

EXPLORING VIRTUAL LEARNING OPPORTUNITIES AT CVT AND APPLYING DIFFERENT DIGITAL PLATFORMS¹

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Abstract: *The emergence and evolution of digital platforms in the realm of Continuous Vocational Training (CVT) have marked a significant transformation in how professional development is approached and delivered. Platforms such as Coursera, Udemy, EdX, Khan Academy, LinkedIn Learning, Moodle, SAP Litmos, Adobe Captivate Prime, Pluralsight, Codecademy, Skillshare, as well as advanced technologies like Virtual and Augmented Reality tools, and communication tools like Zoom, Microsoft Teams, and WebEx, have collectively redefined the landscape of vocational training. These digital platforms and tools bring forth unparalleled accessibility, allowing individuals from all corners of the globe to access high-quality training irrespective of their geographical location.*

Key words: *Continuous Vocational Training, Education, Life-long learning, Digital learning platforms*

Introduction

In times of rapid technological change and an ever-evolving labor market, Continuous Vocational Training (CVT) is being established as a fundamental component for the success of any professional. CVT provides workers with the opportunity to keep their skills up to date, expand their competencies and adapt to the new demands and challenges of the professional world. In this context, digital educational platforms offer unprecedented opportunities for access to knowledge and improvement, overcoming the traditional boundaries of time and space.

Modern CVT digital platforms make the learning experience flexible and personally adaptable. From online courses and virtual seminars to interactive learning modules and video tutorials, technology makes a variety of resources available to anyone with an Internet connection. This means that workers can train at their convenience without disrupting their daily duties. Digital platforms also allow learners to follow individualized learning plans that meet their specific needs and goals.

Online learning platforms like Coursera, Udemy, and LinkedIn Learning offer courses developed by universities and industry experts in a wide range of fields, including IT, business, marketing, and more. These courses not only update professional skills, but also provide certificates and qualifications that can be added to professional portfolios and increase career opportunities. Additionally, some platforms (Khan Academy and Google Digital Garage) offer free educational resources available to anyone that help develop key skills and knowledge.

The importance of CVT in today's business context cannot be understated. With changing economic conditions, technological innovation and increasing skill requirements,

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continuous professional development is becoming a necessity, not just an advantage. Digital education platforms play a key role in these dynamic, offering accessible, flexible and diverse learning resources. They provide an opportunity for continuous development and maintaining competitiveness in any professional field.

Thus, digital training for CVT is becoming a fundamental element of professional life in the 21st century. It enables individuals to adapt, grow and stay relevant in the ever-changing world of work. After all, CVT is not only an investment in an individual's skills and knowledge, but also in their career, personal development and future.

1. What is CVT and why is needed?

Economic growth, social progress, and personal development all depend on people continuing their education². This is particularly true now, when labor markets and methods of production are undergoing fast transformation in the majority of industrialized nations. The growth in the population and advances in technology are the primary causes of these shifts. The work force is shrinking as a whole due to demographic shifts. It is reasonable to anticipate that as technology evolves, the structure of production, processes, and services will shift to become more knowledge-intensive. As a consequence, many countries are grappling with shortages in qualified labor force, which will accelerate substantially in the next years³. Therefore, both CVET (continuous vocational education and training) and lifelong learning are becoming more important from the viewpoints of individuals, institutions, and societies in order to tackle these difficulties⁴ (Buslei et al., 2018, p. 6). From the perspective of the person, CVET increases the likelihood of securing gainful work and gives people the freedom to take initiative in the labor market. CVET has the ability to alleviate institutional concerns about a lack of skilled labor. Workers who are qualified in accordance with the demands of the organization are more likely to feel invested in the company and their job. As a result, CVET is rapidly becoming an integral part of employee growth in many businesses as a means of adapting to the aforementioned shifts. CVET protects both the quantity and quality of the work force, and it expands people's opportunity to participate in society.

There is a wide variety of an educational practice or interventions taking place in workplaces, and the usage of different terminologies relating to these practices or interventions is varied and sometimes incoherent. The idea of direction is often employed in the context of learning in the workplace (for example, Billett 2014)⁵. Individuals may benefit from being coached, tutored, or mentored in a variety of ways, but the overarching goal of these relationships is to provide support for individuals' professional growth and learning and to encourage them to continue studying. However, the distinctions between the ideas of guiding, coaching, tutoring, and mentoring are sometimes difficult to make, despite the fact that these terms have fundamentally distinct meanings⁶. (Wisker et al. 2013).

² Feinstein, L., and Hammond, C. (2004). The contribution of adult learning to health and social capital. *Oxf. Rev. Educ.* 30, 199–221. doi: 10.1080/0305498042000215520

³ Cedefop (2016). *Future Skill Needs in Europe: Critical Labour Force Trends 2016*, p. 59.

⁴ Buslei, H., Haan, P., Kemptner, D., and Weinhard, F. (2018). *Arbeitskräfte und Arbeitsmarkt im demografischen Wandel. Expertise.* Gütersloh: Bertelsmann Stiftung.

⁵ Billett S (2014) *Mimesis: learning through everyday activities and interactions at work.* *Human Res Dev Rev* 13(4):462–482

⁶ Wisker G, Exley K, Antoniou M, Ridley P (2013) *Working one-to-one with students: supervising, coaching, mentoring, and personal tutoring.* Routledge, New York (3) (PDF) *Guiding workplace learning in vocational education and training: A literature review.* Available from:

According to Gallacher (1997), coaching is a process that may take place between peers or coworkers and is characterized by a high degree of organization and method. According to Wisker et al. (2013), coaching has a somewhat restricted scope since it often focuses on a particular issue, and the purpose of the coach is to assist the coachee in defining and overcoming this difficulty. Tutoring is the process of providing guidance and assistance to a person, often an amateur, in an organization by a responsible member of that organization in relation to more practical concerns. Wisker claims that tutors play an important role in bridging the gap between the person and the organization. According to him again, mentoring may take the form of individual mentoring, group mentoring, or peer mentoring. Mentoring is defined as the process of observing and facilitating a person's development over the course of an extended period of time. In the context of higher education, the word „mentoring“ is also widely used to refer to personal assistance, career development, and introductions to professional networks⁷ (Pearson and Kayrooz 2004). Supervision is another idea that is often used in the context of higher education. Supervision occurs whenever an individual is working on a job that will take a significant amount of time, such as a thesis or a project.

