

# ANÁLISIS DE LA INFORMACIÓN ORIENTADORA PARA LA MOVILIDAD ACADÉMICA EN EL PROGRAMA ERASMUS

## ANALYSIS OF GUIDANCE INFORMATION FOR ACADEMIC MOBILITY IN THE ERASMUS PROGRAM

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### RESUMEN

*Introducción:* El intercambio y la movilidad de los jóvenes universitarios, como objetivos estratégicos del Espacio Europeo de Educación Superior (EEES), suponen una oportunidad para que la educación y la formación superior universitaria se adapten no solo a las premisas que establece el EEES sino también a las demandas de la sociedad y del ámbito laboral en Europa.

Este artículo presenta el proceso y resultados de un estudio cuya finalidad es analizar la relevancia global y el grado de utilidad de las políticas de información y orientación relativas a las acciones de movilidad y programas de intercambio (Erasmus) desde la perspectiva del alumnado de la Universidad de Santiago de Compostela. Efectuar una acción de movilidad requiere la puesta en práctica de competencias de diversa índole, entre las que se encuentran aquellas vinculadas con la gestión de la información y la toma de decisiones.

*Método:* Para la recogida de datos se aplicó un cuestionario cuya muestra está constituida por 596 estudiantes universitarios decididos a llevar a cabo una acción de movilidad Erasmus en Europa. Los datos obtenidos mediante los cuestionarios fueron tratados con el programa estadístico informático SPSS 18.0.

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*Resultados y Conclusiones:* Los resultados alcanzados muestran la necesidad urgente de diseñar estrategias de actuación informativa y orientadora en la Universidad que ayuden al alumnado a la adecuada toma de decisiones para gestionar estas iniciativas de movilidad en Europa (Erasmus).

**Palabras clave:** movilidad de estudiantes, competencias, programa de intercambio, política educativa, educación superior, orientación.

## ABSTRACT

*Introduction:* Exchange and mobility of university students, as strategic objectives of European Higher Education Area (EHEA), represent an opportunity for education and university higher education are adapted not only to the premises established by the EHEA but also the demands of society and the labour field in Europe.

This article presents the process and results of a study whose aim is to analyze the global relevance and usefulness degree of information and guidance policies relating to the mobility actions and exchange programs (Erasmus) from the overview of students from the University of Santiago de Compostela. To perform a mobility action requires the implementation of different competences, among which are those related to decision-making and information management.

*Method:* A questionnaire to collect data was applied whose sample consists of 596 university students determined to carry out an Erasmus mobility action in Europe. The data from the questionnaires were treated with SPSS 18.0 computer statistical program.

*Results and Conclusions:* The results obtained show the urgent need to design performance strategies for information and guiding action at University which help students to do the adequate decision-making to manage these mobility initiatives in Europe adequate (as it is, through the program Erasmus).

**Keywords:** student mobility, competences, exchange programme, educational policy, higher education, guidance.

## Introduction

### *The European Higher Education Area (EHEA)*

Higher Education contributes fundamentally to the achievement of a Europe of Knowledge, highly creative and innovative. As Teichler (2009) points out, it can only meet this challenge if it maximizes the talents and capacities of all its citizens and it is fully involved in the Lifelong Learning. The process of continuous change that it is immersed requires offering an effective response to the new demands, including the need to train people able to play a role not only in their profession but also in the society in which they live, through continuous learning in a transnational scenario (Watts & Van Esbroeck, 1998a, 1998b, 1999).

The European Higher Education Area (EHEA) is a training proposal focused on the development and evaluation of new skills which is perceived according to Rué (2009), as an adaptation of universities to the European stage. Educational challenges of European convergence towards the same postulate a change in the predominant training model in recent years, giving more prominence to students in their training, which is the need to inform, guide, advise, motivate and stimulate them; for these reasons Guidance becomes an indispensable element (Akkök, 2009a, 2009b; FEDORA, 2008).

