

Czech Republic

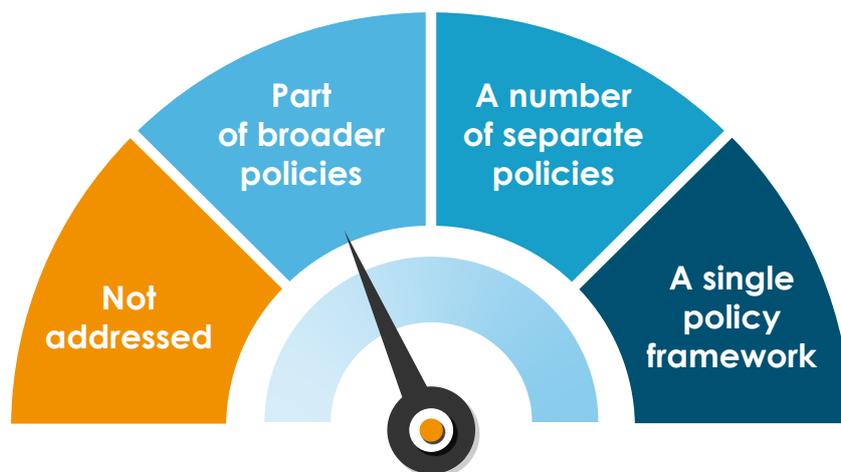
The Better Internet for Kids (BIK) Policy Map is a tool used to compare and exchange knowledge on policy making and implementation in EU Member States on the themes and recommendations of the European Strategy for a Better Internet for Children (or BIK Strategy) first set out by the European Commission in May 2012. The third BIK Policy Map report (2020) examines the implementation of the BIK Strategy in 30 European countries, including all EU Member States, Iceland, Norway and the United Kingdom.

For each country in the BIK Policy Map study, we outline findings for Policy frameworks, Policy making and Policy implementation, and conclude by providing a selection of good practices.

Download the full [BIK Policy Map report](#) from the Better Internet for Kids website.

1. Policy frameworks

Policy frameworks refer to the organising principles and long-term goals for policies, guidelines, decisions and other statements made at the national level in the course of putting into practice the BIK Strategy.



In the Czech Republic, the European Strategy for a Better Internet for Children has not specifically featured in national policy debates on the subject of children's use of the internet. This topic is covered as part of broader policies which address the four different pillars of the BIK Strategy. Some examples are given below.

Pillar 1: High-quality content online for children and young people

- There is no existent policy in this area in the Czech Republic.

Pillar 2: Stepping up awareness and empowerment

- [The long-term plan of education and development of the educational system](#) of the Czech Republic for the period 2019-2023 was prepared for the entire system of regional education. It determines the framework of long-term plans of regions and unifies the approach of the state and individual regions especially in setting the parameters of the education system and health policy goals.
- The [National strategy for primary prevention of risky behaviour of children and youth 2019–2027](#) aims to establish a basic framework in the Czech Republic. It sets the main goals and priorities for development in the policy of primary prevention of risky behaviour, as well as informing professionals and the lay public about the goals and priorities of primary policy.
- The [Educational Policy Strategy 2020](#), introduced in 2014, has three key priorities. The first is to reduce inequalities in education. The second is the support of quality teacher education, which is related to the completion and implementation of the career system or the strengthening of quality teaching of future teachers at universities. The third priority is responsible and effective management of the education system.
- [The Strategy of Digital Education](#) (2020) follows the strategy of the educational policy of the Czech Republic to 2020 and, with knowledge of the given environment and processes, proposes a set of possible interventions in initial education to support digital education. It includes both education that makes effective use of digital technologies to support teaching and learning, and education which develops digital literacy of pupils and prepares them for employment in society and in the labour market, where the requirements for knowledge and skills in the information technology segment are still growing.
- The [Strategy for the Prevention of Criminality in the Czech Republic, 2016-2020](#) is based on the priorities set out in the Programme Statement of the Government of the Czech Republic, including "to place emphasis on prevention programmes, close communication with local governments and on balancing elements of prevention and repression so as to effectively eliminate the causes of social conflicts", "to comprehensively address tensions in socially sensitive localities", "to strive for a high standard of human rights protection", "to minimize the risks of recidivism after release", "to strengthen the protection of victims of crime", "to promote increased financial literacy", "to fight relentlessly against usury", and "to develop civil society and support non-governmental non-profit organizations". In the area of crime, the government declared that it considered it "preferable to focus on prevention, especially in the area of juvenile crime. Given the overall trend of a decline in crime, but in conditions of uneven levels of security in different regions of the country, the government considers it important to concentrate prevention activities in comprehensive programmes, particularly in these regions". The Government's objectives also include "involving volunteers in a wider range of security activities".

Pillar 3: Creating a safer environment for children online

- There is no existent policy in this area in the Czech Republic.

