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**ERASMUS+ KAO
TURISTIČKI ASPEKT
MOBILNOSTI MLADIH**

**ERASMUS+ AS A
TOURISM ASPECT
OF YOUTH MOBILITY**

SAŽETAK: Autori u radu nastoje dati pregled programa Erasmus+ i mogućnosti razmjene u svrhu studiranja i obavljanja stručne prakse u inozemstvu u području visokog obrazovanja. U radu se analizira utjecaj programa Erasmus+ na turizam mladih, odnosno njegov utjecaj na studente i njihov doprinos turističkoj i ostalim djelatnostima zemlje u kojoj su odlučili boraviti. U radu je prikazan nastanak i razvoj programa Erasmus+ te je također izložena usporedba sudionika programa Erasmus za razdoblje od 1987. do 2019. godine. Konačno, poseban dio rada posvećen je i novonastaloj situaciji uzrokovanoj pandemijom COVID-19 i njezinom utjecaju na inozemnu razmjenu studenata i mobilnost mladih.

KLJUČNE RIJEČI: program Erasmus+, mobilnost mladih, turizam, turizam mladih, obrazovni turizam

ABSTRACT: In this paper, the authors attempt to provide an overview of the Erasmus+ programme and exchange opportunities aimed at studying or completing traineeships abroad in the area of higher education. The paper analyses the impact of the Erasmus+ programme on youth tourism, in other words, its impact on students and their contribution to tourism and other economic activities of the host country. We provide insight into the introduction and development of the Erasmus+ programme, as well as present a comparison of participants in the Erasmus programme in the period from 1987 to 2019. Finally, a special part of the paper is dedicated to the newly created situation caused by the Covid-19 pandemic and its impact on international student exchange and youth mobility.

KEY WORDS: Erasmus+ programme, youth mobility, tourism, youth tourism, educational tourism



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UVOD

Svrha rada je objasniti mobilnost mladih, ponajprije studenata, unutar Europske unije i prikazati povezanost programa Erasmus+ s turizmom zemalja članica. Ideja mobilnosti mladih razvijala se tijekom godina i dovela je do otvaranja mnogobrojnih mogućnosti za studente i sve ostale mlade, a time i do razvoja međunarodnih udruga, organizacija i inicijativa. Ova tema kao bitnu stavku postavlja i turistički aspekt, odnosno istraživanje turizma mladih i utjecaja razvoja turizma unutar zemalja članica programa Erasmus+. Turizam je vrlo bitna stavka većini zemalja Europske unije, a time i studentima, koji odabiru turistički atraktivne zemlje. Prema tome, radom se želi pružiti uvid u povezanost studenata programa Erasmus+ i turizma pojedine zemlje.

Mobilnost studenata ovisi o međunarodnoj suradnji domaćeg i stranog fakulteta. To znači da studenti ne mogu birati bilo koju destinaciju, već onu s kojom njihov fakultet ima razvijenu međunarodnu suradnju. U radu su prikazane zemlje koje su od ranijih godina pa sve do danas na listi zemalja s najviše poslanih i primljenih stranih studenata, ali i na listi zemalja s najvećim turističkim prometom. Tijekom godina su većinom iste zemlje slale ili primale studente preko programa Erasmus. Usporedbom godišnjih izvještaja iz 2011./2012. i 2019. godine vidljivo je da su zemlje koje šalju i primaju najviše studenata uglavnom iste. Zemlje koje šalju najviše studenata su: Španjolska, Njemačka, Francuska, Italija i Poljska (2011./2012.) te Velika Britanija.

S obzirom na novonastalu situaciju uzrokovanu pandemijom COVID-19, koja traje više od godine dana, u zadnjem poglavlju pokušat će se objasniti utjecaj pandemije i epidemioloških mjera zemalja na inozemnu razmjenu studenata. U skladu s time, definirat će se razmjeri pandemije, statistika studenata koji su ostali i koji su se vratili zbog nastupanja epidemioloških mjera te budućnost programa Erasmus+ tijekom pandemije, koja je, uz ostala područja, uvelike ugrozila i turizam zemalja članica Europske unije.

INTRODUCTION

The purpose of this paper is to explain youth mobility, especially related to higher education students, within the European Union, and to show the relationship between the Erasmus+ programme and tourism in the member states. The idea of youth mobility has been developing over a period of years and has led to achieving numerous opportunities for students and other young people, as well as development of international associations, organisations, and initiatives. This topic also brings the tourism aspect into an important focus, related to research of youth tourism and impact of tourism development in countries participating in the Erasmus+ programme. Tourism is vastly significant to most of European Union member states, as well as to students choosing attractive tourism destinations. Accordingly, the paper aims to provide insight into the relatedness of students participating in the Erasmus+ programme and tourism of specific countries.

Student mobility depends on the international cooperation between a domestic and foreign university. This means that students cannot select any destination, but one of which their university cooperates with. The paper shows countries that have maintained their place as countries with most incoming and outgoing students since the onset years, as well as having the highest tourist traffic. As regards countries, mostly the same countries have sent or received students over the course of years within the Erasmus programme. The comparison of reports from 2011/2012 and 2019 shows that countries with the most incoming and outgoing students are mostly the same. Therefore, countries with the most outgoing students are Spain, Germany, France, Italy, Poland (2011/2012) and the United Kingdom.

Considering the newfound situation caused by the Covid-19 pandemic that lasted over a year, the last chapter attempts to explain the impact of the pandemic and epidemiological measures implemented by countries on the international

SPECIFIČNI OBLICI TURIZMA I OBRAZOVNI TURIZAM

Turizam je vrlo važan aspekt svake države. U okviru Europske unije, turizam se smatra iznimno važnim i potrebnim područjem te je jedna od bitnih tema na popisu Europske unije. Općeprihvaćena definicija United Nations World Tourism Organizationa (UNWTO) glasi: “Turizam uključuje aktivnosti proizašle iz putovanja i boravka osoba izvan njihove uobičajene sredine ne dulje od jedne godine radi odmora, poslovnog putovanja i drugih razloga nevezanih uz aktivnosti za koje bi primili ikakvu naknadu u mjestu koje posjećuju” (Čavlek i sur., 2011: 30). Da bi se shvatio širi obujam turizma, potrebno je naglasiti da turizam možemo podijeliti prema vrsti i kretanju. Vrste se odnose na domicilno stanovništvo ili nerezidente. Prema vrstama se turizam dijeli na domaći, nacionalni, međunarodni turizam i ostalo. Za mobilnost mladih u Europskoj uniji bitan je međunarodni turizam, budući da predstavlja turizam ili putovanje izvan granica jedne države, države boravišta, što se odnosi na studentsku razmjenu, jer studenti odlaze u inozemstvo na jedan ili najviše dva semestra (Čavlek i sur., 2011: 36-37). Druge podjele čine turistička kretanja, primjerice, prema trajanju boravka, dobi, nacionalnoj pripadnosti, godišnjem dobu i ostalo. Za ovaj rad su najvažnija kretanja prema dobi (mladi), nacionalnoj pripadnosti (domaći, inozemni) i prostornom obuhvatu (međunarodni i intraregionalni) (Čavlek i sur., 2011: 37-38).

U turizmu postoje i specifični oblici turizma, koji se definiraju kao “posebna skupina turističkih kretanja koja su uvjetovana određenim, dominantnim turističkim motivom koji točno određenu skupinu turista pokreće na putovanje i boravak u destinaciji čija je turistička ponuda sadržajima prilagođena ostvarenju doživljaja vezanih uz prevladavajući motiv tog segmenta potražnje” (Čavlek i sur., 2011: 39-40). Takvi oblici turizma su obrazovni, sportski, nautički,

student exchange. Accordingly, we will define the scale of the pandemic, the statistical overview of students who stayed or returned due to the onset of epidemiological measures and the future of the Erasmus+ programme during the pandemic that greatly affected the tourism industry, among others, of EU member states.

SPECIAL INTEREST TOURISM AND EDUCATIONAL TOURISM

Tourism is a highly significant aspect of each country. Within the European Union, tourism is considered an essential and necessary industry and one of the important European Union topics. The generally accepted definition by the United Nations World Tourism Organization (UNWTO) is that tourism includes people’s activities pertaining to travelling and staying outside their usual environment for no longer than one year for the purposes of rest, business, or other reasons unrelated to activities for which they would receive remuneration from the host destination (Čavlek et.al., 2011: 30). In order to comprehend the wider scale of tourism, it is necessary to emphasise that tourism can be categorised according to type and movement. Types relate to domestic population and non-residents, and can be categorised as domestic, national, international tourism and other. With regard to youth mobility within the European Union, international tourism is considered significant as it represents tourism or travelling abroad, i.e., outside the country of residence, which relates to student exchange because students travel abroad for the duration of one or two semesters the longest (Čavlek et.al., 2011: 36-37). Other categorisations pertain to tourist movements, for example duration of stay, age, nationality, season, and others. For the purposes of this paper, we place emphasis on age (youth), nationality (domestic, foreign) and spatial range (international and intraregional) (Čavlek et.al., 2011: 37-38).

Tourism also encompasses special interest tourism defined as a special subcategory of tourist

kulturni, zdravstveni, poslovni, manifestacijski, lovni, eno-gastronomski, vjerski i ostali oblici turizma (Čavlek i sur., 2011: 40). Oblik koji je bitan za ovaj rad jest obrazovni tip turizma, budući da se mobilnost i program Erasmus+ odnose na obrazovanje mladih ljudi, ali također i na turizam kao bitnu sastavnicu obrazovanja i zaposlenja u drugoj državi. Dakle, prema UNWTO-u i Institutu za turizam, obrazovni turizam definira se kao “oblik turizma u kojem je osnovna motivacija posjetitelja uključivanje i iskustvo u učenju, samopoboljšanje, intelektualni razvoj i razvoj vještina. Obrazovni turizam odnosi se na širok spektar proizvoda i usluga vezanih uz akademske studije, unapređenje vještina, školske izlete, sportsku edukaciju, tečajeve za razvoj karijere, jezične tečajeve i drugo” (Belošević i sur., 2018: 12). Dakle, obrazovni turizam podrazumijeva široku lepezu mogućnosti, kojima je glavni cilj educiranje te širenje postojećeg znanja.

