

-----Oprindelig meddelelse-----

Fra: Romano [mailto:p1041160@post.uni2.dk]

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Sendt til: Folketingets Oplysning

Samtale: access and control to Roma register

Emne: access and control to Roma register

att.: Datatilsynet

Klagekomité

Institut for Menneskerettigheder

Folketingets Kontroludvalg

Folketingets Retsudvalg

Council of Europe

European Commission

EUMC

ERTF

ERRC

MRG

ENAR

Dear Sirs,

we refer to complaint with Datatilsynet over the municipal electronic register over Roma, (ref 2005-311-0459, 2005-313-0303, 2003-313-0106, question 185 folketingets retsudvalg 24 March 2004, Ministry of Justice doc BB021840, klagekomité 730.7 a.o.) which

- were demonstrated to us by two social workers in their office
- the existence of which was later denied by the Helsingør Municipality,
- this denial was accepted for face value by Datatilsynet, the official Danish watchdog on electronic registers
- the existence has since been confirmed in relation to segregated school for Roma and the special social "Gipsy Office", but where the municipality now claim it is based on family names and personal interviews

and

the extended exchange of data on "aliens" in Denmark, to be exchanged with South Swedish municipalities, and to include data from the Danish Immigration Service ("Udlændingestyrelsen") as agreed in decision meeting notes from the meeting 25 August 2004 between South Swedish Skatteverket, Folkbokføringen and Migrationsverket, and the Danish Ministry of Integration, - which includes data exchanged in the particular case of Ms Sanela Kaldaras as complained to a.o. European Commission and Complaints Committée

we attach the article with translations and questions, from Helsingør Dagblad, from which it appears clear that the Helsingør Municipality has records on the segregated Roma class, which operated for 25 years,

- records which apparently show that the pupils in the segregated Roma class all end up on social welfare  
- and gives basis for political predictions by Mr Jørgen Lysemose, head of the municipal social committee that these children (who were in the future to have been visited to segregated Roma class) will now end up as the new "street children" of Helsingør Municipality

1. we demand access to these registers (documentary insight admin act and personal data act) 2. we demand minority and political control of such registers to protect against abuse 3. we demand investigation and full disclosure what has been going on, to be submitted to Ministry of Interior, Ministry of Justice, Danish Parliament should they wish this, Council of Europe, EU Commission and us.

we also wish to add that no Roma have been charged of violation of Danish state security laws or other subversive activity, and therefore the existence of these registers can not be argued from reference to state security considerations

Best regards  
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Helsingør Dagblad 14. January 2006  
Questions to the article

Front Page:

*"Flere af Helsingørs romabørn er  
det sidste halve år helt droppet ud  
af skolen efter Helsingør Kommunes  
tvungne lukning af F-klassen:"*

*"Several of Elsinore's Roma children have  
Quit the school the last six months after  
The forced closure of the Roma class"*

*"Roma-børn  
dropper  
folkeskolen"  
huge letters:  
"Roma children drop out of public school"*

How many is several?  
Which age?  
What is the reason?

Reference on front page to pages 8-9

page 8:

*"Harme blandt skolefolk i Helsingør  
efter hård kritik af deres arbejde som  
"ren apartheid" og racediskriminerende:*

*"Fury among school people in Elsinore  
after hard criticism of their work as  
"pure apartheid" and racial discrimination"*

Why is there fury?  
Do the school people consider the laws which  
Prohibit discrimination?  
Is it ok to discriminate if you are school people?

*"Romabørn dropper helt ud af skolen"*

*"Roma children drop out completely of the school"*

Why do they do that?

*"Flere af Helsingørs romabørn er det sidste halve år helt droppet ud af skolen efter Helsingør Kommunes omlægning og lukning af den omstridte f-klasse"*

*"Several of Elsinore's Roma children have in the last six months dropped completely out of school after Elsinore Municipality changed and closed the much debated F-class"*

How many children?

What do they say is the reason?

But the F-class has been stated not to close  
Until Summer 2007?

How can the children then drop out of this class

As a consequence to it having been closed?

Is it closed or not closed?

And the reorganisation?

What reorganisation has led to the children dropping out?

*"Nu er børnene sendt ud på en social glidebane som sagsnumre i socialforvaltningens skrivebords-bunker"*

*"Now the children are sent on a social slide as reference case numbers in the stacks of case documents in the social administration"*

How was it before?

If they frequented school which took them only to  
3<sup>rd</sup> year level competencies, how did they then do?

(the segregated classes started in 1982 so there  
must be a lot of statistics??)

Can they get even further down the social slide than they are today?

How?

Is this – the reference case numbers in stacks of

Case documents – the social politics of Elsinore Municipality?

Are social clients just reference case numbers in writing desk stacks of paper?

That would go a long way to explain some of the many  
Problems the Roma have complained about to the  
Complaints Committée for Ethnic Equal Treatment,  
In the "Gipsy Office" in Elsinore Municipality?

Who in the article is pronouncing on a social slide?  
Is it Ms Kirsten Moth of Helsingør Dagblad?  
Who is authoritative on the reference case numbers in  
The social service?  
Is it journalist Ms Kirsten Moth of Helsingør Dagblad?

By which authority does she report in this connection?  
Can we not get more information about the administrative  
Procedures reported in the social administration?  
The stacking of files sounds revealing?

We refer to a case where a young man was accused of lawbreaking  
And he was issued with a "Robert" paid by the social service,  
To keep him out of trouble.  
A "Robert" apparently gets 20.000 DKR per month.  
But a "Robert" is apparently only active when the boy is in school  
Not when the boy apparently makes tricks.  
Is this a decent use of social funds?  
Is it really a plush job for Danes?

*"Samtidig må medarbejdere i  
Helsingør finde sig i at blive udskreget  
I vide kredse som dem, der har gjort  
Sig skyldige i racediskrimination  
Og apartheid".*

*"At the same time employees of Elsinore Municipality  
has to accept that they are screamed to the World  
as being guilty of racial discrimination and  
apartheid"*

Who is cited for this?  
Is it the opinion of journalist Ms Kirsten Moth from Helsingør Dagblad?

Is it the analysis of Ms Kirsten Moth that they have been screamed out?  
Is to be screamed out to the World not a fairly negative term?  
Does this mean that Ms Kirsten Moth disagrees with  
The rulings of the bodies, who according to the law are  
Competent to rule in cases of discrimination?

Does this mean that Ms Kirsten Moth denounces these decisions?  
Or is it the publicity around the decisions she denounces?

In other cases f.i. before Elsinore City Court  
Colleagues of Ms Moth have not restrained themselves  
In criminal reportage concerning Roma.  
What is the difference in the publicity around the cases?  
Have there been a ban on publicity in the cases  
Concerning discrimination which Ms Moth mentions?

*"Helsingør: Flere af de romabørn, som  
hører til blandt Helsingørs mest udsatte  
befolkningsgruppe, er inden for det  
sidste halve år droppet helt ud af skolen"*

*"Elsinore: Several of the Roma children,  
which belong to the most exposed of population groups  
in Elsinore, have dropped completely out of school  
over the last six months"*

How many are several?  
Why are the Roma among Elsinore's most exposed population groups?  
Why is it exposed?  
What is it exposed to?  
Is it only in Elsinore this group is exposed?

If there are more than 20.000 Roma and descendants  
In Denmark, are they all in Elsinore?  
If they are not then where do the other live?  
How are they doing?  
If there is a difference, why?  
If there is no difference why is there so much publicity about Elsinore?  
Are any differences due to the Roma?  
Or do other municipalities manage otherwise?

*"Det er sket efter at kommunen blev  
tvunget til først at omlægge den  
særlige f-klasse, dernæst til helt at  
lukke den omstridte klasse lige før  
jul"*

*"This has occurred after the municipality was  
forced first to reorganise the special F-class,  
and then to close the much debated class completely  
shortly before Christmas"*

What reorganisation has taken place with the Special F-class?  
How was the municipality forced to reorganise the F-class?  
Who decided which organisation was to take place?  
Who was involved in the planning of the reorganisation?  
What was the legal foundation for the reorganisation?