The creation of the EHEA from the Extraordinary European Council in Lisbon in 2000 is one of the main objectives and shared strategies by the various European universities as González Ferreras & Wagener (2006).

The purpose of the European system of Higher Education is to increase its international competitiveness for acquiring a level of global appeal to match their cultural and scientific traditions and therefore has to have key measures such as: the adoption of a system titles easy to compare; the implementation of the Diploma Supplement which facilitates the use of European citizens and the international competitiveness of the European Higher Education system; the recognition of this (undergraduate/bachelor and graduate); the establishment of a credit system (ECTS) as an appropriate way to promote the mobility of students, teachers, researchers and administrative staff, with a recognition and valorisation of periods of training in a European context; developing the European dimension of higher education with special attention to curricula, cooperation and institutional interest, exchange programs and integrated projects to learning, teaching and research, etc.

### *Internationalization*

The internationalization of universities, despite being present since its genesis is currently a central element for its future development. The European University includes in its strategic lines developing an internationalization plan to enhance its position as a benchmark institution in the global university space, benefit opportunities presented by globalization in its development and boost the quality and efficiency of service to society. In this context, it is necessary to maintain a firm commitment to strengthen the connections and mobility programs and inter-university cooperation, especially in the European context.

A basic element in this objective is to facilitate student's mobility programs that enable them to complement in other institutions studies leading to the obtaining of an official title, benefit from a profitable social and cultural experience and improve their curriculum vitae in the face of labour incorporation. Participation in these programs is an example of the ability of communication, cooperation and adaptation and understanding of other cultures.

### *Mobility*

The exchange and mobility of university students are key elements for achieving the intended challenges and efforts and measures taken in this new European stage. One of the strategic objectives of the EHEA to harmonize their university education is the momentum of the continued international movement of students, teachers and administrative staff of Higher Education Institutions. Mobility and exchanges of students progress at a considerable rate despite the obstacles are still numerous.

European mobility and exchanges for educational purposes play a key role in the consolidation of Europe, so it requires more support from those concerned, including public authorities (Senent, 2015).

From the perspective of the policies of the European Union in recent years the mobility of youth is highlighted through various experiences and programs among which the Erasmus highlights (Bánka & Ertelt, 2011).

As De Miguel (2006) indicates interuniversity mobility programs (Erasmus) represent a fundamental line of action to exchange contents, methods and educational resources as well as to promote the creation and transfer of knowledge in the transnational area.

According to Kraatz & Ertelt (2011), there are reasons for transnational mobility of young people from a perspective of development as they are the sense of crystallization of identity, the need for contact with the professional field, the demand for guiding support and experience growing interest in the international dimension.

As Ertel & Ruppert (2011) stated transnational dimension of young Europeans mobility is a challenge to structure and development of a conventional diagnostic evaluation referred to the problem of a career choice in an international context.

Transnational mobility enables young people to acquire new knowledge and skills (training mobility), improving personal development and employability in a stage beyond national borders. Nevertheless, nowadays, training mobility is rather the exception and not the norm, so it should be encouraged in all disciplines and contexts (García Murias, 2014).

According to Van Esbroeck & Athanasou (2008), mobility promotes excellence in education and it helps the European area to become a reality, improving the academic and professional profile of the participants and giving them the freedom and flexibility to benefit from the training opportunities that exist outside their home country. It provides the ability to live and work in another country as part of a multicultural and intercultural group where these people can improve their language skills and broaden their social and cultural understanding.

## *Guidance*

Orientation, understood as a lifelong aid process (*Lifelong Guidance*), has as purpose that the person reaches the greatest possible development on individual, academic and professional dimensions and it is, undoubtedly, one of the means that facilitate their achievement (García Murias, 2012).

In the current European reality the Information and Educational and Vocational Guidance has to face new support needs of youth for mobility (Bánka, 2014).