PROGRAM ERASMUS+

Prema vodiču Erasmus+ iz 2021. godine, Erasmus+ je definiran kao “program Europske unije na području obrazovanja, osposobljavanja, mladih i sporta za razdoblje 2021.-2027.” (Europska komisija, 2021a: 4). Prema tome, ovaj program namijenjen je svim mladima u Europskoj uniji. Ne podupire se samo jedno područje već više područja, da bi se mladim ljudima pružilo što više prilika za stjecanje novih znanja, poboljšanje njihovih vještina, odrađivanje stručne prakse ili volontiranje u drugoj zemlji i na taj način povećanje razumijevanja za tuđu kulturu te stvaranje novih prijateljskih i profesionalnih poznanstava za budućnost. Program Erasmus+ pruža financijsku i jezičnu potporu da bi se mladima osiguralo lakše sudjelovanje i da bi se na taj način povećao broj potencijalnih sudionika. Cilj ovoga programa je ponuditi svima jednaku priliku, tako da i oni koji imaju lošije mogućnosti, zbog, primjerice, lošije financijske situacije, loše okoline, društvenih problema ili raznih

movements conditioned by specific, dominant tourist motives driving the specific group of tourists to travel and stay in a destination, the tourism offers which provide content that enable the realisation of experiences related to the dominant motive of the demand segment (Čavlek et.al., 2011: 39-40). Some of the types of special interest tourism are educational, sport, nautical, cultural, health, business, manifestation, hunting, eno-gastronomic, religious, and other types of tourism (Čavlek et.al., 2011: 40). The type relevant for this paper is educational tourism, since mobility and Erasmus+ programme relate to education of young people, but also to tourism as an important element of education and employment abroad. Therefore, according to the UNWTO and Institute for Tourism, educational tourism is defined as a type of tourism, the fundamental motivation for which is visitor inclusion and experience of learning, self-improvement, intellectual development, and skills development. Educational tourism relates to a wide spectrum of products and services related to academic study programmes, skills enhancement, school excursions, sport education, career development courses, language courses and similar (Belošević et.al., 2018: 12). Hence educational tourism represents a plethora of possibilities, the main goal of which is education and enhancement of existing knowledge.

ERASMUS+ PROGRAMME

According to the Erasmus+ Programme Guide for 2021, Erasmus+ is a European Union programme in the area of education, training, for youth and sport for the period from 2021 to 2027 (European Commission, 2021a: 4). Accordingly, the programme is intended for all youth in the European Union. It does not support only one area, but all areas in order to provide young people with as many opportunities as possible to acquire new knowledge, enhance skills, perform traineeships or volunteering abroad, thus enhancing their understanding of foreign culture and creating

zdravstvenih problema, mogu sudjelovati na istoj razini kao i osobe s boljim mogućnostima (Europska komisija, 2020a: 10-11).

Program je službeno priznat i započeo 1987. godine, kada je tadašnje Vijeće Europske ekonomske zajednice, prema prijedlogu Europske komisije, prihvatilo europsku akcijsku shemu za mobilnost sveučilišnih studenata. Time je došlo do dugoočekivanog priznavanja potrebe za mobilnošću studenata, kao i do priznanja cjelokupnom radu na području obrazovanja, koji je vodio prihvaćanju programa i njegovom uvođenju u bitne stavke Europske unije (Amato i sur., 2018: 273). Zatim je nastao Erasmus+, nova i poboljšana verzija prijašnjeg programa Europske unije za mobilnost mladih. Nova verzija primjenjuje se u razdoblju od 2014. do 2020. godine. Razlika starije verzije, Erasmus, i nove verzije, Erasmus+, očituje se u tome da je program Erasmus većinom bio usmjeren na akademsku mobilnost unutar Europske unije, dok je nova verzija, Erasmus +, uz akademsku mobilnost, proširena i na područje stručne mobilnosti,¹ a time i na mogućnosti zapošljavanja mladih ili obavljanja stručne prakse u Europskoj uniji ili u partnerskim zemljama programa Erasmus+ (Pokasić i sur., 2019: 561).

Program Erasmus+ obuhvaća Europsku komisiju i nacionalne agencije zaslužne za odluke i provedbu programa te sudionike i organizacije koji sudjeluju direktno u programu. Prema vodiču Erasmus+ za 2020. godinu, unutar programa Erasmus+ postoje dvije vrste sudionika, odnosno pojedinci i organizacije. Pojedincima se smatraju: “studenti, vježbenici, naučnici, učenici, odrasli polaznici, mladi ljudi, volonteri, profesori, učitelji, voditelji osposobljavanja, osobe koje rade s mladima, stručnjaci u organizacijama koje djeluju u području obrazovanja, osposobljavanja i mladih” (Europska komisija, 2020a: 22). Ti pojedinci sudjeluju u programu u sklopu raznih organizacija ili ustanova, kao što su, primjerice, fakulteti, udruge i slično. Unutar programa ne sudjeluju samo države članice Europske unije, već mogu sudjelovati i države izvan Europske unije. Koja

new friendships and professional contacts for the future. Erasmus+ programme provides financial and language support in order to ensure easier participation of young people and increase the number of potential students. The aim of the programme is to offer equal opportunities for all, so that those with less opportunities due to financial reasons, for example, or poor residential or social environment or various health issues could participate in the programme at the same level as those with more favourable circumstances (European Commission, 2020a: 10-11).

The programme was officially recognised and initiated in 1987, when the Council of the European Communities, upon the proposal of the European Commission, adopted the European Community Action Scheme for the Mobility of University Students. This led to the long-awaited recognition of the necessity for student mobility, as well as recognition of the entire work pertaining to the field of education leading toward the recognition of the programme and its introduction into important activities of the European Union (Amato et al., 2018: 273). Afterwards, the Erasmus+ was created as a new and improved version of the previous European Union programme for youth mobility. The latest version was implemented from 2014 to 2020. The difference between the old Erasmus version and the new Erasmus+ version is that the previous Erasmus version was oriented to mostly academic mobility within the European Union, while the new Erasmus+ version extended its activities to also cover professional mobility,¹ thus opening employment and traineeship opportunities for youth within the European Union and partner countries of the Erasmus+ programme (Pokasić et al., 2019: 561).

The Erasmus+ programme consists of the European Commission and national agencies responsible for making decisions and programme implementation, as well as participants and organisations that participate directly in the programme. According to the Erasmus+ guide for 2020, there are two types of participants within the programme, the individuals, and the organisations. Individuals

država može sudjelovati i u kojim okolnostima, ovisi o aktivnostima programa, a to su područja obrazovanja, osposobljavanja i sporta (Europska komisija, 2020a: 22-25).

ZASTUPLJENOST SUDIONIKA PROGRAMA ERASMUS+

Sudionici su najvažnija značajka programa Erasmus+. Iz godine u godinu, sudionika je sve više. U ovome dijelu rada bit će napravljena usporedba razdoblja između 1987. i 2019. godine. Prikazat će se promjena broja sudionika tijekom godina i tijekom raznih verzija programa Erasmus+ u tom razdoblju. Pod sudionicima se podrazumijevaju primarno studenti (studenti koji studiraju ili obavljaju praksu te studenti volonteri) te njihove zemlje i odredišta, dok će sekundarni sudionici, kao što su, primjerice, poduzeća i organizacije, biti ukratko prikazani da bi se prikazao utjecaj programa Erasmus+ u cijelosti.

Najveći postotak sudionika programa Erasmus+ čine studenti. Više od četiri milijuna mladih prolazi kroz program Erasmus+, od kojih je oko dva milijuna studenata. Od ostalih sudionika, primjerice osoblja, samo ih je 800.000 iskoristilo mogućnosti programa, što i dalje predstavlja manjinu u odnosu na studentsku populaciju (Europska komisija, 2021b). Europska komisija (2017) je objavila kada su prvi Erasmus studenti otišli u inozemstvo, odnosno koje su zemlje pokrenule studentske razmjene i u kojim godinama. Potrebno je krenuti od 1987. godine, prve godine kada su studenti Nizozemske, Belgije, Danske, Francuske, Italije, Njemačke, Španjolske, Portugala, Velike Britanije, Irske i Grčke iskoristili priliku za studiranje u inozemstvu. Odmah sljedeće godine, 1988., pridružuju se i studenti Luksemburga. U sljedećih dvadesetak godina pridružili su im se studenti iz mnogih europskih zemalja, primjerice iz Hrvatske, 2009. godine (Europska komisija, 2017a).

are students, trainees, apprentices, pupils, adult learners, young people, volunteers, professors, teachers, trainers, youth workers, professionals in organisations that act in the area of education, training, and youth (European Commission 2020a: 22). These individuals participate in the programme as part of various organisations and institutions such as universities, associations and similar. The programme participants do not only encompass the EU member states, but the programme also allows the participation of countries non-members of the European Union. The programme activities set the conditions for other countries and circumstances under which they can participate within the areas of education, training, and sport (European Commission, 2020a: 22-25).

ERASMUS+ PROGRAMME PARTICIPANT REPRESENTATION

The participants are the most important feature of the Erasmus+ programme. There are more and more participants every year. This part of the paper compares time periods from 1987 to 2019. In this period, we will show the change in the number of participants during the years and during various versions of the Erasmus+ programme. As participants we primarily consider students (those studying or in traineeships, as well as student volunteers), countries and destinations, while providing a brief overview of the secondary participants, such as companies and organisations in order to show the full impact of the Erasmus+ programme.

Students make up the largest percentage of Erasmus+ participants. Over four million young people pass through the Erasmus+ programme, two million of which are students only. Only 800,000 of other participants, such as staff, took advantage of the programme, which still represents a minority in relation to the student population (European Commission, 2021b). The European Commission (2017) published when the first Erasmus students travelled abroad, i.e., listed countries that initiated

U razdoblju od početka programa Erasmus, dakle od 1987./1988. godine, do 2011./2012. godine bilježi se povećanje broja studenata u studentskim razmjenama. To se može potkrijepiti brojkama, koje prikazuju da je razlika u broju studenata prilično velika. Prva godina razmjene studenata bila je 1987., kada je 11 zemalja poslalo ukupno 3.244 studenta u druge zemlje. Budući da je to bio početak, nije bilo mnogo sudionika. Od tada do 2011./2012. broj studenata koji su išli na razmjenu u drugu državu prešao je dva milijuna, a približavao se i prognozi od tri milijuna studenata naredne, 2012./2013. godine. Tako je 2011./2012. godine sudjelovalo 252.827 studenata, od kojih je 204.744 otišlo na studij, a 48.083 na pripravništvo. To je ukupno povećanje od 9% u odnosu na prijašnju godinu. Naime, povećan je i broj zemalja koje su sudjelovale u programu – sudjelovale su 33 zemlje (27 zemalja Europske unije i 6 partnerskih zemalja), što je velik porast u odnosu na 1987. godinu, kada je sudjelovalo početnih 11 zemalja. U istom razdoblju, samo za studentsku mobilnost odvojeno je 80% godišnjeg proračuna programa Erasmus. Od institucija za visoko obrazovanje, 3.189 ih je slalo studente na razmjenu ili pripravništvo (Europska komisija, 2013a: 4-7).

