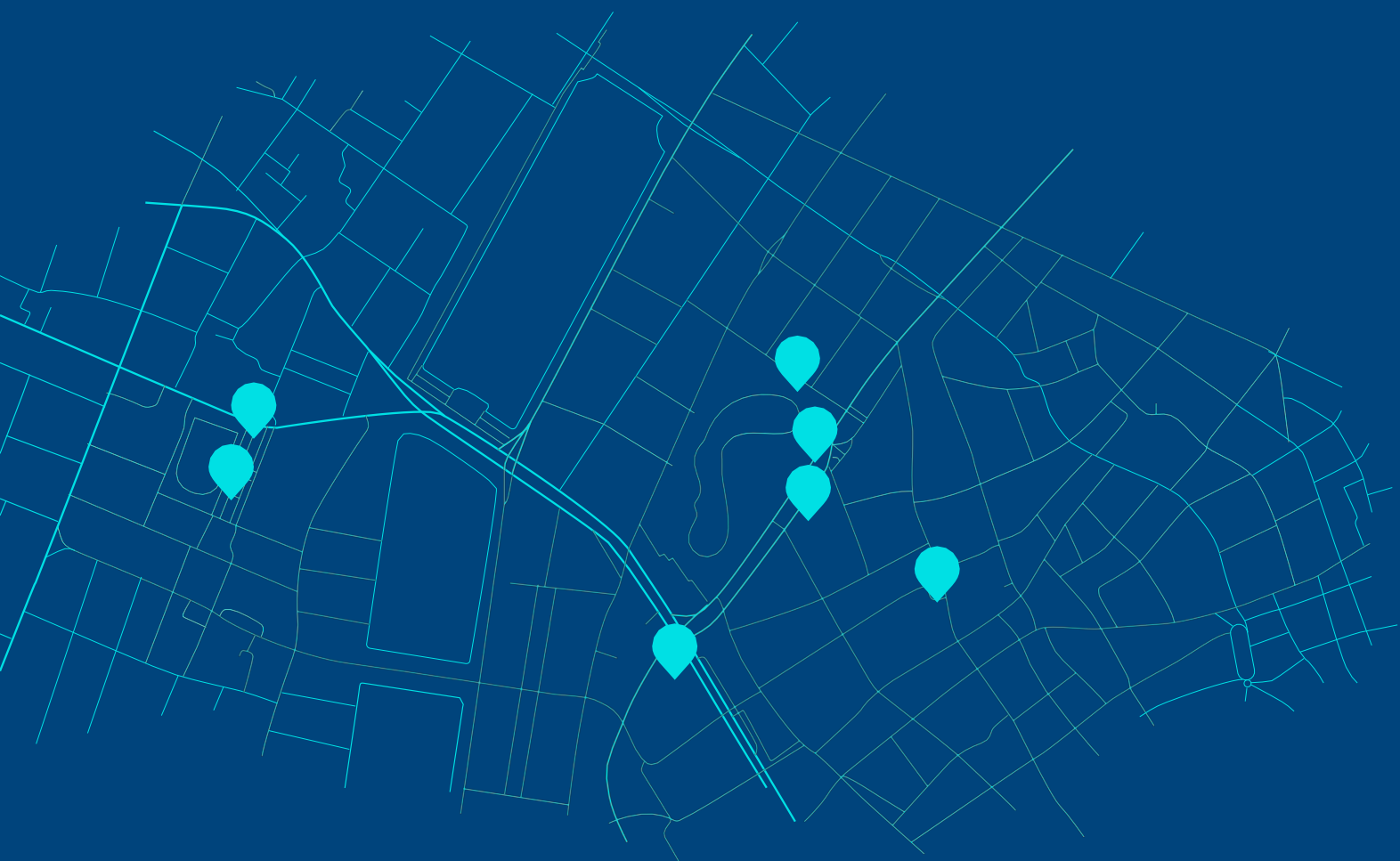




nielsbrock.dk

Niels Brock has been providing education to the business community since 1881. We are one of Denmark's largest and most international business schools with a focus on commercial youth education, continuing education for companies and organizations, and top management training.



NIELS BROCK

UDDANNELSE SIDEN 1881

On the Road 2025-2028

Niels Brock's goals and strategies towards 2028

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Table of contents

Why are we here?	4
The five On the Way goals	8
Internationalization	15
Annual wheel	19
The strategic direction	21
The Brockian difference	24
Strategic focus area: Student learning processes	26
Strategic focus area: The green transition and the use of AI	31
Vocational education and training	33
- Jesper Buch's Entrepreneurship Academy	34
- EUX-Gymnasiet: EUX and EUD	38
- Main courses	42
Commercial high schools	45
- The International High School	48
- Innovation High School	50
- Commercial High School JTP	52
- Commercial High School NVG	54
GSK	57
Niels Brock Executive	63
Niels Brock International	68
Staffs	77
- Green transition and sustainability	78
- Facility management	80
- Student Administration, Finance and HR	82
- Digital and IT	84
- Communication and Marketing	88
The story of Niels Brock	91

Why are we here?

Good business is not just a philosophy - it is the core of our work, our values and our vision. It is built on professionalism, integrity, trust and vision - the foundation that we proudly carry with us every single day at Niels Brock. These values are not just something we talk about; they are what drives us and what we strive to live in everything we do.

We know that the task we take on every day - educating and shaping young people - has a huge impact. Not only for the individual student, but also for society as a whole. We take on this task with the utmost respect and responsibility, because we are aware that we are helping to shape future generations - and the young people who will shape the world we live in. It is a task we approach with great pride.

At Niels Brock, we work purposefully and persistently to integrate the values of good business in everything we do. We strive not only to educate, but also to inspire and create an environment where students can grow, learn and find their way. We strive to hire talented teachers who are not only experts in their field, but who are also passionate about becoming part of a culture built on our strong values. Teachers who are committed to improving both the framework and content of teaching - always with a clear focus on student learning, quality and relevance.

Our ambition is to create a learning environment that is both academically challenging and humanly enriching. The framework we create at Niels Brock must be a solid foundation for a good young life. We set clear demands on our students, because we know that it is through challenges and responsibility that young people grow.

Learning, well-being and education are fundamental values that drive us in everything we do. It's about creating an environment where students can learn, thrive and develop as people.

When we ask students to put away their cell phones, we don't do it to restrict them, but to create the best conditions for focus, reflection and a learning environment where education and well-being can flourish. When we actively address the environment and climate in our daily practice, it's because we see it as a natural part of students' education - to understand and take responsibility for the world they are part of.

When we engage in student democracy through the Mega-Brock Council and the Youth Director function, we do so because we believe that responsibility, empowerment and democratic participation are fundamental to students' general education. And when we inform about the importance of getting enough sleep or avoiding drugs, it's because we know that these factors have a direct impact on students' well-being and their ability to learn.

Our mission
At Niels Brock we commit ourselves - ambitiously and persistently - to creating and offering relevant educational programs that not only motivate, but also support each student in developing in the best possible way, both academically, socially and life-wise. This is our proud contribution to Danish society, a contribution that is about more than education - it is about shaping responsible, competent and conscious citizens.

Niels Brock's vision
Niels Brock's vision is to be Denmark's most international and innovative business school. We want to be recognized for our employees who professionally and authoritatively facilitate the students' learning processes, thus ensuring that our students become professionally strong and personally empowered. We see our students as tomorrow's leaders, and we are here to give them the best conditions to step out into the world with confidence and knowledge.

- Goals
Niels Brock's mission and vision are realized through our five goals:
- World-class education
 - Attractive educational offerings
 - Timeliness and relevance in vocational education
 - Exciting, stimulating and attractive workplace
 - Greener and smarter institutional operations



The five On the Way goals

Niels Brock's vision is realized through our five overall goals. To achieve them, a number of KPIs are set up for each of the five goals.

The KPIs are determined annually and are aligned with the departments' local conditions. This makes it possible to follow developments and adapt initiatives on an ongoing basis.

The five goals each have individual KPI frameworks:

1. World-class education

 - Graduation rates and promise
 - Student well-being and satisfaction
 - Further education and apprenticeships
2. Attractive education offerings

 - Annual growth
 - Unaided dropout rate
3. Timeliness and relevance in vocational education

 - "Finger on the pulse" via advisory boards
 - Authentic business issues in education
 - Competence building in circular economy and green transition, including sustainability data and accounting
4. Exciting, stimulating and attractive workplace

 - Personal engagement, involvement and knowledge sharing
 - Trusting social relationships in a good working environment
 - Supporting employees in the necessary competence development
5. Greener and smarter institutional operations

 - Innovative solutions that make teaching and administration more efficient and stimulating
 - CSRD accounting as a lever for climate-conscious development.

1. world-class education

Our ambition is to provide world-class education. Our goal is to be at the absolute top in the following areas:

- Graduation grades and promise
- Student well-being and satisfaction
- Further education and apprenticeship

Graduation grades and lifting ability
Graduation rates and promise are included in the KPI.

Student well-being and satisfaction
Our mission and vision place high demands on us to create a good learning environment for our students and teachers. Therefore, we must of course be above the national average in the ETU. The questions about the learning environment are crucial in this regard.

To get an ongoing indication of whether we're on the right track, we ask our students three times a year about the following:

1.

There is variety in the teaching
2.

I have a good relationship with my teachers
3.

There is peace and quiet in class
4.

I am happy to go to school
5.

I feel part of the class community
6.

I feel that we respect each other and have a good tone in class
7.

My assignments have a clear task formulation
8.

I know when I get feedback on my assignments
9.

It is clear to me how I can improvebased on the feedback I receive on my assignments.

Further education and apprenticeship
Percentage of students who have started a higher education program within 14 months of completing HHX. Percentage of students with an apprenticeship or higher education within six months of completing the basic course.

- We reach the goal through:
- Engaged, skilled and authoritative teachers who, with clear instruction and scaffolding, teach with variety and use both active forms of work, movement and digital as well as analog activities. With a targeted increase in the share of physical books to at least 25% by 2027, we will promote student learning, concentration and memory
 - Teachers' collaboration on the future development of teaching
 - the pedagogical initiatives launched to develop classroom management practices
 - Pedagogical actions in masterclass courses in classroom management
 - data from quality work, systematic qualitative interviews with students and self-evaluation, which is a natural part of teaching development
 - Teachers' systematic and thorough feedback to students that optimizes students' learning potential, as feedback supports professional development through concrete guidance, recognition and opportunities for reflection and adjustment
 - Service-minded administrative staff who provide indispensable support for students and teachers.

2. Attractive education offerings

It is our goal that Niels Brock's educational program is so attractive that we experience increasing student applications every year. We attract academically talented students, and the dropout rate, which we do not help, is reduced every year.

We measure on:

- Annual growth
- Unassisted dropout rate

We reach the goal through:

- Offering up-to-date programs that are innovative and internationally oriented and that ensure students have the right skills through collaboration with the business community
- A higher completion rate through thorough visitation, focus on professionalism and a learning-oriented agenda that broadly addresses the context for learning, well-being and education, including the integration of regular physical activity and movement in education to promote both physical and mental health
- Committed, skilled and authoritative teachers who, with clear instruction and scaffolding, teach in a varied way and use active forms of work, movement and digital as well as analog activities
- An active, highly prioritized and supported student democracy that creates the culture/context for good study years - academically, personally and socially.

3. Timeliness and relevance in vocational education

At Niels Brock, close relationships with the business community ensure that our programs match the needs of companies and society. This gives students the best possible foundation for a good working life, and it also gives companies the opportunity to recruit the profiles and skills they demand.

We measure on:

- "Finger on the pulse" via advisory boards
- Authentic business issues in the programs
- Competence building in circular economy, green transition and artificial intelligence (AI)
- Committed collaboration with companies and other external partners on the development of all or parts of educational programs to ensure relevance and timeliness.

We achieve the goal through:

- the established advisory boards that set direction and ensure relevance and topicality, which is supported by the teachers' involvement of real-life issues and cases, company visits and extensive use of guest lecturers/master teachers
- Targeted competence development of teachers in circular economy, green transition and artificial intelligence
- Establishing cooperation with experts in the fields of educational environment, technology use and health.

4. Exciting, stimulating and attractive workplace

Employees are Niels Brock’s core resource. Therefore, Niels Brock must be an attractive workplace for skilled, development-oriented and quality-conscious employees.

Every six months, we conduct a mini-MTU that measures the following:

- Do you feel that your work tasks are meaningful and fulfilling?
- Are you satisfied with the support and feedback you receive from management and colleagues?
- Do you feel that the work environment and culture is positive and supportive?
- Do you have opportunities for competence development?

We reach the goal through:

- attentive and appreciative leadership that sets clear requirements and expectations for work performance, including quality and output, and for the skills needed to do this
- Recognition, praise and celebration of successes, and an insistence that good mood and good vibes are contagious and create the best framework for trusting and safe collaboration
- Establishing a solid framework and binding structures for knowledge sharing and strong collegial collaboration
- giving employees the opportunity to improve their skills - not least in authoritative classroom management, student-activating teaching, circular economy, green transition and generative artificial intelligence - and by providing opportunities to test and experiment with relevant new technologies and tools that can facilitate and streamline work.

5. Greener and smarter institutional operations

It is our ambition that Niels Brock is recognized as "best in class" among educational institutions when it comes to innovative, professional, smart and sustainable institutional operations. Similarly, Niels Brock also has a responsibility to contribute to the green transition.

We measure on:

- Administration efficiency - both in terms of resource consumption and satisfaction
- ESG accounting ratios that serve as leverage for climate-conscious development, where our goal is a CO2 reduction of 50% compared to 2016
- Circular economy - specifically through even better waste sorting
 - Increase the recycling rate
- Greener transport
 - New guidelines for business and study travel, choosing the closest relevant travel destination and the least environmentally damaging mode of transport
- Healthier campus
 - Improving the health of students and employees, including a nicotine-free environment and a better framework for increased exercise - also during school hours.
 - Insistence on healthy, preferably organic and sustainable, offerings in our canteens
- The effectiveness of our work with students' learning, well-being and educational processes, including the conditions for student learning.

