Abstract
The paper considers the alternative to the modern vocational education and training, continuing throughout life. The aim of the study is to use SWOT analysis as one of the most effective tools for the modern management of organizations and processes. It is effective for systematically analyzing environmental management; for strategic results-oriented planning; for organizational balance and value added; to identify external and internal factors, trends, threats and opportunities for full development of the system of vocational continuing education in Bulgaria, especially in the field of cultural and creative industries. The main research tasks include terminological analysis and literature review on topical issues; to study the situation with the SWOT analysis tools; issuing recommendations for future development. In this regard, the research hypothesis argues that the SWOT analysis can make a qualitative assessment and achieve better planning and market efficiency of the system of continuing vocational education and training, as well as effective communication with all actors in this fast-moving, modern educational service for the benefit of the business and the public sector. A methodology related to the SWOT analysis tools is applied; content analysis of concepts and official documents on thematic issues; analytical bibliographic study; methods of analysis and synthesis; monitoring methods. As a result of our research, the barriers and opportunities for developing a sustainable system of continuing vocational education and training in the country are established. Summarized recommendations and conclusions are provided.

Key words: change management, external and internal environment, lifelong learning, SWOT analysis, vocational education and training (VET).

1 INTRODUCTION
Strategic management of all types of organizations and systems is a key area that sets the direction for development. But the meaning of this management is often questioned by the conditions of a dynamically changing global socio-economic environment. Long-term planning turns out to be a chimera, and it is no coincidence that Peter Drucker describes the skepticism of the rapid changes and the great uncertainty of the 21st Century that the world is facing today – a decline in birth rates in developed countries, changes in income distribution, global competitiveness, economic globalization and political fragmentation etc. [1]. Obviously, socio-economic phenomena and processes define economic strategies globally, but instability always needs a clear direction and robust measure of trends locally.

The new strategic resource today is information. It is the exchange currency in today’s information society. Hence the role of SWOT analysis. The purpose of the SWOT analysis is to gather, analyze and evaluate all available information and identify strategic responses to the dynamically changing environment. Identifying strengths and weaknesses provides opportunities; outlines the ecological environment and identifies the most important survival and development factors for each entity being managed. Although SWOT analysis is a typical marketing tool, it is applicable in all areas of management because it discovers promising projects and unlocks good business solutions.

The application of SWOT analysis in the study of the VET system is an effective tool for its efficient management. Especially if it is seen as a process in its dynamic development.

2 TERMINOLOGICAL ANALYSIS AND LITERATURE REVIEW
In order to understand every object of research, it is important to study the environment in which it develops; the trends that emerge and change; the factors that directly and indirectly influence it both from the outside and from the inside. Only in this way can it be managed and developed. The subject
of the present study is the state of vocational training in Bulgaria, with priority in the sphere of the
cultural and creative industries. For research purposes, it is necessary to outline its terminology
framework, which also comprises research constraints.

**Analysis** is a type of thinking that always seeks the meaning of things, the goals of development;
foressees the consequences; finds new elements; provides results; lies at the heart of strategy
planning. With sufficient information and correct analysis, knowledge is sought – methodology,
concept, combination of notions and approaches (interdisciplinarity).

**Terminology** as a scientific and cognitive field is a fundamental philosophical and scientific principle,
so in each study it is important to present a terminological analysis that correctly clarifies the aspects
and positions, language and understanding of the phenomena studied in order to achieve mutual
understanding and unified evaluation. We believe that terminological analysis has a strategically
important applied character, i.e. looking for solutions to existing problems.

**Environment** – can be considered in various aspects: 1) as a general set of circumstances,_conditions that circumvent the object; as an ecosystem; 2) as a complex of natural, social, political,
cultural and economic factors that influence it and determine its form, organization, conditions for
development, growth, adequate behavior, as well as danger and damage; ecological opportunities for
object adaptation.

**Convergence** – perceived as getting closer, unification, merging of different, inherently unrelated
phenomena, structures, technologies, media into one system. We distinguish between biological,
computer, mathematical, economic, linguistic and evidential convergence. This is a new trend related
to the development of technological capabilities – especially the convergence of different media, data,
clouds that achieve interactivity, useful for business and education. This proactive connectivity
stimulates innovation, increases revenue and value, and leads to the need for new literacy through
different learning and education curves.

