



CENTER FOR ADVANCED STUDIES IN TOURISM

Executive Summary – ATRIUM PLUS

Analysis of learning and leisure gaps in existent school tourism products and assessment of ATRIUM GO! cross-border study visits

Executive Summary – ATRIUM PLUS	1
Introduction.....	2
Retrospective analysis of school trips in the upper secondary schools located in the partners areas (Q1).....	3
Premise	3
Destinations	4
Costs and expenses.....	5
Relevance to the school learning programme	6
Before departure.....	6
During the trip.....	7
After the trip.....	7
Students’ perception of their city as a cultural tourist destination and of ATRIUM heritage.....	9
Analysis of “ATRIUM GO!” study visits (Q2).....	12
The trip	12
Before departure.....	12
During the trip.....	12
After the trip.....	13
The workshops	14
The trip as a whole	14
Students’ perception of the visited city as a cultural tourist destination and of ATRIUM heritage....	15

ANNEXES

- Data analysis Forlì 1Q
- Data analysis Ferrara 1Q
- Data analysis Zadar and Labin 1Q
- Data analysis Italian schools Outbound 2Q
- Data analysis Croatian schools Outbound 2Q



CENTER FOR ADVANCED STUDIES IN TOURISM

Introduction

This executive summary is prepared by the Center of Advanced Studies in Tourism of the University of Bologna to serve the implementation needs of the ATRIUM PLUS Project, financed by the cross-border cooperation programme INTERREG V-A Italy – Croatia 2014-2020. ATRIUM PLUS was financed under the specific objective of making natural and cultural heritage a leverage for sustainable and more balanced territorial development. Aim of ATRIUM PLUS is to capitalize the previous experiences that brought to the establishment of ATRIUM Cultural Route and in particular *to activate a pilot cross-border programme of study visits* involving schools located in the cities taking part in the project. In so doing, ATRIUM PLUS tests the potential of the ATRIUM Cultural Route in terms of both cultural tourism and of educating the new generations as responsible and informed tourists of the future. The project involves 5 partners representing the cities of Forlì, Ferrara and Bari in Italy, and Labin and Zadar in Croatia.

Work Package number 3 was aimed at the Establishment of the cultural and tourism itineraries and was led by the Municipality of Forlì. In order to implement the objectives of this Work Package, a Roadmap for the realisation of a common framework of positioning, branding and managing cultural and tourism itineraries consistent with the ATRIUM Cultural Route principles was proposed by the WP leader together with the Center for Advanced Studies in Tourism. Among the activities undertaken, two set of questionnaires have been planned and administered to upper secondary school students and teachers in the ATRIUM PLUS partners areas. *A first questionnaire (Q1) was administered with two aims: the first, to identify learning and leisure gaps in existent school tourism products* by asking students and teachers to answer a set of questions with reference to the last *cultural tourism school visit of at least two nights out* that they had undertaken in the previous school year (2017-2018)¹; the second, *to assess youngsters' average knowledge and awareness of ATRIUM-related heritage*.

The same questionnaire has been repeated at the end of ATRIUM PLUS cross-border study visits in 2019 (Q2), that is to say after students had the chance to experience the ATRIUM PLUS school tourism product. In so doing, the learning and leisure potential of the ATRIUM PLUS prototype of a tourist product – by now called ATRIUM GO! – could be assessed and serve to give suggestions towards the final format.

¹ It shall be noted that while students in Italian upper secondary schools generally take school trips of one or more overnight stays all along the school cycle (from the first year to the fifth year), students in Croatia are generally engaged in daily school trips in the first years of upper secondary school cycle, then they took part in a one or two nights school trip in the year before the last one, and in the last year they take a trip of one whole week, also known as graduation trip.



CENTER FOR ADVANCED STUDIES IN TOURISM

In sum, 11 upper secondary schools located in the Italian partners areas (Forlì and Ferrara) and 2 upper secondary schools located in the Croatian partners areas (Labin and Zadar) participated in questionnaires administrations.² The total number of teachers surveyed is 28 in Italy and 9 in Croatia. The total number of students surveyed on their previous school tourism trips is 245 in Forlì (11 classes) and 288 in Ferrara (19 classes) for a total of 533 students in the areas of the Italian partners. As for the areas of Croatian partners, the total number of students surveyed on their previous school trips is 143, 105 in Zadar (3 classes) and 38 in Labin (1 class). The size of these data is consistent with the total amount of the students' population in the different partners' areas.

The second questionnaire, aimed at testing the prototype of an ATRIUM tourist product, has been administered to the total amount of students attending the cross-exchange trips. That is to say 66 Italian students and 56 Croatian students. Students from Forlì (20, G. B. Morgagni school) visited Bari; students from Bari (17, G. Salvenimi school) visited Labin; students from Ferrara (29, G. B. Aleotti) visited Zadar; students from Zadar (35, Franjo Petrić) visited Forlì; and students from Labin (21, Mate Blažina) visited Ferrara. This means that a total of 122 students have been involved in *the pilot cross-border programme of study visits* activated through the project.

The surveys were completed between October 2018 and February 2019 as for the first questionnaire, while the second one was administered in the weeks just following the cross-border study visit in Spring 2019.

Retrospective analysis of school trips in the upper secondary schools located in the partners areas (Q1)

Premise

Students in Italian upper secondary schools generally take school trips of one or more overnight stays all along the school cycle (from the first year to the fifth year). On the contrary, students in Croatia are generally engaged in daily school trips in the first years of upper secondary school cycle, then they took part in a one or two nights school trip in the year before the last one, and in the last year they take a trip of one whole week, also known as graduation trip. This difference in the schedule and aim of school trips in the two countries shall be taken into account when considering the results collected.

² The schools of Bari didn't participate since the partner declared that too little schools in the city engage in a school trips of at list two days.



CENTER FOR ADVANCED STUDIES IN TOURISM

Destinations

All the schools that took part in the survey chose a European destination for their cultural tourism school trip in 2017/2018. In Italy, domestic destinations equal in number international destinations. Among the former, the most chosen destinations are the traditional “city of arts”, with Rome ranking first. Others include: Naples, Florence, Mantua and Milan. The most chosen destinations abroad include Krakow, Berlin, Arles, Munich, Sarajevo and Greece, with Munich and Budapest ranking first. Munich and Krakow are often used to visit memory sites as connected with traumatic experiences of the 20th century, such as camps. It shall be noted that one class in Forlì opted for a transborder trip between Italy and Slovenia. The most chosen destination in the Croatian counterparts, are Prague, Spain and Italy, in this last case with the specific aim of visiting city of arts such as Verona and Venice, but also include Gardaland, a famous amusement park not distant from the Garda Lake.

Italian teachers mostly agree that the destination of the trip has been chosen on the basis of a principle of consistency with the school learning programme, while an unsatisfactory level of agreement was reached with reference to the other items proposed. This is not the case in Croatia, where the claim that collected the greater agreement among teachers concerns more practical reasons, such as the price and the need to take more than a single class to the same excursion.

The teachers were given the option to also provide other reasons for the selection of the destination if they thought there were any. Among Italian teachers these were: the attribution of the choice to an experience of *alternanza scuola-lavoro* (similar to a training stage), the winning of a European project and the possibility of visiting a company. Among Croatian teachers, these were: previous trips to a certain destination and positive student impressions of it or even students’ suggestions.

From a learning point of view, the themes and purposes of the trip mostly fall within the field of history and art history with a prevalence either of the Greek-Roman or the 20th century in Italian schools. It worth noticing that in the case of the Ferrara schools, the topic of postmodern architecture also emerges as a less classic theme. For Croatian schools, themes and purposes of the trip mainly concerned advancing the knowledge of seaside tourist and heritage cultures, but cultural-historical landmarks of important European city of arts (Venice, Verona or Dresden) are also mentioned. It worth noticing, that a Croatian teacher listed the aim of exploring a trans-border connection, such as the one between Venice and Croatian writers.

In the schools surveyed, cultural tourism school trips in 2017/2018 had a minimum duration of 2 nights and a maximum of 5 nights. The average length of stay is 3 nights in Forlì and 4 nights in Ferrara. As for Croatian



CENTER FOR ADVANCED STUDIES IN TOURISM

schools, trips lasted from 1 night to 7 nights. Most of the trips included from 5 to 7 overnight stays (75%). It shall be noticed with this regard that school trips in the last year of upper secondary schools in Croatia have less an educational role and more an entertainment one, especially as they are “graduation trips” taking place at the end of the year (which by no means mean that they do not include also cultural activities and cultural excursions). This is reflected not only in the length of the trip (which is longer than in Italy) but also in the choice of the destination (seaside coastal destination in the Mediterranean region, amusement parks such as Gardaland, or central European capitals such as Vienna or Prague).

The most used means of transport is the bus both in the case of Italian and Croatian schools and there is also a case of bus-boat combination in both cases. As regards the type of accommodation, the hotel prevails in both cases.

The collection of travel organization offers has mainly included travel agencies and tour operators specializing in school trips followed by travel agencies and local tour operators both in the case of Forlì and Ferrara. In the Croatian case, most teachers responded to rely on travel agencies and tour operators specializing in school trip while half of them responded to rely on travel agencies and tour operators that had been used in the previous years.

Both in Italy and Croatia, teachers declare that the main motivation behind the final choice on the destination of the school trip is the cost. In Forlì and Ferrara, teachers declared also that the main motivation was due to an internal suggestion, while in Croatia some teachers stated that the motivation was based on students’ suggestions. In fact, students’ and families’ requests (for instance in terms of destination final choice) are taken in consideration in Croatia more than in Italy.

According to the teachers, 93% of students in Forlì and 64% of students in Ferrara took part in the trip. In the Croatian case, the average participation was higher than the 90%.

Costs and expenses

According to the teachers, the average cost of the school trip they undertook in 2017/2018 was between 275 and 300 € as Italian schools concern. In Croatia, the cost ranged between HRK 1,100 (150 € approx.) and HRK 6,000 (810 €), but it worth considering that the number of nights spent varied more than in the Italian case (with significant longer stays). The trip was financed by families both in Italy and Croatia. Only in one case, in Forlì, a small contribution derived from a project the class was involved with during the year, which contributed to financing the final cost of the trip.



CENTER FOR ADVANCED STUDIES IN TOURISM

According to the students, their extra expenses ranged from 50 to 100 €. Croatian students spent more: 47% of them declared to have spent more than 150 € (but again we have to consider that their trips are on average longer than in the Italian case).

Relevance to the school learning programme

All the students involved in the survey (Italy and Croatia), declared that the journey was mostly related to the school learning programme (>70%).

Before departure

Italian teachers agree that the trip was organized by them in agreement with the Class Council, an agreement that is reflected in the students' perception. The claim that shows less agreement among teachers concern the choice of the itinerary "by discussing it with the parents" (1.5 – on a scale 1-5 where 1 is the lowest and 5 the highest agreement level – both in Forlì and in Ferrara). The other statements do not collect a particular agreement or disagreement. The situation seems to be pretty different in Croatia where the most agreed claim concerns the selection of the trip itinerary in discussion with students' parents (4.6). Croatian teachers agree that the visit and the trip itinerary were organized in cooperation with the students (4.2) and that time was spent to prepare the visit in the classroom (4.0). Differently than in Italy, in Croatia, teachers disagree on the fact that they may have organized the visit independently (1.0), pinpointing for a very different attitude in front of the destination selection and the trip organization than in Italy. Students answers reflect teachers answers in both cases.

Italian and Croatian teachers believe that in the classroom cultural and historical aspects of the trip were studied in depth (the rate is 4 in both cases). Students seems indifferent to this claim both in Italy and Croatia. Teachers agree that the environmental and natural aspects of the excursion were explained in the classroom in Croatia but this is not the case in Italy, where the claim raises indifference. Previous study of the scientific or sport-related aspects of the trip, and the creation of work groups or assignment of tasks to be performed during the trip, do not receive any agreement in Italy, while in Croatia the claims related with these statements raise indifference among teachers.

Students declare that they have mostly deepened their knowledge of the journey before departure: in all surveys, both in Italy and in Croatia, positive answers exceed 50%. This has mainly meant searching on the web or talking to teachers in Italy, while in Croatia the first option is "talking to friends". The most consulted



CENTER FOR ADVANCED STUDIES IN TOURISM

website for obtaining information is Wikipedia, while among the Apps the most cited is Instagram (in addition to the generic Google).

During the trip

In Ferrara (4.8) and in Croatia (4.3) teachers tend to agree that professional guides were used during the trip, while less agreement is shown by teachers from Forlì (3.9). Students answers are in line with those of teachers, except in Ferrara where students are slightly more indifferent to the claim than their teachers (3.7). Teachers from Ferrara and from Croatia tend to agree that most of the topics dealt with before the trip were faced during the trip (3.8 in Ferrara, 3.9 in Croatia). Teachers from Forlì are close to indifference (3.7). Students seems indifferent to this claim both in Forlì (3.1), in Ferrara (3.0) and in Croatia (3.1). The other claims do not receive agreement neither among teachers nor students (“the teacher personally implemented the guided tour for the students”, “some thinking activities were organized during the excursion”, “the students were assigned tasks they had to complete upon returning from the excursion”). Two of the claims that reach less agreement among teachers are those concerning the involvement of students as guides for their colleagues (2.6 in Forlì, 1.8 in Ferrara, 2.2 in Croatia) and the involvement of students in educational workshops (1.9 in Forlì, 2.5 in Ferrara, 2.4 in Croatia.). Disagreement is also reflected in student answers.

During the trip the students continued to deepen their knowledge of the destination and the theme of the trip to a greater extent than before departure, mainly using the same sources. Again, Croatian students first spoke to their friends. However, now the order of other information channels changes. Now, next comes speaking to teachers, then collecting information from tourist guides and from the web took only the fourth spot. Forlì emerges as an exception, since tourist guides are also reported as a significant source for further information.

After the trip

Ferrara teachers agree on having made an evaluation of transport, meals and accommodation in Italy, while in Forlì all the claim proposed in this section mainly raise indifference or indifference/disagreement. Both in Italy and Croatia, teachers disagree about having administered a post-visit graded test in order to check what students had learned during the visit (the rate is about 2). However, we can note that the claim “the excursion was the topic of verbal presentations of observations, no grades” got 3.7 in Croatia. In the case of Croatia, students’ answers mirror teachers’, but they generally agree slightly less to all the claims proposed in this section.



CENTER FOR ADVANCED STUDIES IN TOURISM

Teachers substantially agree on all the claims concerning the satisfaction of the trip, ranging from “the trip represented a socializing moment for the students”, “the trip represented a moment to socialize with teachers”, “students are happy with this experience”, “the trip, as a whole, was satisfactory”, “the accommodation was satisfactory”, “study trips are indispensable learning moments”, “the choice of destination proved to be effective considering the learning goals” (always greater than 4 both in Italy and Croatia). Indifference was raised by the claim concerning the satisfaction on the quality of meals and the importance of having left some free time to students. In Croatia only, teachers seem to disagree that the trip was a learning experience for students (2.6), while in Italy it is agreed upon this claim (4.5 among teachers from Forlì and 4.6 from Ferrara).

In the case of students, the level of agreement is slightly different. If almost all the proposed claims raise agreement (the rate is greater than 4) in Italy, it should be noted that the claim raising most agreement is “educational trips are an indispensable moment of school life” both in Forlì (4.7) and Ferrara (4.6). Students are more indifferent towards the choice of destination proving to be effective considering the learning goals (3.7 in Forlì, 3.9 in Ferrara). In Croatia, students gave the highest average score to the claim testing the importance of having some free time left during the trip (4.6), directly followed by the claim stating that the trip represented a socializing moment for them (4.5).

Both Italian and Croatian teachers agree that the trip has contributed to improving the relationship among students, among teachers, and between students and teachers. Teachers also consider that the trip contributed to improving their personal growth, and they also agree, to a minor extent, on the contribution of the trip to the scientific-cultural training of the teacher him/herself.

Italian students agree that the trip has contributed to improving the relationship with their schoolmates (the rate is greater than 4), while they agree to a minor extent to the trip contributing to improve their personal growth or the relationship between students and teachers. The claim connecting the trip to the improvement of students’ scientific-cultural training raises indifference in Italy. Croatian students believe that the excursion helped them mostly improving the relationship among them (4.2), followed by the relationship between students and teachers (3.7).

Both Italian and Croatian students strongly agree that what they liked most about the trip was visiting new cities (4.5 in Forlì and in Ferrara, 4.6 in Croatia) but also spending time away with their school mates (4.5 in Forlì, 4.3 in Ferrara, 4.5 in Croatia) and doing an experience away from home (4.4 in Forlì, 4.5 in Ferrara, 4.2 in Croatia). They didn’t like the workshops carried out during the trip (which in most cases, according to what the professors declared, have not even experienced). As a result of the open question, some students



CENTER FOR ADVANCED STUDIES IN TOURISM

have specified that *what they liked most about the trip is connected to having fun*, the possibility of enriching their culture and still spending time with friends, and – in the Croatian case – food.

Italian students agree on the general satisfaction of the trip as a whole (4.2 both in Forlì and Ferrara). Specific items for satisfaction include the group of people they went with (4.4 in Forlì, 4.3 in Ferrara), followed by fun (4.2 both in Forlì and Ferrara), the destination (4.2 in Forlì, 4.2 in Ferrara) and the information received (3.9 in Forlì, 4 in Ferrara). Italian students show indifference towards their satisfaction with respect to accommodation (3.1 both in Forlì and Ferrara), transport (3.5 in Forlì, 3.3 in Ferrara), safety (3.7 in Forlì, 3.5 in Ferrara) and cultural activities (3.6 in Forlì, 3.6 in Ferrara) while they are generally not satisfied about meals (2.7 in Forlì, 2.1 in Ferrara). Croatian students were the most satisfied with the destination (4.5), followed by the group of people they went on the excursion with (4.2), then fun (4.1) and safety (4). They agree on the general satisfaction of the trip as a whole (the rate is 4.1). The rate of cultural activities and received information is 3.8, while the other claims are closer to indifference (food rates 3.6, means of transport 3.6, accommodation 3.5)

Regarding the role of fun in the trip overall judgment, in Italy the distribution of the scores is asymmetrical towards high values of the distribution. This means that Italian students tend to see fun as an important part of the general appreciation of the trip. The average value is about 72. Similarly, in Croatia, approximately 65% of students listed values higher than 60.

Students' perception of their city as a cultural tourist destination and of ATRIUM heritage

Forlì, Ferrara and Labin are part of the ATRIUM Cultural Route since 2014. Students of these cities have been surveyed in order to understand their own perception of these cities as cultural tourism destinations and their own perception of ATRIUM cultural heritage.

These three cities have a very different tourist profile. It is no coincidence that in Ferrara students are prone to suggest their city as a possible school trip destination or even for a small holiday (81% for the first option, 69% in the second). On the contrary, in Forlì students are less prone (52% for the first option, 42% in the second). Labin is considered an excellent destination for a small holiday (79%), but less for a school trip even though this is an option (63%).



CENTER FOR ADVANCED STUDIES IN TOURISM

Students have also been asked to choose among a list of attractions that they would suggest visiting in the city where they go to school. In Forlì students suggest visiting the San Domenico Museums (47.2%) followed by churches (26.2%). Rationalist buildings rank third (13.5%). It should be noted that some of the schools surveyed are located within ATRIUM buildings and students may have a specific sensitivity towards this topic. Students have also had the possibility to openly list some attractions they would suggest visiting, a chance taken by 43 students out of the 245 surveyed. In this case they listed the historic centre (30.2%), but also the surrounding area, the fortress of Caterina Sforza, food and beverage venues, and the parks.

In Ferrara students suggest visiting the castle (42%) followed by buildings from the 20th century (24%). In this city it was preferred to use this wording (“buildings from the 20th century”) because confining ATRIUM-related urban architecture into one style (namely, Rationalism) would have been very partial. Churches rank third (22%).

In Labin students suggest visiting the mining tower (*šoh*) (60%), followed by the “house of the lamps” (*lamparna*) (54.3%) – that is to say one of the buildings of the former mine now home to a space for performance – and the civic library (48.6%). The Church Our Lady of Fatima ranks fourth (42.9%). Students have also had the possibility to openly list some attractions they would suggest visiting, a chance taken by 11 students out of the 35 surveyed in Labin. Rabac, the close-by seaside resort town that is actually part of the Municipality of Labin, was the mostly quoted attraction among the free entries (4 out of 11).

In Forlì and Ferrara, students declare that they are used to educational study visits in the city where their school is. In Forlì nearly half of them would say they often have study visits, and the other half would say sometimes. In Ferrara one third would say they often have study visits, and two thirds would say sometimes. In Labin, only one fifth of the students would say often, while three quarter would say sometimes. In Labin students are less used to use their own city as a study visit environment.

Students have been asked how they have learned about the history of their city. In Forlì and Ferrara most of the claims proposed (“visiting exhibition or other cultural activities in town”; “thanks to my family”; “history lessons at school”) mainly raise indifference. In fact, students all disagree with the claim about not being familiar with the history of their city (1,5 both in Forlì and Ferrara on a 1-5 scale). This is similar in Labin, where as many as 65% of the students disagreed about not being familiar with the history of their city. In Labin, students have learned about their city via history lessons at school.

The students of Forlì, Ferrara and Labin are aware of the fact that there are many important buildings for the history of architecture (the percentage of positive responses is higher than 88%) in the city where their



CENTER FOR ADVANCED STUDIES IN TOURISM

school is. Both in Forlì and Ferrara, half of the students recognizes that the style of these buildings is connected to an important architectural movement called Rationalism. In Labin, 74% of students show this awareness. This is consistent with the fact that Rationalism is the most evident architectural style in this city much more than in Forlì and Ferrara.

Similarly, the students of Forlì, Ferrara and Labin are all aware of the fact that in these cities there are many important buildings for the history of architecture that date back to the Fascist period. Nearly everybody is aware of that in both Forlì and Labin (97%), a little less in Ferrara (88%).

The Rationalist style buildings in the three different cities are considered of some interest for students in Forlì and Labin, where 68% and 69% respectively of students would like to know more about them. In Ferrara students are even more curious about them (78%).

Students have been asked to consider the landmarks that are most representative of the cultural identity of their city. In Forlì they have pointed out to the Museums of San Domenico in 37.6% of the cases (which therefore emerge not only as a potential tourist attraction but also as an identitarian landmark identity), followed by the Abbey of San Mercuriale (25.6%) and the Duomo (24.2%). “Modern architecture” (according to the wording of the item in the questionnaire) ranks fifth with 2.1% of overall suggestions. Once asked to freely list other identitarian landmarks, students report Piazza Saffi and the outlying districts of Forlì.

In Labin, students respond by indicating the mining tower (*šoht*) in 74.3% of the cases, followed by the administrative buildings of the former mine (48.6 %) and the national museum (42.9%).

Finally, the recognition of the terms Fascism and Rationalism in students was also assessed. Students agree that Fascism was a totalitarian regime (on a 1-5 scale the rate is 4.3 in Forlì, 4.0 in Ferrara, 4,1 in Labin) and they hardly confuse it with Rationalism. The request of verification (“Fascism was a form of non-democratic government”) collects a lower score in Forlì (4.0) and Ferrara (3.6) and a higher score in Labin (4,3), revealing the existence of a small percentage of students according to which the two words “totalitarian” and “non democratic” don’t overlap. As far as Rationalism concerns, they know the existence of this architectural movement in the city where their school is. In addition, they disagree on Fascism being an architectural movement (2 both in Forlì and in Ferrara and 1,5 in Labin). In conclusion, students’ awareness about Fascism and Rationalism is pretty good.



CENTER FOR ADVANCED STUDIES IN TOURISM

Analysis of “ATRIUM GO!” study visits (Q2)

The trip

Most of the Italian (89%) and Croatian (87.5%) students that have taken part in the cross-border study visits organised in the framework of ATRIUM PLUS – by now called “ATRIUM GO!” – consider the trip consistent with what they have studied at school. *Both Italian and Croatian students consider that the topics touched upon during the study visit are a) the rise of totalitarian regimes in the 20th century; b) contemporary art history; c) Italian and Croatian human and physical geography.* Topic a) scores 39.5% among Italian and 57% among Croatian; topic b) scores 22.6% among Italians and 17.2% among Croatians; topic c) scores 17% among Italians and 9% among Croatians. This suggests that trips in Ferrara and Forlì have focussed more on the rise of totalitarian regimes in the 20th century than the other trips. All in all, the results suggest that the specific thematic characteristic of ATRIUM GO! Has been perceived by students.

Before departure

Students were asked if they have expanded the knowledge on the tourist destination they were going to visit, as well as the topic the specific study trip would have touched upon. The answer is positive in 77% of cases among Italian students and in 57% of cases among Croatian students.

If we compare the results of Q2 with those of Q1 we notice that there is a higher number of Italian students that have expanded their knowledge before departure in the case of ATRIUM PLUS study visit than in their previous experience (58.2% in Forlì, 63% in Ferrara in Q1), while the Croatian results are in line with Q1 (56%).

Knowledge has been expanded mainly by searching the web (43,8%), followed by talking with teachers (22.5%) and with parents in Italy (23.6%). This latter option did not emerge as significant in Q1 (17.4% in Forlì, 12% in Ferrara in Q1). Croatian students have talked to teachers (56.3%), and only secondly searched the web (28.2%), which again are different answers than in Q1 (the first option was “talking to friends” in Q1).

During the trip



CENTER FOR ADVANCED STUDIES IN TOURISM

During the trip, Italian students continued to deepen their knowledge of the destination and the theme of the trip to a greater extent than before departure. In this case, the share of students that have expanded their knowledge during ATRIUM GO! study visit is higher than in their previous trips (88% in Italy in Q2, while it was 78.3% in Forlì and 71% in Ferrara in Q2). In this case, they relied on talking to teachers, searching the web, or reading tourist guidebooks. The case is different in Croatia, where 52% of students didn't deepen their knowledge of the destination and the theme of the trip during the trip (56% of them had done so in Q1). Those who did, did it by talking with teachers or relying on tourist guidebooks.

After the trip

After the trip, Italian students significantly agree on all the claims that have been proposed: “educational trips are an indispensable moment of school life” (4.7); “the trip represented a socializing moment for the students” (4.6); “having had some free time during the trip has been important” (4.6); “the trip represented a moment to socialize with teachers” (4.3); “the trip has been an ‘educational’ experience for us” (4.2). The claim resulting in less agreement is “the choice of destination was effective in terms of the educational goals”, which by the way rates 3.8. These results are in line with those of Q1.

Croatian students agree that “educational trips are an indispensable moment of school life” (4.5) and that “the trip represented a socializing moment for the students” (4.6). They also agree on “the choice of destination was effective in terms of the educational goals” (4.0), followed by “the trip represented a moment to socialize with teachers” (4.0) and “the choice of destination was effective in terms of the educational goals” (4.0). The claim resulting in less agreement is “having had some free time during the trip has been important” (3.6). Croatian answers in Q2, slightly differ from Q1, where students had given the highest average score to the importance of having some free time left during the trip (4.6).

When asked what they liked most of the study visit, Italian students agree on all the proposed claims – “spending some time with my school mates”; “visiting new cities”; “spending time away from home”; “getting to know other cultures”; “spending some times with teachers in an informal environment” (all rated greater than 4). However, *the laboratories or workshops raise only a little more than indifference* (3.6). Croatian students' answers are in line with Italians, including the judgement on laboratories and workshops, which in this case gets 3.2. However, this judgment is higher now than as in Q1, where students didn't like workshops carried out during the school trip (which in most cases, according to what the professors declared, have not even experienced).



CENTER FOR ADVANCED STUDIES IN TOURISM

As a result of the open question, some students have specified that what they liked most about the trip was connected to *getting to know students from other cities* – which is consistent with the spirit of the cross-border study visit they experienced, during which they had the chance to meet students in the partner towns.

The workshops

As workshops are an important part of ATRIUM GO!, a further question has been posed to assess this item. Italian and Croatian results are in line, with the proposed claims reaching a moderate agreement. Among Italian students, the two claims that reach higher agreement states that *workshops stimulated* the following aspects: “*a different method to experience a tourist trip*” (4.1) and “*effective participation of all class members* in the workshop”, while among Croatian students these are “*a different method to experience a tourist trip*” (4.1) and “*development of skills that differ compared to those in the school curriculum*” (4.0). Looking at the means value for this question it is possible to say that the workshop that has been more able to stimulate topical aspects is the one held in Forlì (4.6), followed by the one in Labin (4.1) and Bari (4.0). Zadar gets 3.6 and Ferrara 3.5.

To students that have answered more than 3 to the claim concerning the ability of the workshop to stimulate the development of skills that differ compared to those in the school curriculum, it was asked to openly specify the nature of these skills. In the Italian case, these can be summed as skills related with *intercultural dialogue; critical analysis of urban architecture; ability to speak up in public; transversal learning through guided tours; group work; experimentation with technologies*. In the Croatian case the skills different than the ones in the school curriculum that have been stimulated through the workshop are: *contextual learn by doing; intercultural dialogue; foreign languages in practice; experimentation with technologies*. These suggestions pinpoint that workshops have had much in common in the five different destinations, except for the stress on the critical analysis of urban architecture which has been probably more touched in the workshops in Labin, Zadar and Bari than in Forlì or Ferrara.

The trip as a whole

Students have been asked to assess the major contribution of the trip. Both Italian and Croatian students agree on the fact that the trip has contributed to improve the relationship among them, and between them and teachers, as well as to improve their personal growth. The claim connecting the trip to the improvement of students’ scientific-cultural training collect slightly less agreement, which by the way is not yet indifference (3.8 – 4.0). These results are in line with Q1.



CENTER FOR ADVANCED STUDIES IN TOURISM

When asked to assess how satisfied they were with reference to specific characteristic of the study visit, Italian students are very satisfied with the company, safety, and fun (the rate is higher than 4). Transport and information also got some agreement (3.9 each), while cultural activities (3.7), the destination (3.6), hospitality (3.5), and food (3.5) are close to indifference. Croatian students show a higher degree of satisfaction, as they significantly agreed on all the claims: the rate is always higher than 4 except for cultural activities (3.9). Only food is close to indifference (3.5). *Both Italian (4.3) and Croatian (4.5) students agree on being satisfied on the trip as a whole. These results confirm a general success of the ATRIUM GO! pilot.*

Regarding the role of fun in the trip overall judgment, Italian students' average value is about 62 (on a scale 1-100), which is 10 points less than in Q1. Croatian students' average value is approx. 71, that is to say 10 points more than in Q1. Trips to Forlì and Ferrara were perceived as more fun than trips in Bari, Labin or Zadar.

Students' perception of the visited city as a cultural tourist destination and of ATRIUM heritage

Students consider that Bari, Ferrara, Forlì, Labin would be suitable destinations for school visits. Zadar, on the contrary, is not considered such suitable: 13 students out of the 29 that visited it would not suggest this city as a school trip destination.

When asked if they would take a short holiday in the destination, the opinion of students is clearer: most of the students would spend a short holiday in Labin or Forlì (more than 80%), less so in Ferrara (66%) or Bari (60%), while only a minority would consider spending a short holiday in Zadar (41%).

The value of the impact of the excursion on the knowledge regarding the ATRIUM destination they visited is moderate both for Italian and Croatian students (about 60%).

Italians students – who visited Bari, Labin and Zadar – are undecided about which attraction they liked most in the ATRIUM destination they visited. On the contrary, Croatian students agree on castles and churches being attractions they liked and museums being attractions that they didn't like. They are undecided about buildings of the 20th century and shops.

Nearly all the *students*, Italians and Croatians, *do know that in the destination they visited there are many important buildings for the history of architecture* (92% and 95% respectively) and so they know with reference with the city they come from (97% among Italian students, 96% among Croatian students).



CENTER FOR ADVANCED STUDIES IN TOURISM

All Italian students know, by the end of their study visit, that some of the buildings in the ATRIUM destination they visited – Bari, Labin and Zadar – are characteristics of the architecture movement called Rationalism. One fifth of Croatian students – who visited Forlì and Ferrara – don't. It shall be considered that many important buildings in Ferrara are not in the Rationalist style. However, all Italian students, which include students from Ferrara, are aware that Rationalist buildings exist in the city where their school is, while one quarter of Croatian students does not know it. All the students involved, Italians and Croatians, are aware that in the destination they visited there are important buildings for the history architecture that date back to the Fascist time, and the same awareness they show with reference to the city where their school is. This seems to show that Rationalism is not recognized as an architectural style in itself, but specific architectural features in the urban landscape are recognized as typical of the Fascist time.

Students who have visited Bari consider Petruzzelli Theater and the neighborhood *Bari Vecchia* as the most representative sites of the cultural identity of that city. Third ranks, at a certain distance, the Palace of the Apulian aqueduct, which is an “ATRIUM” heritage building.

Students who visited Ferrara consider Este Castel (*Castello Estense*) and the Renaissance *Palazzo dei Diamanti* as the most representative sites of the cultural identity of that city. Third ranks, at a certain distance, the *Piazza Ariostea*.

Students who visited Forlì consider modern architecture as the most representative sites of the cultural identity of that city. In Q1, students from Forlì identified as cultural landmark of their own city the Museums of San Domenico, the Abbey of San Mercuriale and the Duomo.

Students who visited Labin consider the administrative buildings in the former-mine (*upravna zgrada bivšeg rudnika*), the extraction tower (*šoh*) and the National Museum as the most representative sites of the cultural identity of that city. This results parallel what students from Labin pinpointed as cultural landmark of their own city in Q1.

Students who visited Zadar consider the Sea Organ as the most representative site of the cultural identity of that city. Second ranks, at a significant distance, the Roman Forum.

Finally, Italian and Croatian students equally agree on Fascism being a totalitarian regime or a non-democratic form of government. Both Croatian and Italian students disagree on the fact that Fascism was an architectural movement. These results are slightly more defined than in Q1.

FORLÌ

Results of retrospective analysis of school trips in
the upper secondary schools located in the
partners areas

Center for Advanced Studies in Tourism
University of Bologna

BLOCK SUL VIAGGIO / ABOUT THE TRIP

- **Q13: La destinazione del viaggio**

Q13: Please indicate the destination of the educational trip

We have already arranged them according to the three codes of "Italy", "abroad" or "crossborder" (see student questionnaire)

	Nr	%
CROSSBORDER	1	6.67
ESTERO	7	46.67
ITA	7	46.67
Total	15	100

- **Q14: Periodo del viaggio**

Q14: Travel period:

The answers have been recoded to pinpoint how many nights out have been taken

Notti	Nr	%
1	1	6.25
2	4	25
3	5	31.25
4	3	18.75
5	3	18.75
Total	16	100

- **Q16: Rispetto al totale della Classe, o delle Classi, quale percentuale di alunni ha partecipato al viaggio?**

Q16: What percentage of students participated in the trip?

Frequency distribution and average value

quale percentuale	Nr	%
80	2	12.5
85	1	6.25
90	2	12.5
92	2	12.5
95	1	6.25
96	2	12.5
98	1	6.25
99	2	12.5
100	3	18.75
Total	16	100

Media= 93.25

- **Q17: Costo medio del viaggio per alunno**

Q17: Average travel cost per student:

Frequency distribution and average value

costo	Nr	%
130	1	6.67
160	1	6.67
175	1	6.67
180	1	6.67
233	1	6.67
250	1	6.67

275	1	6.67
280	2	13.33
328.5	1	6.67
350	4	26.67
450	1	6.67
Total	15	100

Media = 276 euro

• **Q18: Il costo del viaggio è stato finanziato**

Q18: The cost of the trip was financed

Frequency distribution and description of "Other" contents

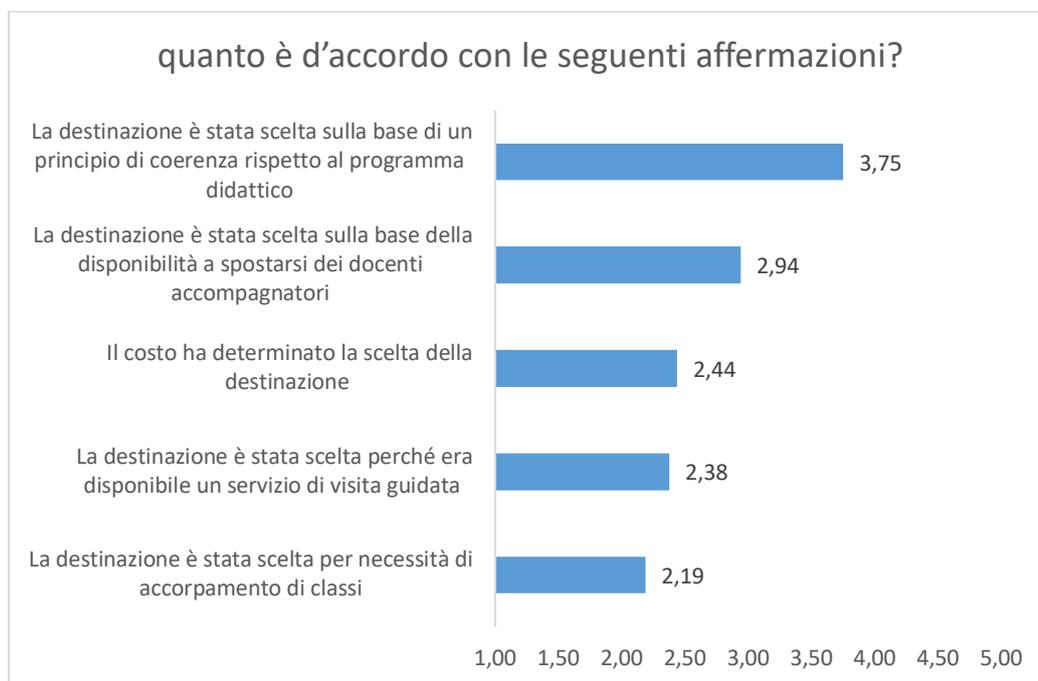
Finanziato da	Nr	%
Totalmente dalle famiglie degli alunni	14	87.5
Totalmente da finanziatori esterni perchè su progetto specifico	1	6.25
Parzialmente dalla scuola		
Altro (per favore, specificare)	1	6.25
Totale	16	100

Altro: Quasi interamente dalle famiglie, con un piccolo contributo derivato da un progetto effettuato dalle due classi nel corso dell'anno

• **Q19: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto è d'accordo con le seguenti affermazioni?**

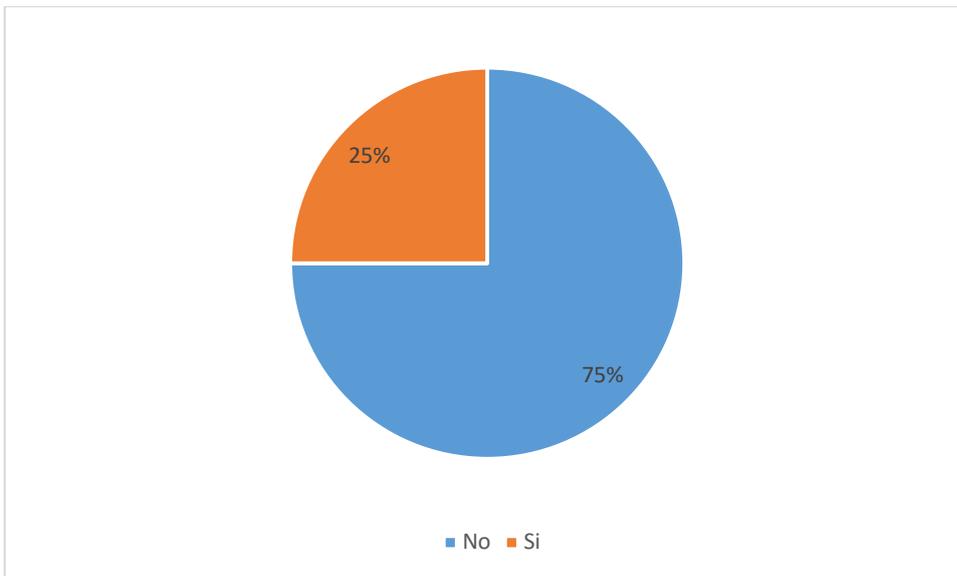
Q19: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

Mean value of each items



• **Q20: Ritieni che vi siano altre motivazioni che hanno sostenuto la scelta della destinazione?**

Q20: Do you think that there are other reasons that have supported the choice of destination:
 Frequency distribution and description of "Yes" contents



SI:

- Vincita di un progetto Europeo
- Possibilità di visita ad un'azienda
- Le richieste delle classi
- Interesse degli studenti

• **Q21: Indichi, per favore, il tema e le finalità del viaggio di istruzione dal punto di vista didattico:**

Q21: Please indicate the theme and purpose of the trip from an educational point of view:

Here we have collected open answers, each one related to specific trips. In the analysis, we have grouped them in order to match the answers with the actual trips that then have been surveyed through the students.

NA1: Arte Greca e Arte Romana

NA2: Visita a luoghi "simbolo" della classicità greca e romana in Italia: la classe coinvolta frequenta infatti l'indirizzo classico.

NA4: Conoscenza storico-artistico-letteraria dei luoghi. Approfondimento scientifico

MANVR: Visita a Mantova e a Verona, attinente al programma di storia, in particolare alla città residenza politica e culturale dello stato moderno, nonché luoghi danteschi e patrimonio artistico

RM2: Visita in alcuni dei luoghi storici e artistici più importanti di Roma

RM2: Il viaggio ha voluto essere una occasione di ampliamento e approfondimento culturale di tematiche affrontate nel corso dell'anno scolastico nelle discipline di religione, storia e storia dell'arte. È stata, inoltre, introdotta una visita agli studi televisivi di Tv2000, in linea con un percorso di comunicazione relativo all'alternanza **scuola-lavoro** a cui i ragazzi avevano partecipato nei precedenti mesi.

TRST: Trieste, la porta sull'Oriente.

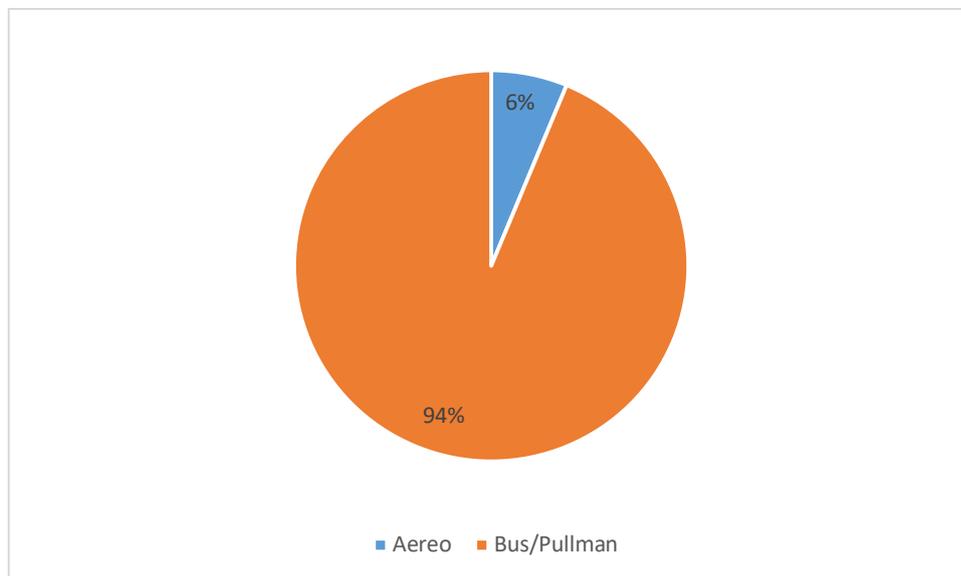
MON: Approfondimento sulla storia e la cultura tedesca ed **europea**, più in generale, tra Ottocento e Novecento; la **memoria della Shoah**; **visita aziendale** alla BMW.

SALI: Dava la possibilità agli alunni di visitare il campo di concentramento di **Mathausen** e Musei dedicati ad artisti contemporanei, in coerenza col programma della classe

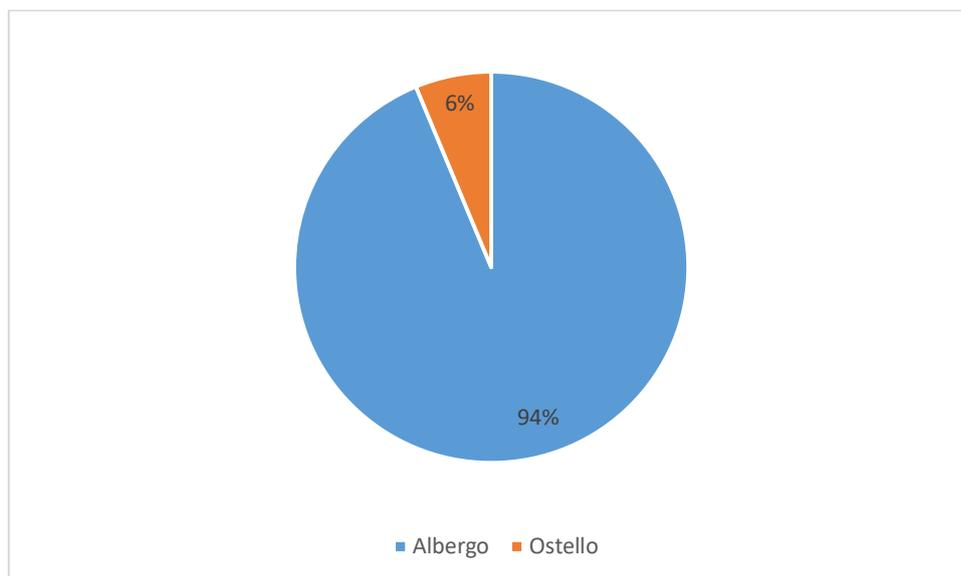
Answers correspondent to trips that have not been surveyed:

- **Approfondimenti aeronautici**
- Visita alla città, ai musei, al campo di concentramento di **Dachau**
- Visita alla città di Torino, ai musei (Palazzo Reale, Risorgimento, Lombroso, Cinema)
- **Viaggio al Parlamento Europeo in seguito alla partecipazione di un progetto di un video Spot in favore dell'Europa.**
- Favorire la socializzazione, visitare luoghi che hanno interessato la trattazione di argomenti in varie materie
- Storia del **Nazismo e dell'Olocausto** (visita Campo di concentramento di Dachau) e **visita aziendale** presso sede automobilistica BMW
- Visita al **campo di concentramento** Visita a Salisburgo Visita a Vienna, città imperiale e ai musei

- **Q22: Indichi, per favore, il mezzo di trasporto principale utilizzato durante il viaggio**
Q22: Please indicate the main means of transport used during the trip:
Frequency distribution



- **Q23: Indichi, per favore, la tipologia principale di alloggio:**
Q23: Please indicate the main type of accommodation:
Frequency distribution



- **Q24: La raccolta di offerte per l'organizzazione del viaggio ha incluso (risposta a scelta multipla):**

Q24: The collection of offers for the organization of the trip included (multiple choice answer):
Absolute and relative frequency distribution of each motivation and total, and description of “Other” contents

	I soluzione	II soluzione	Totale
Agenzie di viaggio / Tour Operator lo..	6.00	2.00	8.00
Agenzie di viaggio / Tour Operator sp..	8.00		8.00
Agenzie di viaggio / Tour Operator ut..	2.00	3.00	5.00
Altro		1.00	1.00
Totale	16.00	6.00	22.00

	I soluzione	II soluzione	Totale
Agenzie di viaggio / Tour Operator lo..	37.5%	33.3%	36.4%
Agenzie di viaggio / Tour Operator sp..	50.0%	0.0%	36.4%
Agenzie di viaggio / Tour Operator ut..	12.5%	50.0%	22.7%
Altro	0.0%	16.7%	4.5%
Totale	100.0%	100.0%	100.0%

Altro/Other: Il viaggio è stato organizzato dalla sottoscritta, appoggiandoci ad una agenzia di viaggi solo per mezzi di trasporto e alloggio

- **Q25: Tenendo in considerazione quanto risposto precedentemente, quale è stata la motivazione principale alla base della scelta finale?**

Q25: Taking into account what was previously answered, what was the main motivation behind the final choice?
Frequency distribution and description of “Other” contents

	Nr	%
Altro (specificare):	2.00	12.50
Costo	8.00	50.00
Suggerimento interno	6.00	37.50
Total	16.00	100.00

Altro/Other: Vicinanza dell'albergo ai luoghi da visitare; Coerenza con la programmazione disciplinare

BLOCK PRIMA DELLA PARTENZA / BEFORE DEPARTURE

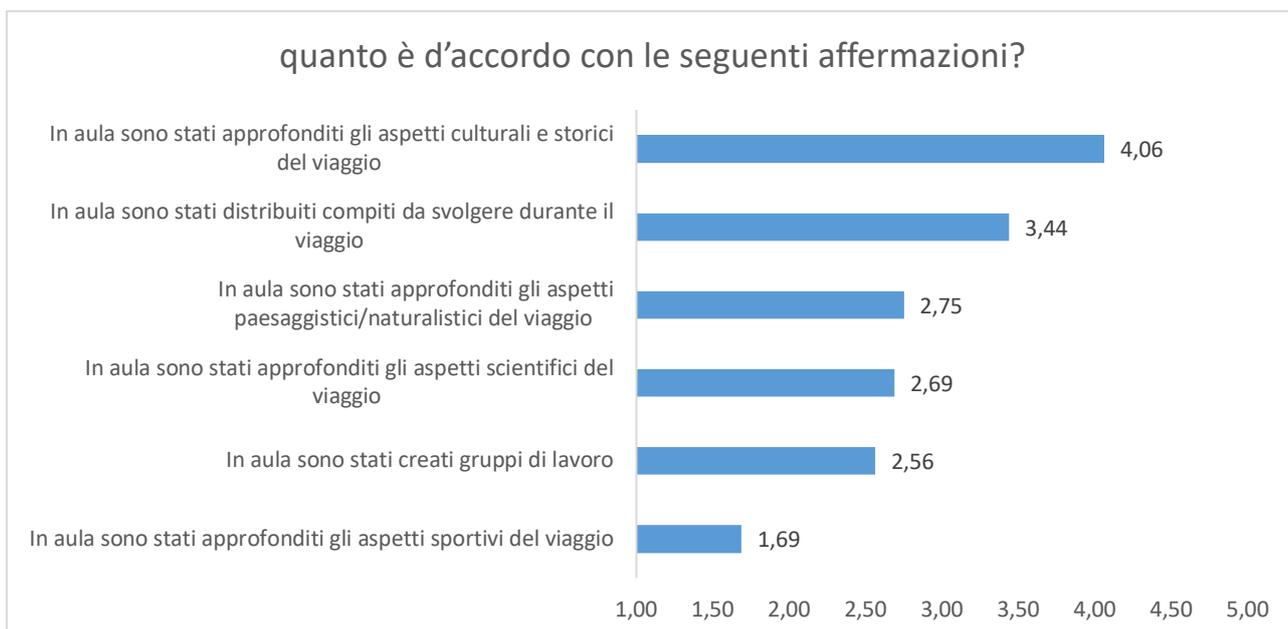
- **Q27: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto è d'accordo con le seguenti affermazioni?**

Q27: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

Mean value of each items



- Q28: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto è d'accordo con le seguenti affermazioni?**
Q28: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?
Mean value of each items



BLOCK DURANTE IL VIAGGIO/ DURING THE TRIP

- Q30: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto è d'accordo con le seguenti affermazioni?**
Q30: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?
Mean value of each items

quanto è d'accordo con le seguenti affermazioni?



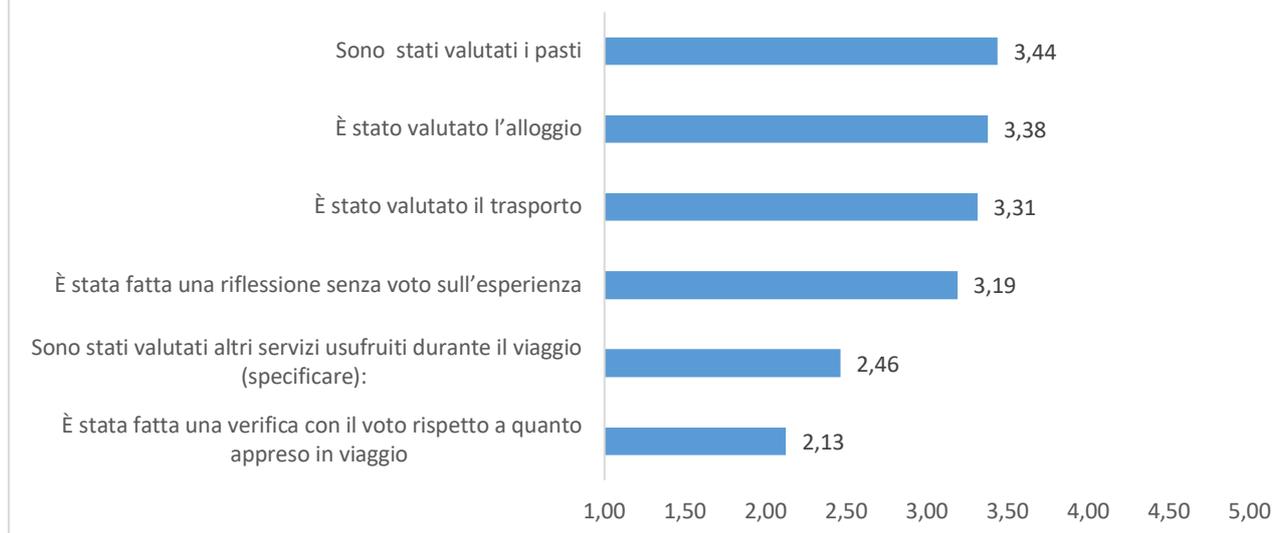
BLOCK DOPO IL VIAGGIO / AFTER THE TRIP

- **Q32: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto è d'accordo con le seguenti affermazioni?**

Q32: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

Mean value of each items and description of "Other" contents

quanto è d'accordo con le seguenti affermazioni?

