F Education and digital technologies

Data on **numbers of computers at schools** per 100 pupils/students or 1 teacher of respective school grades, as well as on school equipment with other ICTs in the Czech Republic come from data sources of the **Ministry of Education**, **Youth and Sports.** The Ministry collect these data at nursery, primary, secondary, and higher professional schools within the annual questionnaire called Report of Schools Headquarters (R 13-01). The data are as at **30 September of the reference year**.

1st stage of basic schools covers the first five years of formal education for children aged 6 to 11 years. 2nd stage of basic schools covers last four years of formal education for children from the ages of 12 to 15.

The independent annual statistical survey called **Sample Survey on the ICT Use in Households and by Individuals** (for details see Chapter C) has been a valuable source of information on how **students aged 16+ years** use information technologies.

The **Sample Survey on the ICT Use in Households and by Individuals** is also a source of data on **online learning activities** over the internet. Within the survey, respondents were asked if they attended an online course, used online learning material or communicated with instructors using educational portals within **the last 3 months** prior the survey.

The indicators on **computer (digital) skills** of people in Czechia are also based on results from the above-mentioned Sample Survey on the ICT Use in Households and by Individuals. Within the survey, respondents were asked if they used selected digital skills in **the last 3 months.**

For the purposes of this publication, the highest educational attainment is divided into **low** which includes lower secondary education and upper secondary education without A–level exam, **medium** which includes upper secondary education with A–level exam and higher vocational education, and **high** which includes tertiary (i.e. university) education.

Definitions (sorted alphabetically)

- **Artificial intelligence tools** – use of artificial intelligence (e.g., ChatGPT, Copilot) for work, personal, or study purposes.
- **Copying or moving files** between folders or between two computers (e.g. via USB flash drive) or between computers and other devices (e.g. from/to mobile phone via Bluetooth).
- **Editing photos** means using photo editing software e.g. Adobe Photoshop or GIMP. The software for editing allows to add effects, filters, overlays and use other tools.
- **Index of digital skills**
  - The **overall level of digital skills** was measured using five sub-areas: communication, finding and sorting information, solving problems on the internet, safe behaviour on the internet and creation of digital content.
  - Persons with **at least basic overall digital skills** mean persons with basic digital skills together with persons with advanced digital skills.
  - Persons with **basic overall digital skills** achieved basic level in all 5 sub-areas, however they did not achieve advanced skills in all of the sub-areas.
  - Persons with **advanced level of overall digital skills** achieved advanced level in all of the 5 sub-areas.
- **Internet Safety Behavior Index** included indicators: checking the security of sites where people enter personal data; reading privacy policies; blocking access to geolocation; limiting the visibility of content on social networks; refusing to provide personal data for advertising purposes; changing cookie settings.

  Basic level - the user did one or two of the offered activities.

  Advanced level - the user did three or more of the offered activities.

- **Digital Content Creation Index** included indicators: copying files between folders or devices; using a word processor; using a spreadsheet; using more advanced functions in a spreadsheet; using presentation software; using photo editing software or applications; programming;

  Basic level - the user did one or two of the offered activities.

  Advanced level - the user did three or more of the offered activities.
- **Paid music** – listening to music on paid websites or in apps, e.g., Spotify Premium or Apple Music.
- **Paid video streaming** – to watch the video, the user must register on the provider's website (e.g., Netflix, Voyo, HBO Max) and pay for the service.
- **Presentation software** (e.g. MS PowerPoint or Prezi) is used to create slides for presentation integrating text, pictures, tables or charts.
- **Programming** includes the use of programming languages (Java, C, Python, Pascal etc.) and writing scripts (e.g. PHP, JavaScript). It also includes creating macros (e.g. in Excel), writing syntax (commands) in programs such as SAS or SPSS, and writing code in SQL (e.g. in Access or Oracle).
- **School intranet (portal)** uses most of the same technology as the internet, but it is restricted only to a limited group of users within an organization, typically to students and staff of a given school. The access by outsiders is excluded. Schools often provide **school parents portal** where parents can see e.g. school results of their children online.
- **School Wireless Network** (school WiFi network) enables students and school staff to use portable devices in a school to connect to the school computer network. An example is the international roaming service Eduroam.
- **Smart TV** – allows internet connectivity and enables watching videos from sources such as YouTube, Netflix, or TV broadcasters' websites, most often via the so-called red button.
- **Spreadsheet software** (e.g. MS Excel) is used to organise and analyse data, such as sorting, filtering, using formulas or creating charts.
- **The participation in an online course** includes a participation in a course attended over the internet. Students communicate with lecturers over the internet; study materials are also sent online. Online courses may include language courses, personal development courses, computer courses and more. It also includes courses made through the applications such as Duolingo.
- **Using online learning material** includes using audio-visual materials, online learning software or electronic textbooks. Excludes downloading such materials for offline use at a later point in time.
- **Watching video** – includes watching videos on websites where they are uploaded by other users, e.g., YouTube.
- **Word processing software** (e.g. MS Word or OpenOffice Writer) is used to create a document with text.

