

POLICIES FOR INFORMATION, GUIDANCE AND COUNSELLING SERVICES

NATIONAL QUESTIONNAIRE

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1. OVERVIEW

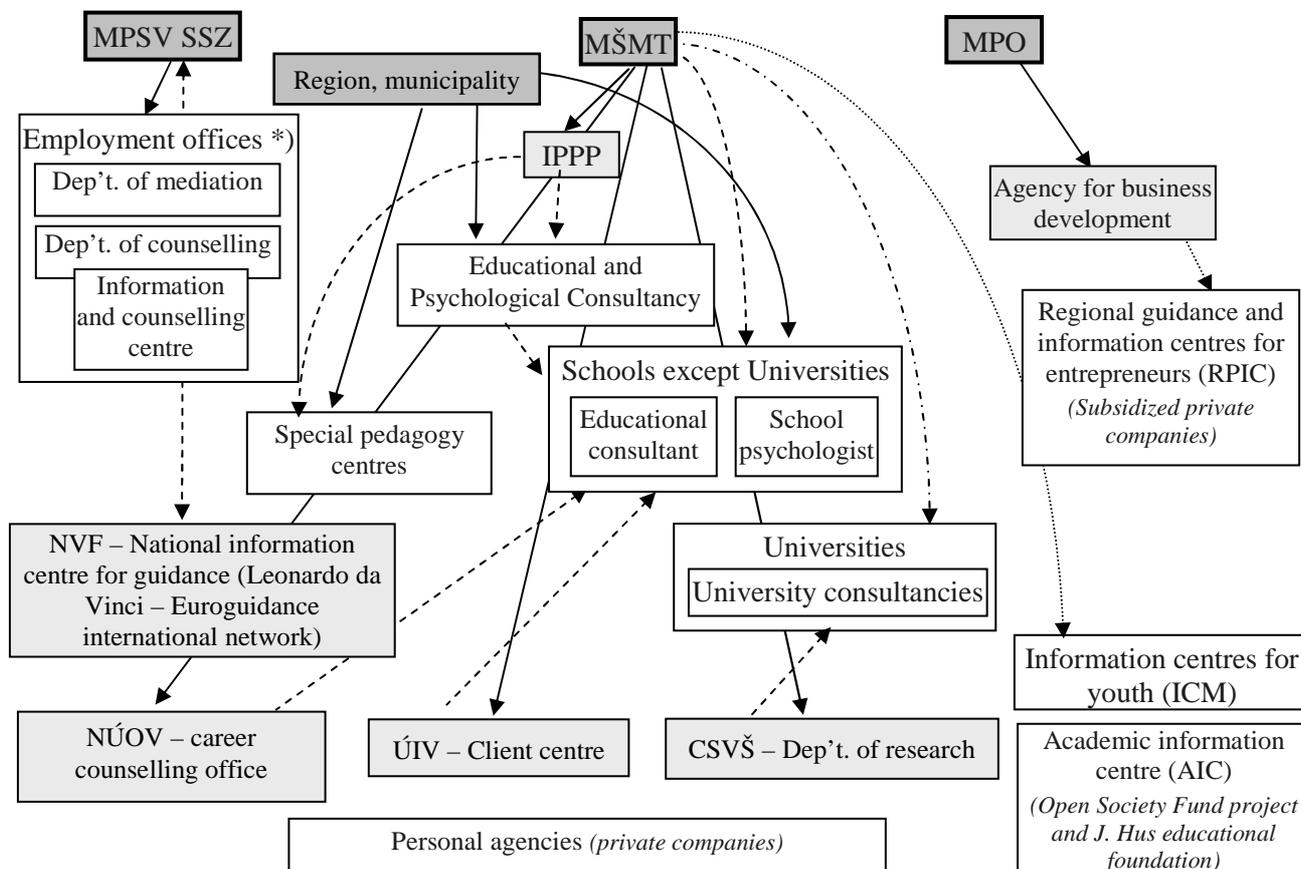
1.1 The structure of information, guidance and counselling services aimed at education, training and employment in the Czech Republic.

The information, guidance and counselling services are provided through one of two parallel systems that exist in the Czech Republic. The first one is controlled by Ministry of Labour and Social Affairs while the other comes under the Ministry of Education, Youth and Sports. They have a common goal: The counselling service should help to optimise the solution of personal self-fulfilment when choosing an ideal education and career path and deal with related specific situations in personal life and in the future employment.

The guidance and counselling service within the Ministry of Labour and Social Affairs, MPSV SSZ – Ministry of Labour and Social Affairs, Administration of Employment Services (www.ssz.mpsv.cz), concentrates predominantly on solution of problems arising during the transition between school and work or on finding new jobs or making changes in one’s position within the employment market (guidance for career and employment choice, professional counselling).

The school guidance and counselling services of The Ministry of Education, Youth and Sports – MŠMT (www.msmt.cz) is aimed at solution of problems faced by children and youth during their school years (psychology, psychology of learning and study, educational and other related problems) and when they think about making changes and new choices in their further training.

Besides those two systems guidance and counselling services are provided by employers and employer associations that come under the competency of Ministry of Industry and Trade of the Czech Republic, MPO (www.mpo.cz).



Explanation notes:

Dark grey colour indicates control institutions, grey colour indicates methodological institutions, and white colour indicates the counselling institutions

- ▶ Continuous line means direct control and funding
- ▶ Dash line means methodological help
-▶ Dotted line means partly funded from grants and subsidies
- . - . - . ▶ Dot-and-dashed line means funding yes but not direct control

*) *Employment offices have a number of other units*

INFORMATION, GUIDANCE AND COUNSELLING SERVICES WITHIN THE SCOPE OF POWERS OF THE MINISTRY OF LABOUR AND SOCIAL AFFAIRS (MPSV)

Career path counselling has been provided on our territory since the twenties of this century. Its development was interrupted by the Second World War and it did not exist until the sixties when child psychological consultancy, clinics for psychology and education were established by former district authorities (Národní výbor). Those establishments also provided career information. Consulting activities in the area of the labour market and especially the welfare work for the unemployed did not exist until the year 1990 because up until then the unemployment in the Czech Republic was officially zero. The system of counselling services in the competency of the Ministry of Labour and Social Affairs had to be built from scratch. Information and counselling centres for selection of profession (IPS) were established at the labour offices that exist in every district town and centres of balance diagnostics are being set up at present.

The system of information, guidance and counselling services existing under the Ministry of Labour and Social Affairs consists of three components:

- 1 **Institutions dealing with organisational and methodological tasks:** MPSV (through the Administration of Employment Services), board of consultants for counselling and 77 employment offices,
- 2 **Consulting centres:** 77 departments of retraining and information and consulting centres and 15 centres of balance diagnostics,
- 3 More than 300 private recruitment agencies which get an authorisation for employment mediation on basis of an application submitted with the Ministry of Labour and Social Affairs

INFORMATION, GUIDANCE AND COUNSELLING SERVICES IN THE SCOPE OF POWERS OF THE MINISTRY OF EDUCATION, YOUTH AND SPORTS (MŠMT)

The system of information and counselling services which existed before the year 1989¹ was based on a hierarchic structure of individual consulting centres and it did not undergo any major changes between the years 1978 and 1989. Back in 1978 the pedagogical and psychological information service was covered by the Education Act No. 63/78 Coll.

The present system of information, guidance and counselling services existing under the Ministry of Education has got five components:

- 1) **Institutions having organisational and methodological tasks:** Ministry of Education, Youth and Sports (MŠMT), board of consultants for educational counselling of the MŠMT and Institute of Pedagogical and Psychological counselling (IPPP) which was founded by MŠMT

¹ year of political changes in the Czechoslovakia (Czech Republic), end of communism

in the year 1994 (www.ippp.cz). IPPP publishes the periodical “Educational Counselling” (Výchovné poradenství)

- 2) **Consulting centres:** 101 consulting centres for pedagogy and psychology (96 state owned, 4 non-state, 1 church owned), 35 newly established centres for special pedagogy, 1 consulting centre for youth at the Institute of Children and Youth and 48 University consulting centres.
- 3) **Individual staff members providing the service at schools:** educational (vocational) advisors, school psychologists (newly established position), special pedagogy experts at schools², school prevention methodologists, school godmothers³, assistants. The description of their activities can be found in the attachment.
- 4) **Information centres for youth,** where comprehensive information about training opportunities for all ages are concentrated, they form the ICM association (www.icmcr.cz)
- 5) **MŠMT institutes** – ÚIV Client information centre which provides information on training and education to public, NÚOV – Career counselling centre, provides information on secondary education and vocational training.

In the year 1990 the state administration and self-administration (self-government) was decentralised, 14 regions were created and coordination of information and counselling services within the school structure on the regional level is carried out by individual regions through **annual statements and long-term plans of development of education and system of training and education**. The amended Act No. 564/1990 on state administration and self-administration imposes the duty on regions to create those documents. For this purpose, MŠMT has elaborated a structure which should be respected by the regions while creating the above documents.

To a certain degree, both systems of information, guidance and counselling services use the same methods and techniques. Improvement of cooperation between schools, consulting centres for pedagogy and psychology, information centres and retraining departments is manifested on the lowest level of both governmental departments but also between the two of them in the last few years.

² Special pedagogy in the Czech Rep. refers to teaching pupils with reading, writing and learning difficulties, mentally handicapped, etc.

³ Person who is at school on a daily basis to speak with children about their troubles

2. KEY GOALS, INFLUENCES, ISSUES AND INITIATIVES

2.1 **What are the key objectives and goals of national policies for information, guidance and counselling services in your country? Please describe differences in objectives and goals that might exist between Ministries. Where a legislative basis exists for these objectives and goals, please provide details.**

The key goals of education policies are stipulated in the School Act No. 29/1984 and its further amendments where section No. 46 says: “The information and counselling service in the area of education and training of children and youth is provided to schools, nursery schools, and education centres looking after children and youth and taking care of placement of youth, organisations of pupils and their legal representatives and foster parents”. Providing information and counselling service in the nursery schools⁴, primary, secondary schools and vocational training centres is laid down in the regulation of Ministry of Education No. 130/1980 Coll. on education counselling. This regulation does not cover the newly established elements of educational counselling such as school psychologists, centres for special pedagogy, educational care centres, etc. It specifies the function of educational counselling, educational consultant, district consulting centre for pedagogy and psychology and regional consulting centre for pedagogy and psychology. The activities of pedagogical and psychological consulting are also defined by the Act on Schools No. 395/1991 Coll. where:

Section 34: Educational consultant. Primary schools, special schools and secondary schools fulfil the tasks of educational counselling through educational consultants. The qualification pre-requisites of educational consultant are set forth by the Ministry of Education in a ministerial regulation.

Section 35: Consulting centre for pedagogy and psychology.

- 1) Consulting centres for pedagogy and psychology help to solve learning and educational problems of children in nursery schools, pupils of primary schools, secondary schools, special schools and boarding schools. It helps pupils in professional orientation and provides professional pedagogical and psychological services.
- 2) Consulting centre for pedagogy and psychology runs the pedagogical and psychological screenings of children and pupils, provides methodological help to teachers and educational consultants at schools and to psychologists at boarding schools.

Another document is the Methodological Sheet for provision of information and counselling services at schools, reference No. 13 409/98. Another document is the MŠMT Methodological instruction to include the area of education, Education for choosing a profession, into the primary schools curricula (ref. No. 19485/2001-22) and the MŠMT Methodological instruction to include issues on Introduction to world of work into the secondary schools curricula (ref. No. 22067/2000-2. Both these methodological instructions are based on the resolution of the government of the Czech Republic from 3rd April, 2000 No. 325 on “Measures to increase the employment rate of school leavers”.

The goals in the area of employment policy are included in the Employment Act No. 9/1991 Coll. where it is stated that: Employment offices (ÚP) are territorial bodies of the state administration with legal personality whose governing body is MPSV – Administration of Employment Services (SSZ MPSV). **One of its goals is to provide counselling service related with job searching, selection of profession, vocational training and re-training to citizens.**

Section 1: The state employment policy in the Czech Republic includes especially the following activities:

- a) Systematically monitor and evaluate the situation at the employment market, create forecasts and employment strategies and programmes for further employment of staff when large structural and organizational changes take place
- b) **Provide information, counselling and mediation services** free of charge

⁴ Nursery schools are governed by Act No. 76/1978 Coll. on schools and its further amendments

- c) Create socially meaningful jobs and create opportunities for work of public benefit
- d) Run retraining of citizens, counselling in professional selection and vocational training**
- e) Ensure financial security of citizens applying for jobs and during the retraining period
- f) Adopt measures to employ citizens with reduced work capacity
- g) Run the system of recording the available jobs and citizens applying for jobs

In section No. 7 cooperation in the state employment policy is defined. In order to ensure cooperation at the employment market the labour offices establish consulting boards consisting mainly of trade union representatives, employers, cooperative bodies, organisations of handicapped people and labour offices. Their goal is to coordinate the implementation of the state employment policy in the respective territory. They make comments on making contributions to employers for a partial compensation of wages paid to workers under the existing legal regulations, on creating a large number of socially meaningful jobs and opportunities for work of public interest, on programmes of structural and organisational changes, on programmes of retraining, **on organisation of counselling activities** and on issues of employing citizens with reduced work capability.

The scope of powers of the employment office is covered by section 12.

1) Employment office

- a) Upon request the employment office informs citizens about job opportunities, vocational training and retraining. It also informs the employer about available workforce.
- b) It mediates a suitable job for those applicants having a permanent residence in the respective territorial district.
- c) In accordance with development of branches, fields and activities **it provides job related, profession related or vocational training related counselling service to citizens.**

The employment office also finds jobs for people with reduced work capability and it keeps records on applicants for jobs with reduced work capability. The National Programme of Development of Education in the Czech Republic will play a lead role in the future provision of counselling services in the branch of Education.

<http://www.msmt.cz/cp1250/info/sql/web/inform3.asp?kods='12'> where it is stated that:

- o The position of school psychologist and school special pedagogy expert will be gradually introduced at schools.
- o The existing system of pedagogical and psychological counselling should be extended and its services should be coordinated with information and counselling services provided at schools and other institutions.
- o The number of students admitted to Universities for Programmes in psychology, special pedagogy and social work should be increased.
- o An integrated system of professional growth of consultants connected with a system of their further education and with system of professional methodological support (supervision) should be introduced.
- o The following supporting measures aimed at facilitation of transition from school to work for school leavers should be introduced in cooperation with social partners:
 - participation of employer representatives at vocational training final exams should be embedded in legislation
 - at least a few months' guided experience for each pupil in the vocational training program should be supported and embedded in legislation
 - development of professional counselling should be supported
 - development of information system in the area of education relationships and work area
 - development of compensation training programs for unemployed youth should be supported

As far as other necessary measures are concerned the Introduction into the world of work should be supported as a compulsory part of secondary school curricula. Also information system about employers' requirements regarding the skills of school leavers, situation at the labour market, etc. should be developed.

In the area of training of talented individuals an **integrated system of care for talented individuals in the Czech Republic should be implemented**, especially the following should be done:

- A specialized office where counselling, teaching and research activities in the area of training and education of the talented individuals and teaching of teachers would be concentrated. A close connection between such centre for learning and development of talent with a University college (faculty) where future teachers or psychologists are trained is a well proven and frequent model in other countries.
- The position of coordinator should be established at the regional consulting centres for pedagogy and psychology (PPP) to cater for the needs and training possibilities of talented people in the respective region; inform public about those issues and cooperate with the central office.

The system of information, guidance and counselling services should play an increasing role in creating conditions for educating children with specific training needs. Besides the traditional professional help aimed at support of education, professional orientation and selection of career path the counselling in education should be also directed at strengthening prevention from socially unhealthy phenomena at schools, supporting and creating conditions for development of pupils' personality and harmonizing the relationship between school and family, supporting the integration of handicapped children into common schools and creating the accepting environment in schools and classrooms. It is necessary to spread the knowledge about procedures of special pedagogy and working methods among teachers in common schools of all age levels.

In the area of tertiary education there is a long-term intention to support the human resources development as much as possible:

- a) Look after the personal and professional growth of staff involved in the tertiary education through the system of lifetime learning;
- b) Help the students to orientate themselves in learning opportunities, in finding an ideal learning path and in learning about the work market by building consulting centres providing counselling aimed at study, psychology and profession.

Therefore it is necessary to continue building the consulting centres at schools. Apart from the services mentioned above those centres will help students to acquire the necessary knowledge and habits and to improve the individual study capabilities. Also consulting for the applicants for study provided in cooperation with secondary school consultants is increasingly important. The National Programme of Educational Development in the Czech Republic also deals with problems of training and re-training of adults; the intention is to **establish procedures of system development of training of adults** aimed especially at training of specialised professionals, at methodological and counselling services and **improvement of those information and consulting activities** which are directed at improving the willingness of job applicants to participate at the retraining programme.

Also the **Long-term intention of development of education and system of education in the Czech Republic** is extremely important. Development of integrated diagnostic, information and counselling system in the educational area is emphasized. The integrated diagnostic, information and counselling system will offer a number of important services, directly related with education, to pupils, parents and applicants for study. The system will be mainly concerned with the following three areas:

- a) Pedagogical and psychological counselling aimed at disadvantaged pupils and children (coming from socially disadvantaged environment, handicapped pupils and pupils with specific learning disorders)
- b) Prevention of socially unhealthy phenomena (drug abuse, bullying, victimising other pupils, gambling, etc.)
- c) Selection of career path and career consulting (meant for applicants for study at all age levels, future school leavers when they move on to the labour market, potential applicants for further education, etc.)

Every year, the government of the Czech Republic published the **National Employment Action Plan**, binding the Ministries to meet the tasks aimed at cutting the unemployment rate. Individual measurements contain not only financial support for development of active employment policies, contribution for

development of industrial areas, small and medium businesses but also development of counselling and information systems and their coordination.

