

OBSERVING CHILDREN IN DANGER IN DENMARK ONED PARIS MARCH 20, 2015

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- Search for evidence
- Early intervention
- Inclusion

Equal opportunities for socially excluded children and youth

1. Better levels of reading and math in elementary school
2. At least 50% must finish tertiary education by age 25
3. 25% reduction in crime-rate for the 15-17 year olds
4. 30% reduction in untimely termination of placements in foster-care or institutions (placement break downs)

- Search for evidence
- Early intervention
- Inclusion

- More foster care. Less institutionalized care
- Expand kinship care
- Limit the costs

- Severe budget cuts locally
- Decrease in the number of children in out-of-home care
- Fewer children in institutionalized residential care
- A slowly growing number in foster care, kinship care included
- Evidence trend misused

24-hour out of home care, 0-17 year olds in Denmark, per December 31

	2009		2011		2013	
	No.	Pct.	No.	Pct.	No.	Pct.
24-hour residential institution, total	3,077	24	2,720	22	2,442	21
Foster care, total	6,404	49	6,778	54	6,717	58
Network care	477	4	389	3	324	3
Kinship care	236	2	441	4	479	4
Group care home	2,322	18	1,937	15	1,627	14
Other	1,257	9	1,118	9	828	7
Total	13,060	100	12,553	100	11,614	100

LARGER PROBABILITY FOR:

- **Low education and labor market participation**
 - 21-30% for low level of education (only 9th grade)
 - 11-19% for receiving early pension
- **Physical and mental health**
 - 5-8% for hospitalization for somatic problems
 - 8-10% for registered mental disorders
- **Higher crime – violence and enrichment**
 - 12-14% for at least one conviction
- **26-29% lower possibility for working or being under education**

(Olsen, Egelund & Lausten 2011)

Out-of-home placement better than preventive measures, when the aim is:

- To prevent and reduce drug problems among youngsters
- To reduce heavy conflicts with parents and siblings
- To get the youngster with heavy problems back to school, into education or work and to ensure school support

(Knudsen & Lehmann Nielsen, 2010)

Preventive measures are better than out-of-home placement:

- Preventing and reducing problems with social relations, externalizing behavior and dysfunctionality in the family
- Preventing physical and psychological abuse and neglect in the family for young people with less heavy problems
- Getting the young person with less heavy problems to school, into work or into education

(Knudsen & Lehmann Nielsen, 2010)

Positive results:

- Using family therapy/family treatment as a method with preschool and school children and their families
- Strengthening the youngster's own social competences and networks to peers (not socially excluded)

