

# Country profile 2026: Czech Republic

## Introduction

According to the [Digital Decade 2025: Country reports](#), the Czech Republic’s digital landscape in 2025 is defined by a strong human capital profile, though persistent infrastructure and business adoption gaps remain. The country has an inclusive digital skills profile – with 69% of the population possessing at least basic skills, well above the EU average. However, significant age-related divides remain, and the proportion of ICT specialists (4.5%) and female participation (13%) is below the EU average.

According to the [State of the Digital Decade Eurobarometer 2025](#), public sentiment is largely positive, with 73% of citizens reporting that digitalisation eases daily life, though there is overwhelming demand for urgent action on children’s online safety (89%) and disinformation (78%). To address these challenges, the Digital and Information Agency (DIA) coordinates e-government modernisation, guided by the Strategic Plan for the Digitalisation of Czechia by 2030. These efforts are further supported by a National AI Strategy and the Smart Specialisation Strategy, which prioritise investments in AI, cybersecurity, and advanced manufacturing to boost national competitiveness.

## BIK policies

### Policy frameworks

Policy frameworks describe the overarching goals that shape policies for a better internet for kids.

	High	Medium	Low	Not present
Policy priority		X		
Integrated policy		X		
Influence of the BIK+ strategy		X		

Recognition of children's rights

X

*Table 1: Policy frameworks – Czech Republic*

- ***This topic is an important and emerging policy priority***, partially covered in national/regional laws, regulations and policies.
- ***There are separate, dedicated policies*** which address the topic of children and the digital environment.
- ***The BIK+ strategy is an important influence on policy development*** (that is, it informs and guides national policies even if they do not directly refer to BIK+).
- ***Children's rights in relation to the digital environment*** are an important and emerging policy priority, with specific policies in development on this topic.

### ***Key developments and policy frameworks***

- The national strategic plan for digital education under the [Digital Czechia Strategy](#) outlines the newly established approach to digital education, including a strong focus on digital skills development, cybersecurity and safe internet use.
- The [Long-term Plan for Education and the Development of the Education System of the Czech Republic 2023–2027](#) provides integrated measures to support digital well-being and cybersecurity in schools.
- In addition, the [Strategy for the Education Policy of the Czech Republic up to 2030+](#) is designed to support achieving the target of 80% of the population with basic digital skills by 2030.
- Recently, the Police of the Czech Republic, in cooperation with the Ministry of the Interior of the Czech Republic, CZ.NIC and they have also begun to address the issue of digital footprints that parents create for their children without their knowledge, raising public awareness through information campaigns and preventive activities on the responsible sharing of children's personal data online. The project is entitled "[Nebudujte svému dítěti digitální stopu](#)" ("Don't Create a Digital Footprint for Your Child").

## Policy design

Policy design asks whether evidence and research support BIK-related policies and whether systems are in place for monitoring and evaluating those policies.

	High	Medium	Low	Not present
Regular data collection		X		
Data on risks, harms, well-being			X	
Information systems		X		
National research fund			X	
Monitoring and evaluation			X	

Table 2: Policy design – Czech Republic

- **Quantitative data on some aspects of children’s digital activity** is collected regularly as part of broader surveys.
- **Surveys of children’s experiences of risks, harms and digital well-being** are undertaken on an ad-hoc and irregular basis.
- **Information is regularly gathered to inform policies on children and the digital environment.** This relies primarily on third-party sources, and there are limited opportunities to commission new data on children's digital activity.
- **There are occasional special research initiatives** to gather evidence about children and the digital environment.
- **Monitoring and evaluation** are ad hoc, infrequent and not systematic.

### Key national research studies

- Most research on children’s experiences online is undertaken by the project e-Bezpečí. Various studies on children’s behaviour online have been produced, including ‘Czech pupils and the AI’ from 2024. A new comparative report titled "Is AI Inevitable? Development of Attitudes and Practices 2023–2025" was released in 2025.

- Perception of cybercrime among pupils at the second level of primary schools (2023) was carried out within the framework of the project 'Regions for a Safe Internet'. This survey is repeated every five years. The project now focuses on "Sharenting" and digital footprints. In cooperation with the Police of the Czech Republic.
- The National Monitoring Centre for Drugs and Addictions issues the annual Report on Digital Addictions in the Czech Republic, part of which is dedicated to children and adolescents. The 2024 Summary Report on Addictions (released in late 2024/early 2025) provides the most recent official data.
- The Czech School Inspectorate also conducts regular surveys on an infrequent basis. The Czech Republic is currently participating in the PISA 2025 cycle, which includes a new innovative domain: "Learning in a Digital World."

