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Quality Assurance in the Danish Guidance System

The Danish guidance reform of 2003

Provision of educational and vocational guidance for pupils and students in the education system, and for young people outside education and employment, is given a high priority by the Danish government in Denmark. In April 2003, the Danish parliament adopted a new act on guidance, which aims to establish a more efficient guidance system with an improved quality assurance system. As a consequence of the new act, the Ministry of Education initiated and implemented a comprehensive reform of the existing guidance services in the educational system. On August 1st 2004, a simpler and more transparent guidance system was launched. Two new types of professional and dedicated guidance centres have been established, both of which are independent from sector-specific and institutional interests. Whereas the former system was based on guidance services provided by teachers working part-time as guidance counsellors, the new guidance centres mainly have counsellors working exclusively with guidance and the improvement of guidance services. Since 2004, the act on guidance has been revised three times and the latest revision of the law was effective as from August 1st 2008.

Through the provision of high quality information and guidance, the pupils' and students' abilities to acquire and use the information about education opportunities will be strengthened, and they will be better prepared to make decisions concerning choice of education. The Ministry thus seeks to reduce the time span between an individual's graduation from one level and his/her start at the following level in the education system; a time span that has been relatively high in Denmark in recent years. Furthermore, students are more likely to choose the right education from the start, if they possess the knowledge and the decision-making skills needed to make qualified decisions. All in all, the Ministry expects that the guidance reform will have a positive effect on drop-out rates.

Quality assurance

A quality assurance system has been introduced, which will contribute to the achievement of higher quality standards in guidance by making it possible to register all guidance activities and the outcome and effects of these activities. The collected data will serve as a scientific basis for evaluating the

guidance centres and for improving their services. Developing a quality assurance system on a complex area such as guidance has been a learning process, which will continue in the years to come.

The guidance centres and the educational institutions are required to establish a quality assurance system, which can be used to document activities, quality and effect on clients and society. It will give the centres and institutions a comprehensive view of their guidance services and serve as a foundation for further development. The use of a quality assurance system is also demanded in order to evaluate the performance of the private companies responsible for the national guidance portal and the virtual centre of expertise for guidance (www.vejledningsviden.dk).

The requirements concerning quality assurance are included in the act on guidance and described in the executive orders covering the Regional Guidance Centres (“Studievalg”), the Youth Guidance Centres (“Ungdommens Uddannelsesvejledning”, UU) and the study advice on educational institutions, as well as in the Ministry’s contracts with the Regional Guidance Centres and the abovementioned private companies.

The purpose of the quality assurance system

The quality assurance system will be subject to continuous development. The aim of the system is to ensure that the contents of guidance services meet high quality standards so that the guidance provided is of greatest possible benefit to the clients. Furthermore, the system contains a monitoring clause in order to ensure that the guidance services meet the main objectives of the new act and lead to the expected results. Development of the quality assurance system takes place in cooperation with the interested parties.

In general, the Ministry’s concept for development of the quality of guidance services involves three interdependent factors:

1. Methods and tools
2. Guidance practitioners’ qualifications
3. Organisation and networks

By improving these factors and making them more tangible, the individual centres’ ability to assure and further develop the quality of their own guidance services will be strengthened. The work related to quality assurance is a task for each of the municipal or regional centres. However, annual reports and developments will be discussed at yearly reviews with the municipal councils and the Ministry respectively.

Measurements tools

The Ministry provides the guidance centres with a set of quality assurance tools to ensure that they reach the act’s main targets through continuous evaluation of their activities. This includes tools to report quality level, results and effects of the activities. To begin with, user satisfaction surveys were conducted but based on the initial experience of the first years of quality assurance. These are gradually being phased out, while surveys more focused on the effects of guidance are being introduced. Furthermore, the new executive order related to the revised act on guidance explicitly mentions monitoring of the amount of guidance given as part of the quality system.

The quality assurance system works at several levels:

- at centre and institution levels through the individual centres' annual activity plans and reports, self-evaluation etc.
- at national level through the monitoring carried out by the Ministry of Education and through the knowledge and resources collected and disseminated to the centres by the Ministry's Division for Guidance.

A description of the quality assurance system and its results shall be published on the Internet by guidance centres and educational institutions.

