

World Transactions on Engineering and Technology Education

Editorial

We are all delighted and proud at the WIETE to release for circulation yet another regular issue of the *World Transactions on Engineering & Technology Education* (WTE&TE), Vol.9, No.2. This comes against the background of various austerity measures undertaken by governments to combat the critical economic situation faced by individual countries, but with worldwide implications. There appears to be a pattern in such situations that the consequences of global economic problems have to be endured, and paid for, not necessarily by those that have caused it in the first instance, but by whole societies, including their education systems, as well as international academic communities. Is there a way out of this complex, globally interconnected economic situation? Certainly, there are no easy fixes.

We hope that our readers will find the articles included in this issue enlightening and revealing. This issue consist of nine articles from a range of backgrounds, being they highly developed countries or those where daily survival is a constant struggle for the population. Based on these articles, we can compare the conditions under which our colleagues in developing countries try to educate their students, but rather than being judgemental, we should consider and plan for action to improve the quality of education globally. Effective assistance and its various forms should be at the core of our discussion.

Recent weeks have seen the WIETE entering a partnership agreement with *iProfessor*, a Polish government and the European Union sponsored initiative, to build an electronic platform upon which like-minded academics can exchange information on their achievements and developments in order to promote innovation, wider collaboration in research and best practice. It is envisaged that the WIETE will take a leading role in this enterprise, and facilitate the accomplishment of the platform's objectives with regard to the engineering and technology fields, in particular where they interweave with education.

In conclusion, I would like to express my sincere thanks to the authors of the articles included in this issue for their eagerness to share the outcomes of their studies with other academics. I am positive that our readers will find the articles resourceful, and may use them as a good source of information for discussion and potential improvement of their engineering and technology education practice. My sincere gratitude is also extended to Ms Dianne Q. Nguyen and Ms Krystyna Wareing for their precious assistance in preparing this issue for publication and distribution.

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