Tanzania: The Rockwool Foundation supports a project where farmers take responsibility for their own development. Pages 14-16.
In 2007, the Rockwool Foundation made donations totalling DKK 33 million, compared to DKK 24.8 and DKK 13.1 million in the previous two years. Profit before donations was DKK 46.7 million. Net financial assets at the end of 2007 totalled DKK 5.961 billion.

The Research Unit
For the Rockwool Foundation Research Unit, 2007 was a year marked by a large number of publications, including three books, six working papers and four issues of the Newsletter.

Two well-attended press conferences were held, at which publications were launched. A number of new projects were started up. These included projects on the conditions of life of families and children. Two new researchers were recruited with expertise in this field.

A more detailed description of the Research Unit’s achievements and plans for the future can be found on pages 4-11.

The Foundation’s approach to work in the activity areas of developing countries and integration is characterised by a desire to achieve improvement based on professionalism in recruitment, organisation, planning and implementation comparable to that found in successful business organisations.

Social Entrepreneurship
While a commercial organisation looks for a manager to run the business, the Rockwool Foundation looks for Social Entrepreneurs to run projects that will combat poverty in developing countries or promote integration in developed countries.

When a project produces the desired good results, the aim is then to ensure a geographical spread of the effects either through the work of the same Social Entrepreneur or by developing new ones.

Projects for the developing world
The efforts of the Rockwool Foundation to make a difference through practical projects in developing countries on the basis of Social Entrepreneurship are presented through the articles entitled “Farmers take responsibility for their own development” on pages 14-16 and “Social Entrepreneurship in Zambia” and “Nepal and the peace process” on pages 18-21.

Projects to improve the integration of people from poor countries
In the field of integration, the Foundation’s aim is to identify and support practical activities that can help immigrants to the rich countries of the world to have a better existence while simultaneously allowing them to make a greater contribution to the economy and life of the societies in which they live.

Projects to improve the integration of people from rich countries
In the field of integration, the Foundation’s aim is to identify and support practical activities that can help immigrants to the rich countries of the world to have a better existence while simultaneously allowing them to make a greater contribution to the economy and life of the societies in which they live.

Donations for individual projects
During the year, the Foundation received and processed around 1,600 applications within the category “Donations for individual projects”.

Of these applications, the Foundation approved a total of forty-five. Funds were donated to organisations, associations and individuals who make a contribution to society, often on the basis of
helping people to help themselves.

**New President of the Rockwool Foundation**

Elin Schmidt, LLM, took up the position of President of the Rockwool Foundation on 1 April 2007, after Poul Erik Pedersen’s retirement.

From 1994 to 2007 she had been employed by Novo Nordisk A/S, holding a number of central management positions both in Denmark and overseas. For the last four years of her time at Novo Nordisk Elin Schmidt was back in the Danish part of the organisation, where she held the position of Corporate Vice President for the area Corporate Responsibility Management.

**New member of the Board**

After 15 years as a member of the Board of the Rockwool Foundation, Claude Brasero, Division Managing Director in Rockwool International A/S, has stepped down. He has been replaced by Klaus Franz, Division Managing Director in Rockwool International A/S.

**Thanks from the Board**

The Board wishes to express its gratitude to all the external researchers with whom we have co-operated, as well as to the members of the Programme Committee and the staff of the Research Unit for their fine work during the past year.

Tom Kähler  
Chairman

Elin Schmidt  
President

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**Statement of income 2007**

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**Capital and reserves**

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The Rockwool Foundation Research Unit: Overview

Many areas covered by the publications and new research projects

The year 2007 opened with the publication of Volume II of Bent Jensen's analyses of "The newspaper debate on the unemployed", covering the period from 1907 to 1940s. At the request of the Danish National Directorate of Labour, Bent Jensen also prepared a summary of the debate over the period from 1848 to 1907. This summary formed a contribution to the Directorate’s publication in April 2007 of a book to mark the centenary of the first Danish law concerning recognised unemployment insurance funds.

The third and final volume of Bent Jensen's analyses will be published in 2008. This will cover the period up to the end of the last century and will also contain an overview presentation of the whole debate between 1848 and 2000.

How has the starting-out assistance worked out?

Later on in April 2007 came the publication of a study by Marie Louise Schultz-Nielsen, Duy T. Huynh and Torben Tranæs of the effect of the introduction of a reduced form of social assistance benefit – known as starting-out assistance – on the position of refugees on the Danish labour market.

The study produced a challenge in terms of publicising the results in a way that adequately reflected the multiplicity of impacts of the introduction of starting-out assistance.

The employment rose substantially; a large proportion of refugees found that they had to subsist on greatly reduced incomes; and lastly the proportion of refugees who ceased to be entitled to any social security payments at all increased greatly.

The researchers behind the study succeeded in drawing attention in the public debate to a number of the important effects they had discovered, and thus contributed to a much more informed discussion of the issue of starting-out assistance. A more detailed presentation of the study appears in the article on page 10-11.

PISA Ethnic - a new field

Scholastic levels of achievement can be raised for pupils of non-Danish ethnic origins.

The Rockwool Foundation hosted a press conference at the beginning of May at which researchers from the Research Unit and various external researchers presented the results of the project entitled "PISA Ethnic 2005".

PISA is an OECD scheme for the measurement and comparison of the skills of 15-year-olds in different countries in reading, mathematics and the natural sciences.

The Danish study "PISA Ethnic 2005" provided the first picture covering the whole of Denmark of the levels of skills in reading, mathematics and the natural sciences of pupils from non-Western ethnic backgrounds, as well as those of their Danish classmates.

The background for the study was the knowledge that young people of non-Western origins make too little use of the opportunities offered by the Danish education system; the Foundation wished to discover why this is the case.

The use of PISA was specifically intended to discover whether it is at the level of compulsory schooling that problems start to arise.

The study revealed that the situation is not good with regard to the scholastic achievements of pupils of non-Western ethnic origin, but that nevertheless something can be done about the problem.

If schools and institutions make a conscious effort to tackle the situation, the level of scholastic achievement can be raised.