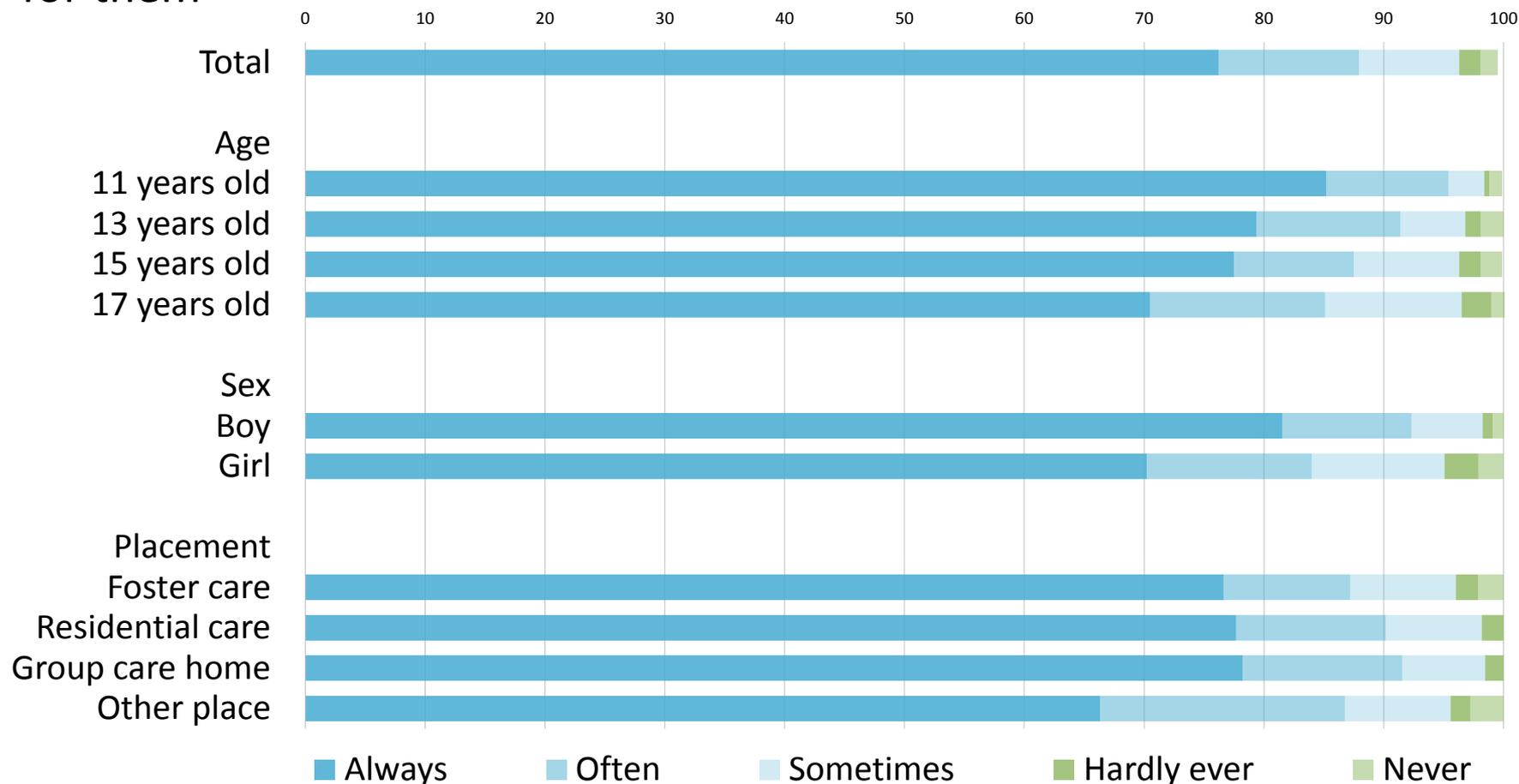
Negative results:

- Young people with drug and/or delinquency problems were worse off **AFTER** the intervention, than before

(Lausten, Hansen & Myrup Jensen, 2013)

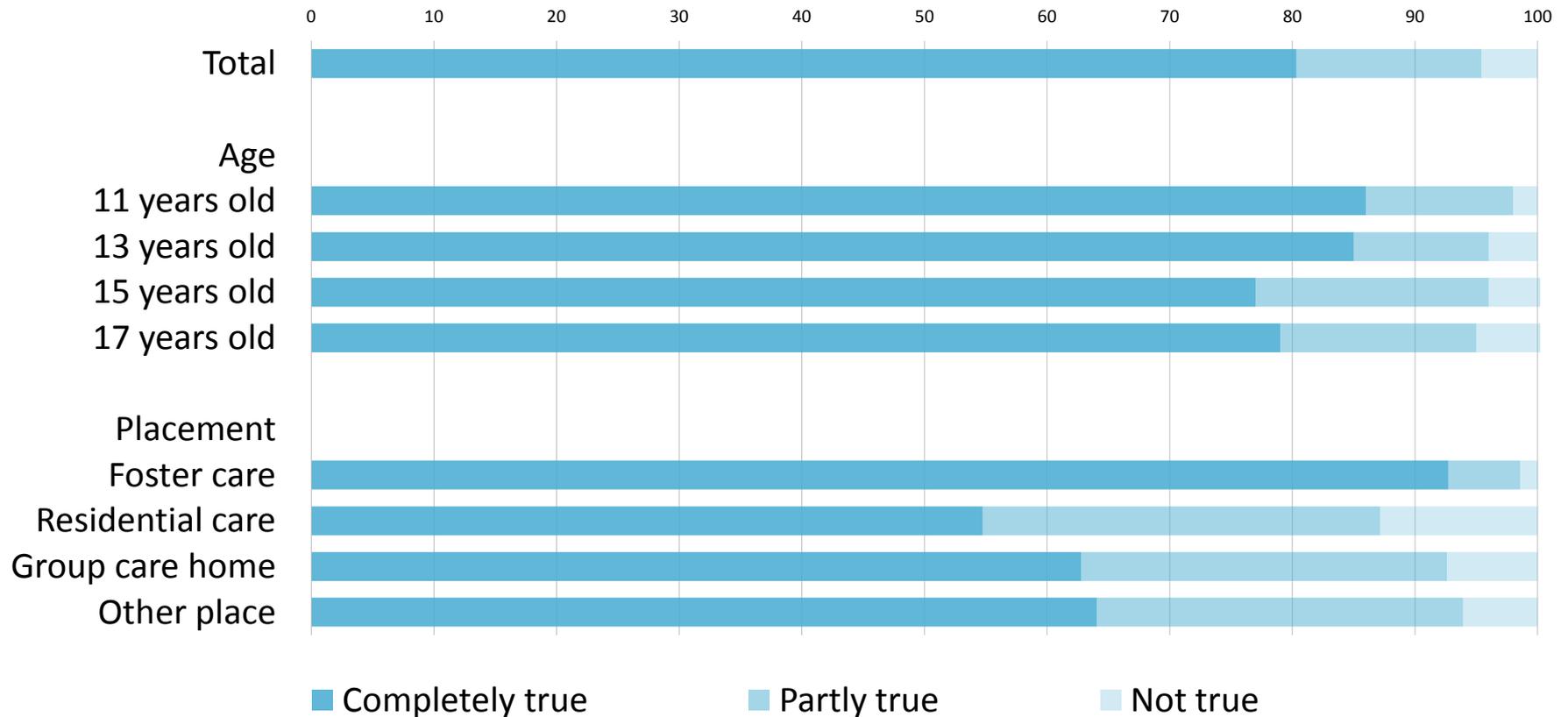
Social and emotional support in out-of-home care

