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**EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

**Fourth periodical report**  
**presented to the Secretary General of the Council of Europe**  
**in accordance with Article 15 of the Charter**

**CZECH REPUBLIC**

**FOURTH PERIODICAL REPORT ON THE IMPLEMENTATION OF THE UNDERTAKINGS  
ARISING FROM THE EUROPEAN CHARTER FOR REGIONAL OR MINORITY  
LANGUAGES IN THE CZECH REPUBLIC**

## Contents

Introduction .....	5
Part I .....	7
I. 1. Support of regional or minority languages as part of the Czech cultural heritage .....	7
I. 1.1. Ministry of Culture.....	7
I. 1.2. Ministry of Education, Youth and Sports .....	9
I. 1.3. Office of the Government .....	10
I. 1.4. Support at local and regional level.....	12
I. 2. The Council, Charter-related legislation, education, bilingual names .....	14
I. 2.1. Government Council for National Minorities .....	14
I. 2.2. Amendment to the Municipalities Act (Act No 128/2000 – Sections 29 and 117) .....	16
I. 2.3. Education and the Roma minority .....	17
I. 2.4. Bilingual names.....	25
I. 3. Protection and promotion of German, Romani and Croatian languages and conditions for their use in public life .....	26
I. 3.1. German language .....	26
I. 3.2. Romani language.....	28
I. 3.3. Croatian language .....	29
I. 4. On the Recommendations from the third monitoring cycle.....	29
Part II .....	33
Article 7 paragraph 1 – Objectives and principles .....	33
a) Recognition of the regional and minority languages as an expression of cultural wealth .....	33
b) Respect for the geographical area of regional and minority languages .....	33
c) Action to promote regional and minority languages in order to safeguard them.....	33
d) Encouragement of the use of regional and minority languages .....	33
e) Development of links between groups using different languages.....	33
f) Support for the teaching and study of regional and minority languages .....	33
g) Study and research on regional and minority languages at universities .....	34
i) Transnational exchanges.....	37
Promotion of mutual understanding between language groups .....	38
Consultation mechanisms.....	38
Application of the principles to non-territorial languages.....	38
Part III.....	40
Article 8 – Education .....	40
Pre-school education .....	40
Primary education.....	41
Secondary education, and technical and vocational education .....	42
Education in higher education institutions .....	43
Adult and continuing education .....	43
Teaching history and culture .....	44
Teacher training.....	44
Supervision, monitoring and reporting obligations.....	45
Article 9 – Judicial authorities .....	45
Use of minority languages in criminal proceedings .....	47
Use of minority languages in proceedings concerning administrative matters.....	47
Validity of legal documents .....	47
Article 10 – Public administration and public service authorities .....	47
Use of minority languages within the administrative districts of the State.....	47
Use of traditional place-names .....	48
Use of minority languages in public services.....	48
Translation and interpretation .....	49
Use or adoption of surnames in the regional or minority languages.....	49
Article 11 – Mass media .....	50
Broadcasting in minority languages in radio and television .....	50
Support of the production and distribution of audio-visual and audio works in regional or minority languages.....	56
Support of printed publications .....	56
The right to receive broadcasts from neighbouring countries .....	57

Article 12 – Cultural activities and cultural facilities .....	58
Support of cultural activities and participation by users of minority languages in such activities .....	58
Participation of minority language speakers in the planning of cultural activities .....	62
Collecting and archiving works in regional or minority languages .....	65
Cultural activities in other regions .....	65
Presentation of the cultures associated with minority languages abroad .....	65
Article 13 – Economic and social life .....	67
Taking action (protection/intervention) against the discrimination of minority languages .....	67
Article 14 – Cross-border exchanges .....	67
Support of cross-border co-operation.....	67

#### **List of tables**

Table 1 Grant amounts under the scheme to support the dissemination and reception of information in national minority languages in 2014-2016 .....	7
Table 2 Grant amounts under the scheme to support cultural activities of members of national minorities in 2014-2016 .....	8
Table 3 Amounts of grants to support education in minority languages and multicultural education (2014-2016) ..	9
Table 4 Grant amounts under the scheme to support the integration of the Roma community in the reporting period (Ministry of Education, Youth and Sports) .....	10
Table 5 Grant scheme – implementation of the Charter in the reporting period .....	11
Table 6 Overview of schools with a high number of Roma children, pupils and students, by region .....	20
Table 7 Amount of grant for the support of Roma pupils of secondary schools in the reporting period .....	24
Table 8 Grant from the Implementation of the Charter Grant Programme for the installation of bilingual signs (by municipality, total for the duration of the scheme) .....	25
Tab. 9 List of primary schools where some subjects are taught in German with the permission of the Ministry	26
Table 10 Grammar schools where some subjects are taught in German with the permission of the Ministry	26
Table 11 List of schools with a Czech/German bilingual education programme.....	27
Table 12 Fields of study at universities (minority languages).....	34
Table 13 Support for the publication of selected periodicals .....	57
Table 14 Support of cultural activities – projects relating to selected minority languages .....	58
Table 15 Support for libraries .....	61
Table 16 Grants for the purchase of books in the German, Polish and Slovak languages in the reporting period ..	62
Table 17 Support of foreign activities through the Ministry of Culture (in the reporting period) .....	66

#### **List of charts**

Chart 1 Grants for individual minorities under the Scheme to support the dissemination and reception of information in national minority languages in 2014-2016 .....	7
Chart 2 Grants for individual minorities under the Scheme to support cultural activities of members of national minorities in 2014-2016.....	8
Chart 3 Grants for education in minority languages and multicultural education (2014-2016).....	9
Chart 4 Support of languages under the Charter implementation scheme (2014-2016).....	11
Chart 5 Numbers of projects, by subject category (2014-2016).....	11
Chart 6 Support of national minorities in municipalities (2014-2016).....	12
Chart 7 Support of national minorities in statutory cities (2014-2016).....	13
Chart 8 Support of national minorities in regions (2014-2016).....	13
Chart 9 Overall support of national minorities at local and regional level (2014-2016).....	14
Chart 10 Support of national minorities en bloc (2014-2016).....	14
Chart 11 The number of children in nursery schools with Polish as the language of instruction in the 2014-2016 school years.....	40
Chart 12 The number of children in primary schools with Polish as the language of instruction (long-term overview) .....	41
Chart 13 The number of pupils in primary schools with instruction in Polish (2014-2016) .....	42
Chart 14 The number of pupils in secondary schools with instruction in Polish (2014-2016) .....	42
Chart 15 Broadcasts by minorities (from the start of broadcasting to the end of 2016).....	51
Chart 16 Broadcasts by topics (from the start of broadcasting to the end of 2016) .....	52

#### **List of figures**

Fig. 1 Banner of the Mezi námi (Among Us) programme.....	51
Fig. 2 Banner of the Sousedé (Neighbours) programme on Czech Television .....	55

## Introduction

The Czech Republic ratified the European Charter for Regional or Minority Languages (hereinafter referred to as “the Charter”) on 15 November 2006. Upon ratification, a declaration was made committing the Czech Republic to apply selected provisions of Part III of the Charter in accordance with Article 2, paragraph 2, and Article 3, paragraph 1, thereof. The Charter came into force in the Czech Republic on 1 March 2007, in accordance with Article 19, paragraph 2. On the same day, it was also published in the Collection of International Treaties of the Czech Republic under number 15/2007.

Article 15 of the Charter stipulates that the Parties shall periodically present to the Secretary General of the Council of Europe a report on the application of the commitments they have accepted. On 30 April 2008, the Czech Republic submitted its Initial Periodical Report<sup>1</sup> to Strasbourg following the approval thereof by the Government under Resolution No 172 on 25 February 2008.<sup>2</sup> In December 2008, the Committee of Experts for the Charter, together with the Secretariat of the Government Council for National Minorities (hereinafter referred to as “the Council”), subsequently undertook a monitoring visit to the Czech Republic, as part of the monitoring process for the Charter, during which they attended hearings of representatives of national minorities, local authorities and the relevant government authorities. On the basis of the Initial Periodical Report and information obtained during the monitoring visit, the Committee of Experts for the Charter prepared its own evaluation report for the Committee of Ministers of the Council of Europe, which it published on 9 December 2009.<sup>3</sup> The report includes an assessment of how the Czech Republic is meeting its obligations under the Charter.

In accordance with Article 16 of the Charter, on 26 August 2009 the Secretariat of the Council presented the Government with draft Comments of the Czech Republic on the evaluation report from the Committee of Experts.<sup>4</sup> These Comments were drafted by the Secretariat of the Council and reviewed by its members, i.e. representatives of public authorities and representatives of national minorities. Following their approval by the Government under Resolution No 1060<sup>5</sup>, adopted on 26 August 2009, the Ministry of Foreign Affairs submitted them to the Council of Europe. The Committee of Ministers subsequently sent the Czech Government five recommendations of the parties regarding the fulfilment of obligations arising from the Charter.<sup>6</sup> These included the requirement to promote awareness and tolerance of the relevant regional or minority languages and cultures, both in the general curriculum at all levels of education and in the media, with special attention needing to be paid to the protection and development of Romani and German and conditions needing to be created that are conducive to the use of these languages in public life. The Committee also paid special attention to committees for national minorities in municipalities and their powers in the areas of education and bilingual names and signs. The Government should promote access to education in Slovak, Romani and German, and ensure that the use of Romani in schools is not prohibited or hindered.

In accordance with Article 15 of the Charter, the Czech Republic presented its Second Periodical Report on the Implementation of the Undertakings arising from the European Charter for Regional or Minority Languages in the Czech Republic within the prescribed three-year period. The report was prepared on the basis of documents provided by the relevant ministries responsible for the execution of national minority policy, by local administrative bodies, and on the basis of comments from members of the Council, i.e. representatives of public authorities and representatives of national minorities, and monitoring reports from the Secretariat of the Council. The report was discussed by the Council on 22 March 2011. In 2012, the Comments of the Czech Republic on the

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<sup>1</sup> [https://web2006.vlada.cz/assets/ppov/rnm/aktuality/iii\\_periodicka\\_zpravacharta\\_1\\_def\\_1.pdf](https://web2006.vlada.cz/assets/ppov/rnm/aktuality/iii_periodicka_zpravacharta_1_def_1.pdf)

<sup>2</sup> [http://racek.vlada.cz/usneseni/usneseni\\_webtest.nsf/0/39909E31305F4009C125756A0061F64C/\\$FILE/172%20uv080225.0172.pdf](http://racek.vlada.cz/usneseni/usneseni_webtest.nsf/0/39909E31305F4009C125756A0061F64C/$FILE/172%20uv080225.0172.pdf)

<sup>3</sup> [http://www.coe.int/t/dg4/education/minlang/Report/EvaluationReports/CzechECRML1\\_en.pdf](http://www.coe.int/t/dg4/education/minlang/Report/EvaluationReports/CzechECRML1_en.pdf)

<sup>4</sup> [https://10.5.0.16/assets/ppov/rnm/aktuality/III\\_komentar\\_opravy\\_msmt\\_000.pdf](https://10.5.0.16/assets/ppov/rnm/aktuality/III_komentar_opravy_msmt_000.pdf)

<sup>5</sup> [http://racek.vlada.cz/usneseni/usneseni\\_webtest.nsf/0/17B5C1876A77ADE5C125761D0033CA07/\\$FILE/1060%20uv090826.1060.pdf](http://racek.vlada.cz/usneseni/usneseni_webtest.nsf/0/17B5C1876A77ADE5C125761D0033CA07/$FILE/1060%20uv090826.1060.pdf)

<sup>6</sup> ECRML (2009)7: [http://www.coe.int/t/dg4/education/minlang/Report/EvaluationReports/CzechECRML1\\_en.pdf](http://www.coe.int/t/dg4/education/minlang/Report/EvaluationReports/CzechECRML1_en.pdf)

Second Report of the Committee of Experts were prepared and subsequently approved by the Government.

Between 16 and 20 January 2012, the Committee of Experts for the Charter paid a final monitoring visit to the Czech Republic, during which it met representatives of public administration and national minorities. The discussions primarily touched on the situation surrounding the installation of bilingual signs in municipalities and boroughs and on public buildings, Polish minority education, the status of Romani in the education process, the 2011 census, and amendments to the Municipalities Act, or, more precisely, the issue of establishing the Committees for National Minorities (hereinafter referred to as “the Committee”).

The Third Periodical Report on the Implementation of the Undertakings Arising from the European Charter for Regional or Minority Languages was also prepared on the basis of documents provided by the relevant ministries responsible for the execution of national minority policy, by local government bodies, and on the basis of comments from the members of the Council, i.e. representatives of public authorities and representatives of national minorities, and monitoring reports from the Secretariat of the Council. The report was discussed by the Council on 20 March 2014. In its resolution (No 145), the Council made the recommendation to its President to submit the draft to the Government for consultation on completion of interdepartmental comment procedure.

Subsequently, the Secretariat of the Council organised a monitoring visit by the Committee of Experts for the European Charter for Regional or Minority Languages to the Czech Republic on 25-27 February 2015. Meetings were held with the representatives of national minorities and public authorities at a local or regional level and hearings were held of the representatives of the Ministry of Culture, the Ministry of Education, Youth and Sports, the Ministry of Justice and the Ministry of the Interior, including the responsible departments. Immediately before the monitoring visit, the Secretariat drew up answers to questions submitted to the authorities of the Czech Republic in connection with the Third Periodical Report on the Implementation of the Charter in the Czech Republic.

The Committee of Experts subsequently prepared a report for the Committee of Ministers of the Council of Europe evaluating how the Czech Republic fulfils its undertakings arising from the Charter. The Czech Republic exercised its right to respond to the report pursuant to Article 16 of the Charter. On this basis, the Secretariat drafted the Comments of the Czech Republic on the Third Report from the Committee of Experts for the Charter regarding the Czech Republic’s implementation of the undertakings arising from the Charter. The Comments were approved by the Government on 23 September 2015 (Resolution No 760) and subsequently submitted to the Committee of Ministers of the Council of Europe. The Committee of Ministers then sent the parties’ recommendations regarding the fulfilment of undertakings arising from the Charter on 1 December 2015.

As usual, the Fourth Periodical Report on the Implementation of the Undertakings Arising from the European Charter for Regional or Minority Languages was prepared on the basis of documents provided by the relevant ministries responsible for the execution of national minority policy, by local administrative bodies, and on the basis of comments from members of the Council, i.e. representatives of public authorities and representatives of national minorities, and of monitoring reports from the Secretariat of the Council. The Report was discussed by the Council on 2 November 2017 and approved under Resolution No 196. The Report was subsequently approved by the Government on 3 January 2018 (Resolution No 20).

## Part I.

### I. 1. Support of regional or minority languages as part of the Czech cultural heritage

#### I. 1.1. Ministry of Culture

On the basis of Government Regulation No 98/2002 laying down the conditions and method for the award of grants from the state budget for the activities of members of national minorities and for the support of the integration of the Roma community, as amended, the Ministry of Culture administers the following three grant schemes that relate to minority languages to varying extents and that receive annual funding from the state budget. A grant typically covers 70% of a project's total budget. In exceptional cases, this share is increased up to 100%.

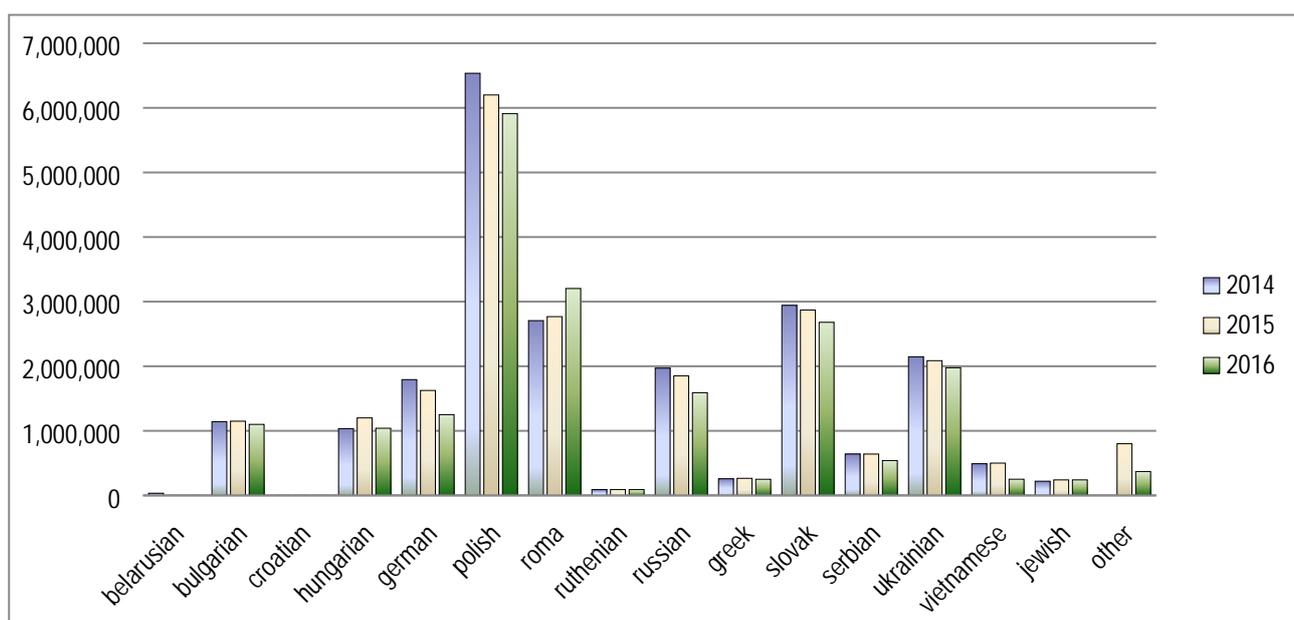
- Scheme to support the dissemination and reception of information in national minority languages<sup>7</sup>

Under this Ministry of Culture scheme, the support is provided for the publication of periodicals in national minority languages, or for the production of programmes for radio and television broadcasts in national minority languages, on the basis of projects submitted. In the reporting period, the total amount of grants fluctuated within the following amounts, depending on funding available under the state budget:

Table 1 Grant amounts under the scheme to support the dissemination and reception of information in national minority languages in 2014-2016

Year	Amount of grant (CZK)	Number of projects			
		Submitted in total	Of which granted	Not granted	Approx. average per project (CZK)
2014	22,000,000	29	23	6	956,522
2015	22,248,500	34	24	10	927,021
2016	20,760,000	32	24	8	865,000

Chart 1 Grants for individual minorities under the Scheme to support the dissemination and reception of information in national minority languages in 2014-2016



<sup>7</sup> See also the comments on Article 11.

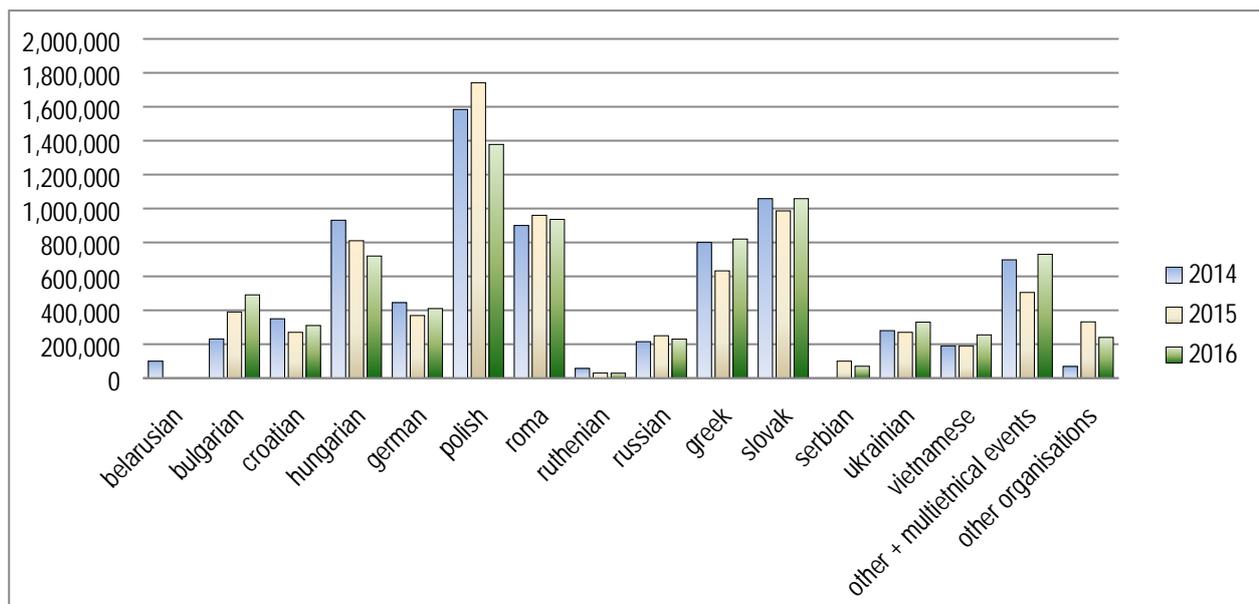
- Scheme to support cultural activities of members of national minorities

This Ministry of Culture scheme, in its themes, is focused on artistic activities, cultural and educational activities, the study and analysis of minority cultures and folk traditions, multi-ethnic cultural events (aimed, for example, at combating any negative manifestations of extremism, racial and national intolerance, and xenophobia), publishing activities (non-periodicals) and the documentation of minority culture. In previous years, the Ministry of Culture had allocated almost CZK 10 million to this scheme. However, the financial crisis limited the funding available, and thus less than CZK 8 million was allocated. In the last reporting year, however, the Ministry managed to increase the financial support. The grant amounts are as follows:

Table 2 Grant amounts under the scheme to support cultural activities of members of national minorities in 2014-2016

Year	Amount of grant (CZK)	Number of projects			
		Submitted in total	Of which granted	Not granted	Approx. average per project (CZK)
2014	7,907,559	69	58	11	136,337
2015	7,835,398	71	60	11	130,590
2016	10,115,289	72	57	15	177,461

Chart 2 Grants for individual minorities under the Scheme to support cultural activities of members of national minorities in 2014-2016



- Scheme to support the integration of the Roma community

Under this scheme, every year the Ministry of Culture supports artistic activities (theatres, museums, galleries, libraries, concerts, shows, festivals), cultural and educational activities (e.g. seminars, lectures, discussions), scientific research into Roma culture, traditions and history, the documentation of Roma culture, the study and analysis of Roma culture and traditions, publishing activities (non-periodicals), multi-ethnic cultural events (aimed, for example, at combating any negative manifestations of extremism, racial and national intolerance, and xenophobia). A total of between CZK 1.5 and 2 million is earmarked for this scheme each year.

Table 3 Grant amounts under the scheme to support the integration of the Roma community in the reporting period (Ministry of Culture)

Year	Amount of grant (CZK)	Number of projects	
		Granted in total	Approx. average per project (CZK)
2014	1,481,146	23	64,398
2015	1,515,693	30	50,523
2016	2,000,000	24	83,333

### I. 1.2. Ministry of Education, Youth and Sports

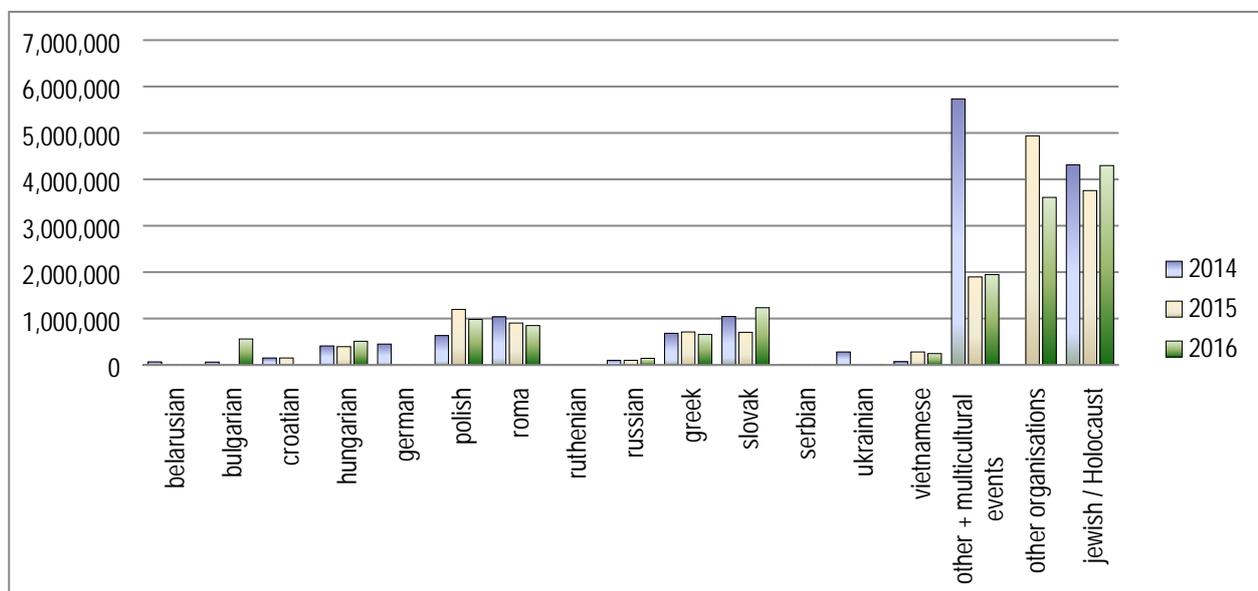
#### - Scheme to support education in national minority languages and multicultural education

In addition to education in the languages of the national minorities, this scheme also supports projects for the creation of education programmes and teaching materials in the area of national minority education, aimed at exploring the history and culture of other nations, at teaching democratic citizenship, at mutual tolerance and at combating racial and national intolerance, xenophobia and anti-Semitism, as well as research focusing on the education of children and young people from national and ethnic minorities living in the Czech Republic. The Ministry of Education, Youth and Sports has allocated approximately CZK 15 million a year to these activities.