Neycheva⁸ highlights the need for more attention to be paid to the policies of the government in the sphere of education, particularly its conformity with the demand and needs of the labor market. It would appear that automatically imposing targets for the quantity of human capital at the national level could result in an oversupply of the educated labor force, an increase in mismatch, an inefficient allocation of public as well as private resources, and consequently a negative effect on economic activity over the longer term. Some researchers⁹ provide evidence that the two areas that exhibit statistically significant relationship with innovations are management consulting in HRM as well as in Leadership. Moreover, training in HRM seems to influence the introduction of new or significantly improved products/services before the competitors, thus making the firm an industry innovation leader.

In general and from all viewpoints, there is no dispute about the importance of CVET. But the data on continuing education reveal that not everyone does, and that various social groups do so to varying degrees¹⁰. Different schools of thought in the social sciences, such as economics, sociology, and psychology, have come up with their own reasons for why people do or don't engage in CVET. While psychological explanations tend to emphasize on the person, economic methods take into account the financial implications of this subject for both people and businesses. Both the particular disadvantages resulting from access controls and the interdependencies between the institutional and individual levels are highlighted by sociological techniques.

https://www.researchgate.net/publication/316353806_Guiding_workplace_learning_in_vocational_education_and_training_A_literature_review [accessed Nov 19 2023].

⁷ Pearson M, Kayrooz C (2004) Enabling critical reflection on research supervisory practice. *Int J Acad Dev* 9(1):99–116

⁸ Neycheva, Mariya. (2021). Qualification (Mis)Match for Upper Secondary and Higher Education. *Social Sciences*. 10. 327. 10.3390/socsci10090327.

⁹ M. Baltov, E. Nikolova, M. Neycheva (2022) COMPLEMENTARITY BETWEEN MANAGERS' VOCATIONAL TRAINING, MANAGEMENT CONSULTING AND COMPANY'S INNOVATION ACTIVITY, *ICERI2022 Proceedings*, pp. 118-126.

¹⁰ Boeren, E., Nicaise, I., and Baert, H. (2010). Theoretical models of participation in adult education: the need for an integrated model. *Int. J. Lifelong Educ.* 29, 45–61. doi: 10.1080/02601370903471270

Each method has its own unique emphasis on the causes of CVET involvement or lack thereof. The rational choice model, for instance, explains CVET participation on the basis of reasonable arguments (such the value of CVET tools). However, if segmentation theories are used as a foundation, it becomes about more than just the individual's motives for behaving, such as their own self-interest, and more about the overall circumstances and/or limitations of the labor market.

2. EU and Vocational Education and Training (VET)

The demands of businesses and the requirements for workers are always evolving in response to the dynamic nature of modern professions and industries. Vocational education and training (VET) of a high quality plays an important part in ensuring that individuals have the appropriate skills to assist them in overcoming socio-economic obstacles and thriving in both their personal and professional life. This is true for both today's young people, for whom vocational education and training provides a seamless entrance into the labor market after finishing compulsory schooling, as well as for today's adults, who need to update their credentials and retrain in order to adapt to the changing working environment.

Since its inception, the European Union (EU) has been at the forefront of efforts to promote and expand access to vocational education and training. The European Union's overarching vision for the future of Vocational Education and Training can be found outlined in the Council Recommendation on Vocational Education and Training for Sustainable Competitiveness, Social Equity, and Resilience, which was issued in the year 2020. Our mission is to improve the quality of vocational education and training so that it is a desirable option for people of all ages and backgrounds.

At the level of the EU, the Commission is in charge of implementing a broad variety of policy initiatives, support instruments, and financial mechanisms. However, the capacity to actually carry out the required changes rests with the individual Member States. The Osnabruck Declaration has already been supported by the member states, and those states have committed to taking tangible steps. Now is the time to implement these changes and contribute to the realization of our common goal for the improvement of vocational education and training in Europe.

The preparation of this booklet's preface, which describes our vision for vocational education and training as well as the assistance that is available to enable Member States in this process, is something that brings me a great deal of joy. For the benefit of all parties involved in VET and, ultimately, students throughout Europe, I strongly urge member states to make use of these instruments in order to improve and modernize their respective vocational education and training (VET) systems.

A proposal¹¹ on vocational education and training for sustainable competitiveness, social justice, and resilience was approved by the Council of the EU on November 24, 2020. The Recommendation lays out the fundamental principles that should guide efforts to make vocational education and training more flexible so that it may respond more quickly to changes in the requirements of the labor market and provide high-caliber educational opportunities to young people as well as adults. It lays a heavy emphasis on the enhanced flexibility of vocational education and training, strengthened possibilities for work-based learning, better quality assurance, and apprenticeships. In addition to this, the EQAVET (European Quality Assurance in Vocational Education and Training) Recommendation has

¹¹ <https://education.ec.europa.eu/education-levels/vocational-education-and-training/about-vocational-education-and-training>

been superseded by this new recommendation, which also contains an updated version of the EQAVET Framework along with quality indicators and descriptors. This does away with the previous ECVET Recommendation.

The „Osnabruck Declaration 2020¹² on Vocational Education and Training as an Enabler of Recovery and Just Transitions to Digital and Green Economies“ was endorsed on November 30, 2020 by ministers in charge of vocational education and training from EU Member States, Candidate Countries, EEA-EFTA (European Economic Area – European Free Trade Association) countries, European social partners, and the European Commission. The Osnabruck Declaration has received support from organizations that represent VET providers at the European level (VET4EU2), as well as from organizations that represent VET students (OBESSU, European Apprentices Network).

In order to supplement the Council Recommendation on vocational education and training for sustainable competitiveness, social justice, and resilience, it lays out additional policy initiatives for the period of 2021-2025, which include the following:

- strengthening resiliency and improving performance by being high-caliber, inclusive, and adaptable VET
- putting in place a new culture of learning that lasts a lifetime, with a focus on how important C-VET and digitalization are to the future of vocational education and training;
- create a European Education and Training Area and expand international vocational education and training

3. Digital Education¹³

The digital revolution and the emergence of new technologies have had a significant impact on the academic and vocational training industries. The increased use of digital technologies may assist teachers and trainers in effectively providing quality education. This may include the possibility of opening up to a more diverse cohort of learners, increasing flexibility, personalization, and inclusion, as well as offering more interactive and engaging forms of cooperation and communication. In the same way that they provide opportunities, digital technologies also present issues because of the unequal access that people have to these technology, which may aggravate existing inequities. However, the issue that has to be asked is not whether or not to invest in digital education; rather, the question that needs to be asked is what the minimal criteria and standards that should be aimed for are. Approximately 28 billion Euros are allocated to enhance digital education and skills by the 25 national Recovery and Resilience Plans (RRPs) that have been authorized as of September 1st, 2022.

