

**National Training Fund**  
National Resource Centre for Vocational Guidance

## **Counselling Services at Czech Universities**

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## 1. Introduction

The technological, social and labour market changes we have witnessed over the last two decades have also affected the student population entering the present system of tertiary education. The number of students enrolled in tertiary education has increased by several dozen percent since the early 1990s. Interestingly, demographic changes have not contributed significantly to this development. The decisive factor has been a growing demand on the part of students who include a larger proportion of disadvantaged, socially weaker and disabled individuals.

Tertiary education providers in most developed countries recruit students on a massive scale and then do their best to ensure that they complete their degrees – after all they bring in financial resources. The institutions assist first-year students in overcoming their acclimatisation-related, personal and inter-personal problems which may contribute to study failure, and help them get their bearings in the courses and employment opportunities available. They also look after students who are about to enter the labour market and, generally, provide them with maximum support.

None of this is an end in itself and it is understood as part of the democratisation of the education system. It falls within the remit of the institution to build up its “image” and reputation, to listen to its clients’ needs and ideas and to ensure its competitiveness both at home and abroad.

The provision of certain services to students (e.g. information about study programmes on offer, accommodation, meals, library services) is a matter of course and depends, above all, on the tradition and means available to the institution. The introduction of “new”, “non-traditional” services to students has been prompted both by technological (access to computers, copy centres) and social changes, such as the developments in the labour and tertiary education markets and the increasing demands on the students’ mental state and the complexity of the relationships of which they are part. This concerns primarily study-related, career and psychological counselling.

The provision of counselling services to students is an important instrument for the management of social processes and testifies to the strengthening humanistic trends in our society. This study, which is the main outcome of Project No. LS012138 entitled “The Role of Counselling in the System of Tertiary Education” implemented as part of the Research for Public Administration programme, should contribute to this process. The study is not exhaustive. It is not concerned, for example, with the psychology of counselling, specific qualification requirements for counsellors and other staff at counselling centres, or methods and procedures for evaluating the quality of counselling services. Neither does it deal with the importance of alumni associations and clubs, organisations of “friends of higher education institutions”, the sources of information used in various types of counselling in tertiary education, or the methods and procedures for working with new students in order to facilitate their adaptation and improve their study motivation. All these topics could be elaborated upon and debated on a wider scale. There was not enough space for this in this study.

The study draws on various sources. They include, above all, the materials developed at the Centre for Higher Education Studies with the aim of promoting and supporting counselling services for university students in the Czech Republic.

The principal aim has been to help to ensure that counselling services for students in the tertiary sector should be:

- perceived, in line with Higher Education Act No. 111/1998 Coll., to be part of the activities performed by universities as well as other tertiary education providers, and their importance should be given appropriate attention in evaluating their performance;
- of appropriate quality – i.e. provided by professionals and in a professional environment, and the institution should perceive them as such and finance them accordingly;
- used by the institutions themselves as a valuable source of information and as feedback between the institution and its students, and between graduates and their situation in the labour market.

The notions concerning the role and function of counselling services which are presented in this study constitute one of many visions aiming at improving the system of tertiary education, to ensure access to it for a wider spectrum of prospective students, to facilitate a smooth passage through it and to ensure its diversification.

### **The Contents of this Study**

The first chapter of the study is introductory. The second provides a general definition of counselling services related to an individual's appropriate choice of education and a career, and outlines the history of counselling services. The role of the counsellor in the counselling process is also mentioned. In line with the project's Terms of Reference, the chapter attempts to draw a typology of counselling activities, institutions and actions.

An overview of counselling services provided by the Czech education system is the content of the third chapter. It also explains why, in view of legal regulations, the study only deals with counselling provided by universities and not institutions providing a non-university type of higher education (so-called "*higher professional schools*").

The fourth chapter concerns counselling services provided by Czech universities and their history, and elaborates on a "Czech" model of university counselling which aims to attend to prospective students, current students and graduates in four areas: study-related counselling for applicants, study-related counselling for students, psychological, educational-psychological and professional counselling. Each counselling type is characterised and optimal procedures and methods are described.

The fifth chapter presents an analysis of the current situation in, and the development of counselling services provided by, Czech universities. It draws on three sources of information: a list of counselling centres, monitoring questionnaires, long-term plans of universities and a survey among students.

The provision of counselling services at universities in selected countries is described in the sixth chapter. The data presented was taken from available literature and from answers provided within a short survey conducted by the project implementing team through the Euroguidance network.

We believe it is useful to present examples of quality evaluation procedures at universities in four countries and to highlight the position of counselling in such evaluation. This is the content of the seventh chapter.

The eighth chapter gives an overview of a possible use of counselling services in student financial support schemes.

The ninth chapter is concerned with the training of counsellors in European countries and in the Czech Republic.

The final, tenth chapter summarises the current state of counselling at Czech universities and proposes possible ways of accelerating its development.

Three annexes are attached to the study. Annex 3 is *a list of counselling centres at universities* which has been updated as part of the project. Reports about the provision of counselling services at individual universities, including comments and quotations from their long-term plans, were also prepared within the project – however, they were not included in this publication.

## **2. General Background for the Provision of Counselling Services in the Education System**

Counselling is a specific activity by means of which counsellors – specialists in particular fields (law, economics, building construction, banking, environment, psychology etc.) - help their clients understand particular issues and make informed decisions in order to address their problems or overcome various setbacks and difficulties they face in their working career or personal life.

This study is focused on one type of counselling services provided to individuals or groups, which aims to find optimal solutions to the issue of a career – i.e. the choice of an *optimal educational path and vocation and related specific situations in an individual's personal life and in his/her search for employment.*

Counselling related to the choice of a career, education and to personal problems has taken place from time immemorial mainly within a family or community. It was institutionalised as late the end of the 19<sup>th</sup> century in connection with the industrial revolution, the formation of the labour market, the increasing number of vocations and, last but not least, with the introduction of compulsory school attendance<sup>1</sup> and the increased number of study opportunities. Until then, schools were very selective. However, after the introduction of compulsory schooling children would arrive in schools from all social strata and teachers were incapable of attending to the wide variety of their needs. At first the poor and disadvantaged were assisted in tackling their problems by various voluntary organisations, which pursued equal access to education. They stressed the social aspect, the client's personality and his/her career-related qualities and needs. The first practical psychologists worked in the late 1880s and

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<sup>1</sup> MERTIN, V. Historie a poradenská psychologie ve světě. *Výchovné poradenství – Zpravodaj Institutu pedagogicko-psychologického poradenství ČR*, 1999. (The History and Development of Counselling Psychology in the World“).

the early 1890s mostly in psychological laboratories at hospitals and universities. In 1884, for example, a laboratory was set up at the University of London, Great Britain, from which the first psychological-educational counselling centre evolved. Before long a similar workplace was established in Paris, France, at the University of Pennsylvania, the USA, and in other countries.

In parallel, work psychology was developed as a discipline linked to the development of mass production with the use of machines. It was focused on diagnosing the capacities of job applicants and their selection, rationalisation of labour and working procedures, on the psychological analysis of labour and its conditions etc. The outcomes were used, for example, to decide on the placement of workers to machines. The first centre specializing in this field was set up in Boston in 1908. From our perspective it is interesting that a similar centre was established at Harvard University as early as 1909.

Since then, practical psychology has undergone a complex development. Today there are disciplines focused on theoretical, applied and special psychology. New specialisations have been developing which use various diagnostic instruments for examining the learning, and then career-related competences of children. The methodology was later applied to juveniles and adults as well.

The provision of counselling services in the education system has come to be viewed as critical in fostering personal values and learning motivation among students at all levels, in resolving problems linked to their career and in preventing addictions and undesirable behaviour. Counselling services are becoming an integral part of those educational institutions' activities which aim at creating a positive and stimulating learning environment, while taking account of the needs of the individual students (each of whom is a personality with unique qualities and peculiar strengths and weaknesses), as well as of a particular group of students. The disciplines implemented within the educational system's counselling subsystem include school psychology, educational psychology, counselling psychology, social psychology, psycho-diagnostics and psychology of personality.

The change in the counsellor's role and approach to the client is also worth noticing. His/her main task is not to suggest a way of tackling a particular problem as was the case at the beginning of the century. The counsellor helps the client address the particular problematic situation in an independent, active and creative manner and guides him/her to find an effective solution (after counselling is provided) to the problem and take an independent final decision. In fact it is qualified assistance (from the counsellor) leading to an independent decision of the student (the client).<sup>2</sup>

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<sup>2</sup> DUFFEK, P., FREIBERGOVÁ, Z., KONDAPANENIOVÁ, N. *Zpráva o dosavadním průběhu a základní interpretaci výzkumného šetření na téma problémy zaměstnanosti absolventů vysokých škol a pracovně profesní poradenství pro absolventy vysokých škol*. 1991. (A report about research to date concerning employment-related problems of and career counselling for university graduates, and the basic interpretation of its outcomes).

## 2.1 Typology of Counselling Institutions and Their Activities

Every typology is, of course, a certain simplification – however, it is a useful tool in understanding any complex reality. Counselling services may be classified according to various aspects. We attempt to identify at least several basic features of counselling institutions and activities performed by them.

In our view the principal feature is the structure of the organisation unit which provides counselling services:

- a single counselling unit (*poradna*) – there is no further break-down. These are normally small units providing services in one or at the most two specialisations.
- a counselling centre (*poradenské centrum*) – the organisation unit is composed of more than one *poradna*.

A total of eight models of university counselling centres can be found in literature.<sup>3</sup>

- *Professional orientation model* – focuses, above all, on professional development of clients, strives to ascertain, by means of various diagnostic instruments, their aptitudes for a particular vocation or employment.
- *Personal services model* – found usually at small universities. The counsellor deals with various issues ranging from recruitment of students, their professional orientation to their financial problems.
- *Academic issues model* – gives preference primarily to programmes for failing students in close co-operation with the study department.
- *Psychotherapeutic model* – deals with the problem of mental health and psychotherapy where there are indications of emotional or personality disorders.
- *Training model* – concentrates, above all, on the training of counsellors, enhancing their professional competence in post-graduate courses. Counselling is only carried out for training purposes using “training clients” and is not based on the institution’s or the students’ needs.
- *Consultation model* – builds on the principle that rather than resolving problems it is better to prevent them from occurring. Teachers and other institutional staff are trained to perform their professions more effectively, the assumption being that this should have positive effects for the students. Counsellors provide their services mainly to groups. However, training and discussions often result in an increased interest in individual counselling.
- *Research model* – this is not, we believe, an appropriate way of building a university counselling unit, since extensive research does not allow for individual care.
- *Counselling model* – is demanding in terms of quality, time, qualification and personal qualities of the counsellor. However, it is the best model of counselling services that may be offered. It deals with issues related to studies, including career as well as emotional problems. It combines educational, vocational and personal counselling, which requires flexible counselling approaches. Although the model retains its relative independence of the institution’s governing structures, it does provide valuable feedback while preserving anonymity and, consequently, student confidence. A counselling centre using this model usually employs advanced testing methods, and implements preventive and development programmes. Furthermore, it may also conduct quality research.

<sup>3</sup> ELIÁŠOVÁ, A., HARGAŠOVÁ, M.: Modely poradenských stredísk na vysokých školách USA a u nás. *Psychológia a patopsychológia dieťaťa*. 1992. (Counselling Centre Models at Universities in the USA and in our country).

According to the nature of work performed by their staff, counselling units play the role of:

- *a co-ordinator of counselling activities* – the unit arranges for external specialists to perform specialist counselling services on a part-time basis.
- *a genuine counselling unit* – the staff are specialists – counsellors who provide specialist services.

Depending on the number of clients served, counselling services may be divided as follows<sup>4</sup>:

- *large group counselling* – includes talks, discussion clubs, lectures where activation techniques are used.
- *small group counselling* – may be implemented as part of long-term counselling programmes focused on prevention, mental health, development or therapy – e.g. a relaxation-activity programme, assimilation programmes for first year students, personal growth stimulation programmes etc.
- *individual counselling* – the counsellor assists the student in resolving study-related, relationship, marriage, inter-personal and personal problems, the issues of the meaning of life, life philosophy, value orientation, life styles etc. The consultations require the application of demanding counselling, psycho-therapeutic and psycho-diagnostic procedures.

Counselling services vary in nature depending on their depth and manner of performance:

- *information* – a mere provision of and search for information.
- *advice* - the counsellor gives his/her judgement to the client and develops proposals based on his/her knowledge and experience.
- *diagnosis* – diagnostic assessment of the client's competencies.
- *training* – setting a simulation situation, training for a solution, behaviour.
- *comprehensive intervention* – assisting the client in understanding his/her own situation, opportunities and consequences of a particular option.

Depending on its nature and the counsellor's activity counselling may be:<sup>5</sup>

- *active (directive)* – the counsellor leads the conversation and attempts to persuade the client, by more or less directive instructions, to behave in a particular way.
- *passive (non-directive)* – the counsellor primarily “listens” and responds by expressing the client's thoughts and emotions: he/she repeats what has been said in a slightly different way and describes in detail possible alternatives of behaviour from which the student chooses.

A counselling approach may be:<sup>6</sup>

- *individualised* (more intensive)

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<sup>4</sup> JUNKOVÁ, V. *Psychologická poradna pro vysokoškoláky při katedře psychologie FF UK*. 1991. (Psychological Counselling Centre for University Students at the Psychology Department of the Philosophical Faculty of Charles University).

<sup>5</sup> FREIBERGOVÁ, Z.. *Vysokoškolské poradenství : studijní text potgraduálního kurzu distančního vzdělávání Řízení vysokých škol*. 2000. (Counselling at Universities: learning material for a post-graduate distance-learning course “Management of Universities“).

<sup>6</sup> FREIBERGOVÁ, Z. *Vysokoškolské poradenství*.

- preference is given to a personal, more emotional approach – the use of counselling techniques is secondary
- emphasis is placed on emotions and experiences,
- it is more suitable for an emotional type of person who probably requires a more personal approach.
- *systemic* (i.e. taking account not only of the student and his/her study problems, but also his/her teachers, parents, siblings and school-mates who create a system),
  - preference is given to an impersonal, rational, cognitive approach to the client, counselling techniques are used,
  - emphasis is placed on reason, logic, problem-solving,
  - it is more suitable for a rational type of person.

### 3. The Czech Education System's Counselling Subsystem

The assignment by the Ministry of Education, Youth and Sports, which instigated the development of this publication, was entitled „The Role of Counselling in the System of Tertiary Education“. The concept of tertiary education is explained in the National Programme for the Development of Education in the Czech Republic<sup>7</sup> as follows: *“Tertiary education denotes a body of types of education recognised by the state which follow from full secondary education. It includes traditional university courses, shorter types of university courses, courses provided by higher professional schools and, possibly, other courses following “maturita” which are recognised by the state...”*.

It is clear from the above that this study should deal with counselling services provided at universities and higher professional schools. The system of tertiary education in the CR now consists of 24 public universities, 4 state universities, 20 private universities and 166 higher professional schools.<sup>8</sup> However, higher professional schools are governed by entirely different legislation than universities, and this also concerns the provision of counselling services. Higher professional schools fall within the remit of Law. No.29/1984 Coll. concerning the system of basic, secondary and higher professional schools (the Education Act) and universities are governed by Law.111/1998 Coll., as later amended, concerning universities.

Figure 1 shows the Czech education system's counselling subsystem. The broken line marks a legislative interface between educational counselling provided to pupils and students of kindergartens, basic, secondary and higher professional schools, and counselling provided to university students.

Part 3.1 provides an overview of counselling activities at schools governed by the Education Act. The whole study deals with the provision of counselling services at Czech

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<sup>7</sup> By means of its Resolution No.113 of 7 February 2001 the Cabinet of the Czech Republic adopted a National Programme for the Development of Education in the Czech Republic, which was released as a so-called „White Paper“. It sets out the existing conditions, general aims and development programmes which should be authoritative for the development of the entire education system in the medium-term until 2005, and in some parts until 2010. The Programme's principal aims should be part of strategic planning of the development of the entire society.

<sup>8</sup> *Virtuální oddíly statistických výkazů* [online]. Dostupný z: < <http://delta.uiv.cz/virtodd/vyber.asp>>. (Virtual sections of statistical reports).



universities. It is more than clear that what is happening in the area of counselling at universities may be extrapolated to higher professional schools. A substantial difference lies in the number of potential clients at individual institutions and the ensuing willingness on the part of the institution to set up and finance a counselling practice. There is evidently a difference between financing a counselling centre at an institution with 20 thousand students and an institution with barely 200 students, although the latter may experience the same problems and needs as university students.

Figure 1

### **Counselling Services within education system**

<b>Universities</b>	University Counselling Centres
Doctoral courses	
Engineering and Master courses	
Bachelor courses	
<b>Higher Professional Schools</b>	Educational-Psychological Counselling Centres
<u>Secondary schools</u>	
Secondary Grammar Schools ( <i>gymnázia</i> )	Educational counsellors
Secondary technical schools	
Secondary vocational schools	School psychologists
Integrated schools	
<u>Basic schools</u>	School special psychologists
<u>Kindergartens</u>	

### **3.1 Counselling Services in Kindergartens, Basic, Secondary and Higher Professional Schools**

For the sake of coherence we distinguish between educational-psychological counselling and career counselling, although these two types converge in many schools.

#### **3.1.1 Educational-Psychological and Educational Counselling**

The provision of counselling services in kindergartens<sup>9</sup>, basic, secondary and higher professional schools is fostered by Ministry of Education, Youth and Sports' Decree No. 130/1980 Coll. concerning educational counselling. The decree has remained in force since the "old days" and deserves amending. It contains statements such as: *... "educational counselling....contributes to comprehensive care by a socialist society aimed at the healthy mental and social development of children and young people"....* It does not cover the new elements of educational counselling such as school psychologists, special pedagogical centres, centres for educational care etc.

Other documents include Methodological Paper No. 13 409/98 concerning the provision of counselling services at schools and school facilities, and Law. No. 29/1984 Coll. concerning

<sup>9</sup> Kindergartens are governed by Law No.76/1978 Coll., as later amended, concerning school facilities.

the system of basic, secondary and higher professional schools (the Education Act)<sup>10</sup>. The activities within educational-psychological counselling are also laid down in Law No. 395/1991 Coll. concerning school facilities<sup>11</sup> and Law No. 132/2000 Coll. concerning amendments to and repeal of certain laws related to the law on regions, the law on municipalities, the law on district authorities and the law on the capital Prague.

Counselling services are provided both by schools (i.e. their teachers who have the particular qualification), and by *educational-psychological counselling centres* (EPCs). There are 101 of them (96 were set up by former education authorities, 4 are private and 1 denominational)<sup>12</sup>. The services provided by state EPCs are free of charge and they may be visited without prior reference. The centres have qualified psychologists who are, as a rule, capable of providing comprehensive advice, not only on the basis of tests and interviews. They assist in addressing learning and behavioural problems of children at pre-school facilities, basic, secondary and special schools and educational facilities. Moreover, they carry out the relevant examinations and help their clients develop a professional orientation. They provide methodological assistance to teachers and educational counsellors at schools and to psychologists in educational facilities.

Parents of kindergarten children – either at their discretion or at the suggestion of the kindergarten – use EPCs' services to find out whether their child is mature enough to begin basic school, or if their child has problems with concentration, various negative habits etc. Basic school pupils visit EPCs with similar problems – most EPCs offer tests of study aptitudes in the final year of basic school. Secondary school students use these services to a far lesser extent and higher professional schools students only sporadically.

EPCs are gradually being transformed from centres focused primarily on diagnosing problems to centres providing real assistance and therapy. They seek to meet their clients' needs, co-operate with schools and communicate better with their clients' parents. Primary prevention of socio-pathological disorders has also gained in importance.<sup>13</sup>

Each basic, secondary and higher professional school registered as part of the schools network employs a teacher who works, usually part-time, as an *educational counsellor*. His/her

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<sup>10</sup> § 46: Educational counselling. Schools, pre-school facilities and school facilities taking care of children and young people, pupils' organisations, legal guardians and foster parents are provided with educational counselling related to upbringing and educational issues. The tasks and organisation of educational counselling are governed by special regulations.

<sup>11</sup> § 34: An educational counsellor. Educational counselling in basic schools, special schools and secondary schools is provided for by educational counsellors. The qualification requirements for an educational counsellor are stipulated by ministerial decree.

§ 35: An educational-psychological centre:

(1) An educational-psychological centre assists in addressing the learning and behavioural problems of children in pre-school facilities, basic schools, secondary schools, special schools and educational facilities. It helps them achieve a professional orientation and provides specialist educational-psychological services to pre-school facilities, schools and educational facilities.

(2) An educational-psychological centre carries out educational-psychological examinations of children and pupils, provides methodological assistance to teachers and educational counsellors in schools, and to psychologists in educational facilities.

<sup>12</sup> As at 17.10. 2001

<sup>13</sup> *Česká školní inspekce : zpráva o školním roce 1999/2000* [online]. Dostupný z: <[http://www.csicr.cz/vz99\\_00/vyrzpr.htm](http://www.csicr.cz/vz99_00/vyrzpr.htm)>. Czech School Inspectorate: a report about the academic year 1999/2000.

main task is to provide information to pupils, students and their parents about further study opportunities, the facilities within the counselling sub-system and the possible use of their services. Moreover, the counsellor ensures that pupils/students' applications for further studies are filed, and also assists pupils/students in their transfer to employment. Some schools employ school psychologists and school special teachers.

Teachers, educational counsellors, school psychologists and school special teachers respond to the first diagnosis of learning and behavioural difficulties, co-operate with parents in establishing the most favourable conditions for the educational process, assist children in the choice of their further education or career, and co-operate with educational-psychological counselling centres. They also seek to prevent various social-pathological disorders and drug addictions, intervene promptly to prevent personal development problems, contribute to improving the assimilation of school children to society and integration of disabled pupils and students into mainstream schools.

Educational counsellors are required to adhere to certain ethical principles – particularly as regards confidentiality and data protection. “Ethical Standards for School Psychologists’ Work” adopted at the 3<sup>rd</sup> conference of the Association for School Psychology of the SR and CR” in 1994 could serve as a model.

Methodological assistance to educational counsellors, educational-psychological counselling centres, education authorities and education co-ordination commissions has been provided since 1994 by the Institute for Educational-Psychological Counselling of the Czech Republic (IEPC). It provides professional services, develops policy documents, co-ordinates counselling, arranges for the continuing training of counsellors, develops diagnostic materials etc. It also publishes a periodical entitled “*Výchovné poradenství*” (Educational Counselling).

Educational counsellors use a wide range of information sources. For example, the most comprehensive information about all secondary schools so far is the outcome of a large project entitled SET. It was launched in 1996 and its outcomes have been released in three publications of the Institute for Information on Education (IIE) entitled *Vybíráme střední školu* (Choosing a Secondary School). They cover Prague and Central Bohemia, Bohemia without Central Bohemia and Prague and Moravia. Each costs 119.- CZK. The data is also available at <http://www.uiv.cz>.

The web site of the IIE (<http://www.uiv.cz>), part *Vybíráme střední školu – program SET*, offers very detailed and up-to-date information about various types of school. In addition to practical advice, there is a summary of trends in secondary education, assessment of costs and benefits of multi-year *gymnázia*, and an assessment of the chances of secondary technical school students in admission to universities. The attractiveness of various study and training programmes is also assessed in terms of labour market requirements.

The Centre for Career Counselling at the National Institute for Technical and Vocational Education (NITVE), which was set up in early 2002, charters the educational provision of secondary and higher professional schools and provides the information to educational counsellors in schools and to applicants. The NITVE publishes annually guides entitled “*Kam na školu – Střední školy v ČR*” (Which School to Choose – Secondary schools in the CR) (CZK 139.-) and “*Kam na školu – Vyšší odborné školy v ČR*” (Which School to Choose – Higher Professional Schools) (CZK 49.-). They contain information about courses provided by secondary and higher professional schools in the following year. The publications dealing with

secondary schools also provides information about follow-up and part-time courses. One chapter is specifically designed for disabled students to assist them in selecting a particular course.

“*Cesta za povoláním*” (Towards a Career) is a calendar and also a guide for 8 and 9<sup>th</sup> grade basic school pupils who are faced with the choice of a school and, later, career. Each month in the calendar prompts the reader to do some self-reflection in the context of his/her decision concerning further education and a career. There is also information about counselling, information and emergency services, their contact details, references to related publications and electronic sources on the Internet. The publication was developed jointly by the National Training Fund – National Resource Centre for Vocational Guidance, Employment Services Administration at the Ministry of Labour and Social Affairs, a team of vocational counsellors from the information and counselling centres located in labour offices and the P.F.art publishing house. The calendars are distributed to schools free of charge by labour offices.

