

STUDENTS' SCHOOL TOURISM DEVELOPMENT ASSOCIATED WITH CURRENT HISTORICAL AND CULTURAL RELICS

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Abstract: Historical and cultural relics are a source of documents with an important position and role in education, nurturing and developing students' moral qualities and abilities. With that meaning, tourism programs associated with historical and cultural relics for students are increasingly receiving attention from schools, families and society. The article focuses on clarifying the position and role of historical - cultural relics in the school tourism program, analyzing the current status of school tourism activities associated with historical - cultural relics in recent years, thereby proposing a number of solutions and recommendations to improve the quality of school tourism programs associated with historical - cultural relics, contributing to fostering emotions, developing students' capacity, meeting the requirements of fundamental and comprehensive innovation in education and training today.

Keywords: Historical and cultural relics, school tourism, pupil.

PHÁT TRIỂN DU LỊCH HỌC ĐƯỜNG CHO HỌC SINH GẮN VỚI DI TÍCH LỊCH SỬ - VĂN HÓA HIỆN NAY

Tóm tắt: Di tích lịch sử - văn hóa là một nguồn tư liệu có vị trí, vai trò quan trọng trong giáo dục, giáo dưỡng và phát triển phẩm chất đạo đức, năng lực học sinh. Với ý nghĩa đó, các chương trình du lịch gắn với di tích lịch sử - văn hóa dành cho đối tượng học sinh đang ngày càng nhận được sự quan tâm của nhà trường, gia đình và xã hội. Bài viết tập trung làm rõ vị trí, vai trò của di tích lịch sử - văn hóa trong chương trình du lịch học đường, phân tích thực trạng của hoạt động du lịch học đường gắn với di tích lịch sử - văn hóa trong những năm gần đây, từ đó đề xuất một số giải pháp, khuyến nghị nhằm nâng cao chất lượng chương trình du lịch học đường gắn với di tích lịch sử - văn hóa, góp phần

bồi dưỡng tình cảm, phát triển năng lực học sinh, đáp ứng yêu cầu đổi mới căn bản, toàn diện giáo dục và đào tạo hiện nay.

Từ khóa: Di tích lịch sử - văn hóa, du lịch học đường, học sinh.

1. INTRODUCTION

School trips have become increasingly popular in the educational activities of various levels: elementary, middle, and high school. In the context of the fundamental renewal of education today, the demand for comprehensive development for students is becoming increasingly urgent. Teaching methods need to connect theory with practice, reality, and experience. Therefore, school trips are essential not only for enhancing the quality of teaching but also for nurturing emotions and developing students' abilities.

Historical and cultural sites are an essential part of school travel programs for students today. The value of this tourism resource not only meets the goals of schools and families in training learners with specialized knowledge, ethical qualities, and skill development but also contributes to promoting the economic, cultural, and social development of the local area and the country. School tourism associated with historical and cultural relics is also considered an effective learning method that brings “double benefits” to all parties (students - schools - tourism businesses). Therefore, studying the current situation, evaluating the current

situation and proposing solutions to improve the quality of school tourism programs for students is a necessary issue for schools, families and society today.

2. RESEARCH OVERVIEW

2.1. History of Research

Historical and cultural sites have many advantages in experiential activities or school tourism programs in our country today. This is precisely due to the special value of this type of resource in achieving the fundamental and comprehensive reform goals of our education system, as well as its economic and social benefits. Therefore, research on the value of historical and cultural relics for experiential activities for students has been mentioned in several works such as: “Heritage and the issue of heritage education for high school students” (2019) by Duong Quynh Phuong and Do Van Hao [2]; “Using historical relics in teaching history at high schools in Thua Thien Hue province” (2020) by Tran Hai Le [9]; “Organizing experiential activities in history through the study theme 'Preserving and developing the historical and cultural values of the Ly dynasty at the Do Temple relic site - Bac Ninh’” (2017) by Le Thi Thu [4]... The studies mentioned have affirmed the role and significance of historical and

cultural relics in educating students' moral qualities and capabilities.