More information on these fields can be found at:
https://csu.gov.cz/ict-in-education

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Table F1 Schools in Czechia with wireless network and school intranet (portal); 2025

Percentage

	Basic schools - 1st stage	Basic schools - 2nd stage	Secondary schools
School intranet (portal), total	99,2	99,8	99,5
School parents portal	77,9	87,6	89,9
School wireless network	99,8	100,0	98,9

Chart F1 Schools with school intranet (portal)

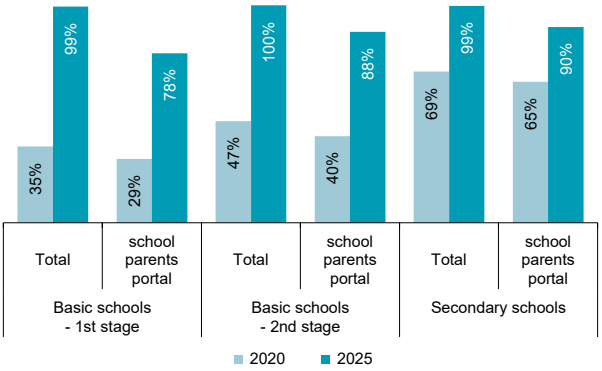
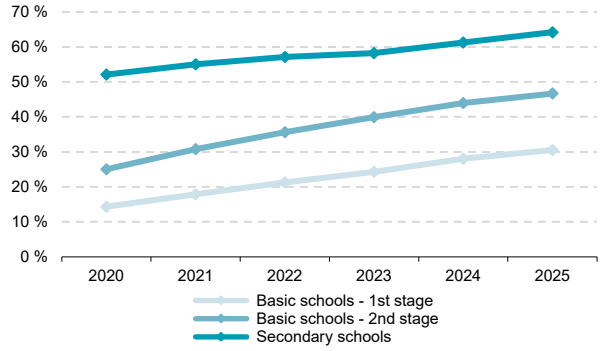


Table F2 Schools in Czechia permitting students to use their personally owned digital devices during classes

Percentage

	2016	2020	2025
Basic schools - 1st stage	7,2	14,4	30,6
Basic schools - 2nd stage	14,6	25,0	46,7
Secondary schools	42,0	52,1	64,2

Chart F2 Schools permitting students to use their personally owned digital devices during classes



Source: Ministry of Education, Youth and Sports

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Table F3 Computers available to students in schools in Czechia

Number of devices per 100 students of the given school stage

	Basic schools - 1st stage	Basic schools - 2nd stage	Secondary schools
Computers, total	**42,6**	**58,9**	**30,4**
Computers up to 2 years old	12,6	18,4	9,8
Portable computers	**29,5**	**39,6**	**12,0**
Portable computers up to 2 years old	9,8	13,8	4,5
Desktops	**13,1**	**19,3**	**18,4**
Desktops up to 2 years old	2,8	4,7	5,2

Chart F3 Computers available to students in schools (thousands)

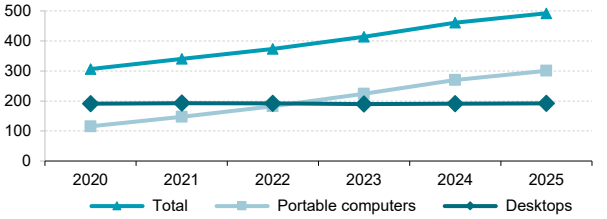


Chart F4 Type of computers available to students in schools (per 100 students of the given school stage)

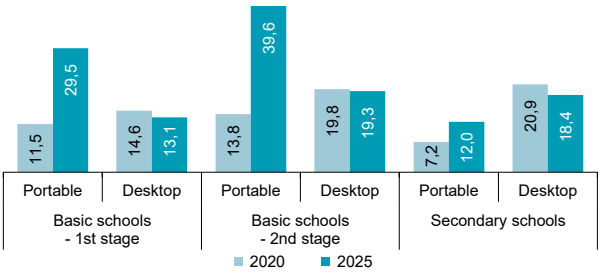
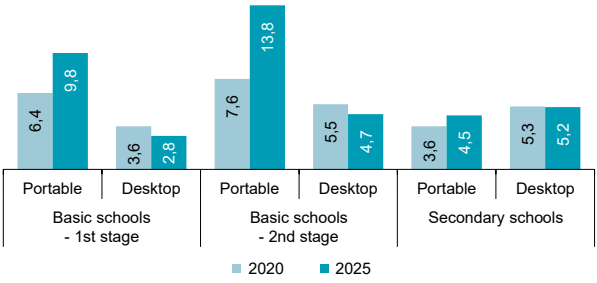


