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Annex C

Verbatim Responses, Organised by Question

Companion document to: School Trips Feedback 2026 — Survey Results, Cross-Audience Triangulation, and Recommendations

This annex reproduces, in full, every non-empty open-text response collected across the three 2026 questionnaires (1,742 responses across 17 questions), grouped by audience and by question, in the order respondents gave them. Responses are anonymous by survey design; the trip and audience are noted for each one. Spelling and language are reproduced as submitted (English, French, and occasionally Spanish); no responses have been edited, summarised or excluded.

C.1 Parents

2.2 Comment on experience items (n=134)

- Choix de la destination : très dommage car les enfants ont fait le même voyage (même destination, presque mêmes musées) l'année juste avant. Leur souhait était de connaître une autre destination. [S5 — Academic Field Trip, Leiden]
- Pas de lien avec les activités en classe (avant ou après) [S4 — The Netherlands]
- aucune plus-value pédagogique avant ou après le voyage [S4 — The Netherlands]
- The cost of the trip was communicated too late, shortly before the trip. Imo, it is not at all justified for the trip itself. An average amount of EUR 200 or 250 per stay day or night (4 nights, 5 days) whatever you count, is insanely high. Even the accommodation in the hotel doesn't justify such a price, they are hundreds of students, in shared rooms in a non-touristy location i a non-high season. No transparency about the total price breakdown. The perception is that the absolute allowed maximum was asked from the company to the parents and the breakdown was further tailored to "justify" it. Never has it been paid for a school trip that much for such a destination, 2 hours by bus from school. It's the same price we paid for a ski (!) trip to Austria (!) for 9 days (!). This is ridiculous and abusing fee! [S4 — The Netherlands]
- there were some bad bugs found in my daughters room. [S2 — Eurospace]
- Choosing the Netherlands as a destination was boring because it is so close that's the children have already visited several times and even done some of the exact same activities before. [S4 — The Netherlands]
- If the goal was to get to know the Dutch culture, a visit to some of the important museums available in the cities they visited could have been included (Van Ghogh in Amsterdam, classic Dutch painters in the Hague, Anne Frank, etc,) [S4 — The Netherlands]
- I think that the destination chosen was not a discovery for most of them. [S4 — The Netherlands]
- It's really deplorable to have students go to the same place and with the same options two years in a row. The students deserved you so much more! [S5 — Academic Field Trip, Leiden]
- We really appreciate those trips and are grateful. Minor negative points: Maybe another country (no) could have been chose for S5 after their trip also in NL last year. And our kid regretted the duration was too short… [S5 — Academic Field Trip, Leiden]
- Regarding the general impression about the trip: My child found the trip not very well organized, with very long waiting periods and some boring activities (I think that the comments about getting bored are related with the exasperating long time waiting for the bus: at the time of reaching the activity the children were already bored) [S4 — The Netherlands]
- Thank you very much for the organisation and management of the trip. We understand the difficulty of managing inappropriate behaviour of some students but a pitty that the whole group had to be punished for the behaviour of a few of them. Overall very well organised as regards activities and programme. Thank you once again. [S6 — London]
- The teachers were very nice and kids had a good time [S3 — London (Latinists - not compulsory trip)]
- Trop de « flocage des enfants par rapport aux mélange entre différent groupes. Allez à Amsterdam et ne voir ni le Rubis, ni la maison d'Anne Frank. Rend le tout un peu inutile ce sont les 2 principales attractions culturelle à leur âge. [S4 — The Netherlands]
- My child liked the trip because of being with friends. I think however that their generation was deprived of going somewhere further and by plane as the previous generations did. Overall this trip was expensive due to the hotel which was overpriced because of the facilities that the children could not use. It could have been as equally interesting and useful if they were in a less expensive hotel. The activities were nice and interesting and well organised. [S4 — The Netherlands]
- positive experience but it was perceived as challenging with lots of work to be done during the trip and afterwards from home. not really relaxing [S5 — Academic Field Trip, Leiden]
- Best trip according to my child. [S6 — Oxford, Bristol, Bath]
- I strongly disagree that there were no other destination options. [S4 — The Netherlands]

- 2.1.1: the destination was exactly the same as last school year 2.1.9: the trip was too short [S5 — Academic Field Trip, Leiden]
- 2.1 and 2.2 The school Trip was more or less the same like last year. [S5 — Academic Field Trip, Leiden]
- There appears to be a need for a more detailed protocol for addressing behaviour, to identify which is the primary teacher responsible for decision making and communication with the administration, how the other teachers are associated with that decision making, and how to smoothly manage behavior. It could be worth considering to include among participants a school staff member with expertise in animating large school groups of this age during trips, in order to contribute to a positive dynamic and allow teachers to concentrate on their educational role, rather than having to manage behavior. [S6 — Berlin]
- The trip was too short. [S3 — London (Latinists - not compulsory trip)]
- There was some discussion on the communication in the WhatsApp group of the parents. For us it was OK [S2 — Eurospace]
- Il y a beaucoup plus à voir et apprendre en Italie (Rome) qu'à Londres. Je ne comprends pas la raison de soritr de l'UE pour apprendre sur le latin. Un voyage à Londres présente aussi le défi d'obtenir un visa et de se procurer de l'argent dans une monnaie différente de l'euro. Le coût du visa, de la conversion d'euro en lires sterling, du billet de train et de la nuit d'hôtel à Londres dépassent le but du voyage. Je trouve que ce but peut être atteint tout à fait avec un voyage en zone euro/UE. [S3 — London (Latinists - not compulsory trip)]
- My son liked the activities but said there could have been a bit more time for free activities. [S4 — The Netherlands]
- The destionation was deserved for the same A/R by a direct flight that was really cheap also as last minute booking. The breakfast service was not existant and lunch was really poor. The activities were not always the best and really no cost for the organiser. Bykes were unsafe: no functional breakfast and problems with the chains. Kayak did not have a possibility to change rooms. Students remained with wet cloths until the evening. Dinner was on the same place and with the same choice, plus accomodation was in a camping. In conclusion, value for money should be really riconsiderare and assessed. Finalmente, if the bill has to be paid before the departure (and from my comments it is clearcthat the trip was not worthy the amount paid), please send it and put a DDL (as desired). It is not normal to send an e-mail just before the departure treatening the non-departure od the pupil of the bill is not paid, despite the later DDL. [S6 — Bordeaux]
- Despite the specific objective of this trip, this was the second time for this class to go to the Nerherlands and make a very similar trip to the previous one. This class has skipped the big P5 trip due to Covid and it would have been nice to offer a different destination. [S5 — Academic Field Trip, Leiden]
- Same destination as for the trip the year before. No added value and bad accomodation, so no proper value for money. [S5 — Academic Field Trip, Leiden]
- One day longer would have been nicer for them, but I understand teacher exhaustion! :) And I understand there were some disciplinary issues on the trip through no fault of the organizers, so I don't want to assign blame. [S6 — Berlin]
- the trip and the ambiance were excellent in terms of organisation and well-being teach-pupils. however, the S4 has done exactly the same trip last year already. so it was a full waste of time, money and killed their opportunity to travel with the school to other destination like any other section and year . [S5 — Academic Field Trip, Leiden]
- My son went two years in a row to the Netherlands. We could have a bit more variety [S5 — Academic Field Trip, Leiden]
- You thought it ok not to inform sooner about the centre’s hygienic and catering. The childrens limits were not respected even if shared with the centre [S2 — Eurospace]
- The children should be allowed to have a mobile phone during trips, however, a switched off one, as in other language sections it was agreed during a school trip. The mobile phone should be used as a security device when a kid gets lost and maybe for half an hour after dinner, to call parents. The mobiles should be collected by teachers every evening and returned before the kids go out of the hotel. This solution or no mobile at all. I did not like this 'witch-hunting' for mobiles, too much energy was spent on that, some

parents and teachers got all worked-up and in a persecution mode, it seemed quite hysteric to me. [S4 — The Netherlands]

- It was too short and too expensive. [S6 — Aix-en-Provence]
- The departure was chaotic and felt unsafe with no proper communication to the parents/students. Though meeting-time had been set to 6.30 am, gates were not opened at that time so students were waiting outside close to and sometimes on the road. Buses were also parked on the street and had to maneuver to then enter the school when lots of pedestrians were around (drivers seemed to also be getting conflicting information). Recommendation is to ensure students (and buses) can enter the school premises at the time they are convened, to avoid potential accidents and frustrations. [S4 — The Netherlands]
- My child was in a room with bedbugs. As a result, she missed out on the best fun part of the trip as she had to get all her belongings cleaned. Her personal items (including favourite teddy) were taken to be cleaned, which made her anxious. I understand that protocol was followed and this needed to take place but it sheds a very bad light on the accommodation cleanliness. I wish I had been informed of what was happening at the time and maybe given the opportunity to talk to my daughter. [S2 — Eurospace]
- food was of a disappointing quality [S6 — Grenoble - Alpes d'Huez (ski trip)]
- En S2 mon fils n'a pas fait des voyages scolaires. Ce questionnaire n'est pas correct et d'actualité. [S2 — Eurospace]
- The organisation was impeccable + my daughter loved every minute of the trip. [S3 — London (Latinists - not compulsory trip)]
- The pupils were disappointed because in years past they've had exciting and faraway destinations. This seemed expensive for a trip to holland and a bit disappointing . [S4 — The Netherlands]
- On 2.1.6. the safety measures: my son got quite an acute stomach bug in the middle of the trip, resulting in him vomiting 8 times and having diarrhoea during the night. The next morning he was obviously worn out but his profs (who otherwise took very good care of and were really nice to him and to us) excluded the possibility of leaving him at the hotel to recover. While I understand that it might not be wise to leave a teenager alone in such a setting, I thought that the lack of a plan B for such situations was a bit of an oversight. My son's ailment ended by noon, so, he only had to survive the exhaustion, dehydration and hunger, while using the bus toilet. But he might have carried on feeling like vomiting and going to the toilet, in which case dragging him along was not great for anyone. [S4 — The Netherlands]
- Please, communicate less, shorter and more compact. E-Mails and information by EEBIV are too long. [S4 — The Netherlands]
- A key negative aspect of the entire school trip, which affected the overall experience from the outset, was the strict limitation of possible destinations imposed by the school (e.g., the exclusion of flights). Such restrictions do not appear to be applied to the same extent in other European schools. Furthermore, the final selection of destinations was made by the teachers and/or the administration, without giving students meaningful input. Given that the costs are fully borne by the parents, it would be reasonable to expect that students have a decisive role in choosing the destination. The current approach is therefore difficult to justify. [S6 — Berlin]
- I did not find the destination (London) terribly relevant to the course (Latin), but the museum visits were fine. It seems the trip was also a bit crammed with just one overnight stay. Maybe in the future another destination with a more clear Roman link (Limes, Trier) could be considered. [S3 — London (Latinists - not compulsory trip)]
- There was too much communication. I don't need to know all the details. This is a compulsory school activity. Just give the information to the children and leave it to them to transmit this information to the parents. [S4 — The Netherlands]
- Mr Moris Frosio Roncalli did a very good job in communicating/ organizing! [S2 — Eurospace]
- The workload was excessive. My child came back totally exhausted. [S5 — Academic Field Trip, Leiden]
- Information on the trip was sent to parents quiet late including on payment. My daughter told me that when they were on the boat she did not feel safe and was above to fall down. [S6 — Aix-en-Provence]
- Unfortunately the bed bug adventure was not communicated very well [S2 — Eurospace]

- No participation of students in preparation of the programe nor in formulation of the rules for the trip was allowed nor facilitated. [S4 — The Netherlands]
- I would have liked to see a clearer link between the academic curriculum and the content (choice of activities) of the trip [S4 — The Netherlands]
- There was an outbreak of Memingitis B in the UK during their trip with some students even dying. At no point did the accompanying teachers ask the students if they are up to date with vaccinations, nor did they give them appropriate advice for protective measures when taking the tube. [S6 — London]
- There were rules but the teachers were not allowed to enforce them. Despite ban of GSM pupils were allowed to keep theirs because parents did not want to ban and did not want to pick up their kids. [S4 — The Netherlands]
- I strongly support the policy to forbit smartphones during the trip. I also encourage teachers not to leave any space for discussion by parents on this aspect (do no open the floor for exchange!!) [S4 — The Netherlands]
- Merci aux professeurs pour leur engagement et pour leur disponibilité pour ces voyages. c'est une grande chance pour les enfants. Cela dit, la discipline a été mise en oeuvre de manière indiscriminée: la punition collective n'est peut-être pas la meilleure des solutions et l'objectif pédagogique n'est pas évident. [S6 — London]
- Mon fils a visité le même musée que l'année précédente donc renseigner que la destination était adaptée me semble un peu ironique. [S5 — Academic Field Trip, Leiden]
- One museum was already visited during S4. [S5 — Academic Field Trip, Leiden]
- The destination (NL - Leiden, Noorwijk) was suitable for the educational purpose but it is somewhat regrettable that the school trip of last year was also to the same area of the Netherlands, while the same students were also deprived from school trips during the Covid time. [S5 — Academic Field Trip, Leiden]
- Manque de communication pendant le voyage de la part des professeurs, peu beaucoup de nouvelles. Aussi des photos auraient été appréciées... [S2 — Eurospace]
- Educational part was weak with no access to all the interesting places. [S2 — Eurospace]
- The destination was interesting and the programme seemed quite ambitious, but I understand that unfortunately the children were not able to discover the cities, to have a walk or some free time, to feel the atmosphere for example of Amsterdam. If they were brought by bus to a museum, visit the museum and then back to the bus to another place - this was maybe a bit a missed opportunity. [S4 — The Netherlands]
- My child went two times in a row to NL, even visiting the museums. Could there be another destination than NL? [S5 — Academic Field Trip, Leiden]
- communication during the trip should be improved, pictures would also be appreciated [S3 — London (Latinists - not compulsory trip)]
- same location as S4: very interisting for S5 project but I would suggest to change destination for S4 trip next year. [S5 — Academic Field Trip, Leiden]
- The programme communication was not accurate, nor was its implementation. We understand the challenges of such trip, still incorporating either you have activities beyond skiing or you don't. do not communicate there is if there is not. Pupils had too much "free time". [S6 — Grenoble - Alpes d'Huez (ski trip)]
- On the day of departure the parents were informed very late about the arrival of the group of students to their destination. [S4 — The Netherlands]
- My daughter was thrilled with the trip! [S2 — Eurospace]
- Programme bien composé. Les activités étaient variées il y en avait pour tous les goûts ! [S6 — Marseille]
- My daughter was very enhusiastic about the trip! [S2 — Eurospace]
- Child said that the security measures of the trip where overwhelming, too strict and not giving possibito wven have a minute of rest nor free time. She felt she is not trusted. [S4 — The Netherlands]
- Voyage très intense apparemment, beaucoup de travail pour les élèves. [S5 — Academic Field Trip, Leiden]
- There were bugs in some of the rooms. This is outrageous [S2 — Eurospace]

- The incident with the bedbugs was quite stressful, I know it can happen everywhere but still when back some children were not aware of its seriousness and didn’t take any measures. The responsible teacher of the c’ass should have talked with the parents, just a general mail was not suffisent. [S2 — Eurospace]
- Lieu identique au voyage de S4 et une activité en doublon par rapport à l'année dernière. La communication en début d'année semblait claire mais ensuite silence radio et beaucoup d'incertitudes avec certaines infos qui ne venaient pas. [S5 — Academic Field Trip, Leiden]
- The trip had the same destination as the trip in S4. My child even said they went to the same museum as last year. He had fun, especially on the beach. However a pity they went twice to the same destination. [S5 — Academic Field Trip, Leiden]
- Our child found the trip was good in terms of activities proposed but was not with people she likes hence felt isolated. [S4 — The Netherlands]
- Pleased by length of trip- no werkend Green mode of travel [S6 — Aix-en-Provence]
- 2.1.6 Safety measures were inadequate. Unfortunately, the security measures in place felt unnecessarily strict and inflexible. Their rigid application created a situation that was deeply distressing for my child and has had a lasting emotional impact. During the evening disco, my daughter clearly communicated that she was feeling unwell, yet she was not trusted or allowed to leave the situation. As a result, she experienced a panic attack and temporarily lost her ability to speak for approximately 15 minutes. Even 24 hours after returning home, she remained extremely upset and in shock. This experience has been overwhelming for her, and I believe the approach taken by staff requires serious reconsideration to better support children’s wellbeing and emotional safety in the future. The voluntary security guards were clearly acting inappropriately. [S4 — The Netherlands]
- A pitty that it was to almost the same location and museum as the trip in S4 (but must say that it was rather wrong choice for the trip in S4 rather than for this trip). [S5 — Academic Field Trip, Leiden]
- An option for not applicable should be foreseen: for instance there was no communication DUTING the trip, genre I responded neither agree nor disagree, while this could be interoreted differently.4 [S5 — Academic Field Trip, Leiden]
- Mon fils s'est plaint qu'il y avait trop de moments ennuyeux pendant lesquels il devait écouter des conférences. [S2 — Eurospace]
- La destination fut la même que celle de l'année précédente, c'est vraiment dommage. Les enfants ont même visité de nouveau le même musée... La durée pourrait être plus longue. [S5 — Academic Field Trip, Leiden]
- - the trip could have been one day longer- as a new parent to EEB4, I found communication before the departure insufficient and replies to my questions sent by email late and too general - the bed-bug issue first only circulated among parents and children, giving space to rumours and thus creating unnecessary stress and uncertainties [S2 — Eurospace]
- the S5 French section have been two consecutive years to the same school trip. it is absolutely unfair despite excellent coordination, educational prog and kindness of teachers. [S5 — Academic Field Trip, Leiden]
- My son's school trips were to Leiden on two consecutive years . It is easy for the organisers, but it is repetitive for the pupils in S4 and S5. Such trips don't offer a chance to the kids to discover over countries, cultures of the EU. In S4 and S5 - same cities, same hotel, similar trip only the educational activities were different. Leiden and Amsterdam are regular destination for families living in Brussels. [S5 — Academic Field Trip, Leiden]
- Our son enjoyed the trip, but had a hard time identifying what the educational value of the trip was. I think part is partially due to having traveled to the Nederland several times before, both on holiday and with a class trip at previous school. So it was viewed as "nothing new". Information about the trip, as always, was convoluted and difficult to find. It would be exceedingly helpful if, rather than sending links to websites, the organizers could just send an email with the subject line "CLASS TRIP" which included general information about the trip and attached pdfs with packing lists and the daily schedule. [S4 — The Netherlands]
- Same location as previous year's trip...so nothing new educational. My child enjoyed the social aspect of the trip. [S5 — Academic Field Trip, Leiden]

- My only, but also an important, negative remark for the trip would be the use of smartphones. I would suggest to forbid it for the trip just like at the 'Classe de neige'. I asked my child for the reason of taking the smartphone to the trip and I got two answers: 1) Everyone else is bringing a smartphone 2) I would like to collect reward from the video game I would not be surprised is some other kids would have better motivations for taking their smartphones like taking photos or learning more about the subject, but I believe this to be more an exception than the rule. I also learned from my child that everyone was just on their smartphones during the free time despite alternatives being provided, largely undermining the important social component of the school trips. [S2 — Eurospace]
- The activities were nice and interesting but it is not very clear how painting or baking contributed to my child's educations regarding history (geography or any other subject). [S4 — The Netherlands]
- Excellent program including culture and more relaxed topics (Marseille Velodrome). Thanks again to the team! [S6 — Marseille]
- Kids had a mandatory s4 schooltrip in the same location than the science trip in s5. They ended visiting the same museum 2 years in a row. The school could ensure a better coordination. My child had fun like any school trip but was not really looking forward to the destination as it was “again the netherlands” [S5 — Academic Field Trip, Leiden]
- Why did the teachers need the help of 16 assistants?! At the age of 15, one teacher per 25 children + 1 help. 300 pupils do not need 35 teachers + 15 assistants. The price of this unuseful help is paid by the parents and is clearly a lack of respect. [S4 — The Netherlands]
- There was a lack of communication, specially in response to parents' questions and comments. The accommodation seem too luxurious for an educational experience, and too expensive. [S4 — The Netherlands]
- I want to add that my child was in a ski-trip in France. I am not sure , that I choose correctly thé p.1.1 , but I didn’t see and points about thé ski trip. [S6 — Bordeaux]
- La destination a été bien choisie MAIS notre fille y a été déjà l'année précédente. Donc il faudrait réfléchir un peu plus de l'organisation globale et pas prendre les étudiants 2x fois dans le même endroit. [S5 — Academic Field Trip, Leiden]
- No educational program [S4 — The Netherlands]
- 2.1.10 The accommodation and the food was very much under the expectations. There were bed bugs, the shower was leaking in the room, the bed linen was missing in some cases. As for the food, the choice was limited and not enough healthy options. [S2 — Eurospace]
- Ha sido el peor viaje de su vida a nivel escolar [S6 — Berlin]
- Communication on payment was extremely bad. We received an invoice indicating a deadline for payment after the school trip. We scheduled a payment well before that date but then received a last-minute e-mail on Friday evening threating that our kid could not go on the school trip if the invoice is not paid. Such contradictions should not happen and communication to parents should be clear. Information on the trip and the programme was shared lately. But I understand that teachers did not receive this information on time. [S6 — London]
- NA [S4 — The Netherlands]
- A trip to Rome for pupils taking Latin in S4 and S5 would be excellent; it can stay a non compulsory trip. [S3 — London (Latinists - not compulsory trip)]
- 2.1.5 Maybe the communication to the parents can happen at an earlier stage during the evening as sometimes we would not have any news before 1am. I am fine with this but some parents expressed their concern on this. [S4 — The Netherlands]
- it is difficult for the parents to reply to questions in this questionnaire that often only our children can reply to. There should at least be an option 'I don't know/cannot reply' [S4 — The Netherlands]
- A lot of time on the bus. No possibility to get access to at least some very few pictures taken on the trip as I was not able to attend the evening event. [S4 — The Netherlands]
- I would be better to organise all trips in the same week. Too many interrupted courses for all kids staying at school. [S5 — Academic Field Trip, Leiden]
- This trip and destination was a repetition of a trip done by the same students in S3. These children due to COVID did NOT have skiing trip, did not have classes vertes and classes de mer. They did not have the

usual trip with airplane which other S4 classes used to have. Moreover they had to do the same trip TWICE. Pls consider this group with consideration and ensure they also get a nice trip for once! [S4 — The Netherlands]

- The trip was a very good experience for my child. However, a different destination would have been preferable given that a trip to the Netherlands was organised already in S4. In the past, trips were organised to Italy and other place, it would be nice to vary the destinations. [S5 — Academic Field Trip, Leiden]
- Very happy with this trip, in particular when compared with our S4 experience. A nice balance of educational and fun, and suitable accommodation as well as price/quality ratio. [S6 — Bordeaux]
- According to my child the educational aspects of the trip were very similar to last year. The series of school trips causes a lot of disruption to classes close to exams. [S5 — Academic Field Trip, Leiden]
- Maybe to much museum's, no visiting iconic district like Camden Town or Madame Tussauds [S6 — London]
- The trip was carefully organised for which I thank the organisers. It was a pity for our children not to be given the opportunity to travel to other destinations, like in the past. [S4 — The Netherlands]
- The S4 trip to the Netherlands had very limited pedagogical value, disrupted the overall annual class schedule, was far too expensive, and was just an excuse for teachers to take an 'all-expenses-paid' break from their normal duties. The portion of total costs attributable to teachers should be paid by the school or the teachers themselves, not by the parents. The school is simply taking advantage of the fact that most parents in European schools are relatively affluent. [S4 — The Netherlands]
- too short kids will benefit of longer trips [S5 — Academic Field Trip, Leiden]
- This trip was perfectly organised, with excellent communication before, during and afterwards. The teachers were extremely committed and engaged in making it an interesting, educational and fun week for the students. They faced a lot of undue criticism from some parents, which they handled very professionally and calmly. The no phones policy was fantastic and none of the students I spoke to afterwards missed their phone while they were away - it seemed almost a relief for them not to have it. I would see this as a model for future trips in every way. [S4 — The Netherlands]
- There was a problem with bedbugs, which created a bit of a panic among parents at the end. [S2 — Eurospace]
- It was great that they did not have phones on the trip, but in this case there should be a common phone available in the evening to call the parents even for 1 minute max. [S4 — The Netherlands]
- This class has never done proper school trip since the last one in P3. No ski trip (covid) No school class trip in s1-s3 and the cherry on the cake, S4 and s5 both in Netherlands with basically the same programme. Not even an effort to change locations. [S4 — The Netherlands]
- longer trips will be nicer for kids [S3 — London (Latinists - not compulsory trip)]
- The group stayed on an empty campsite in March outside of Aix. They arrived late evening to bungalows which were very cold and they didn’t warm up until the morning. The kids were hungry and couldn’t buy anything because the campsite was totally isolated. The train trip was much too long (2 full days spent on train travel) for 3 days of stay. My son was very disappointed and said that the group in Marseille stayed for the same €1000 in a good hotel in Marseille city center and that it was very unfair. This trip was too expensive for staying at a campsite. [S6 — Aix-en-Provence]
- I don't understand the reason why there was the same trip to Leiden for two years in S4 and S5. the destination is not interesting nor enriching. [S5 — Academic Field Trip, Leiden]
- If the real purpose of this trip is to connect with the culture of ancient Rome, then it is clear that there are EUROPEAN cities that are more interesting than London. Moreover, the trip is too short, especially considering the potential costs of renewing a passport and obtaining an ESTA. [S3 — London (Latinists - not compulsory trip)]
- The ambience was very good because all the children participating were children with good behavioral attitude [S6 — Bordeaux]
- The food at the hostel was terrible and pupils WERE NOT ALLOWED TO BUY FOOD OUTSIDE. The teacher responsible for cycling were very rude with some pupils. The price for what we received is FAR TOO HIGH. [S5 — Academic Field Trip, Leiden]

- My child had the impression that teachers and personnel were behaving a little bit in a military format. Too many rules, too many times remembering them all the things that were forebidden. [S4 — The Netherlands]
- We appreciated very much the fact than mobile phones were not allowed. Our daughter was very reluctant and complained, but in the end she also recognised the benefits of being without devise for some days. She told us that she had the chance to meet new friends and to socialise more with other kids. Thank you for taking care of our children! [S4 — The Netherlands]
- My child would have liked a longer trip (e.g. 5-7 days) that could include a balanced time for both educational and leisure activities and that could have possibly taken place in other EU countries that are not necessarily in the vicinity of Belgium. [S5 — Academic Field Trip, Leiden]
- There were clearly serious disciplinary issues on this trip which spoiled it for the whole group. While I understand there was communication with the parents of the students who caused the disruption, nothing was communicated to the whole parent group. The group of teachers accompanying this group - which Management knew in advance was a difficult one - were not equipped or able to manage the disruption and actually aggravated the situation. Management has to take some responsibility for not breaking up the large disruptive group and instead sending them all to one destination with teachers that couldn't handle them. It was a sharp contrast to other S6 trips and a real pity for the students who were well behaved and keen to have a nice trip. [S6 — Berlin]
- very good program, with a great mix of activities/visits [S4 — The Netherlands]
- My child enjoyed the trip, and from the feedback he gave, we understood that there was a very good spirit and cohesion among the group. However, I do not understand what was the educational value of the trip, or in which way it was linked to topics they study at school. [S6 — Marseille]
- 1. specific to Berlin: the incidents that happened in Berlin led to some overreaction that completely ruined the atmosphere of the trip... for no reason. If it had been that bad, there would have been a follow-up. There were unacceptable remarks made by one teacher even weeks after the trip. 2. the change of policy to be more green led to a limited number of days on site, and destinations less attractive than in previous years. And at the same time, kids could see on the social media their friends from other European schools in nice trips further away. There should be more coherence between European schools whether or not school trips by plane are acceptable. Isolated decisions make no sense. [S6 — Berlin]
- For a city as London, priority could have been given to science or historical museum than Jack the Ripper or Sherlock Holmes. [S6 — London]
- Teachers are not prepared on how to react in case of emergency. My child had an accident and the teacher carrying the emergency bag never showed up. She was taken to hospital and treated there and no teacher bothered to contact the parents. Teachers were not instructed on how to deal in case of accidents so that the medical insurance is properly used. Gathering the documentation from the hospital and other relevant costs were left to parents. We are speaking of 15 year old adolescents who are active enough to have accidents and not mature enough to deal on their own. [S5 — Academic Field Trip, Leiden]
- (Safety measures). One evening at a restaurant in Aix, there were not enough tables for all participants on the ground floor, so a group of pupils (with no accompanying teacher) had to sit upstairs, alone, on the 2nd floor. When these pupils finished their dinner and came downstairs, they realised that the whole group had already left, and they had been left alone in the restaurant , so they had to go back to the accomodation site alone, late in the evening. No accompanying teacher had come upstairs to signal that the group downstairs was leaving, nor did they wait for the pupils upstairs. So it came as a surprise to the pupils that they had been left alone without any notice. [S6 — Aix-en-Provence]
- It was extremely well organised, with made things easier for both the children and the parents. Well done! [S4 — The Netherlands]

