

ERASMUS STUDENT TRAVEL MOTIVATIONS: A FACTOR-CLUSTER SEGMENTATION APPROACH

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ABSTRACT

Using a factor-cluster market segmentation approach, this study analyses the motivations for incoming and outgoing Erasmus student travel. Based on six delineated push and pull motivation factors, cluster analysis was employed to identify similar respondents, based on their motivations. The findings show that there are three distinct groups: the *socio-cultural* student traveller, the *synergistic* student traveller and the *entrepreneur* student traveller. Gender is the variable identified as statistically more significant among the three groups. The article concludes with suggestions for the internationalization of higher education institutions and the marketing implications for tourism destinations in relation to the student market.

KEYWORDS: ERASMUS MOBILITY. STUDENT TRAVEL. PUSH/PULL MOTIVATION. TRAVEL DECISION.

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INTRODUCTION

The 2008-2009 global economic crisis has severely impacted international tourism, causing a decline of 4% in international tourist arrivals and a decrease in international tourism revenues by 6% in 2009. Since tourism has become a major economic driver at a global level, this deterioration has had important impacts on various countries, and in particular in developing countries, where the sector has become an increasingly relevant source of income and employment (WTO & ILO, 2013).

Nevertheless, according to the Travel and Tourism Competitiveness Index, Portugal, when compared to its closest competitors - the Mediterranean basin countries, namely France, Spain, Italy, Turkey, Greece, Croatia, Egypt, Tunisia and Morocco - rated a 4th place in 2013, recovering from its sixth position in 2011, though still lower than a comfortable 3rd place obtained in 2009 (PWC, 2014).

In 2012, Portugal was the 9th tourist destination in international tourist arrivals, on the Mediterranean, and the 6th country with higher international tourism receipts. From 2000 to 2012, Portugal managed to keep its share of international tourists in southern European countries, but raised its receipts per tourist, which resulted in a better performance (PWC, 2014). The crisis arising from the “Arab Spring” in 2011 created security issues in Mediterranean countries, impacting greatly on tourist demand and favouring positively countries like Spain, Portugal and Croatia.

With 46 million more tourists travelling the world (+4.3%), 2014 marks the fifth consecutive year of robust growth, above the long-term average of 3.3% a year, since the financial crisis of 2009. Europe (+3%) led growth in absolute terms, welcoming 15 million more international tourists in 2014 to reach a total of 582 million arrivals (UNWTO, 2015). Against this background, some tourism niches like youth tourism (15 to 25 years old) manage to represent more than 20% of international tourism volume, generating about 18% of global revenues (WYSE, 2012). Contributing to the importance of this segment is the ERASMUS programme which, in the last 10 years, increased the

number of participants by 50%, taking into account that “travel has become an essential element of global youth culture” (Richards & Wilson, 2011, p. 45).

Nevertheless, national tourism needs to capture more value from the tourist consumer and to re-position Portugal’s tourist offering in the international markets in order to grow, sustainably and continuously, the number of international tourists. This growth requires a thorough knowledge of tourist demand, of who seeks destinations such as Portugal and why. In addition to all of the efforts made by policy makers in expanding the already-existent understanding of how the market works (Nedelea, Korstanje & George, 2016), the efficacy in gathering information would be of paramount importance for tourism destinations in the coming ever-changing decades.

The reference literature studied, focused widely on the role of segmentation in the configuration of consumers’ expectations. Thus, this paper’s analysis will contribute to a thorough understanding of youth tourism, reflecting on the students’ motivations to join a mobility programme during their studies. To achieve this, a factor-cluster segmentation approach was used, identifying push and pull motivation factors and organizing homogeneous groups with similar motivations. This approach helps to identify and evaluate similarities and dissimilarities among groups which will enhance the future marketing strategies of tourism destinations for attracting young students, considering the increase of participants in EU programmes for education and training. These programmes have come to play a crucial role in the development of European knowledge community as an essential tool to contribute to the training and qualification of European young adults, with a view to extending their participation in the workforce and allowing their better integration into all spheres of life, at a time when Europe is facing an unprecedented demographic change (AGE, 2007).

GLOBALIZATION AND INTERNATIONALIZATION OF HIGHER EDUCATION

Globalization and its impact on the cultural sphere allows cultural democratization, a wide universal diffusion, with opportunities for all. The Erasmus student motivations echo this background.

Although globalization and internationalization are inextricably linked, both have different meanings. To some extent, globalization can be seen as the process of international integration arising from the interchange of world views, products, ideas and mutual sharing, and other aspects of culture (Al-Rodhan & Stoudmann, 2006). Internationalization, on the other hand, relates to the policies and practices undertaken by academic systems and institutions, and even individuals, to cope with the global academic environment. The motivations for internationalization include commercial advantage, knowledge and language acquisition, enhancing the curriculum with international content, and many others (Altbach & Knight, 2007).

Universities have been adopting, as part of internationalization, various initiatives, particularly cross-border programmes of student mobility. Their motivation is not financial but rather to enhance research and knowledge capacity and to increase cultural understanding. Academic internationalization is then a part of the scope of European regional integration which the Bologna process (see below) helped to harmonize. European internationalization mainly focuses on the countries of the EU - students are still encouraged to study abroad within the EU - though several non-EU member states have joined the Bologna process (Altbach & Knight, 2007).

THE BOLOGNA PROCESS AND THE ERASMUS PROGRAMME

The vitality and efficiency of any civilization can be measured by the appeal that its culture holds for other countries (Bologna Declaration, 1999). The knowledge-based society depends for its growth on the development of new knowledge, its transmission through education and training, its dissemination through information and communication technologies, and on its use through new industrial processes or services (CEC, 2003). As set out by the European Council in Lisbon, Europe's target of becoming "the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion" (LEC, 2000) relies on Europe having excellence in its universities in order to optimise the processes which underpin this knowledge-based society.

The European university landscape is primarily organised at national and regional levels and is characterised by a high degree of variability which is reflected in organisation, governance and operating conditions. This variation can be seen between countries, due to cultural and legislative differences, but also within each country. The structural reforms inspired by the Bologna process constitute an effort to organise that diversity within a more coherent and compatible European framework, which is a condition for the readability, and hence the competitiveness, of European universities both within Europe itself and in the whole world (CEC, 2003).