The main difference between the education policy and employment policy in the area of counselling services results from the fact that each of the systems concentrates on a different type of services with a different goal. Provision of information and counselling service within the competence of the **Ministry of Labour** has been systematically developed from the beginning of the nineties when consulting departments were established within the framework of the newly established authorities (under the CNR Act No. 9/1991 Coll. on employment and scope of authority of the Czech bodies in the area of employment). Funds for this development are earmarked every year by the government, methodological and information background is provided to consultants. Counselling service has reached a very good level in this area. Information and counselling service has a very low priority within the competence of the **Ministry of Education**. Availability of consultants for provision of the counselling service is insufficient, no legislative regulations for counselling within the branch of education has been adopted in the last thirteen years (from the end of the totalitarian system). This area is still governed by regulation from the year 1980.

2.2 What are the major social, educational and labour market influences that are currently shaping national policies for information, guidance and counselling services?

- Pupils need information about opportunities of study and about schools. As there is no clear structure of the service within the branch of education or a network of institutions where pupils can go to, this task is often partly or entirely performed by information and counselling service of employment offices. Those offices cooperate with schools and educational tutors, who receive information about the situation at the labour market within the region and data about secondary schools in the respective region and in the whole country.
- Important factor is the absence of systematic training of counselling practitioners and teachers who are supposed to speak with pupils about issues of world of work and career path within their subject matters. The existing courses and programmes for educational counsellors, offered especially by Universities as part of the lifetime learning pay only marginal attention to those issues. Professional consultants at the employment offices undergo a training organised by SSZ MPSV.
- There is not any professional association of educational or professional counsellors. Therefore, the educational or professional counsellors have no platform on which they could organise coordinated discussions, trainings, cooperate with other countries' associations and defend their interests. There is only an Association of counselling practitioners in schools, which is a professional association of psychologists, special pedagogy experts, social and other workers who are active in the area of counselling services within the education branch in the Czech Republic (especially in the consulting centres for pedagogy and psychology, in the centres of educational care and at schools). At present, this association has got more than 430 members.
- With the expected Czech Republic's accession to the European Union there is an increasing need and interest in a more intensive and deeper cooperation with colleagues from other countries. A support of European dimension of cooperation within the counselling is one of the main targets of the National Resource Centre for Vocational Guidance (NISP), which is part of the Euroguidance worldwide network, active within the Leonardo da Vinci European programme. This centre was founded in the Czech Republic in the year 1998. Thanks to the nature of its activities based on the lifelong learning concepts and thanks to the fact that it is situated in the National Educational Fund (which is an institution above any government departments) the NISP tries to create and support cooperation opportunities of counselling systems in both branches.

The information, guidance and counselling services of both branches are not under any significant influence of any external factors. In the MPSV branch those services are build in a "timeless" manner, independently of current external factors. The proper services in the area of professional counselling in the education branch do not develop very quickly, but education aimed at career selection and introduction into the world of work start to be gradually introduced at schools as a consequence of the growing unemployment of the school-leavers

2.3 What are the most important issues facing policy makers in your country in the organisation, management and delivery of information, guidance and counselling services?

- Lack of coordination of measures and activities on the level of Ministries
- Insufficient information network of education counsellors and its interconnection with a network of professional consultants at the employment offices
- Missing systematic education of counselling practitioners which would reflect the current needs of clients (pupils, students, adult workers, and people in the training process) especially in the area of selection of profession, study and career path. This refers to both branches, the need is even more urgent for education counsellors and consultants at Universities.
- The existing services target the solution of situations which have happened already rather than the preventive work with clients. This requires a change in approach to provision of services.
- Non-existing system of quality control and evaluation of the provided service. Applicable qualification and ethical standards for counselling practitioners at schools should be defined
- The follow-up measures should be those that will support the motivation of employers to train their own workers
- Education counsellors – teachers have not suitable conditions to perform a part of their work. From 1 to 3 hours of their weekly workload (depending on the number of pupils at school) is not sufficient because only the most urgent situations related with study, educational or psychological problems can be sorted in that amount of time. Professional counselling is often ignored because it does not seem to have any priority compared to those everyday situations.
- Excessive demands are imposed on the consultants at employment offices as a result of the fact that employment offices are the only one nationwide network of counselling services (besides the network of university consultancies) with a direct connection to its administration (SSZ MPSV) on one side and a direct connection to the clients on the other side.

Lack of time and insufficient qualification of counselling practitioners at schools is a problem in the education area. Generally, there is a low public awareness about the importance of career path selection.

2.4 Please describe any recent (last five years) initiatives and changes that are of particular significance for the organisation, management, funding, staffing, or delivery of information, guidance and counselling services.

- The yearly National Plan of Employment defines the goals, priorities and realistic steps in employment policy (although counselling is a marginal issue there).
- Government decree No. 325 on “Measures to be taken to increase the employment of school-leavers” from 3rd April, 2000. **Based on that decree the MŠMR (Ministry of Education) had the task to... include the subject matter called: “INTRODUCTION INTO THE WORLD OF WORK” (development of personal capabilities for orientation and flexibility at the labour market)** into the curricula of all secondary schools. This decree does not refer directly to professional counselling but it helps young people to get ready for making career choices and choices at the labour market and subsequently also to a more efficient use of counselling services.
- Introduction of the position of a school psychologist to schools (refers to approx 25 % of primary schools and 10 % of secondary schools).
- Creation of balance diagnostics centres (from the year 2000) whose work is tied with consulting provided by employment offices. The centres were established thanks to the Czech-French cooperation. The balance-diagnostics activity should meet the following requirements.
 - Active access of an individual to cooperation with the respective professionals while looking for a specific solution to a topical situation.
 - Processing and gradual fulfilment of partial goals of the individual action plan.
 - Orientation at a realistic ideal option of solution to the client’s situation responding to both the client’s needs and labour market requirements.
- One of important MPSV activities is the building of the **Integrated system of standardised positions** (<http://www.istp.cz>) – ISTP is built under the auspices of the MPSV Administration

of Employment Services by teams of experts from all the relevant areas (ministries, organisations of employers and employees). The core of ISTP is a file of professions and standardised positions (kind of generalisation of the existing jobs).

- Besides the traditional tasks aimed especially at professional help in career orientation and in coping with educational and learning difficulties of pupils a number of new requirements has appeared. Those requirements shift the overall orientation of the information, guidance and counselling service into the area of the primary and secondary prevention of socially unhealthy phenomena. The prevention of socially unhealthy phenomena should be construed in connection with prevention of drug abuse. Also prevention of school failures, timely intervention in problems of personal growth and social adaptability, crisis intervention and help when choosing the educational path are other important preventive tasks. Those areas include a pedagogical and psychological work with individuals and groups including groups internally structured (such as family, classroom). With the requirement of integration of handicapped individuals into the society the information, guidance and counselling care for handicapped children and youth is extended. Specific tasks of consulting in the area of prevention of drug abuse and their organisational background are backed by the Instruction of Minister of Education, Youth and Sports on prevention of drug abuse at schools, reference number 16227/96-22 from April, 1996.
- As from the year 2001 the consulting centres for pedagogy and psychology as well as the centres for special pedagogy have been transferred into the competence of individual regions of the Czech Republic. The latest development characterised by the legal duty to elaborate **long-term intentions of development of education and system of education**, which has been imposed on regions (they should do so by 31st March 2003), implies a strong tendency to reduce the number of consulting centres for pedagogy and psychology that constitute one of the elements of the educational counselling and providers of consulting services in the area of professional orientation and selection of career path. While some regions consider keeping the existing network of pedagogical and psychological consulting centres (e.g. Plzeň or Zlín regions) other regions intend to dramatically reduce the network of consulting centres (the City of Prague, Liberec, Karlovy Vary).

3. POLICY INSTRUMENTS FOR STEERING SERVICES

3.1 How important is legislation in steering information, guidance and counselling services in your country? Please briefly describe the main pieces of legislation that directly affect information, guidance and counselling services. More complete details and examples can be provided in an Annex.

For the area administered by MPSV – Ministry of Labour and Social Affairs the basic legislation is the Act No. 1/1991 Coll. about employment. From the point of view of guidance and counselling also the ACT ČNR No. 9/1991 Coll. on employment and field of action of the Czech authorities in the area of employment (setting up employment offices, their tasks and staffing).

For the area administered by MSMT – Ministry of Education, Youth and Sports the basic legislation in providing the educational counselling is the MŠMT regulation No. 130/1980 Coll. on educational counselling (defines the main tasks and activities of the counsellors at schools and their connection with the consulting centres for pedagogy and psychology. The qualification requirements on educational counsellors are included in the MSMT regulation No. 139/1997 Coll. on pre-requisites for professional and teaching capability of teachers and on qualification background of educational counsellors. Important legal regulation in this area is also the government decree No. 68/1997 Coll. (determines a reduction of teaching load of the educational counsellors and in fact it defines the weekly numbers of hours for provision of educational counselling). Introduction of sessions on career path at the primary schools and introduction into the world of work at the secondary schools are governed by the MŠMT methodological instructions reference number 19485/2001 (primary schools) and 22067/2000 (secondary schools). The methodological instructions are not binding legal regulations.

The educational counselling is currently contained in the school acts, decrees and methodological materials of MŠMT ČR as follows:

- 1) Areas, entities and services in the area of counselling are covered by the School Act No. 29/1984 Coll. as amended in later versions, specifically section No. 46.
- 2) Under the section No. 34 and 35 of Act No. 395/1991 Coll. as amended in later versions, the school units of educational counselling are: counsellor and consulting office for pedagogy and psychology.
The position of counsellor must exist at any primary and secondary school, including special schools,⁵ regardless of who the school founder is. This position is not imposed by legislation on vocational training centres.
- 3) Under the CNR Act No. 564/1990 Coll. as amended in later versions the region is considered to be the founder of consulting centres for pedagogy and psychology. Those centres are funded by regional governments or they are attached to them.
- 4) A conclusion can be drawn from the wording of the amended Act No. 29/1984, specifically from section 5 par. 2 and section 7 par. 1 and 2, that primary and secondary schools should participate on counselling service. This judgment can be also applied on vocational training centres under the section 27a), par. 1 of the same Act.
- 5) Another conclusion can be drawn from the amended School Act No. 29/1984 Coll., specifically from section 50, par. 2 and from the work order for schools and school staff (MŠMT reference number 16969/96-42, clause 8, section 2, letter e, clause 12, section 1, clause 13 and clause 15 section 1) that all teaching staff at schools participate at the counselling activities.
- 6) The Government resolution No. 341/1994 on program of social prevention and prevention of criminality as well as the current situation and prospects for the year 1996 impose new tasks on the counselling units. The tasks of counselling in this area were defined in the Concept of new ways of work in pedagogical and psychological counselling approved by the Ministry of Education, Youth and Sports in November 1995.

⁵ Schools for children with reading, writing, learning difficulties, handicapped children etc.

- 7) Centres for special pedagogy exist from 1st September, 1990; they are established by the Ministry of Education (MŠMT) as special-purpose establishments of special schools and special nursery schools under the section 45 of the Act 395/1991 Coll. about schools. Setting up centres for special pedagogy attached to special nursery schools is carried out in compliance with section 45, paragraph 7 and section 8 of the above mentioned Act, those centres which are attached to special schools are set up in compliance with section 45 of Act No. 29/1984 as per the later amendments. Details on centres for special pedagogy can be found in section 5 of MŠMT ČR (Czech Ministry of Education) decree No. 399/1991 on special schools and special nursery schools. Building and development of special pedagogy centres under the Ministry of Education area is governed by the Czech Government Decree No. 466/1992 to the National plan of help to handicapped citizens and Czech Government Decree No. 493/1993 to the National plan of measurements aimed at reduction of negative consequences of the handicap.
- 8) The incorporation of private consulting centres into the system is governed by the amended Trades Licensing Act No. 286/95 Coll. according to which the “Psychological counselling and diagnostics” is a “licensed professional trade”⁶.
- 9) The qualification pre-requisites of the staff in counselling centres for pedagogy and psychology and for educational counsellors are contained in the MŠ ČR Decree No. 59/1985 Coll. According to the amendment to this decree University education in either pedagogy, psychology, special pedagogy or teaching is a compulsory pre-requisite for practitioners working in the consulting centres for pedagogy and psychology. This University education must be supplemented with a specialised study of educational consulting. An educational counsellor should be a University graduate (degree in teaching), with 3 years’ experience and a specialised course on educational counselling. Qualification pre-requisites of special pedagogical centres and centres of educational care are mentioned only in the MŠMT methodological documentation about establishing those institutions and their activities.
- 10) The status of counselling practitioners is stated in the amended Act No. 29/1984 Coll. in section No. 50 and in the regulation No. 59/1985 Coll. in section No. 2. The wording of both regulations is contradictory in the question as to whether the staffs of consulting centres for pedagogy and psychology are teachers or not. Similar problems exist when evaluating the position of professional staff of centres for special pedagogy (a University graduate with degree in special pedagogy is considered to be a teacher while other University graduate with degree in psychology is not). This is reflected in different approaches to working hours and holidays.
- 11) Conditions of professional and pedagogical capacity of teacher staff and qualifications of educational counsellors are contained in the regulation No. 139/1997 Coll. of the Ministry of Education, Youth and Sports from 28th May, 1997.
- 12) The workload of teachers and the workload of other pedagogical staff working at schools are governed by the GOVERNMENT decree No. 68/1997 Coll. from 12th March, 1997.

3.2 What other instruments are normally used for the political steering of information, guidance and counselling services and to monitor implementation?

In the education sector there is a number of IPPP strategy proposals in the area of pedagogical and psychological counselling (career counselling is mentioned only very briefly, though). In the MPSV area (Labour) the National employment plan is annually adopted, but more important is a methodological, information and educational support of counselling departments at employment offices from the SSZ MPSV side and a permanent communication among the responsible SSZ MPSV staff and providers of counselling services, which is a feedback for the contents of this support and for the solution of current problems of counselling services. This support is also formulated in various conceptual materials of SSZ MPSV.

The requirements on the quality of service can be derived from ethics codes applying to the counsellors:

⁶ Licensed trade - Such trade or small business which has to be run in compliance with specific legal regulations

- In education there is the Ethics code of counsellors in education which is committing for the members of the Association of counselling practitioners in education. Therefore, it is not generally committing for all educational counsellors.
- The ethical standards for work of school psychologist which were adopted on 3rd Conference of the Association of School Psychology of the Czech Republic and the Slovak Republic in the year 1994.
- In the sector of labour the Ethics code for state administration staff applies to the professional counsellors.

The professional qualifications of an educational counsellor are defined in the MŠMT regulation No. 139/1997 Coll. about conditions of professional and pedagogical capability of education staff and about qualification pre-requisites of an educational counsellor...)

As far as the requested qualification is concerned the University education is necessary. In some positions University education in a similar field may be required. This is the case especially in psychology, pedagogy and social work; the psychiatrists must hold a Degree in Medicine. Similar to other European countries psychologists are supposed to successfully complete the Master Program in Psychology (one or two fields).

The supporting EU programs are also an important instrument (especially Phare and Leonardo) They have been providing outputs in various formats (PC programs, information systems and other information media, education programs, internships for counsellors, etc.) to the counselling services of both sectors from the beginning of the nineties. With respect to the fact that the counselling activities in the labour sector are higher than in the education sector the support is also received more by counselling at the employment offices than at schools.

3.3 Please describe how government regulation, funding and provision of information, guidance and counselling services are related to one another. Is the same (government) body typically responsible for all three, or are they carried out by separate agencies?

The responsibility for individual areas is split between the two Ministries (MŠMT and MPSV). The work and career counselling provided by the employment offices is funded from the budget of MPSV and this Ministry also has the responsibility for the work. The activities related with pedagogical, psychological and educational counselling provided by the institutions subordinate to MŠMT are funded from the MŠMT budget. There is not any coordination outside of the Ministries.

3.4 What mechanisms, if any, exist for co-ordinating information, guidance and counselling services: between different Ministries; between different levels of government; between governments and other parties such as employers, trade unions, the private sector, and community groups; between services for youth and for adults; and between the different agencies that provide services? What barriers exist to co-ordination of services and to networking among providers?

There are no coordinating mechanisms between Ministries, between different levels of government, or between any other parties. The Agreement about cooperation between the Czech Ministry of Labour and Social Affairs, the Administration of employment services and Ministry of Education, Youth and Sports of the Czech Republic from 1st April 1997 was not fulfilled in compliance with the content and besides that it applies to cooperation on the ministerial level and does not affect the lower levels.

Such coordinating mechanisms on the centralised level were established always only within the projects such as Phare, Leonardo, etc. The representatives of both sectors and social partners were invited either directly to the operational teams or to the steering commissions. The widest partnership between the sectors and social partners is probably the project “Integrated System of Standardised Positions” where generally accessible information system about the world of work is created and maintained on the Internet. This project is run and funded by SSZ MPSV. It is not a direct coordination of counselling services but creation of an important instrument of counselling and agency services.

On the local or regional level there is a number of coordination links between employment offices, schools, counselling centres for pedagogy and psychology and certain social partners. However, those links work mainly thanks to the enthusiasm of individuals and their capability to initiate cooperation and willingness

to set some kind of meaningful framework. Therefore their level is different in different locations. Certain coordination role between the two sectors in some activities aimed at counselling is played by NVF – National Information Centre for Counselling.

3.5 What barriers exist to co-ordination of services and to networking among providers?

Those barriers exist especially due to absence of coordination of counselling services between the two sectors (Ministries). There is no clear definition of competencies on individual levels (ministerial, regional, local) for individual types of institutions providing the counselling services (schools, employment offices). Also lack of any memberships in professional associations of counsellors is a barrier. The NVF does make certain effort in this respect but it does not hold the necessary competence and therefore it concentrates on creating the space for cooperation and not for its coordination.

