

Special-Needs Students

at Charles University in Prague

**Basic information
about services provided**



**CHARLES
UNIVERSITY
IN PRAGUE**

**Centre for Information, Counselling and Social Services
Office for Students and Staff with Special Needs**



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Dear students,

You are holding in your hands a brochure summarising all the necessary information on the support and services provided by Charles University for applicants for study both prior to and during the application procedure and special-needs students during the course of their studies. Current information is available from the University's website, and the relevant links can be found within individual chapters.

We are sure that this brochure will be your guide and advisor, helping you orientate yourself in the services we offer and help you prosper in your studies at the University.

The CU CICSS Office for Students and Staff with Special Needs team

Support provided to special-needs students at Charles University in Prague

The university provides support for special-needs students through cooperation between a variety of entities, which chiefly takes the form of contact persons for special-needs students at the relevant faculties, the Office for Students and Staff with Special Needs (part of CU CICSS), special workplaces and advisory centres focused on individual target groups of students, guarantors of study programmes, study departments for the relevant faculties and, last but not least, individual entities providing support in the form of specific teachers and other university staff. The following graphic illustrates the main communication channels between students and the aforementioned providers of support.

The goal of Charles University in providing support for special-needs students is to afford all students and applicants for study, irrespective of the nature or degree of their disability, equal access to and comparable conditions for study to those enjoyed by their able-bodied colleagues.

A characteristic feature of support provided in the course of study is the University's effort to take as tailored approach as possible to every student and their special educational needs. We endeavour to offer students the possibility to choose and leave it up to them what kind of support they choose to receive in order that they themselves can determine the course of their natural integration into study and student life at CU.

For more information, see: <http://www.cuni.cz/UK-3920.html>

Special-needs student or applicant for study

We define a special-needs student or applicant for study as a student or applicant for study who, due to a congenital or acquired health condition, requires modification of the application process, study conditions, removal of physical barriers or any other special modification of Charles University premises for the purposes of successful study.

The University's range of support services is intended for students with vision, hearing and mobility impairments, specific learning disorders, chronic illnesses or complaint, psychological disorders, impaired ability to communicate and combined disabilities.

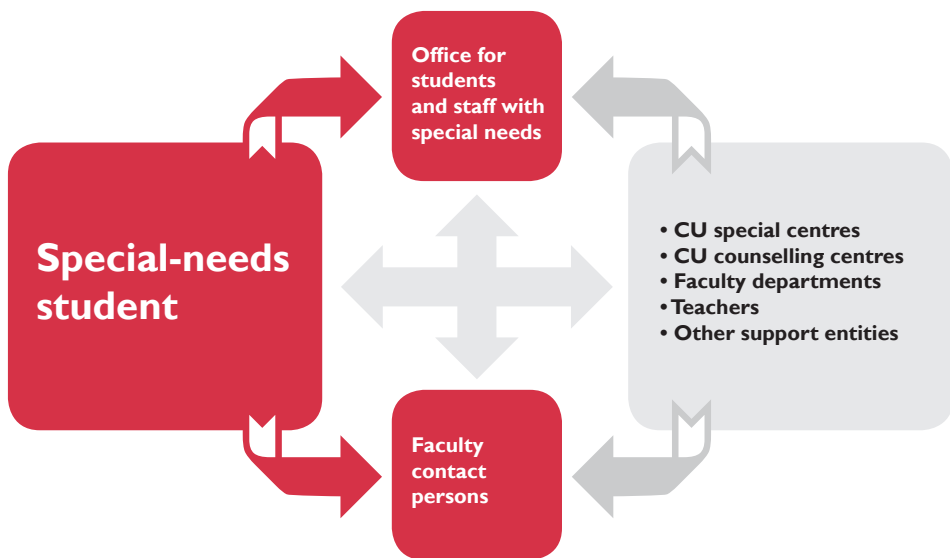


Fig. 1 Schematic of support provided special-needs students at CU

CU Rector’s Decree no. 9/2013 Standards for support provided to students and applicants for study with special needs at Charles University in Prague

CU Rector’s Decree no. 9/2013 is a key internal regulation governing the conditions for the provision of support to CU students and applicants for study with special needs. The decree is divided into ten basic articles, which contain provisions relating to basic support tools both before and during study, as well as information on the organisation of support services and the use of library, information, accommodation and catering services. The decree came into effect on 1 July 2013.

