ALfA ACCELERATING LEARNING FOR ALL

Making India Literate & Numerate before the NIPUN Deadline

FAST | **HOLISTIC** | **JOYFUL** | **EFFECTIVE**

DEVI SANSTHAN
Dignity Education Vision International
Leave no one behind

NIPUN Bharat is Possible Before 2026

We all agree that the lack of Foundational Literacy & Numeracy (FLN) is a huge problem. The question is: Why? In spite of governments making FLN the topmost priority with renewed focus, increased funding, greater training and supervision, more study material, we have not been able to reach pre-Covid levels even after three years of the pandemic. What can be done?

The Missing Piece: Pedagogy

There is one aspect that has rarely been dwelt upon: pedagogy. Governments mandate curricula based on assumptions of what works, guided by existing norms and established expertise - but if these were working, we would not be in such a dire situation right now.

Imagine a doctor who only uses equipment developed 100 years ago, with minor modifications. How effective would they be, despite their hard work? Sadly, this is the situation of many of our schools, running on badly outdated pedagogy.

Old School Thought

Paradigm Shift

ALfA: Accelerating Learning for All

At the invitation of Anita Karwal, Secretary, MOE, India, ALfA was launched in 2022 in two low performing districts (LPDs) of India: Shamli, UP and Sambalpur, Odisha. Two years later, it is spreading quickly, with MoUs in place for implementation in 15,000 schools. The evidence – both from third-party evaluations like the Harvard report, and from the government's own NIPUN Assessment Test – shows that ALfA is helping children rapidly learn reading, writing and arithmetic.

A Call to Action

ALfA is swift, sustainable, and scaleable. We hereby invite governments around the country to conduct a 45-day pilot in a few blocks or districts, and scale-up to the State/UT levels once research results showcase the enormous potential of this new pedagogy.

India can achieve NIPUN goals before the deadline of 2026/27, if we adopt ALfA now, not only to bridge the current gaps but also to ensure that future generations of children gain the skills they need to thrive.

Sunita Gandhi

Former Economist, The World Bank, USA
PhD, Physics, Cambridge University, UK
Founder & CEO, DEVI Sansthan, India
Dignity Education Vision International

1 Billion Literate

DEVI Vision & Mission

DEVI Sansthan (Dignity Education Vision International), a non-profit organization with a global reach, is spearheading educational transformation with a special focus on foundational literacy. Our revolutionary approach embeds global citizenship skills and climate change education. With the vision of universal quality education and literacy, we use research-backed, swift, scalable, and replicable techniques and methodologies to effect lasting change.

Why Literacy?

Literacy is the foundation of a child's education. Universal literacy is key to a nation's peace, progress and prosperity. The ability to read, write and do basic arithmetic is a key human right, without which many other rights cannot be realised.

70% of 10-year-olds in Low and Middle Income Countries around the world cannot read (World Bank). We urgently need to tackle this literacy crisis.

Why ALfA

Accelerating Learning for All is a groundbreaking pedagogy that enables children and adults alike to learn to read in just three months - not the three years it takes in conventional education. Read on to discover how this is possible!

ALfA: The Birth of a Pedagogy

We are **not on track** to meet the SDG goal of quality education for all by 2030.

One of the biggest factors holding us back is **outdated pedagogy**. We wouldn't use a telephone made in our grandfather's generation, even if improved - so why an education system that's long past its use-by-date?

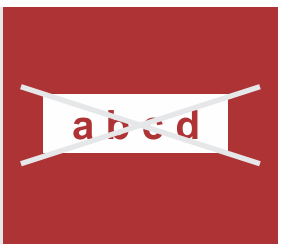
Conventional schooling systems take a long time to teach children to read - often **three years or more!** Why?

We began wondering...

Is it possible for children to learn to read, write and do basic arithmetic in **30-45 days?**

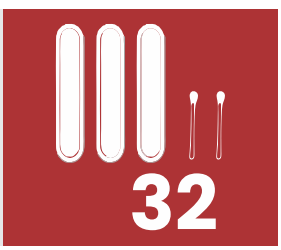
Can children **teach each other**, rather than relying on the teacher?

Our experimental work began in 2014 the **slums of Lucknow**. We realised that memorising the alphabet is unnecessary: there is an easier way to learn to read.



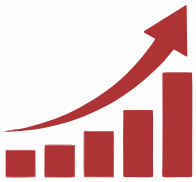
Going from known to unknown: deriving **first sounds from known pictures,** and blending the sounds together to make words, from the very first day!

For mathematics, children work in pairs, using concrete objects to represent numbers and solve questions. This builds **deeper understanding.**



Our research culminated in the ALfA pedagogy, which was first implemented in **government schools** of low-performing districts in 2022.

In a short span of time, it has grown dramatically to **thousands of schools** across the nation, and internationally to 12 countries.

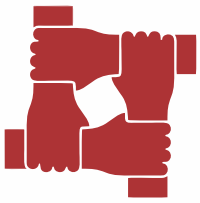


ALfA is easy to implement, requiring just a short training. The modules are **simple and visual**, easy for teachers and students alike to understand.

Beyond literacy, ALfA is a **holistic education** system that embeds communication, collaboration, creativity, climate action and global **citizenship skills,** by mainstreaming paired learning.

ALfA is supported by **third-party evidence**, as documented in a book edited by Harvard Graduate School of Education, and peer-reviewed journal articles. It has garnered endorsements from numerous leaders and experts.

We invite **governments** to conduct research implementations and transform learning outcomes by implementing this groundbreaking pedagogy at scale. We invite you to set up an online / offline meeting with our team.



With ALfA available in **30+ languages**, we are offering this powerful programs to governments, international organisations & NGOs seeking **a proven, high impact, low cost solution** to the literacy crisis.

INDIA IMPACT

From 20 schools to 20 districts in 2 years

ALfA had its origins in literacy labs conducted in the slums of Lucknow. It has since spread far and wide across India, with numerous languages and states piloting ALfA or even implementing it at the district level.

Children in Himachal Pradesh, India, make maths questions for each other and use hands-on techniques to solve.

Exponential Growth

Since its inception in 2022, ALfA has exploded in schools and adult literacy programs around the country. Looking forwards, many other districts and states have expressed interest in starting or expanding ALfA programs.

from 20 schools to 17,000

Himachal Pradesh

Implementation has begun in 496 schools of Solan district, with an MOU in place for taking it state-wide in the 2024-25 session.

Ladakh

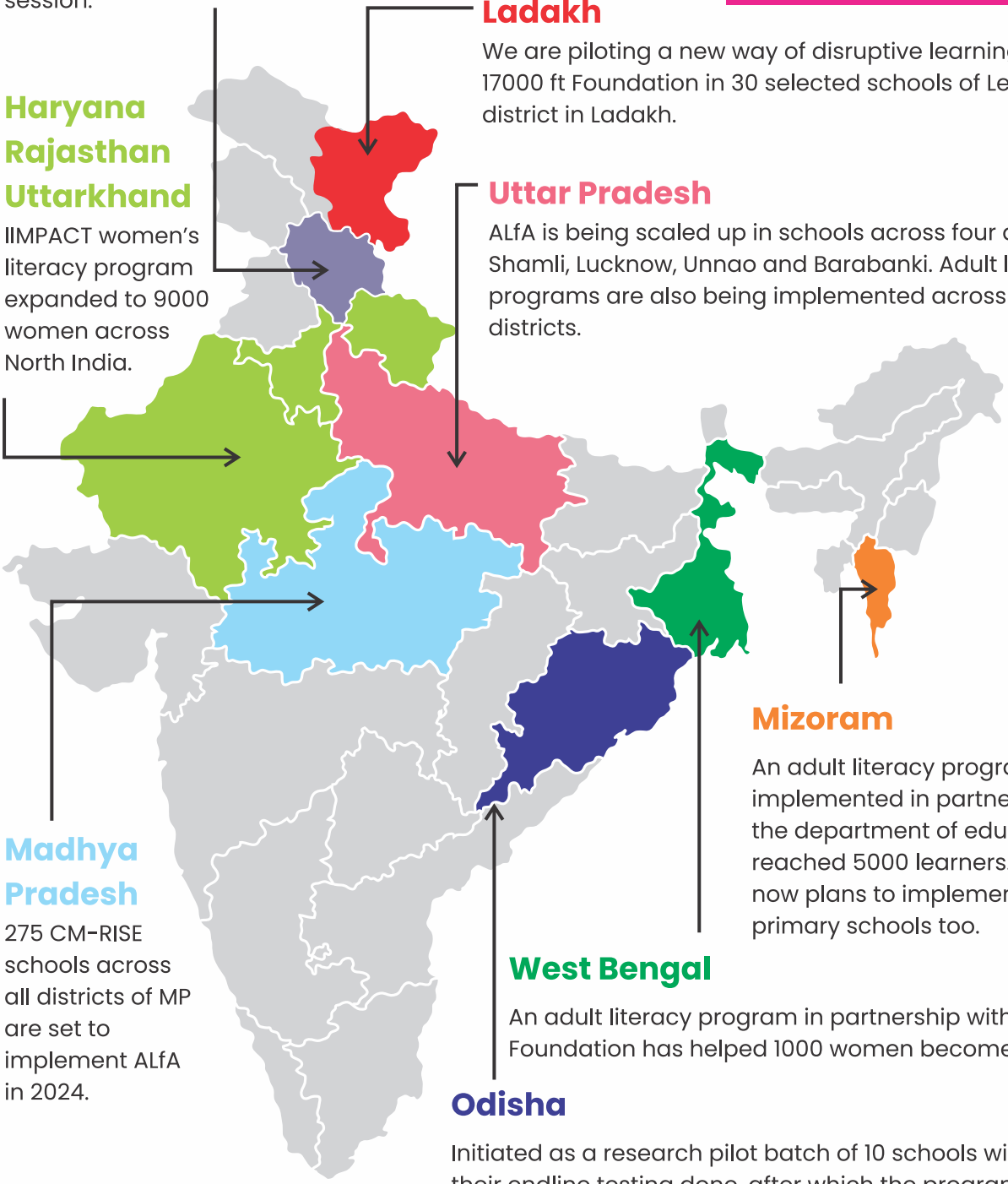
We are piloting a new way of disruptive learning - ALfA with 17000 ft Foundation in 30 selected schools of Leh district in Ladakh.

Haryana
Rajasthan
Uttarkhand

IIMPACT women's literacy program expanded to 9000 women across North India.

Uttar Pradesh

ALfA is being scaled up in schools across four districts: Shamli, Lucknow, Unnao and Barabanki. Adult literacy programs are also being implemented across several districts.



Mizoram

An adult literacy program implemented in partnership with the department of education has reached 5000 learners. There are now plans to implement ALfA in primary schools too.

Madhya Pradesh

275 CM-RISE schools across all districts of MP are set to implement ALfA in 2024.

West Bengal

An adult literacy program in partnership with IIMPACT Foundation has helped 1000 women become literate.

