ACTION FOR A CHANGE

Annual Report 2025

Engineer the future

Community as a driving force in a changing world

We live in a time where change is no longer announced - it is the condition we have to navigate. Geopolitical tensions, technological breakthroughs, and global challenges place new demands on our societies and on the way, we educate future generations. At the heart of this are children and young people who are shaping their understanding of the world, of themselves, and of their opportunities. A defining moment that demands something from all of us.

Engineer the Future initiatives takes place in exactly this environment. Our efforts are not only about technology and science, but about hope, agency, and a sense of belonging. About giving children and young people the courage to engage in a complex world and the tools to act. The past year has demonstrated the strength of community. The technological alliance between companies, educational institutions, organizations, and foundations has grown both stronger and more committed. The engagements in 2025 clearly point to the shared realization; that we can only drive change when we act together as interconnected and interdependent entities.

At the same time, we need to rethink the fundamentals and strengthen primary and upper secondary education. Young people are calling for communities and opportunities to in a safe ay gain experience with subjects and matters that are difficult. They want to contribute without carrying the weight of the world alone. This is where Engineer the Future plays a central role. Through our work in primary schools and our contributions to the development of existing and new upper secondary programs, including epx, we unite practice-oriented learning, technology, and social responsibility.
We also see an emerging potential in strengthened Nordic cooperation. By drawing on shared values and educational traditions, we can open up new opportunities for participation and help young people recognize that their competencies extend across borders.

At the heart of our work is a simple idea: to create environments where children and young people feel free, independent, and encouraged to experiment, fail, and learn. When they engage with real world challenges, their confidence in their ability to make a difference grows.

The annual report stands as both a reflection of what we have accomplished together and a look toward what lies ahead.

Thank you to all our alliance partners who have helped ensure that our work enables action for a change and leaves room for different ways of thinking. We look forward to continuing our shared efforts in a time when technological literacy, competencies, and agency are more important than ever.

Enjoy the read.

Hans Ubbe Ebbesen
Director
Engineer the Future

Denmark's technological alliance

In 2025, the alliance has been further strengthened. Welcome to seven new committed partners:

"Our vision is a future where regenerative construction and sustainable solutions are a natural part of society. Through Engineer the Future, we want to help open the world of technology to children and young people - including our own - and give them the courage and opportunity to shape something greater than themselves."

Frank Jensen,
Owner and Chairman, Søren Jensen

"We are proud that the Aarsleff Group is part of Engineer the Future, an alliance dedicated to inspiring children and young people to choose an education that enables them to make a difference in the future. We know that interest in science and technology is formed early, and therefore we are pleased to contribute to an alliance that works with focus and dedication in this important area."

Gregers Pedersen,
Group HR Director, Aarsleff

Four highlights from 2025

In 2025, we reached 2,000 engineering-trained teachers

New data show that engineering stimulates motivation and creativity.