Regarding the research direction on the new form of educational tourism, it has only been limited to articles in some print or online publications such as “Educational Tourism: Not Yet Fully Utilizing Dual Benefits” (2016) by Lam Vu [8]; “Dual Benefits from Educational Tourism” (2016) published in the Urban Economy magazine [10]... The authors have analyzed the current state of school tourism activities in general. The content of the articles mentioned touches on several historical and cultural sites included in the school travel program. The exploration of the position and role of historical and cultural relics in school tourism programs, as well as the analysis and evaluation of the current state of school tourism activities related to this type of resource, has not been addressed in the publications and articles mentioned. This is precisely the “gap” for the writer to focus on clarifying in the research, while also presenting some solutions and recommendations to contribute to the promotion of school tourism activities linked to historical and cultural sites, making them increasingly specialized and effective.

2.2. The concept of school tourism, historical and cultural relics

2.2.1. School tourism: According to the Tourism Law of the Socialist Republic of Vietnam, established in 2018, it defines

tourism as activities related to a person's journey outside their usual residence for no more than one continuous year, aimed at meeting the needs for sightseeing, relaxation, entertainment, exploration, or combined with other legal purposes [6]. School tourism is a type of travel that has its own characteristics because its target audience is students. It involves activities that combine sightseeing with experiential learning, exploring and understanding history and culture, while also achieving educational and developmental goals according to the requirements for enhancing students' abilities. At the same time, it contributes to the development of tourism and increases the appeal of destinations.

2.2.2. Historical and cultural relics: According to Article 04 of the Heritage Law of the Socialist Republic of Vietnam (2002) and amended in 2009, it is clearly stated: Historical and cultural relics are constructions, locations, and artifacts, antiques, and national treasures associated with those constructions and locations that hold historical, cultural, and scientific value. Article 29 of the Law also stipulates that historical and cultural relics must meet one of the following criteria: Firstly, construction works and sites associated with significant historical events in the process of nation-building and defense; Secondly, construction works, locations associated with the life and career of the national hero, a prominent figure of

the country; Thirdly, construction site, a location associated with significant historical events from various revolutionary and resistance periods. Fourthly, the site has typical historical and archaeological value. Fifthly, a complex of

architectural works or a single architectural work with typical architectural and artistic values of one or more historical periods.

Regarding the classification of heritage sites in Vietnam today, there are following types:

	TOTAL NUMBER	HISTORICAL RELICS	ARCHITECTURAL ART RELICS	ARCHAEOLOGICAL SITE	SIGHTSEEING SPOTS
National Heritage Site	3.589	1.777	1.535	101	176
Special National Monument	128	-	-	-	-
The site is recognized by UNESCO as a World Heritage Site.	08	-	-	-	-

The number of historical sites recorded in 2022 at the Ministry of Culture, Sports and Tourism.

Based on the characteristics and criteria of historical and cultural relics, the school and tourism enterprises will collaborate to develop and implement a school travel program suitable for the educational level and age group, with a particular focus on achieving goals related to moral education, teaching, and the development of qualities and abilities for students.

3. THE POSITION AND ROLE OF HISTORICAL - CULTURAL RELICS IN SCHOOL TOURISM PROGRAMS

Historical and cultural relics are an essential destination in today's school travel programs developed by tourism companies.

For the school, historical and cultural relics are a major research subject in the study tour and experience topics for students at all levels in the locality. It is possible to explain the presence of historical and cultural relics in school tourism programs alongside other destinations with career-oriented goals such as companies, businesses, and production units... for several reasons as follows:

Firstly, the integration of theory and practice in learning is extremely essential in education. Studying in the field or participating in experiential tours will help make theoretical content, especially the memorization of historical events, easier to

grasp. It aids learners in understanding deeply, retaining information for a long time, educating moral qualities, and developing students' abilities. The prominent features of historical and cultural relics are directly related to people, geographical locations, and specific historical events. From there, through the activities of sightseeing and experiences in the tourism program, the scientific nature of historical understanding will be ensured through a vivid visual process, rather than receiving historical and cultural events in a rigid manner that is somewhat influenced by the subjective thoughts of the researcher. With the motto "travel to learn," at least once in their lives, every student has plans to participate in an educational trip. School trips provide dual benefits not only in terms of educational value but also in terms of economic and social value for each country. This is a modern educational method that many countries around the world are currently focusing on.