Uspjeh programa ponovio se i 2013./2014. godine, ali s malo manjim povećanjem u odnosu na prijašnju godinu, od samo 2%. Među sudionicima studentske mobilnosti bilo je sveukupno 272.497 studenata, od kojih je 212.208 studenata otišlo radi studiranja, a ostalih 60.289 studenata radi pripravništva. Ponovno se povećao broj zemalja koje sudjeluju pa su 2013./2014. godine sudjelovale 34 zemlje (28 zemalja Europske unije i 6 partnerskih zemalja) koje su svoje studente poslale u inozemstvo. Usporedo se povećao i broj institucija za visoko obrazovanje, na 3.456 institucija (Europska komisija, 2015: 4-7). Zanimljivo je da se 2013./2014. godine studentska mobilnost u trinaest zemalja povećala za više od 50% u odnosu na 2007./2008. godinu. U četiri zemlje, studentska mobilnost povećala se za 51% – 75%, u šest zemalja između 76% i 100%, a u

student exchange and in which year. It is necessary to start with 1987, the first year when students from the Netherlands, Spain, Portugal, the United Kingdom, Ireland, and Greece used the opportunity to study abroad. The following year, in 1988, they were joined by students from Luxemburg. In the next twenty years approximately, these were joined by students from many European countries, for example Croatia in 2009 (European Commission, 2017a).

The period from the beginning of the Erasmus programme, 1987/1988, to 2011/2012 resulted in an increased number of students included in student exchanges. This can be confirmed by numbers showing a considerable difference. In the first year of student exchange, 1987, 11 countries sent a total of 3,244 students abroad. Since it was the beginning, there were not a lot of participants. From that time to 2011/2012, the number exceeded two million students who participated in student exchange abroad, getting close to the forecast of three million students in the following year 2012/2013. In 2011/2012, there were 252,827 student participants, 204,744 of which at study programmes, and 48,083 of which in traineeships, which is a total increase of 9% in relation to the previous year. Namely, the number of participating countries also increased. Therefore, there were 33 countries (27 European Union member states and 6 partner countries) which represents a significant rise in relation to 1987, which saw participation from 11 countries. In the same period, student mobility was allocated 80% of the annual Erasmus programme budget and a total of 3,189 higher education institutions sent their students abroad for either student exchange or traineeships (European Commission, 2013a: 4-7).

2013/2014 repeated the success of the programme; however, with a slightly lower increase in relation to the previous year, that of 2%. The participants of student mobility counted 272,497 students, 212,208 of which participated in study programmes, and 60,289 in traineeships. The number of participating countries increased as well, counting 34 countries in 2013/2014 (28 EU member states and 6 partner countries) that sent their students abroad. This

tri zemlje za više od 100%. Hrvatska se našla na vrhu, zajedno s Turskom i Ciprom. Ta povećanja vrlo su bitna za program Erasmus+ i daljnju suradnju s programskim zemljama (Europska komisija, 2015: 29).

Nadalje, u 2016. godini, broj studenata u studentskoj mobilnosti prešao je 300.000, točnije, bilo je 300.018 studenata, od kojih je 215.828 otišlo radi studija, a preostalih 84.190 radi pripravnštva. Sudjelovale su 33 zemlje (28 zemalja Europske unije i 5 partnerskih zemalja), što je pad u odnosu na prijašnju godinu, kada su sudjelovale 34 zemlje, ali je povećan broj institucija za visoko obrazovanje, kojih je u 2016. godini bilo 3.886, dakle 430 institucija više nego 2013./2014. godine (Europska komisija, 2017b: 17-32). Porast se nastavio i u 2019. godini, u kojoj je 77% proračuna za program Erasmus+ (2.569.335.200,00 eura) otišlo na studentsku mobilnost, odnosno 1.254.737.485,00 eura. Broj zemalja sudionica ostao je isti, 33 zemlje (28 zemalja Europske unije i 5 partnerskih zemalja), dok je broj institucija za visoko obrazovanje povećan na 4.197 institucija (Europska komisija, 2020: 9-33). Broj studenata koji sudjeluju u studentskoj mobilnosti porastao je na 335.600, od kojih je 233.400 studenata prijavljeno za nastavak studiranja, a ostatak od 102.200 studenata za rad, odnosno pripravnništvo (Europska komisija, 2020c: 34).

U analizi je vidljivo da se brojevi u većini aspekata tijekom godina povećavaju, a u nekim godinama stagniraju (broj zemalja sudionica). Broj studenata koji koriste mogućnost studentske mobilnosti za nastavak studiranja uvijek nadilazi broj studenata koji program koriste za mogućnosti pripravnštva, iako se tijekom godina broj studenata na pripravnštvu uvelike povećao. Što se tiče zemalja, tijekom godina su većinom iste zemlje slale ili primale studente preko programa Erasmus. Usporedbom godišnjih izvještaja iz 2011./2012. i 2019. vidljivo je da su zemlje koje šalju i primaju najviše studenata većinom iste zemlje. Zemlje koje šalju najviše studenata su Španjolska, Njemačka,

also meant an increase in the number of higher education institutions, counting 3,456 institutions (European Commission, 2015: 4-7). Noteworthy is the fact that student mobility in 2013/2014 increased by over 50% in relation to 2007/2008 for thirteen countries. Four countries saw an increase of 51% – 75%, six countries between 76% to 100%, and three countries saw an increase of over 100%. Croatia was at the top together with Turkey and Cyprus. These increases are highly significant for the Erasmus+ programme and further cooperation with participating countries (European Commission, 2015: 29).

Furthermore, in 2016, the number of students participating in student mobility exceeded the number of 300,000, more accurately it was 300,018, 215,828 of which comprised students participating in study programmes and the remaining 84,190 students participating in traineeships. There were 33 participating countries (28 from the European Union and 5 partner countries), which constituted a decrease in relation to the previous year, when 34 countries participated; however, there was an increase in the number of higher education institutions, comprising 3,886 for 2016, i.e., 430 more institutions than in 2013/2014 (European Commission, 2017b: 17-32). The rise continued in 2019, when 77% of the Erasmus+ programme budget (2,569,335,200.00 euros), i.e., 1, 254,737,485.00 was allocated to student mobility. The number of participating countries remained the same, counting 33 countries (28 EU member states and 5 partner countries), while the number of higher education institutions grew to 4,197 (European Commission, 2020: 9-33). The number of students participating in mobility increased to 335,600, 233,400 of which attended study programmes, and the remaining 102,200 attended traineeships (European Commission, 2020c: 34).

The analysis shows that the numbers were increasing in the majority of variables during the years, while they levelled off in others (the number of participating countries). The number of students taking advantage of student mobility to attend study

Francuska, Italija i Poljska (2011./2012.) te Velika Britanija (2019.), dok su zemlje koje primaju najviše studenata također Španjolska, Njemačka, Francuska, uz dodatak Italije i Velike Britanije (Europska komisija, 2013a: 7; Europska komisija, 2020c: 38).

TURIZAM MLADIH, OBRAZOVNI TURIZAM I ERASMUS+

Turizam mladih i obrazovni ili edukativni turizam rastuće su tržište, jer se sve više mladih odlučuje na putovanja i studentske razmjene, što je vidljivo iz navedenih statističkih podataka. Edukativni ili obrazovni turizam specifičan je oblik turizma vezan najviše uz studente koji studiraju ili obavljaju stručnu praksu u inozemstvu te im je cilj educirati se i proširiti znanje o kulturi neke zemlje, ali i smjeru ili djelatnosti za koju se opredjeljuju te unaprijediti ili naučiti neki jezik (Weaver, 2006: 59).

Mlade osobe, od kojih su većina studenti, obuhvaćeni su pojmom turista. Prema definiciji UNWTO-a, u turiste se ubrajaju “osobe koje putuju motivirane odmorom, rekreacijom, sportom, zdravstvenim razlogom ili posjetom prijateljima i rodbini, ili su na poslovnom putu, studiju (kraćem od godine dana), hodočašću” (Čavlek i sur., 2011: 25). Dakle, svrha putovanja turista može, između ostaloga, biti i studij, ali u trajanju kraćem od godine dana. To znači da programi mobilnosti ulaze u klasifikaciju turističkih putovanja i u statistiku globalnog, međunarodnog turizma, s obzirom na to da uglavnom traju od mjesec dana pa sve do godine dana, ovisno o tipu mobilnosti (studij, stručna praksa, ljetna škola) (Europska komisija, 2020c: 38). Mladi turisti, studenti, putem akademske mobilnosti² okreću se od poznatoga i odlaze u nepoznatu zemlju da bi se obrazovali i proširili svoje znanje jezika, kulture i ostaloga te uz obrazovanje stekli nove vještine (komunikacijske, društvene, poslovne) i prikupili potrebno životno

programmes was always higher than the number of students attending traineeships, although the number of students in traineeships increased considerably. As regards countries, mostly the same countries sent or received students within the Erasmus programme during the observed period. The comparison of reports for 2011/2012 and 2019 shows that the countries with the most outgoing and incoming students were mostly the same. Therefore, the countries with the most outgoing students were Spain, Germany, France, Italy and Poland (2011/2012), and the United Kingdom (2019), while the countries with the most incoming students were: Spain, Germany, France, and Italy and the United Kingdom (European Commission, 2013a: 7; European Commission, 2020c: 38).

YOUTH TOURISM, EDUCATIONAL TOURISM AND ERASMUS+

Youth tourism and educational tourism are a growing market because an increasing number of young people are deciding to travel and participate in student exchange, as seen in the above-mentioned statistical data. Educational tourism is a special interest tourism related mostly to students attending study programmes or participating in traineeships abroad, with the objective to educate themselves and expand their knowledge on the culture of a specific country, but also their chosen specialisation or career, as well as perfect or learn another language (Weaver, 2006: 59).

Young people, most of whom are students, pertain to the category of tourists. According to the UNWTO definition, tourists comprise persons who travel motivated by rest, recreation, sport, health or visiting friends and family, or business, study (in duration less than one year), pilgrimage (Čavlek et.al., 2011: 25). Therefore, the purpose of their travel can be to study, but in a time period shorter than one year. Thereby, mobility programmes enter the classification of tourist travel and in the statistics for global, international

i poslovno iskustvo, ali i da bi ostvarili razna putovanja po novim zemljama i sklopili nova prijateljstva s ljudima iz različitih kultura (Pokasić i sur., 2019: 560-563).

Turizam mladih poseban je oblik turizma, u kojemu glavnu ulogu imaju mladi, odnosno osobe od 15 do 29 godina. Na turizam mladih sve se više gleda kao na budućnost turizma i usvajaju se strategije konkuriranja za ovaj tip turizma, jer je poprimio velik značaj za globalni turizam. Prema zajedničkom izvješću dviju organizacija, UNWTO-a i WYSE-a, mladi putnici, od kojih su velik dio studenti, u 2015. godini činili su čak 23% svih međunarodnih putnika (UNWTO and WYSE Travel Confederation, 2016: 10). Što se tiče međunarodnih putovanja mladih, 2010. godine ih je bilo oko 190 milijuna, a tada se za 2020. godinu procjenjivao broj od oko 300 milijuna (UNWTO and WYSE Travel Confederation, 2010: 6). Budući da je situacija s COVID-19 pandemijom zaustavila cijeli svijet na više od godine dana, taj je broj drastično smanjen i zasada još nema podataka za koliko je točno smanjen.

