



Faculty-Led Programs in Vietnam

**Field-based programs designed
for academic use**



Introduction

About Scivi

Scivi Travel is a Vietnam-based educational travel operator, who designs and operates field-based programs in Vietnam for high schools, universities, and group travel.

Our work is built around a simple idea: learning does not come from where people go, but from how people engage once they are there.

We focus on building programs that function in real conditions – where environments are not always predictable, and where engagement depends on how participants move through place, context, and interaction.

Programs are structured enough to run reliably, but not over-scripted. This allows them to adapt as situations shift, without losing overall coherence.

About this document

This document outlines a set of faculty-led program structures designed for universities looking to run short-term, field-based programs in Vietnam.

These are not fixed itineraries.

Each program can be adapted around a course, a faculty lead, and the intended role of the field component.



What makes these programs workable

Why these programs hold up

Programs are designed to operate across real conditions – multiple locations, shifting environments, and varying group dynamics.

They are:

- structured enough to run smoothly across locations
- flexible enough to respond to context rather than follow a rigid script
- built around real environments rather than controlled settings

The intention is not to simplify the field, but to make it workable within a program.

Vietnam at a glance

These programs are not tied to a single format. They are typically used as:

- short-term study abroad programs
- faculty-led courses
- field-based modules
- embedded travel components

The same structure can support different academic directions depending on how it is framed.

What changes is not only where students go, but how the field is used.



How programs run in the field

Operational model

The division of roles is kept clear: Faculty lead the academic direction, while Scivi supports the field component across locations. This includes:

- coordinating movement and timing
- managing logistics and day-to-day execution
- maintaining continuity across environments

Programs are run by a locally based team with experience operating across Vietnam. This allows:

- direct access to institutions, communities, and partners
- coordination that reflects how systems function on the ground
- decisions made in context, not at a distance

Programs are built through established local relationships – including universities, researchers, and community partners – rather than one-off arrangements. Execution is handled with both operational familiarity and awareness of academic intent.

Field model

Students are not guided through fixed explanations. They are asked to work with what they encounter. This typically includes:

- observing before interpretation
- comparing across locations
- engaging with local systems and perspectives
- adjusting understanding as conditions change

The field functions as a working environment, not a sequence of activities. Because programs are not over-scripted, students can respond to context without breaking structure. Learning emerges through interaction with place, rather than predefined outcomes. **4**

Program snapshots

1.



Vietnam's role in global supply chains

11 days | Ho Chi Minh City – Mekong Delta
Production, logistics, export systems

2.



Vietnam: History, memory, and the contemporary state

10 days | Hanoi – Central – Ho Chi Minh City
Historical narrative, political memory

3.



Vietnam: Regional life in an emerging context

14 days | North – Central – South
Regional variation, everyday systems

4.



Southern Vietnam: Field research across changing contexts

5–6 days | Ho Chi Minh City – Mekong Delta
Field research, development, social systems

5.



Archaeology and Early state formation in Vietnam

12 days | North to South
History, archaeology, political systems

6.



Sapa: Field research in practice

5–6 days | Sapa – Hanoi
Student-led research

7.



Mekong Delta: climate change and connected systems

10–12 days | Mekong Delta – Ho Chi Minh City
Environment, livelihoods

8.



Buddhism in Vietnam: History, practice, and change

14 days | North – Central – South
Religion, lived practices

Featured programs **Vietnam's role in global supply chains**

Program snapshot

11 days

Ho Chi Minh City – Mekong Delta

Production, logistics, export systems

What students actually do

Students move across different layers of the supply chain rather than studying it in abstraction. This includes:

- industrial production and export zones
- logistics infrastructure and ports
- rural production systems
- local markets and trade environments

Field glimpse

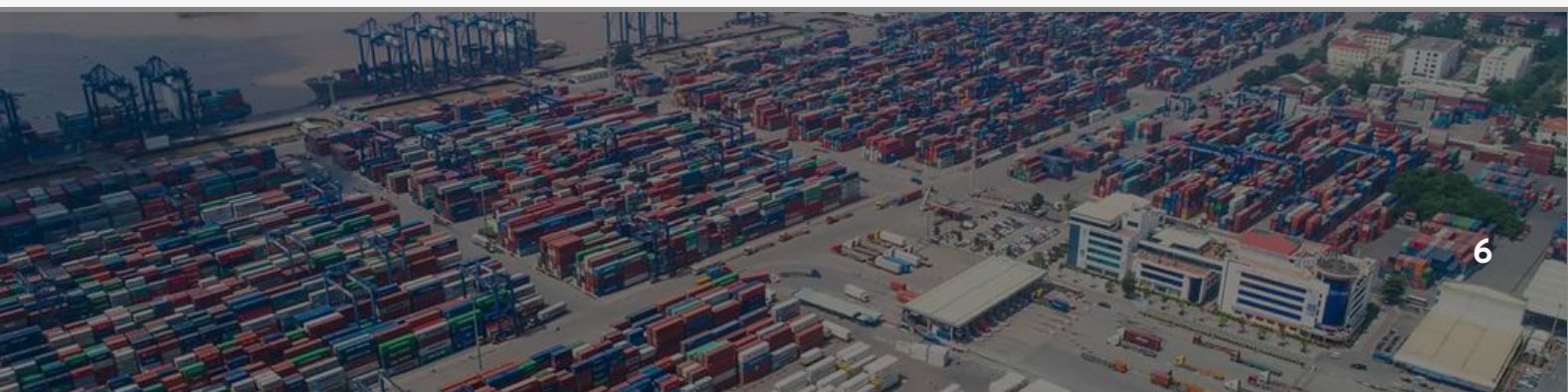
A factory visit only becomes meaningful once students have seen where materials originate and where products are moving to.

