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The National Education Development Framework of the Republic of Tajikistan

**CHAPTER I. MAIN OBJECTIVES AND TASKS OF THE
NATIONAL EDUCATION DEVELOPMENT FRAMEWORK
OF THE REPUBLIC OF TAJIKISTAN**

§1. Objectives of the Framework

1. The National Education Development Framework of the Republic of Tajikistan (hereinafter - the Framework) has been prepared on the basis of the provisions of the Constitution of the Republic of Tajikistan, the Law of the Republic of Tajikistan "On Education", the Law of the Republic of Tajikistan "On State Forecasts, Concepts, Strategies and Programs of Socio-Economic Development of the Republic of Tajikistan", the National Strategy for Education Development of the Republic of Tajikistan for the period until 2030, and in accordance with the priority objectives of education system development, which were stated in the addresses of the Founder of Peace and National Unity - Leader of the Nation, the President of the Republic of Tajikistan, His Excellency Emomali Rahman, to the Supreme Assembly of the Republic of Tajikistan, as well as legislative and regulatory documents in the field of education.

2. The National Education Development Framework in the Republic of Tajikistan is a comprehensive sector policy document developed to enhance the teaching and learning environment in the country's general secondary educational institutions, create a basis for sustainable development, and improve educational outcomes related to the educational environment.

3. The main purpose of the Framework is to improve the quality of education. The Framework proposes an approach to the integration of pedagogical environment and the corresponding physical environment, and its purpose is the development of educational institutions in accordance with modern pedagogy in the implementation of the country's policy in education, characterized by the students' enhanced educational achievements through the harmonization of learning methods with the educational environment.

§2. Tasks of the Framework

4. To achieve the aforementioned purpose, the following tasks should be undertaken:

- ensuring access to quality education for all children, regardless of their socio-economic status and place of residence;
- improving the quality of education through reforming the educational program, enhancing the qualifications of teachers and introducing modern educational technologies;
- ensuring full implementation of inclusive education (coverage of children with special educational needs, national minorities and other marginalized groups);
- enhancing the resilience of the learning environment and education service to minimize service disruptions for education continuity, including the negative impacts of natural hazards and other shocks to education;
- encouraging more students to learning, skills development, and improving them throughout the life cycle;
- strengthening the capacity of management and administration of educational institutions in order to ensure its effectiveness.

5. The Framework proposes the development of clear rules for quality assurance in educational institutions by analyzing the main areas of general secondary education, such as institutional management, pedagogical environment, physical environment, assessment, and quality assurance system. Under this Framework, interdisciplinary priorities will be proposed, including comprehensive education, infrastructure and capacity of educational institutions, professional training of teachers and other employees in the education system, legislative improvements, and reporting and control in coordination with related bodies.

§3. Basic concepts used in the Framework

6. The following terms are used in the document:

- A framework is a specific set of rules, ideas, or beliefs that a person uses to solve problems or make decisions about a particular issue.
- The National Education Development Framework in the Republic of Tajikistan is a unifying sector policy document with contents, methods of usage of various documents, and guiding activities and relations in general secondary education.
- The teaching and learning environment represents complete physical, social and pedagogical conditions in which the implementation of the learning process is envisaged; and it includes the skills and competence of teachers, as well as the physical learning environment in which the learning (educational) process takes place.
- Pedagogical environment represents the conditions in which education, training and personality development are undertaken; and it is the interaction of four main elements: learners, teachers, content and resources.

– The physical environment refers to the learning space (such as classrooms and other space for learning and teaching) where students, teachers, content of education, learning equipment and technology work together. The physical environment also refers to the school as a whole (including buildings, libraries, toilets, canteens, playgrounds and other external environment) and networks of educational institutions that collectively provide educational services in a certain territory.

– Evaluation is an assessment of any educational activity aiming to determine progress, existing deficiencies and planning ways to remedy the identified deficiencies.

– Assessment of the quality of education is a comprehensive assessment of the indicators of the State Education Standard and the requirements of educational programs and plans.

– Quality assurance means increasing the quality, ensuring its effectiveness through regular analysis and evaluation of the educational process.

– The education management information system is an integrated formal system of collection, processing, storage, and receiving information from a single source and disseminating it to the relevant ministries and agencies, regional and district education departments, educational institutions and executive bodies of local government.

CHAPTER II. REGULATING GENERAL SECONDARY EDUCATION MANAGEMENT

§4. Foundations of general secondary education

7. General secondary education is an important level of education, where general education programs (primary, basic, and general secondary) are implemented;

8. General secondary education consists of the following levels:

- Primary education (grades 1-4);
- Basic education (grades 5-9);
- General secondary (grades 10-11).

9. The following types of general secondary educational institutions operate in the Republic of Tajikistan:

- primary educational institution - an educational institution that covers grades 1-4 (the period of study is 4 years);
- general basic educational institution - an educational institution that covers grades 5-9 (the period of study is 5 years);
- general secondary education institution - an educational institution in which 10-11 grades are studied (the period of study is 2 years);
- general secondary educational institution with in-depth study of individual subjects;
- gymnasium – an educational institution with a social-humanitarian approach;

- lyceum – an educational institution with a natural-mathematical approach;
- educational institution for talented students;
- boarding school - an educational institution for orphans and children without guardians, disabled children and children who do not have an educational institution in their place of residence, and for maladjusted children.

10. Education in a general education institution can be organized in the form of daytime, evening, part-time, distance learning, inclusive, externship, and individual, considering the person's physical and mental condition, needs and capabilities.

11. General secondary educational institutions with republican status, established by the Resolution of the Government of the Republic of Tajikistan, with subnational status by the decision of the local executive body, and non-state educational institutions by the decision of the respective founder (founders), undergo state registration in accordance with the established procedure.

12. Reorganization and liquidation of an educational institution is performed in line with the legislation of the Republic of Tajikistan. General educational institutions in towns and villages are shut down only with the consent of the self-governing authorities of the respective towns and villages at the end of the academic year and upon transferring the former students to other suitable educational institutions at their discretion.

13. A general secondary educational institution possesses the right of operational management (or executive management, such as in institutions financed by the owner and the state enterprise) of the property it uses that is assigned to it by its founder (or founders) and does not have the right to use this property as a means of guaranteeing the fulfilment of its obligations, lend or appropriate it in another illegal way.

§5. Management authority of general secondary educational institution

14. Management of general secondary education can be state and public and is carried out at the central government (republican) and subnational levels.

15. The central government authority for managing general secondary education in the Republic of Tajikistan is the Ministry of Education and Science, as well as other ministries and agencies that have general secondary educational institutions under their organizational structure.

16. Activities to prevent natural disasters and eliminate their consequences are carried out within the framework of the Unified State System of the Republic of Tajikistan for the prevention and elimination of emergency situations and coordinating bodies, which are emergency situations commissions at the national, regional, city, district levels, as well as at the levels of communities and general educational institutions.

17. Subnational authorities of general secondary educational institutions are local authorities of state power, local authorities of education management and self-governing authorities of towns and villages.

18. The powers of the state bodies responsible for the management of general secondary education at the central government and subnational levels are regulated by the legislation of the Republic of Tajikistan.

19. Modern management of an educational institution consists of planning, organization, motivation and control, and is regarded as an important basis for making the learning environment accessible, comprehensive, effective and safe during implementation of the educational process.

20. Direct management of the educational institution is carried out by the principal, and its implementation is entrusted to the Pedagogical Council, the Methodical Council, the Council of Sponsors, the General Assembly, the Parental Committee or the Parent-Teacher Association.

21. The Pedagogical Council is considered the highest governing body of the educational institution and meets at least once every two months.

22. The principal of an educational institution is appointed by the relevant education authority for a period of five years (but not more than two terms) and can be dismissed upon the completion of the term in accordance with the legislation.

23. The principal of an educational institution is prohibited from occupying any other managerial position inside or outside the educational institution, except for the management of methodical work.

24. Effective management of the education sector plays a key role in the development of the education system, ensuring quality and access to education for all citizens, and includes a wide range of issues, including regulation of educational processes, development of educational standards, assessment of the quality of education, licensing and accreditation of educational institutions.

25. To ensure managerial effectiveness in the education sector, various studies and analysis of education trends are conducted to develop a strategy for the development and reform of the education system.

§6. Organization of the education process in a general secondary educational institution

26. The educational process in general secondary educational institutions is anchored in the corresponding education plan of each general educational institution in the Republic of Tajikistan and is guided by the schedule of classes.

27. Enumeration and registration of children's names until the academic year begins is carried out based on the enrollment of children of preschool and school age (children ought to be 7 years old by the end of December of the same academic year). The student can choose an educational institution (within the possibilities of the educational institution) at his own request or at the request of his parents (or guardians). It is mandatory to enroll children who have reached the age of 7 in the first grade of primary education.

28. Admission of students to a general educational institution depends on the place of residence, whilst the educational institution can accept students from other territories only in the presence of a vacant seat.

29. According to the legislation of the Republic of Tajikistan, foreign citizens and stateless persons living in Tajikistan are entitled to primary, basic and secondary education and have equal rights with citizens of the Republic of Tajikistan.

30. The teachers' educational workload (i.e., pedagogical activity) is determined in accordance with the number of hours in the educational plans and subject programs of general secondary education, based on the "Model Regulation of General Educational Institutions of the Republic of Tajikistan".

31. The teaching workload for teaching staff is set at one work unit (rate) (18 hours per week for teachers of grades 1-4 and grades 5-11(12). The total workload of teachers is up to 2 workloads. The director of an educational institution is allowed 12 teaching hours per week, and deputy directors are allowed up to 16 teaching hours.

32. The education process in the general secondary educational institution is implemented according to the educational plan, which is developed independently by the same facility in line with the Educational Plan of general secondary educational institutions of the Republic of Tajikistan. The educational workload and the procedure for undertaking student activities are reflected in the corresponding charters of general secondary educational institutions in accordance with health and sanitary requirements.

33. In regulating classes in a general educational institution, the Principal (or Deputy Principal for education and training) prepares and approves the class schedule. The class schedule shows the weekly number of classes (5 days for grades 1-4 and 6 days for grades 5-11), duration, sequence, breaks for rest and meals for students.

34. According to the "Model Regulation of General Educational Institutions of the Republic of Tajikistan", class duration in an educational institution is 35 minutes for grade 1 and 45 minutes for grades 2-11. Educational activities in a general educational institution start at 8:00 in the first shift and 13:00 in the second shift. Regardless of the duration of the academic week, the daily educational load in classes should not exceed the standard established by the State Standard of General Education and the Educational Plan of General Educational Institutions of the Republic of Tajikistan.

35. Mastering the educational programs of primary, basic and secondary education culminates in a graduation certificate. Attestation of grade-to-grade transition and graduation from general educational institutions is carried out based on the "Guideline for the attestation of students in general educational institutions of the Republic of Tajikistan", approved by the authorized body in education.

36. Following the "Model Regulation of General Educational Institutions of the Republic of Tajikistan", students of general education institutions who fully completed the educational programs in a given academic year will be transferred to another grade upon passing the attestation. Students of grades 2-3, whose annual grades in two academic subjects are unsatisfactory, will repeat the same class by the decision of the Pedagogical Council.

37. Graduates of general educational institutions, who have completed basic and secondary education and passed the graduation attestation, will be given an attestate (certificate) on completion of the basic and secondary general of education.

Information notes are issued to students who have not completed the relevant level of general secondary education.

38. In the educational institution, students are prohibited from engaging in activities that are not provided for in the educational programs.

39. Students, except for the Student Union are not permitted membership in social and political organizations, parties and movements, as well as participation in the promotion of such organizations, propaganda and political campaigns.

40. Persons with primary, secondary and higher professional pedagogical education and the appropriate professional skills are recruited for teaching activities in general secondary educational institutions.

41. Teachers are periodically undergoing attestation according to the "Procedure of attestation of teaching and scientific staff of educational institutions of the Republic of Tajikistan". Attestation results determine the level of teachers' professional specialization.