Chart F5 Computers up to age of two years available to students in schools (per 100 students of the given school stage)



Source: Ministry of Education, Youth and Sports

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Table F4 Computers available to teachers in Czechia; 2025

Number of devices per 1 teacher of the given school stage

	Basic schools - 1st stage	Basic schools - 2nd stage	Secondary schools
Computers, total	**2,0**	**2,2**	**1,9**
Computers for individual use (not share	1,2	1,4	1,2
Portable computers, total	**1,4**	**1,5**	**1,0**
Portable computers for individual use	1,1	1,2	0,9
Desktops, total	**0,7**	**0,8**	**0,9**
Desktops for individual use (not share	0,1	0,2	0,4

Chart F6 Computers for teachers in schools (thousand)

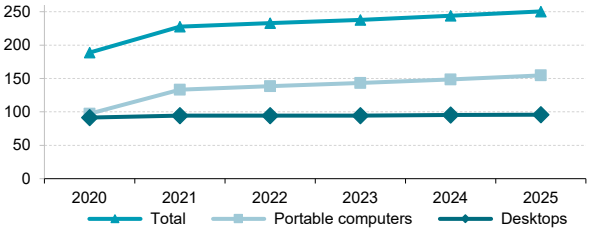


Chart F7 Computers available to teachers in schools
(per 100 teachers of the given school stage)

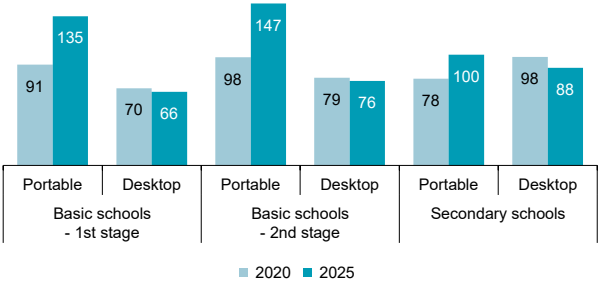
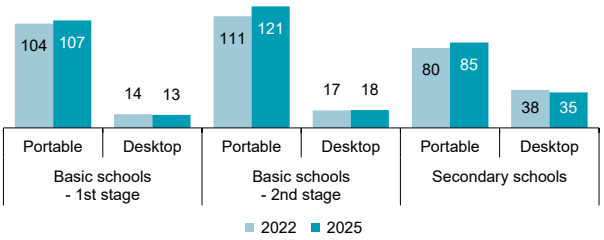


Chart F8 Computers intended for individual use by teachers
(per 100 teachers of the given school stage)



Source: Ministry of Education, Youth and Sports

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Table F5 Students aged 16+ in Czechia using the internet; 2025

Percentage

	Total	Men	Women
Total	**100,0**	**100,0**	**100,0**
Using the internet on a mobile phone	100,0	100,0	100,0
For selected activities			
Participating in social networks	98,6	98,1	99,0
Watching video	98,3	97,4	99,0
Listening to music	99,1	98,2	99,7
Instant messaging	99,4	98,5	100,0
Purchasing online	92,8	91,3	94,0
Playing games	80,2	95,1	68,9
Reading online news sites	84,6	84,2	84,9
Internet banking	86,3	87,6	85,3
Watching paid video streaming	67,3	61,4	71,8
Listening to paid music	41,8	44,9	39,4
Playing paid games	20,5	37,6	7,5

Chart F9 Students and persons aged 16+ using the internet for selected activities; 2025

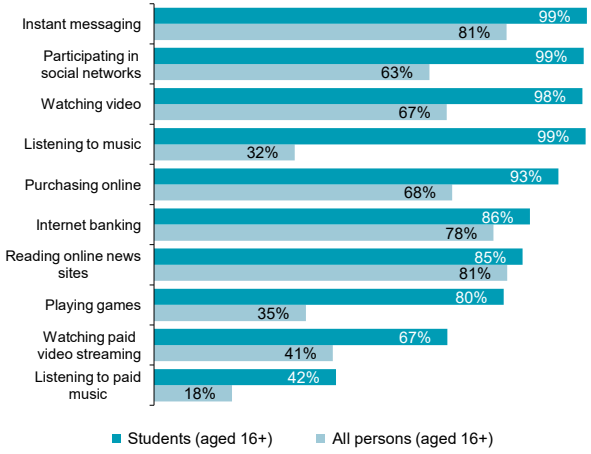

Table F6 Students 16+ in Czechia using selected software; 2025

Percentage

	Total	Men	Women
Word processing software, total	**96,7**	**96,1**	**97,2**
Use of advanced functions in word processing software (e.g. inserting pictures or charts)	84,3	84,1	84,5
Spreadsheet software, total	**83,0**	**76,1**	**88,2**
Use of advanced functions in spreadsheet software (e.g. filters, formulas)	57,9	58,9	57,1
Artificial intelligence (AI) tools	**85,6**	**87,8**	**83,9**
Presentation software	**73,9**	**67,8**	**78,5**
Programming	**17,9**	**28,1**	**10,1**