3.5 Comment on practical organisation (n=141)

- Meals were quite poor and my son found hair in the food. Accommodation was fine but the insects in the other room was not a nice discover. [S2 — Eurospace]
- Mon enfant aurait aimé vivre ce voyage avec ses amis de classe, et non pas avec le groupe de sciences, qui était différent de son groupe de classe (et de ses amis). [S5 — Academic Field Trip, Leiden]

- Transport: I strongly disagree to chose a Dutch transport company because this choice added unnecessary route from NL to BE and from BE to NL on the first day of the school trip and from NL to BE and from BE to NL on the day of return. In the context of high energy price this choice of transport company is not justified. It also had additional negative impact on the environment. One cold ask the question why this company? The reasoning that the bus drivers new the way to the places the children visited is not valid in the era of Waze and other GPS applications. [S4 — The Netherlands]
- The incident with punaise de lit was warring, so not sure what to say about the accomodation [S2 — Eurospace]
- Nourriture mauvaise tous les jours [S4 — The Netherlands]
- repas tous les jours de mauvaise qualité, l'argent de poche de notre enfant a servi à se nourrir [S4 — The Netherlands]
- Accomodation and meals were even too much for kids. They don't need it to enjoy the school trip. [S4 — The Netherlands]
- Enhanced mixing of different language sections so kids from different sections wouldn't stay in sylos would have been appreciated. But that is from a parent's perspective and I can lack information. [S4 — The Netherlands]
- My child shared that food was not the best but did not stay hungry. Rooms were not sufficiently aired. Though overall experience is positive. [S2 — Eurospace]
- The cost of the trip was communicated too late, shortly before the trip. Imo, it is not at all justified for the trip itself. An average amount of EUR 200 or 250 per stay day or night (4 nights, 5 days) whatever you count, is insanely high. Even the accommodation in the hotel doesn't justify such a price, they are hundreds of students, in shared rooms in a non-touristy location i a non-high season. No transparency about the total price breakdown. The perception is that the absolute allowed maximum was asked from the company to the parents and the breakdown was further tailored to "justify" it. Never has it been paid for a school trip that much for such a destination, 2 hours by bus from school. It's the same price we paid for a ski (!) trip to Austria (!) for 9 days (!). This is ridiculous and abusing fee! [S4 — The Netherlands]
- there were bad bugs in the room. [S2 — Eurospace]
- Comme pour tout autre voyage dans le passé, le coût semble très important. [S6 — London]
- The choice of destinations could have been more varied and atypical, to allow kids explore countries in Europe and places that are not usually accessible. I am against the non-use of airplanes to get to a destination, this should be a possible option. Environmental dimensions can be considered in all other ways, but should not limit the destinations of the last school trip of the kids. From financial perspective, the trips can be sometimes cheaper by plane (the return train ticket was around EUR 300 to Aix-en-Provence). [S6 — Aix-en-Provence]
- The hostel had bed bugs! [S2 — Eurospace]
- The trip was very well organized. It was expensive but from what I understand the transport and accommodation was of high comfort. I wonder if such high standard is necessary for a school trip. [S4 — The Netherlands]
- Bedbugs emergency at the hotel, all the children were required to disinfect clothes and luggage. [S2 — Eurospace]
- The kids could not rest in their room during free time. The kids were not allowed to use some of the facilities, but we still had to pay for them (pool, ...). No need to pay for an expensive hotel when the groups were not mixed at all anyway. [S4 — The Netherlands]
- I think we can afford more time and more comfort on school trips. Even a small municipal school offers more exciting trips to its community! [S5 — Academic Field Trip, Leiden]
- The group was too large The room was really good but the functioning of the bathroom was bad The meals were repetitive [S4 — The Netherlands]
- Les enfants etaient presque en garde à vue…aucun échange avec les autres à aucun moment e la journée, honnêtement ce n'a pas été une belle expérience [S4 — The Netherlands]
- i don't know the ratio adults/ pupils [S3 — London (Latinists - not compulsory trip)]

- Grosse frustration sur le manque de mélange des groupes. On tombe dans un mauvais groupe et le voyage est ruiné. Hotel 10x trop cher. À cette âge là on préfère être à 10 dans une chambre que 2 dans un hôtel de luxe. De plus ils nn'obt pas pu bénéficier de l'ensemble des services d elhotel. A quoi bon… Trop d'encadrants pour le nombre d'élèves ça augmente considérablement le prix et ne nous semblait pas utile si ce n'est pou un flicage intergroupe qui manquant de naturel. Et a produit énormément de frustration chez les élèves. [S4 — The Netherlands]
- Le transport en train devrait être privilégié. [S2 — Eurospace]
- Le coût vallait ce qui était offert, mais il restait élevé. Je ne vois pas l'utilité pour des ado de dormir dans un hotel 4 étoile. Un hotel 2 ou 3 étoiles est aussi bien pour eux. Je trouve que l'école ne doit pas les habituer à ce confort qu'ils ne rencontreront pas forcément plus tard dans leur vie. Le trajet peut se faire en train, avec location d'un bus sur place pour les déplacements. [S4 — The Netherlands]
- My child group often had to leave early, some other groups left much later. My child had to get up very early. [S4 — The Netherlands]
- Train is more ecologicol. Cost high [S4 — The Netherlands]
- Accommodation was too expensive and it is too bad that the children could not use the facilities at the hotel. [S4 — The Netherlands]
- my kid prefers this kind of accomodation much appropriate for youth than an hotel which feels more formal [S5 — Academic Field Trip, Leiden]
- Sandwiches were not very good, but this experience was always compensated by excellent restaurants in the evening. The positive side of the trip was that the participants came from different languages sections. Excellent accompanying teachers. [S6 — Oxford, Bristol, Bath]
- As the group wss to big, there were a lot of sensless waiting, till other people arrived or to leave etc. [S4 — The Netherlands]
- I think that travelling by train would be preferable because more eco friendly. A lower standard of accommodation would also be preferable as it could bring the costs of the trip down. [S4 — The Netherlands]
- c'est une bonne chose que toute l'année est partie au même endroit mais les enfants ne se sont pas vraiment mélanger entre sections [S4 — The Netherlands]
- 3.3.2: the meals were of bad quality and not sufficient [S5 — Academic Field Trip, Leiden]
- 3.3.2 There was not enough food . And the quality was low. [S5 — Academic Field Trip, Leiden]
- A big thanks to the school organising team who prepared everything very well! Organising transport by train was very smooth, even for a longer distance like Berlin with a change in trains. Very successful implementation of green mobility for trips, to fulfill the school's green label. [S6 — Berlin]
- The train trip seemed long compared to the actual time spent in Marseille. To be compared, from price vs time point of view, if the trip by plane (like Ryanair) could be a better solution for such a distance. [S6 — Marseille]
- No need for luxury accommodation, they are children [S4 — The Netherlands]
- I cannot judge about supervision. Maybe more free time was not possible because of the lack of adequate supervision or if the groups were smaller and more manageable. [S4 — The Netherlands]
- Please see the first box [S6 — Bordeaux]
- strange mix of groups in terms of sections and year. [S5 — Academic Field Trip, Leiden]
- the accommodation was terrible: broken beds and showers. noisy between the rom and dirty. very very bad. disproportionate with the costs. same for the food that was of bad quality and very little in terms of quantity. except of additional payment. people from the hotel were rude. nothing positive .they had fun among them and with the (great) teachers , and the mix of sections was very positive. the place nor the accomadation were up to expectations from students and from my as a parents. paying twice for the same place two years in a row, whilst other classes are visiting italy and other great places.. is a shame. [S5 — Academic Field Trip, Leiden]
- I have no idea [S5 — Academic Field Trip, Leiden]

- I don't think that the choice of a the hotel was necessary for the kids, especially that they could not benefit from the advantage the hotel was offering. I think that a youth hostel should work too, especially at that age. [S4 — The Netherlands]
- It was a waste of money to book an accomodation with a swimming pool and other hotel facilities that kids could not use. My child felt very upset by the fact that he could see the facility but it was just internally forbidden by the trip staff, not by the facility. Please, next year get a hotel that is not having the facilities that cannot be used or opposite, organise the use of the facilities. For example, if during the day was a small challenge, like the group that was not late for activities, disciplined and well-behaved, they could win an hour in the swimming pool. It would improve the discipline as well as morale. The rules that are disliked are the rules that have no sense or have not been explained. Saying that all the kids cannot go to the swimming pools is obvious, but leaving it like that is a lack of imagination and maybe also lack of educational insight (the girl guides and scouts are all about leveraging good behaviour). [S4 — The Netherlands]
- My sons were not happy with the food. The transportation was great, direct train, but again to underline the duration was too short and the travel ate away two days of the trip. They should have travelled the days before and after. [S6 — Aix-en-Provence]
- Changing multiple trains was not super convenient, they would have preferred buses, I liked that they used the train. On the other hand, they are teens and had plenty of time, longer trip time will not kill them. [S6 — Bordeaux]
- While overall transport and accommodation were adequate, the overall price was too expensive for what was provided. [S4 — The Netherlands]
- Please see my comment on accommodation- bedbugs - above [S2 — Eurospace]
- for outgoing trip the train was changed last minute with bus (travelling for more than 12 hours) - not be repeated again!! horrible food not adapted for the needs of kids; nutella every morning is not an appropriate meal [S6 — Grenoble - Alpes d'Huez (ski trip)]
- there was quite a bit of time spent in the bus in an out of cities. this could be shortened if activites happen closer to hotel. [S4 — The Netherlands]
- The cost of the trip seemed to high considering the accommodation provided. There were issues with the cleanness of the hotel (e.g. bed bugs). For a group of this size I think the school can negotiate better hotel deals. [S2 — Eurospace]
- As a follow up for my comment above, the quality of the meals was a bit suspect as my son reported that some other kids also had digestive issues and he pointed to some part of the buffet which he suspected was off. Regarding the supervision ratio, my point is not about the normal circumstances arrangements but rather the lack of reserve to deal with unplanned situations. [S4 — The Netherlands]
- My child was disappointed that classes were not mixed for the activities . [S4 — The Netherlands]
- My child didn't appreciate food, but the overall experience was very positive. [S2 — Eurospace]
- Point négatif concerne le coût du voyage, qui semble excessif au regard de la destinatio, des prestations proposées et des alternatives envisageables pour un budget comparable. Pour un budget similaire, il aurait été possible d'organiser, par exemple, une semaine aux Canaries en avion avec hébergement en hôtel quatre étoiles et demi-pension. [S4 — The Netherlands]
- It is ridiculous to send S4 students to a 3 (4?) star hotel. It does not give them the right values and is completely excessive. A youth hostel / shared rooms of 6-8 pupils would be absolutely fine. This accomodation reinforces the feeling of entitlement and overprotection which is completely out of whack with the competences pupils should acquire to be good and responsible citizens in the future. Also making everyone spend 1000 Euro for a one week trip is completely, over the top, incomprehensively excessive. [S4 — The Netherlands]
- Did not get much feedback from my child regarding food and accommodation.... [S2 — Eurospace]
- Nine children in one room seem to be a lot if not to say too many. [S2 — Eurospace]
- My daughters told me that there were not enough food and as they do not eat pork, they had even less. They had to buy and cook pasta. [S6 — Aix-en-Provence]

- While she enjoyed the trip, my daughter reported that the accomodation was not clean at all and not well managed, with disappointing food. We frequently go to hostels, so she has reasonable standards, but indicated she was quite disgusted by the setup and rooms. [S2 — Eurospace]
- The breakfast was limited and lacking variety and quality. Especially in the camping, the breakfast was not provided until teachers requested so. Furthermore the breakfast was a baguette to be shared and some milk in the fridge. [S6 — Bordeaux]
- Accommodation was innappropriate. School kids going to 4 stars hotels is not a good educational message. Our child found the food in buffet poor and repetitive. And this made the trip too expensive. Parents were not heard, and this was a school-imposed decision, in a compulsory trip. Very unhappy. [S4 — The Netherlands]
- Repeated room searches even during children's sleep felt inapropriate and intrusive. [S4 — The Netherlands]
- No need to go in a 5 stars hotel. It is not acceptable to have to spend 1000 euros for a 5 days trip in the Netherlands. We are a family of 5 and if I had to spend that much every time we travel.... [S4 — The Netherlands]
- trip and quality all seemed over the top and too expensive, especially for a mandatory trip. In case of twins, such a trip is very expensive and places a huge burden on families. For the same price 1800, we could have gone one full week to Athens for a family of 5 i na 4 star hotel (we made the comparison) [S4 — The Netherlands]
- group was too large [S6 — Berlin]
- Hygiene on the premises wished for more given that even children came to notice the conditions and mentioned the smell of dirt in most places inside. [S2 — Eurospace]
- Transport: Departure should be made possible for families leaving very far from the school (>25-30km) after the arrival of the school buses in the morning. It is just not possible for parents leaving that far to drive students to the school earlier. Public transport is not enabling reaching school on time. The school bus is the only way to reach school hence the trips should align with this. Social dimension: It is a real pity that rooms can not be made across class: our son has no friends in his current class, but many (about 10 boys) in other classes, thought he was not allowed to share a room with one friend from another class and was forced to share the room with someone from his current class. [S4 — The Netherlands]
- Certaines activités coûtaient peut-être très cher (Harry Potter). le prix pour toutes les familles n'est peut-être pas abordable et il faut penser à tous les budgets. cela dit, encore une fois le voyage était en général très bien organisé et les enfants étaient ravis. [S6 — London]
- Not easy to answer each questions. There should be an option "I don't know" [S6 — Grenoble - Alpes d'Huez (ski trip)]
- insist more on the hygiene on the accommodating premises - issues with bed bugs! check other offers for more competitive price [S2 — Eurospace]
- It was great that the students could choose to go in a group. [S6 — Bordeaux]
- Accommodation: There's no reasonable explanation as to why a 4star hotel was chosen as accommodation. Not to talk about the fact that the children had to choose one friend with whom to share a double room. A youth hostel with dorms would have much better fitted the purpose of team spirit and community. The educational lesson of such an accommodation choice for the children is a mystery. Cost: It's rather difficult to keep a polite tone commenting on this subject. Any positive aspects of this trip for the children and their families was ruined from the beginning by the amount of money that parents were obliged to pay, and the bill was on top of it accompanied by threads to exclude the children from school attendance in the following school year in case of non compliance to these fees. It definitely changed our perspective on the management of the school in general, and not in a positive way. [S4 — The Netherlands]
- Some supervisors may have been more active Dinners was very good, sandwiches for lunch were appalling (raw onion?). my child took food from breakfast to be eaten at lunch [S4 — The Netherlands]
- The food (as far as my child explained) was not tasteful at all. The room was not clean. [S5 — Academic Field Trip, Leiden]

- Last year, we paid about 800 euros for the school trip to the Netherlands, which we found excessive. This year, the price was in the range 300-400 euros, which we find appropriate. [S5 — Academic Field Trip, Leiden]
- My daughter was very happy with the accommodation! Thanks to Aaron Lam and other teachers for organizing this S6 trip to Aux-au-Provence [S6 — Aix-en-Provence]
- Chambre avec un grand nombre d'enfants. Quelques jours avant nous avions reçu un message pour un problème des puces de lit solutionné mais qui a suscité du stress aux parents. Repas moyen selon les dires des enfants et peu de choix au petit déjeuner. [S2 — Eurospace]
- It was very ambitious to organize a trip of all S4 students, I appreciate that. But maybe this was also too much, sometimes too difficult to handle, not allowing some flexibility and space. I also think children of this age should be fine going to a kind of hostel, be e.g. 4 person in the room. Also the hotel had facilities like a swimming pool or a gym - for which we obviously paid; but then they were not allowed to use them. Maybe it would make sense to have something a bit simpler and cheaper, but let the kids use the common space, to play games, interact etc. [S4 — The Netherlands]
- Way too espensive and a bit ridoculous to ket 14 year old kids stay in a 4 star hotel. They should stay in a youth hostel, for financial reason but in particular also for educational purposes [S4 — The Netherlands]
- L'hôtel était vraiment bas de gamme [S5 — Academic Field Trip, Leiden]
- Un repas supplémentaire avec tout le groupe le soir n'aurait pas été superflu. [S6 — Marseille]
- In relation to the above my child was disappointed not to be able to socialise outside of their small grouping. This was a drawback of the trip. Also the presence of the teenage monitors did not seem to add much from what I gathered. [S4 — The Netherlands]
- In general, train trips would be preferable to bud trips but this is not feasible for Eurospace, I realize [S2 — Eurospace]
- Cost and need for the trip - we travel with our family with much better costs and can educate kids. Hence educational reasons are not sufficent to organise such mass migrations. [S4 — The Netherlands]
- Train would be more ecological [S5 — Academic Field Trip, Leiden]
- Travail pas toujours réparti de manière équitable au sein des groupes. [S5 — Academic Field Trip, Leiden]
- Too many kids in a room The bed bugs in another room [S2 — Eurospace]
- The whole BG class was in one group while only 2 children were in another. For the social development of the children and the overall atmosphere in the school it's better to mix the groups, based on L2 for instance. [S2 — Eurospace]
- Coût/hébergement: semble élevé pour la durée et le type d'hôtel. [S5 — Academic Field Trip, Leiden]
- the meals were too small and too basic (mainly sandwiches) for teenage boys, and for the price we paid [S6 — Bordeaux]
- I hope train travel will also be explored in future [S5 — Academic Field Trip, Leiden]
- Our child is not happy in her class and they were grouped per class. [S4 — The Netherlands]
- Supervision inadequate. Organisation very poor as pupils had to wait hours and were not allowed to enjoy each others company. [S4 — The Netherlands]
- The discipline in the bus could have been better - students from another class S5 RO were particularly disturbing ; The hospitality conditions during S4 trip to NL were much more appreciated. Regarding the food - even if the quantity was there the choice was rather poor. Regarding tge transport- this question is framed in a limitation manner that prevents assessment of type of transport compared to destination- for instance for a morecremote destination using a coach will not be mandatory the best choice - rather train or plane could serve those better. For instance, if the school trip would be in the Baltic countries, Norfic countries- like Finland where an European school is located,, or in Central or Eastern Europe, Mediterranean region, using tge plane would be more cost and time effective. While travelling yo and in Germany, Italy, France, NL - train would be a very good choice. 3 days, including 2 ways travel, with 2 nights is too short: * that's the reason for the number 32) A full week would have allowed for a more in depth educational and scientific discovery - many options for visits in museums, libraries or educational establishments - universities, we're not put on the agenda and thus the full potential was not taken. [S5 — Academic Field Trip, Leiden]

- Les repas du midi étaient très mauvais. [S5 — Academic Field Trip, Leiden]
- I have no information about the topics in 3.4. so I suppose it was neither excellent nor terrible as my child did not see any reason to talk about it. [S2 — Eurospace]
- the rooms and beds were broken, so as the shower with strong issues. not at all as it should be even more taking the price into account [S5 — Academic Field Trip, Leiden]
- The standard of accomodation could be lower so that the price could be lower and more affordable for many families. However, my child was of course very happy and I had no issues with paying the price but I know it was a burden for other families in my class. [S4 — The Netherlands]
- Our son loved the breakfast at the hotel, said that lunch was basically inedible (which made him doubly grateful for a good breakfast, and that dinner varied depending on where they ate it. [S4 — The Netherlands]
- Lunches were very poor. [S5 — Academic Field Trip, Leiden]
- The packed meals were not of great quality and sometimes insufficient for growing teenagers. [S4 — The Netherlands]
- It was the trip with the bed bugs. My daughter reported that the rooms were very dirty and quite clearly had not been cleaned for a while given the amount of dirt under the beds and on the walls. This should be part of basic checks. Some meals were well put together but others not. The costs of the trip were clearly excessive and way above what was cited on the website +transport & staff costs. [S2 — Eurospace]
- I would support the use of public transport and trains. Accommodation could be more basic and thus reduce cost [S5 — Academic Field Trip, Leiden]
- The help of 16 assistants is not useful given the age of the children, all paid for by the parents. A large expense that is completely unjustified. And why do the accomodation of the teachers + assistants is paid by the parents? [S4 — The Netherlands]
- The type of accommodation is not the one you would expect for a S4 school trip. [S4 — The Netherlands]
- La comida estaba lejos de aceptable [S6 — Berlin]
- It's hard to understand that a school trip to be more expensive than family vacations. I don't think the participation of monitors on top of all the teachers is reasonable, all of them at the cost of the parents. [S4 — The Netherlands]
- The meals did not offer sufficient variety for vegetarians and were not healthy (pizza, burgers, sandwiches). [S6 — London]
- Il est complètement inutile de séjourner dans des hôtels hauts de gamme car les élèves ne peuvent pas utiliser tous les sévices associés, la piscine par exemple. Un centre de bananes, une auberge de jeunesse avec des services de bas mais suffisants pour des groupes de jeunes adolescents. [S4 — The Netherlands]
- Too many adults per pupils which lead to a very high cost for the trip! [S4 — The Netherlands]
- Train to London was of course the best possible choice. But, I don't mind plane either if a destination further away is chosen for other school trips. [S3 — London (Latinists - not compulsory trip)]
- The price per child is quite expensive although I understand the programme was very rich. Maybe some social activities could be cancelled (cheese tasting) and/or the school could go by train to the Netherlands and rent a bus in the Netherlands, this could possibly reduce the costs. [S4 — The Netherlands]
- see comment above [S4 — The Netherlands]
- I was told, children were not allowed to take food from the buffet a second time. [S4 — The Netherlands]
- There was a lot of mould in the bathroom attached to the room my child stayed and issues with the plumbing. The room could not be sufficiently ventilated. The food served was not edible. [S5 — Academic Field Trip, Leiden]
- the Meals apparently were not too good.... [S4 — The Netherlands]
- The hostel was not clean [S5 — Academic Field Trip, Leiden]
- I know it is not the school faults but there was bed bug issue during the trip. [S2 — Eurospace]
- Despite a high supervision ratio, some issues between students were lately spotted by the supervisors. The supervisors should be more attentive and not only rely on students complains. [S4 — The Netherlands]

- Cost a bit high for a trip to Bordeaux, but maybe it is linked to the accompanying team that we have to cover the costs for? [S6 — Bordeaux]
- too luxury accommodation too large group lunch packs not tasty and always the same too many supervisers : 1 per group of 6 for teenagers is more than when a kindergarten travels, and making the price grow too high [S4 — The Netherlands]
- My child mentioned that classes were not allowed to mix, which was a pity for many friends were in other classes and they could not meet or do activities together. The fact of sending the full year together meant these choices had to be made, but at their age, they like to socialise and they are no longer small children. [S4 — The Netherlands]
- There is absolutely no need whatsoever for all S4 students to travel together to the same place at the same time (the group was, anyway, split into subgroups). There is no need to travel by coach to destinations such as the Netherlands (train travel may be better). [S4 — The Netherlands]
- Some parents were very unhappy with the costs of this trip, although I found it reasonable for the richness of the week they had. If possible to be more transparent in advance about the costs and why they have to be as they are, I think that would reassure some people. [S4 — The Netherlands]
- Sandwitch for lunch is an easy option, but a more healthy option would be more welcome. [S4 — The Netherlands]
- excellent trip to motivate kids on culture [S3 — London (Latinists - not compulsory trip)]
- I have a positive approach to CO2 friendly transport but not at all costs. 8-9h transportation time for a 5 day trip is excessive. Not really convinced that flights should be abandoned completely for the school trips. [S6 — Aix-en-Provence]
- Train instead if bus? [S5 — Academic Field Trip, Leiden]
- I am strongly opposed to luxury trips for our young people. I would prefer them to learn that having a good time with their class does not necessarily mean travelling by coach and staying in hotels, but also – and above all – travelling by train and staying in youth hostels or camping. [S4 — The Netherlands]
- If the real purpose of this trip is to connect with the culture of ancient Rome, then it is clear that there are EUROPEAN cities that are more interesting than London. Moreover, the trip is too short, especially considering the potential costs of renewing a passport and obtaining an ESTA [S3 — London (Latinists - not compulsory trip)]
- MEALS: The food at the hostel was terrible and not sufficient, and pupils WERE NOT ALLOWED TO BUY FOOD OUTSIDE. COST: The price for this trip is FAR TOO HIGH, and the quality of accommodation and food EXTREMELY LOW [S5 — Academic Field Trip, Leiden]
- the sanitary problems at the venue seem to have been solved right before the trip, according to the venue administration the food was not of ggod quality [S2 — Eurospace]
- La partie eurospace center à été fort appréciée par mon enfant. Par contre pour le logement, ils étaient le 2ème groupe à y aller, juste après la désinfections des puces. L'hygiène selon mon enfant était désastreuse, le sol collait, le douche sales et pleine de moisissures, logement insalubre et peu confortable. Service repas très lent ou pas bon... Tarif que l'on a dû régler (405€) bien trop élevé pour 3 jours sur place. Comparé à ce qui était indiqué à cette période sur leurs sites internet. 3 nuit sur place pour +- 270€. Je comprends qu'il y ait des frais pour le bus, l'organisation et autre mais je trouve cela trop excessif [S2 — Eurospace]
- My child had the impression that sending all the S6 together had no added value since they did not do practically anything together. He would have preferred a smaller place a smaller group, rooms with more friends in the same room and a nicer destination knowing that they will come back to the same place in S5 [S4 — The Netherlands]
- Please see comments above. The supervising teachers were not capable of managing a group of disruptive students. [S6 — Berlin]
- accommodation was too luxurious for such a group of children; and if the idea was to still go for such a nice hotel, the children didn't have access to several of the hotel's facilities (pool, games area) there are nowadays very nice youth hostels that would be even better suited [S4 — The Netherlands]

- There is a feeling that 1000 euros is a lot for a destination that is not that expensive nor very far, the travel agency probably had a nice margin. That's said, it remains affordable for us and the organization was good. [S6 — Berlin]
- Food - poor choice of meals, insufissient, tasteless, not enough hot meals, the sandwiches for the day trips - poor and dry. [S4 — The Netherlands]
- According to my child, the quality of the meals was poor and the comfort of the room was not that good. [S2 — Eurospace]
- accomodation and food in particular were heavily criticised. accomodation too far out and food options very bad. [S6 — Oxford, Bristol, Bath]