The complete text is available at: <http://www.cuni.cz/UK-5297.html>

2 Documentation of students with special needs

Since 2012 the documentation of students with special needs has been a basic prerequisite for the receipt of a contribution from the Czech Ministry of Education, Youth and Physical Education towards the increased costs of facilitating study for students with special needs.

The amount of the contribution is derived from the type of disability suffered by the student (classification: A1 and A2 – sight impairment, B1 and B2 – hearing impairment, C1 and C2 – physical disability, D – specific learning disorders and E – psychological disorders and somatic illnesses) and field of study.

Students are registered in the Student information system at the student's home faculty. The student's profile contains a record of their disability (stating letter A–E). Students are registered by contact persons in cooperation with department staff.

Students may be registered when all of the following conditions have been fulfilled:

1. **granting of informed consent by the student** – the student grants their consent to data on their registration and allocation to the relevant category of special-needs student being entered into the 'Student' system,
2. **receipt of confirmation of the student's disability** – as follows:
 - a) documentation of disability pursuant to Section 67 of Act no. 435/2004 Coll., the Employment Act, or
 - b) documentation of invalidity of any degree pursuant to Section 39 of Act no. 155/1995 Coll., the Pensions Act, or
 - c) ID card for disability of any degree pursuant to Section 34 of Act no. 329/2011 Coll., on the provision of benefits to persons with a disability, or
 - d) documentation of specific learning disorder found on the basis of generally agreed results in generally agreed psychometric tests, or
 - e) medical report on the results of a specialist medical examination in the case of persons with mental illness or with a chronic somatic illness, in the event that they are unable to produce the documents listed above,
3. **functional diagnosis of student**, the purpose of which is to identify the needs of the student over the course of their study of a specific field and subsequently propose suitable mechanisms and modifications to the conditions of study in order to meet or compensate for these needs. A written record is made of the functional diagnosis, which then forms part of the student's records as kept by the department. The student also receives a copy.

Functional diagnostics are carried out by faculty centres authorised for this task on the basis of an agreement between the contact person of the faculty to which the student is registered and staff of the specialist centre. An assessment of the functional diagnosis can also be carried out by a qualified staff member of the student's home faculty.

Data gathered during student documentation is treated as confidential, sensitive information.

3 Types of support service

Special-needs students registered in the 'Student' information system can draw on a wide spectrum of services and modifications to study conditions. CU provides these services free of charge based on the student's type of disability and chosen subject.

Services offered include the modification of the application procedure, modification of study conditions and environment, assistance, information and counselling services and the provision of technical equipment and aids. Services are provided on a university-wide or faculty level. Services are classified as 'key' or 'supplementary' depending on their importance.

3.1 Modification of application procedure

Applicants for study can request modifications to the application procedure based on their disability. Applications for study must include an official request for modification of the application procedure, including a statement by a specialist centre. Based on this application, the dean (generally on the instigation of the guarantor of the study programme) makes a decision on the modification of the application process. Modified application procedures should differ from the standard procedure only to the minimum possible extent (for more detailed information, see Rector's Decree no. 9/2013).

3.2 Modification of study conditions during study

Modifications to study conditions can be provided at a central (university-wide) or faculty level. Faculty services are provided, organised or arranged by the faculty contact person. An overview of modifications based on type of disability is given in Chapter 4.

3.3 Key support services

Key services are services that are essential to allow special-needs students to properly perform their studies and are provided on a uniform basis and in comparable form to students of all faculties. Key services are subject to integrated administration and financing. Key services include assistance during study, the digitalisation of study materials, interpreting, transcription and recording services and information and advisory services. The provision of further services (e.g. individual tuition, loan of aids, advisory services, barrier-free access etc.) lies within the competencies of individual faculties.

Assistance during study

Assistance during study helps special-needs students to successfully complete their studies at CU and eases their integration into the academic environment. It is based on student-to-student assistance and is a self-determining type of assistance, giving students the maximum opportunity to determine the type of support they require, as the student themselves instructs their assistant and directs their work according to their needs.

Possible forms of assistance chiefly include the recording of lectures, preparations for lectures or exams, acquisition of study materials, tutoring, reading-out of texts, accompaniment, general support during study and direct study support in specific situations.

Assistants are compensated through special-purpose grants. Assistance is administered by the Office for Students and Staff with Special Needs of the CU Centre for Information, Counselling and Social Services.