Pillar 4: Legislation and law enforcement against child sexual abuse and exploitation

- Law or regulation are the primary means for implementing Pillar 4, such as, [Criminal Code](#) 40/2009 coll, updated in 2010.
- The [National strategy for primary prevention of risky behaviour of children and youth 2019–2027](#) aims to establish a basic framework in the Czech Republic. It sets the main goals and priorities for development in the policy of primary prevention of risky behaviour, as well as informing professionals and the lay public about the goals and priorities of primary policy.

2. Policy making

Policy making refers to the general process by which policies are developed within each country, including how coordination and oversight is managed, the extent to which the policy agenda is informed by an evidence base, and whether there are arrangements for young people to be involved in the policy process.

2.1 How are policies coordinated?

In the Czech Republic, more than one ministry, agency or body is responsible for coordinating policies addressing the BIK Strategy with one to three ministries involved in the process. There is no formal co-ordinating body for policies relating to children's use of the internet.

- The [Ministry of Education, Youth and Sports](#) drafts and supervises strategies and action plans focused on education and primary prevention.
- The [Ministry of Interior](#) has responsibility for strategies focused on crime prevention, and also develops the capabilities of the Czech police including preventive efforts. These activities are mainly targeted at parents and children. The aim is to increase awareness about potential online harms, mainly regarding cyber grooming and sexual predators online.
- The [Ministry of Justice](#) has responsibility for legal regulations regarding the internet, child sexual abuse content online, cybercrime and integrity issues. This includes responsibility for administration of the public prosecutor's office which is one of the law enforcement authorities involved in criminal proceedings.
- In addition, the [National Cyber Security Office \(NÚKIB\)](#) produces awareness materials targeted mainly at teachers, but also parents. For example, in September 2019, NÚKIB launched a course in cyber security and safe online behaviour (Digital Footprint) for pupils of elementary schools, in close cooperation with other stakeholders (for

example, [CZ-NIC Association](#)). The course/game fulfils the criteria of high-quality content and is suitable not only for children but also for their parents. These activities, however, are not within a specific formal policy framework focused on children's online safety. They are rather part of general efforts of NUKIB in the field of cyber security, cyber security awareness and cyber security education.

2.2 Who is primarily in charge of policy coordination?

Responsibility for coordination of BIK-related policies varies by each respective pillar of the BIK Strategy.

- The [Ministry of Education, Youth and Sports](#) has the main responsibility for Pillar 1: High-quality content online for children and young people and Pillar 2: Stepping up awareness and empowerment.
- Under Pillar 3: Tools and regulation for an online safe environment, the [Ministry of Culture](#) has the primary responsibility for policy coordination.
- In Pillar 4: Legislation and law enforcement against child sexual abuse and exploitation, the [Ministry of Interior](#) has the primary responsibility for policy coordination.

In the context of the [Digital Strategy in the Czech Republic](#), a governmental working group on the Digital Single Market has been established which is composed of representatives of all ministries and other public bodies such as the [National Cyber Security Office \(NÚKIB\)](#). The Office of the Government regularly provides information to the members of this group on current topics. The Office of the Government is the coordinator for the European dimension of safer internet policy.

However, there is currently no formal cooperation mechanism on the level of ministries and public bodies for the purpose of drafting strategic and conceptual materials for the policy area of safer internet for children at national level. There are several working groups focused on prevention in general where the topic of online risks for children is discussed. Besides that, there is non-formal cooperation among many stakeholders in this area such as the police, NGOs, and private companies.

2.3 Data collection in the last three years

Data collection to support policy making related to the BIK Strategy includes national and regional surveys with quantitative data specifically focused on children's use of the internet, quantitative data on some topics of children's use of the internet collected as part of a broader survey, and qualitative research specifically focused on children's use of the internet. Examples include:

- The [Centre for the Prevention of Risky Virtual Communication](#) at the Faculty of Education of Palacký University in Olomouc conducted several studies between 2010 and 2020 which focused on prevention of hazardous behaviour associated with the use of information and communication technologies by children, especially cyberbullying, cyber grooming, cyber stalking, hoax and spam, sexting, social

engineering methods, the issue of sharing of personal information through social networks, and other dangerous communication techniques. Funding sources come from both ministries and the private sector.

- The [Institute for Research of Children, Youth and Family](#) at the Faculty of Social Studies of Masaryk University has a number of projects which are funded by various sources such as the European Union, ministries and research foundations, among others.

2.4 Involvement of young people in policy making

The involvement of young people in policy making is described as one whereby young people are not involved in policy-making processes. The [CZ.NIC Association](#) participates in the youth panel and hands its outcomes over to organisations who attend the BIK Advisory Board.

3. Policy implementation

Policy implementation refers to the involvement of the relevant stakeholders in the delivery of initiatives and the spread of activities as envisaged under each of the four pillars of the BIK Strategy.