4.2 Single most valuable thing gained (n=160)

- Some practical experiences were very nice. [S2 — Eurospace]
- The teambuilding part of the trip was positive. However, the subjects of the trip were not at all connected to my child's studies. The choice of the subjects was absolutely not justified and one could ask if it was not determined by the choice of the destination. If this was the case, it was an absolutely wrong approach. [S4 — The Netherlands]
- Being introduced to notions of phisics, astronomy [S2 — Eurospace]
- Pas d'échanges entres sections [S4 — The Netherlands]
- restant dans son groupe classe, pas de réelle plus-value (ni pédagogique, ni linguistique, ni sociale) [S4 — The Netherlands]
- Maybe he gained some critical sense concerning the fact that there is a difference between theory and practice when we say we want to reduce emissions, because he spent several hours in the bus everyday so he gathers that it is difficult to do it in practice. He would have liked a "greener" trip. [S4 — The Netherlands]
- My child shared dissapointment that despite the 5 days, an entrance to Rijksmuseum was not included which he would have valued more than a day at the beach. [S4 — The Netherlands]
- exposure to the topic in a different setting. [S2 — Eurospace]
- The experience to be with the classmates. [S6 — Aix-en-Provence]
- The space shuttle simulator was great! [S2 — Eurospace]
- The highlight of the trip according to my son was the disco. [S4 — The Netherlands]
- Making memories with the class mates [S4 — The Netherlands]
- Better connecting with his comrades. She said they all felt closer after the trip and she got to engage with kids she hadn't talked to before. Not having the cellphones definitely helped to connect better with their peers. [S4 — The Netherlands]
- Being with his friends in another context [S5 — Academic Field Trip, Leiden]
- Good memories being with the class outside schools [S5 — Academic Field Trip, Leiden]
- The overall atmosphere must have been very good, good mix of a program (not necessarily linked to school subjects but was is available and interesting to visit for a teenager, e.g. in Marseille the stadium) and free time. I also think that the team of teachers trusted the kids and gave them the space/free time to explore the city in mini-groups. [S6 — Marseille]
- The discovery of a new country and its particularities [S4 — The Netherlands]
- Il est rentré plutôt déçu de ce voyage scolaire [S4 — The Netherlands]
- Interculturality [S6 — London]
- Elle s’est bien amusée malgré tout. [S4 — The Netherlands]
- Découverte de sujets scinetifiques, de manière plus concrète qu'en classe. [S2 — Eurospace]
- Le plaisir d'être en groupe et d'y apprendre la discipline dans un cadre moins formel et moins scolaire. Une autre relation avec l'école. [S4 — The Netherlands]
- Being with friends [S4 — The Netherlands]

- Seeing new places, taking part in interesting activities and spending quality time with classmates. Also learning to be autonomous. [S6 — Aix-en-Provence]
- I don't know [S5 — Academic Field Trip, Leiden]
- New friends thanks to the smaller group and mix of language sections. [S6 — Oxford, Bristol, Bath]
- Time with friends. [S4 — The Netherlands]
- il a été content plus du temps passé avec ses amis que de l'apprentissage qu'il a trouvé "null" [S4 — The Netherlands]
- First-time discovery of Berlin and German culture, together with the connection to S6 History topics. [S6 — Berlin]
- Great time with friends. [S4 — The Netherlands]
- being part of a group [S2 — Eurospace]
- Group dynamics [S2 — Eurospace]
- Better social integration and stronger friendships [S6 — Marseille]
- Learning in a different context [S2 — Eurospace]
- développer son indépendance [S3 — London (Latinists - not compulsory trip)]
- The trip was a while ago but he enjoyed traveling to new places with friends. [S4 — The Netherlands]
- Making friends and opening to them [S2 — Eurospace]
- Assessment of the non-respect of safety while practicing sports. [S6 — Bordeaux]
- Exposure to historical and cultural sites. [S6 — Berlin]
- the opportunity to meet and stay in a group in which different linguistic sections were. and the trust and great relation with the teachers; ONLY. [S5 — Academic Field Trip, Leiden]
- Memories [S5 — Academic Field Trip, Leiden]
- Enlarging group of friends at school [S6 — Marseille]
- Major historical events shape the whole world indefinitely [S6 — Berlin]
- It was a great way to break a daily toll of going to school, day after day, after day. Some change is necessary, some fresh air, some experiences that cannot be gained in Brussels or after school. [S4 — The Netherlands]
- Seeing the South of France [S6 — Aix-en-Provence]
- Spending time with friends in non school environment. [S6 — Bordeaux]
- The cultural activities undertaken were not new, as the destinations chosen were easily reachable from Brussels and similar activities were followed as part of family trips. Furthermore, the most important museums were not part of the trip. [S4 — The Netherlands]
- Class/group experience [S4 — The Netherlands]
- My child only talked about the bed bugs! [S2 — Eurospace]
- although we do not see any connection with the topics studied, it was much appreciated as my son loves skiing [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Spending time with the teachers in an environment where teachers look less like teachers but more like really cool adults. [S3 — London (Latinists - not compulsory trip)]
- Meeting other pupils form other sections was nice [S5 — Academic Field Trip, Leiden]
- More interesting approach to scientific matters, nice change of the school routine. [S2 — Eurospace]
- Being away without a phone [S4 — The Netherlands]
- Spending time with his classmates, being in charge of himself and managing well, proving to himself his resilience, even during a short illness. [S4 — The Netherlands]
- being with his friends and class mates. [S4 — The Netherlands]
- He had the opportunity to experience first hand what he studied during class hours. [S2 — Eurospace]
- Not sure. It seemed more like a touristic trip. [S3 — London (Latinists - not compulsory trip)]
- Being with other children of the same age. This reinforces my points above: this trip was too expensive for what it delivered (and intended to deliver). [S4 — The Netherlands]

- Eurospace is very interesting destination, exciting subject, gained knowledge and such trips strengthen indeed the sense of being part of the group. [S2 — Eurospace]
- A nice group experience [S6 — Aix-en-Provence]
- Space/Astronomy knowledge [S2 — Eurospace]
- Social experience [S2 — Eurospace]
- Interest in and better understanding of space / moon / gravity etc. [S2 — Eurospace]
- Unfortunately, nothing. They stayed with the same group of friend, they complained about the duration of the trip 2 days out of 5 spent in the train. [S6 — Aix-en-Provence]
- My child improved his adaptability to different situations and different people. [S6 — Bordeaux]
- Stronger interest for culture and nature [S6 — Marseille]
- Still don't know. Ssking our kid about what they had done she could not mention one place or museum. Did not know what was in Den Hague... Our child also criticised the fact that they were separated in small groups, despite the fact that we were imposed the 4 star hotel because the school wanted all S4 kids to travel together and make connections. [S4 — The Netherlands]
- Spend time with friends [S4 — The Netherlands]
- Interested in science [S2 — Eurospace]
- Understanding that the school can not guarantee their privacy nor security and do not respect them. [S4 — The Netherlands]
- cultural differences [S6 — Bordeaux]
- Stronger links with his schoolmates. [S4 — The Netherlands]
- not sure how a trip to the Netherlands was relevant to what they study at school. And culturally, going to the Netherlands is not that much of a cultural experience, especially when the kids live in Belgium. [S4 — The Netherlands]
- Visiting London, although too few cultural outings were organised and too much accent was placed on “Disney like” experiences. [S6 — London]
- Responsibility [S4 — The Netherlands]
- Enjoyed discovering Amsterdam as big city of the neighboring country [S4 — The Netherlands]
- Social binding with peers [S5 — Academic Field Trip, Leiden]
- autonomy [S2 — Eurospace]
- Having the experience of the group. [S6 — Bordeaux]
- L'acceptation [S5 — Academic Field Trip, Leiden]
- That the school obliged their parents to pay a huge amount of money for a trip they did not want to go to. [S4 — The Netherlands]
- Social activities with classmates and good memories [S4 — The Netherlands]
- Spending time with friends, spending time outside classroom, exploring new places…the idea of trip is good but the place where they stayed and food that they got was not. [S5 — Academic Field Trip, Leiden]
- Pleasure in practising biological science on field [S5 — Academic Field Trip, Leiden]
- Seeing different country and region where we never went before. It extended my daughters horizons. [S6 — Aix-en-Provence]
- Un peu de liberté et du bon temps [S2 — Eurospace]
- As far as I know there was little connection between the trip and the studies, and I understand that there wasn't much in the programme that would bring them closer to the history of the country, or the city, to the artists that used to live there etc. [S4 — The Netherlands]
- nothing really special [S5 — Academic Field Trip, Leiden]
- memories with friends in an educational environment [S3 — London (Latinists - not compulsory trip)]
- Time with classmates [S2 — Eurospace]
- D’être en pleine air et faire des activités et découvrir [S5 — Academic Field Trip, Leiden]
- Confident in skiing [S6 — Grenoble - Alpes d'Huez (ski trip)]

- diversity of activities [S4 — The Netherlands]
- Helped the kids to understand the meaning of being part of a group. [S2 — Eurospace]
- Autonomie Adaptation (il y a eu quelques péripéties) [S6 — Marseille]
- Enjoyable, relaxed experience with peers during what is a challenging year when S4 students are faced with their first B tests. My child could not have been more positive about the experience, including the excellent no-phone policy, with the only drawback being not being able to socialise outside the group. Although he was v positive about the group itself and the teachers supervising it. [S4 — The Netherlands]
- Enthusiasm for school activities [S2 — Eurospace]
- Possibility to spend time with her cassmates maybe. [S4 — The Netherlands]
- expérimentation, sens de l'observation, sensibilisation à l'environnement [S5 — Academic Field Trip, Leiden]
- Genuine interest is the topic [S2 — Eurospace]
- Some out-of-school educational and life experience [S6 — Marseille]
- Interest in astronomy. [S2 — Eurospace]
- C'était une expérience supplémentaire d'autonomie. [S5 — Academic Field Trip, Leiden]
- Playing badminton with friends in the evening and discovering that they enjoyed this sport [S5 — Academic Field Trip, Leiden]
- Social interaction and biking trip [S5 — Academic Field Trip, Leiden]
- We are not sure, managing her emotions? [S4 — The Netherlands]
- Independence [S6 — Aix-en-Provence]
- Estonian teachers were very supportive and her best friend when my child need most help during the most difficult time. My child understood that she was not alone with the worries [S4 — The Netherlands]
- The expectation on what the children had time to do (exercises to complete) during the trip was not realistic. This was the same problem as the year before. [S5 — Academic Field Trip, Leiden]
- Entertainment and team building [S5 — Academic Field Trip, Leiden]
- We have visited NL and Leyde already honce there was not a lot of new about the discovering the culture. My child is very intellectually curious, so this trip wasn't that instrumental in this regard. A trip to a bit further than the immediate neighbours, with a visit for instance to sites of European heritage label, or linked to WWII (like the school in Carese organised for instance) or WWI, fir the pupil to witness the remaining testimony of world conflicts would be very instrumental hor them. There is little point to organise LaeMUN or MEC, if the youngsters do not understand tge very reasonable why the UN or the EU were created. [S5 — Academic Field Trip, Leiden]
- Le Beach volley [S5 — Academic Field Trip, Leiden]
- Contacts avec ses amis [S6 — Grenoble - Alpes d'Huez (ski trip)]
- - I would appreciate more attention to be given to the subject of the trip during regular classes before and after the trip across the school subjects [S2 — Eurospace]
- the destination was not at all ideal as being the same of the previous years. teachers and programmes were excellent though. they had fun, they was an excellent symbiosis with the teachers and groups of different nationalities. that part was the success of the trip [S5 — Academic Field Trip, Leiden]
- That he can live without mobile! [S4 — The Netherlands]
- School trips are so rare especially for my son's classmates (they have missed 2 school trips during COVID years). Kids appreciate enormously the opportunity to study in a different setting then the school classroom and share new experiences with classmates and teachers. [S5 — Academic Field Trip, Leiden]
- A stronger sense of belonging to the peer group. [S4 — The Netherlands]
- He enjoyed time spent with his classmates and some autonomy exploring different urban areas. [S4 — The Netherlands]
- Being with her friends [S5 — Academic Field Trip, Leiden]
- Different environment, more independence. [S2 — Eurospace]
- Independence and coping on his own; screen detox [S4 — The Netherlands]

- The pedagogical activities were dynamic, engaging and fun. [S2 — Eurospace]
- She got to know new board games thanks to her friends. [S5 — Academic Field Trip, Leiden]
- Destination was the same than trip in s4 and even musuem visited was the same [S5 — Academic Field Trip, Leiden]
- A leisure trip but one month before the B tests. [S4 — The Netherlands]
- My child had a great time, found the visits interesting. [S4 — The Netherlands]
- Communication [S6 — Bordeaux]
- Human relation [S4 — The Netherlands]
- La bonne ambiance entre élèves et avec leurs professeurs, les soirées organisées. [S4 — The Netherlands]
- Nice experience [S4 — The Netherlands]
- Very good center and learning offering. The accommodation and food were unappropriated. [S2 — Eurospace]
- Me hijo dijo q lo pasó muy mal [S6 — Berlin]
- Bonding with friends [S6 — London]
- He made new friends and had stronger connections in the absence of phones. [S4 — The Netherlands]
- Team building outside the school context in a foreign country, in particular building bonds with teachers. [S3 — London (Latinists - not compulsory trip)]
- He learned to be part of a larger group and to take into account everyone's opinions and to value them. [S4 — The Netherlands]
- I cannot say [S4 — The Netherlands]
- The trip strengthened my child's sense of being part of the group. [S5 — Academic Field Trip, Leiden]
- That you don't always get what you pay for. [S5 — Academic Field Trip, Leiden]
- Group feeling [S4 — The Netherlands]
- Spending time with her friends. However, not everybody got to do all the activities so she was disappointed when she came back. [S2 — Eurospace]
- the value of compromise [S4 — The Netherlands]
- Nothing. It was utterly useless (except for having a nice trip). [S4 — The Netherlands]
- My child wants to live in Netherlands now. [S4 — The Netherlands]
- repetitive programme (same locations of previous trip) [S4 — The Netherlands]
- The best memory of the Aix trip was playing football with other boys. It says it all. [S6 — Aix-en-Provence]
- Friendship and relation with teachers and adults [S6 — Bordeaux]
- Besides all the bad (accommodation, food, prices - for a snack at the museum etc), my child was very happy to spend time with classmates. This is the only positive thing to say about the trip. [S5 — Academic Field Trip, Leiden]
- Being together in natural place [S4 — The Netherlands]
- The fact of being without phone. The fact of being in small groups. The quality of workshop. [S4 — The Netherlands]
- She would like to return to Berlin to do it properly, as she found everything that they did interesting but it was spoiled by the group/teacher dynamics. [S6 — Berlin]
- knowledge of the country [S4 — The Netherlands]
- As said before, the trip had no link with topics studied at school. My child enjoyed the time spent with his mates, there was a good spirit in the group. [S6 — Marseille]
- Berlin is interesting from an historical point of view, and related to what he is going to study next year, so good from an educational point of view. [S6 — Berlin]
- Not convinced that the programme had any link to topics studied in class. [S6 — London]
- Being a part of a team means making comprimises. [S4 — The Netherlands]
- educational activities in a pleasant setting and relaxed atmosphere [S6 — Aix-en-Provence]

- Closer friendships and autonomy [S4 — The Netherlands]

5.1 Most important change recommended (n=228)

- Higher standard for food. [S2 — Eurospace]
- La destination, dans le cas où le voyage en S4 est aussi un voyage scientifique en Hollande (pour ne pas revivre la même expérience). [S5 — Academic Field Trip, Leiden]
- My child's group never had the activities announced (a part from the pizza on the boat). They had to sit in the restaurant in the evenings doing nothing because the activity in the evening was never organised. It was a total wast of time and even a disrespect of the children. On top, the parents payed for the evening activities as well which was not provided. Totally inacceptable! [S4 — The Netherlands]
- Better food. Better accommodation. Lower price. [S2 — Eurospace]
- Trop de voyages en secondaire et voyages trop chers: ils sont imposés avec des arguments d'autorité. En fait, nous payons pour des VACANCES scolaires, ce n'est pas admissible,... Si certains parents souhaitent occuper leurs enfants avec de telles activités/stages tous les ans voire plus, ce n'est certainement pas le cas de tous. [S4 — The Netherlands]
- Ne pas aller à la fois en S4 et en S5 (comme il semble que c'est prévu) au même endroit. Prix trop élevé. Les messages de l'école reprenant presque exclusivement des interdictions/restrictions/sanctions... ,cela ne donne vraiment pas envie de voyager dans ce climat! [S4 — The Netherlands]
- Not to spend so many hours in the bus. [S4 — The Netherlands]
- A visit to Rijksmuseum must be included given a day spent in Amsterdam. This is best for connecting to school activities in many subjects. [S4 — The Netherlands]
- Cleaner and aired rooms. [S2 — Eurospace]
- Do no exaggerate costs!!! [S4 — The Netherlands]
- check the quality of the accomodation. [S2 — Eurospace]
- Allow travelling by plane to enrich the choice of destinations. [S6 — Aix-en-Provence]
- Better food and accommodation [S2 — Eurospace]
- The trop to the Netherlands was very well organized. However, I think it would make more sense for the students to go to a country of their L2 or L3 option. [S4 — The Netherlands]
- The accommodation [S2 — Eurospace]
- that it be less expensive [S2 — Eurospace]
- Not putting all students in the same hotel, so that the trip becomes more pleasant for the kids. [S4 — The Netherlands]
- Lower the price. For families with more than 1 kid, it's a huge budget to pay 1000 euros per trip. [S4 — The Netherlands]
- I think that is better to divide pupils in several periods during the year instead of doing the trip with one large group [S4 — The Netherlands]
- Being with friends in another context Longer school trip Other places. They went twice to Leiden !!!! [S5 — Academic Field Trip, Leiden]
- Maybe a variety and/or a choice of destination [S5 — Academic Field Trip, Leiden]
- More related to subjects that the children study at the school [S4 — The Netherlands]
- Être dans des chambres plus nombreux et moins de luxe inutile. Plus de visite culturelles plus haut de gamme. L'école n'a pas que valeur d'amusement, et aller à Amsterdam sans en profiter pour faire une visite esicative au rijks rien du crime de lèse majesté. [S4 — The Netherlands]
- Transport en train. [S2 — Eurospace]
- Le coût vallait ce qui était offert, mais il restait élevé. Je ne vois pas l'utilité pour des ado de dormir dans un hotel 4 étoile. Un hotel 2 ou 3 étoiles est aussi bien pour eux. Je trouve que l'école ne doit pas les habituer à ce confort qu'ils ne rencontreront pas forcément plus tard dans leur vie. [S4 — The Netherlands]
- To organise better morning departures. [S4 — The Netherlands]

- Maybe find a cheaper accommodation or choose another destination. [S4 — The Netherlands]
- Clearer pedagogical goals. Activities were nice but not different than what a family trip could have been. [S6 — London]
- my kid went twice to leiden and visited the same museum. I would recommend to ensure different experiences every year [S5 — Academic Field Trip, Leiden]
- Nothing to change! [S6 — Oxford, Bristol, Bath]
- Not all the 300 students to one trip. [S4 — The Netherlands]
- We educate our children to stay modest and value simplicity. We found that the hotel was too fancy. [S4 — The Netherlands]
- Replace it with a more interesting destination [S5 — Academic Field Trip, Leiden]
- ne pas se limiter par le moyen de transport dans le choix de la destination; [S4 — The Netherlands]
- To seriously listen to students and to really consider their opinion and not only pretend to do so. To include also other means of transportation like using trains and planes [S5 — Academic Field Trip, Leiden]
- Not every year the same destination. Food should be better and more. [S5 — Academic Field Trip, Leiden]
- To find good solutions to ensure a positive behavioural climate. [S6 — Berlin]
- I would recommend that we have choice. [S4 — The Netherlands]
- food [S2 — Eurospace]
- the food [S2 — Eurospace]
- Quality of food [S2 — Eurospace]
- To be compared, from price vs time point of view, if the trip by plane (like Ryanair) could be a better solution for such a distance. [S6 — Marseille]
- The trip should be longer, train is expensive therefor once in London I suggest the kids have more time to learn and experience the city [S3 — London (Latinists - not compulsory trip)]
- No insects in the beds please [S2 — Eurospace]
- le faire dans un pays de l'UE et zone euro; la durée actuelle était de 2 jours et 1 nuit. Mon enfant est retourné épuisé. Sur le plan éducatif, 1 nuit en plus serait justifiée pour permettre d'apprendre plus, faire plus d'activités ou bien diminuer l'intensité du programme côté voyage. [S3 — London (Latinists - not compulsory trip)]
- Lower cost, standard accomodation is fine. [S4 — The Netherlands]
- The survey should be done right after the trip for more appropriate feedback. I have forgotten many of the things my son told me. [S4 — The Netherlands]
- Drastically improve the cost/quality ratio [S6 — Bordeaux]
- Don't do a trip to a destination where the class was already the year before. The costs are far too high just for two nights in a hostel. [S5 — Academic Field Trip, Leiden]
- Adding a day! Makes the lengthy travel easier to bear. The hotel was apparently really nice and I love that they could provide feedback on organizational elements prior to the trip - built a lot of support and buy-in for the visit. [S6 — Berlin]
- another country in Europe that NL. an accomodation and foood that are appropriate , clean and not broken. [S5 — Academic Field Trip, Leiden]
- Permettre aux enfants de visiter d'autres villes que la Hollande. Ma fille a été 2 fois en Hollande avec l'école déjà. Même si le seul moyen de transport est l'avion. C'est très important pour les enfants d'organiser ces voyages pour leur permettrent de découvrir et de partager des moments ensemble [S5 — Academic Field Trip, Leiden]
- - No need for a 5 start hotel, when kids are not allowed to use the facilities (swimming pool). Better, a cheaper hotel - The justification for the 5 star hotel was the fact that all the students could be in one big hotel. However, the students were not allowed to mix with other groups. Therefore, i would suggest that students are accommodated in two different hotels, more affordable - Departure and arrival time. Some students were asked to be at school very early, while some others were asked one hour later. At the end, all the buses left at the same time. Some kids and parents had to wait for more that 1 hour outside the school. [S4 — The Netherlands]

- Separate social from pedagogical activities more clearly. Be more flexible and listen to the opinion of students. Many of them have well-thought and interesting ideas, but they are not heard. [S4 — The Netherlands]
- The duration of the trip...I would add 2 more days [S6 — Berlin]
- trips should not be mandatory and they should include a reasonable rest time (not the case this year). They should not be like military camps.Th programme was too heavy, my kid was sick after the trip to Amsterdam, vomited and could not wait to reach home to have some decent food. [S4 — The Netherlands]
- No facilities in the hotel that the trip participants cannot use. Either organise the use, e.g. as a reward, to a group that wins some challenge, or get a cheaper hoitel without extra facilities. There could be even two distinc hotels, it is enough that one hotel hosts one bus. No need to search for a big one that hoists everyoine and still, the buses go their way after breakfast, quite a useless thing to pack everyone in one hotel. [S4 — The Netherlands]
- I think this trip is important in terms of topic and provided at the perfect age. I would not change anything [S2 — Eurospace]
- The price is extremely high. Four nights in a camp site in a shared bungalow and direct train DO NOT cost 1300€. As my two sons participated, I paid almost 3000€, which is outrageous. Fyi, a 7 night stay, half-pension, flight included at a 4-star hotel in Fuerteventura in March is half the price. And I don’t accept the argument that the activities cost a lot, because they were simple, basic, nice, but not expensive. [S6 — Aix-en-Provence]
- Communication about trip to parents too, not only to students. The accommodation they stayed in was very nice which is good but they would equally enjoy a cheaper hostel and it would be easier for some parents to afford it. [S6 — Bordeaux]
- Access to the phone - while we understand the need to directly connect in such trips, there should be a balance between the safety that a phone provides (in cases of emergency or for orientation) and the need to connect. The trip was very stressful because the children could not follow autonomous activities, when there was time for that, because they could not contact their teachers and vice versa. Furthermore, the information received during the trip were extremely vague and general. Children could not take photos to share and enjoy memories (the cameras are not the same nor access to see some photos on school premises). [S4 — The Netherlands]
- smaller groups [S4 — The Netherlands]
- Departure organisation [S4 — The Netherlands]
- agree on better transport means and menu appropriate for their needs at their age [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Mon fils est en Section FR S2. Il n'as pas fait des vopyage scolaire car pas prévus de l'2cole. [S2 — Eurospace]
- Could be 1 night longer (Fri-Sun). I'd give the teachers who organise such trips a well deserved day off afterwards! [S3 — London (Latinists - not compulsory trip)]
- To be more focused on educational interest and not going in NL for just no reason! Science vs language? Focus more on added valued activities, less expensive for parents and less comfort for teachers! Ridiculous to be in a motel or young auberge with 5 or 6 per room in comparison with hotels with spa or swimming pool not at the disposal of the pupils! [S5 — Academic Field Trip, Leiden]
- maybe less activites, but longer, less packed agenda, and less bus. [S4 — The Netherlands]
- Negotiate better the conditions and the price. [S2 — Eurospace]
- Go to Italy, Spain, Greece, Portugal! [S4 — The Netherlands]
- While it was not an issue for us, I have some concerns that these trips put some families under financial strain. So, I would try to consider more economical options. [S4 — The Netherlands]
- Longer trip [S5 — Academic Field Trip, Leiden]
- Important to set educational objective first and select destination on this basis. Structure programme around that. Camping should be considered. Week of sports, theatre/art, science activities in a dedicated center could be an idea to develop as alternative to city trip. [S6 — Grenoble - Alpes d'Huez (ski trip)]

- More connection with subjects the child studies - e-g there was no immersion in the language for those studying the language [S4 — The Netherlands]
- Stop trip to Nederland [S5 — Academic Field Trip, Leiden]
- Destination [S5 — Academic Field Trip, Leiden]
- less expensive, continue using train / bus for school trips (no flights). [S4 — The Netherlands]
- My son only complained about the food. He enjoyed the activities and made new friends thanks to the students distribution in several groups and bedrooms. [S2 — Eurospace]
- Let the students decide about the destination. [S6 — Berlin]
- See comment above. [S3 — London (Latinists - not compulsory trip)]
- Find a simple youth hostel somewhere close by (in BE / FR / NL /DE). if the group is too big, split in 4 and assign pupils to a destination. All in the same area / distance from school, so that there is no significant difference between them. [S4 — The Netherlands]
- Less Kids accommodated in one room. [S2 — Eurospace]
- Cheaper [S6 — Aix-en-Provence]
- Check before for bed bugs [S2 — Eurospace]
- It was all great according to my child [S2 — Eurospace]
- My child had gone to the same region in the Netherlands the year before on their school trip, they had even been to the same museum. It would be nice to allow them to discover different destinations [S5 — Academic Field Trip, Leiden]
- That the parents have nothing to say about it [S5 — Academic Field Trip, Leiden]
- Communication to be improved - students split between groups without any advice - this is why people scheduled to leave the school at 8 am came at 6,30 just because the announce was confusinh (ex. S4ROA) [S4 — The Netherlands]
- The communication should be improved, a better cost benefit analysis should be performed taking into account destination and means of transport. A preliminary invoice should be sent to parents to allow them to start saving /paying at their pace. [S6 — Aix-en-Provence]
- Different accomodation. [S2 — Eurospace]
- Less packed agenda, not so early waking up during the trip (not before 7). [S4 — The Netherlands]
- Dont do the same trip twice in a row [S5 — Academic Field Trip, Leiden]
- I believe that, for better communication between: students-parents, students-teachers, children should have their cell phones with them. In a disciplined way, only for communication. [S4 — The Netherlands]
- To go back to a choice of destinations, not going all to the same, giving some options to thw parents... and pkease level down! Youth hostels are great for youth travels!!! [S4 — The Netherlands]
- Make it less expensive, 4 star hotel is definitely not needed for a school trip. Make smaller groups for the trips. [S4 — The Netherlands]
- More communication in case of issue (if a child is impacted personally I would expect more than a group email) [S2 — Eurospace]
- Consult the concept, the programme as well as the rules, safety, organization and mobiles policy with the students. [S4 — The Netherlands]
- More adapted to the children age and intests [S5 — Academic Field Trip, Leiden]
- Amélioration des repas [S2 — Eurospace]
- Please continue with the mobile phones' ban [S4 — The Netherlands]
- Either less expensive or make it actually worth the money and go somewhere with lasting impact culturally/ Rome/Greece [S4 — The Netherlands]
- Build the trip around cultural visits, few but well organized, with guides in little groups and reference to history or literature. [S6 — London]
- More communication with the parents during the trip [S4 — The Netherlands]
- smaller groups [S6 — Berlin]