Table 3 Amounts of grants to support education in minority languages and multicultural education (2014-2016)

Year	Amount of grant (CZK)	Number of projects	
		Granted in total	Approx. average per project (CZK)
2014	15,029,000	57	263,667
2015	15,029,000	61	246,377
2016	15,032,000	69	217,855

Chart 3 Grants for education in minority languages and multicultural education (2014-2016)



- Scheme to support the integration of the Roma community

Table 4 Grant amounts under the scheme to support the integration of the Roma community in the reporting period (Ministry of Education, Youth and Sports)

Year	Amount of grant (CZK)	Number of projects	
		Granted in total	Approx. average per project (CZK)
2014	13,997,700	56	249,959
2015	13,659,987	54	252,963
2016	12,862,446	54	238,193

The scheme is announced on the basis of Government Regulation No 98/2002 laying down the conditions and method for awarding grants for the activities of members of national minorities and for the support of integration of the Roma community, as amended, and according to tasks for the Ministry of Education, Youth and Sports set out in strategy documents relating to the education of the Roma minority. The scheme is announced each year.

Supported activities – topics:

A) Pre-school preparation and timely care (the objective of this subject category is to assist Roma children so that they make a successful start to their primary education)

B) Support of the academic success of pupils and students at primary and secondary schools (this subject category aims to balance their educational opportunities within the educational mainstream).

C) Training and methodological support of teachers, employees of school counselling facilities and university students majoring in teaching-related fields

D) Leisure and special-interest activities for Roma children and young people in relation to their social

exclusion and cultural differences (support of various leisure activities)

Another type of financial support for the education of Roma pupils is set out in Part III, item 8, of this Report.

### I. 1.3. Office of the Government

Further to the ratification of the Charter, the Office of the Czech Government has funds available to support its implementation. They take the form of the grant scheme to support the implementation of the European Charter for Regional or Minority Languages

The grants were initially awarded to cover the costs of interpreting and translating written applications submitted in Polish into Czech, and to cover costs relating to meeting the undertaking to use local names (of municipalities and streets) and names of public buildings in Polish. The funds are always assigned to budget heading 304 – *Office of the Government of the Czech Republic*. Projects to be awarded grants are selected in grant selection procedure. The actual selection is mediated by a grant selection commission, whose members are representatives of speakers of the five minority languages covered by the scheme and representatives of the Ministry of Culture, the Ministry of Education, Youth and Sports, the Office of the Government and the Moravian-Silesian Region.

In May 2014, the Council approved (under Resolution No 146) the extension of support under the scheme to include Gradistan Croatian. Other than that, the thematic focus of the programme remained the same. Over the last two years, there has been renewed interest in this area of the Charter among municipalities – particularly places inhabited by members of the Polish national minority. In some municipalities, bilingual signs have been technically upgraded by the introduction of QR codes, allowing for important information on the history and culture of the minority living in the municipality to be published. QR codes redirect users to a Czech/Polish website providing

information on the name of a building/place, describing its history and current status, and containing photos and a link to the official website of the building/place in question. <sup>8</sup>

Table 5 Grant scheme – implementation of the Charter in the reporting period

Year	Allocated from the budget	Drawn	Number of projects	Approx. average per project (CZK)
2014	1,850,000	1,690,000	12	140,833
2015	2,010,000	2,010,000	12	167,500
2016	1,850,000	1,849,645	12	154,137

Chart 4 Support of languages under the Charter implementation scheme (2014-2016)

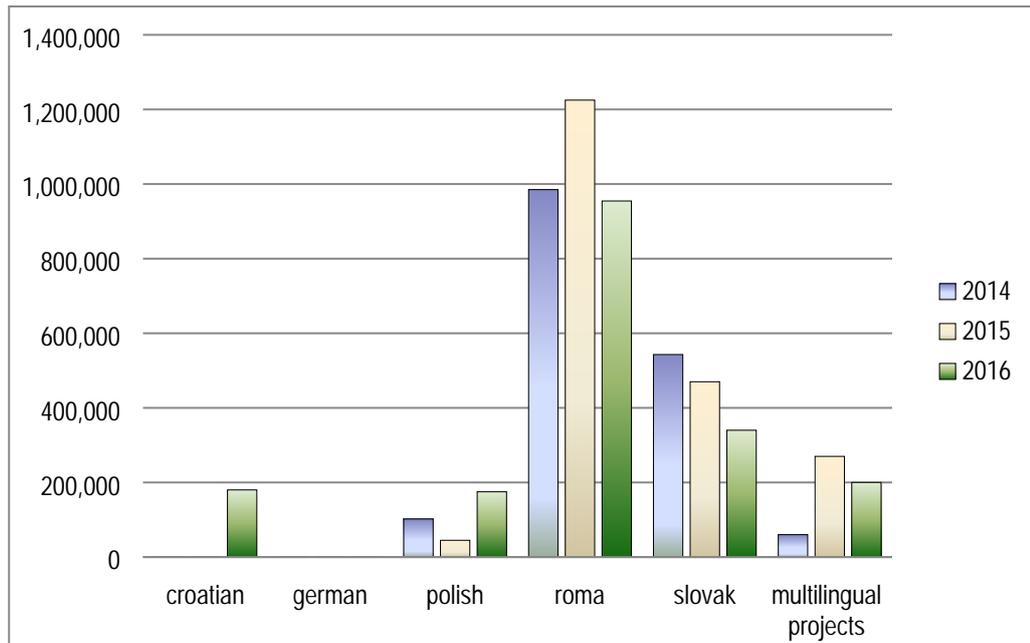
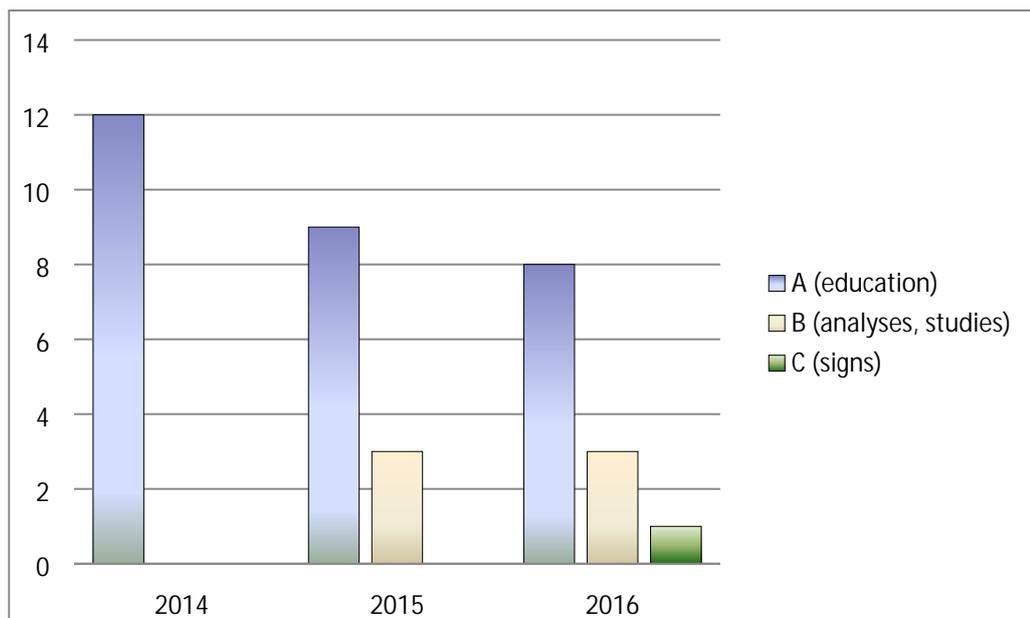


Chart 5 Numbers of projects, by subject category (2014-2016)



<sup>8</sup> Due to increased interest among municipalities in subject category C (installation of signs), in 2017 eligible cost items in the scheme's budget were drawn up and clarified in this scheme.

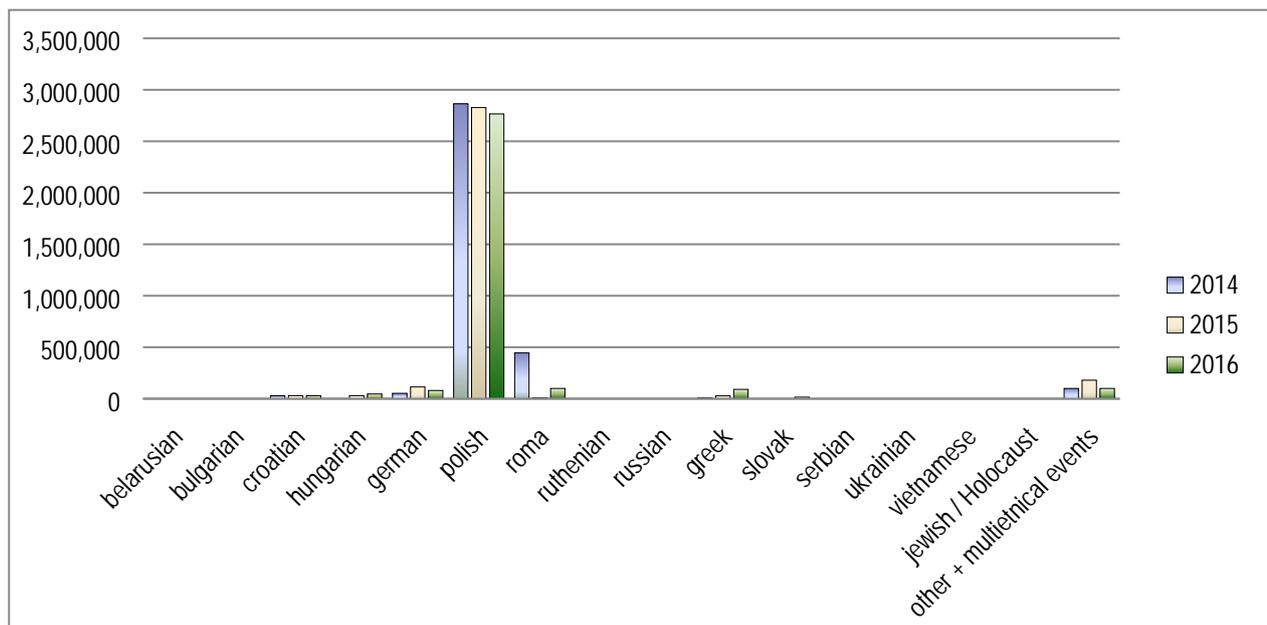
### I. 1.4. Support at local and regional level

The budgets of local and regional government authorities are integral to the support of minority languages and, generally, the culture of national minorities. In this light, below we present an overview of the situation at the level of municipalities, statutory cities and regions, broken down by minority community (i.e. not explicitly by minority language).

#### Municipalities

The high support of the Polish national minority apparent from the chart reflects how geographically specific this is to the Moravian-Silesian Region. As the Polish minority is concentrated in this territory and its associations are active, it benefits from increased local government attention.

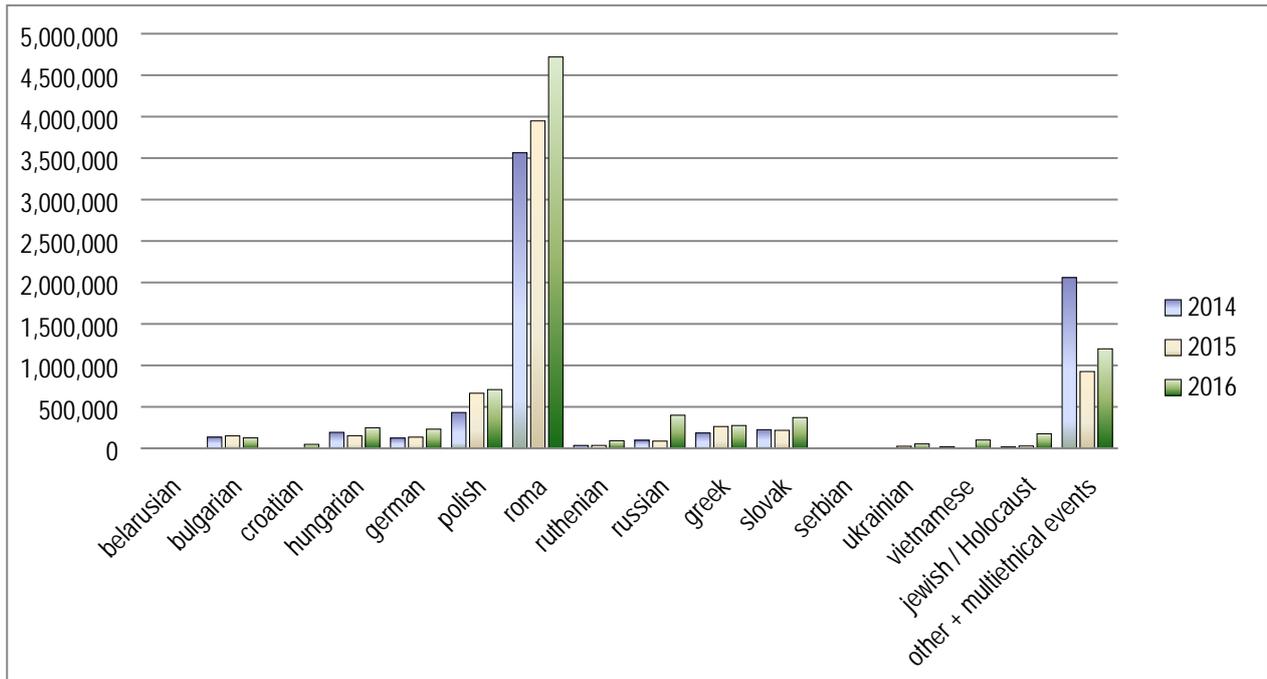
Chart 6 Support of national minorities in municipalities (2014-2016)



#### o Statutory cities

In statutory cities, it is the support of projects focused on the Roma minority that dominates. It is impossible to clearly disengage the focus on social work from the focus on educational and cultural projects.

Chart 7 Support of national minorities in statutory cities (2014-2016)



o Regions

The regional level is dominated by support for multi-ethnic and multicultural events.

Chart 8 Support of national minorities in regions (2014-2016)

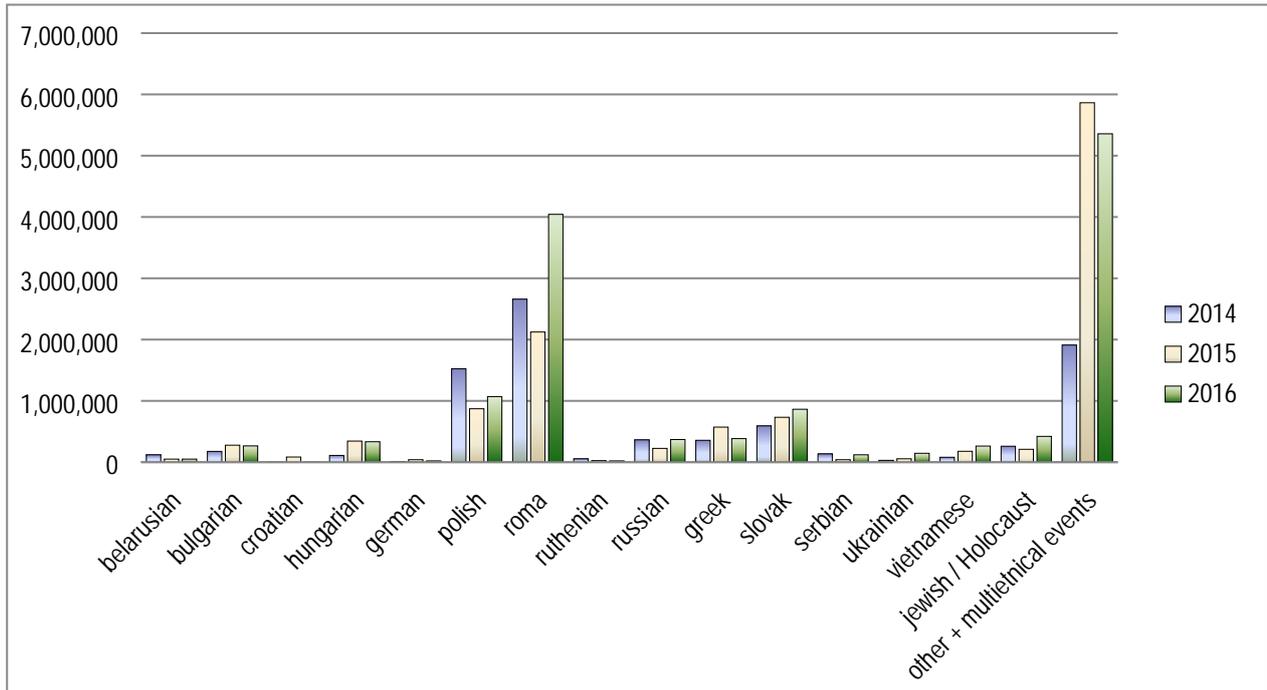


Chart 9 Overall support of national minorities at local and regional level (2014-2016)

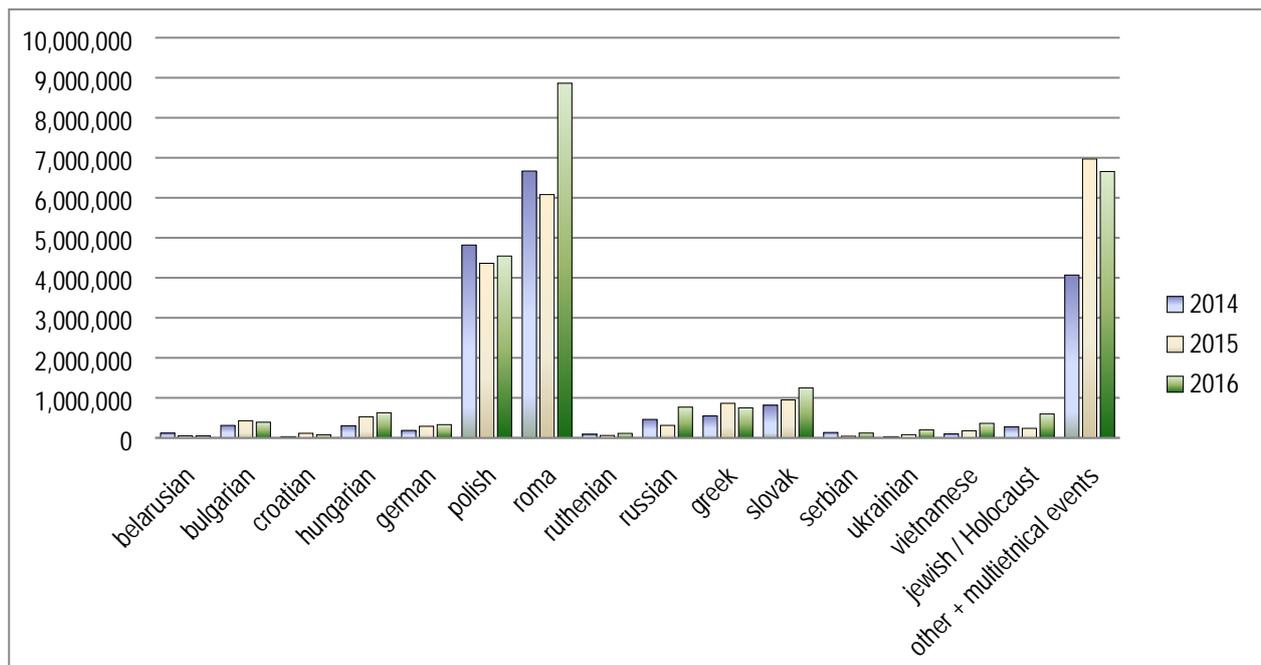
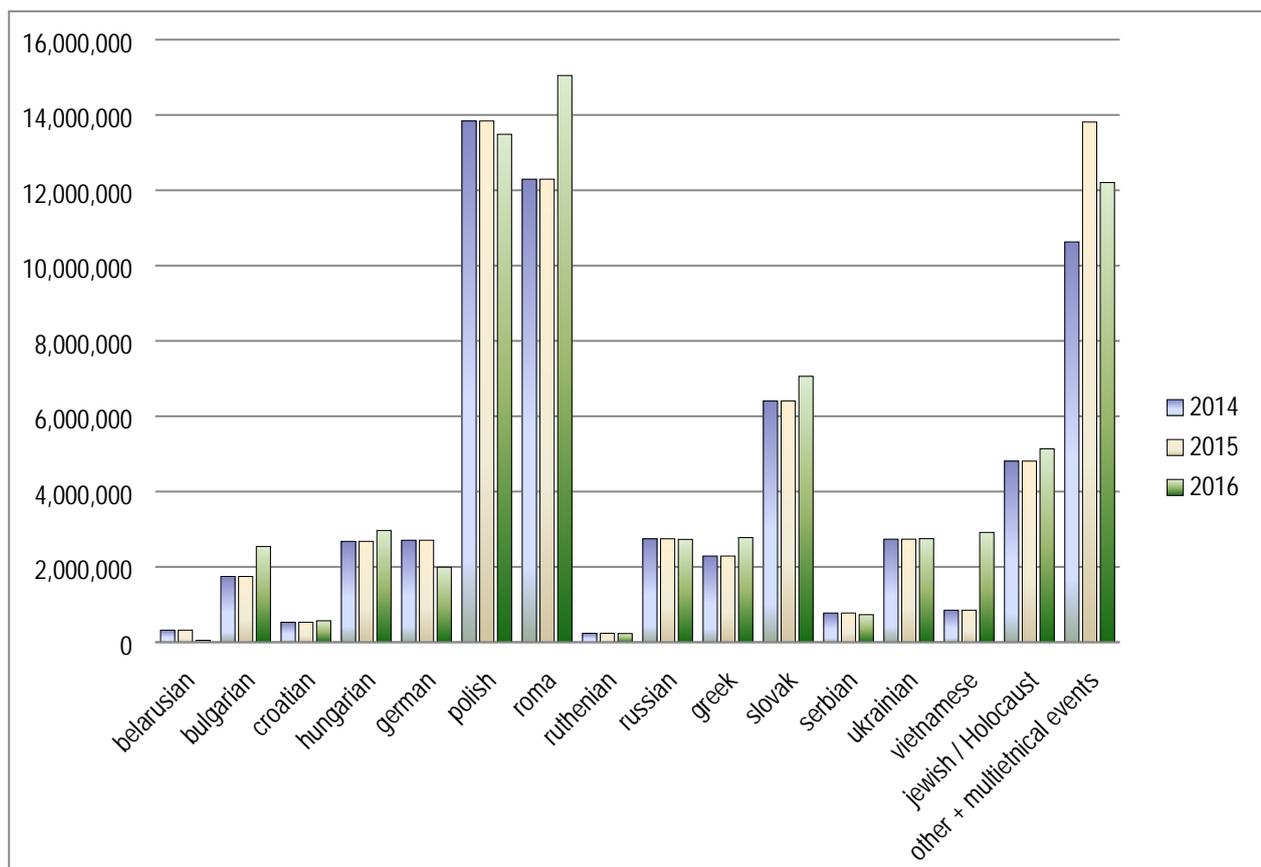


Chart 10 Support of national minorities en bloc (2014-2016)



## I. 2. The Council, Charter-related legislation, education, bilingual names

### I. 2.1. Government Council for National Minorities

On the initiative of a representative of the Croatian minority, the Council recommended making a financial contribution from the state budget to the reconstruction of the Museum of Moravian

Croats. The Government acted on this recommendation under Resolution No 847 of 15 October 2014. Further to that resolution, the Ministry of Finance transferred funds to support the reconstruction of the *Museum of Moravian Croats* in Jevišovka, specifically from the General Treasury Management budget heading to the budget heading of the Ministry of Culture (grant scheme 134-D210 – Support of reinvestment in the assets of regional cultural facilities). Funding totalled CZK 8,351,710.<sup>9</sup> In 2015, the expenditure of budget heading 334 – Ministry of Culture – was increased by CZK 8 million to finish the second part of Stage I of this project. The grant was awarded to the *Association of Citizens of Croatian Nationality in the Czech Republic*. This project aims to build a museum and centre for the Croatian minority. Among other things, the museum will document the history of the Croatian minority in the Czech Republic and offer the necessary resources for those interested in this issue. It will also become a cultural and social centre, hosting events in support of the co-existence of the minority with the Czech majority. The general public will also have access to a specialised library. Considering how demanding its implementation is, this project has been split into two separate stages. The total costs, which should amount to approximately CZK 24,986,233, are allocated to budget heading 334 – Ministry of Culture – for the implementation of the project.

On the initiative of the representatives of national minorities in the Council, two programmes for and about minorities were produced by public service media (Czech Television and Czech Radio) in the reporting period. The language of national minorities is also used in these programmes. Thanks to the Working Group for National Minority Broadcasts, the first programme was created at the end of 2015. It is a show called *Mezi námi (Among Us)* on the Czech Radio Plus station and is for/about ten national minorities living in the Czech Republic. These minorities are Belarussian, Bulgarian, Croatian, Serbian (and other minorities from the former Yugoslavia), Hungarian, Ruthenian, Russian, Greek, Ukrainian and Vietnamese, i.e. those that do not have their own production operations in the Czech Republic. The second programme is the monthly *Sousedé (Neighbours)*, which aims to offer viewers an up-to-date insight into the lives of minorities in this country in order to raise awareness of other nationalities living in Czech society. The series, broadcast since February 2017, maps the intermingling and mutual influence of cultural customs and lifestyles, their preservation by members of minorities, and how they may have changed in a Czech environment. It deals with general aspects of social integration, along with long- and short-term problems of coexistence. Its maxim, which was also the inspiration for its name, is to “peek through the windows of our neighbours”.

At the Council meeting in December 2015, representatives of the German minority complained about the unsatisfactory state of German graves in Czech cemeteries, particularly in border areas. Subsequently, at the beginning of 2016, the interdepartmental *Ad-hoc* Working Group on the Situation of German (and Other) Graves in Czech Cemeteries in the Czech Republic was established. Its activities resulted in a manual for municipalities called *Care for Abandoned German and Other Graves in Cemeteries in the Czech Republic* (Pflege der verlassenen deutschen und anderen Gräber auf Friedhöfen der Tschechischen Republik), which was published in Czech and German in 2017.