For more information on this service, see: <http://www.cuni.cz/UK-1656.html>

Digitalisation of study texts

The digitalisation of study materials is one of the basic forms of support provided to students with vision impairments. The digitalisation of documents is a form of reformatting, consisting of the conversion of documents into electronic (digital) form. The outcome of digitalisation is texts in primarily textual form. The basic means of digitalising texts is scanning. During this process a text is scanned, then recognised and modified by an OCR programme. At CU this technology is utilised as a service that makes specialist study literature and other written documents essential for proper study accessible to those with vision impairments.

Processed texts are given to the student in electronic form. There are limited possibilities for printing texts in Braille. Other services provided to students are consultation and courses in special technology and assistance programmes.

At CU study texts are digitalised by the *Carolina Laboratory* – Centre for the Support of the Vision-Impaired at CU and the *Central Library of the Faculty of Education*. Records of digitalised literature are kept by the CU Central Catalogue.

For more information on this service, see: <http://www.cuni.cz/UK-3945.html>

Interpreting, copying and transcription services

Interpreting to and from Czech sign language is most frequently provided to students during teaching and consultation with teachers, the acquisition of essential study materials (e.g. at the department), for communication with CU staff and all other situations associated with study. For specialist events, interpreters are booked by either faculty contact persons or the Office for Students and Staff with Special Needs of the CU CICSS depending on who is organising the given event.

The provision of interpreting services for individual students is organised by the contact person for the given faculty following agreement with the student and in cooperation with teachers. The contact person agrees specific aspects and the scope of cooperation and subsequently oversees the fulfilment of the conditions of the contractual agreement. Individual dates for interpreting are then agreed on an individual basis between the interpreter and the student. Students can utilise the services of more than one interpreter for lectures and seminars.

Transcription services take the form of what is known as simultaneous transcription. Simultaneous transcription is the real-time, verbatim transcription of speech. This service is provided by professionals and properly trained transcribers, who write on an electronic keyboard attached to a PC or laptop according to the 'speaker's diktat'. The text of a simultaneous transcription can be displayed on a normal PC or laptop monitor (if the text is intended for a single person), on a larger screen (for a small group), transmitted onto a larger space (for larger groups), or through a polygraph system (not dependent on size of recipient group).

The provision of transcription services is similar to that of interpreting services.

Recording can be compared to the taking of notes during lessons. Following lessons, notes can be supplemented (chiefly by the teacher) with further information important for the subject-matter in question. Recording services are mostly provided to hearing-impaired students by their fellow-students as part of the assistance during study service – assistants providing recording services can receive training in recording from staff from the CU FA Institute of Deaf Studies.

For more information on this service, see: <http://www.cuni.cz/UK-678.html>

Special information and counselling services

The purpose of information and counselling services is to provide information on the range of subject areas from the point of view of their accessibility for applicants with individual types of disability. A further goal is to help applicants and students in the early stages of their adaptation to university (chiefly during the first semester) orientate themselves in the support system and the demands placed on them. The student or applicant is given information on the organisational scheme of services provided, i.e. about what, where and who will provide them with the given type of service. Applicants for study and students are also informed of the range of auxiliary services (i.e. barrier-free access, assistance during study, interpreting and transcription services, digitalisation of study texts, accommodation options etc.) and other forms of support that they can draw on in the course of their studies (e.g. availability of technical equipment and aids, study according to individual schedule, modification of study obligations etc.).

For an up-to-date list of CU counselling centres, see: <http://www.cuni.cz/UK-622.html>

3.4 Other services

Other services mentioned are provided on a university-wide level for students of all faculties. These are:

- **English courses for hearing-impaired students** – provided by the *CU FA Institute for Deaf Studies*. For further information on this service, see: <http://ujkn.ff.cuni.cz/>
- **sport activities for disabled students** – CU Sports Centre for Disabled Students. This centre primarily focuses on providing special aids for individual sports and arranging assistants and specialist helpers for selected sports and a variety of disabilities.

For further information on this service, see: <http://www.cuni.cz/UK-1657.html>

3.5 Building accessibility

Charles University endeavours, on a long-term basis, to remove physical barriers, that is, to ensure barrier-free access to the majority of Charles University premises. The situation is complicated by the fact that University workplaces are spread across more than one hundred buildings, many of them very old, listed buildings, entirely barrier-free access to which is practically impossible. Despite this the University has, in many cases, succeeded in building barrier-free access routes, amenities and connections between individual buildings.

