

The paradox of parents' influence in the Danish school. A Swedish perspective**Kristofferssom, Margaretha.** Umeå University, Sweden

In this article I discuss Danish and Swedish school boards with parents in majority in compulsory schools. Questions of interest for my study are: Why is the parents' interest for electing to school boards low? Why do teachers react negative to questions connected to school boards? How are the different interests between teachers, pupils, parents and politicians balanced in the actual partnership? What impact do neo-liberalism and marketization policies have on the participating of parents in schools? All the questions emanate from the paradox that the Danish traditions of parental influence no longer seem to work in their present form of school boards. Utilizing concepts from the frame factory theory I explore the consequences for school board. Data collection is designed as case studies and the methods used are interviews, participation in board meetings, school visits and analysis of documents. The conclusion shows that school boards are complex and even contradictory. Politicians' aims with boards are not clear. Boards can not be a relevant response to the political threat from private school policy or a general solution to local democracy problems.