



**VNU University of Education,
Vietnam National University, Hanoi
Asia Pacific School Psychology Association**



Jointly organising

**11th APSPA International Conference on “School Psychology in
the Asia-Pacific: Advancing Well-being through Mindfulness
Inclusion and Educational Excellence”**

Date: 23-24 June 2027

VNU University of Education, Vietnam National University, Hanoi

VNU University of Education (VNU-UED) is a leading institution for teacher education, educational sciences, research, and professional development in Vietnam. Its institutional history can be traced to the establishment of the Faculty of Education on 21 December 1999 under Vietnam National University, Hanoi (VNU). The Faculty represented a new model of teacher education based on openness, interconnection, multidisciplinary collaboration, and high-quality training.

A significant milestone was reached on 3 April 2009, when the Prime Minister signed Decision No. 441/QĐ-TTg establishing the University of Education on the foundation of the Faculty of Education. The University became the sixth member university of Vietnam National University, Hanoi, marking an important step in the development of an advanced, research-oriented model of teacher education.

The University has progressively expanded its academic and research activities. In 2016, the High School of Educational Sciences was established as an affiliated institution, reflecting the University's philosophy of developing educational sciences across different levels of education and supporting the early identification and development of student talent. In the same year, the University achieved institutional quality accreditation from the Ministry of Education and Training.

Over the years, VNU University of Education has developed programmes and academic units in emerging areas of educational science, including educational technology, quality management, data science in education, educational measurement and evaluation, school administration, and psychology. On 21 March 2022, the University became the first educational institution in Vietnam to achieve institutional accreditation for the second cycle.

An important development in the field of psychology was the establishment, on 26 September 2022, of the Institute for Clinical Research on Society, Psychology, and Education. The Institute was created through the upgrading of the Center for Career Information and Research and Application of Psychology. It serves as a centre for scientific research, training, professional development, application, and technology transfer in clinical psychology, social psychology, education, and health.

The University's academic scale has also expanded considerably. By the end of 2023, it offered extensive undergraduate, master's, and doctoral education across educational management,

subject teaching methodology, educational measurement and evaluation, child and adolescent clinical psychology, school administration, and related disciplines. The University also provides professional development and short-term training for lecturers and educators nationwide and has implemented international collaborative master's programmes.

As of November 2024, the University comprised seven functional departments, six faculties, four centres, one research institute, and one practice school. Following organisational restructuring in 2025, its structure was streamlined towards a more professional and research-oriented model.

With its strong foundation in teacher education, educational sciences, psychology, research, professional training, and international collaboration, VNU University of Education provides an appropriate academic environment for advancing dialogue and cooperation in School Psychology, child and adolescent wellbeing, inclusive education, mental health, educational excellence, and professional development—areas closely aligned with the objectives of the 11th APSPA International Conference – Vietnam 2027.

Asia Pacific School Psychology Association (APSPA)

The Asia Pacific School Psychology Association (APSPA) is a professional, non-profit international organisation dedicated to the advancement of School Psychology across the Asia-Pacific region. APSPA provides a professional platform for academics, school psychologists, psychologists, educators, counsellors, researchers, teacher educators, educational leaders and students to exchange knowledge, research, professional experiences and innovative practices.

APSPA was founded in 2019 with the vision of strengthening School Psychology as an academic and professional discipline throughout the Asia-Pacific region. The Association promotes the psychological wellbeing, holistic development and educational success of children and young people through professional training, research, collaboration, consultation and evidence-informed practice.

Since its establishment, APSPA has developed an international network and organised conferences across several countries in the Asia-Pacific region. Its international conferences have provided opportunities for professionals from different cultural and educational contexts to share research, innovative practices and approaches to school-based psychological services.

APSPA places particular emphasis on children's and adolescents' psychological wellbeing, social-emotional development, inclusive education, mental health, resilience, culturally responsive practice and educational excellence. It also encourages the integration of contemporary developments, including technology, Artificial Intelligence and digital wellbeing, into School Psychology practice. These priorities are reflected in the objectives of the 11th APSPA International Conference.