The final results of the study from the project on non-Western immigrants' use of and attitudes towards the Danish education system will be ready for publication in the autumn of 2008.

Read more about the 2007 survey on pages 6-7.

Immigration has influenced wages negatively

At the Research Unit's second press conference of the year, held at the beginning of the autumn, researchers from the Unit and from Copenhagen Business School presented a series of analyses that showed that immigration from non-Western countries had brought about a reduction in wages for unskilled workers in Denmark – but that the effect was not as great as some people had feared.

So, although globalisation has reduced inequalities between the rich and poor parts of the world as a whole, the study shows how it has also contributed to creating greater inequality in countries like Denmark.

The results are discussed more fully on page 10-11.

Germany: Non-Western immigrants and the government budget

The autumn of 2007 also saw...
the publication of a special analysis by the Swedish economist Christer Gerdes of the significance that non-Western immigrants have for the public finances in Germany.

Lastly, an abridged version of a 2005 book by Bent Jensen and Torben Tranæs entitled “Indvandringen til Europa” (Immigration to Europe) was published in cooperation with Gyldendal.

More emphasis on social issues

Until now, the work of the Research Unit has focused mainly on the labour market, with occasional sorties into the fields of health and social issues.

In the future, social matters will occupy more of the Unit’s attention. The Board of the Rockwool Foundation has expressed a general interest in project proposals in that field, and has already granted funds for the first projects, which will study the conditions of life of families and of children in particular.

The first projects will be concerned with research into investment by Danish families – measured in terms of time and money – in their children. In addition, a general study will be conducted of the use of time and money by Danish families.

These research projects are especially worthy of note because this will be the first time that a study has been made of the use of both time and money by families, including their children.

Even with respect to time use alone, no survey that has included children and young people has been conducted since 1987.

Another aspect of the theme of “conditions of life for children” will be covered by a special project analysing the situation of children who are brought up outside their families.

To provide additional support for these and other similar initiatives, the Research Unit has employed two new researchers with experience of analysing of families’ conditions of life and use of time.

New developments are also afoot within the field of research into undeclared work.

Focus on undeclared work

One of these involves an investigation of the possibility of conducting a thorough survey of undeclared work in Italy, in collaboration with an Italian expert in the field.

The reason for conducting a survey in Italy lies in the fact that a new EU study of the extent of undeclared work in member states has produced results for Italy showing an unbelievably low level of participation in such activity there.

Consequences of movement of labour from new to old EU states

A study conducted under the auspices of the Research Unit could both obtain a more realistic measurement of the level of undeclared work and contribute a range of significant methodological developments and findings.

Among the projects on which work is continuing are analyses of the effects of the movement of labour from the new to the old EU member states.

The main emphasis in this context will continue to be placed on the Danish labour market.

One new element will be an examination of the more general economic consequences of the most recent expansion of the EU in relation to inflation, growth, and the impact on public finances in Denmark.

The publications scheduled for the spring of 2008 include a report on a project on the conditions of life of criminals, including an investigation of “collateral punishment”, i.e. the additional effects of imprisonment that occur if, after serving his or her sentence, the criminal is unable to return to a normal way of life, whether socially or in terms of employment.
Ethnically non-Danish students in the class have no adverse effects on the learning of ethnic Danes

1,200 pupils of non-Danish ethnic origins, representing a quarter of all the non-Western students in the ninth grade in Denmark, have been tested in a major study.

In reading skills, in mathematics, in science: the picture is the same.

Pupils with a mother tongue other than Danish are considerably less successful academically than their Danish classmates.

This is the clear conclusion to be drawn from a test made in 2005 of ninth-grade pupils in 112 Danish schools that have a particularly heavy concentration of pupils from non-Danish ethnic backgrounds.

Almost 1,200 pupils with non-Danish backgrounds were tested, representing a quarter of all ninth-grade pupils in Denmark from non-Western family backgrounds.

However, even though the non-Danish pupils have markedly weaker academic skills than the Danish pupils, the study showed that their presence in class has no adverse effect on the reading skills of their Danish classmates – at least not until the proportion of immigrant children in the class exceeds 50%.

Welcome results

The principal reason for the study was the knowledge that first and second generation immigrant children from non-Western backgrounds make too little use of the Danish education system.

The findings of the survey – entitled “PISA Ethnic” – were presented at a press conference on 9 May 2007, and were warmly welcomed by politicians.

For example, the Social Democrat party spokesperson on educational policy, Christine Antorini, stated that:

“There is a huge need for broad political solutions. Vague social concern is hardly sufficient if we are to find solutions to these complex problems and have a socially coherent Denmark for the entire population in the future.”

The Minister for Education, Bertel Haarder (Liberal), emphasized that the municipal authorities in Denmark have to take action:

“I want to urge the local municipal authorities to avail themselves of a whole range of legislative changes and other initiatives that the government has introduced. We have laid the foundation that is needed to make a difference, and our work in this area continues.”

Bertel Haarder added that the municipal authorities...
needed to speak up if they were in any doubt about the opportunities that existed, or if they felt they lacked the tools for the job.

“I am ready to take any further initiatives necessary in order to turn the situation around,” he promised.

Head teacher Lise W. Egholm of Rådmandsgades School in Ydre Nørrebro, one of Denmark’s leading educational practitioners, welcomed the PISA Ethnic study and added that “to a great extent it relates very clearly to our everyday work in school.”

Largest ever Danish survey

The comprehensive survey of the academic skills of ethnically non-Danish pupils, the largest Danish survey of its kind to date, was carried out in cooperation with the Danish PISA Consortium and the Aarhus School of Business, University of Aarhus.

The report from the survey, entitled “PISA Etnisk 2005” (PISA Ethnic 2005), was edited by Niels Egelund and Torben Tranæs, and included contributions by Peter Jensen, Torben Pilegaard Jensen, Niels-Kenneth Nielsen, Helle Kieft Schademan and Nina Smith. An additional associated project report, entitled “PISA 2000’s læseskala” (The reading scale in the PISA 2000 survey), was written by Peter Allerup. This publication addressed the question of whether the PISA test is in itself fair to the non-Danish pupils, i.e. whether the set of tasks is biased in such a manner as to favour the Danish pupils over those from other backgrounds.