We achieve this goal through:

- process optimization and extensive use of generative AI, automation and digitalization (RPA team)
- Achieving savings on electricity, water and heating through procurement, automation and control
- consistently prioritizing greener and more climate-friendly solutions
- Involving all stakeholders, for example through sustainability committees and by including the school's ESG accounts in teaching
- Smart institutional operations, where technological possibilities streamline and/or systematize to make student learning more effective, or when learning committees, through thorough quality work and active involvement of knowledge and data, ensure dissemination of effective forms of learning that demonstrably improve student learning/promise.



Internationalization is part of the culture and values at Niels Brock

The merchant Niels Brock ran his business in the 1700s and believed that trade was definitely not just a national affair. International trade was a large and important part of Niels Brock's business and success. We hold on to these values and the merchant remains a role model for the modern Niels Brock.

Based on our history, we make a difference for all those who choose Niels Brock. When you attend Niels Brock, you are not just part of an education or a course. You are part of our school, our values and everything that people before us have cherished. The international outlook has historically been integrated into the subjects and has been crucial for the development of professionalism, companies and collaborative relationships. We believe that students should have the opportunity to become part of this already during their education.

At Niels Brock we call it the Brock difference:

- We behave properly in all relationships
- We are proud of our history and know that the name Niels Brock commits
- We have an international outlook and we are innovative
- We are professional and we go the extra mile
- We are a school that is close to the business community

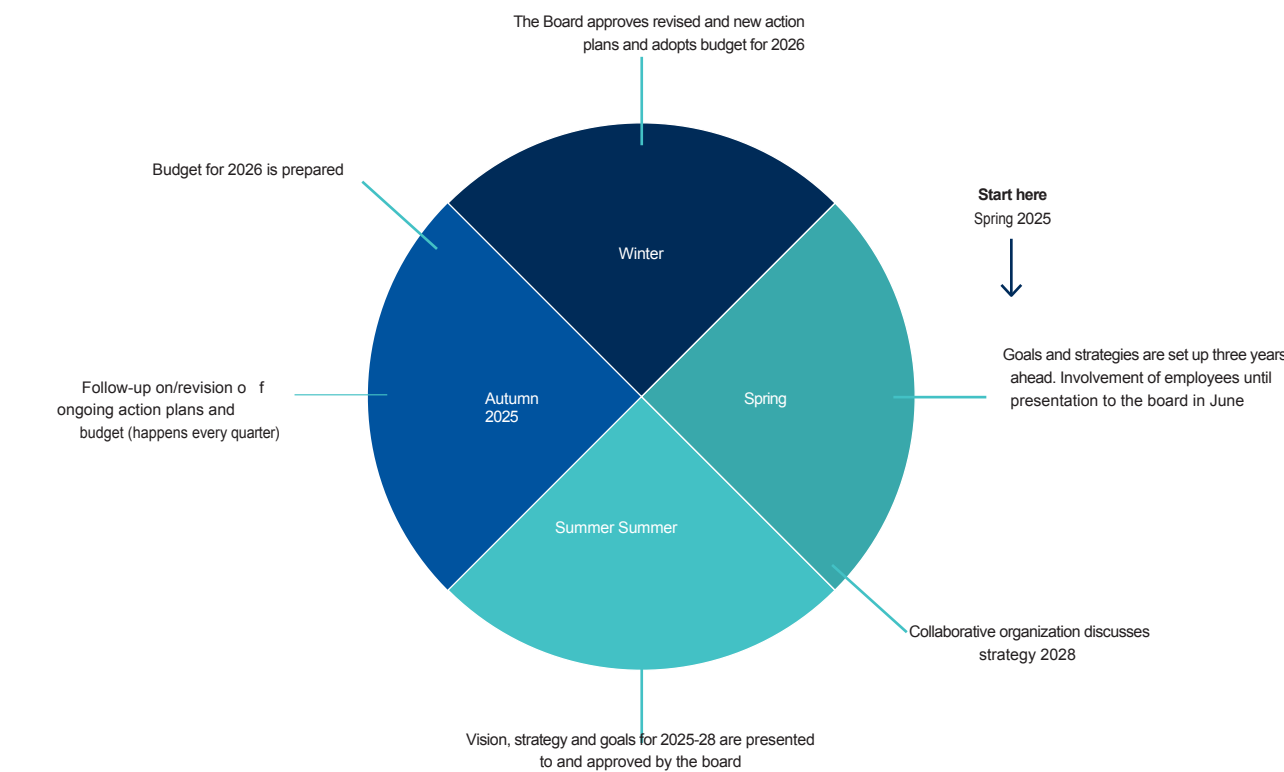
Internationalization is a natural and integrated part of our daily operations - almost part of our DNA.

Over the next three years, our international strategy will focus on the students' international mindset through:

- Raising awareness of the Opportunities for Learning Abroad (OPU)
We want to support students' international mindset by giving our students the opportunity to gain experience working abroad. OPU offers vocational students in particular a unique opportunity to spend all or part of their training or education abroad.
- Applying for Erasmus+ accreditation
We want to offer more students the opportunity for both study stays and company-based teaching. We will work to become accredited as an Erasmus+ school so that our students at both HHX and EUX have the opportunity to study abroad with Erasmus+ support.
- Expand and quality assure our partnership with De Montfort University, Leicester, UK
We will offer short, professionally oriented, high-quality programs for international students in Denmark, thereby strengthening Niels Brock's international mindset and know-how.
- Revisiting the possibilities for system export in parts of the youth education area



Annual wheel for Niels Brock's strategic work 2025/2026



The work with "On the Way" begins with the strategic announcement from the school director. During the spring, a strategy seminar is held with managers and employee representatives. This is followed by local work on strategies and concrete action plans.

The work results in the action plans that appear on the following pages, which reflect the distinctive features of the areas. The action plans are closely monitored by the school's senior management, who follow up on action plans and KPIs four times a year via the so-called DashBrocks.



The strategic direction - school year 2025/2026

"On the Road... towards 2028"

Our vision at Niels Brock continues to be achieved through our five clear goals:

"World-class education", "Attractive educational offerings", "Timeliness and relevance in vocational education", "Exciting, developing and attractive workplace" and "Greener and smarter institutional operations".

In 2025, we will continue our important project "Focus on learning, well-being and education", which is of great importance for our students and for the continued development of Niels Brock as an educational institution. We have gained good experiences, but we have also learned that changing habits, methods and didactics takes time. Since the matter is so important to us, we will take the time it takes and therefore follow the project to the end. We have decided that the project will run at least until 2028.

As a school, we make our mark on the world through the students we are responsible for teaching and educating. It's a fantastic and important task, and we know that we have to both change with a rapidly evolving world and at the same time impart knowledge and values rooted in centuries of history.

An updated focus on education
Businesses and organizations are looking for "people skills". But what is it and how do you integrate it into your teaching practice? It's fair to say that the answer to this question brings the entire legacy of pedagogy and education policy into play. When we teach and educate, students don't just learn to draw graphs, conjugate English verbs and understand international trade.

They are also trained in implicit skills and virtues that contribute to making them capable, responsible and democratically thinking, mature adults.

For the past two years, we have been working with the project "Learning, well-being and education", which has crystallized into concrete policies, pedagogical approaches, methods and events. In 2025/26, we will work more clearly - and perhaps more explicitly - with the concept of education and democratic education at Niels Brock.

Education can be defined as a person's acquisition of knowledge, values, culture and ability to critically reflect - so that we are able to understand and navigate society and the world in a responsible and meaningful way.

Academic literacy comes through working with the subjects. By understanding traditional methods, theories and cultural content, students are able to understand and analyze the world around them and develop their ability to make good choices.

Today, when students can access vast amounts of knowledge with just a few clicks on their computer or mobile phone, and where they can get AI to answer academic questions that they find difficult to answer themselves, there is a particular need for students to internalize great knowledge by working with the subjects.

Concrete subject knowledge is essential for students to develop the ability to distinguish between different types of information - and to assess the quality of what they read or see. Knowledge gives them an academic compass they can use for the rest of their lives.

And students need to listen, write, debate, solve problems and repeat to ensure that important knowledge is stored as a resource that students can use long after they have left us.

Niels Brock is a school with a century-old tradition of cultivating good business acumen and all that it contributes - for the individual and for the society around us. Good business is based on decency, honesty and reciprocity. If you act deceitfully and dishonestly, you will often quickly burn the bridges you have walked on.

In our teaching and practice, we must strive to give students a good understanding of what good citizenship is and what it can contribute to their own lives and as a valuable force in society.

When teachers work with students and recognize them for being on time, contributing to a calm classroom, making an effort, showing kindness and respect for others, and taking responsibility for their own things, teachers support young people's education and personal development in a positive direction.

When students leave Niels Brock to go out into the world, it should be with the knowledge that they have been part of a school where you do your best, where you show personal responsibility and where you respect the community.

Citizenship
Our primary focus is the academic teaching at school and the close community between students. But we also have an obligation to prepare students to participate in society as democratic citizens.

We lean on the freedoms as described in the Danish Constitution, and we teach our students that democracy is not only a form of government that has to do with Parliament and municipalities, but that it is also a culture and a form of society that binds us as individuals.

Freedom of speech means that even those we disagree with are allowed to speak. Freedom of belief means that we as human beings can both believe and not believe. No matter who you are when you enter Niels Brock, we have an expectation that you show respect for other people's integrity.

Our students need to learn how democracy works, but they also need to know and understand that democracy can only work if citizens are willing to accept some basic rules of the game.

We are a secular secular school and in our daily work we involve the students through the MegaBrock Council, which is led by a youth director elected by the members for one school year at a time. This is a very concrete way in which we both convey the premises for democratic work and receive important knowledge about what students think is important at their particular school.

The didactic work at school trains students to ask good questions, to listen to others and to formulate an argument when challenged by others. We work systematically with source criticism because democracy is built on knowledge and insight. We are an outward-looking school, and students learn about other cultures and countries - both through travel and through academic content.

Strategic direction
The strategic direction for the coming school year emphasizes that at Niels Brock we work with education in a broad sense - the acquisition of knowledge, skills and understanding of the world - combined with the development of responsibility, empathy, tolerance, respect and the ability to participate in the democratic conversation.

We are aware of the increasing prevalence of reading and writing difficulties among young people and note that reading comprehension and written articulation skills for many of our students are challenged. In 2025, we will prioritize targeted efforts to support students with these challenges and develop their skills, as it is a basic prerequisite for democratic education.

We are a school that is open to understanding and using technology wherever it can help us and our students. At the same time, we recognize that technology must be used selectively and that analog books and handwritten notes are also needed in a digital world, as this approach benefits concentration, learning and memory.

Our initiatives to raise awareness of a healthier lifestyle among our students will continue in the coming year. Therefore, specialist physician Imran Rashid, human physiologist Chris MacDonald and pedagogical consultant Dorte Agård will continue to be the experts we rely on.

Good luck with the action plans. Yours

sincerely



Anya Eskildsen
Managing Director

THE BROCKIAN DIFFERENCE

**The values we build on are
rooted in the merchant
Niels Brock's set of values**

We behave properly in all relationships.

We are proud of our history and know that the name Niels Brock is binding.

We have an international outlook and we are innovative.

We are professional and we go the extra mile.

We are a school that is close to the business

community.

Based on our history, we make a difference for all those who choose Niels Brock. When you attend Niels Brock, you don't just attend an education or a course.

You are part of our school, our values and everything that people before us have cherished.

At Niels Brock, we call it the Brock difference.

Strategic focus area: Students' learning processes "Focus on learning, well-being and education"

The pedagogical goal of the project is to develop teaching with a high degree of authoritative classroom management. This means that all students at Niels Brock should meet teachers who create good contact and a friendly atmosphere while being clear and guiding. The dark fields in *the Control-Contact model* on the right illustrate authoritative classroom management, and the concepts from here are the theoretical thread running through the project.

The same goes for *Timperley's circle of inquiry*. It shows the steps in an action learning program like the one Niels Brock's teachers complete in the masterclass, and it is also a fundamental pedagogical mindset: Pedagogical development must always start with an analysis of the students, their learning barriers and their development needs. Only then can you choose what changes you want to implement. This systematic learner-centered mindset must permeate all educational initiatives at Niels Brock.

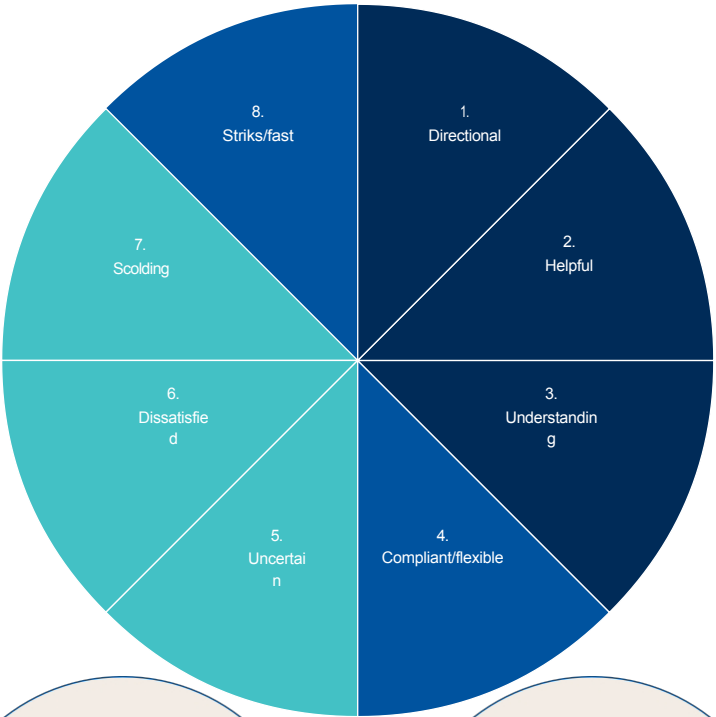
Education is one of the most important prerequisites for getting a good start in life - both socially and economically. It is therefore important that students have a solid academic foundation and that they are well prepared to develop into mature adult citizens. It is the school's responsibility to provide optimal conditions for learning, and it is up to us - mainly the teachers - to create a good learning environment that provides a good framework for learning and development.