42. The following qualification levels for teachers exist:

- higher qualification;
- first degree qualification;
- second degree qualification;
- general qualification (or no qualification).

43. Attestation of education workers is carried out once in five years. Attestation of young specialists is carried out after three years of employment.

44. Teachers, whose actions contradict teaching requirements, or whose health condition is medically incompatible with teaching activities, are released from teaching duties.

45. The dignity and status of the teacher are protected by the law and the state. Unreasonable interference of state authorities and officials in the teacher's activity is prohibited.

46. The head of the class is appointed and dismissed by the Principal of the educational institution, among the teachers with higher or secondary professional education, on the proposal of the Deputy Principal for educational affairs.

47. The class leader performs the following tasks, among other activities:

- supports the creation of a favorable moral and psychological atmosphere for every student in the class and nurtures their educational and cultural skills;
- contributes to the establishment of classroom-based and facility-wide students' self-managed organizations;
- supervises the students' appearance and their clothing;
- communicates with the students' parents to discuss the students' shortcomings and successes;
- supports the development and expansion of students' thinking and worldview, as well as their educational, scientific, literary and cultural skills by conducting various events (participation in Olympiads, competitions and tournaments, performances, quizzes, club activities, creative and scientific activities, tours and excursions, theater, exhibitions, etc.);
- helps students' adaptation to educational environment;
- supports the students' healthy lifestyle and engages them in sports activities;

- spends educational hours, meetings and conversations with students; and
- performs other educational activities.

48. Heads of subject classrooms in general educational institutions, including advanced and qualified teachers with higher education and at least five years of work experience, are appointed by the order of the Principal of the educational institution.

49. The important task of the head of subject classroom (technical laboratory) is to keep the subject classroom ready for learning, hands-on activities and research, as well as to ensure compliance with the labor protection, safety equipment, fire protection, and internal discipline regulations.

50. The methodical council is a structural unit of an educational institution, and it is established to provide educational and methodical assistance to methodical associations for the implementation of the government's education policy, improving the professional skills of teachers and leading the staff of educational institutions.

51. The methodical Council was established by innovative teachers, heads of methodical associations, and a librarian, and has consultative powers. The management of the methodical council is entrusted to the Deputy Principal for education and training. Its composition is approved by the pedagogical Council of the educational institution.

52. The methodical council is established if at least three methodical unions operate in an educational institution.

53. The methodical council coordinates the work of departments, methodical unions, and teachers' experimental-research activities, and reports to the pedagogical Council.

54. The methodical union of subject teachers forms an integral part of the methodical Council of an educational institution and consists of at least three teachers of one subject or related subjects.

55. The methodical union is led by an experienced, innovative, creative teacher who possesses a higher or first-degree qualification in teaching. The head of the methodical union is nominated by its members at the beginning of the academic year, and appointment is confirmed by the decision of the pedagogical Council.

56. The head of the methodical union reports on its activity to the methodical Council or the pedagogical Council.

57. The purpose of establishing a methodical union is to improve professional skills, secure an enabling environment for creativity and comprehensive education and learning aiming to nurture subject teachers.

58. Subject and extracurricular activities are organized on the basis of the Law of the Republic of Tajikistan "On Additional Education".

59. Additional education facilities provide extracurricular activities in the following areas: scientific and technical, experimental and practical, social and humanitarian, librarianship and bibliography, ecology and natural science, tourism and country studies, artistic and aesthetic, sports, military and patriotism, and health and wellness.

60. Activities in additional education facilities are organized by teachers (class leaders) based on plans, programs and educational tools using advanced forms and methods.

61. The State Standard of general secondary education is a regulation that provides for a unified state policy in education. Based on this document the educational standard and programs as sectoral documents, are developed, approved, and in accordance with these documents, the educational process in the Republic of Tajikistan is carried out.

62. The State Standard of general secondary education is a regulatory document that defines the set of goals, tasks, the core content of education, the main principles of the organization of the educational process, the general requirements for mandatory and final educational load, the quality of knowledge, skills, abilities and competence of students, the state quality control rules and learning outcomes, graduates' preparedness and documents that are integral to the education process.

63. The education plan is a document that is anchored in the baseline education plan, which specifies the list of subject areas, the number of prescribed educational hours, the mandatory and final educational load, and the education process in primary, basic and secondary education levels. The main part of the education plan is the set of subject areas included in the State Standard of general secondary education, which are mandatory for all general educational institutions, regardless of their organizational and legal form. Another part of the education plan is the set of additional subject areas integrated into the plan by general educational institutions, based on the modern demands or the facility's institutional form.

64. The Subject Standard is a document that defines the purpose, task, structure, main content of a specific subject and the required educational load, as well as the set of requirements for the mandatory (minimum) level of preparation of students at each level of general secondary education.

65. The educational program is a document that describes the content of the subject, its goals and objectives, organization of the educational process, and a student's skill level requirement, and determines the order and sequence of studying this or that educational subject for each academic year.

§7. Budget and Disclosure in a General Secondary Educational Institution

66. Budget preparation of the general secondary educational institution is carried out in accordance with the Law of the Republic of Tajikistan "On Public Finances of the Republic of Tajikistan" and the Budget Circulars stipulating the development of budget parameters for the relevant period on annual basis, which are subsequently approved by the authorized finance body.

67. The budget of a general secondary educational institution is prepared in accordance with the minimum (per-capita) financing norms based on per-capita financing parameters. These parameters are determined annually by the authorized education and finance authorities, depending on the type of educational institution, level of education, placement of a student and educational institution, and approved by the Government of the Republic of Tajikistan.

68. Budgetary resources for general secondary educational institutions are allocated without being broken down into respective economic categories. In turn,

each institution (facility) assigns and distributes the total allocated funding by economic categories.

69. The total allocated amount covers all expenditures related to the activities of the educational institution, except for the costs of capital construction and professional skills development.

70. Renovation and construction of new educational buildings are carried out with funding from local, regional, city, and republican executive bodies, development partners, and other sources of funding.

71. The educational institution prepares a complete estimate of revenues and expenditures by economic classification, followed by its approval by the local education authority and is submitted through local finance authority to the treasury for funding.

72. Over the course of the year, the approved school funding is not returned to the district (city) budget.

73. Normative funding covers all district and city schools, regardless of school type and number of students, except for boarding schools and educational institutions for talented students.

74. The parent-teacher association (or parents' committee) has the right to participate in the facility's budget formulation and may request a quarterly budget execution report from the principal of the institution.

75. The budget of boarding schools and educational institutions for talented students is typically prepared by adjusting for inflation the previous year's budget parameters.

76. An educational institution can receive additional funds from the following sources in accordance with the procedure established by the legislation of the Republic of Tajikistan:

- proceeds from the sale of goods, works and services of educational institutions;
- proceeds from work and services of a scientific and scientific-methodical nature;
- fee-based training, retraining and professional development of contracted specialists in state educational institutions;
- production and commercial activity over the course of the educational process and other types of activity not prohibited by the legislation of the Republic of Tajikistan;
- voluntary charitable contributions and other financing received from state and non-state organizations and individuals;
- grants; and
- debt from credit organizations.

77. Funding of private educational institutions is secured by the founder (founders) and cannot be less than the established funding norms of state educational institutions.

78. The payment of salaries for workers of general educational institutions is based on the "Regulations for the payment of wages for employees of general secondary and higher vocational educational institutions", approved by the state

education authority and the state finance authority, whilst being agreed with and regulated by the state labor and migration authority and the Union of Workers in Education and Science.

79. Salaries of the teaching staff of general secondary educational institutions is determined according to the tariffication (wage grid). The Government of the Republic of Tajikistan determines the salaries of workers in general secondary educational institutions.

80. The salary of teachers and other workers in non-state educational facilities should not be lower than the salaries determined in state educational institutions.

81. According to the wage grid, the salaries of technical, support and junior staff cannot be lower than the minimum wage and cannot exceed the salary level of a high school teacher with a secondary vocational education.

82. The salary of teachers and other education workers consists of the base (i.e., guaranteed) amount and top-ups depending on the level of education, specialization, work experience, teaching skills, workload, qualification level, scientific and honorary state titles, and for work exceeding the specified level of effort.

83. Additional top-ups are provided to teachers for class management, review of written and experimental inputs, and management of scientific and methodical offices in line with the legislation of the Republic of Tajikistan.

84. Additional top-ups are provided to teachers and other education workers residing in regions and areas with unfavorable natural, climatic and living conditions.

85. Information pertaining to the education sector is provided based on the education management information system (EMIS).

86. EMIS offers the required information for timely and effective decision making at all levels and sub-structures of the education sector.

87. Subnational authorities ensure the correctness of preparation and submission of statistical reports of their subordinate educational institutions to higher-level authorities.

88. Submission of statistical reports to higher-level authorities on general secondary education is entrusted to education departments and divisions at the subnational level.

89. Principals of educational institutions are responsible for the accurate preparation and submission of their institution's statistical reports to higher-level authorities.

90. Submission of statistical reports follows approved forms and is carried out both on paper and electronically within the established deadlines.

§8. Licensing and accreditation of general secondary educational institutions

91. State regulation in the education sector protects the constitutional right of citizens to education and controls the quality of education.

92. Management of the quality of education implements the unified state policy in education and implements the unified national system of assessing the quality of

education via endogenous and exogenous evaluation methods based on the results of monitoring and decision-making in educational institutions.

93. State control in general secondary education is implemented as follows:

- licensing;
- state accreditation;
- supervision of compliance with the requirements of the legislation of the Republic of Tajikistan in the education sector;
- monitoring an institutional performance using digital platforms and data-driven tools to ensure continuous education quality improvement. This highlights the role of platforms like EMIS in collecting, analysing, and managing data for licensing and accreditation.

94. Licensing for the promotion of educational activities in education is aligned with the Law of the Republic of Tajikistan "On Licensing of Certain Types of Activities".

95. Attestation (accreditation) of the general educational institution once every five years in accordance with the established standards determines the compliance of the material-technical base and staffing with the requirements of state educational standards.

96. Licensing and accreditation of educational institutions in the Republic of Tajikistan is implemented by the Agency for Supervision in Education and Science under the President of the Republic of Tajikistan to ensure effective state supervision of education quality amongst educational institutions, and transparent, objective and fair assessment of the status of educational institutions.

97. The process of licensing and accreditation of educational institutions is based on the defining criteria of the governing body of general education institutions of the Republic of Tajikistan. These criteria are designed to ensure clarity, transparency, and alignment with national and international standards.

98. During licensing and accreditation of educational institutions, the Agency for Supervision in Education and Science under the President of the Republic of Tajikistan mainly examines the material and technical base, pedagogical and auxiliary staff, the implementation of educational standards, the education plan and the educational program, based upon which it decides on the issuance of a license to carry out educational activity.

99. Educational institutions of foreign countries and international organizations or their branches operating in the Republic of Tajikistan undergo state accreditation according to the procedure established for educational institutions of the Republic of Tajikistan.

CHAPTER III. FUNDAMENTALS OF ORGANIZING THE PEDAGOGICAL ENVIRONMENT IN EDUCATIONAL INSTITUTIONS

§9 General information about the pedagogical environment

100. Pedagogical environment is a special system for organizing students' activities in line with pedagogical goals and is aimed at forming the students'

relationships with the world, people and each other. In general, the pedagogical environment is understood as a set of conditions in which education, training and personality development takes place.

101. The variety of information provided through subject instruction is the foundation of a pedagogical environment that brings students and teachers together.

102. The main objectives of the pedagogical environment are reflected in the National Strategy for Education Development of the Republic of Tajikistan for the period until 2030 and form the basis for this Framework.

§10. Effective pedagogical environment and its examples

103. Effective pedagogical environment that promotes social interaction, focuses on student needs and makes effective use of instructional opportunities in terms of planning and resource availability.

104. Effective pedagogical environment combines various forms of understanding and assimilation of information. It includes the use of digital and audiovisual materials, the processing of modern technologies and a variety of visual formats.

