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# SPEECH AND LANGUAGE THERAPY ASSESSMENT IN VIETNAM

AUGUST 29 - SEPTEMBER 30, 2016

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This publication was produced for review by the United States Agency for International Development. It was prepared by Susan Eitel, Hoang Tran Vu, and Management Systems International, a Tetra Tech Company.

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Vietnam Evaluation, Monitoring and Survey Services Project (VEMSS)

## **DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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## ACRONYMS

AAC	Augmentative and Alternative Communication
ACDC	Action to the Community Development Center
APS	Annual Program Statement
ASD	Autism Spectrum Disorder
ASHA	American Speech-Language-Hearing Association
AVID	Australian Volunteers for International Development
CCIHP	Center for Creative Initiatives in Health and Population
CDCS	Country Development Cooperation Strategy
COP	Chief of Party
CPD	Continuing Professional Development
CRS	Catholic Relief Services
DPO	Disabled People's Organization
DRD	Disability Research and Capacity Development
DRL	Bureau of Democracy, Human Rights and Labor (U.S. Department of State)
DUMPT	Da Nang University of Medicine Pharmacy and Technology
ECDDI	Early Childhood Disability Detection and Intervention
ENT	Ear Nose and Throat
GFCHL	Global Foundation for Children with Hearing Loss
HCMC	Ho Chi Minh City
HI	Handicap International
HOH	Hard of Hearing
HMU	Hanoi Medical University
IALP	International Association of Logopedics and Phoniatics
IC-VVAF	International Center – Vietnam Veterans of America Foundation
ICCD	International Center for Cognitive Development
ICF	International Classification of Functioning Disability and Health
ICP	International Communication Project
IDEO	Intergenerational Deaf Education Outreach
IE	Inclusive Education
GVN	Government of Vietnam
MCNV	Medical Committee Netherlands – Vietnam
MOET	Ministry of Education and Training
MOH	Ministry of Health

MOLISA	Ministry of Labor, Invalids and Social Affairs
MSI	Management Systems International
NGO	Non-Government Organization
OGCDC	Office of Genetic Counseling and Disabled Children
OT	Occupational Therapy
PECS	Picture Exchange Communication System
POS	Physical, Occupational and Speech (Therapies)
PT	Physical Therapy
SALT	Speech and Language Therapy
SIF	Singapore International Foundation
SLP	Speech-Language Pathology
SLT	Speech-Language Therapy
SPA	Speech Pathology Australia
ST	Speech Therapy
TFA	Trinh Foundation Australia
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNICEF	United Nations International Children’s Emergency Fund
UPNT	University of Pham Ngoc Thach
USAID	United States Agency for International Development
USD	United States Dollar
VEMSS	Vietnam Evaluation, Monitoring and Survey Services
VNAH	Vietnam Assistance for the Handicapped
VNLHP	Vietnam Laryngectomy Humanitarian Project
WCDO	World Concern Development Organization
WHO	World Health Organization

## GLOSSARY OF TERMS

**Aphasia:** Difficulty producing or comprehending speech, reading and writing. Aphasia is always a result of damage to the area of the brain that controls language.

**Assessment Team:** Includes the team leader (Sue Eitel, representing MSI/Vietnam) and USAID/Vietnam disability portfolio managers (per their availability).

**Augmentative and Alternative Communication (AAC):** All forms of communication (other than oral speech) that are used to express thoughts, needs, wants and ideas.

- **Aided AAC:** Any external item used to aid communication (symbols, communication boards).
- **Unaided AAC:** Generally using one's own body (eye contact, facial expressions, sign language).

**Communication:** Imparting or exchanging information through speaking, writing or another medium.

**Dysphagia:** Difficulty swallowing; it takes more time and effort to move food or liquid from your mouth to your stomach (includes chewing food, keeping food/liquid in the mouth).

**Habilitation:** Services that focus on learning, keeping and improving skills and functioning.

**Language:** Comprehension and use of a spoken, written or other communication symbol system.

- **Expressive Language:** Putting words together and being understood (speaking and writing)
- **Receptive Language:** Understanding instructions and meanings (listening and reading)

**Occupational Therapy:** Treatment to safely/independently perform daily life skills such as eating, dressing, bathing and using the toilet, with a focus on fine motor skills, balance, coordination, memory and orientation.

**Physical Therapy:** Treatment to restore function, improve mobility, relieve pain and prevent or limit permanent physical disabilities, with a focus on strength, muscle function, coordination, endurance and mobility.

**Rehabilitation:** Services that focus on regaining lost skills or functioning.

**Speech:** The sounds that come out of the mouth and take shape in the form of words.

**Speech Therapy\*:** Treatment to address communication problems and swallowing dysfunction.

*\* Speech therapy is also known as speech-language therapy, speech-language pathology and speech and language therapy. For this report, all terms are synonymous.*

*This report will use "speech and language therapy (SALT)" to refer to treatments or individuals providing treatments to address communication problems, memory loss and swallowing dysfunction.*

# I. EXECUTIVE SUMMARY

Management Systems International (MSI) hired Susan Eitel, consultant, from August 16 to October 29, 2016,<sup>1</sup> as team leader to assess the availability of speech and language therapy (SALT) services and training in Vietnam. Dr. Hoang Tran, VEMSS chief of party, joined the team and provided management and technical oversight throughout the fieldwork.

The United States Agency for International Development (USAID) Vietnam requested this assessment and MSI's Vietnam Evaluation, Monitoring and Survey Services (VEMSS) Program (Project No. 608800.01-500-03-11) managed it. USAID/Vietnam participated in external meetings as their schedules permitted and received an inbriefing, two status updates and two debriefings.

## Assessment Objectives

- 1) Assess the status of the current SALT training program(s) and services in Vietnam.
- 2) Assess the feasibility of including SALT training/services into USAID's current disability portfolio.

## Methodology

- More than 30 documents were reviewed (key documents are listed in [Attachment 7](#));
- Semi-structured interviews took place with more than 100 informants from 50 organizations and institutions (See [Attachment 6](#) for key interview questions and [Attachment 3](#) for the assessment schedule);
- Focus group discussions took place with kindergarten teachers and SALT graduates.

The team visited six geographic locations during the assessment: Hanoi, Ho Chi Minh City, Dong Nai, Da Nang, Hue and Hai Duong (see Map in [Attachment 2](#)).

## Key Findings

- About 50 Vietnamese SALT resources in the country have received or continue to receive support from individuals, universities and the governments of the United States, Australia, South Korea, Japan and Singapore. Details about many of these individuals are in [Attachment 1](#).
- There is extensive disparity in the quality and content of SALT training and services.
- Several variations of SALT training are provided across the country, but without overall coordination.
- No standard tools exist for SALT assessment, services and follow-up.
- SALT understanding is limited and is commonly described as “a way to better pronounce words.”
- SALT is offered within both the health and education systems, with a clear demand in hospital and rehabilitation settings. SALT availability in education settings is less clear.

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<sup>1</sup> Work within Vietnam took place from Aug 29–Sept 23, 2016.



- Vietnam’s policy environment incorporates SALT in a variety of ways: insurance schemes, staffing structures and service provision. The policy environment under the Ministry of Health is favorable for continued SALT development.
- Sign language is undervalued in educational settings; lip reading and voicing are promoted as the communication and instructional methods for the Deaf.
- SALT developments in Vietnam will likely continue, but in a fragmented fashion. At this juncture, USAID has an ideal opportunity to support a cohesive SALT strategy, with significant positive results.
- USAID’s current disability portfolio could incorporate additional SALT activities.
- USAID/Vietnam has successfully invested in the development of a bachelor’s degree program for occupational therapy. The SALT community strongly believes that such an approach would be a good model for the development of a similar degree for speech and language therapy.

## Recommendations

The consultant recommends that USAID/Vietnam use its available disability program resources to complement existing commitments in physical and occupational therapy with a strategic and holistic investment in speech and language therapy in Vietnam.

Specific interventions that merit USAID support include the following:

- Create a pathway for a bachelor’s degree program in SALT.
- Utilize the technical expertise of Trinh Foundation Australia (TFA), Australia’s Newcastle University and the University of Sydney to develop of a bachelor’s degree program in SALT.
- Provide training support to the education sector, special needs education training and/or kindergarten teachers on language development, basic SALT intervention strategies and indications/pathways for referral to specialized SALT services.
- Engage TFA, SALT graduates from University of Pham Ngoc Thach (UPNT) or other specialists to provide additional short courses on specific topics (cleft palate, stroke, swallowing) to relevant hospital staff and caregivers.
- To the extent possible, invest in communication programs/strategies for the Deaf and persons with hearing loss, building on existing efforts of USAID’s past and current implementing partners.
- Implement a strategy and support programs to increase awareness of SALT for stakeholders at all levels.
- Develop a website that can provide information on SALT in Vietnam (resource persons, materials, training).
- Encourage specific USAID partners (Handicap International, Viethealth) to revisit key program activities (protocols for individuals with brain lesions and assessment tools for children with disability) to ensure adequate and accurate SALT content.

## 2. BACKGROUND

### 2.1. USAID/Vietnam, Disability and SALT

Since 1989, the U.S. Government (USG), primarily through USAID, has provided more than \$60 million in assistance to persons with disabilities in Vietnam.<sup>2</sup> Current guidance for USG funding in Vietnam refers to “funding for health and disability programs ... to assist individuals with severe upper or lower body mobility impairment and/or cognitive or developmental disabilities.” Language in the current guidance warrants investment in SALT services in Vietnam.

USAID/Vietnam’s 2014-2018 Country Development Cooperation Strategy (CDCS)<sup>3</sup> identifies “expanded opportunities for vulnerable populations” as one of the intermediate results within Development Objective 2: “Capacity strengthened to protect and improve health and well-being.”

In June 2014, USAID developed a new “forward-thinking disabilities assistance approach,” which focused on improving physical, occupational and speech therapies (POS). An annual program statement (APS) released on June 3, 2014, (APS-440-14-000001)<sup>4</sup> offered funding opportunities for disability programs in Vietnam. Key elements in the APS that are related to SALT are the following:

- **Sub-Purpose 2:** Deliver services to assist persons with disabilities to participate in society
  - Output 2.1: Provide POS services to persons with disabilities
- **Sub-Purpose 3:** Improve capability to provide quality POS services and training institutions
  - Output 3.1: Develop POS training of practitioners and technicians
  - Output 3.2: Provide equipment and improve technology for POS services
  - Output 3.3: Advocate policies to increase availability and quality of POS services

USAID received numerous proposals in response to the APS and provided support for the programs described below. Unfortunately, applications for SALT services were few and those proposals did not pass a technical review. The current SALT assessment is USAID’s effort to better understand the sector and determine if, how or how much USAID will invest in SALT in the future.

#### 2.1.1. USAID’s Current Disability Portfolio

USAID/Vietnam awarded grants to six implementing partners. The current disability portfolio is at: [https://www.usaid.gov/sites/default/files/documents/1861/FS\\_DisabilityProgramsOverview\\_EN.pdf](https://www.usaid.gov/sites/default/files/documents/1861/FS_DisabilityProgramsOverview_EN.pdf)

For ease of reference, the six programs are summarized below (in alphabetical order).

- *Action to the Community Development Center (ACDC) – Sep 2015-Aug 2018*  
Increases local advocacy for disability rights; improves legal advice and access to information; expands accessibility.
- *Disability Research and Development Center (DRD) – Jul 2015-Dec 2017*  
Raises awareness of physical accessibility rights; improves accessibility in public buildings; builds advocacy for physical accessibility.

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<sup>2</sup> <https://www.usaid.gov/vietnam/persons-with-disabilities>

<sup>3</sup> [https://www.usaid.gov/sites/default/files/documents/1861/CDCS\\_Vietnam\\_public\\_version\\_final.pdf](https://www.usaid.gov/sites/default/files/documents/1861/CDCS_Vietnam_public_version_final.pdf)

<sup>4</sup> <http://www.grants.gov/view-opportunity.html?oppld=256530>

- *Handicap International (HI) – Sep 2015-Sep 2020*  
Develops a model of care for persons with brain lesions; offers capacity building for active health, rehabilitation and social welfare professionals. HI has a sub-award to the Medical Committee of Netherlands – Vietnam (MCNV) to establish a bachelor’s degree program in occupation therapy (OT).
- *International Center - Vietnam Veterans of America Foundation (IC-VVAF) – Jul 2015-Jul 2017*  
Provides quality/appropriate assistive devices, capacity improvement for health practitioners and service information for assistive devices.
- *Viethhealth – Jun 2015-May 2019*  
Provides early disability detection and intervention services for children between birth and 6 years old. Strengthens early detection and intervention capacity.
- *Vietnam Assistance for the Handicapped (VNAH) – Nov 2015-Oct 2020*  
Stronger enforcement of disability policies: Convention on the Rights of Persons with Disabilities (UNCRPD); improved occupational therapy services and training.

## 2.2. Speech and Language Therapy

Speech and language therapy (SALT) addresses problems with communication and swallowing.

### Communication

Communication refers to imparting or exchanging information. Speech, the sounds that come from the mouth and take shape in the form of words, is the foundation of oral language and, for many, the most familiar method to communicate. Other methods of communicating can supplement or replace speech (facial expressions, symbols, pictures, gestures, signing); these are called augmentative and alternative communication (AAC).

Language is how we communicate. It is the comprehension and use of spoken, written or AAC. Elements of language are being understood (expressive language) and understanding instructions and meanings (receptive language).

Communication also has cognitive aspects (attention, memory, problem solving) that may limit an individual’s capacity to send or receive information.

Communication is vital to life. It may be limited by elements of speech, language or cognition, but communication failure leads to isolation. The inability to communicate removes opportunities for education, social relationships and employment.

“The opportunity to communicate is a basic human right.”

“Communication is the most fundamental of human capacities. People need to be able to communicate to fulfill their social, educational, emotional and vocational potential.”

**The International Communication Project (ICP)**

## Swallowing

Swallowing uses 26 muscles. Moving food or liquid from the mouth to the stomach is an action most people take for granted. Humans swallow once per minute while awake (even more during meals) and around three times per hour during sleep. Almost half of those who have had a stroke will have a swallowing problem. Children with cerebral palsy have difficulty swallowing; poor positioning of their head and upper body compounds this problem. Difficulty swallowing may lead to malnutrition and can be life threatening if food or liquid moves to the lungs instead of the stomach.

## Speech and Language Therapy

The focus on elements of speech (phonation, articulation, fluency, resonance and voice – hoarse, volume) is only one small aspect of SALT. The broad objective is to help people communicate effectively and swallow safely and efficiently.

## International SALT Body

The International Association of Logopedics and Phoniatrics (IALP) (<http://www.ialp.info>) is the international organization representing professionals and scientists in communication, voice, speech language pathology, audiology and swallowing. It has affiliates in 57 countries and is a collaborating partner with the World Health Organization (WHO).