- A thourough check of the premises beforehand to avoid the panic stress and work for such a huge amount of households upon students' return from the last trip (bedbugs found on some of the girls' luggage), stricter hygiene rules when negotiating with the service providers would definitely be a plus Smarter food choices would be nice too [S2 — Eurospace]
- The fact that the children fully engaged without having phones. [S4 — The Netherlands]
- Cheaper and more enforcing rules. [S4 — The Netherlands]
- allow flexibility among groups [S4 — The Netherlands]
- No more Netherlands please. So far, since maternal the few school trips organised were all in the NL. Change destination. Ex. Spain, Greece, France [S5 — Academic Field Trip, Leiden]
- Limiter les activités: pas besoin de multiples visites, de spectacles, de parc à thème pour un seul voyage. Une activité par jour c'est bien et c'est moins cher. [S6 — London]
- I'm not sure if this selection/ competition regarding the choice of the trip is transparent enough for parents. I would like to see something on paper because as explained by my child, it doesn't seem to be clear enough. [S6 — London]
- This trip can be repeated as it is. [S6 — Bordeaux]
- Par pitié, le choix de partir dans une ville européenne autre qu'aux Pays-Bas. Bien que ce soit un magnifique pays, ce n'est pas une destination de rêves et ce 2 années d'affilé pour des enfants. A titre personnel, je n'ai aucun souci avec le voyage en avion si cela s'avère plus pratique. [S5 — Academic Field Trip, Leiden]
- Less expensive, appropriate accommodation [S4 — The Netherlands]
- Should be more educational [S6 — Aix-en-Provence]
- Invest more in the lunch food [S4 — The Netherlands]
- I would definitely suggest to change the accommodation where children will stay. Also, it would be good to choose/ to visit different museum (and not the one that was visited in S4). [S5 — Academic Field Trip, Leiden]
- My daughter complained about the quantity of information to collect on the spot and report. I looked at the documents prepared by the teachers and I acknowledge their quality but I would recommend reducing somewhat the tasks the students were asked to perform. [S5 — Academic Field Trip, Leiden]
- No changes! All was very good. [S6 — Aix-en-Provence]
- Plus de communication vers les parents durant le voyage [S2 — Eurospace]
- there should be more time for the children to interact, to do things together, not only with their room-mate, time where they can decide what they want to do - possibly with one of the teachers - e.g. walk in the town and explore, take a tour on the canals, play some games in the hotel or on the beach etc. [S4 — The Netherlands]
- another destination, corresponding more to the age [S5 — Academic Field Trip, Leiden]
- including an educational treasure hunt [S3 — London (Latinists - not compulsory trip)]
- See above. They enjoyed it very much but they are jzst to spoiled. A youth hostel with 4 in room that they need to clean afterwards would seem mord sensible and educational. [S4 — The Netherlands]
- It is a shame that the only two student trips organised during my sons time at EEBIV have been to exactly the same region in the same country. [S4 — The Netherlands]
- Better quality accommodation and food [S2 — Eurospace]
- j'aimerais qu'ils ont enfin un beau voyage scolaire les 2010 n'ont jamais eu de chance avec le Covid en primaire pas de classe verte ni de neige et l'année où ils devaient partir en Espagne ou l'Italie ils ont eu les Pays Bas très déçu par rapport aux autres années. Ce serait bien de faire un effort pour les élèves de 2010 pour l'année 2027. [S5 — Academic Field Trip, Leiden]
- Add activities imbeded in the local community not only the sky. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Suggestion de visites / balades pendant le temps libre Calanques à garder dans le programme [S6 — Marseille]
- Just to address the above minor drawbacks but honestly nothing major to change in my view [S4 — The Netherlands]

- None, perfect [S2 — Eurospace]
- Remove trips from the program or organise them by class or section so that other kids at school have at least teachers and classes happening. [S4 — The Netherlands]
- Prior inspection of the sleeping premises and treatment against bed bugs. [S2 — Eurospace]
- Strict hygiene standards [S2 — Eurospace]
- Better and more healthy food [S6 — Marseille]
- The date was not appropriate-just after school holidays. It could be made at least one week after, for the children and parents to organize themselves better and not to be back from holidays and repack in a hurry, on a Sunday when all shops are closed... Also the date should be fixed at least 6 months, preferably even a year in advance. Some children had concerts, medical appointments, etc. You cannot assume everybody is available if you notify a couple of weeks in advance. [S2 — Eurospace]
- Ne pas mettre la même destination en S4 et S5. Il me semble qu'on veut trouver d'autres destinations à 2-3h de bus de Bruxelles avec des activités en lien avec la matière. [S5 — Academic Field Trip, Leiden]
- more and better food; agency not overcharging the school [S6 — Bordeaux]
- Ability to have some choice about who they share a room with / give teachers and students at least a half day break afterwards and regular down-time during the trip [S5 — Academic Field Trip, Leiden]
- Destination: twice to the same destination (S4 and S5) is not very motivating. [S5 — Academic Field Trip, Leiden]
- Try and mix the groups more/give opportunities to kids to be with different groups more. [S4 — The Netherlands]
- Keep trips within school week- too much to ask teachers to spend weekends on trips Use public transport [S6 — Aix-en-Provence]
- Trust in children is needed. Tight superciaion does not provide soultions. Responsibility can only be taught by trusting children and giving them freedom. Inadequate supervision cannot not create trauma for the whole life. [S4 — The Netherlands]
- Change expectations on how many exercises the children have time to do during the trip. [S5 — Academic Field Trip, Leiden]
- Different place, better accomodation [S5 — Academic Field Trip, Leiden]
- Another country with another type of transport- ex Getmany or Italy by train [S5 — Academic Field Trip, Leiden]
- inform the parents in advance about the dates and price [S3 — London (Latinists - not compulsory trip)]
- Le prix était trop élevé. [S2 — Eurospace]
- Durée Destination Plus de temps libre [S5 — Academic Field Trip, Leiden]
- - more precise information on what to bring on the trip [S2 — Eurospace]
- find a destination that they discover. [S5 — Academic Field Trip, Leiden]
- From what my son told me and in my parent's view, nothing, everything was perfect! [S4 — The Netherlands]
- To ensure variety in the destinations and the learning activities [S5 — Academic Field Trip, Leiden]
- perhaps consider cheaper accomodation (but I am not sure to what extent it would reduce the price a lot?) [S4 — The Netherlands]
- Slightly longer so the trip is worth it and by train [S6 — Grenoble - Alpes d'Huez (ski trip)]
- The Nederlands makes a lot of sense as a destination practically speaking because it is close and easy to access. I am sympathetic to trying to organize a meaningful trip for this many students: the logistics are daunting. However, other than time bonding with students, I am not sure it is really enriching the students' knowledge of anything. For example, are they studying European and Dutch history? Were site visits selected on those criteria? Were students working on their language skills? To me, if most students are studying French as their L2, it would make more sense to travel to France where they could practice their languages skills, maybe connect more to historical elements of the country (if they are studying French history), etc. [S4 — The Netherlands]

- To forbid bringing smartphones to the trip and stimulate real interactions with people from their group. [S2 — Eurospace]
- A stronger link with the educational material covered in school like visits to historical museums, historical buildings (castles), art museums, etc. [S4 — The Netherlands]
- Price and cleanliness [S2 — Eurospace]
- Make it more fun/interesting. [S5 — Academic Field Trip, Leiden]
- Ensure s4 and s5 trips are in different destinations. [S5 — Academic Field Trip, Leiden]
- The category of the hotel and the quantity of staff (teachers + assistants). [S4 — The Netherlands]
- The price and the luxurious accommodation. [S4 — The Netherlands]
- Better communication with parents before thé trip about thé timing and the trip [S6 — Bordeaux]
- It seems that some groups were given free time whilst others were not. It would be good for all groups to be given the same treatment. [S4 — The Netherlands]
- To really consider a pedagogic plan and think about improving the knowledge of the students. Going to The Hague without visiting the Peace Palace, the International Criminal Court, or any European institution, and going to Amsterdam without visiting the Anne Frank house or the Rijks Museum, is disappointing seeing as the point of this trip was improving their knowledge and learning more about Europe , and in general visiting the Netherlands for school purposes. [S4 — The Netherlands]
- A survey of children regarding the attractions they would like to visit. [S4 — The Netherlands]
- Los profesores encargados, en especial una profesor fue el problema. Gran problema con todos los alumnos. Me gustaría decir q los profesores q acompañen a los alumnos lo hagan de manera voluntaria y apoyando a los alumnos. En el caso de mi hijo parece q no tenía ganas de ir y lo único q hacía es perjudicar al alumnado. [S6 — Berlin]
- Do not use the same travel agency anymore and put an end to the framework contract. The value for money for the school trip is terrible. Very few activities were proposed for the fees paid and the time available. Offer trips more related to the school curricula and/or propose more outdoor activities, like done by EEB2, such has hiking or kayacking. The most important thing is for the kids to bond and to do things together outside school. S5 Educational trip to Leiden is a good model, combining real learning experiences and leasure time. [S6 — London]
- I would recommend a whatsapp group for the parents where at least a couple of pictures could be shared for us to feel that everything goes well. This year, they used to send an email very late at night, which of course we understand the complexity of doing it in the day but still it was slightly stressful the first couple of days. [S4 — The Netherlands]
- The destination of a school trip should be selected primarily based on its educational value. For example, students studying Latin should visit locations that are directly relevant to their curriculum. The choice of transport should support the educational objectives of the trip, not determine the destination itself. I am referring to the position that trips should not take place simply because they would require air travel. In my view, this approach is difficult to justify. If our goal is to teach students about environmental responsibility, we should help them understand the advantages and limitations of different transport options and encourage informed decision-making. However, the primary purpose of any educational trip should remain the acquisition of relevant knowledge and learning experiences. I would welcome an open discussion involving students, teachers, and parents on the use of different modes of transport for school trips. Imposing restrictions without clear and well-reasoned justification is unlikely to foster critical thinking. Simply stating that “we are green” is not, in itself, a sufficient explanation. Instead, students should be encouraged to engage with the underlying issues, evaluate evidence, and develop their own informed perspectives. Happy to discuss further Marta Wolska martawolska@wp.pl [S3 — London (Latinists - not compulsory trip)]
- L’école doit absolument s’interroger sur le coût exorbitant des voyages pour chaque famille. [S4 — The Netherlands]
- Other destination for this amount! [S4 — The Netherlands]
- Lower the cost and reduced the number of adults per pupils for whom the parents are covering their costs. [S4 — The Netherlands]
- A longer stay. [S3 — London (Latinists - not compulsory trip)]

- the transport mode [S4 — The Netherlands]
- more flexibility and scalability of destinations. This year popular destinations were filled and participation could not be increased and many students had to travel to a 2nd or 3rd choice [S6 — Oxford, Bristol, Bath]
- It would be nice if they could have another destination than twice Holland. France is not to far and so much rich in various field such as Germany ! [S4 — The Netherlands]
- Better food. [S5 — Academic Field Trip, Leiden]
- they already went to the Netherlands for the second time. Perhaps a new destination not too far away? [S4 — The Netherlands]
- I have doubts that such a large number of participants is beneficial to a school trip. [S4 — The Netherlands]
- Make it a proper trip for the reasons outlined above! [S4 — The Netherlands]
- a different destination. [S5 — Academic Field Trip, Leiden]
- The trip should be longer. All the effort and expense going into 1 day trip should be worth extending to 3 days. Also, the destination could be a bit more EU friendly when it comes to cities with roman ruins, museums, etc... Rome would be preferable. [S3 — London (Latinists - not compulsory trip)]
- The destination should be more in line with training objectives. It is fantastic to have the kids enjoy a strong bonding and social element in these trips, so more interaction between the groups should be encouraged, not curtailed. A less luxurious option would be best. [S4 — The Netherlands]
- I think that the S5 trip could be removed from the schedule as students already take part in a similar trip in S4. Alternatively, students could visit the natural history museum in Brussels for half a day and one day trip could be organised to a beach in Belgium. [S5 — Academic Field Trip, Leiden]
- Smaller groups to different locations. [S4 — The Netherlands]
- The first day was apparently not so well-organised. Maybe a better organisation of the first day? [S2 — Eurospace]
- The cost for a mandatory trip should stay reasonnable and in line with the market: 1000 euros for 5 days/4 nights is too expensive. [S4 — The Netherlands]
- It is not a change but please keep the phones out as you did this year. No connecting devices! [S4 — The Netherlands]
- The costs were too high; it is hard to understand why the children had to stay in such an expensive hotel. In the Netherlands, there are plenty of youth hostels that cater for such large groups. No fourteen-year-old needs a four-star hotel. [S4 — The Netherlands]
- It was a pity for this class year to miss out on more exotic destinations, like in the past. They are 16 and 17 years old and it is a good age to try new things. My child had already been to all the destinations proposed with us. Pity as they are at the right age to enjoy new things and the population of the EU schools is made of mixed provenances and has travelled a lot more than their parents. Malta or Finland where high up in the wish list and it would be great to recover more distant destinations in the future, please. These generations lived through covid and did not get a chance to go skiing for example. the ensuing years would not have had the S4 trip and if the system remains as this year, they will not ever get a chance to do an exciting destination. They all await their S6 big trip with the school, as you know. [S6 — Bordeaux]
- make a cheaper choice, the teenagers do not need a 4* hotel and so many supervisors [S4 — The Netherlands]
- At their age, allow for more flexibility with groups mingling [S4 — The Netherlands]
- Simply not doing such a trip! Not doing any trip at all. [S4 — The Netherlands]
- No improvements to suggest. The no phones policy was excellent and should be continued for the younger years. [S4 — The Netherlands]
- It is nice that the kids very good hotel, but they can not take advantage of the good quality hotel because they are always away and only sleep and eat there. I would prefer a lower quality hotel and save some costs on the hotel. [S4 — The Netherlands]
- longer trips [S3 — London (Latinists - not compulsory trip)]

- More leisure activities [S5 — Academic Field Trip, Leiden]
- Please do not repeat the same destination two years in a row. It was very disappointing for my child and influenced the trip. [S5 — Academic Field Trip, Leiden]
- Modes of transport restriction created an unfair situation for geographically more distant destinations. Why should the educational/cultural experience of my child be restricted only to neighboring countries? Do you really suggest that geographically more distant regions have nothing to offer only because they can only be reached by flight in reasonable time? A very multicultural and inclusive approach, indeed? [S6 — Aix-en-Provence]
- Location [S4 — The Netherlands]
- Un voyage plus long surtout pour le prix payer, plus de nouvelles des enfants si possible pendant leur séjours. [S2 — Eurospace]
- To strongly reduce the costs of school trips [S4 — The Netherlands]
- Provide sufficient information in advance. We would have not booked a trip on an empty campsite in March. The decision to only travel by train limits the destinations terribly. You can only go to the neighbouring countries. Going to south France by train for 3 days is simply too tiring. The trips are too full with activities. Students are too tired. EEB4 should stop only using trains - other ES decided to fly - and offer valuable trips to other EU countries (Scandinavia, Eastern Europe). Where is our “united in diversity”, where all trips are always only to France, Spain, Italy and Greece. This should be educational trips and not summer travel destinations. [S6 — Aix-en-Provence]
- Please, change the destination and pick Rome or similar. [S3 — London (Latinists - not compulsory trip)]
- There are too many things I would change, thus better cancel the trip, if cost remains so high and quality of services so low. [S5 — Academic Field Trip, Leiden]
- The cost of the trip to the Netherlands is absurdly and unjustifiably high. Given that the children traveled by bus and that the price therefore did not include airfare, it is difficult to see how the accommodation and cultural program alone could cost more than €1,000. To me, this appears to be an opaque arrangement designed to justify unnecessary expenses that are unrelated to the children’s participation in the trip. [S4 — The Netherlands]
- Put pressure on the meeting owner to ensure sanitary requirements are met [S2 — Eurospace]
- Des tarifs plus juste Une meilleure organisation Une attention particulière à l'hygiène et à la qualité des repas, surtout pour les enfants ayant un régime particulier. [S2 — Eurospace]
- No need to go all children together to the same place. preferable rooms of 6 children. Trip a little bit too expensive to go to a so closed place [S4 — The Netherlands]
- Keep the same format! Everything was great! [S4 — The Netherlands]
- Send the right mix of teachers who have authority over the group. Break up groups of students that are known to be disruptive. I could directly contrast it with the S4 trip the same week, organised by Mme Laurent, which was a much bigger group but excellently managed before, during and afterwards. [S6 — Berlin]
- cheaper hotel, such as youth hostel participation of the children to a socially-oriented activity (protection of the climate/environment, help to migrants, ...) [S4 — The Netherlands]
- the communication before the departure should arrive earlier. The price is quite expensive even if the trip was top. Have better quality of pictures that parents could buy as "souvenirs" or exceptionally authorize the mobile phone during the trip. [S4 — The Netherlands]
- A clear link to pedagogical objectives. [S6 — Marseille]
- S6 trip is special as it is the beginning of the farewell to the School with just one year to go. As such, I think it should be more special. So I would revert for S6 to a choice of more fancy destinations for teenagers, like in previous years. And if not, at least ensure that the choice is consistent across european schools, as kids felt pupils from other European schools were luckier in the destinations they were offered. [S6 — Berlin]
- A programme which has more pedagogical value and less touristic. [S6 — London]

- Organiser plus d'activités entre élèves et proffesseurs pour qu'ils apprenent à vivre et travailler ensemble dans le respect de l'autre. Il y a un manque total de respect de l'individu et des règles. Aucune cohésion de groupe. [S5 — Academic Field Trip, Leiden]
- Have a lecture for the accompanying pedagogical staff on 1) how to react in case of incidents 2) how to deal with the medical insurance properly 3) what are their obligations about timely informing the parents. [S5 — Academic Field Trip, Leiden]
- Different destination [S4 — The Netherlands]
- S4 trips and S5 too similar - this needs adjusting. [S5 — Academic Field Trip, Leiden]
- No cells phones policy, excellent! [S4 — The Netherlands]
- choice of touristic guides adapted to this specific audience and their educational needs [S6 — Aix-en-Provence]
- Really happy! [S2 — Eurospace]
- make sure the pairing of the children is matched to their interests and maybe they are given a choice on room-mates [S5 — Academic Field Trip, Leiden]
- I think although for us the price was fair, if you have 2 or more children doing something similar at the same time it can get out of hand so maybe have some facilities in place (monthly payment, etc). [S4 — The Netherlands]
- the quality and value for money of the school trips should seriously be analysed. For the price of the trips better accomodation and catering options must be available. The feedback is consistently poor. [S6 — Oxford, Bristol, Bath]

5.2 Anything else for school/APEEE (n=121)

- La composition des groupes : plus de flexibilité pour les élèves qui souhaiteraient se joindre à un groupe d'amis qui se trouve dans une autre classe de sciences [S5 — Academic Field Trip, Leiden]
- Cela devient systématique, tant pour les élèves que pour les parents, de recevoir des messages très martiaux, autoritaires, anxiogènes... Nous le ressentons très fort depuis la rentrée 2022-2023. Le pédagogique est passé au second plan dans ces séjours d'agrément. [S4 — The Netherlands]
- Trop cher Aucun contexte pédagogique avant et après le voyage Pas d'échanges avec les autres sections linguistiques Beaucoup trop de voyages en secondaire, les parents ne sont pas des comptes bancaires sur pattes!!! Communication: les messages de l'école tout au long de l'année sont trop souvent accés sur le répressif, c'est TRES désagréable pour les enfants comme pour les parents: "on est vraiment comme en prison, maman/papa". [S4 — The Netherlands]
- I am grateful that there was an effort to provide a social space for kids (almost) without smart phones. Though some kids didn't respect the requirement, the overall increase in healthy socialisation was great. Thanks also to the activities organised. Sad that we have to wait for the school trip for this to happen. Even more sad that some parents challenge this even for a few days! [S4 — The Netherlands]
- Question 3.7 asks for how many days and nights did this trip last but requires a simple number. The requested answer is 5 days and 4 nights [S4 — The Netherlands]
- Compare with the other European School what trips they organise and how! [S4 — The Netherlands]
- i welcome school trips which combine development of academic and social skills. [S2 — Eurospace]
- Price of the school trips needs heavy revision - in general. The school and APEEE should be accountable to parents about how costs are formed and not given an answer that "the travel agency gave this price" - this feels unacceptable and disrespectful towards our spending which we will do no matter what the cost is. It feels like the travel agency takes advantage of this. [S6 — Aix-en-Provence]
- Bed Bugs! [S2 — Eurospace]
- If the kids aren't allowed to use their phones, they have to be provided with maps and alternative sources of information. [S4 — The Netherlands]
- Change of destination. Many children have already been to the Netherlands. And S5 also go to the Netherlands. [S4 — The Netherlands]

- If the main objective is for the kids to have a fun time with peers, then probably shorter trips (and more reasonable budget) are more appropriate. But I like this year the destinations were all reached by train (sustainability) [S6 — London]
- The supervisors were rude to the children. They exceeded the limits of their authority. Like asking the children to left the friends room, even when it was said from the teachers that they can stay until certain time. Or asking my son in the hallway if he was gay. [S4 — The Netherlands]
- We would like to have more options to choose our child trips. [S5 — Academic Field Trip, Leiden]
- très bonne initiative de ne pas prendre les GSM au voyage [S4 — The Netherlands]
- To seriously listen to students and to really consider their opinion and not only pretend to do so. To include also other means of transportation like using trains and planes [S5 — Academic Field Trip, Leiden]
- Maybe you should include the students in the planning and find compromise with them while taking the students serious. [S5 — Academic Field Trip, Leiden]
- We are very grateful for the amazing opportunities offered by the school trips and for the school staff's dedication to the good organisation of this major highlight of the year for the students. [S6 — Berlin]
- Price should more competitive [S4 — The Netherlands]
- Request to ensure that all the meals are foreseen and covered in the planning and cost of the trip, not partly on pocket money (leading to many fast food options chosen by the students to lower the costs). [S6 — Marseille]
- This was a great trip, my daughter was very excited [S2 — Eurospace]
- J'ai l'impression que mon enfant a passé autant de temps en transfert/voyageant qu'en activité. J'apprécierais que la proportion soit plus grande pour la partie activités/ éducation. [S3 — London (Latinists - not compulsory trip)]
- The rule on smartphone use caused a lot of discussion but as parents we were really in favor of the decision taken by the school. No phone is no phone, very clear. Also, once the rules have been decided there is no point in dragging out the discussion with the parents since there will never be a consensus on this topic. During the presentation a small minority hijacked the meeting, I believe this can be avoided. [S4 — The Netherlands]
- It is important for the school to continue organizing such trips. Educational and a chance for kids to learn about travel and seeing new places with friends. [S4 — The Netherlands]
- Please check the safety measures ans assurances of the activities [S6 — Bordeaux]
- Bravo, well done, I know these are tortuous, exhausting undertakings. [S6 — Berlin]
- the organisation is fantastic. but dont sacrifice the S5 again and again. [S5 — Academic Field Trip, Leiden]
- No phone policy was great [S4 — The Netherlands]
- I strongly support the fact that you prohibit the use of mobiles during the trip. I was slightly disappointed from the feedback received during the photo presentation, as no explanations were given when the pictures were shown. And it was not clear that it was for the kids, so I came alone and did not really understood what I was seeing. [S4 — The Netherlands]
- Thank you for the time and effort everybody put into making sure the students have yet another great and memorable experience of the most wonderful years of their lives! [S6 — Berlin]
- Some kids had their mobiles anyway. I am against the 'witch-hunting' for mobiles the school organised before the trip (with some parents' push, I am sure), but either you control the luggage, or you let people do what they think is best for them, or you become ridiculous with the anti-mobile hysteria. One ban in writing should be enough, the rest should be consequences. But here there were some hysteric parents in the online meeting that could not get over the idea that other parents might permit their kids to have a mobile. I do not like being told by other parents how I should or should not behave, what I should control, etc., and we should not accomodate the very small group of people that seem challenged by technology and get very vocal in the meeting. I am not them and their insecurities should not affect all the trip participants. [S4 — The Netherlands]
- In general, i would wish that the prices for the trips will be lower. especially if several kids are going to EEB, those trips have huge impact on financial situations. [S2 — Eurospace]

- Thanks, my sons enjoyed the trip, I've no complaints in substance, except the short duration for this huge amount of money. [S6 — Aix-en-Provence]
- no need of 4-5 stars hotels for kids [S4 — The Netherlands]
- "4. The benefit of school trips generally justifies their cost and organization".- question bellow is on purpose wrongly suggested; the cost of a trip should be set on objective criteria and not justified by benefits; the decision to organize a trip somewhere should be linked to the needs, not to the COST!!! [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Certains enseignants on pris l'inititive d'amèner les enfants de S2 à Walibi ou à faire de l'Acroibranche; Malheureusement ce n'etait pas le cas de tous les enfants de S2. Ceci crée problème à tout les niveaux. Il n'y a pas le principe d'équité, injustice, transparence, privilège. ON a créec des enfants de série A et B. Je suis très déçue. [S2 — Eurospace]
- Excluding air travel from school trips under the pretext of greening the school is pointless greenwashing that deprives the students from getting to know countries other than the Benelux states, Germany and France. There is a lot of stuff to see and learn about in places like Portugal, Lithuania, Slovenia, Denmark and Poland - and it's a shame you would not take the students there just to make the school greener. CO2 emissions spent on education are not the same as CO2 emissions spent on fast fashion, cheap plastic junk, ship cruises and private jetting around the world. [S3 — London (Latinists - not compulsory trip)]
- vegetarian meals to be more considered and not just cheese and bread for them. Offer alternative activity in case of medical exemption of some pupils unable to do the planned activity. [S5 — Academic Field Trip, Leiden]
- In general, I would welcome more open air, sustainable travels. No need for high confort / luxury locations. [S2 — Eurospace]
- thanks [S4 — The Netherlands]
- Make it so that the values that kids take away from the trip and not so elitist and entitled. [S4 — The Netherlands]
- The costs of EUR 420 for 3 days /2 nights were quite high, even though a lot was offered. [S2 — Eurospace]
- There was an incident with bed bugs which would be important to pay attention to in terms of the venue. But when the problem emerged it was handled very well, considering the unpleasant circumstances. [S2 — Eurospace]
- I would suggest that if the school decides to implement rules, it should also ensure that they are properly enforced. In this case, I am referring to the mobile phone restriction, which was not respected by at least 60% of the students. This created an unfair situation for those who followed the rule, as they could see their classmates continuing to use their phones, for example, to call their parents. Consistent enforcement of the rules would help ensure fairness for all students . [S4 — The Netherlands]
- The costs should be more negotiated and adjusted. There is no need for a 5 stars hotel, but much more activities related to school curricula [S4 — The Netherlands]
- Overall it seems quite common that the accomodations end up not very nice during the school trips. A limited level is fine, but cleanliness should be important and considered for any rebooking decisions. (E.g. having been there ourselves and two of our kids having been to class trips there, the Blankenberge / Classe du Mer accomodation is an absolute disaster). [S2 — Eurospace]
- You do a good job and we thank you. [S4 — The Netherlands]
- Communication with parwnts should be more op3n and fluid [S4 — The Netherlands]
- Please maintain the no-phone policy during school trips. We strongly support this! [S4 — The Netherlands]
- We thank you for all your work [S2 — Eurospace]
- I don´t expect my child to be willing to participate in this event in the future. [S4 — The Netherlands]
- Thank You for all the effort and time put in organizing the trips. [S5 — Academic Field Trip, Leiden]
- I really appreciate all the efforts made by the teachers. [S4 — The Netherlands]
- 3.6. In which range did the total cost of this trip fall for your family? this question does not make much sense, Besides i simply do not remember the cost but the organizers know it [S2 — Eurospace]

