

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

ANNE-DORTHE HESTBÆK, HEAD OF CHILD & FAMILY DEPARTMENT  
SFI – THE DANISH NATIONAL CENTRE FOR SOCIAL RESEARCH



- 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.
<b>24-hour residential institution, total</b>	<b>3,077</b>	<b>24</b>	<b>2,720</b>	<b>22</b>	<b>2,442</b>	<b>21</b>
<b>Foster care, total</b>	<b>6,404</b>	<b>49</b>	<b>6,778</b>	<b>54</b>	<b>6,717</b>	<b>58</b>
Network care	477	4	389	3	324	3
Kinship care	236	2	441	4	479	4
<b>Group care home</b>	<b>2,322</b>	<b>18</b>	<b>1,937</b>	<b>15</b>	<b>1,627</b>	<b>14</b>
<b>Other</b>	<b>1,257</b>	<b>9</b>	<b>1,118</b>	<b>9</b>	<b>828</b>	<b>7</b>
<b>Total</b>	<b>13,060</b>	<b>100</b>	<b>12,553</b>	<b>100</b>	<b>11,614</b>	<b>100</b>

## **LARGER PROBABILITY FOR:**

- **Low education and labor market participation**
  - 21-30% for low level of education (only 9<sup>th</sup> 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)

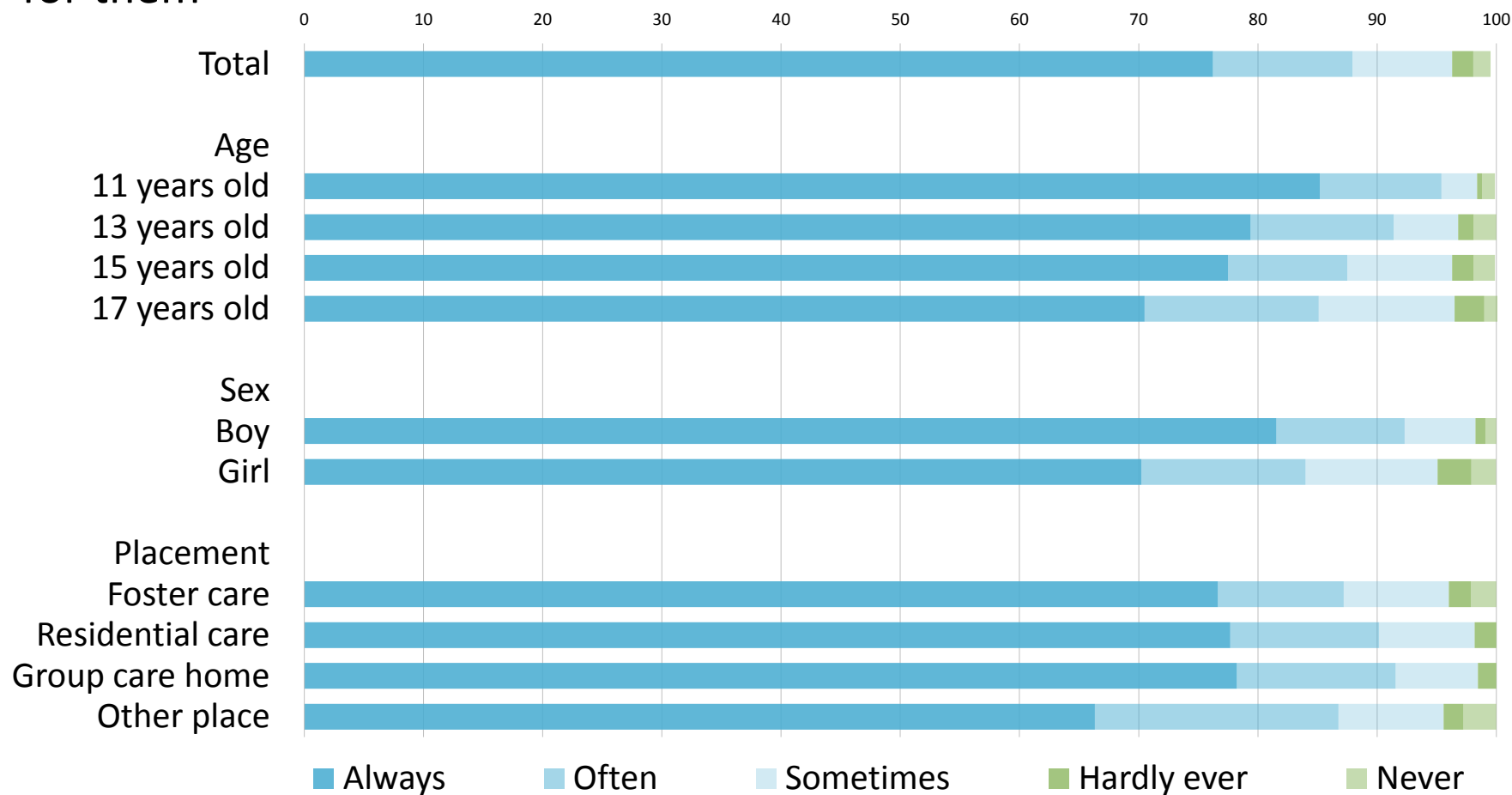
## **Negative results:**

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

(Lausten, Hansen & Myrup Jensen, 2013)

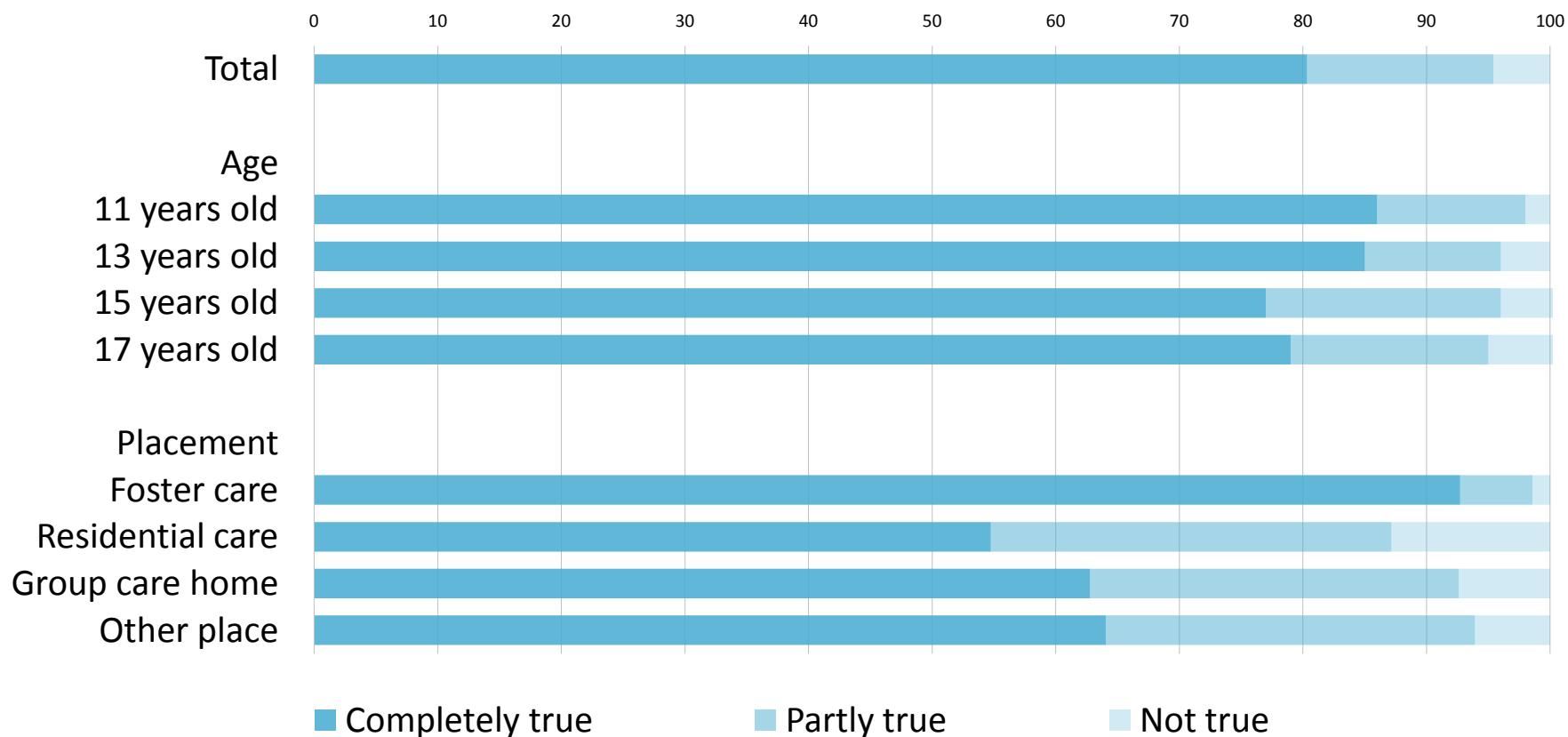
# Social and emotional support in out-of-home care