**System** – can also be seen in various aspects and system theory: 1) as a set of objects,
interdependent and interacting, working together as parts of a common mechanism or as a connecting
network with the help of built links; a complex whole; (2) as a set of principles, procedures or
classifications, according to which a planned organization and conduct is created and results are
obtained; organized scheme or method; systemicity; consistent integrity. Every system, natural or
designed by humans, has spatial and temporal outlines, surrounded by a specific environment that
affects its structure, purpose and function. Designed systems aim to meet certain needs, delivering
certain results – services and products. They can be opened and closed, with incoming and outgoing
flows to exchange information, benefits, and so on. Systems can also be considered as transformation
process(s). They have a model and architecture.

**Factors** – essentially one or several phenomena, events, facts, ideas, organizations, people,
elements that affect and influence the object, the situation, the perspective; contribute or disfavor a
particular result or opportunity. In essence, the factors are variable. Basic, critical, decisive factors are
usually studied.

**Trends** – the general direction in which organizations, phenomena, processes, policies, behaviors
develop and change; can also be understood as tendencies; movements; changes; fashion; course;
style. The trend reflects what is happening at a certain point in time and replaces previous trends,
making it one of the most important elements of practice in conducting technical analysis of indicators.
They can be positive or negative and it is a matter of management for them to be used or dismissed.

**Challenges** – in the conditions of competition and active changes, challenges, ordeals, provocations
requiring capabilities, strength and planned actions of opposition and counseling are constantly
emerging; need to prove or justify a situation, phenomenon, identity, merit, exception; to resist, to
challenge the validity of a phenomenon, a factor, a trend, a claim, an injustice\(^1\).

**SWOT analysis** – the origin of SWOT analysis is thought to originate from “SOFT analysis”,
(Satisfactory – good in the present, Opportunity – good in the future, Fault – bad in the present, Threat
– bad in the future) – the result of Stanford Research Institute’s corporate planning research of 1960-
1970 [2, 3, 4]. Then this tool was presented as stand-alone without being part of the process. Later,
Weihrich [5] modified SWOT in the form of a matrix of four components that corresponds to the

\(^1\) The statements were consulted with the definitions of the terms given in Merriam-Webster, Cambridge English Dictionary,
Techopedia and Investopedia.
internal factors (strengths and weaknesses) of the organization with its external factors (opportunities and threats), in order to be able to create system management strategies or, as it is now called, "change management" through the "chain of logic" [3] (Otis Benepe), which determines the relation to achieving agreement and commitment: Values; Appraise; Motivation; Search; Select; Programme; Act; Monitor and repeat steps 1, 2 and 3. This is the result of the economic analyzes of the marketing mix to create: product policy (what is sold); process (how to sell); users (to whom they are offered); distribution (how to reach consumers); financial policy (what are the costs, investments, pricing and profits); administration (management) [3]. Of course the most important step is the motivation of the team. People measure everything they do and receive, so if they do not perceive the values and mission of the organization they turn from inspired collaborators into slow performers. If there is no common and shared vision of development, the gap between what is being done and what needs to be done is getting bigger. To help reduce this difference come the factors of optimal resources; ongoing control and planning that efficiently absorb the flow of internal and external information, outline priorities and support the building of teams; permanent training of human resources and, above all, senior management.

SWOT analysis development can be traced in the publications of Learned [4], Ansoff, Avner, Brandenburg, Partner and Radosevich [6], Dosher, Benepe, Humphrey, Stewart and Lie [2, 3], Pahl and Richter [7], Helms and Nixon [8], Hussain, Khattak, Rizwan and Latif [9], Osita, Onyebuchi and Justina [10], Mesly [11], etc. A crucial contribution to SWOT analysis has the article by Marilyn M. Helms and Judy Nixon "Exploring SWOT Analysis – Where Are We Now?: A Review of Academic Research from the Last Decade" [8], which explores the methodology and the use of strategic results-oriented strategic management tool for all types of organizations and processes, incl. and as a training tool by consultants, trainers and lecturers at all levels of the educational process. Although some critics of the SWOT analysis find it an outdated concept of resource-based planning and competence planning, it cannot be said that it does not help, on the contrary – it is essential for properly assessing the current state of the organizations regarding People, Power, Processes, and Plan [11] as well as for formulation and strategy selection [7]. Ansoff’s Matrix, including strategies: market penetration; market development; product development; diversification [6, 9], is a very useful concept for strategic planning of educational and cultural public organizations. Searches and segmentation of customers, improving the quality and range of services, building a reputation image, adequate pricing and cooperation of efforts, goals and tasks with other players – are important issues on vocational education and training.

