# October 26, 2020

# KEY PERFORMANCE INDICATORS (KPIs) for the NSED 2021-2030

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| **1. CROSS-CUTTING INDICATORS** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 1 | The share of individuals with professional education among the employed population, including: | 32.0% | 35.5% | 50.0% | 60.0% | NDS 2030 |
| - men | 36.5% | 42.0% | 58.0% | 68.0% |
| - women | 28.5% | 30.0% | 40.0% | 50.0% |
| 2 | Coverage of people with disabilities with educational institutions at all levels, including: | 15.8% | 20.0% | 35.0% | 50.0% | NDS 2030 |
| - men | 17.2% | 22.5% | 40.0% | 55.0% |
| - women | 13.9% | 18.5% | 30.0% | 45.0% |
| 3 | Participation rate of youth and adults in formal and non-formal (additional) education and training in the previous 12 months, including: | 25.6% | 30.0% | 40.0% | 50.0% | SDG Indicator 4.3.1  Indicator was not previously monitored |
| - men | 31.1% | 35.0% | 45.0% | 55.0% |
| - women | 22.7% | 25.0% | 35.0% | 45.0% |
| - individuals aged up to 30 years | 38.4% | 40.0% | 50.0% | 60.0% |
| - individuals aged 30 years and above | 19.6% | 25.0% | 30.0% | 35.0% |
| 4 | Gender Parity Index (GPI) in the education sector (combined for all state educational institutions), including: | 0.896 | 0.900 | 0.910 | 0.925 | Contributes to  SDG Indicator 4.5.1 |
| - early learning and preschool education | 0.813 | 0.825 | 0.850 | 0.900 |
| - general secondary education | 0.929 | 0.935 | 0.945 | 0.960 |
| - initial vocational education and training | 0.293 | 0.320 | 0.400 | 0.600 |
| - secondary vocational education and training | 1.750 | 1.700 | 1.500 | 1.350 |
| - higher professional education | 0.558 | 0.600 | 0.650 | 0.750 |

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| **2. EARLY DEVELOPMENT AND PRESCHOOL EDUCATION** | | | | | | |
| **Overall goal: By 2030, ensure that all girls and boys have access to quality systems for the development, care and preschool education of young children, so that they are ready for primary education (SDG 4.2).** | | | | | | |
| **Long-term outcome 2.1 (Policy priority 1): All children are provided safe and equitable access to care, early development and early childhood education..** | | | | | | |
| **Intermediate outcome 2.1.1: Increased coverage with quality and affordable preschool education services through the provision of new and existing facilities that meet regulatory and sanitary requirements.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 5 | Coverage of children by state and non-state institutions of early development and preschool education of all types, including: | -- | -- | -- | -- | Contributes to  SDG Indicator 4.2.2  Indicator was not previously monitored (at this level of disaggregation) |
| - children aged 1.5 - 3 (all) | 1.6% | 5.0% | 15.0% | 35.0% |
| - children aged 1.5 - 3 (boys) | 1.7% | 5.0% | 15.0% | 35.0% |
| - children aged 1.5 - 3 (girls) | 1.6% | 5.0% | 15.0% | 35.0% |
| - children aged 3 - 7(6) (all) | 8.3% | 20.0% | 35.0% | 50.0% |
| - children aged 3 - 7(6) (boys) | 8.8% | 20.0% | 35.0% | 50.0% |
| - children aged 3 - 7(6) (girls) | 7.8% | 20.0% | 35.0% | 50.0% |
| - children aged 6 (all) | 10.0% | 20.0% | 35.0% | 50.0% |
| - children aged 6 (boys) | 10.7% | 20.0% | 35.0% | 50.0% |
| - children aged 6 (girls) | 9.1% | 20.0% | 35.0% | 50.0% |
| - 6-year-old children of national minorities | 17.3% | 28.0% | 35.0% | 50.0% |
| - 6-year-old children with disabilities. | 0.42% | 15.0% | 30.0% | 50.0% |
| 6 | Gender Parity Index (GPI) in early development and preschool educational institutions, including: | 0.813 | 0.825 | 0.850 | 0.900 | Contributes to  SDG Indicator 4.5.1 |
| - in rural areas | 0.795 | 0.810 | 0.830 | 0.870 |
| - children with special needs and disabilities | 0.831 | 0.840 | 0.860 | 0.900 |
| 7 | The number of early development and preschool institutions, including: | 2,468 | 2,600 | 3,000 | 3,300 | Expected growth rate is in line with growth rates of the past 5 years |
| - child development centers (CDCs) | 1,771 | 1,900 | 2,200 | 2,400 |
| - state/private/ministerial preschool institutions | 662 | 700 | 800 | 900 |
| 8 | The average number of children per 100 seats in preschool institutions, including: | 100 | 100 | 105 | 110 | -- |
| - GBAO | 114 | 110 | 110 | 110 |
| - Khatlon oblast | 91 | 95 | 100 | 110 |
| - Soghd oblast | 100 | 100 | 105 | 110 |
| - Dushanbe | 101 | 105 | 110 | 110 |
| - DRS | 103 | 105 | 110 | 110 |
| 9 | The share of new preschool institutions and preschool institutions which completed capital repairs (in % of all preschool institutions): | No data | 30.0% | 35.0% | 40.0% | Fulfillment of targets is conditional on financing |
| 10 | Share of preschool institutions (in %), which are provided with: | -- | -- | -- | -- | Fulfilment of targets is strongly conditional on availability of financing |
| - electricity | 99.3% | 99.6% | 99.9% | 100.0% |
| - adapted infrastructure and adapted materials for children with disabilities | No data | 20.0% | 40.0% | 50.0% |
| - basic drinking water | 86.5% | 90.0% | 95.0% | 100.0% |
| - single-sex basic sanitation facilities | 84.0% | 87.0% | 90.0% | 95.0% |
