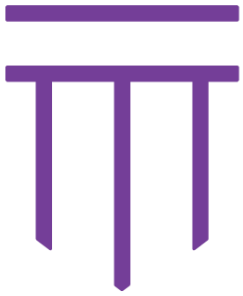

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Digitising Legal Education in Czechia: Infrastructure, Incrementalism, and the Challenge of Generative AI

Ondřej Kadlec & Jakub Harašta

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Abstract

This paper examines how digital technologies are reshaping legal education in Czechia. It situates recent developments within a tradition-bound, generalist system characterised by doctrinal teaching, institutional inertia, and uneven bottom-up innovation. The paper shows that digitalisation has advanced more rapidly in educational infrastructure than in the substantive curriculum. Legal databases and university information systems were integrated relatively early, while the COVID-19 pandemic accelerated the adoption of online teaching, assessment, and administration. Many of these practices have endured, but they have primarily transformed the form rather than the content of legal education. Generative artificial intelligence now creates pressure for deeper change, exposing gaps in digital literacy, critical evaluation, assessment, and professional preparation. Regulatory responses remain decentralised and dominated by non-binding guidance applying established legal and ethical standards. The Czech approach can therefore be characterised as open but cautious, reactive, and incremental rather than strategically transformative.

Keywords

legal education; digitalisation; legal technology; generative artificial intelligence; legal informatics; COVID-19; digital literacy; Czechia

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Digitising Legal Education in Czechia: Infrastructure, Incrementalism, and the Challenge of Generative AI

Ondřej Kadlec[*] & Jakub Harašta[†]

1 Traditional Model of Education for Jurists, Lawyers, and Judges

This section examines the structural and methodological foundations of the Czech legal education system and outlines the basic features of digitalisation in the jurisdiction under study. Three interrelated themes underpin the analysis. First, legal education in Czechia is characterised by a strong reliance on tradition, both in institutional structure and curricular content. While innovation is present, it is predominantly bottom-up and uneven, depending largely on individual initiatives rather than systemic design. Second, the section highlights the absence of a shared vision of the purposes of legal education and its response to changing professional realities. Although dissatisfaction with the current system is widely expressed, there appears to be limited capacity or willingness to pursue more ambitious reform, resulting in a form of structural stalemate marked by slow incremental change.[1] Finally,

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[1] Michal Bobek, Klepání na nebeskou bránu: o nereformovatelnosti studia práv v Čechách [Knocking on Heaven's Gate: On the Non-Reformability of Legal Education in Czechia] (2005) 10, 12, 14 and 16 *Právní rozhledy* (series of four articles). See also Jakub Paulík, O reformovatelnosti studia práv v Čechách [On the Reformability of Legal Education in

the analysis points to the enduring influence of structural constraints, including the legacy of the totalitarian past, limited public funding, and the small size of the jurisdiction, all of which continue to shape the structure and quality of legal education.[2]

The section begins with an outline of the formal structure of legal education (1.1), followed by an overview of the regulatory framework (1.2) and traditional pedagogical methods (1.3). It concludes with a general overview of digitalisation in the Czech legal system and legal education (1.4).

1.1 Structure of the Legal Education System

Entry into the legal professions in the Czech Republic follows a two-stage model: academic education and professional training. The first, academic stage consists of a unified, five-year integrated Master's programme in law, offered exclusively by four accredited law faculties.[3] All four faculties are public institutions financed from the state budget, where no tuition fees are charged.[4] The academic curriculum is predominantly generalist, requiring all students to study the major branches of law and leading to a general legal qualification in law.

Upon graduation, candidates may enter the second stage of professional formation: supervised professional training.[5] Regardless of whether they intend to become judges, prosecutors, or attorneys, graduates must complete a traineeship under the supervision of a qualified professional. The standard

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Czechia] (online essay), available at: http://www.iusetsocietas.cz/fileadmin/user_upload/Vitezne_prace/Paulik_-_O_reformovatelnosti_pravniho_studia_v_Cechach.pdf.

[2] On the failed modernisation of post-communist higher education more generally, see Aviezer Tucker, 'Reproducing Incompetence: The Constitution of Czech Higher Education' (2000) 9(3) *East European Constitutional Review* 94–99. See also Bobek (above) for the specific context of legal education.

[3] These faculties are located in Prague, Brno, Olomouc, and Plzeň.

[4] In addition to the four law faculties, law-related programmes are offered at several other higher-education institutions, including private schools and specialised public institutions, some at bachelor's level (for example, programmes in law and public administration or in security and legal studies). These programmes do not provide a full, general legal education and do not qualify graduates for entry into regulated legal professions.

[5] Graduates of a law faculty may work in public administration, as in-house lawyers, or in non-governmental organisations without passing a professional qualifying examination.

duration of this training is three years. During this period, trainees combine practical work with occasional centralised lectures organised either by the Ministry of Justice (for future judges and prosecutors) or by the relevant professional chamber (for attorneys). These lectures focus on vocational skills, ethics, and procedural practice, though their frequency and pedagogical quality vary.

Completion of the traineeship entitles candidates to sit the relevant professional examination, which is organised either by the state (for judges and prosecutors) or by the bar (attorneys). These professional examinations are mutually recognised across legal professions. After passing the examination, candidates may register as attorneys or apply for appointment as judges through an open selection procedure. The pass rate for professional examinations is approximately 60 per cent.[6] Once admitted to the profession, further education is largely left to individual initiative, supplemented by optional training offered by professional bodies.

Overall, the Czech Republic follows a hybrid model of legal education, combining academic training at the university level with practical training during the professional traineeship. While this model is often presented as offering strong theoretical foundations alongside practical experience, its effectiveness is contested.[7] Practitioners frequently criticise university education for its emphasis on memorisation,[8] while trainees often report insufficient guidance during traineeships and describe being used primarily as inexpensive labour.[9]

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[6] The Legal Profession in the Czech Republic, background report prepared for the OSCE Office for Democratic Institutions and Human Rights (ODIHR) by Stephan Heidenhain (2008) 10, available at: https://www.osce.org/sites/default/files/f/documents/b/c/36296.pdf.

[7] See Michal Bobek (above); see also Tomáš Richter, Použitelné právní vzdělání na právech v Praze nezískáte [You Will Not Obtain Usable Legal Education at the Prague Law Faculty], interview in Hospodářské noviny (20 August 2013), available at: http://www.tomasrichter.cz/PDF/2013-08-20-Pouzitelne-pravni-vzdelani.pdf.

[8] Advokátní deník (5 August 2021). *Výuka práva na školách není efektivní, pomohly by příklady z praxe*. Advokátní deník. Retrieved from https://advokatnidenik.cz/2021/08/05/odbornici-se-shodli-ze-vyuka-prava-na-skolach-neni-efektivni-pomohly-by-priklady-z-praxe/.

[9] Právní rádce – *EKONOM.cz* (14 November 2024). *Koncipient jako ohrožený druh. Nedostatek zájemců mění zajeté fungování advokacie*. Retrieved from https://pravniradce.ekonom.cz/c1-67463720-koncipient-jako-ohrozeny-druh-nedostatek-zajemcu-meni-zajete-fungovani-advokacie; Jaroslav Kramer (27 October 2023). *Hlavně to přetrpět*. *Týdeník Euro*. Retrieved from https://www.tydenikeuro.cz/hlavne-to-pretrpet/.

There is also limited clarity as to how the three stages of legal education relate to one another. Similar legal knowledge is taught and tested repeatedly at the university and professional levels and, in the case of judges, again during the selection process. Also the appropriate length of the traineeship remains disputed, as illustrated by the Czech Bar Association's unsuccessful proposal to extend it from three to five years[10] and by contested and repeated prolongation of when someone with a professional exam can apply for the judicial position.[11] And so while the system is viewed by many as unsatisfactory, there is no shared consensus on reform, nor sufficient institutional capacity or willingness to initiate meaningful change.

1.2 Regulation of Legal Education and the Legal Professions

Oversight of legal education and professional formation follows the three-stage structure described above and is divided between universities, state authorities, and professional organisations. The academic phase is regulated through a combination of actors: the Ministry of Education, which oversees accreditation policy and finances public universities; the National Accreditation Bureau for Tertiary Education, an independent authority responsible for approving study programmes and monitoring quality; and individual public universities and their law faculties, which retain primary responsibility for curriculum design, teaching methods, examinations, and internal quality assurance.[12]

The regulatory regime changes once candidates enter professional training. At this stage, responsibility shifts to profession-specific bodies. Attorneys are regulated by a self-governing professional organisation, the Czech Bar Association, which oversees traineeships and professional examinations, while the training and examination of judges and public prosecutors are

[10] Tomáš Richter, Kdyby 14 000 noblesních advokátů [If There Were 14,000 Noble Advocates], Hospodářské noviny (date unknown), available at: https://hn.cz/c1-59071280-kdyby-14-000-noblesnich-advokatu.

[11] Vladimír Lajsek, *Kritické zamyšlení nad ustanovováním soudců v ČR [Critical Reflection on the Appointment of Judges in the Czech Republic]* (2020) 18 Právní rozhledy 627.

[12] Hana Schützová, Formování právního vědomí a proces vzdělávání na právnických fakultách [The Formation of Legal Consciousness and the Educational Process at Law Faculties] (PhD dissertation, Charles University, Faculty of Law, Department of Political Science and Sociology 2024).

administered by state institutions, primarily the Ministry of Justice and the Judicial Academy.[13]

The overall objectives of legal education are articulated only in broad terms. A central government regulation defines core thematic areas, typical study programmes, and a framework profile of graduates for each field of higher education, including law.[14] In the case of legal education, this framework adopts an expansive and largely undifferentiated approach, requiring graduates to combine theoretical, historical, doctrinal, academic, and ethical knowledge with practical skills such as legal argumentation, writing, research, and problem-solving, without establishing clear priorities among these goals.[15] The regulation also prescribes a list of mandatory fields that all law graduates must study, covering the major branches of law.[16] At the central level, this reflects a continental generalist model comparable to the *Einheitsjurist* approach, in which all students are required to master a common core of legal subjects without substantive specialisation during academic studies.

Given the breadth and vagueness of centrally defined objectives, much depends on how individual universities and law faculties approach curriculum design. Faculties adopt a range of internal documents and strategic statements, whose prevailing ethos remains predominantly academic rather than vocational.[17] Although some increasingly articulate forward-looking aspirations—such as blending theory and practice or incorporating digital tools—these ambitions are unevenly translated into concrete curricular or pedagogical change.[18]

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[13] Jaroslav Čech, *Další vzdělávání právníků v odborných profesích [Continuing Education of Lawyers in Regulated Legal Professions]* (2013).

[14] Government Regulation No. 275/2016 Coll. on Areas of Education in Higher Education, adopted on 31 August 2016, in force since 1 September 2016.

[15] Government Regulation No. 275/2016 Coll., Annex, Part 22(C)(a).

