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**EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

**Evaluation by the Committee of Experts  
of the Implementation of the Recommendations for Immediate Action  
contained in the Committee of Experts' fifth evaluation report on**

**CZECHIA**

## Introduction

1. The European Charter for Regional or Minority Languages (hereafter referred to as “the Charter”) is a treaty of the Council of Europe putting obligations on its states parties to protect and promote the country’s traditional minority languages in all fields of public life: education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, and transfrontier exchanges. The Charter entered into force in Czechia on 1 March 2007 and applies to the following languages: Moravian Croatian, German, Polish, Romani and Slovak. German, Polish and Slovak receive protection under both Part II (Article 7) and Part III (Articles 8-14).

2. The Committee of Experts monitors the implementation of the Charter. Each state party shall present a periodical report on the implementation of the Charter every five years. On the basis of the periodical report, the Committee of Experts adopts an evaluation report in which it makes “**recommendations for immediate action**” and “further recommendations” on how to improve the protection and promotion of the regional or minority languages in the state concerned. Based on this evaluation report, the Committee of Ministers adopts its recommendations to the state party.

3. Two and a half years after the due date of its periodical report, the state party shall present information on the implementation of every recommendation for immediate action<sup>1</sup> that the Committee of Experts has made in its evaluation report. The Committee of Experts then adopts an evaluation of the implementation of these recommendations. The “further recommendations” by the Committee of Experts are examined after reception of the next periodical report and the on-the-spot visit to the state party. Five-yearly periodical reports shall contain comprehensive information about the implementation of all Charter undertakings and all recommendations by the Committee of Experts and the Committee of Ministers.

4. Czechia submitted the **Information on the Implementation of the Recommendations for Immediate Action** contained in the Committee of Experts’ fifth evaluation report<sup>2</sup> on 22 September 2025. This **evaluation of the implementation of the recommendations for immediate action** is based on the information received from the Czech authorities, as well as from representatives of the regional or minority language speakers pursuant to Article 16.2 of the Charter.<sup>3</sup> As far as the compliance of Czechia with all its undertakings under the Charter is concerned, the Committee of Experts refers to its fifth evaluation report. The Committee of Experts will examine the implementation of all of the undertakings concerning all of the minority languages in the next evaluation report.

5. This evaluation was adopted by the Committee of Experts on 26 March 2026.

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<sup>1</sup> In accordance with Committee of Ministers Decisions “Strengthening the monitoring mechanism of the European Charter for Regional or Minority Languages” ([CM/Del/Dec\(2018\)1330/10.4e](#)), para. 1.a.

<sup>2</sup> Committee of Experts of the European Charter for Regional or Minority Languages: Fifth evaluation report on Czechia, [MIN-LANG\(2024\)4](#).

<sup>3</sup> In accordance with the Rules of Procedure of the Committee of Experts ([MIN-LANG\(2019\)7](#)), Rule 17, paras. 1-6.

## **Examination of the implementation by Czechia of the recommendations for immediate action**

### **I. General issues**

#### **Need for resolute and structured action to implement the Charter**

6. When examining the information provided by the authorities concerning the implementation of the recommendations for immediate action, the Committee of Experts noted the need for more proactive, structured action of the national authorities on the basis of the Charter undertakings. Most recommendations made by the Committee of Experts have not been implemented for a long time. In particular, it appears that the national authorities are not closely supervising the implementation of the Charter by other authorities and stakeholders, including the public broadcast media, and accordingly lack relevant data. In the field of education, the authorities state that the introduction of teaching in or of minority languages, including in challenging cases such as Moravian Croatian and Romani (see paras. 8, 27), is entirely at the discretion of school principals or schools. In addition, the adoption or use of place names in regional or minority languages is left to the initiative of municipalities (see the section on Polish, para. 23). Furthermore, certain long-standing shortcomings in legislation persist, notably the 10% threshold and limitations in the use of regional or minority languages in criminal proceedings (including for Slovak, see para. 36).

7. The Committee of Experts considers that it cannot be assumed that schools/school principals, municipalities and broadcast media are fully aware of Czechia's obligations under international law and feel the responsibility to comply with them. Rather, the Charter undertakings constitute obligations for the national authorities, and most undertakings require more than allowing to make use of regional or minority languages. According to Article 7.1.c of the Charter, the authorities are required to take, on their own initiative, "resolute action to promote regional or minority languages in order to safeguard them", which clearly implies an obligation to take proactive measures.<sup>4</sup> Since the Charter contains several obligations for regional and local authorities, it is important that the national authorities involve them regarding its implementation and provide them with the necessary guidance. A relevant positive development is the fact that a working group of the Government Council for National Minorities in Czechia was discussing a strategy and action plan to implement the Charter undertakings for German in 2025, which was regarded by the authorities as fundamental.<sup>5</sup> As it was also stated by the Council of Europe's Steering Committee on Anti-Discrimination, Diversity and Inclusion, this document constitutes good practice and, if adopted, the measures could make an effective contribution to implementing the Charter and serve as a model example.<sup>6</sup>