| - basic handwashing facilities | 100.0% | 100.0% | 100.0% | 100.0% |
| **Intermediate outcome 2.1.2: A socially safe and supportive environment is created to increase the coverage of all children with early development and early childhood education.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 11 | The presence and enforcement of an updated and inclusive regulatory framework with regards to children's protection and safety, quality standards and physical infrastructure for all types of preschool institutions and all children. | The legislative framework and regulation does not exist | Regulatory framework has been developed | Preschool institutions operate on the basis of new regulatory framework | Preschool institutions operate on the basis of new regulatory framework | -- |
| 12 | The presence of national standards on the construction of new types of preschool institutions (i.e. construction standards). | Outdated documents used (1987 and 1988) | Construction standards are developed for all types of preschool institutions | Construction is undertaken on the basis of new standards | Construction is undertaken on the basis of new standards | -- |
| **Long-term outcome 2.2 (Policy priority 2): Guaranteed quality inclusive early development and preschool education for all children.** | | | | | | |
| **Intermediate outcome 2.2.1: The professional competencies of specialists in early development and preschool education (of all forms of ownership) have been improved in accordance with modern requirements for the development and education of young children.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 13 | The share of early development and education specialists who have completed professional development (training and re-training) courses (in % of all teachers/specialists). | 70.8% | 75.0% | 80.0% | 90.0% | Contributes to  SDG Indicator 4.c.1 |
| 14 | The share of preschool institutions of all types and forms of ownership using the competency framework for specialists in the area of early development and preschool education (in %). | 50.0% | 70.0% | 90.0% | 100.0% | Including private early learning and preschool institutions |
| **Intermediate outcome 2.2.2: Improved early development and preschool education curricula.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 15 | The number of programs for early development and preschool education for all children approved by the Board of the Ministry of Education and Science of the Republic of Tajikistan. | 1 | 5 | 5 | 5 | -- |
| **Intermediate outcome 2.2.3: An effective system and an institutional mechanism is introduced for quality assessment of knowledge in all preschool educational institutions.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 16 | Presence and implementation of a tool for monitoring and evaluation of the quality of educational services. | Tool does not exist | Tool for M&E of the quality of preschool educational services is approved | Monitoring is regularly carried out on the basis of new tool | Monitoring and quality assessment is regularly carried out on the basis of new tool | -- |
| 17 | The proportion of preschool institutions applying the newly developed monitoring tool to measure developmental and learning outcomes. | 0.0% | 0.0% | 20.0% | 100.0% | Conditional on the availability of a monitoring tool |

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| **3. GENERAL SECONDARY EDUCATION** | | | | | | |
| **Overall goal: By 2030, ensure that all girls and boys complete free, equitable and high-quality primary and secondary education to achieve relevant and effective learning outcomes (SDG 4.1).** | | | | | | |
| **Long-term outcome 3.1 (Policy priority 1): Equal access to general secondary education is ensured for all children.** | | | | | | |
| **Intermediate outcome 3.1.1: Equal access to general secondary education is ensured by providing appropriate and quality infrastructure.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 18 | Net enrollment rate (NER) of children (in %), including: | -- | -- | -- | -- | Indicator was not previously monitored |
| - in grade 1 | 96.6% | 98.0% | 100.0% | 100.0% |
| - in grade 5 | 104.7% | 100.0% | 100.0% | 100.0% |
| - in grade 10 | 82.5% | 85.0% | 90.0% | 95.0% |
| 19 | Net Intake Ratio (NIR) in the first grade of primary education (in %), including: | 96.6% | 97.5% | 98.5% | 100.0% | Indicator was not previously monitored |
| - girls | 96.7% | 97.5% | 98.5% | 100.0% |
| 20 | Transition rate (TR), including: | -- | -- | -- | -- | Indicator was not previously monitored |
| - from grade 9 to grade 10 (all) | 78.8% | 82.0% | 85.0% | 90.0% |
| - from grade 9 to grade 10 (boys) | 80.4% | 85.0% | 88.0% | 92.0% |
| - from grade 9 to grade 10 (girls) | 77.1% | 80.0% | 83.0% | 90.0% |
| 21 | The average annual construction of student places in educational institutions. | 36,600 | 80,000 | 150,000 | 200,000 | Proportional to expected population growth rates |
| 22 | Proportion of schools offering basic services, by type of service (in %): | -- | -- | -- | -- | SDG Indicator 4.а.1 |
