

Elearning for professionals – “vogue” trend or an unavoidable alternative?!

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Abstract. The report explores the eLearning capabilities for acquiring modern vocational education in the cultural and creative industries in Bulgaria. The problem is socially significant and affects large groups of the population, employed not only in the public but also in the private sector. This is the main point on which we build our hypothesis – our strategic tool is to create a modern virtual environment for vocational education through an educational platform. It enables successful integration of lecture courses and all new digital tools for learning and upgrading knowledge and skills by combining hybrid vocational dual training with eLearning. The conclusion summarizes the results achieved, which are only the beginning of the promotion of sustainable dual hybrid digital vocational training. References include 45 bibliographic resources.

Keywords: contents of training professional courses, dual vocational education, eLearning for professionals, learning management systems, virtual learning environment

1. Introduction

eLearning's opportunities to acquire modern vocational education in the cultural and creative industries in Bulgaria are a key topic. The problem is economically, but also socially significant, affecting large groups of the population, engaged in both public and private sectors of each economy – both highly developed and catching up with the development of leaders. The socio-economic priority of information, knowledge and lifelong learning, globality and mobility is obvious and indisputable for every field of activity. Digitization in education and training is a priority for all countries and associations such as the European Union. Accessibility, rapid updating and effective management of educational resources are the absolute basis for modern quality education and continuing education, as well as the application of innovative methods of pedagogical interaction and the acquisition of new generation digital skills. At the same time,

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eLearning strategies must meet economic, pedagogical and technological goals and quality, and be based on sustainable financing, investment income/expenses balance and eLearning business models with the sought-after commercial educational products. Such “sustainable business models for e-learning integrate and consolidate strategic propositions concerning market model, activity model and asset model” (Hoppe and Breitner, 2003).

2. Hypotheses, literature review and methodology

A key element in our *research hypothesis* is the strategic tool to create a modern virtual environment for vocational education through an educational platform. It enables the successful integration of lecture courses and all new digital learning tools to enhance knowledge and skills by combining hybrid vocational dual training with elements of distance learning to improve and create new professionals.

The *main purpose* of this study is to identify the key issues of vocational training in an online environment, as well as the best certified LMS for eLearning in various professions applicable to the Vocational Training Center (VTC) at ULSIT, Sofia. In support of continuing vocational education, a scientific project “Communication Model for an Interactive Educational Environment for Continuous and Postgraduate Professional and Continuing Education in the Field of Cultural and Creative Industries” is funded by the NSF of the Ministry of Education and Science of Bulgaria. It creates the capacity to offer modern vocational training at VTC.

The goal thus set out defines the *research objectives*: To review the literature on the topic in order to identify useful concepts and practices appropriate for the effective integration of eLearning in traditional vocational training courses; Provide up-to-date courses in line with eLearning capabilities; Identify real learner reference groups according to how they perceive digital educational content; Analyze the selected virtual LMS and test the content; Synthesize the achieved results and formulate new perspectives.

The *methodology of the research* includes: historiographical review of philosophical and educational concepts; content analysis of models, manuals, and best practices for managing a virtual learning environment; analytical bibliographic study of publications on the topic; methods for monitoring and evaluation reference groups of trained adults in the professions “librarian” and “graphic designer” after secondary education; structural analysis of the developed digital educational content, etc.

The *expected results* are to build a completely new educational environment for training and validation of knowledge within the professions accredited by the National Agency for Vocational Education and Training (NAVET).

The *literature review on the subject* shows that the dynamics in which we live require eLearning, flexibility and quality. Therefore, issues related to the history, advantages and disadvantages, learning tools, features of online courses, the creation of successful learning communities, LMS platforms, business models and the application of eLearning across industries are subject to serious debate, effort and demand of good practices among the scientific community. (Mehlenbacher, Bennett, Bird et al., 2005); (Reyes, Candeas, Galán et al., 2009); (Zaharias, 2009); (*E-learning Concepts*, 2014); (Hasan and Varol, 2017); (Ivanović, 2018); (Kukulska-Hulme, Beirne, Conole et al., 2020); (McGarry, 2020); (Online, 2020) and many, many other.

