Foreword

The Education Committee of the International Association of Logopedics and Phoniatrics (IALP) was established with the main mission of providing relevant information on the education and training of speech-language pathologists (SLP)/logopedists. Over the last two decades, the committee has been engaged in the collection of data about the education and training programs around the world. The committee has also produced guidelines for the establishment of education/training programs. In many parts of the world, the education and training of SLP is systematic and organized, but in some parts of the world, there is no training program at all. In the last ten years, more programs have been planned, and a guideline for education is crucial for such areas.

In this issue, a revised education guideline is provided. This education guideline took two years to complete and all members of the Education Committee contributed to the document. The revised guideline is published in this special issue of *Folia Phoniatria et Logopaedica* in connection with the IALP Congress in Athens in 2010.

This issue focuses on current information about countries in which new programs are being planned and also about emerging issues due to mobility and migration. As Friedman stated in his book *The World is Flat* [New York, Farrar, Straus and Giroux, 2005], the challenges SLP face in working with diverse populations are varied. Dobrinka Georgieva provides an overview of the present

training programs in logopedics in several European countries including Bulgaria, Greece, Macedonia, Poland and the Russian Federation. Fernanda Dreux M. Fernandes and colleagues report on Brazil and emerging issues in South America. Kyoko Iitaka discusses recent trends in speech, language and hearing therapy education in Japan. Hilde Chantrain shares her experience with the International Program. Li-Rong Lilly Cheng discusses the emerging issues in Asia and the Pacific Islands. Helen Grech and Li-Rong Lilly Cheng present new information on and challenges in dealing with immigrants on Malta. Margaret Leahy and colleagues McTiernan, Smith, Sloane, Walsh, Walshe and Ni Cholmain discuss the foundation studies element of the education for practice as a speech and language therapist at one Irish university, and how this element features in curriculum development and updating.

All the papers provide updated information on the different aspects of our practice based on the emerging needs of our global population. We hope you will enjoy reading them. As Milstrail said 'there are many things in life that can wait, but children cannot wait. Their blood is flowing, their bones are growing. You cannot tell them to wait for their name is spelled TODAY.' Let us work together today to make a better tomorrow.

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