The number of immigrants has been increasing in the Czech Republic. Along with adult immigrants come also their children and this causes an increase of foreigners in Czech schools. In this diploma thesis it is examined, in what way Prague primary schools cope with the increase of children foreigners in their classrooms. Through interviews and questionnaire survey it is observed what opinions and beliefs are taken by representatives of primary schools in Prague on the issue of foreigners in education, whether they have any specific conceptions that focus on helping foreigners with integration into the Czech school system and at the same time into the majority society. Considering the fact that the process of integration is complicated and during the process a number of obstacles usually occur, it depends not only on the activities of each particular school, but also on the degree of support from the state, and on a child-foreigner himself and on his family, whether the process of integration will eventually be successful or not. For these reasons in the diploma thesis there is also examined the legislative framework defining the issue of education and integration of children-foreigners, financial and methodological support for schools by the Ministry of Education, and the role of children-foreigners and their parents in the whole process. The result of the research is a finding that the majority of Prague primary schools have not developed a specific conception that focus on education of children-foreigners. Schools face many problems that they fail to solve, because they encounter a lack of support from the state. The issue of education of foreigners in the Czech Republic is not yet systematically addressed.