How precisely were the Roma children and the Roma parents involved in the planning of the reorganisation?  
Who formulated the paper if any which the parents had to sign concerning the reorganisation?  
Did this paper exonerate the municipality and did it state that the Roma accepted the reorganisation voluntarily?  
Or were they only informed after everything had been decided?  
Has the special F-class been closed?  
Before Christmas?  
Has the mayor not stated the class will continue until Summer 2007?  
Has the children been offered education after Christmas 2005? When?  
What education?  
Has the municipality contacted the Roma parents after Christmas 2005?

*"Kritikken er haglet ned, både fra ind- og udland. Fra menneskerettighedscentre, fra statsamt og fra EU".*

*"The criticism has hailed down both from Denmark and from abroad. From centers for human rights, agencies of ministry of justice and from the EU"*

From which centers for Human Rights has criticism hailed on the municipality?  
What is the reason for this?  
From which agencies of ministry of justice has the criticism come?  
What is the reason for this?

What criticism has come from the EU?  
Can we see this criticism?  
Is Ms Moth sure it is from the EU?

*"Medarbejderne i Helsingørs skolevæsen er nu også blevet beskyldt for at have drevet et system, der kan sammenlignes med apartheid"*

*"Employees of Elsinore school authority*

*have now also been accused of running a system which can be compared to apartheid”*

Who did this?

What is the background for the accusation?

Is journalist Ms Kirsten Moth disagreeing with this?

If she is not disagreeing, why is the sentence formulated like this?

Can the system be compared to apartheid?

Why (not)?

Why is this system different from apartheid?

*”Selv om både skoleledere, politikere og medarbejdere, der i dagligdagen har arbejdet med Helsingørs roma-børn og deres familier i mange år, har anbefalet at fortsætte dette særlige skoletilbud, har selv EU-ministre taget sig tid til at fordømme undervisningsformen og kaldt den for racediskriminerende”*

*””Even if school masters, politicians and employees who have worked with Roma children and their families daily for many years, have recommended to continue this special school offer, even the EU ministers have taken time off to pass condemnation on this form of education and has called it racial discrimination”*

Does journalist Ms Kirsten Moth believe that the people who

Works with a subject in practice always are the ones to know best?

Does Ms Moth believe that it is up to one side to decide in a case?

Which EU ministers took time off to condemn the educational method?

What precisely is it in the educational method they condemn?

Does Ms Moth cite anybody or is it her opinion?

Where and when have the EU ministers called the educational method racial discrimination?

*”Social glidebane”*

*”Social slide”*

What is a social slide?

How does Ms Kirsten Moth measure the movements on the social slide?

What is base and when does it start and end?

Are the movements only one way?



*”Romabørnene og deres familier  
er nu sendt ud på en social glidebane,  
hvor børnenes fremtid kan komme til  
at stå på analfabetisme og et elendigt  
liv på laveste sociale rangtrin”*

*”The Roma children and their families have been  
sent out on a social slide, where the future of  
the children can be analfabetism and a rotten  
life at the bottom of the social ladder”*

How are the Roma children and their families sent on a social slide?

Who is dispatching them onto the slide?

Can you not withdraw them from the slide?

Can you help them to help themselves to withdraw from the social slide?

Can only other people withdraw the Roma from the social slide?

Can only white people help the Roma away from the slide?

What about the analfabetism?

How many of the children in the Roma classes over the last 25 years are analfabets?

How far removed from analfabetism are they?

What is a miserable life according to Ms Ms Kirsten Moth?

How do the Roma children get a miserable life?

Why do the Roma parents get a miserable life?

How does this compare to their life today?

How does it compare to their life 30 years ago?

How does it compare to their life 20 years ago?

How does it compare to their life 10 years ago?

What does Elsinore Municipality intend to do

In order to ensure that the Roma children do not get a miserable life?

What does Elsinore Municipality intend to do to ensure that the  
Roma parents do not get a miserable life?

Is the life they have today a good life?

Is this because of the special F-classes?

How have the F-classes contributed to giving them a good life?

The special F-classes started 25 years ago -

So how have the life been for the Roma children during these 25 years?

How does this compare to the lives of the Roma children who  
Went to normal Danish classes?

Are these Roma children happy today they went to Roma class?

Would they not prefer to have gone to normal Danish class?

How is the lowest social class defined?  
In which social class are the Roma parents placed today?  
Is there a difference between parents with children in  
The normal classes and in the special F-class?  
Why is that?

*” – De sejler nu uden mål og med,  
omklamret af velmenende, udenforstående  
”halal-hippier”, siger en harm skolekonsulent  
i Helsingør Kommune, Inga Nielsen, der er  
en af landets førende kapaciteter inden  
for tosprogs-undervisning i Danmark”*

*”- They sail as without sail or dudder,  
swamped by outside do-goodders,  
”halal-hippies”, says an angry school consultant  
in Elsinore Municipality, Ms Inga Nielsen,  
who is one of the leading experts on education  
of bilingual pupils in Denmark”*

What is the difference between before and now  
When the Roma children do no longer frequent the special f-class?  
What more precisely is the difference?

Who, more precisely, is it that is outside, swamping do-godders  
And ”halal-hippies”?  
Is this to be understood as insults?  
Is Ms Inga Nielsen intent on insulting the persons who have  
Considered and ruled in the discrimination complaints on the Roma classes?  
How do you, more precisely, become a ”halal-hippied”?  
Is do-goodder also a demeaning expression?  
Is swamping an insult?  
What is the reason to insult these people?

Has Ms Inga Nielsen taught in Romani?  
Have the Roma children been taught in Romani?  
Have they been taught in English?  
German? French? Serbo-Croat?  
Have they been taught in other languages than Danish?

Who has designated Ms Inga Nielsen as a leading expert in

*"I et debatoplæg i Politiken er hun gået skarpt i rette med flere af de eksperter i ind- og udland, som har været med til gennem teoretiske diskussioner og redegørelser at sørge for lukningen af Helsingørs omdiskuterede f-klasser (F for ekstremt højt fravær, red.)*

*"In a debate contribution in POLITIKEN newspaper she criticises sharply several of the experts in Denmark and abroad, who through theoretical discussions and reports have contributed to the closure of the much debated F-classes in Elsinore ("F" for extremely high absenteeism, editor's note)*

Sorry, I did not read this debate, but what Documentation does ms Inga Nielsen put forward In her debate contribution?

How does she refute the experts in Denmark and Abroad?

Has Ms Inga Nielsen assessed the practical and theoretical Results from Eastern Europe to improve school attendancy Of Roma children?

What about the school resultts from Malmo, Sweden?

Is Mis Inga Nielsen aware that there are schools where Roma Children are doing quite well in normal classes?

Has Ms Inga Nielsen studied the success factors?

The editor writes F for extreme absenteeism.

Is the editor aware that in the complaints case ref no 730.7

In the Complaints Committé for Ethnic Equal Treatment

That this was about a Roma pupil who had been placed in

Roma class directly upon moving to Elsinore Municipality from

Another municipality, and that there was no prior absenteeism

In Elsinore or the other municipality?

This means that the reason for visiting this pupil to the

Special F-class could very difficult be described as extreme absenteeism?

And when it was not extreme absenteeism what was then the reason for

Placing this pupil in Roma class?

Could there be another principle acknowledged by Ms Inga Nielsen which led to the placement in Roma class, apart from extreme absenteeism?

*”Men især de to forfattere, Malene Grøndahl og Carsten Fenger-Grøn, til en kronik i Politiken Om Helsingørs romaer, om f-klasserne og om Racediskrimination, har fået bægert hos Inga Nielsen til at flyde over”*

*”But especially the comments in a feature article by the two writes Ms Malene Grøndahl and Mr Carsten fenger-Grøn in POLITIKEN newspaper Has filled the cup to overflow with Ms Inga Nielsen”*

Sorry, without reading this feature, what is Racial discrimination in this context?  
Is there any (theoretical) basis for calling the f-classes for racial discrimination?  
Is it ok to discriminate Roma?  
Does the purpose justify the means?  
Are there no other ways?