105. An effective pedagogical environment requires a constructive approach, in which focuses on creating conditions for students' independent learning and development of competencies. Contemporary pedagogical trends place the student at the center of the education process, in which the teacher facilitates active participation and cognitive and scientific development of each student.

106. In modern society, an effective pedagogical environment can be established through the following criteria:

- ensuring high quality, accessibility and transparency of education;
- performance of tasks related to students' physical, mental and social development;
- fostering a culture of green education, risk reduction and resilience education;
- ensuring favorable conditions for the implementation of educational goals;
- securing the implementation of educational programs;
- organization of children's independent work, creative development, self-learning and self-improvement;
- identifying talented children and encouraging them through participation in creative, scientific and technical activities, design and research;
- regularly updating the content, form and methods of organizing the educational process;
- encouraging students to express their position and independent thinking;
- motivating students for pursuing their individual success;
- strengthening and improving ways and methods of working with children with intellectual and physical disabilities.

107. Fostering global citizenship as part of the pedagogical environment where the children respect and follow environmental stewardship.

108. The system of organizing the pedagogical environment in the educational institution consists of the following models:

- A communication-oriented model. Learning is carried out as a continuous process of communication between the teacher and the student, and amongst students. This allows the education system to nurture a trusting relationship between the participants of the education process at all levels. This approach not only contributes to the education system, but also to the development of practical skills and abilities.

- Psychological and didactic model. The modern pedagogical environment in the school should meet society's call for personality development. The psychological and didactic model offers a basis for regularly updating the content of educational programs and ensuring children's adaptation to society's problems.

- Environmental and personal model. The environmental and personal model of the pedagogical environment includes a set of spatial-subjective, social, psychological and didactic components. This model emphasized the importance of external conditions (e.g., condition of buildings, classrooms and teaching equipment) and interpersonal relations between teachers and students, the content and methods of education, as well as age, physical and mental characteristics of students as elements of the educational process.

- An ecopsychological model. The eco-psychological model of the pedagogical environment determines that human development is harmonized with the surrounding world and corresponds to individual characteristics. The change in attitude to education is reflected in the transition from a passive method to an active participation of both teachers and students.

- Peaceful development model. The peaceful development model of the pedagogical environment is the provision of favorable conditions for the development and upbringing of a child. According to this model, the main mission of the teacher is to be able to develop the physical and mental skills of the child and lay the foundation for the child's further adaptation in society.

§11. Formation of competency approaches in general secondary education

109. Organization of the educational process in general secondary educational institutions include the following approaches:

- competence-based approach;
- competence-activity approach;
- applied research approach;
- axiological approach;
- activity-system approach;
- development-oriented approach.

110. Competence is a set of knowledge, skills, abilities, qualities and values of a person and is necessary for effective performance in a specific field.

111. The main principles of competence in education:

- Students are responsible for their education, behavior and contribution to the educational process;
- development of basic and technical skills, methods, recognition approaches, and ability-driven activities;
- joint formulation of evaluation targets by teachers and students;

- diversity and forms of independent activity, recognition and development based on personal motivation;
- the school, as a part of the social system, actively communicates with the public and social institutions, creative groups, and so on;
- the teacher equally cooperates with the students and helps to find purpose in society, while also supporting the development of students' abilities;
- learning effectiveness is evaluated by students, their parents and the society, taking into account the development of modern technologies and the labor market;

112. In the education process, the development of the following skills becomes an important basis for teacher's assessment:

- information competence of the teacher - effective use of the educational program and methodological recommendations and other necessary information by the teacher;
- communication (communicative) competence of the teacher fosters the ability to effectively communicate with the students and create a favorable learning atmosphere. Communication skills require the use of different communication strategies and methods, the ability to empathize and solve problems, seek ways to solve these problems, and the ability to support and develop trusting relationships with students;
- legal competence plays a vital role in teachers' professional skills development and determines the norms of behavior, responsibility, rights and obligations of the teaching staff;
- scientific and research competence of the teachers requires the presentation of various problems and examples that sharpen the students' ability to think and search.

§12. The role of the teacher in organizing the pedagogical environment of the general secondary education institution

113. The role of the teacher in the pedagogical environment is defined as follows:

- providing opportunities for the pedagogical environment for students' personal development in areas related to the levels of general education based on the application of the content of social, spatial, subjective and psychological and didactic components;
- support in promoting self-awareness and recognition by students in higher grades of their position and place in society, and to choose opportunities that meet their individual development needs;
- cooperation between the teacher and students in communicating, establishing relationships, creating an individual subject, and organizing joint activities;
- development and implementation of a system aimed at the development of self-awareness of students, including self-awareness as the objective of pedagogical activity;

– adopting an individual approach and cooperation of the educational institution with the family to support the formation and development of students' self-awareness.

114. To achieve these goals and create an effective pedagogical environment, teachers should perform the following tasks:

– specifying and expanding the main features of the pedagogical environment of the educational institution;

– fostering each student's self-awareness as a pedagogical goal;

– determining the enabling pedagogical environment in fostering and developing each student's self-awareness;

– providing feasible support and contribution for creation of a suitable pedagogical environment in the educational institution;

– experimentally testing relevant approaches in practice;

– engaging and contributing to the creation of an effective pedagogical environment in education management;

115. Pedagogical conditions contributing to an enabling pedagogical environment in the educational institution and supporting its leadership in this process include:

– accounting for the teacher's lead role as the basis of the pedagogical environment and initiative in providing opportunities for the pedagogical and managerial environment;

– offering the student an opportunity to actively engage in the educational process;

– fostering communication between the teacher and the student, joint activities and interchange in education and training, and establishing an individual subjective and spatial environment.

116. Teachers undergo professional development in line with the "Procedure of professional training and retraining of education workers" (MoES Order No.377, dated 5 April 2023) and subject to the specific need.

117. The state institution "Republican Institute for Training and Retraining Education Workers" (and its branches) is mandated to ensure professional development of teachers and workers in regional and city departments.

118. The curricula of professional development courses for education workers are tailored to incoming new staff, professional degrees, levels of training, requests (needs) of education workers and include at least 24 hours of training.

119. Retraining of education workers who aim to master a new profession and specialty is voluntary and is conditional on the Institute's capacity. Retraining of education workers is carried out according to the curricula of retraining courses requiring at least 500 hours and is approved by the authorized state body in the field of education and science for a period of two years. (MoES Order No.377 dated 5 April 2023).

120. Professional development courses are offered on the basis of full-time, part-time, distance learning, and mixed-form participation. Professional development courses for teachers are also offered via distance learning and blended formats,

allowing teachers to study at a convenient time (throughout the week, depending on preferred daytime hours) and improve their qualifications and professional skills.

121. Those who complete the training course are awarded a certificate.

122. Educational materials and resources, as a part of the pedagogical environment, are developed in accordance with the legislation of the Republic of Tajikistan.

123. Digital pedagogical environment is an innovative concept aimed at integrating digital technology into learning. The following forms the digital pedagogical environment:

- hardware and software;
- technical and educational support of technology in the education process;
- use of audiovisual tools and equipment in the education process; and
- storage and use of information in electronic and paper formats.

124. The introduction of a digital pedagogical environment would improve the efficiency of planning and resource provision in the education process, facilitate the documentation management, storage of information, and distance communication between students and teachers.

125. Establishing a digital pedagogical environment mainly requires the provision of technical equipment. Classrooms should be equipped with computers, projectors, electronic boards and access to electronic textbooks, online platforms and the Internet.

126. An important part of the digital pedagogical environment is the presence of a school website containing the necessary information and pages on social networking sites.

CHAPTER IV. FUNDAMENTALS OF ORGANIZING THE PHYSICAL ENVIRONMENT IN GENERAL SECONDARY EDUCATION INSTITUTIONS

127. The physical environment is a set of infrastructural elements with favorable conditions for the implementation of the teaching and learning process, which must meet the operational (functional), environmental, accessibility, safety, health and wellness, and inclusiveness requirements.

128. The following are the main conditions and elements in the formation of the physical environment:

- ensuring compliance of the size, design and construction of buildings and structures of educational institutions (infrastructure) with the established norms and requirements;
- prioritizing the resilience to climate change, natural and manmade hazards safety and stability of the physical infrastructure;
- ensuring availability of buildings and structures and their resilience to climate change, natural and manmade hazards;
- ensuring the accessibility of buildings and structures of educational institutions, so they are equally available to students and teachers of all abilities;
- reducing the number of multi-shift educational facilities and increasing teaching time;

- introducing digital infrastructure standards in educational institutions.

§13. Organization of networks of general secondary educational institutions and its types

129. The location of general educational institutions is determined according to the relevant project design requirements, taking into account classroom occupancy, urban and demographic conditions, connectivity with other populated areas, and other factors.

130. Classroom occupancy for general educational institutions is capped at no more than 24 students per classroom, including 20 students per classroom in the upper grades of general education, gymnasiums and lyceums. Maintenance and renovation of existing school premises accounts for area-based classroom occupancy norm capped at no more than 30 students if classroom space averages at least 1.8 m² per student.

131. Students are divided into two subgroups in foreign language classes in grades 1-11, labor education in grades 5-11, physical education in grades 10-11, computer science and technology, physics, chemistry, and biology (during practical or hands-on sessions). In lyceums and gymnasiums, the classroom is divided into several subgroups for carrying out practical activities from differentiated and integrated educational programs, as well as to organize group work and independent studies in line with the students' preferences.

132. As a rule, maximum enrollment capacity of general educational institutions should not exceed 1,200 students. If actual enrollment exceeds this threshold, school premises should be designed to accommodate a set of buildings containing a single school-wide central area and several educational buildings which are separated from each other, with adequate space provisioned in each building in accordance with the established per-student spacing norms.

133. The calculation of the network of buildings in school premises should account for the number of seats in general educational institutions to accommodate teaching under a single shift 100% of students enrolled in primary and lower secondary grades and up to 75% of students enrolled in upper secondary grades.

134. The distance between a student's home and the educational institution should not exceed 0.5 km for pedestrians or within 10-15 minutes of driving distance for students enrolled in primary grades, no more than 30 minutes for students in lower secondary grades, and no more than 45 minutes for students in upper secondary grades respectively.

§14. Layout and functional composition of the land plot, composition and area of rooms

135. Buildings of general educational institutions should be located on a separate land plot, considering the prospects of new nearby settlements or residential districts, the sanitary protection zone, and the existing and planned construction. The area of land plots should be determined based on the norms and rules of urban

planning of the Republic of Tajikistan (RRCB of the Republic of Tajikistan) dated 30 January 2018.

136. The distance between the school building and the red line and from the school borderline to the walls of nearby residential housing is determined by the standards and rules of sanitary requirements for ensuring the standard level of physical factors, radiation, lighting, and annex 7 of the RRCB of the Republic of Tajikistan dated 30 January 2018. The prescribed distance can be shortened in the event of compliance with the sanitary requirements for ensuring the standard level of physical factors, radiation, lighting, but the distance cannot be less than 10 meters.

137. The area of a general educational institution should be divided into functional parts for physical education and sports activity, basic military training, educational and experimental, recreation and administrative zones, and should conform to the requirements of the existing standards.

138. The area of greenery should comprise at least 30% of the total land area of the general educational institution. The green area of educational, experimental, sports, recreation, and other areas should also contain protective lines and bushes. The use of poisonous and thorny plants is not allowed for landscaping.

139. The territory of the general educational institution should be fenced or protected by a wall with the height of at least 1.5 meters along the entire perimeter and in accordance with the current requirements and rules and sanitary standards and should contain protective measures that can prevent students from running to the pedestrian part of the street from the entrance of the building. Along the fence or wall, a green line should be planted with trees and bushes.

140. The plot should be provided with small and light architectural shapes, and passages, corridors and playgrounds should have a hard surface. The main entrance area should accommodate a suitable area for conducting school-wide events.

