

Abstract

The bachelor's thesis deals with the area of education policy as a subset of public policy. It focuses on the issues associated with the Czech secondary school graduation examination (maturitní zkouška), presenting especially the current thinking in the area of graduation examination from the viewpoint of education policy actors. This thesis utilises the Advocacy Coalition Framework approach to identify belief consensuses within the graduation examination discourse across a segment of selected expert participants. For this purpose, the Q-methodology is applied as it is fundamentally able to reveal consensuses and thus identify the relevant coalitions. The chapter containing the outputs of Q factor analysis constitutes a crucial part of the thesis, clearly revealing two independent schools of thought in this area. Exploratory interviews were conducted during field research and their outputs significantly contributed to the description of the established factors and advocacy coalitions.