

Abstract

In recent years, the topic of people's employability on the labour market has become increasingly important in the context of its dynamic transformation due to globalisation and technological progress. The way to prepare young people in education and the adult population for these changes is the subject of career guidance worldwide. Surprisingly, this topic is currently not very resonating among the actors in the Czech Republic and is not considered as a priority of educational policy, even though it is a major focus of European educational strategies. The objective of this dissertation is to gain insight into the beliefs held by the actors in the Czech educational system regarding the topics addressed by career guidance. The dissertation uses data from the 2019 Delphi survey among the actors in education and applies a phenomenographic approach for its secondary analysis. Based on The Advocacy Coalition Framework, this thesis also aims to discover if it is possible to identify certain opinion groups among these actors. The result of this research offers a map of actors' perceptions on this issue. At the same time, it shows that there are at least two large groups of actors whose views have significant disagreements based on their core beliefs. The output of this dissertation also provides recommendations for the development of this area in the Czech education system, including a model of measures responding to the identified actors' attitudes.