141. The set of functional groups, composition and area of rooms/offices of general educational institution should correspond to their type, functional pedagogical structure and purpose. The composition and functionality of areas across a group of buildings of general educational institutions should conform to the provisions of annex 7, RRCB of the Republic of Tajikistan dated 31 March 2018.

142. Classroom areas and frontal-shaped classrooms should accommodate space of no less than 1.8 m² per student, whereas classrooms offering blended learning (frontal-shaped and group-based) and specialized offices and science labs should accommodate space of no less than 3 m² per student.

143. School areas accommodating 3 m² per student are suitable for group work and individual classes. The workshop areas for learning technology and labor are determined at 4.5 m² per student, whilst acceptable areas for specialized workshops for differentiated education are determined at 5.5 m² per student.

144. The number and size of the sports hall is determined depending on the purpose and type of the building. In institutions of general secondary education, the type, quantity and area of the sports hall is determined based on the provision of one-time services of the surrounding institution and are grounded in the respective norms (including a swimming pool catering to students from a network of schools).

145. If the general secondary educational institutions have more than 320 students, seats should be accommodated in the sports hall. At least two changing rooms for the students (separate for boys and girls) and two showers/toilets should be secured in the sports hall.

146. The dining hall area is determined at a minimum of 0.8 m² per seat based on 1/3 of the number of students, teachers and administration in the educational institution.

147. The area of toilets, washrooms, showers, the number of sanitary appliances, the area of restrooms and other rooms for various purposes should be congruent based on Appendix 8 RRCB of the Republic of Tajikistan 30-01-2018.

§15. Basic requirements for the size, design and construction of general and special education institutions

148. The design of buildings of general secondary educational institutions, lyceums and gymnasiums should be universally applied to all facilities, with the recommended height of no more than four (4) floors. The height of the ground floor of the building should be at least three (3) meters from the floor to the ceiling. The height of the viewing areas and sports halls is provisioned in annex 7, RRCB of the Republic of Tajikistan dated 31 March 2018.

149. The architectural and typological structure of the building should be designed in accordance with the functional requirements, and the educational classrooms should be grouped by age and subject characteristics as follows:

- for grade 1, according to the requirements, at least three classrooms with playrooms (rest room) and a sanitary facility (WASH-friendly) should be provisioned in the educational institutions;

- for grades 2-4, at least 6 classrooms with rest rooms and a sanitary facility, as well as a workshop and a universal room for occupational groups should be provisioned in the educational institutions; and

- for grades 5-11, classrooms, laboratories, rest rooms, and sanitary facilities should be provisioned in the educational institutions.

150. In the upper grades of educational institutions with different subject areas, a set of classrooms should be established, which are divided into classrooms for general secondary education and progressive education methods.

151. Classrooms represent the core element of every general secondary educational institution, and they must meet the area size, temperature, humidity, lighting, ventilation and acoustics requirements and standards. The blackboard (whiteboard) should be placed in such a way that it is easy to see for every student.

152. The illumination during artificial lighting of the rooms, the orientation of the windows in the classrooms in relation to the horizon, the air temperature and air circulation in the rooms should be congruent with annexes 9-11, RRCB of the Republic of Tajikistan dated 31 March 2018.

153. According to the requirements of chapters 3, 6 and 8* of the RRCB of the Republic of Tajikistan dated 31 March 2018, the number of students in each classroom and specialty group in general secondary educational institutions is

determined at no more than 24 students (mandatory). Notwithstanding the enforced regulations, classes usually contain 35 to 40 students, while the typical expectation is to accommodate no more than 40 students per class in grades 1-8, no more than 36 students per class in grades 9-11, and no more than 20 students per class in evening schools.

154. Sanitary facilities for students in grades 5-11 should be situated in enough far distance from of learning areas and centered on one of the floors in a two-story building. The entrance to the sanitary facility should not be situated in front of the entrance to the educational facility or near the educational facility.

155. Rooms that form part of the school center should be situated separately in the educational buildings. Passage to the school center cannot be situated through the educational buildings.

156. All the infrastructural elements of the educational institution should be located in one building and its construction should be designed in accordance with the requirements and provisions of RRCB of the Republic of Tajikistan dated 31 March 2018.

157. The kitchen rooms are designed considering the conditions for working with raw food products and, if there is a district school canteen, for semi-finished products, separate entrances should be secured in the production rooms of the kitchen. Sanitary facilities should be situated in the dining hall at the rate of one bucket of water for 30 seats.

158. Entrances to the educational and sports rooms are not allowed in-between the educational buildings (classrooms). Access to the sports hall through the dressing room or through a separate corridor should be considered. With the consent of the education department and the authorized control, sanitary and epidemiological body, sports halls that are situated independently and separately can be used for extracurricular activities outside the school needs for the purposes of conducting sports activities, provided that there is also a dressing room, a shower in front of them and sanitary facilities.

159. Resting areas located near the lecture hall should be designed considering their use as corridors. The width of the resting areas with the offices/cabinets and laboratories located on one side should be at least 2.8 meters, whereas the width of the resting areas with the classrooms located on both sides should be at least 4 meters.

160. Toilet seats in the hall (toilet) for students should be in separate rooms (cabins), separated from each other by a middle wall with a height of at least 1.8 meters and not reaching the floor by 0.2 meters. Their dimensions in the design should be equal to 0.8 meters by 1.0 meters. One of the toilet rooms should be designated exclusively for girls (for personal hygiene) and should have the size measurements of 1.8 x 1.2 meters. Requirements for access to toilets are further explained in “§16. Requirements for standards on water, sanitation and hygiene (WASH)”.

161. The corridor between the toilet and the opposite wall should be at least 1.5 meters wide if there is no urinal and 2 meters if there is one.

162. The distance between individual washbasins should be at least 0.65 meters, and the height of the upper part of the washbasins above the floor should be 0.5 meters for students in grade 1, 0.6 meters for students in grades 2-4, and 0.7 meters for students in grades 5-11. The width of the corridors between the sinks and the wall should be at least 1.1 meters, and the width between two rows of sinks should be at least 1.6 meters.

163. Shower rooms in the design should be at least 0.9x0.9 meters in size, and the width of the aisles between them should be at least 1.2 meters; and between adjacent rooms or a room and the middle wall, at least 0.8 meters should be provisioned.

164. The buildings of general secondary educational institutions should be designed considering the inclusive education including theof children with disabilities based on a special order.

165. In boarding schools and preschool boarding schools, there should be sleeping rooms for each age group, sanitary facilities, as well as a room for cleaning clothes and shoes. The bedroom area should be 4 m². In a bedroom area, sleeping rooms should be separated from other rooms, with the provision of fire-proof walls.

166. Bedrooms in boarding schools and preschool boarding schools, sanitary facilities (dining room, toilet, and a shower room), and the dressing room in the shower room should be separated for boys and girls.

167. The strength and technical stability of the buildings of educational institutions is conditional on their robust structures. The structure of a building is the set of the main structural (constructive) elements and buildings connected to each other (e.g., foundations, walls, roofs, individual columns, stairs, doors and windows, middle walls, and so on).

168. The selection of the constructive system in the design process is carried out considering the requirements of size and design, architectural and economic planning, based upon which the effective use of each constructive system is established. In the design of buildings of general secondary education, mainly two constructive systems are widely used: wall (non-class) and class (non-wall).

169. The load bearing systems of the building, in turn, determine its constructive plans. Fundamentally, there exist constructive plans of the following types of buildings: with load-bearing walls; with bar load-bearing walls (kundalang); with an incomplete test; with a full beam and non-load bearing walls.

170. The legislation and technical regulations related to the physical environment in the Republic of Tajikistan are organized by the Urban Planning Code of the Republic of Tajikistan, Resolutions of the Government of the Republic of Tajikistan, and construction and urban planning norms and rules.

171. The requirements for the specific climatic and environmental characteristics of the construction site should be accounted for in the process of planning, construction and use of buildings and educational facilities.

172. For children with physical, mental and maladjustment needs who cannot study in general secondary educational institutions, learning capabilities should be provided in specialized compulsory educational institutions, boarding schools and specialized classes.

173. RRCB of the Republic of Tajikistan "Access to buildings and facilities for population groups with limited mobility" (35-01-2012) offers minimum standards. Based on the compliance with these standards, infrastructure features account for the needs of students and teachers with disabilities. Examples of such features include ramps, elevators, accessible wayfinding and signage, accessible restrooms with hand basins and a minimum space for wheelchairs.

174. If children with disabilities are enrolled in a general secondary educational institution that does not have an elevator, the classrooms where these children study should be located on the first floor.

175. In the Republic of Tajikistan, fulfilment of the requirements and instructions for the design of the physical environment is mandatory for general secondary educational institutions, including international (foreign) educational facilities. At the same time, the corresponding partners or owners of such facilities may add special requirements to the construction and physical environment.

§16. Requirements for water, sanitation and hygiene (WASH) standards

176. Water supply and drainage of educational institutions in Tajikistan follows the requirements of the RRCB of the Republic of Tajikistan (40-04-2015) on Internal Sanitary and Technical Systems.

According to this document, provisions must be made to ensure:

- At least one faucet of drinking water for every 50 (1/50) students and teachers;
- One bathroom for every 100 students (1/100) depending on gender characteristics;
- One toilet for every 20 girls;
- One wash basin for every 30 girls;
- One toilet for every 30 boys;
- One wash basin for every 30 boys;
- One urinal for every 30 boys;
- 1 toilet for 10 male teachers and 1 toilet for 10 female teachers;
- At least one toilet should be provided for the purpose of women's hygiene activities.

177. Other guidelines and recommendations on the design of toilets in educational institutions are provisioned in chapter 7, clauses 64-65 of the RRCB of the Republic of Tajikistan "General Education Institutions" (31-03-2018) and compliance with these provisions is mandatory.

178. At the same time, toilets located in the buildings of educational institutions should have contain at least one uniform room (cabin) accessible for all children with disabilities in line with the requirements of Chapter 4, §3 of the RRCB of the Republic of Tajikistan 35-01-2012 "Access to facilities and buildings for groups with limited mobility".

179. Toilets for children with visual impairment and children using wheelchairs should be located no further than 60 meters from classroom seats. Uniform public toilets should have a width of at least 1.65 meters and a depth of 1.8

meters. Rooms next to the shelter should have space for wheelchairs, clothes hooks, crutches and other equipment.

180. The supply of hot and cold water should be considered to the following places:

- washbasins, with one washbasin per room for students in grades 1-4 and rooms for their occupational group; as well as the sinks placed in the drawing and visual arts classroom, informatics and computer classroom, and classrooms for technical design classes, young naturalists, drawing studio, painting, and sculpture;
- sinks and washing places - in workshops for fabric processing and tanning (i.e., cooking), sinks placed in the classroom, dining room and kitchen, and water canisters for administrative needs, single sinks in workshops, sinks in the room for technical staff and sinks placed in the naturalist rooms;
- shower and bathroom equipment, bidets (for foot washing), and two-piece toilet.
- sinks in front of the kitchen, sinks of the sanitary unit and the medical unit;
- laboratory cupboards in chemistry, physics and biology labs, as well as kitchen and cafeteria equipment with hot/cold water supply based on technological requirements.

181. The temperature of the hot water entering the mixer should not exceed 60°C.

182. The toilets located in the buildings of educational institutions should have at least unisex cabin accessible to all groups of children with disabilities in accordance with the requirements of Chapter 4, §3 of the RRCB of the Republic of Tajikistan 35-01-2012 "Access to facilities and buildings for groups with limited mobility".

183. Toilets for children with visual impairment and children using wheelchairs should be located no further than 60 meters from classroom seats. The universal cabin of public toilets should have a design size of not less than 1.65 meters in width and 1.8 meters in depth. In the cabin next to the passenger seat, there should be a place for wheelchairs, as well as clothes hooks, crutches and other equipment.

184. Universal cabins and other sanitary and hygienic rooms used by students, including students with disabilities, supports, bars and adjustable or detachable seats should be situated.

