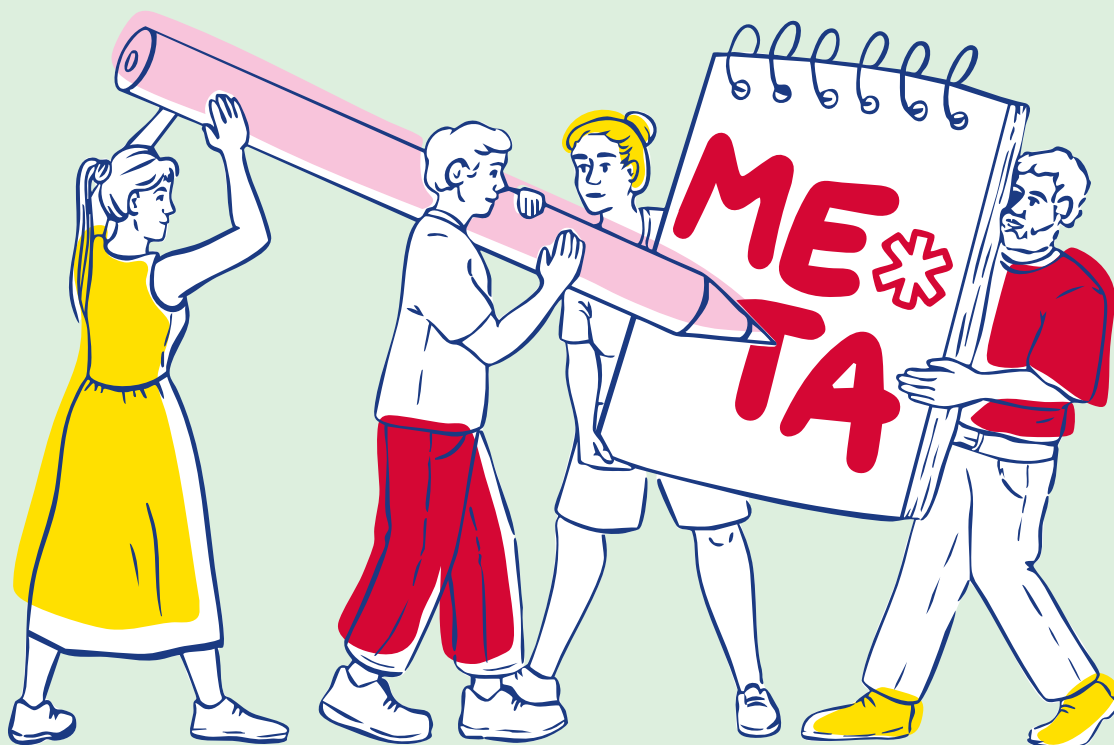


...META* Annual 2024 Report



Ladies and gentlemen,

you have opened the 2024 annual report, and we hope you will enjoy reading it. The year 2024 was the third consecutive year severely impacted by the ongoing Russian aggression in Ukraine, which was again reflected in our services both in terms of their capacity and content. Week by week throughout the whole year, many new migrants kept coming to the Czech Republic, one fifth of them being children of compulsory school age. Despite that, the state cut down the financial support for services facilitating the integration of migrants (not only) into the school environment. Standing face-to-face with the uncertain prospects, throughout the whole year, we kept putting a lot of effort into supporting families with migration experience as well as teachers in schools attended by children with other mother tongues. In addition, we tried to push through better conditions within the system for both groups and other people involved.

It is becoming more and more apparent that even though our services are aimed at one specific group of students (and their teachers), our efforts to improve the system advantage all children. It has been confirmed that schools that actively support the adaptation of students with different language

backgrounds are places where students achieve the best learning outcomes they can and where they develop their potential.

The year 2024 was marked by significant changes, especially in advocacy activities, brought about by the Program Director Kristýna Titěrová's planned leaving of META. It was her who had initiated these activities years ago and who had built renown for us. Currently, we have a whole team of people who put a lot of effort into introducing systemic changes into education of children with other mother tongues.

