



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Strasbourg, 19 July 2011

MIN-LANG/PR (2011) 4

EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

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

CZECH REPUBLIC

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

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 CR to apply selected provisions of Part III in accordance with Article 2 paragraph 2 and Article 3 paragraph 1 of the Charter. 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 CR under no. 15/2007.

Article 15 of the Charter stipulates that the Parties shall present periodically to the Secretary General of the Council of Europe a report on the application of the commitments they have accepted. On 30 April, the Czech Republic submitted the Initial Periodic Report¹ to Strasbourg, after its approval by the Government on 25 February 2008 in Resolution no. 172.² 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 it attended hearings of representatives of national minorities, local authorities and the relevant government authorities. On the basis of the Initial Period Report and of 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 and published it on 9 December 2009.³ 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, the Secretariat of the Council presented the Government with draft Comments from the Czech Republic on the evaluation report from the Committee of Experts.⁴ These Comments were drafted by the Secretariat of the Council and reviewed by its members, i.e. representatives of public authorities and representatives of the national minorities. After approval by the Government, which adopted Resolution no. 1060 on 26 August 2009,⁵ it was submitted to the Council of Europe by the Ministry of Foreign Affairs. The Committee of Ministers subsequently sent the Government of the CR five pages of recommendations concerning its obligations under the Charter.⁶ These included a requirement to promote awareness and tolerance towards the relevant regional or minority languages and cultures, both in the general curriculum at all levels of education and also in the media, with special attention being paid to the protection and development of Romani and German and the creation of favourable conditions to support

¹ https://web2006.vlada.cz/assets/ppov/rnm/aktuality/iii_periodicka_zpravacharta_1_def_1.pdf

² [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)

³ http://www.coe.int/t/dg4/education/minlang/Report/EvaluationReports/CzechECRML1_en.pdf

⁴ https://10.5.0.16/assets/ppov/rnm/aktuality/III_komentar_opravy_msmt_000.pdf

⁵ [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)

⁶ ECRML (2009)7: http://www.coe.int/t/dg4/education/minlang/Report/EvaluationReports/CzechECRML1_en.pdf

their use in public life. The Committee also devoted special care to committees for national minorities in municipalities and their powers in 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 and that barriers are not erected against its use.

In accordance with Article 15 of the Charter, the Czech Republic (hereinafter referred to as “CR”) is presenting the 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-yearly interval. This report has been prepared on the basis of documents provided by the relevant ministries responsible for exercising national minority policy, government bodies, comments from members of the Government Council for National Minorities (hereinafter referred to as the “Council”), i.e. representatives of public authorities and representatives of national minorities and monitoring reports from the Council Secretariat. The report was debated by the Government Council for National Minorities on 22 March 2011.

Contents	
Introduction	2
Part I.....	6
Part II.....	19
Article 7, paragraph 1 – Objectives and principles	19
a) Recognition of the regional and minority languages as an expression of cultural wealth.....	19
b) Respect for the geographical area of minority languages.....	19
c) Action to help safeguard minority languages	19
d) Encouraging the use of minority languages.....	20
e) Developing links between groups using different languages	20
f) Support for the teaching and study of minority languages.....	20
g) Study and research on minority languages at universities.....	21
i) Transnational exchanges.....	21
Protection against the discrimination of minority languages.....	21
Promotion of mutual understanding between linguistic groups.....	21
Consultation mechanisms	22
Application of the principles to non-territorial languages	22
Part III	23
Article 8 – Education	23
Pre-school education	23
Primary education	23
Secondary, technical and vocational education	24
Education in higher education institutions.....	27
Adult and continuing education	29
The Pedagogical Centre for Polish National Schools in Český Těšín	29
Teaching of history and culture	30
Teacher training	30
Supervision, monitoring and reporting obligations.....	30
Czech School Inspectorate	30
Article 9 – Judicial authorities	33
The use of minority languages in criminal proceedings	34
The use of minority languages in civil proceedings	34
The use of minority languages in proceedings concerning administrative matters	34
Validity of legal documents	35
Article 10 – Administrative authorities and public services	35
The use of minority languages within the administrative districts of the State	35
Information provided by the public administration to people using regional or minority languages of an election or a local referendum in the languages of those national minorities..	36
The use of traditional place-names	36
The use of minority languages in public services	37
Translation and interpretation	37
The use or adoption of family names in the regional or minority languages.....	37
Article 11 – Media	38
Radio and television broadcasts in minority languages	38
Support for the production and distribution of audiovisual and audio works in regional or minority languages	39
Support for printed publications	39
The right to receive broadcasts from neighbouring countries.....	41
Article 12 – Cultural activities and facilities	41
Support for cultural activities and participation by users of minority languages in such activities	41

Participation of users of minority languages in planning cultural activities.....	42
Collecting and archiving works in the regional or minority languages	43
Cultural activities in other regions	43
Presentation of the cultures associated with minority languages in pursuing cultural policy abroad.....	44
Article 13 – Economic and social life.....	44
Protection against the discrimination of minority languages.....	44
Article 14 – Transfrontier exchanges.....	45
Support of transfrontier cooperation	45

Part I

1. Current information on the numbers and geographic distribution of people speaking regional or minority languages.

Mother tongue statistics are regarded as the most accurate source of information on the number of speakers of regional and minority languages. This data was recorded by a question included in the 2001 census. Between 25 and 26 March 2011 a new census will be held and, after being assessed, will provide up-to-date information on the number and geographic distribution of people speaking regional or minority languages. Question no. 10 in the census form requests the mother tongue of the respondent: apart from Czech, the languages offered are Slovak, Romani, Polish, German (and sign language), and a blank field is provided to enter another language. The option of entering two languages is provided for.

The Secretariat of the Government Council for Romani Community Affairs works together with the Czech Statistical Office on information strategies to support socially excluded Roma in the 2011 Census of people and households, which are designed to eliminate any distrust by the Roma and their fear that any information they provide on their nationality will be misused, to raise awareness by the Roma of the way the census is carried out and the manner data is protected during its collection and processing; to raise awareness of the links between the results of the census and the exercise of the rights of members of national minorities in accordance with Act No. 273/2001 Coll., on rights of members of national minorities.

2. Provide information on any changes in policies, legislation and practices with regard to regional or minority languages during the period under review.

On the basis of Government Regulation No. 98/2002 Coll., laying down the conditions and method of providing grants from the state budget for the activities of members of national minorities and to facilitate the integration of the Romani community, as amended, the Ministry of Culture administers three grant programmes that affect minority languages to varying levels and which receive annual funding from the state budget. The share of the grant typically covers 70% of the total project budget. In exceptional cases, this share is increased up to 100%.

- Programme to promote the dissemination and reception of information in national minority languages

Under this programme, aid is provided for the publication of periodicals in national minority languages or the production of programmes for radio and television broadcasts in national minority languages, on the basis of projects submitted. In 2008 and 2009, 30 million CZK were allocated to these projects every year from the state budget, in 2010, due to the financial crisis, this support was reduced to 23,847 thousand CZK.

- Programme to support cultural activities of members of national minorities

The programme is thematically directed towards artistic activities, cultural and educational activities, the study and analysis of national cultures and folk traditions, multi-ethnic cultural events (also aimed at combating any negative manifestations of extremism, racial and national intolerance and xenophobia), editorial activities (non-periodic publications) and the documentation of national culture. In 2008 and 2009, the Ministry of Culture allocated almost 10 million CZK to this programme, in 2010, due to the financial crisis, the amount of funding was limited and 8.5 million CZK was distributed.

- Programme to promote the integration of the Romani community

Under this programme, the Ministry of Culture supports artistic activities each year (theatres, museums, galleries, libraries, concerts, shows, festivals), cultural and educational activities (e.g. seminars, lectures, discussions), scientific research on Romani culture, traditions and history, the documentation of Romani culture, the study and analysis of Romani culture and traditions, editorial activities (non-periodic publications), multi-ethnic cultural events (also aimed at combating any negative manifestations of extremism, racial and national intolerance and xenophobia). A total of between 1.5 and 2 million CZK are earmarked for this programme each year.

The Ministry of Education, Youth and Sports also implements grant programmes relating to minority or regional languages:

- Promoting education in minority languages and multicultural education

In addition to education in the languages of the national minorities, this programme also supports projects for the creation of educational 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, mutual tolerance and combating racial and national intolerance, xenophobia and anti-Semitism, as well as research focusing on the area of educating children and young people from national and ethnic minorities living in the CR. Over the past three years, the Ministry of Education, Youth and Sports has devoted an average of 17.5 million CZK a year to these activities.

- Promoting the education of socially disadvantaged children, pupils and students (to promote the integration of the Romani community)

Under this grant programme, over 100 projects are supported every year. The total amount earmarked for grants each year is 15 million CZK. The project also covers support for educational success in socially disadvantaged children and young people, the activities of low-threshold facilities for children and young people, etc.

- Promoting the integration of members of the Romani community (support for Roma secondary school pupils)

A programme to support Roma secondary school pupils has been adjusted since September 2009 for socially disadvantaged Roma secondary school pupils and students attending higher vocational schools. The programme aims to fund the educational of these Roma pupils whose families would experience considerable financial difficulties if faced with the costs associated with secondary school studies. The sum of 10 million CZK was spent on this grant programme in 2010. Based on experience from previous years, the programme was amended from September 2010 in order to motivate pupils (and their families) not only to begin their studies but also to complete them successfully. Because of this the grant was graded according to the year the pupil is attending. The programme applies to all schools entered in the register of schools that provide secondary education, secondary education with a certificate of apprenticeship, secondary education with a graduation certificate, higher vocational education and higher vocational conservatoire education. It applies to schools established by regions or municipalities, private and church schools. The programme only covers pupils who regularly attend school, or who have documented reasons for their absences, and who have no major disciplinary problems. The programme has two rounds (the period from January – June and from September – December) and pupils may receive a maximum of 4,000 to 10,000 CZK for each round (the highest sum concerns the fourth year). In 2010 around 1,000 pupils and students received grants for both periods.

On the basis of its ratification of the Charter, the Office of the Government of the Czech Republic has funding to support its implementation. This concerns:

- The Support for the Implementation of the European Charter for Regional or Minority Languages Grant Programme

During 2008 and 2009 funds were allocated from the state budget and the Office of the Government of the Czech Republic transferred a non-investment grant from its chapter to the account of the Moravian-Silesian region to ensure the implementation of the Charter. These were initially provided to cover the costs of interpretation and the translation to Czech of written applications submitted in Polish, and also to cover costs relating to meeting obligations to use local names (names of municipalities and streets) and names of public buildings in the Polish language.

In 2010 the funding underwent major changes, because this specific grant was transformed into a Grant Programme to support the implementation of the European Charter for Regional or Minority Languages⁷ in order to make more effective use of the funds. This made it possible to extend the support for Polish to the other languages listed in Part III of the Charter (German, Romani and Slovak).

A comparison of costs incurred in 2010 with the drawdown of funds in previous years:

year	Allocated from the budget	Drawn	Number of projects
2010	2,500,000 CZK	2,241,517 CZK	17 (2 municipalities, 11 civic associations, 2 churches, 1 university)
2009	2,000,000 CZK	263,754 CZK	1 (Moravian-Silesian region)
2008	5,000,000 CZK	751,125 CZK	1 (Moravian-Silesian region)

The programme has existed since January 2010 and focuses on the following topical areas of activities in relation to Polish, the Těšín dialect, as well as its regional variations, Slovak, German and Romani:

- Educational activities at all levels of education extending beyond the standard curriculum, focusing on teaching a minority language or taking place in that language. The target group for these activities are both people with a minority language as their mother tongue and people with the Czech language as their mother tongue. It was assumed that the activities were focused on training teachers with the aim of supporting minority languages in an environment where people have Czech as a mother tongue. Ten projects were evaluated.
- Quantitative and qualitative analyses focusing on research into the use of minority languages, indicating their areas of support and proposing the form of this support. Five projects were selected in this area.
- Support for the use of traditional and correct forms of local names in minority languages (the creation and installation of signs bearing the names of municipalities, their parts, streets and other public spaces and the designation of the buildings of state authorities and local governments). Grants were awarded to two projects.

A table listing the projects receiving assistance for the implementation of activities to benefit regional or minority languages can be found in the annex to this report.

3. Indicate any developments you expect over the next monitoring cycle, such as anticipated political or budgetary changes, political plans or other elements that may have a direct or indirect impact on the situation concerning regional or minority languages.

In March 2011 the Council submitted to the government a proposal to change the status of this advisory body to reflect the ratification of the Charter as one of the fundamental documents

⁷ On the basis of Government Resolution No. 315 of 27 April 2010, amending Government Resolution No. 1574 of 7 December 2005, on a proposal to ratify the European Charter for Regional or Minority Languages (ETS 148)

defining the Council's activities, to emphasise the protection of "minority languages" (terminology compatible with the Charter) in the Council's activities, to change the conditions of membership in such a way as to give less weight to the approximate (and often misleading) number of people declaring themselves of different nationalities in the last census and to give more weight to the importance of minority languages under the protection of the Charter, to cooperation with linguistic professionals and with local government representatives, where the issue of language protection is always very current⁸.

On 21 December 2009 the government approved Resolution No. 1572 the Strategy for Roma Integration for the period from 2010–2013. This is a strategic document in which the CR also agrees to support research and teaching of the Romani language; to create methodological and teaching materials and aids for teaching Romani; to support literature written in Romani.

The Council initiated a draft amendment to Act No. 128/2000 Coll. on municipalities (the municipal system) as amended, Act No. 129/2000 Coll. on regions (regional system) as amended, and Act No. 131/2000 Coll. on the capital city of Prague in March 2009 to facilitate the enforcement of the rights of national minorities with regard to committees for national minorities and bilingual signs. The proposal was part of the Report on the situation of national minorities in the CR in 2008 and a related resolution obliged the Minister of the Interior to implement the proposal at the earliest amendment to the laws referred to above (see response to point 4.C).

