

This work is theoretical in nature, no empirical research is included. The text summarizes the state of the educational reforms in Czech Republic and the ways in which those are being communicated to parents of children in school age. Definitions of key components of the reform are provided. Emphasis is put on roles played by children entering school and their parents. These roles influence the style of communication between school and parents. The support of parents is critical in achieving success for the proposed changes. Therefore, a central part of this work treats communication flows and their quality. The British case is studied to provide a concrete proposal of the way communication of a school reform has been handled.