Nearly 7,500 children and young people met a role model

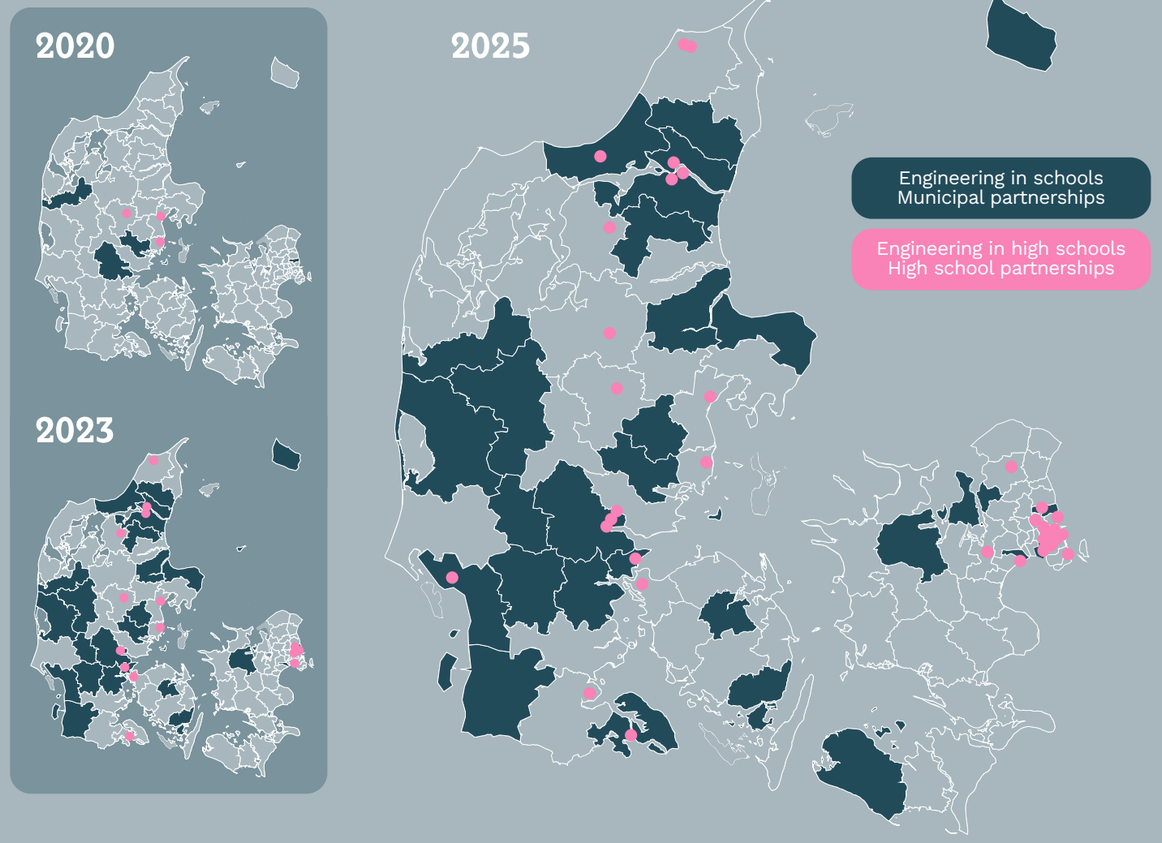
Two out of three students say the experience made them more aware of how science, mathematics, and technology influence their everyday lives.

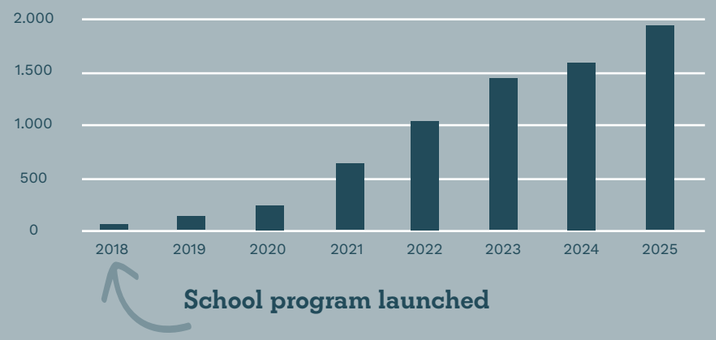
48,000 children participated in Engineering Day

98% of teachers would recommend Engineering Day to a colleague.

2.2 million views of this year's study choice campaign on social media

This year's new campaign is our all-time high and has twice as many views per DKK spent compared to previous campaigns.