Source: Czech Statistical Office, ICT use survey in households

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Chart F10 Students aged 16+ in EU countries using the internet for selected activities; 2025

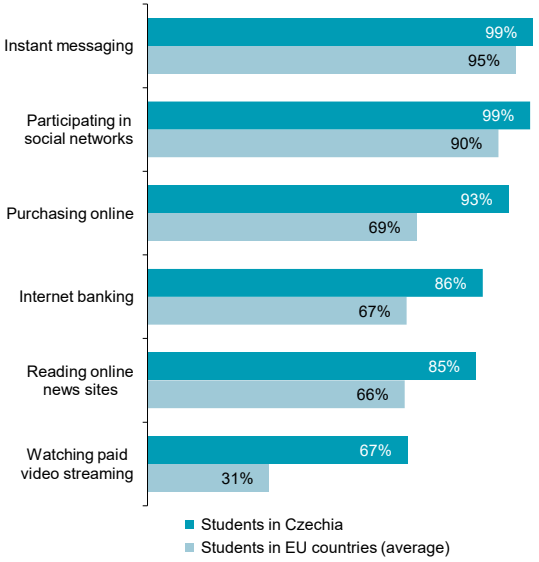
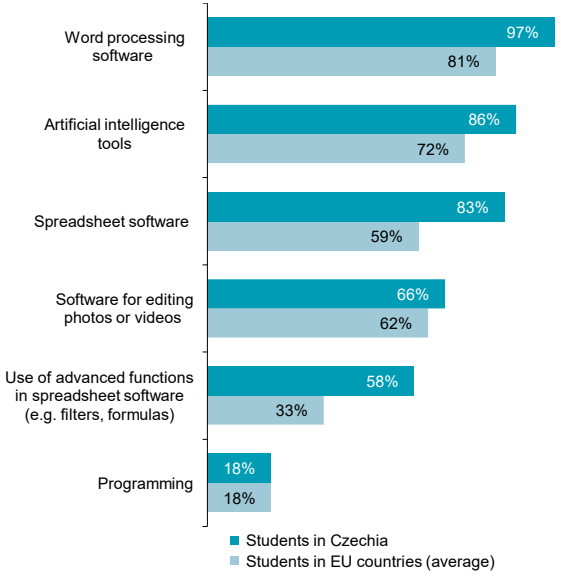


Chart F11 Students aged 16+ in EU countries using selected software and programming; 2025



Source: Eurostat

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Table F7 Persons in Czechia doing an online course and using online learning materials; 2025

Percentage

	Doing an online course	Using online learning materials
Total (aged 16+)	**17,4**	**21,0**
Men	17,3	19,1
Women	17,5	22,7
Age group (years)		
16–24	35,5	55,8
25–34	22,4	30,4
35–44	28,3	26,5
45–54	18,7	20,2
55–64	11,2	10,5
65–74	3,6	5,8
75+	0,4	1,0
Education (aged 25–64)		
Low	2,9	8,9
Medium	22,4	23,0
High	42,8	39,0

Chart F12 Doing an online course by gender and age

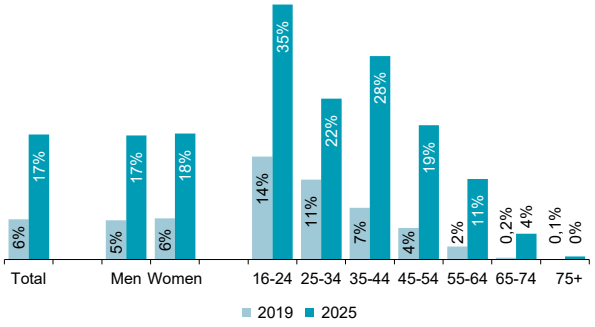
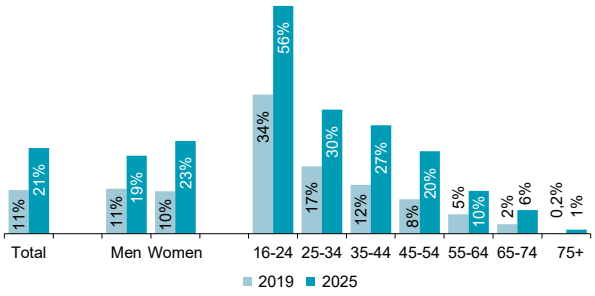


Chart F13 Using online learning materials by gender and age



Source: Czech Statistical Office, ICT use survey in households

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Chart F14 Persons aged 16–74 in EU countries doing an online course; 2025