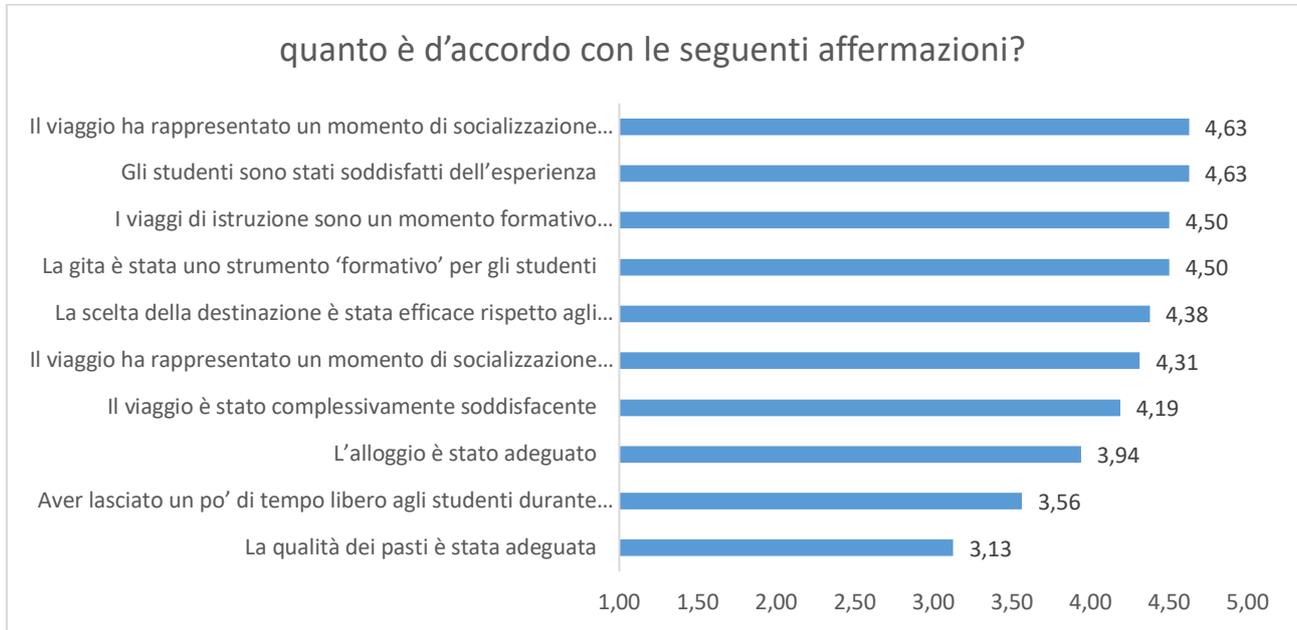


Altro	Nr	%
Guide	1.00	25.00
Visita aziendale	1.00	25.00
Visite guidate	1.00	25.00
le guide	1.00	25.00
totale	4.00	100.00

- **Q33: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto è d'accordo con le seguenti affermazioni?**

Q33: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

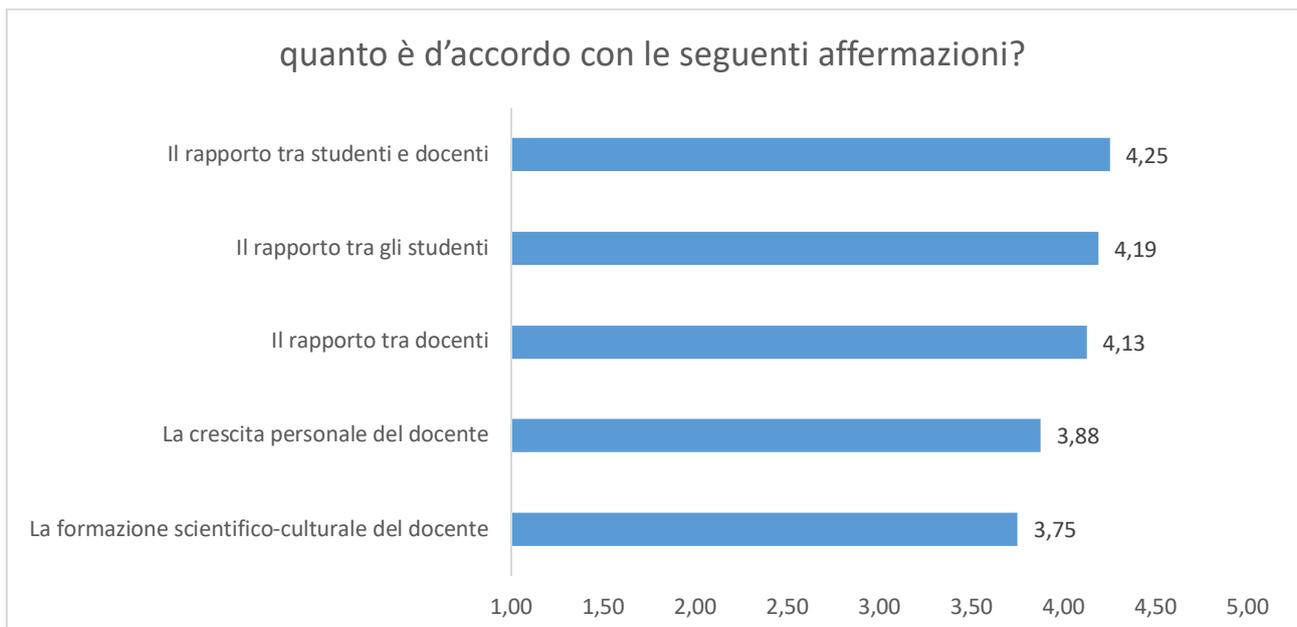
Mean value of each items



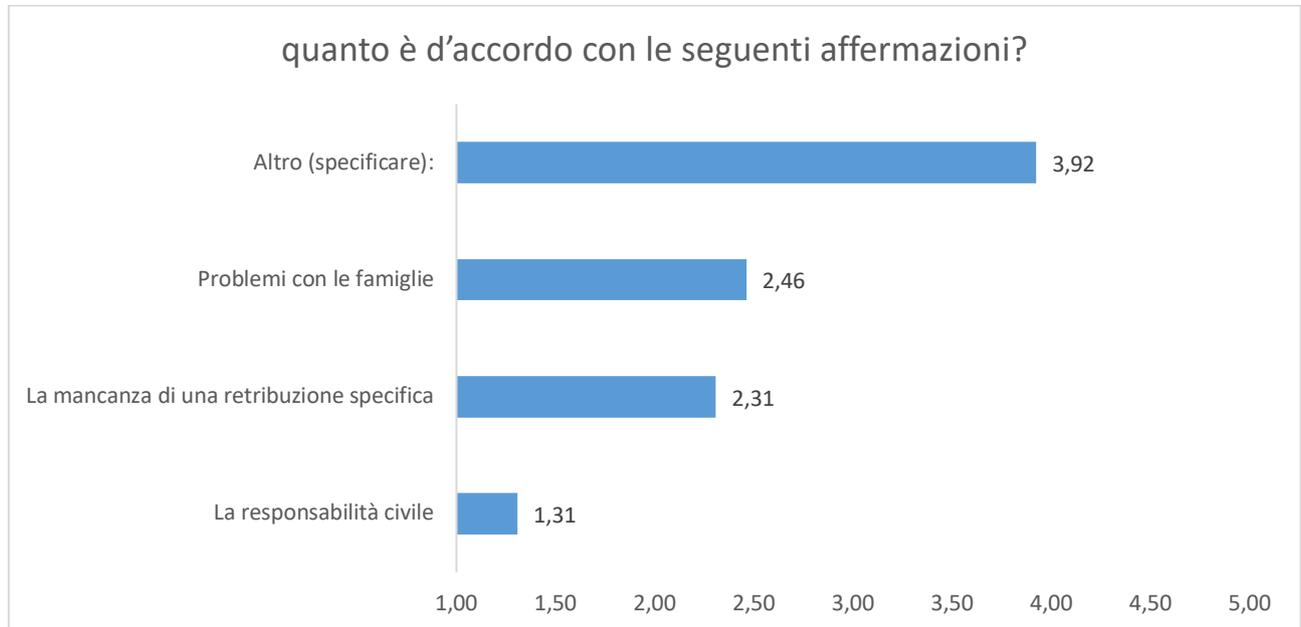
- **Q34: Dal Suo punto di vista, facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, in che misura ritiene che il viaggio abbia contribuito a migliorare:**

Q34: From your own point of view, on a scale of 1 = minimum agreement to 5 = maximum agreement, to what extent do you think the trip has helped to improve the following:

Mean value of each items



- Q35: La lista seguente include alcune motivazioni che potrebbero prevenire il Suo futuro accompagnamento di una classe in gita. Le disponga, per favore, per ordine di importanza (1 = la più importante, ...)**
Q35: The following list includes some motivations that could prevent your future escort of a class on a trip. Please arrange, by order of importance (1 = the most important, ...)
 Mean value of each items and description of "Other" contents



Altro: Motivi personali

GENERAL ANALYSIS / FORLÌ / PERFORMED BY CAST - UNIBO

LA DESTINAZIONE DEL VIAGGIO / THE TRIP DESTINATION

- **Q6: Indica, per favore, il codice relativo al viaggio di istruzione rispetto al quale risponderai alle domande successive:**

Q6: Please fill in with the identificative code of the trip you are referring to in this questionnaire:

→ This question serves to pinpoint the trip destination. Students were instructed to fill in an identification code which we had arranged in advance with teachers. Further information of the trip have been collected through the teachers questionnaire.

Destinazione	Nr	%
FI1	21	8.6%
MANVR	23	9.4%
MON	19	7.8%
NA1	36	14.7%
NA2	24	9.8%
NA3	16	6.5%
NA4	18	7.3%
RM1	19	7.8%
RM2	24	9.8%
SALI	18	7.3%
TRST	25	10.2%
Totale	245	100.0%

FI: Firenze; MANVR: Mantova e Verona; MON: Monaco di Baviera, Dachau; NA1: Napoli, Pompei, Sorrento; NA2: Napoli, Pompei, Ercolano, Paestum; NA3: Napoli e dintorni; NA4: Napoli, Vesuvio, Pompei; RM1: Roma; RM2: Roma; SALI: Salisburgo e Vienna; TRST: Trieste e Slovenia

BLOCK: SUL VIAGGIO / ABOUT THE TRIP

- **Q8: Considerando solo gli extra, quanto hai speso durante il viaggio di istruzione:**

Q8: Considering only the extras, how much did you spend during the educational trip:

	Nr	%
Meno di 50 euro	102	41.6%
Tra 50 e 100 euro	86	35.1%
Più di 150 euro	32	13.1%
Tra 100 e 150 euro	25	10.2%
Totale complessivo	245	100.0%

- **Q9: Il viaggio ha avuto attinenza con quanto hai studiato a scuola?**

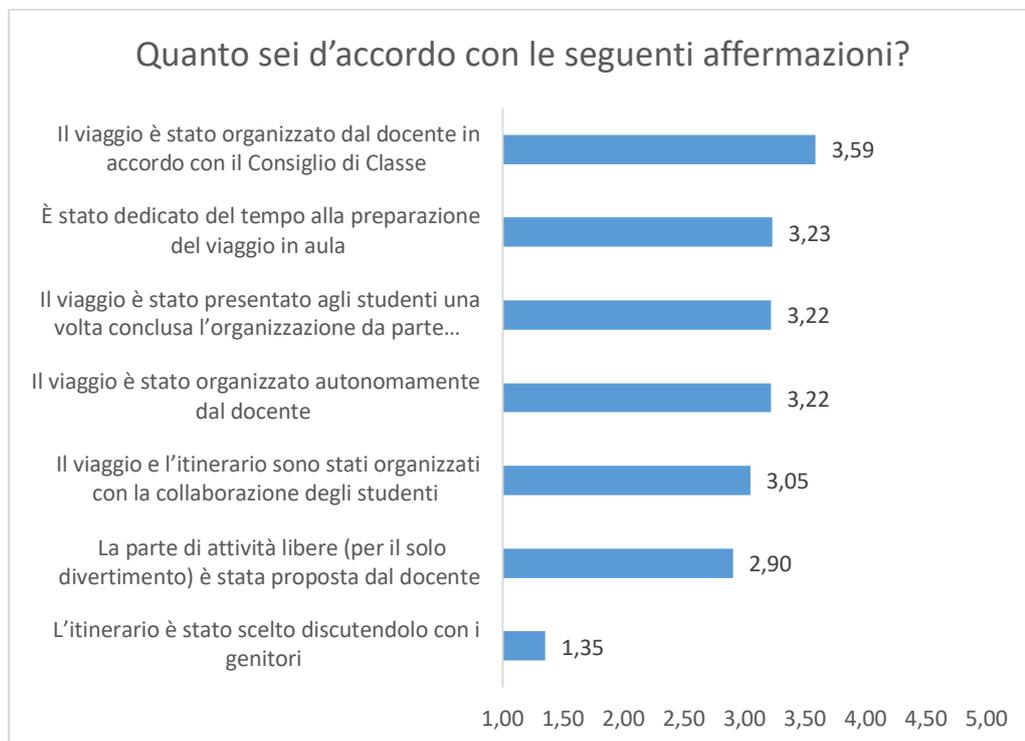
Q9: Was the trip consistent with what you study at school?

	Nr	%
No	52	21.2%
Sì	193	78.8%
Totale complessivo	245	100.0%

BLOCK: PRIMA DELLA PARTENZA / BEFORE DEPARTURE

- **Q12: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q12: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?



- **Q13: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q13: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?



- **Q14: Prima della partenza, hai approfondito la tua conoscenza della destinazione e del viaggio**

Q14: Before departure, did you deepen your knowledge of the destination and the topic of the educational trip?

	Nr.	%
No	102	41.80
Si	142	58.20
Total	244	100.00

• **Q15: Come hai approfondito la tua conoscenza sul viaggio prima della partenza?**

Q15: How did you improve your knowledge on the trip before departure?

(absolute numbers and percentages)

→ In this case the answers have been grouped in Motivation 1, 2 and 3, in absolute numbers and in percentage.

	Motivazione I	Motivazione II	Motivazione III	Totale
App	3	3		6
Guide turistiche	1	9		10
Ne ho discusso sui social	1	1	1	3
Parlando con amici	12	31	4	47
Parlando con gli insegnanti	12	25	24	61
Parlando con i genitori	12	17	19	48
Ricerche su web	101			101
Totale	142	86	48	276

	Motivazione I	Motivazione II	Motivazione III	Totale
App	2.1%	3.5%	0.0%	2.2%
Guide turistiche	0.7%	10.5%	0.0%	3.6%
Ne ho discusso sui social	0.7%	1.2%	2.1%	1.1%
Parlando con amici	8.5%	36.0%	8.3%	17.0%
Parlando con gli insegnanti	8.5%	29.1%	50.0%	22.1%
Parlando con i genitori	8.5%	19.8%	39.6%	17.4%
Ricerche su web	71.1%	0.0%	0.0%	36.6%
Totale	100.0%	100.0%	100.0%	100.0%

• **Q16: Quali pagine web hai consultato?**

Q16: Which webpages did you visit?

(absolute numbers and percentages)

Pagina web	Nr	%
Wikipedia	42	48.85
Non ricordo	8	9.3
Siti del luogo di destinazione	8	9.3
Wikipedia e siti del luogo	6	6.98
Siti web sulla cultura e wikipedia	4	4.65
Google	4	4.65
Wikipedia e Google	4	4.65
Altro	4	4.65
Google	3	3.49
Wikipedia, trivago,booking	2	2.33

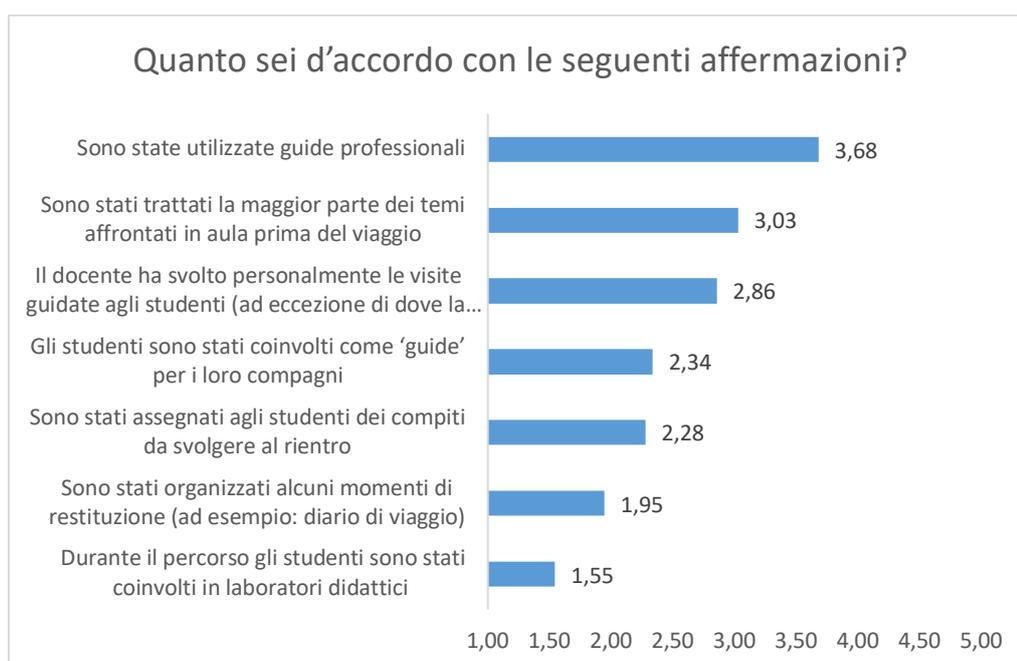
Google e siti del luogo	1	1.16
Totale	86	100.00

- **Q17: Quali App hai consultato?**
Q17 Which Apps did you use?
 (absolute numbers and percentages)

App	Nr	%
FaceBook	1	16.7%
Google maps	3	50.0%
TripAdvisor	2	33.3%
Totale	6	100.0%

BLOCK: DURANTE IL VIAGGIO / DURING THE TRIP

- **Q19: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**
Q19: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?



- **Q20: Durante il viaggio, hai approfondito la tua conoscenza della destinazione e del tema del viaggio di istruzione?**
Q20: During the trip, did you deepen your knowledge of the destination and the topic of the educational trip?
 (absolute numbers and percentages)

	Nr	%
No	53	21.72
Si	191	78.28
Totale	244	100

- **Q21: Come hai approfondito la tua conoscenza sul viaggio mentre eri in gita?**
Q21: How did you deepen your knowledge about the destination during the trip?

→ In this case the answers have been grouped in Mode 1, 2 and 3, in absolute numbers and in percentage.

	Modalita I	Modalita II	Modalita III	Totale
App	1	4		5
Guide turistiche	60	25	1	86
Ne ho discusso sui social	3		1	4
Parlando con amici	31	41	15	87
Parlando con gli insegnanti	26	33	37	96
Parlando con i genitori	3	5	8	16
Ricerche su web	67			67
Totale	191	108	62	361

	Modalita I	Modalita II	Modalita III	Totale
App	0.5%	3.7%	0.0%	1.4%
Guide turistiche	31.4%	23.1%	1.6%	23.8%
Ne ho discusso sui social	1.6%	0.0%	1.6%	1.1%
Parlando con amici	16.2%	38.0%	24.2%	24.1%
Parlando con gli insegnanti	13.6%	30.6%	59.7%	26.6%
Parlando con i genitori	1.6%	4.6%	12.9%	4.4%
Ricerche su web	35.1%	0.0%	0.0%	18.6%
Totale	100.0%	100.0%	100.0%	100.0%

- **Q22: Quali pagine web hai consultato?**

Q22: Which webpages did you visit?

(absolute numbers and percentages)

Pagine web	Nr	%
Non ricordo	7	13.5%
GOOGLE	5	9.6%
Wikipedia e siti del luogo	1	1.9%
Siti del luogo di destinazione	1	1.9%
Altro	3	5.8%
Wikipedia	33	63.5%
Siti web sulla cultura	2	3.8%
Totale	52	100.0%

- **Q23: Quali App hai consultato?**

Q23: Which Apps did you use?

(absolute numbers and percentages)

App	Nr	%
Facebook	1	20.0%
Google	4	80.0%
Totale	5	100.0%

BLOCK: DOPO IL VIAGGIO / AFTER THE TRIP

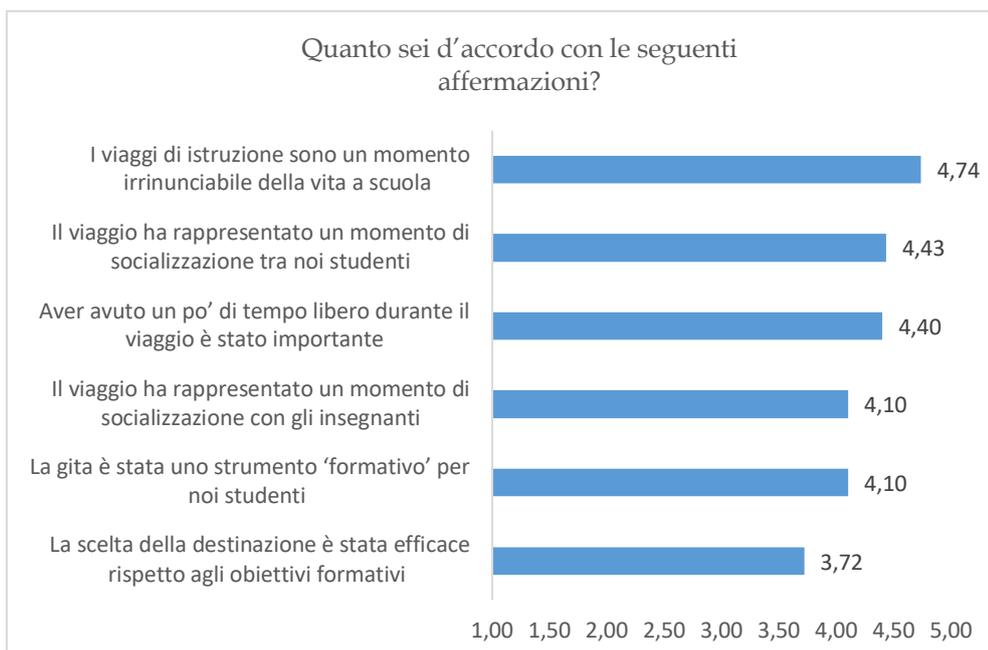
- **Q25: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q25: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?



- **Q26: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q26: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?



- **Q27: Cosa ti è piaciuto di più del viaggio su una scala da 1 = poco a 5 = molto?**

Q27: On a scale of 1 = little to 5 = a lot, what did you like most about the trip?



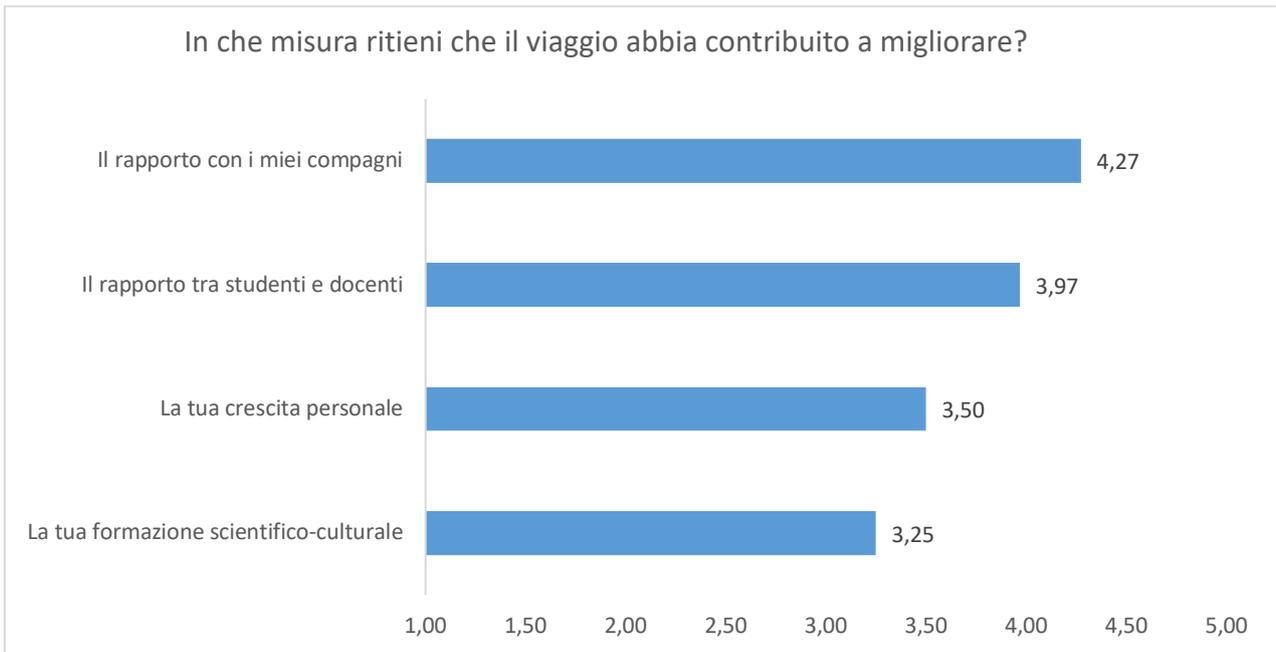
→ Please analyze the “Other” voice (absolute numbers and percentages). We have coded the Other answers into: Fun; Increase my culture; Spend some time with friends; Independence and responsibility; Visit new places; Nothing; Other)

Di cui Altro:

Altro	Nr	%
Divertimento	11	20.4%
Arricchire la mia cultura	8	14.8%
Passare del tempo con gli amici	8	14.8%
Altro	7	13.0%
Indipendenza e responsabilità	7	13.0%
Cibo	6	11.1%
Visitare nuovi luoghi	4	7.4%
Nulla	3	5.6%
Totale	54	100.0%

- **Q28: Dal tuo punto di vista, facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, in che misura ritieni che il viaggio abbia contribuito a migliorare?**

Q28: From your own point of view, on a scale of 1 = minimum agreement to 5 = maximum agreement, to what extent do you think the trip has helped to improve the following:



- **Q29: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei stato soddisfatto dei seguenti aspetti del viaggio?**

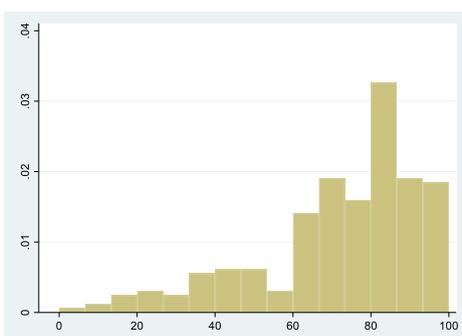
Q29: On a scale of 1 = little to 5 = a lot, how much are you satisfied with the following aspects of the trip?



- **Q30: Fatto 100 il tuo giudizio su questo viaggio, quanto ha pesato la parte di divertimento?**

Q30: Considering 100 = the total judgment on this trip, how much did the entertainment/fun part weigh?

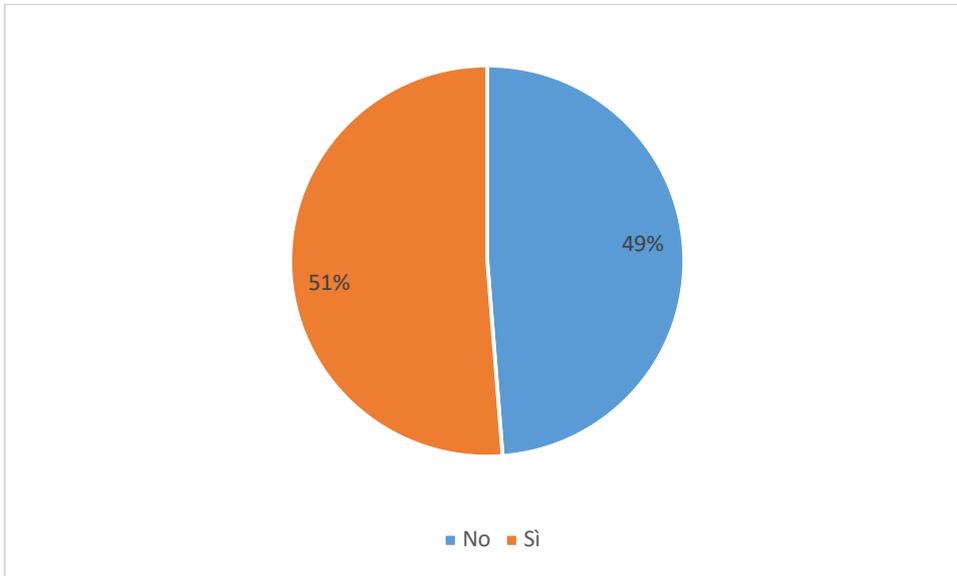
→ Count the average value



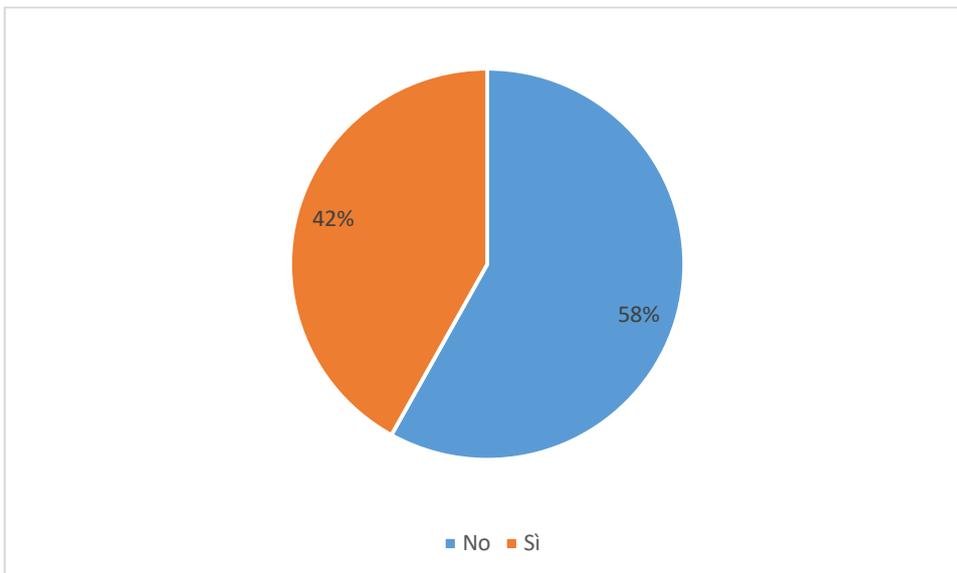
Valore medio= 71.89

FORLÌ E IL PATRIMONIO ATRIUM

- **Q34: Pensando alla gita fatta, suggeriresti ad altri studenti di fare gite scolastiche a Forlì?**
Q34: Thinking of the trip done, would you suggest to other students to take school trips to (YOUR OWN CITY, WHERE AN ATRIUM HERITAGE EXISTS)?
(percentages)



- **Q35: Pensando alla gita fatta, suggeriresti ad altri studenti di recarsi a Forlì per una piccola vacanza?**
Q35: Thinking of the trip done, would you suggest to other students to come to (YOUR OWN CITY, WHERE AN ATRIUM HERITAGE EXISTS) for a short holiday?
(percentages)



- **Q36: Cosa suggeriresti di visitare di Forlì?**
Q36: What would you suggest to visit in (YOUR OWN CITY, WHERE AN ATRIUM HERITAGE EXISTS)?

→ Answers have been grouped in Suggestion 1, 2 and 3, in absolute numbers and in percentage.

Cosa	Suggerimento I	Suggerimento II	Suggerimento III	Totale
------	----------------	-----------------	------------------	--------

Altro	6	3	8	17
Edifici razionalisti	3	58		61
I negozi	12	14	16	42
Le chiese	6	69	43	118
Musei di San Domenico	213			213
Totale	240	144	67	451

Cosa	Suggerimento I	Suggerimento II	Suggerimento III	Totale
Altro	2.5%	2.1%	11.9%	3.8%
Edifici razionalisti	1.3%	40.3%	0.0%	13.5%
I negozi	5.0%	9.7%	23.9%	9.3%
Le chiese	2.5%	47.9%	64.2%	26.2%
Musei di San Domenico	88.8%	0.0%	0.0%	47.2%
Totale	100.0%	100.0%	100.0%	100.0%

→ Analyze the Other voice, by coding the open textual answers (absolute numbers and percentages)

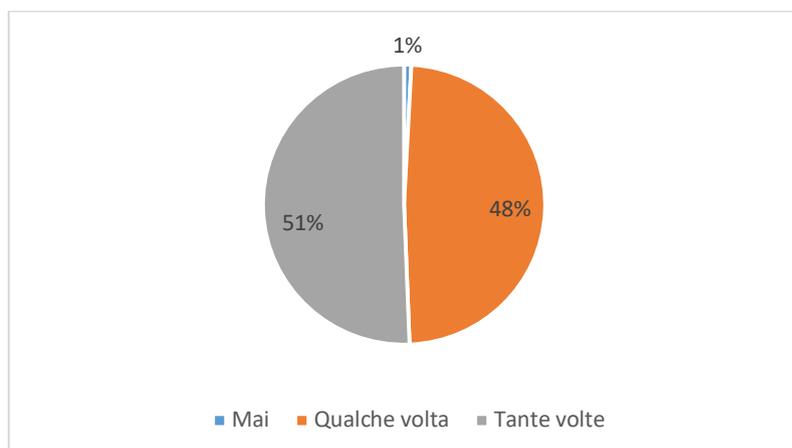
Altro, di cui:

	Nr	%
CENTRO STORICO	13	30.2%
TERRITORIO CIRCOSTANTE	6	14.0%
ROCCA DI CATERINA SFORZA	5	11.6%
RISTORAZIONE	5	11.6%
PARCHI	5	11.6%
STREET ART E ARTE URBANA	3	7.0%
NON COLLOCABILI	3	7.0%
SPORT	2	4.7%
ALTRI MUSEI	1	2.3%
Totale	43	100.0%

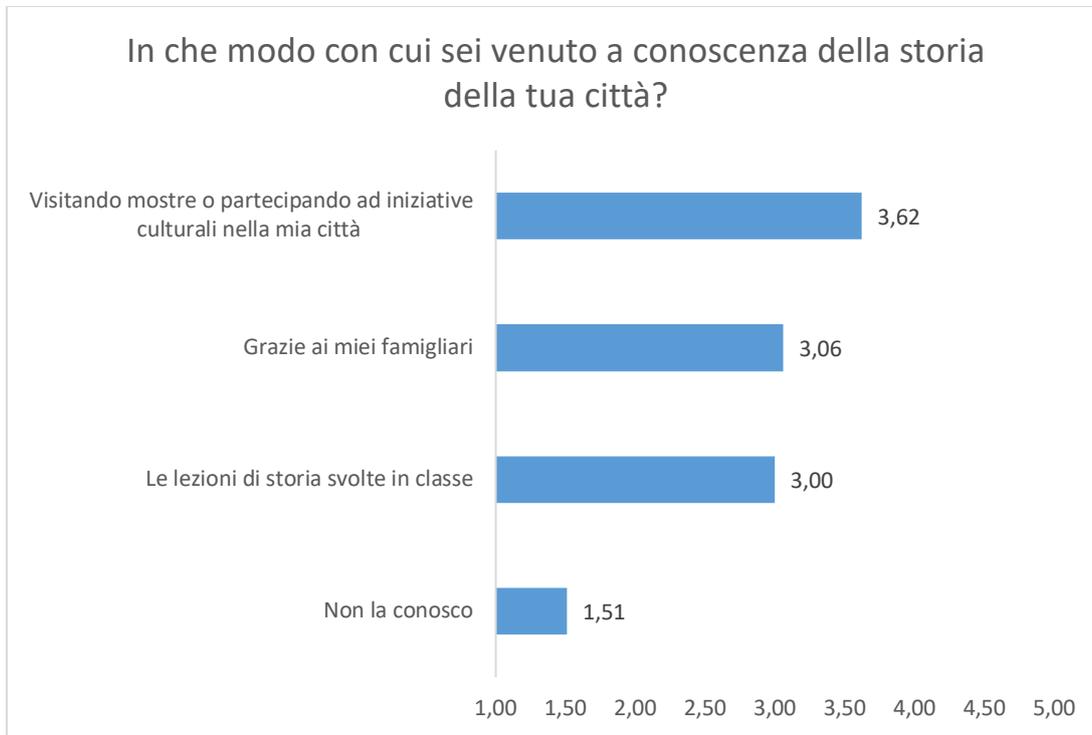
- **Q37: Nel corso del tuo percorso scolastico hai fatto uscite didattiche nella città di Forlì?**

Q37: Did you do educational tours in your city during your school attendance?

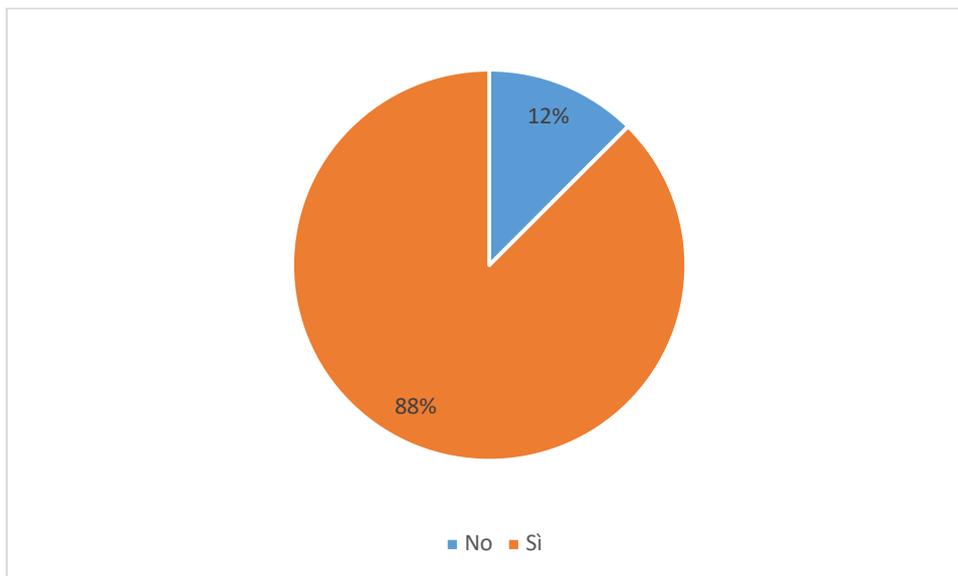
(percentages)



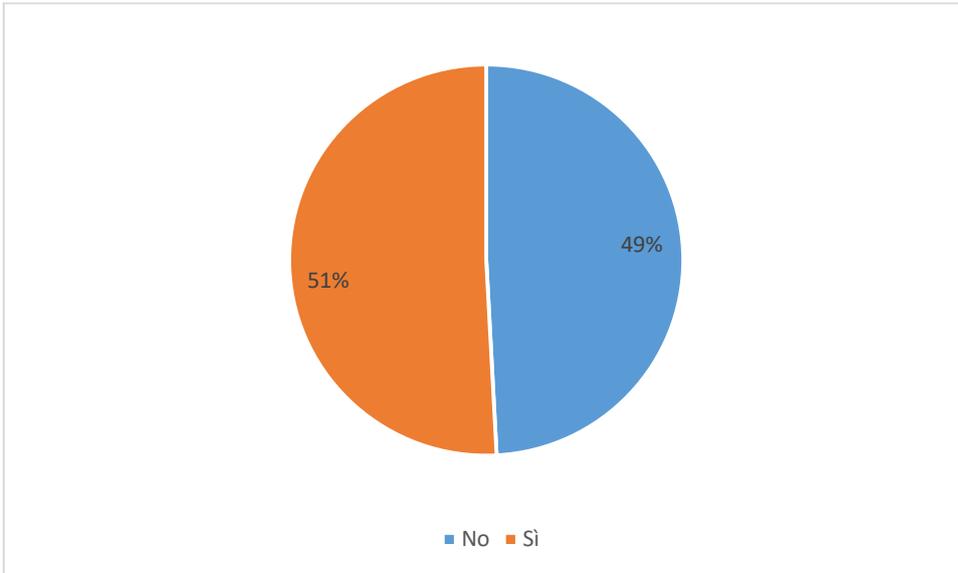
- Q38: Facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, quali delle seguenti opzioni indica meglio il modo con cui sei venuto a conoscenza della storia della tua città?**
Q38: On a scale of 1 = minimum agreement to 5 = maximum agreement, which of the following options best indicates how you came to know the history of your city?



- Q39: Sei a conoscenza che a Forlì ci sono molti edifici importanti per la storia dell'architettura?**
Q39: Do you know that in your city there are many important buildings for the history of architecture?
 (percentages)



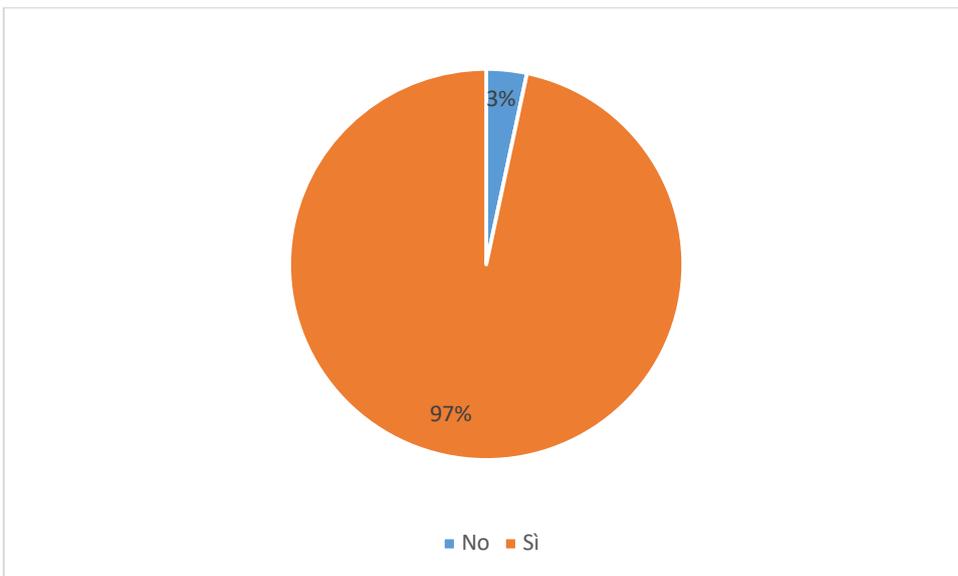
- Q40: Sei a conoscenza che molti edifici di Forlì sono espressione di un'importante corrente dell'architettura detta razionalismo?**
Q40: Are you aware that many buildings in your city are an expression of an important current of architecture called rationalism?
 (percentages)



- **Q41: Sei a conoscenza che a Forlì ci sono molti edifici importanti per la storia dell'architettura che risalgono al periodo fascista?**

Q41: Are you aware that in Forlì there are many important buildings for the history of architecture that date back to the Fascist period?

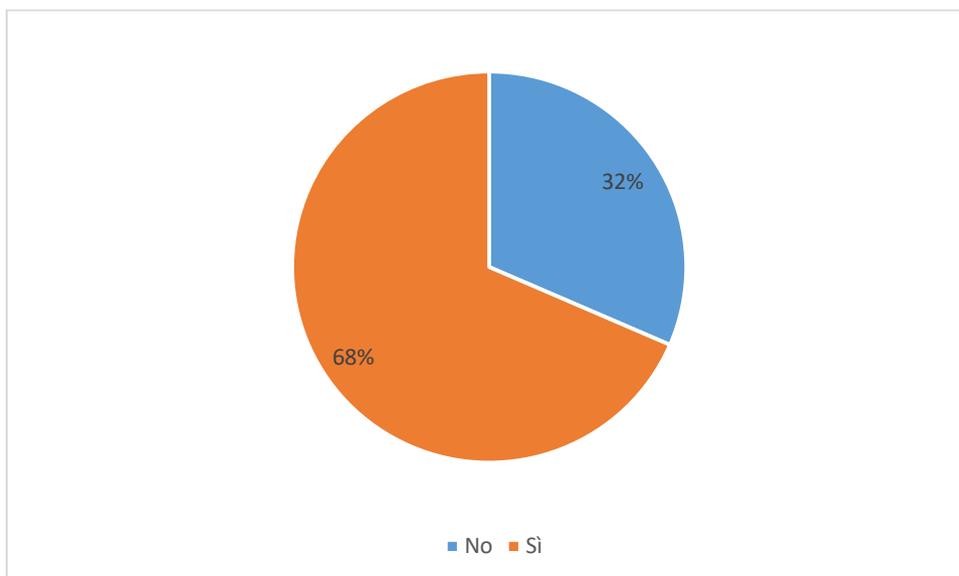
(percentages)



- **Q42: Ti piacerebbe conoscere di più gli edifici di stile razionalista presenti nella tua città?**

Q42: Would you like to know more about the rationalist style buildings in your city?

(percentages)



• **Q43: Quali dei seguenti luoghi ritieni più rappresentativi dell'identità culturale della tua città?**

Q43: Which of the following places do you consider most representative of the cultural identity of your city? (max two answers or three answers according to the city)

→ Answers have been grouped in Site 1 and Site 2, in absolute numbers and in percentage. In cities where three answers were possible, please use Site 1,2,3.

	Luogo I	Luogo II	Totale
Abbazia di San Mercuriale	43	68	111
Altro	9	13	22
Architettura moderna	2	7	9
Basilica di San Pellegrino	5	1	6
Casa del Palmezzano	3	5	8
Duomo	10	95	105
Musei di San Domenico	163		163
Oratorio di San Sebastiano	1		1
Palazzo Albertini	3	5	8
Totale	239	194	433

	Luogo I	Luogo II	Totale
Abbazia di San Mercuriale	18.0%	35.1%	25.6%
Altro	3.8%	6.7%	5.1%
Architettura moderna	0.8%	3.6%	2.1%
Basilica di San Pellegrino	2.1%	0.5%	1.4%
Casa del Palmezzano	1.3%	2.6%	1.8%
Duomo	4.2%	49.0%	24.2%
Musei di San Domenico	68.2%	0.0%	37.6%
Oratorio di San Sebastiano	0.4%	0.0%	0.2%
Palazzo Albertini	1.3%	2.6%	1.8%
Totale	100.0%	100.0%	100.0%

→ Analyse the Other voice, by coding the open textual answers (absolute numbers and percentages)

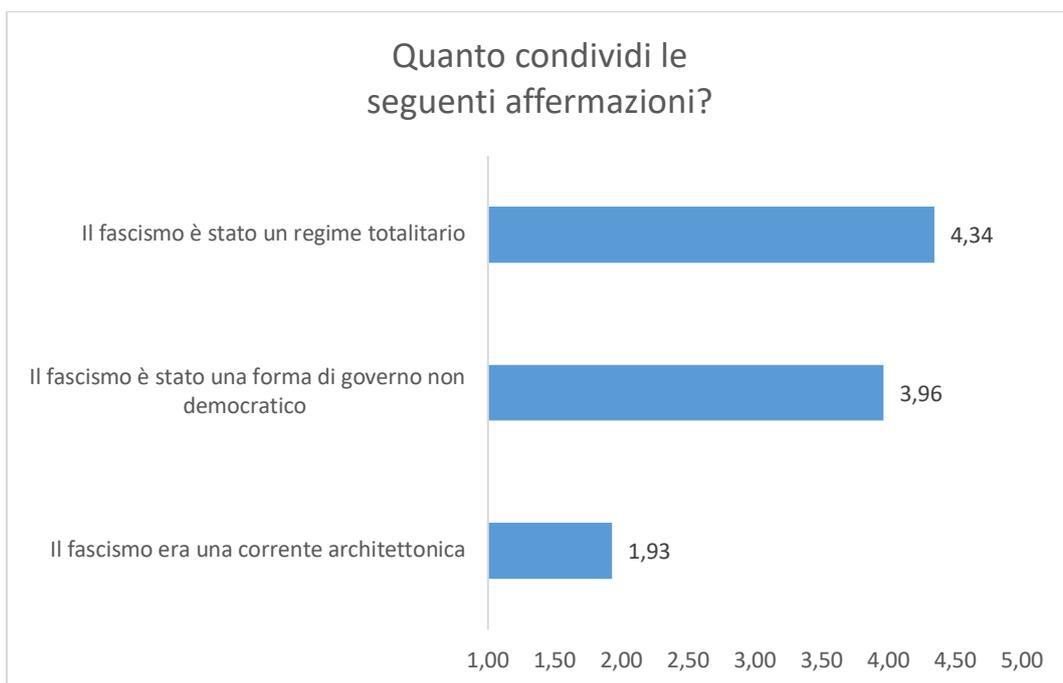
Di cui Altro:

	Nr	%
PIAZZA SAFFI	6	27.3%

QUARTIERI PERIFERICI DI FORLI'	4	18.2%
NON COLLOCABILI	4	18.2%
ARCHITETTURE ATRIUM ROCCA DI CATERINA SFORZA	3	13.6%
PARCHI	1	4.5%
VECCHIE FILANDE	1	4.5%
Totale	22	100.0%

- **Q44: Facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, quanto condividi le seguenti affermazioni?**

Q44: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you share the following statements?



FOCUS ON DESTINATION

ALCUNI DATI PER DESTINAZIONE: ITALIA versus ESTERO / ITALY VS. ABROAD

Working on the results of Q6, we have coded the answers in three groups: trips in Italy; trips abroad; cross-border trips

Le destinazioni / Destinations (absolute numbers and percentages)

	Nr	%
Cross-border	25	10.25
Eestero	38	15.57
Italia	181	74.18
Total	244	100

- **Q12: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q12: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	Il viaggio è stato organizzato autonomamente dal docente	Il viaggio è stato organizzato in accordo con il Consiglio di Classe	Il viaggio e l'itinerario sono stati organizzati con la collaborazione degli studenti	È stato dedicato tempo alla preparazione del viaggio in aula	Il viaggio è stato presentato agli studenti una volta conclusa l'organizzazione da parte dell'insegnante	La parte di attività libere (per il solo divertimento) è stata proposta dal docente	L'itinerario è stato scelto discutendolo con i genitori
Cross-border	3.24	3.28	2.52	2.00	3.04	2.52	1.20
Eestero	2.68	3.53	3.76	3.84	3.13	3.43	1.37
Italia	3.34	3.66	2.96	3.26	3.27	2.83	1.37
Total	3.23	3.60	3.04	3.22	3.23	2.89	1.35

• **Q13: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q13: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	In aula sono stati approfonditi gli aspetti culturali e storici del viaggio	In aula sono stati approfonditi gli aspetti paesaggistici/naturalistici del viaggio	In aula sono stati approfonditi gli aspetti scientifici del viaggio	In aula sono stati approfonditi gli aspetti sportivi del viaggio	In aula sono stati creati gruppi di lavoro	In aula sono stati distribuiti compiti da svolgere durante il viaggio
Cross-border	2.84	2.32	1.84	1.28	2.72	2.44
Eestero	3.58	2.76	2.08	1.89	2.37	1.79
Italia	3.53	2.49	1.59	1.30	2.13	2.41
Total	3.47	2.52	1.69	1.39	2.23	2.31

• **Q19: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q19: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	Sono stati organizzati alcuni momenti di restituzione (ad esempio: diario di viaggio)	Gli studenti sono stati coinvolti come 'guide' per i loro compagni	Durante il percorso gli studenti sono stati coinvolti in laboratori didattici	Sono stati assegnati agli studenti compiti da svolgere al rientro	Sono state utilizzate guide professionali	Il docente ha svolto personalmente le visite guidate agli studenti (ad eccezione di dove la guida professionale è obbligatoria)	Sono stati trattati la maggior parte dei temi di affrontati in aula prima del viaggio
Cross-border	3.36	2.48	1.72	4.08	3.36	2.32	1.92
Eestero	1.42	2.13	1.79	1.50	4.24	3.47	3.16
Italia	1.87	2.36	1.47	2.19	3.60	2.79	3.15
Total	1.95	2.34	1.55	2.28	3.68	2.85	3.03

- **Q25: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q25: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	È stata fatta una verifica con il voto rispetto a quanto appreso viaggio	È stata fatta una riflessione a senza voto in sull'esperie nza	È stato valutato l'alloggio	Sono stati valutati i pasti	È stato valutato il trasporto
Cross-border	3.04	2.76	3.16	3.32	3.44
Eestero	1.11	3.86	3.19	3.41	3.46
Italia	1.91	3.30	2.59	2.46	2.38
Total	1.90	3.33	2.74	2.69	2.65

- **Q26: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q26: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	La gita è stata uno strumento 'formativo' per noi studenti	La scelta della destinazione è stata efficace rispetto agli obiettivi formativi	Il viaggio ha rappresentato un momento di socializzazione tra noi studenti	Il viaggio ha rappresentato un momento di socializzazione con gli insegnanti	Aver avuto un po' di tempo libero durante il viaggio è stato importante	I viaggi di istruzione sono un momento irrinunciabile della vita a scuola
Cross-border	3.56	3.00	4.32	3.64	3.84	4.60
Eestero	4.27	3.49	4.86	4.76	4.81	4.76
Italia	4.14	3.86	4.36	4.03	4.39	4.75
Total	4.10	3.71	4.43	4.10	4.40	4.74

- **Q27: Cosa ti è piaciuto di più del viaggio su una scala da 1 = poco a 5 = molto?**

Q27 On a scale of 1 = little to 5 = a lot, what did you like most about the Trip?

	Conoscere altre culture	Visitare nuove città	Il laboratorio o i laboratori svolti durante il viaggio	Fare una esperienza fuori casa	Passare tempo con i miei compagni	Passare del tempo con i docenti in un ambiente informale	Altro
Cross-border	3.40	4.36	2.64	4.56	4.40	3.52	2.80
Estero	3.95	4.65	2.53	4.65	4.76	4.57	4.15
Italia	3.43	4.48	1.94	4.37	4.41	3.81	3.39
Total	3.50	4.49	2.10	4.43	4.47	3.90	3.43

- **Q28: Dal tuo punto di vista, facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, in che misura ritieni che il viaggio abbia contribuito a migliorare?**

Q28: From your own point of view, on a scale of 1 = minimum agreement to 5 = maximum agreement, to what extent do you think the trip has helped to improve the following:

	La tua formazione scientifico- culturale	La tua crescita personale	Il rapporto tra studenti e docenti	Il rapporto con i miei compagni
Cross-border	2.76	3.56	4.04	4.44
Estero	3.38	4.19	4.54	4.68
Italia	3.29	3.34	3.83	4.16
Total	3.25	3.50	3.96	4.27

- **Q29: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei stato soddisfatto dei seguenti aspetti del viaggio?**

Q29: On a scale of 1 = little to 5 = a lot, how much are you satisfied with the following aspects of the trip?

	Destinazione	Attività culturali	Divertimento	Trasporto	Alloggio	Pasti	Sicurezza	La compagnia	Le informazioni ricevute	Il viaggio nel suo complesso
Cross-border	3.48	3.32	4.16	3.76	2.33	1.56	3.40	4.36	3.60	4.04
Estero	4.35	4.03	4.81	3.22	2.78	2.24	4.22	4.70	4.19	4.46
Italia	4.23	3.60	4.08	3.52	3.29	2.94	3.67	4.38	3.88	4.13
Total	4.17	3.63	4.20	3.50	3.12	2.69	3.73	4.42	3.90	4.17

- **Q30: Fatto 100 il tuo giudizio su questo viaggio, quanto ha pesato la parte di divertimento?**

Q30: Considering 100 = the total judgment on this trip, how much did the entertainment/fun part weigh?

→ please count the average value

	media
Cross-border	74.20
Estero	80.78
Italia	69.60
Total	71.78

FOCUS ON SCHOOLS THAT HAVE TAKEN PART TO THE SURVEY

In Forlì, questionnaires have been administered in 12 classes in 4 different schools. We have **done some descriptive analysis taking into account:**

- **Q12: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q12: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	Il viaggio è stato organizzato autonomamente dal docente	Il viaggio è stato organizzato dal docente in accordo con il Consiglio Classe	Il viaggio è stato organizzato in stati organizzati con la collaborazione degli studenti	È dedicato tempo alla preparazione del viaggio in aula	Il viaggio è stato presentato agli studenti una volta conclusa l'organizzazione da parte dell'insegnante	La parte di attività libere (per il solo divertimento) è stata proposta dal docente	L'itinerario è stato scelto discutendolo con i genitori
ITC	3.05	3.77	3.60	3.65	3.32	3.39	1.27
Istituto tecnico	3.00	3.40	2.55	2.29	3.36	2.71	1.29
Liceo Classico	3.52	3.67	2.92	3.39	2.99	3.11	1.40
Liceo scientifico	3.02	3.38	3.00	3.14	3.52	1.86	1.43
Totale	3.23	3.60	3.04	3.22	3.23	2.89	1.35

- **Q13: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q13: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	In aula sono stati approfonditi gli aspetti culturali e storici del viaggio	In aula sono stati approfonditi gli aspetti paesaggistici/naturalistici del viaggio	In aula sono stati approfonditi gli aspetti scientifici del viaggio	In aula sono stati approfonditi gli aspetti sportivi del viaggio	In aula sono stati creati gruppi di lavoro	In aula sono stati distribuiti compiti da svolgere durante il viaggio
ITC	3.53	2.85	1.83	1.57	1.93	1.57
Istituto tecnico	2.98	2.52	1.81	1.31	2.19	2.81
Liceo Classico	4.01	2.57	1.52	1.22	2.89	3.06
Liceo scientifico	2.60	1.93	1.79	1.62	1.12	1.12
Totale	3.47	2.52	1.69	1.39	2.23	2.31

• **Q19: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q19: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	Sono stati organizzati alcuni momenti di restituzione (ad esempio: diario di viaggio)	Gli studenti sono stati coinvolti come 'guide' per i loro compagni	Durante il percorso studenti sono coinvolti in laboratori didattici	Sono stati assegnati agli studenti dei compiti da svolgere al rientro	Sono state utilizzate guide professionali	Il docente ha svolto personalmente le visite guidate agli studenti (ad eccezione di dove la guida professionale è obbligatoria)	Sono stati trattati la maggior parte dei temi affrontati in aula prima del viaggio
ITC	1.43	1.92	1.62	1.48	3.87	3.50	3.12
Istituto tecnico	3.71	2.24	1.67	3.90	3.67	2.38	2.14
Liceo Classico	1.87	3.09	1.48	2.48	3.38	3.15	3.69
Liceo scientifico	1.12	1.24	1.48	1.31	4.12	1.67	2.21
Totale	1.95	2.34	1.55	2.28	3.68	2.85	3.03

• **Q25: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q25: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	È stata fatta una verifica con il voto rispetto a quanto appreso in viaggio	È stata fatta una riflessione senza voto sull'esperienza	È stato valutato l'alloggio	Sono stati valutati i pasti	È stato valutato il trasporto
ITC	1.00	3.69	2.86	2.93	2.95
Istituto tecnico	2.88	3.00	3.02	3.05	3.05
Liceo Classico	2.35	3.68	2.82	2.64	2.58
Liceo scientifico	1.12	2.33	2.07	2.12	2.02
Totale	1.90	3.33	2.74	2.69	2.65

- **Q26: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?**

Q26: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you agree with the following statements?

	La gita è stata uno strumento 'formativo' per noi studenti	La scelta della destinazione è stata efficace rispetto agli obiettivi formativi	Il viaggio ha rappresentato un momento di socializzazione tra noi studenti	Il viaggio ha rappresentato un momento di socializzazione con gli insegnanti	Aver avuto un po' di tempo libero durante il viaggio è stato importante	I viaggi di istruzione sono un momento irrinunciabile della vita a scuola
ITC	4.03	3.42	4.54	4.37	4.66	4.73
Istituto tecnico	3.69	3.12	4.43	3.88	4.21	4.67
Liceo Classico	4.41	4.23	4.33	4.11	4.41	4.82
Liceo scientifico	3.86	3.49	4.52	3.90	4.19	4.62
Totale	4.10	3.71	4.43	4.10	4.40	4.74

- **Q27: Cosa ti è piaciuto di più del viaggio su una scala da 1 = poco a 5 = molto?**

Q27: On a scale of 1 = little to 5 = a lot, what did you like most about the trip?

	Conoscere altre culture	Visitare nuove città	Il laboratorio o i laboratori svolti durante il viaggio	Fare una esperienza fuori casa	Passare del tempo con i miei compagni	Passare del tempo con i docenti in un ambiente informale	Altro
ITC	3.68	4.61	2.28	4.53	4.47	4.19	3.79
Istituto tecnico	3.40	4.31	2.31	4.43	4.43	3.69	2.77
Liceo Classico	3.56	4.48	2.05	4.40	4.43	3.85	3.62
Liceo scientifico	3.21	4.52	1.79	4.38	4.57	3.81	2.85
Totale	3.50	4.49	2.10	4.43	4.47	3.90	3.43

- **Q28: Dal tuo punto di vista, facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, in che misura ritieni che il viaggio abbia contribuito a migliorare?**

Q28: From your own point of view, on a scale of 1 = minimum agreement to 5 = maximum agreement, to what extent do you think the trip has helped to improve the following:

	La tua formazione scientifico- culturale	La tua crescita personale	Il rapporto tra studenti e docenti	Il rapporto con i miei compagni
ITC	3.08	3.73	4.15	4.25
Istituto tecnico	2.98	3.64	4.14	4.38
Liceo Classico	3.52	3.36	3.93	4.19
Liceo scientifico	3.12	3.33	3.60	4.36
Totale	3.25	3.50	3.96	4.27

- **Q29: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei stato soddisfatto dei seguenti aspetti del viaggio?**

Q29: On a scale of 1 = little to 5 = a lot, how much are you satisfied with the following aspects of the trip?

