

## AN EXAMPLE OF GOOD PRACTICE IN THE FIELD OF INCLUSION OF THE CHILDREN OF FOREIGNERS IN SCHOOL

Erasmus+ project no. 2016-1-1-CZ01-KA202-024034  
Teacher's training to the inclusion of the children of foreigners

**School Name:** ZŠ s MŠ Odborárska  
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### 1. Describe a place where your school is situated

The primary school is located in Bratislava - Nové Mesto borough and it is one of the oldest schools in Bratislava. At present, there are 13 classes and 240 pupils attending the school. There are three separate buildings on the premises of the school - one of which is a primary school for primary and lower secondary school pupils; the second building is kindergarten with 98 pre-school children. In the third building there is a gym, which is used by both schools, and a new multifunctional playground behind it.

Near the school there is a lodging house with Vietnamese families who came or are still coming to Slovakia for work and business. Many of them used to work in the Istrochem factory in the past and have lived in Slovakia for several decades. Their children were born in Slovakia and study in Slovak schools. However, many families come with school children who do not speak the Slovak language and their integration in schools is much more challenging. In our school, multicultural diversity prevails and we strive to respect the ethnic and religious origins of each child. Besides children of Vietnamese nationality, children from China, Serbia, Ukraine, the Czech Republic, Russia, Canada and Costa Rica attend the school. Our school is open to other cultures and at the same time expects the incoming children to respect others at school.

### 2. School characteristics

The school is a budgetary entity; the borough Bratislava – Nové Mesto is the founder of the primary school with kindergarten Odborárska 2. Primary school with Slovak as the language of instruction is attended by pupils from the borough, but also from other Bratislava districts and neighbouring villages.

Our philosophy is to provide pupils with general education which is in line with the state and school educational programmes. We offer a balanced proportion of subjects in sciences and humanities with emphasis on foreign languages and art education and we also cooperate with language schools.

The family character of the school arises from the size of the school building (a maximum space for 250 pupils) and the work of a team of teachers who prefer communication with pupils and close cooperation with children's legal representatives prior to authoritarian attitudes.

The school also has the experience of educating pupils with special educational needs for whom appropriate conditions have been created – there is a qualified special-education teacher and wheelchair access to the school building.

A school library is located in the school's premises, serving both pupils and teachers.

In order to make good use of free time, children are involved in extracurricular activities and clubs. There are sports clubs developing children's physical activity (karate, floorball, football), and also clubs developing children's artistic and musical talents (art, drama, music, ceramics). Pupils may work for school magazine and school television; they may attend computer science club, chess and foreign language courses (German, English, Slovak and Vietnamese). Vietnamese language has been taught since 2010 and is attended mainly by Vietnamese children born in Slovakia who want to know the language, customs and traditions of Vietnam. At school we also regularly organize the Slovak language courses for adults.

School classrooms are equipped with computers, interactive whiteboards with Internet access. Information and communication technologies are incorporated into educational process.

### **3. Summarise key aspects/elements of your current practice in the field of inclusion of the children of foreigners**

The strength of the school is the interconnection of primary school and kindergarten in which we put emphasis on the language preparation of the children of foreigners from their pre-school age.

The inclusion of children from other countries makes our pupils very open to new relationships and friendships that would normally never be born. Thanks to classmates from other countries they know more about different cultures and their customs, they learn to tolerate each other and know that not everyone understands everything. The language barrier is one of the greatest problems of the inclusion of children of foreigners in our school; however, our children try to help each other and create a positive atmosphere for quick integration of foreigners into the class. Nowadays, we see it as advantage for pupils that there are at least three foreigners in almost every class. We may say that teachers and other pupils have identified themselves with this fact. In this respect, the inclusion of children of foreigners is very positive and beneficial. In our school we do not have problems with racial hatred, bullying or segregation.

As part of the teaching process, working with children of foreigners requires an individual approach. Basic language courses are short and insufficient. For children of foreigners, there is lack of textbooks and other didactic aids, but the pupils are very hard-working, ambitious, and quickly make great progress in learning the Slovak language. Despite the language barrier, children of foreigners achieve excellent results in natural sciences, especially in mathematics. Parents of children of foreigners are responsible and arrange individual tutoring for them in subjects they have problems with. Children of Vietnamese nationality are very ambitious and most of them continue to study at secondary vocational schools and grammar schools.

