Abstract

The topic of this diploma thesis is the development of the policy of inclusive education in the Czech Republic from the 1990s to 2018. Its objective is to describe this development and at least partially clarify the reasons for the controversy created by this policy and the increase in the public interest about this topic after the amendment of the education law in 2015. Using the process tracing method, it is testing if these reasons can be described by the theory of the advocacy coalition framework. The work finds out that considering the set hypotheses the explanation using this theory cannot be disproved. During this testing, main actors are identified and divided into advocacy coalitions. Therefore, an overview of the theory of advocacy coalition framework is included in this work, set in the context of the inclusive education policy, together with a quantitative media analysis looking at the number of relevant articles in the three most-read newspapers, a description of the interviews with the involved actors and an extensive qualitative analysis of available resources. In the last part of this work, there is an attempt to suggest measures that could at least partially calm down the discussion about the current inclusive education policy. The attachment to this work includes the scenario describing the structure of the interviews with the respondents.