

**UNESCO'S PROJECT: GOVERNANCE IN EDUCATION: DIVERSITY AND  
EFFECTIVENESS WITH REFERENCE TO BRICS COUNTRIES  
(BRAZIL, RUSSIA, INDIA, CHINA, SOUTH AFRICA)**

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Associate Joseph Zajda (School of Education, the Australian Catholic University) and Professor Fred Dervin (University of Helsinki), have been invited to work on the UNESCO project, Governance in Education: Diversity and Effectiveness (with reference to BRICS countries). Below is the summary of the UNESCO's project.

**BACKGROUND AND CONTEXTS:**

Governance in education (hereafter governance) deserves renewed attention in light of more diversified stakeholders involved in education. It has become a more complex and emerging policy domain, where Member States are seeking for policy advice and support. **How do countries introduce recent and on-going reforms in governance?** The Section of Education Policy at the Education Sector will lead a policy debate and identify key emerging trends, challenges, and changing patterns in governance. This review will be a first step in this process.

This review of the BRICS countries aims to fulfil two key functions of the Education Sector, namely:

- 1) laboratory of ideas: anticipating and responding to emerging trends and needs in education, and developing education policies based on research and country priorities;
- 2) clearing house: promoting the development, implementation and dissemination of successful educational policies and practices.

As a result, a state-of-the-art comparative governance review aims to suggest a way forward for education authorities to make their strategic choice in effective governance arrangements in their respective contexts. Changes in governance strive to explore not only individual countries but also compare successful and problematic policies and practices of educational governance in different countries and regions.

A set of research questions will review basic governance types in different contexts through examining the country's overall governance structure, including political and administrative

systems, levels of inclusiveness of stakeholders and funding. The review will lead to an assessment as to which ones seem to provide better results in education provision.

The key research questions address effective governance in education, and the nexus between gender and governance in education and implications for social justice.