Allerup did indeed find that the tasks favoured the Danish pupils.

They placed a little more weight on topics that Danish pupils were good at in comparison with topics that non-Danish pupils were good at.

Family resources are crucial

When asked to suggest a reason for the large differences in skills, the researchers refer to conditions in the home. “The total resources found in the homes of pupils from non-Danish ethnic backgrounds – the educational levels of the parents, the family income, and the situation of the adults with respect to the labour market – offer the most significant explanation for the poor school results,” they conclude.

However, the survey also suggests that a contributory cause of the poorer work by the non-Danish pupils may be that teachers make fewer demands of these pupils.

This is borne out by the fact that around half the immigrant pupils have such poor reading skills that it will be difficult for them to go on to further education.

The problem is exactly the same in mathematics, and even more pronounced in natural science subjects.

One politically very interesting question is whether the pupils who are born and brought up in Denmark do better at school than those who arrive in the country at a later stage of their lives.

The hope of the politicians is, naturally, that the second generation will do better than the first.

In principle, it should be the case that second generation immigrants will have had a better basis for success in a Danish school than those who were not born in the country.

The PISA Ethnic survey showed that in general second generation immigrants did indeed score higher than the first generation, but that the difference was not very great; in fact, in science subjects the second generation actually achieved worse results than first generation immigrant pupils.

The Social Democrat party spokesperson on educational policy, Christine Antorini, stated that: “There is a huge need for broad political solutions. Vague social concern is hardly sufficient if we are to find solutions to these complex problems and have a socially coherent Denmark for the entire population in the future.”
The EU only went half-way ...

Lots of questions left after a pilot research about undeclared work in the EU states

In recent years, the EU Commission has sought to develop strategies to reduce the incidence of undeclared work. There are many reasons for wanting to achieve this end. For example, undeclared work undermines the tax basis of the state, and thus the foundation on which European welfare systems rest.
A large undeclared sector acts as a magnet for illegal immigration. Moreover, undeclared work can bring about social exclusion, in that those who work in this way do not obtain the same rights to pensions and health insurance as the rest of the population.

Finally, if some companies make use of undeclared labour, then they gain an unfair financial advantage over their law-abiding competitors.

There is also a special fiscal reason for wanting to know more about undeclared work: EU member states pay their contributions to the EU on the basis of their Gross National Product, and this includes an estimate for the value of the undeclared work which is carried out.

The more accurately the size of the undeclared sector can be estimated, the more fairly these contributions can be levied.

**EU and the states need to know**

There is thus a clear need for comparable measurements of the undeclared sector across the EU member states if effective strategies are to be developed to combat this phenomenon.

Both the EU and the individual member states need to know the extent and structure of the undeclared sector, and to have an understanding of the socioeconomic conditions that lead to undeclared work.

**Comparisons between countries are difficult**

It is always difficult to make comparisons between countries of economic phenomena, and in the case of undeclared work the problems are particularly pronounced.

In the first place, there are difficulties in defining undeclared work. The concept concerns activities that would trigger sanctions if they were discovered by the authorities.

However, there are differences between the precise definitions used in different countries, and taxation laws vary greatly from one country to another.

For example, the borderline between what is regarded as a favour for a friend and what is considered undeclared work varies from country to country.

**Indepth knowledge gathered**

The Rockwool Foundation Research Unit has in-depth knowledge of these problems and of ways of overcoming them as a result of the international studies of undeclared work that it has conducted over the past decade or so in Denmark, Norway, the United Kingdom, Sweden and Germany.

Consequently, the Research Unit in collaboration with other researchers and research organisations won a tender issued by the EU Commission on the development of a questionnaire and interview method based on the Research Unit’s survey, to be used in the first instance in a pilot study.

In the second quarter of 2007 the EU carried out a “Eurobarometer Survey” in the 27 member states.

The idea was to use interviews with representative samples to investigate the views of the different national populations on undeclared work, and to discover the demand for such work and the amount that was actually carried out.

The EU also hoped to gain insight into the motivations of individuals for doing undeclared work and into the socio-economic characteristics of both the workers and the purchasers of their labour.

**Impatient EU**

On the basis of its long experience in the field, the Research Unit repeatedly urged the EU Commission to adapt the questionnaire form used to each individual member state.

Each question needed to be very clear conceptually, and the questions needed to be phrased in a manner that was socially acceptable to the respondents.

Moreover, the Research Unit stressed the importance of establishing a framework for the survey that would reassure the respondents that they would be guaranteed anonymity.

For reasons of resources and time the EU chose to go only half way in relation to our recommendations. In all 27 European countries they used a questioning technique and choice of words (though not always translated very precisely) that the Research Unit had developed and used with success in Northern European countries.

Unfortunately, however, the questionnaire was not adapted to the social norms and the everyday speech of each country in the EU.

The effects of this shortcut were apparent in the results.

In the countries of Northern Europe, the results of the survey largely confirmed the results obtained from the studies conducted previously by the Rockwool Foundation Research Unit with respect to the structure and the extent of the undeclared sector.

**Interesting results**

In contrast, the survey produced very low figures for a number of Southern and Eastern European countries, countries which are in fact known or suspected to have very large undeclared sectors, as revealed through work done using other methods.

For example, the survey produced results showing that 18 out of every 100 Danes carry out some undeclared work, but suggesting that this was the case for only 5 out of every 100 Italians.

Nevertheless, the survey did provide documentation of a number of interesting structural factors, and a great deal of information about the views of the population in general concerning the shadow economy.

Overall the survey was of interest, especially if it is regarded as a pilot survey that could act as a springboard for the development of country-specific questionnaires – even though, unlike the EU, the Rockwool Foundation Research Unit would not have chosen to publish such preliminary results.
Immigrant labour puts pressure on Danish wage levels

Many immigrants have come to Denmark with little education, and few with high levels of training. Their arrival has had different effects on wages for different sectors of the labour market.

This is the finding of a study carried out by researchers from the Centre for Economic and Business Research, the Copenhagen Business School and the Rockwool Foundation Research Unit.