4. THE ROLES OF THE STAKEHOLDERS

Employer organisations and associations

4.1 What role do employer organisations play in regulating or funding information, guidance and counselling services?

The employer associations do not play, in fact, any role in the area of management, organisation or funding of information, guidance and counselling services because the existing School Act entrusts the regions (regional governments) with the competence and scope of powers in this area and employer associations are implicitly excluded. The activities of regional coordination commissions for counselling services, in which the employer associations should be represented, have only started. Some regions do not even think of inviting the employer associations to participate in those commissions and they intend to address only directors of the counselling entities. The goal of coordination commissions for providing the information, guidance and counselling services should be a very tight cooperation and creation of counselling in the area of pedagogy, psychology and special pedagogy, detection and analysis of the needs of counselling services at schools, nursery schools and other education establishments in the respective region. The employer association representatives are sometimes members of the advisory bodies of employment offices but those committees concentrate on solving problems of employment and labour market rather than counselling services. The large employer associations having their own education centre provide consulting service in the area of further training to their members and employees but also to other people. Based on the client's requirements those institutes analyse the training needs and prepare a tailor-made training course. Most courses are also open to individual interested persons. Only few employer associations cooperate with University counselling workplaces. If they do cooperate with them it's mostly in different areas. At the same time most employer associations provide counselling in the area of labour law to their members. Smaller associations in this area cooperate externally with a lawyer.

4.2 What initiatives do employer organisations take to help provide information, guidance and counselling services?

On the level of basic and secondary schools activities of employers are reduced to a one-track recruitment or promotion events that are performed at some schools through the educational counsellors. Most employer associations provide information and guidance on issues of labour law to their members and their employees.

4.3 Does employer involvement in information, guidance and counselling services tend to be:

a) The participation of employer associations at the counselling services is:

| Seldom | | Occasional | | Regular |
|--------|--|------------|---------------------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| Local | Mostly local, but some national | 50:50 | Mostly national, but some local | National |
| 1 | 2 | 3 | 4 | 5 |

b) The participation of employers at the counselling services is:

| Seldom | | Occasional | | Regular |
|--------|-------------------|------------|------------------|----------|
| 1 | 2 | 3 | 4 | 5 |
| Local | Mostly local, but | 50:50 | Mostly national, | National |

| | | | | |
|----------|---------------|---|----------------|---|
| | some national | | but some local | |
| 1 | 2 | 3 | 4 | 5 |

Area of education

The access of employers to the area of further training and related counselling service results from the ownership status, size of the company and from the complexity of the production process. Multinational corporations, large companies or companies with a highly sophisticated production process train their employees on a regular basis. Some of them have even their own training centres. Selection of suitable courses is made by an authorised organisational unit of the respective employer, the human resources person or the human resources manager himself. Many companies use the service of private agencies which organise a kind of “tailor-made” training course based on the analysis of the educational structure and target situation.

Area of employment

Employers seldom provide information and guidance service in the employment area to their employees. If they do so, it usually happens in those situations when an employer has to cut staff and tries to help the released workers to find some other job by providing information and guidance. In certain exceptional cases those workers are re-trained.

Trade unions

4.4 Do trade unions play a role in regulating or funding information, guidance and counselling services?

Trade unions are not directly involved in regulating, organising or funding of such counselling services. Within individual companies the trade unions enter into collective agreements where conditions for activity of trade union organisations, their rights and duties are specified. It is usually stated in a collective agreement that each employee has the right to be informed about the basic matters related with economy and development of the company through his/her trade union organisation. Employers usually provide the following information to the trade unions: about economic and financial situation of the company, production impact on the living environment, employer’s legal status and changes in this respect, the expected prospects in the employment area, current staff numbers and its structure, basic issues of labour conditions and their changes, development of wages and their components. The trade unions will then spread the information among employees at their regular conferences, through electronic mail or they answer their direct questions.

4.5 What initiatives do trade unions take in providing information, guidance and counselling services?

Trade unions organise seminars on questions relating to employment, legal help and accounting to support each of the basic organisations. Many trade union organisations issue a newspaper on social matters where legal regulations are published and related legal service is provided (explanation of a law, answers to readers’ questions). Trainings on issues of labour law are organised and trainers from the respective fields referred to in the legal regulations are invited. Labour law consulting centres providing guidance and counselling free of charge or even legal representations, if necessary, exist in every region. This service is funded from the trade union budget.

4.6 Does trade union involvement in information, guidance and counselling services tend to be:

| | | | | |
|--------|-------------------|-------------------|------------------|----------|
| Seldom | | Occasional | | Regular |
| 1 | 2 | 3 | 4 | 5 |
| Local | Mostly local, but | 50:50 | Mostly national, | National |

| | | | | |
|---|---------------|----------|----------------|---|
| | some national | | but some local | |
| 1 | 2 | 3 | 4 | 5 |

(The box that best applies in bold)

Other stakeholders

4.7 Please describe ways in which policies encourage other stakeholders -- such as parents, associations of students, alumni, community organisations, educational institutions or the end-users of services -- to play a role in information, guidance and counselling services.

Area of education

School board

Under the Act No. 564/1990 Coll. about the state administration and self-government an advisory school board can be founded at school. The school board is a school body enabling the legal representatives of minors, full-aged pupils, school staff, citizens of the community and other persons to participate at the school administrations. The school board makes comments on wider intentions and policies of school development; it approves the annual school report, the school budget proposal, and report on school economy. This is a part of public control of the school.

Primary schools, secondary schools and vocational training schools that form part of the national school network have a legal duty to create the position of educational counsellor. They may also have a school psychologist. Establishing counsellors directly at schools is also a matter of funding. If the school is in a financial trouble the counselling activities including the training of counsellors will be reduced.

Under the Czech Republic Government Decree on Measures to Increase the School Leavers Employment Rate (April 2000) and the methodological instruction of MŠMT (Ministry of Education) No. 22067/2000-2 (October 2000), the issues of **Introduction into the World of Work** are integrated (for the second year now) into the secondary school curricula. The textbooks and teaching methodology have been worked out by the National Institute of Technical and Vocational Education (NÚOV) which also participates at the training of teachers⁷. Another methodological instruction issued by MŠMT, reference No. 19485/2001-22 (July 2001) has imposed the duty to include the **Professional Path Education** into the curricula of the primary schools (It has been introduced on 1st September, 2002 at all primary schools). The Research Institute of Pedagogy has participated on the preparation of the study materials and methodology for teachers. In both cases it is a package of thematic units incorporated into the current existing subjects in the respective education programme. Both of the two educational areas were elaborated in close cooperation with the MPSV (Ministry of Labour) and guidance activities at schools are important for their implementation. An Internet tool, which can be found on the MPSV server (<http://www.svetprace.s.cz>), has been created for both areas of education.

The state administration and self-government in the education area

⁷ Czech-Austrian Project **Preparation of Multipliers in the area of teachers' preparation for teaching the Introduction into the World of Work** implemented by NUOV and focused on the preparation of the staff of Centres of Pedagogy for the methodological support of secondary school teachers who participate at the Introduction into the World of Work Programme and on the preparation of the lecturers who will practically run the teaching of the teachers

The Phare START project: **Knowledge – skills – information – successful start of the school graduates at the labour market** where NUOV is actively involved. The aim of the project is comprehensive information, methodological and educational support of teachers and educational counsellors at the NUTS II Northwest Region during the teaching and counselling on career decision making and orientation at the labour market.

In April, 1998, the MŠMT has issued a Methodological Sheet on providing the information, guidance and counselling services at schools (13 409/98-24), under which the regional school authorities have a duty to establish a Coordination commission for counselling as its advisory body. The task of such commission was to monitor the position and the need of counselling services at schools, the financial and organisational possibilities of implementation and propose a policy for providing these services. The commissions above have had a number of meetings in most regional school authorities. With regard to the reform of the state administration, now it would be desirable to adjust the competence of the commissions.

University level

The information, guidance and counselling services are provided by most state-owned colleges and universities, but the content and extent of those services varies. 16 university consulting centres (out of the total 48) provide their service only in the area of psychology or psychological pedagogy. Other 15 centres declare that they provide the university counselling in full extent, i.e. the counselling on the studies, psychology, psychological pedagogy and career path. Representatives of employers and employer associations are often members of the university administration boards.

Area of employment

The information, guidance and counselling services in the area of employment are strictly governed by the Employment Act. As those services are performed by state-owned employment offices there is not much space for other stakeholders to make any impact on this area. To certain extent, most employment offices cooperate with employers, especially in the following areas:

- Seeking suitable candidates for available vacancies, assistance at recruitment process
- Monitoring of available jobs, monitoring of information on entrepreneurial intentions of the key employers in the respective region for the nearest future in order to be able to foresee the developments at the labour market (reduction or expansion of production, cutting/creating jobs etc.) – of course it depends on the employers' willingness to cooperate
- Matching the training offer with the employers' requirements / optimizing the network of schools

ÚP is trying to motivate schools to spread information among pupils at their first or any further selection of professional training – they organise chats, conferences, IPS group visits. To certain extent, the quality of cooperation depends on the quality of educational counsellor at school and on the content of general information within the career path subject. Unfortunately, the ÚP has no possibilities to motivate schools financially. The Economic Chamber participates on the lifetime learning by organising master courses, courses “trained worker” but link to other counselling activities is missing. The Economic Chamber also plays an important role in creation of new lifetime learning opportunities.

5. TARGETING AND ACCESS

The main priority for the development of career counselling services in the future should be creation of legislation and strategy framework reflecting the current situation and guarantee of the future development of the school counselling system, set the scope of competence of individual entities, flows of information etc. including the rules of financing the entities involved. The school counselling system in the future should have the following characteristics:

- It should match the needs of the clients in order to provide information, guidance and advise across the whole range of problems encountered by children, youth and adults during the study and training for the future career path; in other words it is not limited only to the pedagogical and psychological counselling but it also involves studies and professional orientation
- It should be monitored and further developed. A suitable institution which could theoretically fulfil this task is IPPP (Institute of Pedagogical and Psychological Counselling) but this institute was not able to build such position during the years of its existence
- It should have closer ties with the Ministry of Labour and Social Affairs especially when it comes to providing professional orientation and further training of career counsellors at schools

The current status of education and further training of the educational counsellors and other counselling practitioners does not reflect the changes in requirements on the school counselling system.

5.1 Please describe any priorities or target groups for information, guidance and counselling services, including how priority needs are established.

Within the counselling system under the **Ministry of Education** we appreciate especially the work of counselling centres for pedagogy and psychology looking after the pre-school children and primary school children especially in the area of pedagogical and psychological care, educational problems, assessing the school maturity in pre-school children and study capabilities in pupils in the last years of the basic schools. Lower attention is generally paid to students at secondary schools, vocational training schools and universities.

Certain attention is also paid to talented children and youth; the legislative framework is established by the Act No. 29/1984 Coll., about the system of basic schools, secondary schools and vocational training schools (School Act), which also covers the issues of pedagogical and psychological counselling. The Centre for development of skills and talent has been founded by Institute of Children and Youth.

The present situation is a result of a gradual development of the school counselling system whose main priority has been prevention of educational and study problems of younger generation and their elimination. Only in the last two years the importance of the preparation of children and youth for the future selection of career path is also recognised.

| Target group | Priorities of professional care |
|---------------------|--|
| Pre-school children | <ul style="list-style-type: none"> ▪ Psychology and special pedagogy diagnostics of pre-school children in the moment of their being placed into special nursery schools ▪ Assessment of school maturity including control examination of children with a delayed school attendance ▪ In justified cases an intervention follows after making a diagnosis. This intervention activity consists basically in individual psychotherapy – e.g. autogenous training, hypnotherapy, family therapy, system psychotherapy, Rogers therapy and other psychologically corrective techniques |

| Target group | Priorities of professional care |
|---|---|
| Basic school pupils | <ul style="list-style-type: none"> ▪ Comprehensive diagnostics of development learning disorders including a dyscalculia and various educational problems ▪ Group examinations of professional orientation with subsequent individual consulting ▪ Examination of family relationships ▪ Sociometrical examinations of school teams ▪ Prevention of socially unhealthy phenomena, sociometrical measurements at schools aimed at prevention of victimising and other socially unhealthy phenomena ▪ In justified cases an intervention activity follows after making a diagnosis. This intervention activity consists basically in individual psychotherapy – e.g. autogenous training, hypnotherapy, family therapy, system psychotherapy, Rogers therapy and other psychologically corrective techniques. |
| Students of secondary and vocational training schools | <ul style="list-style-type: none"> ▪ Testing of study abilities and help in study and professional orientation ▪ Prevention of socially unhealthy phenomena, making sociometrical measurements at schools which help to prevent victimising and other socially unhealthy phenomena. |
| University students | <ul style="list-style-type: none"> ▪ Study counselling ▪ Psychological and pedagogically-psychological counselling ▪ Career path counselling |

As far as adults are concerned they must go to a specific training institution or look on the Internet when they feel that they need some information or advice about the possibilities of further training. Generally adults are expected to find their own information source and chose their further training either themselves or with help of their employer or some of the private recruitment agencies.

In the area of **Ministry of Labour and Social Affairs** the so called “job applicants” are prioritised. They are those citizens who have lost their jobs for any reason and now they are looking for a new job through the employment office. They must respect certain rules; they don’t carry any business, they come to the employment office on a regular basis, etc. Another category is the group those job applicants who do have a job but they want to change it for any reason or they are in danger of losing it.

Another important, high priority category is school leavers (less than two years after a successful graduating from a school of any age level)

A very high priority group where a number of measures are taken by MPSV in order improve their chances at the labour market are Romanies (Gypsy population).

Another category having certain priority from the information, guidance and counselling services point of view (and counsellors are sometimes specialized in those areas) are those groups of clients whose involvement in the labour market is somehow more difficult: Handicapped people with lower work ability, citizens after serving a term (after returning from a prison), citizens before the retirement age, etc.)

5.2 How are any such priorities or targets expressed?

Nursery, basic, secondary and vocational training schools

The counselling activities in the nursery⁸ schools, basic schools, secondary and vocational training schools are governed by Act No. 29/1984 Coll. about the system of basic schools, secondary schools and vocational training schools (School Act)⁹, by the Methodological Sheet for provision of counselling activities at schools and school establishments (see appendix No. 1), reference number 13409/98 and the Regulation of the Ministry of Education No. 130/1980 Coll. about educational counselling. The activity of the pedagogical and psychological counselling is also regulated by Act No. 395/1991 Coll. about the school facilities¹⁰ and Act No. 132/2000 Coll. about change and cancellation of certain statutes related with the Act on Regions, Act on Communities, Act on District Authorities and Act on the City of Prague.

Basically all pre-school age children, pupils of basic schools and students of secondary and higher vocational schools are legally entitled to make use of the state-owned counselling services. Most services are provided free of charge, some are partly paid by students. For example services of state-owned consulting centres are free of charge and no recommendation is needed if someone wants to visit them. The consulting centres employ a number of qualified psychologists who are usually prepared to give a number of comprehensive recommendations not only on basis of test results and interviews. They help to solve the learning and educational problems of pre-school children, pupils of the basic, secondary and special schools and school boarding houses, they run the pedagogical and psychological examinations, they help pupils to select their career path. They provide a methodological help to teachers and educational counsellors at schools and to psychologists at school boarding houses.

For example parents of **nursery school children** make use of the PPP (pedagogical and psychological counselling) in relation with the transition of children to a primary school. They make this decision themselves or they are advised to do so by the nursery school. Children are examined, their maturity for school attendance is assessed, their concentration problems are identified, elimination of bad habits is discussed, etc. Also **basic school children** visit the PPP counsellor with similar problems. Most consulting centres offer the testing of study capabilities to pupils in the last year of basic school. The students of secondary schools make use of the "PPP" centres in a substantially smaller extent and students of vocational training schools only sporadically.

The PPP centres are gradually being transformed from the originally diagnostic centres towards the intervention-therapy centres. They make efforts to bring the service closer to the clients, cooperate with schools and increase the intensity of communication with their clients' parents. The area of primary prevention of socially unhealthy phenomena¹¹ is becoming increasingly important for the activity of PPPs.

⁸ Nursery schools are governed by Act No. 76/1978 Coll. in the later amendments about school establishments

⁹ Section 46: Educational counselling. „The educational counselling service is provided to schools, pre-school establishments and school facilities taking care of children and youth and their placement, organisations of pupils and their legal representatives and foster parents. The tasks and organisation of the educational counselling are set forth in special regulations.

¹⁰ Section 34: Educational counsellor. The tasks of educational counselling at the basic schools, special schools and secondary schools are fulfilled through educational counsellors. The qualification requirements of the educational counsellor are defined by a regulation of the Ministry of Education.

Section 35: Consulting centre for pedagogy and psychology

- 1) The consulting centre for pedagogy and psychology helps to solve the educational problem's of pre-school children, pupils of primary schools, secondary schools and special schools and school boarding houses. It helps the pupils in the selection of their career path and provides specialised pedagogical and psychological service to nursery schools, schools and school boarding centres
- 2) The consulting centre for pedagogy and psychology runs pedagogical and psychological examinations of children and pupils, it provides a methodological help to pedagogical staff and educational counsellors at schools and to psychologists in the school boarding houses.

¹¹ Taken from: The Annual Report of the Czech School Inspection for the year 1999/2000 <http://www.csicr.cz/frameset.html>, 22. 10. 2001

Cooperation between PPP (pedagogical and psychological counselling) and IPS (information and counselling centre) or between PPP and retraining department of employment offices is still rather exceptional. It is also unusual for PPP to accept clients who are older than 19 years. The main reason is a large number of clients on one PPP staff member.