| - electricity | No data | 70.0% | 80.0% | 95.0% |
| - Internet access for pedagogical purposes | No data | 40.0% | 60.0% | 80.0% |
| - computers for pedagogical purposes | No data | 50.0% | 60.0% | 70.0% |
| - adapted infrastructure (scientific and laboratory equipment and materials) | No data | 40.0% | 60.0% | 80.0% |
| - accessible learning materials (e.g. learning literature, including textbooks) | 92.0% | 95.0% | 98.0% | 100.0% |
| - adapted materials (e.g. for students with disabilities, such as computer programs, audiovisual materials, etc.) | No data | 30.0% | 50.0% | 70.0% |
| - basic drinking water | 66.2% | 70.0% | 80.0% | 90.0% |
| - single-sex basic sanitation facilities | No data | 55.0% | 70.0% | 90.0% |
| - basic handwashing facilities | No data | 50.0% | 70.0% | 100.0% |
| 23 | Number of three-shift educational institutions (all state general secondary educational institutions). | 110 | 90 | 50 | 0 | The practice of three-shift schools will be gradually abandoned |
| 24 | The share of educational institutions using digital learning platforms and solutions (in %). | No data | 20.0% | 30.0% | 40.0% | Indicator was not previously monitored |
| **Intermediate outcome 3.1.2: Equitable access to general secondary education is ensured by creating a socially safe and supportive learning environment.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 25 | Gender Parity Index (GPI) for pupils by level of general secondary education, including: | -- | -- | -- | -- | Contributes to  SDG Indicator 4.5.1  Indicator was not previously monitored |
| - grades 1-4 | 0.940 | 0.950 | 0.965 | 0.985 |
| - grades 5-9 | 0.936 | 0.945 | 0.955 | 0.980 |
| - grades 10-11 | 0.870 | 0.890 | 0.920 | 0.950 |
| 26 | Presence of approved regulatory documents governing access to inclusive education for all children, including children from vulnerable groups. | Regulatory documents are outdated | Regulatory documents are updated | Regulatory documents are approved and used | Regulatory documents are approved and used | -- |
| 27 | The share of teachers professionally trained to provide a socially safe and supportive learning environment (in %). | No data | 20.0% | 40.0% | 60.0% | Indicator was not previously monitored |
| **Long-term outcome 3.2 (Policy priority 2): The quality and relevance of primary and secondary general education is improved, enabling all pupils to achieve the established learning outcomes.** | | | | | | |
| **Intermediate outcome 3.2.1: The staffing potential of professional workers of all general secondary educational institutions is strengthened.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 28 | Student-teacher ratio in general secondary education, including: | 16.0 | 16.5 | 17.0 | 18.0 | -- |
| - in grades 1-4 | 23.3 | 23.0 | 22.0 | 21.0 |
| - in grades 5-11 | 12.7 | 14.0 | 15.5 | 18.0 |
| 29 | The share of teachers of general secondary educational institutions who have completed advanced training and retraining courses, i.e. professional development courses (in %). | 20% of all teachers each year (in accordance with education legislation) | 60.0% (or 20% each year) | 60.0% (or 20% each year) | 60.0% (or 20% each year) | Contributes to  SDG Indicator 4.c.1 |
| 30 | Mechanisms and necessary infrastructure for distance and blended learning are developed and digital solutions are provided to support teachers’ pedagogical skills and improve students’ learning outcomes. | Mechanisms for distance and blended learning do not exist | Mechanisms are developed, taking into account infrastructure needs | Mechanisms and digital solutions are piloted, assessed and approved for nationwide implementation | Mechanisms and digital solutions are in place and implemented nationally | -- |
| 31 | The share of teachers of the Institute for Professional Development who completed professional development courses (in %), including: | No data | 30.0% | 50.0% | 80.0% | Indicator was not previously monitored |
| - national courses | No data | 30.0% | 50.0% | 80.0% |
| - international courses | No data | 10.0% | 20.0% | 60.0% |
| **Intermediate outcome 3.2.2: The curriculum based on the competency-based approach in general secondary educational institutions has been improved.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 32 | Proportion of children and young people who have reached achieving at least a minimum proficiency level in reading and mathematics (in %), including: | No data | 50.0% | 75.0% | 100.0% | SDG Indicator 4.1.1  Contributes to  SDG Indicator 4.6.1  Baseline and intermediate targets will be drawn from Early Grade Reading Assessments (EGRA) |
| - in 2nd and 3rd grades (boys) | No data | -- | -- | -- |
| - in 2nd and 3rd grades (girls) | No data | -- | -- | -- |
| - at the end of primary (boys) | No data | -- | -- | -- |
| - at the end of primary (girls) | No data | -- | -- | -- |
| - at the end of lower secondary (boys) | No data | -- | -- | -- |
| - at the end of lower secondary (girls) | No data | -- | -- | -- |