It was the second time we participated in the *Wellbeing in Schools Week*. We are not mentioning this event to say it is more relevant than other events we attended or organized. However, wellbeing in education is becoming more important for all people involved: children, parents, teachers, and school management. We try to incorporate the principles of wellbeing into all our activities and services.

We also want to promote wellbeing of people working at META. We are aware that without them and their expertise, professionalism, inventiveness, and willingness to make the world better, META would be unable to push forward its vision of **all children, including students for whom the language of instruction in**

Czech schools is not their mother tongue, having equitable access to high-quality education and fully exploiting their potential. For this reason, they deserve gratitude and admiration.

We would like to thank our donors and partners who believe in our vision and support it financially. It means a lot to us.

We are grateful to all organizations, institutions, and schools that share our vision and collaborate with us (and without us, of course...) on fulfilling our mission.

Many thanks to our tutors, regional colleagues, and all other co-workers. Special thanks go to volunteers – without them, our services would be incomplete.

Finally, we are grateful for the help from the members of the Supervisory Board, the Board of Directors and all other supporters.

We wish everyone all the best!

Zuzana Papáčková and Linda Tutterová,
founders and directors



Services For Migrants

The most discussed topics with the clients of our **professional social counseling services** covered high school entry, the difficulties of finding places in Prague elementary schools for children who are not enrolled, school struggles, motivation, wellbeing of children in schools, and issues pertaining to education of children with other special educational needs. The most frequently discussed topic with adult clients was recognition of foreign degrees.

A total of **1,035 clients** used our professional social counseling services, including instances of field assistance provided to vulnerable people from Ukraine, staying at the Prague – Hostivař dormitory. A total of **212 clients** attended our meetings for parents providing information about high school admission and elementary school enrollment. We also organized regular meetings of a self-help parent support group during which its 5 members (all female) discussed various questions related to school attendance or education.

We continued promoting our **Social Activation Services for Families with Children** (SASKIA), within which **42 clients from 15 families** received support. The most frequently discussed topics were situations of social exclusion in combination with a language barrier in which families with children had to face issues related to education, child upbringing, challenges in communication with schools, receiving assistance in education, and promoting parenting competencies. In addition, we often dealt with the families' unsatisfactory economical and living conditions or discussed the cooperation with the Authority for Social and Legal Protection of Children (OSPOD) and experts providing professional or health care and/or other relevant services.

We provided long-term **psychological support** (12 to 15 sessions per client) to **35 clients** from Ukraine covered by temporary protection. We organized a series of 4 meetings focusing on personal development for a group of 6 women. Regular meetings of people staying at the Prague – Hostivař dormitory were held, one of the support groups being intended for mothers, the other one for young people. The meetings were regularly attended by 10 participants.

We were approached by **clients from various countries of origin**. Ukrainian citizens represented by far the largest group, the second place belonged to Vietnamese citizens, and the third position was occupied by Czech citizens with migration experience (especially shortly before entering a Czech school) and/or a different mother tongue. There were also clients from India, China, Mongolia, Russia, the Caucasian States, Mexico, and Afghanistan.

For us, the essential part of support is **information**, i.e., making sure parents of children with other mother tongues can access comprehensible, up-to-date, and practical information about education. We are trying to make our **Do školy společně** web portal a useful resource providing such information. Being originally intended for Ukrainian parents only, it has now been made accessible to other language users and is available in **Czech, Ukrainian, English, Vietnamese, and Russian**. The web portal has also been redesigned, and its content has been restructured. There were more than **16,000 visitors** during 2024.

The web portal was used for presenting our **information campaigns for parents**. For Ukrainian parents, we created three new videos in the first half of the year. Two of them covered **children's wellbeing**, more specifically bullying and integration into classrooms through free-time activities. The third video was intended for parents whose **children are about to enter high school**. The three videos got more than **43,000 views**.

The subsequent videos were created for a **broader audience of parents of children with other mother tongues** (the three previous ones have also been made available in five languages, like the *Do školy společně* web portal). The videos provide information about the Czech education system, which is useful not only when selecting and communicating with a school but also for an effective adaptation and integration of children into education. The videos were created in-house in collaboration with a work group consisting of parents representing different language groups, reflecting their actual needs and experience. The parents suggested topics and provided feedback. The first two videos got more than **67,000 views**.