- It would be good to have some sort of contact with the children during the trip. [S4 — The Netherlands]
- It is a pity that parents have no overview over the payments, selection of offered directions and that children who do not follow the rules aren't always simply sent home. [S4 — The Netherlands]
- Make sure the departure is after the school buses arrive in the morning [S4 — The Netherlands]
- No [S5 — Academic Field Trip, Leiden]
- Thank you to the teachers! [S6 — Bordeaux]
- In general, I agree with school trips, they are well organized, I feel that my children are safe and that teachers take care of everything. But, in case of this trip, different accommodation should be provided. [S5 — Academic Field Trip, Leiden]
- In my opinion, school trips lasting several days (e.g. 3 days) are good as part of children education. However, one such school trip a year is enough and it is not even necessary to have one trip every school year. [S5 — Academic Field Trip, Leiden]
- Very good idea to ban the mobile phones I regret that the pictures from the trip were not accessible online. [S4 — The Netherlands]
- Le voyage de S4 était mieux [S6 — Marseille]
- See 3.5 [S2 — Eurospace]
- I understand how big effort and work lies behind of these trips but other kids in school have massive caps because of missed classes and teachers. This costom is outdated. [S4 — The Netherlands]
- The school trips should be on fixed date and destinations, which don’t change each year, as it’s done in primary. The destinations should be in different countries each year and not just neighborhouring countries of Belgium. We are in an EU school and the cultural and linguistic diversity shall be encouraged in all arras, including via the school trips. Going two years in a row in the Netherlands where NL is not even L2 does not make sense. One of the trips should be dropped in favor of another country, Germany for instance. [S2 — Eurospace]
- Il y a eu un manque de clarté sur le rendu d'évaluation (un carnet par groupe ou par élève). Le "tout le monde déteste les 2010" n'est pas parti. Espérons que la Direction pose des actes sérieux pour mieux traiter cette génération dans les deux prochaines années. [S5 — Academic Field Trip, Leiden]
- in general, the trip seemed well organised, interesting programme (lots of nature!), not overloaded [S6 — Bordeaux]
- I'm very grateful to all the teachers who help with organising and leading the trips - it is a huge amount of work, stressful, and tiring. If it's possible to thank them, please do. [S5 — Academic Field Trip, Leiden]
- Thanks for the efforts invested in organising the trips! [S4 — The Netherlands]
- Thank the school organisers and teachers for going beyond the call of duty organising/ going to trips. Our children are privileged and already travel widely on personal trips unlike my home country where for some kids the school trip may be the only trip they experience. [S6 — Aix-en-Provence]
- School trips cannot not be compolsory if you apply strict rules and APEEE should support building trust and resposibility of our children [S4 — The Netherlands]
- No [S5 — Academic Field Trip, Leiden]
- Read my comment on the European heritage label sites abd propose more EU identity trios- discussions in advance to prepare the trip - invokve pupil also in proposing a destination - already the year before - in a project made, to push them defend their proposal and try to come up with a programme and learning topics - make them actors rather than just consumers of tge trip. [S5 — Academic Field Trip, Leiden]
- very happy of the school and APEEE [S5 — Academic Field Trip, Leiden]
- To thank the organizers, notably Mrs Laurent. [S4 — The Netherlands]
- I highly appreciate the content of the trip and the effort which went into its planning and organising. thank you so much. [S4 — The Netherlands]
- Please simplify communications. E-mail is great for sharing information. [S4 — The Netherlands]
- I would suggest to prevent the use of smartphones / smart watches and similar during the school trips. These are often short trips with a week, so the kids should be allowed to fully immerse in them without

unnecessary distractions. The primary cycle school trips were organised very well in that regard. [S2 — Eurospace]

- There is always praise for the accompanying team [S2 — Eurospace]
- The school trips are very disruptive on kids who do not travel with many hours not covered. Some teachers seem to participate in a number of trips in a year and their classes are not covered [S5 — Academic Field Trip, Leiden]
- The organisation of this trip was very poor. The departure time was communicated quite late as well as means of transport. Also planning same departure date and time with the S4 trip created a lot of problems with one child leaving from school and the other from Gare du Midi. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- The behaviour of some of the teachers from the RO section was totally inappropriate and ruined the experience for our child and several others. This included using the master key to enter bedrooms without knocking (including when the girls were getting changed), comments about girls who are friends with boys made to an entire bus intended to embarrass the kids. The hotel was luxurious but the kids were not allowed to use any facilities so next time downgrade the hotel and just reserve what the kids are using. [S4 — The Netherlands]
- The price was too high for a trip in the Netherlands and a 4 stars hotel is not necessary for children of 15. Moreover if the hotel is located near to the beach but in March what's the interest and benefits of a spa inside the hotel but no access for the children. Price injustified. [S4 — The Netherlands]
- We were told a big luxurious hotel was needed in order to accommodate all S4 students, but once in place, they were separated into smaller groups which had no interference with one another, so they could have really been staying in different places. It disturbed us that a school trip takes place in a 4 star resort, more expensive than a week's family vacation. Its not the image of the world we want to give our child. [S4 — The Netherlands]
- I want to say “Thanks “ all teachers how takes care about our children during the trip [S6 — Bordeaux]
- For this price, it was too expensive for what it was and we would’ve liked the experience to be more complete , and not just going to a cheese factory or painting tiles. We would’ve been ready to pay more if the experience had more complete and not just extra activities for leisure. [S4 — The Netherlands]
- Je remercie toute l'équipe pédagogique pour leur dévouement lors de ce voyage. Ma fille est revenue avec de merveilleux souvenirs. [S4 — The Netherlands]
- La situación ha sido horrible. Es la primera vez q pasa esto. [S6 — Berlin]
- I greatly appreciate the commitment and involvement of the teachers willing to take pupils on a school trip. This needs to be commended and they cannot be thanked enough. However, they are being put in a very difficult position as they are not in charge of the programme, face delays and parents' frustration with the high prices. Communication from school on the payment needs to be improved. The bill should not comprise a deadline for payment after the school trip when it needs to be paid beforehand. It is very stressful to receive a last-minute e-mail indicating that your child will not be able to attend the trip if the bill is not paid in full. This was not clear at all, especially as very little information was shared beforehand. [S6 — London]
- My son had a lot of fun on the disco party the final day before departure and he described the trip as good fun. [S4 — The Netherlands]
- Being fully aware that we're a green school, I think school trips should also include air travel. We should encourage children to go places and see cultures not only in the vicinity of Belgium, but further. Especially because we're a European school. [S3 — London (Latinists - not compulsory trip)]
- I would really want to thank the supervisors as this must have been a very challenging trip to organise! My son loved this excursion and would definitely want to stay in S4 only to redo it one more time! ;-) [S4 — The Netherlands]
- Healthy food is something important at their aged, and does not always cost much. [S4 — The Netherlands]
- No [S5 — Academic Field Trip, Leiden]
- Feedback I got was that there were a lot of questions to be answered on paper during the visits which they disapproved of. [S4 — The Netherlands]

- My assessment is somewhat mediocre because my impression was that despite high expectations before the trip, my child did not return happy. I tried to find out but it was more a number of small items than one major aspect that made the trip just ok and not exciting. I am sorry to say that because I am aware of the preparation needed but also that my elder child returned with a complete different feedback from Marseille three years ago. [S4 — The Netherlands]
- The number of trips overall in secondary school is far too high and the price is too high for the quality of the accommodation and food. School trips are also very disruptive for other classes who are not on the trip as many teachers are absent as they are accompanying students on the school trips. I think that school management should consider the financial pressure they are putting on families due to the number of school trips organised. The Community Fund is not a solution to this issue. Parents should not be put in the position to have to ask for financial help in the first place. [S5 — Academic Field Trip, Leiden]
- The prices for school trips might be negotiated for large groups of children, with interesting prices. The general experience shoes that such efforts weren't made and the prices were as for a single trip of adult person. [S2 — Eurospace]
- Yes, the no mobile phone was very good!!!!!! It was very sad to see that only a few parents were interested afterwards in the picture session. It shows their disinterest in their child. Very sad, because the teachers made a big effort. I would like to thank the teachers and everybody wo was involved in the organisation of the trip. Un grand MERCI!!!!! [S4 — The Netherlands]
- I thought that the trip was way too expensive for such a short period of time! This is why I will rate it as poor. I still think that school trip should be part of the education but they should be more affordable. Not all parents have AD salaries and being a single mom with an AST salary I thought this trip was much too expensive considering the length. [S2 — Eurospace]
- Thank you for insisting on removing all connecting devices. [S4 — The Netherlands]
- For the future, one might consider whether, in the interests of environmental protection, it would not be more appropriate to organise travel by train rather than by coach. At least for the outward journey. [S4 — The Netherlands]
- Although I agree with the reduction of screen and mobile use, it was hard for the children to not have their phones with them to take photos or share amongst them when they aware not in the same group. It is difficult to make teenagers use properly these devices, so I understand the choice. The cost of the trip was high, but I understand that there were high costs to support the accompanying teachers and monitors. Maybe some parents could go as volunteers instead to reduce costs? [S4 — The Netherlands]
- The lack of transparency regarding costs raises serious doubts about possible connivance/collusion, or a conflict of interest between the teachers in charge of organising the trip and the designated contractors (the travel agency and the association organising the trip). [S4 — The Netherlands]
- longer trips for grown up kids would be needed [S5 — Academic Field Trip, Leiden]
- My son and his friends were extremely happy with the week they had in Netherlands and spoke very highly of the activities, the accommodation and the teachers that accompanied them. [S4 — The Netherlands]
- Please ask these questions after the trip (it was in the beginning of the school year, now it is the end of the school year) - I don’t remember very well what my child told me [S2 — Eurospace]
- This class has never done proper school trip since the last one in P3. No ski trip No school class trip in s1-s3 and the cherry on the cake, S4 and s5 both in Netherlands with basically the same programme. Not even an effort to change locations. [S4 — The Netherlands]
- Avoid more than one trip to the same destination across s2-s5 [S5 — Academic Field Trip, Leiden]
- Please go back to the trips that were organised before: trips by plane to interesting European destinations. I do not agree with an idea to reduce the possible destination to the countries only accessible by train or bus. The trip should be also a pleasure for children and allow them to spend more time with their families outside classes. [S5 — Academic Field Trip, Leiden]
- Children with bad behavior should not be accepted in this kind of trips. This trip was fine because no problematic children were on the trip. The ambiance can very quickly turns into tension with problematic children. In each trip with problems my children tell me that the problems came from known problematic children [S6 — Bordeaux]

- Le fait que le confort minimale n'était pas présent, l'appréciation du voyage n'était pas haute [S2 — Eurospace]
- Not sending the children to the same place in S4 and S5 trip [S4 — The Netherlands]
- There should have been better communication on the problems in this trip with parents, instead of no communication at all. [S6 — Berlin]
- Schooltrips could be organised to help students practicing the third or fourth language they study at school. [S6 — Marseille]
- I think the results of the survey should be made public in full transparence to the parents. It was not the case last year. [S6 — Berlin]
- The trip are extremely expensive in this school. [S5 — Academic Field Trip, Leiden]
- Appreciated the ban of phones [S4 — The Netherlands]
- S5 is the victim of all S classes starting from P4 skipped classes vertes to no ski trip to nothing in S1 nor S2, no eurospace than going to NL and now NL again. School totally has missed this and has failed to correct this and each year the trip changes comopared to the previous year. They are TOTALLY dissapointed and hence the S5 trip to NL despite being good in itself was a total dissapointment to most children. Not the fault of the S5 teachers and program but due to lack of coordination in the school and acknolwdgement of historical facts. What will the S6 programme now give compared to few years ago..... [S5 — Academic Field Trip, Leiden]
- Thank you for all your work. [S4 — The Netherlands]

C.2 Students

1.5 Why no participation (explain) (n=2)

- je suis en S1 donc je n'ai pas pue fair le voyage de S2 mais je devais répondre a la question alors j'ai mis ça vue que je suis bientôt en S2. [S2 — Eurospace]
- il on dit qu'il y avait des puces de lits se qui ma fait peur + des insect cet [S2 — Eurospace]

2.2 Comment on experience items (n=76)

- J'ai aime le voyage , les activitees, ... Mais je trouve que les chambres etaient pas propres [S2 — Eurospace]
- I do not agree with items 2.1.3 and 2.1.4, as the information given to us was lacking, unclear, and was given late, a few days before the trip. Most of the programme information was given to the parents, so we students had no way of knowing unless our parents had brilliant memories or took notes on the one presentation the teachers had about it. [S4 — The Netherlands]
- In my opinion, it had to be a full week (Friday to Friday) for the ski trip because we only skied 3 days and a half (5 days trip), so that we could enjoy skiing more. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- We were not given enough time for more than half of the activities. Then they expected us to work under horrible conditions. On the beach it was super windy and we could even hold our papers, and we were expected to fill them in while sitting on wet sand and barely being able to hold our papers. On the so called history walk half of the teachers wanted to skip many of the destinations and we had to fill them in with no resources. [S5 — Academic Field Trip, Leiden]
- je n'avais pas mon téléphone pour prendre des photos ou appeler mes parents si ca va pas [S4 — The Netherlands]
- We had to much free time [S6 — Aix-en-Provence]
- I Think we deserved another destination. It was the same of the last year and shorter!!!! [S5 — Academic Field Trip, Leiden]
- the trip was wayyy too short for it to be enjoyable; all i remember was the activities being really uncomfortable, not to mention the unnecessary lab work that we had to do, which didn't even end up depending on what we did at the beach, which was also a really bad activity; cold, nosebleeds, chapped lips, runny nose, that's all i can remember [S5 — Academic Field Trip, Leiden]
- Je trouve que c'était pas assez long [S2 — Eurospace]
- The trip should have been longer. [S3 — London (Latinists - not compulsory trip)]
- the duration of the trip could have been longer [S5 — Academic Field Trip, Leiden]
- It's a pity that we couldn't go to the beach like the previous year in S4. Lack of diversity of countries [S5 — Academic Field Trip, Leiden]
- There were some activities we could have done if we were there for 5 days [S2 — Eurospace]
- I was very disappointed as we went to the same place last year. A change in at least the activities would've been nice as we visited the exact same museum again. Although it was an academic field trip it didn't leave any space for nearly fun activities as the location was not suitable for that. It's especially disappointing as the S5 last year went to a variety of locations all across europe. [S5 — Academic Field Trip, Leiden]
- The trip could be a bit longer. [S2 — Eurospace]
- I think it will be better to have more free time. [S4 — The Netherlands]
- Of course it would have been amazing to have a longer trip. Amazing and could have done it a thousand more times. [S6 — Oxford, Bristol, Bath]
- The trip should be longer longer [S3 — London (Latinists - not compulsory trip)]
- About question 2.1.8: the duration was too short compaired with all the work we had to do in the workbundle. It was, almost, impossible to finish everything during the field trip so we had to do it at home when we arrived. [S5 — Academic Field Trip, Leiden]

- Considering there was two days mostly taken by travelling there and back, the trip should have been à bit longer. Sometimes, the freetime was too long and in useless places (we had two hours at notre dame de la garde). I would have preferred less free time, as it was really frequent, and more activities instead. [S6 — Aix-en-Provence]
- Nah, I'm good [S6 — Grenoble - Alpes d'Huez (ski trip)]
- les points lors de la visite de la ville ne sont pas très clair. Un couvre feu plus tard serais sympa [S5 — Academic Field Trip, Leiden]
- This was a trip in which I haven't felt very well. In my opinion the health and hygiene conditions during the three days could've been provided better. [S5 — Academic Field Trip, Leiden]
- I think extending the trip would've helped us to complete all of the activities there. [S2 — Eurospace]
- 2.1.1 : we already went to Leiden last year and did the same activities !! [S5 — Academic Field Trip, Leiden]
- 2.1.5 I would want more free time in the city, but with a bit more seriousness from the teachers, they never counted us. [S5 — Academic Field Trip, Leiden]
- Longer trip as for the S6(2009) did on their S4 trip 2 years ago(2024). [S6 — Marseille]
- I don't have a comment [S4 — The Netherlands]
- The trip was a little to short 2 days, one night. [S3 — London (Latinists - not compulsory trip)]
- We received the info really late. the trip could have been longer for all the time we travelled [S6 — Grenoble - Alpes d'Huez (ski trip)]
- We had too much work and too little time. [S5 — Academic Field Trip, Leiden]
- It was a bit too short [S3 — London (Latinists - not compulsory trip)]
- 2.1.4: before, during and after any meal was always very chaotic as no one knew what they had to do or where they had to go. The first day was also very chaotic even though we were the second group to go so they should have been a bit more prepared. Not all classes knew we were going to be in different groups so more chaoticness. [S2 — Eurospace]
- ad 2.1.5. The repeated illegal searches of our rooms not only when we were away, but also when we were sleeping. The worst of these was when we were held at a party till 11 pm without proper ventilation, causing several students to feel sick, and be given only 10 minutes a few steps outside, rather than the possibility to go to sleep. Bcause of the poor timing the previous day and the day after, we were heavily sleep deprived. The exclusion of mobile devices was also another missmanaged decision, since there were multiple times during the trip when I felt unsafe, and I had no proper way to contact my parents. [S4 — The Netherlands]
- I think that the trip was to sjort beacause we didn't have rime to do all the activities. [S2 — Eurospace]
- I enjoyed the trip very much, which is why I wish it would've lasted a day or two longer. [S2 — Eurospace]
- I think the rules (in some groups) when we arrived at the hotels were way to strict. After a long day of activities, being able to go to your room and roam around the hotel with your friends would have been really nice but unfortunately we were forced to stay in some small rooms and waste time. [S4 — The Netherlands]
- I wish they gave us rooms with openable windows, it was very hot throughout the day and we had a tiny slit open. i wish they gave us a room that didn't have any plumbing problems (one flush, and the entire room stank like sewage) [S5 — Academic Field Trip, Leiden]
- Longer trip [S2 — Eurospace]
- Maybe a little later in the year, so that it's warmer. [S4 — The Netherlands]
- there was too much work and too little time to do it [S5 — Academic Field Trip, Leiden]
- twas a bit close to btest period and quite a few a tests were missed [S5 — Academic Field Trip, Leiden]
- 2.1.1 We went to the same place as last year [S5 — Academic Field Trip, Leiden]
- not enough free time and too much surveillance [S4 — The Netherlands]
- The trip was too short. I would also say that the preparation by the tourist company. They sent us the trip information about 2 weeks before and we had to come back by bus, which at the emd of the day wasn't that bad. [S6 — Grenoble - Alpes d'Huez (ski trip)]

- The fact that we went there (Netherlands and Leiden) 2 times made it not very enriching. [S5 — Academic Field Trip, Leiden]
- It was really nice to be able to decide what we wanted to eat for lunch and diner, and to have free time. [S6 — Marseille]
- For number 2.1.8, I believe that the trip should have been longer. [S5 — Academic Field Trip, Leiden]
- Wish the school trip had been a day longer, especially since the trip was cut short right when all students were truly bonding and having fun [S5 — Academic Field Trip, Leiden]
- The destination felt old and boring because we had already gone there the year before. [S5 — Academic Field Trip, Leiden]
- The trip was good, but it should be later in the year when it is warmer, and we repeated parts of the s4 curriculum, so… [S5 — Academic Field Trip, Leiden]
- It was very difficult for teachers to manage us not having our phones. Not only it would have made their job easier, but we could have also contacted our parents during the trip and also have a way to contact someone if they got lost. [S4 — The Netherlands]
- Points 2.1.3-4: We (or at least by class) didn't have any kind of information regarding the schedule untill we the second day of the trip. THe only thing we had was a general planning (PowerPoint) given us before trip. That information included only which city we would visit and not any kind of detailed plan. [S4 — The Netherlands]
- “The trip was a valuable experience for me” statement: Although I learned things and basically got study material for the upcoming exams, I thought the trip was tiring and too cramped together. Because of this, many people I know were so exhausted and were not looking forward to going to school the next day. Each day we had some kind of activity which, I have to say was very organized, but I think we should’ve gotten at least one day to get some rest, whether it was during the trip or get excused the day after coming back from the trip. I understand that it is an educational trip and that we were expected to do work, but I feel as though we had too many things to complete. I must say that it was much better than just staying in school and sitting on a chair the whole day. [S5 — Academic Field Trip, Leiden]
- It was too short, a lot of work, getting up too early [S5 — Academic Field Trip, Leiden]
- We had a lot of school work to do during the trip which didn't allow us to enjoy it to the maximum unfortunately. [S5 — Academic Field Trip, Leiden]
- 2.1 7The trip was amazing, though the teachers weren’t organised at all. Some were also way too strict. For example I was in a group where even when we met another group we weren’t allowed to just talk to them. Or we literally couldn’t make a step away from the group without being grounded while other groups went to the beach alone without teachers. Our group was called the military group by the other and as soon as we had to mix groups other people were scared to come in our group because of how strict our teachers were. All that just to say that it is normal to je strict at à school trip but with limits because otherwise it just ruins it and for the students and for the teachers. [S4 — The Netherlands]
- J'aurais aime que la sortie scolaire soit un peux plus long, et aussi la nourriture c'était pas très bonne. [S2 — Eurospace]
- There were bed bugs in the bed and a rat in the corridor. The teachers forgot my group in our rooms so we didn't had lunch and we missed the first activity and blamed us for that. [S2 — Eurospace]
- I think Sports Day was really good overall but the water in the park was quite dirty and we should be attached or at least have a net above the water because i felt very cared to fall in the water [S2 — Eurospace]
- Information was given us in Time meaning the activities that we were going to do there even if there was sometimes a few problems when we were there, when we didn’t find the right space of the activity [S6 — Marseille]
- i would have prefered that the location of the trip was different and not holland when it was very rainy and ugly [S4 — The Netherlands]
- 2.1.9) Same country as last year, knowing that the Netherlands doesn't really change in terms of landscape, so that's a shame [S5 — Academic Field Trip, Leiden]
- It wasn't a valuable experience, as all we did was school work and go to a museum we already went to last year [S5 — Academic Field Trip, Leiden]

- The trip was too short [S6 — London]
- More free time to go to the beach for example [S6 — Marseille]
- I didn't like going to the same museum (The naturalis) as last year. [S5 — Academic Field Trip, Leiden]
- i think that it was too short and we could have gone farter [S4 — The Netherlands]
- For the “the timing of the trip during the school year was good” I would say yes because if there are new students they can have the time to make friends to not be alone at the trip. But again, if we already have all of our friends, we will not be willing to make even more friends or connections so we’re kind of missing out. Also if we do make connections there, it’s late in the school year. [S4 — The Netherlands]
- The management and the food were both really really bad . There were bed bugs I some beds . [S2 — Eurospace]
- The Trip could have been longer and closer to summertime [S6 — Oxford, Bristol, Bath]
- The trip was too short. [S5 — Academic Field Trip, Leiden]
- The destination was good only because there was a beach next to us, but some groups didnt even get to go to the beach at sunset. Also it wasnt even organized well, some days we could do this then we couldn't. A teacher even yelled at us because we went to the restaurant in slippers for breakfast (I know it wasn't the best but we thought it was appropriate because nobody told us we couldn't all of the days before) [S4 — The Netherlands]
- 2.1.1.: the trip destinations the years before were way better. While it is understandable that the school wants to be 'more green' we could have gone on longer train rides like the other EEB’s. Another EEB even went with planes to their destinations. 2.1.8: the trip was only 5 days, it could have been longer like the years before especially as we didn’t go to such nice places as them. [S6 — Berlin]
- Nothing to mention [S5 — Academic Field Trip, Leiden]
- La destination est trop proche et basique, la plupart d’entre nous y somme déja allés et 3 jours n’étaient pas assez. Le voyage était quand même incroyable mais je dirais que il faut le rendre plus long et changer la destination si possible. [S4 — The Netherlands]

2.3 Best moment of the trip (n=140)

- Les activitees [S2 — Eurospace]
- Hanging out with friends mostly. [S4 — The Netherlands]
- This is a highly subjective matter: for me, the best parts were the boat ride in the canals in Amsterdam late at night, and also the disco (this is interesting because it was actually - forgive me - so shit that it was memorable and it brought all the s4's together). This opinion however varies highly by individual. [S4 — The Netherlands]
- The biking and the free time. This is what made this excursion feel like a trip. [S5 — Academic Field Trip, Leiden]
- The visit at the Dune [S6 — Bordeaux]
- bike tour [S5 — Academic Field Trip, Leiden]
- The time we spent at Bristol and the rooms was very fun. [S6 — Oxford, Bristol, Bath]
- Probably the disco and in general nights at the hotel. [S4 — The Netherlands]
- being with friends [S5 — Academic Field Trip, Leiden]
- The shuttle simulator. It was great to watch football together in the cinema! [S2 — Eurospace]
- honestly, the bus ride to leiden and back. Most students will tell you that because the overall point of the trip was academic work, but deep down we all know we’re in for an experience, and this year was just not it [S5 — Academic Field Trip, Leiden]
- Quand on a jouer avec le ordi [S2 — Eurospace]
- The whole trip was really good. [S3 — London (Latinists - not compulsory trip)]
- We had a lot of free time on some days, but on others, we didn't. [S3 — London (Latinists - not compulsory trip)]
- the free time [S5 — Academic Field Trip, Leiden]