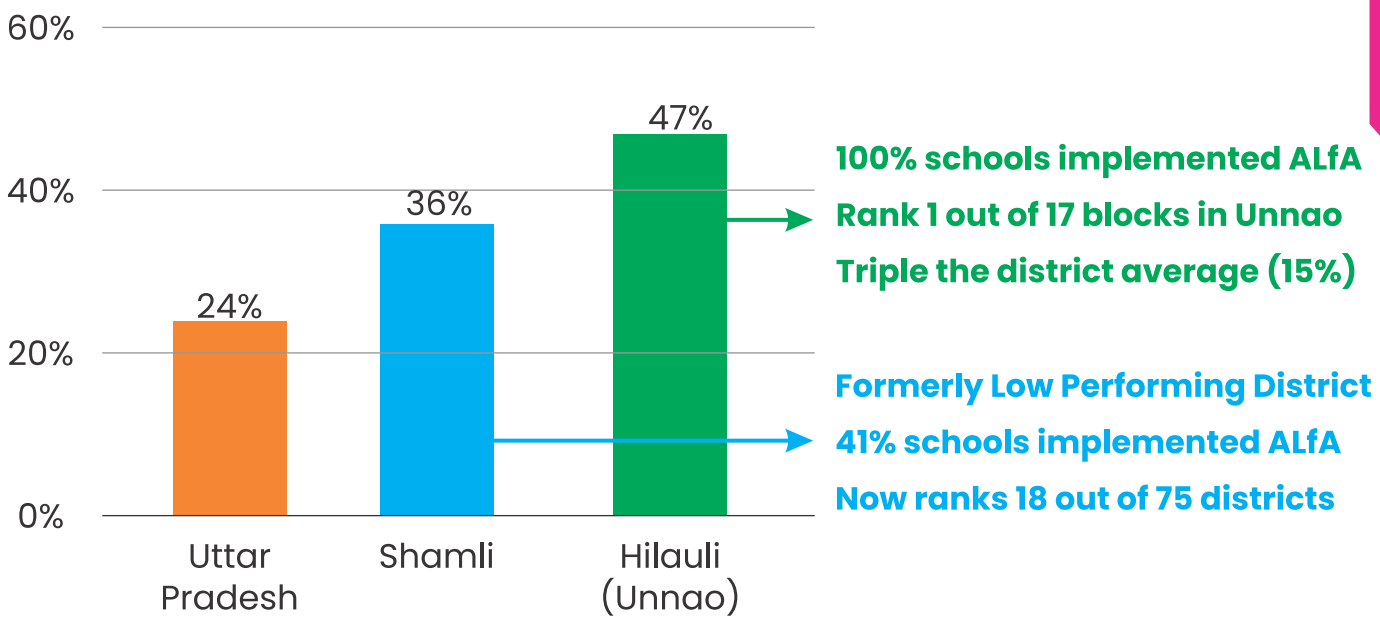
Odisha

Initiated as a research pilot batch of 10 schools will soon have their endline testing done, after which the program may be expanded to more schools throughout district Sambalpur.

NIPUN Achievement Test

The NIPUN Achievement Test was conducted in schools across Uttar Pradesh in late 2023, and results were released in February 2024. District-wise analysis showed a strong correlation between the proportion of schools taking up ALfA in a particular district, and its scores on the NAT, as shown in the figure below.

Results in NAT After Just 45 Days of ALfA



Results in NAT: Comparison of ALfA schools with overall averages

		Schools Tested	# Schools NIPUN	% Schools NIPUN	
UP Overall Schools Tested		68,352	16,169	24%	
4 districts (Lucknow, Shamli, Unnao, Barabanki)	Schools Tested	3,682	638	17%	2x Impact
	ALfA Schools Tested	344	120	35%	
1 District (Hilauli Block versus Unnao averages)	Schools Tested	1,322	193	15%	3x Impact
	ALfA Schools Tested	85	40	47%	

Click/Scan QR to check out the UP NAT data yourself

Click/Scan QR to watch a video on ALfA in Hilauli and Shamli

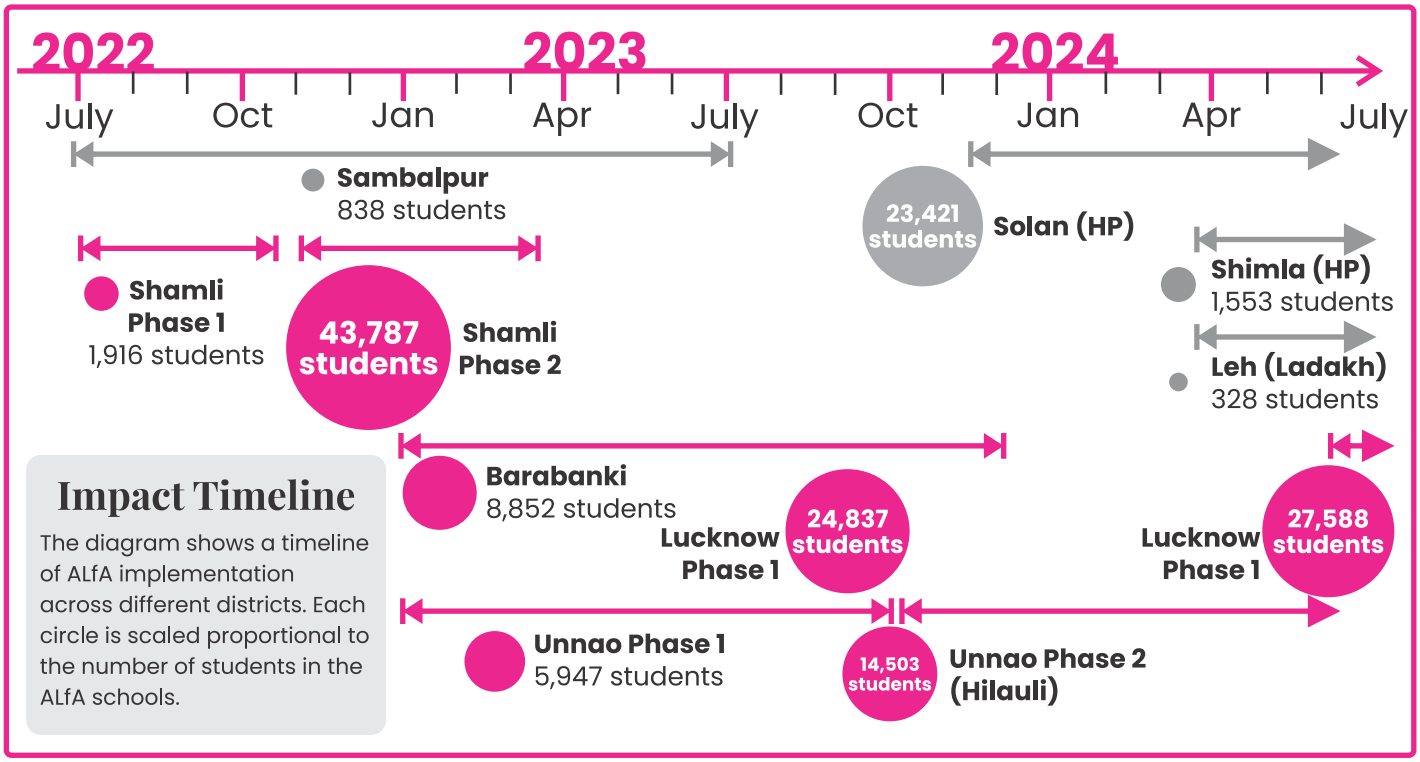
Research Implementations

ALfA implementation was conducted initially as randomised control trials, with schools randomly allocated to treatment and control groups. Control schools were not given any training or materials, but baseline and endline testing was conducted. Testing was conducted in a randomly selected subset of schools.

In some larger implementations (Solan, Lucknow Phase 2 & Unnao Phase 2), all schools of a particular block or district were adopted, without a control group. This geography-wide implementation allows us to demonstrate results at the block- or district-level in UP government tests like the NIPUN Assessment Test (NAT).

ALfA Research Implementations

District (Grey = outside UP)	Schools		
	Treatment	Control	Total
Sambalpur (Odisha)	10	10	20
Solan (HP)	470	0	470
Shimla (HP)	119	0	119
Leh (Ladakh)	30	5	30
Shamli Ph 1	10	10	20
Shamli Ph 1	200	70	270
Barabanki	30	20	55
Unnao Ph 1	30	20	55
Unnao Ph 2 (Hilauli)	155	0	155
Lucknow Ph 1	110	60	170
Lucknow Ph 2	582	0	582
Total Schools	**1,746**	**195**	**1,941**
Total Children	**153,570**	**33,386**	**186,956**

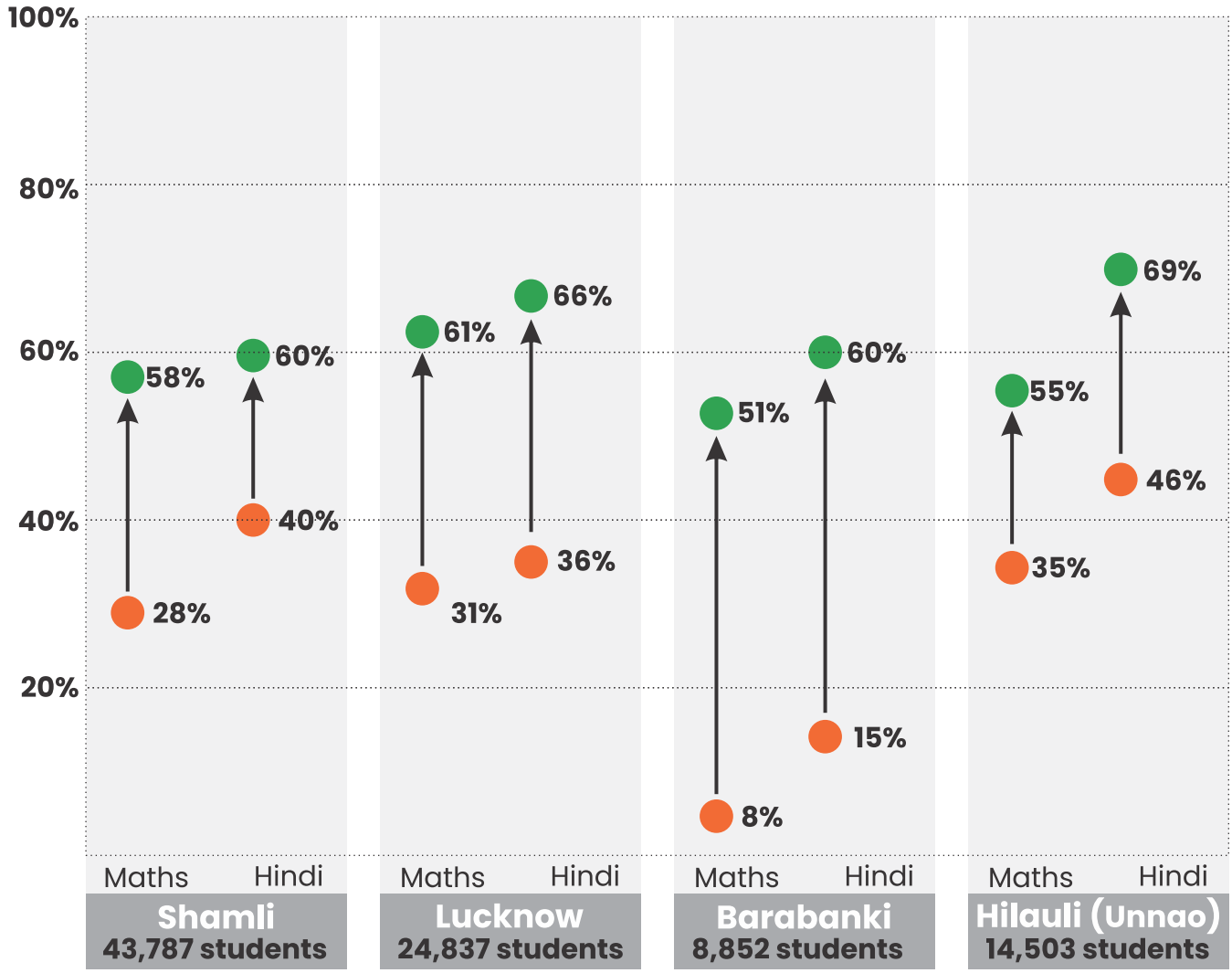


Impact Timeline

The diagram shows a timeline of ALfA implementation across different districts. Each circle is scaled proportional to the number of students in the ALfA schools.

Impact At Scale

Across the different districts, students showed dramatic improvement in learning levels, as measured by comprehensive & difficult third-party tests, which measure each competency specified in NIPUN Bharat and NAS.



Note The orange circles show baseline test results, green circles show endline tests.