## 2.3. Deaf and Hard of Hearing

The Deaf and hard of hearing community is diverse and reflects variations in how a person became deaf or hard of hearing, level of hearing, age of onset, educational background, communication methods and cultural identity.

This report provides background information on each of these groups, as their communication methods are different. Each group is associated with an audiological and cultural perspective. Individuals should be afforded the right to choose their method of communication and cultural identity.

MEASURING SOUND AND HEARING	
A decibel (dB) is the unit used to measure the intensity of a sound. Hearing loss is divided into levels based on the softest sounds (dB) a person can hear.	
DEGREES OF HEARING LOSS PER THE AMERICAN SPEECH AND HEARING ASSOCIATION (ASHA):	COMMON SOUNDS AND DECIBEL LEVELS FOR COMPARISON:
No hearing loss: 10-15 dB and up	Near total silence: 0 dB
Slight hearing loss: 16-25 dB	A whisper: 15 dB
Mild hearing loss: 26-40 dB	Normal conversation: 60 dB
Moderate hearing loss: 41-55 dB	A car horn: 110 dB
Moderately severe hearing loss: 56-70 dB	A rock concert or a jet engine: 120 dB
Severe hearing loss: 71-90 dB	A gunshot or firecracker: 140 dB
Profound hearing loss: 91 dB and up	

## Hard of Hearing

The “Measuring Sound and Hearing” table provides general information about measuring hearing loss.

Hearing loss that is less than “profound” is generally considered “hard of hearing.”<sup>5</sup> For hard of hearing people, communication is facilitated by improved “auditory access” (hearing aids and other kinds of assistive listening devices); they generally use speech as their primary mode of communication. They do not have their own language and generally strive to maintain or rejoin their connections with the “hearing world.”

## Deaf

There are two important distinctions when writing “deaf.” Deaf with a lowercase “d” refers to the audiological condition of not hearing, and the uppercase “D” refers a particular group of deaf people who share a language (sign language) and a culture (Deaf culture).

Members of the Deaf community view deafness as a difference rather than a disability. They are proud to be deaf and believe that deafness is a vital part of their identity. The members of this group have inherited their sign language, use it as a primary means of communication among themselves and hold a set of beliefs about themselves and their connection to a larger society.

They do not feel a need to be medically “fixed”; they want respect and to be afforded opportunities for learning and communication in their own language.

For the Deaf, communication is facilitated by “visual access” (sign language, teletypewriter, text phone). Some deaf people choose to use speech, lip reading and residual hearing instead of sign language. Most of these individuals do not identify themselves as being part of the cultural Deaf community.

## 2.4. History of Speech and Language Therapy in Vietnam

The assessment provides information on SALT development in Vietnam from 1972 to present. The information is not exhaustive, but provides a picture of the evolution and identifies significant events with regard to SALT training and service; see [Attachment 5](#) for details.

From a [health system perspective](#), SALT in Vietnam evolved from the post-surgical interventions for cleft lip/palate surgeries. The emphasis on SALT for children with cleft lip/palate began in the 1970s and continued until early 2000. At that point, discussions about the need for general SALT capacities and talks about formal training programs ensued, but did not materialize. In the last five years, the interest in SALT training has spiked. Trinh Foundation Australia (TFA) has shown a fervent commitment to SALT in Vietnam since 2008. The University of Pham Ngoc Thach (UPNT), together with TFA, has offered a two-year post-graduate diploma course in SALT. It is the country’s most comprehensive SALT training program to date (see [Section 5.2.1](#)).

From an [education system perspective](#), SALT stemmed from special education training within education colleges and universities in Vietnam. Given that speech and language development happens in the first six years of life, it is key that preschool or kindergarten teachers have basic SALT facilitation skills. The first bachelor’s degree course in special education was established at the Hanoi National University of Education in 1997. The Hanoi College of Education has 13 years of experience in teaching special education for preschool teachers. It currently offers a training program that has three specialty tracks: inclusive education, speech and hearing and intellectual disabilities. Advances in SALT through the education system are extensive (see [Section 5.2.2](#)).

The Deaf community in Vietnam uses three sign languages: Ho Chi Minh City Sign Language (HCMCSL), Hanoi Sign Language and Haiphong Sign Language. HCMCSL developed from a mixture of original sign

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5 <http://www.deafserviceunlimited.com/2015/06/deaf-hard-of-hearing-whats-the-difference/>

languages in Southern Vietnam with French Sign Language in 1886, when the first school for Deaf people was established in Lai Thieu, Binh Duong Province.<sup>6</sup>

Educational opportunities for the Deaf have been impacted by the practice of promoting oral techniques that encourage speech and lip reading. Recognition of sign language as a means of communication, instruction and learning is still limited. That said, two model programs utilize sign language for instruction with laudable results. These are the Intergenerational Deaf Education Outreach Project (IDEO) that focuses on preschool children and a project that addresses higher education called “Opening University Education to Deaf People in Vietnam through Sign Language Analysis, Teaching and Interpretation” (also known as the Dong Nai Deaf Education Project). Both of these initiatives will be addressed in more detail in [Section 5.4](#).

## 2.5. Policies/Laws Related to Speech and Language Therapy in Vietnam

A wide variety of international conventions and guidelines, national policies and laws directly or indirectly reference speech and language therapy and/or the right to communication. Several key resources are provided in chronological order below.

**INCLUSIVE EDUCATION (2006):** The Ministry of Education and Training (MOET) issued Decision No. 23 (2006) making inclusive education an official policy of the Government of Vietnam. This notes that people with disabilities should enjoy an equal right to education.

**NATIONAL LAW ON DISABILITY 51/2010/QH12 (2010):** Article 27 states that people with hearing and speaking impairment will receive support to learn sign language, but does not elaborate on how this will be implemented.

**NATIONAL ACTION PLAN TO SUPPORT PEOPLE WITH DISABILITIES 2012-2020 (2012):** Supports research to develop and propagate a national system of sign language and to develop materials on signs for primary, secondary and high school education.

**MOET INCLUSIVE EDUCATION (IE) RESOURCE CENTERS (2012):** Inter-Ministerial Circular #58 (2012) gives direction to create and operate IE resource centers. Currently, the 14 IE resource centers in the country are managed by MOET. UNICEF provides support to MOET for the centers in HCMC, Da Nang and Haiphong. The resource centers are the key locations for early identification and intervention, parent support, capacity building for teachers and school readiness programs for children with disabilities.

**MOH CIRCULAR NO. 46/2013/TT-BYT (DECEMBER 31, 2013):** Information on Specific Functions, Duties and Organizational Structure of Rehabilitation Facilities.

Article 4: Roles and Responsibilities of Rehabilitation Specialists Professionals

4.4. Bachelor of speech and language therapy is a person who has undergone specialized training in speech and language therapy at a higher education level. Bachelor of speech and language therapy is responsible for supporting rehabilitation doctors in diagnosis, treatment plan development and speech and language service delivery.

4.7. Speech and language therapy technician is a person who has undergone vocational training specializing in speech and language therapy, or has undergone vocational training in nursing and has

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<sup>6</sup> Woodward, James (2000). Sign languages and sign language families in Thailand and Vietnam, in Emmorey, Karen, and Harlan Lane, eds., *The signs of language revisited: an anthology to honor Ursula Bellugi and Edward Klima*. Mahwah, N.J.: Lawrence Erlbaum, p.23-47

received additional training in speech and language therapy for at least three months at medical facilities designated by the Ministry of Health; has a practicing certificate for medical examination and treatment as regulated by the Law on Medical Examination and Treatment.

Speech and language therapy technician is responsible for practicing speech and language with patients who have language and cognitive disorders.

**NATIONAL PLAN ON REHABILITATION DEVELOPMENT: Phase 2014-2020 (MoH) (October 6, 2014) – No. 4039/QĐ-BYT:** The National Plan refers to SALT in Objective 2.3: Improve the capacity of professional staff in rehabilitation, with 2020 targets as follows:

2.3(b.) 100% of rehabilitation departments and sections include in their curricula contents that relate to professional title as specified by Article 4 of Circular no. 46/2013/TT-BYT, including: rehabilitation specialist, rehabilitation nurse, bachelor of medical technology, bachelor of speech therapy, physical therapist, activity therapist, speech therapist, orthopedic instrument specialist.

2.3(d.) 85% of rehabilitation hospitals have sufficient professional titles as specified by Article 4 of Circular no. 46/2013/TT-BYT.

**UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (UNCRPD):** Vietnam ratified in December 2014. There are four key articles addressing SALT:

*Article 4: General Obligations* – promote research, development and availability of new technologies that assist access to information.

*Article 9: Accessibility* – rights of all persons with disabilities to access information and communication, goes even further, in specifically mentioning “guides, readers and professional sign language interpreters”.

*Article 21: Freedom of expression and opinion, and access to information* – people with disabilities have the right to express themselves, including the freedom to give and receive information and ideas through all forms of communication, including through accessible formats and technologies, sign languages, Braille, augmentative and alternative communication, mass media and all other accessible means of communication.

*Article 24: Education* – the approach to education outlined the following sections:

(a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;

(b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;

(c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deaf blind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

**NATIONAL INSURANCE SCHEME (June 2016):** The initial policy on health insurance coverage for rehabilitation services listed 33 services. As of June 2016, this expanded to 248 services to be covered by insurance.

Category D encompasses Speech Therapy and includes 13 different services/techniques:

- #116: Practice Swallowing
- #117: Practice Speaking
- #118: Practice Chewing
- #119: Practice Pronunciation
- #120: Practice Communication (by sign language, picture exchange, etc.)
- #121: Practice for Aphasia
- #122: Voice Practice
- #123: Correct Pronunciation
- #124: Applied Behavior Analysis (ABA)
- #125: Techniques to stimulate early communication of children
- #126: Techniques to teach children to understand and express ideas in language
- #127: Techniques to teach lips and mouth movement as preparation for children to speak
- #128: Techniques to control maxillofacial muscles, and chewing and swallowing

**MOET ASSISTANT TEACHER (JUNE 2016):** In June 2016, an interministerial circular was released that provided a job code for assistant teachers. Contents of this circular need further clarification to determine if these assistant teachers will address children with special needs or if they will help with classrooms that have high numbers of learners.

**WHO INTERNATIONAL CLASSIFICATION OF FUNCTIONING, DISABILITY AND HEALTH (ICF):** The Government of Vietnam is working toward utilizing the ICF as the means to classify disability. The ICF was used in the 2006 Vietnam Household Living Standards Survey (VHLSS), which registered 15.3 percent disability prevalence, and the 2009 Population and Housing Census, which noted that 7.8 percent of the population lives with one or more disability in seeing, hearing, walking or cognition.

The ICF is the global standard for organizing information on functioning and disability and environmental factors that influence the level of functioning and one that the. The ICF directly addresses communication in the following ways:

- *Impairments of Body Functions* (“mental” – includes memory and language, “voice”).
- *Impairments of Body Structures* (“structures involved in voice and speech”).
- *Activity Limitations and Participation Restriction* (“learning and applying knowledge,” “communication”). Difficulty or inability to communicate will also impact “interpersonal interactions and relationships,” “major life areas” and “community, social and civic life.”
- *Environmental factors* (“products and technology for communication, for education, for employment, for culture, recreation and sport; for the practice of religion and spirituality and communication services, systems and policies”).

In working toward operationalizing the ICF, the Government of Vietnam has recognized the benefit of using international standards to support data collection that communicates across service settings. The benefits of using the ICF include:



- Scientific basis for understanding and studying health and health-related states, outcomes and determinants;
- Common language for describing health and health-related states to improve communication between different types of users, such as health care workers, researchers, policymakers and the public, including people with disabilities;
- Comparison of data across countries, health care disciplines, services and time; and
- Systematic coding scheme for health information systems.

## 2.6. Need for Speech and Language Therapy in Vietnam

Exact figures for the numbers and types of disabilities are difficult to gather in any country. Identifying SALT need is compounded by the fact that communication and swallowing disorders are not tied to a specific disability, but manifest across many disabilities.

The World Health Organization’s World Report on Disability<sup>7</sup> estimates that roughly 1 billion people around the world live with some form of disability. However, the information in the report does not reveal specific details related to communication difficulties.

Vietnam’s 2009 Population and Housing Census utilized the ICF and identified more than 6 million people (7.8 percent of the population) who live with difficulty seeing hearing, walking or cognition.

More than half of this population (3.5 million people or 4.5 percent) have cognitive difficulties.

In Vietnam, the U.S. State Department’s Bureau of Democracy, Human Rights and Labor (DRL) office has supported the “Global Disability Rights Now” Program.<sup>8</sup> This project has consolidated information on disability and population figures related to SALT include cognitive (820,000), auditory (550,000), and speech (410,000).

Additional statistics in Vietnam:

- 200,000 people suffer from stroke annually (more than half of these individuals need SALT services).
- More than 40,000 cleft palate/lip surgeries have been performed in the past 25 years and 3,000 children are born each year with this condition. All children with this condition need some level of SALT intervention.
- TFA notes that 13 million people in Vietnam have communication/swallowing disorders (based on Australian estimates of 1 in 7 people with these disorders, and a Vietnam population of 90 million).
- In the United States, 8 percent of Americans (40 million of the nation’s 324 million people) have communication disorders.<sup>9</sup> A similar percentage applied to Vietnam would indicate that at least 7.2 million Vietnamese have communication disorders.

As described, gathering accurate data on people with disabilities or functional limitations in Vietnam is challenging, but it is clear that at least 3.5 million people in Vietnam have difficulty with communication,

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<sup>7</sup> [http://www.who.int/disabilities/world\\_report/2011/en/](http://www.who.int/disabilities/world_report/2011/en/)

<sup>8</sup> <http://www.globaldisabilityrightsnow.org/infographics/disability-vietnam>

<sup>9</sup> <http://www.asha.org/About/news/Quick-Facts/>

including speech, language and cognition. These figures indicate a vital and growing need for speech and language therapy in Vietnam.

### 3. INTRODUCTION

The purpose of the assessment is to conduct a type of “landscape analysis” related to speech and language therapy and services in Vietnam and use the findings to inform USAID/Vietnam about the current speech and language therapy services available, existing opportunities for training, gaps in services and education and recommendations for future investment.

The assessment did not examine the quality of SALT training or services provided, the impact of these services or the perceptions of individuals receiving these services. The aim is to provide factual information on who is doing what, and where, with regard to SALT training and services.

### 4. METHODOLOGY

From August 16 to 26, 2016, the consultant reviewed documents relevant to speech and language therapy (see [Attachment 7](#)) and uploaded all documents to a Google Drive account that was set up by USAID/Vietnam.

