

Student & Youth Travel Digest

A COMPREHENSIVE SURVEY OF THE STUDENT TRAVEL MARKET



RESEARCH INTRODUCTION

For young people, travel is an education in itself. It helps them build self-esteem, independence, tolerance and cultural understanding, while breaking down barriers to a child's personal, educational and social development. Patterns and habits embraced when traveling at an early age are known to influence future decisions.

The benefits of travel go beyond education. Increasingly, government and businesses are recognizing the positive effects of youth travel as a powerful life experience that promotes economic development, job fulfilment and cultural understanding. A great deal of the knowledge around the impact of travel, however, has been anecdotal — until now.

The fundamental ingredient for proving the benefits of youth travel — hard data — was either missing or partial and incomplete in nature. The underdocumented nature of the sector created a need for quantifiable data and meticulous research; research that would not only measure the volume of the student and youth travel market, but also its contemporary features and future potential.

The Student & Youth Travel Association's passion, far-reaching vision, and mission to increase access to travel for the student and youth market prompted the investment in this major research initiative. Thus, in 2012, SYTA launched its *Student & Youth Travel Digest*.

To secure a global scope and adhere to the highest research standards, SYTA and its publication, *Teach & Travel* magazine partnered with StudentMarketing, an independent market specialist in international student travel and a UNWTO Affiliate Member, with individual membership in ESOMAR World Research.

As a landmark research project in global student group travel, *Student & Youth Travel Digest* encompasses and maps three types of mobility: domestic student travel (within the U.S.), outbound travel from the U.S. and inbound travel to the U.S.

The focus was placed on educational group travel, however sport travel and religious travel and other impactful types of student group trips, were not excluded from the responses. Yet, as they were not the primary focus, they were not fully measured and analyzed.

The first report in the *Student & Youth Travel Digest* series, which contemplated the social impact of student group travel, was released in spring 2016. This report introduces an analysis of U.S. student group travel as organized and led by teachers.


The data in this study draws from a representative sample of U.S. teachers. For the first time, insights into preferences and characteristics of student group travel (for young people aged 10-18) and the specifics of the travel organization process are presented.

The research not only identifies travel specifics, but also quantifies the roles of different actors (teachers, group leaders, parents, students, tour operators, etc.) in organizing school trips. By setting trip organization into a timeline, the report provides a clear picture of the behind-the-scenes processes and unveils a road map to student group travel.

The gathered data also helped to estimate the economic impact of U.S. student group travel as well as provide insights into trip funding.

By sharing the following study with you, SYTA is presenting a benchmark and a valuable tool for anyone with a genuine interest in and potential to benefit from student travel.


Carylann Assante, CAE
Executive Director, SYTA


Kasie Smith
Publisher, *Teach & Travel* magazine

RESEARCH METHODOLOGY

This study draws from a global survey conducted from August 2013 to November 2015.

The *Student & Youth Travel Digest U.S. Student Group Travel Led by Teachers* report, as a result of this business-to-business initiative, contains empirical evidence and data from 1,432 U.S. teachers, representing over 43,000 U.S. students — thus achieving some of the most extensive insights into student group travel of young people aged 10-18.

The design of the survey instrument included an initial scoping exercise (via secondary research), feedback from major industry stakeholders (comment period) and market testing, prior to staged distribution to prospective respondents.

Due care and attention were paid to secure a representative sample of respondents and include teachers from various backgrounds. The sample not only closely mirrored the actual geographical representation of U.S., but also included insights from those not involved in organizing student travel. In addition, the research sample mirrors actual private and public school enrollment numbers.

Input from teachers led to comprehensive insights and unique breakdowns, such as by individual U.S. regions (as defined by U.S. Census Bureau), school location (urban and rural), school type (public and private) and grades (5-8 and 9-12).

Information in this report is presented in the following structure:

- Respondent profile
- Trip specifics
- Trip preferences
- Trip organization process
- Economic impact
- Regional comparison

For research purposes, the process further involved standardization — the development of a universally applicable definition of a student group trip:

“A journey undertaken by a group of at least two unrelated people, usually classmates or peers, traveling out of their local area or day-to-day environment on the same dates and following the same itinerary. Such groups are often led and pre-organized by a teacher or group leader, largely to enrich their in-class or training experience (school trips), by experiencing/performing in/visiting a new environment with new experience/observation/relaxation. Extracurricular groups fall under this definition, too. Examples: school trips, marching bands, orchestras, drama clubs, choirs, church groups, sports teams, fraternities and special needs groups.”

The research was conducted by StudentMarketing, an independent market specialist in international student travel and a UNWTO Affiliate Member, in compliance with the ICC/ESOMAR Code and ESOMAR World Research Guidelines.

SYTA, *Teach & Travel* magazine and StudentMarketing would like to acknowledge all survey participants who, through their time and information, contributed to this research.

In addition to direct outreach by SYTA and StudentMarketing, these organizations helped redistribute the survey: American Council on the Teaching of Foreign Languages (ACTFL), Association For Middle Level Education (AMLE), MCH, MTD, National Association For Music Education (NAfME) and *Teach & Travel* magazine.

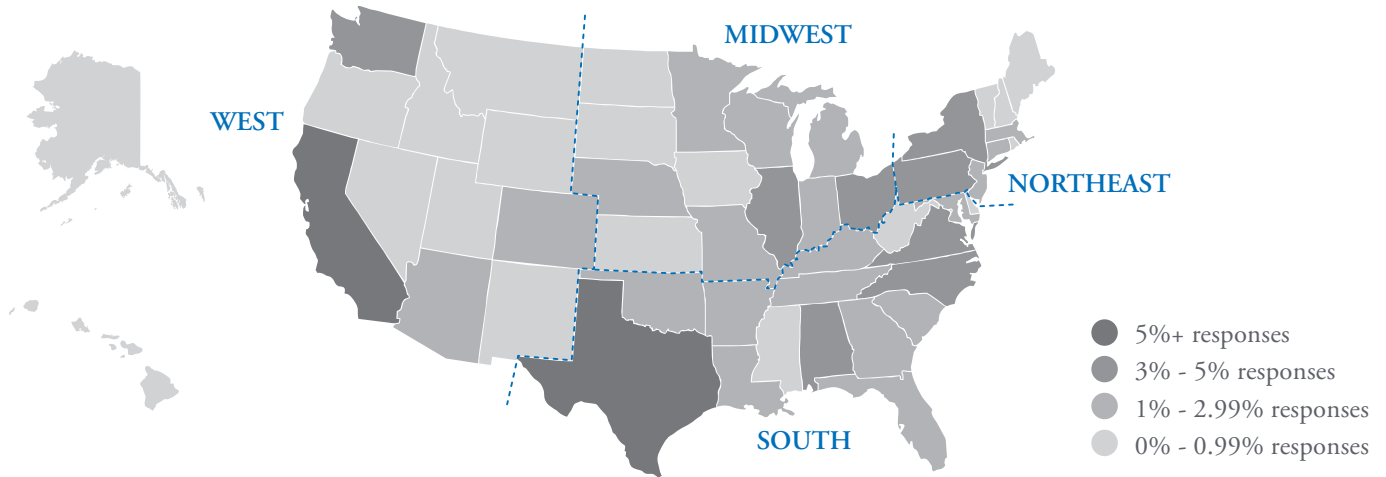
RESPONDENT PROFILE



This study draws on the information provided by U.S. teachers. Educators were selected for this research due to their firsthand knowledge and direct involvement in the teaching process, as well as engagement in student travel organization.

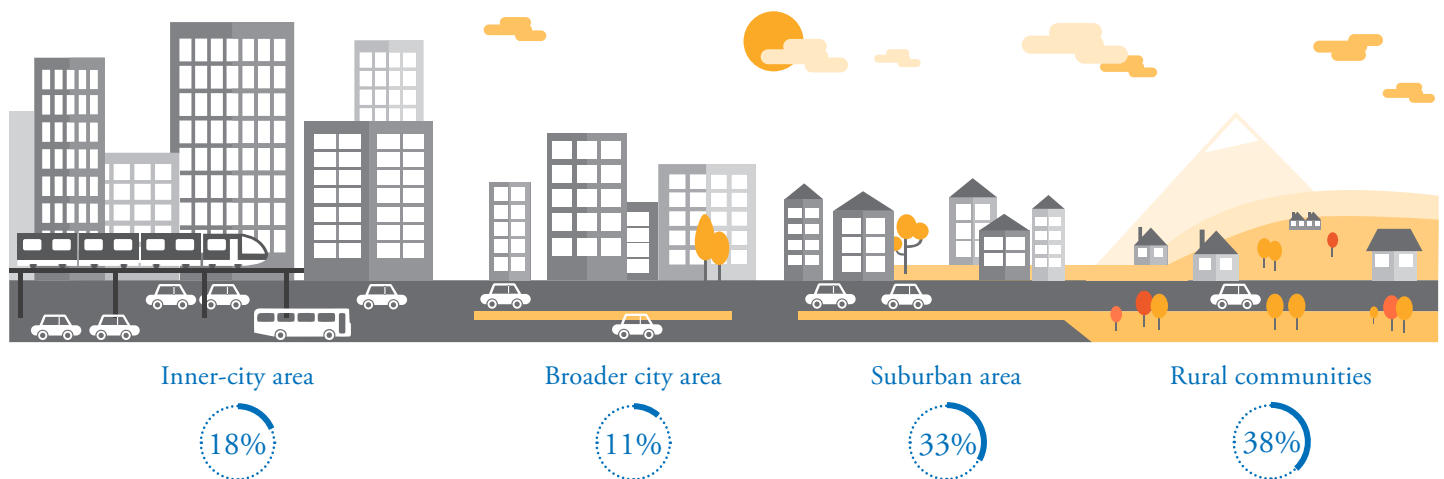
Unlike student tour operators, teachers are able to monitor behavioral changes of students before and after a student trip, thanks to regular interaction with them. As a result of students participating in a number of school tours, teachers are well-positioned to observe a transformation in them over the years.