Guiding action is extended to the university context, perceiving necessary for students to be able to self-advise and self-manage their own learning (knowing how to use available resources, be able to access and select relevant information and guidance for proper decision making) since according Sobrado, Fernández Rey & Rodicio García (2012), the university stage is an important period in the development and personal growth.

In university guidance students are an active and participatory element in their own community context (Watts et al., 1994) and counseling is one of the best tools to achieve their integral formation. Its purpose is to help students throughout their stay at the higher education to develop

responsibly, their educational, professional, vital and future project. The strategies through which such support and guidance is provided can be diverse (care/advice services to students, specific counseling programs, tutorial action, etc.), taking into consideration the evolution of students throughout their studies at University, from the beginning to the end of its academic career (Sobrado & Barreira, 2012).

In recent decades there have been in Spain various needs assessment guidance in the university context (Campoy & Pantoja, 2000; Sánchez García, 1998; etc.) which have supported the relevance of enhancing information and guidance policies. They also support the importance of promoting and developing assessment strategies in the university stage through the creation of guidance services, actions and initiatives for the dissemination of information and advice for university entrance, training programs, labour market outcomes... and also for the management and implementation of academic and professional mobility initiatives, among others, at local, national and international context (Sobrado, Ceinos & Fernández Rey, 2010).

In this context new information and guidance needs arise by university students in mobility to manage their exchanges and training periods, such as the European initiative Erasmus. Faced with this situation Vuorinen & Larkkanen (2011) note that lifelong guidance is emerging as one of the necessary factors to provide students with the support and advice they require in their process of information management and decision-making to address successfully mobility actions which are key elements to strengthen and develop these initiatives in Europe. Encourage guiding action it involves, in addition, move towards greater quality of universities and go for a real harmonization of Higher Education in the European context.

It is key to consider what information / guidance strategies, tools and / or resources are needed to develop or improve from the universities to support academic-professionals mobility actions (guidance services, tutorial action, training programs, etc.) and what initiatives have to promote to advise the students who decide to conduct a stay in Europe (promotion and dissemination of information and guidance policies from exchange programs, dissemination and promotion activities about the benefits and opportunities of European mobility, etc.) Undoubtedly, information and guidance processes are suitable mechanisms where they can be supported to make them possible (García Murias, 2014).

The research presented in this article is intended as a main goal to inquire in the relevance of the information acquired in the university context (University of Santiago de Compostela) for student's decision-making with the purpose of making an Erasmus mobility action in the European context.

Especially, we try to answer the following question: To what extent the information acquired in the Galician university context has been outstanding in the decision making of the student in order to perform a mobility action in the Erasmus European program?

## **Method**

### *Sample*

The target population of the survey consists of all those students from the University of Santiago de Compostela, interested in mobility actions and was willing to participate in the Erasmus experience in another European country for the 2007-2008 academic years.

The application process of this instrument was made in the university classroom either before making the language examination required for their stay or during a special briefing for students who had decided to go abroad to study.

The selected sample consists of 596 students. It should be noted that this does not mean that all the students who completed the same instrument and who are part of the sample finally perform such mobility; as there were candidates who failed the entry and admission requirements into the Erasmus program.

As seen in Graphic 1, note that there is a predominance of students belonging to the university Campus of Santiago (84,8%) against 15,2% from Lugo.

**GRAPHIC 1. University Campus**

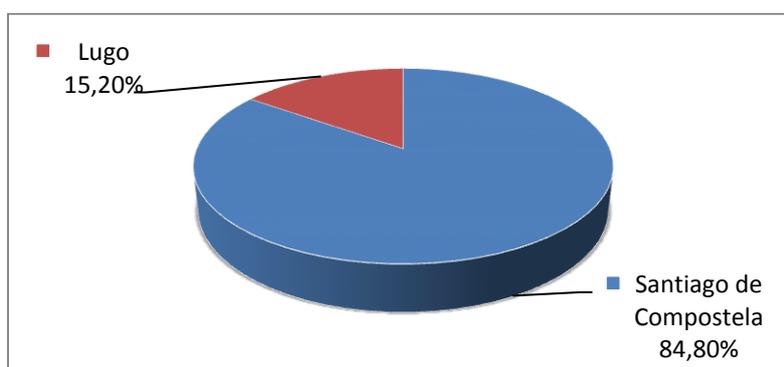


Table 1 shows the distribution of students by field of study based on percentages. It can be seen as the university students that form the sample of this research, 43, 5% belongs to the Social and Legal Sciences, reaching the highest percentage.

