issues related to the concept of emotional intelligence, we will outline its definitions as developed by the scientists who have studied it. According to Matthews, Zeider & Roberts (2002), the phrase emotional intelligence is a particular oxymoron as it involves a conflict of two different psychological forces, logic and emotion. The term "emotion" refers to "a complex condition that refers to an increased perception of an object or condition and long-term physical changes." The English term emotion indicates the need for action. In addition, in the Oxford English Dictionary, the word emotion refers to "any disturbance or disturbance of mind, feeling, passion, and generally any severe or excruciating mental state". (Goleman, 1996, p. 395). Salovey and Mayer's original formulation of emotional intelligence was "The ability to perceive emotion, to integrate it to facilitate thinking, to understand emotions and to regulate them for personal development." However, after further research they have decided to enrich and redefine their definition as follows: "Emotional intelligence is the ability to rationalize emotions, and through thinking (enhancing thinking). approach and the production of emotions to aid thinking, their understanding and emotional knowledge, and their stochastic adjustment to produce emotional and intellectual wealth" (Salovey, Mayer & Caruso, 2004).

According to the Dictionary of Modern Greek Babiniotis (1998), emotional intelligence is "one's ability to control one's emotions, to cope with emotional stress, to develop one's abilities in areas such as imagination and art". Goleman portrays it in a first attempt to convey the definition of EI in 1995 "as a group of abilities that refer to self-control, zeal, perseverance, hope, encouragement." While 1998 attempts a more expanded version and defines it as "the ability to know what one is feeling and to be able to manage

those emotions before leaving them in control and becoming a part of them". Bar-on (1997, 2002) understands emotional intelligence "as a field of personal emotional social skills and competences". In their book "Emotional Intelligence: The Simple Book" (2006), Bradberry & Greaves want to simplify Emotional Intelligence to make it more understandable to the public, refer to the "emotional dimension of logic" and define it as "one's ability to recognize" and to realize his emotions and to use that awareness to manipulate his behavior and relationships".

1.4.1. Emotions and brain functions

According to Goleman, "a person who can use his emotions effectively is more likely to become a successful and productive citizen." In modern times, much of the scientific community considers the role of emotions in decision-making very important. According to the Danish psychology professor Dijksterhuis (2004), intuition - that is, the mental function caused by emotional impulses - is very important in decision making and therefore advises in the very important decisions to leave the emotional brain unconscious. He argues that the unconscious will consider the emotional parameters that are important to us (even if we do not realize it) and that any decision we make will come close to fulfilling our internal expectations. Many times, we have decided by listening to the voice of logic and later filling a void and since our true desires have been left unfulfilled because logic is far from what we really expected. Intuition is a sacred gift and the rational brain is the faithful servant. We have created a society that forgets the gift and benefits the servant. Our Brain is made up of millions of neurons that carry on the functions of the cerebral cortex and connect emotional and mental perception, when a feeling is experienced, is reflected in the emotional brain and is a point of reference or better source of information for our future behaviors.

In the field of neuroscience have found that emotional and intellectual abilities are autonomous but interactive systems. Emotions and the rationale for managing the events In our decision, for example, whether we should call on our former manager to wish him a nominal holiday, the emotional brain is experiencing an intense discomfort because of working with this particular person did not work , the rational with the emotional brain interact and contradict, while the logic tells us that the right thing is to call and show

superiority, the emotional brain invokes unpleasant emotions that they are pushed as a stressful situation to make a decision. But in the thought that we should call a former colleague to wish him well, again logic and emotion interact, and as in the first case the logical brain tells us that it is right to call him, the emotional brain looks pleasant memories that we have with this colleague so the choice to call him is not contradictory. All these functions occur in seconds and many times we are unable to grasp it (Adlaf et al., 2017).

From a different perspective, emotional intelligence, or otherwise the intelligence of the heart as Goleman calls it, has its own independent nervous system called the "heart brain". There is a two-way communication system between the brain and the heart, the brain receives information from the heart, and this affects our behavior. Like the brain, the heart emits an electromagnetic field, which is much more powerful and extends tens of centimeters around our bodies. After 20 years of research, researchers at the American Institute of Heart Math have been able to show that the electromagnetic field can change depending on emotions. It is no coincidence that as the embryo develops, the heart first forms and begins to strike before the brain is formed (Adlaf et al., 2017).

The brain can grow throughout our lives. The abilities of the brain known as neuroplasticity (Duffau, 2016) and neurogenesis (creation of new neurons) allow neurons to regenerate both anatomically and functionally and to be able to form new synaptic connections (Kolb & Gibb, 2010). After adulthood, scientists believe there are two key areas of the brain that can constantly regenerate new neurons, one is the area of the hippocampus (hippocampus - long-term and spatial memory hub) and the other the cerebellum (cerebellum - coordination and muscle memory hub) (Adlaf et al., 2017).

1.4.2. Theoretical Models of Emotional Intelligence

According to the study published in Annual Review of Psychology (Mayer, Roberts and Barsade, 2008) the high index of emotional intelligence contributes:

- Creating better social relationships and interactions between children and adolescents and rarely identifying anti-social and unconventional behaviors.

- Developing social skills and improving interpersonal relationships in adults, (increasing self-esteem)
- Building healthy family relationships and trust.
- Developing better working relationships and increasing professional performance

Although Emotional Intelligence is a term for science, it is widely known through the book of American Psychologist Daniel Goleman entitled "Emotional Intelligence," which was released in 1995 and became a bestseller. All the theories that surround her CV give her characteristics and abilities and connect her to human behavior and personality. According to Platsidou (2004), these theories can be categorized into three categories depending on where they focus:

1. Capacity theories: interpret the NF as an ability of the mind that matches its structure and organization with the other kinds of intelligence that refer to cognitive abilities.
2. Personality Theories: perceive the NR as a combination of adaptive abilities and personality traits.
3. Performance theories: based on how they organize their personality, they try to explain and predict the effectiveness and performance of the person.

1.4.2.1. The Emotional Intelligence Model

For the theoretical development of their model, Salovey and Mayer (1997) studied and combined the two much-discussed fields of intelligence and emotions and relied on Gardner's model of interpersonal and interpersonal intelligence. For Salovey and Mayer SN is essentially a mental capacity. In more detail, it is a kind of intelligence analogous to those that refer to cognitive abilities and contains abilities that relate to the cognitive and emotional system of organizing human thought and define it as the ability to perceive,

understand and manipulate emotions to facilitate of thinking (Mayer & Salovey, 1997). The Emotional Intelligence Model is based on four cores (emotional skills):

1. Self-awareness, which is the ability to perceive our feelings and the feelings of others.
2. Self-management: the ability to manage our emotions, such as anger, sadness, or anxiety.
3. Social awareness (empathy) that essentially concerns cognitive treatment of the feelings of others, we can perceive what others think and feel, even if we may not feel the same.
4. Relationship Management (mainly related to leadership skills) that refers to our ability to successfully manage our interpersonal relationships

At the same wavelength as the Salovey and Mayer model, moves and Goleman. For Goleman, emotional intelligence includes the person's ability to target and be able to motivate and motivate himself to fulfill the goals he has set. He therefore mentions five skill dimensions that contain 25 emotional skills (Platsidou, 2004):

- Self-awareness: about awareness of emotions, self-esteem, and self-confidence.
- self-regulation: self-discipline, conscientiousness, adaptability.
- Motivation: the trend towards goals, commitment, initiative, and optimism.
- Empathy: the ability to understand others and the correct handling of diversity.
- Social skills: which mainly concerns cooperation and interaction with other people, such as the ability to influence others, communication and leadership skills, conflict management, the development and strengthening of relationships.

1.4.2.2. The theoretical model of Bar - On

According to Bar - On 's theory (Bar-On, 2004)., emotional intelligence is defined as "a set of non-cognitive abilities, skills, and abilities that affect one's ability to successfully cope with environmental demands and pressures." (Πλατσιδου, 2004). (Bar - On, 1997, p. 14). The model includes the following:

- Interpersonal skills that include the skills of emotional self-awareness, self-esteem, and self-realization.
- Interpersonal skills, with the skills of social responsibility, emotional understanding, and interpersonal relationships.
- The ability to adapt, with problem-solving skills.
- The ability to manage stress.

In his opening remarks, Bar - On included an additional feature that he called "General Mood" and was about happiness and optimism, but after revising his model in 2000, he believes that "general mood" cannot be mentioned in separate category because it functions more as an intermediary for the development of emotional intelligence.

1.4.2.3. Definitions of Emotional Intelligence

After a thorough review of the existing literature on the intellect, the emotions and personality, Matthews et al. (2002) proposed a definition for the SI composing the various models of: The SI is an adaptive capacity available people to be able to deal with the various emotional events. This ability may be showing other abilities and selected modes of behavior, and while connected with cognitive and neurological structure of the atom, is obtained during a large part of the time. According to other theorists, SN is defined as a kind of good match between the individual and his social environment (Zeidner, Matthews, & Roberts, 2001). In other words, an individual can function adaptively when his beliefs about him. His feelings are consistent with those of others around him. Regardless of whether those beliefs are real or not. From the citation of all these different definitions of SN,

through this brief bibliographic investigation, it becomes clear that the range of properties covered under the concept of SN is excessive (Roberts, 2001). Therefore, it is known that it is a construct conceptually vague thing in which has led, recently, some scholars to contest the validity of (Davies, Stankov, & Roberts, 1998 · Pfeiffer, 2001). These researchers believe that SN is, to some extent, identifiable in cognitive intelligence and in various dimensions of personality and prefer to return to reliable and valid models of personality (Platsidou, 2004).

Recently, some theorists (e.g, Petrides & Furnham, 2000), developed a different classification model for CAD, centralizing all existing conceptual approaches to the evaluation of EI. Specifically , the Petrides and Furnham (2000) differentiate m between al of EI as a characteristic feature of the personality , which is determined by a set of variables of the personality resulting from the various models of EI (e.g., Bar-On, 1997a · Goleman, 2000b), and SN as information processing , which is determined by models that attempt to integrate SN into the general psychometric structure of intelligence (e.g, Mayer et Al, 1999). There is one other category of tools of measurement of EI (Platsidou, 2004), which is contained in the self-report instruments, the tests of 360 deg price, which however are based on third references (e.g teachers, parents, bosses, etc..) to assess the emotional abilities and characteristics that participants have in measuring SN (e.g, Boyatzis, Goleman & Rhee, 2000). Reuven Baron (1997) focused on the emotional and social aspects of CHD. Its model identifies and evaluates a set of cognitive skills and abilities, which it attributes to SN. He believes that MS affects the general abilities of individuals in dealing effectively with environmental demands and pressures. These skills are organized into five general categories, and each category includes certain special skills or abilities. The five skills categories are (Platsidou, 2004):

1. The intrapersonal skills include skills such as: Emotional self-awareness, positive assertion, self-esteem, detection of individual potential, independence / autonomy.
2. The interpersonal skills include skills such as empathy, interpersonal relationships, social responsibility.
3. The ability to adapt requires skills such as: ability to solve problems, control of reality, flexibility,

4. The stress management refers to skills such as strength stress, control impulses and
5. The general mood that requires skills such as happiness and optimism.

Baron argues that CNS develops over time and can be improved through training and treatment programs. But also, the empirical investigation of the model showed that emotional and social intelligence develops steadily and after the adulthood of the individual (Platsidou, 2004). He also believes that SN and cognitive intelligence contribute equally to the general intelligence of individuals, which is a harbinger of success in various areas of their lives (Baron, 2000). According to Goleman, the EI of a person depends on the emotional competence, i.e., the ability to display high performance in each task that puts (Platsidou, 2004) Finally, stage by Mayer and Salovey (1997) classify the model it in mixed models and specifically in performance theories, emphasizing the skills of SN in which there is the possibility of learning and improvement (Kafetsios, 2003). However, the model of Goleman is unique with the emphasis which gives: The motives of which particularly relate to the academic performance of individuals (Atkinson & Feather, 1966; Eysenck, 1953), and in consideration of personality factors.

The Petrides and Furnham (2000a) proposed a conceptual distinction between the models which consider CAD as intellectual ability and refer to the emotional intelligence of people and models which consider EI as a characteristic trait of personality and refer to emotional self-efficacy and behavior of individuals (e.g., empathy). According to the above authors, people with high EI as a characteristic trait of personality believe that they have contact with the feelings themselves and they can regulate, to ensure their prosperity in their lives. The CHD as a characteristic feature of personality assessed by questionnaires self-report (BarOn, 1997 · Boyatzis et al, 2000, 2006), while the SI as cognitive ability, i.e., cognitive and emotional ability, assessed by test objective measuring or maximum value (Mayer, Caruso & Salovey, 2000, 2002, 2004). As we have already mentioned, the above tests consist of questions for evaluating the performance of individuals in various tests that refer to emotions and are rated in objective, predetermined criteria, as is the case in cognitive intelligence tests (Petrides & Furnham, 2001).

2. METHODOLOGY

The previous chapter guided the theoretical review, leading to the appropriate methodological approach for answering the research questions. This chapter focuses on the research and includes the study's methodology, design, and details. Instrumentation, the definition of variables, study procedures, and data analysis were also presented. The chapter concluded with ethical assurances for the proposed study. Khaldi (2017) posited that research was organized knowledge acquisition where the researcher's philosophical tenets dictated paths that led to new knowledge. The researcher proposed to examine the relationship between emotional intelligence and lifelong learning in refugees and immigrants. Although emotional intelligence and resilience were reviewed in chapter 1, their potential relationship concerning the population of immigrants and refugees was overlooked in the literature. Competencies related to emotional intelligence and lifelong learning are essential elements of holistic and thoughtful decision-making (Howard et al., 2017). The research gap reinforced the need to examine the relationship between these two constructs in the immigration phenomenon.

The methodology used in a research process affects the outcome of the research. The methods which are applied contribute to a large extent to the success or not of the research. Through them, the results and the conclusions will be presented on the subject that is analyzed. More specifically, in the frame of this dissertation secondary research was conducted overviewing in international literature but also with resources from the Internet which originated from approved websites. Regarding the primary tools that are used in the current research, they are being analyzed further in the next pages. This chapter introduces a presentation of the methods that have been used, the relevant definitions of the concepts in order better comprehension by readers to be succeeded, as well as the way sample was chosen. At the same time, the way that results were analyzed, evaluated, and grouped is examined, and finally the limitations of this research are presented.

Research, as it is now perceived, is a systematic and organized process. Systematic, because there are certain series of steps to be followed for accurate results to be obtained. Organized, because it follows a limited and planned structure and because it focuses on a

specific purpose. Finally, research examines an important and useful topic, relevant to its research purpose, and it finds answers to the statements that have been made.

2.1. Defining the research problem

The purpose of this study is to highlight the problem that has arisen after the crash of refugees and immigrants in Greece and Europe and to fill the gap in research on the educational prospects and potential of adult refugees and immigrants and through the psycho-pedagogical approach of lifelong learning, to investigate the role of emotional intelligence in development of skills. Also, is attempting to advance knowledge of the factors that may predispose an individual to engage in lifelong learning through emotional intelligence. The literature regarding lifelong learners generally focuses on two broad dimensions: (1) skills and abilities such as being able to plan and monitor their own learning, learning in a variety of settings and using a variety of strategies, and information literacy skills; and (2) beliefs about learning, themselves as learners, and knowledge. This project delves into the training of adult refugees and migrants, as well as the development of their life skills through emotional intelligence. Europe has been asked to embrace different cultural strata, cultural backgrounds and religions. People who were forced to be uprooted by their family, home, education, work and their own country were summoned to countries with different languages, religions, mentalities and lifestyles. A big challenge was the composition and diversity of the potential of the students. It is now important to study and focus on the specific educational and social influences on educational support for refugees and the most proper teaching models for more effective intercultural classroom management. In the "Good Integration and Learning Practices" and, of course, in initial vocational guidance and Educational Information. The emergence of Emotional Intelligence is, in fact, an essential asset in interacting with our developing society. We want to investigate whether migrant and refugee adults want to receive education or want to continue their studies and how emotional intelligence affects them.

2.2. Objectives

Through this research, the aim is to investigate the aspirations and expectations of adult refugees and migrants through emotional intelligence and the role of education in the development of these abilities. That is why the objectives of this work are the following:

1. Analyze the elements that have generated the decision-making processes of adult migrant refugees in Europe.
2. Describe the expectations generated by refugee migrant adults upon arrival in Europe.
3. Define the academic interests of refugee migrant adults.
4. Evaluate the impact of emotional intelligence as a guarantor of the development of life skills in refugee adult migrants.
5. Lay the foundations for a plan for ongoing training in socio-emotional skills that allows adult refugees to acquire strategies for decision-making related to their social, professional, and personal lives.

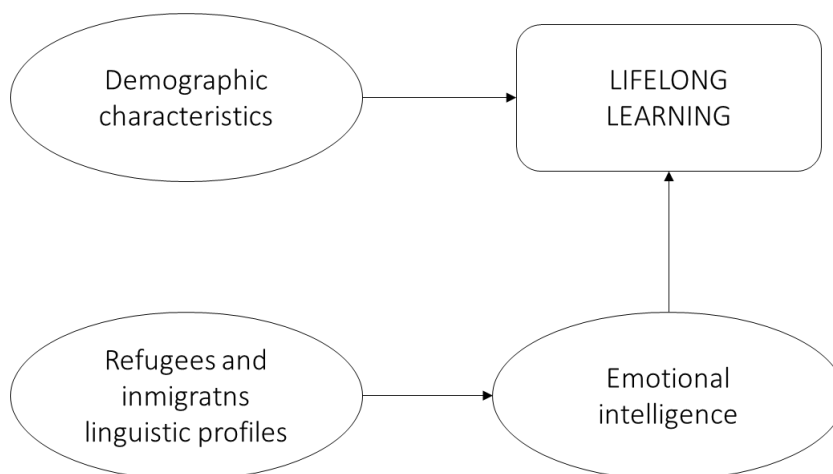
2.3. Research variables

A primary, cross-sectional, quantitative, correlative and predictive research was accomplished. The primary cross-sectional research is considered appropriate to examine “directly” the views (Driscoll, 2011) of immigrants about lifelong learning in a specific period (Cohen, Manion, & Morrison, 2007) as well as the levels of their emotional intelligence. Quantitative research was appropriate as concepts of lifelong learning (Kirby et al., 2010) and emotional intelligence (Wong & Law, 2002) can be considered measurable, thus they can be measured using reliable and valid questionnaires (DeVellis, 2016). Correlative study was used to examine the relationship between lifelong learning factors (dependent variable) with emotional intelligence, demographic characteristics (independent variables), using statistical methods in numerical data (Muijs, 2011). The effect of immigrants’ linguistic profiles to their emotional intelligence was also examined. The predictive research was used

to avoid the confounding variables, examining the predictors of lifelong learning factors, using as independent variables the correlative factors of emotional intelligence and demographic characteristics via multiple regression models (Hayes, 2022). The research model of current research is represented below in Figure 1.

Figure 1

Research model



2.4. Research design

The researcher proposed to observe the relationship between emotional intelligence and lifelong learning in refugees and immigrant adults using a quantitative correlational study. The quantitative methodology was conducted through a non-experimental, web-based survey design that operationalized the participants' thoughts to support impartiality, accuracy, and systematic precision (Tafreshi et al., 2016). The study proposed to investigate the relationship among independent variables: emotional intelligence and lifelong learning. A correlation design was deemed appropriate to assess the possible relationship between two independent variables. The quantitative approach was the most suitable research design because reliable, validated assessments existed to measure the variables. Basias and Pollalis (2018) suggested that selecting a suitable methodology was crucial for successful research and was achieved by linking research objectives to methodologies' characteristics. Tafreshi et al. (2016) noted that quantitative approaches address researchers' questions and hypothesis testing, generating data conducive to correlational analysis, producing generalizable results. Other types of research

include qualitative and mixed methods. Qualitative research examines phenomena to gain a deeper understanding using questioning and adaptable research design to produce vivid, informative narratives (Rutberg & Bouikidis, 2018). It embraced phenomena comprehending life's aspects by analyzing experiences, behaviors, and relations, generating words rather than empirical data, providing answers to questions like what, how, when, and where (Basias & Pollalis, 2018; McCusker & Gunaydin, 2015). Rutberg & Bouikidis (2018) suggested that the qualitative approach is often utilized when the researcher explores and comprehends an otherwise misconstrued problem.

Qualitative research is often conducted with semi-structured interviews using open-ended questions, gathering stories, or making observations, then categorizing and analyzing them to answer the research question. The researcher is a research tool, and data is continuously analyzed to identify perceived shifts in understanding the study (Rutberg & Bouikidis, 2018). It might elicit deeper insights by exploring behavior, insights, emotions, and understanding, while flaws include reduced sample size and time consumption because of the large volume of narrative data (Rahman, 2017; Rutberg & Bouikidis, 2018). Methods are considered flexible and adapt to emergent information based on data collected while allowing the researcher to become entrenched in the investigation. Gilad (2019) posited that qualitative methods oversimplified indices and were not as generalizable. Qualitative methods, such as case studies and interviews, were briefly explored and dismissed because the question asked would not be answered directly with this approach. Mixed methods combine quantitative and qualitative methodology to refine the thinking, implement, and report findings that describe how the research contributed to our understanding of theory and practice (Reio & Werner, 2017). Using two methods in a single study provides two data sets that require conversion, analysis, and interpretation regarding the research question (Bazley, 2018; Reio & Werner, 2017; Rutberg & Bouikidis, 2018). Gilad (2019) conjectured that research innovation could be best served with this approach to allow exploratory research to make sense of variation across settings. The researcher considered a mixed-methods approach but rejected it as being too demanding as an initial research project. Queirós et al. (2017) considered quantitative methodology an accurate and reliable measurement to perform statistical analysis. Quantitative methods were best suited to examine relationships between variables, explore topic impact, realize new information

based on previous insights, and expand understanding (Rutberg & Bouikidis, 2018; Subudi & Mishra, 2019).

Quantitative research allowed for control of the study variables and research question; it involved developing a hypothesis of the expected result. Quantitative research has several advantages: the data is independent of what the researcher studies feelings and opinions do not influence the outcome; the researcher can compute empirical results to test hypotheses; the approach is geared toward larger amounts of data; research with known assessments can be conducted, and outcome data can be compared (Basias & Pollalis, 2018; Daniel, 2016; Ellenbach et al., 2020; Rutberg & Bouikidis, 2018). Quantitative research strives for accuracy and involves extensive sampling. However, the collected data neglects respondents' experiences and meaning, so there is an inability to infer meaning beyond the results, as participants do not contribute as narratives are simplistic (Castellan, 2010; Rahman, 2017; Rutberg & Bouikidis, 2018; Zyphur & Pierides, 2017). Furthermore, using defined strategies eliminates creative thinking (Castellan, 2010). Gilad (2019) contended that quantitative methods might create barriers between academicians and practitioners. The intention was to use the quantitative approach to understand the relationship between emotional intelligence and resilience in asset managers. The quantitative inquiry was the preference based on the data's constructs, problem, purpose, and nature (Rutberg & Bouikidis, 2018). Khaldi (2017) believed that selecting the proper methodology based on the philosophical perspective might improve the research. However, one approach does not have a superior claim to truth (Castellan, 2010; Ross & Call-Cummings (2020). The right approach helps researchers make valuable discoveries, deepen their understanding, and arrive at truthfulness.

2.5. Population and Sample

The number of legal immigrants in the country is 523,715 while the number of asylum seekers is 137,155. The main countries of origin of immigrants are Albania, countries of the former USSR (Georgia, Ukraine, Russia, Armenia) and Asian countries such as Pakistan, India, the Philippines, and Bangladesh, while smaller numbers come from countries Europe (Serbia), North Africa (mainly Egypt), the Middle East (mainly Syria) and China. Applicants for

international protection come mainly from the Middle East (Syria, Iran, Iraq), while smaller numbers are from war-torn countries in Africa. The data of both asylum seekers / applicants and international protection beneficiaries relate to registration by 2013 to date (Ministry of Immigration Policy, 2018)

The "second generation" of immigrants is already in production, many have naturalized, while enough migrate to other European countries, such as peers' Greek men and women in search of work, due to high percentages unemployment (Ministry of Immigration Policy, 2018)

Regarding demographic data of sample, in this dissertation were taken account the following variables: gender, age, level of education and origin Country.

With the use of the above variables, we will examine whether there are statistically significant differentiations between sub-groups in the next set of variables which investigate aspects of the use of emotional intelligence as a tool for the immigrants and refugees. The population for the research was asset immigrants and refugees in Greece.

Sampling techniques can be classified into random and non-random sampling (Etiken et al., 2016). Although random sampling is a preferred method (Etiken et al., 2016), for purposes of this study, non-random sampling, also known as availability sampling, was proposed as other methods were not viable. Participants self-selected into the study as the link of the questionnaire was available. Determining the appropriate sample size was critical in correlational research (Akobeng, 2016; Bujang & Baharum, 2016; Norouzian, 2020). According to several researchers, the sample size calculation should align with the study objective, ensure type I and II errors were sufficiently minimized, and the desired statistical analysis power was achieved (Akobeng, 2016; Anderson et al., 2017; Bujang & Baharum, 2016; Cesana & Antonelli, 2016; Lorah, 2018; Taherdoost, 2017). Moreover, an excessively large sample might answer the research question but be excessive, whereas a small sample may not answer the research question or be of dubious validity (Das et al., 2016; Schmidt & Hollestein, 2018; Schönbrodt & Perugini, 2013). Further, sample size transparency was essential to replicate research (Das et al., 2016).

482 people participated, whose demographic characteristics are shown in table 1.

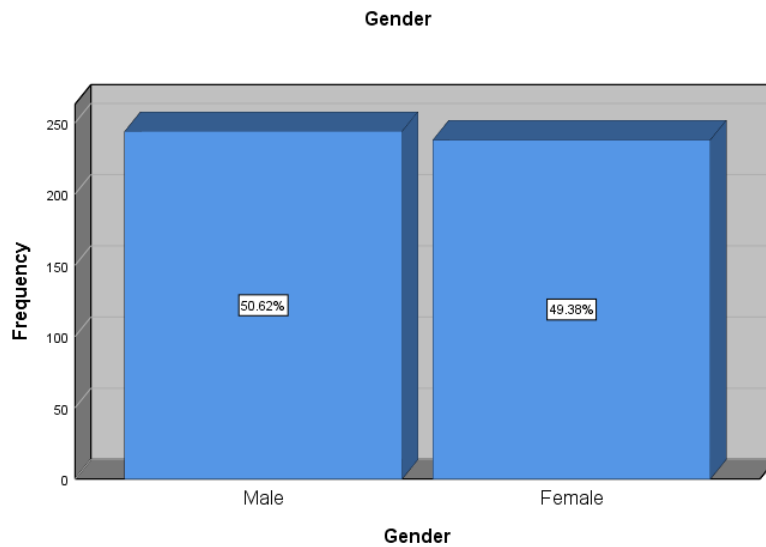
Table 1*Demographics*

Nominal variable	Category	f	%
Gender	Male	244	50.62
	Female	238	49.38
Country of Origin	Albania	72	14.94
	Syria	56	11.62
	Iraq	52	10.79
	Iran	25	5.19
	Afghanistan	43	8.92
	Pakistan	43	8.92
	Ukraine	118	24.48
	Russia	27	5.60
	Bangladesh	22	4.56
	Turkey	23	4.77
	Other (Palestine)	1	0.21
Level of Studies in the origin country	Never been to school	57	11.83
	Primary school	169	35.06
	High school	97	20.12
	Technical school	26	5.39
	University/College	101	20.95
	Master/Doctorate	32	6.64
Immigration Reasons	War	200	41.49
	Bad situation	65	13.49
	Political reasons	93	19.29
	Religious reasons	30	6.22
	Escaping hardship, conflict, and persecution	87	18.05
	Seeking a better life	104	21.58
	Displacement because of environmental factors	5	1.04
	Family reunification	43	8.92
	Employment	55	11.41
	Studies	12	2.49
	Following cultures of migration	1	0.21
	Economic reasons	61	12.66
Are you attending Greek or other language courses so far?	No	209	43.36
	Yes	273	56.64
Scale variable	Mean	SD	Min-Max
Age	32.01	9.07	18-65

Regarding the gender (figure 2), 50.62% (N=244) are males, while 49.38% (N=238) are females.

Figure 2

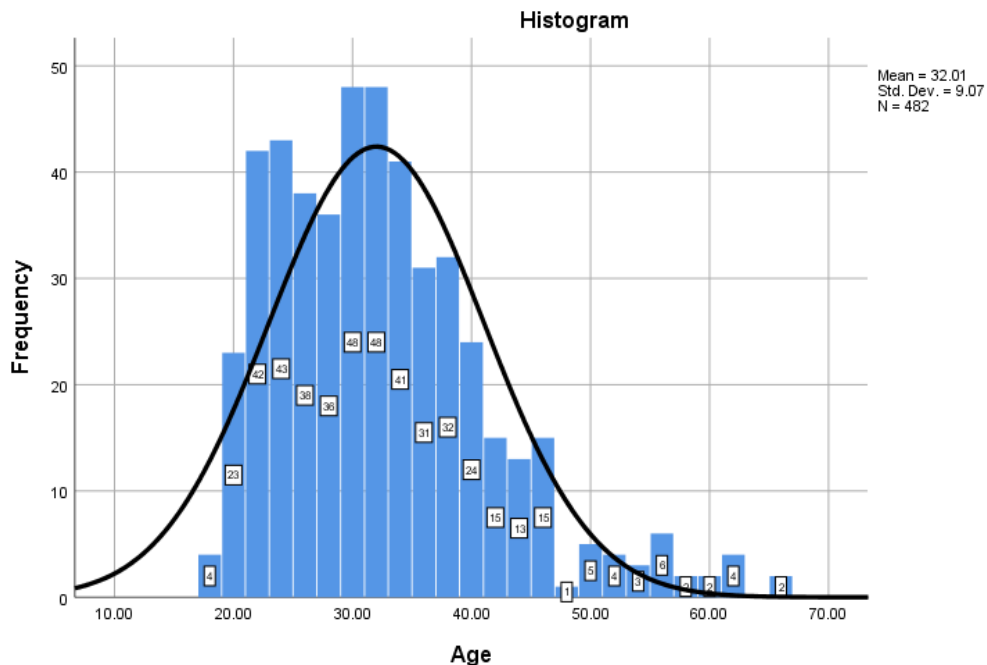
Gender



Considering the age of the participants, the range is from 18 to 65 years old, with the mean age to be 32 years ($M=32,01$, $SD=9.07$) (figure 3).

Figure 3

Age

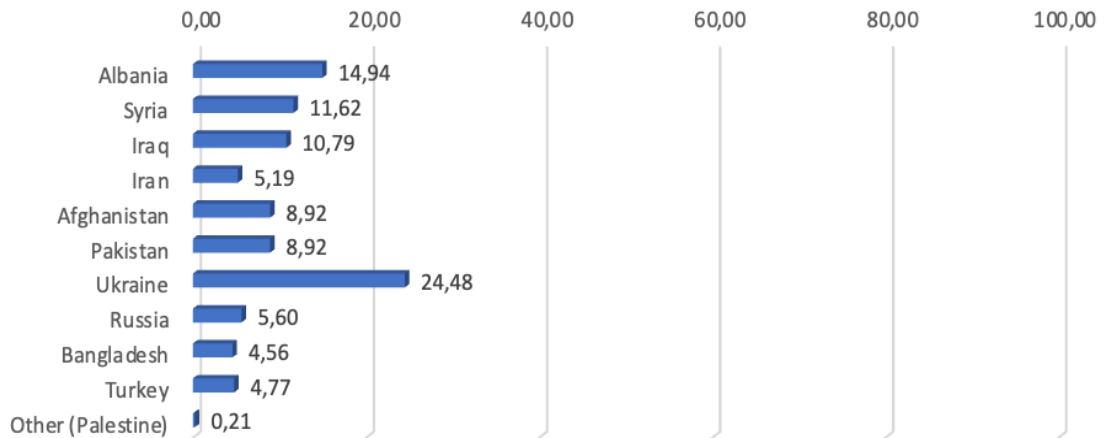


As far as country of origin is concerned 24.48% ($N=118$) are from Ukraine, 14.94% ($N=72$) from Albania, 11.62% ($N=56$) from Syria, 10.79% ($N=52$) from Iraq, 8.92% ($N=43$) from Afghanistan, also 8.92% ($N=43$) from Pakistan, 5.60% ($N=27$) from Russia, 5.19% ($N=25$)

from Iran, 4.77% (N=23) from Turkey and 4.56% (N=22) from Bangladesh, while only 0.21% (N=1) said that they are from Palestine (figure 4).

Figure 4

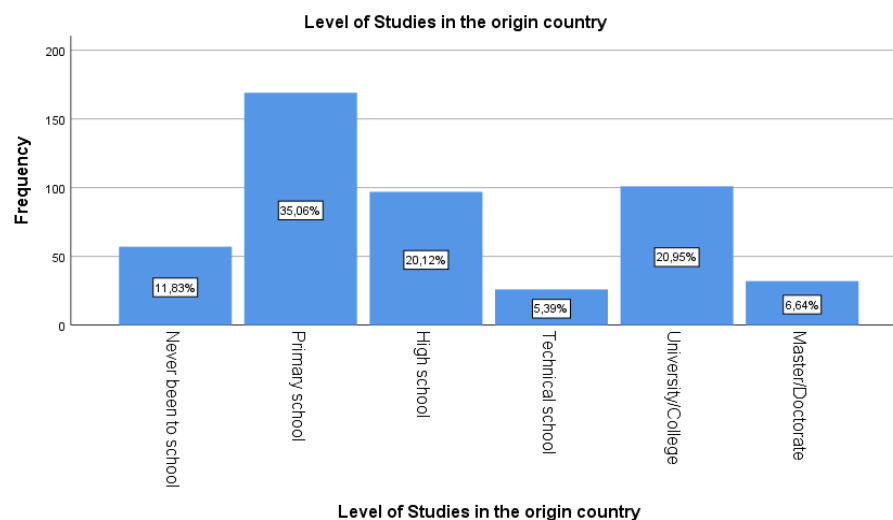
Country of Origin



Considering level of studies in the origin country (figure 5), 35.06% (N=169) of the participants have primary school education, 20.95% (N=101) university or college education, 20.12% (N=97) high school education, 6.64% (N=32) hold a master or doctorate degree, 5.39% (N=26) have technical school education, while 11.83% (N=57) have never been to school.