It is, and has been for the past 20 years, the most important guiding star for Niels Brock to be recognized as "best in class" when it comes to developing and forming the very best students by being good at facilitating the students' learning processes. This is our future goal and our vision.

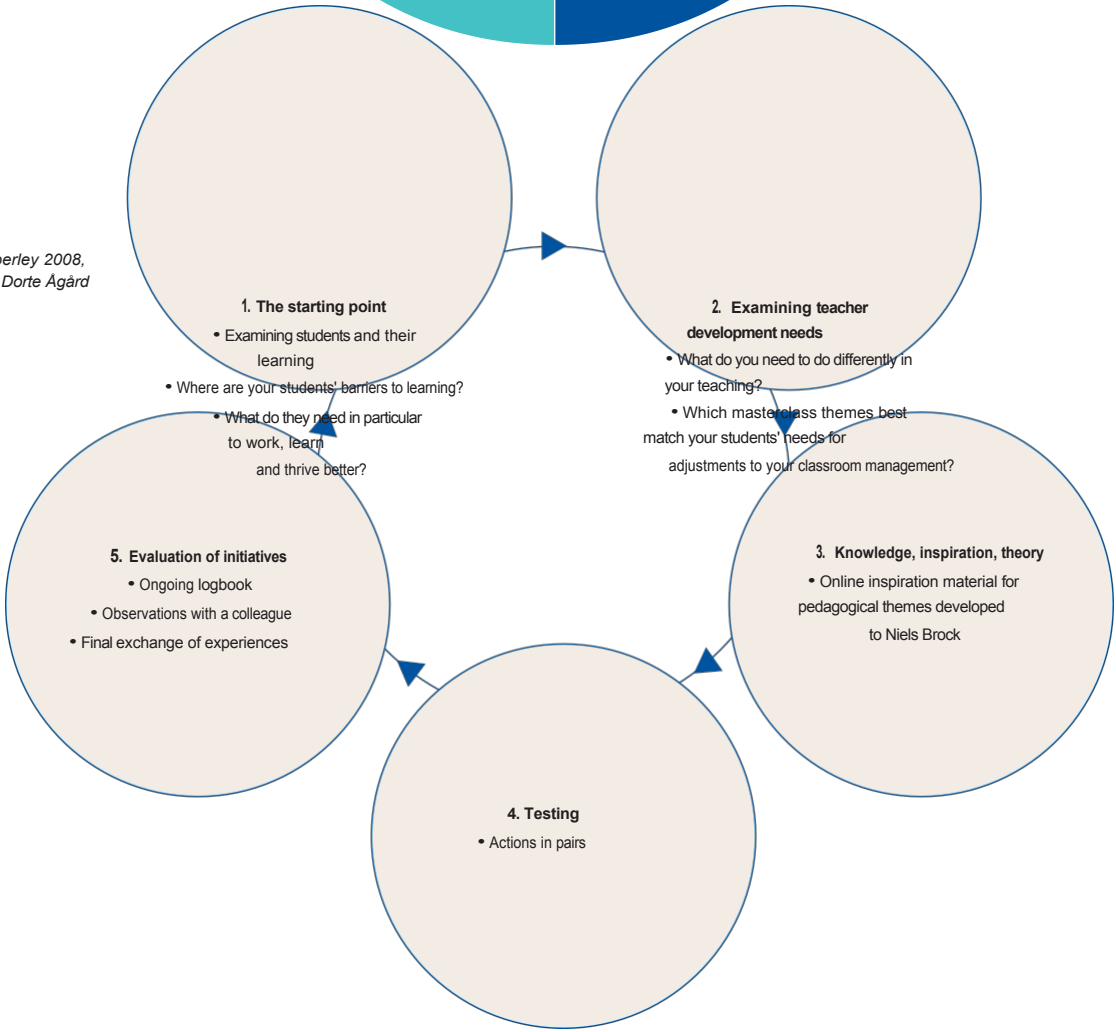
In Denmark, we have generally not been good enough at separating "digital noise" from sensible and good use of technology. The ever-present devices affect the the way students learn. Students are constantly disturbed and interrupted by social media, games and more. This means they don't have the opportunity to work with the concentration and immersion needed to learn. The ability to concentrate and immerse oneself remains crucial to an individual's life chances in a modern society - and we have a responsibility to create a good framework for our students to develop these skills.

That's why in 2023 we launched the project "Focus on learning, well-being and education", in collaboration with digital habits expert, specialist doctor Imran Rashid, Educational consultant and classroom management researcher Dorte Ågård and Chris MacDonald, a trained human physiologist and recognized expert in mental and physical health, have focused on improving the conditions for good learning, well-being and educational processes for students at Niels Brock.

The control-contact model (Wubbels, Ågård)



Helen Timperley 2008, adapted by Dorte Ågård



Our project does not aim to stop using digital learning tools. Rather, we want to distinguish between different uses of technology, some of which are destructive and some of which are constructive for a good learning environment. The project aims to ensure that students can concentrate and immerse themselves so that they have the best conditions for acquiring knowledge - and at the same time be part of safe communities and establish good friendships, which we know are important for the formation of respectful people and citizens with integrity.

At the same time, we are focusing on developing the teachers' role as au-toritative teachers, because this is a prerequisite for being able to implement the changes.

Teachers will thus play an important role in creating and implementing a framework to reduce digital noise and digital dependency, and to ensure good interaction and a good framework for immersion during teaching time.

It is hoped that the project will also support teachers' job satisfaction and sense of meaning by recreating direct dialog with students in the classroom and improving the framework for academic work during teaching time.

Thus, the project addresses how the school can help students learn better when they are at school, but also how we can inspire them to better well-being and health outside of school.

Working with the broader context of teaching, learning, well-being and education has meant a new focus on motivation, movement, sleep and nutrition. The idea has been, and continues to be, to adjust our daily structures and organization with the assistance of experts to ensure that we can continue to offer world-class education in the future.

This is our contribution to Danish society and Denmark's competitiveness - and a commitment to the young people who choose Niels Brock as their place of education.

A detailed implementation plan for "Focus on learning, well-being and education" can be found on MNB.





Strategic focus area: The green transition and the use of AI

Although the green transition and AI are not specific strategic focus areas in the coming strategic period, the green transition is an integral part of our identity and operations - and the use of AI is already a significant part of the world we need to prepare students to face.

The school's sustainability committee is taking on an increasingly prominent role. The purpose of the committee is to promote green initiatives at Niels Brock among both students and staff.

The committee provides opinions and recommendations to both day-to-day and strategic management and contributes to the democratization of the work with the green transition. It helps to give both students and employees the necessary action skills to move the green transition from a theoretical project to an integrated part of our everyday lives.

We want to create a culture where sustainability is a natural part of our daily routines and where everyone feels responsible and engaged in this important cause.

Artificial intelligence is developing rapidly, and as a school we have an important task: to equip our students to understand, use and critically engage the technology that is increasingly influencing their everyday lives and future.

AI should not replace the academic immersion, relationship work or education that we work with every day in the classroom. But AI can become a meaningful supplement that can strengthen student learning, differentiate teaching and open up new ways of working with professionalism, creativity and problem-solving.



Vocational education and training

Niels Brock's vocational education programs are today the country's most influential. We must strengthen and further develop this position as upper secondary vocational education develops - not least with the upcoming EPX program, which will place even greater emphasis on practical skills.

With Jesper Buch's Entrepreneur Academy, we have already shown how we can integrate practicality and education into teaching. Students gain concrete skills in entrepreneurship while completing a high school diploma at the same time. This model points to the EPX mindset.

In the coming years, our goal is to become even better at facilitating students' learning, well-being and professional development. We will continue our ambitious project "Focus on learning, well-being and education", which with expert assistance will ensure that our teaching culture, structures and organization create the best framework for student achievement and motivation.

We must continue to maintain the high academic level and ensure that as many students as possible achieve apprenticeships and good transitions to the business world. At the same time, green transition and sustainability will become a more integral part of both teaching and our overall educational offerings, so that we can deliver the skills that businesses demand - both now and in the future.

We will cultivate practical skills even more clearly so that we are in a strong position when EPX becomes a reality - and thus continue to be among Denmark's leading practice-oriented vocational high schools.

KPIs - Jesper Buch's Entrepreneurship Academy

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2028	Graduation grades: Min. 7.2. Transition rate: 45% in apprenticeship or trainee program. 45% in higher education. Top-1 in ETU Measured by how students rate NB on the learning environment in the ETU	Admissions Jesper Buchs Entrepreneurship Academy is an attractive upper secondary school that, after thorough screening, admits 90 highly motivated students to the three classes that are created annually. Dropout rate Unaided dropout rate: 2%.	Topicality Every 14 days there are presentations for JBIA students from current business professionals. During the course of the program, at least three relevant cases are prepared for current and relevant companies. Relevance Students participate in all FFE competitions - and win them. Teaching is supplemented with subjects/disciplines relevant to entrepreneurs - including cold canvas, AI and green transition.	Well-being All quarterly employee satisfaction surveys are green. Development 10% of working time is spent on maintaining "Focus on learning, well-being and education".	Quarterly learning committee meetings with the agenda: - Learning environment - The self-assessment action plan The project "Focus on learning, well-being and education" is fully implemented. ESG and green transition are integrated in all subjects. AI is used where it enhances student learning Sustainability committees have concrete suggestions on how the department can be carbon neutral.
KPI 2025-2026	Final grades: Min. 7.0. Transition rate: 40% on apprenticeship or trainee program; 30% on higher education. Top-1 in ETU Measured by how students evaluate NB on the learning environment in the ETU.	Admissions Jesper Buchs Entrepreneurship Academy is an attractive upper secondary school that, after thorough screening, admits 90 highly motivated students to the three classes that are created annually. Dropout rate Unaided dropout rate: 3%.	Topicality Every 14 days there are presentations for JBIA students from current business professionals. During the course, at least one relevant case is prepared for a current and relevant company. Relevance JBIA students participate in all FFE competitions - and end up in the top-3. The teaching is supplemented with subjects/disciplines relevant to entrepreneurs - including cold canvas, AI and green transition.	Well-being Only green evaluations in the last employee satisfaction survey of the school year. Development 10% of working time is spent on the project "Focus on learning, well-being and education", AI and green transition. All teachers have participated in at least one of Dorte Ågård's online masterclass courses during 2025/26.	Quarterly meetings in the learning committees with the agenda: "Focus on learning, well-being and education" - Learning environment - The self-assessment action plan - The feedback The project "Focus on learning, well-being and education" aims at the students' learning, well-being and education process and is linked to the desire for students to highly evaluate the learning environment at Niels Brock. Competence building in green transition and AI.

KPIs - Jesper Buch's Entrepreneur Academy

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN BUSINESS-ORIENTED EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2025-2026	Final grades Continued implementation of the school's digital rules, including training students' immersion and concentration. Transition frequency Conducting company cases with the participation of selected relevant companies, where the students work with problems in the companies and subsequently present proposed solutions as a pitch to the companies. Participation in specially organized job fairs, speed dating and company presentations with the aim of matching with a company and entering into a training agreement. Transition to higher education, especially to the business academies, is made visible through bridging courses and visits by Study Choice Copenhagen. At least 14 master teacher presentations as inspiration and role models. Well-being Close follow-up on ETU results, including MiniETU, and link to actions, cf. master class with Dorte Agård. Strengthening student democracy and extracurricular activities such as student-run clubs. Establish a mentoring scheme to support our entrepreneurs and ensure a good incubation environment.	Admissions/applicants Refine the admissions process to perfection - with video applications to Jesper Buch. Field of study/attractive offering JBIA is a practice-oriented entrepreneurial education where theory and practice are combined throughout the two years. This means that: - a minimum of 14 apprenticeships per school year - Training/practical implementation of cold canvas courses with a focus on training and understanding a sales process from identifying leads to invoicing - Includes business cases where students practice skills in operations, budget, accounting, service, communication, creative solutions, marketing and pitch. Unaided dropout rate The low dropout rate is maintained through clear expectations so that students know what they are applying for - and that we as a school are clear in our delivery of a practice-oriented entrepreneurship education that is unique in Denmark. Strengthen students' calm, concentration and immersion through structured learning environments and clear teaching frameworks. Strengthening the role of the class teacher and the tutor program.	Finger on the pulse The finger on the pulse is largely through Jesper Buch's development and further development of the program, but also through the minimum of 14 master teacher presentations that are conducted per school year. Relevance At Jesper Buch's Entrepreneurship Academy, students participate in all competitions organized by the Danish Foundation for Entrepreneurship to train the students' planning, collaboration and pitching skills. The students are trained and practiced so that they gain confidence and security in a pitch situation. Internally, a "Mini Lion's Den" is held annually, with a recognized entrepreneur as a judge. Practical skills Teachers facilitate practical skills by, among other things, organizing lessons with authentic entrepreneurial experiences where students develop their own ideas and get feedback from the business world. Teachers support the process through guidance, feedback and the use of external partners.	Well-being and development There are many opportunities and high expectations for teachers at JBIA. Dedicated and determined students who have actively chosen a practical entrepreneurial education meet the school with high expectations. They must be met. Therefore, there is a continuous focus on developing an entrepreneurial mindset in all subjects through involvement, knowledge sharing, collegial support and strong networks with recognized entrepreneurs, with whom we continuously spar with. In addition, all teachers participate in at least one masterclass with Dorte Agård. Through targeted skills development in practical methods, including courses, collegial sparring and collaboration with the business community, teachers are equipped to plan and implement teaching, that is highly realistic and student-involving. As a teacher, you thrive at JBIA if you value development, high ambitions and a strong desire to create an entrepreneurial education that has not previously been seen in Denmark.	Greener and smarter "Doing well by doing good" will characterize at least one course at JBIA, introducing students to the fact that responsible and sustainable actions are not only good for society and the environment, but also a source of competitive advantage and long-term business growth. The JBIA Learning and Sustainability Committee (with student participation) is in place to discuss quality development of the program and ensure deep student involvement and democracy. -democracy.