In response to increased interest among municipalities in subject category C of the scheme to support the implementation of the European Charter for Regional or Minority Languages, the Committee for Cooperation with Local Government Authorities, at its meeting in 2017, drew up and clarified eligible cost items in this scheme’s budget. This specification of cost items was subsequently noted by the Council (under Resolution No 187). As a result, subject category C, which supports the use of traditional and correct forms of local names in minority languages, will be used more efficiently by national minorities in the next year.

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<sup>9</sup> <http://www.vlada.cz/cz/ppov/rnm/aktuality/prevod-financnich-prostredku-na-podporu-rekonstrukce-muzea-moravskych-chorvatu-v-jevisovce--123529/>

## I. 2.2. Amendment to the Municipalities Act (Act No 128/2000 – Sections 29 and 117)

In its Resolution No 455 of 16 June 2014, the Government took note of the Report on the Situation of National Minorities in the Czech Republic in 2013 and enjoined the Minister of the Interior to “propose, in the next amendments to laws on territorial self-governing units that he submits to the Government, changes to Section 29(2) and Section 117(3) of Act No 128/2000 on municipalities (the Municipal Order), as amended, Section 78(2) of Act No 129/2000 on regions (the Regional Order), as amended, and Section 78(2) of Act No 131/2000 on the City of Prague, as amended, drawn up in accordance with Annex 13 to the Report referred to in item I of this Resolution”. The annex in question contains the specific wording of the proposed provisions. Following this Government Resolution, the Ministry of the Interior submitted a bill amending Act No 128/2000 on municipalities (the Municipal Order), as amended, Act No 129/2000 on regions (the Regional Order), as amended, Act No 131/2000 on the City of Prague, as amended, and Act No 256/2013 on the property register (the Cadastral Act), which included, among other things, adjustments to the activities of committees for national minorities and to the designation of streets in national minority languages.

The proposed change, drawing on practical experience from the establishment of committees and the designation of public spaces, was prepared by the Committee for Cooperation with Local Government Authorities of the Government Council for National Minorities. The Committee approved the change as early as its meeting on 17 February 2009.

The legislative change in the establishment of committees for national minorities was prompted by the need to deal with situations in municipalities where, according to the most recent census, at least 10% of the municipality's citizens declared a national identity other than Czech, thus requiring the municipality to establish a committee for national minorities, but members of national minorities are not interested in “working” for a committee (cf. the current text of Section 117(3) of the Municipal Order). Now, if this statutory condition is met, committees are set up further to a request from an association representing the interests of the national minority (naturally, a municipal assembly may still establish a committee of its own accord, but is not obliged to do so unless requested).

Existing legislation on the designation of the name of a municipality, its streets and other public spaces, and the buildings of the bodies of central government and territorial self-governing units in the language of a national minority was also amended (Section 29 of the Municipal Order) Under previous legislation, a municipality was obliged to install such signs if, according to the most recent census, at least 10% of the citizens of the municipality declared themselves to be members of the given nationality, subject to a request from representatives of the national minority placed via the committee for national minorities, provided that the committee endorsed this proposal to the municipal assembly by way of a resolution. In practice, this enabled the committee to refuse such request immediately and thus to prevent the installation of signs (or it would leave the installation of any multilingual signs to the discretion of municipal authorities). Under the new legislation, designations in the language of a national minority can be made obligatory even where this is requested by an association that represents the interests of the respective national minority and has been active within the municipality for at least five years. This should guarantee a “relationship” between the association and the municipality and prevent the creation of associations for this specific purpose. At the same time, the obligation to introduce multilingual signs is limited to cases where, according to the two most recent censuses, at least 10% of the citizens of the municipality are members of the given national minority (this places a stress on the aspect of the national minority's “permanently settled” status in the municipality”).

The above-mentioned bill was approved by the Chamber of Deputies on 10 February 2016. Following approval by the Senate and the President of the Czech Republic, it was published in Volume 41 of the Collection of Legislative Acts on 6 April 2016 under number 106/2016. It took effect on 1 July 2016.

The Third Monitoring Report was largely critical of the establishment of a percentage-based quorum. The above-mentioned amendment to the Municipal Order kept the quorum. It should be noted that the legislation in question must comply with the constitutional principles of the right to self-government. Municipalities are not prohibited by law from installing multilingual signs in public spaces or from establishing committees for national minorities in cases where the percentage-based quorum is not met. However, if the state legislatively imposes such obligations on municipalities, the setting of statutory requirements for their introduction must comply with the Constitution. The legal obligation to establish committees for national minorities (or to install multilingual signs in public spaces) without any remedy would fall foul of the right to self-government enshrined in the Constitution.

### I. 2.3. Education and the Roma minority

A key event in the sphere of education in 2016 was the amendment to the Schools Act, which took effect on 1 September 2016. This amendment was published in the Collection of Legislative Acts under number 82/2015. The amendment ushers in the following changes:

- a) It abandons the categorisation of children, pupils and students as socially disadvantaged, with unseen disabilities, or disabled.
- b) It introduces a new definition of “*pupil with special educational needs*”. These are pupils who need support measures to avail themselves of the educational opportunities available to them or to assert or exercise their rights on an equal footing with others. It will be thus essential to define their educational needs and to provide support measures that will prove beneficial in their education.
- c) It prescribes the prioritisation of educating a pupil with special educational needs in the form of integration.
- d) It introduces the notion of support measures necessary to guarantee the maximum achievable quality education in the mainstream for all pupils. Support measures are graded according to their organisational and financial complexity. If necessary, various grades of support measures can be combined to meet the requirement of quality education.
- e) It establishes the right of a pupil with special educational needs to be provided with support measures free of charge by the school.
- f) Support measures will be selected in such a way that they reflect the pupil’s state of health, cultural environment or other living conditions.
- g) It introduces the possibility of education in preparatory classes at primary schools for all children in the year before the start of their compulsory school attendance, if it is expected that placement in a preparatory class will balance out their development, and if they have been granted a deferral of compulsory school attendance.
- h) It introduces the *concept of review*, which may be requested by a child, pupil, student or a legal guardian within 30 days of the date on which they receive a report or recommendation of a school counselling facility if they doubt the comprehensive, professionally correct conclusion of the school counselling facility formulated in its examination report or in its recommendation for the education of a pupil with special educational needs. A review may also be requested, for the same reason and within the same period, by public authorities if, in a decision, they have ordered the legal guardian of a child or pupil, or the child, pupil or a student per se, to draw on professional counselling assistance at the school counselling facility, or by the Czech Schools Inspectorate. Reviews of the reports and recommendations of school counselling facilities are to be carried out by the National Institute for Education, where a specialised review department for school counselling services has been established, which can be approached if necessary.<sup>10</sup>

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<sup>10</sup> <http://www.nuv.cz/kontakty/revize>

i) It introduces the rule that a counselling facility's recommendation for a pupil with special educational needs must propose specific support measures and modifications for the pupil's education. The recommendation is delivered not only to the pupil or their legal guardian, but also to the school attended by the pupil. At the counselling facility, the parent is apprised of the content of the recommendation for the pupil's education, together with the examination report, and gives consent for the recommendation to be forwarded to the school. Information on the parent's appraisal of the content of the recommendation and their consent for it to be forwarded to the school are necessary because a recommendation contains sensitive data on a pupil's diagnosis. This results in a communication triangle between the school counselling facility, the school and the parents as a basis for the implementation of support measures in practice.

In connection with this amendment, the Framework Education Programme for Primary Schools was also changed, and the Annex to the Framework Education Programme for Primary Schools with an Annex Regulating the Education of Pupils with Mild Mental Disabilities was repealed. At the same time, a regulation of the Minister of Education, Youths and Sports required head teachers to obtain parental informed consent for pupils to be transferred to a mainstream primary school. This shows that pupils can switch to mainstream education. Pupils may continue to be educated according to school education programmes drawn up on the basis of the Framework Education Programme for Primary Schools with an Annex Regulating the Education of Pupils with Mild Mental Disabilities at the second (lower-secondary) level of primary schools if they have been diagnosed by a school counselling facility prior to 1 September 2016.

#### o Pre-school education

Pre-school education is an important vehicle for the successful integration of Roma children, for their subsequent academic success and in their future life. In the Czech Republic, pre-school education is provided for by nursery schools or by preparatory classes in primary schools. Unlike primary education, pre-school education has not been mandatory until now. In April 2016, the Parliament of the Czech Republic approved an amendment to the Schools Act (Act No 178/2016) that introduces a free compulsory year of pre-school education before the start of compulsory school attendance from the 2017/2018 school year.

The compulsory year of pre-school education applies to all children who reach the age of age before the start of the school year, the only exception being children with severe mental disabilities. The compulsory year of pre-school education before the start of compulsory school attendance may take either the form of a placement at a nursery school entered in the Register of Schools and School Facilities in accordance with the Framework Education Programme for Pre-school Education, or other forms. These include one-on-one education, education in preparatory classes at primary schools and in the preparatory-level classes of special primary schools, or education at a foreign school in the Czech Republic that the Ministry of Education has approved for compulsory school attendance.

At nursery schools run by public founders, this last year is provided free of charge. Where schools are founded by municipalities or voluntary associations of municipalities, the catchment areas of nursery schools have been newly established to mirror the catchment areas of primary schools. The catchment areas of nursery schools apply only to those children who are entitled to priority admission pursuant to Section 34(3) of the Schools Act. In other words, they apply not only to those for whom pre-school education is compulsory, but also to children from four years of age as of September 2017, children from three years of age as of September 2018, and children from two years of age as of September 2020.

The introduction of the compulsory year of pre-school education is also bound up with a number of other sub-measures. First of all, it is necessary to create capacities to cope with pre-school education and to ensure that it can be enforced in those cases where a parent does not enrol their child for compulsory pre-school education or fails to take care of the child's compulsory pre-school

education. Cooperation between nursery schools and parents must be secured, along with increased funding for schools.

Parents' failure to enrol children for compulsory pre-school education or to take care of their children's compulsory pre-school education will initially be considered a misdemeanour pursuant to Section 182a(1)(a), points 2 or 3, of the Schools Act. Effectively this means that if parents do not enrol their children for compulsory pre-school education at all or if they do enrol their children but the children either fail to attend nursery school completely or only have sporadic attendance, and this is unexcused and without apparent reason, the parents initially face the possibility of a fine of up to CZK 5,000. In more serious cases, the matter should be dealt with by a child protection authority. According to the amendment to the Schools Act implemented by Act No 178/2016, the extent of compulsory pre-school education is established in implementing legislation, specifically Implementing Decree No 280/2016 amending Implementing Decree No 14/2005 on pre-school education. With effect from 1 January 2017, the Implementing Decree prescribed that compulsory pre-school education would comprise four hours of continuous education a day.

For Roma parents, primary school preparatory classes are the preferred form of pre-school education. According to information which is provided annually by the regions in the form of reports on the situation of the Roma minority in the individual regions and is used as a basis for the preparation of this document, reasons why Roma parents do not send their children to nursery school include their traditional way of communal life, the unemployment of the parents, the failure to appreciate how important pre-school preparation is for children's future academic and professional path, and the costs of school fees, meals and transport. The reasons why Roma children are not accepted include a lack of vacancies, reluctance to seek out and work with Roma parents in locations where there are vacancies, concerns about the consequences of having higher numbers of Roma children at nursery schools, and the related lack of teacher training to deal with them.

The amendment to the Schools Act under Act No 82/2015, effective from 1 January 2015, introduced the option for all children to be educated in preparatory classes. Education in preparatory classes was originally available for socially disadvantaged children. Among other things, this measure is expected to eliminate the risk of Roma pupil segregation in pre-school education. In a new move, from 1 September 2017 preparatory classes will be available only for children who have been granted a deferral in their school attendance.

In a situation where the last year of pre-school education at nursery schools is made compulsory, sufficient capacities need to be created for the implementation of this measure. With that in mind, in advance of this step the capacities of nursery schools were expanded and primary school preparatory classes were made available so that all children would be given pre-school education as soon as possible. To this end, in 2014 the Ministry established a Nursery and Primary School Capacity Development Fund. Municipalities and associations of municipalities establishing nursery and primary schools can apply to the fund for a grant. The objective is to have enough pre-school education capacity in place by 1 September 2020 to allow children to be admitted from two years of age. Since 2014, 54 projects to expand the capacity of nursery schools have been implemented with grants aggregating more than CZK 395 million, of which CZK 34.597 million was awarded in 2014, CZK 156.374 million in 2015, and CZK 204.393 million in 2016.

With a view to providing professional guidance, training and support to all school staff relating to the integration of Roma children in pre-school education, and in order to enhance professional support for teachers relating to the integration of Roma children in pre-school education, from April to June 2016 the Ministry of Education, Youth and Sports worked with the National Institute for Further Education and the National Institute for Education to hold informative workshops on inclusive education and the Operational Programme Research, Development and Education in all of the Czech Republic's regional capitals. The 28 workshops that took place provided training to almost 3,000 head teachers of nursery schools and primary schools and employees of school counselling facilities. The workshops focused on information about legislative changes, changes in

the counselling work of schools and school counselling facilities, support measures, the placement of pupils, and communication between pupils' legal guardians, the school counselling facility and the school. The workshops also included information on the use of funds and opportunities for the further training of teachers.

The introduction of compulsory pre-school education also requires practical steps to be taken, primarily to raise parental awareness. It is equally important to ensure that the system is not segregational, e.g. in the way the catchment areas are set.

o Primary education

Primary education is compulsory under Section 36 of the Schools Act because it is the most important stage of the education process in the Czech Republic. Success in primary education is necessary to proceed to further education, which broadens the opportunities of future job-seekers. In the education process, however, Roma pupils often face discrimination and segregation. In many cases, they are taught outside of mainstream education according to an education programme that sets the bar lower.

The data of the Ministry of Education, Youth and Sports shows that there are 75 primary schools in the Czech Republic in which more than half of the pupils are Roma. In another 67 schools, more than one third and less than one half of pupils are Roma. It is estimated that 21.8% of all Roma pupils were educated at primary schools with 50 or more per cent of Roma pupils in the 2016/17 school year.

According to data from the 2016 reports on the situation of the Roma minority in the regions, most schools where the total number of Roma children, pupils and students exceeds 30% are to be found in the Moravian-Silesian Region and the Ústí nad Labem Region. In total, 26 of the 85 schools where the proportion of Roma is higher than 30% can be found in socially excluded communities. The table below sums up schools with high numbers of Roma children, pupils and students, by region.

Table 6 Overview of schools with a high number of Roma children, pupils and students, by region

<i>Region</i>	<i>Total number of schools where the percentage of Roma pupils is higher than 30%</i>	<i>Of which the number of schools in socially excluded communities</i>
City of Prague	4	0
South Bohemia	3	0
South Moravia	3	3
Karlovy Vary	0	0
Hradec Králové	3	0
Liberec	6	0
Moravia-Silesia	22	12
Olomouc	15	10
Pardubice	0	0
Plzeň	-	-
Central Bohemia	4	0
Ústí nad Labem	20	0
Vysočina	3	1
Zlín	2	0

The problem of segregation of Roma children at primary schools was also pointed out by the Ombudsman in her 2016 annual report. That report shows that Roma children are often refused by school facilities unofficially, with head teachers – rather than preparing a written decision – merely informing the family that a pupil cannot be admitted as the school has reached full capacity. Such refusals occur also at nursery schools.

As early as in 2007, a judgment of the European Court of Human Rights drew attention to the excessive placement of Roma pupils in schools or classes for pupils with special educational needs on the basis of recommendations made by education-psychology counselling centres diagnosing mild mental disability. On the strength of the judgment handed down in *D.H. and Others v Czech Republic*, the Czech Republic was repeatedly asked to carry out systemic changes, and in particular to set up a control mechanism and guarantees so that Roma pupils have the same right to education as pupils belonging to majority society, and to revise diagnostic tools that did not take into account factors specific to pupils from a different socio-cultural background, who, when tested, react to different stimuli than pupils majority society.

In the implementation of the *Revised Action Plan for the Enforcement of the ECHR Judgment in D.H. and Others v Czech Republic*, an amendment to the Schools Act was approved in 2015 with a view to reshaping the education of pupils with special educational needs and strengthening the inclusive environment in schools. The approval of the Schools Act amendment was followed by the approval, in January 2016, of Implementing Decree No 27/2016 on the education of pupils with special educational needs and talented pupils, which took effect on 1 September 2016. That implementing decree defines procedures for the implementation of changes to strengthen the inclusive education of children, pupils and students with special educational needs in mainstream schools with the backing of enforceable support measures. The Framework Education Programme for Primary Schools was also changed. Here, the Annex to the Framework Education Programme for Primary Schools – Annex Regulating the Education of Pupils with Mild Mental Disabilities was repealed. The removed Annex to the Framework Education Programme for Primary Schools – Annex Regulating the Education of Pupils with Mild Mental Disabilities had been used to structure a unifying curriculum.

On 1 March 2016, a new Framework Education Programme for Primary Schools came into force. The new Framework Education Programme for Primary Schools unifies the education on offer, thereby creating conditions to ensure equal access to educational content for all pupils. The Annex Regulating the Education of Pupils with Mild Mental Disabilities was removed from the Framework Education Programme for Primary Schools. The expected learning output of pupils that had been detailed in the annex was reinvented as the expected output of individual educational areas, such as the minimum recommended level for adjustments to the expected output of pupils with mild mental disabilities as part of support measures from third-level support onwards. Where pupils with mild mental disabilities have been assigned third-level on the basis of a diagnosis, an individual education plan with support will be created by the school in keeping with the school counselling facility's recommendation.

All primary schools (except special primary schools for the education of pupils with moderate and severe mental disabilities) will now create their school education programmes on the basis of the harmonised Framework Education Programme for Primary Schools. The unified curriculum supports both the unification of the conditions of education for all primary school pupils, and the individualised education of pupils drawing on support measures for pupils with special educational needs, including the possibility of modifying the education content and education output from third-level support onwards.

Pupils may still be educated according to education programmes created on the basis of the Framework Education Programme for Primary Schools – the Annex Regulating the Education of Pupils with Mild Mental Disabilities at the second level of primary schools if they have been diagnosed by a school counselling facility before 1 September 2016. In the 2016/17 school year, 2,635 Roma pupils at the second level of primary school continued to be educated according to the Framework Education Programme for Primary Schools – Annex Regulating the Education of Pupils with Mild Mental Disabilities.

The implementation of the amendment to the Schools Act also entailed the formation of a review body. The review body is the National Institute for Education, a legal entity established and

commissioned by the Ministry of Education, Youth and Sports. On 1 September 2016, the National Institute for Education started to play the role of a diagnostics review body in accordance with the aforementioned Schools Act amendment. Pupils or their legal guardians (or the Czech Schools Inspectorate or a child protection authority) may now request the National Institute for Education to review reports and recommendations on the education of a pupil with special educational needs. A new control element has thus been introduced into the system of school counselling services, complementing the right of the service recipient to protest the conclusions of an examination. In this respect, it contributes to the improved quality of school counselling services.

o Secondary education, and technical and vocational education

Relevant statistics on the numbers and proportion of Roma pupils and students participating in secondary and tertiary education are unavailable. Nevertheless, estimates indicate that the proportion is low in secondary education and even lower in tertiary education. Several factors contribute to this. First and foremost, for pupils to successfully make the transition to secondary school, they need to have successfully completed decent primary education, which is often not the case with Roma pupils for the reasons outlined above. Determining that children and pupils are living and growing up in social exclusion, which significantly shapes their potential personality, is an important factor. A socially excluded environment limits them at various levels and in various pertaining to quality of life. Limits encroaching on education pose a multiple threat because everything that is connected with the education process affects the how the socialisation processes of the children, pupils and students in question are individually shaped. Other factors include the lower professional aspirations of pupils and their parents. These aspirations tend to be influenced by the environment in which the pupil grows up, where unemployment and poor education are often rife. Role models in the form of Roma who have successfully completed secondary school and university are scarce, or at least could have a higher profile. They could help to reduce Roma parents' lack of faith in the future job prospects of their children. These factors, combined with the sheer cost of studying at secondary school, not to say university, usually prompt Roma pupils and students not to progress to the next stage of education, or to drop out of their existing studies.

To encourage Roma pupils from families facing financial difficulty because of the costs of secondary education and post-secondary education, the Ministry of Education, Youth and Sports implements a grant scheme of *support for the socially disadvantaged Roma students of secondary schools and conservatories, and students of post-secondary vocational schools*. This support pertains to the implementation of the Charter in an implicit form:

Scheme to support the education of socially disadvantaged students of secondary schools and post-secondary vocational schools

The Ministry of Education, Youth and Sports annually announces a grant scheme of support for the socially disadvantaged Roma students of secondary schools and conservatories, and students of post-secondary vocational schools on the basis of Government Resolution No 386 of 19 April 2000. Another resolution, Government Resolution No 607 of 16 June 2004, obliged the Ministry to guarantee the continuous operation of the scheme of support for the socially disadvantaged Roma students of secondary schools and conservatories, and students of post-secondary vocational schools. The grant is provided on the basis of Government Regulation No 98/2002 of 20 February 2002 laying down the conditions and method for the award of grants for the activities of members of national minorities and for the support of integration of the Roma community, as amended.

The aim is to increase the number of Roma pupils and students studying at secondary schools and post-secondary vocational schools, and to prevent their premature entry into the job market without the appropriate qualifications. Grants are provided to legal entities performing the activities of a secondary school, conservatory or a post-secondary vocational school registered in the Schools Register pursuant to Act No 561/2004 on pre-school, primary, secondary, post-secondary and other education (the Schools Act), as amended, to provide financial and material support for the education

of Roma pupils and students in secondary schools, conservatories and post-secondary vocational schools, provided that they are citizens of the Czech Republic. The aim of the mentioned scheme is to support the study of those Roma pupils in whose families the costs related with the secondary education would cause significant financial difficulties.

The scheme is implemented in two cycles: the periods of January-June and September-December. The 2016 scheme has newly included support for providing direct support to pupils/students in education, activity B. (tutoring, *mentoring*), the aim of which is the successful completion of studies. In previous years, the scheme provided only financial and material support to pupils/students (reimbursement of meals, travel costs, school fees, accommodation and school supplies), activity A.

The scheme is divided into two successive supported activities, A and B:

A. Provision of financial and material support to pupils/students (financial support for school fees, meals, travel costs, accommodation and school supplies)

The grant may be requested by a legal entity (school) for pupils/students who meet the conditions for submitting an application.

Conditions for providing a grant:

- a. The pupil/student is educated in the daily form of education according to Section 25 of Act No 561/2004 on preschool, primary, secondary, post-secondary and other education (the Schools Act) as amended.
- b. The pupil/student has not reached the age of 27 at the time of submitting the application.
- c. The pupil/student is not in the probationary period of a conditional expulsion from school.
- d. The overall evaluation of the pupil/student in the previous completed semester was not "Failed".
- e. The pupil/student himself/herself, or his/her legal guardian, submits an affidavit that he/she is a member of the Roma minority.
- f. The pupil/student himself/herself (in case he/she does not live in a common household with his/her legal guardians), or his/her legal guardian, submits an affidavit that their earnings border on the minimum subsistence income for providing for the study of the pupil/student.

The funds are intended to cover partially or totally the pupil's costs in the following items: School fees - Meals - Accommodation - Travel costs - School supplies and books

Amount of the grant per pupil:

1. a maximum of CZK 4,000 per pupil in the first year of the secondary school, conservatory
2. a maximum of CZK 5,000 per pupil in the second year of the secondary school, conservatory
3. a maximum of CZK 6,000 per pupil in the third year of the secondary school, conservatory
4. a maximum of CZK 7,000 per pupil in the fourth year of the secondary school, conservatory
5. a maximum of CZK 7,000 per pupil in the first and second year of the follow-up course at the secondary school
6. a maximum of CZK 8,000 per pupil in the first to third year of the post-secondary vocational school

B. Provision of direct support for education (support for pupils/students who apply for support under Activity A.). This activity has been newly included into the scheme. It is a follow-up to Activity A, without which this measure cannot be implemented. It is targeted at tutoring pupils/students. The objective of the activity is to improve the education results of Roma pupils/students and to motivate them for successful completion of their studies at school. The legal entity will find someone to carry out this activity, who will work with the pupils/students in the required subjects. The work of the activity implementer is determined to be a maximum 8 hours a month. It is presumed that the supported activity can be done by one of the teachers at the school. In

this scheme, we encounter a high volume of financial refunds caused particularly by school failures of pupils/students and by their premature dropout from school.

Table 7 Amount of grant for the support of Roma pupils of secondary schools in the reporting period

Year	Amount of grant (CZK)	Number of scheme participants
2014	4,717,100	1,048
2015	4,734,800	1,023
2016	6,540,800	1,412

o Education in higher education institutions

Roma students of bachelor's, master's or doctoral studies can obtain scholarships from the *Roma Education Fund*. These scholarships are provided in 16 countries of Central and Eastern Europe with the aim to contribute to a higher education level among the Roma people and to act as a desegregating measure in the educational system. In the Czech Republic, the scholarships have been administered by *Romea, o.p.s* since 2010. As many as 366 study grants to Roma university students at a total value of CZK 8,490,312 were provided in the Czech Republic between 2010 and the end of 2016. In the 2016/2017 school year, 55 applications for support were submitted in the Czech Republic, of which a total of 33 scholarships were granted in the total amount of EUR 40,605 i.e. CZK 1,080,093. Popular programmes traditionally include teaching programmes, social work, history, law, international relations, political studies, economics, foreign languages (Russian), midwifery, but also chemistry, air traffic economy or occupational therapy. Roma university students can apply for the scholarship without any age limitation, both in the full-time and the distance types of study.