| 33 | Implementation of a gradual and effective transition to 12-year general secondary education. | Potential transition scenarios are being reviewed | Transition Concept is developed and approved | Piloting is completed and main outcomes of the pilot are analyzed | Fully-fledged transition to 12-year schooling has begun at a national scale | The issue and scenarios of transition are being reviewed by the Government of Tajikistan |
| 34 | The presence of modernized curriculum that determines the learning outcomes in relation to the curriculum and level of competency for each grade. | Curriculum is outdated | Curriculum modernization plan developed, agreed with partners and approved by the MoES | Curriculum modernization is successfully completed | Modernized curriculum is broadly used by general secondary educational institutions | -- |
| **Intermediate outcome 3.2.3: An effective system and institutional quality assessment mechanism is introduced in institutions of general secondary education, based on a competency-based approach.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 35 | The presence of a concept and instruments for formative, summative and standardized assessment of learning. | Framework and instruments do not exist or outdated | An action plan is formulated for development of the framework and instruments | Framework and instruments are developed | Framework and instruments are broadly utilized in general secondary education | -- |

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| **4. PRIMARY AND SECONDARY PROFESSIONAL EDUCATION** | | | | | | |
| **Overall goal: By 2030, ensure equal access to primary and secondary professional education, as well as the training of highly qualified specialists who will have been demanded on the domestic and international labor market.** | | | | | | |
| **Long-term outcome 4.1 (Policy priority 1): All women and men have equal access to primary and secondary professional education.** | | | | | | |
| **Intermediate outcome 4.1.1: Improved access for all to primary and secondary professional education by expanding and modernizing infrastructure and creating an enabling environment.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 36 | Admission to primary professional education (IVET) institutions in the total number of applicants (in %), including: | 36.6% | 36.0% | 36.0% | 36.0% | -- |
| - men | 28.1% | 27.0% | 26.0% | 25.0% |
| - women | 8.5% | 9.0% | 10.0% | 11.0% |
| 37 | Admission to secondary professional education (SVET) institutions in the total number of applicants (in %), including: | 63.4% | 64.0% | 64.0% | 64.0% | -- |
| - men | 24.7% | 27.0% | 29.0% | 29.0% |
| - women | 38.7% | 37.0% | 35.0% | 35.0% |
| 38 | Coverage of graduates of general secondary educational institutions by primary and secondary professional education (in %). | 15.0% | 17.0% | 20.0% | 25.0% | -- |
| 39 | The share of students in primary and secondary professional educational institutions in total enrollment (in %). | 35.0% | 38.0% | 45.0% | 50.0% | -- |
| 40 | Coverage of people with disabilities by primary and secondary professional education programs, including: | 0.64% | 5.0% | 20.0% | 40.0% | Contributes to  SDG Indicator 4.5.1 |
| - in initial VET | 0.60% | 5.0% | 30.0% | 50.0% |
| - in secondary VET | 0.04% | 5.0% | 20.0% | 40.0% |
| 41 | The number of new seats in primary and secondary professional educational institutions, including: | Less than 10,000 | 36,000 | 48,000 | 60,000 | -- |
| - in initial VET | 8,821 | 30,000 | 40,000 | 50,000 |
| - in secondary VET | No data | 6,000 | 8,000 | 10,000 |
| 42 | The share of modernized primary and secondary professional educational institutions whose buildings are adapted for people with disabilities (in %), including: | -- | -- | -- | -- | -- |
| - in initial VET | 10.0% | 20.0% | 40.0% | 60.0% |
| - in secondary VET | 10.0% | 15.0% | 25.0% | 40.0% |
| 43 | The proportion of women enrolled in newly introduced educational programs of primary and secondary professional education (in %), including: | -- | -- | -- | -- | Indicator was not previously monitored |
| - in primary professional education | No data | 10.0% | 15.0% | 25.0% |
| - in secondary professional education | No data | 15.0% | 20.0% | 30.0% |
| - in short-term courses (adult resource centers) | No data | 20.0% | 25.0% | 35.0% |
| 44 | The share of primary and secondary professional educational institutions using information and communication technologies in the educational process (in %), including: | 68.0% | 73.0% | 80.0% | 86.0% | -- |
| - in initial VET | 45.0% | 47.0% | 50.0% | 55.0% |
| - in secondary VET | 23.0% | 26.0% | 30.0% | 35.0% |
| **Long-term outcome 4.2 (Policy priority 2): The quality of education is improved for graduates of primary and secondary professional educational institutions that meets the requirements of the labor market.** | | | | | | |
| **Intermediate outcome 4.2.1: Increased staffing potential of workers in primary and secondary professional education.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 45 | The total number of teachers and masters in primary and secondary professional educational institutions (disaggregated by level of education), including: | 8,387 | 9,495 | 10,755 | 12,189 | Contributes to  SDG Indicator 4.c.1 |