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

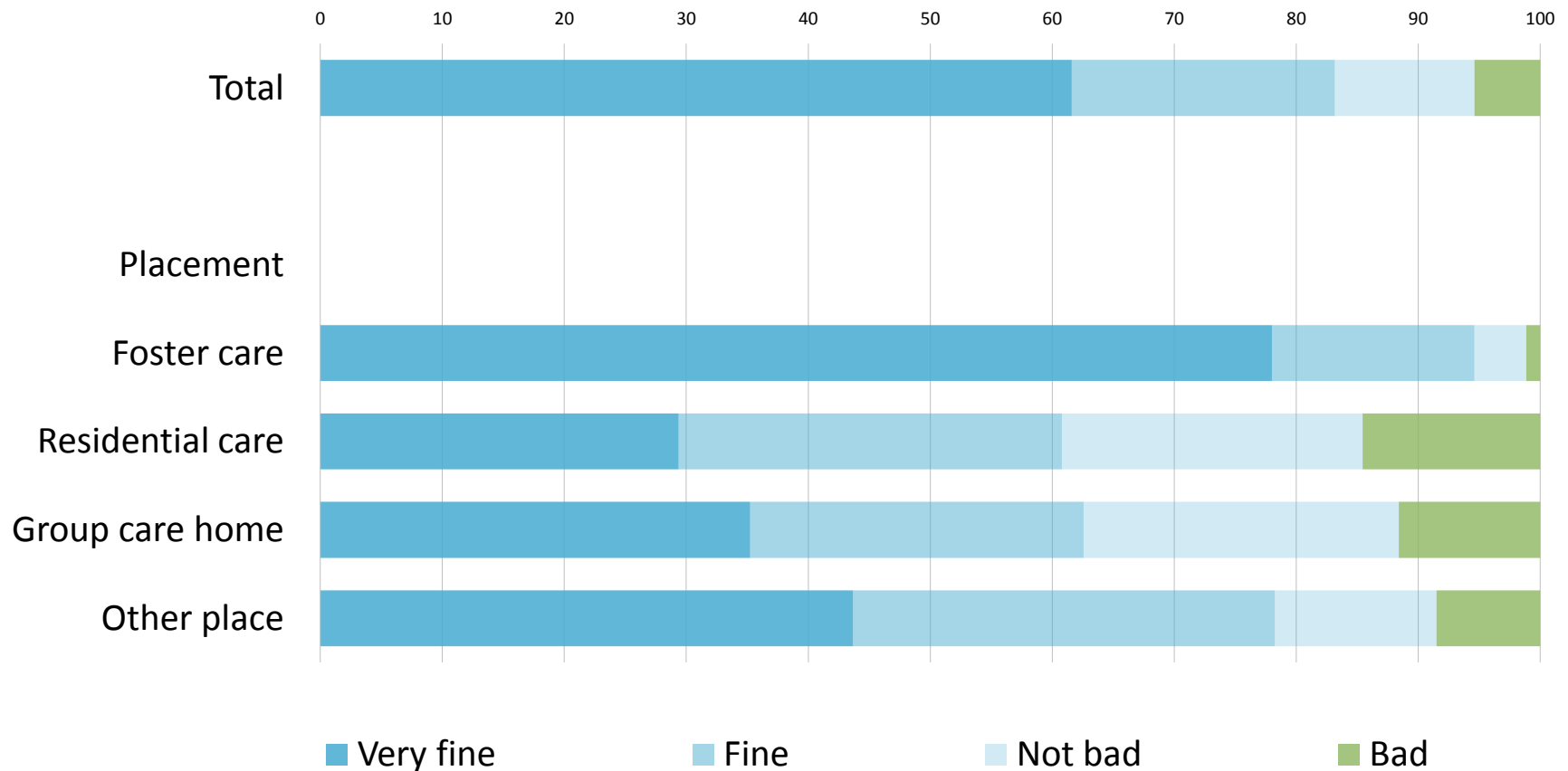


# Experiencing safety and