The executive order regarding the **Youth Guidance Centres** states that the Youth Guidance Centres must have a quality assurance system. As a minimum, this system has to include figures concerning the scope, results and effect of the guidance provided, as well as procedures for annual self-evaluation of the centres by means of user and employee surveys. The Ministry of Education can decide the content and rules on quality assurance. The municipal council can establish methods to quality development, measurement of results and documentation.

According to the executive order on the **Regional Guidance Centres**, the centres are required to carry out an annual report on the results of each centre's quality assurance system. A user survey of the Regional Guidance Centres must be part of the quality assurance system in order to create the basis for a user-driven development parallel to experiences gained. Additionally, the quality assurance system has to include figures concerning the scope, results and effect of the guidance provided.

According to the executive order on **study advice**, drop-out and completion rates of each particular educational institution have to be included in the quality assurance system in order to measure the effect of the study advice. Furthermore, an annual user survey, designed to provide information on user benefit of the advice, has to be part of the quality assurance system as well.

The monitoring system

Several different data sources form the basis of the quality assurance systems of the guidance centres and educational institutions. The data is made available partly by the centres' direct registration of the guidance activities provided and partly by information available from the administrative systems of the educational institutions. Through data from Statistics Denmark the ministry produces statistics on completion and transition rates that can be used by the centres and institutions. Also data from surveys can be used.

As far as the **Regional Guidance Centres** are concerned, the monitoring system contains elements of production statistics as well as monitoring of effects.

Production statistics

Every three months each centre compiles production statistics, which contain the number of personal guidance interviews and the number of group sessions and information events; both are divided into different sub-categories.

Monitoring of effects

In cooperation with the Danish IT Centre for Education and Research, a set of key figures have been selected to evaluate the transition pattern in the geographically divided areas.

For the Regional Guidance Centres, the key figures are:

1. Percentage of young people, who have completed a youth education programme, moving on to higher education or employment immediately or one year or two years after completing their youth education programme.
2. Graduation- and dropout-rates and percentage of students changing from one education to another 1, 2, 3... years after completed youth education.

For the **Youth Guidance Centres**, the key figures are:

1. The percentage of pupils continuing in the education system after compulsory school; i.e. moving on to the 10th form, general upper secondary education or vocational education and training; 3, 15 and 27 months after graduation, respectively.
2. The number of pupils is divided into categories of 9th and 10th form and type of school (public or private basic school or boarding school).

In order to have a clear picture of the possible shift in transition patterns, the pattern for the years before the reform have been evaluated (2000, 2001 and 2002). The Ministry is aware of the fact that factors other than guidance influence young people's pathway through the education system. We do, however, consider transition trends to be an indicator of the effects of the guidance services.

The coming year, the period of time from which the Youth Guidance Centre receives notice about a young person who is not in education until she or he again re-enters education will also be included in the quality measurement of the centre.

Another new additional indicator will be the comparison between the pupil's initial application for youth education in March and the same pupil's actual education in September and November the same year. A high level of accordance between the application for an education and the actual education 5-8 month later will indicate how well informed the pupil was when choosing youth education.

For the study advice given at educational institutions the key figures are the drop-out and completion rates of each particular educational institution in order to measure effect of guidance. Furthermore, an annual user survey, designed to provide information on user benefit of the guidance is part of the data background.

E-survey tools

Since November 2004 a number of E-survey tools have been available for the Regional Guidance Centres. The user-friendly tools can be applied for digital preparation, collection, and adaptation of questionnaires for both users and partners. The E-survey tools have been utilised several times since

then. To give an example, in late spring 2008 the E-survey tools were used to evaluate the Regional Guidance Centres' information events and guidance sessions, carried out during winter/early spring of 2008. In their annual report, the Regional Guidance Centres selected a representative sample of classes in the secondary level of education for a user survey in order to evaluate their information events and guidance sessions. The sample consisted of 10 pct. of the pupils graduating in 2008. The graduation class of 2008 have been the first to receive guidance on their transition to higher education exclusively from the Regional Guidance Centres throughout the entire duration of their education, a fact which makes these pupils particularly interesting. Based on experience from previous user surveys, the questions of this year's survey were not focused on user satisfaction but rather on user benefit. The E-survey tool has been used to determine the extent to which the guidance provided by the Regional Guidance Centres have contributed to the pupils' decision-making skills and clarification regarding their further educational and career choices, by provision of adequate knowledge concerning the curricula of various higher education programmes and the application procedures for higher education. The information can be used by the centres to assess and improve their services, and it is useful for the Ministry for benchmarking purposes.

