In education, evaluations of the students' knowledge, skills, and abilities are often subjective. Teachers and experts usually make these evaluations by using words from natural language like "good", "excellent". Traditionally, in order to be able to process the evaluation results, these evaluations are first transformed into exact numbers. This transformation, however, ignores the fuzziness of the original estimates. To get a more adequate picture of the education process and education results, it is therefore desirable to transform these evaluations into intervals - or, more generally, fuzzy numbers. We show that this more adequate transformation can help on many important stages of the education process: planning education, teaching itself, and assessing the education results.