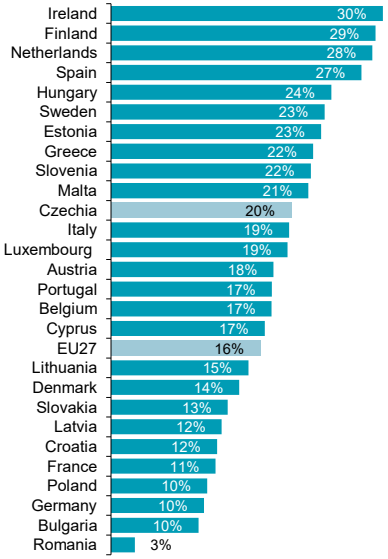
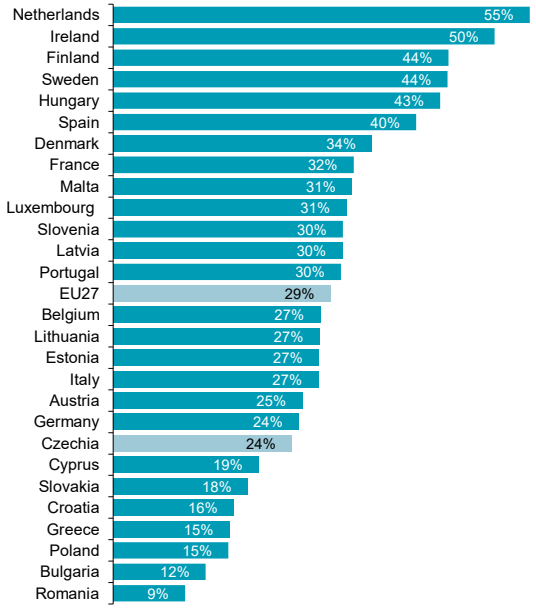


Chart F15 Persons aged 16–74 in EU countries using online learning materials; 2025



Source: Eurostat

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Table F8 Selected digital skills of persons in Czechia; 2025

Percentage

	Copying files	Editing photos	Programming
Total (aged 16+)	**61,3**	**29,2**	**7,4**
Men	62,3	29,0	11,6
Women	60,3	29,3	3,5
Age group (years)			
16–24	91,9	60,2	15,2
25–34	83,8	49,3	11,2
35–44	80,4	39,1	12,7
45–54	72,0	26,1	6,8
55–64	54,4	20,7	4,2
65–74	25,3	7,3	1,3
75+	11,1	3,2	0,1
Education (aged 25–64)			
Low	51,1	18,8	1,4
Medium	80,0	35,4	7,2
High	93,7	50,8	21,7

Chart F16 Installing or changing settings of software; 2025

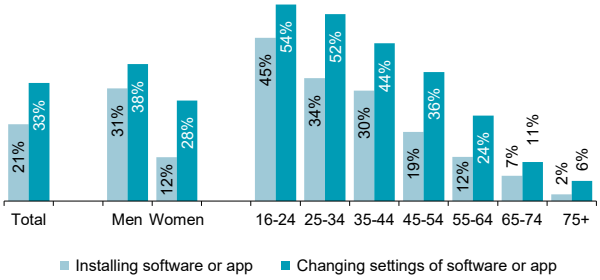
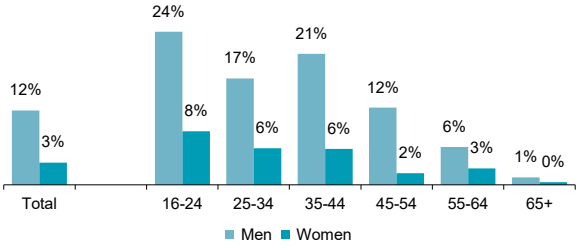


Chart F17 Programming by gender and age; 2025



percentage of all men/women in a given age goup

Source: Czech Statistical Office, ICT use survey in households

F Education and digital technologies

Chart F18 Persons aged 16–74 in EU countries who used photo or video editing software; 2025

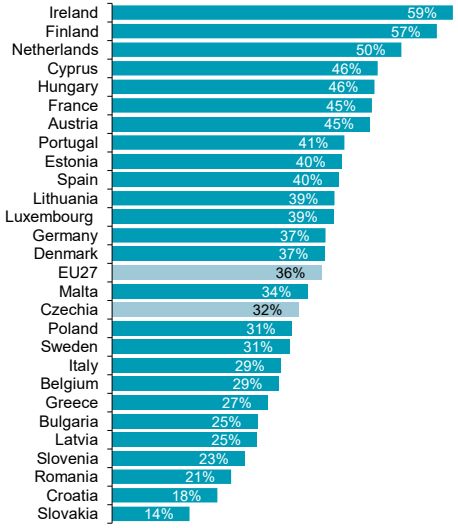
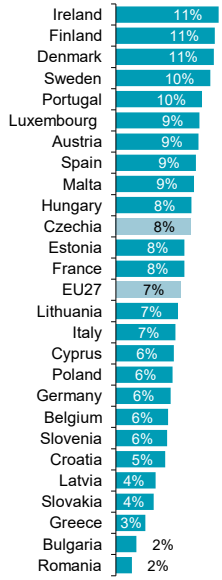