[16] Government Regulation No. 275/2016 Coll., Annex, Part 22(A).

[17] For an analysis of these regulatory documents, see Schützová (above). According to Zdeněk Blažek, Reforma právního vzdělávání v České republice [Reform of Legal Education in the Czech Republic] (Master's thesis, Charles University, Faculty of Law, Department of Political Science and Sociology 2019) 43, one third of fifth-year students state that participation in skills-oriented seminars does not contribute to the development of legal skills.

[18] See Schützová (above).

1.3 Traditional Pedagogical Methods

Studying law in Czechia continues to rely predominantly on memorisation, with change occurring only slowly, incrementally, and largely from the bottom up.[19] University legal education is built around two core teaching formats: lectures and seminars. Lectures take the form of extended monologues delivered by a single teacher in large auditoria, often accommodating several hundred students. Attendance is usually voluntary and, in practice, often low, a tendency reinforced by the availability of recorded lectures from previous years. The primary focus of lectures remains the systematic exposition of legal doctrine.

Seminars are mandatory (bi)weekly meetings conducted in smaller groups of approximately 20 to 25 students and are, in principle, intended to be more interactive. They typically focus on the discussion of cases, statutory interpretation, and problem-solving exercises, often based on readings or tasks assigned in advance. In practice, however, the pedagogical quality and format of seminars vary considerably. While some instructors actively promote student engagement, others use seminars primarily as a substitute for lectures, relying on the smaller setting to explain doctrinal fundamentals rather than to foster interaction. Departments usually prescribe only the topics to be covered, leaving teaching methods largely to individual discretion.

More innovative pedagogical approaches are increasingly common but still remain the exception rather than the rule.[20] These include flipped classrooms, clinical legal education, simulations, group projects, moot courts, summer schools, and internships. Their main limitation is that they are not embedded in the core curriculum.[21] Instead, they are typically offered as electives or within specialised programmes and therefore reach only a limited proportion

[19] For a critical assessment of this approach, see Paulík (above); Bobek (above).

[20] Hana Draslarová, 'Street Law as a Unique Learning Method: What Do Students Themselves Find to Be Its Benefits? Evidence from the Czech Republic' (2019) 3(1) *International Journal of Public Legal Education* 123–145.

[21] Some law faculties now require students to complete at least one or two practical subjects during the five-year programme; see Schützová (above). A notable exception is the Faculty of Law in Olomouc, which mandates courses in study skills and legal skills in the first and third years respectively and was a regional pioneer in the introduction of legal clinics; see Alan Uzelac et al, 'Clinical Legal Education in Central and Eastern Europe', in *Global Clinical Legal Education* (Routledge 2024) 156–182.

of students.[22] As a result, the use of innovative pedagogies reflects incremental, teacher-driven initiatives rather than a coherent institutional strategy. Both academic literature and faculty strategy documents continue to characterise the integration of practical skills and innovative methods as insufficient.[23]

The primary teaching resources used in legal education are textbooks, statutory texts, case law, casebooks, and academic articles. The materials are overwhelmingly in Czech, and the assignment of readings in other languages remains exceptional. Courses typically prescribe one main textbook—often authored by a senior academic at the relevant faculty—supplemented by recommended readings, which students are generally expected to purchase. The dominant style of these materials is doctrinal and commentary-based. Access to additional materials varies across courses and instructors, but it is usually made available online or at least accessible from the library for free.

Assessment methods likewise follow a traditional paradigm. Each core subject concludes with an examination, and the entire programme is completed by a comprehensive "state examination" covering the main areas of law. The dominant form of assessment remains the oral examination, which has long been criticised for subjectivity and for prioritising memorisation over deeper understanding. Other assessment formats, such as essays, multiple-choice tests, or hypothetical problem-solving exercises, exist but remain supplementary. Overall, assessment practices primarily test doctrinal mastery and the ability to present legal concepts in a systematic manner.

The strongly academic orientation of Czech legal education is also reflected in the composition of teaching staff. Law faculties are staffed predominantly by full-time academic teachers, whose careers are centred on teaching and research and who typically have limited ongoing legal practice. Practitioners from the legal professions—such as attorneys, judges, or public officials—are engaged mainly as part-time external lecturers, particularly in practice-oriented subjects. A reasonable estimate is that approximately 70 per cent of

[22] See Schützová (above). For similar assessments emphasising piecemeal and incremental, bottom-up development in the area of human rights education, see Petr Kilian, Ivo Pospíšil, and Hubert Smekal, 'International Human Rights in Czech Legal Education' (2016) 16(2) *International and Comparative Law Review* 87–98.

[23] See Schützová (above); Blažek (above); Paulík (above).

teaching staff are full-time academics, with practitioners accounting for the remaining 30 per cent.

Professional training mirrors many of these characteristics, albeit with a somewhat stronger emphasis on practical skills. It combines workplace mentorship by a supervising professional with centralised training organised by regulatory bodies. The quality of mentorship varies widely, ranging from minimal supervision to active professional guidance, and there is no systematic preparation of mentors for their educational role. Centralised training typically takes the form of seminars, some resembling university teaching and others addressing more practical issues. Professional examinations include a written component and an oral examination, but the latter still remains primarily focused on comprehensive knowledge of the legal order and continues to emphasise memorisation rather than applied reasoning.[24]

1.4 General features of digitalisation in Czech legal education and legal system

In international comparisons, the Czech Republic is typically assessed as occupying a "mid-level" position in terms of the digitalisation of justice and access to law.[25] This reflects a situation in which meaningful progress has been made, while important gaps and limitations remain.

After years of fragmented development, the Czech government completed a major digitalisation project in 2025 that ensures comprehensive digital access to legal sources. Central to this reform is *eSbírka* (the electronic Collection of Laws), which provides free online access to all legislation adopted since 1945 and constitutes an authoritative source of law.[26] Its introduction was accompanied by *eLegislativa*, which digitalises the legislative drafting and law-making process. Together, these reforms marked a significant institutional

[24] Pursuant to section 54 of the Act on Advocacy (Act No. 85/1996 Coll.), the bar examination assesses knowledge of the legal order, the ability to interpret and apply legal regulations, and knowledge of professional regulations, including rules of professional ethics.

[25] See, for comparative data across EU Member States, European Commission, The 2025 EU Justice Scoreboard, COM(2025) 375, 33–40.

[26] On the digitalisation of legislation, see Andrej Krištofík, 'On the Virtualisation of Legislation via the eCollection' (2023) 11 *Studia Iuridica Cassoviensia* 14. Prior to this reform, public online access to legislation was available only through unofficial databases or commercial legal information systems.

shift, as the online version of the Collection of Laws—rather than the printed version—became the official version of Czech legislation.[27]

Case law is also now almost entirely available online, although important limitations remain in terms of user-friendliness, uniformity, and accessibility. All three Czech apex courts—the Supreme Court, the Supreme Administrative Court, and the Constitutional Court—publish their decisions online through institution-specific databases.[28] The temporal coverage differs across courts: the Constitutional Court publishes decisions from 1993, the Supreme Administrative Court from 2003 (for both court these are the years they were established), while the Supreme Court systematically provides access only from around 2000 (while established much earlier). For lower courts, recent statutory amendments have introduced a general obligation to publish decisions online, but compliance remains uneven, partly due to the costs and administrative burden of mandatory anonymisation.[29] The publicly available database for lower-court decisions remains rudimentary, offering only limited possibilities for searching or filtering judgments.

With regard to legal doctrine, the three main Czech legal journals are published online and available in open access.[30] Smaller and more specialised journals are typically accessible only through purchase or subscription to private legal information systems such as ASPI or Beck-online. The most frequently used doctrinal sources in legal practice—comprehensive legal commentaries, often authored by practitioners or judges—are commercial

[27] See section 1 of Act No. 222/2016 Coll., as amended by Act No. 346/2023 Coll.

[28] The Constitutional Court has recently introduced an AI-based chatbot for searching within its case-law database (nalus.usoud.cz). For a critical discussion, see Ondřej Kadlec, V Ústavním soudu se objevil tajuplný šestnáctý hlas: Umělá inteligence mění způsob, jímž klíčová instituce vysvětluje svoji práci [A Mysterious Sixteenth Voice Appears at the Constitutional Court: Artificial Intelligence and the Changing Way a Key Institution Explains Its Work], *Respekt* (2026), available at: https://www.respekt.cz/tydenik/2026/4/v-ustavnim-soudu-se-objevil-tajuplny-sestnacty-hlas?gift=p452ju35gu.

[29] On the unfulfilled promises of systematic publication of lower-court case law, see Lukáš Králík, 'Hromadné zveřejňování soudních rozhodnutí' [Mass Publication of Judicial Decisions] (2020) 159(6) *Právník*.

[30] These journals are Právník, Jurisprudence, and Časopis pro právní vědu a praxi (ČPVP), published respectively by the Czech Academy of Sciences and the law faculties in Prague and Brno.

products available only through paid legal information platforms.[31] These systems are widely used by practitioners, universities, and public legal institutions, as they offer significantly more advanced functionality and integration of legislation, case law, and doctrine than public databases.

Compared to the legal sources, the digitalisation of legal education presents a more mixed picture. While the infrastructure is highly digitalised, the substantive curriculum remains largely unchanged. At all law faculties, integrated information platforms manage administrative and teaching functions, including official communication, digital course spaces, and tools for online examinations or electronic submission of coursework. These platforms serve as the primary channels of communication between teachers and students, and most courses maintain a digital footprint even when taught in person.

By contrast, the curriculum itself shows only limited signs of a digital shift. Student exposure to legal technologies generally does not extend beyond basic training in legal information systems and locating statutes or case law online. Only a small number of courses—usually electives—address issues related to cyberspace, and even fewer focus on the proactive use of digital technologies for legal practice or research. A recent survey across all four law faculties identified only two courses that explicitly address legal technologies in this sense.[32] From this perspective, the digitalisation of legal education remains limited.

Once attention shifts to professional training, the situation improves somewhat. A number of optional initiatives have been introduced, including specialised training on artificial intelligence in the justice system offered by the Judicial Academy.[33] This development appears to reflect greater flexibility on

[31] On legal commentaries and the professionalisation of judges, see Ondřej Kadlec and Adam Blisa, 'Superjudges and the Separation of Powers: A Case Study of Judicial Informality in Czechia' (2023) 24(8) *German Law Journal* 1282–1299.

[32] Vít Kožoušek, Ideální absolvent právnické fakulty v 21. století [The Ideal Law Graduate in the Twenty-First Century] (Master's thesis, Charles University, Faculty of Law, Department of Political Science and Sociology 2024).

[33] Jiří Wažik, AI v taláru aneb jak soudci objevují umělou inteligenci a připravují se na budoucnost [AI in Judicial Robes: How Judges Are Discovering Artificial Intelligence and Preparing for the Future], *Soudcovská unie ČR* (online), available at: https://www.soudci.cz/zpravy-a-stanoviska/pohledy-a-nazory/731.

the part of professional bodies as well as the practical demands increasingly faced by practising legal professionals.

