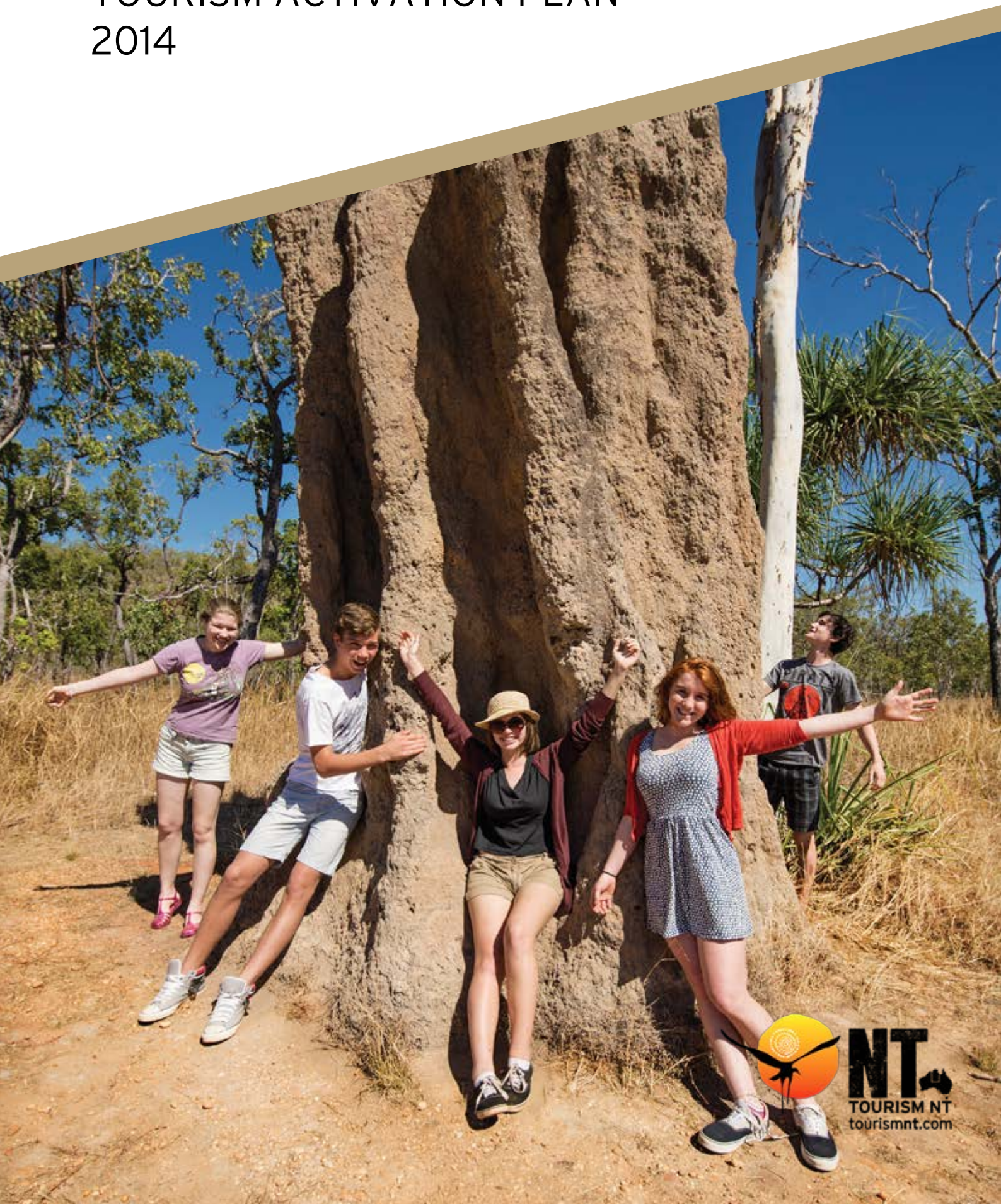


AUSTRALIAN SCHOOL EDUCATION TOURISM ACTIVATION PLAN 2014



CONTENTS

Foreword	3
Background	4
Tourism Vision 2020: Northern Territory's Strategy for Growth	4
The Australian Curriculum	5
Partnerships and Stakeholders	6
Tourism and the Australian Curriculum	7
Tourism and Education Alignment	7
Indigenous Tourism Experiences ↔ Aboriginal and Torres Strait Islander Histories and Culture	8
Eco-Tourism ↔ Sustainability	8
Asian Engagement ↔ Asia and Australia's engagement with Asia	8
The Education Tourism Market	9
Schools in Australia	9
Education Distribution	11
Opportunities	12
Education Tourism Motivators	12
Constraints	13
Accessibility	13
Limited Infrastructure	13
Affordability	14
Alignment of Tourism products to the Australian Curriculum	14
School Education Tourism in the NT - A Strategy for Success	15
Implementation Focus	16
Evaluation	20
Acknowledgements	21

FOREWORD

The new Australian Curriculum presents an enormous opportunity for the Northern Territory to become a leading provider of enriching educational experiences.