Universities

The University Act No. 111/98 Coll., among other points, imposes the following duty on the Czech Universities: “duty to provide information and counselling services related with studies and with the chances of the University graduates at the labour market. However, the law does not further delimit the necessary extent, form or other formalities of these services. The opportunity to use the counselling services at the universities thus depends especially on whether and to which extent those services are provided at the respective school because decisions about which areas of counselling will be provided and about the organisational, material and staffing conditions depend fully on the will of the individual schools.

5.3 Where such priorities exist, what active steps are taken to ensure that access to services is possible for target groups?

Information about learning opportunities can be also found on the web pages, e.g.:

- Institute of Information on Education (<http://www.uiv.cz>) where basic information about all schools recognised by the state (nursery, basic, secondary, vocational training schools and universities) can be found
- National Institute of Technical and Vocational Education (<http://www.nuov.cz>) where offer of training at all the secondary and vocational training schools including descriptions of the study programmes and chances for the graduates is presented under the reference “Which school to chose” (Kam na školu)
- Centres for Higher Education (university) Studies (<http://www.csvs.cz>) where a database of universities, study programmes accredited by universities and distance learning programmes can be found. This database is updated every year.
- On the web address of the Czech Association of Schools of Higher Professional Education (<http://www.ssvs.cz>) a list of higher vocational schools can be downloaded in the pdf format.

Each employment office (network corresponding to the former district structure of the country) has a department of counselling, department of mediation, information and counselling centre. In each former district there is one centre of pedagogical and psychological consulting, in each school there is one educational counsellor. Various information media for providing the counselling service are created for the consultants working in those institutions (by institutions like NÚOV, ÚIV, a number of non-state organisations, projects of Phare or Leonardo projects, etc.). A growing number of information instruments are on the Internet (especially the education offer for pupils and students, training offers for adults).

There are differences in accessibility of counselling services in the area of career path counselling provided by centres of pedagogical and psychological counselling. The ideal situation is in large and densely populated city areas with good transport accessibility. The accessibility of the counselling services at the employment office information and counselling centres is much more limited again for primary and secondary school pupils in smaller district towns. This fact is caused not only by worse transport accessibility of those centres but also by low number of counselling practitioners at those employment office units. The City of Prague has a specific situation where traffic accessibility is quite good but the high demand by schools and individuals as well as limited working “man-hours” at IPS makes the situation in providing the counselling services really critical.

5.4 Typically, are different methods used to provide services for different target groups?

While the system of professional counselling is relatively well adapted to providing the counselling services to a large part of the healthy population, the population which is most a risk, like handicapped youth or pupils in danger of social exclusion, is still on the periphery of the attention of counselling

activities. This is a result of the lack of system approach in the network of special pedagogy centres that still pay extremely high attention to pupils with special educational needs in their early age or in the age of compulsory school attendance.

There are certain differences, though. For example counselling provided to youth in need to choose a career and training path has an important diagnostic element with miscellaneous psychological and diagnostic testing. The dominant element in the service provided to a job applicant is mediation. In counselling for disadvantaged groups a deeper individual guidance takes place. The counselling for people who are unemployed in the long term is complemented with a certain therapy and educational involvement with so called Job clubs.

5.5 Do examples exist in which individuals are required to take part in guidance and counselling?

None of the existing legislations determines a legal duty of children, pupils or their legal representatives to make use of the counselling services. If someone wants to keep the status of “job applicant” (and receive the social security benefits) he must meet certain conditions, for example pay regular visits to the mediation department of the employment office. All activities organised by the employment office in the area of retraining, guidance and counselling are voluntary and if someone refuses to take part it cannot create grounds for excluding him/her from the evidence.

A “job applicant” may be excluded from the evidence if he/she refuses to take a suitable job without any serious reasons or if he/she intentionally obstructs the cooperation with employment office. In such cases he can be included into the evidence of job applicants again, in three months the soonest, if he asks for mediation of a job.

A refusal to take a suitable job may have an influence on his security benefits. Security benefit is not provided if the applicant intentionally obstructs the cooperation with the employment office during the job mediations or if he refuses to start working in a suitable position or if he refuses to be retrained.

5.6 Do policies for information, guidance and counselling services favour:

- A comprehensive approach (so that services are universally accessible and meet a wide range of needs); or
- A targetted approach that favours those in greatest need; or
- Both of these approaches.

A universal approach, characteristic by its relative general accessibility of services, covering a rather basic spectre of its clients’ needs, is currently applied in the conditions of most schools and employment institutions providing information, guidance and counselling services. The targeted approach is only developed in regions with higher unemployment rate of basic school and secondary school graduates where target oriented retraining programmes are developed within the employment policy (e.g. region of Ústí nad Labem or region Moravskoslezský). Some measures concentrate on certain groups of population which are somehow different from the rest, e.g. handicapped people but also talented pupils and students.

5.7 Please describe the major gaps, if any, in the provision of information, guidance and counselling services. Are there any groups whose needs appear to be met less effectively than others?

Information

- The pieces of information about system of professional counselling in individual regions are now, after having completed the first stage of implementation of the reforms in public administration, very fragmentary. The database should be made more specific in terms of methodology and data on performance of all the counselling system institutions, including the educational counsellor information and guidance centres of the employment offices should be added. This should be done by ÚIV and Institute of Pedagogical and Psychological Counselling.

- The inquiries about functionality of the system of professional counselling are incomplete. The thematic inspection of CSI (Czech School Inspection) or similar inspections by other institutions should have a methodology allowing a comparison analysis of the activities of all the elements of the counselling system and a time continuity allowing monitoring of the development of the system in time. So far there has been no general investigation aimed at the most important and most widely spread part of the counselling system, the guidance and counselling at schools. MŠMT should make clear whether in the future such investigation (analogical to the thematic inspections by ČŠI) should be done by ČŠI or some other selected institution (MŠMT, regions, and selected agencies). The proposed measures would probably make the control activity more efficient and space would be created for solution of other urgent tasks of ČŠI, MŠMT ČR and MPSV ČR.
- According to recent investigations no comparison analyses of the counselling systems in other countries are available. Mostly partial information about systems in a few countries is available but not their comparison (the information is often based on personal experience and journeys of individual experts). This is probably one of the manifestations of defects of our investigation and theoretical basis in the area of pedagogy. One of the solutions could be putting up a grant for investigation within the program Projects for State Administration etc.
- Special attention should be paid to setting the indicators of efficiency of the whole counselling system, which is directed by the two Ministries, and to determining the management efficiency of the two more or less parallel systems functioning almost independently from each other.
- The Ministry of Education has no adequate representative investigations available, especially at schools, for running efficient and targeted programs of career guidance and counselling.

Human resources

It is undoubtedly correct that under the valid legislation each primary and secondary school should have at least one expert who is able to provide information, guidance and counselling services to parents, teachers and pupils. Lately there has been a significant shift in the type of tasks and activities of teachers, educational counsellors and pedagogical and centres for pedagogical and psychological consulting. But we cannot say that the counselling practitioners are well prepared and trained to respond to these changes.

Approximately 50 % of the educational counsellors, i.e. about 2,000 persons have not the required qualification (graduation from a specialised university study of educational counselling), other 37 % have out-of-date education which is insufficient from the point of view of today's needs. Unless one of the following changes takes place the number of unqualified educational counsellors will grow:

- Cancellation of the specialised study requirement for the qualification of educational counsellor in the respective regulation of MŠMT ČR.
- Substantial increase in educational capacity of universities for a specialised study program for educational counsellors
- Cancellation of the monopoly of universities in providing the qualification training to educational counsellors

The alternative solution might consist in giving people a possibility to be trained for the position of educational counsellor (school, career) during their undergraduate studies of teaching (the interested students would study an additional module, content of which would be identical with the present specialised study) as well as gradual professionalizing of educational counsellors as outlined in the National Programme of Development of Education – so called White Book.

Further professional growth would be guaranteed by a sophisticated system of further training for counselling practitioners. A suitably conceived training of educational counsellors may give them the ability to meet the tasks which had not been previously requested: support of such school activities leading to development of the pupils' personality, active organisation of counselling programs etc.; that is tasks which are sometimes connected with the position of counselling psychologist.

Those schools having a school psychologist should always employ university graduated psychologists who are sufficiently familiar with the school life, ideally by having undergone a suitable form of specialised training. It is being proved now that university graduates in psychology need an expert guidance and introductory training oriented at application of diagnostic and therapeutic methods for working with specific clients in the beginning of their work in the education area. From this point of view hiring a fresh university graduate with no experience into the position of school psychologist appears to be problematic. A remedy might consist in drawing a proposal of career path (career growth) of counselling practitioners. In this respect the Institute of pedagogical and psychological counselling should outline a draft of the concept of career path development for counselling practitioners related to the strategy of counselling and system of undergraduate and postgraduate training of those professionals.

While the composition of professions (professional pattern) involved in the activities of consulting centres for pedagogy and psychology is satisfactory (there is low number of psychologists, though), the professional running of the activities of special pedagogy centres dealing with guidance and counselling provided to pupils with special training needs is having big problems. A large number of external workers is certainly caused also by the size of the centres – they are relatively small organisation units.

So far the findings prove that in the area of further training the counselling practitioners unfortunately prefer short-term courses or seminars to long-term education. Long-term training courses should become a part of the assessment (accreditation) system as part of the career development of counselling practitioners. Financial resources of schools earmarked for the purpose of further training of teachers can be used for further training of teachers. For other pedagogical staff categories, especially the staff in centres for pedagogical and psychological counselling and centres of special pedagogy there are usually no purpose-tied funds from the state budget.

The number of university educated professionals does not correspond to the needs. This is one of the causes of discrepancy between the offer of counselling services and demand for such services.

A radical cutting of ÚP staff took place in the year 1996.

A number of qualified workers leave for other, better paid jobs (psychologists, sociologists, software experts).

Only some employers inform authorities about vacancies.

Services for adults

5.8 Please describe how information, guidance and counselling services are organised and provided for adults in your country.

The provision of counselling services to adults is generally notably undervalued. Only some organisations are active in this area. Only small groups of variously disadvantaged people are among their clients. It seems that this area would deserve a support of pilot projects from ESF similar to those in Ireland.

Under the Ministry of Labour the employment offices provide their services to both adults and youth. The information and consulting centres (especially in the area of selection of education and career path) concentrate on young people. Departments of mediation are meant for adults. The information and counselling centres provide counselling in issues of retraining mediation (they run the psychological interviews, ergonomic investigations).

Under the Ministry of Education the counselling is meant for children and youth (We don't include the University students who can go to the university consulting centres, the Academic information centre – especially information about the study possibilities abroad).

The Ministry of Education, which is one of the parties involved in designing the state information policy in the education area and in the lifetime learning, is currently facing an important challenge. It should create a system of general, accessible, relevant and reliable information about the offer of educational and training activities for children, youth and adults (Czech government Decree from 10th April 2000 No. 351 – Concepts of the state information policy in education). The new system should support the general level of public awareness and counselling provided to public but it will also become a basic source of information for central authorities, for government bodies of regions and communities when making decisions about issues of education and training. Other parties involved like MŠMT, ÚIV, NÚOV, VÚP, ČŠI, IPPP, CSVŠ and other should also coordinate the activities leading to completion and interconnection of the existing information systems implemented in various state and public organisations (see the Proposal of Lifetime Learning in the Czech Republic from June 2001).

Under the Ministry of Industry and Trade there are regional counselling and information centres for entrepreneurs (in fact they are private companies supported by Ministry of Industry and Trade through the agency for business promotion. The private consulting companies provide consulting activities mostly only to adult clients. The priority in providing the counselling service to adults is the maximum understanding of the client's personality, trying to understand his/her weaknesses and strengths, personal characteristics, assess his/her skills and work experiences. This information is acquired through directed interviews, personal questionnaires and performance testing or other testing. The purpose of all that is giving advise on basis of this information to the client-candidate as to how he should cope with the labour market, how he should find a suitable job, how he should present himself with the potential employer and show him the right direction leading to finding a job. The offer of private consulting companies is published on the Internet, on many free Internet servers, in the Golden Pages and also in the printed or electronic advertising.

6. STAFFING

6.1 What types or categories of staff are employed to provide information, guidance and counselling services in your country?

- Schools: school education counsellors, school psychologists
- Consulting centres for pedagogy and psychology + special pedagogy centres: psychologists, special pedagogy professionals
- University consulting centres: counsellors
- Employment offices: counsellors, mediators
- Recruitment agencies + regional counselling and information centres (RPIC): these are private companies, their structure and staffing may vary

6.2 What is the best information that can be provided on the number of staff, by type or category, who are employed to provide information, guidance and counselling services in your country? Please indicate if information on their age, gender and equity group structure is available.

The accurate statistical data are not available.

In the Czech Republic there are 2,600 basic schools with both levels – primary (age 6 – 11) and lower secondary (age 12 – 15) and 1,900 schools with one level only, either the first one or the second one. Most basic schools of just primary level have not any educational counsellor. On the other hand large schools (approx. 2 – 3 classes in every year) have one counsellor for each grade. Smaller schools have only one education counsellor. Secondary schools (currently there are 1,587 secondary schools in the country) have one counsellor for the whole school. Regarding the **workload of educational counsellors**, in most cases their teaching workload is decreased by not more than **1 hour per week**. There are about 4,000 education counsellors who are supposed to dedicate less than 10 % of their workload to counselling. Approximately 100 basic and secondary schools employ school psychologists. There are 94 consulting centres for pedagogy and psychology in the Czech Republic, each of them having a few psychologists and special pedagogy professionals. Only less than one half of them (about 130) provide counselling service. There are about 125 employment offices with IPSs (Information and Counselling Centre of the Employment Office) in the country. A few counsellors and mediators work in every employment office. Approximately 60 % of employment office staff is active in counselling; in total it should be approximately 1500 counsellors and mediators. Considering the fully employed counsellors the university consulting centres are mostly small workplaces. Four fifths (almost 83 %) of consulting centres have not more than 5 employees, in one third of them (35 %) there are maximum 2 employees. Only one consulting centre has reported more than 10 employed counsellors. In total it is around 150 counsellors. There are about 15 regional counselling and information centres in the country at the moment, each of them employs approximately 5 counsellors; this makes up the total of 75 counsellors. The total number of counsellors (including job mediators) in the country is 6,000. However, 80 % of them are education counsellors at schools who only dedicate less than 10 % of their workload to counselling activity.

6.3 What education and training qualifications are the different types or categories of career information, guidance and counselling staff required to have? (Where qualifications are required, please indicate whether it is government or a professional association that requires them, and describe relevant professional licensing bodies).

- a) **Education school counsellor** – University Master Degree with either specialisation in pedagogical and psychological counselling or an additional specialised course in the respective field. The counsellors at the primary level basic schools (age 6 – 11) are basically qualified as basic school primary level teachers. The counsellors at the secondary level basic schools (age 12 – 15) are basically qualified as basic school secondary level teachers certified for teaching certain subjects.

The counsellors at secondary schools (age 16 – 19) are again secondary school teachers certified for teaching of certain subjects.

- b) **Psychologist** – The minimum qualification required is a University Master Degree obtained from either School of Pedagogy or Philosophical Faculties. The required qualification is school psychologist, basic school psychologist or secondary school psychologist.
- c) **Special pedagogy professional** - University education, minimum Master Degree achieved at Schools of Pedagogy with the respective branch specialisation. Qualification: special pedagogy school professional, primary level basic school teacher or secondary level basic school teacher.

| | | Required qualification | | | | |
|------------------------|---|------------------------|----------------------------------|-----------------------------|--------------------|-------|
| | | Teaching qualification | University degrees in psychology | Post-graduate qualification | In-service courses | Other |
| Type of staff position | Information librarian | | | | (x) | |
| | Classroom careers teacher | x | | | (x) | |
| | Secondary school teacher of Introduction into the World of Work | x | | | (x) | |
| | School counsellor | x | | x | (x) | |
| | School psychologist | | x | | | |
| | PPP worker (Cons. centre for Pedagogy and Psychology) | *) | **) | | | |
| | Employment office worker | | | | x | |
| | Counsellor in private sector | | | | x | |
| | Other | | | | | |

x – This qualification should be compulsory

(x) – This qualification is advisable

*) – for special pedagogy professionals yes (special pedagogy), for psychologists not (unless Degree in Psychology from Faculty of Pedagogy is considered a teaching qualification)

***) for psychologists yes, for special pedagogy professionals not

6.4 What, typically, are the types of competencies (or knowledge and skills) that these different types or categories of workers are required to have?

| | | Competence | | | | | |
|------------------------|---|----------------------|---------------------------|--|-------------------------|--|-------|
| | | Communication skills | Group facilitation skills | Individual and group assessment skills | Labour market knowledge | Knowledge of career development theory | Other |
| Type of staff position | Information librarian | YES | NO | NO | YES | NO | YES |
| | Classroom careers teacher | YES | YES | YES | YES | YES | YES |
| | Teacher of Introduction to the World of Work at secondary schools | YES | YES | YES | YES | YES | YES |
| | School counsellor | YES | YES | YES | YES | YES | YES |
| | School psychologist | YES | YES | YES | NO | YES | YES |
| | PPP employee | YES | YES | YES | YES | YES | YES |
| | ÚP employee | YES | YES | YES | YES | YES | YES |
| | Counsellor in private agency | YES | NO | YES | YES | YES | YES |
| | Counsellor in a university consulting centre | YES | NO | YES | YES | YES | YES |

Explanation notes:

PPP - Consulting centre for pedagogy and psychology

ÚP - Employment office

6.5 How are the competencies or knowledge and skills required of those who provide information, guidance and counselling changing, and why? What is being done to meet these changing knowledge and skill needs?