To implement the Lisbon agenda (1997), the European Union has embarked upon a series of actions and initiatives in the areas of research, education and training. Of particular note, in the area of education and training, are: the achievement of a European area of lifelong learning; the implementation of the detailed work programme on the objectives of education and training systems; work to strengthen the convergence of higher education systems (in line with the Bologna process); and vocational training systems (in line with the Copenhagen declaration).

Thus, the Bologna Process constitutes an intergovernmental agreement, between both EU and non-EU countries, that was developed in order to improve the education system based on the development of competences rather than on the transmission of knowledge. Its goal was the development of a reformed and modernized system of easily readable and comparable degrees, aimed at simplifying comparison between qualifications across Europe through a total reorganisation of curricula and teaching methods in every new cycle of study. The flexibility and transparency provided is designed to enable students to have their qualifications recognised more widely, facilitating freedom of movement around a more transparent EHEA (European Higher Education Area) which goes back to 1998 and the signing of the Declaration of Sorbonne (29 countries), aimed at the reform of the European higher education system. Currently, there are 47 European partner countries in the Bologna process (www.ehea).

There are numerous contradictory opinions and debates surrounding the idea of enlargement of scale of the European systems of higher education, contesting that a Europe-wide standardization of the “values” produced in each of the national higher

educational systems would effectively erode all effective forms of democratic political control over higher education (Lorenz, 2006). There are others who argue that the process is still under development and it is too soon to draw conclusions (Heyneman, 2003; Ulrich, 2007; dos Santos, 2011). For this research only two main axes of the Bologna Declaration are taken into account - mobility and internationalization – the core existence of the ERASMUS programme.

European Region Action Scheme for the Mobility of University Students, commonly referred to as Erasmus Programme, allows students from different European universities to go abroad to study or undertake a job placement. As far as education and training are concerned, universities are very much involved in all the actions of the Erasmus programme. Since it was launched, millions of students have benefited from this programme and thousands of teachers and staff have opted for Erasmus mobility. Many subject-specific interuniversity networks also serve to strengthen cooperation at European level, acting as a think tank for the future or the development of their subject area. The European Community has also provided support for the European Credit Transfer System (ECTS) for the recognition of periods of study between partners.

Thirty-three countries take part in the Erasmus programme: the EU member states, Iceland, Liechtenstein, Norway, Switzerland and Turkey. Erasmus became part of the EU's Lifelong Learning Programme in 2007, covering new areas such as student placements in enterprises (transferred from the Leonardo da Vinci Programme), university staff training and teaching for business staff (EurActiv.com).

Since its inception in 1987 three million students have received a grant from the programme, which has increased in size every year except for 1996-1997. Taking as reference the 2011/12 academic year, nearly 253,000 students received Erasmus scholarships, a rise of 7.5% on the previous year, receiving an average of €252 per month of European funds; demand exceeded the availability of grants, in most countries. In addition, more than 46,000 academic and administrative staff also received a grant to teach or train abroad (EurActiv.com).

According to Androulla Vassiliou, the European Commissioner responsible for education and youth, the record figures showed the enduring popularity of the

programme, more important than ever in times of economic hardship and high youth unemployment. The skills and international experience gained by Erasmus students make them more employable and more likely to be mobile on the labour market, which is why the Commission has sought to reverse the EU's downward youth employment trend, which stands at of 23.9% in the Eurozone, with a series of new measures (EurActiv.com).

The Erasmus Plus programme, launched in January 2014, is aimed at providing opportunities for four million, mostly young, people to study, train or volunteer abroad during the years 2014-2020, the term of the EU's next long-term budget. One innovation under the new programme is that students can have a loan guarantee facility for completing their master degrees abroad. Depending on the course, the EU will supply loans of either €12,000 or €18,000 with favourable terms, including low interest rates and repayment terms after employment. Erasmus Plus will combine into one single system the current medley of initiatives under the EU's so-called Lifelong Learning Programme, made up of Erasmus, Leonardo da Vinci, Comenius and Gruntvig, as well as other international programmes such as Erasmus Mundus, Youth in Action and Edulink. (EurActiv.com). The new Erasmus Plus programme will provide grants for 4 million people, including 2 million higher education students and 300,000 staff, over the next seven years (2014-2020). It will also fund 135,000 student and staff exchanges between Europe and partner countries worldwide. It has a total budget of nearly €15 billion for 2014-2020, a 40% increase compared with the previous period (EC, 2014).

ERASMUS STUDENT TRAVEL AND TOURISM

The Erasmus experience, seen as a leap into an unknown urban context, seems to keep alive the tradition of the Grand Tour, the trip undertaken by young upper-class European men from the late sixteen century onwards. Merging with tourism studies, this international students' trip has been classified as "educational travel" (Van't Klooster et al, 2008) or "academic tourism" (Rodríguez et al, 2012) indicating that their everyday life is determined by tourist and leisure criteria (Llewellyn-Smith & McCabe, 2008). The

“Erasmus experience” – always quoted by its protagonists as a vital period of personal development and enhancement – is a rite of passage from youth to adulthood. Above all, it facilitates entry into a particular social group, the transition of individuals towards a “cosmopolitan” profile (Hannerz, 1990): “pleasure to travel, ability to speak foreign languages, adapt to new contexts and tolerance with cultural differences” (Calvo, 2014, p. 58).

International students do not choose a “destination” because of the higher education institutions, but because of the perceived image and attractions of the country or city they will be visiting (Mészáros, 2011). In terms of international tourism, youth travel has long been seen as a subsidiary sector, but the growing desire for travel and spending power of young people has recently been creating more interest in this market (Richards & Wilson, 2006).