Figure 5

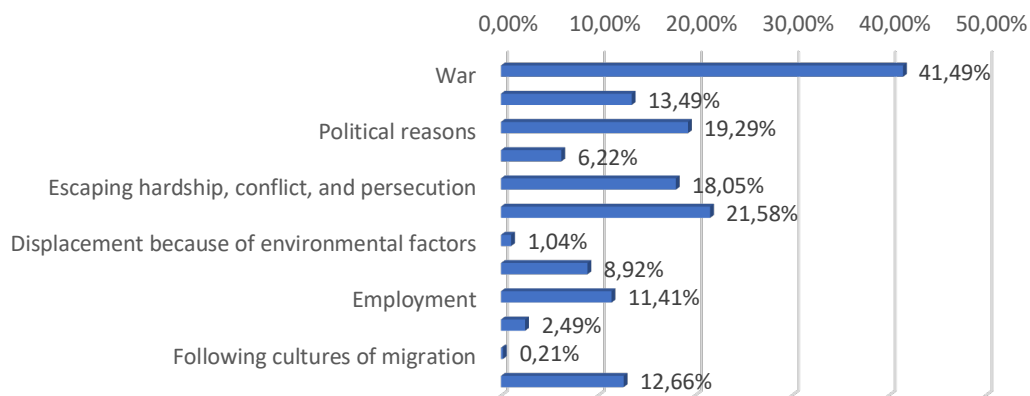
Level of Studies in the origin country



Moreover, as for the participant' reasons for immigration, 41.49% (N=200) mentioned that they immigrated due to war, 21.58% (N=104) because they were seeking a better life and 19.29% (N=93) for political reasons. Also, 18,05% (N=87) wanted to escaping hardship, conflict, and persecution, 13.49% (N=65) from a bad situation, 12,66% (N=61) immigrated due to economic reasons and 1.41% (N=55) for employment. In addition, 8,92% (N=43) wanted to reunite with their family, 6,22% (N=30) for religious reasons 2,49% (N=12) wanted to study, .04% (N=5) was forced to displace because of environmental factors and finally 0.21% (N=1) was following the culture of migration (figure 6).

Figure 6

Immigration Reasons



Regarding whether they are attending Greek or other language courses so far, 56.64% (N=273) answered “Yes” and 43.36% (N=209) answered “No”.

2.6. Information collect tool

The questionnaire was used as a rating tool to investigate the relationship between emotional intelligence and lifelong learning in a random sample of refugees and immigrants. It consists of 48 questions out of which five, questions 1 to 5, are the parameters which we will use to examine statistical differences in variables concerning EI and its effects in managing organizations. The questions investigate the perception about emotional intelligence's definition, the self-management, other people's feelings, management, the way of using emotions and its importance in their current age, origin, gender, and level of

studies. The process of conducting the research was in line with moral and ethical rules with respect to the personal data of the respondents, and not used for purposes beyond the present investigation. The variables that were used were quantitative and qualitative, type Likert, with 'strongly disagree', 'disagree', 'neutral', 'agree' 'strongly agree' values. "Scales are very specific tools for measuring attitudes and opinions, usually consisting of one element and aim to summarize accurately the views of the respondents. The most widely used is the Likert Scale". (McLeod, 2019). 'Likert (1932) developed the principle of measuring attitudes by asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them, and so tapping into the cognitive and affective components of attitudes.'" (McLeod, 2019). To construct such a scale, we make an affirmative proposal and ask for the respondent to state the degree of his agreement according to the five response rates: "I totally disagree", "disagree", "neither agree disagree", "agree", "agree absolutely".

In the questionnaire there are three categories investigating educational needs, emotional intelligence, and lifelong learning. Firstly, responders answer questions about their educational needs. Then, they are asked about their emotional intelligence. The third section is about lifelong learning. At the same time, according to founders of the theory, emotional intelligence affects not only quantitative results but also soft skills, like conflict management, anger, understanding. The tool found in appendix 1.

Table 2 presents the results of the factor reliability analysis. The results show that there is satisfactory internal reliability, in most factors since the Cronbach Alpha values are greater than 0.7 with only one exception being the factor "Self-direction and evaluation", which has a value of Cronbach's Alpha equal to .333 ("Poor") and it was excluded from the inferential analysis. As for the rest of factors, factor "Self-emotion appraisal" presented reliability $\alpha=.952$ (Excellent), "Others' emotion appraisal" $\alpha=.953$ (Excellent), "Use of emotion" $\alpha=.961$ (Excellent), "Regulation of emotion" $\alpha=.948$ (Excellent), "Goal setting" $\alpha=.815$ (High), "Application of knowledge and skills" $\alpha=.752$ (High) and "Adaptable learning strategies" $\alpha=.824$ (High).

Table 2*Reliability analysis*

Factor	Questions	Cronbach's Alpha	Reliability
Self-emotion appraisal	1-4	.952	Excellent
Others' emotion appraisal	5-8	.953	Excellent
Use of emotion	9-12	.961	Excellent
Regulation of emotion	13-16	.948	Excellent
Goal setting	(1, 2) R, 3-5	.815	High
Application of knowledge and skills	6-8	.752	Satisfactory
Self-direction and evaluation	9. 10	.333	Poor
Adaptable learning strategies	13.14	.824	High

Table 3 presents the results of the normality tests for all factors. Based on the results, normality is not satisfied in any factor ($p < .001$).

Table 3*Normality tests*

Factor	W (482)	p-value
Self-emotion appraisal	.910	<.001
Others' emotion appraisal	.907	<.001
Use of emotion	.920	<.001
Regulation of emotion	.910	<.001
Goal setting	.962	<.001
Application of knowledge and skills	.926	<.001
Locating information	.899	<.001
Adaptable learning strategies	.942	<.001

2.7. Data analysis strategies

Coding of data was performed in Microsoft Office Excel 2016. Data analysis was accomplished in IBM (International Business Machines Corporation) SPSS (Statistical Package for the Social Sciences) 26 and it was descriptive and inferential. In the section of descriptive statistics, the nominal demographic variables and those who refer to refugees' and immigrants' linguistic profiles were presented with frequencies and percentages while ordinal and scale variables that refer to age, emotional intelligence and lifelong learning were presented with mean and standard deviation (Coolican, 2014). Reliability of factors that refer to emotional intelligence and lifelong learning was tested via the Cronbach Alpha coefficient which measures the internal consistency. Satisfactory reliability is considered

when the values of Cronbach Alpha are in the interval (0.7 - 0.8), high when values are in (0.8 - 0.9) and excellent from 0.9 to 1 (Nunnally & Bernstein, 1994). The factors of emotional intelligence and lifelong learning were formulated using the mean value of the corresponding questions, in cases of at least satisfactory reliability. Inferential statistics was performed at significance 5%. Normality of factors that refer to emotional intelligence and lifelong learning was tested via the Shapiro Wilk test which is more accurate (Razali and Wah, 2011). To identify linear relationships between scale or ordinal or dichotomic multiple response variables the non-parametric Spearman coefficient was used which has values from -1 (negative relationship) to 1 (positive relationship). To identify median differences between 3 or more samples that are not normally distributed and large ($n \leq 30$) the non-parametric Kruskal Wallis was used with post hoc analysis Bonferonni (Field, 2017). Furthermore, for large samples ($n > 30$) the parametric independent samples t-test was used to test mean differences between 2 independent samples while the one-way ANOVA for 3 or more independent samples with post hoc analysis LSD (equal variances) or Games Howell (inequal variances) (Montgomery & Runger, 2013). The predictors of factors that refer to lifelong learning were identified via multiple linear regression analysis, using as independent variables the demographic and emotional intelligence variables that were correlated with the lifelong learning factors in the bivariate analysis and transforming the categorical demographic variables to dichotomic before entering the model (Hayes, 2022).

3. RESULTS

This chapter presents, in a descriptive way, the results of the statistical analysis of data in response to the objectives of the study. First, it shows the status of Refugees' and immigrants' linguistic profiles based on information gathered from them shelves.

Secondly, the results obtained from the questionnaires implemented to refugees and immigrants at the field are described, sequenced by each of the dimensions: Evaluating Emotions, Attitudes, and Concerns about lifelong Education; Factors of emotional intelligence and factors of lifelong learning. The use of emotion was a significant predictor of lifelong learning. Regulation of emotion was a significant predictor of goal setting, application of knowledge and skills and adaptable learning strategies. Others' emotion appraisal was a significant predictor of application of knowledge and skills.

Finally, the results of the inferential analysis performed based on the sociodemographic and variables of the immigrants are presented, as well as the correlational study carried out on the variables resulting from the sum of the items in each dimension. A primary, quantitative cross-sectional research was accomplished using reliable and valid questionnaires. Emotional intelligence was measured with WLEIS and lifelong learning with the scale of Kirby et al.

3.1. Refugees' and immigrants' linguistic profiles

Tables 4 and 5 (and figures 7-19) show the refugees' and immigrants' linguistic profiles, through their answers on 13 questions.

Table 4

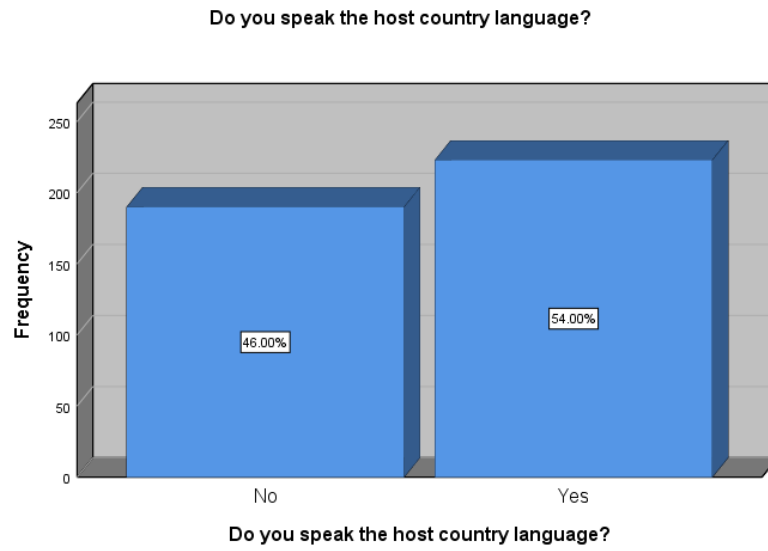
Refugees' and immigrants' linguistic profiles (Part 1)

Question	Answer	f	%
Do you speak the host country language?	No	190	46.00
	Yes	223	54.00
What is the education and training that is now provided to you?	Languages	237	49.27
	Computers	29	6.03
	Technical studies	50	10.40
	Nothing	200	41.58
Are you interested in participating in any language course?	No	40	8.30
	Yes, Greek	309	64.11
	Yes, English	267	55.39
	Yes, French	105	21.78
	Yes, German	130	26.97
Are you interested in participating in any skill course?	No	126	26.14
	Yes	356	73.86
Why would you like to follow a language/skill course?	Work	312	64.73
	Studies	122	25.31
	Communicate	225	46.68
	Social contacts	98	20.33
	For the certificate	44	9.13
	For skills	90	18.67
	Integrate/find friends	166	34.44
	Interest to learn	71	14.73
	Inclusion	20	4.15
	Citizenship	18	3.73
What would make you stop following a language/skill course?	Limited space	41	8.51
	Financial cost of the program	292	60.58
	Large number of trainees	20	4.15
	People of various ethnicities	13	2.70
	Bad relations between refugee migrants	173	35.89
	Poor organization	56	11.62
	Lack of time	60	12.45
	Bad quality	223	46.27
	Family reasons	74	15.35
Personal problems	102	21.16	
What is the most important for you in learning?	Knowledge	213	44.19
	Skills	185	38.38
	Become better	220	45.64
	Political awareness	29	6.02
	Attitude	21	4.36
	Relations/ Multicultural meeting	30	6.22

Regarding whether they speak the host country language (figure 7), the 85.68%, (N=413) of the whole sample answered. From those who gave a reply, 54% (N=223) said that they speak the host country language, while the rest 46% (N=190) doesn't.

Figure 1

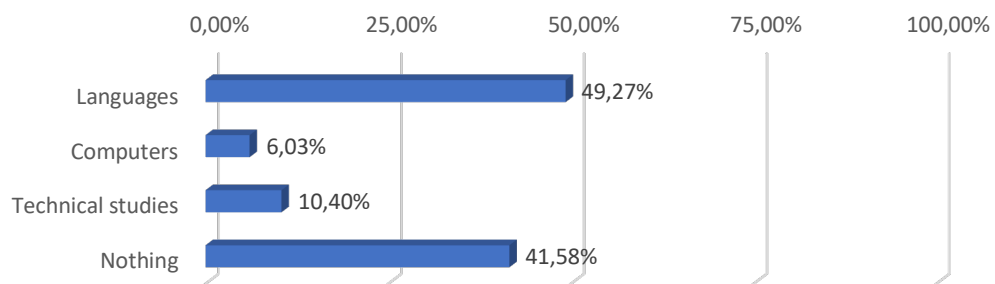
Do you speak the host country language?



Also, about the kind education and training that is provided to them now, languages were selected by 49.27% (N=237), technical studies by 10.40% (N=50), computers by 6.03% (N=29), while 41.58% (N=200) answered that no education or training is currently provided to them (figure 8).

Figure 2

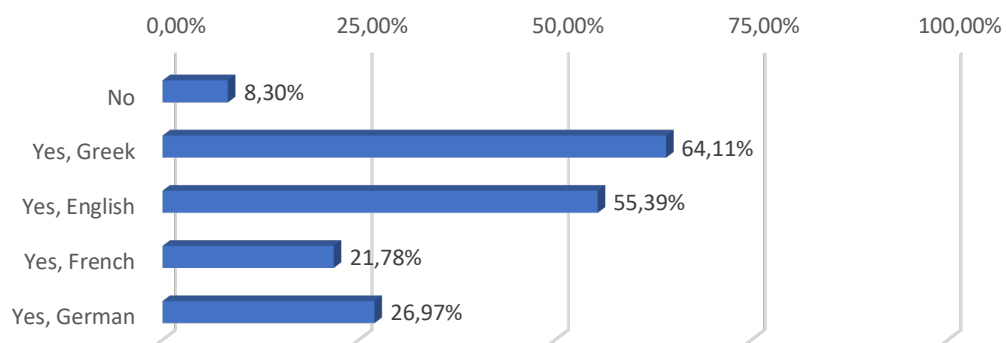
What is the education and training that is now provided to you?



Considering their interest in participating in any language course, 64.11% (N=309) said they are interested to learn Greek, 55.39% (N=267) English, 26.97% (N=130) German, 21.78% (N=105) French, while 8.30% (N=40) doesn't have an interest in participating in any language course (figure 9).

Figure 3

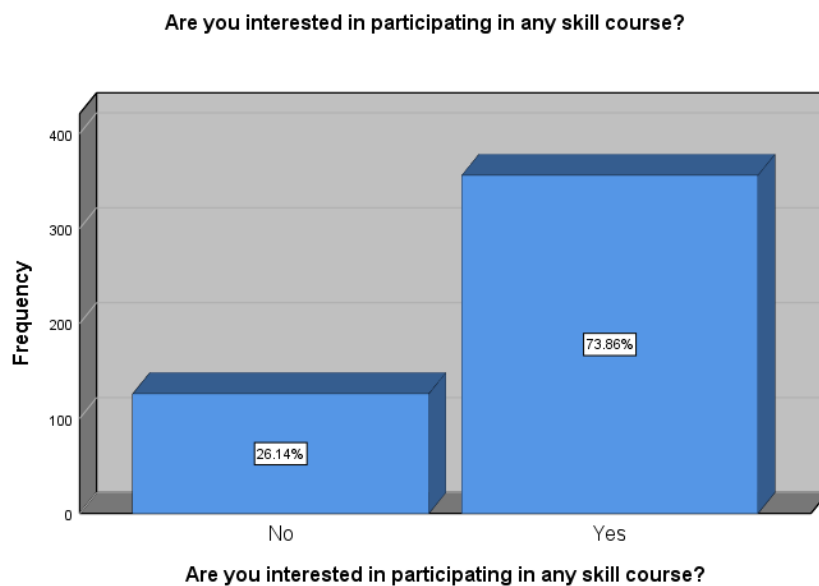
Are you interested in participating in any language course?



Furthermore, as for if they are interested in participating in any skill course, 73.86% (N=356) answered positively, while 26.14% (N=126) negatively (figure 10).

Figure 4

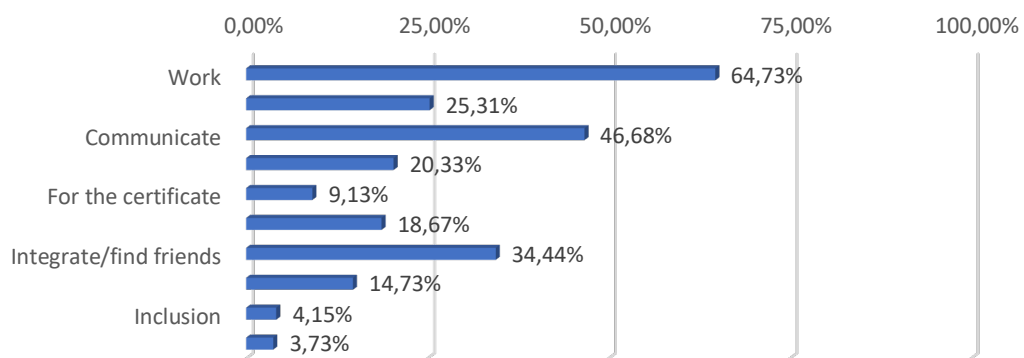
Are you interested in participating in any skill course?



Moreover, about the reasons they would like to follow a language or a skill course (figure 11), 64.73% (N=312) answered for work, 46.68% (N=225) to communicate, 34.44% (N=166) to integrate and find friends, 25.31% (N=122) for their studies and 20.33% (N=98) for social contacts. Also, 18.67% (N=90) of the participants would like to follow a language or a skill course to acquire skills, 14.73% (N=71) are interested to learn, 9.13% (N=44) for the certificate, 4.15% (N=20) for inclusion and 3.73% (N=18) to get citizenship.

Figure 5

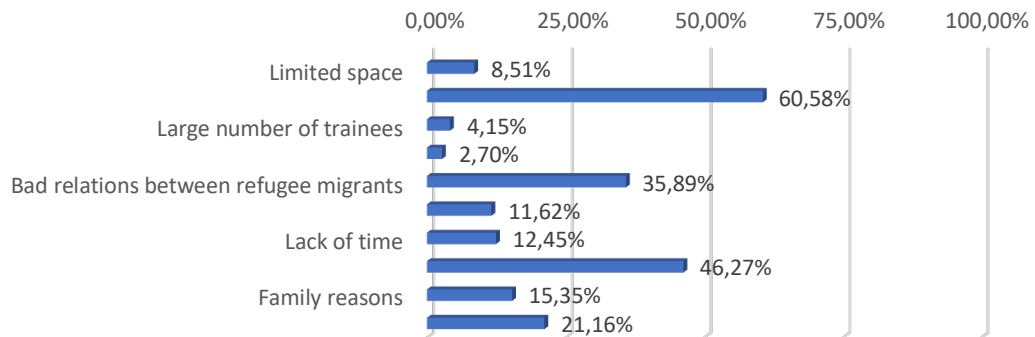
Why would you like to follow a language/skill course?



Additionally, considering what would make them stop following a language or skill course (figure 12), 60.58% (N=292) mentioned the financial cost of the program, 46.27% (N=223) its bad quality, 35.89% (N=173) the bad relations between refugee migrants, 21.16% (N=102) mentioned personal problems, while 15.35% (N=74) family reasons. Also, 12.45% (N=60) mentioned the lack of time, 11.62% (N=56) the poor organization, 8.51% (N=41) the limited space, 4.15% (N=20) the large number of trainees and 2.70% (N=13) mentioned the people of various ethnicities.

Figure 6

What would make you stop following a language/skill course?



Moreover, about what is the most important for them in learning (figure 13), 45.64% (N=220) said the most important thing is to become better, 44.19% (N=213) the knowledge, 38.38% (N=185) the skills, 6.22% (N=30) are the relations or the multicultural meeting, 6.02% (N=29) is the political awareness, while 4.36% (N=21) is the attitude.

Figure 7

What is the most important for you in learning?

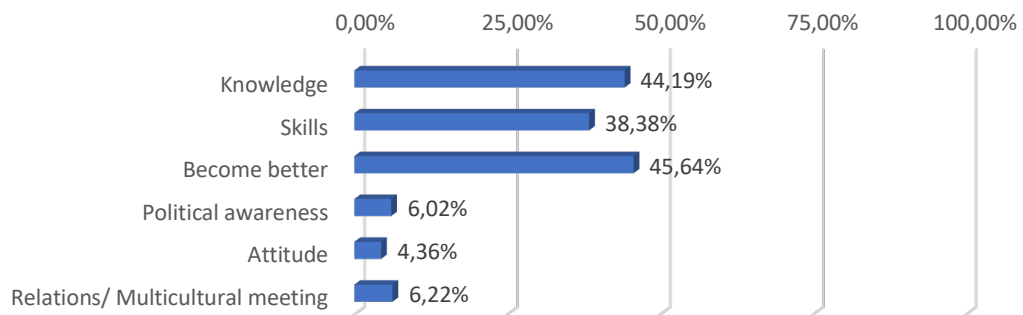


Table 5

Refugees' and immigrants' linguistic profiles (Part 2)

Question	Answer	f	%
Do you want to study in Greece/ Europe?	No	180	37.34
	Maybe	121	25.10
	Yes	181	37.55
Do you want to improve your skills?	No	49	10.17
	Maybe	90	18.67
	Yes	343	71.16

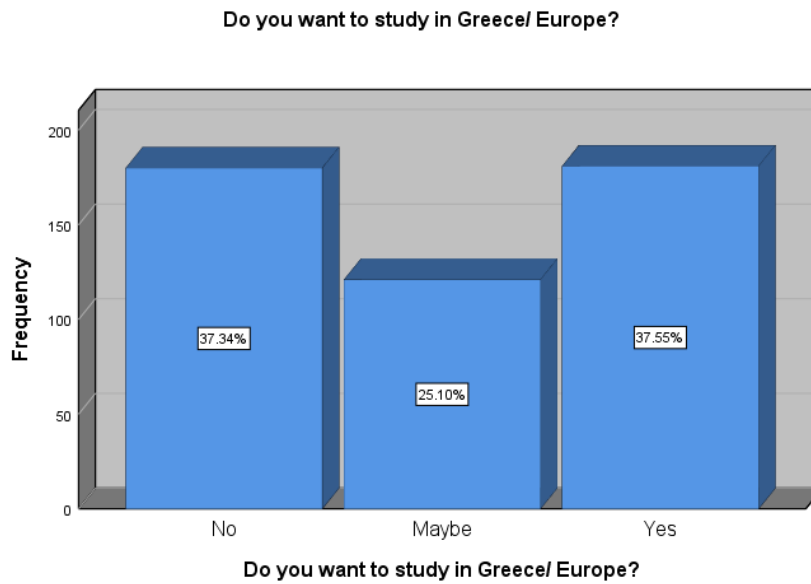
Table 5 (cont.)*Refugees' and immigrants' linguistic profiles (Part 2)*

Question	Answer	f	%
Do you have Greek/European friends?	No	135	28.01
	Maybe	30	6.22
	Yes	317	65.77
Do you feel integrated in the host country?	No	91	18.88
	Maybe	117	24.27
	Yes	274	56.85
What do you think you need for your personal and professional development?	Languages	364	75.52
	Computers	93	19.29
	Personal Relations	279	57.88
	Technical Studies	73	15.15
	Law/Rights	59	12.24
	Work Skills	243	50.41
	Culture	211	43.78
	Art /Music /Sports	51	10.58
	Health/Safety	21	4.36
	Politics/History	121	25.10
	Food/Cooking	29	6.02
Are you interested in theoretical training or practice training?	Theoretical	50	10.37
	Practical	43	8.92
	Both	313	64.94
	None	76	15.77

Additionally, on regards whether they want to study in Greece/Europe, 37.55% (N=181) answered positively, 37.34% (N=180) negatively, while 25.10% (N=121) said maybe (figure 14).

Figure 8

Do you want to study in Greece/ Europe?



Also, about whether they want to improve their skills (figure 15), 71.16% (N=343) answered positively, 18.67% (N=90) said maybe, while 10.17% (N=49) answered negatively.

Figure 9

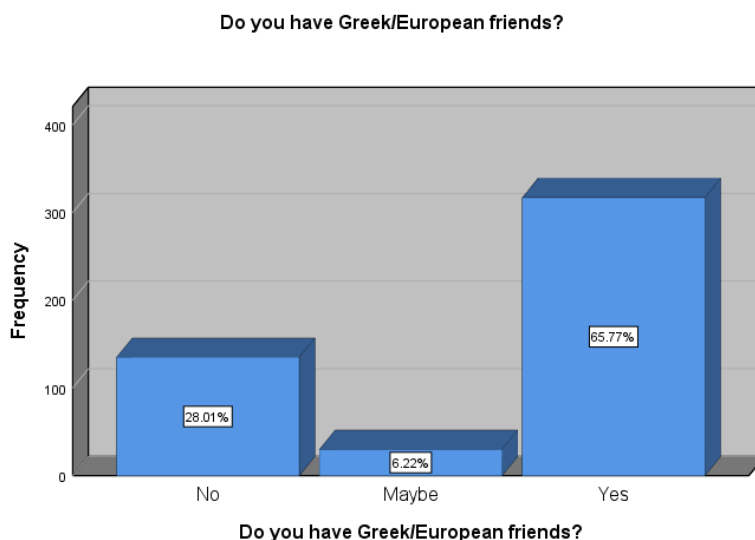
Do you want to improve your skills?



Additionally, considering whether they have Greek/European friends (figure 16), 65.77% (N=317) said “Yes”, 28.01% (N=135) said “No”, while 6.22% (N=30) said “Maybe”.

Figure 10

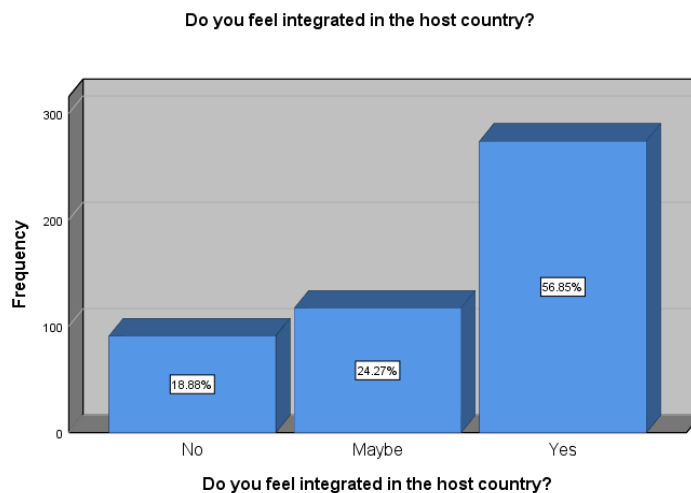
Do you have Greek/European friends?



Furthermore, about whether they feel integrated in the host country (figure 17), 56.85% (N=274) said “Yes”, 24.27% (N=117) said “Maybe”, while 18.88% (N=91) said “No”.

Figure 11

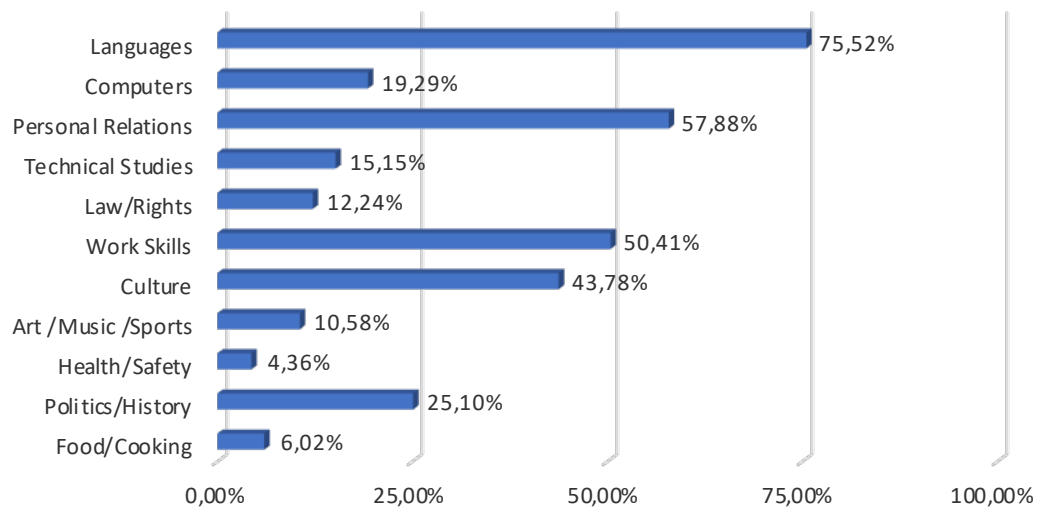
Do you feel integrated in the host country?



Moreover, about the needs for their personal and professional development (figure 18), 75.52% (N=364) pointed out they need languages, 57.88% (N=279) personal relations, 50.41% (N=243) work skills, 43.78% (N=211) culture, 25.10% (N=121) politics/history and 19.29% (N=93) computers. Additionally, 15.15% (N=73) said they need technical studies, 12.24% (N=59) law/rights, 10.58% (N=51) art, music, and sports, 6.02% (N=29) food/cooking and 4.36% (N=21) mentioned health and safety.

Figure 12

What do you think you need for your personal and professional development?



Finally, in the question about whether they are interested in theoretical or practical training (figure 19), 64.94% (N=313) chose both, 10.37% (N=50) chose only theoretical training, 8.92% (N=43) chose only practical training, while 15.77% (N=76) chose neither of them.

Figure 13

Are you interested in theoretical training or practice training?



3.2. Emotional intelligence

Table 6 (and Figure 20) presents the respondents' agreement to statements about emotional intelligence. Answers were given on a five-rating point scale from 1-5 (1: Completely Disagree, 2: Disagree, 3: Neither Agree nor Disagree, 4: Agree, 5: Completely Agree).

Table 6

Self-emotion appraisal

Statements and factors	M	SD
Self-emotion appraisal	3.77	1.02
I really understand what I feel.	3.80	1.08
I always know whether I am happy or not.	3.80	1.09
I have a good sense of why I feel certain feelings most of the time.	3.75	1.07
I have a good understanding of my own emotions.	3.72	1.12
Others' emotion appraisal	3.67	1.07
I am sensitive to the feelings and emotions of others.	3.72	1.11
I am a good observer of others' emotions.	3.66	1.16
I have a good understanding of the emotions of people around me.	3.66	1.15

Table 6 (cont.)

Self-emotion appraisal

Statements and factors	M	SD
I always know my friends' emotions from their behavior.	3.65	1.16
Use of emotion	3.40	1.25
I would always encourage myself to try my best.	3.44	1.33
I always set goals for myself and then try my best to achieve them.	3.41	1.28
I am a self-motivating person.	3.40	1.33
I always tell myself I am a competent person.	3.35	1.33
Regulation of emotion	3.72	1.07
I am able to control my temper so that I can handle difficulties rationally.	3.74	1.13
I have good control of my emotions	3.73	1.14
I am quite capable of controlling my own emotions.	3.71	1.15
I can always calm down quickly when I am very angry.	3.69	1.18

1: Completely Disagree, 2: Disagree, 3: Neither Agree nor Disagree. 4: Agree, 5: Completely Agree

Self-emotion appraisal was rated high ($M=3.77$, $SD=1.02$). Participants agree that they really understand what they feel ($M=3.80$, $SD=1.08$), they always know whether they are happy or not ($M=3.80$, $SD=1.09$), they have a good sense of why they feel certain feelings most of the time ($M=3.75$, $SD=1.07$) and a good understanding of their own emotions ($M=3.72$, $SD=1.12$).

Others emotional appraisal was rated high ($M=3.67$, $SD=1.07$). Participants agree that they are sensitive to the feelings and emotions of others ($M=3.72$, $SD=1.11$), they are good observers of others' emotions ($M=3.66$, $SD=1.16$), they have a good understanding of the emotions of people around them ($M=3.66$, $SD=1.15$) and they always know their friends' emotions from their behavior ($M=3.65$, $SD=1.16$).

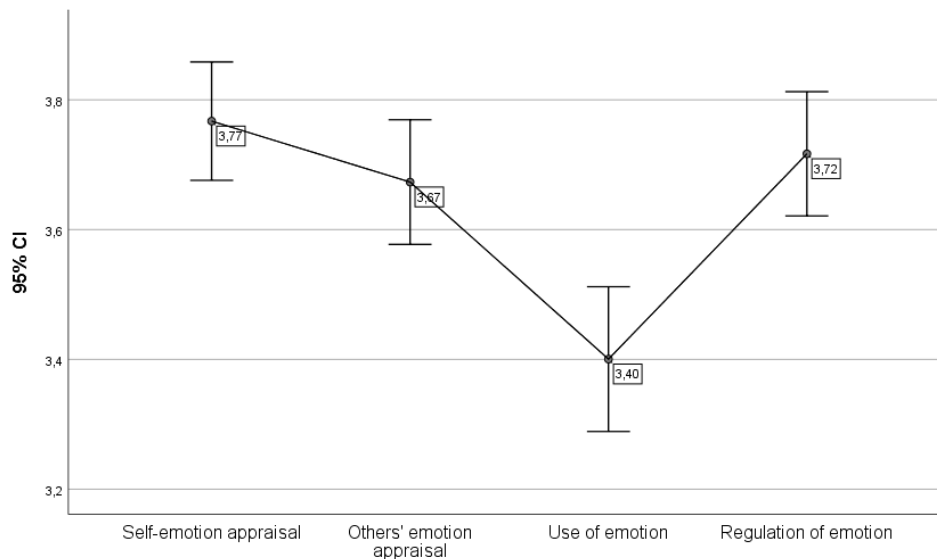
Use of emotion was moderate to high ($M=3.40$, $SD=1.25$). Participants tend to agree that they would always encourage themselves to try their best ($M=3.44$, $SD=1.33$) they always set goals for themselves and then try their best to achieve them ($M=3.41$, $SD=1.28$) and they are a self-motivating person ($M=3.40$, $SD=1.33$). In addition, they neither agree nor disagree that they always tell themselves that they are a competent person ($M=3.35$, $SD=1.33$).

