

MAY 2021

DIVISION OF EDUCATION

Memorandum on relocation of educations

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In the light of the recent announcements about the relocation of training places, DSF has prepared an analysis of the approach to the decentralized training offers. In the analysis, we looked at the approach and drop-out rate of all universities in relation to campus area, Danish and international students, respectively. Of these, 4 universities have decentralized campus areas Aalborg University, Aarhus University, the University of Copenhagen and the University of Southern Denmark, while the remaining 4 do not.

THE RESULTS OF THE ANALYSIS

Significantly greater net influx of students centrally than decentrally

In 2019, the net inflow of the decentralized campus areas accounted for 6% of the total net inflow. In comparison, the decentralized net inflow was 7% in 2011.



Significantly larger increase in net influx of students centrally than decentrally In the period 2011 to 2019, we see an increase in net influx on central campus areas of 23%, whereas it is only 8% for the decentralized campus areas.



Greater net influx of international students decentrally than centrally The international students make up a larger share on the decentralized campus areas, 17% in 2019, whereas the international students make up 14% on all central campus areas.



THE REASONS FOR THE RESULTS

Academic

environments When students apply for the study, they look forward to quality educations at the highest international level, which are organized by active researchers.



Social communities

Students apply to the social communities that are in the study cities and at the university, such as the tutor corps, the party associations and student sports teams.



Cultural life in the big

city Students do not necessarily apply because of the study, but to a large extent also because of the great variety of cultural environments that are in the big cities.



CONSEQUENCES OF THE RELOCATION

Poorer quality of education We

see a great danger that the relocation will weaken the quality of the relocated educations, which can potentially produce quality differences between the central and decentralized educational places, which will give rise to an A-team and a B-team in the field of education.



Poorer well-being

By moving more educations outside the central campus areas, one breaks the social communities, which will worsen the well-being of the study.

In addition, a greater presentation culture is created, as there will be a battle for study places in the cities.



Students become commuters

Students do not want to move away from the big cities, but instead commute to the decentralized educational places. This is already happening at Roskilde University, where most people do not live in Roskilde, but commute there.



Dimensioning of English-language educations With a

further dimensioning of English-language educations, the decentralized campus areas are affected to a much greater extent than the central campus areas.



If you have any questions regarding the note, please contact Mick Scholtka

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A longer note has been prepared which also contains graphs, if you are interested in more information you are also very welcome to contact