Although “student travel” may be relatively easy to define, there is little agreement concerning the definition of “youth tourism” (Richards & Wilson, 2006). According to the World Travel Organization (WTO, 2002), youth tourism is defined as young travellers, aged between 15 and 25 years old, who travel individually or in a group, making national or international journeys, with stays of at least one night. Many smaller-scale studies adopt an upper age limit of 26 years (Richards & Wilson, 2006); both represent a new cut off point compared with the previous limit of less than 29 years. Still, the latest Erasmus statistics released by the European Commission defined the typical Erasmus student as being 22 years old (EC, 2014), three years younger than the age limit considered by WTO, although the average age of respondent students in this research was 24 years old, which has been used as the age reference for profiling youth travellers.

Likewise, in this study, the term *Erasmus student* refers to those subjects having three main characteristics: i) to be foreigners temporarily displaced in Portugal - a minimum of 4 or 5 months are needed to live an integrated life; ii) to be in a situation of “studies” or “placement” (“training” must be the formal cause of the stay, approved by any institution of origin and/or destination); iii) to be considered “young” (not simply by their biological age, but by their participation in styles, sociabilities and global youth

consumption patterns (Calvo, 2014, p. 56). “Erasmus” is the common name that residents in European cities use, as a generalisation, to refer to any international student, whatever his/her outbound country (Calvo, 2014).

Erasmus students begin their travels as a matter of their own choice or at least so they believe. They leave to break away from daily routines because home seems boring or insufficiently attractive, too routine, and offering few new stimuli. They need a change, so the main hope for these new tourists is to find a more exciting adventure and more intense sensations in a new location. The decision to leave home to explore foreign lands is easy to take, as there is comfort in the knowledge that one can always return home if need be.

Erasmus student travellers are in the fifth stage of development according to Erikson’s theory, which suggests that they are supposed to be in the process of identity formation or have recently completed it. Erikson's stage theory characterizes an individual advancing through the eight life stages as a function of reconciling his or her biological forces with sociocultural forces. Each stage is characterized by a psychosocial crisis of these two conflicting forces, whose resolution may result in a certain form of personal growth or of ego development during the life cycle.

What is unique about the Stage of Identity (fifth) is that it is a special sort of synthesis of earlier stages and a special sort of anticipation of later ones. Youth has a unique quality in a person's life; it is a bridge between childhood and adulthood (Gross, 1987). No wonder the problem is one of role confusion, a reluctance to commit, which may haunt a person into his mature years.

Given the right conditions - and Erikson believes these are essentially having enough space and time, a psychosocial moratorium, when a person can freely experiment and explore - what may emerge is a firm sense of identity, an emotional and deep awareness of who he or she is (Stevens, 1983). It is critical that the so-called moratorium period occurs, during which the young person is likely to explore options and choose paths. Indeed, it is at this time that various agents of socialization exert pressure about taking responsibility and decision-making, particularly the academic and professional forum.

This perspective offered by Erikson is integral to understanding the motivations which will lead us to identify and clarify the reasons why students opt for an educational programme of mobility. The push and pull approach to motivation is the best tool to understand and contextualize the decisions young individual travellers take. Kannankutty and Burrelli (2007) argued that decisions are made depending on social, cultural and economic factors, (such as demographic, age, educational level, occupation, opportunities, knowledge and culture) or are closely linked to the aim(s) of the journey, among others. The purposes of the journey and the characteristics of the destinations are the result of psychological, cultural or professional factors, intrinsic to the individual, which define different typologies in tourism (Sousa & Simões, 2010). Taking as a reference Toffler's third wave (1981) in which mind, information, knowledge and high technology are essential capital values to success, the Erasmus student tourist also embodies an individual's search, in Hesse terminology, for authenticity, self-knowledge and spirituality that will complement his intellectual, adventurer, business, radical, idle, pleasurable, curious, sporting, rural and social side in the pursuit of new experiences.

Educational tourism combines altogether these elements: the practice of pure tourism and the practice of stimulating activities for the brain (Gidson, 1998). It is focused on the constant renewal of the individual and of society in the economy of experiences, encapsulating features of post-modern tourism (Featherstone, 1995). Educational tourism is based upon expectations and experience - "the basic term in the rhetoric of modernity" (MacCannell, 1999, p. 68) - as each individual seeks to satisfy both intrinsic and extrinsic needs. As Sheller and Urry state, this new tourism "involves complex combinations of movement and stillness, realities and fantasies, play and work" (2004, p. 1) forming the "new mobilities" paradigm (2006) within the social sciences.

International mobility of students not only contributes to the internationalization of institutions but also impacts on the outlooks and subsequent careers and lifestyles of the students themselves (Li & Bray, 2007). The present study, therefore, focuses on student motivation, and, in particular, on the interplay between incoming foreign students and outgoing Portuguese students. This analysis helps to show how motivations are grouped within the European student community.

CONTEXT, JUSTIFICATION AND METHODOLOGY OF THE STUDY

All case study research starts from the same compelling feature: the desire to develop a close or otherwise in-depth understanding of a single or small number of “cases,” set in their real-world contexts (Bromley, 1986). A case study is expected to capture the complexity of a single case, and the methodology which enables this has developed within the social sciences (Rolf Johansson, 2003). Thus, among other features, case study research assumes that examining the context and other complex conditions related to the case(s) being studied is integral to understanding them. Yin (2012) defines it as an empirical inquiry about a contemporary phenomenon (e.g., a “case”), set within its real-world context, especially when the boundaries between the phenomenon and context are not clearly evident.

The choices among different research methods can be determined by the kind of research question that a study is trying to address (Shavelson & Towne, 2002). Accordingly, case studies are pertinent when the research addresses either a descriptive question: “What is happening or has happened?”; or an explanatory question: “How or why did something happen?”. By emphasizing the study of a phenomenon within its real-world context, the case study method favours the collection of data in natural settings, compared with relying on “derived” data (Bromley, 1986), e.g. responses to a researcher’s instruments in an experiment or responses to questionnaires in a survey (Yin, 2012).

Single-case study has been commonly criticized for having little or no generalizability value. To understand the process requires distinguishing between two types of generalizing: statistical generalizations and analytical generalizations. For case study research, the latter is the appropriate type. Analytical generalizations depend on using a study’s theoretical framework to establish a logic that might be applicable to other situations. In fact, the objective of generalizing the findings involves, as a first step, a conceptual claim whereby investigators show how their study’s findings have informed the relationships among a particular set of concepts; the second step involves applying

the same theoretical propositions to imply relationships in other situations, beyond the completed case study, where similar concepts, constructs, or sequences might be relevant (Yin, 2012).