3. A new reading of the Project “Education” in the XXI Century

Education today is the “number one value” and this is an indisputable fact. It has long been not just a prestige, but an ontological human need that is felt by all sections of the population and professionals in every field of human activity. Today, it is literally a chance for survival. The development of technology, globalization and the already constant turbulent changes require continuous development, learning, adaptation, upgrading, assimilation of new skills and knowledge in various fields, all of which are not narrowed down within a single profession. Today, we are all in a situation of a new reading of the values and principles of the era of the far-distant Enlightenment – a significant and still intellectual and philosophical step of Europe and the world from the end of the XVII to the beginning of the XIX century (referred to as “Renaissance humanism”). The rise to the cult of man and his wisdom and knowledge, both then and today, affirms the need for perseverance and self-actualization not only for individuals but also for organizations and societies in the XXI century global world. The “Light”, The “Illumination” as the cause of Immanuel Kant and the Enlighteners more than three centuries ago – today is also a fundamental optimistic cause. The free will, the market, the economy, the access to information, culture and education all provide “endless availability” (Adam Smith), goods and wealth. The Enlightenment Project on education and upbringing is trying, just as we are today, to educate through a well-built knowledge system that transforms the world (nature, society and man) into a systematic, orderly unity. Today, in the Networked Knowledge Society, we need encyclopedic dictionaries (Diderot, Rousseau) – databases and knowledge networks. In Immanuel Kant's “culture of enlightenment”, the emphasis is on free communication and the freedom to challenge – the freedom to use one's own intelligence in determining what to believe and how to act – *Sapere aude* (Deligiorgi, 2006); (Fleischacker, 2013). Changes today are significant – post-industrial society, neoliberalism, post-post-culture, sharing economy, experience economy, critical attitude towards intolerance and prejudice, tolerance, “communicative rationality” and “common concern” (Habermas, 1991) and so on. We are witnessing an even faster development of the autonomy and self-awareness of society, as well as of the growing need for information exchange (Melton, 2001). Improving the efficiency and quality of production techniques

and communication, constantly expanding the diversity of accessible intellectual products, the free exchange of ideas, know-how and visions – require unceasing awareness, knowledge acquisition, broad competencies, skills and attitudes to continuous learning, and a high level of involvement in social interests, in other words, rising above the “blind and noisy multitude” and the “psychology of the crowds” (d’Alembert, Gustave Le Bon). Today, graphically structured learning and knowledge acquisition is as much a necessary method as it was in that Enlightenment era (Hotson, 2007), and the experiment and legitimacy of knowledge and theories, as well as the collective act, are just as important to civil society as they are to Robert Boyle – “the founder of the experimental world in which scientists now live and operate” (Shapin, 2011), and professionals. Education is extremely important for the shaping of “young minds” (John Locke, Jean Jacques Rousseau), but it is equally important for XIX century professionals to be trained, to be readers, students and teachers simultaneously and continuously. Long ago, as early as the XVII and XVIII centuries, “education, literacy, and learning were all gradually providing only rich and poor alike” (Hunter, 2013), and despite significant differences, education and science are still a mass activity today; information, visual, legal, market, health, cultural and any other literacy are important for every individual; “knowledge is obtained through sensation and reflection” (Locke, 2001).

The explosion of print writing culture, thanks to Johannes Gutenberg as early as the XV century, can be compared to today's exponential abundance of electronic information and knowledge, as well as the abundance of digital education. Increased literacy boosts the demand for high quality educational products (and reduces their cost), which in turn enhances the culture and develops the skills to effectively manage and reflect on information and knowledge; it also enhances the role of public libraries in their new digital transformation, incl. as places to read, learn and exchange ideas; it activates intellectual networking and virtually creates many informal institutions of education (similar to “nerve centers” – aesthetic salons and coffeehouses, clubs, academies, and Masonic Lodges in the XVII-XVIII centuries and beyond). Modern organizations are increasingly aware of the need for ongoing and constant vocational education at their key resource – the workforce, often referred today as associates, talents, knowledge workers.