- Counsellors need to orientate themselves in a growing number of information sources; they must know how to evaluate them from the point of view of practical usage for various needs of the clients.
- They should be able to find the client's key (transferable) skills and find a suitable practical use of the skills even if they did not match with his original profession (due to the growing requirements on flexibility of the workers)
- They should be able to find links between education and counselling
- "European" dimension of counselling (orientation in systems of education and possibilities of finding jobs in the EU countries labour market, language skills)

The professional counselling should enable the pupils to find individual criteria for assessing everyone's abilities, talent and acquired knowledge on which their future decisions about career path should be based. For this reason one of the main tasks of the school counsellor consists in helping pupils find their own identity and give them any relevant information in this respect. Another task of school education counsellors is not only to respect the interests and individual needs of pupils but to motivate them to achieve the highest possible level of training in order to be able to develop their potential capabilities in various social conditions. Especially the following intervention counselling procedures can be considered specialised activities within the area of professional counselling:

- a) methods of pedagogical and psychological diagnostics, results of which will help the client make an opinion about his own work possibilities

- b) individual and group forms of counselling with emphasis on creation of short-term and medium-term plans of professional development of pupils
- c) descriptions of professions which should be presented to pupils in a suitable and understandable manner
- d) contact with peers and parents who can be very helpful if suitable approach is taken

6.6 What opportunities exist for information, guidance and counselling service staff to update their knowledge and skills?

The basic qualification for counsellors in the education area is a degree from a university level school intent on preparation of practitioners working in the area of pedagogical and psychological counselling. Another alternative is a degree in some other area, pedagogical or non-pedagogical, complemented with subjects such as psychology, pedagogical and psychological counselling, special and social pedagogy, or graduation from a two-year specialised course for school counsellors. The complementary qualification can be acquired exclusively at the university level educational institutions accredited for preparation of practitioners in the area of school counselling (Department of Psychology of the Charles University in Prague, Department of School and Counselling Psychology of Pedagogical Faculty of the Charles University in Prague, etc.)

The plan of study for preparation of school counsellors consists of the following parts: generally theoretical, specialised (pedagogy, special pedagogy, psychology) and practical.

- 1) The generally theoretical module is a general methodological basis for training of a counselling practitioner involving either theoretical or applied social science areas. The specification of its content results from the rule about the necessary representation of the basic subjects of the respective area of counselling activity.
- 2) Specialised module (pedagogy, special pedagogy and psychology) consists of a package of fundamental specialities focused on the respective field of counselling care
- 3) The practical module is a set of specialised knowledge and skills acquired during the undergraduate study and in the selected schools offering the option to choose a specialised area.

While the undergraduate training of counselling and school psychologists is provided by universities free of charge, the two-year specialised study for school counsellors is usually paid by the participants from their own pocket. As reported by schools the cost for 2 semesters (1 year) amounts to approximately 11,000 – 15,000 Czech crowns. The contribution of schools to these costs is very small. Mostly the training involves short seminars on specific areas organised by the centres for pedagogical and psychological counselling, IPPP (Institute of Pedagogical and Psychological Counselling), employment offices, centres for pedagogy but those events are mostly focused on issues other than career counselling. Courses are organised for career path teachers and teachers of Introduction into the World of Work (SPI Most, NÚOV are among organisers)

The content of post-graduate education for counsellors

The post-graduate training of school counselling in the Czech Republic is offered by 7 university faculties and also by the Institute of pedagogical and psychological counselling. Its content can be characterised as follows:

Participants of this study learn about general counselling theories, especially the principles and procedures of the counselling process. They also learn about counselling diagnostics, its theoretical bases, psychological and pedagogical methods, ways and techniques of conducting interviews, observations and analyses, construction and interpretation of diagnostic testing.

Counselling coverage of prevention of undesirable phenomena and various forms of intervention including the training of social ability to work with pupils and their parents is a part of the study as well as issues of

violence, victimising, aggressive behaviour, drug abuse, multicultural education, sexuality, parenthood, etc.

A number of issues refer to the pupil's personality. They are especially: development of the pupil's personality, development and educational complications and disorders, personality of a pupil with problems of behaviour, learning difficulties, personality of unsuccessful pupil (in terms of school results), identification of talented pupils and methods of working with them, pupil as a member of the class and pupil in the context of his family.

One of the issues is usually career path counselling – usually referred to as counselling for selection of profession or career or counselling for professional development. This includes especially diagnostic methods for assessing the pupil's and student's professional maturity, support of professional development of talented pupils and students, introduction into the world of work, professional information and institutional system of employment services. The range of those issues is rather small, though.

Apart from the specialised study of educational counselling universities also organise a two-year course of psychology for educational counsellors. The Institute of Pedagogical and Psychological counselling organises a modular several weeks' innovative course for those counsellors who passed the specialisation study of educational counselling before the year 1990. It contains the following modules:

- Module I. Work with a class as a group**
- Module II Prevention of socially unhealthy phenomena**
- Module III Child, family, school**
Socially psychological and communication abilities
- Module IV Specific problems of educational counsellor at school**
 1. Pre-schoolers and primary level of basic schools (- 11)
 2. Secondary level of basic schools (12 – 15)
 3. Secondary schools (15 – 19)
- Module V Specific features in working with handicapped children**
- Module VI Teacher's and counsellor's personality**

It turns out that this innovative training which undoubtedly accepts the new trends of development in counselling services does not bring the desired education support to the career counselling.

6.7 Please describe any policies that exist to systematically make use of groups such as alumni, parents and local employers in delivering services.

The Union of Parents was established in the Czech Republic in the year 1991. This Union covers community associations of parents of children in nursery schools, basic schools, secondary schools, basic art schools and other schools in the Czech Republic. It provides advice and help to parents through its representatives and through the media. It also represents parents in the Parliament, in the ministries and other institutions including some international bodies.

THE CZECH UNION OF PARENTS is a member of the National Board for Education. The National Board for Education was founded in the year 1998 as a nationwide body of social partners (teachers, employers, government, students and parents of pupils). The National Board makes comments on the level of education in the Czech Republic, especially in what concerns the needs of:

- pupils and students during their study
- school graduates and employers, both local and foreign companies
- integration (accession process) into the EU and OECD

The National Board cooperates with the International Confederation of Parents (CIP) based in Paris, the European Parent Organisation in Brussels and with organisations of parents in individual countries.

The Czech Union of Parents with approximately 100,000 members is really a strong organisation (comparable to something like trade union of parents) and it has the authority to act on behalf of

parents on the level of the Parliament, Senate or ministry. **Parents have the opportunity to express their opinions** about a number of issues concerning protection of rights of children, youth and their legal representatives through the Union.

There are School Boards existing at nearly every school. This body makes it possible for legal representatives of the minor pupils, adult pupils, school staff, citizens of the community and other persons to take part at the school administration but not at career counselling activities.

There are a number of community associations in the Czech Republic providing counselling in the area of education, re-training and employment. They are mostly focused on helping socially weaker citizens (Roma population, women with children in asylum houses, refugees), handicapped persons and generally those people who cannot find and keep a job in a standard way.

Also employment offices invite the local representatives of employers and social partners in their counselling bodies for providing the counselling services.

7. DELIVERY SETTINGS

Schools

The position of a career counsellor is currently very insecure but requirements on his activity in the area of career counselling are growing (dynamics of school system and labour market).

In the nearest future **the educational school counsellors** should form the basic personnel background for career counselling provided at schools. At the moment their main function is finding solutions to behaviour problems of pupils while training and career path counselling is mostly reduced to providing the very basic information about schools that exist in the respective region. In the basic schools they also deal with administration related to submitting applications to secondary schools. Generally it should be stated that **school counselling focused on education and career path of pupils is a rather marginal and inconsistent activity lacking the necessary concept and methodological and educational background.**

The basic principles applied in the counsellor's activity are the following:

- delimitation of rights and duties (status) of school counsellors
- position on the level of deputy head teacher (school vice-director) with a vote in the Advisory Board (right to interfere with education processes)
- access to information
- booking of one day off for miscellaneous activities, e.g. counselling, meetings with parents, more independence – the counsellor should not be bound just by the compulsory counselling hours
- the possibility to undergo a training qualifying him/her for diagnostics
- participation at meetings organised by centres for pedagogy and psychology

This is the only way of improving the quality of career counselling at schools and setting conditions for:

- creation of the first level of certain basic counselling services (“the first sieve”) followed by more specialised counselling services in employment offices, consulting centres for pedagogy and psychology and other consulting entities
- completing of the existing counselling services in the employment offices with new counselling activities
- creating closer ties with training related to the career counselling, i.e. with teaching the career path matters at basic schools and “Introduction into the World of Work” at secondary schools

7.1 Are separate career education lessons a normal part of the school curriculum? If so, for each school grade, please indicate whether or not such lessons are required and the mandatory number of hours per year.

Ideally, this should be the case but it is still in the stage of being integrated into the basic and secondary schools curricula. The real life experience differs in different schools. The career path lessons at basic schools are mostly concentrated into the last two years (8th and 9th grade). At secondary schools the “Introduction into the World of Work” is mostly incorporated into the corresponding subjects of the standard curriculum.

7.2 If separate career education lessons are not provided, are policies in place to integrate career education into other subjects? Details can be provided in an Annex.

Integration of the career path subjects into the basic school curricula is performed by defining the relevant areas of career path and including them into such compulsory subjects of the approved curricula for basic education which are close to the respective area (such as civics, family education, practical activities) and into some optional subjects and other education activities run by the school.

It is recommended under the methodological instruction that the school head teacher (director) entrust one teacher (ideally the school counsellor or school psychologist) to coordinate the necessary activities connected with the introduction of career path issues into the life of school (liaison between the school and the employment office, coordination of work of teachers who teach the various topics of the education area, organising field trips, etc.).

The content of Introduction into the World of Work is incorporated into the secondary school textbooks as subject topics defined in the curriculum as indicated in the curriculum below.

The main purpose of including the subject topics of “Introduction into the World of Work” into the secondary school curricula consists in passing on the most important knowledge and skills connected with their future position in the world of work and in giving them abilities which are considered to be helpful in making decisions about their future training and professional orientation, in their first steps at the labour market and in enforcing their rights (labour law).

The concept, goals and content of the “Introduction into the World of Work” are governed by the curriculum which is attached to this methodological instruction.

The integration of “Introduction into the World of Work” into the curricula of secondary schools is performed by defining the relevant areas specified in the curriculum and including them into the existing subjects taught at the respective school, both compulsory and optional.

The school director makes the decision about the way of integrating the subject topics of Introduction into the World of Work into the existing subjects. He will take into consideration all the connections between the content of the topics with the content of the existing subjects, with personnel and other circumstances at school. The following possibilities of integration are considered suitable:

Secondary Vocational Centres

Possibilities of integration of subject topic number

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|----------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Czech language | | | | | | | | | | | | x | |
| Civics | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Specialities | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Specialised training | x | x | | | x | | | | | | | | |

Secondary Technical Schools

Possibilities of integration of subject topic number

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|-----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Czech language | | | | | | | | | | | | x | |
| Civics | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Specialities | x | x | x | x | x | x | x | x | x | x | x | x | x |
| Work experience | | x | | | x | | x | | | | | | |

Grammar Schools (gymnasium),

Possibilities of integration of subject topic number

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
|-----------------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| Czech language | | | | | | | | | | | | x | |
| Introduction into social sciences | x | x | x | x | x | x | x | x | x | x | x | x | x |
| - <i>General psychology</i> | | x | x | x | | | | | | | x | x | x |
| - <i>General sociology</i> | | x | | x | | | | | | | x | | |
| - <i>General economy</i> | x | x | | | x | x | x | | x | x | | | |
| - <i>General law</i> | | | | | | | x | x | x | | | | x |
| Geography | | | | | | x | | | | | | | |

Regarding the teaching of “Introduction into the World of Work” a specific plan must be worked out for each curriculum in order to define the way of integrating the individual topics into the respective subjects

and grades (years). Adjustments of the content of the curricula can be made in the extent delimited by the Standard of Secondary Technical Education (approved by the Czech Ministry of Education, MŠMT) on 18th November, 1997, ref. No. 34 221/97-23) and Standard of Four Year Grammar School Education (approved by MŠMT on 12th February, 1996, reference number 27 532/95-2). It is recommended that the school head teacher (director) entrust one staff member, ideally the school education counsellor, to ensure the coordination – both between the teachers of Introduction into the World of Work and between the school and employment office.

7.3 Are periods of work experience required as part of the secondary school curriculum? For each school grade please indicate whether or not such experience is required, and how many hours per year are required.

The number of hours of work experience is defined in the teaching documents of the individual branches of education; in general the proportion of work experience in real-life environment is very low. The existing link between the initial training and the employment is not satisfactory; at secondary technical schools it consists in a kind of practical learning and at vocational centres pupils become involved in the real-life production process. A research by NÚOV has proved that the length of practical training in real-life work environment is short in many branches of the secondary technical schools and absolutely insufficient for a large part of pupils at vocational training centres, especially in technical fields.

The link with the real-life work environment will be supported by including a larger proportion of the practical involvement in real-life production process into the teaching documents of those fields of study where such proportion is less than 4 weeks in the whole study period and by supporting the increase of the amount of time spent by practical activities in the real-life production environment. The anticipated strengthening of the role of social partners should help schools in dealing with problems arising during the organisation of the practical experience or practical training in the real-life work environment. These steps together with the practical experience of graduates, anticipated in the National Employment Action Plan 2002, should lead to improvement of link between education and employment.

7.4 What other types of career information, guidance and counselling services are typically provided for school students (that is, apart from career education lessons and work experience)?

- The education fairs on both national and regional levels, exhibitions with school presentations and education offers are organised.
- Most secondary, technical secondary schools and university level schools organise a “School Day”, when schools are open to public.
- A work exchange event (bursa) takes place in Prague twice a year; unfortunately the interest of employers is not high.
- Special computer programmes such as: Guide to the World of Professions (available at employment offices) and diagnostic programmes (COMDI – Computer Diagnostics) have been created to support career selection.
- Some schools make use of the IPSs (Information and Counselling Centre) for a kind of group counselling, others choose a meeting with an employment office worker, but it is quite demanding for IPSs to pay visits to schools (capacity problem).
- Work markets where various companies willing to employ graduates are present, such as Career Days, are organised for university students.

The public employment service

7.5 What information, guidance and counselling services are provided by the public employment service?

The ratio between providing information about work opportunities and providing counselling is 50:1; which means that providing information about work opportunities is much higher than counselling. This is also demonstrated if you look at the structure of employees in the employment offices.

The counselling service at labour offices aimed at retraining is mostly sought by the following social groups:

- women after maternity leave
- citizens who lost the opportunity to work in their area of expertise
- citizens with a qualification handicap

It is also sought by pupils and students who are interested in other ways of training

Tertiary education

7.6 Please describe information, guidance and counselling services that are provided within tertiary education.

Based on the experience from developed countries and consulting centres which have been active for years at several colleges the following types of counselling services are provided in our country within the tertiary education:

- **Counselling on studies or orientation of studies for secondary school pupils who are interested in applying for university (tertiary study);** this counselling should help them in choosing the most suitable branch of study according to their personal interests and skills
- **Counselling on studies or orientation of studies for students of all types and branches of tertiary level study after they have been admitted to the respective school.** This counselling informs the new students not only about a more efficient method of study but also about an optimal way leading to achieving their goal, about methods of composing a study plan. Also students who wish to change their branch or choose a different combination of fields, those who wish to take an additional complementary branch, individual study plan or those interested in post-graduate study of doctoral study may need the service of the school consulting centre.
- **Psychological counselling** offering to students a psychological, socially psychological or therapeutic help in solving their problems and difficulties in study, partnership, interpersonal relations resulting from drug abuse or other addictions, neurosis, etc. throughout the whole time of the study
- **Professional counselling,** where issues of employment opportunities for certain study branch are monitored. The student is given advice on how to build his/her own career and he/she gets help when looking for potential employer. Also the graduate's life after finding a job is monitored.

The private (for-profit) sector

7.7 What is known about career guidance and counselling services provided by the private (for-profit) sector: such as management consultants, outplacement services or private practitioners?

The clients of agencies are those employees who need to change the job, unemployed people and fresh school graduates. It is not allowed to charge money for mediation of employment from job applicants. Fees can be charged for all other types of services such as career counselling, psychological investigation, psychological or other assessment etc. The fees from citizens are usually just registration fees (0 – 200 Czech crowns). Fees are charged from employer companies when employment contract is made and they usually amount to one monthly pay, sometimes more, according to the requirements on the position.

- Searching, selection and evaluation of top and medium management staff, specialists, economic, commercial, technical and administrative positions. The following methods of search are used:

advertising in combination with searching from the agency's existing resources, contacts and evidence. Also personal history, selection interview, testing, reference – acquisition and evaluation of a model situation are applied.

- A comprehensive advertisement service, publishing and processing and mediation of personnel ads for press and Internet
- Assessment Centre – selection and development centres
- Outsourcing of personnel activities and counselling, strategic and operational planning, social indicators and indicators of status, analysis of a position, work and organisational orders, evaluation of workers, evaluation and motivation system, remuneration of employees development of personalities and groups and other counselling services
- Career counselling for applicants, advice and information for a successful orientation at the labour market, presentation with a potential employer, correct editing of a CV and motivation letter, preparation for the selection procedure, identification of the client's potential, providing a feedback on basis of an interview, recommendation of a suitable job and suitable employer

Clients can be also foreigners; it is stated in the content of the permission issued by the Ministry of Labour and Social Affairs what kind of service may be provided for a fee. Purely counselling companies which do not mediate any jobs do not need such permission.

7.8 Please describe any steps that governments have taken to try to encourage private (for-profit) organisations to provide guidance and counselling services or to regulate the ways in which such services are provided."

The government creates a legislative basis for participation of private counselling and mediating entities at the labour market (concurrently with public employment services)

Other organisations

7.9 What role do other organisations -- for example in the community sector -- play in providing information, guidance and counselling services? What types of clients do they serve? What types of needs do they attempt to meet?

