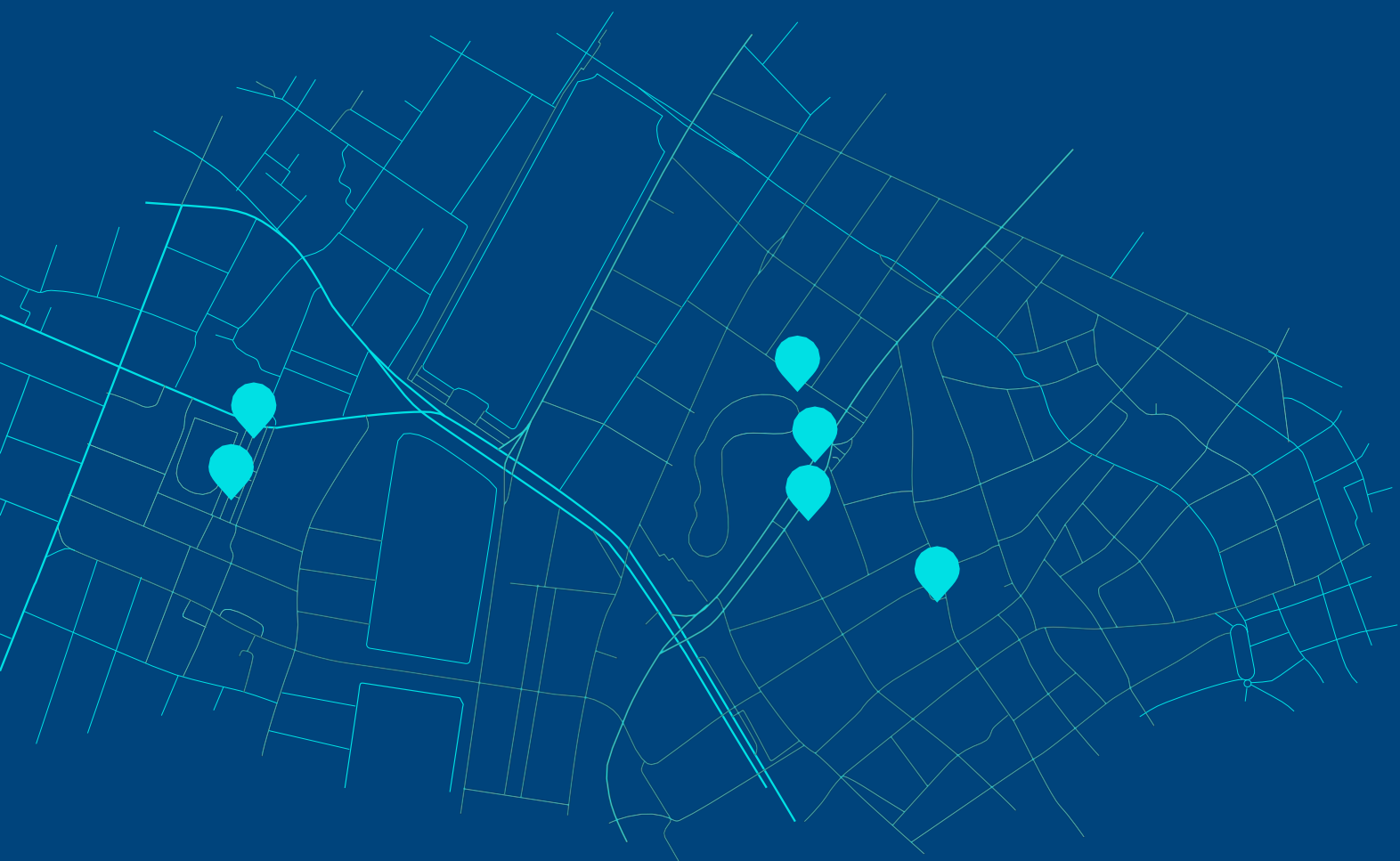




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Niels Brock has been providing education to the business community since 1881. We are one of the country's largest and most international business schools, focusing on business-oriented secondary education, continuing education for companies and organizations, and executive education.



NIELS BROCK
UDDANNELSE SIDEN 1881

On Track 2026— 2029

Niels Brock's Goals and Strategies Toward 2029

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Why are we here ?

Sound business acumen is at the heart of our work. Sound business acumen means professionalism, integrity, trust, and vision—the foundation we proudly uphold every single day. Niels Brock himself was a merchant with a capital “M.” Through his work, he fostered trade, opportunities, collaboration, progress, and wealth. There is a direct line from the bold choices and hard work he undertook some 250 years ago to the present day. What matters is not whether you build a business by shipping coffee, tea, and spices, or whether you create an online company that helps people manage their finances. What matters are the values and culture behind it all.

Without cooperation, relationships, and keeping one’s word—there are no agreements. Without dedication and hard work—there are no results. Without boldness and vision—there is no development or improvement.

We know that the task we undertake every day—to educate and shape young people—is of immense importance. Not only for the individual student, but also for society as a whole. We undertake this task with the utmost respect and sense of responsibility, for 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 acumen into 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 go out of our way to hire talented teachers who are not only experts in their subjects but who also want to

contribute to the culture we’re building at Niels Brock. Our students are young people who are in the process of finding their footing in a changing world. This can sometimes be difficult—and we’re here to help them along the way.

Our ambition is to create a learning environment that is both academically challenging and personally enriching.

The framework we create at Niels Brock is meant to be a solid foundation for a fulfilling young life. We set clear expectations of our students, because we know that it is through challenges and responsibility that young people grow. Learning new things is hard—but it doesn’t have to be hard all the time. There must be room for laughter, camaraderie, a breather in the sun, and a shot at the basketball hoop.

A good teacher knows that you must communicate clearly with young people who are constantly bombarded with sensory impressions and who understand that even those with a confident demeanor need attention and genuine interest from their teachers.

Education is something we create in collaboration with our students. When a connection is made, something happens in the classroom, and learning, responsibility, and community all move in the right direction.

When we ask students to put away their cell phones, we do so not to restrict them, but to create the best conditions for a learning environment where personal development and well-being can flourish. When we actively address environmental and climate issues in our daily practices, it is because we see this as a completely natural part of the students’ personal development—understanding and taking responsibility for the world of which they are a part.

When we engage in student democracy through local student councils, the MegaBrock Council, and the youth director role, we do so because we believe that responsibility, co-determination, and democratic participation are fundamental to our students’ general education.

When we educate students about the importance of getting enough sleep or avoiding intoxicating substances, it’s because we know that these factors directly impact students’ well-being and their ability to learn.

But a fulfilling youth and a well-rounded education do not arise from individual projects and initiatives alone. It is everyday life that matters most. A break in the courtyard, a quick chat and a laugh with the cafeteria staff, a teacher who asks about the students’ vacations, and a masterclass with an entrepreneur who puts everything on the line and inspires the students.

It’s all of this that makes Niels Brock what it is—and everyone who works here makes a difference.

Mission

At Niels Brock, we are committed—ambitiously and persistently—to creating and offering relevant educational programs that not only motivate but also support each student in developing to their fullest potential academically, socially, and in terms of life skills. This is our proud contribution to Danish society. A contribution that is about more than just education—it is about shaping responsible, competent, and conscientious citizens.

Vision

Niels Brock’s vision is to be Denmark’s most international and innovative business school. We want to be recognized for our staff, who professionally and authoritatively facilitate students’ learning processes, thereby ensuring that our students become academically strong and personally confident. We see our students as tomorrow’s leaders, and we are here to give them the best possible foundation to step out into the world with self-confidence and knowledge.

Goals

Niels Brock’s mission and vision are realized through our five goals:

- World-Class Educational Programs
- An attractive range of programs
- Timeliness and relevance in career-oriented programs
- An 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 overarching goals. To achieve them, a series of KPIs is established for each of the five goals.

The KPIs are set annually and are tailored to the local conditions of each department. This allows us to track progress and adjust our efforts on an ongoing basis.

Each of the five goals has its own set of KPIs.

1. World-Class Education
 - Graduation grades and academic potential
 - Student well-being and satisfaction
 - Further education and apprenticeships
2. Attractive educational offerings
 - Annual growth
 - Unassisted dropout rate
3. Timeliness and relevance of vocational education programs
 - “Keeping our finger on the pulse” through advisory boards
 - Authentic business challenges in the programs
 - Skill development in the circular economy and green transition, including sustainability data and accounting
4. An exciting, stimulating, and attractive workplace
 - Personal commitment, involvement, and knowledge sharing
 - Trust-based social relationships in a positive work environment
 - Support for employees in the necessary skills development
5. Greener and smarter institutional operations
 - Innovative solutions that make teaching and administration more efficient and enriching
 - CSRD reporting as a catalyst for climate-conscious development.

1. World-Class Education

Our ambition is to offer world-class education. Our goal is to rank among the very best in the following areas:

- Graduation grades and potential for success
- Student well-being and satisfaction
- Further education and apprenticeships

Graduation grades and potential Graduation grades and potential are included in the KPI.

Student well-being and satisfaction
Our mission and vision set high standards for creating a positive learning environment for our students and teachers. Therefore, we must, of course, score above the national average on the ETU. In this context, the questions regarding the learning environment are crucial.

To get an ongoing indication of whether we’re on the right track, we survey our students several times a year about their experience with the initiatives we implement.

Further Education and Apprenticeships
Percentage of students who have begun a higher education program no later than 14 months after completing HHX. Percentage of students with an apprenticeship or enrolled in a higher education program no later than six months after completing the basic program.

- We achieve this goal through:
- Clear learning objectives, so students know what they need to learn, why it’s important, and how they can succeed.
 - Clear expectations for behavior, participation, and academic engagement, so that all students experience a learning environment characterized by focus, respect, and ambition.
 - Authoritative classroom management, where teachers combine high academic expectations with strong relationships, care, and support.

- Collaborative classroom management that provides clear structure and predictability in instruction, so students can focus on learning rather than trying to decipher the framework and expectations—which is especially important for neurodivergent students.
- Consistent monitoring of students’ learning and progress, so that students know where they stand and what the next step is in their development.
- An inclusive learning environment where clarity and structure support all students—including those with different learning needs—in actively participating and developing their potential.
- Strong relationships between students, teachers, counselors, and other staff, because well-being, motivation, and learning are closely linked.
- A culture of high ambition, where we believe that all students can grow academically when they are met with clear expectations and the right support.
- Ongoing feedback from students so we can monitor whether our efforts are working as intended and adjust our practices based on informed insights.
- A targeted increase in the proportion of physical books to at least 25% by 2027/28 to strengthen students’ learning, concentration, and memory.
- Service-oriented administrative staff and support functions that help ensure, every day, that students and teachers can focus on learning, development, and academic achievement.
- Professional academic, well-being, and career guidance services that help students navigate their education and realize their potential.
- Efficient administrative processes and robust support functions that ensure quality, consistency, and a strong framework for teaching and learning.
- A shared responsibility among all staff to create a school where students experience academic excellence, a sense of security, a sense of

belonging, and high expectations.

2. Attractive educational offerings

Our goal is for Niels Brock’s educational offerings to be so attractive that we see an increase in student applications every year. We attract academically talented students, and the dropout rate—excluding those we assist in transitioning—decreases every year.

We measure:

- Annual growth
- Unassisted dropout rate

We achieve this goal through:

- ongoing dialogue with students, graduates, businesses, higher education institutions, and other partners to ensure that our programs remain relevant and reflect the needs of society and the labor market
- systematic development and updating of program content, so that students engage with current professional challenges, technologies, and competency requirements
- a strong link between theory and practice, so that students find the instruction meaningful, applicable, and relevant to their future educational and career choices
- high academic quality, clear learning objectives, and consistent, authoritative classroom management that ensure students experience instruction characterized by high expectations, structure, and strong academic progression
- learning environments characterized by clarity, predictability, and inclusive communities, where all students are given the best opportunities to succeed
- Committed and academically strong staff who continuously develop their competencies and apply new knowledge in practice
- an active student democracy and close dialogue with students, so that their experiences and perspectives contribute to the development of attractive educational programs
- systematic use of data on well-being, learning, completion rates, and student experiences, so that we can continuously assess whether our programs are attractive, relevant, and create value for students.

3. Timeliness and relevance in career-oriented programs

At Niels Brock, close ties to the business community help ensure that our programs are up-to-date, relevant, and geared toward the world our students will enter after high school. As a business-focused high school, we must keep our finger on the pulse and continuously incorporate new knowledge about societal developments, technology, the business world, and global trends into the development of our programs.

The goal is for students to experience the connection between theory and practice, develop their understanding of the world around them, and acquire the skills that will give them a strong foundation for further education and their future careers.

To ensure that we maintain strong and relevant connections to the outside world, we continuously monitor:

- the strength and scope of our collaborations with companies, organizations, industry associations, and institutions of higher education
- the activity of advisory boards and other forums that contribute knowledge about developments in business and society
- our partners’ assessment of Niels Brock as an educational institution and partner.

We achieve this goal through:

- active advisory boards and strong partnerships that provide insights into developments in the business world and society
- ongoing dialogue with companies, industry organizations, alumni, and higher education institutions regarding future competency needs and development trends
- the systematic incorporation of real-world case studies, business projects, guest lecturers, mentoring programs, and company visits across all degree programs
- Targeted professional development for employees in the fields of artificial intelligence, digitalization, the green transition, and other areas relevant to students’ futures
- strategic partnerships with companies and external experts to develop educational programs, learning pathways, and instructional content
- a culture characterized by curiosity, innovation, and an understanding of the wider world, where we continuously develop our educational programs in step with developments in society and the business world.

4. An exciting, stimulating, and attractive workplace

Our employees are Niels Brock’s most important resource. That is why we strive to be a workplace where talented and dedicated employees thrive, grow, and are motivated to make a difference.

To support this, we regularly take the pulse of our work environment through brief conversations and simple surveys that give us insight into teaching, collaboration, and well-being.

For Teachers
Twice a year, we discuss topics such as:

- What has helped you develop your teaching recently?
- What helps you most in applying “Focus on Learning” in your daily work?
- What should we prioritize moving forward?
- How do you feel about your well-being and your opportunities to succeed in your work?

For administration and support functions
Twice a year, we discuss topics such as:

- How do you feel your work contributes to Niels Brock’s core mission?
- What helps you the most in succeeding at your work?
- What should we, as an organization, focus on in particular in the coming period?
- How do you feel about your well-being and your ability to perform your tasks well?

Well-being and Development
We regularly follow up on how employees feel about:

- meaningful and rewarding work tasks
- support and guidance from management and colleagues
- a positive and safe work environment
- opportunities for learning and development.

How We Create an Attractive Workplace
We achieve this goal through:

- engaged leadership with clear expectations and a clear direction
- recognition of good work and celebration of successes
- a culture characterized by trust, collaboration, and camaraderie
- a framework that supports knowledge sharing and shared development
- excellent opportunities for relevant professional development and learning
- curiosity about new methods, technologies, and tools that can enhance teaching and make work easier.

5. Greener and smarter institutional operations

We want Niels Brock to be known as a modern, responsible, and well-run educational institution. We aim to create the best possible environment for our students’ learning and well-being, while actively taking responsibility for the green transition and using our resources wisely.

Our ambition is to be among Denmark’s best-run and most responsible educational institutions—for the benefit of students, employees, and society.

Our Focus Areas

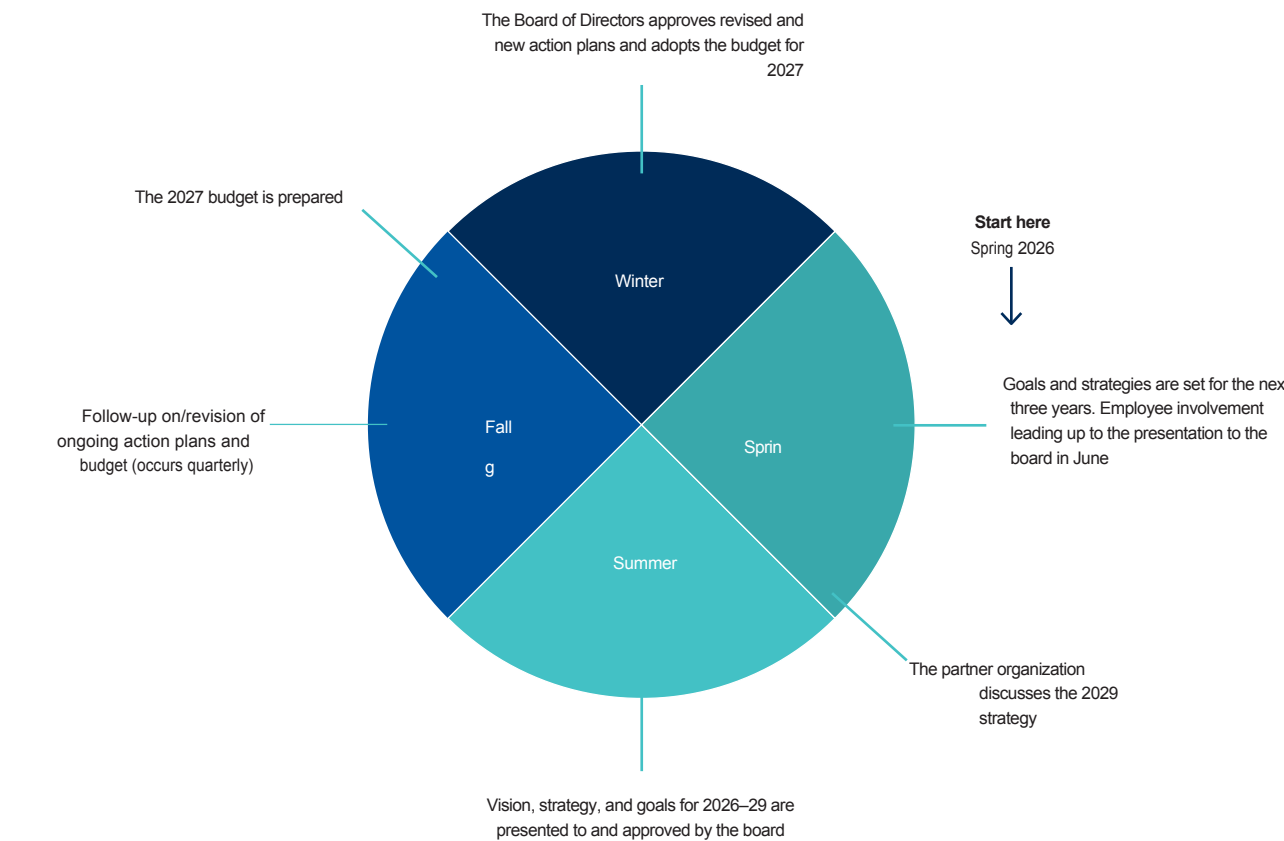
- An efficient and well-functioning administration that supports our core mission.
- Responsible operations focused on reducing our carbon footprint and using resources wisely.
- More sustainable solutions in our daily operations, including recycling, waste sorting, and green procurement.
- Climate-conscious choices regarding transportation and travel.
- A healthy study and work environment with ample opportunities for well-being, physical activity, and healthy choices.
- A strong framework for students’ learning, well-being, and personal development.