Pillar 1: High-quality content online for children and young people

Activities under Pillar 1 are led by government ministries. Public agencies have a complementary role. Examples include:

- The [Ministry of Education, Youth and Sports](#) has organised activities within the framework of the [Czech Digital Skills and Jobs Coalition](#). The ministry also supports events that promote digital skills, such as the [Digital Day – Digiden](#).
- Public agency: In September 2019, the [National Cyber Security Office \(NÚKIB\)](#), in collaboration with [CZ.NIC](#), launched a course in cyber security and safe online behaviour for pupils of elementary schools.
- Public service broadcaster: The Czech public TV broadcaster, [Czech Television – ČT](#), runs a programme targeted at children and the use of the internet (ČT-D). Similarly, the [Czech Radio broadcaster – Český Rozhlas](#) runs programmes for [children](#) and [younger children](#).

Summary of Pillar 1 actions:

| | Introduced in the last 12 months | Existent before last year | Not available |
|----------------------------------------------------------------------------------------|-------------------------------------|---------------------------|--------------------------|
| Initiatives to stimulate the production and visibility of quality content for children | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|--------------------------------------------------------------------------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Initiatives to encourage children's creativity and to promote positive use of the internet | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Initiatives to implement standards for quality online content for children | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Other relevant activity (please specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Pillar 2: Stepping up awareness and empowerment

Activities under Pillar 2 are led by government ministries. Public agencies and NGOs have a complementary role. Examples include:

- The Ministry of Interior organises public conferences in collaboration with other stakeholders.
- The [National Cyber Security Office \(NÚKIB\)](#) produces educational material for teachers and children on online safety as a part of their broader cyber security promoting programme.
- The CZ.NIC Association organises public seminars and conferences on children's online safety and runs numerous awareness-raising projects.
- One of the leading actors in the Czech Republic is the Palacký University – Centre for the Prevention of Risky Virtual Communication (Project e-Bezpečí). The centre is committed to research and participates in public conferences on the topic of children's online safety. Research and data collection on this topic significantly contributes to awareness raising.

Summary of Pillar 2 actions:

| | Introduced in the last 12 months | Existent before last year | Not available |
|--------------------------------------------------------------------|----------------------------------|-------------------------------------|--------------------------|
| “Teaching online safety in schools” | | | |
| Strategies to include teaching online safety in schools | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities to reinforce informal education about online safety | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities to provide for online safety policies in schools | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities to ensure adequate teacher training in online safety | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities to support public-private partnerships in online safety | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

| “Digital and media literacy activities” | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Activities to support young people’s technical skills required to use online media content and services | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities to encourage critical thinking around media industries and evaluating content for truthfulness, reliability | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities that encourage interaction, engagement and participation in the economic, social, creative, cultural aspects of society through online media | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities that promote democratic participation and fundamental rights on the internet | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities that challenge radicalisation and hate speech online | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| “Scaling up awareness activities and youth participation” | | | |
| National support for public awareness-raising campaigns | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Involvement of children when developing national campaigns | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Involvement of children when developing legislation with an impact on their online activities | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Activities or initiatives to match the Commission’s support for the national Youth Panels | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Industry funding and technical support for NGOs and education providers | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Industry dissemination of awareness material either online or at the point of sale | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| “Simple and robust reporting tools for users” | | | |
| Mechanisms for reporting content and contacts that may be harmful for children such as cyberbullying or grooming | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Initiatives to facilitate cooperation between helplines and law enforcement | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Initiatives to monitor the effective functioning of reporting mechanisms at a national level | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Pillar 3: Creating a safe environment for children online

Activities under Pillar 3 are a joint effort between government ministries, public agencies and NGOs. Examples include:

- There are no national efforts in relation to creating a safer environment for children online in terms of introducing labelling systems, regulating online advertisement, testing and promoting of parental control, and so on. However, the Safer Internet Centre, the [CZ.NIC Association](#), promotes the use of parental controls on its website. CZ-NIC also runs the Czech CSIRT. Additionally, the public broadcaster, [Czech Television – ČT](#), has a labelling system in place.

Summary of Pillar 3 actions:

| | Introduced in the last 12 months | Existent before last year | Not available |
|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------|-------------------------------------|
| “Age-appropriate privacy settings” | | | |
| Activities to ensure the implementation of EU legislation | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Self-regulatory measures by industry about age-appropriate privacy settings | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Awareness-raising activities regarding age-appropriate privacy settings | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| “Wider availability and use of parental controls” | | | |
| Activities to promote the availability of parental control tools | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tests and certification for parental control tools | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Efforts to support industry implementation of parental control tools | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| “Wider use of age rating and content classification” | | | |
| Activities to promote the adoption of age rating and content classification among relevant stakeholders | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A complaints process for the effective functioning of such systems | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| “Online advertising and overspending” | | | |
| Activities at the national level to ensure that legislation regarding online profiling and behavioural advertising is observed | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|-------------------------------------|
| Support industry in developing codes of conduct regarding inappropriate advertising | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Monitor implementation of codes of conduct at the national level | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Pillar 4: Fighting against child sexual abuse and child sexual exploitation

Activities under Pillar 4 are led by government ministries. Public agencies have a complementary role.

