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INTERPRETING STATISTICAL INDICATORS FOR DIRECT COMPARATIVE ANALYSIS IN EDUCATIONAL TOURISM

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Abstract: Statistical data regarding the size of indicators that describe institutions engaged in the field of educational tourism can offer a more detailed understanding of this tourism segment. Time series analyses conducted through regression theory, reveal patterns of growth and development, and simultaneously provide a foundation for direct comparative studies among such institutions across various European nations. Additionally, the study explores various viewpoints that may shed light on the observed differences.

Introduction

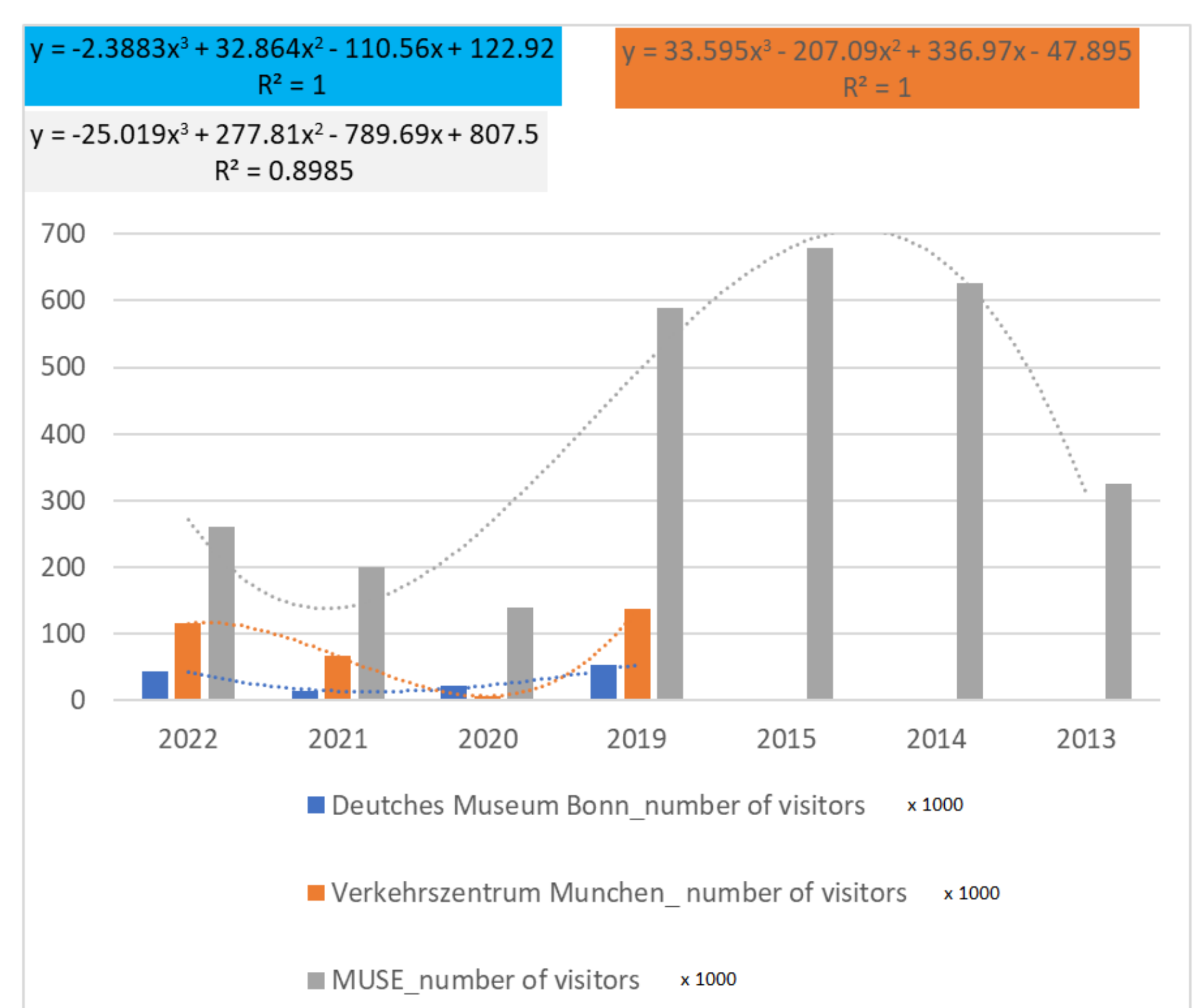
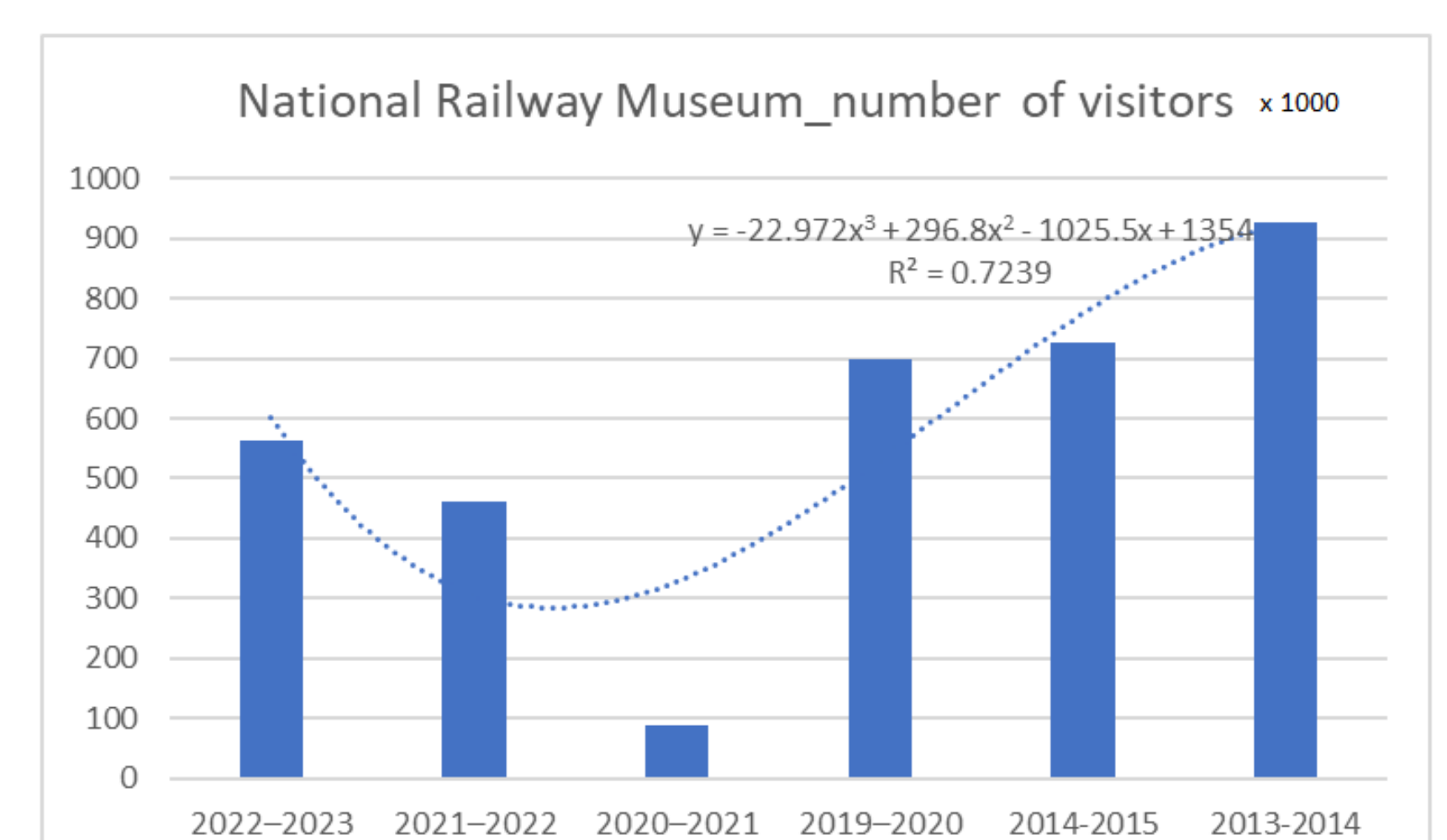
Educational tourism has diversified, adopting forms that meet the requirements of modern society. We thus find well-defined typologies, ranging from activities related to the university environment, educational exchange programs, journeys dedicated to conference participation, to museums or interactive science centers. It favors, on one hand, the accumulation of knowledge or the development of skills, and on the other, the enhancement of intercultural competencies.

Material and method

Statistical data provided by the Science Museum, Science and Industry Museum, National Railway Museum (www.sciencemuseumgroup.org.uk), MUSE (muse.it), Deutsches Museum Bonn, Verkehrszentrum Munchen (www.deutsches-museum.de), are analyzed and compared.

Their interactive approach transforms them into educational destinations, successfully blending academic learning with scientific adventure. Establishing well-defined objectives regarding the segment of the population pursuing university studies can play an interdependent role in the development of this branch of tourism.

Results and discussions



Conclusions