REPUBLIC OF TAJIKISTAN
DUSHANBE

PISA
Programme for International Student Assessment

PISA 2025

KEY RESULTS DUSHANBE (TAJIKISTAN)

QUALITY OF EDUCATION
•
EQUAL OPPORTUNITIES
•
STUDENT WELL-BEING





NATIONAL TESTING CENTRE
UNDER THE PRESIDENT OF THE REPUBLIC OF TAJIKISTAN

PISA 2025
KEY RESULTS
DUSHANBE (TAJIKISTAN)

Dushanbe 2026

EXECUTIVE SUMMARY

PISA 2025: what decision-makers need to know

Nine indicators that capture the key findings

382 mathematics	**368** reading	**334** science
23.5% Level 2+ in mathematics	**18.1%** Level 2+ in reading	**11.8%** Level 2+ in science
46.3 points: ESCS gap	**79.6%** enjoy learning new things	**89.8%** feel safe on the way to school

Dushanbe's (Tajikistan) first participation in PISA establishes a baseline for monitoring education quality. The main challenge is the low proportion of students reaching baseline proficiency in applying their knowledge and skills, particularly in science. The assessment also reveals strengths: students show a strong interest in learning and report a high sense of safety.

For education policy, the findings point to a need for action in four areas simultaneously: strengthening basic skills, narrowing gaps between student groups and schools, improving teaching quality and staffing, and supporting student engagement and well-being. This approach reflects the conclusions of the National Report and the education development priorities to 2030.

Key principle: PISA should be used as a source of evidence for setting goals, identifying priorities and measuring progress, rather than as a ranking.

Source: PISA 2025 database; National Report "Dushanbe (Tajikistan) Results in PISA 2025".

SCOPE AND METHODOLOGY

How the assessment was conducted

A representative sample of 15-year-old students in Dushanbe

WHAT PISA MEASURES

PISA—the Programme for International Student Assessment—is an international study of education quality. It assesses how well 15-year-old students can use their knowledge and skills to solve problems in learning and real-life situations.

The main assessment domains are scientific, mathematical and reading literacy. From the 2025 cycle onwards, the assessment takes place every four years.

PISA goes beyond assessing mastery of the school curriculum. Students complete tasks that require **reasoning, analysing and interpreting information, working with data, understanding texts, explaining phenomena and applying knowledge in new contexts**.

PISA results therefore show how well education equips students to do more than remember what they have learned: to use knowledge to solve practical problems, continue learning and participate fully in modern life.

Source: PISA 2025 database; National Report "Dushanbe (Tajikistan) Results in PISA 2025".

WHY IT MATTERS

- **International comparability. A common methodology makes it possible to place Dushanbe students' achievement in an international and regional context.**
- **Assessment of applied knowledge and skills. The focus is on students' ability to use what they know and can do, rather than simply reproduce what they have learned.**
- **A broader picture of education quality.** Alongside test results, PISA collects data on students' attitudes to learning, the school environment, educational resources, family support and student well-being.
- **Evidence for decision-making. The data identify strengths and areas requiring further attention, providing objective evidence for setting education policy priorities.**
- **An opportunity to track progress.** First-time participation establishes a baseline against which future cycles can assess changes in learning outcomes and the effectiveness of reforms.

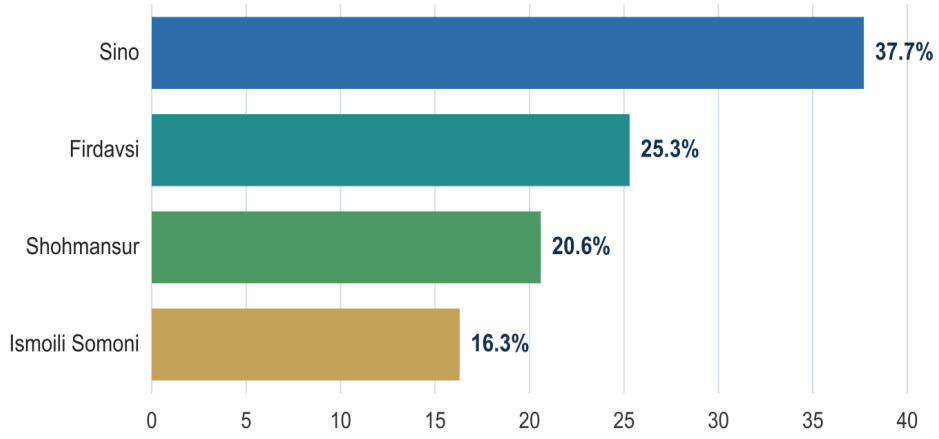
HOW THE ASSESSMENT WAS CONDUCTED IN DUSHANBE

In 2025, Dushanbe (Tajikistan) participated in the PISA main survey for the first time. The assessment covered 15-year-old students attending different types of educational institutions.

The sample was designed in accordance with international PISA requirements and included students from all four districts of the capital. It covered public and private general education institutions, as well as initial and secondary vocational education institutions enrolling students of the eligible age.