Of course, the Enlightenment analogy is a metaphor that can figuratively illustrate the cardinal changes and needs of the modern individual skills, in addition to significant professional knowledge, and experience, and broad culture and competencies, communication skills, flexible and rapid adaptability and intellectual capacity. In our opinion, this introduction to the topic of eLearning's opportunities for acquiring modern vocational education in the cultural and creative industries in Bulgaria is an important proof of our question: *eLearning for Professionals – “Vogue” Trend or an Unavoidable Alternative?!* The uniqueness of the world today is based on the uniqueness of previous

epochs and in this sense the important needs, goals and tasks of individuals and societies remain permanent existential factors in our civilizational development. The problem of maintaining an adequate vocational educational qualification, skills and experience is socially significant and affects large groups of the population employed in both the public and private sectors. In order to constantly have adequate knowledge and competencies in his professional field and to know best practices, ideas and concepts, the modern workforce depends on lifelong learning and its motivation for development. In today's dynamic world, time is the most debatable factor, and the need of innovative lifelong learning methods is the most appropriate alternative to professional and personal upgrading without compromising on day-to-day responsibilities. Not just "dynamic" IT, medical, etc. professions need continuous training and recognition of a wide range of qualifications and validation of knowledge. In the cultural and creative professions, the dynamics of this process also require an adequate distance web-based education that successfully combines traditional and modern components, technologies, methodologies, pedagogical approaches and valuable and diverse content (Stancheva, Vasileva and Nusheva, 2015); (Yankova, Stancheva, Vasileva, et al., 2017); (Peteva, Yankova and Stancheva, 2018); (Yankova and Vasileva, 2018).

4. Cardinal changes in web based eLearning

It is undisputed that web-based distance education and training require a dramatic transformation in the thinking of all participants. All measures of the learning process known so far are gradually becoming obsolete and at some point, prove to be wrong with continuing education on the net and accordingly require new models. When creating a favorable online teaching and learning environment, various new factors must be taken into account, such as: *learner expectations* of clear and logical presentation of information, easy navigation, interactivity with other participants, adequate feedback, choosing one's own pace, minimum cost of money and time; *content* relevant to educational needs, at the same time understandable and up-to-date, full of accompanying examples, good practices and case studies, information seeking strategies, quality web instructions, etc.; *presentation of the content* in an attractive way, progressively, with possibilities for interpretation and communication, exercises, etc.; *teaching components*, such as independent modules with internal segments, broken down into easy-to-understand concepts, additional materials, organized online chat, writing projects on the topics learned, individual task testing and individual feedback; *interaction and peer learning* between students and professors with real cases, practical tasks, scenario creation, simulation of real situations, team games, etc.; *establishing professional contacts and potential professional assistance teams*; *delivery of courses* with a simple navigation environment, with a professional vision, with independent modules, with interactive inputs, with tracking of individual educational progress and assessment, with options for chat sessions, etc.; *arousing and retaining interest*; *assessment of the educational process and improvements* in identified weaknesses, as well as a willingness to honestly evaluate the educational courses offered and adapt them

to specific audiences through feedback from participants and analysis of time spent in the educational web environment as a measure of workload, etc.; *high personal motivation* of all parties in the process; *creative thinking, high expertise, pedagogical and organizational skills of instructors* (Verduin, Thomas and Clark, 1991); (Garrison, Schardt and Kochi, 2000); (Holmberg, 2005); (Casey, 2016). *New strategies* are also needed to develop courses, effective communication techniques and build an environment conducive to distance learning (Barry, 1993); (Tait, 2003); (Kentnor, 2015) – for the right combination of all innovative tools to achieve flexible, independent, focused and managed eLearning.