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<sup>4</sup> See e.g. Committee of Experts: Second evaluation report on Bosnia and Herzegovina, ECRML(2016)3, para. 18; Fourth evaluation report on Denmark, ECRML (2014)9, para. 26; Third evaluation report on the Slovak Republic, ECRML (2013)1, para. 38; First evaluation report on Poland, ECRML(2011)5, paras. 24, 32.

<sup>5</sup> See Information on the Implementation of the Recommendations for Immediate Action submitted by Czechia, MIN-LANG(2025)IRIA6, pp. 4-5 ("Strategic and Action Plan 2024–2028").

<sup>6</sup> See Council of Europe Steering Committee on Anti-discrimination, Diversity and Inclusion (CDADI): Study on certain aspects of regional or minority language protection and identification of good practices in member States, CM(2025)180-add5, pp. 32-33, 37-38.

## II. Recommendations for immediate action

### 1. Moravian Croatian – Part II language

#### Recommendation for immediate action

<b>a. Explore and implement ways of teaching Moravian Croatian in mainstream education.</b>
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#### Implementation measures taken by the Czech authorities

8. According to the authorities, Moravian Croatian is not used or taught at any level of mainstream education due to the low interest of schools and the small number of Moravian Croat pupils.<sup>7</sup> At the same time, the authorities confirm that the use of Moravian Croatian in kindergarten and its teaching at primary and secondary levels in mainstream education could be provided in accordance with national legislation and curricula. However, there are currently no educational materials for such teaching. Standard Croatian is taught within the programmes of South Slavic Studies or Slavic Studies at Charles University in Prague, Masaryk University in Brno and the University of Pardubice. None of these study programmes is focused on teacher training.

9. Representatives of the users of Moravian Croatian have informed the authorities that there could be interest in teaching Moravian Croatian at the primary school in the municipality of Drnholec.<sup>8</sup> According to the authorities, the possibility of introducing the teaching of Moravian Croatian at this primary school will be the subject of further negotiations.

#### Evaluation by the Committee of Experts and further action needed

10. The Committee of Experts regrets that Moravian Croatian has still not been included in mainstream education and that, apart from a general consultation of representatives of its users, no steps have been taken to implement the recommendation. It nonetheless takes note of the potential interest in teaching Moravian Croatian at the primary school in Drnholec. With regard to the “low interest of schools” in teaching Moravian Croatian to date, the Committee of Experts welcomes the authorities’ intention to hold further discussions on the introduction of such teaching and to play an active role in implementing their obligation under Article 7.1.f. It also notes that the use of Moravian Croatian in kindergarten and its teaching at secondary level in mainstream education is formally possible, which could ensure early learning of Moravian Croatian and local continuity between the stages of education. To support this, the university study programmes involving Croatian could be developed to include the basic and further training of teachers of (Moravian and standard) Croatian for kindergarten, primary and secondary education and to contribute to the development of learning and teaching materials, in co-operation with the users. Furthermore, the Committee of Experts underlines that the application of the Charter is not limited to persons belonging to national minorities. Therefore, the small number of Moravian Croat pupils should not be a reason for not teaching Moravian Croatian. Rather, such teaching should also be actively promoted among the majority population as part of the local cultural heritage of the area concerned.

11. In view of Czechia’s obligation in accordance with Article 7.1.i,<sup>9</sup> the authorities could explore whether co-operation with the authorities of Austria (where a similar form of Croatian is used in Burgenland) and Croatia could facilitate the development of “appropriate forms and means for the teaching and study of

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<sup>7</sup> See MIN-LANG(2025)IRIA6, p. 12.

<sup>8</sup> Additional information provided by the authorities on 5 March 2026.

<sup>9</sup> Article 7.1.i concerns “the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States”.

[Moravian Croatian] at all appropriate stages” (Article 7.1.f), also with regard to the combination of Moravian Croatian and standard Croatian in education.<sup>10</sup>

12. Overall, the Committee of Experts concludes that the framework conditions enable the authorities to implement the recommendation to “explore and implement ways of teaching Moravian Croatian in mainstream education”. However, at present, the Committee of Experts considers that the recommendation has not been implemented.

