

Abstract (in English):

During adolescence, a person's value orientations towards society, employment, and the economy are being shaped significantly. The educational system plays an important role in this maturing of a person's values in that it provides key social orientation in the form of knowledge, consciousness, or opinions. The theory of cultural and social reproduction was among the first analyses of critical education that drew attention to the fact that this mediation of orientation serves for the maintaining (reproduction) of social inequalities in society. The basic question of education according to these analyses of critical education thus is not what knowledge we get at school, but rather whose knowledge. In the Czech Republic, ca. 73% of pupils go through secondary vocational training. After graduation, most of these pupils are the first to enter the world of paid labor at a relatively early age. Between 2004 and 2012, intermediate vocational training underwent a change of system in the form of the implementation of curriculum reform in connection with the adoption of Act No. 561 / 2004 Coll. on Preschool, Elementary, Secondary, Tertiary Vocational, and Other Education. Curriculum reform enabled various social agents to influence the goals and content of education at the national level through the possibility of their participation in creating framework education programmes and basic curricular documents for the Czech education system. The question posed in this text is then as follows: "Whose consciousness has significantly influenced pupils' orientation in the world of labor in the course of the curriculum reform for intermediate vocational training?" This question will be investigated on the basis of a case study of the Czech Republic and the actions of two agents: representatives of employees and of employers. The research method will be analysis of the actions of representatives of employees and employers from the perspective of the time before and during the curriculum reform of intermediate vocational training. Analysis will focus on field and expert groups at the National Institute for Education (during the curriculum reform under a name of the National Institute of Technical and Vocational Education). During curriculum reform, field and expert groups served as the main platform for cooperation of representatives of the world of labor with representatives of the world of education during the creation of framework educational programmes for intermediate vocational training. The curriculum reform ends with a methodological statement of the National Institute of Technical and Vocational Education that is quite clear: employers are the key representatives of the world of labor. This text shows that the factors leading to this methodological statement were: 1) strategic conceptions at the national level, 2) a change to the logic of the functioning of the education department of the Czech and Moravian Confederation of Trade Unions, 3) the characteristics of the intra-union debate on secondary vocational education during the

curriculum reform, and 4) the lack of a change over time of employers' ideas about the content of intermediate vocational training.