A specialized guide called “*Atlas školství*” (Education Atlas) (P.F.art) provides an overview of secondary schools and their courses in individual regions. There are atlases for 13 regions and for the capital Prague and they are published once a year. Labour offices distributed them free of charge to basic schools – their number depends on the number of pupils. On average it is one copy for ten 9<sup>th</sup> grade pupils. The guide lists contact details for various schools, the courses they deliver and their lengths, the number of applicants and admitted students, information about entrance examinations and accommodation and meals. This data is obtained from the database of the Employment Services Administration at the Ministry of Labour and Social Affairs of the CR, which is developed and updated by individual labour offices. Moreover, the publication contains a so-called magazine part, where schools present their contributions and complement the data contained in the overview. All 14 Education Atlases are published by P.F.art publishing house with financial support of the Ministry of Labour and Social Affairs. Since beginning of the year 2003, the electronic version of the Atlases is displayed on <http://www.atlasskolstvi.cz>.

If an educational counsellor is active, he/she may take the pupils or students of the last years of secondary or higher professional schools to one of the study opportunities fairs. There are quite a few events of this kind, such as<sup>14</sup>:

- **ACADEMIA**  
Prague, Smíchov National Cultural Centre; November  
Secondary and Post-Secondary Education Fair. It is organised by the Employment Services Administration at the Ministry of Labour and Social Affairs.
- **GAUDEAMUS**  
Brno, Brno Fairground; October  
European Fair of Post-Secondary Education. It is organised by MT-Soft s.r.o. under the auspices of the Ministry of Education, Youth and Sports and the rector of the Technical University (<http://www.gaudeamus.cz>).
- **NISA SCHOLA**  
Liberec, Cultural Centre; November  
Education, Qualifications and Teaching Aids Fair
- **SCHOLA NOVA**  
Prague, Veletržní Palace; March

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<sup>14</sup> The line under the name of the fair contains the place and the month in which the fair normally takes place.

- International specialized fair – school, education and equipment.
- SCHOLA PRAGENSIS  
Prague, Prague Fairground; March  
An exhibition of Prague schools, focused on the presentation of the capital's basic and secondary schools.
  - ŠKOLA  
Hradec Králové, Aldis Congress Centre; October  
A national professional and commercial exhibition combined with a presentation of schools.
  - UČEŇ, STŘEDOŠKOLÁK, VYSOKOŠKOLÁK (Apprentice, secondary school student, university student)  
Ostrava, Černá louka Fairground; December
  - VZDĚLÁNÍ A ŘEMESLO (Education and Craft)  
České Budějovice, Fairground; October  
Teaching aids, equipment, textbooks and programmes for all levels of teaching. Presentation of schools at all levels. Examples of vocational training. Equipment for special schools, foundations, funds. Scholarships.
  - VĚDMA  
Prague, Prague Fairground in Letňany; March  
Education and qualifications fair. The organizer is Terinvest ([www.terinvest.com](http://www.terinvest.com)).

### 3.1.2 Career Counselling

A major role in the provision of career counselling is played by the *Employment Services Administration at the Ministry of Labour and Social Affairs*. Each of the 77 labour offices operates a counselling unit, the main task of which is to provide advice and information in relation to the choice of education, a career, in the search for employment or re-training. Counselling activities also include assistance in addressing personal and social problems linked to unemployment or other hardship experienced while entering the labour market. Various psychological examinations may also be part of counselling services. Moreover, counsellors provide information concerning, for example, material provisions, employment opportunities abroad or, conversely, employment of foreigners in the CR etc. Labour offices' counselling units often operate jointly with re-training departments, since one of the possible career choices is a career change.<sup>15</sup>

Furthermore, a so-called *Information and Career Counselling Centre (ICCC)* is part of each counselling unit. Its aim is to provide professional guidance to pupils and students, in particular facilitating the use of the information they need to make a career decision. The information is available on various media (video-clips about occupations; descriptions of occupations in writing or in a picture form including the requirements and working conditions; computer programmes about secondary schools and universities in the CR; self-service computer programmes designed to ascertain the

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<sup>15</sup> *Svět práce: volba povolání* [online]. Dostupný z: <http://www.svetprace.s.cz/Volba/00%20zakladni%20nabidka%20plus.htm>. (The World of Labour: Career Choice).

career-related interests of the client - e.g. A Guide to the World of Occupations; re-training opportunities, vacancies for school graduates and other vacancies available in the CR; catalogues of companies etc). The centres provide their clients with individual consultations and group counselling for basic school pupils. Most school educational counsellors co-operate with the relevant ICCC.

Various institutions in the Ministry of Education's administrative area are involved in the development of materials used in career counselling.

*Volba povolání* (The Choice of a Career), which is included in all basic school curricula as a non-mandatory or optional subject, or, possibly, as part of mandatory subjects (civic education, family education), was developed by the Ministry of Labour and Social Affairs (MoLSA) in co-operation with the *Pedagogical Research Institute*. The aim of career-related education is to assist basic school pupils in selecting an educational or occupational path before their basic education is completed. The pupils may learn about the characteristic features of various occupations, the ways of assessing their aptitudes for performance, the relationship between occupation, education and career, the existing counselling services, sources of information, career-focused computer programmes etc.

*The National Institute for Technical and Vocational Education* was involved in the development of *Úvod do světa práce* (An Introduction to the World of Labour), which in 2001/2002 was introduced to all secondary school curricula. Students may learn about employment opportunities, their rights and obligations under an employment contract, the conditions for self-employment, the institutions which may assist them in entering the labour market etc. The NITVE also developed the relevant teaching methodology and is involved in the training of teachers in this area.<sup>16</sup>

In order to teach effectively the two subjects, teachers must undertake special courses organised as part of continuing teacher training.

A teaching aid for the Introduction to the World of Labour and The Choice of a Career is available on the web site of the Department for Counselling and Mediation of the Ministry of Labour and Social Affairs' Employment Services Administration (<http://www.svetprace.s.cz>).

### 3.1.3 Inter-departmental and European Co-operation

As mentioned above, there are *two state counselling systems* being developed in parallel. Educational-psychological and educational counselling (see 3.1.1) is provided under the aegis of the Ministry of Education, Youth and Sports at kindergartens, basic, secondary and higher professional schools. Vocational and career counselling, which is provided by Information and Counselling Centres at labour offices, falls within the purview of the Ministry of Labour and Social Affairs (see 3.1.2). The two systems have certain features in common. Although their operating conditions differ, the principal aim

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<sup>16</sup> *Národní ústav odborného vzdělávání* [online]. Dostupný z: <<http://www.nuov.cz>>. (The National Institute for Technical and Vocational Education).

of both is the optimisation of the young's education and training and their entry into the world of labour. Both systems draw on the same theoretical background etc.

The introduction of *The Choice of a Career* and *The Introduction to the World of Labour* (see 3.1.2) has had a great impact on the development of inter-departmental co-operation. The subject-matter deals, to a large extent, with the prevention of socially intolerable phenomena – it is focused on the prevention of unemployment as a socio-pathological factor and on the development of the personal qualities of the students.

One of the effects of the on-going reform of public administration is the devolution of responsibility from central to regional authorities (14) and, consequently, the creation of space for fine-tuning co-operation between the two counselling systems at regional level. Such co-operation is, to a degree, secured by the regions' statutory obligation<sup>17</sup> to develop *long-term plans for education and the development of the education system* and annual reports about their implementation. The methodology for the preparation of the plans includes an analysis of the social conditions (e.g. for the chapter dealing with regional specificities in the development of the economy and the labour market which have a direct impact on the further development of the education system), which requires co-operation with labour offices. The main chapter deals with the aims and priorities for various areas of education – educational-psychological and career counselling being part of it.

Strengthening inter-departmental co-operation and establishing closer links between the two counselling systems (Ministry of Education, Youth and Sports and Ministry of Labour and Social Affairs) is the aim of the *National Resource Centre for Vocational Guidance* (<http://www.nvf.cz/euroguidance>), which is part of the National Training Fund. The Centre is the Czech representative of the Europe-wide network Euroguidance (<http://www.euroguidance.org.uk/>). This network operates within the European educational programme Leonardo da Vinci and it aims to promote European co-operation between national counselling systems and to ensure the provision of information about education and counselling systems.

#### **4. The Provision of Counselling Services to University Students under Czech Conditions**

Universities are generally expected to educate an intellectual and engineering elite, to carry out research and development of high professional standards and to pursue the advancement of science. The main clients of universities are students from whom an active participation in, and intellectual and creative commitment to, the educational process is required. Besides education, universities normally provide other services which, in terms of attracting a sufficient number of quality applicants, may be of the same importance as the study programmes on offer. These are services which liven up and enhance the educational environment and which should not be considered as onerous or a superfluous, unimportant institutional component. They help create a

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<sup>17</sup> Law No. 132/2000 Coll. which amended Law No. 564/1990 Coll. on state administration and self-government in education.

unique atmosphere in the particular university and, in this way, enhance the quality of the educational process, since, although not directly linked to it, they render the process of learning easier and more efficient, affect the university's "image" and, last but not least, contribute to the feeling, on the part of the students of belonging to their "Alma Mater". There is a wide variety of services which inherently include counselling.

#### **4.1 The History of Counselling at Universities in the Czech Republic<sup>18</sup>**

The first Czech career counselling unit was set up in Brno at the Czech section of the Country's Entrepreneurial Council in 1919. The first counselling unit in Prague was founded in 1920 at the Country's Central Labour Office. Then a Career Counselling Headquarters was set up in Prague and a Work Psychology Institute of Masaryk's Labour Academy, which later became concerned with adults' career issues. Career counselling units were most frequently set up at institutions concerned with the care of young people, but also at other institutions.

The first academic counselling unit in Prague was established in 1935 as part of the Central Work Psychology Institute. Academic counselling units also provided services to secondary school students. They operated until 1948. After 1948, a new law on education stipulated that career counselling was to be provided only by schools.

As late as towards the end of the 1950s attention was devoted again to the issue of vocational and educational counselling. On the basis of a resolution of a Collegium of the Minister of Education, the position of educational counsellor was set up first at 30 selected schools in 1960/61 and later at all basic and secondary schools. Along with this, a draft curriculum was developed for the training of educational counsellors at the psychology departments of universities.

In November 1973 the first post-war counselling unit for university students was established at the District Cultural Centre in Prague and it operated until 1983.

In 1991, the theory of counselling for university students came onto the agenda of the Centre for Higher Education Studies in connection with research into the effects of unemployment. Supported by the Ministry of Education, Youth and Sports, the Centre has become the Ministry's methodological authority. On the basis of educational research projects a so-called Czech model of university counselling was developed. It is described in the following chapter.

The current situation concerning the provision of counselling services at Czech universities is dealt with in chapter 5.

#### **4. 2 The Czech Model of Counselling at Universities**

Counselling for university students covers a comprehensive range of services interlinking the issues of *education and career*. It encompasses the entire scope of problems young people may experience in relation to their choice of post-secondary

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<sup>18</sup> KOHOUTEK, R. *Vývoj pedagogicko-psychologického poradenství*. 1993. (The Development of Pedagogical-Psychological Counselling).

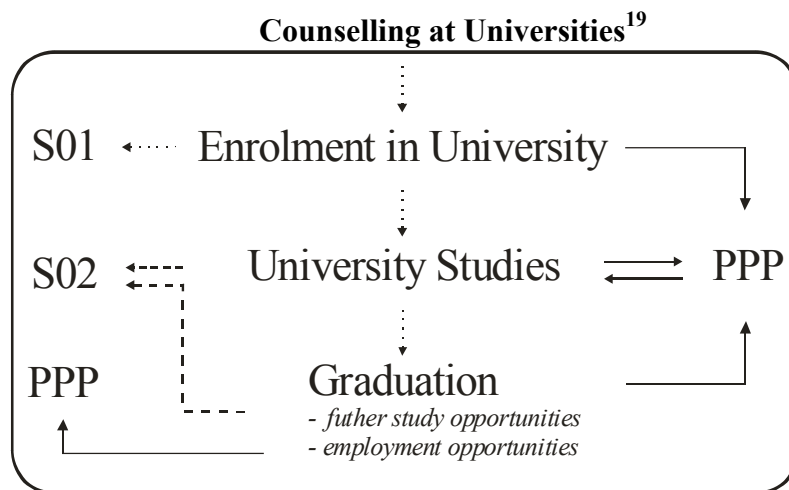


education, enrolment in a university, graduation and entry into employment. The counselling aims to assist the students in pondering their future career, selecting an educational path and a specific study programme, and in undertaking their studies. In this way each individual's talents and creativity in working, social and personal life should be fully developed so as to strike a balance between his/her identity (professional, educational, cultural, social, leisure-related etc.) and future employment. Psychological health is also included.

The core of counselling at universities consists of four major problem areas (see Figure 2):

- *study orientation for university applicants* (SO1); if tuition fees were introduced, this area would also include the provision of information about grants, loans and scholarships;
- *study orientation for students* (SO2) in all forms of university studies (including those who, for some reason, dropped out) who, for example, would like to change a study programme, take on complementary courses, pursue an individual study programme, post-graduate or doctoral courses;
- *career counselling* (PKP) concerning employment opportunities in the selected discipline, or assistance in identifying a potential employer;
- *psychological, pedagogical-psychological and psycho-social counselling* (PPP) dealing with topical problems (study or partner-related, inter-personal, problems which border on neurosis etc.), including prevention of addictions and socio-pathological disorders.

Figure 2



- Enrolment in a university, the course of studies and their completion
- ..... What could I study? Can I change my study orientation in the course of my studies?
- ..... Will you help me with personal, partner-related or family problems?
- ..... What job could I perform? How can I find the right job and a company?

<sup>19</sup> FREIBERGOVÁ, Z., STRAKOVÁ, E. *Analýza a návrh racionalizace poradenské práce na vysokých školách. Project RS95RC312. 1995. (An Analysis of Counselling Work at Universities and a Proposal for its Rationalisation).*

Emphasis is primarily placed on the preventive nature of the counselling service and on alleviating the risk of the wrong choice of a future career and the path leading to it. The services should be flexible, friendly, relevant to the clients' needs and available both in terms of time and location.

- *The counsellor* must respect the client and assume a tolerant, non-judgmental and empathic approach to him/her. The observance of ethical standards is a matter of course.
- *The client*, if he/she is to find an appropriate solution to a problem, must have the relevant motivation.

Some types of counselling services may be combined and provided by one counsellor (e.g. study orientation for prospective and enrolled students in combination with vocational counselling). On the other hand, it is recommended that certain types of services should not be combined – e.g. psychological and vocational counselling. This means that a psychological counsellor should not be in contact with the clients (students) during other activities of the counselling centre or the university. The reason is that the counsellor, in selecting a suitable career for a student, could be negatively influenced by an insight into his/her personality. It is also unlikely that the student would, without embarrassment, confide his/her personal problems in a counsellor with whom he/she discussed career issues and tended rather to depict his/her talents and aptitudes in a brighter light.

From the institutional perspective, counselling services aim to attract appropriate numbers of quality applicants, to eliminate obstacles leading to dropouts and to help graduates enter the labour market or enrol in further courses. Most students do not need any assistance in tackling the problems experienced during their studies. It is estimated that approximately 5 per cent of students need some type of psychological, study or career-related assistance. In some universities this 5 per cent accounts for over a thousand students. In a system where financial resources are allocated from the national budget depending on the number of students there is bound to be a return on investment in counselling. This applies particularly in the case where counselling services form a well-working and coherent system which assists in attracting new entrants and, most importantly, attends to talented students who, for various reasons, may be at risk of dropping out. It is believed that one of the major reasons for a loss of or change in motivation for learning which results in dropping out (particularly in engineering disciplines) is the institutional climate – i.e. the social environment and inter-personal relationships, and particularly the impersonal approach of the staff resulting, for example, from excessive numbers of first year students. Unfortunately there are no statistical data as to how many students who have dropped out of a university apply again. However, it may be assumed that there are still many.

The care of students helps enhance the institution's prestige, promote it in public, disseminate information about its focus, study opportunities, possible combination of courses and their quality. It contributes to improving the management and organisation of the educational process by means of ensuring valuable feedback between the labour market and the university, and benefits other activities performed by the institution.

Discussions concerning the establishment and provision of counselling and information services should take account of the following:

- *The proportions of students in various types and forms of study*: full-time students require specific services, post-graduate students and students in life-long learning

programmes also have particular needs – i.e. the institution should consider whether it intends to open up courses for various groups of students;

- *The percentage of students* who, during the academic year, *live in halls of residence*;
- *The requirements of students, teachers and employers* concerning the university's information and counselling system.

There is not yet an ideal university counselling centre in the Czech Republic. However, it may be described as follows:

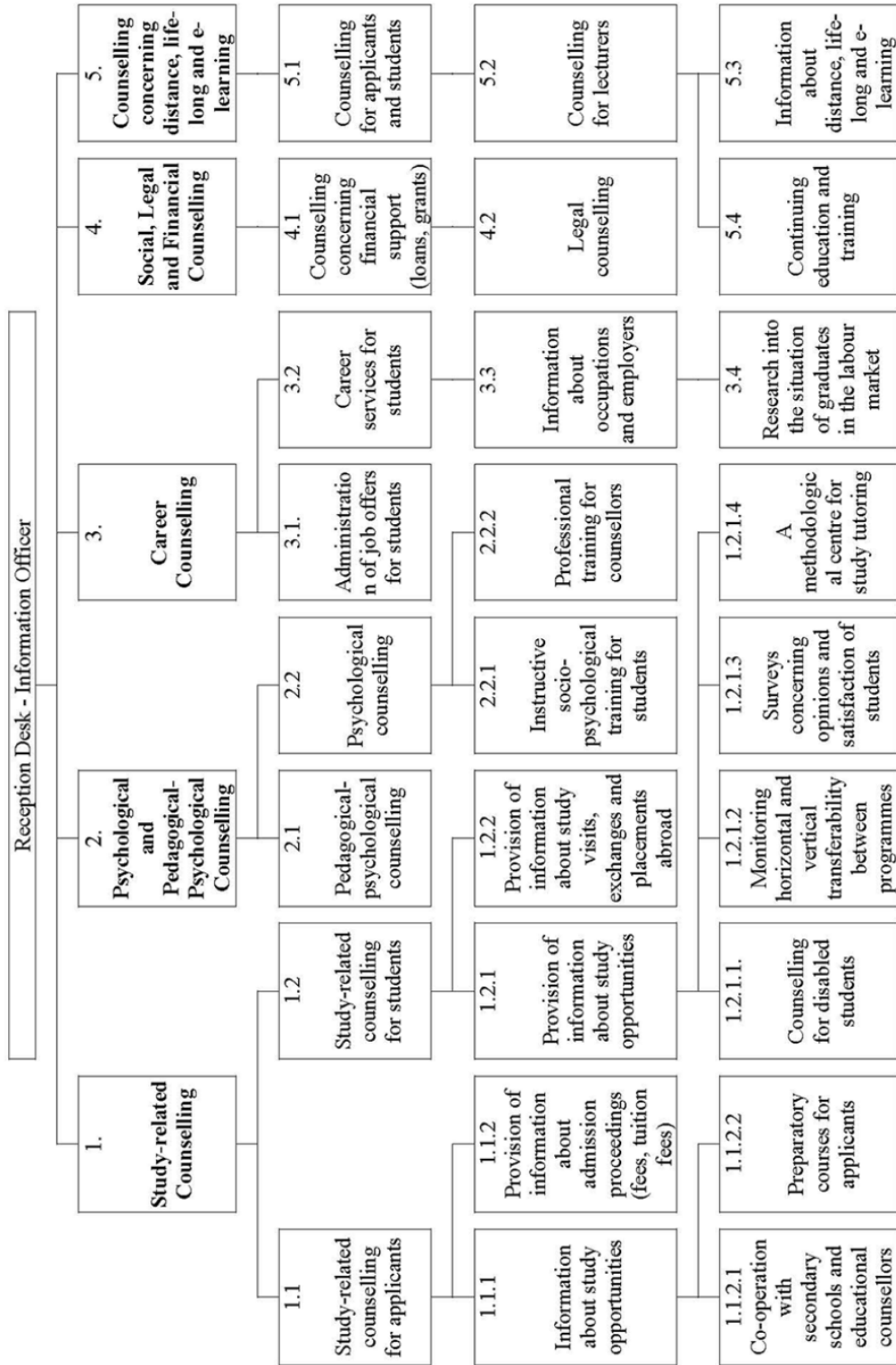
**A University Counselling Centre:**

- (a) is an independent operation incorporated into the organisation structure of the relevant university. The form of incorporation is up to a decision of the university's management and constitutes a major step on the basis of which the institution recognises the counselling operation to be an integral part of its activities (the internal model of the counselling centre must adhere to the needs of the institution and the counsellors – see Figure 3);
- (b) has its own budget amounting to at least one per cent of the institutional budget;
- (c) is located on the premises of the institution in a place where students spend most of their time;
- (d) consists at least of one room for individual consultations and one smaller lecture room for group consultations. Both rooms are as close to each other as possible;
- (e) is responsible for the standards of methodology used and the quality and relevance of the services provided. Counselling is provided by trained specialists, possibly by externs: sexual health advisors, lawyers, psychiatrists etc.;
- (f) presents annually a working plan for the following period (normally one year) and an annual report including a financial statement;
- (g) provides, apart from four basic forms of counselling, legal advice, co-operates with a pre-marriage and marriage counsellors, sexual health advisors, the Regional Institute of Ambulatory Psycho-Social Services and other specialist services.
- (h) provides its services for free;
- (i) continuously develops and enhances its activities. It may after some time take on other tasks, particularly those requiring personal contact with the students – e.g. organisation of internships or placements at home or abroad.

Figure 3 illustrates a possible organisational structure of a counselling centre at a university. Apart from its basic functions it also includes other services for students and academics, such as methodological services for distance learning, life-long learning, e-learning or study tutoring.

Figure 3

A University Counselling and Information Centre Model



The activities which require particular attention include mainly various surveys the counselling centre carries out both for its own needs and for the university management. They concern transferability between study programmes, students' satisfaction with the quality of teaching and the situation of graduates in the labour market.

Although the model shows a relatively wide spectrum of various activities a university counselling centre may perform, the enumeration is not exhaustive. For example, it does not list services enhancing the students' "life" – care of their children, leisure activities etc. The centre may also be a guarantor of alumni unions and the university's friends, or organise various educational or social events.

#### 4.2.1 Study-Related Counselling for Applicants (SO1)

Study-related counselling for applicants for university studies is a special type of counselling focused on the provision of information, advice, recommendations and solutions concerning problems related to an optimal choice of an educational path leading to an appropriate profession. The choice should be in line with the interests, personal qualities, health condition and social and family background of the respective individual. It is a major part of student recruitment processes and should, in theory, facilitate the first encounter between the prospective student and the university.

The importance of study counselling for applicants will grow for the following reasons:

- *a growing interest in higher education* - the numbers of students are increasing, the aim is to achieve 30% of the 18-year-old age group as is the case in almost all European Union members;
- *diversification of study opportunities* – in our country this occurs particularly due to the establishment of private universities and higher professional schools;
- study opportunities are gradually being complemented by *life-long learning programmes* making it possible to achieve university qualifications at a higher age.

The adoption of the Bologna Declaration of June 1999 and the Czech Republic's commitment to student assessment by means of credits compatible with the European Credit Transfer System (ECTS) has contributing to the opening up of the Czech higher education system. This ECTS allows, *inter alia*, for recognition of credits obtained outside the home institution or a particular programme. Less dependence on a fixed programme structure improves the students' chances of acquiring a qualification in line with their needs or capacities. This system eliminates "dead ends" in tertiary education and enhances the mobility and flexibility of university degree holders.

The quality of information a prospective student gets before enrolling in a university is very important for successful graduation. But how can an immature secondary school student, who has so far only got hold of very scarce and superficial information about university studies, find his/her bearings in the study programmes on offer so as to choose the most appropriate one which would correspond with his/her interests and aptitudes? A good choice is indeed important, since it entails motivation and personal satisfaction (missing motivation and lack of personal satisfaction rank among the most frequent reasons for dropping out of studies). This is why applicants should be:

- provided with exhaustive information about study programmes and their related requirements;
- assisted in understanding their own interests, capacities and aptitudes;
- helped in adapting to a university style during the first couple of months, explained assessment regulations, the operation of libraries, study rooms, refectories;
- helped in finding friends among their peers;
- provided with quality and sufficient tutorial care (this also includes the organisation of preparatory courses for entry examinations).