### **Recommendation for immediate action**

**b. Design and implement a strategy and action plan for the application of the Charter to Moravian Croatian, in co-operation with the representatives of the users.**

### **Implementation measures taken by the Czech authorities**

13. The authorities reported that no strategy and action plan for the application of the Charter to Moravian Croatian had been designed.

### **Evaluation by the Committee of Experts and further action needed**

14. The Committee of Experts regrets that no steps have been taken to conceive a comprehensive policy for the promotion of Moravian Croatian. In the fifth evaluation report, the Committee of Experts noted that the limited implementation of the Charter concerning Moravian Croatian, and its specific situation (dispersion of users), make it necessary to design and implement a structured approach to the application of the Charter to Moravian Croatian.<sup>11</sup> In this context, the Committee of Experts also refers to the relevant recommendations of the Council of Europe Steering Committee on Anti-discrimination, Diversity and Inclusion regarding strategies and action plans for the promotion of regional or minority languages.<sup>12</sup> The Committee of Experts considers that the recommendation has not been implemented.

## **2. German – Part II and Part III language**

### **Recommendation for immediate action**

**a. Make available bilingual education for German from pre-school to technical and vocational levels in the districts concerned.<sup>13</sup>**

### **Implementation measures taken by the Czech authorities**

15. There is still no bilingual education in German and Czech within the meaning of the Charter (i.e. at least 50% of the weekly teaching time in German)<sup>14</sup> at pre-school, primary, secondary as well as technical and vocational levels. Some kindergartens introduce children to German in the framework of cross-border projects outside the regular education system (activities with kindergartens in Germany) or through optional “language clubs”. In addition, during previous monitoring cycles, a primary school in Cheb and a secondary school in Liberec received permission from the Ministry of Education, Youth and Sports to teach certain subjects in German (see below). However, these kindergartens and schools use German in less than 50%

<sup>10</sup> As requested by the users of Moravian Croatian, see Committee of Experts: Fifth evaluation report on Czechia, MIN-LANG(2024)4, para. 27.

<sup>11</sup> See Committee of Experts: Fifth evaluation report on Czechia, MIN-LANG(2024)4, para. 12.

<sup>12</sup> See Council of Europe Steering Committee on Anti-discrimination, Diversity and Inclusion (CDADI): Study on certain aspects of regional or minority language protection and identification of good practices in member States, CM(2025)180-add5, pp. 38-39.

<sup>13</sup> Districts of Cheb, Karlovy Vary, Sokolov, Liberec, Ústí nad Labem, Český Krumlov, Opava and Svitavy.

<sup>14</sup> See e.g. Committee of Experts: Fifth evaluation report on the Slovak Republic, CM(2019)126, para. 57; Fifth evaluation report on Slovenia, MIN-LANG(2019)17final, para. 49; First evaluation report on Spain, ECRML(2005)4, paras. 622-625.

of weekly teaching time.<sup>15</sup> Training of teachers of German is organised at several universities, but there is a shortage of teachers who can teach non-language subjects in German in bilingual education.

16. According to the authorities, the introduction of bilingual education in German and Czech is to be organised in accordance with two slightly different procedures: if the school founder (i.e. Ministry of Education, Youth and Sports, municipality or region) gives its permission, the school principal determines in the school's educational programme the subjects or parts thereof in which education is carried out bilingually (Section 14(5), Education Act). Alternatively, a primary or secondary school applies to the school founder for a positive opinion and then to the Ministry of Education, Youth and Sports for permission to teach certain subjects in a "foreign language", specifying how the provision of teachers, educational materials, and funding will be organised (Section 13(3), Education Act).<sup>16</sup> It is not clear whether the introduction of bilingual education requires a request from parents or pupils or a minimum number of pupils. The authorities have distributed information about the Charter and practical guidance for the introduction of bilingual education in German and Czech to the approximately 550 primary schools concerned in the relevant districts and to their founders, but not to the kindergartens, secondary and technical and vocational schools.

### **Evaluation by the Committee of Experts and further action needed**

17. The Committee of Experts reiterates that the authorities are responsible for implementing the Charter undertakings to make available bilingual education for German. However, both procedures for introducing bilingual education require individual school principals/schools to take the initiative and apply to the authorities for permission to implement the authorities' obligations. For the purpose of implementing the Charter undertakings, this approach is contradictory and cumbersome, and its application would considerably delay implementation. The Committee of Experts therefore invites the authorities to take the initiative (without prior applications from school principals/schools) and grant the schools in the districts concerned the permission and means (see para. 18) to teach bilingually/subjects in German with immediate effect. It is important to note that, in accordance with Article 8.1.a.ii, bilingual pre-school education must also be organised as part of mainstream education. The Ministry of Education, Youth and Sports could also itself establish the pre-schools, primary and secondary schools providing bilingual education.<sup>17</sup> In general, in accordance with the ratified undertakings,<sup>18</sup> it must be ensured that the introduction of bilingual education does not require a request from parents or pupils or a minimum number of pupils. The Committee of Experts refers to the related recommendations of the Advisory Committee on the Framework Convention for the Protection of National Minorities (2025) and the Committee of Ministers (2026) to Czechia to "introduce bilingual education in German and Czech by contacting the relevant schools together with the regional and local authorities concerned and co-ordinating this process at national level."<sup>19</sup>