The development of students' digital abilities and the acceleration of their progress toward acquiring essential proficiencies are both goals served by the use of digital technology in educational settings. In today's hyper-digital world, obtaining fundamental abilities is no longer sufficient; instead, they must be complemented with a solid foundation in digital technology. All of these are components of the core competencies that each

¹² Osnabruck Declaration 2020, available at:

https://www.cedefop.europa.eu/files/osnabrueck_declaration_eu2020.pdf

¹³ Fack, Gabrielle & Agasisti, Tommaso & Bonal, Xavier & De Witte, Kristof & Dohmen, Dieter & Haase, Sanne & Hysten, Jan & McCoy, Selina & Neycheva, Mariya & Pantea, Maria-Carmen & Pastore, Francesco & Pausits, Attila & Pöder, Kaire & Puukka, Janna & Velissaratou, Julie. (2022). Investing in our future: Quality Investment in Education and Training. 10.2766/45896.

student should become skilled in throughout their time in school. It is self-evident that those who have a difficult time reading and writing and/or cannot comprehend basic phrases will be excluded from the digital world, unless they are satisfied to only consume information in a passive manner. The provision of adequate pre- and in-service training for educators is essential to the success of digital education, which, in turn, necessitates that educational institutions that provide teacher training be well-equipped for the task at hand. To begin preparing teachers to integrate technology in the classroom, teacher education programs are a natural place to start.

However, methods to enhance the pedagogical digital competences of in-service teachers, such as mentoring or coaching, online training, or formal continuing professional development, are equally important. Strong data on the effects of using digital tools in schools is still very limited in the EU, and there is even less research on how digital tools may be utilized beyond the hours that they are in use in the classroom. Research has indicated that some programs, such as intensive tutoring, may assist boost the educational results of students who are not doing well in school; however, these policies involve a considerable investment of resources. However, there is the possibility of using digital technology in order to provide a stronger connection between families, kids, and schools, as well as to design compensating programs that may be more intense at a cheaper cost, or reach a greater number of children.

Throughout the last several decades, educational establishments at a higher level have been emphasizing the need of making strategic use of digital education. It was assumed that students in higher education would be able to handle the use of technology in a more mature manner than those in basic and secondary schools, therefore the first innovations in digital education were adopted at higher education institutions. As a direct result of this, experimentation and innovation in online learning have been adopted on a much larger scale ever since the early 1990s. In spite of this, digitalization continues to be difficult, and it is always undergoing change; it continues to revolutionize the way students learn, as well as the way educational institutions design and carry out educational programs. Last but not least, the points of interaction between adult education and digital technology give rise to a wide variety of pedagogical approaches. The supply of learning that is suited to the learner's needs or organized into modules may be accomplished with the use of digital technology. This is an especially essential aspect of lifelong learning because the starting places of adult learners are more varied than those of younger learners. In addition, they have the ability to generate the flexibility that adult learners, who often have a number of duties that compete with one another, need.

Blended learning, modular Massive Open Online Courses (MOOCs), and individual learning accounts (ILAs) are all viable options for accomplishing this goal. Despite this, the full potential of those approaches has not yet been realized, and there are still relatively few comprehensive reviews of how well they work. The experts were able to arrive at the following basic policy conclusions based on the findings of research that was conducted on the efficacy of digital education in elementary school, secondary education, and higher education, as well as adult learning and the results are:

- If it is well thought out and developed, the use of digital technology in educational settings might provide enormous opportunity to improve students' academic performance. At the same time, it is very important to reduce the dangers of being excluded from the digital age or making improper use of technology.
- The influence that digital education has on the results of students is mostly contingent on the technologies that are chosen for usage, as well as the manner in

which they are incorporated into the classroom setting and the instructional methodology. This demonstrates how important it is to improve the pedagogical digital capabilities of instructors.

- The fact that low-tech behavioral therapies that contribute to parental participation have favorable impacts on test scores seems to lend credence to the idea that these interventions may be successful.
- The full potential of employing digital tools outside of regular classroom hours has not been completely realized, and there is a need for more solid proof of the usefulness of this strategy.
- Adult students have more complex requirements and goals than younger students; hence it is essential that a distinct model for the instructional design and delivery of material be developed specifically for them.
- The European Commission need to encourage new trials in digital education in order to widen the current knowledge since advancements in this field have been quick, and a number of its components are either relatively new or lack a strong research background.

4. Modern Training Practices¹⁴

According to the argument made by Handfield Jones in paragraph 69, training is the most important notion in human resource development. It refers to the process of honing a particular ability to the level of proficiency that one desires via training and practice. Training is a very helpful tool that can put an employee in a position where they can accomplish their work correctly, effectively, and conscientiously. Training may put a person in this position. Training is the process of enhancing the knowledge and abilities of a person in order for them to execute their job more effectively.

„Training“ is defined as „the act of increasing the skills of an employee to do a specific job“ by E. Flippo. One of the primary responsibilities of human resources is professional growth and development¹⁵. Training and professional development are seen as essential components of human resource development efforts by the majority of enterprises. So, what are the next steps for training and development? Is it truly so vital to the continued existence of the organization, or is it possible to function without it? Training is an activity that is undertaken with the intention of enhancing or further developing an employee's competence or abilities while they are working in their present position in order to raise the employee's level of efficiency or productivity.

Training in technical skills entails altering a person's mindset, set of abilities, or body of information, which in turn leads to an improvement in their behavior. Training has to be a planned activity in order for it to be successful. It has to be carried out after doing an in-depth examination of the requirements and objectives of certain skills, and most significantly, it has to be carried out in a working environment. When developing the training program, it is important to keep in mind both the participants' personal objectives as well as those of the business. Even though it may not be able to assure perfect synchrony, the abilities have been selected such that they are beneficial to the firm as well as the person.

The beginning of an organization's fiscal year is often the time when it prepares its training calendar 60 years from now, when the workers' specific training requirements are

¹⁴ Ruseva, V., Development of Know-How through Consulting and Training. The Example of the Tourism industry, 2023, pp 58-65

¹⁵ <http://www.managementstudyguide.com/training-development-hr-function.htm>.

determined. The process of attestation includes this step of determining what is required, which is referred to as „training analysis need.“ Following an assessment of the requirements, a decision is made on the quantity of training hours as well as the training intervention, and this information is then used in a strategic manner for the subsequent year.

