

Editorial

A timeless phrase from "The Idiot" by F. Dostoyevsky, comes even today to offer a different meaning and content to the educational everyday life that surrounds us: "Beauty gives me a sense of completeness (...) beauty will save the world", says Prince Misikin characteristically.

According to Carl Rogers (1902-1987), man is a positive being in conditions of security, and if a climate of appropriate facilitating relationships is created, the achievement of the goals set can be accomplished more effectively at every level. Under this framework, the "person-centered" approach, in which Carl Rogers ends up, is based on the assumption that man is basically a reliable organism, capable of assessing every external and internal circumstance, so that he can make creative decisions in relation to the next steps of his life and act accordingly.

Often, in the field of education, we make a reduction of this theory to adult education and based on the reasoning that when adult learners are in a safe and facilitating learning environment, they achieve their goals better.

According to the above, the application of any theory or practice in an unsafe environment as a rule, can lead individuals to behave due to defense and internal stress, indifferent, cruel, untimely, individualistic, distant and detrimental to the common interest.

What mainly characterizes the person-centered approach of Carl Rogers, is the trust and in general the developmental effect it exerts on the members of an educational organization, the personal relationship that develops between them. Also, an important role is played by the personal effort of the members of an educational organization to express their beliefs, to feel in a sense participants in the educational process and in this sense to release whatever positive forces they have for the common benefit.

The concept of human resource development refers to the timely prediction of the mismatch of personnel capabilities and the current or future needs of an organization. It refers to the definition of educational goals, the selection of appropriate methods and training partners, while it also concerns the criteria and success indicators of the educational process as well as the diagnosis of needs and the rational management of resources for education.

The second issue of the eleventh volume of the “Educ@tional circle” hosts a series of articles that touch on this issue. Lifelong learning, teacher training, formal education should have a different perspective and direction with emphasis on the development of soft skills, critical thinking skills and digital skills. By the term soft skills we refer to the term soft used in texts of European and national organizations, where in contrast to hard skills, which are considered to be linked to the hard core of the qualifications of a profession, soft skills refer to qualifications that are increasingly considered necessary in working environments, but also in the daily life of citizens.

The development of critical thinking skills, the ability to work in groups and in general cooperation, communication skills and the development of interpersonal relationships, the ability to adapt to new situations, the ability to analyze and solve problems and manage conflicts, the skills of organization and planning, decision-making, the development of digital skills, the ability to empathize, are key parameters of education both for the present and future.

Interpreting the modern reality, however, we would say that a paradox actually exists and is developing, concerning a persistent mismatch between the skills cultivated by educational institutions and those that the labor market seeks and society needs. In this sense schools respond to a traditional view of education, arguing that this is what is needed for the work readiness of young people. At the same time, however, the labor market and employers are looking for employees who have transversal skills and soft skills adapted to today's challenges and the need to collaborate in very different conditions.

At the level of formal education, the new curricula and the multiple textbooks that will accompany them promise a better future. A prerequisite, however, is that education and training systems around the world evolve and adapt to this logic, and all factors, including education leadership and decision-makers, are required to lead this change.

Then, the timeless phrase from "The Idiot" by F. Dostoyevsky, will perhaps be able to offer a different meaning and content to the educational everyday life that surrounds us, projecting the axiom that: "Education gives me a sense of completeness (...) education will save the world."

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