*”De sejler nu uden mål og med. Omklamret af velmenende, udenforstående ”halal-hippier””*

*”They are now sailing rudderless and without sail swamped by wellmeaning outside ”halal-hippies”*

Oh, are they now? I met some of them in the Supermarket today. Not exactly swamped. I saw very few wellmeaning do-gooders in the supermarket, Probably it was my mood at fault. There were also not many outsiders, probably because it was A cold day. Especially I did not see any ”halal-hippies”. But I couldn't be sure – what do they look like, precisely?

*”- Når diverse instanser, som jeg normalt sætter højt, udråber os som diskriminerende, bliver jeg krænket”*

*”When various authorities whom I normally respect very much shout that we are discriminating, I'm offended”*

Are the writers Ms Malene grøndahl and Mr Carsten Fenger-Grøn Authorities?  
And does Ms inga Nielsen normally have a lot of respect for them?  
Are they also various?  
What other authorities does Ms Inga Nielsen refer to?  
Which authorities does she normally have a high respect for?  
Which of these authorities have declared her discriminating?  
Why precisely have they done that, then?

*”- Når jeg hele mit arbejdsliv har kæmpet  
de små og de svages sag bryder jeg mig ikke  
om at blive anklaget for at have været med  
til at skabe apartheid-tilstande i Helsingør.”*

*”- When I all my working life have fought for the  
small and the weak I don't like to be accused of  
having been involved in creation of apartheid-  
conditions in Elsinore”*

No, probably most people in this situation would feel upset.  
Are there apartheid-conditions in Elsinore?  
If not, why have some people then apparently said so?  
Are these postulates then completely unfounded?

Is it the various authorities who have postulated such a thing?  
Or is it the "halal-hippies"?  
What about the various rulings in committees on the f-classes, then?  
Are they theoretic?  
What precisely is theory?  
What precisely is practice?  
And is practice always better than theory?  
Why are Roma children then to go to school, if practice is better?  
Can they not learn to clean from practice?

Is Ms Inga Nielsen herself fully satisfied with her life's fight for the small and the weak?  
Has she become more or less satisfied? As has it always been the same?  
Why (not)?

*”Det er en grov og meget alvorlig beskyldning,  
specielt når man tænker på, at forfatterne ikke  
kender noget til dagligdagen i skolerne her,  
siger Inga Nielsen og kalder kritikerne af  
Helsingørmodellen for skrivebordsgeneraler”*

*”It is a coarse and very serious accusation, especially when  
you consider that the authors do not know the next thing  
about the practical day-to-day work at the schools here,  
says Ms Inga Nielsen and calls the critics of the "Elsinore Model"  
for desktop generals”*

Now what is the definition of an accusation?  
Why is the criticism an accusation?  
Has it anything to do with Ms Inga Nielsen having all her life fought for the small and the weak?  
But how about the Roma?  
Are they the small and weak?  
Are there other small and weak Ms Inga Nielsen has fought for?  
What are the equalities and differences?

Is there a difference in where the small and weak go to school?

Or is it an accusation because it is a criticism?

When is criticism criticism and when is it an accusation?

When is criticism allowed? Relevant?

What about the Roma parents, who today are sorry they were

Visited to Roma-class and have tried to prevent their own

Children from being placed in Roma class?

*”Marginaliseret*

- *Initiativtagerne til at indbringe at indbringe*

*Romasagen til center for Menneskerettigheder*

*Kan takke deres store interesse for f-klasserne*

*For, at elevgruppen nu er totalt*

*Marginaliseret, fremfører Inga Nielsen i*

*Sit debatindlæg i dagbladet Politiken”*

*”Marginalised*

- *The people who initiated to bring the complaint about*

*Roma case to center for Human Rights can thank their great*

*Interest in the f-classes for this group of pupils are now*

*Being completely marginalised, says Ms Inga Nielsen in*

*Her debate contribution in POLITIKEN newspaper”*

Thank you very much!

I, as chairman of ”Romano”, have been one of the people,

Who took this initiative, based on the complaints from the

Roma, and now Ms inga Nielsen thank me for my great interest!?

The first complaint, the first ”school case”, was on the basis of and with

Written power of attorney from a Roma family, which had their economy

Completely ruined by the ”Elsinore Model”, because for each day their child was absent from

school due to illness, the social service deducted two days of pay,

Even if they worked, and the child was left with the guilt of having ruined the family economy.

Furthermore they were asked to pay for a doctor’s certificate for the child’s illness, even if there

was no legal foundation for this.

The second "school case" was based on a family claiming their middle child was being discriminated, because it was placed in special Roma-class, but the elder and younger were placed in normal class. It was also on written power of attorney.

A third complaint was a request for free legal aid to bring a case before a court of law for a young Roma man, who was refused to complete his secondary education. It was by written power of attorney.

Now, how are the Roma children and their parents being marginalised because some Roma families complain over discrimination?

Is it perhaps a result of retaliation?

How can I thank myself for marginalising other Roma if I represent by written power of attorney Roma who complain they are being discriminated against?

Is marginalised meant in an insulting and demeaning way?

Is the thanks also an insult?

Is it the price to pay for accepting to be party representative

Under administration act that municipal employees call you names?

Normally we hear only about the abuse that social clients heap on the administrative staff, but here is documented a case where the school consultant heap insults on the clients and their representatives.

And what about the case where a school teachers visited a complaining single Roma mother and demanded she sign a paper that she withdrew her complaint, lest her daughter was thrown out of school and she would lose her social pay and be left with three unsupported children and no income?

Do the social authorities in Elsinore Municipality not have a responsibility  
If the children are threatened with social marginalisation?

What about the large number of complaints over social marginalisation

The Roma complain is caused by Elsinore Municipality the "Gypsy Office"

And which the Complaints Committee for Equal Ethnic Treatment has refused to process?

And do they not also complain of discrimination with medical doctors,

With police, in the housing market, in the job market etc.?

*"- Vi har haft flere børn, der efter disse "velmenende tiltag" har stået i døren til f-klassen og sagt, at de ikke kommer i skole mere mere, når de ikke må gå i f-klassen"*

*"- We have several children, who, after these "wellmeaning initiatives" have stood in the door of the f-class and said, that they would not go to school anymore if they were not allowed to come to the f-class".*

What is a "wellmeaning initiatives"

The representation of Roma complaints?

Is this an insult?  
Is this a reasonable behaviour of a school consultant?  
What kind of argument is it, anyway?

And what about the rights of the Roma parents?  
What about the opinion of the Roma parents?  
Are they not allowed to complain?  
Are they in fact hostages of the municipality?

Is there disagreement between the Roma parents on the f-classes?  
Is disagreement between parents normal?  
Is there disagreement between Danish parents?

Who is right?  
The one who agrees with the teacher?

*"Hvis integrationsministeren kom til Helsingør  
med en kæmpe pose penge og vi lavede  
én til én-undervisning, ville vi måske nå  
enkelte af børnene, men næppe alle,  
for forældrene vil ikke lukke skoleverdenen  
ind"*

*"If the Minister of Integration comes to Elsinore with  
a big sack of money and we did one-to-one education  
then perhaps we could get somewhere with a select  
few of the children, but not all, because the parents  
will not let the schoolworld in".*

Hey, is this suddenly about money?  
Of all the previous it seemed to be about Ms Inga Nielsen being  
An acclaimed expert on teaching of bilingual children?  
And that the critics were wellmeaning doo-godders, "halal hippies"?  
Now suddenly the monetary argument is introduced?  
I thought this was a discussion of principles,  
And the final relations between theory and practice?  
About practice being superior to desk top generalism?  
Does Ms Inga Nielsen teach herself in the Roma class or is she  
Also a desk top general?

By all means tell us more about the money!