DUSHANBE'S PARTICIPATION

216 institutions in the target population	**160** institutions in the main sample
6 270 students sampled	**5 777** students assessed
92.1% participation rate	**48.3%/51.7%** girls/boys



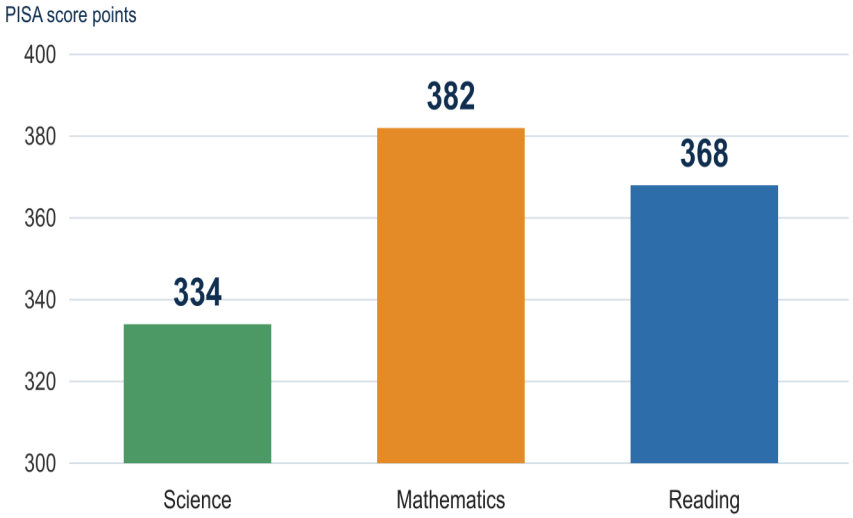
The results are representative of Dushanbe. They should not automatically be generalised to the entire education system of the Republic of Tajikistan.

STUDENT ACHIEVEMENT

Average performance and the regional context

Mathematics is the strongest domain; science needs particular attention

DUSHANBE'S RESULTS

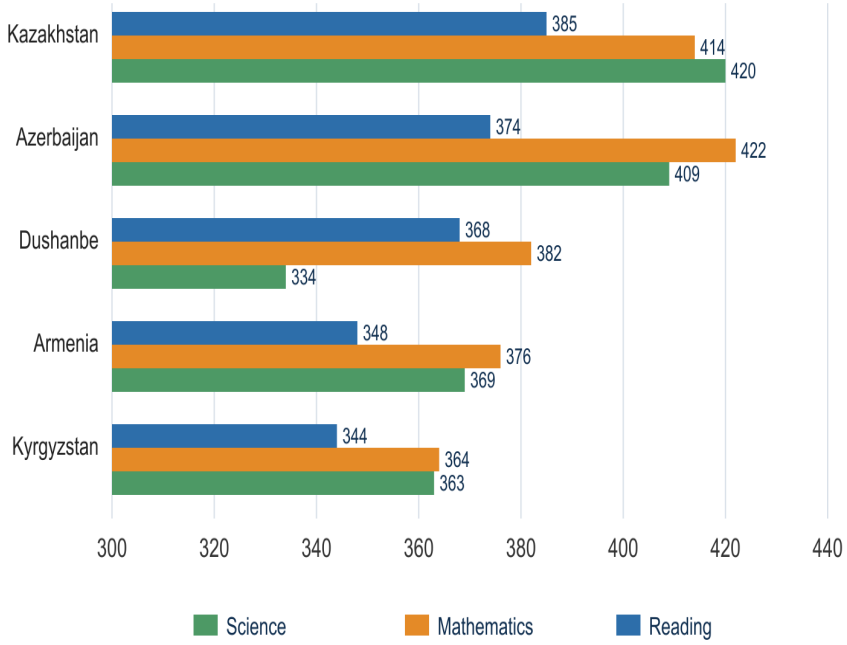


The average score was 382 points in mathematics, 368 in reading and 334 in science. These scores establish the first baseline for assessing change over time.

- Mathematics has the highest average score;
- reading falls between the other two domains;
- science has the lowest score and presents the greatest subject-specific challenge.

PISA results should be viewed as more than three average scores. They provide an initial picture of how well 15-year-old students can apply their knowledge and skills to problems in new and practical situations. It is therefore particularly important to examine average scores alongside the distribution of students across proficiency levels, differences between student groups and their learning conditions.

COMPARISON WITH COUNTRIES IN THE REGION



Comparison with selected countries in the region helps place Dushanbe's results in an international context.

In mathematical and reading literacy, Dushanbe's average scores are higher than those of Armenia and Kyrgyzstan, but lower than those of Azerbaijan and Kazakhstan.

In scientific literacy, Dushanbe's average score is below those of all four comparator countries. This is the domain with the most pronounced gap, highlighting scientific literacy as an area requiring particular attention.