Another **online information resource** that we updated and completed is the sheets of our *Practical Guide*, available in 11 languages (bilingual sheets describing the most common situations related to education that children with other mother tongues and their parents can face).

An essential part of our services for migrants is the **volunteering program**, in which 40 volunteers took part. Out of these, 5 engaged in free-time activities, and the vast majority taught individual or group classes. In total, **47 children and young people** participated in extra classes.

In 2024, we organized **18 one-time leisure activities** for children and their parents. Most of them were theme trips or afternoon programs, such as movie and theater meetings or events promoting reading literacy in the participants' mother tongues. The Vozovna branch of the Municipal Library of Prague hosted **4 creative workshops** inspired by children's books. We also organized a weekly leisure time club, meeting regularly at the Jeseniova Elementary School. The total number of attendees in our events was **113 children and adults**, most of them having participated repeatedly.

Throughout the whole year – including the summer break – we organized Czech courses for children and teenagers. There were **16 courses** in total, attended by **179 participants**. We offered a wide range of courses of different kinds and levels, from high school admission preparatory courses and enhancement courses for high school students to intensive summer and standard semestral courses (including a course for pre-school children).

In September, 24 students enrolled in the ninth season of the *Česky levou zadní one-year preparatory course for high school studies* held in Prague. The same number of participants enrolled in the course in Brno, where it was organized for the second time by our partner organization JCMM. In the 2023/24 school year, the course was held in Prague, Brno, and Pilsen (thanks to our partner organization KCV).

In-person courses are not the only way we support children and teenagers with other mother tongues in acquiring the Czech language. We also offer (and keep expanding and improving) multiple online tools and a Czech language textbook.

In 2024, the Česky levou zadní online learning platform, intended for young people aged 15 to 20, reached the total number of 10,000 users, 899 of the active users being teachers, who teach 7,386 students in their classes. In addition, there were 2,076 students-self-learners using the platform. We added worksheets on career counseling and more videos on grammar.

The web and mobile e-learning app Čestina2, suitable for children starting from the age of 5, was visited by 27,587 users.

At the beginning of the year, we published a new textbook Levou zadní II which focuses on B1-level Czech and technical vocabulary useful for an elementary school environment. On the Česky levou zadní web portal, we published a detailed conception of the textbook, listening exercises, tests, and guides including additional activities for each lesson as well as online quizzes.

The Čestina levou zadní app (a complement to the textbook) was downloaded by 3,411 smartphone users in 2024. We added a new topic Mathematics, which covers the basic vocabulary needed for this subject.

In November, we organized an accredited course entitled The Particularities of Social Work with Migrants in Education intended for specialists who work with people with migration experience. The course was attended by 17 participants.

Services For Teachers

We provided global and in-depth **methodological support to schools**. Global support primarily consisted in publishing **content newsletters** which reflected upon the school year and provided useful information on the integration of multilingual children (and children with other mother tongues). The newsletters were intended for school management staff and teachers at all educational stages, school counselors, pedagogical-psychological counseling centers, special pedagogical care centers, and founding bodies. **Each month**, our newsletter was sent to **17,151 addressees**. There were 5 variants: pre-school teachers, elementary school teachers (two versions, one for more experienced addressees, one for less experienced addressees), high school teachers, and specialists from pedagogical-psychological counseling centers. In total, we sent **21 newsletters**: 11 for kindergartens, elementary schools, and pedagogical-psychological counseling centers, 9 for high schools, and 1 for founding bodies.

We prepared **graphic materials** covering the key topics related to the integration of multilingual children: **4 information packages** (2 for kindergartens, 2 for elementary schools), **10 infographics** (3 for kindergartens, 5 for elementary schools, 2 for high schools), **1 checklist** for working with an unmotivated child, and **25 ČEVO work materials** (Česky v oborech – Teaching Vocational Classes in Czech) for teaching students of 4 different vocational school programs.

In early September, we informed **4,253 elementary schools** about our *Inkluzivní škola web portal*, which has been completely redesigned, now featuring a page from which online tools for teaching Czech can be accessed, and an infographic entitled *The first steps towards setting up in-school counseling services* for school counselors.