Postavlja se glavno pitanje: zašto su putovanja mladih u tolikoj mjeri postala važna? Odgovor pronalazimo u tome što mladi vole istraživati nove destinacije, upoznavati lokalno (ljude, kulturu, gastronomiju, proizvode), proširivati svoje znanje jezika u određenoj destinaciji i upoznavati ljude iz različitih dijelova svijeta. Mladi, a fokus je na studentima, u određenoj zemlji uglavnom ostaju po više mjeseci, a tijekom putovanja u inozemstvo radi studiranja, osposobljavanja ili volontiranja ne ostaju cijelo vrijeme razmjene samo u destinaciji gdje borave i gdje im je smješten fakultet ili posao, već putuju diljem zemlje. Želja im je posjetiti što više raznih atrakcija, organizirati izlete u druge, okolne destinacije, gradove ili države, da bi što detaljnije upoznali zemlju koju su odabrali da u njoj provedu više mjeseci. Zbog toga su dulja putovanja mladih iznimno bitna za ekonomiju neke zemlje, jer mladi ulažu, odnosno troše

tourism, considering that their duration ranges from one month up to year, depending on the type of mobility (study programme, traineeship, summer school) (European Commission, 2020c: 38). Young tourists, students, by taking advantage of academic mobility², are pushed from the well-known, and pulled towards the unknown destinations in order to educate themselves and expand their language skills, knowledge about culture and similar, as well as acquire new skills along with their education (communication, social, business skills) to gather the desired life and work experience, but also to achieve a goal of travelling to new countries and making friendships with people of diverse cultural backgrounds (Pokasić et.al., 2019: 560-563).

Youth tourism is a special interest tourism the main role in which is played by young people, i.e., persons aged 15 – 29. Youth tourism is increasingly being perceived as the future of tourism, whereby strategies are being adopted to be able to compete in this tourism sector, as it has become highly significant within the concept of global tourism. According to a joint report by two organisations, UNWTO and WYSE, young travellers, predominantly students, comprised 23% of all international travellers in 2015 (UNWTO and WYSE travel confederation, 2016: 10). As regards international youth travel, there were 190 million international youth travellers in 2010, a year when the prediction of this number for 2020 was 300 million (UNWTO and WYSE travel confederation, 2010: 6). Since the Covid-19 pandemic put a halt on a global scale for over a year, the number drastically decreased and until now there have not been exact data on the decreased number.

The question is why youth travel has become important to such an extent? The answer is sought in the young people's tendency to explore new destinations, get to know the local features (people, culture, gastronomy, products), expand their language skills at a specific destination and meet people from distinct parts of the world. Young people, with the focus on students, stay at a particular country mostly for several months,

svoj novac uglavnom na lokalne proizvode i lokalne poslove u zamjenu za autentično iskustvo karakteristično za određenu zemlju. Vrlo im je bitan lokalni kontakt, zahvaljujući kojem mogu mnogo naučiti o nekoj zemlji i njezinoj kulturi, ali i dati svoj doprinos ekonomiji zemlje ulaganjem u lokalne proizvode i usluge te na taj način podržati lokalne poslodavce (UNWTO and WYSE Travel Confederation, 2016: 10-12).

Mladi su svjesni razvoja tehnologije te činjenice da je ona njihova budućnost. Zato su dobro upoznati s modernim tehnologijama, a stečena znanja koriste na putovanju da bi na suvremen način, putem internetskih stranica, društvenih mreža i raznih recenzija klijenata istražili ponude i atrakcije određene destinacije. Svijet i tehnologija se mijenjaju, ali mladi idu ukorak s vremenom i traže više od putovanja, u smislu da ne koriste više tradicionalni način, u kojem u istraživanju putovanja sudjeluju samo turistički sudionici, kao, primjerice, turistička agencija, hoteli, restorani, prijevoznici i ostalo. Sada traže moderniji pristup, dakle, sudjelovanje tradicionalnih turističkih sudionika, ali i sudionika koji posluju izvan turističke djelatnosti, kao što su, primjerice, lokalno stanovništvo i kultura, tehnologija (internetske stranice, društvene mreže), obrazovanje, rad i ostalo (UNWTO and WYSE Travel Confederation, 2016: 5). Sve je umreženo i povezano da bi bilo lakše pronaći većinu informacija na istome mjestu, a na taj način povezuje se turistička djelatnost s ostalim djelatnostima izvan turizma, čime se utječe na razvoj više djelatnosti, kao i na poboljšanje ekonomije neke zemlje. Ovakva mreža složenija je od tradicionalne mreže, ali moderno doba traži nove, diferenciranije metode da bi se na odgovarajući način uspjelo pristupiti potražnji i kreirati ponudu koja će odgovarati svakoj osobi. Stoga, mladi su bitni, jer uvijek traže više od putovanja, što dovodi do ujedinjenja raznih djelatnosti te stvaranja novih proizvoda i novih načina predstavljanja proizvoda i prilika za korisnike, odnosno turiste (UNWTO and WYSE Travel Confederation, 2016: 5).

and during their travel abroad aimed at studying, training, or volunteering, they do not only stay at the destination where their university or work is located, but they also travel across the country. Their desire is to visit as many diverse attractions as possible, organise excursions to other nearby destinations, cities, or countries in order to get to know the country they chose for their several-month stay and its surrounding area. Thereby, longer youth travel is significantly important for the economy of a host country because young people invest in, i.e., spend their money on local products and local work in exchange for the authentic experience characteristic for the destination. They are highly appreciative of the local contact, whereby they are able to learn a lot about a country or its culture, but also contribute to the country's economy by investing in local products and services, thus supporting local businesses (UNWTO and WYSE travel confederation, 2016: 10-12).

Young people are aware of technology development and that it is their future. With that in mind, they are familiar with modern technologies and use their acquired knowledge on their travels to research offers and attractions of a particular destination via the internet, web pages, social media, and various user reviews. The world and technology are changing, but young people are keeping up with the pace of time and seek more than travelling in the sense that they are no longer using traditional ways of researching travels through tourism actors such as travel agents, hotel, restaurants, transport companies and similar. Now, they are seeking a more modern approach, whereby alongside traditional tourism actors, they are using the actors outside tourism business such as local population and culture, technology (websites, social media), education, work and similar (UNWTO and WYSE travel confederation, 2016: 5). Everything is connected in a network in order to facilitate finding the majority of information in one place, thereby connecting tourism business with other businesses outside tourism, which has an impact on development of several business activities and on economic

Utjecaj mladih u različitim djelatnostima vidljiv je i u razlogu dolazaka studenata, budući da dio studenata dolazi na razmjenu u inozemstvo u svrhu osposobljavanja, obavljanja stručne prakse, da bi bili konkurentniji na tržištu rada u svojoj zemlji ili u inozemstvu. Tijekom svog boravka stječu nove vještine i uče kako se prilagoditi i odgovoriti na izazove u drugoj kulturi. S tim novim znanjem i iskustvom konkuriraju ostalim mladim ljudima na tržištu rada, pred kojima imaju prednost, jer poslodavci pozitivno gledaju na razmjene i na inozemno iskustvo. S jedne strane, svojim boravkom tijekom prakse također pozitivno utječu na djelatnost u kojoj obavljaju praksu, a s druge strane, povezuju i turizam, jer putuju tijekom boravka, a time i druge djelatnosti koje većinom svakodnevno koriste, kao što su smještaj, ugostiteljstvo, trgovina namirnicama ili odjećom i drugim stvarima (UNWTO and WYSE Travel Confederation, 2016: 43). Treba napomenuti da je zaposlenim studentima kompliciranije puno putovati i obilaziti velik broj različitih mjesta, jer nemaju toliko slobodnog vremena koliko ga imaju studenti koji su na studentsku razmjenu došli ponajprije zbog studiranja na stranom fakultetu, bez poslovne obveze (UNWTO and WYSE Travel Confederation, 2016: 43). Ti studenti imaju obveze na fakultetu, koje ovise o vrsti fakulteta i broju predmeta koje su studenti prijavili, ali većinom imaju mnogo više slobodnog vremena, jer nisu svaki dan na fakultetu, dok su zaposleni studenti tijekom tjedna uglavnom po osam sati dnevno na poslu. Zato zaposleni studenti na dalje destinacije mogu putovati većinom vikendima, a tijekom tjedna mogu istraživati destinaciju u kojoj su zaposleni i smješteni. Zaposleni studenti nemaju manju želju za istraživanjem zemlje zbog nedostatka slobodnog vremena, nego će unatoč smanjenom udjelu slobodnoga vremena pokušati obići što više destinacija u zemlji boravka ili susjednim zemljama (UNWTO and WYSE Travel Confederation, 2016: 43).

Nadalje, budući da su mladi na neki način ovisni o tehnologiji, oni ne putuju bez svoje

advancement of a country. This kind of network is more complex than the traditional one, but modern age seeks new, differentiated methods in order to respond to demand in the appropriate way and create offers that would suit any person. Therefore, young people are a significant factor, because they always seek more than travelling, which leads to joining several business activities and creating new products, new ways of product placement and opportunities for consumes, i.e., tourists (UNWTO and WYSE travel confederation, 2016: 5).

The impact of youth on various business activities is also visible in student motivation to travel, since a part of students participates in student exchange aimed at obtaining qualification, in traineeships in order to gain competitive edge on the labour market in their own country or abroad. During their stay, they acquire new skills and learn to adapt and face cultural challenges. With the new knowledge and experience they have the competitive advantage in competing with other young people on the labour market because employers respond positively to student exchange and experience abroad. On the one hand, with their stay during traineeship they also positively impact the activity they are performing; on the other hand, they are relating tourism to it because they travel, but also use other businesses during their stay such as accommodation, catering, grocery stores, clothes shops and other businesses (UNWTO and WYSE travel confederation, 2016: 43). It is important to mention that it is more complicated to travel and visit a lot of different places for employed students, because they do not have as much free time as students who participate in mobility solely for the purpose of studying at a foreign university, without a working obligation (UNWTO and WYSE travel confederation, 2016: 43). These students have university obligations that depend on the type of study programme and the number of courses they selected, but they mostly have more leisure time because they do not spend every day at university, while employed students spend approximately eight hours weekly at work. Thus, employed students can travel to farther destinations at the weekends,

digitalne opreme, kao što su, primjerice, pametni mobitel, tablet, fotoaparati, kamera, dron i slično. Ova činjenica vidljiva je i u uvodnom govoru generalnog tajnika UNWTO-a za Globalni izvještaj o snazi putovanja mladih iz 2016. godine, Taleba Rifaija. Gospodin Rifai je rekao: “Kao dio milenijske generacije, današnji mladi vrlo su vješti u korištenju tehnologije kao neprimjetnog dijela svog putničkog iskustva i kao sredstva za komunikaciju sa širom globalnom publikom” (UNWTO and WYSE Travel Confederation, 2016: 5). Dakle, mladi su vezani za tehnologiju, gdje god bili. Tehnologija može biti pozitivno i negativno tumačena, ali u kontekstu putovanja mladih prevladava pozitivno mišljenje, jer njihova putovanja mogu biti vrlo dobra promocija neke destinacije. S obzirom na to da su mladi vrlo aktivni na internetu, odnosno društvenim mrežama, imaju naviku često objavljivati svoj trenutačni status, odnosno postavljati fotografije i videe na razne društvene mreže (primjerice, Facebook, Instagram, YouTube) ili na svoje *blogove* i *vlogove* (video blogovi), ovisno o tome što točno od navedenoga koriste. Sve to rade zbog toga da bi pokazali i upoznali svoje pratitelje s mjestima gdje se nalaze i kulturom destinacije, zatim s lokalnom hranom, pićem i raznim aktivnostima te komunikacijom s lokalnim stanovništvom. Sva ta iskustva odražavaju se na destinaciju i njezinu sliku u javnosti. Mladi na taj način razmjenjuju svoje pozitivno ili negativno iskustvo s drugim mladim osobama, a ponekad i utječu na njihovu odluku o putovanju ili studentskoj razmjeni u tu istu destinaciju, čime dolazi do ponovnog priljeva studenata (UNWTO and WYSE Travel Confederation, 2016: 13).