» RESPONDENTS BY STATE



TOP 15 RESPONDENT STATES: Texas (8.3%), California (7.3%), Illinois (4.4%), New York (4.1%), North Carolina (4.1%), Ohio (4.0%), Pennsylvania (3.9%), Virginia (3.6%), Washington (3.5%), Alabama (3.3%), Florida (2.9%), Wisconsin (2.7%), Georgia (2.7%), Michigan (2.5%), Indiana (2.5%).

» RESPONDENTS BY SCHOOL LOCATION



RESPONDENT PROFILE

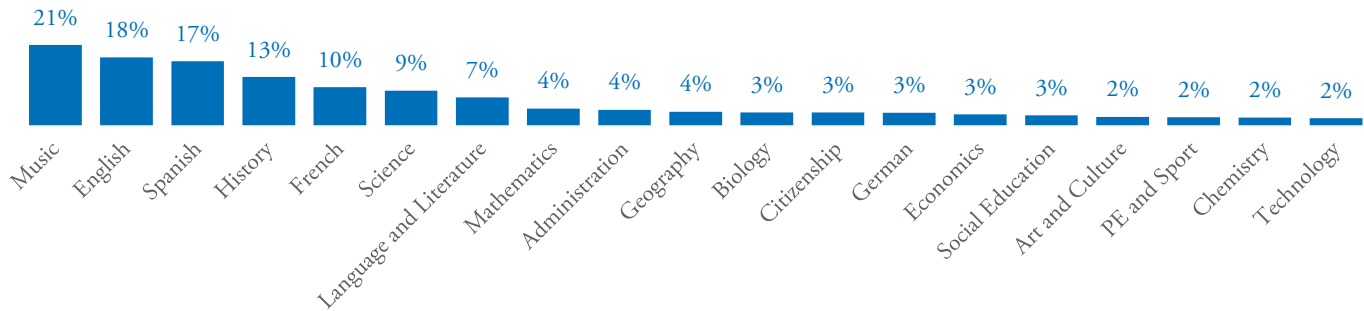
» RESPONDENTS BY SCHOOL TYPE



The ratio of public and private schools represented in this research closely mirrors the actual enrollment patterns in the U.S. primary and secondary schools. The National Center for Education Statistics reported a total number of 49.8 million students enrolled in public schools, and 5.3 million enrolled in private institutions in 2011–2012 (preK through grade 12; latest data available).

On average, a responding school is attended by 1,422 students, with 147 students taught by an educator.

» RESPONDENTS WHO ORGANIZE OR ACCOMPANY A TRIP BY SUBJECT THEY TEACH



The responding teachers were mostly educators in high schools (54%) and middle schools (35%), followed by college

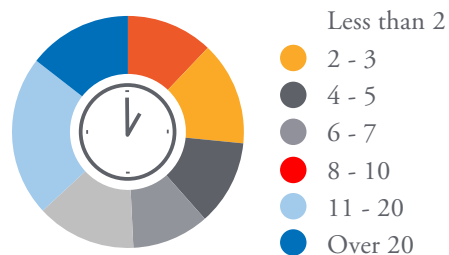
preparatories (7%), indicating that the majority of respondents have contact with grade 9-12 students.

» RESPONDENTS BY EXPERIENCE



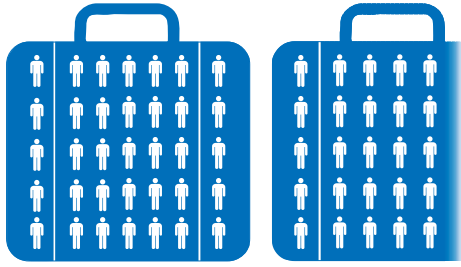
If a teacher organizes a trip, he or she is also likely to accompany such trip. Within the research sample, 59% of teachers have both organized and accompanied at least one student group trip.

» YEARS OF ORGANIZING STUDENT TRAVEL



Teachers are experienced when it comes to organizing student travel, with 51% of them coordinating school trips for more than eight years.

VOLUME OF STUDENT TRIPS ORGANIZED BY TEACHERS

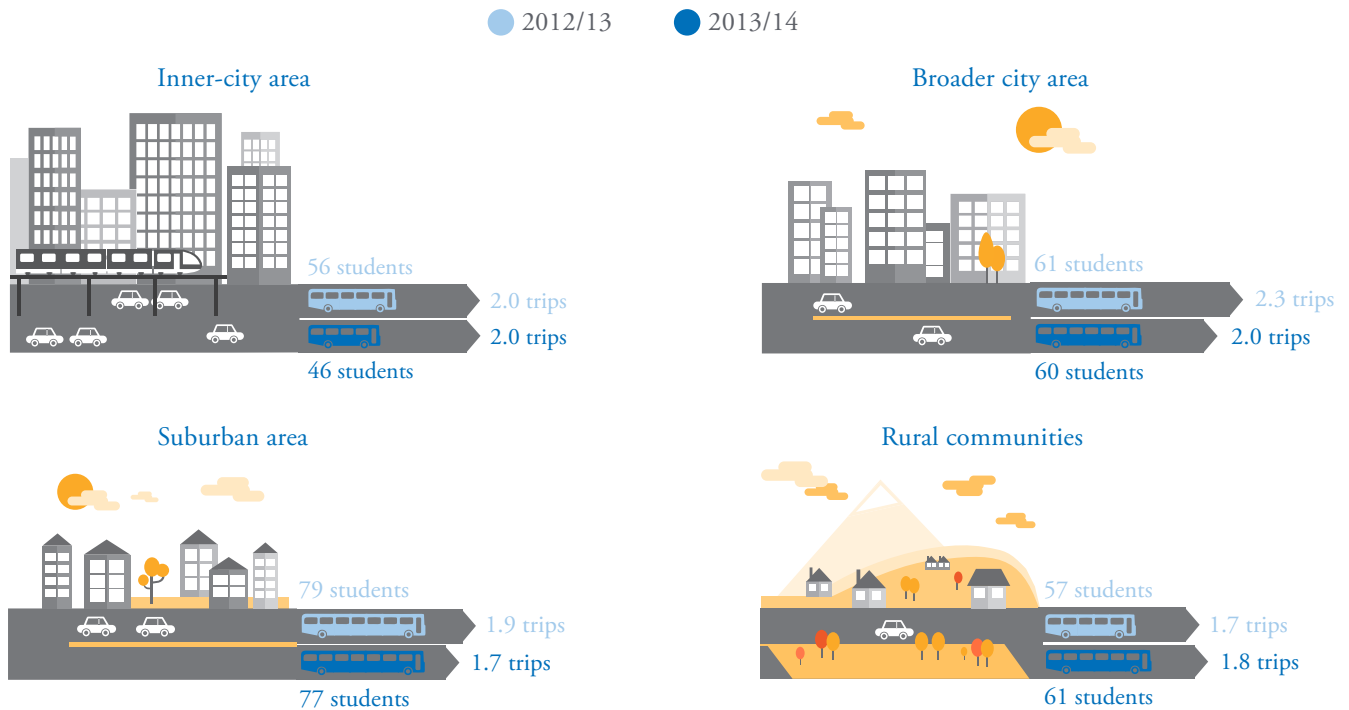


In 2013/14, a U.S. teacher organized on average
1.7 trips for **60 students**.

Of U.S. teachers, 30% organize two or more trips per year. The average number of tours taken in 2013/14 was 1.7 and has decreased from 1.8 trips in 2012/13. The average number of students traveling with a teacher in one year also decreased (by one student).

However, averages vary considerable by school location. Below is a breakdown comparing the average number of trips per year and students traveling with a teacher by school location.

» AVERAGE NUMBER OF TRIPS ORGANIZED PER YEAR AND STUDENTS TAKEN ON TRIPS PER YEAR



**Multiple Choice Question*

Schools located in inner-city and broader city areas exhibit a higher frequency of student travel when compared with suburban and rural communities. However, when it comes to the average number of students participating per year, suburban and rural communities take the lead.

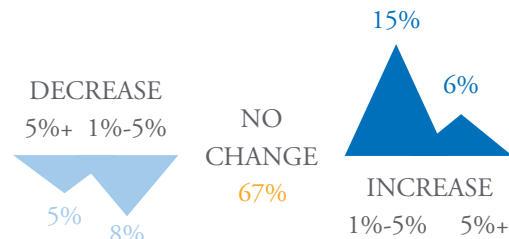
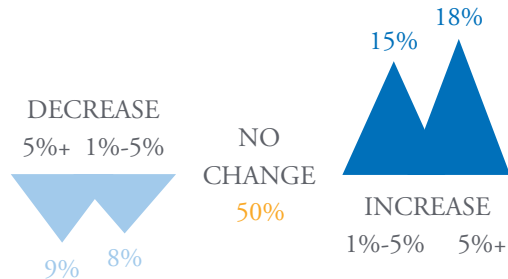
While the average number of trips per year increased in schools located in rural communities from 2012/13 to 2013/14, the remaining areas reported a decrease (broader city and suburban areas) or remained stable (inner-city areas).

