

..META*~

Annual Report 2025



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Dear Ladies and Gentlemen,



Thank you for taking the time to read META's 2025 Annual Report.

Unfortunately, 2025 marked the fourth consecutive year in which our work was significantly shaped by the ongoing Russian aggression against Ukraine. Thousands of new refugees continued to arrive in the Czech Republic each month in search of safety, many of them children and young people.

As a result, our services continued to respond to the growing number of children and students with a different mother tongue, as well as to the increasing pressure placed on teachers across all levels of the education system. Moreover, schools in some regions — particularly primary schools — are struggling with insufficient capacity. Secondary education also remains difficult to access for young people with migration experience: only 3 out of 10 migrants aged 15–19 attend secondary school, compared to 9 out of 10 of their Czech peers. In addition to the overall shortage of places at secondary schools, this is partly due to the current format of the

unified entrance examination, which does not adequately reflect applicants' academic potential and instead places greater emphasis on their current Czech language proficiency. Together with partner organisations, we therefore continue to advocate for changes to this system.

Although META's work focuses on a specific group of children and students, our broader goal is an education system capable of supporting

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the full potential of every child. At the same time, we recognise that meaningful systemic change cannot be achieved without collaboration — including with organisations and institutions whose primary focus is not the education of children with migration experience. The word that best defines 2025 at META is therefore **“collaboration.”** We consciously and consistently strengthened this principle both within the organisation and through our external partnerships.

Externally, we deepened existing partnerships and established new ones. We became a member of the Platform for Early Care, which advocates for an accessible and effective early childhood support system in the Czech Republic, and an expert partner of Education 2030+, with whom we share a commitment to equal access to education and wellbeing in schools.

Collaboration within the organisation was equally important. We invested targeted effort into strengthening connections between our three core areas: services for migrants, support for educators, and advocacy work. Our aim is to provide comprehensive support while ensuring that our advocacy is grounded in the direct experience of our expert staff and informed by the everyday realities and needs of students and schools.

None of this is easy or self-evident, especially in a social climate where many of the values and principles we consider important are being ridiculed, dismissed, or stigmatised. My sincere thanks therefore go first and foremost to all my colleagues at META for their dedication, professionalism, and ability to work together — from our expert staff to the

colleagues providing administrative, coordination, and communications support. Thanks to their work, META continues to contribute to a more accessible and equitable education system in the Czech Republic.

I would also like to thank the teachers who educate multilingual children in their classrooms and who create safe and stimulating environments (not only) for them every day. We deeply value our cooperation with them, as well as with many other organisations, institutions, and individuals.

Our heartfelt thanks also go to our lecturers, regional coordinators, and all our collaborators. Special appreciation belongs to our volunteers, without whom our services would not be complete.

I would also like to thank our Board of Directors, Supervisory Board, and all our supporters for their continued trust.

Finally, special thanks belong to all our donors and partners who believe in our vision: that every child, regardless of their language or country of origin, should have equal access to quality education and the opportunity to fully develop their potential. We value this support immensely, because without it, we would not be able to pursue and fulfil our mission.

I wish you all the very best.

Zuzana Papáčková,
Executive Director

Services for Foreigners

In 2025, we primarily supported families with migration experience through two registered social services. Our clients came from a wide range of countries of origin. By far the largest group consisted of Ukrainian nationals, followed by clients from Vietnam, India, Russia, the Philippines, China, and other countries.

Within our **professional social counselling services**, we most frequently addressed issues related to transitions to secondary school, placement of children in nursery and primary schools, academic difficulties, children's motivation and wellbeing at school, and the education of children with additional special educational needs. Among adult service users, there continued to be strong demand for guidance on the recognition of foreign qualifications within the Czech education system.

Overall, our professional social counselling services supported **1,625 individuals**, including outreach work with vulnerable people from Ukraine accommodated in university housing in Prague-Hostivař.

For parents, we organised **23 information sessions** focused on the practical aspects of school enrolment and secondary school admissions, attended by **633 participants**. We also expanded our services with



7 career workshops for young people (95 participants) and facilitated a **peer-support group for Ukrainian mothers** (7 participants).