A major strength of APSPA is its commitment to international academic collaboration. The Association seeks to develop sustainable partnerships among universities, schools, professional organisations and educational institutions in areas including research, training, publications, student development, professional exchange and school-based programmes.

The 11th APSPA International Conference – Vietnam 2027 continues this international mission by bringing together professionals and institutions under the theme “School Psychology in the Asia-Pacific: Advancing Wellbeing through Yoga, Inclusion and Educational Excellence.” The conference provides an opportunity to connect diverse Asia-Pacific perspectives and promote meaningful collaboration towards healthier, more inclusive and supportive learning environments.

Background and Rationale

The Asia-Pacific region is characterised by considerable cultural, linguistic, social, economic and educational diversity. Children and adolescents across the region experience a wide range of developmental opportunities as well as challenges related to academic pressure, emotional and behavioural difficulties, mental health, social relationships, inclusion, disability, migration, technology use and changing family and community environments.

Schools therefore have an important role not only in promoting academic achievement but also in fostering psychological wellbeing, social-emotional development, resilience, healthy relationships and inclusive learning environments. School Psychology provides an important professional framework for addressing these needs through prevention, early intervention, assessment, counselling, consultation, teacher support, family engagement, research and evidence-based practice.

The 11th APSPA International Conference seeks to provide an international platform for academics, school psychologists, psychologists, educators, counsellors, teacher educators, researchers, Mindfulness practitioners, educational leaders, policymakers and students to share knowledge, experiences and innovative practices relevant to the development of psychologically healthy and inclusive schools.

Conference Theme: “School Psychology in the Asia-Pacific: Advancing Wellbeing through Mindfulness, Inclusion and Educational Excellence”

The theme reflects four interconnected priorities:

Mindfulness and Wellbeing – exploring Mindfulness, positive psychology and mind–body approaches that may contribute to students' emotional regulation, resilience, concentration and overall wellbeing.

Inclusion and Diversity – promoting equitable educational opportunities and psychological support for children from diverse cultural, linguistic, social and ability backgrounds.

Educational Excellence – strengthening teaching, learning, counselling, teacher development and school systems through psychologically informed approaches.

Asia-Pacific Perspectives – encouraging culturally responsive approaches that recognise the diverse educational traditions, community contexts and professional practices of countries across the region.

Conference Vision

The conference aims to contribute towards the development of: **Healthy Minds • Inclusive Schools • Educational Excellence**

It seeks to strengthen collaboration among professionals and institutions working towards the psychological wellbeing and holistic development of children and young people.

Major Objectives

The conference proposes to:

1. Promote the development of School Psychology as a professional and academic discipline across the Asia-Pacific region.
2. Examine contemporary psychological, educational and social challenges affecting children and adolescents.
3. Explore the role of Mindfulness, mindfulness and positive psychology in promoting wellbeing in educational settings.
4. Strengthen approaches to inclusive education and diversity.
5. Promote school-based mental health prevention, early intervention and psychosocial support.
6. Examine the emerging role of Artificial Intelligence, technology and digital wellbeing in School Psychology.
7. Share evidence-based approaches to assessment, counselling, intervention and psychological services.
8. Strengthen the professional competencies of school psychologists, counsellors and teachers.
9. Encourage collaboration among schools, families, communities, universities and professional organisations.
10. Promote culturally responsive and indigenous perspectives in School Psychology.
11. Facilitate international networking, research collaboration and professional exchange among Asia-Pacific countries.

