

Editorial

It is my real pleasure and honour to launch the inaugural issue of the *World Transactions on Engineering and Technology Education*, the newest journal from the UNESCO International Centre of Engineering Education (UICEE).

This inaugural issue of the UICEE's *World Transactions on Engineering and Technology Education* presents a range of papers from across the spectrum of engineering and technology education and from around the world, including 30 insightful representations from many countries worldwide. From this, it can be seen that the *World Transactions* contribute to the publication of engineering and technology education papers globally, which is essential for academic life and the continued growth and evolution in humankind's knowledge and understanding across nations and continents.

The very nature of the UICEE's *World Transactions* is that it is open to every facet of engineering and technology education and not confined to traditional views of engineering and technology. The UICEE's *World Transactions* seeks to break the paradigm constructs of traditional engineering and technology education by providing a forum for new ideas and methods. As such, there is no overriding engineering or technology theme but rather the overarching principle of the globalised expansion of engineering and technology education that is not confined to borders or regions; instead the *World Transactions* seeks to benefit all humankind through the wider dissemination of knowledge.

While engineering and technology education exists outside the confines of political philosophy and dogma, it is nonetheless influenced by it with regard to government funding and student access. To broaden and enlarge on humanity's capacity to learn by building on knowledge and discovering new methods, including new methods to augment the student learning process, engineering and technology education can contribute to promoting educational advancements and progress for all humankind, regardless of race, culture, religious or political denomination, or gender. Engineering and technology education cannot be isolated to prosperous regions. All UICEE-run conferences engage contributors from around the world, including those with a more regional focus. So, too, this first issue of the UICEE's *World Transactions on Engineering and Technology Education* has received submissions from around the world.

Engineering and technology as a pure discipline needs to break outside any indirect or direct impositions that reduce student input, particularly by factors that should be irrelevant to student/teacher intake, such as gender or racial background. To maximise engineering and technology's potential, and with it engineering and technology education, we need to see past barriers such as gender, whether the person be student, teacher or professional, and also provide support for minority groups that may feel excluded from the discipline.

It is my strong desire that this new publication becomes an important source of information on engineering and technology education and that readers will find it relevant to their academic endeavours.

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