18. In order to support the introduction of bilingual education, measures should be taken by the authorities in the training of teachers to increase the number of teachers who can use German in pre-school education and teach non-language subjects in German at the subsequent stages of education (e.g. incentives for students to enrol in relevant study programmes and for already trained teachers to move to the schools concerned). In addition, there is a need to supply the learning and teaching materials in German required for bilingual education to the schools concerned. Overall, the Committee of Experts reiterates its recommendation to the authorities to make available bilingual education for German from pre-school to technical and vocational levels in the districts concerned. Such education should be carried out during at least 50% of the weekly teaching time ("substantial part of education") and provide for local continuity

<sup>15</sup> 20.8% in the case of the 6<sup>th</sup> Primary School in Cheb, information provided by the authorities on 5 March 2026.

<sup>16</sup> Act No. 561/2004 Coll. of 24 September 2004 on Pre-school, Basic, Secondary, Tertiary Professional and other education (Education Act); Regulation No. 9/2013 of 18 December 2013 on the procedure for authorising the teaching of certain subjects in a foreign language (in particular Articles 1-2).

<sup>17</sup> In accordance with Section 169 of the Education Act.

<sup>18</sup> Czechia has ratified Articles 8.1.a.ii, 8.1.b.ii, 8.1.c.ii and 8.1.d.ii. Requests by families or pupils and a sufficient number of pupils are required only by Articles 8.1.a.iii, 8.1.a.iv, 8.1.b.iv, 8.1.c.iv and 8.1.d.iv which Czechia has not ratified.

<sup>19</sup> Advisory Committee on the Framework Convention for the Protection of National Minorities: Sixth Opinion on Czechia, ACFC/OP/VI(2024)2, para. 165; Resolution CM/ResCMN(2026)1 on the implementation of the Framework Convention for the Protection of National Minorities by the Czech Republic, adopted on 21 January 2026.

between the stages of education. At present, the Committee of Experts considers that the recommendation has not been implemented.

### **Recommendation for immediate action**

#### **b. Extend the use of German in the broadcast media.**

#### **Implementation measures taken by the Czech authorities**

19. The authorities state that Czech Radio does not plan to extend the broadcast duration and regularity of Czech Radio's weekly programme "Sousedé" (12-15 minutes weekly, partly in German) in the near future and that there are no programmes in German on public television. In addition, they indicate that Czech Television's programme "Babylon" occasionally includes reports about the German minority.

#### **Evaluation by the Committee of Experts and further action needed**

20. The Committee of Experts emphasises that broadcasting in regional or minority languages contributes to the promotion of these languages in various ways. It enables users of regional or minority languages to receive information and discuss topics that are important to the linguistic group in their own language. Diverse and entertaining content (e.g. music, news, current affairs, sport, soap operas, television series, children's programmes, documentaries) increases opportunities for exposure to the language, which helps to improve language skills. Media in regional or minority languages also reach language users who no longer live in the traditional language area (including those abroad), as well as adult learners and non-speakers who can follow the content through subtitling. This helps to increase visibility and awareness of regional or minority languages and respect for them within the country. Finally, such media develop an economic sector in which people can apply their skills in regional or minority languages (employment opportunities) and which supports other language promotion activities (e.g. education, culture, development of country-specific terminology).<sup>20</sup>

21. Against this background, the Committee of Experts reiterates its findings that the broadcast duration of the programme "Sousedé" is too short to make an impact on the promotion of German and to encourage its use, and that the authorities should make adequate provision so that Czech Radio extends the duration of "Sousedé" and broadcasts it on a more regular basis.<sup>21</sup> The Committee of Experts further reiterates that in accordance with Article 11.1.a.iii, it is necessary that the authorities make adequate provision so that Czech Television offers television programmes in German at regular intervals and of a sufficient duration.<sup>22</sup> It should also be borne in mind that Article 11.1.a.iii requires the broadcasting of television programmes entirely in the regional or minority language and that the programme "Babylon" does not correspond to the requirements of this undertaking.<sup>23</sup> The Committee of Experts refers to the related recommendations of the Advisory Committee on the Framework Convention for the Protection of National Minorities (2025) and the Committee of Ministers (2026) to Czechia to "allocate to interested national minorities time slots for television programmes to be broadcast at regular intervals in their languages [and to] extend the duration of the radio programmes in minority languages."<sup>24</sup> The Committee of Experts regrets that its recommendation, which essentially dates back to 2012,<sup>25</sup> has not been implemented.