Regulation of emotion was rated high ($M=3.72$, $SD=1.07$). Participants agree that they are able to control their temper so that they can handle difficulties rationally ($M=3.74$, $SD=1.13$) they have good control of their emotions ($M=3.73$, $SD=1.14$), they are quite

capable of controlling their own emotions (M=3.71, SD=1.15) and they can always calm down quickly when they are very angry (M=3.69, SD=1.18).

Figure 14

Emotional intelligence



3.3. Lifelong learning

Table 7 (and Figure 21) indicates the respondents' agreement to statements about lifelong learning. Answers were given on a five-rating point scale from 1-5 (1: Completely Disagree, 2: Disagree, 3: Neither Agree nor Disagree, 4: Agree, 5: Completely Agree).

Goal setting was moderately rated. Participants agree that when they learn something new, they try to focus on the details rather than on the 'big picture' (M=3.63, SD=1.16). Also, they neither agree nor disagree that they prefer to have others plan their learning (M=3.22, SD=1.37), they love learning for its own sake (M=3.21, SD=1.41), they seldom think about their own learning and how to improve it (M=3.10, SD=.39) and they feel they are a self-directed learner (M=3.02, SD=1.49).

Table 7*Lifelong learning*

Statements and factors	M	SD
Goal setting	3.11	1.04
When I learn something new, I try to focus on the details rather than on the 'big picture'	3.63	1.16
I prefer to have others plan my learning	3.22	1.37
I love learning for its own sake	3.21	1.41
I seldom think about my own learning and how to improve it	3.10	1.39
I feel I am a self-directed learner	3.02	1.49
Application of knowledge and skills	3.55	0.98
When I approach new material, I try to relate it to what I already know	3.75	1.10
I try to relate academic learning to practical issues	3.73	1.10
I am able to impose meaning on what others see as disorder	3.16	1.38
Self-direction and evaluation	3.51	0.85
It is my responsibility to make sense of what I learn at school	3.67	1.11
I feel others are in a better position than I am to evaluate my success as a student	3.34	1.10
Locating information	3.00	1.29
Adaptable learning strategies	3.03	1.19
I can deal with the unexpected and solve problems as they arise	3.15	1.31
I feel comfortable under conditions of uncertainty	2.92	1.26
I prefer problems for which there is only one solution	2.71	1.21

1: Completely Disagree, 2: Disagree, 3: Neither Agree nor Disagree. 4: Agree, 5: Completely Agree

Application of knowledge and skills was moderate to high. Participants agree that when they approach new material, they try to relate it to what they already know ($M=3.75$, $SD=1.10$) and they try to relate academic learning to practical issues ($M=3.73$, $SD=1.10$). Also, they neither agree nor disagree that they can impose meaning on what others see as disorder ($M=3.16$, $SD=1.38$).

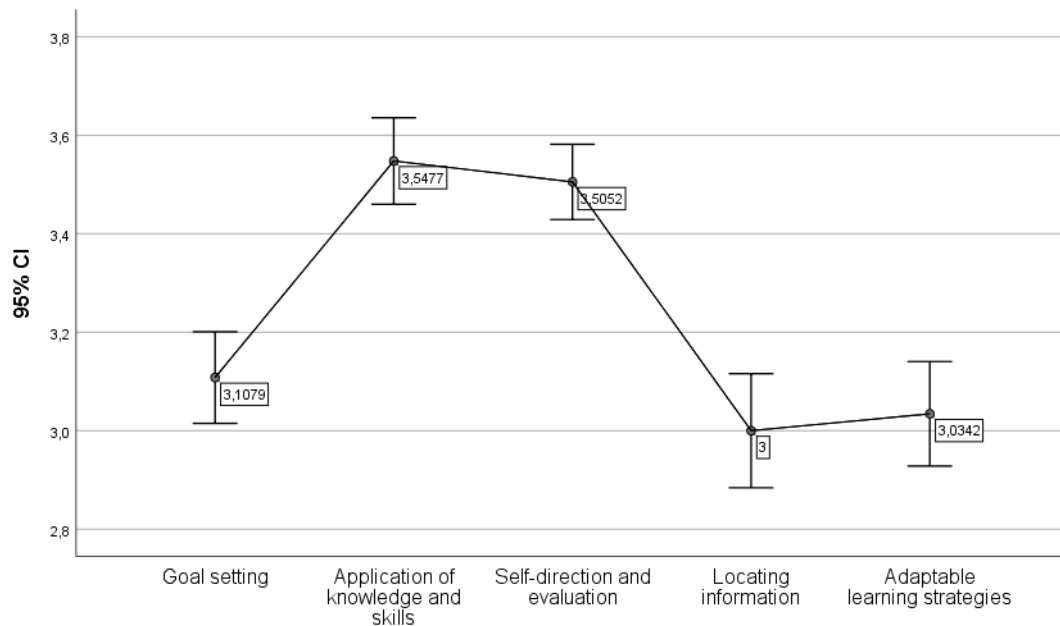
Self-direction and evaluation were moderate to high. Participants agree that it is their responsibility to make sense of what they learn at school ($M=3.67$, $SD=1.11$), while they neither agree nor disagree that they feel others are in a better position than they are to evaluate their success as a student ($M=3.34$, $SD=1.10$).

Regarding locating information, the participants neither agree nor disagree that they often find it difficult to locate information when they need it ($M=3.00$, $SD=1.29$).

Adaptable learning strategies was moderate rated. Participants neither agree nor disagree that they can deal with the unexpected and solve problems as they arise ($M=3.15$, $SD=1.31$), they feel comfortable under conditions of uncertainty ($M=2.92$, $SD=1.26$) and they prefer problems for which there is only one solution ($M=2.71$, $SD=1.21$).

Figure 15

Lifelong learning



3.4. Correlation between emotional intelligence and lifelong learning

Table 8 presents the results of the Spearman correlations among the factors of Emotional intelligence and the factors of Lifelong learning. The results indicate that:

- “Self-emotion appraisal” is positively correlated with all factors of lifelong learning ($p < .01$).
- “Others' emotion appraisal” is positively correlated with all factors of lifelong learning ($p < .01$).
- “Use of emotion” is positively correlated with all factors of lifelong learning ($p < .01$).
- “Regulation of emotion” is positively correlated with all factors of lifelong learning ($p < .01$).

Table 2

*Factors of Emotional intelligence * Lifelong learning, Spearman correlations*

Factors of Lifelong learning	Self-emotion appraisal	Others' emotion appraisal	Use of emotion	Regulation of emotion
Goal setting	.451**	.462**	.685**	.544**
Application of knowledge and skills	.654**	.664**	.667**	.689**
Locating information	.186**	.208**	.351**	.240**
Adaptable learning strategies	.477**	.432**	.686**	.547**

**p<.01

3.5. Correlation between lifelong learning and demographics

Table 9 presents the results of the independent samples t-test of the Lifelong learning factors based on the **gender** of the respondents. From the table there are statistically significant mean differences in all factors. Specifically, from Table 9 (and Figure 22) it appears that:

- In the factor “Goal setting”, the mean value of men (M=2.73) is statistically lower [t(480)=-8.574, p<.001] than the mean value of women (M=3.49).
- In the factor “Application of knowledge and skills”, the mean value of men (M=3.19) is statistically lower [t(475,10)=-8.745, p<.001] than the mean value of women (M=3.92).
- In the factor “Locating information”, the mean value of men (M=2.80) is statistically lower [t(461.26)=-3.408, p=.000] than the mean value of women (M=3.20).
- In the factor “Adaptable learning strategies”, the mean value of men (M=2.62) is statistically lower [t(480)=-8.279, p<.001] than the mean value of women (M=3.46).

Table 3

*Lifelong learning factors * Gender, independent samples t-test*

Factor	Gender	N	M	t	df	p-value
Goal setting	Male	244	2.73	-8.574	480	<.001
	Female	238	3.49			
Application of knowledge and skills	Male	244	3.19	-8.745	475.10	<.001
	Female	238	3.92			
Locating information	Male	244	2.80	-3.408	461.26	.001
	Female	238	3.20			
Adaptable learning strategies	Male	244	2,62	-8.279	480	<.001
	Female	238	3.46			

Figure 16

*Error bars, Lifelong learning factors * Gender*

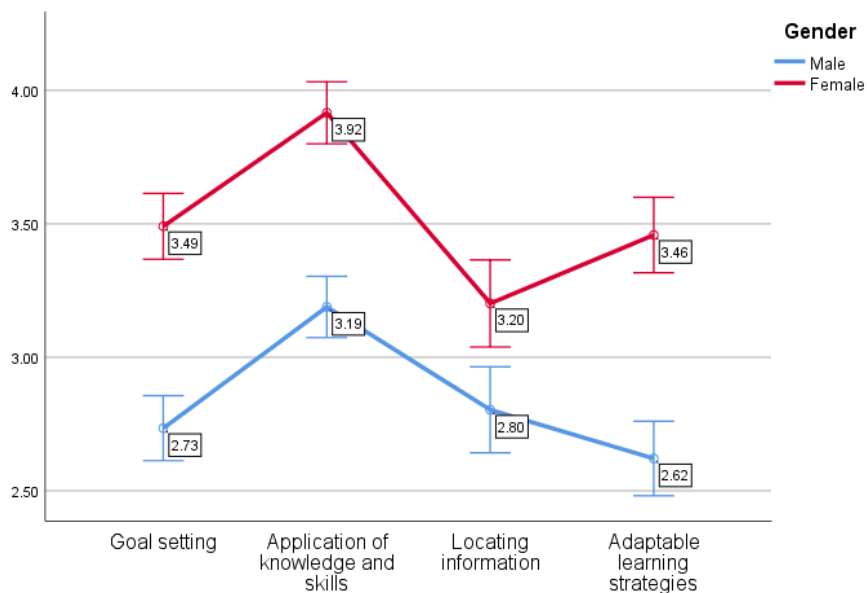


Table 10 presents the results of the Spearman correlations between the lifelong learning factors and the respondents' **age**. The age of the participants is negatively correlated with the factor "Goal setting" ($\rho = -.093$, $p < .05$), but positively correlated with the factor "Locating information" ($\rho = .102$, $p < .05$).

Table 4*Lifelong learning factors * Age, Spearman correlations*

Factor	Age
Goal setting	-0.093*
Application of knowledge and skills	0.033
Locating information	0.102*
Adaptable learning strategies	0.014

* p<.05

Table 11 presents the results of the non-parametric Kruskal-Wallis' tests of the Lifelong learning factors based on the origin country of the respondents. There are statistically significant mean rank differences in the factors "Goal setting" [H(3)=149.184, p<.001], "Application of knowledge and skills" [H(3)=136.384, p<.001], "Locating information" [H(3)=93.630, p<.001] and "Adaptable learning strategies" [H(3)=97.489, p<.001]. Specifically, from Table 11 (and Figure 23) it appears that:

- In the factor "Goal setting", the mean rank of those from Bangladesh (M.R.=78,52) is statistically lower than the mean rank of those from Iraq-Pakistan (M.R.= 173.96) (adj. p=0.021<0.05), Albania-Syria-Iran-Afghanistan (M.R.= 207.33) (adj. p<.001) and Ukraine-Russia-Turkey (M.R.= 339.47) (adj. p<.001). Also, the mean rank of those from Ukraine-Russia-Turkey (M.R.= 339.47) is statistically higher than the mean rank of those from Iraq-Pakistan (M.R.= 173.96) (adj. p<.001) and Albania-Syria-Iran-Afghanistan (M.R.= 207.33) (adj. p<.001).
- In the factor "Application of knowledge and skills", the mean rank of those from Ukraine-Russia-Turkey (M.R.= 334,82) is statistically higher than the mean rank of those from Bangladesh (M.R.= 125,32) (adj. p<.001), Iraq-Pakistan (M.R.= 158,95) (adj. p<.001) and Albania-Syria-Iran-Afghanistan (M.R.= 213.33) (adj. p<.001). Also, the mean rank of those who come from Albania-Syria-Iran-Afghanistan (M.R.= 213.33) is statistically higher than the mean rank of those from Bangladesh (M.R.= 125,32) (adj. p= 0.026<0.05) and Iraq-Pakistan (M.R.= 158,95) (adj. p=0.009<0.01).
- In the factor "Locating information", the mean rank of those from Bangladesh (M.R.=109.55) is statistically lower than the mean rank of those from Iraq-

Pakistan (M.R.= 217.38) (adj. $p=0.004<0.01$), Albania-Syria-Iran-Afghanistan (M.R.= 202,04) (adj. $p=0.014<0.05$) and Ukraine-Russia-Turkey (M.R.= 317.02) (adj. $p<.001$). Also, the mean rank of those from Ukraine-Russia-Turkey (M.R.= 317.02) is statistically higher than the mean rank of those from Iraq-Pakistan (M.R.= 217.38) (adj. $p<.001$) and Albania-Syria-Iran-Afghanistan (M.R.= 202,04) (adj. $p<.001$).

- In the factor “Application of knowledge and skills”, the mean rank of those from Ukraine-Russia-Turkey (M.R.= 315,66) is statistically higher than the mean rank of those from Bangladesh (M.R.= 117.25) (adj. $p<.001$), Iraq-Pakistan (M.R.= 166.95) (adj. $p<.001$) and Albania-Syria-Iran-Afghanistan (M.R.= 226.79) (adj. $p<.001$). Also, the mean rank of those from Albania-Syria-Iran-Afghanistan (M.R.= 226.79) is statistically higher than the mean rank of those from Bangladesh (M.R.= 117.25) (adj. $p=0.002<0.01$) and Iraq-Pakistan (M.R.= 166.95) (adj. $p=0.003<0.01$).

Table 5

*Lifelong learning factors * Country of Origin, Kruskal-Wallis*

Factor	Country of Origin	N	M.R.	H	df	p-value
Goal setting	Albania-Syria-Iran-Afghanistan	196	207.33	149.184	3	<.001
	Iraq-Pakistan	95	173.96			
	Ukraine-Russia-Turkey	168	339.47			
	Bangladesh	22	78.52			
Application of knowledge and skills	Albania-Syria-Iran-Afghanistan	196	213.33	136.384	3	.001
	Iraq-Pakistan	95	158,95			
	Ukraine-Russia-Turkey	168	334.82			
	Bangladesh	22	125.32			
Locating information	Albania-Syria-Iran-Afghanistan	196	202.04	93.630	3	.001
	Iraq-Pakistan	95	217.38			
	Ukraine-Russia-Turkey	168	317.02			
	Bangladesh	22	109.55			
Adaptable learning strategies	Albania-Syria-Iran-Afghanistan	196	226.79	97.489	3	<.001
	Iraq-Pakistan	95	166.95			
	Ukraine-Russia-Turkey	168	315,66			
	Bangladesh	22	117.25			

Figure 17

*Boxplots, Lifelong learning factors * Country of Origin*

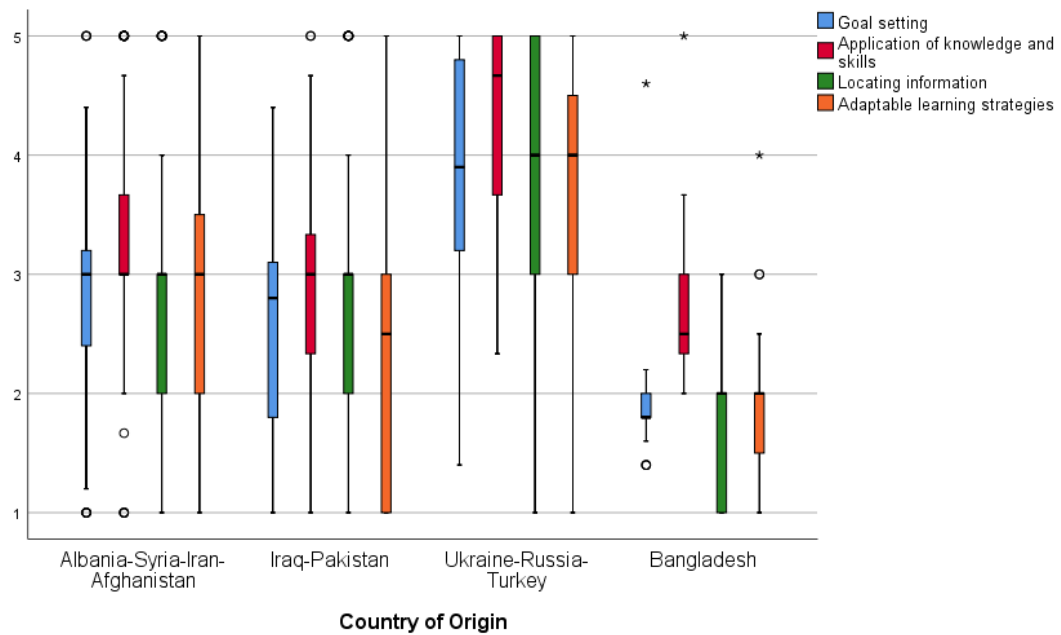


Table 12 presents the results of the ANOVA for the Lifelong learning factors based on the **level of studies in the origin country** of the respondents. From the table there are statistically significant mean differences in the factors “Goal setting” [F(3.478)=89.497, $p < .001$], “Application of knowledge and skills” [F(3.478)=53.540, $p < .001$], “Locating information” [F(3.478)=47.210, $p < .001$] and “Adaptable learning strategies” [F(3.478)=48.606, $p < .001$].

Table 6

*Lifelong learning factors * Level of Studies in the origin country, ANOVA*

Factor	Studies	N	M	Df1	Df2	F	p-value
Goal setting	Up to Primary school	226	2.50	3	478	89.497	<.001
	High-Technical school	123	3.31				
	University/College	101	3.86				
	Master/Doctorate	32	4.24				
Application of knowledge and skills	Up to Primary school	226	3.09	3	478	53.540	<.001
	High-Technical school	123	3.63				
	University/College	101	4.17				
	Master/Doctorate	32	4.50				

Table 7 (cont.)*Lifelong learning factors * Level of Studies in the origin country, ANOVA*

Factor	Studies	N	M	Df1	Df2	F	p-value
Locating information	Up to Primary school	226	2.45	3	478	47.210	<.001
	High-Technical school	123	3.03				
	University/College	101	3.80				
	Master/Doctorate	32	4.25				
Adaptable learning strategies	Up to Primary school	226	2.46	3	478	48.606	<.001
	High-Technical school	123	3.31				
	University/College	101	3.69				
	Master/Doctorate	32	4.00				

Specifically, from Tables 12, 13 (Figure 24) it appears that in the factor “Goal setting”, the mean value of those with education up to Primary school (M=2.50) is statistically lower than the average of those who finished High-Technical school (M=3.31) ($p<.001$), University/College (M=3.86) ($p<.001$) or have a Master/Doctorate (M=4.24) ($p<.001$). Also, the average of those with who finished High-Technical school (M=3.31) is statistically lower than the average of those who finished University/College (M=3.86) ($p<.001$) or have a Master/Doctorate (M=4,24) ($p<.001$).

Table 8*“Goal setting” * Level of Studies in the origin country, Post-hoc Games-Howell*

Factor	Studies I	Studies J	Mean Difference (I-J)	p-value
Goal setting	Up to Primary school	High-Technical school	-0.81	<.001
		University/College	-1.36	<.001
		Master/Doctorate	-1.74	<.001
	High-Technical school	Up to Primary school	0.81	<.001
		University/College	-0.55	<.001
		Master/Doctorate	-0.93	<.001
	University/College	Up to Primary school	1.36	<.001
		High-Technical school	0.55	<.001
		Master/Doctorate	-0.38	.135
	Master/Doctorate	Up to Primary school	1.74	<.001
		High-Technical school	0.93	<.001
		University/College	0.38	.135

From Tables 12, 14 (Figure 24), it appears that in the factor “Application of knowledge and skills”, the mean value of those with education up to Primary school (M=3.09) is statistically lower than the mean value of those who finished High-Technical school (M=3.63) ($p<.001$), University/College (M=4.17) ($p<.001$) or have a Master/Doctorate

(M=4.50) (p.001). Also, the mean value of those with who finished High-Technical school (M=3.63) is statistically lower than the average of those who finished University/College (M=4.17) (p<.001) or have a Master/Doctorate (M=4.50) (p<.001).

Table 9

*“Application of knowledge and skills” * Level of Studies in the origin country, Post-hoc Games-Howell*

Factor	Studies I	Studies J	Mean Difference (I-J)	p-value
Application of knowledge and skills	Up to Primary school	High-Technical school	-0.54	<.001
		University/College	-1.08	<.001
		Master/Doctorate	-1.413	<.001
	High-Technical school	Up to Primary school	0.54	<.001
		University/College	-0.54	<.001
		Master/Doctorate	-0.87	<.001
	University/College	Up to Primary school	1.08	<.001
		High-Technical school	0.54	<.001
		Master/Doctorate	-0.33	.144
Master/Doctorate	Up to Primary school	1.41	<.001	
	High-Technical school	0.87	<.001	
	University/College	0.33	.144	

From Tables 12, 15 (Figure 24) we conclude that in factor “Locating information”, the mean value of those with education up to Primary school (M=2.45) is statistically lower than the mean value of those who finished High-Technical school (M=3.03) (p<.001), University/College (M=3.80) (p<.001) or have a Master/Doctorate (M=4,25) (p<.001). Also, the mean value of those with who finished High-Technical school (M=3.03) is statistically lower than the average of those who finished University/College (M=3.80) (p<.001) or have a Master/Doctorate (M=4.25) (p<.001).

Table 10*“Locating information” * Level of Studies in the origin country, Post-hoc LSD*

Factor	Studies I	Studies J	Mean Difference (I-J)	p-value
Locating information	Up to Primary school	High-Technical school	-0.59	<.001
		University/College	-1.36	<.001
		Master/Doctorate	-1.80	<.001
	High-Technical school	Up to Primary school	0.59	<.001
		University/College	-0.77	<.001
		Master/Doctorate	-1.22	<.001
	University/College	Up to Primary school	1.36	<.001
		High-Technical school	0.77	<.001
		Master/Doctorate	-0.45	.053
	Master/Doctorate	Up to Primary school	1.80	<.001
		High-Technical school	1.22	<.001
		University/College	0.45	.053

From Tables 12, 16 (Figure 32), it appears that in the factor “Locating information”, the mean value of those with education up to Primary school (M=2.46) is statistically lower than the mean value of those who finished High-Technical school (M=3.31) ($p<.001$), University/College (M=3.69) ($p<.001$) or have a Master/Doctorate (M=4.00) ($p<.001$). Also, the mean value of those with who finished High-Technical school (M=3.31) is statistically lower than the mean value of those who finished University/College (M=3.69) ($p=.007$) or have a Master/Doctorate (M=4.00) ($p=.001$).

Table 11*“Adaptable learning strategies” *Level of Studies in the origin country, Post-hoc LSD*

Factor	Studies I	Studies J	Mean Difference (I-J)	p-value
Adaptable learning strategies	Up to Primary school	High-Technical school	-0.85	<.001
		University/College	-1.23	<.001
	High-Technical school	Up to Primary school	0.85	<.001
		University/College	-0.38	.007
		Master/Doctorate	-0.69	.001
	University/College	Up to Primary school	1.23	<.001
		High-Technical school	0.38	.007
		Master/Doctorate	-0.31	.140
	Master/Doctorate	Up to Primary school	1.54	<.001
		High-Technical school	0.69	.001
		University/College	0.31	.140

Figure 18

*Error bars, Lifelong learning factors * Level of Studies in the origin country*

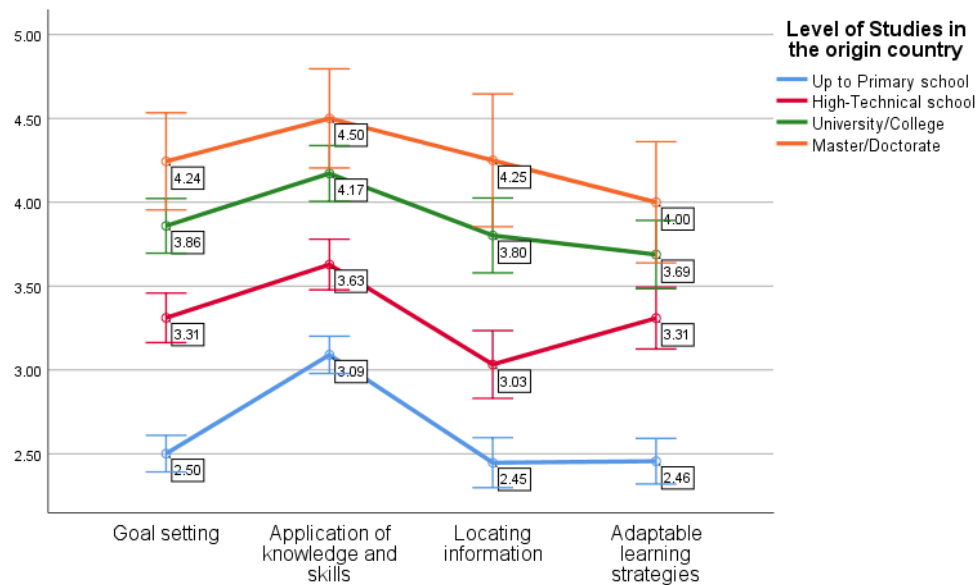


Table 17 presents the results of the Spearman correlations among the factors of Lifelong learning and the **immigration reasons**.

Table 12

*Factors of Lifelong learning * Immigration Reasons, Spearman correlations*

Immigration Reasons	Goal setting	Application of knowledge and skills	Locating information	Adaptable learning strategies
War	.218**	.217**	.112*	.222**
Bad situation	-.175**	-.214**	-.082	.149**
Political reasons	.020	.046	.127**	-.038
Religious reasons	-.021	-.068	-.031	-.040
Escaping hardship, conflict, and persecution	-.260**	-.164**	-.167**	-.272**
Seeking a better life	-.214**	-.170**	-.160**	-.171**
Displacement because of environmental factors	-.012	-.004	-.065	-.036
Family reunification	-.080	.044	-.066	-.001
Employment	-.109*	-.063	-.059	-.148**
Studies	.045	.077	.069	.028
Following cultures of migration	.013	-.002	.003	-.004
Economic reasons	-.226**	-.246**	-.173**	-.181**

*p<.05; **p<.01

- “War” is positive correlated with “Goal setting” ($\rho=.218$, $p<.01$), “Application of knowledge and skills” learning ($\rho=.217$, $p<.01$), “Locating information” ($\rho=.112$, $p<.05$) and “Adaptable learning strategies” ($\rho=.222$, $p<.01$).
- “Bad situation” is negative correlated with factors “Goal setting” ($\rho=-.175$, $p<.01$), “Application of knowledge and skills” learning ($\rho=-.214$, $p<.01$) and “Adaptable learning strategies” ($\rho=-.149$, $p<.01$).
- “Political reasons” is positive correlated with “Locating information” ($\rho=.127$, $p<.05$).
- “Escaping hardship, conflict, and persecution” was negative correlated with factors “Goal setting” ($\rho=-.260$, $p<.01$), “Application of knowledge and skills” learning ($\rho=-.164$, $p<.01$), “Locating information” ($\rho=-.167$, $p<.01$) and “Adaptable learning strategies” ($\rho=-.272$, $p<.01$).
- “Seeking a better life” is negative correlated with “Goal setting” ($\rho=-.214$, $p<.01$), “Application of knowledge and skills” learning ($\rho=-.170$, $p<.01$), “Locating information” ($\rho=-.160$, $p<.01$) and “Adaptable learning strategies” ($\rho=-.171$, $p<.01$).
- “Employment” is negative correlated with “Goal setting” ($\rho=-.109$, $p<.05$) and “Adaptable learning strategies” ($\rho=-.148$, $p<.01$).
- “Economic reasons” is negative correlated with “Goal setting” ($\rho=-.226$, $p<.01$), “Application of knowledge and skills” learning ($\rho=-.246$, $p<.01$), “Locating information” ($\rho=-.173$, $p<.01$) and “Adaptable learning strategies” ($\rho=-.181$, $p<.01$).

Table 18 presents the results of the independent samples t-test of the Lifelong learning factors based on the **attending Greek or other language courses**. From the table there are statistically significant mean differences in all factors. Specifically, from Table 18 (and Figure 25) it appears that:

- In the factor “Goal setting”, the mean value of those not attending Greek or other language courses so far (M=2.90) is statistically lower [t(415,68)=-3.893, p<.001] than the mean value of those attending (M=3.27).
- In the factor “Application of knowledge and skills”, the mean value of those not attending Greek or other language courses so far (M=3.34) is statistically lower [t(479)=-4.147, p<.001] than the average of those attending (M=3.71).
- In the factor “Locating information”, the mean value of those not attending Greek or other language courses so far (M=2.87) is statistically lower [t(479)=-1.994, p=.047<.05] than the mean value of those attending (M=3.10).
- In the factor “Adaptable learning strategies”, the mean value of those not attending Greek or other language courses so far (M=2.87) is statistically lower [t(425,08)=-2.633, p=.009<.01] than the average of those attending (M=3.16).

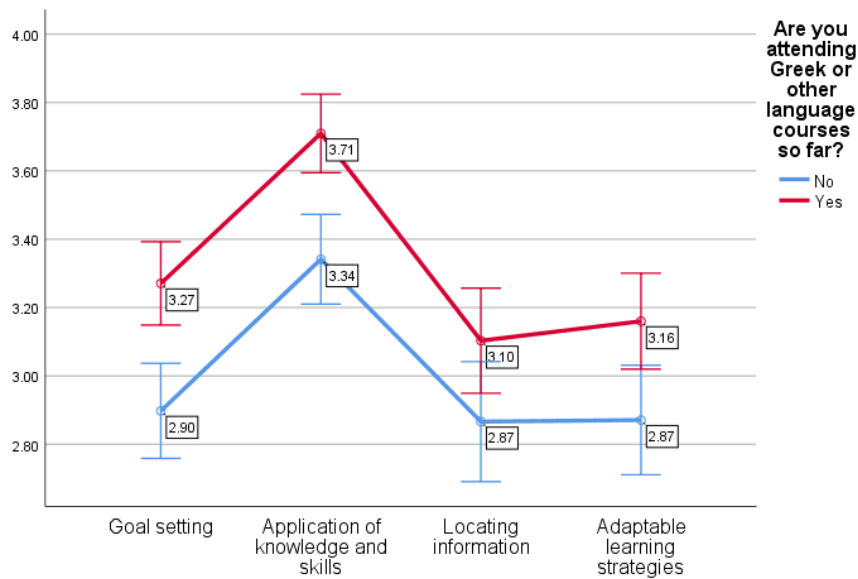
Table 13

*Lifelong learning factors * Attending Greek or other language courses, independent samples t-test*

Factor	Attending	N	M	t	df	p-value
Goal setting	No	209	2.90	-3.893	415.68	<.001
	Yes	272	3.27			
Application of knowledge and skills	No	209	3.34	-4.147	479	<.001
	Yes	272	3.71			
Locating information	No	209	2.87	-1.994	479	.047
	Yes	272	3.10			
Adaptable learning strategies	No	209	2.87	-2.633	425.08	.009
	Yes	272	3.16			

Figure 19

Error bars, Lifelong learning factors * Attending Greek or other language courses



3.6. Predictors for lifelong learning

Table 19 presents the results of the multiple linear regression for the dependent variable “Goal setting”. As independent were considered all demographics and emotional intelligence factors which showed statistically significant correlation with the dependent variable. A statistically significant effect of the independent variables on the dependent variable was observed with an excellent degree of adjustment [$F(16, 463)=37.325, p<.001$] explaining 54.8% of the total variance. The effect of the factors “Use of emotion” (Beta=.456, $t=8.801, p<.001$), “Regulation of emotion” (Beta=.181, $t=2.733, p=.007<.01$), “Age” (Beta=-.090, $t=-2.759, p=.006<.01$), “Ukraine-Russia-Turkey” (Beta=.136, $t=2.754, p=.006<.01$) and “University/Master/Doctorate” (Beta=.185, $t=4.214, p<.001$) are considered statistically significant. No multicollinearity was observed since $VIF\leq 4.636$.

Table 14

Multiple linear regression for “Goal setting”

Independent variables	B	Beta	t	p-value	VIF
(Constant)	1.812	-	8.382	<.001	-
Self-emotion appraisal	-.184	-.181	-2.824	.005	4.354
Others' emotion appraisal	.026	.027	0.414	.679	4.632
Use of emotion	.381	.456	8.801	<.001	2.855
Regulation of emotion	.176	.181	2.733	.007	4.636
Female	.14	.055	1.495	.136	1.420
Age	-.010	-.090	-2.759	.006	1.138
Bangladesh	-.324	-.065	-1.516	.130	1.960
Ukraine-Russia-Turkey	.297	.136	2.754	.006	2.605
University/Master/Doctorate	.429	.185	4.215	<.001	2.033
War	-.106	-.050	-1.377	.169	1.409
Bad situation	-.099	-.033	-0.997	.319	1.129
Escaping hardship, conflict, and persecution	-.029	-.011	-0.308	.758	1.318
Seeking a better life	-.144	-.057	-1.693	.091	1.214
Employment	.016	.005	0.135	.893	1.482
Economic reasons	-.030	-.010	-0.230	.818	1.880
Are you attending Greek or other language courses so far?	-.001	.000	-0.014	.989	1.164

F(16. 464)=37.325, p<.001, AdjR²=.548

According to Figure 26, the “Use of emotion” affects 72% the “Goal setting”, followed by “University/Master/Doctorate” (14%), “Ukraine-Russia-Turkey” (7%), “Age” (5%) and “Regulation of emotion” (2%).