How We Work Toward These Goals
We achieve our goals through:

- continuous improvement and streamlining of workflows
- targeted use of technology, digitalization, and artificial intelligence where it adds value
- responsible use of energy and other resources
- a consistent focus on sustainable solutions in our decision-making
- involving students and staff in the green transition
- operations where data, tools, and technology support learning, quality, and positive experiences for both students and employees
- In this way, we strengthen both our academic quality, our sustainability, and our ability to create value for those we serve.



Annual Cycle for Niels Brock’s Strategic Work 2026/2027



Work on “På Vej” begins with the strategic announcement from the school’s principal. During the spring, a strategy seminar is held with leaders and employee representatives. Following this, work proceeds locally on strategies and concrete action plans.

This work results in the action plans outlined on the following pages, which reflect the distinctive characteristics of each area. The action plans are closely monitored by the school’s senior leadership and the Board of Directors, who follow up on the action plans and KPIs four times a year via the so-called DashBrocks.



The strategic direction - the 2026–2027 school year

Our foundation—refining to perfection and thinking innovatively In 2026, Niels Brock will celebrate 145 years of history as an educational institution. This comes with a responsibility. We have a long tradition of delivering high-quality programs and of constantly developing the structure and content of our programs to ensure they remain relevant and up-to-date. At the same time, an important part of our DNA is that we take social responsibility through our programs.

At Niels Brock, we are inspired by the two world records set at the 1968 Olympics: Bob Beamon's long jump and Dick Fosbury's high jump.

Bob Beamon's long jump was not a departure from the discipline's fundamental principles, but the culmination of years of refinement. Beamon honed his technique to perfection: approach speed, takeoff, body control, and timing were meticulously optimized. The 8.90-meter jump was a quantum leap precisely because all the known elements were mastered and executed with extreme precision. Beamon therefore symbolizes the value of technical depth, a systematic approach, and the persistent refinement of what already works.

Dick Fosbury's high jump represents the opposite—but equally necessary—path of development. Instead of refining the conventional scissors and roll techniques, Fosbury challenged the very understanding of the discipline. With the Fosbury Flop, he turned his body backward toward the crossbar and harnessed the body's physics in an entirely new way. The technique was initially met with skepticism, but proved so effective that it is now the standard. Fosbury symbolizes the courage to think radically differently and drive innovation when existing methods are no longer sufficient.

We are inspired by both of these records because we work purposefully to maintain and refine strong academic traditions, pedagogical approaches, and organizational practices, where experience and proven results lead the way. At the same time, we have the courage to rethink teaching, learning methods, and collaborations as student groups, societal conditions, and competency requirements change.

This dual ambition is not a loose metaphor, but a strategic principle: balancing academic excellence with innovation. It is precisely this balance that sets the strategic direction for Niels Brock in 2026.

With this strategy, we have established a clear framework for our work on learning, well-being, and personal development, and we will now build upon this strong foundation—which must be purposefully refined to perfection, while we develop new responses to new circumstances.

Learning, well-being, and personal development are our core mission At Niels Brock, learning, well-being, and personal development are inseparable. High academic standards and clear expectations require learning environments characterized by security, trust, and respect among all students and staff. Well-being is therefore not an add-on, but a prerequisite for students to learn as much as possible.

This means that teachers' instruction and pedagogical practices must be planned and carried out with an eye toward both students' academic achievement and the quality of the community. Our work on well-being is something we do collectively, systematically, and continuously, and it encompasses relationships, frameworks, and routines—everything that enables students to feel they belong in their class at Niels Brock—and to learn as much as possible.

Academic Well-Being

Based on research by Ane Qvortrup and others, we know that social well-being alone does not ensure that students thrive academically. Academic well-being is linked to students’ experiences of motivation, engagement, mastery, and meaning in their academic work. When students perceive the instruction as relevant, when goals and expectations for work and behavior are clear, and when students have the opportunity to experience academic progress and success, this strengthens both their learning and their overall well-being.

Promoting academic well-being therefore requires that all teachers take shared pedagogical and didactic responsibility. This entails a collective strategic focus on how instruction is planned and carried out, how we use feedback as a learning tool, and how we establish learning communities that support both participation and academic development for all students.

Propriety and Community

Behaving properly is and has always been a core value at Niels Brock. It is about responsibility, respect in relationships, and loyalty to the shared framework and academic communities at the school.

The opposite of decency is selfishness. When individual interests take precedence over the community, cooperation, well-being, and the quality of instruction are all undermined. That is why we have a clear stance on our values: We behave with integrity, and we prioritize the community as the framework for both academic excellence and well-being.

Strong communities among teachers foster a sense of professional security, where they share experiences and pedagogical insights, and this creates pedagogical coherence for students, who are met with shared

expectations, clear norms, and a recognizable school culture. When the sense of community is strong, engagement, responsibility, and the desire to contribute increase—benefiting both well-being and learning.

The same applies to administrative staff, where a strong sense of community fosters the professional security that enables employees to share knowledge, experiences, and workflows—and creates an organizational context where colleagues and leadership are guided by clear processes, shared standards, and recognizable practices.

Community and unity do not mean uniformity, but a shared direction. Uniformity reduces diversity, and there is a risk that everyone will think, learn, and act in the same way. A shared direction, on the other hand, creates a common purpose and shared responsibility, while still allowing room for different paths, paces, and perspectives.

Quality arises from the interplay between professional judgment and shared decisions. Management is responsible for establishing clear frameworks and expectations; employees are responsible for faithfully applying their professional expertise within these frameworks.

Disagreement and professional debate are both legitimate and necessary—when they take place openly, objectively, and with respect for shared decisions. This is how we refine our practices without creating fragmentation.

A Reinvented International Profile

Niels Brock has always had an international outlook. The closure of our international department in its current form is not a rejection of internationalization, but an opportunity to rethink it.

We will maintain strong international partnerships and ensure that all programs include meaningful international opportunities that strengthen students’ academic and personal development. At the same time, we are developing new, shorter international programs that match today’s needs and resources.

How the Strategy Is Implemented in the Classroom In the classroom, the strategy means, specifically:

- Refine to Perfection (Beamon):
A consistent and shared practice of authoritative classroom management with clear boundaries, well-defined expectations, and strong professional relationships that foster calm, structure, and a focus on learning. Systematic work with feedback and teaching strategies that support students’ academic development and create the best conditions for academic well-being. Classroom management is not just about control, but a pedagogical foundation for motivation, participation, and learning.
- Thinking Anew (Fosbury):
Systematic, exploratory work on the quality of instruction through Timperley’s cycle of inquiry, in which teachers, working together in professional communities, identify students’ learning barriers, test new teaching strategies, and adjust their instruction based on shared insights into student learning.

In other words, we are continuing and further developing our work on “Focus on Learning, Well-Being, and Personal Development”—the ambitious project we launched in 2023 in collaboration with specialist physician Imran Rashid, human physiologist Chris MacDonald, and classroom management researcher Dorte Ågård. This work is now taking shape in the form of refined pedagogical principles and concrete measures designed to strengthen students’ academic well-being and learning outcomes.

This involves continuing to purposefully limit digital distractions in the classroom, emphasizing concentration, immersion, and clear classroom management, as well as offering more analog teaching sequences where students engage in sensory, hands-on learning without constant screen use. The goal is to create calm, clarity, and better conditions for learning.

We will therefore continue to work purposefully to regulate the use of artificial intelligence in teaching so that the technology supports—rather than replaces—academic reflection, critical thinking, and learning. AI should serve as a valuable support tool that can enhance quality, efficiency, and knowledge sharing, while students’ learning and human judgment remain the central focus.

How the Strategy Is Implemented Within the Organization

In administration and support staff, the strategy means, specifically:

- Refine to Perfection (Beamon):
We work systematically to improve the way we carry out our daily tasks—not by doing more, but by doing it right every time. Specifically, this means that:
- We respond quickly and professionally when interacting with administrators,

instructors, and students, and tasks are completed consistently, correctly, and on time—regardless of who performs them

- Established workflows are documented, adjusted, and followed to minimize errors, duplication of effort, and uncertainty
- Knowledge sharing, training, and handoffs are strengthened so that quality is not dependent on any one individual

Think outside the box (Fosbury):

At the same time, we continuously challenge our existing workflows to ensure they remain the most appropriate. Specifically, this means:

- We question routines that “have always been this way” and examine whether they can be simplified or eliminated entirely
- Digital solutions, automation, and AI are used strategically for tasks such as data entry, verification, standard responses, data processing, and follow-up
- Resources are allocated where they create the most value—and freed up from tasks that can be handled more efficiently.

For administration, staff, and school support personnel, the strategy for 2026 is therefore about making what we know works even better, and having the courage to change what is no longer up to date. It is this combination of stable operations and targeted innovation that ensures high quality, efficient use of resources, and professional support for our core mission.

New Areas of Activity

In parallel with this, we will purposefully explore and develop new areas of activity designed to complement and strengthen the school’s overall operations—both pedagogically, organizationally, and financially. These activities will be developed based on the school’s academic environments and expertise and must be able to generate a financial surplus that can be reinvested in the school’s core mission. Examples include:

- course and continuing education activities targeted at external partners
- talent and recreational programs, camps, or themed days with user fees
- collaborations with international institutions on short-term programs for international students
- rental and use of the school’s facilities outside of regular school hours

What these initiatives have in common is that they must support the school’s values of learning, well-being, and personal development, while also contributing to a more sustainable financial model that gives the school greater freedom of action and the opportunity for continued investments in education.

Best regards.

Sincerely,



Anya Eskildsen, CEO



THE BROCK- E DIFFERENCE

The values we are built on are deeply rooted in the merchant Niels Brock's Values

We conduct ourselves with integrity in all our relationships.

We are proud of our history and know that the name Niels Brock carries with it a sense of responsibility.

We have an international outlook, and we are innovative.

We are professional, and we go the extra
mile. We are a school with close ties to the
business community.

Building on our history, we make a difference for everyone who chooses Niels
Brock. When you attend Niels Brock, you're not just taking a program or a course.

You're part of our school, our values, and everything that those who came before us have cherished.

At Niels Brock, we call this the Brock Difference.

Strategic Focus Area:

Students’ learning processes

“Focus on learning, well-being, and personal development”

At Niels Brock, our most important mission is to create the best conditions for students’ learning, well-being, and personal development. We want all students to develop strong academic competencies while also acquiring the personal and social skills that enable them to take responsibility for their own lives and actively contribute to society.

Since 2023, we have been working purposefully on the initiative “Focus on Learning, Well-being, and Personal Development.” The work began with inspiration from external experts in classroom management, learning, digital habits, and health. After three years of development, the initiative is now fully integrated into Niels Brock’s practices and is driven by us.

Our work is grounded in the fundamental understanding that educational development must be based on students’ needs. Therefore, we continuously examine what supports or challenges students’ learning, well-being, and development, and we use this knowledge to improve our teaching and learning environments.

A key focus area is teachers’ classroom management. We employ an authoritative approach, where clear expectations, structure, and academic aspirations go hand in hand with attentiveness, respect, and strong relationships. The goal is to create learning environments where students experience a sense of security, a sense of community, and a clear focus on learning.

At the same time, we strive to create a framework that supports concentration, immersion, and active participation. Technology should be used when it enhances learning and development, while unnecessary digital distractions are minimized. The goal is not to reduce technology, but to use it more consciously and in a way that promotes learning.

Learning is closely linked to well-being. That is why we also address the factors that influence students’ opportunities to learn and develop, including motivation, study habits, health, communities, and the sense of belonging.

“Focus on learning, well-being, and personal development” is now an integral part of Niels Brock’s pedagogical development. Through shared reflection, knowledge-sharing, experimentation, and continuous improvement, we develop our teaching and strengthen students’ opportunities to learn, thrive, and succeed.

This work is grounded in Niels Brock’s educational principles, which form the common framework for teaching, learning, well-being, and personal development.

Educational Principles
At Niels Brock, we build upon the spirit of the 18th-century merchant Niels Brock, and sound business acumen with an international outlook remains an ideal for our business programs and for how we run our school.

For us, the goal is to create something of value—not just for oneself, but also for others. We have greater ambitions than simply providing academic instruction. We strive to ensure that our students thrive in the present and become engaged citizens in the future.

Pedagogically, our teachers work to create the best possible environment so that each student can develop both academically and personally. We know that a sense of security and well-being are crucial for students to learn as much as possible and prepare for life.

The goal is for all students at Niels Brock to experience teachers who strike a balance between clear structure in instruction and good rapport and presence—known as authoritative collaborative classroom management. This is what ensures that students both thrive and learn as much as possible.

We set the bar high and strive to ensure that instruction at Niels Brock takes place in an ambitious learning environment characterized by innovation, curiosity, and engagement. We make a conscious effort to make our teaching realistic and varied. Sometimes we use new technology; other times we turn off the screens, work with analog materials, or head out into Copenhagen to learn through experiences. Light, fresh air, and movement are also part of our learning environment because they help the brain function better.

At Niels Brock, teachers lead classes with clear guidelines and expectations so that all students know what is required of them and where they stand. At the same time, teachers create a supportive and engaging learning environment where students are actively involved through questions and dialogue.

For example, we expect students to arrive on time and be ready to learn—with charged laptops, pencils, and paper. In addition, we expect students to have completed their homework, to come to class well-prepared, and to participate actively. This also means that assignments are turned in on time so that lessons can build upon the work that has been done. Computers are, of course, used as active tools, but cell phones are kept turned off to eliminate distractions.

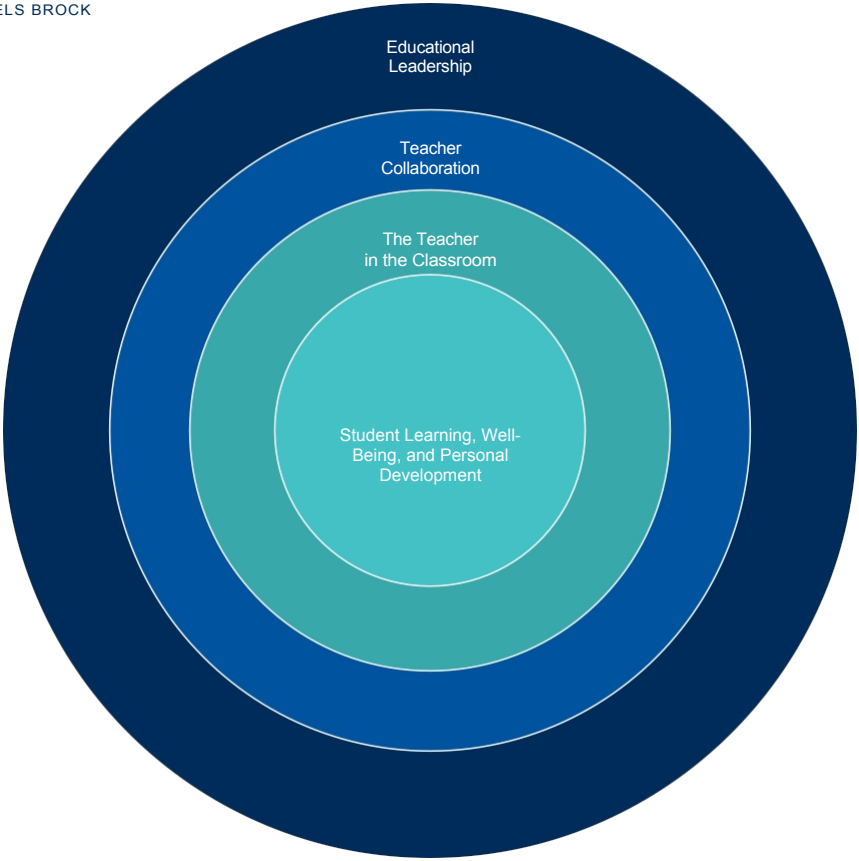
Classes are a collaboration between teachers and students, and we combine varied teaching methods with real-world problems and experiences outside the classroom so that students gain both academic development and experience with collaboration, responsibility, and social skills.

Our teachers guide, inspire, and create an environment where each student can grow academically and personally. But it is our students’ curiosity and active participation that bring this environment to life. Learning takes place in communities where students draw on their own experiences and engage positively in dialogue, activities, and relationships.