Then, the area of Health Sciences and Technical Education stands out with equal percentages of 17,9% and 14,3% respectively and then Humanities (11,6%) and Experimental Sciences (9,1%).

Finally, it is important to emphasize that 3,7% of students in the sample belongs to the field of Education. In this research when referring to the areas of study (Social and Legal Sciences, Experimental Sciences, Health Sciences, Technical Education, Humanities) we decided to distinguish "Education" between the area of "Social and Legal Sciences" to study its particular case and thus get specific information about this field.

**TABLE 1. Field of study**

STUDIES AREA	%
Social and Legal Sciences	43,5%
Health Sciences	17,9%
Technical Education	14,3%
Humanities	11,6%
Experimental Sciences	9,1%
Educational Sciences	3,7%

According to the purpose of this study we consider it is convenient to address it through descriptive research because it allows exploring, investigating, describing and interpreting the perception and evaluation of students from the University of Santiago de Compostela in relation to information and guidance on Erasmus mobility program receive that they from different sources, especially from their academic institution.

The *different dimensions* that were taken into consideration for the study and are broken down into variables in the structure developed in the questionnaire are presented synthetically in Table 2.

Two major dimensions on the Identification and the Importance of the information actions for decision-making and diverse variables (Type of Campus, studies, level of information and decision making, etc.) were settled, corresponding to the objective set out in this article.

**TABLE 2. Questionnaire variables**

DIMENSIONS	VARIABLES	VALUES
<b>Identification and academic grouping</b>	University Campus	<ul style="list-style-type: none"> <li>• Lugo</li> <li>• Santiago</li> </ul>
	Field of Study	<ul style="list-style-type: none"> <li>• Experimental Sciences (Biology, Mathematics, Physics, Environmental...)</li> <li>• Health Sciences (Medicine, Veterinary, Dentistry, Pharmacy, Nursing ...)</li> <li>• Social and Legal Sciences (Law, Economics, Psychology, Library...)</li> <li>• Technical Education (Engineering, Architecture...)</li> <li>• Humanities (Philology, History, Philosophy...)</li> <li>• Education (Pedagogy, Social Education, Psycho-pedagogy, Teaching...)</li> </ul>
<b>Importance of information actions for decision-making</b>	Level to which information actions of the university have been important for making a mobility action	<ul style="list-style-type: none"> <li>• Nothing (1)</li> <li>• A little (2)</li> <li>• Regular (3)</li> <li>• Enough (4)</li> <li>• A lot (5)</li> </ul>
	Utility of information actions in decision-making	<ul style="list-style-type: none"> <li>• Reaffirm my decision to leave, that I had already taken previously</li> <li>• Encouraging me to go to study abroad</li> <li>• They have not influenced me</li> </ul>

Two other dimensions of the study completed the questionnaire.

One of them referred to the importance of different sources of information. Its goal was to know the relevance that students give to the different sources of information from their university and other external sources to perform an Erasmus mobility (for instance, the official website from home and host university, other websites, blogs, forums or other unofficial information sources, specific activities from the university, information provided by the Erasmus coordinator or by teachers; information provided by peers from the same degree, from colleagues or friends).

The other was related to the satisfaction with the information received by students in relation to mobility programs. Students should give their opinion on the information provided by their university regarding the selected universities; validations of subjects; financial aids; completed the application process and requirements and selection processes.