In accordance with the introduction of a new model of school-leaving examinations⁹, it has been guaranteed under the Education Act¹⁰ that, from the 2010/2011 academic year, pupils in schools and classes teaching in the language of national minorities will have the right to take both the common and the profile part of the school leaving examination in Czech or in the language of their national minority, with the exception of Czech language and literature examinations.

4. Please provide a detailed explanation of any legislative or practical measures the state has adopted to implement each of the recommendations from the Council of Ministers.

A) Practical steps taken to enhance awareness and tolerance of regional or minority languages and the cultures they represent as an integral part of the heritage of the Czech Republic, both in the general curriculum at all stages of education and in the mass media.

The Czech Republic supports the dissemination of information (periodicals, television and radio broadcasting) in the national minority languages, in other words those that are protected by the Charter, in the form of subsidies.

A reform of the educational system is underway in the Czech Republic, part of which involves the creation of school educational programmes following the Framework Educational Programmes issued by the Ministry of Education, Youth and Sport. The issue of multicultural education, learning to respect human rights and education against extremism, racism and intolerance is an integral part of the Framework Educational Programmes (hereinafter referred to as FEP) for basic and secondary schools and as such has been implemented in individual school educational programmes (hereinafter referred to as SEP) under the curricular reforms. In particular, the Framework Educational Programmes set specific goals, the form, length and content of compulsory education and are binding on the content of the SEP.

⁸ Government Resolution No. 264 of 13 April 2011, viz [http://kormoran.vlada.cz/usneseni/usneseni_webtest.nsf/0/2F365FF868D12453C125787E003B1469/\\$FILE/264%20uv110413.0264.pdf](http://kormoran.vlada.cz/usneseni/usneseni_webtest.nsf/0/2F365FF868D12453C125787E003B1469/$FILE/264%20uv110413.0264.pdf)

⁹ Act No. 49/2009 Coll., amending the Education Act

¹⁰ Section 79, paragraph 1, of Act No. 561/2004 Coll., on pre-school, basic, secondary, tertiary professional and other education (the Education Act), as amended

In 2010 the legislative phase for the introduction of the fundamental changes in educational programmes set out in the Education Act was completed, gradually reducing the original number of subjects to newly conceived, more complex fields of education.

In June 2010 a new Government Decree No. 211/2010 Coll., on the curriculum for basic, secondary and higher vocational education was published in the Collection of Laws. The FEP for one- and two-year Practical School was completed and approved in 2010 (RVP PRŠ 1, RVP PRŠ 2). In August 2010 it was sent in electronic form (DVD) to the Practical Schools which, in accordance with the Framework Educational Programmes, will create their school educational programmes, which will begin to regulate the teaching curriculum in 2012. There is no cross-sectional topic of Multicultural Education in the Framework Educational Programmes for these schools, although subjects relating to multicultural education are covered in the RVP PRŠ 1 in the cross-sectional topic *Personal and social development* as part of the *Social development* subject and in the RVP PRŠ 2 in the cross-sectional topic *Personal and social education* under the *Human relations and ethnic origin* subject.

All Framework Educational Programmes for grammar and secondary vocational schools contain the cross-sectional topic *The citizen in a democratic society*, which incorporates the issue of combating extremism and xenophobia. The cross-sectional topic focuses the training and educational process on ensuring that pupils are, for example, capable of moral judgement, of resisting ideological manipulation, of critically assessing media content and of discussing sensitive issues with others and finding compromises.

The history and culture of minorities living on the territory of the CR will be incorporated in the Framework Educational Programmes in extended form during the “cyclical” revisions of the FEP.

In the history curriculum, emphasis is placed on recent history, especially that of the 20th century and includes teaching on fascism, Nazism, the Second World War, Nazi racial and other persecution, the resistance to Nazism, the Holocaust and the genocide of the Roma. The curriculum, which provides instruction in democratic citizenship, contains the following keywords: political radicalism and extremism, the current Czech extremist scene and its symbolism, youth and extremism.

Schools are also advised to include in their school educational programmes (SEP) a sufficient content of another mandatory cross-sectional topic *Multicultural education*. The recommendations published in previous years in the Collection of Pedagogic and Organisational Information for kindergartens, PS, SS, conservatoires, higher vocational schools, basic art schools, language schools providing state language examinations and school facilities still apply. There are, for example, links to comprehensive information about the Holocaust of the Roma and Jews, which can be obtained from professional seminars on *How to teach about the Holocaust* or as part of the documentary project for pupils entitled *Lost neighbours* (organised by the *Education Department of the Terežín Memorial* and the *Educational and Cultural Centre of the Jewish Museum in Prague*). At the same time attention is drawn to publications by the so-called Holocaust deniers. Schools are also encouraged to emphasise the topic of Czech-German relations in their teaching programme, including objective information on the expulsion of the Sudeten Germans, allowing pupils to understand the culture, language and everyday life of other nationalities and ethnicities living in the CR and to provide information on current extremist social phenomena (anti-Semitism, Islamophobia, neo-Nazism, right- and left-wing extremism).

- Methodological support

The Research Institute of Education (*Výzkumný ústav pedagogický*) (RIE), an organisation run directly by the Ministry of Education, Youth and Sport, drafted an *Analysis of Framework Educational Programmes for primary education in the prevention of risky behaviour*. This covered all areas – objectives for primary education, key competences, learning areas (educational fields),

cross-sectional topics. The analysis mainly focused on the content and terminological aspects of individual forms of risky behaviour, including racist, xenophobic and extremist attitudes.

In 2010, the issue of multicultural education was dealt with as part of a long-term, systematic ministerial task focusing on methodological support for the teaching of cross-sectional themes (which also included Multicultural education). Within the framework of this task, recommended expected outcomes (REO) were developed for each of the subject areas for the cross-sectional topic of Multicultural education as a concretisation of the cross-sectional topics in the FEP, both for the first and second primary school levels and for grammar schools.

As follows from the nature of the cross-sectional topics, recommended expected outcomes focus on developing attitudes and values and, in the case of Multicultural education, they have been taken from an innovative concept, which was elaborated as part of the *Development Strategy for Multicultural Education* in 2009.

They take account of cross-cultural approaches, which helps to minimise the risk of excluding individuals on the basis of their group identity and to prevent extremist attitudes. It can also be considered an important fact that, at the level of the REO, there is an effective overlap between individual cross-sectional topics, particularly between Multicultural education, Democratic Citizenship education and Training to think in a European and global context.

The REO were tested at selected primary schools and grammar schools and examples of specific teaching situations were created for teachers in which the individual recommended expected outputs could be achieved. Methodological materials are gradually being added and published on the Methodological website www.rvp.cz.

Concerning this task, a full questionnaire survey was carried out in 2010, which mainly addressed teachers' attitudes to the issue of cross-sectional topics (including Multicultural education) and questions relating to their teaching. The results of the questionnaire survey will be published on the Research Institute of Education website and on www.rvp.cz. In response to teachers' needs a DigiFolio, collecting together basic texts and information on issues relating to inclusive education, was uploaded to www.rvp.cz.¹¹

Part of the ongoing activities of the RIE involves work on comparative studies of inclusive approaches in selected countries. A comparative study on Concepts for cross-sectional topics was drafted and materials relating to educational system and curricular documentation were collected. These continue to be used as a source of information for the analysis of inclusive approaches.

An important source of information, methodology and communication in the area of multicultural education is the methodological portal www.rvp.cz already mentioned above. The methodological portal www.rvp.cz is managed by the Research Institute of Education in Prague, in collaboration with the National Institute for Vocational Training, an organisation directly managed by the Ministry of Education, Youth and Sports. The project is co-financed from the European Social Fund and the state budget of the Czech Republic and its primary goal is to develop systemic support for teachers during the implementation of educational reforms. The texts published in the Methodological portal relate to issues such as racism, xenophobia, multicultural societies, etc.

In addition to the portal referred to above, other web portals established by the Ministry of Education, in which media activities in the field of multicultural education, the prevention of racist, xenophobic and extremist attitudes, education for tolerance and respect for human rights are supported on an on-going basis, are another source of information for multicultural education.¹²

- Centre for the support of inclusive education

¹¹ <http://digifolio.rvp.cz/view/view.php?id=2477>

¹² www.msmt.cz, www.vuppraha.cz, www.nuov.cz, www.edu.cz

At the beginning of the 2009/2010 academic year, a new nation-wide project, co-financed by the ESF and the state budget of the CR and aimed at working with schools, was launched in 9 towns in the Czech Republic (Brno, České Budějovice, Hradec Králové, Karviná, Most, Olomouc, Opava, Plzeň and Prague). The Institute of Pedagogical Psychological Counselling of the CR contributed to project implementation. The Centre for the support of inclusive education project (hereinafter referred to as the CSIE)¹³ continues the work of the Centre for the Integration of Minorities (hereinafter referred to as the CIM), but compared to the work of the CIM there has been a shift and a change in the target groups. The Centre for the Integration of Minorities primarily worked with children (mainly from socio-culturally disadvantaged backgrounds), whom it tried to assist in managing problems associated with school attendance. During its operation, the CIM tested a number of tools suitable for working directly with children, given that most of the services provided by its staff involved working with classes of children; diagnostics of children's special educational needs; tutoring; social work with children's families; organising educational and recreational activities, etc.

The CSIE has shifted the focus of its activities more towards pedagogical staff. The Centre's staff expects that assistance directed towards schools and pedagogical staff, helping them to manage increasing demands on the education of children with various difficulties, may ultimately be more important than assistance directed to specific individual pupils. The Centre is striving to ensure that schools are able to offer inclusive education and to develop each child's potential according to his/her individual, and in the case of certain pupils special, educational needs. This plan is also reflected in the basic CSIE mission to support school facilities and schools, which should themselves gradually learn to introduce suitable tools (methods, forms of teaching, etc.) to meet the individual educational needs of each child. The project is based on the "simple" assumption that basically every pupil capable of learning in "mainstream education" should have the opportunity to do so – i.e. that schools (teachers) should be able to provide for them.

Each of the nine Centres, in collaboration with the regional and municipal authorities, selects ten to fifteen schools each year, a selection that includes schools of different sizes and different levels of need in terms of inclusive education. Amongst these are always one or two "pilot schools" which have already managed to apply principles of inclusive education to a greater or lesser extent. An important outcome of the work of the CSIE, relating to these pilot schools, also involves the creation of a network of collaborating schools and other educational institutions to exchange examples of "good practice" and other experiences. In relation to assistance for schools and their founders, the CSIE is also involved in raising funding for schools by getting subsidies or grants (project management) or directly providing schools with psychological and special-pedagogical counselling. At the same time it provides preparation and support for the types of courses that will be beneficial in guiding schools towards the concept of inclusive education as part of the continuous training of pedagogical staff.

B) Implementation of policies to protect Romani and German and to promote their use in public life.

○ Romani

The Ministry of Education, Youth and Sport commissioned the translation of the fundamental documents of the Council of Europe relating to the teaching of the Romani language. These documents were translated into Czech, into the Northern Central Romani and Lovari Romani and were published on the Council of Europe website. They include the following:

¹³ <http://www.cpiv.cz/>

Curriculum framework for instruction in the Romani language (devised in collaboration with the European Roma and Travellers Forum). The curriculum framework for teaching the Romani language contains curricular elements and reference levels and its aim is to help children from different socio-cultural backgrounds: those who do not speak Romani at home, children who need to improve their level of Romani and children who, although they speak Romani, need to attain a level where they can use the language as a tool for further learning.

European Language Portfolio *Learning the Romani language* for instruction in Romani for lower secondary students (for pupils from 11 to 16 years).

European Language Portfolio *Learning the Romani language* for instruction in Romani for primary school students (for pupils from 6 to 11 years).

Handbook for teachers *Using the European Language Portfolio for Romani*.

Following on from these instruments, a two-year project (2010-2011) was launched in the European Centre (Council of Europe) for modern languages in Graz entitled *Education of Roma children in Europe*, which aims to incorporate these tools into the education systems of the Member States and to test pilot versions. The main partner for the European Centre (Council of Europe) for modern languages in Graz is the University of Graz, but the project also has a number of other partners, including Charles University Philosophical Faculty, Romani studies seminars, Institute of South and Central Asia. Between 24 and 26 February 2010 an international seminar on the project was held in Prague, with the Ministry of Education, Youth and Sport providing both organisational and financial assistance. The seminar was designed primarily for those training teachers of the Romani language and also included a discussion of the final form of a related draft project, which was submitted to and then approved by the European Commission under the EU Lifelong Learning Programme.

- German

The Ministry of Education, Youth and Sport supports the language activities of grammar schools that provide instruction in German leading to the award of the German language diploma. This diploma entitles students to study at German universities without taking further language examinations. The Ministry of Culture supports the publication of periodicals in German. The state administration and local government contribute to the activities of the German national minority in the form of grants and *ad hoc* assistance and also promote the German language. A detailed overview of this support is provided in Part III and in the Annex to this report.

C) Improving the laws relating to the composition and powers of committees for national minorities to ensure that these rules do not constitute obstacles to the implementation of the Charter, including the establishment of schools providing instruction in regional or minority languages and the use of Polish place names in topographical signs.

Improving the legislation relating to the use of Polish place names in topographical signs

The placement of additional road signs indicating the entrance and exit to the municipality in the language of the national minority is regulated by Decree No. 30/2001 Coll., on road traffic rules. In accordance with Section 13 paragraph 1 (v) and (w) of this regulation, and under the conditions laid down by special legislation¹⁴, the municipality places the name of the municipality in the language of the national minority (a sign indicating the entrance and exit to the municipality) under the road sign to show the name of the municipality in the language of the national minority. A total of 31 municipalities in the Karviná and Frýdek-Místek districts comply with the legislative requirements

¹⁴ Section 29 of Act No. 128/2000 Coll., on Municipalities (the Municipal Order), as amended.

for the installation of bilingual Czech-Polish signs. Until such time as the amended decree was adopted,¹⁵ the installation of these bilingual signs had been partially suspended.