Također, u suvremeno doba dolazi do širenja većeg utjecaja putem društvenih mreža, odnosno, drugim riječima, pojedinci katkad imaju jak utjecaj na širu publiku (primjerice, *influenceri*³). Takve pojedince mogu zamijetiti i iz određene destinacije, što može rezultirati raznim vrstama suradnje. S jedne strane, destinacija suradnjom

while being able to explore the destination at which they work and are accommodated during the work week. Due to a lack of leisure time, employed students still have a wish to explore the country, and will use less amount of free time to visit as many destinations as possible within their host country or neighbouring countries (UNWTO and WYSE travel confederation, 2016: 43).

Furthermore, since young people are somewhat addicted to technology, they do not travel without their digital equipment, such as smart phones, tablets, photo and video cameras, drones and similar. This was evident in the forward by the UNWTO Secretary-General in the Global Report on the Power of Youth Travel 2016, Taleb Rifai. Mr. Rifai said “As part of the Millennial Generation, today’s youth are highly adept at using technology as a seamless part of their travel experience and as a means to communication to a wider global audience” (UNWTO and WYSE travel confederation, 2016: 5). Therefore, young people are connected to technology, wherever they may be. Technology can have either positive or negative connotations; however, in the context of youth travel, positive influences prevail because such travels can have good promotional benefits for a destination. Considering that young people are highly active online, i.e., on social networks, they tend to post their current status, i.e., photographs and videos to several social media (e.g., Facebook, Instagram, YouTube) or their blogs or vlogs (video blogs), depending on what media they use. They do this to showcase and familiarise their followers with places they are visiting and the culture of the destination, then with local food, drink, and various activities as well as communication with the local population. All these experiences reflect the destination and its public image. In this way, young people exchange positive or negative experiences with others, sometimes impacting on their travel decisions of student mobility with regard to that particular destination, which leads to another influx of students (UNWTO and WYSE travel confederation, 2016: 13).

dobiva veću pozornost, budući da je predstavljena na društvenim mrežama pa je prepoznatljivija ciljanoj publici mladih, a s druge strane, dobiva mogućnost promoviranja određenih proizvoda i usluga preko profila utjecajnih osoba. Osim toga, studenti na razmjeni između fakulteta u destinaciju dovode i svoju obitelj i prijatelje, jer većini studenata tijekom studiranja ili osposobljavanja u inozemstvu obitelj i prijatelji dolaze u posjet na više dana. Posjeti mogu biti jednom ili više puta tijekom boravka studenta. Ako je destinacija udaljenija, posjeti će uglavnom biti samo jednokratni, budući da se za udaljenije destinacije mora izdvojiti više financijskih sredstava. Prema Globalnom izvješću o snazi putovanja mladih iz 2016. godine, koje navodi ESNSurvey, odnosno izvješće studentske mreže Erasmus, broj posjetitelja, članova obitelji i prijatelja, prosječno iznosi oko četiri osobe po studentu na studentskoj razmjeni (UNWTO and WYSE Travel Confederation, 2016: 43).

Moglo bi se reći da su mladi zbog stvaranja novih trendova u turizmu i obrazovanju postali ambasadori turizma. U skladu s time, putovanja mladih su u nekim destinacijama dosegla toliko visoku reputaciju i prihvaćenost da su destinacije počele raditi velike korake da privuku mlade, kao što je, primjerice, premještanje fakulteta u središte grada. Na taj način pokušava se napraviti središta za mlade, približiti ih gradu i ukazati im na razne kulturne i ostale studentima zanimljive aktivnosti prisutne u gradu. Mladi, s naglaskom na studentima na razmjeni, imaju veliku želju putovati svijetom i ako im tijekom razmjene u inozemstvu destinacija, zemlja ili grad ostane u pozitivnom sjećanju, kasnije će se tijekom svog života vratiti u to područje (UNWTO and WYSE Travel Confederation, 2016: 13). Kod nekih se studenata tijekom razmjene stvore vrlo jaka prijateljstva koja utječu na daljnja putovanja. Studenti iz različitih zemalja, koji su se upoznali i družili na razmjeni, organiziraju zajednička putovanja i sastaju se u drugim zemljama i tako zajedno stvaraju nova iskustva za koja je zaslužna studentska razmjena.

Moreover, recently, there has been an expansion of an increasingly greater influence of social media. In other words, certain individuals sometimes have a strong influence on a broader audience (e.g., influencer³). This makes them recognisable to a certain destination and can lead to various forms of cooperation. On the one hand, these types of cooperation provide destinations with higher visibility since they are presented on social media and made recognisable to the target youth audience. On the other hand, the destination obtains the possibility to promote specific products and services via influencers' profiles. Besides, students participating in mobility bring their family and friends to the destination, as majority of students or trainees abroad are visited by their friends and family for several days. These visits can happen once or several times during the mobility period. If the destination is further away, visits will mostly happen only once due to them being more expensive. According to the Global Report on the Power of Youth Travel 2016, the ESNSurvey (Erasmus Student Network Survey) states that the number of friends and family visitors is approximately 4 persons per mobility student (UNWTO and WYSE travel confederation, 2016: 43).

We can say that young people have become tourism ambassadors due to creating new trends in tourism and education. Accordingly, youth travel to some destinations has gained such a high reputation and acceptance that destinations have started making large steps in attracting youth, for example moving universities to their city centres. In this way they are trying to create youth hubs and getting young students closer to the city, providing insights into various cultural and other activities that the city offers and that are attractive to students. Young travellers, with focus on exchange students, have a strong desire to travel the world, and if a country or city they visit during student exchange period leaves a positive impression, they will return to the area later in life (UNWTO and WYSE travel confederation, 2016: 13). Some exchange students make very strong friendships during their exchange

Mladi su glavni čimbenici u oblikovanju modernih turističkih trendova, jer putuju na dulje vrijeme (od par dana do više mjeseci), s manjim finansijskim sredstvima nego ostale vrste turista, tako da ne troše puno, ali tijekom cijeloga putovanja utječu na ekonomiju neke zemlje, a time i na nezaposlenost lokalnog stanovništva. Kao što je već spomenuto, mladi su ovisni o tehnologiji i koriste se raznim vrstama tehnologije tijekom cijeloga putovanja. Postali su odgovorniji te razmišljaju globalno, odnosno svojim ponašanjem pridonose održivom turizmu te su usmjereniji na lokalno i autentično (UNWTO and WYSE Travel Confederation, 2016: 6-11). Ovo su najbitnija obilježja putovanja mladih, koja utječu na promjenu načina putovanja i stvaranje novih, održivih trendova.

ČLANICE EUROPSKE UNIJE KAO TURISTIČKE DESTINACIJE

Važno je istaknuti da studenti ne mogu studirati u bilo kojem gradu neke zemlje, već samo u onim gradovima država članica s čijim fakultetima njihovi fakulteti imaju dogovorenu suradnju. Europska unija sastoji se od turistički atraktivnih zemalja, koje privlače velik broj studenata radi provođenja studentske razmjene u inozemstvu. Postoje mnogobrojne turističke destinacije u Europskoj uniji, ali potrebno je objasniti što se točno podrazumijeva pod navedenim pojmom. Turistička destinacija nema jednu, službeno prihvaćenu definiciju koja je označava, već postoji velik broj raznih definicija turističke destinacije. Svjetska turistička organizacija definirala je lokalnu turističku destinaciju kao “fizički prostor koji uključuje turističke proizvode kao potporu uslugama i atrakcijama, odnosno turističkim resursima” (Vuković, 2015: 149). Također se može reći za turističku destinaciju da je to mjesto na koje turisti putuju iz raznih razloga, kao što su, primjerice, izlet, posjet obitelji i prijateljima, poslovna putovanja te studentska razmjena ili obavljanje stručne prakse. To mjesto može biti

period, which impacts their further travels. In this way, students from different countries who met each other and socialised during their exchange period, organise joint travels and meet in other countries thus creating new experiences owed to student exchange.

Young people are the primary factors in shaping modern tourism trends because they travel for a longer period of time (from several days to several months) with lower budgets than other types of tourists, so they do not spend as much, but during their entire visit they impact the economy of a country, as well as the unemployment of the local population. As previously mentioned, young people are addicted to technology and use diverse types of technology during their travel. They have become more responsible and are thinking globally, i.e., they contribute to sustainable tourism development with their behaviour and are more focused on the local and the authentic (UNWTO and WYSE travel confederation, 2016: 6-11). These are the most notable features of youth travel effecting change in travelling methods and creating new, sustainable trends.

EUROPEAN UNION MEMBER STATES AS TOURISM DESTINATIONS

It is noteworthy to mention that students cannot study in any part of a country, but only in those cities whose universities hold a cooperation agreement with universities of other EU member states. The European Union comprises attractive tourism countries that appeal to a large number of students for their international student exchange purposes. There are plentiful tourism destinations in the European Union, but it is necessary to explain what exactly is meant by the concept. A tourism destination does not have one officially decided upon definition, but there are several various definitions of a tourism destination. The World Tourism Organisation defines a local tourism destination as a physical space that includes tourism products,

država, grad, selo, nacionalni park, pustinja, planina i mnogo više od navedenoga. Da bi se moglo nazvati turističkom destinacijom, važno je da neko mjesto ima ekonomske koristi od turizma i da je pristupačno turistima. Ponuda destinacije sastoji se od resursa, koji mogu biti prirodni ili društveni, te atrakcija koje postoje u destinaciji (Marinov i Duplančić Rogošić, 2013: 14-15). Resursi su po definiciji “prirodna ili antropogena dobra koja se mogu gospodarski iskoristiti (valorizirati)” (Biljen i Bučar, 2004: 27). Neki od prirodnih resursa mogu biti nacionalni parkovi, planine, gejziri, more, špilje i ostalo, dok društveni resursi mogu biti zabavni parkovi, povijesni spomenici, muzeji, ostaci civilizacija ili običaji specifični za neku zemlju (Biljen i Bučar, 2004: 28).