## *Instrument*

To answer the stated object, from the methodological perspective a questionnaire as a technique for data collection was applied allowed the opinion from students at the University (whose intention was to perform a mobility action), on the information they receive in relation to these programs, especially Erasmus. They receive from the University analogous information and are applied the questionnaire referred to in a specific call to assess the language proficiency.

The instrument was developed by the *Office of Educational Assessment and Diagnosis* (University of Valencia) and it was part of an investigation into the "Opinion of university students on strategies for information regarding the Erasmus program and other international projects" in which apart from this, Oviedo, Granada and Santiago de Compostela universities (Alfaro et al., 2009) participated.

Information received from the University is through the website and brochures in it offered her by the Universities European countries. The number of posts by type of study, characteristics of the residence and academic fields are contemplated, school security, movement, coordination tutorial, languages required, systems evaluation and accreditation of studies, duration of these, academic calendar, scholarships and aid modality, exchange systems, teaching practices, etc.

The questionnaire consists of 19 items grouped into five major issues. With the exception of one of them, they are fully closed items according to Likert model.

The reliability of the questionnaire was analyzed through internal consistency coefficient Cronbach' s alpha in Likert scales that have two or more items, being the value obtained of 0,745, leading to consider its reliability as a good one.

The variables taken into account in this study are the University Campus, Studies area and importance of information and Guidance actions.

## *Procedure*

The application process of this instrument was made by university professors, collaborators of the Erasmus program, in the classroom context, well before making the language examination required for the stay or during a special meeting for students who had decided to go to study abroad.

## **Results**

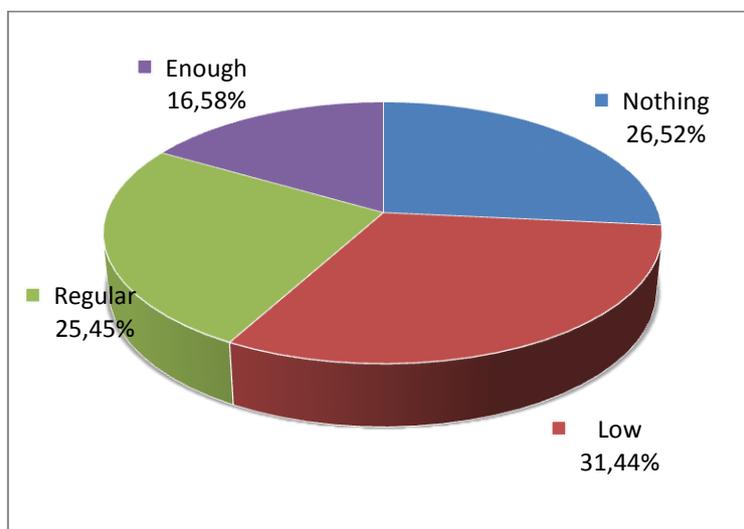
*First*, there were the students who thought to perform an Erasmus mobility action, made their assessment regarding the importance of policies and promotion and dissemination of information activities carried out by the university in order to find out which has had, in its decision of going abroad and for this were asked to rate this issue on a scale of five categories of response: Nothing (1), a little (2), regular (3), enough (4), a lot (5).

Considering the global average obtained in this first issue (  $\bar{X} = 2,49$ ) it can be deduced that students give an appreciation of "regular" (see Table 3).

**TABLE 3. Rating the importance of promotional and information actions about the university**

Descriptive statistics		Importance (Percentages)				
$\bar{X}$	S	Nothing (1)	A little (2)	Regular (3)	Enough (4)	A lot (5)
2,49	1,202	24,8	29,4	23,8	15,5	6,4

The resulting percentages reflected in Graphic 2 provide the assessment of the promotional and information actions that students take from their University in relation to the European Erasmus program. Thus, 54,2% said that these promotional and information actions on offer were found to be low (29,4%) or none (24,8%) relevance so they represent a minor importance to participate in the Erasmus project affecting little in their decision making. By contrast, only 21,9% of students surveyed think that this promotion and information has been enough (15,5%) or very relevant (6,4%) in its determination. It should be noted that the remaining 23,8% giving it a (regular) average to it in such actions.