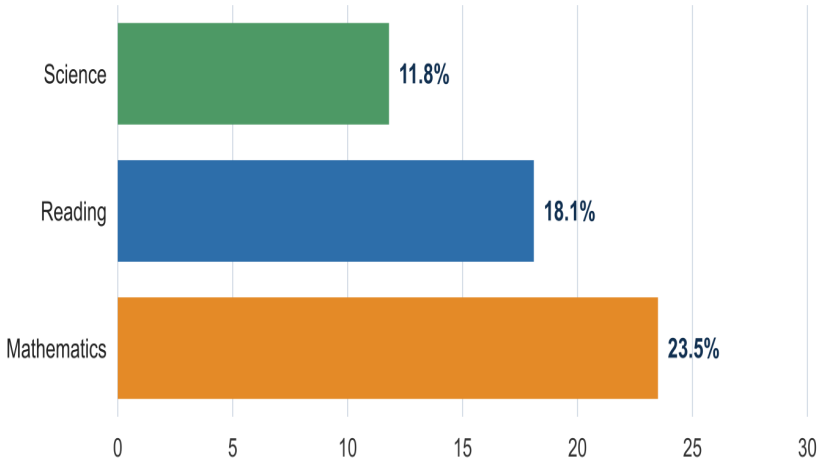
Comparisons are used to understand the scale of differences and learn from practices, rather than simply to rank education systems.

FOUNDATIONAL COMPETENCIES

The main challenge: reaching Level 2

The baseline threshold reflects the ability to apply knowledge in familiar everyday situations

STUDENTS AT OR ABOVE LEVEL 2



In PISA, **Level 2** is regarded as the **baseline proficiency threshold** for applying knowledge and skills.

At this level, students can use basic knowledge in relatively familiar situations. In mathematics, this involves straightforward reasoning and applying learned methods; in reading, locating relevant information, making simple connections and understanding the main meaning of a text; and in science, using basic scientific knowledge to explain familiar phenomena and interpret simple information and data.

In Dushanbe, **23.5%** of students reach Level 2 or above in mathematical literacy, **18.1%** in reading literacy and **11.8%** in scientific literacy. Thus, even in mathematics—the domain with the highest average score—fewer than one in four students reach baseline proficiency.

WHY SCIENCE IS A PRIORITY

Scientific literacy is Dushanbe's lowest-performing domain, with an average score of 334 points. Only 11.8% of students reach baseline Level 2 or above, substantially fewer than in mathematical and reading literacy.

334 average score
11.8% Level 2+
2.2% Level 3+

AREAS FOR IMPROVEMENT

- Make greater use of tasks in which students observe, investigate, formulate hypotheses, analyse results and draw conclusions.
- Expand opportunities for experiments, practical investigations and interdisciplinary tasks that connect science with mathematics, technology and everyday life.
- Systematically develop students' ability to read graphs and tables, interpret observations, weigh evidence and justify conclusions.
- Use problems related to the environment, health, technology, resources and other situations in which scientific knowledge has practical relevance.
- Strengthen science teachers' professional competencies in inquiry-based, practical and competency-based teaching.

The aim is to develop students' ability to apply their knowledge and skills through quality education, rather than to "teach to PISA".

EQUAL OPPORTUNITIES

Who performs better and why it matters

Socio-economic and gender differences require targeted analysis

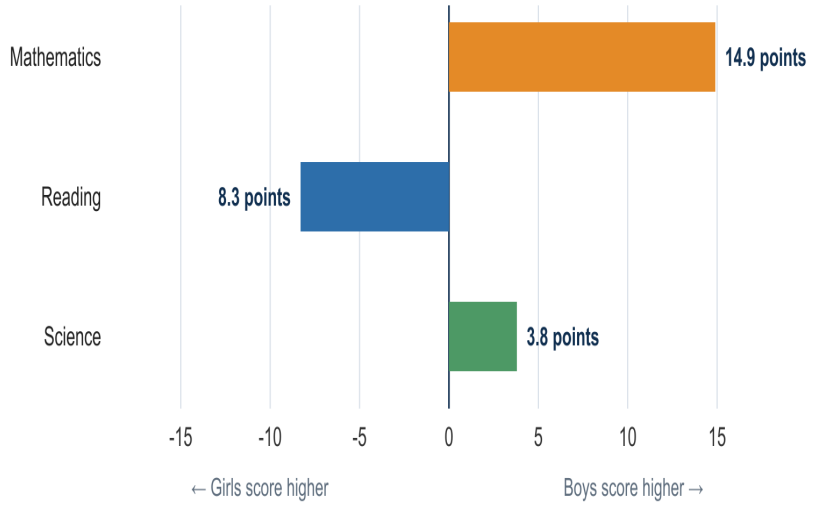
THE SOCIO-ECONOMIC GAP

46.3 points
between the top and bottom ESCS quartiles
≈ 2.3 years
an indicative equivalent in learning progress

Students' family and socio-economic backgrounds are strongly associated with their achievement. The gap between the most and least socio-economically advantaged groups reaches **46.3 points**, equivalent to **approximately 2.3 years of schooling**. However, higher socio-economic status does not in itself guarantee higher performance. Teaching quality, curriculum content, access to educational resources and the organisation of learning remain important. Schools can therefore play a significant role in narrowing gaps and expanding students' educational opportunities.

The key task is to create conditions in which students' educational opportunities and outcomes depend less on their socio-economic circumstances.

GENDER DIFFERENCES



PISA 2025 results show that gender differences vary across the assessment domains.

In scientific literacy, the gap is only **3.8 points** in favour of boys and is **not statistically significant**. Girls' and boys' performance in this domain is therefore broadly comparable.

