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EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**Information Document
on the implementation of the
Recommendations for Immediate Action
based on the 5th monitoring cycle**

Submitted by Czechia

on 22 September 2025

CZECH REPUBLIC

Information on the implementation of recommendations for immediate action

Introduction

Propose and implement a strategy and action plan for the implementation of the Charter for each regional or minority language

Regional or minority languages are particularly supported by **subsidy programmes of** the Office of the Government of the Czech Republic, the Ministry of Culture and the Ministry of Education, Youth and Sports.

Chart 1 Support for languages under the Charter Implementation Programme (2020-2025)

² Recommendation CM/RecChL(2024)3 of the Committee of Ministers to Member States on the implementation of the European Charter for Regional or Minority Languages, available at [https://search.coe.int/cm/#{%22CoEIdentifier%22:\[%220900001680b0942e%22\],%22sort%22:\[%22CoEValidationDate%20Descending%22\]}](https://search.coe.int/cm/#{%22CoEIdentifier%22:[%220900001680b0942e%22],%22sort%22:[%22CoEValidationDate%20Descending%22]})

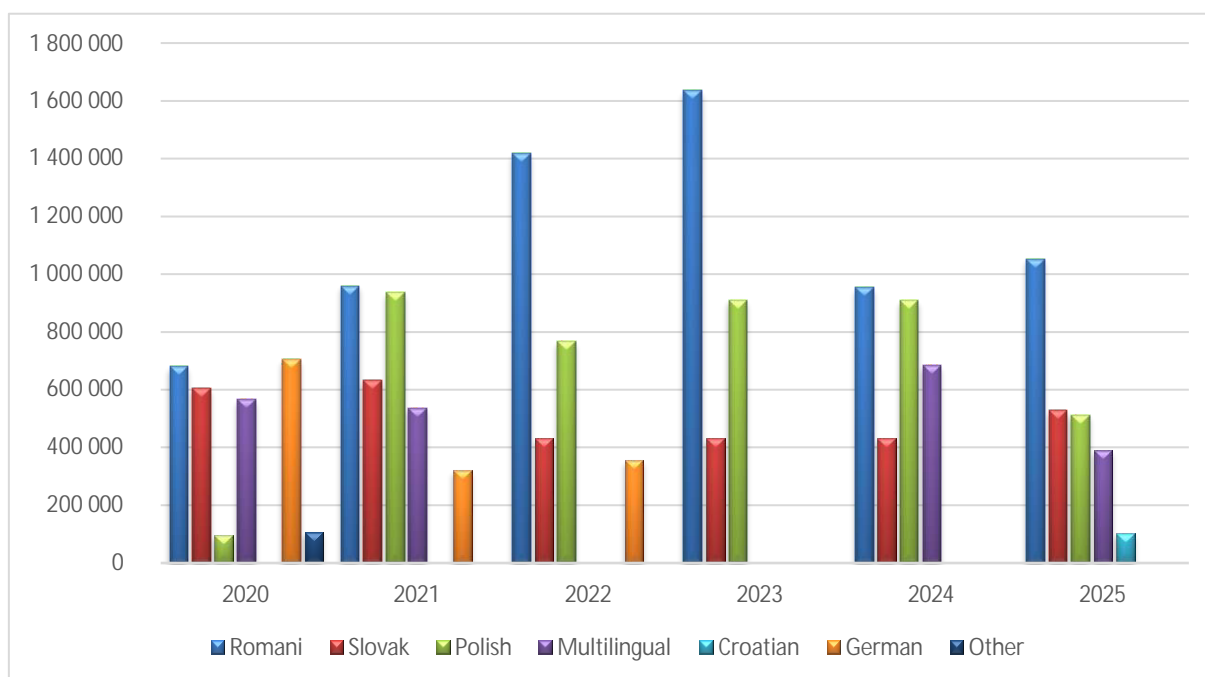
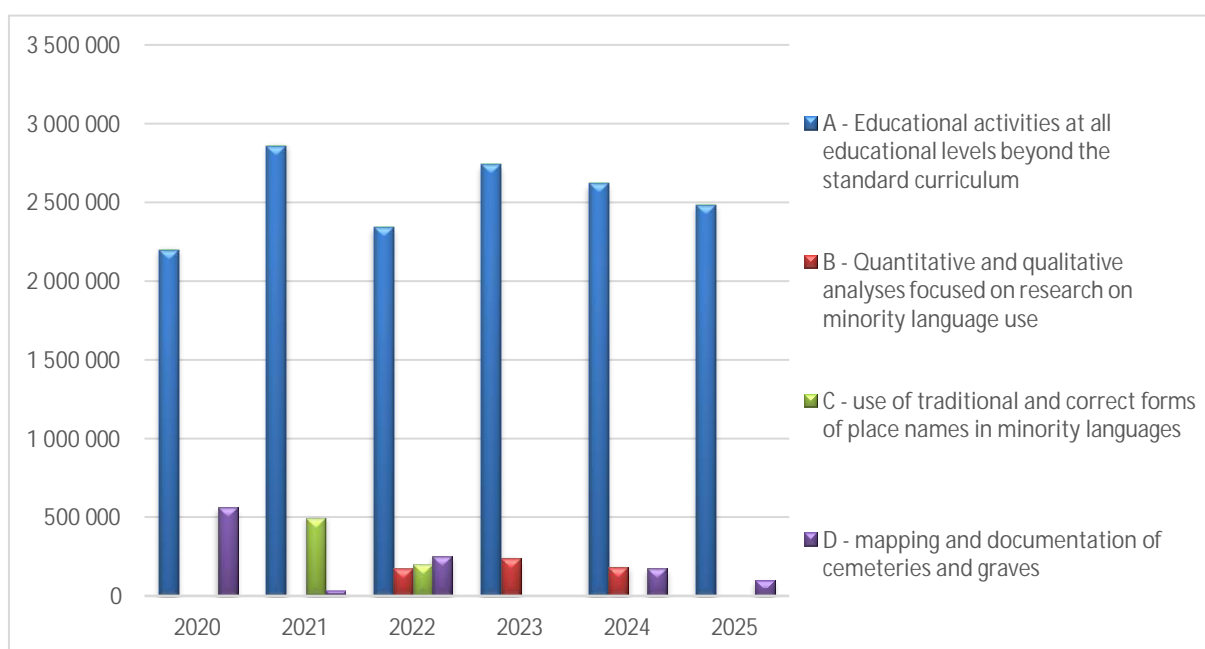


Chart 2 Number of projects by thematic area (2020-2025)



As can be seen from the attached charts, the most supported minority language in the long term has been Romani, followed by Polish and Slovak. Projects focusing on German have been supported less frequently (most recently in 2022). In contrast, in 2025, a project focusing on Moravian Croatian was supported for the first time in more than five years. It should be added, however, that the number of projects supported for each national minority language depends on the number and type of applications received by the Office of the Government of the Czech Republic. The aim of the Office of the Government of the Czech Republic is to support as many projects as possible submitted to a given grant programme.

