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Fact Act

‘When the politicians have good and objective information about important political topics – they will make better decisions.’

Claus Kähler,
Chairman of the Rockwool Foundation 1981-1991

The Rockwool Foundation

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2013 in Brief

During 2013 the Rockwool Foundation Research Unit worked on 45 projects, 14 of which were completed during the year. Within the area of practical interventions there were a total of 15 new or continuing interventions managed by the Foundation.

In financial terms, the Rockwool Foundation made donations of DKK 34.9 million in 2013, compared to DKK 34.1 million and 49.9 million in 2012 and 2011 respectively. Income before donations was DKK 47.2 million. Net financial assets at the end of 2013 totalled DKK 5 billion.

The Research Unit

The Rockwool Foundation Research Unit continued in 2013 to provide input to the public debate through a large number of publications, including six books, seventeen working papers and ten issues of the Newsletter. Five press conferences were held to launch publications, with the participation of politicians and experts in the relevant fields.

The year began with the presentation of an analysis of time use by schoolchildren. Lack of exercise and inappropriate use of time may form elements in a major complex of problems which embraces a tendency to overweight, poor work at school, and poor wellbeing; these were among the issues covered by the analyses published in the book *Bruger skolebørn tiden hensigtsmæssigt?* (Do schoolchildren make good use of their time?).

Working in collaboration, the Foundation and the Research Unit launched books on the RIPAT approach at a combined press conference and seminar in the spring of 2013 in Dar es Salaam, Tanzania. The two publications presented were the evaluation book, *Farmers' Choice – Evaluating an approach to agricultural technology adoption*, and a step-by-step practitioners' manual, *The RIPAT Manual*.

In 2010 the Research Unit published a book entitled *Når man anbringer et barn – Baggrund, stabilitet i anbringelsen og det videre liv* (When a child is placed in care. The background to and stability of care placements, and the long-term future prospects of children placed in care), which reported on the then current situation in the field of placement in care in Denmark. Subsequently,

the Research Unit carried out a number of causal analyses of the reasons for children being taken into care, and of the effects of various forms of care placement. The results were published in 2013 in a new book, *Når man anbringer et barn II – Årsager, effekter af anbringelsesforanstaltninger og konsekvenser* (When a child is placed in care II. Reasons, the effects of placement measures, and consequences).

As a result of the Research Unit's work in the area of the labour market, six working papers were published in 2013, contributing to a new understanding of Denmark's active labour market policies. The research tackled a variety of issues. Are the results of the policies commensurate with the costs? What are the consequences of the policies for income distribution and society? These analyses were placed in the context of the fact that no other OECD country spends as much as Denmark per head of the population on active labour market policies.

The Rockwool Foundation Research Unit published an evaluation of the impact of a microfinance project in Malawi funded by the Rockwool Foundation and implemented by DanChurchAid. The scientific impact evaluation is among the first to report results of village savings and loan associations from a randomized controlled trial based on a random sample of participating project villages and non-participating control villages.

Within the Rockwool Foundation Research Unit's long-established research area of Immigration and Integration, the Unit published new analyses focusing on the integration of non-Western first- and second-generation immigrants in the books *Integration blandt ikke-vestlige indvandrere. Arbejde, familie, netværk og forbrug* (Integration among non-Western immigrants. Work, families, networks and consumption) and *Tid og forbrug i etniske minoritetsfamilier* (Time use and consumption in ethnic minority families). Using register and interview data, the analyses examined the current situation regarding the progress in Denmark of integration in the context of the family.

In discussion of educational policy in Denmark, much consideration is currently being given to the issue of course completion and dropout rates at upper secondary level – particularly in >

relation to vocational training programmes, where the dropout rate exceeds one-third. The last publication of the year from the Research Unit was of analyses which related to precisely this issue and which concerned the significance of skills learned in primary/lower secondary school for dropout from upper secondary school level institutions, with particular emphasis on vocational training.

More detailed descriptions of the Research Unit's publications can be found in this Annual Report and on the Research Unit website at www.rff.dk.

Practical intervention projects

The Rockwool Foundation seeks to generate new knowledge through practical interventions. The Rockwool Foundation works through four strategic programme areas: 'Food Security and Poverty Alleviation', 'Social Capacity Building', 'International Peace-building' and 'Health Interventions'. Projects within all four programme areas aim at building a knowledge base for practical interventions that could help meet some of the challenges faced by society in Denmark and abroad, as well as contributing data for new research initiatives.

Under 'Food Security and Poverty Alleviation', in 2013 the Rockwool Foundation continued its support of the development of sustainable small-scale farming in Tanzania and also continued supporting the establishment and evaluation of Savings and Loan groups in Malawi. Both projects aim at promoting household self-sufficiency and creating the basis for long-term economic growth.

Under the programme area 'Social Capacity Building', the Rockwool Foundation continued its engagement with developing and testing teaching material aimed at promoting social and personal skills among the students in elementary schools in Denmark. A new initiative for the Foundation in 2013 addresses drug use among young people.

The 'International Peace-building' efforts of the Rockwool Foundation continued to focus on promoting peace through young people. In ongoing projects in Burundi and Nepal, young people

play a leading role in reducing conflict and promoting peaceful co-existence.

One of the main achievements of the 'Health Interventions' programme area has been to initiate the Healthy Schools Network, which promotes the physical and mental health of children in Danish elementary schools. The network currently comprises 167 schools and more than 83,000 school students. During 2013 the Healthy Schools Network underwent a comprehensive restructuring, based on input from representatives of all the network's stakeholders. One of the objectives of this restructuring is to enable the Network to support schools in translating into action specific elements of the new Danish school reform within the area of physical and mental health.

More detailed descriptions of the achievements of selected projects can be found in this Annual Report. Descriptions of the individual programme areas and the reasoning behind the prioritisation of activities can be found on the Foundation website.

Donations for smaller projects

The Rockwool Foundation also supports initiatives and smaller projects which have the potential to lead to new solutions to the challenges faced by societies. During the year, the Foundation received and processed around 1,000 applications within the category 'Donations for smaller individual projects'. Of these applications, the Foundation approved a total of six.

Thanks from the Board and the Management

The Board and the Management wish to express their gratitude to all the external researchers and organisations with whom the Foundation cooperated in 2013, to the members of the Programme Committee, and to the very committed staff of the Foundation and the Research Unit for their fine work during the past year. •

Tom Kähler
Chairman

Elin Schmidt
President

The Members of the Board

... with their extensive knowledge and experience within international business and politics are crucial for the strategic development of the Foundation, working in collaboration with the Management. Each Board member also actively participates in one of the four Board Committees that cover the intervention projects, giving them the opportunity to contribute their broad expertise.



Tom Kähler
Chairman. Former Chairman of the Board of Directors of Rockwool International A/S. Former CEO of Rockwool International A/S.



Lars Nørby Johansen
Deputy-Chairman. Chairman of the Danish Growth Council. Former CEO of Falck, Group-4Falck and G4S.*



Mariann Fischer Boel
Former European Commissioner for Agriculture and Rural Development and former Danish Minister for Food, Agriculture and Fisheries.*



Anders Eldrup
Former CEO of DONG Energy. Former Permanent Secretary of State at the Danish Ministry of Finance. Chairman or member of a number of boards.*



Frank Jensen
Lord Mayor, City of Copenhagen. Former Danish Minister of Justice and former Danish Minister of Research.*



Klaus Franz
Senior Vice President, Innovation and Business Development, Rockwool International A/S.



Bo Kähler
Chairman of the Board of Directors of Heads AS. Former CEO of Fundator A/S. Former Director of Research, Information Technology and Telematics, SINTEF.



Lise-Lotte Kähler
Head of Administration, Scandinavian Highlands Holding A/S.



Søren Kähler
Graduate Engineer with a former international career with F.L. Smidth & Co. and Rockwool International A/S. Member of the Board of Directors of Rockwool International A/S.



Dorthe Lybye
Programme Manager, Rockwool International A/S. Member of the Board, Rockwool International A/S. *Elected by employees*

* Member of the Executive Committee.

The Members of the Research Programme Committee

... ensure that high academic standards are maintained and that the use of resources is optimised by being applied only to cutting-edge research. The Research Programme Committee is made up of leading Scandinavian professors within the fields of research that are prioritised by the Foundation, and is always consulted before the Board approves a research project.



Torben M. Andersen
Professor, Department of Economics and Business, Aarhus University. Former Chairman of the Danish Economic Council and the Danish Welfare Commission.



Grete Brochmann
Professor, the Department of Sociology and Human Geography, University of Oslo. Former Chairman of the Norwegian Welfare and Migration Commission.



Peter Gundelach
Professor, Department of Sociology, Copenhagen University. Former Chairman, the Danish Social Science Research Council.



Torben Tranæs
Research Director and Professor at the Rockwool Foundation Research Unit. Former Professor at the Danish National Centre for Social Research.

The Management



Elin Schmidt
President.
With a former international career with Novo Nordisk A/S. Chairman of the Danish NGO Mødrehjælpen and advisor to a number of NGOs operating within the social sector.

Fact Act

The Rockwool Foundation has two primary objectives: to deliver facts about society through reliable research, and to develop interventions in society that have the potential to improve the lives of individuals living in Denmark or in other countries of the world. The Foundation focuses closely on the interconnectedness of these two objectives. We believe that obtaining reliable knowledge of the facts is a prerequisite for successful actions aimed at addressing the challenges faced by society. Knowledge can provide enlightenment, aid policy-makers and form the basis for discovering new solutions to problems. Through our research we aim to make relevant, impartial and reliable contributions to the public debate, providing sound evidence on which to base policy.

The effects of our interventions are systematically evaluated by experts.

The annual report for 2013 presents some of the activities that the Rockwool Foundation has supported over the past year.

An account of the history of the Foundation since its establishment in 1981 was written in 2011. An update is published each year, providing a summary of the year's activities that can be read as a continuation of the historical overview. The history, the summaries for 2012 and 2013, and full versions of this and previous annual reports are all available on the Rockwool Foundation website.

Research areas

- **Work and the Welfare State**
 - **Families and Children**
 - **Migration and Integration**
 - **Black Activities and the Law of the Land**
 - **Development Economics**
-

The objective of the Rockwool Foundation Research Unit is to use its independent status to produce new, empirically-based analyses related to current problems faced by modern society. The Rockwool Foundation takes it to be self-evident that a deep insight into the nature of a problem is a prerequisite for its solution.

Programme areas for practical interventions

- **Food Security and Poverty Alleviation**
 - **Social Capacity Building**
 - **International Peace-building**
 - **Health Interventions**
-

The Rockwool Foundation initiates and implements practical interventions within four strategic programme areas. The aim is to develop models for lasting and sustainable improvements in both rich and poor societies. Projects include elements of innovation and spreading of best practices.

Practical Interventions, Evaluations and Research

In recent years, the Rockwool Foundation has given increasing priority to its practical interventions, which include projects in developing countries that focus on combating poverty and improving food security, peace-building projects in war-affected countries, and social and health-promoting projects aimed mainly at Danish primary/lower secondary schools. The Foundation's interventions are developed and improved through trial-and-error processes, and whenever feasible the impacts of prototype interventions are assessed through research-based quantitative evaluations.

A hallmark of the Foundation's practical interventions is that they are attempts at creating effective solutions to urgent societal problems, both in Denmark and abroad. Societies face many complex problems to which no solutions have yet been found, or for which only ineffective solutions have been proposed. In fact, it is not always clear whose responsibility it is to propose solutions to such problems. Furthermore, developing possible solutions can be difficult, expensive and time-consuming, and there is always the risk of failure. The Rockwool Foundation seeks to develop social interventions and practical methods that can be taken over by other institutions, public or private, if

they prove successful. Projects undergo careful evaluation in order to assess the degree to which they are both successful and sustainable.

The trial-and-error experiences with interventions and the evaluation and documentation of their effects are key tools for the improvement of existing interventions and the development of new ones. The facts generated as part of the impact evaluations of the actions undertaken in the interventions can form the basis for additional research into the problem at hand. It is hoped that the research and evaluation results can inform relevant decision-makers when they have to deter-

mine whether a newly-tested prototype intervention should become a permanent feature within a society.

Two aims

The aims of the Rockwool Foundation in making evaluations in this context are twofold.

First, the evaluations are intended to ensure transparency and full publicity with regard to the evaluation results and the impacts of the Foundation's practical interventions. Transparency must exist in the cases of both successful and unsuccessful interventions, since both have the potential to contribute important ›

information for the future prioritisation of resource utilisation in society. What works, and what does not? To what extent, if any, do the interventions generate unexpected and possibly even negative side-effects?

Second, evaluations are used to continuously modify and improve ongoing practical interventions through a trial-and-error process, and to assess the results that the prototype of an intervention achieves when it is tested. It is important for practitioners and decision-makers alike to be able to take into account the information brought out by the evaluations in designing and implementing future practical interventions.

Evaluation approaches: quantitative and qualitative methodologies

Not all intervention projects can provide the same levels of data quality and availability. Consequently, a variety of evaluation methods are used, with a broad distinction being drawn between quantitative and qualitative methods.

For interventions where there are precisely defined aims applicable to a clearly delimited target group, it is possible to collect quantitative data that will allow the documentation and quantification of the impact of the intervention.

Such *impact evaluations* are used, for example, in projects where the evaluation design is an integrated element of the intervention, with randomised selection of participant and control groups to ensure that the two groups are fully comparable. By comparing the participant and control groups before and after the project, it is possible to calculate whether the practical intervention has had an effect, and if so how large it was, with respect to selected and clearly defined project goals. The evaluation of the savings and loan group project in Malawi, described on page 44, provides an example of such an impact evaluation.

The data requirements for these impact evaluations are very high, both in terms of quantity and quality. Only with data that are sufficient in quantity and high in quality can one be certain that findings regarding the presence or absence of a given effect do in fact reflect the true impact of the intervention and are not due to data problems or measuring errors. An additional advantage of high-quality data and associated impact evaluations is that they may inspire other associated research projects, either immediately or in the future.

However, it is not always possible to fulfil the methodological requirements for a quantitative impact evaluation. For interventions of which the objective is to trial new methods and approaches, it is often more relevant to carry out a *process evaluation* – a systematic collection and collation of the experiences of project participants in the target group during the implementation of the project. This is a key tool in the trial-and-error process in which interventions mature from being pilot projects to full-scale prototypes. For example, a process evaluation was used as a tool to modify and improve an intervention in the development of the *Perspekt* materials, as described on page 26.