In mathematical literacy, the difference is more pronounced: boys outperform girls by **14.9 points**. In reading literacy, the pattern is reversed, with girls scoring **8.3 points** higher than boys.

These differences should inform measures designed to give girls and boys equal opportunities to develop their competencies.

Differences should not be attributed to innate ability. Motivation, confidence, expectations and educational practices need to be examined.

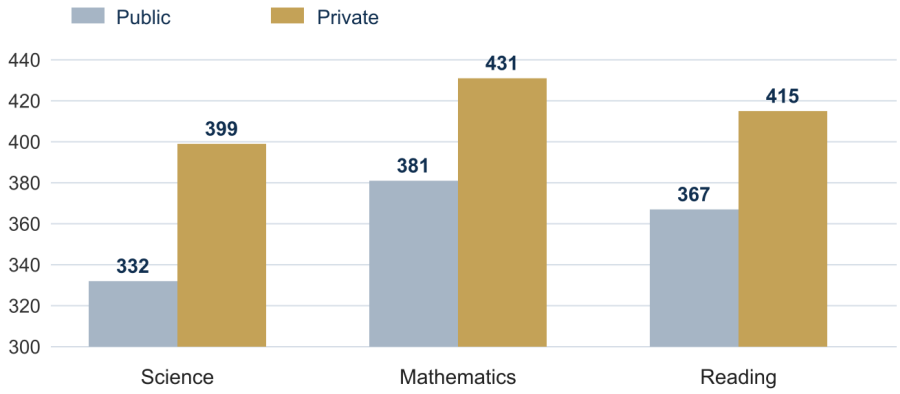
Source: PISA 2025 database; National Report "Dushanbe (Tajikistan) Results in PISA 2025".

DIFFERENCES BETWEEN SCHOOLS

Differences between institutions and districts

The results indicate where learning conditions need closer examination

PRIVATE AND PUBLIC INSTITUTIONS



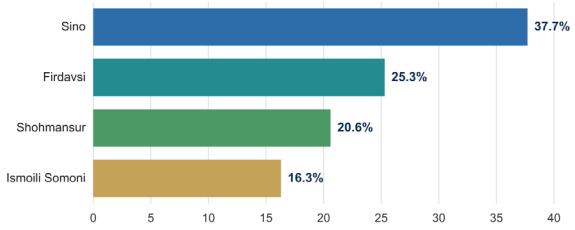
Private educational institutions have higher average scores across all three PISA domains. The largest difference is in scientific literacy, at **around 67 points**. The gap is approximately **50 points** in mathematical literacy and **48 points** in reading literacy.

These differences may reflect a combination of factors, including students' socio-economic backgrounds, educational resources, staffing and learning conditions. They cannot therefore be interpreted solely as a direct consequence of whether an institution is publicly or privately owned.

Key finding: differences between institutions require further analysis of factors related to teaching quality, resources and student composition.

Only seven private institutions were included in the sample. Comparisons therefore require caution and must take account of differences in student composition and learning conditions.

DUSHANBE'S FOUR DISTRICTS



All four districts of Dushanbe are represented in the PISA 2025 sample, allowing geographical differences in learning outcomes to be examined. Students attending institutions in **Ismoili Somoni district** achieve the highest average scores across all three PISA domains.

However, differences between districts need to be viewed in a broader context. They may reflect not only teaching and learning, but also students' socio-economic backgrounds, staffing, access to resources and other school characteristics. District results should therefore be used primarily to identify differences in learning conditions and priorities for support, rather than to produce rankings.

Key areas for action:

- **Targeted support**—use data to identify students' and schools' needs, rather than to rank districts;
- **comprehensive analysis**—examine learning outcomes alongside staffing, resources and socio-economic conditions;
- **sharing effective practices**—learn from schools that consistently achieve stronger results;
- **monitoring change**—track geographical differences through national assessments and subsequent assessment cycles.

The aim is to narrow gaps in educational opportunities and ensure high-quality learning regardless of the district in which a school is located.

MOTIVATION AND SCHOOL LIFE

Interest in learning is a strength; engagement needs support

Positive attitudes provide a foundation for improving outcomes

INTELLECTUAL CURIOSITY

79.6% enjoy learning new things	**70.4%** are interested in understanding how things work
85.5% of girls enjoy learning new things	**74.3%** of boys enjoy learning new things

Students' curiosity is **positively associated with learning outcomes**, even after accounting for differences in socio-economic status. This suggests that interest in new ideas and a desire to understand the world are important resources for learning. Schools should nurture students' natural curiosity and turn it into sustained motivation to learn. Active teaching methods, inquiry-based and practical tasks, discussion of different approaches to solving problems, and connections between learning and real-life situations can help achieve this.

Key areas for action:

- Nurture curiosity and interest in new knowledge;
- use active and inquiry-based teaching methods;
- connect learning tasks more frequently to real-life situations;
- develop students' independence, perseverance and confidence in their own abilities.

Interest in learning is an important resource that needs to be translated into sustained motivation and stronger learning outcomes.

BELONGING AND ATTENDANCE

87.4% feel that they belong at school
12.6% do not feel part of the school community
>50% were late at least once in two weeks

Most students in Dushanbe feel part of their school community: **87.4%** report a sense of belonging at school. Positive relationships with peers and adults provide an important foundation for emotional well-being, motivation to learn and active participation in school life.

