

## UTILIZATION OF NEW TECHNOLOGIES IN MODERN VOCATIONAL EDUCATION AND TRAINING

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Over the past 20 years we have witnessed important technological changes mainly caused by the rapid development and extensive use of information and communication technologies. This trend is modifying work, the structure of qualifications and work organizations within enterprises, and provoking substantial changes in the labour market.

Technological development and consequent organizational changes Enterprises have to deal with an increase in competition due to the increasing internationalization and deregulation of the markets. The introduction of IT in enterprises and organizations tends to run parallel with organizational changes fundamentally involving the transition from highly hierarchical structures to project groups (groupware). The use of networks is also becoming more and more important (intranet, internet). The direct consequence of these organizational changes is the fact that workers are asked to develop new competencies.

The introduction of IT in the various functional areas tends to make mechanical, lesser-skilled tasks superfluous.

The integral development of the human personality, the fundamental objective of all education and training, is therefore the very basis of the new competencies. Knowledge and information, the essential raw material for production in the information society, are to be found in the context of the overall organization, rather than at the level of individual professionals. This increases the responsibility of the enterprise as a learning organization. This causes changes in the content of various professions: individuals need more knowledge and an increasing number of skills and competencies to accomplish tasks which are becoming more and more complex.

Changes in qualifications required/recruitment policies of the enterprises Serious integration problems are emerging for certain groups, with the gradual exclusion from employment in the area of ICT of those with a certification level below the upper-secondary school-leaving certificate or middle-level vocational training.

Training initiatives are developed in response to new professional needs Initial training provision, both at university and vocational training level are going through a significant period of renewal in terms of technological content. In the case of universities, short-cycle diplomas with very distinct vocational learning are gaining in importance. There has been a significant increase in the number of initial certificates and training places over the last decade, including a surplus of certificate-holders in some areas. The problem still remains the development of

organizational and social competencies, to which curricula attach very little importance. Continuing training the introductions of the new technologies and subsequent changes in jobs have to be underpinned by a sound policy of training in enterprise. As the conclusions of the study we would like to attach more importance to continuing training and in particular to encourage employees to continue to progress by taking part in training schemes or self-training (Netherlands, United Kingdom), especially by attending training leading to certificates or diplomas. Some countries have, moreover, started to reform initial training in this sector by rebuilding training routes and enabling diplomas to be obtained by credit units. This desire to raise employees' awareness and to encourage them to continue to learn helps employees' achieve the state of mind that they will need to successfully keep up with the changes that will take place in the banking industry throughout the world over the next ten years. In general terms, continuing training provision is not adequately planned by the enterprises in accordance with the new requirements in occupational areas in which IT exerts a strong influence; in the majority of cases, continuing training is left to the initiative of the employee in the form of self-directed learning. It is important to point out, though, that many enterprises, overall of medium and large size, organize training initiatives within 'the enterprise itself, privileging different "training areas" which may help the workers to acquire the competencies and abilities which are required by the information society. Very interesting also are the training methodologies used for providing training. "Action learning initiatives" are based on working groups composed of the workers in the enterprise where the learning process is activated starting from a specific and real working situation. Recommendations for the improvement of training, it is important to make use of the technologies which will have to be used by the workers in their working environment so that they can get used to ICT. Finally, it is important to articulate the training supply in a perspective of continuing training which has to be compatible with the employed or unemployed status of the beneficiaries. Conclusions the urgent need for active social policies, for improving access to education and training for people of any age, and for building ICT awareness into labour market measures; the urgent need to renew Europe's training and education systems; the need for rethinking the role of the different actors involved in education and training processes and, more in detail, a greater involvement of trade unions in training and development.

### **References**

1. UNESCO. Education for All Global Monitoring Report (2016), pp. 150-168.
2. J. A . Leech (2015), Queensland Department of Education, 268 p.
3. National Council on Educational Reform (2012), Reports on educational reform, 343 p.