Why this matters

Supply chains become visible as systems shaped by labor, geography, policy, and culture.

How faculty use this

Often used when students are asked to trace systems, map relationships, and connect field observation with economic frameworks.



Featured programs **Vietnam: History, memory, and the contemporary state**

Program snapshot

10 days

Hanoi – Central – Ho Chi Minh City

History, memory, political narrative

What students actually do

Students move across sites where history is presented and interpreted in different ways. This includes:

- museums, memorials, and historical sites
- public spaces and everyday environments
- discussions around framing and narrative

Field glimpse

The same historical event can feel different depending on how and where it is encountered.

Why this matters

Students engage with how history is constructed and positioned, rather than treated as fixed.

How faculty use this

Used for examining perspective, narrative, and competing interpretations.



Featured programs **Sapa: Field research in practice**

Program snapshot

5–6 days
Sapa – Hanoi
Student-led field research

What students actually do

Students enter the field with prior research and use the environment to test and refine their work.

This includes:

- interviews and observation
- adapting research questions
- comparing rural and urban contexts

Field glimpse

Questions that seem clear before arrival often shift once students begin working within real field conditions.

Why this matters

Research becomes a responsive process rather than a fixed plan.

How faculty use this

Often used for applied research, inquiry-based learning, and field methodology.



Featured programs **Mekong Delta: climate change and connected systems**

Program snapshot

10–12 days

Mekong Delta – Ho Chi Minh City

Climate, environment, livelihoods

What students actually do

Students examine how environmental conditions interact with local systems.

This includes:

- agricultural and coastal environments
- livelihoods and economic activity
- community-level responses

Field glimpse

Climate change becomes visible when it is experienced through daily work and local systems, not just environmental data

Why this matters

Environmental issues are understood through lived systems rather than abstract models.

How faculty use this

Used for connecting environmental change with economic and social systems.



Operational structure



Programs are designed to remain stable across multiple locations, with a consistent operational layer supporting movement and coordination.

Accommodation and movement

Participants stay in vetted hotels across all locations. Transport is structured to match the flow of the program, with internal flights used where needed.

On-ground coordination

Each program is supported by a local team responsible for:

- day-to-day coordination
- timing and transitions between sites
- communication across locations and partners

This allows programs to run smoothly without requiring faculty to manage logistics directly.

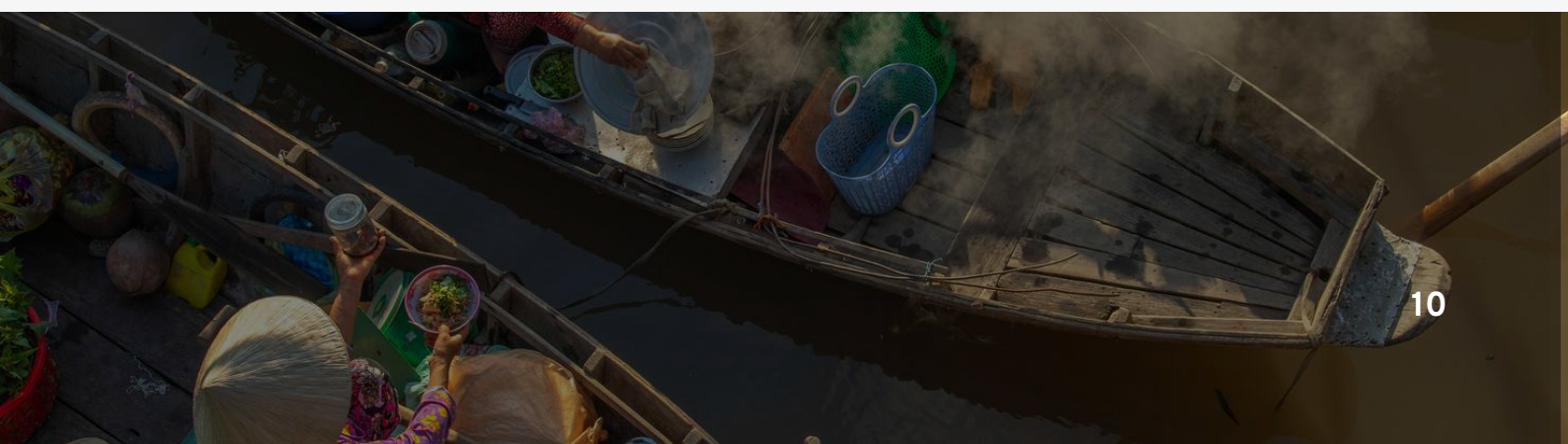
Safety and response

Programs are designed with safety in mind, but not over-controlled.

Rather than relying only on fixed contingency plans, situations are handled based on context, scale, and what is required in real time. Adjustments can be made without breaking the overall structure of the program.

Working with institutions

Programs are structured to align with institutional expectations around supervision, communication, and operational clarity, while still allowing the field component to function as intended.





Moving forward

Where this fits

These programs are typically used as part of a course or program with a field component, where the field is intended to extend or test existing material.

In this context, Vietnam functions not as a destination, but as a working environment – where systems, institutions, and conditions can be observed, compared, and interpreted in practice

How to approach this

At this stage, the program does not need to be fully defined.

Initial conversations often begin by identifying where a field component might connect to an existing course or area of inquiry, and which faculty it could sit with.

From there, the structure is shaped around how the field is intended to be used – whether for observation, comparison, or field-based inquiry – rather than starting from a fixed itinerary.

This allows the program to develop in a way that aligns with both academic direction and institutional context, without requiring a fully formed plan from the outset.



If you're currently exploring how a field component might fit within your programs or working with faculty on potential options, we're happy to work through how this could be shaped in practice.

You can reach us through the contact details below.



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