From August 30 to September 23, the assessment team conducted semi-structured interviews in Hanoi, Ho Chi Minh City (HCMC), Dong Nai, Da Nang, Hue and Hai Duong. This assessment period also included multiple Skype calls and email exchanges with individuals.

A complete schedule is at [Attachment 3](#). A sample interview guide is at [Attachment 6](#).

### 5. ASSESSMENT FINDINGS

The main impression from this Assessment is that the SALT environment in Vietnam is evolving but there is very little coordination, extremely limited information sharing, and standards of training and practice vary widely across the country.

Foreign academic institutions are furthering SALT in Vietnam through support to individuals and institutions. Although there are targeted investments in specific topics or geographic locations, there is little support and limited resources for the SALT sector “as a whole”.

The predominance of SALT training and services are based on a medical model focused on oral language skill development for children. Programs for SALT in the education systems, and use of Vietnamese Sign Language in both early education and higher education environments have emerged in the last decade.

#### 5.1. Terms of Reference Questions

Three key questions shaped the framework for the assessment. These questions are provided in the textboxes that follow, with key findings recapped below each textbox. Note that they use the acronym SLT instead of SALT for speech and language therapy.

## Question I

I. What are the strengths, weaknesses, opportunities and threats (SWOT) related to existing SLT training programs in Vietnam, particularly in the seven provinces targeted by USAID for disabilities programming?

What and how effective are the current SLT training programs in building the capacity of SLT in Vietnam? Recommendations for improvement?

How can health professionals and students access SLT training (i.e., SLT training locations, prerequisites, payments)?

What job opportunities exist for SLT professionals in Vietnam (government recognition, private clinics, locations and other)?

The SWOT analysis for SALT training programs in Vietnam is provided below.

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<p>Many training initiatives in SALT are being offered in Vietnam. These are:</p> <ul style="list-style-type: none"> <li>- Delivered in the health sector</li> <li>- Delivered within special education</li> <li>- Disability-specific (hearing, cleft)</li> </ul> <p>More than 2,000 people have been trained in SALT since the mid-1990s.</p>	<p>No training standards /quality control.</p> <p>Unclear training objectives/ outcomes.</p> <p>Inconsistent clinical supervision.</p> <p>Current training courses have no official recognition outside training institutions.</p> <p>Lack of information on who is training what, when and where.</p>	<p>Evaluate SALT training programs for impact on learning/skill development.</p> <p>Develop training standards, guidelines, training code with the Government of Vietnam (GVN).</p> <p>Create SALT website for Vietnam that would contain relevant information.</p>	<p>Unclear who would lead evaluation and with what authority; training body resistance to evaluation.</p> <p>Lengthy process to develop standards and guidelines and training code.</p> <p>Unclear who would develop, house and maintain this website.</p>
<p>Investment from international donors, organizations and universities: Australia, South Korea, Singapore, United States, Japan, and Netherlands.</p> <p>This has created a significant foundation in SALT training experience and human resource development.</p>	<p>Lack of coordination and information-sharing across programs.</p> <p>Progress/direction may be influenced by limited resources, country priorities or existing relationships and not on specific national needs.</p>	<p>Establish a forum for information-sharing and exchange; virtual or in-person.</p> <p>Hold an international meeting in Vietnam aimed at bringing GVN, donors, universities and SALT implementers together to identify next steps for SALT development.</p>	<p>Institutions with existing donor/partner commitment in SALT may prefer to continue on the same path and not welcome a broader vision or collective direction.</p>
<p>Interest by foreign volunteers to work in Vietnam as trainers/ clinical supervisors.</p> <p>TFA developed Glossary of SALT Terms to help standardize translations, and other resource materials.</p>	<p>Foreign volunteers have limitations in some essential SALT requirements, particularly language and culture.</p> <p>Glossary needs recurrent updating and distribution. Additional training materials need translating/ reproduction.</p>	<p>Further translate, develop, reproduce, distribute informational materials on SALT, including the Glossary.</p>	<p>The current glossary provides guidance with English and Vietnamese SALT terms and may not easily translate to other languages.</p>

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<p>Health professionals have keen interest in SALT training, and desire short courses to develop practical skills.</p> <p>UPNT has experience delivering short courses; TFA has curriculum available for a wide range of short courses.</p>	<p>Lack of clear understanding of SALT applications and the level of training needed to acquire skills.</p> <p>No standards exist to identify course length needed to master skills required for different SALT interventions.</p>	<p>Raise awareness on SALT to include both communication and swallowing requirements, as well as the difference between SALT for adults and for children.</p> <p>Utilize UPNT and TFA resources to provide short courses.</p>	<p>Groups offering short courses may choose to continue using their curriculum.</p> <p>GVN will take time to establish standards and training code.</p> <p>Courses will not have official recognition.</p>
<p>Special education training facilities are providing training on SALT.</p> <p>Models for deaf education are established through Dong Nai University and the World Bank's IDEO Project.</p> <p>Key research initiatives are from education sector.</p>	<p>MOET receptivity to SALT capacity building in education is unclear.</p> <p>Promoting oral language and/or "fixing the Deaf" continues to be the norm; lack of recognition of sign language as part of SALT.</p> <p>Lack of awareness of ongoing research.</p>	<p>Encourage links between education and health sectors with regard to SALT services.</p> <p>Support initiatives for Deaf communication and sign language.</p> <p>Raise awareness on existing research.</p>	<p>Reconciling MOET/Ministry of Health (MOH) approach to SALT may be difficult/time-consuming.</p> <p>Changing perceptions of Deaf rights requires time; may meet resistance from the hearing community.</p> <p>Research findings will take time to finalize.</p>
<p>Demand for formal degree in SALT; bachelor or master's program.</p> <p>MoH Circular #46 lists SALT bachelor's degree staff level.</p> <p>Vietnamese nationals currently study abroad for higher degrees in SALT.</p> <p>Training curriculum exists for bachelor's degree program.</p> <p>Many universities are interested in hosting the SALT bachelor's degree program.</p> <p>Bachelor's degree in OT pathway is already established; easy for SALT to follow same pathway.</p> <p>University of Sydney/ Newcastle Australia have both been working toward this goal.</p> <p>33 UPNT grads create foundation for clinical supervision during training</p>	<p>No bachelor's degree program exists.</p> <p>No clear pathway for master's program.</p> <p>UPNT has extensively invested in SALT training, but is not a national university.</p> <p>Not yet enough higher-degree holders to teach a bachelor's SALT course; even fewer to lead master's course.</p> <p>Those with two-year post-graduate training are not interested in additional four years; need to provide an alternative or a grandfathering option.</p> <p>No training code for SALT.</p>	<p>Bachelor's degree course to potentially follow OT pathway; using the same universities (Hai Doung and HCMC) to have "triad: PT/OT/ST" all at same location.</p> <p>Utilize Vietnamese nationals currently studying abroad to meet staffing requirements.</p> <p>Offer scholarships for higher education to continue building foundation of trainers.</p> <p>Consider "articulation program" with reduced training time for qualified candidates.</p> <p>Training code could follow the OT code; temporarily under "rehabilitation" with SALT specialization.</p>	<p>Potential divergent views on location of program; UPNT history vs. OT pathway and housing PT, OT and ST at the same university.</p> <p>Individuals studying outside Vietnam may not return to Vietnam to work.</p> <p>Requirements for bachelor's degree course staffing may be increasing.</p> <p>Incomplete resolution for graduates of two-year program for recognition.</p> <p>MOH/MOET may not agree to SALT Training code.</p>

## Additional Information Responding to Question 1 in the TOR

What and how effective are the current SLT training programs in building the capacity of SLT in Vietnam? Recommendations for improvement?

- Several SALT training programs are offered in Vietnam. They range from a few hours up to a two-year program. Details on SALT training are in [Section 5.2](#).
- It is unclear how effective these programs have been at building the capacity of SALT in Vietnam.
- Impact of these training programs could be a topic for future research.
- Although no SALT training programs were evaluated for effectiveness, anecdotal feedback from SALT graduates from the University of Pham Ngoc Thach in HCMC indicate that this training is superior in its capacity to provide clinical supervision, mentoring and continuing professional development.
- Recommendations include the development of training standards, creation of a training code for a bachelor's degree in SALT, evaluation of existing training programs on the impact of skill development.
- The consultant recommends support for a bachelor's degree program in SALT, utilizing the technical expertise of TFA, University of Sydney and Newcastle University of Australia.

How can health professionals and students access SLT training (i.e., SLT training locations, prerequisites, payments)?

- At present, no training code exists for speech and language therapists and opportunities for SALT training outside major cities are limited. Hanoi, HCMC, Da Nang and Hue are the main sites for SALT training opportunities.
- As with the duration of the SALT training, the prerequisites and payments for training vary greatly, ranging from no academic requirement and free training to a medical /physical therapy degree and a tuition exceeding \$1,400 for two years.

What job opportunities exist for SLT professionals in Vietnam (government recognition, private clinics, locations, and other)?

- Currently, no job code exists for speech and language therapists, but the MOH Circular No. 46/2013/TT-BYT has listed a bachelor's in speech and language therapy as well as SALT technicians as members of the rehabilitation facility staffing structure.
- Medical doctors, PTs and nurses who receive SALT training retain their current position plus and have an additional skill (SALT) to offer. These staff receive no additional incentive for this service. Private clinics offering SALT are thriving – with services focused primarily on children.

## Question 2

2. What are the strengths, weaknesses, opportunities and threats (SWOT) related to the existing SLT services in Vietnam?

What and how effective are the SLT services in meeting the needs of individuals requiring these services? Recommendations for improvement?

What is the intersection between SLT and Sign Language use for persons with disabilities in Vietnam? Recommendations improvement?

The SWOT analysis for SALT services in Vietnam is provided below.

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
<p>Services are being offered in many locations:</p> <p>20 UPNT grad locations</p> <p>Special education schools</p> <p>Rehab facilities</p> <p>Rehab units in hospitals</p> <p>Private clinics</p>	<p>Individuals self-identify as qualified service providers; no quality control of services is exercised.</p> <p>Lack of evidence to prove impact of SALT services in Vietnam.</p> <p>Lack of standardized tools for assessment and treatment.</p> <p>Lack of information on who is providing what SALT services where.</p>	<p>Evaluate the effectiveness of SALT services. This could be achieved by gathering data on training received and also on patient outcomes as a result of SALT services.</p> <p>Invest in development of standardized tools for SALT.</p> <p>Provide information on where services are offered (website?) and the qualifications of providers.</p>	<p>Potential resistance to this type of evaluation by service providers.</p> <p>Poor-quality service will not produce measurable results; as SALT is new in Vietnam, this could devalue or discredit the profession.</p> <p>Potential resistance to gathering data on qualifications.</p>
<p>MOH Circular #46 notes that SALT services and staffing are recognized in rehab facilities in the country.</p>	<p>No job code for SALT.</p> <p>Unclear how GVN will implement Circular #46.</p>	<p>Promote job code for SALT.</p> <p>Awareness on and advocacy for implementation of circular.</p>	<p>Job code may take time to achieve.</p> <p>Circular #46 may not be a priority for MOH.</p>
<p>Medical insurance scheme has recognized 13 SALT services as reimbursable.</p> <p>Medical professionals can provide services with current license and can get reimbursed if they have SALT training certificate.</p>	<p>Lack of awareness of insurance for SALT.</p> <p>The minimum SALT training required is not clear. It seems as long as a practitioner has a certificate, this is sufficient?</p>	<p>Raise awareness on content of insurance.</p> <p>Clarify and standardize the minimum qualifications to provide services that can be reimbursed.</p>	<p>Potential resistance to standardization, as this may restrict current capacity to provide SALT services.</p>
<p>All facilities visited expressed a desire to offer SALT.</p>	<p>Lack of awareness of need for SALT, who provides SALT and the expected results.</p> <p>Lack of clarity regarding roles of teachers vs. medical staff in providing SALT services.</p>	<p>Raise awareness on SALT: needs, skills required, training needed to acquire skills and potential outcomes.</p> <p>Clarify health vs education roles regarding SALT.</p>	<p>MOH and MOET may not address the SALT challenges between sectors.</p>

## Additional Information Responding to Question 2 in the TOR

What and how effective are the SLT services in meeting the needs of individuals requiring these services? Recommendations for improvement?

- The effectiveness of SALT services was not evaluated during this assessment. This could be a topic for future research. Although more than 2,000 people have been trained in SALT, more than half of them had only three or four days of training; this is more “awareness” than skills training. Anecdotal and limited official evidence gathered by the consultant suggests that about 50 individuals in Vietnam have the necessary skills to provide acceptable SALT services. This number is grossly inadequate to meet the demand.
- Within the health system, a physician’s referral is needed to provide SALT in health facilities. Few doctors in Vietnam are aware of the indications for and benefits of SALT treatment; thus the request for these services may be limited. No referrals are needed within the education system, and private practice is generally a cash transaction and has less regulation.
- In both health and education environments, the majority of SALT services focus on children. Available SALT services are limited for adults who have been impacted by stroke or head injury.
- On-the-job training and short courses focused on practical skills to work with populations with brain lesions could be beneficial.

What is the intersection between SLT and sign language use for persons with disabilities in Vietnam? Recommendations for improvement?

The intersection between SALT and sign language is tenuous. This stems from the external influences and preconceptions that the Deaf should be assimilated into the “hearing world.” This manifests through medical interventions (promotion of hearing aids and cochlear implants), voicing and lip reading rather than utilization of Vietnamese Sign Language as a mother tongue.

### Question 3

3. What opportunities and challenges exist to integrate SLT within USAID’s existing disabilities portfolio?

How can SLT be integrated into existing USAID-funded PT and OT training and service delivery programs? How can USAID leverage current investments in PT, OT?

A number of opportunities exist to integrate SALT into USAID’s existing portfolio, and these are outlined below. The main challenge to this approach is that it may exacerbate the already-fractional tendencies in the sector. Although short-term opportunities in SALT exist, the sector would greatly benefit from USAID’s leadership and coordinated investment to bring the sector together and in line with GVN’s policies and vision.

## Additional Information Responding to Question 3 in the TOR

How can SLT be integrated into existing USAID -funded PT and OT training and service delivery programs? How can USAID leverage current investments in PT, OT

- As outlined in Section 2.1.1, six programs are ongoing within USAID/Vietnam’s disability portfolio. Several possibilities exist to integrate elements of SALT into the existing portfolio and these are outlined below. The challenge to this approach is that it may contribute to the already-fragmented condition of the SALT sector. Diverse initiatives targeting single aspects of speech and language therapy may contribute to short-term gains, but will not promote long-term development goals or fortify a holistic strategy for the SALT sector.
- Awareness-raising on SALT could be easily added in three disability programs (ACDC, DRD, IC-VVAF), as they already have this awareness as part of their scope of work.
- Handicap International is supporting the development of brain lesion protocols. The protocol should include reference to SALT. HI could engage a SALT specialist in this area or utilize the UPNT graduates focused on this area.
- VNAH is providing limited SALT training for medical professionals at the community level. VNAH is also using the expertise of UPNT graduates to develop and deliver this training. Target groups could receive additional SALT-related short courses as applicable.
- Viethealth has developed a screening tool to identify children with disabilities; this tool has SALT elements in it. As research and further developments are ongoing in this sector, it may be useful for Viethealth to review its screening tool for necessary updates.