185. The state SanPin document 2.3.2 001-15 "Hygienic requirements in general and specialized educational institutions" defines sanitary standards and rules to uphold the hygienic requirements in educational institutions. These sanitary standards and rules are intended to eliminate any adverse effects and factors in general and specialized educational institutions and define sanitary and hygienic requirements.

186. The state sanitary and epidemiological supervision, as well as control over the implementation of these sanitary rules and norms, are carried out by designated authorities and entities.

§17. Requirements for the structural integrity and safety of the physical environment

187. Compliance with building structural integrity requirements, environmentally friendly, and energy efficient activities in the planning stage, design, construction and operation of general secondary educational facilities, which are aimed at reducing the carbon footprint and greenhouse gas emissions, contribute to the safety of the physical environment. Environmentally friendly construction materials, energy efficient systems and renewable energy sources, water conservation and waste management are also interrelated.

188. Normative and technical documents of Construction Regulations and Rules of the Republic of Tajikistan (CRRRT) 23-01-2018, CRRRT 23.02-2021, CRRRT 23-03-2017 and CRRRT 41-01-2018 define the energy saving of an educational facility, whereas CRRRT 30-01-2018, CRRRT 30-04-2021, CRRRT 40-02-2021, and CRRRT 40.01-2008 contain information on the relocation of buildings and structures, flooding, collection and treatment of rainwater in low-water areas.

189. In practical terms, educational institutions can arrange separate collection of waste, acceptance of batteries and mercury lamps for their subsequent utilization/recycling, collection of wastepaper and so on. Every general secondary educational institution should operate efficiently and without wasting natural resources by economical use of lighting, motors and other electrical and other equipment and tools.

190. Safe educational institutions create an environment where students, teachers, and other staff feel safe not only during emergencies, but in their daily activities.

191. The implementation of the National Disaster Risk Mitigation Strategy of the Republic of Tajikistan 2019-2030 begs compliance with the requirements of the following normative (i.e. regulatory) documents on design, construction and operation of educational institutions:

– RRCB RT 22-07-2018: Requirements of the regulatory document "Earthquake-resistant construction" should be complied with during the preparation of design documents for the construction, renovation, strengthening and restoration of buildings and structures located in seismic zones of 7, 8, 9 and more than 9 points (according to Table 64);

– CRRRT 21-01-2018 "Safety of buildings and structures against fire" defines the general requirements for protecting buildings and other construction structures from fire;

– CRRRT 22-08-2021 "Buildings and structures on subsiding soils" refers to engineering protection measures applied to reliefs, buildings and structures from hazardous geological events (e.g., floods and flooding of territories, landslides, floods, avalanches, and so on), and a set of focus actions.

192. An additional element of safeguarding the general secondary educational institution relates to transportation and should ensure safe and clear pathways to facility.

193. Compliance with aforementioned minimum standards ensures the stability of the physical environment against health (hygienic) hazards, including

future pandemics. Such measures include improving air quality, ventilation, upgrading toilets and sanitation facilities, and ensuring adequate space available for pedestrian movements.

§18. Requirements for internal physical environment and provision of natural and artificial lighting

194. The natural room lighting in general secondary educational institutions should be provided based on the requirements of SRR (Sanitary Rules and Regulation) 2.04-05-9 and RRCB of the Republic of Tajikistan 23-03-2017 "Illumination of buildings, facilities and territories".

195. The main classrooms should have no less than the standard value of KRT above the educational norm, and in line with the requirements and rules lighting come from the left-hand side. Setting up a mobile form of teaching requires considering equal lighting on the entire working surface of the room from additional biological lighting (mixed: top and side integration) or additional artificial lighting inside the classroom and outside the area of the main classroom desks.

196. Design without natural light but only with artificial light is allowed in the following cases:

- communication routes and corridors that are not resting areas;
- shower and toilet, gym and pool, staff toilet, women's personal hygiene room;
- radiocenter, film and photo studio, room for limited TV system, library warehouse, and warehouse;
- heating equipment room (boiler room), water supply and drainage room (pumping room), ventilation chambers, control room and other rooms for managing engineering and technological equipment of a particular building.

197. In emergency situations, the viewing hall and corridors (couloirs) and the students' sanitary units may be designed with artificial lighting. In such instances, the (calculated) frequency of air exchange should be increased.

198. Lighting of corridors with secondary lighting is supported via the installation of a middle glass wall or a raised door on the walls of the corridors.

199. The norms of artificial lighting of the main educational premises of the general secondary educational institutions should align with the current norms and rules.

200. The lighting of the classrooms should conform to the current norms and rules. It is also important to adopt the orientation of the windows of the main classrooms, which determines the angle of the appropriate orientation of the classrooms depending on urban planning features of the buildings of general secondary educational institutions.

201. Classroom windows, where the use of educational technical means is planned, should be covered with a curtain.

§19. Requirements for heating and ventilation

202. In the general secondary educational institutions, heating and air conditioning are provided in line with the requirements of the Criminal and Procedural Code (CPC) 41-01-2009, CPC 31-02-2007 and chapter 9, §3 of the CPC 23-01-2018 in accordance with the Fire Control Department at subnational level. Stove heating from the corridor or the resting area of the educational facility is permitted.

203. The estimation of air temperature for the purpose of heating and determining the frequency of air exchange of buildings should conform to annex 11, CRRRT23-01-2018. The air temperature emitted through the air heating systems during working hours should not exceed 400 C, and the air exhaust from the educational premises should be carried out through the resting area and the sanitary section.

204. Securing mechanically stimulated and forced ventilation in the classrooms should be complemented by natural ventilation with air change once per hour. With air heating, there is no need to have supply and exhaust ventilation for educational premises.

205. A separate ventilation system should be provided for the following educational premises or room groupings: auditoriums (if there is no heating), laboratories, conference halls, lecture halls, training workshops, sports halls, swimming pools, shooting range, kitchen, medical point, film exhibition hall, and plumbing fittings.

206. Designing a heater combined with air exchange should account for automatic control of the system, including during working hours, the calculated temperature and relative humidity in the premises ranging 40-60%, as well as ensuring an air temperature of at least 150 C outside the educational premises.

207. The ventilation of the kitchen of a general education institution should be accounted for to reduce excess heat generated by the kitchen's technological equipment. The supply of air pressure to the kitchen's production areas through the canteen should also be provisioned. The volume of air supplied should be at least 20 m³/hour per seat.

208. In case of moving modular kitchen equipment, the air pressure supply should be carried out through the air cleaning device of this equipment. Air exhaust from the food preparation complex through the production building should be installed.

209. Air intake into the cinema hall from the air intake system of the assembly hall - lecture room is provided if the connection of the air carrier to the cinema hall, to the air intake system of the hall is located below the floor level of the cinema hall.

210. Air heating curtains are designed for the entrance room (drum) to a building for an institution with three or more parallel classrooms. The provision of heat-preserving curtains from the air intake system with the placement of a heating radiator and an automatic cover at the second entrance is permissible.

211. The use of asbestos-cement materials is not permitted; and air conditioning without organized mechanical flow is permitted in educational premises with 200 enrolled students.

§20. Ways to adapt the physical environment to the educational activities of the institution

212. Adaptation of the physical environment of the educational institution to the pedagogical environment, and the creation and promotion of an effective teaching and learning environment requires the implementation of active learning method.

213. The teaching and learning environment should meet the needs of users in the long, medium and short term. Accordingly, the following three ways of changing the building of a general secondary educational institution can be distinguished:

- Adaptability – the building is resilient to changes over a long period of time;
- Adjustment – parts of the building can be replaced in the short and medium term;
- Flexibility refers to the short-term perspective where the furnishings, furniture and ICT equipment can be quickly and easily reconfigured. These changes can be implemented by the users;
- Multifunctionality of spaces.

214. Adaptation is likely to involve significant changes to building structures or its elements.

215. With purpose of accommodating a great number of students a building extension or renovation will be implemented. Adaptability often implies changes to building designs or technical systems, but not to its core structure. In practice, changes and replacement of furniture, ICT equipment, the usage of partitions and movable partitions are widely used.

§21. Implementation of the educational infrastructure construction project

216. An education infrastructure construction project may include construction of a new building, additional construction of educational premises, reconstruction of an existing educational institution, or a project that includes one of these categories. The process of implementing an infrastructure construction project in education includes several consecutive stages:

- assessment and decision making;
- selection of a land plot and its acquisition;
- development of concept design with pedagogical approaches in mind
- design stage;
- procurement and tendering; and
- construction and supervision;
- continuous maintainance and improvement based on educational practices.

217. The main stages and deadlines for the execution of design and construction work must be determined in accordance with the requirements of the specified documents. The procedures associated with the implementation of architectural, urban planning and construction activities depend on the following stages:

- The selection of a land plot and its acceptance for the implementation of construction activities are carried out by subnational authorities in accordance with the requirements of the Land Code and the procedure established by the said rules;

- Obtaining architectural planning assignments. The authority for architecture and urban planning at the subnational level prepares architectural planning instructions, provides technical specifications from the relevant entities based on the necessary capabilities of the engineering system and offers the customer to prepare design documentation;

- Preparation of design documentation. The customer prepares design documentation for construction in accordance with the procedure established by authorized state bodies in the field of construction and architecture;

- Coordination of design documentation. The subnational authority for architecture and urban planning verifies the compliance of design documentation with architectural planning instructions and urban planning standards and, if they are correct, approves them.

- Examination of design documentation. The customer's submission is made for state examination of state urban development design documentation;

- Obtaining a construction permit. The customer applies to the subnational authority for architecture and urban planning to obtain a construction permit;

- Acceptance of completed construction projects into operation. After construction is completed, the customer transfers the project to the State Commission for acceptance and use.

218. Routine situational analysis of general secondary educational institutions and demographic trends are assessed by a lower level of subnational government (community).

219. An application for new project development, such as for the construction of educational infrastructure, is prepared by the public in cooperation with district education departments and sent to subnational governments.

220. To select a land plot for the construction of the new building for a general secondary education institution, the subnational government at city or district level files in a request to the Government of the Republic of Tajikistan for planning the construction of new educational infrastructure or an additional building.

221. The land plot is selected by the subordinate units of the Committee on Land and Architecture of the Republic of Tajikistan in cities and districts, and the decision on its allocation is made by the chairman of the city or district. Based on this decision, the Committee on Land and Architecture issues a certificate for the right to use the land. The decisions of the GoRT are required regarding water lands.

222. A suitable plot of land must meet several requirements:

- adaptation to climate conditions;
- protected from the effects of natural disasters (e.g. flood plain, earthquake fault);
- not near railways, highways or busy roads;
- the presence of trees and greenery on the construction site and on its side (suitable for its intended purpose, but not mandatory).

223. The development area of a general secondary educational institution per is calculated based on the following dimensions: 30 meters to 70 meters². The minimum size according to annex 11, paragraph 94 of the RRCB RT 30-01-2018

"Urban planning. Planning and construction of settlements" may be equal to 2800.0 m².

224. The physical environment of a general secondary educational institution must meet the modern requirements of the educational process and have the following architectural, design and construction features:

- flexibility of the internal environment (design and dimensions): classrooms and other educational premises can be easily repurposed depending on the form of educational activity (individual and group work, clubs, etc.). The arrangement of educational equipment (tables and chairs) changes depending on the form of education; Hall spaces (sports and conference halls, libraries, and so on) are designed for multifunctional (universal) purposes, various areas of the internal environment can be distinguished using collapsible and sliding partitions;

- Group work areas (places): creating special spaces where students work in groups, communicate and collaborate. These places take form of cozy corners, sofas and open spaces;

- Full use of natural light and ventilation: modern educational institutions make full use of natural light and fresh air, which helps to create a comfortable learning environment;

- Colored educational zones: to make the educational process interesting and colorful in modern educational institutions, there are classrooms, as well as scientific laboratories, educational and industrial workshops for various purposes, master studios, gyms and recreation areas;

- technological coordination: the use of interactive whiteboards, multimedia tools, computer classes and virtual reality technology make the educational process not only interesting, but also modern and effective;

- environmental sustainability: the construction of new educational institutions is anchored in sustainable development ideas, and facilities make extensive use of renewable energy sources, including solar panels, energy-saving systems, and environmentally friendly construction materials;

- integration of individual spaces and balanced collaboration: spaces and areas are provided for individual learning and collaboration among students, taking into account the different learning skills and behaviors of students;

- sustainable development of physical activity: places for physical activity are allocated directly in the sports halls of educational premises, as well as in the open space of sports grounds, as well as areas for other sports activities and health improvement;

- inclusiveness and accessibility: the architectural and design solutions of educational premises are fully implemented by accounting for the needs and requirements of all students, including students with disabilities;

- architectural and artistic beauty and attractiveness: the favorable design of modern educational buildings to create a beautiful, attractive and inspiring environment contributes to effective teaching and learning of students.

