

A Work Project, presented as part of the requirements for the Award of a Master Degree
in Management from NOVA – School of Business and Economics

**PORTUGUESE STUDENTS' ERASMUS EXPERIENCE AND DECISIONS
ABOUT JOB SEARCH**

Anastasiia Slyshkova – 3453

A Project carried out on the Tourism Management Field Lab under the supervision of:
Professor Sonia Dahab

January 2018

Abstract

The present thesis studies preferences of former Erasmus students from Portugal about places to look for a job after their graduation and the reasons influencing that choice. It addresses cultural and educational tourism terms, defines the Erasmus programme. The research was comprised of 10 in-depth interviews and an online survey. It was concluded that former Erasmus students from Portugal do not have a clear preference, whether to search for a job in Portugal or abroad. Unwillingness to be away from family and friends was identified as the main reason to stay in Portugal, and “living in a new country” - as the main reason to look for a job abroad.

Key words: Educational tourism; the Erasmus programme; Portugal; Job search

Table of contents

Introduction	4
Section 1. Literature review	5
1.1. Cultural tourism	5
1.2. Educational tourism.....	6
1.3. The Erasmus programme	8
1.3.1. Programme description	8
1.3.2. The Erasmus programme and Portugal	9
Section 2. The research	10
2.1. Methodology	10
2.1.1. Hypotheses	10
2.1.2. Research design.....	11
2.2. Analysis of the interviews	11
2.2.1. Interviewees' description	11
2.2.2. Erasmus experience evaluation	12
2.2.3. Attitude towards future job search	13
2.3. Analysis of the online survey replies	14
2.3.1. Sample description	15
2.3.2. Erasmus experience evaluation	15
2.3.3. Attitude towards future job search	16
Conclusions	19
References	23
Appendices	25
Appendix 1. Graphs and figures supporting the literature review.....	25
Appendix 2. Interview design	26
Appendix 3. Online survey design	28
Appendix 4. Insights from the interviews	32
Appendix 5. Survey statistics	40

Introduction

We know that tourism is one of the leading drivers of cultural exchange, for it not only allows to get information about history and the past, but also to gain a personal experience of living in a different society and culture (Icomos 1999). Tourism is not only associated with comfortable hotels and reliable transportation, it includes all the ways in which foreigners get in touch with a new country. These include educational, science, media, cultural and congress activities (Goeldner and Ritchie 2009).

International educational experience provides many benefits, for it improves people's interest in further academic study and lifelong learning, it allows to improve one's chances for job success, enhances people's understanding about themselves and about their cultural biases and values, leads to building strong friendships (IES Abroad [2017]). Moreover, students that completed an exchange programme, show higher values in soft skills and personality traits most valued by employers. Therefore, experience of studying abroad improves one's employability. By completing a part of their studies in a different country, students also significantly reduce their chance of long-term unemployment, become more mobile and consider living abroad (European Commission 2016). Additionally, internationalization of education helps to prepare students for successful engagement in a more globalized and interdependent world (Klooster 2014).

The focus of this master thesis is the Erasmus mobility programme for students. The goal is to understand how an experience of studying abroad through the present programme influences Portuguese students' decisions about further job search and what factors influence their choice of a place where to look for a job. As a result, four research questions were formulated:

- 1. Do Portuguese students that took part in the Erasmus programme want to look for a job abroad rather than in Portugal?**

2. Do former Erasmus students from Portugal want to look for a job in the country where their Erasmus programme took place?
3. What factors make former Erasmus students from Portugal look for a job abroad?
4. What factors make former Erasmus students from Portugal look for a job in Portugal?

The proposed topic can provide insights on where Portuguese students are planning to work in the future and what factors influence their decision to do so. This information can be useful both for companies in Portugal and in other countries that are willing to recruit university graduates / young professionals. The research is limited to Portuguese students from Lisbon area as three out of top five universities in Portugal, responsible for providing the majority of participants for the Erasmus programme, are located in the country's capital (EC ERASMUS+ 2014). Therefore, it was also assumed that the results gained from the sample of students from Lisbon can be generalised into conclusions about Portuguese students as a whole.

The Erasmus programme is a part of educational tourism, while the latter is a division of cultural tourism. Consequently, the literature review part (Section 1) of this master thesis would focus on the description of these terms. Section 2 would provide an overview of methodology and analysis of the research results. After that the conclusions would be presented.

Section 1. Literature review

1.1. Cultural tourism

Cultural tourism is a sub-division of tourism connected with the forms of art (and culture) in a rural or urban area of a country. It is defined by the movement of people from their places of residence to cultural attractions located far from their homes with a goal of gaining information and new cultural experiences (Petroman et al. 2013).

It is a form of tourism that stands on the pursuit of and participation in new experiences that can be intellectual, psychological, emotional or aesthetic (Stebbins

1996). In the basis of cultural tourism lies the ability to learn from other people's way of life and way of thinking, understanding and becoming familiar with history and traditions of a particular area. Cultural characteristics, through which a country introduces itself to tourists include architecture, entertainment, food and drink, local products or any other elements representing characteristics of way of life in a specific location (Petroman et al. 2013).

Cultural tourism comprises all trips associated with cultural activities. These as well include study and educational tours (Dreyer 2000). As a result, this paper considers the educational Erasmus programme as a cultural tourism activity.

1.2. Educational tourism

As the overall education level grows, people start looking for more than just leisure activities during their travel. As a result there is a growing demand for tourism programmes that combine both leisure and education components (Kalinowski & Weiler 1992). The common idea of all experiences that can be addressed as educational tourism, is that learning can be fun having combined visiting new places with self-improvement (Tourism and More [2017]).

Educational tourism can provide various benefits for the tourists "such as satisfying curiosity about other people and their language and culture; stimulating interest in art, music, architecture or folklore; inspiring concerns for natural environments, landscapes, flora and fauna; or, deepening the fascination of cultural heritage and historic places" (Kalinowski & Weiler 1992). While educational tourism provides this variety of activities, it also includes travel experience with an element of organised learning (Kalinowski & Weiler 1992).

According to Ritchie (2003), educational tourism can take different forms on a range from overall interest in learning when travelling to travelling with a purpose to learn. The author therefore proposed a distinction of educational tourism into two main

types: “tourism first” and “education first”. The first form of educational tourism implies that the main motivation is to travel, while learning from that experience comes second. “Tourism first” group can be comprised of guided tours that can be both formal (organised in groups) and informal (individual). For the people that can be associated with the second form of educational tourism, the main motivation is learning. The examples of “education first” activities can be language schools, university studies or school excursions. The author defines educational tourism as a tourist activity that people “for whom education and learning is a primary or secondary part of their trip” take part in (Ritchie 2003). Consequently, the Erasmus programme is an example of “education first” type of educational tourism.

Three key features can identify educational tourism: the trip is deliberately focused on education; learning comes from experience; or the whole visit is planned around an educational programme (Pitman et al. 2010). Pitman et al. also believe that active participation is a distinct feature of educational tourism, therefore defining the term as “involving a deliberate and explicit learning experience”. These authors also state that educational tourism spreads beyond usual tourist experience for it also incorporates phases of pre- and post-discussion.

It is important to mention that some experts believe that a person can learn during his/her educational tourism experience only if the new environment is to some extent different from the person’s usual life (McGladdery and Lubbe 2017).

Different opinions exist on whether educational tourism can be described as having sub-categories or not. Some researchers believe that generally speaking any kind of tourism can be seen as educational; therefore no sub-groups apply (Ritchie 2003). At the same time, other researchers divide educational tourism in several sub-categories. For instance, its division into heritage tourism, ecotourism, rural or farm tourism and student exchanges between educational institutions exists (Ankomah and Larson 2000).

1.3. The Erasmus programme

1.3.1. Programme description

Erasmus is the best-known educational programme in the EU offering international education options for students. It was launched in 1987 and is already working for 30 years. Its aim is to enrich professional competencies and academic knowledge of its participants, providing opportunity for personal development and increasing the mobility of people in Europe (European Union 2012).

Initially it was created only like a student mobility programme, while during the years other options like teacher exchanges or traineeship opportunities for students were introduced. As a consequence, in 2014 many programmes were combined into one called *Erasmus+*. Currently it focuses not only on the academic education – it provides cooperation activities between companies, universities, research institutions and various authorities, traineeships, staff training and teaching projects, volunteering and sports events (European Commission [2017]). *Erasmus+* offers projects in higher and school education, adult education and youth sectors. European Commission is the authority in charge of the overall management of the programme (Erasmus+ UK National Agency 2017).

The *Erasmus+* programme is planned to last until 2020, with its goal also being to contribute to the aims of ET2020 framework for learning and training and Europe 2020 strategy for jobs, growth, social equity and inclusion. Additionally *Erasmus+* supports EU Youth Strategy, purpose of which is encouraging young people to actively participate in the society and offering more job opportunities for youth (European Commission [2017]).

At present, all countries around the world can participate in some activities under *Erasmus+* but only when special requirements are met. The 28 European Union member states and additionally Iceland, Norway, Turkey, Liechtenstein and Macedonia can take part in all actions of the programme. Some countries neighbouring the EU are called

Partner Countries and are able to join certain projects of *Erasmus+*. These countries include some states in Western Balkans, South-Mediterranean countries, several Eastern countries, Russian Federation and Switzerland (Erasmus+ UK National Agency 2017). The full list of the program and partner countries can be found in Figures 1 and 2 in the appendix.

The *Erasmus+* budget for 2014-2020 is set at a level of 14,7 billion euros with 2/3 of the funding going to the learning options abroad for individuals and 1/3 - to the reforms in education systems and partnerships with various institutions. In addition, it was set that by 2020 20% of university graduates should have completed a study or a training abroad (European Commission 2017).

From the start of the programme till the end of 2016 around 2 million people have participated in *Erasmus+* (European Commission 2017). In comparison, by the end of academic year 2014 the Erasmus programme had assisted 470'000 staff and 3,3 million students in going abroad since the beginning of the programme in 1987 (European Commission 2015). It is important to mention that by 2014 the Erasmus programme represented 70-80% of student mobility in the European region (Sin, Tavares, and Neave 2017). The growth of student mobility through Erasmus programme can be found in Figure 3 in the appendix.

1.3.2. The Erasmus programme and Portugal

Portugal among many other EU countries is struggling to meet the 20% mobility target set by the EU. Nevertheless, the most recent official data from European Commission about the Erasmus programme in Portugal, which is for the academic year 2012-2013, shows a rise in student mobility with 7,4% of the Portuguese students going abroad in that year. (Sin, Tavares, and Neave 2017).

According to the provisional data provided by National Agency of *Erasmus+* in Portugal, 6'138 Portuguese students went abroad to study and 1'885 students went abroad

to complete an internship in 2016. If compared with information from 2015, the number of outgoing students has declined by around 600 people in total, while there was a growth of students going abroad between 2014 and 2015 (Agência Nacional Erasmus+ 2017). More detailed information is provided in Figure 4 in appendix.