Statistika odlaznih i dolaznih studenata po zemljama nije se znatno promijenila tijekom godina. Za usporedbu, uzet će se statistički izvještaji iz 2012.-2013. te 2019. godine da bi se na primjeru pokazala stagnacija ili promjena na listi top pet zemalja koje su poslale i primile najviše studenata na studentsku razmjenu sa svrhom studiranja ili obavljanja stručne prakse. Godina 2012.-2013. odnosi se na prijašnju verziju programa Erasmus, dok se 2019. godina odnosi na sadašnju verziju programa, Erasmus+ (Europska unija, 2021). Godine 2012.-2013. prvo mjesto zauzela je Španjolska, budući da je poslala najviše studenata na studentsku razmjenu, njih čak 39.249. Zatim slijedi Francuska, na drugome mjestu, s 35.311 poslanih studenata, a odmah nakon nje, s vrlo malenom razlikom, Njemačka, s 34.891 poslanim studentom. Slijedi Italija, s 25.805 poslanih studenata, a na zadnjem, petom mjestu stoji Poljska, s 16.221 poslanim studentom, dakle, s razlikom od oko 9.000 studenata u odnosu na Italiju. Na listi zemalja koje su primile studente iste, 2012.-2013. godine na prvome mjestu ponovno stoji Španjolska, s visokih 40.202 primljena studenta, što je gotovo isti broj kao i broj španjolskih poslanih studenata. S oko 10.000 primljenih studenata manje, na drugome mjestu

ancillary services, and attractions, i.e., tourism resources (Vukonić, 2015: 149). Likewise, a tourism destination can be a place visitors travel to for various reasons, such as excursions, visiting family and friends, business travel, or student exchange or traineeship. The place can be a country, city, village, national park, desert, mountain and much more. It is important for the place to have economic benefits from tourism and that it is accessible to tourists in order to be called a tourism destination. The destination offer consists of resources, which can be natural or social, and attractions existing in the destination (Marinov and Duplančić Rogošić, 2013: 14-15). By definition, resources can be natural or anthropogenic goods that can be used (valorised) for economic purposes (Biljen and Bučar, 2004: 27). Some of the natural resources may include national parks, mountains, geysers, sea, caves, and others, while social resources may be amusement parks, historic monuments, museums, civilisation remains or customs specific for a country (Biljen and Bučar, 2004: 28).

The statistics for outgoing and incoming students per country did not change much during the course of years in the observed period. For comparison, we can take the statistical report from 2012/2013 and 2019 as examples of stagnation or change in the list of top five countries for outgoing and incoming students with regard to student exchange at study programmes or traineeships. 2012/2013 relates to the previous version of the Erasmus programme, while 2019 relates to the current version of the programme, Erasmus+ (European Union, 2021). In 2012/2013, Spain ranked first, having sent the most students to student exchange, 39,249 of them. It was followed by France in the second place with 35,311 outgoing students, which was immediately followed by Germany with a very small difference in student numbers, 34,891 students. Italy followed with 25,805 outgoing students, and in the last, fifth place was Poland with 16,221 outgoing students, which makes the difference of approximately 9,000 students in relation to Italy.

slijedi Njemačka, s 30.368 primljenih studenata, a odmah iza nje, s malenom razlikom, stoje Francuska, s 29.293, i Velika Britanija, s 27.182 primljena studenta. Na zadnjem, petom mjestu stoji Italija, s malo manje od 20.000 primljenih studenata, njih 19.964 (Europska unija, 2021).

Prema izvještaju Europske komisije, i dalje su većinom iste države u top pet zemalja 2019. godine (Europska komisija, 2020b: 38). Jedinu razliku čini Poljska, koja se više ne nalazi u top pet zemalja koje šalju studente. Dakle, prvo mjesto zemalja s najviše poslanih studenata drži Francuska, s visokim brojem od 48.772 poslana studenta. Sa samo nekoliko tisuća razlike slijede Španjolska, s 43.678, Njemačka, s 42.286, te Italija, s 40.805 poslanih studenata. Na zadnjem, petom mjestu je Velika Britanija, s niskim brojem od 18.099 poslanih studenata u odnosu na ostale navedene zemlje, koje imaju više od 40.000 poslanih studenata (Europska komisija, 2020b: 38-39). Nadalje, na listi top pet zemalja po primljenim studentima 2019. godine, na prvome mjestu je Španjolska, s rekordnih 51.058 primljenih studenata. Zatim slijedi Njemačka, s velikom razlikom i 32.855 primljenih studenata. Iza Njemačke stoje Velika Britanija, Francuska i Italija s vrlo malenom međusobnom razlikom. Dakle, slijedi Velika Britanija, s 29.797 primljenih studenata, zatim Francuska, s 29.511, i na zadnjem mjestu Italija, s 28.188 primljenih studenata (Europska komisija, 2020b: 38-39). Iz usporedbe izvještaja vidljivo je da je tijekom svih godina na vrhu većinom istih pet zemalja, čiji se brojevi poslanih i primljenih studenata svake godine sve više povećavaju, što znači da su vrlo atraktivne studentima i da pružaju sadržaje koji zadovoljavaju želje mladih studenata.

COVID-19 I UTJECAJ NA PROGRAM ERASMUS+ I TURIZAM

COVID-19 ili koronavirus pandemija je svjetskih razmjera koja je zaustavila svijet na više od godine

On the list of host countries for 2012/2013, Spain ranked first again, with a high number of 40,202 incoming students, which was almost the same number as its outgoing students. Ranking second, with approximately 10,000 less incoming students, was Germany with 30,368 incoming students, which was immediately followed by France with 29,293 students and the United Kingdom with 27,182 incoming students. On the last, fifth place was Italy with a little less than 20,000 incoming students (19,964) (European Union, 2021).

According to the European Commission report, mostly the same countries were found in the top five countries in 2019 (European Commission, 2020b: 38). The only difference is that Poland was no longer within the top five countries for outgoing students. Therefore, France ranked first on the list of countries for outgoing students, with 48,772 outgoing students. With a difference of only a few thousand students, Spain followed with 43,678, then Germany with 42,286 and Italy with 40,805 outgoing students. The last, fifth place was held by the United Kingdom with a low number of 18,099 outgoing students in relation to other mentioned countries counting over 40,000 outgoing students (European Commission, 2020b: 38-39). Furthermore, on the list of top five host countries for 2019, the first place was held by Spain with a record number of 51,058 incoming students, followed by Germany with a significant difference, namely 32,855 incoming students. The United Kingdom, France and Italy followed Germany, with a very slight difference in numbers among the three. The United Kingdom received 29,797 students, France 29,511 students, and Italy had 28,188 incoming students (European Commission, 2020b: 38-39). The comparison of these reports shows that during the course of Erasmus programme implementation, the same five countries were ranking as top five, with an annual increase in numbers of incoming and outgoing students, meaning that they are highly appealing to students and provide content that meets the wishes of young students.

dana. U ožujku 2020. godine Svjetska zdravstvena organizacija proglasila je koronu pandemijom. Pandemija nije zaustavila samo turizam već skoro svaku industriju i dovela je do golemih ekonomskih šteta. Za ovaj rad bitne su posljedice za mlade ljude, uglavnom studente koji su u to vrijeme bili na studentskoj razmjeni ili su se pripremali otići na razmjenu u sljedećem semestru. Pandemija koronavirusa uvelike je utjecala na te studente. Utjecaj i posljedice korone opisani su u istraživanju ESN-a, odnosno studentske mreže Erasmus, pod nazivom “Studentske razmjene u vrijeme krize, Izvještaj o istraživanju utjecaja COVID-19 na studentske razmjene u Europi”⁴ (Gabriels i Benke-Aberg, 2020). Cilj istraživanja bio je saznati iskustva studenata s pandemijom tijekom studentske razmjene i kako su se snašli s pruženim informacijama unutar odabrane zemlje i institucija te predočiti utjecaj pandemije u izvještaju. Izvještaj se sastoji od glavnih nalaza, statističkih podataka o utjecaju na razmjenu, pružanju informacija i mjera podrške stranih institucija, odluci o vraćanju ili zadržavanju financijskih sredstava, kao i utjecaju *online* predavanja na studente i njihov život na razmjeni. Na kraju izvještaja predočene su i strategije za oporavak (Gabriels i Benke-Aberg, 2020: 2).

Anketa je bila dostupna u razdoblju od 19. do 30. ožujka 2020. godine i uključivala je studente čak 125 različitih nacionalnosti koji su sudjelovali u istraživanju i dali svoj odgovor. U tom je razdoblju 76% ispitanika bilo na studentskoj razmjeni u svrhu studiranja, dok ih je 10,7% bilo na razmjeni u svrhu obavljanja stručne prakse. Po završetku istraživanja analizirano je 21.930 odgovora studenata. 81,2% zabilježenih studenata bilo je iz Europske unije, dok su 18,8% činili studenti iz zemalja izvan Europske unije. Najveći broj odgovora sakupljen je iz zemalja Europske unije koje su na vrhu liste zemalja po broju poslanih i primljenih studenata, dakle, to su Španjolska, na prvome mjestu s najviše poslanih studenata, zatim na drugome mjestu slijedi Italija, na trećemu Njemačka, a posljednja dva mjesta od glavnih pet zemalja zauzimaju Portugal i Francuska.

COVID-19 AND ITS IMPACT ON ERASMUS+ PROGRAMME AND TOURISM

COVID-19 or the coronavirus is a global pandemic that stopped the world for over a year. In March 2020, corona was pronounced as a pandemic by the World Health Organisation. The pandemic did not only halt tourism but almost every industry, leading to enormous economic damages. For the purposes of this paper, we focus on the consequences on young people, predominantly students who, at the time, participated in mobility or were getting ready for it in the following semester. The coronavirus pandemic greatly impacted students. Corona’s effect and consequences were described in the ESN (Erasmus Student Network) research report titled “Student Exchanges in Times of Crisis, Research report on impact of COVID-19 on student exchanges in Europe”⁴ (Gabriels and Benke-Aberg, 2020). The research objective was to discern student experiences with the pandemic during student exchange and how they managed with the provided information in the chosen destination and institutions, as well as show the impact of the pandemic in the report. The report comprises main findings, statistical data related to the exchange, providing information and support measures by institutions, decisions on returning or keeping grants, as well as the impact of online classes on students and their life during the exchange. Finally, the report also mentions recovery strategies (Gabriels and Benke-Aberg, 2020: 2).