Figure 20

Effect of predictors to “Goal setting”

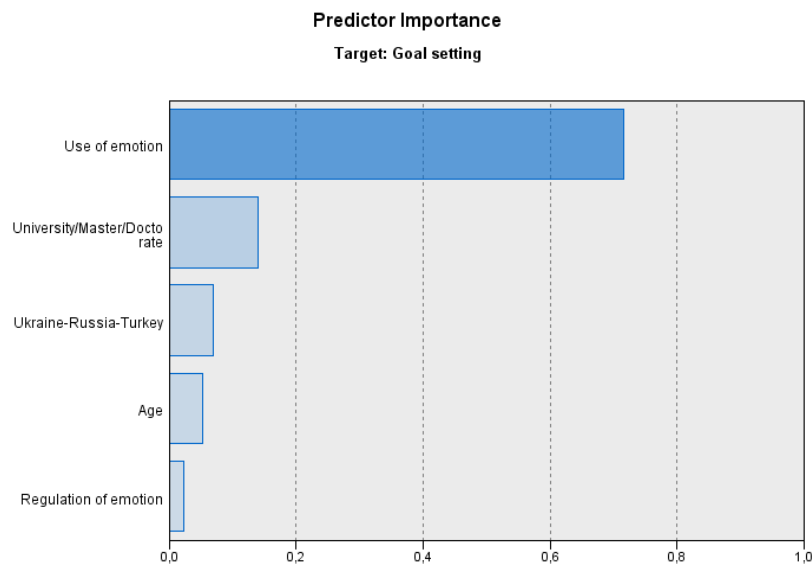


Table 20 presents the results of the multiple linear regression for the dependent variable “Application of knowledge and skills”. As independent were considered all demographics and emotional intelligence factors which showed statistically significant correlation with the dependent variable. A statistically significant effect of the independent variables on the dependent variable was observed with an excellent degree of adjustment [F(14, 465)=52.273, p<.001] explaining 59.9% of the total variance. The effect of the factors “Others' emotion appraisal” (Beta=.141, t=2.284, p=.023<.05), “Use of emotion” (Beta=.218, t=4.491, p<.001), “Regulation of emotion” (Beta=.280, t=4,516, p<.001), “Ukraine-Russia-Turkey” (Beta=.094, t=2.046, p=.041<.05) and “University/Master/Doctorate” (Beta=.090, t=.258, p=.024<.05) are considered statistically significant. No multicollinearity was observed since VIF≤4.592.

Table 15

Multiple linear regression for “Application of knowledge and skills”

Independent variables	B	Beta	t	p-value	VIF
(Constant)	1.131	-	8.068	<.001	-
Self-emotion appraisal	.091	.094	1.565	.118	4.329
Others' emotion appraisal	.129	.141	2.284	.023	4.568
Use of emotion	.172	.218	4.491	<.001	2.833
Regulation of emotion	.257	.280	4.516	<.001	4.592
Female	-.010	-.005	-0.144	.886	1.413
Bangladesh	-.072	-.015	-0.388	.698	1.882
Ukraine-Russia-Turkey	.193	.094	2.046	.041	2.510
University/Master/Doctorate	.198	.090	2.258	.024	1.907
War	-.049	-.025	-0.741	.459	1.343
Bad situation	-.143	-.050	-1.625	.105	1.119
Escaping hardship, conflict, and persecution	.080	.031	0.950	.343	1.298
Seeking a better life	-.028	-.012	-0.373	.710	1.209
Economic reasons	-.181	-.062	-1.620	.106	1.728
Are you attending Greek or other language courses so far?	.024	.012	0.394	.694	1.154

F(14, 465)=52.273, p<.001, AdjR²=.599

According to Figure 27, the “Application of knowledge and skills” is mainly affected by “Use of emotion” (37%) and “Regulation of emotion” (34%), followed by “Others' emotion appraisal” (16%), “Ukraine-Russia-Turkey” (8%) and “University/Master/Doctorate” (6%).

Figure 21

Effect of predictors to “Application of knowledge and skills”

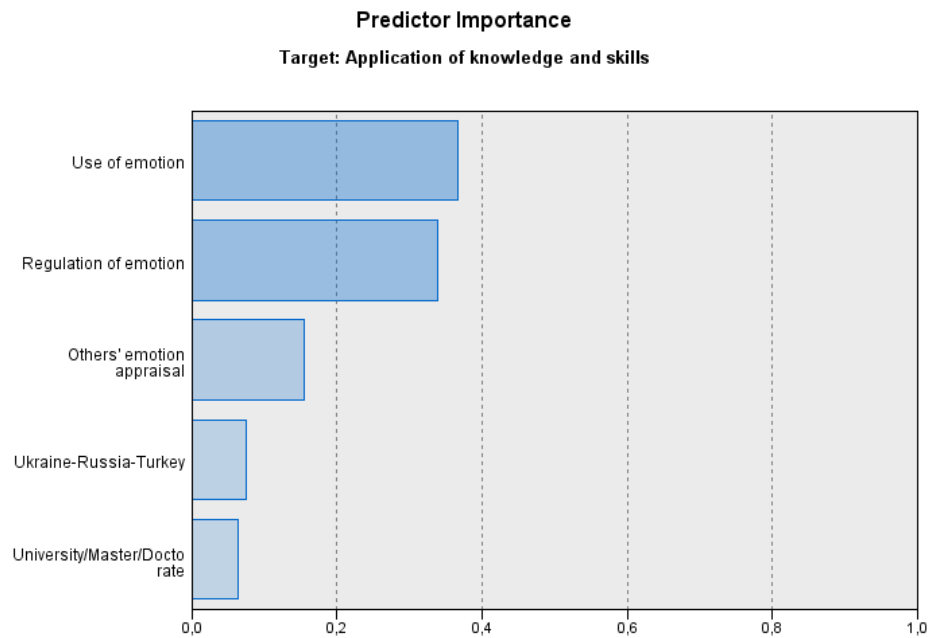


Table 21 presents the results of the multiple linear regression for the dependent variable “Locating information”. As independent were considered all demographics and emotional intelligence factors which showed statistically significant correlation with the dependent variable. A statistically significant effect of the independent variables on the dependent variable was observed with a mediocre degree of adjustment [$F(15, 465)=11.445$, $p<.001$] explaining 24.6% of the total variance. The effect of the factors “Use of emotion” (Beta=.205, $t=3.061$, $p=.002<.01$), “Bangladesh” (Beta=-.109, $t=-2.012$, $p=.045<.05$), “Ukraine-Russia-Turkey” (Beta=.240, $t=3.617$, $p<.001$) and “University/Master/Doctorate” (Beta=.234, $t=4.129$, $p<.001$) are considered statistically significant. No multicollinearity was observed since $VIF\leq 4.626$.

Table 16

Multiple linear regression for “Locating information”

Independent variables	B	Beta	t	p-value	VIF
(Constant)	2.582	-	7.339	<.001	-
Self-emotion appraisal	-.247	-.194	-2.361	.019	4.318
Others' emotion appraisal	-.019	-.015	-0.182	.856	4,589
Use of emotion	.213	.205	3.061	.002	2.864
Regulation of emotion	.080	.066	0.777	.437	4.626
Female	-.048	-.019	-0.382	.702	1.507
Age	.006	.039	0.915	.361	1.137
Bangladesh	-.672	-.109	-2.012	.045	1.855
Ukraine-Russia-Turkey	.650	.240	3.617	<.001	2.795
University/Master/Doctorate	.678	.234	4.129	<.001	2.041
War	-.213	-.081	-1.647	.100	1.541
Political reasons	-.020	-.006	-0.129	.898	1.373
Escaping hardship, conflict, and persecution	.057	.017	0.374	.709	1.326
Seeking a better life	-.186	-.059	-1.358	.175	1.214
Economic reasons	.070	.018	0.349	.727	1.690
Are you attending Greek or other language courses so far?	.030	.011	0.268	.789	1.162

F(15, 465)=11.445, p<.001, AdjR²=.246

According to Figure 28, “Locating information” is mostly affected by “University/Master/Doctorate” (50%), followed by “Ukraine-Russia-Turkey” (21%), “Bangladesh” (15%), “Use of emotion” (14%).

Figure 22

Effect of predictors to “Locating information”

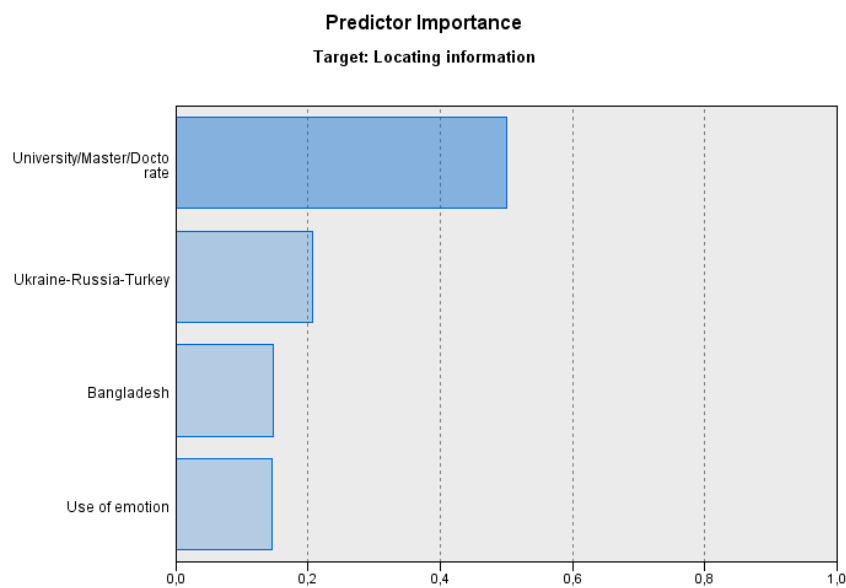


Table 22 presents the results of the multiple linear regression for the dependent variable “Adaptable learning strategies”. As independent were considered all demographics and emotional intelligence factors which showed statistically significant correlation with the dependent variable. A statistically significant effect of the independent variables on the dependent variable was observed with an excellent degree of adjustment [$F(15, 465)=33.387, p<.001$] explaining 50.3% of the total variance. The effect of the factors “Use of emotion” (Beta=.570, $t=10.491, p<.001$), “Regulation of emotion” (Beta=.184, $t=2.670, p=.008<.01$) and “Female” (Beta=.090, $t=2.362, p=.019<.05$) are considered statistically significant. No multicollinearity was observed since $VIF\leq 4.602$.

Table 17

Multiple linear regression for “Adaptable learning strategies”

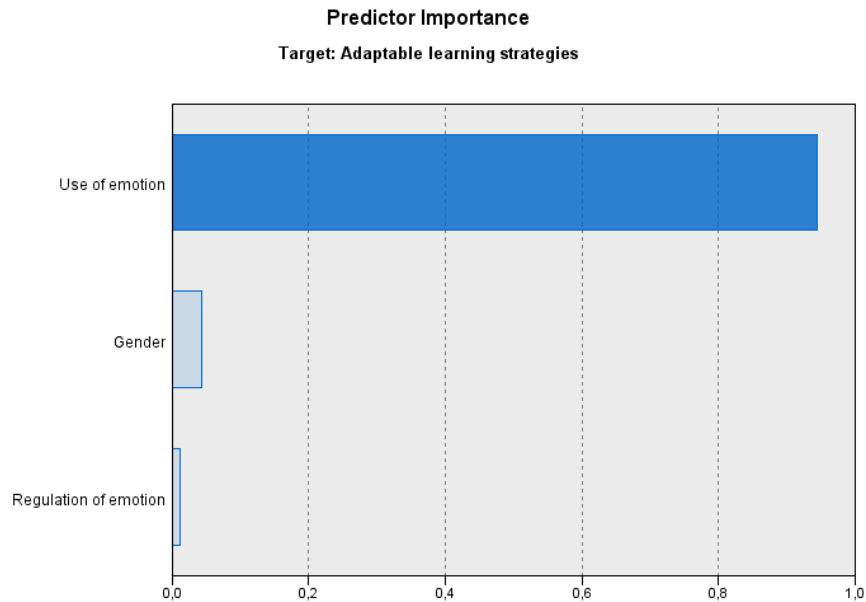
Independent variables	B	Beta	t	p-value	VIF
(Constant)	0.732	-	3.860	<.001	-
Self-emotion appraisal	.006	.005	0.075	.940	4.332
Others' emotion appraisal	-.158	-.143	-2.076	.038	4.570
Use of emotion	.542	.570	10.491	<.001	2.854
Regulation of emotion	.204	.184	2.670	.008	4.602
Female	.214	.090	2.362	.019	1.416
Bangladesh	.019	.003	0.076	.939	1.960
Ukraine-Russia-Turkey	-.057	-.023	-0.445	.656	2.558
University/Master/Doctorate	.178	.067	1.511	.132	1.907
War	.110	.046	1.204	.229	1.402
Bad situation	-.097	-.028	-0.821	.412	1.128
Escaping hardship, conflict, and persecution	-.212	-.069	-1.879	.061	1.298
Seeking a better life	-.042	-.015	-0.410	.682	1.209
Employment	-.128	-.034	-0.880	.379	1.482
Economic reasons	.029	.008	0.188	.851	1.878
Are you attending Greek or other language courses so far?	-.121	-.051	-1.461	.145	1.156

$F(15, 465) = 33.387, p<.001, AdjR^2=0,503$

According to Figure 29, “Adaptable learning strategies” was mainly affected by “Use of emotion” (95%) followed by “Gender” (4%) and “Regulation of emotion” (1%).

Figure 23

Effect of predictors to “Adaptable learning strategies”



3.7. Correlation between emotional intelligence refugees' and immigrants' linguistic profiles

According to Table 23 (Figure 30), there are statistically significant differences for all factors of emotional intelligence, between participants who **speak or do not speak the host country language**. In particular:

- In factor “Self-emotion appraisal” the mean value of participants who do not speak the host country language (M=3.63) is statistically significant lower [$t(411)=-3.386, p=.001$] than mean value of participants who speak (M=3.98).
- In factor “Others' emotion appraisal” the mean value of participants who do not speak the host country language (M=3.46) is statistically significant lower [$t(411)=-4.410, p<.001$] than mean value of participants who speak (M=3.93).

- In factor “Use of emotion” the mean value of participants who do not speak the host country language (M=3.17) is statistically significant lower [$t(411)=-3.229, p=.001$] than mean value of participants who speak (M=3.59).
- In factor “Regulation of emotion” the mean value of participants who do not speak the host country language (M=3.55) is statistically significant lower [$t(411)=-3.571, p<.001$] than mean value of participants who speak (M=3.94).

Table 18

Emotional intelligence Do you speak the host country language? Independent samples t-test*

Factor	Do you speak the host country language?	N	M	t	df	p-value
Self-emotion appraisal	No	190	3.63	-3.386	411	.001
	Yes	223	3.98			
Others' emotion appraisal	No	190	3.46	-4.410	411	<.001
	Yes	223	3.93			
Use of emotion	No	190	3.17	-3.229	411	.001
	Yes	223	3.59			
Regulation of emotion	No	190	3.55	-3.571	411	<.001
	Yes	223	3.94			

Figure 24

*Error bars, Emotional intelligence factors * Do you speak the host country language?*

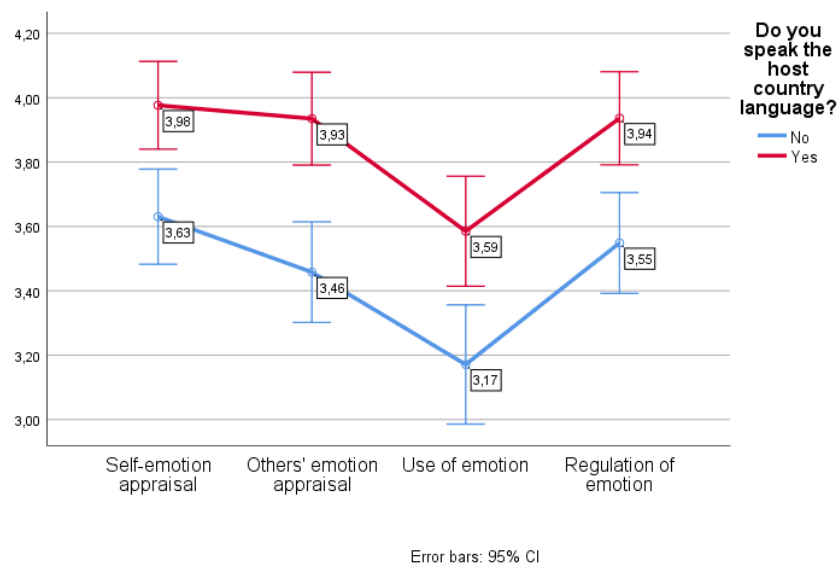


Table 24 presents the Spearman correlations among the factors of Emotional Intelligence and **the education and training that are now provided to the questionees**. The results indicate that:

- “Languages” are positively correlated with the factors “Self-emotion appraisal” (rho=.180, p<.01), “Others' emotion appraisal” (rho=.144, p<.01), “Use of emotion” (rho=.180, p<.01) and “Regulation of emotion” (rho=.172, p<.01).
- “Computers” are negatively correlated with the factor “Self-emotion appraisal” (rho=-.101, p<.05).
- Technical studies are negatively correlated with the factors “Self-emotion appraisal” (rho=-.127, p<.01), “Others' emotion appraisal” (rho=-.120, p<.01) and “Regulation of emotion” (rho=-.110, p<.05).
- “Nothing” is negatively correlated with the factors “Self-emotion appraisal” (rho=-.114, p<.05), “Others' emotion appraisal” (rho=-.116, p<.05), “Use of emotion” (rho=-.214, p<.01) and “Regulation of emotion” (rho=-.131, p<.01).

Table 19

*Emotional Intelligence * Education and training. Spearman correlations*

Education and training	Self-emotion appraisal	Others' emotion appraisal	Use of emotion	Regulation of emotion
Languages	.180**	.144**	.180**	.172**
Computers	-.101*	-.080	-.011	-.080
Technical studies	-.127**	-.120**	.004	-.110*
Nothing	-.114*	-.116*	-.214**	-.131**

**p<.01; *p<.05

Table 25 presents the Spearman correlations among the factors of Emotional Intelligence and the education and if the questionees **are interested in participating in any language course**. The results indicate that:

- Answer “No” is positive correlated with “Use of emotion” (rho=.120, p<.01).
- “Answer “Yes, Greek” is positively correlated with the factors “Self-emotion appraisal” (rho=.097, p<.05) and “Regulation of emotion” (rho=.089, p<.05).

- Answer “Yes, English” is negatively correlated with the factors “Self-emotion appraisal” ($\rho=-.118$, $p<.01$), “Others' emotion appraisal” ($\rho=-.153$, $p<.01$), “Use of emotion” ($\rho=-.243$, $p<.01$) and “Regulation of emotion” ($\rho=-.136$, $p<.01$).
- Answer “Yes, German” is positively correlated with the factors “Use of emotion” ($\rho=.168$, $p<.05$) and “Regulation of emotion” ($\rho=.089$, $p<.05$).

Table 20

*Emotional Intelligence * Interested in participating in any language course. Spearman correlations*

Interest in participating	Self-emotion appraisal	Others' emotion appraisal	Use of emotion	Regulation of emotion
No	.053	.080	.120**	.084
Yes, Greek	.097*	.060	-.080	.089*
Yes, English	-.118**	-.153**	-.243**	-.136**
Yes, French	.067	.086	.168**	0.098*
Yes, German	.075	.091*	.195**	.075

** $p<.01$; * $p<.05$

According to Table 26 (Figure 31), there are statistically significant differences for all factors of emotional intelligence, between participants who **are interested or not to participate in any skill course**. In particular:

- In factor “Self-emotion appraisal” the mean value of participants who are not interested in participating in any skill course ($M=4.16$) is statistically significant higher [$t(480)=5.234$, $p<.001$] than mean value of participants who are interested ($M=3.63$).
- In factor “Others' emotion appraisal” the mean value of participants who are not interested in participating in any skill course ($M=4.21$) is statistically significant higher [$t(480)=6.786$, $p<.001$] than mean value of participants who are interested ($M=3.48$).
- In factor “Use of emotion” the mean value of participants who are not interested in participating in any skill course ($M=3.95$) is statistically significant higher [$t(480)=5.968$, $p<.001$] than mean value of participants who are interested ($M=3.21$).

- In factor “Regulation of emotion” the mean value of participants who are not interested in participating in any skill course (M=4.20) is statistically significant higher [t(480)=6.156, p<.001] than mean value of participants who are interested (M=3.54).

Table 21

*Emotional intelligence * Interested in participating in any skill course? Independent samples t-test*

Factor	Interested in participating in any skill course?	N	M	t	df	p-value
Self-emotion appraisal	No	126	4.16	5.234	480	<.001
	Yes	356	3.63			
Others' emotion appraisal	No	126	4.21	6.786	480	<.001
	Yes	356	3.48			
Use of emotion	No	126	3.95	5.968	480	<.001
	Yes	356	3.21			
Regulation of emotion	No	126	4.20	6.156	480	<.001
	Yes	356	3.54			

Figure 25

*Error bars, Emotional intelligence factors * Interested in participating in any skill course?*

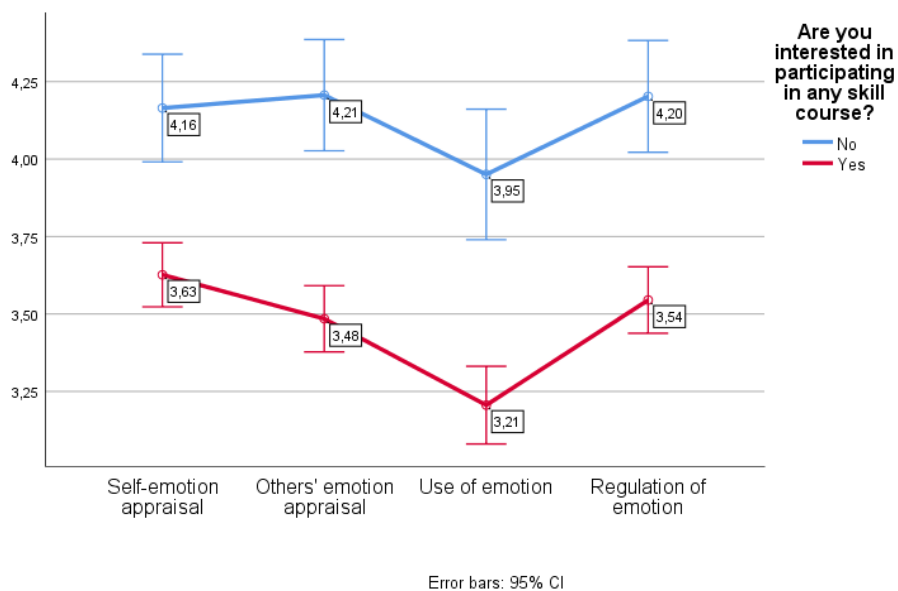


Table 27 presents the Spearman correlations among the factors of Emotional Intelligence and the reason for which questionees **would follow a language or skill course**. The results indicate that:

- Reason “Work” is negative correlated with the factors “Self-emotion appraisal” ($\rho = -.124, p < .01$), “Others' emotion appraisal” ($\rho = -.162, p < .01$), “Use of emotion” ($\rho = -.293, p < .01$) and “Regulation of emotion” ($\rho = -.206, p < .01$).
- Reason “Studies”, there is positive correlations with the factors “Self-emotion appraisal” ($\rho = .146, p < .01$), “Others' emotion appraisal” ($\rho = .165, p < .01$), “Use of emotion” ($\rho = .143, p < .01$) and “Regulation of emotion” ($\rho = .173, p < .01$).
- Reason “Communicate”, there is positive correlations with the factors “Self-emotion appraisal” ($\rho = .182, p < .01$), “Others' emotion appraisal” ($\rho = .183, p < .01$) and “Regulation of emotion” ($\rho = .179, p < .01$).
- Reason “Social contacts” is positive correlated with the factor “Use of emotion” ($\rho = .134, p < .01$).
- Reason “For skills” is negative correlated with factors “Self-emotion appraisal” ($\rho = -.104, p < .01$), “Others' emotion appraisal” ($\rho = -.151, p < .01$) and “Regulation of emotion” ($\rho = -.138, p < .01$).
- “Integrate/find friends”, is positive correlated with the factors “Self-emotion appraisal” ($\rho = .237, p < .01$), “Others' emotion appraisal” ($\rho = .252, p < .01$), “Use of emotion” ($\rho = .246, p < .01$) and “Regulation of emotion” ($\rho = .227, p < .01$).
- “Interest to learn”, is positive correlated with the factors “Self-emotion appraisal” ($\rho = .256, p < .01$), “Others' emotion appraisal” ($\rho = .270, p < .01$), “Use of emotion” ($\rho = .244, p < .01$) and “Regulation of emotion” ($\rho = .282, p < .01$).
- Reason “Inclusion” is negative correlated with the factor “Self-emotion appraisal” ($\rho = -.092, p < .05$).

Table 22

*Emotional Intelligence * Reasons to start a language/skill course. Spearman correlations*

Reason	Self-emotion appraisal	Others' emotion appraisal	Use of emotion	Regulation of emotion
Work	-.124**	-.162**	-.293**	-.206**
Studies	.146**	.165**	.143**	.173**
Communicate	.182**	.183**	.018	.179**
Social contacts	.069	.082	.134**	.082
For the certificate	-.068	-.048	.029	-.089
For skills	-.104*	-.151**	.011	-.138**
Integrate/find friends	.237**	.252**	.246**	.227**
Interest to learn	.256**	.270**	.244**	.282**
Inclusion	-.092*	-.057	-.017	-.073
Citizenship	-.041	-.049	.030	-.066

**p<.01; *p<.05

Table 28 presents the Spearman correlations among the factors of Emotional Intelligence and the reason that **would make the questionees stop following a language or skill course**. The results indicate that:

- Reason “Financial cost of the program” is negative correlated with the factors “Others' emotion appraisal” (rho=-.111, p<.05), “Use of emotion” (rho=-.299, p<.01) and “Regulation of emotion” (rho=-.134, p<.01).
- Reason “People of various ethnicities” is negative correlated with the factor “Self-emotion appraisal” (rho=-.094, p<.05).
- Reason “Bad relations between refugee migrants”, is positive correlated with the factors “Self-emotion appraisal” (rho=.321, p<.01), “Others' emotion appraisal” (rho=.299, p<.01), “Use of emotion” (rho=.186, p<.01) and “Regulation of emotion” (rho=.294, p<.01).
- Reason “Bad quality” is positive correlated with the factors “Self-emotion appraisal” (rho=.297, p<.01), “Others' emotion appraisal” (rho=.337, p<.01), “Use of emotion” (rho=.241, p<.01) and “Regulation of emotion” (rho=.314, p<.01).

- Reason “Family reasons”, is negative correlated with the factors “Self-emotion appraisal” (rho=-.151, p<.01), “Others' emotion appraisal” (rho=-.150, p<.01) and “Regulation of emotion” (rho=-.113, p<.05).
- Reason “Personal problems” is negative correlated with “Self-emotion appraisal” (rho=-.094, p<.05) and “Others' emotion appraisal” (rho=-.103, p<.05).

Table 23

*Emotional Intelligence * Stop following a language/skill course. Spearman correlations*

Reason	Self-emotion appraisal	Others' emotion appraisal	Use of emotion	Regulation of emotion
Limited space	-.057	-.060	-.017	-.021
Financial cost of the program	-.087	-.111*	-.299**	-.134**
Large number of trainees	-.082	-.060	.015	-.088
People of various ethnicities	-.094*	-.059	-.015	-.049
Bad relations between refugee migrants	.321**	.299**	.186**	.294**
Poor organization	-.023	-.038	.013	-.037
Lack of time	.023	.031	.025	-.006
Bad quality	.297**	.337**	.241**	.314**
Family reasons	-.151**	-.150**	-.049	-.113*
Personal problems	-.094*	-.103*	-.014	-.069

**p<.01; *p<.05

Table 29 presents the Spearman correlations among the factors of Emotional Intelligence and **the most important thing for the questionees in learning**. The results indicate that:

- Answer “Skills”, there is negative correlated with the factors “Self-emotion appraisal” (rho=-.263, p<.01), “Others' emotion appraisal” (rho=-.303, p<.01), “Use of emotion” (rho=-.226, p<.01) and “Regulation of emotion” (rho=-.303, p<.01).
- Answer “Become better”, is positive correlations with the factors “Self-emotion appraisal” (rho=.291, p<.01), “Others' emotion appraisal” (rho=.316, p<.01), “Use of emotion” (rho=.241, p<.01) and “Regulation of emotion” (rho=.284, p<.01).

- Answer “Political awareness” is negative correlated with the factor “Regulation of emotion” ($\rho = -.113$, $p < .05$).

Table 24

*Emotional Intelligence * Important thing in learning. Spearman correlations*

Important thing	Self-emotion appraisal	Others' emotion appraisal	Use of emotion	Regulation of emotion
Knowledge	.078	.080	.003	.085
Skills	-.263**	-.303**	-.226**	-.303**
Become better	.291**	.316**	.241**	.284**
Political awareness	-.068	-.063	-.008	-.113*
Attitude	-.063	-.078	.011	-.039
Relations/ Multicultural meeting	.014	.016	.036	.022

** $p < .01$; * $p < .05$

Table 30 presents the Spearman correlations among the factors of Emotional Intelligence and whether the respondents **want to study in Greece/Europe**. The results indicate that there are positive correlations with the factors “Self-emotion appraisal” ($\rho = .262$, $p < .01$), “Others' emotion appraisal” ($\rho = .187$, $p < .01$), “Use of emotion” ($\rho = .350$, $p < .01$) and “Others' emotion appraisal” ($\rho = .278$, $p < .01$).

Table 25

*Emotional Intelligence * Do you want to study in Greece/ Europe? Spearman correlations*

Factor	Do you want to study in Greece/ Europe?
Self-emotion appraisal	.262**
Others' emotion appraisal	.187**
Use of emotion	.350**
Regulation of emotion	.278**

** $p < .01$

Table 31 presents the Spearman correlations among the factors of Emotional Intelligence and whether the respondents **want to improve their skills**. The results indicate that there are negative correlations with the factors “Self-emotion appraisal” ($\rho = -.112$, $p < .05$), “Others' emotion appraisal” ($\rho = -.184$, $p < .01$), “Use of emotion” ($\rho = -.238$, $p < .01$) and “Others' emotion appraisal” ($\rho = -.215$, $p < .01$).

Table 26*Emotional Intelligence * Do you want to improve your skills? Spearman correlations*

Factor	Do you want to improve your skills?
Self-emotion appraisal	-.112*
Others' emotion appraisal	-.184**
Use of emotion	-.238**
Regulation of emotion	-.215**

**. p<.01; *. p<.05

Table 32 presents the Spearman correlations among the factors of Emotional Intelligence and whether the respondents **have Greek/European friends**. The results indicate that there are positive correlations with the factors “Self-emotion appraisal” (rho=.412, p<.01), “Others' emotion appraisal” (rho=.425, p<.01), “Use of emotion” (rho=.493, p<.01) and “Others' emotion appraisal” (rho=.433, p<.01).

Table 27*Emotional Intelligence * Do you have Greek/European friends? Spearman correlations*

Factor	Do you have Greek/European friends?
Self-emotion appraisal	0.412**
Others' emotion appraisal	0.425**
Use of emotion	0.493**
Regulation of emotion	0.433**

**. p<.01

Table 33 presents the Spearman correlations among the factors of Emotional Intelligence and whether the respondents **feel integrated in the host country**. The results indicate that there are positive correlations with the factors “Self-emotion appraisal” (rho=.471, p<.01), “Others' emotion appraisal” (rho=.431, p<.01), “Use of emotion” (rho=.468, p<.01) and “Others' emotion appraisal” (rho=.462, p<.01).

Table 28*Emotional Intelligence * Do you feel integrated in the host country? Spearman correlations*

Factor	Do you feel integrated in the host country?
Self-emotion appraisal	.471**
Others' emotion appraisal	.431**
Use of emotion	.468**
Regulation of emotion	.462**

**. p<.01

Table 34 presents the Spearman correlations among the factors of Emotional Intelligence and what the respondents **think they need for their personal and professional development**. The results indicate that:

- Answer “Computers” is negative correlated with the factors “Others' emotion appraisal” ($\rho = -.103, p < .05$) and “Regulation of emotion” ($\rho = -.107, p < .05$).
- Answer “Personal Relations”, there is positive correlations with the factors “Self-emotion appraisal” ($\rho = .253, p < .01$), “Others' emotion appraisal” ($\rho = .248, p < .01$), “Use of emotion” ($\rho = .108, p < .05$) and “Regulation of emotion” ($\rho = .220, p < .01$).
- Answer “Law/Rights” is positive correlations with the factors “Self-emotion appraisal” ($\rho = .094, p < .05$).
- Answer “Work Skills”, there is negative correlations with the factors “Self-emotion appraisal” ($\rho = -.114, p < .05$), “Others' emotion appraisal” ($\rho = -.166, p < .01$), “Use of emotion” ($\rho = -.295, p < .01$) and “Regulation of emotion” ($\rho = -.238, p < .01$).
- Answer “Culture” is positive with the factors “Self-emotion appraisal” ($\rho = .380, p < .01$), “Others' emotion appraisal” ($\rho = .391, p < .01$), “Use of emotion” ($\rho = .278, p < .01$) and “Regulation of emotion” ($\rho = .375, p < .01$).
- Answer “Art /Music /Sports”, there is positive correlated with the factors “Self-emotion appraisal” ($\rho = .122, p < .01$), “Others' emotion appraisal” ($\rho = .094, p < .05$), “Use of emotion” ($\rho = .129, p < .01$) and “Regulation of emotion” ($\rho = .135, p < .01$).
- Answer “Politics/History” is positive correlated with the factors “Self-emotion appraisal” ($\rho = .130, p < .01$), “Others' emotion appraisal” ($\rho = .174, p < .01$), “Use of emotion” ($\rho = .153, p < .01$) and “Regulation of emotion” ($\rho = .127, p < .01$).
- Answer “Food/Cooking” is positive correlated with the factors “Self-emotion appraisal” ($\rho = .164, p < .01$), “Others' emotion appraisal” ($\rho = .143, p < .01$),

“Use of emotion” (rho=.150, p<.01) and “Regulation of emotion” (rho=.155, p<.01).