KPIs - EUX-Gymnasiet: EUX and EUD

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONALLY ORIENTED EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2028	Graduation grades: EUX min. 6,5. EUD min. 6,0. Transition rate: 66% on main course. 30% in higher education. Top-2 in ETU Measured by how students evaluate Niels Brock on the learning environment in the ETU.	Admissions In August 2028, min. 5 EUX classes and 1 EUD class. drop-outs Unaided drop-out rate: max 3%.	Timeliness During the course of the program, at least two cases focusing on green transition/circular economy for relevant companies. There are At least four presentations from current business people. Relevance Teaching is supplemented with subjects/disciplines that are relevant to the contribution of commercial education to the green transition - selected by LUU. Bridging to and close collaboration with business academies Close collaboration and clear bridging programs have been established for EUX students.	Well-being All quarterly employee satisfaction surveys are green. Development 10% of working time is spent on maintaining "Focus on learning, well-being and education".	Quarterly meetings in the learning committees with the agenda: - Learning environment. - The self-assessment action plan The Focus on Learning, Well-being and Education project is fully implemented. ESG and green transition are integrated elements in all subjects at Niels Brock. AI is used where it promotes student learning. The sustainability committees have concrete suggestions on how the department can be carbon neutral.
KPI 2025-2026	Graduation grades: EUX min. 6,2. EUD min. 6,0. Transition rate: 60% on main course. 25% in higher education. Top-3 in ETU Measured by how students evaluate Niels Brock on the learning environment in the ETU.	Admissions In August 2026, min. 4 classes EUX classes and 1 EUD class. Dropout rate Unaided dropout rate: max 5%.	Timeliness Cases with focus on green transition/ Circular and at least two presentations from current business people in relation to the cases. Relevance LUU identifies subjects/disciplines that are relevant to the mercantilist's contribution to the green transition and AI. Bridge building and close collaboration with business academies With the prospect of EPX, and thus also aiming for higher education for vocational education, close cooperation and clear bridging programs are established for EUX students.	Well-being Only green evaluations in the last employee satisfaction survey of the school year. Development 10% of working time is used for the project "Focus on learning, well-being and education", AI and green transition. All teachers have participated in at least one of Dorte Ågård's online masterclass courses during 2025/26.	Quarterly meetings in the learning committees with the agenda: "Focus on learning, well-being and education" - Learning environment - The self-assessment action plan - The feedback The project "Focus on learning, well-being and education" aims at the students' learning, well-being and education process and is linked to the desire for students to highly evaluate the learning environment at Niels Brock. Competence building in green transition and AI. Sustainability committees focus on concrete initiatives that move the department in a more sustainable direction, including making statements to the strategic management that support the initiative.

KPIs - EUX-Gymnasiet: EUX and EUD

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2025-2026	Grades and ETU The separate plan that was prepared for the EUX-Gymnasiet in 2024 with initiatives in relation to the category "learning environment" in the annual ETU is revised and published in a version 2.0. The plan still focuses on fundamental virtues such as classroom management, cf. the project "Focus on learning, well-being and education". The goal is for the initiatives to positive influence on students' concentration and immersion, which can be expected to be reflected in their results. The plan is evaluated in the high school's local learning committee as ETU data is updated, and is also put on the agenda at relevant department meetings with teachers. Transition frequency The transition frequency from school to apprenticeship is stimulated by teachers in all subjects explaining the purpose - also in relation to business and apprenticeship. LPS (apprenticeship service) stimulates students' interest and motivation to apply for an apprenticeship through the following specially designed activities: • Apprenticeship search is a dedicated and scheduled activity • "Meet a personnel manager" (visits to all classes) • Job fairs • Student ambassadors (former students, now in main course) visiting all classes • Speed interviews (students meet company representatives responsible for recruitment) • Specializations and company representatives are presented together with the main course In addition, the collaboration with the Business Academies and Studievalg is strengthened so that the EUX is clearly presented as an upper secondary education that provides access to further education. See also the self-evaluation on the website.	Admissions Cultivate the positive stories about EUX program • By ensuring that our students are good ambassadors who have experienced relevant hands-on professional development throughout their EUD or EUX course, where the student as starting point is the trader, producing and/or performing. • Youth-to-youth guidance at Open House similar events • Use of student ambassadors in connection with learning place-seeking activities (main research students that young people can mirror themselves in) • Attention to communities and the education. the good tone Dropout rate • The efforts described in the separate the action plan drawn up must be participated in help students maintain a positive attitude motivation to stay in education and training the company. • Close follow-up is carried out on students who do not challenged if they are sufficiently motivated for education education so that well-being and motivation do not suffer of other students.	Topicality - All educators must, on the basis of the subject group planning and agreements at least once during the school year on work business visits with their classes or have a visit from an external contributor in the classroom. The aim is to ensure contact with the business world, and that the The show is topical - with a focus on AI, green transition and sustainability and or democratic education. - Cultivation of practical skills and sharing best practices/good examples of internship Professionalism that speaks directly into the and commercial Relevance - Visits to companies or organizations or visits to the school of company representatives must contribute to learners experiencing the practical skills that exist in the company. the companies - The most talented students are especially through participation in DE and Niels Brock Foundation's Talent Award and in a case study competition with the Eating Disorders and Self-harm Association. • The school's Local Education Committee contributes input to the program in terms of topicality and relevance • Getting students ready for the job market and completing their education through an apprenticeship is still the primary purpose of the program. However, some of the students want to continue their studies at a vocational academy or university college after the first part of the EUX. The school ensures that guidance activities are offered to these students.	Green mini-MTU evaluations • Positive data in the MTU/employee well-being survey goes hand in hand with good ETU results. They are two sides of the same coin. • Good MTU results are therefore largely dependent on teachers standing "shoulder to shoulder" in relation to the separate action plan for ETU. • In addition to classroom management, see "Focus on learning, well-being and education", teachers' professional development must be supplemented with professional development within the themes of green transition, AI and practical skills. Professional development • 10% of teachers' working hours are used for the "Focus on learning, well-being and education" project as well as other development and competence building, especially within the green transition and AI. • All teachers complete at least one masterclass with Dorte Agård during the school year.	Competence building in green transition and AI • All subject groups integrate topics on greening, sustainability and AI into their courses, building more and competencies in the teaching staff - for the benefit of the students. The Sustainability Committee meets once per semester to develop activities that help spread knowledge and interest in green transition and sustainability among students.

KPIs - Main program

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATION OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2028	Grades Subject test average is min. 10.2. Top-3 in ETU Measured by how students evaluate NB on the learning environment in the ETU.	Niels Brock must be top in terms of annual students 2 on all offered specialties.	Niels Brock is in the top 2 in the question: "How satisfied is the company overall with the cooperation with Niels Brock?"	Well-being All quarterly employee satisfaction surveys are green. Development All tools are integrated into teaching when it either enhances student learning or facilitates and improves teachers' planning and preparation.	All subjects must have documented integration of greening in learning objectives, content or assignments. All subject test supervisors challenge students to incorporate relevant academic content on greening and sustainability into their subject test.
KPI 2025-2026	Grades Subject test average is at least 10. Above the national average in ETU Measured by how students evaluate NB on the learning environment in the ETU.	Niels Brock must be in the top 3 in terms of annual students Top-3 on all offered specialties - but retail in the top-8.	Niels Brock is in the top-3 for this question: "How satisfied is the company overall about with the collaboration with Niels Brock?"	Well-being Only green evaluations in the last employee satisfaction survey of the school year. Development All teachers are offered relevant competence development in the use of AI.	The goal is for at least 1/3 of all subjects to have documented integration of green transition in learning objectives, content or tasks. Measurement method: Review of course descriptions, teaching plans and exam assignments to assess whether green themes (e.g. sustainability, circular economy, climate response, ESG, etc.) are clearly incorporated.
ACTION PLAN KPI 2025-2026	Learning To maintain a high grade level: - Develop a data model that can identify students in need of special guidance during with the subject test - Strengthen SPS efforts through closer collaboration between SPS counselors and teachers. More students continue to use AI in their training companies. - Therefore, teaching must focus more on developing students' ability to relate critically and reflectively to AI-generated results - both in the company and in teaching. - The subject test functions both as a final school assignment and - at best - as a concrete project assignment in the company. - To ensure that students receive qualified guidance during the test. We support student and training managers with the inspiration catalog "The good subject test", which will be available on our website. Well-being Well-being is strengthened through: - deeper insight into ETU results to identify previously overlooked development potential - Interior design and visuals at the new BISP location that strengthen students' sense of belonging. Education The academic teams in the specialties work with dimensions of empowerment to strengthen students' professional identity.	Year students Market share of main course students/ companies must be increased. - The good quality of the main course education education has improved over the past few years years has actually proved to attract new training companies. There must be be built on, so that our market share increases. - In particular, the specialty "Digital admini- administration", which has been an important asset for to attract and retain students/employees will be updated to version 5.0. - In terms of growth, the opportunities are very dependent on company plans. However, we are confident that the office specialties - including a new specialty in Payroll some growth learners starting with a class in January 2026. - The unskilled students are an interesting target group in relation to apprenticeships. Therefore we will take every opportunity and organize events that present themselves to get in dialog with them. Specialties - The main course has over the past few years years, the project "The Green business school". - Experiences and results will now be shared in relevant forums so that companies and organizations can clearly see that commercial education plays a significant role in relation to the green transition and that the main course students are important change agents in this regard.	Collaboration Company satisfaction must continue to be at the top. - A new VTU is being prepared to improve than the one used so far reveals which years real improvement potentials that are in cooperation between school and company market. - The "Site for student managers" at MNB will be more easily accessible to students and educators learning managers when it goes live on website in the fall. - To improve dialog and address the challenges tential challenges, both management and employees will Educators prioritize that more companies and their students are visited - or that they will visit the school. ministration - can drive Information sessions will be held for student and training managers about "The good vocational test" with the aim to be in positive dialog, to engage and inspire the company on how they can create value of the professional exam. - Special efforts are made to encourage students to nominate good training programs. companies for this year's awards. The purpose is to celebrate the good examples, professional identity and positive contact between school and business.	Satisfaction To maintain good employee satisfaction, the focus is on: - Timely planning and clear communication in relation to. task plans, scheduling, premises and development tasks. - Involvement, knowledge sharing and collegial teamwork across teams through good coordination of e.g. meetings and scheduling. - The BISP location must be used to a greater extent by the main course teachers. We need to work with both interior design and artifacts, and especially coordination with JBIA, which is also part of the building. Development of the building - QTI is offered to teachers who want to advance their classroom management in the form that makes sense for the class and the teacher. - Development tasks are done in collegial communities as it both commits and promotes implementations. Knowledge sharing - Knowledge sharing is done more systematically from time to time at department meetings - also in connection with meetings of a more social nature. - Competence courses in artificial intelligence (AI) and ESG reporting are offered through the Merkura knowledge center.	Green transition All academic themes in all main course teaching must, where it makes sense, include topics on green transition and sustainability.



Commercial high schools

Our business high schools continue to enjoy great recognition and attract many young people who choose Niels Brock as their place of education. This trust is a commitment, and we are continuously working to develop our upper secondary school offerings in line with the interests of young people, the needs of society and developments in higher education.

Each of our four commercial high schools has its own distinct profile, which we adapt in collaboration with the business community and external partners. Through master classes and participation in national and international competitions, students receive practice-oriented teaching that strengthens both their academic skills and education.

At the same time, we have an ongoing focus on student well-being and learning processes. The project "Focus on learning, well-being and education" supports work on classroom management, digital behavior, motivation and health.

With expert help, we continuously adapt our framework and teaching culture to ensure lasting improvements and give students the best conditions for both professional and personal development.

Our core mission is clear: to ensure student learning, well-being and education - for the benefit of both the individual student and the competitiveness of society.

With the continued strong interest in our male upper secondary schools, we are also working purposefully to establish a fifth commercial upper secondary school starting in the summer of 2026.

KPIs - Commercial Upper Secondary Schools

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN BUSINESS-ORIENTED EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2028	Graduation grades Commercial upper secondary school JTP: 7.7 Commercial upper secondary school NVG: 7.7. Innovation High School: 7.4. The International Gymnasium: 8.5. Top 3 in ETU Measured by how students evaluate us on the learning environment. Transition to higher education Minimum 80%. Lifting ability Significant positive lift in all subjects.	Unaided dropout rate Maintained at 2%. applicants Min. 1,540 qualified first-priority applicants co applicants, corresponding to four 12-track high schools and one 6-track.	"Finger on the pulse" via advisory boards. Content and cases with authentic business problems There will be min. three talent programs will be offered in work with companies and min. two bridging programs with higher education institutions at each upper secondary school.	Well-being All quarterly employee satisfaction surveys are green. Development 10% of working time is spent on maintaining "Focus on learning, well-being and education".	Quarterly meetings in the learning committees with the agenda: - Learning environment - The self-assessment action plan The "Focus on learning, well-being and education" project is fully implemented. ESG and green transition are integrated in all subjects at Niels Brock. AI is used where it promotes student learning. Sustainability committees have concrete suggestions on how the department can be CO2 neutral.
KPI 2025-2026	Graduation grades Commercial Upper Secondary School JTP: 7.5. Commercial upper secondary school NVG: 7.1. Innovation Upper Secondary School: 7.0. The International Upper Secondary School: 8.0. Above the national average in ETU Measured by how students evaluate us on the learning environment. Transition to higher education Minimum 75% incl. HD. Lifting capacity Neutral or significantly positive.	Unassisted dropout rate Max 2%. Applicants as of 1.3.2026 Min. 1,540 qualified first-priority applicants, corresponding to four 12-track high schools and one 6-track.	"Finger on the pulse" via advisory boards of Each high school. Content and cases with authentic business problems Offer and implementation of at least one talent program in collaboration with a company. The Brock score is used for all classes as documentation for extra activities. Students experience practice-based learning in that all subjects are case-oriented and all classes are in contact with at least three external parties through presentations or visits - at least one of which deals with democratic education and critical thinking. AI competence building The goal of AI competence development is to provide students with the necessary tools and knowledge to understand and use AI to enhance their learning and prepare them for a society where AI plays an increasingly important role.	Well-being Only green evaluations in the last employee satisfaction survey of the school year. Development 10% of working time is dedicated to the project "Focus on learning, well-being and education", AI and green transition. All teachers have participated in at least one of Dorte Ågård's online masterclass courses during 2025/26.	Quarterly meetings in the learning committees with the agenda: "Focus on learning, well-being and education" - Learning environment - The self-assessment action plan - The feedback The project "Focus on learning, well-being and education" aims at the students' learning, well-being and education process and is linked to the desire for students to highly evaluate the learning environment at Niels Brock. Competence building in green transition and AI. The sustainability committees focus on concrete initiatives that move the department in a more sustainable direction, including making statements to the strategic management that support the initiative.

