

The share of publicly funded schools slightly decreased and was 97.1 %. But the number of mainly private six- and eight-year secondary general schools was on the rise, which is in contradiction with the optimisation objectives of regional authorities, which endeavoured to limit the number of six- and eight-year secondary general schools. The share of church schools was stable.

Support for schools in small villages and removal of the limit on the number of pupils in one class were projected in a growing number of small schools (BSs up to 150 pupils). In the school year reviewed their share accounted for 53.7 %. The trend towards merging fields of pre-school and basic education in one legal entity continued. The average number of pupils per class was 18.6 and thus numbers remained unchanged when they are compared to those of the previous school year.

Development of Financial Indicators in 2010

A decline was recorded with regard to the majority of the selected indicators when they are compared to those in the previous year. The following table contains the selection of indicators decisive for funding basic schools and comparisons of them with the past year.

Table 24 Financial indicators in basic education

Monitored parameters – Czech Rep. (according to the IIE)	Situation in the year		Trend
	2009	2010	
Total public expenditure for BE in CZK million	43,674.5	41,622.3	-
Share of expenditure on BE of total public expenditure for the education system (%)	33.7	32.1	-
Recalculated number of teachers in BE	58,417.3	58,023.0	-
Share of unqualified teachers in BE (%)	14.2	13.1	-
Average salary of teachers in BE (CZK)	26,369	25,348	-
Expenditure per pupil (CZK)	51,463	49,895	-
Average number of pupils per teacher	13.6	13.6	0
Weekly number of lessons above standard number of lessons	15,838	14,354	-

A decline in the proportion of unqualified teachers and a lower number of weekly lessons taught above the standard number of lessons were the only positive figures. As mentioned above, the budget of kindergartens was negatively affected by restrictions in the state budget and so was the budget of basic schools. School management had problems with the newly introduced separation of the salaries of pedagogical and non-pedagogical staff as it was difficult to ensure growth in the salaries of pedagogical staff and restrictions in the salaries of other personnel working in schools. The drop in the costs per pupil by 3 % must be considered as a negative factor. The decline in average salaries of teachers adversely affected evaluation of the school climate. On the other hand, a positive finding was the fact that, when a year-on-year comparison is taken into account, it was possible to partially equilibrate the differences in per capita financing (so called normative funding) of basic schools between individual regions. However, it was impossible to increase the average number of pupils attending one class.