



Vietnam school trips

**Field-based programs designed
for high schools**



Introduction

About Scivi

Scivi Travel is a Vietnam-based educational travel operator that designs and operates field-based programs for high schools visiting Vietnam.

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

Programs are built to function in real conditions – across changing environments, movement between locations, and direct engagement with place.

Programs are structured enough to run smoothly, while still leaving room for students to observe, compare, and respond to context.

About this document

This document outlines a set of Vietnam school trip structures designed for high schools looking to build field-based programs in Vietnam.

These are not fixed itineraries.

Each program can be adapted around a school's learning goals, student profile, travel window, and level of field engagement.



What makes these programs workable

Why these programs hold up

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

They are:

- structured enough to run smoothly across locations
- flexible enough to respond to context without losing structure
- built around real environments rather than controlled settings

The intention is not to simplify Vietnam, but to make it workable within a school program.

Vietnam at a glance

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

- curriculum-linked school trips
- interdisciplinary learning programs
- 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 as part of the learning process.



How programs run in the field

Operational model

The division of roles is kept clear: Teachers lead the educational 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 schools, 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 develops through interaction with place, rather than only through pre-scripted activities. **4**

Program snapshots

1.



Global food supply chain in Vietnam context

10 days | Ho Chi Minh City – Mekong Delta
Food system, rural life, agriculture

2.



Vietnam: History and Global Politics

10 days | Hanoi – Central – Ho Chi Minh City
History, Social Studies, Culture

3.



Vietnam through its regional ways of life

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

4.



Mekong Delta Community Engagement Program

10–12 days | Ho Chi Minh City – Mekong Delta
Service learning, rural life, culture

5.



Vietnam Catholic Journey: Faith and Lived experience

12 days | North to South
Faith, history, social studies

6.



Buddhism in Vietnam: History, practice, and change

12 days | North to South
Faith, history, social studies

7.



Thailand and Laos immersion program

12 days | Bangkok- Luang Prabang - Vientiane
Regional studies, Social studies, history

8.



Historical Southeast Asia: from Hanoi to Angkor

14 days | Vietnam and Siem Reap
Regional studies, Social studies, history

Featured programs **Global food supply chains in Vietnam**

Program snapshot

10 days

Ho Chi Minh City – Mekong Delta

Food systems, production, trade, sustainability

What students actually do

Students follow food from rural production and local markets into cities, trade systems, and everyday urban life. This includes:

- agricultural and river-based production
- markets, logistics, and food distribution
- urban food environments and daily commerce
- the relationship between food, labour, and movement

Field glimpse

Students begin to see how food systems are shaped not only by economics, but also by geography, infrastructure, culture, and daily routines.

Why this matters

Food becomes a way to understand larger systems – including livelihoods, sustainability, urban growth, and regional difference.

How teachers use this

Often used for sustainability, geography, economics, food systems, and interdisciplinary social studies programs.



Featured programs **Vietnam: History and global politics**

Program snapshot

10 days

Hanoi – Central – Ho Chi Minh City

History, memory, global politics, social studies

What students actually do

Students move across sites where history, war, political memory, and national identity are presented in different ways. This includes:

- museums, memorials, and historical sites
- public spaces and everyday urban environments
- discussions around interpretation and narrative
- encounters with how history appears in place

Field glimpse

The same historical event can feel different depending on where and how students encounter it.

Why this matters

Students examine how history and memory continue to shape public life, identity, and political understanding in the present.

How teachers use this

Often used for history, global politics, TOK, international relations, and interdisciplinary humanities programs.



Featured
programs

Vietnam through its regional ways of life

Program snapshot

14 days

North – Central – South

Regional life, culture, history, foodways

What students actually do

Students move from north to center to south, comparing how history, food, architecture, waterways, landscape, and daily life change across Vietnam.

This includes:

- cities, markets, and public environments
- food experiences and regional routines
- waterways, landscapes, and movement
- workshops, local interaction, and observation

Field glimpse

Rather than treating culture as one fixed idea, students begin to read variation within Vietnam itself.

Why this matters

The program gives students a broader understanding of Vietnam through comparison, movement, and immersion across regions.

How faculty use this

Often used as a broad first Vietnam program with strong cultural, regional, and interdisciplinary learning value.



Featured programs **Mekong Delta community engagement**

Program snapshot

10–12 days

Mekong Delta – Ho Chi Minh City

Service learning, community engagement, responsibility, reflection

What students actually do

Students return to the same local context over multiple days and participate through responsibility, effort, and sustained engagement. This includes:

- community-based participation
- shared daily work and reflection
- understanding local context before action
- observing how communities function in practice

Field glimpse

The program is designed around continuity and responsibility rather than short-term visibility.