If I remember correctly the Roma classes were not special  
Discount versions of special education under the law for special education,  
Reserved for Roma children?



But did Elsinore Municipality not change the website  
And written materials about the Roma class, when the  
First criticisms were levvel? Did they not change  
To be "F" classes, F for (extreme) absenteeism?

Did it not say "Romiclass" on the visitation form?

And what about the Minister for Integration?  
I seem to recall a number of project proposals and  
Applications for funding sent both to Minister for Integration  
And Elsinore Municipality?  
None of which have been replied to, from either party.

And did the chairman of the Elsinore Municipal Committé  
On children and youth not say to Helsingør dagblad before  
Christmas that it was not a question about money, but  
About practical proposals what to do next?  
Whom to believe?

Is it now also the responsibility of the Minister of Integration  
That the Roma children are dropping out of the f-class the  
Last six months?

*"Forældrene er forvirrede over den megen  
medie-interesse og ønsker, som alle forældre,  
det bedste for deres børn, og de har et  
standpunkt, til de tager et nyt for hele tiden  
at optimere deres og børnenes situation"*

*"The parents are confused by the large media-interest and  
desire like all parents the best for their children, and they  
have a standpoint until they take a new standpoint, all the  
time to optimise the situation for themselves and their children"*

That seems not a bad intention for your children.  
Was it not former Prime Minister Mr Jens Otto Krag,  
Who phrased the famous thesis that you have s  
Standpoint until new take another one?  
Is it not honourable to change your standpoint if you get wiser?  
Is it not perhaps a sign of intelligence?  
Ms Inga Nielsen does not doubt that the Roma parents desire the best  
For their children??  
And if the parents complain?  
May it not also be because they desire the best for their children?  
Could it be because they have an idea that the discharge of  
Roma children with 3<sup>rd</sup> year level of education is not good enough?  
Perhaps?

Is it not legitimate to complain if you feel cause to do so?

Would it not have been relevant with an independent evaluation  
Of the Roma class?

Is it merely a question of money, if the Roma parents are dissatisfied?

Would money have made the classes better?

How much and for what?

How can money otherwise improve the future of these children, after the closure of the roma class?

Because it is not about economic discrimination, is it?

Do Roma children not get the same amount and level of special education

Under the law for special education, as Danish children?

If not, why not?

If we review all the media stories about the Roma classes, how many

Are the Elsinore Municipality's point of view?

And how many originated from "halal-hippies"?

And how many from various authorities criticising the municipality?

Who wrote these stories?

*"Helsingørs børne og ungedirektør,  
Bjarne Pedersen, bekræfter, at flere af  
Romabørnene, der har gået i f-klassen,  
Allerede holdt op med at komme i skole, da  
Forvaltningen skrev ud til romafamilierne  
Med information om, at klassen skiftede  
Regi fra folkeskole til ungdomsskole,  
Fordi den sidste f-klasse på  
Nordvestskolen også blev kendt ulovlig  
Af undervisningsministeriet"*

*"Elsinore's child and youth director Mr Bjarne Pedersen  
confirms that most of the children, who used to attend  
the f-class, have already stopped going to school, when  
the municipality wrote to the Roma parents with information  
that the class changed from belonging to the public school  
and changed over to the youth school, because the last  
f-class at the Nordvestskolen was also deemed unlawful  
by the ministry of education"*

Just a moment, did the ministry of education state that the  
Last f-class was unlawful?

Did the municipality acknowledge this in the Helsingør dagblad?

When did this happen?

Did the f-class change to the youth school after the municipality

Knew that it was unlawful?

And the municipality continued with the f-class, regardless?

Why was it deemed unlawful?  
Why did the municipality waste another six months with an unlawful class?  
Why did the municipality try to change the organisation to the youth school?  
Could the municipality not foresee what would happen?  
Could the municipality not foresee what would happen to the children?  
Does the municipality not have a jurist? Legal expert? Attorney?  
Has the legal experts not been consulted on this matter?  
Do these legal experts not use the same laws as the "halal-hippies"?  
Do the municipal legal experts read the laws in another way?

Why did the Roma children stop coming to the unlawful f-class?  
Did they not stand in the doorway and say that if they could not come to  
The f-class they would stop coming to school altogether?  
What did the municipality do when it discovered that the children stayed away?  
Did the municipality not follow the development carefully  
Did the municipality not offer other forms of education to the children?  
Were they not offered to attend normal Danish school class?  
Why (not)?  
Is this not a mess?

When did municipal director for child and youth  
Mr Bjarne Pedersen learn about this situation?  
What did he (not) do?  
Could he have done something else?

*"Værktøjerne er væk"*

*"The tools are gone"*

Is it too crude to ask, if the Roma took the tools, too?  
Is this why the minister for social affairs Ms Eva Kjer Hansen  
In the program "Go'morgen Danmark" could only point to the  
Roma children in Elsinore as the target group for the newly  
Proposed law L 108?  
Is this law really a retaliation within the meaning of Council  
Directive 43/2000/EEC Article 9?  
Is the government now giving the municipality the tools  
By which to punish the Roma, because some of them complained  
Over discrimination in segregated Roma classes with poor  
Educational results?

Are these Roma children now to be forcibly adopted to Danish  
Families who can not find suitable children to adopt in the  
Foreign markets?

Must Roma families in Elsinore now through the

Horrors which scandalised Germany and Switzerland in the period between the great wars?

*”- Vore muligheder for at hjælpe disse børn er nu helt systematisk taget fra os”*

*”- Our possibilities to help these children are now systematically taken away from us”*

If the Roma children need special education under the law  
For special education, can they then not get this?  
Is it because of financial reasons, Ms Inga Bielsen

Why can Elsinore Municipality not learn from the experience of Other municipalities, in Denmark and in other countries, where Roma children are taught on an equal footing?

Why will Elsinore Municipality not cooperate with Roma in Eastern Europe about education of Roma children?  
We have Roma from a.o. Hungary who are offering to cooperate.  
They claim to have the same problems of principles as in Denmark.

*” – Selv om vi i flere år har forsøgt at gøre gældende at vi hellere ville have nogle værktøjer i skolesystemet i stedet for at være tvunget til at indberette til de sociale myndigheder hele tiden. Og det har vi ifølge loven pligt til, siger Bjarne Pedersen”*

*” – Even if we have for years tried to argue that we would rather have some tools in the school system than having to be forced to refer the families to the social authorities all the time. And we are obliged by the law to report to the social authorities, says Mr Bjarne Pedersen”*

Who has Mr Bjarne Pedersen made these arguments to?  
Is it an internal process in Elsinore Municipality?  
Has it been argued to outsiders?  
Can we get documentary insight into these arguments?  
What exactly has been argued?  
Has Mr Bjarne Pedersen argued it with the Roma parents in question?  
Why not?  
Has he argued it with Roma NGO?  
Har han talt med Roma NGOer herom?  
Why not?  
Is Mr Bjarne Pedersen familiar with the term ”empowerment”?

Is it not in the "halal hippie" dictionary?  
Does he or Ms Inga Nielsen have the "halal hippie" dictionary?  
Is it not in the library?

*"Et barn, der af en eller flere grunde ikke har mulighed for at passe sin skole, har et truet voksenliv"*

*"A child which of one or more reasons do not have the chance to attend to its school, will have a threatened adult life"*

What specifically is a threatened adult life in Elsinore?  
What specifically is attending to its school in Elsinore municipality?  
Hvad er at passe sin skole?

What is a reason not to attend to school?  
What are the several reasons for not attending to school?

Are we talking about Roma children here?

What precisely are the reasons for Roma children not to attend to  
Their school?  
What are the specific reasons for dropping out of the f-class  
After the municipality wrote it was unlawful?

Does "chance to attend" really mean "obstacles"?  
Then, what are the obstacles to attend to school, for the Roma children?  
Are these obstacles some that Elsinore Municipality should be  
Interested in knowing more about?  
Do any of these obstacles fall under the responsibility of the municipality?