§22. Implementation of design, procurement (tenders), construction and control stages

225. The stages of development of the project for the construction of buildings of educational institutions are determined based on the requirements of chapter 9 of the Law of the Republic of Tajikistan "Rules for the construction of buildings in the Republic of Tajikistan" (dated 30 May 2017) and include pre-design work, preparation of design documentation for construction, approval and examination of design documentation.

226. The initiator of the educational infrastructure construction project may be a subnational government (i.e., municipality), the Ministry of Education and Science of the Republic of Tajikistan or a private investor.

227. Before dividing a plot of land, the customer of the project must carry out the following work:

- Issuing a letter to obtain pre-project (or project) documentation to the city or district level subnational government;
- act of annexation of a land plot;
- decision of the head of the district on approval of the act on the annexation of a land plot;
- the decision of the head of the district on the design and construction permit;
- a copy of the state registration certificate (certificate of the right to use land) of the Land Committee representative of the corresponding city or district;
- architectural order from the architectural department of the city or district;
- Technical conditions from OJSC "Barqi Tojik" for power supply;
- Technical conditions from JSC "Tajiktelecom" for setting up a telephone point;
- Technical conditions from SUE "Obu Korezi" for daily water supply;
- Conclusion of the chief architect of the respective city or district;
- Conclusion of the state environmental assessment carried out by the Committee for Environmental Protection;
- Conclusion of the social protection division of the respective city or district;
- Conclusion of the fire service from the Ministry of Internal Affairs;
- Conclusion of the sanitary-epidemiological service of the respective city or district;
- Facility location plan from the city or district architecture department that indicates utility lines.

228. The design documentation and its costing estimates are prepared by the design company and are submitted for review to non-governmental division of state examination of urban planning design documentation (under the Committee for Architecture and Construction).

229. The examination of architectural, urban planning and construction projects is carried out in accordance with the requirements established by the Urban Planning Code of the Republic of Tajikistan.

230. After the design documentation is approved and the required amount is determined, the initiator sends a request to the following institutions:

- if the project is financed from the government budget, then the process is implemented by the Agency for Public Procurement of Goods, Works and Services under the Government of the Republic of Tajikistan;

- if the project is financed from grants or private sector contributions, then the process is implemented by the State Committee for Investment and State Property Management under the Government of the Republic of Tajikistan.

231. During tender, a design company is selected to prepare design documentation.

232. Control over the compliance of construction work with the requirements of the construction permit, urban planning regulations, state standards and norms is exercised by state construction and architectural supervision bodies and local architecture and urban planning bodies.

233. The duration of construction depends on the design of the project and the availability of funds.

CHAPTER V. ASSESSMENT AND EDUCATION QUALITY ASSURANCE

§23. Assessment, content, substance and objectives

234. Education quality assessment serves as a comprehensive mechanism to evaluate the alignment of various dimensions of education - including teaching, learning environments, and institutional practices with the state education standards and the requirements of educational programs and plans. To strengthen this system, the vision for education quality assessment is to establish a fair, inclusive, and robust framework that ensures continuous improvement in learning outcomes while aligning with both national priorities and global standards. Guided by principles of equity, reliability, inclusivity, and transparency, this system aspires to not only measure compliance but also foster innovation, promote accountability, and enhance the overall quality of education across all levels.

235. The core focus of education quality assessment is the evaluation of student knowledge and competencies. Quality assurance involves the systematic analysis and assessment of the educational process to enhance and ensure its quality, promote equal access, and improve overall efficiency in education.

236. The assessment of the pedagogical environment, physical environment and managerial environment is carried out as a means of determining the reasons for students's progress in acquiring a particular competence based on the knowledge, skills, abilities and way of thinking collectively and individually. The assessment of the physical, pedagogical and managerial environment of general secondary educational institutions is grounded in currently enforced standards.

237. The assessment has specific goals, objectives and tasks. The assessment includes the following goals:

- assessment of learning;
- assessment for learning; and
- assessment as learning.

238. Depending on the core areas set by the authorized body in the education sector, assessment is carried out with the following objectives:

- monitoring of learning outcomes: regular assessment of student performance through standardized tests and methodological reviews;
- analyzing pedagogical activity: assessment of the effectiveness of teachers' activities, identification of their strengths and weaknesses (shortcomings), and the need for professional development;
- reviewing the learning environment: review of the material and technical base, as well as educational and extracurricular conditions in which the educational process is implemented;
- developing and implementing modern criteria for assessing the quality of the educational process;
- updating and improving teaching methods in accordance with national and international standards; and
- improving the qualifications and teachers' professional level through regulated training and retraining programs.

239. Ensuring and guaranteeing the quality of education is conditional the following types of assessment in general secondary educational institutions:

- **Student Learning Assessments:** Including diagnostic, formative, summative, and competency-based approaches to reflect a comprehensive learning evaluation.
- **Teacher and Institutional Assessments:** Focused on evaluating teaching effectiveness, leadership quality, and governance.
- **Learning Environment Assessments:** Exploring how pedagogical, physical, and managerial aspects of schools impact education outcomes.
- **National and International Assessments:** Considering how assessments like PISA and TIMSS could guide the framework toward international alignment.

240. The main purpose of certification in general secondary education institutions is diagnostics and analysis of the state of the educational process to ensure and guarantee quality education that emphasizes personal development of each student, development and improvement of the education system. The assessment facilitates the implementation of a competency-based approach in education supported by the pedagogical environment and the physical environment.

241. The assessment of the pedagogical environment evaluates the conditions and practices that support the implementation of the educational process. This assessment focuses on the following key criteria:

- **Teachers' Professional Practices:** Evaluation of teachers' theoretical knowledge and practical application during the educational process, including lesson delivery, classroom management, and engagement techniques.
- **Students' Engagement and Activities:** Assessment of students' active participation and practical application of knowledge during the educational process, reflecting their involvement and learning outcomes.
- **Teachers' Professional Development:** Review of programs and opportunities for the training and retraining of pedagogical staff, ensuring alignment with modern educational standards and methodologies.

242. The assessment of the pedagogical environment is conducted through comprehensive, targeted, and selective evaluations using standardised tools. These tools, developed by the authorised body in the education sector, ensure consistency and reliability in the assessment process. Teachers and students are assessed independently to provide a detailed and objective understanding of their respective roles and contributions within the pedagogical environment.

243. Depending on circumstances and needs, the physical environment of the educational institution is assessed partially or fully and includes the following types:

- Professional architectural expertise of new institutions in microdistricts, villages, settlements and towns is carried out depending on the construction needs;

- Existing educational facilities are subject to an assessment of the construction of additional buildings. Professional architectural assessment is also undertaken to determine the wear and tear, renovation and major repairs of existing educational facilities;

- Assessment of the educational institution's actions in response to accidents and natural hazards (emergency situations). Such an assessment is also carried out by the Committee of Emergency Situations and Civil Defense in the event of natural disasters or serious accidents;

- The assessment of an educational institution during licensing, accreditation and determining its (including its auxiliary facilities) rating is carried out in accordance with the current legal and regulatory framework of the Republic of Tajikistan in the education sector;

- The Ministry of Health and Social Protection conducts a standard professional assessment of the sanitary condition of the building of an educational institution;

- The assessment of compliance with fire safety requirements is carried out by the Fire Fighting Department of the Ministry of Internal Affairs of the Republic of Tajikistan;

- The assessment determines the suitability of the physical environment for teaching and learning based on questionnaires and educational field studies.

244. The assessment of an educational institution's management encompasses all aspects of its administrative functions. This includes evaluating the implementation of the Republic of Tajikistan's education policies - such as legislation, regulations, strategies, and programs—alongside the effectiveness of sector financing. Additionally, the assessment reviews the material and technical resources, control mechanisms, and planning processes to ensure they align with state educational standards, foster an effective pedagogical environment, and support the delivery of quality education.

§24. The fundamentals of ensuring the quality of education

245. The fundamentals for ensuring the quality of education include the creation of conditions, including resources (e.g., educational, methodological, financial, material and technical, informational and personnel) include the following:

- development of modern educational programs and their implementation, updating of educational plans and programs in accordance with modern requirements and international standards;

- advanced teacher training on the application of new methods and technologies in education;

- creating a favorable learning environment, facilitating student access to modern educational materials, technological tools and additional resources that contribute to their educational development;

- establishment of parent and community advisory councils at schools to provide a platform for stakeholders to contribute to decision-making and the development of educational initiatives.

246. Ensuring quality of education requires educational institutions to follow and implement educational policies, procedures and standards to ensure quality education in an effective learning environment.

247. Ensuring the quality of education through self-assessment by schools and external assessment (including administrative testing, licensing and accreditation), assessment of teachers, heads of educational institutions and assessment of students are ensured by accounting for various aspects of education, such as the implementation of the educational plan and program, professional development of teachers, the pedagogical environment, the management of the educational institution, the physical environment and achievement. student learning is ensured.

248. The main goal of education quality assurance is to create a robust environment for continuous improvement and compliance with established educational standards, including external assessment, self-assessment, reporting methods and approaches, and transparency.

249. Quality assurance in education is ensured through the principles of criteria-based assessment, transparency, accountability, consistency, validity, reliability and comparability.

250. Below are the main procedures implemented to ensure the quality of education and create conditions for obtaining quality education in the Republic of Tajikistan:

- notarized approval of the educational institution's charter;
- availability of the educational institution's technical passport;
- availability of educational materials in accordance with educational standards and programs;
- certificate confirming compliance with fire safety requirements;
- certificate confirming compliance with sanitary and hygienic requirements;
- registration with the Tax Committee under the Government of the Republic of Tajikistan;
- confirmation of the availability of human and technical resources;
- licensing of educational activities; and
- accreditation of the educational institution.

§25. Monitoring of the general secondary educational institution

251. Recommendations for ensuring the quality of education are regularly implemented through monitoring of general secondary educational institutions (*decision No.13/4 of the Council of the Ministry of Education and Science dated 27 September 2021; decision No.13/40 of the Council of the State Agency for Supervision in Education and Science under the President of the Republic of Tajikistan dated 11 January 2022*).

252. Monitoring is a form of observation and control that allows for the assessment of the compliance of the process and educational outcomes with laws and regulations.

253. Monitoring of the quality of education is carried out via special, statistical, social, and psychological studies, whilst the indicators and implementation procedure are determined in accordance with the relevant provisions.

254. Since 2024, general secondary educational institutions were advised to adopt a 10-point grading system (*decision of the Board of the Ministry of Education and Science of the Republic of Tajikistan No.26/27 dated 30 October 2023*).

255. The 10-point system of assessment of students' educational activity, quality of knowledge, skills and abilities contains 4 levels (excellent, good, average and low) and 10 levels (excellent, high, better, good, satisfactory, sufficient, little, insufficient, low and worst). The high level includes two levels (excellent and high), the good level includes two levels (better and good), the average level includes three levels (satisfactory, sufficient, and little), and the low level includes three levels (insufficient, low and worst).