DEMAND FOR STUDENT GROUP TRAVEL

» PREDICTION OF FUTURE DEMAND FOR STUDENT TRAVEL 2013/14 VS. 2014/15

BY TEACHERS WHO ORGANIZE TRIPS

TEACHERS WHO DO NOT ORGANIZE TRIPS



**Percentages do not add up to 100% due to rounding*

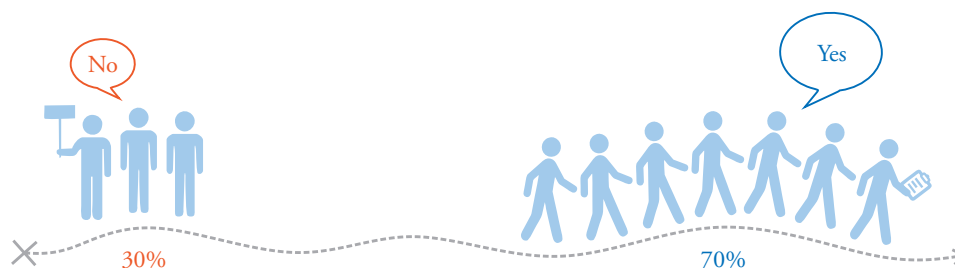
Despite the reported decrease in the average number of students participating in trips between 2012/13 and 2013/14, teachers were positive about the development in 2014/15. One-third of teachers who organize tours stated that the demand for student travel will grow in 2014/15. Most optimistic were teachers in schools in broader city areas - 41% believed that demand would increase.

Most teachers who did not organize student travel claimed that the demand would remain unchanged.

Development of demand for student travel is closely intertwined with external factors related to safety. The ability to cope with this will affect the overall travel patterns. At the time of this research, 24% of teachers claimed that a lack of adequate risk management procedures is a barrier to student travel, with this percentage expected to grow.

Teachers also report 28% of students take more than one trip per year. This number is higher with public schools than with private schools (29% vs. 21%).

» TEACHERS ACCOMPANYING TRIPS WHO ALSO PLAN TO ORGANIZE FUTURE TRIPS



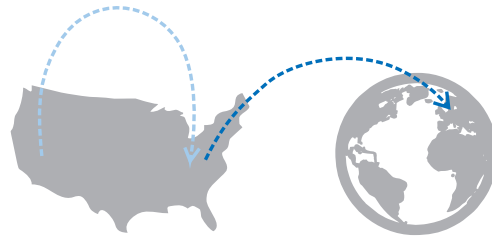
Overall, 70% of all teachers who only accompany student group trips also plan to organize them in the future. This preference was more notable in the case of private school teachers and coincides

with another research finding, which showed that private schools use travel as part of their offering when attracting prospective students.

DOMESTIC AND INTERNATIONAL TRIP SPECIFICS

» TRIP TYPES ORGANIZED IN PAST FIVE ACADEMIC YEARS

69% of teachers organized a **domestic trip** in past five academic years.



40% of teachers organized an **international trip** in past five academic years.

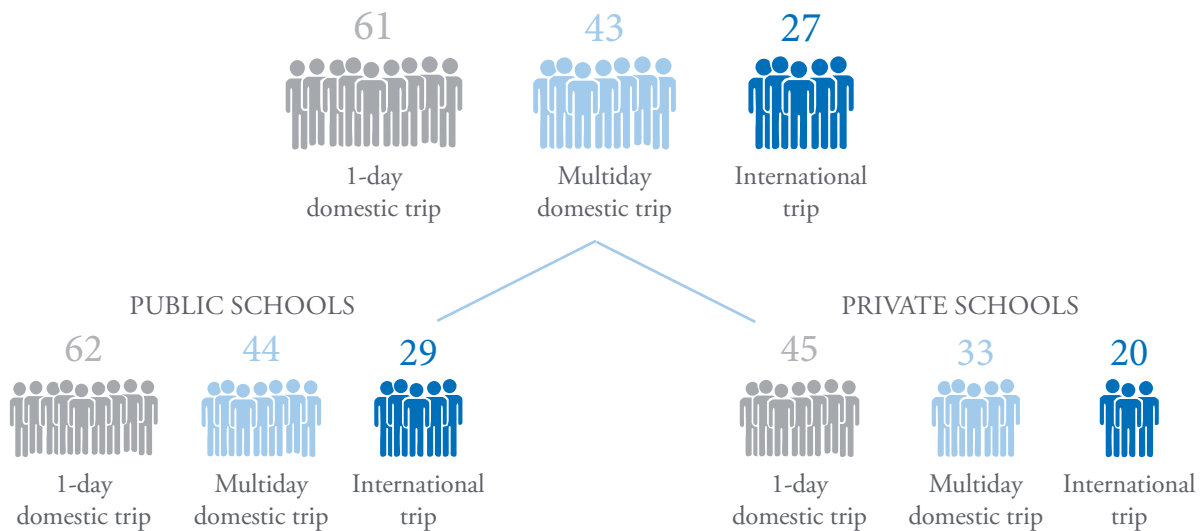
**Multiple Choice Question*

International school trips are less frequently opted for than domestic trips, primarily due to their higher price and fewer time options available.

in the past five academic years was international. Due to outbound travel's high organizational complexity and higher risk management, teachers accompanying younger students preferred shorter trips in terms of distance as well as length of stay.

Only 1 in 5 trips organized by educators teaching lower grades

» AVERAGE GROUP SIZE BY TRIP AND SCHOOL TYPE



Size of the student group changes with the trip type and is inversely proportional to the trip length.

Private school teachers travel with fewer students in a group.

However, on average they organize more trips in one year than public school teachers (2.7 vs. 1.8). Fewer students on a trip also affects the overall atmosphere. Private school students get more attention from teachers and tour guides than their public school peers.

LENGTH OF STAY

One-day domestic trips present the most common trip type organized and accompanied by teachers. They incorporate all of the advantages of domestic trips: best price accessibility for students, shortest preparation time and least complicated organization process.

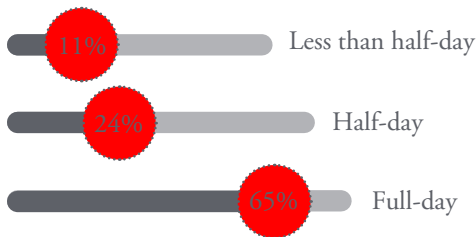
On the other hand, their timeframe does not, in a majority of cases, allow teachers to aim for destinations farther than their own state.

Since transportation costs form a majority of the itinerary expenditure, it is more convenient to adapt the length of stay to the distance being traveled. This is the main reason international trips are the longest of the trip types.

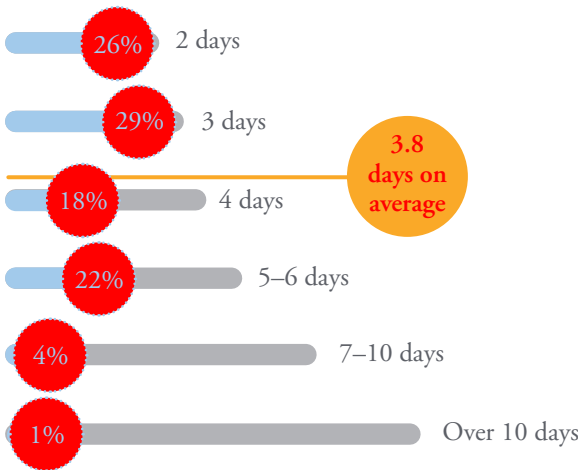
Over 50% of multiday domestic trips last for three days or less, and only small portion of them are longer than six days (5%).