The conference is expected to contribute to:

1. Greater awareness of the importance of School Psychology in educational systems.
2. Increased attention to children's and adolescents' psychological wellbeing.
3. Greater understanding of inclusive and culturally responsive educational practices.
4. Professional exchange concerning Mindfulness and wellbeing approaches.
5. Development of international research and academic collaborations.
6. Strengthening of professional networks across the Asia-Pacific region.
7. Identification of emerging issues requiring further research and policy attention.
8. Sharing of evidence-based school psychological practices.
9. Development of opportunities for joint training, publications, conferences and academic programmes.
10. Strengthening of APSPA's regional network for the advancement of School Psychology.

Publication and Dissemination

Selected scholarly contributions may be considered for publication through appropriate **APSPA/InSPA academic publications**, subject to editorial requirements and peer-review procedures.

The conference will also facilitate dissemination of research findings and professional practices through conference proceedings, academic publications and professional networks, where applicable.

International Collaboration

The conference seeks to strengthen collaboration among universities, professional associations, schools and educational organisations throughout the Asia-Pacific and beyond.

The 11th APSPA International Conference in Vietnam provides an opportunity to bring together diverse perspectives and professional experiences under a common commitment to children's wellbeing and educational development.

Through Mindfulness, Inclusion, Psychological Practice, Research, Technology and Educational Excellence, the conference seeks to encourage meaningful dialogue and collaborative action towards creating healthier, more inclusive and supportive learning environments.

Presentation and Participation Formats

The 11th APSPA International Conference – Vietnam 2027 welcomes a diverse range of scholarly, professional, practical and interactive contributions. Participants may submit proposals under the following categories:

1. Oral Paper Presentation

Oral presentations may present theoretical perspectives, empirical research, programmes, professional practices, activities, experiences, or policy initiatives relevant to School Psychology and the conference theme.

- Each presentation will be allocated 15 minutes.
- Oral presentations will be organised into 90-minute sessions.
- Each session may include up to five presenters.
- An author of an accepted oral presentation may be invited to serve as the session chair, subject to the conference programme and organising committee arrangements.
- Presentations should clearly communicate their relevance to School Psychology, youth wellbeing, inclusion, educational development, or related conference themes.

2. Poster Presentation

Poster presentations provide an opportunity to communicate research findings, theoretical perspectives, programmes, practices, activities, experiences, or policy initiatives in a concise and visually engaging format.

Accepted posters will be presented in both:

- Printed poster format at the conference; and
- Digital poster format, where applicable.

Each accepted poster will be assigned a posterboard number, presentation date and designated presentation time.

Poster sessions will normally be 60 minutes. Presenters are expected to remain with their posters throughout the designated session to engage with delegates and respond to questions and discussion.

3. Symposium

A symposium provides an opportunity for several presenters to address a common theme, issue, question or area of scholarly and professional interest through coordinated presentations.

A symposium will:

- Have a duration of 90 minutes;
- Include a designated Chair/Discussant;
- Include a maximum of five presenters; and

- Present complementary perspectives addressing a coherent central theme.

A symposium proposal should include:

1. Title of the Symposium – maximum 150 characters;
2. Integrative Statement – maximum 250 words;
3. Chair/Discussant details – name and institutional affiliation;
4. 3–5 keywords; and
5. Title and abstract of each individual presentation – maximum 150 characters for the title and 250 words for each abstract.

Symposium proposals should demonstrate a clear connection among the individual presentations and their collective contribution to the conference theme.

4. Workshops

Workshops provide an opportunity for participants to engage actively in discussion, practical activities, skill development, demonstrations, experiential learning, or hands-on educational activities.

Workshop 1 : Attachment-Based Baby–Childcare and Parent–Child Education



Facilitator: Mrs. Miki Hiroshima, Japan Association for Attachment Parenting (JAAP), Japan

This workshop focuses on the importance of secure attachment, responsive parenting, child development, and positive parent–child relationships. Mrs. Miki Hiroshima brings professional experience in parenting, child development, attachment-based baby–childcare, and parent–child education, including professional training and certification programmes.

