

Response Theory, Rasch model), or monitoring of time progress. Finally, the ICT basis of the national testing in elementary schools may be understood as a strength of the whole system.

(31) Literacy and numeracy are firmly embedded in legislative and strategic documents (e.g. education development strategies, special literacy and numeracy strategies) of all the OECD countries of our interest. Reading literacy and numeracy are generally emphasised. Foreign language literacy, scientific literacy, ICT literacy and social literacy are mentioned less frequently. In this regard, socioeconomic conditions of particular countries are relevant (e.g. importance of scientific literacy for industrial countries such as Germany and the United States, or importance of social literacy for socially sensitive Nordic countries).

(32) The idea of literacy and numeracy is mentioned also in Czech strategic documents. However, a wider operationalization is missing so far. Key competences, relevant also for the literacy and numeracy concept, are defined in framework education programmes. However, literacy and numeracy are hardly mentioned in these programmes. These facts are subsequently reflected in school education programmes as well.

(33) There are different conditions for literacy and numeracy development in the OECD countries of our interest. In this regard, the following position of the Czech Republic may be identified:

(33a) The Czech Republic is a country with low financial allocation on education.

(33b) The Czech Republic is a country with higher participation of children in the early phase of education.

(33c) The Czech Republic is a country with low level of stimulation factors for teacher profession.

(33d) The Czech Republic is a country with low share of young teachers and male teachers.

(33e) The Czech Republic is a country with higher emphasis on competition and selectivity in education.

(33f) The Czech Republic is a country with lower quality of school education environment.

(33g) The Czech Republic is a country with low quality of socioeconomic characteristics of students' home environment.

(34) The main differentiating factors of students' education performance in the OECD countries of our interest are socioeconomic characteristics of schools and students' home environment, participation of schools in competitive environment, interest of parents in education quality, participation of students in the early phase of education, interest of students in education, and student language origin.

(35) Better results of female students in reading literacy, positive impact of quality teaching and better financial conditions of teachers are other differentiating factors of student education performance in the OECD countries of our interest.

(36) The Context questionnaires as a part of national testing and national statistical indicators are the main sources of information on the differentiating factors of student education performance in the OECD countries of our interest.

(37) There are different types of the OECD countries of our interest when considering their education performance on one hand and education equity on the other. Consequently, the countries ought to choose different intervention strategies of their education policies. The countries with higher disparities in education performance should focus their interventions on lagging students.