After the ratification of the Charter, since 2007, there has been a gradual installation of these signs in the municipalities (and has been completed in two-thirds of the municipalities referred to above), the degree of bilingualism has been determined by each municipality individually on the basis of a recommendation by its Committee for National Minorities. There is a wide range, from bilingual signs on official buildings, through bilingual signs on other publicly accessible spaces, to road signs indicating the entrance and exit of the municipality. However, in some municipalities, the installation of the last-mentioned type is complicated by misunderstandings between the representatives of the national minorities and the relevant authorities.

On 29 June 2009, the government approved Resolution No. 845 (on the basis of the Resolution of the Government Council for National Minorities), which obliges the Ministry of the Interior to amend laws on territorial self-governing units, specifically an adjustment to the provisions of Section 29 paragraph 2 and Section 117 paragraph 3 of Act No. 128/2000 Coll., on municipalities (the Municipal Order), as amended, Section 78 paragraph 2 of Act No. 129/2000 Coll., on regions (the Regional Order), as amended, and Section 78 paragraph 2 of Act No. 131/2000 Coll., on the Capital City of Prague, as amended, prepared in accordance with Annex No. 14 of the Report on the situation of national minorities in the Czech Republic for 2008. The proposed change, which is based on practical experience of establishing committees and with the marking of public spaces, was prepared by the Committee for cooperation with local authorities for the Government Council for National Minorities, which approved it at its meeting on 17 February 2009 (before being submitted to the government, the final version was also approved by the Council on 6 May 2009). The Ministry of the Interior, in collaboration with the Council Secretariat, prepared a legislative draft of the relevant legal amendment, which will be incorporated as instructed by the government in the next revision of the legislation concerning territorial self-governing units, to be completed by the end of 2011.

Making these changes will require the practical experience of the Government Council for National Minorities,¹⁶ when the Committees for national minorities in the individual municipalities are not always prepared to meet the requests of national minority representatives to install bilingual signs, even though this attitude has no legitimate backing. The amendment is designed to respond to this situation and should introduce the option of applying directly to a civic 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 that at least 10% of the residents of the municipality registered as members of the given nationality at the latest census applies.

Similarly as before, an application by the civic 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 paragraph 2 of the Act on municipalities, the municipality is required to install signs in the language of the national minority. The conditions would be set up in such a way that a request by the representatives of the national minority, submitted through the Committee for national minorities, would continue to be the main method of requesting multi-lingual signs, and the submission of a “qualified” application by the civic association would only be an exceptional solution in cases when the committee fails properly to fulfil its role to represent the interests of the national minority.

¹⁵ Decree of the Ministry of Transport No. 91/2009 Coll., amending Decree of the Ministry of Transport No. 30/2001 Coll.

¹⁶ Published in the Reports on the situation of national minorities in the Czech Republic for 2008 and 2009

Improving the legislation relating to the composition and powers of committees for national minorities

In connection with the above information concerning the upcoming amendment of Act No. 128/2000 Coll., on municipalities, it is planned that measures relating to the composition and powers of committees for national minorities will be adopted, thereby amending Section 117, paragraph 3, of the Act.

The proposed changes should reflect practical experience with establishing committees for national minorities and also amend the mechanism for their establishment. The new regulation should make the mandatory establishment of a committee dependent not only on the fact that over 10% of the citizens of a municipality declared themselves to be of a nationality other than Czech at the latest census, but also on the fact that a civic association representing the interests of a national minority can make a written request for the establishment of a committee. The proposed amendment is intended to accommodate the actual situation, because a census is generally only carried out at ten-year intervals and the presence of a national minority in the municipality may change in the meantime, still leaving the municipality obliged to establish a committee. In practice, situations have been known to occur where, after the last census, the national minority disappeared completely, but the municipality still had to establish a committee for national minorities. The proposed amendment to the law should prevent this type of situation taking place by requiring that the mandatory establishment of a committee should depend again on an application, in other words interest must be expressed on the part of the national minority itself. A written request may be submitted by a civic association which, according to its statutes, represents the interests of certain of the national minorities which are present in the given municipality.

The effects of the application would only apply during the term of office of the local authority because after its expiration the committees established by the authority also terminate their activities.

The proposed amendment would retain the condition that the members of the committee must be members of the national minority, but would eliminate the requirement that these representatives should be delegated by an association set up under special legislation,¹⁷ because this condition is rather problematic in that it restricts the ability of the municipal authority freely to decide on the composition of committees (in this case the municipal authority is limited to choosing only from the representatives proposed by the association). Apart from this, these structures are also questionable in terms of access to the committee for other members of national minorities, which are not organised in an association. The amendment to the text of the Act would specifically add a solution to a situation when all the conditions for the establishment of a committee had been met (the existence of national minorities and a written request from a civic association), but where no one in the municipality is interested in joining the committee. However, this amendment would not prevent civic associations from exercising their entitlement to propose members of the committee to the municipal authority, although they must exercise this entitlement in full accordance with the Act on the right of petition. Members of national minorities may be selected by the local authority not only from local government officials or residents of the municipality as any member of the national minority may become a committee member.

D) Adoption of measures to mediate the provision of instruction in Slovak, Romani and German, or training courses in these languages, in collaboration with native speakers.

- Slovak

¹⁷ Act No. 83/1990 Coll., on association of citizens, as amended

Interest in establishing a secondary school providing instruction in Slovak in Prague was expressed in the second half of 1994. At the end of September 1995, the Ministry of Education, Youth and Sport received a request from representatives of the Club of Slovak Culture in the CR, the Slovak Municipality in the CR and the Association of Slovaks in the CR to establish the Milan Rastislav Štefánik grammar school in Prague. After much discussion, the promoters confirmed their interest in establishing a school from 1 September 1996. The Slovak grammar school in Prague was incorporated into the network of schools and a headmaster was appointed, but the school de facto did not exist as only five pupils enrolled and for this reason it was removed from the network after a certain number of years.

In the 1998/99 academic year, the Na Vítězné pláni grammar school in Prague was prepared to begin providing instruction in Slovak. At least 12 candidates – pupils – were needed to set up the department. Only 6 applied and it was agreed that Slovak would only be taught as an extra-curricular activity. The Na Vítězné pláni grammar school was also prepared in the 1999/2000 academic year to provide instruction of Slovak as an optional subject for children from all over Prague. However there was no interest from Slovak nationals. It was noted that most children and parents prioritised Czech when selecting a school, because they calculate with the fact that the children will continue with their studies and at a higher level they might encounter problems with their classifications in the Czech language.

Projects enabling the mediation of teaching in Slovak receive funding under a grant programme from the Education Ministry to support education in languages of national minorities and multicultural education and a grant programme to support the implementation of the European Charter for Regional or Minority Languages. Additional information is provided in Part III of this report.

- Romani

In 2008, the Ministry of Education, Youth and Sport had already formulated the promotion of equal opportunities in education as one of its priorities. An important area, which also relates to Roma children and support for their education, involves the establishment of conditions for inclusive education.

In 2010 the Ministry submitted to the government for its approval the National Action Plan for Inclusive Education, which devotes increased attention to the education of Roma children from socially marginalised communities and to the creation of inclusive mechanisms directed at children with special educational needs, and which was approved on 15 March 2010 in Government Resolution No. 206. Other partial measures were implemented in coordination with other ministries, local authorities and the non-profit making sector.

The continuous development of the *Early care concept* targeted mainly at improving the conditions for the pre-school preparation of children at risk of social exclusion from the age of three until they start compulsory schooling. Under the Concept, increased attention is paid to pre-school preparation for Roma children. The Concept mainly focuses on establishing conditions for quality pre-preparation of children at risk of social exclusion by levelling out any disadvantages they may have before they start mandatory schooling. The measures also focus on increasing the number of Roma children and pupils in mainstream education and on supporting their academic success at all levels of education. At each step, a great deal of attention is paid to working with the family of these pupils to enable the parents to create support for their children's education (social services, pedagogical services, tutors).

In 2010 the CSIE project (Centre of support for inclusive education) was launched and professional teams were assembled, operating in all regions of the CR. They provide methodological support for pedagogical staff at all levels of the education system, focusing on specific pedagogical work for

children with special educational needs, strengthening of regional resources, creating a network of experts, creating multidisciplinary teams providing support to pedagogical staff, pupils and the families. Roma children are an important target group for the project.

Accredited degree programmes and programmes for lifelong learning offered by universities are listed in Part III of this report. These include, for example, the preparation of teaching assistants and Roma studies. Institutions accredited to train teachers for Romani include Charles University in Prague, Faculty of Philosophy, for example.

Romani is taught in three secondary schools in the CR. The curriculum of the Secondary vocational school of management and law, s. r. o., Kolín, contains information on Romani history, culture and language, and prepares graduates to work in their own communities. This factor also stimulates the interest of Roma children in studying, which was already confirmed in the retraining courses offered by this school. Effective up to 2011, the following secondary education courses are offered: Social work among ethnic minorities and Pedagogy for teaching assistants. These areas of education are available until 2011, are only offered as long-distance forms of education and, by their focus, are principally targeted at pupils from the Roma population. The Ministry uses these programmes to promote the better education of the Romani minority, particularly adult Roma. The curriculum includes compulsory subjects such as multicultural coexistence, selected methods of social rights, social policy, social communication and the basics of Roma studies.

Under the grant programme *Support for education in the languages of national minorities and multicultural education* in 2010, the sum of 100,000 CZK was provided for Courses in Romani, run by the Museum of Romani Culture (this also received support in 2008 and 2009). The aim of the courses is to make quality instruction in the Romani language by expert teachers available to interested students (in ethnology, pedagogy, social pedagogy, special pedagogy, etc.), teachers and teaching assistants, social workers, government workers and police officers, who encounter and interact with members of the Romani minority through their daily work, as well as interested members of the general public, and to allow them to learn about Romani culture and understand it through learning the language. Knowledge of Romani facilitates the work of graduates of the course with the Romani minority, enabling them to understand and communicate with its members. Two courses will be run, one for beginners and the other low intermediate. The beginners' course will consist of two lessons once a week, while the intermediate course will comprise conversation lessons with a native speaker. The courses are led by an expert on Roma issues with many years of teaching practice and a Roma trainer. The course will also have video and audiovisual aids. Besides language lessons, visitors can also study the museum's collections and exhibitions and other public events.

Under the same grant programme, a project by the Charles University Philosophical Faculty entitled "Qualitative and quantitative analysis of the linguistic situation of the Roma in the CR" received a total of 1,366,000 CZK in aid (the project follows on from a project from 2009: Research and verification of work with Romani in schools, for which it paid 1,822,300 CZK and Sociolinguistic research on the situation of the Roma in the CR, implemented by the same organisations and supported by the Ministry of Education, Youth and Sport in 2008.).¹⁸ Previous projects have so far provided unique and methodologically well-founded estimates of the competence of school-age Roma children in Romani. In the qualitative part of the report from the survey, on the basis of a limited sample of a few dozen respondents, the basic outline of the situation was summed up and primarily indicated that Romani would be abandoned. The main objective of the project was to broaden, deepen and add to knowledge of the language situation of the Roma and Romani in the Czech Republic, which was brought by Socio-linguistic research into Romani.

¹⁸ Both surveys are published on www.romistika.eu

Expansion in 2010 consisted of quantitative research into the context in which language is transferred, language attitudes, opinions on the possible support for language and its mutual connections. Unlike the previous research, it was not only Romani that was investigated, but the language repertoire of the Roma as a whole, meaning including Czech and any other languages. Information acquired concerning the language situation in a given area is consulted with the teachers at the relevant primary schools. Emphasis was also placed on expanding knowledge of those speaking Walachian Romani. The deepening of existing areas of knowledge consisted of long-term qualitative research into the language environment in selected Roma families. This part also provided a different, more accurate, perspective on the quantitative data obtained.

The knowledge gained will be use in the education of Roma children and in directing aid to Romani as a minority language (endangered by the language shift – in the case of Northern Central Romani dialects) – one of the partial project objectives was to gather information on the preferences of the Roma themselves on the issue of language support offered by the state. The results of the quantitative research also allow us to make a rough estimate of the situation of Romani in a large number of locations.

- German

The Ministry of Education, Youth and Sport continuously supports language activities in grammar schools offering instruction in German leading to the award of the German language diploma. This diploma entitles students to study at German universities without having to take additional language examinations. Extensive Czech-German activities also take place in the context of extracurricular activities for young people.

In 2010 there was a significant change in the Grant programme to support the implementation of the European Charter for Regional or Minority Languages, which enabled projects involving not only Polish and the Těšín dialect as its regional dialect, but also the Slovak, German and Romani languages to be submitted to civic associations and schools. One of the measures was to support educational activities at all levels of educational beyond basic education, which focus on teaching minority languages or which take place in them. The target group for these activities includes both people with a minority language as their mother tongue, and people with Czech as their mother tongue. More detailed information is provided in Part III and in the Annex to this report.

E) The implementation of practical steps to stop the use of Romani being discouraged at schools.

In the Concept for Roma Integration for the period from 2010 – 2013, the government committed to on-going support for research into the Romani language, the Roma Holocaust and Roma culture, to creating the conditions for the institutional development of a degree subject of *Roma studies* and support for extending this to other universities. It will also support the on-going expansion of Romani language teaching at a regional level, creating materials to train pedagogic staff to work with pupils who speak different languages, with regard to Roma pupils, the creation of methodological and didactic materials for teaching Romani. It also undertook, in collaboration with the Research Institute of Education and the National Institute of Vocational Education, to incorporate the topic of Roma culture and history in the Framework Educational Programmes for schools, in accordance with the revision timetable for Framework Educational Programmes for schools and, continuously, using the Czech School Inspectorate to assess compliance of these programmes with the school educational programme, which regulates the teaching of these topics in practice.