Indigenous Languages and Culture have long been included in the NT curriculum. Now, for the first time, the new national curriculum, which began implementation in 2013, has introduced a dimension known as 'Cross-curriculum Priorities': Aboriginal and Torres Strait Islander Histories and Culture, Asia and Australia's engagement with Asia, and Sustainability. These priorities are addressed through the learning areas of the curriculum.

The curriculum places an important emphasis on a strong society which is culturally diverse and values our Indigenous culture and history in the past and future.

A partnership between the tourism and education sectors can deliver educational touring experiences that align with these aspects of the curriculum and make the Northern Territory an attractive destination for schools.

Alignment is key. Through the proposed Education Tourism Operator Network, we will build a stronger education tourism experience with real outcomes for students and real benefits for the Territory.

The target of Tourism Vision 2020 - a plan to return the tourism industry to growth - is to grow the visitor economy in the Northern Territory to \$2.2 billion by 2020 as measured by overnight visitor expenditure.

One of the strategies to do this is to capitalise on high yield/high growth segments such as education tourism. The future advantage is the 'conversation' that the students of today will have with their parents, families and friends after their 'educational journey' to the NT. This Australian School Education Tourism Activation Plan maps out the way forward.

Tony Mayell
CEO Tourism NT



A handwritten signature in black ink, appearing to read 'Tony Mayell'.

Ken Davies
CE Department of Education



A handwritten signature in black ink, appearing to read 'Ken Davies'.

BACKGROUND



TOURISM VISION 2020: NORTHERN TERRITORY'S STRATEGY FOR GROWTH

The target of the Tourism Vision 2020 strategy for growth is to grow the visitor economy in the Northern Territory to \$2.2 billion by 2020 as measured by overnight visitor expenditure.

The NT's current competitive strength remains as a leisure destination; however the concept of the visitor economy is broader than just the leisure market. Education tourism makes up just 1% of the total of NT overnight visitors by purpose of travel but presents a significant opportunity to inspire visitation to the NT from a variety of markets.

A specialised marketing approach will see the Northern Territory positioned domestically as one of the leading providers of enriching educational experiences through a partnership between the tourism and education sectors. Doing so aligns with the Tourism Vision 2020 strategy which, among other things, seeks to capitalise on high yield/high growth segments. The future advantage is the 'conversation' that the students of today will have with their parents, families and friends after their 'Learning Adventure' to the NT.

The education tourism market is broad and could potentially include international tertiary students, international secondary student exchange, sporting exchanges, domestic tertiary students, field studies and much more. However, for the purpose of this plan, the focus is on primary and secondary school students travelling domestically with the 'target market' being middle school students in years 6 - 10. Australian educators have indicated that the main year levels taking interstate school excursions are from 6 - 10. Year 5 students are beginning to take excursions, however these are predominantly intrastate. Year 11 and 12 students are focussing more on the completion of their senior years, yet may take specific research excursions pertaining to their studies.

As outlined in the *Tourism Vision 2020* the change in target market demographics, consumer preferences and the increasing availability of choice have fuelled growth in niche markets such as education tourism. By building on our strength as a key educational destination, our touring products and attractions are well positioned to leverage the growth from this segment

The activation of the education tourism segment through targeted marketing efforts, focussed industry development and alignment with education outcomes is a key strategy to regain the Territory's share of the domestic market. It is intended that tourism operators who actively target the education market will form the NT Education Tourism Operator Network and market to the education stream collectively.

¹ Tourism Research Australia, International Visitor Survey and National visitor Survey, results year ended December 2012.

