

Editorial

I am pleased to inform our readers about the current, considerably bigger influx of research articles coming from Central and South East Asia. In these articles, is demonstrated an increased interest in quality improvement, innovation, student-centred methodologies, fostering creativity and innovation, talent cultivation, entrepreneurship and practical abilities, to name only a few topical highlights. These topics are at the core of educational development across the globe, however, the interest in them and subsequent research outputs varies in terms of time and country. For example, several years ago, we published numerous articles from China that focused on these topics. At that time, engineering and technology education in some institutions in China was in transition, shifting from preparing graduates from a traditional labour-intensive economy to one based on technology and innovation.

In one of my editorials in 2014, I commented that *the role of an engineer or a technologist is not limited to the management of production processes and industrial operations, but also involves innovation and advancement in these professions by creative and original discoveries, inventions and designs. These will all require thorough reform of the educational system, which could be achieved by introducing new teaching/learning modes.* In this context, China is an excellent example of what can be achieved in a relatively short time.

A similar approach to education can now be observed in regard to several countries in Asia, such as Kazakhstan, and also in South East Asia, including countries such as Thailand and Indonesia. In regard to Kazakhstan, worth mentioning is its opening to Europe and European programmes in higher education, and interest in STEM and technology-focused programmes, in particular. Subsequently, we have received an increased volume of articles dealing with these issues coming from Kazakhstan.

However, the scattered nature of topical coverage would suggest that more academic leadership is needed to establish sound research focus areas, joint development programmes, visiting professorships, scholarships, as well as continuous and effective collaboration between more advanced and less advanced centres of higher education in various countries.

This issue of the World Transactions on Engineering and Technology Education (WTE&TE), designated as Vol.20, No.3, consists of 12 articles coming from five countries with four articles each coming from Indonesia and Kazakhstan, two articles coming from Poland and one article each from Peru and Thailand.

I wish to express our sincere gratitude to the authors of these articles for their willingness to share their research and development activities and achievements with our readers. It is my honour and privilege to acknowledge, with thanks, the support of the international referees, as well as members of the editorial team, consisting of Professor Andrew Nafalski, Dr Dianne Q. Nguyen, Professor Derek O. Northwood, Mrs Dorota I. Pudlowski, Associate Professor Arthur J. Swart and Professor Robert Špaček.

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