The most popular destinations of the Erasmus programme for Portuguese students are: Spain, Italy, Poland, France and Czech Republic. At the same time, the majority of students that take part in *Erasmus+* come from Universidade of Porto, Universidade Tecnica de Lisboa, Universidade Nova de Lisboa, Universidade de Coimbra and Universidade de Lisboa (EC ERASMUS+ 2014).

Section 2. The research

2.1. Methodology

2.1.1. Hypotheses

In order to answer the research questions formulated before, four corresponding hypotheses were created:

H1: Over 80% of Portuguese students that took part in the Erasmus programme would like to look for a job abroad rather than in Portugal;

H2: The majority of Portuguese students that took part in the Erasmus programme and are willing to pursue a career abroad want to look for a job in the country where their exchange took place;

H3: Portuguese students that took part in the Erasmus programme choose to look for a job abroad because of higher salary levels;

H4: Portuguese students that took part in the Erasmus programme choose to look for a job in Portugal because of the negative aspects of their Erasmus experience.

It should be highlighted that the percentage in the first hypothesis comes from a study conducted in 2010, showing that 84% of young people in Lisbon are in favour of moving abroad to look for a job (Council of Europe and European Commission 2010).

Even though this research was carried out a few years ago, it is assumed that the trend remains the same.

2.1.2. Research design

For the research, primary data gathered by the means of in-depth interviews and an online survey was used. Therefore, based on the information collection methods chosen, it can be seen, that both qualitative and quantitative research types were applied.

In total 10 interviews were conducted and 51 complete survey replies were collected. The interviews were designed in a way that allowed to gather more data about a person's Erasmus experience, while their main purpose was to test survey questions before its launch. At the same time, the survey was focused mainly on collecting information that can be used later on for the hypotheses testing. It is important to highlight that the hypotheses testing was done based solely on the survey data.

The questions were grouped into three categories: questions for interviewees' / respondents' description, questions to gain information about the Erasmus experience and questions to research the willingness to look for a job abroad. The following analysis first presents findings from the interviews and then from the survey. Afterwards the overall conclusions are drawn. The lists of both interview and survey questions can be found in the appendix.

2.2. Analysis of the interviews

As it was already mentioned before, 10 in-depth interviews were conducted with a goal of both testing the survey questions and collecting qualitative information about one's Erasmus experience. The interviewees were selected based on convenience and their availability to take part in the research. The detailed information gained from the interviews grouped into three tables (Figures 5 – 7) can be found in the appendix.

2.2.1. Interviewees' description

Three out of ten interviewees were male and the rest were female, with the majority of people interviewed being 22 years old. Almost all of the interviewees took

part in the Erasmus programme in Fall Semester 2015/2016 (7 out of 10). The three other interview participants went on the exchange all in different periods of time, including Spring Semester 2014/2015, Spring Semester 2015/2016 and Spring Semester 2016/2017. Two of the interviewees have completed their Erasmus programme in Germany, two more – in Italy, another two – in Sweden. The other Erasmus destinations of the interviewees were Finland, Poland, France and Hungary. The majority of these students come from Management or Economics background, with an exception of one person who studied Arts. The home universities at the time of the Erasmus programme of these students include Universidade Nova de Lisboa represented by 7 interviewees, ISCTE, ISEG and Universidade de Belas-Artes, accountable for one interview participant each. All the interviewees with an exception of one completed Erasmus as a part of their Bachelor degree.

2.2.2. Erasmus experience evaluation

A greater part of the people interviewed have never been to the country of their Erasmus programme before this experience (6 out of 10), while 3 out of 4 remaining people have been to the country, but not the city of their exchange destination. Reasons for choosing their Erasmus destination vary significantly between the interviewees. However, some commonalities can still be found: 3 people said that they wanted to experience a different weather and 4 stated that their choice was rather random as they were not assigned their first, second or even third exchange destination options by their home universities.

All the interview participants ranked their Erasmus experience very high: positive (3 out of 10) and completely positive (7 out of 10). Coming to what the Erasmus programme allowed to achieve and learn, 5 people claimed that through Erasmus they learned to do everything on their own, they became more confident and independent; 4 interviewees said that it helped them to become more open-minded; 4 students stated that

they became more aware of perspectives other people have; 4 of the people interviewed believe that they learned more about the world and other cultures; 3 people developed their English language during their Erasmus programme and 2 said that they learned something about their own personalities. When asked about differences in studies, culture or daily life the students faced, everyone talked about different things, therefore no generalization can be made regarding this question. Among the difficulties that interviewees confronted during their Erasmus programme were lack of English knowledge of the Erasmus destination population/unwillingness to speak English (mentioned by 5 people) and getting used to a different weather (noted by 2 people).

2.2.3. Attitude towards future job search

Regarding the job search, 8 of the people interviewed said that they would prefer to work in an international company and 2 claimed that it is not important to them whether their future employer would be an international or a Portuguese enterprise. Out of 8 interviewees of the first group only 2 believe that Erasmus was the factor that made them consider working for an international company.

Regarding the main question about students' preference to look for a job abroad or in Portugal after their graduation, 4 interviewees would like to search for a job in Portugal and the other 6 – abroad. It is important to say that some people specifically mentioned that even though they would like to go to work abroad first, they only consider going there for a limited period of time just to get an extra international experience (3 out of 6). This also stays in line with what interviewees said in general: Erasmus experience made them value Portugal and what they have in their home country more.

Nevertheless, all the interviewed students that prefer working in Portugal after a graduation consider going abroad to work in the future. The prevailing reasons to look for a job in Portugal are: not willing to be away from family and friends (4 out of 4), higher living costs abroad (2 out of 4) and not knowing anyone in a different country (2

out of 4). Among the other reasons mentioned were: belief that it is easier to find a first job in Portugal, not willing to deal with paperwork associated with moving abroad and not willing to relocate while already having a good life in Lisbon.

Most of the interviewees that would like to look for a job abroad also consider the countries where their exchange took place as countries for work in the future (4 out of 6). The interviewees chose learning about a new culture (4 out of 6), higher salaries abroad (3 out of 6), better career opportunities (3 out of 6), living in a different country (3 out of 6) and gaining new experiences (2 out of 6) as most common factors influencing a decision to look for a job abroad. People also consider practicing a new language, experiencing the daily life and understanding more about self as reasons encouraging them to search for a job abroad.

2.3. Analysis of the online survey replies

The online survey used a similar structure to the interview design. The questions were aimed at collecting information to support or not support the insights gained from the interviews using a larger sample and to test the hypotheses. A difference compared to the interview structure was in the questions about factors influencing a decision to search for a job abroad or in Portugal - in the survey the respondents were presented with a fixed set of possible reasons to look for a job in Portugal or abroad and asked to distribute 100 points between them. The average distribution of the points and the rank order of these reasons as well as other graphs and figures describing survey results are placed in the appendix.

The survey for this research was created using Qualtrics software and a total of 82 replies was collected, with only 51 of which were complete and suitable for analysis. A quota sampling technique was used, meaning that it was guaranteed that only people that satisfy the initial criteria (being Portuguese, having taken part in the Erasmus programme with their home university at the time of their exchange being located in Lisbon) could

take part in the survey. The survey was distributed mainly through social media, namely Facebook, and through direct email invitations.

2.3.1. Sample description

The age of the survey respondents varies from 20 to 25 years old, with the mean age being 22,2 years old. Most of them are female, which represents 82% of the sample. The majority of people that filled in the survey took part in the Erasmus programme in Fall Semester 2015/2016 (33%), Fall Semester 2016/2017 (22%), Spring Semester 2015/2016 (12%) and Spring Semester 2016/2017 (12%). Through the Erasmus programme the respondents visited 16 various countries and the most popular destination chosen by 22% of survey participants was Italy. There are several second most popular Erasmus countries including Austria, Belgium, France, Germany, Spain and Sweden that account for 8% of respondents each. The sample is composed of people who were pursuing a degree in 5 various universities at the time of their Erasmus programme: ISCTE, Universidade Nova de Lisboa, Universidade de Lisboa, Universidade Catolica Portuguesa and ESHTE. Most of the respondents (67%) come from Universidade Nova de Lisboa.

The greater part of the sample (74%) consists of students that studied Management or Economics at the time of their Erasmus programme, 10% of people come from Social Sciences background and the rest studied Engineering, Tourism and Hospitality (4% of survey participants for both), Arts, Health Sciences, Humanities and Natural Sciences (2% for each accordingly). Also, the larger part of survey respondents that accounts for 78%, was pursuing a bachelor degree when they took part in the Erasmus programme. The rest 22% went on Erasmus during their master studies.

2.3.2. Erasmus experience evaluation

The results about Erasmus experience evaluation are impressive: almost all of the survey participants classified their exchange period as “completely positive” (86%) or “slightly positive” (12%) with an exception of 2% that considered it “slightly negative”.

Coming on to what Erasmus experience allowed to achieve and learn, 16 various common responses were recorded. Ability to learn about other cultures was the most popular benefit of the programme, mentioned by 45% of the survey participants. Meeting people from all around the world comes next, with 41% of respondents considering it. Gaining independence, autonomy and developing language skills come third, accounting for 33% of replies each. Additionally, 29% said that through the Erasmus programme they learned to live on their own and deal with everything on their own, as for many students Erasmus was the first experience of living away from their parents. Among other significant benefits described come growing as a person, ability to travel, communication skills improvement and gaining international experience. The full list of the Erasmus programme benefits mentioned can be found in the appendix.

Talking about difficulties people faced during Erasmus, the respondents stated 9 various common problems, with 6% specifically saying that they did not have any difficulties at the time of their exchange. The most common problem was the language barrier and lack of English knowledge among population of students' host country (mentioned by 25% of respondents). The next shared problem was missing family and friends, described by 16% of survey participants. Adapting to a new culture and getting used to a new school system were also the issues stated by 12% of survey participants each. The other difficulties described are: loneliness, managing money, finding accommodation, doing everything on one's own and living with flatmates.

2.3.3. Attitude towards future job search

When being asked whether they would like to work in international context or not, 96% of respondents gave a positive reply (71% "strongly agree" and 25% "somewhat agree") and 4% chose "neither agree nor disagree" option.

Regarding the question about job search after a graduation, there was not a clear preference identified – 51% of students claimed that they would like to search for a job

in Portugal and 49% - abroad. As it was said, the in-depth interviews outcomes showed a similar but inverted pattern: 4 people would like to stay in Portugal and 6 prefer to go abroad. Based on this information combined, a general conclusion can be drawn – there is no clear choice among former Erasmus students from Portugal on where to look for a job after their graduation, they consider both options more or less the same.

The first hypothesis of the study assumed that over 80% of Portuguese students that took part in the Erasmus programme would like to look for a job abroad rather than in Portugal. Based on the survey results described above, **H1 is rejected**.