*"Et barn, der af en eller flere grunde ikke har mulighed for at passe sin skole, har et truet voksenliv. Derfor er selve dét at få børnene i skole så grundlæggende vigtigt, tilføjer han"*

*"A child which of one or more reasons do not have the chance to attend to its school, will have a threatened adult life. Therefore the getting the child to attend school is in itself fundamentally important, he adds."*

Has the municipality any plans to study this problem together with the Roma parents?  
Do the parents agree that it is important that the children attend school

Why (not)?

Is the municipality not keen to cooperate with Roma

In Eastern Europe, who know about these problems

And have positive experience in getting them solved?

Is the municipality not willing to cooperate with Roma,

Regardless of them coming from Eastern Europe or locals?

Is the municipality not keen to solve the problems?

*”At flere roma-børn efter f-klassens nedlæggelse nu helt har droppet at komme i skole og i stedet er blevet numre i bunken af sagsakter på socialforvaltningen forklarer skolekonsulent Inga Nielsen således”*

*” That several Roma children have now completely dropped out of school after the f-class has been closed and have instead become reference case numbers in the pile of case dossiers in the social administration is explained by the school consultant Ms Inga Nielsen in this way”*

Wait a moment, before they dropped out when the f-class was announced that it was illegal, but some stayed in the doorway and cried, that they would rather stay in the f-class, and would not go to school if this was not possible.

Now the Roma children have dropped out altogether after the f-class has been closed, but the announcement for this was only made shortly before Christmas, and the schools have barely been open since, true? So how can they have dropped out in the Christmas vacation?

And we ask again, how many?

Why are they becoming reference numbers on the pile of dossiers?

Do the municipality not employ case workers?

How long time does it take to get in line to have your case processed?

How long time is the dossier lying idle in the stack?

What does the social case processing amount to, in detail?

*”Mister selvtillid*

*Romabørnene er jo nu blevet placeret i de  
Almindelige skoleklasser og får samme tilbud  
Som alle andre”*

*”Loos self confidence*

*The Roma children have now been placed in the  
Normal school classes and get the same offers as  
Every body else”*

Before the Roma children dropped out of school altogether?  
Now we have had Christmas holiday. Is this a prognosis,  
Or is it something that has happened?  
I met a Roma family in the supermarket the other day  
- they had not heard anything about what was going to happen  
with the f-class, or even if it was going to close. All their information  
was from the newspaper.  
So, for how long have these Roma children been offered the same  
As other children in normal class?  
Have they lost self confidence in this short period?  
What is the offer they received along with other children?  
How is their level in relation to other children?  
How have they been placed in these normal classes?  
Has there been any tests?  
Has there been psycho-social tests?  
Has there been any cooperation with the parents?

*”- Da børnene i forvejen har svært ved at klare  
det faglige niveau, bliver deres selvtillid ikke  
bedre af at sidde i en klasse, hvor alle andre elever  
befinder sig på et helt andet fagligt niveau”*

*”- As the children are already have difficulties in coping with  
the level of education their self confidence is not increased  
by sitting in a class where all the pupils have a completely  
different educational level”*

Are there nothing the Roma children can do well?  
Have the Roma children been placed at the right level?  
Why have they not learnt more before?  
Have they the correct offer according to the law?

Is this really about the money?

Is this about the education of the teachers+  
Are the Roma children made to suffer because of the complaints?  
Is it important for the school system to create a division between  
The Roma NGOs and the Roma parents with children in f-classes?  
Is this retaliation in the meaning of Council Directive 43/2000/EEC  
Article 9?

What are the reason or reasons for the Roma children not to attend  
School?  
What is the difference between the reasons then and now?  
Has any serious outside independent research been conducted on this?  
Is anybody checking what the municipality is doing to these  
Roma children and their parents?

*"Det giver dem ikke lyst til at komme i skole.  
Med det resultat, at de nu er frit svævende.  
Selv om Helsingør Kommune har ordningen  
Med "morgenfruerne", der er ansat til at  
Tage ud og vække romafamilierne og hjælpe  
Til med at få børnene i skole, så har mange  
Af familierne i realiteten lukket af for dem.  
De vil ikke have dem indenfor dørene,  
Siger Inga Nielsen"*

*"It does not give them any desire to attend school.  
With the result that they are free floating.  
Even if Elsinore has its arrangement with the  
"Morging ladies" who are hired to go out and wake  
up the Roma families and help getting the children  
to school then many families have in reality closed  
off to them. They don't want them inside their  
door, says Ms Inga Nielsen"*

Before Ms Inga Nielsen spoke, or was it Mr Bjarne  
Pedersen or was it Ms Kirsten Moth, of Helsingør Dagbladm  
Of "not chance to go to school".  
But now it is avout "desire".  
Before it was about "not having the opportunity"  
To attend school, now it hs changed to "desire".  
Is it because desire is a motor?

And what about the candy story and full attendacy  
Told by the teacher at Nordvestskolen?  
And the scrapping of this system?  
Would it not be cheaper with the candy solution  
Compared to the hiring of "Morning Ladies?"



Perhaps there will be a problem of brushing the teeth?

There seems to be a lot of expensive manpower used on  
Other things than good education?  
Are we getting all the information?  
Are the "Morning Ladies" Roma or are they Danish?  
Why do the Roma not want these ladies inside the door  
In the morning?

Would it not be prudent to analyse more carefully the  
Candy solution compared to the "Morning Ladies" or  
Even other relevant solutions?  
Are the Roma feeling annoyed? Is this good? Does it improve  
School attendancy?

Is it not true that a Roma family has complained to the minister  
Of education over the "Morning Ladies" showing no respect  
For the family and asking all sorts of other questions about the  
Life of the family?

If it is really unlawful social snooping, why is it wroing that the  
Roma do not want the "Morning Ladies" inside their doors?  
Is it not possible to cooperate with the Roma in more fruitful ways?

*"Skoleret i EU*

*Tidligere har Helsingørs borgmester Per  
Tærsebøl, børne- og ungedirektør Bjarne  
Pedersen og skoleinspektør Jarl Gerne,  
Borupgårdskolen, stået skoleret for et  
Underudvalg for mindretalsbeskyttelse  
Under Europarådet"*

*"Standing to attention for scolding in the EU*

*Some time earlier the mayor of Elsinore Mr Per Tærsebøl,  
The director for child and youth Mr Bjarne Pedersen  
And school master Mr Jarl Gerner, Borupgårdskolen  
Had to stand to attention for a scolding with some  
Subcommitté for minority protection under the Council  
Of Europe"*

This is not something we have heard about before?  
When did this happen?  
Was it EU or was it Council of Europe?  
Or does this not matter in Elsinore?

Why to belittle this committee as some sub committee?  
Is it Ms Kirsten Moth, who wish to reduce its importance?  
Is it to indicate to the burghers of Elsinore that it is really  
Of no importance to Elsinore?  
Why are these promoment people called to a mere sub  
Committee on minority protection?  
Do they have to attend to such things?  
Are there any minorities? Do they need protection?

What is the connection of this to "desire" to go to  
School and "opportunity" to go to school we heard about before?  
What is the connection to "halal-hippes"?  
What is the connection between this appearanc and the  
Connections between, or opposites of theory and practice?  
To desk top generals?

*"Formålet var at forklare, hvorfor Helsingør  
Kommune havde dannet de såkaldte f-klasser."*

*"The purpose was to explain, why Elsinore Municipality  
had formed the socalled f-classes"*

Aha, they are only socalled?  
In reality they are Roma classes?  
Why would it be necessary to explain about the socalled f-classes?  
It was out of mere curtesy?

*"- Det var som om medlemmerne af dette  
udvalg havde skrevet mødereferatet på  
forhånd. Det var umuligt at argumentere  
igennem deres fordomme, siger Bjarne Pedersen"*

*"- It was as if the members of this committee had already  
written their meeting notes neforehand. It was impossible  
to argue through their prejudices"*

Interesting!  
So it is possible to wite the meeting notes beforehand?  
Mr Bjarne Pedersen has experience?  
What does it mean to put forward your arguments?  
Are the others supposed always to agree with you when you put  
Forward your arguments?  
Are you right because of your job or because of the strength of your  
Arguments?  
What did the members of this committé say in their defence?