In the 2016/2017 school year, the *The Open Society Fund Prague* also issued an invitation to support Roma university students. The amount of the scholarship per student was limited to CZK 60,000 per year. The conditions of the scholarship programme include performing a work internship (e.g. in a private company, government institution, embassy, etc.) of at least 100 hours a year and an unpaid internship in a non-profit organisation of at least 100 hours a year, completing a foreign language course and participating in selected events of the Open Society Fund Prague. During the programme, the grantee is accompanied by a mentor to supervise, motivate and help the student in the course of the scholarship. Roma university students of up to 26 years of age can apply for the scholarship, both in the full-time and distance types of study. In the 2016/2017 school year, 13 applications were submitted, of which 9 scholarships were granted to 6 female students and to 3 male students. Of the total of 9 supported students, there were 7 male students of bachelor's programmes and 2 female students of master's programmes. In the given school year, the sum allocated to students (scholarships, school fees, language courses, internships) amounted to CZK 716,390. Another CZK 177,640 was intended for the coordination of the programme, which included, among other things, travel costs for students to various events and meetings.

Scholarships for Roma pupils and students who have already been admitted to secondary school or university studies are provided by the *Verda Foundation*. The foundation is a long-term partner of the *Drom Roma* centre, the employees of which participate in the administration of the foundation, help with the selection of applicants for a scholarship and with the provision of all the necessary information. Since the 2001/2002 school year, financial support has been provided to 654 applicants in a total sum of CZK 3,519,444. In the 2016/2017 school year, 120 applicants applied for a scholarship, 89 pupils and students were supported with a total sum of CZK 540,000. The grantees included 19 pupils of secondary vocational schools, 57 pupils of secondary schools, 2 students of post-secondary vocational schools and 11 university students. In recent years, there has been a significant predominance of applicants from secondary schools. Considering the method of selection of grantees, i.e. on the basis of their school results, the success rate, that is the number of

pupils and students who continue their study also in the following year, has been increasing and is now about 75%.

o Projects of the Czech Schools Inspectorate

On 23 October 2014, the Minister for Human Rights, Equal Opportunities and Legislation and the Chief School Inspector signed a *Memorandum on Mutual Cooperation*. Parties to the Memorandum jointly declared their willingness to mediate the needs of children and pupils from vulnerable groups (education of Roma, people with disabilities and children with a different mother tongue), through invited parties, for inspection teams and schools with a view to improving the education of these pupils in terms of the system, and to improve the formative assessment of schools in terms of equal access to education and the concept of a quality school.

The declared forms of cooperation include regular meetings on topical issues concerning the implementation of the right to education, creating a platform for mutual cooperation, mutual information about the preparation and implementation of concept papers, the securing of conditions and premises for the participation of invited parties in inspection activity in order to assess equal access to education, and last but not least, the securing of space for traineeships for students who deal with the issues of equal education, especially with respect to persons with special educational needs.

The Working Group for the Implementation of the Memorandum with the Czech Schools Inspectorate was established. It consists of a total of 18 members from the representatives of central government authorities, the non-profit sector, academia and civil society, who, in 2016, participated in the preparation of documents for the Czech Schools Inspectorate concerning the monitoring of the inclusiveness of the school education system.

At the same time, the Schools Act amendment extends the competencies of the Czech Schools Inspectorate in the assessment of school counselling facilities. So far, the Inspectorate has only carried out inspections in the school counselling facilities. However, it was also necessary to arrange for a quality assessment leading to fundamental conclusions concerning the further education of children, pupils and students. The Inspectorate wields new competencies: since 2016/2017, its competencies include the identification and assessment of the conditions and process of school counselling service provision.

I. 2.4. Bilingual names

Within the framework of the grant scheme of support for the implementation of the European Charter for Regional or Minority Languages, category C, support is provided for bilingual names in municipalities. Bilingual signs apply mainly to areas with a compact Polish settlement in Těšín Silesia. Since 2007, after the ratification of the Charter, the gradual installation of these signs has taken place in the municipalities (and has been completed in two-thirds of the above mentioned municipalities); the level of bilingualism was determined by each municipality individually on the basis of a recommendation by its Committee for National Minorities. There is a wide range, encompassing bilingual signs on official buildings, bilingual signs on other publicly accessible spaces, and road signs indicating the entrance to and exit from the municipality. In some municipalities, however, the installation of the last-mentioned type of signs is complicated by misunderstandings between the representatives of the national minorities and the relevant authorities.

Table 8 Grant from the Implementation of the Charter Grant Programme for the installation of bilingual signs (by municipality, total for the duration of the scheme)

Municipality	2007 (CZK)	2008 (CZK)	2009 (CZK)	2010 (CZK)	2011 (CZK)	2012 (CZK)	2013 (CZK)	2016 (CZK)	Total (CZK)
Albrechtice	80,845.8	0.0	8,284.5	0.0	0.0	0.0	0.0	0.0	89,130.3
Bocanovice	14,113.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	14,113.0

Bukovec	59,331.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	59,331.0
Bystřice	0.0	25,756.4	0.0	0.0	0.0	0.0	0.0	0.0	25,756.4
Český Těšín	212,227.5	543,188.0	4,268.5	0.0	0.0	272,000.0	192,000.0	0.0	1,223,684.0
Dolní Lomná	35,000.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	35,000.0
Hnojník	0.0	17,612.0	0.0	0.0	15,914.0	21,000.0*	0.0	0.0	54,526.0
Horní Suchá	127,098.2	0.0	14,027.8	0.0	0.0	0.0	0.0	0.0	141,126.0
Hrádek	21,455.7	6,835.4	10,568.0	0.0	0.0	22,000.0	0.0	0.0	60,859.1
Chotěbuz	0.0	0.0	0.0	0.0	0.0	0.0	61,000.0	0.0	61,000.0
Jablunkov	0.0	0.0	24,276.0	0.0	0.0	138,000.0	0.0	60,000.0	222,276.0
Komorní Lhotka	0.0	0.0	0.0	0.0	0.0	76,000.0	0.0	0.0	76,000.0
Milíkov	0.0	38,746.3	0.0	0.0	0.0	0.0	8,000.0	0.0	46,746.3
Mosty u Jablunkova	0.0	0.0	16,200.7	0.0	0.0	0.0	0.0	0.0	16,200.7
Nýdek	16,779.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16,779.0
Smilovice	4,545.8	0.0	0.0	9,727.0	0.0	0.0	0.0	0.0	14,272.8
Stonava	10,805.9	0.0	36,828.5	0.0	0.0	0.0	0.0	0.0	47,634.1
Střítež	0.0	13,447.0	22,543.4	0.0	0.0	0.0	0.0	0.0	35,990.4
Těrlicko	0.0	18,171.3	32,418.0	0.0	0.0	107,000.0	0.0	0.0	157,589.3
Třanovice	11,662.0	0.0	0.0	157,000.0	0.0	0.0	0.0	0.0	168,662.0
Třinec	0.0	0.0	0.0	0.0	0.0	191,000.0	0.0	0.0	191,000.0
Vendryně	57,528.1	0.0	24,717.5	0.0	0.0	0.0	0.0	0.0	82,245.6
Total	651,392.0	663,756.4	194,132.6	166,727.0	15,914.0	806,000.0	261,000.0	60,000.0	2,701,922.0

\*of which CZK 10,000 for the signage of the building of Jan Kubisz Primary and Nursery School with instruction in Polish in Hnojník.

### I. 3. Protection and promotion of German, Romani and Croatian languages and conditions for their use in public life

#### I. 3.1. German language

German language can be taught in primary schools as a first foreign language, although schools and parents prefer English as a first foreign language (in 98.59%). According to statistical data as of 30 September 2016, 7,582 pupils (1.41%) in primary schools were taught German as a first foreign language, whereas 161,748 pupils had German as a second mandatory foreign language, which is 71% of the total number of pupils learning a second foreign language. 1,191 pupils chose German as an optional subject.

Tab. 9 List of primary schools where some subjects are taught in German with the permission of the Ministry <sup>11</sup>

German – Czech Understanding Primary School	Střížkovská 27/32, 180 00 Praha 8
K Milíčovu Primary School	K Milíčovu 674, 149 00 Praha 4
Děčín VI Primary School and Nursery School	Školní 1544/5, 405 02 Děčín
Chrjukinova Primary School	Chrjukinova 1801/12, 700 30 Ostrava-Zábřeh
General Zdeněk Škarvada Primary School	Porubská 831, 708 00 Ostrava - Poruba
Zlín Primary School	Kvítková 338
Marjánka Primary School	Praha 6, Bělohorská 52

Table 10 Grammar schools where some subjects are taught in German with the permission of the Ministry

Na Pražačce Grammar School	Praha 3, Nad Ohradou 23
Libeň Grammar School	Praha 8, U Libeňského zámku I

<sup>11</sup> in accordance with Implementing Decree No 9/2013, governing procedure of authorisation for the teaching of certain subjects in a foreign language.

Table 11 List of schools with a Czech/German bilingual education programme

Austrian Grammar School in Prague, public benefit corporation	Praha 4 Modřany, Na Cikorce 2166/2b,
F. X. Šalda Grammar School, state-funded institution	Liberec 11, Partyzánská 530
Dr. Karel Polesný Grammar School	Znojmo, Komenského náměstí 4

In November 2014, a deputy of the professional public in the Council approached a representative of the Ministry of Education, Youth and Sports regarding the possibilities of teaching German at schools as a first foreign language, namely in connection with the fulfilment of obligations arising from the European Charter for Regional or Minority Languages and the Czech–German Declaration on Mutual Relations and their Future Development of 1997. The problem relates mainly to border areas where the German minority is present. The representatives of the German minority collected suggestions in the border regions and repeatedly discussed the wording of the framework education programme, which was to be changed, with the Ministry. The Ministry prefers teaching English as a first foreign language at schools. However, if a pupil or his/her legal guardian chooses a different language, the school has to demonstrably notify the applicant that, if the pupil goes to another school or to a secondary school, the education system may not guarantee the continuity of language teaching. This poses a problem that discourages members of the German national minority from selecting German as a first foreign language for their children. In the opinion of the German representatives, the wording of the Framework Education Programme is in conflict with the wording of the European Charter for Regional or Minority Languages, specifically with the Article 7, paragraph 2, and at the same time, it contradicts Article 14 of the Framework Convention for the Protection of National Minorities, and finally, it contradicts Article 25, paragraph 2, of the Czech-German Declaration, according to which the contractual parties shall make every effort to extend the teaching of the other country's language at schools and other educational institutions. The representatives of the German minority are seeking to achieve equality between German as a minority language and English, and the removal or replacement of the discriminating clause from the Framework Education Programme. At the meeting of the Council, the Ministry provided information that a first foreign language is taught starting from the third year of the primary school at the latest. This provision has been included in the Framework Education Programme since 2005, and the reason for this is that in case of a transfer to a different school, it may be a problem to guarantee the teaching of another foreign language. It is estimated that the Framework Education Programme could be revised within two years. The Ministry may obviously consider the submitted comment in its review of the relevant formulations relating to the teaching of the first foreign language.

Unlike certain European countries, the Czech Republic does not have a natural multilingual environment. For economic, political and cultural reasons, however, it is extremely important for its citizens to have the ability to communicate at least in two foreign languages, i.e. preferably in one global language and one regionally or culturally close language (Principles 1 and 2). Speaking multiple languages opens the door to new possibilities for a better life and interesting job opportunities. Since 2005, teaching English as a key tool of global communication has become a priority at all levels of education. Also, the European Union recognises English as the most widely used language in Europe, but at the same time wants to ensure that this situation is not at the expense of linguistic diversity.

By introducing another foreign language, the downward trend of teaching languages other than English will stop.

The following examples are arguments for the reinforcement of teaching German:

- German is spoken by the most numerous group of the European population
- In key indicators, the German economy occupies first place in Europe and fourth place in the world (after the USA, China and Japan).
- It is Germany that is the major business and cultural partner for the Czech Republic.

- In the Czech Republic, there are a high number of companies with German, Austrian or Swiss capital participation urgently looking for co-workers with a good knowledge of German.
- The German-speaking countries offer a wide range of internships and study stays for students of humanities, natural sciences and technical fields of study.

Under this resolution, the Ministry at least partially meets the EU recommendation regarding the implementation of two compulsory foreign languages in primary education and is thus headed towards the application of the multilingual principle.

In accordance with the *Common European Framework of Reference for Languages*, foreign language teaching should lead especially to communication. If a pupil has learned a first foreign language for several years, learning another foreign language will be easier. The Ministry of Education does not expect a pupil to master the language perfectly, but to be able to communicate at A1 level of the Common European Framework of Reference for Languages. A pupil can continue developing his/her first foreign language for specific educational needs.

Tandem project: its main areas of focus in the long term are the extracurricular area, schools area, pre-school area, language area and language animations and activities targeted at young individuals. The Tandem Czech-German Youth Exchange Coordination Centres in Plzeň and Regensburg support rapprochement and the development of all sorts of contacts and friendly relations between young people from the Czech Republic and Germany. They provide counselling services and support both governmental and non-governmental institutions and organisations of both countries in organising and intensifying Czech-German exchanges of young people and international cooperation in the field of youth work. We are nationwide specialist centres for the Czech Republic and Germany.

Education in higher education institutions – see also Part II. Article 7.

In 2017, within the framework of the grant selection scheme of support for the implementation of the European Charter for Regional or Minority Languages, support was provided to a research project of the Faculty of Arts of Charles University in Prague called *German as a Minority Language in the Czech Republic: Analysis of needs, proposed solutions and a feasibility study of the support for the German dialect in the Czech Republic*.

### I. 3.2. Romani language

In primary schools, Romani is an optional subject. According to school statistics, in 2016/2017 no primary school reported Romani.

As regards secondary schools, in 2016/2017 Romani was reported by two secondary schools in school statistics, in 2015/2016 Romani was reported in school statistics by one secondary school where Romani was taught, in 2014/2015 Romani was reported in school statistics by one secondary school where Romani was taught.

As far as universities are concerned, Romani is taught only at the Department of Central European Studies of Charles University.

Romani is supported by the Ministry of Education, Youth and Sports under the scheme of support for education in national minority languages and multicultural education. For more information on the grant scheme, see Section I. 1. Support is typically provided to projects focused on the history of the Roma, the literary and art competitions of Roma children, seminars on Romani, courses of Romani and methodological support for teachers.

The Ministry of Education, Youth and Sports, through an organisation partly funded from the public purse called the National Institute for Further Education, has offered, since 2009, and, for those interested, also implemented a programme of Qualifying Study for Teaching Assistants according to Section 20(e) of Act No 563/2004 on teachers and amending certain acts, and Section

4 of Implementing Decree No 317/2005, lasting for 147 lessons at five regional offices. The study is implemented according to the Ministry Standard but, unlike the Standard, it also focuses on the specificities of the Romani language and literature and on the creation and adaptation of teaching materials for children of primary-school age in Romani and Czech. The study consists of two mandatory optional modules by means of which future graduates can obtain instruments to mitigate the potential language and communication barriers faced by children, pupils and students in their education.

### I. 3.3. Croatian language

Within the framework of the Charter ratification, the Czech Republic made the following statement: „*The Czech Republic therefore declares, in accordance with the Charter, that the minority languages which are spoken on its territory and to which the provisions of the Charter’s Part II apply, are Slovak, Polish, German and Romani.*“ This statement was included in the ratification document presented to the Charter depositary (the Secretary General of the Council of Europe) on 15 November 2006. During previous monitoring activities regarding the fulfilment of obligations arising from the Charter by the Czech Republic, the Committee of Experts repeatedly expressed the opinion (in the Second and Third Monitoring Report) that, in the Czech Republic, the Charter also applies to Moravian Croatian. The Czech Republic raised an objection against this conclusion in its Comments on the Third Monitoring Report, saying that the Czech Republic is still at the stage of assessing whether to include Moravian Croatian under the protection of the Charter.

In 2015, the Council initiated the establishment of an *ad hoc* working group, the aim of which was to assess the potential extension of the ratification of the Charter to include Croatian and/or the Gradistan Croatian literary language. The activity of this group was organised by the Ministry of the Interior and its members included representatives of the Secretariat of the Council, the Croatian minority (Moravian Croats), the Ministry of Education, Youth and Sports, the Ministry of Culture and the Ministry of the Interior. The working group based its activity, inter alia, on the documentation provided by all departments, regions, the Union of Towns and Municipalities, the Office of the Ombudsman and the Czech Statistical Office. In February 2016, the working group submitted to the Council the Summary Report on its findings in terms of Moravian Croatian, created on the basis of its activity, together with annexes. The Council discussed this report at its meeting on 26 April 2016 and adopted Resolution No 172, in which it authorised its Chairman to propose to the Government the extension of the Charter to include the Croatian literary language with an emphasis on the support of the Gradistan language variant of Croatian in such a manner that the statement of the Czech Republic that the minority languages which are spoken on its territory and to which the provisions of the Charter’s Part II apply, are, apart from Slovak, Polish, German and Romani, also the Croatian literary language, with an emphasis on the support of the Gradistan language variant of Croatian.

### **I. 4. On the Recommendations from the third monitoring cycle**

B) The Czech legislative framework for the protection and support of national minorities and thus also regional or minority languages as a whole is well developed, in spite of certain drawbacks which the Committee of Experts have outlined in its evaluation reports. Public authorities have been preparing changes to the national legislation.

One of the most important topics of the year 2016 was the completion of the process of amending Act No 128/2000 on municipalities, as amended, which had been initiated by the Government Council for National Minorities back in 2008 and published in the Collection of Legislative Acts on 6 April 2016 as Act No 106/2016. This amendment relates to the national minorities in two aspects: a change in the rules for the establishment of a committee for national minorities and for the designation of streets and other public places in national minority languages. See text in Section I. 2.2.

C) The Czech Republic has a very well established system of institutional representation of minority language speakers through committees for national minorities at central, regional and local levels. At local level, however, this system in some

cases hampers the promotion of regional or minority languages. The problems connected with representation at a local level consist of a 10% limit and the use of censuses as the only source to decide the size of national minority groups and the composition of committees for national minorities. This mainly affects education in relation to Part II languages.

#### See text in Section I. 2.2. - Amendment to the Municipalities Act

D) The Czech Republic establishes an annual budget for activities relating to national minorities, including support for their languages. Apart from that, the Government introduced a separate grant scheme to support the implementation of the Charter. However, due to the financial crisis, the overall funds for the support of national minorities have been considerably decreased.

The decrease of funds for the support of national minorities has stopped *en bloc*, in spite of the undervalued programme of the Ministry of Culture called the *Programme to promote the dissemination and reception of information in national minority languages*. In 2014-2016, it is possible to observe continuing overall growth of support for projects in which local authorities, especially the regional authorities and statutory cities, are participating more and more. Characteristically, the increasing proportion of projects is of a multi-ethnic character (such as festivals and other public events). In terms of numbers, Polish and Romani projects are the most numerous, the Polish projects dominating at local level and the Romani projects at the level of statutory cities and regions. In the reporting period, there has been a significant increase in the financial means provided under the programme of *Support for the Implementation of the European Charter for Regional or Minority Languages* (See Section I. 2.4).

E) German, Moravian Croatian and Romani are in a difficult situation and resolute and concrete measures are needed to protect and support these languages.

In 2017, within the framework of the grant selection scheme *Support for the Implementation of the European Charter for Regional or Minority Languages*, support was provided to a research project of the Faculty of Arts of Charles University in Prague called "*German as a Minority Language in the Czech Republic: Analysis of needs, proposed solutions and a feasibility study of the support for German dialect in the Czech Republic*". In the same year, support was provided to a project of the *Romano džaniben magazine, focused on Romani studies, which publishes Romani texts on-line and provides methodology for their use in teaching*. Support was also provided for the *Moravské chorvatštině na stopě (Following in the footsteps of the Moravian Croatian) project*, which is prepared by the *the Association of Croats in the Czech Republic*.

F) As far as Romani is concerned, the Czech authorities have taken some positive steps, including language-related provisions in the new Strategy for Roma Integration or measures within the framework of cultural activities. A good example of this is the activity carried out by the Seminar of Romani Studies at Charles University. In spite of that, the situation of Romani in the Czech Republic continues to be considerably influenced by the history of social exclusion and of the general public's negative perception of the Roma. This language has low prestige, and speakers of Romani suffer from a negative image in the mass media. These factors hinder the implementation of the Charter in respect of Romani. In spite of certain progress, Romani can rarely be heard on TV or radio and it is almost non-existent in pre-school and primary education.

The Roma Integration Strategy up to 2020, which was adopted by the Czech Government in February 2015, imposed an obligation on the Ministry of Education, Youth and Sports to continuously create conditions for the institutional development of the academic discipline of Romani Studies and to support its expansion to other universities in the Czech Republic. In the Czech Republic, there is only one centre - at the Department of Central European Studies of Charles University, where the Seminar of Romani Studies is offered to students. At this department, Romani Studies are taught by 7 lecturers. As regards support for the development of Romani, under the grant scheme of *Support for the Implementation of the European Charter for Regional or Minority Languages*, support was provided to projects of Charles University, namely the *Dictionary of Olah Romani* in 2016.<sup>12</sup>

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<sup>12</sup> In 2017, support was provided to projects focused on the *web-based support for teachers and users of written Romani in the Czech Republic* and on *extending the dictionary of Olah Romani*.

G) Roma children are not fully integrated into mainstream education. A disproportionately high number of Roma children still attend schools for children with “mild mental disabilities” (“practical schools”) with a limited curriculum, or mainstream schools attended only by the Roma (i.e. effectively these are segregated schools) with lower educational standards. Completely separated schools (practical or segregated schools) neither support the use and teaching of Romani, nor increase the inclusion of Roma children in the Czech educational system. The inclusion of Roma children in the mainstream educational system requires the recognition of their bilingual needs and cultural heritage.

The Roma Integration Strategy up to 2020, which was adopted by the Czech Government in February 2015, imposed the obligation on the Ministry of Education, Youth and Sports (1) to support research into the use of Czech language by children from environments that use Romani and/or a Roma ethnolect of Czech in their normal communication; (2) to support the development of tools usable in practice for correcting “mistakes” in the use of general/literary Czech by children from these environments; and further (3) to expand the training of teachers and teaching assistants to include the topic of language use by Roma pupils specifically, and the consequences of language and communication barriers in general.<sup>13</sup>

H) The presence of German in the mass media is very limited. While German is widely taught as a foreign language, it is necessary to develop and actively promote education in the minority language. German cultural activities are considerably developed but they continue to be funded almost exclusively by German institutions and companies outside the Czech Republic. German speakers prefer not to show in public that they are German and hesitate to use their language in public life and in claiming their rights.

**The situation has not changed.**

I) As far as Polish is concerned, the situation remains to be satisfactory in general, also in the sphere of education, especially at the pre-school and primary levels. However, there has been a decrease in the number of Polish secondary vocational schools. As regards criminal proceedings, in accordance with the legislation in force, it is possible to use Polish only if the speaker declares that he/she does not speak Czech. Although it is possible to use Polish in dealings with administrative authorities, there is no structured policy in this respect and Polish speakers are usually not informed about this possibility or encouraged to make use of it.

**The situation has not changed.**

J) The installation of Polish-Czech signs has continued but, in some cases, this process is still hampered by problems related to the system of committees for national minorities. The installation of bilingual signs sometimes causes tension. At the moment, negotiations are being held on changes in legislation which would enable minority associations to request the installation of bilingual signs even if the stricter rule requiring the 10% limit is not met. The situation regarding Polish on the radio continues to be satisfactory but the selection of Polish programmes on TV is inadequate.

**See text in Chapter I. 2.2. - Amendment to the Municipalities Act**

K) Considering the mutual comprehensibility of Slovak and Czech and the special historical circumstances, the use of Slovak encounters few problems in practice. In certain areas of public life, Slovak is equal to Czech. It is necessary to try out other proactive measures to increase interest in teaching Slovak as a subject at schools and to support the use of Slovak in mass media.

**The situation has not changed.**

L) The Charter also applies to Moravian Croatian. Public authorities cooperate with the minority and provide support for various projects. It is necessary to guarantee an offer of education in Moravian Croatian in cooperation with native speakers.

**See Section I. 3.3.**

M) In conclusion, the Committee of Experts notes that there still remains a need to raise awareness among the Czech speaking majority population of regional and minority languages in the Czech Republic which are an inseparable part of its cultural heritage. In this respect, it is necessary to exercise more targeted efforts to improve the image of the communities speaking minority languages in the mass media, to inform the wider public of the languages and cultures which they reflect, and to create an atmosphere of respect, tolerance and mutual understanding.

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<sup>13</sup> On 1 September 2017, the Czech Republic introduced a mandatory year of pre-school preparation of children, which should enable children to prepare better for the entry into the first stage of education. In practice, this should decrease differences in the preparedness of children for entry into primary schools, especially those who come from less stimulating environments. The Ministry of Education, Youth and Sports regularly makes reasonable estimates about the number of Roma pupils in primary schools, and, since 2017, it has also been focusing on nursery schools, secondary schools and post-secondary vocational schools.

Since 2015, the atmosphere of respect, tolerance and mutual understanding between minorities and the wider public has been enhanced by the newly broadcast programme “Mezi námi” (Among Us) targeted primarily at the ten national minorities living in the Czech Republic. These minorities are: Belarussian, Bulgarian, Croatian, Serbian (and other minorities from the former Yugoslavia), Hungarian, Ruthenian, Russian, Greek, Ukrainian and Vietnamese. Occasionally, the programme also introduces other minorities living in the Czech Republic. A new feature in the preparation of this programme is the collaboration of selected representatives of national minorities with Czech Radio journalists. Four national minorities, which have been under the protection of the Charter for a long time, have their own programmes in the Czech Republic. These minorities are: the Slovak minority (the production of the news, current affairs and socio-cultural magazine in Slovak called *Stretnutie*), the Polish minority (the production of a magazine in Polish called *Wydarzenia*), the German minority (the production of a magazine in German called *Sousedé*) (Neighbours), and the Roma minority (the production of a magazine in Romani and Czech called *O Roma vakeren*). The programmes of the Slovak, German and Roma minorities are broadcast once a week; the programme of the Polish minority is broadcast daily.