## Policy governance

Policy governance examines how policies are coordinated at the governmental level, whether other implementation bodies are involved in their delivery and coordination.

	High	Medium	Low	Not present
Lead ministry for policy development		X		
National coordination body		X		
National action plan or strategy				X

Table 3: Policy governance – Czech Republic

- **Policy development sits across different ministries** with leadership officially distributed according to the area of specialisation.
- **Coordination occurs across relevant departments and stakeholders through more informal arrangements.** While lacking a centralised coordination body, this approach still facilitates reasonably effective collaboration and alignment of efforts.

- ***There is no action plan available or under development.***

### Stakeholder involvement

Stakeholder involvement enquires how different stakeholders can participate in policy development.

	High	Medium	Low	Not present
Stakeholder forum		X		
Public consultation on BIK topics		X		
Youth involvement in policy		X		

Table 4: Stakeholder involvement – Czech Republic

- ***Stakeholders are involved through various existing groups or platforms across different government branches.*** While opportunities for engagement exist, they are not centrally coordinated, and stakeholder participation may vary in consistency or influence.
- ***The public is consulted during the development of new BIK policies.*** While engagement is structured and meaningful, it is event-driven and does not occur outside of major policy formulation efforts.
- ***Children are listened to directly in the policy development process*** (for example, through hearings, consultations, specific surveys) but are not formally involved in decision-making.

### Stakeholder mechanisms

- The **Committee for Digital Education** is responsible for coordinating relevant stakeholders in the field of digital education under the **Government Council for the Information Society**. The Committee consists of representatives from several ministries, state institutions, the private sector, NGOs and other relevant stakeholders.
- Topics related to the BIK+ strategy, including well-being and cybersecurity in the context of digital skills development and efforts in relation to the **national strategic plan for digital education** under the Digital Czechia Strategy are the focus areas of the Committee.

- At the regional level, the Association of Regions (Asociace krajů) runs its own awareness and high-quality content project, [Regions for Safer Internet](#), which consists of e-learning courses for children, students, parents, teachers and other groups such as police officers, social workers.
- The Advisory Board (for adults) and Youth Panel (for children) within the [Safer Internet Centre](#) act as important opportunities for knowledge exchange. The Youth Panel is currently being restructured to make it more effective and responsive to the needs of children in the digital environment and the needs of SIC CZ and its links to EU policies.
- [SIC CZ](#) is also part of the Insafe and INHOPE networks. The Centre also cooperates with the [Safer Internet Centre Slovakia](#) across the border.

## BIK+ actions

### Pillar 1 – Safe digital experiences

Actions to promote a safe, age-appropriate digital environment that respects children’s best interests.

	In place	In development	Other activity	Not present
Content rating systems for online/video games				X
DSC measures protection of minors			X	
DSC-SIC working relationship			X	
Definition of harmful online content			X	
Complaints handling mechanism	X			
Intimate image abuse laws	X			
Cyberbullying laws	X			
Age verification requirements		X		
Digital wallet for minors			X	
EU harmonised age verification			X	
Laws on online marketing	X			
Protecting mental health and well-being	X			

Table 5: Safe digital experiences – Czech Republic

### Implementing EU laws

- Czech Republic does not have any dedicated national laws or regulations governing the rating and classification of video games.

- The implementing law for the national Digital Services Coordinator is currently underway. However, the [National Pedagogical Institute](#) offers support for schools related to cyber security, prevention and digital well-being.

### **Addressing online harms**

- There is no explicit legal definition of harmful online content in CZ legislation. It is defined rather by specialised terms such as prohibited pornography, i.e., hard pornography, animal pornography or child pornography. These forms of harmful content fulfil the elements of offences under Sections 191 and 192 of the [Criminal Code](#). However, harmful content may also include videos shared with the potential to incite minors to self-harm. Harmful online content includes an unspecified set, the full definition of which would be very difficult.
- The Safer Internet Centre operates a '[STOP online](#)' line where harmful/addictive content can be reported and which is further acted on by the Czech police. [STOPonline.cz](#) hotline operates in cooperation with the Czech police and with international networks such as INHOPE. [STOPonline.cz](#) is complemented by advisory and intervention helpline services provided by organisations such as [Linka bezpečí](#) and [Dětské krizové centrum](#), which offer free and anonymous support to children and young people facing online risks, as well as to parents. Together, these services form an important part of a coordinated national ecosystem that combines prevention, early intervention, and response.
- A new amendment – Act No. 270/2025 Sb. – introduces a criminal offence in the Czech Criminal Code for "Misuse of identity to produce pornography and its distribution." This offence is codified in § 191a of Act No. 40/2009 Sb. Under § 191a, anyone who produces, imports, exports, offers, makes publicly available, mediates, distributes, sells, or otherwise provides pornographic content that depicts or uses the identity of a person without their consent may be punished by up to 2 years of imprisonment (higher penalties apply in aggravated cases). The amendment was enacted via [Act No. 270/2025 Sb.](#) and explicitly targets non-consensual and deepfake pornography.