An integral part of a university counselling centre's work is co-operation with secondary schools (and their *educational counsellors*) who largely influence the future orientation of secondary school students. This co-operation gains in importance in a situation where the number of applicants decreases. The interest in university studies should be monitored not only in terms of absolute numbers, but also as a proportion of the total of secondary school leavers. The number of applications one student may file should also be taken into account. In the CR, one applicant files an average of 2.5 applications – i.e. most applicants apply for 2 to 3 study programmes. If their interest is stable in the long-term, or if it increases, there is no reason why the university management should take any tough recruitment-related precautions.<sup>20</sup>

Nowadays it is not a problem to obtain information about study opportunities. For example, the Centre for Higher Education Studies annually collects information about university programmes on offer. This information is published in *Učitel'ské noviny* (Teachers' News) and in a publication entitled *Jak na vysokou školu* (What to Do to Enrol in a University), which is published by Fortuna publishing house. An important source of information is web sites of individual universities. Most of them make sure that the information for applicants is placed on the introductory page. "Open Door Days" also constitute an efficient way of providing applicants with the relevant data about the university. So far as recruitment of new students is concerned, the more diverse the services offered, the more attractive the university appears to them. It suffices to peruse the web sites of a couple of foreign universities to get the feeling that they are there for the students – offering, in addition to the desired qualification, various leisure activities on campus.

Information about university programmes may be also obtained at education fairs. The popular ones include, for example, *Gaudeamus*, *Academia* and *Vědma* (see 3.1.1). The exhibitors include most Czech universities and higher professional schools. Some fairs also present foreign institutions. The fairs are very attractive for the young. The number of visitors – mostly students from the last years of secondary schools, but also teachers and other education specialists - increases each year.

However, information itself does not guarantee a good choice. Young people often yield to various modern trends and apply for programmes which the people around them consider to be attractive. Opinions as to which school to choose are usually provided by

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<sup>20</sup> FREIBERGOVÁ, Z. Marketingové orientované řízení vysokých škol. *Sborník poznatků z projektu Tempus SME 97-3026 Marketing vysokých škol*. S. 7-20. (Marketing-Focused University Management. A collection of findings from Tempus project 97-3026 University Marketing).

parents, relatives, acquaintances, friends, educational counsellors and secondary school teachers. Sometimes the trendy discipline is medicine, another time economics. In recent years, it has been law. Applicants often make a choice without knowing the study requirements and the relevant employment opportunities. They apply for more than one study programme, or, often, apply for one which they believe gives them a good chance of being admitted due to low interest on the part of applicants. The final decision as to what they will study is determined by the chances of admission. They view the programme as something they did not actually want. (At another stage the motivation of these students must be boosted – for more details see the following chapter).

If we understand university counselling as comprehensive care, then the *selection of a study programme and the form of study* corresponding to the social and, possibly, financial situation of the student's family should be preceded by identification of his/her interests, competencies, skills and aptitudes. This may be done in five steps:

- 1) The first step is a *diagnosis* of interests, talents, skills, attitudes, values and motivation. The diagnostic instrument may be a questionnaire (a hard copy or electronic) or a structured interview.
- 2) As a second step, the student is acquainted with the outcome of the diagnosing exercise and is offered a list of *working positions* which most relate to the diagnosis.
- 3) As part of the third step the client and the counsellor *assess the advantages* of the jobs offered and establish various combinations of what he/she would like to do and achieve in his/her life.
- 4) As a fourth step the client *is offered study programmes* which are required to carry out a particular profession and institutions where the qualification may be achieved. Costs and benefits of, for example, a Bachelor study programme, higher professional studies, studies in the place of residence, life in the halls of residence etc. are assessed. The counsellor provides information and guides the client to make an independent opinion and decision.
- 5) In the fifth step the client is told *how any application for studies should be filed*, the study requirements etc.

It is an optimal procedure requiring:

- *a diagnostic tool/questionnaire* designed to identify interests, talents, skills, attitudes etc.
- *descriptions of working positions and key competencies* in the labour market including the relevant personal aptitudes and qualification required.
- *a list of study programmes* provided by universities, higher professional schools and other educational institutions including the characteristics of jobs the graduate is qualified to perform.

There is a wide variety of diagnostic tests and methods designed to identify personal characteristics (e.g. PF 16 Cattell's questionnaire, Amthauer's intellect structure test, Eysench's personality questionnaire, Raven's progressive matrices, etc.). The development or adjustment of a diagnostic instrument for identification of professions requiring a university degree should not pose a problem for an experienced team of psychologists. The

situation is worse as regards the description of working positions the number of which may approach five thousand. A computer-based solution with access to the Internet is being developed within a project which aims to design an *Integrated System of Standard Job Positions* (ISSJP), which is guaranteed by the Ministry of Labour and Social Affairs' Employment Services Administration and implemented by the Trexima, Ltd. (see Annex 2). A trial version is already available on the Internet.<sup>21</sup> The system is continuously being improved and updated. However, it does not yet contain many working positions requiring a university degree. For the project to be completed, co-operation with universities will be necessary as there are some eight hundred study programmes and almost three thousand specialisations into which they are further divided. Both study programmes and specialisations keep changing. They are subject to innovations, new ones are being accredited and some have been closed down.

Access to the Internet and appropriate time is required for work with computer programmes. Other diagnostic methods are also time-consuming. Assessment of personal aptitudes and interests is normally carried out with the assistance of an experienced psychologist – study counsellor – who is well informed about working positions and employment opportunities for graduates from various study programmes.

#### **4.2.2 Study-related counselling for students (SO2)**

Study counselling for students is a special type of professional service designed to provide information, advice and recommendations in order to find a solution to study-related problems. The reason is that a student may decide during his/her studies to change a study programme or specialisation, to interrupt his/her studies or drop out.

One major task of study counselling is to prevent study failures and drop outs, and to increase the proportion of successful graduates. The reasons new students have for dropping out are more simple and are normally linked to a loss of interest in the given study programme and a lack of motivation to overcome initial difficulties which are often to do with communication. Students in higher years face more complex problems which cannot be generalised.

In order to prevent dropping out, the university should monitor and assess the relevant causes. It would be ideal to obtain information about students who had another preference and undertake their programme only as an emergency solution. These students lack learning motivation and reckon with dropping out after one or two semesters. It is advisable to develop a special adaptation-motivation programme for them in the first weeks of studies which have a significant impact on the students' attitude.

More intensive care of first year students is necessary particularly in technical universities. Some causes of difficulties are easy to eliminate – e.g. those arising from a low level of social and academic adaptation of students to a university manner of learning, a lack of proper guidance during the initial weeks and inter-personal relationships between the students and teaching and administrative staff. By means of improving the care of students their motivation may increase and negative feelings disappear – particularly in the

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<sup>21</sup> Domovská stránka ISTP [*Integrovaný systém typových pozic*] [online]. Dostupný z: <<http://www.istp.cz>>.



students who, from the very beginning, show certain distrust in the programme, institution or their own learning capacities.

The number of new entrants and their results in entry examinations as related to the number and achievement of students dropping out of studies may be of relevance, as well as the rate of success in assessing the number of graduates. Some of the following measures may be taken in order to prevent dropping out:

- to remove, during initial meetings, student-staff communication barriers;
- to support students' motivation and help them address the problems they face;
- to adjust teaching methods and student assessment to the nature of the student population.

The students normally tackle their problems with the help of the staff in study administration units, vice-rectors/vice-deans for study-related matters (particularly disputable issues related to the educational process) and with administrative staff of various departments or institutes. The setting up of a counselling centre may alleviate the burden on these staff that are not always polite, forthcoming and impartial in dealing with the students. A study counsellor should be a well informed, cultivated and amiable psychologist or pedagogue and should perform an "ombudsman" function.

Certain problems may go beyond the expertise of counsellors. It is therefore advisable that they co-operate with lawyers, marriage and pre-marriage counsellors or sexual health advisor. For example, an annual report of Masaryk University in Brno<sup>22</sup> states: ...."*most issues addressed by an external lawyer in the Counselling Centre (no. 11) concerned social security law, eligibility for state welfare benefits, social need, the subsistence level and health insurance. Other questions concerned family law – particularly parent-children relationships. In this area the Centre largely pursued conciliatory solutions to disputes, although in some cases filing a lawsuit appeared necessary. Students were also interested in their industrial status as regards various seasonal jobs or employment and, linked to this, issues of taxation. A number of questions were answered by e-mail. However, in most cases an interview was necessary....*"

A study counselling centre in co-operation with psychological counsellors may offer a wide range of preventive and instructive courses concerned with enhancing performance, self-awareness, communication skills, stress management action and reaction analysis, as well as various relaxation or rehabilitation programmes.

#### **4.2.2.1 The Tutor as a Study Advisor**

Teachers play an important role in study counselling. This is where the position of a *tutor* originated. Before 1990 most Czech universities had tutors who would be called, for example, a year leader, a leader of study groups etc. These functions were usually performed by junior teachers who assisted the students in their adapting to the university environment. After

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<sup>22</sup> GREGOROVÁ, Zdeňka. *Péče o studenty a ediční činnost* [online]. Dostupný z: <<http://www.rect.muni.cz/VZ2000-CZ/pece.htm>>. (Care of Students and Publication-Related Activities).

1990, almost all universities abolished these positions. A brief survey carried out at the Gaudeamus Fair in Brno (31.10. 2001) revealed that some universities have restored the function, particularly as regards first year students. Again, the position may be called a “year leader”, a group leader, a study guide or a tutor”. The treatment of these teachers varies among institutions, faculties or even specialisations. There are also differences in the number of students assigned to a “tutor” (40 – 200).

The *tutorial system*, brought almost to perfection at, for example, traditional British universities, is one of the attributes contributing to their pre-eminence. Tutors are usually senior teachers who, apart from being willing to listen and help, have something to say to the students and are able to address their learning or personal difficulties. They ensure that comprehensive care is taken of students at a formal as well as informal level, and are properly remunerated for this. They need not necessarily teach the relevant student. One student may often have two tutors – one for study-related problems and personal difficulties and another one for issues of professional growth, assistance in preparing dissertations etc. In some countries students of higher years may play the role of tutors.

### 4.2.3 Career Counselling

Career counselling is a special type of counselling aimed at providing information, advice, recommendations and suggestions concerning various problems related to an optimal choice of a career and the relevant training; the issues of employment - working positions and enhancing chances in the labour market; assessment of personal aptitudes, interests etc. and matching them with specific job requirements; work performance and efficiency; the change of vocation – re-training; work adaptation in a specific form of employment; issues related to the loss of, and pursuit of new, employment etc.<sup>23</sup>

Work with students in shaping their future vocational orientation on the one hand, and co-operation with the relevant companies and institutions including labour offices on the other hand, provides universities with a unique opportunity of following the development of labour market needs and adjusting the study programmes on offer accordingly. Efforts to promote students’ learning motivation and positive attitudes to their future professions also result in better co-operation between faculties and businesses in the relevant field, which brings about many advantages both for the university and the development of the field (recruiting externs, securing placements, internships etc.).

Vocational counselling in universities is, to a degree, provided by *teachers* in the course of the educational process, or by *tutors*. However, a vocational counselling centre should bear the major part of the responsibility. The aim is to assist the students and new graduates in deciding about a career, employment and, most importantly, in understanding the process of career choice so that the students themselves are active in designing a realistic plan for securing a particular career and act according to the plan.

The terms “themselves” and “active” used in the previous sentence mean that the counsellor guides the client to employ active and creative approaches in order to get acquainted

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<sup>23</sup> FREIBERGOVÁ, Z., STRAKOVÁ, E. *Analýza a návrh racionalizace poradenské práce na vysokých školách Projekt RS95RC312*. 1995. (An Analysis of Counselling Work at Universities and a Proposal for its Rationalisation).

with various professions and employers. The client's attention is drawn to the costs and benefits, strengths and weaknesses of various professions and jobs in various companies. The client is guided so as to make an independent decision.

As a point of interest or inspiration, below is a list of aims of vocational counselling provided by British universities where this type of counselling has a long tradition. The aims are, of course, not authoritative for the development of other higher education systems<sup>24</sup>

1<sup>st</sup> aim: Guiding the students so as to understand the necessity of acquiring skills and knowledge relevant for the labour market. Providing the students with information sources for planning a professional career and encouraging them to use the sources.

2<sup>nd</sup> aim: Promoting the development of professional skills and knowledge in the higher education provision, i.e. enriching the teaching by communication, management and organisation skills, team working and problem solving skills etc.

3<sup>rd</sup> aim: promoting the development of students' generally applicable skills and knowledge and encouraging them to take an interest in life-long learning, e.g. management skills courses, human resource management etc.

4<sup>th</sup> aim: helping students to acquire specific knowledge and skills necessary for seeking employment and understanding the labour market, e.g. preparing publications on how to write a CV, how to fill in a job application, change a career..., on what it means to be an economist, psychologist, surveyor...

5<sup>th</sup> aim: Helping students to obtain information about post-graduate courses corresponding to their needs and talents, also taking account of their benefit for society.

6<sup>th</sup> aim: Establishing contacts with potential employers of graduates, local government, labour offices etc. Contributing to the reputation of the university, its graduates, organising employment opportunities fairs, corporate presentations etc.

General ideas about the workings of the labour market are formed consciously and subconsciously by what we experience ourselves or what we hear from people we meet. The most influential factors include family, friends, acquaintances, school and the media. The general professional orientation formed by others' opinions about various professions cannot inform a decision about whether a particular profession would suit a particular person. Underestimating and overestimating of capacities and social competencies plays a major part in this issue.

In theory, the *choice of a career*, particularly for those students who have no idea as to what they want to do after graduation, should, as in the choice of a study programme, be preceded by five steps:

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<sup>24</sup> BIGGS, M. Profesní poradna univerzita v Yorku (zaměření, cíle a činnost). *Rozvoj profesního poradenství na českých univerzitách : sborník z mezinárodního semináře projektu Tempus-Phare No. CME-01004-95 : Prague. 18.9.1996.* 1996, s. 50-58. (The Development of Career Counselling at Czech Universities): proceedings for an international seminar within CME-01004-95 Tempus-Phare project).

- 1) as the first stage the client's interests, talents, skills, attitudes, values, motivation and possible health disabilities are *identified (a diagnostic exercise)*. A questionnaire (printed or electronic) or a structured interview may serve as suitable diagnostic tools.
- 2) as the second step the client is informed about the results of the *diagnostic exercise* and is offered the working positions which are most in line with the results.
- 3) the client *assesses the advantages* of the working positions offered and develops several career or achievement alternatives.
- 4) as the fourth step the client is acquainted with *types of companies* which offer the positions identified. Based on available information the client makes a cost/benefit analysis. Provided that specific job offers are available, they are also assessed.
- 5) as the fifth step the client is acquainted with a *job search strategy*, the ways of searching for potential employers, applying for a job, writing a CV, conducting an interview etc.

This is the theory. Putting it into practice involves the same problems as in study-related counselling since the counsellor works with the following tools:

- *a diagnostic instrument* to identify interests, talents, skills, attitudes etc.;
- *description of jobs* available in the labour market to match personal aptitudes and qualifications;
- *a list and characteristics of potential employers and working positions* offered by them.

The design and availability of the questionnaire and the list and description of jobs is not the subject of this study. Career counsellors must for the time being rely on their experience and secure the information the way they find appropriate. A certain degree of support in this respect may be provided by the Integrated System of Standard Job Positions which being developed by Trexima, s.r.o. (see 4.2.1 and Annex 2).

Some career counselling centres offer the students various courses in social competencies or communication, social and management skills designed to enhance their self-presentation, to help them write a CV, fill in application forms etc. The skills achieved ensure a smoother incorporation into the working process, promotion etc.<sup>25</sup>

It is advisable to monitor, analyse and forecast the developments in the labour market and in industries for which universities train their students. Moreover, some institutions have been carrying out surveys into the achievement of their graduates for years using various resources for this purpose, e.g. from the Universities Development Fund. The outcomes of the surveys are reflected in their educational provision (e.g. Czech Agricultural University in Prague, the School of Economics in Prague etc.).

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<sup>25</sup> FREIBERGOVÁ, Z, aj. *Vysokoškolské poradenství : studijní text postgraduálního kurzu distančního vzdělávání Řízení vysokých škol*. 2000. (Counselling at Universities : study material for a post-graduate distance learning course Management of Universities).

### 4.2.3.1 Co-operation between Universities and Potential Employers

The nature of co-operation between universities and potential employers of their graduates varies. It ranges from long-term, professional activities to ad-hoc, one-off events.

One of the aims of career counselling is to establish, maintain and strengthen the relevant contacts, meet the needs of the groups of clients and reflect upon the long-term benefits of various activities. In addition to collecting information about jobs available, good co-operation makes it possible to:

- adjust the content of study programmes to the requirements of industry and vice versa;
- ensure that students may get hands-on experience in preparing various papers or dissertations;
- secure temporary jobs or corporate grants for students;
- to improve the prestige of the university.

Employers may be offered various forms of co-operation (see below). These practical inputs are very interesting for the students, as are personal meetings with company representatives. Students should be informed in advance about such meetings in order to ensure their maximum interest.

- *Employment opportunities fairs, career days etc. – presentations of several companies on one day at one place*

Companies interested in recruiting graduates or senior students may present themselves on the university premises, talk to the students and secure various forms of co-operation from them. For the students it is an interesting opportunity to have informal talks with human resources and other managers and learn about their requirements for employees.

- *Individual company presentations*

An ideal way of establishing closer contacts with a particular department and its students is to organise a 10-to-15-minute presentation during teaching. The aim is to introduce the company, its line of business, employment opportunities. A discussion about future plans and students' expectations follows. If the counselling centre is the organiser, it should also take part in the discussion and encourage the students to get involved.

- *Companies' involvement in teaching*

Companies may get involved in teaching through resolving a particular theoretical or practical problem (a lecture or a case study). In this way they may discern the qualities of various students and secure them for further co-operation.

- *Students visiting companies*

A visit to the company's premises is the best way of acquainting the students with its operations – a tour of the workplaces, talking with managers and employees etc. Such a visit is even more successful if it is preceded by a presentation at the university and if those students who expressed interest are invited.

- *Sponsoring*

Companies may also attract the students by sponsoring some sporting or social events such as various competitions, joint breakfasts, evening parties, disco dances etc. organised by the counselling centre.

- *Interviews with students as potential employees*

A counselling centre may offer its premises to companies for individual interviews with students and help single out appropriate candidates.

- *Advertising vacancies*

Job vacancies may be advertised in the counselling centre or on the university computer network.

- *Video-conferences*

Video-conferences as a new means of communication facilitate exchange of information in real time through both sound and images. In this way companies can be easily introduced to the students and distance discussions held, practical as well as theoretical problems addressed or prospective employees recruited. Appropriate facilities are a prerequisite. For many students this may be the first opportunity of learning the benefits of this form of communication and, at the same time, of drawing a picture of the relevant company.

- *Computer databases for searching out potential employees and employers*

Computer programmes facilitate automated recruitment processes. A database may consist of three sections: students, graduates and employers' organisations. This way of recruitment and job search saves time for all parties involved.

So far, two professional counselling centres have embarked on the exercise of developing databases of students and employers and matching the students' skills and competencies with employers' expectations (a paid for service). This effort has not been very successful for the following reasons:

- maintaining and up-dating the student database is time-consuming, as is the collection of data from the students (in line with personal data protection regulations the students must agree in writing to provide the data to a third party);
- searching for potential employers interested in the regular recruitment of graduates is an on-going and time-consuming process. Even more demanding is fulfilling their expectations;
- availability of students/graduates in terms of time and place is often unpredictable. The students included in the database may not be available for various reasons, or may not be interested in the job offered (are already employed, do not want to commute, tackle various study-related or other problems etc.).

Some of the aforementioned activities may be invoiced to the employers, particularly if the counselling centre incurs additional costs related, for example, to printing. Companies are not charged for presentations during teaching. Each service provided should be assessed in terms of its benefits for the university, the counselling centre, students and employers. The principle is that if one party offers an advantage, the other party appreciates it and the next meeting goes more smoothly. Profit as the only aim may stifle further developments.

Career counselling should not be viewed merely as “job brokering”. Instead, Counselling centres at universities should provide a ‘professional orientation’ type of service. The former is a responsibility of labour offices or private recruitment agencies. If a university wanted to profit from securing jobs for its graduates or students, the respective legal regulations should be taken into account.

#### 4.2.4 Psychological and Educational-Psychological Counselling

Psychological and educational-psychological counselling is a special type of service where - by means of an interpersonal relationship - a counsellor (teacher, psychologist, doctor) attempts to assist the client or groups of clients in tackling personal, inter-personal or other precarious problems. Since such psychological counselling takes place at a university, it usually concerns not only personal or inter-personal issues, but also study-related matters. Psychological advice is an integral part of comprehensive guidance provided to university students.

Unlike clinical psychology which is concerned primarily with various disorders, counselling psychology deals with healthy clients. Counsellor-psychologists seek positive diagnostic methods by means of which they describe all formal and informal efforts aimed at identifying and assessing all the client’s relevant attributes.<sup>26</sup>

Most university students are at the age of seeking their own identity and separation from parents while being dependent on them financially. Many of them do their best to meet their parents’ expectations and family professional traditions and must limit their leisure activities as they work part-time during their studies.

University courses are demanding and require, in addition to intelligence and motivation, stable performance and, in certain respects, mature behaviour. If study problems occur, they usually have negative effects on family or partner relationships. The relationships need not always be balanced to begin with and may generate negative emotions affecting the student’s concentration on learning. He/she then experiences a vicious circle of problems – worries about failure in examinations, lack of time for a partner, parents, part-time job and, when unable to tackle the problem himself/herself, he/she becomes a potential client of the psychological counselling centre. Such problems may include:<sup>27</sup>

- an anticipated event dreaded by the student (e.g. a difficult examination);
- an event which has occurred and is difficult to come to terms with (e.g. failure in an important examinations, breaking up with a partner, family conflict);
- a personal problem brought to the fore (e.g. problems of self-assessment, psycho-sexual development, mental problems);
- sexual problems;
- health problems and various disabilities making it more difficult to study or aggravating the social position of the particular student;

<sup>26</sup> KOHOUTEK, R. Psychologické poradenství jako sociální technika, která má základní znaky vědy. Líšeňský dvůr : první celostátní seminář k problematice poradenských center pro studenty na vysokých školách České republiky, 20.6.1993. S.67-80. (Psychological Counselling as a Social Technique with the Basic Features of Science).

<sup>27</sup> FREIBERGOVÁ, Z, aj. *Vysokoškolské poradenství : studijní text postgraduálního kurzu distančního vzdělávání Řízení vysokých škol*. 2000. (Counselling at Universities : study material for a post-graduate distance learning course Management of Universities).

- neurotic and psychosomatic difficulties caused by study load and an unbalanced personality;
- drug abuse;
- anorexia, bulimia in female students.

In 1994 a survey was carried out at the Pedagogical Faculty of Palacký University in Olomouc. It was designed to identify the reasons why the students only rarely seek psychological counselling services. It was taken into consideration that it takes some time for students to learn about any new services on offer and to test their possible benefits. The survey attempted to explore which problems were most frequent, how they were solved and why psychologists' services were not required. The most frequent problems identified by the students included:<sup>28</sup>

- Problems in studying for an examination – either too difficult or too much subject matter (60.48% of students);
- Problems in studying for an examination resulting from personal qualities – i.e. lack of willpower, concentration, intellect (62.43%);
- Difficulties in handling a negative mental state during examinations (66.82%);
- Negative mental state throughout the year – e.g. anxiety, tension, apathy, irritability, depression etc. (66.97%).

Students prefer self-reliance in tackling their problems and tend to distrust external assistance. In order to explain this attitude further, additional questions were asked and the following answers given: “People would think I am crazy”; “If I cannot help myself, who can help me?”; “I am worried, don't know what they would want from me, do with me”... etc. These answers are not considered by the authors to be such as to justify scepticism about the relevance of psychological counselling at universities. Rather, they are viewed as pertaining to a particular developmental stage requiring that specific tasks be implemented so as to ensure further development.

As in study-related and career counselling, psychological counsellors guide the client actively to seek a solution to his/her problem. The counsellor should listen, empathise and accept the client. The counsellor should never offer a ready solution – his/her task is to guide the student to form their own opinion and make an independent decision. However, the client often comes with a so-called “substitute” problem – i.e. stage fright before an examination, a feeling of inefficient learning. Deep inside he/she is burdened by another problem, often far more precarious than that identified as the reason for the first visit. Experienced psychologists recognise this.

Psychological assistance is also provided in several stages:<sup>29</sup>

- 1) Initial consultation. The objective is to *identify the reason (the problem)* why the student visits the counsellor – usually by means of a *structured interview*. An additional psychodiagnostic method may be used (IQ tests, questionnaires, projective methods);

<sup>28</sup> KONEČNÝ, J. Atraktivita nabídky poradenské pomoci. *Psychologické poradenství na VŠ – sondy do problematiky*. S. 35-46. (Attractiveness of Counselling Services on Offer. Psychological Counselling at Universities – exploration of the issue).

<sup>29</sup> FREIBERGOVÁ, Z, aj. *Vysokoškolské poradenství : studijní text postgraduálního kurzu distančního vzdělávání Řízení vysokých škol*. 2000. (Counselling at Universities : study material for a post-graduate distance learning course Management of Universities).