We also continued to successfully develop our **social activation services for families with children** (SASKIA), through which we supported **56 individuals from 17 families**. Our work focused primarily on situations

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involving social exclusion and language barriers, parenting challenges, and communication with schools. Families also frequently consulted us regarding inadequate housing and financial situations, cooperation with child protection authorities, and access to specialised healthcare.

We provided **psychological support** to **76 people under temporary protection status** – 42 through individual consultations and 34 through 12 group therapy sessions.

Accessible, practical, and easy-to-understand information about education remains one of the pillars of our work. Throughout 2025, we therefore continued to operate and improve **Do školy společně**, our multilingual information portal for parents of children with a different mother tongue. Between January and December, the platform was visited by more than **38,000 users**.

Video content remains one of our most popular information formats. In 2025, we produced **18** videos for parents of multilingual children, available in five language versions. Together, they reached more than **490,000 views**. The videos covered key milestones and aspects of education in the Czech Republic, including the education system as a whole, school admission procedure, recognition of foreign education, special educational needs, and postponement of compulsory school attendance.

We also expanded our **Practical Guide** – a set of bilingual information sheets covering the most common situations families encounter in



education, available in 11 languages – with three new topics, including communication with schools in cases of suspected bullying.

The themes covered in the videos intentionally overlap with those in the *Practical Guide*. Based on both our experience and feedback from clients involved in developing these materials, we consider audiovisual formats ideal for introducing topics and helping families quickly orient themselves. Printed text materials serve as practical tools during communication with schools and other institutions.

To strengthen outreach on topics related to wellbeing and transitions to secondary school, we distributed **two rounds of informational leaflets** to more than 40 regional integration centres, non-profit organisations, and youth and leisure centres. A new addition to our communication strategy

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was a **monthly newsletter for migrants**, of which we published **7 editions**.

A total of **47 volunteers** contributed to supporting multilingual children and young people, donating more than **2,100 hours of their time**. Most were involved in individual or group tutoring, both in person and online, supporting **112 children** and young people.

We also organised **17 one-off leisure activities** for children and parents, including creative workshops, reading activities, and guided explorations of Prague. **Two long-term clubs** – META Club and the club at Jeseniova Primary School – continued to combine leisure activities with Czech language learning. Altogether, **200 children and adults** participated in these activities.

We delivered a total of **19 Czech language courses** covering the needs of children and young people from preschool through secondary education, organised throughout the whole year including summer. Through these courses, we supported **201 individuals** over the past year. Our **one-year preparatory course for secondary school studies** was completed by **24 students in Prague and 22 students in Brno**, where the course was delivered by our partner organisation JCMM. In Prague, we did not open a new annual course in September for the first time in nine years. JCMM, however, continued the programme in Brno, welcoming additional 14 students.

Our support in developing Czech language skills extended beyond in-person courses and tutoring. We continued to develop **digital tools and prepare educational publications** for teaching Czech.



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The web and mobile versions of the **Čeština 2** e-learning platform, designed for children aged five and above, were used by a total of **14,983 users**.

Three new thematic modules reflecting the introductory lessons of the second volume of the *Levou zadní* textbook series were added to the mobile app **Čeština levou zadní**. This online learning tool for teenagers was downloaded by **2,450 users**.

Young people aged 15–20 can also use the online learning platform **Levou zadní online**, which reached **5,158 registered users**. Of these, **437 teachers and 1,235 independent learners** joined the platform during 2025. We expanded the platform's content with **14 worksheets** focused on career guidance and completed a comprehensive set of **42 grammar explainer videos** for A1 and A2 levels.



Services for Teachers

In 2025, we provided **methodological support to schools** at all levels through both broad-based and in-depth approaches. Our advisory team supported **295 educators** in addressing specific situations and challenges. **Intensive support** through repeated on-site visits was delivered to **7 nursery schools, 5 primary schools, and 1 secondary school**.