Process evaluations primarily use qualitative methods such as document studies, interviews and observations to collect data. The information and data collected and reported in a process evaluation are especially useful for answering questions about *how* and *why* an initiative achieved success.

When it is feasible, qualitative and quantitative methods may be combined in the evaluation of an intervention. The usefulness of the information obtained is greater when one and the same evaluation both measures the effects of the intervention and records the experiences and motivations of the participants, making it pos-

sible to determine the factors that were primarily involved in producing the effects observed. Page 12 of this report describes an evaluation of an agricultural intervention, RIPAT. This evaluation is a text-book example of a combination of a quantitative evaluation (documenting the impact of RIPAT on food security and poverty) and a qualitative evaluation (focusing on the local conditions and the elements in the organisation of the project that might explain the quantitative results).

Independence and transparency in research

Because the Rockwool Foundation's own Research Unit is responsible for the quantitative evaluations of the practical interventions carried out under the auspices of the Foundation, it is important to ensure that the Research Unit maintains full independence and research integrity in performing these evaluations.

The Board of the Rockwool Foundation decides which projects are to be scientifically evaluated, taking input from the Research Unit into account. Subsequently, however, the task of designing the evaluation is always performed in collaboration with external evaluators.

Qualitative evaluations are always carried out by external evaluators with the appropriate expertise.

In order to ensure full transparency, all evaluations are published, whether in the form of the original reports, as research papers, or as books. Large-scale evaluations are also published in a more easily accessible form as evaluation summary notes that briefly describe the design of the intervention, the method of evaluation, and the principal results.

All evaluations are made available on the Rockwool Foundation website. •

Initiating Positive Development in Tanzania

Improved food security and better nutrition among households which join groups of farmers participating in RIPAT (Rural Initiative for Participatory Agricultural Transformation) are among the effects revealed by an impact evaluation of the RIPAT initiative.

Food Security and Poverty Alleviation

The Tanzanian NGO RECODA and the Rockwool Foundation have together developed a new approach to agricultural development known as RIPAT. This approach is based on a prototype designed by RECODA and the Danish NGO PULS aimed at increasing food security and alleviating poverty among participating farmers. RIPAT has now been subjected to a systematic impact evaluation. The evaluation shows that the agricultural technologies promoted under the scheme, such as improved strains of crops and livestock, have been widely adopted by the RIPAT farmers. This has led to increased food security among the participating households. They are now less likely to suffer from hunger during the 'lean' season of the year, and their nutritional intake has improved. Food security has clearly been a priority among the participating farmers. No immediate impact of the intervention was found on the measurements of poverty used, but there were indications that more is being spent on agricultural investments.

About RIPAT

RIPAT has been developed, implemented

and refined in a partnership between the Rockwool Foundation and the Tanzanian NGO RECODA in a learning-by-doing process, with the aim of finding the best ways of promoting development and poverty alleviation among impoverished rural farmers. Over the period 2006-12, four RIPAT pilot projects were carried out in 34 villages in three districts in Northern Tanzania, with more than 2,000 farmers participating. The timeline on the next page shows the dates and lengths of the four RIPAT projects.

RIPAT utilises a pragmatic mix of traditional top-down extension approaches and more recent bottom-up approaches such as Farmer Field Schools. It introduces a varied 'basket of technology options' to groups of farmers over a three-year implementation period. Each farmer has a genuine choice as to which technologies to adopt, depending on that farmer's specific needs and the resources available to him or her.

A typical RIPAT project targets eight to ten villages. Two groups are established in each village, each group being made

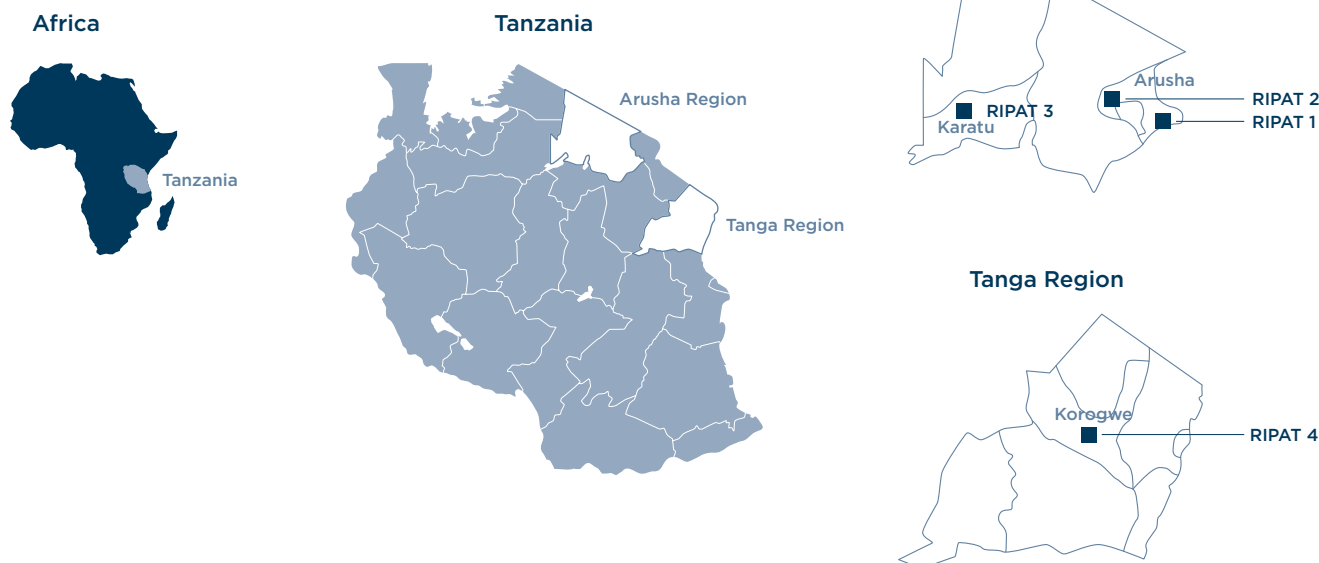
up of 30-35 farmers selected from the 'lower middle class' in the community. The project concept and technologies introduced are spread to other interested farmers in the targeted villages, and also to additional villages through the use of the government agricultural extension system and project-trained 'super-farmers' who function as local paraprofessional agricultural advisors and provide 'Farmer to Farmer' technology transfer.

Evaluating the RIPAT approach

A comprehensive evaluation design was prepared, using a combination of quantitative evaluation methods to analyse the impact of RIPAT on poverty and food security and qualitative methods to determine how and why the project had the effects found.

The evaluation results are documented in a book entitled *Farmers' Choice*. The RIPAT evaluation brought together analyses by economists, agricultural scientists and anthropologists. Three separate studies were conducted, each emphasising different elements in the evaluation: ›

The locations of the four RIPAT implementations.



- An *impact* study – a quantitative estimation of the impact of the completed RIPAT 1 project on its two main development objectives, food security and poverty alleviation
- An *implementation* study – an assessment of how the implementation process brought about the effects found
- A *context and adoption* study – an in-depth analysis of how the project was received in the local communities, of who adopted the agricultural and social technologies presented, and why these farmers did so.

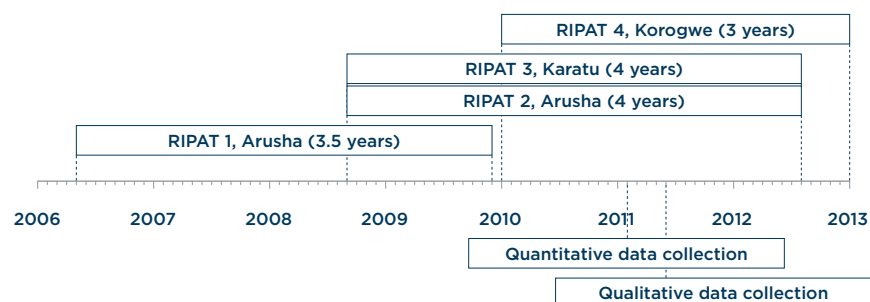
The methodological approaches used in the RIPAT evaluation ranged from structured quantitative analyses to explorative ethnographic qualitative approaches. At the time of data collection, only the first project had been completed (see the timeline to the right). The other three RIPAT pilot projects were still being implemented at that point, and therefore the quantitative evaluation is mainly based on data collected from farmers who participated in the first project. Accounts of the experiences of farmers participating in the subsequent RIPAT projects were gathered as part of the qualitative evaluation.

The impact of the RIPAT intervention

The quantitative impact evaluation of RIPAT is based on empirical analyses of data from a large-scale interview survey of 2,484 households in both RIPAT and control villages. These data were collected *after* the completion of the first RIPAT project. This created a potential problem regarding how to evaluate the impact of the project, for two reasons. First, we did not know the situations of the households prior to the intervention. Second, participation in RIPAT was voluntary, and therefore households self-selected into

the project. Households which elected to participate might have been intrinsically different from households which did not in terms of factors that the researchers could not observe, such as their farming ability. Great care has therefore been taken to address this issue in deciding how to analyse the impact of RIPAT. Luckily, RIPAT was implemented with a time lag between the first implementation and the third. The impact of RIPAT was therefore calculated by comparing how RIPAT 1 farmers were faring almost five years after project start compared with RIPAT 3 farmers two years after project start, taking district >

Timeline showing the RIPAT interventions and the data collection process



There is a 27-percentage-point reduction in the incidence of stunted growth among youngsters in RIPAT households.

Farmers' choice – Evaluating an approach to agricultural technology adoption in Tanzania, see page 17

level differences between RIPAT 1 and RIPAT 3 farmers into account.

The main conclusion reached in the impact evaluation is that the results achieved through RIPAT contrast significantly with the results achieved using the dominant approaches to agricultural development. Five years after it started, the first project had resulted in high levels of sustained adoption of the technologies proposed in the 'basket of options'. This in turn has led to a significant positive impact on the level of food security among participating farmers.

Specifically, the analyses show that RIPAT households are significantly more likely

- to be cultivating the improved crop

varieties or keeping the improved livestock breeds promoted in the project, the most popular option being new banana varieties, which were adopted by more than 60% of RIPAT farmers

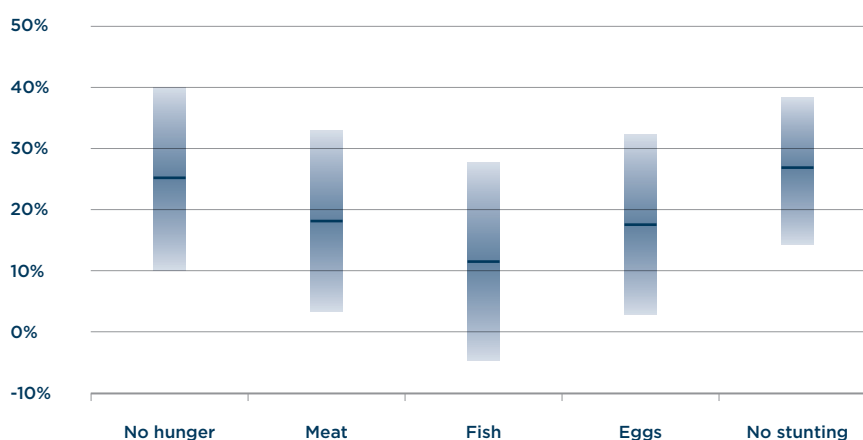
- to be food secure in the 'lean' season of the year, when RIPAT farmers are 25 percentage points less likely to experience hunger than others are
- to be eating meat and eggs on a weekly basis
- to have well-nourished as opposed to poorly-nourished young children; there is a 27-percentage-point reduction in the incidence of stunted growth among such youngsters in RIPAT households.

RIPAT targets households in an area where three households in five experience

hunger in any given year. Two in five of households with children have at least one stunted child. There is thus a great need for improved levels of food security. In such a setting, it is clearly a major achievement that the intervention has had such a substantial positive impact on food security among the participating farmers. And even more importantly, there are clear indications that RIPAT has brought about sustainable and lasting change. Data from the quantitative and qualitative studies show widespread and lasting adoption among participating farmers of both the social principles and agricultural technologies introduced through RIPAT.

Some of the agricultural technologies have also been adopted by non-participants. In contrast, the analyses of poverty alleviation did not indicate any impact from RIPAT. It is important to note that the indicators of poverty and poverty alleviation were based on measures such as quality of housing and ownership of material goods. There may well simply not have been any impact on poverty as measured in this way at the time of the survey in 2011. However, the data analyses do show indications that RIPAT farmers got better at stabilising their food production over the year, and thus of shortening or even eliminating periods of hunger. They were also found to be investing more of their labour in their own agricultural production, relying less on supplying casual labour as an important source of income and even hiring others to work for them. It is clear that food security is prioritised by RIPAT farmers, and that they have primarily used their extra resources to reduce hunger and invest in their own food >

Impact of RIPAT 1 on food security



The black lines represent the estimated effects. The graduated bars represent the 95% confidence intervals around this effect. As long as the lower ends of the graduated bars are above the zero impact line, there is a more than 95% probability of there being a positive impact from RIPAT. The vertical axis shows the percentage difference between responses from RIPAT 1 farmers and those from RIPAT 3 farmers, after controlling for differences in household, village and regional characteristics.

Team of evaluators

The *impact* study was conducted by a team of researchers from the Rockwool Foundation Research Unit and the Department of Economics, University of Copenhagen. A team of experts in East African agricultural development and Farmer Field Schools from the Danish Institute for International Studies and the FAO undertook the *implementation* study.

Finally, a team of anthropologists from the University of Copenhagen with extensive research experience in the rural areas of Kenya and Tanzania were responsible for the *context and adoption* study, analysing context and local mechanisms of adoption in the RIPAT villages. The evaluations can be downloaded from the Rockwool Foundation website.

Agriculture in a development context

The World development report (World Bank, 2008) estimates that 75% of the world's poor live in rural areas in developing countries which are characterised by subsistence farming, with limited access to water, land, financial services and technology inputs. In addition, with growing populations, most developing countries face an increasing demand for food. The agricultural sector thus continues to be of great importance for food security and rural economic development. However, both the proportion and the total amount of funds allocated to agriculture in official development assistance declined dramatically

for two decades from the mid-1980s (OECD, (2010) *Measuring Aid to Agriculture*, Organisation for Economic Co-operation and Development, Paris), partly as a result of failed rural development interventions. These failures were primarily due to poor understanding of agrarian dynamics and a tendency for donors to seek 'one-size-fits-all' extension (agricultural advisory service) approaches. This decline has only recently come to a halt, and there has been a renewed interest in different agricultural extension approaches.

production rather than spending those resources on material goods, such as the quality of their roofs or ownership of a mobile phones. Consequently, there is good reason to believe that the increase in food security and nutrition combined with farmers' investments in their own agricultural production will reduce poverty in the long run, but this still remains to be seen.