What kind of prejudices did the members of this committee have?  
Had these prejudices anything to do with minority rights and protection?  
Or was it concerning teaching methods?  
Or economy?  
Did it have anything to do with laws and conventions?  
How can members of such subcommittees be allowed to harbour prejudices?  
What is all this?

*"Borgmester Per Tærsebøl er heller ikke imponeret.  
- Jeg har mistet respekten for mange af de mennesker  
Og organisationer, der påberåber sig at varetage  
Menneskerettigheder."*

*"Mayor Mr Per Tærsebøl was not impressed.  
- I have lost my respect for many of the people and  
Organisations who claim to work for Human Rights"*

Who are these people the mayor has lost his respect for?  
What are those organisations he has lost his respect for?  
Is it the EU? The Council of Europe?  
Some subcommittee?  
How did this respect express itself before?

*"Hvorfor har de ikke lyttet til de medarbejdere  
i Helsingør, der har dagligdagen med alle  
disse problemer tæt inde på livet":*

*"Why do they not listen to the employees in Elsinore,  
who has the daily life with all its problems under  
their skin"*

Is this a citation from Mayor Mr Per Tærsebøl?  
Or is it a conclusion from the journalist Ms Kirsten Moth?  
Have any of the employees who have the daily work under their  
Skin talked to any of the people or organisations who claim  
To fight for Human rights?  
Has there been any other meetings with people and organisations  
Who claim to fight for Human Rights?

Was this school master not the one who was involved in the  
Drom-edu project under the EU?  
Did he not travel around to various Roma school projects?

*”af Kirsten Moth  
foto: Jørgen J.K.”*

*”by Kirsten Moth  
photo: Jørgen J.K.”*

Photo caption page 9  
Billedtekst side 9

*”- jeg føler mig dybt krænket over at blive beskyldt for racediskrimination og for at udføre apartheid i Helsingør. Jeg har kæmpet for de svageste og dårligst stillede borgere, siger skolekonsulent i Helsingør Kommune, Inga Nielsen. Hun er fortvivlet over, at Roma-børnene er sendt ud på en social Glidebane”*

*” – I feel deeply wounded to be accused of racial discrimination and for making apartheid in Elsinore. I have fought for the weakest and the worst placed citizens, says school consultant Ms Inga Nielsen. She is devastated that the Roma children are Now cast out on a social slide”*

Who has cast them out on a social slide?

What kind of reaction is this to the plight of the Roma children?

Has the Prime Minister not said we must break the negative social heritage?

What does this mean in theory and practice?

Will it be easier with the new large municipalities after the reform?

What will be the future of the roma in Elsinore?

What will be the future of the Roma in other municipalities?

This as only some of the questions but let us start with them.

Best regards

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# Diskrimineret for deres egen skyld

**Den såkaldte 'sigøjnerklasse' i Helsingør er kun toppen af et isbjerg, som består af stigmatisering, diskrimination og marginalisering. Kommunen bruger romaernes 'anderledeshed' som undskyldning for både at krænke menneskerettighederne og bryde dansk lovgivning.**

Politiken 2006.01.03.

Af **Malene Grøndahl og Carsten Fenger-Grøn** [Send artikel](#) [Print artikel](#)

Fakta

Sagen om romaklasserne gennemgås i detaljer på [www.romnet.dk](http://www.romnet.dk)

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»Det begynder i skolen - med sigøjnerklasserne. Der får vi at vide, at vi ikke har en chance, at vi aldrig får et arbejde. Derfra kan vi så komme over på bistandskontoret, hvor vi også bliver adskilt fra de andre. Så kommer vi i aktivering, og det kan vi som regel ikke klare, fordi vi ikke har haft en ordentlig skolegang. Så ender nogle på førtidspension, og så kan de lige så godt købe deres egen kiste - hvis de har råd«.

Sådan skitserer en 35-årig mand livet som roma i Helsingør. Det er en skitse, et forenklet billede af virkeligheden. Men forkert er det ikke. Og det ser ikke ud til at ændre sig - heller ikke selv om børne- og ungdomsvalget i Helsingør Kommune besluttede at lukke byens sidste 'sigøjnerklasse' med virkning fra nytår.

Det skete, to dage efter at Klagekomiteen for Etnisk Ligebehandling i et brev meddelte kommunen, at romaklasserne er »udtryk for ulovlig indirekte forskelsbehandling og dermed i strid med lov om etnisk ligebehandling«. Også Europarådets 46 udenrigsministre udtrykte tidligere bekymring over romaklassen.

At klassen bliver lukket, er isoleret set positivt. Men udskilningen af romaerne i skolesystemet er kun toppen af et isbjerg af diskrimination og marginalisering, som ser ud til at være langt fra smeltepunktet. Da vi tidligere på året interviewede en række politikere og ansatte i Helsingør, sagde borgmester Per Tærstøl (K) om forholdene for byens romaer: »Jeg er jo blevet anklaget for menneskerettighedskrænkelser. Jeg har ikke nogen respekt for sådan noget mere, det må jeg indrømme. Fordi de sætter sig ikke ind i sagerne«.

Den sag, som borgmesteren vil have kritikerne til at sætte sig ind i, er romaernes 'anderledeshed'. Blandt kommunens ansatte er det en udbredt forestilling, at netop romaerne skiller sig så radikalt ud fra alle andre, at det er 'nødvendigt' med særforanstaltninger og rimeligt at behandle dem anderledes end andre borgere. Det var gennemgående under vores interview med ansatte i kommunen, at de gentagne gange nævnte navne på romaer, som de betegnede som »kriminelle« eller »håbløse«.

Til forestillingen hører en 'skabelsesmyte' om 'romaproblemets' oprindelse. Myten verserer blandt kommunalt ansatte i let afvigende versioner. Én fortæller historien således: »Fire mænd fra et sted i det tidligere Jugoslavien tog til Helsingborg - de ville arbejde på et skibsværft, for de er gode til at svejse. Så sagde tolderne: »I kan smutte tilbage til Helsingør«. Det gjorde de, der lå et værft, og så gik de ind og bankede på og jo, de havde brug for svejsere. Og så fik de lejligheder i Vapnagård. Så skrev de tilbage, eller hvordan de nu kommunikerede med deres ægtefæller. Så kom der en vognfuld med kvinder, det blev til ti barnevognfulde børn - de levede jo livet - og det har så udviklet sig til, at vi i dag har et par tusinde«.

Gruppen af romagæstarbejdere omkring Helsingør voksede ganske rigtigt fra begyndelsen af 1970'erne - via familiesammenføring og ankomst af flygtninge. Efterhånden udviklede der sig store sociale problemer. Mange af de voksne blev arbejdsløse, og en del børn mødte kun sporadisk i skole. Det var baggrunden for, at kommunen i 1982 etablerede en såkaldt 'sigøjnerklasse' for børn, der var svære at integrere i de almindelige klasser på grund af indlæringsvanskeligheder, problematisk adfærd og/eller manglende fremmøde. Ideen var, at eleverne skulle gå i klassen i tre måneder for at lære skolerutiner og regler for socialt samvær og herefter sluses tilbage i almindelige klasser. I stedet blev sigøjnerklassen en permanent ordning, som i løbet af 1990'erne udvidedes med to klasser.

I 2002 indgav en gruppe borgere med jurastuderende Henrik Bülow en klage mod klasserne. Klagens hovedanke var, at klasserne var etnisk definerede, og at eleverne dermed blev udsat for nedværdigende forskelsbehandling og racediskrimination. Undervisningsministeriet og Tilsynet med Kommunerne udtalte i 2004, at de tre romaklasser udgjorde en overtrædelse af folkeskoleloven, men hverken ministeriet eller tilsynet tog direkte stilling til påstanden om racediskrimination. Det gjorde Klagekomiteen for Etnisk Ligebehandling imidlertid, og den konkluderede i december, at romaklasserne indebærer etnisk forskelsbehandling. Helsingør Kommune afviser at have handlet forkert, men har altså alligevel valgt at lukke den sidste tilbageværende klasse med udgangen af 2005.