well-being in out-of-home care

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

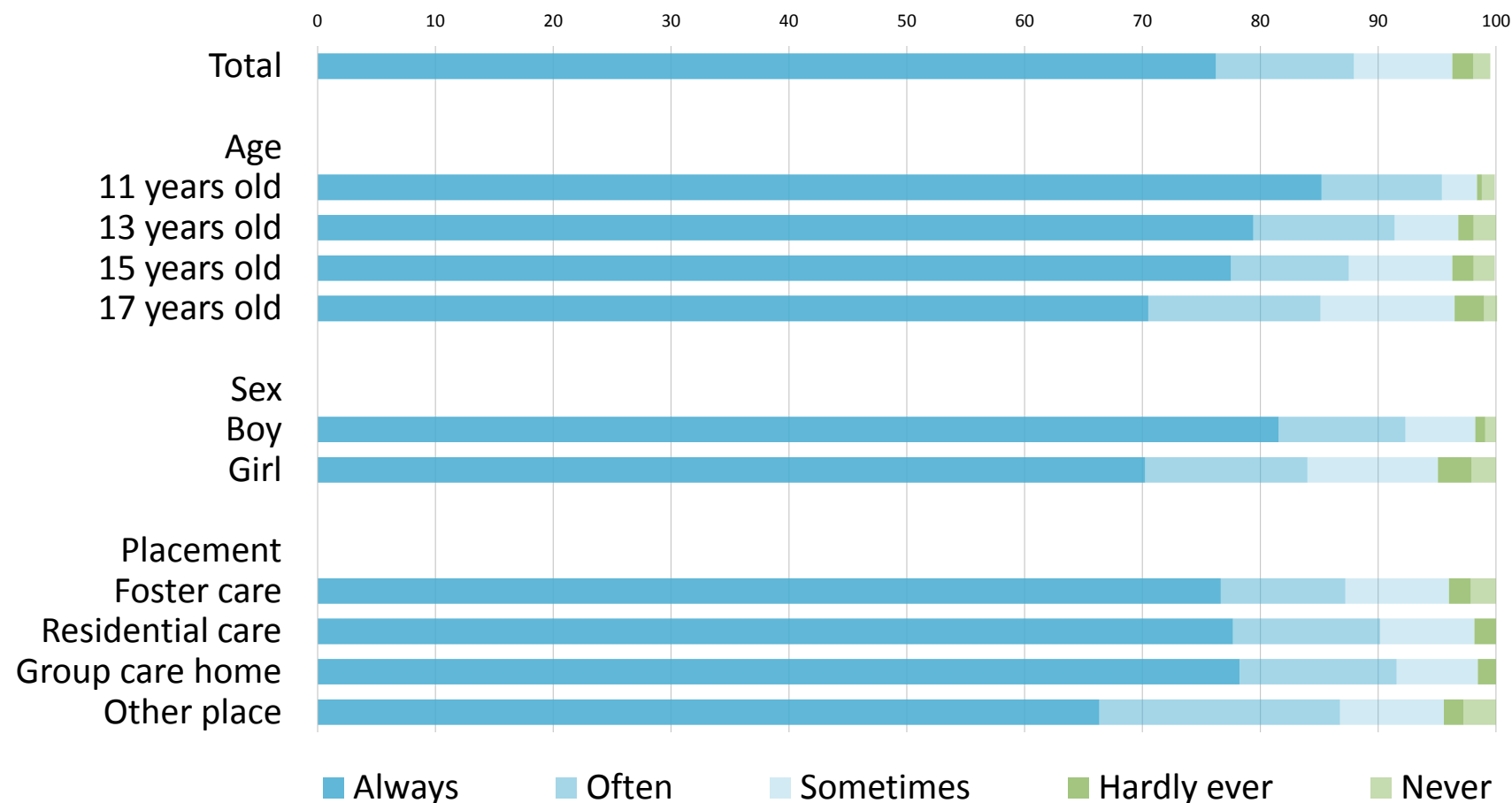