Secondly, the potential of historical and cultural relics in Vietnam is very rich, closely linked to the process of national history: from the period when the people fought against Northern feudalism to the period of resistance against the French and American forces to gain national independence and build socialism. Historical evidence consists of relics associated with figures, landmarks, and

achievements that are preserved throughout the land of Vietnam. Therefore, organizing tours, study sessions, and experiences at historical and cultural sites holds great significance in educating about the tradition of "drinking water to remember its source," fostering national pride, and nurturing love for the country and homeland. Moreover, each region and locality has made a certain contribution to the nation's historical process. Lessons about history, people, and local culture are not only meant to fulfill the requirements of history, geography, and literature classes included in the national education program issued by the Ministry of Education and Training [5] but they also play a role in educating gratitude towards the generations of ancestors who have contributed to the protection and development of the homeland. This, in turn, fosters a sense of contribution and dedication among the younger generation towards their own homeland.

Thirdly, in the current context, within the national development strategy, preserving historical and cultural values is an urgent issue that contributes to the overall strength and sustainable development of the nation. The experiences of countries around the world that focus on human factors and place importance on historical and cultural values are all nations with significant status and influence in their regions and globally,

such as Japan, China, South Korea, France, Italy, and Russia. The lessons from developed countries are invaluable for a developing nation like Vietnam when it seeks to enhance its position on the global political map. Therefore, educating the qualities and character of students through stories about historical figures and cultural icons in presentations or by reenacting historical events and cultural experiences in the field will create a profound impression that is easy to understand and remember for a long time. This, in turn, contributes to the goal of building a new, well-rounded individual in today's society.

Fourthly, the collaboration between schools and tourism businesses to implement the school tourism program not only reflects the law of supply and demand but also highlights the necessity of mutual support from each party. The Effective coordination will best meet the objectives set by each party. As a training institution, the school needs support in organizing experiential activities (transportation, catering, accommodation, etc.) as well as in developing soft skills for students from the tourism business. Conversely, for travel businesses, students represent a large customer segment with significant potential that travel companies cannot overlook, as well as the community value that many travel enterprises establish on their path to building a trademark.

For the above reasons, school tourism programmes are more likely to develop and attract the attention of schools, families and businesses in the tourism sector.

4. CURRENT STATUS OF SCHOOL TOURISM ACTIVITIES FOR STUDENTS CONNECTED TO HISTORICAL AND CULTURAL SITES

4.1. Regarding the customer market and destinations

The market for school tourism consists of students at all educational levels: preschool, primary school, secondary school, high school. The purpose of the school trip program is to visit historical and cultural sites and participate in experiential activities (if available) at the location, linked to the content of the lessons in the textbook curriculum. The number of guests usually comes in groups and is organized by class, course, and school. Due to the dependence on the number of students, the size of the visiting groups will vary, being either large or small. At the same time, the market for school tourism takes place throughout the year (except during the summer holiday when students are off - around the period from June to August).

Based on the criteria for historical and cultural relics and the curriculum, the destinations for the school tourism market associated with historical and cultural relics are selected to focus on three types: national relics, special national relics, and