<sup>20</sup> See also Council of Europe Steering Committee on Anti-discrimination, Diversity and Inclusion (CDADI): Study on certain aspects of regional or minority language protection and identification of good practices in member States, CM(2025)180-add5, pp. 5, 8.

<sup>21</sup> See Committee of Experts: Fifth evaluation report on Czechia, MIN-LANG(2024)4, para. 71.

<sup>22</sup> See *ibidem*, para. 70.

<sup>23</sup> See *ibidem*; more generally: Sixth evaluation report on Croatia, MIN-LANG(2019)18, para. 54.

<sup>24</sup> Advisory Committee: Sixth Opinion on Czechia, ACFC/OP/VI(2024)2, para. 112; Resolution CM/ResCMN(2026)1 on the implementation of the Framework Convention for the Protection of National Minorities by the Czech Republic, adopted on 21 January 2026.

<sup>25</sup> See Committee of Experts: Second evaluation report on the Czech Republic, ECRML(2013)2, para. 72.

### 3. Polish – Part II and Part III language

#### Recommendation for immediate action

<b>a. Encourage the use of place names in Polish where there is a demand.</b>
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#### Implementation measures taken by the Czech authorities

22. The authorities indicate that, in accordance with Section 84(2)(s) of the Municipalities Act, local councils may voluntarily adopt street names in the language of a national minority that does not meet the census-based 10% threshold in the given municipality. It is also stated that the authorities continue to take practical steps to encourage municipalities with national minority populations to display local topographical names in minority languages on signs, but no examples concerning Polish are provided. Furthermore, the authorities indicate that municipalities can receive financial support for the use of relevant place names from the programme “Support for the Implementation of the European Charter for Regional or Minority Languages”, but acknowledge that no application has been received since 2022.

#### Evaluation by the Committee of Experts and further action needed

23. The Committee of Experts welcomes the option for municipalities where the 10% threshold is not met to voluntarily introduce the use of place names in regional or minority languages, including Polish.<sup>26</sup> At the same time, it also notes that this option is rarely used, as users of regional or minority languages are not represented at all, or are not sufficiently represented, in the local councils or local administrations of relevant municipalities to bring about such a decision. Therefore, it is necessary that the national authorities begin to actively encourage relevant municipalities to voluntarily adopt or use place names in regional or minority languages. The available funding opportunities facilitate such encouragement of municipalities. At present, the Committee of Experts considers that the recommendation has not been implemented.

#### Recommendation for immediate action

<b>b. Amend the relevant legislation with a view to replacing the 10% threshold concerning the use of the regional or minority languages with a more flexible arrangement.</b>
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#### Implementation measures taken by the Czech authorities

24. The authorities consider that there is no need to change the relevant legislative framework at this time, *inter alia* due to the possibility of local councils to voluntarily introduce the use of place names in regional or minority languages if the relevant national minority does not reach the 10% threshold in the given municipality.

#### Evaluation by the Committee of Experts and further action needed

25. The Committee of Experts regrets that the authorities have not taken action following their announcement made during the previous on-the-spot visit to revisit the 10% threshold. It notes the information received from the authorities that a significant proportion of the respondents of the 2021 census had not answered the optional question on nationality, which is why the census results do not accurately reflect the demographic situation. The 10% threshold concerns in particular the establishment of a local committee for national minorities as well as the adoption and use of place names in regional or minority languages. During the on-the-spot visit, representatives of the users of Polish called for the abolition of the 10% threshold, as it creates uncertainty as to whether existing signage in that language will be maintained if the local share of the Polish minority falls below 10%, and hinders the introduction of place names in

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<sup>26</sup> See Committee of Experts: Fifth evaluation report on Czechia, MIN-LANG(2024)4, para. 59.

Polish in other locations. In general, there are also municipalities where the threshold has been met by a national minority, but which have not introduced bilingual signage.

26. Given that the 10% threshold limits the application of the Charter, the Committee of Experts reiterates its recommendation to the authorities to consider replacing the threshold with a more flexible arrangement. For example, the authorities, in co-operation with the representatives of the users of the regional or minority languages, could determine the areas in which each regional or minority language is traditionally used, taking into account the situation of each language and the demographic structure of the area over a longer period than the ten-year census intervals. In these areas, the measures currently based on the 10% threshold could be applied on a sustainable basis, without census-related fluctuations.<sup>27</sup> The Committee of Experts refers to similar recommendations made by the Advisory Committee on the Framework Convention for the Protection of National Minorities and the Committee of Ministers to Czechia in 2025 and 2026, respectively.<sup>28</sup> At present, the Committee of Experts regrets that its recommendation, which essentially dates back to 2012,<sup>29</sup> has not been implemented.