THE AUSTRALIAN CURRICULUM

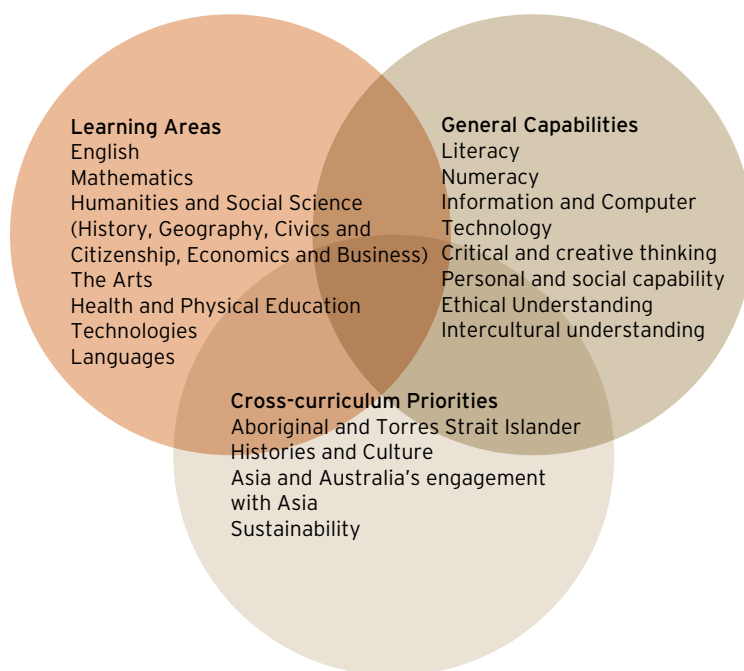
The Australian Curriculum outlines what all young Australians should learn as they progress through schooling. [The Australian Curriculum](#) has been developed in consultation with the States and Territories, whose responsibility it is to implement the curriculum and support schools and teachers in each jurisdiction from January 2014.

To support 21st century learning, the Australian Curriculum emphasises the importance of the development of knowledge, skills and understanding across three different dimensions.

1. Learning Areas
2. General Capabilities
3. Cross-curriculum Priorities

Figure 1: Overview of the Australian Curriculum

Note: Curriculum for Languages, The Arts, Health and Physical Education, Technologies, Economics and Business and Civics and Citizenship are in draft form as at 21/02/14.



The Learning Areas of the curriculum remain similar throughout the years of education and are the basis of what makes up the curriculum. The General Capabilities are defined and represented as 'life skills' and the Cross-curriculum priorities relate to our future and our past. The Cross-curriculum Priorities are important additions to the curriculum as they will provide students with an in-depth understanding of Australia with respect to the Northern Territory.

The curriculum places an emphasis on a strong society which is culturally diverse and values our Indigenous culture and history. This has been the premise for the foundations of the Cross-curriculum Priorities.

PARTNERSHIPS AND STAKEHOLDERS

The 'Tourism Vision 2020 strategy' details specific areas and roles for Tourism NT, other government agencies and industry to work together to achieve the target. Tourism NT is coordinating delivery of the strategy, taking a whole-of-government approach in partnerships with industry.

In relation to school education tourism, key Northern Territory government partners include the Department of Education, Department of Business, Parks and Wildlife Commission of the Northern Territory, the Department of Arts and Museums and the Department of Sport and Recreation. Parks Australia assets in the Northern Territory (Kakadu National Park and Uluru-Kata Tjuta National Park) will play a key role in the development of school education tourism experiences. Tourism NT will also lead negotiations with Commonwealth agencies to leverage national opportunities in the school education tourism sector. These partnerships could be vital when addressing perceived affordability and accessibility barriers that may otherwise preclude inclusion of the NT in school education tourism programs.

School education tourism can make an important contribution to the Territory's economy. It offers NT tourism operators commercial opportunities and the ability to grow their business.

The development of school education tourism will require strong relationships with Indigenous communities and schools, where interstate students can experience this remote and unfamiliar lifestyle, and in turn share their own life experiences. Organisations with active Reconciliation Action Plans could also be engaged, as well other government, not-for-profit and research institutions and associations which can impart relevant, practical experiences that align with educational outcomes.



TOURISM AND THE AUSTRALIAN CURRICULUM

TOURISM AND EDUCATION ALIGNMENT

The introduction of the Cross-curriculum Priorities present an opportunity for NT tourism operators with an established presence in the education tourism sector to strengthen their relevance in this market, linking the tourism assets of the NT (natural landscapes, history and culture) to education.