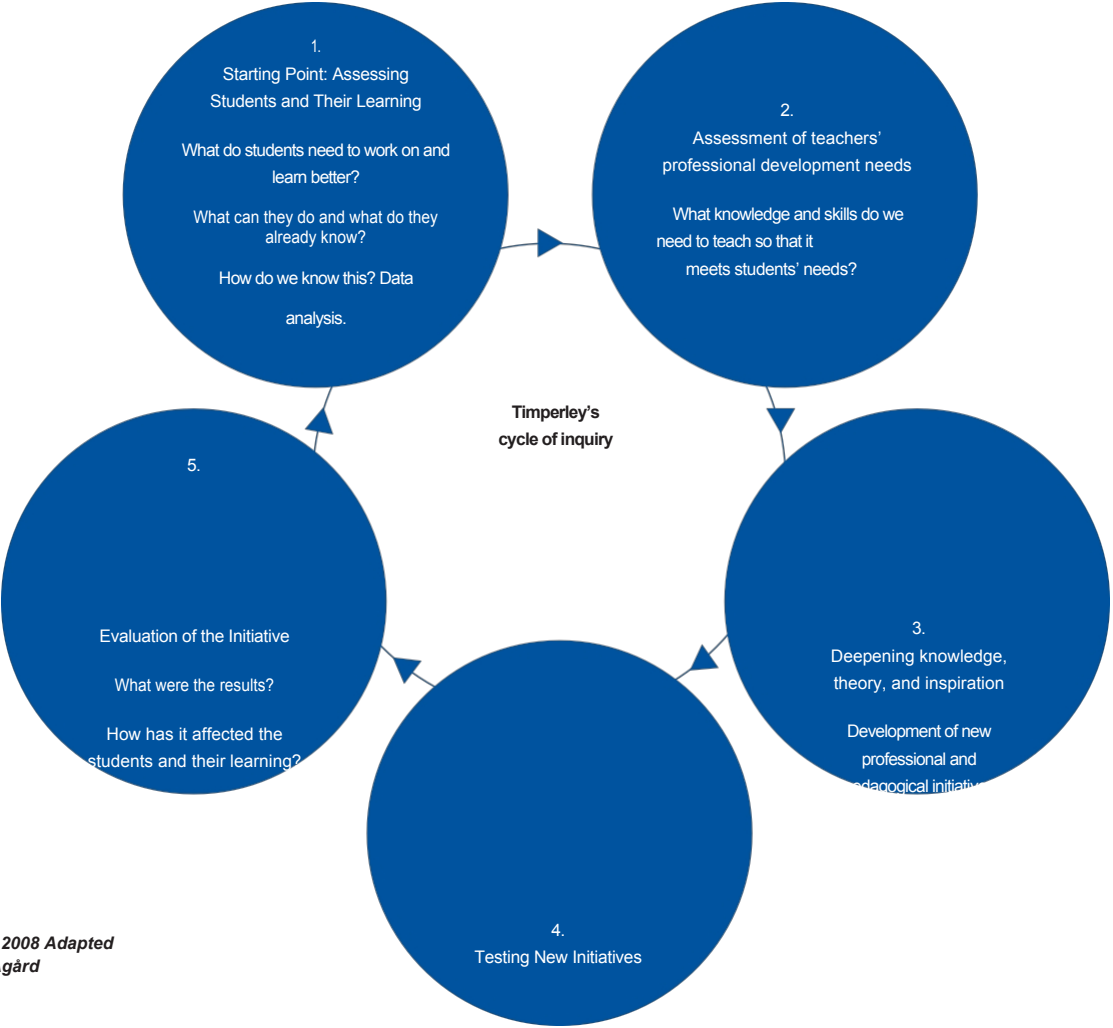
We work with classroom rules, student democracy, and inclusion, and we have a clear core value: decency. Bullying or poor manners are not tolerated.

Attending Niels Brock is not an elitist endeavor, but students must be willing to participate and actively engage in the school community. This combination of clear guidelines and engaged students fosters mastery, purpose, and motivation—we call this the “mental school uniform.”

Educational Practice
The fundamental understanding of what quality in education entails is described above. It is equally important that these principles are put into practice through concrete actions. This is achieved through our educational practices:



Contextual conditions



Timperley 2008 Adapted by Dorte Agård

For Niels Brock, making a difference is crucial today—just as it was for the merchant Niels Brock in the 1700s. The focal point then, and always, is the Brock Difference. These values commit all of us—as employees and students—to:

- We conduct ourselves with integrity in all our relationships
- We are proud of our history and know that the name Niels Brock carries a responsibility
- We have an international outlook, and we are innovative
- We are professional, and we go the extra mile
- We are a school with close ties to the business community

At Niels Brock, we put the student at the center of everything we do.

Our project does not aim to stop using digital learning tools. Rather, we want to distinguish between different ways of using technology, some of which are destructive and others constructive for a positive learning environment. The project aims to ensure that students can concentrate and immerse themselves so they have the best conditions for acquiring knowledge—while also being able to participate in safe communities and build strong friendships, which we know are important for shaping respectful individuals and citizens with integrity.

At the same time, we focus on developing teachers' authoritative role, as this is a prerequisite for implementing these changes.

Teachers thus play a vital role in creating and implementing the frameworks needed to reduce digital noise and digital dependency, and to ensure positive interaction and an environment conducive to deep engagement during class time.

The hope is that the project will also support teachers' job satisfaction and sense of purpose by restoring direct dialogue with students in the classroom and improving the framework for academic work during class time.

Our pedagogical principles have been developed with the aim of creating the best conditions for students' learning, teachers' instruction, and the quality of the teaching environment. At Niels Brock, academic excellence alone is not enough—we are committed to fostering well-being, personal development, and lifelong learning.

This means that the student is at the center, but always within a clear, professionally guided framework. Instruction is grounded in authoritative classroom management, where teachers collectively set the direction, create structure, and lead the learning environment with both clarity and interpersonal skills.

We address both timeless and current themes so that instruction is experienced as relevant, meaningful, and academically grounded. When these principles are put into practice,

We take a research-based approach to learning as our starting point. The work of the internationally recognized New Zealand school researcher Helen Timperley serves as an active professional foundation here, and we thus use her inquiry cycle (on the left) to analyze and develop instruction, strengthen teachers' practices, and ensure that students get the most out of their schooling.

Teaching fosters the best learning for students when educators are curious and collaborate with others. We must provide opportunities for educators to collaborate with colleagues and draw inspiration from outside

sources, as we are

continu

ally

exploring new perspectives

on teaching and developing new teaching practices.

Therefore, we focus on, among other things:

- Peer supervision, leadership supervision, and classroom observations
- Themed staff meetings, including presentations by internal and external experts such as Dorte Ågård, Chris MacDonald, Imran Rashid, LINK, Tine Wirenfeldt Jensen, Hanne Kathrine Krogstrup, and others
- Development of new teaching materials
- Class meetings, team meetings, and curriculum planning meetings (with a focus on data-driven structuring of these)
- Onboarding of new employees to provide them with insight into both principles and practices
- Employee development interviews (MUS)
- QTI – a dialogue-based tool for developing individual teachers' classroom management skills

The pedagogical practice is structured around various timeless and current themes that are central to the work of learning.

The project thus addresses how the school can help students learn more effectively while they are at school, but also how we can inspire them to achieve greater well-being and health outside of school.

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

This is our contribution to Danish society and to 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 Personal Development" is available on MitNielsBrock.





Vocational Education and Training

Although enrollment in vocational education and training has been declining nationwide for a number of years, the need for skilled, trade-trained, and vocationally oriented skills are more important than ever. That is why we at Niels Brock have a special responsibility to develop and strengthen business-related vocational education programs so that they are seen as attractive, relevant, and motivating choices for young people.

Niels Brock's vocational programs are currently among the country's most influential in the business and commerce field. We must maintain and further develop this position as the educational landscape changes—not least with the establishment of the upcoming EPX program, where practical skills and application-oriented learning will play an even more central role.

For us, it's about creating programs where students experience a clear connection between instruction and the real world. We want to further strengthen practical skills and create an educational experience that is perceived less as an extension or repetition of elementary school, and more as a meaningful step into the working world. That is why we are focused on providing more industry-oriented instruction, real-world problem-solving, and close collaboration with businesses and industries.

Through Jesper Buch's Entrepreneurship Academy, we have already demonstrated how practical relevance, entrepreneurship, and personal development can be combined. Here, students develop specific skills in innovation and entrepreneurship while completing their high school education. This approach aligns directly with the ambitions that also characterize EPX.

In the coming years, we will continue to invest in developing our teaching and strengthening students' learning, well-being, and motivation. Through the project "Focus on Learning, Well-being, and Personal Development," we are working with expert assistance to develop a teaching culture that combines creative pedagogy and engaging learning methods with clear, consistent classroom management and well-defined expectations for student participation. The goal is to create the best possible framework for academic development, well-being, and personal growth.

At the same time, we must maintain our high academic standards and ensure that even more students secure apprenticeships and make a smooth transition into the workforce. Furthermore, the green transition and sustainability will be integrated even more clearly into our programs so that we can continue to provide the skills that businesses demand—both today and in the future.

By consistently strengthening practical skills, creating more industry-oriented learning environments, and developing our curriculum in close collaboration with the labor market, we will be well-positioned when EPX becomes a reality. This will enable Niels Brock to continue leading the way in the development of future business and commerce vocational education programs and to remain among Denmark's leading practice-oriented educational institutions.

KPIs • Vocational Education and Training Programs, including Core Programs

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION PROGRAMS	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2029	Graduation Grades JBIA: min. 7.3 EUX: min. 6.5 EUD: min. 6.0 Transition Rate Apprenticeship/trainee: JBIA: 45% EUX: 66% EUD: 66% Higher education: JBIA: 45% EUX: 30% Well-being Measured by how students evaluate NB in terms of the learning environment at ETU. JBIA: Top-1 EUX: Top-2 EUD: Top-2 Main program Grades The average vocational exam score is at least 10.2. Top 3 at ETU Measured by how students evaluate NB on the learning environment at the ETU.	Admissions JBIA: at least 3 classes EUX: at least 3 classes EUD: at least 1 class Dropout Unassisted dropout rate: 2%. Core curriculum Niels Brock must, measured by full-time equivalent students, be among the top 2 in all offered specializations.	Timeliness JBIA: Presentations for students every 14 days at JBIA by current professionals. Throughout of the program, at least three relevant cases for current and relevant companies. EUX/EUD: At least two cases during the program with a focus on green transition/circular economics and at least 4 presentations per school year from current business professionals. Relevance JBIA: Students participate in all FFE competitions —and win them. Instruction be supplemented with subjects or disciplines that relevant to entrepreneurs—including cold Canvas, AI, and the green transition. EUX/EUD: Instruction is supplemented with subjects/disciplines relevant to the commercial graduates' contributions to the green transition and AI—selected by LLU. Bridge-building program toward business academies, so that all EUX students are presented with this opportunity – ideally so they experience daily life at one or several academies. Main Program Niels Brock ranks in the top 2 for the question: “Overall, how satisfied is the company with the collaboration with Niels Brock”?	Well-being All quarterly staff well-being surveys are green. Development A portion of working hours is devoted to relevant skills development. Main Program Well-being All quarterly employee well-being surveys are in the green. Development AI tools are integrated into instruction when either promote student learning or facilitates and improves teachers' planning and preparation.	Quarterly meetings of the learning committees with agenda - Learning environment - Self-Evaluation Action Plan Project “Focus on Learning, Well-Being, and The “Focus on Learning, Well-Being, and ESG and the green transition are integrated elements in all subjects. AI is used where it enhances students' learning Sustainability committees have specific suggestions for how the department can be CO2-neutral. Main Course All subjects must demonstrate documented integration green transition in learning objectives, content, or tasks. All vocational exam instructors challenge the students to think about relevant academic content related to green transition and sustainability into their subject exam.
KPI 2026–2027	Graduation Grades JBIA: min. 7.0 EUX: min. 6.2 EUD: min. 6.0 Transition Rate Apprenticeship/trainee: JBIA: 40% EUX: 60% EUD: 60% Higher education: JBIA: 30% EUX: 25% Well-being Measured by how students evaluate NB on the learning environment at ETU JBIA: Top-1 EUX: national average EUD: national average	Admissions JBIA: at least 3 classes EUX: at least 3 classes EUD: at least 1 class Dropout Unassisted dropout JBIA: max. 3% EUX: max. 5% EUD: max. 5% Main Program Niels Brock must, measured by full-time equivalent students, be among top 3 in all offered specializations—except retail in the top 8.	Relevance JBIA: Presentations for students are held every 14 days at JBIA by current professionals. During The program must include at least one relevant case study for a current and relevant company. EUX/EUD: Cases focusing on the green transition transition/circular economy and at least two presentations on current professionals in relation to case studies. Relevance JBIA: Students from JBIA participate in all FFE competitions—and finish in the top 3. Teaching This is supplemented by fields/disciplines that are relevant to entrepreneurs—including cold Canvas, AI, and green transition EUX/EUD: Instruction is supplemented with subjects/disciplines relevant to business studies graduates' contribution to the green transition and AI – selected by LLU. Bridge Program toward Business Academy	Student Well-Being Only positive evaluations in the final employee well-being survey. Development 10% of working hours are devoted to the project “Focus on learning, well-being, and personal development,” AI, and green transition. All teachers participated during the 2026–27 school year in at least one online masterclass course on classroom self-management in connection with the “Focus” project on learning, well-being, and personal development.” Main Program Well-being Only green evaluations in the final part of the school year an employee well-being survey. Development All teachers are offered relevant competency-development in the use of AI.	Quarterly meetings of the learning committees with the agenda “Focus on learning, well-being, and personal development” - Learning Environment - Self-Evaluation Action Plan - Feedback Project “Focus on learning, well-being, and " aims to support students' learning, well-being and personal development process and is closely linked in line with the goal that students evaluate the learning environment at Niels Brock high. Competency development in green digital transformation and AI. The sustainability committees focus on concrete initiatives that move the department toward a more sustainable direction. Main Program The goal is for at least one-third of all courses to have documented integration of the green transition into learning objectives, content, or assignments

KPIs • EUX High School – EUX and EUD

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	TIMELINESS AND RELEVANCE IN VOCATIONAL EDUCATION PROGRAMS	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN 2026–2027	Grades and ETU The separate plan developed for EUX-Gymnasiet in 2024, which includes initiatives related to the “learning environment” category in the annual ETU, is being revised and will be published as Version 2.0. The plan continues to focus on fundamental virtues such as classroom management, in line with the project “Focus on Learning, Well-Being, and Personal Development.” The goal is for these initiatives to have a positive impact on students' concentration and engagement, which is expected to be reflected in their results. The plan is evaluated partly by the high school's local learning committee as ETU data becomes available, and partly by being placed on the agenda at relevant department meetings with the teachers. Transition Rate The transition rate from school to apprenticeship is encouraged by having teachers in all subjects explain the purpose—including in relation to the business community and apprenticeships. LPS (Apprenticeship Service) stimulates students' interest and motivation to apply for apprenticeships through the following specially organized activities: • Apprenticeship search is a dedicated and scheduled activity • “Meet a HR Manager” (visits to all classes) • Job Fair • Student Ambassadors (former students, now in the main program) visiting all classes • Speed interviews (students meet with company representatives responsible for recruitment) • Along with the main program, specialized tracks and company representatives are presented In addition, collaboration with the Business Academies and Studievalg is being strengthened so that EUX is clearly positioned as a high school program that provides access to further education.	Enrollment Promote positive stories about the EUX program by ensuring that our students serve as effective ambassadors who have gained relevant practical experience throughout their EUD or EUX program, where the student is the primary actor, producer, and/or practitioner. Peer-to-peer guidance at Open House events and similar gatherings. Use of student ambassadors in connection with apprenticeship search activities (main program students whom young people can look up to). Focus on community and a positive atmosphere. Dropout rates The measures described in the separately developed action plan are intended to help students maintain a positive motivation to stay in the program. Students who are not sufficiently motivated to continue their education are closely monitored to ensure that the well-being and motivation of other students are not negatively affected. Preparing students for the workforce and enabling them to complete their education through an apprenticeship remains the primary objective of the program. However, a portion of the students prefer to continue their studies at a business academy or a professional college after completing the first part of the EUX program. The school ensures that guidance services are available to these students.	Current Status • Based on the subject groups' planning and agreements, all teachers must, at least once per school year, take their classes on a company visit or host a guest speaker during instruction. The purpose is to ensure contact with the business community and to keep instruction up-to-date—with a focus on topics such as AI, the green transition and sustainability, or democratic education. • Promoting practical skills and sharing best practices/good examples of practical skills that directly contribute to commercial education. Relevance • Visits to companies or organizations, or visits to the school by company representatives, should help students experience the practical skills found in the workplace. • The most talented students are challenged in particular through participation in the DE' and the Niels Brock Foundation's Talent Award, as well as in a case competition with the Association for Eating Disorders and Self-Harm. The school's Local Education Committee provides input on the program's timeliness and relevance.	Green mini-MTU evaluations • Positive data in the MTU/employee well-being survey largely coincide with good ETU results. These are two sides of the same coin. • Good results in the MTU therefore depend largely on teachers standing “shoulder to shoulder” in relation to the separate action plan for the ETU. • In addition to classroom management, as outlined in “Focus on Learning, Well-Being, and Personal Development,” teachers' professional development must be supplemented with training in the areas of green transition, AI, and practical skills. Development • 10% of teachers' working hours are allocated to the “Focus on Learning, Well-Being, and Personal Development” project, as well as other professional development and competency-building initiatives, particularly in the areas of green transition and AI. • All teachers complete at least one masterclass with Dorte Agård during the school year.	Skill-building in Green Transition and AI • All subject groups integrate topics related to the green transition, sustainability, and AI into their courses, thereby building broader competencies among the teaching staff—to the benefit of the students. The Sustainability Committee meets once per semester to develop activities that help spread knowledge about and interest in the green transition and sustainability among students.

See also the self-evaluation on the website.