	Destinazione	Attività culturali	Divertimento	Trasporto	Alloggio	Pasti	Sicurezza	La compagnia	Le informazioni ricevute	Il viaggio nel suo complesso
ITC	4.15	3.63	4.31	3.25	3.02	2.25	4.03	4.34	3.80	4.24
Istituto tecnico	3.71	3.31	4.43	3.57	2.73	1.90	3.39	4.52	3.64	4.17
Liceo Classico	4.27	3.86	4.12	3.57	2.86	2.90	3.71	4.36	4.14	4.18
Liceo scientifico	4.40	3.43	4.00	3.60	4.26	3.60	3.67	4.60	3.71	4.07
Totale	4.17	3.63	4.20	3.50	3.12	2.69	3.73	4.42	3.90	4.17

- **Q30: Fatto 100 il tuo giudizio su questo viaggio, quanto ha pesato la parte di divertimento?**

Q30: Considering 100 = the total judgment on this trip, how much did the entertainment/fun part weigh?

→ please count the average value

	media
ITC	73.19
Istituto tecnico	77.74
Liceo Classico	68.32
Liceo scientifico	72.07
Totale	71.78

FOCUS ON HERITAGE PERCEPTION IN SCHOOLS LOCATED WITHIN 'ATRIUM' BUILDINGS

In Forlì, two schools are located within buildings classified as Atrium Heritage

- **Q34 Pensando alla gita fatta, suggeriresti ad altri studenti di fare gite scolastiche a Forlì?**

Q34: Thinking of the trip done, would you suggest to other students to take school trips to (YOUR OWN CITY, WHERE AN ATRIUM HERITAGE EXISTS)?

	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
No	62	56	44.3%	54.9%
Si	78	46	55.7%	45.1%
Totale	140	102	100.0%	100.0%

- **Q35: Pensando alla gita fatta, suggeriresti ad altri studenti di recarsi a Forlì per una piccola vacanza?**

Q35: Thinking of the trip done, would you suggest to other students to come to (YOUR OWN CITY, WHERE AN ATRIUM HERITAGE EXISTS) for a short holiday?

	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
No	83	57	59.3%	56.4%
Si	57	44	40.7%	43.6%
Totale	140	101	100.0%	100.0%

- **Q36: Cosa suggeriresti di visitare di Forlì?**

Q36: What would you suggest to visit in (YOUR OWN CITY, WHERE AN ATRIUM HERITAGE EXISTS)?

→ Answers have been grouped in Suggestion 1 OR on total.

Suggerimento I	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
Altro	2	4	1.4%	4.0%
Edifici razionalisti	1	2	0.7%	2.0%
I negozi	7	5	5.0%	5.0%
Le chiese	2	4	1.4%	4.0%
Musei di San Domenico	128	85	91.4%	85.0%
Totale	140	100	100.0%	100.0%

Suggerimento totale	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
Altro	8	9	3.1%	4.6%
Edifici razionalisti	38	23	15.0%	11.7%
I negozi	19	23	7.5%	11.7%
Le chiese	61	57	24.0%	28.9%
Musei di San Domenico	128	85	50.4%	43.1%
Totale	254	197	100.0%	100.0%

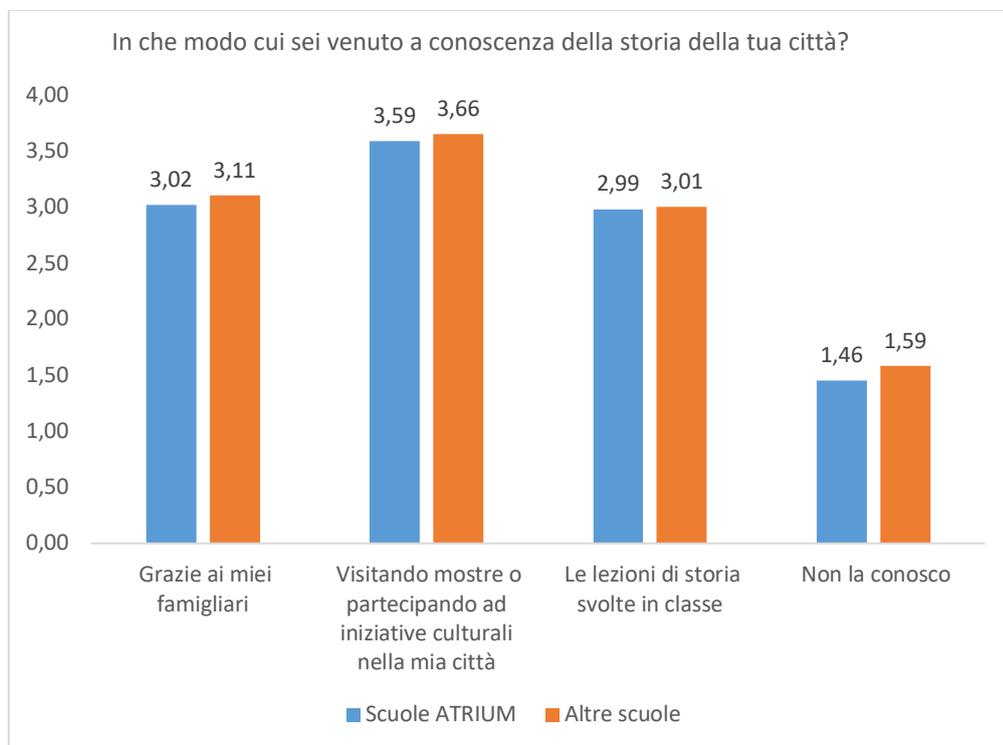
- **Q37: Nel corso del tuo percorso scolastico hai fatto uscite didattiche nella città di Forlì?**

Q37: Did you do educational tours in your city during your school attendance?
(absolute numbers and percentages)

	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
Mai		2	0.0%	1.4%
Qualche volta	56	61	54.9%	43.9%
Tante volte	46	76	45.1%	54.7%
Totale	102	139	100.0%	100.0%

- **Q38: Facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, quali delle seguenti opzioni indica meglio il modo con cui sei venuto a conoscenza della storia della tua città?**

Q38: On a scale of 1 = minimum agreement to 5 = maximum agreement, which of the following options best indicates how you came to know the history of your city?



- **Q39: Sei a conoscenza che a Forlì ci sono molti edifici importanti per la storia dell'architettura?**

Q39: Do you know that in your city there are many important buildings for the history of architecture? (absolute numbers and percentages)

	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
No	15	15	10.7%	14.9%
Sì	125	86	89.3%	85.1%
Totale	140	101	100.0%	100.0%

- **Q40: Sei a conoscenza che molti edifici di Forlì sono espressione di un'importante corrente dell'architettura detta razionalismo?**

Q40: Are you aware that many buildings in your city are an expression of an important current of architecture called rationalism?

(absolute numbers and percentages)

	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
No	62	55	44.3%	56.1%
Sì	78	43	55.7%	43.9%
Totale	140	98	100.0%	100.0%

- **Q41: Sei a conoscenza che a Forlì ci sono molti edifici importanti per la storia dell'architettura che risalgono al periodo fascista?**

Q41: Are you aware that in Forlì there are many important buildings for the history of architecture that date back to the Fascist period?

(absolute numbers and percentages)

	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
No	8		5.7%	0.0%
Sì	132	101	94.3%	100.0%

Totale	140	101	100.0%	100.0%
--------	-----	-----	--------	--------

- Q42: Ti piacerebbe conoscere di più gli edifici di stile razionalista presenti nella tua città?**

Q42: Would you like to know more about the rationalist style buildings in your city?

(absolute numbers and percentages)

	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
No	43	32	30.7%	32.7%
Sì	97	66	69.3%	67.3%
Totale	140	98	100.0%	100.0%

- Q43: Quali dei seguenti luoghi ritieni più rappresentativi dell'identità culturale della tua città?**

Q43: Which of the following places do you consider most representative of the cultural identity of your city? (max two answers or three answers according to the city)

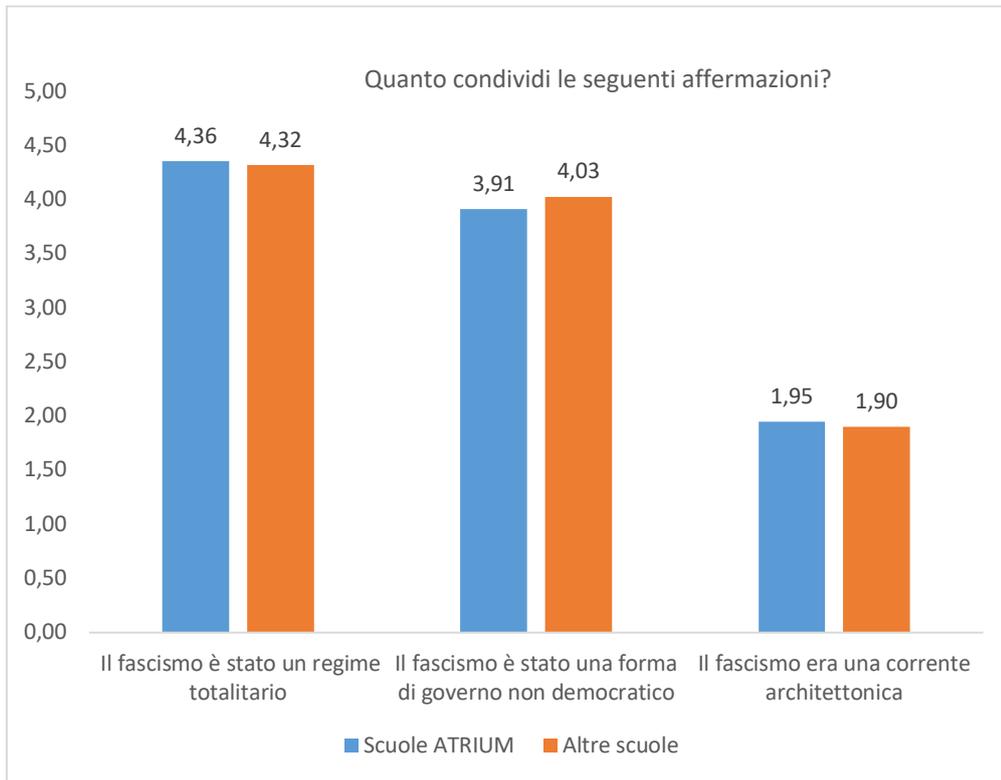
→ Answers have been grouped in Site 1 + Site, total (absolute numbers and percentages)

Luogo I	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
Abbazia di San Mercuriale	22	21	15.8%	21.0%
Altro (specificare):	4	5	2.9%	5.0%
Architettura moderna		2	0.0%	2.0%
Basilica di San Pellegrino	2	3	1.4%	3.0%
Casa del Palmezzano	1	2	0.7%	2.0%
Duomo	6	4	4.3%	4.0%
Musei di San Domenico	100	63	71.9%	63.0%
Oratorio di San Sebastiano	1		0.7%	0.0%
Palazzo Albertini	3		2.2%	0.0%
totale	139	100	100.0%	100.0%

Luogo Totale	Scuole ATRIUM	Altre scuole	Scuole ATRIUM	Altre scuole
Abbazia di San Mercuriale	63	48	25.2%	26.2%
Altro (specificare):	10	12	4.0%	6.6%
Architettura moderna	7	2	2.8%	1.1%
Basilica di San Pellegrino	2	4	0.8%	2.2%
Casa del Palmezzano	4	4	1.6%	2.2%
Duomo	57	48	22.8%	26.2%
Musei di San Domenico	100	63	40.0%	34.4%
Oratorio di San Sebastiano	1	0	0.4%	0.0%
Palazzo Albertini	6	2	2.4%	1.1%
totale	250	183	100.0%	100.0%

- Q44: Facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, quanto condividi le seguenti affermazioni?**

Q44: On a scale of 1 = minimum agreement to 5 = maximum agreement, how much do you share the following statements?



FERRARA

Results of retrospective analysis of school trips in
the upper secondary schools located in the
partners areas

Municipality of Ferrara

Analisi del questionario somministrato ai docenti

L'azione di somministrazione questionario docenti, a Ferrara ha toccato 6 diversi Istituti, per un totale di 12 entries. I questionari sono stati somministrati ai docenti via email, tra novembre 2018 e gennaio 2019.

BLOCK: SUL VIAGGIO

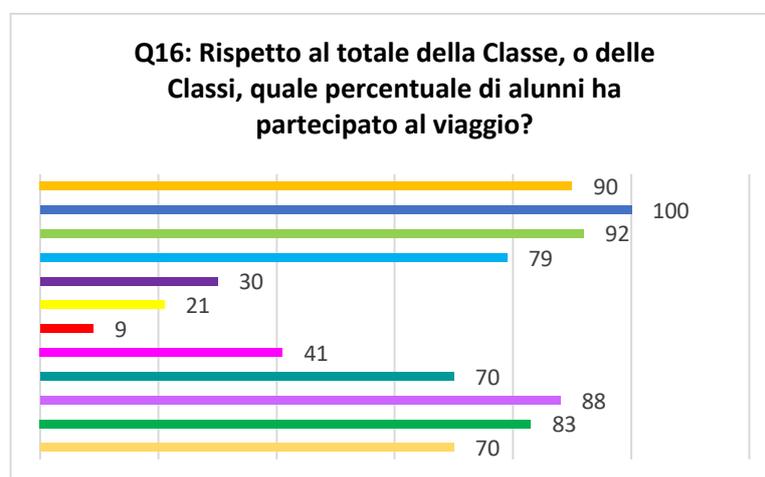
Q13: La destinazione del viaggio

Cracovia-Auschwitz Birkenau	1	8,3%
Berlino	2	16,7%
Budapest	2	16,7%
Grecia	4	33,3%
Milano - percorso di architettura contemporanea	1	8,3%
MONACO DI BAVIERA	1	8,3%
Torino e Roma	1	8,3%
Totale complessivo	12	100,00%

Q14: Periodo del viaggio

Partenza	Arrivo	Notti
20/03/2018	23/03/2018	3
10/04/2018	14/04/2018	4
20/03/2018	26/03/2018	6
19/03/2018	24/03/2018	5
12/04/2018	14/04/2018	2
Fine marzo	Primi aprile	
19/03/2018	24/03/2018	5
16/10/2018	20/10/2018	4
30/09/2018	03/10/2018	3
08/04/2018	12/04/2018	4
30/09/2018	03/10/2018	3

Durata media pernottamento: 4 notti



% media: 64

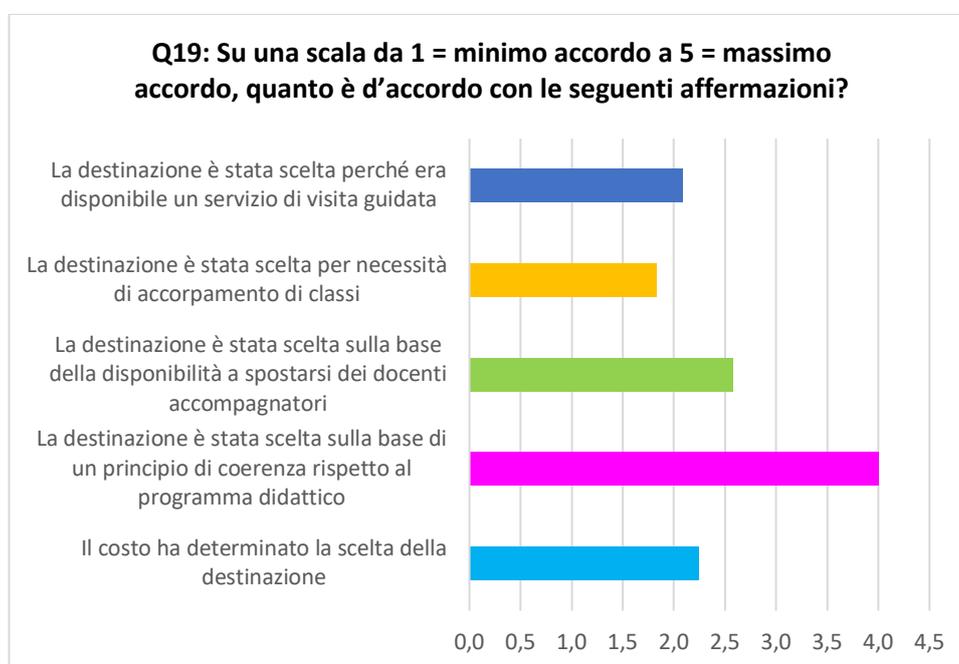
Q17: Costo medio del viaggio per alunno

€ 120	1
€ 210	1
€ 250	2
€ 260	1
€ 300	1
€ 314	1
€ 360	1
€ 367	1
€ 380	1
€ 400	2

Costo medio del viaggio per alunno: € 300

Q18: Il costo del viaggio è stato finanziato

In tutti i casi è stato finanziato totalmente dalle famiglie



Q20: Ritiene che vi siano altre motivazioni che hanno sostenuto la scelta della destinazione?

Il no e i sì si equivalgono.

Di questi ultimi, 3 specificano "finalità didattiche", 1 "alternanza scuola lavoro", 1 "interesse specifico delegato istituzioni. Ideali da visitare".

Q21: Indichi, per favore, il tema e le finalità del viaggio di istruzione dal punto di vista didattico:

In considerazione del numero limitato di entries e dell'interesse contenutistico che potevano rivestire queste risposte, si opta per riportare di seguito le compilazioni registrate, inserendo di seguito un'etichetta tematica (aggiunta in grassetto e italico) che faciliti l'interpretazione del dato.

Prevalgono infatti le finalità storico-artistiche, seguite da quelle specificamente architettoniche e turistiche.

Visita al memoriale di Dachau, ai luoghi storici di Monaco afferenti a seconda guerra mondiale, alle collezioni d'arte moderna e contemporanea della città ARTE, STORIA
Budapest e le sue architetture ARCHITETTURA
Arricchimento di conoscenze storico artistiche ARTE, STORIA
progetto culturale ARTE, STORIA
conoscenza della cultura classica, travel game ARTE, STORIA

Milano capitale europea. Milano offre agli studenti di un liceo artistico la possibilità di conoscere le più importanti correnti architettoniche e artistiche contemporanee. Dalla Fondazione Hangar alla fondazione Prada, osservando le architetture di Boeri, Rota, Zaha Hadid, Rem Koolhaas. David Chipperfield ed altri. **ARTE E ARCHITETTURA**

Approfondimento di tematiche storiche, culturali, artistiche **ARTE E STORIA**

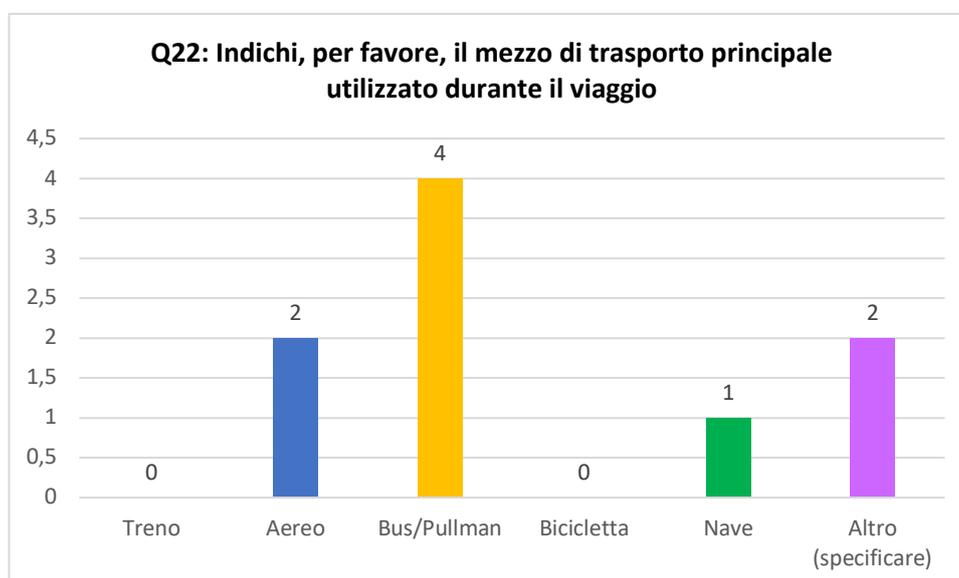
Attività di Alternanza Scuola Lavoro sulla nave con riconoscimento di 20 ore di attività. Visita dell'Acropoli di Atene e dei principali luoghi della Grecia classica. **ARTE E STORIA**

A Cracovia per visitare la fabbrica di Oskar Schindler, il ghetto ebraico e il campo di concentramento e sterminio tedesco nazista di Auschwitz Birkenau **STORIA**

Memoria sistemi totalitari **STORIA**

La visita alla città di Budapest si è configurata come momento di conoscenza delle attrattive turistiche della capitale di uno degli Stati europei studiati durante l'anno scolastico e come applicazione di competenze acquisite per la preparazione di un itinerario turistico specifico **TURISMO**

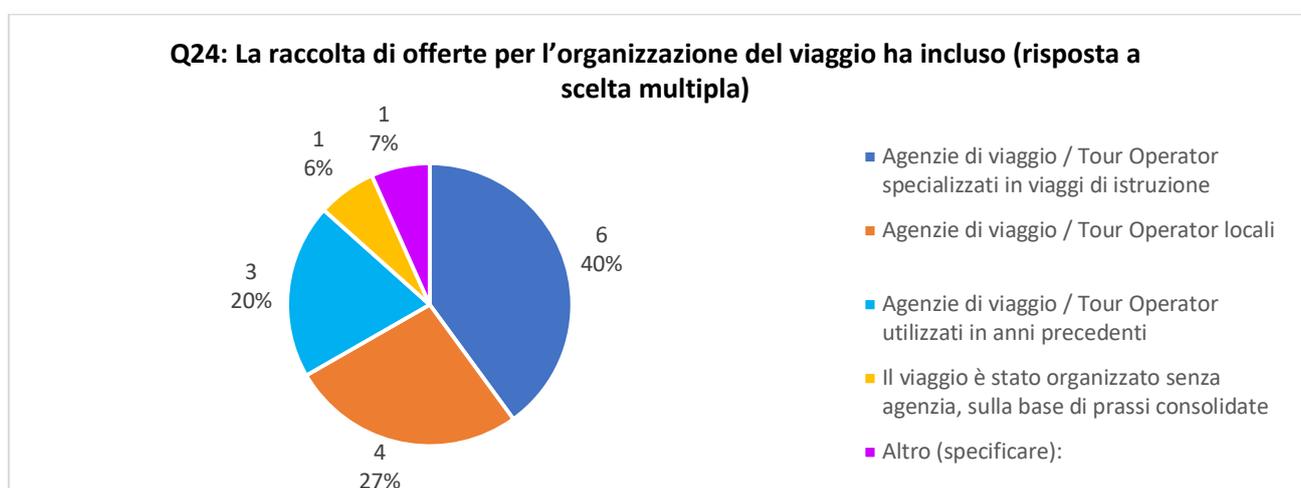
Attività legata ad argomenti di studio delle diverse discipline curricolari; tra le finalità: visitare luoghi legati alla memoria delle persecuzioni e degli eccidi del popolo ebraico; memoria del dopo guerra in Germania, della Berlino EST al tempo della Stasi **STORIA**



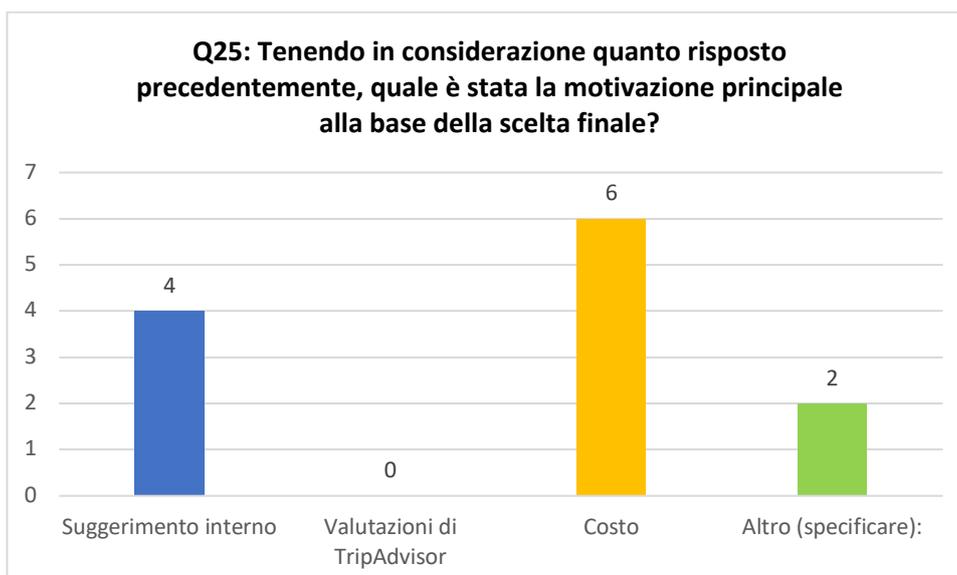
Chi ha indicato "Atro", specifica rispettivamente "metro" e "nave e pullman"

Q23: Indichi, per favore, la tipologia principale di alloggio:

Su 12 entries, 11 indicano albergo, 1 altro (imbarcazione)



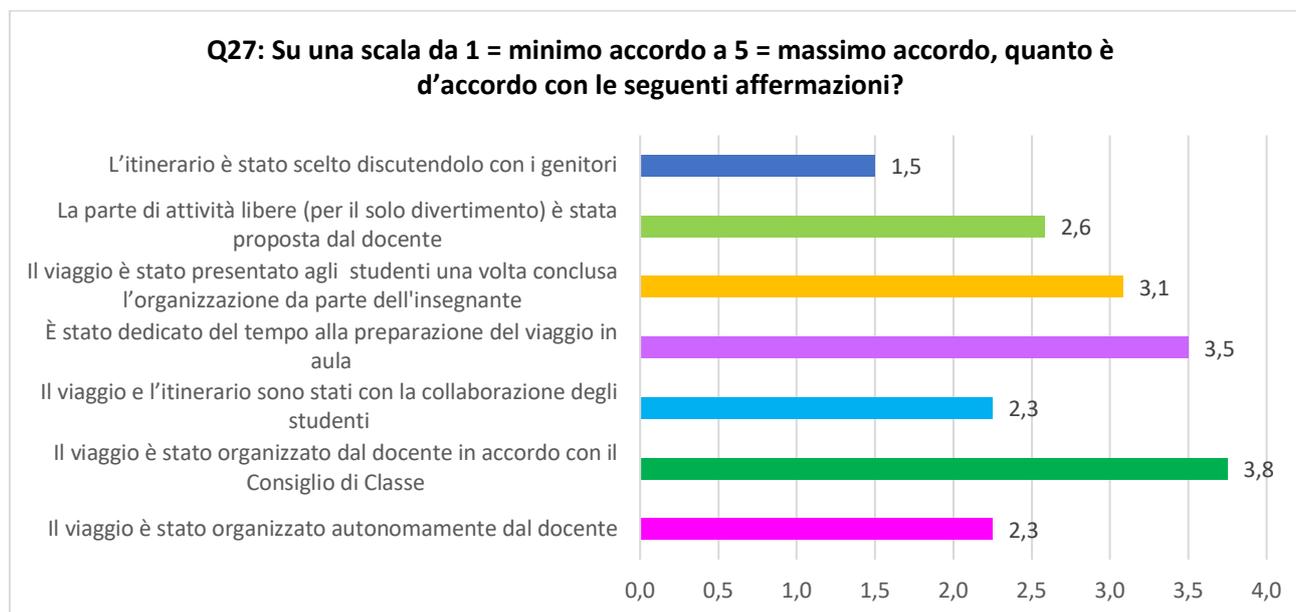
Altro: "travel game"



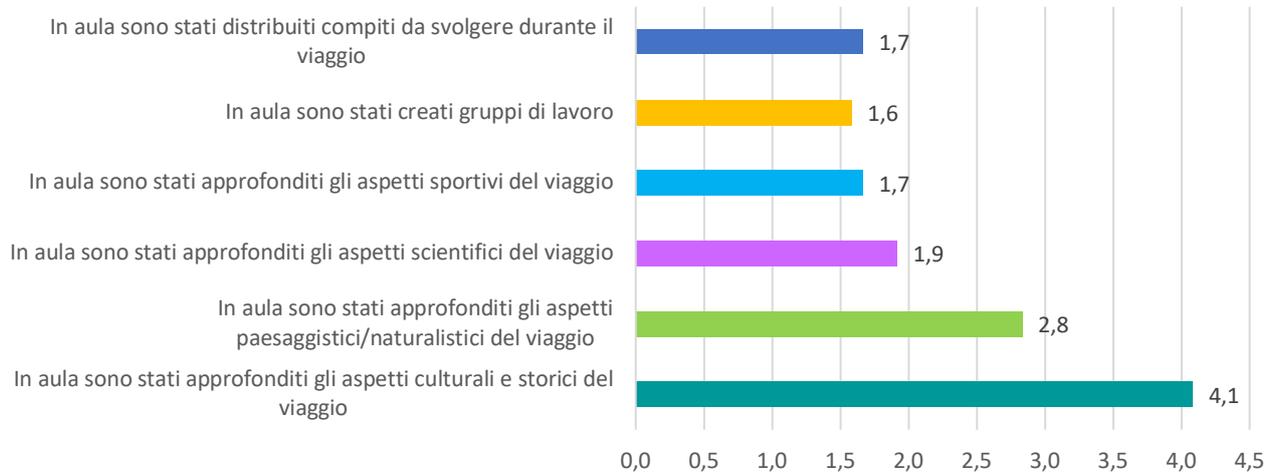
Nella specifica dell'opzione "Altro" emerge l'aspetto prettamente culturale.

Queste le specifiche: "Asl e cultura"; "Far conoscere agli studenti le principali produzioni architettoniche e artistiche contemporanee".

BLOCK PRIMA DELLA PARTENZA

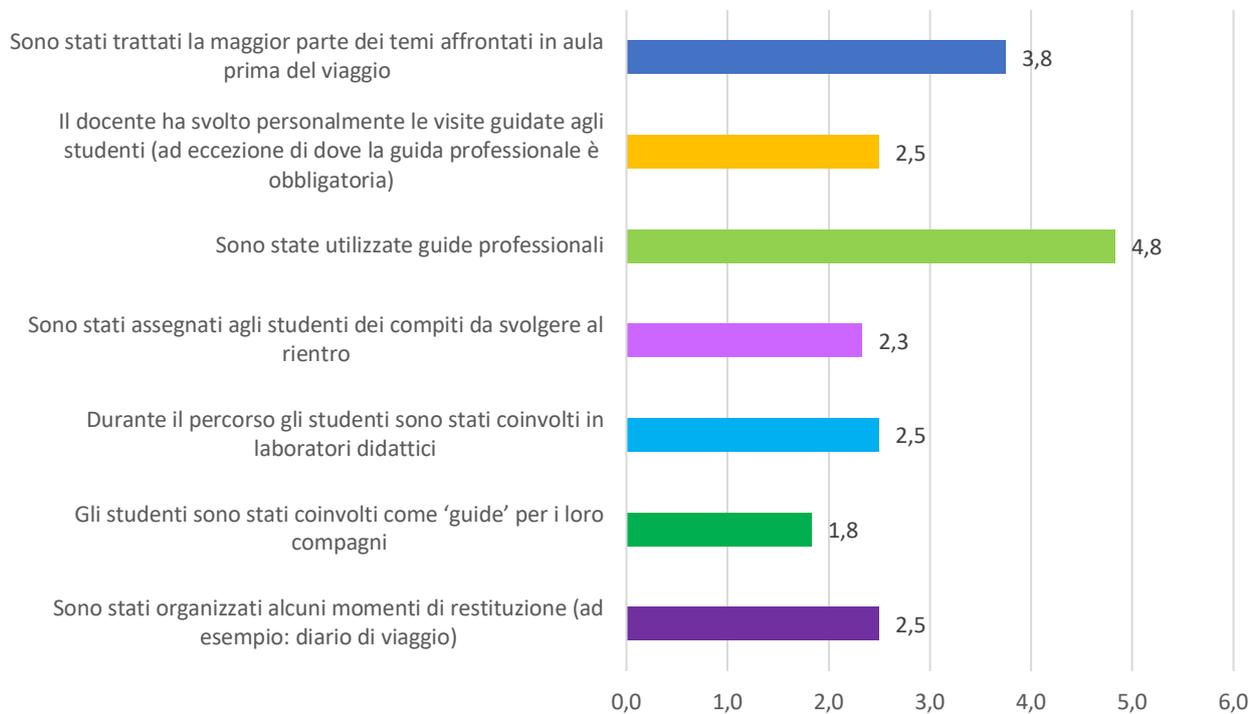


Q28: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto è d'accordo con le seguenti affermazioni?

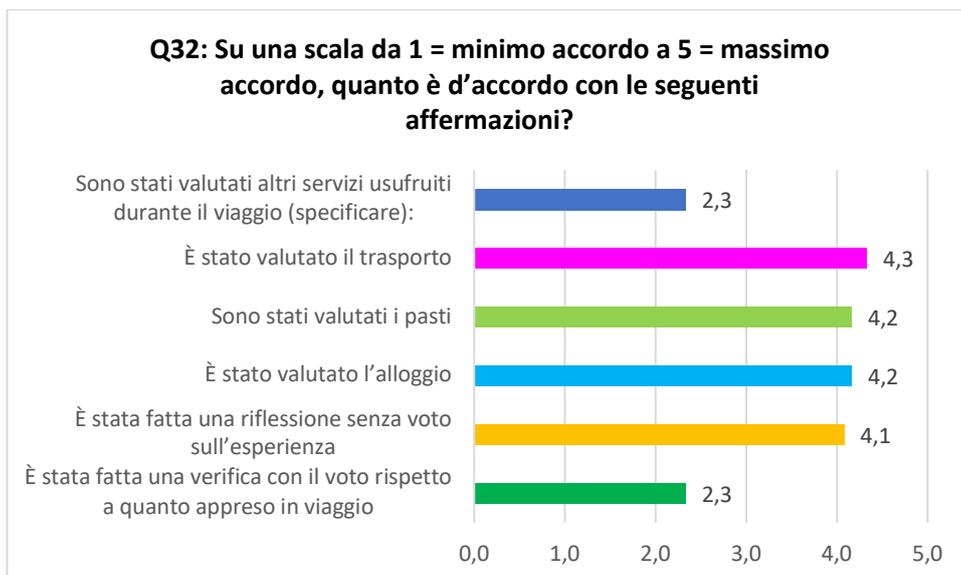


BLOCK DURANTE IL VIAGGIO

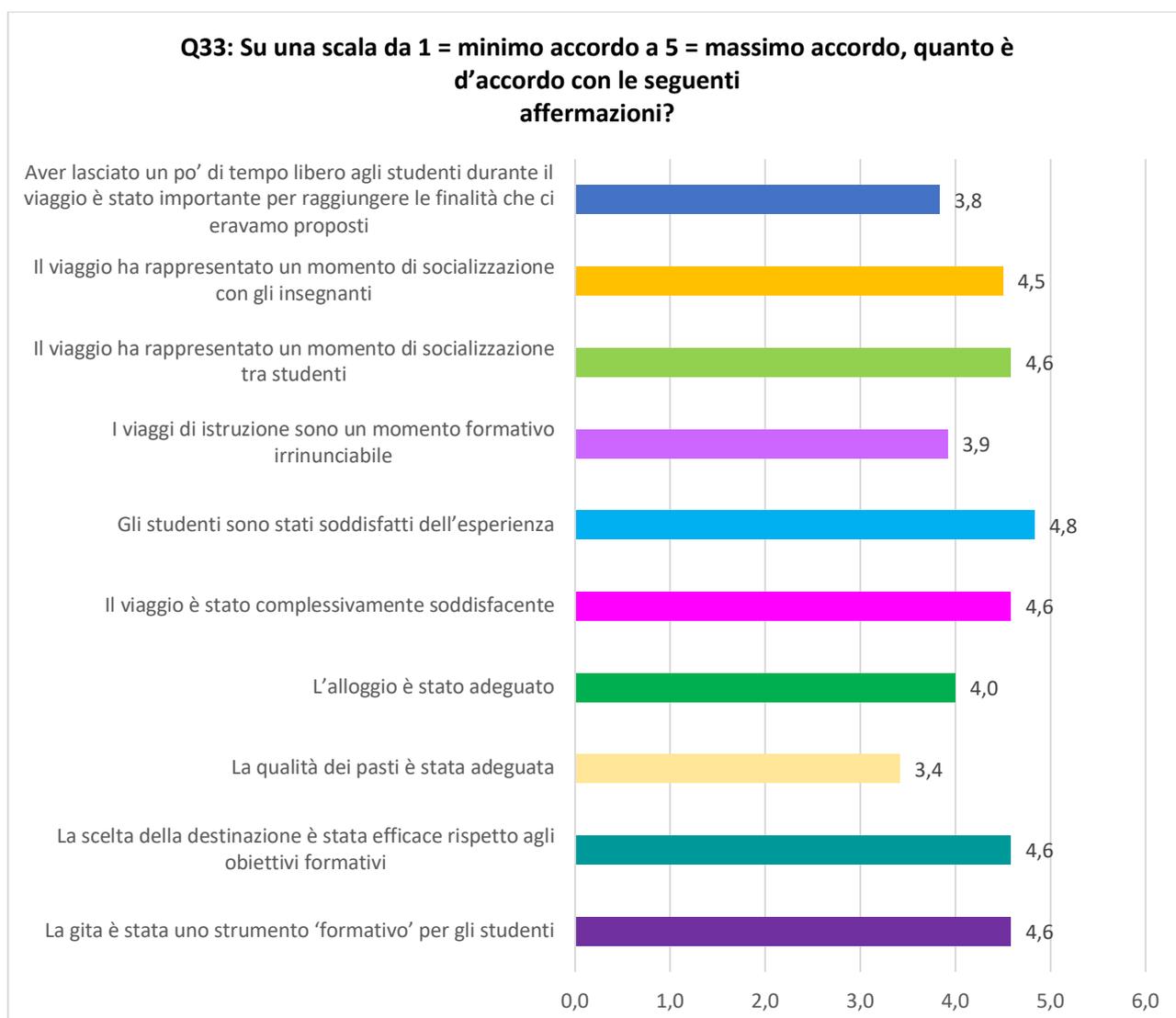
Q32: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto è d'accordo con le seguenti affermazioni?

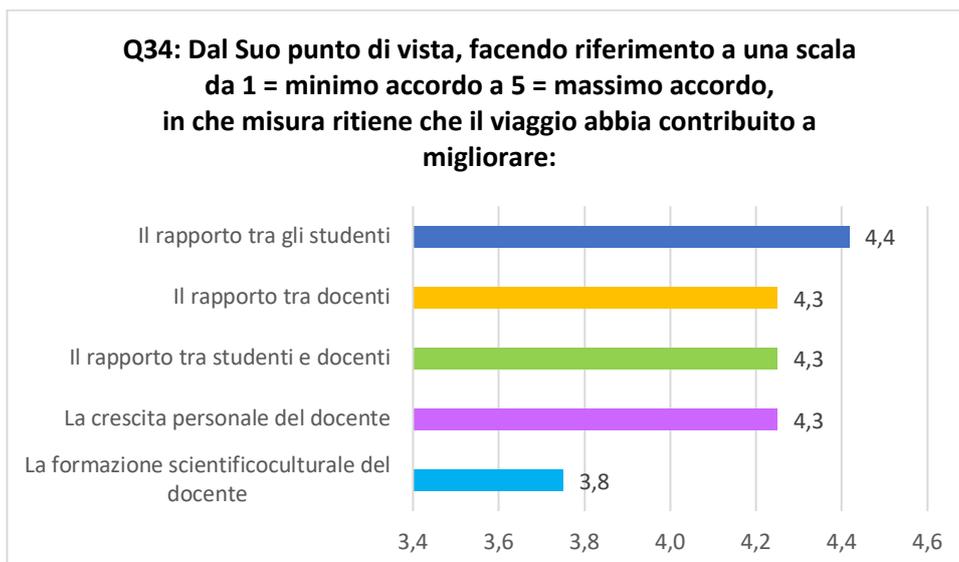


DOPO IL VIAGGIO

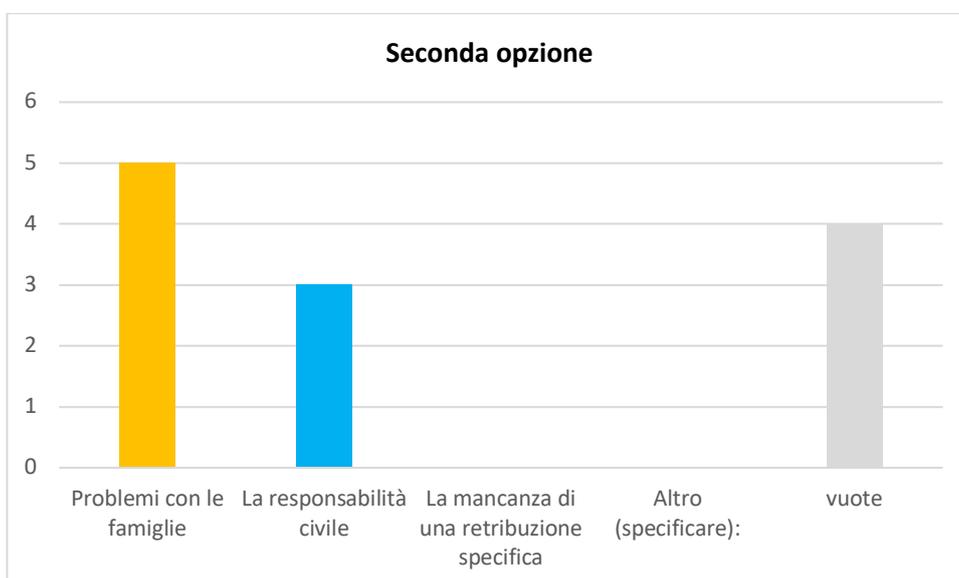
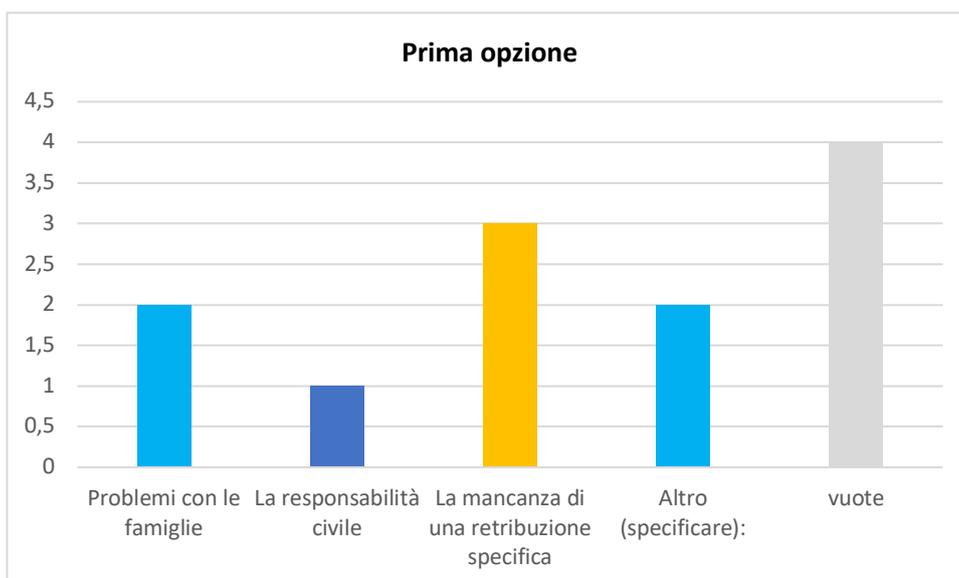


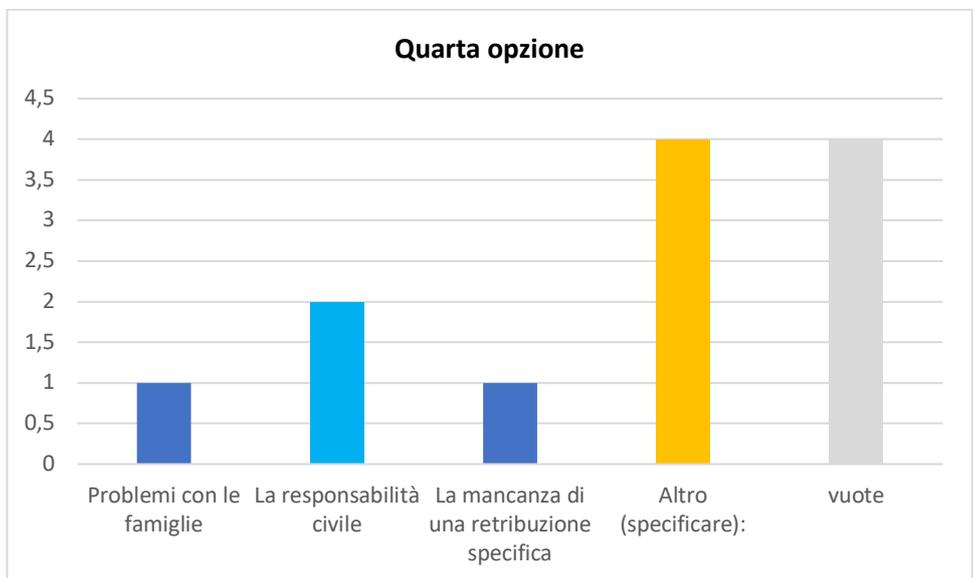
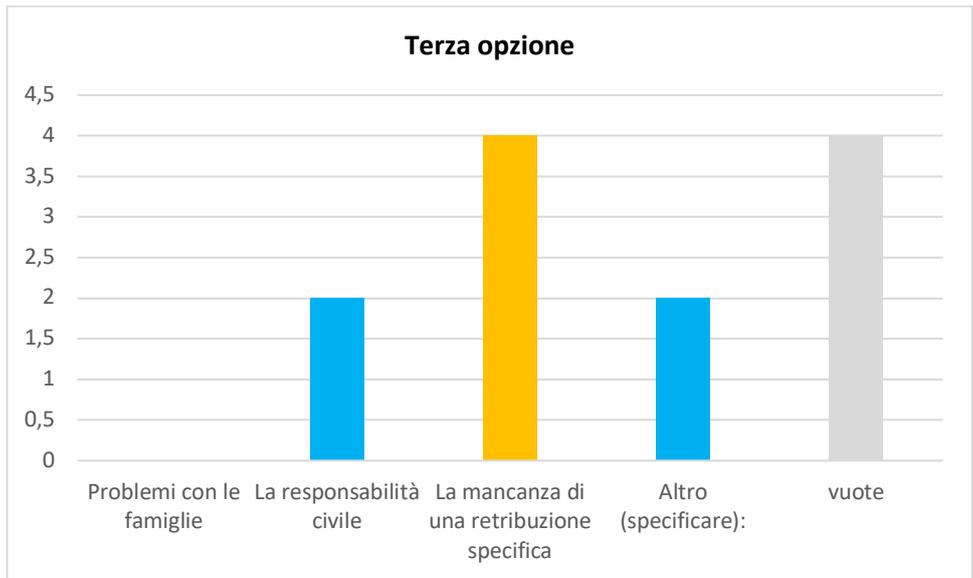
Alla voce altro, è sempre specificato "guide".





Q35: La lista seguente include alcune motivazioni che potrebbero prevenire il Suo futuro accompagnamento di una classe in gita. Le disponga, per favore, per ordine di importanza (1 = la più importante, ...)





Dei 4 “altro”, se ne segnalano 2 relativi a “problemi con la classe”, 1 ad “assunzione responsabilità colleghi”, 1 a “difficoltà organizzative e temi lunghi che influiscono a rialzo sui costi”.

Analisi del questionario somministrato agli studenti

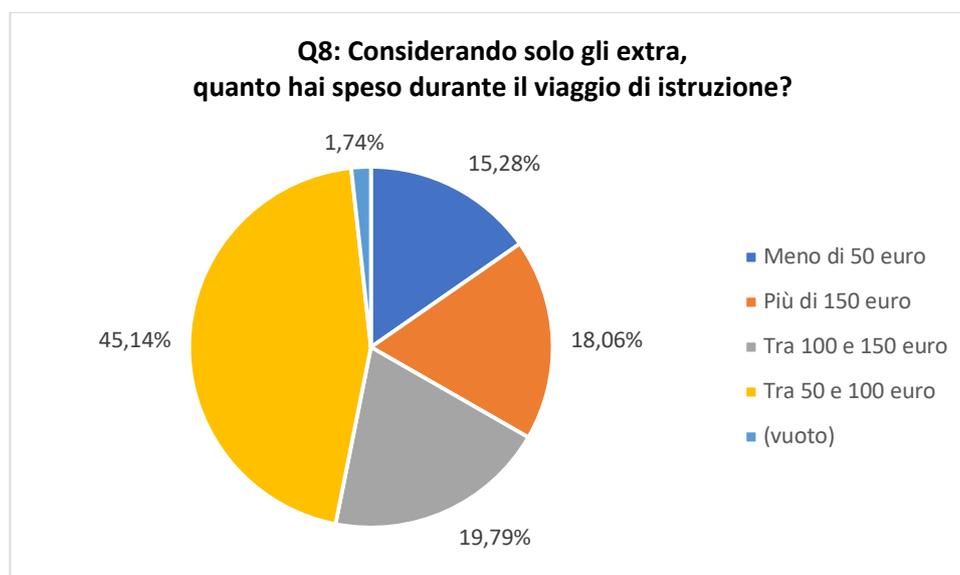
L'azione di somministrazione questionario studenti, a Ferrara ha toccato 6 diversi Istituti, attraverso 19 classi, per un totale di 288 entries.

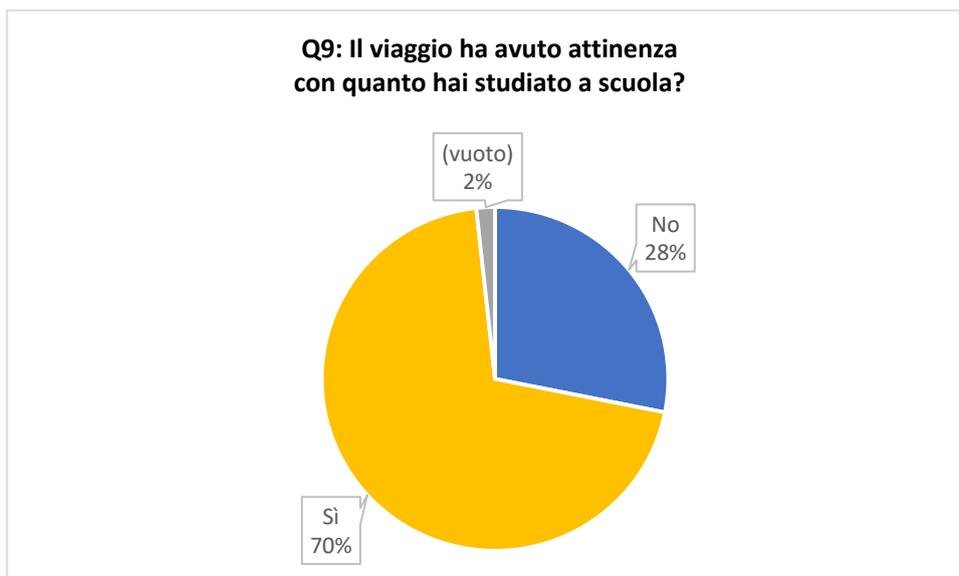
I questionari sono stati somministrati direttamente alle classi, tra novembre 2018 e gennaio 2019. Al momento della somministrazione, nessuna delle classi, incluse le due che sarebbero poi state protagoniste dell'approfondimento sui beni dissonanti *Atrium plus*, aveva effettuato percorsi preparatori su totalitarismi e relative estetiche in seno al progetto.

Q6: Indica, per favore, il codice relativo al viaggio di istruzione rispetto al quale risponderai alle domande successive

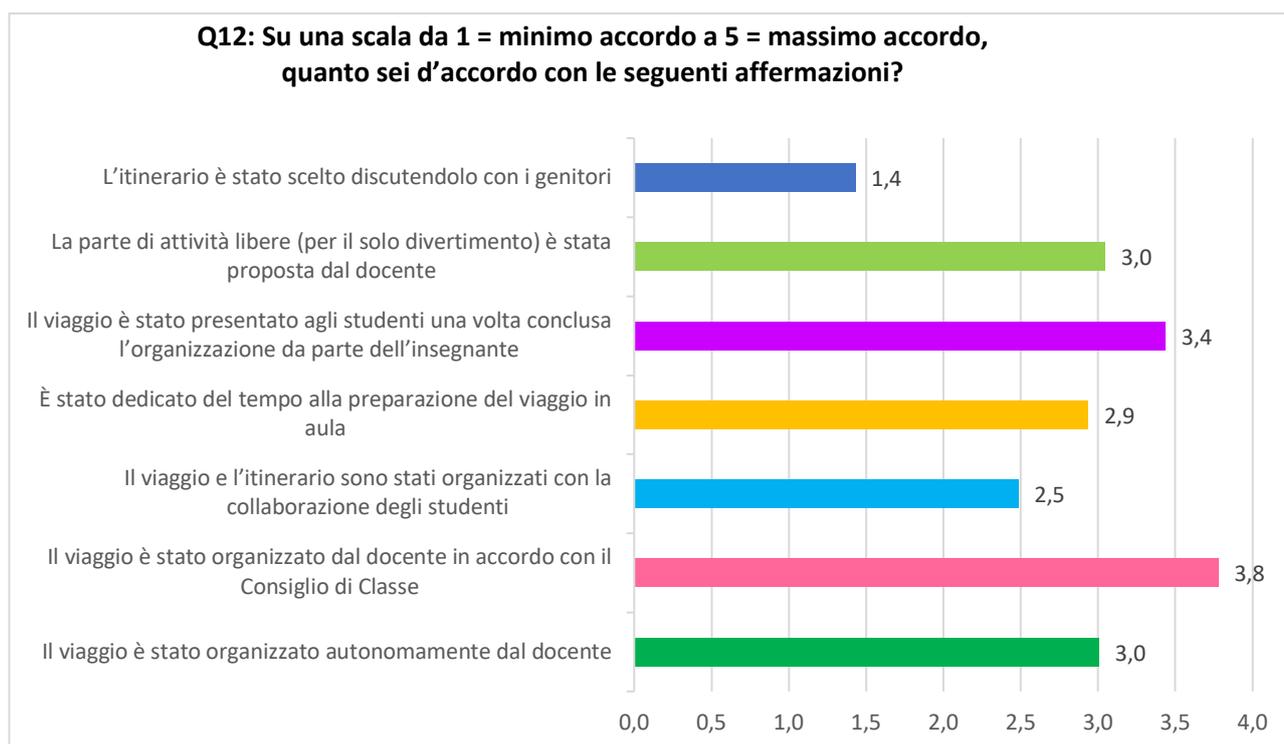
Budapest	12	4,2%
Cracovia	43	14,9%
Berlino	18	6,3%
Budapest	24	8,3%
Arles	14	4,9%
Milano1	10	3,5%
Milano2	18	6,3%
Monaco di Baviera	10	3,5%
Roma1	11	3,8%
Roma2	39	13,5%
Sarajevo	13	4,5%
Budapest2	18	6,3%
Grecia	52	18,1%
vuoto	6	2,1%
Totale complessivo	288	100,0%

BLOCK: SUL VIAGGIO

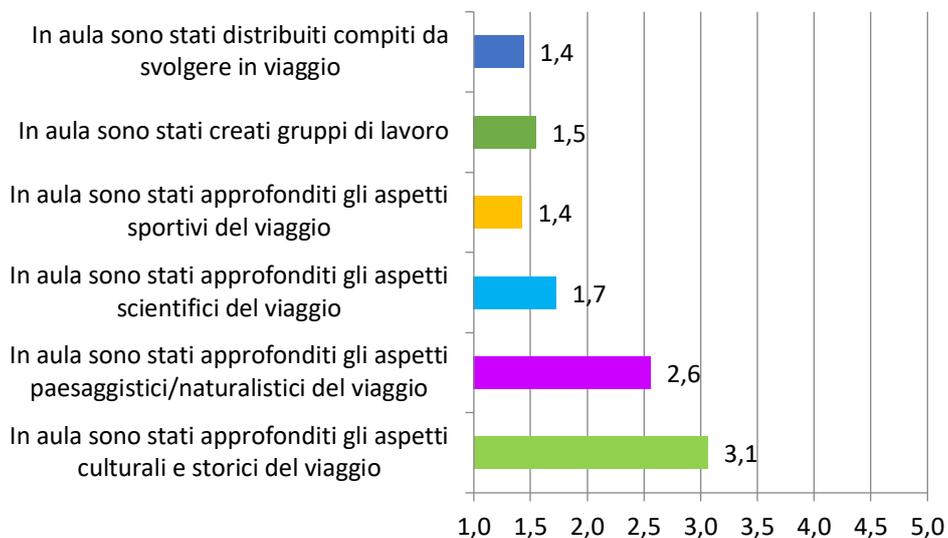




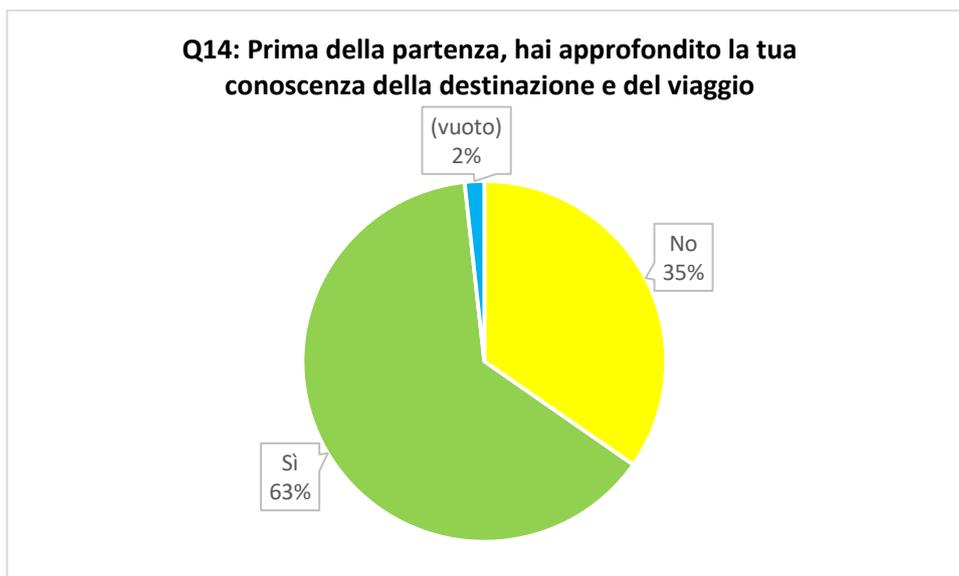
BLOCK: PRIMA DELLA PARTENZA



Q13: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?