We provided methodological support to **330 teachers** at all educational stages **by phone, e-mail, or in-person**. Elementary school teachers were mostly interested in topics such as Czech as a second language, student participation in classroom, preparation for the unified entrance exam, and evaluation and motivation. The most frequently discussed topics with high school teachers were language preparatory courses for high school studies, materials for teaching Czech as a second language, evaluation, and high school admissions.

In-depth support was provided in the form of long-term assistance to teachers in **expert groups** (5 kindergartens, 16 elementary schools) or in-depth counseling based on (sometimes) multiple visits at the school (5 elementary schools, 21 kindergartens).

We organized **15 seminars and webinars** for teachers at all educational stages. There were **168 participants** from kindergartens and elementary schools. We also prepared **5 workshops for high school teachers**, attended by **76 participants**.

In 2024, **two sessions of an educational program entitled Teaching Czech as a Second Language** took place – the meetings were held online in the spring, and

in-person in the autumn. The online mode allowed us to provide this kind of support to teachers from different regions across the Czech Republic. The program was attended by 54 participants, 30 of them being elementary school teachers, the remaining 24 kindergarten teachers. Moreover, **thematic webinars on teaching Czech as a second language** were attended by additional **133 teachers**.

We provided comprehensive support for (not only) bilingual teaching assistants. The long-standing **online course for bilingual teaching assistants** was completed by **12 elementary school and 8 kindergarten assistants**. We organized online and in-person platforms (196 participants), thematic webinars and seminars (56 participants), and workshops (25 participants) for teaching assistants. We updated the online bilingual guide for Ukrainian teaching assistants, freely accessible on our web site.

We started collaboration with the **Step by Step** organization, which created an educational program entitled *Začít spolu*, implemented in Czech kindergartens and elementary schools. We organized **5 meetings** in regional Zs centers, during which topics such as the adaptation of multilingual children into kindergartens and communication with parents were discussed. In total, the meetings were attended by **93 kindergarten teachers**.

The year 2024 was marked by a **complete reconstruction of the *Inkluzivní škola* web portal intended for teachers**. The new web design went hand in hand with significant modifications made to the content, which was the result of the year-long diligent work of our experts from the pedagogical section. The new website has a clearer structure and is more user-friendly, which is reflected in the growing number of visitors. Throughout the year, there were **158,708 users who visited the website 261,042 times and viewed 3,303,743 webpages**. The web portal is visited on average, **13,226 times** by 21,754 users per month.

Advocacy Activities And Networking

Early January, we launched an advocacy campaign entitled ***Our Voice*** following the motto „**Attention. Support. Potential.**“ The campaign, prepared in cooperation with an action group of young people with migration experience, took place online as well as offline (3 main videos, 12 complementary videos, and 4 events). The main topic was the need for systemic changes to improve the support for children and young people entering Czech schools with an insufficient knowledge of the Czech language. Its aim was to make language support accessible to all who need it. The campaign allowed us to raise awareness about the hidden needs of multilingual students and their teachers. Thus, both groups need adequate support with regard to teaching Czech as well as their wellbeing to make everyone feel understood, welcome, and supported in schools, and to make sure their potential is further developed. The videos got more than **219,500 views** on social media, and the campaign events were attended by **183 participants**.

In March, we organized a **roundtable discussion under the auspices of Klára Šimáčková Laurenčíková, Government Commissioner for Human Rights**, in collaboration with the *Our voice* action group. The event was attended by lawmakers and state administration representatives. Following this, we submitted a draft of legislative changes to the inter-ministerial reflection process concerning the amendment to the Education Act. In October, the amendment was passed by the government, and towards the end of the year, discussions in the Chamber of Deputies began.

The key changes include an extension of Section 20 that would allow children with Czech citizenship to receive language support. This applies, for example, to children who grow up in families where Czech is not the predominant language or those who lived abroad before entering a Czech school. The second major modification is an extension of the right to adjust the conditions of high school admission procedure in a way that they include students who have completed part of their compulsory education in a Czech elementary school. **Adoption of these changes could significantly improve school success rates and develop the potential of multilingual children** whose needs are often ignored and inadequately addressed.