256. The results-based (or competence-based) assessment of students' academic achievements is divided into four types: diagnostic, current, formative and summative:

- diagnostic assessment determines the initial level of knowledge, skills and abilities of the student, and helps to collect the information and determine the learning strategy;

- current assessment determines the level of individual student performance in mastering the subject program and can be formative assessment;

- formative assessment is the process of continuous monitoring of educational activities and is designed to identify and address bottlenecks that students face in absorbing learning materials;

- summative assessment determines and matches the student's acquired knowledge, skills and abilities to the requirements of the subject standard, educational programs and determines the student's ability to apply the acquired knowledge in practice through training and seasonal, quarterly, once-per-semester, and annual attestation.

257. Along with official records of student performance, attendance and the class register, electronic programs E-Donish and edupage should be used as a means of quality assurance. Authorized bodies in education, teachers and heads of educational institutions are required to constantly analyze the data collected in these documents and implement the educational process to ensure the quality of education.

258. The use of modern means of educational information facilitates introduction to an effective system of control and assessment in general secondary educational institutions, automation (and digitalization) of the educational process, introduction of electronic notebooks and diaries, remote monitoring of attendance, and tracking of students' entry and exit times from educational facilities.

259. Statistical monitoring of general secondary educational institutions in the Tajikistan is grounded in data that is collected and processed through the Education Management Information System (EMIS).

260. Heads of educational institutions must collect, process and analyze statistical reports as part of internal monitoring of the educational institution, and to inform the implementation of operational activity improvement program and action plan. The management information system containing student data and data on educational facilities should be created in MS Access format.

261. Educational institutions conduct statistical analysis using the electronic portals of the institution's administration. Data on students' educational achievements that is collected, analyzed and verified by the Education Quality Management Group (EQMG), is then used to improve the quality of education and ensure access to quality education.

262. Stepwise testing is conducted four times a year for each grade and for all academic subjects and within the calendar-thematic plan of each academic subject as general tests related to one subject.

263. The analysis of the results of subject and stepwise tests is carried out by subject teachers and heads of methodological associations in order to identify problems in the educational process and eliminate them. The results of the EQMG tests are recorded in the class register. Passing exams (from one grade to another) and final exams are annual tests yielding general educational results, which are also analyzed.

§26. Assessment indicators

264. Analysis of the state of education and training at all levels of general secondary education and ensuring the quality of education requires the use of various indicators within the assessment context and depending on its purpose.

265. Analytical indicators are used to determine the state of education and the factors influencing it. Analytical indicators are mainly used in conducting national and international assessments. These indicators are used to develop, adopt and implement the concept, strategy and development programs (see Annex 1).

§27. National and international assessment

266. The national assessment assesses the results of educational activities in a given period. The period and duration of the national assessment are determined by the Ministry of Education and Science of the Republic of Tajikistan.

267. In the national assessment, the quality of education is determined on the basis of the following criteria and indicators:

- personal achievements of a student, including various aspects of that student's education and personal development;
- Professionalism of teachers (indicating the compliance of the profession and qualifications of the teacher with the requirements of today);
- organizing the educational process and a comprehensive educational environment (indicators of the socio-psychological conditions of the educational environment in which the student exercises self-realization and strives to build personality);
- development of innovative processes in an educational institution (achievement of goals set in national and state development programs);
- digitalization (ICT technologies in various types of educational activities and their effectiveness);
- management efficiency (enforcement of decisions, regulation of activities, quality of the information system, and others).

268. Within the framework of the national assessment, the quality of education (in particular, the basic (minimum) level of knowledge and skills based on the educational program) is determined according to established criteria. Assessment of the quality of education should account for the following aspects of the educational process:

- knowledge acquired by a student in specific subjects in a given area (in particular, native language, mathematics, history, and natural sciences);
- knowledge and use of digital technologies;
- communication in a foreign language;
- development of 21st century competencies;
- passion for learning and self-development; and
- responsibility and professionalism.

269. Depending on the purpose and level of the study, these criteria and indicators are divided into endogenous (at the level of the educational institution) and exogenous (at the district, regional and national levels) indicators.

270. The following measures are being taken to strengthen and support the national assessment process:

- planning and management;
- preparation of tools and regulations;
- collection of information;
- analysis and synthesis of results and findings; and
- reporting and publication of results.

271. The national assessment report containing the main results will be presented to the authorized bodies and subordinate bodies for appropriate decisions.

272. The national assessment is implemented in two ways:

- voluntary selection - a certain number of selected students participate;
- general - all students of a certain age are involved in the assessment.

National assessment is most often carried out in the second form, in which the performance of each university and student is assessed.

273. The national assessment covers four groups: students in grades 4, 6, 9 and 11.

274. The national assessment is conducted using various methods and tools, including tests, questionnaires, etc. The national assessment covers students, parents or their representatives, teachers and principals of educational institutions.

275. International assessment studies the educational achievements of students of a certain age in a country, presents results to the relevant country authorities and establishes a baseline for comparing the education system of one country with other countries.

276. The period for conducting the international assessment is determined by the Ministry of Education and Science of the Republic of Tajikistan in coordination with the organizers of the international assessments and the decision of the Government of the Republic of Tajikistan.

277. The objectives of the international assessment are as follows:

- tracking the progress of educational achievements of participating countries over time;
- identification of factors influencing the students' educational outcomes (learning conditions at home and in educational institutions, educational experience, training);
- comparison of children's educational progress of the country with other participating countries;
- collection of information for the design of public policy in education;
- comprehensive reviews of the population's main priorities of the education content.

278. The evaluation of the educational achievements of students and all its influencing elements at the level of general secondary education is implemented on a large scale in the Republic of Tajikistan, taking into account the provision and guarantee of quality education, transparency and equal access to all students at 4 levels:

- first level - internal evaluation: at this level, the evaluation of school workers and managers (e.g., principal, deputy principals, teachers, heads of councils and methodical associations, head of methodical office, and the quality management group) is carried out;
- second level - district, city and regional level evaluation: at this level, the evaluation is carried out by experts of district, city and regional education departments;
- the third level – central government assessment or nationwide assessment: at this level, assessment is implemented by the central government authorities in education, such as the Ministry of Education and Science of the Republic of Tajikistan, the National Testing Center under the President of the Republic of Tajikistan, the Agency for State Supervision in Education and Science;
- the fourth level - international assessment: international assessment is implemented in cooperation with international sectoral organizations.

279. Conditional on implementation, the evaluation is divided into large-scale, national and regional evaluations. Such evaluations contribute to shaping the monitoring and evaluation system in Tajikistan and adopting the international

evaluation tools to assess the quality of education, including TIMSS, PIRLS, PISA, and others.

280. To ensure transparency and effective analysis of the quality of education, the type, form, structure and content of testing questionnaires will be developed in a uniform national format. The uniform national template of these questionnaires will be developed in coordination with the relevant authorized bodies in education.

§28. The authorized body in evaluation and ensuring the quality of education in the Republic of Tajikistan

281. The authorized bodies for assessment and quality assurance of education are established by the Ministry of Education and Science of the Republic of Tajikistan (MoES), the Agency for State Supervision in Education and Science under the President of the Republic of Tajikistan, and the National Testing Center (NTC) under the President of the Republic of Tajikistan in accordance with the legislation of the Republic of Tajikistan.

282. The Ministry of Education and Science of the Republic of Tajikistan designs and implements laws and regulations in education. The MoES establishes an evaluation system, based on which educational institutions operate within national and international standards and ensure the quality of education. The Republican Educational and Methodical Center under the MoES, the Academy of Education of Tajikistan, the Abdurahmon Jami Educational Development Research Center examine the compatibility of the questionnaire with the educational program and the national policy in education and science.

283. The Agency for State Supervision in Education and Science is the regulatory body for monitoring and evaluating the activity of educational institutions. The Agency conducts administrative checks, tests and assessments of compliance with the norms based on established norms and standards. The Agency's role is to identify deficiencies, propose corrective measures and, if necessary, enforce the integrity and quality of education.

284. The National Testing Center under the President of the Republic of Tajikistan develops and administers standardized assessments that measure educational outcomes at various levels. Through transparent and objective testing, the NTC collects information on student performance and educational activity and submits to the Ministry of Education and Science of the Republic of Tajikistan for further decision making.

CHAPTER VI. PROSPECTS OF EDUCATIONAL AND LEARNING ENVIRONMENT – SCHOOL OF THE FUTURE

285. The National Education Development Framework of the Republic of Tajikistan aims to support the development of education in general secondary educational institutions, highlighting the requirement to reform the education process in the expectation of future school construction.

286. The reform objective is to create a consistent and effective administrative, pedagogical, and physical environment that guarantees the quality education system, and to build and renovate educational institutions that serve the interests of children, students with disabilities and ensure gender equality by establishing a safe, effective and inclusive learning environment. The framework will inform development and adaptation of schools that provide opportunities for teachers to implement necessary quality reforms, innovate with teaching approaches, and enable the potential of learning environment as a third teacher.

287. The adaptation of education to global standards and the corresponding learning environment, the organization and implementation of the future school, especially harmonious physical environment comprising safe, healthy, comfortable, comprehensive and efficient physical infrastructure, in accordance with the principles of sustainability, inclusiveness, green environment, and an enabling learning environment under the World Bank's Resilient Inclusive Green Healthy and Teaching&Learning Centered (RIGHT) Physical Learning Environments that are Effectively Implemented (+) initiative incorporates in its design the prospects of the teaching and learning environment - the future school.

288. The development and processing of interrelated elements of the infrastructure, the compatibility of the physical environment with pedagogy (education) and ensuring the effective use of the educational buildings in the school of the future, where the core features of the educational environment are developed, are very important, such as:

1) priorities for accessibility and appropriate size and design in the future school;

- the location of the future school is based on the demographic characteristics, regional conditions, geographical distribution, access to areas that are safeguarded from natural hazards and where students from the same district are enrolled;

- selection of a plot of land of suitable size for the location of school buildings, recreational areas and outdoor sports facilities depending on a variety of activities;

- enrollment planning: the future school will cater to a maximum of 24 students per classroom to ensure better learning outcomes for students, and a typical classroom will be designed with an area of 54 m²;

- access to electricity, water and sewage networks in the future school will be in accordance with the minimum standards of bathing facilities, gender equality and cleanliness requirements;

- provision of a heating and internet system in the future school.

2) priorities in ensuring a safe and robust environment in the future school:

- The future school should be designed and built in accordance with earthquake safety standards, natural hazard protocols, taking into account the measures of engineering protection of reliefs, buildings and structures from dangerous natural and hydrometeorological events (e.g., regional floods, landslides, floods, avalanches, etc.);

- The future school will be built according to fire safety standards, thus building will have fire sensors, detectors and an alarm button installed. Each school will have an evacuation plan, a warning system and special signs in case of fire. Automatic fire extinguishers will be procured to classrooms and separate buildings;

- The future school will maintain gender equality, safe mobility measures (crosswalks, lights, traffic controllers and lighting), emotional well-being of all students related to harassment prevention and bullying, safe changing rooms, and sufficient number of sex-segregated toilets;

- The future school will provide a safe environment for students and teachers, which includes fencing of school premises, several main entrances and exit points, on-duty security guard, surveillance cameras and other measures. The future school will be built taking into account the prevention of man-made hazards, such as a pandemic;

3) priorities in ensuring and creating a green environment in general secondary educational institutions of the future:

- The future school will be designed and built in an environmentally friendly and energy-efficient way, aiming to reduce carbon dioxide and greenhouse gas emissions. Energy-efficient systems and renewable energy sources have been adopted, including solar panels, insulated walls and double-glazed windows for heating and energy savings;

- The future school will contain green spaces on its premises, and student teaching will focus on better energy utilization methods (e.g., the efficient and correct use of lights and electrical appliances), waste reduction and recycling strategies, separate waste collection, and other areas.