| - in initial VET institutions | 2,508 | 2,734 | 2,980 | 3,248 |
| - in secondary VET institutions | 5,879 | 6,761 | 7,775 | 8,941 |
| 46 | The share of teachers and masters who completed advanced professional development courses on building competencies for graduates of IVET/PVET institutions (in %; including new methods of teaching and assessing students), including: | -- | -- | -- | -- | Contributes to  SDG Indicator 4.c.1 |
| - teachers and masters of IVET institutions | 20.0% | 40.0% | 60.0% | 100.0% |
| - teachers and masters of SVET institutions | 20.0% | 40.0% | 60.0% | 100.0% |
| **Intermediate outcome 4.2.2: The activities of primary and secondary professional educational institutions are strengthened in accordance with the needs of the labor market.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 47 | The share of graduates of primary and secondary professional educational institutions employed by profession (in %), including: | 55.0% | 55.0% | 65.0% | 80.0% | -- |
| - graduates of initial VET institutions | 15.0% | 28.0% | 35.0% | 50.0% |
| - graduates of secondary VET institutions | 40.0% | 65.0% | 75.0% | 90.0% |
| 48 | The share of students of primary and secondary professional educational institutions undergoing on-the-job professional apprenticeships in the total number of students (in %), including: | -- | -- | -- | -- | -- |
| - students in initial VET institutions | 100.0% | 100.0% | 100.0% | 100.0% |
| - students in secondary VET institutions | 100.0% | 100.0% | 100.0% | 100.0% |
| 49 | The share of professional education service providers using internal quality assurance systems and using mechanisms established to identify changing requirements at different levels (in % of all professional education service providers). | 20.0% | 40.0% | 60.0% | 100.0% | -- |
| 50 | Presence of an agreed and approved National Qualifications Framework (NQF). | NQF is absent | NQF is agreed and approved | NQF is utilized in professional (vocational) education and training | | -- |

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| **5. HIGHER PROFESSIONAL EDUCATION** | | | | | | |
| **Overall goal: By 2030, ensure that all women and men have equitable access to affordable and quality higher professional education.** | | | | | | |
| **Long-term outcome 5.1 (Policy priority 1): Improved equitable access to higher professional education for all.** | | | | | | |
| **Intermediate outcome 5.1.1: Access to higher professional education has been increased due to the expansion and modernization of the infrastructure of higher educational institutions (HEIs) and the opening of demanded specialties.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 51 | Net enrollment ratio (NER) in higher professional education (in %). | 16.7% | 20.0% | 25.0% | 35.0% | Indicator was not previously monitored |
| 52 | Participation in higher professional education (in % of all students enrolled in state professional educational institutions). | 65.4% | 60.0% | 55.0% | 50.0% | -- |
| 53 | The share of persons with higher professional education among the employed population (in %), including: | No data | 30.0% | 45.0% | 60.0% | To be determined on the basis of nationally representative surveys |
| - women | No data | 20.0% | 35.0% | 50.0% |
| 54 | The number of new seats in higher professional educational institutions (including branches). | 4,824 | 5,692 | 6,717 | 7,926 | Expected annual change conforms with the admission growth rate, averaging 6% per year in the past 5 years |
| 55 | The number of HEIs that reconstructed educational buildings to increase student enrollment. | 25.0% | 45.0% | 65.0% | 100.0% | -- |
| 56 | The proportion of students who have enrolled in new specialties in HEIs (in %). | 15.0% | 20.0% | 25.0% | 30.0% | -- |
| 57 | The share of HEIs provided with (in %): | -- | -- | -- | -- | -- |
| - Internet services for pedagogical purposes | Less than 80.0% | 90.0% | 100.0% | 100.0% |
| - curricula adapted for blended/distance learning | Less than 50.0% | 60.0% | 75.0% | 85.0% |
| - adapted infrastructure and materials for people with disabilities and special needs | Less than 30.0% | 35.0% | 60.0% | 80.0% |
| **Intermediate outcome 5.1.2: Favorable environment created to improve access to higher professional education.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 58 | Proportion of students from vulnerable groups of the population covered by higher professional education (in %), including: | Less than 5.0% | 5.0% | 8.0% | 10.0% | -- |
| - students who receive stipends/scholarships | Less than 5.0% | 5.0% | 8.0% | 10.0% |
| - students who study based on quota | Less than 5.0% | 5.0% | 8.0% | 10.0% |
| - men | Less than 5.0% | 5.0% | 8.0% | 10.0% |
| - women | Less than 5.0% | 5.0% | 8.0% | 10.0% |
| 59 | Percentage of higher educational institutions (HEIs) that meet the standards of education for people with disabilities (in %). | HEIs do not meet the standards | 25.0% | 60.0% | 100.0% | -- |