Additionally, we were able to **push through comments to the amendment to the decrees regulating language training in elementary and high schools**, which came into force in September. The amended decrees define clearer criteria for eligibility for language training, the number of hours, the duration, and the conditions for setting up language training groups in schools.

In the second semester of the year, we concentrated closely on the issue of young people with migration experience of high-school age who face systemic obstacles in their entry to high school and during their studies. **We are striving to introduce language training before entering high school into the education system and to modify the admission procedure** to ensure equitable access to secondary education for all young people in the Czech Republic.

We participated in several conferences and events organized, e.g., by IOM, Partnership 2030+, AUČCJ, UNHCR, and MEYS. Towards the end of the year, we started **preparing our own conference** on the accessibility of high schools to young people with migration experience.

We were part of the Education work team, associated with the **Strategic Group for Coordination of Adaptation and Integration of Refugees from Ukraine**, and the **Working Group on Migrant Children established by the Czech government**. We participated in meetings of the **Permanent Committee for Adaptation and Integration of Persons Covered by Temporary Protection**, instituted by the **Ministry of Labor and Social Affairs**. We raised suggestions about insufficient school capacities in Prague and other regions, the reintroduction of separate enrollment process in the 1st grade for Ukrainian refugees, children's missing out on compulsory education, the low rate of inclusion of young people with migration experience in secondary schools, and obstacles related to high school entrance exams. We were also involved in other **working groups and advisory platforms**.

We were in charge of the **Education priority in the working group set up by Prague City Hall** responsible for the elaboration of *Prague City Policy for Integration of Foreigners*. We engaged, e.g., in the Regional Advisory Platform for the Integration of Foreigners, networking meetings of field and low-threshold organizations working with Ukrainian young people living in Prague, the Working Group for the Integration of Foreigners of the Prague 3 Municipality, and the working group for the „foreigners and migrants“ area, established by Prague City Hall as part of the Medium-Term Development Plan for the Development of Social Services 2025–2027.

We actively participated in conferences and events organized by other organizations and institutions, including the Schola Pragensis high school fair, conferences organized by EDUIN, NPI, MEYS, UNICEF, and more, as well as roundtable discussions and strategic meetings on migration, inclusion, and education.

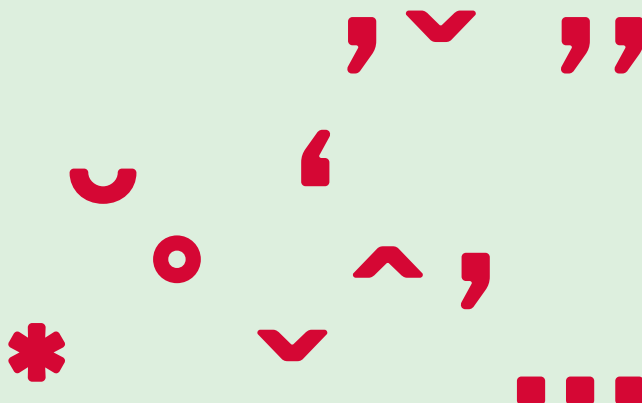
In 2024, META had representatives in **8 regions**: Central Bohemian Region, Ústí nad Labem Region, South Bohemian Region, Pilsen Region, Moravian-Silesian Region, South Moravian Region, Olomouc Region, and Vysočina Region. Our regional colleagues worked mostly on **methodological counseling, networking, and regional platform organization**. The target audience for networking were representatives of education divisions of regional authorities, founding bodies of kindergartens and elementary schools, staff of regional branches of the Center for Support of Integration of Foreigners (CPIC), pedagogical-psychological counseling, special pedagogical care, and preventive educational care centers, as well as regional organizations providing services for pre-school children. Our regional colleagues **took part in more than 40 networking activities and meetings**, organized by different regional stakeholders, where they presented the services offered by META.

Publications

In February, we introduced the *Levou zadní II. – Čeština jako druhý jazyk textbook*, which is a follow-up to the successful first volume *Levou zadní I*. During the year, we continued our efforts to create the *Levou zadní II* workbook, which was ready for printing before Christmas.