Children and young people in care, who experience that the adults care for them

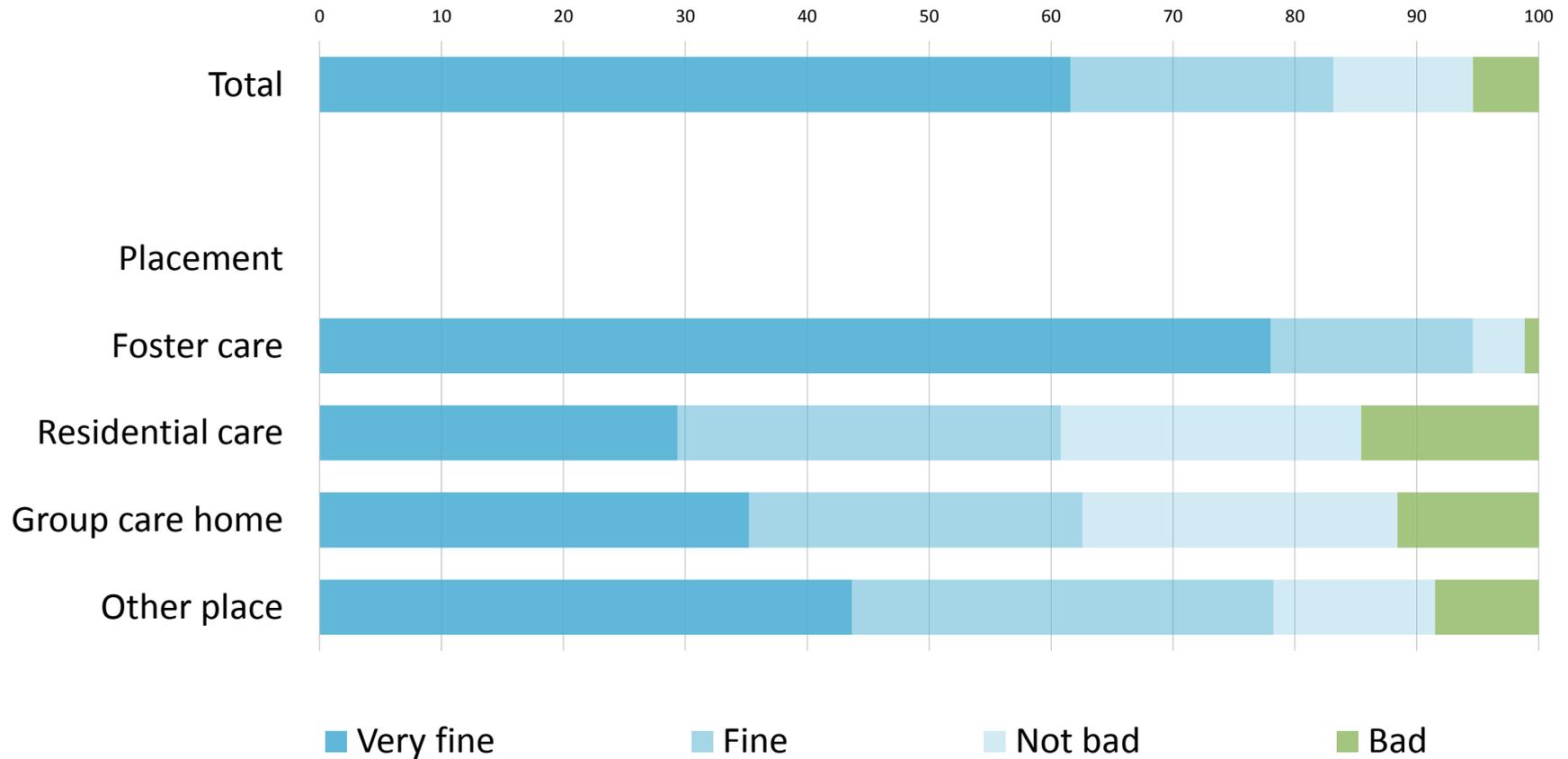