- 2) Assessment of the problem and the choice of an optimal course of action – i.e. sending the student to a health care facility or another type of counselling centre, suggesting a short course of psycho-therapy, emergency solution etc.
- 3) the chosen action is implemented using appropriate counselling and psycho-therapeutic methods (e.g. relaxation). A psycho-therapeutic relationship between the counsellors and the student is a prerequisite.
- 4) At the last stage a solution is found and the client is usually offered a possibility of returning any time in the future.

If the student is unable, after handling an acute crisis, to mobilize his/her adaptation mechanisms or if various suicidal or self-destructive symptoms persist (e.g. medicaments overdose), the student is sent to a specialized psychotherapeutic facility.<sup>30</sup> This is why counselling centres usually co-operate with so-called “ambulatory intervention and counselling services”.

Psychological counselling centres usually organize various training courses in assertiveness, communication skills, learning styles, self-understanding and insight into one’s own attitudes, experiences and reactions, optimisation of relationships with oneself and others, mature behaviour, clarification of values and goals in life, constructive handling of inter-personal conflicts, understanding of group processes, group dynamics and the relevant skills in persuasion, self-work stimulation etc.). By means of the development of these skills, the overall development of social competencies of an individual is secured.<sup>31</sup>

A good training programme provides the trainees with the opportunity of experiencing various situations and testing their behaviour in a “training” environment – i.e. in a safe atmosphere where feedback is provided and various alternatives may be tried out.

Counselling centres play an important role in the prevention of socio-pathological disorders in university students, particularly drug addictions, alcoholism and smoking, virtual drugs (computers, TV and video), gambling, xenophobia, racism, intolerance and anti-Semitism.<sup>32</sup>

The main activities the centres may perform in this respect include:

- a systematic provision of information to academic staff;
- influencing students by means of various inter-active techniques, training in practical, psychological and socio-psychological skills, development of personality, establishing positive relationships etc., including solutions to problems related to the incidence of socio-pathological disorders;

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<sup>30</sup> FREIBERGOVÁ, Z, aj. *Vysokoškolské poradenství : studijní text postgraduálního kurzu distančního vzdělávání Řízení vysokých škol*. 2000. (Counselling at Universities : study material for a post-graduate distance learning course Management of Universities).

<sup>31</sup> FREIBERGOVÁ, Z, aj. *Vysokoškolské poradenství : studijní text postgraduálního kurzu distančního vzdělávání Řízení vysokých škol*. 2000. (Counselling at Universities : study material for a post-graduate distance learning course Management of Universities).

<sup>32</sup> Methodological Instruction of the Ministry of Education, Youth and Sports concerning the prevention of socio-pathological disorders in children and young people, No.:14514/2000 – 51.

- introduction of ethical and legal education, education promoting healthy life styles;
- establishing conditions for a meaningful use of free time;
- continuous monitoring of specific conditions and the situation in the university in view of possible risks of the development of socio-pathological disorders, and application of various techniques facilitating early identification of individuals at risk.

## 5. The Current Situation and Development of Counselling Services at Universities

Before 1990 counselling services at universities were given hardly any attention. In the early 1990s, although the attention was still modest, what development took place was important from today's perspective, albeit it consisted in mere monitoring and annual seminars. The *Centre for Higher Education Studies* (CHES) played an important role at that time, since it received grants from the Ministry of Education, Youth and Sports (MoEYS) to carry out research and monitoring in this area (1991-1995). *The MoEYS has and still is promoting these activities*. Four national seminars about counselling at universities were organised in co-operation with the Ministry. The CHES initiated a Phare-Tempus project entitled "The Development of Career Counselling at Czech Universities" which was implemented between 1996 and 1998 and co-ordinated by the Czech Agricultural University. Thanks to this project almost all practising counsellors at Czech universities had the opportunity of learning about the work of counselling centres (mainly career-focused) in Great Britain, Ireland, Denmark and Spain. The costs of another three seminars were covered from this project.

The latest (8<sup>th</sup>) seminar was held in 2000 in České Budějovice. Although this time the participants had to cover all their expenses, the seminar was as successful as the previous ones. The seminars virtually acted as a catalyst. Practising counsellors and those who were still considering the establishment of a centre<sup>33</sup> appreciated the exchange of experience and information, the possibility of establishing personal contacts and, most importantly, encouragement.

*Proceedings from the seminars and other information about counselling at universities may be found at [http://www.csvs.cz/struktura/ov/vs\\_poradenstvi](http://www.csvs.cz/struktura/ov/vs_poradenstvi)*

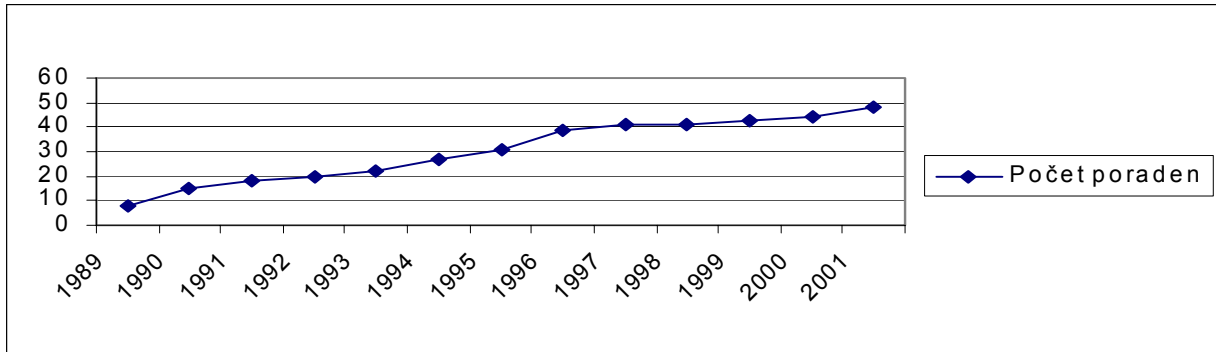
Figure 4 illustrates the numbers of counselling centres at Czech universities over time. Before 1990 there were only 8 centres, nowadays there are 48. This is very positive. Several factors have contributed to this development. Some have been already mentioned – i.e. monitoring of developments and promotion of counselling services through seminars and international projects, which provided access to foreign information sources, promoted the idea of establishing counselling centres at universities and encouraged counsellors to continue their efforts. The possibility of obtaining resources for development projects from the Universities Development Fund<sup>34</sup> constituted a great challenge. However, counselling centres were also set up at universities which did not receive the financial resources or applied late.

<sup>33</sup> Although the counselling centres at Czech universities mostly consist of one unit (*poradna*), we continue to use the term „university counselling centre“ or a „centre“.

<sup>34</sup> The existing documentation shows that 17 counselling centres set up or supported with the Fund's resources in 1993 still operate. This is evidence of the 100 percent efficiency and viability of the 1993 projects.

Figure 4

### The Numbers of Counselling Centres at Universities after 1990



It may be assumed based on an analysis of the long-term plans of universities that the situation will improve yet further in years to come (see 5.3). This is clear from the approach of the management of all 22 universities listed in Table 1 of Section 21 (d) of Law No. 111/1998 Coll. These universities express in their long-term plans their intention to expand and promote the provision of counselling services.

Four sources of information have been used to analyse the current situation regarding the provision of counselling services to students at Czech universities:

- an updated list of counselling centres,
- monitoring by means of questionnaires.
- an analysis of the long-term plans of universities,
- directed interviews with students.

## **5.1 A List of Counselling Centres at Universities**

On various occasions, but mostly once a year, the Centre for Higher Education Studies verified the data set out in the list of university counselling centres. The data has been complemented and updated continuously. Annex 3 contains a list describing the situation as at 17.10. 2001 which was updated primarily using the counselling centres' web sites, and some data was verified by phone.

The list contains 50 counselling centres. One of them was set up by a student organisation and one is internet-based. Since we do not have further information about student-founded centres, these two centres are not included in the statistical data – i.e. a total of 48 counselling centres is listed in Table 1.

Table 1

Number and professional focus of counselling centres at Czech universities<sup>35</sup>

University Centre number/Faculty	Focus of counselling services <sup>36</sup>				Number of centres at the university
	SO1	SO2	PKP	PPP	
<b>1) Charles University in Prague</b>					<b>10</b>
1/ Rector's office	x	x	x	x	
2/ Philosophical faculty				x	
3/ Pedagogical faculty			x	x	
4/ 1 <sup>st</sup> medical faculty				x	
5/ 2 <sup>nd</sup> medical faculty				x	
6/ 3 <sup>rd</sup> medical faculty	x	x		x	
7/ Medical faculty in Plzeň	x	x	x	x	
8/ Medical faculty in Hradec Králové	x	x		x	
9/ Pharmaceutical faculty in Hradec Králové				x	
10/ Faculty of Physical Education and Sports	x	x	x	x	
<b>2) Masaryk University in Brno</b>					<b>1</b>
11/ Rector's office	x	x	x	x	
<b>3) Palacký University in Olomouc</b>					<b>5</b>
12/ Philosophical faculty				x	
13/ Pedagogical faculty				x	
14/ Law faculty	x	x	x		
15/ Faculty of Physical Culture			x	x	
16/ St. Cyril and Methodius Faculty of Theology	x	x	x	x	
<b>4) South-Bohemian University in České Budějovice</b>					<b>2</b>
17/ Pedagogical faculty				x	
18/ Faculty of Agriculture	x	x	x		
<b>5) West-Bohemian University in Plzeň</b>					<b>2</b>
19/ Faculty of Economics in Cheb			x		
20/ Pedagogical faculty				x	
<b>6) J.E.Purkyně University in Ústí nad Labem</b>					<b>1</b>
21/ Faculty of Social and Economic Studies	x	x	x	x	
<b>7) Ostrava University in Ostrava</b>					<b>1</b>
22/ Rector's office	x	x	x	x	

<sup>35</sup> As at 17. 10. 2001.

<sup>36</sup> SO1 – study-related counselling for applicants, SO2 – study-related counselling for current students, PKP – career counselling, PPP – psychological, pedagogical-psychological and socio-psychological counselling.

Table 1 – continuation

University Centre number/ Faculty	Focus of counselling services				Number of centres at the university
	SO1	SO2	PKP	PPP	
<b>8) Silesian University in Opava</b>					<b>2</b>
23/ Rector's office	x	x	x	x	
24/ Faculty of Business Administration in Karviná	x	x	x	x	
<b>9) University of Veterinary and Pharmaceutical Sciences in Brno</b>					<b>1</b>
25/ Rector's office	x	x	x		
<b>10) University of Economics in Prague</b>					<b>2</b>
26/ Rector's office	x	x	x		
27/ Faculty of Business Administration				x	
<b>11) Hradec Králové University</b>					<b>1</b>
28/ Pedagogical faculty				x	
<b>12) Czech Technical University in Prague</b>					<b>6</b>
29/ Rector's office	x	x			
30/ Electrical engineering faculty	x	x	x		
31/ Faculty of Civil Engineering	x	x	x		
32/ Faculty of Civil Engineering				x	
33/ Mechanical engineering faculty	x	x	x		
34/ Transport faculty				x	
<b>13) Technical University in Brno</b>					<b>3</b>
35/ Rector's office	x	x	x	x	
36/ Faculty of Civil Engineering				x	
37/ Faculty of Business and Management				x	
<b>14) Institute of Chemical Technology in Prague</b>					<b>1</b>
38/ Rector's office	x	x	x	x	
<b>15) Pardubice University</b>					<b>1</b>
39/ Faculty of Economics and Administration				x	
<b>16) VSB – Technical University of Ostrava</b>					<b>1</b>
40/ Rector's office	x	x	x	x	
<b>17) Technical University in Liberec</b>					<b>2</b>
41/ Rector's office	x	x		x	
42/ Pedagogical faculty	x	x		x	
<b>18) Czech Agricultural University in Prague</b>					<b>2</b>
43/ Rector's office	x	x	x		
44/ Faculty of Economics and Management				x	

University Centre number/ Faculty	Focus of counselling services				Number of centres at the university
	SO1	SO2	PKP	PPP	
<b>19) Mendel University of Agriculture and Forestry in Brno</b>					<b>1</b>
45/ Faculty of Economics	x	x	x	x	
<b>20) Tomáš Baťa University in Zlín</b>					<b>1</b>
46/ Technological faculty	x	x	x	x	
<b>21) Military University of Ground Forces in Vyškov</b>					<b>1</b>
47/ Rector's office	x	x		x	
<b>22) Police Academy in Prague</b>					<b>1</b>
48/ Rector's office	x	x	x	x	
<b>Total</b>	<b>29</b>	<b>29</b>	<b>26</b>	<b>38</b>	<b>48</b>

The focus and scope of services provided is mainly influenced by the professional focus of the relevant faculty or department at which the centre was set up. Table 2 summarises the combination of counselling services provided.

Table 2

### Combination of counselling services on offer

Combination	SO1	SO2	PKP	PPP	Number of combinations	%
1)				x	16	33.3
2)	x	x	x	x	15	31.2
3)	x	x	x		8	16.7
4)	x	x		x	5	10.4
5)			x	x	2	4.2
6)	x	x			1	2.1
7)			x		1	2.1
	<b>29</b>	<b>29</b>	<b>26</b>	<b>38</b>	<b>48</b>	<b>100.0</b>

#### Ad 1) "PPP" Combination

The combinations show that most centres (16 – i.e. 33.3%) provide only psychological and educational-psychological counselling. They are mostly the centres set up at departments of psychology (4), pedagogical and school psychology (2), social sciences (2), social work (1), psychology and psychopathology (1), management psychology and sociology (1), social and clinical pharmacy (1) and at various faculty hospitals (4).

Four of these centres were set up before 1990:<sup>37</sup>

<sup>37</sup> For numbers of centres see Annex 5 – A List of University Counselling Centres, and Table 1.

- 1) Psychological counselling centre for students of Philosophical Faculty of Charles University in Prague (no. 2),
- 2) Pedagogical-psychological centre of Pedagogical faculty of West-Bohemian University in Plzeň (no. 20),
- 3) Academic psychological counselling centre at Faculty of Business Administration of Economics University in Prague (no.27),
- 4) University counselling centre at Institute of Social Sciences of Faculty of Civil Engineering of Technical University in Brno (no. 36),

others after 1990:

- 1) Psychological-psychotherapeutic counselling centre at 1<sup>st</sup> Medical Faculty of Charles University in Prague (no. 4),
- 2) Psychological counselling centre at 2<sup>nd</sup> Medical Faculty of Charles University in Prague (no. 5),
- 3) Psychological counselling centre at Pharmaceutical Faculty Hradec Králové of Charles University in Prague (no.9),
- 4) Psychological counselling centre at Philosophical Faculty of Palacký University in Olomouc (no.12),
- 5) University counselling centre at Psychology Department of Pedagogical Faculty of Palacký University in Olomouc (no. 13),
- 6) University psychological counselling centre at Pedagogical Faculty of South Bohemian University in České Budějovice (no. 17),
- 7) Psychological counselling centre at Pedagogical Faculty of Hradec Králové University (no. 28),
- 8) Psychological counselling centre at Faculty of Civil Engineering of Czech Technical University in Prague (no. 32),
- 9) Psychological counselling centre at Transport Faculty of Czech Technical University in Prague (no. 34),
- 10) Academic psychological counselling centre at Faculty of Business and Management of Technical University in Brno (no. 37),
- 11) Academic psychological counselling centre at Faculty of Economics and Administration of Pardubice University (no. 39),
- 12) Psychological counselling centre at Psychology Department of Faculty of Economics and Management of Czech Agricultural University in Prague (no. 44).

Most psychological counselling centres only attend to the needs of students of their home faculty, but some extend their services to students of other faculties as well. Five centres are focused on psycho-diagnosis and psycho-therapy, two also offer psychological training. One centre provides services to disabled students (13). Twelve centres are part of a department, three are part of an institute, one operates at the rector's office and one at the dean's office. One centre operates at a Children's Psychiatry Clinic. All centres employ qualified psychologists who perceive their work in the centre as part of their professional duties.

#### **Ad 2) Combinations "SO1-SO2-PKP-PPP"**

Another group of almost the same size (15 centres, i.e. 31.2%) consists of centres which provide *all four types of counselling services*. An important fact is that there are eight independent centres with university-wide coverage as part of the rector's office, and seven as part of the dean's office.



The former include:

- 1) Information-counselling centre of Charles University in Prague (no. 1)
- 2) Counselling centre for students of Masaryk University in Brno (no. 11),
- 3) Centre of information and counselling services of Ostrava University in Ostrava (no.22),
- 4) Counselling centre of Silesian University in Opava (no. 23),
- 5) Co-ordination centre for universities CEVAPO of Technical University in Brno (no. 35),
- 6) Psychological counselling centre for students of Chemical Technology University in Prague (no. 38),
- 7) Counselling centre of Mining University – Technical University in Ostrava (no. 40),
- 8) Co-ordination centre for counselling services of Police Academy of the CR (no. 48).

Centres set up at faculties include:

- 1) Service centre for students of Medical Faculty Plzeň of Charles University in Prague (no. 7),
- 2) Pedagogical-psychological counselling centre of Faculty of Physical Education and Sports of Charles University in Prague (no. 10),
- 3) Counselling centre at St. Cyril and Methodius Faculty of Theology of Palacký University in Olomouc (no 16),
- 4) Counselling centre at Faculty of Social and Economic Studies of J.E.Purkyně University in Ústí nad Labem (no. 21),
- 5) Institute of career counselling at Faculty of Business Administration Karviná of Silesian University in Opava (no. 24),
- 6) Psychological counselling centre at Faculty of Economics of Mendel University of Agriculture and Forestry (no. 45),
- 7) Academic pedagogical-psychological centre of Technological Faculty of Tomáš Baťa University in Zlín (no. 46).

Most counselling centres only provide services to their students and applicants.

### **Ad 3) Combination “SO1-SO2-PKP”**

Another group consists of 8 counselling centres (16.7%) providing study-related and career counselling. This signifies an important shift towards university-wide coverage, as three of them operate as part the rector’s office:

- 1) Career and study-related counselling centre of University of Veterinary and Pharmaceutical Sciences in Brno (no. 25),
- 2) Centre for continuing education and counselling of Czech Agricultural University in Prague (no. 43),
- 3) Centre for professional orientation of students of Economics University in Prague (no. 26).

Other centres operate within faculties:

- 1) Information and counselling centre at Law Faculty of Palacký University in Olomouc (no. 14),
- 2) University counselling centre at Agricultural Faculty of South Bohemian University in České Budějovice (no. 18),
- 3) Counselling centre for students of Electrical Engineering Faculty of Czech Technical University in Prague (no. 30),

- 4) Information centre at Faculty of Civil Engineering of Czech Technical University in Prague (no. 31),
- 5) Information centre at Mechanical Engineering Faculty of Czech Technical University in Prague (no. 33).

#### **Ad 4) “SO1-SO2-PPP” Combination**

Study-related and psychological counselling is provided by 5 counselling centres (10.4%) of which two operate on a university-wide basis:

- 1) University special counselling centre of Technical University in Liberec (no. 41),
- 2) Psychological counselling centre for students of Military University for Ground Forces in Vyškov (no. 47)

and three are set up at faculties:

- 3) Study counselling centre at the Centre of Preventive Medicine of 3rd Medical Faculty of Charles University in Prague (no. 6),
- 4) Pedagogical-psychological counselling centre at Medical Faculty Hradec Králové of Charles University in Prague (no. 8),
- 5) Psychological counselling centre at Pedagogical Faculty of Technical University in Liberec (no. 42).

#### **Ad 5) “PKP-PPP” Combination**

An unusual combination of career and psychological counselling is provided by two centres (4.2%):

- 1) Centre at Faculty of Physical Culture of Palacký University in Olomouc (no. 15),
- 2) Academic psychological counselling centre at Pedagogical Faculty of Charles University in Prague (no. 3).

#### **Ad 6) and 7) “SO1-SO2” and “PKP” Combinations**

The remaining two counselling centres (4.2%) provide only:

- *study-related counselling services:*

- 1) Information and counselling centre of Czech Technical University in Prague (the centre is part of pedagogy and the rector’s office development section) (no. 29);

- *career counselling services:*

- 2) A centre for students of Economics Faculty Cheb of West-Bohemian University in Plzeň (no. 19).

Most centres (24) were set up at departments or institutes, 14 at the rector’s office and 10 at faculties (dean’s office). Thirteen form an independent unit.

## **5.2 Monitoring of Counselling at Universities**

A questionnaire is used for monitoring purposes which deals with the focus of the counselling centre, its position in the university’s organisation structure, consultation hours, the

university's attitude to counselling, financial resources, premises, personnel, clients, promotion etc.

The data is updated once a year. Unfortunately, not all counselling centres send back the required information. Failure to return the questionnaire usually indicates changes concerning staff, the overall policy or approach of the faculty/university to counselling. The last update took place in early 2001 and only 32 *counselling centres* responded. The data in this chapter are therefore only concerned with those centres.

Our survey was limited to the activities performed by the centres, their staff etc. The quality of the services is not covered. Psychological counselling is undoubtedly provided by specialists with an appropriate qualification and experience. The question remains whether other counselling services are sufficiently extensive and of good quality, since not always do counsellors have adequate sources of information necessary to identify learning and job performance requirements.

### 5.2.1 Specialisation of a Counselling Centre

A basic overview of the focus of counselling centres is analysed in the previous chapter (5.1). However, the centres normally perform a much wider variety of services:

- *Study-related counselling:*
  - information for university and basic school teachers (no. 17);
  - counselling for the disabled (no. 41);
  - learning styles of a medicine student (no. 8);
- assistance in assimilation to university studies, study difficulties, personal and partnership problems, crises and conflict situations (no. 13);
- *Psychological counselling:*
  - Solution of crises situations including psychiatric assistance (no. 5 and 6);
  - Social counselling for selected clients and facilities (no. 14);
  - Counselling for the disabled (no. 41);
- Other areas:
  - financial advice (no. 7);
  - legal advice (no. 7,11,40,48);
  - advice related to physical education and sports (no. 10);
  - advice related to vegetable production and plant protection (no. 18);
  - career centre for Community of European Management Schools (CEMS) students including arrangements for placements (no. 26);
  - speech therapy (no. 28);
  - training courses, seminars, non-standard teaching methods (no. 43).

We were also interested in expansion plans. Eleven counselling centres did not answer, twelve did not plan to expand their activities and 9 answered they were considering expansion:

- 3 centres plan expansion of study-related counselling (no. 18, 30, 40) – one specifically mentioned adding recruitment at secondary schools (18);
- 8 centres plan to expand career counselling (7, 11, 26, 29, 30, 40, 43, 48), specifically:
  - to develop a database of companies interested in graduates, to establish more flexible co-operation with industry (no. 11);

- to develop a database of students for the needs of career counselling (no. 26);
- to organise career days (potential employers meeting students of final years) (no. 43);
- *6 centres consider plans to expand psychological counselling services* (7,17,33, 34, 45, 47);
  - to add psycho-therapy (no. 17);
  - to hire an external specialist in psychological counselling (no. 33);
  - to address personal and inter-personal problems of civilian students and staff (no. 47);
- 2 centres plan to add:
  - social counselling for clients from various social-care facilities (no. 14);
  - fundraising for special services and aids for disabled students (no. 41).

Most centres (72%) assist the university in various other events:

- in admission proceedings (6, 12, 29, 7, 13, 17, 30, 41, 47, 12);
- organize Open Days (2, 12, 5, 7, 13, 17, 30, 12, 43, 26);
- counsellors take part in all events more as faculty teachers as and when the faculty requires (no. 5, 11);
- as the centre is part of a pedagogical unit, the activities of the two often converge (no. 40);
- help to promote the university at secondary schools and give consultations to applicants (no. 6, 8, 26, 30);
- help the university in appointments proceedings (37);
- monitor the position of graduates in the labour market (no. 7, 21, 43);
- arrange for foreign internships for students (22, 43).

### 5.2.2 The Statute

The position of the counselling centre within the university is important in terms of ensuring its further development and, particularly, finance. Centres experience problems which are associated with their not having a statute (or having a badly-conceived one) that threaten not only their operations, but also their existence:

- 12 centres have not prepared their statute (no. 4, 6, 7, 12, 13, 17, 18, 19, 20, 21, 29, 37);
- 5 centres prepared their statute but failed to present it (no. 2, 3, 34, 43, 47);
- 4 centres prepared the statute but it has not yet been approved (no. 9, 14, 28, 45);
- statutes of 9 centres have been approved:
  - no. 30 – approved by the dean in 1993;
  - no. 8 and 10 – approved by faculty senates in 1994;
  - no. 48 – approved in 1995 by the rector’s board of the Policy Academy of the CR;
  - no. 5 and 40 – approved in 1996;
  - no. 26 – approved in 1997 by the rector’s board;
  - no. 33 – approved by faculty senate in 1999.
- centre no. 41 states that it did not need a statute since it has been incorporated into the rector’s office.