2 Integration of Digital Technologies in Legal Education

This section focuses on the integration of digital technologies into the Czech legal education system. Building on the overview of the basic features of digitalization presented in Section 1, it provides a more detailed account of the prevalence and use of digital technologies in legal education. This includes digital technologies both as part of the curriculum and as components of the infrastructure supporting legal education.

Prior to the COVID-19 pandemic, the landscape was primarily centred on legal information retrieval systems, while the deployment of other digital tools remained limited. Law faculties largely relied on university-wide platforms and solutions rather than developing specialized legal education tools. The COVID-19 pandemic significantly transformed this landscape by forcing even traditionally conservative law faculties to adopt digital modes of teaching and communication in response to external pressures. Although some faculty members remain cautious toward further technological integration, the subsequent rise of generative AI has created additional pressure to incorporate digital technologies into legal education.

The section begins with an outline of the pre-COVID-19 landscape, focusing primarily on legal information retrieval tools (2.1), followed by an examination of the rapid changes triggered by the COVID-19 pandemic (2.2). It concludes with an overview of current developments and the related challenges (2.3).

2.1 Pre-COVID-19 Landscape

Legal informatics, understood as the application of computers and computational methods within the legal domain, has long formed part of the Czech legal tradition. Various legal scholars, most prominently Viktor Knapp, reflected on the computer processing of legal information throughout the

1960s,[34] 1970s[35] and 1980s.[36] This intellectual tradition became sufficiently established that some contemporary lawyers and legal scholars still identify themselves as continuing this line of scholarship.

The trend continued throughout the 1990s. However, with the increasing availability of personal computers, the field expanded beyond predominantly theoretical studies and analyses[37] to engage more directly with the practical implications of computer-based legal information processing. Scholarly reflections increasingly focused on the growing role of information technologies in the legislative process,[38] as well as on specific digital tools and legal databases,[39] examined from the perspectives of both producers and end users.[40] Comprehensive attempts to systematize legal informatics and legal information retrieval remained relatively rare, with a notable exception being Cejpek's *Úvod do právní informatiky* [*Introduction to Legal Informatics*], published in 1997.[41]

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[34] Viktor Knapp, *O možnosti použití kybernetických metod v právu* [On the Possibility of Using Cybernetic Methods in Law] (Nakladatelství Československé akademie věd 1963).

[35] Viktor Knapp, 'Některé otázky tvorby tezauru automatizovaného systému právních informací (Poznámky o právním jazyku)' [Some Issues of Creating a Thesaurus for an Automated Legal Information System (Notes on Legal Language)] (1979) 118(1) *Právník* 56–74, and František Palko and Jiří Cejpek, *Automatizovaný systém právnych informácií* [Automated system of legal information] (Obzor 1979).

[36] Viktor Knapp, *Právo a informace* [Law and Information] (Academia 1988), and Viktor Knapp, 'K pojmu právní informatiky' [On the Concept of Legal Informatics] (1988) 127(3) *Právník* 227–244.

[37] František Cvrček and František Novák, 'Výzkum v oboru právní informatiky' [Research in the Field of Legal Informatics] (1996) 135(2) *Právník* 153–162, František Novák, 'Právně informatický přístup v právní vědě' [Legal Informatics Approach in Legal Science] (1997) 136(10) *Právník* 936–943, and Jan Kořenský, František Cvrček and František Novák, *Juristická a lingvistická analýza právních textů (právněinformatický přístup)* [Legal and Linguistic Analysis of Legal Texts (legal informatics approach)] (Academia 1999).

[38] František Novák, 'O možnostech využití právní informatiky a jejích nástrojů v koncepční fázi legislativní činnosti' [On the Possibilities of Using Legal Informatics and its Tools in the Conceptual Phase of Legislative Activity] (1996) 135(7) *Právník* 618–625, and František Novák, 'Ověřování kontextových souvislostí nové právní úpravy v rámci daného právního řádu jako součást legislativního procesu a možnosti právní informatiky' [Verification of the Contextual Connections of New Legislation within a Given Legal Order as Part of the Legislative Process and the Possibilities of Legal Informatics] (1996) 135(9) *Právník* 814–821.

[39] František Cvrček, 'Právní informační systém CS LEGSYS TEXT, verze 3.0' [Legal Information System CS LEGSYS TEXT, version 3.0] (1994) 133(6) *Právník* 542–551.

[40] Jan Vřešťál, 'Právní informatika z pohledu uživatele i výrobce' [Legal Informatics from the Perspective of Both the User and the Producer] (1997) 5(9) *Právní rozhledy* 491–494.

[41] Jiří Cejpek, *Úvod do právní informatiky* [Introduction to Legal Informatics] (Karolinum 1997).

Legal education mirrored these developments. By the end of the 1990s, the first mandatory course dedicated to legal information retrieval had been introduced at the Faculty of Law of Masaryk University.[42] The course focused on the practical use of legal information systems and included tutorials, demonstrations, and case-based exercises employing various legal databases and digital collections of legal materials.

The legal information retrieval ecosystem in the Czech Republic has long been structured around three primary providers of legal information services and their evolving databases and digital tools: the Czech branch of Wolters Kluwer with its flagship product ASPI, the Czech branch of C.H.Beck with Beck-online, and Atlas Consulting with Codexis. Over time, these databases underwent substantial development, transitioning from desktop applications distributed on CDs to subscription-based online services. Beyond these three providers, the market further expanded in the 2010s with the emergence of AION CS and its platform Zakonyprolidi.cz as a fourth major provider.

The ecosystem is further complemented by publicly available legal information services. A prominent role is played by court-operated databases, such as NALUS (Constitutional Court), rozhodnuti.nsoud.cz and sbirka.nsoud.cz (Supreme Court), and vyhledavac.nssoud.cz and sbirka.nssoud.cz (Supreme Administrative Court). These are accompanied by international databases such as EUR-Lex and CURIA for EU law, and HUDOC for the case law of the European Court of Human Rights (ECHR).[43] The publicly accessible digital infrastructure continued to expand in the 2020s. In 2022, the launch of ECHR-KS significantly improved access to the case law of the European Court of Human Rights. In 2024, the Office of the Government Representative of the Czech Republic before the ECHR launched the freely available database Mezi-soudy, which quickly became an important resource for human-rights-oriented legal information retrieval.

These databases, both individually and in combination, have become a cornerstone of the Czech legal information retrieval ecosystem. Consequently, they have been incorporated, to varying degrees, into legal education at all

[42] Danuše Spáčilová, 'Informační technologie a výuka práva' [Information Technology and Legal Education] (1998) 6(4) *Časopis pro právní vědu a praxi* 746–759.

[43] ECHR-KS was launched on 18 October 2022, providing significant improvements in accessibility and availability compared to the HUDOC database.

four Czech law faculties, either through dedicated courses or through demonstrations conducted by faculty members and external consultants. Legal information retrieval is also recognized as a core legal competency in introductory legal education literature. It is addressed either within broader textbooks on legal skills or in specialized textbooks devoted exclusively to legal information retrieval.

An example of the former is *Kurz právnických dovedností*, published in 2008 as a key textbook accompanying a mandatory course at the Faculty of Law of Palacký University Olomouc, which includes an extensive chapter on legal information retrieval.[44] As for the latter, the textbook *Právní informační systémy*, published in Brno in 2011 and made freely available online, has served as a foundational resource not only for the Faculty of Law of Masaryk University, but also for other universities.

As a core legal competency, legal information retrieval has also been addressed in major scholarly works concerning the use of case law. The first edition of *Judikatura a právní argumentace*, published in 2006, offered the first comprehensive analysis of the role of case law in the Czech legal system. In addition to a chapter on legal informatics,[45] it included chapters introducing specific legal databases for case law retrieval and explaining their underlying principles, such as Boolean operators and relational search techniques.[46]

These chapters were retained in the second edition published in 2013,[47] which expanded its treatment of legal informatics, particularly with regard to the

[44] Michal Bartoň, 'Zdroje informací o právu' [Source of Information about the Law] in Veronika Tomoszková and Maxim Tomoszek (eds), *Kurz právnických dovedností: učební pomůcka pro studenty PF UP v Olomouci* [Legal Skills Course: a Study Aid for Students of the Faculty of Law of Palacký University Olomouc] (Iuridica Olomucensis 2008) 128–177.

[45] Radim Polčák, 'Současnost a perspektivy právní informatiky ve vztahu k judikatuře' [Current Trends and Future Prospects of Legal Information in Relation to Case Law] in Zdeněk Kühn, Michal Bobek and Radim Polčák (eds), *Judikatura a právní argumentace: teoretické a praktické aspekty práce s judikaturou* [Case Law and Legal Argumentation: Theoretical and Practical Aspects of Working with Case Law] (Auditorium 2006) 143–150.

[46] Radim Polčák, 'Právní informační systémy pro práci s judikaturou' [Legal Information Systems for Working with Case Law] in Zdeněk Kühn, Michal Bobek and Radim Polčák (eds), *Judikatura a právní argumentace: teoretické a praktické aspekty práce s judikaturou* [Case Law and Legal Argumentation: Theoretical and Practical Aspects of Working with Case Law] (Auditorium 2006) 151–170.

[47] Radim Polčák, 'Vyhledávání ve vybraných informačních systémech pro práci s judikaturou' in Michal Bobek and Zdeněk Kühn (eds), *Judikatura a právní argumentace* [Case Law and Legal Argumentation] (2nd rev edn, Auditorium 2013) 253–284.

potential for the automated processing of case law.[48] The third edition, published in 2024, reflects a notable shift in emphasis: rather than providing detailed introductions to individual databases, the authors focused on technologically mediated processing of case law, including the use of generative AI.[49]

Despite its generally recognized significance, education in legal information retrieval in Czechia often lacks depth and a sufficiently critical perspective. Instruction tends to focus on relatively simple use cases and tutorial-based learning, teaching students primarily to replicate predefined research queries. Limited attention is devoted to the critical evaluation of retrieval methods, usability, or differences in the results provided by various databases in response to comparable queries.[50]

Professional legal education also addresses the use of legal information retrieval tools. Law firms frequently develop internal guidelines and best practices for conducting research with both subscription-based and freely available legal information systems. These materials are sometimes co-developed with university lecturers, who may also be invited to provide in-house training sessions. Similar educational opportunities are available to judges through the *Justiční akademie* (Judicial Academy), which offers seminars aimed at developing legal information retrieval skills and familiarizing judicial personnel with new databases and their functionalities.

A recurring issue in professional practice is the gradual decline of these competencies over time, resulting in judges and clerks repeatedly attending similar training sessions over the course of their careers.