For current information on the accessibility of university buildings, see: <http://www.cuni.cz/UK-293.html>

4 Student support measures by disability

Here is an overview of the services and modifications offered to students with individual types of disability and provided by CU to all students registered in the 'Student' information system. Specific measures are put in place for students only on the basis of a functional diagnosis. ¹

I. Students with vision impairment

- a) Accessibility of courses (audio recordings) and study literature (editable electronic documents², audio documents)
- b) Touch documents, touch graphics
- c) Assistance during study
- d) Time compensation
- e) Spatial orientation (intensive/occasional)
- f) Individual tutoring (occasional/temporary/systematic)

2. Students with hearing impairment

- a) Interpreting and transcription services
- b) Recording services
- c) Technological accessibility of courses (FM systems, induction loops etc.) and study literature (second-class editable electronic documents³)
- d) Electronic video documents
- e) Assistance during study
- f) Individual tuition (occasional/temporary/systematic)
- g) Time compensation

¹ Students who have not yet undergone a functional diagnosis can also utilise these measures on the assumption that a functional diagnosis will be performed in the immediate future.

² EED I – document that is editable by the user, has no minor technical defects and has been adapted to take account of the technical and sensual options available to students with disabilities.

3. Students with physical disabilities and the movement-impaired

- a) Accessibility of courses and study literature (students with upper-limb disability)
- b) Assistance during study
- c) Individual tuition (occasional/temporary/systematic)
- d) Time compensation
- e) Spatial orientation

4. Students with specific learning disorders

- a) Accessibility of courses and study literature
(audio documents, second-class editable electronic documents)
- b) Time compensation
- c) Assistance during study
- d) Individual tuition (occasional/temporary/systematic)
- e) Diagnosis

5. Students with chronic illnesses and mental illness or disorders

- a) Assistance during study
- b) Time compensation
- c) Occasional spatial orientation
- d) Accessibility of courses and study literature
- e) Individual tuition (occasional/temporary/systematic)

The measures listed above can be provided on a central (university-wide) or faculty level. Faculty services are provided, organised or arranged by the faculty contact person.

³ EED II – differs from EED I in that neither the graphic (pictorial) nor tabular element of the original document has been adapted, nor have other parts of the document structure been highlighted (including in colour).

For further information, see the glossary in the Methodological Instructions of the Czech Ministry for Education, Youth and Physical Education (ref. no.. 23728/2011-30)

5 Providers of support services

5.1 Faculty contact persons

Faculty contact persons are responsible for the provision of support to special-needs students at a faculty level, monitor the current status of issues surrounding them and submit suggestions for any possible improvements in support given to special-needs students. For students they are key contacts when arranging the modification of conditions for study and work in close cooperation with other entities providing support.

Faculty contact persons are chiefly responsible for:

- monitoring the support given to special-needs students and applicants for study and activities related to support, informing the Office of its current status,
- coordinate activities related to the documenting of special-needs students,
- provide, organise or arrange services offered by their faculty,
- contact applicants for study for the purpose of discussing and preparing a modified application process. In general, Modified application procedures should differ from the standard procedure only to the minimum possible extent (modifications must not alter the level of entrance requirements),
- inform special-needs students about services provided by the University and faculty and continually update information for students and applicants for study on the faculty website,
- actively advocate the resolution of individual issues faced by special-needs students and arrange the modification of study conditions and environment,
- cooperate during the course of their activities with relevant centres within the faculty and University (e.g. the Office, departments, institutes and special centres),
- develop activities intended to increase awareness amongst faculty staff of issues affecting special-needs students and endeavour to shape an academic environment that is friendly towards special-needs students,
- following agreement with the special-needs student, inform their teachers of the student's participation in their course and of how their participation will affect the course and preparations for it (e.g. provision of materials for interpreters and transcribers, cooperation with recorders, above-standard consultation with the student or, if applicable, individual tuition, choice of organisation of teaching, technological aids),
- following agreement and in cooperation with the teacher and the special-needs student, arrange interpreters to/from Czech sign language, transcription and recording services or, if required, the sound and/or audiovisual recording of courses,
- cooperate with the relevant departments, institutes and special centres for the conversion of study materials into a form that is accessibility to special-needs students,
- receive, consult on and, if applicable, realise student suggestions for the improved accessibility of teaching materials, buildings and other University premises,
- inform faculty graduates of sources of information relating to the employment of those with special needs and monitor their entry to the job market,
- document their activities,
- are required to receive systematic training in issues affecting the disabled in education.