relics recognized by UNESCO as world heritage sites. However, schools will prioritize selecting monuments that belong to one of the three types mentioned, located within the local area, and referenced in the study materials found in textbooks or local history and geography books. Some historical and cultural sites often chosen in school tourism programs include: the Temple of Literature - Quoc Tu Giam, the Imperial Citadel of Thang Long, Ba Dinh Square - Ho Chi Minh Mausoleum, Hoan Kiem Lake - One Pillar Pagoda... in Hanoi; the Bach Dang River historical site, Cao Quy battlefield, the No Number Boat Dock, the shrine of Trang trinh Nguyen Binh Khiem... in Hai Phong; Do Temple, But Thap Pagoda, Dau Pagoda, the memorial site of Ly Thuong Kiet, the shrine of Nguyen Cao... in Bac Ninh; the Hung Temple site in Phu Tho; Hong Thai Communal House, Na Nua Hut, Tan Trao Communal House, Tan Trao Banyan Tree, the ATK Kim Quan historical site... in Tuyen Quang; the Rach Gam - Xoai Mut historical site, the victory site of Ap Bac, the tomb of Truong Dinh, the Oc Eo - Go Thanh archaeological site... in Tien Giang;... According to statistics from the Management Board of the Van Mieu - Quoc Tu Giam relic, in 2023, this site welcomed approximately 2 million

visitors, including nearly 500,000 student visitors. At the Bach Dang Giang historical site (Thuy Nguyen of Hai Phong), the number of student visitors to the site is quite high during the months of January, February, and March each year. In addition to its historical and cultural value, the site also attracts a large number of student visitors because it is a destination that does not charge an entrance fee. According to statistics from the Bach Dang Giang Heritage Management Board, in the first three months of 2024¹, the site welcomed an average of about 1,000 visitors each day (from Monday to Thursday), including 200 students. On weekends (Saturday and Sunday), the site received 4,000 visitors each day, with 2,000 of them being students. Notably, on peak Sundays, the site attracted around 14,000 to 17,000 visitors, including 10,000 students ².

4.2. Regarding the organizational structure

School trips associated with historical and cultural sites are usually implemented in two models: Firstly, the school collaborates with tourism businesses to organize trips for students to historical and cultural sites, combining sightseeing with recreational activities. Secondly, the school is organizing an experiential activity

¹ January, February, March Lunar every year

² Data provided to the author by Mr. Do Van Giau - Specialist of Bach Dang Giang Relic Management Board (Thuy Nguyen - Hai Phong).

themed around learning, in collaboration with a travel company and the Heritage Management Board. In the first model, learners actively seek to explore and learn on their own. In the second model, learners are guided by specialized teachers through an experiential learning program, with requirements set before, during, and after the experiential visit. Before the tour, students are introduced to the historical and cultural relics to proactively learn about them, while also being divided into study groups and preparing the necessary materials for the trip. When the experiential tour takes place and after it concludes, students must fulfill the teacher's requirements such as taking notes, taking photos, recording information about the historical sites, and completing learning products like essays, video clips, posters, magazines, and PowerPoint presentations to present or report to the teacher.

4.3. Regarding tourism products

Some school tourism products are developed based on historical and cultural values and have become trademarks of notable provinces and cities such as Hanoi, Phu Tho, and Hai Phong... Historical and cultural relics that have become destinations in the school tourism program in Hanoi include the Thang Long Imperial Citadel, the Hoa Lo Prison, the Temple of Literature - Quoc Tu Giam, the Co Loa Citadel, and

Ba Dinh Square - Ho Chi Minh Mausoleum... Some popular school field trips to historical sites in Hanoi today include Ho Chi Minh Mausoleum - Military Museum - Thang Long Imperial Citadel; Era House Educational Farm; Ho Chi Minh Mausoleum - Times City Aquarium; Ho Chi Minh Mausoleum - Museum of Ethnology - Thule Park; Vietnam Ethnic Culture Tourism Village - Ancient Citadel; K9 Historical Site - Vua Pond. To create a new product for school tourism, recently, the management board of Hoan Kiem Lake and the Old Quarter of Hanoi launched an educational heritage tourism product called "Thang Long - Hanoi: Then and Now." This initiative takes students on a tour to explore Hanoi's culture at the Cultural Exchange Center of the Old Quarter, the Heritage House at 87 Ma May, and the Kim Ngan Communal House on Hang Bac Street. The aim is to connect the school model with tourism, providing students with creative and engaging experiences while learning about history. The Thang Long - Hanoi Heritage Conservation Center has developed several in-depth heritage education programs for students at all levels, notably the two programs "I Am an Archaeologist" and "I Explore Heritage," which involve visits and experiences at the Thang Long Imperial Citadel and the Co Loa historical site.