Young Danes without higher education or training thus earn up to 5% less today than they would have done if there had not been significant immigration over the past ten years. In contrast, the more highly educated earn very much the same as they would otherwise have done.

The unskilled are hardest hit

According to the study, it is the unskilled workers in the 25-41 age group who have suffered the most marked effects of immigration on their paychecks.

In their sector of the labour market, the proportion of immigrants has increased by 5% over the past ten years. At the same time as their wages have been hit, unskilled workers at companies employing many immigrants from less developed countries face a slightly increased risk of becoming unemployed.

Wages at a given company are also affected by the proportion of immigrants from less developed countries that are hired. If the proportion of immigrants working for a company increases by 10%, the wages of Danish employees fall by 1.4%, as Nikolaj Malchow-Møller, Director of Research, explained in his presentation of the report entitled “Udenlandsk arbejdskraft i Danmark – Konsekvenserne for løn og beskæftigelse” (Foreign labour in Denmark: Consequences for wages and employment) at a press conference on 24 October 2007.

Nikolaj Malchow-Møller, together with Jakob Roland Munch, Associate Professor, and Jan Rose Skaksen, Professor, comprised the research team on the project from Copenhagen Business School. The study put figures on the effects of immigration on Danish wages and employment for the first time ever.

The study also demonstrated that immigrants from the older EU member states do extremely well in Denmark.

Not only are they more

Starting-out assistance works from the point of view of the labour market

But it must be weighed against the difficulties it creates for the families concerned

The introduction in July 2002 of a new type of social security benefit at a lower level – known as starting-out assistance – got immigrants into work more quickly.

This was demonstrated in a study by the Rockwool Foundation Research Unit in which the situation of immigrants with respect to the labour market was assessed before and after the introduction of starting-out assistance.

The results of this study were reported on the front page of the national Danish newspaper Politiken and in an issue of the Research Unit’s newsletter in April 2007.

Many other news media subsequently took up the story.

Several more in work

For refugees who received social assistance payments at the normal level, the probability that they would be in work after 16 months’ residence was 9%.

For the other group – those who received the new, lower starting-out assistance – the probability of being in work after the same period rose to 14%, an increase of 56%.

Effect greater for men

The analyses from the study also showed that the effects of starting-out assistance were not evenly distributed across all refugee groups.

In absolute terms, the effect was greater for men than for women, for example.

While starting-out assistance increased employment levels among male refugees by 9.1 percentage points, from 18.9% to 28.0%, measured after 16 months of residence, employment levels among
successful than other immigrants, they do better than the average for the Danish population.

The second phase of the project will focus on how immigration, especially immigration from the new EU member states in Eastern Europe, affects wages and employment in Denmark.

The effects of immigration on the Danish economy as a whole will also be studied.

A major challenge
The fact that immigration has affected wages and created a less secure employment situation for the unskilled prompted this comment from Thomas Adelskov, Social Democrat spokesman on the labour market, at the press conference:

“For unskilled workers, this represents a major challenge. And it is right that we should intervene politically,” he said, before going on to emphasise the need to offer unskilled Danes opportunities to improve their education and qualifications.

A need for yet more immigrants
Jørn Neergaard Larsen, Managing Director of the Confederation of Danish Employers, pointed out at the press conference that there was a need for even more immigrants to Denmark.

“We are lacking 55,000 employees, and have turned down orders worth billions of kroner as a result! And just think of the fuss and all the newspaper articles about ‘the threat from the East’ just three or four years ago. You don’t see any more of that now! The developments we have witnessed have been very positive for Danish businesses and for Danish society in general.”

Jan Kæraa Rasmussen, Chief Economist at the Danish Confederation of Trade Unions, welcomed the study of the effects of immigration, as the results provide a firmer basis for future action.

“At the moment, it seems as though we are better at questioning what the future holds than we are at seeking out solutions,” he said.

He did not think that the evidence of the size of the effect on wages was adequate.

If the proportion of immigrants working for a company increases by 10%, the wages of Danish employees fall by 1.4%, as Nikolaj Malchow-Møller explained in his presentation of the report.

women increased by only 4.3 percentage points, from 3.3% to 7.6%.

Torben Tranæs, Research Director, concluded on the basis of these analyses that there was no doubt that the introduction of starting-out assistance had “worked” in the short term.

The cohort of refugees receiving starting-out assistance clearly increased their levels of employment more rapidly than those refugees who obtained their residence permits before the introduction of the new scheme in 2002.

However, it is too early to conclude that the effect will also be lasting. It may be that starting-out assistance just gets refugees into employment more quickly. And there is another factor to take into account, formulated as follows by Torben Tranæs:

“The political question is of course whether getting five more people out of every hundred into employment after a year and a half really is a satisfactory outcome. The benefits of the scheme have to be compared with its costs, which are that a large number of families have to live on substantially reduced incomes for many years.”

Despite the introduction of starting-out assistance, the reality is that only a relatively small number of refugees have found work in Denmark.

The Research Unit’s analysis of the effects of starting-out assistance on employment and on the ability of refugees to become self-supporting is now a standard reference in the political debate for and against the scheme.
The work teachers do on classroom culture improves learning

Research clearly shows that there is a relationship between the work teachers do on building up a good classroom culture and pupils’ sense of self-esteem.

“We politicians need to be told what we have to do. Here we’ve been given an indication of some good questions to ask. Thanks for this challenge!”

So said Bertel Haarder (Liberal), Minister for Education, at a press conference on 9 March 2007 at which the Rockwool Foundation published the results of a 3½-year mapping of the state compulsory school system.

200 teachers and 5,000 pupils involved

200 teachers, 5,000 pupils in the fourth and fifth grades, 13 researchers and DKK 2.4 million were the ingredients that went to create the study, the results of which were published in reports entitled “Skolens gode og onde cirkler” (Virtuous and vicious circles in schools) and “Læringsledelse” (Teacher leadership).

Conclusions based on the study, which was led by Professor Mads Hermansen of the Copenhagen Business School, include the finding that there is a positive correlation between on the one hand what the teacher does to create a good classroom culture based on sound habits and work procedures and good inter-personal relations, and reduction in disorderly behaviour on the other.