5.2 CU CICSS Office for Students and Staff with Special Needs

The Office is part of the Centre for Information, Counselling and Social Services (CU CICSS) and provides its services on a university-wide basis and arranges coordination, advisory, information, documenting and conceptual activity, as well as methodological assistance, with regard to the needs of special-needs students and applicants for study.

The Office chiefly:

- monitors support given to special-needs students and applicants for study and related activities,
- coordinates and methodologically arranges the system of auxiliary services for special-needs students at the University,
- coordinates and administrates services and further assistance for special-needs students at the University (e.g. assistance during study),
- promotes awareness of services provided for special-needs students by the University, supplements and updates the special website, compiles informational material (brochures, leaflets etc.) and arranges their systematic distribution,
- provides advisory services and actively promotes the resolution of individual study-related issues faced by special-needs students,
- gives special attention to special-needs applicants for study and special-needs students at the start of their university careers,
- cooperates with faculty contact persons, special centres, department staff, other university centres and other sections of CU CICSS in order to create optimum conditions for special-needs students,
- monitors the physical accessibility and fittings of university premises, halls of residence and student cafeterias in relation to the needs of special-needs students,
- coordinates university-wide projects focusing on the support of special-needs students,
- monitors on a general level options for making higher education accessible to applicants and students with special needs, seeks and provides information about new impulses, new methods, new equipment etc., and, if applicable, initiates their introduction to CU,
- cooperates with similar centres at other universities and organisations focusing on the disabled.

5.3 Teachers

Teachers are a major source of support for students. Following a prior request by the student, every teacher is informed by the faculty contact person that a special-needs student will participate in their course. Teachers then cooperate with the course guarantor, contact person or, if appropriate, the department or other part of the faculty.

Teachers chiefly:

- apply individual, informed and human dignity with respect to their approach to students,
- if it is of use, prepare modified versions of some or all of course content and study control. These should, however, differ from the standard procedure only to the minimum possible extent,
- utilise support services and the functional diagnosis to provide students with access to information conveyed during the course in a form that makes it accessible for them. The teacher's approach may be consulted with the faculty contact person or a special centre,
- actively cooperate with all relevant providers of support services for special-needs students,
- adopt a multisensory approach to the maximum extent possible in courses,
- do not, in their approach, reduce the study demands placed on special-needs students,
- provide students with individual tuition and above-standard consultation.

5.4 Course guarantor

The course guarantor (or department guarantor) guarantees the content and quality of study in a given field. Their field of competency includes the creation of study schedules, definition of the content and composition of individual subjects, definition of study control (registration for exams, state final exams) and their regular evaluation from the point of view of fulfilment of study goals. The guarantor is also responsible for (in cooperation with the faculty contact person and based on the functional diagnosis) discussing proposals for modifications to the study schedule and study conditions of special-needs students, as well as discussing conditions for the application process for applicants who request this.

The guarantor chiefly:

- proposes individual modifications to university entrance exams according to the given type of disability or restriction based on the applicant's specified requirements and recommendations deriving from the functional diagnosis,
- approves modifications to the study plan and conditions of study based on the results and recommendations arising from the functional diagnosis; if the student requests an individual study plan, one is drafted and submitted to the dean for approval; account must always be taken of the goals of study and the gaining of expert knowledge, skills and competencies appropriate for graduates of the study programme in question,
- cooperates with the contact person, teachers, the Office and, if applicable, specialist centre staff when drafting modifications to the study plan and resolving individual issues,
- determines basic study literature to be digitalised or other means of making texts accessible.

5.5 Departments of CU faculties

Faculty departments prepare and arrange, in cooperation with the relevant contact person, conditions to allow special-needs students to properly carry out their studies.

Department staff chiefly:

- convey information on special-needs students to the contact person immediately following the receipt of student applications in order to ensure the modification of the application procedure,
- following acceptance to study, register special-needs students and arrange their functional diagnosis,

- arrange, in cooperation with the contact person and course guarantor, the modification of study conditions for special-needs students,
- receive and enter into official documentation relevant documents related to students' applications for support during study,
- provide students with advisory services within the scope of their competencies,
- actively cooperate with other entities providing support,
- are required to receive systematic training in issues affecting the disabled in education.