Part II.

5. Please indicate any recent developments concerning the provisions of Article 7 of the Charter during the last monitoring period (2008-2010).

Article 7, paragraph 1 – Objectives and principles

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

In December 2009, in its Resolution No. 1572, the government approved the Concept for Roma Integration for the period from 2010 – 2013, in which it undertakes to support research and teaching of the Romani language and recognises it as part of Europe's cultural wealth. The government Campaign against racism took place in 2009 and 2010 with the announcement of the Gypsy Spirit prize by the Section for Human Rights at the Office of the Government of the CR.

The aim of the Gypsy Spirit project is to create a tradition for the prestigious appraisal of work towards the integration of the Roma and to show the general public examples of good practice in the co-existence of the Romani community with the "majority". In this sense the project corresponds to one of the objectives of the Czech Presidency of the Decade of Roma Inclusion from 2005–2015, which took place from July 2010 to June 2011.

Gypsy Spirit prizes are awarded to companies, municipalities, non-profit making organisations or individuals in the following categories:

- NGOs – for the implementation of specific projects focusing on the support and development of the Romani minority and results achieved
- Company – a company supporting projects aimed at social assistance and support of the Romani community
- Extra-curricular educational activities aimed at Roma children and youth
- Individual – whose work has contributed to improving the situation of Roma over the long term
- Act of the year – which helped save lives or improve the quality of life for individuals.

In 2010 the Gypsy Spirit project took place under the auspices of the Prime Minister of the Czech Republic, Petr Nečas, the Chairwoman of the Subcommittee on Human Rights of the European Parliament, Heidi Hautalaová, President Václav Havel and ex-minister for human rights Michael Kocáb.

b) Respect for the geographical area of minority languages

Given that no change has occurred in this area during the period under review,¹⁹ please refer to the information set out in the 2nd part of the Initial Periodic Report, presented to the Secretary General of the Council of Europe in accordance with Article 15 of the Charter.

c) Action to help safeguard minority languages

In addition to the information set out in Part I of this report and in the 2nd part of the Initial Periodic Report submitted to the Secretary General of the Council of Europe in accordance with Article 15 of the Charter, we note that in 2010 there was a major change in the Grant programme to support the implementation of a European Charter for Regional or Minority Languages, which enabled projects involving not only Polish and the Těšín dialect as its regional dialect, but also the Slovak, German and Romani languages to be submitted to civic associations and schools. One of the measures was to support educational activities at all levels of educational beyond basic education, which focus on teaching minority languages or which take place in them. The target group for these activities includes both people with a minority language as their mother tongue, and people with

¹⁹ Council of Europe MIN-LANG instructions (2009) 8

Czech as their mother tongue. It was assumed that the activities also focused on teacher training with the objective of supporting minority languages in an environment where the population has Czech as a mother tongue. 10 projects were assessed under this measure.

d) Encouraging the use of minority languages

The Czech Republic systematically supports the use of minority languages through grant programmes, paying special attention to measures to support the use of Romani. More detailed information is provided in Part I of this report.

e) Developing links between groups using different languages

Links between those speaking different languages are mainly developed during cultural and social actions organised by civic associations representing the individual national minorities, which receive funding from the public administration of the CR.

On 21 June 2007 a National Minorities House was opened in Prague, housing civic associations for the Bulgarian, Hungarian, German, Polish, Romani, Russian, Ruthenian, Greek, Slovak, Serbian and Ukrainian minorities. The civic associations (not only those speaking the minority languages listed) 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 speakers of minority languages.

Change in the deeds for the Pedagogical Centre for Polish National Schools in Český Těšín

In 2010 an amendment to the deeds of the Pedagogical Centre was prepared (approved on 20 January 2011 under the title Measure of the Ministry of Education, Youth and Sport in accordance with Section 169b paragraph 1 of Act No. 561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (the Education Act), as amended, which issues Amendment no. 2 to the deeds for the Pedagogical Centre for Polish National Schools in Český Těšín).

In addition to technical aspects, this amendment updated the pedagogical terminology used in the deeds and also enabled certain activities that contribute to meeting the European Charter for Regional or Minority Languages²⁰, and which the Pedagogical Centre had previously performed without explicit reference to the foundation deeds, to be embodied directly in the deeds.

Specifically, this concerned the possibility of offering training to pedagogical staff from schools that do not belong to the Polish National Schools and schools with integrated Polish classes, as part of lifelong learning. The proposed amendment was designed to accommodate the requirements of the region's teaching staff. The option of cross-border education was also expressly incorporated in the Foundation deeds (Article 14 (b) of the Charter).

f) Support for the teaching and study of minority languages

During the period from 2008-2010, the Czech Republic again provided resources from its budget for the teaching and study of regional or minority languages. Information can be found in Part I of this report.

In 2010 there was a significant change in the Grant programme to support the implementation of the European Charter for Regional or Minority Languages, which enabled projects involving not only Polish and the Těšín dialect as its regional dialect, but also the Slovak, German and Romani languages to be submitted to civic associations and schools. One of the measures was to support

²⁰ Resolution of the Government of the CR no. 1574 of 7 December 2005 on the proposal for the ratification of the European Charter for Regional or Minority Languages (ETS 148), opened for signature by the Member States of the Council of Europe in Strasbourg on 5 November 1992

educational activities at all levels of educational beyond basic education, which focus on teaching minority languages or which take place in them. This enables schools and organisations belonging to national minorities to implement educational programmes in minority languages. In 2010 one of the projects that received support was submitted by the German minority, but ultimately this was not implemented.

g) Study and research on minority languages at universities

The Grant Agency of the CR, among others, supported the project submitted by the Czech Language Institute of the Academy of Sciences of the CR no. P406/11/2304, “Confrontational description of contemporary Slovak and Czech vocabularies (systemic relations and communication co-existence)” for the period from 2011–2014, which also includes research into the use of Slovak in the Czech Republic, primarily in the area of legal communication.

Detailed information on research into minority languages taking place in universities can be found in Part I of this report, and on the study of minority languages in Part III and in the Annex to this report.

i) Transnational exchanges

Detailed information on transnational exchanges, relating to those languages protected under the Charter, can be found in Part III of this report.

Article 7, paragraph 2

Protection against the discrimination of minority languages

In September 2009, Act No. 198/2009 Coll., on equal treatment and on legal instruments of protection against discrimination and on amendments to certain Acts (the Antidiscrimination Act) came into force in the CR, which, although it does not directly ban discrimination on the basis of language, nonetheless does prohibit direct and indirect discrimination on the basis of racial or ethnic origin or nationality.

Article 7, paragraph 3

Promotion of mutual understanding between linguistic groups

The World Roma Festival KHAMORO has been held since 1999 and during this time it has supported a number of important personalities. During its existence the KHAMORO festival has become the most important event of its kind, not only in the CR, but also in Europe as a whole.

From 23 to 29 May 2010, the 12th Annual World Roma Festival KHAMORO 2010 was held in Prague. It was opened under the auspices of the Mayor of the Capital City of Prague and the Government Commission for Human Rights. Following tradition, the City of Prague was partner and the festival was supported by the Ministry of Culture, ČEPRO and others.

The implementation of the festival and programme content were carried out as planned and according to schedule. The 12th annual festival was again judged to be extremely successful, both on the part of the organisers and on the part of the public. The main objective of the festival was to introduce to the public the very best of Romani culture from around the world. According to the public response, the media campaign was of high quality and served not only to draw attention to the festival itself, but also to efforts to improve relations between the Roma minority and the majority population. All the planned goals were met and the KHAMORO 2010 festival contributed, through its cultural and professional programme, to the common co-existence between Roma and non-Roma and to the discovery of Romani culture.

Objectives:

- To show the richness and diversity of Romani culture and traditions, which form an important part of Czech, European and world culture
- To contribute to the integration of Roma into Czech society and to the creation of a multicultural society
- To contribute to improving and development relations between the majority population and the Romani community using cultural and professional events to show the positive values, which music and other art forms undoubtedly represent

The cultural component of the programme

The cultural part of the programme was attended by the best Roma musicians from around the world and presented the Czech and foreign public with classic, as well as traditional and contemporary Roma music or Gypsy jazz. At the same time there were two exhibitions, dance workshops and film screenings.

Unusually, *the music programme* was launched on Sunday 23 May 2010, when Švandovo divadlo in Prague 5 hosted the world premiere of the Roma opera *Invisible Gipsy* by the Serbian multi-genre artist, Zoran Tairović. The opera offered the audience an insight into the problems that arise in relations between different cultures and outlined the issue of tolerance and mutual respect. The premiere was extremely successful and aroused enormous interest, not only from the public, but also from the media.

Article 7, paragraph 4

Consultation mechanisms

Those speaking regional or minority languages may use the options enacted in the legislation to participate actively in addressing issues relating to national minorities through the committees and at meetings of the Council. Part I of this report sets out specific examples reflecting the needs expressed by those speaking regional or minority languages.

Article 7, paragraph 5

Application of the principles to non-territorial languages

Given that no changes have been made regarding this point during the period under review, please refer to the information set out in Part II of the Initial Periodic Report submitted to the Secretary General of the Council of Europe in accordance with Article 15 of the Charter.

6. 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 December 2009 the government approved the Concept for Roma Integration for the period from 2010–2013. This is a strategic document, in which the CR undertakes to support research and teaching of the Romani language, the creation of methodological and didactic materials and aids for teaching Romani; and to support literature written in Romani. Additional information on measures adopted can be found in Part I of this report.

Part III

7. 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 No.2, paragraph 2 of the Charter (legislative and practical measures)

Languages: POLISH, SLOVAK

The undertakings listed below assumed in respect of Polish apply in the Frýdek-Místek and Karviná districts of the Moravian-Silesian Region. The undertakings assumed in respect of Slovak apply in the whole territory of the Czech Republic.

Article 8 – Education

In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of education:

Polish: paragraph 1 a)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 1 a)iv; b)iv; e)iii; g); i); paragraph 2 (6 items in total)

Pre-school education

Paragraph 1) With regard to education, the 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;

In the 2010/2011 academic year, pre-school education in Polish and Czech was provided by 5 kindergartens in the Moravian-Silesian Region (Písek u Jablunkova, Milíkov u Jablunkova, Vendryně, Třinec and Český Těšín) with a total of 197 pupils and education in Polish was provided in a total of 20 kindergartens (with 712 children). In comparison with 2009, there were five fewer children in these kindergartens. All statistical data on schools, children and pupils are gathered by the Institute for information in education, an organisation directly managed by the Ministry of Education, Youth and Sport. The information provided below is valid to 30 March 2010.

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 provided for under i - iii above at least to those pupils whose families so request and whose number is considered sufficient;

One primary school providing instruction in Czech and German has been opened in the Czech Republic, teaching 126 pupils in 5 classes. Compared to 2009 there are an additional 2 pupils.

Apart from the school mentioned above, German is also taught in primary schools as a foreign language and this option is also available to pupils from the German minority. Some primary schools offer German language instruction from the first class (e.g. K Milíčova, Kladská and Bernard Bolzan primary school in Tábor).

1,611 pupils in 112 classes were taught in 21 Polish primary schools (some provide full primary education while others only provide for the first five years). Compared to 2009 the number of pupils fell by 9, the number of independent schools decreased by 3 while the number of classes has remained the same. All schools with instruction in Polish in the Moravian-Silesian region are

located on the territory of the Frýdek-Místek and Karviná districts, where the concentration of Polish-speaking population is highest. All Polish school facilities are included in the register of schools. Their task is to educate Czech citizens of Polish nationality, in accordance with the education programmes, but in their mother tongue and with some additional specific subjects. A recommendation was issued by the Ministry of Education, Youth and Sport in the form of a *Framework curriculum for schools providing instruction in Polish* with effect from 1 September 2007.

Primary schools with instruction in Polish

KARVINÁ district

	I	II	III	IV	V						classes	Σ
Albrechtice	8	3	2	0	0						1	13
Český Těšín-Svibice	6	7	5	3	9						2	30
Orlová-Lutyně	0	3	2	5	2						1	12
Stonava Holkovice	1	0	1	2	4						2	8
Těrlícko	4	7	2	5	1						2	19
total	19	20	12	15	16						8	82

	I	II	III	IV	V	VI	VII	VIII	IX	classes	Σ
Český Těšín	17	38	22	37	29	34	51	26	41	14	295
Dolní Lutyně	2	5	0	2	4	5	8	4	5	5	35
Havířov-Bludovice	7	4	4	5	5	8	8	12	7	6	60
Horní Suchá	9	6	7	5	6	9	8	10	8	6	68
Karviná Fryštát	22	16	13	19	17	17	14	22	19	9	159
total	57	69	46	68	61	73	89	74	80	40	617

Frýdek-Místek district

	I	II	III	IV	V						classes	Σ
Bukovec	7	5	7	5	6						2	30
Hrádek	5	9	8	4	4						2	30
Milíkov 104	7	2	5	3	5						2	22
Milíkov u Jablunkova	6	3	2	0	2						1	13
Mosty u Jablunkova	0	2	4	1	7						1	14
Návsí	6	4	5	5	2						2	22
Ropice	1	6	2	6	6						2	21
Třinec	4	9	5	7	6						3	31
Třinec-Oldřichovice	3	4	3	6	3						2	19
total	32	39	34	32	35						17	202

	I	II	III	IV	V	VI	VII	VIII	IX	classes	Σ
Třinec Staré Město	12	17	12	15	16	18	16	16	24	9	146
Bystřice nad Olší	14	10	10	18	17	15	19	24	22	9	149
Hnojník	10	7	14	7	8	13	10	10	9	8	88
Jablunkov	23	8	14	12	21	24	38	55	35	14	230
Vendryně	7	12	9	7	8	13	9	22	10	7	97
total	66	54	59	59	70	83	92	127	100	47	710

	I	II	III	IV	V	VI	VII	VIII	IX	classes	Σ
PS total	181	187	158	179	188	156	181	201	180	112	1611

Secondary, technical and vocational education

- c) i to make available secondary education in the relevant regional or minority languages;
- 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

Members of national minorities are entitled to education in their minority language, under the conditions stipulated in Section 14 of Act No. 561/2004 Coll., on pre-school, primary, secondary, higher vocational and other education (hereinafter referred to as the Education Act), as amended.

