

## **Abstract**

The diploma thesis deals with educationally disadvantaged student at public universities in Czechia. Thesis presumes the existence of educational inequality in Czech educational system and the effect of disadvantages based on attained education level of student's parents. These inequalities hadn't significantly changed even after the massification of tertiary education sector. The population of educationally disadvantaged in the thesis is equivalent to first generation student population, meaning the families with unattained tertiary education level. The main objective is to find out designs of policies targeting this group and to explore perception of the population. To achieve the goal, the thesis is using social construction of target framework. In this way, designs of applied policies are analyzed and the social construction of the target population is defined. The thesis uses qualitative research methods, using thematic document analysis of annual reports and long-term plans of all public universities and then uses the academic senate reports and semi-structured interviews with universities' representatives with selection of cases regarding the first analysis findings. The results show that educationally disadvantaged population remains undefined and there is a general lack of relevant policies targeting the population and the overall marginalization of the topic. Educationally disadvantaged population is an undefined subgroup population merged into the socially disadvantaged population. Socially disadvantaged group, based on the analysis and used analytical framework, corresponds to dependent population type, which means positive social construction and weak political power. Answering educational inequality problem is included in law and official public policy documents, even in international documents.