Table 29

*Emotional Intelligence * Needs for personal and professional development. Spearman correlations*

Needs	Self-emotion appraisal	Others' emotion appraisal	Use of emotion	Regulation of emotion
Languages	.084	.028	-.076	.040
Computers	-.063	-.103*	.028	-.107*
Personal Relations	.253**	.248**	.108*	.220**
Technical Studies	-.023	-.076	.027	-.056
Law/Rights	.021	.000	.094*	-.014
Work Skills	-.114*	-.166**	-.295**	-.238**
Culture	.380**	.391**	.278**	.375**
Art /Music /Sports	.122**	.094*	.129**	.135**
Health/Safety	.020	.020	.066	.013
Politics/History	.130**	.174**	.153**	.127**
Food/Cooking	.164**	.143**	.150**	.155**

**p<.01; *p<.05

According to Table 35, there are statistically significant mean differences across the **interesting in training** in factors of emotional intelligence “Self-emotion appraisal” [F(3,478)=13.210, p<.001], “Others' emotion appraisal” [F(3,478) =14.539, p<.001], “Use of emotion” [F(3,478)=18.632, p<.001] and “Regulation of emotion” [F(3,478)=17.136, p<.001].

Table 30

*Emotional Intelligence * Interested in training. ANOVA*

Factor	Interested in training	N	M	Df1	DF2	F	p-value
Self-emotion appraisal	Theoretical	50	3,97	3	478	13.210	<.001
	Practical	43	3,22				
	Both	313	3,68				
	None	76	4,29				
Others' emotion appraisal	Theoretical	50	3,99	3	478	14.539	<.001
	Practical	43	3,24				
	Both	313	3,54				
	None	76	4,28				
Use of emotion	Theoretical	50	3,84	3	478	18.632	<.001
	Practical	43	3,34				
	Both	313	3,15				
	None	76	4,20				
Regulation of emotion	Theoretical	50	4,08	3	478	17.136	<.001
	Practical	43	3,23				
	Both	313	3,57				
	None	76	4,35				

In particular:

From Tables 35-36 (Figure 32), in factor “Self-emotion appraisal” mean value of participants who are interested in practical training (M=3.22) is statistically significantly lower than mean value of participants who are interested in theoretical training (M=3.97, $p<.001$), in both kinds (M=3.68, $p=.004$) or in none kind (M=4.29, $p<.001$). In addition, mean value of participants who are interested in both kinds of training (M=3.68) is statistically significantly lower ($p<.001$) than mean value of participants who are not interested (M=4.29).

Table 31

*Self-emotion appraisal * Interested in training. Post-hoc LSD*

Factor	Interested (I)	Interested (J)	Mean difference (I-J)	p-value
Self-emotion appraisal	Theoretical	Practical	0.74988*	<.001
		Both	0.28129	.061
		None	-0.32776	.067
	Practical	Theoretical	-0.74988*	<.001
		Both	-0.46859*	.004
		None	-1.07765	<.001
	Both	Theoretical	-0.28129	.061
		Practical	0.46859	.004
		None	-0.60906	<.001
	None	Theoretical	0.32776	.067
		Practical	1.07765	<.001
		Both	0.60906	<.001

From Tables 35, 37 (Figure 32), in factor “Others' emotion appraisal” mean value of participants who are interested in practical training (M=3.24) is statistically significantly lower than mean value of participants who are interested in theoretical training (M=3.99, $p=.001$) or in none kind (M=4.28, $p<.001$). In addition, mean value of participants who are interested in both kinds of training (M=3.54) is statistically significantly lower than mean value of participants who are interested in theoretical training (M=3.99, $p=.019$) or they are not interested in none kind (M=4.28, $p<.001$).

Table 32*Others' emotion appraisal * Interested in training. Post-hoc Games Howell*

Factor	Interested (I)	Interested (J)	Mean difference (I-J)	p-value
Others' emotion appraisal	Theoretical	Practical	0.741	.001
		Both	0.449	.019
		None	-0.291	.393
	Practical	Theoretical	-0.741	.001
		Both	-0.292	.161
		None	-1.032	<.001
	Both	Theoretical	-0.449	.019
		Practical	0.292	.161
		None	-0.740	<.001
	None	Theoretical	0.291	.393
		Practical	1.032	<.001
		Both	0.740	<.001

From Tables 35, 38 (Figure 32), in factor “Use of emotion” mean value of participants who are interested in practical training (M=3.34) is statistically significantly lower than mean value of participants who are interested in theoretical training (M=3.84, $p=.019$) or in none kind (M=4.20, $p<.001$). In addition, mean value of participants who are interested in both kinds of training (M=3.15) is statistically significantly lower than mean value of participants who are interested in theoretical training (M=3.84, $p<.001$) or they are not interested in none kind (M=4.20, $p<.001$).

Table 33*Use of emotion * Interested in training. Post-hoc Games Howell*

Factor	Interested (I)	Interested (J)	Mean difference (I-J)	p-value
Use of emotion	Theoretical	Practical	0.492	.019
		Both	0.689	<.001
		None	-0.362	.174
	Practical	Theoretical	-0.492	.019
		Both	0.198	.432
		None	-0.854	<.001
	Both	Theoretical	-0.689	<.001
		Practical	-0.19766	.432
		None	-1.05200	<.001
	None	Theoretical	0.36237	.174
		Practical	0.85435	<.001
		Both	1.05200	<.001

From Tables 35, 39 (Figure 32), in factor “Regulation of emotion” mean value of participants who are interested in practical training (M=3.23) is statistically significantly lower than mean value of participants who are interested in theoretical training (M=4.08, $p<.001$) or in none kind (M=4.35, $p<.001$). In addition, mean value of participants who are interested in both kinds of training (M=3.58) is statistically significantly lower than mean value of participants who are interested in theoretical training (M=4.08, $p=.005$) or they are not interested in none kind (M=4.35, $p<.001$).

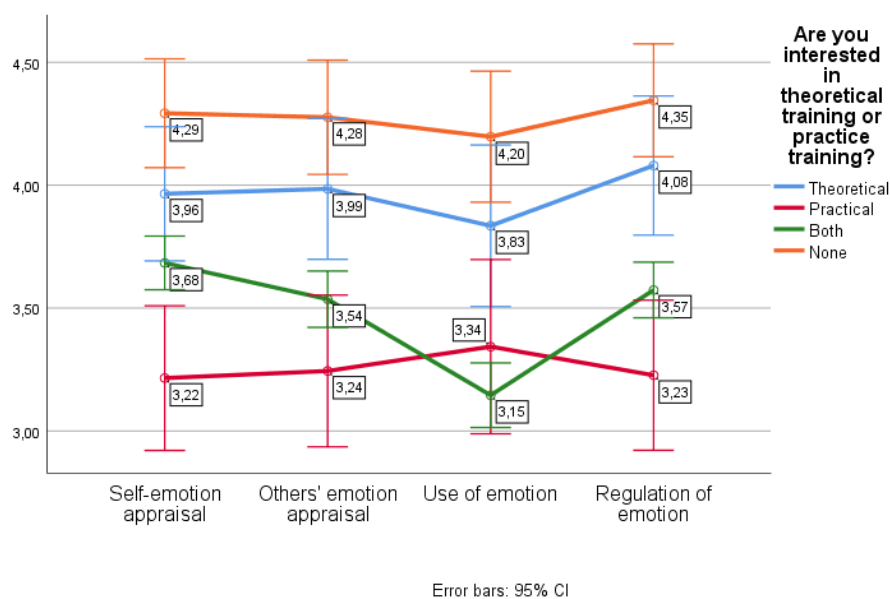
Table 34

*Regulation of emotion * Interested in training. Post-hoc Games Howell*

Factor	Interested (I)	Interested (J)	Mean difference (I-J)	p-value
Regulation of emotion	Theoretical	Practical	0.85326	<.001
		Both	0.50652	.005
		None	-0.26539	.444
	Practical	Theoretical	-0.85326	<.001
		Both	-0.34674	.050
		None	-1,11865	<.001
	Both	Theoretical	-0.50652	.005
		Practical	0.34674	.050
		None	-0.77191	<.001
	None	Theoretical	0.26539	.444
		Practical	1.11865	<.001
		Both	0.77191	<.001

Figure 26

*Error bars, Emotional intelligence factors * Interested in training*



4. CONCLUSIONS

This chapter presents in a descriptive way, the conclusions of this thesis, based on the objectives that modulate the research. First, we will extract the general conclusions of the thesis, secondly, we will analyze the limitations of the current research, then we will suggest future research and perspectives. Finally, we will sum up and value the contribution of the thesis.

4.1. General conclusions

The general objective of the research is to examine the relationship between lifelong learning and emotional intelligence. A total of 482 immigrants and immigrants participated, of mean age 32 years old. Most of the participants come from Ukraine, Albania, Syria, Iraq and have an educational level up to high school in their origin country. More than half of immigrants are attending Greek or other language courses so far. Regarding the immigration reasons, the most frequent were war and seeking a better life. The increase, in arrivals in Greece can be attributed to conflicts and instability in regions like Syria, Iraq, Afghanistan, Eritrea and recently Yemen. However, it's important to note that these arrivals also represent the merging of groups from various countries and areas. These groups consist of individuals and families who have been displaced for months or even years and are searching for a place where they can find safety and a chance to rebuild their lives. Of viewing the movement of refugees and migrants as one flow, across the sea it should be recognized as a convergence of multiple sub flows happening from Turkey to Greece and EU (Crawley et al. 2016).

In regards with the refugees' and the immigrants' linguistic profiles, more than half speak the host country's language, while half of them, are provided with education and training in languages. Additionally, most of the immigrants responded that they are interested in participating in English and Greek language courses and in any skill courses with the main reason to be work and to communicate. On the other hand, regarding what would make them stop following a language/skill course, the majority responded either the financial cost or the bad quality of the program, as well as the bad relations between refugee

migrants. Moreover, many of the participants, responded that the most important for them in learning are the knowledge, skill and to become better. Also, the study shows that the participants that want to study in Greece/Europe are equal to those that doesn't want to study, but most of the participants wants to improve their skills. In addition, most of them have a Greek/European friend and they feel integrated in their host country. On regards with their personal and professional development most of the respondents mentioned languages, personal relations, work skill and culture. Finally, most of the participants are interested in both theoretical and practical training.

Initially, regarding the levels of emotional intelligence, the results indicated that the respondents have a high level of self-emotion appraisal. Specifically, the respondents really understand what they feel, they always know whether they are happy or not, they have a good sense of why they feel certain feelings most of the time and they have a good understanding of their own emotions. In addition, the results showed that the respondents have a high level of others' emotion appraisal. They are sensitive to the feelings and emotions of others and are good observer of others' emotions. They also have a good understanding of the emotions of people around them, while they always know their friends' emotions from their behavior. Furthermore, it occurred that that the respondents make moderate to high use of emotion. Specifically, they would always encourage themselves to try their best and they set goals for themselves and then try their best to achieve them. Finally, the results showed that the respondents have high level of regulation of emotion. They can control their temper so that they can handle difficulties rationally, they have good control of their emotions, and they can always calm down quickly when they are very angry.

As for their opinion about lifelong learning, the respondents showed a medium level of goal setting. However, when they learn something new, they try to focus on the details rather than on the 'big picture'. Moreover, the results indicated that the participants have a medium to high level of application of knowledge and skills. When they approach new material, they try to relate it to what they already know, and they try to relate academic learning to practical issues. Additionally, the participants can locate information and have adaptable learning strategies in a medium degree. Considering self-direction and evaluation, immigrants stated that it is their responsibility to make sense of what they learn at school.

Regarding objective 5, of a plan for ongoing training in socio-emotional skills that allows adult refugees to acquire strategies for decision-making related to their social, professional, and personal lives. It is recommended a training and integration course where the goal should be to create a sustainable integration mechanism for adult refugees and immigrants through education and lifelong learning.

In the context of the program, integration courses should be held in Training Centers. Each course should consist of a minimum of 360 hours of instruction over a period of approximately six to eight months, during which migrants attend three 2-hour classes per day, daily.

Integration courses are open to all adult refugees and immigrants. Specifically, the courses should consist of the following modules:

- Greek Language Unit: Where the beneficiaries are taught the basic knowledge of the Greek language by experienced teachers
- Socio-emotional skills: Where, beneficiaries attend courses related to Life Skills and skills in oral communication, problem solving, teamwork and interpersonal skills. Also allows adult refugees to acquire strategies for decision-making related to their social, professional, and personal lives.
- Cultural Orientation Module: Where, beneficiaries attend courses related to Cultural Orientation, Concepts related to Greek culture, history, tradition and modern customs.
- Life Skills Module: Lessons dedicated to improving the ability to communicate and cooperate with others, personal and social responsibility, practical issues necessary for the daily life of the adults' migrants and refugees.
- Job Section: Information about job hunting from different sources, the Internet, through social networking or in the newspaper, practical issues about preparing a job application.

The correlational and the predictive factors of lifelong learning were examined and the role of emotional intelligence. Results indicated that immigrants with higher levels of use

of emotion would have a more positive stance to lifelong learning. Regulation of emotion affected positively the stance towards goal setting, application of knowledge and skills and adaptable learning strategies, while others' emotion appraisal affected positively only the application of knowledge and skills. Significant was the role of origin. Immigrants that come from Ukraine, Russia and Turkey presented higher levels of lifelong learning considering goal setting, application of knowledge and skills and locating information which was lower rated by immigrants of Bangladesh. The educational level affected the stance towards lifelong learning, as more positive stance, considering goal setting, application of knowledge and skills and locating information, was observed to immigrants of university, master and doctorate educational level. Considering other correlational factors, more positive stance to lifelong learning was observed for females, the immigrants that expressed the war as main immigration reason and those who attend Greek or other language courses. Younger immigrants presented higher goal setting while older higher location of information.

Generally high levels of emotional intelligence were correlated with more positive stance towards lifelong learning. In addition, immigrants with higher levels of emotional intelligence, speak the host country language, receive language education and training, are more interested in participating in language Greek, French and German courses but less in any skill course. Moreover, immigrants with higher levels of emotional intelligence, would you like to follow a language/skill course for their studies, because of their interest to learn, to communicate and to find friends, while they would stop following a language/skill course because of bad relations between refugee migrants and bad quality. Furthermore, immigrants with higher levels of emotional intelligence, evaluate as the most important thing in learning to become better and not to improve skills or receive special training. Also, immigrants with higher levels of emotional intelligence would study in Greece or Europe, have more Greek and European friends and feel more integrated in the host country. To conclude, immigrants with higher levels of emotional intelligence stated that the main needs for their personal and professional development are the improvement of personal relations and the knowledge of culture, art, music, sports, politics, history, food and cooking.

Results of current study refers to specific sample of immigrants due to convenient sampling (Creswell, 2013). Results can be generalized for immigrants of mean age 32 years old who come from Ukraine, Albania, Syria, Iraq, have a low educational level in their origin country and basic immigration reason the war. In addition, there were some problems

considering the reliability of the factors of the lifelong learning factors. In particular, the reliability was low in the factor of self-direction and evaluation, while 2 questions which refer to goal setting and adaptable learning strategies were excluded due to reliability problems (Nunnally & Bernstein, 1994). Possibly, some questions have not been understood by immigrants because of lack of English knowledge or false translation (DeVellis, 2016). Furthermore, locating information was calculated via only 1 question and this probably led to systematic errors. Moreover, due to many different nations of immigrants, non-parametric tests which are less powerful were used to compare levels of lifelong learning between countries of origin (Cohen, 1988).

It is proposed new research with similar sample size of a specific nation of immigrants to exclude safer results about the relationship of emotional intelligence with lifelong learning. Furthermore, CFA (Confirmatory Factor Analysis) is proposed to ensure the construct validity of the questionnaires that will be used (Kline, 2014). The questionnaires should be translated in the language of the immigrants to increase the face validity (McLeod, 2013). A new questionnaire is proposed for the factor of location of information to avoid systematic errors. The relationship between emotional intelligence and lifelong learning could be examined separately for immigrants of low and high educational level.

In regards with the refugees' and immigrants' linguistic profiles, more than half speak the host country language, while half of them, are provided with education and training in languages. In addition, most of them have a Greek/European friend and they feel integrated in their host country. The growing presence of immigrants, in Greece poses challenges for both educational policies in the country. To assist adult immigrants in integrating into society and accessing job opportunities the Greek government has implemented specialized language education programs. The survey findings of Mattheoudakis (2005) indicate an interest among immigrants to learn the language but there is a low enrollment rate and attendance in these language courses which means that even if they want it, they find the Greek language difficult or have other barriers. Considering that proficiency in Greek is crucial, for improving immigrants' socio professional standing it is recommended that immigrant associations collaborate with policymakers to further develop effective language programs and promote Greece's integration policy (Mattheoudakis, 2005).

Additionally, most of the immigrants responded that they are interested in participating in English and Greek language courses and in any skill courses with the main reason to be work and to communicate. Moreover, many of the participants, responded that the most important for them in learning are the knowledge, skill and to become better. Also, the study shows that the participants that want to study in Greece/Europe are equal to those that doesn't want to study, but most of the participants wants to improve their skills. On regards with their personal and professional development most of the respondents mentioned languages, personal relations, work skill and culture. Furthermore, most of the participants are interested in both theoretical and practical training. The findings of the survey of Crawley et al. (2016) show that immigrants have a desire to learn Greek, as having knowledge of the language is important, for enhancing their economic and professional standing. Critics have raised concerns, about the underlying new principles in state policies regarding lifelong learning. These policies expect individuals to shoulder the responsibility of adapting to changing labor market conditions in the Fordist economy. Scientists however view learning as a "framework" that influences how people perceive and interpret social reality shaping their approach to job searching accordingly, therefore, immigrants in many cases believe that lifelong learning can help them adapt to their new environment, however, it can interpret their social identity (Ng & Shan, 2013).

On the other hand, regarding what would make them stop following a language/skill course, the majority responded either the financial cost or the bad quality of the program, as well as the bad relations between refugee migrants. Speaking more precisely, we can state that obstacles of immigrants' learners, to learning arise from factors such, as age, race and the personal and professional circumstances of them. These barriers are linked to the challenges faced by adult learners when they embark on their journey. Some of these challenges revolve around managing their time, finances and balancing family and social commitments (Karalis, 2013).

Initially, regarding the levels of emotional intelligence, the results indicated that the respondents have high level of self-emotion appraisal. Specifically, the respondents really understand what they feel, they always know whether they are happy or not, they have a good sense of why they feel certain feelings most of the time and they have a good understanding of their own emotions. In addition, the results showed that the respondents have high level of others' emotion appraisal. They are sensitive to the feelings and emotions

of others and are good observer of others' emotions. They also have a good understanding of the emotions of people around them, while they always know their friends' emotions from their behavior. Furthermore, it occurred that that the respondents make moderate to high use of emotion. Specifically, they would always encourage themselves to try their best and they set goals for themselves and then try their best to achieve them. Finally, the results showed that the respondents have high level of regulation of emotion. In particular, they are able to control their temper so that they can handle difficulties rationally, they have good control of their emotions and they can always calm down quickly when they are very angry. The foundation of Greek language users' motivation to communicate lies in the intergroup climate and personality which means that immigrants with personalities that are more emotional and compassionate, have higher chances to try and learn. Hence it has been recognized that one's personality profile could influence their willingness to communicate in a language and make further efforts to achieve the final target which in this case is learning the language (Ożańska-Ponikwia, 2016).

As for their opinion about lifelong learning, the respondents showed a medium level of goal setting. However, when they learn something new, they try to focus on the details rather than on the 'big picture'. Moreover, the results indicated that the participants have a medium to high level of application of knowledge and skills. In particular, when they approach new material, they try to relate it to what they already know and they try to relate academic learning to practical issues. Additionally, the participants can locate information and have adaptable learning strategies in a medium degree. Considering self-direction and evaluation, immigrants stated that it is their responsibility to make sense of what they learn at school. The analysis of Reitz (2001) reveals that higher levels of education, among native born individuals have begun to erode the advantage enjoyed by immigrants and this affects increased selectivity in immigrant skills. Furthermore, while there is an increase in the value of education, even though there are barriers that hinder the success of immigrants. Canadian experience appears to involve a focus, on skills but it's important to note that acquiring the tacit dimension of Canadian experience, which encompasses those soft skills can be quite challenging. It's not something that can be fully explained or learned through words. There will always be an element of knowledge that remains implicit. Creating a structured environment, such as through mentoring programs and internships can help

immigrants gain access, to this tacit knowledge and better navigate their new workplace and cultural setting (Sakamoto et al. 2010).

The correlational and the predictive factors of lifelong learning were examined and the role of emotional intelligence. Results indicated that immigrants with higher levels of use of emotion would have a more positive stance to lifelong learning. Regulation of emotion affected positively the stance towards goal setting, application of knowledge and skills and adaptable learning strategies, while others' emotion appraisal affected positively only the application of knowledge and skills. In addition, immigrants with higher levels of emotional intelligence, speak the host country language, receive language education and training, are more interested in participating in language Greek, French and German courses but less in any skill course. Moreover, immigrants with higher levels of emotional intelligence, would you like to follow a language/skill course for their studies, because of their interest to learn, to communicate and to find friends, while they would stop following a language/skill course because of bad relations between refugee migrants and bad quality. Furthermore, immigrants with higher levels of emotional intelligence, evaluate as the most important thing in learning to become better and not to improve skills or receive special training. Also, immigrants with higher levels of emotional intelligence would study in Greece or Europe, have more Greek and European friends and feel more integrated in the host country. To conclude, immigrants with higher levels of emotional intelligence stated that the main needs for their personal and professional development are the improvement of personal relations and the knowledge of culture, art, music, sports, politics, history, food and cooking. The impact of a culture of honor and its interaction, with factors is still a question that may shed light on how migrants can better adapt to their new environment by studying the new culture. Interestingly, in the research of Lopez-Zafra & El Ghoudanin (2014), women who favor the integration approach achieve the highest scores in intelligence (EI) while assimilated immigrants score the lowest in EI ($F(3, 92) = 4.63; p = .005$) (Lopez-Zafra & El Ghoudani, 2014). The immigrants may feel that they receive a review on their learning that can be unsettling and disrupt their sense of calm. However, they may also feel a sense of positivity, like hope and optimism because they believe that their education will lead to opportunities which shows a higher emotional intelligence with a view to creating a better future (Athanasidou et al. 2014).

Significant was the role of origin. Immigrants that come from Ukraine, Russia and Turkey presented higher levels of lifelong learning considering goal setting, application of knowledge and skills and locating information which was lower rated by immigrants of Bangladesh. The study of Stermac et al. (2012) focused on the outcomes and experiences of immigrant students who came to Canada after living in regions affected by war or extreme civil unrest. They analyzed data from a dataset provided by Statistics Canada, which included responses, from 658 individuals aged 18 to 20. Their aim was to compare the achievements, school experiences and self-perceptions of high school and post-secondary students from war affected areas with those of both non war affected immigrant youth and Canadian born youth. The findings showed that students from war affected areas performed well academically in school reaching levels, to their Canadian born counterparts; however, they took longer to complete high school. Additionally, they observed that these students displayed levels of engagement, motivation and expectations. The findings of Stermac et al. (2012) indicated that students who have immigrated from war torn areas performed admirably in school achieving levels of academic performance as their Canadian born peers which means that they have high academic success. However, it takes them time to complete school. Additionally, these students exhibit levels of engagement, motivation and high expectations for themselves enrolling in class studies for as much time as needed.

The educational level affected the stance towards lifelong learning, as more positive stance, considering goal setting, application of knowledge and skills and locating information, was observed to immigrants of university, master and doctorate educational level. With the rise, in immigration and educational achievements there has been an increase in concerns regarding the attainment and integration of immigrants into the labor market. Numerous studies have highlighted the declining outcomes among immigrants. However, these studies primarily rely on measures of attainment to evaluate the human capital of immigrants. To provide an assessment of skills the Organization for Economic Cooperation and Development (OECDt, 2016) and its Programme for the International Assessment of Adult Competencies (PIAAC) have developed a measure that evaluates proficiency in key information processing skills. Although this measure does not encompass all aspects of capital and skills (St. Clair 2012) it offers insights into the adult populations human capital by capturing labor market relevant abilities better, than standard measures of educational attainment. Across OECD (2016) countries immigrants tend to have literacy

levels but lower overall education levels compared to native born individuals leading them to make further efforts with their studies (Green and Riddell 2007; OECD 2016). This suggests that the skills that immigrants bring to the job market are often lower, than what's expected based on their level of education (Green and Worswick 2017).

Considering other correlational factors, more positive stance to lifelong learning was observed for females. The article of Sadeghi, (2013) delves into the implications of literacy and lifelong learning, for a group of Iranian immigrant women attending Canadian universities. Based on the stories shared by these women the findings of this research indicate that their pursuit of learning was profoundly shaped by their early socialization encounters. Additionally, they navigated obstacles stemming from differences, gender dynamics and feelings of being different, from others. Those women believe that learning is a course of empowerment.

Younger immigrants presented higher goal setting while older higher location of information. The research paper of Zhu & Zhang (2019) investigated the intersection of migration, aging and lifelong learning to enhance the researchers' understanding of how learning contributes to the aging of older migrants, in a foreign country. They provided insights into the learning activities of immigrants. In 2002 the World Health Organization (WHO) introduced a framework for aging that has significantly influenced policies and everyday practices concerning seniors. There was a thorough integrated learning process into the discussion of active aging particularly focusing on how senior immigrants engage in lifelong learning within an aging society. Through interviews analysis of materials and participatory observation within five immigrant associations in Toronto they found out how Chinese senior immigrants learning experiences have been shaped and practiced upon resettling in Canadian society with a focus on their target. Their argument suggested that "active learning" can serve as a framework that interacts with active aging theory by showcasing how senior immigrants actively participate in lifelong learning projects to foster integration and engagement.

4.2. Limitations

Results of current study refers to specific sample of immigrants due to convenient sampling (Creswell, 2013). Results can be generalized for immigrants of mean age 32 years old who come from Ukraine, Albania, Syria, Iraq, have a low educational level in their origin country and basic immigration reason the war. In addition, there were some problems considering the reliability of the factors of the lifelong learning factors. In particular, the reliability was low in the factor of self-direction and evaluation, while 2 questions which refer to goal setting and adaptable learning strategies were excluded due to reliability problems (Nunnally & Bernstein, 1994). Possibly, some questions have not been understood by immigrants because of lack of English knowledge or false translation (DeVellis, 2016). Furthermore, locating information was calculated via only 1 question and this probably led to systematic errors. Moreover, due to many different nations of immigrants, non-parametric tests which are less powerful were used to compare levels of lifelong learning between countries of origin (Cohen, 1988).

4.3. Future research

It is proposed new research with similar sample size of a specific nation of immigrants to exclude safer results about the relationship of emotional intelligence with lifelong learning. Furthermore, CFA (Confirmatory Factor Analysis) is proposed to ensure the construct validity of the questionnaires that will be used (Kline, 2014). The questionnaires should be translated in the language of the immigrants to increase the face validity (McLeod, 2013). A new questionnaire is proposed for the factor of location of information to avoid systematic errors. The relationship between emotional intelligence and lifelong learning could be examined separately for immigrants of low and high educational level.

Immigrants presented high levels of emotional intelligence while a bit lower levels, were presented for use of emotion. Stance towards lifelong learning was moderate, while moderate to high considering application of knowledge and skills as well as self-direction and evaluation. Immigrants with higher levels of emotional intelligence presented higher levels of lifelong learning with the most important factor to be the use of emotion followed by

regulation of emotion and others emotional appraisal. Immigrants with higher levels of emotional intelligence, evaluate as the most important thing in learning to become better and not to improve skills or receive special training. Immigrants that come from Ukraine, Russia and Turkey presented higher levels of lifelong learning, as well as immigrants of university, master, doctorate educational level, females, the immigrants who expressed the war as main immigration reason and those who attend Greek or other language courses. Younger immigrants presented higher goal setting while older higher location of information.

4.4. Contribution

This doctoral thesis extends scientific knowledge to the subject of adult education, by examining the factors of emotional intelligence and lifelong learning. In this way, the empirical foundation of the relationship between emotional intelligence and lifelong learning is attempted for the first time. At the same time, the doctoral thesis research contributes to the existing literature by highlighting the emotional side of adult refugees and immigrants. In this way, the doctoral thesis presents an integrated framework for the study of emotional intelligence and the factors that lead adults to lifelong learning, which takes into account the role of cognitive structures of appreciation in the arousal of emotions and can determine which emotional reactions are more suitable for mobilizing desired behaviors, such as the motivation to continue or complete studies, the choice of appropriate learning but also the effect of training as well as the obstacles to training. Furthermore, this research is a step towards a deeper understanding of the emotions and choices of adult refugees through the comprehensive review and analysis of the existing literature in the specific field, but also the in-depth research through the specialized questionnaire is a valuable contribution to the field.

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RESUMEN EN ESPAÑOL

Este proyecto profundiza en la educación de los refugiados e inmigrantes adultos y en el desarrollo de sus capacidades a través de la inteligencia emocional. Grecia y Europa han sido llamadas a acoger diferentes estratos y orígenes culturales y religiosos. Las personas que se vieron obligadas a desarraigarse de su familia, su hogar, su educación, su trabajo y de su propio país estaban llamadas a llegar a países con lenguas, religiones, mentalidades y estilos de vida diferentes. Un gran reto fue la composición y diversidad del potencial estudiantil. Ahora es importante estudiar y centrarse en las influencias educativas y sociales específicas (por ejemplo: estereotipos, familia), en el apoyo educativo a los refugiados (recién llegados) y qué modelos de integración de la enseñanza son apropiados para una gestión más eficaz en un contexto intercultural. La aparición de la Inteligencia Emocional es, de hecho, un activo esencial en la interacción con nuestra sociedad en desarrollo, en referencia a la comunicación con nuestro entorno social y es la capacidad de saber reconocer y gestionar los sentimientos.

La existencia de sociedades multiculturales es un gran reto hoy en día, ya que surge la necesidad de comunicación y cooperación sin ningún tipo de prejuicios y estereotipos entre los miembros de la sociedad con diversos antecedentes nacionales, lingüísticos y/o culturales.

El propósito de este estudio es resaltar el problema que ha surgido después de la crisis de refugiados e inmigrantes en Grecia y Europa y llenar el vacío en la investigación sobre las perspectivas y el potencial educativo de los refugiados e inmigrantes adultos y a través del enfoque psicopedagógico de aprendizaje permanente, para investigar el papel de la inteligencia emocional en el desarrollo de habilidades. Además, se intenta avanzar en el conocimiento de los factores que pueden predisponer a un individuo a participar en un aprendizaje permanente a través de la inteligencia emocional.

Como parte de la investigación han surgido varios factores a tener en cuenta para atender a esta meta. Entre ellos se encuentran el idioma, las dificultades económicas, el choque cultural, los diferentes niveles culturales entre las razas, los prejuicios, la forma

funcional del sistema educativo griego. Por otra parte, factores como el valor físico, la duración de la estancia, la edad, la formación de una identidad nacional positiva, etc. parecen funcionar de forma protectora y pueden influir positivamente en las relaciones sociales.

La bibliografía sobre el aprendizaje permanente suele centrarse en dos grandes dimensiones: (1) las destrezas y habilidades, como la capacidad de planificar y supervisar su propio aprendizaje, el aprendizaje en distintos entornos y utilizando diversas estrategias, y las destrezas de alfabetización informacional; y (2) las creencias sobre el aprendizaje, sobre sí mismos como estudiantes y sobre el conocimiento.

Se realizó una investigación transversal primaria y cuantitativa utilizando un cuestionario fiable y válido. La inteligencia emocional se midió con el WLEIS ($\alpha \geq 0.948$) y el aprendizaje permanente con la escala de Kirby et al. (2010) ($\alpha \geq 0.752$). La muestra estuvo formada por 482 inmigrantes de edad media de 32 años, que provienen principalmente de Ucrania, Albania, Siria, Irak; tienen un bajo nivel educativo en su país de origen y la razón básica de emigración es la guerra. Se confirmaron las cuestiones éticas necesarias (BPS, 2014)

El análisis de datos se realizó con una significación del 5% mediante pruebas paramétricas, no paramétricas y modelos de regresión lineal múltiple. Se comprobó la normalidad de las variables (Field, 2017). Los factores de inteligencia emocional se correlacionaron positivamente con los factores de aprendizaje permanente ($\rho \geq 0.186$, $p < 0.01$). El uso de las emociones fue un predictor significativo del aprendizaje permanente ($b \geq 0.205$, $p \leq 0.002$). La regulación de las emociones fue un predictor significativo del establecimiento de objetivos ($b = 0.181$, $p = 0.007$), la aplicación de conocimientos y habilidades ($b = 0.290$, $p < 0.001$) y las estrategias de aprendizaje adaptables ($b = 0.184$, $p = 0.008$).

La evaluación de las emociones de los demás fue un predictor significativo de la aplicación de conocimientos y habilidades ($b = 0.141$, $p = 0.023$). La formación permanente se vio afectada por el género ($p < 0.001$), el país de origen ($p < 0.001$), la edad ($p < 0.05$), el nivel educativo ($p < 0.001$) y la asistencia a cursos de griego u otros idiomas ($p \leq 0.047$). Los

inmigrantes presentaron niveles altos de inteligencia emocional, mientras que niveles un poco más bajos se presentaron en el uso de las emociones.

La postura hacia el aprendizaje permanente era moderada, mientras que entre moderada y alta consideraba la aplicación de conocimientos y habilidades, así como la autodirección y la evaluación. Los inmigrantes con mayores niveles de inteligencia emocional presentaron mayores niveles de aprendizaje permanente siendo el factor más importante el uso de la emoción seguido de la regulación de la emoción y otros la valoración emocional. Asimismo, valoran como lo más importante en el aprendizaje el ser mejor y no el mejorar habilidades o recibir formación especial. Los inmigrantes procedentes de Ucrania, Rusia y Turquía presentaron niveles más altos de aprendizaje permanente, así como los inmigrantes de nivel educativo universitario, máster, doctorado, las mujeres, los inmigrantes que expresaron la guerra como principal motivo de inmigración y los que asisten a cursos de griego u otros idiomas. Los inmigrantes más jóvenes presentaron una mayor fijación de objetivos, mientras que los mayores una mayor localización de la información.