Phu Tho province, home to the

special national relic - Hung Temple, has the advantage of creating attractive school tourism products such as the school tourism program “Towards the Roots,” implemented by the Department of Culture, Sports and Tourism in collaboration with the Hung Temple Historical Site (September 2023)... The main activities in the tour include visiting the Hung Kings Museum, offering incense in memory of the Hung Kings, enjoying the show “The Legend of Hung Kings,” watching water puppetry, and participating in folk games... These activities have recently garnered the attention of schools and tourism businesses.

Visiting and learning about the Bach Dang Giang historical site (Thuy Nguyen of Hai Phong) on-site is also a choice for many schools not only in Hai Phong but also in several neighboring provinces such as Ha Noi, Hai Duong, Thai Binh and Quang Ninh...At the Bach Dang Giang historical site, students will perform a incense offering ceremony in remembrance, listen to explanations based on firsthand observations of historical artifacts, relics, and documents that are being exhibited in the display area, as well as the wooden stakes modeled on the banks of the Bach Dang River.

In Bac Ninh, the destinations that many schools both within and outside the province are interested in choosing for their

students to visit, learn about, and accumulate knowledge of history and culture include: Den Do (Tu Son city), the provincial museum, Van Mieu Bac Ninh, Diem village (Bac Ninh city), Dong Ho painting village (Thuan Thanh), Phu Lang pottery village (Que Vo), the historical site of the Ly Thuong Kiet temple (Yen Phong), the Nguyen Cao temple (Que Vo), and the Le Van Thinh temple (Gia Binh)...

4.4. Regarding the technical infrastructure and accommodation facilities

School travel programs usually take place over a short period of time (from 1 to 3 days). Depending on the learning objectives and the number of students participating in the program, the school will decide the duration of the experiential tour. Therefore, the main mode of transportation is by car, either provided by the transport company (contracted by the school) or by a travel company that offers a complete service package (transportation, accommodation, tour guiding, etc.). Regarding accommodation, the school actively arranges bookings or relies on travel companies, usually opting for hotels ranging from 2 to 4 stars.

4.5. Regarding human resources

For the school travel program, representatives from the school staff, including the administration, homeroom

teachers, and subject teachers, as well as representatives of the students' parents, also participate in supporting the organization of the experiential trip. The number of components depends on the size of the tour group as well as the age of the students. However, the main role in providing human resources for the school tourism program is played by the tour guides of the travel company and the interpreters at the historical sites - those who are responsible for delivering and conveying the values of historical and cultural relics to the students.

4.6. Evaluate the current state of school tourism

Advantages: Currently, schools from elementary to secondary and high level organize at least one educational trip each year linked to historical and cultural sites for students by grade level. This not only meets the goals of the general education program but also creates motivation and excitement for students as knowledge is acquired in a natural way without being constrained.

School trips linked to historical and cultural relics have become a concern for all stakeholders involved, including schools, departments, tourism businesses, parents, and students. All levels of schools have plans to develop school travel programs from the beginning of the academic year,

and these programs include destinations that are historical and cultural sites in the local area, aiming to achieve the goals of nurturing, educating, and developing the qualities and abilities of students according to the new general education curriculum. The departments and agencies managing the fields of education and training, as well as culture and tourism in the locality, are all concerned with educating the awareness of preserving and promoting the historical and cultural values of the region. Therefore, they have issued directives regarding the construction and implementation of school tourism activities linked to historical and cultural relics in the area. Tourism businesses also closely follow the general education program, so they frequently improve and develop new tourism products to attract a stable potential customer base, which currently consists of students at various levels. Parents of students are concerned about holistic development, not only in terms of knowledge but also in physical development, self-learning abilities, and the active and proactive engagement of their children through experiential activities. On the part of the students - the subjects of the educational program, there is always a desire to explore and participate in experiential activities in order to actively acquire knowledge and unleash their creativity.