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[48] Radim Polčák, 'Informační systémy pro práci s judikaturou: Automatizované zpracování judikatury' [Information Systems for Working with Case Law: Automated Case Law Processing] in Michal Bobek and Zdeněk Kühn (eds), *Judikatura a právní argumentace* [Case Law and Legal Argumentation] (2nd rev edn, Auditorium 2013) 231–252.

[49] Radim Polčák and Jakub Harašta, 'Zpracování judikatury prostřednictvím informačních technologií' [Information Technology in Case Law Processing] in Michal Bobek and Zdeněk Kühn (eds), *Judikatura a právní argumentace* (3rd rev edn, Auditorium 2024) 319–360.

[50] Jakub Harašta, 'Case Law Retrieval: Critical Evaluation of Czech Legal Information Retrieval Systems', (2019) 4(Februar) *Jusletter IT* 1–8 and Jakub Harašta, 'Srovnávací studie právních informačních systémů: rozdíly mezi systémy při využití různých vyhledávacích strategií' [Comparative Study of Legal information Systems: Differences between Systems when Using Difference Search Strategies] (2020) 11(22) *Revue pro právo a technologie* 219–260.

While legal information retrieval is well represented in Czech legal education, reflection on other technological tools remains limited. A notable exception is the 2019 publication *Programování pro právníky*,[51] which sought to introduce basic programming skills to legal professionals. Although relatively concise, the book addressed topics such as HTML, CSS, JavaScript, Bootstrap, Node.js, algorithmic thinking, and GitHub. The presented use cases focused on practical applications, including deadline management and calculators for interest, annuities, and legal fees.

Despite its originality, the publication suffered from a limited scope and several pedagogical shortcomings, and it failed to gain broader traction. Today, many of the functions it attempted to address have effectively been supplanted by generative AI tools and the growing popularity of so-called 'vibe coding.'

Beyond legal-specific technologies, legal education in Czechia has also been shaped by university-wide information systems. Masaryk University employs the internally developed *Informační systém Masarykovy univerzity* (IS MUNI), which has also been licensed to other Czech universities. Similarly, the University of West Bohemia developed the *IS/STAG* system, which is used throughout the university and licensed to Palacký University Olomouc. Charles University operates its own internally developed *Studijní informační systém* (SIS).

These platforms are deployed university-wide, including all four Czech law faculties, and play a central role in academic administration, including course registration, examinations, and assignment submission. They also enable lecturers to manage courses, distribute study materials, and support teaching through integrated e-learning tools, although to varying degrees.

In the years preceding the COVID-19 pandemic, additional e-learning platforms (e.g., Moodle) were introduced as complementary infrastructure. These platforms either enhanced usability and teaching functionality (as was the case at Masaryk University, whose core system already included relatively advanced course-management features) or compensated for existing

[51] Lukáš Michna, *Programování pro právníky* [Programming for Lawyers] (Wolters Kluwer 2019).

limitations (e.g., at Charles University, whose system lacked comparable capabilities).[52]

Czech legal education has seen relatively few significant initiatives aimed at incorporating MOOCs into legal education. In 2015, a crowdfunding campaign was launched on the Czech platform Hithit by the student organization Nugis Finem with the aim of supporting the creation of a MOOC addressing common legal myths. Although the campaign did not reach its funding goal, the organization nevertheless succeeded in developing the platform *Nostis*, which offered several MOOC courses featuring lecturers from three of the four Czech law faculties.

Institutional engagement in such initiatives has nevertheless remained limited and has generally been driven more by external actors and student initiatives[53] than by internal institutional priorities.

Prior to the COVID-19 pandemic, only a relatively narrow range of digital technologies, primarily legal databases and legal information retrieval tools, had been fully integrated into Czech legal education. Other technologies, such as digital course materials, were adopted mainly through university-wide information systems, while additional digital tools remained of only marginal importance. However, the situation changed significantly during the pandemic.

2.2 Transformation during COVID-19

The COVID-19 pandemic significantly accelerated digitalization in legal education, increasing pressure to deploy reliable and effective platforms for both remote synchronous teaching and asynchronous forms of instruction, including the distribution of study materials and support for self-study. The effort to maintain educational continuity during a period of broader social disruption, while simultaneously adapting to rapidly changing conditions, proved highly challenging. Processes and institutional changes that would

[52] František Cvrček, František Novák, Karel Beran, Petr Dostalík, Michal Urban, Viktor Hatina and Michal Šejvl. *Elektronizace výuky práva* [Electronization of Legal Education] (Západočeská univerzita v Plzni 2020) 79.

[53] See František Cvrček, František Novák, Karel Beran, Petr Dostalík, Michal Urban, Viktor Hatina and Michal Šejvl. *Elektronizace výuky práva* [Electronization of Legal Education] (Západočeská univerzita v Plzni 2020) 81, where the authors describe early MOOC effort at Charles University as developed with the support of the Nugis Finem association.

otherwise have taken years were implemented within a substantially condensed timeframe.[54]

While teaching itself was generally easier to transfer online, examinations, particularly final examinations, posed considerably greater challenges. Although Czech universities enjoy substantial autonomy under Czech law, institutional and regulatory adjustments were nevertheless required.[55] The ecosystem of legal education consequently underwent significant transformation, and some of the practices introduced during the pandemic have since become normalized.

A major shift in teaching across Czechia became necessary following 11 March 2020, when the Ministry of Health adopted extraordinary pandemic measures that closed primary, secondary, and higher education institutions. University rectors subsequently issued university-wide measures implementing the governmental restrictions in practice and transferring teaching online wherever possible. Masaryk University and Charles University canceled in-person lectures, prohibited students from entering university buildings, and recommended distance learning.

For universities, including law faculties, the spring semester of 2020 represented a period of emergency transition.[56] In-person teaching remained largely suspended until mid-May,[57] when restrictions were eased sufficiently to permit some examinations to be conducted on-site.

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[54] See Irena Diatelová, Nepostradatelní: Bez koronakrize bychom Teamsy stěží na univerzitě prosadili [Indispensable: Without the COVID Crisis, We Would Have Struggled to Introduce Teams at the University], Magazín M (2021), available at https://www.em.muni.cz/udalosti/13582-bez-koronakrize-bychom-teamsy-stezi-na-univerzite-prosadili; or Stanislav Molák, 'Rozhovor s JUDr. PhDr. Stanislavem Balíkem, Ph.D., děkanem Fakulty právnické Západočeské univerzity v Plzni' [Interview with JUDr. PhDr. Stanislav Balík, Ph.D., Dean of the Faculty of Law, University of West Bohemia], 15(3) *Komorní listy* 9.

[55] See, e.g., Act No. 188/2020 Sb., on Special Rules for Education and Decision-Making at Higher Education Institutions in 2020 and on the Assessment of the Period of Study for the Purposes of Other Acts.

[56] See, e.g. *Návody pro realizaci online výuky* [Instructions for Implementing Online Teaching], E-learning Support Center, Charles University (2020), available at https://elearning.cuni.cz/navody-pro-realizaci-online-vyuky/; and *Jak nahradit prezenční výuku distančním vzděláváním?* [How to Replace Face-to-Face Teaching with Distance Learning], E-learning Support Center, Charles University (2020), available at https://elearning.cuni.cz/jak-nahradit-prezencni-vyuku-distancnim-vzdelavanim/.

[57] E.g., individual student activities in the final year of their studies were allowed since mid-April.

Autumn 2020 was characterized primarily by remote teaching combined with selected in-person exceptions. Universities and faculties urged faculty members to adapt course designs and prepare specifically for distance teaching in order to maintain educational continuity within an otherwise uncertain environment.[58]

In line with broader university-wide developments, law faculties implemented platforms such as Microsoft Teams, Google Meet, Zoom, and Moodle, while increasingly relying on existing university information systems. Lectures were either streamed live or pre-recorded and subsequently uploaded online.

Common teaching patterns combined synchronous lectures and seminars, where feasible, with asynchronous materials and recorded sessions. Additionally, the MUNI initiative *e-prezenčka* expanded remote access to library resources, functioning as an online substitute for physical library services. Digitized books, including newly published titles, were made available to students for online browsing with download options disabled. This significantly improved access to study materials at a time when on-site library use was largely impossible.

In 2021, the situation became more stable. Although state-wide restrictions continued to shape teaching, universities and faculties gradually transitioned from the ad hoc emergency responses characteristic of Spring 2020 toward more formalized hybrid modes of governance and instruction in Spring 2021.[59] The government also contributed to this transition, including through an information portal operated by the Ministry of Education,[60] which helped create a more stable framework for modified study regimes, examinations, and university-wide decision-making.[61]

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[58] E.g., *Základní informace k průběhu bezkontaktní výuky pro studenty* [Basic Information on the Organization of Distance Learning for Students], Faculty of Law, Charles University (2020), available at https://www.prf.cuni.cz/aktuality/zakladni-informace-k-prubehu-bezkontaktni-vyuky-pro-studenty.

[59] See, e.g., *Rozcestník pro online výuku a zkoušení na PF UK* [Guide to online teaching and testing at PF UK], Faculty of Law, Charles University (2021), available at https://www.prf.cuni.cz/sites/default/files/uploads/files/Rozcestnik-informaci-k-distancni-vyuce_0.pdf.

[60] See *Informace pro oblast VŠ a VaV – Pandemie* [Information for Higher Education and Research Institutions – Pandemic], Ministry of Education, Youth and Sports (2021), available at https://msmt.gov.cz/vzdelavani/vysoke-skolstvi/faq-pandemie.

[61] *Doporučení pro vysoké školy* [Recommendation for Higher Education Institutions], Ministry of Education, Youth and Sports (2021), available at https://msmt.gov.cz/vzdelavani/vysoke-

Universities adopted measures outlining contingency plans for lectures and seminars in order to enable more flexible responses to changing epidemiological conditions, including outbreaks of new COVID-19 variants. Given the nature of legal education, law faculties were often among the first university units to transition back to online teaching when the epidemic situation deteriorated.[62]

These measures provided much-needed certainty to faculty members by expanding the range of available teaching formats, including in-person classes streamed from faculty premises, live sessions conducted through Microsoft Teams from lecturers' homes, pre-recorded lectures, and correspondence-style asynchronous instruction based on assigned tasks.[63] Faculty members, many of whom faced increased family and caregiving responsibilities during the pandemic, benefited from the additional flexibility created by these arrangements.

Universities also redirected funding toward online teaching materials, device-loan programs for faculty and staff, and technical support for online education.[64] Although implementation was widespread, it remained uneven across institutions.

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skolstvi/doporuceni-pro-vysoke-skoly; and *Stanovisko národního akreditačního úřadu pro vysoké školství k využívání online výukových metod* [Statement of the National Accreditation Authority for Higher Education on the Use of Online Teaching Methods], Ministry of Education, Youth and Sports (2021), available at https://msmt.gov.cz/vzdelavani/vysoke-skolstvi/stanovisko-narodniho-akreditacniho-uradu-pro-vysoke-skolstvi-1.