| 60 | The proportion of female students in technological, engineering and mathematical programs (in % of all female students in HEIs). | No data | 15.0% | 20.0% | 30.0% | Indicator was not previously monitored |
| **Long-term outcome 5.2 (Policy priority 2): The quality of higher professional education, whose graduates meet the requirements of the labor market, has been improved.** | | | | | | |
| **Intermediate outcome 5.2.1: The curriculum and the teaching staff of higher educational institutions (HEIs) complies with international standards.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 61 | Percentage of teachers who completed courses of inclusive education and who are prepared for inclusive education. | Less than 20.0% | 25.0% | 50.0% | 75.0% | Contributes to  SDG Indicator 4.c.1 |
| 62 | The presence of a dual education system. | Dual education system does not exist | Regulatory framework is developed | Dual education system is approved | Dual education system is fully implemented | -- |
| 63 | The share of people enrolled in academic mobility programs, including: | -- |  |  |  | -- |
| - students | No data | 10,0% | 20,0% | 30,0% |
| - teachers (pedagogical staff) | No data | 5,0% | 10,0% | 20,0% |
| **Intermediate outcome 5.2.2: An effective system and institutional mechanism for training and quality assessment has been introduced in institutions of higher professional education, based on the needs of the labor market.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 64 | The share of students and graduates showing a level of knowledge above the average (in %), including: | Less than 65.0% | 70.0% | 80.0% | 90.0% | Indicator was not previously monitored |
| - based on results of examinations | Less than 65.0% | 70.0% | 80.0% | 90.0% |
| - based on results of intra-university subject tests | Less than 65.0% | 70.0% | 80.0% | 90.0% |
| 65 | The National Qualification Framework (NQF) has been developed and implemented. | NQF does not exist | NQF has been developed | NQF has been agreed upon and approved | NQF is broadly implemented | -- |
| 66 | Presence of a national system for quality assessment of higher education based on education outcomes and competencies and in line with international best practice. | National quality assessment system does not exist | Regulatory framework is developed and a review is conducted | The quality assessment system is developed and approved | The quality assessment system is fully operational and utilized | -- |
| 67 | The share of higher education institutions (HEIs) with an expanded degree of autonomy (in %). | No data | 20.0% | 50.0% | 100.0% | Indicator was not previously monitored |
| 68 | Presence of an independent accreditation agency in higher professional education. | Agency does not exist | Roadmap is developed and approved for the creation of an independent accreditation agency | An independent accreditation agency is created in higher professional education | The agency is fully operational | -- |
| **Intermediate outcome 5.2.3: The interaction of higher education institutions with the private sector, development partners and civil society has been strengthened.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 69 | Labor market participants (i.e. employers) are better engaged in the formation of state educational standards in the specialties and in the educational process. | Employer engagement mechanism at national level does not exist | -- | Mechanism has been developed and discussed to engage employers | Mechanism has been approved & implemented by HEIs | -- |
| 70 | The share of graduates of higher educational institutions (HEIs) who found a job within 12 months of graduation, including: | Less than 40.0% | 45.0% | 55.0% | 65.0% | Indicator was not previously monitored |
| - those who studied on a budgetary basis | No data | 45.0% | 55.0% | 65.0% |
| - those who studied on a contractual basis | No data | 45.0% | 55.0% | 65.0% |
| **Intermediate outcome 5.2.4: Strengthened research and development (R&D), as well as platforms to stimulate innovation.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 71 | The proportion of graduate students with a Bachelor's degree who transferred: | No data | -- | -- | -- | Indicator was not previously monitored |
| - from Bachelor's to Master's | No data | -- | -- | -- |
| - from Master's to doctorate (PhD) | No data | -- | -- | -- |
| 72 | The number of educational and scientific laboratories equipped with modern equipment for research and development. | No data | -- | -- | -- | -- |
| 73 | The share of laboratory workers trained in modern scientific equipment (in %). | No data | -- | -- | -- | -- |
| 74 | The number of new dissertation councils under the Supreme Attestation Commissions of the Republic of Tajikistan and the Russian Federation. | No data | -- | -- | -- | -- |

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| --- | --- | --- | --- | --- | --- | --- |
| **6. GOVERNANCE AND FINANCING** | | | | | | |
| **Overall goal: By 2030, the governance and financing of the education system will be sustainable, efficient and transparent.** | | | | | | |