KPIs - The International Business School

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2025-2026	Final grades and promise Identify specific challenges in study areas, specific subjects and possibly physical areas (hallways) and conduct scheduled collaboration meetings between management, student guidance and teachers with clear agendas and data-driven input (e.g. absence, grade data, ETU etc.) Students' writing skills are trained under exam-like conditions in study program subjects in two internal written tests in the third year, and in this connection, work is done with feedback strategies in the subject groups. Implementation of digital ground rules Training students' concentration and immersion through clear joint classroom management, where the school's digital teaching guidelines are enforced and where there is a focus on tactile alternatives to the screen. Among other things, work is done with collegial supervision and management supervision to ensure transfer from the masterclass with Dorte Agård. The focus is on ensuring that teachers' professional facilitation of teaching is based on students' needs and then builds on reflection, evidence and collegial collaboration - all to to create the best possible conditions for student learning. Transition Work placement opens up towards higher education, as students will primarily use their high school diploma to continue their studies. Academic well-being as a driver of social well-being Skilled students who experience meaning, mastery and motivation in teaching, and thus thrive academically, feel that they can do something and that they belong - both academically and socially. Class teachers are strengthened to support students in social relationships and good study habits. After an exciting period of work with breathing training in 2024/2025, the program will be evaluated and further developed for the benefit of more and more students. Strengthening student democracy, motivation and community through active involvement of current and former students. Success criteria are increased participation in student councils, clubs and study café, just as ETU shows increased student experience of participation and motivation.	Fields of study is The fields of study are maintained, as they all There is a possibility of up to six A-subjects. Unhelpful dropout The low unhelpful dropout rate is maintained through strong focus on study guidance, reading and guidance and SPS. This is supported by screenings, interviews with student counselor and class teachers as well as measures in the teaching of the basic course and beyond. We focus on the continued further development of courses for challenged readers and SPS students in study techniques and exam preparation. Applicants We will continue to offer and implement induction programs. induction program for 8th graders, where it is student. students from different fields of study who are are the teachers. We will prioritize presence at all relevant training days/evenings for young people, to decide what they want to do after school. With a focus on international cooperation work and projects with partner schools, Northern Europe plus, Erasmus and others remain at the forefront - across all fields of study.	In all subjects - especially in the mercantile subjects - work with authentic and current companies. problems. Through cases prepared by teachers or external actors, as well as through company visits and guest lecturers Students experience DIG as both relevant and relevant clearly business-oriented. In the coming school year, even more of the these measures will be integrated into the teaching and linked to the core curriculum, so that we strengthen transfer and create offers that more students can use. overview. For those who are particularly interested, there is the opportunity to participate in a wide range of masterclasses. and academic competitions, where, however careful consideration of the strain and well-being of each individual In addition, work is done both on a daily basis and on specially organized block days with career learning that involves the business community, and with AI, so that students are equipped to future labor market. school. Finger on the pulse DIG keeps its finger on the pulse via our advisory board, where a wide range of of competent stakeholders advise and support advises the school on an ongoing basis. This happens online and at physical meetings twice a year. Competencies within green transition We work continuously with professional and didactic competence building among employees - especially in the economic subjects with a focus on green transition through courses, professional days and the like.	Well-being and development "Focus on learning" creates good support for employees in beneficial competence development, and all teachers participate in at least one masterclass program. Further development and continuing education also includes participation in FIP, annual meetings etc. where several teachers participate to ensure synergy and knowledge sharing. In LSU, we will work actively with competence development so that all sides are involved in professional development and well-being. In addition, we have we have entered into a collaboration with Asia House, where we work with what we call "professional feed for the teacher". In collaboration with the other departments and Digital, we are in the process of creating a more elaborate onboarding process, where management, PFKs and Digital collaborate to an even greater extent to create a coherent and partly individualized process for new employees. Management At DIG, the management team and PFCs will continue to build trusting relationships in a good working environment. Collaboration with the faculty and visibility is essential, including frequent management briefings, written management briefings and management dialog meetings. We will continue to work with this open-door policy. Continue to work on systematizing and sharing knowledge in the management team regarding employee development, sick leave, working hours, etc. so that together we ensure a management that has common ground and shared knowledge. In the management team, we also work with delegated management to PFKs, subject group managers, etc. We work with rotation in several positions so that all employees are involved and understand different processes at the school.	Smarter institutional operations Continue to work on innovative solutions and concepts for the basic course that optimize the course, but above all create students who can make an informed choice and smoothly switch from basic course to study direction class. Focus on written work and correction strategies in written assignments. Further development of the now five - previously seven - SO courses in terms of both implementation and themes. Further development of the concept of "guests with an audience" in the learning committee, where involved/participating students participate when, for example, SO is evaluated. A higher degree of scheduling and systematization of meeting activities from the start of the school year to ensure less peak loads and thus greater engagement, energy and well-being. At DIG, for example, travel causes major unevenness, which we are continuously working to equalize. Greener institutional operations Continue to create more ongoing awareness of sustainability rather than just making it an event. For example, by working with concepts such as "5 great months" rather than "5 great days". Using Ludus for grading, course descriptions, etc. Competence building in AI and green transition All upper secondary school teachers participate in activities that develop their skills in AI. Local AI committee provides broad support with knowledge about AI in relation to subjects and teaching. Courses and business collaborations with a focus on green transition are prioritized. See also self-evaluation on the website.

KPIs - Innovation High School

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN BUSINESS-ORIENTED EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2025-2026	Graduation grades and promise Based on student-centered management, focus is continued on strengthening teacher collaboration, including class teamwork and collaboration on the training of students' competencies and skills in individual subjects. Training students' writing skills in subjects with writing through internal tests and formative feedback. Strengthening of the upper secondary school's reading counselor efforts, including formulation and implementation of reading and writing efforts to support all students in upper secondary school in relation to reading and writing. Reading tapes in all grades for two annual periods. Math café for 1st and 2nd year students. Continued focus on supervision efforts - including school walks, peer supervision, management supervision in relation to QTI, and focus on working methods in the school year master class with Dorte Ågård. Continued implementation of the school's digital rules. Student well-being Monthly community gatherings. Skills development at LINK to strengthen both social and academic well-being in the classes. Strengthening of the student council to create greater student engagement and student involvement in school decisions. Close follow-up on ETU results, including the use of data from MiniETUs in the school's pedagogical management and in the class teams' work with student well-being in the individual class. Transition Implementation of career learning efforts. Continued collaboration with the Careers initiative. Collaboration with companies on career track presentations. Internships for 3rd year students.	Unaided dropout rate Work is being done to reduce the unhelpful dropout rate dropout rate through skilled study, reading and SPS counselors, strengthened class teamwork, follow-up on student feedback in connection with with the ongoing ETUs and in the local learning committee, as well as competence development LINK. applicants Offer introductory courses for 8th graders. Provision of training courses via Junior Talent and presence at all relevant events training days/evenings for education and training seeking young people in our catchment area. Fields of study - Development of a new Project Manager+ the field of study - Application for local field of study with Innovation A/Association A - Strengthening the content of existing programs fields of study International cooperation Participation in the Nordplus program, exchanges exchange, competence building and international cooperation international outlook in innovation teaching.	Finger on the pulse via advisory board Active and contributing advisory board with participation from the business community and education programs that meet four times a year consulting with the high school management on pro-issues related to the high school's learning special innovation profile. at Content and cases with authentic business issues Introduction of an overview of company collaborations for class teams so that companies and organizations are permanently involved in education. display, study block days, SO courses and masterclass courses via lectures, business visits, as well as presentations from the business community, politicians and subject experts. Coordinator for external collaboration ensures that Implementation of talent programs in collaboration with company. Competence development within AI Introduction of the course "Technological Education" in all 1st g classes with a focus on competence Development of students' AI competencies Participation in experiments with AI in the subjects A and Danish A.	Well-being and development New onboarding program for new teachers - Supervision and strengthened collaboration between local PFK and DNB - Mini-pæd. Use of QTI interviews for new teachers and pedagogical candidates. QTI and supervision in relation to performance reviews. Management participation in subject group and class team meetings. Participation in a masterclass course on working methods with Dorte Ågård. Pedagogical afternoons with a focus on strengthening well-being and community in the classes at LINK. Development of class team collaboration practices. at upper secondary school using tools from LINK. Focus on competence development activities that support knowledge and teaching in relation to the green transition. Active and contributing local AI committee. Competence development activity for all teachers within AI.	The learning committees Through the local learning committee, teachers, students and management collaborate to strengthen the quality of learning and well-being at Innovations-Gymnasiet. This includes including and analyzing data in relation to ETU, grades, lifting ability, transition and the project "Focus on learning, well-being and education". Competence building in AI and green transition All upper secondary school teachers participate in activities that develop their skills in AI. Local AI committee provides broad support with knowledge about AI in relation to subjects and teaching. Courses and company collaborations with a focus on green transition are prioritized. Sustainability committee The committee is working on specific initiatives to make everyday life at Innovation High School more sustainable - including waste sorting, paper consumption, recycling and canteen. The Sustainability Committee continues to work with Green School and collaborates with local and strategic management to move Niels Brock in a greener direction.

KPIs - JTP Commercial High School

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN BUSINESS-ORIENTED EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2025-2026	Final grades and achievement Students' writing skills are practiced under exam-like conditions several times during the school year. To train students' concentration and learning, work is also done to increase Writing in the school subjects in the major subjects with writing (Danish, English and the two specialization subjects). An AI task force is set up with the participation of students and teachers to meet the increasing need for processes around writing and reflections on the use of AI. Participate in STUK's trials with the use of AI in three 1st year Danish classes. The subject groups work with knowledge sharing based on the subject evaluations and the grading handbook. Efforts are identified. Work on reading strategies, increased focus on academic reading and targeted homework assignments. Extra math work-shops are carried out within specially selected topics. Above the national average in ETU In collaboration with LINK, work is being done on class culture in the individual class teams. The results from ETU/MiniETU are discussed and actions are planned in learning committees and class teams. Specific actions are planned and implemented. All teachers complete MasterClass level 1, 2 or 3 with Dorte Ågård. Level 1 focuses on authoritative classroom sharing, level 2 on variation in teaching and level 3 on subject didactics and working methods. Supervision and QTI (Question-naire on Teachers Interaction) are used in the work with classroom management.	In all study programs there is the opportunity to choose five A-subjects. Fewer electives are offered and the main emphasis of electives are at A and B level. The study program "Society, Economics & Law" is implemented with an increased focus on law. The opportunity to offer business law at A-level is being explored. A new introductory course is created for 1st year students with opportunity to participate in new well-being activities. collaborations both within and across classes. Start-up in the new classes after the basic course changes including an intro tour for everyone classes during the first month.	Work with topicality, business-oriented and professionally motivating offers in teaching and in master classes. All students must be in contact with at least three external actors during the school year. New courses/masterclasses are continuously developed. with companies within current areas - e.g. a masterclass in ESG is developed with an accounting firm. The new SO courses include presentations and with companies, internationalization, politicians and other relevant actors. There will be offers for participation in DM competitions and other competitions across subjects. A finger on the pulse via an advisory board with participants from the business community, higher education institutions and other relevant stakeholders.	Competence development will take place via • Presentations and knowledge sharing in the subject groups in connection with new possibilities in the electronic textbooks from Systime • Subject group leaders' knowledge and use of educational statistics and work with grades and promise ability • AI task force at JTP, working to develop the skills of both teachers and students in the use of AI • Masterclass course with Dorte Ågård focusing on subject didactics and working methods • Voluntary inspiration cafés focusing on selected pedagogical didactic initiatives. Teachers are invited to get involved in the development of, for example, new SO courses, AI guidelines and master classes. Activities are made visible to both students and teachers in the overall annual cycle. Decorating teachers' rooms, painting walls, etc.	The Sustainability Committee is continuously working on ideas and initiatives that aim to help students gain knowledge and insights into the circular economy and green transition - while gaining actionable skills. A new concept of Green Friday is introduced for all students. The learning committee is attended by students from all year groups. Quarterly meetings are held in the learning committees with the agenda: • Focus on learning, well-being and education", in particular the digital rules and student-activated learning. • The learning environment according to ETU Competence building in AI and green transition All upper secondary school teachers participate in activities that develop their skills in AI. Local AI committee provides broad support with knowledge about AI in relation to subjects and teaching. Courses and company collaborations with a focus on green transition are prioritized.