How was this impact achieved?

The implementation and adoption studies concluded that there are indications that the sustained adoption of technologies and the long-term impact on food security and nutrition are closely associated with teaching farmers about a wide range of relevant and efficient technology options. RIPAT empowers farmers, giving them a genuine choice regarding which of the options to adopt on their own farms and the extent to which they will do so, according to their individual needs and resources.

The fact that each farmer belongs to a strong farmers' group also contributes to an increased sense of empowerment – especially among female farmers. The

farmers' influence increases with their greater knowledge about agricultural matters and with the strength of the group, giving them a greater say in community decision-making. Of the farmers who had participated in the first project, 70% stated that they were still group members more than one year after the end of the project, and 13 of the original 16 groups were still active.

Finally, the qualitative evaluators noted the dedication of the personnel at RECODA, the local NGO responsible for developing and implementing the project, and repeatedly stressed that the organisational structure related to RIPAT is another reason for the achievements of the project. The features of the project organisational structure included joint experimental learning in groups, a pragmatic combination of traditional methods of teaching new agricultural technologies with more modern participatory learning approaches, a strong focus on integrating the specific local needs, resources and circumstances of small-scale farmers, and the involvement of local governmental authorities in the intervention design.

The FACTs have been documented – now it is time to ACT

Two publications concerning RIPAT were launched at a press conference held on 11 March 2013 in Dar es Salaam, hosted jointly by the Rockwool Foundation and the Royal Danish Embassy in Tanzania. The book *Farmers' Choice* presents the documentation of the impact of the RIPAT approach as well as the studies of the implementation of RIPAT, the context of the project, and the adaptation of the technologies offered, while *The RIPAT Manual* describes step by step how a project should be implemented in order to obtain the same results, for the benefit of other organisations wishing to apply the model.

To date, all RIPAT projects have been funded by the Rockwool Foundation and have been implemented by the Tanzanian NGO RECODA. However, a number of NGOs and development organisations have visited the project and have expressed their wish to use the model in their development work, and in 2014 we expect the first RIPAT project funded by another donor to be launched. •

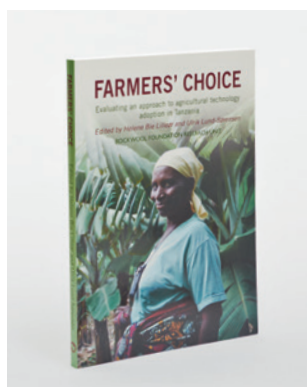


The Permanent Secretary for the Tanzanian Ministry of Agriculture, Food Security and Cooperatives, Mr. Mohammed Muya, was presented with copies of the two publications by the Chairman of the Board of the Rockwool Foundation, Mr. Tom Kähler at the press conference in Dar es Salaam, Tanzania. Both publications are now included on the syllabus at the Sokoine University of Agriculture in Tanzania.

FACT

The book *Farmers' choice - Evaluating an approach to agricultural technology adoption in Tanzania* brings together the analyses of economists, agricultural scientists and anthropologists who studied the impact, implementation, adoption and spread of the RIPAT approach.

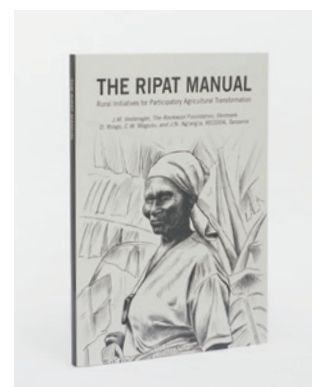
Edited by Helene Bie Lilleør and Ulrik Lund-Sørensen, both of the Rockwool Foundation Research Unit. 168 pages. Practical Action Publishing, 2013.



ACT

The RIPAT Manual explains step by step how to organise and implement a RIPAT project. It is especially relevant for staff of NGOs and development organisations working at the programming and field levels, and for local government officials involved in agricultural extension and rural development.

By Jens M. Vesterager of the Rockwool Foundation, Denmark, and Dominick Ringo, Catherine W. Maguzu and Josephine N. Ng'ang'a, all of RECODA, Tanzania. 142 pages. The Rockwool Foundation, 2013



Is Activation a ‘Magic Potion’?

Since the mid-1990s, the public sector in Denmark has invested massively in an active labour market policy intended to bring unemployed individuals back into work quickly through the use of a variety of instruments. At the same time, successive governments have aimed to bring greater flexibility to the supply of labour, making it more responsive to economic developments. But how effective have Denmark’s activation programmes been?

‘Activation has shown itself not to be the all-powerful “magic potion” that could prevent steep falls in employment such as those we have experienced in recent years.’

**Professor Torben Tranæs, Research Director
at the Rockwool Foundation Research Unit.**

Work and the Welfare State

The labour supply and welfare

In total, Denmark spends around DKK 16 billion annually on activation programmes. Of this sum, about half goes to provide income support to the unemployed people, while additional DKK 3 billion is spent on running job centres. No other OECD country currently spends as much per unemployed person on activation.

The experience of the past 15-20 years with this active labour market policy gives grounds for questioning whether Denmark has found the right formula. The very heavy emphasis on an active labour market policy has not protected Denmark from poor trends in the unemployment figures over the period since 2008. At the same time, Denmark suffers from other labour market problems such as low productivity, and these problems underline the need for detailed analyses.

This was the background for a research project that was to analyse the effects of activation, not only with regard to employment but also in terms of various social parameters such as the effect of activation on equality and inclusion within society.

Activation can reduce inequality

Torben Tranæs, Research Director at the Research Unit, presented six research working papers at a press conference held in May 2013. These studies contributed to a new understanding of Denmark’s active labour market policy. Are resources used appropriately, and are the outcomes of the policy commensurate with the costs involved? What are the social consequences of the policy, and the effects on income distribution? Torben Tranæs’ own contributions to this research included his analytical paper *Hvorfor aktivering? Et essay om den aktive arbejdsmarkedspolitik i Danmark* (Why activation? An essay on active labour market policy in Denmark).

In general terms, the analyses showed that income inequalities were reduced as a result of the expenditure on a series of active labour market programmes. Unemployment generates income inequality, and that inequality would be greater in Denmark if the country did not spend money on activation programmes for the unemployed.

In particular, it was found that bringing forward activation – i.e. obliging unemployed individuals to enter an activation programme sooner than they otherwise would – had doubly positive effects. First, more unemployed people were persuaded to seek, and find, employment. Second, a significant number of people obtained better-paid jobs than they would have done had they not participated in an activation programme.

Another analysis demonstrated that the low-paid are especially strongly influenced by receiving extra attention in the form of letters, interviews and job-search courses early on in the activation programme. This additional attention meant quite simply that more of the low-paid found work more quickly, and without having to accept less pay than they would otherwise have done.

Not only can activation directly or indirectly create greater equality, but it can also serve other objectives. ‘For example, the Rockwool Foundation Research Unit has demonstrated that unemployed individuals in activation programmes commit ›

It is not the courses or training provided during activation that are significant. It is rather the threat of having to do something in order to receive unemployment benefit that persuades unemployed people to find an alternative.

less crime on average than those who simply receive unemployment benefit. In addition, some of the money spent promotes greater social inclusion of the most vulnerable members of society – not necessarily by finding them jobs, but by boosting their social and general skills,’ says Torben Tranæs.

The research lent further support to a now familiar picture concerning the results of activation – that only rarely does the actual content of an activation programme help unemployed individuals to find work. It is not the courses or training provided during activation that are significant. It is rather the threat of having to do something in order to receive unemployment benefit that persuades unemployed people to find an alternative in terms of a job or enrolment in education. Thus, activation has a *motivational* or *threat* effect.

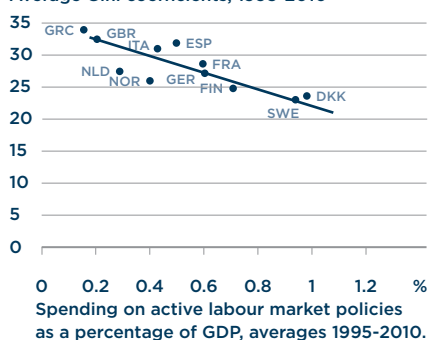
The need to maintain a critical stance

Despite the positive effects, question marks remain over whether Denmark has found the right mix of activities and the right level of intensity for its active labour

market policies. ‘Denmark’s active labour market policies should have meant that the country fared better during the recent externally-driven economic crises. But activation has shown itself not to be the all-powerful “magic potion” that could ›

Inequality and spending on active labour market policy

Average Gini coefficients, 1995-2010



Countries with low income inequality spend a lot on active labour market policies. The lower the Gini coefficient, the more equal the society it describes.

Reactions to the publication in the press

Ulla Tørnæs, spokesperson on the labour market for the Danish Liberal party, maintained that there were huge opportunities for saving money in this area without any detrimental effects on employment policy. She said:

'I fully agree that there is the potential to make savings, and at the same time we can improve the system. Parts of the policy don't work as they should, whereas in contrast, internships in companies and organisations have proved a very effective tool. There is also much to be gained by developing courses and educational programmes that have a clear relationship to specific jobs.'

Nadeem Farooq, labour market spokesperson for the Social Liberal party, said in relation to the evaluation of Danish employment policies currently being conducted by Carsten Koch, former Minister of Taxation:

'The Rockwool Foundation's report confirms the importance of radically revising our approach to the issue of employment. However, we should not make cuts our starting point. It's a question of how we can get better value for money from our active labour market policies.'

prevent steep falls in employment such as those we have experienced in recent years,' says Torben Tranæs.

It is practically impossible to analyse the *total* effect of the entire activation budget on employment, and thus on the economy overall. However, it is possible to carry out analyses of the *marginal* impact, i.e. of what would happen if the budget was adjusted slightly, for example by being reduced by DKK 1 billion annually.

Such analyses show that the additional people who enter employment as a result of activation would have to earn a salary of at least DKK 640,000 each if Danish society was to profit financially from the investment made. In fact, unemployed people who find a job after activation only earn an average of DKK 310,000 in their first year of full-time employment.

The effects on inequality and social inclusion

While the effects on employment are small on average, activation seems to have a number of more indirect social effects. What exactly are these effects? Is there any correlation between resources spent on activation and level of equality in a society?

The answer to the question of whether larger input into activation programmes correlates with greater income equality in a country is affirmative. High income inequality correlates with a low budget for activation, while less inequality is accompanied by a high activation budget.

It is not possible to determine the direction of causality from the analysis, however. It may indeed be that spending on activation directly reduces differences

in income. However, it is also possible that those countries which have low levels of income inequality for some other reason also elect to spend large sums on their active labour market policies.

The results nevertheless do suggest that there may be reasons other than purely economic ones why Denmark spends significantly more on active labour market policies than do the countries with which it is normally compared. •

The Healthy Schools Network of the Future

The Rockwool Foundation's health initiative The Healthy Schools Network was restructured during 2013 on the basis of input from an evaluation and with the intention of better aligning the network with the requirements of the latest Danish school reform.

Facts about The Healthy Schools Network

- The Healthy Schools Network was launched in 2008.
- The network is based on a broad concept of health; its goal is to help improve school students' physical health, mental health and wellbeing.
- Current network membership is 167 schools and more than 83,000 school students.
- It is free for schools to join the Healthy Schools Network. Member schools are required to select a member of staff to be responsible for health, set up a health committee, carry out physiological measurements of students and submit an annual health report.
- Students can see their own personal results by logging onto the Healthy Schools Network website.
- Member schools are offered educational programmes developed by the Rockwool Foundation at cost price (*Perspekt, Drug Rebels* and *Cool2BFit*).
- When schools have submitted their annual reports, complete with descriptions of their goals, activities and results, the Healthy Schools Network produces a health report for each school based on the school's results and health status. This report provides input for future health initiatives at the school.

Health Interventions and Social Capacity Building

The Rockwool Foundation launched its large-scale 'Healthy Schools Network' project in 2008, with the aim of helping to improve the health of Danish children. The underlying assumption was that lasting lifestyle changes could be achieved by providing information about health through schools to individual children and to their parents. The initiative focused on students in primary/lower secondary schools and their physical health. A network was set up in close cooperation with Danish schools and a number of other external organisations – a network of schools and for schools, in which everyone involved accepted a responsibility to help improve children's health.

A wider concept of health

In its early years, the Healthy Schools Network focused primarily on physical health. However, it was soon decided that it should be based on a wider concept of health that included mental health and social wellbeing. Schoolchildren's health is not just a matter of their fitness rating

or their waist measurements; to a large extent it also has to do with self-esteem, friends, family, and school itself. Thus, mental health and wellbeing came to be as important as physical health in the Healthy Schools Network, bringing about a better fit with the definition of health used by Danish schools. In consequence, the Network has come closer to being the natural place for schools to seek information, inspiration and support in their work with their students' general health.

The Danish school reform

In 2013 the Healthy Schools Network was comprehensively restructured and renewed in the light of an extensive qualitative evaluation based on feedback from school heads, school staff responsible for health, parents, and the children themselves. The aims of this process included achieving the best possible alignment with the latest Danish school reform, which will come into force on 1 August 2014. The schools themselves are working all-out to prepare for the new situation as it will be

after the reform, and the Healthy Schools network is ready to play its part.

The school reform naturally includes many features which lie outside the scope of the Healthy Schools Network, but the network and the schools will work hand in hand in a number of crucial areas. Primary/lower secondary schools are to promote students' health and support their motivation and learning, and must continually check that students are learning what they should, and that their wellbeing is satisfactory. The schools must increase the emphasis they place on students' social competencies and all-round development, and must ensure that all the children in their charge are physically active, and exercise every day. Health, physical activity, motivation and wellbeing are key concepts for both Danish schools and for the Healthy Schools Network, and both parties share underlying ideals of fellowship, networks, and pulling together. The Healthy Schools Network view of the world is thus in accord with that of Danish primary/lower secondary schools. ›



The new format of the Healthy Schools Network and the services offered to schools were presented at a stand at the annual meeting of Danish school heads in Aarhus in October 2013.

