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“The Organizational policy for the Educational and Vocational decision of an individual between the realistic compromise and the anthropocentric dream”.

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INTRODUCTION

At times, just like the one we live today, with the main feature being the tough economic situation in several countries of southern Europe and the simultaneous uncertainty of almost every other by the underlying risk of this entire plight extending beyond the European community, handling the issue becomes even more difficult, and also challenging.

Considerably large and alarming is the percentage of youth unemployment. Young people with Masters Degrees looking for work in cafeterias, young people emigrating for employment purposes, young people disappointed and dreary with their parents whose least state is intense agony.

This dark backdrop becomes the object of negative everyday experiences of people from all age groups. Understandably, though, these negative experiences are transformed into very many questions along with concerns in this entire internal effort of every youngster to find a solution. The whole issue therefore, in a perfectly normal way, attracts great interest from the youth whose future today seems inseparably linked with the current unstable volatile and largely undefined socioeconomic conditions. By its nature, this issue itself is associated with the existence and survival of the individual. Nowadays, however, it takes a deeper and broader dimension as of the role given to the Economy which, instead of a basic function of human life, it has been converted into a Principle to configure the quality of life, possessions and even human relationships. From borrowing for prosperity we have fallen on loans for survival purposes. Generally requested the sinner Bonus, at least as handled, in a penalized Malus must be for performance purposes of the sense of law.

In days of both financial and national difficulties, this too a feature of Hellenism, is the pedagogy or education in general being asked or rather withdrawn in the role of a reformer and healer. At times, then, of unemployment, it seems perfectly normal by experts or others to directly link the education to the labour market. The unconditional adoption of this belief leads naturally to questioning the character and purpose of our education and to whether this should be fully committed to the satisfaction of occasional needs of our economy. Irrespective of the various perspectives in society and socioeconomic systems, the whole issue of every young person to organize their very own Educational and Vocational decision, I dare to emulate, in close correlation with the socioeconomic situation in our days, as a mathematical relation with

unstable or poorly defined variables. Can there be any solutions with so many largely unknown coefficients? It is, consequently, a mathematical relationship which cannot be examined outside a philosophical and theoretical background, simply because the mathematical logic is the symbolism of philosophy. A problem, ultimately, that requires solution without the necessary philosophical and theoretical background. It involves interdependent concomitant considerations which have more than ever before resulted in our complex and diverse technocratic era. Maybe they are not new. They function, however, so complex and fast among themselves, giving no time for an individual to think, be prepared and have an outlook. A person, not having the education or insight and carried away by the velocity of flow of events and emotional stress may take hasty, erroneous and ineffective decisions. We were unprepared in all aspects, enjoying the comforts of today, deliberately deaf to voices of researchers and scientists.

For reasons not only of contemplation, but also consolidation I personally find necessary, in regards to the whole topic, the following questions:

What is the appropriate Educational policy of the issue "Education and labour market?" What are the operational mechanisms of this Educational policy?

Could the education be altered into an organized exclusive support of the Labour Market ignoring the generally accepted principle of respecting the individual's personality? And if so, is there an efficiency found in this potential connection? Should education work as a supportive tool of the Labour Market?

Is it possible for a human to be considered a Successful businessman without this person experiencing self-realization through the specific profession? What's the meaning of success? Is success the choice based on the interests and qualities of someone or is it the choice based on the market needs?

Could this person be subject to a constant lifelong career change without the need for training?

What is the role of a person in this ongoing working social process? A co-creator or simply a passive receiver and what are ones operational mechanisms in managing this multifaceted topic?

Which policy should a person implement? What are the priorities of the Educational policy to offer training in this field and also to be connected pedagogically and realistically with its whole mechanism and the labour market, which is also an influential need and necessity today?

Scientific Theoretical Assumptions

The answer to these varied questions is equally multifarious. The comprehensive yet concise overview of some basic current Theoretical assumptions will contribute to the possible exploration of these questions to reflect and find the relevant “answers”.

It is scientifically accepted that the main purpose of Career Guidance is the professional development and maturity of the individual. We have an institution that aims at the individual’s holistic development (Kalouri 2006) (Savickas et al. 2010). The organization of vocational education and thus the professional decision occurs gradually and is actually a self-construction (Guichard 2005) and career construction (Savickas 2005) as mentioned by Savickas. This construction is related to the function of life itself, because through the operation of professional activities, there is coverage of livelihood, sentimental and social human needs. The gradual organization of this momentous decision for the professional and education path has its own typology and is a signifier and signified of the broadly Social and Anthropological sciences that consider the individual as an organism.

Therefore, the decision at any career stage cannot be regarded out of this whole pedagogical procedure by humans for humans. Against the need of providing help to the individual for a timely transformation of educational and professional policy, several scientists, mainly from the field of the above stated sciences, have advanced to the formulation of Professional Development theories (Non Psychological, Psychological, and General). A very comprehensive comparative widespread labeling of these theories states that we have moved from the personality traits and competence factors for the profession to the best combination of human – environment (Holland 1973) as referred by Savickas to the improvement of the diagnosis and decision regarding the career guidance and recruitment suitability (Watts and Soultana 2004) and the combination of human – environment with the use of tools. The theories perceived career as an invariable linear sequence of steps and not as a non-linear sequence. Today we have moved from the Linear cause to the non-Linear dynamics (Savickas 2010).

The comprehensive listing of the main current national socioeconomic reality is useful in relation to the action of the Career Guidance in the field of conditions that the Career Guidance deals with.