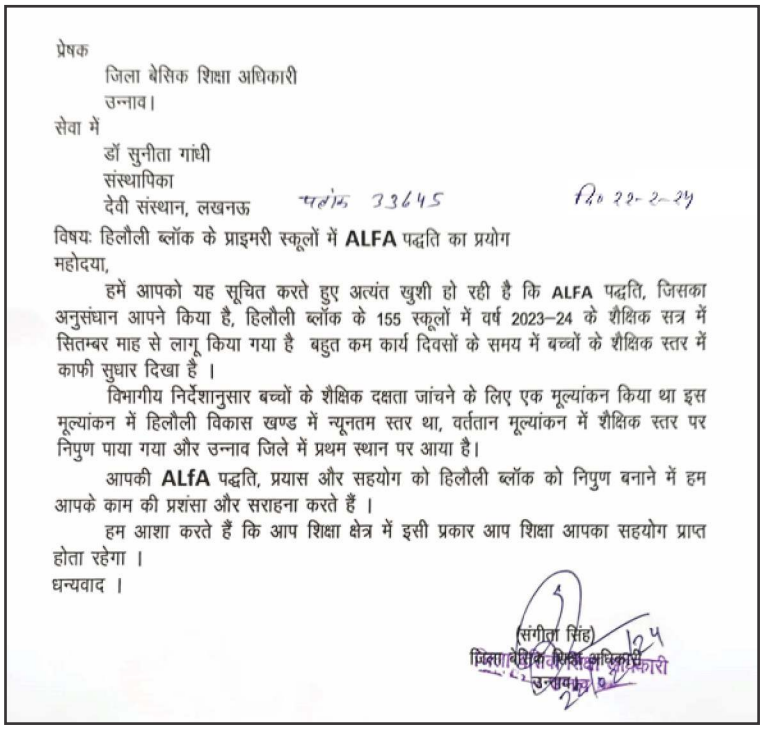
CASE STUDY HILAULI, UNNAO

155 SCHOOLS 14,503 STUDENTS

Hilauli jumped from Rank 17 to Rank 1 in Unnao just after 22 working days in the Intensive Mode.

47% of schools were found to be NIPUN in Hilauli compared with 15% of schools of Unnao as a whole, and 24% in UP.

"I am delighted to inform you that the ALfA pedagogy has been implemented in the 155 schools of Hilauli block since September 2023. There has been a substantial improvement in children's learning levels, in very little time.
In the assessments conducted by the Department of Education, Hilauli has come first in Unnao district. The ALfA pedagogy has helped Hilauli become NIPUN; for this I praise and recommend your work. I hope that you continue assisting in the educational field going forwards."
Sangeeta Singh, Unnao BSA



प्रेषक
जिला बेसिक शिक्षा अधिकारी
उन्नाव।
सेवा में
डॉ सुनीता गांधी
संस्थापिका
देवी संस्थान, लखनऊ पत्रांक 33645 दि० 22-2-24
विषयः हिलौली ब्लॉक के प्राइमरी स्कूलों में **ALFA** पद्धति का प्रयोग
महोदया,
हमें आपको यह सूचित करते हुए अत्यंत खुशी हो रही है कि **ALFA** पद्धति, जिसका अनुसंधान आपने किया है, हिलौली ब्लॉक के 155 स्कूलों में वर्ष 2023–24 के शैक्षिक सत्र में सितम्बर माह से लागू किया गया है बहुत कम कार्य दिवसों के समय में बच्चों के शैक्षिक स्तर में काफी सुधार दिखा है ।
विभागीय निर्देशानुसार बच्चों के शैक्षिक दक्षता जांचने के लिए एक मूल्यांकन किया था इस मूल्यांकन में हिलौली विकास खण्ड में न्यूनतम स्तर था, वर्तमान मूल्यांकन में शैक्षिक स्तर पर निपुण पाया गया और उन्नाव जिले में प्रथम स्थान पर आया है।
आपकी **ALfA** पद्धति, प्रयास और सहयोग को हिलौली ब्लॉक को निपुण बनाने में हम आपके काम की प्रशंसा और सराहना करते हैं ।
हम आशा करते हैं कि आप शिक्षा क्षेत्र में इसी प्रकार आप शिक्षा आपका सहयोग प्राप्त होता रहेगा ।
धन्यवाद ।
(संगीता सिंह)
जिला बेसिक शिक्षा अधिकारी
उन्नाव।

NEWSPAPER CLIPPING

In a government test conducted in November 2023 (partway through the ALfA implementation), Hilauli topped the ranking among Unnao's 17 blocks. 85 of Hilauli's schools were tested, out of which 40 were deemed to be 'NIPUN schools'.* This translates to 47% of Hilauli's schools being NIPUN, over triple the rate for Unnao overall (15%) and double the state average (24%).

A 'NIPUN school' is defined as one in which 80% or more of sampled students passed the basic literacy assessment in each of Grade 1, 2 and 3.

निपुण भारत मिशन में हिलौली प्रथम, पुरवा दूसरे और हसनगंज तीसरे स्थान पर

- नगर क्षेत्र, सुमेरपुर व फतेहपुर चौरासी रहा फिसड्डी
- अन्य 10 ब्लाक निपुण रैंकिंग में रहे औसत

जागरण संवाददाता, उन्नाव: सरकार साक्षरता में वृद्धि के लिए लगातार प्रयास कर रही है। देश का हर बच्चा शिक्षित हो और अभिभावक शिक्षा कार्यक्रम से जुड़े रहे। इसके लिए भारत सरकार द्वारा निपुण भारत मिशन की शुरुआत की गई है। जिसका उद्देश्य तीसरी कक्षा तक के बच्चों में आधारभूत साक्षरता और संख्यात्मकता ज्ञान को बढ़ावा देना है। निपुण भारत मिशन लक्ष्यों की प्राप्ति के लिए सभी ब्लाकों की कंपोजिट रैंकिंग सूची शासन द्वारा जारी की गई। जिसमे सभी पैरामीटर्स में विकासखंड हिलौली प्रथम, पुरवा द्वितीय और हसनगंज तीसरे स्थान पर रहा।

निपुण भारत रैंकिंग में जिले के अंदर चौथे स्थान पर नवाबगंज ब्लाक रहा। जबकि, असोहा, बिछिया, सिकंदरपुर कर्ण, मियागंज व सफीपुर की रैंक औसत रही। वहीं जिन ब्लाकों में रैंक फिसड्डी रही। उनमें सबसे नीचे नगर क्षेत्र इसके बाद सुमेरपुर, फतेहपुर, सिकंदरपुर सरोसी, बीघापुर, बांगरमऊ, गंजमुरादाबाद, औरास ब्लाक रहे।

हसनगंज ब्लाक के शिक्षक रवींद्र सिंह, सशांक सिंह, एआरपी शैलेंद्र सिंह, मोहद्दीनपुर प्राथमिक विद्यालय की प्रधान शिक्षिका प्रीती वर्मा, भांभाऊ की ज्योति वर्मा, नमिता सिंह, सूर्यकांत सिंह, अनुपमा जयसवाल, दीपक कुशवाहा आदि ने हर्ष व्यक्त कर बीईओ को बधाई दी। बीएसए संगीता सिंह ने बताया कि शासन द्वारा सूची जारी की गई हैं। जिसमें हिलौली, पुरवा व हसनगंज ने बेहतर रैंक पाई है। यह संबंधित ब्लाक की पूरी टीम द्वारा ईमानदारी से काम करने का परिणाम हैं।

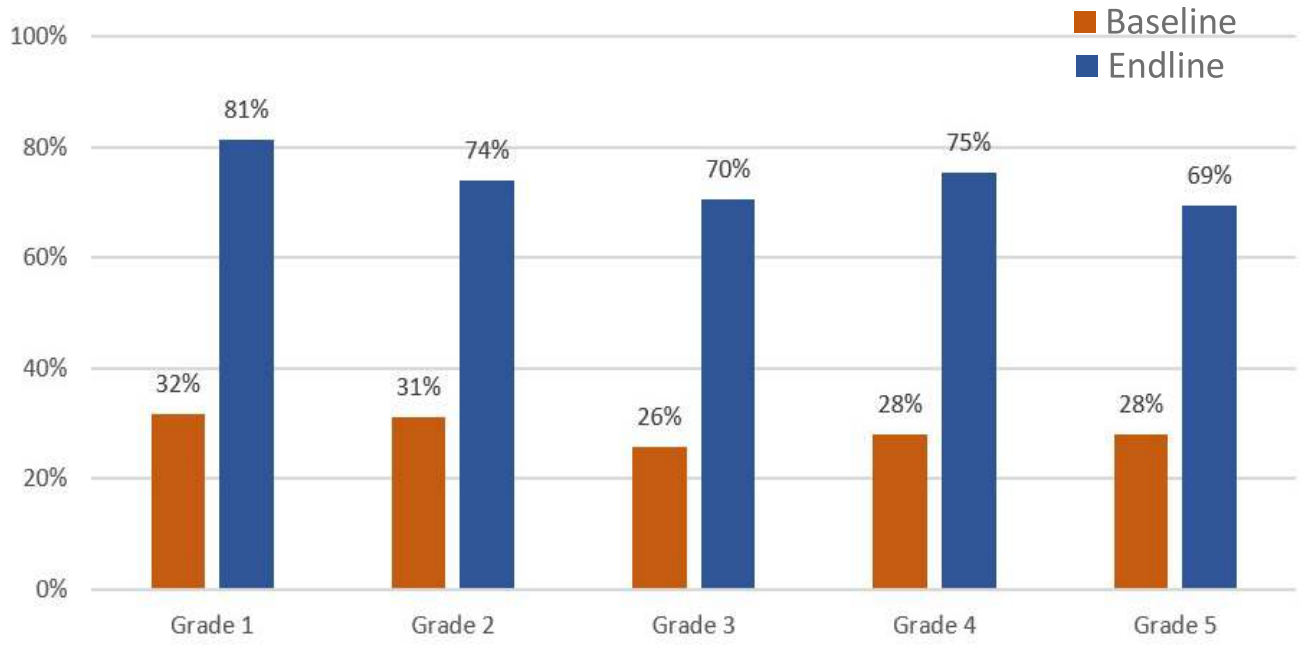
ब्लाकों की रैंक प्रतिशत के हिसाब से

1-हिलौली	40
2 .पुरवा	32
3 .हसनगंज	20
4 .नवाबगंज	16
5 .असोहा	11
6 .बिछिया	11
7 .सिकन्दरपुर कर्ण	11
8 .मियागंज	10
9 .सफीपुर	10
10 .औरास	09
11 .गंजमुरादाबाद	09
12 .बांगरमऊ	04
13 .बीघापुर	04
14 .सिकन्दरपुर सरोसी	04
15 .फतेहपुर 84	01
16 .सुमेरपुर	01
17 .नगर क्षेत्र	0
जिले में कुल निपुण स्कूल 193	

CASE STUDY HILAULI, UNNAO

155 SCHOOLS 14,503 STUDENTS

Following the impressive results in other districts, the Block Education Officer of Hilauli (Unnao district) requested ALfA implementation in all the schools of his block. The ALfA program's success in doubling the test scores of an NAT-style assessment between October and December 2023 showed that it is possible to achieve dramatic results in record time. Students showed huge improvements across different grade levels, in both Hindi and Maths.