In addition to laying down the rules for establishing schools providing instruction in national minority languages, the Education Act provides for the option where, to support the interests of members of national minority, a head teacher with the consent of the founder may specify in the school educational programme subjects or their parts which may be taught bilingually, both in the Czech language and in the language of the relevant national minority. It also states that at schools with instruction in the language of the relevant national minority, school reports, apprenticeship certificates, and diplomas on completion of education shall be issued bilingually, both in the Czech language and in the language of the relevant national minority.

In accordance with the introduction of the new model of school-leaving examination from the 2010/2011 academic year, the Education Act guarantees that pupils of schools and classes taught in the language of a national minority shall be entitled to take the common as well as the profile part of the school-leaving examination either in the Czech language or the language of the relevant national minority (Polish), with the exception of the examination of the Czech language and literature.

At present 17 six-year “bilingual” grammar schools exist in the Czech Republic, piloting education under the Framework Educational Programme and the school educational programme for bilingual grammar schools (this experimental verification has been spread over the period from 2007 to 2015): 6 Czech-Spanish, 5 Czech-French, 1 Czech-Italian, 2 Czech-English, 3 Czech-German. Two Czech-German bilingual grammar schools have been established on the basis of cooperation with the Austrian Republic (Prague, Znojmo), 1 Czech-German school in Liberec has been established on the basis of an intergovernmental agreement with Germany.

German

There were 5 secondary schools offering instruction in German in the Czech Republic, attended by a total of 757 students in 40 classes (in 2009 781 pupils were taught in 38 classes).

<i>Name of the facility</i>	<i>address</i>	<i>school</i>	<i>classes</i>	<i>pupils</i>
Thomas Mann Gymnazium, o.p.s.	Střížkovská 27, Prague 8	1	8	128
Dr. Karel Polesný Gymnazium	Komenského náměstí 4, Znojmo	1	6	140
F. X. Šalda Gymnazium	Partyzánská 530, Liberec 11	1	6	152
Austrian gymnazium in Prague o.p.s.	U Uranie 14, Prague 7	1	9	163
German school in Prague s.r.o. (grammar school)	Schwarzenberská 700, Prague 5	1	11	174
	total	6	45	883

Many activities take place during leisure time. The following are examples of projects implemented in 2010:

Odmalička (from childhood) – the aim of the project is to ensure long term and regular meetings of Czech and German children up to the age of 6 years and these make an important contribution to bringing people together in transfrontier regions. The project follows on from previous years. Czech and Bavarian kindergartens can also apply to Tandem for financial assistance for Czech-German projects aimed at meetings between children under the age of 6, an exchange of experiences between the kindergarten teaching staff and learning the language of a neighbouring country. In 2010 Tandem received 240,000 CZK from the Ministry of Education, Youth and Sport of the CR and 10,000 EUR from the Bavarian State Chancellery for this activity.

Sousedé se stávají přáteli/Aus Nachbarn werden Freunde (neighbours become friends) – this is a project aimed at encouraging Czech-German collaboration between children and young people from the Plzeň and Karlovy Vary region and the Bavarian region of Upper Franconia. The aim of the project is to create and strengthen lasting relationships, a network of contacts and to encourage

workers and young people to meet and work together. The organisation of a large number of German-Czech activities, as well as increasing the number of organisations working together is intended to create close, sustainable and personal cross-border contacts which are so important for regional development in a united Europe.

Škola bez hranic (school without borders) – Hrádek nad Nisou/Hartau – an experiment has been carried out through cross-border cooperation between the Hrádek nad Nisou primary school and a private school in Hartau, Saxony. This project basically consists of intensive meetings between pupils and pupil exchanges. Around 24 Czech and 20 German children are participating in the project. In the classes in Hrádek nad Nisou involved in this experiment, instruction is provided in German from the first year, or from kindergarten, while Czech is taught in the school in Hartau. At present, music, art and physical education are taught alternately in the neighbouring language in Hrádek nad Nisou and Hartau once a week.

Several similar projects are underway in the Czech-Saxony border area. These include education for children from mixed marriages, or for children whose parents are of German ancestry.

Polish

If we only take into account secondary schools providing instruction in Polish, up to 351 pupils studied in one Polish grammar school in 13 classes in 2010 (compared to 2009 there are 31 fewer pupils and the number of classes decreased by one). A total of 98 students studied in two secondary vocational schools, a business college and a secondary nursing school. No pupils are studying in either the first or the second year of the secondary nursing school and there are no pupils in the first year of the business college. All three secondary schools are located in the Moravian-Silesian region.

Secondary schools teaching in Polish

	1 st year	2 nd year	3 rd year	4 th year	class es	Total number of students
Český Těšín grammar school	80	81	90	100	13	351
Karviná secondary technical school	the school had no pupils studying subjects in Polish					
Český Těšín Business Academy	84	107	118	92	14	401
Secondary nursing school - Karviná	90	79	94	71	12	334
total	254	267	302	263	39	1086

Schools teaching in Polish – only classes and pupils receiving instruction in Polish

	1 st year	2 nd year	3 rd year	4 th year	classes	Total number of students
Český Těšín grammar school	80	81	90	100	13	351
Karviná secondary technical school	the school had no pupils studying subjects in Polish					
Český Těšín Business Academy	0	20	27	32	3	79
Secondary nursing school - Karviná	0	0	11	8	0.69	19
total	80	101	128	140	16.69	449

The Society of Polish Teachers in the Czech Republic, in cooperation with the Pedagogical Centre for Polish National Schools in Český Těšín, implemented the first part of a project in 2010, financed to a total of 110,000 CZK from the grant programme to support education in languages of national minorities and multicultural education. The project aims to supplement and replace textbooks for schools providing instruction in Polish in the fields of Polish language, history, geography and biology. In 2010 a working group was established to assess the most suitable textbooks to be provided to schools (expected in 2011).

Education in higher education institutions

- e) iii **if, for reason of 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 of facilities for the study of these languages as university or higher education subjects;**

In accordance with Act No. 111/1998 Coll., on higher education institutions and on changes in and amendments to other Acts, the competence of the ministry in this regard is clearly defined in Section 87 of the Act and the organisation of study programmes is entirely the responsibility of the universities and their autonomy is guaranteed under this Act.

Universities do organise this type of study programme. According to the Act referred to above they may run study programmes in languages other than Czech, in other words in regional and minority languages – however, given the higher cost of providing this type of study programme, the universities are entitled to charge fees for them. Nonetheless, at Charles University in Prague for example, courses in Polish and Slovak are offered to students attending all the faculties, not only students in departments where they specialise in these languages.

University degree programmes in Czech, focusing on the languages of national minorities in the Czech Republic (in 2010)

<i>Degree programme</i>	<i>University</i>
German	
German language and literature (joint)	South Bohemian University in České Budějovice
	Masaryk University in Brno
	Ostravská University in Ostrava
	Jan Evangelista Purkyně University in Ústí nad Labem
	Charles University in Prague
German (joint)	Silesian University in Opava
	Charles University in Prague
German for business	Pardubice University
German language for teacher training	Jan Evangelista Purkyně University in Ústí nad Labem
German literature	Palacký University in Olomouc
German language	
German, focusing on applied economics	
German language for business administration	Tomáš Bata University in Zlín
Foreign languages for tourism – German language	Hradec Králové University
Germanic languages and literature	Charles University in Prague

Intercultural Germanic studies	Jan Evangelista Purkyně University in Ústí nad Labem
--------------------------------	--

Polish

Polish language and literature (joint)	Masaryk University in Brno Ostravská University in Ostrava
Polish focusing on business administration, services and tourism	Masaryk University in Brno
Polish for business	Ostravská University in Ostrava
Polish philology (joint)	Palacký University in Olomouc
Polish philology in the context of European culture and literature (single)	
Central European studies (Polish)	Charles University in Prague

Romani

Roma studies (joint)	Charles University in Prague
----------------------	------------------------------

Slovak

Paleoslavonic and Slavic languages	Masaryk University in Brno
Slovak language and literature (joint)	
Slovak studies (joint)	Charles University in Prague
Central European studies (Slovak)	Charles University in Prague

Slavic studies

Slavic studies specialising in Bulgarian, Croat, Macedonian, Polish and Serb studies, general and comparative, Slavic studies (joint)	Charles University in Prague
Slavic philology	Charles University in Prague

Most international agreements with the countries of origin of the national minorities in the Czech Republic include arrangements for scholarships for summer language courses. Other scholarships are used by philologists/translators (students and teachers), or students of departments that include language courses (courses on geography, international relations, etc.). Bilateral agreements also offer direct or indirect support for language teaching.

Support for projects directed at the socially disadvantaged and members of national minorities as part of grant programmes and university studies.

When securing support for studies for members of the national minorities and members of the Roma community in accredited university study programmes, the principle of indirect support is applied and the provisions of Section 18 paragraph 3 of Act No. 111/1998 Coll., on higher education institutions and on amendments and supplements to other Acts (Act on Higher Education Institutions), as amended, are followed, i.e. that grants to support projects for members of the national minorities and members of the Romani community are provided to legal entities (i.e. higher education institutions).

The decisive factor for deciding the amount of the grants is the long-term educational and scientific, research, developmental or artistic plan or other creative activities developed by the HEI and their annual update, the type and cost of accredited study and lifelong learning programmes, the number of students and the results obtained in educational and scientific, research, developmental, artistic or other creative activities and their level of complexity.

Public HEIs may apply for a grant in the form of projects submitted under the development programmes announced by the Ministry of Education, Youth and Sport.

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 offering of such languages as subjects of adult and continuing education;

On the basis of Section 108 paragraph 3 of Act No. 435/2004 Coll. on Employment, as amended, the Ministry of Education, Youth and Sport awards accreditations for organising retraining courses. These are training programmes that reflect labour market needs. The accreditation commission for accreditation of an educational programme to provide retraining is an advisory body to the ministry and assess applications for accreditation. There is currently no valid accreditation for retraining programmes that cover training in minority languages. Any application in the field of adult training in a minority language will be assessed in accordance with the law.

A number of projects for the continuing education of pedagogical staff have received funding through the Support for education in minority languages and multicultural education grant programme and from the European structural funds. Many seminars have been accredited by the ministry and the list is available on its website.²¹ Continuing education of pedagogical staff is also carried by an organisation directly managed by the Ministry of Education, the National Institute for Further Education (NIFE), and information on individual projects can be found on its website²².

The Pedagogical Centre for Polish National Schools in Český Těšín

The Pedagogical Centre for Polish National Schools in Český Těšín (hereinafter referred to as the Pedagogical Centre) is an organisation directly managed by the ministry, which covers the needs of schools in the CR with Polish as the language of instruction and also the further growth of pedagogical staff in these facilities in close connection with the ministry's tasks for schools and educational facilities, which include:

- Support for minority education – this primarily concerns the provision of information, methodological assistance in implementing the Framework Educational Programmes, the publication and distribution of methodological aids – the *Jutrzenka* magazine for the first level and *Ogniwo* for the second level of primary schools. The Pedagogical Centre collaborated in the drafting and printing of the Polish version of school reports, academic records and other documentation and provided advisory services together with pedagogical services and a multimedia library.
- Further training of pedagogical staff was carried out in collaboration with pedagogical associations and companies and with the active cooperation of institutions from the CR and Poland. Part of this training also involved professional methodological activities to support training which helped to inform pedagogical staff of the latest trends and innovations in teaching and provided consultations with the methods used by partner institutions. The preparation of sample lessons and international meetings to discuss methodology was also stimulating.
- Life-long learning – the Centre also offers courses for pedagogical staff who are already of retirement age but who continue to work in schools as substitutes for teachers on maternity leave or with long-term illnesses. It also continues to offer educational activities for parents.
- European cooperation – the main projects in this field were “Euroregion Colour Trail” (a project focusing on the area of regional education), An Interactive Triangle (NAEP, sub-programme GRUNDTVIG) and others.

²¹ www.msmt.cz

²² www.nidv.cz

Teaching of history and culture

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

Education in schools and school facilities follows the school educational programmes derived from the relevant Framework Educational Programmes, which set specific goals, the form, the length and the mandatory educational content.

The Framework Educational Programmes include topics that reflect the regional or minority language. During the “cyclical” revisions of the Framework Educational Programmes, it is expected that the history and culture of minorities living in the CR will be further expanded on.

Schools receive financial support to implement school educational programmes focusing on topics that reflect regional or minority languages, for example through the grant programme of the Ministry of Education, Youth and Sport to support education in minority languages and multicultural education.

In 2008 funding was provided for a project by the Congress of Poles in the CR, entitled: *You pose the questions, we answer. Educational activities for multicultural education in Těšín Silesia*, which aimed to improve the quality of knowledge of primary and secondary school pupils in the historic and multicultural traditions and wealth of Těšín Silesia. The Congress of Poles in the CR organised 7 lectures using audiovisual equipment. These lectures were attended by over 200 people, who had the opportunity to learn and deepen their knowledge of regional history, famous people and the present-day Těšín region. The lectures also dealt with the issue of introducing European standards to the Czech Republic and the role of the Congress of Poles in the CR in this process. A graphic design for an interactive CD which can be used for teaching was also developed. This project continued in 2009 with lectures in schools and other institutions.

Teacher training

- h) to provide the basic and further training of the teachers required to implement those of paragraphs a - g accepted by the Party,**

The Pedagogical Centre for Polish National Schools in Český Těšín (an organisation directly run by the ministry) continued to offer courses for teachers from Polish minority schools during the period under review. Continuing training 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, cooperating with the Polish and Czech Education Ministries.