# How is it to live at your care unit?

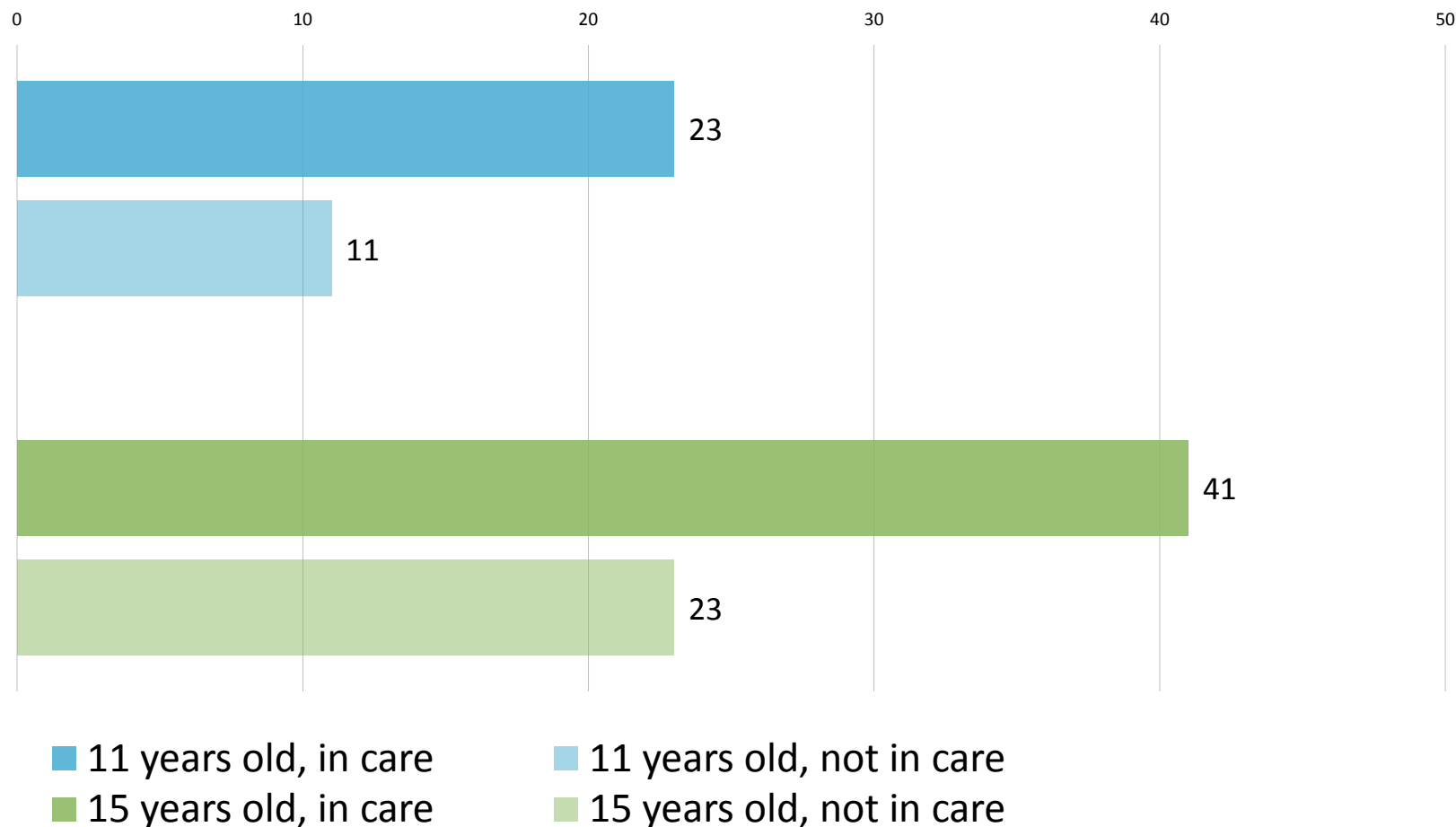


# The family attachment