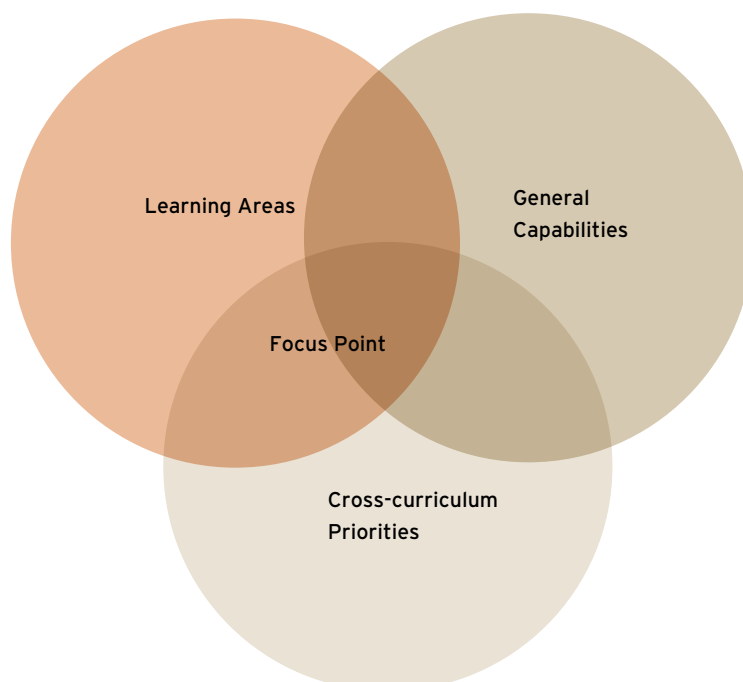
Educators are provided with basic resources on how to incorporate these priorities into their core subjects; however, there is a demand for extra resources to be available. Educational tours which expose students to external environments assist educators in delivering practical experiences that reinforce General Capabilities, Learning Areas or Cross-curriculum Priorities.

With regard to tourism, the three Cross-curriculum Priorities complement our extensive tourism product. Learning outcomes will be greatly enhanced through these tourism experiences.

Northern Territory tourism product already reaches out to the school education tourism market in a general way. With the introduction of the new Australian Curriculum in 2014, the focus will be on assisting our tourism operators to align their tourism experiences with the required educational outcomes.

Tourism NT's focus point in developing the education tourism market lies within each dimension of the curriculum. Tourism experiences that align with each of these will be more appealing to educators and, through the Education Tourism Operator Network, we will build a stronger education tourism experience with real outcomes from an education perspective.

Figure 1.1 Focus point for developing education tourism market



INDIGENOUS TOURISM EXPERIENCES ↔ ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURE

Indigenous tourism experiences are a key competitive strength for the NT with the Cross-curriculum Priority of Aboriginal and Torres Strait Islander Histories and Culture. There are over 100 market-ready Indigenous tourism experiences offering a diverse range of products and services throughout the Territory. A large number of remote Indigenous communities in the NT are accessible and bridge the gap between Aboriginal and western culture.

As identified in the Tourism Vision 2020 strategy, one of the aims is to grow the visitor economy by building on the NT's reputation for the delivery of quality, authentic Indigenous cultural experiences. Developing Indigenous tourism experiences can be tailored for markets such as school education, that requires specific alignment.



ECO-TOURISM ↔ SUSTAINABILITY

There are 61 eco-accredited tour operators in the Northern Territory. Ecotourism certification is for nature tourism operators. It provides assurance that the experience is backed by a commitment to best practice ecological sustainability, natural area management and the provision of quality offered ecotourism experiences.

The Northern Territory's tourism appeal depends heavily on nature-based outdoor activities and attractions and the long term sustainability of the environment is a key factor in the longevity of this tourism strength. Eco-accredited tourism experiences provide practical examples of sustainability in action and demonstrate the importance of sustainability in real terms. Sustainability practices of chosen tourism operators can be a decision factor for the school education tourism market given the increasing number of schools that are developing environmental management plans as part of their own school's contribution to helping the environment.

ASIAN ENGAGEMENT ↔ ASIA AND AUSTRALIA'S ENGAGEMENT WITH ASIA

The Northern Territory Government is leading the push to develop the North, and with Darwin representing Australia's closest natural gateway to Asia, future business and support opportunities will be prominent between Asia and Northern Australia. Darwin's connection with Asia includes a variety of contexts through historic events such as the Bombing of Darwin; strong heritage and personal links through the local Asian community; the increase of large scale commercial projects and developments; and the proximity of the National Critical Care and Trauma Response Centre based at Royal Darwin Hospital.