5. The platform of eLearning

In the beginning was the platform on which all eLearning is based – the so-called Course Management Systems (CMS), also known as the Learning Management System (LMS) or Virtual Learning Environments (VLEs). “According to Forbes, the eLearning market will reach \$325 billion by 2025. No wonder more and more edu startups rise here and there, and most of them have unique ideas, features, and capabilities” (Maria D. and Stanislav K., 2019). “Over the last few years, intuitive learning software has seen leaps in offering a complete learning experience that is fun, interactive, and ultimately engaging” (SAP Litmos). “Today, there are over 700 LMS eLearning platforms intended for corporate and academic use” (Svitla Team, 2018). Obviously, without these systems of multi-module electronic delivery of lecture materials for students (and not only), any modern eLearning is impossible. In other words, the eLearning platform is a complete learning management system. In such an environment, not only is the learning process going on, but the most valuable are the communication links and channels for individual and simultaneous communication, coaching, guidance, evaluating and creating lasting relationships. Because quality LMS is a major portal for access to a variety of services and resources, which can satisfy much of their information and educational needs. eLearning is an arrangement of diverse interactive media, virtual spaces and blended learning to gain competency, knowledge and experience. Virtual learning spaces are also centers where co-operative or participatory learning is conducted with higher efficiency, making eLearning a complex and multifaceted concept (Todorov, 2013). For the purposes of such a project as eLearning, it is important to have a reliable team and partnership with renowned and experienced educators, a good platform with integrations of features and systems tailored to the needs of the learners, with mobile capabilities, reliable and secure content and information support of communications. The business plan must be consistent with the learning objectives and offer different funding schemes based on a careful cost / benefit analysis. Consumer feedback and engagement is also an effective marketing tool.

The selection of the ILIAS training platform (Reyes, Candeas, Galán et al., 2009)¹ by the project team has been inspired by several considerations:

- i. Distance learning at ULSIT uses this platform and has already gained experience and observations (Stancheva, Vasileva, and Nusheva, 2015).
- ii. ILIAS provides easy online access to course materials and to content of the lectures, as well as communication with other participants in the educational process.
- iii. ILIAS enables instructors to use LMS in a variety of modern ways in the development of their courses, enriched with a wide range of didactic scenarios and mapping of complete learning and training courses with a single tool, incl. and in communication with students – synchronous and asynchronous communication through forums, chats, emails, automatically and manually created news, mobile and cooperative web based training.
- iv. ILIAS allows for convenient in-house self-testing and evaluation of training progress and comprehensive electronic exams.
- v. ILIAS allows the integration of whiteboards, virtual live learning classrooms; duplication of structures and content for various purposes; planning co-working courses and programs according to different desires, ideas and priorities. Additional study materials for the courses may be provided – multimedia learning objects, lectures, exercises and video tutorials; project work; expert chat; online assessments; online seminars; portfolio, blogs, images, applets, animation, video, audio; personalized training management; personal desk, calendar, notes and features for comments, bookmarks, RSS feeds, etc. (*ILIAS Open Source*).
- vi. The ILIAS educational platform is universal – all-in-one eLearning. There is an open source code and no license fee, and the voluntary membership of the ILIAS Society allows each member organization to directly influence the development process of ILIAS. The credibility of ILIAS LMS is evidenced by reputable partners and members, as well as thousands of active ILIAS installations with millions of users. The software is published under the GNU General Public License and can be run on any server that supports PHP and MySQL. The training modules are licensed under the Creative Commons – Attribution-ShareAlike 3.0 Germany (CC BY-SA 3.0 DE) license. The platform meets the standards – SCORM 1.2 and SCORM 2004 metadata training modules with LOM IMS QTI tests and assessments. XML,

¹ ILIAS is one of the first training management systems used in universities. The prototype is a design project of the University of Cologne under the direction of Prof. Wolfgang Leidhold in 1997. Due to growing interest, the project team published ILIAS as open source software under GPL in 2000. In 2004, it became the first full-compliance open source LMS with SCORM (Sharable Content Object Reference Model) 1.2 (*ILIAS, 2020*).

