



## TEXTBOOK AND TEACHER GUIDE DEVELOPMENT:

### A Collaborative Approach to Student Engagement on the Page

# The Challenge

The Uzbekistan Ministry of Preschool and School Education (MoPSE) spearheaded an initiative to reform its curricula based on international best practices. The USAID-funded Uzbekistan Education for Excellence Program brought together a diverse cohort of international and local experts to help revitalize the country's public school curricula under the leadership of RTI International. Together with MoPSE staff, the Program addressed the challenges of increasing student engagement and critical thinking by developing standards-based textbooks and teacher guides for Uzbek Language Arts (ULA) and mathematics.

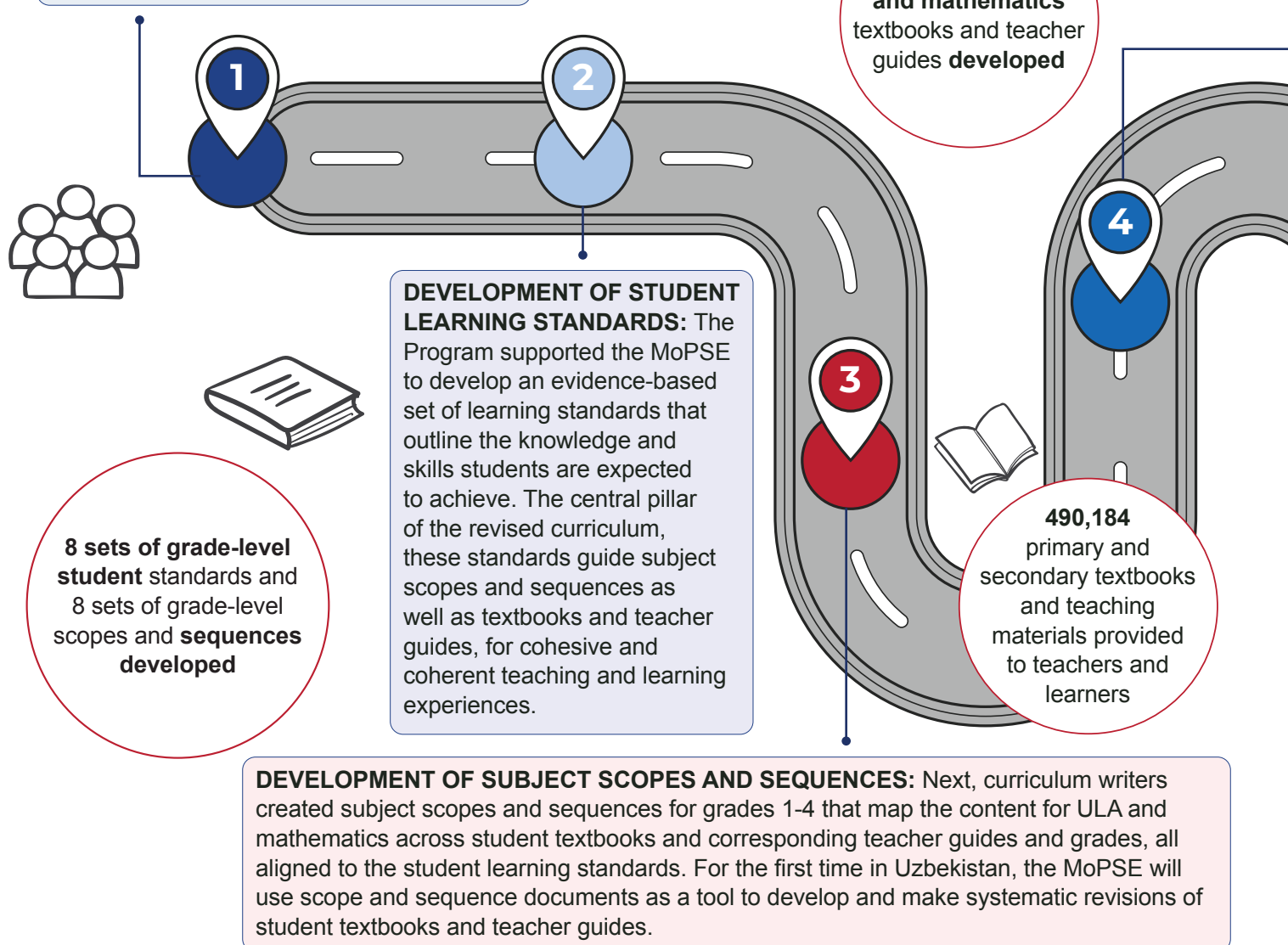
## Development Process

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In the past, parents hardly ever engaged and students didn't want to engage them. The topics of the new books are interesting and the students are engaging their parents at home, that's a very good side of these new textbooks and methods of teaching.

**Muhammadyusuf Ibrohimovich Sobirov, Teacher Training Coordinator, Namangan Region**

**CURRICULUM WRITER TRAINING:** Before launching the curriculum writing process, the Program assembled a group of curriculum writers which, for the first time in Uzbekistan, included primary school teachers in addition to academics and other experts, to ensure a practical, classroom-oriented approach to materials development. To prepare the writing team for the task ahead, the Program organized a series of participatory training workshops to find the best process and clear criteria for materials development.



## DESIGN AND DEVELOPMENT OF TEXTBOOKS AND TEACHER GUIDES:

Through extensive collaboration between local and international experts, the team developed research-based layout designs for each textbook and teacher guide to optimally present the curriculum and offer teachers both structure and flexibility to address the needs of individual students. International and local experts, including teachers, formed teams by grade and subject to write the books, while artists and illustrators developed images to enrich activities and bring stories to life. The new teaching and learning materials encourage students to be active and vocal in the classroom. They also boost student confidence and engagement through customization of themes, topics, and images of student life in Uzbekistan. The team systematically considered gender and social inclusion in the development of all materials.

3,000+  
images  
developed