Since October 2016, Czech Television has broadcast a new monthly programme called *Sousedé* (*Neighbours*). It deals with long-term and everyday problems in the coexistence of minorities in the Czech Republic. The programme is broadcast in the national minority languages with Czech subtitles.

## Part II.

1. Please indicate the latest development concerning the Article 7 of the Charter during the monitoring period (2014-2016).

### Article 7 paragraph 1 – Objectives and principles

#### a) Recognition of the regional and minority languages as an expression of cultural wealth

In the Roma Integration Strategy up to 2020, the government undertook to provide effective support for the use of Romani. The long-term objective of the measures targeted at the support of Romani is to bring about a change in its perception, both by the Roma people, and by the non-Roma public, through the support of its use in public as a fully-fledged form of communication, not only in its symbolic function, including the support of the teaching of Romani at primary schools. In this context, support is provided for the teaching of Romani as a minority language in primary schools, and support is also given to the development of methodological and didactic materials and aids for its teaching. An example of this is the Florián Bayer Primary School in Kopřivnice, where Romani is taught as part of the subject Multicultural Education. Romani and Romani studies are also taught at the Secondary Vocational School of Management and Law in Jihlava at a frequency of one lesson a week. As far as education at universities is concerned, Romani is taught in the Seminar of Romani Studies in Prague, at the University of Pardubice (Social Anthropology course), at the Faculty of Arts of the University of Ostrava as part of lifelong education in the Elements of Romani Studies module, and at the Faculty of Education of the Masaryk University in Brno, which offers Romani as an optional course open for students of any field. Research into the Romani language is currently being conducted by Charles University.

#### b) Respect for the geographical area of regional and minority languages

No change has occurred in this area during the monitoring period.

#### c) Action to promote regional and minority languages in order to safeguard them

See Part I of this report.

#### d) Encouragement of the use of regional and minority languages

See Parts I and III of this report.

#### e) Development of links between groups using different languages

Links between different language speakers are mainly developed during cultural and social events organised by civic associations representing the individual national minorities, which receive funding from the public administration of the Czech Republic. Since 2007, the *House of National Minorities* in Prague has been serving this purpose, housing the associations of Bulgarian, Hungarian, German, Polish, Romani, Russian, Ruthenian, Greek, Slovak, Serbian and Ukrainian minorities. The organisations (not only those speaking the minority languages listed above) may use the common areas – exhibition hall, conference room, and a common room with café – to present their particular culture, regardless of the regional affiliation of the minority language speakers. (Further information can be found in Article 7 paragraph 3).

#### f) Support for the teaching and study of regional and minority languages

In the reporting period, the Czech Republic provided funds from its budget for the teaching and study of regional or minority languages. Further information can be found in Parts I and III of this report. The list of schools teaching certain subjects in the Russian language with the permission of the Ministry of Education, Youth and Sports pursuant to Implementing Decree No 9/2013 laying

down authorisation procedure for teaching certain subjects in a foreign language, was extended to include Věda Primary School, a Czech-Russian primary school, Legerova 1878/5, 120 00 Prague. For information on support for the teaching of minority languages, see also Section 1.1.2.

g) Study and research on regional and minority languages at universities

Table 12 Fields of study at universities (minority languages)

o Bulgarian language

Faculty of Arts, Masaryk University in Brno	Bulgarian language and literature
Faculty of Arts, Charles University	South East European studies – Bulgarian studies (single-subject)
	South East European studies – Bulgarian studies (double-subject)

o Croatian language

Faculty of Arts, Masaryk University in Brno	Balkan languages and literatures
	Croatian language and literature
Faculty of Arts, Charles University	South East European studies – Croatian studies (single-subject)
	South East European studies – Croatian studies (double-subject)

o Hungarian language

Faculty of Arts, Charles University	Central European studies: Hungarian language
	Central European studies: Hungarian studies

o German language

Faculty of Arts, University of South Bohemia	Czech-German area studies
	Czech-German area studies (double-subject)
	German language and literature (double-subject)
Faculty of Arts, J. E. Purkyně University in Ústí nad Labem	Intercultural German studies
	German philology in the Czech-German intercultural context
	German philology in the Czech-German intercultural context of education
	German literature
	German language and literature (double-subject)
	German language pedagogy for grammar schools (single-subject)
	German language pedagogy for grammar schools (double-subject)
Faculty of Arts, Masaryk University in Brno	German language
	German literature
	German language and literature
	German-language translation
	Upper secondary school teacher training in German language and literature
Faculty of Arts, University of Ostrava	German language
	German language and literature
	German language and literature (double-subject)
	German for business
	German for translation practice
	Upper secondary school teacher training in German language and literature
Faculty of Philosophy and Science, Silesian University in Opava	Secondary school teacher training in German (double-subject)
	German + Italian
	German (single-subject)
	German (double-subject)
	German for school practice
	English + German
	History + German
Faculty of Arts, Palacký University in Olomouc	German Medieval Studies (double-subject)
	German with a focus on interpreting and translation (single-subject)
	German with a focus on interpreting and translation (double-subject)
	German literature
	German language
	German philology (double-subject)
German philology	

Faculty of Arts, Charles University	Germanic languages
	Germanic literatures
	German language and literature
Faculty of Arts, Charles University	German language and literature (double-subject)
	German for intercultural communication (double-subject)
	Translation: Czech - German (double-subject)
	Interpreting: Czech - German (double-subject)
Faculty of Arts, University of Pardubice	German language for professional practice
Faculty of Philosophy, University of West Bohemia in Plzeň	Foreign languages for commercial practice - English - German
Faculty of Education, University of Hradec Králové	Foreign languages for tourism - German language (double-subject)
	Lower secondary school teacher training - German language and literature (double-subject)
Faculty of Education, University of South Bohemia	German language oriented on education (double-subject)
	Lower secondary school teacher training in German language (double-subject)
Faculty of Education, J. E. Purkyně University in Ústí nad Labem	German language and literature (double-subject)
	German language pedagogy for grammar schools (double-subject)
Faculty of Education, Masaryk University in Brno	Teacher training in foreign languages - German language (single-subject)
	Lower secondary and language school teacher training in German language (single-subject)
	German language oriented at education
	Lower secondary school teacher training in German language and literature
	Special education (in German)
	Special education for teachers (in German) (single-subject)
	Arts education (in German)
Faculty of Education, Palacký University in Olomouc	German language oriented on applied economics (double-subject)
	German language oriented on education (double-subject)
Faculty of Education, Charles University	German language oriented at education
	Philosophy (in German)
	Training teachers of general subjects at lower and higher secondary Schools - German language
Faculty of Education, University of West Bohemia in Plzeň	German language oriented at education
	Lower secondary school teacher training in German language
	Upper secondary school teacher training in German language
Faculty of Humanities, Tomáš Baťa University in Zlín	German for business administration
Faculty of Humanities, Charles University	German and French philosophy (in German)
	German and French philosophy in Europe (in German)
	German and French philosophy in Europe (Europhilosophy)
Hussite Theological Faculty, Charles University	Hussite theology (in German)
	Hussite theology - German language oriented at education
	Hussite theology - Training teachers of general subjects at lower and higher secondary schools - German language
Faculty of Social Sciences, Charles University	Czech-German studies/Deutsch-Tschechische studien
	German and Central European studies
Faculty of Science, Humanities and Education, Technical University of Liberec	German language oriented on education (double-subject)

o Polish language

Faculty of Arts, Masaryk University in Brno	Polish literature
	Polish language and literature
	Upper secondary school teacher training in Polish language and literature
	Polish with orientation on commercial practice, services and travel
Faculty of Arts, University of Ostrava	Polish language
	Polish language and literature
	Polish language and literature (double-subject)

Faculty of Arts, University of Ostrava	Upper secondary school teacher training in Polish language and literature
	Polish for translation practice
	Polish for business
	Central European historical studies focused on Czech, Polish and Slovak history
Faculty of Arts, Palacký University in Olomouc	Polish philology
	Polish philology (double-subject)
	Polish for translators
	Polish oriented at economy, law and tourism
Faculty of Arts, Charles University	Slavic philology: Polish studies
	Slavic literature: Polish studies

o Romani language

Faculty of Arts, Charles University	Central European studies: Romani studies
Faculty of Education, Masaryk University in Brno	Romani language as an optional subject open for students of any programme
Faculty of Education, Charles University	Subject Roma integration in the Special education programme
Faculty of Arts, University of Pardubice	Romani studies and Romani language in the offer of the Department of Social and Cultural Anthropology
Faculty of Arts, University of Ostrava	Elements of Romani studies (lifelong education)

o Russian language

Faculty of Arts, Masaryk University in Brno	Russian-language translation
	Russian literature
	Russian language and literature
	Upper secondary school teacher training in Russian language and literature
	Russian language
	Russian with orientation on commercial practice, services and travel
Faculty of Arts, University of Ostrava	Russian language and literature (double-subject)
	Russian for business
	Upper secondary school teacher training in Russian language and literature
Faculty of Arts, Palacký University in Olomouc	Russian oriented at economy, law and tourism
	Russian for translators
	Russian philology in the context of European culture and literature
	Russian literature
	Russian Philology (double-subject)
	Russian language
Faculty of Arts, Charles University	Специальная педагогика (in Russian)
	Intercultural communication: Czech as a foreign language - Russian
	Translation: Czech - Russian (double-subject)
	Interpreting: Czech - Russian (double-subject)
	Russian language and literature
Faculty of Philosophy, University of West Bohemia in Plzeň	Russian for intercultural communication (double-subject)
	Foreign languages for commercial practice - English - Russian
Faculty of Education, University of South Bohemia	International Relations - Russian Studies
	Foreign languages for european and international business - Russian language
Faculty of Education, University of Hradec Králové	Foreign languages for tourism - Russian language (double-subject)
	Upper secondary school teacher training - Russian language and literature (double-subject)
	Lower secondary school teacher training - Russian language and literature (double-subject)
	Russian language for education (double-subject)
Faculty of Education, Charles University	Russian language for education
Faculty of Education, Masaryk University in Brno	Teacher training in foreign languages - Russian language (single-subject)
	Lower secondary and language school teacher training in Russian language (double-subject)
	Lower secondary school teacher training in Russian language and literature

Faculty of Education, Masaryk University in Brno	Russian language for education
Faculty of Education, University of West Bohemia in Plzeň	Russian language for education
	Lower secondary school teacher training in Russian language
	Upper secondary school teacher training in Russian language

o Greek language

Faculty of Arts, Masaryk University in Brno	Modern Greek language and literature
Faculty of Arts, Charles University	Modern Greek philology (double-subject)
	Ancient Greek studies (double-subject)
Faculty of Arts, Charles University	History of ancient civilisation (double-subject)
	Classical Greek (double-subject)

o Slavic languages, Slavic studies, languages of South East Europe

Faculty of Arts, Charles University	Comparative Slavonic philology
	South East European studies (double-subject)
	Slavic philology
	Slavic literatures
Faculty of Arts, University of Pardubice	Cultural history: Cultural-historical Slavic studies
	Slavonic studies of the European Union (double-subject)
Faculty of Arts, Masaryk University in Brno	Paleoslavonic and Slavic languages
	Slavonic studies
	Combined South-Slavonic studies
	Balkan languages and literatures
	Theory and history of Slavic literatures
Faculty of Arts, Palacký University in Olomouc	Comparative Slavonic philology
Faculty of Social Sciences, Charles University	Balkan, Eurasian and Central European studies (study in English)

o Slovak language

Faculty of Arts, Masaryk University in Brno	Slovak language and literature
	Theory and history of Slavic literatures
Faculty of Arts, University of Ostrava	Central European historical studies focused on Czech, Polish and Slovak history
Faculty of Arts, Charles University	Central European studies: Slovak studies

o Serbian language

Faculty of Arts, Masaryk University in Brno	Serbian language and literature
	Balkan languages and literatures
Faculty of Arts, Charles University	South East European studies (single-subject)
	South East European studies (double-subject)

o Ukrainian language

Faculty of Arts, Palacký University in Olomouc	Ukrainian oriented at economy, law and tourism
	Ukrainian philology (double-subject)
Faculty of Arts, Masaryk University in Brno	Ukrainian language and literature
	Ukrainian studies

o Vietnamese language

Faculty of Arts, Charles University	Ethnology with Vietnamese
	Languages of Asia and Africa
	Literatures of Asia and Africa

i) Transnational exchanges

See Part III. Article 12

Article 7, paragraph 2

No change.

Article 7, paragraph 3

## Promotion of mutual understanding between language groups

The KHAMORO World Roma Festival has been held since 1999 and, during its existence, it has become the most important event of its kind, not only in the Czech Republic, but also in Europe as a



whole. Its long-term objectives are: to show the richness and diversity of Roma culture and traditions, which are an important part of Czech, European and world culture; to contribute to Roma integration in the Czech society and to the creation of a multicultural society; and to contribute to the improvement and development of relations between the majority population and the Roma community by means of the cultural and professional presentation of its positive values, which music and other forms of art undoubtedly are. Every year, the festival is funded from state resources (2014: CZK 950,000; 2015: CZK 1,075,000; 2016: CZK 1,193,000).

The *Prague - the Heart of Nations* international festival is another vehicle of understanding between the minority and the majority population (each time with a grant of CZK 80,000 from the state budget for the monitoring period). As regards other similar events supported by state resources at regional level, festivals worth mentioning include Babylonfest (Brno), the Festival of National Minorities in Orlová, the Cultures of Podyjí Nations Festival in Mikulov and the International Folklore Festival in Jablunkov.

## Article 7, paragraph 4

### Consultation mechanisms

Speakers of regional or minority languages may use the options enacted in the legislation to actively participate in addressing the issues relating to national minorities through Committees for National Minorities (the “Committee”) and at meetings of the Council.

The 2011 census changed considerably the number of municipalities in which a Committee should be set up. According to this census, it should have been set up in 64 municipalities. On the basis of the amendment to the Municipalities Act, a new condition for its setup was added: an application from a national minority association operating in the area covered by the municipality. In 2016, a Committee was set up 52 municipalities, although in 11 of them it is not necessary to set it up pursuant to the Act. In four municipalities, in addition, *Commissions for National Minorities* were established. The number of municipalities where Committees are not set up, although on the basis of the census they should have been set up, is 29. Reasons given to explain this state include lack of interest/non-existence of the appropriate association, or movement of people at the time of the census, motivated by short-term work opportunities.

The situation regarding functions mediating communication between national minorities and public administration in statutory cities is as follows: only one Committee was set up on the basis of the law, another two are only Committees in name. Other authorities include one Council, four Commissions, four working groups for community planning, and six counsellors; seven cities do not have any authority focused specifically on national minorities.

As regards regions, only four of the total five Committees exist on the basis of the law. In addition, five Commissions have been established.

## Article 7, paragraph 5

### Application of the principles to non-territorial languages

Regarding this point, no changes have occurred during the monitoring period.

2. *Information on legislative and/or practical measures adopted by the state to implement the challenges and recommendations of the Committee of Experts, which were introduced in the first evaluation report.*

In 2015, the Czech Government adopted the Roma Integration Strategy up to 2020, Chapter 4 of which focuses on the support of Roma as a distinct national minority and on the support of the Romani language and culture. In this context, measures were adopted (1) to preserve the cultural heritage of the Roma people, including the support of research to gain its knowledge, (2) to promote effective support of the use of the Romani language, (3) to preserve the permanent and dignified memory of the victims of the Roma Holocaust, and (4) to create conditions for the dissemination of objective information on the Roma minority, culture, history and the contemporary situation, traditions and opinions of the Roma people. In connection with the task to propose strong monitoring methods which would allow for the evaluation of the Roma integration measures and would set up a review mechanism for the modification of the strategy, in October 2016, the Czech Government adopted the Methodology for the Monitoring and Evaluation of the Roma Integration Strategy up to 2020, which lays down a set of indicators for individual measures under the strategy.

In 2015, an amendment to the Schools Act was approved, the purpose of which is a change in the education of pupils with special educational needs and the strengthening of the inclusive environment in schools. The approval of the Schools Act amendment was followed by the approval, in January 2016, of Implementing Decree No 27/2016 on the education of pupils with special educational needs and talented pupils, which took effect on 1 September 2016. The Implementing Decree defines procedures for the implementation of changes for strengthening the joint education of children, pupils and students with special educational needs in mainstream schools with the support of enforceable support measures. The Framework Education Programme for Primary Schools was also changed. Here, the Annex to the Framework Education Programme for Primary Schools – regulating the education of pupils with mild mental disabilities was removed. The removed Annex was used in the composition of the unifying curriculum. At its meeting in October 2016, the Government approved the Methodology for the Monitoring and Evaluation of the Roma Integration Strategy up to 2020.

Another important legislative measure that aims to meet the challenges and recommendations of the Committee of Experts is the subsequent amendment to the Schools Act (Act No 178/2016), which introduces a free compulsory year of pre-school education before the start of compulsory school attendance from 2017/2018.

### Part III

3. Please indicate the steps that have been taken with regard to the regional or minority languages selected at the moment of ratification of the Charter, as follows from Article 2, paragraph 2, of the Charter (legislative and practical measures)

Languages: POLISH, SLOVAK

The undertakings for Polish, listed below, apply in the Frýdek-Místek and Karviná districts of the Moravian-Silesian Region. The undertakings assumed in respect of Slovak apply nationwide.

#### Article 8 – Education <sup>14</sup>

##### Pre-school education

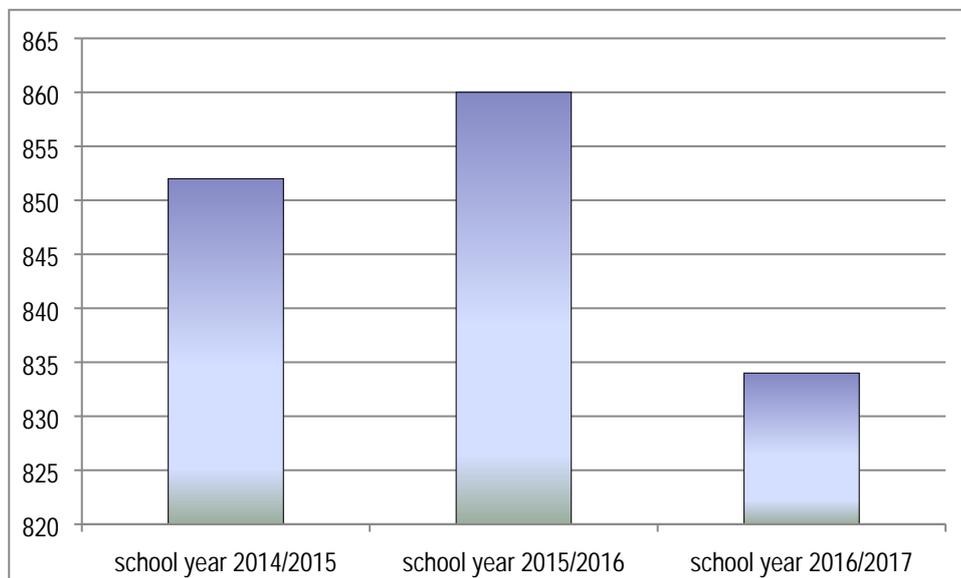
Paragraph 1) With regard to education, the contractual parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the state

- a) i to make available pre-school education in the relevant regional or minority languages; or
- ii to make available a substantial part of pre-school education in the relevant regional or minority languages; or
- iv if the public authorities have no direct competence in the field of pre-school education, to favour and/or encourage the applications of the measures referred to under i – iii above;

##### o Polish

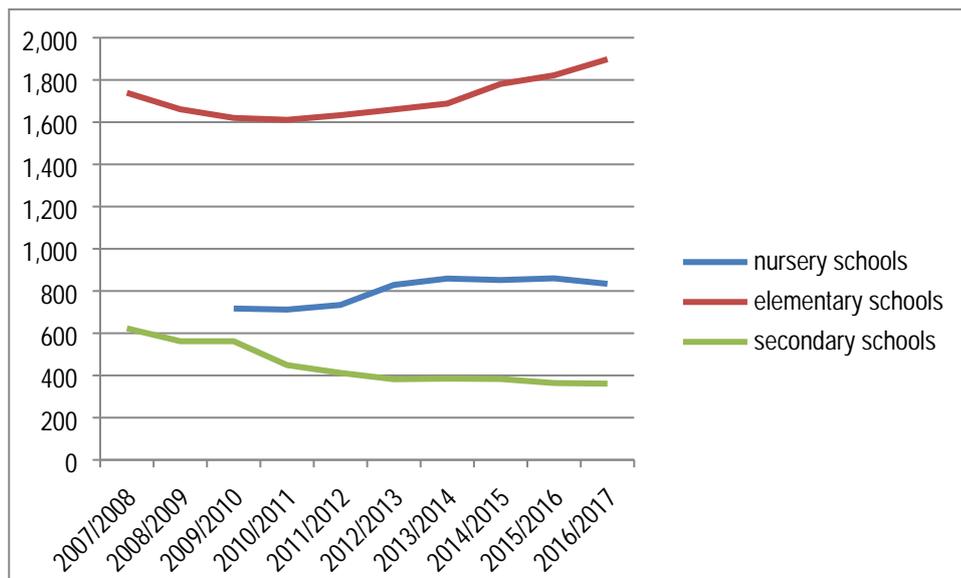
In the monitoring period, education continued in nursery schools with the Polish language of instruction, as well as in nursery schools in which classes with Polish as a language of instruction had been established. (in total 33 schools). The situation regarding the numbers of children has not changed significantly, as shown in the following charts:

Chart 11 The number of children in nursery schools with Polish as the language of instruction in the 2014-2016 school years



<sup>14</sup> In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of education: Polish: paragraph 1a)i/ii; b)i/ii; c)i/ii; d)ii; e)iii; f)iii; g); h); i); paragraph 2 (10 items in total). Slovak: paragraph 1a)iv; b)iv; e)iii; g); i); paragraph 2 (6 items in total).

Chart 12 The number of children in primary schools with Polish as the language of instruction (long-term overview)



## Primary education

- b)
  - i to make available primary education in the relevant regional or minority languages; or
  - ii to make available a substantial part of primary education in the relevant regional or minority languages; or
  - iv to apply one of the measures set forth under i - iii above at least to those pupils whose legal representatives so request and whose number is considered sufficient;

The Ministry of Education, Youth and Sports has prepared a draft amendment to the Schools Act (Section 16), in force from 1 September 2016, which states that each individual has the right to education, the content, form and methods of which correspond to the pupil's educational needs and abilities, according to their needs, without the categorisation of persons according to physical disabilities, unseen disabilities or social disadvantages. For more information, see Section I. 2.3.

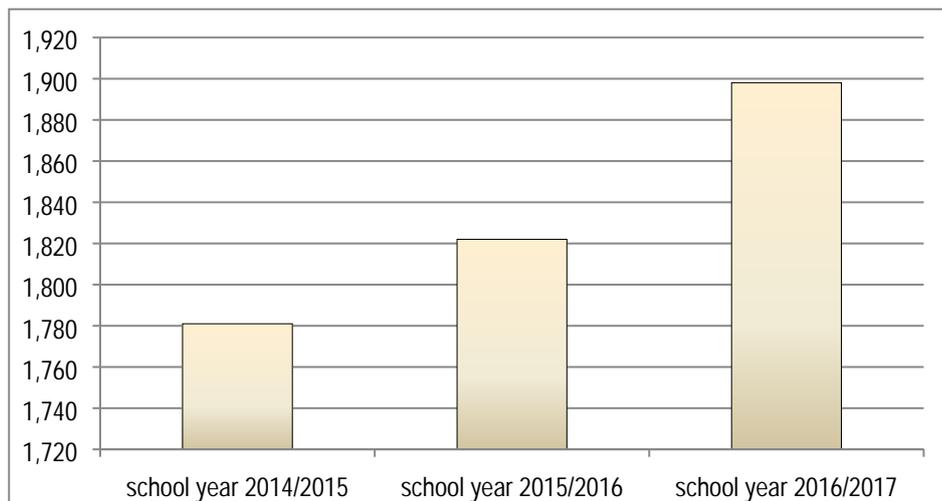
### ○ Polish language

Primary schools with instruction in Polish are reporting an increase in the reporting period, a trend that can also be observed in the last five years (See Chart 12).

All schools with instruction in Polish in the Moravian-Silesian region are located in the Frýdek-Místek and Karviná districts, where the concentration of Polish-speaking population is the highest. All Polish school facilities are included in the Ministry's Schools and School Facilities Register. Their task is still to educate Czech citizens of Polish nationality in accordance with the Framework Education Programme for Primary Schools, but in their mother tongue.

Under the grant scheme of *support for education in national minority languages and multicultural education*, the Ministry of Education supports Polish in various forms, such as publishing periodic and non-periodic publications, organising competitions, etc.

Chart 13 The number of pupils in primary schools with instruction in Polish (2014-2016)



○ Slovak language

There has not been any change. The support remains at the level of grant schemes (see Part I of this Report). Projects facilitating the mediation of teaching in Slovak receive funding under a grant scheme of the Ministry of Education, Youth and Sports to support education in languages of national minorities and multicultural education and a grant scheme to support the implementation of the European Charter for Regional or Minority Languages.