» AVERAGE LENGTH OF STAY BY TRIP TYPE

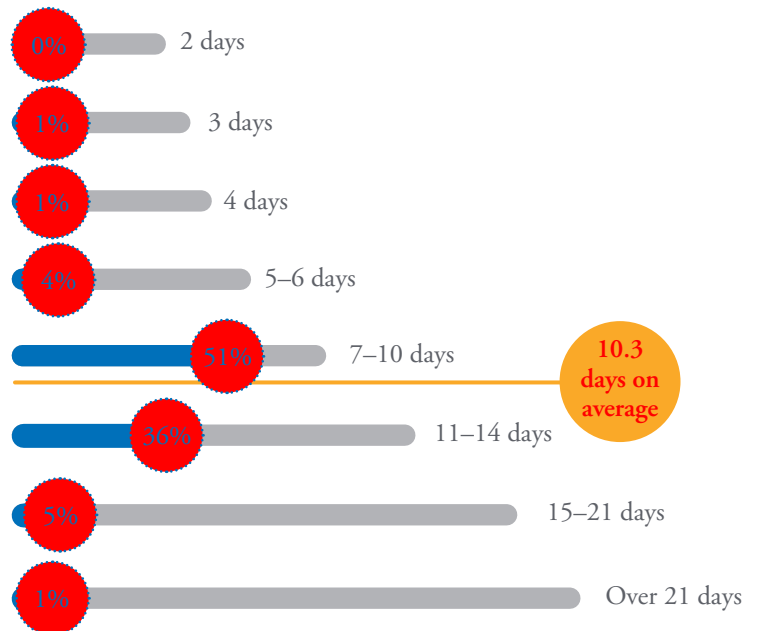
1-DAY TRIPS



MULTIDAY DOMESTIC TRIPS



INTERNATIONAL TRIPS



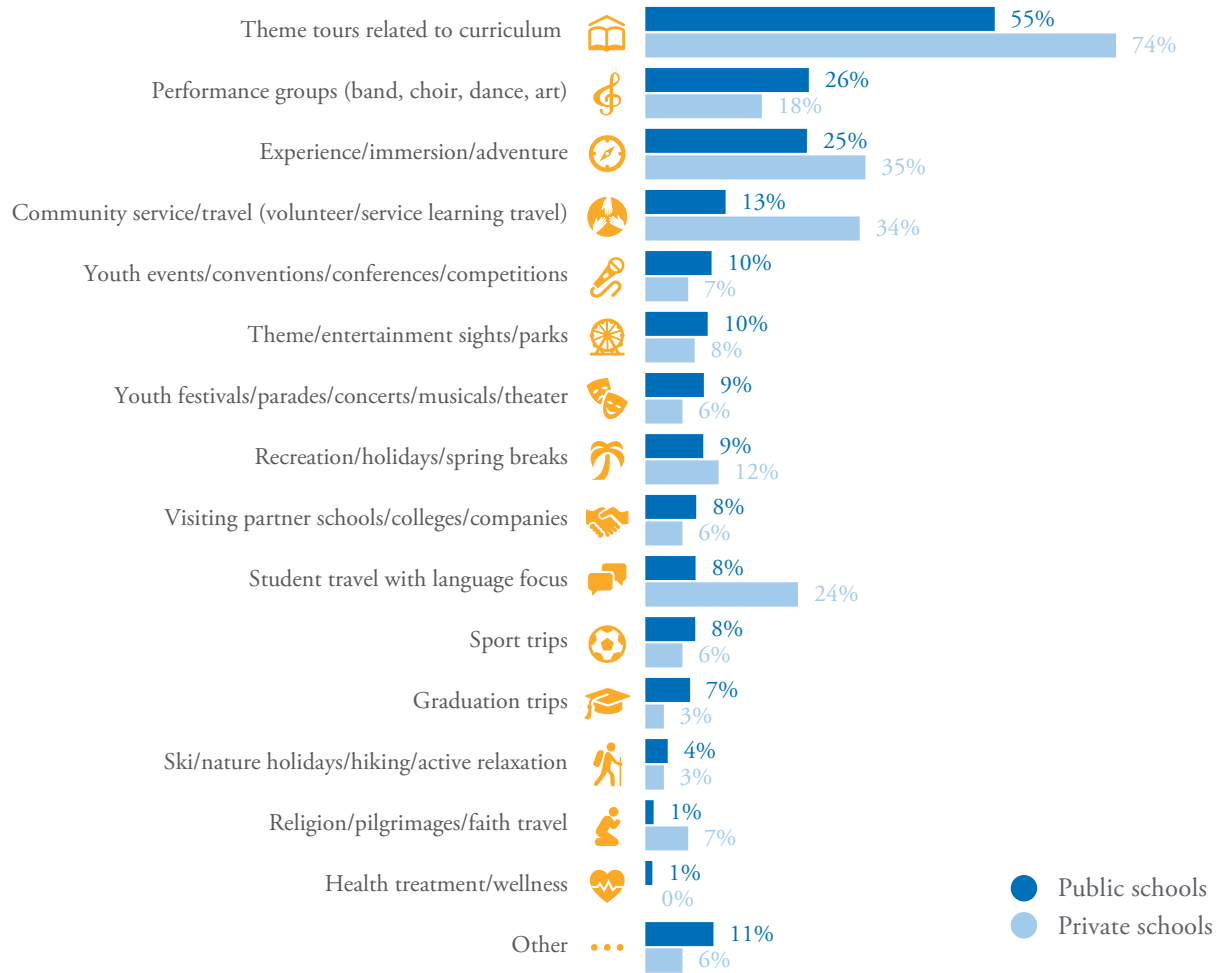
**Percentages do not add up to 100% due to rounding*

Out of all regions, schools in the Northeast plan the shortest multiday trips (3.2 days for domestic trips; 9.3 days for international trips). This correlates with the higher popularity of

Canada as an international destination for states in this region, as well as the higher popularity of domestic trips within their own state.

TRAVEL CONTENT PREFERENCES

» TRIP PROGRAM PREFERENCES



*Multiple Choice Question

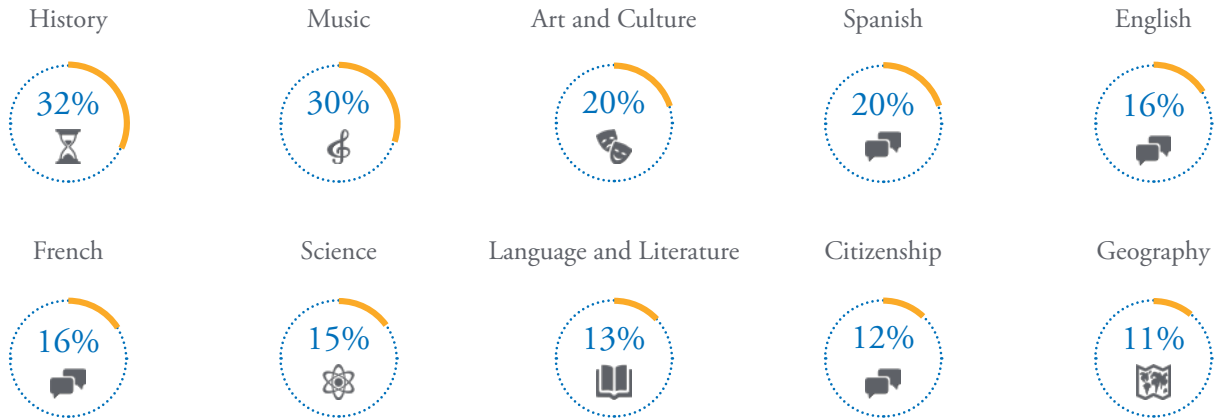
School trips are organized for a purpose and with a content. Education trips with itineraries related to the curriculum outnumber other trip types, as expressed by 57% of all respondents. Both private and public schools identify with this stand; in case of private schools, the share of curriculum-related trips is much higher.

While the preferences in terms of trip types reported by public

and private teacher generally match, there are few exceptions to this pattern. The most significant deviation is that students from private schools are almost three times more involved in community travel than their public school counterparts.

PROGRAM PREFERENCES

» 10 MOST PREFERRED SUBJECTS FOR CURRICULUM-RELATED TRAVEL

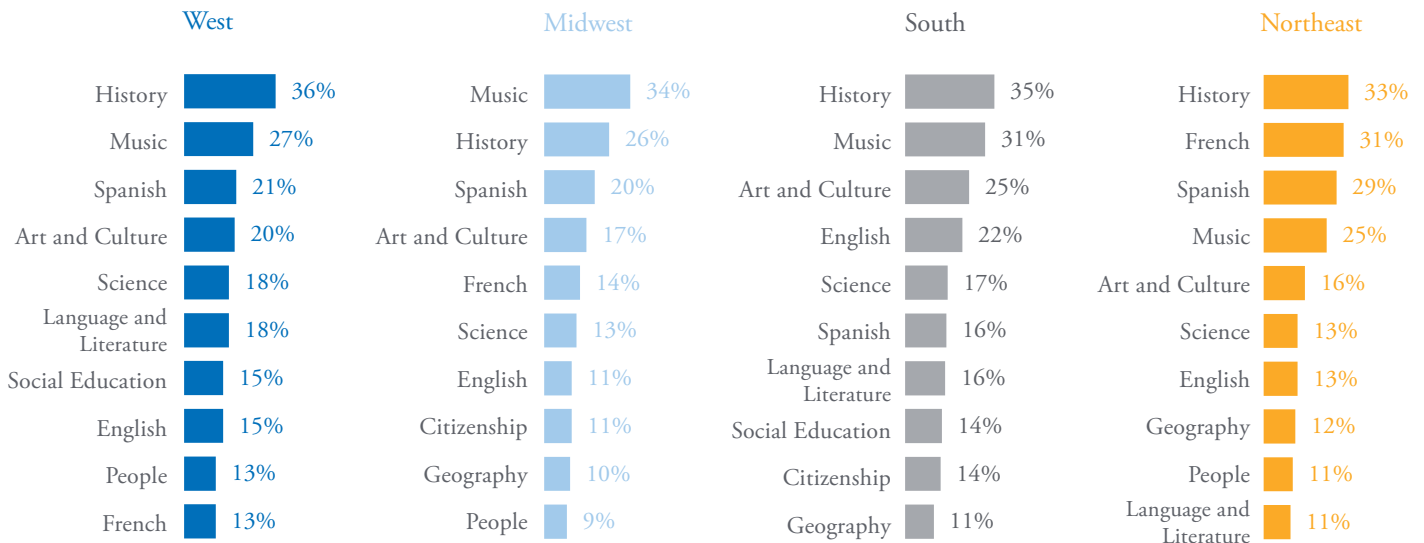


*Multiple Choice Question

Curriculum-related trips are mostly popular thanks to reinforcing students' knowledge in humanities subjects; trips tied to natural sciences are in the minority.

Private school trips are more related to foreign languages (French 40%, Spanish 37%), Language and Literature (24%) or Religion (16%), and less aimed towards Music (20%) than public school trips.