Experiencing safety and well-being in out-of-home care

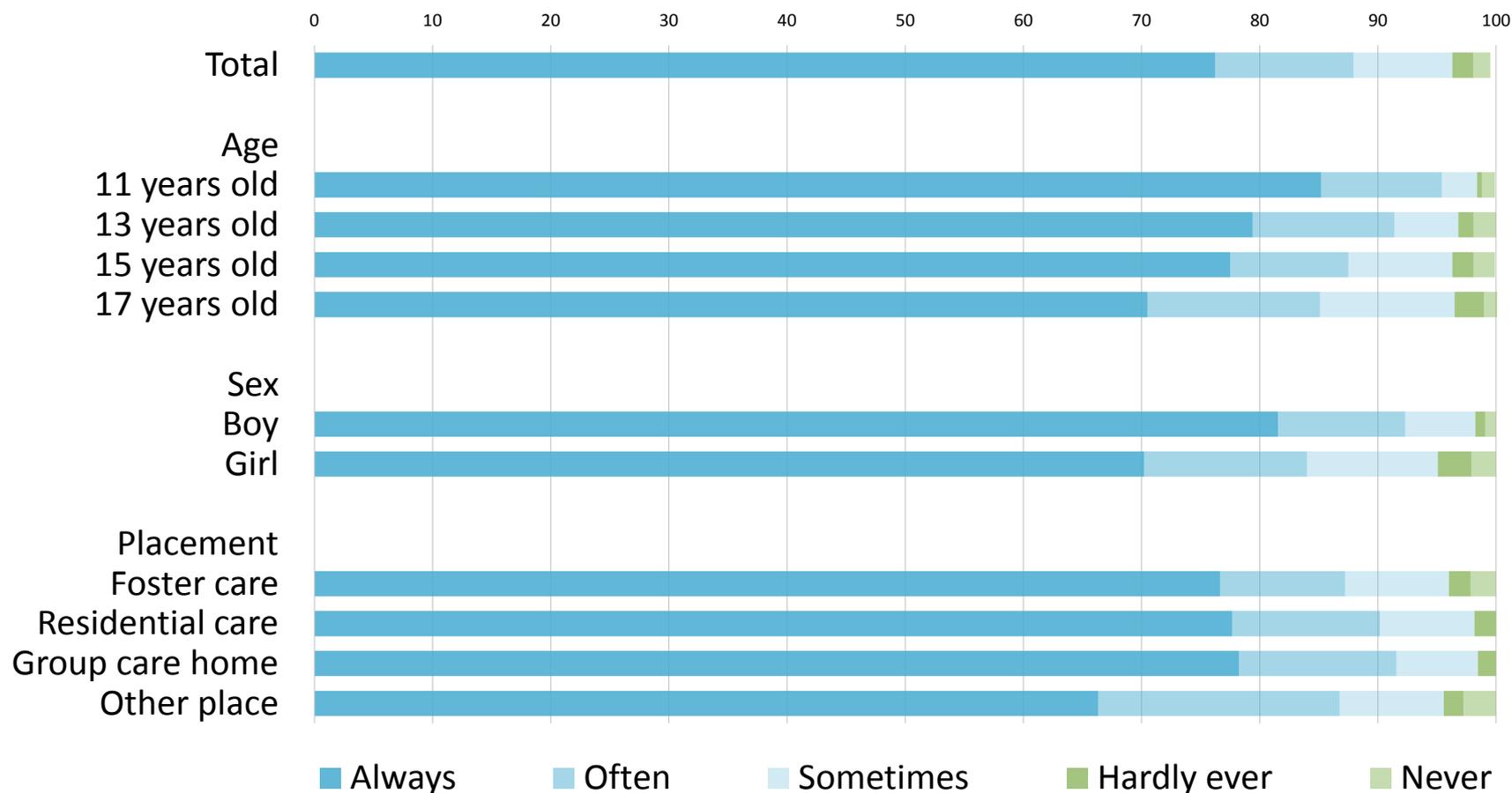
Children and young people in care who feel safe where they live