Methods that are included in on-the-job training include:

Demonstration: the word „demonstration“ refers to an action that demonstrates how something works. It is performed by a manager or an associate who has the necessary qualifications;

Instruction in production includes information, an introduction to the field of expertise, adaptation, acclimating the trainee to the working environment, as well as the explanation and demonstration of various work approaches. The operations are carried out by workers who have prior relevant expertise. The strategy is geared on teaching the pupil a particular process or activity that is a component of their responsibilities. Instruction does not need any cash and is efficient for actions that do not require a lot of preparation. It is used extensively in almost every facet of today's advanced company.

The purpose of job rotation, also known as *rotation*, is to familiarize workers with all of the various roles so that they may gain new abilities. When there is a requirement for individuals to have multiple qualifications and a broad understanding of the issues facing the firm, rotation is used. The significant expenses that result from using this strategy are directly attributable to the momentary drop in productivity that occurs when positions are being switched around. Make use of personnel in the position of assistants by familiarizing the staff with a variety of 61 duties while simultaneously delegating responsibility to them.

Mentoring is the process of transferring information and skills from an employee with higher qualifications to an employee with lesser qualifications and vice versa. During this training, the workers with the most experience teach the employees with less experience, and they include the employees with less experience in the decision-making process. The strategy is particularly useful in settings in which professionals are trained to an outstanding degree via the application of their practical experience. A kind of mentoring is known as „buddying“, which gets its name from the English word for „friend“. The execution of objectives and responsibilities is helped along by feedback and assistance from the approach. The focus is on sustaining, assisting, directing, and shielding one individual from another.

The term „shadowing“ comes from the English words „shadow“ and „shadow“, and in this context, it refers to the fact that a „shadow“ is linked to the trainer. This „shadow“ may be an employee who has previously worked for the firm but now wants to work in a different department or in a different role. An employer may „shadow“ an employee for a certain period of time in order to determine whether or not the employee will keep their motivation. The expenses associated with staffing may be reduced by using this strategy.

Teamwork and cooperation are stressed, leading to the development of trust between members of the group as well as the creation of opportunities to share ideas, information, and expertise.

Learning at a distance – distance learning programs may be tailored to meet the needs of learners at any level of education. It employs up-to-date information, the knowledge gained from the experiences of other firms, as well as audio and video training aids.

The participants in a self-learning environment are responsible for managing their own time and prioritizing their own work in a manner that is congruent with the objectives of the

business. The workers are expected to gain the abilities necessary for self-control as well as the capacity to manage their own activities as a result of the training.

According to Karadjova¹⁶, economic units have the ability to „nurture“ and „grow“ their people via the employment of a tool called mentoring. It may take the shape of a casual practice or an established, more serious program. Mentors are responsible for demonstrating, explaining, and modeling (shaping). There are many different ways that mentoring may be carried out, including one-on-one, in small groups, and with a wide variety of different pairings of mentors and mentees. Mentoring has an effect on the culture of a business, conveying to workers that the organization values their contributions and respects the differences that exist within the workforce.⁷¹

The vast majority of the time, a mentor operates at the level of values and strives to assist younger individuals in recognizing, clarifying, and reinforcing essential values and beliefs about their own capabilities by leading by example. „a long-term process of supporting, guiding, and advising a professional, usually from a more experienced colleague, who imparts a deeper experience, expertise, and understanding of work and the workplace“, is how the British Institute of Personnel Development (CIPD) defines mentoring. It is a method of long-term focused development of young professionals that involves watching, listening, questioning, and providing direction to one another. This kind of development delivers advantages to the company.

It is possible to think of mentoring as a relationship in which an experienced senior colleague shares tales from his or her own life with a protégé, so passing on the senior colleague's knowledge to the protégé. This is one definition of mentoring. It is true that this is a component of mentoring, but it is just one of its features. If we believe it to be the foundation of mentoring, we make it useless and distort our understanding of what it means and how it might benefit the business. The concept of mentorship is very often employed in the Bulgarian language.

In the context of staff development, mentoring is a strategy for passing on knowledge and expertise. Mentoring is distinguished by cheaper expenses for building and sustaining an effective training system, and the learner may benefit from potentially one-of-a-kind experience that is passed on by the mentor. The individual form of mentoring, in which one mentor works with one trainee, and the group form, in which one mentor works with numerous trainees, are two distinct types of mentoring. For the purpose of enhancing their skills and capabilities, mentoring may be provided to freshly recruited employees as well as colleagues who are currently employed by the firm. Formal mentoring programs may be established if so desired by the company.

The regulations include the following: goals and tasks of mentoring in the organization; a list of positions and professions that the mentoring system covers; forms of mentoring; requirements for the mentor (experience, education, and personal qualities); requirements for the learner; mentor responsibilities; stimulating the mentor; responsibilities of the learner; mentoring outcomes. The purpose of budding, which is a kind of mentoring, is to provide assistance to employees who have just been welcomed into a company. The employee's growth is the focus of coaching, and the employee's support is represented by badges. Sometimes, over time, mentoring or coaching will gradually emerge from the process of budding.

Sir John Whitmore, an English businessman and consultant, is credited with being the first person to use the phrase „coaching“ in the beginning of the 1990s. It means „instructs,

¹⁶ Karadjova, Zl., HR policy in tourism, Bozic, Burgas, 2012, p. 89.

trains, and prepares“ when translated into English. A professional coaching session requires participants to work together in a productive manner. It is the approach that has shown to be the most fruitful when dealing with individuals. Its primary objective is to foster self-learning, or the process by which an individual discovers and acquires the essential information and skills by his or her own initiative. The key to realizing its full potential lies in unearthing the latent abilities that lie dormant inside each worker. Coaching encourages strong initiative on the part of the employee and maximizes the potential of the worker.

The International Coach Federation defines coaching as „a partnership with clients in a thought-provoking process that inspires them to increase their personal and professional potential“. In other words, coaching is a partnership. Achieving objectives, whether they be personal or organizational, is at the center of every coaching session. „a means of traveling from one location to another“ is what the term „coach“ (Coach) refers to. 72. Coaching contributes to the accomplishment of corporate objectives and provides direct assistance to managers in the process of decision-making. The process of achieving objectives is accelerated by coaching. An extensive discourse between equal partners (the coach and the client) that inspires thought about how to bring the client from the location, situation, or position they are in now to the place, situation, or position they have selected – i.e. the goal he was striving for – is what intensive dialogue entails.