At the same time, some students report a weaker sense of belonging, and instances of lateness and declining engagement highlight the need to identify students who are beginning to withdraw from school life.

Key areas for action:

- **Early identification**—analyse attendance, lateness and participation in learning;
- **individual support**—assist students showing signs of declining engagement;
- **meaningful learning**—strengthen connections between education, career choices and students' future pathways;
- **a supportive school environment**—build positive relationships among students, teachers and the school community.

Every student should not only attend school, but also feel part of it, find meaning in learning and understand its importance for their future.

Source: PISA 2025 database; National Report "Dushanbe (Tajikistan) Results in PISA 2025".

THE SCHOOL ENVIRONMENT

Safety is a strength; bullying requires sustained attention

Student well-being is directly linked to the quality of the educational experience

A STRONG SENSE OF SAFETY

89.8%

feel safe travelling to and from school

Most 15-year-old students in Dushanbe feel safe on their journey to and from school. Dushanbe's figure is higher than those of **Kazakhstan (86.6%)**, **Azerbaijan (81.2%)** and **Kyrgyzstan (80.4%)**, and slightly lower than **Armenia's (93.7%)**. Differences by gender and socio-economic status are small.

A strong sense of safety is an important strength of Dushanbe's educational environment. A safe and supportive environment helps students concentrate on learning, participate actively in school life, develop positive relationships with peers and teachers, and strengthen their overall well-being.

However, safety should be understood as more than physical protection. Psychological comfort, respectful relationships, a sense of belonging at school and the prevention of all forms of bullying and aggression are also important.

KEY PRIORITY

The strong sense of safety must be maintained and reinforced, alongside sustained attention to students' psychological well-being and the prevention of bullying.

PREVENTING BULLYING

13.9%

experience bullying several times a month

Despite the high overall sense of safety, bullying remains an important concern. The indicator covers various forms of negative behaviour: ridicule and humiliation, threats, physical aggression, spreading rumours and posting information online without a student's consent.

Boys report bullying more often than girls, and it is more prevalent in socio-economically disadvantaged schools. The results also show **an association** between regular bullying and lower life satisfaction, underlining the need for systematic prevention.

Preventing bullying requires a whole-school approach that combines prevention, early identification, timely responses and student support, rather than isolated activities.

Key areas for action:

- Consistent school protocols for preventing and responding to bullying;
- teacher training in the early identification of conflict, bullying and social exclusion;
- accessible psychological and educational support for students;
- confidential monitoring of school climate and well-being;
- joint work with students, parents and the wider school community.

A safe school is more than a place free from physical threats: it is an environment in which every student feels respected, supported and protected.

FACTORS THAT SUPPORT LEARNING

Teachers and families: two sources of student support

Practical learning and meaningful family involvement complement each other

TEACHING PRACTICES

Most students in Dushanbe report that teachers demonstrate the practical relevance of science, explain how the material relates to real life, and use tasks designed to develop understanding and explanations of scientific phenomena.

PISA results nevertheless indicate a need to strengthen practices that enable students not only to learn content, but also to apply knowledge independently, reason, analyse data, evaluate evidence and solve unfamiliar problems.

Particular importance should be given to teaching that makes students active participants in learning: asking questions, investigating, comparing, explaining, justifying arguments and applying what they have learned.

Key areas for action:

- **Real-life contexts**—tasks linked to everyday situations and practical problems;
- **inquiry-based learning**—questions, data analysis, evidence and reasoned argument;
- **practical activities**—laboratory work, experiments and projects;
- **formative assessment**—regular feedback that helps students understand their progress and next steps;
- **high-quality tasks**—develop a national bank of tasks focused on applying knowledge and skills.

The central shift is from reproducing learned content to reasoning, explaining, investigating and applying knowledge.

FAMILY SUPPORT

63.4%
are asked about their school day by family each week
+0.9
higher family support index among high-performing students

Families are an important part of adolescents' learning environment. In Dushanbe, 63.4% of students reported that parents or other family members ask them what happened at school at least once a week.

Higher levels of family support are positively associated with life satisfaction, a sense of belonging at school and performance in scientific literacy. The most pronounced difference is between students with different levels of achievement: high-performing students have a family support index **0.9 points higher**.

These associations **do not establish a direct causal relationship**. They do, however, highlight the importance of families' sustained interest in adolescents' school lives, difficulties and educational experiences.

Key areas for action:

- Regular communication between schools and parents about students' progress and needs;
- early discussion of difficulties, before they lead to persistent learning gaps or declining motivation;
- joint support for students' educational pathways and future goals;
- attention to well-being and attendance as a shared responsibility of schools and families.

Schools and families are most effective when they work as partners to support students' learning and well-being.

Source: PISA 2025 database; National Report "Dushanbe (Tajikistan) Results in PISA 2025".