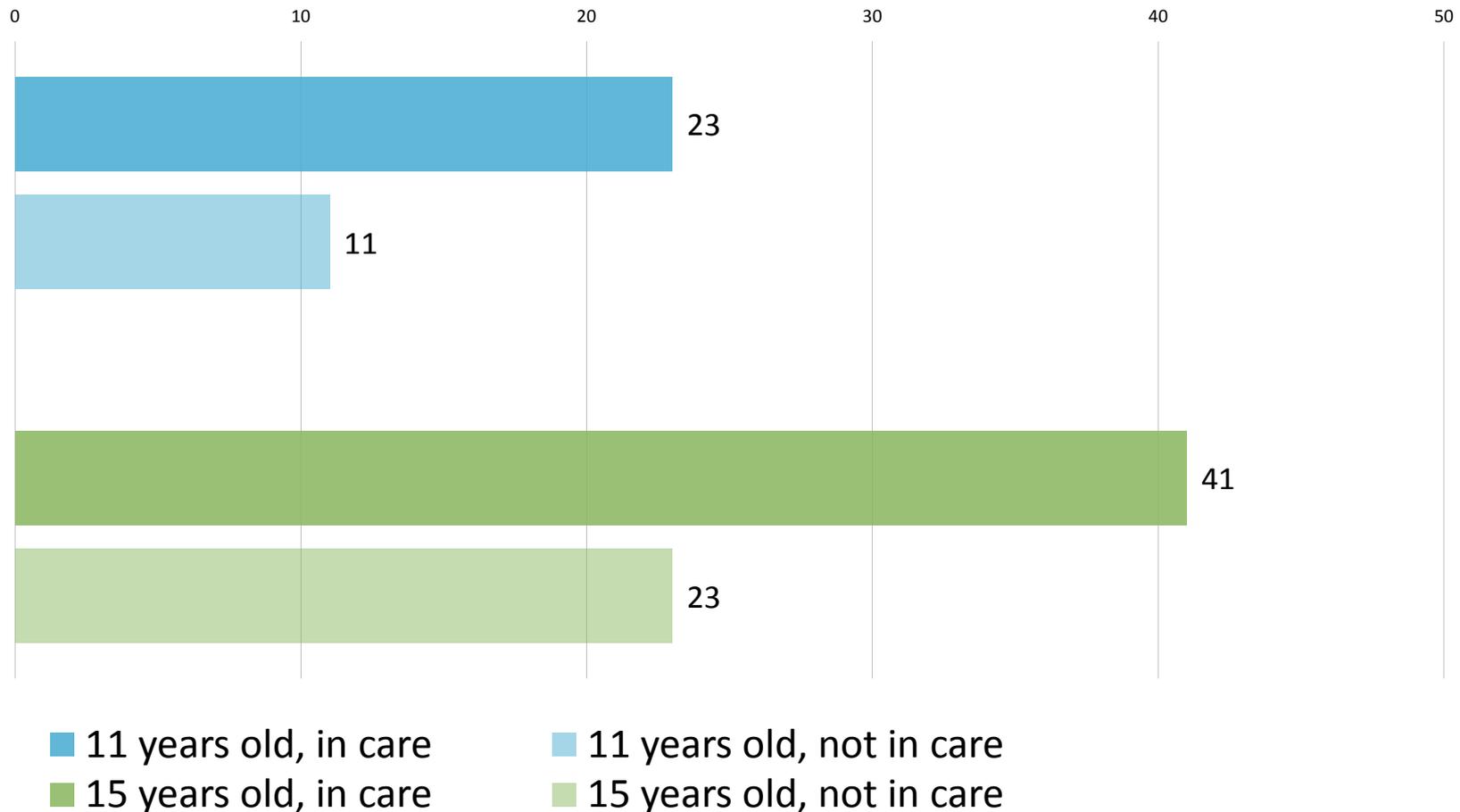
How is it to live at your care unit?