The survey was open in the period from 19 to 30 March 2020 and included students of 125 different nationalities as respondents participating in the research. In this period, 76% of students were participating in student exchange, while 10.7% of them participated in traineeship. Upon completion of the survey, 21,930 student answers were analysed. 81.2% of respondents were from the European Union, while 18.8% came from non-EU countries. The largest number of responses was collected from the European Union member states ranking highest on the list for outgoing and incoming students, with Spain ranking highest for outgoing

To su također i zemlje koje su najčešće odabrane destinacije studenata 2020. godine, osim Francuske, koja je po broju studenata zamijenjena Poljskom (Gabriels i Benke-Aberg, 2020: 4-8).

Što se tiče utjecaja pandemije na studentsku razmjenu, u istraživanju je istaknuto da je oko 65% studenata nastavilo razmjenu u odabranoj zemlji, kod oko 25% studenata je mobilnost završena ili otkazana, a preostalih 10% studenata navelo je da još nisu odlučili što će napraviti ili da postoji drugi razlog (vidi Grafikon 1). Od studenata koji su nastavili mobilnost, dio je prešao na *online* predavanja, a dio je nastavio mobilnost kao u razdoblju prije pojave koronavirusa (Gabriels i Benke-Aberg, 2020: 8-9).

Nadalje, kod studenata kod kojih mobilnost nije nastavljena, napomenuto je da su razlozi otkazivanja različiti, odnosno, neki ispitanici su kao razlog naveli domaće ili međunarodno sveučilište, mjere države ili vlastitu odluku da se vrate u svoju zemlju zbog straha od pandemije ili nemogućnosti normalnog nastavka studentske razmjene.

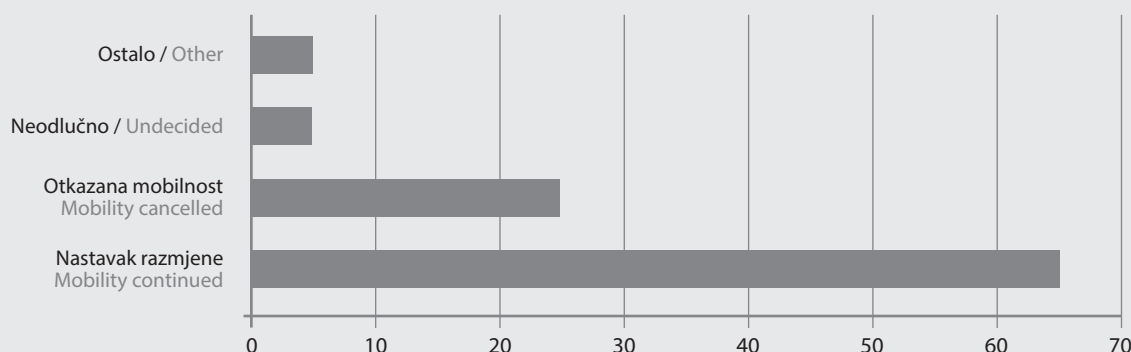
Prema podacima se može prikazati i boravak studenata tijekom ožujka 2020. godine (vidi

students, followed by Italy, then Germany in the third place, and Portugal and France in the last two places. These are also the countries ranking highest as the chosen mobility destinations for 2020, except France which was replaced by Poland according to the number of incoming students (Gabriels and Benke-Aberg, 2020: 4-8).

As regards the impact of the pandemic on student exchange, the research report shows that for approximately 65% of students mobility continued in the chosen destination, for around 25% of them mobility ended or was cancelled, and the remaining 10% of students stated that they had not yet decided what to do or that there were other reasons (See Graph 1). With regard to the students whose mobility continued, for some of them classes were held online, and others continued with mobility in the same way as before the coronavirus (Gabriels and Benke-Aberg, 2020: 8-9).

Furthermore, for students whose mobility was not continued, several different reasons were mentioned, i.e., for some respondents the reason was the sending or host university, government measures or their own decision to return to their country,

GRAFIKON 1. UTJECAJ PANDEMIJE NA STUDENTSKU RAZMJENU
GRAPH 1. IMPACT OF THE PANDEMIC ON STUDENT EXCHANGE



Prilagodeno prema: Gabriels i Benke-Aberg, 2020: 8 / Adapted from: Gabriels and Benke-Aberg, 2020: 8

Grafikon 2), kada je 42% studenata i dalje boravilo u destinaciji, uz 4% studenata koji se zbog kriznih mjera nisu mogli vratiti doma i 5% studenata koji su bili neodlučni, dok se 40% studenata vratilo doma, a 8% ih nije bilo u mogućnosti započeti razmjenu (Gabriels i Benke-Aberg, 2020: 8-9).

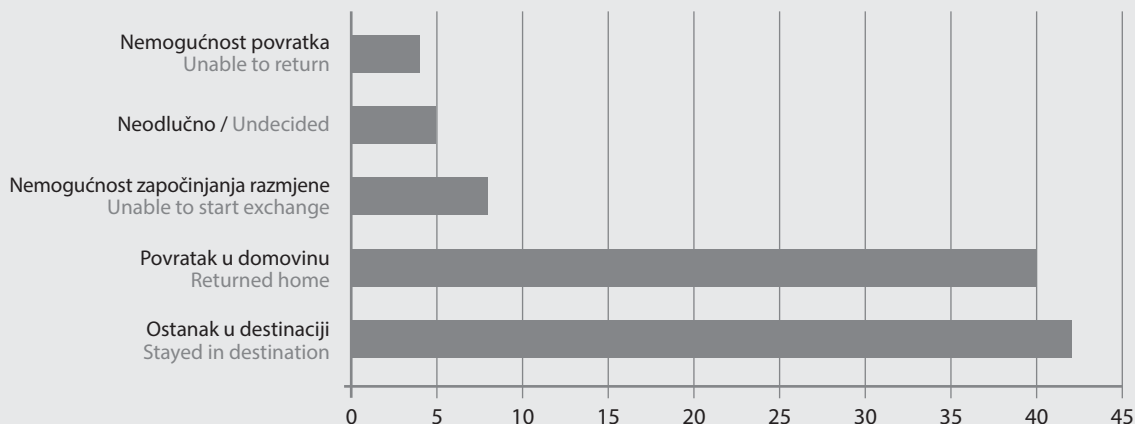
Također, kada je riječ o održavanju predavanja, kod polovine studenata, 51%, predavanja su se nastavila odvijati *online*, a kod 34% predavanja su se djelomično nastavila *online* ili su odgođena. Kod 9% studenata predavanja nisu nastavljena ni uobičajeno ni *online*, a kod samo 5% predavanja su se nastavila uobičajeno. Bilo je očekivano da će zbog prelaska većeg broja predavanja na *online* sustav doći do poteškoća pa su studenti rekli da je bilo tehničkih poteškoća, zbog nepripremljenosti sveučilišta i njihovih sustava na ovakve situacije. Navedene tehničke poteškoće mogu nastati zbog preopterećenosti sustava, nedovoljnog znanja profesora o radu s takvim sustavom ili zbog zastarjelosti trenutnih sustava. Studentima na razmjeni nije bio problem prijeći na *online*

either due to fear of the pandemic or impossibility to continue with student mobility in a normal way.

According to these data, we can show the momentary student stays during March 2020 (See Graph 2), whereby 42% of students were still staying at their mobility destination, 4% of whom could not return home due to crisis measures, and 5% of whom were unsure what to do; whereas, 40% of students returned home, and 8% of them were not able to start exchange (Gabriels and Benke-Aberg, 2020: 8-9).

Also, as regards class schedules, for half of the students (51%) classes continued in online form, and for 34% classes partially continued online or were postponed. 9% of students reported their classes did not continue either online or normally, and for only 5% of students, classes continued in a normal way. It was expected that switching to online classes for the majority of courses would lead to difficulties, so students reported technical issues, along with insufficiently prepared universities and their systems for these situations. The mentioned

GRAFIKON 2. TRENUTNI BORAVAK STUDENATA TIJEKOM OŽUJKA 2020. GODINE
GRAPH 2. MOMENTARY SITUATION OF MOBILITY STUDENTS DURING MARCH 2020



Prilagođeno prema: Gabriels i Benke-Aberg, 2020: 9 / Adapted from: Gabriels and Benke-Aberg, 2020: 9

predavanja, međutim, nisu bili zadovoljni takvim načinom predavanja zato što su ostali bez direktnog kontakta s prijateljima i profesorima te smatraju da im je to negativno utjecalo na iskustvo razmjene. Zbog nedostatka druženja i obveznih izolacija i karantena, studenti su razvili sociološke i psihološke posljedice, kao što je, primjerice, depresija, jer su bili izolirani u stranoj zemlji, odvojeni od novih prijatelja i svoje obitelji (Gabriels i Benke-Aberg, 2020: 16).

Nadalje, sljedeća točka izvještaja odnosi se na količinu pruženih informacija u trenutku širenja pandemije, o čemu je polovina studenata odgovorila da je bilo pruženo dovoljno informacija o COVID-19 na engleskom jeziku, koje su im pomogle shvatiti situaciju. Međutim, neke vrste informacija, poput onih o utjecaju na smještaj i pooštrenim mjerama zabrane putovanja, prema odgovorima studenata, nisu bile dovoljno dobro pružene. Potpora studentima je većinom pružena u smislu akademske potpore za raspored predavanja, prelazak na *online* predavanja te pomoć pri povratku u zemlju stanovanja, a ostala vrsta potpore (socijalna, psihološka, logistička, lingvistička i medicinska) pružena je u mnogo manjem udjelu. Izolacija je sama po sebi velik šok, kao što je opisano u prethodnom odlomku, ali kada joj se dodaju depresija, nemogućnost odlaska u zemlju stanovanja, nemogućnost nabave osnovnih stvari, kao što su higijenske potrepštine ili hrana, te uz sve navedeno još i otkazivanje smještaja, tada dolazi do velikih psiholoških problema, poput anksioznosti, povećanog stresa i moguće pojave raznih poremećaja, što se očituje velikom štetom po zdravlje studenata (Gabriels i Benke-Aberg, 2020: 10-23).

Na temu problema sa smještajem u izvještaju je navedeno da su najmodavci u 16,7% slučajeva davali popust na najamninu, a u 23,8% slučajeva su studentima pružali besplatan najam za određeno razdoblje. U 40,5% slučajeva najmodavci su studentima dopuštali prekid ugovora ako su se vraćali u zemlju stanovanja. Problemi povezani sa stresom i anksioznošću nastaju i zbog financijske

technical issues were due to system overload, insufficient skills of teachers in working with such systems or due to obsolescence of the systems. Exchange students did not find it difficult to switch to online classes; however, they were dissatisfied with this teaching and learning method because they lacked direct contact with colleagues and teachers, considering that this negatively affected their mobility experience. Due to lack of socialising and obligatory isolations and quarantines, students suffered social and psychological consequences, such as depression, because they were isolated in a foreign country and separated from their friends and family (Gabriels and Benke-Aberg, 2020: 16).