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 performs the function of a monitoring body for issues concerning national minorities, including the use of minority languages, although it has no executive powers. The result of the monitoring are the annual Reports on the Situation of National Minorities, debated by the government and published on the internet. The supervisory function is performed by the Ministry of Education, Youth and Sport.

Czech School Inspectorate

The Czech School Inspectorate (hereinafter referred to as the Inspectorate) is an administrative body with national jurisdiction, which carries out evaluations of education in school facilities. The Inspectorate obtains and analyses information on the education of children, pupils and students, on

the activities of schools and school facilities entered in the register of schools (all of the schools referred to in this documentation that provide instruction to pupils in minority languages are entered in the register of schools), monitors and evaluates the effectiveness of the educational system, detects and assess teaching conditions, the teaching programme and educational results according to the relevant school educational programmes, identifies and evaluates fulfilment of the school educational programme and its compliance with legal regulations and the Framework Educational Programme, carries out state control of compliance with legal regulations relating to the provision of education and school services; state control is exercised in accordance with a special legal regulation, etc.

The output from the inspection activities is generally an inspection report and the annual report of the Czech School Inspectorate. Both reports are public.

- Czech School Inspectorate report on national education in the Moravian-Silesian region (2009/2010)

The area of Polish national education is one of the priorities of the Moravian-Silesian region and is traditionally referred to in the region's long-term education plans. All schools with instruction in Polish are located in the Frýdek-Místek and Karviná districts, where the concentration of Polish-speaking population is highest. Their task is to educate Czech citizens of Polish nationality, in accordance with the educational programmes, but in their mother tongue.

Schools providing instruction in Polish are assessed, in the same way as Czech schools, on a cyclical basis, i.e. at least a three-year inspection cycle. The inspection rating is basically based on the principle of legality. The impact of the Education Act and its changes in school practices are assessed. During the period under review, the Czech School Inspectorate carried out its work in accordance with the Plan of main tasks for the 2009/2010 academic year and the inspection rating was based on the Evaluation Criteria for the conditions, course and results of education (in both cases these are key Czech School Inspectorate documents approved by the ministry). The inspectors focused in particular on the following selected areas of schools' educational activities: the implementation of the principle of equal access to education, the effectiveness of support for the development of the personality of children and pupils and progress in literacy and numeracy levels at all stages of education. The inspection proceeded to make the first formal assessment of the new school educational programmes in pre-school, primary and secondary education. The aim of the inspection was to uncover any problems existing in schools and to determine whether the level of any risk identified warranted state intervention. Traditionally the activities of the Inspectorate have also focused on inspections of the health and safety elements of schools. In accordance with Act No. 320/2001 Coll. on financial control in public administration and on amendment to Acts (Act on financial control), as amended, the statutory control investigated the practical, economical and efficient management of resources and funds provided to the schools from the state budget. The course and outcome of the educational process was assessed in terms of the quality of teaching. Most important was the evaluation of the education provided under the new school educational programmes and the knowledge obtained concerning their impact on the learning outcomes for children and pupils.

No major risk that would require systemic or other remedial measures was identified during the inspection of schools providing instruction in Polish. No breach of legal regulations was recorded and no incidental inspection activities were performed.

The number of pupils in primary schools was almost the same as in the previous period. In three primary schools (in the municipalities of Košářská, Ropice, Stonava) there are separate classes teaching in both Czech and in Polish. The operation of this model of co-existence is mainly due to the positive approach taken by the municipal and school authorities to the needs of pupils who are members of the Polish national minority and to their legal representatives. To date the experience in the municipalities referred to above has been positive.

There was a sharper decline in the number of pupils attending secondary schools such as grammar schools. Another secondary school with classes taught in Polish is the Business Academy, Český Těšín, Sokola Tůmy 12, a state-subsidised organisation, which also experienced a fall in pupil numbers. In the Secondary Nursing School, Karviná, a state-subsidised organisation, there are now only two classes where teaching in Polish language and literature has been organised for some of the pupils. Even here there was a significant decrease in the number of pupils.

- Czech School Inspectorate – evaluation of Czech-German schools in the Czech Republic

In terms of the level of education, the schools were mainly evaluated positively. The Primary School for German-Czech understanding and the Thomas Mann grammar school, o.p.s., set challenging but realistic goals for language teaching and create excellent personal and material conditions for their pupils and numerous opportunities for language development. Its teaching programme successfully builds on its many years of experience in teaching both Czech and German pupils in German and the effective exploitation of cooperation between its Czech and foreign partners. The plan for further developments in the school's language teaching is not only based on tradition but also reflects current trends in the state educational policy for foreign languages. The school meets the formal educational requirements set out in selected provisions of the Education Act.

The management of the German School in Prague s.r.o. has been successful in its aim to create a multicultural school environment of pupils of different nationalities. The management of the school works well and cooperation with different partners at various levels reflects its international importance. Since 1 September 2007, starting from the first year, the school has created a School of Czech-German Educational Encounters in an eight-year grammar school following its own school educational programme (SEP). The school educational programme has been drawn up in accordance with the Framework Educational Programme for primary education and with the requirements of the Education Act. It truly takes account of the real conditions and possibilities of the school, with its excellent facilities. Its application of cooperative learning, varied methods and forms of work, its method of running extracurricular activities and its use of the diversity of its pupils (teaching tolerance) is an example of good practice. The overall standard of the school is above average and its focus gives it a special position amongst Prague secondary schools.

The F. X. Šalda grammar school provides new applicants and pupils following its curriculum equal access to education, lays down conditions for their healthy development and uses an effective preventive strategy to avoid the emergence of pathological social behaviour. Its extremely well prepared strategic document, *School educational programme for the F. X. Šalda grammar school* meets the objectives set out in the Framework Educational Programme for grammar schools. School planning is systematic. The work of the school management is well above standard. Cooperation with partners is effective and significantly promotes the school's development. Attention is regularly paid to the personnel and material aspects of the school, reflecting their importance in the education process, and these are of very high quality. The standard of teaching in all the subjects monitored is at a very high level. Pupils studying at this school achieve very good results over the long term. The way the school works with the pupils' academic results is exemplary. Support for literacy shows the positive results achieved by using a variety of activities when working with texts and in the varied organisation of teaching units, particularly in the educational field of "Language and language communication". There are reserves in the systematic adoption of measures to develop literacy skills and in links to other subjects. The integration of environmental education and awareness into school life contributes to the development of key competencies for the pupils and has a positive impact on them.

The Austrian grammar school in Prague o.p.s., creates a safe environment for education. It pays great attention to supporting pupils' personal development and lays down the conditions for its successful application in an international environment. It effectively uses the funds it receives to

improve the academic environment for the school's pupils. The principles and objectives of the Education Act are met in the implementation of its educational programme. A level playing field is systematically created for all pupils both during the course of their education and when they are accepted into the school. Pupils' academic results are assessed in accordance with established rules of evaluation. The level of pupils' knowledge meets the requirements of the school educational programme. The systematic approach taken by the school management, its realistic strategy, its focus on planning and meeting its objectives result in improvements to the quality of the learning process and academic results.

Deficiencies were also identified in the school –school documentation, with some exceptions, is not kept in Czech, within the meaning of the provisions of Section 28 paragraph 1 of the Education Act; two of the three dates for entrance examinations were in breach of the provisions of Section 3 paragraph 1 of Decree No. 671/2004 Coll., laying down the details of the organisation of admissions procedures in secondary schools.

The personnel records of pedagogical staff, with the exception of Czech teachers, does not allow for an assessment of their compliance with the legislation establishing the conditions for professional qualifications because it does not contain validated documentation attesting to a level of education abroad. Individual educational plans did not meet the requirements stipulated in Section 5 paragraph 2 of Decree No. 13/2005 Coll. on secondary education and education in conservatoires.

The Dr. Karel Polesný grammar school in Znojmo provides instruction in accordance with the valid teaching materials for grammar school subjects. Pupils in the first year of the extended grammar school are taught according to the school's own school educational programme, whose content complies with the Framework Educational Programme for basic education. Funding was effectively used to improve the quality of the educational process. The school management has set realistic objectives for its long-term plans. The environment and classroom areas, the didactic equipment and aids, their use and the conceptual planning for improvements to the school's material and technical base lays down excellent conditions in general for the implementation of grammar school educational programmes. The school's internal environment and the general atmosphere promote creativity and have a positive impact on the process of change in education. The level of pupils admitted into education and the school's cooperation with its partners are above average. Even using frontal teaching methods, teachers were able successfully to engage students in acquiring new knowledge in the classes inspected. The teachers mainly concentrated on a professional standard of teaching, paying less attention to developing communication skills, team work, cooperation and interaction between pupils. The low level of stress characterised the mutual respect shown between teachers and pupils. In certain areas the school is above average, but there are still a majority of areas in which there are opportunities for further development.

Education in territories where minority languages are not traditionally used

Paragraph 2) With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the 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.

Detailed information on this paragraph can be found in Part I, 4 (A) of this report.

Article 9 – Judicial authorities

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

Paragraph 1) The 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:

The 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 **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;**

Act No. 141/1961 Coll., on criminal judicial proceedings, as amended (hereinafter referred to as the “Code of Criminal Procedure”) states that in cases where it is necessary to translate a document, a statement or another act in the context of criminal proceedings, or where the accused invokes his/her rights under Section 2 paragraph 14 of the Code of Criminal Procedure, an interpreter must be appointed; the same rule applies in situations where an interpreter has to be appointed for someone who is able to communicate only in sign language.

The rules concerning the appointment of interpreters, their qualifications and the circumstances that disqualify an interpreter, the right to refuse to interpret the proceedings, the interpreter's pledge and the requirement that the interpreter must be informed about his duties before commencing the interpretation, as well as the rules on the compensation for the expenses incurred by the interpreter and on the interpreter's fee, are contained in special legislation – Act No. 36/1967 concerning interpreters and forensic experts as amended, and Justice Ministry Regulation No. 37/1967 implementing the Interpreters and Forensic Experts Act. The central register of interpreters and forensic experts is kept by the Ministry of Justice of the CR.

Section 151 of the Code of Criminal Procedure provides that the costs of proceedings paid by the State include the costs necessary for the conduct of criminal proceedings, including enforcement proceedings.

It is hoped that a sufficient number of qualified Romani interpreters will be recruited from among the graduates of Roma studies university programmes. A Romani course (bachelor and master) is taught as part of the Philology study programme at the Faculty of Arts, Charles University in Prague (Roma Studies Seminar at the South and Central Asia Institute). The Faculty of Education of Masaryk University in Brno offers Romani courses open to all students (two teaching hours per week in the winter and summer semesters); the Faculty of Education of Charles University in Prague (Special Education Department) teaches Roma studies and Romani as part of the Special Education study programme.

The 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;**

According to Section 18 of Act No. 99/1963 Coll., the Code of Civil Procedure, as amended, the parties are entitled to communicate with the court in their mother tongue. The costs associated with the party's use of his/her mother tongue are paid by the State (Section 141, paragraph 2).

The 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.**

The Code of Administrative Justice (Act No. 150/2002 Coll.) regulates the possibility of using a language other than Czech, in the sense that the court is obliged to provide all parties with equal opportunities for the exercise of their rights. The costs incurred as a result of the appointment of interpreters are paid by the State (Section 36, paragraph 2). According to the Code of Administrative Justice, Section 18 of the Code of Civil Procedure applies also in cases of administrative litigation under private law.

The facilities for the exercise of the right to use one's mother tongue when communicating with judicial authorities in criminal, civil and administrative proceedings are in place and function without problems.

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**

Czech legislation does not deny the validity of national legal documents issued in regional or minority languages, and in accordance with Section 16 of the Code of Administrative Procedure (Act No. 500/2004 Coll., as amended) documents can be submitted in Slovak and, in general, also in national minority languages. The cost of translation is paid by the administrative authority.

Article 10 – Administrative authorities and public services

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)

The 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 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;**

The issue of filing documents is regulated by Section 16 of the Code of Administrative Procedure (Act No. 500/2004 Coll., as amended). In administrative proceedings, documents may generally be submitted in either Czech or Slovak. Filings written in a foreign language must be submitted by a participant in their original along with their officially certified translation into the Czech language unless the administrative body informs the participant that such translation is not required. Such information may be posted by an administrative body with respect to future proceedings on the official notice board.

The issue of the language of oral applications is also addressed in Section 16 of the Code of Administrative Procedure. A citizen of the Czech Republic who belongs to a national minority traditionally and for a long time established in the territory of the Czech Republic shall have the right to use the language of such minority in oral hearings and for written filings. Where the

respective administrative body has no officials competent to speak the language of the minority, the citizen, shall by himself arrange for the services of an interpreter entered in the official list of certified interpreters. The costs of interpreting and costs of translation in such a case shall be borne by the administrative body.

Information provided by the public administration to people using regional or minority languages of an election or a local referendum in the languages of those national minorities

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 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 by regional authorities of regional or minority languages in debates in their assemblies, without excluding, however, the use of the official language(s) of the State;**
- f) the use by local authorities of regional or minority languages in debates in their assemblies, without excluding, however, the use of the official language(s) of the State;**

Pursuant to Section 10, Act No. 273/2001 Coll., on rights of members of national minorities, members of national minorities traditionally and for a long time living in the territory of the Czech Republic shall not only have the right to the publication of notification of the time and place of elections, under the conditions set out in the electoral law²³, but also to additional information for voters in the language of the national minority (in municipalities where at least 10% of the population living within its territorial jurisdiction claimed a nationality other than Czech at the last census and in regions where at least 5% of the population living within its territorial jurisdiction claimed a nationality other than Czech at the last census). Prior to every election, the Ministry of the Interior sends information on the method of voting in the language of the relevant national minorities to every municipality where citizens claiming a nationality other than Czech make up at least 10% of the population of the municipality (Committees for national minorities are established in these municipalities), which goes beyond the obligations imposed on it under electoral law. Information on the method of voting in the language of national minorities is published in the municipalities concerned in the usual place for this i.e. for the most part it is posted on the official notice board of the municipal authority, as well as in each polling station on the territory of the municipality.