5.6 Special support centres for special-needs students

The task of special centres is to provide the relevant specialist services to all CU students (or other entities) irrespective of faculty. The range of services encompasses primarily the provision of specialised information and advisory services according to various types of disability, the arrangement of modified and individual tuition and the conversion of study texts and literature into forms that meet the needs of the student with regard to their disability.

Special centres chiefly:

- loan books and study materials (including foreign-language literature), including in digital form,
- arrange the conversion of study texts into forms that are accessible to CU students (digitalisation, scanning, printing in Braille and normal printing, copying of texts and so on),
- organise specialised courses (e.g. computer technology, foreign languages etc.),
- provide consultation on computer technology and aids and assistance in the writing of essays,
- administer and innovate special devices and equipment for workplaces,
- provide special, compensating aids for special-needs students (e.g. reading devices, magnifying programmes, induction transmission loops, FM systems) for study purposes,
- offer faculties facilities for the arrangement of modified application processes and study controls,
- provide consultation for staff providing services for special-needs students,
- organise sports activities and provide sports consultation,
- ensure the promotion of their services (seminars for students, distribution of information materials, websites),
- document and keep statistics of their activities.

6 Other information

6.1 Accommodation and catering

Special-needs students who are long-term disabled or seriously disabled and are holders of the ZTP or ZTP/P pass fulfil the so-called absolute criteria and their applications for accommodation will always be approved if they are students of CU or applicants accepted for study at CU, if they provide evidence of their given status and if it is possible to provide the required type of room. If the applicant wishes to claim a discount on the absolute criterion, this must be stated in their electronic application.

The absolute criterion is also fulfilled by the helper of an applicant who is the holder of a ZTP/P pass in the event that the holder lists him/her in their application. The applicant and their helper will then be accommodated in the same halls of residence – the criterion must be documented by confirmation on the prescribed form.

Should free capacity be available, the Department of Student Accommodation and Catering (“SAC”) may agree with the special-needs student an amendment to the accommodation agreement for the provision of an entire multi-bed room for the student, with the student able to ask the director of SAC for a discount for unoccupied beds in the given room.

When using catering facilities and other related matter, the student can draw on assistance from SAC staff. Such services are governed by internal SAC regulations.

For information on the submission of applications for accommodation, accommodation and catering capacities and current regulations, see the SAC website at: www.kam.cuni.cz.

All applicants for accommodation at CU halls of residence can apply using the online ‘REHOS’ application system at: <https://rehos.cuni.cz/crpp/login/auth>

Application form for granting of absolute criterion of Dean: <http://www.kam.cuni.cz/KAM-139.html>
For information on barrier-free accommodation and catering, see: <http://www.cuni.cz/UK-300.html>

6.2 Grants

The awarding and amount of grants are governed by the Grants Code of Charles University in Prague. Students may be awarded grants from subsidies, the grants fund or other sources.

Types of grant

- **grant for excellent performance** – awarded to students retrospectively for outstanding results of study in the preceding study period;
- **special-purpose grant** – awarded for outstanding scientific, research, sporting and artistic results, for students in difficult social circumstances, to support study abroad, in cases worthy of special consideration, such as participation in pedagogical and scientific research activities, laboratory work, contributions to the development of information technology or international cooperation, and so on;
- **postgraduate grant** – awarded to all full-time students in postgraduate study programmes;
- **accommodation grant** – awarded to all full-time students following the fulfilment of further conditions;
- **social grant** – awarded to students who are entitled to increased level of child allowance.

For further information on claiming grant-based support, see: <http://www.cuni.cz/UK-59.html>

6.4 Options for study abroad

Students of Charles University are given the opportunity to study abroad through a number of international exchange programmes, which receive a significant level of support from the CU Mobility Fund. The number of students both studying at CU, and CU students studying abroad, chiefly through the Erasmus+ programme, is constantly on the rise. A number of other programmes further help students in bachelor's, master's and postgraduate study programmes to study abroad.

The most widely used avenues through which Charles University gives its students the opportunity to study abroad are:

- study periods through the Erasmus+ programme,
- study periods organised on the basis of inter-university agreements,
- study periods organised on the basis of faculty agreements,

Students can further take advantage of the following:

- study periods on the basis of international agreements (cultural agreements) – AIA,
- further study periods coordinated by the Ministry of Education, Youth and Sports of the Czech Republic,
- grants awarded by foundations and educational organisations (for further information, see: <http://www.cuni.cz/UK-1468.html>),
- self-funded students – known as 'freemovers'.