#### 4. Available data/information in the field of inclusion of children of foreigners

In the school year 2017/2018, we have 58 pupils of different nationality, of whom 29 pupils also have different citizenship. Some children come from bilingual families, but there are some from families of foreigners who have already started compulsory schooling in another country and do not speak Slovak at all.

Class	Number of pupils	Place of birth	Nationality	Citizenship	Period of being educated in SVK
1 <sup>st</sup>	10	Bratislava	Vietnamese	SVK	Less than 1 year
		Bratislava	Vietnamese	SVK	Less than 1 year
		Bratislava	Vietnamese	SVK	Less than 1 year
		Komárno	Vietnamese	SVK	Less than 1 year
		Bratislava	Vietnamese	SVK	Less than 1 year
		Bratislava	Vietnamese	SVK	Less than 1 year
		Bratislava	Chinese	SVK	Less than 1 year
		Bratislava	Chinese	SVK	Less than 1 year
		Ukraine	Ukrainian	UA	Less than 1 year
		Hanoi	Vietnamese	VN	Less than 1 year
2 <sup>nd</sup>	7	Vietnam	Vietnamese	VN	Less than 2 years
		Hai Phuong	Vietnamese	VN	Less than 2 years
		Bratislava	Vietnamese	SVK	Less than 2 years
		Bratislava	Vietnamese	SVK	Less than 2 years
		Bratislava	Vietnamese	SVK	Less than 2 years
		Bratislava	Vietnamese	SVK	Less than 2 years
		Rimavská Sobota	Vietnamese	SVK	Less than 2 years
3 <sup>rd</sup>	10	Bratislava	Vietnamese	SVK	Less than 3 years
		Rimavská Sobota	Vietnamese	SVK	Less than 3 years
		Bratislava	Vietnamese	SVK	Less than 3 years
		Bratislava	Vietnamese	SVK	Less than 3 years
		Quang Phu	Vietnamese	VN	Less than 1 year
		Bratislava	Vietnamese	SVK	Less than 3 years
		Bratislava	Vietnamese	SVK	Less than 3 years
		Praha	Czech	CZE	Less than 3 years
		Doneck	Ukrainian	UA	Less than 2 years
Bratislava	Hungarian	SVK	Less than 3 years		
4 <sup>th</sup>	2	Hung Yen	Vietnamese	VN	Less than 4 years
		Hanoi	Vietnamese	VN	Less than 4 years
5 <sup>th</sup>	8	Košice	Vietnamese	SVK	Less than 5 years
		Quang Phu	Vietnamese	VN	Less than 1 year
		Bratislava	Vietnamese	SVK	Less than 5 years
		Tien Hai	Vietnamese	VN	Less than 3 years
		Bojnice	Vietnamese	SVK	Less than 5 years
		Bratislava	Vietnamese	SVK	Less than 3 years
		Bratislava	Vietnamese	SVK	Less than 5 years
		Bratislava	Chinese	SVK	Less than 5 years

6 <sup>th</sup>	8	Viet Hoa	Vietnamese	VN	Less than 2 years
		Tran Phu	Vietnamese	VN	Less than 6 years
		Bratislava	Vietnamese	SVK	Less than 6 years
		Dong Ket	Vietnamese	VN	Less than 1 year
		Hai Duong	Vietnamese	VN	Less than 6 years
		Nghe An	Vietnamese	VN	Less than 4 years
		Trenčín	Vietnamese	SVK	Less than 6 years
		Bac Giang	Vietnamese	VN	Less than 1 year
7 <sup>th</sup>	6	Hung Yen	Vietnamese	VN	Less than 3 years
		Bratislava	Vietnamese	SVK	Less than 7 years
		Bac Giang	Vietnamese	VN	Less than 1 year
		Hai Phong	Vietnamese	VN	Less than 7 years
		Hanoi	Vietnamese	VN	Less than 3 years
		Bratislava	Vietnamese	SVK	Less than 7 years
8 <sup>th</sup>	4	Bratislava	Vietnamese	SVK	Less than 8 years
		Bac Ninh	Vietnamese	VN	Less than 6 years
		Nghe An	Vietnamese	VN	Less than 4 years
		Son Tay Ha Tay	Vietnamese	SVK	Less than 8 years
9 <sup>th</sup>	3	Hung Yen	Vietnamese	VN	Less than 3 years
		Hai Phong	Vietnamese	VN	Less than 8 years
		Bac Giang	Vietnamese	VN	Less than 1 year

When integrating new pupils into classes, we consider the age of the child, not the language proficiency. When placing pupils in lower classes, pupils were unable to make friends with younger classmates. Moreover, they completed compulsory schooling at the statutory limit of sixteen years in lower grades (e.g. in the 7<sup>th</sup> out of the 9 grades at primary school).