This case study was carried out at national level with foreign students coming to Portugal and Portuguese students moving within Europe under the Erasmus programme for academic years 2009/2010 (2nd half) and 2010/2011 (1st half). A total of 880 questionnaire surveys were completed directly in online format, in English and Portuguese. Since the study population was greater than 8500 people, it was necessary to use a sample. Tables 1, 2 and 3 show sample size calculations.

Table 1 - Sample size calculation of Outgoing population

Outgoing population	
Population dimension	5964
Trust level	95%
Sample error	5%
Z value (calculated by Excel)	1.96
Sample size	361

Source: PhD thesis (Monteiro, 2014)

Table 2 - Sample size calculation of Incoming population

Incoming population	
Population dimension	8536
Trust level	95%
Sample error	5%
Z value (calculated by Excel)	1.96
Sample size	368

Source: PhD thesis (Monteiro, 2014)

Table 3 - Sample size calculation of Mobility origins

Gender	Mobility origins		Total
	Foreign students (Incoming)	Portuguese students (Outgoing)	
Female	305 (65.9%)	265 (63.5%)	570 (64.8%)
Male	158 (34.1%)	152 (36.5%)	310 (35.2%)
Total	463 (100%)	417 (100%)	880 (100%)

Source: PhD thesis (Monteiro, 2014)

Data obtained from the empirical study - prepared for PhD thesis “The European academic mobility and the educational and cultural tourism: decision factors and motivation” (Monteiro, 2014) - has allowed identification of the reasons and decision factors most valued by students, when making the decision to undertake academic mobility. After the data had been subjected to an inferential statistical analysis using a Student's t-test (SPSS 19), (a tool that checks whether there were significant differences between samples) and, thus, obtaining answers to the assumptions made, a further three steps in data analysis were applied. Firstly, the comparative statistical analysis provided data that identified similar and dissimilar characteristics between groups (incoming/outgoing/overall), and indicated the reasons and decision factors most valued by students when undertaking academic mobility. Next, a six delineated push and pull motivation factor analysis was performed to find what most approximated or differentiated each group. Finally, to identify behaviour patterns, a cluster analysis was performed and, given the variables’ characteristics, the Two Step algorithm was used.

FINDINGS

Cross-border mobility of students is a core component of the internationalization of higher education. It has significant economic and academic implications, and is expected to grow considerably during the coming years (Li & Bray, 2007). Richards and Wilson (2006) in their study came to the conclusion that in terms of describing their own travel style, student travellers tended not to see themselves as “tourists”, preferring instead to label themselves as “backpackers” or more frequently as “travellers”. The most frequently expressed motivations for travel were to explore other cultures (83%), followed by excitement (74%) and increasing knowledge (69%) – demonstrating the desire to encounter “different” people and places. Literature also refers to four major factors underlying students’ travel motivations: experience seeking, relaxation seeking, friendship/sociability and altruism. This was to some extent echoed by the present study, but with some variations.

As shown in table 4, there is a strong correlation between motivations and other variables between Incoming, Outgoing and Overall groups. The latter, which combines incoming and outgoing students, allows comparison to be made and confirms the existence of differentiation between samples in relation to gender and motivations. The Incoming students' group is revealed as a group that takes full advantage of all the opportunities the host country provides in terms of career, entertainment, climate and geographical position. The Outgoing group, the Portuguese students, prefers contact with "sites of historical and cultural interest" which can improve and enhance their cultural background. In general, the young student that participates in the Erasmus programme seeks, mainly, to spend his time developing a type of personality that can meet today's world requirements in a quest for "self-realisation" (Krippendorf, 1987). The Overall group, which combines the incoming and the outgoing students, confirms the Erasmus student is "Open to new experiences" (96.4%); shows "Spirit of adventure" (91.1%) and travels for "Cultural reasons" (91.3%). These results reinforce literature, asserting that international mobility is motivated by social reasons, rather than educational ones. The Erasmus programme is a means used by young people to experience new realities that will contribute to his/her personal growth, as referred to previously.

Table 4 - Motivation and frequency of activities during the period of mobility, differences between the three sampling groups. Differentiating reasons between groups highlighted in bold

MOTIVATIONS	OVERALL GROUP		INCOMING GROUP		OUTGOING GROUP	
	Indicator	%	Indicator	%	Indicator	%
Academic	Opportunity for new professional horizons	89.2	Opportunity for new professional horizons	85.3	Opportunity for new professional horizons	99
	Résumé/career	85	Establishing networks	78.3	Résumé/career	94.8
	Valuing staff and curriculum	81.2	Valuing staff and curriculum	76.3	Valuing staff and curriculum	93.5

Cultural	Cultural reasons	91.3	Cultural reasons	90.5	Cultural reasons	92.1
	Historical attractions	78.1	Sun and beach	65.4	Historical attractions	77.7
	Recreational attractions	61.8	Historical attractions	59.6	Heritage	66.6
Destination	European experience	84.4	European experience	90.4	European experience	79.1
Personal	Open to new experiences	96.4	Open to new experiences	93.5	Open to new experiences	99.1
	Spirit of adventure	91.1	Spirit of adventure	83.5	Spirit of adventure	99.5
	Developing skills	90.7	Developing skills	83.8	Developing skills	98.4
Information gathering	Through website	80.6	Through website	78.6	Through website	82.7
	Through Erasmus Office	75.2	Through Erasmus Office	72.8	Through Erasmus Office	77.9
	Social Networks	53.9	Social Networks	57.7	Social Networks	49.9
Choosing destination	Geographic location	77.1	Geographic location	73	Geographic location	81.5
	Quality of teaching and of educational and social services proposed	63.3	Quality of teaching and of educational and social services proposed	53.3	Quality of teaching and of educational and social services proposed	74.3
	Resources available to scientific activities	56.9	Preparing young people for today's job market	43.5	Resources available to scientific activities	77.5
Other motivations	Experience of living in another country	88.4	Experience of living in another country	81.6	Experience of living in another country	95.9
	Experience and personal motivations	82.4	Experience and personal motivations	71.9	Experience and personal motivations	94
	Know different habits	78.1	Country sightseeing	70.4	Know different habits	92.6
Leisure time	Practices of sociability	92.6	Practices of sociability	91.3	Practices of sociability	94.4