New elements in the scheme

The Healthy Schools Network provides a professional framework within which schools can work constructively and purposefully to promote health. Member schools can take advantage of a number of opportunities designed to help them achieve their own goals for improving the health of their students.

On the basis of the annual measurements that they take and the data they enter, schools can track the state of physical health for each class and for the entire school, and can compare their results with those of the other schools in the Network.

Experience with health-related measurements by participating schools indicates that this process helps schools to focus on the work of promoting good health, and gives them a better foundation for directing their efforts in this area. At the end of the school year, each school receives a health report based on its results and health status, and this provides useful input for purposeful health-related work in the future.

In addition, the Healthy Schools Network has worked in recent years with relevant experts and partners to develop a range of goal-oriented professional tools and

health-promoting teaching programmes which integrate with the provisions of the new school reform with respect to exercise and wellbeing. Network member schools can obtain these tools and programmes at cost price for use in work related to specific challenges in the areas of mental health, wellbeing and physical health.

As well as providing information about health, health data, and expert advice on a broad variety of health issues, the Healthy Schools Network makes three programmes available to schools: *Perspekt*, *Drug Rebels* and *Cool2BFit*. *Perspekt* is a training programme for teachers and ›

teaching assistants that provides schools with a new tool and a new language for working with students' emotional, personal and social skills. *Drug Rebels* is a roadshow that presents information to students, teachers and parents about narcotics and alcohol. The show is based on medical facts and true life stories, resorting neither to myths nor to scaremongering to put its message across. *Cool2Bfit* is a diet and exercise programme that aims to improve the health of overweight and physically inactive children and involves the participation of their families. The three programmes are described in more detail elsewhere in this report.

A new era

In the past year, the Healthy Schools Network has moved into a new era, offering relevant new opportunities to its members, and integrating with the newly revised Danish school system. Those elements of the old Healthy Schools Network which have previously proved effective in putting health on the agenda have been retained. This means that member schools are still required to set up a health committee, carry out health measurements and submit an annual report.

The Network Secretariat is currently working hard to develop additional

opportunities for member schools that can help them to fulfil the goals of the school reform of furthering students' wellbeing and boosting their mental and physical health. In the immediate future, the Healthy Schools Network aims to be able to offer schools even more intensive support, working closely with them and supporting them in fulfilling their responsibilities for ensuring that children thrive, develop satisfactorily, and enjoy good lives. •

Perspekt in Use

Children's wellbeing has in recent years been an important area of work for the Rockwool Foundation and has been afforded high priority. In 2006 the Rockwool Foundation began work on developing a new teaching programme in cooperation with a number of experts in the field. The aim of the programme, *Perspekt*, was to develop the emotional, social and personal skills of pupils in Denmark. *Perspekt* has been developed taking inspiration from internationally recognised researchers and practitioners in the cognitive field, especially Dr. Robert R. Ross and his work on discouraging antisocial behaviour.

The *Perspekt* course and material is linked to the Healthy Schools Network and is available to all member schools. The aim is to create a good learning environment in the classroom. School students' learning, mental health and wellbeing are all affected by the social milieu in which they work. Through a structured learning programme,

Perspekt strengthens students' ability to resolve conflicts on their own and helps to improve their understanding of rules, their respect for diversity among their classmates, and their sense of responsibility. At this stage, *Perspekt* has been trialled in a large number of Danish primary/lower secondary schools. More than 350 teachers have been trained and accredited in the use of the material, and more than 3,500 students have attended *Perspekt* courses.

The foundations of a satisfactory learning environment

At Rønbæk School in Favrskov, on Jutland, *Perspekt* has formed an integrated element of the weekly programme in the youngest school classes for the past year. Six behaviour support teachers have been trained and accredited, and they have been teaching *Perspekt* in the most junior classes. Rønbæk School made a deliberate choice to start at the school entry level, so

that the children would have a common basis on which to build as they progressed through the school system. The central element in *Perspekt* is students' own reflections, which the material seeks to prompt through a series of carefully planned activities, exercises and class discussions.

Jesper Hother, one of the accredited teachers who taught the classes, describes the material as follows: '*Perspekt* focuses on social and emotional relationships and competencies, and since these are the foundations of a good learning environment, it is essential that children have these skills in place. If they do not, academic teaching and learning become impossible. For example, *Perspekt* gives schoolchildren tools for resolving conflicts by themselves, which frees up energy and time for school work.'



During 2013 the Perspekt material was re-edited to make it more professional in appearance and to meet the recommendations of the evaluations of the Perspekt intervention.

Perspekt fits in with the new school reform

At Rønbæk School, the plan is to extend the use of *Perspekt* so that the older students also receive support with developing their emotional, personal and social competencies. Consequently, even more *Perspekt* teachers will be trained in the future.

According to Jesper Hother, the school has decided to place *Perspekt* on an equal footing with established subjects such as Danish and Mathematics, in order to ensure that the students get the most possible out of their classes. 'When a subject is prioritised and presented as something of special value, the concept is regarded as "real" teaching, which means that the

approach to it is more serious, and thus the chances of students learning from it are increased. Under the new school reform it will be even more important to devote school time to *Perspekt* or some other equivalent teaching material, since in the future great emphasis will be placed on school students' wellbeing. *Perspekt* is just perfect for the support teaching of the future, in which there will be opportunities to work on students' skills, strategies and approaches to problems,' he concludes.

A qualitative evaluation

A qualitative evaluation of *Perspekt* was conducted during the 2012-13 school year in order to assess its implementation and to collate the experiences of both teachers and students with the materials.

The evaluation showed that there was broad agreement among school heads and teachers that *Perspekt* was highly relevant for working with students' social and emotional competencies. In addition, teachers were agreed that *Perspekt* is the most well-thought-out material available in the field, stimulating more reflection among students than other materials. They considered the topic coverage and the progression through the materials to be well-planned, and the exercises to be relevant and varied. The evaluation also offered a number of recommendations for improvement, and work has been done to integrate these into the material. The full evaluation is available on the Rockwool Foundation website. •



Claire Lambert giving her personal account of the consequences of getting involved with drugs to students at Dronninggårdsskolen, Holte.

Drug Rebels – A Clear Message on Drugs

Concentration is painted on every face as a group of Danish school students sit and listen one morning to a former drug user at the Drug Rebels Roadshow telling her personal story of how the world of a completely normal teenager was turned upside-down after getting involved with drugs. The students are in their last years of lower secondary level at a school that is a member of the Healthy Schools Network, and which therefore has the opportunity to host a Drug Rebels presentation.

Drug Rebels is one of the newest elements in the Healthy Schools Network, and it focuses on improving school students' wellbeing. It was founded by Caroline Klein, and consists of a group of enthusiastic volunteers who can talk to young school students on their own level and stimulate discussion about drugs, equipping students to resist the temptation to try them. Surveys show that in Denmark 40% of young people who frequent discos have experimented with hard drugs,

and that two out of three young people have tried marijuana (Signe Ravn, 2012. *Intoxicated Interactions: Clubbers talking about their drug use*. PhD thesis. Aarhus: Centre for Alcohol and Drug Research). Since young people often have their first encounters with drugs while they are at school, lower secondary school is a good place to give them a better understanding of the consequences of drug use through a Drug Rebels presentation.

An important element in the Healthy Schools Network

In addition to the personal accounts of former drug users, the Drug Rebels Roadshow presents information about the short- and long-term consequences of taking drugs. Peter Skaning MD, of Bispebjerg Hospital, or another doctor informs the audience about the different narcotics that young people will typically encounter in Danish nightlife, citing facts and real-life examples. A short film that relates to the social environment of Danish young

people illustrates how drugs can influence their behaviour in social situations, for example at parties. This combination of a presentation with stories from real life, a related film and medical facts stimulates interest and discussion among the members of the audience and helps them to make their own decisions concerning drug use.

The health of school students is not just a matter of fitness ratings and waist measurements, but to a large extent also of self-esteem and social wellbeing. It is for precisely this reason that Drug Rebels has a key role to play in the health-promoting programme that the Healthy Schools Network offers to its member schools. The Roadshow has already been seen by 16,000 school students, primarily at upper secondary level. The aim now is to give lower secondary school students all over Denmark the opportunity to experience the presentation as well. •



One of the elements in the Cool2Bfit programme is regular physical exercise. Here, students at Pedersborg Skolen in Sorø are working hard in the gym.

It's Cool to be Fit

'One more time ... come on now ... I know you can do it' Instructions fly as the children run, jump and dance to the best of their ability. Sweat pours off them. Every Wednesday the gym at Pedersborg School in Sorø, Denmark fills with children, all participating in Cool2Bfit, the Healthy Schools Network programme for overweight and inactive children and their families. Cool2Bfit is a new diet and activity programme developed by the Healthy Schools Network in 2013 for the benefit of its member schools. Sorø is among the Danish municipal authorities that have already decided to implement the programme to help children in their area who are overweight and who need a little help to shed some kilos. The programme is an extension of the Fit for Kids concept

that the Rockwool Foundation evaluated in 2011-12, and which produced significant results from a multi-dimensional initiative aimed at helping overweight and inactive children (see the box on the page opposite). So far, more than 20 families in Sorø have opted to take part in the 40-week Cool2Bfit programme – a programme that requires the participants to change their lifestyles.

A multi-dimensional approach

The aim of Cool2Bfit is to combat overweight among participating children and to help improve their general state of health by encouraging them to make lifestyle changes, with the support of those closest to them. The work done on developing Cool2Bfit and the experience

gained from similar programmes indicate that the best way to achieve lasting results is to apply a structured, multi-dimensional approach based on the diet and exercise habits of the whole family. One essential difference between Cool2Bfit and many other diet and exercise programmes is that it requires the children's parents and any siblings to participate actively. The programme activities include dietary advice, physical exercise, and cooking evenings which focus on the preparation of tasty, healthy meals. Another important element of the programme is that it allows the children and their families to construct a joint identity and a support network with other families in the programme. •

The evaluation of the Fit for Kids diet and exercise programme

Evaluation design

The multi-dimensional programme lasted 40 weeks. It consisted of physical exercise, dietary advice and work on motivation.

80 children participated. The Centre for Inflammation and Metabolism (CIM) at the Danish State Hospital was responsible for the quantitative impact evaluation. Of the 80 children, 40 were selected to participate in the CIM's research study; they were randomly divided into two participant groups with 20 children in each. Before the programme started and after 20 weeks – i.e. at the halfway point – their general health, wellbeing, weight and fitness were carefully tested. The differences in the measurements taken before the

programme and at the half-way point, and the differences between the participant and control groups, revealed the impact of the programme.

ALS Research carried out the qualitative evaluation by means of in-depth interviews with the people involved in the project, as well as participant observations in connection with the exercise activities, the dietary advice and the coaching sessions. Most of the data were collected from nine selected families who were monitored continuously throughout the 40-week programme. Supplementary data were collected by means of a questionnaire survey among participating parents.

Results

The results from the *quantitative evaluation* showed that after 20 weeks, the children had lost weight and significantly reduced their BMI, waist circumference and body fat percentage, leading to improvements in their metabolic functioning, fitness level and self-reported quality of life. The CIM concluded that children who participated in the programme had become significantly more active, thus taking a step further away from developing the lifestyle illnesses from which they would otherwise be at risk.

The results of the *qualitative evaluation* indicated good synergy effects between the various elements of the programme. Dietary advice and physical exercise were judged to be the foundation elements of the scheme, and the high degree of parental involvement combined with the regular contact with personnel from the project organisation were of crucial and positive significance for the families' completion of

the programme. Most of the participating families expressed the opinion that the children had experienced an increase in self-esteem as a result of their loss of weight and their improved fitness, strength and stamina, and that these factors had also had a positive impact on the children's relationships with, for example, their classmates.

However, it should be noted that the evaluation results are based on short-term assessments during and right after the intervention. It still remains to be seen whether these children have been able to achieve long-lasting impacts on their general health and wellbeing.

The full evaluation will be available online at the Rockwool Foundation website after CIM has published their study in a peer reviewed journal.

What Determines the Success of Young People in Upper Secondary Level Education?

In discussion of educational policy in Denmark, much consideration is currently given to the issue of course completion and dropout rates at upper secondary level – particularly in relation to vocational training programmes, where the dropout rate exceeds one-third. A new study by the Rockwool Foundation Research Unit proposes a number of possible explanations, including the students' lack of the necessary mathematical and practical skills.

‘Motivated, mature students who are drawn towards skilled trades manage to complete their vocational training courses, even if they do sometimes struggle with the academic aspects.’

Professor Torben Tranæs, Research Director at the Rockwool Foundation Research Unit.

Work and the Welfare State

Many assumptions are made in the public debate in Denmark as to why there is such a large dropout rate from upper secondary level vocational training courses, with the notorious lack of internship places available often being apportioned some of the blame. Other reasons advanced include inadequate preparation at lower secondary school.

Whatever the truth of the matter, more than one third of all students now fail to complete the vocational training courses that they begin. Previous studies by the Rockwool Foundation Research Unit have also indicated that Denmark faces the prospect of a serious shortage of skilled labour in the future. Consequently, the Rockwool Foundation decided to grant funding for a project designed to carry out a more detailed analysis of the significance of scholastic skills for course completion.

Two approaches were used in this project: a quantitative analysis based on register

data from Statistics Denmark covering complete age cohorts, and a qualitative analysis based on in-depth interviews supplemented by a questionnaire survey to discover the views of young people themselves about their courses.

The quantitative analysis was carried out by researcher Camilla Hvidtfeldt and research director Torben Tranæs, both of the Rockwool Foundation Research Unit, and published as *Folkeskolekarakterer og succes på erhvervsuddannelserne* (Lower secondary school grades and success on vocational training courses). The qualitative study was carried out for the Research Unit by Professor Vibeke Hetmar of the Department of Education, Aarhus University, and the results published as *Unges valg og fravalg i ungdoms-uddannelserne – kvalitativt perspektiveret* (Course selections made by young people at upper secondary level – a qualitative analysis).

They did not pass at lower secondary level – but half of them successfully completed vocational training

At the end of 2013, there was much political debate in Denmark as to whether vocational training course entry should be restricted on the basis of grades in the final examination at lower secondary school, with other criteria also being taken into account. The quantitative analysis by Hvidtfeldt and Tranæs is extremely relevant to this debate, as it concerns the possible relationship between grades at the end of lower secondary school and completion of, or dropout from, vocational training.