**Vocational education and training** – provides the necessary knowledge and skills to acquire a profession that provides employment. In the current context, it practically affects all spheres of human activity, continues throughout life and is an important factor for social justice and inclusion, as well as for the sustainability of development [12]. Today it has both academic and non-formal and informal character. Vocational training programs, within the framework of the Qualification Framework, provide secondary and higher schools, as well as associations, commercial companies and business companies, and guarantee them with certificates and diplomas. It provides advantages in job search and outlines a clear tendency of an increasingly demanding educational service by broad sections of the population at every stage in their professional life and careers. The system of dual learning as well as on-line vocational education is expanding. Today, the tendency is of returning to Wilhelm von Humboldt’s educational model to “cultivate the mind and character” of trainees by profession as “well-informed human beings and citizens” [13, 14]. The latest regulatory frameworks of the European Union’s strategies for a smart, sustainable and inclusive economy also have direct relevance: Europe 2020 Strategy (2010); Action Framework “Education 2030”. Towards Inclusive and Equal Quality Education and Lifelong Learning for All (2015), The Bologna Process 2020 (2009); The European Qualifications Framework for Lifelong Learning (EQF) (2008); New Skills for New Jobs (2010) [15, 16, 17, 18, 19, 20, 21]. Bulgarian VET studies are more oriented towards secondary education. Very few are studies in adult learning to acquire new competences and for lifelong learning. Interesting studies are in the field of asynchronous digital communication in the learning process, independent of the time of the training, and of the real-time synchronous (e-training, webinar, online training), in which the participants are physically present in front of the electronic devices at a specific moment [22]; in the sphere of Flexible Course Management for a multitude of didactical scenarios; Personal Workspace for learners, allowing the easy creation of portfolios and blogs; based on the integrated Communication Tools: Personal profiles, Contacts, Who is online?-tool, mail, chat and more and flexible and personal learning environment [23, 24]; about the cohesive link between traditional face-to-face training and the use of elements of virtual adult education and good models, new approaches and curricula [25, 26, 27]; motivation, social significance and psychological attitude towards adult learning through inclusion, attitude, perception, competence and critical thinking, as well as collective
orientation of students in the context of a value crisis; collaboration, self-regulated learning, information seeking, team learning and new skills [28]; but also the validating knowledge and competencies [29].

3 PURPOSE, RESEARCH TASKS, HYPOTHESIS

The purpose of the research is to study the opportunities for improving continuing vocational education and training in Bulgaria based on a SWOT analysis of the external and internal environment of the system to evaluate and qualify the necessary approaches and measures to optimize the organizational structures and interactions among all stakeholders from the process, identifying and consolidating strengths, developing opportunities, reducing weaknesses, and minimizing threats. The main research tasks include a review of the literature on the questions raised; to study the situation with the SWOT analysis tools; issuing recommendations for future development. Thus, the hypothesis of the study argues that the SWOT analysis can assess and achieve better planning and market efficiency of the system of continuing vocational education and training, especially in the field of cultural and creative industries, as well as effective communication with all actors in this speed-up modern educational service for the benefit of the business and the public sector.

4 METHODOLOGY

Within the applied methodology, selected components are defined which determine the impact of vocational education as a strategic perspective. Regarding the methodology, we chose the SWOT analysis as the most appropriate tool for presenting the overall characteristic of the research problem, i.e. the basic parameters set out there identify the potential development or potential market failure and can formulate a single framework outlining the possibilities for problem identification, analysis and conclusions, decision and policy-making. Literary review of national and international bibliographic sources enriches researchers' perceptions of management models and good practices in continuing vocational education and training. In the framework of the research, a content analysis of theories, concepts and official documents on issues related to the chosen topic is also applied; analytical bibliographic study; methods of analysis and synthesis; monitoring reference groups of trained students by profession at the Vocational Training Center (VTC) at the University of Library Studies and Information Technologies (ULSIT).

5 SWOT ANALYSIS

SWOT analysis a.k.a. SWOT matrix, is a strategic method for assessing focus areas of strategic planning of an organization or system, i.e. it identifies the positive factors that bring competitive advantage and value; the critical points that hinder upward development; the circumstances that need to be addressed in favor of better market positioning; and the factors that would take away the competitive advantage and would be detrimental to the intended objective. SWOT analysis is the tool for evaluating and developing the marketing mix (product, price, position, and promotion) of the organization or system to achieve its goals, in accordance with favorable and unfavorable internal and external factors.