*The plans and objectives of our school for working with children of foreigners are:*

- To continue to teach the Slovak language for Vietnamese community and children of other nationalities; to set up a basic Slovak language course for incoming pupils and to continue to extend the courses of the Slovak language;
- To develop individual education plans for each pupil in cooperation with a class teacher and a special-education teacher; to provide individual training or teacher assistance;
- To assess the work of pupils from abroad verbally; to motivate them to learn and appreciate their work;
- To use information and communication technologies as a source for easier communication;
- To develop pupils' manual, creative, artistic and psychomotor skills;
- To strengthen respect for friends of other nationalities, human rights and the mother tongue;
- To teach pupils to control their behaviour and respect others; to teach them how to protect and care for their health;
- To help them develop their personality and teamwork skills.

*Teacher assessment of pupils*

By working with children of foreigners we create an atmosphere full of creativity and an atmosphere of trust and cooperation. We create a space for self-evaluation, and we are grateful to them for positive motivation.

The assessment of children of foreigners in our school is in line with methodological guidelines (Methodological Guideline No. 22/2011 for evaluation and assessment of primary school pupils, Article 11):

(1) Outcomes in the language of instruction of a pupil in the first class of primary school, whose mother tongue is different from the language of instruction at primary school, shall be assessed while taking into account his/her results from other subjects.

(2) If a pupil of the second to the ninth class moves to a school with a different language of instruction, in the first two evaluation periods his/her assessment results shall correspond with the results he/she achieved in the language of instruction on the last report card.

(3) After the two evaluation periods have elapsed since the pupil moved to a school with a different language of instruction, the assessment measures shall be adjusted for the next two evaluation periods.

(4) When evaluating a pupil in the first and the second school year after his/her enrolment in the school with different language of instruction, his or her knowledge is assessed, not the level of his or her linguistic accuracy.

(5) The assessment of children of foreigners shall be made in accordance with paragraphs 1 to 4.

### Inspection reports

1. Implementation of education and training on human rights in the educational activities of the school

Date: 19-20 November 2015

Conclusion: The strengths of the school in the field of human rights education is their support for creating multicultural environment, the involvement of teachers and pupils in projects related to human rights education, curricular and extracurricular activities and cooperation with other organizations aimed at eliminating the negative effects of social and cultural barriers.

2. Conditions for teaching integrated pupils

Date: December 8 - 13, 2016

Conclusion: The lessons strong points were: creating a positive atmosphere in the classroom; motivating pupils to learn and providing individual support to integrated pupils during their individual work.

## **5. An example of good practice focusing on work with children of foreigners**

*5.1 What is the cooperation between different state authorities and/or NGOs like? Are there any cooperation measures to ensure the inclusion of children of foreigners?*

Our school cooperates with the Vietnamese community, the Embassy of the Socialist Republic of Vietnam in Slovakia, the Ministry of Education, Science, Research and Sport of the Slovak Republic, the Vietnamese Women Union, the Government Office of the Slovak Republic.

Projects:

- Get to Know Each Other - Slovak and Vietnamese community
- Bridges that connect us - activities of Slovak, Chinese and Vietnamese children
- Slovak language courses for children and adults

*5.2 How do teachers create and use a school curriculum to ensure that children of foreigners achieve the set educational standards?*

Emphasis is given on an individual approach that is very difficult to apply in practice because of large number of children in classes, lack of teacher assistants and the amount of learning content. Since we have classes in which there are a great number of foreigners, it is very challenging to teach with respect to the needs of individual pupil. However, each teacher tries to adjust to the pace of a particular pupil. To help children of foreigners learn, they use pictorial material and simplified

worksheets. A teacher usually makes a space for his/her individual approach to the children of foreigners by letting other pupils work on their own.