Chart F19 Persons aged 16–74 in EU countries who programmed; 2025



Source: Eurostat

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Table F9 Persons in Czechia using office software; 2025

Percentage

	Word processing software	Spreadsheet software	Presentation software
Total (aged 16+)	**52,1**	**38,2**	**19,7**
Men	51,6	38,3	19,6
Women	52,5	38,2	19,8
Age group (years)			
16–24	88,5	74,5	62,0
25–34	68,6	45,9	22,3
35–44	69,8	52,1	26,1
45–54	60,1	45,6	16,0
55–64	43,8	30,2	13,3
65–74	19,3	11,9	2,5
75+	7,8	3,1	0,9
Education (aged 25–64)			
Low	29,1	14,0	2,7
Medium	71,3	52,1	18,8
High	91,7	75,9	44,8

Chart F20 Using word processing software; 2025

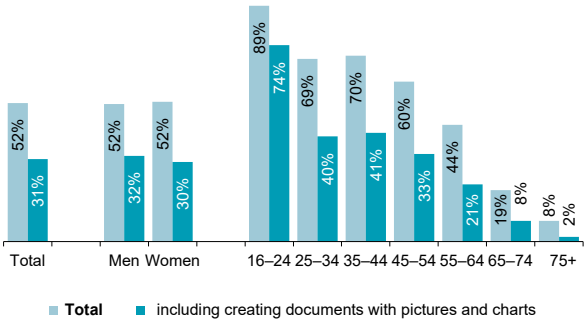
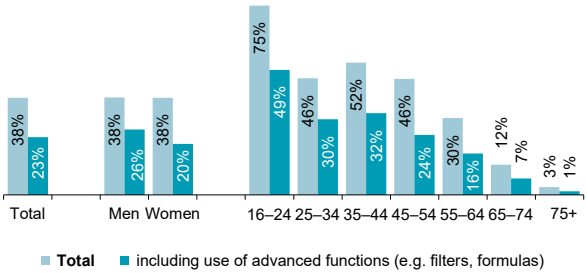


Chart F21 Using spreadsheet software; 2025



Source: Czech Statistical Office, ICT use survey in households

F Education and digital technologies

Chart F22 Persons aged 16–74 in EU countries who used word processing software; 2025

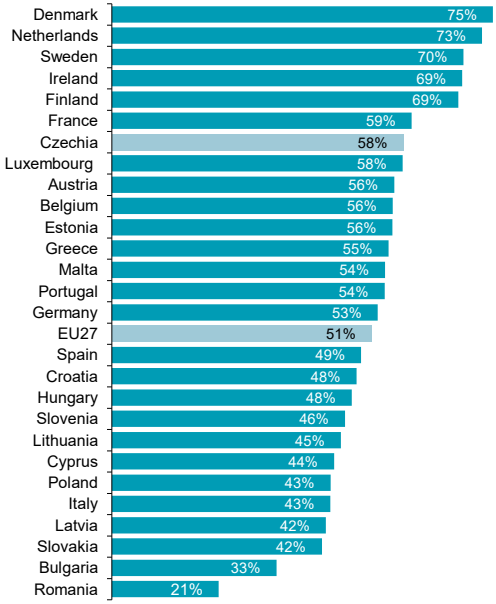
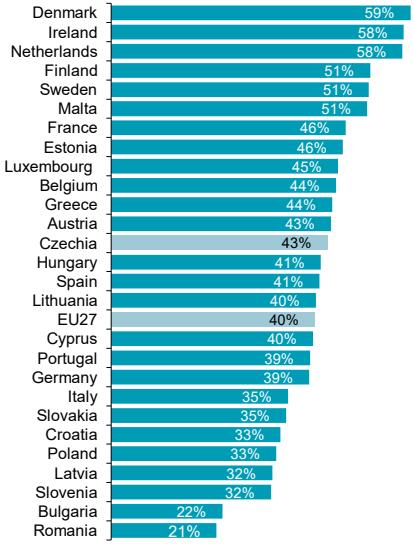


Chart F23 Persons aged 16–74 in EU countries who used spreadsheet software; 2025



Source: Eurostat

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Table F10 Persons in Czechia using artificial intelligence (AI) tools; 2025

Percentage

	Total	Men	Women
Total (aged 16+)	**31,5**	**33,7**	**29,6**
Age group (years)			
16–24	78,5	78,2	78,7
25–34	56,4	61,7	51,0
35–44	40,4	43,3	37,8
45–54	27,0	30,0	24,1
55–64	16,2	18,3	14,3
65–74	5,9	8,2	3,7
75+	1,8	2,4	1,2
Education (aged 25–64)			
Low	13,7	17,3	8,9
Medium	37,3	44,2	32,1
High	60,0	66,5	54,8

