

Table P 8: Quotient of Direct Educational Expenses on Total State Budget Expenditure and the Level of Financing by Region

| Region | Actual Expenditure in the Monitored Period (CZK) | | Quotient of Direct Educational Expenses | Normative Expenditure in the CR (Calculated Minimum) (CZK) | Level of Financing |
|------------------------|--|-----------------------------|---|--|--------------------|
| | Total Non-Investment Expenditure Covered by the State Budget | Direct Educational Expenses | | | |
| Capital of Prague | 183,156,893 | 87,762,636 | 0.48 | 114,950,134 | 0.76 |
| Central Bohemian | 109,590,387 | 89,526,639 | 0.82 | 96,624,334 | 0.93 |
| Plzen | 60,135,342 | 59,149,906 | 0.98 | 54,169,632 | 1.09 |
| Karlovy Vary | 92,493,115 | 91,156,580 | 0.99 | 80,482,242 | 1.13 |
| Usti nad Labem | 60,149,296 | 52,841,657 | 0.88 | 49,929,579 | 1.06 |
| South Bohemian | 354,760,379 | 334,001,309 | 0.94 | 307,083,300 | 1.09 |
| Liberec | 51,203,794 | 29,473,514 | 0.58 | 32,311,193 | 0.91 |
| Hradec Kralove | 83,579,463 | 82,939,238 | 0.99 | 74,647,943 | 1.11 |
| Pardubice | 182,302,683 | 180,986,294 | 0.99 | 151,727,609 | 1.19 |
| Vysocina | 83,173,298 | 64,523,114 | 0.78 | 53,547,447 | 1.20 |
| South Moravian | 121,483,507 | 120,048,532 | 0.99 | 117,733,774 | 1.02 |
| Olomouc | 74,974,821 | 74,405,673 | 0.99 | 64,286,651 | 1.16 |
| Moravian-Silesian | 321,863,204 | 317,437,619 | 0.99 | 265,023,277 | 1.20 |
| Zlin | 53,856,131 | 53,585,000 | 0.99 | 45,492,666 | 1.18 |
| <i>Total in the CR</i> | <i>1,832,722,313</i> | <i>1,637,837,711</i> | <i>0.89</i> | <i>1,508,009,781</i> | <i>1.09</i> |

Direct education-related expenses represented the majority of the funding provided from the State Budget (see Table P 8) at the monitored schools and school facilities. This was largely due to the breakdown of the monitored schools. Most of these were kindergartens and all of the inspected primary schools were so-called 'non-complete' primary schools. These schools had only a small percentage of their direct educational expenditure allocated for special purposes, which were mostly development projects (11%), and for the 'National Strategy for ICT in Education' (1%). Most of the financial resources that were allocated from the State Budget and which were used for specific activities, projects and purposes were for the following: the 'Class' pilot project, the 'Pilot Z' pilot project, teacher's assistants and support for the Roma community.