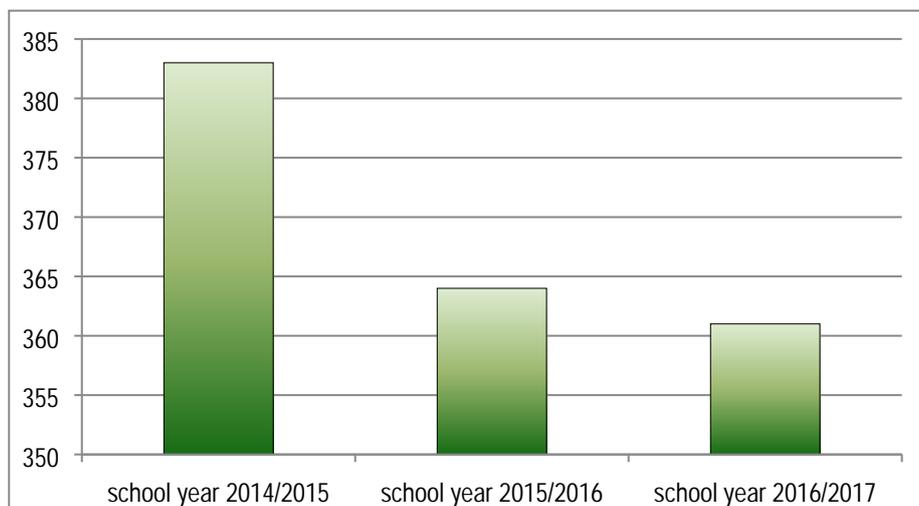
Secondary education, and technical and vocational education

- c) i to make available secondary education in the relevant regional or minority languages; or
- ii to make available a substantial part of secondary education in the relevant regional or minority languages; or
- d) ii to make available a substantial part of technical and vocational education in the relevant regional or minority languages; or

○ Polish language

The steep fall apparent in the previous monitoring period seems to have been cushioned and is milder. Keen interest remains in the grammar school with instruction in Polish in Český Těšín (where there were 324 pupils in 12 classes in 2016/2017, which is seven more than in 2015).

Chart 14 The number of pupils in secondary schools with instruction in Polish (2014-2016)



## Education in higher education institutions

- e)      iii      if, due to the role of the State in relation to higher education institutions, sub-paragraphs i and ii cannot be applied, to encourage and/or allow the provision of university or other forms of higher education in regional or minority languages, or the possibility of studying these languages as university or higher education subjects;

See Section I. 2.3. and Section II. g. In accordance with Act No 111/1998 on higher education institutions and amending certain other acts, the competence of the Ministry of Education, Youth and Sports in the Czech Republic in this regard is clearly defined in Section 87 of the Act and the organisation of study programmes is entirely the responsibility of higher education institutions within the framework of their autonomy guaranteed under this Act.

Higher education institutions organise this type of study programme. International agreements also promote language education. Most international agreements with the countries of origin of the national minorities in the Czech Republic include provisions for scholarships for summer language courses.

Most international agreements with the countries of origin of the national minorities in the Czech Republic include provisions for scholarships for summer language courses.

## Adult and continuing education

- f)      iii      if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the offer of such languages as subjects of adult and continuing education;

### - Pedagogical Centre for Polish National Schools in Český Těšín

Polish national education is an area managed by the Pedagogical Centre for Polish National Schools in Český Těšín, which is an organisation directly controlled by the Ministry of Education, Youth and Sports.

The main activity of the Polish Centre arises from the founding charter of the Pedagogical Centre for Polish National Schools, Český Těšín, and from long-term programmes of the Ministry of Education, Youth and Sports. Activities of the Polish Centre are in accordance with the approved plan of the main tasks of the Ministry of Education, Youth and Sports, namely in the following areas:

Support of minority education – this primarily means meeting the needs of schools and school facilities with instruction in Polish, including the support of pupils with special educational needs, the publication (with financial support from the Ministry) and distribution of methodological aids – *Jutrzenka* magazine (70/104th year) for the first level and *Ogniwo* magazine (70th year) for the second level of primary schools.

In all schools and school facilities with Polish as the language of instruction, the Polish Centre also focuses on the use and support of the mother tongue. In the selected competitions and olympiads, especially those in the field of mathematics, it prepares Polish versions for pupils.

The Polish Centre prepares and issues new teaching materials for schools with Polish as the language of instruction, such as a primer and maths workbooks for the second level of primary schools.

Cooperation with Poland is particularly important. As part of the continuing education of teachers, a year-long cycle of workshops on formative assessment took place. These were intended for head teachers and the teaching staff of schools with Polish as the language of instruction. This cycle was organised thanks to a project entitled *Implementation of Formative Education in Schools with Polish as the Language of Instruction in the Czech Republic*, submitted by the Polish educational institution Centre for Citizenship Education (Centrum Edukacji Obywatelskiej) from Warsaw to the Polish Ministry of National Education.

An important pillar of activity by the Polish Centre is cross-border Czech-Polish cooperation. In 2014, the institution's Czech-Polish working group on textbooks was placed under the auspices of the Ministry of Education, Youth and Sports. This working group is part of the Polish-Czech Academic Society in Wrocław. The reason behind this was to focus on mutual Czech-Polish stereotypes and the possibilities of overcoming them, especially in the teaching of history. However, when the Czech-Polish working group started its activities, the hitherto focus on analyses of Polish and Czech history textbooks was extended to include educational media for other subjects, namely those of the Czech and Polish literature, civil studies and geography. In October 2016, at the the 1st Congress of Czech Studies (I. Kongres Czechoznawstwa Polskiego) in Wrocław, under the auspices of the Ministry of Education, Youth and Sports, an international seminar called *Methods for the Presentation of Important Historical Events in Contemporary Czech and Polish School Textbooks* took place. It was attended by important figures in Czech and Polish teaching. At this Congress, the working group presented the latest publication, entitled *The Image of the Socialist Era in Czech and Polish Textbooks*. The activities of this group are funded by the Ministry of Education, Youth and Sports, as a ministerial task.

The Polish Centre cooperates very closely with Polish organisations in the region. The closest partner organisation is *the Society of Polish Teachers in the Czech Republic and the Congress of Poles in the Czech Republic*.

#### Teaching history and culture

- g) to make arrangements to ensure the teaching of history and culture which is reflected in the regional or minority language;

There has not been any change.

#### Teacher training

- h) to provide the basic and further training of teachers necessary to implement those of paragraphs a) - g) that were accepted by the contractual party,

##### ○ Polish language

The Pedagogical Centre for Polish National Schools in Český Těšín (see above) continued to offer courses for teachers from Polish minority schools during the period under review. Continuing education for teachers is also offered by the Polish Teachers Association (*Towarzystwo Nauczycieli Polskich*), a professional organisation of teachers from Polish schools in the Těšín area, in cooperation with the Polish and Czech education ministries.

##### ○ Romani language

Teachers can train to teach Romani by drawing on materials made available to the public by the Seminar of Romani Studies at the Department of Central European Studies of Charles University in Prague, which is a member of an international network of academic centres called *Network of Academic Institutions in Romani Studies*. In 2011-2014, the Seminar of Romani Studies worked on the project *QualiRom - Quality Education in Romani for Europe*, (researcher: Helena Sadílková). In 2016, the results of the *Web Support for Teachers and Users of the Written Romani Language* project were published (researcher: Jan Červenka), and in the same year, the results of the *Dictionary of Olah Romani* grant were published (researcher: Markéta Hajscká).

The Seminar of Romani Studies participates in the *Innovation of the Romani Language Didactics for the Inclusive Education of Pupils from a Disadvantaged Environment* project as a co-researcher, (Erasmus +, September 2016 – August 2019); principal researcher: National Institute for Education in Bratislava Co-researchers: Faculty of Arts of Charles University (Jan Červenka, Helena Sadílková) and Nansen Fredssenter/Nansen Center for Peace and Dialogue, Lillehammer, Norway.

The website of the Seminar of Romani Studies also offers audio materials for the teaching of Romani, a multi-dialect dictionary of Romani, an explanation of Romani orthography, a dictionary of Romani neologisms and a dictionary of Olah Romani.<sup>15</sup>

#### Supervision, monitoring and reporting obligations

- i) to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

The Council plays the role of monitoring body for issues concerning national minorities, including the use of minority languages, although it has no executive powers. The results of the monitoring are the annual Reports on the Situation of National Minorities, consulted by the Government and published on the internet. A supervisory role is played by the Ministry of Education, Youth and Sport.

#### Education in territories where minority languages are not traditionally used

Paragraph 2) With regard to education in territories other than those in which the regional or minority languages are traditionally used, the contractual parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

In this matter, there have not been any changes compared to the previous reporting period.

#### Article 9 – Judicial authorities <sup>16</sup>

##### o Amendment to Act No 45/2013 on crime victims

The Third Report of the Committee of Experts (hereinafter referred to as the “third report”), in item 137, dealt with the approval of the Crime Victims Act. We note that, in the context of amending criminal law in response to the implementation of Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime, and replacing Council Framework Decision 2001/220/JHA (hereinafter referred to as the “Directive”), the above-mentioned Act was amended, specifically, inter alia, its section regulating the provision of information to a victim of crime who does not speak Czech. With effect from 1 April 2017, the rights of victims of crime who do not speak Czech were extended with the right to the translation of selected documents. This requirement follows from the Directive, specifically Article 5(3) and Article 7(3), (4), (5) and (7) thereof. These provisions guarantee a victim who declares that he/she does not speak Czech the right to the translation of certain information necessary to exercise his/her rights in criminal proceedings. The decision-making authority is now obliged to provide the victim, together with the final decision ending the criminal proceedings, with the reasons for the final decision, or a brief summary thereof, if the decision is justified, at his/her express request in a language which the victim declares that he/she can speak, or in an official language of the state of which he/she is a national. In accordance with the requirement of the Directive, the new legislation lays down the obligation for the competent authority to decide on the non-provision of this information in a resolution, which may be appealed. Besides the above-mentioned facts, a victim who declares that he/she does not speak Czech is entitled to submit a request for the translation of other documents. This mainly applies to the right to the translation of documents that the victim regards as fundamental (necessary) for the proper exercise of his/her rights in criminal proceedings.

##### o On the submission of documents drawn up in minority languages in criminal proceedings

Point 143 of the Third Report says that documents related to criminal proceedings may be produced in a minority language only after the person concerned declares that he/she does not have a

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<sup>15</sup> <http://www.romistika.eu/>

<sup>16</sup> In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings regarding judicial authorities: paragraph 1a)ii; a)iii; a)iv; b)ii; b)iii; c)ii; c)iii; d); paragraph 2a) (9 items in total)

command of Czech. We note the fact that submitting documents in minority languages regardless of the declaration pursuant to Section 2, paragraph 14, of the Criminal Code is admissible for documentary evidence; according to Section 89, paragraph 2, of the Criminal Code, evidence may be *“anything that may contribute to clarifying a case, especially the testimonies of the accused and witnesses, expert opinions, items and documents relevant to the criminal proceedings, and examinations. Each of the parties may seek, submit, or propose the taking of evidence. The fact that the evidence is not sought or requested by the law enforcement authority shall not constitute grounds for the rejection of such evidence.”* Czech law does not impose, as a condition for the acceptance of documents related to criminal proceedings, the obligation to attach a translation of the given document into Czech. The law enforcement authority must take each evidence, regardless of its form or language, into account in the context of its decision in accordance with the principle of material truth, and, in its decision-making, the law enforcement authority must deal with this evidence in the same manner as any other evidence.

The above conclusions are confirmed by recent case-law of the Constitutional Court, specifically its Finding of 15 February 2016, Ref. No I. ÚS 368/15, in which the Constitutional Court concluded that *“the law enforcement authorities must always carefully assess whether the means of evidence from which the incriminating evidence arises was obtained in a manner which does not challenge the reliability of information contained therein, and in case of doubts about the reliability of evidence obtained in this manner it must be objectively examined. In order to assess the reliability of evidence, it is also essential that the evidence be taken and preserved in a manner allowing for no doubt that the evidence may, intentionally, negligently or by mere accident, have been in any way modified, altered or replaced with other evidence (preserving evidence integrity). Finally, the law enforcement authorities must assess whether the evidence used is commensurate to the nature of the information obtained, or whether, considering the character of the facts to be proved, it is necessary to make a qualified (expert) examination or obtain information during interrogation or by another specific method of taking evidence, while fully respecting the requirements laid down for the implementation of evidence by the Code of Criminal Procedure. Only such procedure can be considered as consistent with the principle of the adversarial nature of the criminal proceedings, which is a condition for the fully-fledged exercise of the rights of defence (see Article 6, paragraph 3, of the Convention for the Protection of Human Rights and Fundamental Freedoms). If, during the taking and assessment of evidence, serious doubts arise as to the reliability of the used evidence to underpin proof that the accused is guilty of the offence in the prosecution procedure, it is the obligation of the court to deal with such evidence reliably and convincingly in the statement of grounds attached to the judgment.”*

- On detention and custody (information from the General Directorate of the Prison Service of the Czech Republic)

In 2016–2017, the General Directorate of the Prison Service of the Czech Republic had selected documents, forms, information documents and acts (Act No 169/1999, Act No 293/1993, Implementing Decree No 109/1994) translated into up to 16 languages (English, Arabic, Bulgarian, French, Georgian, Chinese, Latvian, Macedonian, German, Polish, Romanian, Russian, Serbian, Spanish, Ukrainian, and Vietnamese). Regional or minority languages were thus represented.

The Prison Service of the Czech Republic aims to recruit employees who speak any of the regional or minority languages (German, Polish, Romani, Slovak) as professional personnel of the department of detention and custody. Some prisons or detention facilities have such employees. Language barriers are further reduced by the use of the translation and interpreting services of agencies contracted by the Prison Service.

Paragraph 1) The contractual parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justified the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice:

### Use of minority languages in criminal proceedings

- a) in criminal proceedings
  - ii to guarantee the accused the right to use his/her regional or minority language; and/or
  - iii to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are formulated in a regional or minority language; and/or
  - iv that it shall be possible to produce, on request, documents connected with legal proceedings in the relevant regional or minority language, if necessary by the use of interpreters and translations involving no extra expense for the person concerned;

See above.

### Use of minority languages in civil proceedings

- b) in civil proceedings
  - ii to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or
  - iii to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations;

There has not been any change.

### Use of minority languages in proceedings concerning administrative matters

- c) in proceedings before courts concerning administrative matters
  - ii to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or
  - iii to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations;
- d) to take steps to ensure that the application of sub-paragraphs i and iii of paragraphs b) and c) above and any necessary use of interpreters and translations does not involve extra expense for the persons concerned.

See above.

### Validity of legal documents

Paragraph 2) The Parties undertake

- a) not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

There has not been any change.

## Article 10 – Public administration and public service authorities <sup>17</sup>

### Use of minority languages within the administrative districts of the State

Paragraph 1) Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justified the measures specified below and according to the situation of each language, the contractual parties undertake, as far as this is reasonably possible

- a) iv to ensure that users of regional or minority languages may submit oral or written applications in these languages; or
- v to ensure that users of regional or minority languages may validly submit a document in these languages;

There has not been any change.

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<sup>17</sup> In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of administrative authorities and public services: Polish: paragraph 1a)iv; paragraph 2b); e); f); g); paragraph 4a); paragraph 5; (7 items in total); Slovak: paragraph 1a)iv; a)v; paragraph 2b); e); f); paragraph 3c); paragraph 4a); paragraph 5; (8 items in total).

Paragraph 2) In respect of the local or regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the contractual parties undertake to allow and/or encourage

- b) the possibility for users of regional or minority languages to submit oral or written applications in these languages;
- e) the use of regional or minority languages by regional authorities in debates in their assemblies, without excluding, however, the use of the official language(s) of the State;
- f) the use of regional or minority languages by local authorities in debates in their assemblies, without excluding, however, the use of the official language(s) of the State;

There has not been any change.

#### Use of traditional place-names

- g) the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages;

On 1 July 2016, the amendment to the Municipalities Act was completed. This amendment relates to national minorities in two aspects: a change in the provisions on rules for the establishment of a committee for national minorities and a change in the provisions governing the designation of streets and other public places in national minority languages.<sup>18</sup>

This change was prompted by the practical experience, in particular, of the Polish minority, because committees for national minorities in individual municipalities did not always comply with the requests of the relevant national minority representatives to install bilingual signs, yet had no legitimate reasons to refuse. The amendment is intended to respond to these situations by introducing the option of the submission of an application directly by an association which represents the interests of the relevant national minority and which has been present on the territory of the municipality for at least 5 years on the date the application is submitted. In both cases, the basic requirement applies that at least 10% of the residents of the municipality must have registered as members of the given nationality in the latest census.

Similarly as before, an application by an association, as in the case of a recommendation made by the Committee for national minorities, should ensure that, after complying with other conditions arising from Section 29(2) of the Municipalities Act, the municipality is required to install signs in the language of the national minority. The conditions would be configured in such a way that an application by representatives of a national minority, submitted via the Committee for national minorities, would continue to be the main method for requesting multilingual signs, and the submission of a “qualified” application by an association would only be an exceptional solution in cases where the Committee fails to properly fulfil its role to represent the interests of the national minority.

#### Use of minority languages in public services

Paragraph 3) With regard to public services provided by the administrative authorities or other persons acting on their behalf, the contractual parties undertake, within the territory in which regional or minority languages are used, depending on the situation of each language and as far as this is reasonably possible:

- c) to allow users of regional or minority languages to submit a request in these languages.

The situation did not change during the period monitored, i.e. no legislative or practical barriers to the use of minority languages in the public services have been recorded by the public services.

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<sup>18</sup> After certain difficulties, the draft amendment was approved by the Government again on 8 April 2015 and was debated by the Chamber of Deputies (Parliamentary Press No 454). The third reading took place on 10 February 2016 and the bill was passed by the Chamber of Deputies. It was approved by the Senate on 16 March 2016, and on 22 March 2016 it was signed by the President of the Czech Republic. The act was published in the Collection of Legislative Acts on 6 April 2016 as Act No 106/2016 amending Act No 128/2000 on municipalities (Municipal Order), as amended, Act No 129/2000 on regions (Regional Order), as amended, Act No 131/2000 on the City of Prague, as amended, and Act No 256/2013 on property registers (Cadastral Act); it took effect on 1 July 2016.

## Translation and interpretation

Paragraph 4) With a view to putting into effect those provisions of paragraphs 1, 2 and 3 that were accepted by them, the contractual parties undertake to take one or more of the following measures:

- a) translation and interpretation as needed;

Under the grant scheme for the implementation the Charter from the budget of the Office of the Government, one of the thematic areas that has been included in the support is translation and interpreting into regional or minority languages.

## Use or adoption of surnames in the regional or minority languages

Paragraph 5) The contractual parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.

In accordance with Section 69a of the Registries Act (Act No 312/2013, effective from 1 January 2014, transferred the content of Article II, items 2 to 7, of Act No 165/2004 amending the Registries Act, to the new Section 69a of the Registries Act), it is possible:

- a) on the basis of an application by a woman whose surname is entered in the registry book in accordance with the rules of Czech grammar, to enter her surname in the masculine form, if she is a citizen of the Czech Republic whose nationality is other than Czech.
- b) on the basis of an application by the parents of a child of female gender, whose surname is entered in the registry book in accordance with the rules of Czech grammar, to enter her surname in the masculine form if the child is a citizen of the Czech Republic and her nationality is other than Czech. If the child is older than 15 years, their consent shall be added to the application; without the consent it is not possible to change the form of the surname. If the identity of one of the parents is not known, he/she shall be freed of parental responsibility, or the exercise of his/her parental responsibility in this area shall be limited or suspended, and the masculine form of the surname of the child of female gender shall be entered according to the other parent's request. The application can be made at any registry office or embassy of the Czech Republic.

These are cases where the surname of a woman, or of a child of female gender, has already been entered in the in the registry book in the Czech Republic in accordance with the rules of Czech grammar and this woman, or the parents of a child of female gender, apply for authorisation to use the surname in the masculine form (i.e. they make a statement retroactively, about an entry already made). The submission of such an application is not time-restricted.

- c) to apply, in respect of a nationality other than Czech, for an authorisation to use the surname in the masculine form already at the time an entry is made in the registry book, i.e. when a marriage, a registered partnership or the birth of a child of female gender is being recorded, or, more precisely, until such time as the entry is closed and the registry document is issued. These are cases where a registry event is recorded in a registry book in the Czech Republic. In this case, the surname is entered in the registry book in a form corresponding to the rules of Czech grammar and a note is added that authorisation to use the surname in the masculine form has been requested. Subsequently, the registry documents are issued with the surname in the masculine form.

There is still a possibility for a citizen who is a member of a national minority whose name, or names, and surname are entered in the registry book in Czech or in a language other than Czech, to enter, should they so request, their given name(s) and surname in the registry book in the language of the national minority with characters transcribed into the form in which they are displayed in the public administration information systems. As far as the common surname of a husband and wife is concerned, the surname is entered in the language of the national minority only with the consent of the other spouse or of their minor child over the age of 15. This authorisation is derived from Section 26(3) of the Registries Act.

## Article 11 – Mass media <sup>19</sup>

### Broadcasting in minority languages in radio and television

Paragraph 1) The contractual parties undertake, for the users of the regional and minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media,

- a) to the extent that radio and television carry out a public service mission:
  - iii to make adequate provision so that broadcasters offer programmes in the regional or minority languages;
- b) ii to encourage and/or facilitate the broadcasting of radio programmes in the regional or minority languages on a regular basis;
- c) ii to encourage and/or facilitate the broadcasting of television programmes in the regional or minority languages on a regular basis;

Act No 231/2001 on radio and television broadcasting, imposes the obligation on the broadcaster to structure its range of programmes to ensure that its broadcast provides a balanced offer for the entire population, having regard to their age, gender, colour of skin, creed, religion, political or other opinion, national, ethnic or social origin and membership of a minority.

The obligation to broadcast radio and television programmes in minority languages is also regulated by Act No 483/1991 on Czech Television and Act No 484/1991 on Czech Radio. These regulations impose similar obligations on both public media, these being:

- a) to create and broadcast programmes and to provide a balanced offer of programmes that is targeted at all groups of the population and takes into account their freedom of religious faith and conviction as well as culture, ethnic or national origin, national identity, social background, age and sex, to ensure that the aforementioned channels and programmes reflect diversity of opinion as well as of political, religious, philosophical and artistic trends, and thus enhance mutual understanding and tolerance and foster the cohesion of a pluralistic society,
- b) to develop the cultural identity of people living in the Czech Republic, including the members of national or ethnic minorities.

#### Czech Radio

The Czech Radio has long broadcast separately in four national minority languages. They are:

##### o German:

NEIGHBOURS	A journalistic, cultural and social magazine in German
Frequency of broadcasting:	Once a week on Fridays, 15 minutes, in 2014 - the Czech Radio Sever, since 2015 - all regional studios of Czech Radio, recording available at iRadio

##### o Polish:

KWADRANS	A news, current affairs and socio-cultural magazine in Polish
Frequency of broadcasting:	5 times a week, 25 minutes, Monday to Friday, in the Ostrava regional broadcasting district, recording available at iRadio

##### o Romani:

O ROMA VAKEREN	A current affairs and socio-cultural magazine for Roma people, broadcast partly in Romani and partly in Czech
Frequency of broadcasting:	Once a week (Saturdays), 55 minutes - Radiožurnál, recording available at iRadio. Twice a week (Tuesdays and Thursdays), 15 minutes - all regional studios of Czech Radio

<sup>19</sup> In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of mass media: Polish: paragraph 1a)iii; b)ii; c)ii; d; e)i; paragraph 2; (6 items in total); Slovak: paragraph 1a)iii; b)ii; d; e)i; paragraph 2; (5 items in total).

- Slovak:

STRETNUTIE	A news, current affairs and socio-cultural magazine
Frequency of broadcasting:	Once a week (Sundays), 55 minutes - Radiožurnál, recording available at iRadio. Twice a week (Mondays and Wednesdays), 15 minutes - all regional studios

Apart from that, there was a significant advance regarding the other national minority communities at the end of 2015. Following negotiations with the Council, Czech Radio broadcasts a programme about/for minorities called *Mezi námi (Among Us)* on the Czech Radio Plus station, specifically for those minority communities which do not have their own specific programme in the Czech Republic (the programme is broadcast weekly on Saturdays from 15:10 to 15:30, by the end of 2016, there had been approximately 200 individual broadcasts, the most active minorities being Russian, Ukrainian and Vietnamese).



Fig. 1 Banner of the Mezi námi (Among Us) programme

Chart 15 Broadcasts by minorities (from the start of broadcasting to the end of 2016)

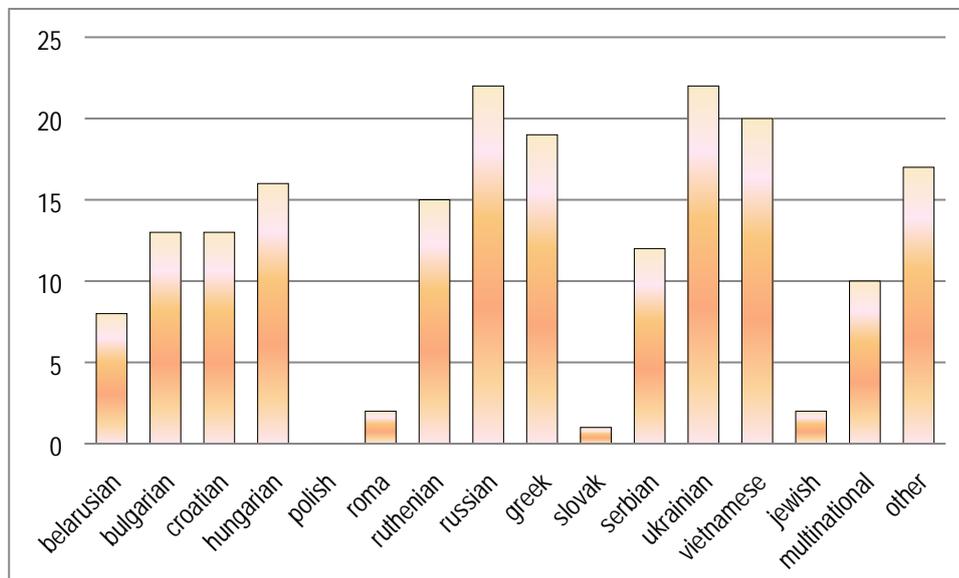
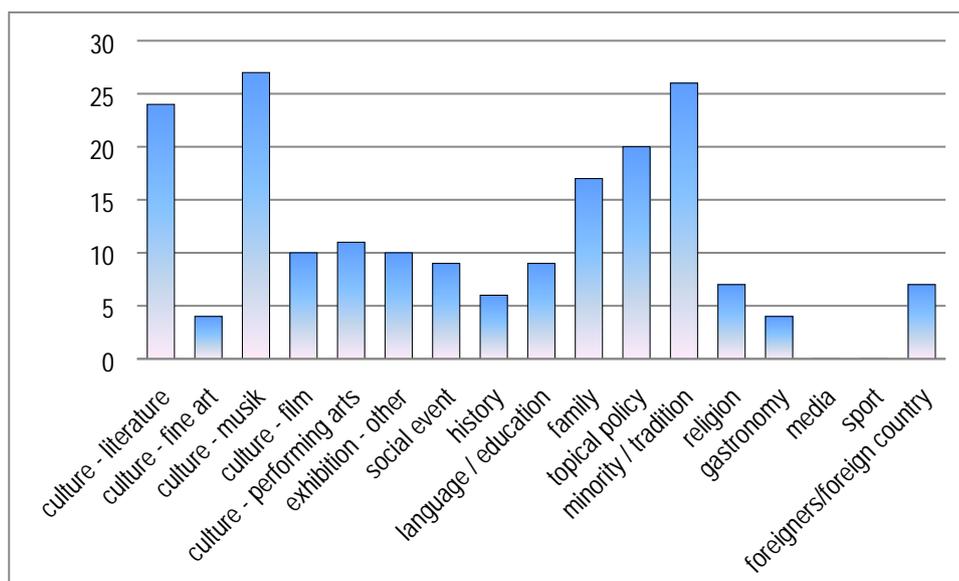


Chart 16 Broadcasts by topics (from the start of broadcasting to the end of 2016)



In addition to these arrangements, a scheme of support for the dissemination and reception of information in the languages of national minorities, hereinafter referred to as the “Scheme”, is managed under the authority of the Ministry of Culture and is funded each year from the state budget. Under this Scheme, projects can be submitted for funding for the creation of radio and television programmes in the languages of national minorities. Funds from this Scheme supported the Slovenská mozaika (Slovak Mosaic) project, broadcast on Radio ZET for the entire monitoring period, with an annual sum of CZK 90,000, and the Žijí mezi námi (They Live Among Us) project, with portraits of figures from national minorities, produced by Regionální televize CZ, spol. s r.o. in 2015 and 2016. That project received CZK 370,000 and CZK 400,000.