Dermed er problemet imidlertid langt fra løst. De børn, der siden 1980'erne er blevet placeret i romaklasserne, er i dag stort set alle klienter i kontanthjælpssystemet eller har fået tildelt førtidspension. Mange har fået børn, der ligesom de selv har gået i 'sigøjnerklasse'. Problemerne går i arv og forstærkes.

For omkring seks år siden fik to af kommunens socialrådgivere den ide at fortsætte den etniske adskillelse efter folkeskolen ved at oprette et særligt 'romakontor', som skulle tage sig af alle 'romasager'. Kontoret blev åbnet i 2001 på førstesalen i kommunens Jobhus, og siden er alle kontanthjælpsmodtagere, der skønnes at være romaer, blevet henvist hertil. Hvordan dette skøn foretages, er uklart. Men borgmester Per Tærsebøl forklarede os i sommer, at »vi mener, at der er 800 registreret, men vi har vel over 1.000 sigøjnere i byen«. Nærmere adspurgt om denne 'etniske registrering' forklarede han, at kommunen kan kende mange af romaerne på deres efternavne.

De to sagsbehandlere på romakontoret har omkring 100 personer i deres 'sagsstamme'. Af dem er omkring 15 aktiveret i et særligt projekt, som er forbeholdt romaer. Projektets grundide er at bruge romaernes etniske og kulturelle særpræg i et forløb, hvor deltagerne arbejder med livshistorier og højner deres danskfaglige niveau. Deltagelse i projektet er frivilligt - i modsætning til henvisningen til det særlige romakontor. Men flere af de aktiverede har ikke oplevet det som et reelt valg. »Jeg fik

valget mellem det her projekt og hårdt fysisk arbejde. Jeg synes ikke, at det var et reelt valg«, som en af de aktiverede forklarede os. En anden angav, at han først, da han mødte op til aktiveringen, blev klar over, at det var et romaprojekt: »Jeg ville hellere være sammen med danskere, så jeg får lært mere dansk«, sagde den unge mand, som var kommet til Danmark som flygtning.

Både de to sagsbehandlere og kommunens mangeårige borgmester, Per Tærsebøl, vurderer, at romakontoret er en succes. En del romaer finder det imidlertid ydmygende. »Her i Helsingør spørger de altid om det. »Er du sigøjner?«. Jeg siger, at det ikke kommer dem ved. »Jeg er jugoslav«, siger jeg og viser dem mit pas. »Står der nogen steder, at jeg er sigøjner«, spørger jeg. Men de ved, hvem der er sigøjnere, så de sender os hen til romakontoret«, forklarede en midaldrende mand. En lidt yngre mand, der har været på kontanthjælp i flere omgange, supplerede: »Hvorfor er det lige os, de er ude efter? Hvad med araberne og tyrkerne?«.

Til det siger den ene af de to sagsbehandlere: »Selv om det er noget, vi har udviklet i forhold til denne her gruppe, kan vi sagtens se for os, at det kan bruges i andre sammenhænge. Jeg ved, at det er et problem at få aktiveret palæstinensiske kvinder, så måske kunne man bruge det der«.

Men udskilningsstrategien er næppe en succes i længden. I en evalueringsrapport fra 2003 står der om romakontorets målgruppe: »Mange af de unge, som er født i Danmark, har gået i kommunens romaklasser, og oplevelsen er, at de læser og skriver dårligere end de ældre generationer, der kom til landet i 1960'erne«. Det danske velfærdssamfund - med sine raceadskilte klasser - har altså formået at forringe læsekundskaberne i en immigrantgruppe fra 1. til 3. generation. Analfabetismen var ikke noget, romaerne i særlig grad havde med sig. Den har udviklet sig i Danmark.

Alligevel fastholder kommunens ansatte, at problemet er romaernes kultur, og at særbehandlingen ikke er diskrimination. Den udgør snarere en ekstra service, mener f.eks. Jarl Gerner: »Vi laver positiv særbehandling ved at lave særlige foranstaltninger for vores sigøjnerelever, sådan at de får en særlig undervisning med mange lærerminutter per elev set i forhold til danske børn. På et tidspunkt var der sågar nogle danske børn, der sagde: »Hvorfor får de lov at have to lærere? Hvorfor skal vi være 26 elever i klassen, når de kun er 7?««.

Samme logik kan ifølge sagsbehandlerne på romakontoret bruges om den særskilte behandling af kontanthjælpsmodtagere: »Vores kolleger mener faktisk, at vi særbehandler positivt. Nogle synes, at det er for dårligt, at vi har så mange ressourcer til denne her gruppe«, forklarede den ene af de to sagsbehandlere os. Og borgmester Per Tærsebøl siger generelt om kommunens tiltag over for romaerne: »De er et specielt folkefærd. Jeg ved godt, at det lyder plat, men det er sgu nærmest af kærlighed, at vi gør det«.

Samtidig fremgår det dog, at særforanstaltningerne ikke alene sker af kærlighed til romaerne, men også for de øvrige borgeres skyld. I 1997 skriver Helsingør Kommune i en rapport om byens sigøjnere: »Lærerne indrømmer da også, at klasserne er oprettet med det formål at beskytte de andre klasser og skoleelever, ved at stuve de adfærdsvanskelige sigøjnerbørn væk og holde dem ude fra indflydelse hos de velfungerende elever«.

Skoleinspektøren på Borupgårdskolen, Jarl Gerner, beskriver romaernes kulturelle anderledeshed således: »Vi har et stort koncentrat af tyrkiske børn fra landdistrikterne, og jeg synes, at de tyrkiske og til dels de arabiske børn har en evne i forhold til sigøjnerne, de kan sætte sig nogle mål. Sigøjnerne har den der grønlandermentalitet »nå, i morgen, skide være med det, for det er lige nu

og her, det handler om««. Andre ansatte i kommunen lægger især vægt på romaernes 'omrejsende livsstil', som angiveligt forhindrer integration. Romaerne i Helsingør er imidlertid for langt størstedelens vedkommende emigreret fra områder i det tidligere Jugoslavien, hvor de har været bofaste i mange generationer. Men dette faktum rækker tilsyneladende ikke ved myten om romaernes rodløse nomadenatur.

Romaernes ekstreme anderledeshed bliver brugt som begrundelse for at anvende metoder, der ellers ikke er accepteret i Danmark. Det gælder f.eks. den såkaldte Helsingørmodel, som gik ud på, at forældre på kontanthjælp blev trukket 750 kroner i deres ydelse for hver dag, deres barn udeblev fra skole uden grund. Ordningen blev alene brugt over for romaer, hvis børn gik i 'sigøjnerklasserne', og ordningen blev kendt ulovlig af bl.a. Det Sociale Nævn. Integrations- og beskæftigelsesministeren måtte derfor i 2003 opgive at gøre Helsingørmodellen landsdækkende. I stedet fik Helsingør Kommune besked på at ændre praksis. Det ærgrer Jarl Gerner: »Det er det eneste, der virker - at give dem belønning, hvis de sender deres børn i skole, og give dem et økonomisk smæk, hvis de ikke gør. Det kan vi desværre ikke i Danmark, fordi vi har en retskultur, der foreskriver, at alle skal behandles ens. Det er da også et demokratisk rigtigt udgangspunkt. Det fungerer bare ikke. Vi er nødt til at kunne lave individuelle tiltag over for særlige grupper. Jeg synes faktisk, at vi i Helsingør Kommune har gjort en brav og beundringsværdig indsats, men i stedet bliver vi beskyldt for racisme«. Borgmester Per Tærsebøl er enig: »Jeg er slet ikke den type, der går ind for tvang, men lige netop der ...«.