### 5.2.3 Consultation Hours

An important indicator of how a counselling centre operates is its consultation hours (see Table 3). The consultation hours vary depending on the type of centre and its “catchment areas”. For example, a centre providing only one type of service for students of one faculty can make do with short consultation hours once or twice a week. Centres with university-wide coverage should offer consultation hours for the students in line with statutory working hours. However, only three out of ten such centres are open for the full number of statutory working hours. In reality, all counsellors work with clients in their free time regardless of the consultation hours – particularly if long-term assistance is needed.

Table 3

Consultation hours of Counselling Centres at Czech Universities

Number of hours	Counselling centre no.
42.5	11, 29, 43
14-16	28, 47
10-11.5	30,37, 41, 48
6-8.5	8, 17, 18, 40, 45
2-4	2, 3, 4, 5, 6, 7, 12, 20, 26, 33, 34
Depending on oral agreement with the client	9, 10, 13, 14, 19, 21, 22

It may be assumed that the three counselling centres open for the full length of statutory working hours are at the top among the centres under review. All three are university-wide operations, no. 29 specialises only in study-related counselling. An interesting point is that centre no. 11 has a statute approved while no. 29 has not even drawn it up. Centre no. 43 prepared a statute (in 1996), but did not put it forward for approval. All three centres plan to expand their activities in the area of career counselling. Centre no. 47 also has a university-wide coverage, prepared a statute but did not apply for approval.

### 5.2.4 University and Faculty Attitudes

Overall, the attitude of universities or faculties to the work of counselling centres is positive. “We have full support” and “The university as well as faculty management supports us” are answers that predominate. Only two counselling centre directors expressed discontent over the university’s financial situation: “.....with understanding, in view of the overall financial situation, without material support”. They see specific support particularly in the provision of rooms and equipment.

Table 4

Attitudes of university or faculty management and colleagues to counselling

Attitude of university or faculty management	Response on the part of colleagues	
	Abs.	%
Positive, use the services, support it, respect it	19	59,4
Tolerate it	5	15,6
Not interested	2	6,2

Did not reply	6	18,8	Did not reply	2	6,3
Total	32	100,0	Total	32	100,0

The table above shows that the attitudes are mostly positive. Five centres described the management's attitude as neutral (tolerating) and two centres described it as lack of interest. Conversely, 19 centres stated that the management appreciates their work by means of:

- taking interest in the outcomes of the centre's work or projects, using results of research (no. 3, 11, 19, 40);
- in the past initiating internal grant procedures with the aim of establishing a counselling centre (no. 28);
- promoting the centre among the students (no. 7, 9);
- assistance provided by the study administration unit and some departments (ecology, chemistry) (no. 18);
- recognising the work of counsellors as part of their work load (no. 6, 34);
- providing necessary facilities (no. 5, 6, 12, 13, 17, 28, 40, 41, 43);
- presenting the centre in study programmes (no. 17);
- moral support (no. 7, 9, 20, 28, 33, 45);
- covering remuneration costs for the centre staff (no. 40)
- leading a dialogue about the future position of the centre (the Centre for Career Counselling for Students of the Economics University in Prague) under new conditions (no. 26).

### 5.2.5 Financial Resources and Facilities

Counselling services for university students, applicants and graduates are provided for free. Financial resources to cover the running costs are obtained from rector's or dean's offices – most counselling centres do not have their own budgets (except no. 11, 20, 35).

Only ten centres are considering having their own budget which could be secured either by means of project funding, organisation of conferences, presentations, sponsorship or by means of other entrepreneurial activities. One centre stated that they are already involved in business activities in the form of organising training courses for university staff, students and the general public. Facilities and equipment, diagnostic hardware and software are paid from grants or subsidiary business activities, as are internships abroad, specialist literature etc. Four centres provide certain services for a payment – e.g. psychological testing in external sports organisations, carrying out personal profile analyses, providing advertising space on faculty premises or electronic boards, provision of various career-related data and information, technical assistance in various events etc.

The staff of counselling centres are usually employed by the unit of which the centre is part and are remunerated accordingly. If an external specialist works in the centre, he/she has a part-time employment contract. Internal staff are paid in line with pay regulations, in some cases their counselling work is reflected in personal bonuses.

40.8% of centres do not face problems in terms of space and technical facilities. Most centres are well equipped with computer technology, fax machines and access to the Internet. The standards of equipment very much depend on the position of the centre within the

university. Centres operating as part of the rector's office are better off, although this need not always guarantee appropriate facilities. Counselling services mostly take the form of a personal contact between the counsellor and the client or a group of clients. Besides the counsellor's impact, it is also the overall environment which affects the client. Comfortless, untidy and chaotic facilities undermine the faith of the client in the counsellor's capacity to decipher a given problem and facilitate a solution. The quality of the environment is important, particularly in work with young people. Moreover, the interviews are often confidential and rule out the presence of other people. Unfortunately, only 13 centres described their rooms as entirely appropriate. 12 centres believe their space was not ideal (e.g. only 1 room). Five centres stated they did not yet have a room for consultations and use rooms shared by other colleagues. Two centres did not respond.

Counselling services are increasingly being affected by the development of information technologies. Centres are able to produce and copy large volumes of material. Their web sites are becoming a valuable interface for obtaining information including feedback regarding various activities. The web sites of the Information and Counselling Centre of Charles University (<http://www.cuni.cz/cuni/ruk/ipc/>) are exemplary in this respect. Certain services may be provided via e-mail (e.g. information about study programmes) or via the Internet (e.g. advertising vacancies, filling out forms etc.).

### **5.2.6 Human Resources**

The type of counselling centre determines the number of its staff. Centres providing only psychological and pedagogical-psychological counselling normally have between one and four psychologists whose workload is divided between teaching and counselling. The same holds true of small centres providing study-related and career counselling, only the staff does not always have a qualification in psychology.

The reality is different in counselling centres with university-wide coverage which provide several types of services. They usually employ two full-time staff who do not teach and hire external specialists (psychologists or lawyers) with whom appropriate contracts are concluded depending on the scope of the work performed.

All centres which responded to our questionnaire employ around 73 internal and 35 external staff. The problems experienced by counsellors which concern recognition of their counselling work as part of their teaching load do not seem to be so pressing any more. A positive fact is that 43% of the centres believe their human resources are appropriate. Conversely, 34% of centres are not happy with the number of staff and 17% did not respond.

### **5.2.7 Clients**

The main group of clients of counselling centres at universities consists of applicants, students and graduates. The clients also include prospective and current employers of graduates and the university staff. First year students with their assimilation and study-related problems are the most frequent visitors. Study-related issues are less common in students of higher years. Final year students require counselling services particularly in relation to the choice of a dissertation topic and specialist subjects.

Table 5

Estimated Client Numbers

	<b>Applicants</b>	<b>Students</b>	<b>Teachers</b>	<b>Others</b>	<b>Total</b>
Number	3 178	3 089	375	962	7 604
%	42	40	5	13	100

The estimated numbers of clients as stated by the centres are rather high. Most clients were applicants for studies and most of the problems addressed concerned study-related issues raised by applicants (see Tables 5, 6).

Table 6

Estimated Problem Numbers and Types

	<b>SO1</b>	<b>SO2</b>	<b>PKP</b>	<b>PPP</b>	<b>Other</b>	<b>Total</b>
Number	2 177	1 454	1 203	1 181	537	6 552
%	33	22	19	18	8	100

Students also seek assistance in relation to their career and personal or inter-personal problems. Such visits took the form of ad-hoc, one-off consultations as well as regular meetings. Some consultations concerning applicants' questions related to university studies took place over the phone.

Not only students, but also their parents, representatives or various organisations, companies and other schools contact counselling centres. In addition to the problems stated above, the issues addressed included the law, industrial relations, financial advice, sports, speech therapy and services for the disabled.

### **5.2.8 Contacts with Employers and Students Organisations**

18 counselling centres claim to be in contact with potential employers of graduates. Various companies turn to 17 centres in pursuit of students and graduates. However, most centres state that such contacts are rare and conditioned by employers having specific requirements.

23 centres advertise job vacancies for students on various information boards (digital, glass-protected), posters etc. placed in the rector's office, at the faculty, department or the counselling centre. Two centres place offers of vacancies on an internet database of job opportunities. Some information is delivered to students orally or on leaflets. Study administration units or students' or university journals may also provide information. Quite a high number of centres (20) claim they are able to arrange for a job.

Eleven universities organise "job opportunity fairs". The fairs are organised by:

- the rector's office (no. 21, 33);



- AISEC, once a year (no. 22);
- Centre for Continuing Education and Counselling of Czech Agricultural University – career day – twice a year (no. 29);
- Faculty (no. 30, 45);
- IAESTE, twice a year (no. 37, 40);
- Dean’s office, once a year (no. 41);
- Infocentrum, IAESTE, AISEC, once a year KONTAKT (no. 43);
- Municipal Office’s Education Department in České Budějovice, once a year – INTERDIDACTA (no. 48).

13 centres co-operate to an extent with students’ organisations, as they put it, in specific cases if need be. The co-operation usually concerns the organisation of job opportunity fairs. One centre is involved in extensive co-operation with students’ organisations in arranging for seasonal or part-time jobs and the publishing of a journal (no. 19). Another one, in addition to contributing to a students journal, is involved in organising lectures and various professional events (no. 13).

### **5.2.9 Difficulties Faced by Counselling Centres**

As regards current difficulties, the answers of seven centres were very optimistic in comparison with previous years. They claim to have handled systemic difficulties and face only limited problems. Other problems, which originated in various misunderstandings, are being gradually tackled and eliminated through personal talks with the relevant faculty post-holders. Apart from this there are no other problems.

Six counselling centres complained about systemic problems. One mentioned a negative attitude on the part of the university and faculties’ management ranging from ...”lack of interest to rejection of proposals for setting up university-wide career counselling operation”. Five centres have institutional problems in the sense of an unclear sphere of operations or the new statute does not contain information about the existence of a psychological counselling centre. One centre complained that they are constantly made to justify their activities and compete for scant financial resources.

Five centres suggested that the main problem was lack of finance. As in the past, some staff of the centres do extra work in addition to their workload with no appropriate remuneration. Three centres see their biggest problem in an insufficient number of rooms ... “a room for consultations was taken away from the centre which paralysed a large part of our operations”.

Two centres face difficulties related to inappropriate human resources.

Difficulties related to the position of a counselling centre and its funding often originate in the fact that the centre failed to draw up its statute or to present it to the faculty/university to have it approved by the academic senate. Another reason may be that the counsellors do not make the effort to show the relevant bodies the benefits of their work.

## **5.3 An Analysis of Universities’ Long-Term Plans**

Law no. 111/1998 Coll. lays down the obligation for Czech Universities to develop and present to the Ministry of Education, Youth and Sports a long-term plan of their activities and development and update it annually. For the purpose of this study all long-term plans and statutes of 20 public universities have been analysed as well as annual reports of 2 state universities listed in Table 1, which were available on their web sites. For the purposes of the study reports were developed concerning the provision of counselling services and the plans of individual universities were commented upon. It is clear that all these universities are considering the further development of counselling services. In addition to this:

- 8 universities plan to expand the area of career counselling, one plans to set up a career counselling office with university-wide coverage;
- 5 universities intend to develop a structured system of counselling and information services at faculties;
- 2 universities plan to set up a counselling centre as part of another organisation unit: the Centre of Distance Learning and the Institute of Life-long Learning;
- 3 universities intend to relocate their counselling centres to larger rooms; 1 university plans to establish a centre for promotion, information and counselling.

The attitude of universities to the provision of counselling services to students has changed considerably and it may be assumed that their importance has come to be recognised.

In order to obtain further information eight interviews were conducted with vice-rectors directly responsible for counselling services and with counsellors. Those universities were singled out which do not pay appropriate attention to counselling or where the position of the centre had to be boosted by the vice-rector's visit. The attitude of vice-rectors has also improved considerably. While in 1991 some of them believed that the university's responsibility is to provide education and not to take care of, or be concerned about their graduates' employment, the current vice-rectors agree that information about the position of graduates in the labour market should be collected.

A discussion about the establishment and development of counselling centers with university-wide coverage revealed that it is not funding, but the efficiency of such services and interest in them on the part of students that is viewed as a problem. The vice-rectors agree that such services should be provided and consider them to be beneficial for students. However, only a few of them are fully aware that they constitute a marketing instrument the objective of which is to maintain or improve the prestige of the institution and to secure sufficient number of quality applicants.

#### **5.4 A Poll Among University Students**

In September and October 2001 the Centre for Higher Education Studies polled third-year students of four law faculties. The poll was focused on the study conditions and the quality of education provided. A total of two hundred interviews were conducted (56% of respondents were females). The students were also asked about pedagogical-psychological or career counselling services at their faculty and whether they were beneficial. They were also asked to assess the benefits of counselling services for students in general.

In assessing the answers, it must be taken into account that there is not a centre providing services for the whole of the West Bohemian University and that there is a psychological counselling centre at the Pedagogical Faculty (no. 20). Charles University in Prague and Masaryk University in Brno have, we believe, very good university-wide counselling centres (no. 1 and 11) and there is a faculty-based centre at Palacký University in Olomouc (no. 14).

The answers stated in Table 7 point to an absolute lack of student awareness about counselling services available, and to the fact that the centres (even the central ones) are not active in promoting their services. Only one per cent of the students made use of counselling services and 83% of them do not know that they exist. And they are students from the third year. The main reason for this is difficult to pinpoint – we believe it is mainly a mistake on the part of the centres' management.

**Table 7**

**Is there a pedagogical-psychological or career counselling centre at your university?**

Answer	Prague		Brno		Plzeň		Olomouc		Total	
	Number of students		Number of students		Number of students		Number of students		Number of students	
1 Yes, I have already used its services.	1	2 %	0	0 %	0	0 %	1	2 %	2	1 %
2 Yes, but I have not yet used its services.	3	5 %	2	3 %	2	4 %	14	33 %	21	10 %
3 No, there is not.	2	3 %	6	10 %	5	10 %	1	2 %	14	6 %
4 I do not know.	54	90 %	55	87 %	45	86 %	27	63 %	181	83 %
<b>Total</b>	<b>60</b>	<b>100 %</b>	<b>63</b>	<b>100 %</b>	<b>52</b>	<b>100 %</b>	<b>43</b>	<b>100 %</b>	<b>218</b>	<b>100 %</b>

The students' ideas as to the benefits of counselling for students (see Table 8) reflect their lack of experience in this area – 43% are not sure whether counselling is beneficial, 47% believe it is of benefit and 10% find it pointless.

**Table 8**

**Do you believe counselling services for students are beneficial?**

Answer	Prague		Brno		Plzeň		Olomouc		Celkem	
	Number of students		Number of students		Number of students		Number of students		Number of students	
1 Yes	29	48 %	29	46 %	30	58 %	13	30 %	101	47 %
2 No	4	7 %	7	11 %	5	10 %	6	14 %	22	10 %
3 Do not know	27	45 %	27	43 %	16	32 %	24	56 %	94	43 %
<b>Total</b>	<b>60</b>	<b>100 %</b>	<b>63</b>	<b>100 %</b>	<b>51</b>	<b>100 %</b>	<b>43</b>	<b>100 %</b>	<b>217</b>	<b>100 %</b>

In assessing the benefits of study-related counselling for applicants (SO1), study-related counselling for students (SO2), career counselling (PKP) and pedagogical-psychological

counselling (PPP) the students rate PKP as the most useful and SO2 as the least beneficial (see Table 9).

**Table 9**

**Assess how relevant is the particular specialisation of counselling services.**

	SO1 Number of students		SO2 Number of students		PKP Number of students		PPP Number of students	
Very relevant	77	35 %	47	22 %	127	59 %	48	23 %
Quite relevant	92	42 %	116	54 %	66	31 %	104	50 %
Not very relevant	37	17 %	45	21 %	18	8 %	44	21 %
Irrelevant	11	5 %	7	3 %	4	2 %	14	7 %
<b>Total</b>	<b>217</b>	<b>100 %</b>	<b>215</b>	<b>100 %</b>	<b>215</b>	<b>100 %</b>	<b>210</b>	<b>100 %</b>

## 6. Counselling at Universities Abroad

Different traditions of higher education in various countries also mean different attitudes to the provision of counselling services. In some countries more emphasis is placed on the general development of the student population, while in others little care is taken of the students. The major differences concern:

- *The type and scope of services provided*

Legislation on higher education only rarely lays down requirements as to which and what range of services should be provided to the students. This means that the type and range of services even vary among institutions within one country – some universities offer a wide variety of services, others only the necessary minimum. The most frequent services include library and information services, accommodation, meals, counselling (particularly career-related), health care and sports.

- *The bodies providing and funding the services*

There are several alternatives depending on the sector under which the counselling centre falls and the physical location. Counselling is most often part of the education sector, but may also fall under labour affairs or health care. Services provided by universities are mostly funded from the university budget (often a fixed percentage). However, some services are provided for and financed by central government, regional or local institutions, associations, students' organisations or unions, but also by private bodies (commercial services for which the students must pay). Some centres may be subsidised from unemployment insurance schemes. Some centres (particularly those dealing with career issues) may be supported from the relevant university budget and perform additional commercial activities (e.g. job opportunity fairs – the participating companies are invoiced for their presentation or spots in the fair catalogue, or

publication of various handbooks for students etc.). The resources obtained become part of the centre's budget.

Counselling services for applicants, students and graduates are mostly provided on the university premises or nearby. Preference is given to central (university-wide) operations, but if the campus or some units are too large, centres are also set up in the relevant units and managed centrally. University counselling systems in some countries are formally defined and implement roughly the same tasks at all universities, in other countries they are very diverse and unstructured.

In most developed countries, among which the CR would like to rank in the future, counselling at universities is considered to be a matter of course, required by the students and graduates and duly supported and appreciated by the institution. For example, the head of a career centre in Great Britain has a position in the hierarchy equal to dean's (the level of pay, too). It is a highly valued management position – particularly for the knowledge of the labour market. He/she has a say as regards proposals for new study programmes in terms of graduate employment, since the main task of counselling services at universities at the beginning of the 21<sup>st</sup> century will still be optimisation of the process of preparing young people for life and work.

Below are examples of the organisation of counselling services at universities in seven countries. The descriptions do not have the same structure, since we drew on various sources of information. The principal source was the filled-in questionnaires which had been sent to national Euroguidance centres. Thirteen countries responded, but they could not all be included in view of the range of the study. Information contained in the questionnaires was complemented using available literature<sup>38</sup> and other sources.

Although most higher education systems complain about insufficient funding, this does not affect counselling services for students – it is perhaps even the reverse. The explanation is simple. Most countries have universities funded according to the number of students, and counselling services affect both the number of applicants and the number of students dropping out. Furthermore, they are becoming an active component of the educational, professional and personal development of the students. This has an impact on the teachers' role as well, since they are expected to have closer professional contacts with the students. Counselling services penetrate the educational process at universities in the form of various training courses facilitating entry to employment. It is interesting that when the Centre for Higher Education Studies was considering what services should be provided to university students and suggested a so-called "Czech" model, most foreign universities focused only on career counselling. The current trend is very similar to the Czech one.

## 6.1 Germany

At most German universities and colleges (*Fachhochschule*) study-related and psychological counselling services have been provided since the 1970s by central counselling centres (*Zentrale Studienberatung*). The federal government supports the

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<sup>38</sup> WATTS, A.G., ESBROECK, R. VAN. *New Skills for New Futures. Higher Education Guidance and Counselling Services in the European Union*. 1998.

establishment of the centres particularly with the aim of increasing the interest of secondary school students in engineering disciplines, reducing the number of drop-outs and shortening the time necessary to complete the studies. A formal monopoly in career counselling and job search is held by the Federal Labour Office (*Bundesanstalt für Arbeit*). However, various projects funded by the relevant institutions or local labour offices have resulted in career counselling centres being gradually set up at universities and colleges. Most institutions provide special services to disabled students. Some universities offer social assistance as a result of the work of student organisations.

## 6.2. Sweden

Counselling at Swedish universities began to develop in the 1960s – as academic counselling implemented by the staff of various departments. Nowadays all universities operate central or faculty-based study-related counselling centres which are funded and managed by the institution. Some institutions also have career counselling centres founded by the institutions themselves or by district labour offices. All universities have a health care facility which is part of student care.

## 6.3 Great Britain

Counselling services have a long tradition in Great Britain. Counselling for students achieved a formal structure and professional status some 20-30 years ago. All services designed for students fall within one organisation unit (Student Services) and are funded from the institutional budget. In order to standardise counselling provided by various institutions and enhance its quality the *United Kingdom Higher Education Quality Council* issued guidelines in 1995 ensuring comparable student counselling and assistance standards. The guidelines highlight the need for counselling to benefit the students, its confidentiality, impartiality, fairness and availability.<sup>39</sup>

Most universities have a Student Counselling Service providing psychological assistance and pedagogical-psychological counselling services. Teachers-tutors form part of the counselling scheme. First year students are assigned a tutor with whom they may address their study-related and personal problems. The tutor is usually a junior teacher whose main task is to help the students in overcoming difficulties which might result in their dropping out. Another tutor is then assigned to the student in higher years as a project, Bachelor or Master dissertation supervisor.

Career Services operate at all universities, although there is no such statutory requirement. The establishment of Career Services is generally believed to be the result of market forces affecting the higher education sector, since improved access to information about employment and educational opportunities may improve the overall economic and social situation. Moreover, the rules for allocation of financial resources to universities are based on quality evaluation. If shortcomings are discovered during such evaluation and they are not redressed within one year, the institution is faced with a

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<sup>39</sup> *Dvacet let reformy vysokého školství v Evropě po roce 1980* [online]. Dostupný z: <<http://www.eurydice.org/Documents/ref20/cs/FramSet.htm>>. (Twenty Years of Reforms of Higher Education in Europe after 1980).

financial penalty. Six aspects of the educational process are evaluated, including student support and guidance.

There is not much difference between Career Services, the only variations concern their internal structure, number of staff, commercial and publication activities, etc. Most Career Services are focused on career opportunities after graduation, continuing education and contacts with graduates. They do not play the same role as employment agencies. Still, they do have lists of vacancies, particularly from large companies which carry out organised recruitment every autumn. The Services also monitor and evaluate the situation of graduates in the labour market.

In 1993, the Confederation of British Industry raised a requirement for the introduction of courses concerned with preparation for employment into university teaching. Since then various instruction courses are available for the students aiming at:

- Acquainting the student with methods and procedures related to career choice (i.e. self-understanding, identification of career opportunities, evaluation of alternatives and deciding for one option);
- Promoting a critical and objective approach to skills and experience acquired and comparing them with skills and experience necessary for carrying out a particular job;
- Facilitating understanding of the labour market and the jobs on offer.

The content of courses is developed by Career Services staff, often in co-operation with other units of the university. They are non-mandatory and designed particularly for final year students. The courses available are listed in official study plans and their length ranges between 20 and 50 hours. Students are expected to take active part. By way of illustration there follows the content of a course provided by Leeds University:<sup>40</sup>

- 1<sup>st</sup> seminar: Introduction – teaching content, objectives and methods.  
 2<sup>nd</sup> seminar: Presentation competencies and skills.  
 3<sup>rd</sup> seminar: Presentation of various career service resources  
 Formal evaluation of development plan and career projects.  
 4<sup>th</sup> seminar: The importance of self-understanding and self-evaluation in the choice of a career.  
 Career choice theory and strategy.  
 5<sup>th</sup> seminar: Group presentation concerning career choice theory, introduction to group dynamics, an individual's role in a team.  
 6<sup>th</sup> seminar: Group discussion – a practical example of team dynamics.  
 Curriculum Vitae – content and style.  
 7<sup>th</sup> seminar: PC skills – compiling a CV.  
 8<sup>th</sup> seminar: Presentation of 3-4 potential employers, presentation of ways of searching for new staff .  
 9<sup>th</sup> seminar: Job interview techniques and structure  
 10<sup>th</sup> seminar: Development of a final team presentation

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<sup>40</sup> NEWTON, Ch. Profesní vzdělávání na Univerzitě v Leedsu. *Rozvoj profesního poradenství na českých univerzitách : sborník z mezinárodního workshopu projektu Tempus-Phare č. CME-02121-96*, s. 48-54. (Career Education at the University of Leeds. The Development of Career Counselling at Czech Universities : proceedings from an international workshop within Tempus-Phare project no. CME-02121-96).

11<sup>th</sup> seminar: Team presentation, critical evaluation of the course and new findings. Recommendations for modifying study content and methods.

In order to obtain 10 credits for the course the students' group presentation is assessed as well as their CV and a paper of 2000-4000 words on one of the following topics:

- A study of a specific occupation including its position in industry or trade;
- A study of a specific employer including a range of working positions available;
- An analysis of doctorate opportunities for a graduate of a particular study programme, including possible financial resources to pay for the studies, an analysis of the value of the degree in relation to career goals.