KPIs • Jesper Buch’s Entrepreneurship Academy – EUX

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	CURRENT AND RELEVANT BUSINESS-ORIENTED EDUCATION PROGRAMS	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN 2026–2027	Graduation Grades Continued implementation of the school’s digital guidelines, including training students in focus and concentration. Ensuring a healthy learning environment. Transition Rate Conducting business case studies with the participation of selected relevant companies, in which students work on real-world business challenges and subsequently present proposed solutions as pitches to the companies. Participation in specially organized job fairs, speed dating, and company presentations with the goal of matching students with a company and entering into a training agreement. Transition to higher education, by highlighting students’ future opportunities and organizing visits to Study Choice Copenhagen. To ensure practical relevance, there must be at least 14 presentations by master teachers serving as inspiration and role models from the business community. Of these, at least 3 must be related to daily instruction in one or more subjects. Well-being Close monitoring of ETU results, including Mini-ETU. Class teams establish action plans in dialogue with students. Sharing of experiences at department meetings. Regular meetings with the student council and quarterly meetings with the learning committee, focusing on academic well-being, the learning environment, and the integration of entrepreneurial competencies. Strengthening student democracy and extracurricular activities. Further development of the activities/traditions committee.	Admissions/Applicants Refine the admissions process to perfection—with video applications submitted to Jesper Buch at EUX. Promote the program through introductory courses, open houses, bridge programs, and an ambassador program. Program Focus/Attractive Curriculum JBIA is a practice-oriented entrepreneurship program where theory and practice are combined throughout all semesters: - At least 14 masterclass sessions are held per school year. - Training and practical implementation of cold-calling exercises are conducted, with a focus on training and understanding the sales process. - The program includes business case studies where students develop skills in operations, budgeting, accounting, customer service, communication, creative solutions, marketing, and pitching. - All subjects are integrated into the new maker space, ensuring variety and innovative teaching methods. Unassisted Dropout Rate The low rate of unassisted dropouts is maintained through clear alignment of expectations from the start of the school year and on an ongoing basis through the involvement of the student council. Clarity in delivering a practice-oriented entrepreneurship education that is unique in Denmark. Strengthen students’ calmness, concentration, and focus through structured learning environments and clear guidelines in instruction. Development of the orientation program and the tutoring program, as well as a weekly homework café.	Keeping Our Finger on the Pulse Staying on top of trends is largely achieved through Jesper Buch’s development and refinement of the program, but also through the at least 14 master teacher presentations held each school year. Relevance At Jesper Buch’s Entrepreneurship Academy, students participate in all competitions organized by the Foundation for Entrepreneurship to hone their skills in planning, collaboration, and pitching. Students receive training and practice to build their confidence and poise in a pitch situation. Internally, an annual “Mini Lion’s Den” is held, with a renowned entrepreneur serving as a judge. Practical Skills - Teachers facilitate practical learning by, among other things, organizing lessons around authentic entrepreneurial projects, where students develop their own ideas and receive guidance from the business community. - Teachers support the process through guidance, feedback, and collaboration with external partners. - Master teachers’ presentations are incorporated on an ongoing basis, and two masterclass series are offered: “Pop-Up Events” and “Personal Leadership,” which involve external experts.	Well-being and Development There are many opportunities for—and high expectations of—instructors at JBIA. Engaged and goal-oriented students who have actively chosen a practice-oriented entrepreneurship program approach the school with high expectations. Therefore, there is a continuous focus on developing an entrepreneurial mindset across all subjects, achieved through involvement, knowledge sharing, collegial support, and strong networks with recognized entrepreneurs with whom we regularly consult. In addition, all instructors participate in at least one masterclass series related to “Focus on Learning, Well-Being, and Personal Development.” All instructors receive professional development in AI and makerspace pedagogy. We are establishing green training for selected instructors in business law and vocational economics, equipping them with expertise in sustainability, the green transition, and ESG. Through targeted professional development in practical teaching methods—including courses, peer mentoring, and collaboration with the business community—teachers are equipped to plan and deliver instruction which is highly realistic and student-centered. We are working toward a common approach, and all instructors are involved in the development of the manual “This Is What It Means to Be a Teacher at JBIA.” As a teacher, you’ll thrive at JBIA if you value professional development, high ambitions, and a steadfast desire to create an entrepreneurship program unlike any previously seen in Denmark.	Greener and Smarter “Doing well by doing good” will be a central theme in at least one educational program at JBIA, where students are introduced 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. Work is underway with JBIA’s Learning and Sustainability Committee (with student participation), which both discusses quality development in education and ensures deep student involvement and student democracy.

	Development of a mentoring program/incubator environment that incorporates a makerspace.	Focus on shared practices and teacher collaboration through the development of the teacher's manual "How to Be a Teacher at JBIA."		
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KPIs • EUX High School – EUX and EUD

	WORLD-CLASS EDUCATION	AN ATTRACTIVE RANGE OF EDUCATIONAL PROGRAMS	CURRENT AND RELEVANT VOCATION-ORIENTED EDUCATION	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2029	Graduation Grades EUX min. 6.5. EUD: min. 6.0. Transition Rate 66% in the main program. 30% in higher education. Top 2 in ETU Measured by how students evaluate Niels Brock's learning environment in the ETU.	Admissions In August 2028, at least 3 EUX classes will be admitted and one EUD class will be formed. Dropout professionals. Unassisted dropout rate: max. 3%.	Current Status During the program, at least two cases focusing on the green transition/circular economy for relevant companies will be developed. There is At least four presentations by current business Relevance The curriculum is supplemented with subjects/disciplines relevant to business graduates' contribution to the green transition—selected by the LUU. Bridge-building and close collaboration with business academies Close collaboration and clear bridge-building pathways have been established for EUX students.	Well-being All quarterly staff well-being metrics are green. Development 10% of working hours are dedicated to maintaining the “Focus on Learning, Well-being, and Personal Development” initiative.	Quarterly meetings of the learning committees with the following agenda - Learning Environment - Self-evaluation action plan The “Focus on Learning, Well-Being, and Personal Development” project has been fully implemented. ESG and the green transition are integrated elements in all subjects at Niels Brock. AI is used where it enhances student learning. The sustainability committees have specific proposals for how the department can become carbon neutral.
KPIs 2026–2027	Graduation Grades EUX: min. 6.2. EUD: min. 6.0. Transition rate 60% to the main program. 25% for higher education. ETU at the national average Measured by how students evaluate Niels Brock's learning environment in the ETU.	Admissions In August 2027, at least 3 EUX classes will be admitted and one EUD class. Dropout Rate Unassisted dropout rate: max. 5%.	Current Status Cases focusing on green transition/circular economics, and at least two presentations by current business professionals related to the case studies. Relevance LUU identifies subjects/disciplines relevant to the contribution of business graduates to the green transition and AI. Building bridges to and close collaboration with business academies With a view toward EPX and, consequently, the goal of also offering higher education programs for vocational education programs, close collaboration and clear bridge-building pathways are established for students in the EUX program.	Well-being Only positive feedback in the final staff well-being survey of the school year. Development 10% of working hours are dedicated to the project “Focus on Learning, Well-being, and Personal Development,” AI, and the green transition. During the 2025–26 school year, all teachers have participated in at least one of Dorte Agård's online masterclass courses.	Quarterly meetings of the learning committees with the agenda “Focus on Learning, Well-Being, and Personal Development” - Learning Environment - Self-evaluation action plan - Feedback The “Focus on Learning, Well-Being, and Personal Development” project focuses on students' learning, well-being, and personal development processes and is linked to the goal of having students rate the learning environment at Niels Brock highly. Skill development in green transition and AI. The sustainability committees focus on concrete initiatives that move the department in a more sustainable direction, including supporting the integration of sustainability into courses and case studies.

	WORLD-CLASS EDUCATION	AN ATTRACTIVE RANGE OF EDUCATIONAL PROGRAMS	CURRENT AND RELEVANT VOCATION-ORIENTED EDUCATION	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN 2026–2027	Learning To maintain high academic standards: - a data model will be developed to identify students who need special guidance in connection with the subject exam - SPS efforts will be strengthened through closer collaboration between SPS counselors and instructors. An increasing number of students are using AI in their training companies. - Therefore, instruction must focus more on developing students' ability to approach AI-generated results critically and reflectively—both in the workplace and in the classroom. - The vocational exam serves both as a final school assignment and—ideally—as a concrete project assignment within the company. - To ensure students receive qualified guidance regarding the vocational exam, we support students and training supervisors with the inspiration catalog “The Good Vocational Exam,” which will be available on our website. Well-being Well-being is enhanced through: - deeper insight into ETU results to identify previously overlooked areas for development - the layout and visual design of the new BISP location, which strengthens students' sense of belonging. Personal Development The academic teams in the specialized programs work with aspects of “empowerment” to strengthen students' academic identity.	Annual Student Intake Market share of students in the main program/ companies must be increased. The high quality in the core program courses has, through better than the one used to date reveals identifies, new training companies. There must be improvement to build upon, so that our market share is increased. In particular, the “Digital Administration” specialization student and training coordinators when it goes live on easily accessible when it goes live on attract and retain students and companies, version 5.0. Regarding growth, the opportunities are vast, more companies depend on the companies' plans. We have we are confident, however, that the office administration programs—including or that they come to visit the school. a new specialization in Payroll Administration—can and training coordinators on “The Unskilled students are an interesting target group when it comes to apprenticeships. That is why we take advantage of every opportunity and event that present themselves to engage in dialogue with Theses professional Over the past few years, the main program has the completed project “The Green Trade The experiences and results from this project will now shared in relevant forums so that businesses and organizations can clearly see that business education programs play a significant role in relation to the green transition, and that students in the core curriculum are important agents of change in this context.	Collaboration Company satisfaction must continue to remain top-notch - A new VTU is being developed that than the one used to date, which identify areas with real potential for in the collaboration between schools and companies. “The Site for Student Advisors” at MNB will become more easily accessible to training coordinators, will become more the website this fall. be updated to - To improve dialogue and address potential challenges, both management and instructors will prioritize ensuring that companies and their students— or that they come to - Information sessions are held for student student and training coordinators on “The Good Vocational Exam” with the aim of to foster positive dialogue, engage, and inspire companies on how they can create value from the vocational exam. - A special effort is made to encourage students to nominate the best training companies for this year's awards. The purpose is to honor outstanding examples of identity, and positive interaction between school and business.”	Satisfaction To maintain high employee well-being, the focus is on: - timely planning and clear communication regarding task plans, scheduling, facilities, and professional development assignments. - involvement, knowledge sharing, and collegial teamwork across teams through effective coordination of, for example, meetings and scheduling. - The BISP location should be utilized to a greater extent by the main program's instructors. Efforts should be made regarding both the interior design and physical elements, and especially coordination with JBIA, which is also part of the building. Development - QTI is offered to instructors who wish to improve their classroom management in a way that makes sense for the class and the instructor. - Development tasks take place in collegial communities, as this both commits participants and promotes implementation. Knowledge Sharing - Knowledge sharing is conducted more systematically on a regular basis at department meetings—including during meetings of a more social nature. - Among other things, the Merkura Knowledge Center offers competency courses in artificial intelligence (AI) and ESG reporting.	Green transition All academic themes in the main curriculum must, where appropriate, incorporate topics related to the green transition and sustainability.



Business High Schools

Niels Brock aims to be the preferred choice for young people who consciously choose a high school education focused on business, economics, and society, and who seek high academic quality, strong communities, and the best opportunities for further education and careers—both nationally and internationally.

With five business high schools, we are Denmark's largest provider of business high school programs. That position comes with responsibilities. We must continue to be among the most attractive high schools for students, parents, and staff, and be known for high academic standards, a strong sense of well-being, and high-quality instruction.

Each of our high schools has its own profile and areas of strength, but we are united by a common ambition: to develop talented, curious, and proactive young people who are equipped to navigate a world shaped by technological advancement, artificial intelligence, and global change.

We view artificial intelligence as a powerful tool that can support learning, creativity, and productivity. At the same time, we maintain that technology can never replace subject-specific knowledge, critical thinking, sound judgment, and human insight. On the contrary, these competencies become even more important in an age where information and answers are available with just a few clicks. Therefore, our ambition is not merely to teach students how to use AI, but to ensure that they develop the subject-specific understanding and critical thinking that enable them to use the technology wisely, critically, and responsibly. AI can be a catalyst for learning, but only when it is grounded in solid knowledge, curiosity, and the ability to think independently.

At the same time, we maintain a strong focus on relationships, communities, and well-being. Academic development and personal development are closely intertwined, which is why we work purposefully to create safe learning environments where students experience motivation, engagement, and a sense of belonging.

Through close collaboration with the business community, higher education institutions, and international partners, we ensure that our programs are relevant, practice-oriented, and geared toward the skills needs of the future. Students should see a clear connection between their education, their future opportunities, and the demands they face in society and the job market.

Our ambition is for Niels Brock to continue to be among the high schools in Denmark that achieve the best results in learning, well-being, completion rates, and transition to higher education. We want to be known as a high school where high academic aspirations go hand with strong communities, personal development, and a desire to learn.

KPIs • Business High Schools

	WORLD-CLASS EDUCATION	AN ATTRACTIVE RANGE OF PROGRAMS	CURRENT AND RELEVANT BUSINESS-ORIENTED PROGRAMS	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2029	Graduation Grades JTP Business High School: 7.7. NVG Business High School: 7.7. Innovation High School: 7.4. The International High School: 8.5. Jesper Buch’s Entrepreneurship Academy: 7.3. Top 3 in ETU Measured by how students rate us on the learning environment. Transition to higher education: At least 80%. Academic Performance Significantly positive performance in all subjects.	Unassisted dropout rate advisory boards. Maintained at a maximum of 2%. Applicants At least 1,620 qualified first-choice applicants , corresponding to four 12-track high schools and one 6-track program.	“Keeping our finger on the pulse” through Content and case studies with authentic business challenges At least three talent programs will be offered in in collaboration with businesses, and at least two bridge programs with higher education institutions at each high school.	Well-being All quarterly employee well-being surveys are in the green. Development A portion of working hours is devoted to relevant professional development.	Quarterly meetings of the learning committees with the following agenda: - Learning Environment - Self-evaluation action plan The “Focus on Learning, Well-Being, and Personal Development” project is a natural and integral part of our operations. ESG and the green transition are integrated elements in all courses at Niels Brock. AI is used where it enhances student learning. The local sustainability committees have specific proposals for how the department can become carbon neutral.
KPIs 2026–2027	Graduation Grades JTP Business High School: 7.5. NVG Business High School: 7.1. Innovation High School: 7.0. The International High School: 8.0. Above the national average in ETU Measured by how students rate us on the learning environment. Transition to higher education: At least 75%, including HD. Potential Neutral or significantly positive.	Unassisted dropout rate advisory boards Max. 2%. Applicants as of March 1, 2027 applications At least 1,530 qualified first-choice applicants schools , corresponding to four 12-track high schools and a 3-track company.	“Keeping our finger on the pulse” through at each high school. Content and case studies with real-world corresponding to four 12-track upper secondary Offering and implementation of at least one ta-long-term program in collaboration with a The Brock score is used for all classes as documentation of extracurricular activities. Students experience hands-on learning through case-based approaches in all subjects, and all classes engage with at least three external partners through presentations or visits—at least one of which focuses on democratic education and critical thinking. Building Competence in AI The goal of developing students’ AI competencies is not merely to teach them how to use AI, but to enable them to critically understand, challenge, and evaluate the technology. AI should be used as a learning tool that supports—but does not replace – students’ own reflection, problem-solving, and academic development. Students must be able to critically assess AI’s strengths, weaknesses, biases, and societal implications so they can make informed and responsible choices in their education, professional lives, and as citizens.	Well-being Only positive ratings in the final staff well-being survey of the school year. Development 10% of working hours are dedicated to the project “Focus on Learning, Well-being, and Personal Development,” AI, and the green transition. During the 2026–27 school year, all teachers have participated in at least one of Dorte Agård’s online masterclass series.	Quarterly meetings of the learning committees with the following agenda: “Focus on Learning, Well-Being, and Personal Development” - Learning Environment - Self-evaluation action plan - Feedback The “Focus on Learning, Well-Being, and Personal Development” project aims to support students’ learning, well-being, and personal development processes and is linked to the goal of having students rate the learning environment at Niels Brock highly. Skill development in green transition and AI. The sustainability committees focus on concrete initiatives that move the department in a more sustainable direction, including efforts to integrate sustainability into courses and case studies.