	Cultural practices	87	Cultural practices	85.5	Cultural practices	88.5
Cultural consumption activity	Recreation, entertainment, nightlife	88.5	Recreation, entertainment, nightlife	90	Recreation, entertainment, nightlife	86.9
	Historical and architectural monuments	85	Cultural events	85.9	Historical and architectural monuments	89.9
	Events and festivals	83.9	Events and festivals	83.6	Events and festivals	84.2
Cultural activity practices	Cultural itineraries	81.7	Cultural itineraries	83.8	Cultural itineraries	79.4
	Historical itineraries	75.3	Recreational itineraries	71.9	Historical itineraries	80.3
	Recreational itineraries	68.1	Historical itineraries/ City breaks	70.6	Recreational itineraries	74.3
Transport	Plane	67.2	Plane/Taxi	64.6	Plane	70
	Taxi	59.2	Taxi	51	Taxi	53.2
	Car	44.9	Metro	41.5	Train	44.1
Accommodation	Youth hostel	44	Youth hostel	53.3	Youth hostel	33.6
	Hotel	27.5	Hotel	29.8	Hotel	24.5
	Housing with families	23.4	Housing with families	28.5	Housing with families	18
Cultural activities places	Host city	97.3	Host city	96.4	Host city	98.3
	Nearby cities	78.2	Nearby cities	82.3	Nearby cities	73.6
	Capital of host country	66.1	Capital of host country	69.1	Capital of host country	62.8
Assistance and visit frequency in cultural activities	Visit historic places	91.6	Visit historic places	87.4	Visit historic places	96.2
	Visit monuments	90	Visit monuments	85.5	Visit monuments	95
	Cultural visit	89.7	Cultural visit	86.6	Cultural visit	93

Source: PhD thesis (Monteiro, 2014)

PUSH AND PULL MOTIVATION FACTORS

Although a universally agreed-upon conceptualization of the tourist motivation construct is still lacking (Fodness, 1994), the push/pull model is accepted by many researchers (Dann, 1977, 1981; Crompton, 1979; Zhang and Lam, 1999; Jang and Cai, 2002; Hsu and Lam, 2003). Push factors are defined as internal motives or forces that cause tourists to seek activities to satisfy their needs, while pull factors are destination generated forces and the knowledge that tourists have about a destination (Gnoth, 1997). Most push factors are intrinsic motivators, such as the desire for escape, rest and relaxation, prestige, health and fitness, adventure and social interaction. Pull factors emerge due to the attractiveness of a destination, including beaches, recreation facilities and cultural attractions (Uysal and Jurowski, 1994). Traditionally, push factors are considered important in initiating the desire to travel, while pull factors are considered more relevant in explaining destination choice (Crompton, 1979).

Tables 5 and 6 identify the push and pull motivations with the most common factors for each of the six variables defined - academic, cultural, destination, personal, choosing destination, other motivations - split by gender, and by incoming, outgoing and overall groups.

Table 5 - Motivations table – *push factors*

Motivations	Push - novelty; socialization; prestige/status and educational value or intellectual enrichment				
	Gender		Source		
	Female	Male	Outgoing	Incoming	Overall
Academic	Opportunity for new professional perspectives	Opportunity for new professional perspectives	Personal and curricular valorisation	Opportunity for new professional perspectives	Opportunity for new professional perspectives
Cultural	Cultural reasons	Cultural reasons	Cultural reasons	Cultural reasons	Cultural reasons
Destination	European experience	European experience	European experience	European experience	European experience
Personal	Open to new experiences	Open to new experiences	Open to new experiences	Open to new experiences	Open to new experiences
Choosing destination	Quality of teaching and of educational and social services proposed	Quality of teaching and of educational and social services proposed	Available resources for the activity	Quality of teaching and of educational and social services proposed	Quality of teaching and of educational and social services proposed
Other motivations	Experience and personal motivations	Experience and personal motivations	Experience and personal motivations	Experience and personal motivations	Experience and personal motivations

Source: PhD thesis (Monteiro, 2014)

Table 6 - Motivations table – pull factors

Motivations	Pull - social opportunities and attractions; natural and cultural amenities; physical and leisure amenities				
	Gender		Source		
	Female	Male	Outgoing	Incoming	Overall
Academic	Networking	Networking	Networking	Networking	Networking
Cultural	Historical attractions	Historical attractions	Historical attractions	Sun and beach	Historical attractions
Destination	European experience	European experience	European experience	European experience	Cost of living
Personal	Spirit of adventure	Spirit of adventure	Spirit of adventure	Spirit of adventure	Spirit of adventure
Choosing destination	Location	Location	Location	Location	Location
Other motivations	Experience of living in another country	Experience of living in another country	Experience of living in another country	Experience of living in another country	Experience of living in another country

Source: PhD thesis (Monteiro, 2014)

According to tables 5 and 6 the three source groups (outgoing, incoming and overall) share almost all push and pull motivations, with some variation. The gender groups, however, are homogeneous, with no differences between them, which means that motivation factors for male and female students are identical.

The push factors table (5) reveals that the Outgoing group looks for destinations that can provide good experiences, offering adequate resources for the mobility activity, although the main motivation for these students is the search for “personal and curricular valorization”.