Annex 1

The Danish guidance system

Key elements of the new guidance system are:

The 45 Youth Guidance Centres provide guidance related to the transition from compulsory to youth education as well as educational and vocational guidance for young people up to the age of 25. The centres are responsible for keeping contact with young people under the age of 25 who are not registered as being active in an education programme. Each of the 45 Youth Guidance Centres covers a sustainable area in terms of geographical distance. The municipalities fund the centres and define the framework for their guidance services. As for quality assurance, the Ministry of Education has developed a set of guidelines, which the Youth Guidance Centres must use when setting up their own quality assurance system.

The 7 Regional Guidance Centres provide guidance services related to the transition from youth education to higher education. They provide quality information about all higher education programmes in Denmark and possible subsequent professions. The Regional Guidance Centres operate on the basis of individual contracts with the Ministry of Education, in which the financial conditions are specified as well. As for quality assurance, the Ministry of Education has developed a set of guidelines, which the regional centres must use when setting up their own quality assurance system.

The National Guidance Portal (www.ug.dk) was launched to meet one of the objectives of the new act on guidance; i.e. to use IT-based solutions to provide increased accessibility to educational and vocational information and guidance. If more people themselves can find the information they need in order to make qualified decisions regarding education and career, more resources will be available for clients with special needs for guidance. The portal provides comprehensive and up-to-date information on: youth education and training programmes, higher education programmes, occupations/professions and labour market issues.

The portal includes an e-mail based enquiry service, the possibility of developing an interactive personal education plan and links to educational institutions and guidance tools etc. The Regional Guidance Centres each have their own page at the portal where they present their activities and provide contact details. The portal provides contact details for the Youth Guidance Centres and for a charge each centre can have its own individual page on the portal.

Study advice in educational institutions

As part of the traditional guidance system, study advice takes place locally on each educational institution, where counselling services are located. Study counsellors provide guidance related to the completion of both secondary and higher education. Many of the study counsellors work part time as teachers on the same educational institution. The main purpose of study guidance is to ensure that the pupil or student completes his or her education. Furthermore, the counsellors have a duty to refer drop-outs to a Youth Guidance Centre, a Regional Guidance Centre or another institution of education.

Annex 2

The Youth Guidance Centres

Manual concerning quality assurance in relation to guidance on education, training and career

Introduction

As a whole, the scope, results and effect of the guidance have to reflect the national objectives of the act on guidance and contribute to achieving the government's objective that by the year 2015 95 pct. of a birth cohort must have a youth education and 50 pct. of a birth cohort must have a higher education.

Many factors other than guidance influence young people's choice of and completion of education. An unambiguous connection can hardly be established between guidance services and the effect measured, such as, for instance, quick completion of an education. Moreover, the purpose of guidance is to make the young people self-reliant, which make the direct effect of guidance difficult to measure. On the other hand, it is possible to make some connections probable and establish indicators on guidance's input to the total effect. Collection of the necessary and adequate knowledge on what's working can take place in several ways.

The intention is to establish a quality assurance system that partly ensures accumulation of experience that contributes to developing the guidance provided by the actors and partly to give decision makers on all levels the possibility to get an overview over the extent of results and effects of guidance. Finally, it is an independent purpose to involve the users thus to create foundation for user-driven development. The quality assurance system has to encompass guidance in primary school as well as transition guidance from primary school and 10th form to youth educations.

The quality assurance model in question can be combined with inquiries into the fields of quality development, evaluation of results and inclusion of users in cooperation with scientific research. The inquiries should give partly a snapshot of the effect of guidance and partly follow a group of pupils/students from primary school till final education and vocation, alternatively until they turn 25 years of age.

This manual has to be seen in continuation of the act on guidance on education, training and career and the executive order on guidance on choice of youth education and vocation.