Courses of this kind are normally adjusted in terms of range and content to the nature of the faculty and the study programme. Some faculties deliver only three seminars, others provide a modified module to doctoral students. Such courses are enriched by, for example, experience from team work on a large research project, projects initiated and implemented in co-operation with industry, project management theory etc.

## 6.4 Spain

Career counselling at Spanish universities is provided by Centres for Career Guidance (C.O.I.E.) which were set up by the counterpart of our Ministry of Labour and Social Affairs using funds from a European Social Fund programme in around 1978 as a response to a high rate of unemployment. The centres have contributed to a more efficient placement of university graduates. They provide not only career counselling including job brokerage, but also information about grants and study-related counselling. The centres' operations are covered from university budgets. Many arts universities also provide pedagogical-psychological and psychological assistance.

## 6.5 Denmark

The provision of counselling services at Danish universities was implemented in 1981. However, the approaches of universities in this respect vary. Some counselling centres have long consultation hours, others provide only limited assistance. Financial resources for the provision of these services are allocated to universities according to the number of students and it is at the institution's discretion to decide on the amount set aside for this purpose.

The Ministry of Education supports two types of counselling services for prospective and current students. There are counselling centres at all universities which have a similar structure to those in the CR – i.e. services for applicants, current students (credit system, choice of subjects, examination requirements, studies abroad) and career services for graduates (securing work placements, agreeing Bachelor and Masters dissertation topics). Danish universities provide room for addressing the specific needs of their departments in relation to the potential employment of graduates from the study programmes delivered by them.



In larger towns there are currently five information centres marked as “ivu\*C” which provide, in co-operation with universities, information about study programmes, available study places, lifelong learning opportunities, financial issues (grants, scholarships) and special services for the disabled.

The Ministry of Health has set up psychological counselling centres at some universities. Career counselling is also provided by trade unions.

## 6.6 France

Information services set up by the Ministry of Education are provided at all French universities (*SCUIO – Service Commun*, or *SUIO – Service Universitaire d’Information et d’Orientation*). They concern study-related counselling for applicants, current students and career counselling for final year students. Many institutions also operate career services set up by students associations – *AFIJ (Association Pour Faciliter l’Insertion des Jeunes Diplômés)*. These services are primarily designed to assist new graduates in finding employment.

A tutorial system works at around one half of universities and the scope and focus of counselling services provided vary.

## 6.7 Italy

Counselling services at Italian universities have only been developing over the last ten years. The respective legal provisions are laid down by the Ministry of Higher Education, Science and Technological Research. Financial resources for the development of counselling activities are secured by the European Social Fund and the Ministry of Higher Education.

Counselling at institutions of higher education is generally divided into four stages:

- The first stage consists in preliminary registration of potential applicants (so-called *preiscrizione*) which takes place in December. The students registered for a particular institution can undertake an orientation course providing information about the content of study programmes, teaching methods and grants available. The courses help the students to assess their suitability for a particular discipline;
- The second stage begins upon enrolment – the decisive role of teachers, tutors and senior staff;
- The third stage consists in support related to the choice of specialisation or change of faculty, and the organisation of internships;
- The fourth stage concerns career counselling facilitating the graduates’ finding of employment opportunities at home and abroad.<sup>41</sup>

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<sup>41</sup> *Dvacet let reformem vysokého školství v Evropě po roce 1980* [online].

Dostupný z: <<http://www.eurydice.org/Documents/ref20/cs/FrameSet.htm>>. (Twenty Years of Reforms of Higher Education in Europe after 1980).

It is up to individual universities to decide on the specific arrangements – counselling services may also be provided by an external institution. Some universities also provide psychological counselling and a tutorial system is being introduced.

## **7. The Role of Counselling Activities in Quality Evaluation**

The evaluation of the quality of any activity is vital not because it may provide answers to the issues related to the pursuit of a specific objective, but because the process itself may support and motivate the persons involved to take part in implementing the overall strategic objectives of, for example, a university. We have already mentioned that Law. 111/1998 Coll. on Higher Education provides, inter alia, that the institutions concerned are obliged to provide applicants, students, graduates and other persons with information and counselling services related to their studies and employment.

Other legal provisions could, in theory, influence the provision of counselling to the students. By this we mean those concerning evaluation, as the Law on Higher Education provides, which must be carried out and the results published in an annual report. An important player in this area is the Accreditation Commission<sup>42</sup>.

Using the example of four models of evaluation of educational provision implemented in Denmark, the Netherlands, Great Britain and Spain we will attempt to show that, despite their conceptual differences, they have certain common features:

- ensuring the quality of the educational process at universities is understood as a continual process which in the course of one cycle (1-5 years) uses a certain model, methods and procedures. Changes which occur within one cycle may therefore be monitored from a long-term perspective;
- two levels of quality evaluation are recognised: internal (self-evaluation) and external evaluation of educational provision. Each level has its own cycle, model, methods and procedures while a self-evaluation report is usually the basic document for external evaluation;
- the objective of quality assurance at universities is not to sanction the shortcomings, but to identify early enough the shortcomings in order to redress them;
- the principal element of internal quality evaluation is evaluation at the study programme level – implementation of the aims and study plans of a particular subject,

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<sup>42</sup> The activities of the Accreditation Commission are governed by the relevant provisions of Law no. 111/1998 Coll. concerning Higher Education and amendments of and additions to other laws. The Accreditation Commission fosters the quality of higher education and assesses the standards of educational, scientific, research, development, artistic and other creative activities performed by the institutions. To this end the accredited activities of the institutions are evaluated and the results are published. Moreover, other issues presented by the Minister of Education, Youth and Sports are evaluated and positions on them prepared for the Ministry to take decisions. These concern particularly applications for accreditation of study programmes, authorisations to hold associate professorship and professorship appointment proceedings, issues of setting up, merging, dividing or closing down faculties of public universities, granting approval to a legal entity intending to set up a private university, issues concerning university type etc.

monitoring qualitative changes in provision – i.e. the quality is assessed in relation to aims declared and a particular programme syllabus;

- statistical data only serve as support indicators, the main emphasis is placed on the issues determined in line with the model employed;

- a successful level of output of evaluation of the educational provision is not a description of the educational process and a proclamation of excellent quality standards, but an analysis and critical assessment of the situation and the achievement of the educational process;

- at the end of the evaluation exercise a report about the quality of the educational provision is developed. Its major part is published with the aim of informing the general public, employers, applicants, parents etc.

Another common feature of the models, which is of particular importance in view of counselling, is the fact that the provision of services to students (study-related, pedagogical-psychological and career) is evaluated as part of all the four models.

The examples stated below are evidence of the importance which the higher education community assigns to student services. It is clear that the absence of such services affects the overall quality of universities. Quality evaluation is not an end in itself. Some models are such that if the weaknesses revealed are not eliminated within a certain time, normally one year, this has an impact on the volume of financial resources allocated. In other models this may mean a mere “loss of prestige”. However, such a loss in the competitive environment of the “open education market” where universities scramble for students is also a financial loss (provided that public resources are allocated according to the number of students).

## 7.1 Denmark

Evaluation of educational provision in Denmark is the responsibility of the Danish Evaluation Institute, EVA.<sup>43</sup> It is an independent institution established by the Danish Ministry of Education in 1999. EVA follows from the work of the former Centre for Quality Assurance and Evaluation of Higher Education. The Danish model of quality evaluation examines how counselling services are structured, what types of services are provided, who are the counsellors, what resources (financial, number of staff/year) were appropriated for counselling and whether courses in learning styles and techniques and in career choice are also delivered.

## 7.2. The Netherlands

Quality evaluation in Dutch higher education is performed by a group of experts (peer review) and is the responsibility of the Association of Universities (VSNU) and the Association of Institutions of Higher Professional Education (HBO-Raad).

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<sup>43</sup> EVA – Danmarks Evalueringsinstitut [online]. Dostupný z: <<http://www.eva.dk>>.

Evaluation of the provision of counselling services is one of key elements of the evaluation methodology. The services are assessed in terms of their organisation, focus (study-related, career), functions, the methods of tutoring and various aspects of the provision of information to applicants, current students and graduates. Evaluation reports are passed on to the Inspectorate which checks up on whether and how all key components were evaluated (including student services). On the basis of this report the Inspectorate pays a visit to the institutions where serious shortcomings have been found. The standards of counselling services are also examined during such visits.

### **7.3 Great Britain**

In the process of quality evaluation at British universities considerable attention is paid to counselling services. The services constitute one of six components evaluated as part of a process organised by the Quality Assurance Agency – QAA). The overall development strategy is evaluated as well as the provision of information about admission proceedings and enrolment, study support through tutors, the availability of psychological, pastoral and social assistance and career services. Moreover, an examination is made as to whether such services are in line with the objective and syllabus of a particular study programme and student profile, whether employment of graduates is monitored etc.

### **7.4 Spain**

External quality evaluation in Spain<sup>44</sup> is carried out in compliance with a national plan for institutional evaluation of universities. The body responsible is the Higher Education Council which closely co-operates with the Ministry of Education. In addition to study programmes and various other aspects of higher education, student-focused activities are evaluated. They include the provision of information to new students, dissemination of information about specialisations in the second stage of university studies, and services related to careers and transition to employment. Further evaluation of student services is conducted as part of an analysis of the transfer of students from secondary schools to universities. The study-related services (the supply of study programmes in particular) are evaluated as well as information sources and resources used.<sup>45</sup>

## **8. A Possible Use of Counselling Services in Student Financial Support Schemes**

Initially, student financial support had more the nature of individual sponsoring or mere charity. With increasing student numbers it was necessary to address the financial issue on

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<sup>44</sup> MARTINEZ, Eduardo. *La evaluacion de la education superior* [online]. Dostupný z:<<http://www.unesco.org.uy/st-policy/eval-em.htm>>.

<sup>45</sup> *Agencia per a la Qualitat del Sistema Universitari a Catalunya* [online]. Dostupný z:<<http://www.agenqua.org>>.

an ever larger scale. In the 1960s, in particular, when participation in tertiary education began to expand, it was necessary to find a systemic solution. The efforts of European countries to enlarge access to education and to build a welfare system were guided by the same principle – that of equal access to education. This concept developed from a different social situation in each country and took various forms at varying speeds. Certain common features can nevertheless be identified.

The costs of higher education primarily include the costs incurred by higher education institutions and maintenance costs of students during their studies. The third component is not considered – so-called opportunity costs – i.e. the lost wages during studies. Depending on the cultural pattern of each society the student may take part in the funding of the institutions (by means of tuition or registration fees), or, conversely, the society may take part in the funding of the student's maintenance costs (by means of scholarships, loans, child allowances, tax allowances and subsidised services). The finance may also flow in both directions. In the case of tuition or registration fees, assistance may take the form of not only grants or loans, but partial or full exemption from these payments. The eligibility for a grant is usually a criterion, since this entitlement tends to be clearly and precisely defined, as a rule, by national legislation.

In 2001, tuition fees understood as a (partial) coverage of education costs by the student existed in only seven EU countries: Belgium, Spain, Italy, the Netherlands, Portugal, Austria and the United Kingdom. Until the early 1990s tuition and other fees (registration or student organisation dues) were kept at a low, almost symbolic level. If they rose, this was always accompanied by a change in the level and, as a rule, also the system of financial support.

Despite the impression which, due to the media, predominates, financial assistance to students in European countries is not directly and closely linked to tuition fees. If the opposite is true, it is a matter of very recent developments (Table below). Grants constituted a traditional form of direct support. Loans were introduced more recently and are used (and predominate) particularly in the countries where education is free of charge and where children become independent of their parents early on. In 1997/98 some 30% of students in the EU had grants, while only 12% had loans. Moreover, various forms of student assistance provided by charities or other form of non-state support have survived to this day (most often provided by church organisations or various foundations).

The systems of financial support are historically determined and their components (instruments) are inter-related in a complex way. They are mostly national and defined by law (i.e. there is a little space for arbitrary decisions), and modified not by radical reforms, but by gradual changes and balancing the functions of their components in view of the economic situation and overall aims.

The possibility of using counselling services in financial support systems depends to a large extent on the nature of individual support mechanisms. As the differences between the systems are too large, at first the general options will be indicated and then examples of the workings of support schemes in selected countries will be presented. When selecting the examples given, the availability of the relevant information was taken into account. The diversity of the examples, however, provides a sufficient picture of the possible roles of counselling centres in this area.

In most countries *grants* are defined by law and allocated from the national budget through the department of government entrusted with the funding of education. The very administration of grants may be performed by a different department of public administration or by a specialised institution which may also provide counselling and information services concerned with this issue. In exceptional cases, grants are provided by the higher education institutions themselves: this is the case with the public sector in Portugal (grants for students of private and co-operative HE institutions are administered by the state) and in Finland, some grants in the UK (“access funds” allocated from the central budget to universities to address particular needs of individual students). The eligibility criteria are linked to age, type of study, the income or even property of the student or his/her family, and also study achievement (in some countries as early as 1980s, in others on a larger scale since 1990). The Netherlands is the only country where the support explicitly contains an amount to pay tuition fees, the rest is to cover maintenance costs. Grants are provided only for a limited period of time and there are rules for awarding them anew after the studies have been interrupted. General information about financial support available can be found in leaflets or other publications, and some information may be provided by counselling services at the relevant institution. Specific advice and information in this area is normally provided by the body administering the financial support scheme. Other university units and student organisations search for financial support more outside the system of state scholarships.

Loans are provided either on a commercial basis (a marginal situation and an entirely private transaction), or subsidised by the public sector. Again, they are encouraged by law. The legal provisions lay down criteria for the granting of the loan: the form of studies, age (usually higher than in the case of grants), income criteria (often more complex and variable than those applicable to grants in view of the long-term impact and, therefore, largely dependent on economic trends). A maximum level to be lent is derived from a calculation of the cost of living and tuition fees - if applicable. Most importantly, the level and scope of public sector intervention in the loans scheme must be determined – i.e. the state guarantees, organisational arrangements (banks or a special state fund) – and, accordingly, the repayment requirements (the rate of interest, the part covered by the state, the repayment period and criteria for determining the level of instalments).

Many countries operate various forms of *parallel grant and loan schemes*. Countries which provide assistance to a small number of those in the greatest need usually provide only grants. Countries providing support to a majority of students tend to concentrate more on loans. Three countries are remarkable in this respect: In Germany there is an obligatory ratio of loans to grants of 1 to 1. The United Kingdom based its reform of funding on transition from grants to loans (although assistance in paying tuition fees is provided primarily by means of allowances and exemptions). Finally, the Netherlands has a support scheme involving - in addition to the component already mentioned which is designed to help pay the tuition fees – a study achievement criterion so that a low level of achievement makes it possible to convert a grant into a loan, while a loan may, under certain conditions, become non-repayable and, as such, takes the form of a grant. An overview of assistance provided in the form of grants and/or loans and the weak link to the existence of tuition fees is illustrated in the following table.

Table 10

### Components of University Student Support in the Form of Grants and/or Loans, 1997/98<sup>46</sup>

ONLY GRANTS	MAINLY GRANTS WITH SEPARATE LOANS (FEWER THAN 1% OF STUDENTS)	GRANTS AND LOANS		ONLY LOANS
		SEPARATE SYSTEMS	COMBINED SYSTEM	
<u>B nl</u> , <u>EL</u> , <u>E</u> , <u>IRL</u> , <u>A</u> , <u>P</u>	<u>B fr</u> , <u>F</u> , <u>I</u>	<u>UK</u>	<u>DK</u> , <u>D</u> , <u>L</u> , <u>NL</u> , <u>FIN</u> , <u>S</u> , <u>LI</u> , <u>NO</u>	<u>IS</u>

*The underlined denotes countries with tuition fees*

**Portugal:** A law of 1997 which has not yet come into force stipulates that specific rules must be set for the provision of state support in the form of low interest loans. Only a few urgent loans were granted as part of "welfare services".

**United Kingdom:** A radical change since 1999. Grants to cover maintenance costs are replaced by loans.

**Iceland:** Grants are available exclusively for post-graduate studies.

**Austria:** Introduction of loans payable from future earnings is envisaged.

As regards other types of fee, a registration fee is normally not high (except in Belgium where registration fees are also considered to be tuition fees). Exemptions are at the discretion of the institution and are not very common (those exempt from the registration fee payment are most often grant-holders. Students are normally not exempt from student or social organisation dues.

Other forms of assistance which are not part of the university system include child and tax allowances.

Transportation services for the students are provided either by transport companies or the state. The relevant information is included in the introductory info package and there is not much room for counselling centres in this area.

Conversely, assistance concerning accommodation is provided in various ways: through accommodation services or in cash, by the state or institutions and according to various criteria. Accommodation allowances in cash may or may not be part of a scholarship, in some countries they are provided even to students who live with their parents (Denmark, Belgium, France, Austria, the UK etc.). The more centralised and clear-cut in terms of legislation and administration the system is, the less space there is for counselling institutions. The more the

<sup>46</sup> *Klíčová témata vzdělávání. Svazek I. Finanční pomoc vysokoškolským studentům v Evropě. Trendy a diskuse.* 2001. (Key Education Topics. Volume I. Financial Assistance to University Students in Europe. Trends and discussion).

Explanatory notes: A – Austria; B fr – Belgium, French part (Wallonia); B nl – Belgium, Dutch part (Flemish); D – Germany; DK – Denmark; E – Spain; EL – Greece; F – France; FIN – Finland; I – Italy; IRL – Ireland; IS – Island; L – Luxembourg; LI – Lichtenstein; NL – the Netherlands; NO – Norway; P – Portugal; S – Sweden; UK – the United Kingdom.

role of the institution in this respect increases, and a stronger voluntary component too, the more extensive the functions of counselling become.

## **8.1 Examples of Using Counselling Services in Student Financial Support Schemes Abroad**

### **8.1.1 Germany**

In Germany students do not pay tuition fees. All students pay a small amount for the use of social services provided by the school. If the institution or faculty has student self-government (*Studentenschaft*), a fee for its activities is paid as well as for those of a central student organisation (*Allegemeiner Studentenausschuss*) if there is one.

Financial support to university students is governed by a federal law on assistance in education (*Bundesausbildungsforderungsgesetz*) and by the relevant decrees which detail assistance in specific cases. After four semesters the student may obtain assistance on condition that he/she adheres to the study timetable. The eligibility for assistance and the level of financial support are tested against the income of the student, his/her parents or husband/wife. A maximum level of support is set annually for students who do not live with their parents. It is different in the old and new lands (former West and East Germany) and includes the cost of living and a contribution for health and pension insurance. The level of specific individual support is calculated according to income and study achievement criteria and is provided throughout the calendar year in the form of a grant (one half) and a repayable loan (the other half - an interest-free loan). If the student fails to meet his/her study duties within the time set, he/she only gets assistance in the form of an ordinary (interest-bearing) bank loan.

In addition to federal assistance, there are other sources either at the federal, “land” or even regional level. Talented students may get grants from various foundations supported either by the lands (you can’t use this word, I think regions is best, in English land is country, then regions, then counties, then districts..., or, most importantly, from the central budget. The largest foundation, active all over Germany is *Studienstiftung des deutschen Volkes*. It is not linked to any ideology. Most other foundations are affiliated to churches, political parties, trade unions or companies and their activities are usually limited to the relevant “land”.

General information about a statutory entitlement to a grant is provided by counselling services as is other information required before and after entering the university. Individual applications for assistance are assessed and administered by a university unit dealing with grants and loans. If special problems occur, an individual may visit a psycho-social counselling centre which co-operates with welfare bodies, or consult the student self-governing body and ask for information about other options.

### **8.1.2 The Netherlands**

The Netherlands has had tuition fees since long ago and their level has been gradually increasing. Tuition fees in ordinary diploma courses are stipulated by law, while fees for other types of studies are set by the institutions themselves at the statutory level and higher.



Financial assistance to university students is governed by a law on student funding of 1986 (WSF) with the objective of enhancing access to studies, promoting students' independence of their parents and developing a transparent system. Between 1987 and 1997 a total of 55 changes were made to the system resulting in an overall decrease in the level of assistance. Moreover, the length of assistance was shortened and it was focused on those most in need while the students who are better off contribute more to their studies.

This law stipulates that students up to 26 are entitled to basic assistance the level of which is not measured according to income. It depends on the type of study and on whether or not the student lives with his/her parents. The student may ask for additional assistance which is income-tested. Students who began studies before 1996 get achievement-linked grants: if they do not acquire at least half of the necessary credits, the grant in the respective year is converted into an interest-carrying loan. If the studies are completed within the nominal period plus 1 year, the loan may again be converted into a grant. If this is not the case, the student may still apply for a loan within two years. After 1996 a change was introduced: the student first gets a loan for the nominal length of studies. After obtaining at least one half of the credits prescribed, a part of the full loan for the first year is changed into a grant and the student gets a loan for another three years, which is converted into a grant upon completion of the studies within the relevant time-limit. After four years, the student is only entitled to a loan.

Assistance in the form of grants and loans is administered by a special body – Information and Steering Group (IBG). It maintains a register of debts and sets individual re-payment schedules. The role of counselling in the system is minute and consists in the provision of general information.

However, the counselling services' role in the system is elsewhere. As the assistance-achievement link strengthened as part of the efforts to ensure cost efficiency, each study failure became an expense. It was necessary to reduce the drop-out rate. This is why a programme called "Quality and 'Studiability'" was initiated in 1995 which commits institutions to setting a quality management plan with the aim of rendering the study programme structure, study organization and requirements more coherent so that the degrees may be completed within the set period of time. Educational institutions are obliged to inform each student about possible problems in his/her study progress in the first year and give him/her the opportunity of improving. The relationship between students and their institutions was re-organised in 1996 by re-defining the status of students. The institution is obliged to acquaint the student with all educational services available. The student must recognize in time whether a programme chosen is suitable and if not, he/she must be offered information about other programmes (this is particularly the case in the first year which is viewed as preparatory).

The same aim was pursued by the Higher Education and Research Plan of 1996 which aims at, *inter alia*, differentiation of study programmes in terms of their length and demands, and their multi-degree structure.

### **8.1.3 Italy**

Students pay three types of fee: a registration fee covering institutional administrative costs, tuition fees as a proportion of the costs of education, and a regional tax which is a contribution to the grants fund and it is allocated to the relevant institution. Since the regional tax falls short of meeting the needs of all eligible applicants for grants, a national fund was set

up in 1997 from which resources are allocated to regions. The level of tuition fees is set by the school and cannot exceed 20% of the amount that the institution gets from the state. Tuition and registration fees are determined according to family income and also property. The number of those exempt from tuition fees is therefore small. Exemptions are at the discretion of the institution which takes account of study achievement. Universities also provide grants for post-graduate studies.

Student assistance is set down by a law which stipulates that the state is responsible for policy, co-ordination of measures and interventions leading to the implementation of the right to education. Criteria for assessing study achievements and students' financial situation, procedures concerning the choice of services for talented students and for under-achievers, and the rules for gradual indexation of financial resources available are set out once every three years in a government ruling. Student assistance itself is administered by universities. Not only do they set up counselling centres and organise tutoring, they also control the workings of subsidised services (meals, accommodation, transportation) and allocate grants. A special organisational unit at each university, which is autonomous and self-managed, is charged with administering these activities.

An important role was apportioned to counselling in 1998 legislation. Efforts focused on saving and efficiency cannot disregard prolongation or dropping out of studies. Counselling services should promote the choice of study programmes in compliance with the students' aptitudes, the interests of the state and the capacity of universities. This process is supported by grants which should have a motivation effect. Nevertheless, all these issues are being affected by the autonomy of universities and extensive powers of regional bodies. Various associations and foundations, often affiliated to the church, also play a role in student assistance.

## 8.2 Summary

A brief overview of financial flows between universities and students reveals that the payment of tuition fees on the one hand and the allocation of grants or loans on the other hand go beyond the purview of institutions providing counselling services. They only provide general information and students with specific questions are referred to the relevant bodies. Counselling is more important if grants are paid directly by the university, or if other sources of support are available (sponsors, companies, regions...).

However, an indirect role of counselling services in efforts to rationalise university education is growing enormously (and further growth is anticipated). Such efforts are the result of strong pressures to use the large sums of public resources efficiently, and of the fact that there is an increasing proportion of the population in tertiary education and not all have appropriate talents. This role of counselling services was explicitly formulated in the Netherlands (see above) where study achievement is an integral part of the student assistance system. However, this function is performed by counselling in other countries as well, although it is not so explicitly formulated.

Counselling services at universities must therefore assist the students in selecting an appropriate programme, mastering various learning methods and habits and must warn the institution of difficulties which may only be solved by means of new teaching methods or different study arrangements. The objective is to decrease the drop-out rate (i.e. to lower the number of those leaving the institution without a diploma), to reduce changes of study

programmes resulting from a wrong assessment of talents and strengths, and, finally, to avoid as much as possible the prolongation of studies in excess of the official length – be it for study-related or personal reasons. The result will be cheaper university education both for society and for individuals.