» 10 MOST PREFERRED SUBJECTS FOR CURRICULUM-RELATED TRAVEL

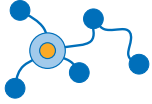


*Multiple Choice Question

TEACHER-LED GROUPS AND DOMESTIC TRAVEL

» PERCENTAGE OF DOMESTIC TRIPS BY DESTINATION

Within 50 miles



34%

Within own state



30%

Neighboring state



13%

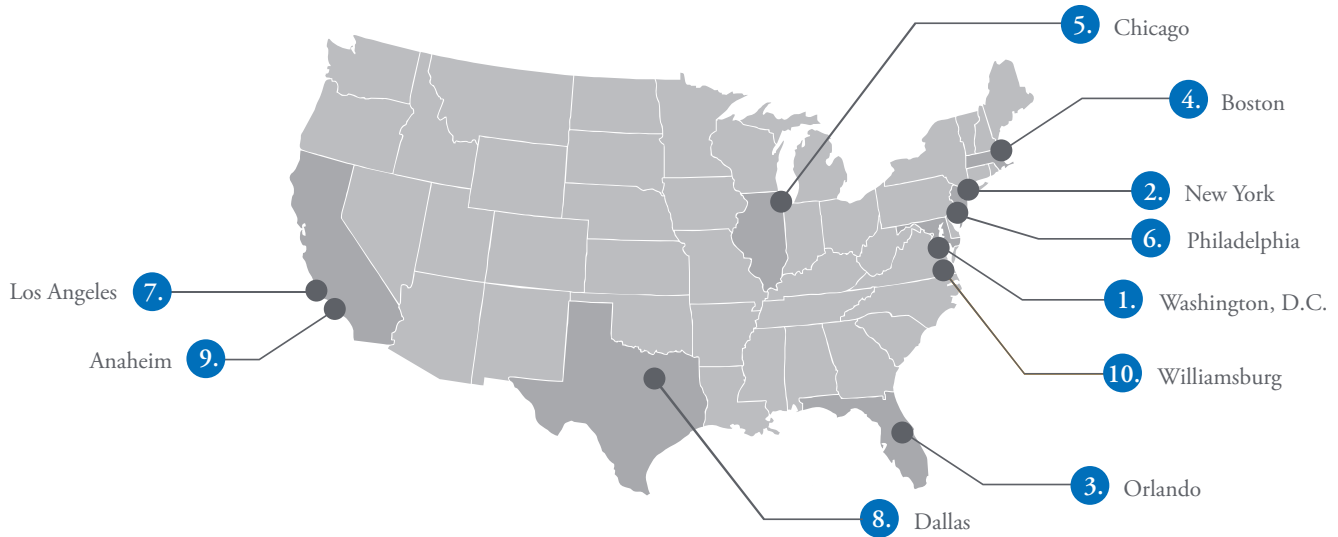
Interstate



24%

**Percentages do not add up to 100% due to rounding*

» 10 MOST PREFERRED U.S. DESTINATIONS



**Multiple Choice Question*

Destinations visited as part of domestic school trips are, in 64% of cases, located within 50 miles or within the same state. Teacher organized travel, which is focused on getting to know places nearby, primarily helps to develop local tourism.

Intrastate trips are organized by Southern schools more often than other regions (71% of trips). Midwestern schools are more attracted by farther neighboring states or other interstate destinations (47% of trips).

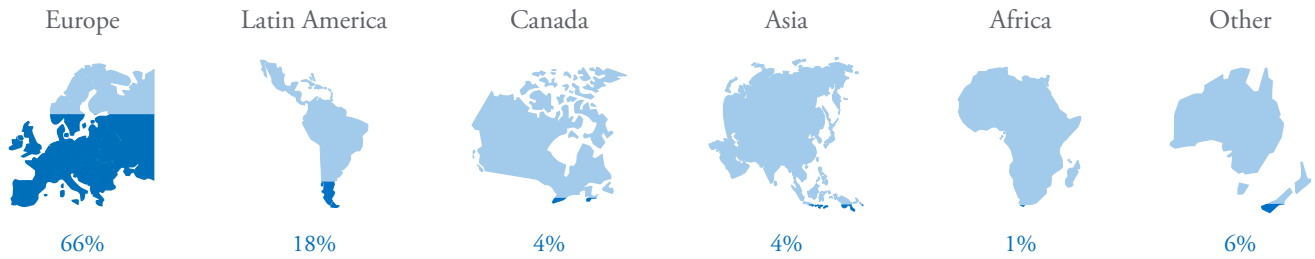
» AVERAGE NUMBER OF DESTINATIONS VISITED ON DOMESTIC TRIP



The average school trip itinerary consists of two attractions. Student groups primarily visit, in order of preference, historical monuments, landmarks, theme parks and museums situated in the most preferred destinations.

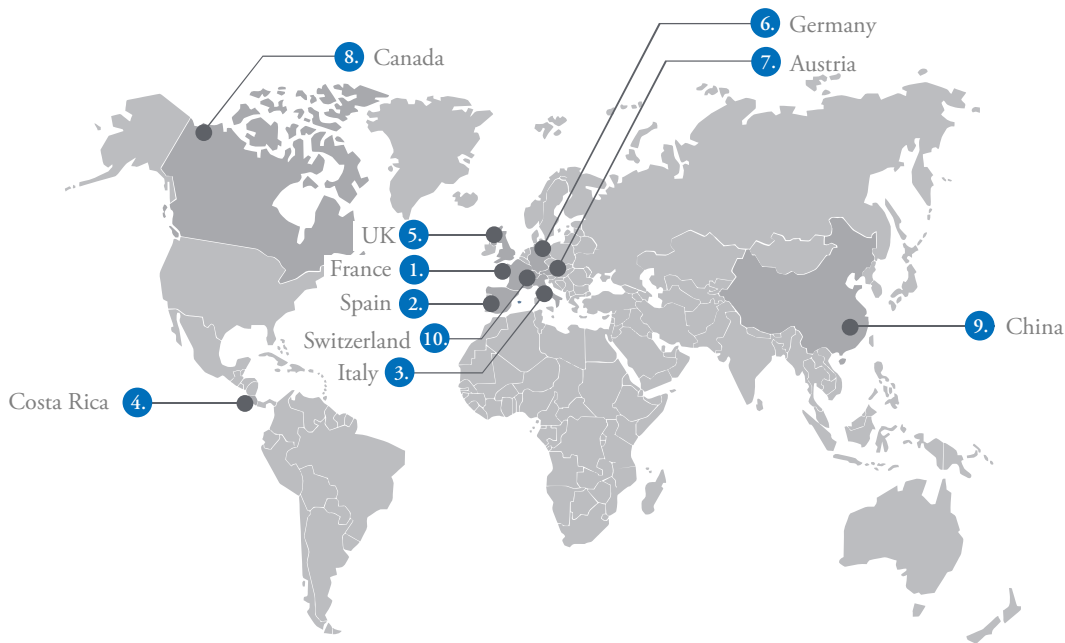
TEACHER-LED GROUPS AND INTERNATIONAL TRAVEL

» PERCENTAGE OF TRIPS BY DESTINATION ABROAD



*Percentages do not add up to 100% due to rounding

» 10 MOST PREFERRED DESTINATIONS ABROAD



*Multiple Choice Question

Europe is the leading destination for international trips organized by U.S. teachers, thanks to the trip content being closely related to the school curriculum. Seven of the 10 most preferred international destinations for U.S. student group travel are located on this continent.

Western states visit Europe the least (60% of trips). More increasingly than other regions they aim for Asia (10% of trips) and Latin America (22% of trips). Canada is mostly visited by groups from Northeast region (12% of trips).

» AVERAGE NUMBER OF DESTINATIONS VISITED ON INTERNATIONAL TRIP

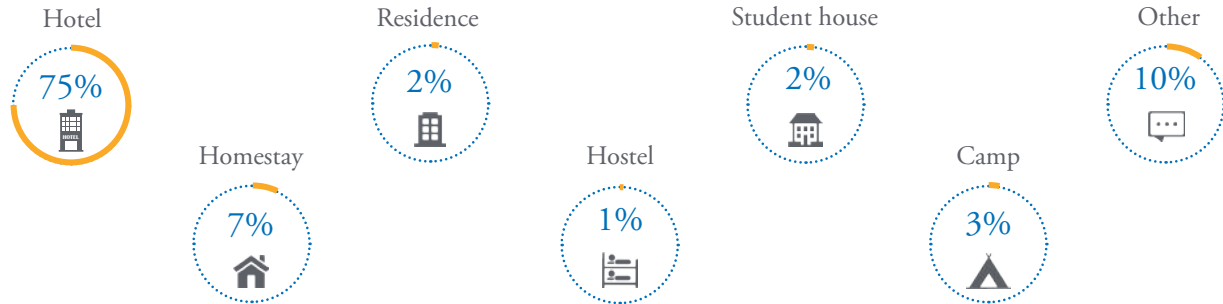


The longer duration of an international trip allows for visiting more destinations.

For a comparison of preferences as reported by teachers and tour operators, please refer to the *Student & Youth Travel Digest: Overview* report.

ACCOMMODATION PREFERENCES

» PREFERRED ACCOMMODATION TYPE



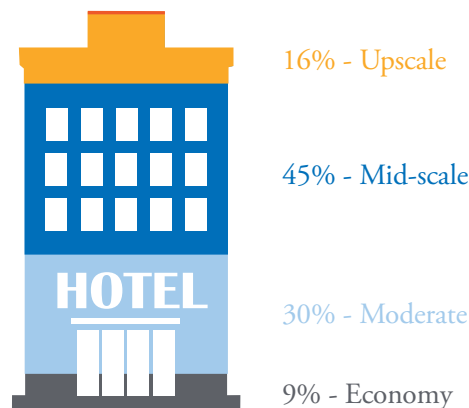
Three quarters of teachers report that hotels are the most favored accommodation option for student groups when traveling. Their wide usage can be attributed to the fact they present a regulated environment.