Marco teórico

La Comisión Europea identifica el aprendizaje de adultos como una garantía de acceso a oportunidades educativas de alta calidad para los estudiantes adultos para promover su desarrollo personal y profesional. La investigación en este campo presta atención a acciones de aprendizaje permanente para afrontar este desafío. Se están explorando áreas para fortalecer las habilidades requeridas en la sociedad del conocimiento actual (tecnologías de la información y la comunicación, resolución de problemas, lenguas extranjeras, etc.).

Este proyecto se intensifica en la educación de adultos refugiados e inmigrantes y en el desarrollo de habilidades a través de la inteligencia emocional. Es un gran desafío para Europa abarcar en su área a personas de diferentes estratos culturales, orígenes culturales y religiones. Personas que se vieron obligadas a desarraigarse de su familia, hogar, educación, trabajo y de su propio país, emigraron a países con diferentes idiomas, religiones, mentalidades y estilos de vida. Ahora es importante estudiar y centrarse en las influencias educativas y sociales específicas sobre el apoyo educativo a los refugiados e inmigrantes que llegaron a Europa en busca de una vida mejor y los modelos de enseñanza más apropiados

para una gestión más eficaz de la enseñanza y la vida intercultural. La innovación de la Inteligencia Emocional es un activo esencial para interactuar con nuestra sociedad en desarrollo.

Al mismo tiempo, algunas investigaciones se centran en el papel de esta modalidad para superar la exclusión social de los grupos más desfavorecidos. Ríos-González (2017) reúne todos estos aportes, así como los pasos dados por los programas y teorías que más han contribuido al aprendizaje de adultos. Un grupo en riesgo de exclusión son los adultos refugiados y migrantes que llegan a Europa por motivos de diferentes crisis humanitarias, siendo Grecia uno de los países receptores. A continuación, se reportan algunos estudios que identifican el modelo de formación de adultos como elementos de inclusión y que sirven de base para este estudio.

Son múltiples las investigaciones que ponen el foco en la educación y el cuidado a los refugiados que llegan a Europa en crisis humanitarias. El trabajo de Halechev (2015), bajo el auspicio de la Comisión Europea, implica que la educación de adultos no se trata solo de formar a personas que llegan al continente europeo desplazadas de sus países de origen, sino que termina con la adquisición de habilidades para encontrar un trabajo, pero tiene beneficios intrínsecos para el desarrollo integral de la persona y en la inclusión de esta en Europa. Zarifis (2016) presenta los resultados de un estudio realizado en Grecia sobre los beneficios que tiene el aprendizaje permanente de adultos para el desarrollo de diversas habilidades para la vida de adultos en situaciones de exclusión por diversos motivos.

Esto implica el diseño de prácticas educativas adaptadas junto con materiales instructivos curriculares que permitan la inclusión educativa y social de estas personas. Mellard, Patterson y Prewett (2013), en un estudio realizado con 273 participantes en programas de educación de adultos de países identificados con crisis humanitarias, encontraron que los niveles de alfabetización de origen condicionaron el éxito de las prácticas docentes desarrolladas, por lo que brindaron una serie de recomendaciones para que los docentes mejoren la persistencia y el éxito de estos estudiantes a nivel académico, profesional y social, donde el desarrollo de competencias socioafectivas juega un papel protagónico. Es por ello por lo que la inteligencia emocional, referida a la comunicación con nuestro entorno social y a la capacidad de reconocer y gestionar los sentimientos (Goleman, 2007), se convierte en el eje sobre el que pivota esta tesis doctoral.

La crisis migratoria del año 2015 puso la integración de los inmigrantes en el centro de atención en muchas partes de Europa. Un gran número de inmigrantes y refugiados llegaron necesitados de apoyo para instalarse en sus nuevas sociedades. Muchos tenían un nivel de alfabetización limitado y habían experimentado traumas, con posibles consecuencias para su salud mental. La gran diversidad de orígenes y niveles de habilidades de los recién llegados también intensificó las presiones sobre los servicios públicos, con una mayor necesidad de traducción a idiomas menos hablados en Europa y de formas de apoyar a las personas más alejadas del mercado laboral. Al mismo tiempo, un aumento de la retórica antiinmigrante en los debates políticos –estimulado por partidos populistas y antiinmigrantes en ascenso– ha limitado las inversiones políticas y financieras en estos recién llegados. Los responsables de la formulación de políticas de integración de toda Europa exploraron estos y otros desafíos en una mesa redonda del Migration Policy Institute Europe en marzo de 2018, titulada “Repensar la gobernanza de la integración: liderazgo y habilidades para gestionar carteras de integración complejas”. Los participantes compartieron preocupaciones y puntos de vista sobre cómo podría evolucionar el futuro conjunto de habilidades de los funcionarios de integración.

Sin embargo, la resolución de desafíos con personas de diferentes orígenes no siempre es fácil. La ignorancia puede generar prejuicios hacia las diferencias y, por tanto, obstaculizar las oportunidades de aprender juntos. Debemos adquirir habilidades, conocimientos y actitudes que nos ayuden a comunicarnos y cooperar con personas que representan diferentes orígenes culturales. El aprendizaje intercultural llegará a la vida de las comunidades a través del encuentro, la escucha activa y la empatía entre las personas. Muchos académicos han argumentado que las personas no se vuelven competentes interculturalmente de forma natural; en cambio, las habilidades deben abordarse y ensayarse intencionalmente. Por lo tanto, es especialmente importante lograr que los profesores, instructores y educadores se interesen en estas habilidades y equiparlos para que puedan transmitirlos. La educación de adultos no se trata sólo de empleo: las habilidades y conocimientos que adquirimos a través del aprendizaje tienen múltiples beneficios. Especialmente ahora, teniendo en cuenta la crisis de refugiados, la educación de adultos desempeña un papel crucial. El creciente número de refugiados que llegan a Europa genera un debate urgente sobre qué respuesta es necesaria para mitigar la crisis. La gran

afluencia de personas a las costas de Europa plantea el desafío de integrar multitudes de personas en un nuevo entorno.

El fenómeno de la inmigración ha sido y sigue siendo uno de los problemas más graves a los que se enfrentan las sociedades modernas. Está directamente relacionado con varios parámetros que conciernen a las sociedades de acogida, sus instituciones y las particularidades de los propios nacionales de terceros países. Según estimaciones del Informe sobre las Migraciones Mundiales, hasta 2018 había alrededor de 250 millones de inmigrantes legales e ilegales en todo el mundo. Este tamaño representa un aumento de casi 50 millones en la primera década del siglo XXI y más del doble del número de inmigrantes desde el siglo XX (Andriopoulou, Karakitsios y Tsakloglou, 2017). En las próximas décadas, es probable que la migración internacional cambie sus características, principalmente debido a la crisis económica mundial -que parece estar frenando la migración en muchas partes del mundo, aunque no parece estimular todavía la migración de retorno-, de tipo demográfico, cambio climático, inestabilidad política, conflictos bélicos y nuevas políticas internacionales y potencial económico en general. En la primera mitad del siglo XX, Grecia era tradicionalmente un país de misión para la inmigración a países de ultramar y, durante el período de posguerra, a países de Europa occidental. A finales de la década de 1980, Grecia pasó de ser un país de origen a un país de recepción de inmigrantes, un hecho que refleja la mejora de la economía, la situación del país y las condiciones de vida y que se vio afectado por el colapso del régimen socialista existente, regímenes de Europa central y oriental (Cavounidis, 2002).

Los primeros flujos migratorios a finales de los años 80 provinieron principalmente de los estados vecinos de los Balcanes y de los estados de la antigua URSS, en los que hubo dispersión griega, principalmente debido a los conflictos civiles. El flujo de inmigrantes encontró al país desprevenido ya que nunca había seguido una política de atracción hacia su territorio. Al principio hubo acogida y en parte aceptación de los inmigrantes, la mayoría de los cuales procedían de la vecina Albania. Las referencias culturales comunes y el empleo de inmigrantes en sus sectores de la economía nacional, en los que había escasez de mano de obra debido a su movimiento de trabajadores de servicios nativos y la entrada más dinámica de las mujeres en el mercado laboral, crearon las condiciones adecuadas para su integración en la sociedad griega, contribuyendo tanto a la revitalización del sector primario como a la contribución general de su desarrollo en el país (Cavounidis, 2012).

Los inmigrantes se dedicaban principalmente a la agricultura y la ganadería, a la construcción, a los servicios de limpieza y cocina, y ofrecían servicios domésticos, así como el cuidado de niños y ancianos. Su trabajo era complementario al de los nativos y favorecía las condiciones de competitividad de los productos griegos, debido a sus bajos salarios -en relación con la población indígena-. El pequeño número de inmigrantes procedentes de Asia (Filipinas, Sri Lanka, Indonesia), del norte de África y de Egipto tampoco planteó ningún problema, ya que se trataba en su mayoría de inmigrantes mujeres (Asia) empleadas en el sector de cuidados, y hombres no cualificados o trabajadores poco cualificados -trabajo cualificado (Norte de África) (Aspasios, 2020).

Una característica especial del panorama inmigrante griego es la presencia predominante de un grupo étnico específico en relación con la población inmigrante total. En el mapa de inmigración griega, los albaneses constituyen la mayoría de los nacionales de terceros países que residen legalmente. Esta tendencia tiende a diferenciar a Grecia de otros países europeos y sus respectivas poblaciones de inmigrantes. El resto de las principales comunidades de inmigrantes del país proceden principalmente de Europa del Este y de los países de la antigua URSS, aunque también hay comunidades de inmigrantes de Asia, el norte de África y Oriente Medio. En general, existen grandes diferencias de género entre los diferentes grupos de inmigrantes. Algunas comunidades de inmigrantes son casi exclusivamente masculinas (por ejemplo, Bangladesh, India), mientras que otras están dominadas por mujeres (por ejemplo, Moldavia, Filipinas) (Aspasios, 2020).

La reestructuración de la economía griega que ha tenido lugar en las últimas décadas ha llevado a la redistribución del trabajo entre sus sectores. Estos acontecimientos empujaron a los nativos hacia el sector de servicios terciarios y la búsqueda de trabajo de oficina en los sectores público y privado, lo que resultó en una escasez de mano de obra en las profesiones técnicas. El aumento gradual paralelo de la tasa de entrada de la población femenina al mercado laboral ha creado una necesidad simultánea de trabajo doméstico. Como resultado, han surgido importantes brechas de empleo, que han sido cubiertas por inmigrantes recién llegados, creando una "posición" para ellos mismos en la economía griega. Estas necesidades crearon en parte un tipo de división del trabajo en la que inmigrantes y nativos eran empleados en diferentes campos y profesiones. Este sistema de división del trabajo dirigía a los hombres inmigrantes a profesiones específicas (por ejemplo,

la industria de la construcción, el trabajo agrícola, la industria), mientras que las mujeres inmigrantes a otras (por ejemplo, el trabajo doméstico, el turismo) (Naciones Unidas, 2018).

La presencia y la consiguiente necesidad de integrar a refugiados e inmigrantes comenzó a ser un grave problema para Grecia la última década por tres razones: (Naciones Unidas, 2018).

- a) el aumento del flujo de migrantes procedentes de países asiáticos (Pakistán, Bangladesh) y África con un perfil cultural diferente al del país de acogida y falta de especialización en los sectores de la economía nacional que tenían escasez de mano de obra, como la agricultura, la construcción, el hogar servicios, etc.,
- b) la crisis económica europea más amplia, que ha llevado a la economía griega a una recesión durante la última década y que ha resultado en un aumento del desempleo, una disminución del gasto público y la inversión, y la falta de presupuesto nacional para acciones de inclusión tanto para los mayores como para los para la nueva población inmigrante, y
- c) el actual movimiento masivo hacia Grecia y Europa, desde finales de 2014 hasta hoy, de personas que buscan protección internacional y huyen de la guerra o los conflictos civiles en su país y, en particular, en Siria, Afganistán e Irak.

Europa se enfrenta a una crisis migratoria “sin precedentes”, advirtió la OCDE (2018). Cada día, desde primera hora de la mañana hasta última hora de la noche, cientos de miles de refugiados e inmigrantes continúan cruzando el Mediterráneo hacia Europa. Empujados por la guerra, el terror y la pobreza, los solicitantes de asilo emprenden viajes peligrosos en busca de seguridad y con la esperanza de una vida mejor.

Los años 2015-2016 marcaron un cambio radical en la expresión del fenómeno de la inmigración en Grecia. El flujo masivo de corrientes mixtas, principalmente de solicitantes de protección internacionales y, en segundo lugar, de inmigrantes ilegales procedentes de Oriente Medio, las zonas de guerra de Asia y África y el norte de África, hacia las islas griegas a través de Turquía, llevó a superar los límites de acogida por una vez a un país con una economía en recesión y equilibrios políticos frágiles debido al esfuerzo por abordar múltiples problemas internos y externos.

La mayoría de los solicitantes de protección internacional se han trasladado a Europa occidental y septentrional, mientras que un número significativo de personas (unas 62.000) permanecen en el país tras el cierre de fronteras por parte de los países vecinos de los Balcanes y de Europa Central, así como por la renuencia de algunos Estados miembros de la Unión Europea para implementar sus compromisos bajo el Programa de Reubicación.

A pesar de los esfuerzos del Gobierno, de los organismos internacionales y de la sociedad civil, los problemas de acogida de solicitantes de protección internacional siguen abiertos hasta el día de hoy (Naciones Unidas, 2018).

Integración: marco conceptual

El término “integración” describe un proceso individual o grupal que radica en el esfuerzo de adaptación a un nuevo país y a la realidad de los inmigrantes solicitantes y beneficiarios de protección internacional.

El proceso de integración implica un complejo proceso de "educación" que, en el primer nivel, incluye bienes básicos (acogida, vivienda, acceso a la salud, educación), servicios sociales y seguros, reorientación profesional, formación y adaptación a las nuevas condiciones y requisitos empresariales). En el segundo nivel, la integración se refiere a la familiarización gradual con las actitudes, comportamientos e intercambios con los ciudadanos del país de acogida y, por tanto, alcanza las etapas más avanzadas de la integración social, como la redefinición de la identidad cultural, el cambio del modelo de vida de consumo y construcción de relaciones familiares y sociales, así como la participación en la vida política de un país distinto al de origen. Por tanto, la integración es parte integral de la política social que persiguen los Estados. Por ello, se aborda y evalúa a nivel colectivo, teniendo como objetivo garantizar la cohesión social de cada país de acogida (Skleparis, 2018).

La conciencia de la dinámica y complejidad del fenómeno migratorio llevó a la adopción de modelos y políticas de integración diferenciadas en el tiempo, pero también geográficas y culturales. En particular, los modelos de integración dominantes son (Triandafyllidou, 2009):

- El modelo asimilativo, que no permite la existencia de la diversidad y su heterogeneidad. Este modelo apunta a la homogeneización cultural y la creación de una sociedad moderna cohesiva de trabajadores y consumidores con el modo de vida (tanto en la vida privada como en la pública) de la población nativa, abandonando hábitos, apegos y prácticas de los países de origen.
- El modelo multicultural. Según este modelo, para que puedan coexistir las diversas culturas se deben reconocer y mantener sus particularidades. Este modelo reconoce que en la sociedad existen grupos de diferentes orígenes y por tanto la única forma de convivir es aceptar la diferencia. Por lo tanto, el poder estatal debe permanecer neutral y justo y garantizar que cada grupo tenga derecho a desarrollar su propio carácter cultural. Este modelo ha sido adoptado por varios países en dos versiones básicas diferentes (Anagnostou & Kandyla, 2014):
 - El modelo conservador/liberal, que acepta la diversidad cultural si los individuos se comportan como consumidores en la economía de mercado y como ciudadanos del país.
 - El modelo social, que insiste en el reconocimiento de la diversidad cultural, que debe ser reivindicada por los inmigrantes de sus comunidades y reconocida colectivamente, como los derechos humanos.

En contraste con los modelos anteriores, y para superar el impasse que tanto el modelo de asimilación como el de multiculturalismo habían creado en algunas sociedades europeas, Europa adoptó a finales de los años 1990 su modelo de inclusión social como concepto y política formados en su seno (Consejo de Europa, 2018).

La integración social se define como el proceso de interacción y adaptación mutua de inmigrantes, solicitantes y beneficiarios de protección internacional, con el objetivo de crear sociedades con una fuerte cohesión y lograr una convivencia en términos de paz y entendimiento mutuo. Para ello, se adopta el enfoque intercultural con el objetivo de la innovación cultural, social, económica y política y la transformación pluralista de la esfera pública a través del intercambio y la composición fructíferos entre mayorías y minorías,

cultura dominante y diversos tipos de subcultura, clases sociales, percepciones religiosas, administración central, gobierno local, etc. El diálogo intercultural adoptado por este modelo como medio para gestionar la diversidad no pone en peligro la plena integración de los inmigrantes en las sociedades de acogida y logra la cohesión en las sociedades multiculturales modernas (Anagnostou & Kandyla, 2014).

Inteligencia emocional

Cada persona es única tanto en genoma como a nivel mental. La síntesis y conversión de moléculas simples en células que evolucionaron hasta convertirse en seres vivos y luego inteligentes es el mayor misterio de nuestra existencia. Dado que la inteligencia como concepto general no sigue leyes naturales, no existen valores ni reglas absolutos. Según Neisseretal (1996), la inteligencia se define como la capacidad de una persona para pensar razonablemente. Utilizando su memoria, la persona puede comprender información, para poder almacenarla y utilizarla como informes futuros. La inteligencia se refiere a la capacidad de una persona para comprender, aprender, recordar, comunicarse, poseer autoconocimiento y empatizar. Según el psicólogo francés Alfred Binet (Binet& Simon, 1916), el pensamiento inteligente del individuo es la capacidad mental de emitir juicios y consta de los siguientes tres elementos distintos: a) la capacidad de guiar el pensamiento, b) la adaptabilidad, y c) capacidad crítica. El término "inteligencia" de Salovey, Mayer y Caruso (2000) se refiere a la capacidad que tiene alguien para comprender una situación, sacar conclusiones adecuadas y poder justificar todos los estímulos externos que recibe, así como sus acciones.

A principios del siglo XX, se pidió a Binet y a su socio Theodore Simon que reconocieran qué estudiantes eran mentalmente capaces de afrontar las lecciones escolares. Los dos científicos trabajaron en esto y crearon una escala de medición de la inteligencia (Binet & Simon, 1905) que incluía las siguientes áreas temáticas: a) Comprensión lingüística - Pensamiento del lenguaje, b) Comprensión de conceptos numéricos - Pensamiento matemático, c) Comprensión de formas - Resumen pensamiento y d) Memoria a corto plazo. Esta escala, originalmente desarrollada para separar a los niños con retraso mental, se hizo ampliamente conocida y utilizada durante muchas décadas como una herramienta para medir la inteligencia de un individuo en relación con el resto de la población. La abreviatura IQ (Cociente de Inteligencia) fue utilizada por primera vez en 1912 por el psicólogo alemán

William Stern. Gardner (1983, p. 24) dijo una vez: "No preguntes qué tan inteligente es un niño, sino de qué manera es inteligente". Según esta teoría, la inteligencia se divide en nueve áreas importantes que se activan en diferentes puntos del cerebro. Estos nueve tipos de inteligencia son: Inteligencia Lingüística, Inteligencia Lógico-Matemática, Inteligencia Interpersonal, Inteligencia Intrapersonal, Música - Inteligencia Rítmica, Inteligencia Espacial, Inteligencia Kinestésica, Inteligencia Naturalista e Inteligencia Existencial.

De las categorías de inteligencia anteriores, la inteligencia interpersonal e intrapersonal se refieren principalmente a la inteligencia emocional. La inteligencia intrapersonal implica la autoconciencia, que es la capacidad de comprender a alguien a sí mismo y sus sentimientos, miedos y motivos. La inteligencia interpersonal se divide en categorías adicionales como son la capacidad de liderazgo y la capacidad de comprender a los demás interpretando sus motivos e intenciones.

La introducción del término Inteligencia Emocional (EQ) parece ser un concepto relativamente nuevo, pero los orígenes de este concepto se remontan a años antiguos. Los filósofos griegos habían reconocido el poder de la mente y las emociones. La conocida afirmación de Sócrates sobre la "pista para él", la autocomprensión y la comprensión de nuestras emociones, expresa la esencia de la inteligencia emocional. Aristóteles, en "Ethical Nicomacheia" informa: "Estar enojado es fácil. Exagerar con la persona adecuada, por la razón correcta, en el grado correcto, en el momento correcto, con el propósito correcto y de la manera correcta, esto es difícil" (Goleman, 1995). En la teoría evolutiva de Darwin (1987), éste relaciona la expresión emocional con la necesidad del individuo de supervivencia y adaptación al entorno, que la define como "la capacidad de controlar y regular sus propios sentimientos, así como los de los demás y utilizarlos como guía para el pensamiento y la acción". El primer informe académico, sin embargo, se atribuye al estudiante estadounidense Leon Payne, quien lo incluye en su doctorado en 1985. Salovey y Mayer, en 1990, publicaron su primer trabajo integral sobre Inteligencia Emocional y la definieron como la capacidad de percibir, expresar y regular emociones. Argumentaron que, además de la inteligencia cognitiva, también existe la inteligencia social, que puede medirse de forma creíble. Goleman (1995) la entiende como la "inteligencia del corazón" y la define como "la capacidad de uno para reconocer sus sentimientos y sensaciones, para manejarlos eficazmente y para crear motivación para sí mismo" (p. 47). Bar-On (1997, p. 25), claramente influenciado por el enfoque darwiniano, define la Inteligencia Emocional como "un conjunto

de habilidades y destrezas interpersonales e interpersonales que determinan la efectividad del ser humano”.

Antes de entrar en el análisis de cuestiones relacionadas con el concepto de inteligencia emocional, esbozaremos sus definiciones tal como las han desarrollado los científicos que la han estudiado. Según Matthews, Zeider y Robetrs (2002), la frase inteligencia emocional es un oxímoron particular ya que implica un conflicto entre dos fuerzas psicológicas diferentes, la lógica y la emoción. El término "emoción" se refiere a "una condición compleja que se refiere a una mayor percepción de un objeto o condición y cambios físicos a largo plazo". El término inglés emoción indica la necesidad de actuar. Además, en el Oxford English Dictionary, la palabra emoción se refiere a “cualquier perturbación o alteración de la mente, sentimiento, pasión y, en general, cualquier estado mental severo o insoportable” (Goleman, 1996, p. 395). La formulación original de inteligencia emocional de Salovey y Mayer (2004, p. 13) era "la capacidad de percibir emociones, integrarlas para facilitar el pensamiento, comprender las emociones y regularlas para el desarrollo personal". Sin embargo, después de más investigaciones han decidido enriquecer y redefinir su definición de la siguiente manera: "La inteligencia emocional es la capacidad de racionalizar las emociones y, a través del pensamiento (mejorar el pensamiento), abordar y producir emociones para ayudar al pensamiento, su comprensión y conocimiento emocional", y su ajuste estocástico para producir riqueza emocional e intelectual" (Salovey, Mayer y Caruso, 2004, p. 19).

Metodología

La investigación, tal como se percibe ahora, es un proceso sistemático y organizado. Sistemático, porque hay una serie de pasos a seguir para obtener resultados precisos. Organizado, porque sigue una estructura limitada y planificada y porque se centra en un propósito específico. Finalmente, la investigación examina un tema importante y útil, relevante para su propósito de investigación, y encuentra respuestas a las afirmaciones que se han hecho.

Definiendo el problema de investigación

El propósito de este estudio es resaltar el problema que ha surgido después de la crisis de refugiados e inmigrantes en Grecia y Europa y llenar el vacío en la investigación sobre las perspectivas y el potencial educativo de los refugiados e inmigrantes adultos, apelando al enfoque psicopedagógico de aprendizaje permanente para investigar el papel de la inteligencia emocional en el desarrollo de habilidades. La literatura sobre los estudiantes que aprenden a lo largo de toda la vida generalmente se centra en dos dimensiones amplias: (1) habilidades y destrezas tales como ser capaz de planificar y monitorear su propio aprendizaje, aprender en una variedad de entornos y utilizar una variedad de estrategias, y habilidades de alfabetización informacional; y (2) creencias sobre el aprendizaje y conocimientos. Este proyecto profundiza en la formación de adultos refugiados y migrantes, así como en el desarrollo de sus habilidades para la vida a través de la inteligencia emocional. Se ha pedido a Europa que abrace diferentes estratos culturales, orígenes culturales y religiones de personas que se vieron obligadas a desarraigarse de su familia, hogar, educación, trabajo para vivir en países con diferentes idiomas, religiones, mentalidades y estilos de vida. Un gran desafío fue la composición y diversidad del potencial de los estudiantes. Ahora es importante estudiar y centrarse en las influencias educativas y sociales específicas sobre el apoyo educativo a los refugiados y los modelos de enseñanza más adecuados para una gestión intercultural más eficaz del aula.

El objetivo deseable es, a través de esta investigación, investigar las aspiraciones y expectativas de los adultos refugiados y migrantes a través de la inteligencia emocional y el papel de la educación en el desarrollo de habilidades educativas. En consecuencia, los objetivos de este trabajo son los siguientes:

1. Analizar los elementos que han generado los procesos de toma de decisiones de adultos refugiados y migrantes en Europa.
2. Describir las expectativas generadas por los refugiados migrantes adultos a su llegada a Europa.
3. Definir los intereses académicos de los migrantes refugiados adultos.

4. Evaluar el impacto de la inteligencia emocional como garante del desarrollo de habilidades para la vida en migrantes adultos refugiados.
5. Idear las bases un plan de formación permanente en habilidades socioemocionales que permita a los refugiados adultos adquirir estrategias para la toma de decisiones relacionadas con su vida social, profesional y personal.

Diseño de investigación

Se realizó una investigación primaria, transversal, cuantitativa, correlacional y predictiva. La investigación transversal primaria se considera apropiada para examinar “directamente” las opiniones (Driscoll, 2011) de los inmigrantes sobre el aprendizaje permanente en un período de tiempo específico (Cohen, Manion y Morrison, 2007), así como los niveles de su inteligencia emocional. La investigación cuantitativa fue apropiada ya que los conceptos de aprendizaje permanente (Kirby et al., 2010) e inteligencia emocional (Wong & Law, 2002) pueden considerarse mensurables, por lo que pueden medirse mediante cuestionarios confiables y válidos (DeVellis, 2016). Se utilizó un estudio correlacional para examinar la relación entre los factores del aprendizaje permanente (variable dependiente) con la inteligencia emocional y las características demográficas (variables independientes), utilizando métodos estadísticos en datos numéricos (Muijs, 2011). También se examinó el efecto de los perfiles lingüísticos de los inmigrantes en su inteligencia emocional. La investigación predictiva se utilizó para evitar las variables de confusión, examinando los predictores de los factores del aprendizaje permanente, utilizando como variables independientes los factores correlativos de la inteligencia emocional y las características demográficas mediante modelos de regresión múltiple (Hayes, 2022).

Estrategias de análisis de datos

La codificación de los datos se realizó en Microsoft Office Excel 2016. El análisis de los datos se realizó en IBM (International Business Machines Corporation) SPSS (Statistical Package for the Social Sciences) 26 y fue descriptivo e inferencial. En el apartado de estadística descriptiva, las variables demográficas nominales y las que se refieren a los perfiles lingüísticos de refugiados e inmigrantes se presentaron con frecuencias y

porcentajes mientras que las variables ordinales y de escala que se refieren a la edad, la inteligencia emocional y el aprendizaje permanente se presentaron con media y desviación estándar (Coolican, 2014). La confiabilidad de los factores que se refieren a la inteligencia emocional y el aprendizaje permanente se probó mediante el coeficiente Alfa de Cronbach, que mide la consistencia interna. Se considera confiabilidad satisfactoria cuando los valores de Alfa de Cronbach están en el intervalo [0.7, 0.8], alta cuando los valores están en [0.8, 0.9] y excelente de 0.9 a 1 (Nunnally & Bernstein, 1994). Los factores de inteligencia emocional y aprendizaje permanente se formularon utilizando el valor medio de las preguntas correspondientes, en los casos de fiabilidad menos satisfactoria. La estadística inferencial se realizó con una significación del 5%. La normalidad de los factores que se refieren a la inteligencia emocional y el aprendizaje permanente se comprobó mediante la prueba de Shapiro Wilk, que se considera más precisa (Razali y Wah, 2011). Para identificar relaciones lineales entre variables de escala o de respuesta múltiple ordinales o dicotómicas se utilizó el coeficiente no paramétrico de Spearman que tiene valores de -1 (relación negativa) a 1 (relación positiva). Para identificar diferencias medianas entre 3 o más muestras que no están distribuidas normalmente y son grandes ($n \leq 30$), se utilizó el modelo no paramétrico Kruskal Wallis con análisis post hoc Bonferonni (Field, 2017). Además, para muestras grandes ($n > 30$), se utilizó la prueba t paramétrica de muestras independientes para probar las diferencias de medias entre 2 muestras independientes, mientras que el ANOVA unidireccional para 3 o más muestras independientes con análisis post hoc LSD (varianzas iguales) y Juegos-Howell (varianzas desiguales) (Montgomery & Runger, 2013). Los predictores de factores que hacen referencia al aprendizaje a lo largo de la vida se identificaron mediante análisis de regresión lineal múltiple, utilizando como variables independientes las variables demográficas y de inteligencia emocional que se correlacionaron con los factores del aprendizaje a lo largo de la vida en el análisis bivariado y transformando las variables demográficas categóricas a dicotómicas antes de ingresar al modelo (Hayes, 2022).

Datos demográficos

La Tabla 1 muestra las características demográficas de la muestra, que está compuesta por 482 participantes.

Tabla 35

Datos demográficos

variable nominal	Categoría	n	f %
Género	Masculino	244	50.62
	Femenino	238	49,38
País de origen	Albania	72	14.94
	Siria	56	11,62
	Irak	52	10.79
	Irán	25	5,19
	Afganistán	43	8,92
	Pakistán	43	8,92
	Ucrania	118	24.48
	Rusia	27	5,60
	Bangladesh	22	4.56
	Pavo	23	4.77
	Otro (Palestina)	1	0.21
Nivel de estudios en el país de origen	Nunca he estado en la escuela	57	11.83
	Escuela primaria	169	35,06
	Escuela secundaria	97	20.12
	Escuela Técnica	26	5,39
	Universidad	101	20.95
	Maestría/Doctorado	32	6.64
Razones de inmigración	Guerra	200	41.49
	Mala situación	65	13,49
	Razones políticas	93	19,29
	Razones religiosas	30	6.22
	Escapar de las dificultades, los conflictos y la persecución	87	18,05
	Buscando una vida mejor	104	21.58
	Desplazamiento por factores ambientales.	5	1.04
	Reunificación familiar	43	8.92
	Empleo	55	11.41
	Estudios	12	2,49
	Siguiendo las culturas de la migración	1	0.21
Razones económicas	61	12,66	
¿Estás asistiendo a cursos de griego u otros idiomas hasta el momento?	No	209	43.36%
	Sí	273	56.64%
Variable de escala	Media	DT	Mín-Máx
Edad	32,01	9,07	18-65

Nota. Frecuencia, f %: Frecuencia relativa

En cuanto al género, el 50.62% (N=244) son hombres, mientras que el 49,38% (N=238) son mujeres.

Considerando la edad de los participantes, el rango es de 18 a 65 años, siendo la edad media de 32 años (M=32,01, DE=9,07).

En cuanto al país de origen, el 24.48% (N=118) son de Ucrania, el 14.94% (N=72) de Albania, el 11.62% (N=56) de Siria, el 10.79% (N=52) de Irak, 8.92% (N=43) de Afganistán, también 8.92% (N=43) de Pakistán, 5,60% (N=27) de Rusia, 5,19% (N=25) de Irán, 4.77% (N=23) de Turquía y 4.56% (N=22) de Bangladesh, mientras que sólo el 0.21% (N=1) dijeron que son de Palestina. Considerando el nivel de estudios en el país de origen, el 35,06% (N=169) de los participantes tiene educación primaria, el 20.95% (N=101) educación universitaria o terciaria, el 20.12% (N=97), educación secundaria, el 6.64% (N=32) tiene título de maestría o doctorado, el 5,39% (N=26) tiene educación técnica, mientras que el 11.83% (N=57) nunca ha asistido a la escuela.

Además, en cuanto a los motivos de inmigración de los participantes, el 41.49% (N=200) mencionó que inmigró debido a la guerra, el 21.58% (N=104) porque buscaba una vida mejor y el 19,29% (N=93) por razones políticas. Además, el 18.05% (N=87) quería escapar de penurias, conflictos y persecución, el 13.49% (N=65) de una mala situación, el 12,66% (N=61) emigró por motivos económicos y 11.41% (N=55) para empleo. Además, el 8.92% (N=43) quería reunirse con su familia, el 6.22% (N=30) por motivos religiosos, el 2,49% (N=12) quería estudiar, el 1.04% (N= 5) se vio obligado a desplazarse por factores ambientales y finalmente el 0.21% (N=1) seguía la cultura de la migración. En cuanto a si están asistiendo a cursos de griego u otros idiomas hasta el momento, el 56.64% (N=273) respondió "Sí" y el 43.36% (N=209) respondió "No".

Resultados

Las Tablas 2 y 3 muestran los **perfiles lingüísticos** de los refugiados e inmigrantes, a través de sus respuestas a 13 preguntas.