#### 4. Romani – Part II language

##### Recommendation for immediate action

**a. Offer teaching of Romani in public education (as a subject), in co-operation with the representatives of the users.**

##### Implementation measures taken by the Czech authorities

27. According to the authorities, Romani is taught at the Secondary School of Management and Law in Jihlava in the field of Social Work.<sup>30</sup> Furthermore, the Faculty of Arts of Charles University in Prague offers Romani Studies where students learn Romani, its grammar as well as the history, culture and literature of the Roma. However, no training of teachers of Romani is organised there. At pre-school level, Romani is not a language of instruction as such, but occasionally used in songs, rhymes or celebrations of traditions. The Framework Curriculum for Primary Education allows schools to include Romani as an additional foreign language if Romani is not the pupil's first language. In addition, schools can include Romani as an elective subject. However, the authorities state that the introduction of teaching Romani in mainstream education has so far been hindered by the low interest of parents and pupils or their fear of possible stigmatisation, as well as the lack of qualified teachers and educational materials. In addition, the authorities state that the decision to include teaching of Romani is entirely at the discretion of head teachers and school principals.<sup>31</sup>

28. The authorities have taken steps to raise awareness among Roma families that teaching Romani does not lead to stigmatisation, but can be a source of pride, identity and success. For example, the Ministry of Education, Youth and Sports and the National Pedagogical Institute have prepared the thematic educational material "The Power of Roma Stories" and distributed it to all schools. On the occasion of the International Romani Language Day on 5 November 2025, the authorities organised a panel discussion on "Romani in Schools – Support for Identity or Stigma?" and showed a video message from the Charter Secretariat in Romani. Furthermore, the authorities financially support Romani and pro-Romani associations that organise Romani classes and clubs for children, on-line courses in this language for

<sup>27</sup> See Committee of Experts: Fifth evaluation report on Czechia, MIN-LANG(2024)4, para. 15.

<sup>28</sup> The recommendations read: "amend the relevant legislation with a view to regulating access to certain minority rights with a more flexible and less restrictive arrangement, ensuring that persons belonging to national minorities can enjoy the rights enshrined in the Framework Convention on a sustainable basis and taking into account the demographic situation of the national minority concerned over a longer period of time"; Advisory Committee: Sixth Opinion on Czechia, ACFC/OP/VI(2024)2, para. 53; Resolution CM/ResCMN(2026)1 on the implementation of the Framework Convention for the Protection of National Minorities by the Czech Republic, adopted on 21 January 2026.

<sup>29</sup> See Committee of Experts: Second evaluation report on the Czech Republic, ECRML(2013)2, para. 42.

<sup>30</sup> Additional information provided by the authorities on 5 March 2026.

<sup>31</sup> See MIN-LANG(2025)IRIA6, p. 15.

advanced learners, and seminars for teachers and other pedagogical staff to raise awareness of Romani. According to the authorities, such courses can help families perceive Romani as a cultural asset that can strengthen their linguistic identity, rather than as a stigma, which can lead to parents' willingness to participate in school activities. In general, however, the authorities acknowledge that "support for the systematic teaching of Romani is still insufficient".<sup>32</sup>

### **Evaluation by the Committee of Experts and further action needed**

29. The Committee of Experts notes that there is some occasional use of Romani in kindergarten and that children attend extracurricular Romani classes, including online. It also observes that curricula allow teaching of Romani at primary level in mainstream education and that a vocational school teaches Romani. Against this background, the Committee of Experts invites the authorities to increase the use of Romani in kindergarten and to consider offering Romani as a subject in primary and secondary schools attended by children who currently participate in extracurricular Romani courses, if necessary by grouping pupils together in distance learning. The Romani studies university programme could be extended to include the basic and further training of teachers of Romani and to contribute to the development of learning and teaching materials. The Committee of Experts regrets that teaching of Romani is still not offered as a subject at all stages of mainstream education. The authorities are encouraged to continue their measures raising awareness among Roma families of the advantages of teaching Romani in mainstream education and to closely involve Roma representatives in the organisation of such teaching. In view of Czechia's obligation in accordance with Article 7.1.i, the Czech authorities could explore whether co-operation with the authorities of a state where Romani is taught in mainstream education could facilitate the development of "appropriate forms and means for the teaching and study of [Romani] at all appropriate stages" (Article 7.1.f) and an exchange of good practice. In general, the Committee of Experts underlines that the national authorities have ultimate responsibility for implementing their obligation under Article 7.1.f and that the decision to include teaching of Romani should not be left to the initiative of head teachers and school principals. At present, the Committee of Experts regrets that the recommendation, which essentially dates back to 2012,<sup>33</sup> has not been implemented.