## Age assurance

- The Czech government is planning to support the age verification use-case as a PuB-EAA attestation which could be issued to the [EUDI wallet](#) based on the request of the user. It is anticipated that the Czech Republic will follow the rules for the age attestations according to PuB-EAA technical specification.

## Supporting digital well-being

- Regarding codes of conduct for commercial content, the Platform of Professional Communication, a self-regulatory body, has published an [Influencers' Code of Conduct](#).
- Recently, the National Pedagogical Institute, together with experts, created a [new definition of digital well-being](#) and other forms of support available to teachers. The [new concept of how to incorporate the topic of digital well-being in schools](#) was released in March 2026.

## Pillar 2 – Digital empowerment

	In place	In development	Other activity	Not present
Teaching online safety		X		
Digital skills training	X			
Policies on digital use in schools			X	
Adequate teacher training	X			
Non-formal online safety education	X			
Critical media literacy		X		
Creative digital skills	X			
Supports for parents				X

Table 6: Digital empowerment – Czech Republic

### ***Digital empowerment in formal education***

- A new curriculum for primary and secondary education was introduced in 2021, with new classes focusing on digital skills development and ICT. This comprehensive plan is backed by various measures, including RRF funding for the purchase of digital equipment and teaching aids for schools, with a particular focus on supporting disadvantaged students to ensure an inclusive digital transition. Stakeholders and scientists also give courses to introduce AI in schools, focusing on preventing its misuse. The topic of healthy and secure use of technologies and the internet is emphasised in the revised curriculum.
- The topic of cybersecurity and prevention has been incorporated into the **Framework Educational Programme** and implemented in school educational programmes in accordance with the mandatory schedule. Support for schools regarding **cybersecurity and prevention** has also been made available.
- In February 2026, the Ministry of Education, Youth and Sports (MEYS/MŠMT) released the "**Methodology for Setting Rules for the Use of Mobile Phones and Other Electronic Devices in Schools.**" The methodology is intended for kindergartens, primary and secondary schools, and conservatories and helps set conditions that support a safe, focused, and respectful environment while enabling meaningful educational use of mobile phones and other electronic devices.

### ***Digital empowerment and lifelong learning***

- **Media education** is part of the Framework Educational Programme. It is planned to emphasise and develop this topic in the complex revision that is currently underway. Support regarding media literacy for schools is available online.
- The Czech Digital Skills and Jobs Coalition's **Digikoalice** project has an online catalogue offering children a wide range of educational activities. Currently, more than 140 activities and courses created by different entities and organisations are easily accessible to children, their parents, and their teachers.

**Pillar 3 – Active participation, respecting children’s rights**

	In place	In development	Other activity	Not present
Promoting civic engagement		X		
Promoting children's rights				X
Child-friendly policy documents				X
Addressing digital inequalities	X			
Positive digital content	X			

*Table 7: Active participation, respecting rights – Czech Republic*

**Active participation**

- In the Committee for Digital Education of the Government Council for Information Society, the Czech Children and Youth Parliament represents children's voices. They are encouraged to contribute to debates and discuss the policies in the field of digital education.
- There are no laws, regulations or policies in place that mandate youth participation in decision-making bodies at the national or regional level.
- There are limited activities to promote awareness of children’s rights, such as the Ministry of Labour and Social Affairs (MoLSA) [Amendment to the Act on Social and Legal Protection of Children](#), and the [Convention on the Rights of the Child](#).

**Addressing digital inequalities**

- There is a regional activity to stimulate the production and visibility of positive digital content and services for children and parents called [Regions for Safer Internet](#). Non-governmental actors, such as the Czech Safer Internet Centre, are also active in that area and have many supportive digital materials related to that topic.
- The National Recovery Plan - [Innovation in Education in the Context of Digitalisation](#) included successive financial supports between 2022 and 2024, focused on the implementation of digital tools, supporting schools

in their use and in developing digital creativity, and on the use of digital technologies by children.

