

Editorial Note

We live in a society that places a high value on the professions. It's no surprise that parents want their children to pursue careers that will maintain or increase their status (Phillips, 2012). If the child chooses non-academic education, but the professional or vocational education and / or training way, then s/he is seen as “foolish” by parents and the society. Is it fear, kind or intelligent to keep the assumption that the professional or vocational education and training is associated with the lower learning and / or academic competencies, talents and the intelligence? Such kind of thinking first of all is destructive to young generation. Children and young people must have the opportunity to be educated and trained whatever capabilities abilities their natural gifts lead them to, rather than more or less condemning them to studies and / or jobs they will find meaningless. If a young person has an affinity for particular profession, to keep her / her from developing competencies to pursue this vocation unfear. Many competencies most needed to compete in the labor market are the competencies that are related to the vocational or professional area. The absence of excellence in vocational or professional fields is costing to the society economically. For over centuries, the world has been bound together by founding the proof that we are the human beings and we are served as a compass through every type of change (McNair, 2013). No matter war or peace; only what is matter the possibility to learn the important lesson that the education has its value and that is worth to learn or to study. No matter the time, geographical localization, nationality, gender or religion. The education is the value, which we pay for freedom of decision-making and problem-solving, leadership, independence and autonomy of free and liberal thinking and perceiving. It is the value, which we count and which is counted in labour market. It is the only value, which is visible and invisible at the same time.

The third strategic objective, the *Bruges Communiqué* (2010) calls for the promotion of flexible pathways between VET, general education and HE. This aspect is and / or could be seen through the all research studies that are presented in this issue of the Journal “Vocational Training: Research and Realities”. All the articles highlight the values as a basic in vocational training and education nevertheless it is the vocational school with the focus on skills’ acquirement or the college with the higher education aims towards the achievement of competencies and its’ development. Everything matter when the educational system and the educational institutions strive for competence succession, continuity, development and improvement with the focus on personality’s growing, intelligence through education, which is based on the building of personality’s social, moral, psychological, intellectual potential. The vocational education and

training is worth not only because of its curriculum and the learning outcomes, but also because of the human values transmitted and the influence that the vocational training and / or education institution has and had on the lives of learners or students.

In most of articles in this issue of the Journal are provided findings from the qualitative research. Why the qualitative research is often used in vocational training and education? It seems that authors of articles apply the qualitative research because they are striving for the new ideas generation and development; investigating the strengths and weaknesses of the studied phenomena; seeking to understand the dynamics of processes; studying reactions, emotions, perceptions and attitudes of research participants. The articles in this issue of the Journal represent the problems what we think about from time to time, but only researchers (authors of the articles) put their full-time efforts into the particular and actual problems in order to show the core and to find the empirical substantiation to say that the problems, which we thought are “only in our minds” are topical to science and practice and this means that with the empirical confirmation (nevertheless it is qualitative or quantitative) the communities of researchers and practitioners have the overlapping points that could be, maybe and must be set in the motion through cooperation and collaboration of these two communities. Here are no reasons to ignore each other’s inputs into the improvements of vocational or professional research and practices. Also here are no other magic formulas to solve the problems except the cooperation between researchers and practitioners. By ignoring it the problem-solving and decision-making within the vocational training and education will be much harder.

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