The workshop will also introduce Attachment Yoga, particularly in relation to midwifery education programmes at universities, and explore mindfulness-based parenting and the development of certified instructors. Participants will gain practical insights and approaches for nurturing secure attachment, enhancing parental sensitivity, and promoting healthy emotional and developmental outcomes for babies and children.

Workshop 2: Game Based Therapy



GBT Objectives: - To enhance the cognitive skills such as attention, memory, decision making and problem-solving capacity.

Maximum Number of Participants: - 30

Who Can Participate: - Psychologists, School teachers, School Counsellors

Mode of Workshop: - Activity based involving puzzles, block designs, picture completion, word association, board games involving eye-hand coordination.

GBT Outcomes

- Enhance thinking, reasoning, concentration and information processing
- Assimilate concepts and promotes learning outcomes
- Create virtual environment and recreates realistic situations
- Comprehend subject matter through games and keeps mind engaged
- Face challenges, enhance fantasy, motivation, and achievement
- Progress through various levels and goals achievement
- Difficulty and complexity of the game promotes emotional stability
- Raise high standards in education
- Transfer learning across the curriculum
- Promote collaboration between Teachers and Students
- Students make mistakes in risk free setting through experimentation
- Actively learn and practice the right way to do things
- Engage in practicing behaviors and thought processes
- Learn to function in a safe context, with rules interaction and feedback
- Accepts rules easily in a playful environment, by following rules, students advance and succeed in the game
- Continuous and personalized feedback provides information about their progress
- Longer retention of information and strategic decision making

GBT APPLICATIONS: - Education, human resource, research, training and counselling

Resource Persons:



Dr. Sarah Manickaraj and Dr. Vasanthha Prabha, Chennai

Workshop 3: “From Identification to Intervention: Harnessing Artificial Intelligence for Specific Learning Disabilities (SLD) Screening, Assessment and Remedial Education



Dr. T. Santhanam is the Director of SDS Academy, Chennai, and one of India's most respected psychologists with over four decades of distinguished service.

Workshop Objectives and Expected Outcomes

It is designed to equip participants with the knowledge and skills to use Artificial Intelligence (AI) responsibly across the SLD support process. The workshop aims to clarify the distinction between screening, assessment and diagnosis, while demonstrating how AI can assist professionals in analysing learner profiles, identifying potential areas of difficulty, and designing individualized interventions.

Through live demonstrations, case-based activities and hands-on exercises, participants will learn to develop effective AI prompts and generate differentiated remedial activities for reading, phonological awareness, spelling, written expression and mathematics. They will also learn to use AI for developing individualized worksheets, measurable IEP goals, intervention plans and progress-monitoring tools.

By the end of the workshop, participants will be able to critically evaluate AI-generated outputs for accuracy, developmental and cultural appropriateness, and practical suitability. They will gain awareness of privacy, confidentiality, bias, hallucinations and other ethical considerations. Participants will produce at least one AI-assisted individualized intervention resource that can be adapted for professional practice.

The workshop emphasizes the principle: “AI generates – the professional verifies – the professional decides – the learner receives individualized intervention.”

Workshop 4: Well-being through Mindfulness



Objectives

The workshop aims to introduce participants to the principles and practices of mindfulness as an effective approach to enhancing personal well-being. It seeks to develop awareness of thoughts, emotions, bodily sensations and present-moment experiences, while promoting emotional balance, stress management, self-compassion and positive interpersonal relationships. Participants will also be encouraged to integrate simple mindfulness practices into their daily personal, academic and professional lives.

Expected Outcomes

By the end of the workshop, participants will be able to:

- Understand the basic concepts and benefits of mindfulness.
- Practise simple mindfulness techniques for relaxation and stress reduction.
- Develop greater awareness of thoughts, emotions and behavioural responses.
- Apply mindfulness to improve emotional regulation and psychological well-being.
- Strengthen self-awareness, concentration, resilience and self-compassion.
- Use practical mindfulness strategies in everyday life and professional settings.
- Promote healthier relationships and a more balanced, peaceful and positive lifestyle.

