

This dissertation deals with theoretical and practical parts. As regards the theoretical part the author focuses on basic characteristics of the Step by step Programme, role of the child in the family and society from various viewpoints, influence of the family on his education as well as the receipt of new social roles in relation to school both by parents and children.

As for the practical part the focus is on finding whether co-operation between the family and school within the Step by step Programme has changed in the last ten years or not; if there are any changes to find the reason why they appear and how ways of co-operation between the family and school have changed.