CSV and Excel export user data, IMS LTI seamlessly integrates external applications (*Lernmodule*). Both desktop and mobile devices can be used and the system is extremely flexible for every need – as a modern platform for collaboration, learning and communication.

- vii. training modules can be used for blended learning, full eLearning, self-study and dual training.

ILLIAS is a kind of modern library, knowledge base, but not a locked repository, but an open knowledge platform. Flexible course management; easy content sharing; personal workspace with portfolios and blogs; easy creation and integration of modules, wikis, dictionaries, digital libraries, etc. encourages the creation of learning communities as well as the effective control of access to the correct management of all content and tools (*Lernmodule*); (*Abhi, 2011*); (*Barquero, 2019*). Of course, the responsibility for the protection and use of sensitive personal data as well as for respect for copyright remains the responsibility of the training organization (*ILLIAS, 2019*).

The quality of the content offered and the functionality of the platform are the leading criteria in making interactive eLearning decisions. Most often end users share a number of common requirements for the eLearning platform:

- Problem-oriented courses
- Handy educational program formats
- Certifications
- Simple-to-navigate interface
- Fast browsing speed
- Multiple content formats (recorded videos, live courses, etc.)
- Responsive design (to access the solution from different devices)
- Instant support or mentoring
- Engagement tools (for peer review, instructor-led training, collaboration on tasks, etc.) (*Svitla Team, 2018*).

6. Updated eLearning courses

Dynamics and constant changes require a continuous “clock setting” of the vocational training courses offered – updating of content, terminology, concepts and practices, accessibility of the language and forms of information and knowledge delivery, etc. The creation of the so-called “Masterclass” as a template saves time, effort and provides consistency with each course offering. The analysis of data from trainings already conducted also orientates what is being sought by trainees, what they neglect, how they perceive and interpret the proposed content, and therefore – what needs to be changed and adapted in line with changes in the real professional and work environment. Permanent updating of course elements and feedback are a sure prerequisite for meeting the course objectives (*Fiock, 2018*). Content featured incl. through visual, auditory and even kinesthetic methods, must provoke a positive consumer experience, self-reflection through a sense of a real situation, personal role, control and commitment to the topics and problems, knowledge testing, critical thinking,

creative ideas and empathy. It is very important to identify the types of students to ensure the quality of the results achieved (Singh, 2015). Personalization of training includes appropriate, so-called. “Immersive” professional real-life scenarios and a choice of many different options to effectively achieve successful results. “Pre-testing is an effective method for allowing eLearning to respond to individual needs based on existing competencies” (Casey, 2016).

7. Training for the acquisition of the third degree of professional qualifications „Librarian“ and “Graphic Designer” at CVT to ULSIT

Ensuring adequate skills and key competences for the professions that will be retained and for those that will emerge in the future, as well as maintaining good quality training, are at the heart of the understanding of the importance of continuing vocational education and training for the labor market, economy, business and society (CEDEFOP, 2018). The problem of upgrading professional skills and motivating adult learning stands with a serious urgency for the professions in the cultural and creative industries. A number of publications by our project team (Yankova, Vasileva, 2018) have consistently analyzed the objective and subjective factors for the lack of interest in the development and upgrading of skills in cultural and creative professional environments, both for workers and employers. There are insufficient investment and underdeveloped VET infrastructure for convertible skills development. On the other hand, vocational continuing education and training is becoming the “first category” of education².

For the purpose of the study, we piloted two courses to be submitted online at ILIAS LMS. The criteria are their increased demand and the ability to convert relatively easily without violating the principle of duality. Moreover, the libraries, community centers, arts and culture centers themselves, etc. play the role of important non-formal learning centers. Training in both professions is conducted in an equipped training room of CVT at ULSIT, and practical internships – in basic organizations according to the agreements with the respective employers. Group trainings on request from the country and individual ones are also offered. Training is dual, incl. and distance learning (blended learning)³. The Center's platform has published study materials for the disciplines provided in the curricula of the two majors (Figs. 1 and 2). There are face-to-face and distance consultations between students, faculty, and CVT management. Students are assigned tests, case studies, written assignments,

² There are a number of international competitions for skills such as Euroskills and WorldSkills that prove that vocational education and training is a first-class education and training system for (CEDEFOP, 2018).