Chart F24 Using artificial intelligence (AI) tools for private and work purposes by gender and age; 2025

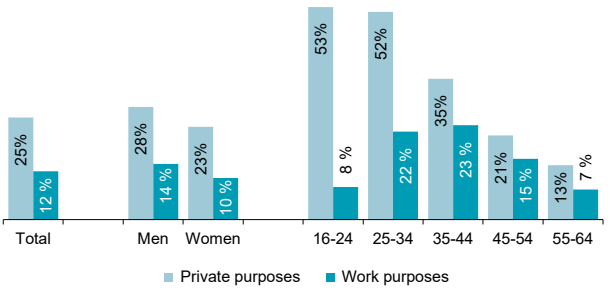
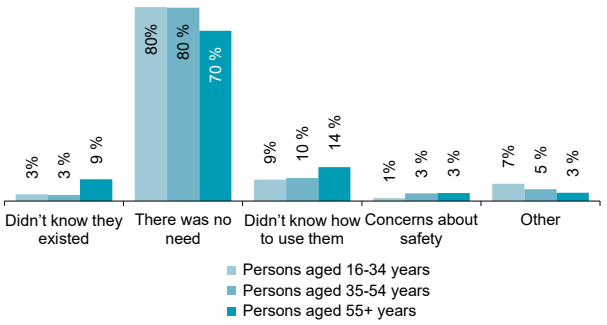


Chart F25 Main reasons for not using artificial intelligence (AI) tools; 2025



percentage of persons a given age group who do not use AI tools

Source: Czech Statistical Office, ICT use survey in households

F Education and digital technologies

Chart F26 Persons aged 16–74 in EU countries who used artificial intelligence tools; 2025

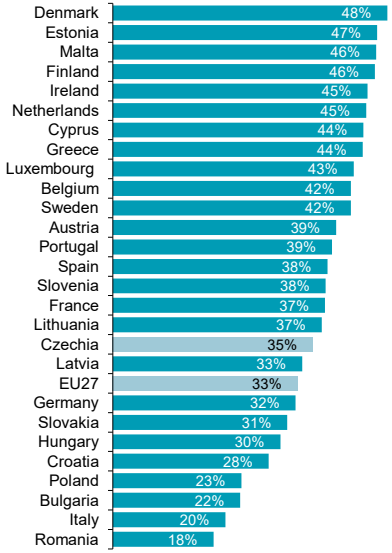
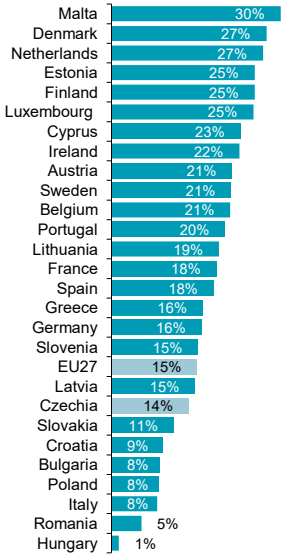


Chart F27 Persons aged 16–74 in EU countries who used artificial intelligence tools for work purposes; 2025



Source: Eurostat

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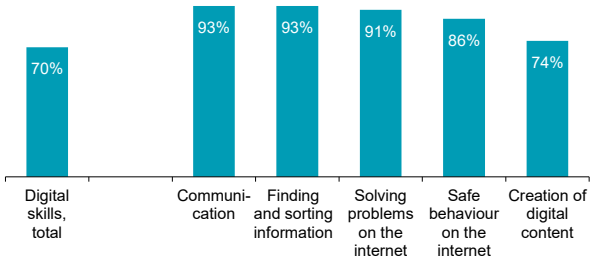
Tabel F11 Level of digital skills of persons in Czechia; 2025

Percentage

	Low	Basic	Advanced
Total (aged 16–74)	**29,5**	**33,1**	**37,3**
Men	30,1	31,3	38,5
Women	29,0	34,8	36,2
Age group (years)			
16–24	8,3	28,0	63,6
25–34	11,9	40,5	47,6
35–44	14,6	35,1	50,3
45–54	24,5	38,2	37,3
55–64	43,2	35,4	21,4
65–74	74,5	18,0	7,5
Education (aged 25–64)			
Low	45,4	41,3	13,3
Medium	14,5	41,3	44,2
High	4,7	25,1	70,2

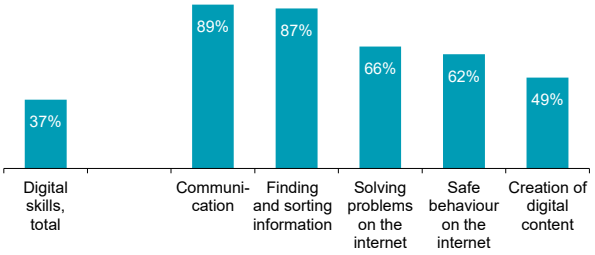
Note: The overall level of digital skills was measured using 5 sub-areas: communication, finding and sorting information, solving problems on the internet, safe behaviour on the internet and creation of digital content.

