

Abstract

This Diploma Thesis focuses on the issue of indicators and benchmarks in the European education policy. Theoretical concepts linked with these questions are introduced in the first part – the theory of europeanization, open method of coordination, theory of benchmarking (especially focused on the public sector) and politics of indicators as a critical eye in this field.

In the second part, the historical development of the European education policy is described and the growth of its importance during the last 20 years. Three initiatives of the European education policy are identified in which the indicators and benchmarking methods are used.

The last part aims to study mutual relations among indicators (for which the benchmarks are set) through the use of the correlation matrix (Pearson's correlation).