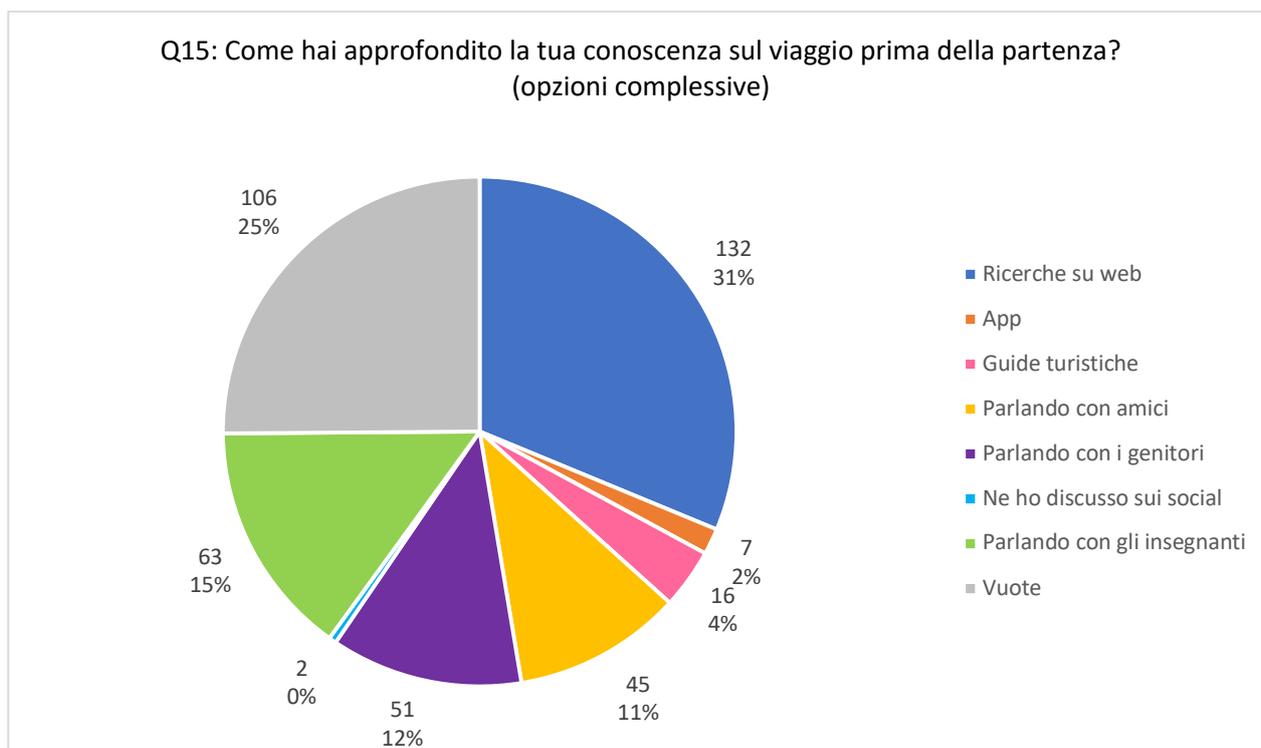
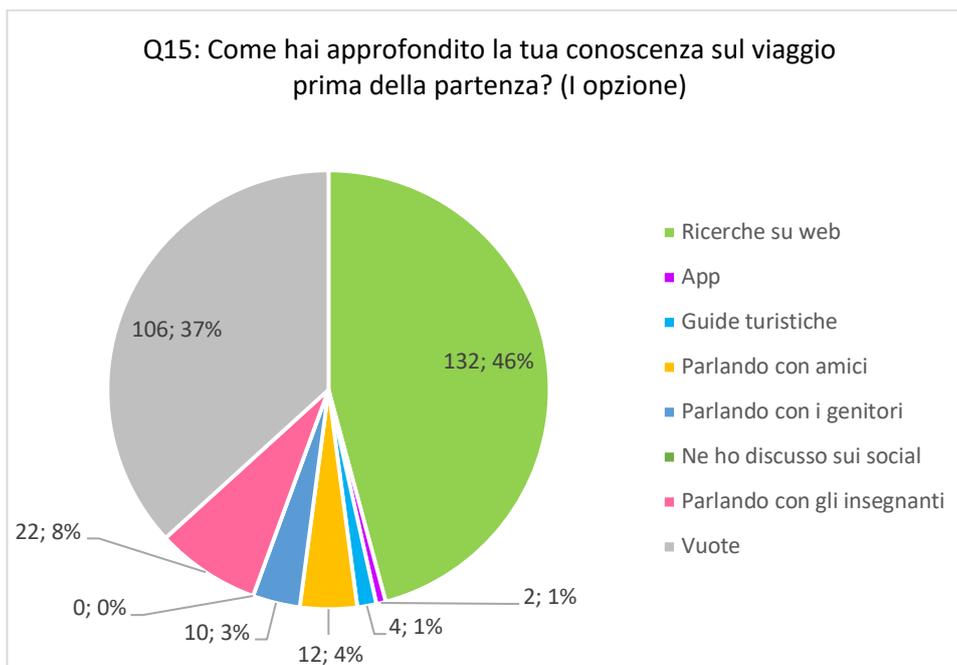


Q14: Prima della partenza, hai approfondito la tua conoscenza della destinazione e del viaggio



Q15: Come hai approfondito la tua conoscenza sul viaggio prima della partenza?

Per l'impostazione del campo da compilare, non è possibile distinguere anche la seconda e la terza opzione. Ci si limita a registrare la prima opzione e il numero di occorrenze dei singoli item, rispetto alla totalità delle indicazioni, incluse le espressioni "vuote" (422).



Q16: Quali pagine web hai consultato?

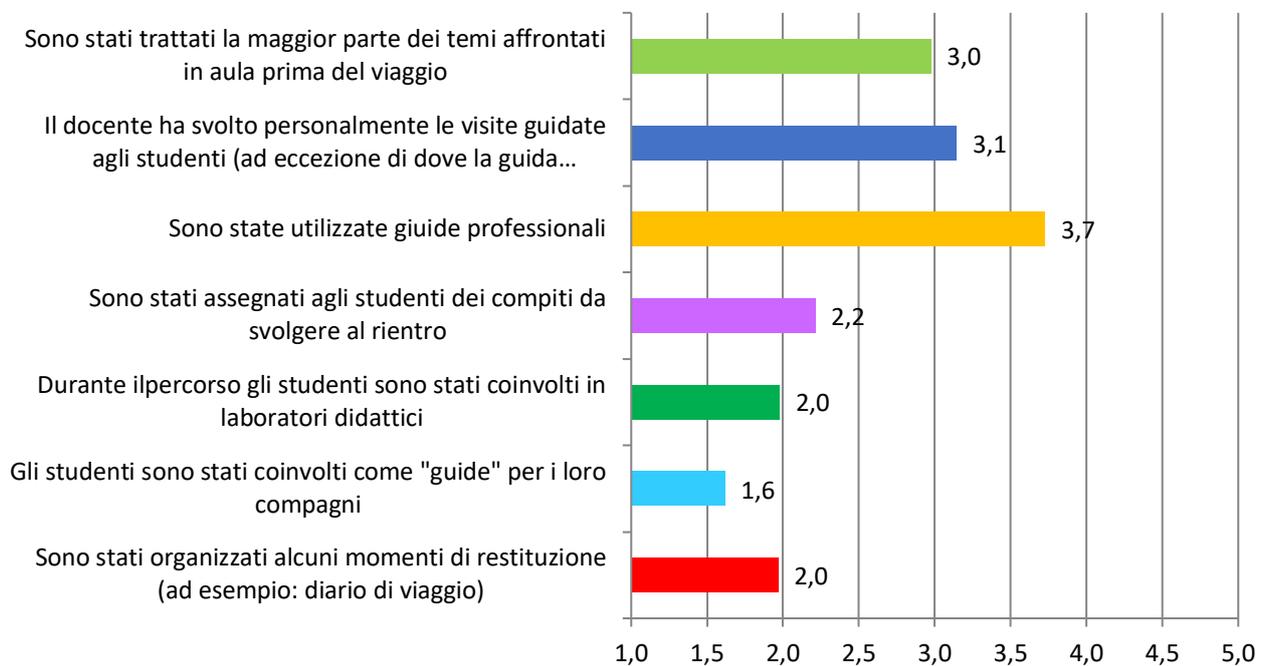
Su un totale di 288 questionari somministrati, si segnalano qui 61 entries riportanti Wikipedia, 14 Google. Tra le altre, generiche, spiccano le 10 relative a ricerche sulle mete volte ad approfondirne la dimensione più espressamente culturale (attraverso siti di musei o volti all'approfondimento di storia, monumenti, architettura) e le 7 dichiaratamente relative all'aspetto più turistico (siti di recensioni, consigli per turisti ecc.). 187 non hanno compilato il campo.

Q17: Quali app hai consultato?

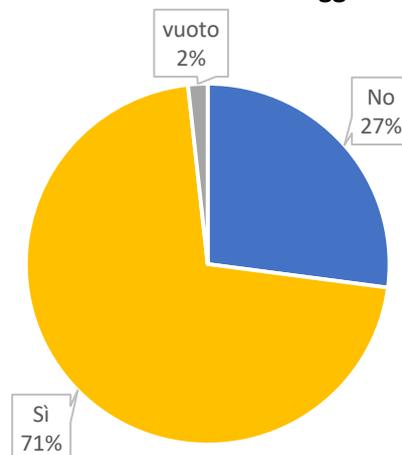
Facebook e Instagram	1
Instagram	3
TripAdvisor	1
turistiche	1
(vuoto)	282

BLOCK: DURANTE IL VIAGGIO

Q19: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?



Q20: Durante il viaggio, hai approfondito la tua conoscenza della destinazione e del tema del viaggio di istruzione?



Q21: Come hai approfondito la tua conoscenza sul viaggio mentre eri in gita?	Totale
App, Guide turistiche, Parlando con amici, Parlando con gli insegnanti	1
App, Parlando con gli insegnanti	1
Guide turistiche	26
Guide turistiche, Parlando con amici	2
Guide turistiche, Parlando con amici, Parlando con gli insegnanti	15
Guide turistiche, Parlando con amici, Parlando con i genitori, Parlando con gli insegnanti	2
Guide turistiche, Parlando con gli insegnanti	25
Ne ho discusso sui social	1
Parlando con amici	4
Parlando con amici, Parlando con gli insegnanti	18
Parlando con amici, Parlando con i genitori, Parlando con gli insegnanti	2
Parlando con gli insegnanti	34
Parlando con i genitori	2
Ricerche su web	16
Ricerche su web, App, Guide turistiche, Parlando con amici	1
Ricerche su web, App, Guide turistiche, Parlando con gli insegnanti	1
Ricerche su web, App, Parlando con amici	1
Ricerche su web, App, Parlando con amici, Parlando con i genitori	1
Ricerche su web, Guide turistiche	4
Ricerche su web, Guide turistiche, Parlando con amici	3
Ricerche su web, Guide turistiche, Parlando con amici, Parlando con gli insegnanti	5
Ricerche su web, Guide turistiche, Parlando con gli insegnanti	5
Ricerche su web, Guide turistiche, Parlando con i genitori, Parlando con gli insegnanti	1
Ricerche su web, Ne ho discusso sui social	1
Ricerche su web, Ne ho discusso sui social, Parlando con gli insegnanti	1
Ricerche su web, Parlando con amici	5
Ricerche su web, Parlando con amici, Parlando con gli insegnanti	8
Ricerche su web, Parlando con gli insegnanti	16
Ricerche su web, Parlando con i genitori, Parlando con gli insegnanti	2
(vuoto)	84
Totale complessivo	288

Q22: Quali pagine web hai consultato?

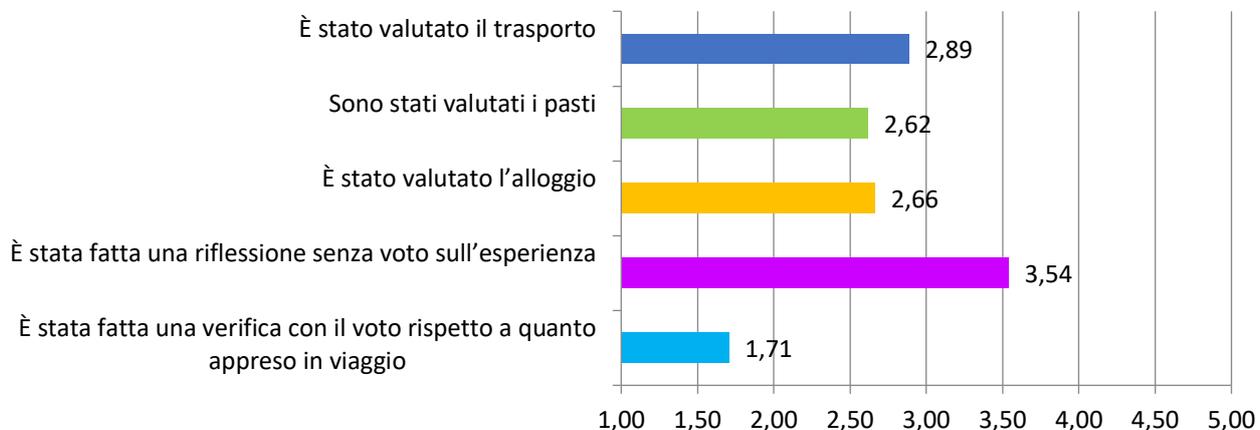
Si segnala che su 288 questionari somministrati, 234 non risultano compilati in questo campo. Tra le risposte pervenute 38 riportano Wikipedia. Nelle risposte residue compaiono, Tripadvisor, google, il sito dell'hotel e l'indicazione più generica "2-3 siti specifici".

Q23: Quali App hai consultato?

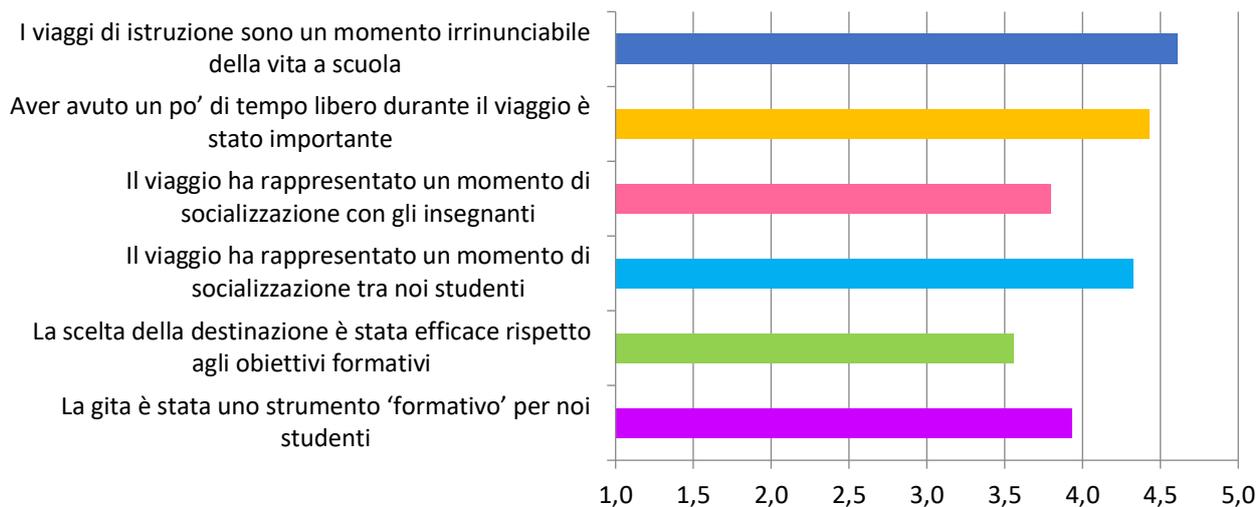
285 non hanno risposto. I restanti hanno rispettivamente indicato: "Google maps", "Tripadvisor, around me", "Instagram".

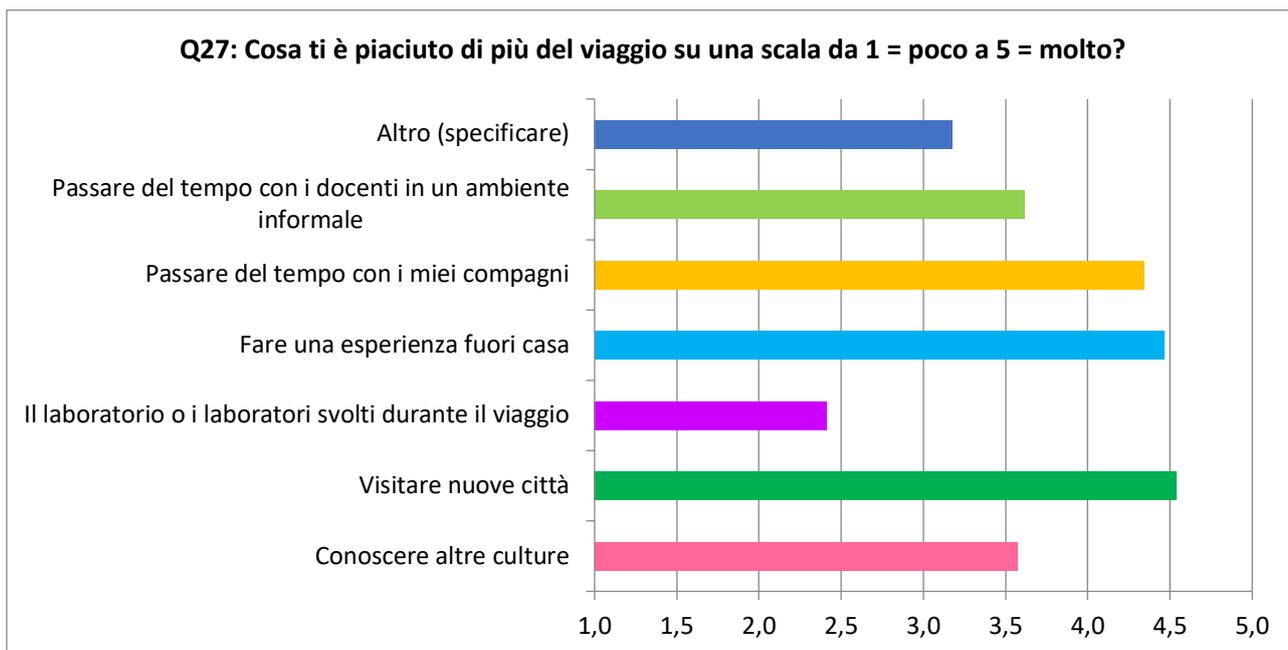
BLOCK: DOPO IL VIAGGIO

Q25: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?



Q26: Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?





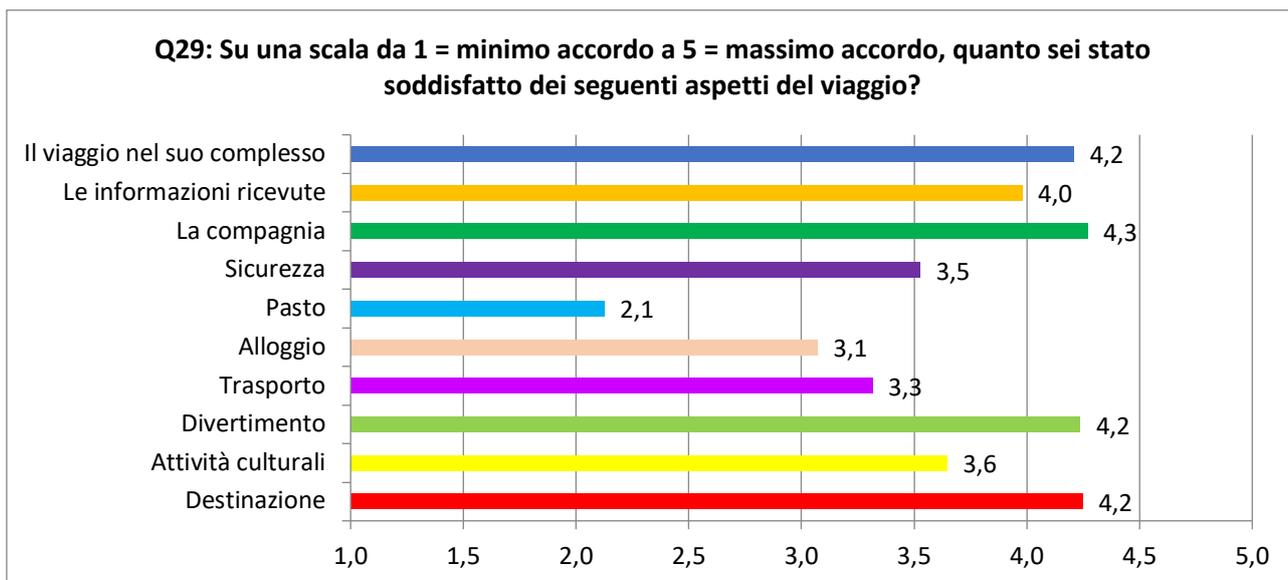
Analisi della voce "altro"

Divertimento	8
Accrescere la mia cultura	24
Trascorrere tempo con gli amici	3
Autonomia e responsabilità	4
Visitare nuovi luoghi	9
Nulla	4
Altro	18
vuoto	218

Si segnala che nel campo "altro" spiccavano gli item gastronomici, mentre in "Accrescere la mia cultura" sono confluiti molte risposte riguardanti l'aspetto linguistico.

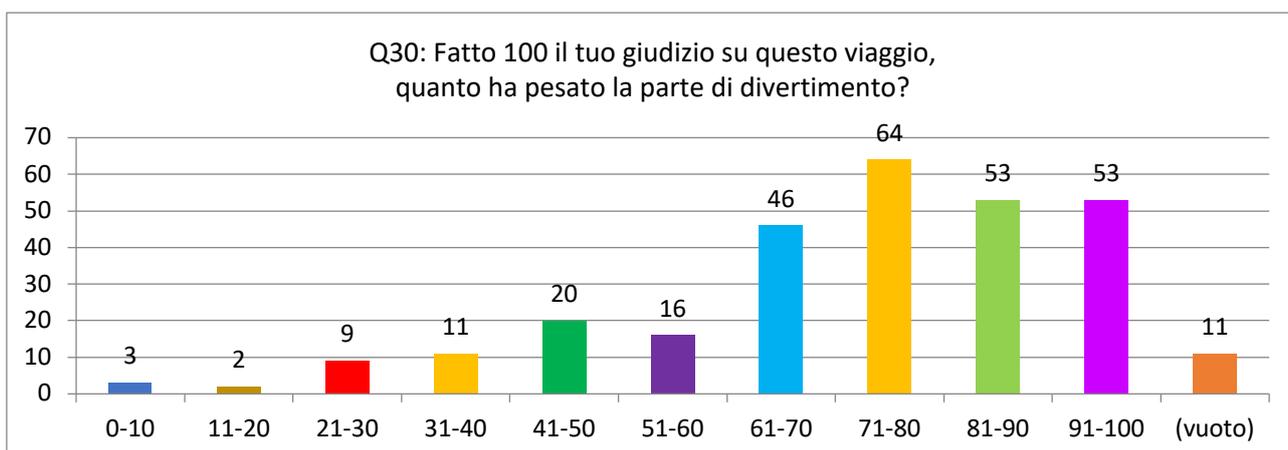
Sarebbe stato quindi interessante valutare di scorporare anche gastronomia e pratica di lingue straniere.





Q30: Fatto 100 il tuo giudizio su questo viaggio, quanto ha pesato la parte di divertimento?

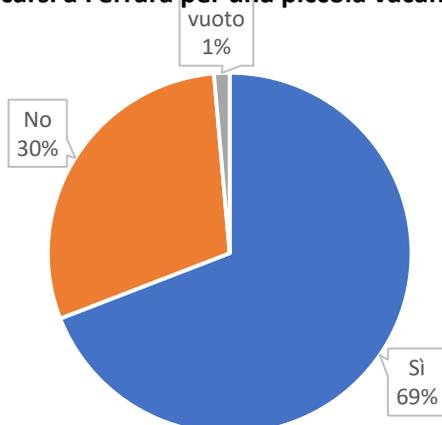
Valore del divertimento: 73,7%



BLOCK: FERRARA E IL PATRIMONIO ATRIUM



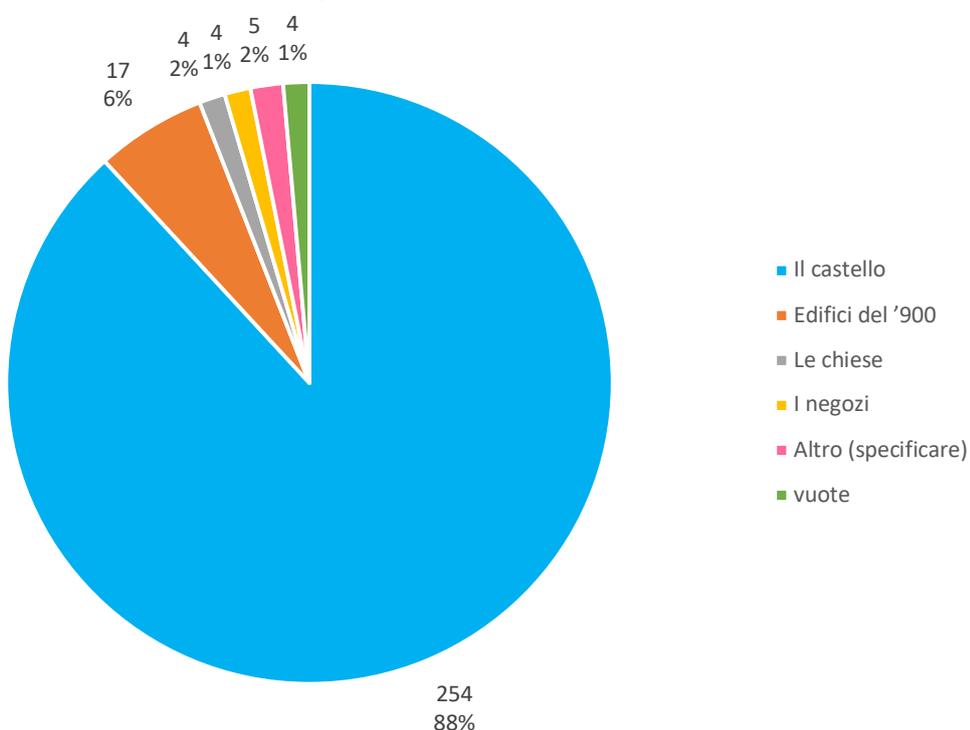
Q35: Pensando alla gita fatta, suggeriresti ad altri studenti di recarsi a Ferrara per una piccola vacanza?



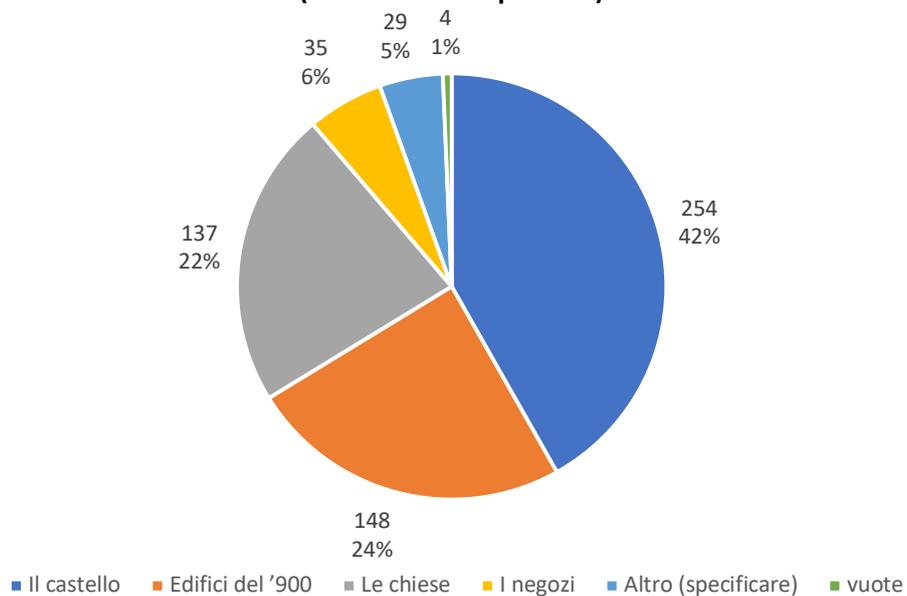
Q36: Cosa suggeriresti di visitare di Ferrara?

Per l'impostazione del campo da compilare, non è possibile distinguere anche la seconda e la terza opzione. Ci si limita a registrare la prima opzione e il numero di occorrenze dei singoli item, rispetto alla totalità delle indicazioni, incluse le espressioni "vuote" (607). Il campo "altro" non è mai stato specificato.

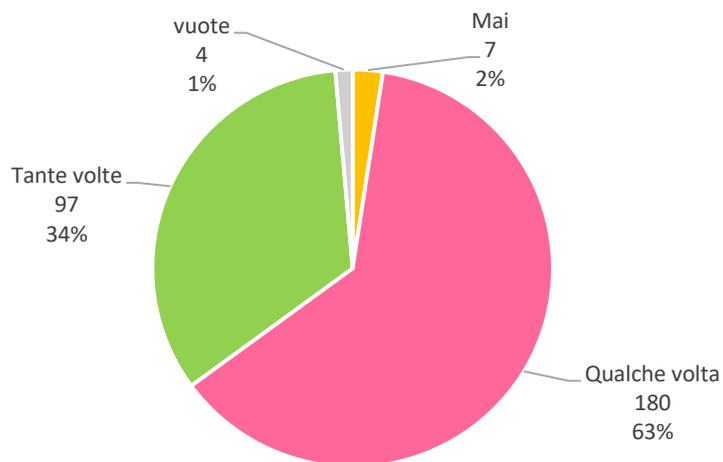
Q36: Cosa suggeriresti di visitare di Ferrara? (prima indicazione)



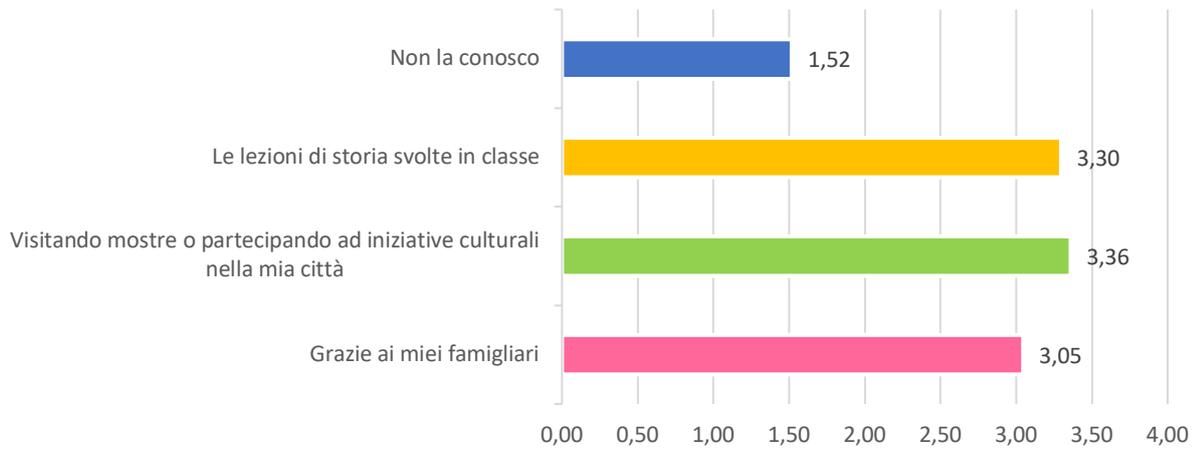
**Q36: Cosa suggeriresti di visitare di Ferrara?
(indicazioni complessive)**



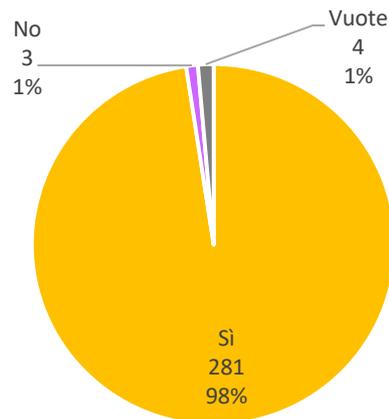
Q37: Nel corso del tuo percorso scolastico hai fatto uscite didattiche nella città di Ferrara?



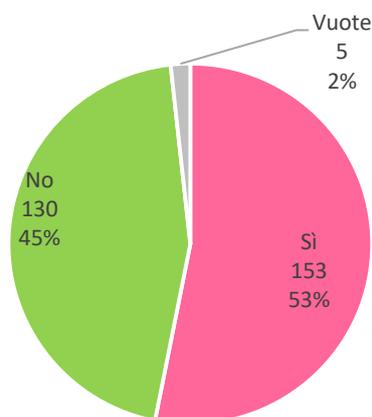
Q38: Facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, quali delle seguenti opzioni indica meglio il modo con cui sei venuto a conoscenza della storia della tua città?



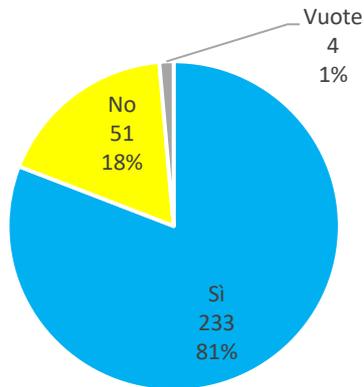
Q39: Sei a conoscenza che a Ferrara ci sono molti edifici importanti per la storia dell'architettura?



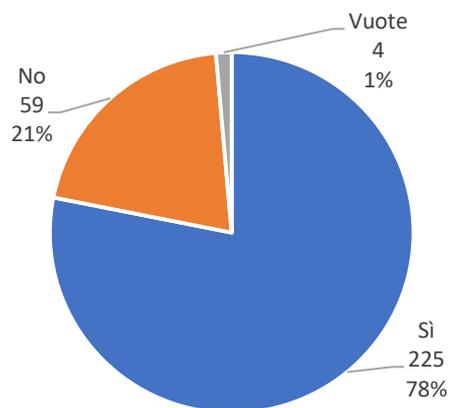
Q40: Sei a conoscenza che molti edifici di Ferrara sono espressione di un'importante corrente dell'architettura detta razionalismo?



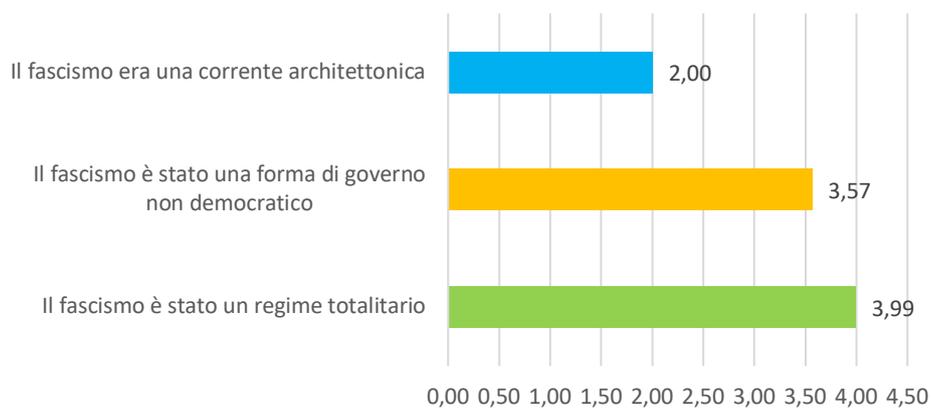
Q41: Sei a conoscenza che a Ferrara ci sono molti edifici importanti per la storia dell'architettura che risalgono al periodo fascista?



Q42: Ti piacerebbe conoscere di più gli edifici di stile razionalista presenti nella tua città?



Q44: Facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, quanto condividi le seguenti affermazioni?





**Review of the Results of Research on Educational Tourism in the
Republic of Croatia for the Need to Implement the
ATRIUM PLUS Project**

University of Zadar

Review of the Results

February 2019

Content

1. INTRODUCTION	4
2. EDUCATIONAL TOURISM IN CROATIA	5
3. DATA QUANTIFICATION OF A SAMPLE GROUP OF STUDENTS	5
LABIN AND ATRIUM HERITAGE	19
4. DATA QUANTIFICATION OF A SAMPLE GROUP OF TEACHERS	23
5. MAIN OPERATORS	44
OFFERS OF SCHOOL EXCURSIONS	47
6. KEY FINDINGS OF THE FOCUS GROUPS WITH PRINCIPALS	48
PROCESS AND ELECTION OF TRAVEL AGENCIES	49
DESTINATION SELECTION	51
TRIP PLAN AND PROGRAM	52
EDUCATIONAL TOURISM	52
SITUATION IN CROATIA	53
7. KEY FINDINGS OF THE FOCUS GROUP WITH PARENTS	54
PROCESS AND SELECTION OF A TRAVEL AGENCIES	55
TRIP PLAN AND PROGRAM	56
EXCURSION EXPERIENCE	56
EDUCATIONAL TOURISM	57
8. CONCLUSION	58

1. Introduction

The review of the results pertains to the research of the educational tourism market in the Republic of Croatia for the needs of the implementation of the ATRIUM PLUS Project financed by the cross-border cooperation INTERREG V-A Italy – Croatia 2014-2020.

The research of the educational tourism market in the Republic of Croatia has been implemented as a part of the implementation of activities of the work package 3 of the ATRIUM PLUS Project, Establishment of Cultural Tourism Itineraries. In the end, the research will contribute to the realisation of the common framework of positioning, branding and management of established cultural and tourism itineraries.

In order to get a more detailed insight into the problems of school excursions and educational tourism in Croatia, we used various methods of gathering primary data. According to the proposed methodological guidelines of the Atrium Plus Project, focus groups were held with key participants from the field of educational tourism – high school principals and parents of children attending high school. The findings of the focus groups were completed with several in-depth interviews conducted with trip organising agencies, the president of the Association of Croatian Travel Agencies (ACTA) and a member of the hospitality sector in the educational tourism business – an accommodation facility, that is, a hotel headquartered in Zadar.

The opinions of the teachers and students were covered by an online survey pursuant to a previously defined research instrument with the goal of result quantification.

Following a detailed processing and analysis, all qualitative and quantitative data was presented in this report, completed with the findings from secondary sources.

Quantitative data was processed using a software for detailed data analysis and processing (IBM SPSS - Statistical Package for the Social Science).

2. Educational Tourism in Croatia

At the beginning of the 2017/2018 school year, **155,642** students were enrolled in high schools across Croatia. The tables presents the data of the Croatian Bureau of Statistics according to municipalities. What is noticeable is the decreasing trend of the number of students enrolled in high schools during the past 5 years which is, certainly, the result of the constantly decreasing number of children born on the annual level.

The number of students enrolled in high schools at the beginning of school years

 DRŽAVNI ZAVOD ZA STATISTIKU REPUBLIKE HRVATSKE CROATIAN BUREAU OF STATISTICS		Broj učenika				
		2013./2014.	2014./2015.	2015./2016.	2016./2017.	2017./2018.
Županija	County of					
Republika Hrvatska	Republic of Croatia	182.878	178.661	170.661	162.556	155.642
Zagrebačka	Zagreb	7.584	7.416	7.114	6.679	6.345
Krapinsko-zagorska	Krapina-Zagorje	5.451	5.377	5.168	4.877	4.630
Sisačko-moslavačka	Sisak-Moslavina	5.909	5.791	5.423	4.937	4.552
Karlovačka	Karlovac	4.911	4.820	4.555	4.334	4.300
Varaždinska	Varaždin	8.008	7.867	7.939	7.510	7.288
Koprivničko-križevačka	Koprivnica-Križevci	4.789	4.687	4.463	4.219	4.104
Bjelovarsko-bilogorska	Bjelovar-Bilogora	5.492	5.377	5.118	4.852	4.645
Primorsko-goranska	Primorje-Gorski kotar	10.520	10.230	9.960	9.606	9.315
Ličko-senjska	Lika-Senj	1.716	1.637	1.392	1.374	1.237
Virovitičko-podravska	Virovitica-Podravina	3.810	3.743	3.471	3.224	2.981
Požeško-slavonska	Požega-Slavonia	3.952	3.862	3.546	3.252	2.977
Brodsko-posavska	Slavonski Brod-Posavina	7.206	6.866	6.334	5.949	5.455
Zadarska	Zadar	7.833	7.659	7.302	7.043	6.807
Osječko-baranjska	Osijek-Baranja	13.733	13.432	12.603	12.039	11.409
Šibensko-kninska	Šibenik-Knin	4.719	4.528	4.291	3.931	3.739
Vukovarsko-srijemska	Vukovar-Sirmium	8.217	8.064	7.594	7.101	6.637
Splitsko-dalmatinska	Split-Dalmatia	21.419	20.913	20.169	19.362	18.723
Istarska	Istria	7.101	6.919	6.783	6.597	6.346
Dubrovačko-neretvanska	Dubrovnik-Neretva	5.701	5.457	5.164	4.832	4.594
Međimurska	Međimurje	4.464	4.299	4.110	4.063	3.957
Grad Zagreb	City of Zagreb	40.343	39.717	38.162	36.775	35.601

SOURCE: Croatian Bureau of Statistics (<https://www.dzs.hr/Hrv/publication/StatisticsInLine.htm>, Feb. 28th, 2019)

3. Data Quantification of a Sample Group of Students

Is the school, that is, educational tourism market changing or not? Have the end users become more demanding and more willing to learn?

We will provide the answer to these questions with an overview of quantitative results from a sample group of students.

The students completed an online survey that contained questions regarding the educational excursion destinations with a cultural purpose they participated in during the 2017/2018 school year.

The period of completing the survey was from November 2018 to January 2019.

The data was processed and shown in an anonymous format as a group opinion of students from two high schools, Mato Blažina High School in Labin and Franjo Petrić High School in Zadar.

A total of 143 students completed the survey to the end, 105 students from the Franjo Petrić High School and 38 students from the Mato Blažina High School. The survey was mostly completed by students from grades ten and eleven, most of them for the following destinations: Prague, Spain and Italy (Gardaland).

All relevant results, that is, findings, are presented below in either a table or a graph format.

Name of the school

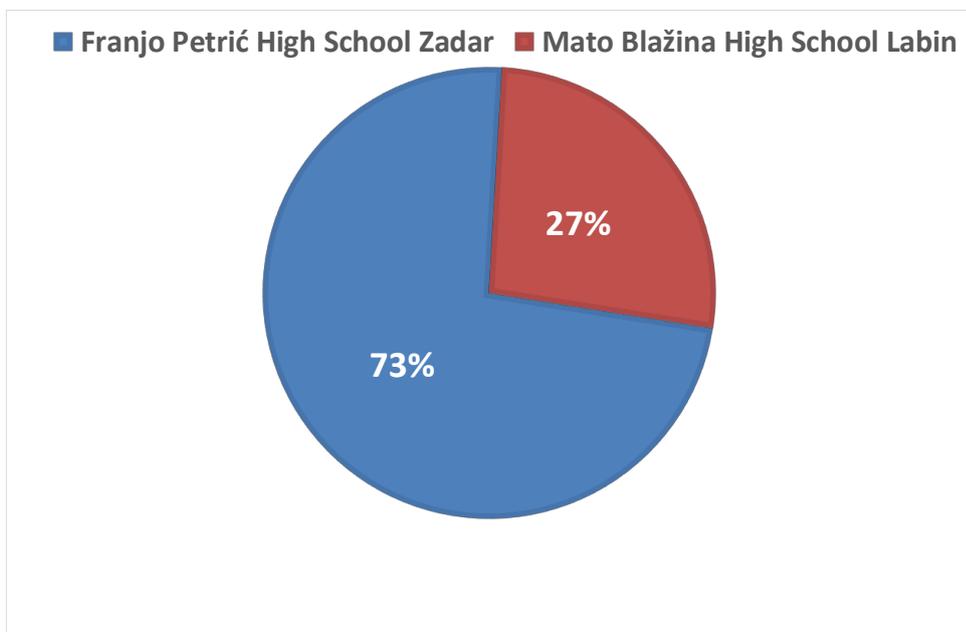
	Total		Please provide the name of your high school	
	col %	n	Franjo Petrić High School Zadar	Mato Blažina High School Labin
TOTAL	100	143	73	27

Question: Please provide the name of your high school

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

Name of the school



The general block of questions about the excursion itself contained three questions – the amount of the additional expenses, that is, how much the student spent during the educational excursion; whether the excursion was in line with the curriculum and, at the end of the block, the students had to list the topics the educational excursion was in line with.

Spending per student during the educational excursion

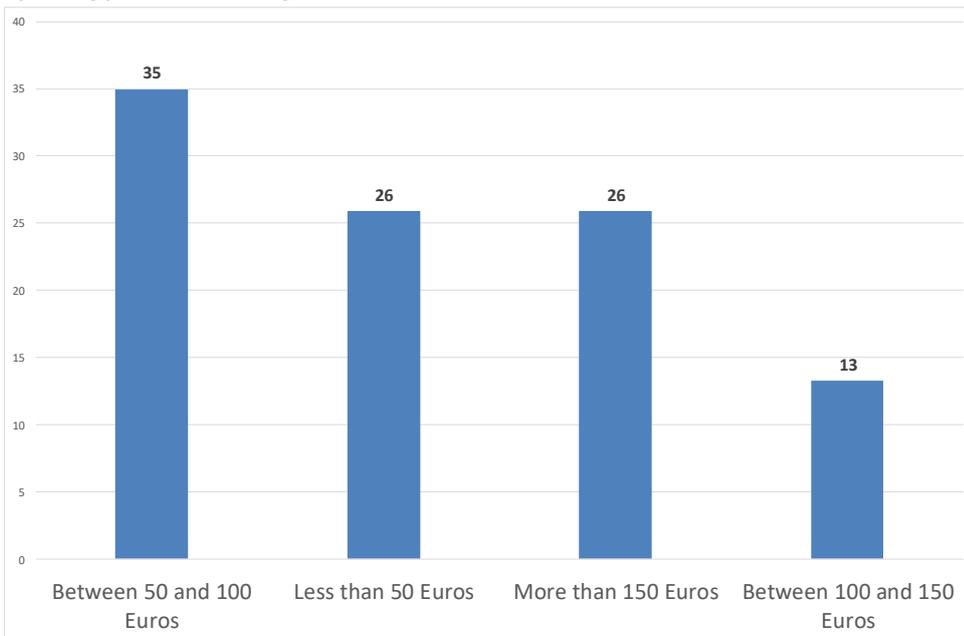
	Total		Taking into consideration only extra (expenses), how much did you spend during the educational excursion?			
	col %	n	Between 50 and 100 Euros	Less than 50 Euros	More than 150 Euros	Between 100 and 150 Euros
TOTAL	100	143	35	26	26	13

Question: Taking into consideration only extra (expenses), how much did you spend during the educational excursion?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

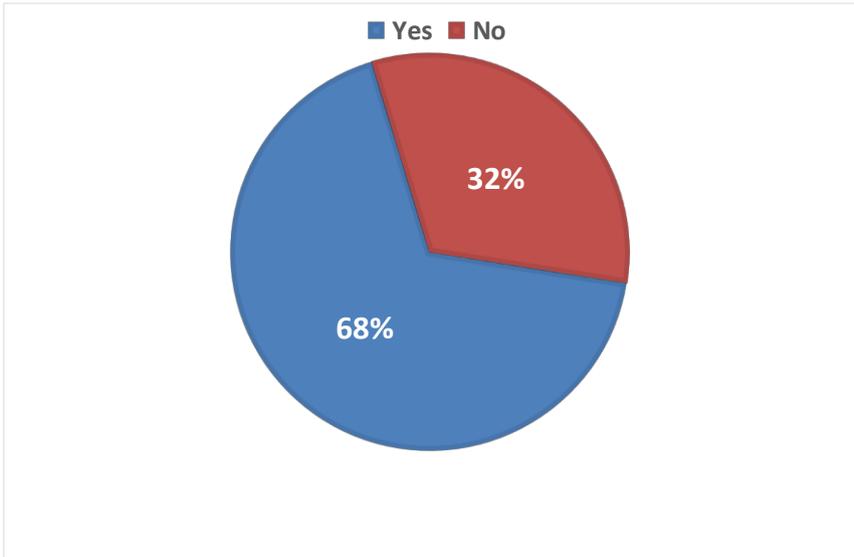
Spending per student during the educational excursion



Question 4. Taking into consideration only extra (expenses), how much did you spend during the educational excursion?

A little more than a third of students stated that they had spent between 50 and 100 Euros while about the same number of them (a quarter) stated that they had spent less than 50 Euros, that is, more than 150 Euros. Students at two destinations (Spain and Prague) had spent more than 150 Euros. According to the results, Spain stands out in terms of the largest additional expenses per student since most of the students stated they had spent more than 150 Euros.

Was the excursion in line with what was taught at school?

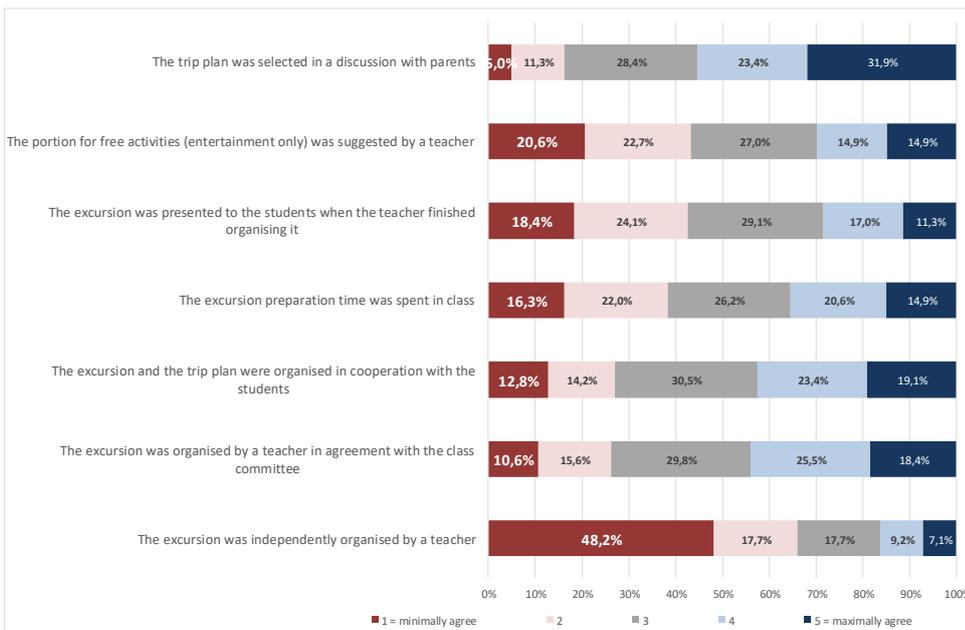


Approximately a third of students believe that the excursion was not in line with what was taught at school?

When listing the topics the educational excursion was in line with, the students most often mentioned: history, art, culture, that is, cultural and historical heritage, architecture, literature, geography, Italian language, museums (such as the Salvador Dali Museum).

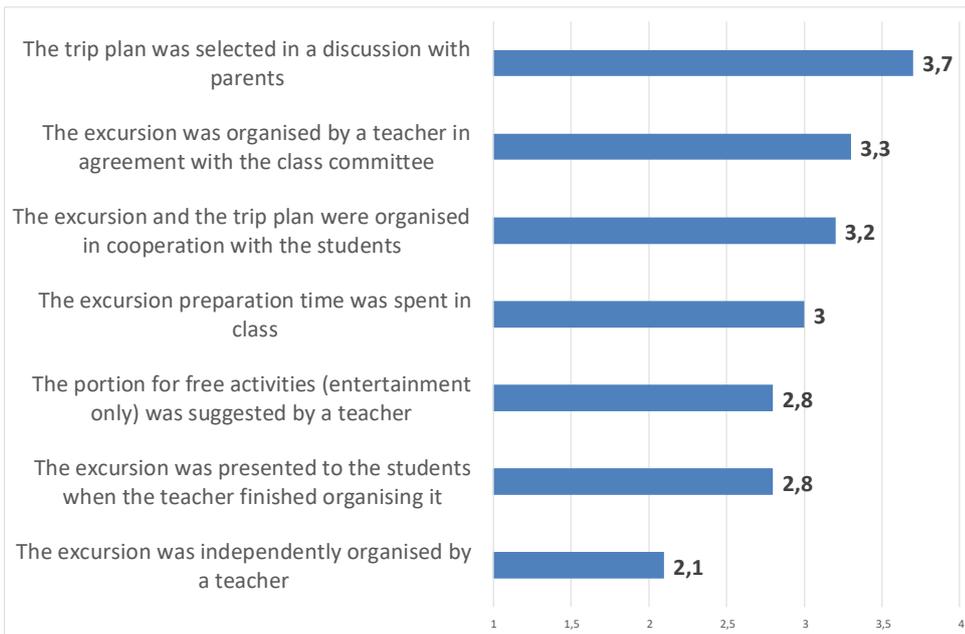
The block of questions that pertains to the time prior to the departure covers several questions. For the first two questions, the students had to indicate whether they agreed with certain statements on a scale of 1=minimally agree to 5=maximally agree.

Agreeing with statements on a scale of 1 = minimally agree to 5 = maximally agree



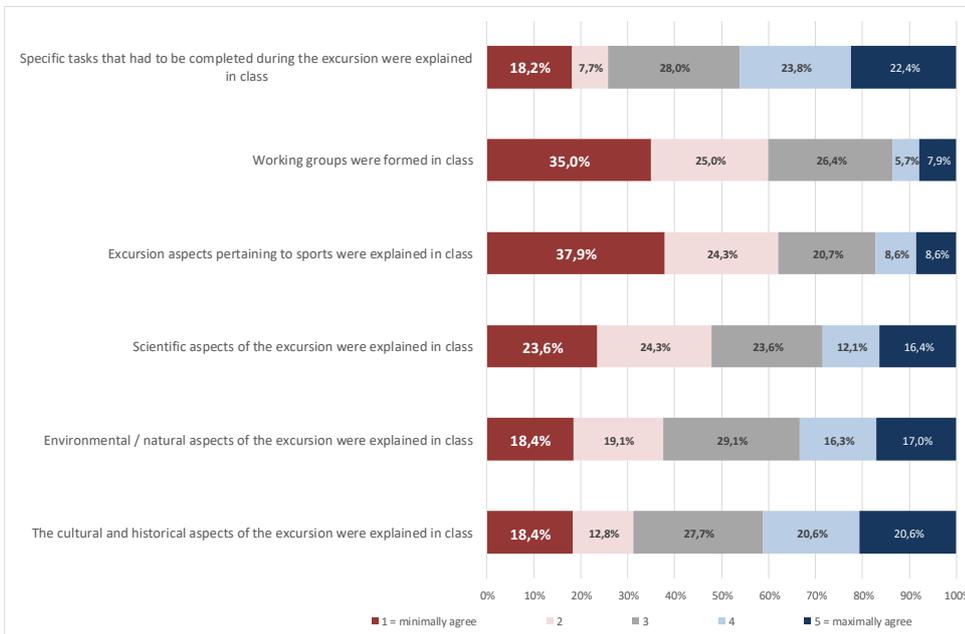
Question: 7. To what extent, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

Agreeing with the statements (average value)



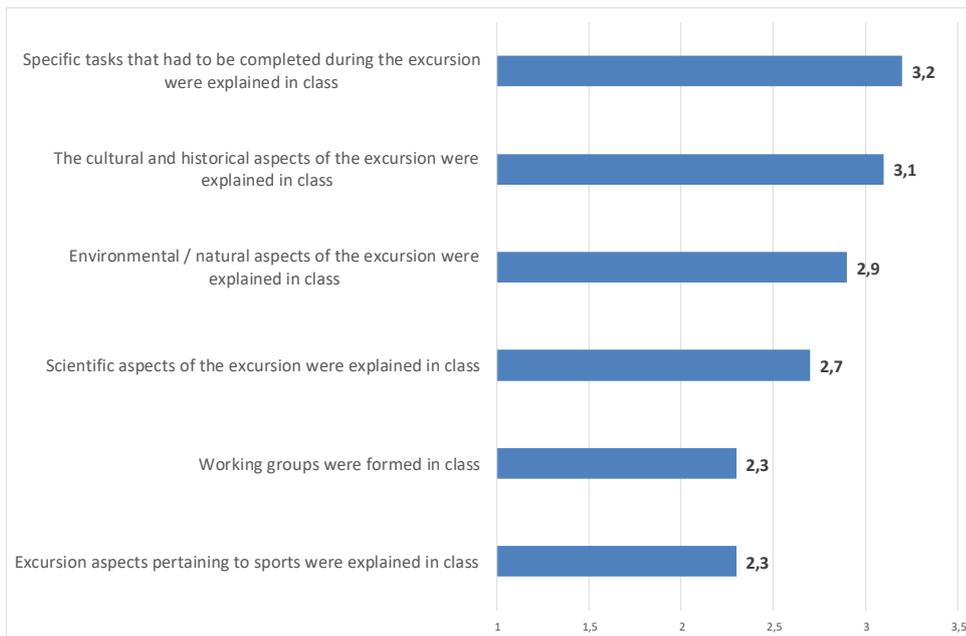
According to the results, we can see that the students believe that the route plan was selected in a discussion with parents (M=3.7). Also, two thirds of students (if we add up scores 1+2) believe that the excursion was not independently organised by the teachers.