Each teacher prepares an educational plan (or syllabi) for working with children of foreigners, which includes:

- Defining short-term and long-term educational goals;
- Alert on specific educational needs;
- Definition of the learning content, scope, and timetable

5.3 How do teachers prepare and implement educational activities to make them accessible to all pupils? Please describe at least one example of the lesson's activity.

<b>Class</b>	Second
<b>Subject</b>	Natural science
<b>Topic</b>	Body parts
<b>Lesson's goal</b>	- Name body parts - Show body parts - Mutual cooperation on completing a worksheet
<b>Content</b>	Main body parts
<b>Performance standard</b>	Pupil can match/name main body parts correctly.
<b>Methods/forms of work</b>	work in groups, learning-by-doing method
<b>Material</b>	worksheet, scissors, glue, radio (Internet)

### Lesson phases

#### Motivation:

The teacher walks into a classroom with a slight limp. S/he tells pupils that s/he fell down on the way to school and starts asking them what they would do if they were hurt or in pain. S/he guides them to start talking about doctor's visit and how important it is to tell the doctor which part of the body hurts.

#### Exposure:

Teacher	Pupil	Pupil - foreigner
<i>Teacher hands out worksheets with dispersed body parts.</i>	Pupils get Worksheet 1 and cut out each body part.	Pupils get Worksheet 2 and cut out each body part. Each body part has its name on it.
<i>Teacher has each part of the body in a greater size. Teacher with pupils pick out body parts and they glue them on the paper to make a body.</i>	Pupils glue body parts on the paper or in their notebooks. They also may use Worksheet 4.	Pupils glue body parts on the Worksheet 3 – there is a shape of the body with names written on each part of the body.
<i>Picture of the whole body</i>	Pupils colour the body and give it a name.	Pupils colour the body and give it a name.

Picture source: <http://marisa-hamanako.com/sneak-peek/full/14852-1000-ideas-about-body-parts-theme-on-pinterest-body-parts-body/>

*Fixation:*

Pupils stand in a circle and sing Head, Shoulders, Knees and Toes song and show each word on their bodies. The song is sung faster and faster and the one who makes a mistake drops out of the game.