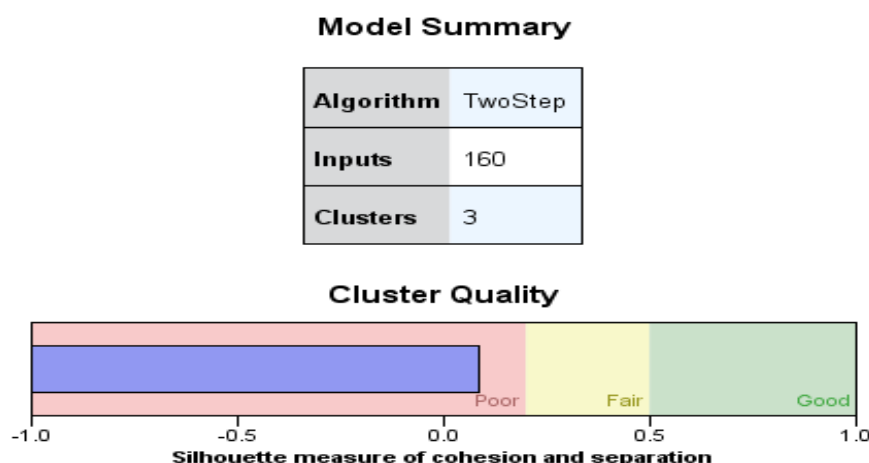
Regarding the pull motivation factors (Table 6), the Incoming group differs from the other two in preferring Portugal’s natural amenities (“sun and beach”), as these students want their foreign experience to be different, taking advantage of the programme in all its academic, social, personal, climatic or geographical aspects.

CLUSTER SEGMENT ANALYSIS

The Cluster analysis is an “artistic design” (Kaufman & Rousseeuv, 1990), a pictorial method of displaying data that facilitates the identification of groups within data. It allows researchers to analyse data obtained from surveys, checking and cross comparing results, helping to structure homogeneous groups. Identifying homogeneous groups enables the detection of patterns that will help to highlight and allow to discussion about similarities and dissimilarities between groups.

To underpin previous findings, the cluster analysis applied used the Two Step algorithm, which is more appropriate for the sample and variables available, as the Table 7 assessment of the clusters’ quality reveals. A Levene's Test for Equality of variances was applied to the output data from the Two Step algorithm (SPSS 19) to determine to what extent each of the variables, used in the clustering process, contributes to significant differences between output clusters. Analysis was made with the two subsamples together (outgoing and incoming), though identifying this variable also as independent, i.e., a variable of the same type of gender, age, etc. (Table 7).

Table 7: Assessing clusters’ quality



Source: Source: PhD thesis (Monteiro, 2014)

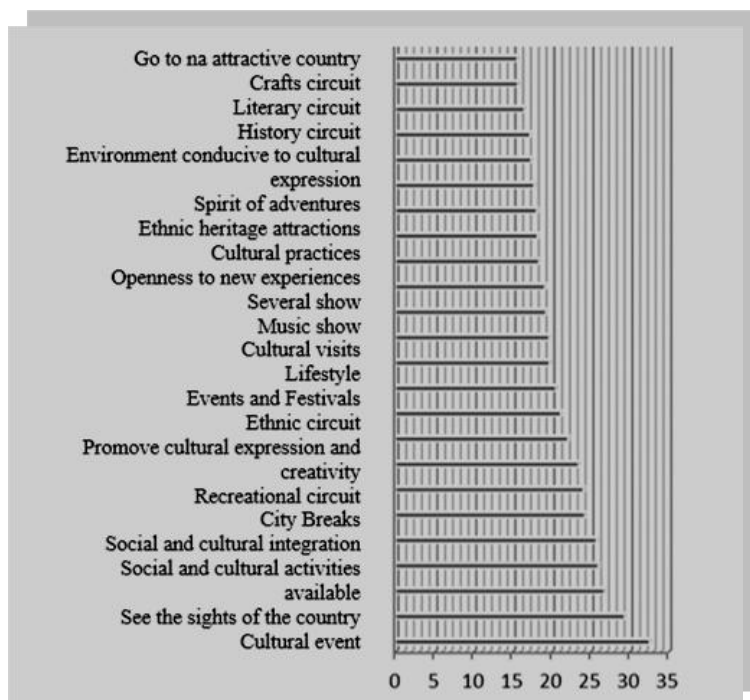
The cluster analysis identified three groups and is distributed as shown in table 8. Cluster 1 is mainly represented by incoming (47.3%) female (46.1%) students, Cluster 2 by outgoing (63.8%) male (35.2%) students, and finally Cluster 3 is composed of incoming (51%) male (35.8%) students.

Table 8 – Overall percentages by clusters

<i>Cluster 1</i>	<i>Cluster 2</i>	<i>Cluster 3</i>
Respondents – 353	Respondents – 274	Respondents – 253
<i>Incoming</i> – 47.3%	<i>Incoming</i> – 1.7%	<i>Incoming</i> – 51%
<i>Outgoing</i> – 32.1%	<i>Outgoing</i> – 63.8%	<i>Outgoing</i> – 4.1%
Female – 46.1%	Female – 28.9%	Female – 24.9%
Male – 29%	Male – 35.2%	Male – 35.8%

Source: PhD thesis (Monteiro, 2014)

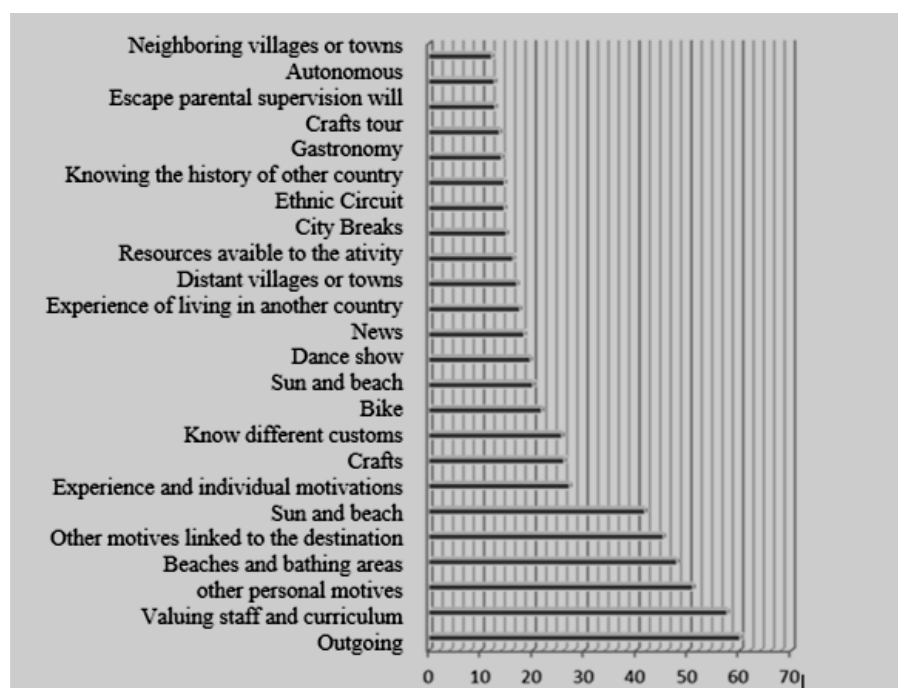
Table 9 - Cluster 1



Source: PhD thesis (Monteiro, 2014)