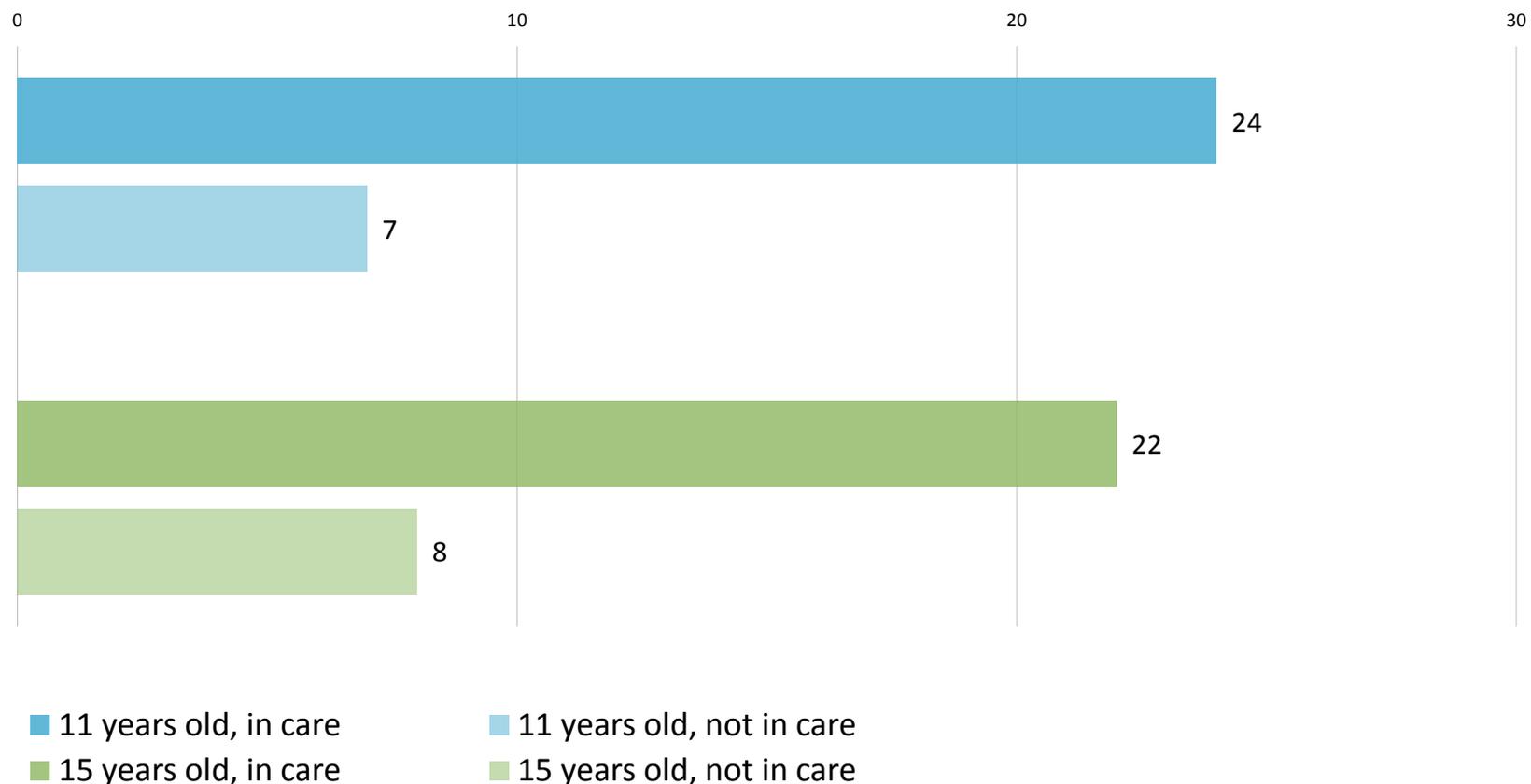
Children and young people in care: Their feeling of love and care from the biological parents