A coach is not allowed to offer recommendations or choices of any kind. It is beneficial because it offers a structure for coming in touch with one's own inner knowledge and for developing not a plan for putting that knowledge into practice and finding the inspiration to carry it out as one's life's work. It is the responsibility of the coach to inspire the athlete and assist him in achieving his goals. The client now has an ally in the form of the career coach, who will assist him in capitalizing on his numerous existing qualities and maximizing his potential. Everyone has the right to feel pleasure in their lives and to greet each new day with excitement and optimism, as well as the coach believes that work should be pleasurable and gratifying for participants, that each individual has unique abilities that should be cultivated, and that everyone has the right to experience joy in their lives. The client is expected to acquire insight into their own talents as well as the best methods to leverage those skills to progress their careers and enhance their quality of life while the coach's responsibility is to advise and support the client throughout this process.

Through the use of questions that are driven, open, and non-directive as well as increased listening, the mentor pushes the individual to come to the choice himself and to identify the road that is most suited to him in order to achieve the objective he has set for himself. While the athlete is speaking, the coach takes notes and offers questions such as, „What is your goal right now?“ and „Where are you in relation to that goal?“ What would this objective look like in its perfect form when you reach it?“, „What is blocking you on the path to the goal?“. The trainer will only use questions that are specific yet open-ended. His job is to set the stage in such a way that the customer arrives to their own conclusion on their own, without providing them with predetermined recommendations or directions.

The role of the coach is to concentrate on the specific circumstances of each client, provide assistance in elucidating the client's values and objectives, assist the client in formulating goals that will contribute to his physical and mental well-being, and provide encouragement to the client while he works toward reaching those goals. Coaches go through extensive training that teaches them to listen, watch, and ask pointed questions in order to coax out of their clients the choices and tactics that will help them succeed in reaching their objectives.

It is the responsibility of the coach to provide assistance in order to help the client increase their skill set, as well as their capacity to make the most of available resources and realize their full potential. The collaboration and interaction that comprise coaching are one of strict confidentiality and are characterized by a high level of intensity. The return on investment might range anywhere from one to two times to seven times or even more depending on the aims of the coaching partnership.

According to the figures provided by the International Coach Federation (ICF), there are 67 benefits associated with coaching.⁷³ An increase of 70% in job performance; an increase of 80% in self-confidence; an increase of 73% in interpersonal and personal connections; an increase of 72% in communication skills; an increase of 67% in work-life balance

According to a number of studies, the return on investment might approach five times the initial sum when the appropriate coach and coaching program are used. According to the statistics, 86 percent of workers and 76 percent of stakeholders are pleased with the coaching program in which they participated.

Productivity, the quality of customer service, the decrease of complaints, and staff retention are the primary areas in which there is room for development.

5. Impact of E-mentoring

E-mentoring has become an increasingly valuable component in Continuous Vocational Training (CVT), leveraging digital technology to facilitate mentorship. This approach combines the traditional benefits of mentorship with the convenience and accessibility of digital communication. Here's how e-mentoring is used in CVT:

5.1. Accessibility and Convenience

- E-mentoring allows individuals to connect with mentors regardless of geographical limitations. This is particularly beneficial for professionals in remote or rural areas who might not have access to experienced mentors in their field.

Absolutely, the aspect of accessibility and convenience is a key benefit of e-mentoring, particularly in the context of Continuous Vocational Training (CVT). Let's delve deeper into this advantage: *Breaking Geographical Barriers*: Traditional mentorship often requires physical proximity, which can be a significant limitation for many. E-mentoring, on the other hand, completely removes geographical constraints. Through digital platforms, individuals can connect with mentors from anywhere in the world. This global reach is invaluable, especially in specialized fields where local mentors may not be available. *Benefiting Remote and Rural Professionals*: Professionals working in remote or rural areas often face challenges in accessing experienced mentors and industry leaders. E-mentoring opens up opportunities for these individuals to receive the same level of guidance and support as their urban counterparts. It democratizes access to professional development, ensuring that location is no longer a barrier to advancing one's career. *Convenience and Time Management*: E-mentoring offers the convenience of connecting with mentors at times that are mutually suitable. This flexibility is crucial for professionals who have to juggle work commitments, personal responsibilities, and their desire for professional growth. Unlike traditional mentorship, which might require scheduling physical meetings and travel time, e-mentoring can happen from the comfort of one's home or office, fitting seamlessly into busy lifestyles. *Utilizing Digital Tools*: The use of various digital tools such as video conferencing software (like Zoom or Skype), messaging apps, and email, facilitates effective and immediate communication. These tools often come with features

like screen sharing, document collaboration, and more, making the mentoring process interactive and productive. *Widening Professional Networks*: Through e-mentoring, professionals can expand their networks beyond local or national boundaries. This exposure to international mentors not only broadens their professional outlook but also introduces them to global best practices and new perspectives in their field. *Encouraging Continuous Learning*: The ease of connecting with mentors digitally encourages a culture of continuous learning and development. Professionals are more likely to seek advice and engage in developmental activities when they know that guidance is just a click away.

The accessibility and convenience offered by e-mentoring make it a powerful tool in CVT. It facilitates a more inclusive, flexible, and resource-rich environment for professional development, allowing individuals to connect with mentors they might not have had access to otherwise. This opens up a world of possibilities for career growth and skill enhancement, regardless of one's physical location.

5.2. Flexible Scheduling

- Both mentors and mentees can communicate at times that are most convenient for them, making it easier to fit mentoring into busy schedules. This flexibility is crucial for working professionals who might find it challenging to commit to regular, in-person meetings.

Flexible scheduling is a fundamental advantage of e-mentoring, especially relevant in the context of Continuous Vocational Training (CVT). This flexibility is key for accommodating the often busy and unpredictable schedules of working professionals. Let's examine the benefits of this aspect more closely:

Adapting to Busy Lifestyles: Professionals today juggle multiple responsibilities, including work, personal life, and on-going learning. E-mentoring allows both mentors and mentees to engage in mentorship activities at times that suit their individual schedules. This flexibility ensures that mentorship doesn't become an additional burden but rather a seamlessly integrated part of their professional development. *Eliminating Time Constraints*: Traditional mentoring typically requires setting up meetings during regular business hours, which can be challenging for full-time professionals. E-mentoring, on the other hand, offers the freedom to communicate outside of standard hours, including evenings or weekends, depending on what works best for the mentor and mentee. *Facilitating Regular Contact*: The convenience of e-mentoring encourages more frequent and regular contact. Digital communication tools such as emails, messaging apps, or platforms with scheduling functionalities make it easier to maintain consistent communication, ensuring steady progress and ongoing support. *Overcoming Location Barriers*: In-person meetings often require travel time, which can be a significant barrier for regular meetings. E-mentoring eliminates this need, making it much more feasible to schedule and maintain regular mentorship interactions. *Customizable Communication*: E-mentoring allows for a variety of communication methods, from emails and instant messaging to video calls. Mentors and mentees can choose the method that best fits their current situation, be it a quick check-in via text or a more in-depth discussion via video call. *Enhancing Work-Life Balance*: By enabling professionals to engage in mentorship without disrupting their work or personal life, e-mentoring contributes to a better work-life balance. This balance is crucial for maintaining motivation and preventing burnout. *Supporting Continuous Learning*: The flexible nature of e-mentoring aligns perfectly with the ethos of CVT, which is all about ongoing, lifelong learning. It allows professionals to continually develop their skills and knowledge in a way that fits their evolving career paths and personal commitments.