For more detailed information on study abroad, see also: <http://www.cuni.cz/UK-3915.html>

'Study Abroad' leaflet (Czech-language version) available at:

http://www.cuni.cz/UK-1684-version1-studium_v_zahranici.pdf

For further information on the options for study abroad as a freemover, see the 'Free movers: How to study abroad independently' (Czech-language version) at:

<http://www.cuni.cz/UK-1684-version1-freemovers.pdf>

For further information about the Mobility Fund, see: <http://www.cuni.cz/UK-43.html>

Students with disabilities who are participating in the Erasmus+ programme can apply for a special grant from the National Agency for European Development Programmes. This special grant is intended to cover the increased costs of living abroad resulting from the individual needs of the applicant. Awarding of the grant is subject to several qualification criteria.

The grant application form, current deadlines for the submission of applications and essential information for applications submitted can be found at: <http://www.cuni.cz/UK-2619.html>.

Information on the grant is also available from the website of the National Agency for European Development Programmes: http://www.naep.cz/index.php?a=view-project-folder&project_folder_id=525&

6.4 Other sources of support and assistance

In order to help them properly fulfil their study obligations and essential matters associated with them, special-needs students can also draw on external (non-university) sources of support and assistance. These are chiefly offered by a wide variety of civic associations, charitable trusts (o.p.s.), foundations, endowment funds and, last but not least, telephone helplines.

The following list gives an overview of the most well-known of these:

- Prague Wheelchair-Users' Association (POV) www.pov.cz
- Czech National Disability Council <http://www.nrzp.cz/homepage.html>
- Blind United (SONS) www.sons.cz
- Tyfloservis, o.p.s. www.tyfloservis.cz
- K. E. Macan Library and Printing House for the Blind (LPB) <http://www.ktn.cz/index>
- Czech Union of the Deaf www.cun.cz
- Czech Deaf Association www.snnrcr.cz
- Centre for Interpreters for the Deaf <http://www.czttn.cz/>
- Prague Social Services Centre (CSSP) www.csspraha.cz
- RIAPS Crisis Centre <http://www.csspraha.cz/krizove-centrum-riaps>
- o. s. Baobab <http://www.osbaobab.cz/>
- Teiresiás – Masaryk University Centre for Students with Specific Needs www.teiresias.muni.cz
- Hwer – personal assistance services www.pecovatel.cz
- Charta 77 Foundation – Konto Bariéry www.bariery.cz
- Goodwill Committee – Olga Havlová Foundation www.vdv.cz
- Dagmar and Václav Havel Foundation - Vize 97 www.vize.cz
- Livie and Václav Klaus Endowment Fund www.nadacnifondklausovych.cz

7 Useful Links

Charles University
CU organisational structure

<http://www.cuni.cz/>
<http://www.cuni.cz/UK-2I.html>

CU faculties

Catholic Theological faculty
Protestant Theological Faculty
Hussite Theological Faculty
Faculty of Law
First Faculty of Medicine
Second Faculty of Medicine
Third Faculty of Medicine
Faculty of Medicine in Plzeň
Faculty of Medicine in Hradec Králové
Faculty of Pharmacy
Faculty of Arts
Faculty of Science
Faculty of Mathematics and Science
Faculty of Education
Faculty of Social Sciences
Faculty of Physical Education and Sport
Faculty of Humanities

<http://www.ktf.cuni.cz>
<http://www.etf.cuni.cz>
<http://www.htf.cuni.cz>
<http://www.prf.cuni.cz>
<http://www.lf1.cuni.cz>
<http://www.lfmotol.cuni.cz>
<http://www.lf3.cuni.cz>
<http://www.lfp.cuni.cz>
<http://www.lfhk.cuni.cz>
<http://www.faf.cuni.cz>
<http://www.ff.cuni.cz>
<http://www.natur.cuni.cz>
<http://www.mff.cuni.cz>
<http://www.pedf.cuni.cz>
<http://www.fsv.cuni.cz>
<http://www.ftvs.cuni.cz>
<http://www.fhs.cuni.cz>

Study at CU

General information about CU and study
Current information about the application process

<http://www.cuni.cz/UK-5.html>
<http://is.cuni.cz/studium/podprij/>

Charles University in Prague
Centre for Information, Counselling and Social Services
Office for Students and Staff with Special Needs

Special-Needs Students at Charles University in Prague
Basic information about services provided

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