Cluster 1 is mostly a female group, having axiomatic characteristics mainly linked to cultural and social reasons, as this group's main indicators are closely connected with personal and cultural development. If the group reveals particular attention to sociability at a personal level, at a cultural level, attention turns primarily to knowledge of the host country. This group represents, then, the Erasmus programme students who wish to enhance their experience, considered as a challenge, of complementing and enriching their personal training. It has been denominated the *socio-cultural* group as it expresses a particular keenness for social and cultural activities.

Table 10 - Cluster 2

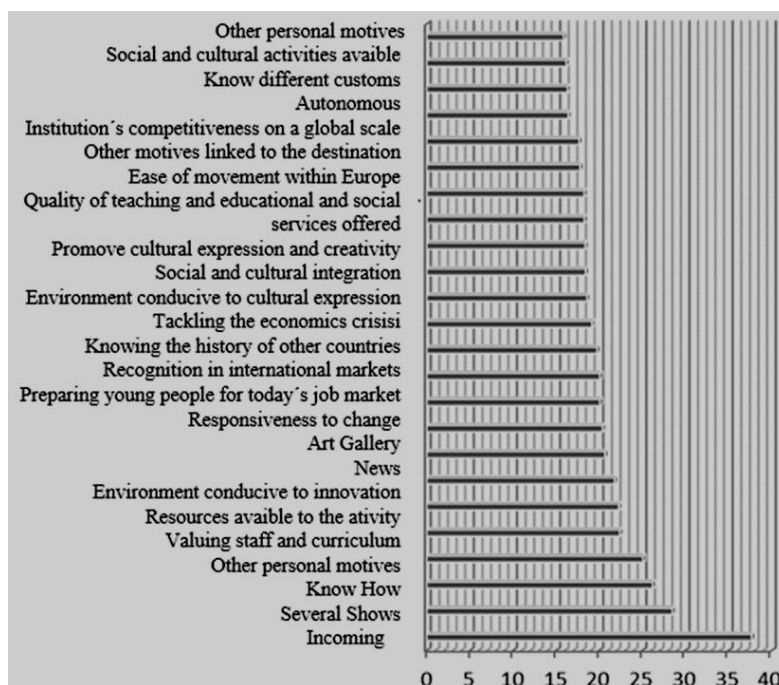


Source: PhD thesis (Monteiro, 2014)

Cluster 2 represents mostly outgoing mobility by Portuguese students who go abroad, particularly of the male gender. The group's tendency is for knowledge searching in new areas not forgetting personal and social motivations. It is a peculiar group as it associates acquisition of new academic knowledge with fun, combining them

with social and cultural events. It is very strongly concerned with the host institution’s academic approach as it seeks new academic perspectives to complement their previous path. Because this group seeks difference in various aspects, especially reverse outlooks between its own country and the host country, it has been called “*synergistic*”, after Humberto Mariotti’s concept of synergy, an integration of behaviour: “Synergy is mutuality, sharing changes for the benefit of the whole” (2008, p. 70).

Table 11 - Cluster 3



Source: PhD thesis (Monteiro, 2014)

Finally, cluster 3 represents foreign incoming students in Portugal, mainly a male group fundamentally concerned with what can bring them value at a personal, social, technological, academic and cultural level. This group follows a clear guideline to achieve a thorough training through innovative knowledge acquisition, complemented with a personally enriching environment, seeking at the host institution the best and most suitable resources for academic paths.

Taking into consideration that entrepreneurship is the process of creating something of value, with time and effort, assuming the inherent financial, psychological and social risks, and receiving the resulting rewards of satisfaction and financial and personal independence (Peters, Hisrich, & Shepher, 2008) this group could only be named the “entrepreneurs” as promoters of a behaviour driven by a psychosocial moratorium that will contribute to the development of self-identity in Erikson’s conceptual framework.

CONCLUSION

Given that academic mobility is said to be a “must” for high quality education standards, the aim of this study was to identify the reasons and decision factors that determine the realization of Erasmus mobilities, and to identify patterns and trends in relation to European student travel.

The findings highlight that the decision making process in choosing an academic mobility program is not confined to one main reason, but is influenced by a combination of factors. Another important feature that stands out is that decision-making is personal, and the cultural and social context in which a student lives is a prominent and influential factor in the decision.

This distinction is evident within the cluster analysis, where three distinct groups were obtained: the first group includes all respondents (Incoming and Outgoing) who prefer activities related to culture; a second group, dominated by foreign students (Incoming) who move to Portugal and seek to have new experiences, especially on a personal level; and a third group consisting mainly of Portuguese students (Outgoing), who are mobile within Europe, and are seeking cultural and academic development. Each group has specific characteristics which distinguish them, identifying their distinctive reasons and decision factors.

Going deeper in the decision-making process it was confirmed that there is no single motivation for the mobility but a combination of reasons, which will be the means to achieve an end goal. Foreign students aim at developing their skills, opening new

horizons and living in a spirit of adventure. Portuguese students value personal development. Within these groups there remain differences between genders. Females favour indicators related to their personal development. Males focus on the spirit of adventure and the possibility of new experiences. Furthermore, the overall results show that Erasmus students seek experiences complementary to the educational context, as the opportunity for multidisciplinary contact (social, cultural, historical, and educational) is what drives them to undertake a mobility programme.