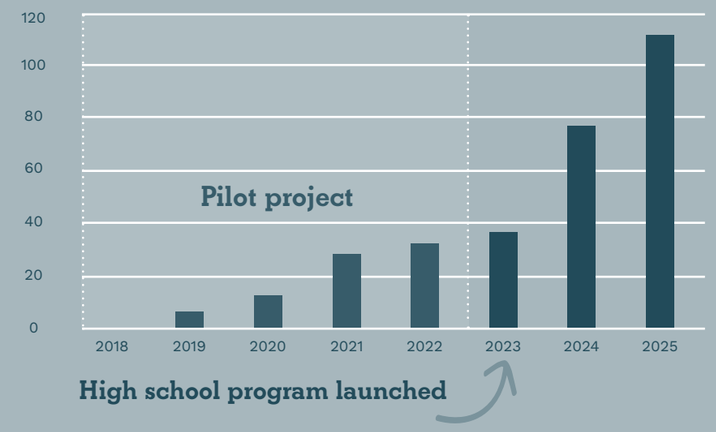




Primary school teachers trained in engineering

Cumulative

For reference, there are approximately 1,630 primary schools in Denmark



High school teachers trained in engineering

Cumulative

For reference, there are approximately 190 high schools in Denmark

Engineering strengthens children and young people's agency

Engineer the Future trains teachers in engineering didactics (a teaching method) and continuously develops new materials, including complete teaching programs and -materials, smaller assignments, and cases.

Engineering is a design process in which students work creatively and exploratively with real-world problems through practical technological understanding and scientific knowledge.

When students work with engineering, they develop agency and learn how to translate knowledge into solutions to real-world problems, becoming active co-creators of a sustainable and innovative world. Since 2018, we have provided professional development for teachers in primary schools, and based on these experiences, we are now implementing engineering didactics in upper-secondary education.

Engineering in school

More than 250,000 children have worked with engineering in primary schools. Evaluations show that it makes a difference:

- **83% of teachers believe that engineering strengthens students' inquiry skills**
- **67% of teachers believe that students learn more when using engineering**
- **94% of the teachers we have trained have subsequently included engineering in their annual teaching plans**

Engineering in high schools

A mid-term evaluation of Engineering in high schools shows that engineering makes science teaching more engaging and relevant for students.

- **74% of students report that they are better at problem solving after working with engineering**
- **92% of teachers believe that students' creativity and innovative abilities were stimulated**
- **75% of teachers believe that students improved their ability to work scientifically**

Engineering Day

Every year in November, Engineering Day is held in primary schools across the country. We develop new teaching programs for early years, middle years, and lower secondary, all available for free on our website. Teachers can request a class kit with materials for students to use when building prototypes. Engineering Day is simple and accessible to everyone.

- **87% of teachers say that engineering helped strengthen students' learning**
- **95% of teachers say that students practiced skills such as collaboration, problem solving, and creative processes**
- **98% of teachers would recommend Engineering Day to a colleague**

58.500
times has a student met one of our role models since we launched the program in 2017.

The importance of role models

Many children lose interest in science during their school years. At the same time, a significant number of young people - especially girls - show academic interest and achieve strong results in science and mathematics yet still choose higher education outside STEM*. Research suggests that unconscious bias in teaching practices and learning cultures can influence how girls and boys perceive their competencies and sense of belonging in science. This calls for targeted efforts in the classroom and among educators, to ensure that all students encounter different ways of working, learning, and identifying with STEM subjects.

When role models – for example within science and technology - are used strategically and matched with relevant target groups, they can strengthen awareness, interest, and motivation for science and technology among children and young people. They broaden young people's knowledge and perspectives and can help more of them discover and choose education and careers within the field. This requires encounters with role models who help young people reflect on who they can become, not only which job they can get.

A role model encounter is most effective when the role model's path to a science or technology career is demystified and presented as a realistic possibility for a broad group of students. This can happen when the role model honestly shares a complex educational journey or has experiences with mistakes, doubts, and regret. Students should meet the real, whole person - not idealized portrayals of extraordinary superheroes.

For the greatest impact, even during short encounters, the meetings must allow for psychological mirroring that helps break down stereotypes. Age, gender, and ethnicity are not necessarily decisive for identification in themselves, but ethnicity can be particularly important for students with minority backgrounds, who often have fewer role models to identify with. Similarly, gender may play a role for girls in relation to subjects and careers traditionally associated with men.