KPIs • The International High School

	WORLD-CLASS EDUCATION	AN ATTRACTIVE RANGE OF EDUCATIONAL PROGRAMS	CURRENT AND RELEVANT BUSINESS-ORIENTED PROGRAMS	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2026–2027	Graduation Rates and Potential We are strengthening the early identification of academic and well-being challenges through the systematic use of data. Absenteeism, grade trends, student well-being, and other relevant indicators form the basis for joint analyses and targeted initiatives developed in collaboration between administration, student counseling, and teaching staff. Students' writing skills are honed under exam-like conditions in A-level courses through internal written exams (including the use of exam cookies) over the course of the three years, and in this context, feedback strategies are developed within the subject groups. Implementation of Digital Guidelines We strengthen students' concentration and engagement through consistent and clear classroom management, recognizable structures, and clear expectations. This supports all students' learning and well-being and is particularly important for students who need a high degree of structure and predictability. We also focus on fostering a love of reading, tactile learning activities, mindfulness, and community-building activities. We systematically engage in peer supervision and leadership supervision, focusing on developing instruction based on students' needs, evidence, and shared reflection. Transition In addition to international companies, work placements are being expanded to include higher education institutions, nonprofit organizations, and volunteer work. Academic well-being must take center stage to an even greater extent Academically strong students who experience meaning, mastery, and motivation in their education are supported in feeling that they belong—socially as well. The role of the homeroom teacher is strengthened to support students in their social relationships and good study habits. Strengthening student democracy, motivation, and community through the active involvement of current and former students. Success criteria include increased participation in the student council, clubs, and study café, as well as ETU demonstrating an increased sense of student influence and motivation.	Academic Programs The fields of study are maintained, as there are always There is currently the option of up to six A-level courses. However, collaboration the structure for all tracks, as well as related elective courses must be analyzed and possibly revised. Efforts are being made to sharpen the focus of distinctions between fields of study, including our elite programs and academic tracks with (IBB Shipping), but also with similarities among the fields of study that belong to the International High School. Unassisted dropout The low unassisted dropout rate is maintained through student. a strong focus on academic counseling, study guidance, and SPS. This is supported by screenings, conversations with the student counselor and homeroom teachers, as well as initiatives in the classroom focused on business community the foundational program and beyond. We are focused on the continued development of programs for challenging readers and SPS students in study skills and exam preparation. The focus on neurodiversity is intensifying—through range benefit all students. Applicants We will continue to offer and conduct introductory programs for 8th-grade classes, where students from various fields of study can serve as hosts and co-instructors. We will prioritize participation in all relevant educational days and evenings for young people who are deciding what to do after elementary school, with a special focus on events for students who are gifted and/or neurodivergent. With an international focus, collaboration and projects with partner schools will continue to be a top priority across all academic tracks.	In all subjects, we work with authentic and ac-current business challenges. Students cases are preferably developed by or in with external stakeholders, and through visits, students experience DIG as both relevant and clearly career-oriented. In the coming school year, even more of these initiatives will be integrated into the curriculum and linked to the core curriculum, so that we strengthen transfer and build programs that benefit more students. For those with a special interest, there will be the opportunity to participate in a wide range of masterclasses and academic competitions, where close attention is paid to development, workload, and well-being of each individual In addition, efforts are made both in daily and on specially organized block days with career education, which involves the and with AI, so that students are prepared for the future job market. Keeping Our Finger on the Pulse DIG makes sure to keep its finger on the pulse through our advisory board, which includes a wide of knowledgeable stakeholders advises and supports DIG in a direction that equips students for future studies and careers market.	Well-being and Development “Focus on Learning, Well-being, and Personal Development” supports the development of a shared pedagogical practice at Niels Brock. All teachers will complete at least one masterclass series and are expected to master and apply the principles of collaborative classroom management in their teaching. In the Local Cooperation Committee (LSU), we will actively work on professional development so that all stakeholders are involved in academic and well-being-related development. Further development and continuing education also include participation in FIP, annual meetings, etc., where multiple teachers participate to ensure synergy and knowledge sharing. We have also, on a rotating basis, established shorter and longer programs within subject groups focused on developing shared teaching materials—to inspire and lighten the load for individual teachers. In addition, we have entered into a collaboration with several external partners, where we work on what we call “professional resources for teachers.” In collaboration with the other departments and the Digital team, we are in the process of creating a more comprehensive onboarding program, in which management, PFK staff, and the Digital team are collaborating even more closely to create a cohesive and, to some extent, personalized program for new hires. Management At DIG, the management team and PFKs will continue to build trusting relationships within a positive work environment. Collaboration with the teachers' lounge and maintaining visibility/an open-door policy are essential, including frequent management briefings, written management updates, and coordinator briefings. We will continue the work of systematizing and sharing knowledge within the management team regarding employee development, sick leave, working hours, etc., so that together we ensure a management team that is aligned and shares a common understanding. The management team is also working on delegating management responsibilities to PFKs, program coordinators, subject group leaders, homeroom teachers, and others. We are implementing a rotation system for several positions so that all employees are involved and understand the various processes at the school.	Smarter Institutional Operations Continue the work on innovative solutions and concepts for the foundational program that optimize the program but, above all, enable students to make informed choices and transition seamlessly from the foundational program to their academic track. Subject groups are working purposefully on writing skills and feedback, with a particular focus on AI and the challenges and opportunities it presents. Further development of the current five SO programs, in terms of both synergy between and implementation of the individual programs. Further development of the “Guests with a Voice” concept in the learning committee, where involved/participating students and teachers participate and contribute in writing, for example, when SO is evaluated. Greener institutional operations Continue to raise awareness of sustainability on an ongoing basis—for example, through waste sorting, water conservation, etc.—rather than limiting efforts to one-off events. Skill-building in AI and the green transition All high school teachers participate in activities that develop their skills in AI. A local AI committee supports the teaching staff by providing knowledge about AI as it relates to academic subjects and teaching, both in staff meetings and in daily school life. We are establishing green training programs for selected teachers in business law and economics, equipping them with expertise in sustainability, the green transition, and ESG.

	WORLD-CLASS EDUCATION	AN ATTRACTIVE RANGE OF EDUCATIONAL PROGRAMS	CURRENT AND RELEVANT BUSINESS-ORIENTED PROGRAMS	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN FOR KPIs 2026–2027	Graduation Grades and Potential - Action-based development of teachers' instructional practices through an annual masterclass program. - The high school's Subject Forum identifies specific challenges in academic tracks and subjects to improve students' academic performance. Subject groups are involved in this work. - Training students' writing skills in writing-intensive subjects through a new focus on writing pedagogy, internal exams, and formative feedback. - Focus on homework and academic learning with support from the high school's reading advisors. - The “INNO Reads” reading program for all students during two periods each year. - Local professional development for SPS mentors led by the high school's reading counselors and SPS counselors. - Continued supervision efforts, including classroom observations, peer supervision, and administrative supervision related to QTI, with a focus on academic well-being. - Renewed focus on analog work methods and screen use in instruction. Student Well-Being - Monthly all-school assemblies. - A new orientation program on the transition from elementary school to high school, including study habits during and after the introductory course. - LINK exercises that strengthen both social and academic well-being in the classrooms. - Close monitoring of ETU results, including data from Mini-ETUs in educational leadership and in the class teams' work on well-being in each individual class. - Pilot project involving student participation in class teams in two Innovation & Startup classes and all three Impact classes. - Further development and quality assurance of well-being initiatives through the high school's new Well-Being Forum. Transition - Continued implementation of the career education initiative in collaboration with EK, CBS, and KU. - Pilot project involving internships in the Innovation & Startup program. - Internships in the Project Management program. - Study internships for third-year students. - Continued collaboration with the career development program.	Unassisted dropout rate Efforts are underway to reduce the unassisted dropout rates through skilled academic, study, and SPS the high school's counselors, class team collaboration, follow-up with student feedback in connection with ongoing ETUs and the high school's new focus on academic well-being and a smooth transition between elementary school and high school. Applicants Offering of introductory courses for 8th-grade classes as well as that all open house days for prospective students. Offering educational programs through Junior Talent, as well as participation in all relevant educational days/evenings for educational for young people seeking education in our catchment area. Fields of Study - Implementation of the new study collaboration with the Impact track. Agency and Niels Brock - Strengthening the content of the other Foundation. study tracks, including external collaboration and company visits. Further development of the high school's traditions social well-being initiatives. Establishment of a social media committee responsible for documenting school life on the high school's Instagram profile, including both academic and social activities. the Learning Committee The number of students in the Learning Committee will be expanded so that all grade levels in the high school's three academic tracks are represented on the committee. collaboration with The Learning Committee is regularly involved in evaluating in connection with the “Focus on Learning, Well-Being and personal development.” The Learning Committee presents key points from the evaluations for the level. The Learning Committee also presents the results of its evaluations to the student council with a view to a broader discussion of the initiatives among the high school's students.	Keeping Our Finger on the Pulse The high school's ambassador and network are continuously involved in the development of programs and fields of study, including contact external partners and ongoing trends and direction. Content and case studies featuring authentic business challenges Overview of external partnerships in all grades. Class teams are responsible for ensuring classes are in contact with at least three external partners during the school year, so that students experience that businesses and organizations are actively involved in teaching, study-block days, SO programs, and master classes programs. All INNO classes in their third year participate in the talent program “Civilprisen” in with the Danish Emergency Management the Second-year students in the Innovation and Startup program participate in talent development programs related to collaboration with “Learn for Life.” and Masterclasses in entrepreneurship are offered participation in the Company Program. Skill development in AI Skill development in AI through adjustments to the “Technological Literacy” course in all 1st-year classes. Participation in trials involving the use of AI in the subjects Marketing A and Danish A in with STUK. Business presentations for students on key takeaways from the evaluations to the at the municipal or state	Well-being and Development All new teachers participate in Niels Brock's onboarding program. All new teachers participate in a local onboarding program that includes supervision, a mini-pedagogical course, and a focus on classroom management through QTI conversations. Teacher-training candidates complete QTI to develop their classroom management practices. QTI is rolled out across the teaching staff so that all teachers participate in QTI conversations with their immediate supervisor at least once every three years. Management participation in subject group and class team meetings. All high school teachers participate annually in a masterclass program designed to develop teaching and classroom management skills. At least two annual pedagogical afternoons are held, featuring external presentations and workshops as part of the teachers' shared professional development. Individual professional development activities Support for knowledge and instruction in the green transition, including professional development for selected teachers in Environmental Studies and Business Law. An active and contributing local AI committee. Professional development for all teachers in the field of AI. Staff are involved in decisions and evaluations regarding teaching and pedagogical-didactic initiatives through dialogue in committees, teams, and subject groups. In the subject groups, work will begin in the 2026–27 school year to rethink writing and dedicated study time through a renewed focus on writing pedagogy and frameworks for written work in upper secondary school. Management will prioritize the well-being and job satisfaction of upper secondary school staff, including through timely planning, clear communication, accessibility, celebrating successes, and recognition and involvement. Implementation of the “Focus on Learning, Well-Being, and Personal Development” project Structures and processes are being established so that the project's initiatives and efforts are integrated as permanent elements in the way we run the school at Innovationsgymnasiet. Staff are involved through committees, teams, and subject groups in	the Sustainability Committee The committee is expanding its work on “5 Awesome Days” and engaging in dialogue with the program coordinators regarding specific ideas and proposals for course sequences that support the development of a sustainable mindset among the high school's students. The Sustainability Committee organizes an annual presentation focused on climate and the green transition for students and teachers. Skill Development in AI and the Green Transition All of the high school's teachers participate in activities that develop their skills in AI, including how AI can be used to enhance student learning. A local AI committee provides broad support with knowledge about AI as it relates to academic subjects and teaching. Courses and corporate partnerships focused on the green transition are prioritized.

KPIs • JTP Business High School

	WORLD-CLASS EDUCATION	AN ATTRACTIVE RANGE OF PROGRAMS	CURRENT AND RELEVANT BUSINESS-ORIENTED PROGRAMS	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2026–2027	Graduation Grades and Potential Students' writing skills are strengthened through targeted practice under exam-like conditions several times throughout the school year. To enhance students' concentration, learning, and academic development, the focus on writing skills is increased in all relevant subjects. Materials on reading strategies will be developed and implemented, and introduced in all 1st-year classes. At the same time, subject teams will work systematically on homework assignments and subject-specific reading strategies. Professional development programs are being conducted with a focus on practical pedagogical tools and the didactic organization of instruction. The goal is to strengthen teaching practices so that they better support both students with special needs and the student body as a whole. Additional math workshops are offered in selected subject areas, and trials with co-teaching arrangements are being conducted to enhance students' learning outcomes in math. Above the national average in ETU Collaboration with Netwerk is being resumed with a renewed focus on community-building pedagogy. All teachers work according to Netwerk's principles of community and use Netwerk groups as an integral part of instruction. New teachers are offered a professional development program in the method. A common code of conduct is developed with clear expectations for student behavior, including tone of voice, participation, and attendance. In addition, instructional modules on good digital habits and digital literacy are implemented. The results from ETU and Mini-ETU are analyzed and discussed in learning committees and class teams. Based on this, specific initiatives are planned and implemented to enhance students' well-being and learning. All teachers participate in masterclass programs focused on learning, well-being, and literacy to strengthen shared pedagogical practices. Supervision and the QTI (Questionnaire on Teacher Interaction) are systematically used as tools to develop classroom management, interpersonal skills, and learning environments.	Field Trips and Excursions Team Denmark program offering the opportunity to oriented a streamlined curriculum. Students are asked to indicate their preferred field of study before the start of school. 1st year of upper secondary school. Relevance Classes are formed based on these preferences, and developed The goal is for these classes to be broadly continue after the basic course. A new introductory course is therefore being developed for students—appointed— for students in their first year of high school, offering the opportunity to participate in business coordinator. an introductory tour at the start of the foundational course.	Current Initiatives We focus on current events and offer career- and professionally motivating activities in the curriculum and in masterclasses for students. New courses and masterclasses are continuously be aligned with companies in current areas related to JTP's profile. All instructors focus on this, and in addition, a new coordinator has been There will be opportunities to participate in DM competitions and other interdisciplinary competitions. Staying up to date through an advisory board, with participants from the business community, higher education institutions, and other relevant stakeholders.	Teachers are given the opportunity to influence development through active participation and engagement in new committees. To strengthen engagement, ownership, and knowledge sharing, committees and functions are organized to reflect the teachers' broad competencies and involve as many staff members as possible. The following committees and functions will be established: • Pedagogical Committee • Teacher Well-Being Committee • AI Committee – adapted from last year • School Coordinator • SO Coordinator Skill development will take place through, among other things: • Presentations and knowledge sharing in subject groups, e.g., in connection with reading guidance • An AI committee at JTP that focuses on developing teachers' competencies in the use of AI. The committee is working on two presentations: one for all teachers, who will then work in subject groups on specific teaching modules that will be tested and subsequently evaluated. • Masterclass programs organized under the umbrella of "Focus on Learning, Well-being, and Personal Development" • Extra focus on opportunities for individual professional development—to be discussed during performance reviews • Targeted efforts are being made to strengthen planning, establish clear annual cycles, and ensure well-functioning scheduling to create greater coherence and predictability in daily life. Additionally, emphasis is placed on developing and organizing teachers' preparation facilities so that they best support their daily work. The principles of collaboration at JTP are clear, visible, and adhered to by all employees: • We treat each other with respect and appreciation. • We communicate clearly and constructively and listen actively to one another. • We focus on opportunities and contribute to a positive work culture. • We take responsibility, demonstrate initiative, and respond quickly to errors, challenges, and communication needs.	The Sustainability Committee is constantly working on ideas and initiatives aimed at helping students gain knowledge and insights into the circular economy and the green transition—but also at equipping them with the skills to take action. There is a new focus area centered on creating a green and sustainable backyard at JTP. The Learning Committee includes students from all grade levels. Quarterly meetings are held in the Learning Committees with the following agenda: The initiative "Focus on Learning, Well-being, and Personal Development" focuses primarily on two areas: digital best practices in teaching and student-centered instruction. The learning environment is monitored on an ongoing basis using data from ETU and Mini-ETU. We are establishing green training for selected instructors in business law and business economics, equipping them with expertise in sustainability, the green transition, and ESG.

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	CURRENT AND RELEVANT BUSINESS-ORIENTED PROGRAMS	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2026–2027	Motivation and Mastery Teaching at NVG takes place in a productive environment where the focus is on motivation and mastery. It is crucial that all students feel engaged and have a strong sense of academic drive and self-confidence. Through responsiveness, recognition, and positive expectations, we foster resilient students who are eager to participate and be actively involved in the learning process. Goal-Oriented Learning and Coherence Coherence and clear goals are essential to a constructive learning process. All teachers set clear goals for their instruction so that our students have a clear overview and understand exactly what they are to learn, how they are to learn it, and why they are learning it. In-Depth Learning—Homework and Reading Our students should feel that doing homework makes sense and that reading is essential. All instruction therefore incorporates a structured homework objective and focus. In addition, reading blocks are periodically introduced across all grade levels. Training Space vs. Performance Space NVG takes a process-oriented approach to learning, which means that, in a safe environment, we train our students to learn from the mistakes they make—and—that we are very precise and clear about how and when assessments are conducted and actual grades are assigned. Assessment Instructional evaluation is regularly integrated so that teaching at NVG can be adjusted with an eye toward the target audience, pedagogy, and didactics. Social Communities At NVG, it is the community that unites us. We place great emphasis on the fact that the most important socialization takes place in the classroom, where both teachers and students take responsibility for establishing both smaller communities and the larger, committed class community—and where we actively work to strengthen the students' sense of belonging to one another and their collaborative processes. Positive behavior and language are essential to maintaining and strengthening our school culture.	Ambitious Programs of Study NVG is for students who want to be part of and contribute to a strong, academically focused learning environment. Our programs—UX Design, Future Business, and Creative Marketing—have distinct profiles supported by external partnerships that ensure they remain current and relevant. All programs offer the option of taking five A-level courses, which enhance students' opportunities for further education. Makerspace Learning is best anchored through hands-on experience. With the new makerspace at NVG, we've established a strong framework for hands-on, practical instruction, where our students learn through physical engagement and where they are actively involved, think critically, and work on creative problem-solving. Character Development and Democracy NVG takes responsibility for students' democratic education and cultivates engaged global citizens. At NVG, we strengthen young people's democratic self-confidence by teaching them that taking a stand and having an opinion makes a difference. Green Transition NVG recognizes that the future must be green. We prepare students for a world where they dare to take action. We sharpen students' environmental awareness as they encounter the green transition in all subjects. Through the school's sustainability committee, students have a unique opportunity to test their green skills and influence the school's sustainability initiatives. AI At NVG, students learn about and are trained in the use of AI. AI is integrated into all subjects, and students encounter artificial intelligence in various contexts to develop as reflective and critical an understanding as possible. We view AI as a tool to enhance learning, not a substitute for it. Therefore, students actively work with AI, while we insist that knowledge, concepts, and academic methods must be internalized so that students develop the judgment and critical thinking that enable them to use technology wisely and responsibly.	Advisory Board NVG continues its valuable collaboration with the Advisory Board, which, as an advisory body, helps prepare students for the future job market. Students therefore learn to envision the future and engage with it. The Business Community and External Partners Real-world education is key to student motivation and learning, and we continue to collaborate with the business community and our external partners, who help to strengthen the profiles of our academic programs—including, among others: the Institute for Future Studies, the IT University, Ipsos, and the Youth Tech Forum at CBS. All with the aim of enhancing students' understanding of future-oriented knowledge, creative processes, and design and technology. Masterclasses We offer various talent tracks tailored to and structured around our three academic programs, so that our students can further sharpen their awareness of topics such as megatrends, consumer behavior, future scenarios, technology, and AI. We're also repeating the success of Techday, where we focus on how technology shapes the future.	Professional Learning Communities All instructors are reflective practitioners who work in professional learning communities and critically examine their own practices. Structured action learning and collegial supervision are used as tools to enhance professional well-being, with a particular focus on classroom management, student engagement, varied teaching methods, and assessment. Professional Development NVG supports all new hires by providing a comprehensive onboarding program that includes supervision and a QTI interview. QTI is also integrated for all teacher-training candidates. We are continuing our work on integrating Timperley and various LINK tools, as well as developing class team collaboration, where all instructors take responsibility and actively contribute to collectively elevating our classes. We are establishing green training for selected teachers in business law and economics, equipping them with expertise in sustainability, the green transition, and ESG. All teachers receive professional development in AI, and the school's local AI steering committee ensures knowledge sharing across the high school. Employee Well-Being—Professional and Social At NVG, teachers are committed, curious, and interested in the community and mutual collaboration. It is crucial for NVG that staff and leadership continue to support one another. We are working to create sustainable traditions that define our employee culture and work environment.	Our Philosophy At NVG, we operate based on the following principles: - Fewer changes and more improvements - Meaningful meetings - Slow down Planning and a clear overview are crucial factors in ensuring we stay ahead of the school year. We prioritize having all policy documents in place as early as possible—with dialogue, transparency, and openness as our guiding principles. The goal is to ensure stable working conditions, so that there is room for well-being, learning, and personal development for all our employees. We are reorganizing our guidance efforts to ensure quality and strengthen students' access to support.