**GRAPHIC 2. Importance granted on promotion and information measures about the university**

This situation leads to reflect on why student's value in this way information actions offered from the university. In this sense we could question the quantity and / or quality of the information presented from the University as well as the use and management those students made on it.

In any case, the fact that a valuation given by this initial question is below the average level leads to two hypotheses: either there is a relatively small effort by universities to develop strategies to promote the international movement or it is not considered as a key element in their decision to train abroad by students.

Regarding the possible differences by field of study, the results obtained (sig.=0,067) once applied statistical analysis of variance test, indicating that they are not significant between the various disciplinary areas, in relation to the first of the discussed questions concerning the role played in the decision to go abroad, promotional and information actions from the University.

Moreover, students of Health Sciences are the least valued promotion and information action that from the university are offered, they reached a value of 68,8% (nothing and little importance).

In a similar situation who are located who students of Experimental Sciences award a low value to these promotional and information activities are located, with 52,9% corresponding to no and short/little importance (see Table 4).

By contrast, those who have more value (with a percentage rating of “fairly/quite” and “very important”, respectively) these information actions offered from the institution (Table 4) on the Erasmus program are students belonging to the degrees of Education Sciences since they show the highest percentage of them (31,8%).

**TABLE 4. Importance of promotional and information actions about the university by field of study**

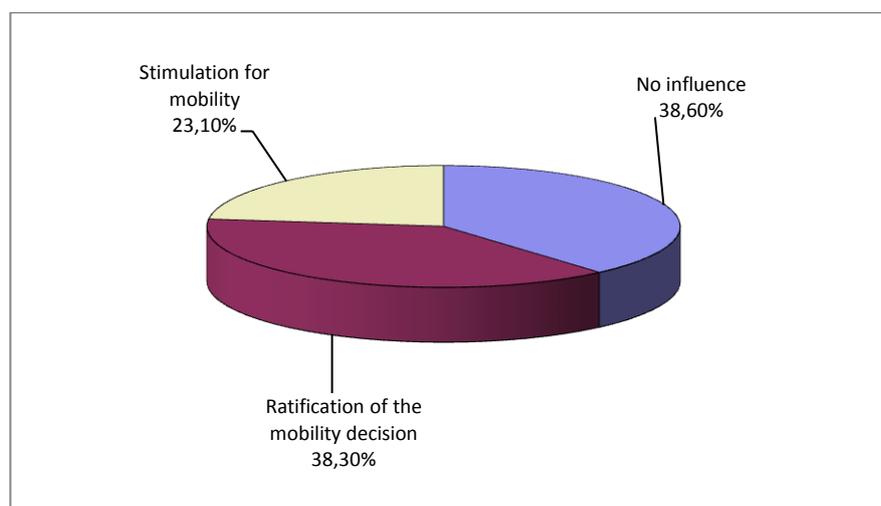
Field of study	Descriptive statistics		Percentages				
	$\bar{X}$	S	None (1)	A little (2)	Regular (3)	Enough (4)	A lot (5)
Experimental Sciences	2,70	1,324	18,9%	34,0%	20,8%	11,3%	15,1%
Health Sciences	2,23	1,297	37,7%	31,1%	9,4%	14,2%	7,5%
Social Sciences	2,49	1,129	22,6%	29,2%	29,2%	14,4%	4,7%
Technical Education	2,55	1,186	23,8%	27,4%	22,6%	22,6%	3,6%
Humanities	2,54	1,152	22,1%	27,9%	27,9%	17,6%	4,4%
Education Sciences	2,95	1,362	18,2%	18,2%	31,8%	13,6%	18,2%

In the Faculty of Education Sciences at the University of Santiago de Compostela there is a progressive increase in recent years in the promotion, dissemination, management and implementation actions of mobility and exchange European programs, especially Erasmus.