Menneskerettigheder er åbenbart en luksus, som ikke omfatter besværlige borgere, og som kun kommuner, der ikke er belastet af alt for 'umulige' og kulturelt anderledes borgere, skal overholde. Til gengæld kan de belastende borgere trøste sig med, at de tvangsmæssige og diskriminerende særforanstaltninger, de underlægges, er indført »nærmest af kærlighed«.

Det afgørende er imidlertid ikke, om raceopdelte skoleklasser, socialkontorer eller aktiveringsprojekter fungerer eller er etableret af kærlighed. Hvis det lokale supermarked indførte en særlig kø for romaer og resten for hvide mennesker, med kassedamer specialiseret i at håndtere specielle etniske grupper, ville heller ikke det kunne legitimeres med, at det fungerede fint eller var til de udskiltes eget bedste. Det afgørende er, at segregeringen i skolen, på socialkontoret eller i supermarkedet er principielt lige så uacceptabel som apartheidssystemet.

Det kan synes vanskeligt - måske nærmest umuligt - at integrere visse grupper af borgere i samfundet, og det gælder formodentlig nogle af romaerne i Helsingør. Men det kan aldrig blive en begrundelse for at krænke menneskerettighederne. Internationale organer har adskillige gange kritiseret den danske udlændinge- og integrationspolitik for at være på kant eller i strid med menneskerettigheder og internationale konventioner. Kritikken er næsten refleksagtigt blev afvist.

Samtidig har den danske regering bakket op om kritik af forholdene på menneskerettighedsområdet i nye og kommende EU-lande. Ikke mindst en række lande i Central- og Østeuropa, hvor romaer udgør en langt større del af befolkningen end i Danmark, har fået på puklen for deres behandling af etniske minoriteter. Det gjaldt Tjekkiet og Slovakiet før deres optagelse i EU, og det gælder Rumænien og Bulgarien, som forventes optaget i 2007 eller 2008. Kritikken har været berettiget. Både i Tjekkiet og Slovakiet er romabørn blevet undervist på skoler for mentalt handicappede, og i Rumænien er romaer gennem århundreder blevet udsat for diskrimination og forfølgelse. I alle tre lande har man taget EU's anvisninger alvorligt og har indarbejdet mindretalsbeskyttelse i sin nationale lovgivning. På lokalt plan arbejder man mange steder målrettet på at forbedre forholdene



for romaerne - bl.a. ved at inddrage romabørnenes sprog og kultur i undervisningen. Der er langt igen, før forholdene er acceptable. Men udviklingen går i den rigtige retning.

I Helsingør er der - trods lukningen af den sidste 'sigøjnerklasse' - ikke udsigt til væsentlige forbedringer. Her får romabørnene ingen modersmålsundervisning - det er blevet forsøgt en enkelt gang og herefter opgivet, da forældrene ikke ville acceptere den valgte lærer. Lærerne i 'sigøjnerklassen' taler ikke romanes - »det lyder som den grønlandske radioavis, når de taler det«, som en af dem siger - og børnene må ikke tale romanes med hinanden i klassen. Tværtimod italesættes romaernes sproglige og kulturelle baggrund som en forhindring for integration. Og den danske regering gør intet for at forhindre det.

Desværre er sagen om romaerne i Helsingør næppe undtagelsen, der bekræfter den positive regel. Ifølge borgmester Per Tærsebøl er der snarere tale om en trend: »Nu snakker regeringen og hele Folketinget jo om, at vi skal være bedre til at integrere. Det kan jo så være, at de tager det her op. For det er jo en trend. Trenden er lige netop at gøre, sådan som vi siger«. Den trend bør stoppes, og vi kan kun opfordre både Klagekomiteen for Etnisk Ligebehandling og Europarådet til at fortsætte deres arbejde med at dokumentere og påpege, hvordan den danske dobbeltmoral giver sig udslag i diskrimination og marginalisering af i forvejen udsatte grupper af borgere.

Hetz against Roma continues  
In Helsingør Dagblad 2006.01.16.

”Opfordring til hurtigt at finde alternativer til f-klasserne for de roma-børn, der er holdt op med at komme i skole:

Helsingørs nye gadebørn er uden Sikkerhedsnet.

Socialforvaltningen er blevet bedt om at give en Orientering til socialudvalgets politikere om Helsingørs nye gadebørn, der er holdt op med at Gå i skole og driver rundt i byen uden mål og med – Og tilsyneladende uden et sikkerhedsnet. I en dansk Familie var barnet blevet tvangsfjernet, mener en Byrådspolitiker.

Helsingør: Drengen har drevet rundt i Helsingørs Nordvestkvarter i flere år.

På alle mulige tidspunkter af døgnet har han været Der, også klokken 11 om formiddagen, hvor han Skulle være i skole.

En beboer i området, som i dag er byrådsmedlem i Helsingør, Jørgen Lysemose, gik efter at have Bemærket drengen igennem lang tid, i gang med at Undersøge sagen nærmere. Hvem var drengen? Hvorfor og hvordan kunne han bare, dag ud og dag Ind, sive rundt i byen som et barn uden andet end Gaden. Hvorfor greb ingen ind? Hvor var samfundets Sikkerhedsnet?

Drengen fra Nordvest viste sig at lide af en ubehandlet Diabetes. Lægen havde flere år tidligere anbefalet Behandling, men drengen havde aldrig fået den, Ligesom han heller ikke gik i skole.

Helsingørs nye gadebørn, bliver de kaldt.

Romabørnene, der ikke går i skole og som driver rundt I byen uden mål og med.

Allerede før den tvungne lukning af den sidste f-klasse (F for stort fravær, red.) før jul, er socialforvaltningen blevet bedt om at give en orientering om disse gadebørn og om de alternative handlinger, som nu skal træde i stedet for f-klassen.

## Tvangsfjernelse

- Det er et kæmpeproblem.
- Vi kan ikke bare lade som ingenting. Der er Tale om fforskelsbehandling, for hvis en dansk Familie ikke havde sendt deres børn i skole, så Var børnene sandsynligvis blevet tvangsfjernet. Men det sker ikke i romafamilierne, for de Fleste børn vil jo i virkeligheden helst gå i skole. I denne sag er det forældrene, der bærer ansvaret, Mener Jørgen Lysemose, der sidder i byrådet og Socialudvalget for SF. Den orientering, han efterlyser til Socialudvalgets Politikere, har socialforvaltningen ikke helt haft Tid til at give endnu, har han fået oplyst. Men Jørgen Lysemose opfordrer nu til at handle Og reagere meget hurtigt over for romabørnene Og deres familier.
- F-klasserne, uanset hvor udskældte de er af Diverse instanser, har da ikke reddet alle. Men Klasserne jar været til gavn for nogle af Børnene. Uanset at tvangsfjernelse altid er en Trist og en dyr løsning, som man kun kan sige Meget lidt godt om, så mener jeg, den skal med I betragtningerne om, hvordan disse børn kan Reddes, mener SF's Jørgen Lysemose.

## Brandslukning

- Helsingør Dagblad bragte i lørdags artiklen om Romabørnene, der helt er holdt op med at komme I skole edter den sidste f-klasse måtte lukke på Grund af den voldsomme kritik, blandt andet fra EU og fra menneskerettighedsorganisationer. F-klassen blev kaldt racediskriminerende og Apartheid-baseret, hvilket harmer medarbejdere I skole- og sociialvæsnet, der i dagligdagen Arbejder med roma-børnene.
- Et af de forhold, som f-klasserne har været med Til at bedre ifølge skolekonsulent i Helsingør Kommune, Inga Nielsen, er, at roma-pigerne nu Ikke får børn helt så tidligt som deres mødre.
- I stedet for at lave brandslukning og projekter For særligt udstte unge, bliver vi nødt til at bryde Fødekæden så tidligt som muligt.
  - De børn, der nu bare driver rundt, de får ikke Noget godt voksenliv. Deres risiko for at havne Som kriminelle er meget stor, mener Jørgen

Lysemose.  
Af Kirsten Moth  
Foto: Lars Johannessen.