

# Supporting Vietnamese children (ages 11–15) in Slovakia



Sharing experiences and perspectives from practice

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„Aktivita je súčasťou bilaterálnej spolupráce Inklucentra a KCV v rámci Erasmus+ projektu Partnerstvo 25. Projekt je spolufinancovaný Európskou úniou.“

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# Main Content

- CHALLENGES & PSYCHOSOCIAL ASPECTS.
- SOLUTIONS AND BRIGHT SPOTS.
- AREAS FOR IMPROVEMENT & RECOMMENDATIONS.



# Context

- Vietnamese children aged 11–15
- Migrants in Slovakia for 1–4 years
- A vulnerable stage, sensitive in terms of psychology and adaptation to a new language and culture.
- Challenging family circumstances and limited long- term direction.

**“ Understanding comes before caring”**



# Challenges & Psychological Aspects

- Language: unfamiliar, leading to low confidence in communication
- Psychological – family: lack of companionship, lack of sharing, high family expectations and relationship gaps.
- Cultural – social: feeling lost, not belonging, Identity and psychosocial development struggles.

**“Language opens the door,  
but confidence  
opens the heart.”**



# Strengths & Solutions

- Vietnamese children are studious and determined
- Learn quickly, show flexibility and adaptability when encouraged
- Preservation of Cultural Identity.
- Experienced psychologists and Slovak teachers provide caring and dedicated support



# Actions Taken

- Language: learning Slovak through pictures, familiar topics, combining fun with learning; extracurricular activities 'learning through play'
- Psychology: creating a safe, warmer space – a 'second home' for both children and parents.
- Cultural connection: cultural exchanges between Vietnam and Slovakia, preserving national identity



# Results Achieved

- Slovak is no longer seen as 'an unscalable mountain,' but as a language that can be conquered
- Narrowed the gap between families and schools
- Built a safe, welcoming environment

**"When placed in the right environment, children will rise and shine"**



**"Children learn from books, but they grow from the way adults live"**



# Improvements Needed

- Connect language learning with emotional experiences
- Deepen collaboration with parents
- Create safe, creative spaces that foster critical thinking
- Develop evaluation tools for language and psychology (confidence – peer connection – identity – emotional expression)
- Language truly lives only when it passes through the child's heart and experiences.



# Suggestions for Experts & Teachers

- Ensure psychological safety before teaching literacy
- Increase extracurricular experiences suited to culture, inner confidence, and self-directed learning
- Strengthen school–family connection
- Respect dual identity
- Provide intercultural training for teachers

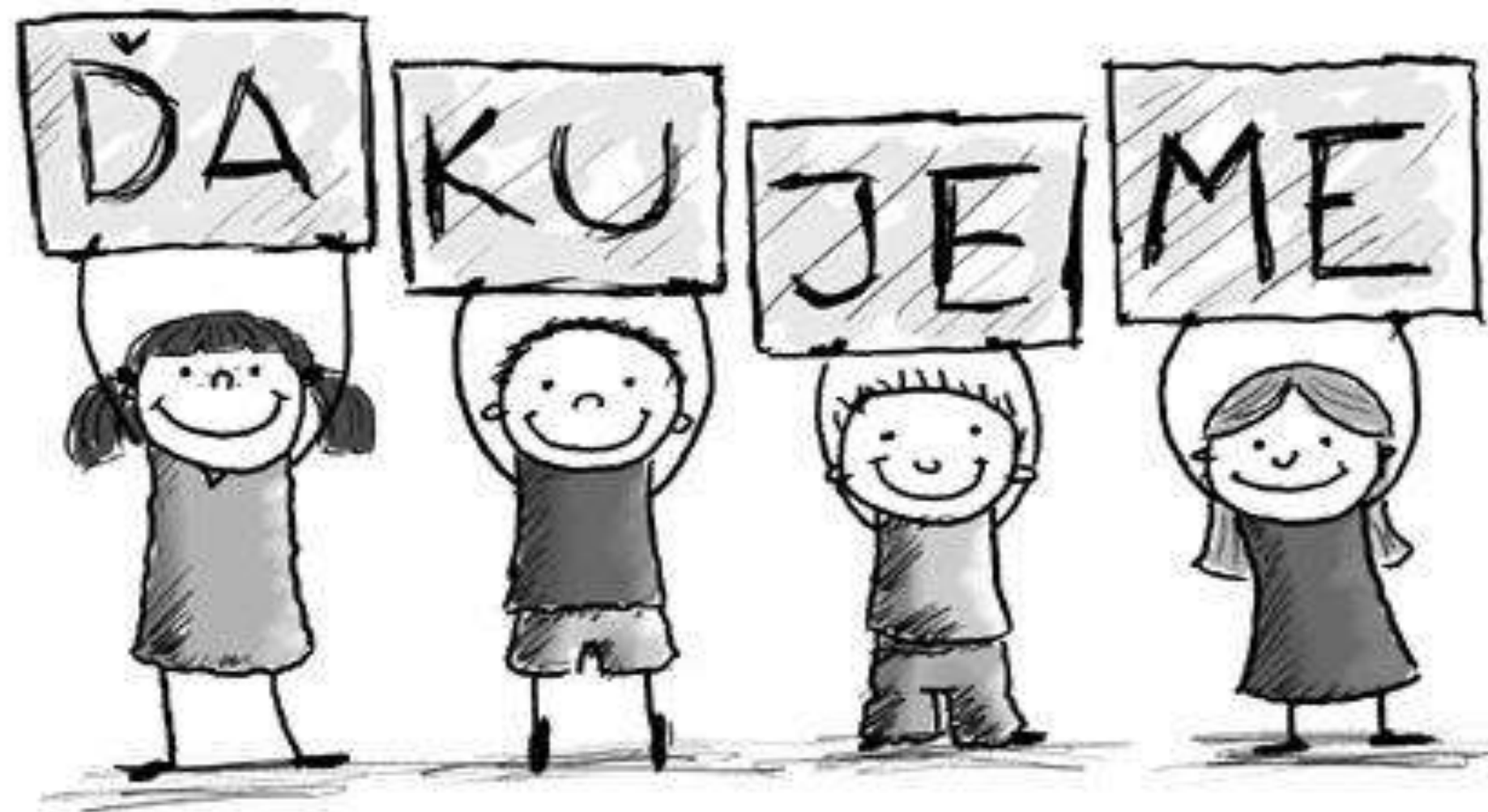


**“ When adults learn to listen and respect, children learn to trust and grow”**

# Conclusion

- Every migrant child needs not only language to study, but also love to belong.
- Language development cannot be separated from psychological development – the heart and emotions are a child's first language.
- Let language not only on the page, but also flow into the heart, through listening and companionship. Only then will the child's integration journey be truly complete.





# Ďakujem za pozornosť



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