



**JOINT DECLARATION OF THE
12TH MEETING OF THE
BRICS MINISTERS OF EDUCATION**



PREAMBLE

We, the BRICS Ministers of Education and assigned representatives from the Federative Republic of Brazil, the People's Republic of China, the Arab Republic of Egypt, the Federal Democratic Republic of Ethiopia, the Republic of India, the Republic of Indonesia, the Islamic Republic of Iran, the Russian Federation, the Republic of South Africa and the United Arab Emirates, met for the 12th BRICS Education Ministerial Meeting on 5 June 2025, in Brasília, Brazil, to discuss the role of education in strengthening Global South cooperation for more inclusive and sustainable societies.

Acknowledging that education is an essential pillar for national development and a strategic area of cooperation within BRICS, which has advanced significantly over the course of the eleven previous Ministerial Meetings;

Reiterating the contribution of the BRICS to global education development, marked by a distinctive approach to upholding all Sustainable Development Goals set out by the United Nations, with a specific attention to SDG#4 as the Educational Goal;

Recognizing that BRICS still have a lot to learn from each other when it comes to addressing national educational challenges;

Recalling the progress and commitments enshrined in previous declarations and instruments, particularly the Memorandum of Understanding on the Establishment of the BRICS Network University, which commemorates its 10th anniversary in 2025;

Reaffirming our commitment to incorporating the new BRICS members into the educational activities of the forum, a process which has started with the 11th BRICS Education Ministerial Meeting held in Kazan, Russia, in 2024;

We agree to undertake the following actions:

ARTIFICIAL INTELLIGENCE IN BASIC EDUCATION

1. We recognize the transformative potential of Artificial Intelligence in reshaping basic education by offering opportunities to enhance learning outcomes, personalize education, bridge educational gaps, and reduce administrative burden. Meanwhile, we also acknowledge the challenges posed by AI, including ethical concerns, cultural sensitivities, pedagogical issues, personal data protection and privacy, and all other



related risks. In this context, we are committed to ensuring that AI adoption in education be guided by ethical principles, inclusivity, responsible use and a human-centred approach.

2. Considering that AI can enhance efficiency and provide valuable insights and that it can enhance the development of teachers' professional related competencies, which could ultimately result in improving learning and teaching outcomes, it should complement rather than replace the role of educators and the human aspects of teaching and learning. To this end, we intend to foster equitable governance structures that promote responsible, ethical, and inclusive development and use of AI in basic education, including building data infrastructures and standards that promote quality education, and developing collaborative mechanisms for advancing teachers' AI literacy.

3. We acknowledge the risks of algorithmic bias and the potential for AI to reinforce existing inequalities. To mitigate these risks, we look forward to the development of AI systems that have guardrails that reduce bias, promote equity in education, and align with our cultural and educational contexts while adhering to global ethical standards.

ASSESSMENTS IN HIGHER EDUCATION AND THE CROSS-BORDER RECOGNITION OF ACADEMIC QUALIFICATIONS

4. Taking into account the previous discussions concerning university global rankings and evaluation systems as well as on facilitation of mutual recognition of qualifications, we acknowledge the importance to further explore a comprehensive quality evaluation system of the BRICS Member States and ensure quality education for its recognition within BRICS. BRICS Member States count on national assessment or evaluation mechanisms linked to quality assurance in higher education. We recognize the untapped potential of BRICS Member States working together in the construction of joint principles and renewed frameworks in this area, thereby contributing to a more equitable global higher education system. Transparency and stakeholder engagement are pillars recognised by every BRICS Member State in this endeavour.

5. By moving beyond narrow, prestige-based, externally designed, uncontextualized and biased metrics, and by honing indicators to become attuned to diverse social, cultural and economic contexts, a BRICS culture of Higher Education assessment is capable of better valuing the real-world contributions of research, teaching, and social engagement. We highlight that any institutional evaluation should start by acknowledging diversity



and the specificities of the institutional missions attributed to HEI in different countries, thereby reflecting policy challenges and local development trajectories. We further agree that advanced indicators are needed to adequately measure the socio, economic and environmental impacts of the innovation generated by universities for the benefit of societies.

6. Those among us who represent countries which have not yet ratified the UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education, or its related regional instruments, learning with the experience of BRICS peers which have already ratified such instruments, intend to start discussions with our relevant national stakeholders on the possibilities for a prompt ratification. Commending the outcomes of the discussions held in 2025, we express commitment to continue working towards further perspectives of the university global ranking and evaluation system as well as the adoption of the Memorandum of Understanding on Cooperation in Quality Assurance, Evaluation and Recognition between BRICS Member States.

BRICS TVET COOPERATION ALLIANCE (BRICS-TCA)

7. We celebrate the signature of the Charter formalizing the BRICS Technical and Vocational Education and Training (TVET) Cooperation Alliance, initially proposed by the People's Republic of China in 2022 and officially finalized this year. We call upon the Alliance members to continue working towards the exchange of information and best practices, aiming at fostering mutual benefit and long-term cooperation in the field of TVET amongst BRICS.