| **Long-term outcome 6.1 (Policy priority 1): The effectiveness of the education sector governance system has been strengthened.** | | | | | | |
| **Intermediate outcome 6.1.1: Per capita (normative) financing is the main mechanism for the distribution of budgetary resources allocated to the education sector.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 75 | Average financing normative per child, pupil or student (in somoni), including: | -- | -- | -- | -- | Conforms with growth rates of 6% in 2021-2023, 5.6% in 2024-2026, and 5.4% in 2027-2030 |
| - preschool education | 2,541 | 2,694 | 2,846 | 2,998 |
| - general secondary education | 1,206 | 1,279 | 1,351 | 1,423 |
| - initial vocational education and training | 2,978 | 3,157 | 3,335 | 3,514 |
| - secondary vocational education and training | 2,057 | 2,180 | 2,303 | 2,427 |
| - higher professional education | 3,478 | 3,687 | 3,895 | 4,104 |
| 76 | Average financing normative (in somoni), including: | -- | -- | -- | -- | -- |
| - for preschool institutions | 153,606 | 162,822 | 172,038 | 181,255 |
| - for general secondary educational institutions | 91,025 | 96,486 | 101,948 | 107,409 |
| 77 | Implementation of normative per-capita financing in the remaining levels of education, including: | -- | -- | -- | -- | -- |
| - in primary/secondary professional education | No PCF in IVET or SVET | Scoping analysis is carried out re: feasibility of PCF in IVET/SVET | Regulatory framework is developed and piloting has been initiated | PCF is fully implemented in IVET and SVET |
| - in higher professional education | No PCF in HEIs | Scoping analysis is carried out re: feasibility of PCF in HEIs | Regulatory framework is developed and piloting has been initiated | PCF is fully implemented in HEIs (i.e. higher professional education) |
| **Intermediate outcome 6.1.2: A multi-channel financing system is widely used at all levels of the education sector.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 78 | General government spending on the education sector, including the Public Investment Program and special funds, including: | -- | -- | -- | -- | Contributes to  SDG Indicator 9.5.1  Annual (or three-year) averages, unless otherwise stated |
| - in % of GDP | 5.4% | 6.0% per year | 6.5% per year | 7.0% per year |
| - in % of general government budget | 15.3% | 18.0% | 21.0% | 24.0% |
| - spending on R&D in % of education budget | 0.23% | At least 1.0% | At least 1.2% | At least 1.5% |
| - annual outturn as a share of approved plan | 97.0% | 98.0% | 99.0% | 100.0% |
| 79 | General government spending per child, pupil or student (in % of GDP per capita), including: | 33.9% | 36.0% | 38.0% | 40.0% | Estimations account for anticipated change/growth in per-capita GDP |
| - in preschool education (including CDCs) | 20.5% | 22.0% | 24.0% | 26.0% |
| - in general secondary education | 16.2% | 18.0% | 20.0% | 22.0% |
| - in initial vocational education and training | 36.6% | 38.0% | 40.0% | 42.0% |
| - in secondary vocational education and training | 25.3% | 27.0% | 29.0% | 31.0% |
| - in higher professional education | 42.8% | 44.0% | 46.0% | 48.0% |
| 80 | The year-on-year growth of general government spending for the education sector (in % compared to the 2020 base year), including: | -- | -- | -- | -- | Cumulative figures during 2021-2030 |
| - nominal growth rate | -- | 37.0% | 90.0% | 150.0% |
| - real growth rate (inflation-adjusted) | -- | 10.0% | 25.0% | 45.0% |
| 81 | Off-budget investments (such as extra-budgetary funds) from the education sector (as a % of aggregate general government spending on the education sector). | 17.9% | 21.0% | 24.0% | 27.0% | Indicator was not previously monitored |
| 82 | Presence of per-capita financing mechanism for alternative forms of preschool education. | Mechanism  does not exist | New financing mechanisms are developed | Piloting of new financing mechanisms is completed | Alternative financing mechanisms are fully implemented | -- |
| 83 | Introduction of new fiscal incentives mechanism to attract investment into the education sector. | New financing mechanisms are not implemented | Global practice is reviewed re: the possibility of implementing new fiscal mechanisms to stimulate investment in education | Piloting of new fiscal mechanisms is completed (e.g. tax benefits, student credit, vouchers, etc.) | New fiscal mechanisms are implemented and respective legislative and regulatory frameworks are modernized | -- |
| **Intermediate outcome 6.1.3: New forms of partnership between the public and private sector in education have been pursued and implemented.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 84 | The number of investment projects concluded on the principles of public-private partnership (PPP) in the education sector. | No PPP-based projects in education | Situational analysis has been carried out and new financing forms (including PPPs) are developed | Regulatory framework has been revised to enable new financing forms (including PPPs) | The number of PPP-based investment projects has doubled in education | -- |