Moreover, the reduction in disorderly behaviour is reflected in improved scholastic performance by the pupils.

The teacher’s important role

The key finding from the study is that improvement in the scholastic yield from school attendance comes about through the teacher’s work in strengthening pupils’ sense of self-esteem and their positive attitude to school.

The link is an indirect one, and comes about through measures aimed at creating good work routines, habits and procedures for the pupils.

When these measures are successful the class is calmer, and this is one of the factors which correlates directly with scholastic progress.

Two leading styles identified

Two teaching styles were identified as promoting disorder, while two others were found to limit disorder.

The breadth of the themes covered by the study and the nuanced approaches to pedagogical challenges combine to provide a practical tool for use by school administrators, teachers, politicians and teacher training institutions.

The teacher as study leader

Mads Hermansen is certain that the teacher has a natural pivotal role to play.

“Taking the lead in the classroom is crucial. The teacher must take charge, structure what goes on, and take the initiative -- but s/he must also be sympathetic and receptive,” he says.

According to Hermansen, there is widespread agreement among pupils that school is a good place to be.

But at the same time the study documents the fact that there is disorderly behaviour in 68% of classes, and that it takes too long for pupils to settle down to work.

“But does the teacher tell the class off because they behave badly, or do the pupils behave badly because the teacher tells them off?” asks Mads Hermansen.

This is real life school talking

Margrethe Vestager (Social Liberal party), a former Minister for Education, was also present at the press conference. She drew attention to the 5,000 school pupils who had participated in the study.

“This is real life school talking through this study. And to a large extent it’s the voices of the children that we are hearing,” she pointed out.

One of the many conclusions of the report is that it’s the children with a good sense of self-esteem and a positive attitude to school that learn the most.

Main figures from the report

The report shows that teachers and pupils (numbers given as percentages) feel that:

- Schools make you want to get down to some challenging work – 78%
- Pupils get more out of the teaching if they reflect upon what they are doing – 69%
- Head teachers play an important role in creating a good school – 67%
- Teachers tell classes off – 56%
- Pupils are disturbed by noise in the classroom – 44%
- School is a place where pupils are bullied – 5%
- Pupils are good at working independently in class – 80%
- Pupils feel a sense of belonging to their school – 63%.
Four types of teacher

Two that improve the classroom culture and two that promote a culture that tends towards disorder, teachers in junior/secondary schools can be divided into four very different types.

The committed idealist. Emphasises cooperative decision-making, works to build up each individual pupil’s sense of self-esteem, rarely uses tightly structured activities and delegates responsibility to the pupils. Overall style: Sympathetic control.

The problem solver. Uses tightly structured activities, includes some involvement of pupils, spends a lot of time on resolving social and emotional problems, focuses on promoting self-esteem and social processes. Overall style: Control.

The harmonious teacher. Never uses tightly structured activities, involves the pupils, rests on his/her laurels if all is going well in the classroom, and feels that everything is going perfectly. Overall style: Sympathetic.

The traditionalist. Seldom involves the pupils, rarely uses tightly structured activities, has an unclear profile in class and generally appears fed up with work. Overall style: Has abdicated control and abandoned any sense of sympathy.

Top, Mads Hermansen is certain that the teacher has a natural pivotal role to play. “Taking the lead in the classroom is crucial. The teacher must take charge, structure what goes on, and take the initiative - but s/he must also be sympathetic and receptive,” he says.

The Danish Minister for Education, Bertel Haarder, was happy about the report. “We politicians need to be told what we have to do. Here we’ve been given an indication of some good questions to ask. Thanks for this challenge!”

The former Danish Minister for Education, Margrethe Vestager focused on the 5,000 pupils in the report. “This is real life school talking through this study. And to a large extent it’s the voices of the children that we are hearing,” she pointed out.
Farmers take responsibility for their own development

Dynamic and visionary Dominick Ringo leads the way in a series of projects in Tanzania, where small farmers have achieved a whole new way of life.

By Jens Vesterager
PhD, Tropical Agronomist
Jens Vesterager works as programme coordinator for ADRA (the Adventist Development and Relief Agency) and is responsible for the evaluation of the RIPAT Project.

In May 2006 the Rockwool Foundation embarked upon a three-year development project in Tanzania designated RIPAT 1 (RIPAT stands for the Rockwool Initiative for Poverty Alleviation in Tanzania).

The project focuses on self-help for impoverished small farmers. It is now at around the half-way stage, and already the signs are that the outcomes will be good.

Leaders and opportunities

Far too many of the small farmers of Africa still live from hand to mouth in desperate poverty, and far too much farming in Africa is characterised by poor utilisation of natural resources.

Yields often only reach 10-20% of optimal levels. In consequence, the young people often migrate to the towns; but there, instead of finding happiness, they end up in the slums, victims of the massive levels of unemployment.

Too many of the small farmers of Africa still live from hand to mouth in desperate poverty, and far too much farming in Africa is characterised by poor utilisation of natural resources.

A social entrepreneur

In this case, the inspiration comes from Dominick Ringo, Tanzanian agronomist and social entrepreneur. He is able to see opportunities where others simply give up. He’s a born leader who can spark energy and optimism in an entire village, who can persuade even the poorest peasant to believe in a better future – and that’s a great way to get development rolling.

Ringo is the head of RECODA, a consultancy firm based in the town of Arusha in the north of Tanzania, close to Mount Kilimanjaro.

Together with a Danish organisation called Projekt Ulandshjælp til Selvhjælp (Project Development Aid for Self Help), RECODA is responsible for the implementation of the RIPAT project. Financing comes from the Rockwool Foundation.

Where there’s a will there’s a way

The underlying philosophy of the scheme is that individual farmers must have the opportunity to see and experience the advantages of new methods.

Farmers in Africa are not so different from farmers in Denmark, or anywhere else. Just because some smart agricultural consultant recommends a new
technique, it’s far from certain that every ‘Farmer Giles’ out in the Danish countryside will want to introduce it on his own property.

