

Conclusions

In order to complete school strategies aimed at the implementation of new SEPs some external effects, which can have an impact on the success of schools, should be mentioned. First of all, there is not enough information on the objectives of school reform, not only in schools but also among the general public.

For the first phase of outlining and developing new school documents a facilitating ICT infrastructure was not established; there is almost no provision of free SW for schools. It is very demanding in terms of administration to draw up a SEP and as a consequence some documents have about one thousand pages, they are incorrectly structured, not well arranged and are not comprehensible. It is difficult to transfer such documents to management information, communication and decision-making systems and there is a risk that such SEPs will become only a document to be set aside and used only for the needs of inspection bodies.

Guidance aimed at curricular reform is not well coordinated at present, which means that the synergy of individual types of support is very low. A number of contributions on internet servers are inconsistent and they rather represent exchanges of experience as they are not supported by professional comments or legal interpretation.

It is obvious that international cooperation and the involvement of schools in supranational networks of schools (UNESCO, EUROPASS and so forth) support the successful application of curricular reform principles.

The changes over time in non-investment expenditure in schools demonstrate that in 2008 expenditure almost lost its dynamics and remained at the level of 2007. If inflation in 2007 and 2008, which was 9.1%, is taken into account, it is clear that the real expenditure of the observed schools declined. Even though payroll funds increased by about 7%, there was a real decline in payroll funds by 2% in relation to inflation. This trend was also reflected in the development of some items which are very important for qualitative changes in the school system. First of all there was a decline in the expenses for the further education of teachers in schools of all types of founders. The only exception is represented by schools directly established by the MEYS, where this kind of expenditure displayed a slight upward trend.

The CSI recorded a similar trend with regard to expenditure on textbooks, where the decline since 2006 accounted for almost 30%. Support through development programmes (Section 163 of the Education Act) has decreased since 2006 by 39.9%. It is possible to conclude that this trend is not caused by the low interest of schools in such subsidies since expenditure covered by the ESF was at the level of CZK 90 million over the whole three year period.

In addition to the aforementioned trends in expenditure a serious problem of allocation of resources could be seen in the observed schools due to the support of school reform. Expenditure covered by the state budget when recalculated per pupil differs considerably between regions. The current rules for re-allocation of resources to schools allow too wide differentiation where resources for school operations are not used in an effective manner.