Still, 81% of the respondents that plan to look for a job in Portugal stated that they consider going abroad to work in the future (50% “strongly agree” and 31% “somewhat agree”). The other 12% said that they do not know and the rest 8% are not planning to look for a job abroad.

As the most important reason to stay in Portugal to search for a job the survey participants chose “not willing to be away from family and friends” (attributed an average of 45 points out of 100 available). Higher living costs abroad are the second most important reason for the respondents, who have assigned 24 points to it on average. The reason ranked third is “not knowing anyone in the new country; potential loneliness” that accounts for an average of 12 points. The difference in average points distribution between all the reasons to stay in Portugal to work is substantial, explicitly showing students’ preferences.

The fourth hypothesis was aimed at checking whether negative aspects of one’s Erasmus experience are the most important reason for students to stay in Portugal to look for a job. The results show that in contrast with the assumptions prior to the conduction of the research, this factor is the least important for the respondents (only 2 points attributed to it on average). Therefore, **H4 is rejected**.

Five various additional reasons to look for a job in Portugal were identified. Liking life as it is in Portugal was mentioned by 12% of respondents willing to look for a job in Portugal. Other factors described by them include: need to speak a different language abroad, liking weather in Portugal and being more comfortable looking for a first job in the home country.

Moving on to the second group of respondents that would like to look for a job abroad, it was found out that 52% of them consider searching for a job in the country where their Erasmus took place and 48% are more interested in other destinations. Consequently, **H2** that assumed the majority of former Erasmus students from Portugal preferring to pursue a career abroad, also willing to look for a job in the country where their exchange took place, **is confirmed**.

Comparing these results with interview data, we observe a similar pattern – the amount of students prone to go to the country of their exchange and somewhere else does not differ a lot. Therefore, no generalization about former Erasmus students from Portugal on the whole can be made on this matter.

As alternative places to look for a job abroad out of 12 people preferring to go to places other than their Erasmus country, 6 survey participants chose Europe, 2 – the US. Also some specific countries were stated, namely Germany, Denmark, Spain and Switzerland, each by one person.

Living in a new country was identified as the main reason for going abroad, getting an average of 19 points out of 100 available. The second most important factor is better career opportunities abroad with an average of 15 points assigned to it. Higher salary levels abroad and gaining new experiences come third with an average of 13 points allocated to each respectively.

In the basis of the third hypothesis of the study lies an assumption that higher salary levels abroad are the main reason why former Erasmus students from Portugal

prefer to search for a job abroad. Nevertheless, the results gained signify that **H3 is rejected** as higher salary levels abroad come only as a third most important factor. Additional reasons to go abroad stated by the respondents are: having an emotional connection with a specific country, significant other living abroad and willingness to become a citizen of the world. Yet there was not a big difference in average points distribution between various reasons to go abroad. That indicates that a combination of factors facilitates one's decision to search for a job abroad, with people considering several factors as important.

Conclusions

The present research showed that the Erasmus programme is a genuinely enriching experience for students as it not only gives an opportunity to study in a different environment, but it also allows to become more independent and confident, to grow as a person and develop communication and language skills. Moreover, it facilitates cultural exchange and encourages students to communicate with people from various countries, therefore making students more open-minded and adaptable. Students enjoy their Erasmus experience a lot and consider it positive, with some research participants calling it “the best thing that has happened to me” (F, 22, Poland) or “a lifetime experience” (F, 22, Sweden).

It was found out that former Erasmus students from Portugal have a very international outlook, as almost all of the people that took part in the research are willing to work in an international context. Even the ones that prefer to work in Portugal after finishing university, practically all consider searching for a job abroad in several years' time.

Nevertheless, the results imply that former Erasmus students from Portugal do not have a clear preference, whether to search for a job in their home country or somewhere else. Moreover, students that consider going abroad to work after their graduation, are

planning to look for a job both in the country of their Erasmus programme and in different locations, also not showing an explicit choice regarding this matter.

Living in a new place is the main factor that influences respondents' decision to look for a job abroad, while learning about a new culture is a top driver for going abroad to work for the interviewees. Former Erasmus students from Portugal are also attracted by factors like "better career opportunities", "higher salary levels" and "gaining new experiences" when choosing to search for a job abroad.

A decision to stay in Portugal to look for a job after a graduation is influenced by unwillingness to be away from one's family and friends, a factor that significantly stands out in the amount of points attributed to it by the respondents. Other strong reasons to look for a job in Portugal are higher living costs abroad and not knowing anyone in a new country.

Based on the amount of value assigned to various reasons to stay in Portugal or to go abroad, it can be seen that when going abroad, several reasons simultaneously influence one's decision to do so, while there is one prevailing reason to stay in Portugal – not willing to be away from family and friends.

Apart from answering the research questions, in order to get a broader picture on one's Erasmus experience, some extra information was collected, providing insights on reasons to choose an Erasmus destination, overall evaluation of the exchange experience, differences people encountered and the key benefits and difficulties of the Erasmus.

It was discovered that the choice of a country for the exchange is rather random, as quite often students do not get into their first preference when applying for the programme, or the choice is dictated by subjective reasons like experiencing a different climate. Both the interviewees and the respondents evaluated their Erasmus experience very highly, with only one research participant calling it "slightly negative". The

differences from Portugal people mentioned were country- and/or university-specific, therefore no commonalities were found regarding this matter.

As the key benefits of the Erasmus programme research participants stated ability to learn about other cultures, meeting people from all around the world, gaining independence, developing language skills and learning to deal with everything on their own. Language barrier and lack of English knowledge of the Erasmus destination population was the most common problem, mentioned both by the people taking part in the interviews and the survey. After that come issues like missing family and friends and adapting to a new culture and university.

It was also identified, that the exchange encourages students to value their home country and their daily lives there more, therefore influencing their decisions about future job search. The research showed that Portuguese students love their home country and have strong links with their family and friends in Portugal. It can be observed in their choice of “not willing to be away from family and friends” as the main reason that influences their decision to look for a job in Portugal and “being away from family and friends” as the second most significant difficulty of the Erasmus programme. Additionally, half of the interview participants that would like to look for a job abroad after their graduation explicitly stated that they do not want to live outside Portugal forever, willing to return to their home country after some time. Looking at these results, it can be said that apart from strong family ties, Portuguese students hold traits as risk-aversion and unwillingness to change. Research participants say that being satisfied with their current life in Portugal is already a strong enough reason not to look for a job somewhere else, meaning that stepping out of the comfort zone is a challenge for them.

Based on the analysis conducted, some recommendations for companies can be given. From the research results we can see that organisations located in Portugal and in other countries have more or less similar opportunity to hire university graduates from

Portugal. Companies from abroad can attract them through providing an experience for foreign applicants (for instance, integration activities and cultural events) in order to satisfy their search for novelty that lies in the basis of the reasons to go abroad they choose (willingness to live in a different place and learn about a different culture). At the same time, these organisations should still offer attractive compensation and career development options. The abovementioned activities would also help to mitigate some of the issues that encourage Portuguese students to stay in their home country, namely higher living costs abroad and not knowing anyone in a new country.

In order to keep more university graduates to work in Portugal, companies can either try to incorporate the benefits that the Portuguese see in working abroad or by embracing the fact that family is very important to them. The former can be achieved, for example, by offering business trips options or trainings abroad, organising cultural exchange activities if the company is multinational and/or providing salaries and career development opportunities comparable with the ones abroad. To attain the latter, special events where employees can bring their family members can be organised or several working hours schemes can be provided, for instance.

Finally, it should also be highlighted that the results and conclusions of this research should only be considered taking into account the limitations of the study. First of all, the research is restricted to the students from Lisbon area, while the conclusions are presented for Portuguese students that went on Erasmus in general. Second, most of the respondents come from Universidade Nova de Lisboa (67%). Third, even a larger part of the sample is comprised of students from Business/Economics field of study (74%). Consequently, the results may be biased, representing mainly the features of these sample majority groups. However, it is still believed that the current research and the results gathered are relevant to the stated topic as the questions studied (e.g. willingness to work abroad or factors influencing it) are neither university-, nor study area-related.

References

- Academy Cube. [2017]. "5 Professional Reasons You Should Work Abroad." Accessed October 11. <http://www.academy-cube.com/5-professional-reasons-why-you-should-work-abroad/>.
- AIESEC. 2017. "4 Reasons Why You Should Work Abroad." Accessed October 16. <http://www.aiesec.nl/4-reasons-work-abroad/>.
- Ankomah, Paul K, and R Trent Larson. 2000. "Education Tourism : A Strategy to to Sustainable Tourism Development in Sub-Saharan Africa." *DPMN Bulletin (Special Issue on Tourism and African Development: Trends and Critical Issues)* 7 (1): 19–24. <http://www.dpmf.org/education-tourism-paul.html%5Cnhttps://www.cabdirect.org/cabdirect/abstract/20001811746>.
- Council of Europe and European Commission. 2010. *Youth Employment and the Future of Work*. Strasbourg Cedex: Council of Europe Publishing.
- Dreyer, A. 2000. *Der Markt für Kulturtourismus*. München/Wien: Kulturtourismus, Oldenbourg.
- EC ERASMUS+. 2014. "Erasmus Higher Education Statistics 2013-2014." *EC Erasmus+ Annual Report 2014*. http://ec.europa.eu/education/library/statistics/2014/portugal_en.pdf.
- European Commission. 2015. "Erasmus: Facts, Figures & Trends." European Commission. 2016. *The Erasmus Impact Study, Regional Analysis*. Publications Office of the European Union. doi:10.2766/94905.
- European Commission. 2017. "The EU Programme for Education, Training, Youth and Sport 2014-2020." *Erasmus+ Annual Report 2014*.
- European Commission. [2017]. "The 30th Anniversary and You." Accessed October 2. https://ec.europa.eu/programmes/erasmus-plus/anniversary/30th-anniversary-and-you_en.
- European Commission. [2017]. "What is Erasmus+?" Accessed October 2. https://ec.europa.eu/programmes/erasmus-plus/about_en.
- European Union. 2012. *Erasmus: Changing Lives Opening Minds for 25 Years*. Luxembourg: Publications Office of the European Union. doi:10.2766/18739.
- Goeldner, Charles R, and J R Brent Ritchie. 2009. *Tourism: Principles, Practices, Philosophes*. 11th ed. Hoboken, New Jersey: John Wiley & Sons, Inc. http://shora.tabriz.ir/Uploads/83/cms/user/File/657/E_Book/Tourism/Tourism Principles Practices Philosophies 11th ed 2009.pdf.
- Hudson Global. 2006 – 2017. "5 Reasons Working Abroad Could Be Your Perfect Career Move." Accessed October 16. <https://uk.hudson.com/job-seekers/career-advice/5-reasons-working-abroad-could-be-your-perfect-career-move>.
- IES Abroad. [2017]. "Study Abroad: A Lifetime of Benefits." Accessed October 11.