More than 17,000 subscribers received our **thematic newsletters** each month. Over the course of the year, we published **37 newsletters** in four tailored editions for different types of schools and organising bodies: 14 for nursery schools, 12 for primary schools and pedagogical-psychological counselling centres, 10 for secondary schools, and 1 for nursery school organising body.

Our online information portal for teachers, ***Inkluzivní škola***, was in 2025 visited by **166,052 users**, who viewed **663,051 pages** across **298,108 visits**.

We produced a wide range of **informational and methodological materials** focused on key topics related to the inclusion of children with a different mother tongue (12 for nursery schools, 20 for primary schools, and 8 for secondary schools). One of the most significant contributions to

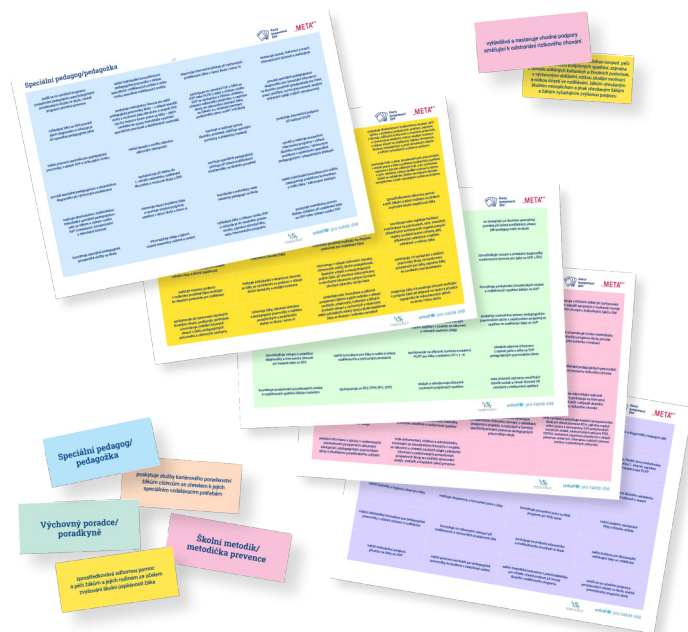


methodological support for schools last year was the development of the **Competency Cards for school counselling teams**, together with a methodological handbook and two checklists. These materials were distributed to **4,337 primary schools across the Czech Republic**. They enable school counselling staff to clearly define responsibilities and align

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expectations when setting up support systems not only for students with a different mother tongue, but for all students requiring additional support.

We organised a total of **55 educational activities** – including online peer-learning platforms, workshops, and seminars – attended by **1,234 participants**. We also delivered an online accredited course, *Teaching Czech as a Second Language*, for **30 nursery and primary school teachers**.



In 2025, we created **14 methodological videos**, as well as **1 introductory video presenting the new materials** for primary school counselling teams. Thirteen of the methodological videos were filmed in the authentic environment of our year-long preparatory course. This approach allowed us to capture real teaching practice and share it with educators through



model lessons and expert tutorials focused on **teaching Czech as a second language** to adolescents, as well as on **strategies for integrating language and content learning**. The final methodological video was designed for secondary school teachers and offered recommendations on **conducting admissions interviews** assessing Czech language proficiency among students with a different mother tongue.

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Drawing on many years of experience with our year-long preparatory course for students applying to secondary schools, we also developed **three syllabi** covering the curriculum for language **levels A1–A2, B1, and B1+**. The syllabi are based on the **Levou zadní** textbook series and include not only the curriculum itself, but also references to literature, teaching materials, and online resources used throughout the course. They are available for download on the **Česky levou zadní** website in



a newly created section dedicated to materials for the annual preparatory course. In addition to the syllabi and a career guidance handbook (see Publications section), the platform will also provide mathematics teaching materials and socio-emotional learning activities.