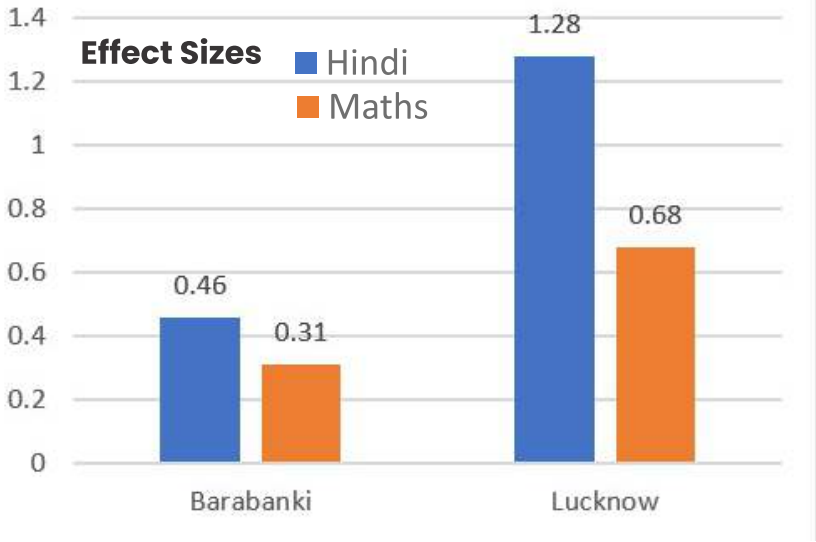
Testing was conducted in randomly selected 42 out of 155 Schools.
Baseline: Oct 2023; Endline: Dec 2023

INDIA IMPACT

District Pilots LUCKNOW & BARABANKI

140 SCHOOLS 33,689 STUDENTS

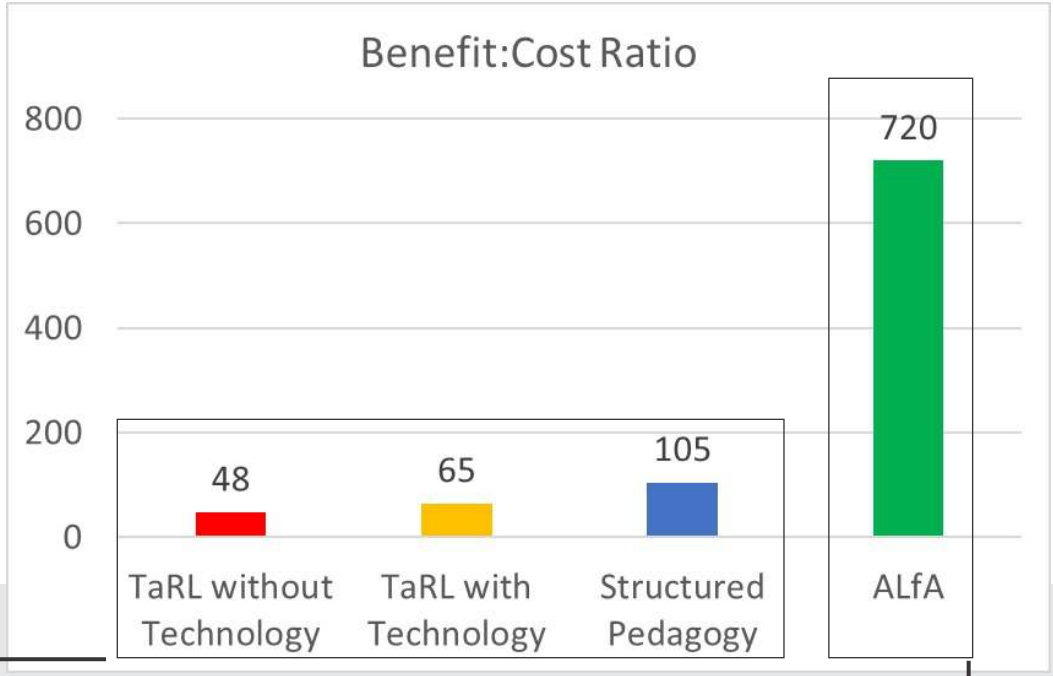
The results from Lucknow and Barabanki showcased a rate of improvement in the ALfA classes more than double that of the control group schools over the course of 2023. Results were particularly impressive for Hindi. All results shown here are for Grade 3, as it was not possible to track the same cohort of Grade 5 students who graduated at the end of the academic year and moved into upper primary school.



***Effect size is a statistical measure of an intervention's impact. A typical year of schooling in a developing country lifts children's literacy levels by 0.15-0.21 units of this metric.**

High Impact LOW COST

Comparison of leading FLN programs around the world shows that ALfA has one of the highest benefit : cost ratios, representing a tremendous investment.



Copenhagen Consensus Report 'Halftime to SDGs: Education', 2023

Prof. Fernando Reimers & Team, Harvard Graduate School of Education, Chapter 8 of book: 'Rebuilding Resilient Education Systems After the Covid-19 Pandemic', 2023

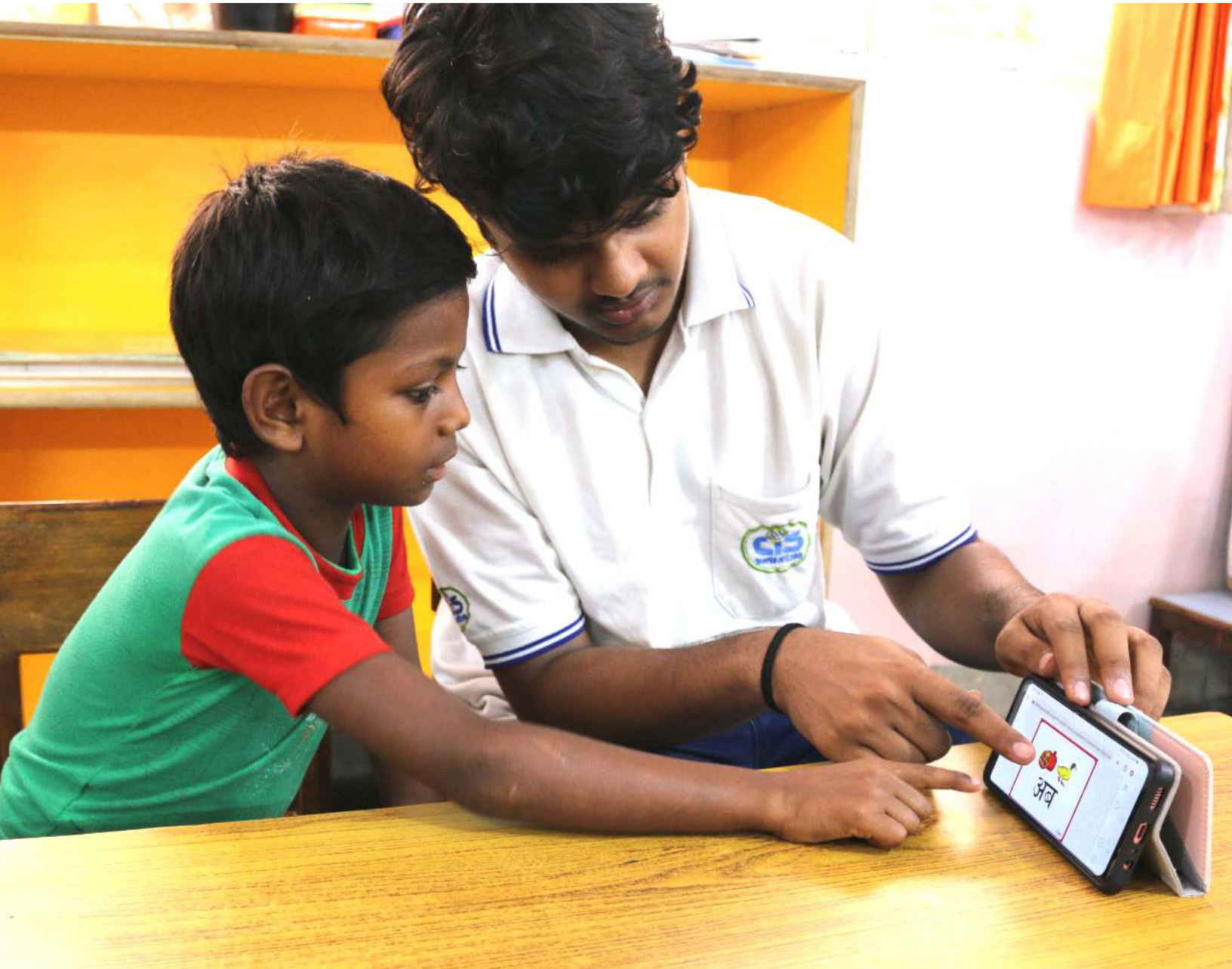
Unleashing the Power of Ed-Tech

IN COLLABORATION WITH SBI FOUNDATION

INDIA IMPACT

SBI Foundation has partnered with DEVI Sansthan with a view to help 10,000 illiterate adults (15-60 years old) and out-of-school children (6-14 years) become foundationally literate in Hindi using a Web-Based Literacy Project initiative.

In a 2023 agreement with the **Department of Secondary Schools** in Uttar Pradesh, up to 5 million student volunteers are set to use the Literacy Now App to teach illiterate relatives and neighbours.



FAST

Just 45 Days?

It normally takes three years – or more – to teach children the skill to read, write and do basic arithmetic. But with the ALfA pedagogy, it is possible in as little as 45 days. How? Read on.

Launch in 2022 with Secretary MOE, India

IAS Anita Karwal, Secretary, Ministry of Education, 2022 trusted DEVI Sansthan to implement ALfA in two low-performing districts of India (above with Dr. Sunita Gandhi, Founder, DEVI)

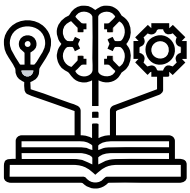
FAST

Why is it faster & more effective?

There are at least 3 reasons why ALfA greatly speeds up learning and makes it more effective:

'Known to unknown' pedagogy. Drawing upon children's prior knowledge, ALfA uses cognitive connections to discover new learning.

Designed for paired work Children learn and retain more when they interact with each other. ALfA creates a happier, holistic, and more inclusive classroom.



A different scaffolding. The thin ALfA booklets are designed for paired learning. They scaffold learning differently from the best of traditional books.

ALfA: An inclusive classroom

Click or scan QR to watch this video to see how ALfA brings out the best in all children.

FAST

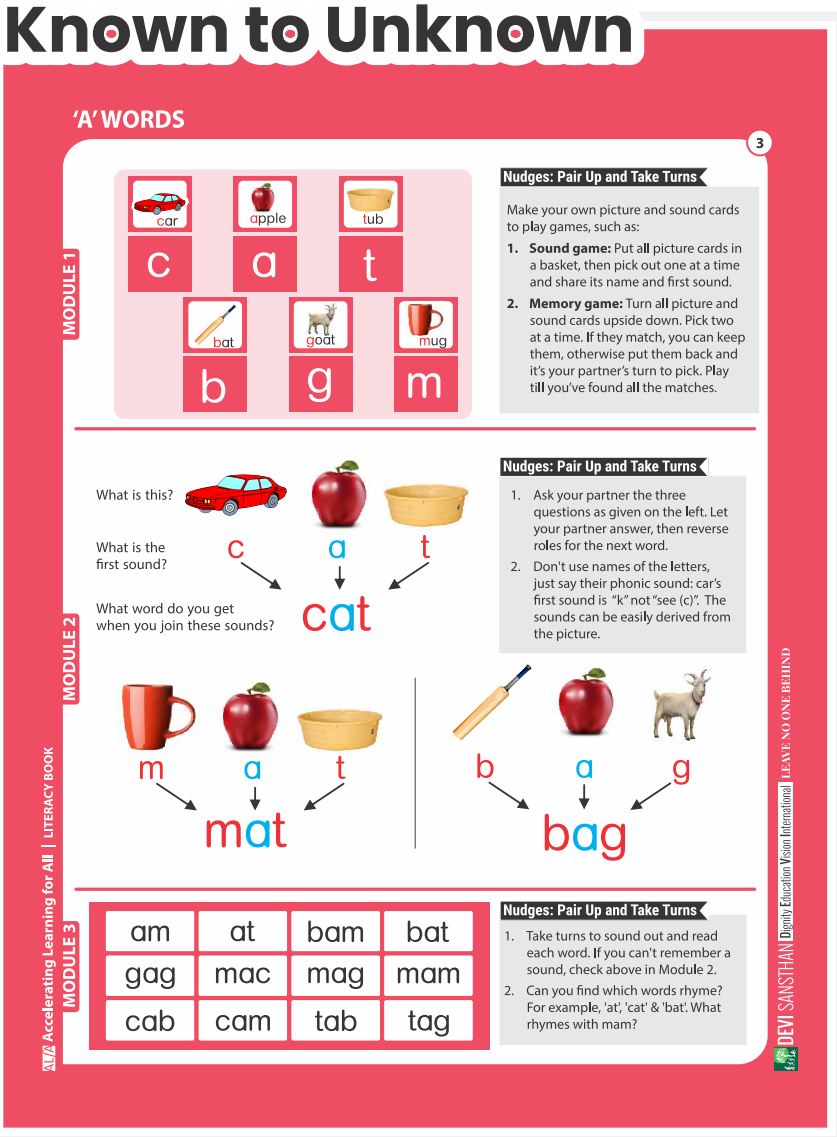
Fast Literacy

ALfA Literacy draws upon children's natural ability to derive first sounds of pictures they know, as versus first sounds of letters they do not know. Children are able to derive these first sounds and add them on their own to form words from the first day. They read by taking turns and ask each other questions.

A 40-page ALfA booklet and 45 school days are enough to swiftly build reading and early writing skills. Based on this foundation, children develop deeper understanding, richer vocabulary and greater fluency in reading and writing with time.