In summary, the flexible scheduling afforded by e-mentoring is invaluable in today's fast-paced and often unpredictable professional environments. It makes mentorship more accessible and sustainable, allowing working professionals to engage in meaningful and effective mentoring relationships without having to sacrifice other essential aspects of their lives. This flexibility is a key element in making CVT a practical and appealing option for professional development.

5.3. Diverse Digital Opportunities

- Digital platforms can connect mentees with a broader and more diverse range of mentors, including international experts, providing exposure to a wide array of experiences and perspectives.

The aspect of diverse networking opportunities in e-mentoring significantly enhances the value of Continuous Vocational Training (CVT). This feature of digital platforms is especially crucial in today's interconnected world. Let's explore this in more detail:

Expanding the Mentor Pool: Traditional mentorship is often limited by the availability of mentors within a specific geographic area or organization. E-mentoring, facilitated by digital platforms, breaks these boundaries. It enables mentees to connect with mentors from different parts of the world, vastly expanding the pool of available expertise. *Access to International Experts:* One of the most significant advantages of e-mentoring is the opportunity to receive guidance from international experts. This can be particularly beneficial in specialized fields where local expertise might be limited. Learning from global leaders and innovators can provide insights into international standards, emerging trends, and best practices that might not be readily available locally. *Exposure to Diverse Perspectives:* Engaging with mentors from various backgrounds, cultures, and industries enriches the learning experience. It exposes mentees to different viewpoints and ways of thinking, which is essential for developing a well-rounded professional outlook. This diversity can spark innovative ideas, encourage creative problem-solving, and enhance cultural awareness and sensitivity. *Building a Global Network:* E-mentoring provides an excellent platform for building a global professional network. Such connections can lead to opportunities beyond the mentor-mentee relationship, including collaborations, job opportunities, and partnerships. A diverse network is a valuable asset in today's globalized economy. *Learning Across Industries:* Digital platforms allow for mentorship connections that cross industry boundaries, offering insights into how different sectors operate. This can be incredibly valuable for professionals looking to broaden their understanding of the business world or considering a sector change. *Enhanced Collaboration Opportunities:* The global connections made through e-mentoring can lead to collaboration on international projects and initiatives. This not only enriches the mentee's professional experience but also provides practical exposure to working in diverse teams. *Fostering Inclusivity and Equity:* By providing access to a diverse range of mentors, e-mentoring plays a role in promoting inclusivity and equity in professional development. It ensures that individuals, regardless of their location or background, have access to quality mentorship.

The diverse networking opportunities afforded by e-mentoring in CVT are invaluable. They open doors to a world of knowledge, experience, and professional connections that would otherwise be difficult to access. This diversity enriches the learning experience, fosters personal growth, and enhances professional development in profound ways.

5.4. Use of Digital Platforms

- Platforms such as LinkedIn, mentorship-focused apps, and even email and messaging apps can be used for e-mentoring. These platforms often have tools and resources to facilitate effective mentor-mentee interactions (see

5.5. Structured Learning

- E-mentoring can be structured to complement other elements of CVT. Mentors can guide mentees through online courses, recommend resources, and provide support in applying new skills and knowledge in their professional roles.

Structured learning is a significant aspect of e-mentoring, especially in the context of Continuous Vocational Training (CVT). By integrating e-mentoring with structured learning approaches, mentors can greatly enhance the effectiveness of the training and professional development process. Let's explore how this integration benefits CVT:

Complementing Online Courses: E-mentoring can be strategically aligned with online courses that mentees are taking. Mentors can provide additional insights, help clarify concepts, and offer practical examples to deepen the understanding of the course material. This integrated approach ensures that the learning is not just theoretical but is contextualized and relevant to real-world scenarios. *Guidance Through Learning Pathways:* Mentors can help mentees navigate through the vast array of available learning resources, guiding them to choose courses, workshops, and materials that are most relevant to their career goals and current job roles. This personalized guidance makes the learning process more targeted and efficient. *Application of Skills and Knowledge:* One of the critical components of CVT is the ability to apply new skills and knowledge in a professional context. Mentors can play a crucial role in this aspect by discussing real-life applications, sharing their own experiences, and providing feedback on how the mentee can implement their new skills in their work environment. *Setting Learning Objectives:* Structured e-mentoring involves setting clear learning objectives and goals. Mentors can help mentees establish these goals based on their professional needs and aspirations. This structured approach ensures that the mentorship has a clear direction and purpose. *Regular Check-Ins and Progress Tracking:* Regularly scheduled check-ins and discussions about the progress of the mentee's learning journey are essential components of structured e-mentoring. These check-ins keep the mentee accountable and motivated, and allow for adjustments in the learning plan as needed. *Resource Recommendation:* Mentors, with their experience and knowledge, can recommend additional resources such as articles, podcasts, webinars, or networking opportunities that can further enhance the learning experience of the mentee. *Feedback and Reflection:* An essential part of structured learning is reflection and feedback. Mentors can provide constructive feedback on the mentee's progress, helping them reflect on their learning journey, understand their strengths, and identify areas for improvement.

The integration of structured learning within e-mentoring in the framework of CVT creates a more comprehensive and effective learning experience. It ensures that the mentees not only acquire new knowledge and skills but are also able to apply them effectively in their professional roles. This approach makes e-mentoring a powerful tool in professional development and lifelong learning.

5.6. Development of Digital Communication Skills

- Engaging in e-mentoring helps both mentors and mentees hone their digital communication skills, an increasingly important competency in the modern workplace.