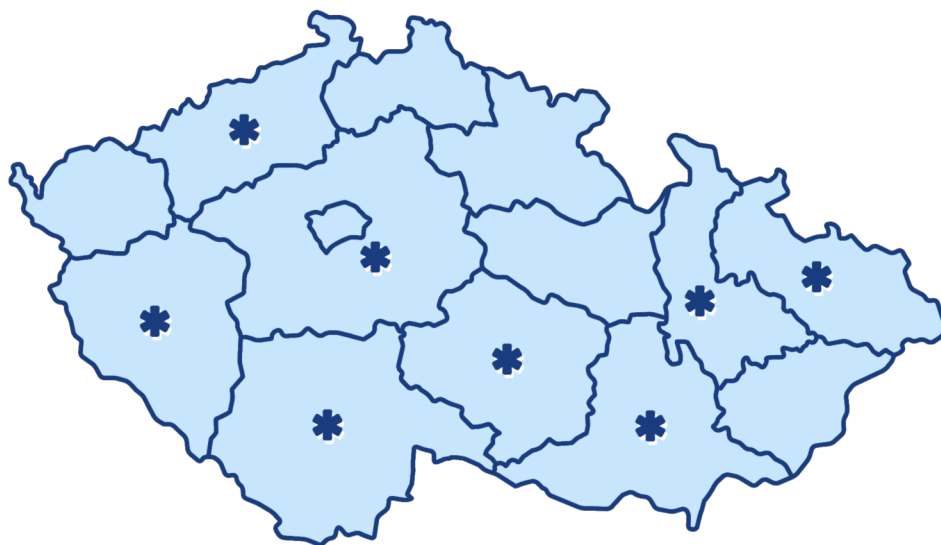
A significant amount of effort in 2025 was devoted to establishing and strengthening partnerships. We successfully deepened our cooperation with the **National Pedagogical Institute of the Czech Republic (NPI CR)**, collaborating both at the regional level through our regional coordinators and at the central level. Together with colleagues from NPI CR, we shared information and educational materials and **contributed to the development of the Desegregace.cz platform**, where we expanded the *Catalogue of Interventions* with topics related to children and students with a different mother tongue.

We also launched **cooperation with the organisations Step by Step Czech Republic** and **Hodnotové vzdělávání Cyril Mooney** (Values Education Cyril Mooney). The aim of this partnership is to provide primary schools with coherent, accessible, and mutually reinforcing support that connects teaching, values-based education, and inclusion, while increasing the collective impact of these organisations on educational change. Specific interventions are planned for 2026–2027.

In the area of preschool education, we initiated the work of an **expert group composed of six specialists** from pedagogical-psychological counselling centres and special education centres. The group is currently preparing methodological materials focused on identifying additional special educational needs among children with a different mother tongue and on coordinating support with school counselling centres.

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At the regional level, methodological support and networking activities were provided by **eight regional coordinators** working in the Olomouc, South Moravian, South Bohemian, Central Bohemian, Moravian-Silesian, Ústí nad Labem, Pilsen, and Vysočina regions. During the year, our colleagues organised **six regional platforms** and participated in more than **40 educational and networking events** led by regional stakeholders. Their work also included building and strengthening cooperation with regional authorities, organising bodies, pedagogical-psychological counselling centres, special education centres, Centres for the Integration of Foreigners, and other key organisations across the regions.



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Advocacy and Networking

The year 2025 brought **two major advocacy successes**, both achieved through months of consistent and systematic work.

An amendment to the Education Act was approved, extending entitlement to Czech language support to children with Czech or dual citizenship and enabling a broader group of applicants to benefit from adjusted conditions in secondary school admissions procedures. When the amendment risked failing due to prolonged parliamentary obstruction, we initiated an open appeal to Members of Parliament. The joint pressure of dozens of educational organisations helped secure the law's approval before the end of the parliamentary term.

Our second major success came with a landmark ruling by the Constitutional Court, which declared **separate first-grade enrolment dates** for Ukrainian refugee children unconstitutional. Throughout the year, together with the Consortium of Migrants Assisting NGOs in the Czech Republic, we had advocated for the abolition of this discriminatory and



ineffective practice. Together, we had submitted an amicus curiae brief to the Court, outlining the practical impacts of the measure and explaining how it led to unequal treatment and increased the risk of segregation. In December, the **Constitutional Court ruled in favour of abolishing the dual enrolment system**.