Among the supported activities, projects focusing on educational activities at all educational levels beyond the standard classroom are absolutely dominant. These projects are often aimed at children and young people and include not only an introduction to the national minority

language, but often the teaching of the national minority language itself, provided by members of the national minorities themselves. These initiatives thus often replace the absence of a given national minority language in mainstream education, in particular Romani.

As of 2022, the Office of the Government of the Czech Republic has not received any requests to support the use of traditional and correct forms of place names in minority languages. This may be due to the fact that the use of place names is particularly relevant to the region of Teshinsko, where the Polish minority is concentrated, and where efforts to introduce bilingual place names have been ongoing since approximately 2005. In these municipalities the demand may already be relatively saturated.

From 2020, the grant programme also allows the submission of projects relating to the documentation and mapping of cemeteries and graves as an important part of the culture of national minorities in the Czech Republic. Support in this area is available to all national minorities represented in the Government Council for National Minorities. Since the focus on this area has been made possible, at least one project with this focus has been supported each year, usually related to the German minority. However, projects focusing on the Slovak minority have also been supported in this area, and in 2025 a project aimed at mapping cemeteries and graves of Moravian Croats was supported.

The Czech Republic does not currently have a separate strategy or action plan for the promotion of national minority languages. The promotion of some of the languages protected by the Charter is part of broader strategic documents, such as the Strategy for Equality, Participation and Inclusion of Roma (Roma Integration Strategy) 2021-2030, which was approved by Government Resolution No. 447 of 10 May 2021, and its revised version, approved by Government Resolution No. 101 of 12 February 2025. Specifically, the measure "A.2.6 Maintenance of the subsidy programme to support the use of the Romani language and the dissemination of information in the Romani language", which also directly refers to the obligations arising from the Charter.³

The strategic and systematic protection of the language can also be seen in the example of German as a minority language. On 28 February 2024, the supplement to the Declaration of the Czech Republic in accordance with Article 2(2) and Article 3(1) of the Charter entered into force in order to raise the protection of German as a minority language in the Czech Republic to the highest level, i.e. under Part III of the Charter. In this context, on 2 February 2025, the Government Council for National Minorities adopted Resolution No. 1/2025 renewing the Working Group on the Possibility of Extending the Protection of the German Language by Part III of the European Charter for Regional or Minority Languages, established by Council Resolution No. 226 of 22 October 2019, with the aim of conducting a discussion on the implementation of the extended protection of the German language under Part III of the Charter.

The first meeting of the renewed working group took place in April 2025. At the meeting, the representatives of the German minority presented the *Strategic and Action Plan (2024-2028)* developed by them *for the implementation of the Czech Republic's obligations in the field of promotion of the German language in accordance with the European Charter for Regional or Minority Languages and the Council of Europe Framework Convention for the Protection of National Minorities*. Despite the fact that it is not a governmental strategic document, it is

³ Roma Equality, Participation and Inclusion Strategy (Roma Integration Strategy) 2021-2030, Roma Inclusion and Participation (Roma Integration Strategy) 2021-2030 and its revised version. Available from: <https://www.vlada.cz/cz/pracovni-a-poradni-organy-vlady/zalezitosti-romske-komunity/uvod-5779/>

perceived by the concerned state administration bodies as a fundamental document on the basis of which bilateral meetings with the concerned state administration bodies were being held in July and August 2025 under the auspices of the Government Commissioner for Human Rights Klára Šimáček Laurenčíková. The aim of these meetings is to find the best solution for the effective implementation of Part III of the Charter, not only for the German language, but possibly also for other languages protected by the Charter.

The Czech Republic approaches the protection of national minority languages responsibly and in accordance with international obligations and national legislation. Within the framework of the reform of the framework education programmes for pre-school and primary education, emphasis is placed on the recognition of the cultural and linguistic diversity of contemporary society as well as the development of tolerance and mutual respect and consideration.

The current Framework Curriculum for pre-school education allows education to be adapted to specific regional and local conditions, opportunities and needs and provides activities for learning about the diversity of cultures, in which the child is introduced to different traditions and customs in a natural way. The new Framework Curriculum for Pre-school Education (published on 14 January 2025) also includes the acceptance of the personal, cultural, religious and linguistic diversity of others and participation in the maintenance of regional traditions as expected learning outcomes. The educational content of the language of the national minority can thus be integrated into the regular educational activities of the school.

Furthermore, the Framework Curriculum for Primary Education promotes the development of cultural specificities of national minorities, the knowledge of one's own cultural roots and the understanding of different cultures within the framework of multicultural education. Similarly, the new Framework Educational Programme for Primary Education focuses on familiarising pupils with minority cultures and languages, exploring the diversity and interconnectedness of the contemporary world, learning about differences between people and cultures (the cross-cutting theme Society for All) and paying attention to cultural identity and diversity (key competences cultural). Within the available hours of the curriculum, it allows for the inclusion of optional or compulsory lessons on the subject of a national minority language, according to the interest of the pupils or the decision of the head teachers. The educational content of the minority language can also be integrated into other subjects.

In the Framework Curriculum for Secondary Education, understanding and respect for the traditions, customs and different cultural values of other nations are among the aims of education. Also, within the available hours of the curriculum for secondary schools, the curriculum allows for the inclusion of optional or compulsory lessons in the subject of the language of minority nationalities, according to the interest of the pupils or the decision of the principal of the school. Again, the educational content of the minority language can be integrated into other lessons.

The Ministry of Education, Youth and Sports also supports the educational activities of national minorities, including the Roma minority, within the framework of programmes aimed at educational activities of national minorities to support the integration of the Roma minority. These programmes are the main source of dissemination of minority languages (e.g. Romani) through leisure activities of NGOs, where during these activities children are given the opportunity to learn and communicate in the language, which leads to the preservation of the language and the strengthening of identity and community ties.

