

Diploma thesis: Beliefs of actors in relation to preschool education at local level

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Abstract

The aim of this thesis is to explore and compare beliefs of actors in relation with preschool education at local level and determine how they influence policy of preschool education. Used methodology is a combination of qualitative and quantitative methods. The most significant used theory is a system of beliefs from Paul A. Sabatiera which is a part of theory of avocational coalitions. Four different beliefs were revealed. The first belief called „pro alternatives“ did not show deep core beliefs of actors. However, it was obvious that these actors sympathize with alternative education principles. Second belief „traditional collective“ is based on conviction that children should have the same conditions for the beginning of their lives. The state education is the best what is for children offered. In the third belief „not interested“ are actors convicted not to participate in any level of politics. They believe it can cause either trouble or it will not have any effects. The last belief „traditional individualistic“ is characterized with a belief that state form of education is the best what can be provided to children. On contrary with belief „traditional collective“ these actors are persuaded that every child should have individual care.