### **Recommendation for immediate action**

**b. Continue taking measures to raise awareness of the benefits of promoting Romani among its users.**

### **Implementation measures taken by the Czech authorities**

30. The authorities continue to promote the use of Romani in public life in close co-operation with its users, notably in cultural activities (e.g. poetry and prose, theatre groups, songs, International Roma Day) and media (public radio programme, periodicals, audiovisual projects). As regards raising awareness of Romani in education, the Museum of Romani Culture presents Romani to primary and secondary school pupils through the educational programme "We Are Going the Long Way: Get to know the language and literature of the Roma". Furthermore, awareness and use of Romani is promoted by the Government Commissioner for Roma Minority Affairs who regularly uses this language in her posts on social media and in public. At the same time, the authorities state that they "do not believe that the use of Romani in [cultural activities] would initiate Romani teaching in mainstream education."<sup>34</sup>

### **Evaluation by the Committee of Experts and further action needed**

31. The Committee of Experts welcomes that the authorities promote the use of Romani in different domains of public life. The quality of the cultural activities in Romani and their positive reception in the majority population contribute to raising awareness among the Romani users that their language is a

<sup>32</sup> MIN-LANG(2025)IRIA6, p. 16.

<sup>33</sup> See Committee of Experts: Second evaluation report on the Czech Republic, ECRML(2013)2, para. 107.

<sup>34</sup> MIN-LANG(2025)IRIA6, p. 17.

valuable asset that should be promoted. The use of Romani in official communication of the Government Commissioner for Roma Minority Affairs further raises the public prestige of this language. At the same time, the Committee of Experts considers that the authorities could intensify their dialogue with the representatives of the users of Romani about language planning and policy with a view to extending the use of Romani to additional domains, especially mainstream education. Overall, the Committee of Experts regrets that the recommendation, which essentially dates back to 2012,<sup>35</sup> has been only partly implemented.

## 5. Slovak – Part II and Part III language

### Recommendations for immediate action

- a. Introduce the use of Slovak in public education at all appropriate stages, in particular pre-school.**

### Implementation measures taken by the Czech authorities

32. Slovak is not used in pre-school education and not taught in primary education. Slovak studies are available at university.

33. A school may include Slovak as an additional foreign language or as an elective subject in its school educational programme. As part of the preparation of the reporting on the implementation of the recommendation, the authorities consulted representatives of the users of Slovak and noted that there is broad consensus on the interest in introducing Slovak optionally in pre-school education and as an optional subject in primary education. The authorities plan to organise a workshop with representatives of the users of Slovak to discuss relevant steps.<sup>36</sup>

### Evaluation by the Committee of Experts and further action needed

34. The Committee of Experts regrets that Slovak is still not taught as a separate subject in mainstream education. It invites the authorities to further clarify, in consultation with the representatives of the users of Slovak, where Slovak could be used/taught in mainstream education at all appropriate stages and with continuity between these stages. Furthermore, the university study programmes of Slovak could be developed to include the basic and further training of teachers of this language. Moreover, there is a need to make available the learning and teaching materials required for using/teaching Slovak. The Committee of Experts refers to the related recommendations of the Advisory Committee on the Framework Convention for the Protection of National Minorities (2025) and the Committee of Ministers (2026) to Czechia to “introduce teaching of Slovak in public education at all appropriate stages, in particular pre-school, and [to] ensure that there is an offer of Slovak university studies which is sufficient to train teachers of Slovak.”<sup>37</sup> At present, the Committee of Experts regrets that its recommendation, which essentially dates back to 2009 (first monitoring cycle),<sup>38</sup> has not been implemented.

<sup>35</sup> See Committee of Experts: Second evaluation report on the Czech Republic, ECRML(2013)2, para. 81.

<sup>36</sup> Additional information provided by the authorities on 5 March 2026.

<sup>37</sup> Advisory Committee: Sixth Opinion on Czechia, ACFC/OP/VI(2024)2, para. 164; Resolution CM/ResCMN(2026)1 on the implementation of the Framework Convention for the Protection of National Minorities by the Czech Republic, adopted on 21 January 2026.

<sup>38</sup> See Committee of Experts: First evaluation report on the Czech Republic, ECRML(2009)7, para. 246.