[62] See, e.g., *Fakulta právnická ZČU v Plzni přešla na on-line výuku, 8 fakult učí prezenčně* [The Faculty of Law of the University of West Bohemia has Switched to Online Teaching, Eight Faculties Continue In-Person Instruction], Advokátní deník (2021), available at https://advokatnidenik.cz/2021/11/25/fakulta-pravnicka-zcu-v-plzni-presla-na-on-line-vyuku-ostatnich-8-fakult-uci-prezencne/.

[63] *Postupy a pravidla pro realizaci on-line vzdělávání v rámci studijních programů v prezenční či kombinované formě studia na Univerzitě Palackého v Olomouci* [Procedures and Rules for the Implementation of Online Education within Full-Time and Combined Study Programmes at Palacký University Olomouc], Palacký University Olomouc (2020), available at https://www.pf.upol.cz/fileadmin/userdata/UP/AKTUALITY_2020/Postupy_a_pravidla_pro_distancni_vzdelavani_na_UP.pdf.

[64] See, e.g., website *Možnosti distanční výuky: Tipy, nástroje a návody pro distanční výuku* [Distance Learning Options: Tips, Tools, and Resources for Distance Learning], Masarykova Univerzita (2020), available at https://is.muni.cz/do/mu/samostudium/index.html.

By 2022, the acute phase of the emergency had largely receded, leaving behind a lasting digital legacy. The pandemic increasingly came to be treated not only as a crisis, but also as a stimulus for the development of online courses, support for teaching innovation, and broader reconsideration of program design. Undergraduate legal study programs were redesigned in ways that institutionalized lessons learned during the pandemic.

It remains evident that the pandemic altered institutional perceptions of what constitutes an acceptable form of university education, significantly reshaping expectations regarding teaching and assessment. This shift was particularly visible in the adoption of hybrid state examinations and thesis defenses. Traditionally conducted in person and regarded as a core component of Czech legal education, these formats were temporarily accepted during the pandemic and, in some cases, partially retained afterward.

By 2023, as COVID-19 receded and ceased to produce periodic large-scale outbreaks, universities gradually returned to more stable operating conditions while simultaneously evaluating which pandemic-era practices should be retained on a permanent basis. Streaming, lecture recording, and digitally supported teaching remained considerably more prevalent than before the pandemic, contributing to a transformed model of legal education compared to the pre-COVID period.[65]

However, these changes primarily affected the form of education, while influencing its substantive content only to a limited extent. A notable development in this regard was the launch of the first predominantly online legal study program in the Czech Republic at the Faculty of Law of Masaryk University in autumn 2023.[66]

Given the specifics of legal education, deans and faculty members from the four Czech law faculties exchanged experiences and shared best practices concerning both educational needs and institutional responses to the

[65] For rare attempt at systemic reflection focused on legal education, see Pavlína Máchová, *Online výuka vysokoškolských studentů práv během lockdownu a jejich návrat k prezenční výuce* [Online Legal Education during the Lockdown and the Return to In-Person Teaching] (Master's thesis, University of West Bohemia in Plzeň 2023), available at http://hdl.handle.net/11025/52488.

[66] For details see *Mezinárodněprávní obchodní studia* [International Commercial Law Studies], Masaryk University (2026) available at https://www.muni.cz/bakalarske-a-magisterske-obory/23518-mezinarodnepravni-obchodni-studia. However, this is not one of the major five-year integrated Master's programmes in law.

pandemic. Owing to the linguistic and cultural proximity between the Czech and Slovak legal environments, representatives of Slovak law faculties also participated in a number of these professional discussions and events.

Several durable lessons emerged from the COVID-19 pandemic.

First, legal education proved to be more digitally adaptable than many legal academics had previously assumed. The pandemic demonstrated that lectures could be streamed or recorded and that study materials could be produced and distributed at scale. However, doubts remain regarding the ability to adapt educational content and teaching methodologies, as digitalization requires more than merely changing the form of instruction.

One of the recurring themes in these debates is the possible 'death of the traditional lecture.' The widespread availability of online materials has further reduced students' willingness to attend conventional in-person lectures, while some faculty members continue to advocate for their retention.

The second lesson concerns institutional infrastructure and governance. The pandemic demonstrated considerable resilience and adaptability among individual faculty members, but these efforts would not have been possible without clearer institutional rules, the establishment of communication channels, expanded digital infrastructure, institutional licenses for online teaching platforms, and university-wide guidelines and FAQs.

These measures reduced a degree of autonomy previously exercised by individual faculties, which some perceived as problematic. At the same time, however, they streamlined institutional responses and helped ensure continuity and more comparable educational outcomes across universities.

The third lesson concerned a significant and potentially disruptive shift in approaches to examinations and assessment. Once universities and faculties developed legally defensible practices for remote and hybrid examinations, the previously dominant assumption that only in-person examinations could reliably assess knowledge and prevent academic misconduct weakened considerably.

Proctoring practices were discussed extensively. Masaryk University opposed the implementation of invasive remote-proctoring technologies, explicitly arguing that such practices were undesirable and incompatible with the values

associated with university education.[67] Although no complete and permanent transition to online examinations occurred, a degree of flexibility emerged where previously there had been very little.

This development also created greater space for open-book and take-home examinations, although some of these trends were later partially reconsidered following the rise of generative AI.

The fourth lesson, viewed by some predominantly in negative terms, concerns the increased visibility of teaching materials and greater oversight of the educational process. Professional autonomy has traditionally been highly valued among Czech legal academics, arguably to a greater extent than in some other jurisdictions. The increased reliance on digital platforms and electronic teaching materials made teaching practices considerably more transparent and easier to monitor.

This development enabled closer scrutiny of both overall course quality and the teaching practices of individual faculty members, thereby strengthening the role of faculty administration and course supervisors. This was particularly relevant in courses involving multiple seminar instructors, where maintaining consistency across parallel teaching groups had long posed organizational challenges.

2.3 Current Developments

2.3.1 Transversal issues

Legal technologies in the Czech Republic are primarily represented by domestically operated legal information systems and databases, such as ASPI, Beck-online, Codexis, and Zakonyprolidi.cz. Apex courts also make their case law available through dedicated databases, including NALUS (Constitutional Court), rozhodnuti.nsoud.cz and sbirka.nsoud.cz (Supreme Court), and

[67] *Využití proctoring systémů pro sledování průběhu zkoušek na MU: Společné stanovisko IS MU a ÚVT* [Use of Proctoring Systems for Monitoring Examinations at MU: Joint Position of IS MU and the Institute of Computer Science], Masaryk University (2020), available at https://is.muni.cz/do/mu/samostudium/docs/stanovisko-proctoring.pdf; and *Metodika distančního zkoušení a ukončení předmětů* [Guidelines for Remote Assessment and Course Completion], Masaryk University (2024), available at https://is.muni.cz/do/mu/Uredni_deska/Predpisy_MU/Masarykova_univerzita/Ostatni_dokumenty/Metodika/studijni_odbor/ML_1_2020_Metodika_distancniho_zkouseni_a_ukonceni_predmetu_ucinnost_010620.pdf.

vyhledavac.nssoud.cz and sbirka.nssoud.cz (Supreme Administrative Court). As a result, the tools employed in legal practice and education are generally off-the-shelf solutions with limited opportunities for institutional customization or internal development.

Anecdotal evidence suggests that, prior to the emergence of large language models, one of the main sources of frustration with these systems was the limited effectiveness of their full-text search functionality. In practice, users sometimes resorted to targeted Google searches across selected legal document collections. In retrospect, these practices can be understood as illustrating early demand for approaches later associated with RAG-based AI systems.

Larger entities, including law firms and corporate legal departments, often adopt workflow and case-management systems developed within their broader organizational structures, which subsequently shape their legal operations. Nevertheless, the foundations of Czech legal practice remain firmly rooted in the civil law tradition. Although certain overlaps exist and the influence of common law has become increasingly visible in practice, particularly through a growing reliance on case law, Czechia retains its predominantly civil-law character.

Accordingly, both legal practice and legal education continue to rely primarily on platforms providing access to statutory texts, including consolidated versions, commentaries, and interconnected case-law resources.

Across the broader legal environment described above, a certain degree of digital integration is evident, particularly within larger entities in relation to workflow management, billing, and associated administrative processes. However, deeper forms of technological adaptation remain relatively uncommon.

During their studies, law students are primarily exposed to legal information retrieval tools. It is typically only through internships during their studies or upon entering professional employment after graduation that they encounter other systems, such as case-management platforms, internal judicial databases, or specialized tools employed by law firms, including billing systems.

Significant disparities exist both between institutional contexts, most notably between the judiciary and private practice, and within the legal profession itself, particularly between solo practitioners and larger law firms. Although these distinctions are not absolute, identifiable patterns nevertheless persist. Smaller firms tend to rely heavily on legal information retrieval systems, occasionally extending their use to basic case-management functions through built-in features. For example, Codexis enables notetaking and allows users to upload their own documents. In contrast, larger firms generally maintain substantially more developed internal infrastructures extending beyond standard legal databases.

The situation within the judiciary is often more complex. Courts frequently contend with outdated internal legacy systems, reflecting slower technological development and modernization processes. In addition, they remain heavily dependent on external legal databases. Although tools such as speech-to-text software and infrastructure enabling remote access are gradually being introduced, their availability remains uneven across the judicial system. In particular, smaller regional courts continue to face persistent challenges not only in terms of technological infrastructure, but also regarding broader physical constraints (e.g., limited courtroom availability).

The law of digital technologies is represented across all four Czech law faculties, although unevenly. At the Faculty of Law of Masaryk University, the Institute of Law and Technology, established in 2010, became the first specialized academic department dedicated to research and teaching in the field of technology law. The Institute offers a broad range of courses covering diverse technology-related topics across bachelor's, master's, and doctoral programs at the Faculty of Law.

While many of these courses are integrated into the broader legal curriculum, they are generally not mandatory, with the notable exception of a basic legal information retrieval course required for both bachelor's and master's students. The predominant model consists of stand-alone courses, with only limited incorporation of technological topics into traditional doctrinal subjects. The Institute also offers doctoral studies in Information and Communication Technology Law in both Czech and English.

Charles University established its Centre for Law, Technology and Digitalization in June 2023 within the Department of Legal Skills. The Centre is

characterized by strong links to major Prague-based law firms and by an emphasis on practically oriented technology-focused legal education.

At Palacký University Olomouc, there is no dedicated department focusing exclusively on law and technology. However, the Faculty of Law introduced a doctoral program in Law and Digital Technologies in 2024, developed in cooperation with Tallinn University of Technology. This initiative reflects the faculty's broader strategic expansion into technology-oriented areas of legal research and education.

At the University of West Bohemia, technology-related courses are distributed across several departments, with the Department of Legal Theory playing a particularly important role. Its activities have traditionally centered on legal informatics, reflecting a strong historical orientation toward the field, but more limited engagement with newer technological topics.

