



INVESTMENTS IN EDUCATION DEVELOPMENT

expert staff, which were provided for schools by the sector management, were often remarked.

Conclusion No. 2: According to questionnaire survey that regarded the improvement of the evaluation and assessment situation, the pedagogical public considers the comparability of evaluation and assessment framework as the crucial topic.

It follows from the moderated discussion that the notions of participants about the comparability of evaluation and assessment rather differ. Even though the participants marked it in the survey as the most important measure, within the discussion the requirements for a significant promotion of increase of the comparability of student assessment, or more precisely of school evaluation, especially with the reference to the diversity of School Education Programmes (SEPs), however did not come out. This finding, as well as the other needs of actors, will be verified in the subsequent quantitative research.

The survey findings contributed to preparations for the research on the needs of actors in the area of assessment, which will be followed by public discussion. It has brought some unexpected findings. The survey had been presented to the participants on purpose before the beginning of discussion sessions to find out their opinion unaffected by the discussion.

Pursuant to the outcomes of the survey, the OECD recommendations for the improvement of the evaluation and assessment system were defined in accordance with the priorities and needs of actors. For the improvement of the situation, the respondents consider the theme of comparability of evaluation and assessment as the most serious. As the measures whose implementation will take a relatively short time are considered the changes in teacher appraisal and the changes of roles of principals and teachers. According to the respondents, the main responsibility for the important changes in evaluation and assessment bears the Ministry of Education, Youth and Sports (MEYS). An unexpected finding is the low expectation from the faculties of education training future teachers, which play, according to the respondents, a more significant role only in the implementation of a career system and in the changes in using of summative and formative assessment, but even here the faculties are behind school leaders and the MEYS. According to the respondents the majority of measures requires a significant increase in school budget but up to 40% of the respondents are not able to estimate the financial demands of some changes.

Conclusion No. 3: For the student assessment, an essential request was made that following the specification of learning objective the changes shall be set down.

The implementation of standardized student assessment, in school-leaving exam as well as in global testing of the 5th the and 9th grades, is perceived rather positively with respect to the

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