| **Intermediate outcome 6.1.4: Implemented and/or modernized management information systems in the education sector.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 85 | Implementation of a financial management information system (FMIS) for educational institutions of all types of ownership in the Republic of Tajikistan. | FMIS for educational institutions does not exist (or is not integrated) | Programs are developed and FMIS for education sector is piloted | Piloting of FMIS for education sector has been completed at district and province level | FMIS for education sector has been implemented across the public sector | -- |
| 86 | The EMIS has been upgraded (such as to accommodate online functions) and expanded in line with additional reporting requirements for the NSED/NDS(MTDP) and SDG indicators. | EMIS is functionally limited and has not been upgraded | EMIS expanded and its enhancement roadmap is developed and agreed upon with partners | EMIS has been expanded and the enhancement roadmap has been fully implemented | EMIS is fully functional, upgraded and expanded | -- |
| **Intermediate outcome 6.1.5: Digital technologies are widely used in education sector management and the national system for assessing the quality of education (at all levels of education).** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 87 | The presence of new regulation on the joint governance of educational institutions by the state and the public. | Principles of state-public governance are not formulated | Regulatory framework is developed and/or adjusted | Elements of state-public governance are integrated at all levels of education | State-public governance is used in some educational institutions | -- |
| 88 | All MoES affiliated agencies at the national and regional levels are provided with necessary digital technologies and proper system setup for digital learning, data exchange and effective sector management | Necessary equipment and proper interconnection system not yet provided | Assessment of needs and necessary equipment provided to support effective sector management and digital learning | National road map for digital learning and effective sector management developed and necessary guidelines adopted | National system capacity upgraded towards long term sustainability of digital learning and remote operation | -- |
| 89 | The share of districts and educational institutions (at all levels of education) connected to Internet and digital technology which supports improved quality of learning, including: | -- | -- | -- | -- | Indicator was not previously monitored |
| - districts across the country | n/a | -- | -- | -- |
| - educational institutions (at all levels) | n/a | -- | -- | -- |
| **Intermediate outcome 6.1.6: Natural hazards and climate risks are integrated into educational institutions to reduce vulnerability and exposure, as well as to strengthen overcoming and adaptation to sustainable development.** | | | | | | |
| Key performance indicators | | 2019/2020 academic year (baseline) | 2021-2023 | 2024-2026 | 2027-2030 | Comments |
| 90 | Institutions, coordination mechanisms and networks, as well as national capacities to increase resilience to hazards and threats to the education sector (at republican and sub-national levels) are developed and strengthened. | Weak resilience of educational institutions to natural hazards and other risks | Staff capacity has been enhanced with respect to resilience to hazards in education | Coordination mechanisms and networks are developed to improve resilience | Resilience is improved among educational institutions to withstand natural hazards and other risks | Indicator was not previously monitored |
| 91 | Disaster risk reduction approaches (for emergency preparedness, response and recovery) have been introduced in the implementation of educational programs, i.e. in learning and training materials for children and teachers. | Educational institutions do not implement disaster risk reduction approaches | Disaster risk reduction approaches are introduced in preschool and general secondary educational institutions | Disaster risk reduction approaches are introduced in academic programs in IVET and SVET institutions | Disaster risk reduction approaches are introduced in academic programs in higher professional education | Indicator was not previously monitored |
| 92 | Enhanced access of educational institutions and government education authorities to hazard-related evidence (such as, for example, early warning system data and disaster risk information), including the provision of environmental education for children/students in educational institutions. | Access to hazard-related evidence is limited and environmental matters are not paid due attention | Capacity of staff and knowledge of students in educational institutions has been enhanced in relation to use of data re: natural hazards and other risks | Interaction between educational institutions and the Ministry of Emergency Situations has been improved | All educational institutions have access to hazard-related data and training (e.g., early warning system data and disaster risk information) | Indicator was not previously monitored |