KPIs • Jesper Buch’s Entrepreneurship Academy • HHX

	WORLD-CLASS EDUCATION	ATTRACTIVE EDUCATIONAL OFFERINGS	CURRENT AND RELEVANT BUSINESS-ORIENTED PROGRAMS	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2026–2027	Continued implementation of the school’s digital guidelines, including training students in deep learning and concentration skills. Ensuring a healthy learning environment. Transition to higher education by highlighting students’ future opportunities and organizing visits to Study Choice Copenhagen. Building bridges to CBS by having university students serve as guest advisors/teachers. Establishing contact and collaboration with the Copenhagen School of Entrepreneurship. To ensure practical relevance, there must be at least 14 presentations by master teachers to serve as inspiration and role models from the business community. Of these, at least three must be related to daily instruction in one or more subjects. Well-being Close monitoring of ETU results, including Mini-ETU. Class teams establish action plans in dialogue with the students. Sharing of experiences at department meetings. Ongoing meetings with the student council and quarterly meetings with the learning committee, focusing on academic well-being, the learning environment, and the integration of entrepreneurial competencies. Strengthening student democracy and extracurricular activities. Further development of the activities/traditions committee. Development of a mentoring program/incubator environment that incorporates a makerspace. Highlighting entrepreneurial opportunities for girls by increasing the number of female role models in all contexts.	Admissions and Applicants Apply to become a specialized high school and refine the admissions process—with video applications submitted to Jesper Buch at HHX. Raise awareness of JBIA through introductory courses, open houses, bridge programs, and an ambassador program. Program Focus JBIA is a practice-oriented high school program where students turn ideas into action and develop skills as entrepreneurs, leaders, and change agents. Throughout the program, theory and practice are combined: - Students work on real-world problems, companies, and projects, and meet at least 14 entrepreneurs, leaders, and specialists each year. - The proportion of female speakers, mentors, and partners is steadily increasing, ensuring that students encounter role models who reflect the diversity of the business world of the future. - Practical courses in customer insight, innovation, and value creation, where students practice customer journeys, relationship-building sales, and business development. - Business case studies develop skills in finance, sustainability, communication, marketing, project management, creative problem-solving, and pitching, with a focus on both growth and value for people and society. - The new makerspace is integrated across subjects, allowing students to experiment, design prototypes, and test ideas in practice. - Diverse, innovative, and collaborative teaching where all students can develop their strengths, curiosity, and entrepreneurial potential. Unassisted dropout rate - The low rate of unsupported dropouts is maintained through clear alignment of expectations from the start of the school year and ongoing involvement of the student council. - Clarity in delivering a practice-oriented entrepreneurship education that is unique in Denmark. - An orientation meeting for those who are not first-choice applicants, and close follow-up during the foundational program at HHX. - Learning environments characterized by structure, clarity, a quiet working atmosphere, and opportunities for deep engagement that promote students’ learning and well-being. - Development of an introductory program and a tutoring system in collaboration with the students, as well as the establishment of a weekly homework café. - Focus on shared practices and teacher collaboration through the teacher’s	manual “How to Be a Teacher at JBIA.”	Keeping Our Finger on the Pulse Staying on top of trends is achieved largely through Jesper Buch’s development and refinement of the program, but also through the at least 14 masterclass presentations held each school year. Relevance At Jesper Buch’s Entrepreneurship Academy, students participate in all competitions organized by the Foundation for Entrepreneurship to hone their skills in planning, collaboration, and pitching. Students receive training and practice to build their confidence and poise in a pitch situation. Internally, an annual “Mini Lion’s Den” is held, featuring at least one recognized entrepreneur on the judging panel. Practical Skills Teachers facilitate practical learning by, among other things, organizing lessons around authentic entrepreneurial projects, where students develop their own ideas and receive feedback from the business community. Teachers support the learning process through guidance, feedback, and collaboration with external partners, in line with the principles of Universal Design for Learning. Master teachers’ presentations are incorporated on an ongoing basis, and two masterclass programs are offered: “Pop-Up Events” and “Personal Leadership,” which involve external experts. Relationship Building and Small Talk: Development and implementation of a master class in Relationship Building and Small Talk, where students practice networking, active listening, customer dialogue, and professional communication. The course is designed to strengthen students’ ability to build relationships and networks as a core retail and entrepreneurial competency.	Well-being and Development There are many opportunities for—and high expectations of—instructors at JBIA. Engaged and goal-oriented students who have actively chosen a practice-oriented entrepreneurship program approach the school with high expectations. Therefore, there is a continuous focus on developing an entrepreneurial mindset across all subjects, achieved through involvement, knowledge sharing, collegial support, and strong networks with recognized entrepreneurs with whom we regularly consult. In addition, all instructors participate in at least one masterclass series related to “Focus on Learning, Well-Being, and Personal Development.” All instructors receive professional development in AI and makerspace pedagogy. We are establishing a green education program for selected instructors in business law and vocational education who are developing their expertise in sustainability, the green transition, and ESG. Through targeted professional development in practical teaching methods—including courses, peer mentoring, and collaboration with the business community—teachers will be equipped to plan and deliver instruction that are highly realistic and student-centered. We work toward a shared approach, and all instructors are involved in the development and implementation of the manual “This Is What It Means to Be a Teacher at JBIA.” As a teacher, you’ll thrive at JBIA if you value professional development, high ambitions, and a steadfast desire to create an entrepreneurship program unlike any previously seen in Denmark.

“Doing well by doing good” must characterize at least one program at JBIA. The goal is to reinforce students’ understanding that the entrepreneurs of the future are not only responsible for creating economic value but also for making a positive contribution to people, society, and the planet. Through their coursework, students explore how responsible, ethical, and sustainable solutions can create social value, competitive advantages, and long-term business growth.

At the same time, students collaborate with the Learning and Sustainability Committee (which includes student participation), which contributes to the development of JBIA’s educational programs and culture. The committee aims to strengthen students’ democratic education, shared responsibility, and initiative, while supporting the ambition that JBIA’s young aspiring entrepreneurs develop businesses, products, and solutions that make a positive difference for people and the planet.



GSK - Upper Secondary Supplementary Courses

Upper secondary supplementary courses play an important role in the Danish education system by giving young people and adults the opportunity to adapt their secondary education to meet the admission requirements for higher education programs. This need will continue to exist, even when EPX becomes part of the educational landscape.

As one of the country's coordinating institutions, Niels Brock has a special responsibility to ensure access to high school supplementary courses and thereby support flexible educational pathways. GSK enables students to supplement their education with the subjects and levels necessary to pursue their chosen educational paths.

Our focus is on ensuring high quality, high completion rates, and strong academic results so that as many students as possible gain access to the higher education program of their choice.

	WORLD-CLASS EDUCATION	EXCITING, DEVELOPING AND AN ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2029	Satisfaction On a scale of 1–5, students will score an average of at least 4.5 on questions regarding satisfaction with: - The academic level - The teacher’s commitment and ability to communicate. Completion Rate (Percentage of students registered for the exam, as a percentage of the total number of students 20% into the course) In-person classes: 75%. Online classes: 60%. Pass rate Percentage of students who pass, as a percentage of the number who completed the course: In-person classes: 95%. Online classes: 90%.	Well-being All quarterly employee well-being surveys are in the green.	Optimal class size Ratio 22 for in-person classes (ratio calculated as the number of students per class who trigger the taximeter). Completion Rate (Percentage of students registered for the exam, as a percentage of the total number of students 20% into the course.) In-person classes: 75%. Online classes: 60%.
KPI 2026–2027	Satisfaction On a scale of 1–5, students give an average score of at least 4.5 in response to questions about satisfaction with: - The academic level - The teacher’s commitment and ability to communicate. Completion Rate (Percentage of students registered for the exam, as a percentage of the total number of students 20% into the course.) In-person classes: 70%. Online classes: 45%.	Well-being Only positive evaluations in the final staff well-being survey of the school year. Knowledge about condensed course sequences—with a sharper focus on the growing proportion of SPS students—is developed, collected, and shared with subject specialists and other colleagues.	Optimal class size Ratio 21 (ratio calculated as the number of students per class who complete the course). Completion rate (Percentage of students registered for the exam, as a percentage of the total number of students 20% into the course) In-person classes: 70%. Online classes: 45%.

	Pass rate Percentage of students who passed out of the total number who completed the course: In-person classes: 85%. Online classes: 70%.	
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	WORLD-CLASS TRAINING	EXCITING, FULFILLING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2026–2027	Based on the new evaluation questionnaire, we will, together with the teaching staff, The staff work with the collected data so that, as a can jointly optimize, share knowledge, and plan plan for the professional development of instructors. We will work on initiatives to achieve higher completion rates for online courses and by strengthening communication channels (including the website), the introduction of more synchronous instruction, opportunities for flexible learning, and professional development for instructors in both IT pedagogy and the use of MitNielsBrock. The program offerings are continuously streamlined to match demand. The offerings is visible on the website a year in advance, so students can plan for admission to higher education. We strive to run the classes we offer, thereby provide reassurance to both students and instructors.	Ensuring professional and pedagogical development through a focus on competency development. An engaged leadership style with a fixed structure and plan for teacher meetings, prioritizing external input, collegial collaboration, and social interaction. At least two half-days of professional development per year—preferably featuring engaging speakers and interactive workshops. Continued efforts to integrate the GS teacher group into subject-area activities across other departments—including both subject-area days and social events for teachers. Implementation of management supervision and peer supervision during the 2026–2027 school year, followed by follow-up with action plans at both the individual and subject-level to focus on professional development. Teachers will participate in FIP, subject-specific days, etc.	New upper-secondary education programs, stricter admission requirements, and mandatory A-level courses in upper-secondary programs will influence our GSK offerings and activities. We are working to ensure that more students who enroll in our classes go on to pass their courses. We have been successful in this regard for several years, and we will strive to maintain this high standard. In both online and in-person classes, we emphasize that collaboration and well-being are also essential factors for students. Academic well-being is also important for students aged 18 and older. The principal, vice principal, and/or student advisor visit several times during a course (at a minimum at the start and at the end/evaluation), so that students feel a sense of belonging. Efforts are made to provide continuing education and pedagogical collaboration among teachers at GSK, as well as between GSK and DIG, to develop pedagogical practices.



Niels Brock Executive

We are continuing to develop our MBA portfolio to better meet the needs and demands faced by modern leaders and specialists today. We therefore offer two different MBA programs: the Executive MBA, which is our full MBA program, and a modular MBA structure, where participants can choose to take individual MBA courses to strengthen their competencies in specific subject areas.

The Executive MBA is our full MBA program, designed as a flexible and modern program for leaders and specialists who seek a comprehensive international MBA degree. The program combines a high academic standard with practical relevance and is structured so that it can be completed alongside a busy career.

In parallel with the Executive MBA, we will develop a modular MBA structure in which individual MBA courses can be taken as standalone programs. This will give managers and specialists the opportunity for targeted skill development in selected topics, while also allowing them to continue their learning journey by taking additional courses over time. Our ambition is to create a more flexible MBA program that meets the competency needs demanded by today's business world.

Our MBA courses are designed with a focus on both flexibility and high learning impact. Each course is conducted over two residential sessions, during which participants meet in person for intensive instruction, peer discussion, and networking. Between residential sessions, the learning process is supported by digital activities that ensure academic progression, reflection, and the application of new knowledge within their own organizations.

Blended learning is a central part of the development of our MBA program. Digital learning formats give participants the flexibility to combine their education with a busy career, while our experience shows that in-person meetings continue to play a crucial role. For younger leaders and specialists in particular, face-to-face interaction with fellow students is invaluable for building relationships, engaging in professional dialogue, and establishing strong professional networks. Our ambition is therefore to strike the right balance between flexibility and community.

We are constantly working to ensure that the content of our programs matches the needs of the market and the expectations of our participants. To that end, we are integrating AI, data analysis, and other future-oriented skills in high demand in the business world, in close collaboration with Middlesex University London.

We will continue to expand our collaboration with leading experts, business leaders, researchers, and other inspiring figures who can contribute new perspectives on leadership, innovation, and business development. These partnerships ensure that our executive education programs remain closely connected to the realities and challenges that modern leaders and specialists face in practice.

Through our advisory board, we ensure that the curriculum is continuously updated and strengthen our ties to the business community. At the same time, our active alumni network provides valuable networking opportunities, which we aim to further develop through targeted events and activities.

Our board training programs are among the most attractive and in-demand offerings in our portfolio and play a key role in developing competent board members and owner-managers. To ensure that these programs maintain their relevance and competitive edge going forward, we will conduct a thorough evaluation of their content, format, and target audiences with a view to continued development and quality assurance.

Finally, we are expanding our international collaborations through guest lectures, company visits, and study tours, which provide our participants with global perspectives, new inspiration, and strong international networks.

In the coming period, Executive will take a broad look at new trends, competency needs, and collaboration opportunities to ensure that Niels Brock continues to stand out as a strong and attractive provider of relevant continuing education and professional development programs for executives, specialists, board members, and companies.

	WORLD-CLASS EDUCATION	AN ATTRACTIVE RANGE OF PROGRAMS PROGRAMS	TIMELINESS AND RELEVANCE IN PRACTICAL, CAREER-ORIENTED	EXCITING, DEVELOPMENTAL AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2029	Academic Quality 15% of MBA graduates achieve a grade of 70% or higher on their final thesis. - At least 90% of MBA graduates achieve grades equivalent to “Merit” or higher on their final thesis. 100% of MBA courses are evaluated and updated annually in collaboration with the advisory board and international partners. Implementation - The graduation rate for the Executive MBA is at least 90%. - At least 85% of participants in individual courses complete the course they have started. Participant Satisfaction 95% of participants are satisfied or very satisfied with the program. 95% of participants would recommend the program to a colleague or manager. 90% believe that the program has strengthened their professional network. Career and Business Impact 85% of graduates experience a measurable positive impact on their career or area of responsibility within 12 months of completion. 80% of graduates believe the program has created tangible value for their organization. - At least 25% of new MBA participants come through recommendations from alumni or current students.	Admissions - Executive MBA: the development of the programs. - MBA Stackable: 250 students - Board Training: 120 students - Board Training (Brief): 60 students community, advisory	- The advisory board meets at least twice times a year and actively contributes to of the programs. 100% of MBA and board training programs undergo annual relevance and content evaluations. - At least 90% of participants rate the content of the programs as relevant to their professional practice. - At least two are implemented annually Essential professional updates for BA-based on input from the business and international partners.	- Employee satisfaction among permanent staff is at least 9 out of 10. - Instructors' satisfaction with teaching at Niels Brock Executive is at least 9 out of 10. - At least 90% of instructors wish to continue their collaboration with Niels Brock Executive. - Annual performance reviews are conducted with all permanent employees. All permanent employees have an individual competency development plan.	Niels Brock Executive must be digital, efficient, and professional throughout the entire participant journey—from initial contact and admission to instruction, administration, support, and the alumni network. Our ambition is to create a cohesive experience where digital solutions support high quality, strong service, and efficient operations. KPIs - Student satisfaction with the overall digital and administrative experience is at least 8 out of 10. - Satisfaction with the admissions process, MitNielsBrock, teaching platforms, IT support, administration, and the library is at least 8 out of 10. - Faculty satisfaction with administrative and digital support functions is at least 8 out of 10. - At least 90% of core administrative processes are carried out digitally.
KPI 2026–2027	Academic Quality 15% of MBA graduates achieve a grade of 70% or higher on their final thesis. - At least 90% of MBA graduates achieve grades equivalent to “Merit” or higher on their final thesis. 100% of MBA courses are evaluated and updated annually in collaboration with the advisory board and international partners. Implementation - The graduation rate for the Executive MBA is at least 90%. - At least 85% of participants in individual courses complete the course they have started. Participant Satisfaction 80% of participants are satisfied or very satisfied with the program. 80% of participants would recommend the program to a colleague or manager. 80% believe that the program has strengthened their professional network. Career and Business Impact 75% of graduates experience a measurable positive impact on their career or area of responsibility within 12 months of completion. 70% of graduates believe the program has created tangible value for their organization. - At least 20% of new MBA participants come through recommendations from alumni or current students.	Admissions - Executive MBA: the development of the programs. - MBA Stackable: 75 students - Board Training: 90 students - Board Training (short): for 30 students community, advisory	- The advisory board meets at least twice times a year and actively contributes to of the programs. 100% of MBA and board training programs undergo annual relevance and content evaluations. - At least 90% of participants rate the content of the programs as relevant to their professional practice. - A minimum of two significant professional updates based on input from the business advisory board, and international partners.	- Employee satisfaction among permanent staff is at least 7 out of 10. - Instructors' satisfaction with teaching at Niels Brock Executive is at least 7 out of 10. - At least 75% of instructors wish to continue their collaboration with Niels Brock Executive. - Annual performance reviews are conducted with all permanent employees. - All permanent employees have an individual competency development plan.	Participants' satisfaction with the overall digital and administrative experience is at least 7 out of 10. - Satisfaction with the admissions process, MitNielsBrock, teaching platforms, IT support, administration, and the library is at least 7 out of 10. - Instructors' satisfaction with administrative and digital support functions is at least 7 out of 10. - At least 90% of core administrative processes are conducted digitally.