In March, in cooperation with the Government Office of the Czech Republic and under the auspices of the Government Commissioner for

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Human Rights, Klára Šimáčková Laurenčíková, we organised the conference **Pozornost. Podpora. Potenciál.** (Attention. Support. Potential.), focused on access to secondary education for young people with migration experience. The conference became a catalyst for direct discussions with Minister of Education Mikuláš Bek and the Government Commissioner for Human Rights, ultimately leading to the submission of a **Strategic Action Plan for the Full Inclusion of Young People with a Different Mother Tongue in Secondary Education in the Czech Republic.**

Towards the end of the year, together with experts from the National Pedagogical Institute, People in Need, and SOFA, we began preparing a proposal for the *Ministry of Education, Youth and Sports (MEYS)* aimed at **adapting the language level of the mathematics test questions within the unified secondary school entrance examination.**

To ensure that this issue would not remain confined to statistics and policy discussions, we complemented our advocacy efforts with the online campaign **Mladí lidé s migrační zkušeností – Pozornost. Podpora. Potenciál.** (Young People with Migration Experience – Attention. Support. Potential.). Through 9 social media videos, viewed more than **190,000 times**, we followed six young people on their journeys toward or through secondary education. They shared their aspirations and ambitions, described the obstacles they face, and reflected on what it means to truly feel safe and supported at school.



Throughout the year, we maintained a strong presence in both the media and professional forums. We appeared, for example, in the Czech Radio programme *My a oni* (Us and Them), at the ICP Regional Platform, on an expert panel organised by the Ministry of Education on secondary school admissions, and at conferences including *Lepší škola 2025* (Better School 2025) organised by Eduin and *Naši Ukrajinci* (Our Ukrainians) organized by the Prague 1 Municipal District. We also actively participated in a range of other conferences and professional events, including *Eduzměna²* (Educhange²), *S asistenty k lepší škole* (With Teaching Assistants Towards Better Schools) organised by People in Need, *Rosteme společně 2025* (Growing Together 2025) organised by Schola Empirica, and *Škola rovných šancí* (School of Equal Opportunities) organised by MEYS, DZS, and NPI ČR.

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One of the highlights of each November is our participation in the **Schola Pragensis** education fair. The event is unique in bringing together both key target groups of our services in one place: young people with a different mother tongue interested in secondary education (together with their parents) and primary and secondary school teachers. Each year, the City of Prague generously provides us with space to present our services and activities – not only through an information stand, but also through workshops for both students and educators.



legislative and strategic policy documents. These included comments on amendments to 17 educational decrees linked to the Education Act amendment, the *Human Rights Report*, and the *National Youth Strategy 2025–2030*. We also continued to build relationships with a wide range of key stakeholders in the fields of education and migration.

During the year, we became a member of the **Platform for Early Care** and an expert partner of the **Partnership for Education 2030+** initiative. We also continued our project partnership with the South Moravian organisation **JCMM** and newly expanded cooperation on language support and systemic solutions for young people with a different mother tongue entering secondary education to another regional partner organisation, **Most pro** in the Pardubice Region.

Our advocacy work in 2025 included more than **40 in-person meetings**, participation in **29 working groups, committees, advisory platforms, and commissions**, and involvement in **five consultation processes** related to



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Publications

As the previous sections suggest, in 2025 we focused heavily on audiovisual content production, creating a total of **33 videos**. At the same time, META Publishing remained highly active.



Drawing on our experience with career guidance within the year-long preparatory course, we published the electronic handbook ***Cesta ke střední škole: Práce s mládeží, která se učí česky*** (Your Way to High School: Working with Young People Learning Czech). The guide is intended for career counsellors, school counselling professionals, teachers, and NGO staff, and is available for free download on our website and on the *Česky levou zadní* platform.

We also published ***Levou zadní II – pracovní sešit*** (workbook) and devoted much of the year to the intensive preparation of the **third volume** in the ***Levou zadní – Čeština jako druhý jazyk*** textbook series, scheduled for publication in May 2026.