<https://www.iesabroad.org/study-abroad/news/study-abroad-lifetime-benefits#sthash.KbbCtNLW.AxDLjIpP.dpbs>.

- Icomos. 1999. "International Cultural Tourism Charter." *International Cultural Tourism Charter* 14 (October 1999): 1–9. http://www.icomos.org/charters/tourism_e.pdf.
- Kalinowski, K. M., Weiler B. 1992. "Review. Educational Travel. In C.M. Hall & B. Weiler (Eds.) *Special Interest Tourism*". New York: John Wiley & Sons, Inc.
- Klooster, Erik van't. 2014. *Travel to Learn: The Influence of Cultural Distance on Competence Development in Educational Travel*. Rotterdam: Erasmus Research Institute of Management, Haveka.
- McGladdery, Christine A., and Berendien A. Lubbe. 2017. "International Educational Tourism: Does It Foster Global Learning? A Survey of South African High School Learners." *Tourism Management* 62. Elsevier Ltd: 292–301. doi:10.1016/j.tourman.2017.05.004.
- Petroman, Ioan, Cornelia Petroman, Diana Marin, Ramona Ciolac, Loredana Văduva, and Ioana Pandur. 2013. "Types of Cultural Tourism." *Scientific Papers: Animal Science and Biotechnologies* 46 (1): 385–88.
- Pitman, T., Broomhall, S., McEwan, J., & Majocha, E. 2010. "Adult learning in educational tourism". *Australian Journal of Adult Learning* 50(2): 219-238.
- Ritchie, B. W. 2003. *Managing Educational Tourism*. Clevedon, UK: Channel View Publications.
- Sin, Cristina, Orlanda Tavares, and Guy Neave. 2017. "Student Mobility in Portugal." *Journal of Studies in International Education* 21 (2): 120–35. doi:10.1177/1028315316669814.
- Stebbins, Robert A. 1996. "Cultural Tourism as Serious Leisure." *Annals of Tourism Research* 23 (4): 948–50. doi:10.1016/0160-7383(96)00028-X.
- Study In Lisbon. [2017]. "Student Exchange." Accessed on October 17. <http://www.studyinlisbon.pt/en/intercambio/>.
- The Erasmus+ UK National Agency. 2017. "About Erasmus+." Accessed October 2. <https://www.erasmusplus.org.uk/about-erasmus>.
- The Thought & Expression Company, LLC. 2017. "8 Things To Consider Before You Take A Job Abroad." Accessed October 17. <https://thoughtcatalog.com/madison-moore/2013/11/8-things-to-consider-before-you-take-a-job-abroad/>.
- Tourism and More. [2017]. "Educational Tourism." Accessed September 28. <http://www.tourismandmore.com/tidbits/educational-tourism/>.

Appendices

Appendix 1. Graphs and figures supporting the literature review

Figure 1. *Erasmus+* Programme Countries

Member States of the European Union			
Belgium	Greece	Lithuania	Portugal
Bulgaria	Spain	Luxembourg	Romania
Czech Republic	France	Hungary	Slovenia
Denmark	Croatia	Malta	Slovakia
Germany	Italy	Netherlands	Finland
Estonia	Cyprus	Austria	Sweden
Ireland	Latvia	Poland	United Kingdom
Non-EU Programme Countries			
former Yugoslav Republic of Macedonia	Iceland	Norway	
	Liechtenstein	Turkey	

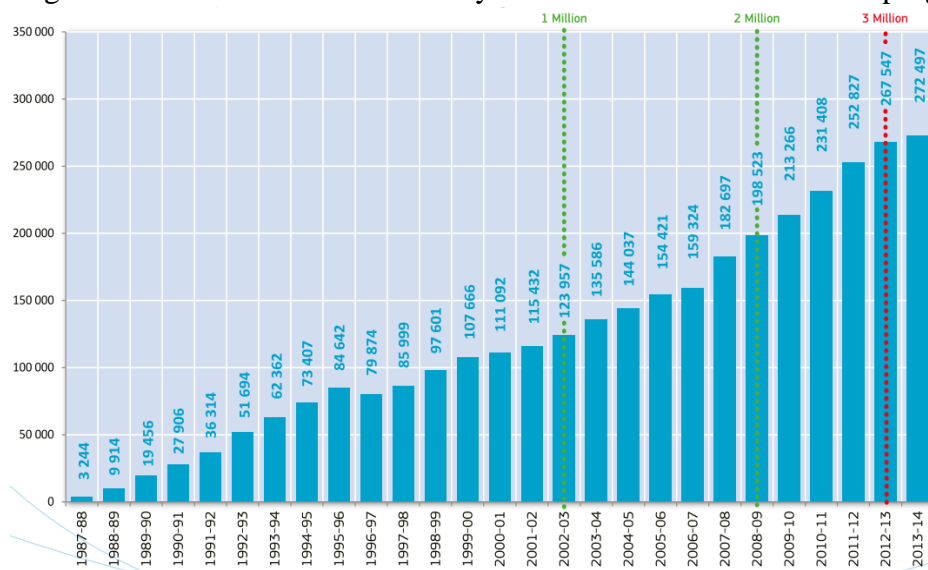
Source: *Erasmus+* UK National Agency 2017

Figure 2. *Erasmus+* Partner Countries

Partner Countries neighbouring the EU	
Western Balkans:	Albania, Bosnia and Herzegovina, Kosovo, Montenegro, Serbia
Eastern Partnership Countries:	Armenia, Azerbaijan, Belarus, Georgia, Moldova, Territory of Ukraine as recognised by international law
South-Mediterranean countries:	Algeria, Egypt, Israel, Jordan, Lebanon, Libya, Morocco, Palestine, Syria, Tunisia
Russian Federation:	Territory of Russia as recognised by international law
Other Partner Countries	
Switzerland is participating as a Partner Country under <i>Erasmus+</i> .	

Source: *Erasmus+* UK National Agency 2017

Figure 3. Growth of student mobility since the start of the Erasmus programme



Source: European Commission 2015

Figure 4. Provisional number of Portuguese students taking part in Erasmus+

Year	Number of students that went to study abroad through Erasmus+	Number of students that went to complete an internship abroad through Erasmus+	Total
2014	5 797	2 255	8 052
2015	6 197	2 471	8 668
2016	6 138	1 885	8 023

Source: Agência Nacional Erasmus+ 2017

Appendix 2. Interview design

I. Interviewees' description

1. How old are you?
2. When did you take part in the Erasmus programme?
3. Where did your Erasmus take place?
4. What was your home university when you went on the Erasmus programme?
5. What was your field of study when you went on Erasmus?
6. As a part of what level of university degree did you take part in the Erasmus programme?

II. Erasmus experience

7. Have you been to this country before going on Erasmus?
8. What was the main reason you chose this country?
9. What is your overall impression about the Erasmus programme? If you would have to evaluate Erasmus experience on a scale from “completely positive” to “completely negative”, how would you rate it?
10. What did the Erasmus programme allow you to achieve and learn?

11. What was different from studying in Portugal? In terms of:
 - a. Studies
 - b. Culture
 - c. Daily life
12. What kind of problems did you encounter while on Erasmus? What was difficult for you?

III. Attitude towards looking for a job abroad

13. Would you like to work in an international company based in Portugal/abroad or a completely Portuguese company? Do you think the Erasmus experience influenced that choice?
14. Where are you more likely to look for a job after graduating from your university: in Portugal or abroad? (*Even if you already have a job offer, consider you are just looking for a job*).

15. *If Portugal:*

- Even if you would like to stay in Portugal for now, do you see yourself going abroad to work after some period of time?
- Why are you more likely to look for a job in Portugal after your graduation? (*Please choose options that are most important for you from here or add your own*).
 - a. Not willing to be away from family and friends
 - b. Not knowing anyone in the new country; potential loneliness
 - c. Not willing to adjust to a different culture and deal with cultural differences if moving abroad
 - d. Not willing to communicate in a foreign language on a daily basis
 - e. Not willing to deal with paperwork associated with moving abroad
 - f. Because of higher living costs abroad
 - g. Because of the negative aspects of my prior international experience during the Erasmus programme

15. *If abroad:*

- Do you want to look for a job in the country where your Erasmus took place?
 - *If no:* Where do you want to go? Why?
- Why are you more likely to look for a job abroad after your graduation? (*Please choose options that are most important for you from here or add your own*).
 - a. To live in a different country (i.e. experience living in a different place)
 - b. To learn about a new culture
 - c. To gain new experiences
 - d. To learn more about self and develop soft skills
 - e. To meet new people
 - f. To learn/practice a different language
 - g. Higher salary levels abroad
 - h. Better career opportunities abroad

- i. To enhance career and professional marketability globally, to improve the CV

16. Do you have any comments?

*The response options about reasons to go/not go abroad were designed based on the Erasmus Impact Study conducted in 2016 by European Commission and AIESEC, Hudson global websites as well as my general knowledge. The list of Lisbon universities that are part of the Erasmus programme was taken from Study in Lisbon website.

Appendix 3. Online survey design

Q0 Hello!

My name is Anastasia and I am at my final semester of Master studies at Nova SBE. This survey is designed for my thesis and it is aimed at researching whether Erasmus experience influences Portuguese students' decisions about job search. The survey is anonymous and all information collected would be only used for the purpose of my study. Thank you for contributing to my research & good luck!

Q1 You are from Portugal and you took part in the Erasmus programme, while your home university was located in Lisbon?

- Yes
- No

Skip To: End of Survey If You are from Portugal and you took part in the Erasmus programme, while your home university was... = No

Start of Block: Sample Description

Q2 What is your age?

Q3 What is your gender?

- Male
- Female

Q4 When did you take part in the Erasmus programme?

▼ Earlier than Fall Semester 2011/2012 (1) ... Spring Semester 2016/2017 (13)

Q5 In what country did your Erasmus take place?

▼ Austria (1) ... United Kingdom (32)

Q6 What was your home university (in Portugal) when you went on the Erasmus programme?

- Universidade de Lisboa
- Universidade Nova de Lisboa
- Universidade Catolica Portuguesa
- Instituto Politecnico de Lisboa

- Universidade Lusofona
- ISCTE
- Universidade Aberta
- Universidade Lusiada de Lisboa
- Other (please specify)_____

Q7 What was your field of study when you went on Erasmus?

- Arts
- Business/Economics
- Computer and Information Sciences
- Engineering
- Health Sciences
- Humanities
- Natural Sciences
- Social Sciences
- Other (please specify)_____

Q8 As a part of what level of university degree did you take part in the Erasmus programme?

- Bachelor
- Master

End of Block: Sample Description

Start of Block: Evaluation of Erasmus experience

Q9 Please evaluate your Erasmus experience on a scale from “completely positive” to “completely negative”.

- Completely positive
- Slightly positive
- Neither positive nor negative
- Slightly negative
- Completely negative

Q10 What are the main benefits for you of the Erasmus experience? What did it allow you to achieve and/or learn?

Q11 What were the main difficulties?