There is a significant gap between use of hotels and other accommodation types. Research revealed that the second most popular accommodation option is homestay, used in 7% of trips on average. Private schools stay in homestay more often (16%),

especially private high schools (18%) and college-preparatories (19%).

Accommodation preferences vary by length of trip. During domestic trips, the hotel usage is highest if trips last three or four days (91% of these trips). In case of international trips, use of hotels is most prominent during trips shorter than 10 days. Longer trips exhibit a preference towards homestay accommodation, however hotels still remain the most popular accommodation option.

» PREFERRED CATEGORIES OF HOTEL ACCOMMODATION



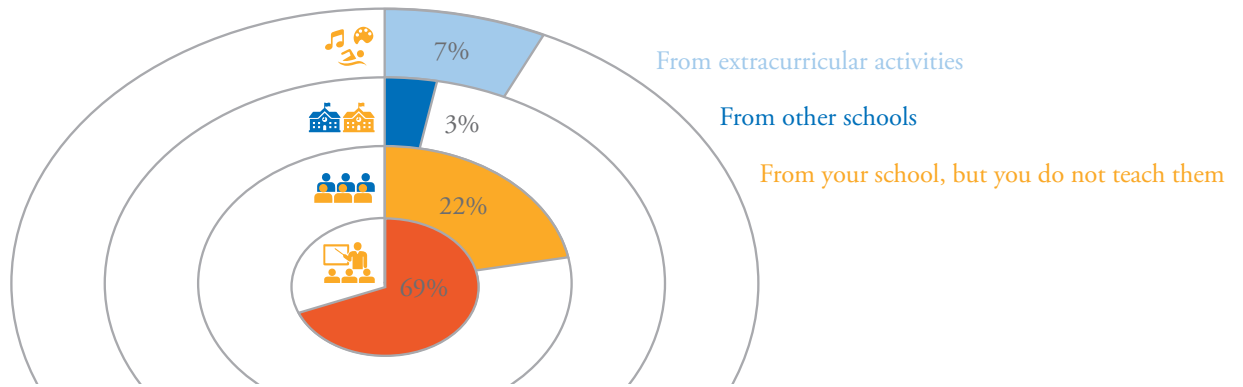
**Percentages do not add up to 100% due to rounding*

STUDENT GROUP COMPOSITION AND SELECTION OF TRIP SPECIFICS

Despite the fact that teachers accompany mainly students from their own classes, there arises an opportunity for building rapport with students from groups that the teacher does not meet on a regular basis. Over 90% of students on trips are from one school,

thereby contributing to better cohesion between the school teachers and students. The rest of the trip participants are from other schools and extracurricular activities, which creates an opportunity for building new relationships and contacts.

» STUDENTS PARTICIPATING IN SCHOOL TRIPS

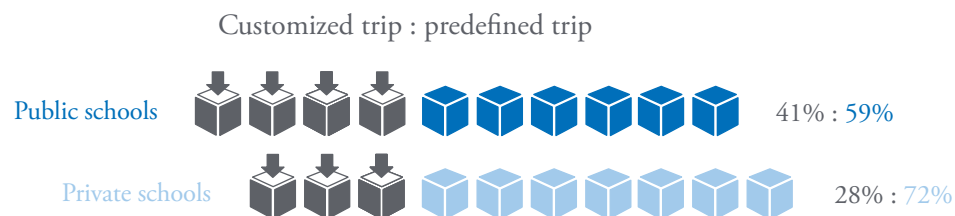


**Percentages do not add up to 100% due to rounding*

In case of predefined tours, teachers and school groups choose from itineraries or packages put together by tour operators or travel professionals. Although, some fine-tuning of the tour programs is possible, predefined trips require less teacher preparation.

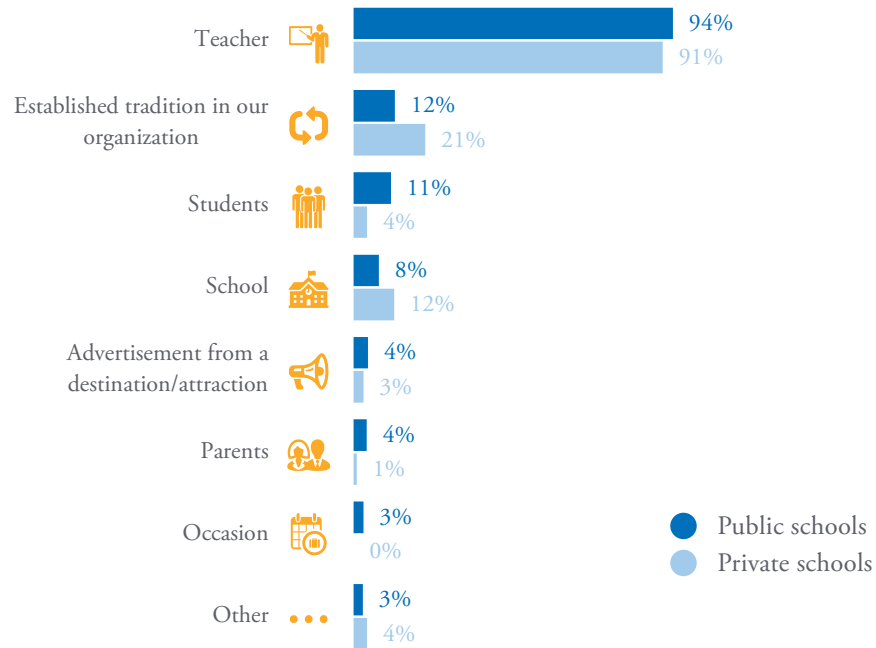
Customized trips are more popular with public schools (41%) than with private schools (28%).

» RATIO OF CUSTOMIZED AND PREDEFINED TRIPS



TRIP ORGANIZATION PROCESS

» WHO INITIATES TRIP PLANNING



*Multiple Choice Question

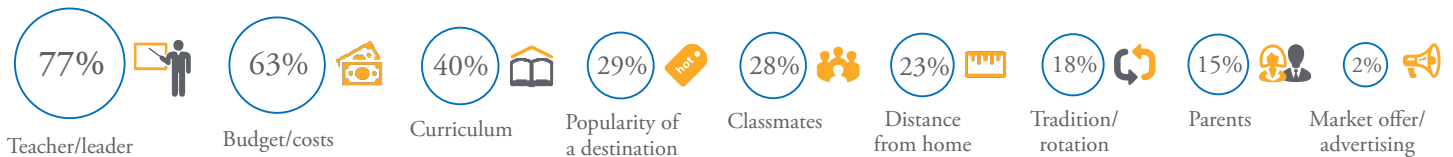
Teachers self-reported that they stand at the forefront of the trip planning process. In private schools, the established tradition to travel plays a more important role in trip initiation than it does in public schools (21% vs. 12%). On the contrary, students in public schools tend to have a greater say when initiating a trip (11% vs. 4%).

As reported by 77% of respondents, teachers are also the main determinant when deciding on a destination or program students

opt for. They are followed by costs and curriculum relations with trip content, while students make these decisions in 28% of cases.

At private schools, costs and distance to destination from home do not play as important a role as they do with public schools. What is important for them is the suitability of the trip content to the curriculum (52%).

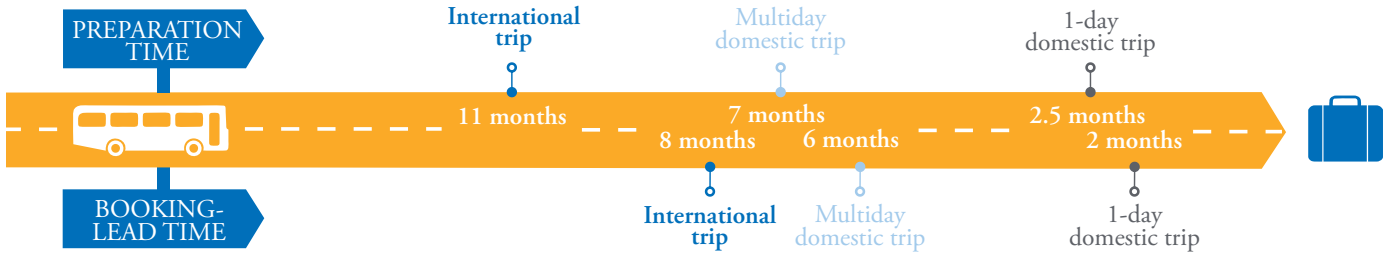
» FACTORS AFFECTING THE SELECTION OF PROGRAM AND DESTINATION



*Multiple Choice Question

TRIP PLANNING AND TIMING

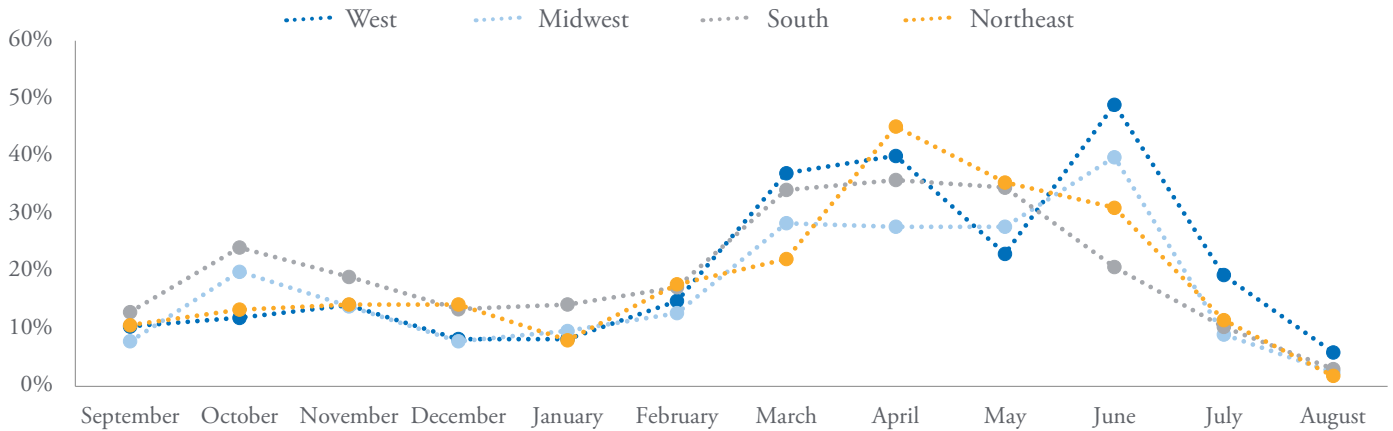
» TRIP PREPARATION AND BOOKING-LEAD TIME



The longer or more complex the school trip, the more preparation time is required. The gap between trip preparation time and booking-lead time is caused by the decision making process, mainly in cases of customized trips, when teachers work on selecting trip specifics and adjusting the existing predefined itineraries.

