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**Title/Título:** Policy effects on relationship between principals, teachers and parents in Sweden  
Efectos de las políticas educativas sobre la relación entre directores, profesores y padres en Suecia

**Topic:** Policies and actions to ensure effective and democratic co-operation and dialogue among social actors to promote home-school-community links

Políticas Educativas y Sociales que promueven una efectiva y democrática cooperación y diálogo entre los actores sociales para estimular las Relaciones entre las familias, los centros docentes y las entidades y servicios sociales comunitarios

**Presentation time/Día de presentación:** Session in English. Thursday 15, 4:00-5:30 p.m. Room 5, Third Floor

Sesión en Inglés. Jueves 15, 4:00-5:30 p.m. Sala 5, Tercer Piso

### **Abstract**

This paper is based on a research from a national and local viewpoint. It shows the effects of parental involvement in Sweden in a short-time historical perspective, particularly after 1980. The purpose of this study is to describe the policy effects on the relationship between principals, teachers and parents. It has been built on fields studies which investigate the collaboration between actors involved in local school boards with parents whose children attend compulsory schooling. The conclusion of this study is that, in their present form, school boards are weak agencies. Their rights and responsibilities are not clear. The principals' role is problematic. And there is a lack of support and feedback from the local authority civil servants.