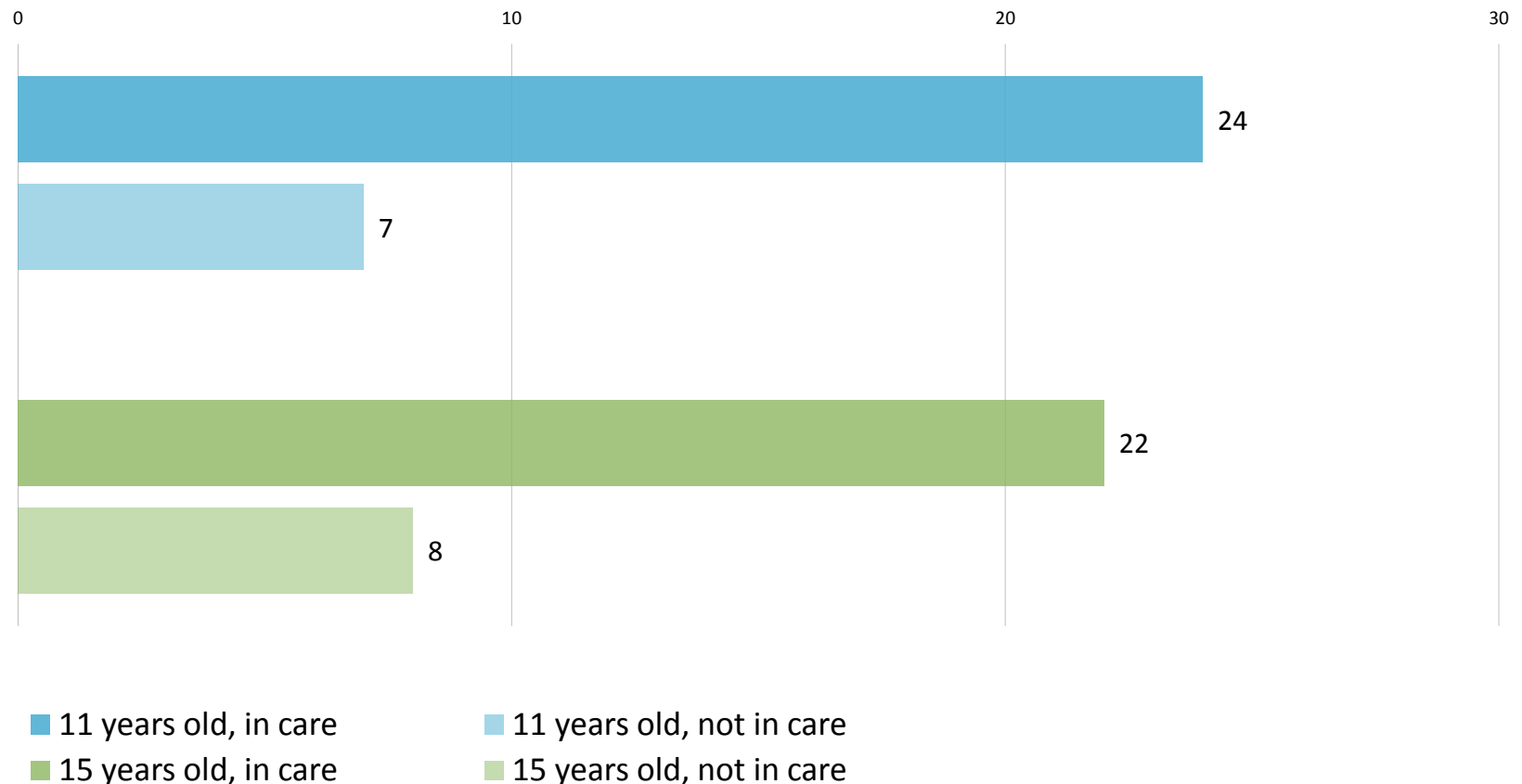
Children and young people in care: Their feeling of love and care from the biological parents