The development of digital communication skills through e-mentoring is a significant aspect of professional growth in the digital age, especially within the context of Continuous Vocational Training (CVT). Engaging in e-mentoring relationships not only facilitates knowledge and skill transfer but also enhances the digital communication competencies of both mentors and mentees. Let's delve into this aspect: **Adaptation to Various Digital Platforms:** E-mentoring often involves using a range of digital communication tools, such as emails, instant messaging apps, video conferencing tools, and collaboration platforms. Regular use of these tools helps mentors and mentees become more proficient in their use, an essential skill in today's digital-first work environment. **Improving Written Communication:** Much of e-mentoring involves written communication, whether through emails, messaging, or collaborative documents. This continuous practice helps in honing one's ability to express ideas clearly and effectively in writing, a critical skill in professional settings. **Enhancing Virtual Presentation Skills:** Video conferencing is a common medium for e-mentoring sessions. Regularly engaging in video calls can significantly improve one's virtual presentation skills, including the ability to communicate effectively through video, manage virtual meetings, and present ideas clearly in a virtual setting. **Building Digital Etiquette:** E-mentoring provides an opportunity to practice and understand the nuances of digital etiquette, such as appropriate email formatting, response times, tone of messaging, and video conferencing protocols. Some other issues are: **Developing Listening Skills;** **Cultivating Empathy and Emotional Intelligence;** **Improving Tech Literacy;** **Enhancing Cross-Cultural Communication.**

5.7. Feedback and Evaluation

- Digital tools allow for ongoing feedback and evaluation, which is critical in a mentoring relationship. This can include formal assessments or informal discussions about progress and development.

5.8. Long-Term Professional Relationships

- E-mentoring can lead to long-term professional relationships that extend beyond the formal CVT program. These ongoing connections can be invaluable for career growth and networking.

5.9. Overcoming the Challenge of Isolation

- For professionals undertaking remote or self-directed CVT, e-mentoring can provide a sense of community and connection, which is vital for motivation and engagement.

6. Types of digital platforms

Continuous Vocational Training (CVT) has been greatly enhanced by various digital tools, offering flexible and diverse ways of learning and skill development. These tools range from online course platforms to virtual reality training environments. Here's an overview of different digital tools used for CVT:

Online Course Platforms

- **Coursera, Udemy, EdX, and Khan Academy:** Provide a wide range of courses in numerous fields. These platforms often collaborate with universities and industry experts to deliver quality content.
- **LinkedIn Learning:** Offers courses focused on business, technology, and creative skills, and integrates with a professional networking platform.

Tools	Overview	Key Features	CVT Application
Coursera	Partners with universities and organizations worldwide to offer online courses, specializations, and degrees in a variety of subjects.	It provides access to courses created by top universities and institutions, including Ivy League schools. Courses often include recorded video lectures, auto-graded and peer-reviewed assignments, and community discussion forums.	Ideal for professionals seeking advanced education, skill development, and certifications in specific fields. Also offers career-oriented courses and professional certificates.
Udemy	An open online course provider with a vast array of courses in multiple languages. It allows instructors to build their courses and offer them to the public.	Includes a wide range of topics from technology and business to personal development. Courses are usually video-based with supplemental resources like readings and quizzes.	Great for professionals looking for practical, skill-based learning or to explore new areas of interest. Its pay-per-course model allows for flexibility in choosing topics.
EdX	Founded by Harvard and MIT, EdX offers high-quality courses from the world's best universities and institutions.	Known for its academic rigor and university-level courses. Offers MicroMasters programs and professional certificates. Courses often include video lectures, interactive quizzes, peer-graded assignments, and discussion forums.	Suitable for professionals looking for in-depth knowledge in their field or exploring academic subjects. The platform also provides courses for career advancement and skill enhancement.
Khan Academy	A non-profit educational organization that provides free online educational tools. Their courses primarily focus on traditional academic subjects.	Known for its personalized learning dashboard, practice exercises, and instructional videos. It offers a comprehensive K-12 curriculum alongside topics in economics, finance, and more.	Best for foundational learning, supplementary education, and brushing up on various academic subjects. It's also useful for those seeking to strengthen their understanding of basic concepts in fields like mathematics, science, and economics.

 **Corporate Learning Management Systems (LMS)**

- **Moodle, SAP Litmos, and Adobe Captivate Prime:** These are robust platforms used by organizations to create, manage, and track training programs. They offer customization and integration with other corporate tools.

Tools	Overview	Key Features	CVT Application
Moodle	Moodle is a free, open-source learning management system widely used in academic institutions and organizations for creating online learning sites. It's known for its flexibility and customizability.	Offers a range of standard and customizable features including course management, calendar, file management, quizzes, and forums. Its open-source nature allows for extensive customization to suit specific educational needs.	Ideal for educational institutions and companies that require a customizable and cost-effective solution for online learning. Moodle can be used to create a comprehensive online learning environment with a focus on collaboration and interactive learning.
SAP Litmos	SAP Litmos is a cloud-based LMS designed for corporate training and development, known for its user-friendly interface and scalability.	Includes features like course creation, automated training programs, reporting, and a mobile-friendly interface. It also offers a content library and the ability to integrate with other systems and applications.	Suitable for businesses of all sizes looking to train employees, customers, and partners. SAP Litmos can be used to deliver targeted training programs, track progress, and measure training effectiveness.
Adobe Captivate Prime	Adobe Captivate Prime is a next-generation LMS that focuses on a learner-first approach, offering an engaging and intuitive learning experience.	Provides features like AI-based recommendations, automated learning plans, skills and compliance management, and advanced reporting. It also supports immersive learning experiences like VR and interactive video-based learning.	Best suited for organizations that want to provide an engaging, interactive, and personalized learning experience. Adobe Captivate Prime is particularly effective for training programs that require a high level of engagement and interaction.

 **Specialized Skill Training Platforms**

- **Pluralsight and Codecademy (for IT and coding skills), Skillshare (for creative skills):** Focus on specific skill sets, providing in-depth training and practice opportunities in particular areas.

Tools	Overview	Key Features	CVT Application
Pluralsight	An online learning platform primarily focused on technology and software development. It's designed for professionals looking to improve their IT and coding skills	Offers a vast library of courses in areas like software development, IT operations, data science, and cybersecurity. Courses are taught by industry experts and are continually updated to keep pace with the latest technology trends.	Ideal for IT professionals and developers seeking to stay updated with the latest technologies, learn new programming languages, or gain expertise in specialized areas like cloud computing or machine learning.
Codecademy	An interactive platform that offers hands-on coding lessons. It's well-suited for beginners and those looking to build foundational skills in programming.	Emphasizes interactive learning with instant feedback. Users write real code and see their results in real-time. It covers a wide range of programming languages and topics, including web development, data science, and computer science basics.	Perfect for those starting their journey in coding or professionals from other fields looking to acquire basic coding skills. Its interactive approach helps learners grasp concepts quickly and apply them practically.
Skillshare	focuses on creative education, offering courses in areas like graphic design, photography, creative writing, music production, and more.	Hosts thousands of creative courses that are project-based and community-driven. It promotes learning by doing, where students can engage in projects and share their work with the community.	Great for individuals in creative industries looking to enhance their skills, explore new creative techniques, or branch out into different creative domains. It's also beneficial for professionals in non-creative fields seeking to develop creative skills for personal or professional enrichment.