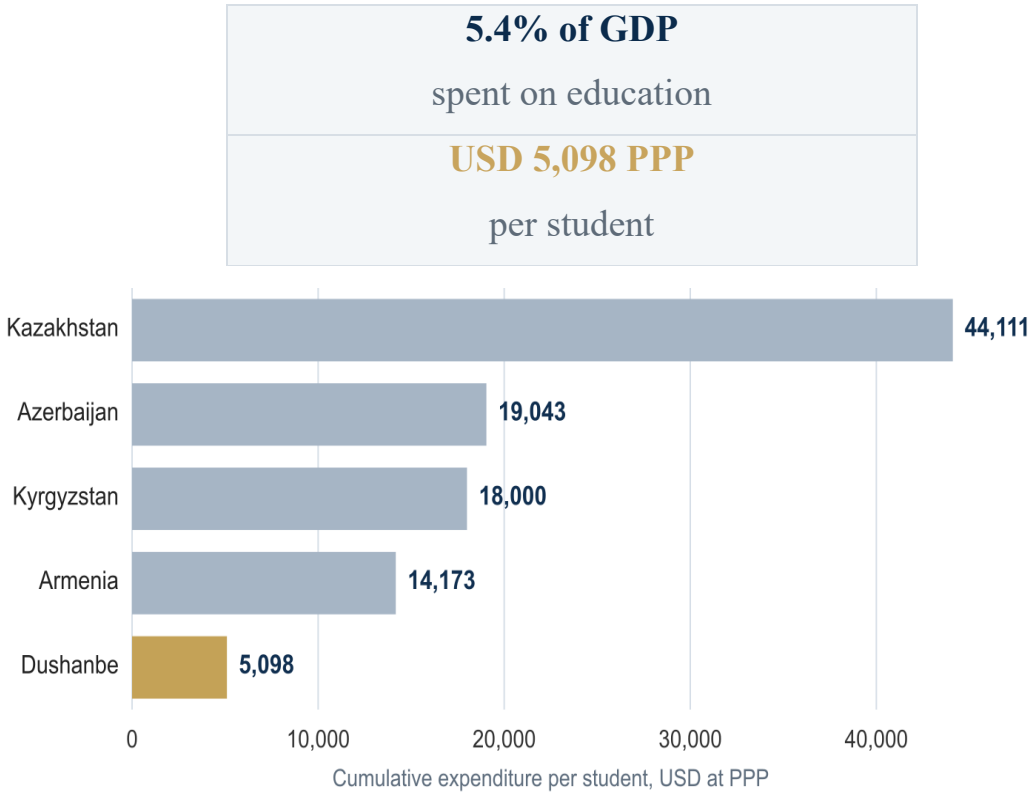
SYSTEM RESOURCES

Funding: the amount matters, but effectiveness matters even more

A high share of GDP coexists with low spending per student

Tajikistan allocates **5.4% of GDP** to education, above the **4% benchmark** used in the context of Sustainable Development Goal 4. However, the resources available per student remain considerably lower than in the selected comparator countries. This places additional constraints on the system and makes the efficient and equitable use of existing resources all the more important.

THE FINANCIAL CONTEXT



Source: PISA 2025 database; National Report "Dushanbe (Tajikistan) Results in PISA 2025".

HOW TO INTERPRET THE FINDINGS

International data show that higher education spending is generally associated with stronger learning outcomes. However, this relationship is not linear: beyond a certain level, increased spending alone does not guarantee a corresponding improvement in performance.

What matters is not only the amount of funding, but also where resources are directed, how equitably they are distributed, how schools are staffed and how well investment supports the quality of teaching and learning.

Key areas for action:

- **Targeted funding**—prioritise support for schools and student groups with the greatest needs;
- **effective resource allocation**—link funding to specific objectives for improving education quality;
- **investment in teaching quality**—develop teachers, instructional support and the learning environment;
- **monitoring effectiveness**—assess both spending levels and the learning outcomes achieved with the resources invested.

Policy should focus both on how much is invested in education and on how effectively those resources translate into better teaching, learning and student outcomes.

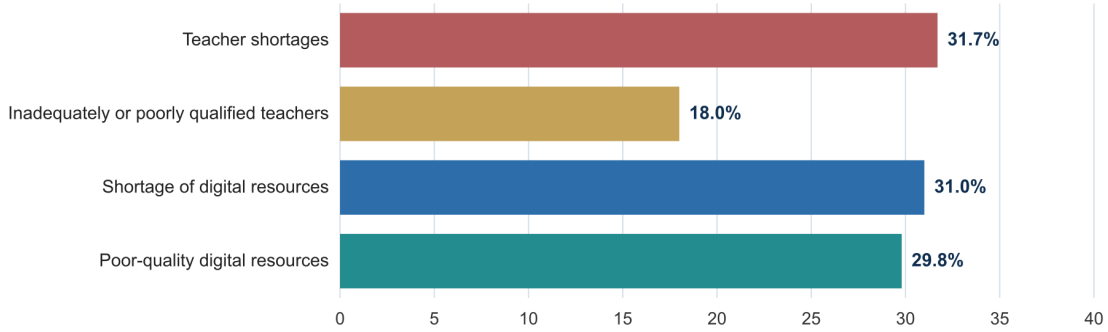
Source: PISA 2025 National Report; data from the Ministry of Education and Science of the Republic of Tajikistan; Education at a Glance; World Bank Open Data; IMF World Economic Outlook.