German language

Recommendations of the Committee of Experts for the Czech Republic

<i>Ensure the availability of bilingual education in German from pre-school to technical and vocational levels in the respective districts</i>

<i>Expand the use of German in the broadcast media</i>

Preschool, primary and secondary education

In the Czech Republic, there is no reporting on education in the language of the national minority in pre-school education. Through the Tandem - Czech-German cooperation projects, kindergartens in e.g. the Karlovy Vary, Ústí nad Labem and Liberec regions have the opportunity to participate in cross-border projects outside the regular education system. These projects support the introduction of children to German in the form of games, songs, rhymes and joint activities with German kindergartens (visits, exchange programmes). In some kindergartens, German is taught as an optional language club.

In 2025, the Czech Republic has made major changes to language education to respond to the current needs of society. In the context of the revisions to the Framework Curriculum for Primary Education, German will be one of the three preferred foreign languages in primary education. It will therefore have a key position as an additional foreign language from the school year 2027/2028.

In the 2024/2025 school year, German was the second most frequently taught language in primary and secondary schools in the Czech Republic.

According to the Framework Curriculum for Primary Education, the total compulsory time allocation is set at 118 hours per week for Key Stage 1 (i.e. Years 1 to 5; minimum 18 hours per week in Years 1 and 2, 22 hours per week in Years 3 to 5) and 122 hours per week for Key Stage 2 (i.e. Years 6 to 9; minimum 28 hours per week in Years 6 and 7, 30 hours per week in Years 8 and 9).

The Framework Curriculum for Primary Education sets only the minimum time allocation for foreign language teaching: a total of 9 hours in Years 1 to 5 and a total of 12 hours in Years 6 to 9. Schools can increase the time allocation in their school curriculum.

The average number of hours of German language and subjects taught in German is given in the school's curriculum. It varies from subject to subject and from year to year. The obligation of the school principal to publish the school curriculum in a way that allows remote access is stipulated by the Education Act with effect from 1 September 2025. The Ministry of Education, Youth and Sports does not have this data.

If a school has permission from the Ministry of Education, Youth and Sports to teach certain subjects in a foreign language, no request from the legal representatives of minor pupils or adult pupils is required to complete this teaching. At the same time, the legislation does not set minimum numbers of pupils, as these are compulsory subjects.

Table 1 Primary schools teaching at least one subject in German

Name	City	Street
Marjánka Primary School, Prague 6, Bělohorská 52	Prague 6 - Břevnov	Bělohorská 417/52
Primary School Zlín, Kvítková 4338	Zlín	Kvítková 4338
Primary School of German-Czech Understanding	Prague 8 - Střížkov	Střížkovská 32/27
Primary School and Kindergarten Děčín VI, Školní 1544/5	Děčín	Školní 1544/5
Primary School with Extended Language Instruction, Prague 4, K Milíčovu 674	Prague 4 - Háje	K Milíčovu 674/2
Primary School and Kindergarten Olomouc, Svatoplukova 11	Olomouc	Svatoplukova 65/11
Primary school, Chrjuginova 12	Ostrava	Chrjuginova 1801/12
General Zdeněk Škarvady Primary School, Ostrava-Poruba	Ostrava	Porubská 831/10
PORG Brno, grammar school, primary school and kindergarten, o.p.s.	Brno	Mendlovo nám. 1/3
Primary school Cheb	Cheb	Obětí nacismu 1127/16

There are four secondary schools in the Czech Republic that offer bilingual education in German: in Liberec, Prague and Znojmo. These are:

- **Grammar school F. X. Šalda, Liberec** - has long offered bilingual Czech-German education and cooperates with German schools in exchange programmes.
- **Grammar school Thomas Mann, z.ú.** - provides teaching in German as part of the teaching of some subjects in a foreign language, i.e. according to the framework educational programme for grammar schools, including the decision of the Ministry of Education to teach some subjects in a foreign language.
- **Austrian Grammar school in Prague o.p.s.** - a private school with bilingual education, which focuses on promoting Czech-Austrian understanding, multicultural environment, exchange visits and excursions to Austria.
- **Grammar school Dr. Karel Polesný, Znojmo** - offers a bilingual Czech-German section and is known for its cooperation with Austrian schools.

The Primary School of German-Czech Understanding and the Thomas Mann **Grammar school**, founded in 1991, remain the only private schools in the Czech Republic funded by the German minority. They provide education for Czech and German children. The Primary School of German-Czech Understanding prepares pupils to study at the eight-year Thomas Mann **Grammar school**.

In addition to the above-mentioned grammar schools, there are 15 other secondary schools in the Czech Republic which are allowed to teach some subjects in German. These are vocational secondary schools, e.g. medical, technical, etc. These schools have permission from the Ministry of Education, Youth and Sports to teach certain subjects in German.

In the Czech Republic, there is also a German School in Prague s.r.o. (Deutsche Schule Prag), which is a foreign school and a grammar school. It is a secondary school whose language of

instruction is Czech with teaching of selected subjects in German (from 1.9.2025 it will provide teaching in primary school).

In connection with the implementation of the protection of the German language by Part III of the Charter, a bilateral meeting was held in July 2025 with representatives of the Ministry of Education, Youth and Sports and representatives of the German minority (with the support of the Office of the Government of the Czech Republic and the Government Commissioner for Human Rights). At this meeting, the above-mentioned *Strategic and Action Plan (2024-2028) for the implementation of the Czech Republic's commitments in the field of German language promotion in accordance with the European Charter for Regional or Minority Languages and the Council of Europe Framework Convention for the Protection of National Minorities* and the measures contained therein concerning the accessibility and extension of the promotion of at all levels of education were discussed. Based on this meeting, a meeting will be held (probably in November 2025) under the auspices of the Government Commissioner for Human Rights with representatives of the local governments of the districts concerned, as founders of local schools, selected primary and secondary school principals, the Ministry of Education, Youth and Training and other stakeholders. The subject of this meeting will be the presentation of the Charter itself and their commitments and the possibilities of support from the public authorities in financial, methodological and organisational terms, in introducing and making available German language teaching and education in the German language.

There are also schools in the Czech Republic where pupils prepare to take the German Language Diploma.⁴ These schools are part of the global initiative Schools - Partners for the Future (abbreviated in German as PASCH), which is sponsored by the Federal Foreign Office and implemented by the Central Office for Foreign Education, the Goethe Institut, the German Academic Exchange Service and the Pedagogical Exchange Service of the Permanent Conference of Ministers of Education and Culture of the German Länder. As of August 2024, 29 entities belonged to the DSD in the Czech Republic.