- When we had free time at the hotel [S5 — Academic Field Trip, Leiden]
- quiz game and restaurants [S6 — Aix-en-Provence]
- Building the rockets [S2 — Eurospace]
- The best moments were when we had free time. During free time, we got to explore and visit Marseille more than when we did activities, eventhough activities were still great. [S6 — Marseille]
- Going to Amsterdam [S4 — The Netherlands]
- The bike trip to the flower fields [S5 — Academic Field Trip, Leiden]
- I liked when us students had free time and could roam the city [S6 — Berlin]
- Bath [S6 — Oxford, Bristol, Bath]
- The activity's were fun, but to be honest the most fun I had was in the evening when we could rest and socialise with other students. [S5 — Academic Field Trip, Leiden]
- The free time and land discovery. [S4 — The Netherlands]
- Cycling [S5 — Academic Field Trip, Leiden]
- cycling [S5 — Academic Field Trip, Leiden]
- Impossible to tell, the whole trip was amazing. [S6 — Oxford, Bristol, Bath]
- Being together with my friends and having free Time in the city [S3 — London (Latinists - not compulsory trip)]
- Biking to see the tulips. [S5 — Academic Field Trip, Leiden]
- I loved the visit to the national park of the Calanques and the boat ride. We also had a pretty good amount of free time to explore on our own terms. [S6 — Aix-en-Provence]
- Our free time on the beach [S5 — Academic Field Trip, Leiden]
- Having free time and being able to play outside activities together with our classmates [S5 — Academic Field Trip, Leiden]
- The boat ride in Cassis [S6 — Aix-en-Provence]
- Playing volleyball at the beach [S5 — Academic Field Trip, Leiden]
- Leaving [S6 — Grenoble - Alpes d'Huez (ski trip)]
- The free times were the best [S6 — Aix-en-Provence]
- Le volley à l'hotel le soir [S5 — Academic Field Trip, Leiden]
- The return home. [S5 — Academic Field Trip, Leiden]
- The free time, and I loved the activities that we did in Amsterdam. [S4 — The Netherlands]
- When our class was communicating in the pilot room [S2 — Eurospace]
- When we all played beach volley together with girls and boy and then we pass the evening all together with a teacher who bought us soda [S5 — Academic Field Trip, Leiden]
- Cycling trip [S5 — Academic Field Trip, Leiden]
- Doing fun activities with my friends and going to the playground outside [S2 — Eurospace]
- I liked repairing the satellite in 0 gravity [S2 — Eurospace]
- The day at the Naturalis Museum was interesting, BUT WE WENT THERE LAST YEAR The tulip fields were pretty [S5 — Academic Field Trip, Leiden]
- I liked being in our rooms with our friends after having spent a day outside [S2 — Eurospace]
- food [S2 — Eurospace]
- leaving [S2 — Eurospace]
- bike tour [S5 — Academic Field Trip, Leiden]
- biking, volleyball [S5 — Academic Field Trip, Leiden]
- The free time [S6 — London]
- When we went on the boat trip and hike, and when we were allowed free time to explore the city. [S6 — Aix-en-Provence]
- Best moment was cycling [S5 — Academic Field Trip, Leiden]

- The beach when we saw the sunset and when we had free time around the city [S4 — The Netherlands]
- Being in the room with your friends [S5 — Academic Field Trip, Leiden]
- Nothing [S4 — The Netherlands]
- Free time. [S6 — Marseille]
- when we had free time in the hostel’s yard and the walking around Leiden [S5 — Academic Field Trip, Leiden]
- Everything, so I can't choose [S4 — The Netherlands]
- There were a lot of moments i enjoyed maybe the est was the train ride [S3 — London (Latinists - not compulsory trip)]
- The best moment of the trip was the trip eurospace. [S2 — Eurospace]
- Surprise activity: escape room [S6 — Oxford, Bristol, Bath]
- everything was nice, the ski but also the activities and the dinner was excellent. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- The launching of the rockets [S2 — Eurospace]
- Boat ride [S4 — The Netherlands]
- The voluntary bike rides. [S5 — Academic Field Trip, Leiden]
- When we had time to walk around [S3 — London (Latinists - not compulsory trip)]
- The control room and the walking on The Moon and Mars. [S2 — Eurospace]
- The free time [S6 — Bordeaux]
- Group work or activities [S2 — Eurospace]
- Amsterdam [S4 — The Netherlands]
- One of the simulators [S2 — Eurospace]
- I really liked the overall activities on the trip, but I think my favourite one was probably the thing where we pretended like we were in a rocket ship and controling everything. I would say that that was the best moment. [S2 — Eurospace]
- When we threw the rockets that we made [S2 — Eurospace]
- I liked when I went with my friends to explore new attractions, especially the rollercoaster. [S2 — Eurospace]
- The best moments of the trip were when we had free time in a city and we would get to play football and meet new people. [S4 — The Netherlands]
- The time off we had when we finished our activities [S5 — Academic Field Trip, Leiden]
- Activities [S2 — Eurospace]
- Leaving x [S2 — Eurospace]
- Making a rocket Model [S2 — Eurospace]
- Cruise in Amsterdam or sunset at the beach. [S4 — The Netherlands]
- Free time after dinner [S5 — Academic Field Trip, Leiden]
- Breakfast [S4 — The Netherlands]
- the beach experiments although a bit sad we couldnt swim [S5 — Academic Field Trip, Leiden]
- beach [S5 — Academic Field Trip, Leiden]
- The overall achievement of becoming better at skiing, but also the jump park track [S6 — Grenoble - Alpes d'Huez (ski trip)]
- the games [S4 — The Netherlands]
- The skiing and free time with friends. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- This is holland, when we flew over the netherlands [S4 — The Netherlands]
- The time spent with classmates. [S5 — Academic Field Trip, Leiden]

- The Field study on the beach was really fun, as we had plenty of free time despite the work, and the overall ratio of work to free time was very good. The activities were also engaging, mostly pretty fun, and not too difficult. [S5 — Academic Field Trip, Leiden]
- The evenings, when we could play football or volley or babyfoot and board games and chat together after a long day of working [S5 — Academic Field Trip, Leiden]
- The evenings when everyone could go outside and play badminton, basketball, football etc. What i really appreciated was the usual groups kind of dissolved so it made space to hang out with and get to know people I otherwise wouldn't speak to [S5 — Academic Field Trip, Leiden]
- Evenings at the hotel when we were more or less free from working. We would spent the evenings together and played games. [S5 — Academic Field Trip, Leiden]
- The best moment of the trip was the time we could sleep and rest. [S5 — Academic Field Trip, Leiden]
- The hike and the free time. [S6 — Aix-en-Provence]
- Boat ride at night in Amsterdam [S4 — The Netherlands]
- I liked the trip to Amsterdam and when we went to walk on the beach one afternoon. [S4 — The Netherlands]
- When we went to This is Holland [S4 — The Netherlands]
- Free afternoons in the hotel [S5 — Academic Field Trip, Leiden]
- Le soir quand tous les français nous nous rejoignions pour jouer ensemble [S5 — Academic Field Trip, Leiden]
- When we had free time. [S4 — The Netherlands]
- When we walked around the city during our free time [S6 — London]
- Staying at the hostel and hanging out all together. [S5 — Academic Field Trip, Leiden]
- The bike trip, when we had free time after/before dinner [S5 — Academic Field Trip, Leiden]
- Les moments d’apprentissage et les pauses entre amis [S2 — Eurospace]
- The disco at the end and the pizza on the boat [S4 — The Netherlands]
- Le soir quand on avait du temps libre tous ensemble [S5 — Academic Field Trip, Leiden]
- Hanging out with friends after the activities/going to the beach on the second day [S5 — Academic Field Trip, Leiden]
- The disco and the karaoke [S4 — The Netherlands]
- I don't remember [S2 — Eurospace]
- Coming back [S2 — Eurospace]
- When we were attached and the monitors made sure we couldn't fall off, and we did obstacles in the trees [S2 — Eurospace]
- The best moment of the trip was when went shopping in london [S3 — London (Latinists - not compulsory trip)]
- In the train it was good with our friends, but in the times when we were alone for hours [S6 — Marseille]
- the disco [S4 — The Netherlands]
- Being with my freinds [S5 — Academic Field Trip, Leiden]
- The only actually good moments of the trip were free time and cycling [S5 — Academic Field Trip, Leiden]
- When we visited the city [S6 — London]
- When we went cycling, there were beautiful landscapes and the route was flat. [S5 — Academic Field Trip, Leiden]
- when we ate pizza on the boat. and the discooooooo [S4 — The Netherlands]
- the bus and the volley in the hotel [S5 — Academic Field Trip, Leiden]
- When we were free to do any activities on the beach [S4 — The Netherlands]
- Being able to hang out with friends while doing fun activities, although I wish we would've gotten some more free time [S4 — The Netherlands]
- The disco [S4 — The Netherlands]

- When we watched the football match [S2 — Eurospace]
- The time spent with classmates playing and in fum activities like the gravitational thingy [S2 — Eurospace]
- Definitely the London Camden market [S6 — Oxford, Bristol, Bath]
- Making friends, seeing historical ww2 buildings and seeing beautiful views [S6 — Bordeaux]
- Free time during the evening. [S5 — Academic Field Trip, Leiden]
- Eating pizza on the boat, we actually all connected as a class and had lots of memories. The monitors with us were THE BESTS, same energy as us and felt very safe with them [S4 — The Netherlands]
- Free time [S4 — The Netherlands]
- The planning of the activities was nice and the teachers were super sweet as well. The evening activities and evening restaurants were amazing. [S6 — Berlin]
- Going to Amsterdam (boat trip) , and visiting multiple cities instead of staying in one [S4 — The Netherlands]
- The free moments when we could play volley, when we went to the museum by bike and when ate dinner [S5 — Academic Field Trip, Leiden]
- Stroopwaffel making and going to the cheese shop [S4 — The Netherlands]
- The Bus [S4 — The Netherlands]
- when we went to like the flying experience [S4 — The Netherlands]
- The moment at the beach [S5 — Academic Field Trip, Leiden]

2.4 Difficult/boring moment (n=133)

- Non [S2 — Eurospace]
- The last day was a bit weird because while for me it was interesting to see taxidermied animals, i felt sick afterwards and my friend is very sensitive to this so she did not enjoy that part at all. [S4 — The Netherlands]
- The bus rides were boring and there were a few logistics issues. The packed lunch (sandwiches) for the days we were away was not top either. Notwithstanding, this actually made the voyage more memorable. [S4 — The Netherlands]
- The workbooks sucked totally. Half of the things can be done with AI and most of the activities in it are complete jokes - like measuring the size of not 10, not 20 , but 200 sea shells. [S5 — Academic Field Trip, Leiden]
- pas prendre de photos est domage [S4 — The Netherlands]
- The boat trip was a bit too long (3 hours) [S6 — Bordeaux]
- research on the beach [S5 — Academic Field Trip, Leiden]
- I did not enjoy the bus rides or the food given to us during the trip. I had to pay extra for most of my food on the trip. [S6 — Oxford, Bristol, Bath]
- More activities ludique instead of visiting We had a 2h free time on top of a mountain, nothing to do [S6 — Aix-en-Provence]
- They didn't let us stay in our rooms with guests when we wanted to play cards. [S4 — The Netherlands]
- you should have proposed us another destination [S5 — Academic Field Trip, Leiden]
- every activity except the bike ride was just a pain. Not the activity itself, but rather the constant and repetitive locations. We literally visited the same museum as last year. Get creative. [S5 — Academic Field Trip, Leiden]
- Quand on a fait les fusée [S2 — Eurospace]
- Yes we spent more than 5 hours in the British museum so that was way to long. The next day we were at the Big Ben only for 45 min which is more interesting than the museum. [S3 — London (Latinists - not compulsory trip)]
- Guided visit of museum was a bit boring for me but I don’t think it was for everyone, it could have been better if we had choice and professors understood that and so gave us opportunities to not do what was boring for us. [S6 — Marseille]

- We stayed in the museum for a long time and weren't allowed to do much during that time. Unfortunately, we weren't able to appreciate what we saw there, for example, the Rosetta stone, because we were doing a treasure hunt. I think it could have been better if the students were split up in groups, or class per class, and that the teachers could show them the most important pieces. [S3 — London (Latinists - not compulsory trip)]
- the fact that we had the bike trip before the museum was tiring and at the museum we were all exhausted and found it more difficult to search for the things in the booklet. [S5 — Academic Field Trip, Leiden]
- The mornint at the beach [S5 — Academic Field Trip, Leiden]
- I found the trip overall boring with most of the activities taking way less time than indicated, resulting in filler free time. [S6 — Aix-en-Provence]
- I forgot [S2 — Eurospace]
- During this trip the first day was very difficult for everyone. We had to take the boat to watch the ilands, but there were lots of waves and water was going everywhere in the boat. Everyone got wet and people were vomiting and had headaches and belly aches. That moment was fine for 30 min but it lasted 2 hours and a half. Which was way to much for everyone of us. [S6 — Marseille]
- There were too many people which made it difficult to enjoy [S4 — The Netherlands]
- Visiting the same museum was very unnecessary as only very few of the questions in the booklet were actually about the museum. It was a complete waste of time [S5 — Academic Field Trip, Leiden]
- Not really, no [S6 — Berlin]
- The evenings were boring, we had the dinner too early and there were too much time between the dinner time and the time to go to sleep [S2 — Eurospace]
- The worksheet we had to make was way to long, there was to much and we couldn’t finish all of it in time. [S5 — Academic Field Trip, Leiden]
- Sometimes there were moments that were not interesting. [S4 — The Netherlands]
- Boring in Naturalis, as we did exactly the same thing and because we had not enough time it was verry stressful doing the exercises. [S5 — Academic Field Trip, Leiden]
- No [S6 — Oxford, Bristol, Bath]
- The time in the museum, i think the museum is really interesting but we coudn't really enjoy because we had to do so much work in the workbundle. And last year, we also went to the same museum. [S5 — Academic Field Trip, Leiden]
- Some of the activities weren't so interesting for example the guided tours could have been maybe less long and the tour guide in Aix en Provence wasn't very good, the vegetarian options weren't always available so I somedays couldn't eat lunch... maybe the food could be better coordinated next time. [S6 — Aix-en-Provence]
- We had too much work to complete [S5 — Academic Field Trip, Leiden]
- I think the plat we went to see was boring, and it also conveyed negative stereotypes even though I don't think this was the performer's or the teachers' intention - there was no indication about negative stereotypes in the online description or any information they had access to. [S6 — Oxford, Bristol, Bath]
- The 2 hours at notre dame the la garde felt a bit boring. And the soap fabric was a bit disappointing considering we only got to press the soap with designs [S6 — Aix-en-Provence]
- Yes, when it was cold at the beach [S5 — Academic Field Trip, Leiden]
- Yes, everything [S6 — Grenoble - Alpes d'Huez (ski trip)]
- le vélo dans les dunes un un peu épuisant mais globalement sur le plat très chouette [S5 — Academic Field Trip, Leiden]
- Yes, almost all the time. The conditions in the hotel were very difficult to adapt to as well as the tiring activities. [S5 — Academic Field Trip, Leiden]
- No [S2 — Eurospace]
- Cycling, Never again it was horrible and i wanted to cry during the 2hours Even tough I usually do sport every weeks [S5 — Academic Field Trip, Leiden]

- Some of my friends were not informed to go out of their rooms and missed out on an activity, they were also blamed. [S2 — Eurospace]
- No [S2 — Eurospace]
- The bike ride was difficult and stressful, the historical walk in Leiden felt rushed and useless and the activities were so badly done and stupid ! Also, our window was broken and we were cold during the night. [S5 — Academic Field Trip, Leiden]
- The curfew [S2 — Eurospace]
- the presentation in the beginning [S2 — Eurospace]
- everything [S2 — Eurospace]
- The museum, because we already went there last year and we barely got to see it because there were too many questions in the work book. [S5 — Academic Field Trip, Leiden]
- Some of the museum [S6 — London]
- I didn't enjoy one of the museum tours we went to as it wasn't interactive, but I liked the art gallery [S6 — Aix-en-Provence]
- The moment where we went to the beach to fill out the booklet was not very pleasant because it was very long and the conditions on the beach were not right for writing notes on paper. [S5 — Academic Field Trip, Leiden]
- Probably walking around doing this scavenger game that had no point. We were exhausted and it was like 30 degrees [S4 — The Netherlands]
- There was way too much work un the short amount of time that we were given [S5 — Academic Field Trip, Leiden]
- Everything boring [S4 — The Netherlands]
- Some activities such as "la chasse au tresor" or "la pétanque ". [S6 — Marseille]
- the museum Naturalis, the bike ride [S5 — Academic Field Trip, Leiden]
- No [S4 — The Netherlands]
- Surveillance from teacher. Due to an accident while playing outside in the dark I had to go to an emergency clinic to receive assistance. It was no close. Costs of transport and medical assistance on my parents charge 300kEuros, up to now still no news from the school admistration on how and if we can get reimbursement [S5 — Academic Field Trip, Leiden]
- Maybe at dinner when they had to dive us but we couldn’t choose the parole to be with, so yes we could make new friends. But a lot of people had to eat outside in the cold [S3 — London (Latinists - not compulsory trip)]
- No, I enjoyed the trip a lot. [S2 — Eurospace]
- No [S6 — Oxford, Bristol, Bath]
- the lunch time was too long (2 hours) either more ski or activities [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Free time at the hotel [S4 — The Netherlands]
- The amount of work could have been reduced. [S5 — Academic Field Trip, Leiden]
- No [S3 — London (Latinists - not compulsory trip)]
- I found that trying to find out where you're meant to be at that time was very difficult. [S2 — Eurospace]
- The boat tour in the Arcachon Basin was a bit too early in the morning and quite boring. [S6 — Bordeaux]
- The groups weren't evenly distributed so some people had their whole class together and then more or less 5 people in a different group [S2 — Eurospace]
- I feel that we could have done much more interesting thisgs in Amsterdam,in my humble opinion making strumpwafews is not nearly as educational as going to the rijksmuseum for exapmle. [S4 — The Netherlands]
- No [S2 — Eurospace]
- There was an activity called the rotator when the capsule spins you, and the worker there told us to yell if we feel sick because of the spinning. A lot of them yelled that they wanted to stop, but the worker didn't do anything [S2 — Eurospace]

- No [S2 — Eurospace]
- There wasn't something that bothered me. [S2 — Eurospace]
- The afternoons when we got back to the hotel and the last day (which was very unecessary) [S4 — The Netherlands]
- In the museum, sometimes at the beach and basically any time we had to fill in the 90 pages during the 3 days. [S5 — Academic Field Trip, Leiden]
- Food, rooms and behaviour of other classmates [S2 — Eurospace]
- The présentations [S2 — Eurospace]
- Nothing particularly boring. However, I had an unfortunate stomach bug towards the end of the trip which made the situation a bit difficult from my part. [S4 — The Netherlands]
- Beach activities / workbook activities [S5 — Academic Field Trip, Leiden]
- the lab work was quite monotonous [S5 — Academic Field Trip, Leiden]
- buses [S5 — Academic Field Trip, Leiden]
- No [S6 — Grenoble - Alpes d'Huez (ski trip)]
- too much waiting for the activities [S4 — The Netherlands]
- No, not really. Just I feel like we could have had more liberty to go around the city. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- The planning of the trips were not as good overall because we had a lot of free time between activities. [S4 — The Netherlands]
- We already went to naturalis museum the previous year, and there was a bit too much work. [S5 — Academic Field Trip, Leiden]
- Everyone arriving on time at the meeting point [S6 — Marseille]
- The history part/ Leiden walk was incredibly poorly organised and many stations could not be visited and yielded little information to actually complete the booklet. This meant more work to catch up on later, and even independent research into the specific buildings. [S5 — Academic Field Trip, Leiden]
- So much work and not given enough time to complete our assignments. Everyone was so exhausted quite quickly into the trip (we werent really given any breaks unless it was in the evening and by then lots of people were quite tired). What made it worse is that we had to go to school the next day. It's pushing students to their limits and a day off really doesn't do any harm. [S5 — Academic Field Trip, Leiden]
- The mornings and afternoons were quite boring and disappointing. We had to do a lot of work that wasn’t helping us learn anything. It was tiring and we didn’t have the right conditions to fill in the 80page booklet: we had to fill it in in places where there were no desks or places to sit other than the floor. Like I mentioned previously the museum was quite boring because we had gone there already the previous year. The whole booklet was way too long to do during the trip. Our teacher had to tell us what to do on site and what we could skip and do at home when we got back just to be on time at the hotel. We ended up doing most of the work at home which just didn’t make sense. [S5 — Academic Field Trip, Leiden]
- The history walk was extremely difficult and tiring as we had to stand and walk a lot, write while standing, carry the giant workbook around and translate the text. The actually information and ideas weren't bad nor difficult to comprehend but the overall way it was approached was in my opinion very poor. [S5 — Academic Field Trip, Leiden]
- The guided tours that weren't always necessary. [S6 — Aix-en-Provence]
- We were not allowed to go to our rooms before a certain hour. [S4 — The Netherlands]
- We arrived to a lot of the museums a hour or more before we were supposed to be there so we had to wait a lot doing nothing, and on the trip to Haga the guide kept getting us lost. I didn't like how we weren't allowed to leave the disco. [S4 — The Netherlands]
- We had to wake up extremely early to go to museums, and when we arrived, we sometimes couldn't go in right away, so we had to wait outside. [S4 — The Netherlands]
- Le vélo [S5 — Academic Field Trip, Leiden]
- The trip was quite boring as we only went to museums and since most of us didn’t know we had to bring a camera with us, we could not take any pictures without our phones. [S4 — The Netherlands]

- We had a lot of free time during each activity, in which we didn't have anything to do. [S4 — The Netherlands]
- On the first day when we arrived, we directly went to the British museum and that was a bit tiring because it was a very long visit and allthough it was interesting we couldn't fully enjoy it. I recommend maybe for the next trips to let us go to our rooms before [S6 — London]
- The beach day was the most tiring because of the windy and cold conditions, as well as the fact that we had to stay there for about three hours. [S5 — Academic Field Trip, Leiden]
- The naturalis museum was very boring and also the the work at the beac was exhausting and boring [S5 — Academic Field Trip, Leiden]
- Le réveil, car certains groupes pouvaient se réveiller plus tard. Or d'autres plus tôt. [S2 — Eurospace]
- It was very badly organized and managed, many times we didn't have any programs or activities at night. It was bad that they kept us in our groups and we couldn't eat/see our friends at the end of the day, because if we couldn't bring our phones at least let us see our friends. My group personally didn't have any free time during the week, which was also badly managed. The animators also didn't do anything to "animate". [S4 — The Netherlands]
- Les activités étaient vraiment ennuyante [S5 — Academic Field Trip, Leiden]
- Having to catch up on all the work in booklet that they gave us during the week end that followed [S5 — Academic Field Trip, Leiden]
- Not specifically [S4 — The Netherlands]
- Yes [S2 — Eurospace]
- Yes [S2 — Eurospace]
- everything [S2 — Eurospace]
- We walked a lot but de can't change anything for that [S3 — London (Latinists - not compulsory trip)]
- No, I think everything was ok and not boring because it didn't last long [S6 — Marseille]
- Yes i found it really annoying that we didnt have much liberty we didnt have free time and I couldnt choose with whom i would be in a room with that kind of ruined my trip [S4 — The Netherlands]
- Pretty much all of the trip except for free time and cycling [S5 — Academic Field Trip, Leiden]
- The fact that they got some free time off because of other people [S6 — London]
- Some museum talking about forks [S6 — Marseille]
- When we went to the beach to do some experiments, and when we went to the laboratory. There was far too much to do and we'd been short on time. We hadn't managed to finish half of it, and we had to finish it all at home. What's more, the instructions weren't clear. When we went to the lab, I didn't like sifting through the sand to find microplastics, because once we'd finished after 1 hour, there turned out to be no microplastics at all, and we'd done it all for nothing as the whole exercise was just to fill in one page out of 80 on the form. [S5 — Academic Field Trip, Leiden]
- The first day when we went to do a " treasure hunt " in the city, seemed to be fairly unorganised and pretty boring for me. It could've been better. [S4 — The Netherlands]
- yes we could't interact with the others group (others classes) [S4 — The Netherlands]
- every activity organise by school [S5 — Academic Field Trip, Leiden]
- When we were forced to go to many museums without any explanation so we couldn't really learn [S4 — The Netherlands]
- When we hat to sit and listen to a grown adult yap abt stuff we never talked abt expecting us to undertand and follow their dutch accent and fast speaking [S2 — Eurospace]
- In the afternoon we can't leave our rooms even when it's not time to go to sleep nor to stay inside the rooms. My group had to stay in their bedrooms while others could freely go outside. No organisation in the hotel. [S4 — The Netherlands]
- I didn't like the activities because I found them boring (also we were supposed to have a guided tour of Oxford university but instead we got a guide that talked about hogwarts for three hours and we didn't even visit the uni itself) [S6 — Oxford, Bristol, Bath]
- The foos couldve been tastier and bigger portions. [S6 — Bordeaux]

- The museum because we already did it last year. [S5 — Academic Field Trip, Leiden]
- My group got a lot of free time but some didn't. They should really talk before, on what to do so everyone has the same treatment. [S4 — The Netherlands]
- Some evenings [S4 — The Netherlands]
- We could have had more 'group activities' where the people who were on the same trip could have gotten to know each other and also more pictures would have been nice [S6 — Berlin]
- Nothing [S4 — The Netherlands]
- The first day's activity timing wasn't well planned. We had to skip a lot of places [S5 — Academic Field Trip, Leiden]
- Maybe some of the museums were a little boring and there were a little too many museums but overall it was ok. Just i dont understand why S5 trip will be the Netherlands again [S4 — The Netherlands]
- Too much museums [S4 — The Netherlands]
- the museums [S4 — The Netherlands]
- The biking [S5 — Academic Field Trip, Leiden]

3.4 Comment on teacher interaction (n=55)

- Tout etait bien [S2 — Eurospace]
- The teacher relaxed much more during this trip than usually in class, whilst making sure we students were following the rules. This helped us familiarize ourselves with the more "human" side of the teachers and we got to know them more, which contributed to the positivity of the trip, thanks to the teachers helping in the activities and everything. [S4 — The Netherlands]
- des infos différentes entre celles des profs qui nous disaient pas le mêmes choses que les mails aux parents [S4 — The Netherlands]
- The teachers treated us with respect and we had fun together. [S6 — Bordeaux]
- They were very nice and organised, they managed the group perfectly whilst still giving us enough freedom during free time [S6 — Marseille]
- nothing to say about the teachers [S5 — Academic Field Trip, Leiden]
- boring, acted like robots with no emotions; do this, do that. it felt more like a school day in a huge school than an academic trip [S5 — Academic Field Trip, Leiden]
- Yes teachers were incredible during the trip. [S3 — London (Latinists - not compulsory trip)]
- Teachers were really helpful when we had questions and gave clear informations on every day of the trip. [S6 — Marseille]
- There were bed bugs in some of the rooms [S2 — Eurospace]
- Our teachers during the trip made the trip even more amazing than it already was. We had the chance to have super chill teachers who were friendly and understanding. If someone looked like he or she felt bad, the teachers would immediatly ask if everything was okay and if the students needed something. I feel very grateful to the teachers. None of us had any problem with the teachers. [S6 — Marseille]
- The teachers interacted very well, it’s not their fault a portion of students acted insufferably [S6 — Berlin]
- The teachers were very respectful towards us, and it was nice getting to know them better outside of class. [S5 — Academic Field Trip, Leiden]
- The teachers in general were fair... But 2 in our group weren't at all. [S4 — The Netherlands]
- Very friendly, giving freedom to us, amazing. [S6 — Oxford, Bristol, Bath]
- The teachers during my trip (1st field trip) interacted good with us. [S5 — Academic Field Trip, Leiden]
- They took perfectly well care of us. [S6 — Aix-en-Provence]
- Yes, they were boring, teacherlike and acted as if they were our parents [S6 — Grenoble - Alpes d'Huez (ski trip)]
- The teacher were really kind, when my friend had an accident they all took time to help her and made it so that she has everything she needs. [S5 — Academic Field Trip, Leiden]