³ Student achievement was higher in blended learning experiences when compared to either fully online or fully face-to-face learning experiences. “Blended learning” is sometimes used in the same breath as “personalized learning” and differentiated instruction (Siemens, Gašević and Dawson, 2015); (Basye, 2018).

project development and more. The teaching practice and the manufacturing internships are conducted in a real working environment. The training schedule is in accordance with the wishes and opportunities of the trainees to attend the classes, incl. and distance learning through in-person consultations. Continuous training is provided for each module, followed by practical training courses for learning and skills acquisition. Knowledge verification and assessment methods vary according to the nature of the discipline: tests, oral interviews, discussions, concept writing, application development, and more. Practical tasks related to the organization of library activities / preparation of printed materials, etc., are assigned to test the acquired skills and competences. The Head of Program maintains close professional relationships with employers and adheres to their requirements. Each course is designed according to the capabilities and input levels of the students. Priority is given to the practical classes that are followed by the trainers and by the employer practice leader. Vocational training for the acquisition of the third degree of professional qualifications “librarian” and “graphic designer” ends with passing the state examination in theory and practice of the profession. The acquired third degree is certified with a Certificate (diploma) for professional qualification according to the normative educational standards of the country.

	Training Modules	h		Training Modules	h		Training Modules	h		Training Modules	h
A	Academic Training – compulsory courses	410					B.	Advanced Vocational Training – elective courses	60		
A1	General Vocational Training	90	A2	Branches Professional Training	240	A3	Specific Professional Training	80		Specialization	
1.	Health and Safety at Work	10	1.	Library Management	40	1.	Communication Techniques and Strategies	24	1.	Organization of Activities in Community Library	60
2.	Entrepreneurship	12	2.	Library Marketing	40	2.	Promotional Techniques	16	2.	Web Browsing and Social Networking	60
3.	Basic Computer Knowledge	32	3.	Library Service	40	3.	Project Management	24			
4.	Economics	12	4.	Information Services	40	4.	Restoration and Preservation of Documents	16			
5.	Foreign Language by Profession	24	5.	Library Collections	40						
			6.	Cataloging and Classification	40						
						PA2	Practical Training for A2	90			
						PA3	Practical Training for A3	54			
							Professional Internship	346			
Total:											960

Fig. 1. Curriculum for the profession “Librarian” for the acquisition of the third degree of professional qualification (EQF 4)

	Training Modules	h		Training Modules	h		Training Modules	h		Training Modules	h
A	Academic Training – compulsory courses	390							Б.	Advanced Vocational Training – elective courses	60
A1	General Vocational Training	90	A2	Branches Professional Training	150	A3	Specific Professional Training	150		Specialization	
1.	Health and Safety at Work	8	1.	Foreign Language by Profession	25	1.	Project Implementation in InDesign	30	1.	Integrating Dynamic Website Templates into a Platform	60
2.	Entrepreneurship	16	2.	Business and Administrative Communication and Techniques	30	2.	Vector Graphics Technology. Working with Adobe Illustrator	30	2.	Techniques for Multimedia Composition in Adobe After Effects	60
3.	Economics	16	3.	Work with Application Software and Internet Applications	35	3.	Working with Adobe Photoshop	30			
4.	Basic Computer Knowledge	50	4.	Principles of Working with Graphic Design Systems	35	4.	Web Design and Website Development Technologies in a Graphical Environment	30			
			5.	Print Design and Layout of Printed Materials	25	5.	Adobe Flash Professional CS6 Animation Technology	30			
						PA2	Practical Training for A2	60			
						PA3	Practical Training for A3	185			
							Professional Internship	265			
Total:											960

Fig. 2. Curriculum for the profession “Graphic designer” for the acquisition of the third degree of professional qualification (EQF 4)

Both professions legalize past achievements by validating knowledge, skills and competences acquired through non-formal education or independently to recognize a degree of professional qualification in a profession or qualification in a part of the profession. This facilitates access to vocational training and access to the labor market. The validation shall be carried out only by professions and specialties from the *List of Vocations for Vocational Education and Training* under Art. 6 of the Law on Vocational Education and Training of Bulgaria by passing state exams in theory and practice of the profession for recognition of the degree of professional qualification or part of the profession. The control is carried out by NAVET or the regional education inspectorates.