Youth Guidance Centres

Measured activity	Purpose						
Placement in the immediate continuation of compulsory education , i.e. the transition from 9 th and 10 th form.	<p>The indicator is one of several indicators of the immediate effect of the guidance regarding transition. It can illuminate partly the pupils' choices of education and training March 15th and partly the number of changes in their choices the pupils make after March 15th and finally ensure an update of the pupils' placement in the beginning of the educational year.</p>						
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Cohort: Equal to the registration in www.optagelse.dk on March 15 th							
	Procedure						
Optagelse.dk	<p>Use of www.optagelse.dk is mandatory from 2009 and, subsequently, registration 1 gives a complete overview over the total transition from compulsory education. The registration on March 15th results in a total registration of the choices of youth education for a complete year cohort based on civil registration number. The registrations primo September and primo November results in an updated total registration of the same population distributed on education and educational institution. UNI-C collects data, and Ministry of Education publishes national results.</p>						
Categorization	<p>The registrations are based on the same educational categories as the application forms in www.optagelse.dk. The main categories in the Youth Guidance Centre's standardized national categorizations have to be consistent with these.</p>						
Collection of data	<p>UNI-C extracts data for registration 1 in www.optagelse.dk. Data (civil registration number and education) for registrations 2 and 3 have to be reported partly by the Youth Guidance Centres and partly by extraction from the administrative systems of the youth education institutions. UNI-C combines civil registration numbers from the administrative systems of the youth education institutions with the report from the Youth Guidance Centres, especially concerning placement of the young people, who are not registered in the in the administrative systems of the youth education institutions. On the basis of all civil registration numbers from March 15th, the Youth Guidance Centres report placement of the pupils in September and November to UNI-C, who extracts data from the administrative systems of the youth educational institutions.</p>						
Moving from one municipality to another	<p>Even if a pupil has moved from one municipality to another and thus changes Youth Guidance Centre, the registrations for her or him remains affiliated for registration 2 and 3 with the Youth Guidance Centre that was responsible for the pupil on March 15th. The reason for this is that the Youth Guidance Centre of March 15th is the one responsible for the guidance given to the pupil leading up to his or her choice of education.</p>						
Publication	<p>UNI-C prepares a national report on transition data that compares the Youth Guidance Centres. The Ministry of Education publishes the national figures and the Youth Guidance Centres their own data.</p>						
Guidance	Purpose						

period before placement	<p>This indicator regarding those not in education register both the time it takes before the young person has made a decision and actually commence a new activity and which activity the young person has commenced.</p> <p>The indicator measures the effect of the outreaching guidance given by the Youth Guidance Centre.</p>	
	Procedure	
Definition of guidance period	<p>The guidance period is defined as the time a Youth Guidance Centre has the duty to seek out a young person who has completed compulsory education, is less than 25 years old, has not completed a youth or a higher education or is not currently studying one of these or is in another way in a satisfactorily activity, e.g. employment.</p> <p>As a starting point the guidance period is defined as beginning the day the Youth Guidance Centre receives notification that the young person is registered as being out of education. For the young people, who have not chosen an education in direct continuation from compulsory education – and thus are included in the Youth Guidance Centre’s outreaching duty - August 1st is registered as starting date. The ending date is defined as the date the young person begins a new education or another satisfactorily activity.</p>	
Collection of data	<p>Continuously, the Youth Guidance Centre registers the status of the young people aged 25 or less, which the Youth Guidance Centre has the duty to provide guidance to. The guidance period is calculated as the number of days from the starting date to the ending date.</p>	
Publication	<p>The Youth Guidance Centre publishes the results on its homepage every six months distributed on municipalities and forwards the results to UNI-C. The status of young people at the beginning of the guidance period distributed on education, age and gender is included. The status at the end of the guidance period is based on the same information as at the beginning and the new placement of the person. When the statistic is published, the young people are classified in different time-intervals showing the duration of the guidance period. Furthermore, the registration shows who has not yet commenced a new satisfactory activity.</p> <p>Local Government Denmark publishes the results every six months distributed on municipal clusters. Annually, the Ministry of Education publishes the results at the same time as the other most important indicators.</p>	
Benefit and satisfaction	Purpose	
	<p>The indicator – collected through surveys - measures the benefit of and satisfaction with the guidance services. The indicator can be used to benchmark schools/municipalities/municipality clusters, and at the same time the Youth Guidance Centres can utilize the responses from the pupils to adjust guidance activity, thus ensuring a user-driven development.</p>	
	Registration	Comments
	<p>At least in April every year, the Youth Guidance Centre carries out a user survey.</p> <p>In cooperation with among others Local Government Denmark and the Youth Guidance Centres, the Ministry of Education determines a small number of questions that has to be posed thus – regarding these questions – ensuring comparability.</p>	<p>UNI-C develops and updates a questionnaire that includes the main questions that the Youth Guidance Centres have to pose. The Youth Guidance Centre submit – if it chooses to carry out the survey on its own – a file with the results of essential questions to UNI-C.</p>
	Variables: Questions regarding satisfaction and benefit of the guidance provided.	
	Procedure	
Focus areas and questions	<p>The Youth Guidance Centre’s local surveys could either be carried out separately or be incorporated in the annual survey with the central questions (from the Ministry).</p> <p>Regarding the central questions the focus areas are accessibility, communication and achievement of decision-making skills. The questions – prepared and updated by UNI-C in cooperation with the Ministry of Education, Local Government Denmark and the Youth Guidance Centres – have to address the following areas:</p> <ul style="list-style-type: none"> • Accessibility <ul style="list-style-type: none"> ○ Is guidance available when the pupil and parent have the need? 	