Higher Education

Universities offer study programmes with a German studies component, traditionally divided into teacher training, philology and translation. Only exceptionally has the implementation of the Bologna principles been used to create specific study programmes with a campus or multi/trans/interdisciplinary approach.

Table 2 Study programmes and fields of study at universities focusing on the study of German

Name of school	Name of faculty	Field of study
University of South Bohemia in České Budějovice	Faculty of Arts	Czech-German Area Studies and German Studies
		European Area Studies - Czech Republic and German-speaking countries
		German language and literature
	Faculty of Education	German language with a focus on education
		German Language Teaching
		German language teaching for the second level of primary schools
Masaryk University	Faculty of Arts	Germanic Languages
		Germanic Literatures

⁴ [Deutsches Sprachdiplom der Kultusministerkonferenz = DSD](#)

	Faculty of Education	Foreign Language Teaching - German Language
	Faculty of Arts	German Literature
		German Language
		German Language and Literature
	Faculty of Education	German Language with a focus on Education
		Teaching assistantship in German language and literature for primary schools
	Faculty of Arts	German Language Translation
		Translation of Romance and Germanic languages
	Faculty of Education	Teaching of Foreign Languages for Secondary Schools - German
	Faculty of Arts	Teaching of German Language and Literature for Secondary Schools
University of Ostrava	Faculty of Arts	Teaching of German Language and Literature for Primary Schools
		Teaching of German for Primary Schools
		German for Translation
		German for Professional and Vocational Communication
		German Philology
		German language
		German Language and Literature
		German language teaching for the 2nd level of primary schools
		Teaching German language and literature for secondary schools
Silesian University in Opava	Faculty of Philosophy and Science in Opava	Corpus linguistics with a focus on a specific language group (English, German)
		German
		German for school practice
		Teaching German for secondary schools
Technical University of Liberec	Faculty of Science, Humanities and Education	German language with a focus on education
		German language teaching for the 2nd level of primary schools
University of Hradec Kralove	Faculty of Education	Foreign Languages for Tourism - German Language
		German language with a focus on education
		Teaching for primary schools - German language
		Teaching for 2nd level of primary schools - German language and literature
Jan Evangelista Purkyně University in Ústí nad Labem	Faculty of Arts	Intercultural German Studies
		Intercultural German Studies in the Czech-German context
		German Philology in the Czech-German Intercultural Context

		German Literature
	Faculty of Education	German Language and Literature
	Faculty of Arts	German Language and Literature
		German Language and Literature for Primary School Level 2
		German language and literature with a focus on education
		German Language and Literature for School Practice
		Foreign Language Teaching for Primary Schools - German Language
Charles University		Teaching German language and literature for secondary schools
	Faculty of Social Sciences	Czech-German Studies
		Czech-German Studies / Deutsch-Tschechische Studien (single-subject studies)
		German and Central European Studies
	Faculty of Arts	German Studies
		Germanic Languages
		Germanic Languages and Literatures
		Germanic Literatures
		Intercultural communication Czech - German / Interkulturelle Kommunikation und Translation Tschechisch - Deutsch
		Intercultural communication: Czech as a foreign language - German
		German
		German for intercultural communication
	Faculty of Humanities	German and French Philosophy
	Faculty of Social Sciences	German and Austrian Studies
		German and Central European Studies
		German and Central European Studies / Deutsche und Mitteleuropäische Studien
	Faculty of Arts	German Language and Literature
	Faculty of Education	German Language and Literature with Didactics
		German language with a focus on education
	Faculty of Arts	Translation and Interpreting - German Language
		Translation: English - German
		Interpreting: English - German
	Faculty of Education	Teaching of general education subjects for primary and secondary schools - German language
Palacký University in Olomouc	Faculty of Education	German with a focus on applied economics
	Faculty of Arts	German with a focus on interpreting and translation
		German Philology

		German Literature
		German Language
	Faculty of Education	German Language with a focus on Education
		German language teaching for the 2nd level of primary schools
		German language teaching for primary schools
University of Pardubice	Faculty of Philosophy	German Language for Economic Practice
		German Language for School Practice
Tomas Bata University in Zlín	Faculty of Humanities	German Language for Management Practice
University of West Bohemia in Pilsen	Faculty of Education	German language with a focus on education
		German language teaching for secondary schools
		German language teaching for primary schools

German in the Broadcast Media

Radio and television broadcasting in minority languages is generally supported mainly by the Ministry of Culture's programme *Support for the dissemination and reception of information in the languages of national minorities or predominantly in the languages of national minorities*. Within the framework of this programme, the German national minority is supported in particular through the organisation Spolek Němců v Čechách, z.s., which makes, among other things, contributions to the regional broadcast of the programme *Sousedé* on Czech Radio.

Through reports and interviews, the *Sousedé* programme informs listeners about the work of German associations in the Czech Republic, exhibitions, projects and interesting events concerning Czech Germans and the majority population. The programme is broadcast on all regional stations of Czech Radio (13) every Friday at 19:45 and the length of one episode is 15 minutes. It will not be possible in 2025 or in the coming year to extend the broadcast time and increase the number of premieres of *Sousedé* on the airwaves of the Czech Radio stations, due to the nature of the broadcast schedule, the allocated production budget and staff capacity.

There is currently no separate programme on the German minority and the German language on television. However, the programme *Babylon* is broadcast regularly. *Babylon* is a documentary programme on Czech Television about foreigners living in the Czech Republic and Czechs living in the world. The programme is broadcast every week with a time allocation of 30 min. The programme also includes reports on the German minority and the German language.

In connection with the implementation of the protection of German in Part III of the Charter, the Broadcasting Council and the Czech Telecommunications Authority were also contacted in August 2025. These institutions were approached by the Government Commissioner for Human Rights, Klára Šimáčková Laurenčíková, with a request for information concerning the promotion of national minority languages in terms of licensing of national minority programmes, promotion of national minority programmes and broadcasting, possibilities of receiving broadcasts from foreign countries, etc.

Further obligations under the Charter will be addressed at the follow-up meeting of the Working Group on National Minority Broadcasting of the Government Council for National Minorities, scheduled for autumn 2025.

Moravian Croatian

Recommendations of the Committee of Ministers for the Czech Republic on Moravian Croatian

Explore and propose ways of teaching Moravian Croatian

Recommendation of the Committee of Experts on Moravian Croatian

Explore and introduce ways of teaching Moravian Croatian in mainstream education

Propose and implement a strategy and action plan for the application of the Charter to Moravian Croatian in cooperation with representatives of its users

The Croatian national minority is one of the least numerous national minorities in the Czech Republic. According to the last census in 2021, 2,414 persons (even in combination with another nationality) declared themselves to be of the Croatian minority (ethnicity). Most members of the Croatian minority live in the South Moravian Region, especially in the village of Jevišovka, where the Museum of Moravian Croats is located.