### Czech Television

Programmes by the public service Czech Television (minority languages protected by a special Charter regime)

#### ○ German language

Foreign documentaries, musical works and films were again provided with open captions and broadcast in German, e.g. documentaries from the City Folk cycle, further *Abendland*, *Česká vesnice (Czech Village) - Böhmisches Dörfer*, *Vídeňská nemocnice (Vienna Hospital) - Donaupital*; music programmes - operas *Flying Dutchman* or *Magic Flute*, or the concert recordings of classical as well as light music, such as *Jonáš Kaufmann: Berlin 1930* or *The Cure*, feature films such as *Lulu a Jimi (Lulu and Jimi)*, *Poslední mlčení (Last Silence)*, *Whisky s vodkou (Whisky and Vodka)*, etc.

Viewers had an opportunity to choose German also in the dual-language broadcasting, in the documentary cycles *Dunaj - evropská Amazonka (Danube - the European Amazon River)*, *GEO 360°*, or in stand-alone programmes such as *Planeta plná plastů (Planet Full of Plastics)*, *Neonacisté v Rusku (Neo-Nazis in Russia)*, *Vlak svobody (The Freedom Train)*. Also in the films *Teror (Terror)*, *Bornholmská ulice (Bornholm Street)*, or in the Austrian film *Zkouška odvahy (Test of Courage)*, in big co-production projects such as *Leningrad*, *Pád Třetí říše (Fall of the Third Reich)* or *Sissi* and series such as *Hotel Adlon (Adlon Hotel)*, *Válečná generace (War Generation)* or in a family series for children *Dům plný zvířátek (House Full of Animals)*.

The European magazine of the German public service television DW - *European Journal* was renamed in 2014 to *DW - Focus on Europe*, which has traditionally been broadcast once a week with a simultaneous Czech translation, as part of the exchange.

As regards domestic production, several parts of the *Babylon* cycle were broadcast, which have to do with Czech traces in German-speaking countries, such as *Brněnský Vídeňák (Brno Viennese)*, *Kde se v Drážďanech mluví česky (Where in Dresden They Speak Czech)*.

- Polish language

In the years 2014 to 2016, Czech Television again broadcast the popular weekly magazine in the Polish-Czech version called *Hranice dokořán (Borders Wide Open)- Rozmówki polsko-czeskie* about the co-existence of people in the Czech-Polish border areas, with a length of 25 minutes, the broadcasting of which stopped in 2013. Polish is also the language of the regular programme *Zajímavosti z regionu (Curiosities from the Region)*, from Ostrava called *Wiadomości w języku polskim*. Apart from regular broadcasts, these reports are also available on Czech Television's i-broadcasts. Every week, one episode is premiered with a length of 7-8 minutes is broadcast. Czech Television also broadcast a short documentary of Polish origin *Daleko od domova (Far Away from Home)* and several feature films in Polish with subtitles, for example, in 2014 *Čtyři noci s Annou (Four Nights with Anna)* and *Sviňky (Piggies)*, in 2015 *Waleša - člověk naděje (Waleša - Man of Hope)* and in 2016 *Yuma and Ida*. As part of the Student Film Summer, the graduation film *Přízraky (Ghosts)* was broadcast. The anniversary of the end of WW2 was commemorated with an archival film created as the Polish-French-German co-production *Evropa, Evropa (Europe, Europe)*, in which not only Polish but also Russian and German was spoken.

As far as domestic production is concerned, several episodes of the *Babylon* cycle were broadcast, which deal with Czech traces in Poland (*České centrum ve Varšavě (Czech Centre in Warsaw)*, *Polské duše (Polish Souls)*, *Polský děkan (Polish Dean)*, *Slowiozeczek*, portraits *Walek* or *Zbygniew Czendlik* and a report from the Congress of Poles in the Czech Republic, *Tacy jesteśmy*).

- Romani language

As regards *films*, it is possible to mention the premiere of a film called *Cikán (Gypsy)*, and also films with topics related to Roma people, e.g. the Czech-Slovak co-production feature film *Marian, Indián a sestřička (Indian and the Nurse)*, *Smradi (the Brats)*, *El Paso*.

*Music programmes broadcast include the Gipsy Fire Generali Tour 2014*, the annual *Roma Spirit* and *Khamoro*, recordings of the closing concerts of the World Roma festival.

Also broadcast were the premieres of documentaries *Romové ve 3. miléniu (Roma in the 3rd Millenium)*, *Svatba aneb Setkání romského druhu (The Wedding - Close Encounters of the Gypsy Kind)* or *Smysl života pana Horvátha (Purpose of Life of Mr. Horváth)*, as well as some parts of the cycle *Babylon* (reports on the Roma bands Čhave Jilestar, Gulo čar and the disbanded Le Čhavendar, portraits of the activist Karel Holomek and Richard Samko), documentaries *Karvinský romský festival (Karviná Roma Festival)* and *Romské divadlo (Roma Theatre)*, *VIP Romové (VIP Roma)* etc. An annual broadcast of the Ceremony of awards for activities supporting the integration of Roma in the Czech society called *Gypsy Spirit*. In addition, episodes in the series *Cesta víry (Journey of Faith)* (*Cikánská duše, Cikánské misie*), *Draci v hrnci (Dragons in the Pot)* (*Romská kuchyně*), *Folkloristika (Romské hudební rody v Brně, moje soukromá válka (Opre Roma, vzhůru Romové!)*, *Portréty (Portraits)* (Ing. Karel Holomek, ochránce slabých), *Svět bez hranic (World without Borders)* (*Chci bejt černej*), *Ženy v přelomu tisíciletí (Women at the turning of the millennium)* (*Být Romem, Být Romkou*), *Konfrontace Petra Fišera (Encounter with Petr Fišer)* (*Nebýt skanzenem romské kultury*). A Czech-Slovak co-produced feature-length documentary *Všechny moje děti (All My Children)* and a shorter TV version *Moje romské děti (My Roma children)*. Other premieres from 2014 to 2016 included the feature-length time-lapse documentary *Vojta Lavička: Nahoru a dolů (Vojta Lavička: Up and Down)* made by director Třeštková, the six-part cycle of documentaries *Paterčata (Quintuplets)*, another six premiere parts of the cycle *Ptáčata (Fledglings)* and seven parts of the series *Třída 8.A (Class 8 A)*. Except for the music programmes, spoken Romani appeared in combination with Czech.

- Slovak language

Slovak has long been strongly represented, both in terms of acquisitions, and in terms of a number of common co-production projects. In addition, personalities from Slovakia participate in a number of Czech Television programmes, e.g. in several episodes of the series *13. Komnata (13th Chamber)*, *Cesty víry (Paths of Faith)*, *Divadlo žije (The Theatre Lives)*, *Na plovárně (At the Swimming Pool)*, *StarDance*, *Všechnopárty*, *Queer* and others.

Domestic documentary production was represented by several episodes of the series *Babylon*, this time dealing with Czech traces in Slovakia (*Česká menšina na Slovensku (Czech Minority in Slovakia)*), *Dny slovenské kultury (Days of Slovak Culture)*, *České centrum v Košicích (Czech Centre in Košice)*), and by a portrait of the outstanding Slovak artist Zuzana Mináčová *Fotografka (Photographer)*. Slovak documentary production in its original version with subtitles was represented by the premieres *Absolventi (Graduates)*, *Čas grimas (Time of Grimaces)*, *Hodina dějepisu (History Class)*, *Kolesa štěstia (Wheels of Fortune)*, *Křehká identita (Fragile Identity)*, *Moje teta Timrava (My Aunt Timrava)*, *Psychodráma*, *Posledná maringotka (The Last Caravan)*, *Slepá důvěra (Blind Faith)*, *Světlo porozumění (Light of Understanding)* or *Tepuy - cesta do hlubin Země (Tepuy - Journey Into Deep Earth)*.

Domestic film production included the films *Až do města Aš (Made in Ash)* and series *Doktor Martin (Doctor Martin)*, *Labyrint (Labyrinth)* and reruns of *Záchranáři (Rescuers)*, as co-productions between Czech Television and Slovak producers the further premieres - *Cigán (Gypsy)*, *Koza (Goat)*, *Můj pes Killer (My Dog Killer)* and *V tichu (In Silence)* and the film-dokumentary *Očima fotografky (Through the Eyes of the Photographer)*. The Gold Pool of Common Projects includes *Anděl milosrdenství (Angel of Mercy)*, *Nevěrné hory (Unfaithful Mountains)*, *Orbis Pictus* or *Záhrada (Garden)*. In these programmes, Slovak appears either separately or in combination with Czech.

Slovak films without any language editing are an inseparable part of Czech Television broadcasting, e.g. the premieres *Balada o siedmich oběšených (The Ballad on the Seven Hanged)*, *Měděná veža (The Copper Tower)*, *Orlie pierko (Eagle Feather)*, *Vlčie diery (Wolf holes)*, and TV productions *Člověčina*, *Dirigent (Conductor)* and *Kubo*.

- Croatian language

In the monitoring period, some episodes of the documentary series about the life of minorities in large European cities, called *City Folk*, were broadcast in Croatian (or in the variants of languages of the former Yugoslavia). In 2016, also as part of a foreign exchange, Czech Television broadcast *Hlasy strachu (Voices of Fear)*, a series of personal stories of people speaking about threats to human rights and respect for diversity in Europe. Croatian television made a contribution in the form of an episode called *Spravedlnost (Justice)*.

In 2014-2015, an extensive thirteen-episode series by Croatian television, directed by Lordan Zafranović, about the controversial and yet legendary leader of Yugoslavia, *Tito – Poslední svědci testamentu (Tito, Last Witnesses of the Testament)*, was broadcast. Each episode had a running time of 52 minutes.

As regards domestic production, Czech Television broadcast several episodes of the *Babylon* series dealing with Czech traces in the countries of the former Yugoslavia - *České stopy v Riece (Czech Traces in Rijeka)*, *České stopy v Istrii (Czech Traces in Istria)*, *České stopy v Chorvatsku (Czech Traces in Croatia)*, *Český Daruvar (Czech Daruvar)*, *Moravští Chorvaté (Moravian Croats)*.

Examples of *film* production included films in Croatian with subtitles *Na cestě (On the Way)* and *Epizoda ze života sběrače železa (An Episode in the Life of an Iron Picker)* (produced by Bosnia and Herzegovina), and a Canadian-German drama from the restless Balkans *Informátorka (Informant)* in several languages including Serbo-Croatian / Serbian).

The subtitled Serbian science fiction film *Technotise - Edit a já* (*Technotise - Edit and me*) **was also broadcast.**

- o Joint projects

In relation to issues of national and ethnic minorities, and partly in the languages of these minorities, either with subtitles or with selective commentary in Czech, Czech Television broadcast journalistic, documentary and educational series which are related to these issues in individual episodes or reports and deal with either one minority or a combination of minorities.

Babylon	A long-term series, weekly premieres, reruns of episodes from previous years, at least 5 times a week. The running time was extended from 15 to 30 minutes.
City Folk	There were 24 premieres, each 25 minutes long
Doma ve střední Evropě (At Home in Central Europe)	A series broadcast every few days, 10 minutes
Evropa dnes (Europe Today)	A long-term series, a magazine about cultural diversity, 27 minutes
Hlasy strachu (Voices of Fear)	A seven-part series about nationalities and other differences, 25 minutes
Hranice bez hranic (Borders without Borders)	A long-term series about co-existence in border areas, 25 minutes
Intolerance	A long-term series about the intolerance in us, 25 minutes
Moje soukromá válka (My Private War)	A series about coping with being different, 25 minutes
Portréty (Portraits)	Portraits of important figures, 25 and 30 minutes
Ta naše povaha česká (That Czech Character of Ours)	A long-term series about our national attitudes towards ourselves and others, 15 minutes

Also stand-alone programmes - *Cesta do eurostudentovy duše* (*Journey to a Eurostudent's soul*), *Cesta ven* (*Way out*), *Černá srdce* (*Black Hearts*), *Trojmezí* (*Tripoint*) etc.

At Czech Television, following discussions with the Council and its ad hoc Working Group for National Minority Broadcasts, in October 2016 the Czech Television Programme Council approved the production of the minorities programme *Sousedé* (*Neighbours*), which is broadcast on a monthly basis (on ČT2 on Friday afternoon, reruns on Saturday evening). The programme has been broadcast since February 2017. The new monthly *Sousedé* (*Neighbours*) aims to offer viewers a current picture of the life of minorities in this country to raise awareness of other nationalities living in Czech society. The series is intended to map the intermingling and mutual influence of cultural habits and lifestyles, their preservation by members of minorities, but also their potential transformation in a Czech environment. It deals with general aspects of social integration, and both long-term and short-term problems of co-existence. This composite programme's maxim, which was also the inspiration for its name, is to "peek through the windows of our neighbours".



Fig. 2 Banner of the Sousedé (Neighbours)

Under the authority of the Ministry of Culture, a scheme to promote the dissemination and acquisition of information in the languages of national minorities (see above) is implemented, with state budget appropriations each year. Under this scheme, projects can be submitted for funding, among other things, for the creation of radio and television programmes in the languages of national minorities. In 2015, funds from this scheme supported the projects *Medailony osobností*

(*Medallions of personalities*) (Regional Television CZ) and *Slovenská mozaika* (Slovak Mosaic) (Bona Fide association) on the BBC Studio Z station.

Support of the production and distribution of audio-visual and audio works in regional or minority languages

- d) to encourage and/or facilitate the production and distribution of audio and audio-visual works in the regional or minority languages;

Act No 496/2012 on audio-visual works, does not set a specific grant area for the support of projects related to national and ethnic minority issues, but it is possible to use the general category of creation, production and distribution of cinematographic works and promotion of cinematography. The assignment of co-production status to a specific audio-visual work can be another instrument of support for regional or minority languages. A producer can apply for support both in the Czech Republic and in the country of co-production (this is often the case with projects prepared with Slovak and Polish partners).

In accordance with Act No 239/1992 on the State Cultural Fund of the Czech Republic, it is possible to provide support for cultural, minority and regional projects (including audio and music recordings) which are intended to preserve and develop the culture of national minorities in the Czech Republic.

Support of printed publications

- e) i to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in a regional or minority language...

See Section I. 1.

On the basis of Government Regulation No 98/202 laying down the conditions and method for the award of grants from the state budget for the activities of members of national minorities and for the support of the integration of the Roma community, a scheme to support the reception and dissemination of information in the languages of national minorities is managed under the authority of the Ministry of Culture. Within the framework of this scheme, resources are allocated annually from the state budget, and it is possible, on the basis of projects submitted, to support the publication of periodicals in national minority languages or the production of programmes for broadcasting on radio and television in national minority languages. The grant may cover up to 70% of the project budget; in exceptional cases, this share may be increased up to 100%. In 2014 and 2015, the value of the grant scheme was CZK 22,000,000 and, in 2016, CZK 20,858,000. Compared to 2013, there was an increase, but in the 1st and 2nd monitoring cycle, the value of the scheme was almost one third higher.

- o Polish projects

The projects for this minority traditionally receive the highest volume of funds. Its share in the value of the grant scheme went down slightly; the absolute value of funds granted also fell. In the individual years, the share of support stood at 28.2%, 28.2% and 28.3%. Two projects were supported - the *Głos Ludu* (Voice of the People) newspaper, which is published 3 times a week by the Congress of Poles in the Czech Republic, and the *Zwrot* (Return) monthly published by the Polish Cultural and Educational Union in the Czech Republic.

- o German projects

Support for these projects accounts for approximately 7% of the value of the grant scheme. In the individual years, the support has amounted to 7.4%, 7.4% and 7.3%. Two projects have been supported on a regular basis. The greatest share went to the LandesECHO - (Land Echo) monthly and one regional periodical. In 2016, two regional periodical were supported. Only CZK 65,000 was granted to *Eghálánd Bladl* (Cheb Paper) published by the *Union of Germans - Chebsko Region*. The rest was given to the monthly *LandesECHO*, whose publisher was the Assembly of

Germans in Bohemia, Moravia and Silesia. In a new move, two regional periodicals were supported, namely *Heimatruf* (Voice of the Homeland), which is written in a Cheb dialect and published by the Association of Germans in Bohemia, and *Troppauer Nachrichten* - (Opava Newsletter), which is published by the Silesian German Union.

o Roma projects

Projects for the Roma minority receive approximately 13% of funds from this grant category. Support was provided to three, or more precisely, four projects and the share was 15.4%. The projects are mostly implemented directly by Roma associations. The projects were as follows: *Romano hangos* (Roma Voice), a newspaper format, published 17 to 20 times a year by the Association of Roma in Moravia, *Kereka* (Circle), a journal for children and young people, published 7 to 10 times a year by the Democratic Alliance of Roma in the Czech Republic, and *Romano vodi* (Roma Soul), published by Romea, o.p.s. This magazine was supported again in 2016. In 2014 and 2015, it did not apply for support. The last supported project is an almanac called *Romano džaniben* (Roma Knowledge), published bi-annually by the same-named association, consisting mainly of the staff and students of Romani Studies at the Faculty of Arts of Charles University.

o Slovak projects

These projects receive the second highest support in the grant scheme, amounting to approximately 13%. In the individual years, the support was 13.1%, 13.1% and 13.3%. In the reporting period, three projects were supported on a regular basis. These were two magazines and one media project. *Listy Slovákov a Čechov* (Papers of the Slovaks and Czechs) is published by the Documentation and Museum Centre of the Slovak National Minority in the Czech Republic, which is the project guarantor. Two other associations contribute to its production. *Slovenské dotyky* (Slovak Touches) is published by the Slovak-Czech Club. The media project is a radio programme called *Slovenská mozaika* (Slovak Mosaic), broadcast on Radio ZET. In each year, this project has received CZK 90,000. The rest of the funds were divided equally among the magazines.

Table 13 Support for the publication of selected periodicals

	Grant in CZK		
	2014	2015	2016
<i>German language</i>	1,625,000	1 625,000	1 520,250
<i>Polish language</i>	6,200,000	6,200,000	5,910,000
<i>Romani language</i>	2,734,000	2,734,000	3,203,000
<i>Slovak language</i>	2,870,300	2,870,000	2,770,000

### The right to receive broadcasts from neighbouring countries

Paragraph 2) The contractual parties undertake to guarantee freedom of direct reception of radio and television broadcasts from the neighbouring countries in a language used in identical or similar form to a regional or minority language, and not to oppose the retransmission of radio and television broadcasts from the neighbouring countries in such a language. They further undertake to ensure that no restrictions will be placed on the freedom of expression and free circulation of information in the written press in a language used in identical or similar form to a regional or minority language. Considering the fact that the exercise of the above-mentioned freedoms involves duties and responsibilities, it may be subject to such procedures, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, for national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health and morals, for the protection of the reputation or rights of persons, for preventing disclosure of information received in confidence, or for maintaining the authority and impartiality of the courts.

The system of radio and television broadcasting in the Czech Republic complies with the standards set by the Council of Europe and EU requirements. In addition to the constitutionally guaranteed rights arising from the European Convention on Human Rights, the European Convention on Transfrontier Television, the EU Directive on audio-visual media services, as well as other documents of a facultative nature, these principles are secured. Czech Television has been preparing experimental dual broadcasting starting from next year.

## Article 12 – Cultural activities and cultural facilities <sup>20</sup>

Paragraph 1) With regard to cultural activities and facilities – especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industry, including inter alia the use of new technologies – the contractual parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, have power or play a role in this field:

### Support of cultural activities and participation by users of minority languages in such activities

- a) to encourage forms of expression and initiative specific to regional or minority languages and foster the different ways of access to works produced in these languages;

Each year, the Ministry of Culture (Department of Regional and National Culture) holds grant selection procedure for projects under the *scheme to support cultural activities of members of national minorities living in the Czech Republic* in accordance with Government Resolution No 122 of 21 February 2007, as amended. (For information about the scheme, see also Section I. 1.). In accordance with Government Resolution No 122 of 21 February 2007 on a government regulation amending Government Regulation No 98/2002 laying down the conditions and method for the award of grants from the state budget for the activities of members of national minorities and for the support of the integration of the Roma community, as amended by Government regulation No 262/2005, the Ministry holds grant selection procedure for projects under the *scheme to support cultural activities of members of national minorities living in the Czech Republic*. In 2014, the funding for this scheme totalled CZK 7.942 million; in 2015 it totalled CZK 7.887 million and in 2016 the total was CZK 10.120 million. It was primarily events and activities organised by civic associations of national minorities that received support, including the activities of choirs, traditional folk groups, folk art and culture, and others.

Table 14 Support of cultural activities – projects relating to selected minority languages

#### o Croatian language

2014	The Association of Croats in the Czech Republic, Jevišovka - <i>Documentation of the Croatian National Minority in the Czech Republic, 23rd Croatian Culture Day in Jevišovka (kiritof)</i>
	Total: CZK 350,000
2015	The Association of Croats in the Czech Republic, Jevišovka - <i>Documentation of the Croatian National Minority in the Czech Republic, 24th Croatian Culture Day in Jevišovka (kiritof)</i>
	Total: CZK 270,000
2016	The Association of Croats in the Czech Republic, Jevišovka - <i>Documentation of the Croatian National Minority in the Czech Republic, 25th Croatian Culture Day (kiritof)</i>
	Total: CZK 310,000

#### o German language

2014	The Cultural Association of Citizens of German Nationality, o. s., Prague - <i>Cultural, documentation and information activities of the national association of the German minority in the Czech Republic, the Cultural Association of Citizens of German Nationality Kraslice and Heimatchor</i>
	The Association of Germans - regional group Hřebečsko, Moravská Třebová - <i>Hřebečské přástky – 20th Annual Days of Czech - German Culture</i>
	The Assembly of Germans in Bohemia, Moravia and Silesia, Prague - <i>Large cultural meeting of the German minority 2014</i>
	The Union of Germans - Chebsko region, Cheb - <i>Vandrující Chebští muzikanti.</i>
	Total: CZK 446,000
2015	The Association of Germans and Friends of German Culture in the Czech Republic, Prague - <i>Cultural, documentation and information activities of the national association of the German minority in the Czech Republic, The Cultural Association of Citizens of German Nationality Kraslice and Heimatchor</i>

<sup>20</sup> In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of cultural activities and cultural facilities: Polish: paragraph 1a); f); g); paragraph 2; paragraph 3; (5 items in total); Slovak: paragraph 1a); f); g); paragraph 2; paragraph 3; (5 items in total).