End of Block: Evaluation of Erasmus experience

Start of Block: Question

Q12 To what extent do you agree with the statement: “I would like to work in an international context”?

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q13 Where are you more likely to look for a job after graduating from your university?
(Even if you already have a job offer, consider you are just looking for a job).

- Portugal
- Abroad

End of Block: Question

Start of Block: If Portugal

Display This Question:

*If Where are you more likely to look for a job after graduating from your university?
(Even if you... = Portugal*

Q14 To what extent do you agree with the statement: “Even if I want to stay in Portugal for now, I see myself going abroad to work in the future”?

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Display This Question:

*If Where are you more likely to look for a job after graduating from your university?
(Even if you... = Portugal*

Q15 Why are you more likely to look for a job in Portugal after your graduation? Please distribute 100 points between the options below. (You can also put a “0” if you consider some factors not important).

Not willing to be away from family and friends : _____

Not knowing anyone in the new country; potential loneliness : _____

Not willing to adjust to a different culture and deal with cultural differences if moving abroad : _____

Not willing to communicate in a foreign language on a daily basis : _____

Not willing to deal with paperwork associated with moving abroad : _____

Because of higher living costs abroad : _____

Because of the negative aspects of my prior international experience during Erasmus programme : _____

Total : _____

Display This Question:

*If Where are you more likely to look for a job after graduating from your university?
(Even if you... = Portugal*

Q16 Are there other factors that influence your decision to look for a job in Portugal? If yes, please specify.

End of Block: If Portugal

Start of Block: If Abroad

Display This Question:

*If Where are you more likely to look for a job after graduating from your university?
(Even if you... = Abroad*

Q17 Do you want to look for a job in the country where your Erasmus took place?

- Yes
- No

Display This Question:

If Do you want to look for a job in the country where your Erasmus took place? = No

Q18 Where do you want to go? Please put either a specific country or a region.

Display This Question:

*If Where are you more likely to look for a job after graduating from your university?
(Even if you... = Abroad*

Q19 Why are you more likely to look for a job abroad after your graduation? Please distribute 100 points between the options below. (You can also put a “0” if you consider some factors not important).

To live in a different country (i.e. experience living in a different place) : _____

To learn about a new culture : _____

To gain new experiences : _____

To learn more about self and develop soft skills : _____

To meet new people : _____

To learn/practice a different language : _____

Higher salary levels abroad : _____

Better career opportunities abroad : _____

To enhance career and professional marketability globally, to improve the CV : _____

Total : _____

Display This Question:

*If Where are you more likely to look for a job after graduating from your university?
(Even if you... = Abroad*

Q20 Are there other factors that influence your decision to look for a job abroad? If yes, please specify.

End of Block: If Abroad

Start of Block: Comments

Q21 Do you have any comments?

End of Block: Comments

Appendix 4. Insights from the interviews

Figure 5. Interviewees' description

No	Gender	Age	When Erasmus took place	Where Erasmus took place	Home university when going on Erasmus	Field of study when going on Erasmus	Level of university degree when going on Erasmus
1	F	22	Fall Semester 2015/2016	Helsinki, Finland	Universidade Nova de Lisboa	Management	Bachelor
2	F	24	Spring Semester 2016/ 2017	Vallendar, Germany	Universidade Nova de Lisboa	Management	Master
3	F	22	Fall Semester 2015/2016	Umea, Sweden	Universidade Nova de Lisboa	Economics	Bachelor
4	F	22	Fall Semester 2015/2016	Umea, Sweden	Universidade Nova de Lisboa	Economics	Bachelor
5	F	22	Spring Semester 2015/2016	Poznan, Poland	ISCTE	Management	Bachelor
6	M	22	Fall Semester 2015/2016	Marseille, France	Universidade Nova de Lisboa	Management	Bachelor
7	F	22	Fall Semester 2015/2016	Bologna, Italy	Universidade de Belas-Artes	Arts	Bachelor
8	F	22	Fall Semester 2015/2016	Wiesbaden, Germany	Universidade Nova de Lisboa	Management	Bachelor
9	M	22	Spring Semester 2014/2015	Torino, Italy	ISEG	Management	Bachelor
10	M	23	Fall Semester 2015/2016	Budapest, Hungary	Universidade Nova de Lisboa	Management	Bachelor

Figure 6. Interviewees' impression about the Erasmus programme

№	Has the person been to the country before the Erasmus?	Reason to choose the country for the Erasmus	Overall impression of the Erasmus experience	What the programme allowed to achieve and learn	Differences from studying and living in Portugal	What problems the person faced
1	No	"To go to a northern country to experience the different weather and culture".	"I really enjoyed the experience, I am a different person because of that"; "I loved it there, but if you ask me if I want to go and live in Finland, I would say no"; "My experience was completely positive".	"It gave me more confidence, autonomy and I learned to organise everything on my own. Also I think I am more open-minded now, I have a bigger vision of the world".	<p><i>Studies:</i> "I had one course where I had no classes, only an exam, I had to study on my own".</p> <p><i>Culture:</i> "People were more closed, it was a culture shock"; "I felt a need to come back [to Pt] and feel more energy in people".</p>	-
2	Yes	"I wanted to go to a very good university and also I wanted to go to a country that in the future could give me good options in terms of career development and salary. And also my boyfriend lives in Germany"; "It was a student city, never been there before".	"When I went on Erasmus, I was really focusing on learning, I wanted to get the best out of my Masters degree. The experience was amazing, not an easy experience as I had to study a lot, but I had some great classes and the school had many activities"; "The overall experience was better than I have expected"; "It was completely positive".	"It wasn't my first experience of living abroad, but still I learned that if I'm doing something that I like, I'm good at it and if I'm doing what I don't like, I'm not good at it. I learned about my strengths and weaknesses".	<p><i>Studies:</i> "In my university the competition was really high".</p> <p><i>Culture:</i> "I got to learn how German students manage their life. They can study a lot, make internships and then take a gap year to travel"; "But for them work is a priority".</p>	"It was challenging in terms of being in a different country, I was the only student from Nova".
3	No	"I was not chosen to my first preference, it was a choice by chance".	"I loved it. Before going on exchange I never went abroad on my own, so it was a lifetime experience for	"I became more independent, less shy. I also learned about all the opportunities we have outside Portugal: not only	<i>Studies:</i> "There you have one month – one course and in the end of the month you have an exam and afterwards a new course starts".	"It was a bit difficult to adjust to the cold, but it was much harder to adjust to the dark. Before I went to

			me”; “My experience was completely positive”.	about jobs, but also about everything. I felt that I need to go to more places”; “I became more aware of different cultures and different perspectives”.	<p><i>Culture:</i> “They are a bit distant compared to Portuguese. It takes them more time to become comfortable with you and start sharing things”.</p> <p><i>Daily life:</i> “They had lunch and dinner very early compared to Portugal”.</p>	Sweden I did not know that in some places it can be that dark”.
4	No	“I wanted to stay in Europe, so that the flights are not too expensive. Sweden was my 5 th option for Erasmus”.	“It was really good, totally positive”.	“It allowed me to live in a different country and maybe I wouldn’t have this opportunity that easily later”; “It is as well getting out of your comfort zone”; “It was also interesting to experience living under - 20 degrees”.	<p><i>Studies:</i> ”We did not have many classes per week. I had a lot of time to study and to do other things, while at Nova we had classes every day”.</p> <p><i>Culture:</i> “They are more punctual and there is no delay in transport”.</p> <p><i>Daily life:</i> “They drink milk during lunch”.</p>	“It was hard to get used to the weather”.
5	No	“I wanted to go to a place that is cheaper than Portugal and that has relatively centre position in Europe, so that I can travel”.	“That was the best thing that has happened to me”; “Completely positive”.	“I became much more responsible and independent as it was the first time I lived away from my family”; “It gave me the global mindset that I did not have before”; “Also I understood how you have to respect and adapt to a new culture while living abroad”; “Erasmus also changed completely my perception of Eastern	<p><i>Studies:</i> “Classes were not hard to pass, less workload”.</p> <p><i>Culture:</i> “Polish are not very acceptable of foreigners”.</p> <p><i>Daily life:</i> “In Erasmus you are away from everyone you know, and your friends become your family, you spend 24 hours together. There you have a sense of urgency – that you have to</p>	“They do not speak English. The language barrier exists”.

				European countries”; “I also developed adaptability”; “Erasmus made me value Portugal more”.	do everything, see places in a limited period of time”.	
6	Yes	“It was random, it was my 6 th priority”; “I chose France as French is the language I would like to learn and I also wanted to go to a big city”.	“I was there when there were terrorist attacks, so it was not a usual Erasmus experience”; “Overall I liked it for the city itself, the people were nice”; “It was positive”.	“I learned French language, I understood how people are different, how differently they think”; “It also encouraged me to communicate in English all the time as I was the only one from Portugal”; “I learned how the society works: if something happens, they go on strikes”; “You learn that there is not only one right way to do things, you become more open-minded”; “Erasmus makes you appreciate the good things about your home country, on Erasmus you see what you’re missing”.	<p><i>Studies:</i> “There was less work, but the approach was much more practical and classes were more participative”.</p> <p><i>Culture:</i> “They are really proud to be French, they support their traditions”; “The city itself has a lot of issues e.g. Muslim vs French communities”.</p> <p><i>Daily life:</i> “Everything is more efficient”.</p>	“If you don’t talk any French with people, they don’t start speaking English, it is hard”.
7	Yes	“As I studied Arts, Italy as an Erasmus destination really interested me”; “I have been to Rome before, but not to Bologna”.	“I loved it, I would like to do it again, I would recommend it to everyone”; “It was completely positive”.	“In the beginning I was really shy, but afterwards I started feeling more confident with the languages”; “I learned how to do everything on my own”.	<p><i>Studies:</i> “The work was organised differently”; “Students come to all classes, in Lisbon classes were more like counselling”.</p> <p><i>Culture:</i> “Italians did not really speak English”.</p>	“There was a problem with the Erasmus grant, I never received the second half of it”; “All the classes and exams were in Italian, it was a challenge”; “It was also hard to find accommodation”.