Agreeing with statements on a scale of 1 = minimally agree to 5 = maximally agree



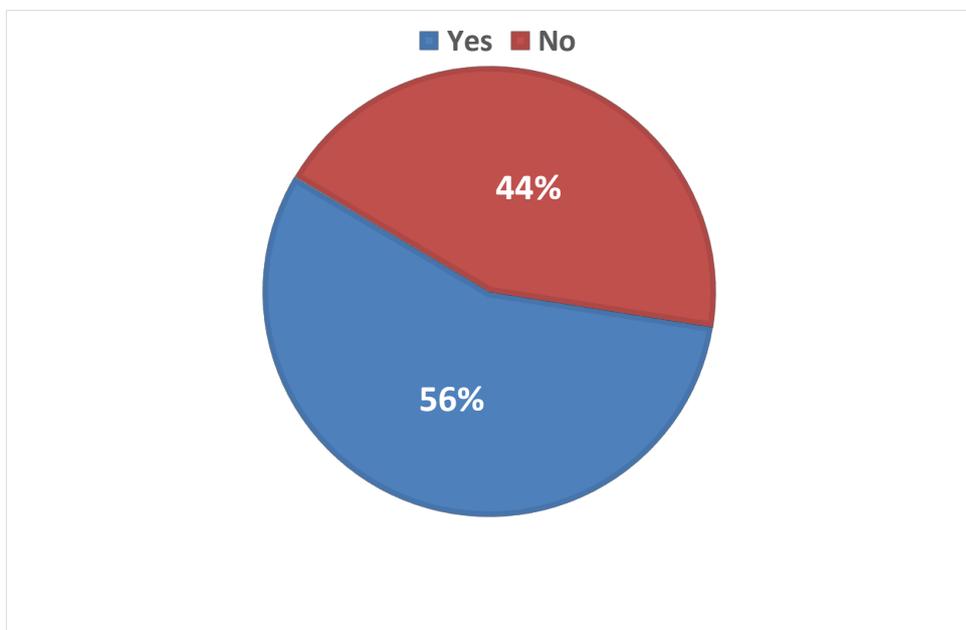
Question: 8. To what extent, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

Agreeing with the statements (average value)



Taking into consideration generally lower scores the students provided for this question, we could perceive the question as something more difficult for the students, that is, on a scale of 1 to 5 they could not assess the given claims better, so the claim with the highest score has the middle value of only 3.2.

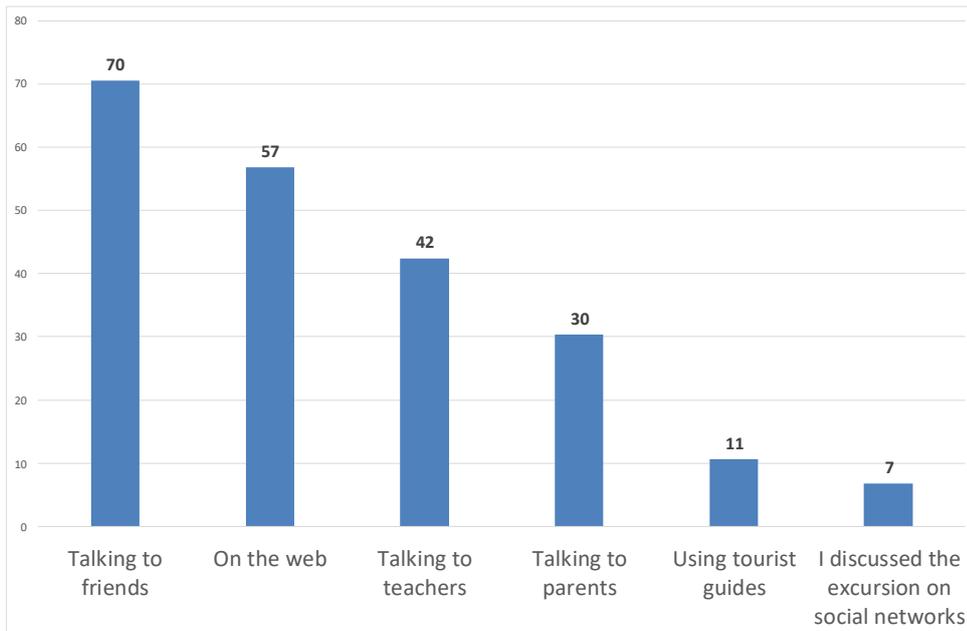
Broadening the knowledge regarding the destination and topics of the educational excursion prior to departure



Question: 9. Did you broaden your knowledge regarding the destination and topics of the educational excursion prior to departure?

To the question of whether they broadened their knowledge prior to departure regarding the destination and topics of the educational excursion, 56% of the students gave a positive answer.

Broadening the knowledge regarding the excursion prior to departure



Question: 10. How did you broaden your knowledge about the excursion prior to departure?

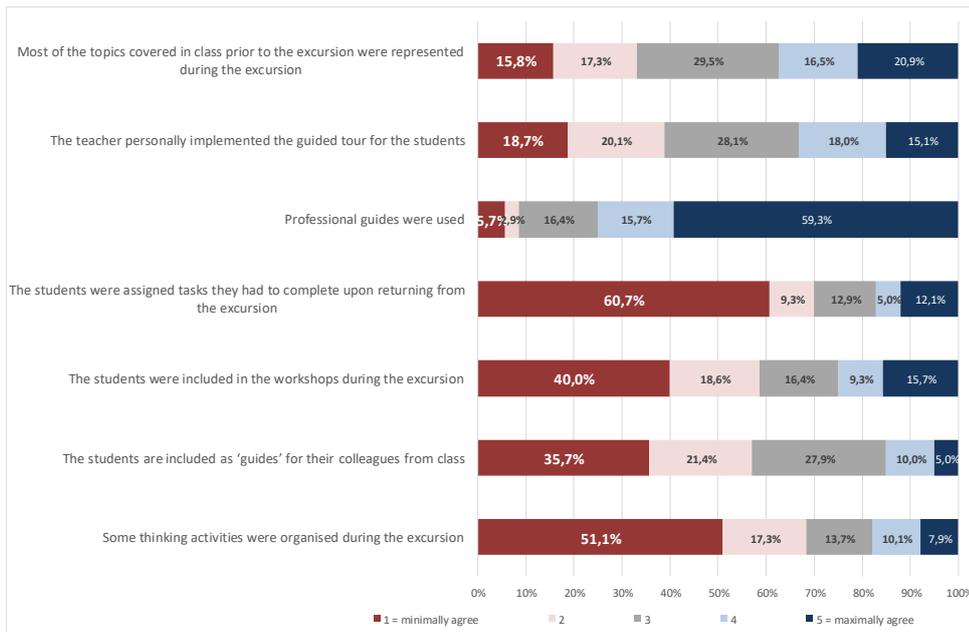
Note: several answers could be selected

The students who wanted to learn a little more about the excursion prior to departure first spoke to their friends about the excursion indicating that word of mouth still holds the number one spot. They checked the information on the web after that and spoke to teachers, while speaking to parents took only the fourth spot.

To the question of what web pages they visited to collect the information, the students listed the following: Wikipedia, Google, the travel agency's web pages, the destination's pages directly but only for Gardaland and TripAdvisor. A third of students did not mention any pages because they either did not know or they did not collect the information via the web.

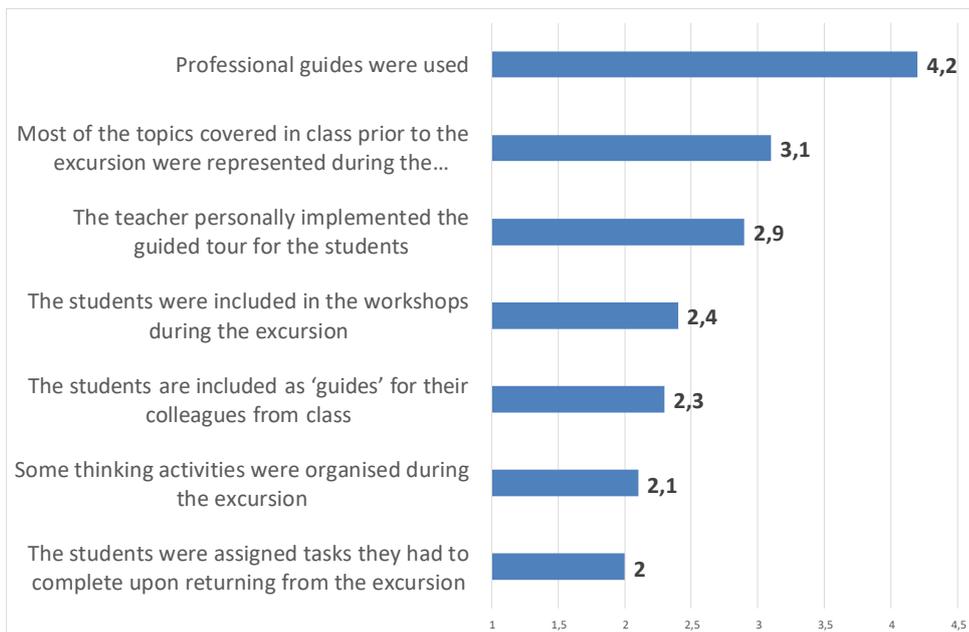
To the question of what applications they used, only a third of the students responded. Others either did not know or they did not use any. The most common answers were Google (maps, Chrome); Instagram; TripAdvisor and YouTube.

Agreeing with statements on a scale of 1 = minimally agree to 5 = maximally agree



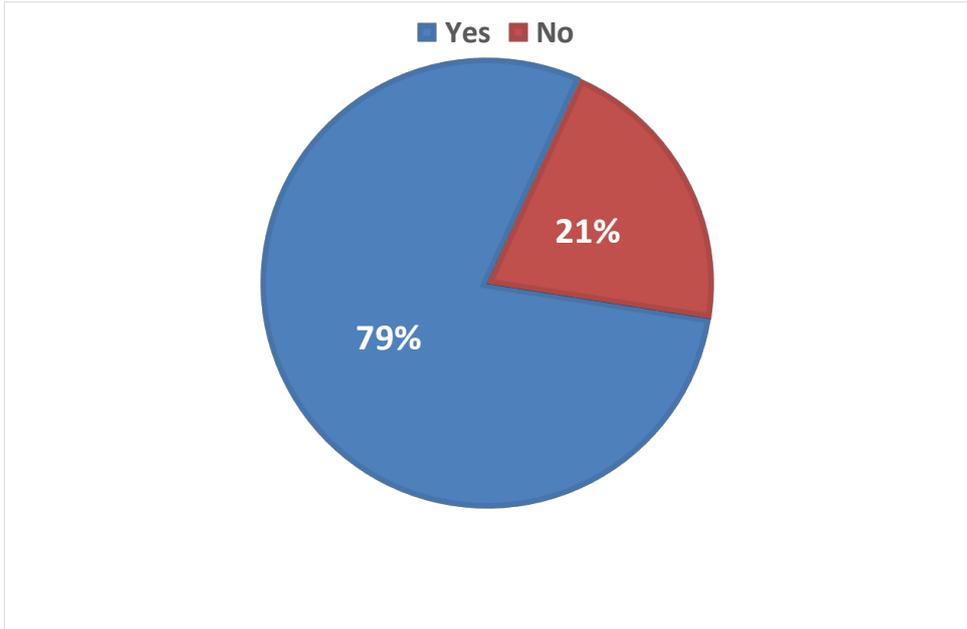
Question: 13. To what extent, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

Agreeing with the statements (average value)



The following claim has the highest average score (4.2) – Professional guides were used. The students were least likely to agree with the claim that they were given tasks to complete upon their return from the excursion.

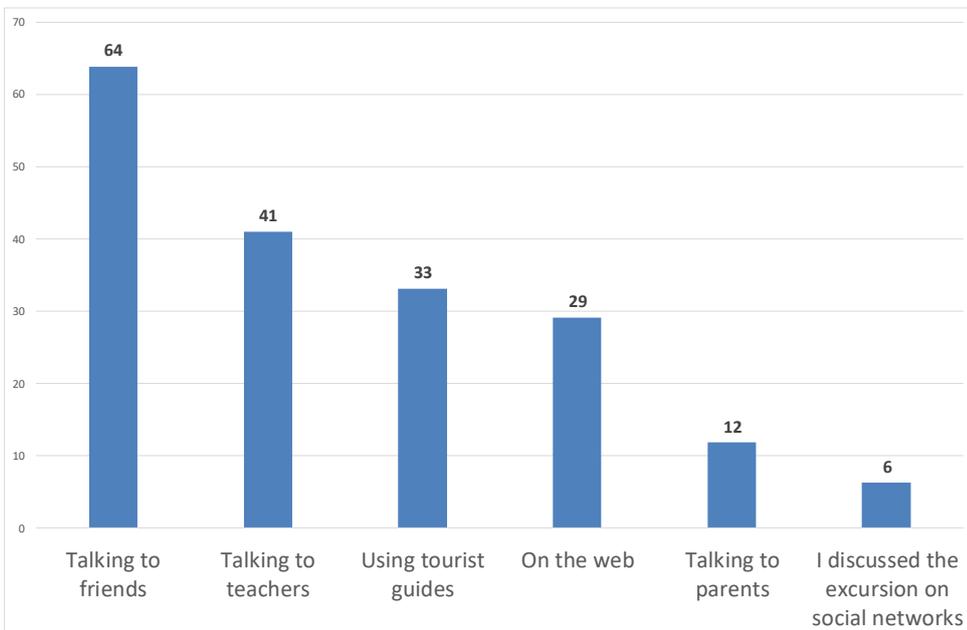
Broadening the knowledge regarding the excursion and topics of educational excursion during the excursion



Question: 14. Did you broaden your knowledge regarding the destination and topics of the educational excursion during the excursion?

To the question whether during the excursion they broadened their knowledge regarding the destination and topics of the educational excursion, 79% of students gave a positive answer.

Broadening the knowledge regarding the excursion during the excursion



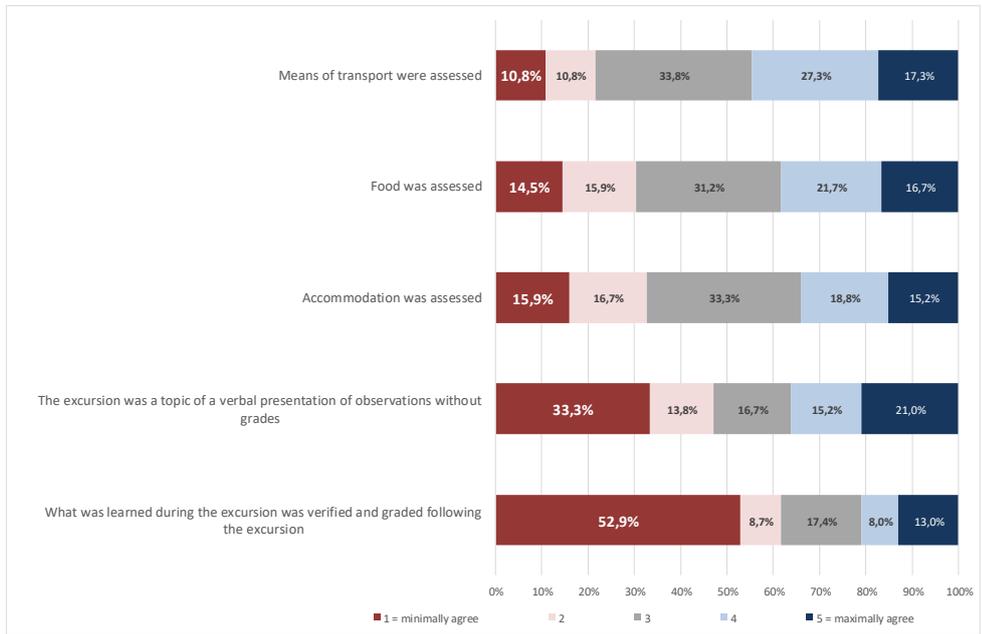
Question: 15. How did you broaden your knowledge about the destination during the excursion?

Note: several answers could be selected

The students who wanted to learn more about the destination during the excursion also spoke first to their friends. However, now the order of other information channels changes. Now, next comes speaking to teachers, then collecting information from tourist guides and from the web took only the

fourth spot. To the question what web pages they visited or what applications they used, only 20% to 25% of students provided answers and the results, as such, will not be presented in this report.

Agreeing with statements on a scale of 1 = minimally agree to 5 = maximally agree



Question: 18. To what extent, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

Agreeing with the statements (average value)

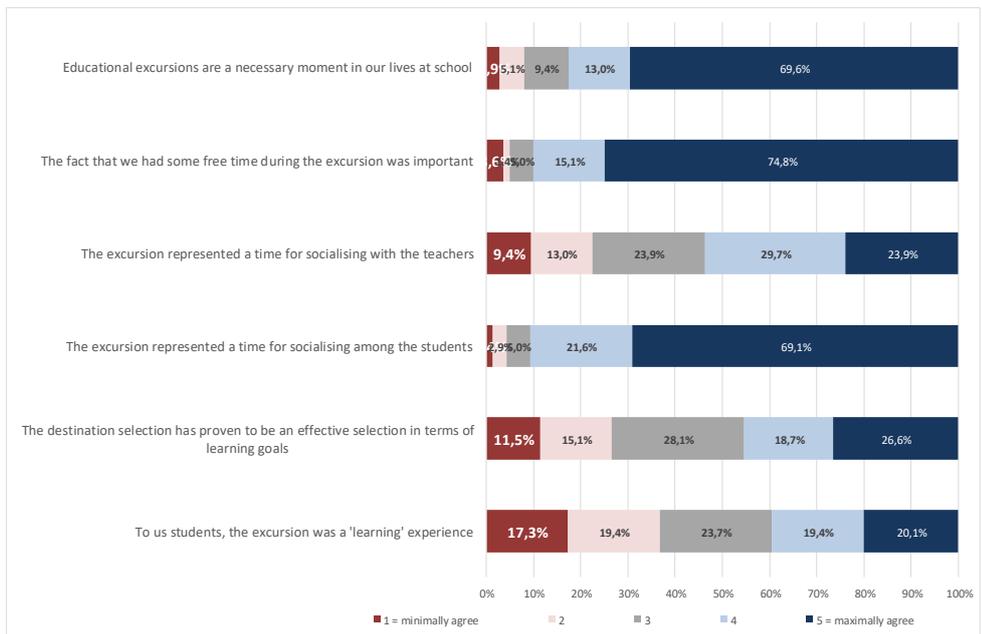


For the first question of the block of questions following the excursion, the students had to state whether they agreed with certain claims on a scale of 1=minimally agree to 5=maximally agree.

If we look at the average values, the claim indicating that the modes of transportation were assessed (3.3) has the greatest value.

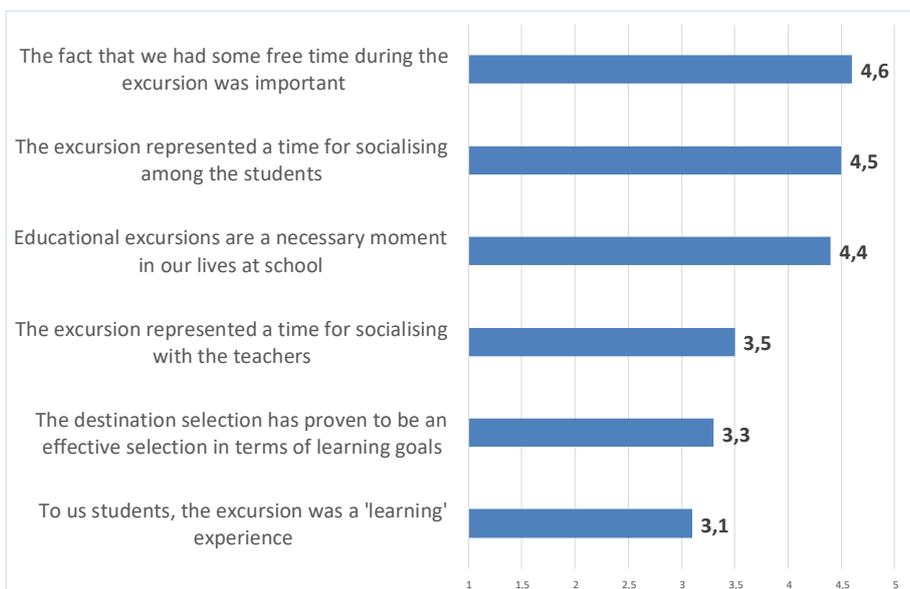
For the following question, the students also had to express their agreement with certain claims according to the same scale.

Agreeing with statements on a scale of 1 = minimally agree to 5 = maximally agree



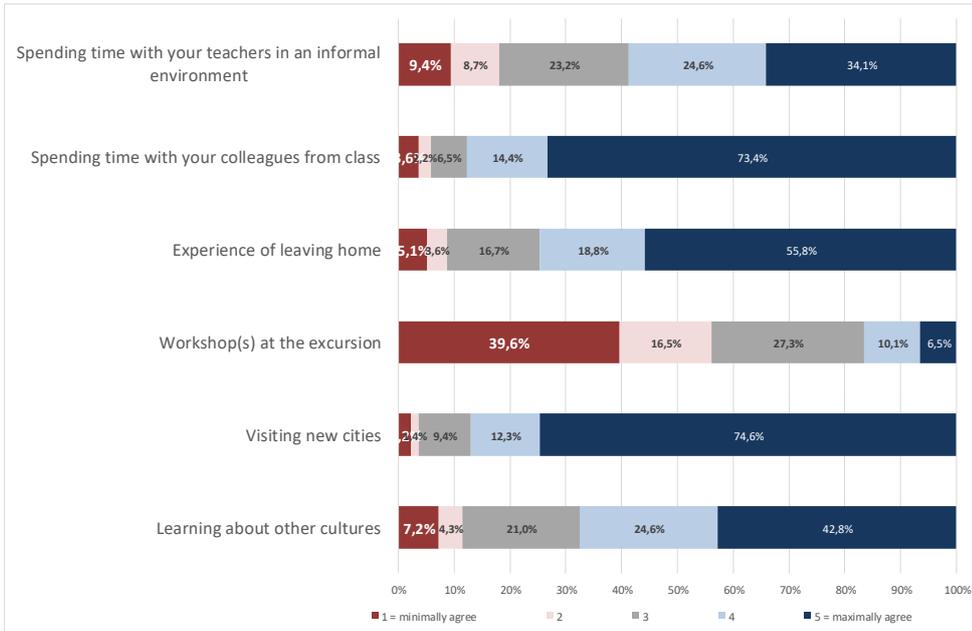
Question: 19. To what extent, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

Agreeing with the statements (average value)



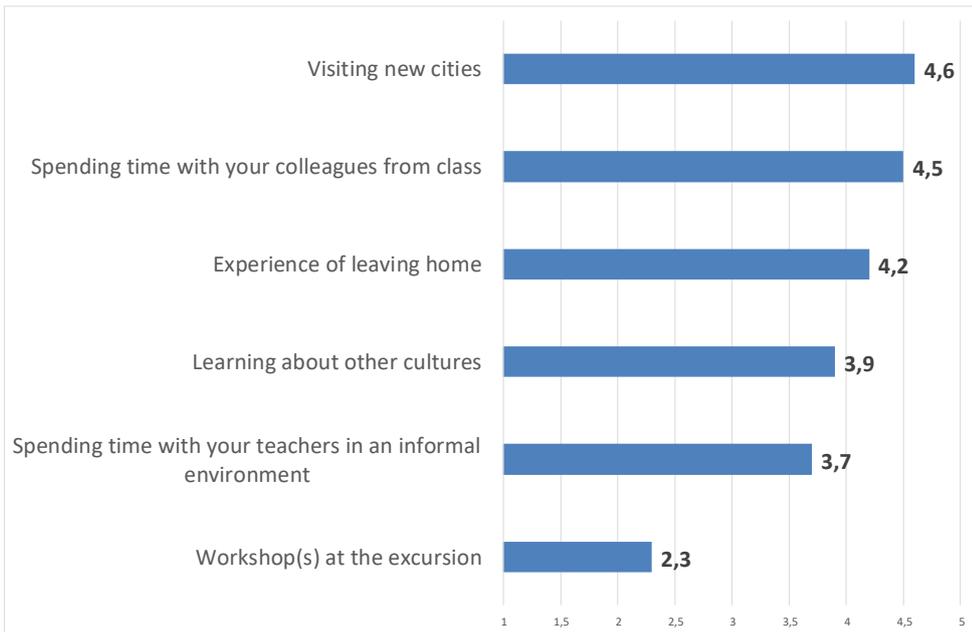
It is obvious that when the questions were more understandable to the targeted population, students, in this case, the scores were also more realistic and they were not, for example, close to the middle (indifferent) score of 3. Of course, the students gave the highest average score to the following claim – The fact that we had some free time during the excursion was important (4.6), directly followed by the claim stating that the excursion presented the time for the students to socialise (4.5).

What the students liked the most at the excursion



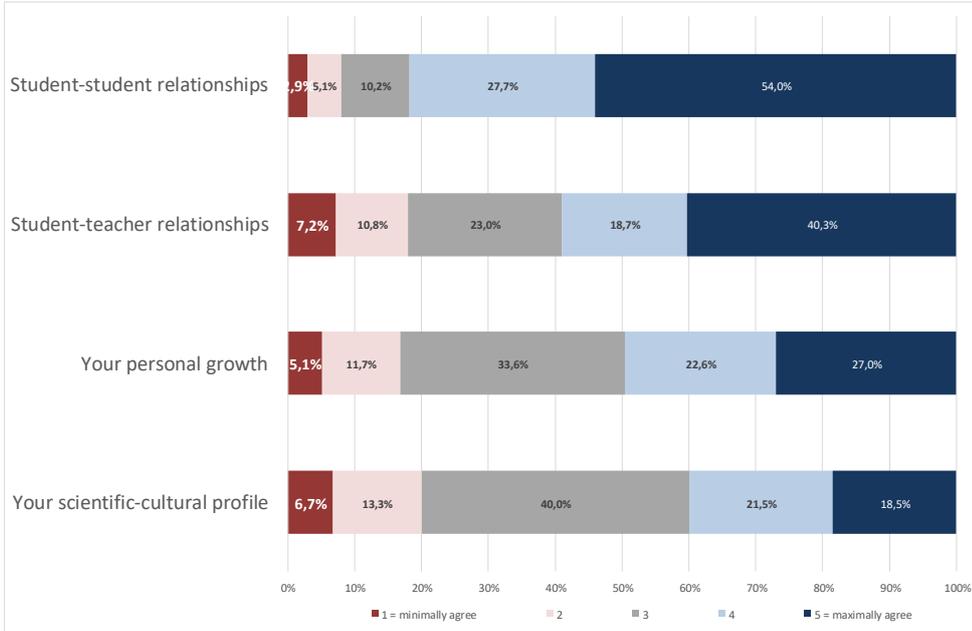
Question: 20. Mark on a scale of 1 = a little to 5 = a lot, what you liked the most at the excursion?

What the students liked the most at the excursion (average value)



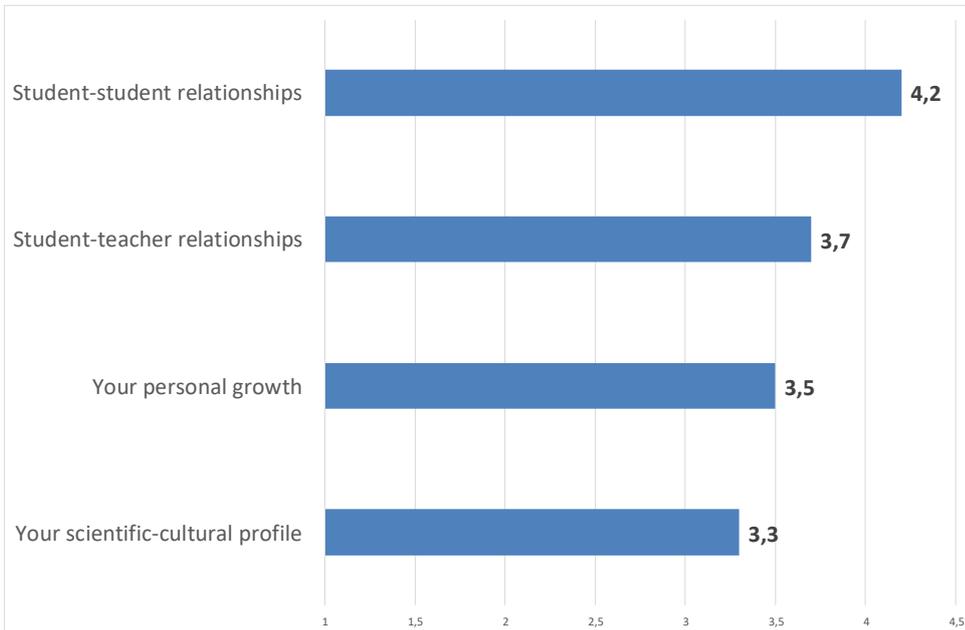
The students liked the following the most at the excursion: visiting new cities (4.6), followed by spending time with their colleagues from the class (4.5) and the experience of leaving home (4.2). The other reasons provided by the students for liking were free time, food and entertainment.

What the excursion helped improve the most



Question: 22. From your perspective, to what degree, on a scale of 1 = minimally agree to 5 = maximally agree, what did the excursion help improve? To what extent, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

Excursion helped improve the most (average value)

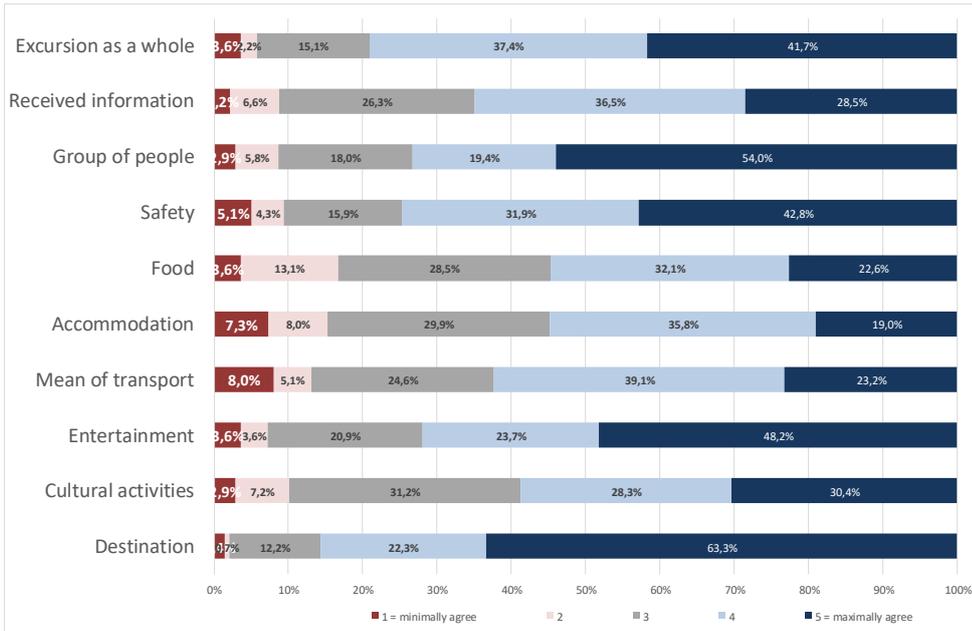


The students believe that the excursion most helped them improve the relationship between students (4.2) followed by the relationship between students and teachers (3.7).

For the next question, the students had to rate on a scale of 1=little to 5=lot their satisfaction with several aspects of the excursion.

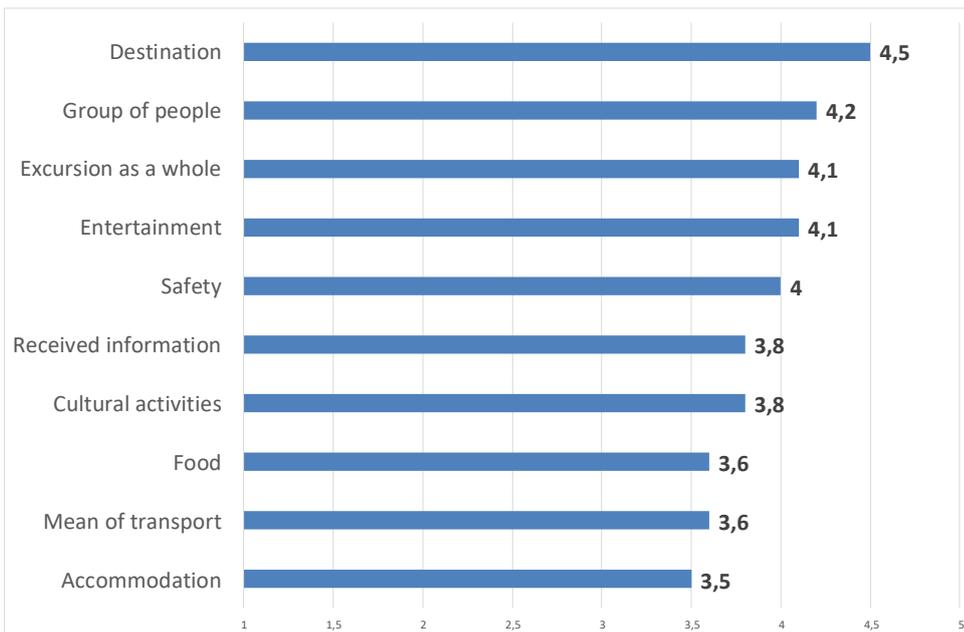
They were the most satisfied with the destination, followed by the group of people they went on the excursion with, then entertainment and the excursion as a whole.

Satisfaction with certain aspects of the excursion



Question: 23. Mark on the scale of 1 = little to 5 = lot how satisfied you were with the following aspects of the excursion?

Excursion helped improve the most (average value)



To the question how much, according to their opinion, out of 100 was for leisure/entertainment with literally all values from 0 to 100. We can say that approximately 65% of students listed values greater than 60.

Labin and Atrium Heritage

Only the students from the Mato Blažina High School from Labin answered the last block of questions in the online survey. Due to the small sample, all data are presented in frequency tables.

Recommending an excursion to Labin

	Total		Thinking about the excursion you went on, would you recommend Labin for an excursion to other students?	
	col %	n	YES	NO
TOTAL	100	34	62	38

Question: LABIN AND ATRIUM HERITAGE THIS LAST PART OF THE SURVEY IS TO BE COMPLETED ONLY BY STUDENTS FROM LABIN. Thinking about the excursion you went on, would you recommend Labin for an excursion to other students?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

More than 60% of students would recommend Labin as an excursion destination based on their own experience.

Recommending Labin for a short vacation

	Total		Thinking about the excursion you went on, would you recommend Labin for a short vacation to other students?	
	col %	n	YES	NO
TOTAL	100	34	79	21

Question: Thinking about the excursion you went on, would you recommend Labin for a short vacation to other students?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

Most of the students, 79% of them, would recommend Labin for a short vacation to other students.

To the question what they would recommend to students to visit in Labin, more than half of the students listed the mining platform, then Lamparna, the city library and the Church of Our Lady of Fatima. Under something else, the students listed the following: Alter Ego, a town by the sea – Rabac, Rock café and Stari Grad.

Going on educational excursions to Labin while in school

	Total		Have you ever gone on educational excursions to Labin while in school?		
	col %	n	Never	A few times	Many times
TOTAL	100	34	3	76	21

Question: Have you ever gone on educational excursions to Labin while in school?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

Most of the students went on educational excursions to Labin while in school – a few times (76%) and many times (21%).

To the question which of the following possibilities best shows how they learned about the history of Labin (on a scale of 1 = minimally agree to 5 = maximally agree), the students mostly answered via history lessons in school.

Thanks to my family

	Total		Thanks to my family				
	col %	n	1	2	3	4	5
TOTAL	100	32	6	9	25	22	38

Question: On a scale of 1 = minimally agree to 5 = maximally agree, which of the following possibilities best shows how you learned about the history of Labin?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

Visiting exhibitions and participating in cultural initiatives in my city

	Total		Visiting exhibitions and participating in cultural initiatives in my city			
	col %	n	2	3	4	5
TOTAL	100	34	9	35	24	32

History lessons in school

	Total		History lesson in school		
	col %	n	3	4	5
TOTAL	100	34	21	24	56

I am not familiar with the history of my city

	Total		I am not familiar with the history of my city				
	col %	n	1	2	3	4	5
TOTAL	100	34	41	24	29	3	3

According to the students' perception, many of them believe that they are actually not familiar with the history of their city (as many as 65% if we add scores 1+2).

The next block covers four questions. Below are the results for each question.

Knowing the buildings significant in terms of the history of architecture

	Total		Do you know that there are many buildings in Labin that are significant in terms of the history of architecture?	
	col %	n	YES	NO
TOTAL	100	34	94	6

Question: Do you know that there are many buildings in Labin that are significant in terms of the history of architecture?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

Nearly all students (94%) stated that they knew that there were many buildings in Labin significant in terms of the history of the city.

Being aware that many buildings in Labin are the expression of a significant direction in architecture is called rationalism

	Total		Are you aware that many buildings in Labin are the expression of a significant direction in architecture called rationalism?	
	col %	n	YES	NO
TOTAL	100	34	74	26

Question: Are you aware that many buildings in Labin are the expression of a significant direction in architecture called rationalism? Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

The vast majority of students (74%) are aware that many buildings in Labin are the expression of a significant direction in architecture called rationalism.

Being aware that there are many buildings in the City of Labin of a significance for the history of architecture from the period of fascism

	Total		Are you aware that there are many buildings in the City of Labin of a significance for the history of architecture from the period of fascism?	
	col %	n	YES	NO
TOTAL	100	34	97	3

Question: Are you aware that there are many buildings in the City of Labin of a significance for the history of architecture from the period of fascism?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

Nearly all students (97%) are aware that there are many buildings in the City of Labin of a significance for the history of architecture from the period of fascism. A little more than two thirds of students (68%) want to find out more about the buildings built using the rationalism style in Labin.

Whether they want to find out more about the buildings built using the rationalism style in Labin

	Total		Would you like to find out more about the buildings built using the rationalism style in Labin?	
	col %	n	YES	NO
TOTAL	100	34	68	32

Question: Would you like to find out more about the buildings built using the rationalism style in Labin?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

To the question which of the listed buildings they consider to be the most representative for the cultural identity of Labin, the students stated: the mining platform (n=26); the administrative buildings of the former mine (n=17); the National Museum (n=14); the Tower (n=11); the Church of the Blessed Birth of Virgin Mary (n=9); the Church of the Lady of Fatima (n=8); Malo kazalište – Circolo (n=6); the city administration building (n=4).

The last three questions pertained to the claims associated with fascism. Using a scale of 1 to 5, the students had to express whether they agreed with each of the given claims. The results for each of the individual questions are below.

Fascism was a totalitarian regime

	Total		Fascism was a totalitarian regime			
	col %	n	5	3	4	1
TOTAL	100	32	50	38	9	3

Question: Fascism was a totalitarian regime: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

Fascism was a form of a non-democratic leadership

	Total		Fascism was a form of a non-democratic leadership			
	col %	n	5	3	4	1
TOTAL	100	33	58	27	9	6

Question: Fascism was a form of a non-democratic leadership: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

Fascism was a movement in architecture

	Total		Fascism was a movement in architecture				
	col %	n	1	3	4	2	5
TOTAL	100	33	45	30	12	6	6

Question: Fascism was a movement in architecture: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

Note: the tables show row% (except the first two columns - N, col%)

If a number (n) is lesser than 50, the percentages may serve for orientation only

4. Data Quantification of a Sample Group of Teachers

The teachers completed an online survey that contained questions regarding the destination of the educational excursion with a cultural purpose (trips for the purpose of language learning are included) lasting at least two days spent during the last two years of high school in Croatia during the 2017/2018 school year.

The period for completing the survey was from November 2018 to January 2019.

The data was processed and presented in an anonymous format as a group opinion of teachers from two high schools, Mato Blažina High School in Labin and Franjo Petrić High School in Zadar.

Nine teachers fully completed the survey; 5 teachers from the Franjo Petrić High School and 4 teachers from the Mato Blažina High School. Since the sample was too small for more detailed analyses and graphical representations, all of it was presented in frequency tables.

THE SUBJECT YOU TEACH

		%	answers
Please list the subjects you teach:	English and Italian language	11.1%	1
	Geography	11.1%	1
	Croatian language	22.2%	2
	Information technology	11.1%	1
	Latin and English language	11.1%	1
	Math	11.1%	1
	History	11.1%	1
	History, politics and economy	11.1%	1

PERTAINING TO A CLASS OR CLASSES, YOU ARE ANSWERING THIS SURVEY FOR THE 2017/2018 SCHOOL YEAR

		%	Answers
Please list, pertaining to the class or classes, you are answering in this survey. In terms of the 2017/2018 school year	2nd and 3rd	11.1%	1
	2nd grades	11.1%	1
	3rd and 4th	11.1%	1
	3rd grade	22.2%	2
	3rd, 2e, 4e, 1f 4o	11.1%	1
	4th a (third a)	11.1%	1
	4th o	11.1%	1
	Other grades	11.1%	1

ARE YOU THE HOMEROOM TEACHER OF ONE OF THE CLASSES LISTED ABOVE

		%	answers
Please state whether you are the homeroom teacher of one of the classes listed above:	YES	55.6%	5
	NO	44.4%	4

**EDUCATIONAL EXCURSION DESTINATIONS WITH A CULTURAL PURPOSE IN
THE 2017/2018 SCHOOL YEAR**

		%	answers
Please list the educational excursion destinations with a cultural purpose (trips for the purpose of learning a language are included) lasting at least two days spent with classes [the last two years of high school in Croatia during the 2017/2018 school year.	no answers	11.1%	1
	France – Spain	11.1%	1
	Prague	11.1%	1
	Prague, Vienna, Salzburg	11.1%	1
	Spain	22.2%	2
	Verona - Gardaland	11.1%	1
	Verona, Gardaland, Venice	11.1%	1
Verona, Venice, Prague	11.1%	1	

THE NUMBER OF REALISED OVERNIGHT STAYS

		%	answers
Number of realised overnight stays:	1	25.0%	2
	5	12.5%	1
	6	37.5%	3
	7	25.0%	2

**THE PERCENTAGE OF STUDENTS WHO PARTICIPATED IN
RELATION TO THE TOTAL NUMBER OF STUDENTS IN THE
CLASS**

		%	answers
In relation of the total number of students in the class or classes, what percentage of students participated in the excursion? PROVIDE NUMERICAL INFORMATION IN % (10% FOR EXAMPLE)	24	12.5%	1
	90	25.0%	2
	99	12.5%	1
	100	50.0%	4

THE AVERAGE TRAVEL EXPENSES PER STUDENT

		%	answers
The average travel expenses per student:	1100	12.5%	1
	1600	12.5%	1
	3600	12.5%	1
	3800	12.5%	1
	4000	25.0%	2
	6000	25.0%	2

As visible from the data, the travel expenses per student were between HRK 1,100 and HRK 6,000 depending on the destination and the number of nights, and the average expense per student shown for the trip was HRK 3,763.

According to the teachers, the entire excursion expenses were financed by the parents.

To the question to what degree they agreed with certain claims pertaining to the destination selection, on a scale of 1=minimally agree to 5=maximally agree, the teachers answered the following:

THE PRICE DETERMINED THE DESTINATION SELECTION

		%	answers
The price determined the selection of the destination: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	37.5%	3
	4	50.0%	4
	5	12.5%	1

THE DESTINATION WAS SELECTED BASED ON THE PRINCIPLE OF CONSISTENCY (HARMONISATION) WITH THE EDUCATIONAL PROGRAM

		%	answers
The destination was selected on the principle of consistency (harmonisation) with the educational program: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	2	37.5%	3
	3	25.0%	2
	4	25.0%	2
	5		
		12.5%	1

THE DESTINATION WAS SELECTED BASED ON THE AVAILABILITY OF TEACHERS WHO WERE CHAPERONES

		%	answers
The destination was selected based on the availability of teachers who were chaperones: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	50.0%	4
	2	25.0%	2
	3	12.5%	1
	5		
		12.5%	1

THE DESTINATION WAS SELECTED BECAUSE OF THE NEED TO TAKE MORE THAN A SINGLE CLASS TO THE SAME EXCURSION

		%	answers
The destination was selected because of the need to take more than a single class to the same excursion: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	25.0%	2
	2	12.5%	1
	4	12.5%	1
	5		
		50.0%	4

THE DESTINATION WAS SELECTED BECAUSE OF THE POSSIBILITY OF GUIDED TOURS

		%	answers
The destination was selected because of the possibility of guided tours: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	37.5%	3
	3	25.0%	2
	4	25.0%	2
	5		
		12.5%	1

Due to the limitation of the small sample, we can only observe the order of claims in terms of which ones had a greater impact and which ones had a lesser impact on the selection of the destination according to the teachers' opinions. The mean (M) is in the bracket for each individual claim.

- The price determined the destination selection (3.7)
- The destination was selected because of the need to take more than a single class to the same excursion (3.5)
- The destination was selected based on the principle of consistency (harmonisation) with the educational program (3.1)
- The destination was selected because of the possibility of guided tours (2.8)
- The destination was selected based on the availability of the teachers who were chaperones (2.0)

The teachers were given the option to also provide other reasons for the selection of the destination if they thought there were any. As other reasons, a few teachers provided: the tradition of going to a multi-day excursion to Spain - 22 years; previous trips to the destination and positive student impressions (Spain); the price, the distance and practicality (Verona, Venice, Prague); students' suggestions and a visit to an amusement park that does not exist in Croatia (Verona, Gardaland, Venice).

In terms of the excursion themes and goals in the educational sense, the teachers stated the following:

Learning about globally known cultural-historical landmarks, the way of life in the Mediterranean;

Spain - Barcelona, Lloret de Mar, France - Monte Carlo, Nice Cannes, the goal – learning about the cultural heritage;

Visiting and travelling tourist countries of the Mediterranean, learning about its natural and social features, culture, customs (Italy, Monaco, France and Spain), developing tolerance, respecting tolerance, students getting to know each other, deepening the relationships between the professors and students;

Visiting cultural-historical landmarks of central European cities and other significant cities, and visiting the Old Masters Picture Gallery in Dresden;

Learning about various cultures, entertainment, expanding the view of the world;

Visiting Verona and Venice, the centres of the cultural and literary life of the past. The connection between Venice and the Croatians, especially Croatian writers.

The most frequently used mode of transport for excursions is the bus. There was only one instance when the bus-boat combination was used. The main type of accommodation at the destination is the hotel.

To the question which layers were included in the collection of offers for organisation of excursions, most teachers responded travel agencies / tour operators specialised for school / educational

excursions and 50% of them responded travel agencies / tour operators that had been used the previous years. One should keep in mind that it was possible to provide several answers so these 2 answers overlapping with most of the subjects.

For the main motivation for the final destination selection, most teachers mentioned the expenses (that is, the price). One of them stated that it was about an internal suggestion and two stated some other reason for the students' selection, that is, their parents', as well as the price – offer ratio.

The block of questions that pertains to the time before the departure covers 2 questions to which degree the teachers agree with certain claims on a scale of 1=minimally agree to 5=maximally agree.

THE EXCURSION WAS INDEPENDENTLY ORGANISED BY THE TEACHER

	%	answers
The excursion was 1 independently organised by the teacher: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	100.0%	9

THE EXCURSION WAS ORGANISED BY THE TEACHER AS AGREED WITH THE CLASS COMMITTEE

	%	answers
The excursion was 1 organised by the teacher as agreed with the class committee: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	22.2%	2
2	33.3%	3
3	22.2%	2
4	11.1%	1
5	11.1%	1

THE EXCURSION AND THE TRIP ITINERARY WERE ORGANISED IN COOPERATION WITH THE STUDENTS

		%	answers
The excursion and the trip itinerary were organised in cooperation with the students: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	22.2%	2
	4	33.3%	3
	5		
		44.4%	4

THE EXCURSION PREPARATION TIME WAS SPENT IN THE CLASSROOM

		%	answers
The excursion preparation time was spent in the classroom: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	2	11.1%	1
	3	11.1%	1
	4	44.4%	4
	5		
		33.3%	3

THE EXCURSION WAS PRESENTED TO THE STUDENTS WHEN THE TEACHER FINISHED ORGANISING IT

		%	answers
The excursion was presented to the students when the teacher finished organising it: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	44,4%	4
	2	11,1%	1
	3	22,2%	2
	4	11,1%	1
	5	11,1%	1

**THE FREE TIME (FOR ENTERTAINMENT ONLY) WAS
SUGGESTED BY THE TEACHER**

		%	answers
The free time (for entertainment only) was suggested by the teacher:	1	33,3%	3
	2	44,4%	4
	3		
To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	4	22,2%	2
	5		

**THE TRIP ITINERARY WAS SELECTED IN A DISCUSSION
WITH THE PARENTS**

		%	answers
The trip itinerary was selected in a discussion with the parents:	3	11.1%	1
	4	22.2%	2
To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	5	66.7%	6

Ranking of claims in relation to the mean (M) is as follows:

- The trip itinerary was selected in a discussion with the parents **(4.6)**
- The excursion and the trip itinerary were organised in cooperation with the students **(4.2)**
- The excursion preparation time was spent in the classroom (4.0)
- The excursion was organised by the teacher in agreement with the class committee (2.6)
- The excursion was presented to the students when the teacher finished organising it (2.3)
- The free time (for entertainment only) was suggested by the teacher (1.9)
- The excursion was independently organised by the teacher (1.0)

**THE CULTURAL AND HISTORICAL ASPECTS OF THE
EXCURSION WERE EXPLAINED IN THE CLASSROOM**

		%	answers
The cultural and historical aspects of the excursion were explained in the classroom: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	33.3%	3
	4	33.3%	3
	5		
		33.3%	3

**THE ENVIRONMENTAL / NATURAL ASPECTS OF THE
EXCURSION WERE EXPLAINED IN THE CLASSROOM**

		%	answers
The environmental / natural aspects of the excursion were explained in the classroom: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	11.1%	1
	3	11.1%	1
	4	44.4%	4
	5	33.3%	3

**THE SCIENTIFIC ASPECTS OF THE EXCURSION WERE
EXPLAINED IN THE CLASSROOM**

		%	answers
The scientific aspects of the excursion were explained in the classroom: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	11.1%	1
	3	22.2%	2
	4	33.3%	3
	5	33.3%	3

**THE ASPECTS OF THE EXCURSION PERTAINING TO
SPORTS WERE EXPLAINED IN THE CLASSROOM**

		%	answers
The aspects of the excursion pertaining to sports were explained in the classroom: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	11.1%	1
	2	11.1%	1
	3	33.3%	3
	4	22.2%	2
	5	22.2%	2

**THE WORKING GROUPS WERE FORMED IN THE
CLASSROOM**

		%	answers
The working groups were formed in the classroom: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	11.1%	1
	2	11.1%	1
	3	22.2%	2
	4	11.1%	1
	5	44.4%	4

**THE SPECIFIC TASKS THAT HAD TO BE DONE DURING
THE EXCURSION WERE ASSIGNED IN THE CLASSROOM**

		%	answers
The specific tasks that had to be done during the excursion were assigned in the classroom: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	2	11.1%	1
	3	33.3%	3
	4	22.2%	2
	5		
		33.3%	3

Ranking of claims in relation to the mean (M) is as follows:

- The cultural and historical aspects of the excursion were explained in the classroom (**4.0**)
- The environmental / natural aspects of the excursion were explained in the classroom (**3.9**)
- The scientific aspects of the excursion were explained in the classroom (3.8)
- The specific tasks that had to be done during the excursion were assigned in the classroom (3.8)
- The working groups were formed in the classroom (3.7)
- The aspects of the excursion pertaining to sports were explained in the classroom (3.3)

**SOME THEORETIC ACTIVITIES WERE ORGANISED
DURING THE EXCURSION (SUCH AS KEEPING A TRIP
DIARY)**

		%	answers
Some theoretic activities were organised during the excursion (such as keeping a trip diary): To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	11.1%	1
	2	22.2%	2
	3	22.2%	2
	4	22.2%	2
	5	22.2%	2

**THE STUDENTS PARTICIPATED AS THE 'GUIDES' FOR
THEIR CLASSROOM COLLEAGUES**

		%	answers
The students participated as the 'guides' for their classroom colleagues: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	33.3%	3
	2	33.3%	3
	3	22.2%	2
	5	11.1%	1

**THE STUDENTS PARTICIPATED IN WORKSHOPS DURING
THE EXCURSION**

		%	answers
The students participated in workshops during the excursion: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	25.0%	2
	2	50.0%	4
	4	12.5%	1
	5	12.5%	1

**THE STUDENTS WERE GIVEN TASKS TO DO UPON THEIR
RETURN FROM THE EXCURSION**

		%	answers
The students were given tasks to do upon their return from the excursion: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	25.0%	2
	2	37.5%	3
	3	12.5%	1
	4	12.5%	1
	5	12.5%	1

PROFESSIONAL GUIDES WERE USED

		%	answers
Professional guides were used: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	12.5%	1
	3	12.5%	1
	5	75.0%	6

**THE TEACHER PERSONALLY LED A GUIDED TOUR FOR
THE STUDENTS (EXCEPT THE PLACES WHERE A
PROFESSIONAL GUIDE WAS COMPULSORY)**

		%	answers
The teacher personally led a guided tour for the students (except those places where a professional guide was compulsory): To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	25.0%	2
	2	12.5%	1
	3	12.5%	1
	4	12.5%	1
	5	37.5%	3

**MOST OF THE TOPICS COVERED IN THE CLASSROOM
PRIOR TO THE EXCURSION WERE PRESENTED DURING
THE EXCURSION**

		%	answers
Most of the topics covered in the classroom prior to the excursion were presented during the excursion: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	2	12.5%	1
	3	25.0%	2
	4	25.0%	2
	5	37.5%	3

Ranking of claims in relation to the mean (M) is as follows:

- Professional guides were used (**4.3**)
- Most of the topics covered in the classroom prior to the excursion were presented during the excursion (**3.9**)
- The teacher personally led a guided tour for the students (except those places where a professional guide was compulsory) (3.3)
- Some theoretic activities were organised during the excursion (3,2)
- The students were given tasks to do upon their return from the excursion (2.5)

- The students participated in workshops during the excursion (2.4)
- The students participated as the 'guides' for their classroom colleagues (2.2)

The last block of questions pertained to the time following the excursion and the questions were conceptualised by asking the subjects to express whether they agreed with the given claim.