## 5.2. SALT Training

At this time, no nationally recognized SALT training exists and MOET has not issued a formal training code. That said, SALT training is being offered in a variety of settings across the country. These training opportunities vary in content, duration and method of delivery (theory vs. clinical practice). The lack of minimum training standards contributes to outcomes that are not clear for consumers nor employers.

This section recaps key information collected from the assessment. This material is not exhaustive, nor do the tables and report content represent endorsement for training provided.

### 5.2.1. SALT Training in Medical Universities/Training Institutions

The three most widely mentioned SALT training opportunities in Vietnam are those offered in Hanoi, Hue and HCMC. A lesser-known program is the speech therapy elective offered at Hai Duong Medical Technical University.

In Hanoi, Dr. Vu Thi Bich Hanh is a physical medicine and rehabilitation doctor. Dr. Hanh’s training in SALT is via independent study and on-the-job-training with visiting speech therapists. She wrote her doctoral dissertation on speech issues related to cleft palate. Dr. Hanh has offered three-month and six-month SALT courses in Hanoi since 1999. She is currently affiliated with Hanoi Medical University and indicates that she has trained more than 1,000 people in the last 15 years. Her training content focuses on children; the cost is reportedly USD \$700 for a six-month training. She no longer offers three-month courses, but will continue offering the six-month courses.

In HCMC, the University of Pham Ngoc Thach (UPNT) has been providing SALT training since 2010. UPNT is supported by the Trinh Foundation Australia (TFA), University of Sydney and Newcastle



University in Australia. The training provided through UPNT utilizes certified speech-language therapists for theoretical training and clinical supervision, mentoring (post-graduation) and continuing professional development (CPD) courses. Over 100 foreign speech-language therapists have supported UPNT's efforts in the last five years. There have been three main courses: two two-year post-graduate trainings with 33 graduates and a 10-month training focused on SALT for children with 33 participants. The cost for the UPNT training is USD \$1,500 for the two-year program and USD \$1,000 for the 10-month program.

In Hue, the University of Medicine and Pharmacy has partnered with Chumbok University of South Korea to deliver two nine-month training courses in SALT – each with two months of theory and seven months of clinical practice. The first theoretical session (one month) started in July 2016 with 26 participants. The 3.5-month clinical placement/supervision is experiencing some delays and the status is unclear. The second theoretical session was due to begin in November 2016. The second course should begin in March 2017. The cost of the nine-month training is USD \$400.

In Hai Duong, the Medical Technical University offers a bachelor's degree in rehabilitation. Speech therapy is offered as an elective (15 periods of theory and 30 periods of practice). The vice dean completed her master's research in SALT from HMU and is working on her Ph.D. research in SALT – focused on Vietnam language assessment; validating an assessment tool.

In addition to these three key programs and the training in Hai Duong, the UPNT graduates have started offering SALT courses to other health facilities and TFA continues to offer CPD courses to graduates, as well as short courses in a number of hospitals/health facilities. Illustrative training initiatives include:

- UPNT graduates at Cho Ray Hospital provide support to Dong Nai Hospital for adult speech therapy services.
- UPNT graduates at Pediatric Hospital #1 provide training to physical therapists in Da Nang.

Continuing professional development courses have included workshops and mentoring on the following topics:

- Cleft lip and palate;
- Autism spectrum disorder;
- Pediatric dysphagia;
- Adult communication and swallowing disorders;
- AAC and early intervention; and
- Adult neuro and dysphagia.

Topics were identified based on demand from the UPNT graduates and delivered in their facilities, with open opportunities for additional staff to attend.

## SALT Training Summary in Health Sector

Facility	Location	Donor / Technical	Duration	When	Participants	Comments
HMU	Hanoi	Unknown	3 & 6 months	1999-present	~1,000 people	Child-focused training Unclear prerequisites
Manipal University	India	Operation Smile	6 months	2007	2 people	Nurse at HCMC Odontostomatology Surgeon at VN Cuba Friendship Hospital
UPNT	HCMC	Trinh Foundation Australia	2 years	Sep 2010-Sep 2012	18 people graduated	Primarily from medical backgrounds and from HCMC
UPNT	HCMC	Trinh Foundation Australia	2 years	Sep 2012-Sep 2014	15 people graduated	Education and medical backgrounds
DUMPT	Da Nang	UPNT Grads Ped Hospt #1 HCMC	3 months	Sep-Nov 2014	20 people	Theoretical Course; participants from multiple hospitals in Da Nang
DUMPT	Da Nang	UPNT Grads Pediatric Hospital #1 HCMC	6 months	Jan-Jun 2015	4 PTs from DUMPT	Clinical practice provided for 4 DUMPT staff at Pediatric Hospital #1 in HCMC
Sirihorn Univ	Bangkok	Unknown	1 month	Jun 2015	4 staff	All participants are from Bach Mai Hospital in Hanoi
Univ of Med & Pharmacy	Hue	KOICA / Chumbok Univ (S. Korea)	1 month	Jul 2016	26 people participated	Theory; part of 9-month course Education and medical backgrounds
UPNT	HCMC	Trinh Foundation Australia	10 months	Sep 2016-Jul 2017	33 participants	Focus on pediatric SALT Education and medical backgrounds

### 5.2.2. SALT Training in Educational Universities/Training Institutions

The assessment team identified five education facilities providing training in SALT. Four of these focus on special needs education, while one focuses on higher education training for the Deaf.

## **Dong Nai Teacher Training College (now called Dong Nai University)**

From 2000 to 2010, the Nippon Foundation supported the Dong Nai Deaf Education Project:<sup>10</sup> program operational costs averaged \$38,000 per year.

This project has provided Deaf adults in Vietnam with their first opportunity for higher educational programs (junior high school, senior high school and university). It was the first college program for Deaf students (National College of Education in Hanoi has also started). HCMCSL is used as the method of instruction. The program offers two programs, each with the equivalent of 15 university credits:

- **Certificate in the Linguistics of Vietnamese Sign Languages** (trains Deaf people in Vietnam how to analyze their own sign language, how to make dictionaries of sign languages and produce grammatical handbooks for sign languages in Vietnam).
- **Certificate in the Teaching of Vietnamese Sign Languages** (trains Deaf people in Vietnam how to teach their sign languages to hearing people, especially hearing people who want to become sign language interpreters).

## **National College of Education in HCMC**

The college offers a three-year certificate in special education. Ms. Trinh Thi Kim Ngoc has a master's in SALT from the United Kingdom (2008) and has been dean of the special education faculty since 2010. Training topics offered are Inclusive Education, Early Intervention for Children with Hearing Loss, Audiology and Language Development for Children with Hearing Loss.

The college also has a research/education center for children with special needs (language problems, autism, visual impairment, hearing loss); 30 children attend. Research and education center functions are:

- Treatment intervention;
- Training for teachers and parents;
- Practicum site for students; and
- Research, applied within the Vietnamese context.

The research center has created at least nine assessment tools and is in the process of validating them.

## **Hanoi National University of Education**

The university established a bachelor's degree in special education in 2001; it is a four-year program with four specialist areas: intellectual, visual and hearing impairment and autism. Between 40 and 50 people graduate each year. The university started Vietnam's only master's-level program in special education in 2012. It is a two-year program with 15 to 20 graduates each year. In 2017, the university plans to help establish a master's course in special education in HCMC. The vice dean, Ms. Tran Thi Thiep, is head of the Section for Hearing Impairment.

## **Training and Development Center for Special Education**

This center is located on the same campus as Hanoi National University of Education. It was established in 1995 as the first center to do research and training on special education. The center cooperates with foreign experts for informal courses on special education, conducts research and develops training curricula for special education. In 2008, the center started providing services for ~60 children with

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<sup>10</sup> The project's formal name is: "Opening University Education to Deaf People in Vietnam through Sign Language Analysis, Teaching, and Interpretation".

disabilities (screening, consultations for parents and services for children on an individual basis). Fourteen teachers are affiliated with the center; all have a bachelor's degree in special education). An Australian SALT volunteer is stationed at the center for 18 months (Feb 2016 through June 2017).

### **National College of Education in Hanoi**

The college began providing its three-year program in teaching special education for preschools in 2003. In 2014, it began offering specialization in intellectual disabilities and speech/hearing (1.5 years of the three-year program). The college will have graduates in these two specialties every other year. In 2016, 18 people will graduate with specializations in speech and hearing. The Singapore International Foundation has sent experts to provide short courses in swallowing/chewing, communication, speech and assessment. Each theme lasted six days and they were offered in March, April, June and August 2016. Three trainers were from Singapore, as well as 16 teaching staff and teachers from neighboring provinces (~40 total students). Eight people from the college are invited to Singapore for one week in 2017 for additional exposure. One of the instructors (Ms. Hoang Thu Hien) has learned sign language and is a teacher for Deaf students at the college.

### **5.2.3. Other SALT Training**

#### **IDEO Project**

The “Intergenerational Deaf Education Outreach” (IDEO) Project is a project with five components all aimed at demonstrating the importance of sign language as an early intervention (preschool) strategy for deaf children and their families. The main objective was to assist young deaf children’s integration into mainstream society by piloting an innovative joint family and institution-based delivery system that included screening, family support and pre-school services. Project details:

Location: Four provinces – Hanoi, Thai Nguyen, Quang Binh, and HCMC

Duration: Five years – August 2011 through June 2016

Funding: Japan Social Development Fund (JSDF) and administered by the World Bank.

Implementer: World Concern Development Organization (WCDO) in cooperation with MOET and the Vietnam National Institute of Educational Sciences (VNIES).

More than 255 deaf children benefitted from the program; 235 teachers were trained in sign language; and 55 family members and 54 community facilitators were also trained. At the start of the project, the country had seven Deaf clubs in the country; now it has more than 30.

#### **National Fund for Vietnamese Children**

From 2001-2004, the Danish Embassy supported SALT training for more than 1,000 community-based workers in over 26 provinces and cities across the country. The four-day course focused on children (mainly cleft lip/palate). The 38 courses taught approximately 30 people per course. This activity was managed by the National Fund for Vietnamese Children, Operation Smile’s key partner in mobilizing children needing cleft lip/palate surgery.

#### **Global Foundation for Children with Hearing Loss (GFCHL)**

The GFCHL focuses on helping children who are deaf or hard of hearing between birth and 6 years access hearing technologies and local trained professionals. GFCHL came to Vietnam in 2010 and the first five years focused its training in HCMC. From 2016-2020, it will focus training efforts in Da Nang. GFCHL trains local professionals in pediatric audiology, auditory-verbal therapy and education and early

intervention. GFCHL is based in the United States, but its staff comes to Vietnam quarterly to deliver training. Auditory verbal therapy is a two-year curriculum delivered in two-week blocks four times a year (16 weeks). GFCHL trained hundreds of people; approximately 40 completed the full training.

### **Hanen Center ([www.hanen.org](http://www.hanen.org))**

The Hanen Center is a non-profit organization based in Canada. It was established in 1975 to help parents be more involved in language development of their children. Hanen Center offers training courses (more than USD \$1,000 for one week) in different countries. Two individuals in Vietnam completed the Hanan training in Singapore in 2015: Dr. Nguyen Hoang Oanh in Hanoi and Ms. Le Thi Thanh Xuan in HCMC (both UPNT graduates).

### **5.2.4. Recommendations**

Section 5.2.2 provided a general overview of the SALT training in Vietnam offered in health and education universities/colleges as well as those offered outside the formal education system. Key recommendations for USAID related to SALT training include:

- Fund a national conference (including all stakeholders referenced or visited during this assessment) to present findings, correct/supplement information presented and identify priority next steps in the SALT sector.
- Sponsor additional short courses on SALT skills development that addresses unmet needs in the health and education sectors.
- Provide additional scholarships for master's and doctoral degrees in SALT outside of Vietnam.
- Support the development of a bachelor's degree in SALT, following the established OT pathway in the health sector.
- Promote awareness-raising efforts on outcome-based SALT training across all sectors.
- Assist the Deaf community through support for additional sign language training efforts and higher education for the Deaf.

### **5.3. SALT Services**

Currently no job code exists for SALT. The number of facilities or individuals offering SALT services is not known. As noted in the previous section, more than 2,000 people have been trained in SALT.<sup>11</sup> The professional titles they give themselves and the type and quality of SALT service delivery is unknown; the location of SALT provision is extremely varied.

Conversely, the information on the UPNT graduates is well-documented. Of the 33 UPNT graduates, 29 work in 18 hospital/medical facility settings (14 in HCMC), three established a private business, and one works in a special school. A detailed list of names and locations is in Attachment I. UPNT plans to open a SALT clinic in 2017 to serve as a treatment facility and a clinical placement site.

As SALT in Vietnam is a relatively new field and speech and language are very specific to Vietnam, benchmarks for language development and tools to assess language are still in development. See Section 5.4.3 for details.

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<sup>11</sup> Although this number is large, about 1,000 individuals received a four-day training; 1,000 received the three- or six-month training from Dr. Hanh focused on children and fewer than 100 individuals have received a broad-based training with extensive clinical supervision from certified speech pathologists.

## CASE STUDY

Hospital #8 in HCMC has more than 200 inpatients with stroke and traumatic brain injury. There are two physical therapists providing SALT on a full-time basis, but each sees only four patients a day. This low number stems from the lack of referrals from physicians. To make referrals, physicians need to be informed of the indications and benefits of SALT for those with brain injury.

In addition, SALT referrals are dependent on physician understanding. Without clear information on the indications and benefits of SALT, referrals for this service will be limited (see “Case Study” text box).

Although the current service situation is a bit messy, the GVN has established frameworks that directly address SALT services and service providers within the Ministry of Health.

More specifically:

- The MoH Circular No. 46/2013/TT-BYT has listed a bachelor’s in speech and language therapy, as well as SALT technicians, as members of the rehabilitation facility staffing structure.
- The National Plan On Rehabilitation Development: Phase 2014-2020 (MoH)
- (October 6, 2104) – No. 4039/QD-BYT reinforces the Circular 46/2013/TT-BYT by setting SALT staffing targets for 2020.
- The National Health Insurance scheme provides a list of 13 SALT techniques that are reimbursable if are given by a licensed professional.<sup>12</sup>

Within the education environment, SALT services are equally unclear. It appears that SALT is provided by special education teachers. Assessment, intervention and the decision on if and when to refer to a SALT “specialist” are not well-defined; nor are they standardized.

