

for Education and the Development of the Educational System in the Czech Republic'), with a focus on the right developmental priorities and progress indicators. The inspectorate also uses the annual reports issued by the individual regions and the priorities set in the 'Regional Long-Term Plans for Education and the Development of the Educational System in the Czech Republic'. Additionally, the inspectorate uses information provided by its partner organizations – the Institute for Information on Education, the Education Research Institute, the National Institute for Technical and Vocational Education and other organizations, institutes and organizations involved in the educational system.

Measurement and Evaluation Guidelines

The overall evaluation is based on the examination of the individual, logically tied indicators and criteria (sometimes also sub-criteria). The tip of the evaluation 'pyramid' is represented by the primary type of evaluation (qualitative evaluation) and the lower levels are represented by the individual criteria and sub-criteria (qualitative evaluation using a three-level scale with a possible 'N' option). The widest base of the evaluation system is represented by the individual indicators (quantitative parameters – quantity, percent; qualitative evaluation using a dichotomic or other, usually three-level, scale).