PISA 2025

TAJIKISTAN










What is PISA?

PISA is the Programme for International Student Assessment. It assesses how well 15-year-old students can apply their knowledge and skills.

The assessment is conducted every four years and is co-ordinated worldwide by the Organisation for Economic Co-operation and Development (OECD). Dushanbe participated for the first time in the 2025 cycle, the ninth since PISA began in 2000.

For information on Dushanbe's participation, visit pisa.leg.tj, ntc.tj and moes.tj.

For more information on PISA, visit the OECD website: https://www.oecd.org/pisa/

Why does PISA assess 15-year-old students?

Age, rather than grade, provides the basis for comparison: education systems are structured differently, and students in the same grade may be of different ages across countries.

This age was chosen because, in many countries, students are nearing the end of compulsory education at 15. It is the last point at which the outcomes of the school system as a whole can be assessed.

School and student participation in PISA 2025

- PISA is a **sample-based assessment**.
- The sampling approach ensures that results are representative of each participating country or region.
- The minimum sample is 6 300 students per country or region: 150 schools, with 42 students in each school.
- The sample covers 15-year-old students enrolled in Grade 8 or above.
- Schools and students are selected at random to provide an objective picture of the school system.
- Any educational institution with students in the target age group may be selected.

What does PISA assess?

PISA assesses the literacy of 15-year-old students.

Literacy means being able to apply the knowledge and skills acquired at school in real-life situations, to solve problems encountered beyond the classroom.

PISA assesses not only whether students can reproduce what they have learnt, but also whether they can apply their competencies in unfamiliar situations.

Science is the major domain in the 2025 cycle. The innovative domain, **Learning in the Digital World**, is also assessed for the first time.

The PISA assessment and proficiency levels

The PISA assessment includes a two-hour test and questionnaires.

Each student completes only part of the full set of test items. PISA therefore does not produce results for individual students or schools.

Performance in each of the three domains is reported on six proficiency levels. Level 2 is the baseline level of proficiency: students below this threshold cannot independently apply what they have read to an unfamiliar problem. The key indicator for an education system is therefore the share of these students, rather than the mean score. The same mean score can describe a system in which almost all students perform close to the baseline, or one with a sharp divide between high- and low-performing students.

PISA does not rank schools or evaluate individual teachers. Students cannot prepare for it as they would for an examination: the test items are new in each cycle. Results can only be improved through changes in teaching.

What are reading, mathematical and scientific literacy?

Reading literacy is the ability to understand an unfamiliar text, locate relevant information, compare multiple sources and evaluate their credibility.

Mathematical literacy is the ability to formulate a real-life problem mathematically, employ mathematics to solve it, and interpret the results to give a meaningful answer to the original question.

Scientific literacy is the ability to explain phenomena scientifically, evaluate the quality of evidence and distinguish a substantiated claim from an opinion in matters relating to health, the environment and technology.

Benefits of participating in PISA

1. An international benchmark for learning outcomes and trend indicators that allow countries to monitor progress over time.

   For Dushanbe, the first cycle establishes a baseline. Comparison with the 2029 cycle, involving national participation, will show how performance has changed.

2. Analysis of the most effective policies and practices used in countries around the world.

3. Insights into how to help students learn more effectively, improve teaching and strengthen the performance of school systems.

PISA results

1. The results will shed light on quality and equity in education in Dushanbe, enabling educators and policy makers to draw on policies and practices in other countries.
2. They will inform education policy and reform priorities: improving the teaching of subjects that students find most challenging, aligning the national assessment system with international standards, and improving learning conditions in schools.

PISA 2025 participating countries and economies

1. Albania
2. Argentina
3. Armenia
4. Australia
5. Austria
6. Azerbaijan
7. Belgium
8. Brazil
9. Brunei Darussalam
10. Bulgaria
11. Cambodia
12. Canada
13. Chile
14. China
15. Chinese Taipei
16. Colombia
17. Costa Rica
18. Croatia
19. Czechia
20. Denmark
21. Dominican Republic
22. Ecuador
23. Egypt
24. El Salvador
25. Estonia
26. Finland
27. France
28. Georgia
29. Germany
30. Greece
31. Guatemala
32. Hong Kong (China)
33. Hungary
34. Iceland
35. Indonesia
36. Ireland
37. Israel
38. Italy
39. Japan
40. Jordan
41. Kazakhstan
42. Kenya
43. Korea
44. Kosovo
45. Kurdistan Region (Iraq)
46. Kyrgyzstan
47. Latvia
48. Lebanon
49. Lithuania
50. Luxembourg
51. Macao (China)
52. Malaysia
53. Malta
54. Mauritius
55. Mexico
56. Moldova
57. Mongolia
58. Montenegro
59. Morocco
60. Netherlands
61. New Zealand
62. North Macedonia
63. Norway
64. Palestinian Authority
65. Paraguay
66. Peru
67. Philippines
68. Poland
69. Portugal
70. Qatar
71. Romania
72. Rwanda
73. Saudi Arabia
74. Serbia
75. Singapore
76. Slovak Republic
77. Slovenia
78. Spain
79. Sweden
80. Switzerland
81. North Macedonia
82. Thailand
83. Türkiye
84. Ukraine
85. United Arab Emirates
86. United Kingdom
87. United States
88. Uruguay
89. Uzbekistan
90. Viet Nam
91. Zambia

Important notes

All data collected through PISA are strictly confidential. No individual or school participating in the programme will be identified in any report published as part of PISA 2025.

The OECD published the results on **8 September 2026**. A national conference to present the results for schools in Dushanbe will take place on 15 September. For more information, visit pisa.leg.tj, ntc.tj and moes.tj.

Dushanbe participates as a separate entity, with a sample covering schools in the city. Its results should be compared with those of other cities and regions, rather than with countries as a whole.