Among these institutions, Masaryk University appears to offer the most extensive institutional capacity and the strongest foundation for integrating technology-oriented courses into legal curricula.

Digital skills and broader digital literacy are not systematically embedded within legal curricula. The prevailing approach may be characterized as predominantly passive, aiming primarily to produce informed users and consumers of digital technologies rather than active developers or critical designers of such systems. Opportunities for developing more advanced technical competencies remain limited and are typically confined to specialized courses, such as those focusing on advanced legal information retrieval[68] or legal design.[69]

Czech legal education demonstrates only limited engagement with international developments in legal technology and digital legal education. The dominant perspective continues to regard legal education as being shaped primarily by national legal specificities, particularly at the bachelor's and master's levels. Pedagogical approaches also tend to reflect the composition of academic staff, with factors such as age, educational background, and professional experience often significantly influencing teaching methods.

[68] Taught, e.g., by Tereza Novotná at Masaryk University.
[69] Taught, e.g., by Barbora Obračajova at Charles University.

This pattern is evident in institutional responses to recent challenges, including the COVID-19 pandemic and the emergence of generative artificial intelligence. Responses to AI are generally coordinated at the university level, while their practical implementation often depends on the individual initiatives of faculty members.

Support for students with specific needs is provided through centralized university services, such as Teiresiás at Masaryk University, the *Carolina Centre* at Charles University, the *Centrum podpory studentů se specifickými potřebami* at Palacký University Olomouc, and the *Poradenské centrum* at the University of West Bohemia. These centres provide support directly to students and, in some cases, also offer methodological guidance to academic staff regarding the accommodation of diverse educational needs.

2.3.2 Generative AI

Generative artificial intelligence (GAI) has significantly affected legal education, although the speed and extent of its adoption have varied depending on the program of study and the age of students. Discussions with law students at Masaryk University suggest, for example, that Google's decision to provide free 12-month access to Gemini for students in November 2025 substantially increased the uptake of generative AI technologies, including among students who had previously been reluctant to adopt them.

All four Czech universities with law faculties adopted official positions regarding the use of generative artificial intelligence (GAI). In April 2023, Masaryk University published *Stanovisko k využívání umělé inteligence ve výuce na Masarykově univerzitě*,[70] followed later the same month by *Doporučení k využití nástrojů umělé inteligence při plnění studijních povinností*.[71] These documents were prepared by a university-wide working group on AI in education and teaching established at the university in February 2023.[72]

[70] *Stanovisko k využívání umělé inteligence ve výuce na Masarykově univerzitě* [Opinion on the Use of Artificial Intelligence in Teaching at Masaryk University], Masaryk University (2023), available at https://www.muni.cz/o-univerzite/uredni-deska/stanovisko-k-vyuzivani-ai.

[71] *Doporučení k využívání umělé inteligence ve výuce* [Recommendation on the Use of Artificial Intelligence in Teaching], Masaryk University (2023), available at: https://kvalita.muni.cz/kvalita-vyuky/doporuceni-k-vyuzivani-umele-inteligence-ve-vyuce.

[72] *Pracovní skupina pro AI ve výuce* [AI in Education Working Group], Masaryk University (2023), available at: https://kvalita.muni.cz/kvalita-na-mu/kvalita-vyuky/pracovni-skupina-pro-ai-ve-vyuce.

Charles University operates a dedicated webpage on AI at the university, where several documents are made available to the public.[73] The webpage contains various guidelines and recommendations, most notably *Doporučení k bezpečnému užívání nástrojů AI*.[74] Unlike Masaryk University, which appears to emphasize university-wide governance and guidance, Charles University has placed greater emphasis on faculty-specific approaches to AI use.[75] In October 2024, the Faculty of Law published *Doporučení pro využívání umělé inteligence na Právnické fakultě Univerzity Karlovy*.[76]

Palacký University Olomouc operates a webpage dedicated to artificial intelligence[77] that places particular emphasis on raising awareness of associated risks and security concerns. In addition, the webpage provides an overview of the fundamentals of the technology. The university-wide document *Doporučení Univerzity Palackého v Olomouci k využívání generativních modelů AI* was published in March 2024.[78]

The University of West Bohemia operates a dedicated *AI Web*[79] providing information about AI deployment across the university, including extensive FAQs[80] summarizing common questions raised by both students and faculty members. In April 2023, the university published *Stanovisko ZČU k problematice umělé inteligence*,[81] which explicitly recommended the position adopted by Masaryk University as a valuable point of reference.

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[73] *Umělá inteligence* [Artificial Intelligence], Charles University (2026), available at https://ai.cuni.cz/.

[74] *Bezpečné užívání nástrojů AI* [Safe Use of AI Tools], Charles University (2025), available at: https://ai.cuni.cz/AI-68.html.

[75] *Doporučení na fakultách* [Recommendations at faculties], Charles University (2026), available at https://ai.cuni.cz/AI-91.html.

[76] *Doporučení pro využívání AI* [Recommendation on the Use of AI], Faculty of Law, Charles University (2024), available at: https://www.prf.cuni.cz/doporuceni-pro-vyuzivani-ai.

[77] *Umělá inteligence* [Artificial Intelligence], Palacký University Olomouc (2025), available at: https://ai.e-bezpeci.cz/.

[78] *Doporučení k využívání generativních modelů AI* [Recommendation on the Use of Generative AI Models], Faculty of Law, Palacký University Olomouc (2024), available at: https://ai.e-bezpeci.cz/doporuceni/.

[79] *AI Web*, Západočeská univerzita v Plzni (2026), available at: https://aiweb.zcu.cz/.

[80] *Nejčastější dotazy* [Frequently Asked Questions], Západočeská univerzita v Plzni (2026), available at: https://www.aiweb.zcu.cz/faq/.

[81] *Stanovisko ZČU k problematice umělé inteligence* [ZCU's Position on Artificial Intelligence], Západočeská univerzita v Plzni (2023), available at:

In May 2023, the university established a university-wide working group focused on AI-related issues.[82] Subsequently, in December 2025, the University Library published *Metodická příručka: Pravidla legitimního využívání AI při studiu a tvůrčí činnosti*,[83] providing additional guidance and recommendations concerning the use of AI within the university environment. Furthermore, in March 2026, the Faculty of Law established its own working group dedicated specifically to the impact of AI on legal education.[84]

Institutional policies are generally permissive, supporting the use of GAI while emphasizing the need to employ such tools ethically and in accordance with study requirements, particularly with regard to authorship obligations and the risk of hallucinated outputs. The prevailing approach appears to consist primarily of issuing general guidelines and recommendations while leaving much of the day-to-day implementation to students themselves.

This approach is frequently met with criticism, as students often struggle to navigate a relatively new technology and remain uncertain about how AI-assisted work may be perceived and evaluated by faculty members.

Tools powered by GAI are not yet widely integrated into Czech legal education. Their use remains largely dependent on the preferences and initiative of individual faculty members. Some academics employ such tools extensively and creatively, for example by establishing dedicated chatbots trained on course materials, while others remain opposed to their use or permit only limited and precautionary deployment.

The impact of generative AI on access to legal information appears to be substantial, as natural-language-processing-based search is considerably more accessible and intuitive for students than traditional retrieval methods.

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https://www.zcu.cz/rest/cmis/document/workspace://SpacesStore/d3f18ea9-ac76-4296-8945-5a98fd895b6a;1.0/content.

[82] *Pracovní skupina pro AI na ZČU* [AI at ZCU Working Group], Západočeská univerzita v Plzni (2023), available at: https://aiweb.zcu.cz/pracovni-skupina/.

[83] *Metodická příručka: Pravidla legitimního využívání AI při studiu a tvůrčí činnosti* [Methodological Guide: Rules for the Legitimate Use of AI in Study and Creative Activities], Univerzitní knihovna, Západočeská univerzita v Plzni (2026), available at https://www.knihovna.zcu.cz/cs/Science/AI_tools/AI-ethics.

[84] Vilém Knoll and Vendulka Valentová, AI v právnické praxi? Plzeňská práva zkoumají možnosti [AI in Legal Practice? Pilsen Law Faculty Explores the Possibilities], *Zpravodajský portál ZČU* (2026), available at https://info.zcu.cz/UniverZ--Fotte-pritomnost--brzy-z-ni-bude-minulost--rika-pedagozka-Sutnarky-Libuse-Jarcovjakova/clanek.jsp?id=9178.

Students frequently rely on general-purpose AI tools for information retrieval, yet a sufficiently critical approach to the outputs generated by these systems is often lacking.

Students are generally aware of more obvious hallucinations, such as references to non-existent documents. However, subtler forms of hallucination, including the inaccurate representation or reinterpretation of source material, which is particularly problematic in legal reasoning, are often overlooked. This primarily concerns general-purpose tools such as ChatGPT, Gemini, and Perplexity, which students typically use independently.

Because universities generally operate within the Microsoft 365 ecosystem, Microsoft Copilot has become the primary institutionally available GAI.

Jurisdiction-specific generative AI tools are increasingly being developed in the Czech legal environment, with *Codexis AI* currently occupying a leading position following its relatively early deployment within the widely used Codexis legal database. Although available only through a separate subscription, the system operates within a retrieval-augmented generation (RAG) framework, which significantly reduces the prevalence of hallucinated outputs.

The other two major providers of legal information systems, the Czech branches of Wolters Kluwer and C.H.Beck with Beck-online, currently appear to lag somewhat behind Codexis in this area. Wolters Kluwer has introduced *ASPI AI* as part of its flagship ASPI platform. In addition, the dedicated legal workspace *Libra AI* was launched in Czechia in March 2026, likewise relying on a RAG-based architecture.

In April 2025, the German publisher C.H.Beck became a leading investor in the legal AI company *Noxtua*.[85] The Czech branch currently allows users to register for a waiting list for the resulting *Beck-Noxtua*[86] AI workspace, which is likewise expected to operate within a RAG framework.

[85] *C.H.Beck becomes leading investor in legal AI Noxtua*, CMS Law (2026), available at https://cms.law/en/deu/news-information/c.h.beck-becomes-leading-investor-in-legal-ai-noxtua.
[86] *Legal AI Workspace*, Beck-Noxtua (2026), available at https://www.beck-noxtua.cz/.

Other jurisdiction-specific tools include DirectCase[87] and Lawrence,[88] both focused primarily on legal information retrieval, as well as Roboprávník,[89] which offers contract-review workflows and related legal services. In February 2026, the Constitutional Court of the Czech Republic concluded several weeks of testing involving its own chatbot designed to facilitate case-law retrieval through the NALUS database.[90]

The chatbot represented a notable institutional experiment and one of the first deployments of its kind within the Czech judiciary. At the same time, it prompted legal scholars to highlight potential risks associated with such systems, particularly the uncertain boundary between information retrieval and legal interpretation.[91]

Overall, the Czech legal-tech market still appears to be in an early and highly experimental phase. Prior to the rise of GAI, the sector had remained relatively stagnant, with limited visible technological innovation beyond the established legal information providers. The emergence of GAI appears to have accelerated development considerably, giving rise to a range of new products while simultaneously encouraging individual experimentation.