The same scepticism and conservatism manifest themselves when an organisation comes to a rural village in Africa and tries to convince the farmers of the benefits of new crops and farming methods.

For a European farmer, the worst case scenario if things don’t work out is a bad year financially.

For an African farmer, however, a lost harvest can mean death by starvation for his whole family. Little wonder, then, that healthy scepticism is deeply ingrained.

If on the other hand his neighbour has tried something new, and it has worked, and the neighbour then actually recommends it – then it’s much easier for a farmer to follow suit.

The fields in Tanzania are usually small. Rainfall is sparse and unreliable.

An African farmer must be especially skilful to make full use of the resources available, obtain a good harvest, and put bread on the table for his family. The necessary skills have to be learned – and they can be learned.

**Fellowship and group dynamics**

Over the years, researchers have identified and developed a wealth of improved methods of farming, in Africa as elsewhere.

All too often, however, in Africa the new knowledge has simply never been put to use by the small farmers in rural villages, either because they have never had the new techniques explained and demonstrated to them, or because they could not afford to buy the new improved seeds or plants, or the new tools.

Through the RIPAT Project, farmers are offered a whole range of improved farming methods and technologies. These are explained and demonstrated on a commonly-owned field, called a Farmer Field School, and after that the individual farmers can decide for themselves whether or not they want to implement the methods on their own land.

New crops are followed throughout the growing period. The groups meet every week.

Together, under the skilled guidance of an enthusiastic consultant from RECODA, they learn and try out the new ideas: in the field, their great outdoor classroom, they plant the crops together, weed, fertilise and harvest together, and exchange comments and opinions.

Visits to other villages are also arranged in order to see and hear how other groups are working.

The farmers from the eight villages in the programme are organised into sixteen groups of 30-35 farmers – in total, around 500 farming families.

**A cooperative movement**

In many ways, the RIPAT Project makes use of the principles of the cooperative movement – a movement which had a great impact in Denmark 150 years ago.

Farmers joined together then in operating machinery, dairies, etc. and grew in strength through their fellowship.

In that movement, too, it was a crucial factor that the farmers took responsibility for their own development.

The current position: hardly anyone has dropped out.

The project is now more than halfway through its three-year course.

As with any project, some things have gone far better than was ever expected – while other elements have proved much more of a challenge.

The best proof of the success of the project, however, is the testimony of the farmers themselves, and their own continued commitment.

There has been virtually no drop-out from the groups. Almost all the original 500 farmers are still participating.

When the project started,
the farmers could only produce enough food for eight months of the year. But now we expect that the project will enable them to feed their families for the whole year – and also have a surplus of produce to sell. Around 60% of the 500 farmers have now established twenty banana trees each on their own land.

We expect that each tree will produce three large bunches of bananas each year, worth around USD 4 per bunch.

This means that the bananas have the potential to give the families a significant income. The other villagers have taken note of this, and there is now a demand for the new improved banana plants. The RIPAT farmers give away offshoots to their friends and neighbours – or sell them in other villages at the market price.

**The snowball effect**
The snowball effect is very important in RIPAT. The strategy is carefully planned. Every farmer agrees to give as many banana shoots as he or she received to three other farmers, and at the same time to teach them the methods of cultivation.

That's a snowball effect that really works!

In addition to production of bananas, many farmers have gone in for the cultivation of soybeans, onions, improved types of maize, etc, while others have chosen to improve their chicken and goat husbandry. Prospects for earnings are good.

The farmers also learn to keep better control of their operations. It's important that land use should be seen as a business that can be optimised.

The "hand to mouth" principle doesn't promote good agricultural practice. The farmers are taught in their groups how to keep track of how much they have produced in their business, and of how much they have consumed or sold – and at what price.

This puts the farmers in a better position to take informed decisions concerning their farming business.

Accounts often talk a very convincing language.

Those accounts should look good!
Rådmandsgade School invites teachers back into the classroom

A majority of the pupils do not have Danish as their first language - but nevertheless, the school has had great success in making the school more attractive to Danish parents.

Rådmandsgade School is a large, four-form entry school in Ydre Nørrebro, Copenhagen, Denmark, with 630 pupils. Of these, 480 do not have Danish as their first language. The school is situated in an area where those families who can afford to move away, do so.

The school’s head teacher, Lise Egholm, and her staff have had great success in recent years in making the school more attractive to parents of Danish ethnic origin, while at the same time continuing the outstanding work of the school with children for whom Danish is a second language.

Efforts have borne fruit
These efforts have borne fruit. For example, the proportion of ethnically Danish children in the younger classes is increasing, and this can be attributed to the fact that the level of reading skills in the school up to the fourth grade level is above the national average, despite the high proportion of pupils with Danish as a second language.

The aim is to create a school for all, where pupils with Danish as a second language will finish their studies with results on a par with those of ethnic Danes.

Follow with courses
In 2007 the Rockwool Foundation entered into an agreement with Rådmandsgade School whereby the school undertakes to offer a series of courses in practical integration work, based on its own experience in this field. The Rockwool Foundation finances the teaching and covers the costs of substitute teachers in the schools whose staff participate in the courses.

Rockwool Foundation

The Rockwool Foundation was established in 1981. The Foundation is a nonprofit organisation with the objective of supporting scientific, humanitarian, artistic or social goals and contributing to the improvement of the environment and the general development of society.

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Lifeline in Zambia – Social Entrepreneurship in orphan care

2 millions orphaned children out of a population of 12 millions and the number will increase

“Our population in Zambia is approximately 12,000,000 people. It is now estimated that we have more than 2,000,000 orphaned children due to the AIDS pandemic sweeping our nation. By 2010, the number of orphans in this region is expected to increase to more than 18 million.”

These were the words put by a young second generation Danish missionary, Lene Petersen, when she was interviewed about the situation in Zambia by the Danish radio channel P1 early 2007.

And Lene Petersen added, “On top many of these children are themselves infected with HIV due to mother-to-child transmission. Orphaned children face a much greater risk of hunger, violence, abuse and exploitation. They also have greatly decreased access to education. All of these factors increase their likelihood of becoming infected with HIV themselves, if they have not already acquired HIV at birth. This situation could have a drastic effect on the future of our nation, if these children are not given love and a proper education so that they can become responsible citizens who can contribute to developing our nation.”