In order to justify our SWOT analysis of vocational continuing education and training in Bulgaria, it is necessary to generate basic information on the status quo in the four areas of focus.

5.1 Strengths

Strengths are the qualities (tangible or intangible) that create the conditions and the opportunities to fulfill the mission of the organization. These are first of all the professional competencies, qualities and motivation of employees and leaders; the organization; effective management; process control; the quality of the products and services offered; information, technology and logistics support; financial resources; loyalty and good acceptance by customers.

For the VTC’s, the most important are physical, human and intangible assets such as:

- Guaranteed the sustainability of the work of high-qualified trainers and commitment to the company and to the trainee students;
- Technologically well-equipped training rooms with remote direct feedback capabilities (software, whiteboards, etc.);
• effective systems for controlling authorized access and privacy protection;
• significant experience, know-how and research in the areas of vocational training;
• promoting new standards of education and training;
• competitiveness based on synergy and convergence of resources and opportunities with other
  entities with similar goals and missions;
• membership in unions and associations in the field of vocational education and other creative
  and professional alliances.

5.2 Weaknesses
Weaknesses should not be considered as insurmountable barriers but as an opportunity for motivation
and development. Usually, the root causes of weaknesses are internal factors, which can be
overcome by good analysis and willingness to change. These are most common:
• ineffective internal and external communication, “peer wars”, rivalry, power struggle, double
  standards and, respectively, low motivation, ignoring standards, routine;
• lack of experience and weaknesses in making operational and strategic decisions;
• shortage of staff and trainers, too old for trainers;
• lack of qualitative expertise or skills to work with technology;
• unequal (cyclical) provision of educational services;
• underdeveloped physical and technological infrastructure and lack of other assets;
• inadequate funding and poor financial management;
• lack of basic organizations for conducting dual training and internship.

5.3 Opportunities
Opportunities are benefits and all the useful conditions that can benefit the organization. Identifying
them is the most difficult part and requires expert management, constant observation, research and
evaluation and reassessment. The most difficult part of the SWOT analysis is related to the motivation,
expertise and strategic thinking of the human factor. Opportunities are most often revealed by market
needs; from the industry and the public sector; of technology; of government policy in the field of
education. Such opportunities for vocational education are:
• building new educational circles with new forms, methods and relationships in the educational
  process, stimulating self-critical and creative thinking and teamwork;
• multidisciplinary, flexible transfer of knowledge and technology;
• hunger for specialists in certain public spheres; continuing education is essential for all
  professions;
• cooperation with employers for dual learning;
• building a qualification search register;
• access to public funds and funding programs;
• proactive public relations, targeted work with potential target groups, advertising of quality
  products and services, the capabilities of the Internet and social networks;
• lobbying and advocacy for funding, regulatory facilitation, distance learning certification, etc.;
• effective partnership with cultural and creative organizations, craft associations, art workshops,
  etc. public organizations, as well as entrepreneurial structures;
• permanent training of trainers focusing on the individual needs and opportunities of users of
  educational services and new forms of interactive education and training.
5.4 Threats

Threats are contained in the external environment and jeopardize the credibility, profitability, and sustainability of the organization's activities. They are stronger when the organization is more vulnerable. Among the strongest threats to organizations offering vocational education and training are:

- drastic inadequacy of educational programs;
- persistent mismatch between the skills and certificates of the trainees;
- drastic exclusion of business and creative organizations from the process of vocational education and training;
- chronic inability to upgrade the facilities and technologies;
- chronic lack of highly qualified trainers and lack of trainings for trainers;
- prolonged neglect of the problem by the government;
- overcapacity and market saturation by training firms;
- demographic collapse and low standard;
- negative public image.

6 RESULTS AND DISCUSSION

The SWOT analysis technique requires analytical potential to evaluate the results achieved, strengths and weaknesses, emerging opportunities and potential threats. This is a permanent process as well as an analysis of internal factors as well as the dynamics of external changes. This method provides a simple framework for effective organization, conceptualizes the interdependencies between phenomena, identifies critical elements and what the organization really needs to achieve sustainability and stability. And this is a long and difficult path based on risk management, adaptability and competence.