Bringing Volunteer Role Models to More Students
With the project "Bringing Volunteer Role Models to More Students", we build on existing knowledge about the importance of role models for children and young people's interest and motivation in science and technology.

In the project, we increase the frequency of encounters and strengthen the relationship between students in lower secondary and upper secondary education and role models from local companies. The aim is to boost students' motivation, strengthen their academic skills, and support their personal development and ability to thrive beyond their school years. The initiatives are targeted at areas in Denmark where many young people are currently outside employment and education, and where we identify a particularly strong need for authentic, professional role models.

*STEM: Science, Technology, Engineering and Mathematics

Book an Expert is built on volunteer engagement
The volunteer role models are passionate individuals committed to making a difference for children and young people. Through their knowledge, expertise, and real-world perspectives, they help inspire and strengthen the next generation. Their engagement builds bridges between school and society and gives children and young people insight into how knowledge can be transformed into action and meaning in the real world.

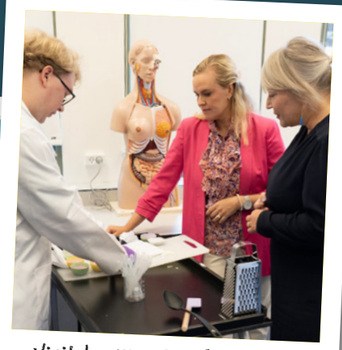
MOMENTS FROM 2025


Visit by Minister for higher Education and Science

Film/ video production


Big Bang conference

Maritime Career Day


Visit by Minister for higher Education and Science


Municipal partnerships


Role model in 3rd grade


Study choice campaign

Science conference

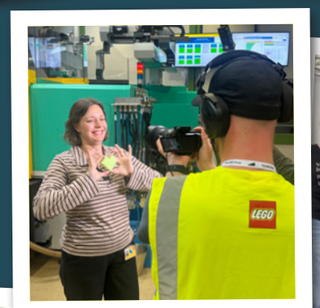

Role model visit


Workshop


Competence development


Engineering Day


Water purification case



Film/ video production


'Folkemødet' on Bornholm

'Folkemødet' on Bornholm


Engineering Day


Youth panel

Engineering Day


Children's panel


Internship

Role model visit

Role model visit


Youth panel


Volunteer role models

With a share of just over 23% of all applications, STEM programs are, for the second year in a row, at the top when young people choose their education.

Study Choice Campaign: Do you want to take action on the challenges?

Across the country, companies, universities, and organizations are already working to create sustainable solutions to the challenges we face as a society. New technology and important solutions are being developed, strengthening our shared future – but more competencies and bright minds are needed. With our study choice campaign, we inspire more young people to choose an education within IT, science, or engineering.

Together with the target group, we have created a campaign that, despite the many challenges around us, is about hope and the optimism that action brings. Alone we can do a lot – but together, and with the right competencies, we can do even more.

Young people are eager to take action on the problems they can see around them and want to understand how they can help solve them together with others. That is why the campaign focuses on real-world problems that are recognizable from everyday life, and on giving young people the opportunity to become part of a community working to create solutions.

The background knowledge for the campaign comes from a quantitative study conducted by Epinion for Engineer the Future, as well as ongoing involvement of our youth panel and testing within the young target group.