## 9. Training of University Counsellors

The development of counselling services (career and study-related) at labour offices, basic and secondary schools and universities has prompted the need for university programmes designed to train professionals in the area of counselling, in the delivery of which practising counsellors should be involved.

Counselling in tertiary education in European countries consists of a diversity of roles and functions. This is perhaps why training and qualifications in counselling are also very diverse.

It is argued that, in line with the Memorandum on Lifelong Learning and the results of the consultation process in the Czech Republic, *a systemic solution to the training of counsellors and their continuing professional development* (including good language training, internships abroad and training of trainers) constitutes a prerequisite for ensuring the quality of counselling services provided at Czech universities.

### 9.1 Foreign Experience and Trends in Training of University Counsellors

The issue of training and qualifications is closely linked to the degree to which the particular profession is institutionalised. This degree varies from country to country. A stable and unquestionable role in this respect is played by psychiatrists working in centres providing psychological counselling to students. So-called “front-line” counsellors are at the opposite pole – teachers, clerks and students working mostly part-time. Counsellors providing study-related advice are in a similar situation as their role is the closest to teaching. Foreign experience shows that, in terms of qualification requirements, counselling in tertiary education is the most neglected as compared to other counselling fields – a most paradoxical phenomenon. The trends towards “professionalisation” are apparent in many countries particularly as concerns career counsellors and psycho-therapists. The issue of a relationship between various counselling roles and the profession of psychologist is also often raised. There is the question of whether counselling qualifications should fall under psychology – this would also resolve the issue of mandatory training of counsellors in tertiary education and the professional status of a counsellor. Countries differ in their approach depending on their traditions. For example, French-speaking countries, where psychology has a strong position, support these trends more than English-speaking and Scandinavian countries. Moreover, the country’s size and the standards of counselling play a role. Bigger countries or those with better developed counselling services have at their disposal a potential facilitating the development of specialised professional institutions. Other countries may pursue the same on a broader, more general platform, or as part of the activities of European or international institutions. This is more difficult since they must further their interests in a diverse community bringing together representatives of various countries.

FEDORA is a European association of counsellors working in tertiary education and other individuals active in this area. There is not a national organisation of this kind in any EU country. Ireland and Great Britain have national professional associations covering certain parts of counselling at universities (Ireland – Association of Graduate Career Services – AGSCI, Irish Association for University and college Counsellors – IAUCC; Great Britain – Association of Graduate Careers Advisory Services – AGCAS). There are two associations in each country, one for career counsellors and one for counsellors in study-related matters. Other countries do not have associations exclusively for university counsellors. There may be inter-disciplinary associations covering counselling as such, or counsellors may be associated as part of other professional groupings.

Three aspects of the training and qualification structure of counsellors in tertiary education may be recognised:

- Initial qualification required to perform the profession of a counsellor;
- Training required for practising the profession;
- Opportunities for continuing professional development.

A university degree is mostly required as *the initial qualification* – some posts may in exceptional cases be filled by senior teachers. A specific degree may be needed for certain positions, primarily in psychology and pedagogy. Psychiatrists must have a degree from a medical faculty. Counsellors are sometimes required to have a degree from the faculty where they work.

*Education required for practising the profession* may include the appropriate post-graduate qualification. Accreditation may be conditional upon a number of training hours in a different field or a placement. In countries such as Ireland, the Netherlands or Great Britain professional organisations of counsellors maintain registers of accredited counsellors. In the UK, standards of competencies have been developed which form a basis for the qualification requirements of the counselling profession. In Denmark there is a four-day course for new counsellors, which is not obligatory throughout the country. In general, most countries do not have post-graduate degrees in counselling at the level of tertiary education. Counsellors mostly do wide-ranging degrees or programmes and apply the knowledge acquired to their working environment.

*Continuing professional development* is usually voluntary and depends on the degree of motivation and the willingness of the employer to give leave or to provide financial support. Continuing education opportunities include short specialist courses in specific skills, participation in seminars and conferences, meetings with professional colleagues, consultations, study visits and longer courses or study programmes culminating in the award of a certificate, Masters degree or PhD. Short courses are usually provided by universities, professional associations, non-profit and private organisations. Systematic training for a designated number of days is provided for certain counselling jobs in Austria, Finland and Germany. In Austria such training is mandatory over the initial years. An important role in the provision and organisation of continuing vocational education for university counsellors is played by national professional associations. In Ireland, it is the Association of Graduate Career Services (AGSCI) and the Irish Association for University and College Counsellors (IAUCC). A similar task is performed by the Romanian Association of Counsellors in Higher Education which co-operates with the National Association of Educational and Career Counselling.

The *typology of counselling jobs in tertiary education* is derived from a study entitled “New Skills for Vocational Guidance in Higher Education” by A.G. Watts and Raoul Van Esbroeck undertaken under the aegis of FEDOR and with the assistance of the Leonardo da Vinci programme:

- 1) “*First-in-line*” counsellors represent a group with the lowest professional status. Many of them perform this work because of their personal qualities for working with people. Their training consists of short courses delivered by their qualified colleagues.
- 2) *Director of educational and vocational guidance services* – many of these managers originally worked as counsellors, their training is therefore identical or similar to that of their subordinates. In France and Italy there are trends towards the acquisition of higher academic degrees associated with efforts to find a job in the academic environment. In Irish universities the importance of strategic management is emphasised and therefore degrees in human resources management or an MBA are prioritised.
- 3) *Director of psychological counselling services* – there is also a trend towards prioritisation of higher academic degrees in the field and team-leading experience.
- 4) *Study advisers/counsellors* usually do not have a specific qualification in the field, probably because this job is close to teaching and, therefore, a teaching qualification is commonly required. In some countries a degree in psychology is required (the French-speaking part of Belgium, Italy), and in psychology or pedagogy (Flanders). In Finland, counsellors in study matters and career counsellors in polytechnics must have a Master’s degree and a teaching qualification. Most countries do not offer a formal education in this field – there are, as a rule, training courses lasting several days. When appointing counsellors, some faculties prefer candidates who have a degree offered by the particular faculty. This is the case of Finland, Sweden, the Flemish part of Belgium and the Netherlands. The reason is that the counsellor knows well all the necessary information. In Germany, although not in all regions, counsellors in study matters undertake a two-year part-time course. There are increasing trends for tutors and administrative staff in Great Britain to acquire further qualifications within the system of adult education.
- 5) *Career counsellors* are getting an increasingly higher professional status, although the situation differs country by country. In France *conseiller d’orientation psychologue* must have a university degree in psychology coupled with two years of specialised training including practical experience. Career counsellors in Austria, Sweden and Great Britain must have a degree in a related field, e.g. human resources management. In other countries, such as Greece, Italy, the Netherlands and Spain post-graduate courses in career counselling are available. In Great Britain it is possible to obtain a certificate, a diploma (4<sup>th</sup> level of national qualifications) and a Master’s degree (5<sup>th</sup> – the highest level) in career counselling at universities. These qualifications are still discretionary for this job. In Germany, career counsellors who work with university students within the system of employment services must undertake a nine-month training course. Counsellors working at German universities may only envy their colleagues this qualification since it is the only one available.
- 6) *Psychological counsellors* (psychologists) must meet tougher qualification requirements (a five-year degree in psychology). Many also have additional degrees in related fields. In Austria psychological counsellors normally undertake a six-week course in psycho-therapy organised by an accredited professional association and annual inspections lasting 30 – 40 hours. Other countries have study programmes in counselling and psycho-therapy which take account of the specificities of the academic environment. In Great Britain structures for

accreditation and registration of qualifications of psychological counsellors are being developed. One of the criteria is balance between theory and practice in such courses and programmes. These trends fall within wider efforts of the European Association for Counselling – EAC) and the European Association of Psychotherapy – EAP) aimed at developing a European accreditation system.

- 7) *Social workers* normally have a university degree in social work lasting 3 years and more.
- 8) *Counsellors for students with disabilities* normally have a degree in pedagogy or a related field. In Germany the counsellors who work within the system of employment services undertake a nine-month specialised training followed by additional training in the workplace. Again, counsellors at Germany universities can undertake only a 2-to-3-day course. In France a course focused on the disabled is provided within a post-graduate degree in ergonomics. A new modular post-graduate programme specialising in the issues of the disabled is provided in Great Britain.
- 9) There is no special qualification for *international students advisers*. International experience and language competencies are viewed as a valuable input. There are short courses organised by national and international institutions, such as the European Association for International Education – EAIE and the Association of International Educators, formerly the National Association for Foreign Student Advisers – NASFA.
- 10) *Placement officer* in the employment services can undertake formal courses of 6 to 9 month (e.g. in Austria and Germany). There are hardly any or no courses of this kind in other countries.

Some countries pursue the development of *quality standards in counselling provided in tertiary education*. The most progress has been made in this respect in Denmark and in Great Britain. Quality indicators in Denmark include focus on the client, accessibility, transparency and inter-relation of services, staff qualifications, validity, accuracy and clarity of career information, co-operation with other counselling and related services for the needs of the client and follow-up work with the client. The need for such quality standards is highlighted in other countries as well. The efforts are also linked to the need for regular evaluation of counselling services. The studies already carried out, for example, in Denmark show that a well trained counsellor is the most important “component” of the entire system – he/she guarantees the quality and forms a basis of a good system.

The study mentioned earlier<sup>47</sup> also aimed to explore the possibilities of the development of a European Master’s degree in university counselling. The reasons for promoting this initiative include the fact that such a programme would redress the insufficient supply of training programmes in the countries which lack the capacity to secure appropriate training for “their” counsellors. The programme could consist of a number of modules so as to meet the broad range of student needs. The modular structure would also reflect a comparison between educational and labour market systems in various countries. The trans-national dimension of the programme would also better respect the diversity of the current university population. Links to national accreditation structures are also envisaged.

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<sup>47</sup> WATTS, A.G., ESBROECK, R.VAN. *New Skills for New Futures. Higher Education Guidance and Counselling Services in the European Union*. 1998.

## 9.2 The Training of University Counsellors in the Czech Republic

The counselling jobs described in terms of the qualification level also occur, with few variations, in Czech counselling centres.

As in other European countries, the position of psychologists, their qualification and required level of education cannot be questioned. A Master's degree in psychology (single or double subject) is required. Almost as a rule, the jobs of psychological counsellors are filled by graduates of the same university psychology department. The same applies to psychiatrists providing services to university students. Their education and qualification is clearly defined. However, as regards a specialised degree in university counselling, the *initial as well as continuing education of counsellors in universities* is virtually non-existent.

Czech universities offer a range of continuing training programmes for teachers and some of them (see below) can partially make up for the missing educational opportunities.<sup>48</sup> Ostrava University was the only one in the country which offered in 2001/2002 an accredited Bachelor and Master programme for future counsellors:

- Social work with focus on counselling (a study programme); social policy and social work (specialisation); philosophical faculty; full-time, combined study, Master's (programme type).
  - Career counselling and re-training (a study programme); social policy and social work (specialisation); philosophical faculty; full-time study; Bachelor's (programme type).
- This year it is no longer on offer.<sup>49</sup>

*Ostrava University in Ostrava:*

- Counselling as part of social work (a study programme); social policy and social work (specialisation); philosophical faculty; Bachelor's (programme type).
- Educational counselling for basic and secondary schools; 3 semesters, price not stated.

*Charles University in Prague:*

- Prevention of bad habits and addictions; 4 semesters, CZK 17.900,-
- Educational counselling; 2 years, CZK 4.200,- per academic year; specialisation<<.
- Psychology for educational counsellors at basic and special schools; 4 semesters, CZK 10.500,-

*Masaryk University in Brno:*

- Educational counselling specialisation; 2 years, combined study – 50 teaching periods per semester, price not stated.
- Social pedagogy and counselling (a study programme); pedagogy (specialization); Philosophical faculty; full-time, combined, distance, Bachelor's (programme type).

*Palacký University in Olomouc:*

- Pedagogical counselling and educational management (a study programme); pedagogy (specialization); Pedagogical faculty; combined study; Bachelor's;
- Educational counselling; 2 semesters, specialisation.

<sup>48</sup> *Continuing Education Centre* [online]. Dostupný z: <<http://www.rdv.vslib.cz/>>.

<sup>49</sup> *Seznam akreditovaných studijních programů zaregistrovaných ve statutech veřejných vysokých škol* [online]. Dostupný z: <[http://www.msmt.cz/cp1250/web/30/Progr\\_seznam\\_S\\_W1.doc](http://www.msmt.cz/cp1250/web/30/Progr_seznam_S_W1.doc)>. (A list of accredited study programmes registered in the statutes of public universities).

*West Bohemian University in Plzeň:*

- Communication with individuals with adjustment difficulties; 2 five-hour blocks, CZK 350,-
- Educational counselling – specialisation, 4 semesters, CZK 5.000,-
- Aggressiveness and bullying; 5 teaching periods, CZK 200,-

*Technical University in Liberec:*

- A two-year course for educational counsellors, CZK 8.000,-; combined study with predominating distance learning elements.

In Norway, social-pedagogical counselling and career counselling may be studied and its scope is similar to courses in educational counselling in our country. Each of the programmes consists of several modules which may serve as an example in planning similarly structured courses in the CR:

- social-pedagogical counselling: legislation and ethics; social-pedagogical work, communication and co-operation; methods of counselling, career counselling; related education – planning, co-operation, follow-up and additional measures;
- career counselling: legislation and ethics; methods of counselling; career counselling; labour market issues; counselling instruments and methods.

In the CR, the Institute for Pedagogical-Psychological Counselling, which operates under the Ministry of Education, offers innovative courses for educational counsellors at basic and secondary schools.

The Ministry of Labour and Social Affairs of the CR organises various continuing training courses for career counsellors in Information and Counselling Centres at labour offices. The courses are recognised only internally within the Ministry's administrative area. In terms of content, they are also advisable for career counsellors at universities.

Universities do not provide such short courses, let alone ordinary study programmes. A professional association, which normally facilitates the training of its members, has not yet been set up. If there is no demand, there is no sense in private providers developing and delivering programmes of this kind.

Although at first sight the situation may seem hopeless, there are *other learning opportunities* which even promote international co-operation and the exchange of professional experience. These are particularly *European educational programmes* Leonardo da Vinci and Arion. Leonardo projects of exchanges focus on career counsellors as one of their target groups (e.g. the Academia project – European exchanges of career counsellors<sup>50</sup>). Another way of enhancing the competence of counsellors is participation in *specialist seminars and conferences* both at home and abroad. It is up to each university and individual counsellors whether this opportunity is made use of. Although the community of university counsellors *declares its interest in training*, the experience to date as regards participation in various domestic or European professional events does not support this

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<sup>50</sup> *Národní informační středisko pro poradenství* [online]. Dostupný z: <<http://www.nvf.cz/euroguidance/>>. (The National Resource Centre for Vocational Guidance).



One way out of the current situation and a prospect for further development is *co-ordinated methodological and technical assistance* which would introduce the sense of belonging within the community of university counsellors and provide a clear direction and policy.

## 10. Conclusion

The need for the provision of counselling services is growing in all fields of human activity. The world has become so complex that the use of specialists-counsellors has become a matter of course. This also holds true for the provision of information and counselling services concerning education and career. Their theoretical base, methods and mechanisms, including new means and technologies of communication, have gradually expanded.

In line with the terms of reference, this study is focused on the provision of counselling services in the system of tertiary education which, according to the White Paper<sup>51</sup> “..... *includes traditional university courses, shorter university courses, courses provided by higher professional schools and other post-secondary courses recognised by the state....*”. Most of the study, however, is concerned with counselling at universities, since higher professional schools are governed by different legal regulations. Moreover, it would be most inappropriate to require schools with fewer than a thousand students to build counselling centres. Still, the entire body of knowledge about university counselling may well be applied to higher professional schools as well, provided that the appropriate finance, expertise and facilities are available.

The changes which have taken place in counselling at Czech universities over the last ten years may be viewed as positive. Further development in this area is determined most importantly by Section 21, d) of Law no. 111/98 Coll. on Higher Education Institutions which lays down the obligation for Czech universities to “.... *provide information and counselling services related to studies and employment opportunities for graduates to applicants, students and other individuals*. However, the law does not specify either the scope or the form of such services. The decisions as to which type of services should be provided and the necessary organisational, material and personnel arrangements are at the discretion of individual universities.

Another positive factor is the growing number of counselling centres. Although their formation lacked co-ordination and central support, the number increased from 8 small units in 1990 to the current 48 centres. Some form of counselling is provided by 20 public universities (out of 24 – 4 specialise in fine arts and, in view of their specificity and teaching methods, do not plan to provide counselling services) and by two state universities (out of 4).

In our view the Centre for Higher Education Studies and the universities of the Ministry of Education, Youth and Sports have largely contributed to this situation. Since 1992 eight seminars on counselling at universities have been organised. This topic was also included several times in the areas dealt with by the Fund for the Development of Universities. Various national and international projects promoting the development of counselling at universities have been implemented.

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<sup>51</sup> *Národní program rozvoje vzdělávání v České republice – 4. verze* [online]. Dostupný z: <<http://msmt.cz/cp1250/info/sql/web/informace.asp?kods='12'>>. (National Programme for the Development of Education in the Czech Republic – 4<sup>th</sup> version).

However, these are still single initiatives and one-off events and a clear national policy is lacking. It is as if beads were thrown on the ground with the expectation that they will form a pearl necklace. Over the years, counselling centres have agreed several times on establishing an association of university counselling centres or university counsellors. This has not come to pass and the question is whether the current situation is more beneficial for the centres or not. However, if the Centre for Higher Education Studies slackens its efforts, the non-existence of co-ordination will be felt by all counselling centres.

The need for a cohesive system of university counselling will perhaps occur only after all centres manage to fix their position within the university structure as its integral and indispensable component, and after they are provided with adequate support by the university or faculty management. It has been clear for some time that continuity and further development in line with the needs of all relevant parties are ensured in centres which get this support. Only then can a system develop from the set of heterogeneous fragments which may then be able to address issues which no one single counselling centre can address. Co-ordination, information flows and exchange of experience is the key aspect of the further development of university counselling.

## 10.1 Recommendations

### 1) To use the obligation of universities to present and update long term plans for the benefit of counselling

The inclusion of chapter 3 – *University Education and the Labour Market* – into the structure of long-term plans of universities has had a positive effect on most universities. It is recommended that the chapter should follow this structure:

- *monitoring of the situation in the labour market (regional, national, international);*
- *analysis of demand for and employment of graduates;*
- *career counselling at the university;*
- *preferred programmes in terms of graduate employment.*

If we were to set out in the same direction as other countries, this chapter should be called “Student Care”. Apart from addressing the issues stated above, the following topics should be treated in its subchapters:

- *the provision of information on study opportunities for applicants (marketing and recruitment) and study-related counselling for current students with a stress on prevention of study failure and dropping out;*
- *pedagogical-psychological assistance and prevention of socio-pathological disorders and drug addictions;*
- *other support services (libraries, silent study areas, sports facilities, dormitories, refectories etc.).*

In some countries the services above are complemented by looking after students’ children or administration of parking lots designated for students.

Unfortunately, some technical faculties insufficiently promote pedagogical-psychological and psychological assistance, the result being a higher rate of dropping out.

Experts with university degrees should be involved in the provision of such assistance. The presentation of this issue and the response of the Ministry of Education, Youth and Sports to long-term plans presented by universities will play an important part in this respect.

## **2) To lay the foundations for a university counselling policy, for example by issuing a draft “Methodological Guideline” concerning the provision of counselling services at universities.**

There is no coherent policy for the further development of counselling at universities. The Methodological Guideline should include:

- the development of a system of continuous monitoring and evaluation of the state and development of the counselling system including evaluation of the quality of the services;
- Co-ordination of the process of designing support methodology, e.g. methodological handbooks, instructions, information media, but also organization of conferences, seminars and training courses;
- securing material and technical assistance – e.g. co-operation with grant agencies, promotion of counselling at universities and student assistance as one of the priority issues (e.g. the Universities Development Fund (UDF), internal grant agencies at universities etc.);
- establishing conditions for the development of co-operation between counselling services in the Ministry of Education, Youth and Sports’ administrative area and outside it (in relation to the contract on co-operation between Ministry of Labour and Social Affairs and Ministry of Education, Youth and Sports) – particularly labour offices’ information and career counselling centres, the Employment Services Administration of the Ministry of Labour and Social Affairs and social partners (e.g. in identification of common features of the training of counsellors and their career development.<sup>52</sup>

## **3) To recommend to the Accreditation Commission and the Ministry of Education, Youth and Sports to follow the range and quality of study-related, career and psychological counselling at Czech universities**

Law no. 111/1998 Coll. lays down the obligation for universities to evaluate their activities. Unfortunately, neither internal evaluation guidelines nor evaluation reports were available to be addressed by this study. However, many counselling centres complain that their services are not included among activities to be evaluated, nor are they appropriately followed by the Accreditation Commission. The reason is that if a university enrolling several thousand students were to explain to the Commission why it operates just one small centre employing one part-time psychologist, it would not pass muster and would have to take appropriate remedial measures.

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<sup>52</sup> Koncepce vzdělávání a rozvoje vzdělávací soustavy v České republice: V.3 – vztah školství a trhu práce. Materiál určený k diskusi prezentovaný Českou vládou v květnu 1999 [online]. Dostupný z: <<http://www.vlada.cz/1250/vlada/dokumenty/koncmsmt.il2.htm>>. (A Policy for Education and the Development of the Education System in the Czech Republic: Chapter V.3. The education-labour market relationship. Material for discussion presented by Czech Cabinet in May 1999).

#### **4) To promote the development of systematic counselling for university students through funding**

The projects (17) which were granted financial assistance from the UDF in 1993 and have been active since then prove that the investment in the work of counselling centres resulted in their being able to operate on a long-term basis. The possibility of promoting counselling development projects on a regular basis, e.g. every second year, seems ideal.

Resources for the running of a centre are of key importance in terms of continuity and quality. The main source of funding is the university budget. However, the centre may, over time, develop activities which may support various other initiatives or pay for modern multi-media technology or other facilities. Funds may be obtained:

- from employers in return for certain services – e.g. arranging and printing advertisements, letters to students etc.;
- from students for certain services. These are usually negligible amounts (e.g. for a preparatory course for entry examinations, the use of software, testing etc.);
- in relation to projects (e.g. from the Ministry of Education, Youth and Sports, the UDF, EU programmes etc.);
- in the form of sponsoring.

#### **5) To develop descriptions of working positions in the area of counselling for university students.**

Work in university counselling centres requires specialists with various qualifications. The professions are still only shaping up and no qualification requirements have yet been set. The following positions are concerned: counselling centre manager, counsellor for study-related matters, career counsellor, psychological counsellor, tutor, counsellor for disabled students, counsellor for foreign students etc. The positions and the corresponding professional requirements should be described in order to ensure their professional status and to provide for the coherence of the emerging system of university counselling.

#### **6) To develop a system of training for specialist counsellors at various levels: initial education, specialisation, Bachelor's, Master's.**

The development of counselling is conditional upon the existence of a system of training and professional growth of counsellors. This does not only concern the formal system of complementary training, but also a balanced supply of various forms and types of continuing training ranging from single courses to comprehensive study programmes (Bachelor, Master, Doctoral) which could be provided by various institutions.

Universities are faced with the task of developing study programmes in counselling, since they employ a number of qualified experts capable of imparting their theoretical knowledge as well as practical experience. There is interest on the part of counsellors, but what is missing is the organiser. An important step towards the development and consolidation of a training system for counsellors would be establishing a professional association of counsellors, since such a body usually promotes or even organises the continuing professional education of its members.

The existing supply of training programmes should be used as part of the continuing training of counsellors. For example, the Ministry of Labour and Social Affairs operates a system of continuing training for career counsellors at labour offices which could also be made use of by counsellors working at universities. The situation is slightly better as regards the training of specialists in pedagogical-psychological counselling. They may undertake courses provided by the Institute of Pedagogical-Psychological Counselling. Moreover, in 1998-2000 the Centre for Higher Education Studies developed a distance course "Management of Universities" as part of the Multi-Country Programme for Distance Education. One of the 11 modules of this course is entitled *Counselling at Universities* and it is meant to be an obligatory part of a training programme for university managers and constitutes the first general description of counselling services for university students.

## **7) Promotion of counselling services for students**

A poll carried out among students (see chapter 5.4) shows that the operations of counselling centres are insufficiently promoted. A simple step sometimes suffices to improve the situation, e.g. posting information (a notice-board, poster) about the centre in all the university buildings, marking the facilities clearly and put up appropriate direction signs. Web sites are also an important means of promotion. Reference to a counselling centre should be on the home page.

## **8) Further work on the subject of counselling care**

This study does not cover all issues related to counselling services for students. Various issues would deserve to be elaborated further. They include, for example, counselling psychology, the status and importance of alumni clubs, sources of information for various types of counselling, detailed elaboration of working methods and approaches to students (particularly new entrants in order to facilitate their adaptation and promote their motivation), an analysis of methods and procedures for evaluation of the quality of counselling services for students etc.