- They should have been more careful with making sure everyone was informed about what we were going to do next. [S2 — Eurospace]
- Overall all caring about the students. [S6 — Marseille]
- I don't have a comment [S4 — The Netherlands]
- I didn't see the teachers much, I think they may have been with another group. [S2 — Eurospace]
- It could have been more activities « icebreaker ». everyone stayed with their group of friends and we never interacted with other people. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Sometimes the teachers were hard to find and when you did find them they didn't know how to help. [S2 — Eurospace]
- Think if they weren't here nothing would have change [S6 — Bordeaux]
- There were many examples of teachers being disrespectfull as well as they repeatedly threatened us. [S4 — The Netherlands]
- They were really nice! They were helpful when we had questions about a certain topic [S5 — Academic Field Trip, Leiden]
- The teachers were really communicative. And, above all, so very helpful during the difficult night and day that I had; they knew what to do and what to give me - I felt safe. [S4 — The Netherlands]
- The teachers communicated with us well and were nice to us. [S4 — The Netherlands]
- They were very pleasant to be with. [S5 — Academic Field Trip, Leiden]
- Some of the teachers were very harsh and unpleasant for no reason. [S5 — Academic Field Trip, Leiden]
- My favourite part of school trips is that it sort of separates teachers and students to how they usually must behave in classrooms. I enjoy watching students joke with their teachers and vice versa (especially in the later years because we're treated more like equals). Unfortunately, that was not the case this time. Nothing bad happened but it would've been nice to see the teachers make a bit more of an effort to connect with us since it also makes such a big difference in the classroom after said school trip. [S5 — Academic Field Trip, Leiden]
- The teachers were open with us, giving attention to our needs and never over reacting. [S6 — Aix-en-Provence]
- I didn't like how some teachers would come into our rooms without knocking, some of my classmates said that one of the teachers came in on them changing. Also I felt some of the teachers focused more on us not having our phones rather than the actual trip. [S4 — The Netherlands]
- Ms Krüger was AMAZINGGGG [S5 — Academic Field Trip, Leiden]
- There is an event I'd like to report: a teacher saw me patting the back of my friend and saw that I acted as I didn't do it. My friend smiled and went back at what he was doing. After that, the teacher slaped me very hard on my back and made this stupid face as if she didn't do it. My back was hurting for all night. [S4 — The Netherlands]
- The teacher who went on my trip were all incredibly nice and understanding. They would talk with us, ask us how we were getting on, and help us if they were in the science department. However, there was one teacher who was a little passive agressive which I think was due to the stress of organizing the trip which is understandable. Ms Goj, Mr Stork and Mr Georgiev really made the trip enjoyable. [S5 — Academic Field Trip, Leiden]
- My group of teachers was very nice [S5 — Academic Field Trip, Leiden]
- Too harsh, too strict [S4 — The Netherlands]
- The teachers were not available when we needed the.The way teachers communicated with us was rude [S2 — Eurospace]
- The teachers really helped, espacially when my friend broke her knee, they made sure everyone was present and helped her back in the cafeteria [S2 — Eurospace]
- The teachers were very nice to us and respectful, they were always there when we needed them [S6 — Marseille]
- i feel like they were a bit harsh on us [S4 — The Netherlands]
- The male teachers were a bit sexist [S6 — London]

- it depend of the teacher [S5 — Academic Field Trip, Leiden]
- The teachers were very friendly and fun to be with. [S4 — The Netherlands]
- Screaming for the smallest thing, forgrtting 6 people in their room evc.. [S2 — Eurospace]
- The teachers were really really kind . A big thank you to them ! ❤️‍🩹 [S6 — Oxford, Bristol, Bath]
- They were relatable and fun to be around. [S6 — Bordeaux]
- They were very polite but they should be a little less strict because some teachers were really strict. [S5 — Academic Field Trip, Leiden]
- Mr Miller and Mrs Meyer were a quite harsh sometimes [S6 — Berlin]
- They were really nice and created a very nice atmosphere [S4 — The Netherlands]
- Nothing to report [S5 — Academic Field Trip, Leiden]
- Some teachers were a little harsh right at the beginning when we arrived at the hotel. Like giving 0's and getting mad when a student walked around with other students in the hotel not far from the rooms and didn't know that the they had to stay in their rooms so that the teachers would check. [S4 — The Netherlands]

3.6 Comment on missing school/catching up (n=44)

- Tout a bien ete fait [S2 — Eurospace]
- Some teachers did give homework and tests for right after the trip. This was, in fact, slightly frustrating, but did not cause me major problems. [S4 — The Netherlands]
- Overall it was pretty good. Most of my teachers were very understanding. [S5 — Academic Field Trip, Leiden]
- on a pas le choix d'aller en voyage et de rater des cours et devoir récupérer [S4 — The Netherlands]
- I didn't miss any class [S6 — Aix-en-Provence]
- I had a test the day I came back [S2 — Eurospace]
- The trips could be even better if the school made a rule were teachers are'nt allowed to put any test or homeworks the week or days after a big school trip. By doing that, students can enjoy the trip more because they wouldn't feel any stress to catch up with the lessons or with the material to learn for a test. [S6 — Marseille]
- The fact that the whole trip took up 2 weeks due to all classes going at separate times took up much more time and needed much more planning effort for teachers than organising multiple trips at the same time, the way it was done in previous years. [S5 — Academic Field Trip, Leiden]
- I don't know if we actually could go to trip devided in only two groups, because I actually had two weeks of nothing because hal of the class were missing because of the trip [S2 — Eurospace]
- It was a bit difficult when sometimes half of your class isn’t there and it could be hard to catch up sometimes. [S5 — Academic Field Trip, Leiden]
- No [S6 — Oxford, Bristol, Bath]
- No [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Some of the people went after us and missed a chapter which we had to have a test on in the next few days. [S2 — Eurospace]
- Nope [S2 — Eurospace]
- We did not miss anything, all the trips were during the same time. [S6 — Marseille]
- I don't have a comment [S4 — The Netherlands]
- It was really nice because each teacher asked us question about the trip. Which I really enjoyed to answer. [S3 — London (Latinists - not compulsory trip)]
- The teachers didn't do much while we were gone which was very useful. [S2 — Eurospace]
- It was good that groups went at different times because then we could learn the things they learnt when we were away and vice versa. It was also nice to have a smaller class for the lessons which are mixed with other classes. [S2 — Eurospace]

- I couldn't really catch up with everything that they did in school, but there wasn't a lot of things anyway, but as I remember, one of our teachers put a test about 2 days after we came back from the trip. [S2 — Eurospace]
- Annoying x [S2 — Eurospace]
- Everything continued smoothly. [S4 — The Netherlands]
- had multiple tests in first few days back including a spanish test on my first day back that i wasn't able to study for. with half the class of many mixed classes (maths his geo gym) gone at different times, while missing some classes was inevitable this extended the classless period over closer to two weeks. A chapter has been removed from the maths btest curriculum. Many teachers seemed to have a "not my problem" attitude upon our return. [S5 — Academic Field Trip, Leiden]
- Chemistry teacher gave us a test the next day [S5 — Academic Field Trip, Leiden]
- Teachers shouldn’t be able to put test on the next week. [S4 — The Netherlands]
- Give a free day after please we're not robots and require a day of rest after quite an intense school trip [S5 — Academic Field Trip, Leiden]
- It was very hard to come back to school the very next day after coming home in the evening. We didn’t have time to catch up on the missed classes let alone to finish the booklet [S5 — Academic Field Trip, Leiden]
- I think I am still not excused for it on sms, and my class mates either [S5 — Academic Field Trip, Leiden]
- For S4s, we all went at the same time, so we didn't actually miss any classes [S4 — The Netherlands]
- As mentioned above, pupils were tired and did not have the energy to go back to school the very next day after coming back from the trip. [S5 — Academic Field Trip, Leiden]
- Some teachers gave us tests, homeworks immediatly afterwards [S5 — Academic Field Trip, Leiden]
- C’était avant les btest donc on a perdu 2 semaines pour se préparer et avancer dans la matière [S5 — Academic Field Trip, Leiden]
- It was fine. [S4 — The Netherlands]
- No [S4 — The Netherlands]
- Nope [S2 — Eurospace]
- Nothing [S3 — London (Latinists - not compulsory trip)]
- Missing school was not a problem because all of us missed school so no one missed a thing, all of our year was gone [S6 — Marseille]
- no it was quite alright but some teachers gave us homework and tests which was quite annoying [S4 — The Netherlands]
- The long booklet we had to fill on the trip was worse than everything I'd missed in school [S5 — Academic Field Trip, Leiden]
- that when we came back many teacher gave us many homeworks and tests [S4 — The Netherlands]
- My class has to read a book for the day we came back which was unpleasent [S4 — The Netherlands]
- A bit hard to go back into the usual routine [S6 — Oxford, Bristol, Bath]
- Nope [S6 — Bordeaux]
- No [S5 — Academic Field Trip, Leiden]

4.2 Subjects trip helped understand (n=101)

- Sci [S2 — Eurospace]
- Bone [S4 — The Netherlands]
- Geography [S4 — The Netherlands]
- none [S6 — Grenoble - Alpes d'Huez (ski trip)]
- None. This 'workbook' did not spark any interest. I will never forget how annoying and time consuming was filling it as a) it was filled with dumb question and b) it was way to long. [S5 — Academic Field Trip, Leiden]

- néant [S4 — The Netherlands]
- Geography History [S6 — Bordeaux]
- geography [S5 — Academic Field Trip, Leiden]
- I would say I appreciate historical places more and grew compassion for universities. [S6 — Oxford, Bristol, Bath]
- L1 French [S6 — Marseille]
- the same trip the same museums of last year... [S5 — Academic Field Trip, Leiden]
- none [S5 — Academic Field Trip, Leiden]
- History and Latin obviously [S3 — London (Latinists - not compulsory trip)]
- Latin [S3 — London (Latinists - not compulsory trip)]
- geography, history and biology [S5 — Academic Field Trip, Leiden]
- none [S6 — Aix-en-Provence]
- None of my classes made any connection with the trip [S2 — Eurospace]
- Biology [S4 — The Netherlands]
- It didn't help understand anything better no. Some of the activities' topics were then never seen again in any of the classes. [S5 — Academic Field Trip, Leiden]
- History, particularly WW2 [S6 — Berlin]
- Integrated Science [S2 — Eurospace]
- History [S6 — Oxford, Bristol, Bath]
- Geography, because for geography we learn everything on paper. But it was fun that we could really do it physically, and use the things we've learned in class to understand geography better. [S5 — Academic Field Trip, Leiden]
- none [S4 — The Netherlands]
- Integrated science [S2 — Eurospace]
- Science [S2 — Eurospace]
- Geography [S4 — The Netherlands]
- geographie [S5 — Academic Field Trip, Leiden]
- History, Art History, Geography [S6 — Aix-en-Provence]
- none [S5 — Academic Field Trip, Leiden]
- A little bit in french, there were cements on Romantism in the museum. [S6 — Aix-en-Provence]
- none [S6 — Grenoble - Alpes d'Huez (ski trip)]
- none [S6 — Aix-en-Provence]
- biologie (évolution), géographie (dynamic landscapes) [S5 — Academic Field Trip, Leiden]
- I already appreciated and understood all of the school subjects which were the academic objects of this trip. [S5 — Academic Field Trip, Leiden]
- Biology Art [S4 — The Netherlands]
- Science [S2 — Eurospace]
- History and biology [S5 — Academic Field Trip, Leiden]
- Science. [S2 — Eurospace]
- Biology, gegraphy [S5 — Academic Field Trip, Leiden]
- Sciences [S2 — Eurospace]
- none [S2 — Eurospace]
- none [S2 — Eurospace]
- none [S2 — Eurospace]
- none [S5 — Academic Field Trip, Leiden]
- none [S5 — Academic Field Trip, Leiden]

- chemistry, because of the soap museum [S6 — Aix-en-Provence]
- None [S4 — The Netherlands]
- None. [S6 — Marseille]
- geography [S5 — Academic Field Trip, Leiden]
- This trip helped me learn a bit more on science and space. [S2 — Eurospace]
- none [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Latin and history [S3 — London (Latinists - not compulsory trip)]
- Science but really it was only the space unit that I appreciate more. [S2 — Eurospace]
- Science and astronomy [S2 — Eurospace]
- none [S4 — The Netherlands]
- Integreted Science [S2 — Eurospace]
- None, since the trip wasn't about school subjects. [S2 — Eurospace]
- none [S5 — Academic Field Trip, Leiden]
- None x [S2 — Eurospace]
- None, but the community grew closer so it was easier with the teachers in class. [S4 — The Netherlands]
- none [S5 — Academic Field Trip, Leiden]
- History [S4 — The Netherlands]
- geo and bio were both very informative and interesting in this booklet [S5 — Academic Field Trip, Leiden]
- Biology [S5 — Academic Field Trip, Leiden]
- Nonwle [S6 — Grenoble - Alpes d'Huez (ski trip)]
- none [S4 — The Netherlands]
- Geography, L3, L4, Physics, Biology, Moral, [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Biology and geography [S4 — The Netherlands]
- History [S6 — Marseille]
- none [S4 — The Netherlands]
- Geography, Biology [S5 — Academic Field Trip, Leiden]
- Bio [S5 — Academic Field Trip, Leiden]
- none [S5 — Academic Field Trip, Leiden]
- none [S5 — Academic Field Trip, Leiden]
- History and geography [S6 — Aix-en-Provence]
- Biology [S4 — The Netherlands]
- Biology [S4 — The Netherlands]
- Biology [S5 — Academic Field Trip, Leiden]
- None [S4 — The Netherlands]
- none [S4 — The Netherlands]
- our S6 trip wasn’t really connected to school subjects, but the museums taught me valuable information about history which i could not have learned otherwise [S6 — London]
- none [S5 — Academic Field Trip, Leiden]
- Le système solaire [S2 — Eurospace]
- None. [S4 — The Netherlands]
- History [S5 — Academic Field Trip, Leiden]
- Science [S2 — Eurospace]
- none [S2 — Eurospace]
- none [S2 — Eurospace]
- English [S3 — London (Latinists - not compulsory trip)]

- History maybe [S6 — Marseille]
- none [S4 — The Netherlands]
- none [S5 — Academic Field Trip, Leiden]
- None, it only made me hate them more [S5 — Academic Field Trip, Leiden]
- the trip had nothing to do with school subjetcts [S4 — The Netherlands]
- None I think [S4 — The Netherlands]
- French [S6 — Bordeaux]
- Geography [S5 — Academic Field Trip, Leiden]
- History [S6 — Berlin]
- none [S4 — The Netherlands]
- Ethics [S4 — The Netherlands]

4.3 One sentence on what was learned (n=98)

- Comment les astronautes sont dans l’espace [S2 — Eurospace]
- You can't judge a person until you actually get to know them. [S4 — The Netherlands]
- I honestly do not know what to write here apart that Amsterdam is a great city and cultural centre. [S4 — The Netherlands]
- Don't ever let the school fool you that having an 'academic excursion' can be fun. [S5 — Academic Field Trip, Leiden]
- j'aimais pas l'activité à la fromagerie [S4 — The Netherlands]
- More geographical aspects [S6 — Bordeaux]
- How places can be so different yet so unique and amazing. [S6 — Oxford, Bristol, Bath]
- I learned more about how my tripmates go about with life. [S4 — The Netherlands]
- we deserved better [S5 — Academic Field Trip, Leiden]
- not every adult should have authority over children [S5 — Academic Field Trip, Leiden]
- I learned to understand the topics we did in class a lot better and I was able to see the actual texts we had analysed in class. [S3 — London (Latinists - not compulsory trip)]
- no comment [S6 — Aix-en-Provence]
- It was a long time ago so I forgot [S2 — Eurospace]
- I don’t know [S4 — The Netherlands]
- That I really didn’t learn much. My expectations were low and I was proven right throughout the trip [S5 — Academic Field Trip, Leiden]
- I learned to be more confident in traveling without family, and I also learned much about nazi Germany [S6 — Berlin]
- I learned more about my friends and classmates and got closer to them. [S6 — Oxford, Bristol, Bath]
- That everyone can get along better outside of school. [S5 — Academic Field Trip, Leiden]
- My science teacher is funny [S2 — Eurospace]
- That Netherlands is a green land and really ecological. [S4 — The Netherlands]
- I learned more about the Nederlands [S5 — Academic Field Trip, Leiden]
- Grew immensely in confidence, made a lot of friends, priceless [S6 — Oxford, Bristol, Bath]
- L'apéro marseillais. [S6 — Aix-en-Provence]
- Ive learned a lot about evolution. [S5 — Academic Field Trip, Leiden]
- The history of Cezanne. [S6 — Aix-en-Provence]
- nothing. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- That I really like the south of France. [S6 — Aix-en-Provence]
- Leiden est une très belle ville [S5 — Academic Field Trip, Leiden]

- I already knew the information. For me it was mostly a repetition. [S5 — Academic Field Trip, Leiden]
- I learned to know peoples in a better way and I made New friends [S5 — Academic Field Trip, Leiden]
- I think I learned how to work better with my trip mates. [S2 — Eurospace]
- I don't actually remember what I learnt we mostly did workshops and activities but didn't really have actual lessons [S2 — Eurospace]
- i learned that people can be mean and think that it's okay [S2 — Eurospace]
- I still don't like school trips [S2 — Eurospace]
- industrial revolution [S5 — Academic Field Trip, Leiden]
- i want to bike and play volleyball [S5 — Academic Field Trip, Leiden]
- I learned how to be more independat, how to take care of issues when my parents aren't around, and how to make connections with people I hadn't talked to before. [S6 — Aix-en-Provence]
- How important Leiden was and still is for industrialisation. [S5 — Academic Field Trip, Leiden]
- Have fun with you’re friends [S4 — The Netherlands]
- Nothing [S5 — Academic Field Trip, Leiden]
- My tripmates are not as mad as I thought, they can be kind even the ones that I wouldn't say. [S6 — Marseille]
- my tripmates [S5 — Academic Field Trip, Leiden]
- Nothing comes to mind [S3 — London (Latinists - not compulsory trip)]
- I would describe it as a way of knowing more about the universe. [S2 — Eurospace]
- i learned how to ski for the first time [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Pipis [S4 — The Netherlands]
- It was great because I was with my friends, we did fun activities and it was educational (on a topic I enjoy alot) [S2 — Eurospace]
- That some things that are put as necessary are not that necessary [S6 — Bordeaux]
- Mid. [S4 — The Netherlands]
- I got closer to my classmates which really helped because it's my first year in this school [S2 — Eurospace]
- EEB4 can not be trusted with my privacy, security, and safety. [S4 — The Netherlands]
- I learnt that I can cooperate well with my tripmates and that we can adapt to what's given. [S2 — Eurospace]
- idk [S5 — Academic Field Trip, Leiden]
- Fun activities although tripmates stole some of my belongings. (Sweets/snacks) [S2 — Eurospace]
- Shi idk x [S2 — Eurospace]
- The Netherlands is a wonderful place (however, I'm not a huge fan of the food). I think trips such as these are really amazing because I noticed that everyone felt comfortable with everyone. Really thankful for this trip. [S4 — The Netherlands]
- people really seem to have a problem with working and my work ethic was rewarded by having my work copied and used by many other people and though it was implied that it was necessary to finish the booklet in the three days which i did, the hand in date ended up being quite lenient. [S5 — Academic Field Trip, Leiden]
- People are lazy [S5 — Academic Field Trip, Leiden]
- I learned about skiing and that it's difficult tiring and involves lots of impulse control to get right [S6 — Grenoble - Alpes d'Huez (ski trip)]
- about the netherlands [S4 — The Netherlands]
- I learned to engage my upper and lower body at the same time, make decisions really quickly and I was able to witness first hand the “freeze-thaw” action as well as the impacts of climate change on our world. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- The dutch did a great job with regainig land from the sea. [S4 — The Netherlands]
- The Netherlands are nice, Leiden is nice, field studies are fun. [S5 — Academic Field Trip, Leiden]

- I learned how do analyse different sceneries. [S5 — Academic Field Trip, Leiden]
- Allowing students and teachers an inoffensive day of rest is not the end of the world [S5 — Academic Field Trip, Leiden]
- I learned that the trips should be more about having time with friends rather than repeating things we already learned in class just to get another grade for the report. [S5 — Academic Field Trip, Leiden]
- I learned that a lot of my classmates are extremely lazy. [S5 — Academic Field Trip, Leiden]
- I have deeper knowledge about art and the history of mainly south of France. [S6 — Aix-en-Provence]
- The Netherlands in general as a country [S4 — The Netherlands]
- From this trip I learned more about my classmates and teachers. [S4 — The Netherlands]
- A lot of important stuff which helped me in school. [S4 — The Netherlands]
- What I learned is that you've really got to carefully think about who you will be in the room with. The room we got was very small (there was four of us) and one of us had a big suitcase, which made the space feel even more smaller. Since it is such a small room, I think it's even more crucial for it to be organised and clean, which was not really possible with four people in it and sand everywhere. [S5 — Academic Field Trip, Leiden]
- nothing [S5 — Academic Field Trip, Leiden]
- La vie des astronautes [S2 — Eurospace]
- I learned a lot about our class and I feel like we bonded very well together. [S4 — The Netherlands]
- I learnt that my trip mates are awesome and the Nederlands is a really nice country [S5 — Academic Field Trip, Leiden]
- Nothing [S4 — The Netherlands]
- I learned to know knew people and sharing an experience with the entire year somehow connected us. [S4 — The Netherlands]
- I learned more about rockets. [S2 — Eurospace]
- O don't know [S2 — Eurospace]
- no, nothing. [S2 — Eurospace]
- Believe in yourself but know your limits. [S2 — Eurospace]
- I learned that spending time with people that you don't really know can make you become very close to them even if you didn't know you could [S6 — Marseille]
- idk [S4 — The Netherlands]
- How to serve in volleyball [S5 — Academic Field Trip, Leiden]
- I learn how much I hated some aspects of school (most of them actually), as well as geography, history and biology [S5 — Academic Field Trip, Leiden]
- I learn how to make chease and how windmills works. [S4 — The Netherlands]
- It helped me with culture and my future plan. It also changed friend relationships (for the best?) [S4 — The Netherlands]
- Almost nothing [S2 — Eurospace]
- Nothing [S4 — The Netherlands]
- That the teachers, even the ones you usually don't like , are actually really nice you juste have to get to know them better and treat them kindly . [S6 — Oxford, Bristol, Bath]
- THe french language [S6 — Bordeaux]
- I learn more about my classmates which create a better mood in the class. [S5 — Academic Field Trip, Leiden]
- We learned a lot about Germany after the Second World War which was very nice as we got details that we don't usually learn in school [S6 — Berlin]
- I learnt more abt my friends and the accompanying teachers [S5 — Academic Field Trip, Leiden]
- That the Netherlands is a beautiful country with a lot of things to do but just not good enough to be doing it again the next year. [S4 — The Netherlands]

- I had fun and my relationship with teachers got reinforced [S4 — The Netherlands]
- the Netherlands in general, I didn't really know much about the country but after the trip i was really like a pro [S4 — The Netherlands]

5.3 What involvement would be useful (n=50)

- Je ne sais pas [S2 — Eurospace]
- Some extra preparatory classes, perchance. [S4 — The Netherlands]
- Well preparation lacked a lot. In the workbook there were stuff that we hadn't even learned in class. [S5 — Academic Field Trip, Leiden]
- pas envie [S4 — The Netherlands]
- I would have wanted to maybe see the activities available for the trips, so students could decide for themselves which one is most suited. [S6 — Oxford, Bristol, Bath]
- Organisation of activities. [S2 — Eurospace]
- having to navigate alone [S5 — Academic Field Trip, Leiden]
- Idk [S2 — Eurospace]
- The science behind it [S2 — Eurospace]
- I don’t know [S4 — The Netherlands]
- I liked knowing that us students had to watch each other and take care of our friends to make sure we didn’t get lost [S6 — Berlin]
- Preparing the trip, or at least have some say in what could be changed a bit. [S5 — Academic Field Trip, Leiden]
- I felt like we didn't have any link or work to do with our trips at school. We should have maybe had the opportunity to discuss the program. [S6 — Aix-en-Provence]
- No [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Learning even more about the place and the subject would have made the experience more interesting. [S2 — Eurospace]
- idk [S2 — Eurospace]
- i don't know [S2 — Eurospace]
- I don’t know [S5 — Academic Field Trip, Leiden]
- free time, groups in the city [S5 — Academic Field Trip, Leiden]
- Students choosing what activites , like the admits would give option and we would vote [S4 — The Netherlands]
- Choosing the activities. [S6 — Marseille]
- I don't have a comment [S4 — The Netherlands]
- I think the involvementwas just right [S3 — London (Latinists - not compulsory trip)]
- I felt involved just enough. [S2 — Eurospace]
- Preparing the trip, deciding on activities [S6 — Oxford, Bristol, Bath]
- speak with the pupils what they want to do [S3 — London (Latinists - not compulsory trip)]
- I don't know. [S2 — Eurospace]
- I don't know. [S4 — The Netherlands]
- Students should be more involved with the planning of the trips, as well as rules, staff, etc. [S4 — The Netherlands]
- I believe preparing because it would help us spend our time more efficiently when exploring the sites. [S2 — Eurospace]
- Sportif [S2 — Eurospace]
- All good. [S4 — The Netherlands]
- hmm that is the question [S5 — Academic Field Trip, Leiden]

- Choosing the destination and making the workbook a bit less long for the short time we had. Also making the workbook harder to use chatgpt on [S5 — Academic Field Trip, Leiden]
- I dont know [S4 — The Netherlands]
- Having a say in where we go. I understand budgets and being eco friendly and whatnot (i don't think anyone's expected to go to portugal for 4 days (if you are you're an idiot)) but there have to be at least a couple more options than the netherlands. Knowing why the netherlands is such a good option and having more information as to why that destination was picked would be lovely. [S5 — Academic Field Trip, Leiden]
- I think once we got back it was kind of forgotten about. [S5 — Academic Field Trip, Leiden]
- Do more exercises connected to the subject [S5 — Academic Field Trip, Leiden]
- Maybe more free time outside of the htel would have been nice. [S4 — The Netherlands]
- Letting us be more free because we're not 5 year olds. [S4 — The Netherlands]
- We would have liked to start working on the booklet beforehand as it was gigantic and some us really struggled to finish it [S5 — Academic Field Trip, Leiden]
- More games!!! [S2 — Eurospace]
- No [S2 — Eurospace]
- Nothing [S3 — London (Latinists - not compulsory trip)]
- I don't really want any involvement because our trip wasn't like the S5 trip to Leiden, it wasn't linked to the school so the involvement to the school activities was unecessary [S6 — Marseille]
- For students to be consulted to decide on the destination and organization of the trip [S5 — Academic Field Trip, Leiden]
- To ask us also about the activities we are going to do . We would like to choose them . [S6 — Oxford, Bristol, Bath]
- We should be able to give ours preferences about the activities. [S5 — Academic Field Trip, Leiden]
- To choose the activities even if it can be hard and teachers worked hard on this [S4 — The Netherlands]
- None [S5 — Academic Field Trip, Leiden]

6.1 One thing to change next year (n=132)

- Les chambres [S2 — Eurospace]
- The museum of natural arts has GOT to go, felt very sick. #neveragain [S4 — The Netherlands]
- I'd make the food a whole lot better. Many students, including myself, would have appreciated this for this year. [S4 — The Netherlands]
- REMOVE THE WORKBOOKS. THEY DON'T HELP OR DO ANYTHING. [S5 — Academic Field Trip, Leiden]
- The breakfast in the "chalets" (appreciate it a lot that teachers tried to remediate the problem) [S6 — Bordeaux]
- not going in the Naturalis (we went last year) [S5 — Academic Field Trip, Leiden]
- I would change the amount of free time we have. Honestly, I would have enjoyed spending more time with friends, doing our own things rather than visiting places we have already seen or do not want to. [S6 — Oxford, Bristol, Bath]
- ludicrous activities [S6 — Aix-en-Provence]
- A week-long trip would be better than 5 days (with the last day being the day we left). It was too short and multiple tiring activities were done on the same day, which was exhausting. [S6 — Marseille]
- To be able to use our phones. [S4 — The Netherlands]
- It will be better if the time spend at Naturalist museum was more than a few hours since the time we had to go there, come back and fill all the work related to the museum in the booklet wasn't enough. [S5 — Academic Field Trip, Leiden]
- more time another destination 2 times to Leiden is not respectful of pupils expectations [S5 — Academic Field Trip, Leiden]