Integrating our connection with Asia into NT tourism experiences can be done a number of ways to align with the Cross-curriculum Priority of Asia and Australia's Engagement with Asia. Experiences can be developed to showcase our military history through the Bombing of Darwin; our Asian cultural influence visible throughout our community through attractions and markets; school exchange programs and sister city relationships; the role that the National Critical Care and Trauma Response Centre has played in regional natural disasters and terrorism incidents; and site visits to major resource projects. These can all provide real examples of Northern Australia's connection to our closest international neighbours.

THE EDUCATION TOURISM MARKET

Schools in Australia

- In 2012 there was a total of 9,427 Australian schools, made up of 6,697 government schools (71%), 1,713 Catholic schools (18.2%) and 1,017 Independent schools (10.8%).
- 32.7% of schools were in NSW, and 23.7% were in Victoria. The ACT had the highest proportion of Catholic Schools with 23.4% followed by Victoria with 21.8% of Catholic schools.
- In 2012 there were 3,589,986 students attending school in Australia
- Government schools remained the main provider of school education in Australia, with a total of 2,342,379 students compared with 736,595 students attending Catholic schools, and 511,012 students attending independent schools.

The following tables provide a broad overview of schools and students per state and territory.

All Government and Non-Government Australian Schools

NSW	VIC	QLD	SA	WA	TAS	NT	ACT
3082	2233	1715	750	1066	262	191	128

Schools by type

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	TOTAL
PRIMARY SCHOOLS	2113	1561	1153	496	662	156	71	78	6290
SECONDARY SCHOOLS	515	342	253	87	105	43	24	23	1392
PRIMARY/SECONDARY COMBINED SCHOOLS	303	235	246	145	222	57	90	22	1320
TOTAL	2931	2138	1652	728	989	256	185	123	9002

Source: Australian Bureau of Statistics, Schools Australia, 2012
Statistics include small remote and very remote schools throughout Australia

Target market years 6 - 12 by state and territory

	NSW	VIC	QLD	SA	WA	TAS	NT	ACT	TOTAL
YEAR 6	87 450	65 791	57 990	18 771	29 595	6 466	3 339	4 653	274 055
YEAR 7	87 088	66 304	60 122	19 432	30 071	6 602	3 173	4 861	277 653
YEAR 8	86 110	65 999	59 471	19 554	30 318	6 564	3 073	4 916	276 005
YEAR 9	86 455	66 732	59 627	19 561	29 505	6 356	2 969	4 815	276 020
YEAR 10	87 204	66 878	59 589	20 278	18 613	6 661	2 558	4 879	266 660
YEAR 11	76 797	62 849	55 703	21 025	28 929	5 783	2 261	5 100	258 447
YEAR 12	66 025	54 658	49 438	17 863	23 213	4 680	1 691	4 469	222 037

Tourism NT has identified the primary source market to be Victoria and New South Wales, however other States and Territories will also be targeted. VIC and NSW have the most schools and students, and accessibility to the NT is regular and relatively affordable.

The Australian Curriculum has been developed as a platform for all schools throughout Australia. Each government run, private and independent school develops its own curriculum, which may be modified slightly to reflect its circumstances. For example, Catholic schools have religious education at the core of their curriculum, New South Wales assesses students on the general capabilities (no other state or territory does this), and in the Northern Territory the NT curriculum includes Indigenous Languages and Culture.

While each school determines its own agenda in relation to education tours for students, it's important that operators are aware of the two main objectives the teacher needs to meet for approval via school council or principal;

- Safety and security of the destination and activity
- Relation to the curriculum

Other factors to make the destination and excursion more appealing include:

- Cost
- Ease of booking
- Student 'fun' activities
- Suitable accommodation
- Structure and planning of the excursion (Thought must be given to the students' age group and suitability of the program)
- Relevant information relating specifically to school excursions (ie. risk assessments, pre-and post-tour fact sheets, list of what to bring etc.)



EDUCATION DISTRIBUTION

Entry into the school education tourism sector requires long term development and commitment. Tour operators will need to consider their pricing strategy in relation to the market, the regulatory and safety requirements of working with students, and the unique and specific requirements of the education sector.

While aligning touring experiences with the curriculum is important, educators still require an element of flexibility to design their own itineraries to reflect the needs of the school and their students. Educators will need to know which operators are open to negotiation in terms of experiences offered, availability and cost.

Based on past performance and success, schools often travel to the same destination at the same time of year to do the same trip. They develop a connection with a destination and establish strong relationships. Convincing a school to change its plans, visit a new destination or include new experiences can be time consuming, so it is important to meet all of the requirements for an excursion and present the tourism experiences in terms of the education outcomes.

