

Bohemian Region while the highest values were registered in the Karlovy Vary Region, the Olomouc Region, and the Moravian-Silesian Region.

The total costs per student of a **secondary school** were CZK 46,493 in 2007. In the monitored schools this amount reached CZK 47,357, with values ranging from CZK 35,458 up to CZK 79,317. The proportion of the state budget funds in total expenditure of the monitored secondary schools was on average 87.01%. Such a high share of the state budget funds is affected by the involvement of schools in development programmes. The level of regional normative amounts reached on average 119.2% of the minimal level of funding in the monitored basic schools. The values of this indicator were influenced by the number of monitored schools with a higher share of private and church schools. The level of funding was lower than 100% in 1.8% of schools, in 34.5% of schools the value ranged from 100% to 109%, in 7.3% of schools it was up to 120%, and in 56.4% of schools it was even higher.

Table 14: Level of funding in 2007 by types of school and school facilities

Type of school	Level of funding								
	range 0.91-0.99		range 1.00-1.09		range 1.10-1.20		over 1.20		Total
Kindergartens	12	6,4 %	68	36,2 %	54	28,7 %	54	28,7 %	188
Kindergartens and basic schools	3	3,7 %	23	28,7 %	29	36,3 %	25	31,3 %	80
Basic schools	24	9,0 %	79	29,7 %	70	26,3 %	93	35,0 %	266
Secondary general schools	1	4,4 %	3	13,0 %	1	4,3 %	18	78,3 %	23
Secondary schools	1	1,8 %	19	34,5 %	4	7,3 %	31	56,4 %	55
Sec. schools and tertiary profess. schools	0	0,0 %	2	40,0 %	0	0,0 %	3	60,0 %	5
Basic artistic schools	8	32,0 %	14	56,0 %	2	8,0 %	1	4,0 %	25
School facilities	0	0,0 %	0	0,0 %	2	25,0 %	6	75,0 %	8
Total									650

3. Partnership

In the school year 2007/2008 management of almost all the monitored **kindergartens** (98%) cooperated with parents when making decisions on the focus and organisation of the relevant kindergarten and provided parents with information on the success of their children in educational activities. Schools offer parents information and advisory services concerning issues of education and training of pre-school children. 97% of kindergartens along with their founders were actively dealing with, in particular, economic issues, operations and the creation of conditions for a safe and healthy environment for teaching. 96% of kindergartens worked with other entities, primarily with professional staff of counselling services and special educational centres. Kindergartens implemented projects aimed at improving the educational environment mainly in cooperation with non-profit-making organisations and also used donations from private companies.

When developing school education programmes and introducing innovation into the content of education, 86% of kindergartens act on the instigation of their partners. As far as