WHAT WAS LEARNED DURING THE EXCURSION WAS CHECKED (TESTED) AND GRADED AFTER THE EXCURSION

		%	answers
What was learned during the excursion was checked (tested) and graded after the excursion: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	62.5%	5
	3	25.0%	2
	4		
		12.5%	1

THE EXCURSION WAS THE TOPIC OF VERBAL PRESENTATIONS OF OBSERVATIONS, NO GRADES

		%	answers
The excursion was the topic of verbal presentations of observations, no grades: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	11.1%	1
	2	11.1%	1
	3	22.2%	2
	4	11.1%	1
	5	44.4%	4

THE ACCOMMODATION WAS ASSESSED

		%	answers
The accommodation was assessed: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	11.1%	1
	2	11.1%	1
	3	33.3%	3
	4	11.1%	1
	5	33.3%	3

THE FOOD WAS ASSESSED

		%	answers
The food was assessed: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	11.1%	1
	2	11.1%	1
	3	22.2%	2
	4	22.2%	2
	5	33.3%	3

THE MEANS OF TRANSPORTATION WERE ASSESSED

		%	answers
The means of transportation were assessed: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	1	22.2%	2
	2	11.1%	1
	3	22.2%	2
	4	11.1%	1
	5	33.3%	3

Ranking of claims in relation to the mean (M) is as follows:

- The excursion was the topic of verbal presentations of observations, no grades (3.7)
- The food was assessed (3.6)
- The accommodation was assessed (3.4)
- The means of transportation were assessed (3.2)
- What was learned during the excursion was checked (tested) and graded after the excursion (1.9)

THE EXCURSION WAS A 'LEARNING' EXPERIENCE FOR THE STUDENTS

		%	answers
The excursion was a 'learning' experience for the students: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	11.1%	1
	4	22.2%	2
	5	66.7%	6

THE DESTINATION SELECTION WAS PROVEN TO BE AN EFFECTIVE SELECTION CONSIDERING THE LEARNING GOALS

		%	answers
The destination selection was proven to an effective selection considering the learning goals: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	33.3%	3
	4	22.2%	2
	5		
		44.4%	4

THE QUALITY OF FOOD WAS SATISFACTORY

		%	answers
The quality of food was satisfactory: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	2	11.1%	1
	3	33.3%	3
	4	33.3%	3
	5	22.2%	2

THE ACCOMMODATION WAS SATISFACTORY

		%	answers
The accommodation was satisfactory: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	22.2%	2
	4	33.3%	3
	5		
		44.4%	4

THE EXCURSION, AS A WHOLE, WAS SATISFACTORY

		%	answers
The excursion, as a whole, was satisfactory: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	33.3%	3
	5	66.7%	6

THE STUDENTS WERE HAPPY WITH THIS EXPERIENCE

		%	answers
The students were happy with this experience: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	11.1%	1
	4	22.2%	2
	5	66.7%	6

EDUCATIONAL EXCURSIONS ARE A NECESSARY MOMENT (OR SEGMENT) OF LEARNING

		%	answers
Educational excursions are a necessary moment (or segment) of learning: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	22.2%	2
	5	77.8%	7

**THE EXCURSION REPRESENTED A SOCIALISING TIME FOR
THE STUDENTS**

		%	answers
The excursion represented a socialising time for the students: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	11.1%	1
	4	11.1%	1
	5	77.8%	7

**THE EXCURSION REPRESENTED A SOCIALISING TIME
WITH THE TEACHERS**

		%	answers
The excursion represented a socialising time with the teachers: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	3	11.1%	1
	4	11.1%	1
	5	77.8%	7

**THE FACT THAT THE STUDENTS WERE GIVEN SOME FREE
TIME DURING THE EXCURSION WAS IMPORTANT FOR
ACHIEVING THE GOALS WE HAD SET**

		%	answers
The fact that the students were given some free time during the excursion was important for achieving the goals we had set: To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?	2	11.1%	1
	3	11.1%	1
	4	22.2%	2
	5	55.6%	5

Ranking of claims in relation to the mean (M) is as follows:

- The excursion represented a socialising time for the students (4.7)
- The excursion represented a socialising time with the teachers (4.7)
- Educational excursions are a necessary moment (or segment) of learning (4.6)
- The students were happy with this experience (4.6)
- The excursion, as a whole, was satisfactory (4.3)
- The fact that the students were given some free time during the excursion was important for achieving the goals we had set (4.2)
- The accommodation was satisfactory (4.2)
- The destination selection was proven to an effective selection considering the learning goals (4.1)
- The quality of food was satisfactory (3.7)
- The excursion was a 'learning' experience for the students (2.6)

The teachers believe that the excursion most helped improve the relationship between the students and the teachers. Both claims have the same mean (4.7).

SCIENTIFIC-CULTURAL TEACHER PROFILES

		%	answers
Scientific-cultural teacher profiles: From your perspective, to what degree, on a scale of 1 = minimally agree to 5 = maximally agree, did the excursion help improve?	3	33.3%	3
	4	22.2%	2
	5	44.4%	4

TEACHERS' PERSONAL GROWTH

		%	answers
Teachers' personal growth: From your perspective, to what degree, on a scale of 1 = minimally agree to 5 = maximally agree, did the excursion help improve?	3	33.3%	3
	4	11.1%	1
	5	55.6%	5

STUDENT-TEACHER RELATIONSHIPS

		%	answers
Student-teacher relationships: From your perspective, to what degree, on a scale of 1 = minimally agree to 5 = maximally agree, did the excursion help improve?	3	11.1%	1
	4	11.1%	1
	5	77.8%	7

TEACHER-TEACHER RELATIONSHIPS

		%	answers
Teacher-teacher relationships: From your perspective, to what degree, on a scale of 1 = minimally agree to 5 = maximally agree, did the excursion help improve?	3	33.3%	3
	4	11.1%	1
	5	55.6%	5

STUDENT-STUDENT RELATIONSHIPS

		%	answers
Student-student relationships: From your perspective, to what degree, on a scale of 1 = minimally agree to 5 = maximally agree, did the excursion help improve?	3	22.2%	2
	4	11.1%	1
	5	66.7%	6

Ranking of claims in relation to the mean (M) is as follows:

- Student-teacher relationships (4.7)
- Student-student relationships (4.4)
- Teacher-teacher relationships (4.2)
- Teachers' personal growth (4.2)
- Scientific-cultural teacher profiles (4.1)

For the last question, we had to rank several previously defined reasons for preventing teachers from leading classes to excursions, from the most important to the least important. Civil responsibility, that is, the obligation and problems with parents equally were given as the most important reasons.

5. Main Operators

This chapter presents the data about the main operators on the Croatian market which are exclusively from secondary sources that are part of educational excursions associated with quality data collected via in-depth interviews.

The list of school trip organizers made by the “Association of Croatian Travel Agencies “ can be found on the following link:

<http://www.uhpa.hr/documents/PDF/UHPA%20organizatori%20skolskih%20putovanja.pdf>

The online edition contains a list of agencies that are members of the “Association of Croatian Travel Agencies” which strive to fulfil the expectations of elementary and high schools including their students and parents, while implementing high quality single-day and multi-day extra-curricular activities.

The mentioned online edition also contains the legal framework for organizing school trips, that is, a list of effective legal regulations. The most important document for organizing school excursions is the Ordinance on Execution of Excursions and Other Educational Activities Outside of School (Official Gazette number 67/14 and number 81/15) which was enacted on the basis of the Primary and Secondary Education Act (Official Gazette, number 87/08, 86/09, 92/10 and number 105/10, 90/11, 5/12, 16/12, 86/12, 126/12, 94/13, 152/14) regulating important educational issues regarding the organization of school excursions with Article 37.

Apart from the list of members that was created by the Association of Croatian Travel Agencies, it is also possible to get information on school excursions from each individual travel agency on their web pages.

After researching secondary Internet data sources, we can hardly conclude that specialized agencies that organize school excursions exist in Croatia. Most agencies offer school excursions and tend to point out that they specialize in school tourism while, in reality, they clearly offer a wide range of travel arrangements, not only school excursions. The situation in Croatia is such that agencies need to offer all sorts of tourist arrangements because otherwise, they wouldn’t survive on the market.

List of agencies that offer school excursions (in alphabetical order)

O.N.	Name	Description of the offer
1	Alga Travel, Zagreb http://www.algatravel.hr/ोजना/d1/	They organize excursions for young people (high school graduation excursions), carnival trips, New Year’s celebration and Easter excursions. The programs are designed for travellers to experience people, culture, natural beauty and the most gorgeous buildings of select destinations.

2	Astralis, Slavonski Boat http://www.astralis.hr	Astralis is a travel agency that has successfully been active since 2001. They have an individual approach towards clients and have maintained long term business relations with multiple hotels, carriers and agents. They offer almost all kinds of accommodations.
3	Autoturist Samobor https://www.autoturist.com.hr	Out of tourist services, Autoturist Samobor, offers the organisation of excursions across Croatia and all over the world. They organize one-day trips and multi-day trips, New Year's celebration and graduation excursions.
4	F-tours, Split https://www.f-tours.hr	F-TOURS d.o.o. is a tourist organization that is based in Dalmacia. The agency is actively involved in outgoing tourism and is specialized in school tourism and group excursions. They organize school, European and long-distance excursions, New Year's celebration and cruises.
5	Galileo Travel d.o.o., Varaždin https://www.galileo-varazdin.hr/	They organize: graduate and student excursions, individual trips; summer holidays in Croatia and overseas, winter holidays and skiing trips, fairs, team building programs, congresses in the country and abroad and "a la carte" programs according to customers wishes.
6	Marbis tours, Koprivnica http://www.marbis.hr	They organize school and European excursions, cruises, long-distance excursions throughout Croatia, Team buildings and wellness.
7	Mare Panonium tours, Vinkovci http://mare-panonium-tours.hr/	The agency Mare Panonium tours has been in business since 1990. The head office is in Vinkovci and the information department is in Osijek. Their offer includes: advent, European and graduation excursions, pilgrimages and bus transport.
8	Mediaturist, Zagreb http://www.media-turist.hr	The tourist agency Media Tourist d.o.o opened for business in 1997 with the business office being in the heart of Zagreb. Since its founding, the agency's operations have been based on a wide range of organized and individual excursions throughout Croatia and abroad, with the main focus being on the organization of student excursions: one-day and multi-day extra curriculum trips, graduation excursions, class in nature and vacations for retirees.
9	Mondo Travel, Zagreb http://www.mondotravel.hr/	They operate on two addresses in the centre of the city. They organize European, Mediterranean and long-instance excursions, skiing, summer vacations, business trips and graduation trips.
10	Odisea Travel, Varaždin http://www.odisea-travel.hr/	The tourist agency Odisea Travel organizes quality educational and interesting graduation excursions all around the world. They also organize: European, Mediterranean and long-distance excursions, cruises, wellness, plane tickets and graduation trips.
11	Oratours, Osijek https://oratours.hr	They organize: long-distance, European and graduation excursions, cruises, wellness and winter vacations.
12	Orion Tours, Osijek https://orion-tours.hr	Orion Tours is the oldest private tourist agency in Croatia, which was formed in 1988. Long term experience, specialists in school trips, verified hotels, experienced guides. They organize: pilgrimages, Europe and the world, Mediterranean, wellness, advent and New Year's celebration, summer and winter vacations and graduation excursions.
13	Panturist, Požega http://panturist-turizam.hr/	The agency is located on two locations, Požega and Osijek. They offer graduation excursions, cruises, European trips, school trips and summer vacations in Croatia.

14	Petros, Zagreb https://petros.hr	The travel agency Petros d.o.o has been in business since 1990 and operates as a travel organizer and intermediary. At the same time, they offer accommodations in various capacities. In Croatia they offer destination management companies. They also offer help in organizing leadership with the local tourist guides within the tours and as an individual tourist product.
15	Potočki travel, Radoboj https://potocki-travel.com	They organize advent, carnivals, Valentine’s Day, excursions for pensioners, graduation trips and one-day trips
16	Presečki agencija, Zagreb https://www.presecki.hr	Presečki tours is a key component of the company “Presečki group” d.o.o. They organize: one-day and multi-day excursions, student excursions, pilgrimages, summer and winter vacations and renting buses.
17	Punim jedrima Tourist Agency, Zagreb http://punimjedRomea.hr	They organize: long-distance trips, European excursions, cruises, graduation excursions, New Year’s celebration and Advents.
18	Spektar putovanja, Zagreb https://www.spektar-putovanja.hr/	The agency “Spektar excursions d.o.o.” was founded in 1989 and was the first private tourist agency in Croatia and one of the first tourist agencies in Croatia. They own three branch offices in Zagreb and employ over 25 full time employees. They offer tourist accommodations, many excursions such as student, graduation and individual excursions, they sell airplane tickets, summer and winter vacations, they organize symposiums, congresses and much more.
19	Speranza, Zagreb http://www.speranza.hr/	The tourist agency Speranza was founded in 1990. They organise: skiing, school excursions (graduation, elementary and high school), long-distance excursions, one-day trips and airplane deals.
20	Terra putovanja, Zadar https://www.terraputovanja.com	They organize school excursions, holiday and European trips, cruises, long-distance excursions, winter holidays, airplane tickets and wellness.
21	Toptours, Zagreb https://toptours.com.hr/	The travel agency TOPTOURS was founded in 1992 as a bureau under the company “Engineering Poljak d.o.o. A number of associations, kindergartens, schools, sports clubs and firms have recognized them as a reliable partner in organizing excursions. They organize vacations in Croatia, long-distance and European excursions, cruises, sport trips as fairs and student excursions (elementary and high school).
22	Via Travel agency, Rijeka http://www.viaonline.hr/hr/naslova/	Via Travel agency specializes in excursions to European capitals preferred by adults and organized business groups. They don’t want to leave out younger travellers and due to this; they use their knowledge in organizing excursions for younger people. Last minute excursions are an ongoing trend in the world right now.

SOURCE: Internet research; individual agency web pages (Feb. 25th – Feb. 28th, 2019)

Since prices are formed according to schools’ inquiries and based on their trip plans and programs prepared by the schools, only a few agencies on the Internet have accessible prices for school excursions.

List of agency offers (city, price, excursion duration and means of transportation)

Name	Destinations offered for school/graduation trips	Average price	Average duration in days	Means of transport
Galileo Travel d.o.o.	French Riviera, Barcelona, Lloret de mar	4,650.00	7	airplane, bus
Mare Panonium tours	Tunis	4,875.00	8	bus, airplane
Mare Panonium tours	Spain– Costa Brava	3,495.00	8	bus, boat
Mare Panonium tours	Rimini	2,390.00	6	bus
Mare Panonium tours	Rome	1,995.00	8	bus
Mare Panonium tours	Prague – Krakow	2,230.00	8	bus
Mare Panonium tours	Prague	1,680.00	6	bus
Mare Panonium tours	Paris	2,935.00	6	bus
Mare Panonium tours	Lido di Jesolo – Gardaland – Venice	1,045.00	2	bus
Mare Panonium tours	Lago di Garda – Padova – Verona – Vicenza	775.00	2	bus
Mare Panonium tours	Krakow	1,935.00	6	bus
Mare Panonium tours	Italy – Croatia	2,585.00	6	bus
Mare Panonium tours	Istanbul	2,585.00	7	bus
Mare Panonium tours	Greece	2,455.00	6	bus
Mare Panonium tours	Bavarian castles – Plzen – Prague – Vienna	2,875.00	7	bus, boat
Mare Panonium tours	Budapest	510.00	2	bus
Mare Panonium tours	Vienna – Prague – Budapest	1,975.00	7	bus
Mare Panonium tours	Vienna – Prague	1,785.00	6	bus
Mare Panonium tours	French Riviera – Toscana	2,935.00	7	bus
Mare Panonium tours	Amsterdam	3,435.00	6	bus
Speranza	French Riviera, Barcelona	4,100.00	7	boat, bus
Speranza	Portugal	6,950.00	6	airplane
Speranza	Prague	3,350.00	7	bus
Speranza	Prague, Telč, Krakow, Budapest	3,550.00	7	bus
Speranza	Prague, Berlin, Dresden	3,550.00	7	bus
Toptours	Amsterdam- Paris	4,350.00	8	bus
Toptours	Barcelona	3,950.00	7	bus
Toptours	Berlin - Prague - Salzburg – Budapest	3,040.00	8	bus
Toptours	Greece	3,250.00	8	bus, boat
Toptours	Krakow, Prague, Vienna	2,540.00	7	bus
Toptours	Lloret de Mar	3,100.00	7	bus
Toptours	The Netherlands, Belgium	3,950.00	7	bus
Toptours	Prague, Vienna, Budapest	1,870.00	6	bus

SOURCE: Internet research; individual agency web pages (Feb. 25th – Feb. 28th, 2019)

Offers of school excursions

In general, when it comes to educational excursions, Croatia has a satisfactory offer. However, what Croatia is missing are richer and better structured offers of school excursions. We came to this conclusion after speaking to a representative of a larger tourist agency in Croatia:

“It is all right because schools have graduation trips every year and this is an opportunity to realise trips. Agencies which primarily deal with graduation trips can survive on the market if they sell to a sufficient number of schools/classes. Otherwise, there is a lack of interest which results in a poor work performance.”

To the question whether something is missing from the offers of these excursions and if so, what, our subject stated: *“Personally, I think that agencies don’t have lucrative deals on excursions that last one to two days within the country, which would also allow schools to visit fairs, museums, cultural events or similar.”*

The subject states the cause is insufficient interest. *“I don’t want you to misunderstand me, there is all of that, however, there could be much more. I can’t be sure whether the main culprit is the school, the society or someone else. I can’t say that.”*

When asked whether certain cities are missing from the offers of educational excursions, the subject said: *“It’s not a matter of the lack of cities, anything can be done for an inquiry. However, there is a price for all that. If an agency wants to successfully sell packages, they have to take into consideration how parents can pay for their children’s’ excursions. In other words, agencies have to carefully create the final price that, when we add it all together, should not exceed around HRK 2500 HRK. The price itself doesn’t seem like a large sum of money, however, parents still need to give their children allowances and other fixed and variable costs. When all these costs are summed up, we get a decent amount of money that the average family (the predominant type in Croatia) has to pay for their child’s seven-day vacation.”*

6. Key Findings of the Focus Groups with Principals

High school principals are definitely the key players in the organisation of school excursions, but they are also the “tailors” of tourist demand in terms of selection of the destination and the selection of tour operators and/or travel agencies.

Special attention of this study was paid on packages for school excursions described as: “School excursions is a type of an out-of-school activity that includes a multi-day trip to visit natural, cultural, historical, sports and technical centres organised by a school with the purpose of fulfilling certain educational goals and tasks.”

The main goal of having a focus group was to collect information on how school excursions are organized, who the main players are in order to gain insight into the main problematic aspects of organizing educational tourism.

They stated that everything in the system is changing except excursions and that is a big problem. Agencies certainly have this problem where their situation has become somewhat unbearable because everyone wants to make money, everyone wants to get their destination and surely, they come with false news. Principals also have troubles if they switch agencies. On the other hand, they face criticism for not changing agencies.

They believe that the principals are always to blame for whatever happens at the destination, e.g. any type of omission an agency makes (food, accommodation, issues while travelling and similar) even though parents are the ones who select the travel agency.

The principals believe that this view of excursions needs to be changed and they believe that excursions are slowly losing their meaning and purpose.

Principals definitely believe that they have too much responsibility for everything and if something isn't right, they are the first to blame. The principals' tips to improve the entire process actually imply that schools shouldn't organize school excursions, meaning schools shouldn't take on such a big responsibility, and that everything should be organized through citizens' associations.

“So, my advice is that, in the future, excursions are organized as groups of citizens, that professors and schools do not take part in the organization in this way by being the bearers of activities. They can provide support for all that, homeroom teachers should go on excursions when they are on their vacations and groups of citizens or someone else should pay them for that and then they would want the parents to take on a greater role and more responsibility.”

Process and election of travel agencies

In terms of the process itself, the principals state that homeroom teachers first talk with the children, then with the parents, first to select the goal of the excursion, that is, the country of the excursion.

Once the destination is selected, a Committee is formed consisting of homeroom teachers or guides, because homeroom teachers are expected to go but it does not necessarily need to be so. The person going is a part of that Committee together with class representatives, meaning parents from each class, plus students who have the right to participate at Committee meetings. The president of the Committee is chosen at the first meeting and he/she leads the process from there and a public invitation form is then prepared.

The public invitation is published on the school's web page and it is not especially directed at agencies. The Ordinance on Excursion states what the invitation must contain – who is going, how many, how many students are expected, when they are going, what they want to visit, stops along the way, type of food, type of accommodation, how many nights...The goal of such invitation is to actually equalise the offers because, before, there were so many different offers that it was nearly impossible to select one. For example, several offers were provided for the same destination where one would include 6 nights, another 7 nights, and the third had better stops along the way but only 5 nights.

Agencies keep an eye on schools, download that form and send offers to schools in sealed envelopes. Upon the expiration of the legal deadline for accepting offers, the Committee gets

together, reads out all the offers and takes into consideration those offers that meet the requested terms eliminating offers that, for some reason, do not meet the terms of the tender.

Once all the offers are read, at least three offers must be presented to the parents with the school being obligated to reveal which three offers are being considered. There can be even more offers. Invitations are then sent to agencies to present their offers and a parent meeting is organised where agency representatives present their offers.

Parents make the final decision regarding the agency selection.

“Our students are going on an excursion in August. They will spend 8 days in Spain, Vienna, Prague, Dresden. We started organising it in October and it takes 8 days. Therefore, without the parents’ signatures and approvals, I will not be doing it. We form a committee, that is, they are members who must lead the excursion, the principal is the main person in that whole story and without him, nothing can be done. Following that, everything is organised with the committee. Once we select an agency, there are usually 3 offers, the parents select the main agency at the parent council meeting. Prior to that, I select a parent, a student and a homeroom teacher from each class. Therefore, they come up with a proposal and then we make a selection. Once they return, they write a report regarding the excursion and that is that. We manage all that, that is, organisation, commencement, meetings...”

“Everything takes place in accordance with the ordinance, he determines all of that and he, in a way, limits some other type of excursion, excursion innovation. I would not say that excursions are of entertainment character only because our students are pretty interested in that cultural part. In addition, throughout years, we have excursions and nearly all classes go. They are more intense with the older students and for younger ones they are usually one-day excursions or include a one-night stay.”

“This means that everyone abides by the Ordinance on Execution of Multi-day Classroom Lectures, we have the Committee. I am one of the members of the committee, I strive to remove myself from all that as much as possible, that is, to make the matter transparent. Therefore, I, as the principal, I do not show up when they vote on the selection of agencies. This means these are parents and students and everything is fully transparent. That is the way it should remain. However, I think that the students mostly care about the entertainment, learning takes the second place. Let’s be frank about it. On the other hand, social sensitivity is very important. Not all students have money meaning that this is a problem for the poorest students. Not everyone can go and this needs to be taken into consideration.”

Referrals, that is, verbal communication by students who have already been on the same or similar excursion as well as by the parents of those same children, play an important role in the selection of the agency as well as the destination. If an agency has a bad reputation due to bad organisation, accommodation, food, drivers, guides and other elements, that will certainly be made known through referrals and the parents will say the same at the meetings so it is very likely that such an agency will not make the top three choices.

“The experience of the previous generation of students is very important. If an agency “blows it”, so to say, then there is a great chance that we will not hire it the next year, that we will take someone else. Since these students will complete grade 12 here, that is, they will remain at the school for another year, they will relay everyone their experiences. I think this is the main factor. Therefore, the agency that drove them last year and did not “blow it” will likely get them this year as well. That is the truth.”

To the question whether they select agencies that are specialised in educational trips, the principals answered that those were mostly general agencies that do everything. However, a few agencies that deal with school excursions were singled out.

Destination selection

When it comes to destination selection, quite often the children are allowed to choose, but we also have to understand the parents because they are the ones paying for it. They also believe that the principal should not play a role in it.

Most schools do not allow only one class going off in its own direction, but they always want 2 or more classes to go to a location because of student responsibility and safety.

Through focus groups, we arrived at the realisation that most schools go to the same destinations every year, and agencies most often already have type offers ready for each of those destinations.

Of course, a new destination would also increase the trip costs paid by the parents and would also require much more time in terms of excursion organisation and preparation which, on one hand, is the agency’s responsibility. However, if we look back on the previous findings where it was obvious that the school actually proposed a plan and a program each time, then each new destination would require much more time from a school to prepare from the very start. This is probably the reason why schools stick with their well-established programs and previously checked destinations.

In terms of destination selections, some principals also implement surveys among the students, but lately, with this situation in the world, they also consider the safety, so they do not go to some destinations regardless of the students’ wishes.

“The principal must be on the Committee but that is not important for this story. What is important for this story is that the children and paying parents select the destination. I have no idea what the principals do, that is, what schools do with those excursions, but it doesn’t matter. Therefore, that part of the story is that they mostly want to visit Vienna because of Prater, for example, and to visit the ‘U Fleků’ pub in Prague...”

“Graduation excursions, that is a recycled story. They mostly go to the Czech Republic or Spain, depending on the price. The itinerary is established by us, that is, by the committee, but I cannot say that we are innovative. I see where this story is going and what needs to be achieved by this. I must say that this is “copy-paste”, pretty much the same thing each year and that something is removed

from the experiences of the past excursions. Our people have added Dresden but removed something else because there is too much in the program. We strive to make the excursions educational as well as entertaining, but that part of the story has been established by the Ordinance and it cannot be any other way.”

“I honestly thought that the desire to go to Gardaland would stop once the amusement park in Biograd opened, but that was not the case. The see Verona and Venice, we also added Burano and Murano. However, that is too exhausting for such a short time meaning it is only a one-night stay. In general, from my school’s experience, and when I listened to other colleagues, it is all mostly the same. It is very seldom that someone selects some other destination and some other sights. For example, I have not heard of trips to some other regions. All of that is connected also with the agencies that mostly have prepared offers and then just adjust them for us.”

“In terms of the selection of the destination itself, the Committee here also confirms their wishes, of students and parents. And then they vote and the destination with the highest number of votes is the one they go to. This means that we do not allow classes to go alone. One year we had one grade 11 class out of five that wanted to go with their homeroom teacher pursuant to him pushing it, meaning they wanted to go in a completely different direction. I noticed that it was a much more expensive version and other. So, this practice is not acceptable. Therefore, there are no classes going on their own. They all go together. It is much easier for us principals to control it instead of having two parallel excursions.”

Trip plan and program

They believe that all excursions are alike, the programs are always the same and they know what they will see.

All agencies send the same offers, the only question is their creativity in terms of putting together a program whether they will leave at midnight or in the morning.

“But look, this is what we ask for. We ask for it and they must please us because we will ask to see this or that. It is only a matter of creativity, whether they will listen to us and leave in the night and write down a day less... “

Educational tourism

The principals believe that agencies actually don’t offer educational excursions that could be associated with the curriculum.

All options start with the school and if a school wants to organise such an excursion for their students, it must send out a public invitation to agencies with the excursion content.

Teachers may participate with their proposals for possible destinations and excursion content that could be tied into the curriculum but not throughout the year but before since the school must add it to the curriculum.

“Educational tourism, it is featured by that one agency that offers excursions to principals and professors, but it costs an arm and a leg so those who want it, can go ahead. I would call that educational tourism, when there is a specific goal for going there. Therefore, it is not only tied to the curriculum but what they could experience, visit a school, an institution or something else.”

Situation in Croatia

The current situation in Croatia in terms of a good, smart and interesting offer for students is very bad. Regardless of many localities of historical, cultural, architectural and natural significance, we still do not know how to make an interesting program and a good atmosphere so that our, as well as foreign students, feel good. In terms of the entertainment content, we do not even have to talk about that segment because it actually does not exist except for a large number of cafes and bars (even though it would be better not to consider that part as entertainment content).

“We have many beautiful, stunning, wonderful things and I, as someone who has travelled half the world, discover something new every day. So, Croatia can truly offer a lot and comparing it to foreign countries, with the cultural, I won’t say entertainment as well because we have not reached that point yet, but we are ahead of many in terms of the history of culture. There is truly a lot there. However, it is not sufficient just to have something, you have to be able to offer it as well. You have to know how to process it in terms of marketing. Assumptions must be created so that children can feel good there.”

In terms of accommodation facilities and their desire and willingness to take in a large number of children, the situation is also discouraging. A large portion of accommodation facilities do not want to take in this guest segment because of the existing belief that they would destroy the hotel. Also, some hotels would rather take in children from other countries than from Croatia.

We have enriched the findings regarding the accommodation facilities with the findings from conversations we held with a subject from one of the hotels in Zadar. The subject stated that they do take in high school students as a part of the so-called student trips, that is, excursions, but they also have a lot of sports groups in their guest structure who often use the hotel when they come to compete.

“The groups that use the hotel as a part of school excursions spend most of the time sightseeing, but they tend to have parties in their rooms at night, go wild in the hallways and similar. For me (reception), those are the guests who are pretty easy to deal with. They never complain, they do not complicate things, they think everything is great and they do not have any additional demands. However, I do believe that other hotel departments (such as housekeeping) have a completely different perception of this group.”

To the question what the general situation of the Croatian market is in terms of the accommodation capacity offer for students (domestic and foreign), the subject replied that the situation was very bad. In general, there are less 2- and 3-star hotels, especially those that take in student groups. Therefore, there is definitely a lack of low category hotels because most of them are turning towards some more “elite” tourism. New hotels start with higher categories and the existing facilities are being renovated and changing categories.

To the question whether hotels tend to offer accommodation to the student segment, our subject replied:

“Not too much because the majority of people still have preconceptions regarding that segment and there is the general opinion that “they do more damage than good”. In addition, there is seldom any additional spending with those guests because everything is already included for them and nowadays, hotel operators are more and more focused on increasing that earning segment.”

7. Key findings of the focus group with parents

One of the key participants representing the demand on the educational tourism market are also children students attending high school, who are co-creators of professional excursions and parents who finance those trips and select the bidder with the best offer.

The goal of the focus group with parents was to establish how parents participate in the selection of the itinerary for professional excursions for their children.

The parent opinions vary but they are all agree that children are the ones who select the destination and where they want to go. Sometimes certain destinations are forbidden for safety or some other reasons, such as Spain, so the Czech Republic (Prague) has been selected more frequently recently. Some parents say that Prague was actually the children’s choice because it is a somewhat cheaper destination so more children from the class could go. The trip expenses play a major role in the parents’ decision, but they still go with the child’s wishes while trying to perhaps explain to them that a cheaper destination would be a better selection for everyone.

They believe that the focus should be shifted from the two main destinations and enable children to go to some other destinations, such as the cities in northern Europe; Scandinavian countries, eastern Europe and similar. The problem is that classes and students agree internally so sometimes a class wants to go to one destination, and another to another destination, and the school does not want to organise an excursion for just one class to some new destination.

The parents believe that it is easier for the school to put them all into a single framework and keep them all under control while going to old established destinations, risk-free.

Also, the parent believe that children should be given a more active role to play in the excursions, such as a few students getting ready for a certain city or an area during the bus ride and act as the

guides. This would also engage other students because they would prefer to listen to their colleagues to hear what they have to say.

They also believe that perhaps the agencies should somehow specialise, that is, the agencies that do school excursions should do them differently primarily in terms of presenting the destination.

They believe that all current offers are of the same mould, that the student interest should be taken into consideration and that the offer should be adjusted to the age of the children. From the perspective of schools, they believe that, for example, students from some technical school, should have different interests compared to those, for example, from MIOC.

Process and selection of a travel agencies

In terms of the process and selection of a travel agency, the parents state that the initial agreements and meetings should be organised by the school. The parents believe that they participate in all phases since they come to parent meetings to school as many as 3 times in order to organise a single excursion. Furthermore, in the end, the parents select the agency to use; sometimes it is decided by the parent representatives and sometimes all parents together, that is, those who show up at the common meeting.

To the question what the actual role of parents is in the process of making the decision in terms of which agency to use, the parents answered the following:

“There is a council, the destination is selected among the offered by the students, the program is probably written by someone at the school or whoever else, and then it is sent to agencies, depending on the school. This was the case in both elementary and high school, then there is a parent in each class who is the parent representative for organising excursions and the sealed offers are opened at some meeting and one is selected.”

The parents believe that the process and the decision regarding the agency selection actually differ from school to school and that it is bogus sometimes. They believe that it was not like that in the past, that the entire process was more transparent and that today it is all a game and formality.

“Some 20 days ago I was at the offer selection in the high school and it was literally all bogus. It was all truly a bogus, even I could see through it. I knew who the owner of each agency was, and I saw that it was all a setup. All three of those agencies that showed up, first, let’s go, that procedure, they selected a destination. They were told it could not be Spain and they could choose between Greece and the Czech Republic, I think they added some Germany too and that’s what they selected. Let’s say that that option was the winner. And then the school publishes a tender meaning the school determines the route and each agency offers its best terms. It is really strange that three agencies responded, agencies from Split, only one representative showed up from only one agency and I knew that all three agencies were connected in their ownership structure.”

“Some formality is that the offers are read, they all have the same program, but they differ in some minor details. Some provide dinner at the beginning, some not, but it seems like we are comparing apples and oranges. When I went to school, we made the decision ourselves, we told our parents just to give us the money and now we are dealing with some large amounts. A few thousand kunas is a huge amount for some people.”

Trip plan and program

According to the parents' opinion, the trip program is made by those who organise the trip. That is, they ask the children about the destination and the program is prepared by the school. The school sets some parameters and a trip plan and then they send inquiries to agencies. Organisers at the school eliminate what is unnecessary and leave what is good and they give a slightly filtered request to the agency based on the previous experience.

The parents are a little concerned about the fact that the program is too packed and that children would not have any free time and that they would be too tired. On the other hand, according to the feedback from children when they return from the trip, they know that the children are actually happy with such trip organisation and planning.

“They called us to tell us when we had to come. We went to school about two-three times because of the excursion, we were making plans. Apparently, everything should be transparent. How transparent it is, I do not know. To think that this is it, but children are mostly happy. When my son went to Prague, it was a little too much travelling for them. Perhaps Dresden was not necessary, so they were a little too tired, but he was still happy they went there. I don't know, perhaps their physical abilities should be a bit more in line with the trip since they do not sleep most of the night, so they are pretty tired. Regardless, they were satisfied.”

“I have a fresh experience, our children are now going to Verona, to Gardaland. This means that the school goes there every year. For the first meeting, the homeroom teacher, a child and the parent representative were invited from each class. The agency put together a program according to our requests. This means there were professors there who had certain experiences and they said it was better this way than that way, the children who went there they either agreed or they did not want to agree. They relay to the children from the class, and we relay to the parents afterwards. Most voted, you cannot always harmonise 30 people.”

Excursion experience

Regardless of it mostly being said that children go to graduation trips to have fun and party, parents believe that this experience is not always the same. A good balance should be achieved between visits to museums, sightseeing, history, architecture and entertainment and entertainment content on the other side, and this is only possible when you have a smart plan and a program that also

provides the children with some free time. Also, not all children or classes are the same. According to the parents' opinions, many children want to gain new knowledge.

"I will tell you our experience. When the children returned, I was there for my second son and the professors were surprised because the children were offered a night out or something, but the children chose to go to sleep to the hotel so that they could have more energy to visit something the next day. Therefore, they showed the interest for that content. They showed the interest themselves for those contents. They were not just interested in partying and the professors were pleasantly surprised."

To the question whether they knew which excursion the children were most satisfied, the parent said that when it comes to graduation trips, it did not matter where they went as long as they could be together. Neither accommodation nor food were as important as being together.

The parents in general believe that students are ready to take in new knowledge and that these generations are specific in terms of a few questions.

"These generations are a little specific. You have to interest them and then they accept it because to them, everything is within hand reach and it is not easy to stimulate their interest. And that is a very important presentation method."

Educational tourism

To the question how important the educational component was to them when selecting a certain program and whether the parents paid attention to that, most parents stated that it was not important at all while some parents had a different opinion. Therefore, the opinions were split in terms of this topic.

"I think it is important. Chronologically speaking, when they are little, they want to have fun. But once they get to this age, to the graduation trip, I think that it is important to them."

"It should be important to them, I was at that meeting ten days ago. I do not remember them paying attention to that, they will see this and that, what they will see is all thrown in together..."

"It is in the program and they are used to, for example, Spain always having that program, Prague has its, plus-minus, left-right, this way or another and there is not much room to manoeuvre and everything actually comes down to that, to some small details, whether they will leave at seven o'clock at night or six o'clock in the morning, it has all been established."

8. Conclusion

The most common destination for school excursions, if we view them in the context of longer excursions of Croatian schools, remain to be foreign countries and we do not believe that significant changes are going to occur any time soon. Of course, going abroad is mostly initiated by students themselves because it is simply the best opportunity to get away as far as possible from home, and to socialise with peers while discovering something new.

We can say that the opportunity, in terms of school tourism, is reflected in the context of offers of interesting and shorter school excursions throughout Croatia that is in line with the curriculum. This way the excursion opus would be broadened on the annual level during schooling, and it would also expand the students' horizons and deepen their knowledge.

We have to be aware of the fact that with major changes in the society, if we look at the cultural aspects or financial, the travel culture is also changing. In the past, a trip lasting a few days and nights represented the first travel experience for students only once they reached high school. Today, most high school student gain such first experience with their families thereby attaining the experience of mobility or a chance for the first recreational-cultural trip.

When studying the quantitative results of the research, it becomes evident that it is important to students to have some free time during the excursions in order to have a chance to socialise with their class colleagues. They believe that, in general, educational excursions are a necessary moment in their lives while in school, and to the question what they liked the most during the excursion, they answered that in addition to socialising and visiting new cities, it was the experience of leaving home and learning about other cultures.

In terms of organisation of school excursions themselves, it is a complex and demanding task that includes cooperation and an agreement decision made by many players. Through quality results, we got an insight into the weight and complexity of the task and an overview of all elements that need to be done in order to realise a school excursion. The main players are definitely students who manage to find a way through their parents and teachers to make their wishes come true in terms of the destination itself unless, of course, those wishes are too exotic.

Perhaps the most important players are parents who are present throughout the entire process and who also make decisions regarding all important elements of organising a school excursion: destination selection, trip plan, agency selection...

Organisation of a school excursion is definitely the greatest burden in the context of responsibilities undertaken for the school, principals and chaperone teachers. A major problem in Croatia is that the entire responsibility lies with the schools and we should definitely move in the other direction in order to relieve the schools from such responsibilities through, perhaps, founding of a citizens' association that would take it upon itself to handle the responsibilities pertaining to the organisation and student safety at the destination.

In addition to what was stated above, we should realise the tourism potential by connecting the cultural and educational tourism (cultural tourism for educational purposes) through the following activities, for example:

- Conceptualised educational programs in line with the curriculum that teaches traditional architecture and heritage, ethno heritage, historical structures, intangible cultural heritage
- Development of the thematic approach to the destination through the preparation and development of cultural routes and itineraries and specially designed programs
- Thematic connections between cities and creation of common educational routes
- Offer of a unique thematic product through cooperation with players in the tourism sector (museums, galleries, accommodation facilities, restaurants, infrastructure...)
- Use of modern communication channels and promotion of the tourism product and the destination and communicating a detailed educational program and its values for the students

BARI – FERRARA – FORLÌ

Analysis of cross-border study visit

Center for Advanced Studies in Tourism
University of Bologna

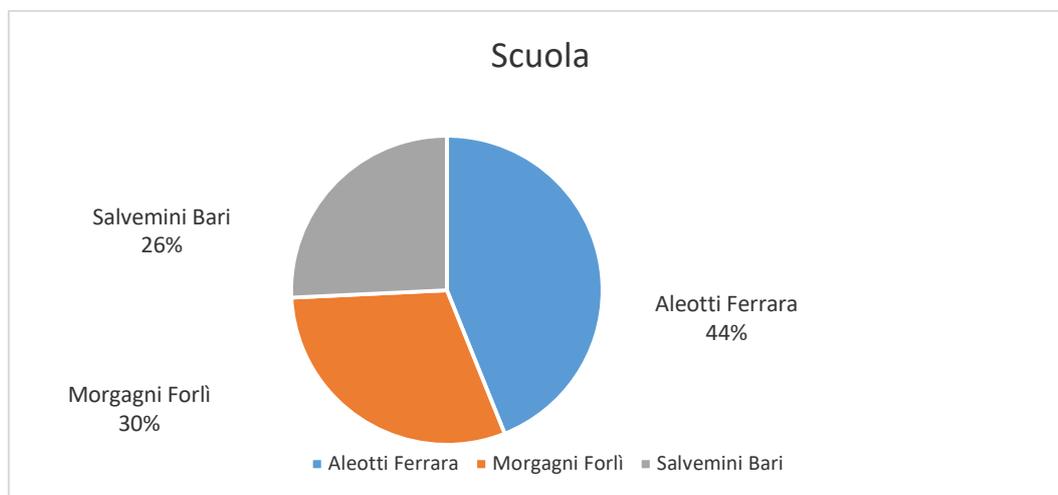
TABLES

DOMANDE DI IDENTIFICAZIONE / IDENTIFIER QUESTIONS

Q4 Indica, per favore, il nome della tua scuola:

Where students come from

Conteggio di Indica, per favore, il nome della tua scuola:	
Indica, per favore, il nome della tua scuola:	Totale
Aleotti Ferrara	29
Morgagni Forlì	20
Salvemini Bari	17
(vuoto)	
Totale complessivo	66



Q7 Indica, per favore, la destinazione del viaggio di istruzione 'Atrium Plus' al quale hai partecipato:

The destinations students have visited

Indica, per favore, la destinazione del viaggio di istruzione 'Atrium Plus' al quale hai partecipato:	Totale
Bari	20
Labin	17
Zadar	29
(vuoto)	
Totale complessivo	66



THE TRIP

Q9 Il viaggio ha avuto attinenza con quanto hai studiato a scuola?

Il viaggio ha avuto attinenza con quanto hai studiato a scuola?	Totale
No	7
Sì	58
(vuoto)	
Totale complessivo	65



Q10 Indica, per favore, i temi principali ai quali il viaggio di istruzione ha fatto riferimento (max 3 risposte):

	I risposta	II risposta	III risposta	
Altro (specificare):	3	1	1	5
L'espansione degli stati nazione nel XVIII e XIX secolo	11			11
La geografia umana e fisica dell'Italia e/o della Croazia	9	12		21
La nascita dei regimi totalitari nel XX secolo	17	20	12	49
Lo sviluppo tecnologico del XX secolo	1	1	8	10

Storia dell'arte contemporanea	24	4		28
Totale complessivo	65	38	21	124

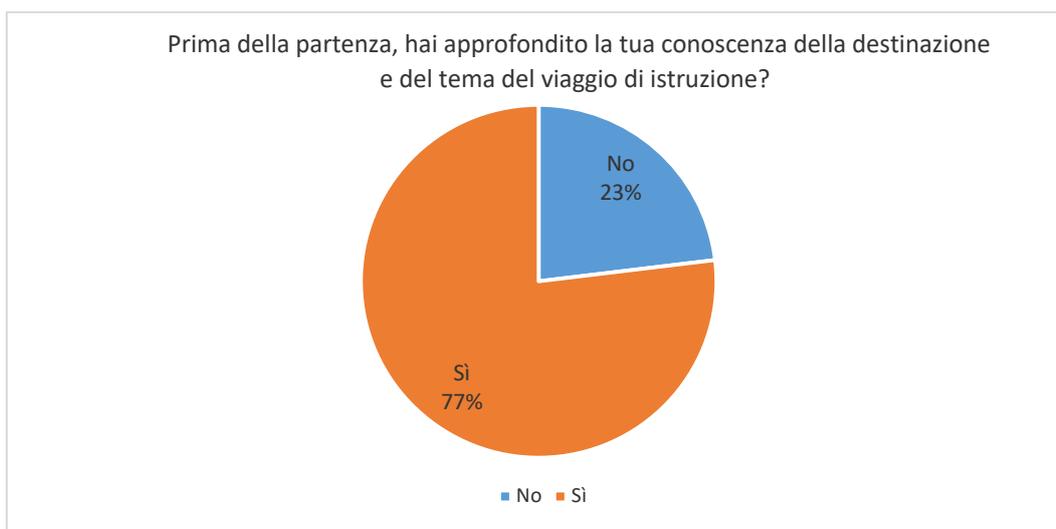
	I risposta	II risposta	III risposta	
Altro (specificare):	4,62	2,63	4,76	4,03
L'espansione degli stati nazione nel XVIII e XIX secolo	16,92	0,00	0,00	8,87
La geografia umana e fisica dell'Italia e/o della Croazia	13,85	31,58	0,00	16,94
La nascita dei regimi totalitari nel XX secolo	26,15	52,63	57,14	39,52
Lo sviluppo tecnologico del XX secolo	1,54	2,63	38,10	8,06
Storia dell'arte contemporanea	36,92	10,53	0,00	22,58
Totale complessivo	100,00	100,00	100,00	100,00

Altro:	
Architettura novecentista	1
Il fascismo	1
Patrimonio dissonante	5
Totale complessivo	5

BLOCK: PRIMA DELLA PARTENZA/BEFORE DEPARTURE

Q12 Prima della partenza, hai approfondito la tua conoscenza della destinazione e del tema del viaggio di istruzione?

Prima della partenza, hai approfondito la tua conoscenza della destinazione e del tema del viaggio di istruzione?	Totale
No	15
Sì	50
(vuoto)	
Totale complessivo	65



Q13 Come hai approfondito la tua conoscenza sul viaggio prima della partenza?

Conteggio di come 1				
	come 1	come 2	come 3	
App	1	1		2
Guide turistiche	1	3		4
Parlando con amici	1	2		3
Parlando con gli insegnanti	7	5	8	20
Parlando con i genitori	3	17	1	21
Ricerche su web	37	2		39
Totale complessivo	50	30	9	89

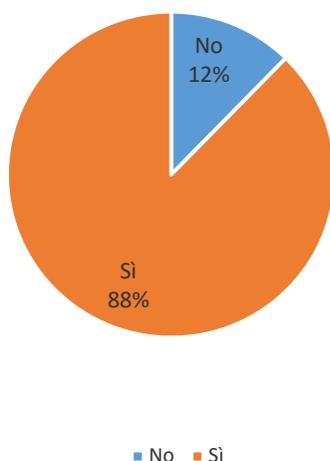
	I risposta	II risposta	III risposta	totale
App	2,00	3,33	0,00	2,25
Guide turistiche	2,00	10,00	0,00	4,49
Parlando con amici	2,00	6,67	0,00	3,37
Parlando con gli insegnanti	14,00	16,67	88,89	22,47
Parlando con i genitori	6,00	56,67	11,11	23,60
Ricerche su web	74,00	6,67	0,00	43,82
Totale complessivo	100,00	100,00	100,00	100,00

BLOCK: DURANTE IL VIAGGIO / DURING THE TRIP

Q15 Durante il viaggio, hai approfondito la tua conoscenza della destinazione e del tema del viaggio di istruzione?

Durante il viaggio, hai approfondito la tua conoscenza della destinazione e del tema del viaggio di istruzione?	Totale
No	8
Sì	57
(vuoto)	
Totale complessivo	65

Durante il viaggio, hai approfondito la tua conoscenza della destinazione e del tema del viaggio di istruzione?



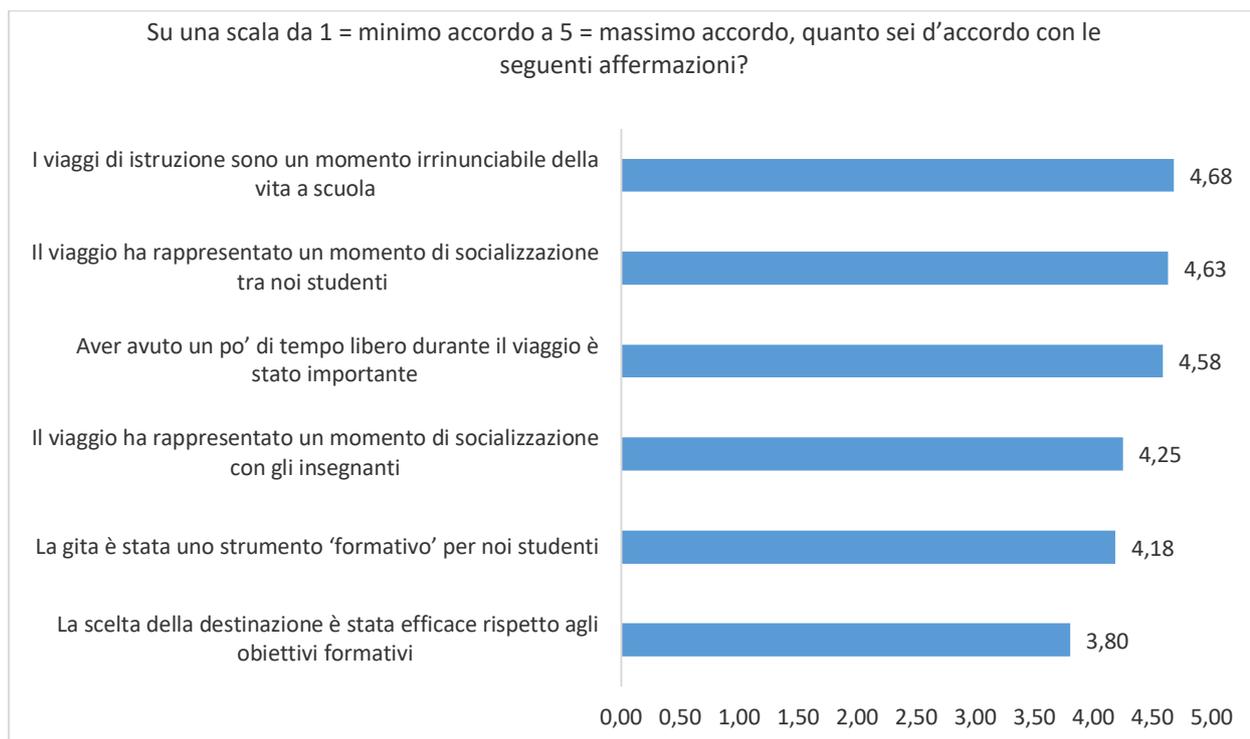
Q16 Come hai approfondito la tua conoscenza sul viaggio mentre eri in gita?

	Risposta1	Risposta2	Risposta3	Totale
Guide turistiche	26	2	1	29
Parlando con amici	7	8	4	19
Parlando con gli insegnanti	5	15	14	34
Ricerche su web	19	12		31
Totale complessivo	57	37	19	113

	I risposta	II risposta	III risposta	totale
Guide turistiche	45,61	5,41	5,26	25,66
Parlando con amici	12,28	21,62	21,05	16,81
Parlando con gli insegnanti	8,77	40,54	73,68	30,09
Ricerche su web	33,33	32,43	0,00	27,43
Totale complessivo	100,00	100,00	100,00	100,00

BLOCK: DOPO IL VIAGGIO / AFTER THE TRIP

Q18 Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei d'accordo con le seguenti affermazioni?



Media: 4,35

Q19 Cosa ti è piaciuto di più del viaggio su una scala da 1 = poco a 5 = molto?

Use the total of questionnaires received



Media: 4,17

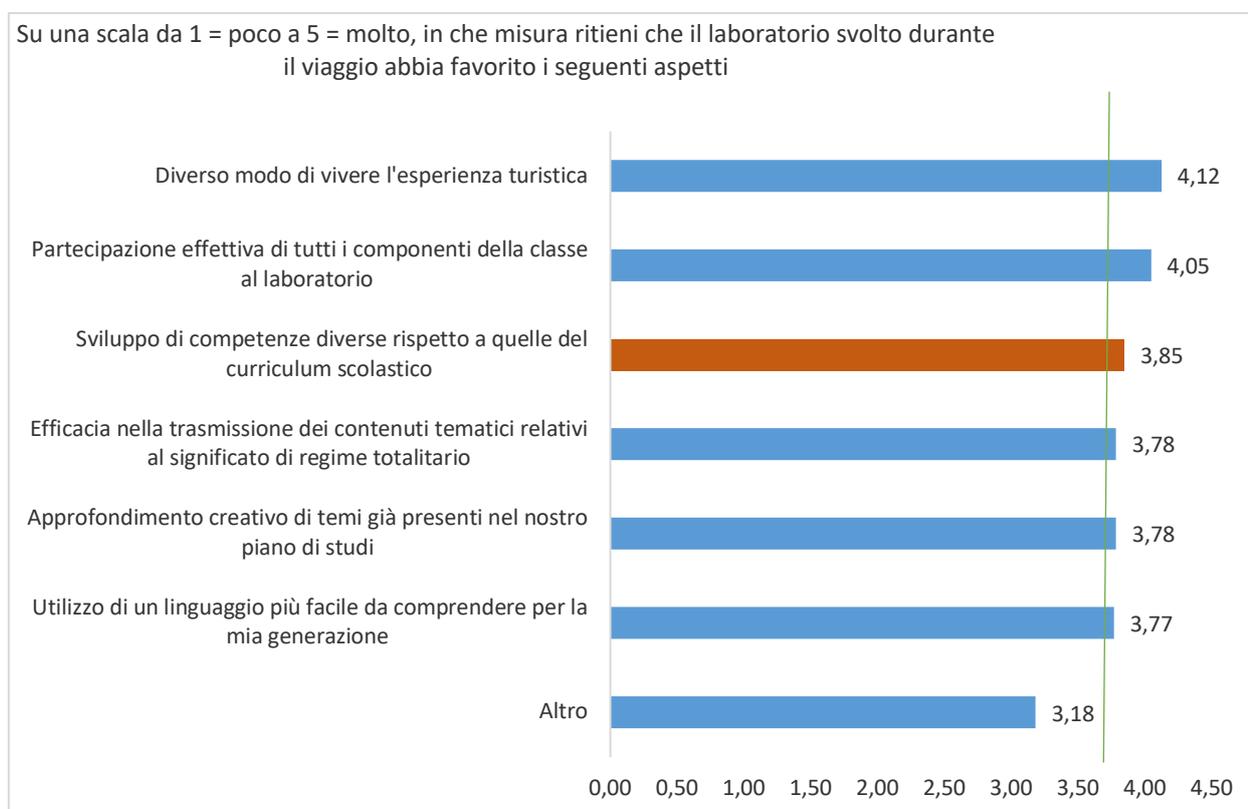
Altro >4:*Free entries having reached >4 or <2 (Codified)*

Altro	Nr entries
Tot	17

Altro: >4	Nr entries
Conoscere e relazionarsi con studenti di altre città e di altri contesti	5
Uscite serali	2
Cena con le autorità	1
Conoscere una nuova cultura	1
I Baresi	1
Impegnarsi per un progetto	1
Saper integrarsi nel contesto	1
Tot	12

Altro: se <2	Nr entries
Cibo	1 entry

Q20 Su una scala da 1 = poco a 5 = molto, in che misura ritieni che il **laboratorio** svolto durante il viaggio abbia favorito i seguenti aspetti:



Media: 3,79

And for each single destination

Su una scala da 1 = poco a 5 = molto, in che misura ritieni che il **laboratorio** svolto durante il viaggio abbia favorito i seguenti aspetti:

	Partecipazione effettiva di tutti i componenti della classe al laboratorio	Diverso modo di vivere l'esperienza turistica	Utilizzo di un linguaggio più facile da comprendere per la mia generazione	Approfondimento creativo di temi già presenti nel nostro piano di studi	Efficacia nella trasmissione dei contenuti tematici relativi al significato di regime totalitario	Sviluppo di competenze diverse rispetto a quelle del curriculum scolastico	Altro (specificare):
Bari	4,10	4,30	4,10	3,60	3,65	4,05	
Labin	4,19	4,38	4,19	4,25	4,00	4,00	4,00
Zadar	3,93	3,86	3,31	3,66	3,76	3,62	2,88
Totale complessivo	4,05	4,12	3,77	3,78	3,78	3,85	3,18

Q21 Quali **altre competenze** diverse rispetto a quelle del curriculum scolastico sono state sviluppate attraverso il laboratorio?