A huge challenge
Based on the radio interview the Rockwool Foundation asked Lene Petersen to come for a visit and explain her strategy on how to address the huge challenge.

Lene Petersen was already well on her way in her capacity of establishing the NGO “Lifeline in Zambia” (LIZ).

LIZ was established in 2004 with the aim to offer assistance to children in targeted communities through Child Care Centres.

Through carefully selected and trained community volunteers working at the centres, LIZ has many activities targeted at the various needs of the children.

A clear strategic decision outlined from the very start of Lifeline was to decide on establishing Child Care Centres that as opposed to traditional orphanages, do not take full responsibility for the children, but form partnerships with guardians and caregivers to assist them in the upbringing of the orphans they care for in their extended family setup.

Training of community volunteers
The trained community volunteers “adopt” these
children and are specifically responsible to visit their homes, provide counsel and advocacy and build relationships with the caregivers.

Through this approach, LIZ aims to make the local communities take responsibility for their orphans, whilst supporting existing family structures.

**Five kinds of assistance**
Children “adopted” into Child Care Centres receive assistance in the areas of:

- Material assistance, which include school fees, food, beddings and clothes
- Spiritual assistance such as counselling
- Social assistance, which involves parental guidance, advocacy and protection of children from abuse
- Training in areas such as Life Skills and prevention of HIV and relationships
- Positive interaction with other children through all the activities organised at the centres.

**Self-sustaining within three years**
In order to fulfil their strategy of within three years to make each Child Care Centre self-sustaining, the volunteers and the children start income generating activities such as vegetable gardens, maize farming, bee-keeping and goat- and chicken rearing.

When the Rockwool Foundation met with Lene Petersen, three Child Care Centres were up running.

The Rockwool Foundation was very impressed by the strong organizational set-up and professionalism of Lifeline in Zambia – and especially impressed by the ability and strategic focus of attracting and training volunteers and the mobilization of local resources.

The Rockwool Foundation decided to sponsor two Child Centres at Lifeline for a period of three years – the Butemwe Child Care Centre situated in a rural area called Muteteshi and the Nsansa Child Care Centre situated in a compound area called Chipuluksusu.

In total 180 orphaned children will be taken care of by the donation.

**An orphan child with HIV is taken care of in one of the Child Centres at Lifeline.**

*Photo: Lifeline*
Nepal and the peace process

The Rockwool Foundation supports an information campaign covering six different fields and backing the peace process in one of the world’s poorest countries.

In November 2006, the Nepalese government and Nepal’s Maoist insurgents signed a peace agreement to end a civil war that had lasted for ten years.

The agreement lays out a road map for a peace process in which a transitional government is formed, a new constitution is drafted and a constitutional assembly is elected and convened.

Refugees and internally displaced people are returning to their communities, and children who have been serving as soldiers are leaving their arms behind and going home.

However, it seemed there were still many factors that could threaten to destabilise the fragile peace and fracture the country.

Accepted by the Clinton Global Initiative
March 2007 the Rockwool Foundation decided to support a project on designing a communications campaign to support the Nepalese Peace Process, in collaboration with the NGO Search For Common Ground.

The project was later accepted by the Clinton Global Initiative under the commitment: “We commit to help build a sustainable peace in Nepal through financial support for a multi-pronged, multi-stakeholder communication campaign”.

Two-way dialogues
The project objective was to reach out across dividing lines and promote co-existence on the national level by a coordinated communications campaign that featured timely information, unifying messages and two-way dialogues between central authorities and local communities.

The means were to use the tools of popular culture to communicate messages of non-violence, conflict resolution and tolerance to millions of Nepalese.

During 2007 a broad range of activities supporting the project objective were designed and embedded:
• A national working group of key stakeholders with the name “Alliance for Peace Communications” was formed with the purpose of creating a national communication strategy and engaging with mass media about this
• A large number of key media and actors have been broadcasting on the peace process. Messages about the peace process, inter-ethnic cooperation and political responsibility have regularly been disseminated throughout the country
• Radio Public Service Announcements – radio spots serving as vehicles for accurate information were broadcasted, counteracting and conveying rumours and simple messages on reconciliation
• Ex-combatants from both sides of the conflict, along with well-known musicians and poets have entered into the dialogue on national identity and reconciliation and have been involved in creating a national peace song
• Public display material supplementing and increasing the impact of the campaign has been designed, produced and subsequently displayed in teahouses, on buses and at other gathering points throughout the country.

Support for these activities will continue into 2008.

Ex-army soldier Raman (above) and former Maoist fighter Raju participate in a trust building exercise. Both have left their armies and now work as human rights advocates in their respective communities. These are now working together on creating a national peace song. (The picture on next page).
The Nepalese project has been accepted by The Clinton Global Initiative.
The course gives the pupils new personal and social skills and they even get better grades.

Sixty hours of focused input made a difference

Developing pupils’ personal and social skills produced improved grades

The drop-out rate in the Danish education system is huge, especially for second-generation immigrants.

A number of studies have investigated this phenomenon. Analyses suggest that there are a number of reasons for the problem, including a lack of the necessary scholastic and linguistic background.

However, there are also problems with respect to the methods used in the Danish educational system: project work, independent study, group work, etc.

These can prove difficult for those with immigrant backgrounds.

A further issue concerns very inappropriate choices of courses made by immigrants, despite the great efforts made to convey the necessary information to the pupils and their parents.

**Perspekt is the name**

A new course aimed at helping to compensate for lacking or inappropriate social and personal skills has been introduced at Abildgård School in Odense, Denmark.

The course is run at sixth-grade and ninth-grade levels.

The teachers follow a course manual entitled ‘Perspekt’ that is based on cognitive theory and which has been developed by Jane Vinter and Allan Mads Knægt, with support from the Rockwool Foundation.

It contains material for 60 lessons.

**A noticeable difference immediately**

Using the material, teachers and pupils work in a focused and tightly structured manner to develop one personal or social skill at a time.