### **The Kianh Foundation/Dien Ban Day Care Center**

The Kianh Foundation began work in Quang Nam in 2001 and works directly with the Dien Ban Day Care Center, which offers special education services. A hundred children (ages 3 to 18) are served by this facility; 80 are boarders and 20 are day students. There are five classes and four instructors per class (one teacher, two teaching assistants and one class aide). Ms. Eng Peng-Sim, a Singaporean with a master’s degree in special education, has worked/trained at the center since 2012. TFA also provides extensive support and volunteers, as about 70 percent of the children require SALT. The main problems seen at the center are cerebral palsy, Down syndrome, autism and delayed development.

## CASE STUDY:

Pediatric Hospital #1 in HCMC has created an outreach program linking their services with three kindergartens in the HCMC area. At the request of school directors from three schools in districts #10, #11 and #7, UPNT graduates went to the schools to assess needs, provide consultations and refer challenging cases to the SALT services offered by the hospital. This is one of the few examples of a linkage between health and education SALT services.

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<sup>12</sup> A licensed professional is a medical doctor, nurse or physical therapist with a license to practice. This license, coupled with a training certificate in SALT, provides adequate paperwork for reimbursement.

### 5.3.1. Recommendations

Some key recommendations for USAID investment to improve SALT services include:

- Fund a national conference (including all stakeholders referenced or visited during this assessment) to present findings, correct/supplement information presented, and identify priority next steps in the SALT sector.
- Support research and/or further development of Vietnamese-specific speech and language assessment tools; build on existing efforts to avoid duplication.
- Assist awareness-raising efforts on the indications for and impact of SALT services.

## 5.4. Additional SALT Findings

Additional information not contained in SALT Training or Services Sections is found below.

### 5.4.1. Speech Therapy Club

The Speech Therapy Club was established in October 2014 – just after the completion of the second UPNT SALT course. The club comprises all 33 UPNT graduates and is recognized as a club of UPNT. The executive committee meets quarterly and comprises a chairman (Mr. Le Khanh Dien), two vice-chairmen and four board members; they hold these offices for two years. The entire club meets once a year and the club has specialty sub-groups. The first conference of the Speech Therapy Club took place in May 2015. The club promotes professional development (identifies CPD offered by TFA) and members are also eligible to apply for research scholarships offered by TFA (\$1,000 per year available).

SALT cannot become an association without a job code.

### 5.4.2. Resource Materials

Few SALT resource materials exist in Vietnamese. The resources that were identified during the assessment include:

- A Practical Guide for Speech and Language Therapy (Huong dan thuc hanh: Am ngu tri lieu) (Dr. Vu Thi Bich Hanh)
- Glossary of Speech Therapy Terms (English-Vietnamese) – TFA
- Pamphlet: Adults with Voice Problems (TFA)
- Pamphlet: Children with Delayed Communication (TFA)
- Pamphlet: Children in School Settings with Significant Communication Disabilities and Behavioral Problems (TFA)
- Pamphlet: Children and Adults with Swallowing Problems Who are at Risk of Aspiration and Pneumonia (TFA)
- Summary Record of Post-Graduate Training Program in Speech Therapy (2010-2012)
- Summary Record of Post-Graduate Training Program in Speech Therapy (2012-2014)

### 5.4.3. SALT Research and UPNT Group Projects

Although other research initiatives may be completed or underway, the consultant received detailed information from two well-respected individuals in the SALT sector. Information on their research is provided below.

#### **Giang Pham, PhD CCC-SLP, Research**

*Language-Literacy Growth in Vietnamese Children with and without Language Impairment*

*Applicant Organization: San Diego State University*

*This study will be the first to examine language impairment and related reading problems in the Vietnamese language. Using a three-year longitudinal design, the study goals are: a) to examine the language and cognitive skills of kindergarteners, b) measure growth in literacy from kindergarten through second grade, and c) identify predictors of reading outcomes. A total of 100 monolingual Vietnamese boys and girls, initial age of 5 years, will be recruited from kindergarten programs in Hanoi, the capital of Vietnam. The sample will consist of 50 children with suspected primary language impairment (PLI), matched with 50 typically developing (TD) children of the same age, gender, and educational environment. Screening procedures include teacher ratings and parent interviews. Teachers will rate all the students in their classroom on their language skills during a single one-hour session with a trained research assistant. Children who are rated low may qualify for the PLI group, and children who are rated average and who match the PLI group in age and gender may qualify for the TD group. Parent interviews will be conducted for all eligible children (PLI or TD) to document language history and rule out other health concerns. Interviews will be completed in a single one-hour session per child. Children will participate at three yearly time points, once in kindergarten, first grade, and second grade. They will work individually with a trained research assistant in a quiet area of their school, home, or at the Training and Development Center for Special Education at Hanoi National University of Education, the consortium site for this study. Children will complete assessment measures of language, cognitive, and literacy in one or two sessions for a total of 90 minutes per yearly time point. All study instruments are behavioral and noninvasive. Informed consent for participation will be obtained from all human subjects and confidentiality of subjects will be protected, in compliance with NIH and in-country guidelines.*

#### **Hoa Dinh, MD; MsC, Hai Duong Medical Technology University**

*Cross- cultural adaptation of Preschool Language Scale (PLS-5) into Vietnamese and its application in screening and diagnostic children with language delay and disorder.*

*PLS- 5 is a screening tool for language delay and disorder among children from age 0 to 6;11. It is developed and widely applied in the US, in both English and Spanish. The adaptation includes translation of the tool from English into Vietnamese, expert panel review and field pilot in few dozens of children from 1 to 6 years old. The final version will be validated through a more comprehensive process, which is aimed to provide the followings:*

- *Sensitivity and specificity of PLS- 5 Vietnamese in screening children for language delay and disorder.*
- *The validity including criterion, construct and content aspects*
- *Agreement and stability of the tool (reliability)*

*The study will be joined collaborated between Dr. Hoa Dinh (serves as her doctorate thesis) and Hanoi Medical University. Professor Vu Thuy Hanh from Hanoi Medical University and Dr. Hoang Cao Cuong from Hanoi National Teacher Training University will provide technical oversight for the whole project. Data collection is planned in early 2017, and result dissemination is schedule in early 2018.*



## **Ben Pham Research**

Ben Pham is currently conducting a research project titled **Children's acquisition of consonants, semivowels, vowels, and tones in Northern Vietnam** (hereafter referred to as the Vietnamese Children's Speech Acquisition Study) for her PhD program. This study is conducted through Charles Sturt University, Australia under the supervision of Professor Sharynne McLeod, A/Professor Jane McCormack, and Professor Linda J. Harrison from July 2014 to June 2018. Her research is supported by an Australia Awards Scholarship provided by the Australian Government.

Through the use of the International Classification of Functioning, Disability and Health -Child and Youth version (ICF-CY, World Health Organization, 2007) as a theoretical framework, the study's overarching objective is to describe the speech acquisition of children aged 2;0 to 5;11 in Northern Vietnam. Specifically,

- 1) age of acquisition of consonants, vowels, semivowels, and tones
- 2) percentage of consonants, vowels, semivowels, and tones correct
- 3) phonological patterns
- 4) whole word analysis
- 5) early, middle, and late consonants
- 6) phonetic, syllable, and word-shape inventories (independent analysis)

Findings from this study will inform families, educators, SLTs, policy makers, and the general public about ways children who speak Northern Vietnamese acquire speech and will assist with the identification of children with speech sound disorders.

To date, no standardized speech assessment is available for Vietnamese children within Vietnam and other countries. A part from her PhD study, Ms Pham has collaborated with a Vietnamese speech therapist Xuan Thi Thanh Le, and Professor Sharynne McLeod to develop the Vietnamese Speech Assessment (VSA). The VSA is currently undergoing norming and standardization.

Ms Pham also has worked with her supervisors to validate and norm the Vietnamese-translated version of the Intelligibility in Context Scale (ICS) for Vietnamese-speaking children in Northern Vietnam. The ICS is available for free online from <http://www.csu.edu.au/research/multilingual-speech/ics>.

## **UPNT Group Projects**

Prior to graduating from the 2-year course, all UPNT students are required to contribute to a research project. The compendium of projects for both UPNT classes is provided below.

- *Phonological Processes and Minimal Pairs for Vietnamese Children with Speech Sound Disorders.*
- *How to Identify Reliable Services for Speech Therapy Patients.*
- *A Pilot Study of Voice Disorders Post Thyroidectomy.*
- *Education of Patients Who have had a Stroke & Their families in Safe Swallowing Strategies & Oral Hygiene.*
- *A Booklet to Facilitate Communication by People who have Communication Disorders Following a Stroke.*
- *Processes for Detection & Intervention for Children with Autism Spectrum Disorders (ASDs) in Hue and HCMC.*

- *Strategies for Stimulating Listening Ability in Children with Cochlear Implants.*
- *Types of phonological processes used by children referred to Children’s Hospital No. 1 with speech sound disorders of unknown origin.*
- *Augmentative and Alternative Communication (AAC) For Classrooms.*
- *“Menu for People with Dysphagia” - Booklet for Patients Family & Carers Language and Daily Activities.*
- *“Menu for People with Swallowing Difficulties” A Guidebook for Patients Families and Carers.*
- *Report On Professional Project "Save Your Voice – Save Your Career”.*

#### **5.4.5 Recommendations**

Some key recommendations for USAID investment to augment the SALT sector in Vietnam:

- Support the development of a SALT website that would provide information on key contacts, training events, research initiatives and resource materials all related to speech and language therapy in Vietnam.
- Make resources available for continued research and / or standardized tool development for Vietnamese SALT.

Encourage expansion of the current Speech Therapy Club beyond UPNT graduates and HCMC.

## 6. CONCLUSION AND SUMMARY OF RECOMMENDATIONS

### Conclusion

As detailed in the body of this report, speech and language therapy is nascent in Vietnam. The past five years have seen advances in the sector that provide a springboard from which USAID could make lasting investments in SALT. USAID has made a commitment to strengthen the rehabilitation sector in Vietnam. In the absence of a strategic investment in speech and language therapy, this commitment has been only partly achieved.

### Recommendations

#### Short-Term (1 month)

- Hold assessment report review (meeting with all informants, stakeholders) to validate or correct report findings, solicit counsel on next steps.

#### Medium-Term (1 month to 2 years)

- Support short courses on specific topics related to SALT in health and education.
- Provide funding for SALT research.
- Translate, update, reproduce informational materials on SALT.
- Sponsor awareness campaigns on SALT.
- Award scholarships to UPNT graduates to achieve master's/doctoral degrees outside Vietnam.
- Support further education for the Deaf (sign language or Deaf teacher training).
- Create a SALT website.

#### Long-Term (1 month to 5+ years)

- Invest in a bachelor's degree in SALT – bullets below highlight rationale for this:
  - No other donor is planning to address this gap.
  - GVN is highly supportive of this profession (Circulars, National Plan on Rehab).
  - SALT completes the rehabilitation package (PT, OT, ST)
  - A bachelor's degree is available (PT) or in process (OT) in Vietnam.
  - Clinical practice sites for SALT are in place (UPNT graduate worksites).
  - Extensive preparations have already been completed (curriculum development).
  - Technical partners (University of Sydney and Newcastle University in Australia) have been laying the groundwork for this action for the past five years.
  - Some Vietnamese nationals are working toward the educational levels needed to lead the bachelor's program.
  - Many universities are interested in hosting this program (UPNT, HCMC, Da Nang, Hai Duong and HMU).
  - A pathway exists for this process (USAID's investment in bachelor's degree for OT).