To further answer to this objective, a question was also made to students about *the impact that it had received information in their decision making*. This aspect we consider it necessary to try to elucidate the utility that these actions have for those with intend to make an exchange in the Erasmus program.

On this question, the responses obtained have been heterogeneous and thus, 38, 6% of students overall said that information from their University offer has not influenced them to go to study abroad, that is, it has not conditioned them in later decisions-making. However, a similar percentage, 38,3% of total claims these information actions encouraged them to participate in Erasmus mobility action.

Only 23,1% of students ensure that these promotion and information actions have strengthened them in their decision to study in another country (Graphic 3).

**GRAPHIC 3. Influence of the promotional and information actions from their university in students decision**

As in the previous question, it was considered appropriate to examine whether these responses varied significantly when taking into account the area of study and the statistical test Chi-square was applied. Given the probability value obtained (0,007), there are statistically significant differences with a confidence level of 99%.

If we delve into these differences (Table 5), we see that are the areas of Experimental Sciences and Humanities which obtained the highest percentages in relation to the degree of “no influence” of the promotional and information actions in their decision-making (50% and 47,1% respectively).

In contrast with these values, students from Education Sciences are those who value more positively promotion and information received as they feel in 40,9% of cases, which *encouraged them to go to study abroad* (Table 5).

**TABLE 5. Influence of the promotional and information actions from their university in the students decision by large areas**

Studies Area	Percentages		
	They have not influenced	They encouraged me to go to study abroad	They secured my decision to leave
Experimental Sciences	50,0%	18,5%	31,5%
Health Sciences	31,4%	14,3%	54,3%
Social Sciences	36,7%	24,2%	39,1%
Technical Education	38,6%	27,7%	33,7%
Humanities	47,1%	25,0%	27,9%
Education Sciences	36,4%	40,9%	22,7%

Through the results obtained a great diversity in the responses is observed, so the usefulness of information and promotion actions are perceived differently by the students, especially if we consider the study areas. Only a moderate percentage of students assesses as useful and helpful information and promotion actions offered from the University to carry out their mobility action, reaffirming or encouraging them in their final decision-making with the prospect of leaving to study abroad.

This situation shows that promotion and information policies on the Erasmus program from the universities actually are of utmost relevance and interest to assist students in their academic decisions serving them as support ahead of its educational/training and cultural mobility.

## Discussion of results

With regard to the main findings and conclusions based on the above objective, we note first that the promotion and dissemination information actions of on European exchange programs (Erasmus), are key aspects so that students can manage successful a mobility action in the international context.

After analyzing the valuation issued by the students of the University of Santiago de Compostela, the results indicate that students attach little importance to these initiatives, affecting them sparingly in their final decision-making. Proof of this is that 54,2% of the students recognized that these promotional and information activities would have been low/little (29,4%) or none (24,8%) relevance.

The achievements obtained on this aspect, taking into account the assessment of students in different areas of studies provide insight that they have been granted similar responses, producing no significant differences. However students of Health Sciences and Experimental Sciences have the values of 68,8% and 52,9%, respectively and on the other hand, students belonging to the degrees of Education Sciences have and lower value (31,8%).

To study the impact/ repercussion of university information in decision-making of the students regarding the usefulness of these actions at the time of performing an exchanging, the achievements obtained show that a high 38,6% say they have not influenced to go to study abroad.

The responses of students from different areas of study have been heterogeneous, being significantly different. Thus, those belonging to Experimental Sciences and Humanities are the ones with the highest percentages in relation to the stage of "no influence" that the promotion and information actions have had on their decision -making (50% and 47,1% respectively). In contrast, students of Education Sciences are those who value more positively (40,9%) the encouragement received to go to study abroad.

The diversity of opinions from students by field of study leads us to think if from all centres and university areas work equally and with the same determination/ commitment or otherwise, promotion and information/orientation dissemination activities towards mobility actions diverge from each other.