*Head and shoulders knees and toes*

*Knees and toes*

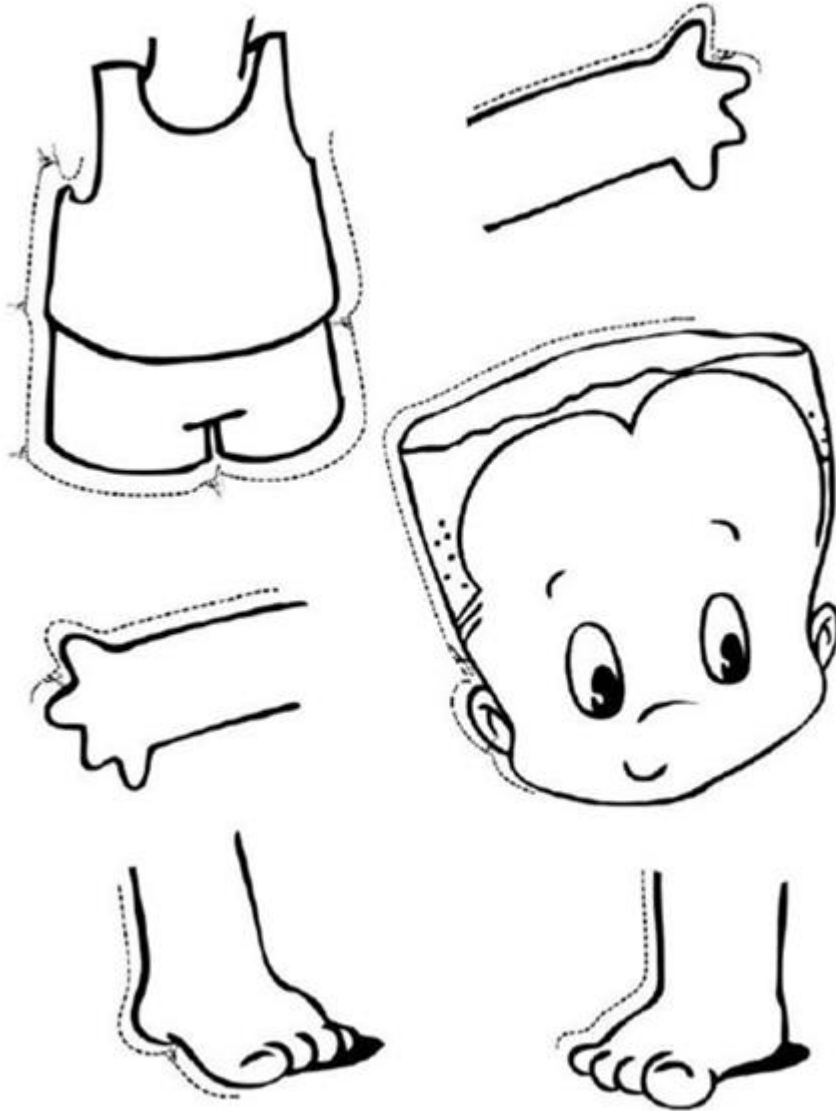
*Head and shoulders knees and toes*

*Knees and toes*

*And eyes and ears*

*And mouth and nose*

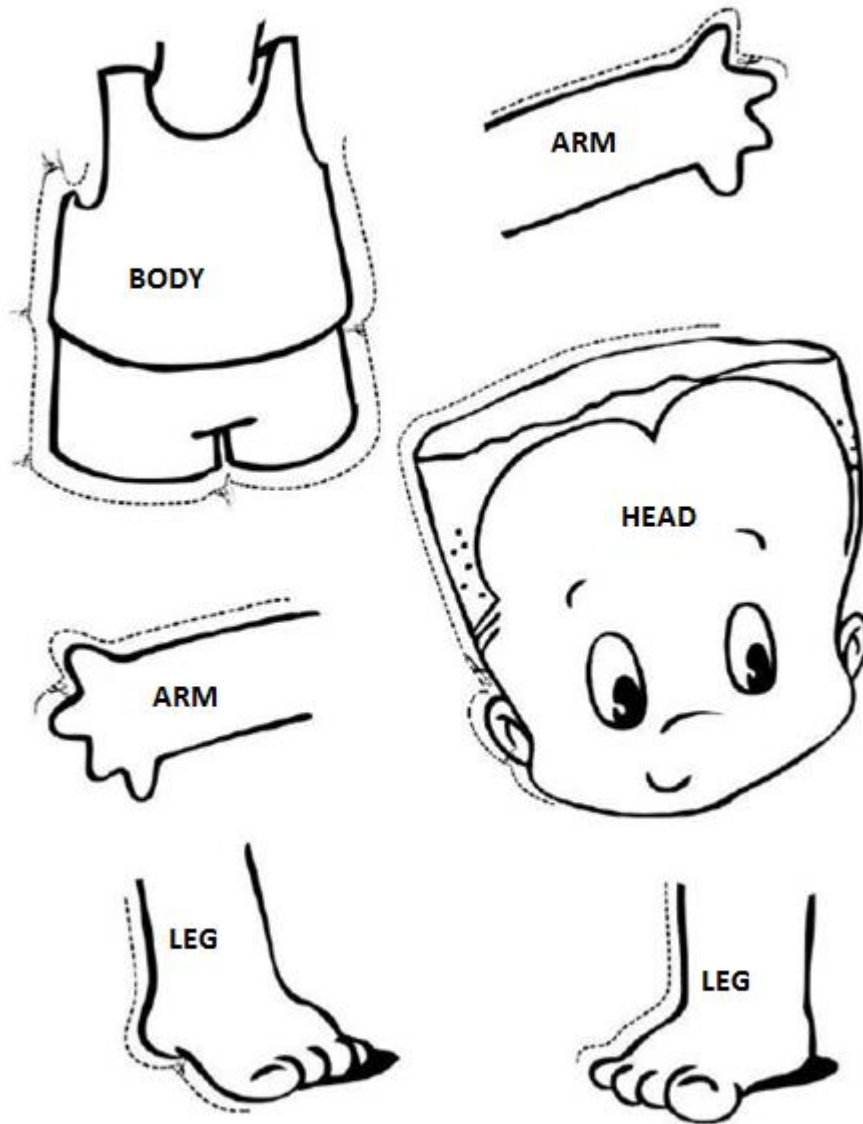
BODY PARTS



Cut the body parts and glue them correctly

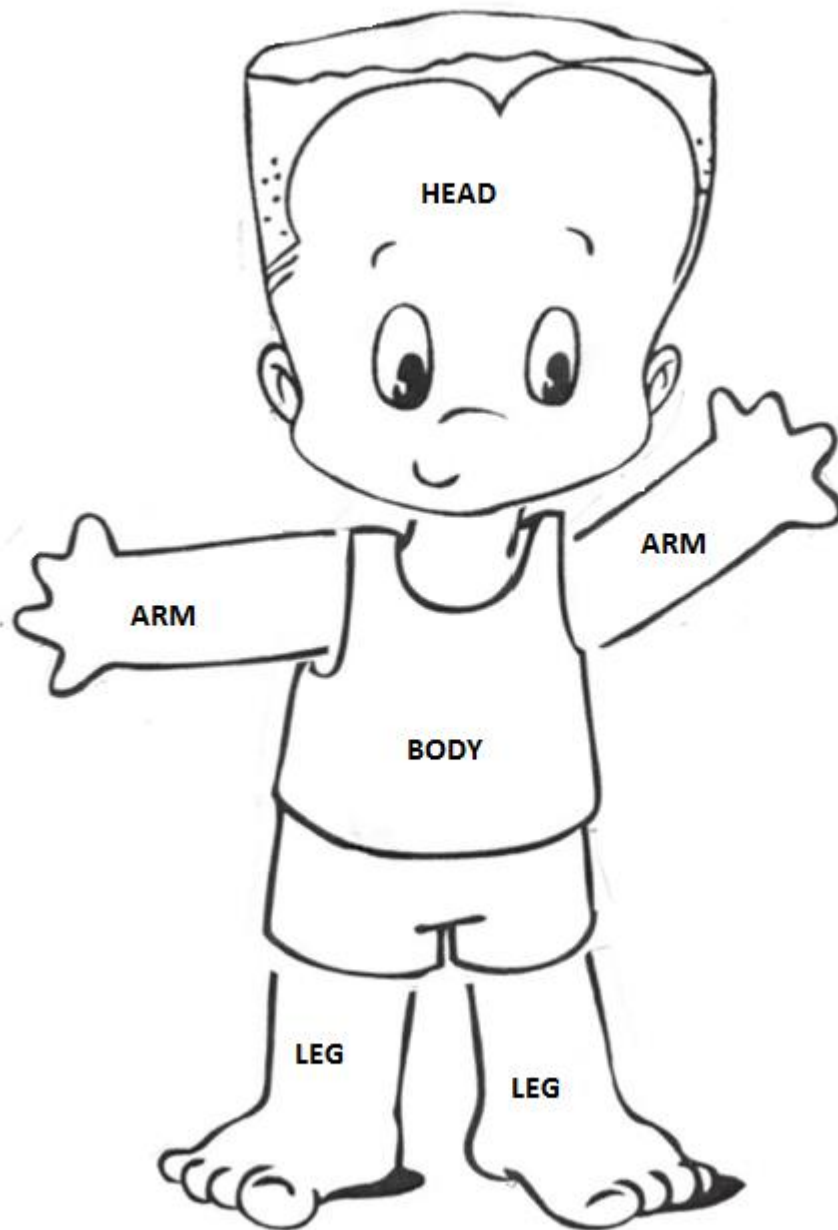


BODY PARTS



Cut the body parts and glue them correctly

WORKSHEET 3



WORKSHEET 4



#### *5.4 How do parents participate in the process of inclusion of children of foreigners (parents of foreigners, parents of other children)?*

Parents of children of foreigners cooperate with the school. After a child is enrolled, they get familiar with the activities and rules of our school (either directly parents or through an interpreter). When parents master the rules of the school and are familiar with our school rights and duties, cooperation is much easier. Parents support their children in extra-curricular activities offered by the school to improve their language skills. They often make contacts with Slovak citizens from nearby surroundings and help each other. It is often the case that some of the Slovak parents propose that children do their homework together.

#### *5.5 How are the children themselves involved in this process (children of foreigners, other children)?*

The arrival of a foreigner into a new school or class is very difficult especially for a child. It is necessary for all pupils to learn how to work together so that class members are closely connected. It is very important for other pupils to accept a newcomer; it is usually done with the help of a teacher. Sitting together at the desk and helping each other has a positive impact on children and this kind of help is often perceived as a game especially by primary school pupils.