# ATTACHMENT I: HUMAN RESOURCES FOR SALT IN VIETNAM

**TABLE I: UPNT GRADUATES**

Name	Location	Facility	Contact Information
Ms. Nguyen Ngoc Lan	Vung Tau Province	Ba Ria Provincial Hospital	<a href="mailto:nguyenlanpt@gmail.com">nguyenlanpt@gmail.com</a>
Ms Lu'u Thi Ngoc Diep	Ho Chi Minh City	Nguyen Tri Phuong Hospital	<a href="mailto:ngocdiep1015@yahoo.com.vn">ngocdiep1015@yahoo.com.vn</a>
Mrs Ha Thi Kim Yen	Ho Chi Minh City	MED-EL Vietnam	<a href="mailto:yennnd1@yahoo.com">yennnd1@yahoo.com</a>
Ms. Vo Thi Mong Tuyen	Ho Chi Minh City	115 Hospital of People	<a href="mailto:Tuyenbv115@gmail.com">Tuyenbv115@gmail.com</a>
Dr. Le Van Cuong	Ho Chi Minh City	Oncology Hospital	<a href="mailto:cuonglevanbvub@gmail.com">cuonglevanbvub@gmail.com</a>
Dr. Huynh Bich Thao	Ho Chi Minh City	Oncology Hospital	<a href="mailto:huynhbthao@gmail.com">huynhbthao@gmail.com</a>
Ms. Le Thi Thanh Xuan	Ho Chi Minh City	Orthopedic & Rehab Hospt.	<a href="mailto:spthanhxuan@gmail.com">spthanhxuan@gmail.com</a>
Ms. Bui Thi Kim Tuyen	Ho Chi Minh City	ENT Hospital	<a href="mailto:Buikimtuyen1980@gmail.com">Buikimtuyen1980@gmail.com</a>
Ms. Le Thi Thanh Thanh	Ho Chi Minh City	ENT Hospital	<a href="mailto:Rosett_911@yahoo.com.vn">Rosett_911@yahoo.com.vn</a>
Dr. Tran Thi Thu Trang	Ho Chi Minh City	ENT Hospital	<a href="mailto:Drtrang82@gmail.com">Drtrang82@gmail.com</a>
Ba Do Thi Thanh Lan	Ho Chi Minh City	TPHCM	<a href="mailto:mitbibi@yahoo.com.vn">mitbibi@yahoo.com.vn</a>
Ms. Bui Thi Duyen	Ho Chi Minh City	PNT University of Medicine	<a href="mailto:duyentpcm@yahoo.com.vn">duyentpcm@yahoo.com.vn</a>
Dr. Luu Thi Thanh Loan	Ho Chi Minh City	Cho Ray Hospital	<a href="mailto:Bluegirl492002@yahoo.com">Bluegirl492002@yahoo.com</a>
Ms. Truong Thi Minh Hien	Ho Chi Minh City	Cho Ray Hospital	<a href="mailto:Baden2909@yahoo.com">Baden2909@yahoo.com</a>
Ms. Tran Thai Hang	Ho Chi Minh City	Cho Ray Hospital	<a href="mailto:tranthaihangcuonlen@gmail.com">tranthaihangcuonlen@gmail.com</a>
Ms. Tran Thi Anh Thu	Ho Chi Minh City	An Binh Hospital	<a href="mailto:Anhthu318@gmail.com">Anhthu318@gmail.com</a>
Mr. Le Khanh Dien	Ho Chi Minh City	An Binh Hospital	<a href="mailto:lekhanhdienab@gmail.com">lekhanhdienab@gmail.com</a>
Ms. Truong Thanh Loan	Ho Chi Minh City	Small Steps Special School	<a href="mailto:Thanhloan4262@gmail.com">Thanhloan4262@gmail.com</a>
Ms. Nguyen Thi Thu	Ho Chi Minh City	Sunflower	<a href="mailto:nguyenthupsy@gmail.com">nguyenthupsy@gmail.com</a>
Ms. Nguyen Ngoc Truc Quyen	Ho Chi Minh City	Sunflower	<a href="mailto:trucquyenpsy@gmail.com">trucquyenpsy@gmail.com</a>
Mr. Doan The Dung	Ho Chi Minh City	To Be Updated	<a href="mailto:doanthedungpsy@gmail.com">doanthedungpsy@gmail.com</a>
Ms. Nguyen Chau Tuyet Nhu	Ho Chi Minh City	Children's Hospital #2	<a href="mailto:Chaaunhuw.pt@gmail.com">Chaaunhuw.pt@gmail.com</a>
Ms. Le Thi Dao	Ho Chi Minh City	Children's Hospital #2	<a href="mailto:Ledao6565@gmail.com">Ledao6565@gmail.com</a>
Ms. Do Thi Bich Thuan	Ho Chi Minh City	Pediatric Hospital #1	<a href="mailto:Dobichthuan2002@yahoo.com">Dobichthuan2002@yahoo.com</a>
Mr. Hoang Van Quyen	Ho Chi Minh City	Pediatric Hospital #1	<a href="mailto:Hvquyennd1@yahoo.com">Hvquyennd1@yahoo.com</a>
Ms. Tra Thanh Tam	Ho Chi Minh City	Pediatric Hospital #1	<a href="mailto:Trathanhtam1982@gmail.com">Trathanhtam1982@gmail.com</a>
Ms. Cao Phuong Anh	Ho Chi Minh City	Pediatric Hospital #1	<a href="mailto:anhvltl@yahoo.com.vn">anhvltl@yahoo.com.vn</a>
Dr. Le Thi Thanh	Ho Chi Minh City	Center for Rehab/Children	<a href="mailto:Thanh600104@yahoo.com.vn">Thanh600104@yahoo.com.vn</a>
Dr. Nguyen Hoang Oanh	Hanoi	Natl Hosptial Odonto-Stom.	<a href="mailto:Oanhsmile11@gmail.com">Oanhsmile11@gmail.com</a>
Ms. Ngo Hoai Nhung	Hanoi	National ENT Hospital	<a href="mailto:ngohoainhung@gmail.com">ngohoainhung@gmail.com</a>
Ms. Hoang Thi Van Anh	Hue	OGCDC	<a href="mailto:bongmaoanh@gmail.com">bongmaoanh@gmail.com</a>
Ms. Truong Thi Thuy Hang	Hue	OGCDC	<a href="mailto:Truongthuyhang512@gmail.com">Truongthuyhang512@gmail.com</a>
Ms. Nguyen Thi My	Lam Dong Province	General Hospital 2	<a href="mailto:nguyenthimybl@gmail.com">nguyenthimybl@gmail.com</a>

**TABLE 2: IN-COUNTRY EDUCATION RESOURCES**

Name	Location	SALT Link	Contact Information
Do Hoang Thai Anh	Hanoi	Hanoi Deaf Group	<a href="mailto:clubdeaffnkh@gmail.com">clubdeaffnkh@gmail.com</a>
Le Thi Kim Cuc	Hanoi	WCDO – IDEO Project	<a href="mailto:cucltk.ruth@gmail.com">cucltk.ruth@gmail.com</a>
Le Thi Thuy Hang	Hanoi	Ed. College – Special Ed Director	<a href="mailto:thuyhang213@yahoo.com">thuyhang213@yahoo.com</a>
Hoang Thu Hien	Hanoi	Ed. College Deaf Teacher	<a href="mailto:hth2210@gmail.com">hth2210@gmail.com</a>
Nguyen T. Hoa	Dong Nai	Deaf Higher Education Program	<a href="mailto:hoatng@yahoo.com">hoatng@yahoo.com</a>
Averil Ivey	Hanoi	SALT Volunteer – Special Ed	<a href="mailto:averil.ivey@gmail.com">averil.ivey@gmail.com</a>
Ms. Simone Maffescioni	HCMC	Expat SALT; former TFA staff	<a href="mailto:simone.speechpath@gmail.com">simone.speechpath@gmail.com</a>
Trinh Thi Kim Ngoc	HCMC	Special Ed; Master’s Degree SALT	<a href="mailto:ngocto_tam@yahoo.com">ngocto_tam@yahoo.com</a>
Ms. Thuy Tien	HCMC	Masters in Sign Lang from Gallaudet	<a href="mailto:ntt_tien@yahoo.com">ntt_tien@yahoo.com</a>
Ms. Tran Thi Thiep	Hanoi	Univ of Ed; Hearing Impaired	<a href="mailto:tthiep@yahoo.com.vn">tthiep@yahoo.com.vn</a>
Dao Thi Bich Thuy	Hanoi	Trng & Devt Center Special Ed.	<a href="mailto:thuyjapans@gmail.com">thuyjapans@gmail.com</a>
James Woodward	Dong Nai	Deaf Higher Education Program	<a href="mailto:woodyvn@yahoo.com">woodyvn@yahoo.com</a>
Jackie Wrafter	Hoi Anh	Kianh Foundation –Special Ed	<a href="mailto:jackiewrafter@kianh.org.uk">jackiewrafter@kianh.org.uk</a>

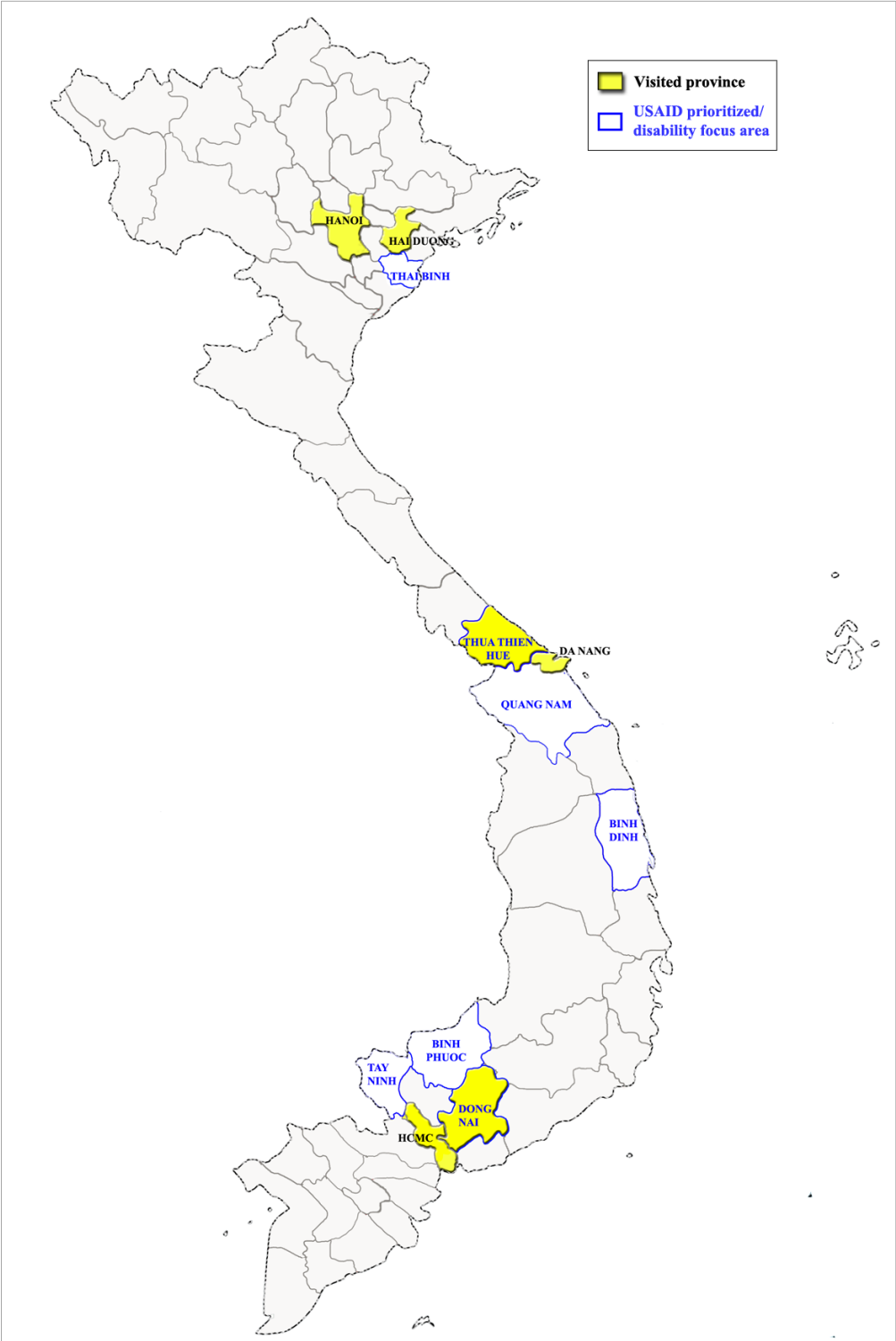
**TABLE 3: IN-COUNTRY HEALTH RESOURCES**

Name	Location	SALT Link	Contact Information
Nguyen Thi Dung	Hanoi	Bach Mai Speech Therapist	<a href="mailto:drruxi@gmail.com">drruxi@gmail.com</a>
Nguyen Thi Ngoc Dung	HCMC	UPNT Rector- SALT Training	<a href="mailto:drdungent@yahoo.com">drdungent@yahoo.com</a>
Vu Thi Bich Hanh	Hanoi	HMU, SALT Trainer – short courses	<a href="mailto:yubichhanh58@yahoo.com">yubichhanh58@yahoo.com</a>
Dinh Thi Hoa	Hai Duong	HMTU PhD research Speech	<a href="mailto:hoadinhhoa@hmtu.edu.vn">hoadinhhoa@hmtu.edu.vn</a>
Nguyen Phuoc Minh Tam	Hue	SALT Training Program	<a href="mailto:minhtamnguyenphuoc@gmail.com">minhtamnguyenphuoc@gmail.com</a>
Cao Bich Thuy	Da Nang	DUPMT Rehab Dept Head	<a href="mailto:caobichthuyphcn@gmail.com">caobichthuyphcn@gmail.com</a>

**TABLE 4: EXTERNAL RESOURCES**

Name	Location	SALT Link	Contact Information
Charlotte Ducote	USA	Cleft lip/palate Operation Smile	<a href="mailto:caducote@aol.com">caducote@aol.com</a>
Larry Hammer	USA	VN Laryngectomy Project	<a href="mailto:ldhocean@sbcglobal.net">ldhocean@sbcglobal.net</a>
Nguyen Huynh	New Zealand	SALT Master’s Degree (Dec 2016)	<a href="mailto:thu44@uclive.ac.nz">thu44@uclive.ac.nz</a>
Kim Hyun-Gi	South Korea	POC for SALT Training in Hue	<a href="mailto:hanc3196@gmail.com">hanc3196@gmail.com</a>
Dr. Lindsay McAllister	Australia	UPNT SALT Training - TFA	<a href="mailto:lindy.mcallister@sydney.edu.au">lindy.mcallister@sydney.edu.au</a>
Ms. Thanh Nguyen	USA	SALT Master’s Degree (Sep 2017)	<a href="mailto:nguyenmaihoanthanh@gmail.com">nguyenmaihoanthanh@gmail.com</a>
Ben Thi Pham	Australia	SALT PhD Candidate (2018) – Ed.	<a href="mailto:bpham@csu.edu.au">bpham@csu.edu.au</a>
Dr. Giang Pham (PhD)	USA	Conducting SALT Research – Ed.	<a href="mailto:gpham@mail.sdsu.edu">gpham@mail.sdsu.edu</a>
Paige Stringer	USA	GFCHL Founder	<a href="mailto:paige@chidrenwithhearingloss.org">paige@chidrenwithhearingloss.org</a>
Sue Woodward	Australia	UPNT SALT Training - TFA	<a href="mailto:sue_woodward@ozemail.com.au">sue_woodward@ozemail.com.au</a>

# ATTACHMENT 2: MAP OF VIETNAM



## ATTACHMENT 3: SALT ASSESSMENT SCHEDULE

DATE	ORG/LOCATION	INDIVIDUAL (S)	MEETING RATIONALE
MON 22 AUG	SKYPE	Ms. Charlotte Ducote	American Speech Pathologist; over 20 years' experience with speech therapy in VN; focus on cleft palate.
MON 29 AUG	VEMSS / HANOI	Mr. Hoang Tran Vu Ms. Hanh Dang	VEMSS is the organization leading the Assessment. (Orientation; Schedule Review; Planning)
TUE 30 AUG	USAID / HANOI	Mr. Chris Abrams Ms. Corina Warfield Mr. Ezra Simon Dr. Van Le Ms. Le Nguyen Thi Hoa Ms. Lanh? Ms. Lin?	USAID is funding the Assessment Briefing meeting to launch the Assessment
	CCIHP / HANOI	Dr. Vu Song Ha Ms. Hoang Thi Hoa Ms. Le Thi Huong Giang	Autism intervention (on-line platform, modeling video); Hanan training interest.
	MCNV / HANOI	Mr. Pham Dung Ms. Tran Thu Thuy Ms. Nguyen Thi Thanh Thuy	USAID Vietnam Disability Program Partner. Establish BSc for Occupational Therapy in VN.
WED 31 AUG	UNICEF /HANOI	Ms. Joyce Patricia Bheeka Mr. Sit (?)	Supports MoET for IE Resource Centers; Noted June 2016 job code for assistant teachers.
	VNAH /HANOI	Mr. Bui Van Toan Ms. Chi Nguyen Anh	USAID Vietnam Disability Program Partner National insurance scheme: 13 speech services. UPNT collaboration; SALT training in program.
	HANOI	Dr. Vu Thi Bich Hanh	Providing SALT for ~20 years in VN; worked extensively as SALT trainer: 5-day; 3-month, 6-month courses in/around Hanoi. Child-focused; emphasis on cleft; PhD research on SALT. Produced a book on SALT.
THU 01 SEP	CBM /HANOI	Mr. Glenn Gibney Ms. Vu Thi Tuyet Mai Ms. Nguyen Ngoc Anh	CBR Project in Hue; shadow report UNCPRD
	VietHealth /HANOI	Mr. Ta Hai Giang	Disability Program Manager Screening for kids under age 6; early intervention; 4 training courses for kindergarten teachers (each 5-days).
	CRS / HANOI	Ms. Julie M. Keane Ms. Dinh Thi Nguyet Mr. Glenn King	Supports inclusive education training; in 1990's had SALT volunteer, Tara Winterton, who supported Dr. Hanh's work in SALT for children/ support for Dr. Hanh's book?
	USAID / HANOI	Ms. Corina Warfield Mr. Ezra Simon Dr. Van Le Ms. Le Nguyen Thi Hoa	SALT Assessment: Progress Update