Without optimizing work with ICT; without conducting and accessing research, good practice and effective know-how; without sharing and motivating for mastery (Peter Sense); without seeking fresh financial resources; without coordinated organizational and financial discipline; without training, hiring and motivating quality staff; without cooperation and collaboration – it is impossible for any educational organization to operate. This is especially true in the field of culture and creative industries, which are essentially public, more difficult market-oriented and with less management and marketing capacity.

It should be remembered that albeit a very powerful tool, SWOT analysis can be highly subjective and therefore is rather a guide rather than an action plan. This tool has the potential to address weaknesses in opportunities, stabilize strengths, strategically define the organization's core competencies, optimize its goals by synchronizing resources, optimizing spending and unnecessary activities, and knowledge of changes in the external environment and its challenges.

SWOT analysis cannot be done without PEST analysis or more accurately – STEP analysis. The analysis of the surrounding environment is essential. And if political and economic factors are relatively stable and easier to identify, social and technological factors are particularly difficult to monitor and analyze. Continuous technological developments lead to cardinal social changes. There is an unprecedented convergence of technologies, media, methodologies and paradigms that constantly change the social status quo. The necessities of knowledge, skills and competences are constantly changing. What is now in demand in the labor market tomorrow becomes redundant or at least highly modified. Social and technological skills are gaining value. Learning the "craft" is a step, ad hoc, and these are realities that cannot be overlooked. Social intelligence is preferred. Knowledge of various technologies, media, knowledge of various transdisciplinary relationships and connections becomes a priority. The pyramid of learning is in a totally different direction – the authority of the teacher, the teaching resources, the expertise, the certificates and the standards are constantly subject to reviewing, doubts, changes. New trends, modern styles, replaced by new, more postmodern and more difficult to analyze are constantly emerging. Time “has no time” to evaluate them and to assess their positive and negative impacts. That is why a system (and systemic approach) is needed, in which new forms can be continuously and flexibly integrated, but without going to the extreme. In
nature, *intelligence means flexibility, adaptability*, and this is an important feature for human systems – market, education, culture.

Learning in the cultural and creative industries is compounded by the very nature of these civilization phenomena – individuality, freedom, independence, inability to be technologized, rigid frames. The personality, distinctiveness (and ego) of people and creativity in this field are extremely high. Hence management, systematization, brazing become serious challenges. On the other hand, culture is often underestimated by the administration, especially in countries with underdeveloped economies and socio-economic structures. Awareness of culture as a high form of identity is a very difficult process when struggle for bread and survival is the first priority of most of the nation, and the lack of sustainable government policies in key strategic areas such as health, education and culture kills the systemicity of all levels. Despite these potential weaknesses and threats, there is something to be done. And everything is in the hands of people in the field of culture and education.

Cultural and creative industries require a great deal of interdisciplinary knowledge, skills and attitudes to communicate, share and interact with consumers, partners, suppliers and competitors. On the other hand, the socio-economic realities hardly stimulate the human resources in our country to increase the qualification and self-development. However, in recent years the labor market and regulatory requirements for certified education have also set motion in the public sector. In order to respond to emerging needs and demand for vocational training, recruitment and validation of knowledge and skills, it is necessary to offer *quality and efficient educational services* tailored to the expectations and opportunities of the users, mediated by a *good communication model for interaction*. This cannot happen without cooperation and mutual assistance from all the actors involved: cultural and creative industries; schools, universities and training centers; state structures; agencies, associations and non-governmental organizations plus effective and proactive communication and coordination.

Vocational and lifelong learning, such as competence-based learning, involves acting autonomously and reflexively, using different means interactively, participating in the activities of diverse groups. And if competence-based learning offers an approach that focuses on learning outcomes, seen as the ability to act adequately in different situations, *integrating a broad communication model* into an interactive learning environment ensures success in a highly competitive field, where innovations are an everyday life. The condition is that the educational paradigm is consistent with the distinctive ways of perceiving information and ways of learning of the different target groups conditioned by the different thinking patterns of future professionals. Digital learners need and require adequate training methods that include interactive methods, web-based training, audio and visual incentives to present and reproduce information from learning content, group work, role-play activities, and so on. This also predetermines the application of a completely new approach to teaching. But not an approach that aims to involve the use of different digital means. But one that integrates communication technologies into learning content, provides greater autonomy to learners in their own preparation, encourages them to work in groups on the realization of different projects and gives them opportunities for full expression during the training seminars. An approach that includes the use of interactive methods and in the course of the training, through which the target groups develop competences – key to their successful future professional realization.