The main principles for the integration of children of foreigners are:

- placing new pupils - foreigners to sit with pupils of Slovak nationality;
- assigning pupils of Slovak nationality to help pupils - foreigners;
- team leadership towards mutual tolerance;
- regular work in groups;
- helping with homework;
- regular assistance with necessary transfers (gym, school canteen, school courtyard, ceramic workshop, and extra-curricular activities/clubs).

#### *5.6 How are information and communication technologies used to overcome obstacles to participation and learning?*

Information and communication technologies are very popular and preferred by our pupils. It positively influences their thinking, expression but also lessons.

In our school we use several forms of information and communication technologies. For instance, we often use interactive whiteboards, visualizers or pupils use the Internet while working on a laptop at the lesson. The devices are used as follow:

##### *Interactive whiteboard*

- to show presentations that allow pupils not only to learn new content but also to perceive it through images so that they get an idea of what has been taught;
- interactive DVDs/web sites that enable learning, memorization.

##### *Visualizers*

- important means to improve the learning process through which the learning content can be presented or working procedures viewed. It may partially replace individual approach to more challenging tasks;
- to show students worksheets, pictures, and other objects that the teacher only has in its original form.

##### *Laptops*

- pupils learn how to browse the Internet and search for information and, in spite of the language barriers, they get a sense of mastery of the learning content.

### *5.7 What measures which meet other educational needs of children of foreigners are in force?*

In our school there are regular Slovak language courses for children of foreigners. They are also actively involved in the competitions that the school organizes. We regularly engage them in extracurricular activities and cultural programs. The school allows them to present their culture, customs and traditions.

### *5.8 How is the environment adapted to the needs of all children?*

When selecting a class into which a child of foreigner will be integrated, we bear in mind the following:

- a class with a smaller number of pupils is more appropriate;
- it is easier to integrate children into the so-called language classes (in our school, the classes where CLIL methodology is applied);
- relationships in a class;
- composition and number of children with special educational needs.

### *5.9 How do teachers monitor and evaluate learning of children of foreigners?*

Teachers evaluate the pupils' writing by counting the number of errors. By gradually reducing the number of errors, the teacher can mark pupil's work but the mark can only serve as an incentive.

The teacher assesses the pupil's knowledge but not their language level. The pupil can be examined orally - by responding to yes/no questions. After some time, the teacher may ask questions to which the pupil responds spontaneously and in more comprehensive manner.

### *5.10 How is the teaching of Slovak as a foreign language provided in your school?*

A large number of Vietnamese who come to Slovakia throughout the whole year live in school's surroundings. They usually have their family, friends and acquaintances there.

In the past, Slovak language courses for the Vietnamese community were carried out in cooperation with the Migration Information Centre. At present they are provided with the support of the Union of Vietnamese Women.

For pupils at school, Slovak language courses are taught by teachers of Slovak language. They are funded by the Ministry of Education, Science, Research and Sport of the Slovak Republic, as well as sponsorships. Materials and equipment are provided by the school itself.

## **6. Summary information on developments/current work in this area (e.g. target group, practical strategies/measures taken, results - academic and wider, evaluation)**

The children of foreigners who attend our school can be divided into two groups. The first group consists of children who had immigrated to our country in their pre-school age or were born here. These pupils integrate very well and we can say that when they attended a kindergarten with Slovak as the language of instruction, there is almost no difference between the evaluation and education of Slovak children and the children of foreigners. Their integration is easy and there is no need for a teacher to make special teaching plans for classes in which such pupils are placed.

The second group consists of pupils who moved to our school in the period of their compulsory schooling. Pupils who have been enrolled in grades 5 to 9 (lower secondary education) adapt hardest. Difficulties in learning the Slovak language are also reflected in other subjects as the learning content is already quite extensive. Learning Slovak at this school age is much more challenging and it is necessary to devote much time to it.