DATE	ORG/LOCATION	INDIVIDUAL (S)	MEETING RATIONALE
SUN 04 SEP	TFA /HCMC	Ms. Sue Woodward Mr. Peter Woodward Ms. Bronwyn Coop	TFA Provides technical support, funding and guidance for the UPNT SALT Training program; SALT Volunteers from Australia for mentoring/continuing education.
MON 05 SEP	Sunflower Psych & Speech Therapy Center / HCMC	Ms. Nguyen Thi Thu	UPNT SALT graduate (2 year program); Established this clinic with another UPNT graduate.
	ICCD /HCMC	Ms. Simone Maffescioni	Australian Speech Therapist; former TFA Coordinator; provides SALT mainly to English speaking children.
	Univ of Med & Pharmacy /HCMC	Dr. Do Van Dung Ms. Le Thanh Van	To pilot future OT training program (USAID support); interested in PT/OT/ SALT Programs at Bachelor level.
TUE 06 SEP	Orthopedics & Rehab Hospital /HCMC	Ms. Le Thi Thanh Xuan	UPNT SALT graduate (2 year program); Head of speech therapy unit & early intervention program; Hanan trained
	HCMC	Mr. Le Khanh Dien	UPNT SALT graduate (2 year program); Head of SALT Club, specialist in adult SALT treatment.
	Focus Group with TFA graduates / HCMC	Ms. Truong Thanh Loan Dr. Huynh Bich Thao Dr. Le Thi Thanh Ms. Ha Thi Kim Yen	(4) UPNT SALT Graduates (2-year program); current situation and future needs regarding SALT services and training in Vietnam.
	TFA / HCMC	Ms. Sue Woodward Mr. Peter Woodward Ms. Bronwyn Coop	Sept 4 follow-on meeting – further clarification and USAID participation.
WED 07 SEP	Pediatric Hospital I / HCMC	*Ms. Do Thi Bich Thuan *Mr. Hoang Van Quyen *Ms. Tra Thanh Tam *Ms. Cao Phuong Anh Mr. Le Tuong Giao	*(4) UPNT SALT Graduates (2-year program); speech therapy team comprises 5 people (Ms. Ha Thi Xem at the 10-month course); provided 9-month training for 4 staff from Da Nang; offer support to schools for assessment; working on standard tools.
	HCMC Hosp of Rehab Professional Diseases	Dr. Dinh Quang Thanh	Rehab Hospital for Stroke/TBI patients (adult); supported by HI; 2 staff attending UPNT 10-month pediatric SALT course.
	National College of Education / HCMC	Ms. Trinh Thi Kim Ngoc	Dean, Faculty of Special Education Masters Degree in SALT from UK
THU 08 SEP	Dong Nai Hospital / DONG NAI	Dr. Nguyen Trong Chau Mr. Tran Minh Duy	Offers adult rehab services; extensive support from foreign volunteers; interested in Cho Ray Hospital Training.
	Dong Nai Center for Children with Disability/DONG NAI	Ms. Hoang Thi Van Nga	Special school with over 200 kids (6 years-24 years). No SALT; encourage deaf children to speak – no formal sign language used in the school.
	UPNT / HCMC	Prof Nguyen Thi Ngoc Dung	Established UPNT SALT training; very committed to SALT in VN; plans to establish Bachelor level training.
FRI 09 SEP	DRD /HCMC	Ms. Luu Thi Anh Loan	USAID Vietnam Disability Program Partner; knows Gallaudet Graduate.



DATE	ORG/LOCATION	INDIVIDUAL (S)	MEETING RATIONALE
	Hong Bang University/ HCMC	Ms. Huong Thi Nguyen	Rumored to SALT training program (nothing yet) President HCMC PT Association.
	HCMC	Dr. Cao Bich Thuy	Head of Da Nang Univ Rehab Dept; Attending current UPNT 10-month pediatric SALT training
SAT 10 SEP	Kindergarten Teachers Focus Group /DA NANG	Ms. Le Thi Thanh Loan Ms. Tran Thi Tu Ms. Nguyen Thi Thao Ly Ms. Luong Thi Thuy Chung Ms. Huynh Thi Hoang Diem	All teachers have at least one child with disability in the program; understand the training they received, work they do, and the challenges in their work. All have been trained by VietHealth program (USAID supported).
MON 12 SEP	Thanh Tam Center of Special Education and Vocational Training / DA NANG	Ms. Hoang Ngoc Thuy Mr. Phung Duc Len Ms. Le Thi Khanh Hoa Ms. Nguyen Thi Hoai Mi Ms. Nguyen Trung Phi	Special education school for children with disabilities.
	Da Nang Univ of Pharmacy & Med Tech DA NANG	Ms. Nguyen Chi Kim Cam Ms. Luong Thi Cam Van	Have speech therapy team (4 people received 9-month training from UPNT grads at Pediatric Hospital #1 – HCMC; supported through VNAH program... USAID funded).
	Kianh Foundation / DA NANG	Mr. Pham Hoang	Supports Dien Ban Day Care Center for ~100 kids with special needs; TFA mentors & Australian SALT volunteers
TUE 13 SEP	Hue Univ of Medicine & Pharmacy / HUE	Dr. Nguyen Vu Quoc Huy Dr. Ha Chan Nhan Ms. Nguyen Phuoc Minh Tam	Providing (2) 9-month SALT training courses with support from South Korean University. Training program began in mid-2016; to continue until end of 2017.
	OGCDC / HUE	Ms. Tran Thi Phuong Anh *Ms. Hoang Thi Van Anh *Ms. Truong Thi Thuy Hang	* (2) UNPT SALT Graduates (2-year program); offers SALT services at different locations; will have 3 staff attend Global Foundation training (2 weeks annually 2016-20).
	Hue Rehab Hospital / HUE	Dr. Nguyen Quang Hien Dr. Minh Xuan	Rehab hospital in Hue supported by HI; sent 3 staff to the 9-month SALT training in Hue
WED 14 SEP	Hai Duong Med Tech Univ / HAI DUONG	Ms. Pham Thi Cam Hung Ms. Dinh Thi Hoa Dr. Pham Thi Nhuyen Ms. Nguyen Mai Anh Ms. Le Thuy Dung	To pilot future OT training program (USAID support); interested in PT/OT/ SALT Programs at Bachelor level. Support from HI for PT curriculum; Speech Therapy module theory and practice (at HOPE Special school and Hai Duong Pediatric Hospital); Masters-research in SALT.
	Hai Duong Rehab Hospital /HAI DUONG	Dr. Truong Mau Son Dr. Chung + 15 hospital staff	Rehab Hospital in Hai Duong; HI partner. Has JICA PT volunteer; March 2017 JICA OT Volunteer to come?
THU 15 SEP	HI / HANOI	Mr. Didier Demey	USAID Vietnam Disability Program Partner; Protocol for brain lesion care, PT upgrading, sub-award to MCNV.

DATE	ORG/LOCATION	INDIVIDUAL (S)	MEETING RATIONALE
	Hanoi National Univ of Education / HANOI	Ms. Tran Thi Thiep	Offers BA in Special Education; only university in VN offering Master's degree in Special Education.
	USAID / HANOI	Ms. Ha Nguyen Thi Mr. Ezra Simon Dr. Van Le Ms. Le Nguyen Thi Hoa	SALT Assessment: Progress Update
FRI 16 SEP	National Fund for Vietnamese Children / HANOI	Dr. Hoang Van Tien Ms. Le Tuyet Mai	Organizer for cleft palate surgeries (Operation Smile); 25,000 children served and ~1-2,000 surgeries annually. Trained 1,050 people (3-4 days) in SALT from 2001-2004.
	National College of Education / HANOI	Ms. Le Thi Thuy Hang, Ms. Truong Thi Tuyet Ms. Luong Thi Huong Ms. Dinh Thi Hanh Ms. Hoang Thu Hien	Trains about 100 people each year for special education; this year first cohort of 18 people focused on speech and hearing. Support from Singapore International Foundation for training 4 short courses: swallowing/chewing, communication, speech, and assessment.
	ACDC / HANOI	Ms. Nguyen Thi Lan Anh	USAID Vietnam Disability Partner; advocacy role.
SUN 18 SEP	SKYPE	Ms. Lindy McCallister	TFA curriculum specialist; insights on needs in Vietnam.
MON 19 SEP	Hanoi Rehabilitation Hospital / HANOI	Dr. Pham Van Minh	Director of Hospital and Head of Rehab Department; provides SALT
	Operation Smile / HANOI	Ms. Nguyen Thi Hai Duc Mr. Viet Phuong Nguyen	Supporting cleft lip/palate surgeries in VN for 24 years; over 39,000 kids operated – limited SALT.
	Hanoi Deaf Club / HANOI	Mr. Tuan Linh + I Ms. Phan Thi Bich Diep	Hanoi Deaf club could offer the Deaf perspective on communication and language in Vietnam.
TUE 20 SEP	VietHealth / Hanoi	Dr. Le Quang Duong Mr. Ta Hai Giang	USAID Vietnam Disability Program Partner; follow-on meeting to initial meeting on Sept 1.
	Ntl Hospital of Odontostomatology / HANOI	Dr. Nguyen Hoang Oanh	UPNT SALT graduate (2-year program); Hanan certified; sees over 1,000 children for cleft palate surgery follow-up
TUE 20 SEP	MoH – Vietnam Medical Service Administration	Dr. Le Tuan Dong Dr. Nguyen Thi Thanh Lich Dr. Tran Ngoc Nghi	This office provides oversight for rehabilitation hospitals in VN; spoke about circular #46 that mandates SALT staff and services available in all rehab hospitals.
	Bach Mai Hospital (Rehab. Dept.) / HANOI	Dr. Le Thi Phuong Dung Dr. Nguyen Thi Dung Ms. Tran Lan Phuong Ms. Nguyen Thi Phuong	One of the key rehabilitation centers in the country; they have SALT services (4 people), but no one has formal degree. Visit to Thailand in June 2015 for one month training on SALT at Sirihirn Rehab Hospital.

DATE	ORG/LOCATION	INDIVIDUAL (S)	MEETING RATIONALE
	IC-VVAF/ HANOI	Dr. Nguyen Thi Mai Hien	USAID Vietnam Disability Program Partner; provides assistive devices in three provinces.
	Ministry of Education and Training / HANOI	Ms. Nguyen Phuong Hien	Looks at providing training codes; and she spoke of lack of job opportunities for SALT in education.
WED 21 SEP	Training & Devt Center for Special Ed /HANOI	Ms. Dao Thi Bich Thuy Ms. Averil Ivey	Part of Hanoi National University of Education; has SALT volunteer; vision for future of SALT in Education.
	Global Foundation for Children with Hearing Loss / HANOI	Paige Stringer	Provides SALT Training to address hearing loss; 2 weeks per year for 5 years. 2010-2015 in HCMC; 2016-2021 Da Nang.
	MoH - Dept of Science, Tech & Training HANOI	Ms. Phi Thi Nguyet Thanh Mr. Pham Ngoc Bang	Responsible for training / recognition related to SALT.
	USAID / HANOI	Ms. Ha Nguyen Thi Mr. Ezra Simon Dr. Van Le Ms. Le Nguyen Thi Hoa Ms. Ms. Corina Warfield	SALT Technical Debrief
THU 22 SEP	Skype	Dr. Giang Pham	Vietnamese-American Speech Pathologist; extensive support to Hanoi University of Education; research on language.
FRI 23 SEP	USAID/HANOI	Mr. Michael Greene Mr. Christopher Abrams Mr. Ezra Simon Dr. Van Le Ms. Corina Warfield Ms. Ha Nguen Thi Mr. Emily Rupp	Debrief

# ATTACHMENT 4: KEY INFORMANT CONTACT INFORMATION

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Dong Nai Center for Children with Disabilities	Tan Ban, Ap Tan Ban, Buu Hoa Ward, Bien Hoa, Dong Nai	Hoang Thi Van Nga	Director	<a href="mailto:ndtkt@dongnai.edu.vn">ndtkt@dongnai.edu.vn</a>	84(0) 903 989 358



## 7. Other Speech Therapy and Service Providers

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## 8. Current USAID Disability Partners

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Organization	Address	Name	Position	Email Address	Phone
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## 9. NGOs / IOs/ DPOs / National Fund Connecting SALT

Organization	Address	Name	Position	Email Address	Phone
Global Foundation for Children with Hearing Loss		Paige Stringer	Founder / Executive Director	<a href="mailto:paige@childrenwithhearingloss.org">paige@childrenwithhearingloss.org</a>	
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		Do Hoang Thai Anh	Vice President of Hanoi Association of the Deaf	<a href="mailto:clubdeafnkh@gmail.com">clubdeafnkh@gmail.com</a>	
		Phan Ngoc Viet	Vice President of Hanoi Association of the Deaf	<a href="mailto:viet.phannhoc@gmail.com">viet.phannhoc@gmail.com</a>	84(0) 914 942 742 (SMS)
National Fund for Vietnamese Children	No. 35 Tran Phu, Ba Dinh, Hanoi	Le Tuyet Mai	Vice Director	<a href="mailto:letuyetmai@mail.com">letuyetmai@mail.com</a> ; <a href="mailto:mailt@molisa.gov.vn">mailt@molisa.gov.vn</a>	84(0) 912 027 375
Operation Smile	4th Floor, No. 16 Ngo Quyen Street, Hanoi	Viet Phuong Nguyen	Vice President	<a href="mailto:vnghuyen@operationsmile.org">vnghuyen@operationsmile.org</a>	84(0) 903 437 753
		Nguyen Thi Hai Duc	Program Director	<a href="mailto:thihaiduc.nguyen@operationsmile.org">thihaiduc.nguyen@operationsmile.org</a>	84(0) 904 777 274
World Concern Development Organisation	59 Huynh Thuc Khang St, Room 203, Dong Da District, Hanoi	Le Thi Kim Cuc	Country Program Representative - Disabilities	<a href="mailto:cucl@worldconcern.org">cucl@worldconcern.org</a> / <a href="mailto:cucltk.ruth@gmail.com">cucltk.ruth@gmail.com</a>	84(0) 912 344 723
Kianh Foundation		Pham Hoang	Fundraising and Development Officer	<a href="mailto:phamhoang@kianh.org.uk">phamhoang@kianh.org.uk</a>	84(0) 914 422 641
Trinh Foundation Australia Ltd.		Sue Woodward	Director	<a href="mailto:info@trinhfoundation.org">info@trinhfoundation.org</a>	61(0) 410 553 375
		Peter Woodward	Board of Director Member		
		Kieran Coop		<a href="mailto:kierandbron@gmail.com">kierandbron@gmail.com</a>	