School trips linked to historical and cultural relics have become a concern for all stakeholders involved, including schools, departments, tourism businesses, parents, and students. All levels of schools have plans to develop school travel programs right from the beginning of the school year, and these programs all include destinations that are historical sites. The improving economic conditions and material living standards have contributed to the realization of current school travel programs. The collaboration between schools and families is a decisive factor in whether school travel programs can take place or not. Therefore, the cost of school field trips offered by travel companies to schools is often low or at a mid-range level. Therefore, basically, the majority of parents agree with the school-organized educational trips linked to historical and cultural sites. -The local culture aims to achieve educational and value-related goals.

Limitations: An objective assessment reveals that the school travel program has not developed in line with its potential. That is: The number of school travel products associated with historical and cultural sites is still low, and among them, the number of high-quality products that ensure professionalism and educational value regarding historical and

cultural significance is not high. Some school field trips that include visits to historical and cultural sites are still somewhat superficial, failing to create an appealing experience that meets the needs of students and parents. The duration of school field trips usually takes place over one day and often occurs in the local area (commune, district, province) where the students reside; the facilities and technical infrastructure are still lacking and weak. There are quite a few historical and cultural sites that still lack the necessary tourism infrastructure to accommodate a large number of student groups visiting at the same time. The human resources serving the student clientele are not yet specialized, as in addition to the role of a tour guide, “the personnel for educational tours need specific skills such as pedagogical expertise, child care skills, first aid skills, and methods for imparting educational knowledge... However, the professional workforce for this type of tourism is still very limited,” shared Ms. Nguyen Thi Kim Khanh from the Vietnam Tourism Association [8].

The limitations stem from the following two fundamental reasons: Firstly, many travel companies are not truly “enthusiastic” about investing in the development of school tourism products. Because, tourism combined with

accommodation is the true meaning of “traveling”, but school tourism programs usually take place during the day, so overnight accommodation is not included in the program. Moreover, the subject of the school travel program is students - individuals who lack self-protection skills - so organizing a school travel program with a large group of tourists requires a significant amount of human resources to support the tourism activities. This is a challenge for many travel companies when implementing school travel programs. Indeed, the collaboration between schools and families can encounter obstacles. The funding for the school travel program comes from contributions from parents, so agreement from families is considered the key factor in realizing the school travel program. Funding and the issue of ensuring security and safety for children are always a concern and worry for many parents. Therefore, just a few parents not agreeing can make it difficult to carry out school trip programs. The education sector has not really focused on developing school travel programs for students. The involvement of students outside of school and the sense of responsibility among stakeholders also influence the development of this type of tourism.

5. PROPOSALS AND RECOMMENDATIONS FOR DEVELOPING SCHOOL TOURISM FOR

STUDENTS LINKED TO HISTORICAL AND CULTURAL SITES

Firstly, select historical and cultural relics of outstanding value, prioritizing those from the local area. This determination will achieve a dual objective: First, it will contribute to the implementation of the goals of nurturing, educating, and developing students' abilities according to the general education curriculum; Both education and fostering the tradition of “drinking water, remembering the source” cultivate love for the homeland and the country. It is to create revenue for local tourism businesses while also contributing to the development of the local economy. To implement this solution, close coordination between the government, schools, and businesses is necessary. In this regard, the Department of Education and Training and the Department of Tourism in localities play a guiding role in identifying the system of historical and cultural heritage sites in the area, and they have plans to train a team of tour guides on-site with in-depth knowledge about the types of historical and cultural relics. For schools, specialized teachers will select historical and cultural sites from the system of recognized historical and cultural monuments that are designated as destinations in the program, suitable for the students, educational level, and implementation time. For tourism

businesses, it is essential to have a plan to develop travel programs to historical sites in a professional manner, with regular updates and improvements.