Most school excursions are planned, coordinated and booked by individual schools directly with tour operators, coach companies, accommodation suppliers and local schools. However, a range of school excursion travel specialists offer planning and coordination services and act as intermediaries between local suppliers and educational institutions. These intermediaries are either paid a one-off fee by the school, or earn commission from the tour operator in return for bringing business. Tourism NT will be assisting with the initial exposure of education tourism products and will be working with a range of distribution partners. Tour operators need to consider such distribution channels and associated costs when developing education tourism products.



OPPORTUNITIES



With the implementation of the new Australian Curriculum, the Northern Territory is well positioned to maximize opportunities that exist in the education market. Tourism NT has identified that there are many NT tour operators working in the school excursion market currently, however to date there has not been such an obvious educational connection. Students visiting the Northern Territory will be able to interact with Indigenous communities to learn about Aboriginal culture and customs on Aboriginal land. The NT's natural assets can be explored as a vital element in establishing, maintaining and promoting sustainable practices. Darwin's location as Australia's northern gateway can be examined as a core component in Australia's engagement with Asia through the local history, community and commercial projects currently underway in the region. Once aligned with the three dimensions of the Australian Curriculum, Northern Territory tourism experiences will be able to meet the required education objectives and outcomes.

EDUCATION TOURISM MOTIVATORS

Educators design and encourage education tours for a number of reasons, including:

- Curriculum related activity - excursions based on General Capabilities, Learning Areas and/or Cross-curriculum Priorities
- Language immersion programs - generally related to international trips
- The Duke of Edinburgh Award
- Community service programs - social responsibility, helping those in need
- ANZAC Centenary and WWII specific tours
- Environmental projects - in conjunction with National Park bodies
- Outdoor education
- Sporting exchange
- Sister school relationships
- Research specific excursions

Tourism Vision 2020 identifies that opportunities lie in the clustering of products. By collaborating on proposals and experiences through the Education Tourism Operator Network, operators are likely to be in a stronger position to gain funding and support to maximise the overall marketing opportunities and improve the likelihood of conversion.

A strong focus will be placed on how to increase motivation of school groups to travel to the NT throughout the whole year. Tourism NT will be conducting joint market research to understand in greater detail the barriers to travelling to the NT for a school excursion and how those barriers may be addressed.

Meanwhile, Tourism NT will be providing quarterly school product updates, developing a dedicated education website which will link directly to the websites of the NT tour operators, provide support and funding to develop excursions for teachers and students, advertise Australia-wide in education magazines, and attend dedicated education shows.

CONSTRAINTS

Tourism Vision 2020 has identified an ongoing requirement for the industry to be flexible, adaptable and resilient in order to mitigate risks and capitalise on opportunities emerging from the constantly changing operating environment.

With regard to the education tourism sector, tour operators will need to manage their experience offering, ensuring awareness and relevance to the Australian Curriculum as it develops. Operators will also need to acquaint themselves with additional regulations, safety and security standards that apply to student travel. NT tour operators will need to adapt to this change, find gaps in the market, and act on the sector's requirements.

Major constraints and challenges in school education tourism are similar to that of whole of industry:

- Accessibility (including aviation, frequency, cost, capacity)
- Limited infrastructure (suitable accommodation for school students)
- Affordability
- Alignment of tourism products to the Australian Curriculum

ACCESSIBILITY

Accessibility includes all forms of transport, as in this case many students choose to travel to the Northern Territory either by air or coach transport. Travelling by air can be, at certain times of the year, very cost prohibitive. School excursions during school holiday periods will compete with leisure visitation for seats on these flights. Access to coach fleets on the ground, and as a means of transport from source markets, will also need to be addressed.

LIMITED INFRASTRUCTURE

There is a major shortage of appropriate accommodation for school students, particularly in the Darwin region, where most hotel accommodation has been built and marketed for the business or leisure markets only. Availability of accommodation in Darwin has been impacted by the boom in the resources sector, which has had a domino effect on the business and leisure market, leaving limited availability for the school education tourism market. These challenges are identified in Tourism Vision 2020 and are being addressed, but a gap in the market remains for suitable, safe student accommodation.

In Central Australia, suitable accommodation for student groups is less of an issue, although pressure during peak school excursion times means availability issues can occur.

Transport infrastructure is also essential in all NT regions to ensure that school education tourism groups can access the various attractions, sites and features of their itineraries. School groups will be competing with group leisure tourism for transport suppliers.