<p>Organization of the survey</p>	<ul style="list-style-type: none"> ○ Is a process involving the parents organized? ● Communication <ul style="list-style-type: none"> ○ To what extent is the guidance provided satisfactory? ○ To what extent is the guidance provided considered relevant? ● Achievement of decision making skills <ul style="list-style-type: none"> ○ Has guidance contributed to the pupil's decision-making skills regarding choice of education? ○ Benefit of guidance activities, e.g. has the guidance activities contributed to clarification of the pupil's choice of education? <p>Because of the size of the population and due to comparability the questions are primarily designed as closed questions. The questions are formulated as neutral questions or statements that the pupil is able to relate to. Furthermore, questions regarding the pupil's background variables are included, such as gender, age and class. In addition, a series of questions will be developed, which individually or group-wise could be utilized by the Youth Guidance Centre locally to address other problems. The questions have to specify the guidance activities in order to make it clear for the pupil, which guidance activities actually have taken place.</p> <p>UNI-C prepares a major user survey on a representative section of pupils completing compulsory education in April each year. In case the Youth Guidance Centre would like to supplement this survey with a local survey, the local survey is financed by the Youth Guidance Centre directly to UNI-C.</p>	
<p>Transition frequencies</p>	<p>Purpose</p>	
	<p>The indicator measures the development in the young people's transition from compulsory education to youth education, and is background data for the decision-making process</p>	
	<p>Registration</p> <p>Existing data from Statistics Denmark/UNI-C. The registration is distributed on the Youth Guidance Centre that the young in question has received guidance from.</p>	<p>Comments</p> <p>The registration of institutional status the following years</p>
<p>Profile model on municipal level</p>	<p>Purpose</p>	
	<p>The profile model (analysis) calculates a year cohort's expected educational behaviour 5, 10, 15 and 25 years ahead and is published with a two-year delay. This indicator is also background data for the decision-making process</p>	
	<p>Registration</p> <p>Existing data</p>	<p>Comments</p>

Annex 3

Regional Guidance Centres

Manual concerning quality assurance of the Regional Guidance Centres

Introduction

As a whole, the scope, results and effect of the guidance have to reflect the national objectives of the act on guidance and contribute to achieving the government's objective that by the year 2015 95 pct. of a birth cohort must have a youth education and 50 pct. of a birth cohort must have a higher education.

Many factors other than guidance influence young people's choice of and completion of education. An unambiguous connection can hardly be established between guidance services and the effect measured, such as, for instance, quick completion of an education. Moreover, the purpose of guidance is to make the young people self-reliant, which make the direct effect of guidance difficult to measure. On the other hand, it is possible to make some connections probable and establish indicators on guidance's input to the total effect. Collection of the necessary and adequate knowledge on what's working can take place in several ways.

The intention is to establish a quality assurance system that partly ensures accumulation of experience that contributes to developing the guidance provided by the actors and partly to give decision makers on all levels the possibility to get an overview over the extent of results and effects of guidance. Finally, it is an independent purpose to involve the users thus to create foundation for user-driven development.

This manual has to be seen in continuation of the act on guidance on education, training and career and the executive order covering the Regional Guidance Centres.

