

Summary

(1) There are three fundamental approaches how to define quality of education in strategic documents of the OECD countries of our interest. In their strategic documents, all of the countries mention the relationship between education quality and education excellence, between education quality and labor market demand, and between education quality and pupils' transition through education system (lifelong learning).

(2) In their strategic documents, several OECD countries of our interest emphasise some additional features of the three abovementioned approaches to education quality definitions. These include especially global excellence of education (half of the countries), the role of schools as community centres (e.g. Denmark, Finland, Germany), and dual learning (e.g. Germany).

(3) There are various definitions of education efficiency in strategic documents of the OECD countries of our interest. The relationship between education performance on one hand and financial allocation on the other (the *value-for-money* concept) is the most frequently mentioned definition (e.g. England, Slovakia, Spain, and the United States). Transition through the education system (e.g. Denmark), consolidation of the school administration system (e.g. Austria and Finland), and optimization of school size (e.g. Norway) are less frequently cited education efficiency concepts.

(4) In Czech strategic documents, definitions of quality and efficiency in education are embedded in accord with the abovementioned findings (points (1) to (3)). Thus, education quality is understood as excellence and equity, compliance with labor market needs, and transition through education system (lifelong learning). Education efficiency is defined rarely in Czech strategic documents. In this regard, education efficiency is understood especially as school network optimization. Moreover, less understandable concepts of decision making decentralization and increasing participation in education are mentioned. Finally, the relationship between education performance and financial allocation is a relatively new theme.

(5) The features of a high quality school are a way how to understand the definition of quality and efficiency in education on the school level. These features include the following themes and subthemes:

- "Leadership and Management" – implementation of the best principles of strategic planning, formulation of an ambitious vision for school quality and efficiency, identification of strengths and weaknesses of schools in order to set their intervention strategies and evaluation and monitoring systems based on clearly formulated goals, implementation of the partnership principle

- "Education Results" – respect for good performance of all students, monitoring of students' progress in education with emphasis on key competence development, monitoring of students' education and job career

- "Education Quality" – formulation of high expectations in students' education performance, identification of educational needs of students based on mutually supportive formative and summative assessments, the teachers' willingness to cooperate and participate in further education, creation of a positive school climate

- "Discipline and Safety" – students' and teachers' perception of school safety, creation of positive attitudes to school and of trust in school community, strengthening the role of school as a community and leisure-time centre

- "Efficient Use of Resources" – the ability to initiate and realize activities for efficient use of resources (e.g. sharing of specialists, data mining for efficiency based management)