8. Methods for monitoring reference groups of trained adults in the professions “Librarian” and “Graphic designer” after secondary education

In developing its strategies, CVT to ULSIT conducts research (Yankova, Vasileva, 2018) on the social status of target groups; the geographical area; the educational qualification of the trainees; the additional forms of formal and non-formal continuing education they used; their mobility opportunities; the availability of skills and competences that can be validated as a result of professional experience; their access to information and possible channels of communication; their participation in cultural and social events and processes; the motivation and obstacles to participate in education and training; funding opportunities for training through cost-sharing by employers, voucher programs, etc. As a result of the monitoring of potential groups, several major reasons for employers' non-participation are outlined: “training is too expensive”, “budget is scarce”, “people are hired with the necessary skills”, “course prices are very high”. It is not a small proportion of people who do not need personal and professional development and who do not want to study, the possible reasons,

stated by them, are “investment in training will not change the salary”, „lack of time due to family responsibilities”, ”expensive training”, “out-of-pocket expenses”, “inconvenient time for training”, “lack of computer skills”, “lack of support from the employer”, “lack of family support”, etc.

Among the motivators for personal investment in vocational training courses, the enrolled trainees stand out: “finding a better (sure) job”, „keeping a job| (occupying the position of librarian requires at least a third degree qualification in the profession), “improving professional skills”, “looking for a second job”, “looking for a job in a bigger city”, “looking for a job abroad”, “an example of others (children)”, “free time due to reduced family responsibilities” and more. Other motivators are voucher training opportunities for funding programs such as “Employee Vouchers” – “I Can”, “I Can More” by the Employment Agency, regional initiatives.

And this is because they have the life experience and the need to overcome a partial or major shortage of competencies, they have the knowledge and the skills needed to establish themselves in society and in the labor market. Crucial to learning motivation and learning success is whether individual learning is done solely because it is sanctioned by someone (defensive learning), or a conscious intention to individually refine and broaden the educational horizons (extensive learning) and emancipate thought and action (*Todorov, 2013*).

9. Conclusions

Competence development is a process of personal education. In the most common case, the “entrance” is motivation for adapting the trainees to the current labor market conditions, but the goals of the CVT to ULSIT vocational training team are at the “exit” of the training course to be created in the students' culture of learning and training with the means of all modern technological didactic structures, incl. through innovations such as computers, digital content, internet platforms, virtual and social networks. Therefore, attention is paid to foreign language training in the profession, strategies for seeking information in different sources, tasks for independent analysis and planning by the trainees in the learning process. “Virtual learning stimulates the co-operation of cooperative forms of learning and work in a social context and through virtual communication in a heterogeneous environment” (*Todorov, 2013*). That is why students' creative tasks include presentation skills, practical case analysis, concept and project creation, results and performance portfolios, and many more to develop media and autodidactic competence in them, creativity and self-awareness of their own learning process as an endless perspective.

Successful vocational education requires motivated collaboration, partnership and dialogue between all stakeholders in the adult learning sector: institutions at national, regional and local level related to employment and vocational education and training, social partners (employers and professional organizations), civil society organizations (non-formal learning NGOs), etc.

eLearning is still a big and difficult step for many educational institutions in Bulgaria and in practice for smaller educational institutions is a great organizational and financial challenge. Therefore, the opportunities for such a project cannot be realized without the support of financing funds such as the NSF of MES.

In conclusion, back to our metaphor – Enlightenment is an “unfinished project” (*Dictionary, 2002*), which today must be constantly corrected and supplemented.

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