The Regional Guidance Centers

Measured activity	Purpose	
Contact statistics	This indicator is a measurement of the number of guidance sessions and other guidance activities.	
	Registration	Analysis
	Calculation of the scope of guidance based on statistics registered by the Regional Guidance Centres.	Processed and published by the Ministry of Education.
Transition frequencies	The indicator measures the development in the young people's transition from youth education to higher education, and is background data for the decision-making process.	
	Registration	Comments
	Existing data from Statistics Denmark/UNI-C. The registration is distributed on the Regional Guidance Centre that the young person in question has received guidance from.	The registration of institutional status the following years.
Profile model on regional level	Purpose	
	The profile model (analysis) calculates a year cohort's expected educational behaviour 5, 10, 15 and 25 years ahead and is published with a two-year delay. This indicator is also background data for the decision-making process	
	Registration	Comments
	Existing data.	

Benefit and satisfaction	Purpose	
	The indicator – collected through surveys - measures the benefit of and satisfaction with the guidance services. The indicator can be used to benchmark guidance centres and youth educational institutions, and at the same time the Regional Guidance Centres can utilize the responses from the pupils to adjust guidance activity, thus ensuring a user-driven development.	
	Registration	Comments
	At least in April every year, the Regional Guidance Centre carries out a user survey. In cooperation with among others the Regional Guidance Centres, the Ministry of Education determines a number of questions that has to be posed thus – regarding these questions – ensuring comparability.	UNI-C develops and updates a questionnaire that includes the main questions that the Regional Guidance Centres have to pose.
Focus areas and questions	Variables: Questions regarding satisfaction and benefit of the guidance provided.	
	Procedure	
Organization of the survey	The Regional Guidance Centre's local surveys could either be carried out separately or be incorporated in the annual survey with the central questions (from the ministry). Regarding the central questions the focus areas can change from one year to the next.	
	UNI-C prepares a major user survey on a representative section of pupils completing youth education in April each year. In case the Regional Guidance Centre would like to supplement this survey with a local survey.	

Annex 4

Study Advice

Manual concerning quality assurance of study advice in relation to executive order on study advice

Introduction

As a whole, the scope, results and effect of the guidance have to reflect the national objectives of the act on guidance and contribute to achieving the government's objective that by the year 2015 95 pct. of a birth cohort must have a youth education and 50 pct. of a birth cohort must have a higher education.

Many factors other than guidance influence young people's choice of and completion of education. An unambiguous connection can hardly be established between guidance services and the effect measured, such as, for instance, quick completion of an education. Moreover, the purpose of guidance is to make the young people self-reliant, which make the direct effect of guidance difficult to measure. On the other hand, it is possible to make some connections probable and establish indicators on guidance's input to the total effect. Collection of the necessary and adequate knowledge on what's working can take place in several ways.

The intention is to establish a quality assurance system that partly ensures accumulation of experience that contributes to developing the guidance provided by the actors and partly to give decision makers on all levels the possibility to get an overview over the extent of results and effects of guidance. Finally, it is an independent purpose to involve the users thus to create foundation for user-driven development.

This manual has to be seen in continuation of the act on guidance on education, training and career and the executive order on study advice.

Establishment of a data basis of the quality assurance system

The overall arrangement of quality assurance of guidance on each educational institution is laid down by the institution and have to – in addition to a registration of drop out and completion of the education – as a minimum include a user survey that shows the pupils' / the students' satisfaction with and benefit of the guidance received.

The guidelines in this manual are aimed at the educational institutions under the responsibility of the Ministry of Education.

As far as the universities concerned the act on universities incorporates rules on quality assurance of study advice at the universities, which is a part of the contract between the Ministry of Science, Technology and Innovation and the universities. The guidelines in this manual basically contain the same principles for quality assurance.

Study advice during youth education

Measured activity	Purpose			
Completion rates, drop-out rates and transition frequencies	These three indicators measure the capability of the youth educational institution to keep the pupils committed and to secure their further education.			
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Benefit and satisfaction	<p>Purpose</p> <p>The indicator – collected through surveys - measures the pupils' benefit of and satisfaction with study advice. The educational institutions carry out a standardized user satisfaction survey of the pupils. The immediate registrations benchmark the educational institutions, while, at the same time, the educational institution can utilize the pupils' responses to adapt study advice activity, thus ensuring a user-driven development.</p>			
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Study advice during higher education

Measured activity	Purpose			
Completion and drop-out rates	These three indicators measure the capability of the youth educational institution to keep the students committed.			
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