8	No	“It was random, I did not even remember I had Germany on my list”.	“It exceeded my expectations”; “Completely positive”.	“It was the first time I was living away from my parents, it made me value them more”; “It helped me a lot with my English”; “I learned a lot about other cultures from all around the world”.	<i>Studies:</i> “The studies there were more practical”. <i>Culture:</i> “The shops were closed on Sundays”.	“My landlady did not speak English and she had too many rules”.
9	Yes	“I haven’t been to Torino before and I wanted to have a new experience there. Also it is more cold there compared to Portugal, I wanted to see a different weather”.	“I had a very nice experience”; “It was positive, but not completely positive”; “I advise everyone to take part in Erasmus”.	“I think Erasmus is very enriching in terms of meeting different people from other countries, learning about their perspectives”; “In Erasmus you develop yourself, learn how to accept different cultures”; “You are on your own and you learn how to deal with everything, you become more confident”.	<i>Studies:</i> “Main difference was that I had to study in English”; “Also the grading scale was different”; “And courses were intensive, only 2 weeks of each class”. <i>Culture:</i> “People from the north and the south are very different, they sometimes consider themselves two different countries”.	“When I arrived, the university did not provide any help or welcome events”; “Not everyone spoke English”.
10	No	“I wanted to experience a new country and a different climate”.	“I would say it was positive”; “I would love to do it again”.	“I met a lot friends”; “I learned a lot about the world, I think at Nova everyone is thinking in the same way and I could see different points of view during Erasmus”; “This experience opened my mind a lot”; “I learned a lot about how I would react in different situations”.	<i>Studies:</i> “Studies were very practical, based on real-life cases”. <i>Culture:</i> “There was nothing that shocked or surprised me”.	“I had some problems with English”.

Figure 7. Interviewees' attitude towards looking for a job abroad

№	Willingness to work in an international company	Did Erasmus influence willingness to work in an international environment?	More likely to work in Portugal	More likely to work abroad	Main factors that influence the decision to look for a job in Portugal/abroad
			Willingness to look for a job abroad after some period of time	Willingness to look for a job in the country where Erasmus took place / in a different location	
1	"It is not that important".	-	"I would like to stay in Portugal for now". "At some point I would like to go abroad to work. I would like to go to Canada or Dubai".	-	"Only not willing to be away from family and friends and also sense of security – I think it is much easier to find a job in Portugal. And then with some experience I can go to a different country".
2	"I would like to work in international environment".	"No".	-	"Abroad". "Yes, I would like to work in Germany. I did an internship there and liked the way they work".	"The higher salary and better career opportunities and then also living in a different country. But I would only consider moving to a country if the pay is well there".
3	"I would like to work with internationals".	"Yes. But before Erasmus I never thought about that".	"Now when I don't have that much job experience, I would like to work in Portugal". "But after 1 or 2 years I wouldn't mind to go abroad".	-	"Because of higher living costs abroad. I don't have much work experience, so I don't have my own money. I would like to save money before planning to move abroad"; "Also - not willing to deal with paperwork, not knowing anyone in the country and of course not willing to be away from family and friends".
4	"I don't have a real preference".	-	-	"I would like to have an experience abroad. I think it's easier to do that while I am young and don't have a family". "Both in Sweden and other countries".	"I would like to have another international experience and in Portugal it is hard to find a job that is well paid. Also better career development opportunities abroad".
5	"I would prefer to work in an international	"No. Even before Erasmus I was	-	"For now I only consider internships abroad, for a short period of time - I would like to have an international experience";	"To gain new experiences and learn about culture, to live in a new country".

	company or a Portuguese company that has business”.	thinking about working abroad”.		“But I don’t want to live outside Portugal forever”; “I would want to have business trips abroad, etc., but I always would like to stay in Portugal for a longer period of time”.	
				“Not in Poland”; “A country in Europe that I haven’t been to or Asia”.	
6	“I would like to work in an international company”.	“I had this idea before Erasmus”.	-	“Abroad”. “I also consider France”.	“First – better career opportunities abroad, then to learn about new culture, to live in a different country”.
7	“Yes, I definitely would like to work in an international environment”.	“Yes, I wasn’t thinking about it before Erasmus, I had no clue what I wanted to do”.	-	“Abroad”; “I want to live in Portugal, but first I want to work somewhere else”. “I don’t have a specific place I would like to go, but it should be Europe”; “I’m not sure if I want to work in Italy, because I see it as a magical place where my Erasmus took place and I don’t want that image to change”.	“Living in a different country, trying to practice a new language, learning about a new culture, experience the daily life”.
8	“I would like to work in an international company”.	“I’m not sure if it changed with my Erasmus experience, but studying abroad helped to understand what working with other cultures is like”.	“After the graduation I would like for a job in Portugal” “But I would like to go to work abroad after some period of time for sure”.	-	“I don’t want to be away from my family and friends and because of higher living costs abroad”.
9	“For sure I would prefer to work in an international	“No. Before the Erasmus I always wanted to work	“I choose Portugal”.	-	“The most important reason is not willing to be away from family and friends, also not knowing anyone in a different country. Also I consider that

	company that has an office in Portugal”.	abroad, but now, after getting that international experience, I would like to stay in Portugal”.	“I still consider going abroad, but maybe 5 years after my graduation and for a fixed period of time”.		I have a good life here in Lisbon, I’m happy with it, so why should I change it?”
10	“To be honest, I would like to open my own business and “walk around the world” with it. But in the beginning of my career - international company”.	-	-	<p>“Abroad. But if I would have the same job opportunity abroad and in Portugal, I would stay in Portugal”.</p> <p>“I also consider Hungary”.</p>	“Salaries abroad are very attractive to us, Portuguese people. Also I would like to go abroad to gain new experiences, learn about new cultures and learn languages and also understand more about myself”.

