

point (6)). Compared with the most successful education systems of the OECD countries of our interest, the quality of education standards belongs to weaknesses of the Czech education system. Consequently, there are negative impacts on the education evaluation system as the whole.

(15) Both, formative and summative approaches are used for student evaluation also in the Czech Republic (see point (7)). Moreover, the opportunities for external evaluation have been made available through introduction of national testing in the 5th and 9th grades of elementary schools and of the common/state part of the Matura exam. Similarly to the other OECD countries of our interest, there are weaknesses in the Czech Republic related to teachers' abilities to use formative evaluation.

(16) Formalized procedures of teacher evaluation are still missing in the Czech Republic (see point (8)), despite a long-term discussion on teacher quality standards and teacher professional growth systems. Consequently, there are problems in matching education quality and professional growth of teachers. Moreover, these problems are strengthened by two other factors – the lack of funds for teachers' remuneration and widespread fears from disparities in the Czech education system. Altogether, there is a low prestige of teacher profession in the Czech Republic and pedagogical faculties are not the first choice of tertiary education.

(17) School self-evaluation, based on strategic planning processes, is a widespread method of internal school evaluation in the Czech Republic (see point (10)). However, a low quality of strategic planning in schools is an important drawback of school self-evaluation. School education programmes and school annual reports may be used to improve the state-of-the-art. Moreover, the strengthening of the harmony between goals of strategic documents, framework education programmes and school education programmes is desirable.

(18) In the Czech Republic, the responsibilities for external school evaluation are divided between the Czech School Inspectorate and regional and local authorities. The Czech School Inspectorate's responsibilities are defined in legislation. It is noteworthy that the advising role in the Czech School Inspectorate's responsibilities is of a low importance now. The same is true for the relationship between education performance and the selection process of schools for inspection. Consequently, the Czech School Inspectorate is criticized for its undue emphasis on administrative issues.

(19) The Czech Republic uses the same range of methods for evaluation of its education system as the OECD countries of our interest. This range includes international and national comparative testing, international and national statistical systems, and thematic reports from external evaluation of students, teachers and schools (see point (12)). However, there are some drawbacks related to missing data (indicators) on some relevant issues and to the early phase of evaluation instrument development (e.g. national testing).

(20) Education efficiency evaluation is especially understood as school network optimization in the Czech Republic. The relationship between education performance and financial allocation is mentioned between education goals. However, the operationalization process is missing.

(21) One important drawback of the Czech education system is revealed from the findings in the points (14) to (20). The Czech Republic does not fully utilize the potential of synergies between various methods of education quality evaluation.

(22) Evaluation of quality and efficiency in education is used in a range of practical situations in all the OECD countries of our interest. The main differentiating factor between the countries is the decision on the publishing the results from the standardized whole-population testing. A half of the OECD countries of our interest publish these results. Naturally, there are more opportunities to use these results in these