AFFORDABILITY

It is a perception that access to the Northern Territory's regions is a relatively expensive exercise when compared to options closer to source markets. The cost of a school excursion should not hinder the opportunity for students to visit the Northern Territory. It will be essential for NT operators working in the school education tourism sector to demonstrate real value for money, particularly the educational value, in order to offset negative perceptions of costs.

ALIGNMENT OF TOURISM PRODUCTS TO THE AUSTRALIAN CURRICULUM

It is vital that tourism products are aligned correctly with the curriculum and provide the necessary learning outcomes to be successful in this market. Within the Australian Curriculum the Northern Territory features directly in the history content description pertaining to the Bombing of Darwin and the Jabiluka mine controversy. Other relevance to the curriculum is through science, geography, the arts, health and physical education along with the connections these subjects have to the Cross-Curriculum Priorities. Tourism NT will work with operators to develop programs that deliver genuine and authentic learning adventures for Australian students, to influence future visitation.



SCHOOL EDUCATION TOURISM IN THE NT - A STRATEGY FOR SUCCESS

The activities outlined in this plan play an important role in helping to achieve the Tourism Vision 2020 target to grow the visitor economy in the Northern Territory to \$2.2 billion by 2020 is measured by overnight visitor expenditure.

The school education tourism sector has already identified the opportunity to achieve incremental growth of visitation. Students who visit the NT become advocates for the destination, sharing their experiences with family and friends, and developing a life-long connection to the Territory.

Tourism NT has identified interstate school students in years 6 - 10 as the core target market in the immediate to medium term. Further development of this sector will require a collaborative approach on the part of NT government agencies, Commonwealth government bodies, the local tourism industry, educational institutions, not-for-profit organisations and local scientific and research institutions to create a destination-based environment in which education tourism can flourish.

Tourism NT will drive activities that will prepare the local industry for school education tourism; foster an environment of productive collaboration across stakeholder groups; and position the Northern Territory as one of the leading school education tourism regions in Australia. Tourism NT together with the Department of Business and external consultants will also represent the Territory's school education tourism interests at the national level to ensure its share of voice in wider developments that may impact on the success of the NT's offering.



IMPLEMENTATION FOCUS

1. Prepare the local tourism industry for school education tourism and develop experiences that align with the Australian Curriculum

that align with the

Tourism NT will educate and inform tour operators about the opportunities in the school education tourism sector, and the requisite level of commitment and diligence required to establish and sustain successful school education tourism experiences. Success in this sector hinges on NT tourism operators ability to present tourism solutions that meet the needs of educators, align with the Australian Curriculum and deliver solid education outcomes in key Learning Areas, General Capabilities and Cross-curriculum Priorities.

ACTION	RESPONSIBILITY	TIMEFRAME
Establish the NT Education Tourism Operators Network working group	TNT, Operators, PWCNT, DE, DoB, PA	April/May 2014
Facilitate 'curriculum to tourism' mapping of suitable, relevant tourism experiences	DE, DoB, TNT, Operators, consultant	April/May 2014
Develop capacity building programs, including grants, education and training seminars and business clustering opportunities to drive experience development and enhance quality	DoB, TNT, DE, Operators	April 2014 ongoing
Conduct industry workshops to advise opportunities, explain curriculum requirements, assist with product mapping, and promote funding and other grant programs to drive product development	TNT, TTE, TCA, DE	April/May 2014
Build alliances between the tourism industry and other sectors to drive experience development and packaging opportunities for education segments	DoB, TNT, DE, ACARA	January 2014 ongoing
Work across stakeholder groups to influence policies and strategies to address supply side constraints impacting the growth of this sector	TNT, DoB	March 2014 ongoing
Work across various government departments to seek out any assistance that can be provided to operators to ensure credentials to work in this market are sufficient	TNT, DoB, DE	May 2014 ongoing

Table of acronyms: ACARA - Australian Curriculum Assessment and Reporting Association

DE - Department of Education

DoB - Department of Business

NTG - Northern Territory Government

PA - Parks Australia

PTA - Professional Teachers Association

PWCNT - Parks and Wildlife Commission of the Northern Territory

RTO - Regional Tourism Organisation

TCA - Tourism Central Australia

TNT - Tourism NT

TTE - Tourism Top End

2. Foster productive collaboration across stakeholder groups to drive continuous improvement in addressing the needs of the education tourism sector

School education tourism involves many stakeholders from a wide range of organisations. Tourism NT will identify those stakeholders, provide a conduit between them, and share insights and knowledge openly to ensure a coordinated approach to this market. Stakeholders will be from NT government, Commonwealth government, private enterprise, research and educational institutions, charity organisations and Indigenous corporations.