	The Association of Germans - regional group Hřebečsko, Moravská Třebová - <i>21st Annual Days of Czech - German Culture - 20 years of Hřebečsko Dance Group</i>
	The Assembly of Germans in Bohemia, Moravia and Silesia, Prague - <i>Large cultural meeting of the German minority 2015</i>
	The Union of Germans, Chebsko region, Cheb - <i>Vandrující Chebští muzikanti</i>
	Total: CZK 395,000
2016	The Association of Germans - regional group Hřebečsko, Moravská Třebová - <i>22nd annual Days of Czech - German Culture - Hřebečské přástky</i>
	The Assembly of German Associations in the Czech Republic, Prague - <i>Large cultural meeting of the German minority 2016</i>
	The Association of Germans and Friends of German Culture in the Czech Republic, Prague - <i>Activities of the National Association of Germans and Friends of German Culture, Basic organisation Kraslice with the Heimatchor Choir</i>
	The Association of Germans in Bohemia, Nečtiny - <i>Vandrující Chebští muzikanti</i>
	Total: CZK 410,000

o Polish language

	GÓROLE, folk ensemble, Mosty u Jablunkova - <i>International festival of folk groups and folk ensembles 2014, Festival of amateur theatre groups acting in a dialect, the Congress of Poles in the Czech Republic, Český Těšín - Documentation Centre of the Congress of Poles in the Czech Republic, Takoví jsme (The Way We Are) 2014/Tacy jestešmy 2014. Cultural activities of the Congress of Poles in the Czech Republic in 2014</i>
	Civic Association for Artistic and Leisure Activities, Třinec - <i>Support for the activities of the HUTNÍK Choir</i>
	Polish Choir Collegium Canticorum, Český Těšín - <i>Development of the art of choral singing</i>
2014	Polish Cultural and Educational Union in the Czech Republic, Český Těšín - <i>Cultural and Social Activities of the Polish Cultural and Educational Union in the Czech Republic</i>
	Association of the Polish Youth in the Czech Republic, Český Těšín - <i>Student Culture Days, INDEPENDENT.PL - Encounter with Polish independent culture</i>
	Association of the Friends of Polish Books, Český Těšín - <i>Já čtu tobě a ty mně (I am reading to you and you are reading to me) - Já czytam tobie a ty mnie, Exhibition of Polish books 2014</i>
	Total: CZK 1,607,000
	GÓROLE, folk ensemble, Mosty u Jablunkova - <i>International festival of folk groups and folk ensembles 2015</i>
	The Congress of Poles in the Czech Republic, Český Těšín - <i>Documentation Centre of the Congress of Poles in the Czech Republic, Takoví jsme (The Way We Are) 2015/Tacy jestešmy 2015. Cultural activities of the Congress of Poles in the Czech Republic in 2015</i>
	Macierz Szkolna w Republice Czeskiej, Matice školská v České republice (Mother of Schools in the Czech Republic), Český Těšín
	<i>16th Festival of Children's Songs, Civic Association for Artistic and Leisure Activities, Třinec - Support for the activities of the HUTNÍK Choir</i>
2015	Polish Choir Collegium Canticorum, Český Těšín - <i>Development of the art of choral singing</i>
	Polish Arts Association Ars Musica, Český Těšín - <i>Popularisation of choral singing, folk music and theatrical forms at a high artistic level</i>
	Polish Cultural and Educational Union in the Czech Republic, Český Těšín - <i>Cultural and Social Activities and documentation activity of the Polish Cultural and Educational Union, 26th PZKO Festival 2015</i>
	Association of the Polish Youth in the Czech Republic, Český Těšín - <i>Student Culture Days</i>
	Association of the Friends of Polish Books, Český Těšín - <i>Já čtu tobě a ty mně (I am reading to you and you are reading to me) 2015</i>
	Total: CZK 1,741,000
	GÓROLE, folk ensemble, Mosty u Jablunkova - <i>International festival of folk groups and folk ensembles 2016</i>
2016	The Congress of Poles in the Czech Republic, Český Těšín - <i>Documentation Centre of the Congress of Poles in the Czech Republic, Takoví jsme (The Way We Are) 2016</i>
	Association for Artistic and Leisure Activities Třinec z. s., Třinec - <i>Support for the activities of the HUTNÍK Choir</i>

	Polish Cultural and Educational Union in the Czech Republic, Český Těšín - <i>Cultural and Social Activities and documentation activity of the PZKO</i>
	Association of the Polish Youth in the Czech Republic, Český Těšín - <i>Student Culture Days, Independent.pl - Encounter with Polish independent culture</i>
	Association of the Friends of Polish Books, Český Těšín - <i>Já čtu tobě a ty mně (I am reading to you and you are reading to me) 2016</i>
	Total: CZK 1,878,000

o Romani language

2014	A project of the Roma national minority focused on the festival. SLOVO 21, <i>KHAMORO World Roma Festival 2014</i>
	Total: CZK 900,000
2015	The Roma Association in North Moravia, Karviná - <i>16th Karviná Roma Festival; 2015,</i> Slovo 21, Prague - <i>KHAMORO World Roma Festival 2015.</i>
	Total: CZK 960,000
2016	Slovo 21, Prague - <i>KHAMORO World Roma Festival 2016</i> Committee for the Compensation of the Roma Holocaust in the Czech Republic, Hořice - <i>Travelling exhibition "Zaniklý svět" (Vanished world) - Activation of the Czech - Roma Understanding</i>
	Total: CZK 1,179,000

o Slovak language

2014	Documentation and Museum Centre of the Slovak National Minority in the Czech Republic, Prague - <i>Slovak history and figures on the 10th anniversary of the origination of DOMUS SM in the Czech Republic</i>
	PŮČIK folklore association, Brno - <i>Dance workshop of Slovak folk dances, Traditions and customs of Slovak people preserved in folk songs and dances</i>
	Šarvanci folk ensemble, Prague - <i>Folklore evenings for the public, Regular activities of the ensemble in 2014</i>
	Jánošíkov dukát, Brno - <i>International Festival of Slovak Folklore in the Czech Republic - Jánošíkov dukát 2014</i>
	Community of Slovaks in the Czech Republic, Prague - <i>Matej Hrebenda Prize 2014</i>
	Slovak Association Limbora, Prague - <i>Children's ensembles Limborka and Malá Limborka in 2014, Slovak Association Limbora in 2014</i>
	Slovak-Czech society, Prague - <i>Days of Slovak Minority Culture in the Czech Republic in 2014</i>
	Slovak-Czech Club, Prague, <i>Days of Slovak Culture in the Czech Republic, Comprehensive programme of cultural activities of the Slovak national minority in the Czech Republic</i> Slovak Literary Club in the Czech Republic, Prague - <i>Kvarteto, Live workshop of Slovak writers</i>
	Total: CZK 1,058,000
2015	Documentation and Museum Centre of the Slovak National Minority in the Czech Republic, Prague - <i>Slovak history and personalities on the anniversary of the end of WWII</i>
	Šarvanci folk ensemble, Prague - <i>Šarvanci folk ensemble in 2015, Folklore evenings for the public</i>
	Community of Slovaks in the Czech Republic, Prague - <i>Matej Hrebenda Prize 2015, Kluby Koreňov</i>
	Slovak Association Limbora, Prague - <i>Children's ensembles Limborka and Malá Limborka in 2015, Limbora in 2015</i>
	Slovak-Czech Club, Prague, <i>Days of Slovak Culture in the Czech Republic (20th anniversary), Comprehensive programme of cultural activities of Slovak national minority in the Czech Republic</i> Slovak Literary Club in the Czech Republic, Prague - <i>Kvarteto, Live workshop of Slovak writers</i>
	Total: CZK 986,000
2016	Documentation and Museum Centre of the Slovak National Minority in the Czech Republic, Prague - <i>Documentation of Slovak history and programmes on the 70th anniversary of the return of Slovak compatriots</i>
	Půčik folk association, Brno - <i>25-year long journey with folk song and dance, Dance workshop of Slovak folk dances</i>
	Šarvanci folk ensemble, Prague - <i>Šarvanci folk ensemble in 2016, Folklore evenings and dance schools for the public</i>
	Jánošíkov dukát, Brno - <i>International Festival of Slovak Folklore in the Czech Republic - Jánošíkov dukát 2016</i>
	Community of Slovaks in the Czech Republic, Prague - <i>Matej Hrebenda Prize 2016</i>

	Limhora Association, Prague - 65th anniversary of the first Slovak ensemble and 30th anniversary with the name Limhora
	Slovak-Czech Club, Prague, Days of Slovak Culture in the Czech Republic, Comprehensive programme of cultural activities of Slovak national minority in the Czech Republic
	Slovak Literary Club in the Czech Republic, Prague - Kvarteto (+ 2), Live workshop of Slovak writers
	Total: CZK 1,558,000

As part of the Strážnice International Folklore Festival, a programme of national minorities living in the Czech Republic called Domovina (Homeland) takes place every two years, which focuses on the presentation of the folklore of national minorities from the Czech Republic. Its regular participants include also citizens of the Czech Republic speaking German, Croatian, Slovak and Romani. In this programme, an emphasis is placed on the presentation of songs and the spoken word. Apart from this programme, the festival is also regularly attended by foreign ensembles, which present, as part of the programme called “Z krajín za obzorem” (From the Lands beyond the Horizon), intangible cultural heritage, including the songs and spoken word of their countries.

In the grant selection procedure under the schedule of *support for integration of members of Roma minority*, the Ministry of Culture (Department of Regional and National Culture) also awarded grants for projects related to publishing activities:

2014	Romano džaniben, Prague - Anna Sutherland: Romové — Neviditelní Američané (Romas — Invisible Americans)	Total: CZK 204,000
2015	Regional Research Library in Liberec, Liberec - Chci se vrátit do pohádky" (I want to return to a fairy tale) - publication of a book by Roma author Irena Eliášová	
	Romea, o. p. s., Prague - Documentation of Roma culture and the permanent provision thereof for general public availability in 2015	
	Slovo 21, Prague - KHAMORO World Roma Festival 2015.	Total: CZK 135,000
2016	---	

Support of libraries – grant procedure under the 21st Century Library scheme

Every year, the Department of Literature and Libraries announces a grant procedure called 21st Century Library, intended for libraries registered in accordance with the Libraries Act and for associations focusing on library and information activities or the support thereof. One of its areas is the support of work with national minorities and integration of foreigners. Grants are provided for the purchase of literature in the languages of national minorities and for events presenting foreign cultures. Grants can also be provided to publish literature in the languages of national minorities in grant procedure to support the publishing of non-periodic literature.

Table 15 Support for libraries

- o German language

	Grant recipient	Project	Grant in CZK
2014	Town Library of Česká Lípa	Purchase of library stocks for national minorities in the Town Library of Česká Lípa, with a focus on literature in German	6,000

- o Polish language

	Grant recipient	Project	Grant in CZK
2014	Municipality of Mosty u Jablunkova	Purchase of library stocks for the Polish minority	5,000
	Regional Library of Karviná	Support for the multicultural activities of the Centre for Polish Literature of the Karviná Regional Library	15,000
	Stonava Primary School and Nursery School	Purchase of library stocks for young Polish readers in the Local Library in Stonava	10,000

2015	Municipality of Horní Suchá	Replacement and supplementation of library stocks published in Polish in the Horní Suchá Municipal Library	10,000
	Municipality of Mosty u Jablunkova	Purchase of library stocks for the Polish national minority	5,000
	Municipal Library of Český Těšín	Support for members of the Polish minority in access to information in their mother tongue in Český Těšín	8,000
	Municipality of Smilovice	Čteme v polštině- své mateřštině (We are reading in Polish - our mother tongue)	5,000
	Municipality of Ropice	Acquisition of books in Polish	5,000
	Library of Jablunkov	Support of education and work with national minorities	5,000
	Regional Library of Karviná	Support for the multicultural activities of the Centre for Polish Literature of the Karviná Regional Library	20,000
2016	Municipal Library of Český Těšín	Care of the Municipal Library of Český Těšín for the Polish minority Activities in 2016	30,000
	Stonava Primary School and Nursery School	Replacement of old library stocks for young readers from the Polish national minority in the Local Library in Stonava	15,000
	Regional Library of Karviná	Supplementation of stocks of Polish and Slovak books within the framework of the library's cultural activities	20,000

o Other languages

	<i>Grant recipient</i>	<i>Project</i>	<i>Grant in CZK</i>
2014	---		
2015	City Library of Louny	World Days in the library	35,000
	Municipal Library of Český Těšín	Support of national minorities in the Těšín area and in Croatia and collaboration with partner libraries abroad	10,000
	Town Library of Varnsdorf	International Festival of Sorbian	10,000
2016	Library of the City of Olomouc, organisation fully funded from the public purse	Nebudeme čekat (We are not going to wait)	10,000
	Václav Havel Library	Evenings of Belarusian, Polish, Ukrainian and Roma culture in the Václav Havel Library	20,000
	LASTAVICA z.s.	Additions to South Slavic library stocks	17,000
	City Library of Louny	World Days in the library	16,000
	Municipal Library in Třebíč	Chodíme si po světě (We are walking around)	12,000

Support of languages in the grant heading Support of literary events in 2014 - 2016

<i>Grant recipient</i>	<i>Project</i>	<i>Grant in CZK</i>
Slovak-Czech Club	House of Czech-Slovak Literary Contacts	100,000
Slovak Literary Club in the Czech	Li-terárium	50,000

Table 16 Grants for the purchase of books in the German, Polish and Slovak languages in the reporting period

2014	2015	2016
CZK 36,000	CZK 58,000	CZK 65,000

Participation of minority language speakers in the planning of cultural activities

- f) to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities;

Within the authority of the Museums Department of the Ministry of Culture, activities corresponding to the objectives of the Charter are carried out by the *Museum of Romani Culture*, *Silesian Museum*, *Moravian Museum* and *the National Gallery in Prague*.

○ Silesian Museum

The Museum Library targets the acquisition of works in original languages for minorities living in the region. In particular, this means the Polish national minority. The library has established partnerships with several university, museum and library institutions in Poland.

Current list of cultural institutions in Poland collaborating with the Library of the Silesian Museum in Opava.

Muzeum Gornośląskie - BYTOM

Biblioteka Śląska - KATOWICE

Biblioteka Uniwersytetu Śląskiego - KATOWICE

Muzeum Śląskie - KATOWICE

Centrum Dziedzictwa Przyrody Górnego Śląska - KATOWICE

Muzeum Narodowe - KRAKÓW

Uniwersytet Jagielloński- Biblioteka Jagiellońska - KRAKÓW

Instytut Botaniki Uniw. Jagiellońskiego - KRAKÓW

PAN - Institute of Systematic and Evolution of Animals - KRAKÓW

Instytut Archeologii i Etnologii PAN - KRAKÓW

Muzeum Archeologiczne - KRAKÓW

Scientific Library of the Polish Academy of Sciences - KRAKÓW

Instytut Archeologii i Etnologii PAN - Oddział w Łodzi - ŁÓDŹ

Biblioteka Uniwersytecka - ŁÓDŹ

Biblioteka Główna Uniwersytetu Marii Curie Skłodowskiej - LUBLIN

Państwowy Instytut Naukowy - Instytut Śląski - OPOLE

Poznańskie Towarzystwo Przyjaciół Nauk - POZNAŃ

Muzeum Archeologiczne - POZNAŃ

Instytut Archeologii UAM - POZNAŃ

Muzeum Budownictwa Ludowego w Sanoku - SANOK

Muzeum Narodowe - SZCZECIN

PAN - Instytut Historii - WARSZAWA

Library of Polish Botanical Society - WARSZAWA

Instytut Sztuki PAN - WARSZAWA

Państwowy Instytut Geologiczny - WARSZAWA

PAN - Muzeum i Instytut Zoologii - WARSZAWA

Państwowe Muzeum Archeologiczne - WARSZAWA

Narodowy Instytut Dziedzictwa - WARSZAWA

Uniw. Wrocławski Instytut Archeologii - WROCLAW

Muzeum Narodowe - WROCLAW

Uniw. Wrocławski - Instytut Historii Sztuki - WROCLAW

Biblioteka Uniwersytecka - WROCLAW

Uniw. Wrocławski - Muzeum Przyrodnicze - WROCLAW

Polskie Towarzystwo Ludoznawcze - WROCLAW

○ Moravian Museum

The Ethnographic Institute of the Historical Museum, part of the Moravian Museum, has been studying the issue of Moravian Croats in the Mikulov region for a long time, and supports examples of their culture, including their language, with the museum resources (participation in the exhibition in the Croatian House in Jevišovka with phonographic records of spoken language from 1910). At

specialised conferences, it also draws attention to attempts to revitalise and preserve the language used for communication by the participants of the main social event of the community, i.e. the feast/kiritof in Jevišovka:

1. *Kiritof/Kirchweihfest in Jevišovka bei Nikolsburg als Identifizierungsfaktor der heutigen kroatischen Minderheit*. Gefundene und erfundene lokale Feste und Festivals nach der Wende: Zwischen Ethnobusiness und Selbstvergewisserung. Germany, Freiburg. IVDE 20 - 23 September 2015.
2. *Společenský život a jeho význam pro současnou minoritu Charvátů. (Social Life and Its Importance for the Contemporary Croat Minority)* Stopy Chorvátov v strednej Evropě. (Traces of Croats in Central Europe). Slovakia, Bratislava, SNM, 23 June 2016.

The Ethnographic Institute records cultural examples of minorities living in Moravia (the Vietnamese, Poles, Hungarians, Ruthenians, and Greeks) in the form of oral history. The talks are held in Czech and the presentation of selected phenomena (Greek wedding – 2016, Christmas – 2017, etc.) in the museum is in the minority language. As such, the museum participates in the implementation of Articles of the Charter for Regional or Minority Languages.

○ National Gallery in Prague

In the Education Department, only activities (lectures) in German took place. No specific projects focusing on the problems of these languages or focusing on these languages were implemented. Only presenters speaking German were invited.

The implementation of an activity which involves cooperation with minorities started to be prepared in 2016 and has also continued in 2017. It is a project which was funded by a grant of the Ministry of Culture from funds tied to a Government resolution approving the *Foreigners Integration Concept – In Mutual Respect*. Under the project, permanent exhibitions can be viewed in simplified Czech or in foreign languages. This mentioned activity is targeted at foreigners. However, people who are members of national minorities, especially the Vietnamese and Ukrainian, also participate.

○ Museum of Romani Culture

The Museum houses a systematically created library specialising in books in the Romani language. The Museum continued this activity and form of support in the reporting period.

In its field research, the Museum promotes the spoken word in Romani in all situations where possible, and records biographical interviews or at least parts thereof in Romani language (2 specialists from the Museum of Romani Culture speak the Romani language very proficiently).

In all its exhibitions (both temporary, and permanent) and events for the public, the Museum also presents the Romani language itself - as part of the programme (openings of temporary exhibitions) or as separate events (music evenings for old-timers), organises music and song performances in Romani, presents the “Roma voice” – i.e. lets the voice of the Roma sound out via extracts from interviews, narratives, Roma proverbs, etc. The names of temporary exhibitions are usually given both in the Romani language and in a Czech translation.

In 2014, during the award of the Museum of Romani Culture Prize and the evening for old-timers, the Museum created a documentary about the legendary first-violinist Eugen Horváth in an original Romani version with Czech subtitles (12 minutes, only for internal use of the MRC and work with old-timers).

In 2015, the Museum published a CD called *Zapomenuté tóny / Cimbálová muzika Horváthovci* (Forgotten Tones / Dulcimer Ensemble Horváthovci), which offers listeners 12 songs, 9 of which are sung in the Romani language (3 are instrumental). The CD includes a booklet with the song lyrics in Romani, accompanied by a translation into Czech and English.

In 2016, the Museum published the accompanying publication *Poklad Romů (Roma Treasure) / Amare somnaka. / Tajemství romského šperku (The Secret of the Roma Jewel)* - separately in a Czech and an English version. Both versions also include Romani quotations and authentic names.

In 2014, the Museum organised a second and, in 2015, a third series of literary readings called *Mikroměsto (Microcity)*, to which contemporary Roma authors were invited. This was also a platform for readings in Romani. During the readings in 2015, the Museum carried out several biographical interviews with authors in Romani.

In 2015, the Museum awarded the Museum of Romani Culture Prize to Ignác Zima for his Romani teaching activity.<sup>21</sup>

The Museum also provides consulting and translation services from and to Romani language.

Another achievement meriting attention is the success in establishing the Museum of Moravian Croats (See Section I. 2.1).

#### Collecting and archiving works in regional or minority languages

- g) to encourage and/or facilitate the creation of a body or bodies responsible for collecting, archiving and presenting or publishing works produced in regional or minority languages;

The Department of Art, Literature and Libraries - Arts section provides grants from the state budget for various cultural projects. What is decisive, however, in the award of a grant is the artistic or professional quality of the project, not whether minority languages are used in project implementation.

Some projects, or activities, which the Department supports contribute indirectly to compliance with the obligations laid down for the Czech Republic in the aforementioned Article 12, paragraph 1, letter a), of the Charter and in the related Article 12, paragraph, 2 of the Charter.

An example of this is the support for the Czech-Slovak theatre festival *Setkání Stretnutie (Meeting)* organised by Zlín City Theatre. The main objective of this project is to draw attention to the active relationship between Czech and Slovak theatres, theatre professionals and creative teams, to show the results of their cooperation and to initiate a debate on dialogue between Czech and Slovak theatre culture. The festival features theatre productions from the Czech Republic and Slovakia. For this project, Zlín City Theatre received a grant of CZK 350,000 in 2016, CZK 350,000 in 2015, and CZK 330,000 in 2014.

Another example is the year-round support of artistic activities at Těšín Theatre, which has both a Czech and a Polish company. Těšín Theatre received a grant of CZK 2,300,000 in 2016, CZK 2,165,000 in 2015 and CZK 2,100,000 in 2014.

#### Cultural activities in other regions

Paragraph 2) In respect of territories other than those in which the regional or minority languages are traditionally used, the contractual parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.

There has not been any change.

#### Presentation of the cultures associated with minority languages abroad

Paragraph 3) The contractual parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

The Ministry of Culture (Department of Regional and National Culture) uses a grant scheme for the support of foreign contacts in the field of amateur artistic activities. This facilitates the presentation of our top ensembles in minority languages referred to above at prestigious foreign festivals and competitions, while significantly contributing to stronger links between these cultures and languages directly in the countries of their origin. It also helps to spread awareness of Czech regional and national culture more effectively.

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<sup>21</sup> <http://www.rommuz.cz/o-muzeu/cena-muzea-romske-kultury/>

Table 17 Support of foreign activities through the Ministry of Culture (in the reporting period)

## o German language

Year	Organisation / Grant recipient	Project	Grant (CZK)
2014	---		
2015	Association of the Youth Brass Band Orchestra, Zlín	18th International Music Festival in Bad Bramstedt, Germany, Bad Bramstedt	55,000
	The Choir Studio Zvoneček - Prague	Grand Prix of Nations + 2 <sup>nd</sup> European Choir Games, Germany, Magdeburg	30,000
2016	Jan Pirner, Praha	Participation in a presentation of the Czech Republic in Munich, Germany	24,000
	SDOM Zlín, Vizovice	26th Thum Music Gathering, Germany	20,000
Total			129,000

## o Polish language

2014	Association of Amateur Musicians – Youth Brass Orchestra, Jistebník, Jistebník	VIII. Turniej Orkestr Detych o „Krystalové kolo”, Poland, Kolo	20,000
	Rosénka folklore association, Prague	International folklore festival “World under Kyczera”, Poland, Legnica	30,000
	Chorus Ostrava, Ostrava	III. Gdański Miedzynarodowy Festiwal Choralny, Polsko, Gdańsk	25,000
	Ostrava Teachers Choir, Ostrava	18th International “Varsovia Cantat” Festival, Poland, Warsaw	30,000
	Polish Arts Association Ars Musica, Český Těšín	IV. Miedzyszdrojowy Wroclawski Festival Choralny „Vratislavia Sacra”, Polsko, Vratislav	15,000
	RO. NA. TA., Nový Jičín	Puella et pueri at the international festival in Warsaw, Poland, Warsaw	20,000
	Vojtěch Kouba, Chrást	Participation of the Lidová muzika folk ensemble from Chrást at the International Student Festival in Katowice, Poland, Katowice	14,000
2015	Chrástecká muzika, Chrást	Participation of the Lidová muzika folk ensemble from Chrást at the 28th International Student Festival in Cieczsyn, 2015, Poland, Cieczsyn	25,000
	Jižní Město Elementary Art School, Prague	11th International Choir Festival “Gaude Cantem”, Poland, Bialsko-Biała	26,000
2016	Chrástecká muzika, Chrást	Participation of the Lidová muzika folk ensemble from Chrást at the IFF Integracje in Poznaň, Poland	30,000
	Association of Parents and Friends of the Children's Folk Ensemble Jarošáček, Mělník	39 <sup>th</sup> Bydgoszcz Musical Impression, Poland	49,000
	VUS Pardubice, Pardubice	Rybnická Jesieň Chorálna, Poland	20,000
Total			324,000

## o Slovak language

2014	Svítlání Children's Choir Association, Prague 5	Svítlání at Musica Sacra Bratislava, Slovakia, Bratislava	30,000
	Scénická žatva, Slovakia-Martin	Petr Hašek, Náchod	10,000
2015	Kyjov Chamber Orchestra, Brankovice	Divertisimo 2015, Slovakia, Rimavská Sobota	14,000
	Frýdlantská Art Primary School, Liberec	Zlatá Priadka - Šala 2015, Slovakia, Šala	21,000
2016	TS LIGHT, Praha	Hrdinové Puntikáři do stanice Žilina, Slovakia	30,000
	XV. Akademická Banská Bystrica, Slovakia-Banská Bystrica	University arts ensemble Pardubice	20,000
Total			125,000

## Article 13 – Economic and social life <sup>22</sup>

### Taking action (protection/intervention) against the discrimination of minority languages

Paragraph 1) With regard to economic and social activities, the contractual parties undertake, within the whole country

- c) to oppose practices designed to discourage the use of regional or minority languages in connection with economic and social activities;

There has not been any change.

### Information on consumer rights in minority languages

Paragraph 2)

With regard to economic and social activities, the contractual parties undertake, in so far as the public authorities are competent, within the territory in which the regional or minority languages are used, and as far as this is reasonably possible

- e) to ensure for information provided by the competent public authorities concerning the rights of consumers to be made available in regional or minority languages.

There has not been any change.

## Article 14 – Cross-border exchanges <sup>23</sup>

### Support of cross-border co-operation

The contractual parties undertake:

- a) to apply the existing bilateral and multilateral agreements which bind them with the States in which the same language is used in identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to foster contacts between users of the same language in the States concerned in the fields of culture, education, information, vocational training and lifelong learning;
- b) for the benefit of regional or minority languages, to facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory the same language is used in identical or similar form.

In the reporting period, there were no fundamental changes in the implementation of the undertakings arising from the European Charter for Regional and Minority Languages. Cross-border cultural exchanges with Slovakia, Poland and Germany take place in accordance with valid Cultural Agreements and Implementation Programmes.

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<sup>22</sup> In relation to Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of economic and social life: Polish: paragraph 1c); paragraph 2e); (2 items in total); Slovak: paragraph 1c); paragraph 2e); (2 items in total)

<sup>23</sup> In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of cross-border exchanges: Polish: a); b). (2 items in total) Slovak: a); b). (2 items in total).