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2025-2026	At NVG, the focal point is student learning. Calm, concentration and immersion Teaching at NVG takes place in an environment where demands are placed on our students. There are very specific rules for how to act in the classroom. This means that everyone must follow the school's study and rules of conduct, the school's screen policy and the teacher's instructions. Learning environment - Good contact and relationship building The relationship between student and teacher is the key element for a fruitful learning community, where good contact and mutual respect are essential for students' academic well-being. Framing and clarity The teacher acts authoritatively, is friendly and directive, sets clear goals for teaching and sets clear expectations for students. Teaching - Feedback and professional help At NVG, we create and maintain student motivation through inspiring, varied and activating work methods and teaching that is close to reality. We work to make each student as good as possible. This requires an ongoing, clear dialog with students about their academic skills and professional development. Teaching is organized and adapted in collaboration with the students so that students are involved in their own learning process. Well-being and well-being Well-being is paramount to our students' well-being and education. At NVG, we have created a culture where it is the community that unites us. Positive behavior and language are defining factors in maintaining and strengthening our school culture. We continue to expand our many different well-being initiatives and well-being activities - including an increased focus on mental health. It must be safe and pleasant to be an upper secondary school student at NVG, as this is the most important prerequisite for well-being, learning and education.	NVG is the high school that prepares young people for the future. Ambitious study programs NVG is for students who want to be part of and contribute to a strong and professional learning environment. Our study programs UX Design, Future Busi-ness and Creative Marketing have clear profiles and are supported by external partnerships that ensure timeliness and relevance. All programs offer the opportunity to take five A-subjects that strengthen students' opportunities for further education. Education and democracy NVG takes responsibility for students' democratic education and educates engaged global citizens. At NVG, we strengthen young people's democratic self-confidence by teaching them that having an opinion makes a difference and that it is important to take a stand. Green transition NVG takes into account that the future is green. We educate for a world where our students dare to act. We raise students' green awareness as they encounter the green transition in all subjects. Through the school's sustainability committee, students have a special opportunity to test their green skills and influence the school's sustainability initiatives. AI At NVG, students will learn about and be trained in the use of AI. AI is integrated into all subjects, and students encounter AI in different contexts to gain the most reflective and critical understanding possible.	At NVG, we are shaping the future. Advisory board NVG continues the fruitful collaboration with the advisory board, which as an advisory body helps prepare students for the future labor market. Students therefore learn to imagine the future and relate to it. External partners NVG continues its strong collaboration with external actors who help strengthen the profiles of the study programs, including the Institute for Futures Research, the IT University, Ipsos and the Youth Tech Forum at CBS. All with the aim of strengthening students' understanding of how to combine technology with business. We repeat the success of TechDay, where the entire upper secondary school comes together for a day where technology is in focus. Close to the business world Real-life teaching is central to student motivation and learning. This is why the business world is a natural part of the teaching.	At NVG, management is close to its employees. Professional learning communities All teachers work in professional learning communities and investigate their own practice. QTI is a crucial tool here. Framed action learning and peer supervision are used to leverage work on professional well-being, with a special focus on student activation and varied working methods. Social cohesion Social cohesion is crucial for our employees to thrive. To strengthen and maintain this in the department, we continue to we continue to create time and space for employee social events. We work to create viable traditions that define our employee culture and work environment.	At NVG, the ambition is to work safe and smart. We work according to the mantra: - Fewer changes and more improvements - Meetings with purpose - Slow down the pace Planning and overview are crucial factors for us to be ahead of the school year. We prioritize that all governance documents are in place as early as possible. Dialogue, transparency and openness are key. The goal is to ensure calm and stable working conditions so that there is room for well-being, learning and education for all our employees. Competence building in AI and green transition All upper secondary school teachers participate in activities that develop their skills in AI. Local AI committee provides broad support with knowledge about AI in relation to subjects and teaching. Courses and company collaborations with a focus on green transition are prioritized.



GSK - upper secondary supplementary courses

GSK is aimed at anyone who has an upper secondary school diploma (STX, HF, HHX, HTX, EUX) or vocational education without an EUX certificate or EUX Part 1 certificate. The GSK system is used by students who lack subjects and/or levels on their qualifying exams to meet specific entry requirements for higher education.

Niels Brock is one of five coordinator schools in Denmark that are responsible for offering upper secondary supplementary courses. Specifically, we share responsibility for the offerings in Copenhagen with the Copenhagen Adult Education Center (KVUC).

GSK is most often organized as compressed courses of 3-12 weeks duration, primarily during the day, but they are also offered in the evening and online.

In recent years, there has been a political desire to reduce the scope of upper secondary supplementary education, which has led to a deterioration in students' conditions, including the possibility of SU. Similarly, GSK grades can now pull down the average for students who have completed their exams after May 1, 2022, due to a new rule on "downward adjustment of grade point average".

Overall, these measures - alongside the fact that Maths B has been made compulsory - have led to a sharp decline in GSK activity, which still plays an important role in enabling young people to continue studying at their dream university.

The efforts in the GSK area at Niels Brock are primarily aimed at raising the completion and pass rates among our students so that they get the desired opportunities to further their education.

	WORLD-CLASS EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2028	Satisfaction On a scale of 1-5, students answer min. 4.5 on average to questions about satisfaction with: - The academic level - Teacher engagement and communication skills. Completion rate: (Percentage of students recommended for the exam as a percentage of the number of students 20% into the course) Physical classes: 75%. Online classes: 60%. Pass rate: Percentage of passes as a percentage of retakes: In-person classes: 95%. Online classes: 90%.	Well-being All quarterly employee satisfaction surveys are green. Knowledge about compressed courses is collected, documented and shared with subject group leaders.	Optimal class size: Ratio 22 for physical classes (ratio calculated as taximeter-triggering students per class). Completion rate: (Percentage of students set to take the exam as a percentage of the number of students 20% into the course) In-person classes: 75%. Online classes: 60%.
KPI 2025-2026	Satisfaction On a scale of 1-5, students answer min. 4.5 on average to questions about satisfaction with: - The academic level - Teacher engagement and communication skills Completion rate: (Percentage of students recommended for the exam as a percentage of the number of students 20% into the course). In-person classes: 70%. Online classes: 45%. Pass rate: Percentage of passers as a percentage of completers: In-person classes: 85%. Online classes: 70%.	Well-being Only green evaluations in the last employee satisfaction survey of the school year. Knowledge about compressed courses is collected, documented and shared with subject group leaders.	Optimal class size: Ratio 21 (ratio calculated as taximeter-triggering students per class). Completion rate: (Percentage of students recommended for exam as a percentage of the number of students 20% into the course) In-person classes: 70%. Online classes: 45%.

	WORLD-CLASS EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2025-2026	Based on the new evaluation framework, we will work together with our employees to In the fall of 2025, we will analyze the collected data so that together we can optimize optimize, share knowledge, and plan days orders for upcoming assemblies and pedagogical days. We will work with attempts to get through the the online courses by strengthening the communication communication channels, introducing more synchronous more synchronous learning, opportunities for flexible teaching and competence development of teachers in both IT didactics and the use of use of MitNielsBrock. The offering will be continuously streamlined to to match demand. The offering is visible on the website for a year ahead, so students can students can plan their time. We strive to try to complete the classes we offer, in order to to create a sense of security for both students and teachers.	Ensuring professional and pedagogical development through focus on competence development. Present leadership style with a fixed structure/plan for teacher meetings, where external input, collegial collaboration and social interaction are prioritized. At least two half pedagogical days per year - preferably with exciting speakers and participant-activating workshops. Continue to work to integrate the GS teacher group into cross-disciplinary group activities - both group days and social events for teachers. Implementation of a teacher action plan in the 2025/2026 school year and management supervision to focus on individual development. Teachers participate in FIP, professional days etc.	New upper secondary education, stricter entry requirements and mandatory A levels in upper secondary education will have an impact on our GS offerings and activities. We are working to get more students who start the courses to pass. This has largely been achieved in the 2024 calendar year, and we will strive to maintain this level. In both online and face-to-face classes, collaboration and well-being are also important factors. The rector, vice-rector and/or student counselor visits several times during a course (at least at the start and end/evaluation), so that students have a sense of belonging. Further training and pedagogical sparring between teachers at GSK, but also between GSK and DIG, to develop pedagogical practice.



Niels Brock Executive

Our MBA program has undergone a significant transformation to blended learning, which has strengthened our ability to create engaging and challenging learning environments - both physical and digital. Evaluations confirm that we deliver programs of high quality and relevance, and our graduates act as strong ambassadors for Niels Brock. This is supported by increasing referrals from both current students and alumni.

A clear and differentiated profile is crucial - not least for our MBA offering. We continuously work to ensure that our programs match market needs and student expectations. That's why we integrate advanced elements such as AI and data analytics in close collaboration with Middlesex University London. Our ambition is to offer a flexible MBA with a high academic level that develops the skills the business world demands.

We are proud to have initiated a collaboration with Nicolai Moltke-Leth, a sociologist, author and hunter-soldier, who brings practical inspiration and new energy to our Executive programs.

Through our advisory board, we ensure continuous updating of study content and strengthened relationships with the business community. Our active alumni network provides valuable networking opportunities, which we will further strengthen through targeted events that also support close contact with students during their studies.

Finally, we are expanding our international collaboration with guest lectures, company visits and study trips that give our students global perspectives and strong networks.

KPIs - Niels Brock Executive

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN BUSINESS-ORIENTED EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2028	10% of MBA graduates score 70% or above in their thesis. The MBA graduation rate is 90%. 95% of students are satisfied with the program and would recommend it to others.	Admissions MBA: 60 students (YE), of which 25 on full MBA Board of Directors program: 100 students	Niels Brock Executive's advisory board is the basis for continuous development of academic content for the programs. There are min. five participants from major reputable companies on the advisory board. The advisory board meets twice a year and the chairman is invited to a strategy meeting with the school board.	The administrative staff support students, teachers and managers. Teachers' motivation and satisfaction with teaching at Niels Brock Executive is measured. The goal is 8+ on a scale from 1-10. The department is responsible for the measurement. Development interviews are held with all employees. All employees at Niels Brock Executive's programs have completed a competence development program, which is also used at CBC, with a focus on pedagogy and research-based teaching.	Niels Brock Executive is digitalized and professional in its expression. This applies to the entire process from recruitment to MitNielsBrock, teachers, IT support, administration, management and librarian. The goal is 8+ for all of the above measured on a scale from 1-10. The department is responsible for measurement.
KPI 2025-2026	7.5% of MBA graduates score 70%or above in their thesis. The MBA graduation rate is 90%. 85% of students are satisfied with the program and would recommend it to others. Focus on learning, well-being and education Course on information and misinformation in AI. Citizenship MBA students and graduates are more involved in relation to other programs at Niels Brock. Strengthen cross-collaboration with presentations for students and company visits.	Total annual MBA intake: 30 students (AE), including 25 on full MBA. Board of Directors program: 60 students. At least three thought leaders responsible for MBA courses. At least one company buys courses on AI.	Niels Brock Executive's advisory board is the basis for continuous development of academic content for the programs. At least four participants from major recognized companies on the advisory board meet twice a year.	The teachers' satisfaction with teaching at Niels Brock Executive is 7+ on a scale from 1-10. The department is responsible for measurement. Performance reviews are held with all employees. Teachers at Niels Brock Executive's programs are offered to participate in a competence development program, which is also used at CBC, with a focus on pedagogy and research-based teaching. Teachers are offered the opportunity to be guest lecturers at the international programs, including presentations for the faculty.	Niels Brock Executive is digitalized and professional in its expression. This applies to the entire process from recruitment to MitNielsBrock, teachers, IT support, administration, management and librarian. The goal is 7+ for all of the above measured on a scale from 1-10. The department is responsible for measurement.
ACTION PLAN KPI 2025-2026	Analyze which elements of the main task present the greatest challenges. Investigate the possibilities for AI-supported virtual instruction in collaboration with Digital. Focus on students' learning processes and how tasks are approached.	Advisory board participates in the development of the new courses and assessments. At least two annual social events for existing students to build networks. Development of courses on AI at MBA level. Development of format for single days in the Executive Education program. Develop a standard format for the compressed courses and instructional videos for instructors.	Use MBA students to make presentations for international students in order to increase competence development. Develop a plan for increased flexibility in the MBA by offering single courses and the possibility to purchase courses.	Teachers are invited to staff days and tea-ching and learning conferences. Increased knowledge sharing with MDX module leaders through min. two meetings per course. Events for lecturers. Presentations from students about their businesses. Develop a "pedagogical certificate" specifically for NBE educators.	Automation of student onboarding in collaboration with Digital. Automation of student enrollment at MDX in collaboration with Digital. Enrollment video to be developed in collaboration with Digital. Optimization of the enrollment process with fewer handheld documents - to be developed in collaboration with Digital. Increased automation of feedback process - to be developed in collaboration with Digital.



Niels Brock International

The International Department stands at a pivotal moment in its journey. In 2025, we are set to welcome the highest number of international students ever enrolled on our campus - a testament to our reputa-tion for academic excellence and student-centered learning.

This milestone reflects the strength of our programs, the dedication of our faculty, and the enduring appeal of Copenhagen as a hub for international education.

This year, we have celebrated 30 years of partnership with De Montfort University, highlighting the longs-tanding educational offering and the uniqueness of studying a British degree in Copenhagen through Niels Brock’s long-standing internationally oriented approach.

Yet, this period of record growth coincides with a sig-nificant shift in our operational landscape. In response to a recent legislative decree, we are undertaking a strategic scaling down of certain operations. This paradox - of expansion in student numbers and contraction in organizational scope - presents both challenges and opportunities.

Our foremost priority remains clear: to sustain a strong and thriving teaching and learning environment. We are committed to ensuring that every student continues to receive a high-quality, enga-ging, and supportive educational experience. Faculty development, curriculum innovation, and student services will remain central pillars of our strategy.

At the same time, we are proactively adjusting our organizational structure to align with the new regula-tory framework. This includes streamlining processes, enhancing operational efficiency, and exploring new models of international collaboration.

Looking ahead, we have to see this transition not as a setback, but as a catalyst for renewal. By embracing change with agility and vision, the International Department is positioning itself to seize future opportuni-ties - whether through new program offerings, digital learning initiatives, or expanded global partnerships.

In this period of contradictions, our mission endures: to empower students from around the world with the knowledge, skills, and mindset to thrive in a dynamic global economy.

Our students continue to inspire us with their resi-lience and determination. Coming to Denmark to pursue a UK degree presents a unique set of chal-enges - cultural, academic, and personal. Many arrive straight from high school, often without prior work or travel experience, and must quickly adapt to a new country, a different educational system, and a diverse peer group.

Over the past year, we have made meaningful pro-gress in supporting this transition. We have refined our pedagogical approach, reduced cohort absence rates, and seen a noticeable increase in student satisfaction - both academically and in extracurricular life. These improvements reflect our ongoing commit-

ment to creating a supportive and engaging learning environment.