Scan/Click this QR CODE for a video on how to teach ALfA Literacy.

Known to Unknown



Each lesson introduces 4-6 letters. If the students aren't familiar with the pictures associated with each letter, then you may need to do some activities to introduce them

Prompts explain the process and also provide links to more resources.

Children take turns to ask each other questions:

- What is this picture?
- What is its first sound?
- What do these sounds join together to make?

The box at the bottom enables children to practice the same letters with new words.

Fast Numeracy

ALfA numeracy draws on concrete to absstact experiences. Children learn with each other and discover numbers and operations doing paired learning with concrete objects that are easily available. Children ask questions of each other.

Just 28 pages of ALfA booklets help build a much deeper level of understanding than typical 300 page textbooks and workbooks combined. Just 45 Days is sufficient to complete the foundational skills, and often take learning to beyond Grade level mathematics.

Scan/Click this QR CODE for a video on how to teach ALfA Numeracy.

Hands-on & Kinesthetic

Modules progress logically from simple to complex

As children vary in skill levels, ALfA is not designed for a specific grade, but can be used across different primary grades. Levels inside indicate the grade level which a particular module is appropriate for. This below is relevant for Grades 2 & 3.

Level A = KG & Grade 1 | Level B = Grade 2 & 3 | Level C = Grade 4 & 5

Word problems connect math with real life

Simple-to-understand pictorial representation

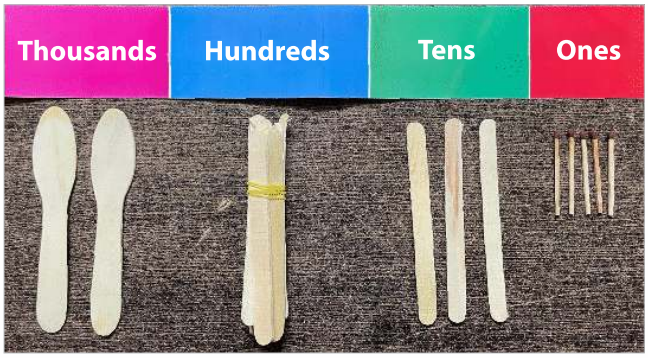
Prompts describing the activity & encouraging each pair to make their own questions.

Module 6: We know 3 and 4 digit numbers — Level B

Triggers: Pair up and take turns

a. Let a child take out some ice cream sticks and matchsticks and make a number and arrange them in the correct order. The second child can tell what number is formed.

b. Make new numbers by interchanging some sticks.



Also show each other by clapping the number.

2 1 3 5

2000 + 100 + 30 + 5

= 2135

HOLISTIC

Beyond Academics

ALfA provides a truly 21st century education. Beyond literacy and numeracy, the paired learning environment and taking turns helps children develop crucial skills and traits, including collaboration, critical thinking, citizenship and climate consciousness, among others.

Children in the Maldives develop their communication and collaboration skills by solving math questions together.

HOLISTIC

21st Century Skills

ALfA seamlessly integrates the skills and traits of a twenty-first century learner. These 8Cs cannot be taught from a textbook, but rather acquired while working with each other in the everyday context of a classroom. The paired setting creates a safe environment for learning socio-emotional competencies.

HOLISTIC

Four Skills

Critical Thinking: Being able to analyse & solve problems, and ask insightful questions is crucial. ALfA builds critical thinking as pairs create new questions for each other, challenging each other to think deeply.

Creativity: The world needs people who can think outside the box and imagine new solutions. ALfA fosters creativity, encouraging students to choose their own learning materials, questions, and projects.

Communication: It is incredibly valuable to both be able to speak confidently and also listen carefully and sensitively. The process of paired learning in ALfA inculcates good communication skills.

Collaboration: A brilliant team is built by people who are in the habit of cooperation and collaboration. Again, paired learning in ALfA builds students' ability and desire to collaborate.

Four Traits

Citizenship: Seeking the common good for all is vital to being a responsible citizen. Random pairing mixes students from diverse backgrounds, giving them the opportunity to develop their citizenship.

Connectedness: Feeling in touch with others is key to fostering resiliency and socio-emotional wellbeing. ALfA fosters students' connectedness with each other, with their teacher, and with the world around them.

Climate consciousness: The next generation must have a deep awareness of environmental issues, and act on this knowledge. ALfA is building this consciousness through short stories on key environmental issues.

Character: A person's inner virtues shine out from within and illuminate others' lives. ALfA develops these virtues through the practical experience of working together; along with customized role-plays that prompt reflection on virtues.

HOLISTIC

Climate Education

Education needs to address the climate crises in new and creative ways, for example, reduce carbon footprint by saving millions of tons of paper and ink wasted each year in printing textbooks and workbooks. Learners also need to become climate actors.

Low Carbon Footprint

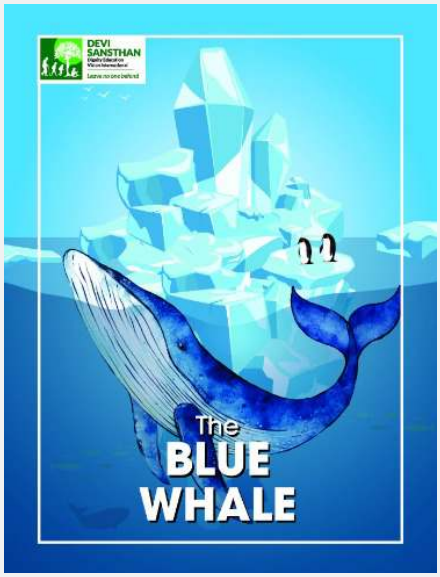
Imagine if we could use 1/10th or 1/20th of the paper currently used in textbooks and workbooks! ALfA booklets are thin, and paper use is further halved when two learners work as a pair. ALfA digital resources are also freely available.

Climate Consciousness

Children avoid plastic and learn to select and use sustainable materials like pebbles, shells and leaves for hands-on activities.

Climate Action

Climate action is integrated in the activities. Further, the learners enact roleplays and read stories that inspire climate action.



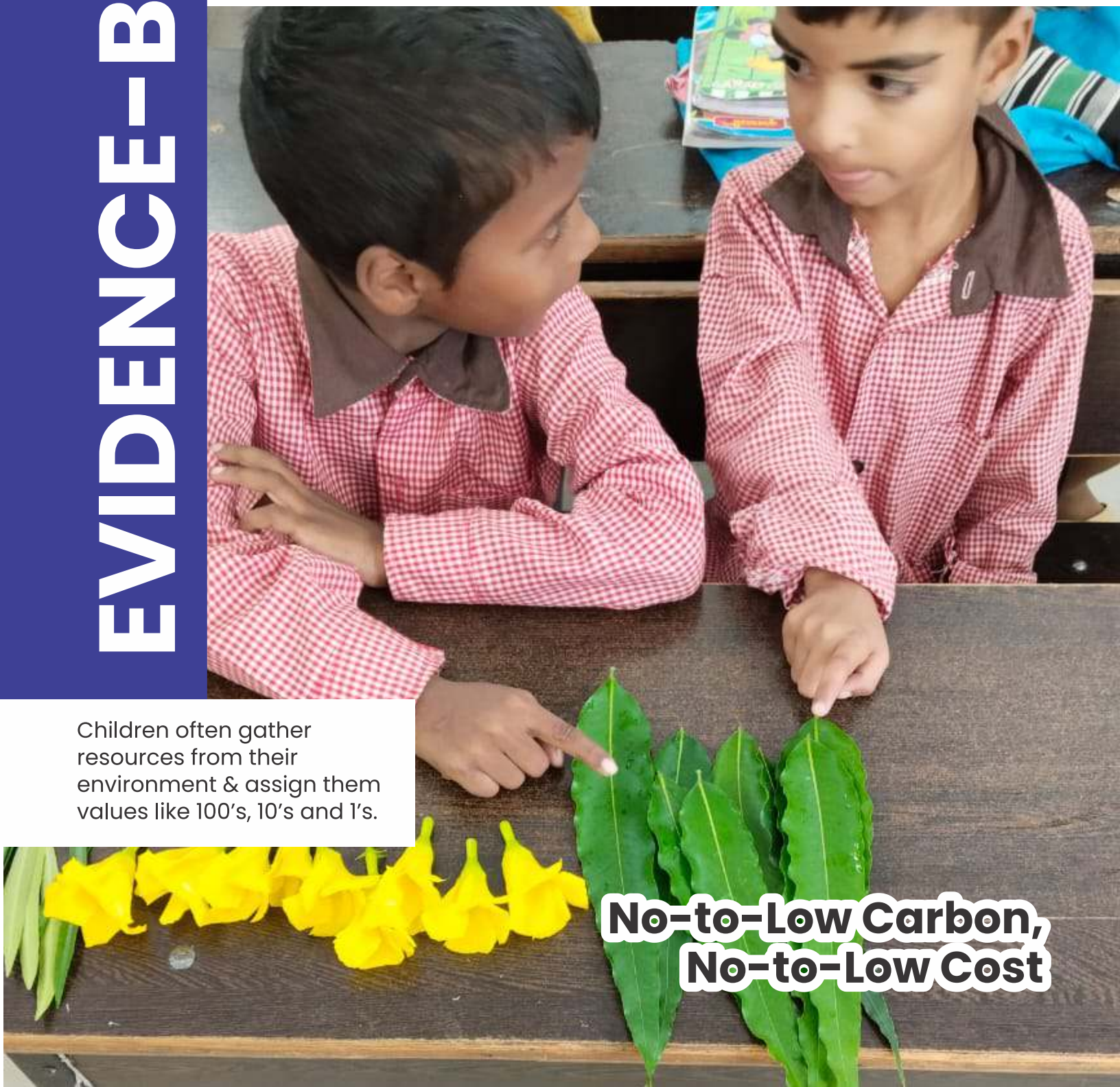
Click or scan QR to explore our collection of climate-themed short stories & role plays

Nature Integration

EVIDENCE-BASED

Research & Reports

ALfA was developed based on years of research, and has been covered in a recent book by Harvard Graduate School of Education Professor Fernando Reimers.



Children often gather resources from their environment & assign them values like 100's, 10's and 1's.

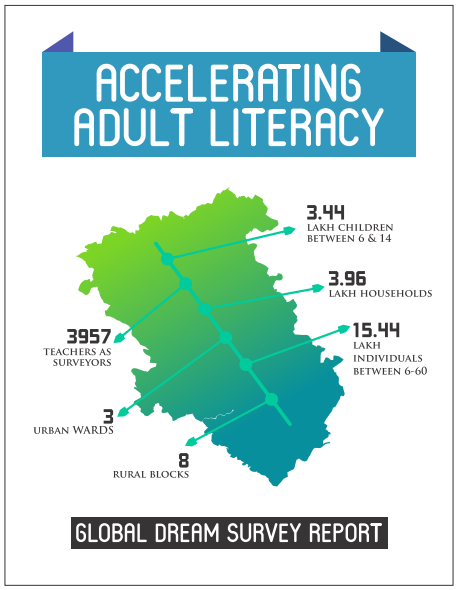
Research Adult Literacy

Our grounbreaking research directly testing the reading ability of 1.06 million adults in Lucknow district to throw light on the literacy crisis.

Key Findings

- Literacy rates are substantially lower than Census estimates (65% vs 77%)
- There are major caste, gender, age and geographical inequalities in literacy rates.
- Sociodemographic factors interact with each other powerfully, to create compounding effects. For instance, our survey found that just 10% of rural SC/ST 51-60 year old women could read.