A relatively wide spectre of specialised counselling services is provided by the following entities:

- The SCIO society (www.scio.cz), a not-for-profit organisation (testing of general prerequisites for study, subject testing, comparison exams for pupils at basic and secondary schools, study programs for those who apply for secondary and tertiary education through e-learning, methodological information materials – e.g. the periodicals such as: How to Get Admitted to a Secondary School and University etc.
- The KALIBRO private agency (comparison testing developed for the needs of basic and secondary schools).
- The Information Centre for Youth of the Institute of Children and Youth of the Ministry of Education, Youth and Sports (founded in the year 1997), gathers information both from the area of education and from other areas connected with life of children and youth).

The not-for-profit organisations arise from a certain need to fill a vacuum/saturate the specific needs in the counselling area which are not catered for by the state, nor by the market (private sector). Besides the above mentioned services (massive, area orientation) some counselling activities provided by various community organisations are focused on minorities – handicapped people, refugees, etc. The professional counselling here forms part of a more comprehensive counselling.

7.10 Have governments attempted to increase their role (for example by contracting out services)? If so, why? Have they attempted to regulate the ways in which they provide services?

Only in the area of job mediation services which are subject to the MPSV authorisation.

8. DELIVERY METHODS

8.1 Career information, guidance and counselling services can be delivered in a variety of ways. In the last five years, how have these been influenced by government policies? (These might be policies to improve the use of resources, policies to increase access, policies to better meet client needs, policies to encourage equity, or other types of policies. To guide your answer, a list of some of the ways in which information, guidance and counselling services are delivered is given below).

SSZ MPSV (Administration of employment services of the Ministry of Labour and Social Affairs) has supported all forms of counselling, especially those provided by information and counselling centres (including material equipment of such centres).

MŠMT (Ministry of Education, Youth and Sports) has initiated a training specialised in this area – education to career path selection at basic schools and Introduction into the World of Work at secondary schools.

- A set of psychological tests is produced and delivered by a specialised publishing company, Psychodiagnostika Brno, to both schools and consulting centres for pedagogy and psychology. The tests are delivered on paper and on electronic media.
- Telephone counselling service – run for example by the **NÚOV centre of career counselling or ÚIV, IDM client centre in Prague and by the ICM network in the whole country**
- The tests of self-assessment on a CD-ROM - ZIP programme – the basic information about the pupil's qualities in NÚOV, COMDI – computer diagnostics created in the Centre of Culture (KD) **Junior Chotěboř, Guide to the World of Professions DHV CR, ISTP – analysis of individual potential module – Trexima**
- The systems for new job search on the Internet – there are self-service computers at all employment offices, jobs can be sought from the web pages of all employment offices
- Exhibitions and fairs of all education opportunities, job markets (bursa); in the last five years there has been a massive development of regionally conceived exhibitions and fairs of training opportunities for people who are interested in secondary education, higher vocational training and tertiary (university) education. Regular job markets such as Vědma and Schola Nova in Prague, Nisa Schola in Liberec, are organised on regional level. They take place every year and services provided by employment office are presented at those exhibitions.
- Group counselling for basic school pupils is provided by information and counselling centres of employment offices (IPS ÚP)
- Individual counselling (based on the personal contacts) – is provided by both IPS ÚP and by consulting centres for pedagogy and psychology
- A systematic cooperation with employers, parents, graduates (in order to provide information, counselling and recommendations) takes place. A number of education counsellors at basic schools systematically cooperate with parents and with school graduates. A similar situation is at secondary schools, especially grammar schools, where chats with former graduates are often organised as a part of the University Day programme when the school is open to public. Only IPS ÚPs have a systematic cooperation with employers.
- Specialised information and counselling centres – IPS ÚP information database.
- Self-assessment techniques – Leonardo project – Self Evaluation (NÚOV) testing for verification of the key abilities – target group long-term unemployed
- Work experience etc. is organised as part of the initial training. ÚP find so called jobs for graduates, which is a chance to get some experience for school leavers who cannot find a job and who are registered at the employment office. Graduates often hear from the employers that they lack specialised experience. Difficulties in job placement of the school graduates reflect first of all the overall economic situation in the Czech Republic (restructuring and transformation process), specifically they reflect a relationship between the demand for job and offer of vacancies on the

regional level. Employers put an emphasis on the key skills – especially the will to learn and assume responsibility.

8.2 Please describe any recent or current initiatives to develop Internet-based information, guidance and counselling services.

The systems developed with a state support

- Creation of web pages of individual employment offices within the network of Ministry of Labour and Social Affairs
- Integrated system of standardised positions – a project funded by MPSV (www.istp.cz)
- A network of schools on the ÚIV server (www.uiv.cz)
- A further training database project DAT funded by the Leonardo programme and then by Ministry of Labour and Social Affairs

Systems implemented on a commercial basis within the marketing strategy of private companies. They are in fact consulting rooms for pupils and parents, self-assessment tests on the www.skolaonline.cz, www.ceskaskola.cz, www.scio.cz web sites.

A number of other organisations develop the information systems for the Internet guidance and counselling. See the appendix.

8.3 Can examples be provided of the use of screening tools to match client needs or client type to the type of service provided? If such screening tools exist, please describe the reasons for developing them, and describe where they are used.

Both NÚOV and ÚIV have made extensive questionnaire investigations of the needs of individual types of clients when establishing their centres of career counselling. Also IPPP have performed an extensive screening of the clients of consulting centres for pedagogy and psychology. Activities such as looking for suitable types of clients for specific activities, e.g. motivation courses, retraining for youth, for women after maternity leave etc. are performed by each employment office on basis of information in their database.

9. CAREER INFORMATION

9.1 What is the public sector's role in producing career information?

The responsibility for collecting information is not clearly defined. Information about education offer at secondary schools and data about applicants for university study are collected and updated on a yearly basis by the MŠMT ministry (education) through its directly subordinated organisations. The MPSV ministry (labour) through the employment offices on the regional level also gets data about education offer at secondary schools and data about job placements of graduates. Both ministries issue a printed material and at the same time they dispose of Internet search engines with updated data. In this area there is a problem of insufficient coordination of the counselling services. A good example of cooperation between the MŠMT and MPSV is the Information System about placement of school graduates at the labour market (ISA). This system will make it possible to collect, process and analyse the relevant information (economic development, demographic development, requirements and needs of the labour market and employers, development of education system) and gradually also forecast the future development from the viewpoint of the labour market requirements and chances for placement of school graduates and later mediate this information in a suitable manner and in a suitable time to important groups of users. Besides the students-to-be, their parents, schools, counselling systems and employers also managers on different levels (ministries – especially the MŠMT and MPSV, employment offices and regional authorities), who may use the information in preparation of the concepts and strategy of development of education will also use the ISA outputs. The application of the ISA integrated information system complies with the Long-term Intentions of Education and Development of the school system in the Czech Republic. Both ministries also organise presentations within education fairs and job markets.

9.2 What forms does career information typically take?

- printed brochures (about education offers at secondary and higher technical schools – nationwide or regional, about offer of universities, basically one brochure for each faculty)
- information leaflets (about education offer of schools and companies with further education trainings)
- catalogues of companies active in the area of further education
- CD-ROMs (PC programmes for selection of education and selection of career path, sometimes includes tests of qualities and interest areas)
- video presentations of professions
- internet services (offer of education and employment; an Integrated system of standardised positions containing a comprehensive information about professions and requirements including the possibility to analyse the client's ability is currently created on the Internet)
- tabloid attachments to some newspapers contain a complete education offer of secondary schools, higher vocational schools and universities
- ads published in information bulletins which are accessible to public

9.3 Typically, which client groups is it aimed at?

The largest offer is in the area of information about education offer of secondary schools (information manuals, atlas of schools, PC programmes, Internet) which is designed for basic school pupils. The basic school pupils are also the target group for the Information and counselling centres of employment offices where various information materials such as descriptions of jobs, promotion leaflets of schools, PC programmes about professions and about education offer, video presentations, are produced.

For the secondary school students there is also a choice of information brochures about the higher school and university education offers and the offer of universities is also accessible on the Internet. PC programmes about education offer of higher schools and universities are available in IPs.

For those clients who wish to find an employment (both students before graduation and other adult clients) can view the sheets with lists of vacancies displayed on the corridors of the employment offices of the respective districts; however, they only include those employers who really do announce their vacancies at the employment offices. Another source of information about vacancies is attachments to various newspapers and also some special newspapers as well as many Internet websites focused on the job offers. More information and job mediation is provided by counsellors and mediators at the employment offices.

Regarding the general public in the production age this group of people is looked after by IPS of MPSV and by ÚIV within their “Lifetime Learning” project.

9.4 What methods are used to gather it?

This information is gathered through inquiries. All the collections are gradually made electronic (e-mail, filling out data directly on the Internet web sites). Individual consulting with clients and field testing of the prepared products add a new quality feature to the projects. Suggestions from this type of events become an inspiration for improving the quantity instruments for collection of data.

9.5 Please describe the steps that are taken to ensure that it is accurate and timely.

A detailed processing of the collected data and verification of unclear data take place. PC programmes for data collection are equipped with control links which make it impossible to enter illogical data. A goal-directed spreading of information brings, among other things, a higher responsibility on the side of those who provide information.

9.6 Please describe the steps that are taken to ensure that it is user-friendly and oriented to user needs.

In the MŠMT area (schools) the newly created products are tested on a pilot sample of schools and their pupils and outputs are adjusted on basis of the test results. In the MPSV (labour) area there is a feedback from counsellors towards the SSZ MPSV reflecting the needs of clients of those counsellors. On basis of the feedback the SSZ MPSV formulates the work tasks for people who create information systems, media and materials.

9.7 How is it typically distributed?

The place where most information is concentrated is information and counselling centre of employment office (IPS). Information of any content (education offer, content and requirements on profession, vacancies, labour market) and of all existing forms (brochures, leaflets, catalogues, PC programmes, video presentations, Internet) is available there. Information about education offer is usually available also at other counselling institutions (PPP, school counsellors, ICM), information about the possibilities to study abroad are mostly in AIC, in the academic information agency of the House of International Contacts of the MŠMT ministry (education), at the Fulbright Commission offices and British Council. Ever increasing information offer is on the Internet. The days when schools are open to public (so called days of open doors), organised by secondary schools, higher professional schools and universities are also very useful in terms of information.

Some products are provided to clients free of charge (Atlas of schools brochures), others are sold at relatively accessible prices (brochure What school to chose, produced in NUOV or We chose a secondary school produced in ÚIV). The ÚIV (Institute for Information and Education) organises presentations of the SET (project aimed at helping students to choose a secondary school) in various towns in the Czech Republic. Various target groups get involved and presentations are tailor-made for them. The largest part of presentations and chats is meant for basic school pupils. The SET team also maintains regular contacts with the educational school counsellors, with psychologists from PPP, with staff from various city councils and school departments of regional authorities.

9.8 What role does the private (both for-profit and not-for-profit) sector play in providing career information?

The private sector still plays an important role in providing information:

- as information media producer on basis of a commission (job order) or selection procedure announced by a state authority, mostly MPSV (Ministry of Labour)
- as information media producer involved in some of the projects funded by EU (Phare, Leonardo, etc.)
- as information media producer who offers and sells his product to the users (counsellors, bookstores, clients)
- as administrator of web sites containing some of the relevant information
- in newspapers and magazines dealing with these issues, e.g. HR Forum, Modern Management (Moderní řízení), Personnel (Personál), etc.

In the not-for-profit sector the SCIO foundation plays an important role. For several years, SCIO has been giving the basic school pupils an opportunity to test their knowledge before the actual admission procedure to secondary schools. The fees charged for such testing are reasonable for families with average income.

9.9 Have governments tried to increase the role of the private sector in providing career information?

The role of the private sector in providing information has been quite stable in the last few years. The MPSV has a significant number of contracts with private suppliers – the largest contract was awarded to Trexima company. It was the ISTP project for creation of integrated system of standardised position and it was awarded by MPSV (Ministry of Labour)

9.10 Please describe the ways in which labour market data is typically included in career information.

It is assumed that the following indices have a reasonable information value: unemployment rate of graduates from individual groups of specialisations, ratios between the job applicants and numbers of vacancies for individual categories as they are classified by KZAM, development of numbers of vacancies for individual professions. The most frequently published indices, whose information value is not very high for counselling purposes, are numbers of job applicants and unemployment rate which are broken down just by the achieved level of education.

Information about the labour market indices is still not perceived as a common career information for clients. It is mostly used by counsellors in employment offices who are probably more influenced by the current absolute numbers of job applicants and absolute numbers of vacancies recorded in their office rather than by the indices themselves. However, those indices can be found in miscellaneous documentation provided to counsellors or published on the Internet and they are also usually broken down by regions.

10. FINANCING

10.1 What method(s) do governments use to fund information, guidance and counselling services?

- The information, guidance and counselling services provided to children and youth are free of charge (the same as before the year 1990); there is a discussion going on as to the extent of services which should be provided free of charge.
- The activities of school education counsellors are funded from the school budgets in the extent 1-3 lessons weekly (the extent is stated in a government decree and it is influenced by numbers of pupils who attend the respective school). Salaries of school psychologists or school special pedagogy professionals are not specified by any school regulation. Schools have the authority to make this decision in accordance with the local conditions.
- Funding of centres for pedagogy and psychology: The volume of government funding or money coming from the state budget for activities of counselling centres depends on the numbers of pupils attending the schools in the respective district. The funds for private consulting centres are not earmarked in the budget but those centres can get an agreed amount from the regional government under the Government Decree No. 245/1993.
- Centres for special pedagogy are funded from the regional budget either by making an independent financial budget (if those centres have a legal personality – independence of a legal entity) or through purpose-tied funds given to the school (which is the legal founder of the centre)

The funding of counselling institutions is not system-consistent and it has no relation whatsoever to funding of similar services within the Ministry of Labour and Social Affairs. Therefore it may occur (and certainly does occur) that the same type of counselling activity is paid both from the Ministry of Education budget and from the budget of employment offices directed by Ministry of Labour. It is implied by the available data that funding of activities of independent counselling centres represents approximately 0.5 % of the education budget.

| | non-investment expenses total | expenses for PPP, SPC and SVP total | % of the total non-investment expenses |
|------|-------------------------------|-------------------------------------|--|
| 1994 | 38,792,538,000 CZK | 169,467,000 CZK | 0,43 |
| 1995 | 43,120,000,000 CZK | 248,282,000 CZK | 0,57 |
| 1996 | 51,574,167,000 CZK | 273,703,000 CZK | 0,53 |

The counselling provided under the Ministry of Labour and Social Affairs is fully funded from the state budget. For those counsellors who work at IPS ÚP the state administration salary range of twelve classes is applied. The counselling services attached to class 7 or higher.

The counselling in RPIC is provided for a fee but it is subsidised (from the programmes supporting the small and medium businesses) so it is relatively accessible to clients. The counselling in recruitment agencies is a privately owned service and it must be paid for but it is usually the employer who pays.

10.2 Are individuals required to pay some costs of government information, guidance and counselling services? If so, what sorts of clients are asked to pay, and what is the typical level of fees charged?

The counselling services under the Ministry of Labour and Ministry of Education is either free of charge or only actual incurred costs are paid (e.g. printing of outputs)

10.3 Please describe what cost and expenditure data is available to government and to stakeholders -- for example on the relative costs of different delivery methods, or the cost of achieving particular outcomes, or the costs of providing services to particular types of clients -- when

making policies for information, guidance and counselling services. Describe the ways in which this information is used, providing specific examples if possible.

This information is not monitored in the Czech Republic.

10.4 Please provide the best available estimates of the cost (most recent year) to governments of providing information, guidance and counselling services.

This information is not monitored in the Czech Republic

10.5 Please provide an indication of the statutory salaries of information, guidance and counselling service workers. As a base, take the case of guidance officers/counsellors with guidance or counselling qualification at ISCED-97 level 5 (i.e. a university degree or equivalent) and indicate:

- The starting salary for those with the minimum required training: 10,270 (ten thousand etc...Czech crowns)
- The salary after 15 years' experience:17,400 Czech crowns
- The number of years from the starting salary to the top salary: 32 years
- Where available, please provide equivalent information for other categories of guidance and counselling workers.

| | |
|---|--------|
| Information staff | 20,858 |
| Career path teacher at basic school | 17,476 |
| Introduction into the world of work teacher at secondary school | 18,255 |
| School education counsellor | 18,318 |
| School psychologist | 18,612 |
| Counselling centre for pedagogy (PPP) | 16,433 |
| Employment office staff | 14,689 |
| Private sector counsellor | 23,787 |
| University counselling centre practitioner | 17,146 |

11. ASSURING QUALITY

11.1 Please describe the steps that governments take to maintain and increase the quality of information, guidance and counselling services.

The quality of information, guidance and counselling services under the Ministry of Education is monitored by the Czech School Inspection bodies (comprehensive and partial topical inspections) through performing the state supervision over the activities of all the providers of professional counselling. One of the latest measures adopted to increase the level of counselling activities is the Czech Government resolution from 3rd April, 2000 No. 325 on “Measures to Increase the Employment Rate of the School Graduates”.

11.2 Do standards exist for the delivery of information, guidance and counselling services? How and by whom were these developed? What status do they have? Do they differ between providers?

No committing standards of counselling services in the area of career path counselling have been approved on the national level so far. A draft of the ministerial instruction for providing the counselling services at schools and education centres founded by the state or by municipalities was prepared by the Czech Institute of Pedagogical and Psychological Consulting in the year 2000 but it was not implemented in real life. The instruction delimited not only the system of counselling services but it also specified the ways of its coordination and financing on both national and regional level. It also defined the range of standard and above standard services provided to clients for a fee. The non-acceptance was influenced especially by the fact that duties were imposed not only on the professional counselling facilities but also on clients – those can be expressed but only through a legal amendment on the level of the effective School Act. But those provisions were not incorporated into the School Act.