Chart F28 Persons aged 16–74 with at least basic overall digital skills in given sub-areas; 2025



Note: Includes persons who have reached basic or advanced level in all the areas covered, but not advanced level in all areas.

Chart F29 Persons aged 16–74 with advanced level of digital skills in given sub-areas; 2025



Note: Includes persons who have reached an advanced level in all the areas covered.

Source: Czech Statistical Office, ICT use survey in households

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Chart F30 Persons aged 16–74 in EU countries with at least basic overall digital skills; 2025

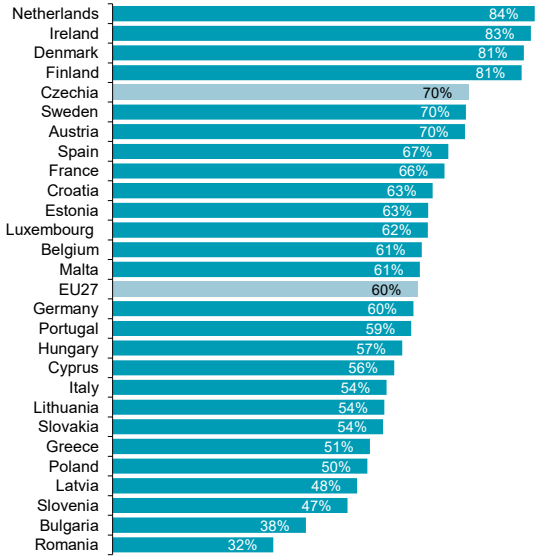
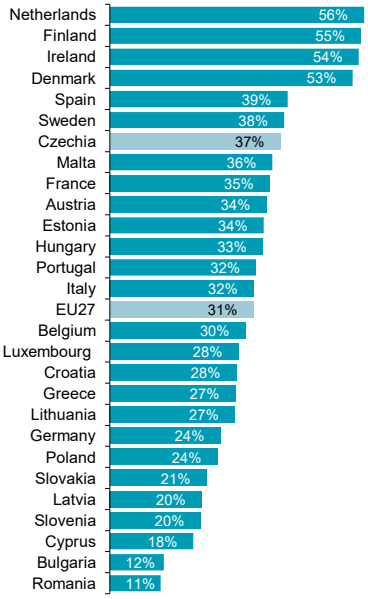


Chart F31 Persons aged 16–74 in EU countries with advanced level of digital skills; 2025



Source: Eurostat

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Chart F32 Persons aged 16–74 in EU countries with advanced level of digital skills in the area of digital content creation; 2025

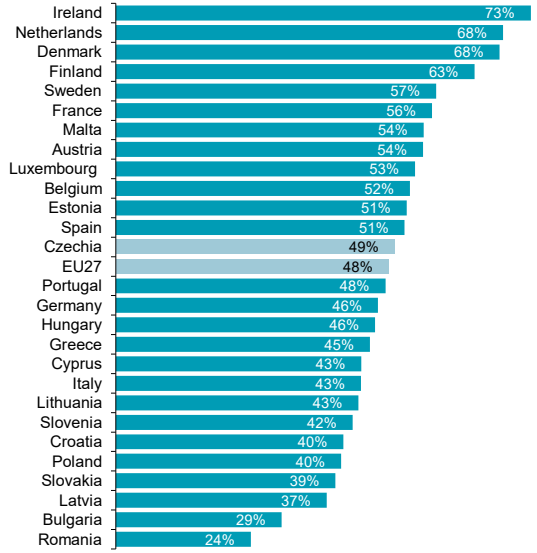
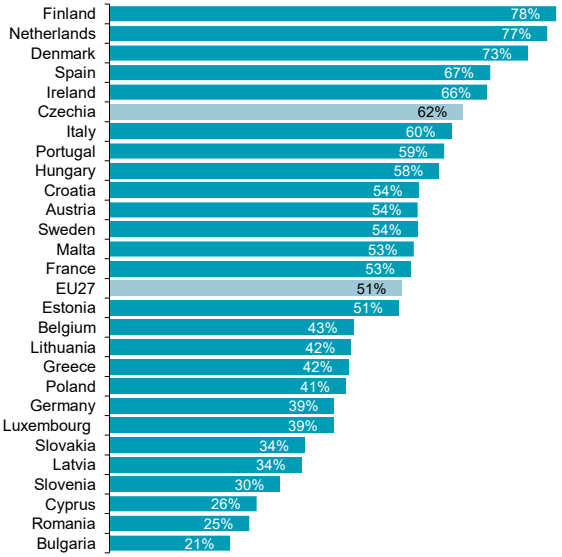


Chart F33 Persons aged 16–74 in EU countries with advanced level of digital skills in the area of safe behaviour on the internet; 2025



Source: Eurostat