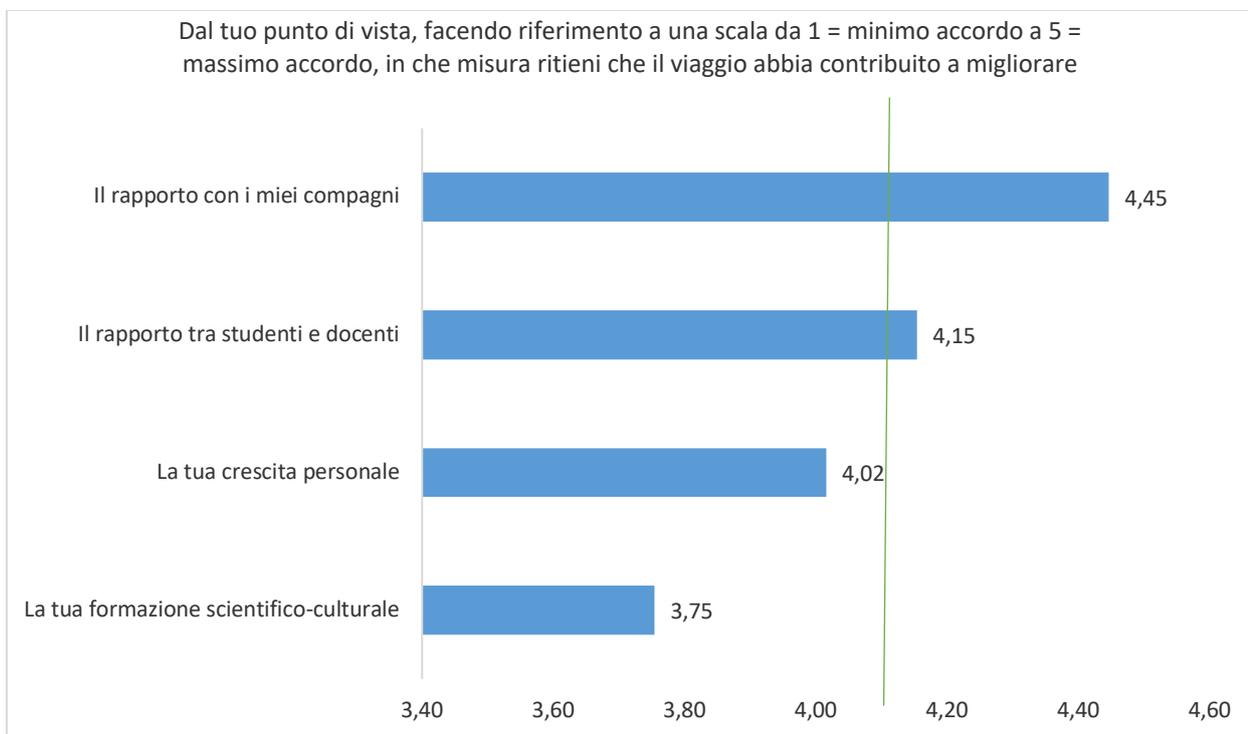
Codify the free answers using the total of questionnaires received

	TOT
Analisi critica delle architetture urbane	4
Esperienza nell'ambito del turismo	1
Apprendimento trasversale attraverso visite guidate	2
Dialogo e confronto interculturale	6
Capacità di esprimersi in pubblico	3
Lavoro di squadra	2
Utilizzo dell'inglese	
Attrezzature tecnologiche	2
Altro	3

Codify the free answers using for each single destination,

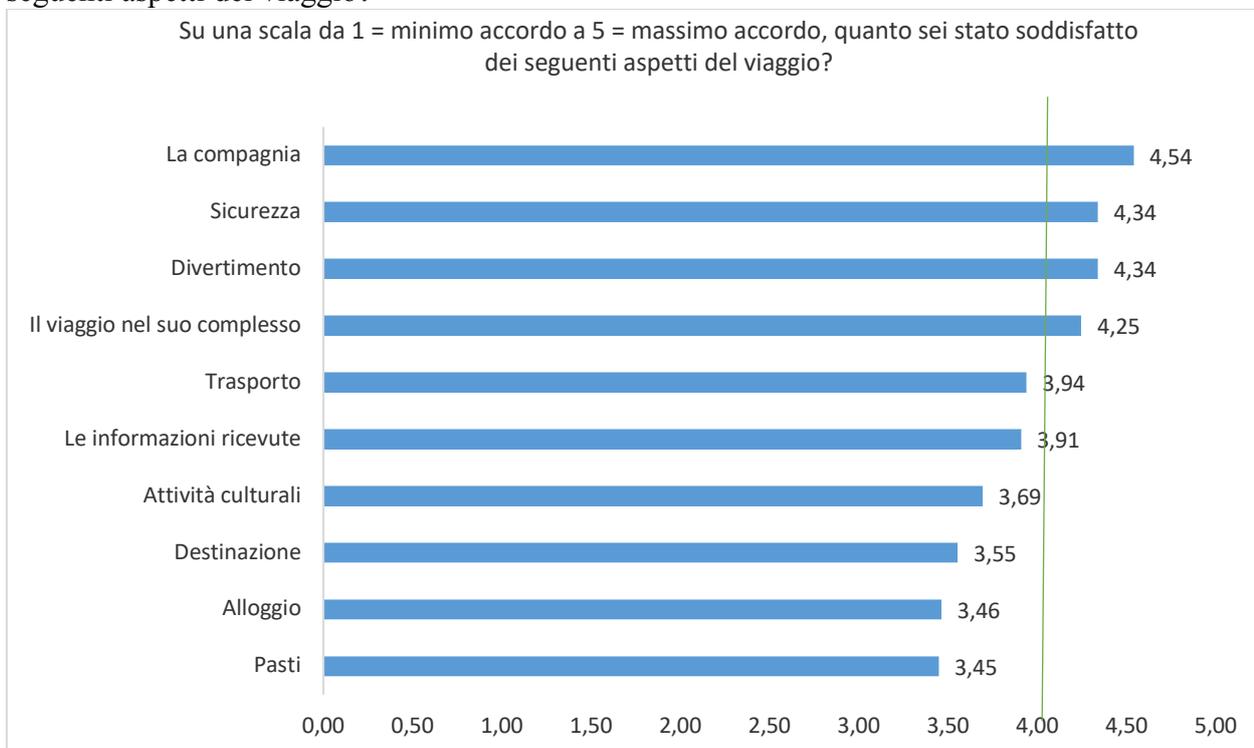
	BARI	LABIN	ZADAR
Analisi critica delle architetture urbane	3		1
Esperienza nell'ambito del turismo	1		
Apprendimento trasversale attraverso visite guidate	2		
Dialogo e confronto interculturale		2	4
Capacità di esprimersi in pubblico	2	1	
Lavoro di squadra		1	1
Utilizzo dell'inglese			2
Attrezzature tecnologiche		2	
Altro	2	2	

Q22 Dal tuo punto di vista, facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, in che misura ritieni che il viaggio abbia contribuito a migliorare:



Media: 4,09

Q23 Su una scala da 1 = minimo accordo a 5 = massimo accordo, quanto sei stato soddisfatto dei seguenti aspetti del viaggio?



Media: 3,95

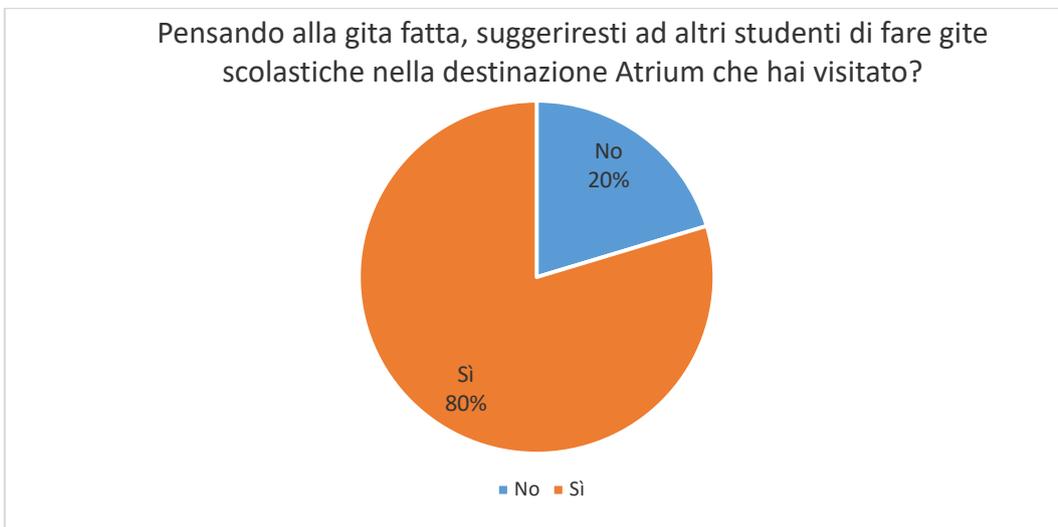
Q24 Fatto 100 il tuo giudizio su questo viaggio, quanto ha pesato la parte di divertimento?

Valore del divertimento	
media	62,09

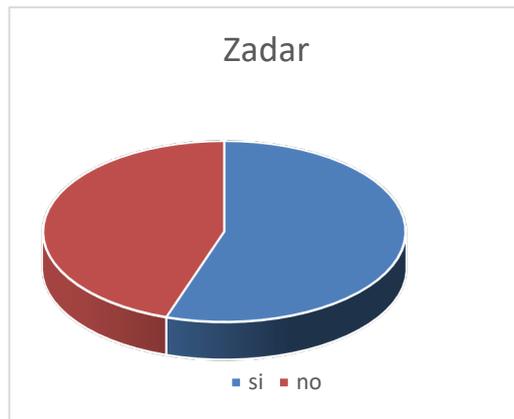
BLOCK: LA DESTINAZIONE CHE HAI VISITATO E LA CITTA' IN CUI SI TROVA LA TUA SCUOLA / THE DESTINATION YOU VISITED AND THE CITY WHERE YOUR SCHOOL IS LOCATED

Q26 Pensando alla gita fatta, suggeriresti ad altri studenti di fare gite scolastiche nella destinazione Atrium che hai visitato?

Pensando alla gita fatta, suggeriresti ad altri studenti di fare gite scolastiche nella destinazione Atrium che hai visitato?	Totale
No	13
Sì	51
(vuoto)	
Totale complessivo	64



Pensando alla gita fatta, suggeriresti ad altri studenti di fare gite scolastiche nella destinazione Atrium che hai visitato?		
Bari	si	20
	no	0
Labin	si	15
	no	0
Zara	si	16
	no	13



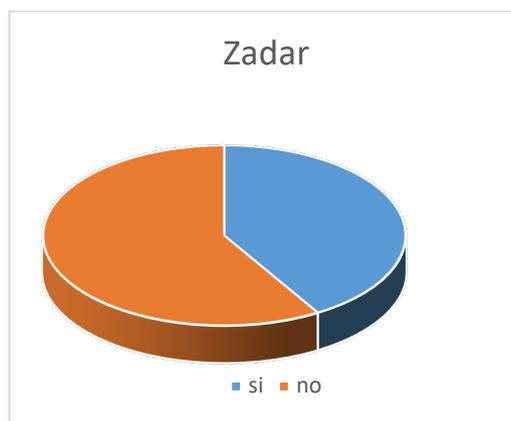
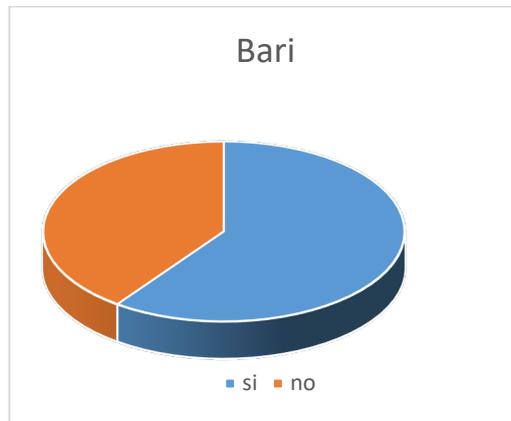
Q27 Pensando alla gita fatta, faresti una piccola vacanza nella destinazione Atrium che hai visitato?

Pensando alla gita fatta, faresti una piccola vacanza nella destinazione Atrium che hai visitato?	Totale
No	27
Sì	37
(vuoto)	
Totale complessivo	64



Pensando alla gita fatta, faresti una piccola vacanza nella destinazione Atrium che hai visitato?		
Bari	si	12
	no	8
Labin	si	13

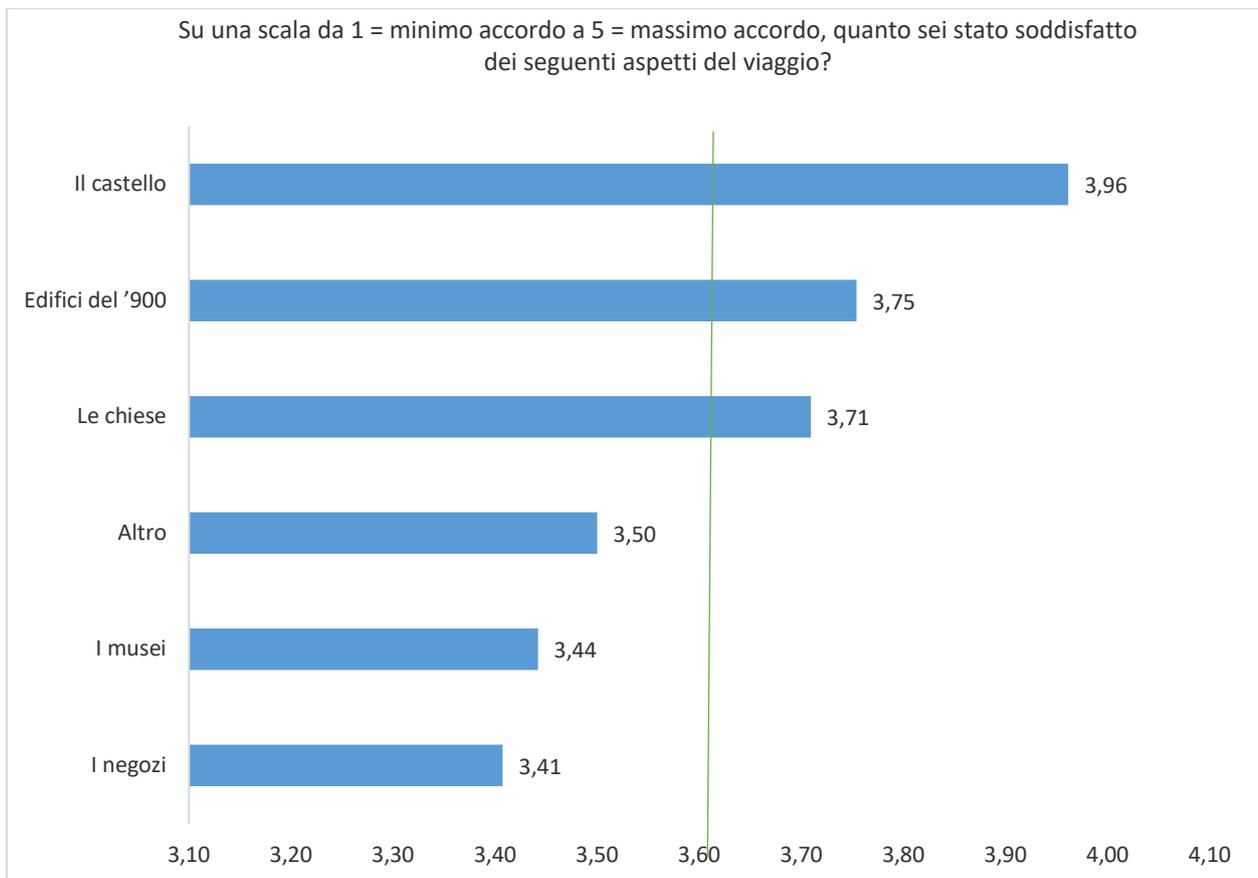
	no	2
Zara	si	12
	no	17



Q28 Su una scala da 0 a 100, quanto il viaggio di istruzione al quale hai preso parte ha influito sulla tua conoscenza della destinazione Atrium?

Valore della conoscenza in più acquisita durante il viaggio	
media	72,625

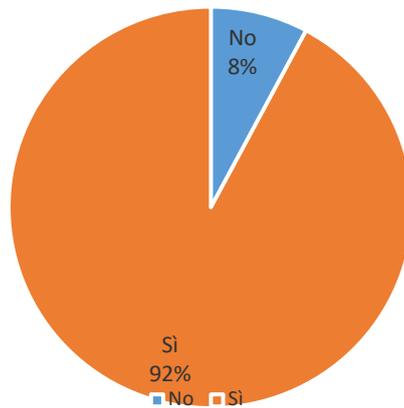
Q29 Su una scala da 1 = minimo apprezzamento a 5 = massimo apprezzamento, che cosa ti è piaciuto di più delle attrazioni presenti nella destinazione Atrium visitata?



Q30 Sei a conoscenza che nella destinazione Atrium che hai visitato ci sono molti edifici importanti per la storia dell'architettura?

Sei a conoscenza che nella destinazione Atrium che hai visitato ci sono molti edifici importanti per la storia dell'architettura?	Totale
No	5
Sì	59
(vuoto)	
Totale complessivo	64

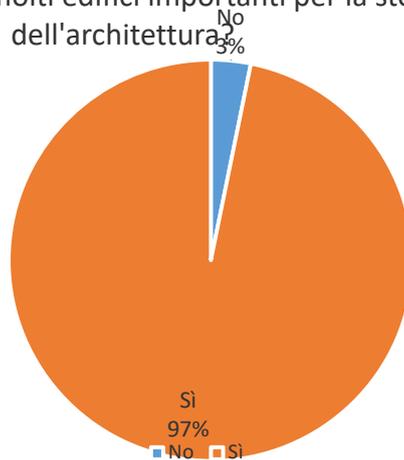
Sei a conoscenza che nella destinazione Atrium che hai visitato ci sono molti edifici importanti per la storia dell'architettura?



Q31 E sei a conoscenza che nella città nella quale si trova la tua scuola ci sono molti edifici importanti per la storia dell'architettura?

E sei a conoscenza che nella città nella quale si trova la tua scuola ci sono molti edifici importanti per la storia dell'architettura?	Totale
No	2
Sì	61
(vuoto)	
Totale complessivo	63

E sei a conoscenza che nella città nella quale si trova la tua scuola ci sono molti edifici importanti per la storia dell'architettura?

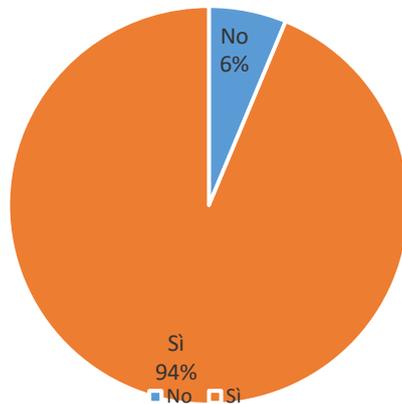


Q32 Sei a conoscenza che alcuni edifici nella destinazione Atrium che hai visitato sono espressione di un'importante corrente dell'architettura detta razionalismo?

Sei a conoscenza che alcuni edifici nella destinazione Atrium che hai visitato sono espressione di un'importante corrente dell'architettura detta razionalismo?	Totale

No	4
Sì	60
(vuoto)	
Totale complessivo	64

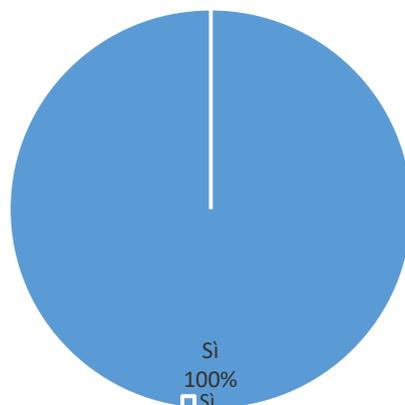
Sei a conoscenza che alcuni edifici nella destinazione Atrium che hai visitato sono espressione di un'importante corrente dell'architettura detta razionalismo?



Q33 E sei a conoscenza che nella città nella quale si trova la tua scuola ci sono alcuni edifici espressione di un'importante corrente dell'architettura detta razionalismo?

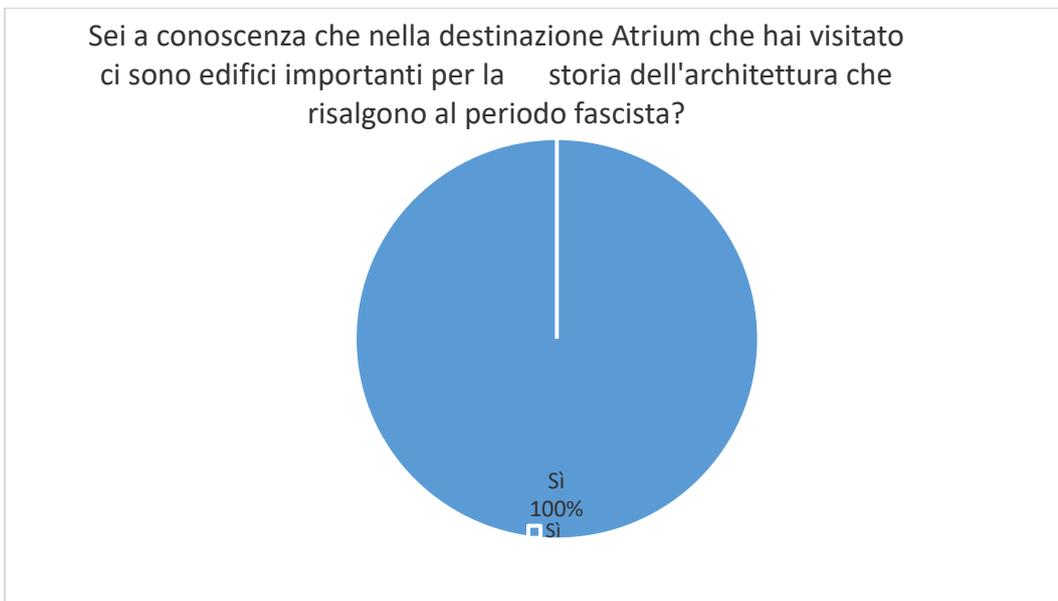
E sei a conoscenza che nella città nella quale si trova la tua scuola ci sono alcuni edifici espressione di un'importante corrente dell'architettura detta razionalismo?	Totale
Sì	64
(vuoto)	
Totale complessivo	64

E sei a conoscenza che nella città nella quale si trova la tua scuola ci sono alcuni edifici espressione di un'importante corrente dell'architettura detta razionalismo?



Q34 Sei a conoscenza che nella destinazione Atrium che hai visitato ci sono edifici importanti per la storia dell'architettura che risalgono al periodo fascista?

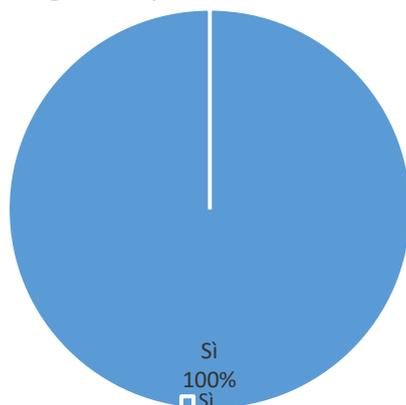
Sei a conoscenza che nella destinazione Atrium che hai visitato ci sono edifici importanti per la storia dell'architettura che risalgono al periodo fascista?	Totale
Sì	64
(vuoto)	
Totale complessivo	64



Q35 E sei a conoscenza che nella città nella quale si trova la tua scuola ci sono edifici importanti per la storia dell'architettura che risalgono al periodo fascista?

E sei a conoscenza che nella città nella quale si trova la tua scuola ci sono edifici importanti per la storia dell'architettura che risalgono al periodo fascista?	Totale
Sì	64
(vuoto)	
Totale complessivo	64

E sei a conoscenza che nella città nella quale si trova la tua scuola ci sono edifici importanti per la storia dell'architettura che risalgono al periodo fascista?



Q36 (BARI) Al termine di questo viaggio, quali dei seguenti luoghi ritieni più rappresentativo dell'identità culturale della città della destinazione Atrium visitata? (max due risposte)

	I riposta	II riposta	Altro	Totale
Altro		2		2
Bari vecchia	2	8		10
Basilica di San Nicola		1		1
Fiera del Levante	2			2
Palazzo dell'Aquedotto pugliese	5			5
Piazza del Ferrarese	1			1
Teatro Petruzzelli	10	4		14
Ex-Albergo delle Nazioni		4		4
Il lungomare			2	2
Totale	20	19	2	41

	I riposta	II riposta	Altro	Totale
Altro	0,0	10,5	0,0	4,9
Bari vecchia	10,0	42,1	0,0	24,4
Basilica di San Nicola	0,0	5,3	0,0	2,4
Fiera del Levante	10,0	0,0	0,0	4,9
Palazzo dell'Aquedotto pugliese	25,0	0,0	0,0	12,2
Piazza del Ferrarese	5,0	0,0	0,0	2,4
Teatro Petruzzelli	50,0	21,1	0,0	34,1
Ex-Albergo delle Nazioni	0,0	21,1	0,0	9,8
Il lungomare	0,0	0,0	100,0	4,9
Totale	100,0	100,0	100,0	100,0

Q37 (LABIN) Al termine di questo viaggio, quali dei seguenti luoghi ritieni più rappresentativo dell'identità culturale della destinazione Atrium visitata? (max due risposte)

	I risposta	II risposta	Totale
Chiesa della Nascita della Beata Vergine	1		1
Chiesa di Nostra Signora di Fatima	1		1
Edifici amministrativi ex-miniera	3	4	7
Il Municipio	1		1
Il Teatrino	1		1
La torre d'estrazione / Šoht	1	3	4
Museo Nazionale	4		4
Totale complessivo	12	7	19

	I risposta	II risposta	Totale
Chiesa della Nascita della Beata Vergine	8,3	0,0	5,3
Chiesa di Nostra Signora di Fatima	8,3	0,0	5,3
Edifici amministrativi ex-miniera	25,0	57,1	36,8
Il Municipio	8,3	0,0	5,3
Il Teatrino	8,3	0,0	5,3
La torre d'estrazione / Šoht	8,3	42,9	21,1
Museo Nazionale	33,3	0,0	21,1
Totale complessivo	100,0	100,0	100,0

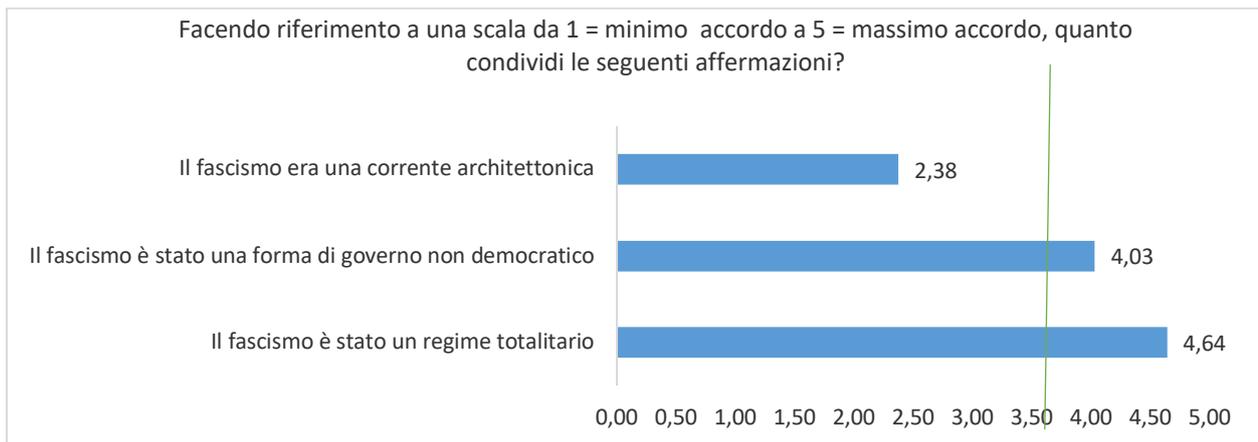
Q38 (ZADAR) Al termine di questo viaggio, quali dei seguenti luoghi ritieni più rappresentativo dell'identità culturale della città della destinazione Atrium visitata? (max due risposte)

	I risposta	II risposta	Totale
Cattedrale di Sant'Anastasia	1	2	3
Chiesa di San Donato	2		2
Foro romano	2	5	7
Organo Marino	21		21
Piazza del Popolo/Piazza dei Signori	3	2	5
il Municipio		1	1
il Ponte		1	1
il Saluto al Sole		6	6
Piazza dei 5 Pozzi		3	3
Totale complessivo	29	20	49

	I risposta	II risposta	Totale
Cattedrale di Sant'Anastasia	3,4	10,0	6,1
Chiesa di San Donato	6,9	0,0	4,1
Foro romano	6,9	25,0	14,3
Organo Marino	72,4	0,0	42,9
Piazza del Popolo/Piazza dei Signori	10,3	10,0	10,2

il Municipio	0,0	5,0	2,0
il Ponte	0,0	5,0	2,0
il Saluto al Sole	0,0	30,0	12,2
Piazza dei 5 Pozzi	0,0	15,0	6,1
Totale complessivo	100,0	100,0	100,0

Q63 Facendo riferimento a una scala da 1 = minimo accordo a 5 = massimo accordo, quanto condividi le seguenti affermazioni?



Review of the Market Research Results - ATRIUM PLUS Project

University of Zadar

Review of the Results

June 2019

Content

1. DATA QUANTIFICATION OF STUDENT SAMPLES	4
IDENTIFICATION QUESTIONS	5
BLOCK OF QUESTIONS REGARDING THE EXCURSIONS	6
PRIOR TO DEPARTURE	8
DURING THE TRIP	10
BLOCK OF QUESTIONS AFTER THE EXCURSION	12
BLOCK OF QUESTIONS REGARDING THE VISITED DESTINATION AND SCHOOL LOCATION	19
ZADAR AND THE ATRIUM HERITAGE	33

1. Data Quantification of Student Samples

The result review pertains to the second wave of research on a sample of students from two schools for the needs of implementing the ATRIUM PLUS project, financed by the Cross-Border Cooperation Program INTERREG V-A Italy - Croatia 2014-2020.

The students completed an online survey that contained questions regarding the satisfaction with a multi-day excursion to one of the Atrium destinations.

The period of completing the survey was from April 2019 to May 2019.

The data was processed and presented in anonymous format as a group opinion of students from two high schools, the Mate Blažina High School in Labin and the Franjo Petrić High School in Zadar.

The survey was fully completed by a total of 56 students; 35 students from the Franjo Petrić High School (Zadar) and 21 students from the Mate Blažina High School (Labin).

The data was processed using a software for detailed analysis and data processing (IBM SPSS - Statistical Package for the Social Science).

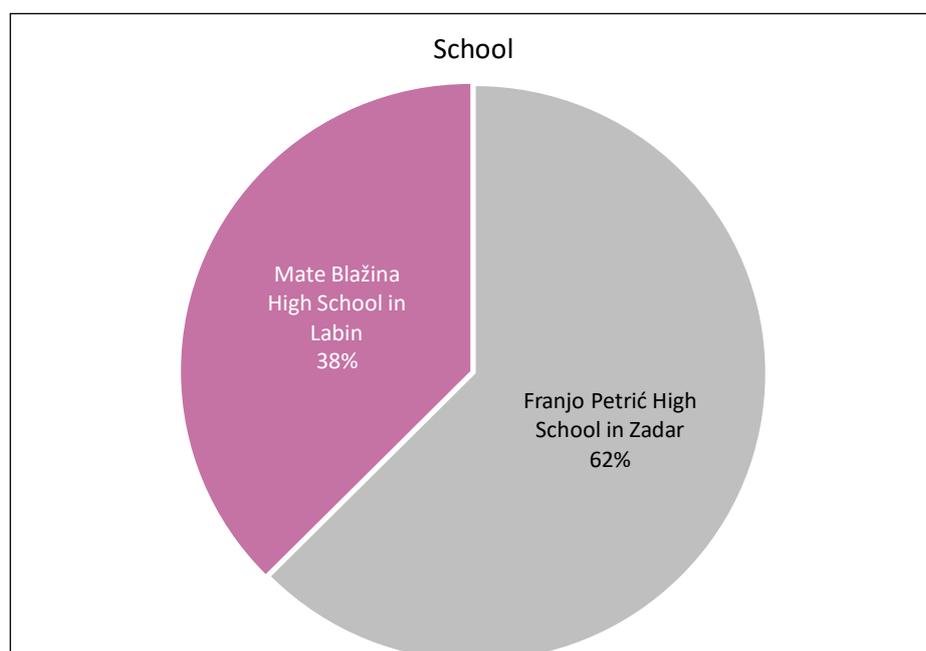
Below you can find all the relevant results, that is, findings, in either table or graph format.

Identification Questions

Distribution of students per schools

School name	Number of students	Percentage of students
Franjo Petrić High School in Zadar	35	62,5
Mate Blažina High School in Labin	21	37,5
Total	56	100,0

Q4 - Please provide the name of your school:

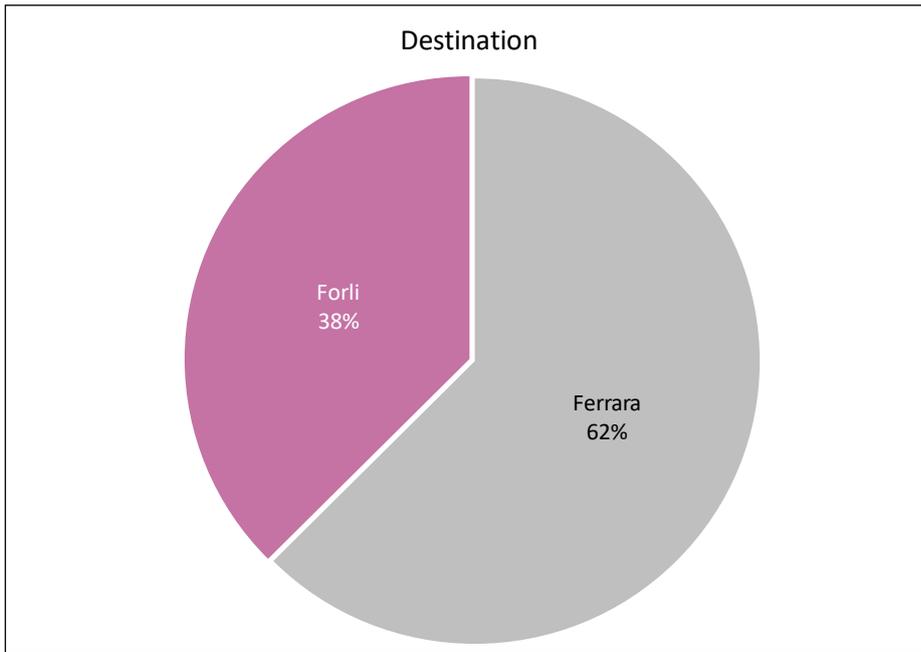


Q4 - Please provide the name of your school:

Distribution of students per destinations they visited

City name	Number of students	Percentage of students
Ferrara	35	62,5
Forli	21	37,5
Total	56	100,0

Q7 – Please provide the name of the destination you visited on the educational 'Atrium Plus' excursion you participated in



Q7 – Please provide the name of the destination you visited on the educational ‘Atrium Plus’ excursion you participated in

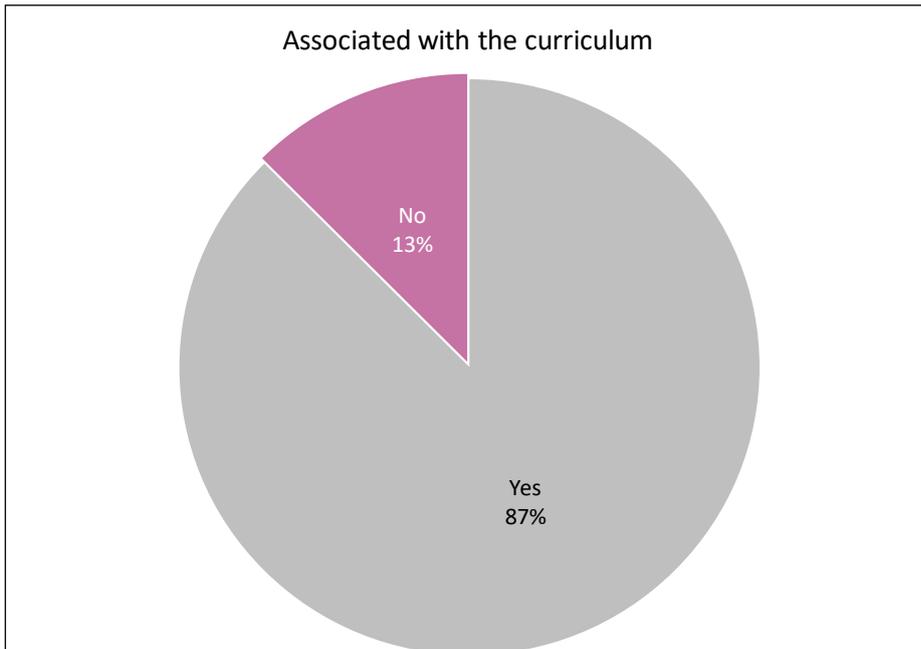
Block of Questions regarding the Excursions

The block of questions regarding the excursion consisted of two questions - Was the excursion associated with what the students had been learning in school and Representation of certain topics on the educational excursion.

Students’ assessment regarding the association with the curriculum taught in school

Was the excursion associated with what you had been learning in school	Number of students	Percentage of students
Yes	49	87,5
No	7	12,5
Total	56	100,0

Q9 – Was the excursion associated with what you had been learning in school?



Q9 – Was the excursion associated with what you had been learning in school?

Representation of topics on the educational excursion

Topics	First answer	Second answer	Third answer	TOTAL
Something else, specify	1	0	3	4
Expansion of national states in the 18 th and 19 th century	5	0	0	5
Contemporary art history	14	2	0	16
Physical and human geography of Italy and/or Croatia	6	3	0	9
Rise of totalitarian regimes in the 20 th century	30	19	4	53
Technological development in the 20 th century	0	2	4	6
Total	56	26	11	93

Q10 – Please indicate the main topics the educational excursion was associated with (3 answers maximum)

Representation of topics on the educational excursion (percentage)

Topics	First answer	Second answer	Third answer	TOTAL
Something else, specify	1,79	0,00	27,27	4,30
Expansion of national states in the 18 th and 19 th century	8,93	0,00	0,00	5,38
Contemporary art history	25,00	7,69	0,00	17,20
Physical and human geography of Italy and/or Croatia	10,71	11,54	0,00	9,68
Rise of totalitarian regimes in the 20 th century	53,57	73,08	36,36	56,99
Technological development in the 20 th century	0,00	7,69	36,36	6,45
Total	100,00	100,00	100,00	100,00

Q10 – Please provide the main topics the education excursion was associated with (3 answers maximum)

Something else	Number of answers
Neo-capitalism	1
Impact of the fascists on architecture	1
Architecture of totalitarian regimes	2
Total	4

Q10 - Please provide the main topics the education excursion was associated with (3 answers maximum)

Most of the students stated that the excursion was associated with the curriculum they had been studying in school.

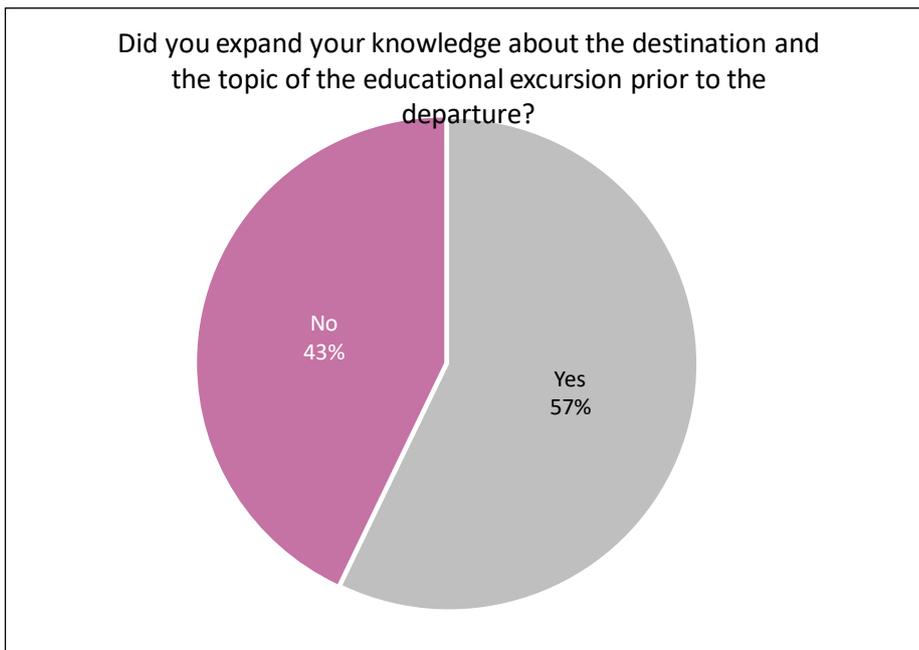
Most students listed the following main topics the educational excursion was associated with - Rise of totalitarian regimes in the 20th century and Contemporary art history.

Prior to Departure

Students' assessment of knowledge expansion prior to departure

Did you expand your knowledge about the destination and the topic of the educational excursion prior to the departure?	Number of students	Percentage of students
Yes	32	57,1
No	24	42,9
Total	56	100,0

Q12 - Did you expand your knowledge about the destination and the topic of the educational excursion prior to the departure?



Q12 - Did you expand your knowledge about the destination and the topic of the educational excursion prior to the departure?

Representation of various sources of knowledge expansion

Sources of knowledge expansion	Number of students
Searching online	9
Using applications	1
Using tourist guides	1
Talking to friends	3
Talking to parents	0
Using social networks	0
Talking to teachers	18
Total	32

Q13 - How did you expand your knowledge about the excursion prior to departure?

Representation of various sources of knowledge expansion (percentage)

Sources of knowledge expansion	Percentage of students
Searching online	28,13
Using applications	3,13
Using tourist guides	3,13
Talking to friends	9,38
Talking to parents	0,00
Using social networks	0,00
Talking to teachers	56,25
Total	100,00

Q13 - How did you expand your knowledge about the excursion prior to departure?

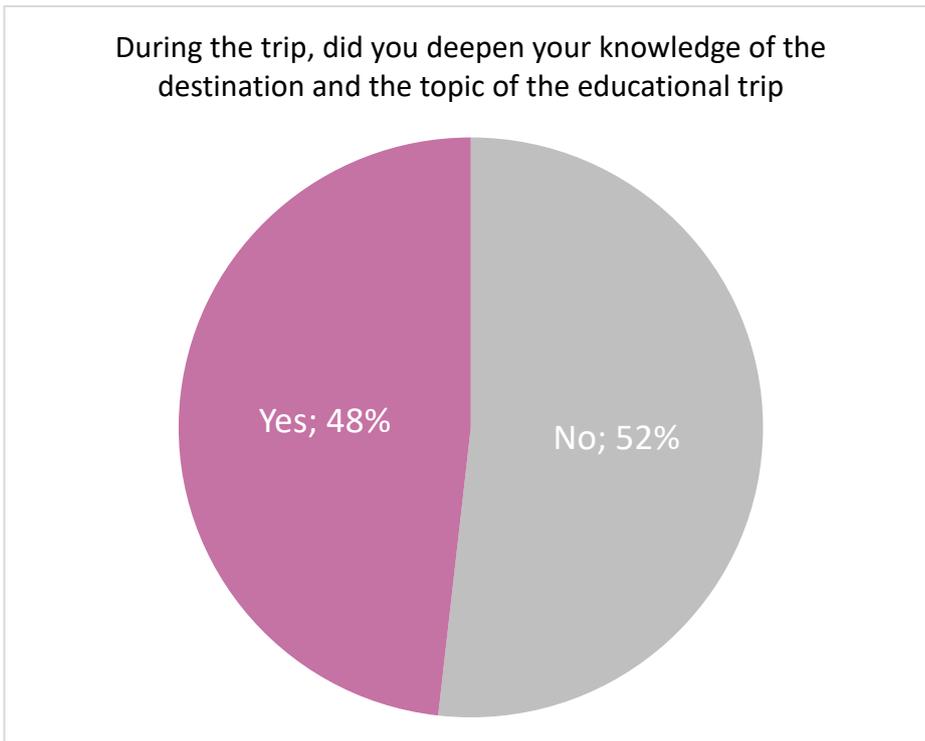
A little more than half of the students (57%) expanded their knowledge about the destination and the topic of the education excursion prior to departure. The students stated that the best sources they had used were talking to teachers (first place), followed by searching online and talking to friends. It is an interesting fact that students did not expand their knowledge regarding the destination by talking to parents or by using social networks.

During the trip

Students' assessment of knowledge expansion During the trip

During the trip, did you deepen your knowledge of the destination and the topic of the educational trip	Number of students	Percentage of students
No	29	52%
Yes	27	48%
Total	56	100%

Q15 - During the trip, did you deepen your knowledge of the destination and the topic of the educational trip



Q15 - During the trip, did you deepen your knowledge of the destination and the topic of the educational trip

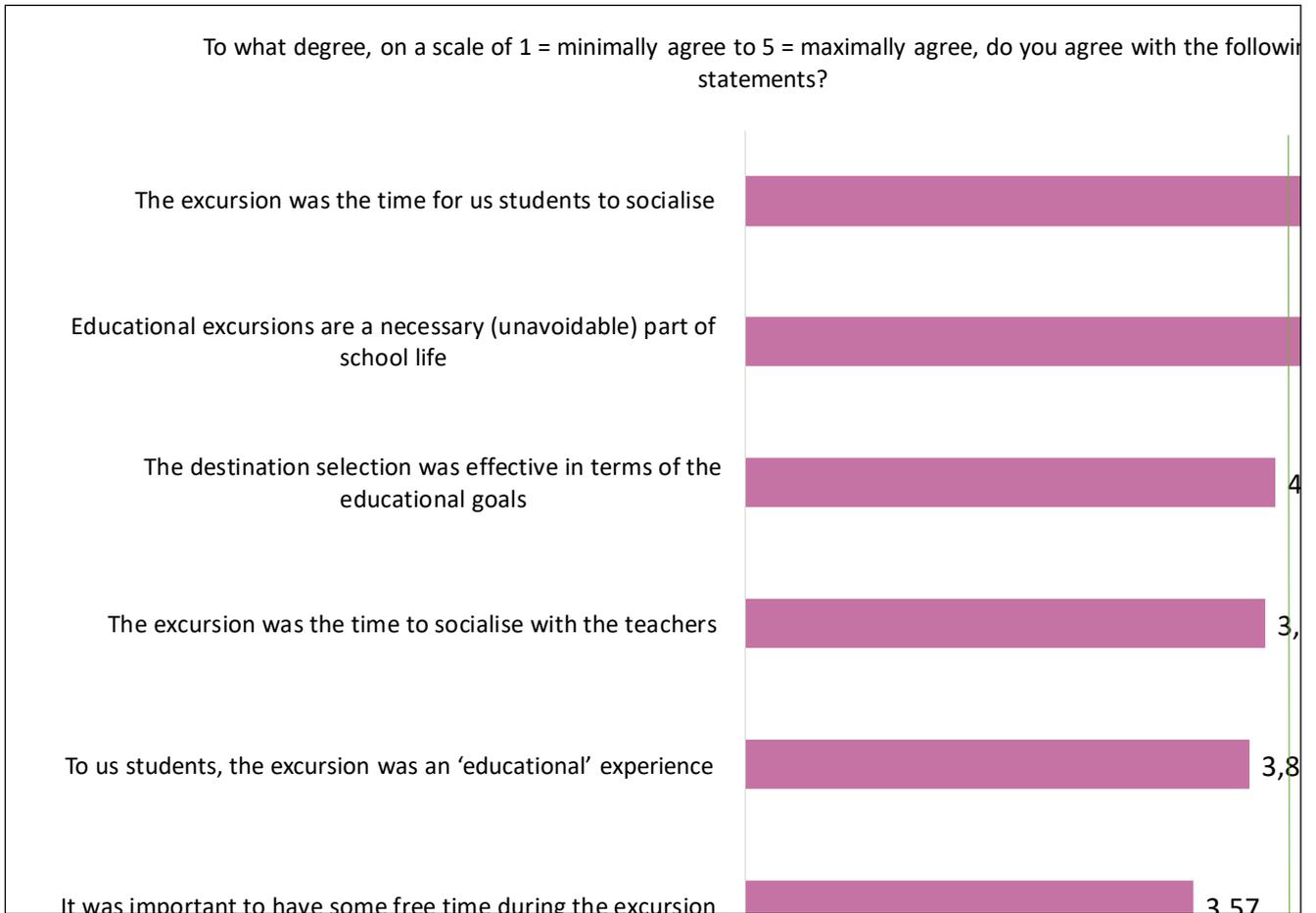
How did you deepen your knowledge about the destination during the trip?	Number of students	Percentage of students
App	2	7%
On the web	2	7%
Talking with friends	4	15%
Talking with teachers	10	37%
Tourist guidebooks	9	33%
Total	27	100%

Q16 - How did you deepen your knowledge about the destination during the trip?

A little less than half of the students (48%) expanded their knowledge about the destination and the topic of the education during the trip. The students stated that the best sources they had used were talking to teachers and tourist guidebooks, followed by searching online and talking to friends. It is an interesting fact that students did not expand their knowledge regarding the destination by talking to parents or by using social networks.

Block of Questions after the Excursion

The degree to which the students agreed with the statements regarding the excursion characteristics (average value)



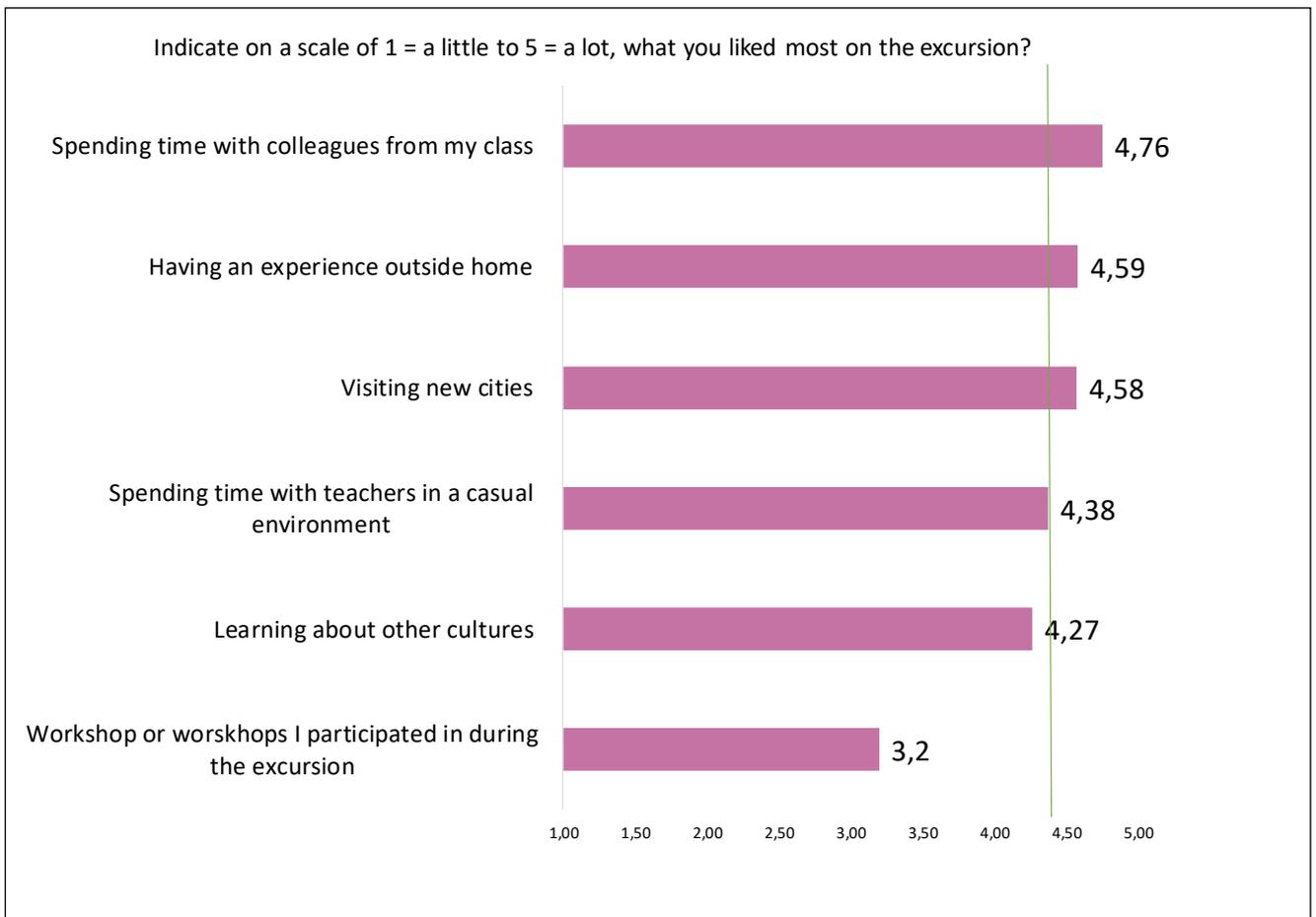
Average: 4.09

Q18 – To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

The block of questions following the excursion consists of several questions where the students had to indicate whether they agreed with certain statements on a scale of 1 = minimally agree to 5 = maximally agree or indicate their liking on a scale of 1 = a little to 5 = a lot.

The results indicate that the students believe that the excursion was a great time to socialise among themselves (M=4.61). Also, the students believe that educational excursions are a necessary part of school life (M=4.04).

The degree to which the students liked different characteristics of the excursion (average value)



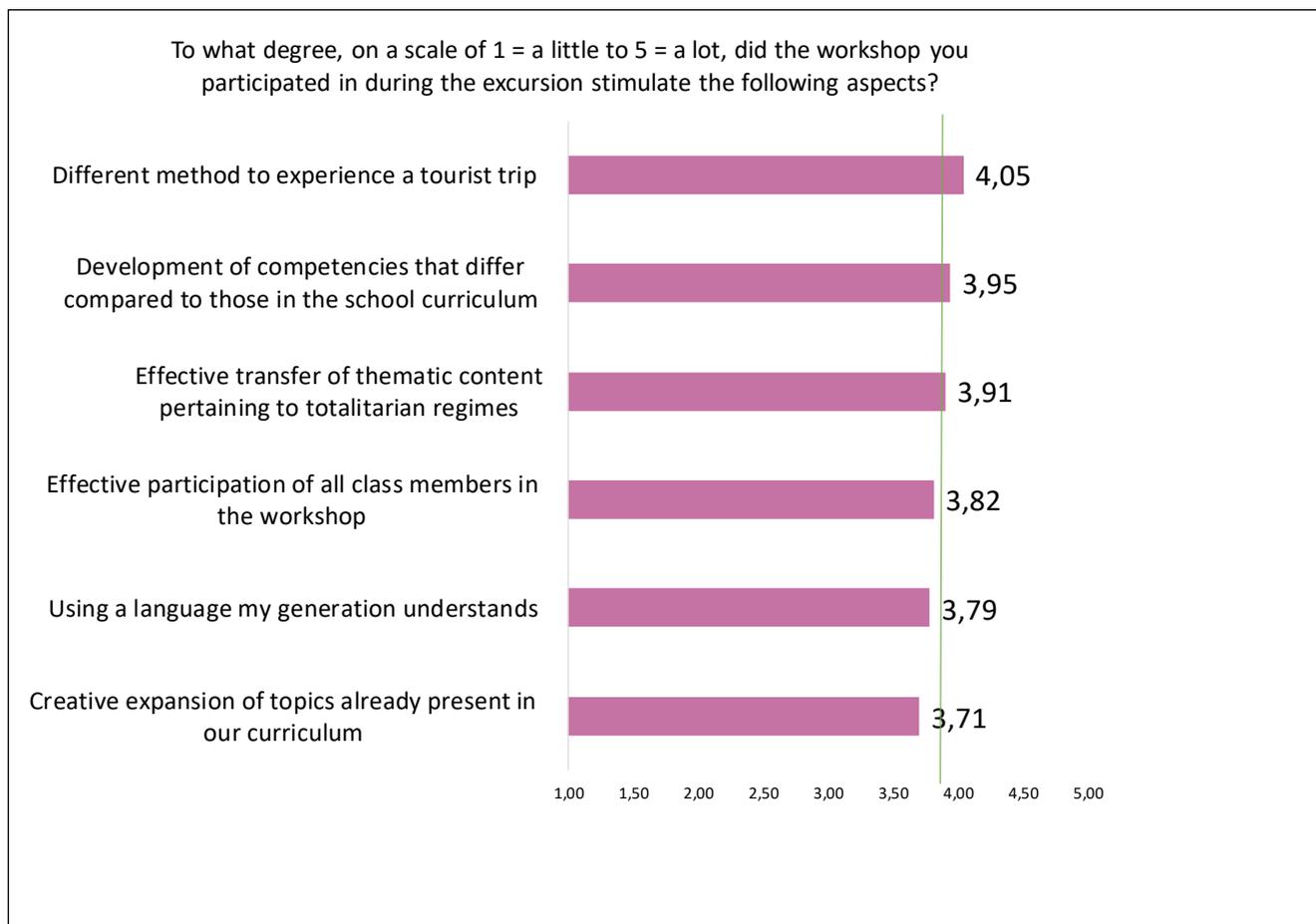
Average: 4.30

Q19 – Indicate on a scale of 1 = a little to 5 = a lot, what you liked most on the excursion.

What the students liked most on their excursion was spending time with their colleagues from class (M=4.76), immediately followed by two answers of similar values – Having an experience outside home (M=4.59) and Visiting new cities (M=4.58).

We also state that two other answers were deemed quite important and were highly rated: Spending time with teachers in a casual environment (M=4.38) and Learning about other cultures (M=4.27).

Students' assessment regarding the degree to which workshops stimulated certain aspects during the excursion



Average: 3.87

Q20 - To what degree, on a scale of 1 = a little to 5 = a lot, did the workshop you participated in during the excursion stimulate the following aspects?

City	Creative expansion of topics already present in our curriculum	Using a language my generation understands	Effective participation of all class members in the workshop	Effective transfer of thematic content pertaining to totalitarian regimes	Development of competencies that differ compared to those in the school curriculum	Different method to experience a tourist trip
Ferrara	3,26	3,17	3,57	3,51	3,57	3,74
Forli	4,43	4,81	4,24	4,57	4,57	4,57
Total	3,71	3,79	3,82	3,91	3,95	4,05

Q20 - To what degree, on a scale of 1 = a little to 5 = a lot, did the workshop you participated in during the excursion stimulate the following aspects?

The students indicated that, for most part, the workshop stimulated a different method of experiencing a tourist trip (M=4.05), followed by a development of competencies that differ compared to those in the school curriculum (M=3.95). By observing individual average values for each city, we can notice that the values for the City of Ferrara were lower compared to those for

Forli, but we have to take into consideration a rather small sample of survey subjects for the City of Forli (n=21).

Students' statements regarding the types of competencies developed through the workshops

Competencies	Number of students
It is better to see it with my own eyes	1
Interaction with people from another culture	1
Interactive workshops, using foreign languages	2
Research part	1
Exchanging information with students from another country	1
Using foreign languages	7
Using foreign languages, relations with our peers from other cultures	2
I don't know	4
Informal knowledge	1
None	1
Nothing special	1
Applying knowledge	1
Examples from real life	1
Speaking Italian	1
Speaking to other people	1
Seeing something with my own eyes is completely different compared to learning about it in school	1
Figuring out what to do in various situations, communication skills etc.	1
Communicating with people speaking other languages in various ways without using a common language	1
Foreign languages, information technology	1
Everything is more relaxed but you learn more	1
Team work	2
Learning about the culture	2
Learning new cultures, IT skills, expanding knowledge	1
Total	36

Q21 - What competencies were developed through the workshop that differ compared to those in the school curriculum?