As far as the teaching of Moravian Croatian itself is concerned, the Ministry of Education, Youth and Sports does not record statistical data on the teaching of Moravian Croatian in schools, nor does it record interest in its teaching. Teaching in Moravian Croatian in kindergartens, primary and secondary schools could be provided according to national legislation, as the legislation and curriculum documents create space for teaching Moravian Croatian in mainstream education, but this step has not been taken, mainly due to low interest from schools. According to the information provided by the representative of the Moravian Croats, Kasper Kopřivová, there are currently 100 active users of Moravian Croatian. However, the Framework Curriculum for Primary Education allows schools to include Moravian Croatian as an additional foreign language.

Communication with the representative of the Moravian Croats on the Government Council for National Minorities, Jan Kopřiva, revealed that there could theoretically be interest in teaching Moravian Croatian at the primary school in Jevišovec, where the majority of Moravian Croats are concentrated. The possibility of introducing the teaching of Moravian Croatian in this primary school will be the subject of further negotiations. In other parts of the Czech Republic, due to the low number of members of the minority, teaching is probably out of the question.

Croatian (without the dialect) remains a part of some fields of study at universities (see Table 3).

Table 3 Study programmes and fields of study at universities focusing on the study of Croatian

Name of university	Field of study
Faculty of Arts, Masaryk University	Croatian Language and Literature
	South Slavic Studies or Slavonic Studies

Faculty of Arts, Charles University	South Slavic and Balkan Studies
Faculty of Arts, Palacký University	Offers the study of South Slavic languages, including Croatian, within the Slavonic programmes

Polish language

Recommendations of the Committee of Ministers for the Czech Republic concerning the Polish language

Amend the relevant legislation to replace the 10% limit on the use of regional or minority languages with a more flexible and less restrictive measure

Recommendation of the Committee of Experts on the Polish language

Encourage the use of place names in Polish where there is demand

Amend the relevant legislation to replace the 10% threshold on the use of regional or minority languages with a more flexible arrangement

The conditions for the installation of place names and topographical signs in the language of a national minority are laid down in Article 29(2) of Act No. 128/2000 Coll. According to this provision, in a municipality inhabited by members of national minorities, the name of the municipality, its parts, streets and other public spaces and the markings of buildings of State bodies and local self-government units shall also be indicated in the language of the national minority if at least 10 % of the municipality's citizens have always declared themselves to be of that nationality in the last two censuses. The installation of names and topographical signs in the minority language must be requested by the representatives of the national minority concerned through the Committee for National Minorities or in writing by an association which has been active in the territory of the municipality for at least 5 years at the date of the request. These conditions ensure that local names and topographical signs in minority languages are installed in municipalities where there is a real and lasting link between the minority population and the place. Since the decision on street names and other public spaces is an exercise of the municipality's autonomous competence, even if the above conditions are not met, there is nothing to prevent the municipal council from taking this step on its own initiative (i.e. placing street names also in the language of the national minority) if it considers that the situation in a particular municipality requires it or if the local national minority can support it.

The name of a street or other public space shall always be given in the Czech language in accordance with Section 29(1) of the Municipal Act. It must also conform to the rules of written Czech and be sufficiently dignified. Streets and other public spaces shall not be called by identical names. The name of a street or other public space shall be unique within the municipality and the names of living public figures shall not be used. In the case of names referring to historical events or personalities, names of unquestionable and historically verified facts should be chosen, and the municipality should avoid the use of names supporting different currents of opinion aimed at restricting the rights and freedoms of citizens. Since 2018, there has also been a "Methodological guideline on the modification and adoption of names in the languages of national minorities and selected dialect areas, taking into account the specificity of the territory of Teschen Silesia", which serves to standardise the geographical

names of non-residential objects also in minority languages or dialect forms. The names are always proposed by the municipality, and the process of standardising the name is carried out by the Czech Office of Surveying and Cadastre.

In 2020, the Office of the Government of the Czech Republic carried out an investigation entitled "Use of traditional and correct forms of place names in the languages of national minorities in the Moravian-Silesian Region"⁵. The territory of the Moravian-Silesian Region, in particular the area of Český Těšín, is historically densely populated by members of the Polish national minority who exercise their minority rights in this territory, including the use of bilingual names of municipalities, their parts, streets or other public spaces or the designation of buildings of public authorities. The survey showed that in 2020, bilingual names in the minority language were used in 25 municipalities (out of those that submitted a response to the survey). Thus, these were almost all municipalities that had established a committee for national minorities. In these municipalities, maps with traditional and correct forms of place names in the language of the national minority are also generally available, or the national minority language is used in public space, e.g. by means of bilingual signage on objects other than spaces and buildings, such as monuments or other historical objects, or by promoting the use of bilingual signs on private buildings.

In April 2025, Government Human Rights Commissioner Klára Šimáčková Laurenčíková visited the Těšín region, where she met with representatives of the Polish national minority. This visit was followed in June 2025 by a meeting between the Polish national minority and representatives of the state administration. During the meeting, the issue of standardisation and use of dialectal forms of geographical terms in official names and maps was discussed.

At the same time, the Czech Republic continues to take practical steps to encourage municipalities with minority populations to install local names and topographical signs in the language of the national minority. Municipalities can apply for financial support from the programme to support the effective implementation of the Charter, but as noted above, as of 2022, the Office of the Government of the Czech Republic has not received any applications for such support. The Ministry of the Interior has also offered/is offering representatives of the Polish national minority the opportunity for consultation and mediation to address potential problems in the implementation of bilingual names.

Given that the Ministry of the Interior has not registered any long-term interest from national minorities regarding the change of conditions, and given that the municipal council may voluntarily opt for street names in the language of a national minority that does not meet the 10% threshold (see Section 84(2)(s) of the Municipalities Act), there is no need to change the relevant legislative framework at this time.