This allows us to reach the conclusion that any form of mobility outside the natural habitat or tourism (in the strict sense) has, simultaneously, an educational and a cultural aspect. What differentiates the tourism segment is the reason that drove the mobility (Henriques, 2003).

In this sense student tourist mobility can be defined as the displacement of the individual or group from his habitual place of residence to another location (regional, national or international), for educational, social, cultural or similar circumstance, for an indefinite period. This definition has its background based on the fact that tourist mobility is associated with one main decision-making reason, but not only one; the decision is made according to the main reason weighted by a set of interrelated motivation factors, leading the individual/group to act/react to take the decision to become mobile (Monteiro & Gomes, 2014). Finally, the decision is personal, heavily influenced by the environment in which the student lives: social, cultural and economic decisive factors (Henriques, 2003) influence his decision.

Taking into consideration the fact that Erasmus student travel is motivated by the historical, artistic and scientific heritage or lifestyle offered by the host community (Cunha, 1997), this study's findings confirm that student travel contains aspects of cultural tourism as it is a means of facilitating the meeting of pre-existing cultures and establishing relationships with acquired values. Cultural tourism promotes and "sells" access to a pre-existing culture, transforming it into a product that, combined with a price, allows anyone to enjoy demonstrations of cultural expressions.

On the one hand, if twenty-first century youngsters promote intercultural globalization so, on the other hand, do the higher education institutions which support

academic mobility programmes, which meet the essential needs of a post-modern student. Lisbôa and Coutinho (2011) highlight the crucial role of educational institutions in this process, and their responsibility in preparing students to face the challenges of a perpetually changing society. This requires the existence of a new way of attracting young tourists who seek an educational experience, a distinctive brand for a destination, a magnetism that will serve as a keystone for the mobility decision-making, transforming educational cultural tourism into an asset for regional development and a good way of combating seasonality.

The findings in this paper about Erasmus student travel are also of the utmost importance to Portuguese higher education institutions and to the Portuguese tourism authorities. Even though it can be considered a niche in Portuguese national tourism, synergy and cooperation between the various stakeholders involved in educational tourism is welcome. Whether private or public entities, they are ideal partners for laying out a strategic tourism destination plan for such a specific type of tourist. Understanding what kind of visitor is to be attracted facilitates the creation of new tourist markets, maximizing the potential of the university, the region and the country, as international exchange students are characterized by a high educational level and a longer-term stay and can surely contribute to increasing demand (García-Rodríguez & Mendoza, 2015).

Unlike full-time international students, Erasmus students do not contribute to the host university by paying fees. They still, however, have the potential to make a significant contribution to the local economy through spending on accommodation, food, travel and leisure, which can be maximised by the multiple opportunities to travel while staying in the host country, causing not only direct economic effects, but also indirect and induced (García-Rodríguez & Mendoza, 2015). According to Rodríguez et al. (2012) this tourism market segment is defined by the stay, typically much longer than the conventional tourist; the consumption patterns are more akin to those of residents as foreign students tend to stay mostly in shared apartments, dorms, with families, and in college-organized housing and not in tourist accommodation; in addition, there is a high potential for generating new visits, as the vast majority of these students receive visits

from family and friends during their stay (García-Rodríguez & Mendoza, 2015). The induced effect is particularly remarkable due to the potential that this segment has for attracting friends and relatives during their stay and for being ambassadors for Portugal.

With this in mind, our findings also revealed that Portugal is not paying sufficient attention to the potential of student travel as an important tourism source market as there is no national planning for improving Erasmus student tourists' loyalty levels to the host country, turning it into a first choice destination for future travel, increasing the possibility of return visits and expanding its positive impact on other potential student tourists through "word of mouth".

This being the case, specific marketing strategies to communicate and effectively promote the attractive elements of Portugal as a tourism destination, for this kind of visitor, need to be developed, both in a direct way for the students, and in an indirect way for their relatives. It is evident that the socio-demographic characteristics and expectations of this tourism niche are different from the traditional largescale tourism segment, but it is essential that national tourism policy-makers and higher education host institutions' decision-makers develop collaborative strategies when defining and communicating products targeted at this emerging segment. Cooperation should exist in different stages of the product marketing process in order to incorporate local academic information within a broader offering of a national destination.

The main contribution of this research is to establish a starting point for other researchers to analyse to what degree the results obtained here can be generalized to other countries with different levels of academic competitiveness and different potential attractions for the students, helping to better understand the role Erasmus student travel motivations play and the impact it produces in tourism destinations. Following Llewellyn-Smith and McCabe's (2008) approach to Australian students, data generated could be used to develop an European Erasmus student travel profile and could be used to assess the economic impact on European tourism destinations in terms of expenditures on accommodation, food, leisure, cultural products, and so on. In addition, and as the above study suggests, universities could identify which factors should be

encouraged in student mobility and how tourism destinations could adapt to be more attractive to academic tourism.

AS MOTIVAÇÕES DE VIAGEM DOS ESTUDANTES ERASMUS: UMA ABORDAGEM DA SEGMENTAÇÃO POR FATORES-CLUSTERS

RESUMO

Usando uma abordagem de segmentação do mercado, este estudo faz uma análise das motivações inerentes à mobilidade dos estudantes Erasmus, quer dos estrangeiros que vêm estudar para Portugal, quer dos portugueses que vão estudar para o estrangeiro. Baseado em seis tipologias motivacionais *push* e *pull*, a análise de clusters foi aplicada para identificar semelhanças entre os inquiridos, com base nas suas motivações de viagem. Os resultados mostram que existem três grupos distintos: o estudante-viajante *sociocultural*, o estudante-viajante *sinérgico* e o estudante-viajante *empreendedor*. O género é a variável que, estatisticamente, se mostra mais significativa entre os três grupos. O artigo finaliza com sugestões de internacionalização às instituições de ensino superior e debate as implicações do marketing de destinos no mercado de turismo estudantil.

PALAVRAS-CHAVE: MOBILIDADE ERASMUS. VIAGEM DE INTERCÂMBIO ESTUDANTIL. FATORES DE MOTIVAÇÃO. DECISÃO DE VIAJAR.

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