The [Ministry of Interior](#) is responsible for drafting strategies and building capacities of law enforcement. The Czech Republic Police Force is in charge of prevention activities, investigation of child sexual abuse and cybercrime.

Other notable developments include:

- Founding of the National Centre for Combating Organised Crime (NCOZ) (one of the units within the police service of the Czech Republic) and of CZ-NIC (the administrator of the national .cz domain and of the public helpline for notifications of illegal and inappropriate content on the internet via [stoponline.cz](#)).
- Memorandum between CZ.NIC and the police of the Czech Republic signed in 2017 ([stoponline.cz](#) is a member of INHOPE).
- [Seznam.cz](#) (and [Lidé.cz](#)) is an online dating and chat platform with built-in reporting mechanisms.
- [Linkabezpeci.cz](#) is an NGO providing a safety line, the purpose of which is to provide help for children.
- [dkc.cz](#) (Dětské Krizové Centrum, Centre for Children's Crisis) is an NGO specialised in aid for tortured, sexually abused and neglected children.
- Increased resources for law enforcement bodies that fight against child abuse material online, including increased funding, staffing and expertise for the Czech police to combat cybercrime.
- Effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat child sexual abuse. The Czech legal system allows the use of investigative tools to be contested if they were used or applied in contradiction to law (illegally).
- Activities to support the functioning and visibility of hotlines at the national level. The hotline ([stoponline.cz](#)) has been promoted by its operator CZ-NIC online, during conferences, as well as on TV (by the public broadcaster).

- Activities to support the improvement of cooperation between hotlines and industry for taking down child abuse material. A memorandum exists between the Czech police and the hotline, stoponline.cz.

Summary of Pillar 4 actions:

| | Introduced in the last 12 months | Existent before last year | Not available |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-------------------------------------|--------------------------|
| Increased resources for law enforcement bodies that fight against child abuse material online | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Effective safeguards in place to ensure democratic accountability in the use of investigative tools to combat child sexual abuse | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities to support the functioning and visibility of hotlines at the national level | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Activities to support the improvement of cooperation between hotlines and industry for taking down child abuse material | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

4. Good practices

The following are three selected examples of good practices in supporting children's use of the internet in the Czech Republic:

In the net: Behind school

This [documentary features the topic of cyber grooming on the internet](#). Less than two weeks after its premiere, the documentary had been seen by more than 266,000 viewers, making it the most successful Czech documentary in history. The movie covers a time period of 10 days and involves three actresses, three children's chatrooms, and 2,458 sexual predators. The actresses (all over the age of 18 but with very young appearances) were tasked to present themselves as 12-year-old girls on their fake social network profiles. Children's chatrooms were created in a film studio where the actresses chatted and Skyped with men of all ages who had searched for and contacted them online. Most of these men demanded video sex and sent photos of their penises or links to porn. The documentary delivers the gripping drama of the protagonists playing the "12-year-old girls" from casting to face-to-face meetings with predators (watched by security and six hidden cameras). Predatory tactics were gradually turned against the perpetrators and the hunters become the hunted. The experiment shines an urgent light on the taboo subject of the abuse of children on the internet.

Project E-safety

[Project E-safety](#) (Projekt E-Bezpečí) of the Centre for the Prevention of Risky Virtual Communication at the Palacký University Olomouc is a complex programme which focuses on research, education, prevention and awareness raising for safer internet use by children, adults and seniors. The project also focuses on cyberbullying, cyber grooming, sexting, social

networks, and media literacy. It also provides educational programmes for schools (more than 470 lessons for children per year), intervention and a helpline for victims (350 per year), national studies (with a sample of more than 27,000 children), and works in collaboration with ministries, other public agencies and NGOs.

O2 Smart School

[O2 Smart School](#) is a programme run by the O2 Foundation which aims to improve digital literacy in the Czech Republic. Its aim is to help teachers, parents and children to better understand the cyber-world, to act responsibly and to behave safely while being online and using digital technology. There are multiple resources and materials available on the programme's website which covers a wide range of topics in different formats, from worksheets and videos to quizzes and tests. Every year, the O2 Foundation also provides support to schools through financial grants to implement online safety and digital education. Another part of the programme includes support of research work which provides important information for further design of prevention and education in this area. The programme is run in cooperation and under professional guarantee of the Faculty of Education at Palacký University, under the auspices of the Ministry of Education.