	WORLD-CLASS EDUCATION	AN ATTRACTIVE RANGE OF PROGRAMS PROGRAMS	CURRENT AND RELEVANT PRACTICAL, CAREER-ORIENTED	EXCITING, DEVELOPMENTAL AND AN ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2026–2027	• Ensure high academic quality through the ongoing development of course content in collaboration with Middlesex University London, the advisory board, and leading experts. • Enhance participants' learning experience through flexible educational formats, strong instructors, and an active learning community. • Support high completion rates through close follow-up, academic advising, and clear learning pathways. • Expand relationships with the business community and the alumni network to ensure relevance, networking opportunities, and recommendations. • Integrate new areas of expertise such as AI, data analysis, and future management disciplines in line with market needs. • Conduct ongoing evaluations of programs, instructors, and participant experiences to ensure continuous quality improvement.	• Raise awareness of the Executive MBA and the upcoming modular MBA through clear positioning and • Activate our alumni network as ambassadors and increase the proportion of participants recruited through recommendations. • Expand collaboration with companies programs regarding leadership competency development, specialists, and board members. • Develop flexible training formats, that make it easier to combine education digitalization, • Highlight the value of the programs business-relevant competencies. • Strengthen Niels Brock's position as an attractive and innovative provider of members Executive Education through relevant partnerships, expert collaborations, and international perspective.	To ensure that the MBA and board training remain among the market's most targeted marketing. • Strengthen our collaboration with advisory the board, companies, alumni, and international partners based on ongoing developing the content of our programs. • Conduct annual evaluations of all programs, focusing on relevance, quality, and future competency needs. • Integrate new themes and skill areas, areas of expertise, including AI, geopolitics, sustainability, and modern board work, in step with the development in the business world. • Expand the use of external experts experts, business leaders, and board profiles to strengthen the link between theory and practice. • Ensure systematic dialogue with participants and alumni regarding the value and practical applicability of the programs. • Monitor developments in the national and international Executive Education market with a view to ongoing adaptation and innovation.	To strengthen Niels Brock Executive as an attractive workplace, we will: • Invest in professional development for both staff and faculty. • Ensure ongoing dialogue, feedback, and performance reviews with permanent staff. • Strengthen the sense of community between permanent staff and external faculty through professional networks, events, and knowledge sharing. • Recognize and highlight instructors' contributions to the quality and development of our programs. • Create a work environment characterized by high professional standards, collaboration, flexibility, and opportunities for personal development.	To ensure greener, smarter, and more professional operations, we will: • Further develop digital platforms and self-service solutions for students and instructors. • Ensure a consistent and professional participant experience across all touchpoints. • Reduce manual processes through digitization and automation where it adds value. • Strengthen support, communication, and service for participants and instructors. • Measure and monitor satisfaction with digital and administrative functions as a basis for continuous improvement.

Niels Brock 's International Department

The International Department is entering its final phase following the legislative changes affecting international education in Denmark. While student activity remains strong, our focus is now on ensuring a responsible and successful conclusion of our current educational commitments.

Our top priority is to maintain the quality of teaching, learning, and student support for all enrolled students. We remain committed to providing an engaging academic environment and helping our students successfully complete their studies.

At the same time, we continue to explore alternative activities and future opportunities within international education and collaboration. While this chapter is coming to a close, we remain dedicated to identifying new ways to contribute our expertise and international perspective.

Throughout this transition, our students, staff, and partners have demonstrated remarkable resilience and commitment. We are proud of what has been achieved and grateful for the many years of international education that have shaped the department and its community.



	WORLD-CLASS EDUCATION	PROVIDING ATTRACTIVE EDUCATION	INNOVATIVE AND CONTEMPORARY BUSINESS-ORIENTED PROGRAMS	STIMULATING WORK ENVIRONMENT	SMART AND MORE SUSTAINABLE OPERATIONS
KPIs 2026–2027	Grades 5% of graduates will earn a First-Class Honors degree. Graduation Rate The graduation rate is 85%. Student satisfaction Student satisfaction stands at 70% for modules and the program in the following areas: - Learning Outcomes - Well-being - Faculty and staff responsiveness Student satisfaction with the overall student experience in the DMU SSS is 80%. The DMU SSS indicators for student pre-arrival expectations and adjustment to the university level are 70%. All students participate in a civic education project. The overall average absence rate is 10%.	Retention 85% will continue their studies from one academic year to the next. Focus on classroom management, community, and a sense of belonging. Civic education program in collaboration with ActionAid and local sports associations ("foreninger").	Partnerships All programs include one company visit per program per year. The advisory board meets in September and January to review curriculum and program development. The percentage of graduates from the British programs who are in relevant occupations or pursuing further education two years after graduation is at most 15% lower than that of graduates from the same programs in the UK. Two partnerships have been established with companies in computer science and ITHM to ensure on-site teaching.	Satisfaction The most recent quarterly job satisfaction survey for the academic year is rated "green." Competencies and collaboration Faculty profiles comply with DMU requirements. At least 20 faculty members have developed their Teaching Portfolios. At least 10 faculty members have participated in Teaching Circles. 50% of all faculty members have completed our local professional development program created by Dorte Agård and the Learning Hub.	Scalable Organization A scalable organization through standardized procedures that are universally applied and digitized wherever 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 2026–2027	First-Class Honors Indicator Module grades to be evaluated after Level 4 and each semester starting in Level 5. Graduation rate indicator Retention rate to be evaluated after Level 4 and Level 5. Action Plans Specialized workshops are developed to enhance student engagement and academic skills. Introduction of mandatory writing labs for all levels in all modules linked to submission dates. All assessment briefs are contextualized 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 of this is providing students with a comprehensive understanding of Danish society and the context in which they live. Values and norms in both the professional and civic spheres will be examined. Activities will range from visits to Parliament to speaker series and case competitions, all aimed at empowering students. We will continue to closely monitor and track student absences. Our classroom management policy and pedagogical approach are central to how we work. We focus on engaging and empowering students while simultaneously fostering a sense of community and belonging. We achieve this by consistently adhering to our standardized classroom management policies and providing students with the necessary structure and freedom to excel. The Pedagogical Coordinator leads the “Open Doors” project, in which colleagues observe each other’s classes to reflect on their own practice and best practices.	Develop a plan for utilizing our progression agreement with DMU to enable students to , for example, spend one or two years in Denmark and complete their studies 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 assigned 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: Formalized collaboration with companies to enable students to complete their dissertations using real-world case studies. An MBA study trip is organized for each cohort to broaden their understanding of Danish industry and clusters of innovation and entrepreneurship. The Computer Science and ITHM advisory boards facilitate company visits and potential internships within their companies and networks. On-site company-led instruction will be established—with an emphasis on combining theory and practice to enhance students' employability.	The Module Leaders play an essential role in overseeing the development of their modules and ensuring consistency across the teaching team. They will receive training in informal management to support their role. In response to the significant decline in student numbers following the new legislation, efforts will focus on supporting employees through the transition period and preparing them for future employment opportunities. A support plan will include activities such as resume and application workshops, career guidance, teaching portfolios, documentation of competencies, and networking opportunities. To support staff well-being during this challenging period, the Social Committee will organize events for all employees alongside the Teaching and Learning Conferences. Management will prioritize clear and transparent communication, accessibility, and staff support through regular updates.	Action Plan • Set up a system for tracking grades to support the First Class Honors KPI and the graduation KPI • Make the absence tracking system more efficient, enabling both the Student Services Unit (SSU) and the Deans to follow up weekly • Student sustainability ambassadors will run at least two different initiatives each semester. This is done both to promote our understanding of sustainability and to train students in project management projects. Student Journey Develop a plan to describe and analyze each student's touchpoints throughout the student journey, from the first point of contact to two years after graduation.



Support Staff

The support staff support teaching and student learning by providing shared competencies, systems, services, and expertise to the school's educational programs. The purpose of the support staff's work is to create the best possible organizational, administrative, digital, and physical frameworks for teaching.

Among other things, the support staff handle interactions with regulatory authorities, communication, knowledge sharing, and the operation and development of shared systems and infrastructure. At the same time, they support fact- and data-driven management through the automation of data collection and the provision of valid management information. This helps management make informed decisions that benefit the quality of instruction, student well-being, and the school's continued development.

The shared focus of the staff is to ensure that initiatives and measures contribute to strengthening students' learning, well-being, and personal development. Therefore, work is continuously underway to develop digital solutions, pedagogical tools, data foundations, and administrative processes that support teaching and enhance students' educational experience.

The IT department works continuously to ensure high operational stability, security, and accessibility to the systems that instructors, students, and staff use on a daily basis. Efforts are also being made to utilize AI to streamline administrative workflows, support teaching, and free up time for the school's core mission.

Communications and Marketing focuses specifically on raising awareness of our secondary education programs and executive education programs. Our communications emphasize conveying high academic standards, social life, and general information to prospective students and their parents, as well as incoming students.

Facility Management creates and maintains the physical environment for teaching by overseeing buildings, safety, indoor climate, and sustainable operations. The goal is to ensure safe and well-functioning learning and working environments for students and staff. Facility Management is also responsible for the school's emergency preparedness and plays a central role in the green transition by driving and implementing sustainable solutions across the organization.

The departments within the administrative staff are:

- Executive Secretariat: Support for the Board of Directors, Executive Management, general legal affairs, and joint projects
- Digital: Educational IT, AI, Quality, Reporting
- IT: Operation, development, and support of Niels Brock's IT solutions
- Communications and Marketing: Marketing of educational programs, maintenance and ongoing updates of the website, ad hoc graphic design and communications tasks
- Facility Management: Procurement, cafeteria, and construction, civil engineering, and building operations tasks across the entire Niels Brock campus

KPIs • Green Transition, Sustainability, and Preparedness

	ENVIRONMENTAL DATA – ENVIRONMENTAL DATA	SOCIAL DATA	GOVERNANCE DATA	RESILIENCE
KPI 2029	CO2 Emissions Scope 2 emissions must not exceed the 2025 level. Scope 3 emissions will be reduced by at least 20% compared to the baseline year of 2024. Waste At least 60% of the school's waste will be sorted correctly so that Niels Brock can support the City of Copenhagen's goal of 70% recycling of household-like waste by 2030. Procurement For all purchases, it must be documented that the selected product or solution has the lowest environmental impact among the practically and economically viable alternatives.	Sick Leave Reduced and at the lowest level among vocational schools. Unassisted dropout rate (students) HHX: max. 2%. EUX: max. 5%. Workplace accidents None. Employee satisfaction Ranked in the top 3 among comparable schools. Employee turnover Among the lowest in the top 3 for vocational schools. Equality and Diversity Equal work deserves equal pay. Gender diversity is 50/50 for students and staff. Employee Programs Niels Brock meets its target regarding employees in flexible work arrangements. Student Well-Being In the top 3.	CSRD reporting The school prepares CSRD financial statements as a C25 entity and complies with all reporting obligations. Climate adaptation Specific plans have been developed outlining how Niels Brock addresses all the areas identified in the school's "Climate and Vulnerability Analysis."	Emergency Plans Staff and students are fully familiar with the emergency response plans. School staff are fully qualified to provide instruction on these plans, and Niels Brock is "best in class" when it comes to building evacuations. Fire drills are conducted at least twice a year, and staff members are familiar with all elements of the emergency response plans. Social Responsibility Niels Brock contributes to societal resilience by strengthening employees' and students' knowledge of the authorities' recommendations regarding crisis preparedness. Emergency Plan Niels Brock has an up-to-date and tested emergency response plan that supports the maintenance of critical functions during crises. - The emergency response plan is reviewed and approved at least once a year. - Critical functions and areas of responsibility are documented for all locations. The school has documented procedures and resources that support the ability to accommodate and care for students for up to 36 hours in the event of extraordinary incidents.
KPI 2026–2027	CO2 Emissions Scope 2 emissions are at the same level as or lower than in 2025. Scope 3 emissions have been reduced by at least 10% compared to the baseline year of 2024. Waste At least 50% of the school's waste is sorted correctly so that Niels Brock can support the City of Copenhagen's goal of 70 % recycling of household-like waste by 2030. Procurement When making purchases, the most environmentally sustainable alternative is chosen when price, quality, and functionality are comparable. Purchases are consolidated with fewer suppliers and in fewer deliveries to reduce transportation-related CO2 emissions.	Absenteeism Will be reduced and will be the lowest among vocational schools. Unassisted dropout rate (students) HHX: max. 2%. EUX: max. 5%. Workplace accidents None. Employee turnover Ranked in the top 3 among comparable schools. Staff turnover Among the lowest in the top 3 for vocational schools. Equality and Diversity Equal work means equal pay. Gender diversity is 50/50 for students and staff. Employee benefits Niels Brock is meeting its target regarding employees in flexible work arrangements.	CSRD Reporting The school publishes ESG reports as well as its materiality analysis. Climate Adaptation A climate and vulnerability analysis has been conducted for all of Niels Brock's buildings.	Emergency Plans All employees and students review emergency response plans annually. Fire drills are conducted at least twice a year, and employees are familiar with all elements of the emergency response plans. Social Responsibility Plans are being developed to ensure that all Niels Brock employees and students are familiar with the Danish Emergency Management Agency's recommendations for crisis management in Denmark. Emergency Plan Niels Brock has developed a comprehensive emergency response plan so that the school can maintain critical operations during a crisis and can accommodate students for up to 24 hours.

Student Well-Being
In the top 3.

KPIs • Green Transition, Sustainability, and Emergency Preparedness

	ENVIRONMENTAL DATA – ENVIRONMENTAL DATA	SOCIAL DATA	GOVERNANCE DATA	RESILIENCE
ACTION PLAN FOR KPIs 2026–2027	Implementation of Energy-Saving Solutions Facility Management works continuously to identify, evaluate, and implement energy-saving products and initiatives at the school. Opportunities to reduce energy and resource consumption are incorporated as an integral part of planning, operations, maintenance, and procurement. The impact of implemented measures is monitored to document energy savings and reduce the school's overall carbon footprint. New technologies and solutions are continuously evaluated to support the school's sustainability and ESG goals. Improving Waste Sorting Through ongoing information, guidance, and clear communication to students and staff, awareness of proper waste sorting is strengthened. Facility Management monitors trends in the sorting rate and continuously identifies opportunities for improvement. The goal is to increase the proportion of properly sorted waste and reduce the amount of residual waste.	Action plans to support the above KPIs are developed locally in and the departments.	Improvement of ESG reporting in collaboration between Facility Management HR, and Finance, an annual evaluation of the school's ESG data and reporting processes is conducted. Areas for improvement are identified in environmental, social, and governance matters with the aim of strengthening the quality and validity of the school's ESG reporting. Relevant improvement measures are implemented and followed up through ongoing reporting. Assessment of Climate and Building-Related Challenges Facility Management conducts a systematic review of the school's buildings, focusing on climate and sustainability-related challenges. The review includes, among other things, issues related to water consumption, heat consumption, ventilation and indoor climate, the building envelope, land use, and other factors affecting the buildings' climate footprint. The results are documented, and a prioritized action plan is developed for the identified improvement measures.	Introduction to Emergency Preparedness and Safety All students watch the safety video as a mandatory part of orientation. Facility Management attends an annual faculty meeting at the start of the school year to review the emergency response plan and ensure that all staff members are familiar with their roles, responsibilities, and courses of action. Conducting Emergency Drills Emergency drills are conducted twice a year (in the spring and fall). Facility Management observes and evaluates the drills to identify areas for improvement and implement relevant corrective measures. Skills Development and Training In collaboration with the founders of the Civil Award, a training training program for students focused on the recommendations of the Danish Emergency Management Agency. A corresponding competency development program is being developed and implemented for employees. Annual evaluation of emergency preparedness The emergency preparedness group conducts an annual review of the overall emergency preparedness. The review is intended to identify risks, evaluate existing procedures, and determine improvement measures.

KPIs • Facility Management

	SECURITY AND INTERIOR DESIGN	WORLD-CLASS SERVICE	EXCITING, DEVELOPING, AND ATTRACTIVE WORKPLACE
KPI 2029	Safety All applicable building safety standards are met. Facility Design Ensure ongoing dialogue with students and staff regarding the school's physical environment Procurement Tendering for the following, renegotiation, or extensions of the painting framework agreement	Facilities Services An annual survey is conducted to measure the satisfaction of those who have utilized the assistance of the school attendants. 95% express satisfaction with the assistance received. Cleaning Service brokers rate cleaning at the school at a minimum of 5 on a scale of 1–6 across all departments. Students Students rate the school's maintenance and cleaning very positively. The school ranks among the top three EUX vocational schools in ETU in this area Staff At least 80% of staff members respond “To a high degree” or “To a very high degree” to the MTU question regarding satisfaction with cleaning at the school.	Well-being Mini-MTU – green only. Sick Leave Sick leave (excluding sick children) for employees in the department (excluding those in flex jobs) is below 2.2%. Collaboration Facility Management employees are experiencing increased cross-functional collaboration and a better understanding of each other's roles in shared administration as a result of “We're on the Move” At least 85% of staff members feel - a strong cross-functional sense of community - that it is easy or very easy to collaborate across staff functions
KPI 2026–2027	Safety All buildings are inspected every other year (in odd-numbered years) to ensure compliance with applicable safety requirements. In the event of new or revised requirements, plans are developed for rapid implementation and compliance. Interior Design Ensuring ongoing dialogue with students and staff regarding the school's physical environment Procurement Tendering for the following, renegotiation, or extensions of the plumbing and electrical framework agreement	Facilities Management An annual survey is conducted to gauge the satisfaction of those who have used the school attendants' assistance. 93% express satisfaction with the assistance received. Cleaning Service brokers rate cleaning at the school at a minimum of 4.5 on a scale of 1–6 across all departments. Students Students' ratings of the school's maintenance and cleaning are above the national average for vocational schools (EUX) in ETU.	Well-being Mini-MTU – green only. Absenteeism Sick leave (excluding sick children) for employees in the department (excluding those in flex jobs) is below 2.5% Collaboration Facility Management employees are experiencing increased cross-functional collaboration and a better understanding of each other's roles within the shared administration as a result of “We're on the Move” At least 70% of staff members feel - a strong cross-functional sense of community - that it is easy or very easy to collaborate across staff functions
ACTION PLAN KPI 2026–2027	Facility Management actively participates in at least one learning committee meeting, one faculty meeting, and one MegaBrock Council meeting annually to gain insight into current needs, activities, and development trends in the field of education. In addition, the recommendations in the EVA report “Attractive Campus Environments” are actively considered when designing new areas.	Facility Management conducts an annual satisfaction survey among users of the support services. The survey is coordinated with other support departments to ensure a unified and effective user-focused evaluation. Facility Management strengthens internal communication regarding events, relocations, meetings, and the rental of facilities through ongoing coordination, regular meetings, and written documentation of agreements. Facility Management holds at least two annual meetings with the cleaning contractor, focusing on quality assurance, follow-up on challenges, and identification of opportunities for improvement in cleaning services.	The Facility Manager actively encourages employees to participate in both professional and social activities related to the “We're on Our Way” events to strengthen collaboration, well-being, and mutual understanding across the organization.