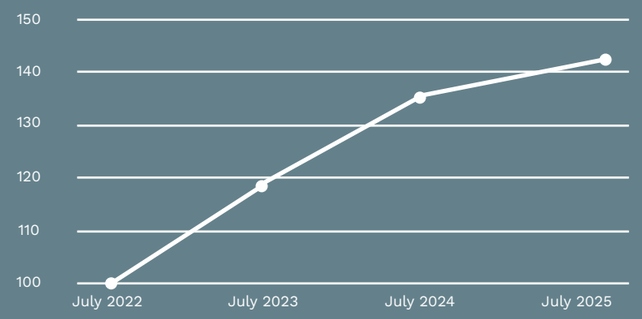
This year's campaign is our best-performing campaign ever on social media:

- **48% increase in the number of views compared to previous campaigns.**
- **Twice as many views per DKK spent.**
- **Nearly 50% watched the film to the end on YouTube, indicating strong interest.**

Results from the Epinion survey among 15–24-year-olds:

- **68% rate the campaign as good or very good.**
- **62% believe the campaign shows that education within engineering, IT, and science can be used for many things.**
- **40% say the campaign makes them want to act on the challenges.**
- **35% say the campaign makes them want to learn more about education within engineering, IT, or science**

STEM Image Index (15-25 years old)



Young people's study choices are closely connected to who they want to be in the future. That's why we measure how much their dreams about life in 10 years overlap with their perception of people with education in engineering, IT, and science. Since we began measuring in 2022, we have seen a significant increase.

Horizontal guiding principles in our work

At Engineer the Future, there are ideas and actions that span broadly across all our initiatives. Here you can see how we integrate themes such as diversity, sustainability, and the involvement of children and young people.

Sustainability

We need the next generation to believe that they can help make Denmark and the world more sustainable. In our work with children and young people, we see that many are deeply interested in the green transition, and we want to nurture and support that interest. That's why we work across our programs and activities to give them knowledge and tools to develop sustainable solutions.

At this year's Engineering Day, lower-secondary students worked with sustainable packaging. They developed products that can distribute groceries in reusable packaging.

In collaboration with DMI, we are developing a climate-focused engineering program for high school students. The goal is that the students feel that they have the agency to contribute to a sustainable future.

In chemistry classes, high school students will soon be able to explore how to design the sustainable LEGO brick of the future. We are developing this engineering case in collaboration with the LEGO Group.

Diversity - equal opportunities for participation

We believe that knowledge about science and technology should be accessible to everyone, regardless of ethnicity, gender, or socioeconomic background. Diversity and inclusion are therefore an imperative part of all our initiatives.

The project 'Bringing Volunteer Role Models to More Students' supports children and young people who have limited access to strong role models within their own networks. Here, students are visiting COWI.

The study-choice campaign is designed to appeal to many different types of young people, and from testing and evaluation we know that it is effective at capturing their interest.

We make a dedicated effort to support all our role models, so they know how to find and tell their stories in ways that open the world of science and technology to many different types of students.

Children and youth involvement

A core principle in our work is to involve and listen to children and young people. We do this for two reasons: first, it aligns with our learning philosophy that children and young people learn best when they are actively involved and working hands-on with real world challenges. Second, we involve children and young people because they are problem solvers of the future. Together with them, we create action that makes a difference.

In 2021, we established a youth panel consisting of around 15 young people aged 15–24 from across the country. They provide us with unique insight into what is happening within the target group. Our latest study choice campaign was developed in close collaboration with the youth panel. They contributed from the earliest ideas to the final content.
In 2025, we established our own children's panel consisting of 12 children from 6th to 8th grade.

The panel helps us develop and test our materials and provides their perspectives on our work, for example our teaching materials and communication aimed at children.

We base our work on three core principles:

- Values: We recognize children and young people as experts in their own lives and view their perspectives as equally important.
- Action: We strengthen children and young people's opportunities to act and create solutions for the future.
- Competence: We work in a reflective and knowledge-based way with the involvement of children and young people.

Project pipeline

Idea generation and project maturation

Dialogue with alliance partners and foundations.
Knowledge gathering. Clarification regarding further project development.

Project development

Preparation of application documents.
Building project partnerships.
Timelines and budgets.
Submission of applications to foundations.

Foundation processing

Assessment of project at foundations

Execution and mplementation

Funding secured.
Establishment of concrete collaborations.
Execution of project deliverables.