Secondly, focus on improving the quality and continuously innovating tourism products suitable for school-age children. For primary and secondary school levels, tourism products should be coordinated with experiential and practical activities in the form of “learning through play and playing through learning.” For example, students take on the roles of historical figures and cultural icons in plays to reenact historical events or stories about cultural personalities in a way that is relatable and provides an engaging experience for the students. For high school students, tourism products need to ensure that they both provide knowledge and offer career guidance. Therefore, the school travel program for high school students can coordinate visits to production facilities, companies, etc., to serve the career orientation activities for them. Tourism businesses need to focus on creating new travel products to avoid boredom and duplication. Businesses need to consult with scientists, experts, and specialized teachers from primary, secondary, and high schools to develop school tourism products that are suitable for each educational level, training

objectives, and the psychology of different age groups. This will help in gradually creating distinctive tourism products and ultimately forming a brand for school tourism.

Thirdly, the organization work needs to be more specialized. The school needs to publicly disclose the plan, schedule, and budget to the parents before the trip, as well as provide a financial summary and evaluation after the trip concludes. Parents should consider school trips as an effective investment. From there, there is close coordination and support for the school's training plan through consensus on financial contributions, logistical support, and management of the children during the trip and experience. Tourism businesses need to provide good travel services, reasonable prices, and especially ensure safety and security for students throughout the trip. Specialized teachers need to develop a study plan that aligns with the educational level, learning objectives, and the requirements for students to seek information related to the activities of the trip, prepare learning materials, and complete the learning product report after the trip.

Fourthly, specialized training and development for the team of tour guides catering specifically to student tourists. Tour guides on the route need to have in-depth

expertise in historical and cultural sites, as well as strong tourism skills such as game organization, animation skills, event organization, gala MC skills, and health care skills (first aid)... To achieve this factor, the relevant departments and agencies need to collaborate with tourism businesses to organize regular training courses for tour guides, while also holding an annual competition for the best tour guides. Tourism businesses regularly pay attention to encouraging and promptly rewarding the team of tour guides who successfully and effectively carry out school trips.

Fifthly, we will strengthen and upgrade accommodation services, technical facilities, dining, transportation... in a synchronized and quality manner. Because the group of tourists usually consists of a class from a school, arriving at the same time, the service aspects need to be thoroughly surveyed by the travel business, including: transportation, accommodation, dining services, parking areas, and restrooms... at the destination must ensure safety and good quality. In addition, the management board of the heritage site needs to coordinate and support the implementation of ceremonial activities such as offering incense, commemorating, and expressing gratitude...If the school trip program includes organizing recreational activities, festival visits, and competitions for

students, the management board of the heritage site needs to coordinate with the local authorities to provide the best possible conditions regarding technical infrastructure (electricity, water, internet, fire safety, etc.).

Sixthly, education and ideological, moral propaganda for students, raising parents' awareness of the importance of school tourism. Students need to be equipped with knowledge about personal health care, teamwork skills, communication, and civilized behavior in public places. To effectively address this issue, close collaboration between the family and the school is essential, in which the role of the homeroom teacher is significant. The homeroom teacher requested that students seriously adhere to the regulations regarding time management, speech, and behavior during the field trip and experience. From the parents' perspective, parental consent plays a crucial role in the realization of school trips. Therefore, the school needs to do a good job of communication and connecting with the students' parents.

6. CONCLUSION

School trips linked to historical and cultural sites have been receiving attention from schools, families, and tourism businesses. Because the dual benefits of this activity bring advantages to both the “end user” and the “provider.” In this

context, “stakeholders” refers to students, schools, and families who achieve the goals of nurturing, educating, and developing students' abilities, meeting the requirements for innovation according to the current educational training program. A “supplier” is a tourism enterprise with a stable source of income, while also contributing to community value such as preserving and promoting the historical and cultural heritage of the nation, boosting the local economy, and creating job opportunities...With that practical significance, school tourism increasingly needs to be specialized and operate more effectively. The existing issues regarding the infrastructure, facilities for tourism, tourism workforce, and school tourism products need to be addressed. The effective coordination among various levels of government, departments, and relevant agencies with schools, families, and tourism businesses in finding a common voice is precisely the solution to the aforementioned problem.

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