ACTION	RESPONSIBILITY	TIMEFRAME
Establish a working relationship between Tourism NT and the NT Education department, other educational institutions and education professionals	TNT, DE, PTA, DoB	January ongoing 2014
Identify partners within the industry	TNT	December 2013 ongoing
Conduct regular workshops to share progress, insights and best practice solutions to further enhance the NT's school education tourism offering	TNT, DE, DoB, others	April/May 2014 ongoing
Provide a connection between tour operators and The Duke of Edinburgh's Awards' program for Adventurous journeys	Tourism NT, Awards program, NT operators	February 2014 - completed

3. Position the Northern Territory as one of Australia's leading education tourism region for Years 6 - 10 students

Armed with a suite of tourism experiences aligned to the Australian Curriculum, and a collaborative industry able to deliver school excursions and a range of appealing visual assets, Tourism NT will coordinate a program of activities to build awareness of our destination's education tourism strengths to take to educators. Tourism NT will implement a series of road shows in our core markets, coordinate familiarisation visits by educators, and attend a range of conferences and trade shows to promote the NT's education tourism offering for the benefit of all stakeholders in this sector.

ACTION	RESPONSIBILITY	TIMEFRAME
Provide accurate information and tools to aid in excursion planning to address perceived barriers to travel and connect educators with tourism suppliers	DE, TNT, NTG	April 2014 ongoing
Develop and implement a marketing plan targeted at educators that positions the NT as one of the leading education tourism destinations and promotes the aligned education tourism product on offer	TNT, RTOs	April/May 2014 ongoing
Attend education sector conferences, trade shows, and other relevant events to promote the NT's education tourism offering	TNT	1 per year
Coordinate NT operator road show to promote the NT to educators	TNT, DE (NT), PA, PWCNT	2015 tentative - possibly 2016
Conduct familiarisation visits for educators	TNT, RTOs, operators	Sept 2014
Establish a brand for NT Education Tourism to enable future self-management and development	TNT, DoB, DE, Consultants, operators	2018

4. Represent the Northern Territory's school education tourism interests at the national level

Tourism NT will take a lead role in lobbying Commonwealth agencies, educators, aviation partners and other stakeholders whose operations and policies are likely to have an impact on the school education tourism operating environment in which we operate. This could include, but will not be limited to, increasing student friendly accommodation, addressing affordability factors in regards to access to the Territory, and establishing an education tourism student rebate for travel costs.

ACTION	RESPONSIBILITY	TIMEFRAME
Gather, analyse and disseminate data that demonstrates the value of the education tourism sector to the visitor economy of the NT	TNT, RTOs, DE, DoB	June - Ongoing
Lobby access providers to consider the unique needs of the education tourism market	TNT, DoB, RTOs	Ongoing
Work across whole of industry and government to develop an education tourism student rebate program to assist with offsetting costs of travelling to the NT	TTE, TCA, TNT, PWCNT, PA, DCM	Ongoing - secure by end of 2015

EVALUATION

EVALUATION

The activities outlined in the Australian School Education Tourism Activation Plan will help achieve the strategic requirements identified in Tourism Vision 2020, namely to grow the value of the tourism sector, improve the visitor experience, address supply side constraints, improve business sustainability and adopt a whole of Territory approach.

The Activation Plan will be a living document, guiding the ongoing development of the education tourism sector.

Throughout 2014, the work carried out by Tourism NT and the other stakeholder groups will concentrate on developing relevant tourism experiences and assisting the industry to align those experiences with the Australian Curriculum. Upon this solid aligned experience foundation, the education tourism sector will be able to grow as new markets are attracted to the NT, not only for the range of experiences available, but because those experiences deliver essential education outcomes.

The plan will be reviewed annually and updated to maintain the momentum required to achieve the long term vision of establishing the NT as one of the leading school education tourism destination in Australia. Results will be captured and included in Tourism NT's annual reporting on progress made in implementing the Tourism Vision 2020 strategy. Throughout this process, new stakeholders may be identified; new partners involved and new opportunities may be presented that enable the school education tourism sector in the NT to flourish.



ACKNOWLEDGEMENTS

On behalf of Tourism NT and Department of Business we would like to thank the following organisations for assisting us to achieve a strong research based activation plan for the Australian school education tourism market. Your support and ongoing commitment to this initiative provides the NT with a solid foundation for future opportunities in this area.



Department of Education