All this is not in the hands of a professional center or a university. There is no fixed recipe, but the most important thing in “treatment” is cooperation, collaboration among all stakeholders. The state has a vocational training system in the face of the National Agency for Vocational Education and Training, which certifies the learning process through licenses. But learning in the field of culture and creative industries can only be beneficial in the interaction between these industries and educational structures.

7 CONCLUSIONS AND RECOMMENDATIONS

Work for sustainable development of education and culture systems requires specific practical-applied mechanisms. Given the inter-institutional and organizational context of education in the cultural and creative industries and given the need for high quality education, a collaborative approach between different actors creates invaluable cooperation, and in the long-term, a sustainable network within educational and cultural institutions and professionals in the field of education, culture and lifelong learning.

Thanks to the accumulated experience of the team gathered in the framework of this project and its meetings, discussions and seminars with representatives of other VTCs, NGOs, SESGOPEA, NAVET,
HRDC. Labor offices at the Employment Agency, cultural and creative organizations – several sets of recommendations can be outlined to unite efforts to create communication links in the field of continuing vocational training in the creative industries.

In short, recommendations can be grouped in several directions:

- Establishment of an advisory council at the Ministries of Education and Culture to coordinate activities in training and working with all age groups of people who need additional skills and qualifications;
- Cooperation between educational institutions offering vocational training and cultural and entertainment institutions, and artists and people of culture with their personal example and emotional impact; more effective stimulation of volunteer placements in libraries, museums, community centers, cultural and art centers; the search for opportunities for the transformation of firms and cooperatives of masters into basic dual learning organizations;
- A more active communication with the Education, Culture, Science and Cultural Diversity Committees in the municipal councils to cooperate with CVTs and to support local socio-cultural communities to enhance their skills and qualifications;
- Proactive advocacy and lobbying policy for leaders of cultural institutions, labor offices and local authorities to facilitate and communicate and cooperate more easily without unnecessary formalization;
- Unification of requirements, lessons and content of educational programs in secondary and continuing vocational education towards a wider, experience-based, active learning, joint group work, observation, research, discovery and development of critical thinking to enrich knowledge, emotions, skills and aesthetic and creative abilities of learners at all educational levels;
- Effective collaboration between vocational training centers and universities for continuing education of trainers, acquisition of new qualifications and competencies, access to new research and joint participation in matching projects and programs;
- Linking the teaching and learning methods with the existing resources in the educational, cultural and cultural-entertainment institutions as an authentic learning environment and the opportunity to reach traditional and innovative cultural and artistic events, artifacts, media and digital techniques for digitization and cultural heritage promotion;
- Stimulating the creation of “cultural contacts” between different types of arts, schools, cultural and entertainment institutions at the local level to be an active communication channel for new partnerships;
- More efficient use of existing virtual exhibitions, museums and other digital resources in the learning process and stimulating the skills for creating and presenting new creative collections;
- Better coordination to provide methodological assistance to cultural and creative organizations in designing and participating in projects on the one hand and involving students in the process of writing and managing projects to acquire skills related to budget management time, culture of roles and responsibilities and funding;
- Stimulating the so-called “traveling academy” to provide better logistics for the delivery of educational services by highly qualified experts on site in a familiar educational environment where the experience of local practitioners can be used to demonstrate in different working situations in real time and provide learners with the opportunity to practice and build an atmosphere of trust and easy communication;
- Stimulating the process of validating knowledge and competencies: in our country there are many specialists who have acquired skills and experience through non-formal and informal learning that do not have a certified diploma. This approach is important, for instance, in the field of cultural institutions and creative industries, a significant number of professionals with a non-formal education work, but over the years they have accumulated high expertise that has not been certified;
- Attempting to build attitudes of trained students for effective socialization in the working environment by building real insights into the nature of the acquired profession, identifying it as a cultural and social role of prestige and creating an “occupational ethos”;

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Stimulating the management training of cultural organizations and creative associations, namely the market needs managerial experts, but motivation and funding are insufficient.

The analyzes and approaches proposed in the study are aimed at helping to derive more accurate and precise information from SWOT analyzes to identify, verify and correct loopholes in the strategic concepts of cultural and creative industries and to more effectively seek and finding the right niches and fields for the development of vocational education and training in the field of culture and creative industries in Bulgaria.

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