Internship

Bridging activities and transitions

Motivation for and use of mathematics

Engineering in after school programs

Digital technological literacy and AI

Volunteerism, diversity and young role models

'Junior-mester-lære'

Pursuing STEM 3

Engineering in High school 2

Mathematics with room for everyone

Initiation

Pursuing STEM 2

Engineering program for Science Club Denmark

Engineering as a subject in epx

Implementation

Engineering in school 3

Bringing Volunteer Role Models to More Students

Anchoring

New engineering didactics in MSc Biosolutions

Pursuing STEM 1

National engineering in high school

- Primary school
- Upper secondary education / high school
- Higher education
- After school
- Society

In 2026, we particularly look forward to:

Upper secondary education in transition
Three out of four young people today choose an upper secondary education after primary school, but many experience a lack of motivation and low well-being. School leaders at upper secondary institutions also emphasize the need for new approaches to teaching. At the same time, the way we acquire knowledge is changing significantly, and technologies such as chatbots and artificial intelligence are challenging both teaching and learning.

This raises central questions: Do upper-secondary programs match the future need for competencies? What should we expect and demand of the upcoming epx? And how do we get there?

Engineer the Future has a voice in these debates and contributes with practice-oriented perspectives and solutions to some of the most important questions for the future of upper-secondary education.

Experiences from Engineering in high school show the way
Engineering trains young people in competencies that are highly in demand in the labour market but are often not included in traditional subject-based teaching. These include competencies such as creativity, collaboration, process understanding, and idea development. At the same time, engineering is a way of working where chatbots and AI do not hinder learning, since students must apply knowledge rather than reproduce it.
Epx – the future's vocationally oriented upper-secondary education

From 2030, epx will become a new vocational and professional upper-secondary program that aims to give young people an attractive alternative and strengthens the pathway to further education. Engineer the Future has received funding from the Novo Nordisk Foundation to carry out a 2½-year epx project with engineering at its core.

Experiences from Engineering in high school show that this approach has great potential to match the ambitions of epx. Engineering can integrate workshop-based teaching, projects, and collaboration with companies and public institutions – thereby creating relevant, practice-oriented learning, which is central to the new educational program. The documented effects on students' creativity, problem-solving skills, and connection between theory and practice are exactly the competencies that epx aims to strengthen.

With the project we will:

- Identify opportunities for engineering as a method to match the ambitions in the political agreement on epx, including how science and technology will be part of the new program.
- Strengthen teacher collaboration and competencies among future epx teachers through professional development based on engineering didactics.
- Transfer the strong results and experiences from Engineering in high school to the development of epx, so we can build on documented effect rather than starting from scratch.

Engineer the Future Board

Laura Klitgaard
Chairman of the Board for
Engineer the Future and President of
The Danish Society of Engineers (IDA)

"The major challenges facing our society cannot be solved by any single actor. When we bring companies, educational institutions, and organizations together around a shared responsibility, we not only create better solutions — we create direction, courage, and opportunities for the next generation."

Søren Fogt Lundbo
Head of Group Employer
Branding, Netcompany

Maria Vinther Fenger
Director People and
Culture, Liftra

Annette In Sook Holmen
Corporate Vice President Operations,
People relations, Novo Nordisk
New boardmember

Mikkel Haarder
Deputy Director,
Dansk Industri

Jesper Toubøl
Vice President Operations,
LEGO

Louise Møller Haase
Associate Dean
Aarhus University
New boardmember

Lars D. Christoffersen
Dean of Bachelor Programs and
Student Environment,
DTU

Henrik Garver
CEO, FRI
(The Danish Association
of Consulting Engineers)

Thank you to the foundations that support our initiatives.

VILLUM FONDEN
NORDEN//ORIENT'S FOND
Østifterne støtter omtanke
novo nordisk fonden
William Demant Fonden

WE CAN CIRCLE THE PROBLEM. OR WE CAN SOLVE IT.

Engineer the future

ACTION FOR A CHANGE