

ALIGN CASE STUDY

UZBEKISTAN



PARAMETERS OF ALIGN	
Components	Curriculum, teaching and learning materials (TLM) (textbooks, teacher guides), teacher training (in-service for program curricula)
Target Areas	Formal education, reading, math, grades 1-4, pilot in one region
Leadership	Decentralized—led by technical assistance partner in one region
Timing	Synchronous
Motivation/ Goals	The ALIGN process for Uzbekistan was completed by a technical assistance partner funded by USAID. The goal of the program was to use the Global Proficiency Framework (GPF), along with the Trends in International Mathematics and Science Study (TIMSS) and South Korea national curriculum, as a reference to develop new standards for reading and math instruction for grades 1-4. The program included a one-year pilot to develop student standards, scope and sequences, textbooks, teacher guides, and continuous professional development for teachers.
Readiness Indicators	The Ministry of Preschool and School Education (MOPSE) had several reform priorities, including producing graduates with 21st-century skills, becoming an English-speaking and Information and Communications Technology (ICT) nation, and producing highly skilled teachers. The USAID program was careful to align with these priorities.

IMPLEMENTATION OF ALIGN

1. **Timeframe:** Two months reviewing and developing learning standards.
2. **ALIGN-related activities:** Virtual curriculum review workshops to compare the national curriculum to the GPF, TIMSS, and South Korean national curriculum.
3. **Experts:**
 - a. A team of former MOPSE staff, current teachers, and textbook writers participated in the ALIGN process. The product review group within the MOPSE provided feedback on all newly developed materials.
 - b. International reading and mathematics experts from the technical assistance partner.
4. **Budget:**
 - a. Program budget for the level of effort for reading and mathematics experts from the technical assistance partner.
5. **Outcomes:**
 - a. Completed curriculum review and developed new standards.
 - b. TLM and teacher training were reviewed to identify gaps and opportunities for alignment with the GPF for reading and math for grades 1-4.
6. **Follow-up steps completed as a result of the ALIGN diagnostic process:**

Completed these activities over the course of one year:

 - a. The reading and mathematics curriculum and teaching and learning materials, including textbooks and teacher guides for grades 1-4, were updated in alignment with the new curriculum standards.
 - b. In-service teacher professional development modules were aligned to the new curriculum to provide ongoing support.
7. **Lessons learned:**
 - a. This ALIGN demonstrated an understanding that the GPF is not meant to be prescriptive but is meant to be used flexibly as one reference tool for the process. Stakeholders conducting the ALIGN process in Uzbekistan chose to also compare their standards to the standards in the South Korean national curriculum and TIMSS. This helped ensure that the new standards created were contextualized according to the country's needs and priorities.
 - b. The original Uzbek curriculum aligned more closely with the South Korean curriculum in terms of

content, pacing, and level than with the GPF. Both curricula were more advanced than the GPF.

- c. The MOPSE wanted to use the TIMSS framework to become more competitive with European countries.
- d. Uzbekistan was missing standards on data analysis for primary school. The GPF helped convince them to integrate those concepts starting in grade 1 as well as begin to introduce fractions at an earlier grade.
- e. The long-lasting impact of ALIGN was the capacity building of local stakeholders. During the ALIGN process, they developed a new understanding of how to develop the curriculum by starting with the development of standards for each grade.