One of the most important concepts in the field of Career Guidance is Information. Information nowadays is becoming more and more controversial and therefore dangerous. Against the bombarding of the information plethora, a philosophical knowledge background emerges as well as the necessary process of a conscious state of mind, to properly master and take advantage of knowledge. The skills and knowledge of a person is no longer of crucial

importance but the flexibility against the plethora of knowledge. Information, however, now acts and moves in a Globalized society. It is noble to know that we have reached a time that the fragmentation of labour is such that even people of the same professional environment do not acknowledge their job specialties (Kassotakis 2002). The labour market is in a state of dynamic movement. A decline of national economies has come in favour of transnational economies (Kassotakis 2002).

Some of the features of today's global Economy:

Decrease of the total available market. Continuous decline in the primary and secondary sector. Flexible work positions, outsourcing. Unskilled and highly skilled workforce. Reliability, flexibility and job mobility. Telework. A job requires team work and job sharing, job enrichment, multiskilling with the objective of maximizing the stock of knowledge and skills of employees to increase productivity and multi-skills. At the same time, the key element of the post-modern era is the emergence of the individual into a center of human life. In such a work situation the financial system requires from a person to be short and prompt (Bauman 2003).

Businesses consider that what can differentiate them is the way of acquiring knowledge and transform them into a dynamic production and work. Therefore, they need to attract the best powerful members. Knowledge is not only available to some privileged individuals anymore but also to anyone who has the inclination and desire to acquire and use them. Today, stability at work is not found within a job but inside the individual and their attempt of developing and adjusting (Sidiropoulou 2001). Adjustment, creativity, education and training count more than ancient times, because it is not just the use and implementation of procedures, but also the skill of continuous transformation and adaptation to new circumstances (Cybers 1998) as quoted by Haropakis. Hence, there is a greater individual responsibility for career development. So the new reality of Career Development is characterized by uncertainty and the transition from the employee's absolute advanced dependence by an employer organization, to the self-dependence and trust of oneself. The "objective" career options are now replaced with the "subjective" career choices that emphasize the personal guidance, self-reliance, autonomy and self-management (Watts and Van Esbroeck 1998). So it is a process and not a predefined structure.

SIGNIFIED

By following the logical sequence of all the above theoretical considerations – approaches the value of work becomes understood in relation to self-actualization of an individual, their financial status and mental equilibrium, especially during today's continual worldwide unemployment growth.

The postmodern theoretical "prescripts" are distinct and mostly very clear that we ought not to be led to the satisfaction of typical qualifications setting man aside. The career belongs to the individual rather than the organization (Duarte 2004) referred in Savickas work. Furthermore, in the future, personal stability should be derived by the meaning and value that each person gives oneself rather than typical job titles. (Koutsafti 2005)

Even today it can be argued that the theoretical approach "the right man at the right place" is not wrong with the striking difference, though, that the answer to this is to be given or is ought to be given by each person individually and not by the rules of the market or labour. The contribution of education is thus demonstrated even further with yet another fundamental role, the one of non-subjection to the technocracy and commercialization of knowledge. We believe that finding the golden mean in between the two extremes is the challenge of today. Believing in the essential democratic role of education it is thought that the link between education and labour market can and should be done through a consultative process that will not impose, but will simply inform and facilitate the selection, transition and adjustment of an individual (Kalouri 2006).

Confirming the above speculations, the European Council (2004) states that schools should be encouraged to promote reflective learning techniques and autonomous learning, so that students can effectively regulate their learning and career themselves. This shift in learning strategy means a shift in targeting and pedagogy. Thus, not only should education target in the content of knowledge but it should also pursue its implementation in context (Paleocrassas 2006).

We ought to believe that the link between education and labour market and world of professions cannot be prejudicial or result at the expense of the whole personality of a person. Moreover, it is ascertained that in recent years a –mainly– European socioeconomic development model has been developed for anthropocentric guidance, to the ground of strengthening the educational processes of transmitting information to link the education to employment. The society is bound to activate the critical thinking of individuals towards information in order for them to assess and make decisions for their development and

employment (Toumbas 2005).

In today's time where the expertise changes and the degree of co-working dynamics of the ever interacting elements concerning the decision and not the major function of education regarding the decision, the contribution of the process of Career Counselling or Career Guidance occurs more than ever before. It can be argued that in the case of random or non-conscious and non-anthropocentric compromise, the person shall always envision the satisfaction of their personal ambition. We should never forget that when a person is self-actualized it is also a self-actualization of the multilevel multiethnic society, the globalized society, the economy, knowledge and technology (Toumbas 2005).

The role, therefore, of today's Consultant is to act as a facilitator and coordinator providing support for the creation of a balanced structure in its whole Existence with sole purpose the decision taking to come internally for every developmental and evolutionary stage of personality growth and career of the individual (Kalouri 2006). The ultimate objective, of course, to help people think of their own "key goods" (Parker 2007) as referred in Savickas. A Holistic and continuous Counselling is therefore required, which will facilitate empowerment and flexible assimilation or rebuild of the ecosystem of an individual and will consequently create new opportunities for his coevolution. It is bound to focus on the evolving structure and reconstruction of subjective multiple realities in nonlinear causality of the customer thus passing from scientific data in narrative realities for a life design (Savickas 2010). Furthermore, future methods of career counselling should take a proactive approach that encourages people's imaginative thinking and explores possible selves (Oyserman et al. 2006).

To summarize, the effectiveness of Career Guidance can be measured by its capability to produce radical changes in the "conclusions" of life stories of many people enhancing adaptability, narration, activity and relevance (Soresi et al. 2008).

INSTEAD OF AN EPILOGUE

To end with, I consider the following saying to be a better conclusion with a message perfectly suited to the whole questioning that has been stated.

"The work I do, and I get paid to do, brings me the greatest jubilation" Kyriakos Markidis (Professor of Sociology for 40 years at the University of Maine) Interview on a Cyprus TV channel on 7/6/2012.

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