A similar principle for providing information to members of national minorities applies when local referenda are held as for elections. In accordance with the provisions of Section 31, paragraph 3 of Act No. 22/2004 Coll., on local referenda and on amendments to certain Acts, as amended and in accordance with Section 32, paragraph 3, of Act No. 118/2010 Coll., on regional referenda and on amendments to certain Acts, as amended, in municipalities in which a Committee for national minorities has been established, information concerning the time and place a local referendum is to be held and concerning the obligation to provide evidence of identity and citizenship when voting, is also published in the language of the relevant national minority, provided at least 10% of the population of the municipality claimed a nationality other than Czech at the last census.

The 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;**

²³ See Section 15 paragraph 4 of Act No. 247/1995 Coll., on elections to the Parliament of the Czech Republic and on amendments and supplements to certain other Acts, as amended, the provisions of Section 29 paragraph 3 of Act No. 491/2001 Coll., on elections to representative bodies of municipalities and on amendments to certain Acts, as amended, and the provisions of Section 32 paragraph 4 of Act No. 62/2003 Coll., on elections to the European Parliament and on amendments to certain Acts, Section 27, paragraph 3, Act No. 130/2000 Coll., on elections to regional representative bodies and on amendments to certain Acts, as amended

The Czech Republic is gradually adopting legislative and non-legislative measures for the use of traditional and correct forms of local place names (see Part I of this report).

The legal requirements for the use of bilingual Czech-Polish place names are met by a total of 31 municipalities on the territory of the Frýdek-Místek and Karviná districts. Since the ratification of the Charter in 2007, bilingual place names have been installed in two-thirds of these municipalities and the process of installing these place names is still continuing. Each municipality individually decides which of its signs and inscriptions should be bilingual, on the basis of recommendations from its Committee for national minorities. The possibilities are very broad, ranging from name boards on the buildings of government and local government authorities, through bilingual signs on other publicly accessible buildings (schools, bus stops, libraries, cultural centres) and street names to varying extents, to road signs marking the entry to and exit from the municipality. With regard to the undertakings accepted under the Charter, meetings were held with the Czech Railways, which in 2009, over and above its legal obligations, provided financing for bilingual signs on railway stations (Návsi/Nawsie). Municipalities with the legally prescribed proportion of members of the Polish minority can have station names also in Polish in places where the new rail corridor is being built in the Moravian-Silesian region. However this does not apply to municipalities where no upgrade to railway stations or bus stops is projected.

The costs incurred by municipalities installing bilingual Czech-Polish signs are paid from the state budget. In some municipalities, the installation of new bilingual signs has sparked lively debates between members of the Committee for national minorities and the municipal authorities. The majority population tends to take a rather reserved approach to bilingual place names and is not unanimously positive about this new phenomenon in the life of the local or regional communities. Some Czech-Polish signs have also been destroyed, an issue that has repeatedly been addressed by the Council committees and the Council itself. The former Minister for Human Rights and Government Commissioner for Human Rights, Michael Kocáb, publicly protested against this dangerous phenomenon and also published a number of articles on this subject in the regional press.

The 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 Parties undertake, within the territory in which regional or minority languages are used, in accordance with 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 has not changes over the previous 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.

Translation and interpretation

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

- a) translation and interpretation as may be required;

Under the grant programme for the implementation of the European Charter for Regional or Minority Languages, which was established under Government Resolution of 7 December 2005 no. 1574, from the budget of the Office of the Government, one of the thematic areas for support also included translation and interpreting into regional or minority languages.

The use or adoption of family names in the regional or minority languages

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

In the Czech Republic no problem has been recorded to date concerning the use of family names in original forms conforming to the grammar and orthography of minority languages.

In this context, we would add for completeness that, according to the legislation in force relating to the use of names and family names²⁴, citizens of the Czech Republic, whose nationality is other than Czech, may submit a request to use their family name in the masculine form, even retroactively.

On 1 July 2008, Act No. 239/2008 Coll., amending certain laws related to registered partnerships entered into force. Part seven was amended by the Act on Registries. The provisions of Section 26 were supplemented by a new paragraph 3, which states that at the request of a citizen of the Czech Republic who is a member of a national minority and whose name, or names, are entered in the register in Czech or in a language other than Czech, his/her name, or names, will be entered in the registry document in the language of the national minority in characters that can be displayed in the public administration information systems. A record will be made in the register that a registry document has been issued showing the name, or names, in the language of the national minority. Subsequent registry documents are issued showing the name, or names, in this form.

Article 11 – Media

In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of the 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)

Radio and television broadcasts in minority languages

Paragraph 1) The 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 Coll., on radio and television broadcasting, imposes an 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 Coll., on Czech Television and Act No. 484/1991 Coll., 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

²⁴ Section 69 of Act No. 301/2000 Coll., on registry offices, names and surnames and on amendments to certain related Acts, as amended, (hereinafter referred to as the “Act on Registries”), as amended by Act No. 165/2004 Coll.

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.

In addition to these statutory arrangements, a programme of support for the dissemination and reception of information in the languages of the national minorities has been implemented under the authority of the Ministry of Culture, for which 28,767,000 CZK was allocated from the state budget in 2008, in 2009 a total of 30,134,000 CZK and in 2010 a total of 18,317,000 CZK. Under this programme, projects can be submitted for funding for the creation of radio and television programmes in the languages of the national minorities.

Specific examples of Czech Television programmes:

- Polish broadcasts as part of the regional news, regularly every Friday since 2006 – running time 5 - 6 minutes.
- Romani broadcasts as part of the regional news, every Sunday, as part of *iVysílání* whenever, since September 2010 – running time 8 - 10 minutes.
- Other programmes are not targeted broadcasts in minority languages, but relate to them:
- Babylon – programme about and for national minorities, broadcast once a week since 2000, running time 25 min.
- Open borders - Rozmówki polsko-czeskie – magazine co-financed by the EU concerning the Czech-Polish border area, broadcast once a week, since September 2010, running time 25 minutes
- Kosmopolis – a magazine focusing on minorities in general (i.e.. also on homosexuals, refugees, etc.), once a week since 2000, 25 minutes
- The Roma in Europe – to date this has been broadcast 19x, running time 25 minutes.

Support for the production and distribution of audiovisual and audio works in regional or minority languages

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

Act No. 241/1992 Coll., on the state fund of the Czech Republic for the support and development of Czech cinematography, assumes that the fund can be used for projects to produce, distribute and promote cinematographic works by national and ethnic minorities living in the territory of the Czech Republic. However, most applicants who request financial aid for projects that relate to issues concerning national and ethnic minorities use general categories for the creation, production and distribution of cinematographic works and the promotion of cinematography.

Support for printed publications

- e) i **to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages, or**

On the basis of Government Regulation No. 98/2002 Coll., laying down the conditions and manner of providing subsidies from the state budget for the activities of members of national minorities and to promote the integration of members of the Romani community, a programme to support the dissemination and reception of information in the languages of national minorities is managed under the authority of the Ministry of Culture, and is funded each year from the state budget. Under the terms of this programme, it is possible on the basis of projects submitted to support the publication of periodicals in the languages of national minorities or the production of programmes for radio and television broadcasts in the languages of the national minorities, where the grant may

cover up to 70% of the total project budget. In exceptional cases, this share may be increased up to 100%.

In 2008, 30,000,000 CZK was released from the state budget for the grant programme referred to above, of which:

- a) Slovak – a total of 7,075,000 CZK to support four periodicals. Three monthly magazines – *Slovenské dotyky*, *Korene*, *Listy* and one quarterly *Zrkadlenie - Zrcadlení*.
- b) Polish – a total of 7,958,000 CZK to support the publication of the *Głos Ludu* newspaper, which is issued three times each week, a monthly cultural magazine, *Zwrot* and a magazine destined for school children, which is published twice a month during the academic year, *Nasza gazetka*.
- c) German – a total of 1,915,000 CZK to support the publication of a newspaper, with two issues a month, *Landeszeitung* and a regional monthly magazine, *Eghaland Bladl*.
- d) Romani – a total of 4,330,000 CZK to support the publication of four periodicals. A newspaper, *Romano hangos*, a monthly magazine, *Romano vodi*, an almanac published twice a year, *Romano džaniben* and a magazine aimed at Roma children and youth, *Kereka*.

In 2009, 19,634,000 CZK was released from the state budget for the grant programme referred to above. This sum was supplemented from the General Treasury Administration chapter and the Government Budgetary Reserve to give a final sum of 30,134,000 CZK, of which:

- a) Slovak – 6,153,000 CZK

The composition of the periodicals is the same. This also includes the sum of 60,000 CZK for the production of a radio programme as part of the *Džavotanie* project broadcast by Czech Radio on the Leonardo station.

- b) Polish – 8,055,000 CZK

The same periodicals as in 2008 received funding.

- c) German – 2,210,000 CZK

The same periodicals were also supported again here.

- d) Romani – 4,495,000 CZK

Here again the same breakdown of periodicals were supported.

A sum of 300,000 CZK was also used to subsidize a project implemented by Czech Television in its Ostrava studio, entitled *Babylon*. This is a multicultural magazine with 43 premieres and the same number of repeats, 20 min running time.

28,571,000 CZK was released from the state budget for the grant programme mentioned above, but after two cuts only 23,847,000 CZK remained. Of this:

- a) Slovak – 4,287,500 CZK

the monthly magazines *Listy* and *Slovenské dotyky* were supported, the bimonthly *Slovenské Korene* and the *Džavotanie* project on Czech Radio, the Leonardo station.

- b) Polish – 7,163,810 CZK

The same periodicals received support, and a Czech Television, Ostrava studio project for regional news in Polish also received funding.

- c) German – 1,695,940 CZK

The same periodicals as in 2009 were supported, along with another regional monthly.

- d) Romani – 3,880,595 CZK

The same periodicals and also regional news broadcasts in Romani produced in Czech Television's Ostrava studio.

The right to receive broadcasts from neighbouring countries

Paragraph 2) The Parties undertake to guarantee freedom of direct reception of radio and television broadcasts from 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 neighbouring countries in such a language. The 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. The exercise of the above-mentioned freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of 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 others, for preventing disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

The operating system for radio and television broadcasts 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 audiovisual media services, as well as other documents of a facultative nature, these principles are secured.

Article 12 – Cultural activities and facilities

In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of cultural activities and 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)

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 industries, including inter alia the use of new technologies – the 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 for cultural activities and participation by users of minority languages in such activities

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

Each year, the Ministry of Culture (Department of regional and national culture) announces a selection procedure for projects in the *Programme to support the activities of members of national minorities living in the Czech Republic* in accordance with Resolution of the Government of the CR of 21 February 2007 no. 122, as amended by subsequent amendments to grant selection procedures. In 2008 the funding for this programme totalled 9.96 million CZK, in 2009 it totalled 10.045 million CZK and in 2010 the total was 8.645 million CZK. 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. Under the grant selection procedure announced by the Independent Department of Literature and Libraries of the Ministry of Education, Youth and Sport, subsidies are provided to libraries (kept in the records of the Ministry of Culture, in accordance with Act No. 257/2001 Coll.), to provide access to literature in the languages of the national minorities (Grant name: 21st century library, subsidy to purchase this literature); subsidies may also be provided to support the publication of non-periodical literature, by publishing works in the languages of the national minorities.

Participation of users of minority languages in planning 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;

The Ministry of Culture supports the operation and activities of the following institutes: *Museum of Romani culture*, Brno, *Silesian museum in Opava* and now also the *Lidice Memorial organisation*, which took over the administration of sacred sites in Lety u Písku and in Hodonín u Kunštátu under Government Resolution of 4 May 2009 no. 589 and the the administration of the *sacred site commemorating the Roma Holocaust in Lety* under Resolution no. 1065 of 8 August 2009 (an update of a previous resolution).

In terms of its research, documentary and presentation objectives, the *Museum of Romani culture* focuses on the Romani language. In this regard, a varied offer of activities for the general or professional (academic) public takes place in the museum each year. This includes, in particular:

- *Courses in Romani for the public* – (2 - 3 advanced courses during the semester), the publication of educational materials in Romani, co-organisation of seminars in Romani,
- *Publication of literature* – original Romani and Romani studies, audio and audiovisual media.
- *Museum library* – collects original Romani and also specialised Romani studies literature, the library and reading room are open to the public free of charge.
- *Research, documentation, collections and presentations* – the research, documentation and presentation of Romani is one of the museum's basic activities, while field research is also carried out on the Romani language (documentation of interviews in the Romani language). The museum exhibits Romani texts, the permanent exhibition of the Roma story is summarised in Romani (Northern Central dialect). The museum regularly hosts lectures on the Romani language both at universities and in the museum itself (from the *Who are the Roma?* cycle).
- *Educational activities relating to compulsory school attendance for children* – *Children's museum leisure club for children* from neighbouring Romani communities – the club's activities also include extra tutoring for children by our mentors and teaching assistants, who use Romani during lessons as an ancillary language. The Desegregation Project relates the these extra lessons – when museum mentors care for children transferred from segregated Romani schools to mainstream education, and here they again use the Romani language for this work.
- *Professional consultation, research, reports, translations* – these are also provided on the Romani language.
- *Museum shop* – in the museum reception area, containing a number of books in the Romani language, either literary titles or works on specialised linguistic topics.