KPIs • Staff Functions—Administration, Finance, and HR

	WORLD-CLASS EDUCATION	EXCITING, DEVELOPING, AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2029	Satisfaction A satisfaction survey of those who have used the staff’s services is conducted once a year.	Increased collaboration Employees in shared services are experiencing increased cross-functional collaboration and a better understanding of each other’s roles as a result of the “We’re on Our Way” events. At least 85% of staff members feel: • a strong sense of cross-functional community • that it is easy or very easy to collaborate across staff functions	Well-being Mini-MTU – green only. ESDH system 100% of all relevant material has been transferred and logged in the system. All relevant employees have been trained in the use of the system. AI Processes that were previously manual are now handled using AI wherever possible. Power BI or similar 95% of users express satisfaction with the reporting. Tone of voice Templates, letters, and emails use the same tone of voice.
KPI 2026–2027	Satisfaction 93% express satisfaction with the assistance received from the support functions in the satisfaction survey.	Increased collaboration Employees in shared services are experiencing increased cross-functional collaboration and a better understanding of each other’s roles as a result of the “We’re on Our Way” events. At least 70% of staff members experience: • a strong cross-functional sense of community • that it is easy or very easy to collaborate across staff functions	Well-being Mini-MTU – green only. ESDH system 70% of all relevant material has been transferred and logged in the system. All relevant employees have been trained in the use of the system. AI Overall, the use of AI has saved the equivalent of one full-time employee’s worth of time. Power BI or similar 90% of users express satisfaction with the reporting. Tone of voice Templates, letters, and emails all use the same tone of voice.
ACTION PLAN FOR KPI 2026–2027	Satisfaction A satisfaction survey of those who have used the staff’s services is conducted once a year.	Increased collaboration • Content and Format - Ensure a balance between professional content and relationship-building activities - Presentations that highlight interdependencies between staff functions - Presentation of specific collaboration case studies • Active involvement - Dialogue exercises and workshops across departments - Varying group compositions and seating arrangements - Formats such as “Meet a Function” • Linking events together - Establish cross-functional networks or points of contact - Highlighting success stories of collaboration internally Measurement method • Post-event questionnaire - To what extent has the event enhanced your knowledge of other staff functions? - To what extent has the event made it easier to collaborate across departments? - Have you established new relationships that you expect to use in your work? • Annual survey - Measurement of perceived cross-functional collaboration - Perceived accessibility across functions • Qualitative follow-up - Collection of specific examples of collaboration - Use of case studies in management and strategy work	ESDH system • Select and contract an ESDH system • Establish governance (roles, responsibilities, decision-making structure) • Define standards (recording, metadata, case structure) • Set up the system (core areas + pilot) • Roll out to relevant employees • Ensure integration with email and other key work processes • Establish support infrastructure and ongoing follow-up • Measure and monitor proper use and compliance Train key users and establish a superuser network. AI • Review all processes and identify those that can be supported or automated using AI • Calculate/estimate the number of hours spent on each task before implementing AI • Repeat Step 2 after implementing AI support. Power BI or similar Hold annual meetings with all user groups to discuss user satisfaction and gather input for new reports. Tone of voice Review templates to improve efficiency (minimize duplication of work or other issues, and ensure consistent tone). Ensure consistent tone through the use of AI, so that there is uniformity regardless of which department is writing.

KPIs • Digital and IT Department

	WORLD-CLASS EDUCATION	EXCITING, DEVELOPING AND AN ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2029	Management Information year are green. The executive board and the educational leaders have access to relevant, up-to-date, and actionable data that supports decision-making and leadership. 100% of the executive board's key management KPIs are available digitally and are updated automatically. 100% of the quantitative KPIs for upper secondary education programs are available digitally and are updated automatically. - Management reports are generated automatically using AI-based analysis and summarization. - AI is used to identify risk patterns related to absenteeism, well-being, dropout rates, and academic performance. - An approved data plan is in place, outlining responsibilities, timelines, data sources, and visualizations. Professional development All newly hired teachers have completed the MNB onboarding program during their first year of employment. All teachers must complete an AI competency course that meets the requirements of the EU's AI Regulation within the first quarter of employment. Collaborations are established with selected departments regarding the use of AI in teaching, which are documented within the framework of "Focus on Learning, Well-being, and Personal Development"—including documentation of the impact on at least one of the following areas: academic performance, independence, or motivation. Support will be provided for development work centered on a new EUX program modeled after Alpha, including efforts involving AI that effectively support students' learning. IT Uptime on the student network must be at least 99%. Satisfaction with digital services, including the network, is measured quarterly and must be at least 4.5 out of 5. Satisfaction with sound quality, speakers, and microphones at all major events is measured after the event has concluded. Satisfaction must be at least 4.9 out of 5. The AI Support Bot has been implemented.	All mini-employee satisfaction surveys conducted during the school All employees feel well-informed about changes to the school's IT systems. All administrative staff are familiar with using AI in their work. Employees experience a strong, trusting, and professional relationship among colleagues (min. 4.8 on the MTU scale). All employees receive regular training in IT security.	The support team provides employees with fast and competent assistance. 80% of employee support requests are resolved using an AI Bot. 95% of those who use support from IT and Niels Brock Digital state in the annual satisfaction survey that they know where to turn when they need support from IT and Niels Brock Digital. IT operations focus on green operations.
KPIs 2026–2027	Management Information are green. The executive board and educational leaders have access to relevant, up-to-date, and actionable data that supports decision-making and leadership. 80% of the executive board's key management KPIs are available digitally and are updated automatically. - At least 50% of the quantitative KPIs for upper secondary education programs are available digitally and are updated automatically. - Management reports are generated automatically using AI-based analysis and summarization. - AI is used to identify risk patterns related to absenteeism, well-being, dropout rates, and academic performance. - An approved data plan is in place, outlining responsibilities, timelines, data sources, and visualizations. Professional development All newly hired teachers have completed the MNB onboarding program during their first year of employment. must have completed an AI competency course that meets the requirements of the EU's AI Regulation within the first Regulation within the first quarter of employment. Collaborations will be established with selected departments regarding the use of AI in teaching, which will be documented by the framework of "Focus on Learning, Well-Being, and Personal Development"—including documentation of the impact on at least one of the following areas: academic performance, independence, or motivation. Support the development work centered around a new EUX program modeled after Alpha, including efforts involving AI that effectively support students' learning. IT Uptime on the student network must be at least 99%. Satisfaction with digital services, including the network, is measured quarterly and must be at least 4 out of 5. Satisfaction with sound quality, speakers, and microphones at all major events is measured after the event has concluded. Satisfaction must be at least 4.7 out of 5. The first student-focused AI Support Bot is being implemented.	All mini-employee well-being surveys conducted during the school year All employees feel well-informed about changes to the school's IT systems. All administrative staff are familiar with using AI in their work. Employees experience a strong, trusting, and professional relationship among colleagues (min. 4.5 on the MTU scale). 95% of all administrative staff must complete an All teachers AI competency course that meets the requirements of the EU AI within the first quarter of employment. 95% of all employees have completed the basic course on IT security (Mindzeed).	Communications from Digital and IT are sent in a timely manner depending on the nature of the content. The AI Bot/Niels Bot was introduced on the support portal during the fall of 2026. In the annual satisfaction survey, 92% of those who use support from IT and Niels Brock Digital state that they know where to turn when they need support from IT and Niels Brock Digital. IT operations focus on green operations.

KPIs • Digital and IT Department

	WORLD-CLASS EDUCATION	EXCITING, DEVELOPING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2026–2027	Management Information The Executive Board determines what constitutes key KPIs. A cross-functional data working group will be established to prioritize the development of management data and ensure implementation of the school's data plan. DashBrock will be further developed with a focus on automated KPIs, AI-generated management reports, and the identification of risk patterns. Consider using external consulting services to advise the executive board and the Digital department on how AI can help streamline administrative and pedagogical-administrative work. Quality Assurance AI is used to analyze data and identify areas for development. Niels Brock Digital participates in pilot projects on AI in teaching, where effects and success criteria are documented. Efforts to develop a new EUX program similar to Alpha are supported. For each pilot project, measurable success criteria and expected outcomes are established. Professional Development The onboarding program for newly hired teachers will continue. All newly hired teachers will complete an AI competency course in accordance with the EU's AI Regulation within the first quarter of their employment. IT The student network is monitored on an ongoing basis with a focus on high uptime and user experience. AV equipment is tested at major events, and technical support is ensured. A student-oriented AI Support Bot is implemented, evaluated, and further developed. AI applications in administrative and pedagogical-administrative processes will be identified and prioritized, if necessary with support from external consultants. For events, AV solutions are tested in advance, and the IT department ensures that a staff member is present during the event so that any challenges can be addressed immediately.	Employees are kept up to date with new knowledge through webinars, professional networks, meetings, and training courses. All IT staff members have a dedicated primary area of responsibility and a partner. In addition, all IT staff members also have a dedicated major project aimed at helping to operate IT even more efficiently. Qualitative reports are submitted quarterly. AI is expected to play a greater role in these projects. Every Friday, a brief Teams meeting is held to review IT matters with the team coordinator. The Friday meetings are regularly used for knowledge sharing within the department. A visible call queue is designed to help track calls and enable even better call distribution so that they are handled as quickly as possible.	Nielsbrockdigital.dk will be made more user-friendly. Super users are assigned specific areas of focus. During the 26-27 school year, the focus will be on setting up materials on GF. Efforts will focus on strengthening cross-departmental collaboration with the central administration through quarterly meetings, where the focus will be on sharing information, knowledge, and experience in using the systems, as well as on challenging the status quo. Workshops will be held and working groups established to build knowledge about AI. It will be made easier to find information on the intranet. The Digital and IT department will send out three newsletters about changes and new initiatives regarding the school's systems, tools, and technologies. Copiers are being reviewed and replaced with more energy-efficient and cost-effective models that support sustainable operations—without compromising on quality. All employees will have access to an IT support bot to handle “first-line support.” If the bot cannot resolve the issue, a ticket is automatically created for second-line support or the IT department.

KPIs • Communication and Marketing

	BRANDING AND COMMUNICATION	YOUTH EDUCATION PROGRAMS HHX/EUX	IV – REVENUE-COVERED BUSINESS	EXCITING, DEVELOPING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
KPI 2029	Niels Brock is perceived as a modern and relevant educational institution known for high quality, strong learning environments, and close collaboration with the business community and society. Key words are innovation, learning, and relevance.	Niels Brock maintains its position as the country’s most popular provider of HHX programs and as a frontrunner in innovative EUX programs.	The Executive MBA and Board of Directors programs are well-known and recognized flexible educational offerings that allow leaders to tailor relevant competency development programs at their own pace, providing direct value for their careers and organizations. In addition, Niels Brock is a well-known course provider offering relevant and practical course programs that strengthen participants' skills and support their professional development, without necessarily leading to formal certification or qualifying them for further education. Number of students - Executive MBA: 60 students - MBA Stackable: 250 students - Board of Directors Training: 120 students - Board Training (short course): 60 students	All quarterly employee satisfaction surveys show positive results.	Niels Brock is known and recognized for our work toward the green transition.
KPI 2026–2027	Increased number of first-choice applications to the programs—at least 1,540 qualified applicants. Increased awareness among priority target groups: 8th and 9th grade students in Greater Copenhagen. Increased participation in events and activities, visit days, Open House, etc., at all campuses compared to the previous year. Social Media Niels Brock’s presence on social media must be characterized by authenticity, engagement, and student perspectives, thereby reflecting everyday life at the school, student development, and academic communities. The goal is to create a nuanced, credible, and attractive image of Niels Brock for current and prospective students.	Open House Increased participation in events and activities, visit days, Open House, etc., at all campuses compared to the previous year. Number of students - At HHX, 52 1st-year classes are starting - At EUX, 6 first-year classes and 1 EUD program are starting	From “<i>I’m going to get an MBA</i>” to “<i>I need exactly the skills I need right now—and I can build on them later to earn an MBA.</i>” Number of students - Executive MBA: 50 students - MBA Stackable: 75 students - Board Training: 90 students - Board Training (short): 30 students Work with the department to identify and develop new opportunities for course offerings in high-demand areas of expertise, including AI certification, Generation Z, neurodiversity, and other current topics relevant to leaders, employees, and organizations.	Development To ensure that communication is perceived as relevant by the target audience, the marketing team holds regular meetings with a youth panel at least four times a year. Well-being All quarterly employee surveys are positive.	Communications and Marketing are reducing paper and print consumption.

KPIs • Communication and Marketing

	BRANDING AND COMMUNICATION	YOUTH EDUCATION PROGRAMS HHX/EUX	IV – REVENUE-GENERATING COMPANY	EXCITING, DEVELOPING AND ATTRACTIVE WORKPLACE	GREENER AND SMARTER INSTITUTIONAL OPERATIONS
ACTION PLAN KPI 2026–2027	Communication Communication strategies for external communication are developed on an ongoing basis, depending on the importance and scale of the event. Social Media This work is developed in close collaboration with the high schools’ social media teams and a youth panel, which contribute insights, ideas, and feedback to ensure that our communication reflects the target audience’s interests, language, and media habits. We regularly post on social media about focus areas and special events in collaboration with the students, the high schools, and the administration. AI We make extensive use of AI tools to support copywriting, social media content creation, search engine optimization, and more. Internal Communication A quarterly newsletter is prepared for the organization to provide insight into Niels Brock’s internal and external communication activities. Youth Advisory Forum In collaboration with the various high schools—and their upcoming student councils—we receive input and ideas for communicating with prospective students.	Communications and Marketing support efforts to attract and retain a diverse and ambitious student body across the high schools. Marketing EVA’s evaluation of students’ choices regarding upper secondary education is reflected in our future communication: With a year-round marketing plan for our upper secondary programs, we ensure brand recognition and connection, and engage with prospective students and parents on their level. We are establishing a dedicated student ambassador on social media to strengthen brand recognition and consistency across content. Social Media A social media plan is developed for Open House and open house days. Promotion is carried out in collaboration with the individual high schools’ social media teams. Career Guidance In collaboration with the City of Frederiksberg, we will introduce our high schools on their new digital platform in Q3 2026, making us more visible to students in elementary school. Products New visual material (images/video) will be updated in the spring of 2027 for HHX and EUX. It will be used on the website and in other marketing materials. Less polished, more relatable to prospective students.	Communications and Marketing will support efforts to raise awareness and attract more students to the Executive programs. PR Relevant stories are regularly pitched to outlets such as Børsen. Marketing New copy and visual materials are created for any new programs, including new photos and, if applicable, video. We run targeted campaigns for lead generation on relevant digital media. Email flows and lead nurturing in HubSpot are continuously adjusted and optimized.	Development Input from the Youth Panel is actively incorporated into the development of campaigns, content, and communication initiatives. At the same time, the team stays up to date on new relevant knowledge in the fields of communication, AI, and marketing. Knowledge is built through courses and lectures on AI and digital tools that can be applied in daily work. Employees complete courses to ensure the enhancement and optimization of communication and marketing competencies.	The Communications and Marketing team continuously evaluates the extent to which digital solutions may be superior to paper/print. We follow up after Open House, graduation ceremonies, and other events regarding material needs and make adjustments to minimize material waste.



Niels Brock—a pioneer whose values live on

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

"As a starting point and a well-intentioned foundation for the construction of a merchants' school or for renting rooms for that purpose, where proper instruction might be provided for the children of merchants and other merchants' families and their dependents (as is done in England, Hamburg, and elsewhere), the interest on the capital that will constitute the fund 10,000 Rdl. This capital shall be paid to the chairman and the four senior members of the city's merchants' association, who, by their joint decision and agreement, shall manage it in the best and safest manner possible, and the interest, as stated, shall be used at their discretion."

Niels Brock builds on the legacy of the merchant Niels Brock, who in the 18th century left a significant mark on commercial life in Copenhagen and the rest of Scandinavia. He traded primarily in agricultural goods in the Baltic Sea region and was known for his integrity, honesty, and keen business acumen.

But Niels Brock was more than just a skilled merchant. He was engaged in the major social debates of his time and took an interest in both economic and political affairs. He had a strong sense of social responsibility and believed that education was the key to combating poverty—and to creating a richer and more enlightened society.

This philosophy led him to set aside funds in his will for a business education program for young people—the beginning 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 an 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 a skilled businessman. When he died, he left behind a fortune of approximately 900,000 rigsdaler—nearly a quarter of Denmark's entire national budget at the time. This is proof that his approach to business and leadership was not only visionary—it worked.

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