Published in two journal articles and an in-depth report:



CLICK HERE

The Inconvenient Truth of Illiteracy Inequality: Compounding Effects of Sociodemographic Disadvantage. **Economic & Political Weekly**

CLICK HERE

The Inconvenient Truth of Indian Illiteracy Inequality. **Journal of New Economics, Glasgow University**

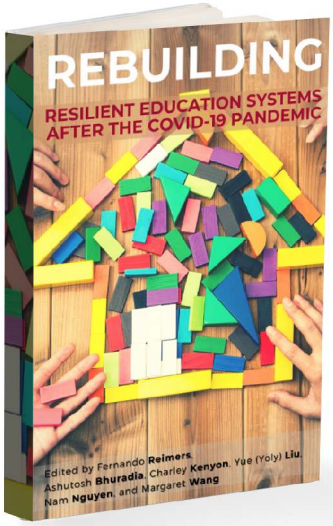
CLICK HERE

Accelerating Adult Literacy. **DEVI Sansthan Report**

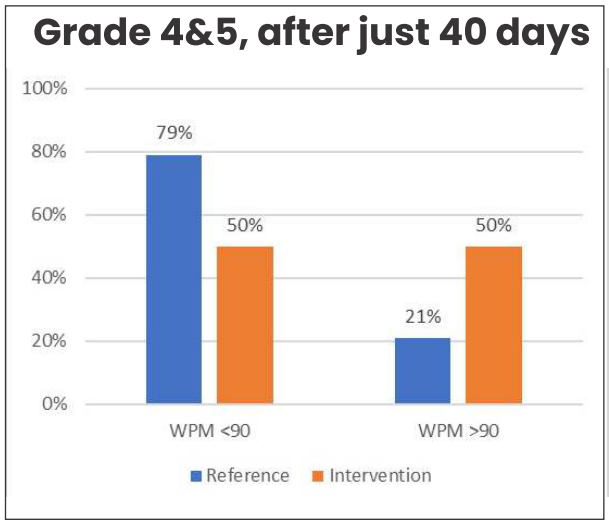
Global Endorsement
FROM HARVARD UNIVERSITY

Chapter 8 of 'Rebuilding Resilient Education Systems After the Covid-19 Pandemic', published in March 2023, documents the ALfA program in Shamli, and recommends its widespread adoption.

Click or scan QR to check out the book



By Prof. Fernando Reimers et al,
Harvard Graduate School of Education



> *Students in the intervention groups had **much higher oral reading fluency** than those in the control group. For Grades 4-5, 50% of the intervention group students were able to read the passage at >90 words per minute compared to 20% of control group students.*

> *The effect size* of the project was **0.23 for Grade 3** students and **0.89 for Grade 5**... the results suggest there is significant value in pursuing the ALFA model in other schools if implemented in a coherent, structured, and coordinated manner.*

*__Effect size__ is a statistical measure of an intervention's impact. A business-as-usual school year in developing countries typically raises literacy levels by **0.15 to 0.21** standard deviations. This means that the ALfA 45-day intervention raised learning levels by the equivalent of **2-4 years worth of school.**

Control: Evans, David K.; Yuan, Fei. 2019. Equivalent Years of Schooling: A Metric to Communicate Learning Gains in Concrete Terms. Policy Research Working Paper;No. 8752. World Bank, Washington, DC.

> *Accelerated Learning for All (ALfA), helps children quickly gain FLN competencies... students start with known words in the form of pictures, identify the sounds, and work backward to the letters.*

> *We recommend the UP government incorporate the promising ALfA pedagogy developed by DEVI for the first 6 weeks to quickly establish a strong FLN foundation.*

INTERNATIONAL IMPACT

ALfA around the globe

ALfA is changing lives far beyond India, in contexts as diverse as the remote Peruvian Amazon and the suburbs of Chicago, USA. Available in 30+ languages, this low-cost, high-efficacy program is ready to scale up further in the effort to bring literacy for all.

Teacher: A Galvaniser

Teachers and Trainers from 8 countries attended the ALfA TOT in Malaysia

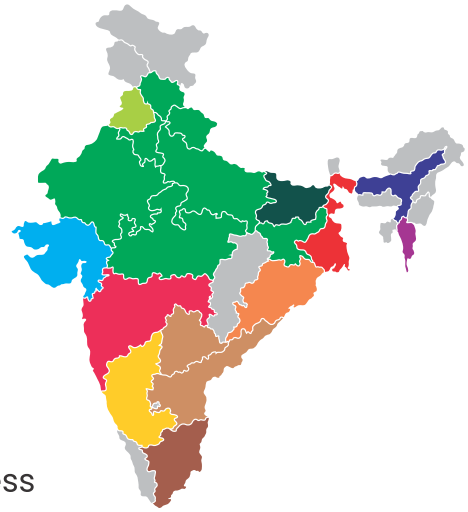
ALfA TOOLKITS IN 33 LANGUAGES

Accelerating Learning for All is available in 33 languages, making this quality pedagogy freely accessible to millions around the world.

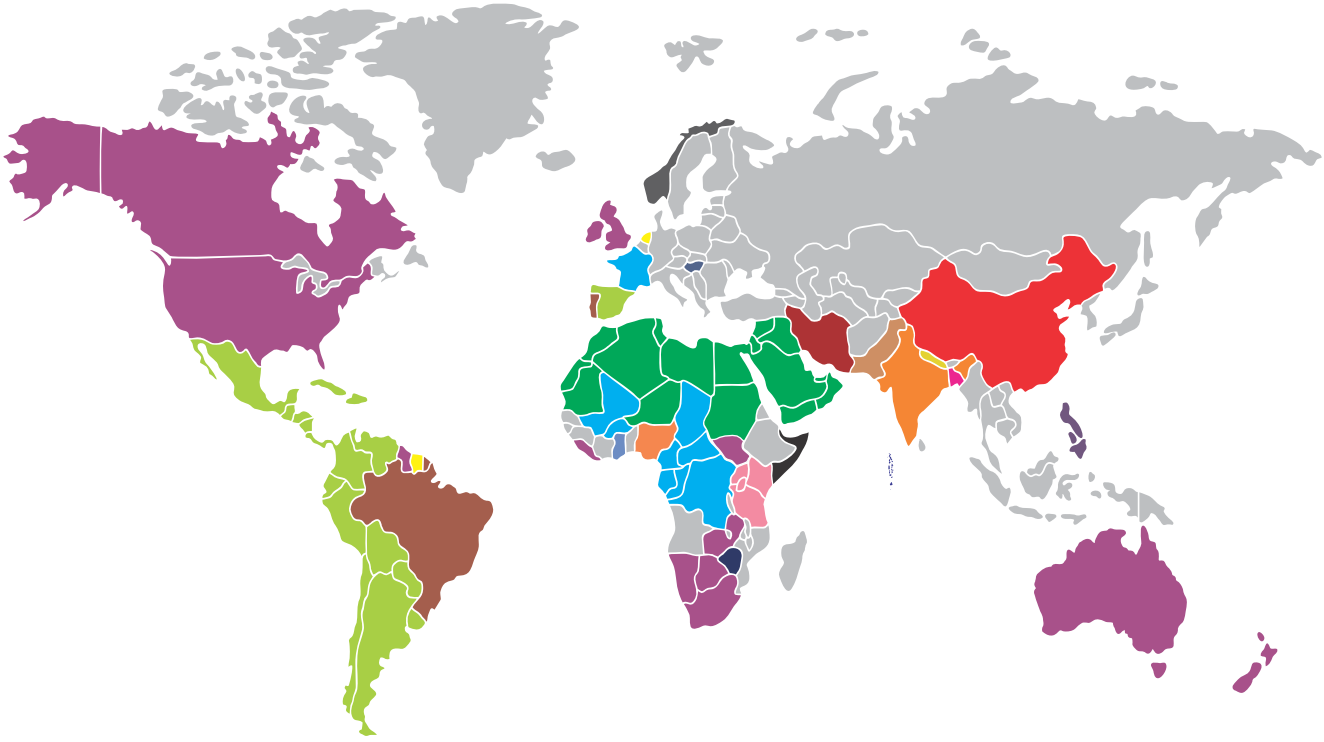
INDIAN LANGUAGES

- Assamese
- Bangla
- English
- Gujarati
- Hindi
- Kannada
- Konkani*
- Maithili
- Marathi
- Mizo
- Odia
- Punjabi
- Tamil
- Telugu

* in process



INTERNATIONAL LANGUAGES



- Arabic
- Bangla
- Dhivehi
- Dutch
- English
- Filipino
- French
- Mandarin
- Nepali
- Persian
- Portuguese*
- Serbian
- Shona
- Spanish
- Swahili
- Twi
- Urdu
- Yoruba
- Somalian*

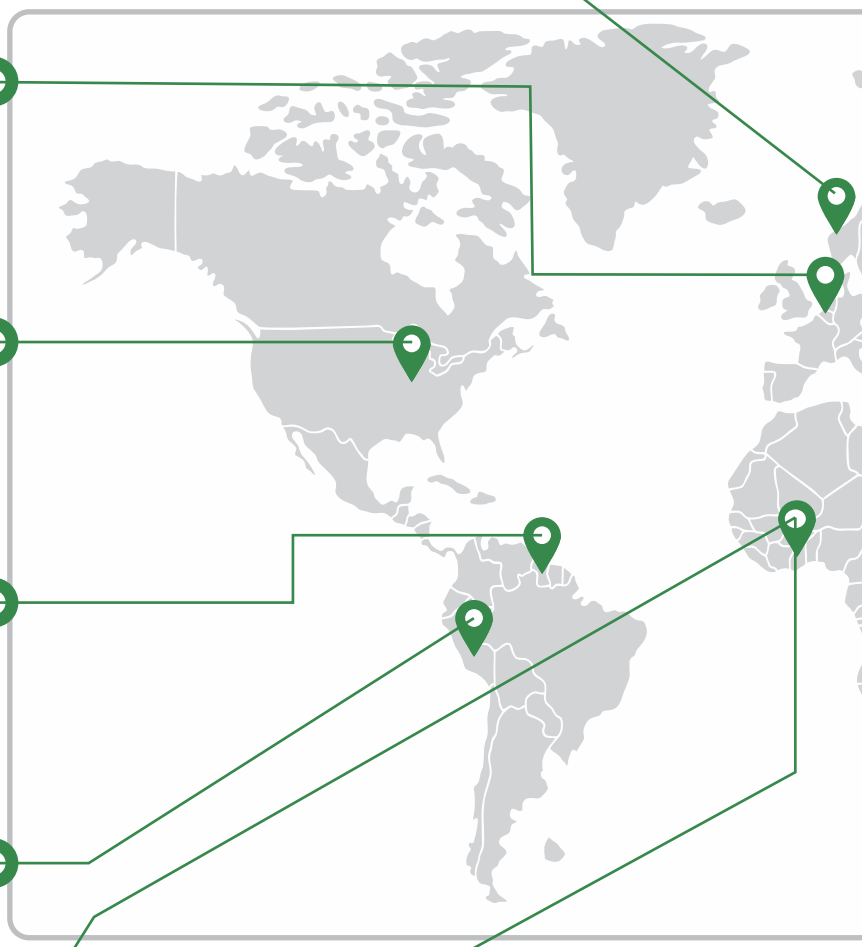
* in development

Global Partnerships

Quizizz, International
Massive Open Online Trainings partnership

Teachers Without Borders
Toolkit Replication partnership

World Climate School, Norway
Knowledge & Training



Literacy Chicago, USA
Adult Literacy program

Kupanda Sisters, Guyana
Single school pilot

Arca Beta, Peru
Pilot in a school in Amazon

All Africa Students Union
Knowledge & training partnership

Forum for African Women Educationists
Knowledge & training partnership

DEVI Sansthan is collaborating with numerous schools, NGOs and governments around the world in the effort to bring higher quality education for all, with a special focus on disadvantaged groups. From Peru to Chicago, from Maldives to Kenya, ALfA is showcasing impressive results, which are showcased in the coming pages. **Come, join the movement!**

Dubai Cares
Media promotion partnership

SBI Foundation
CSR partner

Ministry of Education, India
Thousands of government schools

Piramal Foundation
ALfA implementation in aspirational districts

Dawnbreakers Foundation, Philippines
Informal education program

Radiant Gems Preschool, Malaysia
Single school implementation

Ministry of Education, Maldives
200 government schools

PATH Youth, Kenya
School literacy intensives

Maldives *Alfa* in The Archipelago

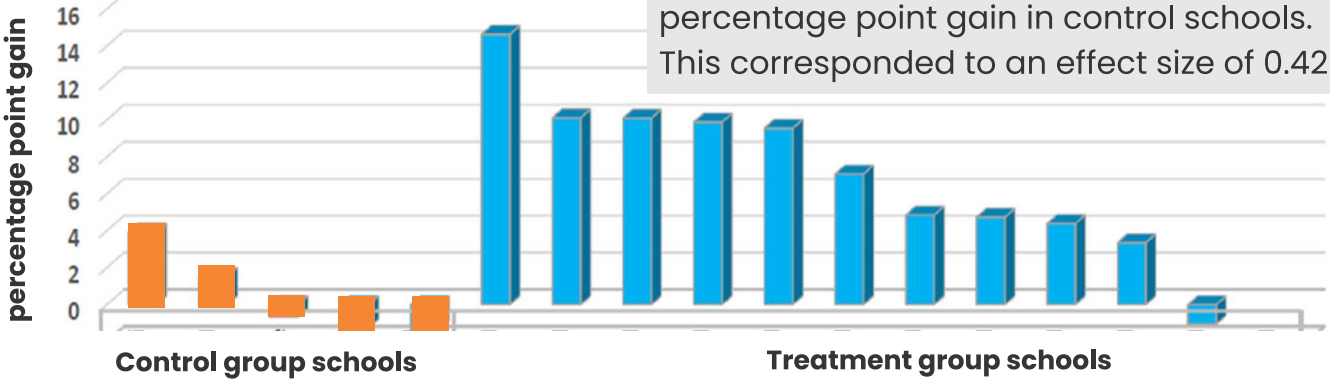
The Ministry of Education engaged DEVI Sansthan (with UNICEF support) to undertake an ALfA pilot across the whole country's **200+ schools**.