The Silesian museum in Opava has made a major contribution to research into the problems of the Polish minority and the Polish language in the CR. The problems of the Polish minority in the CR were again an important subject of research by museum staff in 2010, with the results included both in a number of publications, exhibitions and presentations at academic conferences and lectures for the public in the CR and in Poland, as well as in exceptionally rich popularising activities in the mass media. One of the main events in 2010 was the organisation of an exhibition of documents and photographs entitled “Pamięć Narodu/National remembrance”, which was prepared in both Czech and Polish to commemorate the 70th anniversary of the Katyń massacre by the Congress of Poles in the CR and the Silesian museum in collaboration with the Institute of National Remembrance in Warsaw. It took place from 28 April to 9 May 2010 in the Těšín theatre in Český Těšín and museum staff were involved in securing exhibits, the digitalisation of documents, specialised preparations and speeches during the opening ceremony. From 18 May to 15 June 2010, the exhibition was presented at the World War II monument in Hrabyně under the title “Katyń – memory of the Polish nation”. On the occasion of the 70th anniversary of the Katyń massacre, whose victims included almost 500 Poles from the Czech lands, a memorial volume was also published.

The Lidice memorial organisation devoted extraordinary efforts over the past two years to integrate the Lety cultural memorial into the structure of the Lidice memorial organisation (Resolution of the Government of the Czech Republic no. 589 of 4 May 2009 transferred responsibility for the sacred site of the former gypsy concentration camp in Lety u Písku to the state supported organisation, the Lidice memorial) and to ensure compliance with Government Resolution of 4 May 2009 no. 589 on the arrangements for the sacred sites in Lety u Písku and in Hodonín u Kunštátu. On 18 June 2010, a newly reconstructed cultural memorial was officially opened on the site of the former gypsy camp as a dignified sacred landmark, with the installation of two replicas of the original quarters, which now house a permanent exhibition, the renovation of a nature trail connected to the Information Centre in the former municipal authority building in Lety and the complete reconstruction of the access roads to the sacred site, with an entire new set of traffic and information signage. All information concerning the events relating to this cultural memorial is published on the memorial website in Romani.

Collecting and archiving works in the regional or minority languages

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

There are no independent archives of works created in minority languages. However, the Ministry of Culture subsidizes projects to establish documentary centres for the Polish, Slovak and other minorities. Information on the activities of these centres is published each year on the government website in the Reports on the situation of national minorities for the relevant year.

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 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.

The National Information and Advisory Centre for Culture, Prague, an organisation supported by the Ministry of Culture, contributed to the implementation of Article 12 of the Charter as follows:

a) Slovak

- 2008, 2009, 2010 – a Czech-Slovak meeting between young amateur actors in Šumperk, two to three workshops (of a total of five) are led by Slovak instructors in Slovak. Workshops conducted by Czech instructors are also attended by Slovak-speaking participants. An amateur theatre from Slovakia is also hosted here each year.
- Articles in the online magazine Local Culture (Místní kultura) the Slovak community traditionally lives in the Czech Republic (Slovenská komunita žije v Čechách tradičně) (2008), Neighbours should understand each other (Sousedé by si měli rozumět) (2010).

b) Polish

- Articles in the Local Culture (Místní kultura) magazine – Transfrontier cooperation (Přeshraniční spolupráce) (2008), Charles Bridge over the Oder (Karlův most nad Odrou) (2008) Filming on the border (Filmové setkání na hranici) (2010), Common Culture (Kultura společně) (2010), Poles in Rěšín (Poláci na Těšínsku) (2010)

c) German

- Articles in the Local Culture (Místní kultura) magazine – Forgotten Heroes (Zapomenutí hrdinové) (2009), Announcement of the Max Brod Prize (Vyhlášení Ceny Maxe Broda) (2009)

On 21 June 2007 a National Minorities House was opened in Prague, housing civic associations for the Bulgarian, Hungarian, German, Polish, Romani, Russian, Ruthenian, Greek, Slovak, Serbian and Ukrainian minorities. The civic associations (not only those speaking the minority languages listed) 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 speakers of minority languages.

Presentation of the cultures associated with minority languages in pursuing cultural policy abroad

Paragraph 3) The 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 programme to support foreign contacts for amateur artistic activities, not only enabling the presentation of acts in the minority languages referred to above at prestigious foreign festivals and competitions, but at the same time significantly contributes to strengthening links between these cultures and languages in countries where they form a natural part of the majority population. It also helps to spread awareness of Czech regional and national culture more effectively.

Article 13 – Economic and social life

In respect of 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)

Protection against the discrimination of minority languages

Paragraph 1) With regard to economic and social activities, the 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;**

In September 2009, Act No. 198/2009 Coll., on equal treatment and on legal instruments of protection against discrimination and on amendments to certain Acts (the Antidiscrimination Act) came into force in the CR, which enforces the right to equal treatment and non-discrimination, for example in areas such as the right to employment and to access to employment or entrepreneurship, access to health care and its provision, access to education and its provision and access to goods and services. This Act has amended a number of other Acts by adding a provision prohibiting direct and indirect discrimination on the basis of racial or ethnic origin or nationality.

Information on consumer rights in minority languages

Paragraph 2)

With regard to economic and social activities, the 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.**

The Ministry of Industry and Trade annually publishes a consumer information brochure in foreign languages, including Polish. In 2005 the Ministry also established a European Consumer Centre to deal with transfrontier issues, complaints and disputes in the field of consumer protection. The Centre provides information, inter alia, in Polish and Slovak.

Article 14 – Transfrontier exchanges

In respect of Polish and Slovak, the Czech Republic has assumed the following undertakings in the field of transfrontier exchanges:

Polish: a); b). (2 items in total)

Slovak: a); b). (2 items in total)

Support of transfrontier cooperation

The 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.**

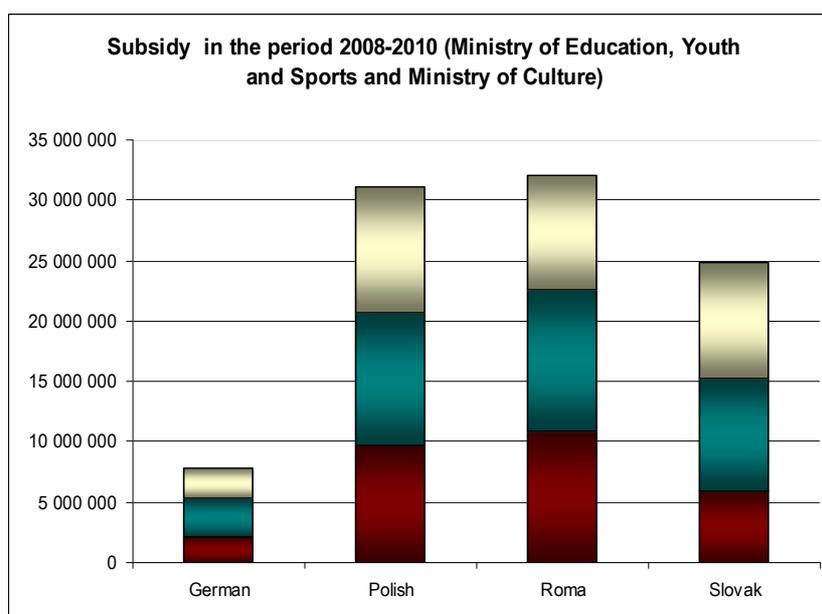
The Ministry of Culture of the CR, through its representative, participates in the work of the Czech-Polish Intergovernmental Commission for Transfrontier Cooperation. The Commission concludes a protocol containing a plan for transfrontier cooperation. Planned exchanges are supported by regional and local governments.

Since persons belonging to the Slovak minority are scattered across the whole territory of the Czech Republic, cultural exchanges between the Czech Republic and the Slovak Republic do not take the form of transfrontier exchange. The exchanges are made on the basis of a Cultural Agreement and Protocols on Cooperation concluded between the Ministries of Culture of the two countries. Performances by Slovak artists in the Czech Republic always draw large Slovak-speaking audiences. The Ministry of Culture of the CR also supports the activities of the Slovak-Czech Club civic association (Slovensko-český klub), which was founded by members of the Slovak minority in the CR and which organises Slovak Culture Days in various Czech towns each year.

Transfrontier cooperation in the Czech-German border area is relatively extensive. Protocols negotiated at meetings of the Czech-Saxon and Czech-Bavarian Joint Intergovernmental Commission regularly feature articles on transfrontier cooperation and exchanges. A good example of transfrontier cultural cooperation is, for example, the Mitte Europa Festival, which has been held regularly held on the Czech-German border since 1991 and receives support from the regions and municipalities, as well as the Ministries of Culture of the CR, Saxony and Bavaria.

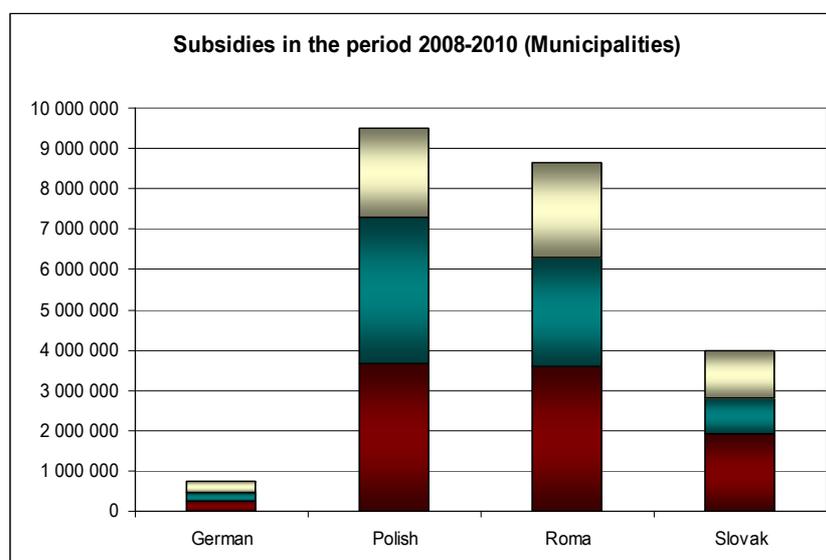
Subsidies for users of selected minority languages for the period from 2008-2010 (Ministry of Culture and the Ministry of Education, Youth and Sport)

<i>year/minority</i>	<i>German</i>	<i>Polish</i>	<i>Roma</i>	<i>Slovak</i>
2010	2 129 940	9 735 827	10 850 751	5 967 000
2009	3 159 532	10 991 577	11 767 048	9 238 358
2008	2 536 594	10 333 708	9 479 000	9 608 000
total	5 916 066	31 061 112	32 096 799	24 813 358



Subsidies for users of selected minority languages for the period from 2008-2010 (municipalities)

<i>year/minority</i>	<i>German</i>	<i>Polish</i>	<i>Romani</i>	<i>Slovak</i>
2010	235 000 CZK	3 679 085 CZK	3 587 678 CZK	1 929 524 CZK
2009	232 168 CZK	3 619 381 CZK	2 700 687 CZK	883 248 CZK
2008	266 000 CZK	2 218 260 CZK	2 355 480 CZK	1 161 500 CZK
total	715 168 CZK	9 511 726 CZK	8 643 845 CZK	3 974 272 CZK



Grant Programme to support the implementation of the European Charter of Regional or Minority Languages 2010 – list of projects

1st round

<i>organisation</i>	<i>project</i>	<i>grant (CZK)</i>
Univerzita Karlova v Praze, Filozofická fakulta (B)	Slovník romských neologismů	245 000
Občanské sdružení R-mosty (A)	Romština a romská historie do škol	196 000
Slovensko-česká společnost (A)	Rozumíme si – tolerance a poznávání	0
Klub slovenské kultury (A)	Kolotoč pohádek – Kolotoč rozprávok	0

total: 441 000,-

2nd round

<i>organisation</i>	<i>project</i>	<i>grant (CZK)</i>
Občanské sdružení Education Talent Culture (B)	Kulturně vzdělávací centrum ETC	0
Slovensko-česká společnost (A)	Rozumíme si – tolerance a poznávání	100 000
Slovensko-český klub (B)	Rozumiete správne po slovensky?	268 600
Slovensko-český klub (B)	Prieskum záujmu o slovenské školky	0
Gymnázium s polským jazykem vyučovacím Český Těšín (B)	Krása polštiny	35 000
PZKO (A)	Vydání sborníku přednášek	36 000
Občanské sdružení R-mosty (A)	Bare Roma	381 690
Romea (A)	Romštinou k úctě a toleranci	232 000
Klub slovenské kultury (A)	Kolotoč pohádek-kolotoč rozprávok	0
Bona fide (A)	Podťe s nami do rozprávky	159 000
ECAV Praha Jircháře (A)	Slovenčina nielen v kostole	38 000
Slovenské sdružení Limbora (B)	Slovenčina moja, krásne zvuky máš...	0
Oblasťní charita Most (A)	Lačno dives – dobrý den	99 000
Kulturní sdružení občanů německé národnosti ČR (B)	Analýza využití němčiny v příhraničí	40 000
Společenství Romů na Moravě Romano jekhetaniben pre Morava (B)	Seminář o romském jazyce	59 500

total: 1 448 790,-

3rd round

<i>organisation</i>	<i>project</i>	<i>grant (CZK)</i>
Obec Smilovice (C)	Polské nápisy ve Smilovicích	6 727,-
Klub slovenské kultury (A)	Kolotoč pohádek – kolotoč rozprávok	78 000,-
Kongres Poláků v ČR (A)	Poláci na Těšínsku	150 000,-
Obec Třanovice (C)	Uvítací cedule v Třanovicích neboli žijeme tu spolu	157 000,-
Občanské sdružení AVER (A)	Vaker - mluv	0,-

total: 391 727,-

<i>1st round</i>	<i>2nd round</i>	<i>3rd round</i>	<i>Total</i>
441 000,-	1 448 790,-	391 727,-	2 281 517,-

Breakdown of programmes:

A) Educational activities

B) Quantitative and qualitative analyses focussing on research into the use of minority languages

C) Promoting the use of traditional and correct forms of local place names in minority languages