According to 50% of teachers, the preparation of an international trip lasts for more than 12 months. Even a one-day trip requires teachers' attention one to two months before its commencement (according to 25% of teachers). Timely marketing and approaching teachers is therefore crucial for tour operators and attraction providers.

» TRIP TIMING



*Multiple Choice Question

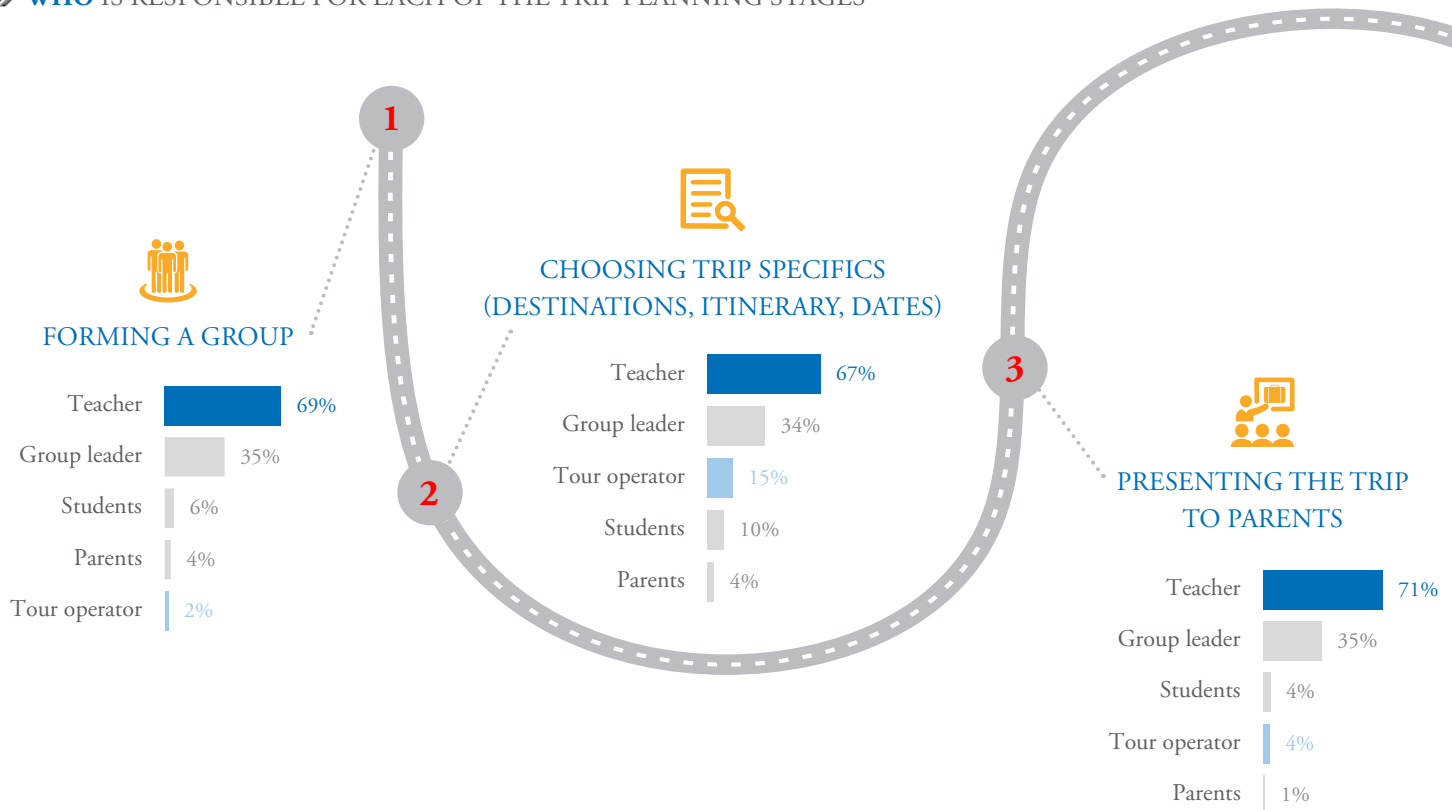
The off-peak season is used for planning and preparation processes, which commence on average two to 11 months prior to the trip, depending on the trip type.

EVOLUTION OF TRIP PLANNING

Numerous actors enter the trip organization process in different phases with varying importance. The outline below essentially represents a roadmap to student travel, breaking down trip

planning into individual stages and quantifying the roles of different participants, with a closer look at **teachers** and **tour operators**. In each stage, teachers play the leading role.

» WHO IS RESPONSIBLE FOR EACH OF THE TRIP PLANNING STAGES

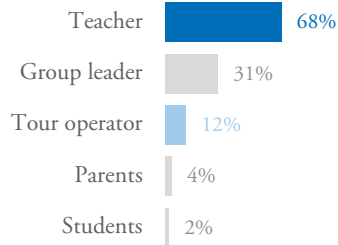


Teachers are not the only main initiator of the school trips. In a majority of cases, they reported, they are also responsible for executing most of the trip planning stages, as presented in the diagram above.

The second most important participant in the school trip organization process is a group leader - the person in charge of an extracurricular activity. As the organization process moves forward, the group leader gets less responsibilities at the expense of a tour operator.



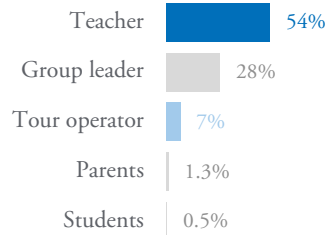
COLLECTING STUDENTS' DETAILS



5



CHOOSING TOUR OPERATOR

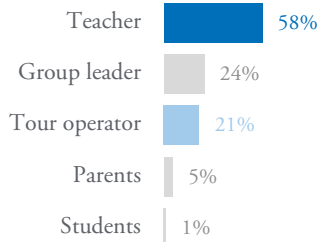


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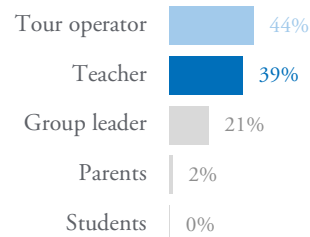
4



COLLECTING DEPOSIT/PAYMENTS



MAKING BOOKINGS



7

**Multiple Choice Question*



In the final phases of trip preparation, teachers and group leaders closely cooperate with tour operators, handing over to them the responsibility for making bookings (44% of cases). Private school teachers rely on the tour operators when it comes to making bookings in 53% of cases, whilst the public school teachers do so only in 43%.



Parents play a small part in the student group travel organization process and assist with some of the duties, mainly by collecting payments (5% of cases).

ECONOMIC IMPACT

The total direct expenditure of group travel by U.S. students is estimated to be minimum of US\$5.6 billion. This figure includes trip pre-departure costs as well as pocket money spent by students

traveling. The overall economic impact of student trips is even more significant, once indirect impact (tax revenues, job creation) is considered.

» AVERAGE TRIP PRICE

OF A DOMESTIC STUDENT TRIP

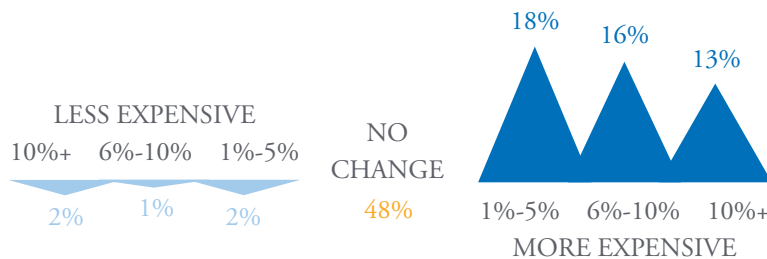


OF AN INTERNATIONAL STUDENT TRIP



The price includes all transportation, meals, accommodation, insurance and admission fees.