Resource Person: Dr. Govindarajolou Kumaran is an internationally registered and certified Yoga Instructor, Founder and Director of Kums Yoga International, Hong Kong. He serves as Vice President of the Hong Kong Yoga Federation and Director of the Yoga Federation of Asia. He is also a Guinness World Record holder and Life Member of the Indian Yoga Association.

Each workshop will normally have a duration of 60 minutes.

Innovation & Digital Citizenship Area

This area invites contributions demonstrating responsible and equitable applications of Generative AI, digital technology and digital literacy in education and School Psychology.

Proposals may address:

- Ethical use of Artificial Intelligence;
- Data privacy and digital safety;
- Digital citizenship;
- AI-supported educational practices;
- Technology and student wellbeing; and
- Technology for social good.

A Platform for Diverse Voices and Innovative Practice

The 11th APSPA International Conference provides multiple opportunities for researchers, practitioners, educators, psychologists, counsellors, students and educational leaders to contribute through research, professional practice, dialogue, training, innovation and interactive engagement.

Participants are encouraged to select the presentation format that best reflects the nature, purpose and intended outcomes of their contribution.

Leadership Workshop: 23rd June 2027 between 2.30 and 4.00 pm
Facilitator: Prof. Panch. Ramalingam, Pondicherry University

APSPA LEADERSHIP WORKSHOP

Building Leadership for Inclusive, Well-being and Future-Ready Schools

About the Workshop

The APSPA Leadership Workshop is a capacity-building programme designed to develop leadership skills and competencies among school psychologists, educators, counsellors and mental health professionals in the Asia-Pacific region. The workshop focuses on preparing participants to lead positive change in schools and communities through evidence-based practices, inclusive approaches and collaborative partnerships.

Objectives

- To enhance leadership knowledge, skills and attitudes among participants.
- To promote a shared vision for inclusive, equitable and mentally healthy schools.
- To strengthen advocacy, collaboration and networking across the Asia-Pacific region.
- To develop practical strategies for leading school-based mental health and well-being initiatives.
- To empower professionals to contribute to sustainable educational excellence.

Key Themes

- Leadership in School Psychology and Education
- Inclusive Education and Diversity
- Mental Health, Well-being and Resilience
- Collaboration and Community Engagement
- Policy, Advocacy and Systems Change
- Innovation and Future Directions in School Psychology

Expected Outcomes

- Improved leadership competencies and professional confidence.
- Practical tools and strategies for leading school-based well-being initiatives.
- Stronger regional collaboration and professional networks.
- Enhanced ability to address emerging challenges in education and mental health.
- Commitment to creating inclusive, safe and supportive learning environments for all children and young people.

Keynote Speakers



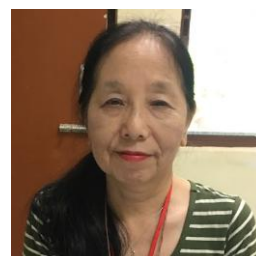
Prof. David Evans, Professor of Special and Inclusive Education Sydney School of Education and Social Work, The University of Sydney, Australia

Prof. David Evans is a distinguished academic and researcher in Special and Inclusive Education at the Sydney School of Education and Social Work, The University of Sydney. He has extensive experience in pre-service teacher education and postgraduate professional learning, supporting educators to develop the knowledge and skills required to design inclusive educational programmes for students with diverse learning needs.

His research focuses particularly on inclusive education, special educational needs, teacher attitudes and self-efficacy, evidence-based educational practices, curriculum design, and Universal Design for Learning (UDL). His research has included studies conducted in Australia and internationally, including work involving Indonesia, mainland China and Saudi Arabia.