At the beginning of the 2024/25 school year, we started selling the updated comprehensive **methodology for elementary school teachers – Průvodce začleňováním vícejazyčných dětí na ZŠ**, which represents a significant extension of the first edition.

In addition to the publications for sale, we created **two guides freely available** for download on our website. The first one is entitled *Příprava vícejazyčných žáků na jednotnou přijímací zkoušku z českého jazyka na střední školy*, which provides strategies and practical tips for multilingual students and their teachers when preparing for the Unified Entrance Examination in the Czech Language. The second guide, *Zapojování do výuky*, was produced at the end of the year. It combines strategies related to content and language and introduces useful teaching strategies based on our long experience of working with students with limited knowledge of the Czech language.



Projects

REGISTERED SOCIAL SERVICE – PROFESSIONAL SOCIAL COUNSELING

The service was funded from the resources of the Ministry of Labor and Social Affairs of the Czech Republic (Social Services) and Prague City Hall (Social Services). META has been a registered provider of professional social counseling since November 1, 2006.
Implementation period: January 1, 2024 – December 31, 2024

LET'S GROW! – VOCATIONAL EDUCATION SUPPORT SYSTEM FOR YOUNG MIGRANTS

The project is funded by The Velux Foundations. It is implemented in collaboration with KCV (Regional Educational Center and Language School authorized to conduct the state language examination in Czech) based in Pilsen and JCMM, z., s. p. o. (Language school authorized to conduct the state language examination in Czech), based in Brno.
Implementation period: August 1, 2022 – August 31, 2027

SPEAK CZECH THREE TIMES WITH META

The project was implemented as part of the Praha 3 – Společné soužití 2024 (Prague 3 – Coexistence 2024) project which aimed to support the integration of persons covered by temporary protection. It was co-funded by the Ministry of the Interior and the Office of the High Commissioner for Refugees (UNHCR).
Implementation period: January 1, 2024 – December 31, 2024

EXTRA CLASSES FOR CHILDREN WITH OTHER MOTHER TONGUES

The project was co-funded by the Eurowag Fund.
Implementation period: August 1, 2023 – June 30, 2024

SUPPORTING EDUCATION OF MULTILINGUAL CHILDREN AND STUDENTS-NEWCOMERS

The project was funded by the Česká spořitelna Foundation.
Implementation period: July 1, 2023 – December 31, 2024

SYSTEMIC SUPPORT OF TEACHING CZECH AS A SECOND LANGUAGE IN MULTILINGUAL CHILDREN

The project is funded by the Abakus foundation, established by the founders of Avast.
Implementation period: September 1, 2023 – August 31, 2025

OUR VOICE – EMPOWERING YOUNG PEOPLE WITH A MIGRATION BACKGROUND

The project was supported by the Committee of Good Will – the Olga Havel Foundation from the *Active Citizens Fund*, which promotes citizens' active participation in the public life and empowerment of vulnerable groups. The program was funded by EEA and Norway Grants.
Implementation period: October 1, 2022 – March 31, 2024

TOGETHER IN SCHOOL

The project was implemented thanks to technical and financial support from UNICEF as part of the workplan launched with the Ministry of Education, Youth, and Sports.
Implementation period: September 1, 2023 – August 31, 2024

SUPPORTING PROFESSIONAL SERVICES, EMPLOYEE CARE, AND CREATION OF ONLINE LEARNING TOOLS

The project is funded by the BLÍŽKSOBĚ Foundation.
Implementation period: January 1, 2024 – December 31, 2025

SUPPORTING SOCIAL INTEGRATION OF VULNERABLE UKRAINIAN CITIZENS

The project is implemented within the Employment+ Operational Program and managed by the Ministry of Labor and Social Affairs.
Implementation period: January 1, 2024 – June 30, 2025

INFORMATION WITHIN ARM'S REACH – SUPPORTING ADAPTION OF FAMILIES WITH CHILDREN IN THE CZECH REPUBLIC

The project is implemented within the Operational Program of the Asylum Migration and Integration Fund (OP AMIFD), managed by the Ministry of the Interior.
Implementation period: January 1, 2024 – December 31, 2025