Roma language

Recommendations of the Committee of Ministers for the Czech Republic concerning the Romani language

Explore and offer teaching of Romani language in mainstream education

⁵ <https://www.vlada.cz/cz/ppov/rnm/aktuality/vysledky-setreni-ohledne-naplnovani-evropske-charty-regionalnich-ci-mensinovy-ch-jazyku-v-moravskoslezskem-kraji-184622/>

Offer Romani language teaching in public education (as a subject) in cooperation with user representatives

Continue to take measures to raise awareness of the benefits of promoting Romani language among its users

The Czech Republic promotes the Romani language as part of its national cultural heritage; unfortunately, the interest in learning Romani, as well as the likely number of speakers of Romani, continues to decline. According to the latest census, the number of persons claiming Roma nationality is declining or stagnating (with the exception of persons claiming Roma nationality in combination with another nationality, where a significant increase was recorded in the 2021 census). In the case of the number of persons with a Romani mother tongue, the situation is unfortunately similar. In the 1991 and 2001 censuses, 50.5 % and 56.8 % of all persons who declared themselves to be of Romani nationality reported Romani as their mother tongue, respectively. In 2011, however, only 16.3% of them were Romani. On the other hand, since the 2001 census, in which for the first time persons had the option to choose more than one mother tongue in the census, the number of persons who indicated Romani as their mother tongue and of persons who declared Romani and other mother tongues has increased. In 2011, as many as 41 087 persons chose Romani or Romani in combination with another language as their mother tongue. In 2021, the number was 28,102. The latest census thus confirmed the downward trend in the number of persons who declared themselves to have only a Romani mother tongue (down from 4 919 in 2011 to 4 280 in 2021), as well as to have a Romani and another mother tongue (23 822 persons). Thus, a total of 28 102 persons have registered for Romani as their mother tongue in 2021.

The Ministry of Education, Youth and Sports does not register interest in teaching Romani in kindergartens, primary and secondary schools, nor does it keep statistical data on its teaching.

In the field of pre-school education, literacy is one of the key competences developed in kindergartens, mainly the development of general language skills such as speech and pronunciation. Currently, a great deal of attention is paid to speech therapy. Children are then exposed to the cultural diversity and differences of other nations through language. Languages other than English can be developed as a complementary offer through the clubs. However, Romani appears more as a cultural element, for example in songs, rhymes or celebrations of traditions, than as a language of instruction.

The Framework Curriculum for Primary Education allows schools to include Romani as an additional foreign language. Romani can be offered as an optional or non-compulsory subject in primary schools, similar to other less taught foreign languages. The decision to include Romani language instruction is entirely at the discretion of head teachers and school principals, and depends on the interest of pupils and parents, the availability of qualified teachers, and school conditions.

The expansion of Romani language teaching in primary and secondary schools is generally hindered by the low interest of parents and pupils or their fear of possible stigmatisation and the lack of Romani language teachers.

In the context of this situation, steps have been taken in the Czech Republic to raise awareness among Roma families that teaching Romani does not lead to stigmatisation, but on the contrary can be a source of pride, identity and success. One example is the thematic educational material "The Power of Roma Stories", which was distributed to all schools and was prepared by the Ministry of Education, Youth and Sports and the National Pedagogical Institute or the Ministry of Education's subsidy programme to support integration and the Roma minority.

At the same time, the Ministry of Education, Youth and Sports provides support for the introduction of Romani language into the mainstream education system by publishing a framework curriculum for teaching the Romani language and other study materials published in connection with, for example, International Roma Day.

In the context of the revision of the Framework Educational Programmes, primary school pupils will also be able to learn about Romani language in the Czech Language and Literature subject. Within this subject, the model school curricula will include examples of Romani texts (by both older and contemporary authors) and related analytical and other tasks that will lead to pupils being able to perceive the language and its differences.

The only institution where Romani is still the primary language of instruction is the Central European Studies: Romani Studies course at the Faculty of Arts of Charles University in Prague. Here, students learn the North Central and Olašin dialect, linguistic grammar, history, culture and literature of the Roma.

Despite the fact that support for the systematic teaching of Romani is still insufficient, this language remains in part the main means of communication in traditional Romani communities. The gradually deteriorating knowledge of Romani among Roma is thus more of a problem in larger cities, where members of this minority are more dispersed among the majority population.

Some Romani and pro-Romani NGOs organize the study and teaching of the Romani language. In Prague, the Romani language is taught, for example, by Nová škola, o.p.s. The latter is implementing an on-line course in Romani for advanced learners in 2025 with 80 lessons. The course is intended for the general public, especially for graduates of beginners' courses or for partial native speakers of Romani. Nová škola, o.p.s. also offers individual consultations in Romani with a time allocation of 24 hours.

The civic association Amaro suno - feder dživipen, z.s. also offers Romani language classes, which are usually attended by about 20 children. The organisation KHER, z.s. organises clubs for children focusing on reading and writing in Romani as well as on promoting various language competences. The organisation has also organised seminars for teachers and other pedagogical staff in Czech schools to raise awareness of the Romani language.

All of these organisations are generally supported under the Czech Government Office's grant programme to support the implementation of the Charter.

Romani language courses can help (not only) Romani 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. Nevertheless, obstacles still include low

demand from pupils and parents, lack of qualified teachers and methodological materials, fears of discrimination, and the inconsistency of the language as there are multiple dialects.

The Ministry of Culture's subsidy programme for supporting the integration of the Roma minority can also support projects that focus on literary activities, i.e. not only contemporary Roma poetry and prose, but also literature in translation or research projects dealing with linguistic research or expert studies on this topic. At the same time, the Romani language is supported in the framework of other activities of the supported organisations, including, for example, Romani theatre groups. These have significant potential to keep the Romani language alive and in direct contact with the Romani minority. Examples of such performances are *Dajori* and *Pal e marik'la*. The production *Dajori* (Mom), which was also supported by the Office of the Government of the Czech Republic, is very popular not only among members of the Roma minority, but also among the general public. The production is a monodrama that maps the stories and themes of Romani women against the background of basic historical milestones of the 20th century. The script combines the dramatisation of existing literary works as well as the telling of personal stories that have not been presented in literary form, using authentic contemporary documents. A total of four heroines in the person of a single actress take the viewer through almost the entire century of pre- and post-war Czechoslovakia. Through the vicissitudes of their lives, they answer the question of what it means to be a Romani woman in Romani and majority societies.

At the same time, most Romani cultural events are usually at least partially moderated in Romani, and a significant number of Romani musical performers write the lyrics of their songs in Romani that are performed at the events. Examples of such events, supported by the Ministry of Culture, include the celebration of International Roma Day. The Romani organization ARA ART, z.s. organizes such celebrations in Prague, the Statutory City of Ostrava, Tanvald and Rokycany. Their program is aimed at raising the profile of the Romani language and promoting spoken expression and written literary texts, in cooperation with other partner organizations such as Slovo 21, z.s. and their club of Romani writers, Paramisara (Vypravěči), or Kher Publishing House, which also focuses on Romani literature. This programme included an author reading, a debate and a follow-up programme focused on children and children's literature.