A key part of this success is the work of our Student Support Unit (SSU). The SSU has been instrumental in responding to the evolving needs of our student body. Through regular surveys and drop-in sessions, they gather valuable feedback that directly shapes our counseling and support services. Their dedication to providing top-tier support ensures that students feel heard, understood, and equipped to succeed.

In the coming year, we will continue our work with the "Focus on Learning" project. Emphasis is on grounding students and providing them with civic education to empower them further. Initiatives range from visiting The Danish Parliament to volunteering in NGOs, helping students understand the unique Danish model of "foreningsliv".

We are also remaining proactive in addressing broader academic challenges. With the rapid rise of AI in education, we will work to equip students with the skills to use AI in their professional lives while conti-nuing to refine and enhance their ability to undertake critical analysis.

Looking ahead, we will continue to build on these stra-tegies - always listening, always adapting - to ensure every student has the support they need to thrive.

	WORLD CLASS EDUCATION	PROVIDING ATTRACTIVE EDUCATION	INNOVATIVE AND CONTEMPORARY BUSINESS ORIENTED PROGRAMS	STIMULATING WORK ENVIRONMENT	SMART AND MORE SUSTAINABLE OPERATIONS
KPI 2028	Marks 10% of graduates will achieve a First Class Honours. Graduation rate The graduation rate is 90%. Student satisfaction Student satisfaction of 80% within modules and the programme in the following areas: - Learning outcomes - Well-being - Faculty and staff responsiveness Student satisfaction is the same or better than TNE benchmark in the overall student experience in the DMU SSS. The DMU SSS indicators of student pre-arrival expectations and adjustment to university level are 80%. Overall average absence at 5%.	Retention 90% continue their studies from year to year.	Partnerships The advisory board meets twice annually to ensure that the Programme produces graduates that are suitable for either employment or further studies. The percentage of graduates of the Niels Brock programmes in relevant occupation or further education two years after graduation is the same or higher as the percentage of those who have graduated in the UK from the same programmes.	Satisfaction All quarterly job satisfaction evaluations are green. Competences and collaboration Faculty profiles are in compliance with DMU requirements. All faculty continuously engaged in competence development in collaboration with DMU. All faculty have developed their Teaching Portfolio. All faculty are engaged in Teaching Circles. An annual “Teaching and Learning Conference” is held in partnership with DMU. All faculty have gone through a local competence development programme created by Dorte Ågård and the Learning Hub.	Scalable organisation Scalable organisation through standardised procedures that are universally applied and digitised where possible. Student onboarding is done systematically with pre-departure webinars and information packages to prepare students best for study start. Sustainability is a core part of all programmes.
KPI 2025-2026	Marks 5% of graduates will achieve a First Class Honours. Graduation rate The graduation rate is 85% Student satisfaction Student satisfaction of 70% within modules and the programme in the following areas: - Learning outcomes - Well-being - Faculty and staff responsiveness Student satisfaction is 80% with the overall student experience in the DMU SSS. The DMU SSS indicators of student pre-arrival expectations and adjustment to university level are 70%. All students participate in a project on Civic Education. Overall average absence at 10%.	Intake September 2025: 400 students Retention 85% continue their studies from year to year. Focus on classroom management, community and sense of belonging.	Partnerships All programmes feature one company visit per program per year. The advisory board meets in September and January to review curriculum and programme development. The percentage of graduates of the British programs in relevant occupation or further education two years after graduation is max. 15% lower than those who have graduated in the UK from the same programmes. Civic Education program in collaboration with Action Aid and local sports associations (“foreninger”). Two partnerships are made with companies in computer science and ITHM to ensure onsite teaching.	Satisfaction The last quarterly job satisfaction evaluation of the academic year is green. Competences and collaboration Faculty profiles are in compliance with DMU requirements. At least 20 faculty members have developed their Teaching Portfolio. At least 10 faculty members have engaged in Teaching Circles. 50% of all faculty have gone through our local competence development program created by Dorte Ågård and the Learning Hub.	Scalable organisation Scalable organisation through standardised procedures that are universally applied and digitised where possible. Each class has student sustainability ambassadors.

	WORLD CLASS EDUCATION	PROVIDING ATTRACTIVE EDUCATION	INNOVATIVE AND CONTEMPORARY BUSINESS ORIENTED PROGRAMS	STIMULATING WORK ENVIRONMENT	SMART AND MORE SUSTAINABLE OPERATIONS
ACTION PLAN KPI 2025-2026	First Class Honours Indicator Module marks to be evaluated after level 4 and each semester from level 5. Graduation rate indicator Retention rate to be evaluated after level 4 and level 5. Action plans Specialised workshops are developed to enhance student engagement and academic abilities. Introduction of mandatory writing labs for all levels in all modules linked to submission dates. All assessment briefs are contextualised to ensure students can make use of them. A Civic Education Committee has been tasked with developing activities to provide students with civic education. A key component in this is providing students with an overall understanding of Danish society and the context in which they live. Values and norms both in industry and civil life will be reviewed. Activities will range from visits to Parliament, to speaker series to case competitions all aimed at empowering students. We will continue to closely monitor and register student absence. Classroom management policy and pedagogical approach are at the heart of how we work. Focus is on engaging and empowering students whilst at the same time fostering the sense of community and belonging. This is done by always following our uniform classroom management policies and providing students with the required structure and freedom to excel. The Pedagogical Coordinator leads project on “Open Doors” with colleagues sitting in on each other's classes to engage in reflections on own practice and best practice.	Diversity Continue current strategy with expansion of agent network. Define a concept for using our progression agreement with DMU to get students that e.g. take one or two years in Denmark and finish in the UK and vice versa. Retention To increase semester-to-semester progression, a plan will be implemented with the following elements: • Early Academic Support and Intervention • Faculty mentors appointed to each class • Regular Progress Monitoring • Clear Communication of Requirements • Feedback and Continuous Improvement.	Employability At level 6 there are specific training courses for all students to enhance their employability and understanding of the job market. MBA: formalised collaboration with companies for students to undertake their dissertation working with live case. MBA study trip organised for each cohort to expand understanding of Danish industry and clusters of innovation and entrepreneurship. The Comp Sci and ITHM advisory boards facilitate company visits and potential internships in their companies/network. Onsite company teaching to be established – emphasis on combining theory and practice to enhance employability of students.	The Module Leaders play an essential role overseeing the development of their modules and ensuring consistency across the teaching team. They will be provided with training in informal management to support their function. As a significant decline in student numbers is anticipated due to the law decree, significant efforts will be put into ensuring competence development and offboarding for any employees having to leave. A yearly plan will be presented to staff with activities ranging from: • Intensive Danish Course • CV writing workshops • Plan for competence development • Teaching portfolio • Teaching Circles • Scholarship of Teaching and Learning • HEA Fellowship. To enhance the work environment in this challenging period, the Social Committee will arrange events for the entire staff in addition to the 3 annual Teaching and Learning Conferences. Management to focus on communication, being accessible, and providing support to staff. This is done for instance by way of scheduled “Open Door” days as well as having biweekly townhalls ensuring easier flow of communication in addition to weekly updates.	Action plan • Review the SMS and create a plan for the future • Set up system for overview of marks to support the First Class Honours KPI and the graduation KPI • Absence system more efficient enabling both SSU and Deans to follow up weekly • Student sustainability ambassadors run at least 2 different initiatives each semester. This is done both to spread our understanding of sustainability but also to train students in terms of running projects. Student journey Define a plan to describe and analyse each student's touchpoint in the student journey from the first point of contact to two years after graduation. Recruitment The admissions officer will critically review the current recruitment plan (including the agent concept, agent follow-up etc.) and critically review the homepage in collaboration with Niels Brock's Marketing department.





The staff

Central Administration, Niels Brock Digital, Communication and Marketing, and Facility Management (together referred to as the staffs) perform tasks for the whole of Niels Brock by providing tools and expertise to the departments. The staffs ensure a range of operations and services, contact with the authorities, legal affairs, strategy, knowledge sharing and common systems and infrastructure. Fact and data-based management requires access to facts and data. Therefore, we continue to work on automating data retrieval and faster provision of valid management information. Among other things, data is used to provide easily accessible supporting information to management so that management has a good basis for making informed decisions.

The primary focus is to ensure that initiatives and actions contribute to improving student learning, well-being and education. This means, among other things, that students must have access to supporting IT systems - as well as data to optimize and improve the digital infrastructure that best supports students' learning processes. Among other things, data is used to provide supporting information to management so that management has a good basis for making informed decisions. Data must be easily accessible and easy to use.

IT works continuously to ensure easy and high operational stability, security and availability of relevant school-related IT systems. AI is continuously worked with both as a means for administrative staff to work smarter, as a tool in teaching and to facilitate the workflow for teachers.

Communication and Marketing has a special focus on spreading awareness of EUX. Among other things

focus on student stories in advertising and especially on Instagram. In addition, resources will be used through digital marketing and targeted communication to highlight the benefits of the EUX program.

Facility Management plays a key role in ensuring that Niels Brock's buildings function optimally. The department takes care of day-to-day building operations, including maintenance, cleaning, technical support and security. Facility Management works proactively to ensure that the buildings not only meet the requirements for teaching and administration, but also remain safe and well-maintained. This includes complying with health and safety standards and addressing the climate challenges we face. Through ongoing inspections and modernizations, Facility Management contributes to creating a healthy and safe indoor climate that supports both learning and well-being while taking responsibility for the environment and future climate challenges.

Departments in the staffs are:

- Facility Management: Purchasing, canteen as well as construction, civil engineering and building management tasks throughout Niels Brock
- Student Administration: SU guidance, study statistics
- Joint HR: Personnel administration, payroll, work environment and crisis support
- Financial management: Budget, accounting, controlling, including financial systems
- Executive Secretariat: Serving the board, executive management, general law and joint projects
- Digitalization and IT
- Communication and Marketing

KPIs - Green transition and sustainability

	ENVIRONMENTAL DATA - ENVIRONMENTAL DATA	SOCIAL DATA - SOCIAL DATA	GOVERNANCE DATA - MANAGEMENT DATA
KPI 2028	Carbon footprint The school's carbon footprint in scope 3 (heating and electricity) has been reduced by at least 40% compared to 2016. The school's carbon footprint in scope-3 second) is reduced by at least 10% compared to 2024. All suppliers to Niels Brock must verifiably purchase green electricity. Energy consumption Electricity, heating and water consumption is maintained at 2024 levels measured per m2/person. Waste All waste is sorted and the share of recycling increases to min. 70 %. Suppliers All suppliers contribute to the school's ESG and scope 3 accounting. Purchasing Not only should there be a preference for greener purchasing alternatives, but it must be documented that there is no greener alternative. All cleaning products are Nordic Swan Ecolabeled where possible. All tableware etc. is climate friendly. CO2 impact The school's CO2 impact on heating and electricity has been reduced by at least 35% compared to 2016. The school's carbon footprint in scope 3 (other) is reduced by at least 5% compared to 2024.	Sick leave Is reduced and is the lowest among vocational schools. Unaided dropout rate (students) HHX max. 2%. EUX max 5%. Accidents at work None. Employee satisfaction In the top 3 among peer schools. Employee turnover rate Among the lowest in the top 3 for business schools. Equality and diversity Equal work means equal pay. 50/50 for students and staff. Employee schemes Niels Brock lives up to the goal regarding employees on flex job programs. Student well-being In the top 3. Absence due to illness Below average among business schools. Unaided dropout rate (students) Max. 4 %. Accidents at work None. Employee satisfaction In the top 5 among peer schools. Employee turnover rate Below the national average for business schools. Employee schemes Niels Brock is working hard to live up to the goal regarding employees on flex job programs. Student well-being Above the national average.	CSRD accounting The school submits CSRD accounts as a C25 company and fulfills all reporting obligations. ESG-accounting The school has full carbon accounting (all scopes). Map the new ESG and climate-related risks and structures, list data sources that enable Niels Brock to meet the new reporting obligations that place high demands on data, thereby continuously increasing the quality of our carbon footprint. The school continues to strengthen the work of the central sustainability committee, which aims to set the direction so that Niels Brock can stand stronger in a market where sustainability is becoming an increasingly important competitive parameter.
KPI 2025-2026	Energy consumption Electricity, heating and water consumption is maintained at 2023 levels measured per m2/person. Waste All waste is sorted and the share of recycling increases to min. 50 %. Transportation It is being investigated whether Niels Brock can enter into a discount agreement for public transportation for employees. Suppliers Help and set requirements for suppliers so that they are aware that Niels Brock will continuously require data from them for the school's ESG and scope 3 accounting. Continue to consolidate purchases to reduce driving/transportation, e.g. at Lomax or Lyreco. Service in the canteen is the most climate-friendly available on the market. At social events with food organized by Niels Brock, suppliers must comply with the Danish Veterinary and Food Administration's silver label for ecology.		