Furthermore, the next point of the report relates to the amount of information provided at the moment of the pandemic spread, for which half of the students responded to have been provided with sufficient information on COVID-19 in English, which helped them understand the situation. Nevertheless, certain information, such as accommodation impacts or more severe measures for travelling prohibitions were not sufficiently provided according to student responses. Student support was provided mainly for academic purposes in terms of class schedules, switching to online classes or assistance with returning home, but other types of support (social, psychological, logistic, linguistic and medical) were provided to a much lesser extent. As explained in the previous paragraph, isolation itself is a great shock, but paired with depression, impossibility to return home, impossibility to meet basic needs such as sanitary products or food, along with cancellation of accommodation, it leads to greater psychological issues such as anxiety, high stress and possibility of onset of various disorders, reflecting adverse impacts on student health (Gabriels and Benke-Aberg, 2020: 10-23).

In relation to issues with accommodation, the report mentions that 16.7% of accommodation hosts provided discounts for accommodation, and 23.8% of them provided students with free accommodation for a specific time period. In 40.5% of cases,

potpore, odnosno finansijskih sredstava koja su putem programa Erasmus+ dodijeljena kao potpora studentima. To se odnosi na one studente kojima je otkazana mobilnost. 11% studenata dobilo je odgovor od fakulteta da mogu zadržati cijeli iznos potpore, dok 13% studenata može djelomično zadržati potporu, za cijelo razdoblje koji su proveli u stranoj državi do dana povratka u zemlju stanovanja. No 7% studenata mora vratiti potporu radi otkazivanja, što im predstavlja problem, jer su dio novca već potrošili na najam smještaja, prijevoz, namirnice i druge stvari, što im otežava vraćanje sredstava i dovodi ih u neugodnu situaciju, osobito ako je riječ o studentima slabijeg socio-ekonomskog statusa. Većina studenata, čak 65%, tada još nije znala što će biti s njihovom finansijskom potporom, nego su bili u dogovorima sa svojim fakultetima i čekali odgovor o zadržavanju ili vraćanju cjelokupne ili djelomične potpore (Gabriels i Benke-Aberg, 2020: 10-23).

ZAKLJUČAK

U radu je prikazan program Erasmus+, od nastanka i razvoja programa, preko strukture i zastupljenosti sudionika, do statističkih podataka. Također je definiran i turizam kao globalno područje, zatim turizam mladih kao specifičan oblik turizma koncentriran na ciljanu skupinu mladih osoba te na kraju obrazovni turizam, kao specifičan oblik turizma unutar turizma mladih. Dakle, prikazano je da se mogućnosti mladih unutar Europske unije stalno mijenjaju, odnosno poboljšavaju. Mogućnosti su raznovrsne, tako da svaka mlada osoba može pronaći nešto blisko svome interesu te steći nova znanja i vještine. Postoje mogućnosti poput razmjene studenata i zaposlenika, pohađanja raznih tečajeva (jezični ili stručni tečajevi vezani uz određeno područje, ljetna škola), volontiranja u matičnoj ili drugoj zemlji, rada na raznim projektima ili obavljanja sportskih aktivnosti (tečajevi, natjecanja u sklopu škole ili fakulteta).

students were offered contract cancellations if they chose to return home. Issues related to stress and anxiety emerged with issues on financial support, i.e., student mobility grants as offered within the Erasmus+ programme. This issue relates to students whose mobility was cancelled. 11% of those students received a response that they may keep the grant in its entire amount, while 13% were offered to keep the grant in a partial amount until they return home, for the period they spent abroad. Namely, 7% of students needed to return the grant due to cancellation, which led to problems as they had spent a part of the grant to book accommodation, transport, on groceries and other products, leading to problems with returning the grant and bringing them in an uncomfortable position, especially if they are students of low socioeconomic status. The majority of students, 65%, did not know what would happen with their grants, as they were communicating with their universities and waiting for the response on either keeping or returning the grant in the entire or partial amount (Gabriels and Benke-Aberg, 2020: 10-23).

CONCLUSION

This paper presents the Erasmus+ programme, from its onset and development, through structure and representation, to statistical data. Also, we define tourism in a global sense, then focus on youth tourism as a special interest tourism concentrated around a specific group of young people, together with educational tourism as a special interest tourism within the category of youth tourism. Therefore, the paper shows the constant changes, i.e., enhancements of opportunities for youth in the European Union. The opportunities are diverse, so that each young person can find something that meets their interests and acquire new knowledge and skills. There are opportunities such as student and staff mobility, attending various courses (language or professional courses related to a specific area, summer schools), volunteering at home or abroad, working on various projects or performing

Sukladno svemu napisanome, moguće je zaključiti da postoji uzročno-posljedična veza između programa Erasmus+, mladih i turizma. Vidljivo je da mobilnost studenata ovisi o međunarodnoj suradnji domaćeg i stranog fakulteta. To znači da studenti ne mogu birati bilo koju destinaciju, već onu s kojom njihov fakultet ima razvijenu međunarodnu suradnju. Kod stručne prakse je nešto drukčije, jer fakultet nema veze s izborom destinacije, ali student ponovno ovisi o nekome, u ovome slučaju o ponuđenom poslodavcu koji oglašava dostupno radno mjesto u svrhu pripravništva. I u ovome slučaju student bira destinaciju ovisno o tome gdje ima ponuđenih poslova. U oba se slučaja može dogoditi da student zbog nedostatka izbora ne može odabrati željenu, primarnu destinaciju, nego mora odabrati alternativnu destinaciju. Studenti većinom odabiru turistički atraktivne destinacije, što je vidljivo u izboru destinacija na fakultetima.

U radu su također prikazane zemlje koje su od ranijih godina pa sve do sada na listi zemalja s najviše poslanih i primljenih stranih studenata, ali i na listi zemalja s najvećim turističkim prometom. Rezultati govore da su tijekom godina većinom iste zemlje na listama, što pokazuje želju mladih za studiranjem i obavljanjem stručne prakse u turistički najatraktivnijim zemljama. Prema podacima iz 2012.-2013. te 2019. godine, zemlje koje su po broju primljenih i poslanih studenata na vrhu su uzastopno Španjolska, Francuska, Njemačka, Italija i Velika Britanija. Studenti se rjeđe odlučuju na manja, nepoznata mjesta, uglavnom oni koji raspolažu s manje financijskih sredstava.

Može se zaključiti da turizam utječe na odabir određene zemlje putem programa Erasmus+, ali i da program Erasmus+ utječe na razvoj turizma unutar zemalja članica Europske unije. Budući da mladi promoviraju odabranu destinaciju putem društvenih mreža, time i program Erasmus+ utječe na promociju određene destinacije te na razvoj turizma unutar zemlje. Nadalje, rečeno je u radu da studentima na razmjeni u posjet dolaze obitelji i prijatelji, koji također utječu na

sports activities (courses, school or university competitions).

In line with all of the above, we can conclude that there is a causal-consequential relationship among the Erasmus+ programme, youth, and tourism. It is visible that student mobility depends on the international cooperation between the sending and host universities. This means that students cannot select any destination, but the one with which its university is in an international cooperation agreement. It is somewhat different for traineeship, since the university is not involved in the choice of destination; however, the student still depends on somebody, in this case on the employer who advertises the available working position with the purpose of training. It is also in this case that the student chooses the destination in which work is offered. It is also possible that the student cannot select a desired, primary destination due to the lack of offers, leading them to select an alternative destination. Students mostly choose attractive tourism destinations, which is visible in their choices of destinations at university.

The paper also shows countries ranking highest on the list of countries with the most outgoing and incoming students from the onset years, but which are also on the list of countries with the highest tourist traffic. The results show that during the course of years, mostly the same countries ranked highest on the list, highlighting the desire of young people to study and do traineeships in the most attractive tourism countries. According to data from 2012/2013 and 2019, the highest-ranking countries for outgoing and incoming students were consecutively Spain, France, Germany, Italy, and the United Kingdom. Students seldom choose less-known destinations, and mostly in the case of low budget availability.

We can conclude that tourism affects the choice of specific country for the Erasmus+ programme participation, but also that the Erasmus+ programme affects tourism development within the EU member states. Since young people

turizam zemlje, jer ostaju više dana i u destinaciji troše na razne turističke atrakcije i lokalitete te ulažu u ekonomiju i turizam neke zemlje. Posjeti prijatelja mogu utjecati na odluku da i oni provedu svoju studentsku razmjenu u toj destinaciji. Također, poznanstva stečena na razmjeni dovode do zajedničkih druženja i putovanja u odabranoj destinaciji, ali i u okolnim zemljama. Konačno, novonastala situacija uzrokovana pandemijom COVID-19 pokazala je da ni pandemija svjetskih razmjera nije u potpunosti zaustavila studentsku mobilnost. Mladi, unatoč svemu, uvijek nastavljaju putovati i istraživati svijet.

promote a chosen destination via social media, the Erasmus+ programme impacts the promotion of a specific destination and its tourism development. Furthermore, the paper mentions that students are visited by family and friends in their period of student exchange, which also impacts tourism of the destination, because they stay several days and spend money at the destination on various tourism attractions, thus investing in economy and tourism of the country. Friends who visit may also be influenced to choose that particular destination for their own student exchange period. Likewise, acquaintances formed during student exchange lead to further socialising and travel within the selected destination, but also neighbouring countries. Finally, the newly created situation caused by the COVID-19 pandemic showed that even a global pandemic cannot entirely stop student mobility, as youth will continue to travel and explore the world.

BILJEŠKE

¹ U programu Erasmus+ sve se svodi na razvoj mladih ljudi putem omogućavanja prilika mobilnosti, kao što su, primjerice, obrazovanje, volontiranje ili stručna praksa, s ciljem da edukacijom u drukčijoj okolini steknu nove vještine i jezike ili ih unaprijede, da upoznaju druge ljude i njihove kulture, prikupe buduće poslovne kontakte, prilagode se drukčijoj kulturi i načinu obavljanja zadataka te unaprijede već stečene kvalifikacije. Također se promiče razvoj inovacija i raznih projekata u svim područjima programa, čime se promiče suradnja sudionika programa s organizacijama i partnerskim zemljama. Istodobno se programom pokušavaju osnažiti i obrazovni sustavi unutar država sudionica programa da bi se smanjile razlike među državama (Europska komisija, 2018: 1).

² Pojam akademske mobilnosti podrazumijeva ostvarivanje dijela studijskog programa (semestra, akademske godine) na stranome sveučilištu (Pokasić i sur., 2019: 560).

³ Pojam *influencer* podrazumijeva "osobu koja ima utjecaj na druge ljude i time može djelovati na njihova stajališta i viđenja raznih stvari" (Marketing, 2021).

⁴ Student Exchanges in Times of Crisis, Research report on the impact of COVID-19 on student exchanges in Europe

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² The concept of academic mobility entails attending a part of the study programme (semester, academic year) at a foreign university (Pokasić et.al., 2019: 560).

³ The concept of influencer: a person that influences others and can have an impact on their opinions and views on specific topics (Marketing, 2021).

⁴ Student Exchanges in Times of Crisis, Research report on the impact of COVID-19 on student exchanges in Europe

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