- Since the Czech Republic's Presidency of the Council of the EU, a project called Czech Digital Week has been established to promote digitalisation and bring together stakeholders in the Czech Republic's digitalisation field.

## Best practices

### Example 1

#### ***National Pedagogical Institute initiatives***

Recently, the [National Pedagogical Institute](#) created support for schools on topics such as AI, cybersecurity, prevention, digital well-being, and media literacy, among others. These include new courses, webinars, methodological advice, podcasts, Q&A, and support for schools in implementing artificial intelligence in education. Recommendations for using AI in schools, webinars, interviews, podcasts, a range of courses and further education in the field of artificial intelligence are available at: <https://digitalizace.rvp.cz/>

### Example 2

#### ***#nePINdej! (#NoPINplot!)***

The campaign, supported by the Czech Banking Association, in cooperation with expert partners, has prepared a completely new interactive educational “Cybertest”. It aims to raise awareness of the growing threat of online scams. It highlights the most common cyberattacks and, through [an online test](#), shows how to recognise them and avoid falling for them.

### Example 3

#### ***Prokoukl to! A ty?***

The [campaign](#), launched as a joint initiative by the Olomouc Region, the Police of the Czech Republic, and e-Bezpečí (Palacký University Olomouc), aims to inform the public about current online dangers and fraudulent practices people may encounter while communicating in the digital environment.

A [chatbot powered by AI](#) that provides instant assistance in tricky situations. It can analyse text from emails, SMS, or WhatsApp, offering information on current scams, useful tips, videos, and real police cases to help users understand common fraud tactics.

## BIK+ index 2026: Czech Republic

The BIK+ index has been developed to provide an aggregated at-a-glance overview of the levels of implementation across the two dimensions, BIK policies and BIK+ actions, in the Czech Republic compared to the EU27+2 average. Values are shown in per cent.

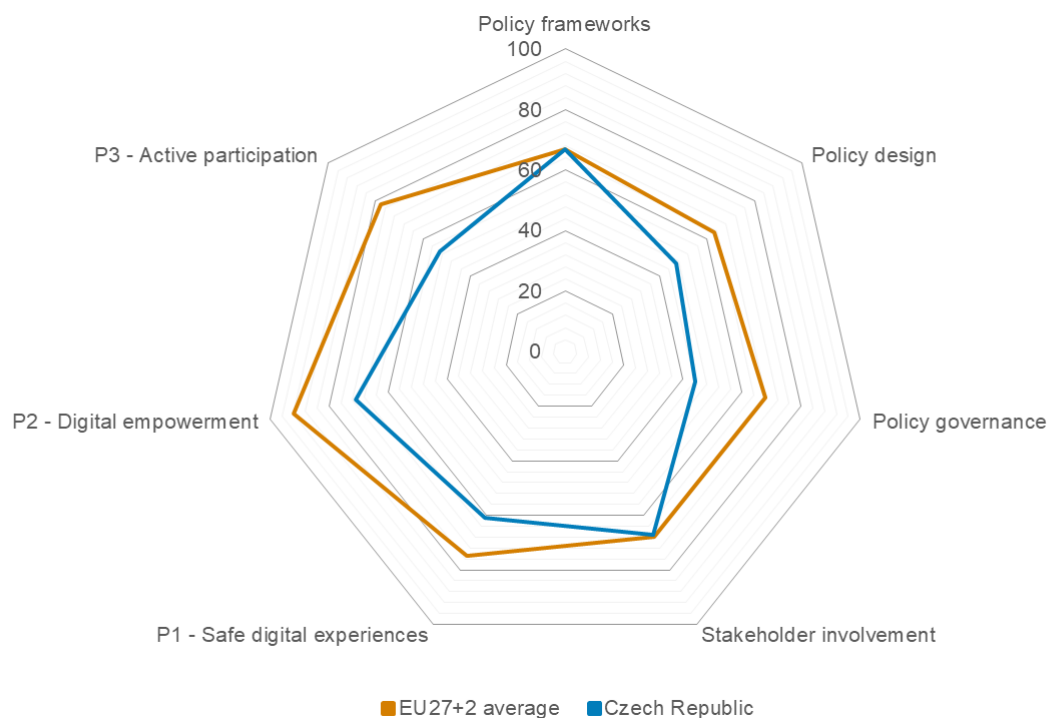


Figure 1: BIK+ index 2026: Czech Republic - EU27+2 average comparison