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Projects

REGISTERED SOCIAL SERVICE – PROFESSIONAL SOCIAL COUNSELLING

The service was funded by the Ministry of Labour and Social Affairs of the Czech Republic (Social Services Programme) and the City of Prague (Social Services Programme). META has been a registered provider of professional social counselling since 1 November 2006.

Implementation period: 1 January 2025 – 31 December 2025

THREE TIMES CZECH WITH META 2025

The project was implemented as part of the municipal programme *Prague 3 – Living Together 2025*, supporting holders of temporary protection status and co-funded by the Ministry of the Interior of the Czech Republic and the Office of the United Nations High Commissioner for Refugees (UNHCR).

Implementation period: 1 January 2025 – 31 December 2025

REGISTERED SOCIAL SERVICE – SOCIAL ACTIVATION SERVICES FOR FAMILIES WITH CHILDREN

The service was funded by the Ministry of Labour and Social Affairs of the Czech Republic (Social Services Programme) and the City of Prague (Social Services Programme). META has been a registered provider of social activation services for families with children since 1 June 2021.

Implementation period: 1 January 2025 – 31 December 2025

STRENGTHENING THE COMPETENCIES OF EDUCATIONAL PROFESSIONALS AND IMPROVING AWARENESS OF AND ACCESS TO EDUCATION FOR ADOLESCENT AND YOUNG REFUGEES IN THE CZECH REPUBLIC

The project was implemented with the technical and financial support of UNICEF within the framework of its work plan with the Ministry of Education, Youth and Sports of the Czech Republic.

Implementation period: 15 January 2025 – 31 October 2025

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SUPPORT FOR PROFESSIONAL SERVICE PROVISION, STAFF CARE, AND THE DEVELOPMENT OF ONLINE LEARNING TOOLS

The project was implemented with financial support from the BLÍŽKSOBĚ Foundation.

Implementation period: 1 January 2024 – 31 December 2025

SYSTEMIC SUPPORT FOR TEACHING CZECH AS A SECOND LANGUAGE TO MULTILINGUAL CHILDREN

The project was implemented with financial support from the Abakus Foundation Fund, established by the founders of Avast.

Implementation period: 1 September 2023 – 31 August 2025

YOUNG PEOPLE WITH A DIFFERENT MOTHER TONGUE IN SECONDARY EDUCATION – POTENTIAL FOR ALL

The project was implemented with financial support from the City of Prague.

Implementation period: 1 January 2025 – 31 December 2025

IMPROVING EDUCATIONAL ACCESS AND INCLUSIVENESS FOR REFUGEE CHILDREN

The project was implemented with financial support from the International Rescue Committee.

Implementation period: 1 January 2025 – 31 August 2025

SUPPORTING THE SOCIAL INCLUSION OF VULNERABLE PEOPLE FROM UKRAINE

The project was implemented under the Operational Programme Employment Plus (OPZ+), funded by the Ministry of Labour and Social Affairs of the Czech Republic.

Implementation period: 1 January 2024 – 30 June 2025

SUPPORT FOR YOUNG PEOPLE UNDER TEMPORARY PROTECTION ENTERING SECONDARY EDUCATION

The project was implemented with financial support from the Česká spořitelna Foundation.

Implementation period: 1 April 2025 – 31 December 2025

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INFORMATION AT HAND - SUPPORTING THE ADAPTATION OF FAMILIES WITH CHILDREN IN THE CZECH REPUBLIC

The project was implemented under the Asylum, Migration and Integration Fund Operational Programme (AMIF OP), funded by the Ministry of the Interior of the Czech Republic. From 1 January 2025, the project also received financial support from the City of Prague.

Implementation period: 1 April 2024 – 31 December 2025

SUPPORTING THE EDUCATION AND INCLUSION OF CHILDREN WITH A DIFFERENT MOTHER TONGUE THROUGH THE DEVELOPMENT OF SYSTEMIC SUPPORT MEASURES FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The project was implemented with financial support from the Abakus Foundation Fund, established by the founders of Avast.