At the same time, however, there has been relatively little systematic effort to critically assess the benefits, limitations, and broader implications of these technologies. Scholarly reflection on the perception and use of AI within the Czech legal environment remains limited. Existing studies have focused

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[87] *Hodiny rešerší? Právní analýza s citacemi během minut* [Hours of Research? Legal Analysis with Citations in Minutes], DirectCase (2026), available at https://www.directcase.ai/ (previously known as Lawly, see *AI rešerše judikatury* [AI Case Law Research], Lawly (2026), available at https://www.lawly.cz/.

[88] *AI pro ty, co pracují s právem* [AI for those who work with law], Lawrence (2026), available at https://lawrenceai.cz/.

[89] *Roboprávník* [Robolawyer], Roboprávník (2026), available at https://robopravnik.cz/.

[90] Vlastimil Göttinger, AI chatbot pro snazší vyhledávání v databázi NALUS i na webových stránkách Ústavního soudu [AI Chatbot for Easier Searching of the NALUS Database and the Constitutional Court Website], Ústavní soud (2026), available at https://www.usoud.cz/aktualne/ai-chatbot-pro-snazsi-vyhledavani-v-databazi-nalus-i-na-webovych-strankach-ustavniho-soudu.

[91] Ondřej Kadlec, V Ústavním soudu se objevil tajuplný šestnáctý hlas: Umělá inteligence mění způsob, jímž klíčová instituce vysvětluje svoji práci [A Mysterious Sixteenth Voice Appears at the Constitutional Court: Artificial Intelligence and the Changing Way a Key Institution Explains Its Work], Respekt (2026), available at: https://www.respekt.cz/tydenik/2026/4/v-ustavnim-soudu-se-objevil-tajuplny-sestnacty-hlas?gift=p452ju35gu; and Ondřej Kadlec, Giving Answers, Raising Questions: The Czech Constitutional Court Introduces Europe's First Apex Court Chatbot, Verfassungsblog (2026), available at https://verfassungsblog.de/chatbot-czech-constitutional-court/.

primarily on perceptions of AI-generated content[92] and on the ways in which laypersons use GAI to address legal queries.[93]

Generally speaking, there are currently no structured programs or systematic initiatives aimed at equipping students with the competencies necessary to use AI effectively within their future legal professions. Students are instead primarily exposed to general-purpose generative AI tools through their own individual experimentation. Exposure to jurisdiction-specific legal AI tools remains limited, as students generally prefer individual subscriptions to widely used applications such as ChatGPT or gain access through promotional programs, such as Google's temporary student access to Gemini in November 2025. Subscriptions to specialized legal AI tools remain comparatively rare.

Discussions with students at Masaryk University suggest that many are not fully aware of the distinction between general-purpose AI systems and jurisdiction-specific legal AI tools operating within a RAG framework. Existing educational activity in this area remains largely ad hoc and typically takes the form of isolated seminars conducted by practitioners demonstrating particular use cases.

Based on our teaching experience, the use of GAI often encourages forms of cognitive path dependency, leading students to accept seemingly correct answers at an early stage and thereby limiting independent scrutiny and critical reasoning processes. This tendency is particularly visible in shorter student assignments, although it appears to be less prevalent in more extensive works such as bachelor's and master's theses.

2.3.3 Digital centred education (Blended, MOOC)

The COVID-19 pandemic provided a massive impulse for digitalization and accelerated the transition of legal education toward a more digitally mediated environment. Subsequently, the emergence of generative artificial intelligence introduced a new category of tools that are likely to become increasingly

[92] Jakub Harašta, Tereza Novotná and Jaromír Savelka, 'It Cannot be Right if it was Written by AI: on Lawyers' Preferences of Documents Perceived as Authored by an LLM vs a Human' (2026) 34(1) *Artificial Intelligence and Law* 153–190.

[93] Michal Kuk and Jakub Harašta, 'LLMs & Legal Aid: Understanding Legal Needs Ex hibited Through User Queries', *arXiv* (2025), available at https://arxiv.org/abs/2501.01711.

embedded within existing teaching paradigms and may eventually contribute to the development of new pedagogical and assessment methods.

Nevertheless, legal education remains predominantly conservative. New approaches continue to be introduced only gradually and are driven primarily by the initiative of individual faculty members rather than by broader institutional strategies.

Teaching is now widely supported by digital technologies, as demonstrated in the previous chapters. This trend became significantly more pronounced during the COVID-19 pandemic, and many of the resulting forms of flexibility have since been retained. At the same time, occasional instances of overcorrection can be observed among some faculty members who reacted negatively to the experience of mandatory online teaching and subsequently emphasized more traditional in-person teaching approaches.

Assessment processes are currently highly digitized, a trend that had already begun prior to the COVID-19 pandemic. Most student assignments are submitted electronically, either through university-wide information systems, which automatically record submission times, or via email, although the latter method is gradually being phased out. Even examinations conducted in person are now commonly supported by digital infrastructure. Students typically register for examination dates through centralized university systems, and written examinations are frequently administered or processed digitally.

For example, Masaryk University provides templates for multiple-choice tests that enable automated assessment and grading based on criteria predefined by faculty members. In courses enrolling several hundred students, these tools represent a significant reduction in administrative workload. University-wide systems also commonly include templates for computer-based tests and assignments, making it easier for faculty members to organize in-term assessments and final examinations.

Appeal procedures are often relatively formalized, progressing from individual faculty members to course supervisors, that is, designated academics responsible for overseeing particular courses, and potentially reaching the level of faculty leadership. Deans and vice-deans are not professional

administrators but are instead elected (dean) or appointed (vice-deans) from among the academic staff.

Given that decision-making within this institutional structure frequently produces legally relevant outcomes, such as the awarding of diplomas or the conduct of university examinations, these procedures are governed by administrative-law rules, primarily Act No. 500/2004 Sb., the Administrative Code, and Act No. 111/1998 Sb., the Higher Education Act.

Consequently, the deployment of fully automated assessment of student assignments remains strongly limited, and we are not aware of any such implementation at the four Czech law faculties. Furthermore, to our knowledge, no judicial decisions addressing this issue have yet been issued.[94]

Human-centred education

Non-digital methods of teaching do not appear to have undergone significant transformation. The predominant instructional model remains lecture-based teaching accompanied by practically oriented seminars. In practice, however, the practical dimension of these seminars is often overstated, functioning more declaratorily than performatively.

Skill-based teaching remains relatively rare and is frequently driven by the individual initiative of particular faculty members rather than by systematic curricular design. This situation appears somewhat paradoxical, as both legal practitioners and students regularly call for a greater emphasis on practical skills education, while Czech law faculties frequently present themselves as institutions preparing students directly for legal practice.

The reasons for the current state of legal education are difficult to disentangle, as they are shaped both by institutional inertia and by the relative distance of some faculty members from contemporary legal practice. At the same time, a significant number of academics argue that legal practice itself has become overly opportunistic and efficiency-oriented, and that law faculties therefore represent one of the last institutional environments capable of providing students with strong doctrinal foundations and an approach to law grounded

[94] Robust overview of AI in the Czech government was published as Filip Křepelka, 'Artificial Intelligence in the Czech Government: Political and Economic Hype, Bureaucratic Paralysis, and Demarcation with the European Union' (2025) 17(2) *Italian Journal of Public Law* 588–620.

in knowledge, critical reasoning, and justice rather than purely instrumental efficiency.

Both perspectives, in different ways, significantly shape the current state of legal education in Czechia.

The limited development of transferable skills is frequently criticized. Competencies such as collaboration, communication, and adaptability are often cultivated only incidentally rather than being systematically incorporated into curricular design. Where such skills are developed more substantially, this typically depends on the individual initiative of particular faculty members rather than on institutional strategy.

The ability to cooperate effectively with others and critically evaluate information sources is likely to become increasingly important in legal practice shaped by GAI. At present, however, legal education continues to focus primarily on knowledge of statutory law and case law, together with the ability to formulate doctrinally coherent legal arguments. Interdisciplinary competencies, particularly in areas such as sociology or information technology, remain only weakly and unsystematically developed.

Czech law faculties largely appear to have resigned themselves to a limited ability to shape the rapid technological transformations currently affecting the legal profession. Although individual faculty members actively engage with these developments, their efforts often lack sufficient institutional support to substantially influence the broader orientation of legal education.

Some faculties nevertheless appear better positioned to respond to these changes due to stronger internal capacities or external connections. This is particularly visible at the Faculty of Law of Masaryk University, where the Institute of Law and Technology and several active academics provide an important institutional foundation for engagement with legal technologies. Similarly, Charles University arguably benefits from its comparatively strong connections to Prague-based law firms and legal practice.

3. Legislative and Regulatory Adaptations

Technological developments in legal education and legal practice inevitably raise questions about the adequacy of existing regulatory frameworks. This

section examines the current legislative and ethical responses to digitalisation and artificial intelligence in Czech legal education and legal practice.

Analytically, it is essential to distinguish between two forms of digitalisation. The first concerns the digitalisation of legal institutions and infrastructure, such as procedural tools, registers, and communication channels. This includes, among other developments, the introduction of videoconferencing in civil procedure, the online publication of case law, the mandatory use of electronic data boxes by public institutions and attorneys, electronic signatures, and the creation of various electronic registers. In the Czech Republic, this form of digitalisation has progressed in a slow but steady and incremental manner.[95] Each of these tools has been accompanied by specific legislation or regulatory provisions defining its scope, conditions of use, and technical parameters. Regulatory development in this area has been largely technocratic: the dominant questions have concerned how particular technologies should be implemented and integrated into existing procedures, rather than whether they should be adopted at all.

The second form of digitalisation—and the primary focus of this section—concerns the digitalisation of legal practice and legal education as such, including changes to working methods, cognition, and professional judgment, most prominently through the use of generative AI. As this section demonstrates, this form of digitalisation has elicited a markedly different regulatory response. Rather than prompting the adoption of new binding rules, it has been addressed primarily through soft, interpretative, and risk-oriented approaches that rely on existing legal and ethical frameworks.

3.1 Absence of hard-law regulation for digital legal skills and AI

The digitalisation of legal practice and education, including the use of AI, has not triggered any comprehensive legislative intervention. Czech hard law contains no explicit requirements regarding digital literacy, AI competence, or technological skills as part of legal education or professional training.