### ITERATIVE AND INCLUSIVE QUALITY

**ASSURANCE:** The Program sought feedback from a broad range of experts over multiple rounds of review. Teachers, technical specialists, international experts, and a Ministry-based Project Review Group offered critiques that were continuously addressed by the Program and writing teams..

**PILOTING:** The textbooks and teacher guides were piloted in two phases. In a first phase, the Program field tested an initial set of ULA and mathematics materials among 60 teachers over 6 weeks. The Program team conducted key informant interviews and focus group discussions to ensure the proposed design and sample lessons were fit for purpose. A subsequent, year-long pilot of 16 books took place in 927 schools. That pilot incorporated multiple channels of feedback from teachers, including real-time feedback throughout the year as teachers progressed through the lessons in their classrooms.

1,653 ULA and  
mathematics  
lessons developed  
using international  
best practices and  
new learning  
standards

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**ACCESS AND DIGITIZATION:** As a final step in the process, the Program readied the books for printing. The team also made the final learning standards, subject scopes and sequences, and textbooks and teacher guides available to teachers in digital format, through the Program-supported and Ministry-led national digital platform.



## Process Highlights

### INCLUSIVE COLLABORATION FOR PRACTICAL, EFFECTIVE MATERIALS:

From MoPSE staff to international technical experts to primary school teachers, holistic input into the Program ensured buy-in and value across the education system.

### GETTING IT RIGHT THROUGH ITERATIVE REVISION:

Layers of review were built in to different stages of the development process to ensure accuracy and relevance of the materials.

### A FOCUS ON LEARNING

**STANDARDS:** Using evidence-based standards as a centralizing force means all teachers and students are working toward the same educational goals, and their teaching and learning materials support the same.

### CONTENT LOCALIZATION FOR MEANINGFUL STUDENT ENGAGEMENT:

By embedding international best practices in locally relevant content, the Program helped students to see themselves reflected in their books, making them more relevant, exciting, and engaging.

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This is one of the programs that I'm the most proud of. When I think about a good example of math materials, I wouldn't hesitate to point to these. They are solid, strong materials, which speaks to the dedication of the team [that developed them].

**Yasmin Sitabkhan**  
Program Math Advisor