11.3 Do standards exist for the competencies required by information, guidance and counselling services staff? If so, how and by who were these developed? What status do they have? Do they differ between providers?

The qualification standards for people who work at the centres for pedagogy and psychology and education school counsellors are stipulated in the Czech Regulation of the Ministry of Education No. 59/1985 Coll. Under that regulation it is required that professionals working at centres for pedagogy and psychology hold a university degree in pedagogy, psychology, special pedagogy or teaching of general subjects, complemented with a specialised course on education counselling.

The basic qualification requirement for a school education counsellor is a university degree in teaching, 3 year experience and specialised course on educational counselling. The qualification requirements for workers at centres of special pedagogy and centres of educational care are mentioned only in the methodological documents of the Ministry of Education about establishing and running of those institutions. The Institute of Pedagogical and Psychological Counselling has worked up a concept of career growth and further education of counselling staff. It concerns mainly the most qualified counsellors, i.e. the graduated psychologists and special pedagogy professionals, who work basically at centres for pedagogy and psychology or school counsellors. The proposed system refers to other professional staff of the system of prevention and counselling services at schools but those do not provide career counselling.

The concept for psychologists and special pedagogy professionals defines about 4 levels of activities according to how sophisticated they are. Activities and conditions which have to be met in order get the authorisation to perform the jobs attached to each level have been defined (career counselling is just marginal). The first qualification level (I) corresponds to a counsellor with a completed university education in the prescribed field with no practical experience. The second (II) qualification level is awarded after at least one year of professional experience and after passing a practical beginner preparation for the independent psychological or special pedagogical work in PPP (consulting centre for pedagogy and

psychology), SPC (special pedagogy centres), SVP (centres for educational care) or at school. It has been suggested that qualification certification procedure should be introduced as a compulsory condition to get the third and fourth qualification level. The purpose of such qualification certification procedure would consist in an assessment of the quality of the service and care provided by the worker, his professional development and his readiness to perform also very demanding and specialised activities where further training and professional experience is needed. The certification procedures to get the qualification level III and IV vary. Besides the counselling qualification those people are also expected to be qualified for therapy work and methodological activities.

New special counselling positions which should meet a certain permanent counselling and education function towards other counsellors are considered within the concept, and they are: "Induction counsellor" and "Supervisor". The task of the induction counsellor is of methodological nature; besides providing his counselling services he should support a newly employed worker during his induction into the respective field of counselling services and provide a systematic methodological support to that worker during his commencing experience. The induction counsellor should hold at least qualification level III as a minimum. As far as "supervisor" is concerned this person should provide the most difficult counselling services and supervise the other counselling staff. Any worker, who achieves the qualification level IV, will meet the requirements for becoming a supervisor and he will be approved for the position of supervisor by the Ministry of Education, Youth and Sports.

The concept also tries to cover the training of school counsellors, i.e. those counsellors who often have no psychological or special pedagogical education. The primary task in this area is a wide offer of postgraduate study of educational counselling. An implementation plan including data on financial expenses has been drafted.

However, the concept does not cover the career path counselling. No intentions of Ministry of Education regarding the career counselling have been announced. The only system-grounded and centrally supported education activities, related to the career counselling are concentrated on the training of teachers of Introduction into the World of Work, which may increase the qualification potential for career counselling at schools. In general we do not expect that the training focused on career counselling would enjoy any significant support by the government. Therefore, other ways for creating conditions for such training should be explored.

The qualification requirements for those counselling centres which are not owned and run by the state are governed by the amended Trades Licensing Act (Živnostenský zákon) under which the Psychological counselling and diagnostics is a "license bound trade".

In the area of the Ministry of Labour and Social Affairs the qualification requirements are embedded in the scale of salaries for state administration staff.

11.4 Are there formal requirements, for example expressed in regulations or legislation, for the education and training qualifications required by information, guidance and counselling staff?

The education school counsellor should meet the following conditions: long term teaching experience, diploma from an additional postgraduate study of education counselling (generally two years) at one of the selected faculties in the Czech Republic.

The school psychologist should hold a Degree in Psychology at Philosophical or Pedagogical Faculty, he should have a work experience and preferably also a diploma from a postgraduate study of school psychology (organised by Faculty of Philosophy and Faculty of Pedagogy of the Charles University in Prague). It should be noted that career path is a one semester marginal course on "Counselling psychology" within the undergraduate study of Psychology.

Unlike school counsellors, in the consulting centres for pedagogy and psychology the counselling service is provided by people who have passed the formal training recommended for counselling. According to the information provided by the Institute of Pedagogical and Psychological Counselling, out of the total 607 staff working in such centres about 385 (63,4 %) hold a degree in psychology while 222 people (36,6 %) hold a degree in special pedagogy.

A school special pedagogy professional holds a degree in special pedagogy at the Faculty of Pedagogy with the so called state exam in one of the specialisations and practical work experience. Within this study programme the space dedicated to the child's career path (in special pedagogy we usually speak about handicapped children) is also relatively small.

The school prevention methodology professional is usually a teacher, graduate from the Faculty of Pedagogy of the Charles University who undergoes a further training. Those training courses are usually organised by the regional or district prevention methodology professional (anti-drug coordinator). A number of courses dealing with issues of primary prevention at schools appeared recently (e.g. postgraduate study at the Faculty of Pedagogy of the Charles University)

The school godmother is a secondary school graduate who passed a number of courses on crisis intervention and crisis telephone intervention. The career path is outside of her/his scope of erudition

Also professional associations participate on the specification of conditions for practising the pedagogical and psychological counselling. Qualification requirements are also influenced by EU, e.g. conditions of so called "Euro-psychologist" programme.

11.5 Do guidelines exist on information quality standards to help groups such as tertiary institutions, industry associations and individual enterprises produce career information?

Up until the year 1998 the government did not issue any directives or guidelines regulating the career information service at schools of university level. The Higher Education Act No. 111/98 Coll. where this area is involved was passed in the year 1998. As regards higher education counselling services, the Act includes an important provision which, among other obligations, stipulates that HE (higher education) institutions are obliged „... to provide applicants, students and other individuals with information and counselling services in relation to their studies and the possibility of finding a place in the labour market after graduation“... This provision is a legal recognition of the existence of counselling centres at Czech HE institutions. However, the law does not go further to define the scope, form and other formal conditions for provision of these services. On one hand, it is an advantage for HE counselling centres, as no one dictates to them what they should do. On the other hand, the centres develop in an uneven manner and their focus varies, as does their policy.

11.6 Please provide details of any professional groups, bodies or associations of information, guidance and counselling services workers in your country.

The Association of Counsellors in Education (APPŠ) has 430 members who work in consulting centres for pedagogy and psychology and special pedagogy centres. The APPŠ tries to support the interests of guidance and counselling professionals, their training and career growth; it distributes information from the counselling area and supports publishing activities of the counsellors, it protects the professional interests of counsellors, it arranges or mediates the legal protection of the members' rights in any matters related to performance of their service, it makes comments on the professional standards, ethics and overall professional level of consulting activity, it carries out public relation activity aimed at informing the public about APPŠ and it obtains funds to support the APPŠ projects.

Another association is the Association of School Psychologists (AŠP). This association was founded in the year 1990 and in the same year it became part of the International School Psychology Association (ISPA) where school psychologists from 50 countries are associated. The Czech section of this Association has existed since 1994 when the previous, originally Czechoslovakian association was transformed. The Association has kept a common Czech and Slovak presidency and the parties (Czech and Slovak) take turns after every two years. The current president is PhDr. Gabriela Herényiová, CS. and the vice-president is PhDr. Jana Zapletalová. The Association has created an ethics code for its members, it takes part at creating the professional standards, and it cooperates on designing the undergraduate and postgraduate study of school psychology. International seminars of school psychology where theoretical and practical professional experience is exchanged are organised in various countries every year. The AŠP in the Czech Republic is also active in training school psychologists who lack any experience. The quarterly press

“School psychologists” is published, the training cycle “News in school psychology” is organised by AŠP for school psychologists. Records about the placement of school psychologists are kept and feedback from their places of employment is collected.

Association of professionals of centres for special pedagogy (APSPC) was founded in the year 2002 in order to reflect the needs of people working in the centres for special pedagogy. Also this association participates on professional development of its members and on their further education.

11.7 Please describe any ways in which career information, guidance and counselling professionals are involved in the development of policy: for example through formal roles for professional associations; or through providing feedback to service providers.

The members of the associations above together with the Institute of Pedagogical and Psychological Counselling participate on creation of methodological instructions for the guidance and counselling establishments.

12. THE EVIDENCE BASE

12.1 What information is available about the extent to which information, guidance and counselling services are used? What is known about differences in levels of use and access as a function of factors such as: socio-economic status or family background; geographical location; gender; age; educational level; and levels of disadvantage? Do regular national statistical collections monitor access? Have access and usage levels changed over time?

The extent and structure of the provided counselling services are monitored through various questionnaire inquiries run by the Institute of Pedagogical and Psychological Counselling. For example in the year 2002 the analysis of the services provided in the area of education school counselling was made, another analysis of the provided services from the user's point of view is prepared for the year 2003. The factors of interest mostly arise from the history interviews, the rate of disadvantaged position is relative and for the moment it is not statistically recorded. Here are some of the conclusions resulting from the inquiries and from the workers' descriptions of the activities.

- Prestige of education is generally growing
- Even the parents from so called disadvantage environment who sometimes lack even a complete basic education encourage their children to achieve a higher education than the one achieved by their parents. Therefore they visit the counselling services more often than before and they are often advised to do so by the school of their child.
- Guidance and counselling provided to girls (especially with a lower intellectual capacities and/or a physical handicap) is more difficult as the offer in the education market is very limited.
- Also counselling targeted at Romany children is more difficult

A comprehensive investigation of career counselling was carried out within the project "Career Counselling in the Czech Republic". This research is focused on both providers and receivers of counselling services and it is split in the following key areas:

- basic school pupils (NÚOV)
- secondary school pupils – grammar schools, secondary technical schools and vocational training centres (NÚOV)
- education school counsellors at basic schools and secondary schools (NÚOV)
- consulting centres for pedagogy and psychology (IPPP)
- information and counselling centres of employment offices (MPSV)

Those factors (next to the disadvantage rate) are the sorting criteria of the research.

Also regional information processed by individual employment offices exists.

Do regular national statistical collections monitor access? Have access and usage levels changed over time?

The access level in the year 2002 has changed in relation with the changes implemented in the state administration; the regional governments made certain steps leading to financial savings in the system of counselling but on the other hand it turns out that the accessibility of the provided service has worsened.

12.2 How is the level of community need and demand for information, guidance and counselling services established (for example by use of surveys, rates of service usage, waiting lists)? What is known about the expectations that clients have of services?

The level of community need and demand is periodically detected through analyses and questionnaire investigations. One of the researches concentrated on what pupils expect of the education school

counsellors in relation to the career counselling. It was discovered that pupils start to realise that this service is provided by IPS but they ask their school counsellor about the study opportunities with respect to their own abilities, they want detailed information about admission proceedings, they ask for mediation of a specialised counselling in PPP or SPC, especially when their school attendance is somehow more complicated. Also parents ask for counselling, especially when the pupil's decision is not unique and definite. The school counsellors are often unnecessarily flooded with administration work, especially collection of applications for schools and their checking, at the expense of the counselling work.

A demand for counselling is generally increasing and it exceeds the capacity possibilities of the counselling units. More responsibility in choosing one's career is noticed. Clients mostly expect that their intellectual and personality abilities will be assessed, that they will get some information as to where and how they can study the selected branch.

12.3 What criteria are normally used to judge the benefits or outcomes of information, guidance and counselling services?

The efficiency of counselling services is usually evaluated according to

- accessibility of the service
- professional quality of the service
- ability to meet the client's demand
- well timed provision of service

Another criterion applied in the education area is the pupil's admission to the recommended school and client's success in the recommended branch. In the Ministry of Labour and Social Affairs an additional criterion is the chance to get a job and early start of employment.

12.4 Please provide details of any recent (last five years) studies that have been conducted of:

- **The costs of providing information, guidance and counselling services.**
- **How costs vary as a function of the type of service delivered and the characteristics of clients.**
- **How the outcomes or benefits of information, guidance and counselling services relate to their costs.**

- In the last five years there has been no investigation of this kind; it is planned for the year 2003. The costs of the provided services are made up of partial costs such as: price of education and further training of professionals, cost of retraining tools including the diagnostic tools. Especially equipping the centres with diagnostic tools is expensive. Also further education of employees is necessary but there is lack of funds in the counselling centres to co-finance those costs. The expenses also depend on the type of clients; the care related costs are usually higher in areas where special aids are needed, for example in special pedagogy.

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- There was not any research comparing the volume of costs against the achieved results carried out.

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12.5 Please provide details of any recent (last five years) initiatives or pilot projects that have been designed to provide insight into:

- **the impact of careers services on individuals' career choices**
- **the ability to use career information**
- **the impact of services upon employers**
- **the impact of services upon the development of a learning society**

The following analyses were created in the Institute of Pedagogical and Psychological Counselling:

Methodology of Work of School Psychologist (IPPP, 2002)

Analysis of Programmes of Pedagogical and Psychological Counselling at Schools (IPPP, 2003)

Methodology of Special Pedagogy at Schools (IPPP, 2003)

The Institute of Pedagogical and Psychological Counselling has also participated on the Leonardo da Vinci Project – Distance Learning for School and Career Counsellors – COUNSTRAINING (1999 – 2001) and on another project: Towards the European Rainbow – improving the mutual cultural awareness between the counsellors RAINBOW – DUHA (1999 – 2001)

NÚOV is involved in the Leonardo da Vinci project “Modular Distance Learning of Career Counsellors” and in the RISA project, parts of which will make it possible to disclose the “career information” to the school counsellors and other staff from the counselling area.

The Labour and Social Affairs Research Institute have prepared the following brochures:

Extent and Goals of the Programmes of Active Employment Policy in the Czech Republic, Interest in Programmes and Motivation of Participants

The Evaluation of Programmes of Active Employment Policy in the Local Labour Market VÚPS 2001.

Professional Structure and Qualification Requirements of Social Service Staff (VÚPS, 2001)

Regional Analysis and Strategy of Employment, Labour Market and Social Care. Prague, VÚPSV, 2001.

12.6 Do any national research centres specialise in career information, guidance and counselling services? Do they specialise in evaluative and policy studies: or do they mainly focus upon guidance techniques and methods?

The Institute of Pedagogical and Psychological Counselling has been dealing with issues of counselling services since the year 1995. Not only counselling methods and techniques but also comprehensive assessment studies are covered. The National Institute of Vocational and Technical Education (NÚOV) is active in the area of secondary and higher vocational training. Some issues concerning the counselling at basic schools are covered by the Research Institute of Pedagogy in Prague. The Ministry of Labour and Social Affairs and the affiliated Research Institute of Labour and Social Affairs explores the area of labour including issues of employment policy, labour market, development of human resources, questions of income and salary policies, working conditions, social dialogue and collective agreements.

12.7 How useful have governments found the work of research centres in developing policy for information, guidance and counselling services?

Regarding activities of these institutions there are not any evaluation reports available.

12.8 Have governments taken steps to increase the evidence base for information, guidance and counselling services through support for relevant research centres? Has such support been on the basis of individual commissioned studies, or are more on-going forms of support used?

No systematic attention was paid in the past to supporting the applied research in the area of career counselling or to development of coordinated activity of individual state bodies dealing with the above mentioned issues. A career counselling project funded from a grant awarded by the Ministry of Education and Social Affairs started in the Czech Republic last year with participation of all the institutions mentioned in the clause 12.6.

Appendix

Appendix No. 1- Counselling system entities:

Education school counsellor

Under the section 34 of the amended CNR Act No. 76/1978 Coll. the education counsellor's position exists at all the primary and secondary schools. If necessary there can be more education school counsellors at one school. The counselling services at vocational secondary schools are not regulated by law. In spite of that even some vocational secondary schools have a school counsellor. The education school counsellor reports to the school director who appoints him to his position. He gets a professional support from the respective consulting centre for pedagogy and psychology.

The ministerial regulation of MŠ ČSR No. 130/1980 Coll. mentions the tasks of a school counsellor in relation with the area of professional orientation and care for healthy psychological and social development of pupils. The content of the work of the school counsellor is not specifically defined at most schools at the moment. Most school counsellors provide the pedagogical counselling in the area of education, training and professional orientation in cooperation with teachers and parents of pupils. In a way the activities of education school counsellor concentrate on the prevention of negative phenomena and school failures. In the area of career path selection the school counsellor provides the methodological support to teachers in discovering, monitoring and developing those individual skills of pupils that may play an important role in their selection of study and career path and thus prevent pupils and their parents from making a wrong choice. In more complicated cases (e.g. pupils with physical or social handicap, talented pupils and pupils with education and learning disorders) the school counsellor should intermediate the help of counselling centre for pupils and their parents. Another task of school counsellor in this area is collecting information about possibilities of further study and work experience and making such information available to individual pupils, groups of pupils, their parents and teachers of their home school. Cooperation with information counselling centre of employment office appears to be effective.