As expected, the analysis demonstrated that the better a student's grades at lower secondary school, the greater the chance that student had of completing vocational training; a good grade in mathematics was found to be particularly important. Students who achieved a school leaving grade in mathematics of 'good' or higher ›

‘No great demands are made on students’ reading skills. Generally speaking, our students are very good at visual work, and that is what we focus on.’

Teacher at a vocational training college.

had almost twice as great a chance of completing a course of vocational training as students who failed the mathematics examination. It was also found that 84% of the students who achieved a school leaving-grade in mathematics of ‘good’ or better and who entered a vocational training course succeeded in completing it.

More surprisingly, however, it was found that a failing secondary school grade in Danish or mathematics was far from being a clear indication that the student in question would *not* complete vocational training. The analysis showed that 51% of the students who had failed mathematics or Danish before embarking on their vocational training course nevertheless completed that course. Or, as Camilla Hvidtfeldt puts it, ‘The fact that a young person has failed Danish or Mathematics at school does not say much about his or her chances of qualifying as a bricklayer, carpenter or hairdresser. In fact, one might as well estimate such a student’s chances of passing by flipping a coin: fifty percent of those who failed one or both of these subjects still manage to pass their vocational training exams.’

Torben Tranæs adds, ‘If the other criteria for admission to a course are made so that in practice anyone who fails their final lower secondary school exams in Danish or mathematics is excluded from entry, then nearly 3,500 students from every school year cohort will be denied the chance to attempt vocational training. Yet our figures prove that half of these stu-

dents would be able to complete such a course if they were given the opportunity to try.’ However, continues Torben Tranæs, the reaction in lower secondary schools to the use of final grades as an entry criterion, whether that reaction has an effect in terms of grades awarded or the academic level achieved in these subjects, might well mitigate the effect of such a policy.

The results also show that some of the students who fail Danish actually have one of the highest levels of probability of completing a course.

As the table illustrates, 81% of those who fail Danish at lower secondary level, but achieve a grade between ‘good’ and ‘excellent’ in mathematics, pass their vocational training courses. ‘This group actually has one of the highest pass rates found in the study,’ Camilla Hvidtfeldt points out.

Hard times at vocational training colleges

The relevance of the study is underlined

by trends at Danish vocational training colleges since the 1980s. Year on year, the size of each cohort of young people in the Danish population has decreased, and the proportion of each cohort choosing vocational training has shrunk. Among those students who do start courses, the proportion dropping out has risen.

Dropout rates are shown in detail in the figure on page 33, which illustrates how the proportion of vocational training students who fail to complete their courses has increased significantly over the period.

Fully 43% of the young people aged 15 in 2002 who entered a vocational training college dropped out of their courses over the subsequent ten-year period.

If we go back 20 years, and focus on students who were 15 in 1982 and who entered a vocational training college, we see that the corresponding dropout rate for that cohort was only 26%. Even though there has been some variation in dropout >

Proportions of the 1,600 school students in year 9 classes in 2002 who failed their final lower secondary school examinations in Danish and who successfully completed a vocational training qualification.

	Grade in mathematics			
	<02	<4	<7	≤12
Grade in Danish <02	42%	57%	69%	81%

Note: The grades are reported using the Danish grading scale. The grades which can be awarded in the Danish academic grading system are 12, 10, 7, 4 and 02 (pass grades) and 00 and -3 (fail grades).

rate over the period, this does not alter the fact that the rate has risen by 17 percentage points over 20 years.

As yet, it is not possible to track the educational choices that were made over a ten-year period by cohorts of young people who reached the age of 15 after 2002. However, the latest estimates from the Ministry of Education suggest that the dropout rate for the year 2012 will be 48%.

Skilled trades are a family tradition

Torben Tranæs and Camilla Hvidtfeldt also analysed the significance of a number of background variables for the probability of a person completing vocational training. Factors analysed included the significance of the parents' education, the parents' incomes, the family situation, ethnic origin and, as discussed above, grades from lower secondary school.

Various combinations of these background factors pull the chances of success in one direction or another. In the best possible combination of factors, both parents are of Danish origin, and themselves completed either vocational training or a short course of higher education. The mother is an employee with a medium-level wage, while the father is self-employed. The young person in question was living with both his or her parents during year 9 of lower secondary school. He or she is good at both Danish and mathematics.

With such a background, a student has an estimated 85% probability of completing vocational training.

Among the worst possible combinations of background factors is to be a male second-generation immigrant who failed both Danish and mathematics at lower secondary school, and neither of whose parents completed an educational programme that qualified them for a specific job. The young man's mother is unemployed, while his father has a low-paid job; he lived with both his parents during year 9 of lower secondary school. His chances of passing a vocational training course are calculated as being only 35%; two out of three young men with such a background will fail to complete the courses they begin.

Information from the interviews: Young people do not drop out because of poor reading skills

The quantitative part of the study showed that levels of skills in reading and mathematics are of equal significance in relation to the probability of students completing upper-secondary level studies, but the qualitative element of the research revealed that students at both upper secondary schools and vocational training colleges considered that their reading skills – or the lack of them – had no influence on whether or not they abandoned their courses. In fact, in Vibeke Hetmar's survey, no-one from

among those interviewed who had studied at either upper secondary school or vocational training college reported leaving a course programme because they lacked the necessary reading skills.

Interviews with the teachers on the two educational programmes largely confirmed the students' interpretations. It is true that both teachers and guidance counsellors did indicate that some students had difficulty from time to time in understanding the texts used. Nevertheless, the teachers denied that lack of literacy skills was a serious problem at vocational courses. One teacher at a vocational training college stated, 'No great demands are made on students' reading skills. It's not one of our main concerns. Generally speaking, our students are very good at visual work, and that is what we focus on. They do have to do some reading, but it's at such a very basic level that it isn't difficult.'

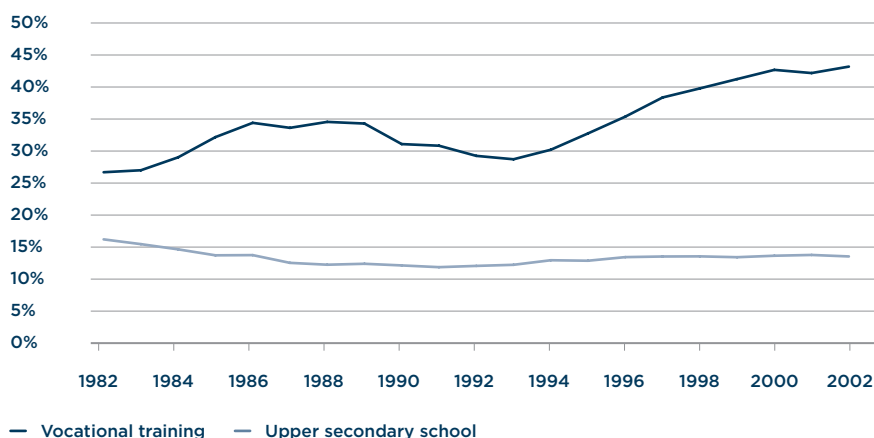
Mathematics causes problems

While poor reading skills do not create problems on the vocational courses, the situation is very different with respect to mathematics and the field of natural sciences in both upper secondary schools and vocational training colleges. More than one third of the vocational training students who had dropped out suggested that their knowledge of mathematics and natural sciences was not good enough.

There are additional problems at vocational training colleges. Many young people are quite simply unprepared for their study and insufficiently mature when they begin their courses, and this may be a reason for their dropping out. In any event, that was the opinion expressed by the college teachers interviewed. If the students also have problems with their practical skills, the difficulties begin to pile up.

Or, as Torben Tranæs summarised it in an article in the Danish newspaper *Politiken*, 'Motivated, mature students who are drawn towards skilled trades manage to complete their vocational training courses, even if they do sometimes struggle with the academic aspects.' •

Dropout rates from upper-secondary level courses



Note: The horizontal axis shows the year in which cohorts of students reached the age of 15. The vertical axis shows the percentages of students who dropped out of a course on which they had enrolled before they had reached the age of 25.

Children in Care: New Research into Causes and Effects

Like other Western welfare societies, Denmark expends many resources on the upbringing of children and young people when such children are placed in care. However, the authorities have had only limited reliable documentation available on which to base their decisions about the type of placement to select.

'It may be that the parents are unemployed, or have substance abuse or health problems. The child may not get a regular three meals per day. Or perhaps there is no-one to ensure that the child gets to school in the morning, or goes to bed in the evening. All or most of these problems, and sometimes others as well, are faced by the children who are at risk.'

Peter Fallesen, researcher at the Rockwool Foundation Research Unit, speaking of the reasons for taking children into care.

Families and Children

It is at present difficult to determine whether the practices used in Denmark in the area of placement of children and young people in care help the children affected in the best way possible – in other words, whether the money used is well spent, or if it could have been better utilised in other ways. Similarly, little is known about the causal connections between factors in the backgrounds of individual children and the probability of those children being placed in care.

In 2010 the Rockwool Foundation Research Unit published a book entitled *Når man anbringer et barn – baggrund, stabilitet i anbringelsen og det videre liv* (When a child is placed in care. The background to and stability of care placements, and the long-term future prospects of children placed in care). This book described the situation in Denmark at that time and attracted much professional interest, indicating that this is indeed a relatively unexplored topic of research in an area of considerable social importance.

The Rockwool Foundation decided that there was a need to expand the existing knowledge of the causes of placement in care as well as the effects and consequences of it, and granted new funding for further research. Work began at the Research Unit on a series of causal analyses, carried out within the general research area of 'Families and Children' – a field which has been accorded more attention by the Rockwool Foundation in recent years.

The results of this renewed research effort were published in the book *Når man anbringer et barn II* (When a child is placed in care II), which was given the subtitle *Årsager, effekter af anbringelsesforanstaltninger og konsekvenser* (Reasons, the effects of placement measures, and consequences). The principal authors were head of projects and senior researcher Signe Hald Andersen and researcher Peter Fallesen, but there were also a number of other contributors, including Christopher Wildeman of Yale University.

The book was launched at a press conference held in Copenhagen in April 2013. Present at the launch to comment on the research results were Karen Hækkerup (Social Democrat), the then Minister for Social Affairs and Integration, Eyvind Vesselbo, the spokesperson on Social Affairs for the Danish Liberal Party, and Søren Skjødt, manager of the Godhavn children's home.

Some general results

The analyses reveal that Danish expenditure on placing children and young people in care has not increased dramatically in recent years, despite the regular rumours to the contrary. In fact, since the beginning of the present century, it has remained at a level of around DKK 15-17 billion annually.

The analyses also show that the probability of children and young people being placed in care outside their own homes in the course of their upbringing has steadily diminished. In 2010, the probability of a child being placed in care during >



The three participants in the panel were, from the left, Eyvind Vesselbo (Spokesperson on Social Affairs for the Danish Liberal Party), Søren Skjødt (Manager of the Godhavn children's home) and Karen Hækkerup (Social Democrat, the then Minister for Social Affairs and Integration).

the course of childhood was 2.6%; in other words, less than three out of every hundred children aged 0-17 were affected in this way. In 1998, the probability of a child being placed in care at some point was more than twice as great, at 5.5%. However, the average duration of placements has increased. In fact the proportion of children aged 0-17 in care at any given point in time has remained stable at between 1.3% and 1.4% over the period 1998-2010.

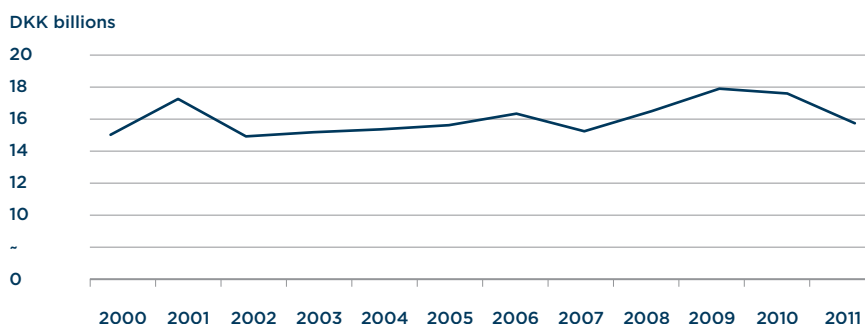
Foster families give average children a better start in life than children's homes

In one of the chapters, the book focuses on families who can take care of some, but not all, of their children; at least one of the children in the family, but not all of them, are taken into care. This excludes the most troubled families, where all the children are placed in care; and also the strongest families, where placement in care is due to some cause such as the early deaths of the parents, and where again all the children are taken into care.

The book provides documentary evidence that in the cases of such families where not all the children are taken into care it is preferable to place the children with foster families rather than in children's homes, a point which child care officers should bear in mind when faced with this decision. The researchers have investigated the future courses of life of children placed in the care of families and children's homes with respect to two important areas: education and criminality.

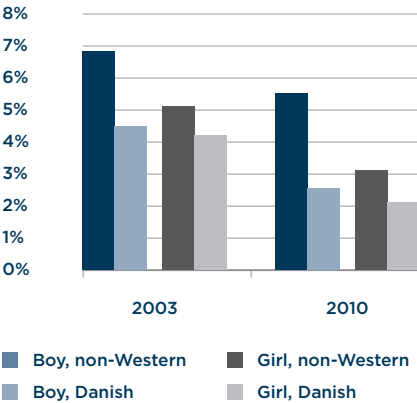
Specifically, children placed with foster families have a twelve percentage-point greater probability of being in education at age 18, and a nine percentage-point lower probability of having a criminal conviction. These results were produced after making a statistical correction for various background factors, thus taking into account the fact that there are often differences in the problems of the children that are sent either to foster families or to children's homes. ›

Total costs of care placements of children and young people. 2011 prices.



Signe Hald Andersen explains: 'What we did was to compare every child placed in care with his or her own siblings who were not placed in care. In this way, we eliminated differences in background factors from the calculations – children placed in

Cumulative probability of a person being placed in care in the course of childhood, by gender and ethnicity, 2003 and 2010.



homes typically come from more problematic backgrounds than those placed with foster families. Even when children's background is taken into account in this way, we found that placement in a foster family provides the best start.'

Andersen stresses that the results do not cover children from the most troubled families or children who cannot be placed in family care because they are physically or mentally challenged. It has not been possible to conduct causal analyses for such children.