Tabla 36

Perfiles lingüísticos de refugiados e inmigrantes (Parte 1)

Pregunta	Respuesta	f	%
¿Habla el idioma del país anfitrión?	No	190	46.00
	Sí	223	54.00
¿Cuál es la educación y capacitación que se le brinda ahora?	Lenguas	237	49.27
	Ordenadores	29	6.03
	Estudios técnicos	50	10.40
	Nada	200	41.58
¿Estás interesado en participar en algún curso de idiomas?	No	40	8.30
	si, griego	309	64.11

	Si Ingles	267	55.39
	si, frances	105	21.78
	Si, alemán	130	26.97
¿Estás interesado en participar en algún curso de habilidades?	No	126	26.14
	Sí	356	73.86
¿Por qué te gustaría seguir un curso de idiomas/habilidades?	Trabajar	312	64.73
	Estudios	122	25.31
	Comunicar	225	46.68
	Contactos sociales	98	20.33
	Para el certificado	44	9.13
	Para habilidades	90	18.67
	Integrar/encontrar amigos	166	34.44
	Interés por aprender	71	14.73
	Inclusión	20	4.15
	Ciudadanía	18	3.73
¿Qué te haría dejar de seguir un curso de idiomas/habilidades?	Espacio limitado	41	8.51
	Costo financiero del programa.	292	60.58
	Gran número de aprendices	20	4.15
	Personas de diversas etnias.	13	2.70
	Malas relaciones entre inmigrantes refugiados	173	35.89
		56	11.62
	Mala organización	60	12.45
	Falta de tiempo	223	46.27
	Mala calidad	74	15.35
	Razones familiares	102	21.16
	Problemas personales		
¿Qué es lo más importante para ti en el aprendizaje?	Conocimiento	213	44.19
	Habilidades	185	38.38
	Ser mejor	220	45.64
	Conciencia política	29	6.02
	Actitud	21	4.36
	Relaciones/Encuentro multicultural	30	6.22

Respecto a si hablan el idioma del país de acogida, respondió el 85,68% (N=413) de toda la muestra. De quienes respondieron, el 54% (N=223) dijo que habla el idioma del país anfitrión, mientras que el 46% restante (N=190) no lo hace.

Asimismo, sobre el tipo de educación y formación que se les brinda actualmente, los idiomas fueron seleccionados por el 49,27% (N=237), los estudios técnicos por el 10.40% (N=50), las computadoras por El 6.03% (N=29), mientras que el 41.58% (N=200) respondió que actualmente no se les brinda educación o capacitación.

Considerando su interés en participar en algún curso de idiomas, el 64.11% (N=309) dijo estar interesado en aprender griego, 55,39% (N=267) inglés, 26.97% (N=130) alemán, 21 El 78% (N=105) es francés, mientras que el 8.30% (N=40) no tiene interés en participar en ningún curso de idioma.

Además, en cuanto a si están interesados en participar en algún curso de habilidades, el 73.86% (N=356) respondió afirmativamente, mientras que el 26.14% (N=126) respondió negativamente.

Además, sobre las razones por las que les gustaría seguir un curso de idiomas o de habilidades, el 64.73% (N=312) respondieron para trabajar, el 46.68% (N=225) para comunicarse, el 34.44% (N=166) para integrarse y encontrar amigos, el 25.31% (N=122) para sus estudios y el 20.33% (N=98) para los contactos sociales. Además, al 18.67% (N=90) de los participantes le gustaría seguir un curso de idioma o de habilidades para adquirir habilidades, el 14.73% (N=71) está interesado en aprender, 9,13% (N=44) para el certificado, 4.15% (N=20) para la inclusión y 3.73% (N=18) para obtener la ciudadanía.

Además, considerando lo que los haría dejar de seguir un curso de idiomas o habilidades, el 60.58% (N=292) mencionó el costo financiero del programa, el 46.27% (N=223) su mala calidad, el 35,89% (N=173) las malas relaciones entre migrantes refugiados, el 21.16% (N=102) mencionó problemas personales, mientras que el 15,35% (N=74) motivos familiares. Asimismo, el 12,45% (N=60) mencionó la falta de tiempo, el 11.62% (N=56) la mala organización, el 8.51% (N=41) el espacio limitado, el 4.15% (N= 20) la gran cantidad de aprendices y el 2,70% (N=13) mencionó a personas de diversas etnias.

Además, sobre lo que es más importante para ellos en el aprendizaje, el 45,64% (N=220) dijo que lo más importante es mejorar, el 44.19% (N=213) el conocimiento, el 38.38% (N=185) las habilidades, el 6.22% (N=30) son las relaciones o el encuentro multicultural, el 6.02% (N=29) es la conciencia política, mientras que el 4.36% (N=21) es la actitud.

Tabla 37

Perfiles lingüísticos de refugiados e inmigrantes (Parte 2)

Pregunta	Respuesta	f	%
¿Quieres estudiar en Grecia/Europa?	No	180	37.34
	Quizás	121	25.10
	Sí	181	37.55
¿Quieres mejorar tus habilidades?	No	49	10.17
	Quizás	90	18.67
	Sí	343	71.16
¿Tienes amigos griegos/europeos?	No	135	28.01
	Quizás	30	6.22
	Sí	317	65.77

Tabla 38*Perfiles lingüísticos de refugiados e inmigrantes (Parte 2)*

Pregunta	Respuesta	f	%
¿Se siente integrado en el país anfitrión?	No	91	18.88
	Quizás	117	24.27
	Sí	274	56.85
¿Qué crees que necesitas para tu desarrollo personal y profesional?	Idiomas		
	Ordenadores	364	75.52
	Relaciones personales	93	19.29
	Estudios Técnicos	279	57.88
	Ley/Derechos	73	15.15
	Habilidades de trabajo	59	12.24
	Cultura	243	50.41
	Arte /Música	211	43.78
	/Deportes	51	10.58
	Salud y Seguridad	21	4.36
	Política/Historia	121	25.10
	Comida/Cocina	29	6.02
	¿Estás interesado en una formación teórica o práctica?	Teórico	50
Práctico		43	8.92
Ambos		313	64.94
Ninguno		76	15.77

Además, sobre si quieren estudiar en Grecia/Europa, el 37.55% (N=181) respondió positivamente, el 37.34% (N=180) negativamente, mientras que el 25,10% (N=121) dijo que tal vez.

Asimismo, sobre si quieren mejorar sus habilidades, el 71.16% (N=343) respondió positivamente, el 18.67% (N=90) dijo que tal vez, mientras que el 10.17% (N=49) respondió negativamente.

Además, considerando si tienen amigos griegos/europeos, el 65,77% (N=317) dijo "Sí", el 28.01% (N=135) dijo "No", mientras que el 6.22% (N=30) dijo "Tal vez".

Además, sobre si se sienten integrados en el país de acogida, el 56.85% (N=274) dijo "Sí", el 24.27% (N=117) dijo "Quizás", mientras que el 18.88% (N=91) dijo "No".

Además, sobre las necesidades para su desarrollo personal y profesional, el 75,52% (N=364) señaló que necesita idiomas, el 57.88% (N=279) relaciones personales, el 50.41% (N=243) habilidades laborales, el 43.78% (N=211) cultura, el 25,10% (N=121) política/historia y el 19,29% (N=93) informática. Además, el 15,15% (N=73) dijo necesitar estudios técnicos,

el 12,24% (N=59) derecho/derechos, el 10.58% (N=51) arte, música y deportes, el 6.02% (N=29) comida/cocina y el 4.36% (N=21) mencionaron salud y seguridad.

Finalmente, en la pregunta sobre si les interesa la formación teórica o práctica, el 64.94% (N=313) eligió ambas, el 10.37% (N=50) eligió solo la formación teórica, el 8.92% (N=43) eligieron sólo formación práctica, mientras que el 15,77% (N=76) no eligió ninguna de ellas.

La Tabla 4 presenta el acuerdo de los encuestados con las afirmaciones sobre **inteligencia emocional**. Las respuestas se dieron en una escala de cinco puntos del 1 al 5 (1: Totalmente en desacuerdo, 2: En desacuerdo, 3: Ni de acuerdo ni en desacuerdo. 4: De acuerdo, 5: Totalmente de acuerdo).

Tabla 39

Evaluación de las emociones propias

Declaraciones y factores	M	SD
Evaluación de las emociones propias	3.77	1.02
Realmente entiendo lo que siento.	3.80	1.08
Siempre sé si soy feliz o no.	3.80	1.09
Tengo una buena idea de por qué siento ciertos sentimientos la mayor parte del tiempo.	3.75	1.07
Tengo una buena comprensión de mis propias emociones.	3.72	1.12
Evaluación de las emociones de los demás	3.67	1.07
Soy sensible a los sentimientos y emociones de los demás.	3.72	1.11
Soy un buen observador de las emociones de los demás.	3.66	1.16
Comprendo bien las emociones de las personas que me rodean.	3.66	1.15
Siempre conozco las emociones de mis amigos por su comportamiento.	3.65	1.16
Uso de la emoción	3.40	1.25
Siempre me animaría a hacer mi mejor esfuerzo.	3.44	1.33
Siempre me fijo metas y luego hago lo mejor que puedo para alcanzarlas.	3.41	1.28
Soy una persona automotivada.	3.40	1.33
Siempre me digo a mí mismo que soy una persona competente.	3.35	1.33
Regulación de la emoción	3.72	1.07
Puedo controlar mi temperamento para poder manejar las dificultades de manera racional.	3.74	1.13
Tengo buen control de mis emociones.	3.73	1.14
Soy bastante capaz de controlar mis propias emociones.	3.71	1.15
Siempre puedo calmarme rápidamente cuando estoy muy enojado.	3.69	1.18

La autoevaluación de las emociones se calificó como alta (M=3.77, DE=1.02). Los participantes coinciden en que realmente entienden lo que sienten (M=3.80, DE=1.08), siempre saben si son felices o no (M=3.80, DE=1.09), se lo pasan bien sentido de por qué

sienten ciertos sentimientos la mayor parte del tiempo ($M=3.75$, $DE=1.07$) y una buena comprensión de sus propias emociones ($M=3.72$, $DE=1.12$).

La evaluación emocional de otros fue calificada como alta ($M=3.67$, $DE=1.07$). Los participantes coinciden en que son sensibles a los sentimientos y emociones de los demás ($M=3.72$, $SD=1.11$), son buenos observadores de las emociones de los demás ($M=3.66$, $SD=1.16$), tienen una buena comprensión de las emociones de las personas que les rodean ($M=3.66$, $SD=1.15$) y siempre conocen las emociones de sus amigos a partir de su comportamiento ($M=3.65$, $SD=1.16$).

El uso de las emociones fue de moderado a alto ($M=3.40$, $DE=1.25$). Los participantes tienden a estar de acuerdo en que siempre se animarían a hacer lo mejor que pudieran ($M=3.44$, $SD=1.33$) siempre se fijaban metas y luego hacían lo mejor que podían para alcanzarlas ($M=3.41$, $SD=1.28$) y sin personas automotivadas ($M=3.40$, $DE=1.33$). Además, no están de acuerdo ni en desacuerdo en que siempre se dicen a sí mismos que son una persona competente ($M=3.35$, $DE=1.33$).

La regulación de las emociones se calificó como alta ($M=3.72$, $SD=1.07$). Los participantes coinciden en que son capaces de controlar su temperamento para poder manejar las dificultades de forma racional ($M=3.74$, $SD=1.13$) tienen buen control de sus emociones ($M=3.73$, $SD=1.14$), son bastante capaces de controlar sus propias emociones ($M=3.71$, $SD=1.15$) y siempre pueden calmarse rápidamente cuando están muy enojados ($M=3.69$, $SD=1.18$).

La Tabla 5 indica el acuerdo de los encuestados con las afirmaciones sobre el **aprendizaje permanente**. Las respuestas se dieron en una escala de cinco puntos del 1 al 5 (1: Totalmente en desacuerdo, 2: En desacuerdo, 3: Ni de acuerdo ni en desacuerdo. 4: De acuerdo, 5: Totalmente de acuerdo).

El establecimiento de objetivos recibió una calificación moderada. Los participantes coinciden en que cuando aprenden algo nuevo, intentan centrarse en los detalles en lugar de en el "panorama general" ($M=3.63$, $SD=1.16$). Además, no están de acuerdo ni en desacuerdo en que prefieren que otros planifiquen su aprendizaje ($M=3.22$, $SD=1.37$), les encanta aprender por sí mismo ($M=3.21$, $SD=1.41$), rara vez piensan en su propio aprendizaje y en cómo mejorarlo ($M=3.10$, $SD=1.39$) y sienten que aprenden de forma autodirigida ($M=3.02$, $SD=1.49$).

Tabla 40*Aprendizaje permanente*

Declaraciones y factores	M	SD
El establecimiento de metas	3.11	1.04
Cuando aprendo algo nuevo, trato de centrarme en los detalles en lugar de en el "panorama general".	3.63	1.16
Prefiero que otros planifiquen mi aprendizaje	3.22	1.37
Me encanta aprender por sí mismo.	3.21	1.41
Rara vez pienso en mi propio aprendizaje y en cómo mejorarlo.	3.10	1.39
Siento que soy un aprendiz autodirigido	3.02	1.49
Aplicación de conocimientos y habilidades.	3.55	0.98
Cuando acerco material nuevo, trato de relacionarlo con lo que ya conozco.	3.75	1.10
Intento relacionar el aprendizaje académico con cuestiones prácticas.	3.73	1.10
Soy capaz de imponer significado a lo que otros ven como desorden.	3.16	1.38
Autodirección y evaluación	3.51	0.85
Es mi responsabilidad darle sentido a lo que aprendo en la escuela.	3.67	1.11
Siento que otros están en mejor posición que yo para evaluar mi éxito como estudiante.	3.34	1.10
Localización de información	3.00	1.29
Estrategias de aprendizaje adaptables	3.03	1.19
Puedo afrontar lo inesperado y resolver los problemas a medida que surgen.	3.15	1.31
Me siento cómodo en condiciones de incertidumbre.	2.92	1.26
Prefiero problemas para los que sólo hay una solución.	2.71	1.21

La aplicación de conocimientos y habilidades fue de moderada a alta. Los participantes coinciden en que cuando abordan material nuevo, intentan relacionarlo con lo que ya saben ($M=3.75$, $SD=1.10$) e intentan relacionar el aprendizaje académico con cuestiones prácticas ($M=3.73$, $SD=1.10$). Además, no están de acuerdo ni en desacuerdo en que son capaces de imponer significado a lo que otros ven como desorden ($M=3.16$, $SD=1.38$).

La autodirección y evaluación fue de moderada a alta. Los participantes coinciden en que es su responsabilidad darle sentido a lo que aprenden en la escuela ($M=3.67$, $SD=1.11$), mientras que no están de acuerdo ni en desacuerdo en que sienten que los demás están en una mejor posición que ellos para evaluar su éxito como estudiante ($M=3.34$, $SD=1.10$).

En cuanto a localizar información, los participantes no están de acuerdo ni en desacuerdo en que muchas veces les resulta difícil localizar información cuando la necesitan ($M=3.00$, $SD=1.29$).

Estrategias de aprendizaje adaptables fue calificado como moderado. Los participantes no están de acuerdo ni en desacuerdo en que pueden afrontar lo inesperado y

resolver los problemas a medida que surgen ($M=3.15$, $SD=1.31$), se sienten cómodos en condiciones de incertidumbre ($M=2.92$, $SD=1.26$) y prefieren problemas para los que sólo hay una solución ($M=2.71$, $SD=1.21$).

Correlación entre inteligencia emocional y aprendizaje permanente

Los resultados indican que:

- La “evaluación de las emociones propias” se correlaciona positivamente con todos los factores del aprendizaje permanente ($p<.01$).
- La “evaluación de las emociones de los demás” se correlaciona positivamente con todos los factores del aprendizaje permanente ($p<.01$).
- El “uso de la emoción” se correlaciona positivamente con todos los factores del aprendizaje permanente ($p<.01$).
- La “regulación de las emociones” se correlaciona positivamente con todos los factores del aprendizaje permanente ($p<.01$).

Correlación entre el aprendizaje permanente y la demografía

Género

Existen diferencias de medias estadísticamente significativas en todos los factores. Específicamente, se desprende que:

- En el factor “Fijación de objetivos”, el valor medio de los hombres ($M=2.73$) es estadísticamente inferior [$t(480)=-8.574$, $p<.001$] que el valor medio de las mujeres ($M=3.49$).
- En el factor “Aplicación de conocimientos y habilidades”, el valor medio de los hombres ($M=3.19$) es estadísticamente menor [$t(475,10)=-8.745$, $p<.001$] que el valor medio de las mujeres ($M=3.92$).
- En el factor “Localización de información”, el valor medio de los hombres ($M=2.80$) es estadísticamente menor [$t(461.26)=-3.408$, $p=0.000$] que el valor medio de las mujeres ($M=3.20$).

- En el factor “Estrategias de aprendizaje adaptables”, el valor medio de los hombres (M=2,62) es estadísticamente menor [$t(480) = -8.279, p < .001$] que el valor medio de las mujeres (M=3.46).

País de origen

Los resultados de las pruebas no paramétricas de Kruskal-Wallis de los factores de aprendizaje permanente según el país de origen de los encuestados. Existen diferencias de rango medio estadísticamente significativas en los factores “Establecimiento de objetivos” [$H(3)=149,184, p < .001$], “Aplicación de conocimientos y habilidades” [$H(3)=136.384, p < .001$], “Localización de información” [$H(3)=93.630, p < .001$] y “Estrategias de aprendizaje adaptables” [$H(3)=97.489, p < .001$]. Específicamente:

- En el factor “Establecimiento de objetivos”, la clasificación media de los de Bangladesh (MR=78.52) es estadísticamente inferior a la clasificación media de los de Irak-Pakistán (MR=173.96) ($p=0.021 < 0.05$), Albania-Siria-Irán-Afganistán (MR=207.33) ($p < .001$) y Ucrania-Rusia-Turquía (MR=339,47) ($p < .001$). Además, la clasificación media de los de Ucrania-Rusia-Turquía (MR=339,47) es estadísticamente superior a la clasificación media de los de Irak-Pakistán (MR=173.96) ($p < .001$) y Albania-Siria-Irán-Afganistán (MR= 207.33) ($p < .001$).
- En el factor “Aplicación de conocimientos y habilidades”, la clasificación media de los de Ucrania-Rusia-Turquía (MR=334,82) es estadísticamente superior a la clasificación media de los de Bangladesh (MR=125,32) ($p < .001$), Irak-Pakistán (MR=158.95) ($p < .001$) y Albania-Siria-Irán-Afganistán (MR=213.33) ($p < .001$). Además, la clasificación media de quienes provienen de Albania-Siria-Irán-Afganistán (MR=213.33) es estadísticamente superior a la clasificación media de los de Bangladesh (MR=125,32) ($p= 0.026 < 0.05$) e Irak-Pakistán (MR=158.95) ($p=0.009 < 0.01$).
- En el factor “Localización de información”, la clasificación media de los de Bangladesh (MR=109,55) es estadísticamente inferior a la clasificación media de los de Irak-Pakistán (MR=217.38) ($p=0.004 < 0.01$), Albania-Siria-Irán-Afganistán (MR=202,04) ($p=0.014 < 0.05$) y Ucrania-Rusia-Turquía (MR= 317.02) ($p < .001$). Además, la clasificación media de los de Ucrania-Rusia-Turquía (MR=317.02) es estadísticamente superior a la clasificación media de los de

Irak-Pakistán (MR= 217.38) ($p<.001$) y Albania-Siria-Irán-Afganistán (MR=202,04) ($p<.001$).

- En el factor “Aplicación de conocimientos y habilidades”, la clasificación media de los de Ucrania-Rusia-Turquía (MR=315,66) es estadísticamente superior a la clasificación media de los de Bangladesh (MR= 117.25) ($p<.001$), Irak-Pakistán (MR=166.95) ($p<.001$) y Albania-Siria-Irán-Afganistán (MR=226.79) ($p<.001$). Además, la clasificación media de los de Albania-Siria-Irán-Afganistán (MR= 226.79) es estadísticamente superior a la clasificación media de los de Bangladesh (MR=117.25) ($p=0.002<0.01$) e Irak-Pakistán (MR=166.95) ($p=0.003<0.01$).

Nivel de estudios en el país de origen

Los resultados del ANOVA para los factores de aprendizaje permanente basados en el nivel de estudios en el país de origen de los encuestados desprenden claramente que existen diferencias de medias estadísticamente significativas en los factores “Establecimiento de objetivos” [F (3.478) =89,497, $p<.001$], “Aplicación de conocimientos y habilidades” [F (3.478) =53.540, $p<.001$], “Localización de información” [F (3.478) =47.210, $p<.001$] y “Estrategias de aprendizaje adaptables” [F (3.478) =48.606, $p<.001$].

Razones de inmigración

Los resultados de las correlaciones de Spearman entre los factores del aprendizaje permanente y los motivos de inmigración.

- “Guerra” se correlaciona positivamente con “Establecimiento de objetivos” ($\rho=.218$, $p<.01$), aprendizaje con “Aplicación de conocimientos y habilidades” ($\rho=.217$, $p<.01$), “Localización de información” ($\rho= 0.112$, $p<.05$) y “Estrategias de aprendizaje adaptables” ($\rho=.222$, $p<.01$).
- “Mala situación” se correlaciona negativamente con los factores “Establecimiento de objetivos” ($\rho=-.175$, $p<.01$), “Aplicación de conocimientos y habilidades” ($\rho=-.214$, $p<.01$) y “Estrategias de aprendizaje adaptables” ($\rho=-.149$, $p<.01$).

- “Razones políticas” tiene correlación positiva con “Localización de información” ($\rho=.127, p<.05$).
- “Escapar de las dificultades, los conflictos y la persecución” tuvo una correlación negativa con los factores “Establecimiento de objetivos” ($\rho=-.260, p<.01$), “Aplicación de conocimientos y habilidades” ($\rho=-.164, p<.01$), “Localización de información” ($\rho=-.167, p<.01$) y “Estrategias de aprendizaje adaptables” ($\rho=-.272, p<.01$).
- “Buscar una vida mejor” tiene correlación negativa con “Establecimiento de objetivos” ($\rho=-.214, p<.01$), “Aplicación de conocimientos y habilidades” ($\rho=-.170, p<.01$), “Localizar información” ($\rho=-.160, p<.01$) y “Estrategias de aprendizaje adaptables” ($\rho=-.171, p<.01$).
- “Empleo” tiene una correlación negativa con “Establecimiento de objetivos” ($\rho=-.109, p<.05$) y “Estrategias de aprendizaje adaptables” ($\rho=-.148, p<.01$).
- “Razones económicas” tiene una correlación negativa con “Establecimiento de objetivos” ($\rho=-.226, p<.01$), “Aplicación de conocimientos y habilidades” ($\rho=-.246, p<.01$), “Localización de información” ($\rho=-.173, p<.01$) y “Estrategias de aprendizaje adaptables” ($\rho=-.181, p<.01$).

Asistir a cursos de griego u otros idiomas

Los resultados de la prueba t para muestras independientes de los factores de aprendizaje permanente según la asistencia a cursos de griego u otros idiomas muestran la existencia de diferencias de medias estadísticamente significativas en todos los factores. Específicamente:

- En el factor “Establecimiento de objetivos”, el valor medio de aquellos que no han asistido a cursos de griego u otros idiomas hasta el momento ($M=2,90$) es estadísticamente inferior [$t(415,68) = -3.893, p<.001$] que la media valor de los asistentes ($M=3.27$).
- En el factor “Aplicación de conocimientos y habilidades”, el valor medio de quienes no han asistido a cursos de griego u otros idiomas hasta el momento ($M=3.34$) es estadísticamente inferior [$t(479) = -4.147, p<.001$] que el promedio de los asistentes ($M=3.71$).

- En el factor “Localización de información”, el valor medio de quienes no han asistido a cursos de griego u otros idiomas hasta el momento (M=2,87) es estadísticamente inferior [t (479) = -1.994, p=0.047<0.05] que el valor medio de los asistentes (M=3.10).
- En el factor “Estrategias de aprendizaje adaptables”, el valor medio de quienes no han asistido a cursos de griego u otros idiomas hasta el momento (M=2,87) es estadísticamente menor [t (425,08) = -2,633, p=0.009<0.01] que el promedio de los asistentes (M=3.16).

Predictores del aprendizaje permanente

Establecimiento de metas

Se muestran los resultados de la regresión lineal múltiple para la variable dependiente “Establecimiento de metas”, considerando como independientes todos los factores demográficos y de inteligencia emocional que mostraron correlación estadísticamente significativa con la variable dependiente. Se observó un efecto estadísticamente significativo de las variables independientes sobre la variable dependiente con un excelente grado de ajuste [F (16. 463) = 37.325, p<.001] explicando el 54.8% de la varianza total. El efecto de los factores “ +Uso de la emoción” (Beta=0.456, t=8.801, p<.001), “Regulación de la emoción” (Beta=0.181, t=2,733, p=0.007<0.01), “Edad” (Beta=-0.090, t=-2,759, p=0.006<0.01), “Ucrania-Rusia-Turquía” (Beta=0.136, t=2,754, p=0.006<0.01) y “Universidad/Maestría/ Doctorado” (Beta=0.185, t=4.214, p<.001) se consideran estadísticamente significativos. No se observó multicolinealidad desde $VIF \leq 4.636$.

El “Uso de la emoción” afecta en un 72% el “Establecimiento de objetivos”, seguido de “Universidad/Maestría/Doctorado” (14%), “Ucrania-Rusia-Turquía” (7%), “Edad” (5%) y “Regulación de la emoción” (2%).

Aplicación de conocimientos y habilidades

Los resultados de la regresión lineal múltiple para la variable dependiente “Aplicación de conocimientos y habilidades”, tomando como independientes todos los factores demográficos y de inteligencia emocional que mostraron correlación estadísticamente significativa con la variable dependiente, indicaron un efecto

estadísticamente significativo de las variables independientes sobre la variable dependiente con un excelente grado de ajuste [$F(14, 465) = 52,273, p < .001$] explicando el 59,9% de la varianza total. El efecto de los factores “Valoración de las emociones de los demás” (Beta=0.141, $t=2,284, p=0.023 < 0.05$), “Uso de la emoción” (Beta=0.218, $t=4.491, p < .001$), “Regulación de emoción” (Beta=0.280, $t=4.516, p < .001$), “Ucrania-Rusia-Turquía” (Beta=0.094, $t=2,046, p=0.041 < 0.05$) y “Universidad/Maestría/Doctorado” (Beta=0.090, $t=2,258, p=0.024 < 0.05$) se consideran estadísticamente significativos. No se observó multicolinealidad desde $VIF \leq 4.592$.

La “Aplicación de conocimientos y habilidades” se ve afectada principalmente por el “Uso de la emoción” (37%) y la “Regulación de la emoción” (34%), seguidos por la “Evaluación de las emociones de otros” (16%), “Ucrania-Rusia-Turquía” (8%) y “Universidad/Maestría/Doctorado” (6%).

Localización de información

Los resultados de la regresión lineal múltiple para la variable dependiente “Localización de información”, tomando como independientes todos los factores demográficos y de inteligencia emocional que mostraron correlación estadísticamente significativa con la variable dependiente, indicaron un efecto estadísticamente significativo de las variables independientes sobre la variable dependiente con un grado de ajuste mediocre [$F(15, 465) = 11.445, p < .001$] explicando el 24.6% de la varianza total. El efecto de los factores “Uso de la emoción” (Beta=0.205, $t=3.061, p=0.002 < 0.01$), “Bangladesh” (Beta=-0.109, $t=-2,012, p=0.045 < 0.05$), “Ucrania-Rusia-Turquía” (Beta=0.240, $t=3.617, p < .001$) y “Universidad/Maestría/Doctorado” (Beta=0.234, $t=4.129, p < .001$) se consideran estadísticamente significativos. No se observó multicolinealidad desde $VIF \leq 4.626$. La “Localización de información” se ve afectada principalmente por “Universidad/Maestría/Doctorado” (50%), seguido de “Ucrania-Rusia-Turquía” (21%), “Bangladesh” (15%) y “Uso de emoción” (14%).

Estrategias de aprendizaje adaptables

Los resultados de la regresión lineal múltiple para la variable dependiente “Estrategias de aprendizaje adaptables”, considerando como independientes todos los factores demográficos y de inteligencia emocional que mostraron correlación

estadísticamente significativa con la variable dependiente, señalaron un efecto estadísticamente significativo de las variables independientes sobre la variable dependiente con un excelente grado de ajuste [$F(15, 465) = 33.387, p < .001$] explicando el 50.3% de la varianza total. El efecto de los factores “Uso de la emoción” ($Beta=0.570, t=10.491, p < .001$), “Regulación de la emoción” ($Beta=0.184, t=2.670, p=0.008 < 0.01$) y “Mujer” ($Beta=0.090, t=2.362, p=0.019 < 0.05$) se consideran estadísticamente significativos. No se observó multicolinealidad desde $VIF \leq 4.602$.

Correlación entre los perfiles lingüísticos de refugiados e inmigrantes en inteligencia emocional

Existen diferencias estadísticamente significativas para todos los factores de la inteligencia emocional, entre los participantes que hablan o no el idioma del país anfitrión. En particular:

- En el factor “Evaluación de las emociones propias” el valor medio de los participantes que no hablan el idioma del país anfitrión ($M=3.63$) es estadísticamente significativamente menor [$t(411) = -3.386, p=0.001$] que el valor medio de los participantes que hablan ($M=3.98$).
- En el factor “Evaluación de las emociones de los demás”, el valor medio de los participantes que no hablan el idioma del país anfitrión ($M=3.46$) es estadísticamente significativamente menor [$t(411) = -4.410, p < .001$] que el valor medio de los participantes que hablan ($M=3.93$).
- En el factor “Uso de emociones”, el valor medio de los participantes que no hablan el idioma del país anfitrión ($M=3.17$) es estadísticamente significativamente menor [$t(411) = -3.229, p=0.001$] que el valor medio de los participantes que hablan ($M=3.59$).
- En el factor “Regulación de la emoción” el valor medio de los participantes que no hablan el idioma del país anfitrión ($M=3.55$) es estadísticamente significativamente menor [$t(411) = -3.571, p < .001$] que el valor medio de los participantes que hablan ($M=3.94$).

Las correlaciones de Spearman entre los factores de la Inteligencia Emocional y la educación y capacitación que ahora se brinda a los encuestados. Los resultados indican que:

- Los “lenguajes” se correlacionan positivamente con los factores “Valoración de las emociones propias” ($\rho=.180$, $p<.01$), “Valoración de las emociones de los demás” ($\rho=.144$, $p<.01$), “Uso de las emociones” ($\rho=.180$, $p<.01$) y “Regulación de la emoción” ($\rho=.172$, $p<.01$).
- Las “computadoras” se correlacionan negativamente con el factor “evaluación de las emociones” ($\rho=-.101$, $p<.05$).
- Los estudios técnicos se correlacionan negativamente con los factores “Evaluación de las emociones propias” ($\rho=-.127$, $p<.01$), “Evaluación de las emociones de los demás” ($\rho=-.120$, $p<.01$) y “Regulación de las emociones” ($\rho=-.110$, $p<.05$).
- “Nada” se correlaciona negativamente con el factor “Autoevaluación de emociones” ($\rho=-.114$, $p<.05$), “Valoración de las emociones de los demás” ($\rho=-.116$, $p<.05$), “Uso de la emoción” ($\rho=-.214$, $p<.01$) y “Regulación de la emoción” ($\rho=-.131$, $p<.01$).

Las correlaciones de Spearman entre los factores de Inteligencia Emocional y la educación y si los encuestados están interesados en participar en algún curso de idiomas en particular. Los resultados indican que:

- La respuesta “No” tiene correlación positiva con el “Uso de la emoción” ($\rho=.120$, $p<.01$).
- La “respuesta “Sí, griego” se correlaciona positivamente con los factores “Evaluación de las emociones” ($\rho=.097$, $p<.05$) y “Regulación de las emociones” ($\rho=.089$, $p<.05$).
- La respuesta “Sí, inglés” se correlaciona negativamente con los factores “Valoración de las emociones propias” ($\rho=-.118$, $p<.01$), “Valoración de las emociones de otros” ($\rho=-.153$, $p<.01$), “Uso de la emoción” ($\rho=-.243$, $p<.01$) y “Regulación de la emoción” ($\rho=-.136$, $p<.01$).
- La respuesta “Sí, alemán” se correlaciona positivamente con los factores “Uso de la emoción” ($\rho=.168$, $p<.05$) y “Regulación de la emoción” ($\rho=.089$, $p<.05$).

Existen diferencias estadísticamente significativas para todos los factores de la inteligencia emocional, entre los participantes que están interesados o no en participar en algún curso de habilidades. En particular:

- En el factor “Evaluación de las emociones” el valor medio de los participantes que no están interesados en participar en ningún curso de habilidades ($M=4.16$) es estadísticamente significativamente mayor [$t(480) = 5.234$, $p < .001$] que el valor medio de participantes que estén interesados ($M=3.63$).
- En el factor “Evaluación de las emociones de los demás” el valor medio de los participantes que no están interesados en participar en ningún curso de habilidades ($M=4.21$) es estadísticamente significativamente mayor [$t(480) = 6.786$, $p < .001$] que el valor medio de participantes que estén interesados ($M=3.48$).
- En el factor “Uso de la emoción” el valor medio de los participantes que no están interesados en participar en ningún curso de habilidades ($M=3.95$) es estadísticamente significativamente mayor [$t(480) = 5.968$, $p < .001$] que el valor medio de los participantes que están interesados ($M=3.21$).
- En el factor “Regulación de la emoción” el valor medio de los participantes que no están interesados en participar en ningún curso de habilidades ($M=4.20$) es estadísticamente significativamente mayor [$t(480) = 6.156$, $p < .001$] que el valor medio de los participantes que están interesados ($M=3.54$).