8. We are of the view that the success of young people in TVET programmes continues to play a critical role for social and economic development in BRICS Member States. Some of the BRICS Member States have benefited from policies that allowed for expanded access and improved retention in TVET programmes, an experience which is of great interest to all BRICS members.

9. We recognize the importance of bridging TVET policies and secondary education as well as other education stages and of designing policies that ensure equitable participation for all in TVET activities, including women, rural populations, persons with disabilities, migrants, underrepresented groups and local communities.

10. Our objective is to strengthen the connection between the education and training



system and the specific skills needed. We recognize that skills mismatches — where the qualifications and abilities of job seekers do not align with the needs of the workforce — can significantly hinder economic growth and contribute to elevated levels of unemployment. By addressing these gaps, we aim to foster a more responsive and effective educational landscape that better prepares individuals for the demands of the job market, ultimately enhancing both individual opportunities and overall economic performance.

11. We also reaffirm the value of building sustainable partnerships between education systems, employers and workers to ensure the relevance and effectiveness of TVET in our economies. We agree that monitoring of graduate employment outcomes, supporting the transition of graduates into the labour market, as well as the continuous updating of curricula, are all essential tasks within TVET policies.

12. We emphasize the importance of innovation in the evolution of TVET systems.

13. We recognize the need to respond to technological and digital transformations by adapting training programmes, promoting re-skilling and up-skilling opportunities, and fostering innovative ecosystems within TVET institutions. Lifelong learning programmes that equip workers with the skills required for a rapidly changing world of work can reflect our shared commitment to innovation and sustainable development in vocational education. We support the joint development and mutual recognition of quality standards for TVET.

14. We recognize the importance of conducting events to share the experience of educational organizations in TVET development with the aim of developing the competencies of teachers.

15. We celebrate the publication of a joint research, initiated by Russia, the 2024 BRICS-TCA rotating chair, and participated by BRICS-TCA members, on the impact of TVET on the development potential of Brazil, Russia, India, China and South Africa. We invite BRICS-TCA to conduct an update involving institutions from Egypt, Ethiopia, Indonesia, Iran and UAE, to be published by 2026. We support the expansion of joint research activities to develop common approaches to qualitative and quantitative assessment of TVET systems.



CONSOLIDATION OF THE EXPANSION OF THE BRICS NETWORK UNIVERSITY

16. We note with appreciation that the BRICS Network University (BRICS-NU) is undergoing a triple process of expansion, which involves new participating institutions, new thematic areas, and new Member States. We are confident this process will help to increase academic exchanges to the benefit of all BRICS Member States.

17. In this regard, we welcome with satisfaction the signature of the Protocol on accession of the Republic of Indonesia to the Memorandum of Understanding on Establishment of the BRICS Network University. We also welcome the measures taken to further promote the participation of institutions from Egypt, Ethiopia, Iran and UAE in the BRICS NU.

18. We note the Minutes of the International Governing Board virtual meeting held on 12 May 2025, which approved the expansion of the membership of the BRICS-NU to 22 per Member State, and we express our expectation that the newly admitted member universities will add impetus to academic cooperation in all 11 knowledge fields. We will also continue considering such documents as the concepts of academic mobility of professors, researchers and administrative staff and student academic mobility within the BRICS-NU as well as of the academic journal of the BRICS-NU, the template agreement on double degree master programme within the BRICS-NU and the Certificate of the BRICS-NU.

CONCLUSIONS AND WAY FORWARD

19. We commend the participation of students from BRICS Member States in the 59th edition of the International Mendeleev Chemistry Olympiad, hosted this year by the Federal University of Minas Gerais. We welcome the convening of the second BRICS University Rectors Forum, to be held at the Federal University of Rio de Janeiro on 6–7 June 2025. We further encourage active participation from TVET institutions in the upcoming BRICS-TCA seminars, to be held in September, October and December this year, titled “Challenges and Opportunities for Technical and Vocational Education and Training in Rural Areas of BRICS Countries”, “Artificial Intelligence in Vocational Education: Transforming Teaching and Learning in the 21st Century” and “Green and Renewable Energy and Vocational Education: Empowering BRICS for a Sustainable Energy Transition”.



20. Having considered the expansion process of the BRICS, and in order to facilitate a smooth integration of the new Member States into the BRICS education architecture, we agree to provide further impetus to intra-BRICS capacity-building initiatives which are currently under a conception stage. In this regard, we note with interest concepts under development regarding a BRICS Education Olympiad, a specific programme for environmental and climate-related matters involving BRICS students, as well as a short-term programme for BRICS education administrators.

21. We express our sincere gratitude and appreciation to the Ministry of Education of the Federative Republic of Brazil for organizing and hosting the 12th Meeting of the BRICS Ministers of Education. We look forward to the Indian Chairship of BRICS-Education in 2026.