Editorial

In 1992, the Education Committee of the International Association of Logopedics and Phoniatrics (IALP) began the process of preparing international guidelines for the initial education of logopedists. These guidelines, and a brief history of the deliberations preceding the 1995 report from the Board of the IALP, are detailed in an IALP news item published in *Folia Phoniatria et Logopaedica* (FPL) in 1998 (FPL, vol. 50, pp. 230–234). A special FPL issue on the future of education in speech-language pathology (with acknowledgement that the term used for such a profession may vary from country to country) was published in 2006 (vol. 58, issue 1). Continuing conferences among members of the Education Committee of the IALP, most notably in 2007 and 2009, led to revised IALP guidelines published in a 2010 FPL special issue on education in the field (vol. 62, issue 5). The 2010 special issue covered many different areas including educational opportunities for, and approaches to, training in Australia, Belgium, Brazil and other South American countries, Greece, Ireland, Japan, Macedonia (FYROM), Malta, Poland, Russia, and Singapore.

The current volume, a third installment in the efforts of the Education Committee of the IALP to publicize evolving education practices, activities, and training philosophies in the global speech-language pathology (and, in some cases, audiology) community, provides valuable

information for professionals interested in learning from and understanding the global variation in training persons who diagnose and treat communication disorders. The identification of authors and topics for the articles included in this volume emerged from deliberations of the current Education Committee of the IALP. Reading the papers in the current volume and the preceding two volumes noted above, one appreciates the critical interplay of training philosophy, resources, cultural/linguistic issues, and changing technology in the determination of how speech-language pathologists (SLPs) are trained in different regions of the world. With the emergence and increasing emphasis on evidence-based practice in speech-language pathology, and the availability of technology that can bring an SLP together with a formerly unreachable client, the refashioning of existing curricula to address these specific areas, or the development of new programs that include these areas, make perfect sense. And there is always the important consideration that there are many people who need professional, informed diagnoses and treatment plans for their communication disorders but are not receiving them as a result of a shortage of properly trained SLPs.

The current special issue on education addresses training needs, current and evolving curricula, and philosophies of training over a broad range of countries includ-

ing Australia, Bosnia and Herzegovina, Brazil, Bulgaria, China, the Czech Republic, Israel, Poland, Serbia, Slovenia, Turkey, and the USA. The current volume also includes an article on the integration of SLP training with considerations of literacy and language-learning disorders as well as another article on the possibility of a new type of SLP trained to understand the public health implications of communication disorders. The issue as a whole is stimulating, current, and in some ways challenging as to how to conceptualize the preparation of clinical professionals as we mature and evolve as a field. Members

of the IALP and other readers may want to read the contributions to this issue in conjunction with papers recently published in the *International Journal of Speech-Language Pathology* (2013, vol. 15, issue 1).

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Enjoy the careful thinking and hard work of your colleagues.

Gary Weismer, Editor-in-Chief