Why this matters

Students begin to understand community engagement as something built through consistency, reflection, and local context.

How faculty use this

Often used for service learning, CAS, leadership, reflection, and programs where community engagement needs to be structured carefully.



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 teachers to manage logistics directly.

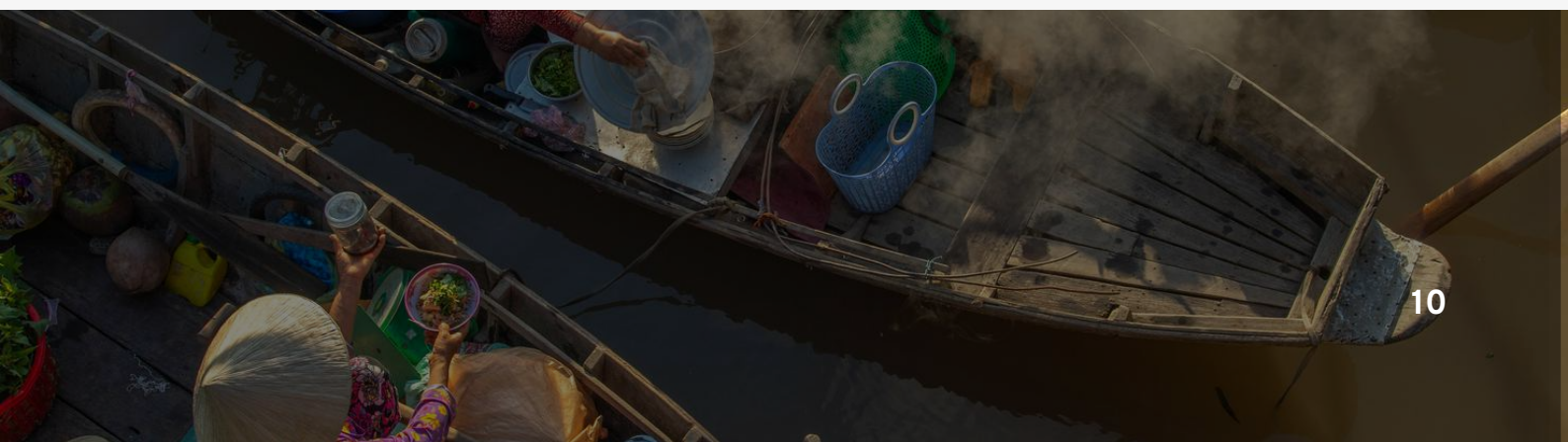
Safety and response

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 schools

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





Moving forward

Where this fits

These programs are typically used as part of a broader school learning experience, where the field component is intended to extend classroom learning.

In this context, Vietnam is used not only as a destination, but as a working learning 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 subject areas or teachers it could connect with.

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

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



Working steps

1. Initial direction

School, teachers, or program leaders begin with:

- a subject area
- a travel window
- a student age group
- or a broader learning direction

2. Program framing

The structure is shaped around:

- learning goals
- movement and pacing
- field exposure
- operational feasibility
- school expectations

3. Route and field design

Locations, activities, and transitions are refined around:

- what students should encounter
- how the field component functions
- group flow and supervision
- realistic timing

4. Pre-dep coordination

Before departure:

- logistics are finalized
- risk and supervision structures are aligned
- communication and expectations are clarified

5. Program delivery

Once in the field:

- programs are coordinated locally
- adjustments are made in context
- teachers stay focused on students and learning



Student support and supervision

Programs are designed with student supervision, communication, pacing, and operational clarity in mind. Rather than relying only on fixed contingency plans, programs are supported through active local coordination, realistic movement between locations, and context-based decision-making in the field.

Supervision and group flow

Group movement is structured around realistic pacing, clear transitions, and stable coordination across locations. This includes:

- support during transfers and movement days
- supervision structures appropriate for high school groups
- communication across guides, teachers, drivers, and local partners
- maintaining continuity as groups move between environments

Supporting teachers in the field

Programs are structured so teachers can focus on students, supervision, and learning rather than managing day-to-day logistics directly. Scivi supports:

- local coordination and timing
- communication across locations
- transitions between sites and activities
- adjustments made in response to field conditions

Real conditions, managed carefully

Vietnam is active, fast-moving, and constantly changing. Programs are not built around the assumption that environments behave like controlled campus settings.

Instead, stability comes from preparation, local familiarity, communication, pacing, and the ability to make adjustments in context without disrupting the overall structure of the trip.



If your school is currently exploring how Vietnam might fit within future student travel or learning programs, we'd be happy to discuss what this could look like in practice. If your school might fit within your programs or working with teachers or program leaders 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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