

Abstract

This paper aims to compare the results and effects of the PISA study on the Czech and German educational system. The OECD compares with the PISA tests the abilities of the fifteen-year-old to use what they have learned during the compulsory school time in real life situations. Opposite to Czech Republic, Germany was able to improve its results. The undertaken reforms in Germany as well as in Czech Republic aim at similar goals, their results vary, however. The causes of the different outcomes are described by analysing the used instruments of educational policy and the whole political and public reception of the study. Those are illustrated by an overview of the media coverage relating to the PISA Study.