

The artistic branches traditionally reported the highest demand. On the other hand, the number of those who are interested in the fields of education which are not completed by the school-leaving examination shows a downward trend. With regard to the stagnation of networks of SSs the proportion of students in attractive branches has been on the rise. The provision of different branches of secondary technical/vocational education is also affected by reform of this type of secondary education, where the number of specialised branches has been falling, when numbers over several years are compared, and gradually a new system of branches covered by the relevant FEPs has emerged.

Development of Republic-wide Economic Indicators

The total public expenditure on secondary education registered in the statistical data of the IIE was CZK 30,814.4 million, of which CZK 6,885.7 million was for SGSs. The 2009 republic-wide normative funding (per capita funding) for secondary schools was CZK 52,131 and the average unit expenditure per student attending secondary education was CZK 56,011. In secondary general schools it amounted to CZK 50,020.

The average salary of a teacher in secondary education was CZK 24,654, but in secondary general schools it amounted to CZK 27,852.

The number of students per working time of a teacher was 13.6 in secondary schools; in secondary general schools it was 13.8.

Table 26

Development of economic indicators in secondary education

Monitored parameter Czech Rep. (according to the IIE)	Situation in 2008/2009	Situation in 2009/2010	Year-on-year change (%)
Number of teachers in SSs (in thousands)	39.1	28.9	-26.09
Average number of pupils per teacher in a SS	13.6	12.1	-11.03
Average number of pupils per class in a SS	26.2	23.9	-8.78
Average number of pupils per class in a SGS	27.7	27.4	-1.08
Average number of pupils per SS	392.4	388.2	-1.08
Average number of pupils per SGS	385.3	379.6	-1.48

The budget of SSs is also affected by scholarships and payments for productive work carried out by students. In the past school year scholarships were paid to 3,175 pupils and 43,796.5 recalculated students received compensation for productive activities.

The territorial division of study branches and regional per capita funds (regional normative funding) have the largest impact on the economic conditions of SSs. In addition, regions are founders of the vast majority of secondary schools and therefore they have the opportunity to adopt measures to make the network optimal in order to enhance the effectiveness of networks with a minimum intervention of the state. The current system of financing secondary education sufficiently supports neither an optimal and effective network of SSs nor desirable changes in the structure of educational fields. According to the information provided by the MEYS, when the structure of normative funding is compared in accordance with republic-wide normative funding, secondary education has been strengthened in the South Bohemian Region and the Pardubice Region, whilst in all other regions per capita funding was below the specified 2009 regional level. The lowest support to secondary schools was reported from the Moravian–Silesian, Pilsen, and Zlin Regions. Territorial differences between educational branches were quite substantial in SGSs, too. The financing of secondary education is also affected by the size of schools, the degree to which class capacity is utilised and of course by regional norma-