School psychologist

Some schools and education centres employ their school psychologist. It is a kind of reaction to the generally emphasised need to support the development of pupil's personality and issues of prevention of socially unhealthy phenomena. A school psychologist is an independent school employee. Unless he also functions as a teacher, he has no pedagogical status and he is usually employed as a part-time worker. He performs his activity in the school facility and reports to the school director. Apart from the director also the school teachers as well as staff of the respective consulting centre or office are the psychologist's main collaborators. Also one of the teachers with a suitable qualification or a psychologist, who normally works at the counselling centre and comes to school, may become the school psychologist. The type of activities performed by a school psychologist may vary in different schools. Some school psychologists focus exclusively on optimising of the education process from the point of view of the socially psychological conditions of life and development of pupils at school, i.e. with improving the teaching methods, relationship between teachers and pupils and the overall mental hygiene of the school. In other schools the activity of a school psychologist is more concentrated on minimising the pupil's education and learning problems through individual pedagogical, psychological, diagnostic, counselling and therapy care. Some school psychologists do both; their activity thus replaces the service provided by the external centres for pedagogy and psychology.

Consulting centres for pedagogy and psychology

Consulting centres for pedagogy and psychology are defined in legislation as "school purpose-tied establishments". Individual consulting centres for pedagogy and psychology are founded by regions according to the amended ČNR Act No. 564/1990 Coll. This law makes it possible to found consulting centres also for other legal entities or individuals. The scope of powers of district consulting centres corresponds with the powers of the founder; as far as private and religious consulting centres are concerned those have no stable scope of powers. Consulting centres cooperate mainly with schools, school facilities, state administration and self-government at schools as well as with consulting units coming under different ministries and with health, social and other institutes of care for children and youth. Consulting centres

provide the psychological and special pedagogical service to children and youth from 3 to 19 years of age, their parents, teachers and tutors at all grades and types of schools. The core of this service is psychological care, counselling and professional consulting on any matters concerning personality, education and professional growth of children and youth. The service of consulting centres is oriented at optimising the personality development of children and youth and at helping to form their life path. Consulting centres provide care in psychology and special pedagogy areas (diagnostics, therapy and psychologically creative) and counselling especially to children with development, educational and learning disorders, they provide psychological counselling in selection of educational and professional path and in difficult life situations. They participate on prevention of delinquent or other difficult development of children and youth (they organise and implement programmes of primary prevention of socially unhealthy phenomena, they work with individuals at risk and with endangered groups of pupils, they help to solve problems of truancy (hookey-playing), victimising, experimenting with drugs, etc.) They provide methodological help to education counsellors and other teachers at basic and secondary schools and teachers at nursery schools.

Centres of special pedagogy

The professional counselling to pupils with a physical handicap, where care is provided through centres for special pedagogy established on basis of a recommendation of the National plan of help to handicapped citizens and Government Decree – ČR No. 466/1992, is rather limited.

Information and counselling centres at employment offices – IPS ÚP

The IPS provides information about the education offer, about professions and labour market for the whole population and they are especially focused on youth.

Appendix No. 2 – Legislation – selected chapters:

Legislation dealing with the life of school

It is a number of legal regulations which should be known to every pedagogical staff member. Some regulations are completed with paragraphs relating directly to the teacher who teaches the career path subject (it is usually the school counsellor or psychologist)

Act No. 76/1978 Coll. of ČNR from 26th June, 1978, as amended by later versions, the section 34 states that: “Primary, special and secondary schools provide the education counselling through education counsellors. The qualification requirements of the education counsellor are stipulated by the Ministry of Education in a ministerial regulation.

Act No. 29/1984 Coll. on Structure of Primary Schools, Secondary Schools and Higher Vocational Schools (School Act) as amended by later versions, in the section 46 regulates the area of education counselling as follows: “The educational counselling service is provided to schools, nursery schools and other education establishments taking care of children and youth and placement of youth, to organisations, pupils and their statutory representatives and foster parents in questions of education and training of children and youth. The tasks and organisation of education counselling is regulated by special regulations.”

Act No. 564/1990 Coll. of ČNR about state administration and self-administration in the school sector from 13th December, 1990, as amended by later versions.

Regulation No. 291/1991 of the Ministry of Education, Youth and Sports of the Czech Republic from 14th June, 1991, about basic schools, as amended by later versions

A package of pedagogical and organisational information

Every year the Ministry publishes a Set of pedagogical and organisational information for basic schools, secondary schools, special schools, higher vocational schools and other education facilities on the Internet and in the bulletin of the Ministry. This information package should give the basic information to school directors, pedagogical staff and wide public.

The set of pedagogical and organisational information for basic schools, secondary schools, special schools, higher vocational schools and other education facilities has no legally binding force. The applicable legal regulations take precedence over the information published in the information package above. If the school regulations change in the course of the school year, the pieces of information concerned expire. The methodological instruction (ref. No. 19485/2001-22) of the Ministry of Education – career path education area is included into the education programmes for basic education; this instruction is published in the MŠMT bulletin book 8/2001 and on the web site of MŠMT (www.msmt.cz).

Regulations and instructions involving activities of education school counsellor

REGULATION No. 130/1980 Coll. of the Ministry of Education of the Czech Socialistic Republic from 28th August, 1980, about the school counselling section 2,

Point 2) Stipulates that the education counsellor reports to the director of the school where he works; methodologically he is directed by the respective consulting centre for pedagogy and psychology

Point 3) the school counsellor has the following tasks:

- a) He/she pays a special attention to systematic information activity which is relevant for the selection of further study, training or other form of student’s preparation for his/her future profession.
- b) He/she coordinates the information activity of class teachers and he provides them a methodological help in
 - aa) long-term career orientation of pupils
 - bb) long-term systematic monitoring of the pupils, assessing of their development and creating conditions for healthy psychological and social development in the process of

education and training at school and in the family, for harmonious shaping of their personalities and overcoming any disturbing influences.

- c) He/she informs parents of pupils or other statutory representatives, pupils and teachers about activities of facilities of education counselling, about the possibility to use their professional services and other specialised issues relevant for a healthy psychological and social development of pupils, for development of their personality, for prevention of educational and learning disorders and for remedies to the existing difficulties and disorders.

Point 4) the education counsellor provides individual counselling to pupils and their statutory representatives in coping with the educational and learning problems and in issues involving the study at secondary and university-level schools and career path selection

Point 5) the education school counsellor intermediates contacts with the corresponding consulting centre for pedagogy and psychology, he/she makes recommendations regarding the pupils' specialised checkups in that centre and checks whether the recommendation was done.

REGULATION No. 139/1997 Coll. of Ministry of Education, Youth and Sports from 28th May, 1997, about conditions of specialised and pedagogical capability of teachers and required qualification of education counsellors

section 1 – stipulates conditions of specialised and pedagogical capability of teachers at schools, nursery schools and education facilities (hereinafter as “pedagogical worker”) including the qualification of education counsellors

section 2,(4) – Conditions of specialised and pedagogical capabilities of teachers and qualification requirements of education counsellors are defined in the appendix No. 1 of the regulation.

(5) – The length of the teaching experience required for the position of a school director and education counsellor is defined in the appendix No. 2 of the Regulation.

Appendix 1 of the Regulation

Conditions of specialised and pedagogical capability of teachers and required qualification of education counsellors

B

| | |
|---|---|
| Teachers working at schools, nursery schools and other education facilities | Specialised capability Pedagogical capability |
| Education counsellor | The same training is required as the one required for basic or secondary school teachers plus diploma from a qualification study or such study must be initiated within two years |

Appendix 2 of the Regulation

The required length of teaching experience for the position of school director and education counsellor

| | | |
|---|--|------------------------------------|
| Director of school, nursery school or other school facility or education counsellor | Size of school, nursery school or other education facility | Required length of work experience |
| Education school counsellor | No limitation | 3 years |

GOVERNMENT DECREE No. 68/1997 Coll. from 12th March, 1997, as amended by later versions, by which the workload of teachers and workload of education work of other pedagogical staff in schools, is specified.

Section 3 – Direct teaching and direct education activity

- 1) The number of hours of direct teaching or direct education activity of pedagogical staff is specified in the appendix of this regulation

- 2) The extent of direct teaching workload or direct education activities within the range set forth in the appendix to this regulation is decided by the school director. If the direct teaching activity or direct education activity is below the upper limit of the specified range then the weekly workload is not reduced.
- 10) The workload of direct teaching activity of teachers-education counsellors is reduced as follows:
 - a) at basic school and secondary school with number of pupils up to (not exceeding) 150 – by 1 hour weekly, up to 250 – by 2 hours weekly, up to 550 – by 3 hours weekly, and if the number of pupils exceeds 550 then the workload is reduced by 1 more hour for each 300 pupils on top of 550.
 - b) at special schools
if the number of classes is maximum 7 – by 1 hour weekly, if 8 – 12 classes – by 2 hours weekly and if the school has 13 or more classes then the workload is reduced by 3 hours.
- 12) If more teachers are entrusted with the function of methodologist of information and communication technologies or education school counsellor then the extent of direct teaching activity of each of them is reduced according to the proportional number of pupils falling to one methodologist of information and communication technologies or one education counsellor.

Appendix No. 3 – Proposal for integration of career path subject to the curriculum of the basic school

The original proposal for scheduling the individual topics (modules) of the planned subject, *career path selection*, within each of the grades of the lower secondary education at basic schools recommended the following times to be dedicated to the modules of the new integrated subject:

| MODULES OF THE NEW SUBJECT | GRADES (YEARS) | | |
|---|----------------|--------|-------|
| | seventh | eighth | ninth |
| Self-analysis | 10 | 4 | 2 |
| Decision making | 8 | 6 | 2 |
| Action planning | 4 | 4 | 2 |
| Adaptation to life changes | 4 | 4 | 4 |
| Possibilities of basic school leaver | 2 | 4 | 4 |
| Information basis for selection of career path | 2 | 4 | 4 |
| Orientation in important professional information | 4 | 4 | 4 |
| Equal opportunity on the labour market | | 2 | 6 |
| World of work and adult age | | 2 | 6 |
| Total | 34 | 34 | 34 |

The methodological instruction for inclusion of the education area *career path selection* into the education programmes for basic education, ref. No. 19485/2001-22 from 2nd July, 2001 which became effective from 1st September, 2001, recommends an ideal extent of teaching the career path selection maximum 60 hours (which is different from the original instruction), and those 60 hours should be included in the curriculum of the last two or three years of the compulsory school attendance. In other words, the total weekly numbers of lessons will not be increased and the subject will be incorporated in the existing curricula.

The school director makes a decision about the way of incorporation of individual topical areas into the content of education. In order to do so he must take into consideration the similarities between the content of the career path selection and the content of the existing subjects. The specific way of incorporation of the respective education area into the teaching process and suitable way of work depends especially on the material, organisational and staffing conditions of the school. For teaching of the career path selection it is recommended to use the available hours and increase the time devoted to some of the selected subjects, implement the project-based forms of teaching, organise chats with representatives of various professions (or fields connected with employing people) or field trips to the selected companies, etc. The well-proven methods and forms of education are very diversified and they are described in detail in the manual for teachers:

1. Viola Horská, Helena Zemánková a kol.: *Volba povolání : pracovní sešit*. Most : Hněvín, 1999. - 105 s. ISBN 80-902651-0-3 (Selection of profession: workbook)

The interactive workbook with a number of interesting ideas for independent and group work and summary of practical exercises for teaching the career path selection

2. Viola Horská, Helena Zemánková a kol.: *Volba : příručka pro učitele*. Most : Hněvín 2000. - 254 s. ISBN 80-902651-3-8

A methodological manual containing a number of useful ideas for teaching the career path subject, curriculum and summary of suitable methods and forms of teaching.

The content of individual areas within the Introduction into the World of Work:

| Module No. | Title of Module | Extent in hours |
|------------|---|-----------------|
| 1. | The basic aspects of the world of work | 1 - 2 |

- The concept of professional work, the main outputs – products and services, their types, development, way to the market. Application in various alternatives of jobs after graduating from certain branch of study.
- Characteristic features of work**
Work activities, work tools, objects of work, work environment, demand on the labour market, wages, working hours, composition of a work collective, possibilities of career growth, business possibilities, possibilities of professional growth, social prestige, etc. Application on various alternatives of jobs after graduation from a branch of study (in grammar schools this should be applied especially on the job placement of university and higher technical school graduates.
2. 5 - 6
- Characteristic personality traits and their relation to the approach to work**
Interests, skills, personality, physical pre-requisites, health. Pupil's fair self-assessment. Relationship between the personality traits and characteristic features of work applied on various alternatives of job placement after graduation from a branch of study.
3. 3 - 4
- Education (training)**
Importance of education, relationship between education and successful career, structure of education in the Czech Republic, initial education and further education, need and reasons of lifetime learning. The most suitable possibilities of training connected with the respective branch of study taking into consideration the situation in the respective region.
4. 2 - 3
- The main areas of the world of work**
Splitting of the world of work into professional areas with common characteristic features, their brief characteristics enabling the basic orientation. A more detailed look at professional areas where job placement of graduates of the respective education branch is expected (in grammar schools with view to the future graduation from a university or from a higher technical education).
5. 5 - 6
- Economic structure of a specific region**
The economic structure of the specific region, the main employers. Representation of the branch and the main employers from the branch of the future graduate's prospective jobs.
6. 1 - 2
- Organisational aspects of work**
Types of organisations – e.g. public (state owned) organisations, joint stock companies, limited liability companies, etc.) Structure of organisations, position – senior and junior.
7. 1 - 2
- Rights and duties of employees**
Employment relationship, work contract, employee's rights and duties, protection of employee, responsibility of the boss, material responsibility, safety regulations, wage – components of wage and its calculation, social and health security, orientation in the Labour Code, organisation of employees and employers, social dialogue (collective negotiation).
8. 3 - 4
- Private enterprise**
Essence and forms of business, differences between running a business and being employed, advantages and risks of business, the most frequent forms of business, activities which should be considered when running a business, orientation in the Trade Act and Commercial Code.
9. 2 - 3

| | | |
|-----|--|-------|
| | Labour market | |
| 10. | The concept of labour market, offer and demand on the labour market, labour market pitfalls. The main development tendencies of labour market – general situation and with respect to the respective region. Possibilities of movements within the EU labour market. | 2 - 3 |
| | Professional path | |
| 11. | Professional path and career, professional mobility, projection of professional path, patterns of development of professional path. | 2 - 3 |
| | The ability to present oneself on the labour market | |
| 12. | First impression in contact with the potential employer, assertive elements of behaviour in communication with the prospective employer, writing of application for job, writing of CV, behaviour at selection procedures. | 5 - 6 |
| | State support in area of employment | |
| 13. | Information, counselling and mediating services in the area of selection of profession, looking for a job, re-training, support of unemployed. Work with press and other information media when looking for jobs. | 2 - 3 |

Additional teaching aids

3. Multimedia programme “Guide to the World of Professions”, which is available at most employment offices. The programme contains a number of various selection procedures for selection of profession and it includes the tests of interests and text and picture information about the selected professions.
4. Various leaflets, information and methodological material, etc. which are available at information and counselling centres of employment offices

APPENDIX No. 4 – List of information systems for counselling on the Internet

<http://www.csvs.cz/> Centre for Higher Education Studies
<http://www.ssvs.cz/> Czech Association of Schools of Professional Higher Education
<http://www.ecn.cz/aic/> Academic information centre
<http://www.dzs.cz/aia/> Academic information agency
<http://www.aiesec.cz/> International Association of tertiary education students
<http://www.acic.cz/> STS – International Language Schools
<http://www.fulbright.cz/> Fulbright Commission in the Czech Republic
<http://www.yfu.org/> YFU C.S. – Czech Scholarship Fund
<http://bbs.fbm.vutbr.cz/cambas/> Czech Association for MBA schools (CAMBAS)
<http://www.studentagency.cz/> Student agency for students of secondary schools and universities
<http://www.dzs.cz/> Academic Information Agency of the House of Foreign Services of MŠMT ČR
<http://www.csvs.cz/> Socrates Office, education and study programmes
<http://www.nvf.cz/leonardo/> National Training Fund, education and study programmes
<http://www.icm.cz/> Information Centre for Youth (ICM), education and study programmes for secondary school and university students
<http://www.scio.cz/> SCIO, o.p.s. – creates a number of tests for secondary school admission procedure
<http://www.asse.cz/> Education programmes of the international association American Scandinavian Student Exchange
<http://www.chi-cz.cz/> Training programmes for secondary school and university students Cultural Home Stay International
<http://www.aise.cz/> Education programmes for secondary school and university students American Intercultural Student Exchange
<http://www.kampomaturite.cz/> Amos publishing house – tests for admission procedure
<http://www.prijimacky.cz/> Radek Veselý publishing house (tests for admission procedure)
<http://www.aktivnistudium.cz/> Language and computer schools, on-line study, e-learning, private lessons, offers of jobs and holiday jobs, universities
<http://www.csvs.cz/struktura/ncdiv/ncdiv.html/> Information about the offer of distance learning courses of the Centre for Higher Education Study
<http://www.cesnet.cz/> Information about offer of distance learning courses for e-learning CESNET, Czech National Research and Education Network
<http://online.cvut.cz/> E-learning course run by Czech Technical University
http://dobrovolnictvi.ecn.cz/I_organ.shtml/ Voluntary work centres and not-for-profit organizations in the Czech Republic
<http://www.studentagency.cz/> Language, work and au-pair programmes

<http://www.nvf.cz/> Information of National Information Centre for Counselling

<http://www.nuov.cz/> Analyses and studies about current situation and development of the labour market on the web of the National Institute for Technical and Vocational Education <http://www.istp.cz/> Integrated system of standardised positions

http://ssz.mpsv.cz/up/cv/OK_skoly/Skoly.htm Database of education offer from the OK module; work on the web site of the employment office in Chomutov
<http://www.uiv.cz/> The network of schools and school facilities on the web site of The Institute for Information on Education
<http://www.vysokeskoly.cz/> – Education offer of universities
<http://www.eu-dat.cz/> Database of further training courses (Database of Advanced Training)
<http://ssz.mpsv.cz/script/vm.asp> Vacancies from employment offices on the web site of SSZ MPSV