Appendix 5. Survey statistics

I. Sample description

Figure 8. Respondents' age distribution

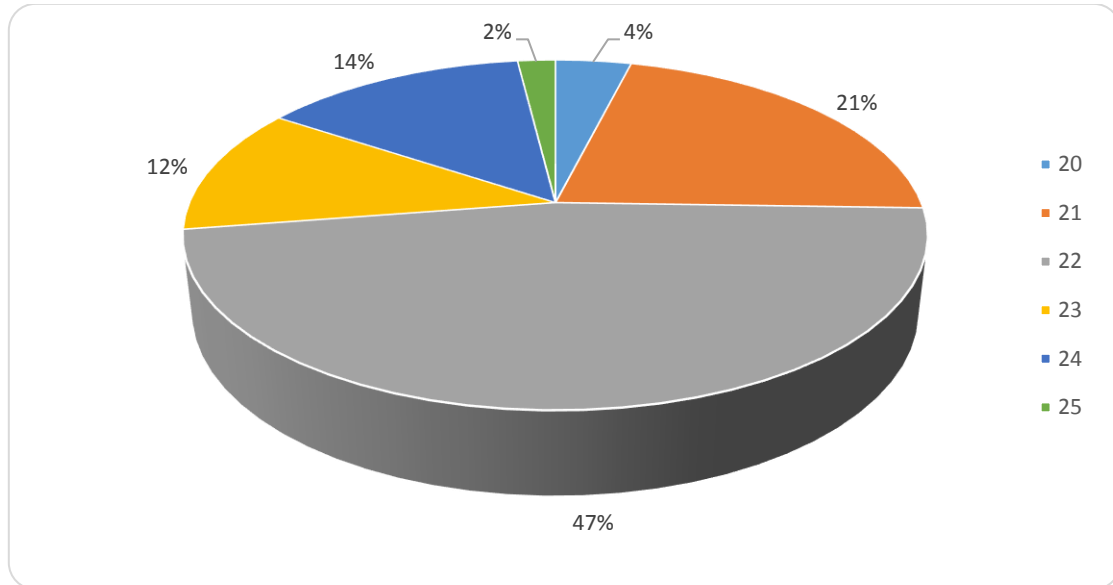


Figure 9. Respondents' gender

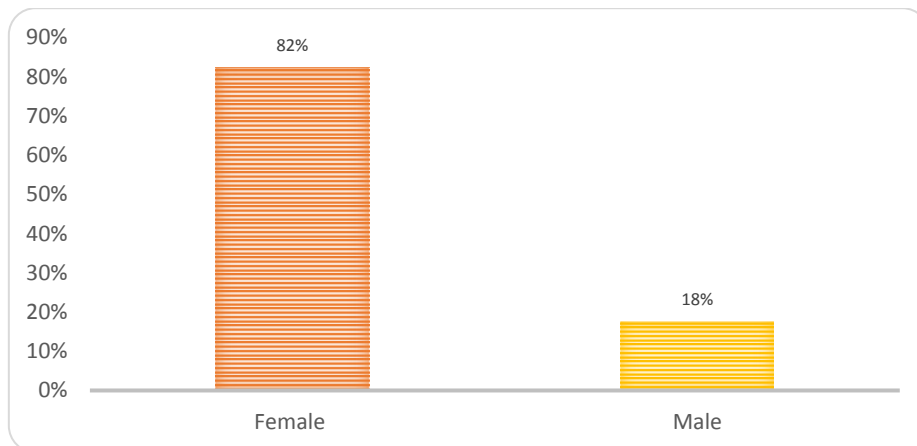


Figure 10. When respondents took part in the Erasmus programme

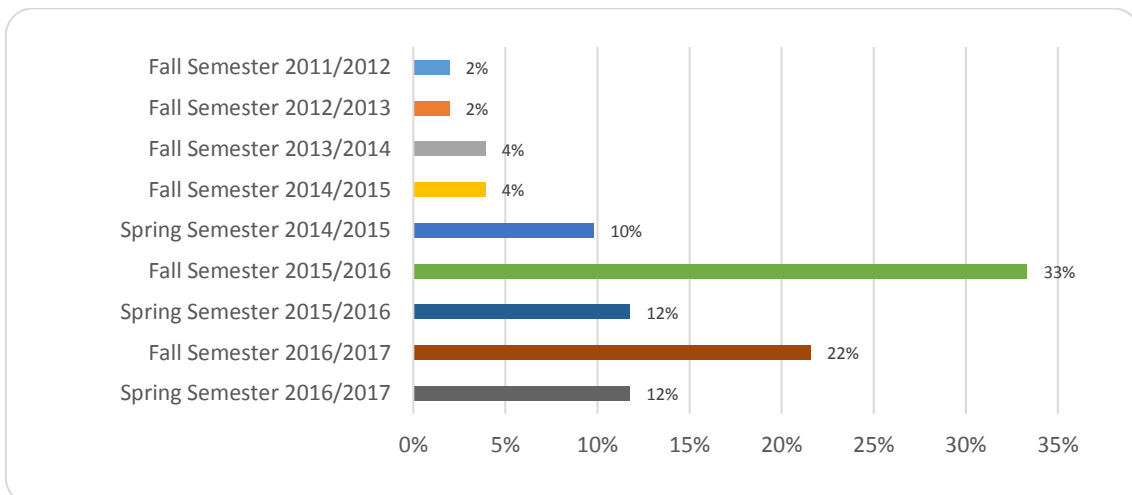


Figure 11. Respondents' Erasmus destinations

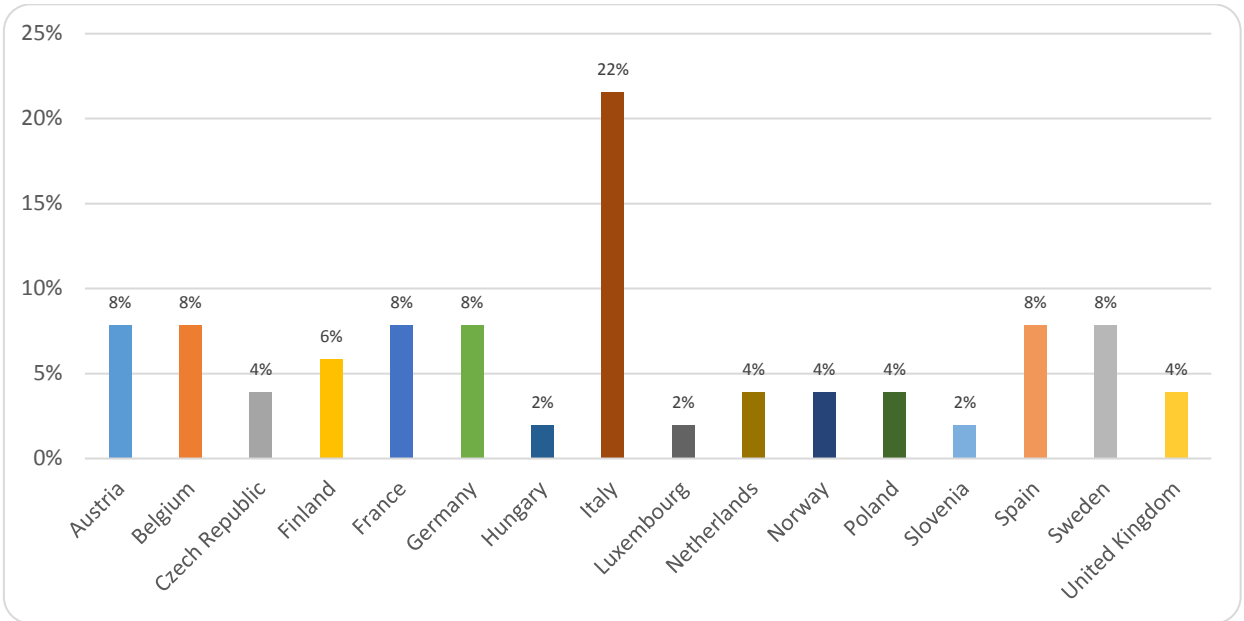


Figure 12. Respondents' home universities at the time of their Erasmus programme

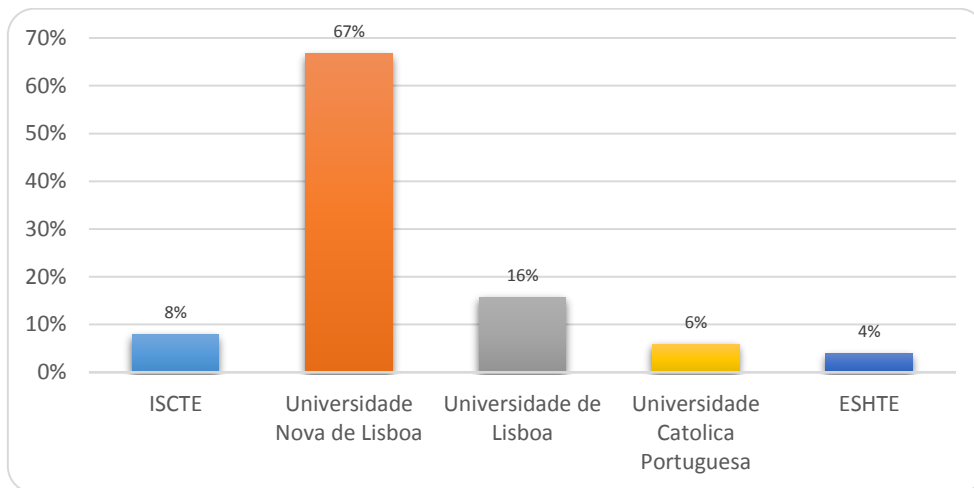


Figure 13. Respondents' field of studies at the time of their Erasmus programme

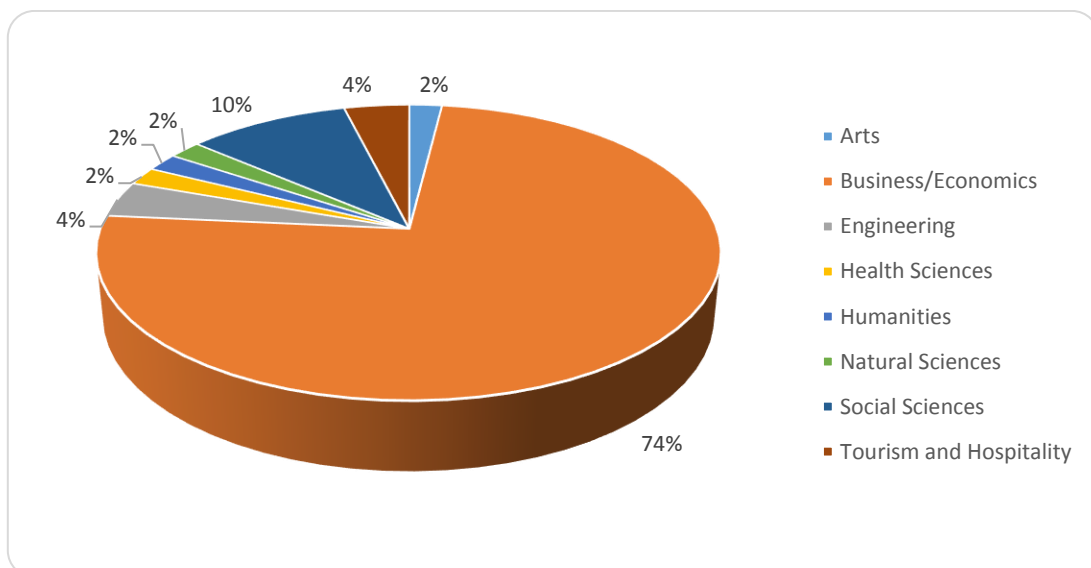
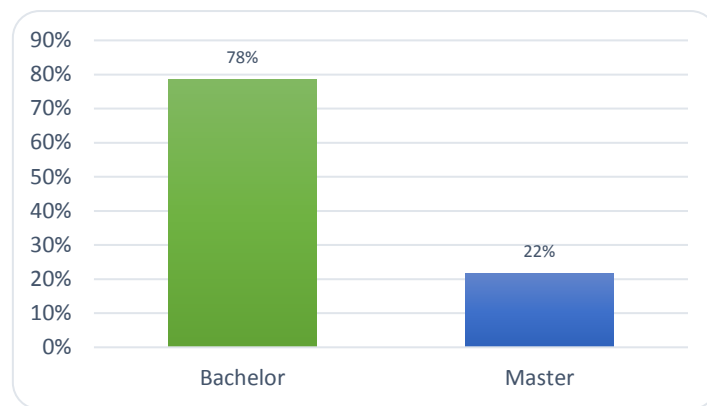


Figure 14. Respondents' level of university degree at the time of their Erasmus programme