Prof. Evans is the Convenor of the Special and Inclusive Education designation at the University of Sydney, which provides specialist education and professional development for preservice and postgraduate students. He also contributes actively to professional learning programmes for teachers, including initiatives addressing learning support, literacy and numeracy, student behaviour, and inclusive classroom practices. His academic work and professional engagement reflect a strong commitment to educational inclusion, student wellbeing, equitable learning opportunities, and evidence-informed practice, making his expertise highly relevant to contemporary School Psychology and inclusive education in the Asia-Pacific region.

Prof. Michiko Ishikawa, is Professor of Psychology, Tokyo University of Social Welfare, Japan. She has a Master's in Education from Aichi University of Education, Japan, and a Doctorate Degree in Psychology from Nagoya University, Japan. Presently she is Professor (Specially Appointed Professor) at the Department of Contemporary Business, Nagoya Sangyo University. She has held positions as Professor, Graduate School, Tokoha University (Apr 2016 - Mar 2021), Professor, Graduate School, Kyoto University of Education (Apr 2014 - Mar 2016), and Professor, Faculty of Education, Bukkyo University. She started her career as a High school teacher, Aichi Prefectural Board of Education (2 years in Junior High School and High School as a Branch School) (April 1978 - March 2014). She is an Editorial Consultant of the International Journal of Asia Pacific School Psychology. She is a member of Gifu Prefecture - Bullying Prevention Study Council in Japan. She regularly publishes research papers in reputed journals.



Prof. V.S.R. Vijayakumar, University of Madras, Chennai, India



Dr. VSR Vijayakumar is a Senior Professor of Organizational Behavior and Management from the Institute of Management Technology-Nagpur. He has a Ph.D. in Psychology from the University of Madras and an MA in Psychology from Presidency College, Madras. His research interests are in Managerial Psychology, Organizational Culture, and Management styles. He also presented and published many research papers and articles in various international conferences and journals. He is the chief mentor of Skills grow. He has served in several institutions such as Madras Christian College, PSG College of

Arts and Science, Department of the Psychology University of Madras, Kirloskar Institute of Advanced Management Studies, ICFAI Business School as a faculty member, Jaipuria Institute of Management, Indore, and as Senior Professor of Organizational Behavior and Management from Institute of Management Technology-Nagpur.

Prof. Bahr Weiss, Vanderbilt University

Prof. Weiss is a clinical psychologist and Research Professor of Psychology and Human Development at Vanderbilt University's Peabody College. He holds a Ph.D. from the University of North Carolina at Chapel Hill and previously served as Director of Clinical Training for Vanderbilt's doctoral psychology program.

Internationally recognized for his work in global mental health, Dr. Weiss focuses on child and adolescent psychopathology, cross-cultural interventions, and mental health capacity building in Southeast Asia. He played a instrumental role in establishing Vietnam's first evidence-based Ph.D. program in clinical psychology and serves as a Visiting Foreign Professor at Vietnam National University in Hanoi. His research investigates how cultural contexts shape adolescent aggression, coping mechanisms, and mental health outcomes following adverse childhood experiences. By evaluating culturally adapted therapies and advising on national standards like clinical licensure in Vietnam, Dr. Weiss bridges psychological science and global community mental health implementation.



Associate Professor Nam Tran, VNU University of Education



Assoc. Prof. Nam Tran is clinical psychologist, and educational leader serving as Rector of the VNU University of Education (Vietnam National University, Hanoi). He earned his Master's and Ph.D. degrees in Child and Adolescent Clinical Psychology from Vanderbilt University in the United States. Throughout his academic career, Dr. Nam has dedicated his research to clinical psychology, school mental health, adolescent behavioral interventions, and parent-child educational dynamics

Beyond administrative and teaching roles, Dr. Nam is a widely recognized public intellectual in Vietnam. He frequently contributes expert insights on educational reform, modern parenting, school psychology, and student career guidance across media platforms and educational forums. At VNU University of Education, his leadership continues to bridge international psychological research with practical applications to improve mental health support and pedagogical strategies in Vietnamese education.



