

Summary

Taxonomy of International Trends in Education: towards the (De)Construction of Pedagogy

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In this paper the author tries to analyse several trends in education typical of certain countries, regions or the world in general. Special attention has been paid to the following phenomena: the value of education, especially of high-quality education, the concepts of a knowledge society and lifelong learning, educational policies and the growing importance of meta-political decisions, the dominant patterns of educational reforms, privatisation processes in education, doubts about the standardisation of education, the internationalisation of education, the Bologna Process, and the influence of international trends in education on the (de)construction of pedagogy as a science and educational practice. The selection of analysed trends and phenomena has been made by the author himself. Another author would surely view current international trends in education in a slightly different light because choices are always the matter of the author's personal preferences and preferred approaches. The analysis of some trends has been carried out in such a way as to include the developments in Croatian education as well. That is to say that the paper frequently establishes a connection between international trends and the Croatian national context. Such an approach helps place Croatian education in a global context.

Key words: knowledge society, lifelong learning, educational policies, educational reforms, privatisation of education, standardisation of education, internationalisation of education, the Bologna Process, (de)construction of pedagogy