## 10. General IOs/NGOs

Organization	Address	Name	Position	Email Address	Phone
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		Nguyen Ngoc Anh	Programme Officer	<a href="mailto:ngocanh.nguyen@cbm.org">ngocanh.nguyen@cbm.org</a>	84(0) 946 145 616
CRS	Rm. 301 - 303, Building E3, Trung Tu Diplomatic Compound, No. 6 Dang Van Ngu Street, Dong Da District, Hanoi	Julie M. Keane	Country Manager	<a href="mailto:Julie.Keane@crs.org">Julie.Keane@crs.org</a>	84(0) 904 195 494
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		Glenn King	Subregional Head of Programs (Cambodia, Vietnam, Myanmar)	<a href="mailto:glenn.king@crs.org">glenn.king@crs.org</a>	
Center for Creative Initiatives in Health and Population (CCIHP)	No. 48 Lane 251/8 Nguyen Khang, Group 39, Yen Hoa, Cau Giay, Hanoi	Vu Song Ha, MD, Ph.D	Vice Director – Founder	<a href="mailto:ha@ccihp.org">ha@ccihp.org</a>	84(0) 966 558 285
		Hoang Thi Hoa, MPH	Project Officer	<a href="mailto:hthoa@ccihp.org">hthoa@ccihp.org</a>	84(0) 985 975 668
		Le Thi Huong Giang	Project Assistant	<a href="mailto:lhgiang@ccihp.org">lhgiang@ccihp.org</a>	84(0) 975 205 814
UNICEF	Green One UN House - No. 304 Kim Ma, Ba Dinh, Hanoi, Vietnam	Joyce Patricia Bheeka	Chief of Education Section	<a href="mailto:jpbeeka@unicef.org">jpbeeka@unicef.org</a>	84(0) 985 498 813

## 11. Individuals/ Focus Group

Organization	Address	Name	Position	Email Address	Phone
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		Nguyen Thi Thao Ly	Teacher of Hoa Mai Kindergarten		84(0) 905 889 017
		Luong Thi Thuy Chung	Vice Head of Son Ca Kindergarten		84(0) 905 259 533
		Huynh Thi Hoang Diem	Teacher of Mang Non Kindergarten		84(0) 905 127 297
UPNT/Trinh graduates	MED-EL Vietnam - 180-182 Ngo Gia Tu St, District 10, HCMC	Ha Thi Kim Yen		<a href="mailto:yennl@yahoo.com">yennl@yahoo.com</a>	84(0) 909 993 347

Organization	Address	Name	Position	Email Address	Phone
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	An Binh Hospital - 146 An Binh St, District 5, HCMC	Le Khanh Dien		<a href="mailto:le_khanh_dien@yahoo.com">le_khanh_dien@yahoo.com</a> ; <a href="mailto:lekhanhdienab@gmail.com">lekhanhdienab@gmail.com</a>	84(0) 903 993 498
	Centre for Rehabilitation and Support of Handicapped Children - 38 Tu Xuong St, Ward 7, District 3, HCMC	Le Thi Thanh		<a href="mailto:thanh600104@yahoo.com.vn">thanh600104@yahoo.com.vn</a>	84(0) 983 710 625
	Small Steps Special School - 82/9D Binh Quoi St, Binh Thanh District, HCMC	Truong Thanh Loan		<a href="mailto:thanhloan4262@gmail.com">thanhloan4262@gmail.com</a>	84(0) 903 872 308

## I2. External Contacts

Organization	Address	Name	Position	Email Address	Phone
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San Diego State University	5500 Campanile Drive, SLHS Room 238 San Diego, CA 92182	Giang Pham, PhD, CCC-SLP	Assistant Professor School of Speech, Language, and Hearing Sciences	Email: <a href="mailto:gpham@mail.sdsu.edu">gpham@mail.sdsu.edu</a> Research lab: <a href="http://slhs.sdsu.edu/gtpham/bdc/">http://slhs.sdsu.edu/gtpham/bdc/</a> Clinical page: <a href="http://slhs.sdsu.edu/gtpham/vnspeech">http://slhs.sdsu.edu/gtpham/vnspeech</a>	619-594-7907

## ATTACHMENT 5: SALT DEVELOPMENT IN VIETNAM

YEAR	DESCRIPTION OF THE ACTIVITY OR EVENT
2017	MoH to complete Guidelines of Cleft surgery – will not include SALT.
Nov 2017	Planned national conference on SALT sponsored by Hue/Chonbuk National University
Mar 2017	2 <sup>nd</sup> 9-month SALT course slated to being at Hue.
2017	Speech Therapy clinic slated to open at UPNT.
2017	8 people Hanoi College of Education (Pre-School Special Education) supported by SIF to go to Singapore for one week.
2016-2017	Full time Australian SLP (Averil Ivey) placed at Hanoi University of Education Special Education Training Center
Nov 2016	Second theoretical lesson in Hue to be provided (1 month theory followed by 3.5 months practice is the planned schedule).
Nov 2016	Mr. Dien to go to Australia for one year for Masters Degree in SALT.
Oct 2016	26 students to travel to South Korea for one week to observe SALT
Sep 2016	33 people begin 10-month course at UPNT specializing the pediatric SALT.
Sep 2016	USAID supports Assessment of SALT Services and Training in Vietnam
Aug 2016	Seirei Christopher Univ (Japan) 1-week assessment visit to identify in-country internship opportunities and SALT collaboration.
2016	SIF provides (4) 6-day SALT trainings (Mar, Apr, Jun, Aug) to 16 Hanoi College of Education staff and ~20 others.
Jul 2016	26 students attended 1-month theoretical SALT training in Hue; supported by Chumbok University (South Korea); funded by KOICA
Jun 2016	New Health Insurance scheme enacted; there are 13 SALT-related services added
May 2016	1 <sup>st</sup> Speech Therapy Conference (held in HCMC – Pham Ngoc Thach Univ of Medicine - the 9 <sup>th</sup> Scientific and Technical Conference)
2016-2020	National Plan for Rehabilitation
2016-2020	Global Foundation for Children with Hearing Loss in Da Nang
Dec 2015	Hue signed 2-year agreement with Chonbuk National Univeristy (Dec 2015-Dec 2017) to provide (2) 9 month courses in SALT
2015	(2) UPNT graduates travel to Singapore to participate in one-week “Hanan”; offering private parent courses since that time.
Jun 2015	4 staff from Bach Mai Hospital went to Sirihorn University in Thailand for one month for SALT exposure.
Jan 2015	6-month clinical supervision for 4 PTs from DUMPT to practice skills at Pediatric Hospital #1 in HCMC (following 3-month theory)
Oct 2014	Speech therapy club starts in HCMC (primarily graduates of UPNT 2-year programs).
Sep 2014	3-month training at DUMPT for 20 people provided by UPNT Graduates working at Pediatric Hospital #1 in HCMC (Sep-Nov)
2014	Lotus Center (in Hue) private clinic affiliated with OG CDC opens for SALT services

<b>YEAR</b>	<b>DESCRIPTION OF THE ACTIVITY OR EVENT</b>
Sep 2014	15 individuals complete the second 2-year post-graduate course at UPNT
Dec 2013	GVN enacted circular #46; structure/staffing of rehab services in VN includes SALT services and working positions.
2013	AusAID supports 7 Vietnamese (3 HMU and 4UPNT) to go to Australia for 2 weeks: exposure to SALT and plan national curriculum.
2013	Vietnam signs the UN Convention on the Rights of Persons with Disabilities
2012	Hanoi National Univ of Education started 1 <sup>st</sup> Master's Degree in Special Education (2-year program; 15-20 students per year)
2012	ICPF – Dr. Hanh and Ms. Houg more training
Sep 2012	18 Individuals complete the first 2-year post graduate course at UPNT
2011-2016	IDEO Project – World Concern, World Bank, Deaf.
Sep 2010	2-year course for SALT begins at UPNT
2010-2015	Global Foundation for Children with Hearing Loss provide training in HCMC
Feb 2009	Short course in SALT at UPNT (with support from Trinh Foundation Australia) to pilot future course materials.
2008	Sue Woodward, Australian SLP, in VN for Cleft Palate mission (Operation Boomerang) and first meets Dr. Dung, ENT Hospital.
2007	Hanoi Sign Language Training Center opens
2007	Operation Smile sends two individuals for 6-month SALT training at Manipal Univ in India.
2007-2008	Trinh Thi Kim Ngoc in the UK for a Masters in SALT; Dean of Special Education National College of Education in Hanoi since 2010
2006-2007	2 VSO SALT volunteers at Hanoi University of Education
2006 (?)	Dr. Hanh writes book on speech therapy; gets a research PhD in SALT
2005	South Korea Chonbuk National University began sending students 2-weeks every year to Hue to work with kids with cleft palate
2001-2004	Danish Emb + National Fund for VN Children; 3-4 day SALT training for 30 people; 38 courses (1,050 trained) - Hanh, Hoeung, Ducote
Nov 2002	Moh, MoET, HMU, VN Rehab Assoc. “approved” SALT University training (2year); supported by Op Smile; never transpired.
2001	Prof. Lindy McAllister, Australian SLP, supports student clinical placement/staff training (Chatles Sturt Univ; now at Univ. of Sydney)
2000-2012	Dong Nai Deaf Education Project
2000	Larry Hammer, American SLT +VN Vet, returns to Vietnam to start VN Laryngectomy Humanitarian Project (continues thru 2016)
~ 1999 (?)	Dr. Hanh starts short courses: well known for her 3 & 6 month courses – focus on SALT for children. Training continues to present.
1998	Janella Chrisite, Australian SLP, comes to VN with “Bridge the Gap” project focused on Cleft Lip and Palate.
1998	Dr. Hanh visits USA (Charlotte Ducote in New Orleans and SALT activities in Utah).

<b>YEAR</b>	<b>DESCRIPTION OF THE ACTIVITY OR EVENT</b>
1997	Hanoi National Univ of Education started 1 <sup>st</sup> Bachelor degree in Special Education (specialties: autism, hearing, visual intellectual)
1996	Charlotte Ducote, SLP from USA, makes first trip to VN with Operation Smile – continues visits for the next ten years.
mid-90s	Tara Winterton, SLP from USA, works with CRS to develop SALT resources for parents; provides informal training to Dr. Hanh.
1990-95	Early intervention for hearing impairment – Committee of Netherlands (SALT for the hearing impaired).
1993	Prof Dung spent time in France as ENT and her vision for SALT in Vietnam began.
1989	Operation Smile begins Cleft Lip/Palate surgery program in VN
1972	Pat Landis, SLP from USA, comes to Vietnam to support SALT for children with Cleft Palate

## ATTACHMENT 6: SEMI-STRUCTURED INTERVIEW GUIDE - SAMPLE

**Objective of the Interview:** Collect information from these institutions on perception of SALT, historical involvement with SALT, current SALT initiative and SALT plans for the future.

### Process:

#### PRE-INTERVIEW

- a. Introduction of interviewers/interviewees.
- b. Purpose of the visit ... USAID/Vietnam has a commitment to the disability sector. It has been providing funding for different disability related programs for over 20 years. In the past 1-2 years USAID has been looking at support for different therapies; specifically: physical therapy (PT), occupational therapy (OT) and speech therapy. There have been investments in OT and PT, but the landscape for Speech and Language Therapy (we'll call this "SALT") has been less clear. The objective of the visit is to collect information on the current situation in Vietnam with regard to Speech and Language Therapy TRAINING AND SERVICES.

We will be conducting the assessment from August 29-Sept 23. We will be conducting interviews in Hanoi, Hai Duong, Hue, Danang, Hue, Dong Nai, and HCMC. We plan to submit our initial findings to USAID at the end of the month, and the final report will be available in October. We will send a link to all people interviewed once the document is publicly available.

This assessment is intended to help inform USAID about SALT – existing initiatives, gaps, and potential to integrate SALT into existing programs – if this is applicable.

- c. We understand there are extensive programs and services offered through your organization, we'd be grateful if we could focus our discussion on SALT services and training – past, present and future.
- d. Do you have any questions before we begin?

#### INTERVIEW QUESTIONS

##### a. WHAT DO YOU KNOW ABOUT SPEECH AND LANGUAGE THERAPY?

Probe: What types of services are offered by a speech and language therapist?

Probe: Who can benefit from speech and language therapy? Specific diagnoses or types of disability?

Probe: Who provides these services?

Probe: What type of training is needed? (Content, duration)

##### b. WHAT DO YOU KNOW ABOUT SPEECH AND LANGUAGE THERAPY IN VIETNAM?

Probe: Who is offering SALT services? Where?



Probe: Do you know of any SALT Training? Details?

**c. DOES YOUR INSTITUTION PROVIDE SALT SERVICES?**

Probe: If yes, please provide details.

Probe: When did you begin providing services, how many and what type of staff provide the service?

Probe: How many and what type of patients receive these services?

Probe: What are your biggest challenges in providing these services? What can be done to reduce these challenges?

Probe: If no, please explain why not.

**d. DOES YOUR INSTITUTION PROVIDE TRAINING IN SALT?**

Probe: If yes, please provide details.

Probe: What training have you offered in the past, what is the current training, what is planned for the future?

Probe: What are the biggest challenges in providing SALT Training? What can be done to reduce these challenges?

Probe: If no, please explain why not.

**e. WHAT DO YOU THINK ARE THE BIGGEST GAPS OR NEEDS IN VN RELATED TO SALT?**

**f. DO YOU HAVE ANY OTHER INFORMATION YOU WOULD LIKE TO SHARE REGARDING SALT IN VIETNAM?**

**g. DO YOU HAVE ANY QUESTIONS FOR US?**

POST-INTERVIEW

Thank you again for your time. Your opinions are very helpful and we are grateful for your participation. The majority of the assessment team is based in VN and if you have questions or would like to share information that you think of later, please feel free to reach out to them.

## ATTACHMENT 7: BIBLIOGRAPHY

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