Dr. Latha Nithyanandam, PhD, CEO, is an experienced psychologist, yoga educator, researcher, and specialist in disability and wellbeing. Her PhD in Applied Psychology evaluated yoga as a therapeutic intervention for selected ailments. Trained under Menaka and T.K.V. Desikachar, she began teaching yoga at the Krishnamacharya Yoga Mandiram (KYM) in 1984 and later served as its Research Director and Senior Consultant. She has extensive experience teaching yoga to children with intellectual disability and training special-needs educators. Currently, she is General Manager of Kathleen York House, Sydney, supporting women overcoming substance dependence, where she also conducts yoga sessions. Her

professional work integrates yoga, psychology, disability support, stress resilience, and community wellbeing.

Children's Assembly: 24th June 2027 between 10.00 am and 12.30 pm

The **Children's Assembly** is an interactive and empowering session designed for students in the higher classes to strengthen their learning skills and unlock their creative potential. The session introduces practical and engaging techniques for improving memory, developing mind maps, enhancing concentration, and stimulating creativity. Through activities, demonstrations, group exercises and problem-solving tasks, students will learn how to organise information effectively, connect ideas, remember important concepts and approach learning in innovative ways. The programme aims to build students' confidence, curiosity and independent learning abilities, enabling them to become more effective, creative and motivated learners in their academic and personal lives.

Participants: School Students in higher classes to understand communication in English.

Registration:

Registration Google Form Link: <https://forms.gle/jbwkCVNVZZYG6izs8>

SlNo	Category	APSPA Member	Non-Member	Includes
1	International delegates (presenter)	USD200	USD250	Airport transfer (Group in a bus) from Noi Bai International Airport to hotel, Conference lunch, for two days, conference kit (Name tag, Book of Abstracts, presentation certificate, bag, pen and note book) and proceedings publication with ISBN
2	Accompanying International delegates (Non-presenter)	USD150	USD200	Airport transfer (Group in a bus) Noi Bai International Airport to hotel, and Conference lunch for two days
3	Vietnam Delegate	USD75	USD100	Conference lunch, dinner for two days, conference kit and proceedings
4	Accommodation charges (if required)	USD300	USD300	Three-star hotel with breakfast for four nights from 22nd to 25th June 2027
5	Sight Seeing in Hanoi on 25th June 2027	USD50	USD50	Places will be notified

Last date for Abstract Submission: 15th March 2027 at 5.00 pm

Kindly share the screenshot of the transaction in the Google form for verification.

Conference Registration Fee Policy 2027

The Registration fee included conference lunch for two days, conference kit (Name tag, Book of Abstracts, presentation certificate, bag, pen and note book) and proceedings in the form of book publication with ISBN. All conference participants must pay the conference registration fee. For each paper/poster, at least one author must attend and pay the registration fee. The participants can choose from any of the options given above to participate in the Conference.

Cancellation Policy: In case of any cancellation or non-attendance, the registration fees are unfortunately not refundable or adjusted. You have to ensure before registering about your travel documents such as Passport, Visa and travel/medical insurance.

Conference venue

The conference will be at **University of Education, Vietnam National University, Hanoi** (VNU UEd), 144 Xuan Thuy Street, Dich Vong District, Hanoi, Vietnam

Nearest airport for International Delegates:

The nearest and primary airport serving Hanoi is Noi Bai International Airport (HAN)

Social Events and Cultural Fest

IMPORTANT PLACES TO VISIT IN HANOI

Discover
Explore
Experience
Hanoi



1 Hoan Kiem Lake

The iconic heart of Hanoi, a peaceful lake with Ngoc Son Temple, offering scenic views and a glimpse into history and legend.



2 Ngoc Son Temple

A historic temple on a small island in Hoan Kiem Lake, dedicated to General Tran Hung Dao, a national hero.