» AVERAGE TRIP PRICE CHANGE 2012/13 VS. 2013/14



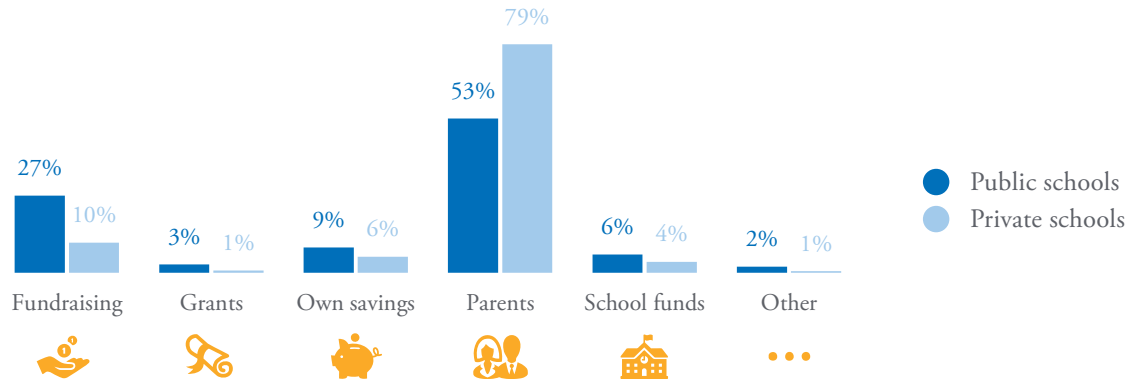
The price includes all transportation, meals, accommodation, insurance and admission fees.

With the increasing popularity of student group travel and the increasing trip price reported by teachers, the economic value of student group trips is expected to grow.

At the same time, the increasing cost of student group travel may have the potential to disadvantage students from participating in trips, and increase relevance of various trip funding alternatives.

ECONOMIC IMPACT

» HOW DO STUDENTS FUND THEIR TRIPS

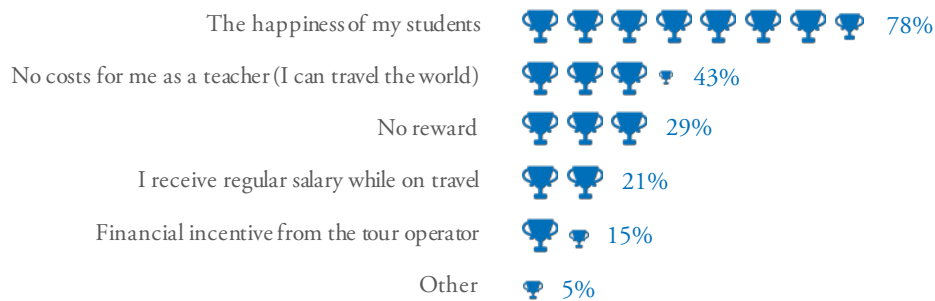


*Percentages do not add up to 100% due to rounding

Fundraising plays an important role in financing the school trips. This applies more to public than to private schools (27% vs. 10%). For low-income families fundraising presents a crucial option, which allows them to be involved in the student group travel.

Parents still remain the main source of financing of student travel. The difference between parents' involvement in public and private schools is significant. Schools themselves fund only 6% of school trips on average.

» REWARD FOR TEACHERS FOR THE EXTRA WORK RELATED TO PLANNING TRIPS



*Multiple Choice Question

Reward for the majority of teachers for organizing student group travel comes in the form of their students' happiness. Financial incentives from tour operators play an important role for only a

small group of teachers. More of them appreciate the indirect financial benefit of traveling the world without any costs, or receiving a regular salary while traveling.

REGIONAL COMPARISON

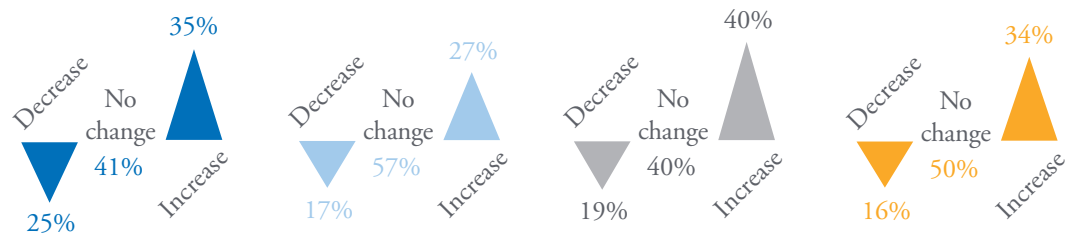
The research revealed regional disparities in school trip characteristics and preferences. Below is a comprehensive comparison of the top four responding U.S. states.

Out of these, New York organizes the shortest trips on average.

The usage of tour operators by teachers when making bookings, is the lowest in Texas, while teachers in California and Illinois use their services most. Illinois also organizes the highest proportion of international trips, and its preferred domestic destinations are evenly spread within the state and interstate.

	California	Illinois	Texas	New York
Students attending your school	1,270	966	2,217	1,236
Students taught by an educator	137	152	183	278
School trips per teacher per year	1.4	0.8	2.4	2.0
Students on school trip per year	68	34	67	101

Prediction of future demand for student travel



*Percentages do not add up to 100% due to rounding

5 most preferred program types

- | | | | |
|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------|
| 1. Theme tours related to curriculum | 1. Theme tours related to curriculum | 1. Theme tours related to curriculum | 1. Theme tours related to curriculum |
| 2. Experience/immersion/adventure | 2. Student travel with language focus | 2. Performance groups (band, choir, dance, art) | 2. Experience/immersion/adventure |
| 3. Performance groups (band, choir, dance, art) | 3. Performance groups (band, choir, dance, art) | 3. Community service/travel (volunteer/service learning travel) | 3. Graduation trips |
| 4. Community service/travel (volunteer/service learning travel) | 4. Community service/travel (volunteer/service learning travel) | 4. Youth events/conferences/competitions | 4. Student travel with language focus |
| 5. Student travel with language focus | 5. Experience/immersion/adventure | 5. Experience/immersion/adventure | 5. Performance groups (band, choir, dance, art) |

% of trips by U.S. destination

Within 50 miles	42%	24%	42%	43%
Within own state	26%	22%	25%	28%
Neighboring state	7%	29%	7%	16%
Interstate	26%	25%	25%	13%

*Percentages do not add up to 100% due to rounding

REGIONAL COMPARISON

California

Illinois

Texas

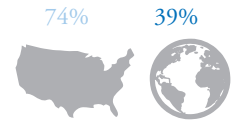
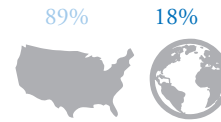
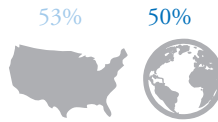
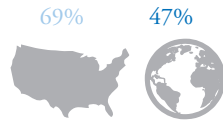
New York

Average # of destinations visited per domestic trip



Trip types organized in the past five academic years

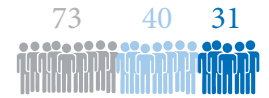
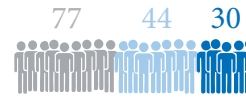
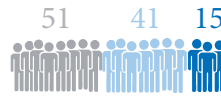
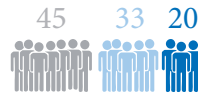
Domestic trip
International trip



*Multiple Choice Question

Group size

1-day domestic trip
Multiday domestic trip
International trip



Average length of stay, in days

Domestic trip
International trip



Bookings made by tour operators vs. made by teachers

47% vs. 33%

47% vs. 29%

30% vs. 39%

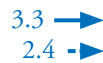
34% vs. 45%

*Multiple Choice Question

Preparation time/
Booking-lead time (months)

→ → →

1-day trip



Multiday trip



International trip



Sources of funding

Parents
Fund raising
Own savings
School funds
Grants
Other

56%
23%
6%
5%
3%
6%

52%
34%
10%
3%
1%
0%

50%
32%
4%
10%
2%
2%

61%
17%
14%
3%
2%
4%

*Percentages do not add up to 100% due to rounding



Student & Youth Travel Association (SYTA) is the nonprofit, professional trade association that promotes student and youth group travel. It seeks to foster integrity and professionalism among student and youth travel service providers. SYTA members play an important role in facilitating both domestic mobility and international incoming and outgoing mobility, worldwide. As the voice of student and youth travel, SYTA represents U.S., Canadian and international tour operators, group travel leaders, travel agencies, destinations and other student travel suppliers.

www.syta.org/research



The **SYTA Youth Foundation** is the 501(c)(3) philanthropic sister organization of the Student & Youth Travel Association (SYTA), formed in 2000. The purpose of SYF is to create ongoing awareness and assistance programs for the direct benefit of youth. The SYTA Youth Foundation's (SYF) mission is to impact students and youth through travel experiences that change their lives.

www.sytayouthfoundation.org



Teach & Travel — **The Official Publication of SYTA** — is educators' #1 source for everything they need to successfully initiate, organize, and conduct tours for their students. Published five times a year, *Teach & Travel* provides the most up-to-date information on industry news, travel requirements, fresh destination ideas, and smart planning tips.

www.teachandtravelmagazine.com



StudentMarketing is an international market research, intelligence and strategic development consultancy that specializes in the global youth, student, and educational travel industry. The company is a UNWTO Affiliate Member with individual membership of ESOMAR, the prestigious world association for market, social, and opinion research.

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KEY FINDINGS

- 30% of U.S. teachers organize two or more trips per year.
- Of teachers who currently only accompany trips, 70% also plan to organize them in the future.
- The average number of destinations visited on domestic trips is 2.2.
- Curriculum-related tours are the most preferred trips, as reported by 57% of teachers.
- While on travel, 75% of teachers choose to stay with their students in a hotel.
- In 77% of student trips teachers select the destination and trip program.
- The majority of trips are planned for the March to June period.
- The trip price, together with the economic value of student travel, continues to grow.

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