Focus group	Children admitted in pre-school age	Children admitted at their compulsory schooling age
<b>Practical strategies / measures taken</b>	<ul style="list-style-type: none"> <li>• creating a friendly environment and a friendly atmosphere</li> <li>• preparation of class decoration and appropriate toys</li> <li>• engaging children in joint games – making new friends</li> <li>• acquiring Slovak songs, poems through games</li> <li>• cooperating with parents and primary school</li> </ul>	<ul style="list-style-type: none"> <li>• creating a multicultural environment in the school, preparing a group of pupils to accept children of foreigners in their class</li> <li>• preparation of classroom equipment and IC technology</li> <li>• creating conditions for individual work with pupils, creating individual plans</li> <li>• setting up Slovak language courses;</li> <li>• cooperating with parents and communities in the school surroundings</li> <li>• engaging pupils in extracurricular activities, competitions and cultural events</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• faster adaptation and inclusion in the educational process</li> </ul>	<ul style="list-style-type: none"> <li>• more time to acquire the Slovak language and thus slower learning of other subjects</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• the evaluation has a great and long-term impact on a child of pre-school age</li> <li>• praise and recognition are strong motivating factors for advancement of a child, and that is also true for children of foreigners</li> </ul>	<ul style="list-style-type: none"> <li>• verbal evaluation in which speaking of different language is accepted; it lasts for two evaluation periods</li> <li>• assessment can be done in accordance with methodological guidelines that apply to all pupils</li> </ul>

## 7. Key aspects of the example of good practice

The key aspects are:

- introductory interview with parents and familiarizing them with school rights and duties;
- interview with a pupil - foreigner and his subsequent profiling, which makes it easier to choose the class which he/she would attend;
- appropriate class selection;
- appropriate and adequate preparation of lessons;
- assessment in compliance with student progress;
- selecting a suitable way of assessing and verifying knowledge and skills.

## 8. Available resources

1. BORTLÍKOVÁ, A. a kol. Slovenčina ako cudzí jazyk B – Hovorme spolu po slovensky. Bratislava: Univerzita Komenského, 2008. (Let's Speak Slovak B - Slovak as a foreign language)
2. DRATVA, T. – BUZNOVÁ, V. Slovenčina pre cudzincov. 3. vydanie. Bratislava: Slovenské pedagogické vydavateľstvo – Mladé letá, 2005. (Slovak for Foreigners, 3<sup>rd</sup> edition)
3. DRÁĽ, P. – GAŽOVIČOVÁ, T. – KADLEČÍKOVÁ, J. – TUŽINSKÁ, H. Vzdelávanie detí cudzincov na Slovensku. Príklady dobrej praxe. Bratislava : CVEK. (Education of Children of Foreigners in Slovakia. Examples of good practice.)
4. HABART, T. Krok za krokom k inkluzii. Praha: Varianty, Člověk v tísni, 2010. (Step by Step to Inclusion)
5. MISTRÍK, E. a kol. Multikultúrna výchova v škole. Ako reagovať na kultúrnu rôznorodosť. Bratislava : Nadácia otvorenej spoločnosti, 2008. (Multicultural Education in School)
6. SOMOROVÁ, R. – BJELOVÁ, M. – ČUNTALOVÁ, M. Jazykový kurz. Metodické odporúčania. Vyučovanie štátneho jazyka pre deti cudzincov v SR. Bratislava: ŠPÚ, 2014. (Teaching Children of Foreigners the Official Language. Language course. Methodological recommendations)
7. ŠOLTÉSOVÁ, K. (ed.) Multikulti na školách: Metodická príručka pre multikultúrnu výchovu. Bratislava : Nadácia Milana Šimečku, 2006. (Multi-Culti in Schools: Methodological manual for multicultural education)
8. ULIČNÁ, M. – ANDOROVÁ, I. – BÁČKAIOVÁ, K. – GABRÍKOVÁ, A. Jazyková a odborná príprava cudzincov a krajanov, Tri, dva, jeden – Slovenčina. Bratislava : UK, Centrum ďalšieho vzdelávania, 2015. (Language and Preparatory Studies For Foreigners and Compatriots. Three, two, one – Slovak)
9. ZEBEGNEYOVÁ, A. a kol. Slovenčina ako cudzí jazyk A – Hovorme spolu po slovensky. Bratislava: Univerzita Komenského, 2007. (Let's Speak Slovak A - Slovak as a foreign language)
10. Hlas Nového mesta – Voice of Nové Mesto (magazine articles)
11. školský časopis Gaštanko – (school magazine Gaštanko: articles and photographs)
12. activities with the Vietnamese community and the Vietnamese women union in Slovakia
13. <http://wwlovenskuw.zsodborba.edu.sk/galeria/galeria1.html>

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*Outcome within the Plan of Main Tasks of the National Institute for Education for 2018; task no. 2.2.2.5 Erasmus+ Teachers' Training to the Inclusion of the Children of Foreigners (project no. 2016-1-CZ01-KA202-024034).*

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