INFRASTRUCTURE AND STAFFING

Technology matters, but teaching quality remains decisive

Digital readiness and staffing need to develop together

DIGITAL RESOURCES



31.0% of students attend schools reporting a shortage of digital resources

29.8% attend schools where digital resources are considered inadequate or unsuitable

Overall, access to digital resources in Dushanbe's schools compares relatively favourably with most of the selected countries. Nevertheless, a substantial share of students continue to face limitations in both access to technology and its quality.

Computers, equipment and digital platforms do not in themselves ensure better learning outcomes. What matters most is how well technology is integrated into teaching and learning and helps students investigate, analyse information, solve problems and apply knowledge in practice.

Key areas for action:

- **Teachers' digital competencies—prepare teachers to use technology meaningfully in lessons;**
- **technical support—ensure that equipment, software and infrastructure function reliably;**
- **digital safety—develop the skills to use digital environments safely, responsibly and thoughtfully.**

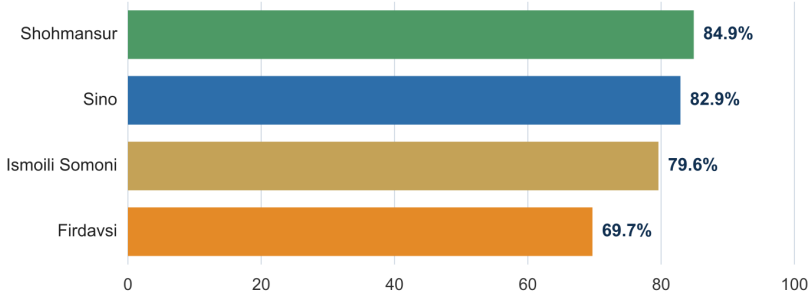
The key task is to move from having digital resources to using them effectively to improve teaching and learning.

TEACHING STAFF

31.7%
teacher shortages

18.0%
inadequately or poorly qualified teachers

66.6%
difficulty recruiting good science teachers



Staffing remains an important factor in education quality. Teacher shortages have a **statistically significant association** with lower learning outcomes, highlighting the importance of access to qualified teachers for all students.

Although the proportion of fully certified teachers in Dushanbe remains comparatively high, staffing levels and qualifications vary between districts and schools. Science requires particular attention: **almost two-thirds** of students attend schools whose principals report difficulties recruiting good science teachers.

Key areas for action:

- **Recruitment and retention**—particularly of science teachers;
- **professional development**—systematic instructional support and continuing teacher training;
- **equitable teacher distribution**—reduce differences between schools and districts in access to qualified teachers;
- **monitoring staffing needs**—use data to identify teacher shortages promptly.

Investing in teachers is one of the key ways to turn educational resources into better teaching, learning and student outcomes.

POLICY PRIORITIES I

Three priorities directly linked to learning quality

Basic skills, equity and teaching practices

1. BASELINE PROFICIENCY FOR ALL

The low proportion of students reaching Level 2 or above makes strengthening foundational knowledge and its practical application an immediate priority. Learning difficulties need to be identified early and support provided **before gaps become persistent** and accumulate at later stages of education.

- Regular assessment of basic skills at key stages of education;
- formative assessment and use of the findings to adjust teaching;
- targeted support for students experiencing learning difficulties;
- clear minimum expectations for outcomes in key competencies;
- national monitoring of changes in learning achievement.

Key objective: steadily increase the proportion of students who reach at least baseline proficiency in applying their knowledge and skills.

2. REDUCING INEQUALITY

The **46.3-point gap** associated with students' socio-economic status highlights the need for more targeted allocation of funding, teachers and instructional resources. Additional support should go first to those with the greatest educational needs.
The aim is both to narrow gaps between student groups and to create conditions in which a family's socio-economic circumstances have less influence on a child's educational opportunities.

- Identify school needs using objective evidence;
- provide targeted resources and instructional support to schools with the greatest needs;
- distribute qualified teachers equitably and support their retention;
- regularly monitor educational disparities and the progress of different student groups.

Key objective: high-quality education should be accessible to every student, regardless of socio-economic circumstances.

3. TEACHING PRACTICES

Strengthening students' ability to apply knowledge and skills requires sustained changes to their classroom experience. Teaching should develop not only mastery of content, but also the ability to apply knowledge, reason, investigate, explain phenomena, analyse information and justify conclusions.

Particular emphasis should be placed on expanding practices that involve students actively in learning and help them connect what they study with real-life situations.

- Practical tasks and real-life contexts;
- inquiry-based and project-based learning;
- laboratory work, experiments and practical activities;
- interdisciplinary tasks requiring knowledge from different domains;
- formative assessment and high-quality feedback;
- continuing professional development and instructional support for teachers.

Key objective: move from predominantly reproducing learned material towards meaningful application of knowledge and the development of independent thinking.

In the short term, schools need practical tools and instructional support; in the long term, a competency-based approach needs to be embedded in education standards, curricula, assessment and teacher education.

Source: PISA 2025 database; National Report "Dushanbe (Tajikistan) Results in PISA 2025".