A greater number of non-Western children are placed in care

The analyses also show that immigrant boys are placed in care much more often than boys who are of Danish ethnic origin. In 2010 the probability of a Danish boy being placed in care during the course of childhood was 2.6%, as opposed to a probability of 5.5% in the case of a boy from a non-Western family. In other words, a non-Western boy would be almost twice as likely as a Danish boy to be placed in

Proportion of children and young people in Denmark aged 0-17 years who were in care outside their own homes.

	Percent
1998	1.4
2001	1.6
2004	1.5
2007	1.5
2010	1.3

a children's home or a foster family. The probability of placement in care was also greater for non-Western girls than for girls of Danish origin, but the difference was nowhere near as great: 3.1% as opposed to 2.3%.

Karen Hækkerup (Social Democrat), the then Minister for Social Affairs and Integration, commented on this finding in the press. She felt that the higher probability of placement in care should be viewed in the light of the parents' social problems. 'Many of these families have been >

The proportion of children in care at any given point in time remained stable at between 1.3% and 1.4% over the period 1998-2010.

Når man anbringer et barn II – Årsager, effekter af anbringelsesforanstaltninger og konsekvenser (When a child is placed in care II. Reasons, the effects of placement measures, and consequences)

traumatised and have huge social problems (...) We need to solve the parents' social problems. This might be by helping them with the language, assisting them to overcome trauma, and making clear the expectations we have of them, so that we can arrive at a situation where the figures are different,' she said. She referred to a series of new government initiatives in this area. She was keen to work closely with local authorities to strengthen the 'parental obligations scheme' which could be imposed if parents did not live up to their responsibilities. Under this scheme, parents can be obliged to accompany their children to school or to participate in meetings.

Eyvind Vesselbo, the Social Affairs spokes-

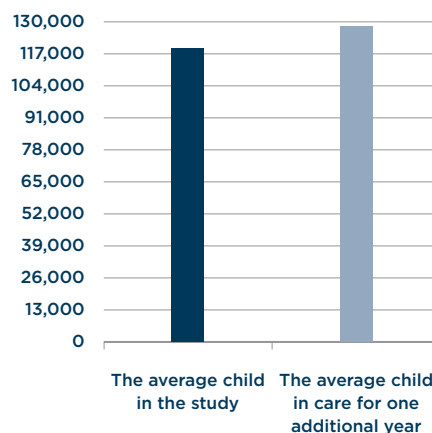
person for the Danish Liberal Party, also emphasised the responsibilities of the parents. 'Families must understand that they have a responsibility to bring up their children and to ensure that they become part of Danish society (...). We need to intervene early on and encourage parents to take responsibility for their children, rather than leaving them to run wild on the streets and fall into bad company, and finding that their children are increasingly in conflict with them.'

Longer care placements give children a better life

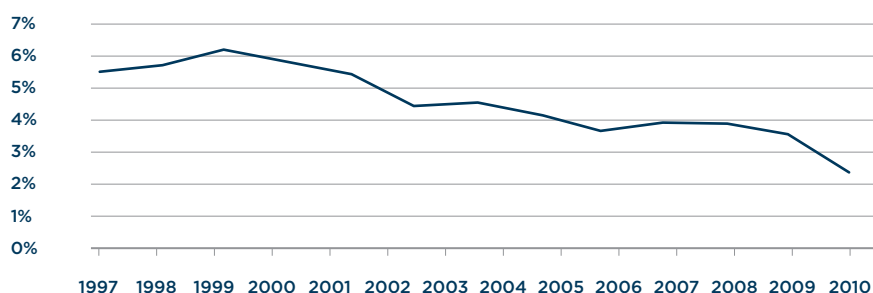
As noted previously, the average duration of placements in care in Denmark has increased since the 1990s. Does the analysis of the effects of these placements

The effect of placement in care for one additional year on the average child's gross annual earnings at age 21

Gross income, DKK



The probability of children and young people aged 0-17 being taken into care at some point in the course of their childhood.



show that there is good reason for this?

The book demonstrates that once the decision has been made to place them in care, children with social problems actually fare better if they spend a longer period placed outside their homes. As adults, people who were placed in care as children for longer periods tend to earn higher incomes, be unemployed for less time, and commit fewer crimes.

Children and young people who are in care for only short periods do not benefit much from the positive elements that >



The two principal authors behind the publication, Signe Hald Andersen, head of projects and senior researcher, and Peter Fallesen, researcher – both from the Rockwool Foundation Research Unit.

care can give. They experience the disruptive change in their daily lives that a placement involves, but they return to their parents before they have had the chance to benefit from the good things provided by the teaching and support they receive at the placement location.

'It may be that the parents are unemployed, or have substance abuse or health problems. The child may not get a regular three meals per day. Or perhaps there is no-one to ensure that the child gets to school in the morning, or goes to bed in the evening. All or most of these problems, and sometimes others as well, are faced by the children who are at risk', says Peter Fallesen, speaking of the reasons for placing children in care away from their homes.

Placement with relatives versus placement outside the family

Care within the family is to be preferred before placement in a children's home in many of the more straightforward cases. But is placement with other family members always the best solution?

The answer is not clear. 'Placement with suitable relations may reduce the risk of the arrangement breaking down and can help to create stability in the child's life. However, there are risks involved in placing a child in the care of, for example, the maternal grandmother. For that grandmother brought up the mother, who is now unable to care for her own child, and one might wonder whether the grandmother is now able to care sufficiently well for her grandchild,' explains Signe Hald Andersen, who headed the project.

In general, the results of the study show that with placement in the care of relatives, the arrangement is only less likely to break down in cases where the relatives are well suited to the task of taking care of the child.

Analyses aimed at improving practice

In the days immediately following the press conference, the results described above received a great deal of media coverage. Later in 2013 the research results were presented at a number of seminars, including some arranged by the National Association of Local Authorities, for people working in the field and for relevant decision-makers. •

Adult Second-generation Immigrants have come a Long Way in their Integration

Migration and Integration

Adult second-generation immigrants resemble the ethnically Danish element of the population more than first-generation immigrants do, and in a number of ways. Such is the main conclusion reached in a new analysis of the integration of non-Western first- and second-generation immigrants into Danish society.

The reports on the research were launched in September at a press conference. Participating in the panel were Annette Vilhelmsen (Socialist People's Party), the Minister for Social Affairs, Children and Integration; Inger Støjberg, spokesperson on integration for the Danish Liberal Party; student and blogger Tarek Hussein; and journalist, author and commentator Rushy Rashid.

At the press conference, the Research Unit presented two books, one based on a quantitative study, the other on qualitative research. The quantitative research book was written by Jens Bonke and Marie Louise Schultz-Nielsen, both senior researchers at the Research Unit, and was entitled *Integration blandt ikke-vestlige indvandrere. Arbejde, familie, netværk og forbrug* (Integration among non-Western immigrants. Work, families, networks and consumption). The qualitative study – *Tid og forbrug i etniske minoritetsfamilier* (Time use and consumption in ethnic minority families) was the work of anthropologist Birgitte Romme Larsen of the University of Copenhagen.

The countries of origin of the largest numbers of immigrants to Denmark, i.e. Turkey, Pakistan, Lebanon, the Former Yugoslavia and Iraq, were all represented in the study.

One of the findings of the research was that among second-generation immigrants, the women tend to marry and have children later in life than first-generation immigrant women do. They also divorce more frequently – in fact, even more frequently than Danish women.

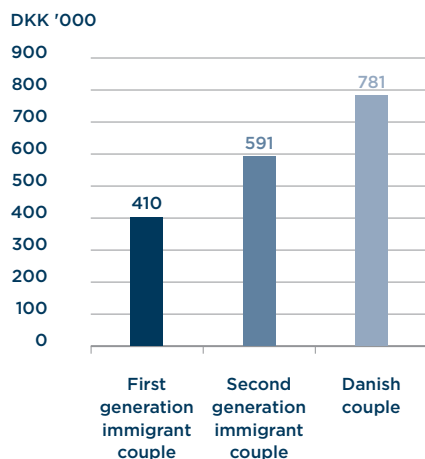
Moreover, when the women's proportions of personal household consumption were compared, only minor differences were found between Danish couples and ›



The results of the publications initiated a lively public debate, which began at the press conference. Participating in the panel were, from the left, student and blogger Tarek Hussein; journalist, author and commentator Rushy Rashid; Annette Vilhelmsen (Socialist People's Party), then the Minister for Social Affairs, Children and Integration; and Inger Støjberg, spokesperson on integration for the Danish Liberal Party.

non-Western immigrant couples in the level of financial equality in the home. Nor do the general patterns of consumption of immigrant couples and Danes differ

Average gross household income for couples aged 25-54, ten years after marriage. 2011 prices.



Gross incomes to the nearest DKK thousand, ten years after the couple's marriage.

greatly, even though immigrants are more likely than Danes to have financial difficulties, as explained below.

The trend towards Danish patterns is also evident with regard to employment. An analysis was made based on employment status ten years after a couple got married. Danish men married to Danish women had a level of employment that was close to 100% ten years after their marriage. In the case of marriages between two second-generation immigrants, almost 80% of the men were in employment ten years after the wedding. However, this was the case for only 50% of men among first-generation immigrants.

Second-generation immigrant couples earn significantly more than first-generation immigrants

Differences in integration between first-generation and second-generation immigrants were also found with regard to income: second-generation immigrants earn significantly more. The figure on the left shows a comparison of incomes among the groups ten years after marriage.

Danish couples were the largest earners ten years after marriage, with an average joint gross annual income of DKK 781,000. Second-generation immigrant couples had to manage on rather less, with an average household gross income of DKK 591,000. Lowest in the income rankings were couples where both members were first-generation immigrants; their average household gross income was about DKK 410,000 per year, or just over half that of a Danish couple.

For couples of mixed ethnic origin, it is generally the case that if one member of the couple is Danish, the joint income is greater than when that is not so.

At the press conference, Torben Tranæs, Research Director at the Research Unit, presented more detailed figures showing that the average income among non-Western immigrants who were in employment was broadly comparable to the average income for people in employment and living in Northern Jutland, i.e. around 10% below the Danish national average. ›

‘Second-generation immigrants are much better integrated into Danish society than those in the first generation. Nevertheless, there are significant numbers of both first- and second-generation immigrants who find it difficult to manage as well as Danes do.’

Marie Louise Schultz-Nielsen, senior researcher
at the Rockwool Foundation Research Unit.

Different scope for consumption

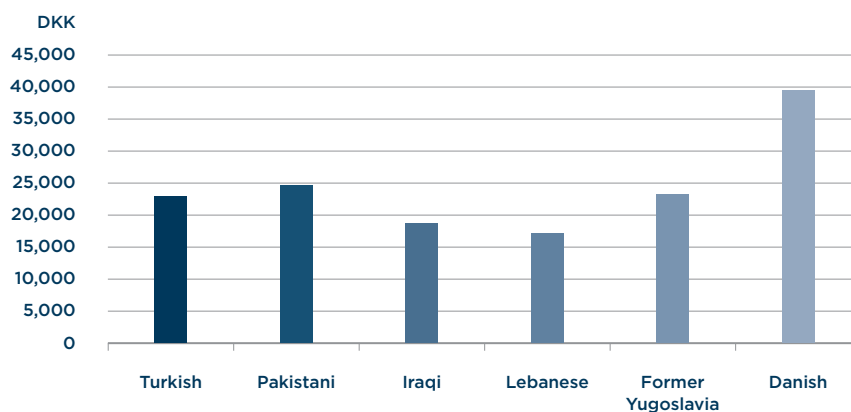
A special section of the analysis is concerned with the consumption patterns. In this particular part of the analysis, first-generation and second-generation non-Western immigrants were grouped together for a study of the amount of disposable income remaining to various groups, after deduction of tax, for payment of fixed costs and general expenditure.

In general terms, immigrant couples had half as much money at their disposal as Danish couples. While Danish couples had on average nearly DKK 40,000 to spend after tax each month, immigrant couples had only DKK 22,000 on average. The situation was worst for Iraqi and Lebanese families, who were obliged to make ends meet on DKK 18,600 and DKK 16,900 each

month respectively. Pakistani families and those from the Former Yugoslavia were best placed, with DKK 24,500 and DKK 23,800 per month respectively.

Jens Bonke comments, ‘The differences between Danes and immigrants in terms of disposable income can be seen equally clearly if we consider the proportion of ›

After-tax monthly income of households in Denmark, 2011. Ages 25-54.





The researchers who conducted the quantitative study were Marie Louise Shultz-Nielsen (on the left) and Jens Bonke (second from the right), both senior researchers at the Rockwool Foundation Research Unit. Second from the left is Birgitte Romme Larsen, an anthropologist at the University of Copenhagen, who carried out the qualitative study. The moderator of the discussion, Trine Sick, is on the right.

couples with more than DKK 30,000 per month available to them. Only 25% of immigrant families have that much money, as opposed to 65% of Danish families.'

Everyday life among immigrants

The quantitative analyses in the study were supplemented by a number of lengthy interviews with couples from non-Danish backgrounds. The objective was to gain a more detailed insight into the everyday lives of these families, and into their values and priorities. Ten families were interviewed. Some were strongly placed on the labour market, others had

a weak labour market position; but all had a positive attitude towards becoming integrated into Danish society.

The interviews revealed that these immigrants very largely shared the values that are common in Danish society. For example, immigrant women wanted to find work, and to have housework shared more equally by partners (though this did not mean that the work actually was shared by the partners concerned). Their interest in working was more than simply financial: the opportunities for association with other people and for personal

development were considered at least as important to them as earning money.

As far as bringing up children was concerned, the interviews revealed that parents want their children to grow up to be well-integrated, well-educated and tolerant human beings. However, the interviews did indicate that as a result of differences in culture, couples comprising one first-generation and one second-generation partner often have conflicting ideas about how to raise their children. •

Savings Groups in Malawi Demonstrate that they can Raise Welfare Levels

Over the period 2009-2013, the Rockwool Foundation supported the implementation in Malawi of a Village Savings and Loan project using a randomised controlled trial format in order to assess whether such a scheme was able to improve food security and general welfare in the targeted villages.

The Rockwool Foundation is one of the first organisations in the world to have carried out a scientific assessment of the impact of Village Savings and Loan Associations. The results are encouraging. In a short period of time and at a low cost, the savings groups were able to improve welfare in the targeted villages as measured by four out of ten key indicators.