The Act on Higher Education Institutions, which governs accreditation requirements, programme structures, and internal governance, does not include digital competencies among the statutory criteria for Master's degrees

[95] See Hugo Osmík, *Elektronizace justice* [Digitalisation of Justice] (Master's thesis, University of West Bohemia in Plzeň 2022), available at: http://hdl.handle.net/11025/48412.

in law. Similarly, none of the professional regulations governing attorneys, judges, prosecutors, notaries, or executors explicitly refer to digital skills or AI-related competencies as part of required professional preparation. This absence extends to ethical codes, which continue to rely on traditional concepts such as diligence, competence, confidentiality, and professional responsibility.[96]

As a result, the legal instruments applicable to AI and digital technologies in legal education and practice are either general educational laws not tailored to technology, or general technology laws not specific to legal education and practice (such as data protection rules, information-security requirements, or the AI Act). The central regulatory approach of the jurisdiction thus lies not in the creation of new rules, but in the interpretation and application of existing ones in light of technological change. While it may still be too early to draw firm conclusions, this reliance on interpretative continuity may be read as indicative of a cautious and conservative orientation: new technologies are expected to be absorbed and regulated predominantly within existing legal concepts, without a redefinition of professional standards or educational objectives.

3.2 Soft law as the dominant regulatory modality

In the absence of binding regulation, the primary regulatory response to AI and advanced digital tools in legal education and legal practice has taken the form of soft recommendations. These have been issued by a range of actors, including universities at the central level,[97] individual law faculties,[98]

[96] Etický kodex [Code of Ethics for Judges], edited by Pavol Angyalossy and Roman Havelec et al., Supreme Court of the Czech Republic (2020), available at: https://msp.gov.cz/documents/d/okresni-soud-v-sumperku/etickykodex_aktualizace2024; Etický kodex státního zastupitelství [Code of Ethics for Public Prosecutors], Public Prosecutor's Office of the Czech Republic (English translation available at: https://verejnazaloba.cz/wp-content/uploads/2020/06/Etický-kodex-SZ_EN.pdf).

[97] See Doporučení k využívání umělé inteligence ve výuce [Recommendation on the Use of Artificial Intelligence in Teaching], Masaryk University (2023), available at: https://kvalita.muni.cz/kvalita-vyuky/doporuceni-k-vyuzivani-umele-inteligence-ve-vyuce.

[98] See Doporučení pro využívání AI [Recommendation on the Use of AI], Faculty of Law, Charles University (2024), available at: https://www.prf.cuni.cz/doporuceni-pro-vyuzivani-ai; and Doporučení k využívání generativních modelů AI [Recommendation on the Use of Generative AI Models], Faculty of Law, Palacký University Olomouc (2024), available at: https://ai.e-bezpeci.cz/doporuceni/.

professional bodies such as the Czech Bar Association,[99] judicial and administrative institutions, and informal expert communities and associations focused on AI and digitalisation.[100]

These recommendations share two common features. First, they are non-binding and advisory in nature, framed as guidance rather than enforceable rules, and they often explicitly acknowledge the rapid evolution of technology and the provisional character of their conclusions. Second, at the level of content, the recommendations adopt a neutral and balanced tone, emphasising both the potential benefits of new technologies—such as efficiency gains, improved access to information, and enhanced support for legal work—and their potential risks. Many draw explicitly or implicitly on European and international frameworks, including the Council of Europe's Ethical Charter on the use of AI in judicial systems.[101]

This means that the recommendations frame the use of AI is through a lens of risk management. Across domains, AI is conceived as a tool that may support legal work, but never as a substitute for human legal judgment. In *legal education*, the focus lied primarily on issues of plagiarism, academic integrity, and the quality and truthfulness of student work. The recommendations typically permit limited use of AI tools, but discourage their use for creative or evaluative tasks, require verification of outputs, and often call for explicit disclosure of the use of the AI.[102] In *legal practice*, the Czech Bar Association

[99] See Stanovisko k využívání umělé inteligence [Position Paper on the Use of Artificial Intelligence], Czech Bar Association (2023), available at: https://www.cak.cz/cs/download/priloha_4_2023_09_-ai_stanovisko.pdf.

[100] See, for example, Advokátní asociace pro AI [Association of Lawyers for AI]; Centrum pro digitalizaci a umělou inteligenci [Centre for Digitalisation and Artificial Intelligence], available at: https://www.cendai.cz; and Radim Polčák, 'Umělá inteligence v justici' [Artificial Intelligence in the Judiciary] (2024) 1 Soudce 4–17; Radim Polčák, 'Umělá inteligence ve správním rozhodování' [Artificial Intelligence in Administrative Decision-Making], Správní právo(year).

[101] European Commission for the Efficiency of Justice (CEPEJ), European Ethical Charter on the Use of Artificial Intelligence in Judicial Systems and Their Environment (Council of Europe, 2018), available at: https://rm.coe.int/ethical-charter-en-for-publication-4-december-2018/16808f699c; see also European Network for Academic Integrity (ENAI), Position Paper on Artificial Intelligence and Academic Integrity, published in International Journal for Educational Integrity (2023), available at: https://link.springer.com/article/10.1007/s40979-023-00133-4.

[102] See Masaryk University, Recommendation on the Use of Artificial Intelligence in Teaching (cited above).

has identified a broad range of risks, including breaches of the duty of diligence and professional competence (particularly through reliance on hallucinated or non-existent case law), personal responsibility for legal advice, issues of explainability, confidentiality and client-data protection, and the potential outsourcing of legal judgment to opaque systems.[103] In *judicial and administrative contexts*, concerns focus on confidentiality, bias, explainability, the preservation of independent judgment, and the need to keep humans "in the loop".[104]

Overall, while these recommendations are addressed to different audiences, they share a common logic of a risk-management approach grounded in the application of established legal and ethical concepts to new technologies. They also emphasise continuous education while not mandating any specific steps.[105] This stance is also widely mirrored in academic debate and professional discussion, including conferences and workshops.

The reliance on soft and interpretative regulatory strategies has several important consequences. For one, it allows flexibility and adaptability as technologies evolve, facilitates experimentation and bottom-up innovation, and respects institutional and professional autonomy. At the same time, it also shifts responsibility for compliance and ethical judgment to individuals—students, teachers, and legal professionals—who must navigate uncertainty using general legal and ethical norms. This individualisation of responsibility is sometimes explicitly acknowledged in recommendations, which state that

[103] See also Martin Štípa, Etické aspekty užívání umělé inteligence a jiných technologických řešení při poskytování právních služeb [Ethical Aspects of the Use of Artificial Intelligence and Other Technological Solutions in the Provision of Legal Services], Právní prostor (2024), available at: https://www.pravniprostor.cz/clanky/mezinarodni-a-evropske-pravo/eticke-aspekty-uzivani-umele-inteligence-jinych-technologickych-reseni-pri-poskytovani-pravnich-sluzeb-cast-i; Ondřej Zelenka, Použití AI v advokacii: sluha, nebo pán? [Use of AI in Legal Practice: Servant or Master?], Právní prostor, 3 September 2025, available at: https://www.pravniprostor.cz/clanky/pravo-it/pouziti-ai-v-advokacii-sluha-nebo-pan.

[104] See the special issue Acta Universitatis Carolinae – Iuridica (cited above).

[105] Professional bodies (notably the Czech Bar Association and the Judicial Academy), as well as universities, regularly organise seminars and conferences on these topics; participation in such activities, however, remains entirely voluntary.

unresolved issues must ultimately be decided by those individuals who remain responsible for compliance with the law.[106]

The result is a high degree of fragmentation and uneven development, with digitalisation shaped primarily by individual or institutional capacity and judgment rather than by regulatory design, and with development remaining largely spontaneous and decentralised.

3.3 Practical controversies and regulatory absences

Illustrative of both the regulatory vacuum and the predominantly bottom-up nature of responses are the few concrete controversies that have so far emerged. In the field of legal education, for example, some teachers have expressed concern that generative AI undermines traditional assessment methods, particularly essay writing. In response, some have abandoned these forms of assessment altogether. Even more radically, in disciplines other than law, some universities have reacted by entirely abolishing the requirement to submit a final thesis at the end of studies.[107]

In legal practice, concerns about AI use are often discussed informally and in a rather ad hoc manner rather than publicly. A recent case that attracted wide attention involved an attorney who submitted a complaint to the Constitutional Court containing references to non-existent case law. The Court sanctioned the attorney with a procedural fine (of approximately 1 000 EUR) for burdening the Court.[108] The case attracted significant attention from legal professionals, the Bar Association, and the general public. More generally, it illustrates the ad hoc, bottom-up mode of response that appears to characterise the jurisdiction: established legal concepts—here, the court's power to impose a procedural fine—are interpreted and applied to address new technological problems.

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[106] See the Recommendation of the Czech Bar Association (cited above); Masaryk University, Recommendation on the Use of Artificial Intelligence in Teaching (cited above).

[107] iROZHLAS (23 November 2023). *Fakulta VŠE ruší bakalářské práce. „Umělou inteligenci je nereálné odhalit," vysvětluje děkan*. iROZHLAS.cz. Retrieved from https://www.irozhlas.cz/veda-technologie/technologie/vse-bakalarska-prace-zruseni-umela-inteligence-zakaz_2311231656_ano.

[108] Tomáš Pika, Ústavní stížnost psala za advokáta umělá inteligence. Vymyslela si judikaturu, ve hře je kárná žaloba [Artificial Intelligence Drafted a Constitutional Complaint for a Lawyer: It Invented Case Law, Disciplinary Proceedings at Stake], iROZHLAS, 10 December 2025, available at: https://irozhl.as/z26.

This brings us to the final issue addressed in this section: what is *absent* from existing soft-law recommendations. Three omissions stand out. First, there is little discussion of the specific risks faced by small jurisdictions with their own language, including limited training data, over-reliance on foreign legal materials, and heightened risks of hallucination or distortion when AI systems are trained primarily on larger jurisdictions and dominant languages. These risks appear to be largely overlooked in the Czech context, despite the jurisdiction's linguistic specificity and distinct legal culture. Second, the Czech approach is driven primarily by risk management rather than by a desire to foster what the questionnaire terms "legal imagination". Technology is framed as an incremental improvement within existing conceptual frameworks, rather than as an opportunity to rethink foundational concepts such as academic integrity, authorship, or the goals and values of legal education and practice.[109] Finally, existing recommendations do not encourage or incentivise the use of technology to address broader societal challenges such as climate change, inequality, or access to justice. AI is treated primarily as a potential efficiency tool, not as a means of pursuing more ambitious normative or transformative objectives.

Taken together, the Czech approach may be best characterised as open but cautious, and reactive and incremental, rather than visionary or innovative. Developments are frequently driven by the initiative of individual faculty members rather than by broader institutional strategies or systematic support.

[109] For an attempt at this level of analysis with respect to the use of case law in the Czech context see Ondřej Kadlec, Od tradice k technologii: citační analýza a proměny práce s judikaturou [From Tradition to Technology: Citation Analysis and Transformations in the Use of Case Law], (2023) 31(2) Časopis pro právní vědu a praxi 433–446; for a more general take see Aziz Z. Huq, 'Artificial Intelligence and the Rule of Law', in The Routledge Handbook of the Rule of Law (Routledge 2024) 260–272.