In the first phase of the implementation, 13 schools are implementing ALfA while 5 are serving as a control. From September to December 2023 (45 days) test scores in ALfA schools had **double the rate** of improvement compared to control group schools.

MINISTRY OF EDUCATION
REPUBLIC OF MALDIVES

unicef
for every child

Schools using ALfA English gained 7 percentage points, compared to 1 percentage point gain in control schools. This corresponded to an effect size of 0.42.



Teachers' Testimonies

I believe in fostering independent learning and problem-solving, promoting peer collaboration and incorporating reflection opportunities. These strategies empower children to take ownership of their learning journey.

- Aysharth Sumaa

In my opinion, ALfA is a great opportunity for students to learn together in a collaborative, friendly environment. Students work together to complete the tasks and modules, as a result, they are very well connected with each other.

- Hawwa Lamsha

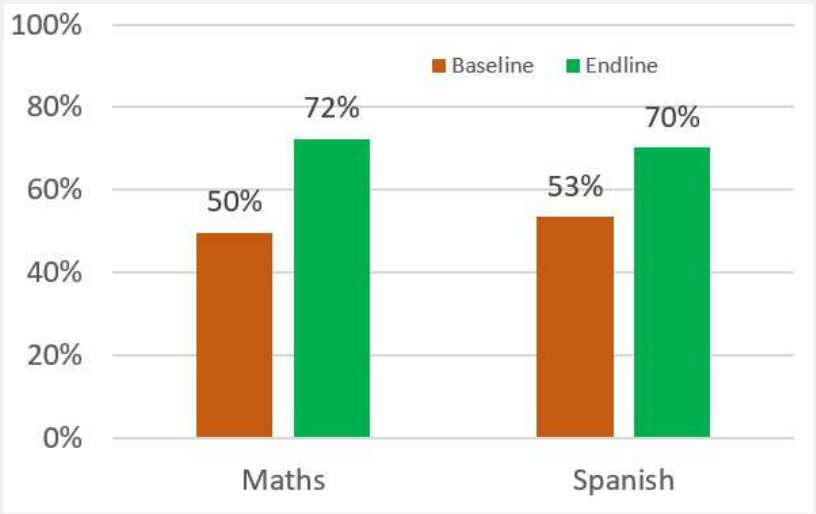
Click or Scan the **QR code** to **hear more testimonies from Maldivean teachers**.

Click or Scan the **QR code** to hear the views of **Dr Abdullah Rasheed Ahmad, Minister of State for Education**.

Peru ALfA in the Amazon

In collaboration with Arca Beta NGO, we are piloting ALfA in a school in the remote Amazon. Results are impressive, and discussions are now underway with government for scaling up.

Click or Scan the **QR code** to watch classroom footage from **Peru**

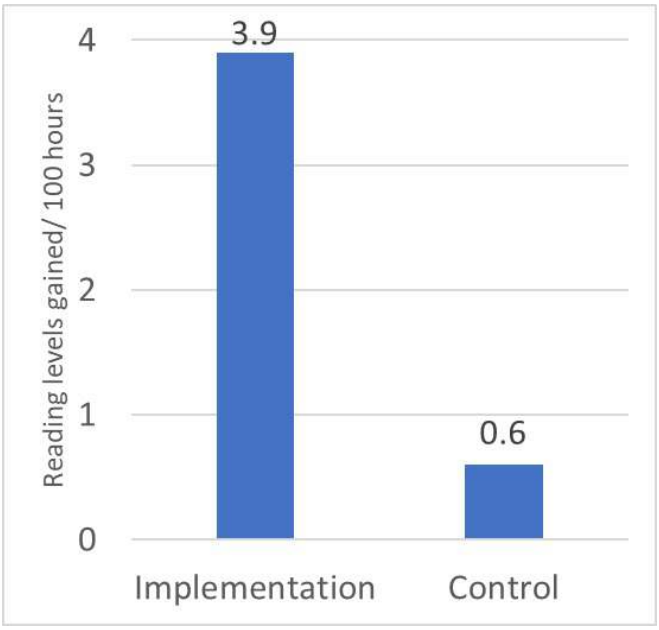


Test scores in Sachachorro school, before and after 45 day ALfA implementation

> "When the students came first, they wrote scribbles; they didn't know how to read. The students began to pronounce the images and words from the communication book. They worked in pairs. They began to form simple words, then more complex words and small sentences. Now, 80% of the students are reading. It is engaging and exciting for the students. Thank you so much."
>
> **Sheila, Grade 1A Teacher, Sachachorro school, Iquitos, Peru**

USA No Age Limit for Education

We are working together with Literacy Chicago, who are using the ALfA toolkit to teach adults how to read, write and do basic arithmetic.



Reading Level improvement in ALfA learners was much greater than non-ALfA learners

Click or Scan the **QR code** to watch a video of the first **ALfA learner in Literacy Chicago**

Click or Scan the **QR code** **to see how Literacy Chicago is implementing ALfA**

> This program is fun to teach, easy for students to follow, and creates community and quick, efficient learning. The organisation of the lessons and plans is clear and supportive. I recommend it.
>
> **Alexandra Murman, Volunteer, Literacy Chicago**

> A positive aspect of the ALfA reading program is that students can work at their own pace. Some students may go through the first five lessons quickly; others may need to work on them slowly, repeating some over and over. Everyone makes progress, and the beauty of the faces on those who achieve even a little success is inspiring.
>
> **Marcia Banzuly, Volunteer, Literacy Chicago**

Learners' Perspectives

"It helps me spell. I can focus better and am learning to recognise the sounds." **– Osman**

"Now I can pace myself. You learn the sounds and break down the words to sound them out, it is easier to read." **– Linnea**

"I am making progress learning the sounds of the letters. It is helping me to know the meanings of the words I am reading." **– Dahla**

Kenya FLN Intensive

We are collaborating with Path Youth NGO, to run an ALfA literacy & numeracy bootcamp for children from the slums of Mombassa.

> During the literacy and numeracy initiative, we observed that students exposed to this pedagogy consistently demonstrate increased enthusiasm for learning, and improved academic performance. The positive outcomes reflect not only academic achievements but also the development of life skills that prepare students for future challenges.
>
> **Salim Ali Mazang'ang'a**
> **Director, Path Youth Organization**

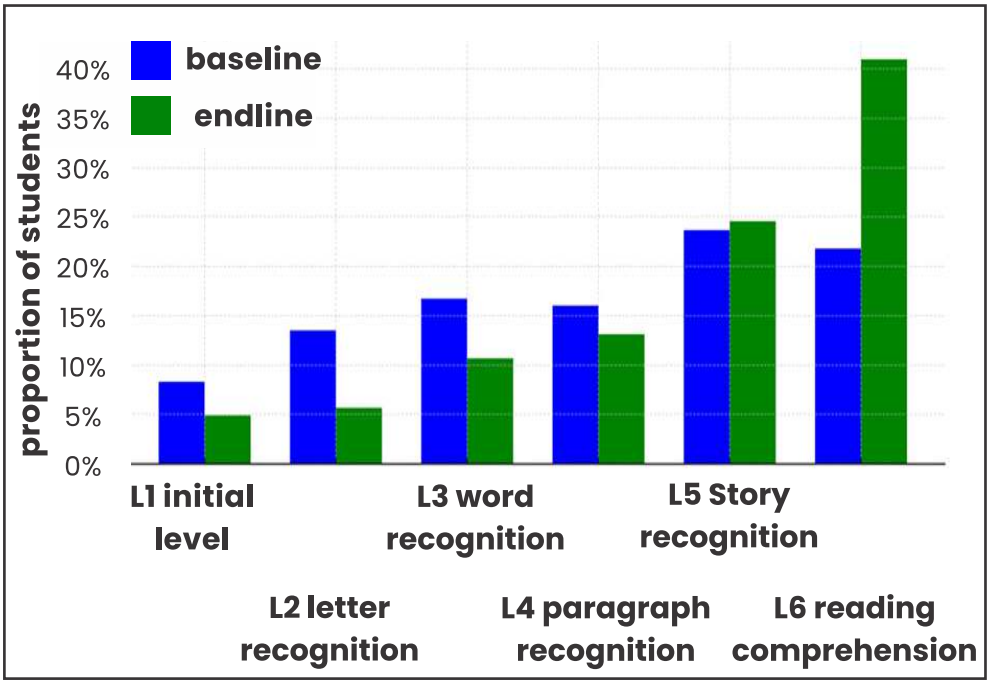
Click or Scan the **QR code** to read the full letter

Learners' Testimonies

> *I am very grateful to be part of this literacy and numeracy bootcamp. I have learned a lot, and now I have more confidence in reading and counting. Thank you for providing this opportunity to improve our education.*

> *This bootcamp has completely changed my life. I had significant difficulties with reading and counting, but now I can say I have gained enough skills to overcome those challenges. I thank all the teachers for their dedication.*

Ghana 6-school research implementation



We are collaborating with Olinga Foundation to implement ALfA in six schools of Ghana. After 40 days of implementation, the proportion of students reading at the highest level (Level 6) almost doubled from 22% to 41%.

Malaysia Training Reimagined

Teachers, principals & government officials gathered together from eight different countries to join an interactive workshop on the ALfA pedagogy, sowing the seeds for ALfA to bloom in South-East Asia. In Malaysia, we began an ALfA pilot in collaboration with Radiant Gems Preschool.

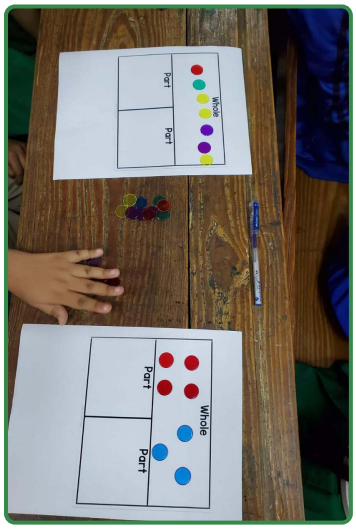
Click or Scan the **QR code** to watch **Dr. Gandhi conduct a training in Malaysia.**

Philippines A New Dawn

Having partnered with Dawnbreakers Foundation to replicate the material in Filipino, they are now using it to teach in a remote area of Mindoro.

Trinidad & Tobago Research Implementation

We are partnering with El Dorado South Hindu School to trial ALfA.