II. Evaluation of Erasmus experience

Figure 15. Erasmus experience evaluation

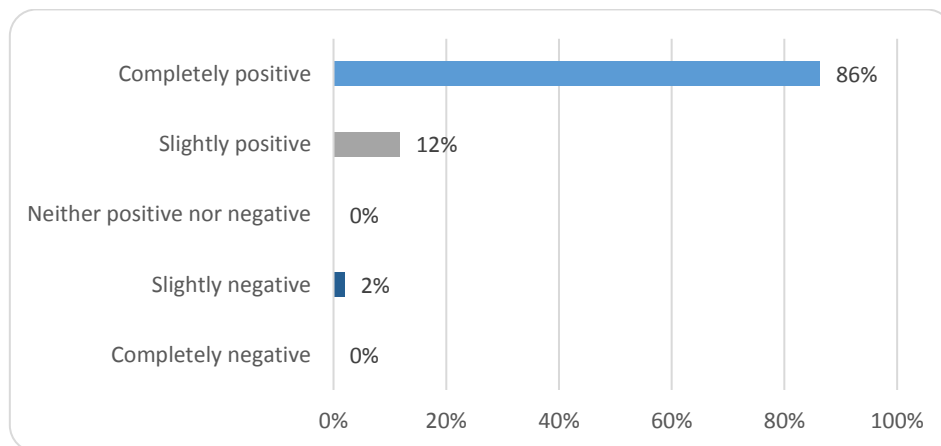


Figure 16. What Erasmus experience allowed to achieve and learn

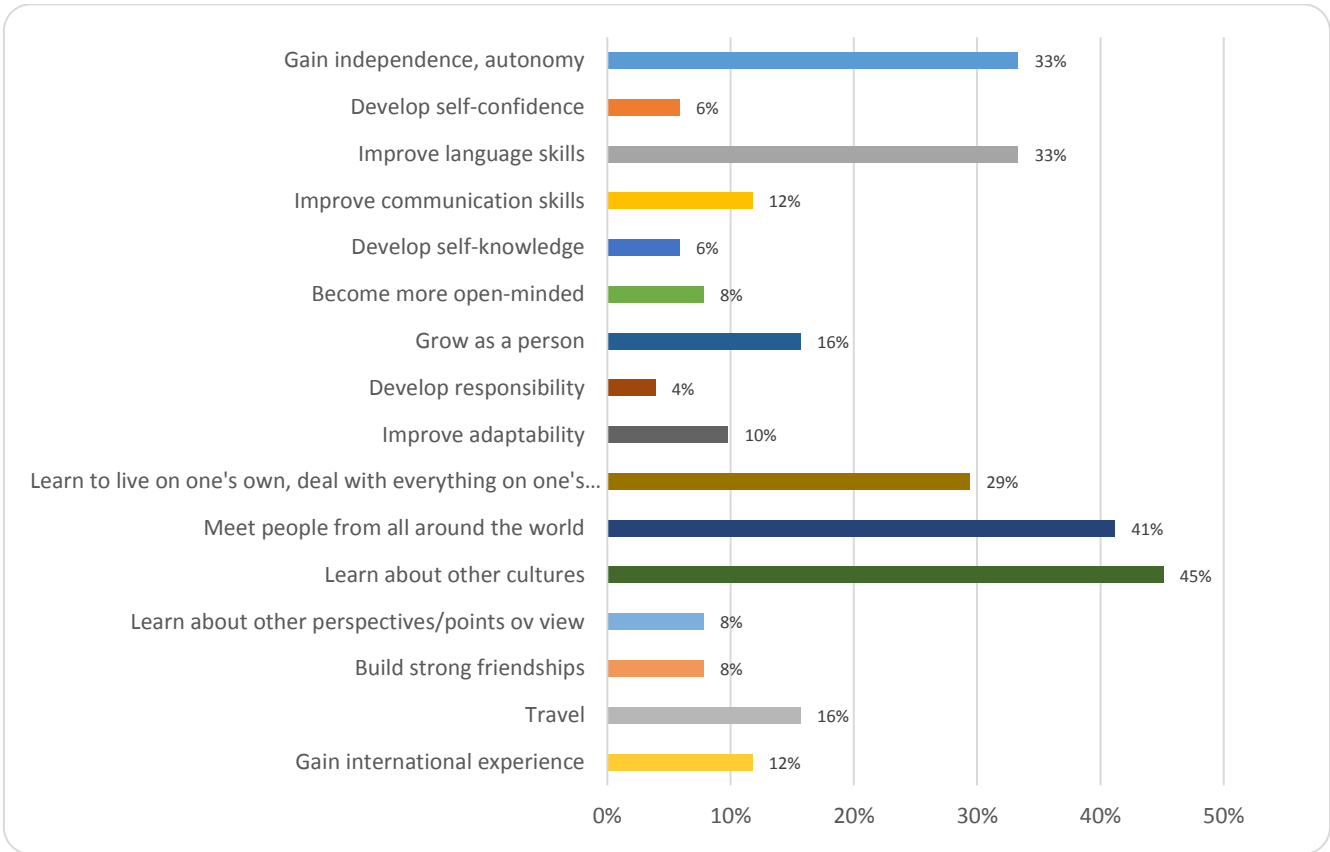
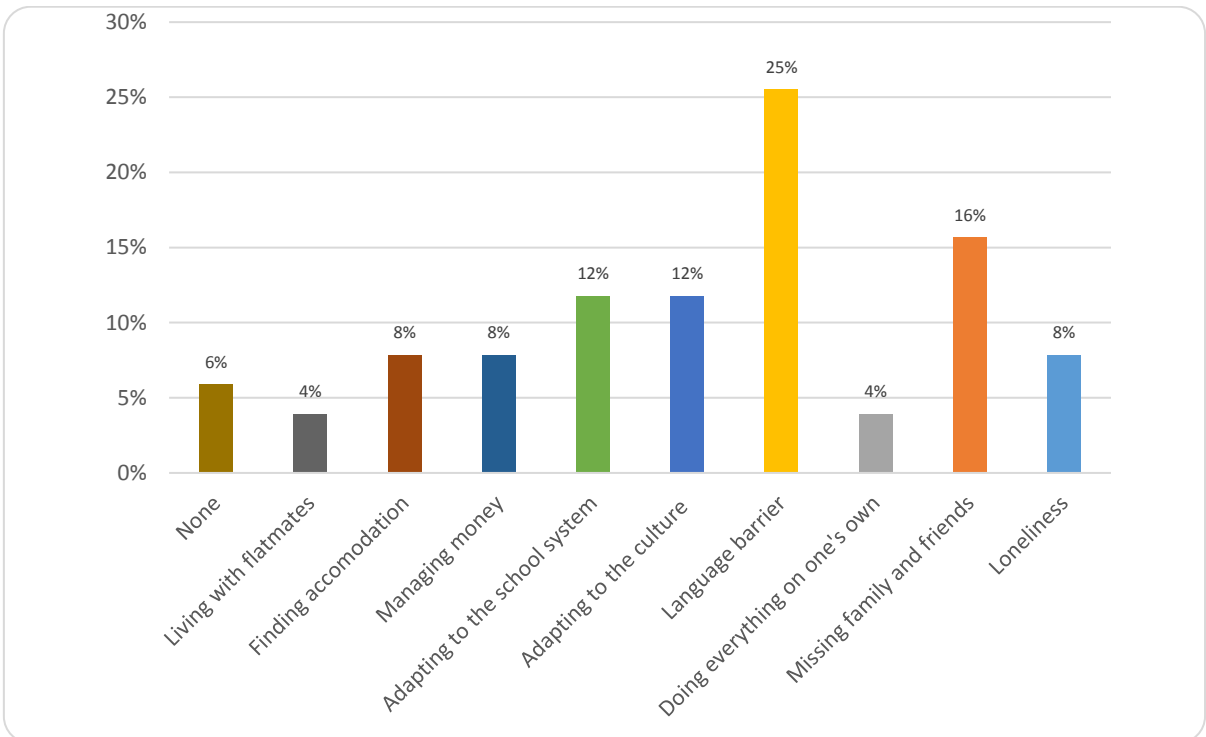


Figure 17. Difficulties the respondents faced during Erasmus



III. Future job choice

Figure 18. “I would like to work in international context”

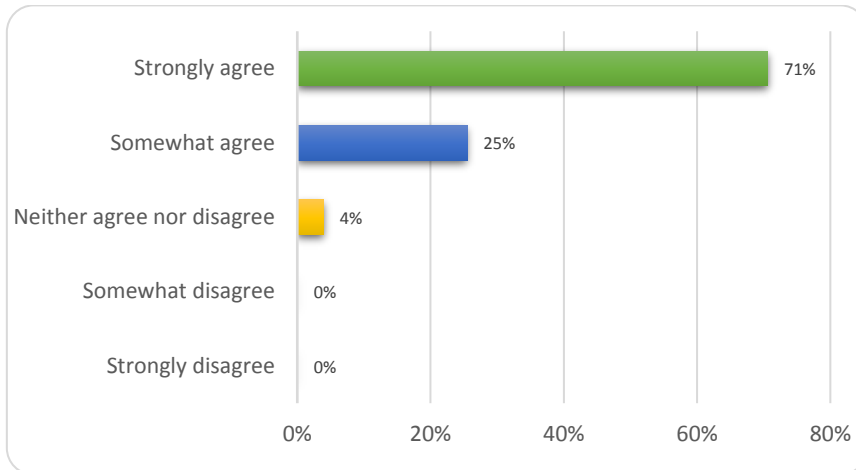
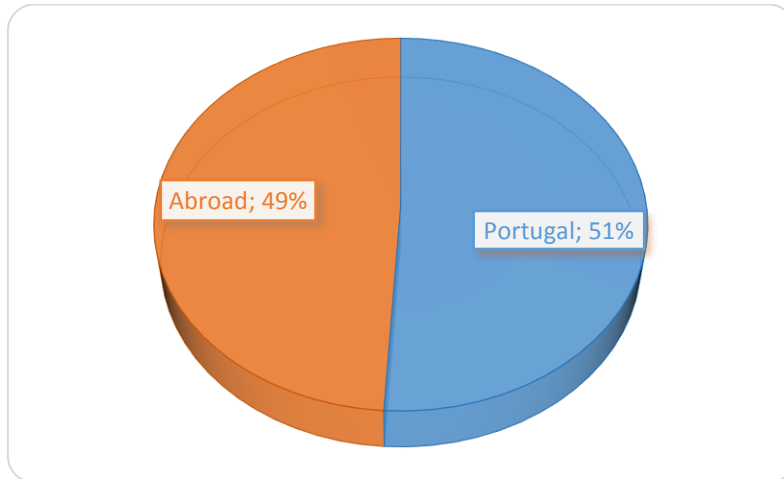


Figure 19. Where Portuguese students that took part in Erasmus would like to work in the future



III.I. If “Portugal” was chosen

Figure 20. “Even if I want to stay in Portugal for now, I see myself going abroad to work in the future”

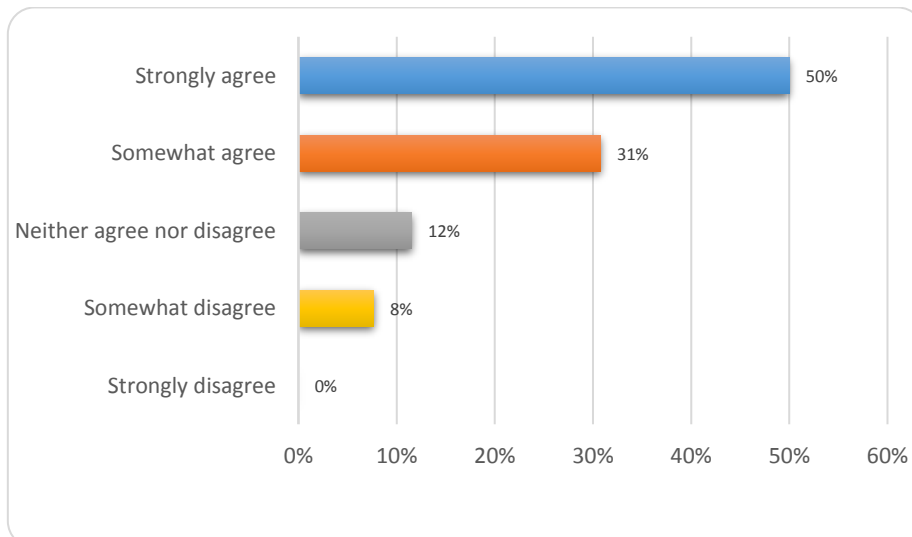


Figure 21. Reasons to look for a job in Portugal ranking

Reasons	Not willing to be away from family and friends	Not knowing anyone in the new country; potential loneliness	Not willing to adjust to a different culture and deal with cultural differences if moving abroad	Not willing to communicate in a foreign language on a daily basis	Not willing to deal with paperwork associated with moving abroad	Because of higher living costs abroad	Because of the negative aspects of my prior international experience during Erasmus programme
Average points attributed	44,81	12,31	4,12	5,77	7,80	23,65	1,85
Rank	1	3	6	5	4	2	7

III.II. If “Abroad” was chosen

Figure 22. Willingness to look for a job in the country where Erasmus took place

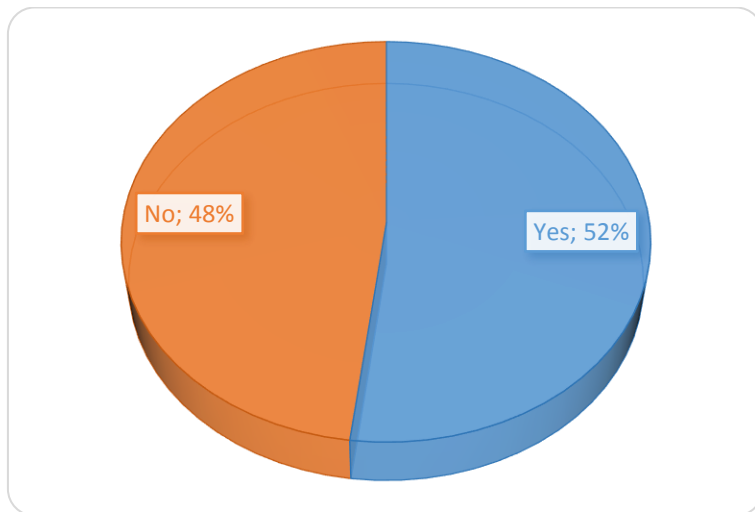


Figure 23. Reasons to look for a job abroad ranking

Reasons	To live in a different country (i.e. experience living in a different place)	To learn about a new culture	To gain new experiences	To learn more about self and develop soft skills	To meet new people	To learn/practice a different language	Higher salary levels abroad	Better career opportunities abroad	To enhance career and professional marketability globally, to improve the CV
Average points attributed	18,64	7,80	13,40	6,48	7,00	5,88	13,48	14,72	12,60
Rank	1	6	4	8	7	9	3	2	5