Development Economics

Over the past decade, the establishment of formal savings groups has spread worldwide; they are viewed as being a low-cost and efficient way of providing financial services in remote rural areas. The results of a randomised controlled trial implementation of such savings groups have demonstrated that simply providing a lockable cash box and a short period of training in how to handle savings and loans can have a positive impact on welfare. The Rockwool Foundation Research Unit's recent impact evaluation covering 46 villages in Northern Malawi, of which 23 were randomly allocated to a savings group programme, showed that food security in the villages improved and that levels of consumption increased by more than the cost of the intervention.

In developing countries, most poor people lack the opportunities to obtain loans. They also have no safe place for their savings. In short, they live without banking facilities. But even poor households need savings facilities. Their incomes fluctuate

greatly over the course of the year. In consequence, they often save by buying animals, or simply by hiding money under the mattress. But animals may get sick or die, and savings in cash may lose in value. Village Savings and Loan Associations (VSLAs) have now been shown to be a means of overcoming some of these problems.

What are Village Savings and Loan Associations?

VSLAs consist of 15 to 25 people who meet once a week to deposit savings and to lend out the saved money within the group. The groups receive intensive training through weekly visits from a local organisation over a period of three months. They learn to control their finances, choose a board of management, handle conflicts concerning loans, keep accounts, and much more. Accounting procedures involve stamps in individual bank books, a system which is easy to follow even for members who cannot read or write. The group receives no external start-up capital,

but the training is provided free of charge.

The money is kept in a metal box with three padlocks. The keys are held by different members of the group, which ensures that no single person can access the cash. The box is opened only when all the group members are present; this makes for transparency and mutual trust. All transactions are monitored by two tellers, who are elected once a year. VSLAs contribute to making it easier for members to save up for specific investments, and ensure that the money is available when it is needed – for seed or artificial fertilizer, for example.

Sustainability is an important aspect of the VSLA scheme. Members have to prove their ability to save before they are allowed to borrow, and they can only borrow three times the amount they have saved. This helps to avoid borrowers getting stuck in a cycle of debt, as has unfortunately happened in many micro-finance projects. ›



The panel listens to comments and questions from the more than 100 people attending the press conference held to present the results of the impact evaluation of VSLAs in Malawi. From the left are Hugh Allen, CEO VSL Associates; an interpreter; Jakob Ellemann-Jensen, spokesperson on Development for the Liberal Party of Denmark; Christian Friis Bach (Social Liberal), the then Danish Minister for Development Cooperation; Helene Bie Lilleør, head of evaluation and researcher at the Rockwool Foundation Research Unit; and Ole Dahl Rasmussen, then a PhD student at the University of Southern Denmark.

The impact evaluation: a randomised controlled trial design

Assessing how great an impact an intervention has produced is problematic, because it is not known what would have happened if the intervention had not taken place. In recent years, the standard method used in medical research to test the impact of a new drug of drawing lots to allocate patients into treatment and control groups has also become widespread practice within social sciences whenever it is practicable.

In designing the impact evaluation of VSLAs in Malawi, it was not possible to draw lots to decide which individuals would be offered the opportunity of participating in a VSLA group and which would not, as the scheme requires that people volunteer and form groups themselves within their home villages. However, it was possible to determine by lottery

which villages would be the first to be offered visits from the implementing NGO to carry out training in the establishment of savings groups, keeping accounts and so on. The 46 villages in the trial region were all randomly allocated to one of two groups: those which would be offered VSLA training by the NGO in 2009 and 2010 (the 'treatment' villages), and those which would act as comparison villages and only be offered training after the summer of 2011 (the 'control' villages).

Prior to project start in 2009, and again in 2011 before groups in the control villages were given VSLA training, a team of researchers and local interviewers conducted a questionnaire-based survey among 1,775 households selected from the 46 villages. The impact of the 'VSLA treatment' on, for example, consumption was then measured by comparing the change in consumption level among households

in the VSLA treatment villages between 2009 and 2011 to changes over the same period for households in the control villages.

The evaluation was conducted by researchers from the Rockwool Foundation Research Unit and the universities of Oxford and Southern Denmark. The evaluation was among the first to be published internationally with the results of an impact evaluation of VSLAs based on a randomised controlled trial.

The impact of Village Savings and Loan Associations

Before the VSLA project began, the local organisation behind it set out a number of indicators in areas in which it was thought that participation in a VSLA might bring about changes. Ten key indicators in all were selected in the areas of savings, hunger, standard of housing, and welfare. ›

The best-case scenario was that the project would lead to improvements in all ten indicators within the four areas. As can be seen from the table below, the impact evaluation documented positive effects in all four areas, though the data did not show positive results for all ten key indicators. In summary, the main findings for each of the four areas were the following:

1. Savings:

Even though no statistically significant increase in overall saving among the *total* population of participating villages could be established, the impact data showed that average savings *among the VSLA members* increased considerably. The average increase was of USD 13 over the project period, equivalent to around ten days' consumption for a household.

2. Food security:

In 2011, the residents of participating villages each ate 0.13 more meals per day on average, or approximately one more meal per week, than the residents of the neighbouring control villages – an increase of 5%. An investigation was also made as to whether the populations of the participating villages had succeeded in shortening the period of the year during which they typically experienced hunger, but no statistically significant reduction was found.

3. Housing:

By 2011, the residents of the participating villages had seen an average increase in the number of rooms in their homes of 0.15 rooms, unlike the residents of the control villages. This represents an

average increase of 5.5%, and is equivalent to approximately every seventh household in the participating villages having built an extra room onto their houses, taking their average house size from approximately three rooms to four rooms. Building an additional room onto an existing house is the most common way of extending the size of the home in the region. On average, just under six people live in each household in the project area.

4. Welfare and income-generating activities:

The study showed that average overall consumption increased by 4.4%, equivalent to USD 0.06 per day per person, in the participating villages. This increase should be seen in relation to the average level of consumption in 2009 of USD 1.28 per day per person. However, no increases were found in the consumption of the 17 most common foodstuffs, in the number of income-generating activities, or in the amount of land owned by households.

The level of the effect

The effects found are averages for all households in the participating villages – both those that participated in the VSLAs, and those that did not participate – in comparison to households in the control villages. It is therefore probable that the actual participant households experienced even greater changes, while households that were not involved in the project did not experience the same changes. However, the analysis cannot show whether this was the case, because of the methodological design of the impact evaluation. Approximately half the

households in each of the participating villages were members of VSLAs in 2011.

What did the project cost?

It is one thing to suggest that positive changes occur in connection with participation in village savings and loan groups. However, it is just as important to investigate what it costs to achieve these changes. It is necessary to be able to compare an initiative such as VSLAs with other similar interventions. A simple calculation shows that over a period of three months, the VSLAs generated value for the participating villages equal to the cost of setting up the groups. After that time, the project generated a gain for society.

The largest expenditure in connection with the project was paying salaries to the people who trained the groups, and for providing transport to and from the villages where the groups met, as these villages were very remote. The total cost of offering to organise VSLAs in the first 23 villages over the first two years was USD 35 per household in the treatment villages.

Total consumption increased by 4.4% as a result of the project. With such a gain in total consumption resulting from introducing VSLAs into the villages, this corresponds to achieving a break-even point between project costs and consumption gains after approximately 100 days of full project implementation.

Publication of the evaluation results

The results of the impact evaluation were presented on 27 August 2013 at a press conference and discussion meeting held at Moltkes Palæ, Copenhagen. At the meeting, the initiator of the Village Savings and Loan Associations project, Hugh Allan of VSL Associates, introduced the concept, and the Minister for Development Cooperation, Christian Friis Bach (Social Liberal), and the spokesperson on Development for the Liberal Party of Denmark, Jakob Ellemann-Jensen, commented on the evaluation results. With more than 100 people attending, the press conference attracted a great deal of attention from institutions, associations, researchers and professionals concerned with the spread of microfinance and agricultural development in the third world. •

Overview of the measured impacts of VSLAs

Savings:		Housing standard:	
Total population	0	Number of rooms	+
VSLA members	+	Concrete floor	0
Food security:		Wealth & income:	
Length of hungry period	0	Number of income generating activities	0
Meals per day	+	Estimated total consumption (PAT)	+
Food consumption	0	Land ownership	0

Plus signs in the table indicate the outcomes where the analysis showed statistically significant positive impacts from offering VSLAs at village level. Zeroes show outcomes where the difference in impact found between treatment and control villages was not sufficiently great to be significant. No negative impact was found for any of the outcomes.

Inactive Children and Young People

Danish children spend a large proportion of their waking hours sitting in classrooms or in front of TV or computer screens, whereas they devote very little time to physical exercise. This is revealed by a mapping of the everyday time use of children and young people carried out by the Rockwool Foundation Research Unit. The lack of exercise, and the inappropriate use of time, may form elements in a major complex of problems which embraces a tendency to overweight, poor work at school, and poor wellbeing.

Families and Children

Just over six hours in school, nearly three hours in front of a screen and half an hour of exercise: these are all elements of the average weekday for Danish school-children aged 12-17. These results have emerged from a time use survey published in a book entitled *Bruger skolebørn tiden hensigtsmæssigt?* (Do schoolchildren make good use of their time?).

The book was launched at a press conference in Copenhagen with the participation of Christine Antorini (Social Democrat), Minister for Children and Education; Merete Riisager, spokesperson on Education for the Liberal Alliance; Benedikte Ask Skotte, former chair of Skole og Forældre,

the schools and parents association; Børge Koch, Head of the Centre for Health Promotion, University College South Denmark; and Grete Andersen, a school head.

Whether watching TV or DVDs/videos or using a computer, Danish young people aged 12-17 spend between five and six times as much of their day in front of a screen as they do taking exercise. The picture is much the same for children aged 7-11. On an average weekday, the children in the younger age group spend a little more time each – almost seven hours – at school or an after-school institution, spend a little less time watching screens

(two hours in total), and exercise for only around twenty minutes. Young people from both age groups spend even more time in front of various screens at the weekend, and devote very little time to physical exercise.

The study – which was carried out by senior researcher Jens Bonke and researcher Jane Greve, both of the Rockwool Foundation Research Unit – certainly gives cause for concern. ‘The Danish National Board of Health recommends that children and young people should be physically active for at least 60 minutes a day; the average school student certainly does not do as much as that, either on weekdays or at weekends,’ says Jens Bonke. ›



There were five participants in the panel at the press conference for the publication of the results, four of whom appear in the picture above. From the left are Grethe Andersen (Head at Vester Mariendal School), Børge Koch (Head of the Centre for Health Promotion, University College South Denmark), Benedikte Ask Skotte (former chair of Skole og Forældre, the schools and parents association) and Christine Antorini (Social Democrat, Minister of Children and Education). The fifth panel member was Merete Riisager (Liberal Alliance, Spokesperson on Children and Education)

The study also reveals that many children do not spend time eating breakfast, do scarcely any exercise, get too little sleep, and are alone a great deal.

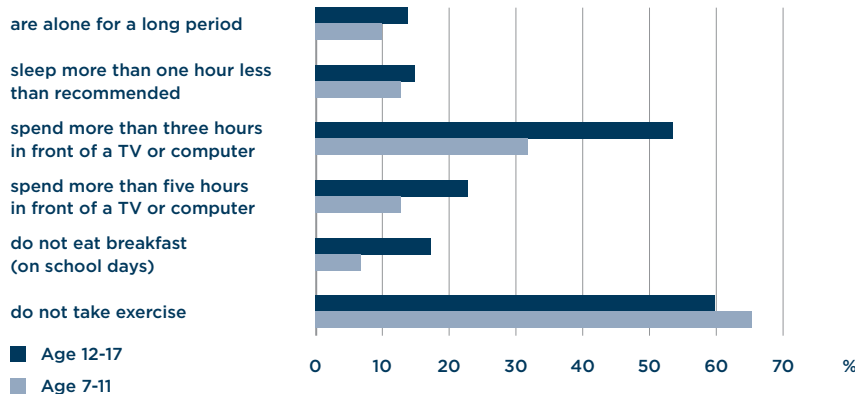
Jens Bonke is also concerned about children's lack of sleep, and the irregularity

of the sleep they do get. 'It's extremely important for children and young people to get enough sleep, both for their general welfare and in particular for how they fare in school. This is something that is perhaps often overlooked when people consider the factors that are important for school

achievement. But in fact there is every reason to emphasise the need for rest and regular hours,' Jens Bonke comments.

Overall, between one third and one half of children and young people aged between 7 and 17 do not sleep enough, and between 14% and 34% – depending on the age group – suffer from a very significant lack of sleep.

Proportions of schoolchildren who, on a week day:



Notes: Children aged 7-11 are considered to be left on their own to a large extent if they are alone for more than 3-4 hours on a particular day. Children aged 12-17 are considered to be left on their own to a large extent if they are alone for more than 4.4 hours on a particular day. 'Do not take exercise' refers to children who do not participate in physical exercise on two particular days of the week.

Two out of three children do not exercise daily

The analysis also focused on groups of children who never take exercise. It was found that two out of three schoolchildren take no exercise on an average weekday. For any given day, 63% of 7- to 17-year-olds state that they have not done any physical exercise at all.

Of the 37% who say that they do exercise, 16% say that it is for one hour per day or under, and 21% that they exercise for more than an hour.

Gender and age both play a role: the proportion of boys who take exercise is >

'The Danish National Board of Health recommends that children and young people should be physically active for at least 60 minutes a day; the average school student certainly do not do as much as that, either on weekdays or at weekends.'

Jens Bonke, senior researcher at the Rockwool Foundation Research Unit.

greater than the proportion of girls, and older schoolchildren take more exercise than the younger ones.

While 37% of boys aged 7-11 take exercise, the same is true of only 30% of girls of the same age. The same picture – that boys take more exercise than girls – is found among older schoolchildren, too. Both boys and girls in the 12-17 years age group exercise more than their younger counterparts, with 41% of the boys taking exercise, as opposed to 38% of the girls.