There are two versions of the material, designed for intermediate and upper levels. So far the course materials have been trialled in selected experimental classes.

Control classes that do not take the courses were selected for the purposes of comparison. Both groups of pupils were tested before and after the course.

According to Per Vigand Larsen, Deputy Head of Abildgård School, the Perspekt course made a noticeable difference.

In fact, the school was so impressed with the results that the 60 lessons that make up the course have now been included in the programmes of other classes.

**Supported by the evaluation**

The course has been evaluated by L G Insight, whose report states that the teachers noticed a difference in the pupils’ approach to study questions and argumentation very early on in the teaching – not only in the Perspekt classes themselves but in other classes.
situations and courses too.

After they had completed the course, it was found that the pupils’ skills had greatly improved in a number of areas, including information search, evaluation of sources, planning, group work, and assessment of their own academic input and achievement.

Their awareness of their own abilities in particular was much more realistic than before, and Per Vigand Larsen expressed the view that “it’s their improved self-awareness in particular that is responsible for their better academic work. I believe that the course has made them much more conscious of their own input, and that’s incredibly important.”

Better grades
Before taking the course, the project pupils on the ninth-grade level were assessed as being academically weaker than the control group. But the final school examinations showed that the pupils who had taken the Perspekt course had not just closed the gap in relation to the grades of the control group – they performed significantly better than the other pupils!

The students in the control group performed well, just as predicted, but the Perspekt students achieved results that far surpassed expectations. “We’re talking here about a unique educational tool that has helped a group of students to make really significant progress,” commented Per Vigand Larsen.

Personal and social skills play a key role
In the view of Jane Vinter and Allan Mads Knægt, it’s quite natural that the effects of the course outcome should be reflected in the pupils’ scholastic level.

“Personal and social skills play a vital role in the acquisition of academic skills, and thus in the benefits from attending school,” they claim. “They are also convinced that the pupils’ increased self-awareness and ability to make decisions will manifest itself in better choices between options for further study at the end of their schooling.

Over the coming couple of years, the Rockwool Foundation Research Unit will track the progress of the pupils who participated in the course to see whether they complete their chosen courses of further education.

Next project for reception classes
According to Jane Vinter and Allan Mads Knægt, the cognitive approach offers enormous potential that can be used in many other contexts.

The Rockwool Foundation has consequently decided to support in 2008 the development of another teaching programme based on cognitive theory, this time directed towards pupils in reception classes.

The goal is to improve the preparedness for school study of the youngest school pupils. The material will be trialled at Gurrevej School in Helsingør (Elsinore), Denmark, in the late summer of 2008. The idea of this course is to intervene as early as possible in order to improve the benefit that pupils derive from school right from the start.

This time, the course for pupils will be supplemented with a special course for parents designed to ensure that the pupils get the necessary support from home.

It should be part of every pupil’s timetable
Anne Berglund, the head teacher at the school, has great hopes for the project. “Many pupils lack the necessary independence and self-confidence to meet the great demands we make of them,” she says. “If they haven’t learned at home to take an independent view of things, we have to teach them this at school.”

“Initiatives like Perspekt are therefore relevant for all groups of pupils. The course should be on the timetable for everyone, because the stronger pupils can also benefit from it.

The classroom time spent on developing personal and social skills is a good investment if it leads to more efficient use of time in other classes and activities.”

As with the course at Abildgård School, the teachers at Gurrevej School will be trained to use cognitive teaching methods, and the course will be evaluated by an external organisation.

"We’re talking here about a unique educational tool that has helped a group of students to make really significant progress,” commented Per Vigand Larsen, Deputy Head of Abildgård School.
“Once you have obtained the right information about an issue, it is relatively easy to make the right decision.”

This was one of the lessons that Claus Kähler learned as CEO.

He assumed that also politicians and officials make better decisions when they have access to the right information, and since 1983 this has been the guiding principle for the work.

The Rockwool Foundation was founded in 1981 by six members of the Kähler family: Valdemar Kähler, Inge von der Hude, Claus Kähler, Erik Kähler, Dorrit Kähler and Gustav Kähler.

During the Foundation’s first years, the six founders each transferred to it 25% of their shares in the Danish stone wool manufacturer Rockwool International A/S.

As a result, the Rockwool Foundation has been the largest single shareholder of Rockwool International A/S for the past 26 years.

The Foundation is a non-profit organisation with the objective of supporting scientific, humanitarian, artistic or social goals and contributing to the improvement of the environment and the general development of society.

Today the Rockwool Foundation has four main activities:

- The Rockwool Research Unit, financing external research, integration and projects for the developing world.
- The vision and guiding principles for the projects in the developing world are:
  - Help to self help
  - Spotting and developing Social Entrepreneurs
  - Higher quality than provided by others
  - Minimum distortion of the local economy by projects.
- The Rockwool Foundation defines Social Entrepreneurs as professional or voluntary leaders with high ethical standards, extraordinary abilities to overcome obstacles, and proven records of achieving social improvements in society.
- The Board
  The Rockwool Foundation is headed by a Board consisting of ten members, six of whom were the original founders in the early years.
  Of the remaining four members, three are appointed by Rockwool International A/S, and one is appointed by the Confederation of Danish Industries.
  CEO Claus Kähler was Chairman of the Foundation from its establishment in 1981 until 1991, when he was succeeded by his son, Tom Kähler, present Chairman of the Foundation.

Research Programme Committee
The Research Programme Committee assists the Board with expert assessments of project proposals and with evaluations of completed projects.

Communication
The research results achieved are made available to the public through publications, newsletters and articles in newspapers and the electronic media.

In many cases, the projects are reported on in both an academic publication and a book for laymen available from the bookshops.

As a supplement, the Research Unit issues newsletters in Danish and English presenting the main results of the projects together with special analyses.

The newsletters are free of charge and are issued several times a year.

For further information, please visit the Rockwool Foundation’s website at www.rockwoolfonden.dk or the Research Unit’s website at www.rff.dk.

www.rockwoolfonden.dk
- here you can get more information about the Rockwool Foundation.