However, all these activities and the use of the Romani language in their organisation are seen as an additional part of them, with the speakers of Romani in these events drawing on their linguistic competences acquired in everyday life (e.g. Romani was spoken in their homes). Thus, we do not believe that the use of Romani in this format would initiate the expansion of Romani language teaching in mainstream education.

The subsidy programme of the Ministry of Culture to support the dissemination and reception of information in the languages of national minorities regularly supports Romani periodicals aimed at Romani youth (*Kereka* magazine), the Romani minority as a whole (*Romano hangos*) or specialised publications aimed at the study and understanding of the Romani ethnic group (*Romano džaniben*). Some audiovisual projects are also supported (TUKE.TV, z.s. or Regional Television, s.r.o.).

The Museum of Romani Culture is also presenting Romani for primary and secondary school pupils with the educational program *We Are Going the Long Way: Get to know the language*

and literature of the Roma minutes⁶ , and last but not least, the public radio station with the programme O Roma vakeren⁷ . In addition, schools have the opportunity, through project-based learning or cooperation with non-profit organisations, to integrate Romani into the curriculum through cultural projects - e.g. theatre performances, music workshops, literary competitions.

The recently opened memorials of Romani culture in Lety u Písku and Hodonín u Kunštátu, as well as the Roma and Sinti Centre in Prague, which expand the educational and cultural activities of the long-established Museum of Romani Culture, also contribute to the popularisation of Romani language and Romani culture. Last but not least, awareness of Romani culture is spread by the popular Khamoro festival, which has been held since 1999, as well as by the initiative around Mrs Ida Kelarová and the MIRET⁸ z.s., which supports Romani talents.

Awareness and use of the Romani language is also promoted by the Government Commissioner for Romani Affairs, Lucie Fuková. She usually uses Romani in her posts (e.g. on social media). At the same time, she uses Romani in public, which results in its appearance in the public space.

In 2024, a reading of Romani texts and their Czech equivalents was also held under the auspices of the Government Commissioner for Romani Affairs, Lucie Fuková. This reading was held on the occasion of the International Day of the Romani Language and was also attended by well-known personalities from the Romani minority. A similar event is also planned for November 2025, when a round table on the state of the Romani language in the public space in the Czech Republic and Europe, including a workshop on the possibilities of integrating Romani into mainstream education, should be held first, followed by a short reading of Romani texts and their Czech equivalents every week, involving both Romani and Czech public figures. The readings will take place online and will therefore be publicly available.

Slovak language

Recommendations of the Committee of Ministers for the Czech Republic concerning the Slovak language

Introduce the use of Slovak in public education at all appropriate stages, especially in pre-school education

Recommendation of the Committee of Experts

Introduce the use of Slovak in public education at all appropriate levels, especially in pre-school

The Framework Curriculum for Primary Education allows schools to specifically include Slovak as an additional foreign language. The Ministry of Education, Youth and Sports does not register interest in teaching Slovak in kindergartens, primary and secondary schools, nor does it register statistical data on its teaching in schools. Slovak language teaching in kindergartens,

⁶ [We are going a long way: Get to know the language and literature of the Roma](#)

⁷ [O Roma vakeren | Radiožurnál](#)

⁸ [About Roma in the Copperen | Radiožurnál](#)

primary and secondary schools can be provided again according to national legislation, but again there has been no interest in this matter so far.

As a rule, the Slovak language is also included in higher education in two ways. Firstly, there are universities that focus on teaching Slovak within their fields of study (see Table 4), but at the same time there are teachers at Czech universities who use Slovak in their teaching. As their mother tongue. In this way, Slovak becomes known to the general public and mutual understanding is maintained.

Table 4 Study programmes and fields of study at universities focusing on the study of Slovak

Name of the university	Field of study
Faculty of Arts, Masaryk University	Slavic Languages and Literatures (with a focus on Slovak)
	Balkan Studies
Faculty of Arts, Charles University	Slovak studies / Slovak language and literature
Faculty of Arts, Palacký University in Olomouc	Slavonic Studies (with a focus on Slovak language)
Faculty of Arts, University of Ostrava	Philology - Slovak language within Slavonic studies

Issuance of documents related to criminal proceedings in Slovak free of charge

In general, it should be noted that pursuant to Section 2(14) of Act No. 141/1961 Coll. on Criminal Procedure (Criminal Procedure Code), as amended (hereinafter referred to as the "Criminal Procedure Code"): *"anyone who declares that he or she does not know the Czech language is entitled to use his or her mother tongue or the language of which he or she states that he or she knows before the law enforcement authorities in criminal proceedings."* In this respect, it is sufficient that the person concerned declares that he or she does not speak Czech. The person is not obliged to prove his/her lack of knowledge in any way and the competent law enforcement authority is not called upon to examine the level of knowledge of the Czech language.

This provision is followed by Section 28 of the Criminal Procedure Code, which reads:

"(1) If it is necessary to translate the content of a document, a statement or another procedural act or if the accused exercises the right referred to in section 2(14), an interpreter shall be engaged; the same shall apply if it is necessary to appoint an interpreter for a person who cannot be communicated with otherwise than by means of one of the communication systems of deaf-blind and deaf-blind persons. The interpreter may also be a recorder. If the accused does not indicate the language he or she knows or indicates a language or dialect which is not the language of his or her nationality or the official language of the State of which he or she is a citizen and no person is registered in the list of interpreters for such language or dialect, the law enforcement authority shall appoint an interpreter for the language of his or her nationality or the official language of the State of which he or she is a citizen. In the case of a stateless person, this shall be understood to mean the State of his permanent residence or the State of his origin. If the accused makes use of the right referred to in Section 2(14), the assigned interpreter shall, at his request, also interpret his consultation with his defence counsel which is directly related to the procedural acts and the consultation during the procedural acts."

(2) Under the conditions referred to in subsection (1), the accused shall be provided with a written translation of the decision to initiate criminal prosecution, the decision to remand the accused in custody, the decision to order the observation of the accused in a medical institution, the indictment, the plea agreement and the proposal for its approval, the proposal for punishment, the judgment, the criminal order, the decision on appeal and the decision on conditional discontinuance of criminal prosecution; this shall not apply if the accused, after being instructed, declares that he or she does not require the translation of such a decision. Where such a decision concerns more than one accused, only that part of the decision which concerns the accused shall be translated, provided that it can be separated from the other parts of the decision and the grounds thereof. The translation of the decision and its delivery shall be arranged by the law enforcement authority whose decision is at issue.

