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TAJIKISTAN

SUCCESS STORY

Teaching Made Easier In Tajikistan

USAID helped update Tajikistan's primary school curriculum to make teaching a simpler task



Sayohat Faiziddinova is using a child-centered methodology introduced by USAID as part of new National Primary Curriculum Standards. Photo: CREATIVE

“With the new curriculum standards we know exactly what the learning objectives are and what type of knowledge and skills we should require from each child.”

- Sayohat Faiziddinova, a primary teacher at secondary school # 12 in Kurgan Teppe, Khatlon Oblast, Tajikistan.

Sayohat Faiziddinova is one of 2,000 primary school teachers across Tajikistan that are already using the new Primary School Curriculum Standards, which were updated recently with USAID support. “Teaching is easy now,” says Faiziddinova who works at secondary school # 12 in Qughon-teppa, Khatlon Province.

Like many other primary school teachers in Tajikistan, just a year ago Faiziddinova was using a teacher-centered approach with old textbooks and the curriculum standards largely inherited from the Soviet education system. With the Soviet era version of the curriculum and the traditional approach, primary teachers had difficulty in setting out learning objectives and goals for each lesson. The textbooks only described the general topic to be presented to the pupils, but did not explain how to conduct a lesson. “Preparation for the lessons took a lot of time, as for each lesson I had to think what and how to tell the children,” says Faiziddinova.

To improve the quality of the curriculum and to make it more relevant for school needs, USAID's Quality Learning Project, together with Tajikistan's Academy of Education, undertook to reform the primary school curriculum standards.

Once the new version of the standards was developed, USAID's Quality Learning Project enlisted support from teachers in 50 schools to review them. Faiziddinova says that in her 23 years of teaching, it was the first time that ordinary school teachers were given a voice to provide input into the National Standards of Education.

The newly revised curriculum standards contain specific, measurable learning outcomes. Primary school teachers now can use them as the reference point for their lesson planning and teaching. That is especially beneficial to Tajikistan's situation, where the quality of education is low, and the country has been struggling to ensure adequate education with the resources available to the government.

“The new curriculum standards clearly show what the concrete learning objective of each lesson is and how much knowledge and skills we should require from each child,” says Faiziddinova.