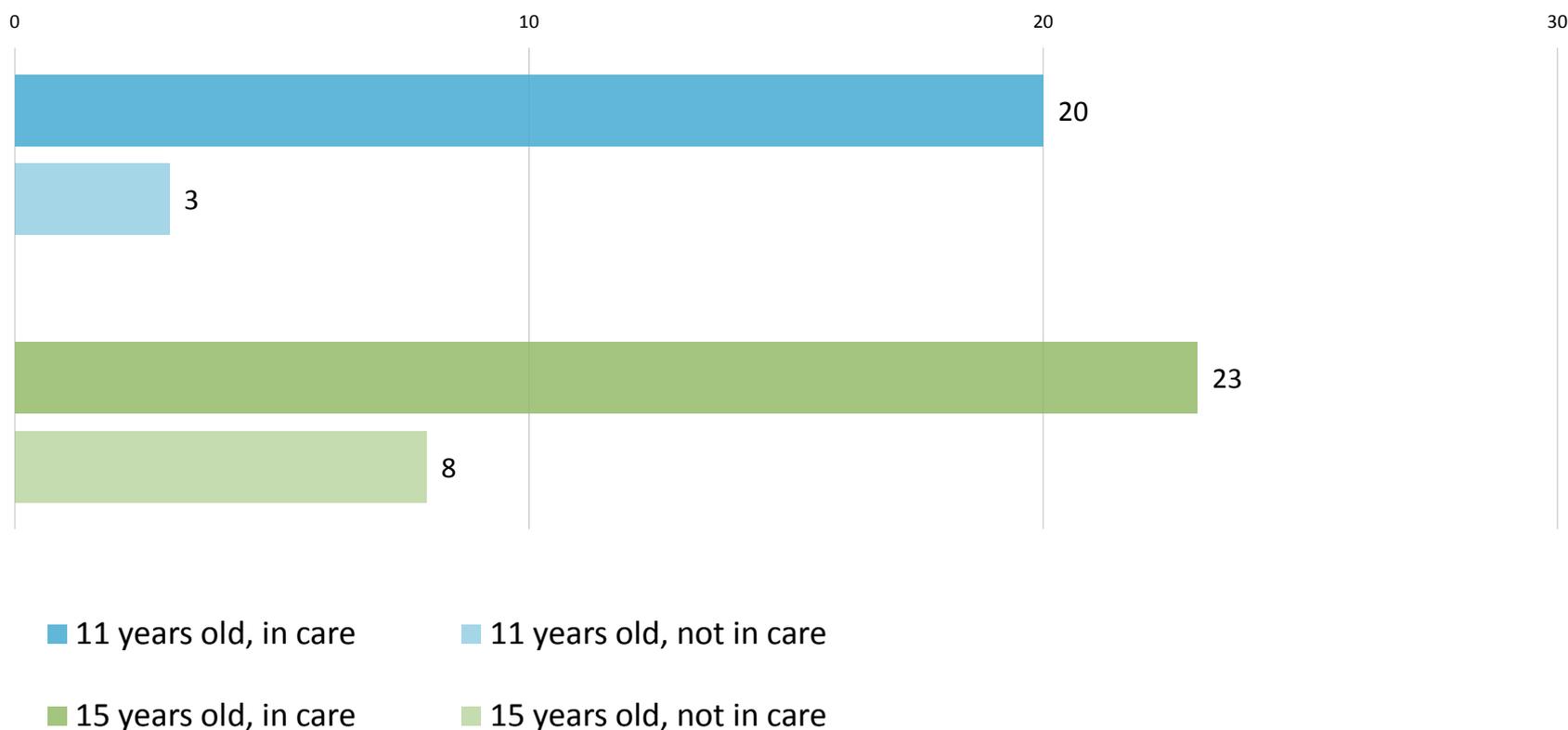
11 and 15 years old children in care and not in care that do not perform well at school



Subjective well-being for 11 and 15 year old children in care and not in care: Children beyond the normal score



Children 11 and 15 years old in care and not in care with low life satisfaction



Thank you for your attention

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Promote school performance and cognitive development of children in foster care. Impact study with two different school interventions:

- A school-based intervention inspired by the Swedish SkolFamprogramme (Tideman et al. 2011)
- A home-based intervention inspired by the Canadian 'Kids in Care Project' (Flynn et al. 2012)

Sample:

- 6-13 year olds and registered in 1st grade
- Foster care – not institution
- Are participating in general education – not in special class
- Has a radical developmental disorder

Positive difference

- Children in kinship care have stronger networks
- Children in kinship care have fewer mental problems

Negative difference

- Kinship carers not able to keep the weakest children in school/education

(Knudsen & Egelund, 2011)