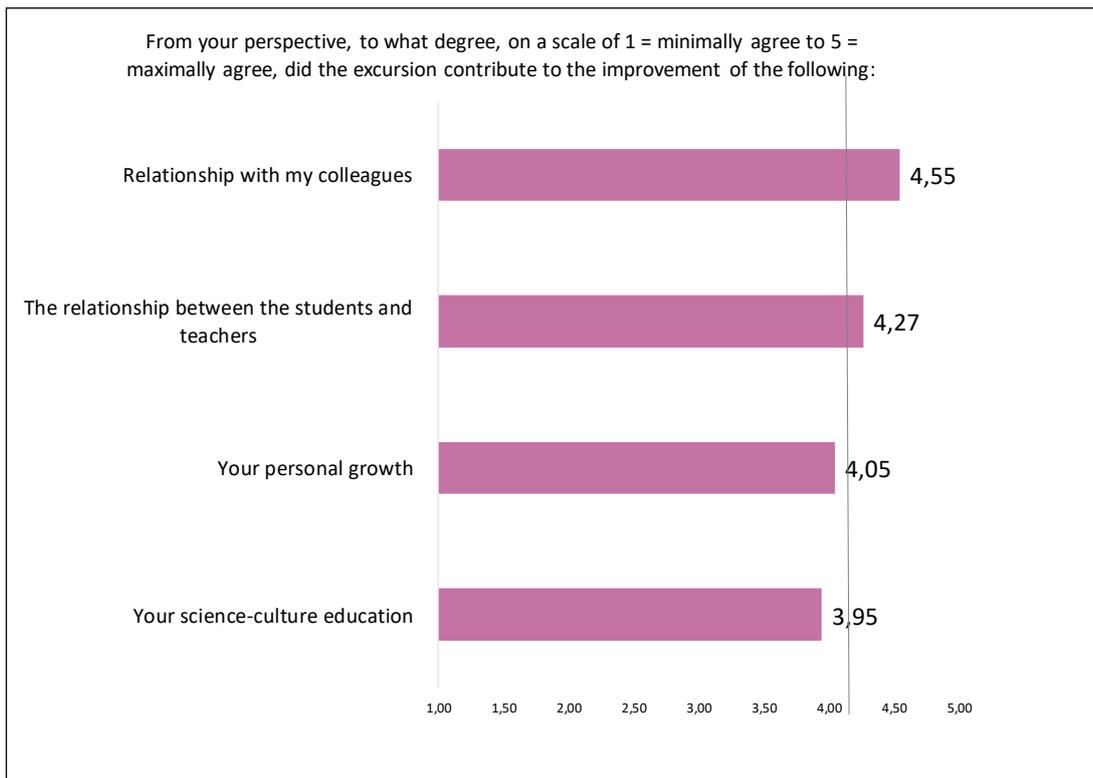
Students' statements regarding the types of competencies developed through the workshops depending on the destination they visited

Competencies	Ferrara	Forli
It is better to see it with my own eyes	1	0
Interaction with people from another culture	1	0
Interactive workshops, using foreign languages	0	2
Research part	0	1
Exchanging information with students from another country	1	0
Using foreign languages	0	7
Using foreign languages, relations with our peers from other cultures	0	2

I don't know	4	0
Informal knowledge	1	0
None	1	0
Nothing special	1	0
Applying knowledge	1	0
Examples from real life	1	0
Speaking Italian	1	0
Speaking to other people	1	0
Seeing something with my own eyes is completely different compared to learning about it in school	1	0
Figuring out what to do in various situations, communication skills etc.	1	0
Communicating with people speaking other languages in various ways without using a common language	1	0
Foreign languages, information technology	0	1
Everything is more relaxed but you learn more	0	1
Team work	0	2
Learning about the culture	2	0
Learning new cultures, IT skills, expanding knowledge	0	1
Total	19	17

Q21 - What competencies were developed through the workshop that differ compared to those in the school curriculum?

Students' assessment of the degree of improvement of certain characteristics due to the excursion

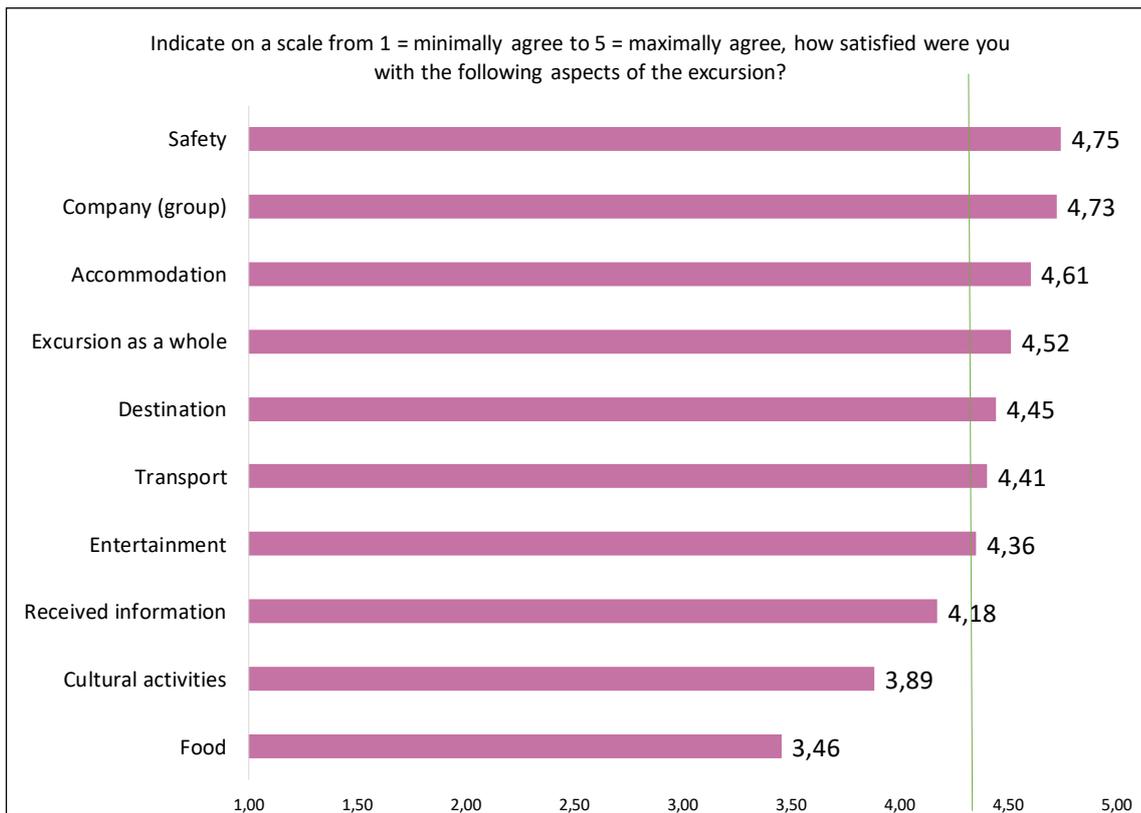


Average 4.21

Q22 – In your opinion, to what degree, on a scale of 1 = minimally agree to 5 = maximally agree, did the excursion contribute to an improvement

The students answered that the excursion contributed to an improvement in their relationships with their colleagues (M=4.55) and to an improvement in the relationships between students and teachers (M=4.27).

Students' satisfaction with different aspects of the excursion



Average 4.34

Q23 – On a scale of 1 = minimally agree to 5 = maximally agree, how satisfied were you with the following aspects of the excursion?

Students' assessment about the entertainment part in the excursion evaluation

Entertainment part	
Average	71,48

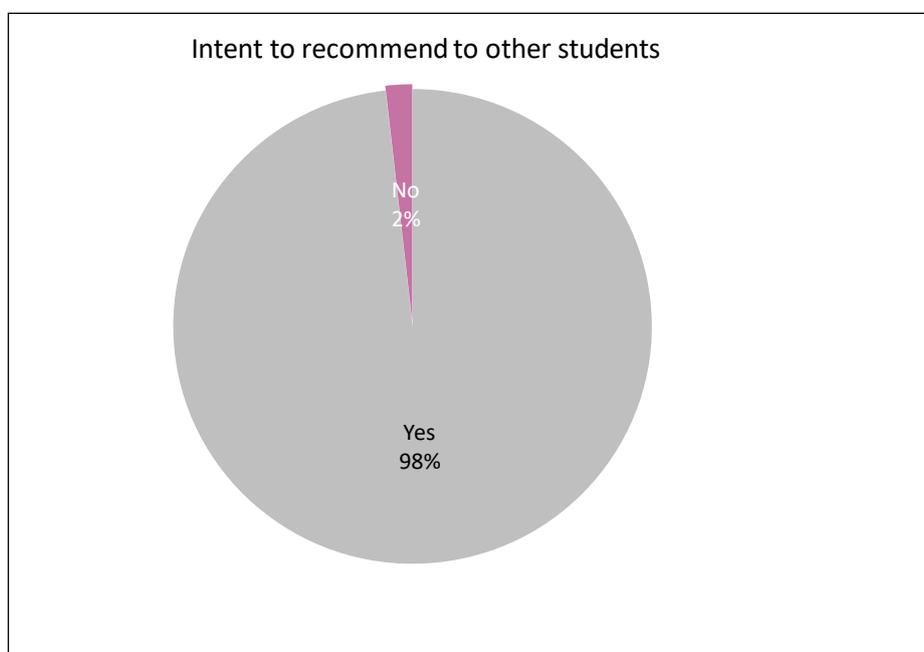
Q24 - If 100 is your overall rating of this excursion, what part did entertainment have in it?

Block of Questions regarding the Visited Destination and School Location

Students' intent in terms of recommending the excursion to other students

Thinking about the excursion you went on, would you recommend to other students to go on school excursions to the Atrium destination you have visited?	Number of students
Yes	55
No	1
Total	56

Q26 - Thinking about the excursion you went on, would you recommend to other students to go on school excursions to the Atrium destination you have visited?

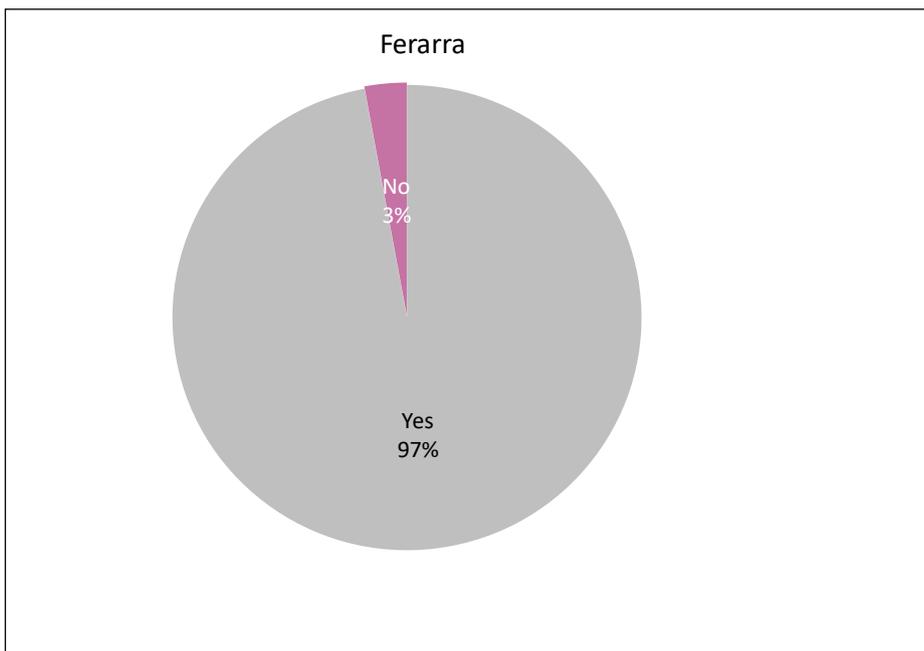


Q26 - Thinking about the excursion you went on, would you recommend to other students to go on school excursions to the Atrium destination you have visited?

Thinking about the excursion you went on, would you recommend to other students to go on school excursions to the Atrium destination you have visited?	Answer	Number of students
Ferrara	Yes	34
	No	1
Forli	Yes	21
	No	0

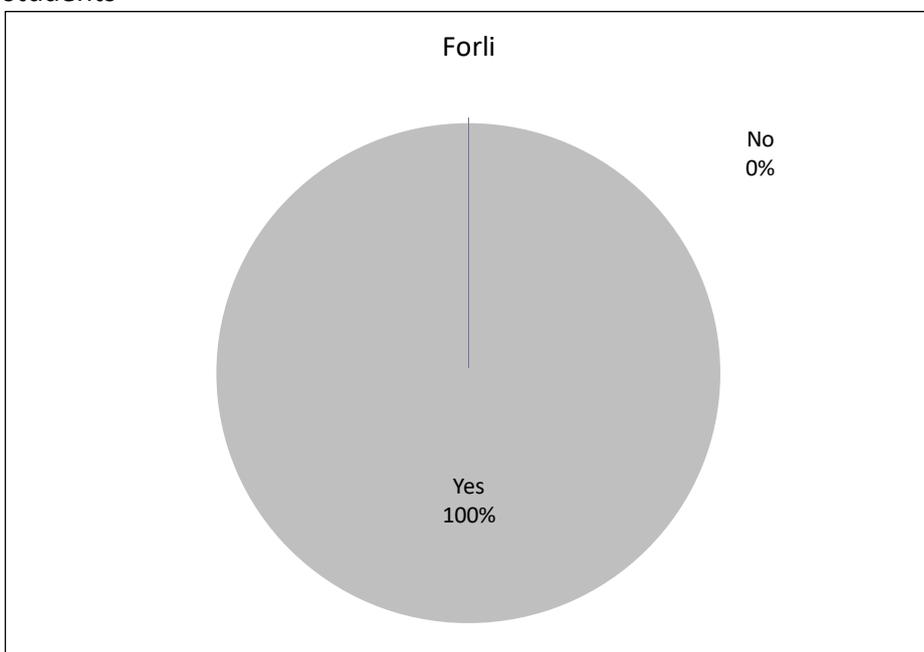
Q26 - Thinking about the excursion you went on, would you recommend to other students to go on school excursions to the Atrium destination you have visited?

The intent of students who have visited Ferrara in terms of recommending the excursion to other students



Q26 - Thinking about the excursion you went on, would you recommend to other students to go on school excursions to the Atrium destination you have visited?

The intent of students who have visited Forli in terms of recommending the excursion to other students



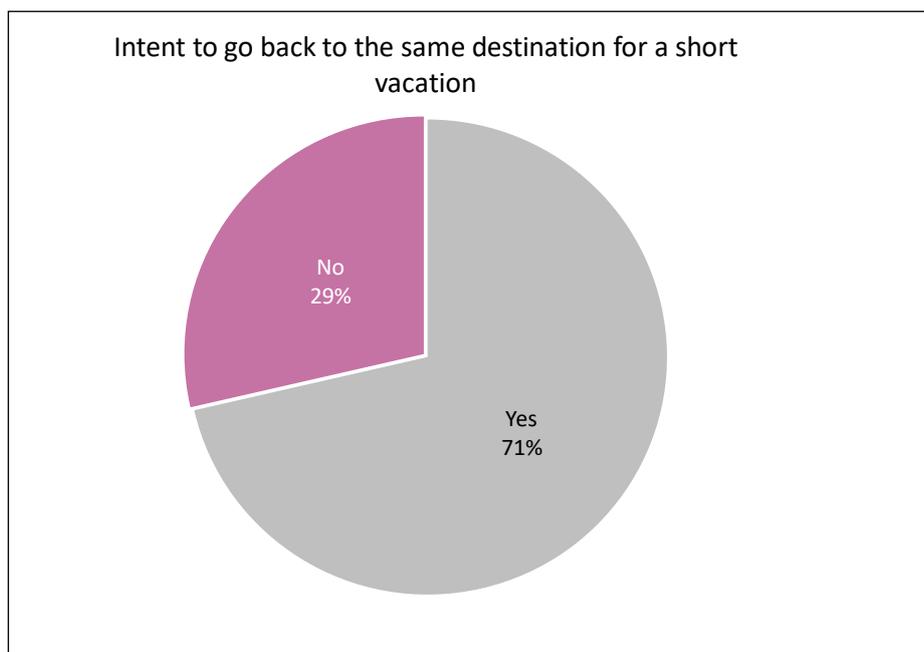
Q26 - Thinking about the excursion you went on, would you recommend to other students to go on school excursions to the Atrium destination you have visited?

Nearly all the students would recommend the two Atrium destinations they have visited (Forli and Ferrara) to other students.

The intent of students to go on a short vacation to the destination they have visited on their Atrium excursion

Thinking about the excursion you went on, would you go on a short vacation to the Atrium destination you have visited?	Number of students
Yes	40
No	16
Total	56

Q27 - Thinking about the excursion you went on, would you go on a short vacation to the Atrium destination you have visited?

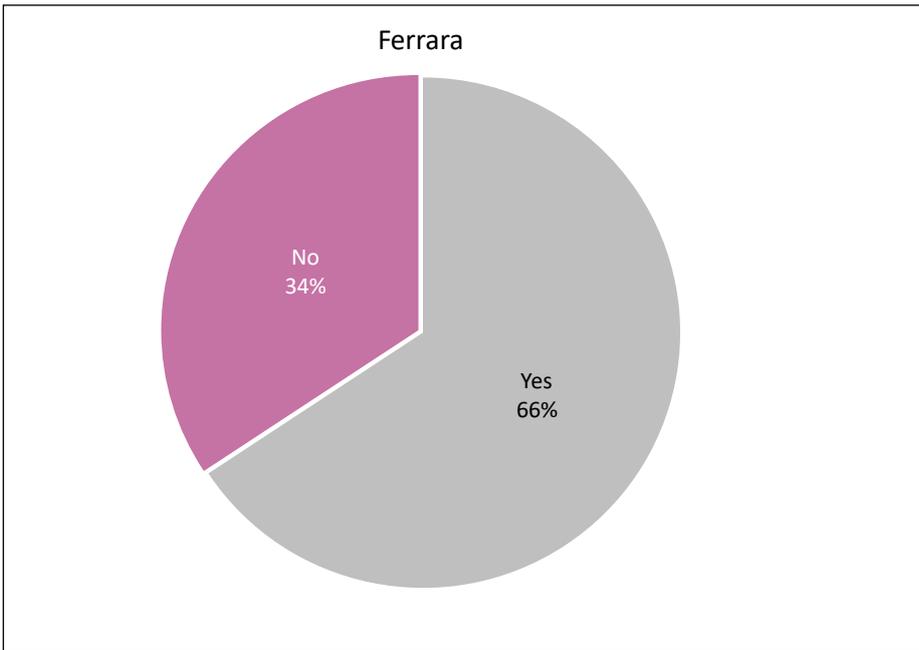


Q27 - Thinking about the excursion you went on, would you go on a short vacation to the Atrium destination you have visited?

Thinking about the excursion you went on, would you go on a short vacation to the Atrium destination you have visited?	Answer	Number of students
Ferrara	Yes	23
	No	12
Forli	Yes	17
	No	4

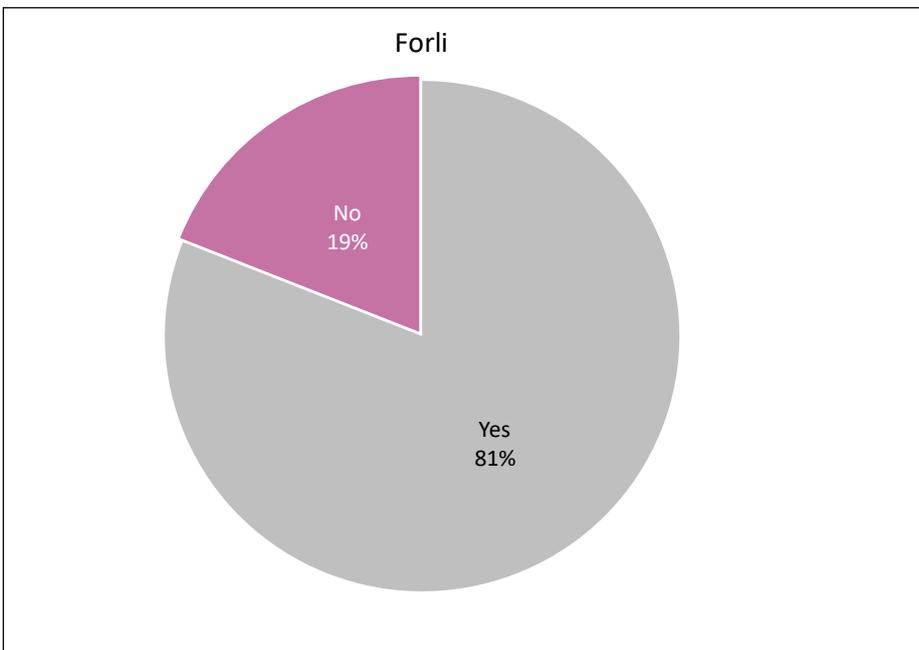
Q27 - Thinking about the excursion you went on, would you go on a short vacation to the Atrium destination you have visited?

The intent of students who have visited Ferrara to go on a short vacation to the destination they have visited on their Atrium excursion



Q27 - Thinking about the excursion you went on, would you go on a short vacation to the Atrium destination you have visited?

The intent of students who have visited Forli to go on a short vacation to the destination they have visited on their Atrium excursion



Q27 - Thinking about the excursion you went on, would you go on a short vacation to the Atrium destination you have visited?

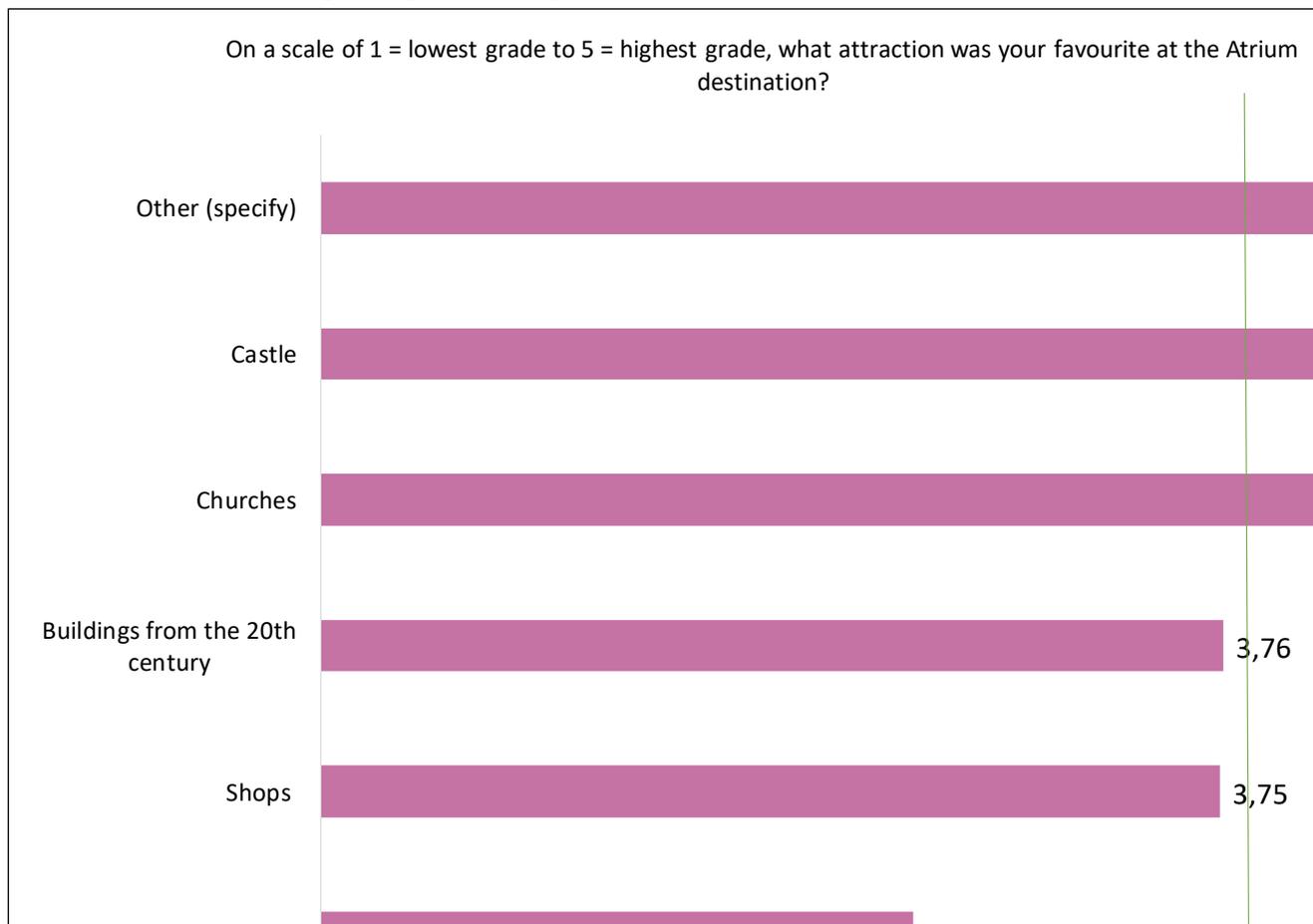
Regardless of the fact that most students would recommend these two Atrium destinations to other students, 29% of them would not go on a short vacation to the same destination, while 71% of students answered they would go on a short vacation. The intent to go again was greater with students who went to Forli which perhaps indicated that they were somewhat more satisfied with the city itself or the excursion as a whole.

Students' assessment about the impact of the excursion on the knowledge regarding the destination

Impact of the excursion on the knowledge regarding the Atrium destination	
Average	69,46

Q28 – On a scale of 0 to 100, how much did the excursion you went to impact your knowledge about the Atrium destination?

Students' assessment regarding their liking of various attractions



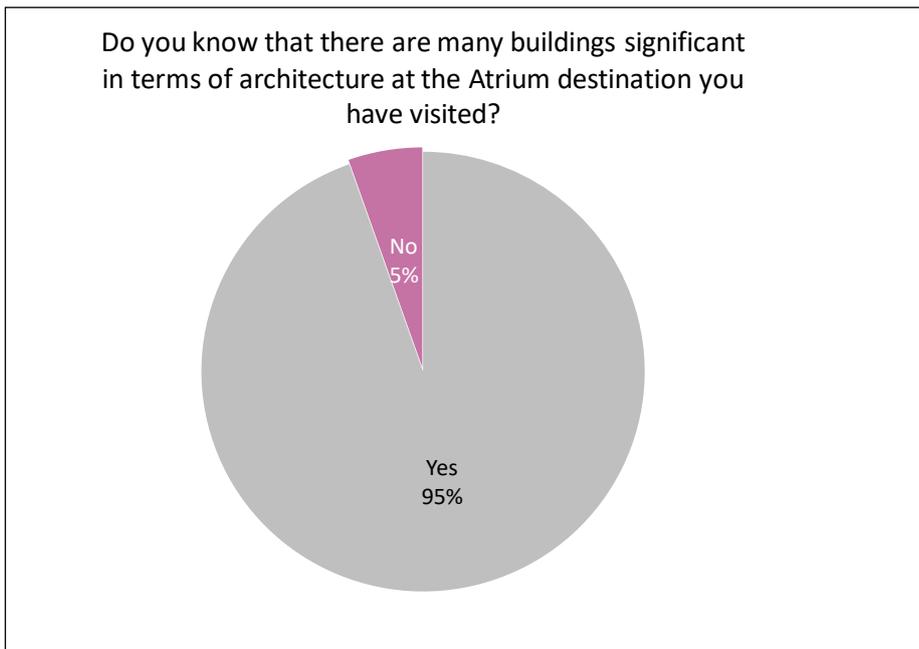
Average: 3.83

Q29 – On a scale of 1 = lowest grade to 5 = highest grade, which attraction was your favourite at the Atrium destination?

Knowledge regarding architecture at the visited destination

Do you know that there are many buildings significant in terms of history of architecture at the Atrium destination you have visited?	Number of students
Yes	53
No	3
Total	56

Q30 - Do you know that there are many buildings significant in terms of history of architecture at the Atrium destination you have visited?

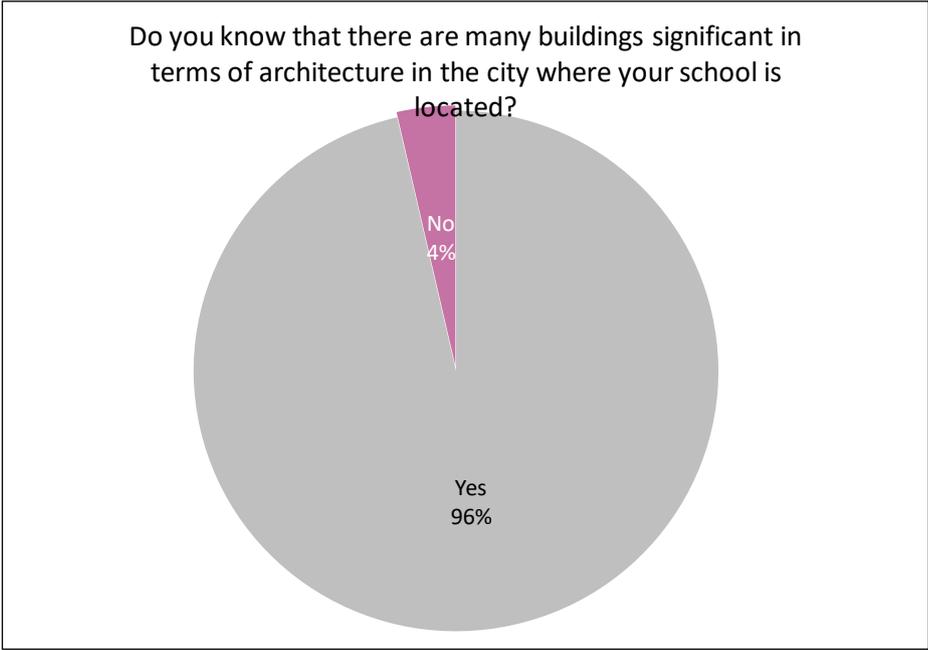


Q30 - Do you know that there are many buildings significant in terms of history of architecture at the Atrium destination you have visited?

Knowledge regarding architecture in the city where the students' school is located

Do you know that there are many buildings significant in terms of history of architecture in the city where your school is located?	Number of students
Yes	54
No	2
Total	56

Q31 - Do you know that there are many buildings significant in terms of history of architecture in the city where your school is located?



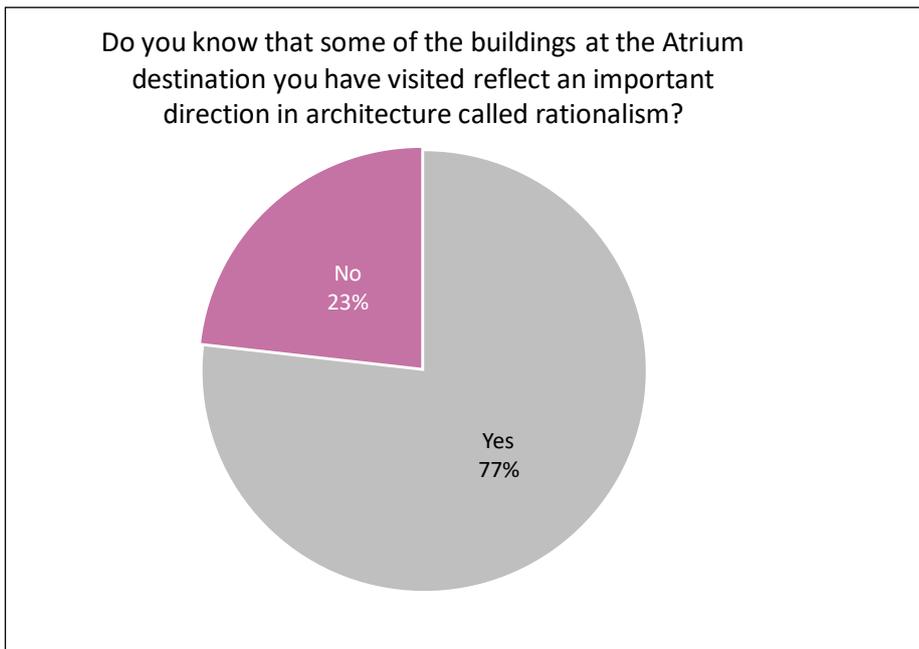
Q31 -Do you know that there are many buildings significant in terms of history of architecture in the city where your school is located?

Knowledge regarding buildings significant in terms of history of architecture are nearly equal when we observe the data for the Atrium destination and the data for the city where their school is located.

Knowledge regarding buildings at the destination classified as rationalism

Do you know that some of the buildings you visited at the Atrium destinations reflect an important direction in architecture called rationalism?	Number of students
Yes	43
No	13
Total	56

Q32 - Do you know that some of the buildings you visited at the Atrium destinations reflect an important direction in architecture called rationalism?



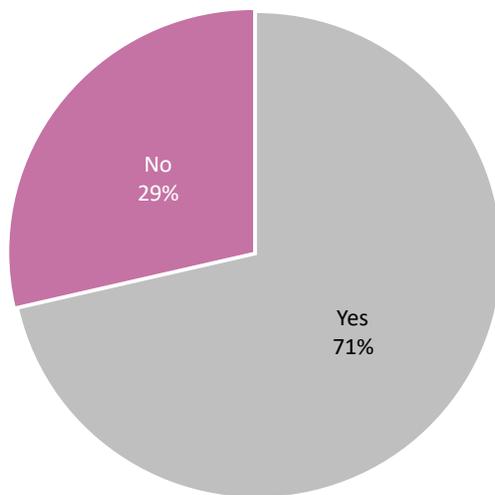
Q32 - Do you know that some of the buildings you visited at the Atrium destinations reflect an important direction in architecture called rationalism?

Knowledge regarding buildings in the city where they attend school classified as rationalism

Do you know that some of the buildings in the city where your school is located reflect an important direction in architecture called rationalism?	Number of students
Yes	40
No	16
Total	56

Q33 - Do you know that some of the buildings in the city where your school is located reflect an important direction in architecture called rationalism?

Do you know that some of the buildings in the city where your school is located reflect an important direction in architecture called rationalism?



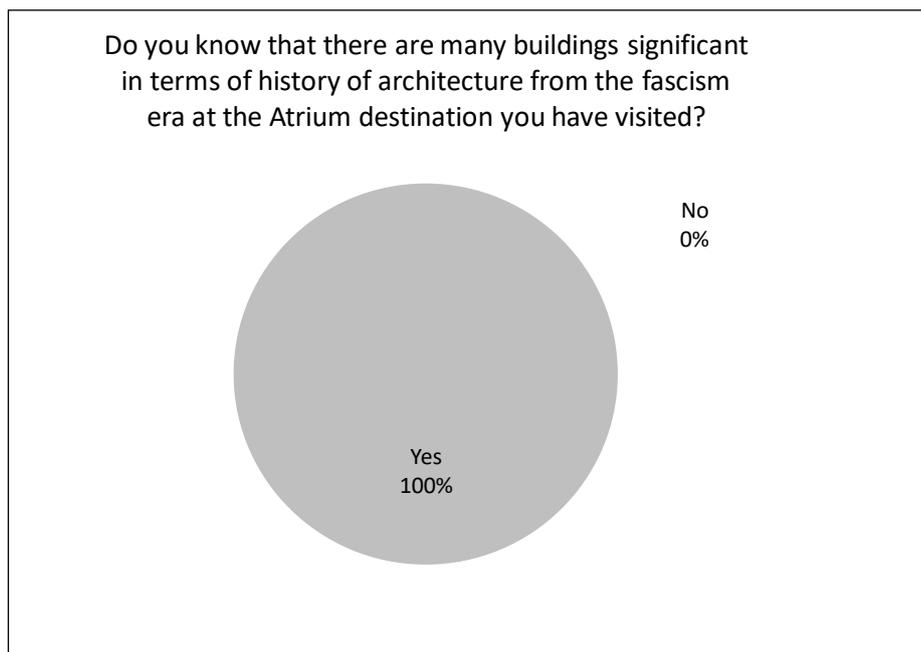
Q33 - Do you know that some of the buildings in the city where your school is located reflect an important direction in architecture called rationalism?

We can state that the knowledge regarding buildings at the Atrium destination classified as rationalism are somewhat greater than the knowledge regarding buildings in the city where the students attend school that are classified as rationalism.

Knowledge regarding buildings from the fascism era at the visited destination

Do you know that there are many buildings significant in terms of history of architecture from the fascism era at the Atrium destination you have visited?	Number of students
Yes	56
No	0
Total	56

Q34 - Do you know that there are many buildings significant in terms of history of architecture from the fascism era at the Atrium destination you have visited?

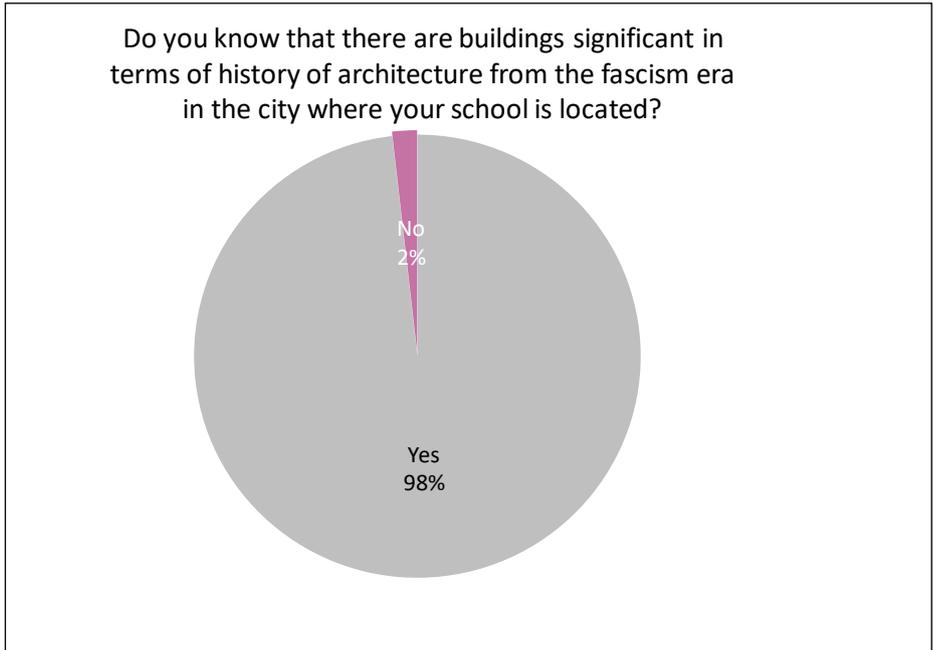


Q34 - Do you know that there are many buildings significant in terms of history of architecture from the fascism era at the Atrium destination you have visited?

Knowledge regarding buildings from the fascism era in the city where the students attend school

Do you know that there are buildings significant in terms of history of architecture from the fascism era in the city where your school is located?	Number of students
Yes	55
No	1
Total	56

Q35 - Do you know that there are buildings significant in terms of history of architecture from the fascism era in the city where your school is located?



Q35 - Do you know that there are buildings significant in terms of history of architecture from the fascism era in the city where your school is located?

The knowledge regarding buildings from the fascism era at the visited destination and in the city where the students attend school is actually excellent and nearly equal.

Students' assessment regarding representativeness of various landmarks at the visited destination

Landmarks	First answer	Second answer	Total
Architettura moderna	5	0	5
Oratorio di San Sebastiano	0	1	1
Duomo	0	2	2
Casa del Palmezzano	1	1	2
Musei di San Domenico	2	0	2
Basilica di San Pellegrino	2	0	2
Palazzo Albertini	0	2	2
Total	10	6	16

Q37 – At the end of this excursion, which of the following places did you consider to be the most representative for the cultural identity of the city of the visited Atrium destination? (maximum of two answers) – Labin students

Students' assessment regarding representativeness of various landmarks at the visited destination (percentage)

Landmarks	First answer	Second answer	Total
Architettura moderna	50,00	0,00	31,25
Oratorio di San Sebastiano	0,00	16,67	6,25
Duomo	0,00	33,33	12,50
Casa del Palmezzano	10,00	16,67	12,50
Musei di San Domenico	20,00	0,00	12,50
Basilica di San Pellegrino	20,00	0,00	12,50
Palazzo Albertini	0,00	33,33	12,50
Total	100,00	100,00	100,00

Q37 - At the end of this excursion, which of the following places did you consider to be the most representative for the cultural identity of the city of the visited Atrium destination? (maximum of two answers) – Labin students

Students' assessment regarding representativeness of various landmarks at the visited destination

Landmarks	First answer	Second answer	Total
Palazzo dei Diamanti	13	0	13
Castello estense	10	9	19
Serbatoio monumentale dell'Acquedotto	4	1	5
Duomo	2	1	3
Piazza Ariostea	1	6	7
Piazza Trento Trieste	0	1	1
Parco Massari	4	1	5
Le mura	0	1	1
Total	34	20	54

Q38 - At the end of this excursion, which of the following places did you consider to be the most representative for the cultural identity of the city of the visited Atrium destination? (maximum of two answers) – Zadar students

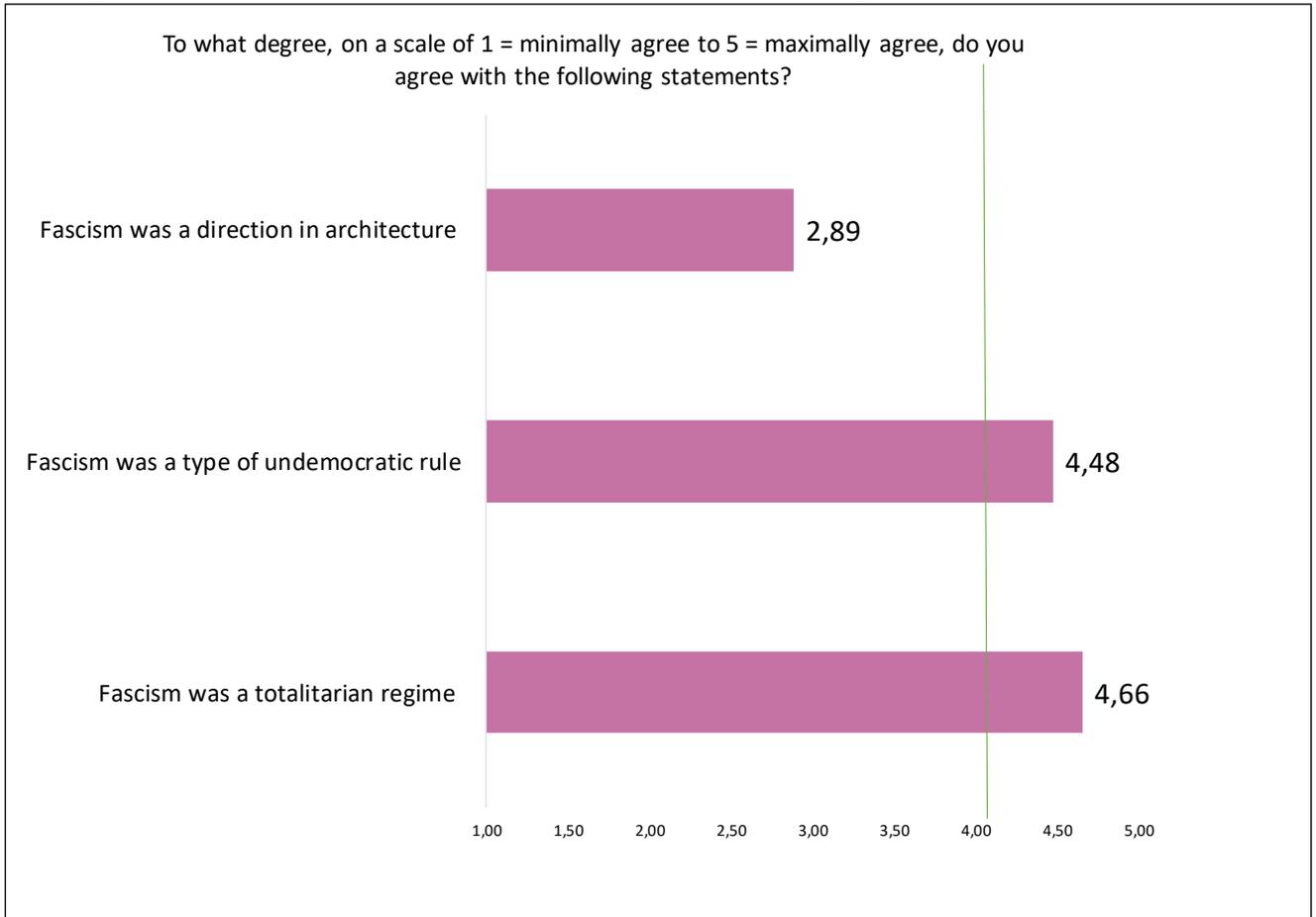
Students' assessment regarding representativeness of various landmarks at the visited destination (percentage)

Landmarks	First answer	Second answer	Total
Palazzo dei Diamanti	38,24	0,00	24,07
Castello estense	29,41	45,00	35,19
Serbatoio monumentale dell'Acquedotto	11,76	5,00	9,26
Duomo	5,88	5,00	5,56
Piazza Ariostea	2,94	30,00	12,96
Piazza Trento Trieste	0,00	5,00	1,85
Parco Massari	11,76	5,00	9,26

Le mura	0,00	5,00	1,85
Total	100,00	100,00	100,00

Q38 - At the end of this excursion, which of the following places did you consider to be the most representative for the cultural identity of the city of the visited Atrium destination? (maximum of two answers) – Zadar students

The degree to which the students agree with statements regarding fascism



Average: 4.01

Q63 – To what degree, on a scale of 1 = minimally agree to 5 = maximally agree, do you agree with the following statements?

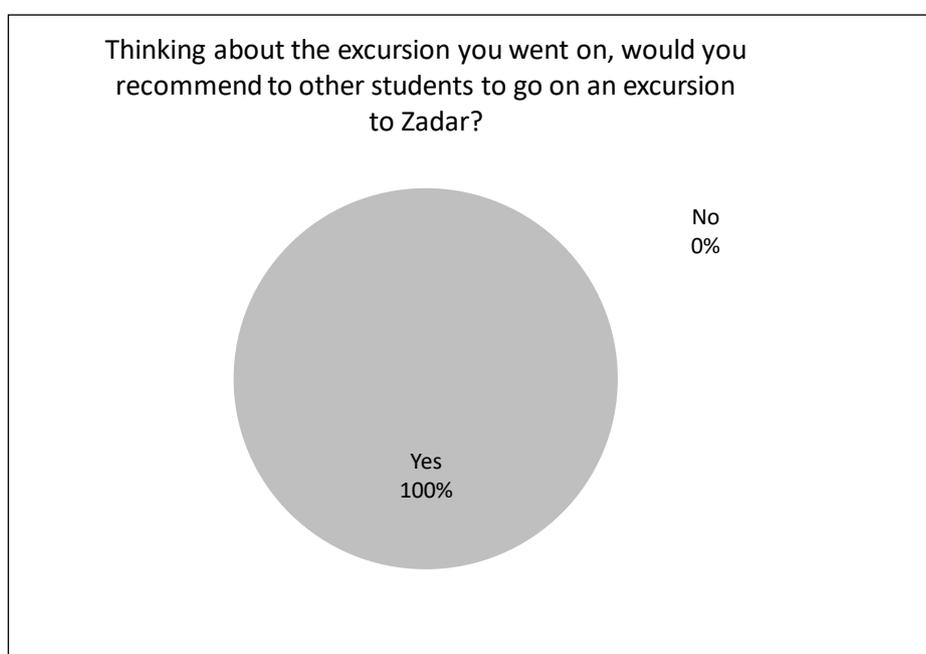
Zadar and the Atrium Heritage

Only the students from the Franjo Petrić High School in Zadar answered the last block of questions.

Intent of students to recommend an excursion to Zadar to other students

Thinking about the excursion you went on, would you recommend to other students to go on an excursion to Zadar?	Number of students
Yes	35
No	0
Total	35

Q64 - Thinking about the excursion you went on, would you recommend to other students to go on an excursion to Zadar?

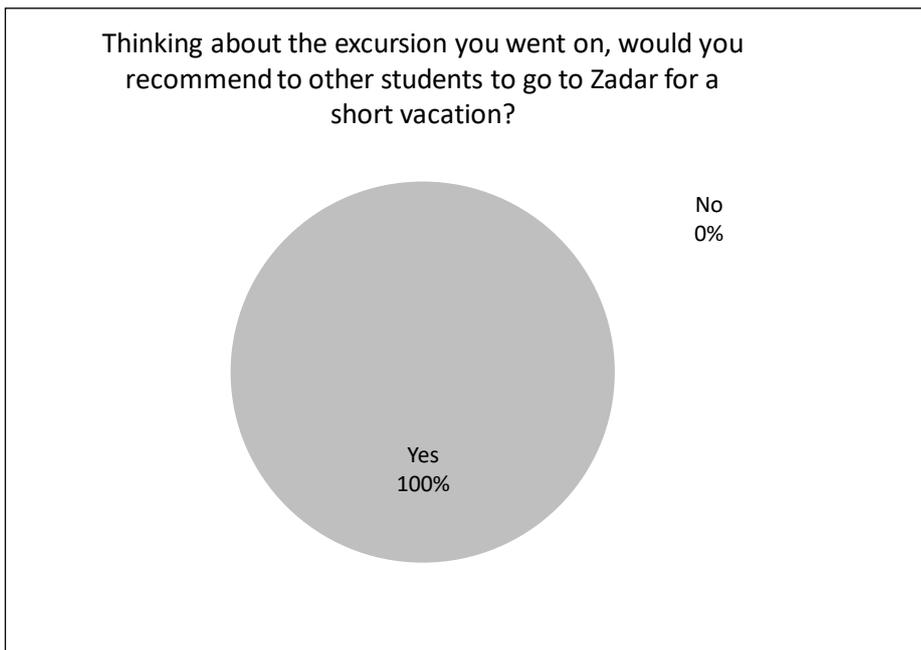


Q64 - Thinking about the excursion you went on, would you recommend to other students to go on an excursion to Zadar?

The intent of students to recommend a short vacation in Zadar to other students

Thinking about the excursion you went on, would you recommend to other students to go to Zadar for a short vacation?	Number of students
Yes	35
No	0
Total	35

Q65 - Thinking about the excursion you went on, would you recommend to other students to go to Zadar for a short vacation?



Q65 - Thinking about the excursion you went on, would you recommend to other students to go to Zadar for a short vacation?

All students would recommend the City of Zadar to other students as an excellent place for an excursion and a short vacation. In terms of students' recommendations regarding the city's landmarks, the first three were: Sea Organ, Greeting to the Sun and the Church of St. Donatus.

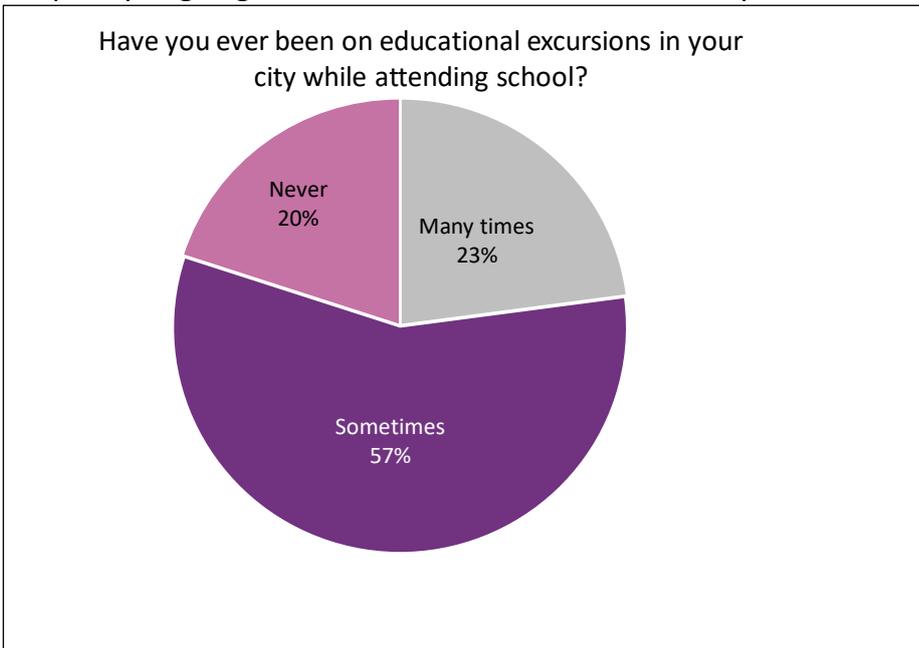
Students' recommendations regarding the landmarks of the City of Zadar

Landmark	Number of answers	Share of answers
Sea Organ	31	13,03%
Greeting to the Sun	29	12,18%
Church of St. Donatus	29	12,18%
Roman Forum	25	10,50%
Cathedral of St. Anastasia	20	8,40%
Municipal building	10	4,20%
Trg 5 bunara (Five Wells Square)	17	7,14%
Narodni trg (People's Square)	22	9,24%
Kalelarga (Wide Street)	27	11,34%
Most	18	7,56%
Night club Podroom	5	2,10%
Down	1	0,42%
Dišpet	1	0,42%
Arkada	1	0,42%
Poluotok	1	0,42%
Peglica	1	0,42%
Krešin dom	0	0,00%
Total	238	100%

Option to provide several answers

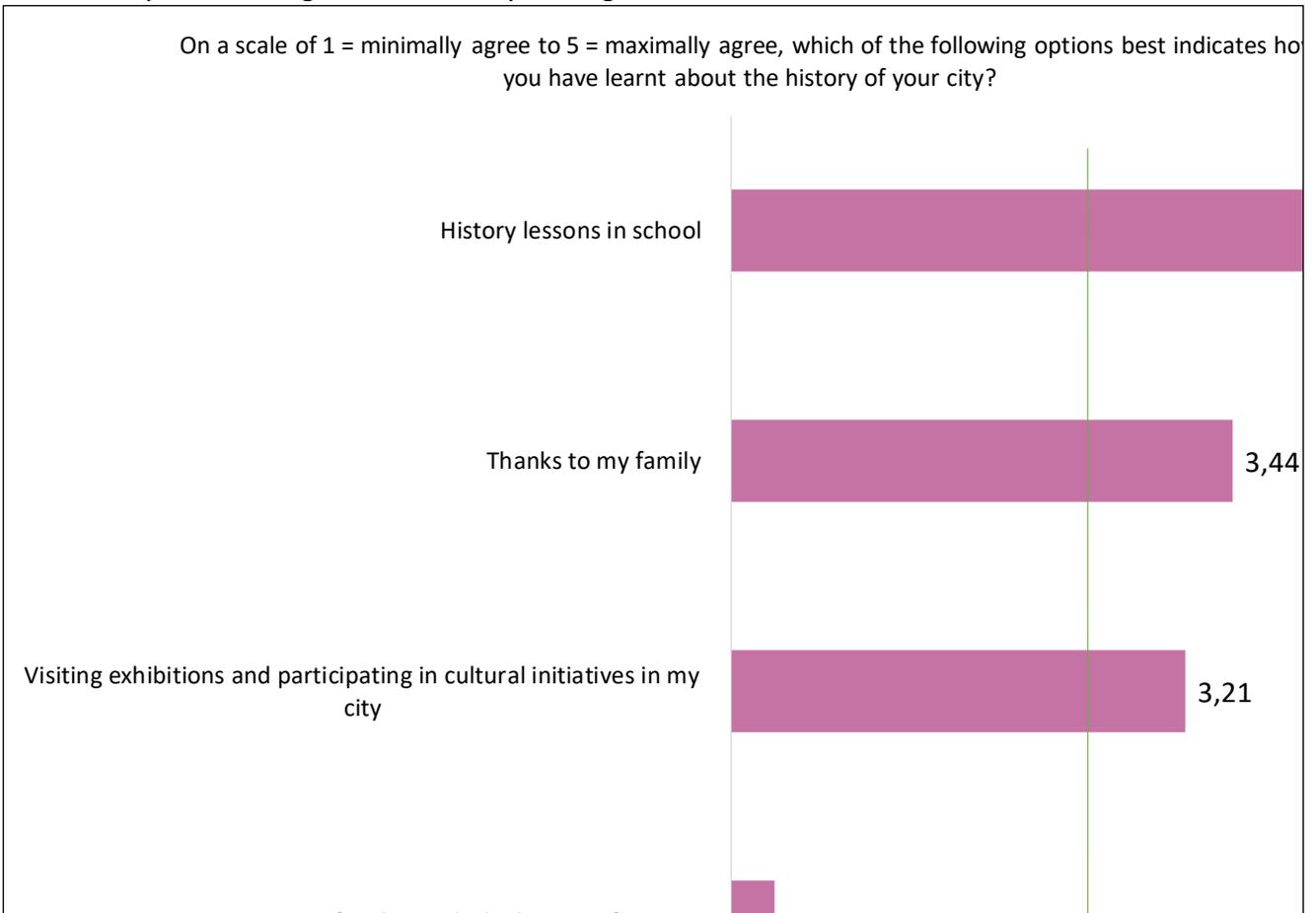
Q66 – What would you recommend to tourists to visit in Zadar?

Frequency of going on educational excursions in their city



Q67 - Have you ever been on educational excursions in your city while attending school?

Various ways of learning about their city among the students



Average: 2.95

Q68 – On a scale of 1 = minimally agree to 5 = maximally agree, which of the following options best indicates how you have learned about the history of your city?

Students' answers regarding the most representative building in terms of the cultural identity of the city

Landmark	Number of answers	Share of answers
Sea Organ	14	21,54%
Greeting to the Sun	10	15,38%
Church of St. Donatus	22	33,85%
Roman Forum	9	13,85%
Cathedral of St. Anastasia	3	4,62%
Municipal building	0	0,00%
Trg 5 bunara (Five Wells Square)	0	0,00%
Narodni trg (People's Square)	0	0,00%
Kalelarga (Wide Street)	1	1,54%
Bridge	1	1,54%
Night club Podroom	4	6,15%
Down	0	0,00%
Dišpet	0	0,00%
Arkada	0	0,00%
Poluotok	0	0,00%
Peglica	0	0,00%
Krešin dom	1	1,54%
Total	65	100%

Option to provide up to 2 answers

Q69 – Which of the listed buildings do you consider to be the most representative for the cultural identity of your city?