Implementation period: 1 October 2025 – 30 June 2027

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

The project was implemented in cooperation with the Consortium of NGOs Working with Migrants in the Czech Republic, which was the recipient of funding from the Network of European Foundations (NEF) – European Programme for Integration and Migration (EPIM).

Implementation period: 11 June 2024 – 30 June 2025

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

The project is funded by The Velux Foundations and implemented in cooperation with JCMM in Brno.

Implementation period: 1 August 2022 – 31 August 2027

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Additional Supporters

PPF Foundation

The foundation's donation supported activities, services, and programmes for people fleeing Ukraine, as well as other activities of the organisation.

Kladné nuly Foundation Fund

The foundation fund's donation supported META's advocacy activities.

Implementation period: 1 July 2025 – 31 December 2025



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Financial Report for 2025

BALANCE SHEET in a simplified scope as of 31 December 2025 (in thousands of CZK)

ASSETS

	First day of the accounting period	Last day of the accounting period
FIXED ASSETS:	0	0
CURRENT ASSETS:	20,335	20,436
Inventory	1,149	1,053
Receivables	101	672
Short-term financial assets	19,044	18,691
Other assets	41	21
TOTAL ASSETS	20,335	20,436

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LIABILITIES

	First day of the accounting period	Last day of the accounting period
OWN RESOURCES:	17,101	18,191
Equity	16,871	18,160
Profit / loss	230	31
OTHER RESOURCES:	3,234	2,245
Reserves	0	0
Long-term payables	0	0
Short-term payables	3,022	2,245
Other liabilities	212	0
TOTAL LIABILITIES	20,335	20,436

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PROFIT & LOSS ACCOUNT in a simplified scope as of 31 December 2025 (in thousands of CZK)

(sum of principal and commercial activities)

EXPENSES	
Total purchases and services consumed (materials, rent, energy, travel, repairs, maintenance, representation)	8,119
Change in inventory of own products	73
Personal expenses (wages, social security, and health insurance)	24,061
Taxes and fees	3
Total other expenses	3
Total contributions	20
TOTAL EXPENSES	32,280

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REVENUES

Operating donations	8,803
Total donations	15,692
Revenues from the sale of own products and services	2,196
Total other revenues	5,619
TOTAL REVENUES	32,311

PROFIT / LOSS

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The full versions of the financial report and the auditor's report are available at the META office, Žerotínova 35, Prague 3.



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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, counselling, 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**.

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Statutory Bodies

Board of Directors

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

Supervisory Board

Kristýna Fantová (Chair), Petra Kozílková, Linda Tutterová

Founders

Tereza Kaucká Günterová, Zuzana Papáčková, Linda Tutterová

Executive Management

Zuzana Papáčková, CEO / Statutory Representative
Linda Tutterová, COO / HR Director

META, o. p. s. – Supporting educational opportunities

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E-mail: info@meta-ops.cz

Reg. No.: 26982633

Account No.: 2300884089/2010 (Fio banka)

meta-ops.cz

inkluzivniskola.cz

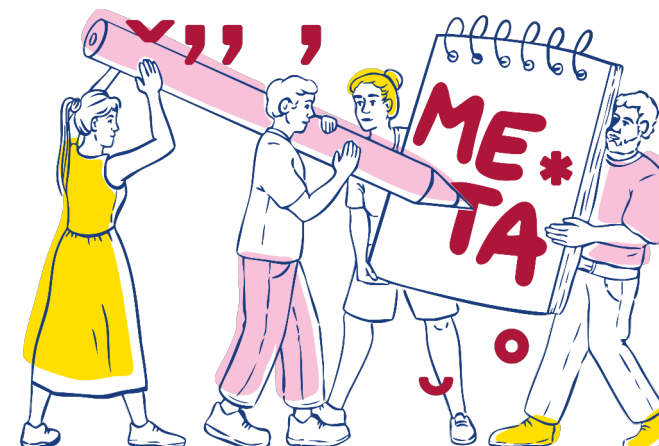
doskolyspolecne.cz

ceskylevouzadni.cz

levouzadnionline.cz

cestina2.cz

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