Only a moderate percentage of students assesses as useful and helpful information and promotion actions offered from the University, leading to deliberate on the quantity and / or quality of information provided and to reflect on the use and management that make about it. There is thus the dilemma that there is an effort relatively little by the University to develop promotion policies of the movements or youth do not consider it a decisive element when managing their training abroad.

In short, what has been formulated can support the importance of establishing a greater institutional commitment by the University strategies, providing material and human resources to make this possible. In this sense, the Universities should optimize the management of the European Erasmus program through, for example, improving the quality of policies of promotion and dissemination of information and guidance on mobility actions and exchange programs - not only among their students but also in the other groups that shape the University community- by offering a European dimension to their activities towards reaching a truly European convergence.

## Conclusions

Promotion and dissemination information activities of exchange programs are key issues in order to students can manage a successful mobility action.

Although we have positively to consider that a moderate percentage of students value as useful and helpful the information and promotion actions offered by the University of Santiago de Compostela it seems necessary to rethink them if we consider that a large percentage of students consider that they have had a little or no importance in their decision making.

Among all knowledge areas analyzed in the study the students from Education and Health Sciences are the ones who value more positively the information received.

Although it's true in the most of the Faculties analyzed the kind of information and guidance dissemination activities is quite similar (informative and educational talks by students and / or teachers, tutorials with academic mobility coordinators...) and the center of attention in this article focuses on the particular situation of Educational Sciences for being our reference institution. To analyze the issue of diversity of student's opinions by area of study it would be necessary to examine specifically the promotion and dissemination information activities on mobility actions of each center. This will enable to assess its real impact into the development of mobility action. Furthermore, this analysis would identify and possible transfer of good practices.

It is interesting to highlight that the increase of promotion and dissemination information actions from the university context to promote the Erasmus initiative doesn't have a clear positive influence among students in mobility as it reflected in their "passive" attitude facing the institutional information (home and host university website; specific activities from the university, information from the Erasmus coordinator...) giving priority for the them the information offered by external sources (blogs, forums or other unofficial information sources or even that provided by friends).

The design of guiding strategies by the University intended to mobility is a key aspect for the promotion and dissemination of information and guidance policies to support the actions of academic and professional mobility and advise the students who choose to carry out a stay in another European country. Among others, the creation of guidance services coordinated in Universities is emerging as one of the most suitable proposals to provide answers to the needs

and demands of students in mobility and establish follow-up and guidance actions of Erasmus youth, in order to know the implications that at academic, formative, professional, social, cultural field, etc., involves the implementation of its mobility.

Promoting the use of Information and Communication Technologies in the orientation actions of mobility, as indicated Sobrado, Ceinos & Fernández Rey (2010), will facilitate go to the information available on these European initiatives and engage greater exchange of knowledge and experience among professionals of teaching, research and orientation and between students at the transnational level.

Another possible improvement proposal would be the offer of specific training programs to academic mobility coordinators which will train them -from a pedagogical and management point of view- to guide students abroad. The design of these training activities could be organized, for example, from the Training and Teaching Innovation Program (University of Santiago de Compostela) as a resource to which this group could attend in order to improve their competencies with the aim of providing better information and guidance to students in mobility.

As future proposals should be conducted a needs assessment of student orientation of this programme, deepen the qualitative level of expectations versus results in the implementation of Erasmus, through interviews and focus groups, the socio-professional the students participating in the programme, etc.

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## ANNEX

### Questionnaire evaluation of information Erasmus program: descriptors and items listed

Block 1. Identification Data (choice).

1. Campus.

2. Area of studies.

Block 2. Importance of information and promotion actions: None, low, regular, pretty much.

Block 3. Relevance of the different sources of information: 10 in total (websites, teachers, coordinators, partners, etc.). Scale of 1 (none) to 5 (very much).

Block 4. Promotion with the information received from the university itself (identical to the previous level). Validations, bags and grants, requirements and selection processes, etc.

A total of 19 evaluation items.

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