PRESS RELEASE
Ministry of Education and Science of the Republic of Tajikistan and National Testing Centre under the President of the Republic of Tajikistan

Tajikistan presents its first PISA 2025 results. The first results of Tajikistan's participation in PISA 2025, including the results of educational institutions in Dushanbe, are being presented. These results provide an initial basis for comparing the knowledge and skills of students in Tajikistan with those of students in other countries. At the same time, the PISA results create an opportunity for broader discussion on how they can be used to strengthen and further develop public policy in education and support continued reforms.

DUSHANBE, TAJIKISTAN – 15 September 2026. Today, the Ministry of Education and Science of the Republic of Tajikistan and the National Testing Centre under the President of the Republic of Tajikistan presented the results of Tajikistan's first participation in PISA 2025 – the OECD Programme for International Student Assessment.

PISA 2025 was conducted in paper-based format among 15-year-old students in Dushanbe and covered three core domains: science, mathematics and reading. A total of 5,771 students from 160 selected educational institutions took part in the assessment. As the assessment was conducted only in Dushanbe, the results reflect the situation in the capital and should not be generalised to Tajikistan's education system as a whole. At the same time, the results provide Tajikistan with an initial basis for international comparison and can subsequently be used to monitor the quality of education and assess the outcomes of education reforms. In the next cycle, PISA 2029, Tajikistan plans to conduct the assessment in a computer-based format.

KEY PISA 2025 RESULTS FOR DUSHANBE:

- **Baseline for international comparison: PISA 2025 provides Tajikistan, for the first time, with internationally comparable data on the knowledge and skills of 15-year-old students in Dushanbe.**
- **Student performance: Students in Dushanbe's educational institutions scored an average of 334 points in science, 382 points in mathematics and 368 points in reading.**
- Baseline level of proficiency: The share of students reaching Level 2 or above was 11.8% in science, 23.5% in mathematics and 18.1% in reading. Increasing the proportion of students who reach this baseline level of proficiency is a priority.
- Applying knowledge in real-life situations: Performance was comparatively lower in science. This highlights the need to strengthen practical, inquiry-based and competency-based approaches to teaching and learning.
- Ensuring equal opportunities and a supportive learning environment: The results indicate that further improvements in the quality of education require greater attention to reducing socio-economic inequalities among students, improving the quality of teaching and learning, actively engaging students in the learning process, and strengthening a safe and supportive school environment.

FROM RESULTS TO PUBLIC POLICY IN EDUCATION

The national conference will bring together representatives of the Ministry of Education and Science, the National Testing Centre, the OECD, the Delegation of the European Union, the education sector and development partners. The programme will include the presentation of Dushanbe's results, discussion of the findings in an international context, and consideration of how the data can be used to improve the quality of education and promote equal educational opportunities.

The PISA 2025 results are regarded as a starting point for the further development of the education system based on evidence. They provide a foundation for monitoring future progress, strengthening national assessment capacity, and promoting the systematic use of data and evidence in education policy development and decision-making.