

Abstract

This diploma thesis is divided into a theoretical and practical part. In the theoretical part, the author derives from the historical findings of Educational Counselling Facilities in the Czech Educational system. Furthermore, she focuses on the definition of Educational Counselling Facilities before the introduction of the new concept of Individual Integration in 2016, including the working methods of school guidance counsellor. The author defines the terms of Individual Integration in detail and deals with the amendment and its consequences in the work of school guidance counsellors and teachers.

The practical part includes an empirical research based on semi-structured interviews with school guidance counsellors. The author summarizes the findings of her questionnaire survey carried on among schoolteachers.

In the final part, the author specifies the changes in the working methods of school guidance counsellors after the implementation of the new concept of Individual Integration starting from 1st September 2016. The author also clarifies the impact of the Individual Integration concept on the everyday responsibilities of the teachers and the educational facilities from their point of view.