## Annex 1

### **Activities of Information and Counselling Centres at Labour Offices (ICCs)**

#### **ICCs provide up-to-date information concerning:**

- The network of secondary schools and universities, study programmes and training courses in the region and in the CR;
- Admission requirements and procedures;
- Requirements for various occupations;
- Employment opportunities for graduates from various programmes and courses;
- The situation in the regional and national labour market;
- Re-training opportunities.

#### **ICCs provide services to:**

- Basic and special school pupils;
- Students and graduates;
- Parents;
- Educational facilities;
- Other parties interested.

#### **ICCs facilitate:**

- **Searching out**, using a computer programme, **a study programme or training course** in the CR, as well as information about follow-up, higher professional (post-secondary) and university studies.

#### **ICCs offer:**

- **Short informative video-films** documenting basic working activities within various professions, including demonstrations of a specific work environment.

#### **ICCs provide:**

- **Descriptions of various professions** containing an enumeration of working activities, tools of work used and descriptions of the work environment.

#### **ICCs have at their disposal:**

- **A computer programme for self-service testing** of career interests in relation to a profession and the relevant education.

#### **ICCs provide:**

- **Individual and group counselling services for basic and special school pupils, school leavers and the general public** (in relation to career choice and employment opportunities).

#### **ICCs organise talks:**

- About **the first career choice** for basic school pupils;
- About **entering employment**, the labour market, the activities of labour offices and further educational opportunities for future secondary school **graduates**.

**ICCs organise:**

- **In co-operation with schools “a school exchange”** held in the autumn months. The purpose is to obtain as much information as possible from representatives of secondary technical and vocational schools and other educational institutions in the region.

**As part of labour offices ICCs:**

- Co-operate with all labour office departments, particularly those dealing with re-training and labour market analyses, and provide all available information about these issues:
  - information about re-training;
  - up-to-date lists of available vacancies.

**What else can you find in ICCs?**

- A national overview of occupations, occupation cards, information leaflets about various occupations, leaflets about various schools.

**All services provided by labour offices are free of charge.**

**Contact**

Information and Counselling Centres for Career Choice are at all labour offices.

*Individual consultations must be booked in advance (also via telephone).*

## Annex 2

### **Integrated System of Standard Job Positions (ISTP)**

<http://www.istp.cz>

The ISTP provides a means of assessing the general suitability of an individual to perform a particular job. This exercise is based on comparing the job requirements with the applicant's potential using a much broader range of criteria than mere qualification and work experience. A more detailed description of the terms "suitability" and "standard job position" can be found in the terminology of the project.

The features of a job and the requirements from its performer are expressed using a Uniform Set of Criteria (USC). This includes individual criteria to define the requirements and other aspects related to the performer, performance and levels that may be achieved. By means of the USC the potential of an individual may be described and his/her profile shaped. The attribute "uniform" therefore means that the same set of criteria is used to describe both the work and individual's potential requirements. In addition to "hard" data that may be formally documented, the USC also covers preferences, interests and other "soft" data.

For the system to be useful in job brokering, the same set of criteria must be used to describe vacancies. Work on this laborious task is made much easier by means of a Standard Job Positions Card Index where this data is already filled in for a high number of standard job positions. The employer or job broker only selects a position and fills in his/her specific requirements. The card index will be used in career counselling, since, in addition to the possibility of matching individual profiles with vacancies available, it makes it possible to match the profile with standard job positions. In addition to establishing the degree of the applicant's suitability, the system will be able to answer questions such as "How is this job paid?", "Are there any such vacancies in the labour market", or "Where can I get the missing qualification".

Methods for an *analysis of individual potential* (AIP) are being developed. The aim is to obtain a maximum of information about the particular person. The provision of the information is voluntary and based on "the more you say about yourself, the more services the system can provide".

#### The Analysis of Individual Potential

Information about individuals is obtained by means of an AIP questionnaire and complementary tests. An electronic questionnaire is preferred, although the "hard copy" format may also be used (the data must then be entered into computer). The AIP questionnaire is focused on qualification, personal and health data. One section deals with the respondent's preferences (aspirations and ideas about a future job).

The design of the questionnaire makes it possible to begin with issues in which the respondent is most interested or on which he/she places the greatest emphasis. The filling in may be ended any time. Complementary tests ascertain the interests and talents of the individual which may be of benefit in his/her future job. All information about the respondent will be saved into his/her personal profile.



The respondent need not fill in the AIP questionnaire and may choose not to fill in some information – even in this case the system will provide a number of suitable standard job positions in the labour market. However, the more the information entered in the questionnaire, the better the output provided by the system.

The aspects facilitating the AIP in relation to qualification requirements:

- The general system of entering qualification data by the client;
- Entering data on initial education;
- Entering data on continuing vocational education;
- Entering data on skills acquired by experience;
- Other skills;
- Technical solution.

The aspects facilitating the AIP in relation to personal requirements:

- Methods of analysing individual potential;
- Methods and instruments used by various diagnostic centres;
- Tests focused on aptitudes and interests;
- Direct meeting of the criteria;
- Openness of the system;
- The structure of a interest-focused test
  - assessment of the interest-focused test,
  - description of areas of interest,
- The structure of an aptitude-focused test.

The aspects facilitating the AIP in relation to health requirements:

- Entering data about state of health;
- A health-related AIP questionnaire.

**Annex 3****A List of University Counselling Centres**

As at 17.10.2001

1)

<b>Charles University in Prague INFORMATION-COUNSELLING CENTRE OF CHARLES UNIVERSITY</b>	
Contact person:	PhDr. Hana Urychová
Focus:	Information about study programmes, forms of studies, student social welfare, admission proceedings, Charles University; counselling concerning study orientation, social-legal issues, career and psychological counselling also for the disabled.
Address:	Celetná 13, 110 00 Praha 1
Tel., fax:	224 491 850, 224 491 895
E-mail:	<a href="mailto:ipc@ruk.cuni.cz">ipc@ruk.cuni.cz</a>
Internet:	<a href="http://www.cuni.cz/cuni/ruk/ipc">http://www.cuni.cz/cuni/ruk/ipc</a>

2)

<b>Charles University in Prague, Philosophical Faculty PSYCHOLOGICAL COUNSELLING CENTRE FOR UNIVERSITY STUDENTS</b>	
Contact person:	PhDr. Vendula Junková
Focus:	Focus on clinical psychology; psycho-diagnostics and psychotherapy – study-related, personal, interpersonal problems, motivation, work habits, psycho-social training.
Address:	Celetná 20, 116 42 Praha 1
Tel., fax:	2244 91 484
E-mail:	<a href="mailto:Vendula.Junkova@ff.cuni.cz">Vendula.Junkova@ff.cuni.cz</a>

3)

<b>Charles University in Prague, Pedagogical Faculty ACADEMIC PSYCHOLOGICAL COUNSELLING CENTRE AT DEPARTMENT OF PEDAGOGY AND SCHOOL PSYCHOLOGY</b>	
Contact person:	Doc. PhDr. Dobromila Trpišovská, CSc.
Focus:	Psychological and career counselling
Address:	Myslíkova 7, 110 00 Praha 1
Tel.:	2219 005 44, 2219 005 45
E-mail:	<a href="mailto:hosnovam@pedf.cuni.cz">hosnovam@pedf.cuni.cz</a> , <a href="mailto:kovarika@pedf.cuni.cz">kovarika@pedf.cuni.cz</a>

4)

Charles University in Prague, 1 <sup>st</sup> Medical Faculty (Institute for Arts Studies in Medicine) <b>PSYCHOLOGICAL AND PSYCHOTHERAPEUTIC COUNSELLING CENTRE AT INSTITUTE FOR ARTS STUDIES</b>	
Contact person:	Ing. Mgr. Ingrid Hanušová
Focus:	Focus on clinical psychology, psycho-diagnostics and psychotherapy – inter-personal, personal, study-related problems, motivation, work habits and psychological training (groups)
Address:	Karlovo nám. 40, 128 00 Praha 2
Tel.,fax:	2 2496 3426, 2 2492 1694
E-mail:	<a href="mailto:ihanu@lf1.cuni.cz">ihanu@lf1.cuni.cz</a>
Internet:	<a href="http://www.lf1.cuni.cz/~khajek/poradna.htm">http://www.lf1.cuni.cz/~khajek/poradna.htm</a>

5)

Charles University in Prague, 2 <sup>nd</sup> Medical Faculty <b>PSYCHOLOGICAL COUNSELLING CENTRE AT 2<sup>ND</sup> MEDICAL FACULTY OF CHU</b>	
Contact person:	Doc. PhDr. Jana Kocourková
Focus:	Psychotherapeutic assistance in student psycho-social failure
Address:	V úvalu 84, 150 18 Praha 5 – Motol
Tel.,fax:	2 2443 3456, 2 2443 3420
E-mail:	<a href="mailto:Jana.Kocourkova@lfmotol.cuni.cz">Jana.Kocourkova@lfmotol.cuni.cz</a>

6)

Charles University in Prague, 3 <sup>rd</sup> Medical Faculty <b>STUDY COUNSELLING CENTRE AT THE CENTRE OF PREVENTIVE MEDICINE</b>	
Contact person:	MUDr. Dagmar Schneidrová, CSc.
Focus:	Psychological and study-related counselling, preventive counselling
Address:	Ruská 87, 100 00 Praha 10,
Tel.,fax:	2 67102 340, 2 67102 339
E-mail:	<a href="mailto:dagmar.schneidrova@lf3.cuni.cz">dagmar.schneidrova@lf3.cuni.cz</a> , <a href="mailto:hana.provaznikova@lf3.cuni.cz">hana.provaznikova@lf3.cuni.cz</a>
Internet:	<a href="http://www.lf3.cuni.cz/studium/poradna.htm">http://www.lf3.cuni.cz/studium/poradna.htm</a>

7)

<b>Charles University, Medical Faculty in Plzeň</b> <b>SERVICE CENTRE FOR STUDENTS OF MEDICAL FACULTY OF CHU IN PLZEŇ</b>	
Contact person:	MUDr. Květuše Zikmundová, CSc.
Focus:	Pedagogical-psychological counselling, legal counselling, study-related and social assistance, career counselling
Address:	Alej Svobody 31, 323 18 Plzeň
Tel.,fax:	377 593 544, 377 520 502
E-mail:	zikmundova@lfp.cuni.cz , zavazalova@lfp.cuni.cz

8)

<b>Charles University in Prague, Medical Faculty in Hradec Králové</b> <b>PEDAGOGICAL-PSYCHOLOGICAL COUNSELLING CENTRE AT INSTITUTE OF SOCIAL MEDICINE</b>	
Contact person:	PhDr. Marie Rybářová
Focus:	Pedagogical-psychological counselling, psychotherapeutic approaches
Address:	Šimkova 870, 500 01 Hradec Králové
Tel.:	49 581 64 15
E-mail:	socials@lfhk.cuni.cz, rybarovam@lfhk.cuni.cz
Internet:	<a href="http://www.lfhk.cuni.cz/soclek/poradna/default.htm">http://www.lfhk.cuni.cz/soclek/poradna/default.htm</a>

9)

<b>Charles University in Prague, Pharmaceutical Faculty in Hradec Králové</b> <b>PSYCHOLOGICAL COUNSELLING CENTRE AT DEPARTMENT OF SOCIAL AND CLINICAL PHARMACY</b>	
Contact person:	PhDr. Vladimír Fabera, CSc.
Focus:	Psychological diagnostics, structuring of intellectual capacity and personality
Address:	Heyrovského 1203, 500 05 Hradec Králové
Tel.,fax:	49 506 7491; 49 551 2266
E-mail:	<a href="mailto:fabera@faf.cuni.cz">fabera@faf.cuni.cz</a>

10)

<b>Charles University in Prague, Faculty of Physical Education and Sports</b> <b>PEDAGOGICAL-PSYCHOLOGICAL AND CAREER COUNSELLING CENTRE</b>	
Head of the centre:	Prof. PhDr. Pavel Slepíčka, DrSc.
Contact person:	PhDr. Vladimír Janák, CSc.
Focus:	Study-related, career and psychological counselling, counselling related to sports and physical education
Address:	José Martího 31, 162 52 Praha 6 - Veleslavín

Tel.:	2 201 723 18
E-mail:	<a href="mailto:janak@ftvs.cuni.cz">janak@ftvs.cuni.cz</a>

**11)**

<b>Masaryk University in Brno COUNSELLING CENTRE FOR STUDENTS OF MUB</b>	
Contact person:	Mgr. Šárka Karmazínová
Focus:	Study-related and career counselling, legal and psychological counselling
Address:	rektorát MU, Žerotínovo nám. 9, 601 77 Brno
Tel.,fax:	5 42128 227, 5 42128 300
E-mail:	<a href="mailto:pcentrum@rect.muni.cz">pcentrum@rect.muni.cz</a>
Internet:	<a href="http://www.rect.muni.cz/pcentrum/">http://www.rect.muni.cz/pcentrum/</a>

**12)**

<b>Palacký University in Olomouc, Philosophical Faculty PSYCHOLOGICAL COUNSELLING CENTRE</b>	
Contact person:	PhDr. Edita Bosáková Doc. PhDr. Zdeněk Vtípil, CSc.
Focus:	Psychological counselling, assistance in resolving personal, study and partner-related problems, adaptation etc.
Address:	Vodární 6, 772 00 Olomouc
Tel.,fax:	58 522 5097, 1. 238, 58 523 0500
E-mail:	<a href="mailto:vtipilz@ffnw.upol.cz">vtipilz@ffnw.upol.cz</a>
Internet:	<a href="http://www.upol.cz/UP/Studenti/Poradenstvi">http://www.upol.cz/UP/Studenti/Poradenstvi</a>

**13)**

<b>Palacký University in Olomouc, Pedagogical Faculty UNIVERSITY COUNSELLING CENTRE</b>	
Contact person:	Mgr. Michaela Pugnerová
Focus:	Pedagogical-psychological counselling
Address:	Katedra psychologie a patopsychologie PdF, Žižkovo nám. 5, 771 40 Olomouc
Tel.:	58 563 5211
E-mail:	<a href="mailto:pugner@pdfnw.upol.cz">pugner@pdfnw.upol.cz</a>
Internet:	<a href="http://www.upol.cz/UP/Studenti/Poradenstvi">http://www.upol.cz/UP/Studenti/Poradenstvi</a>

## 13) – continuation

<b>CENTRE FOR ASSISTANCE TO THE DISABLED</b>	
Contact person:	Mgr. Kateřina Vitásková
Focus:	Pedagogical-psychological counselling
Address:	Katedra speciální pedagogiky PdF, Žižkovo nám. 5, 771 40 Olomouc
Tel.:	58 563 5336
E-mail:	<a href="mailto:vitaskov@risc.upol.cz">vitaskov@risc.upol.cz</a>
Internet:	<a href="http://www.upol.cz/UP/Studenti/Poradenstvi">http://www.upol.cz/UP/Studenti/Poradenstvi</a>
<b>CENTRE FOR LIFE-LONG LEARNING OF TEACHERS</b>	
Contact person:	PaeDr. Pavel Janoušek
Focus:	Pedagogical-psychological counselling As part of life-long learning programmes the Pedagogical Faculty of PU (the Centre for Life-Long Learning of Teachers) offers courses for teachers to re-train for different subjects, and to upgrade and complement their qualification. The Centre has obtained accreditation for these activities (in line with the Guideline of the Ministry of Education, Youth and Sports of the CR no. 10173/96-20 concerning continuing education of teachers). The PF UP is flexible in meeting the needs of teachers in the Central Moravian region as regards the supply, content, types and organisation of educational events. (Lifelong? Up to you!)
Tel.:	58 563 5150.
E-mail:	<a href="mailto:janousek@pdfnw.upol.cz">janousek@pdfnw.upol.cz</a>
Internet:	<a href="http://www.upol.cz/UP/Struktura/Pdf/Katedry/celozivotniv_zdelavani">http://www.upol.cz/UP/Struktura/Pdf/Katedry/celozivotniv_zdelavani</a>
<b>CENTRE FOR HEALTHY LIFE STYLES</b>	
Contact person:	Mgr. Kateřina Vitásková
Focus:	Pedagogical-psychological counselling The Centre for Healthy Life Styles has been operating for four years and deals with the issues of healthy life styles in the broadest sense, including the issue of socio-pathological disorders with special emphasis on prevention of addictions.
E-mail:	<a href="mailto:vitaskov@risc.upol.cz">vitaskov@risc.upol.cz</a>
Internet:	<a href="http://www.upol.cz/UP/Studenti/Poradenstvi">http://www.upol.cz/UP/Studenti/Poradenstvi</a>

## 13) – continuation

<b>STUDY ADMINISTRATION DEPARTMENT OF PEDAGOGICAL FACULTY</b>	
Contact person:	Mgr. Libuše Lysáková
Focus:	Information about full-time and part-time studies is provided by the departmental staff
Address:	Katedra speciální pedagogiky PdF, Žižkovo nám. 5, 771 40 Olomouc
Tel:	58 563 5010 full-time studies: tel.: 58 563 5025, 58 563 5026, 58 563 5029 part-time studies: tel.: 58 563 5027, 5028
Internet:	<a href="http://www.upol.cz/UP/Studenti/Poradenstvi">http://www.upol.cz/UP/Studenti/Poradenstvi</a>

**14)**

Palacký University in Olomouc, Law Faculty <b>INFORMATION AND COUNSELLING CENTRE AT LAW FACULTY OF PU</b>	
Contact person:	PhDr. Hana Vykopalová, CSc.
Focus:	The Centre operates as a primary contact point providing free counselling and information services in the area of social, study-related and career counselling. It is also involved in research into graduate employment, keeps track of labour market requirements with feedback to teaching and co-operates in building up the prestige of the institution and in improving public awareness.
Address:	tř. 17. listopadu 6, 771 00 Olomouc
Tel., fax:	58 563 7632; 58 522 3537
E-mail:	<a href="mailto:vykopal@pfnw.upol.cz">vykopal@pfnw.upol.cz</a>
Internet:	<a href="http://www.upol.cz/UP/Studenti/Poradenstvi">http://www.upol.cz/UP/Studenti/Poradenstvi</a>

15)

Palacký University in Olomouc, Faculty of Physical Culture <b>COUNSELLING CENTRE</b>	
Contact person: Focus:	Mgr. Julie Čurdová Counselling services for applicants, students and staff of the FPC – consultations, diagnostics and therapy in four major areas: Study orientation for those applying to study at FPC PU. Study-related counselling for students in difficulties (e.g. who intend to change a programme, have an individual programme, adapt or interrupt their studies, obtain a grant, study further in the CR and abroad....) Career counselling related to employment of graduates from a particular programme, vacancies on offer, a basic understanding and forecasts of labour market developments, chartering graduate employment. Psychological counselling related to topical problems (study-related, partner, inter-personal, personal) and psychological diagnostics along with programmes focused on self-understanding and self-development.
Address:	tř. Míru 115, 771 40 Olomouc
Tel., fax:	58 563 63 66, 58 563 63 62, 58 5412 899
E-mail:	<a href="mailto:poradna@ftknw.upol.cz">poradna@ftknw.upol.cz</a>
Internet:	<a href="http://www.upol.cz/UP/Studenti/Poradenstvi">http://www.upol.cz/UP/Studenti/Poradenstvi</a>



## 16)

<b>Palacký University in Olomouc, St. Cyril and Methodius Faculty of Theology COUNSELLING CENTRE</b>	
Contact person:	Doc. Petr Chalupa, Th.D Jana Zajacová
Focus:	Legal counselling in study regulations for applicants, students and graduates from CMFT. Career counselling for applicants, students and CMFT graduates. Counselling in spiritual issues Psychological counselling (social and study adaptation of students)
Address:	Univerzitní 22, II. posch., 771 11 Olomouc
Tel.:	58 563 7010
E-mail:	<a href="mailto:poradna@ftknw.upol.cz">poradna@ftknw.upol.cz</a>
Internet:	<a href="http://www.upol.cz/UP/Studenti/Poradenstvi">http://www.upol.cz/UP/Studenti/Poradenstvi</a>

## 17)

<b>South-Bohemian University in České Budějovice, Pedagogical Faculty UNIVERSITY PSYCHOLOGICAL COUNSELLING CENTRE</b>	
Contact person:	PhDr. Olga Jílková
Focus:	Psychological counselling, psychotherapeutic assistance to students and staff, assistance in adapting to university studies, in resolving study-related and personal problems etc.
Address:	Dukelská 9, 371 15 České Budějovice
Tel.:	387 773 243, 387 773 220
Fax:	38 7312 194
E-mail:	<a href="mailto:Poradna@pf.jcu.cz">Poradna@pf.jcu.cz</a>
Internet:	<a href="http://www.pf.jcu.cz/toUTF8.en/stru/katedry/pgps/poradna.phtml">http://www.pf.jcu.cz/toUTF8.en/stru/katedry/pgps/poradna.phtml</a>

## 18)

<b>South-Bohemian University in České Budějovice, Agricultural Faculty UNIVERSITY STUDY-RELATED AND CAREER COUNSELLING CENTRE</b>	
Contact person:	Doc. Ing. Jan Jůza, CSc.
Focus:	Study-related and career counselling
Address:	Studentská 13, 370 05 České Budějovice
Tel., fax:	38 777 2440, 38 777 2438, 38 777 2439, 38 777 2431
E-mail:	<a href="mailto:Benisek@zf.jcu.cz">Benisek@zf.jcu.cz</a> , <a href="mailto:vozenil@zf.jcu.cz">vozenil@zf.jcu.cz</a>

19)

<b>West-Bohemian University in Plzeň</b> <b>CENTRE FOR STUDENTS OF ECONOMICS FACULTY IN CHEB</b>	
Contact person:	Dr. Mikuláš Gangur, CSc.
Focus:	Career counselling
Address:	Hradební 22, 350 11 Cheb
Tel.:	354 423 451-2, 354 434 694
Fax:	354 423 395
E-mail:	Mikulas.gangur@fek.zcu.cz
Internet:	<a href="http://www.fek.zcu.cz">www.fek.zcu.cz</a>

20)

<b>West-Bohemian University in Plzeň, Pedagogical Faculty</b> <b>PEDAGOGICAL-PSYCHOLOGICAL COUNSELLING CENTRE</b>	
Contact person:	PhDr. Miloslava Hříchová, CSc.
Focus:	Pedagogical-psychological counselling
Adresa:	Chodské nám. 1, 306 19 Plzeň
Tel.:	377 278 151
E-mail:	<a href="mailto:hrichova@kps.zcu.cz">hrichova@kps.zcu.cz</a>

21)

<b>J.E.Purkyně University in Ústí nad Labem, Faculty of Social and Economic Studies</b> <b>COUNSELLING CENTRE</b>	
Contact person:	Mgr. Eva Bártlová
Focus:	Study-related, career, psychological and social counselling
Address:	Moskevská 54, 400 01 Ústí nad Labem
Tel.:	47 520 1380, 47 520 1373, 47 520 0256
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23)

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24)

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25)

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26)

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27)

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28)

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29)

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30)

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31)

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32)

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33)

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34)

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35)

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36)

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37)

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38)

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39)

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40)

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41)

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42)

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43)

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44)

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45)

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E-mail:	<a href="mailto:dlouha@mendelu.cz">dlouha@mendelu.cz</a>

46)



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47)

<b>Military University for Ground Forces in Vyškov</b> <b>PSYCHOLOGICAL COUNSELLING CENTRE FOR STUDENTS</b>	
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Tel., fax:	517 351 515, 517 442 640, 517 350 124

48)

<b>Police Academy of the CR in Prague</b> <b>CENTRE FOR COUNSELLING SERVICES</b>	
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Focus:	Study-related and career counselling, pedagogical awareness of teachers, inter-personal relationships, legal issues
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Tel.:	2 614 28 390, 2 614 28 391, 2 614 42 599

#### Internet Counselling Centres

49)

<b>Palacký University in Olomouc</b> <b>INTERNET COUNSELLING CENTRE OF PU</b>	
Focus:	Counselling and information services for individuals with specific needs, those experiencing a psycho-social crisis, their relatives and friends including professional and lay public. Answers to questions are provided by experts from the entire CR. On-line operation is planned in the area of psychological counselling.
Internet:	<a href="http://www.internetporadna.cz/">http://www.internetporadna.cz/</a>

50)

Mining University – Technical University in Ostrava <b>INFOCENTRE OF MU-TU</b>	
Focus:	Career counselling, establishing contacts between graduates and their prospective employers, organisation of training courses.
Address:	Studentská 1770 (E320), 708 32 Ostrava – Poruba
Tel., fax:	59 699 6375 (nonstop)
E-mail:	<a href="mailto:icentrum@centrum.cz">icentrum@centrum.cz</a>
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