Las correlaciones de Spearman entre los factores de Inteligencia Emocional y los motivos por los que los encuestados seguirían un curso de idiomas o habilidades indican que:

- El motivo “Trabajo” se correlaciona negativamente con los factores “Valoración de las emociones propias” ($\rho = -.124$, $p < .01$), “Valoración de las emociones de otros” ($\rho = -.162$, $p < .01$), “Uso de la emoción” ($\rho = -.293$, $p < .01$) y “Regulación de la emoción” ($\rho = -.206$, $p < .01$).
- El motivo “Estudios” correlaciona positivamente con los factores “Valoración de las emociones propias” ($\rho = .146$, $p < .01$), “Valoración de las emociones de

otros" ($\rho=.165$, $p<.01$), "Uso de las emociones" ($\rho =0.143$, $p<.01$) y "Regulación de la emoción" ($\rho=.173$, $p<.01$)

- El motivo "Comunicar" correlaciona positivamente con los factores "Valoración de las emociones propias" ($\rho=.182$, $p<.01$), "Valoración de las emociones de otros" ($\rho=.183$, $p<.01$) y "Regulación de las emociones" ($\rho =0.179$, $p<.01$).
- El motivo "Contactos sociales" se correlaciona positivamente con el factor "Uso de las emociones" ($\rho=.134$, $p<.01$).
- El motivo "Por habilidades" se correlaciona negativamente con los factores "Evaluación de las emociones propias" ($\rho=-.104$, $p<.01$), "Evaluación de las emociones de otros" ($\rho=-.151$, $p<.01$) y "Regulación de las emociones" ($\rho=-.138$, $p<.01$).
- El motivo "Integrar/encontrar amigos" se correlaciona positivamente con los factores "Valoración de las emociones propias" ($\rho=.237$, $p<.01$), "Valoración de las emociones de otros" ($\rho=.252$, $p<.01$), "Uso de las emociones" ($\rho=0.246$, $p<.01$) y "Regulación de las emociones" ($\rho=.227$, $p<.01$).
- El motivo "Interés por aprender" se correlaciona positivamente con los factores "Valoración de las emociones propias" ($\rho=.256$, $p<.01$), "Valoración de las emociones de otros" ($\rho=.270$, $p<.01$), "Uso de las emociones" ($\rho=0.244$, $p<.01$) y "Regulación de las emociones" ($\rho=.282$, $p<.01$).
- El motivo "Inclusión" se correlaciona negativamente con el factor "Valoración de las emociones" ($\rho=-.092$, $p<.05$).

Las correlaciones de Spearman entre los factores de Inteligencia Emocional y las necesidades para su desarrollo personal y profesional indican que:

- La respuesta "Computadoras" tiene correlación negativa con los factores "Evaluación de las emociones de los demás" ($\rho=-.103$, $p<.05$) y "Regulación de las emociones" ($\rho=-.107$, $p<.05$).
- La respuesta "Relaciones personales" tiene correlaciones positivas con los factores "Valoración de las emociones propias" ($\rho=.253$, $p<.01$), "Valoración de las emociones de otros" ($\rho=.248$, $p<.01$), "Uso de las emociones" ($\rho=0.108$, $p<.05$) y "Regulación de la emoción" ($\rho=.220$, $p<.01$).

- La respuesta “Ley/Derechos” tiene correlaciones positivas con los factores “Evaluación de las emociones” ($\rho=.094$, $p<.05$).
- La respuesta “Habilidades laborales” correlaciona negativamente con los factores “Valoración de las emociones propias” ($\rho=-.114$, $p<.05$), “Valoración de las emociones de otros” ($\rho=-.166$, $p<.01$), “Uso de las emociones” ($\rho=-.295$, $p<.01$) y “Regulación de las emociones” ($\rho=-.238$, $p<.01$).
- La respuesta “Cultura” correlaciona de forma positiva con los factores “Valoración de las emociones propias” ($\rho=.380$, $p<.01$), “Valoración de las emociones de otros” ($\rho=.391$, $p<.01$), “Uso de las emociones” ($\rho=.278$, $p<.01$) y “Regulación de las emociones” ($\rho=.375$, $p<.01$).
- La respuesta “Arte/Música/Deportes”, existe correlación positiva con los factores “Valoración de las emociones propias” ($\rho=.122$, $p<.01$), “Valoración de las emociones de otros” ($\rho=.094$, $p<.05$), “Uso de las emociones” ($\rho=.129$, $p<.01$) y “Regulación de las emociones” ($\rho=.135$, $p<.01$).
- La respuesta “Política/Historia” se correlaciona positivamente con los factores “Valoración de las emociones propias” ($\rho=.130$, $p<.01$), “Valoración de las emociones de otros” ($\rho=.174$, $p<.01$), “Uso de las emociones” ($\rho=.153$, $p<.01$) y “Regulación de las emociones” ($\rho=.127$, $p<.01$).
- La respuesta “Comida/Cocina” tiene correlación positiva con los factores “Evaluación de las emociones propias” ($\rho=.164$, $p<.01$), “Evaluación de las emociones de los demás” ($\rho=.143$, $p<.01$), “Uso de las emociones” ($\rho=.150$, $p<.01$) y “Regulación de las emociones” ($\rho=.155$, $p<.01$).

Finalmente, al relacionar los diferentes factores de Inteligencia emocional y el interés por una formación teórica o práctica, los resultados más significativos han sido:

- En el factor “Evaluación de las emociones propias”, el valor medio de los participantes que están interesados en la formación práctica ($M=3,22$) es estadísticamente significativamente menor que el valor medio de los participantes que están interesados en la formación teórica. ($M=3.97$, $p<.001$), en ambos tipos ($M=3.68$, $p=0,004$) o en ningún tipo ($M=4,29$, $p<.001$). Además, el valor medio de los participantes que están interesados en ambos tipos de

formación (M=3.68) es estadísticamente significativamente menor ($p < .001$) que el valor medio de los participantes que no están interesados (M=4,29).

- En el factor “Evaluación de las emociones de otros”, el valor medio de los participantes que están interesados en la formación práctica (M=3.24) es estadísticamente significativamente menor que el valor medio de los participantes que están interesados en la formación teórica. (M=3.99, $p = 0,001$) o sin ningún tipo (M=4,28, $p < .001$). Además, el valor medio de los participantes que están interesados en ambos tipos de formación (M=3.54) es estadísticamente significativamente menor que el valor medio de los participantes que están interesados en la formación teórica (M=3.99, $p = 0,019$) o no están interesados en ningún tipo (M=4,28, $p < .001$).
- En el factor “Uso de la emoción”, el valor medio de los participantes que están interesados en la formación práctica (M=3.34) es estadísticamente significativamente menor que el valor medio de los participantes que están interesados en la formación teórica (M=3.84, $p = 0,019$) o sin ningún tipo (M=4,20, $p < .001$). Además, el valor medio de los participantes que están interesados en ambos tipos de formación (M=3.15) es estadísticamente significativamente menor que el valor medio de los participantes que están interesados en la formación teórica (M=3.84, $p < .001$) o no están interesados en ningún tipo (M=4,20, $p < .001$).
- En el factor “Regulación de la emoción”, el valor medio de los participantes que están interesados en la formación práctica (M=3.23) es estadísticamente significativamente menor que el valor medio de los participantes que están interesados en la formación teórica (M=4,08, $p < .001$) o sin ningún tipo (M=4,35, $p < .001$). Además, el valor medio de los participantes que están interesados en ambos tipos de formación (M=3.58) es estadísticamente significativamente menor que el valor medio de los participantes que están interesados en la formación teórica (M=4,08, $p = 0,005$) o no están interesados en ningún tipo (M=4,35, $p < .001$).

Conclusiones

El objetivo del estudio fue examinar la relación entre el aprendizaje permanente y la inteligencia emocional. Participaron un total de 482, con una edad media de 32 años. La mayoría de los participantes provienen de Ucrania, Albania, Siria, Irak y tienen un nivel educativo hasta la escuela secundaria en su país de origen. Hasta ahora, más de la mitad de los inmigrantes asisten a cursos de griego u otros idiomas. En cuanto a los motivos de inmigración, los más frecuentes fueron la guerra y la búsqueda de una vida mejor. El aumento de las llegadas a Grecia puede atribuirse a los conflictos y la inestabilidad en regiones como Siria, Irak, Afganistán, Eritrea y recientemente Yemen. Sin embargo, es importante señalar que estas llegadas también representan la fusión de grupos de varios países y áreas. Estos grupos están formados por personas y familias que han estado desplazadas durante meses o incluso años y están buscando un lugar donde puedan encontrar seguridad y una oportunidad de reconstruir sus vidas. Al considerar el movimiento de refugiados y migrantes como un solo flujo a través del mar, debería reconocerse como una convergencia de múltiples subflujos que ocurren desde Turquía hacia Grecia y la Unión Europea (Crawley et al. 2016).

En cuanto al perfil lingüístico de los refugiados e inmigrantes, más de la mitad habla el idioma del país de acogida, mientras que la mitad de ellos reciben educación y formación en idiomas. Además, la mayoría tiene un amigo griego/europeo y se sienten integrados en su país de acogida. La creciente presencia de inmigrantes en Grecia plantea desafíos para ambas políticas educativas en el país. Para ayudar a los inmigrantes adultos a integrarse en la sociedad y acceder a oportunidades laborales, el gobierno griego ha implementado programas especializados de educación lingüística. Los resultados de la encuesta de Mattheoudakis (2005) indican un interés entre los inmigrantes por aprender el idioma, pero hay una baja tasa de inscripción y asistencia a estos cursos de idiomas, lo que significa que incluso si lo desean, encuentran el idioma griego difícil o tienen otras barreras. Teniendo en cuenta que el dominio del griego es crucial para mejorar

la posición socioprofesional de los inmigrantes, se recomienda que las asociaciones de inmigrantes colaboren con los responsables políticos para desarrollar programas lingüísticos eficaces y promover la política de integración de Grecia (Mattheoudakis, 2005).

Además, la mayoría de los inmigrantes respondieron que están interesados en participar en cursos de inglés y griego y en cualquier curso de habilidades con el motivo principal de trabajar y comunicarse. Además, muchos de los participantes respondieron que lo más importante para ellos en el aprendizaje es el conocimiento, la habilidad y ser mejores. Además, el estudio muestra que los participantes que quieren estudiar en Grecia/Europa son iguales que los que no quieren estudiar, pero la mayoría de los participantes quiere mejorar sus habilidades. En cuanto a su desarrollo personal y profesional, la mayoría de los encuestados mencionaron idiomas, relaciones personales, habilidades laborales y cultura. Además, la mayoría de los participantes están interesados en la formación tanto teórica como práctica. Los hallazgos de la encuesta de Crawley et al. (2016) muestran que los inmigrantes desean aprender griego, ya que tener conocimiento del idioma es importante, para mejorar su posición económica y profesional. Los críticos han expresado su preocupación por los nuevos principios subyacentes en las políticas estatales relativas al aprendizaje permanente. Estas políticas esperan que los individuos asuman la responsabilidad de adaptarse a las condiciones cambiantes del mercado laboral. Sin embargo, los científicos ven el aprendizaje como un "marco" que influye en cómo las personas perciben e interpretan la realidad social, moldeando en consecuencia su enfoque en la búsqueda de empleo; por lo tanto, los inmigrantes en muchos casos creen que el aprendizaje permanente puede ayudarlos a adaptarse a su nuevo entorno; sin embargo, puede interpretar su identidad social (Ng & Shan, 2013).

Por otro lado, sobre lo que les haría dejar de seguir un curso de idiomas/habilidades, la mayoría respondió ya sea el costo financiero o la mala calidad del programa, así como las malas relaciones entre los inmigrantes refugiados.

Concretamente, se puede afirmar que los obstáculos de los estudiantes inmigrantes para aprender surgen de factores como la edad, la raza y las circunstancias personales y profesionales de estos. Estas barreras están relacionadas con los desafíos que enfrentan los estudiantes adultos cuando emprenden su viaje. Algunos de estos desafíos giran en torno a la gestión de su tiempo, sus finanzas y el equilibrio de los compromisos familiares y sociales (Karalis, 2013).

Inicialmente, en cuanto a los niveles de inteligencia emocional, los resultados indicaron que los encuestados tienen un alto nivel de autovaloración de las emociones. En concreto, los encuestados realmente entienden lo que sienten, siempre saben si son felices o no, tienen una buena idea de por qué sienten ciertos sentimientos la mayor parte del tiempo y tienen una buena comprensión de sus propias emociones. Además, los resultados mostraron que los encuestados tienen un alto nivel de evaluación de las emociones de los demás. En particular, son sensibles a los sentimientos y emociones de los demás y son buenos observadores de las emociones ajenas. También comprenden bien las emociones de las personas que los rodean, mientras que siempre conocen las emociones de sus amigos a partir de su comportamiento. Además, se encontró que los encuestados hacen un uso moderado a alto de las emociones. Específicamente, siempre se animaban a hacer lo mejor que podían y se fijaban metas y luego hacían todo lo posible para alcanzarlas. Finalmente, los resultados mostraron que los encuestados tienen un alto nivel de regulación de las emociones. En particular, son capaces de controlar su temperamento para poder afrontar las dificultades de forma racional, tienen un buen control de sus emociones y siempre pueden calmarse rápidamente cuando están muy enfadados. La base de la motivación de los usuarios de lengua griega para comunicarse radica en el clima y la personalidad intergrupales, lo que significa que los inmigrantes con personalidades más emocionales y compasivas tienen mayores posibilidades de intentar aprender. De ahí que se haya reconocido que el perfil de personalidad de una persona podría influir en su disposición a comunicarse en un idioma y a realizar mayores esfuerzos para lograr el objetivo final que en este caso es aprender el idioma (Ożańska-Ponikwia, 2016).

En cuanto a su opinión sobre el aprendizaje permanente, los encuestados mostraron un nivel medio de fijación de objetivos. Sin embargo, cuando aprenden algo nuevo, intentan centrarse en los detalles en lugar de en el "panorama general". Además, los resultados indicaron que los participantes tienen un nivel medio a alto de aplicación de conocimientos y habilidades. En particular, cuando abordan material nuevo, intentan relacionarlo con lo que ya saben y tratan de relacionar el aprendizaje académico con cuestiones prácticas. Además, los participantes pueden localizar información y tener estrategias de aprendizaje adaptables en un grado medio. Respecto a la autodirección y la evaluación, los inmigrantes afirmaron que es su responsabilidad darle sentido a lo que aprenden en la escuela. El análisis de Reitz (2001) revela que los niveles más altos de educación entre los individuos nativos han comenzado a erosionar la ventaja que disfrutaban los inmigrantes y esto afecta a una mayor selectividad en las habilidades de los inmigrantes. Además, si bien hay un aumento en el valor de la educación, aunque existen barreras que obstaculizan el éxito de los inmigrantes, la experiencia canadiense parece implicar un enfoque en las habilidades, pero es importante señalar que adquirir la dimensión tácita de la experiencia canadiense, que abarca esas habilidades interpersonales, puede ser todo un desafío. No es algo que pueda explicarse o aprenderse completamente con palabras. Siempre habrá un elemento de conocimiento que permanecerá implícito. Crear un entorno estructurado, por ejemplo, a través de programas de tutoría y pasantías, puede ayudar a los inmigrantes a obtener acceso a este conocimiento tácito y navegar mejor en su nuevo lugar de trabajo y entorno cultural (Sakamoto et al. 2010).

Se examinaron los factores correlacionales y predictivos del aprendizaje permanente y el papel de la inteligencia emocional. Los resultados indicaron que los inmigrantes con niveles más altos de uso de las emociones tendrían una postura más positiva hacia el aprendizaje permanente. La regulación de las emociones afectó positivamente la postura hacia el establecimiento de objetivos, la aplicación de conocimientos y habilidades y las estrategias de aprendizaje adaptables, mientras que la evaluación de las emociones de los demás afectó positivamente sólo la

aplicación de conocimientos y habilidades. Además, los inmigrantes con niveles más altos de inteligencia emocional hablan el idioma del país de acogida, reciben educación y formación en idiomas y están más interesados en participar en cursos de griego, francés y alemán, pero menos en cualquier curso de habilidades. Además, inmigrantes con niveles más altos de inteligencia emocional, les gustaría seguir un curso de idiomas/habilidades para sus estudios, debido a su interés por aprender, comunicarse y encontrar amigos, mientras dejarían de seguir un curso de idiomas/habilidades debido a las relaciones de papá entre los inmigrantes refugiados y la mala calidad. Además, los inmigrantes con mayores niveles de inteligencia emocional la valoran como lo más importante para aprender a ser mejores y no para mejorar habilidades o recibir una formación especial. Además, los inmigrantes con niveles más altos de inteligencia emocional estudiarían en Grecia o Europa, tendrían más amigos griegos y europeos y se sentirían más integrados en el país de acogida. En conclusión, los inmigrantes con mayores niveles de inteligencia emocional afirmaron que las principales necesidades para su desarrollo personal y profesional son la mejora de las relaciones personales y el conocimiento de la cultura, el arte, la música, los deportes, la política, la historia, la comida y la cocina. El impacto de una cultura del honor y su interacción con otros factores sigue siendo una cuestión que puede arrojar luz sobre cómo los inmigrantes pueden adaptarse mejor a su nuevo entorno mediante el estudio de la nueva cultura. Curiosamente, en la investigación de López-Zafra y El Ghoudanin (2014), las mujeres que favorecen el enfoque de integración obtienen las puntuaciones más altas en inteligencia (IE) mientras que los inmigrantes asimilados obtienen las puntuaciones más bajas en IE ($F(3, 92)=4,63$; $p=0,005$) (López-Zafra & El Ghoudani, 2014). Los inmigrantes pueden sentir que reciben una revisión de su aprendizaje que puede resultar inquietante y alterar su sensación de calma. Sin embargo, también pueden sentir una sensación de positividad, como esperanza y optimismo porque creen que su educación les brindará oportunidades que demuestran una mayor inteligencia emocional con miras a crear un futuro mejor (Athanasίου et al. 2014).

Importante fue el papel del origen. Los inmigrantes que provienen de Ucrania, Rusia y Turquía presentaron niveles más altos de aprendizaje permanente teniendo en cuenta el establecimiento de objetivos, la aplicación de conocimientos y habilidades y la localización de información que fue calificada peor por los inmigrantes de Bangladesh. El estudio de Stermac et al. (2012) se centró en los resultados y experiencias de estudiantes inmigrantes que llegaron a Canadá después de vivir en regiones afectadas por la guerra o disturbios civiles extremos. Analizaron datos de un conjunto de datos proporcionado por Statistics Canada, que incluía respuestas de 658 personas de entre 18 y 20 años. Su objetivo era comparar los logros, las experiencias escolares y las autopercepciones de los estudiantes de secundaria y postsecundaria de áreas afectadas por la guerra contando los de los jóvenes inmigrantes que no estaban en guerra como los de los jóvenes nacidos en Canadá. Los hallazgos mostraron que los estudiantes de áreas afectadas por la guerra obtuvieron buenos resultados académicos en la escuela, alcanzando niveles similares a los de sus homólogos nacidos en Canadá; sin embargo, les tomó más tiempo completar la escuela secundaria. Además, observaron que estos estudiantes mostraban altos niveles de compromiso, motivación y expectativas. Los hallazgos de Stermac et al. (2012) indicaron que los estudiantes que han inmigrado desde áreas devastadas por la guerra se desempeñaron admirablemente en la escuela logrando niveles de rendimiento académico como sus compañeros nacidos en Canadá, lo que significa que tienen un alto éxito académico. Sin embargo, les lleva tiempo completar la escuela. Además, estos estudiantes exhiben niveles de compromiso, motivación y altas expectativas para ellos mismos al inscribirse en estudios de clase durante todo el tiempo que sea necesario.

El nivel educativo afectó la postura hacia el aprendizaje permanente, ya que se observó una postura más positiva, considerando el establecimiento de objetivos, la aplicación de conocimientos y habilidades y la localización de información, entre los inmigrantes con nivel educativo universitario, de maestría y de doctorado. Con el aumento de la inmigración y los logros educativos, ha habido un aumento de las preocupaciones sobre el logro y la integración de los inmigrantes en el mercado

laboral. Numerosos estudios han destacado los resultados cada vez peores entre los inmigrantes. Sin embargo, estos estudios se basan principalmente en medidas de logros para evaluar el capital humano de los inmigrantes. Para proporcionar una evaluación de habilidades, la Organización para la Cooperación y el Desarrollo Económicos (OCDE) y su Programa para la Evaluación Internacional de Competencias de Adultos (PIAAC) han desarrollado una medida que evalúa la competencia en habilidades clave de procesamiento de información. Aunque esta medida no abarca todos los aspectos del capital y las habilidades (St. Clair 2012), ofrece información sobre el capital humano de la población adulta al capturar mejor las habilidades relevantes para el mercado laboral que las medidas estándar de nivel educativo. En los países de la OCDE, los inmigrantes tienden a tener altos niveles de alfabetización, pero niveles de educación general más bajos en comparación con los individuos nativos, lo que los lleva a esforzarse más en sus estudios (Green y Riddell, 2007; OCDE, 2016). Esto sugiere que las habilidades que los inmigrantes aportan al mercado laboral suelen ser inferiores a las esperadas en función de su nivel de educación (Green y Worswick, 2017).

Teniendo en cuenta otros factores correlacionales, se observó una postura más positiva hacia el aprendizaje permanente entre las mujeres. El artículo de Sadeghi (2013) profundiza en las implicaciones de la alfabetización y el aprendizaje permanente para un grupo de mujeres inmigrantes iraníes que asisten a universidades canadienses. Con base en las historias compartidas por estas mujeres, los hallazgos de esta investigación indican que su búsqueda de aprendizaje estuvo profundamente moldeada por sus primeros encuentros de socialización. Además, sortearon obstáculos derivados de diferencias, dinámicas de género y sentimientos de ser diferentes de los demás. Esas mujeres creen que el aprendizaje es un camino de empoderamiento.

Los inmigrantes más jóvenes presentaron una mayor fijación de objetivos, mientras que los de mayor edad presentaron una mayor localización de la información. El artículo de Zhu y Zhang (2019) analizó la intersección de la migración,

el envejecimiento y el aprendizaje permanente para mejorar la comprensión sobre cómo el aprendizaje contribuye al envejecimiento de los inmigrantes mayores en un país extranjero. Proporcionaron información sobre las actividades de aprendizaje de los inmigrantes en su conjunto. En 2002, la Organización Mundial de la Salud (OMS) introdujo un marco para el envejecimiento que ha influido significativamente en las políticas y prácticas cotidianas relativas a las personas mayores. Hubo un completo proceso de aprendizaje integrado en la discusión sobre el envejecimiento activo, centrándose particularmente en cómo los inmigrantes mayores participan en el aprendizaje permanente dentro de una sociedad que envejece. A través de entrevistas, análisis de materiales y observación participativa dentro de cinco asociaciones de inmigrantes en Toronto, descubrieron cómo las experiencias de aprendizaje de los inmigrantes chinos mayores se han moldeado y practicado al reasentarse en la sociedad canadiense con un enfoque en su objetivo. Su argumento sugirió que el "aprendizaje activo" puede servir como un marco que interactúa con la teoría del envejecimiento activo al mostrar cómo los inmigrantes mayores participan activamente en proyectos de aprendizaje permanente para fomentar la integración y el compromiso.

Respecto al objetivo 4 e 5, de un plan de formación continua en habilidades socioemocionales que permita a los refugiados adultos adquirir estrategias para la toma de decisiones relacionadas con su vida social, profesional y personal. Se recomienda un curso de formación e integración cuyo objetivo debería ser crear un mecanismo de integración sostenible para refugiados e inmigrantes adultos a través de la educación y el aprendizaje permanente.

En el marco del programa, los cursos de integración deberán realizarse en Centros de Formación. Cada curso debe constar de un mínimo de 360 horas de instrucción durante un período de aproximadamente seis a ocho meses, durante el cual los migrantes asisten a tres clases de dos horas por día, diariamente.

Los cursos de integración están abiertos a todos los refugiados e inmigrantes adultos. En concreto, los cursos deberán constar de los siguientes Módulos:

- Lengua Griega. Los beneficiarios aprenderán los conocimientos básicos de la lengua griega por parte de profesores experimentados.
- Habilidades Socioemocionales. Los beneficiarios asistirán a cursos relacionados con habilidades en comunicación oral, resolución de problemas, trabajo en equipo y habilidades interpersonales. También permite a los refugiados adultos adquirir estrategias para la toma de decisiones relacionadas con su vida social, profesional y personal.
- Orientación Cultural. Los beneficiarios asisten a cursos relacionados con orientación cultural, conceptos relacionados con la cultura, historia, tradición y costumbres modernas griegas.
- Habilidades para la Vida. Los beneficiarios recibirán lecciones dedicadas a mejorar la capacidad de comunicarse y cooperar con los demás, la responsabilidad personal y social, cuestiones prácticas necesarias para la vida diaria de los adultos migrantes y refugiados.
- Técnicas de búsqueda de empleo. A los beneficiarios se les proporcionará información sobre la búsqueda activa de empleo en diferentes fuentes y cuestiones prácticas sobre la preparación de una solicitud de empleo.

Limitaciones

Los resultados del estudio actual se refieren a una muestra específica de inmigrantes debido a un muestreo conveniente (Creswell, 2013). En particular, los resultados pueden generalizarse para inmigrantes con una edad media de 32 años que provienen de Ucrania, Albania, Siria, Irak, tienen un bajo nivel educativo en su país de origen y la inmigración básica se debe a la guerra. Además, hubo algunos problemas al considerar la fiabilidad de los factores del aprendizaje permanente. En

particular, la confiabilidad fue baja en el factor de autodirección y evaluación, mientras que 2 preguntas que se refieren al establecimiento de objetivos y estrategias de aprendizaje adaptables fueron excluidas debido a problemas de confiabilidad (Nunnally y Bernstein, 1994). Posiblemente, algunas preguntas no hayan sido entendidas por los inmigrantes por falta de conocimiento del inglés o traducción errónea (DeVellis, 2016). Además, la localización de la información se calculó mediante una sola pregunta y esto probablemente provocó errores sistemáticos. Además, debido a que hay muchas naciones diferentes de inmigrantes, se utilizaron pruebas no paramétricas que son menos poderosas para comparar los niveles de aprendizaje permanente entre países de origen (Cohen, 1988).

Futuras líneas de investigación

Se propone una nueva investigación con un tamaño de muestra similar de una nación específica de inmigrantes para conseguir resultados más seguros sobre la relación de la inteligencia emocional con el aprendizaje permanente. Además, se propone AFC (Análisis Factorial Confirmatorio) para asegurar la validez de constructo de los cuestionarios a emplear (Kline, 2014). Los cuestionarios deben traducirse al idioma de los inmigrantes para aumentar la validez aparente (McLeod, 2013). Se propone un nuevo cuestionario para el factor de localización de la información para evitar errores sistemáticos. La relación entre la inteligencia emocional y el aprendizaje permanente podría examinarse por separado para inmigrantes de bajo y alto nivel educativo.

Los inmigrantes presentaron niveles altos de inteligencia emocional, mientras que niveles un poco más bajos se presentaron en el uso de las emociones. La postura hacia el aprendizaje permanente fue moderada, mientras que de moderada a alta se consideró la aplicación de conocimientos y habilidades, así como la autodirección y la evaluación. Los inmigrantes con niveles más altos de inteligencia emocional presentaron niveles más altos de aprendizaje permanente, siendo el factor más importante el uso de las emociones, seguido de la regulación de las emociones y otros de la evaluación emocional. Los inmigrantes con mayores niveles

de inteligencia emocional la valoran como lo más importante para aprender a ser mejores y no para mejorar habilidades o recibir una formación especial. Los inmigrantes provenientes de Ucrania, Rusia y Turquía presentaron mayores niveles de aprendizaje permanente, así como los inmigrantes de nivel educativo universitario, máster, doctorado, las mujeres, los inmigrantes que expresaron la guerra como principal motivo de inmigración y los que asisten a cursos de griego u otros idiomas. Los inmigrantes más jóvenes presentaron una mayor fijación de objetivos, mientras que los de mayor edad presentaron una mayor localización de la información.

Aporte de la tesis doctoral

Esta tesis doctoral amplía el conocimiento científico al tema de la educación de adultos, examinando los factores de la inteligencia emocional y el aprendizaje permanente. De esta manera, se intenta por primera vez fundamentar empíricamente la relación entre inteligencia emocional y aprendizaje permanente. Al mismo tiempo, la investigación de la tesis doctoral contribuye a la literatura existente al resaltar el lado emocional de los refugiados e inmigrantes adultos. De esta manera, la tesis doctoral presenta un marco integrado para el estudio de la inteligencia emocional y los factores que llevan a los adultos al aprendizaje permanente, que tiene en cuenta el papel de las estructuras cognitivas de apreciación en la excitación de las emociones y puede determinar qué reacciones emocionales son más adecuado para movilizar comportamientos deseados, como la motivación para continuar o completar los estudios, la elección del aprendizaje adecuado, pero también el efecto de la formación y los obstáculos a la formación. Además, esta investigación es un paso hacia una comprensión más profunda de las emociones y elecciones de los refugiados adultos a través de la revisión y el análisis exhaustivos de la literatura existente en el campo específico, pero también la investigación en profundidad a través del cuestionario especializado es una valiosa contribución a el campo.

APPENDIX

APPENDIX 1: Questionnaire of Refugee Migrants

Indication:

This questionnaire is part of a doctoral study, from the University of Córdoba (Spain), whose purpose is to investigate the aspirations and expectations of adult refugees and migrants through emotional intelligence and the role of education on developing educational skills. Also, is attempting to advance knowledge of the factors that may predispose an individual to engage in lifelong learning through emotional intelligence.

Before providing your answers, kindly consider the following information:

- Completing the questionnaire takes less than 20 minutes.
- Your participation is completely voluntary and will consist of answering a set of questions related to the theme described previously.
- Your anonymity will be maintained at all times, subsequently you can answer with total sincerity. Likewise, you can refuse to continue at any time, without any type of repercussion resulting from it.
- The data obtained will be confidential, being only available to those responsible for this analysis.
- If you require more information, or wish to communicate with the work team for any reason related to the study, you can contact us through the following email: Dimitra.tsela@gmail.com
- Thank you very much for your participation!

A. PERSONAL DATA (REFUGEE-MIGRANT PROFILE)

1. Gender:

Male Female

2. Age:

18-24 25-32 33-39 40-49 50+

3. Country of Origin:

Albania
 Syria
 Iraq
 Iran

- Afghanistan
- Pakistan
- Ukraina
- Other: _____

4. Level of Studies in the origin country:

- Never been to school
- Primary school
- High school
- Technical school
- University/college
- Master/Doctorate
- Other: _____

5. Immigration Reasons:

- War
- Bad situation
- Political reasons
- Religions reasons
- Escaping hardship
- Conflict, and persecution
- Seeking a better life
- Displacement because of environmental factors
- Family reunification
- Employment
- Studies
- Following cultures of migration
- Economic reasons
- Other: _____

6. Are you attending Greek or other language courses so far?

- Yes No. If yes language_____

7. What is the education and training that is now provided to you?

- Languages
- Computers
- Technical studies
- Nothing
- Other: _____

B. EDUCATIONAL NEEDS

8. Are you interested in participating in any language course?

Yes No Greek English French German Other: _____

9. Are you interested in participating in any skill course?

Yes No. If yes _____

10. Why would you like to follow a language/skill course?

- Work
- Studies
- Communicate
- Social contacts
- For the certificate
- For skills
- Integrate/find friends inclusion
- Interest to learn
- Citizenship
- Other: _____

11. What would make you stop following a language/skill course:

- Limited space
- Financial cost of the program
- Large number of trainees
- People of various ethnicities
- Bad relations between refugee migrants
- Poor organization
- Lack of time
- Work
- Bad quality
- Family reasons
- Personal problems
- Other: _____

12. What is the most important for you in learning?

- Knowledge
- Skills
- Become better
- Political awareness
- Attitude
- Relations
- Multicultural meeting
- Other: _____

13. Do you want to study in Greece/ Europe?

Yes No

14. Do you want to improve your skills?

Yes No

15. Do you have Greek/European friends?

Yes No

16. Do you feel integrated in the host country?

Yes No

17. What do you think you need for your personal and professional development?

- Languages
- Computers
- Personal relations
- Technical studies
- Law/rights
- Work skills
- Culture
- Art music sports health/safety politics/history
- Food/cooking
- Other: _____

18. Are you interested in theoretical training or practice training (technical matters):

- Theoretical
- Practice
- Both
- None

C. EMOTIONAL INTELLIGENCE SACLE (WONG & LAW, 2002)

There five possible responses to each statement ranging from 'Strongly Disagree' (number 1) to 'Strongly Agree' (number 5).

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree

19. I have a good sense of why I feel certain feelings most of the time.	1	2	3	4	5
20. I have a good understanding of my own emotions.	1	2	3	4	5
21. I really understand what I feel.	1	2	3	4	5

22. I always know whether I am happy or not.	1	2	3	4	5
23. I always know my friends' emotions from their behavior.	1	2	3	4	5
24. I am a good observer of others' emotions.	1	2	3	4	5
25. I am sensitive to the feelings and emotions of others.	1	2	3	4	5
26. I have a good understanding of the emotions of people around me.	1	2	3	4	5
27. I always set goals for myself and then try my best to achieve them.	1	2	3	4	5
28. I always tell myself I am a competent person.	1	2	3	4	5
29. I am a self-motivating person.	1	2	3	4	5
30. I would always encourage myself to try my best.	1	2	3	4	5
31. I am able to control my temper so that I can handle difficulties rationally.	1	2	3	4	5
32. I am quite capable of controlling my own emotions.	1	2	3	4	5
33. I can always calm down quickly when I am very angry.	1	2	3	4	5
34. I have good control of my emotions.	1	2	3	4	5

D. THE LIFELONG LEARNING SCALE DEVELOPED (KIRBY ET AL., 2010)

There are five possible responses to each statement ranging from 'Completely Disagree' (number 1) to 'Completely Agree' (number 5).

1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree

35. I prefer to have others plan my learning	1	2	3	4	5
36. I prefer problems for which there is only one solution	1	2	3	4	5
37. I can deal with the unexpected and solve problems as they arise	1	2	3	4	5
38. I feel uncomfortable under conditions of uncertainty	1	2	3	4	5
39. I am able to impose meaning upon what others see as disorder	1	2	3	4	5
40. I seldom think about my own learning and how to improve it	1	2	3	4	5
41. I feel I am a self-directed learner	1	2	3	4	5
42. I feel others are in a better position than I am to evaluate my success as a student	1	2	3	4	5
43. I love learning for its own sake	1	2	3	4	5
44. I try to relate academic learning to practical issues	1	2	3	4	5
45. I often find it difficult to locate information when I need it	1	2	3	4	5
46. When I approach new material, I try to relate it to what I already know	1	2	3	4	5
47. It is my responsibility to make sense of what I learn at school	1	2	3	4	5
48. When I learn something new, I try to focus on the details rather than on the 'big picture'	1	2	3	4	5