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

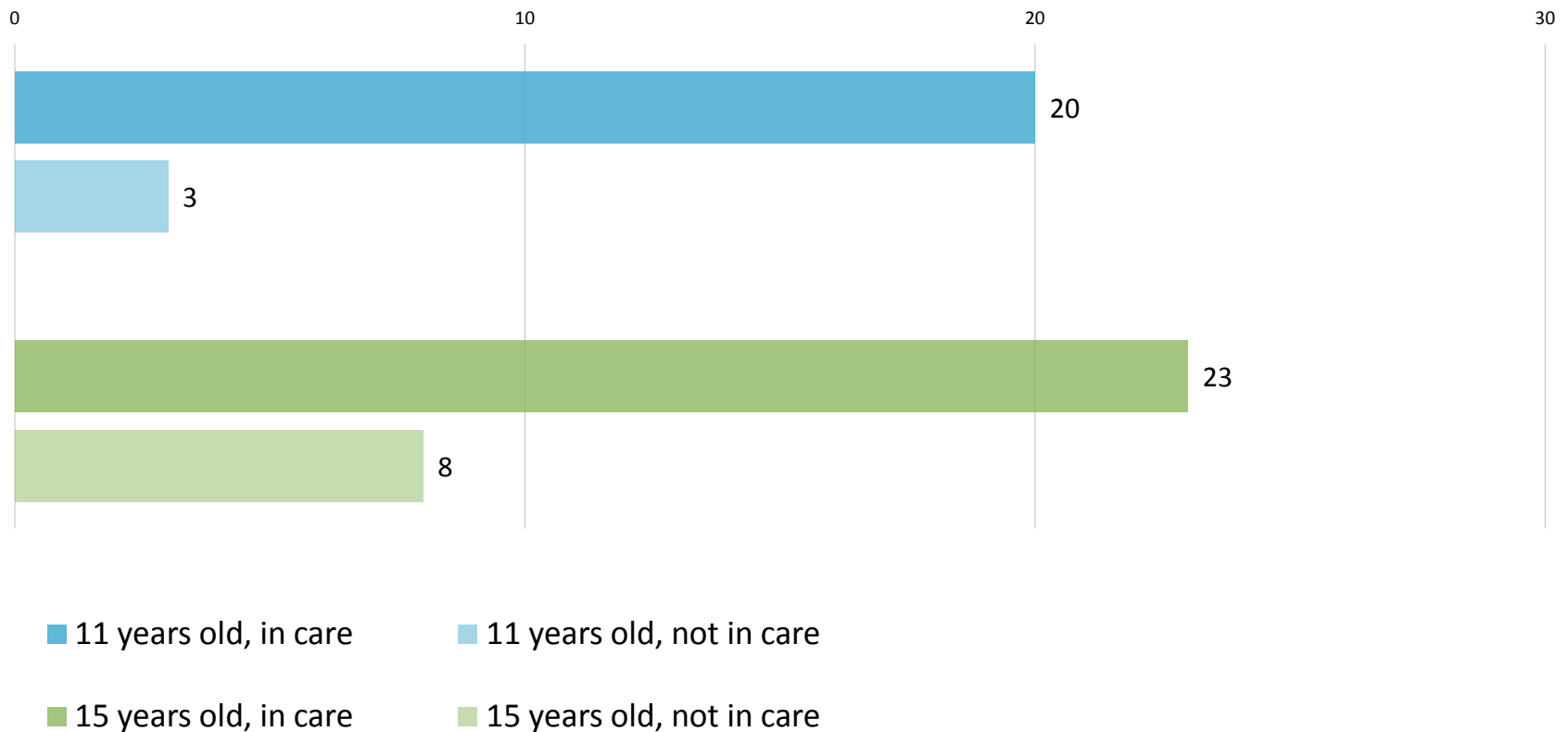


Subjective well-being for 11 and 15 year old children in care and not in care: Children beyond the normal score





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



# Thank you for your attention

Anne-Dorthe Hestbæk, [adh@sfi.dk](mailto:adh@sfi.dk)

#Anne\_D\_Hestbaek

## **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)