4) priorities in ensuring an inclusive environment in general secondary educational institutions of the future:

- In the future school, all students, regardless of gender, religion, nationality, socio-economic status or learning ability, have the right to a quality education. Besides, quality education should be accessible to all children with disabilities, providing equal development opportunities through education;

- The future school building(s) will have ramps or elevators, accessible restrooms and wheelchairs, accessible wayfinding and signage to ensure inclusiveness and accessibility for all, and implement assistive technology in learning spaces (screen readers, speech-to-text software, and Braille displays, etc). Equipping both students and teachers with these technologies enhances participation and reduces learning barriers.

5) priorities in ensuring the quality of the learning environment in general secondary educational institutions of the future:

- The future school will have a good air conditioning and ventilation system and provide adequate lighting, including artificial lighting, which is beneficial for the well-being of students and teachers;

- The future school will provide heat (or cold) comfort both in winter and summer to improve learning outcomes, as well as create favorable green environment conditions;

- Construction of the future school will be built based on acoustics assessment, which will improve the quality of the indoor environment and their level of attention.

6) priorities in ensuring the compatibility of the physical environment with pedagogy (education) in general secondary educational institutions of the future:

- the design of the buildings and classrooms of the future school allows adaptation or adjustment easily and swiftly depending on the needs and tasks of education (for instance, classroom space, furniture and technology);
- the future school for all, including community activities, will also include common (public) spaces, such as entrance hall, conference room, playground(s), library, cafeteria, as well as indoor sports areas with changing rooms and equipment storage;
- the construction and design of the future school should account for the use of art and cultural heritage, flexible learning space, movable walls, and a set of traditional paintings;
- The design of the future school will account for the different layouts of classrooms and other learning spaces that are useful for the use of different teaching strategies (such as group work, science labs, art rooms, and IT labs);
- The future school will include flexible learning environments, multi-purpose areas, conference rooms, libraries, cafeterias, sports areas, locker rooms, and other features, that will enable implementation of the competence-based approach;
- The future school is equipped with ergonomic and age-appropriate furniture to ensure the health and attention of students in class; and
- The future school will be provided with the Internet, the necessary equipment and digital teaching tools in order to lay the foundation for ensuring the quality of lessons and achieving the results of educational standards.

7) priorities in ensuring the utilization of the future school building:

- The future school will pay special attention to hygiene and cleanliness and will be regularly cleaned. Waste collection, disposal and recycling will also be prioritized;
- The future school always places importance on regular maintenance of the building, furniture, educational equipment and other structural elements of school premises as a means of ensuring a safe and healthy learning environment;
- The school of the future will introduce a system that focuses on life-cycle changes, which may include evaluating, disposing of, and purchasing new furniture and equipment;
- The future school will cover utility bills (water, sewerage, electricity, telephone and internet) through direct or indirect expenditures and will earmark funds in its annual budget for maintenance and repairs of the educational institution;
- An digital database will be created for future schools for collection, processing and planning activity related to renovation, construction of new buildings, replacement of end-of-life-cycle equipment and purchase new furniture and equipment.

8) priorities in ensuring the quality of management of general secondary educational institutions:

- the future school is regularly subject to comprehensive assessment of management, pedagogical and physical environment, which aims to ensure both the quality of the infrastructure and the quality of the teaching and learning environment;

- strengthening the competency-based teaching and learning methods in the presence of the new teaching and learning environment;

- developing new national teaching and learning frameworks compliant with the standards related to climate change adaptation and mitigation, preparedness to natural disaster and pandemic and digital infrastructure in schools;

- strengthening the staff capacity in educational institutions for the implementation of the National Framework, emphasizing equal access to quality education and improving the learning of technology and enhancing digital competence in educational institutions;

- familiarizing and evaluating procedures and practices governing the educational environment, equipment, and facilities of educational institutions, as well as methodologies and tools used for accreditation, licensing, and monitoring of these institutions;

- preparing new criteria for evaluating the effectiveness of the teaching and learning environment in educational institutions, and determining its quality and efficiency;

- reviewing and improving professional standards (e.g., training plans, professional development programs) for teachers, school principals and staff in district, city and oblast level education departments (consultants and supervisors) in the implementation of practical reform in the area of professional development;

- conducting professional development courses based on improved standards (e.g., training plans and professional development programs) for teachers, school principals and staff in district, city and oblast level education departments;

- diagnosing the quality of education using TEACH surveys (i.e., classroom observation tool developed by the World Bank) and SUS (School User Survey, a survey of users of services offered by an educational institution aimed at parents, teachers and leaders of an educational institution) and its adaptation for use in education;

- Budget planning and development of the future school should be grounded in a systematic plan that is in turn based on the analysis and assessment of school infrastructure;

- Utilizing statistical and analytical data from EMIS in planning and management of educational institutions;

- Including infrastructure management into the professional development training curriculum for teachers and managers of educational institutions to facilitate adequate planning and operational management of schools.

CHAPTER VII. CONCLUDING REMARKS

289. The current Framework is implemented in the country's general secondary educational institutions by the authorized state bodies in education and science and related subordinate bodies.

290. To ensure the Framework's practical implementation, an action plan and the financing plan will be developed and approved by the authorized state body in education and science. As a first step two guidelines defining the approaches to school development and institutional quality assurance will be developed to ensure the implementation of the concept in all new and renovated schools of Tajikistan.

291. The Ministry of Education and Science of the Republic of Tajikistan in cooperation with Committee of Architecture and related agencies will develop architectural and planning guidelines for school development, that will define the principles of school design and planning, provide necessary sources of information, and share practical examples of the architectural solutions for learning environment design and equipment.

292. The Ministry of Education and Science of the Republic of Tajikistan and its subordinate state bodies will develop management and evaluation guidelines for general secondary education and implement them through seminars, training and professional development to explain the Framework's implementation in a clear and detailed manner.

293. The Agency for State Supervision in Education and Science under the President of the Republic of Tajikistan, the National Testing Center under the President of the Republic of Tajikistan, and the Ministry of Education and Science of the Republic of Tajikistan will develop, approve and implement the unified mechanism and evaluation tools in general secondary education based on the requirements of this Framework.

294. All changes and additions to the Framework will be introduced in line with the procedure established by the legislation of the Republic of Tajikistan.

Table of analytical reliability of the assessment of the administrative-pedagogical and
physical environment in general secondary educational institutions

Table 4. Analytical indicators

No	Analytical indicators for assessment of physical environment
1.	Share of students who have a positive opinion about the physical environment of the institution, %
2.	Share of students who ask for help from the staff of the institution in case of problems, %
3.	Percentage of students who are afraid to go to school, %
4.	Share of teachers who ask for help from employees of the institution when they encounter problems, %
5.	Share of students who do not have a shortage of drinking water, %
6.	Share of students who are satisfied with the provision of toilets for their use, %
7.	Share of students who regularly eat in the school canteen, %
8.	Difference in the health of students depending on the beginning and end of education at the institution (according to the results of examination and medical diagnosis), %
9.	Percentage of students who feel safe in the institution, %
10.	Share of teachers who feel safe in the institution, %
11.	Share of educational institutions in which child labor is used, such as agricultural work, cleaning the territory of the institution after school, etc., %
12.	Share of students who confirm the existence of all science offices, %
13.	Share of students who consider the presence of information technology in their classrooms important, %
14.	Ratio of the number of students and computers in the educational institution, %
15.	Percentage of students who consider their educational institution to be a place free from drugs, gambling, alcohol and violence, %
16.	Absence of disturbing and disturbing places (restaurants, markets, etc.) within 250 meters from the school, %
17.	Ratio of seats and the number of students in an educational institution, %
18.	Ratio of students and sports facilities of the educational institution, %
19.	Ratio of the number of students and the library of the educational institution
20.	Ratio of students to the meeting hall of the educational institution, %
21.	Proportion of students and the classroom of labor education, %
No	Analytical indicators for evaluating the pedagogical environment
1.	Ratio of students in a friendly environment studying together with children

	with limited opportunities, %
2.	Share of teachers who think that it is possible to integrate children with limited opportunities into the school community, %
3.	Percentage of students who understand most of the educational material, %
4.	Proportion of students who participate in clubs, sports sections, science and elective subjects of the institution, %
5.	Percentage of students who are connected to virtual extracurricular organizations, %
6.	Application of school knowledge of graduates depending on the results of technical competitions and admission to universities, institutes and professional colleges, %
7.	Percentage of parents who are satisfied with the quality of their child's education at school, %
8.	Share of teachers with a higher and first degree, %
9.	Share of teachers who have passed professional development courses once or more in the last 5 years, %
10.	Share of teachers who organize seminars and courses for other teachers and who are winners of competitions, authors of publications or textbooks/educational and methodical books, %
11.	Share of parents who believe that the qualifications of the teachers teaching their children are good, %
12.	Share of teachers who believe in the high status of teachers, %
13.	Percentage of students who have a positive relationship with teachers, %
14.	Proportion of students who actively participate in the process of classes and tasks, such as negotiation, drawing, games, group work, etc., %
15.	Share of teachers who use the interactive teaching method, %
16.	Share of the task of the educational institution in the implementation of educational work, from the general task of education, depending on the answers of the interviewees (directors, teachers, parents), %
17.	Share of students who have all sets of textbooks, %
18.	Share of students who understand the content of textbooks, %
19.	Share of teachers who are completely satisfied with the educational and methodological base of the institution, %
20.	Average share of teachers' requests is fully provided, %
21.	Share of students who have a positive relationship with the educational institution, %
No	Analytical indicators for evaluating the management of an educational institution
1.	Coefficient of coverage in preschool education, %
2.	Rate of enrollment of 5-6-year-old children in preschool education and school preparation program, %
3.	Share of children with limited opportunities in education, %
4.	Enrollment in primary education, %
5.	Enrollment in basic general education, %
6.	Coverage of general average information, %

7.	Proportion of students absent from classes most of the time, %
8.	Share of teachers' time spent on activities outside of their duties, %
9.	Share of teachers' time spent on completing documentation and reports, %
10.	Share of teachers who want to change their job, %
11.	Share of teachers who are completely satisfied with more than half of the different aspects of their work, %
12.	Proportion of teachers who have personal expenses related to teaching work, %
13.	Share of personal expenses of teachers based on salaries, which is used for the performance of their professional duties, %
14.	Percentage of the request of the principals for the needs of the school, which is fully provided %
15.	Share of teachers who have access to a computer for work in the institution, %
16.	Average number of hours of use of computers for work per week, in the institution by teachers, hours
17.	Share of teachers who have access to the Internet for work in the institution, %
18.	Average amount, minutes of use of computers per week, in the institution by students, minutes
19.	Share of schools that have electronic correspondence with high-level leaders in the field of education for the transfer of information and various reports, %
20.	Share of students who believe that all their rights are protected and respected in the institution, %
21.	Share of teachers who believe that all their rights are protected and observed in the institution, %
22.	Share of teachers who have an opinion, all of them are in the same position, %
23.	Share of readers who have an opinion, all of them are in the same position, %
24.	Share of students who believe that their teachers are equally interested in the success of boys and girls, %
25.	Ratio of male and female teachers, %
26.	Share of students who believe that they actively participate in the life of the institution, %
27.	Share of students who think that their institution is managed with the help of councils, %
28.	Share of educational institutions that are managed with the help of the councils of the institution (opinion of the directors), %
29.	Existence of mechanisms for students to express their opinions, such as student polls, opinion boxes, wall newspapers, etc.
30.	Share of parents who submit their proposals in accordance with the educational program and development plan of the institution, %
31.	Share of parents who discuss their children's achievements with teachers at

	least 3 times a year, %
32.	Share of directors who maintain a high level of participation of the local population in the social life of the institution, %
33.	Share of teachers whose system of motivating teachers in their educational institution is related to the results of the education of its students, %
34.	Percentage of parents who believe that their children's education is a good investment, %
35.	Share of teachers (parents) whose students showed good results of educational achievements related to the educational program, %
36.	Share of deputy directors for education of educational institutions who think that the educational program contains an extremely high workload, %
37.	Share of teachers who believe that the content of all textbooks meets the requirements of modern times, %