- the location, the duration and the availability to explore more options to be with people you get along with [S5 — Academic Field Trip, Leiden]
- C'est pas très long [S2 — Eurospace]
- Longer trip [S3 — London (Latinists - not compulsory trip)]
- Nothing, excepted the timing, a bit later during the year would have been better for the meteo (much wind during the trip) but I don't know how ut would have been for school so it was anyway a good timing ans the temperature was random only 1 or 2 days [S6 — Marseille]
- Manage the free time more equally, instead of having some days with lots of free time and others with nearly none. [S3 — London (Latinists - not compulsory trip)]
- partir en voyage [S2 — Eurospace]
- the length and the accommodation [S5 — Academic Field Trip, Leiden]
- Destination and more autonomy [S5 — Academic Field Trip, Leiden]
- more activities and more teamwork needed for those activities [S6 — Aix-en-Provence]
- There were a couple of activities we didn't do because we weren't there for 5 days [S2 — Eurospace]
- More free time [S4 — The Netherlands]
- The location and making the themes more coherent to class work [S5 — Academic Field Trip, Leiden]
- Only thing is some students were terrible and I wouldn't have let them come on the trip to guarantee a better experience for others [S6 — Berlin]
- More time to make the workbook, or just less work. Because no one could finish it in time. [S5 — Academic Field Trip, Leiden]
- Teachers disrespectful behavior and no active response from the school [S6 — Berlin]
- Make it outside Belgium, like go to another country by train or plane [S2 — Eurospace]
- Nothing [S6 — Oxford, Bristol, Bath]
- The trip should be longer and the free Time in better places [S3 — London (Latinists - not compulsory trip)]
- Hotel [S5 — Academic Field Trip, Leiden]
- Less free time for more activities, activities linked to the curricula, more cultural activities (we did one museum and one historic-city tour) [S6 — Aix-en-Provence]
- I would have loved for it to be longer. [S5 — Academic Field Trip, Leiden]
- everything [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Less museums and guides. [S6 — Aix-en-Provence]
- plus long pour mieux répartir les activité [S5 — Academic Field Trip, Leiden]
- The conditions of the hotel and food as well as the excessive prolongation of the stressful activities which interfered with free time necessary for eating or resting. [S5 — Academic Field Trip, Leiden]
- Everything was great, except for the fact that there wasn't a good answer to how to deal with sick students. My friend was sick, and had to sit outside and couldn't stay back to lie down and get better. So maybe there should be a better protocol or solution with how to deal with sick students during the trip/ day time activities. [S4 — The Netherlands]
- The cycling activity but please don't change it cause if we had to surfer, class of next year have to surfer to [S5 — Academic Field Trip, Leiden]
- The location [S5 — Academic Field Trip, Leiden]
- I think if the food improved it would be better, some of it was raw, and some of the rooms weren't safe (bedbugs) but as you can't do anything about that, I would say notifying the teachers to not make huge advances without students would help. [S2 — Eurospace]
- Go somewhere else and have work that actually makes sense for the program [S5 — Academic Field Trip, Leiden]
- The teachers should be less strict about kids moving to others rooms [S2 — Eurospace]

- Maybe they should clean the rooms because in eurospace we had bed bugs which means that the staff didn't clean the room properly and me personally I didn't get the bed bugs but a lot of people in my class got bed bugs and they regretted going on the trip because of that and also at one point one of the activities were that we went on this thing I don't exactly know what it is but it's like it's some sort of rocket thing and it can make you really dizzy and the staff he said that if you didn't want to go on it you could tell him he wanted to get off and me and my friend wanted to get off we were literally screaming that we wanted to get off and he made eye contact and just ignored us and later on when we talked with my classmates they said that they heard me and my friend same way I wanted to get off they were on the opposite side of the room [S2 — Eurospace]
- snack time???? [S2 — Eurospace]
- making it optional [S2 — Eurospace]
- Making the workbook shorter to have the possibility to have more free time [S5 — Academic Field Trip, Leiden]
- The cabin we stayed in was beautiful and fun, but it had bedbugs which we found out on the last day, which was unpleasant. [S6 — Aix-en-Provence]
- Give less work in the booklets as we needed to finish them in our free time because it was overwhelming. [S5 — Academic Field Trip, Leiden]
- Have phones and more trust into students [S4 — The Netherlands]
- More time for both the trip and the work [S5 — Academic Field Trip, Leiden]
- Longer, better organized when we have activities and gree time. [S6 — Marseille]
- different destination [S5 — Academic Field Trip, Leiden]
- Nothing everything was perfect [S4 — The Netherlands]
- The shortness of the trip [S3 — London (Latinists - not compulsory trip)]
- If I remember correctly my group wasn't able to do one or two activities which I find quite unfair. [S2 — Eurospace]
- The breakfast for the two dirst days [S6 — Oxford, Bristol, Bath]
- No karaoke [S4 — The Netherlands]
- That the trip would be one or two days longer [S3 — London (Latinists - not compulsory trip)]
- I would change the food and make it better with more options and better coordination. [S2 — Eurospace]
- Not participante in some of the activities [S6 — Bordeaux]
- Unsupervised free time. [S4 — The Netherlands]
- The quality of the food. [S2 — Eurospace]
- I think everybody would like nicer food because some of us didn't eat a lot cause of the prepared food. I also think rooms should be inspected, searched for bed bugs and stuff like that. [S2 — Eurospace]
- Allow phones. Don't search our rooms illegaly. Don't sleep deprive us. Talk to us about the possible locations, rules, and other plans of the trip beforehand. [S4 — The Netherlands]
- I would make it a bit longer but not more than a week, I think 5 days is enough since basically 2 days we were in the bus. [S2 — Eurospace]
- dont make us write 90 pages of work in 3 days (my bunkmates and i spent 2/3 of the free time filling it in) [S5 — Academic Field Trip, Leiden]
- Food, rooms and trip mates behaviour [S2 — Eurospace]
- Longer [S2 — Eurospace]
- Maybe have it later in the year - possibly a bit more time at the beach. [S4 — The Netherlands]
- 5 days with the same amount of work to ensure no workload and maximum fun activities [S5 — Academic Field Trip, Leiden]
- The location was random [S4 — The Netherlands]
- perhaps a longer work window and more organisation on the history section [S5 — Academic Field Trip, Leiden]
- Longer and the same a mount of work or the same but less work [S5 — Academic Field Trip, Leiden]

- Nothing [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Moins de travail par pitié. Un dossier de plus de 80 pages à compléter en moins de 3 jours c'est infaisable. On a tous eu des mauvaises notes et ça ne sert qu'à baisser notre moyenne. [S5 — Academic Field Trip, Leiden]
- Maybe not scared others cause went de italians go they said that there were puces de lits and the food wasn't good but my friends said that it was okay not that bad but not that cool [S2 — Eurospace]
- Give more free time without surveillance and make the trip shorter [S4 — The Netherlands]
- The trip was too short. For example, in EEB2 their trip was a whole week and I feel like skiing for 3 days is really not sufficient. Furthermore, EEB2 had the same trip to Grenoble and they stayed in the same place as us and even did more thing than us, but paid basically the same amount as us. Finally, the fact that we cant fly is really sorry for the language but idiotic. [S6 — Grenoble - Alpes d'Huez (ski trip)]
- I think we should be allowed to use our phones in the hotel. [S4 — The Netherlands]
- The destination or the destination of the s4 trip. And the amount of work. [S5 — Academic Field Trip, Leiden]
- more freedom [S4 — The Netherlands]
- Less work, as the amount of work for some days was too much and had to be completed after the trip, independently. [S5 — Academic Field Trip, Leiden]
- I feel this trip is unnecessary because I have not learned. I did not learn how to do much and it was a waste of money and time escpecially that the place we stayed in was deplorable. [S5 — Academic Field Trip, Leiden]
- I think it should be more, because it was impossible to finish all the execices. [S5 — Academic Field Trip, Leiden]
- Crazy idea but hear me out-give the students a 24 hour break after a school trip. [S5 — Academic Field Trip, Leiden]
- The amount of unnecessary work. It was just too much. [S5 — Academic Field Trip, Leiden]
- Definitely the destination because this is the second time Leiden was visited. [S5 — Academic Field Trip, Leiden]
- To go back to having good destinations like Malta, Cyprus, Greece. [S6 — Aix-en-Provence]
- The phone rule because it would of have helped in the communication with the teachers [S4 — The Netherlands]
- I think we should be allowed to use our phones and that it shouldn't be mandatory to participate in activities at the hotel such as the disco, because a lot of us felt very tired and we weren't allowed to go to our rooms to rest, instead we were forced to do activities. [S4 — The Netherlands]
- I think students should be allowed to have their phones because they are in another country, and I think they should be allowed to talk to their parents while they are on a field trip. [S4 — The Netherlands]
- Warmer weather, so later in the year. It was wayyy too much to write. [S5 — Academic Field Trip, Leiden]
- I would like to go to other destinations, that are not this close to Brussels. That is further away from Brussels and also I would like to bring my phone. [S4 — The Netherlands]
- Better organization, more free time and more freedom. [S4 — The Netherlands]
- The schedule was horrible. We had to stay out all day and we didn't have enough sleep. We couldn't go in our rooms after dinner for some reason. We had to stay till 22h30 in the hotel lobby or playing rooms just to wake up in the morning at 5h30. sorry but this doesn't make any sense since when we were allowed to go back in our rooms we wanted to take a shower, but that ment that we would sleep 5 hours or so. In addition, we spent hours every day on the bus, maybe activities near the hotel would have been best. [S4 — The Netherlands]
- The broken window in my room (it was freezing at night) Maybe more freetime in the afternoon or morning [S6 — London]
- Some more free time to get rest and better food options. [S5 — Academic Field Trip, Leiden]
- Better and more food for every meal [S5 — Academic Field Trip, Leiden]
- Un voyage ni trop court ni trop long [S2 — Eurospace]

- The organization/management by the teachers, activities, seeing our friends, have more free time, letting us be more free. [S4 — The Netherlands]
- Qu'il soit plus long parce que 3 jours c'est pas beaucoup on a que un jour entier. Et après retourner à l'école est très fatiguant si on est rentré tard le soir [S5 — Academic Field Trip, Leiden]
- The amount of work given !! [S5 — Academic Field Trip, Leiden]
- Why are school trips mandatory(i'd rather not go)? And also, why was the trip so expensive? [S4 — The Netherlands]
- Ti be clear with teachers about what is allowed and what isn't [S4 — The Netherlands]
- The food and the time(longer) of the trip [S2 — Eurospace]
- Go to walibi because is physics [S2 — Eurospace]
- The location [S2 — Eurospace]
- Maybe a warmer weather [S2 — Eurospace]
- Maybe less free Time to visit [S3 — London (Latinists - not compulsory trip)]
- Nothing, it was very good like that, the single problem was the fact that we had to pay for our meals at lunch and the dinner [S6 — Marseille]
- another location not holland but for example spain ect [S4 — The Netherlands]
- Way less school related stuff [S5 — Academic Field Trip, Leiden]
- Longer and more free time [S6 — London]
- The amount of work in the workbook. [S5 — Academic Field Trip, Leiden]
- more liberty more free time and that we can interact with others group. and to wake up later. [S4 — The Netherlands]
- Check up more on the pupils in case anybody does not feel at place [S4 — The Netherlands]
- I would want to choose with who I am in the room from all classes and not always stay in the same group during activities. [S4 — The Netherlands]
- I would change the location [S2 — Eurospace]
- More freetime (seriously), better organisation in the hotel, better food for when we are outside. [S4 — The Netherlands]
- The activities on the destination Oxford. [S6 — Oxford, Bristol, Bath]
- Make food portions bigger [S6 — Bordeaux]
- It need to be longer and to be in another country like greece Portugal..... [S5 — Academic Field Trip, Leiden]
- To be more organized and everyone have the same amount of free time, that the rules are set and not invented on the moment [S4 — The Netherlands]
- To be with more than one person in the bedroom [S4 — The Netherlands]
- Nicer destinations, a bit later in the year for better weather [S6 — Berlin]
- Nothing keep it the way it is it was very good [S4 — The Netherlands]
- Less boring activities [S5 — Academic Field Trip, Leiden]
- Not be the Netherlands because i think we already saw the good stuff [S4 — The Netherlands]
- Length of the trip and amount of work we had to do [S5 — Academic Field Trip, Leiden]
- go to Italy, spain or germany [S4 — The Netherlands]
- Less biking [S5 — Academic Field Trip, Leiden]

6.2 Anything else (n=62)

- J'ai tout bien aime. A part les chambres [S2 — Eurospace]
- blublublublueblebblublebkubke ruff ruff braghhhhhhhg [S4 — The Netherlands]
- Nah. [S4 — The Netherlands]
- Make the trip LONGER. [S5 — Academic Field Trip, Leiden]

- la nourriture n'était pas bonne dutout [S4 — The Netherlands]
- No, that is all. Thank you! [S6 — Oxford, Bristol, Bath]
- No [S4 — The Netherlands]
- I've said everything [S5 — Academic Field Trip, Leiden]
- find cheaper options aswell [S5 — Academic Field Trip, Leiden]
- I feel like there were too many people on the trip at the same time [S4 — The Netherlands]
- Yes, they didn't let us with our friends at all, the free time was so small that we couldn't even chill out some minutes. We needed to eat only with our class so no friends and couldn't check friends rooms. Also bringing animators was useless, and costed more money, it was a bit idea, we knew better with the truck driver than with them, so not needed. [S4 — The Netherlands]
- In terms of the S6 trips, even if there were some activities linked to the subjects, everyone went on a different trip, so follow-up or preparation questions in this survey are pointless unless the follow-up was on the last day of the school trip. So please disregard my mandatory answers there and keep that in mind for all S6 trips answers. [S6 — Oxford, Bristol, Bath]
- The trip was still amazing. Thank you for organising it . [S6 — Aix-en-Provence]
- no [S6 — Grenoble - Alpes d'Huez (ski trip)]
- prendre des chaussettes en plus car il y à énormément de sable qui rentre [S5 — Academic Field Trip, Leiden]
- I really liked the no phone rule, it let us actually connect with people! I would keep the rule, even if it at first seemed like a punishment it was actually the best thing ever. 1 whole week of phone detox! [S4 — The Netherlands]
- No [S2 — Eurospace]
- no [S2 — Eurospace]
- no [S2 — Eurospace]
- it costs too much for something we are forced into [S2 — Eurospace]
- No [S5 — Academic Field Trip, Leiden]
- The teachers handled the food options well, but for the breakfast and packed lunch services the gluten and lactose free options weren't enough. [S6 — Aix-en-Provence]
- I don't think so. [S6 — Marseille]
- No [S4 — The Netherlands]
- no everything else was great [S3 — London (Latinists - not compulsory trip)]
- No not really. [S2 — Eurospace]
- It was a very fun trip and you better not take it away. [S2 — Eurospace]
- The amount of activities were pointless if not organize properly, if you don't know how to do it then let the students have free time on an interesting place like the main city so they can visit or do other stuff [S6 — Bordeaux]
- There were bed bugs in my room and in other room's sheets. They organized it well but it was definitely annoying [S2 — Eurospace]
- Were not allowed to move out of the room after certain hour. [S2 — Eurospace]
- Master keycards should only be given to responsible teachers. [S4 — The Netherlands]
- Trip mates stole my sweets/snacks [S2 — Eurospace]
- Thank you for organising this fantastic trip. [S4 — The Netherlands]
- The lunch was the worst food I’ve ever had. It was awful please don’t feed the next year that slop [S4 — The Netherlands]
- i need to go to the bathroom and my leg is itchy [S5 — Academic Field Trip, Leiden]
- SMD [S5 — Academic Field Trip, Leiden]
- No [S6 — Grenoble - Alpes d'Huez (ski trip)]
- no thank you [S2 — Eurospace]

- No. [S4 — The Netherlands]
- Don't make the S6 trip to a single destination (Berlin). [S5 — Academic Field Trip, Leiden]
- nope [S5 — Academic Field Trip, Leiden]
- It was very difficult to manage, from a organizational pont of view. Teachers didn't know where we were and also between friends that weren't in our group, it was very difficult to get a hold of them [S4 — The Netherlands]
- No. [S5 — Academic Field Trip, Leiden]
- Tell the teachers to organize school trips better because most of the time we were left doing nothing. [S4 — The Netherlands]
- Free time wasn't balanced because we had none. We weren't even allowed to go up to our rooms in the evening after dinner, we had to wait for some kind of curfew. The entire atmosphere(supervision) felt very strict and unnecessarily cold to students, even though I undestand students do end up doing stupid things otherwise. But still, as I said, teachers were cold and fairly harsh when it came to supervision. [S4 — The Netherlands]
- Even though we had a quite bad experience with the teachers in charge of our group it was an amazing trip! [S4 — The Netherlands]
- No [S2 — Eurospace]
- No [S2 — Eurospace]
- no [S2 — Eurospace]
- In the first question, it asked where was the trip, but Sport day wasn't mentioned so I'm going to mention it here: I went on the Sports Day on the 5th of June 2026 [S2 — Eurospace]
- Nothing [S3 — London (Latinists - not compulsory trip)]
- No [S6 — Marseille]
- i feel like next time i want to choose the person im sharing a room with [S4 — The Netherlands]
- No [S5 — Academic Field Trip, Leiden]
- no [S4 — The Netherlands]
- I don't think eurospace is useful [S2 — Eurospace]
- I loved the free time in the city [S6 — Oxford, Bristol, Bath]
- FOOD BIGGER [S6 — Bordeaux]
- No [S5 — Academic Field Trip, Leiden]
- Bring teachers that want to come not ones who will scream at us every second saying they would've never gone to this trip [S4 — The Netherlands]
- No [S4 — The Netherlands]
- No [S5 — Academic Field Trip, Leiden]

C.3 Teachers

2.2 Comment on experience items (n=7)

- A lot of students said they would like to stay more than one night to have more time to enjoy and learn. I agréé with them [S3 — London (Latinists - not compulsory trip)]
- The variety of the activities fir the students could have been better chosen. [S6 — Aix-en-Provence]
- The duration of the trip could be bit longer at lest 2days [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Very positive experience as teachers, and for the students. Very pleasant group and an excellent mix of activities. [S6 — Oxford, Bristol, Bath]
- From a pedagogical point of view, it was a pity that only a few teachers from the scientific field took part in the trip. The activities offered there are varied, but for some of them the underlying theory was not clearly explained by the mentors. At times, my impression was that it felt more like an amusement park than a scientific laboratory. Moreover, with such large groups, students often spent a significant amount of time waiting in line to take part in the activities. [S2 — Eurospace]
- SIZE OF THE GROUP (40 students) was perfect TRIP ORGANIZATION ALSO [S6 — Bordeaux]
- The agency did'nt send us the timetable on time, so we could communicate on the program on a very short notice. We also had to change a lot of the activities because the agency proposed things that were already fully booked. [S6 — Oxford, Bristol, Bath]

3.5 Comment on practical organisation (n=7)

- Special food needs were ignored and not well handled from the acvomodation or restaurants. The restaurants were not well chosen by the travel agency: poor food quality and not enough. [S6 — Aix-en-Provence]
- I understand that the trip to Eurospace will no longer be held. I think it would be a shame. It is a place where children can learn a lot. [S2 — Eurospace]
- The food in one of the accomodations was not good and not sufficient. So was the breakfast in the other accomodation. The rest was good. Some of the comments did not apply - e.g. we had no issues and therefore did not need help from management. [S6 — Oxford, Bristol, Bath]
- As I am not a science teacher, I would prefer to leave the decision on whether to organise this trip in the future to my colleagues in the science department. I agreed to coordinate it only upon request, as no science teacher volunteered. However, I do believe that having a science teacher as coordinator would be ideal for this type of trip. [S2 — Eurospace]
- destination is a good mix of cultural, nature and sport activities [S6 — Bordeaux]
- The administrative workload to organise this trip was reasonable only because we shared the responsibilities. It would have been challenging for just one person. [S6 — Oxford, Bristol, Bath]
- We decided to go together with a team I really know in advance. We did a trip together in the past so I know it would work. It's very important to know the colleague you're travelling with, because you may have different visions on the way you see the schooltrip, and even if we have a frame, there is still a lot of interpretetation. [S6 — Oxford, Bristol, Bath]

4.2 Subjects/topics trip contributed to (n=11)

- How am I as a teacher to know what they tell their parents? And what is in their curricula? And in how far the trip affected their schoolyear, tests taken etc. I do not know the majority of the students, you might want to reconsider this survey and do a different one for teachers. [S6 — Aix-en-Provence]
- Certain activities shoud be changed: jacques the ripper and the house of sherlock holmes. Other more intrresting activities should be put instead. [S6 — London]
- Roman civilisation and antiquity [S3 — London (Latinists - not compulsory trip)]
- Skiing, spending most of the day outside on fresh air [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Physics [S2 — Eurospace]

- Biology; geography; history [S5 — Academic Field Trip, Leiden]
- History (guided walks through Oxford and the university library, Bath), L2 English (theater performance, place: UK, UK culture - tea time, fish and chips), art (spraypaint workshop and graffiti Banksy tour in Bristol) [S6 — Oxford, Bristol, Bath]
- History, Art, Geography, P.E. [S4 — The Netherlands]
- I do not teach science, so I donno what kind of preparation before the trip and work in class after the students got. I imagine they did, but I cannot say. [S2 — Eurospace]
- coastal area (geography), cultural (Bordeaux guided tour) and artistic (bassin des lumières) [S6 — Bordeaux]
- We wanted to make a literary trip at first. But the agency could not allow us the activities we had chosen because there were full or too expensive. At the end, we did a more "classical" program but the kids enjoyed it a lot and learned a lot anyway, even if it wasn't linked directly to the curriculum. We had also only different subjects among us (the teachers). It is also difficult to "use" it after because in my S6 class, only three students went to the trip with us. Not so easy to use it in school afterwards. [S6 — Oxford, Bristol, Bath]

5.1 What worked best, should be kept (n=16)

- déplacements (train et marche), logement (proche du vieux port), activités: muséum, grotte Croquer, stade vélodrome, pétanque, calanques, chateau d 'if, chasse au trésor dans le quartier du panier, bowling, spectacle. [S6 — Marseille]
- Everything except Jackthe ripper [S6 — London]
- Everything except Jack the ripper and sherlock holmes [S6 — London]
- The students prepared presentations during the visite and it was great and successfull [S3 — London (Latinists - not compulsory trip)]
- Travel by train [S6 — Aix-en-Provence]
- A wonderful team and a fantastic group of students. Everyone worked together with positive communication and we really had fun with the students. [S6 — Bordeaux]
- Skiing, experience in the natrue [S6 — Grenoble - Alpes d'Huez (ski trip)]
- I believe that the activities organized at Eurospace give students an idea of how complex the work of astronauts is. It shows them that it is important to have physical fitness, but also technical knowledge, and the ability to work in a team. [S2 — Eurospace]
- The students were very-well behaved. [S6 — Aix-en-Provence]
- Very good mix of activities. Planned evening activities. Very good mix of teachers that got along well and nobody shied away from taking responsibility. [S6 — Oxford, Bristol, Bath]
- Animators [S4 — The Netherlands]
- Accommodation, Itinerary, Timeline of activities, Organization by co-ordinators and their willingness to provide assistance and resolve all issues. [S4 — The Netherlands]
- Students completed a feedback form after the trip, and the results were positive. The majority enjoyed the experience, particularly the activities. Teachers were supported by external supervisors, and this collaboration worked very well. [S2 — Eurospace]
- The team spirit between the teach groups The perfect behaviour of the students (zero incident) The camping was perfect (chalets) [S6 — Bordeaux]
- The biggest advantage of this trip was the small group size (around 40 students). It made it much easier to maintain a clear overview, stay organised, and keep everything running smoothly. Teachers were able to learn students' names quickly. Transitions, such as moving through train stations or navigating the city, were more efficient. The smaller group also made it easier ensure safety and respond quickly to any issues that arose. [S6 — Oxford, Bristol, Bath]
- The spirit! We did also a game called "the killer" when the kids had each one mission to achieved. It created a very nice spirit among the students and the teachers played also! [S6 — Oxford, Bristol, Bath]

5.2 Most important change recommended (n=16)

- le temps de déplacement faire un atelier au mucéum [S6 — Marseille]
- I thought a lot about this and I doubt that in an institution as big as ours effective trips and teacher-student cooperation is feasible. You need teachers who know the students accompany them, not just random ones. And no- you do not get to know them in a week. [S6 — Aix-en-Provence]
- The avtivities listed above [S6 — London]
- Stay a littéralement bit longer to be less in a hurry [S3 — London (Latinists - not compulsory trip)]
- A common room where all can meet. [S6 — Aix-en-Provence]
- The organisation of the logistics prior to departure was not to a high standard. [S6 — Bordeaux]
- More clear instruction from the coordinator about teachers responsibilities in the afternoon while in the hotel [S6 — Grenoble - Alpes d'Huez (ski trip)]
- The food was not very good. [S2 — Eurospace]
- history part should be much shorter and organized in a different way (to visit a history museum, for example) [S5 — Academic Field Trip, Leiden]
- The food was not sufficient and did not meet every student's requirements. [S6 — Aix-en-Provence]
- Different accomodation in Bath (hostel management was not friendly and food not enough). [S6 — Oxford, Bristol, Bath]
- Many times teachers had to take the role of animateurs in the afternoon activities. Hiring animateurs with little to no experience with handling student big groups (especially people with no training/academic background/previous experience in educational settings) can at times prove to be troublesome. [S4 — The Netherlands]
- More teachers of sciences involved to link the trip to the class work before, during and after. [S2 — Eurospace]
- No change. We need to stop obsessing over always wanting to change. We shouldn't have to pay for the strong mistakes made in only one of the other trips [S6 — Bordeaux]
- Keep the group size small and add another accompanying teacher. [S6 — Oxford, Bristol, Bath]
- The agency! [S6 — Oxford, Bristol, Bath]

5.3 Anything else for the working group (n=8)

- For me it is a challenge to go somewhere with students you have never seen and will not see in your courses, ever. The whole S6 trip seems to be one study and move profit from, probably some students as well, but not the school. There was not one single way for the children to grow, to be challenged. But I am not sure this is what the parents of the students would want. [S6 — Aix-en-Provence]
- It was my first school trip. And it was so great. Thank you [S6 — London]
- It was a great trip. I enjoyed it so much. The students were well behaved and the atmosphère with the teachers was great. [S6 — London]
- The price for this trip for these kind of activities was exagerated. Make sure that there is a common room where teachers and students can be all together. [S6 — Aix-en-Provence]
- No [S6 — Grenoble - Alpes d'Huez (ski trip)]
- Some of the questions are not relevant. [S6 — Oxford, Bristol, Bath]
- Teachers leave behind their families, obligations and personal free time to assume an unimaginable responsibility in trips lke this one. They have to be on alert 24/7 for a week, with little to no sleep or rest and set aside their free time and needs, so that student needs are prioritised. Unfortunately, some students have the tendency to think that this is a "free" trip they are offering their teachers and they behave accordingly. This is definitely not the case and it needs to be explained to students in detail. Also, students need to remember that despite being on a trip (feeling of relaxation, holidays), this is still considered to be school time and school rules apply. [S4 — The Netherlands]
- To avoid big groups of more than 100 students To maintain teacher involved To be more strict witt the travel agency costs (some costs to discuss) [S6 — Bordeaux]