3 Ho Chi Minh Mausoleum

A grand and revered site where Vietnam's beloved leader Ho Chi Minh rests. A must-visit for history enthusiasts.



4 Ho Chi Minh's Stilt House

The simple residence of Ho Chi Minh, reflecting his humble lifestyle and values.



5 Temple of Literature

Vietnam's first university, this Confucian temple is a symbol of education, learning and culture.



6 Old Quarter

A vibrant area with narrow streets, traditional shops, local food and a lively atmosphere.



7 Tran Quoc Pagoda

The oldest Buddhist temple in Hanoi, beautifully located on a small island in West Lake.



8 West Lake

Hanoi's largest lake, perfect for a relaxing walk, cycling or enjoying a coffee with a view.



9 Vietnam Museum of Ethnology

Showcases the cultural diversity of Vietnam's 54 ethnic groups with fascinating exhibits.



10 Hoa Lo Prison Relic

A historical site that tells powerful stories of Vietnam's resilience during the colonial period.



11 One Pillar Pagoda

An iconic symbol of Hanoi, known for its unique architecture and spiritual significance.



12 Hanoi Opera House

A magnificent French colonial building, still hosting cultural performances, concerts and events.

*More than a Conference...
A Journey to a Remarkable Destination!*

*See Hanoi
Feel Vietnam*

- DISCOVER CULTURE
- TASTE CUISINE
- MEET FRIENDLY PEOPLE
- TAKE HOME LASTING MEMORIES

Healthy Minds Inclusive Schools Educational Excellence

Conference Organising Team

Conference Chair person



Prof. Dr. Dang Hoang Minh, Ph.D.

She is a distinguished Vietnamese academic and researcher specialising in Clinical Psychology, Child and Adolescent Mental Health. She is currently Professor of Clinical Psychology and Director of the Clinical Research Institute for Society, Psychology and Education (CRISP-E), VNU University of Education, Vietnam National University, Hanoi.

Prof. Minh obtained her Master's and Ph.D. in Clinical Psychology from the University of Toulouse II – Le Mirail, France, and subsequently undertook research at Vanderbilt University, USA. Her professional and research interests encompass child and adolescent psychological development, emotional and behavioural difficulties, school mental health, psychological assessment, counselling, psychotherapy, parenting, and school-based psychological interventions. She has contributed significantly to the development of clinical and school psychology research and professional practice in Vietnam, particularly in strengthening psychological support services for children, adolescents, families, and educational institutions. Her work also includes research, professional training, development of psychological programmes, and collaboration with national and international organisations.

As Director of CRISP-E, Prof. Minh plays an important role in promoting research, training, professional practice, and interdisciplinary collaboration at the intersection of psychology, education, and mental health. Her academic and professional contributions have strengthened the development of psychology and school-based mental-health services in Vietnam and the wider Asia-Pacific region.

Conference Vice- Chair person

Associate Professor Doan Nguyet Linh, VNU UEd, Head of Dept of Research and Collaboration Development

International President, APSPA



Prof. Panch. Ramalingam is an eminent academician and psychologist currently serving as Emeritus Resource Faculty at the prestigious Rashtriya Raksha University, Ahmedabad. Formerly Professor cum Director of the UGC-Malaviya Mission Teacher Training Centre at Pondicherry University, Puducherry, he has made enduring contributions to teacher education, school psychology, and human resource development. He serves as International President of the Asia Pacific School Psychology Association (APSPA) and President of the Indian School Psychology Association (InSPA), championing the advancement of school psychology across India and the Asia-Pacific region. His distinguished career spans research, training, and policy advocacy, earning him national and international recognition as a transformative leader in psychology and education.

International Logistics

Dr. R. Rajesh, Madurai Kamaraj University, India

Conference Desk

Prof. Dang Hoang Minh. Ph.D.

Professor of Clinical Psychology

Director of CRISP-E

VNU University of Education

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Further details

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Prof. T. Santhanam, Vice-President, APSPA

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