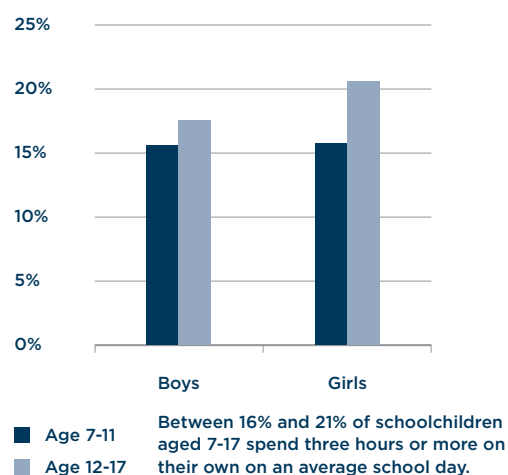
Interconnected problems

Other sections of the study show that inappropriate use of time by schoolchildren on weekdays can be a major problem. Children who use their time in

an inappropriate manner are at greater risk of suffering from poor wellbeing, of being overweight, and of performing badly in school. Around 6%-7% of children experience a combination of problems and suffer from poor wellbeing. That averages out at one such child in every school class.

The problems are greatest in those families where both father and mother have a weak degree of attachment to the labour market and have little or no education beyond compulsory schooling. At the same time, however, in these families as in all others, it is those children who get enough sleep, who eat breakfast, who take exercise, and who do not spend too much time in front of the television or a computer who do best at school. >

Proportions of schoolchildren aged 7-17 who spend three hours or more on their own on an average school day. 2009.





The study of time use of children and young people was carried out by senior researcher Jens Bonke and researcher Jane Greve of the Rockwool Foundation Research Unit.

‘There is a clear relationship between the way parents spend their time and their children’s time use. If the parents spend a lot of time on something, the children do too.’

Jane Greve, researcher at the Rockwool Foundation Research Unit.

Jane Greve elaborates on the possible connection with parents’ time use. ‘There is a clear relationship between the way parents spend their time and their children’s time use. If the parents spend a lot of time on something, the children do too.’

About the study

The book is based on a large-scale time use survey conducted in 2008-09. A

total of 7,075 adults and 1,326 children living at home and aged between 7 and 17 responded to a questionnaire and completed forms showing their time use on two selected days, one a weekday and one a weekend day. The forms were used to detail everything they did from the time they got up in the morning to the time they went to bed in the evening. In 2012, the Rockwool Foundation Research Unit

published a corresponding mapping of adults’ time use, *Har vi tid til velfærd? – om danskernes brug af tid ude og hjemme* (Is there enough working time for welfare? On time use among Danes within and outside the home) by Jens Bonke, with a contribution from head of communication Bent Jensen at the Rockwool Foundation Research Unit. •

Young People as Catalysts for Peace-building

In 2013 The Rockwool Foundation commissioned Tana Copenhagen to undertake end-line evaluations of three peace-building projects funded by the Foundation.

Poverty and competition for limited resources are often important factors in violent conflict, particularly where the underlying causes of conflict are related to the means whereby people make their living.

International Peace-building

In 2010 the Rockwool Foundation made a call for proposals with the aim of identifying interventions that find new ways of engaging young people in peace-building work and of providing them with tools for conflict resolution and the promotion of peaceful coexistence. After considering the proposals submitted, the Rockwool Foundation launched three youth-based peace-building projects in Nepal, Uganda and Burundi, all of these being countries with a long history of violent internal conflicts. The projects have now been completed and evaluated.

There were two reasons for focusing specifically on young people. First, they make up a large percentage of the population in developing countries in general, and in nations emerging from conflict and disaster in particular; they represent their countries' future. Second, since the attitudes of young people are still open to being influenced and changed, it was felt that such young people have particularly great potential for promoting lasting peaceful

co-existence. The three projects funded following the call for proposals were:

1) Burundi:

The Youth for Unity project, funded through the organisation ADRA Denmark.

2) Uganda:

The Youth Against Conflict project, funded through the organisation Caritas Denmark

3) Nepal:

The Youth and Creative Conflict Transformation project, funded through the UK organisation Responding to Conflict

The Rockwool Foundation wished to use these projects to identify innovative ideas and to document best practices in order to facilitate the possible up-scaling of the interventions to a wider range of target groups and implementing organisations. The Foundation commissioned Tana Copenhagen to undertake end-line evaluations of the three projects.

The evaluation reports and a summary of them can be downloaded from the Rockwool Foundation website.

The way ahead

The Rockwool Foundation has now revised its strategic focus in the light of the findings in the Tana evaluation. The Foundation will continue to support activities promoting peace-building in conflict and post-conflict areas of the world, such activities being understood as interventions designed to reduce the risk of a society lapsing or relapsing into violent conflict, to build up the ability of a society to manage conflicts peacefully, and to promote socio-economic development.

Some of the work currently being done in the area of peace-building suggests that economic development and people's livelihoods are important pieces of the 'peace puzzle'. Poverty and competition for limited resources are often important factors in violent conflict, particularly where the underlying causes of ›

conflict are related to the means whereby people make their living. In the future, the Rockwool Foundation will investigate the extent to which scarcity of resources and food insecurity are actually the root causes of conflict in areas where

peace-building work is planned. Wherever relevant, peace-building approaches targeting social capacity building and prevention of hunger will be prioritised. In practice, this means that in areas where conflicts are rooted in food insecurity and

poverty in general, the Rockwool Foundation may decide to support rural development interventions as a conflict mitigation tool. The Rockwool Foundation has long experience with rural development, and it is in this field that it can contribute most. •

Some of the key findings by Tana Copenhagen

Youth empowerment

In all three projects, one major achievement has been the empowerment of young people as individuals and, more importantly, as groups. There is evidence that the young people who participated gained a greater understanding of the drivers and triggers of conflict, and acquired basic skills for mitigating these. In Nepal and Uganda the project activities were primarily directed towards raising the awareness of the young people who participated.

The most significant results were observed in Burundi, where the project participants (in particular the most resourceful ones) became engaged in working on conflict resolution in cooperation with the traditional community leaders. Here, the project helped young people, both male and female, to become involved in a process of conflict resolution which had previously been dominated by older male members of society.

Generation of social capital

Another major achievement of all three projects was the generation of substantial social capital in the peace-building groups. In all three countries, the young people targeted became more aware that they were able work together to improve their own situations and conditions of life, and began to act accordingly.

The young people who benefitted directly from the projects then acted as positive role models for others. Their activities also improved the general perception of young people in their countries. According to the Tana report, the social capital generated in the groups of young people involved in the projects is likely to reduce their inclination to contribute to the escalation of conflicts in the future.

Innovation

The degree of innovativeness in the projects, and the advantages of applying an innovative approach, were also evaluated by Tana. The report stated that making efforts in the area of community mobilisation and working with young people in community groups, which were features of all three projects, do not in themselves constitute an innovative approach. However, Tana concluded that there were innovative elements in these projects that stand out and that

contributed positively to achieving the results. These included:

1. The decision to single out the more resourceful participants to be drivers of change and leaders in the processes of group formation and learning. Participants' own resourcefulness is a factor often disregarded in development projects, as the focus is always on the poorest sections of society. ›

The locations and implementing organisations of the three peace projects evaluated by Tana Copenhagen



Burundi

Youth for Unity in Burundi, implemented by the NGO ADRA Denmark.



Uganda

Youth Against Conflict in Uganda, implemented by the NGO Caritas Denmark.



Nepal

Youth and Creative Conflict Transformation in Nepal, implemented by the NGO Responding to Conflict (UK).

These projects selected and motivated the more energetic and engaged young people to act as leaders and to help to bring others into the projects.

2. Taking the young people to retreats and giving them training away from their homes (though still in their familiar environment). This meant that the participants were able to concentrate and learn without distractions. The ADRA project in Burundi expended the most resources during the initial stages on training, awareness-raising and practising conflict mitigation and resolution, and was also the most effective in generating social capital and encouraging the participants to engage in conflict resolution.

3. The decision to refrain from providing any direct funding to the groups, and only very limited in-kind contributions such as items for dance and drama. This resulted in the young people feeling a sense of ownership of the project, and consequently significantly improved the sustainability of the interventions.
4. The involvement of the authorities in the process. Where this was a feature of the project (especially in Burundi), the level of involvement of the young people in conflict resolution was the greatest, underscoring the importance of working with and through existing local institutions where feasible.

Lessons learned and recommendations for future projects

The three projects targeted areas of the world which have been scarred by conflict in the past, but the conflicts were not recent, and nor had the young people targeted for participation in the projects been actively involved themselves in the violence. Tana expressed the view that projects could make a greater difference in terms of peace-building if (1) projects were implemented immediately after a conflict and (2) the young people targeted had themselves played a role in the conflict (for example, if they were ex-combatants).

In the three projects evaluated, the projects had been implemented in contexts where there were obvious development needs, even though there were also some underlying fragilities in society that necessitated sensitivity to the past conflicts.

At all three project sites, the concerns felt by young people related to ensuring that they had a sustainable livelihood outweighed their concerns regarding to security and conflict, and they focused their attention accordingly.

Publications by the Rockwool Foundation in 2013

All publications are
available for download
at rff.dk.



Bruger skolebørn tiden hensigtsmæssigt? Om søvn, spising, motion, samvær og trivsel
(Do schoolchildren make good use of their time? On sleep diet, exercise, contact and wellbeing)

By Jens Bonke and Jane Greve.
Odense: University Press of Southern Denmark.



Farmers' choice. Evaluating an approach to agricultural technology adoption in Tanzania

Edited by Helene Bie Lilleør and Ulrik Lund Sørensen.
Warwickshire: Practical Action Publishing.



Når man anbringer et barn II - Årsager, effekter af anbringelsesforanstaltninger og konsekvenser
(When a child is placed in care II. Reasons, the effects of placement measures, and consequences)

By Signe Hald Andersen and Peter Fallesen, with contributions by Mette Ejrnæs, Natalia Emanuel, Astrid Estrup Enemark, Bjarne Madsen and Christopher Wildeman.
Odense: University Press of Southern Denmark.

Does higher education reduce body weight? Evidence using a reform of the student grant scheme

By Jane Greve and Cecilie D. Weatherall. Copenhagen: The Rockwool Foundation Research Unit.

Beskæftigelseseffekten af fremrykket aktivering (The effects on employment of bringing activation forward)

By Johannes K. Clausen and Torben Tranæs. Odense: University Press of Southern Denmark.

How scary is it? - Review of literature on the threat effect of active labor market policies

By Signe Hald Andersen.
Odense: University Press of Southern Denmark.

The wage effect of a social experiment on intensified active labor market policies

By Signe Hald Andersen.
Odense: University Press of Southern Denmark.

The motivation effect of active labor market programs on wages

By Johannes K. Clausen, Lars Pico Geerdsen and Torben Tranæs. Odense: University Press of Southern Denmark.

Labour market programmes and the equity-efficiency trade-off

By Trine Filges, John Kennes, Birthe Larsen and Torben Tranæs. Copenhagen: The Rockwool Foundation Research Unit.

Hvorfor aktivering? Et essay om den aktive arbejdsmarkedspolitik i Danmark (Why activation? An essay on active labour market policy in Denmark)

By Torben Tranæs. Odense: University Press of Southern Denmark.

Beyond the field: Impact of farmer field schools on food security and poverty alleviation

By Helene Bie Lilleør and Anna Folke Larsen. Copenhagen: The Rockwool Foundation Research Unit.

Children's health-related life-styles: How parental child care affects them

By Jens Bonke and Jane Greve. Copenhagen: The Rockwool Foundation Research Unit.

Tid og forbrug i etniske minoritetsfamilier – En kvalitativ undersøgelse af hverdagslivet blandt familier i Danmark med pakistansk, tyrkisk, palæstinensisk og irakisk baggrund (Time use and consumption in ethnic minority families – A qualitative investigation of everyday life among families in Denmark from Pakistani, Turkish, Palestinian and Iraqi backgrounds)

By Birgitte Romme Larsen. Odense: University Press of Southern Denmark.

School starting age and crime

By Rasmus Landersø, Helena Skyt Nielsen and Marianne Simonsen. Copenhagen: The Rockwool Foundation Research Unit.



Integration blandt ikke-vestlige indvandrere – Arbejde, familie, netværk og forbrug (Integration among non-Western immigrants – Work, families, networks and consumption)

By Jens Bonke and Marie Louise Schultz-Nielsen. Odense: University Press of Southern Denmark.

Publications by the Rockwool Foundation in 2013

All publications are
available for download
at rff.dk.

Effects of breast and colorectal cancer on labour market outcomes – Average effect and educational gradients

By Eskil Heinesen and
Christophe Kolodziejczyk.
Copenhagen: The Rockwool
Foundation Research Unit.

Do danish children and young people receive pocket money?

By Jens Bonke. Copenhagen:
The Rockwool Foundation
Research Unit.

Folkeskolekarakterer og succes på erhvervsuddannelserne (Lower secondary school grades and success in completing vocational training)

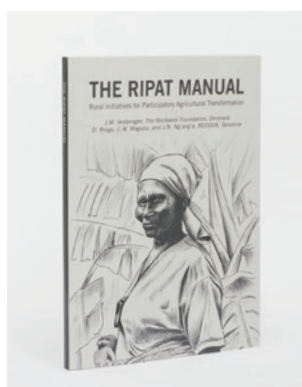
By Camilla Hvidtfeldt and
Torben Tranæs.
Odense: University Press
of Southern Denmark.

Unges valg og fravalg i ungdomsuddannelserne – kvalitativt perspektiveret (The educational choices young people make at upper secondary level: A qualitative perspective)

By Vibeke Hetmar. Odense:
University Press
of Southern Denmark.

Tax reforms and intertemporal shifting of wage income: Evidence from danish monthly payroll records

By Claus Thustrup Kreiner,
Søren Leth-Petersen and Peer
Ebbesen Skov.



The RIPAT manual. Rural initiatives for participatory agricultural transformation

By J.M. Vestergaard, D. Ringo,
C.W. Magazu, and J.N.
Ng'ang'a. Copenhagen:
The Rockwool Foundation.
(Available for download at
ripat.org)



COOL2BFT

By Tina Trane Thomsen.
Copenhagen: The Rockwool
Foundation.
(not available for download)

The Annual Accounts of the Rockwool Foundation – Summary

Statement of income 2013 Danish Kroner

Interest and dividends	56,212,114
Administration costs*	- 9,000,670
Profit before donations	47,211,444
Allocated donations	- 34,921,166

Result year-end	12,290,278
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Capital as at December 31, 2013 Danish Kroner

Tied up capital	4,806,830,500
Available capital	129,781,396

Capital and reserves	4,936,611,896
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* Board members' fees	2,070,000
One off items	1,125,660

Colophon

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Page 17

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Page 26

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