(3) If the delivery of the decision referred to in paragraph 2 is connected with the commencement of the time limit and a written translation of the decision is required, the decision shall be deemed to have been delivered only upon delivery of the written translation.

(4) Under the conditions referred to in subsection (1), a written translation of a document not referred to in subsection (2) shall also be provided to the accused if this is necessary to guarantee a fair trial, in particular for the proper exercise of the right of defence, to the extent determined by the prosecuting authority, which is strictly necessary to acquaint the accused with the facts of which he is accused; if the reasoned request of the accused who has exercised the right referred to in subsection (2)(a) is not granted, the translation shall be provided to the accused in accordance with the provisions of subsection (2)(a). 14 for the production of a translation of such a document, the prosecuting authority conducting the proceedings shall decide thereon by order. Instead of the written translation referred to in the first sentence, the document or its essential content may be translated; the provision of the first sentence shall not apply if the document or its essential content has already been translated for the accused or if the accused, after being instructed, declares that he does not require its translation. A complaint may be lodged against a decision under the first sentence. The translation and its delivery shall be provided by the prosecuting authority conducting the proceedings.

(5) The rights referred to in paragraphs (1) and (4) shall also apply to the suspect.

(6) Under the conditions referred to in paragraph (1), the person who is detained or arrested shall also be given a written translation of the information on his/her rights without undue delay (§ 33 (6) and § 76 (5))."

Thus, if the accused makes use of his right under section 2(14) of the Code of Criminal Procedure, but even without such a declaration, if, in the opinion of the prosecuting authority, the contents of the document need to be translated, the most important decisions issued in the course of the criminal proceedings must be translated to him (cf. section 28(2) read in conjunction with paragraph 1 thereof). The translation of the listed decisions must be provided to the accused by the prosecuting authority without further delay; no request from the accused is required in this respect. However, the accused may declare that he does not require a translation of the decision. Similarly, the law enforcement authority must provide a written translation of the Letter of Rights to a person who has been detained or arrested. Here, too, the request of that person is not required.

However, the accused or suspected person may request that documents other than those expressly listed in Article 28(2) of the Code of Criminal Procedure be translated for him. In such a case, the prosecuting authority shall decide whether the translation of the document is necessary to guarantee a fair trial, in particular for the proper exercise of the right of defence. The prosecuting authority shall also decide to what extent the document shall be translated. However, it must always be translated to such an extent that the accused or suspected person is able to see from the translated document what he is charged with. If the law enforcement authority does not comply with a reasoned request, a complaint may be lodged against its decision.

Whether the document is translated without a request pursuant to Article 28(2) of the Code of Criminal Procedure or on the basis of a reasoned request pursuant to Article 28(4) of the Code of Criminal Procedure, the translation of the document is carried out by the prosecuting authority. The costs of the translation shall be regarded as costs necessary for the conduct of the criminal proceedings within the meaning of Article 151(1) of the Code of Criminal Procedure. Those costs are therefore borne by the State.

The accused (suspect) is the central figure in criminal proceedings. The scope of the documents to be translated corresponds to the requirements of Article 9(1)(a) of the Charter. According to the preamble to Article 9(1) of the Charter, it is a condition of its applicability that *'the use of the possibilities provided for in this paragraph shall not be considered by the judge to hinder the proper administration of justice'*. The fact that the scope of the documents to be translated is limited to those which the accused needs in order to secure his right to a fair trial corresponds to the limitation in the preamble to Article 9 of the Charter, since the translation of the entire criminal file would unduly prolong and cost the criminal proceedings, or delay the educational effect on the convicted person, and thus undermine the speedy and effective achievement of the purpose of the criminal proceedings. In relation to the accused (suspect), the Charter requirement is thus fulfilled.

As regards other persons involved in the proceedings, they have a secondary role in the proceedings. Given the mutual intelligibility of the Czech and Slovak languages, as well as their common historical development, it may also be noted that in most cases it is not necessary to issue translations of documents relating to criminal proceedings to these persons, as members of the Slovak minority usually understand Czech without difficulty. The right to declare that a person does not speak Czech within the meaning of Article 2(14) of the Code of Criminal Procedure remains unaffected.

In the context of the above, it may be considered that, in relation to these other persons of Slovak nationality, the conditions for the applicability of Article 9(1)(a) of the Charter will de facto never be fulfilled. The provision of translations to persons whose mother tongue is so close to Czech that they can understand it without difficulty, particularly in written form, which, compared with oral form, does not pose a challenge in terms of speed of communication, dialect or pronunciation, is not necessary and, on the contrary, because of its redundancy, may constitute an obstacle to the proper administration of justice. An excessive number of translations could unduly prolong criminal proceedings and delay the achievement of their purpose. Account must also be taken of the fact that the accused is often in custody. If it were necessary to translate documents for other persons involved in the criminal proceedings, this could lead to an extension of the period during which the accused remains in custody. In the

extreme case, such delays could even result in the maximum period of detention being exceeded, which would mean that the accused would be released, even if the grounds for detention had still not expired.

The current legislation sufficiently ensures fair conditions for persons who do not speak the Czech language, including members of the Slovak national minority, and effectively protects the rights of persons against whom criminal proceedings are being conducted, without unduly burdening the law enforcement authorities and jeopardising the swift course of criminal proceedings and the achievement of their purpose.

In conclusion, we submit that the introduction and implementation of the obligation of the law enforcement authorities to issue all documents related to criminal proceedings in Slovak to all parties to the criminal proceedings or even to all persons involved in the criminal proceedings would be administratively and organizationally very burdensome and, in particular, it would lead to a disproportionate prolongation and prolongation of criminal proceedings, which should be, above all, fast and effective in order to be able to have an educational effect on the perpetrator as soon as possible and to ensure the protection of society against further commission of criminal offences. As already mentioned, prolonging the proceedings leads to an extension of the period of detention of the accused and could even defeat the purpose of the detention proceedings. The introduction of such an obligation would not be possible without a significant increase in budgetary resources, and the interests to be protected must be weighed against each other. At the same time, as stated above, the interest in speedy and effective criminal proceedings and in limiting the accused's detention to the time strictly necessary, which fulfils the limitation under the preamble to Article 9 of the Charter ("is not considered by the judge to hamper the proper administration of justice"), prevails.