KPIs - Facility Management

	BUILDING STOCK, SECURITY AND INTERIOR DESIGN	WORLD-CLASS SERVICE	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE
KPI 2028	Building stock All buildings are either climate-proofed or have a climate-proofing plan in place. Safety and security Emergency plans are mastered by employees and students. School escorts can competently instruct them, and Niels Brock is "best in class" when it comes to building evacuation. All applicable building safety standards are complied with. Interior design At least 90% of students and staff are satisfied with the layout and believe it is fit for purpose.	Property services An annual survey is conducted to measure the satisfaction of those who have used the help of school crossing guards. 95% express satisfaction with the help received. The execution of processes with multiple departments involved is optimized. Cleaning 95% of employees and students express that cleaning is satisfactory. Service brokers rate cleaning at the school to min. 5 on a scale from 1-6 in all departments. All cleaning products are Nordic Swan Ecolabeled. Property services An annual satisfaction survey is conducted among those who have used the help of the school janitors. 92% express satisfaction with the help received.	Well-being MiniMTU - green only. Sickness absence (excluding child sickness) for employees in the department (excluding flex workers) is below 2.2%.
KPI 2025-2026	Building stock A plan is developed to climate-proof our buildings based on a mapping of climate challenges in our local area. Safety and security All employees and students review emergency plans annually. Fire drills are conducted at least twice a year, and employees are familiar with all elements of the emergency plans. Drills are observed by either the Facility Manager or Building Inspector to make improvements for the next drill. All buildings are reviewed every two years (in odd years) to ensure all safety requirements are met. If there are new requirements, plans are made to ensure compliance as soon as possible. Interior design At least 80% of students are satisfied with the physical work environment. All basement rooms have been reviewed, archiving systematized and relevant material has been sent to the National Archives. Building stock We will systematically review all school buildings to identify climate protection needs. Actions include risk assessments for flooding in extreme weather and the development and implementation of action plans to improve the buildings' resilience to climate change. Safety and security At least two annual fire drills will be held with systematic evaluation to identify and implement improvements for future drills. In addition, all buildings will be reviewed every two years to ensure that all safety requirements are met and any new requirements will be accommodated.	The execution of processes with multiple departments involved is optimized. Process improvement is measured through pre and post surveys of the affected employees. Cleaning Service brokers rate cleaning at the school to min. 4.5 on a scale from 1-6 in all departments. All cleaning products are Nordic Swan Ecolabeled. Tendering Tendering of the following tasks: window cleaning, reprocessing of plumbing and electrical work. Facility management attends two student council meetings and learning committee meetings per department to gain knowledge of what's going on. Satisfaction surveys of those who have used the staff's services are conducted once a year. The survey is coordinated with other staffs that also have goals aimed at users. Improve internal communication e.g. in connection with special events, relocations, meetings and room rentals. Meetings are held frequently and agreements are recorded in writing.	Well-being MiniMTU - green only. The sickness absence rate (excluding child sickness) for employees in the department (excluding flex workers) is below 2.5%. The role and responsibility of school resource officers in relation to the emergency response plans means new competence needs. Time and resources are allocated to ensure that everyone is competent and comfortable with the tasks.
ACTION PLAN KPI 2025-2026	Facility management Facility management attends student council meetings and learning committee meetings to gain knowledge of what is going on. At least two meetings of each body annually.		

KPIs - Student Administration, Finance and HR

	WORLD-CLASS EDUCATION	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2028	Satisfaction The administrative staff support students, teachers and managers alike. An annual satisfaction survey is conducted among those who have used the help of the administration, finance, legal or HR department. 95% express satisfaction with the help received.	Well-being MiniMTU - green only. Sickness absence (excluding child sickness) in Student Administration, Finance and HR (excluding flex workers) is below 2.2%. Development 95% of all new employees experience the school's onboarding as professional and are satisfied with the outcome and relevance of the onboarding event. All employees are familiar with the use of AI and use it where relevant.	Digitalization All old certificates are scanned in. Management has easy access to relevant data. Measurement is done through management questionnaires. Smarter institutional operations For growth measured in terms of FTEs, the growth in FTEs (excluding office students) in student administration must increase by a maximum factor of 0.5. If growth decreases, FTEs must decrease by a factor of 1. Processes with multiple departments involved are optimized. Data transfer to the Danish National Archives is incorporated into the administration's annual cycle and takes place annually. Mindzeed (system for awareness training on GDPR and cybersecurity) is used annually by all employees. 95% of employees have passed the test. Green transition and sustainability Focus on healthy food alternatives and movement hosted by the school. Digitalization All old certificates are scanned in. Management feels they have easier access to relevant data. Measurement is done through management questionnaires.
CPI 2025-2026	An annual satisfaction survey is conducted among those who have used the help of the administration, finance, legal or HR department. 92% express satisfaction with the help received. Short, friendly and clearly worded instructions and responses to inquiries. AI is used to shorten and simplify instructions and responses. Improve internal communication e.g. for special events, meetings and room rentals.	Sickness absence (excluding child sickness) in Student Administration, Finance and HR (excluding flex workers) is below 2.5%. Development 95% of all new employees experience the school's onboarding as professional and are satisfied with the outcome and relevance of the onboarding event. The measurement is done through a questionnaire for new employees. All employees have participated in at least one AI course offered by Niels Brock Digital. Create community and co-responsibility in departments/teams. Coordinate departmental onboarding efforts. Differentiate onboarding programs according to the different employee groups. Establish AI ambassador corps.	Smarter institutional operations For growth measured in FTEs, the growth in FTEs (excluding contract students) in student administration may increase by a maximum factor of 0.5. If growth decreases, FTEs must decrease by a factor of 1. Processes with multiple departments involved are optimized. Process improvement is measured through questionnaires to the affected employees before and after. All basement rooms have been reviewed, archiving systematized and relevant material has been sent to the National Archives. Mindzeed (system for awareness training on GDPR and cybersecurity) has been implemented. 95% of employees have passed the test. Green transition and sustainability Focus on healthy food alternatives and movement hosted by the school. Power BI report replaces Jedox in the financial follow-up. Common process descriptions are prepared with clear division of responsibilities - e.g. for exams, graduation and school start. Decision mandate is clarified in case of disagreement. Process for warnings to students is reviewed and automated where permitted by law. Time and resources are allocated to clean up and prepare material for the National Archives.
ACTION PLAN KPI 2025-2026			

KPIs - Digital and IT department

	WORLD-CLASS EDUCATION	EXCITING, EVOLVING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2028	Management information The educational leaders at the youth education centers have useful data available to support decision-making. They have this through digital DashBrock for 100% of the quantitative KPIs in the youth education areas. Competence development The goal is to strengthen the employees' use of Nels Brock's digital tools that are relevant to their respective work areas. This is done, among other things, by ensuring that all employees have completed digital skills development relevant to their work tasks. IT The student network is running smoothly - i.e. there are no complaints about the stability of the student network.	All school year mini-employee satisfaction surveys are green. Employees experience a strong, trusting and professional relationship professional relationship among colleagues (min. 4.5 in MTU).	Support and system development All employees feel well informed about school systems and changes. Support meets employees with fast, friendly and competent help. All employees know where to go when they need support from IT and Niels Brock Digital. The above is measured by conducting an annual satisfaction survey of those who have used support from IT and Niels Brock Digital. 95% express satisfaction.
KPI 2025-2026	Management information The pedagogical leaders at the youth education programs have useful data available to strengthen decision-making. They have this through digital DashBrock for 50% of the quantitative KPIs in the youth education areas. Competence development The goal is to strengthen employees' use of Niels Brock's digital tools that are relevant to their respective work areas. This is done by ensuring that all new employees have completed the onboarding program in their first year of employment. All employees must have completed an AI competency course that meets the requirements of the EU AI Regulation. IT The student network is systematically monitored and tested. Good sound conditions, speakers and microphones for presentations to large gatherings such as Open House. Open House.	All school year mini-employee satisfaction surveys are green. Employees experience a strong, trusting and professional relationship professional relationship among colleagues (min. 4.5 in MTU).	Support and system development All employees feel well informed about school systems and changes. Support meets employees with fast, friendly and competent help. All employees know where to go when they need support from IT and Niels Brock Digital. The above is measured by conducting an annual satisfaction survey of those who have used support from IT and Niels Brock Digital. 92% express satisfaction.

KPIs - Digital and IT department

	WORLD-CLASS EDUCATION	EXCITING , EVOLVING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2025-2026	Management information The focus is on strengthening interdisciplinary collaboration with the school's educational management and administration. Among other things, in the form of an interdisciplinary data working group with the participation of employees from the Finance Department and NBD with monthly meetings where requests for the development of new, or adaptation of already developed, data reports are processed, decided and prioritized. The department delivers results of ETU, MiniETU, teaching evaluations and other statutory surveys as well as NB-decided quality initiatives. Competence development Onboarding program for teachers is reviewed and evaluated. Onboarding for new administrative staff will be developed and run for the first time in September 2025. Facilitation of AI collaboration and knowledge sharing across youth education programs. In collaboration with the pedagogical management, a competence program is developed for employees after the first year of employment based on relevant digital tools. All presentation areas are reviewed during the fall. Equipment is replaced where necessary.	Skills development The team stays updated with new knowledge about relevant systems, tools and technologies, including via digital webinars and professional networks.	Support and system development At least three newsletters are sent out three newsletters to target groups about the status and initiatives of the school's systems. A new support system is implemented. Newsletters are sent out to inform target groups about the status and new initiatives in NB digital systems. Further development of Nielsbrockdigital.dk. The MyNielsBrock-Superuser concept is concretized with a focus on visibility in the departments. Focus on strengthening the cross-cutting collaboration with local education departments and the joint administration through quarterly meetings to ensure timely sharing of information, knowledge and experience in the use of systems. The RPA processes are maintained and developed in line with changing needs. New processes are developed as resources allow. Close collaboration is built up on the process series at CBC in order to systematize and automate. Workshops are held and working groups are established to build knowledge about AI. In collaboration with the administration, work tasks are identified that are suitable for using AI.

KPIs - Communication and Marketing

	BRANDING AND COMMUNICATION	YOUTH EDUCATION HHX/EUX	IV	EXCITING, STIMULATING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2028	Branding Niels Brock maintains its position as a strong brand recognized for high-quality education that challenges the way we think about education. Key words are innovation, learning and relevance.	Niels Brock maintains its position as the country's most popular provider of HHX and as a frontrunner in innovative EUX programs.	The MBA and Board of Directors programs are visible and recognized for their flexibility and high professionalism at an affordable price.	All quarterly employee satisfaction surveys are green.	Niels Brock is known and recognized for our work for the green transition.
KPI 2025-2026	PUBLIC RELATIONS Communication and Marketing continuously supports messages set out by senior management through articles and paid advertising in newspapers and local media. Social Media Niels Brock's position as a modern, ambitious and committed educational institution is strengthened. The goal is a minimum of two posts a month on LinkedIn and Instagram respectively, showing that Niels Brock is a dynamic organization with a close relationship to the business community. Marketing and marketing New brand film for the youth education programs, ready for the Open House 2026 campaign.	Open House The number of visitors to Open House at HHX upper secondary schools increased by 20%. The number of Open House visitors at EUX high schools will increase by 35%. Number of students: - At HHX, 56 first-year classes start. - At EUX, at least 6 first-year classes start The main course is updated with new visual material that is up-to-date and informative.	Branding Increase awareness of the Executive programs and lead generation to achieve the goals of having: - Min. 30 MBA students - Min. 30 Mini-MBA students - Min. 60 board students (two intakes per year)	Development The team stays up-to-date on new knowledge in communication and marketing. Well-being All quarterly employee surveys are green.	Communication and Marketing is working to reduce paper and print consumption.
ACTION PLAN KPI 2025-2026	Branding and communication is handled through PR, social media, marketing, external and internal communication. PR We pitch relevant stories to the press that position and support Niels Brock as a recognized and professionally strong educational institution, where young people's education and well-being are paramount. Communication strategies for external communication are continuously developed depending on the importance and size of the event. Social media We regularly make SoMe posts about focus areas and special events in collaboration with the upper secondary schools and management. An annual wheel is prepared for an overall SoMe calendar with a clear plan for input and output. Communication and Marketing offers SoMe courses that SoMe students can get on their Brock Score. Marketing See section on secondary education and IV.	Communication and Marketing supports the work of attracting and retaining a diverse and ambitious student group across the upper secondary schools. PR. We continuously pitch stories that spread the word about what a youth education at Niels Brock entails and what it can lead to. We emphasize focus on learning, well-being and education, on innovation and relevance. Social media SoMe plan is prepared for AH promotion with internal SoMe teams. "Student takeovers" will be implemented at all upper secondary schools and study programs, which will be shared on the individual upper secondary schools and Niels Brock's Instagram profile. The goal is identification and authenticity. Marketing and marketing According to the evaluation of the last Open House campaign, video clearly performs best. We are therefore intensifying the use of video for the young target group with a focus on identification and credibility. Digital and print advertising is used continuously, especially in the run-up to Open House and application deadlines. New visual material (images/video) is developed for EUX/main course for quick decoding and identification at eye level. It is used on the website and in other marketing.	Communication and Marketing supports in spreading awareness and attracting more students to the Executive programs. PR. Relevant stories are regularly pitched to e.g. Børsen. Marketing New texts and new visual material are prepared, including new photos and possibly video. We create targeted campaigns for lead generation on relevant digital media. Email flows are adjusted and optimized.	Development Knowledge is built up through courses and lectures on AI and digital tools that can be used in daily work. Employees complete courses to ensure communication and marketing skills are upgraded and optimized.	Communication and Marketing continuously analyzes to what extent digital solutions can be better than paper/print. Follow-ups are carried out after Open House, graduation and other events. material needs, and adjustments are made to minimize material waste.



Niels Brock - a pioneer whose values still live on

Niels Brock's will of February 19, 1796 read as follows:

"For the beginning and a well-meant foundation stone for the building of a wholesale school or to rent rooms for it, where an honest education could be taught to wholesalers and other merchant children and their parents (as in England, Hamburg and elsewhere) the interest on the capital that becomes a fund is given

10,000 Rdl. Which capital is paid to the chairman and the 4 elders of the city's wholesalers, who on their every request and response ensure the same in the best and safest possible way, and the interest as stated is used to the best of their ability."

Niels Brock builds on the legacy of the great merchant Niels Brock, who in the 1700s made a significant mark on merchant life in Copenhagen and the rest of Scandinavia. He traded mainly in agricultural goods in the Baltic region and was known for his orderliness, integrity and sense of good business acumen.

But Niels Brock was more than a skilled merchant. He was engaged in the great social debates of the time and was interested in both economic and political issues. He had a strong sense of social responsibility and believed that education was the key to fighting poverty - and to creating a richer and more enlightened society.

This mindset led him to set aside money in his will for a business education for young people - the start of what we know today as Niels Brock.

Although more than 200 years have passed since his death, the values remain the same: responsibility, entrepreneurial spirit and international outlook. Niels Brock wanted to make a difference - both for the individual and for society - and that desire continues to drive us as a modern educational institution.

Niels Brock was also skilled at running a business. When he died, he left behind a fortune of around 900,000 Danish kroner - almost a quarter of Denmark's entire state budget at the time. A testament to the fact that that his approach to business and management wasn't just visionary - it worked.

Today, the educational institution Niels Brock builds on this legacy with the ambition to equip new generations to create value - both in Denmark and around the world.