Decentralisation, Control and Administration of the School Sector at the Municipal level in Sweden; the Role of the Director of Education.

The educational challenge that exists in the encounter between teachers and students is a goal for the government’s control system, a system that contains parts that teachers do not have any control over, as many of the prerequisites that effect this encounter are decided upon on the national or municipal level. There exists an obvious risk of not seeing the governing system as a whole picture from an educational point of view, but rather separating parts of the system into something that can be called a political-administrative arena. As resources are allocated on the municipal level, and the overall assessment of the quality of education is carried out here also, this level is of significance in the governing system from an educational point of view.

This is also an interesting level with reference to the educational passage that children make through the school system from pre-school to upper secondary school. How are the prerequisites for different form of schooling planned and prioritised, considering the fact that the upper secondary school system that is now being put into operation at the start of the 21st century most definitely will not be the same as that which today’s pre-school children will meet when they reach upper secondary school age in 10-15 years.

This article will focus on the Director of Education in the control and administration of the school sector by showing how the government control system has developed, especially when it comes to the change over from control to administration on the municipal level.