 **Virtual and Augmented Reality (VR/AR) Training Tools**

- These cutting-edge tools are used for immersive learning experiences, particularly useful for practical and technical training. They offer realistic simulations and environments for safe and interactive learning.

VR creates a fully immersive digital environment where users can interact in a 3D world. This is particularly useful for simulating real-life scenarios where hands-on experience is crucial, such as medical procedures, mechanical repairs, or safety drills. AR, on the other hand, overlays digital information onto the real world, enhancing the learning experience. This can be used for on-the-job training, where information or instructions can be projected onto the physical work environment. Both VR and AR provide safe platforms for training in high-risk or hazardous conditions without the real-world risks. For instance, firefighters or pilots can train in simulated emergency scenarios, gaining experience without the danger of actual harm. The interactive nature of VR and AR leads to higher engagement levels among learners. This increased engagement often results in better retention of information and skills, as learners are actively participating rather than passively observing.

While the initial investment in VR and AR technology can be significant, these tools can be cost-effective over time. They reduce the need for physical resources, travel, and even instructors, as training programs can be standardized and reused for multiple learners. VR and AR training programs can be tailored to specific industry needs and easily updated or modified as required. They can also be scaled to accommodate a large number of trainees across different locations. These technologies can provide immediate feedback to learners, enabling them to understand and correct their mistakes in real-time. This feature is invaluable for skill acquisition and improvement. VR and AR make certain training programs more accessible, allowing learners to experience scenarios that might be geographically or logistically out of reach. For skills that are complex or require a high level of precision, such as surgery or engineering design, VR and AR can provide a level of detail and interactivity that other training methods cannot.

Webinar and Video Conferencing Tools

- **Zoom, Microsoft Teams, and WebEx:** These tools have become essential for live training sessions, workshops, and seminars, allowing interaction between instructors and learners in real-time.

Zoom, Microsoft Teams, and WebEx have become indispensable tools in the domain of Continuous Vocational Training (CVT), particularly for facilitating live training sessions, workshops, and seminars. Their capabilities extend beyond mere video conferencing, offering a range of features that support interactive and effective learning experiences. Let's examine how each of these platforms contributes to CVT:

Zoom is a widely used video conferencing tool known for its ease of use and reliability. It gained significant popularity for various types of virtual meetings, including educational sessions. It allows hosting of large-scale webinars, breakout rooms for group activities, screen sharing for presentations, and interactive features like polls and hand-raising. Zoom's recording feature enables sessions to be recorded for later review or for trainees who couldn't attend live. Zoom is ideal for conducting virtual classes, workshops, and training sessions, where real-time interaction and participation are key.

Microsoft Teams: Part of the Microsoft 365 suite, Teams is not just a video conferencing tool but also a comprehensive collaboration platform. It integrates video conferencing with extensive collaborative tools like shared workspaces, file storage, and integration with other Microsoft applications. It also offers features like live captions, meeting notes, and the ability to host large meetings. MTeams is particularly effective in environments that already use Microsoft 365. It's suitable for collaborative training programs, where ongoing project work and communication are part of the learning process.

WebEx - is another robust video conferencing tool that offers a wide range of features suitable for professional training and meetings. It provides high-quality video and audio conferencing, screen sharing, breakout sessions, and interactive tools like polling and Q&A sessions. WebEx also offers unique features like a virtual whiteboard for brainstorming and illustrating concepts. WebEx is useful for both small-scale and large-scale training sessions, offering a stable and secure platform for various training needs.



E-Book and Online Libraries

- Digital libraries like **Project Gutenberg** and **Google Books** provide access to a vast amount of reading material and resources, beneficial for self-study and research.



Interactive Learning and Gamification Tools

- Platforms like **Duolingo (for language learning)** or **Kahoot! (for interactive quizzes)** use gamification to make learning more engaging and fun.



Collaboration and Project Management Tools

- Tools like **Trello, Asana, and Slack** are not just for project management but can also be adapted for training purposes to collaborate on learning projects and keep track of progress.



Podcasts and Educational Audio Platforms

- For those who prefer audio learning, podcasts on platforms like **Spotify or Apple Podcasts** offer a wide range of educational content across various topics.

Each of these digital tools caters to different aspects of vocational training, offering learners the flexibility to choose how they want to learn, at a pace that suits them. The integration of these digital tools in CVT strategies allows for a more dynamic, interactive, and personalized learning experience.

Conclusion

The flexibility offered by these platforms, where learners can engage in training at their convenience, aligns seamlessly with the busy schedules of modern professionals, fostering a culture of lifelong learning. This flexibility is not just in terms of time but also in learning paths, allowing for a more personalized learning experience that caters to individual career goals and learning preferences. Moreover, the interactive and engaging nature of these digital tools enhances the learning experience. From immersive simulations in VR/AR to interactive coding platforms like Codecademy, learners can gain hands-on experience in a safe and controlled environment. This practical approach to learning ensures a higher retention rate of skills and knowledge, which is crucial for vocational training. However, it is important to acknowledge that the effectiveness of digital platforms in CVT also depends on factors such as digital literacy, access to reliable internet connections, and the learners' motivation and self-discipline. As such, there remains a need for continued innovation and adaptation to ensure that these digital tools are inclusive and accessible to all learners.

While the precise stages of the budgeting process in investing in education may vary across organizations, it is advisable to include the following essential elements for optimal outcomes: - Establishing a budgeting process and preparing the budget. - Developing a framework for forecasting individual and overall budgets. - Creating forecasts, discussing and making changes to the general budget and its allocation to different divisions. - Regularly monitoring to identify any deviations. - Implementing corrective measures

through a monitoring system. - Approving the budget and assigning responsibility for its implementation¹⁷.

In summary, digital platforms and tools have significantly broadened the scope and reach of Continuous Vocational Training, making it more accessible, flexible, and aligned with the evolving needs of the global workforce. They represent a pivotal shift in educational methodologies, emphasizing the importance of continuous learning and adaptability in a rapidly changing professional landscape. As these technologies continue to advance, they will undoubtedly play an even more integral role in shaping the future of professional development and lifelong learning.

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