ADVOCACY AND NETWORKING IN THE FIELD OF EDUCATION OF CHILDREN WITH MIGRATION EXPERIENCE

The project is implemented in collaboration with the Consortium of Migrants Assisting NNOs in the Czech Republic, z. s., which is funded by the Network of European Foundations (NEF) – European Program for Integration and Migration (EPIM).
Implementation period: June 11, 2024 – June 30, 2025

Financial Report for 2024

BALANCE SHEET in a simplified scope as of December 31, 2024 (in thousands of CZK)

ASSETS	First day of the accounting period	Last day of the accounting period
FIXED ASSETS:	0	0
CURRENT ASSETS:	24 043	20 335
Inventory	813	1149
Receivables	162	101
Short-term financial assets	21844	19 044
Other assets	1224	41
total assets	24 043	20 335

LIABILITIES

OWN RESOURCES:	19 677	17 101
Equity	19 492	16 871
Profit / loss	185	230
OTHER RESOURCES:	4 366	3 234
Reserves	0	0
Long-term payables	0	0
Short-term payables	4 366	3 022
Other liabilities	0	212
total liabilities	24 043	20 335

PROFIT & LOSS ACCOUNT in a simplified scope as of December 31, 2024 (in thousands of CZK) (sum of principal and commercial activities)

EXPENSES	
Total purchases and services consumed (materials, rent, energy, travel, repairs, maintenance, representation)	8 886
Change in inventory of own products	-503
Personal expenses (wages, social security, and health insurance)	27 273
Taxes and fees	0
Total other expenses	55
Total contributions	20
total expenses	35 731

REVENUES

Operating donations	7 702
Total donations	14 781
Revenues from the sale of own products and services	2 301
Total other revenues	11 176
total revenues	35 961

PROFIT / LOSS	230
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The full versions of the financial report and the auditor's report are available at the META office, Žerotínova 35, Praha 3.

Statutory bodies

BOARD OF DIRECTORS

Tereza Kaucká Günterová (chairwoman), Hana Hniličková, Monika Krkošková, Ivana Pauerová Miloševićová, Nina Numankadič, Jan Walter

SUPERVISORY BOARD

Kristýna Fantová (chairwoman), Petra Kozílková, Linda Tutterová

FOUNDERS

Tereza Kaucká Günterová, Zuzana Papáčková, Linda Tutterová

MANAGEMENT

Zuzana Papáčková, CEO / Statutory Representative
Linda Tutterová, COO / HR Director
Kristýna Titěrová, Program Director (until August 31, 2024)

META, o. p. s. – Supporting educational opportunities
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meta-ops.cz
inkluzivniskola.cz
doskolyspolecne.cz
jakoty.cz
cestina2.cz
ceskylevouzadni.cz
levouzadnionline.cz

ABOUT META

We provide social services to help **families with migration experience** find their way in the Czech education system. For children and young people, we run Czech language courses of diverse formats, specializations, and levels. We also offer volunteer support (e.g., extra classes) and various types of free-time and community activities. For parents, we run the **Do školy společně** portal, where they can find useful information about the Czech education system, tips, and tools for dealing with real-life situations.

Schools with multilingual children and students are offered **methodological support, counseling, and training**, including tailor-made seminars and teaching materials. For the teaching community, we run the **Inkluzivní škola** portal, where all available information and materials on education and inclusion of multilingual children and young people are published.

We suggest and advocate systemic measures that address in a conceptual, continuous and appropriate way the educational needs of children and young people with insufficient knowledge of the Czech language and the schools where they are educated, helping develop their potential.

Through information campaigns, we aim to convey the situation of people with migration experience to the general public and to **promote open dialogue, mutual understanding, and social cohesion**.

unicef
pro každé dítě

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MINISTERSTVO VNITRA
ČESKÉ REPUBLIKY

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Liechtenstein
Norway
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citizens fund

MP
SV

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PRAHA
PRAHA

BLÍŽKS OBĚ
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EUROWAG

Praha

UNHCR
The UN Refugee Agency

KPMG

PPF
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Nadace OSF

VÝBOR DOBRÉ VĚLE
Nadace Dobré Věle

SKAUTSKÝ
INSTITUT