POLICY PRIORITIES II

Three priorities that create the conditions for sustained results

Engagement, teacher capacity and a safe school environment

4. ATTENDANCE AND ENGAGEMENT

Regular participation in school life is an important condition for successful learning. PISA results show that lateness, a declining sense of belonging and differences in the perceived value of education can signal weakening engagement in learning. These signs need to be identified early, with support provided before disengagement leads to persistent absence, learning difficulties or a risk of leaving education early. Particular importance should be given to helping students understand the connections between what they learn today, further education and future careers.

- **Early identification**—systematically analyse attendance, lateness and participation in learning;
- **individual support**—assist students showing signs of declining engagement;
- **career guidance**—help students understand their interests, opportunities and potential career pathways;
- **meaningful learning**—strengthen connections between schooling, further education and life beyond school;
- **school–family cooperation**—respond jointly to the first signs of declining engagement.

Key objective: schools should ensure students attend lessons while also sustaining their interest in learning, sense of belonging and understanding of education's value for their future.

5. TEACHERS AND RESOURCES

Teaching quality, staffing and access to educational resources should be viewed as interconnected parts of a single system. Even modern infrastructure and adequate funding have their greatest impact when supported by qualified teachers and high-quality teaching.

PISA results underline the particular importance of schools' teaching capacity. Teacher preparation, professional development and instructional support therefore need to be strengthened together, alongside more equitable distribution of teachers and resources among schools with different needs.

- Modern teacher preparation focused on competency-based and practical teaching;
- continuing professional development and systematic instructional support;
- mentoring and professional communities for sharing effective practices;
- targeted staffing support for schools with the most acute teacher shortages;
- equitable allocation of resources based on schools' and students' educational needs.

Key objective: ensure that every school has access to qualified teachers, high-quality educational resources and the professional support needed to improve student outcomes.

6. SAFE AND SUPPORTIVE SCHOOLS

Students' strong sense of safety is a strength of Dushanbe's school environment. However, reported bullying indicates a need to further strengthen psychological safety and student well-being. Bullying prevention should be an integral part of school quality, rather than a separate initiative.

A safe school provides more than physical protection. It also offers respectful relationships, a sense of belonging, emotional support and confidence that timely help will be available when a problem arises.

- Consistent protocols for preventing, identifying and responding to bullying;
- training for teachers and school psychologists in early risk identification and support;
- regular, confidential monitoring of school climate and student well-being;
- monitoring of students' sense of belonging and early identification of those experiencing social isolation;
- partnerships between schools, families and communities to build a culture of respect, trust and mutual support.

Key objective: provide every student with a safe, respectful and supportive learning environment that enables them to learn and develop fully.

School climate is an integral part of education quality. It is directly linked to engagement, well-being and every student's ability to learn fully and realise their potential.

Source: PISA 2025 database; National Report "Dushanbe (Tajikistan) Results in PISA 2025".

FROM EVIDENCE TO ACTION

A proposed implementation cycle: assess, support, change, review

The National Report provides a basis for moving from diagnosis to a cycle of policy action

1 ASSESS

Use PISA results alongside national monitoring studies, school assessments and attendance data to identify the student groups and schools with the greatest educational needs.

2 SUPPORT

Provide targeted assistance: formative assessment, tutoring and small-group support for students; instructional and professional support for teachers; and additional staffing and material resources for schools facing the most severe shortages.

3 CHANGE PRACTICE

Systematically strengthen the application of knowledge and skills in standards, curricula, learning materials and teaching: more real-life contexts, inquiry tasks, reading comprehension, mathematical reasoning and work with data.

4 REVIEW PROGRESS

Define measurable indicators in advance and regularly assess whether the proportion of students below baseline proficiency is falling, gaps are narrowing, attendance and well-being are improving, and staffing and resources are becoming more adequate.

PISA 2025 establishes a baseline. Its value will become clear when subsequent assessments are used to test the effectiveness of the decisions taken.

STRATEGIC CONCLUSION

PISA 2025 begins a systematic cycle of improvement

The first internationally comparable evidence base enables more precisely targeted education policy

EVIDENCE for informed decisions	**ACTION** to improve learning	**MONITORING** to measure progress

Dushanbe's results reveal both potential and a need to accelerate change. Students show an interest in learning, and most feel safe and part of their school community. These strengths provide an important foundation for reform.

At the same time, the low proportion of students reaching baseline proficiency, particularly in science, socio-economic disparities, teacher shortages and uneven conditions across schools require a systemic response. Improving education quality cannot be reduced to a single factor: it depends on how curriculum content, teaching quality, student support, school resources and a safe learning environment work together.

The National Report proposes an approach to lasting reform: strengthen foundational knowledge and its application, reduce inequality, improve teaching practices and teacher preparation, support student engagement, reinforce school safety and use data to assess progress regularly. This approach aligns with the National Strategy for Education Development of the Republic of Tajikistan to 2030.

The main value of PISA 2025 lies beyond any single indicator or position in an international table. It is the opportunity to understand the system through evidence, make targeted decisions and test whether reforms lead to better outcomes for every student.

NATIONAL TESTING CENTRE

UNDER THE PRESIDENT OF THE REPUBLIC OF TAJIKISTAN

Dushanbe • 2026

Source: PISA 2025 database; National Report "Dushanbe (Tajikistan) Results in PISA 2025".