## Recommendation for immediate action

<b>b. Produce documents in Slovak connected with criminal proceedings free of charge.</b>
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### Implementation measures taken by the Czech authorities

35. With regard to the implementation of Article 9.1.aiv of the Charter, the authorities refer to existing provisions in Czech legislation (Sections 2.14 and 28 of the Code of Criminal Procedure) and note that the use of a regional or minority language in criminal proceedings is available to those who do not speak Czech, that there must be a “need” to translate documents in such a language, and that the type of documents that are translated is limited to those which the accused (not any other person involved in the proceedings) needs in order to secure his right to a fair trial. In addition, the authorities state that “the mutual intelligibility of the Czech and Slovak languages” makes the use of Slovak before judicial authorities unnecessary and administratively burdensome, and “may cause an obstacle to the proper administration of justice”, notably a prolongation of the proceedings and an extension of the period of detention of the accused.<sup>39</sup> No measures have been taken to implement the recommendation.

### Evaluation by the Committee of Experts and further action needed

36. Article 9.1.aiv obliges the judicial authorities “to produce, on request, documents connected with legal proceedings in the relevant regional or minority language”; the use of translations must not involve any extra expense for the person concerned. In general, the Committee of Experts refers to its fifth evaluation report in which it *inter alia* found that the use of regional or minority languages before judicial authorities “cannot be conditioned on the inability to speak Czech” and that the “need” to translate documents connected with legal proceedings “is not a sufficiently clear term in the context of the use of regional or minority languages”, as users of these languages are usually proficient in Czech and do not “need” a translation from a functional point of view.<sup>40</sup> Furthermore, the Committee of Experts emphasises that in conformity with Article 9.1.aiv, a request for the translation of documents may not only be made by the accused, but by all parties to the criminal proceedings. In addition, Article 9.1.aiv covers all documents related to the proceedings, not only those produced by the requesting party.

37. The Committee of Experts further underlines that the use of a regional or minority language before judicial authorities does not, as such, “hamper the proper administration of justice” (Article 9.1). Such an interpretation would be contrary to the purpose of Article 9.1, which is precisely to promote the use of these languages in the field of judicial authorities. Therefore, a judge may only refuse the use of a regional or minority language before judicial authorities in accordance with the Charter if the use of the language has been requested for abusive reasons. Since such abuse is not a general occurrence, the use of a regional or minority language may only be refused in exceptional circumstances. Given that the scope of Article 9.1.aiv is limited to written documents and that Czech remains the language of the proceeding, the Committee of Experts considers that the administrative burden of applying this provision is not excessive. Furthermore, the cost of translating documents into the relevant regional or minority language could be avoided if these documents are directly drafted in that language.

38. The Committee of Experts therefore refers to its finding in the fifth evaluation report that there is a need to revise the legal provisions relevant for the application of Czechia’s undertakings under Article 9.1, including the Code of Criminal Procedure, with a view to clarifying, among other things, that a user of Slovak (and other relevant regional or minority languages) may request that the documents connected with legal proceedings are produced in this language.<sup>41</sup> At present, the Committee of Experts considers that the recommendation, which essentially dates back to 2009,<sup>42</sup> has not been implemented.

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<sup>39</sup> See MIN-LANG(2025)IRIA6, pp. 19-22.

<sup>40</sup> Committee of Experts: Fifth evaluation report on Czechia, MIN-LANG(2024)4, paras. 41, 43.

<sup>41</sup> See *ibidem*, para. 49.

<sup>42</sup> See Committee of Experts: First evaluation report on the Czech Republic, ECRML(2009)7, para. 268.

## **Communication to the Committee of Ministers of the Council of Europe**

The Committee of Experts of the European Charter for Regional or Minority Languages, while acknowledging the efforts of the authorities of Czechia to comply with their undertakings under the Charter, has in its fifth evaluation report (MIN-LANG(2024)4) made “recommendations for immediate action” and “further recommendations” on how to improve the protection and promotion of the regional or minority languages in Czechia.

In accordance with the Committee of Ministers Decisions of 28 November 2018 (CM/Del/Dec(2018)1330/10.4e), Czechia had to present information on the implementation of the recommendations for immediate action, which contain the priority measures that should be taken by the state party. Czechia presented this information on 22 September 2025. In the present evaluation, the Committee of Experts has examined the implementation of these recommendations.

In accordance with its Rules of Procedure, the Committee of Experts invites the Committee of Ministers to:

1. take note of the evaluation made by the Committee of Experts of the implementation of the recommendations for immediate action by Czechia and invite the authorities of Czechia to disseminate it to the competent national authorities and relevant stakeholders;
2. reiterate its Recommendation CM/RecChL(2024)3 and invite the authorities of Czechia to present their next periodical report by 1 March 2028 in the required format.