Click or Scan the **QR code** to watch a video of **classroom implementation in Trinidad & Tobago**

Teacher Training At Scale

Highlights MASSIVE OPEN ONLINE TRAINING

66
countries with representatives from all 6 continents participated

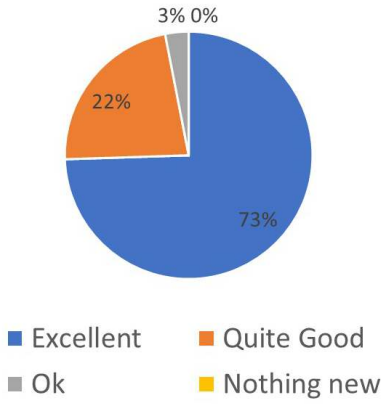
93%
of participants found the online format of the training to be **effective**

97%
of participants **passed the quiz** & were shared free access to ALfA materials

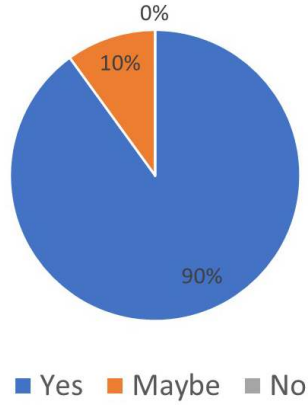
99%
of teachers said they had **new take-away points** from the training

Several audience polls were used in the Hindi sessions of the MOOT to gauge participants' attitude. The results, which were overwhelmingly positive, are shown below.

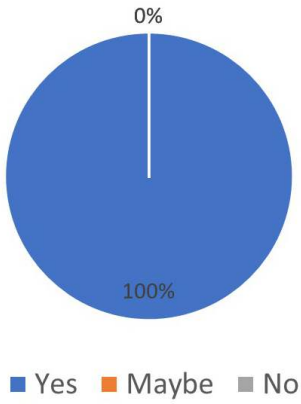
How did you find **today's training?**



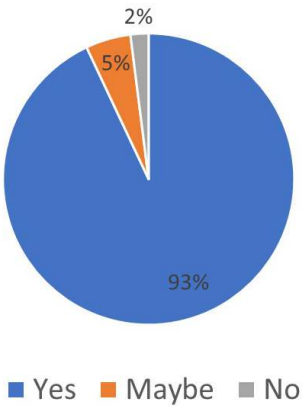
Do you want to adopt the **ALfA pedagogy** and processes in your classes?



Do you want to adopt **paired learning** in your classes?



Has the **online format** of this MOOT been effective for you?



ALfA PEDAGOGY

The Missing Piece

Discover how this disruptive pedagogy works, and what makes it more impactful than the best of existing systems.

A young girl shows how to represent a number using ice cream sticks and matchsticks. Fast track literacy camp, Lucknow, India.

A Process-Led Pedagogy

Accelerating Learning for All (ALfA) is a groundbreaking structured pedagogy, designed to enable children to gain foundational literacy and numeracy skills in as little as 45 days. What makes ALfA so effective? It is the combination of learning materials, pedagogy, curriculum and teacher training.

PAIRED LEARNING

The transaction of learning is not from teacher to student, but rather between two children.

CURRICULUM

Books are simple, modular, and highly visual, enabling children to learn independently.

4-Step Process of Learning

PEDAGOGY

Children work from known to unknown: rather than 'a for apple', they derive the first sound from a picture.

HOLISTIC EDUCATION

ALfA doesn't just develop children's academic abilities; it fosters 21st century skills including creativity, critical thinking and collaboration.

Why Paired Learning

Children working together in pairs, rather than passively listening to the teacher, can transform the pace and quality of learning.

The Problem

In a traditional classroom, the teacher is unable to pay attention to each individual student: as the teacher progresses through the curriculum, many students are left behind.

A Disruptive Approach

In pairs, even the shiest child becomes an active participant in learning. Learning is individualised and highly engaging, with each pair progressing at their own pace.

Click or Scan the QR to read more paired learning research.

Click or Scan the QR to watch a video on paired learning in the classroom.

Studies around the world have found that peer learning has a huge array of academic and social benefits:

improved academic performance[1]

deeper understanding[2]

equality between students[3]

higher engagement[4]

improved behaviour[5]

Table Key differences between traditional and ALfA classrooms

Traditional classroom	ALfA classroom
Students working in whole class or groups, sitting in rows facing the teacher.	Students working in pairs is the main modality, they are facing each other.
Children are grouped by skill level. Groups are fixed for a long period of time.	Random pairing which ensures diversity. Pairs are changed frequently, so that children get to mix and work with others of all ability levels and background.
All children are on the same textbook page, everyone is working on the same question. Some are bored while others find it too difficult	Different pairs are on different modules at any given time; children are given their own.

Research & Controls

1. Academic Performance: Babayigit, Ö. & Erkus, B. (2022). Effect of Peer Teaching on the Academic Achievement of Fourth Grade Primary School Students. International Journal of Psychology and Educational Studies, 9(3), 782–791.

2. Deeper Understanding: Romano, P. & Walker, J. (2010). "Bio Buddies:" Peer Tutoring as an Instructional Strategy. NERA Conference Proceedings 2010 (3), pgs 1-69.

3. Equality: Lorenzo, M. et al. (2006). Reducing the gender gap in the physics classroom. American Journal of Physics 74(2), 118-122.

4. Higher Engagement: Arieno, C.L. (2007). The Advantages of Class Wide Peer Tutoring in an Urban Eighth Grade Inclusion Science Class. [Unpublished master's thesis]. State University of New York at Brockport.

5. Improved Behaviour: Eskay, M. et al. (2012). Use of Peer Tutoring, Cooperative Learning, and Collaborative Learning: Implications for Reducing Anti-Social Behavior of Schooling Adolescents. US-China Education Review (11A). Pages 932-945.

Pragati Assessments App

ALfA assessments foster cooperation not competition and prompt students to focus on learning progress, not marks.

The Problem

- Many exams test factual recall but not deeper understanding.
- Exams are used to classify students into 'strong' and 'weak' – labels that are unhelpful for all.
- Exams take days or weeks for teachers to mark, creating a substantial lag between the student sitting the exam and receiving feedback.
- When students do receive feedback, all they typically get is a percentage or grade, which doesn't help them understand the specific areas they need to work on.[1]

Click or Scan the QR to read more research on ipsative assessments

A Disruptive Approach

Assessment data should be used to 'identify areas of learning and development where children may need support or extension'.[2] Tests should be ipsative – that is, children should be competing with themselves, striving to improve over their past efforts, rather than competing against each other.[3]

Table: Re-examining exams

	Traditional Assessments	Paradigm Shift
Why? Purpose	**Summative:** Sorting and ranking students.	**Formative:** Informing the teaching-learning process. Students compete with themselves, not each other.
What/ When? Methods	**High-stakes exams:** Lots of memorisation required, fixed timings.	**Low-stakes repertoire:** Mix of assignments and portfolios too. Frequent, unannounced tests, problem-solving and unseen passages.
How? Reporting	**Focus on overall marks:** Lots of teacher marking required, delayed results, takes away time from learning.	**Focus on Progress:** Use Pragati or similar app to provide specific, easy-to-understand feedback for learner, teacher and policy-maker.

Research & Controls

[1] Markovich, Isidora. 2021. Why Giving Instant Feedback is Important for Effective Learning. EDUME. https://edume.com/blog/role-of-feedback-inimproving-learning

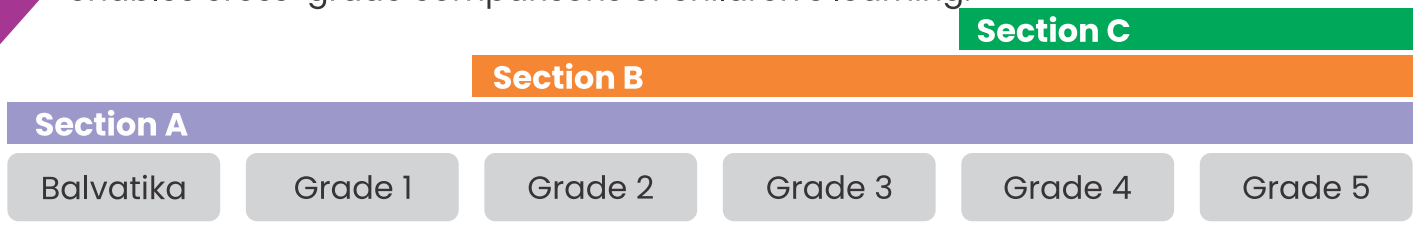
[2] Ministry of Education, Government of India. 2021. NIPUN Bharat Guidelines, p. 131. https://dsel.education.gov.in/sites/default/files/NIPUN_ BHARAT _GUIDELINES_EN.pdf

[3] Gandhi, Sunita. 2017. Compete With Yourself (CWY): Maximising Learning Gain in Schools. In: Hughes G. (eds) Ipsative Assessment and Personal Learning Gain. Palgrave Macmillan, London. https://doi.org/10.1057/978- 1-137-56502-0_11

Tech-Enabled Research

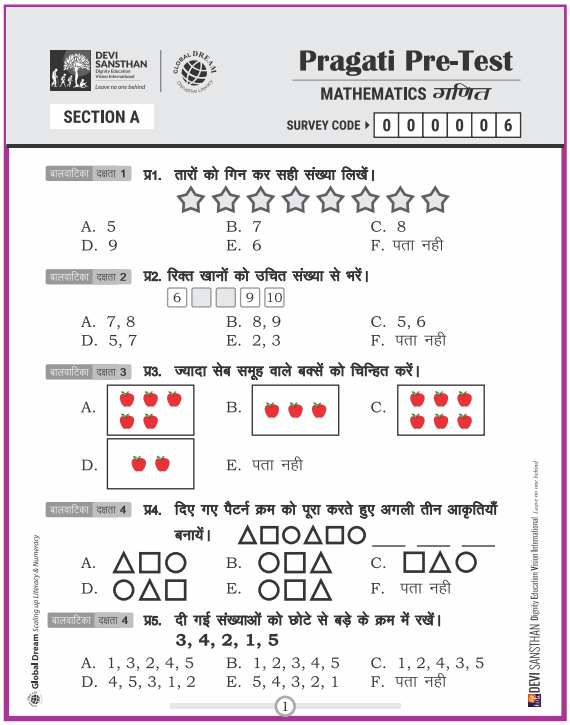
A multiple-choice question paper was designed based on the NIPUN Bharat Competencies (for Balvatika to Grade 3) and the National Achievement Survey (for Grade 5), in consultation with DIET. The paper was divided into three sections based on the Grade level of the NIPUN competency being tested by each question.

Balvatika and Grade 1 students did only Section A, which was age appropriate. Grade 2 & 3 students did Section B (age appropriate) but also Section A. Grade 4 & 5 students did all three sections, as shown in the diagram below. This unique design enables cross-grade comparisons of children's learning.



Assessment was invigilated by a third party (college students), after receiving a training from the DEVI team. The surveyors requested teachers requested to remain outside the classroom during the tests, to minimise the possibility of cheating.

Instant, Detailed Competency-Wise Feedback with Pragati App



DEVI SANSTHAN

Pragati Pre-Test

MATHEMATICS गणित

SECTION A

SURVEY CODE ▸ 0 0 0 0 0 6

बालवाटिका दक्षता 1 प्र1. तारों को गिन कर सही संख्या लिखें।

A. 5 B. 7 C. 8
D. 9 E. 6 F. पता नही

बालवाटिका दक्षता 2 प्र2. रिक्त खानों को उचित संख्या से भरें।

6 _ _ 9 10

A. 7, 8 B. 8, 9 C. 5, 6
D. 5, 7 E. 2, 3 F. पता नही

बालवाटिका दक्षता 3 प्र3. ज्यादा सेब समूह वाले बक्सें को चिन्हित करें।

A. B. C.

D. E. पता नही

बालवाटिका दक्षता 4 प्र4. दिए गए पैटर्न क्रम को पूरा करते हुए अगली तीन आकृतियाँ बनायें। △□○△□○ ___ ___ ___

A. △□○ B. ○□△ C. □△○
D. ○△□ E. ○□△ F. पता नही

बालवाटिका दक्षता 4 प्र5. दी गई संख्याओं को छोटे से बड़े के क्रम में रखें।

3, 4, 2, 1, 5

A. 1, 3, 2, 4, 5 B. 1, 2, 3, 4, 5 C. 1, 2, 4, 3, 5
D. 4, 5, 3, 1, 2 E. 5, 4, 3, 2, 1 F. पता नही

Global Dream Scaling up Literacy & Numeracy

DEVI SANSTHAN Dignity Education Vision International

1

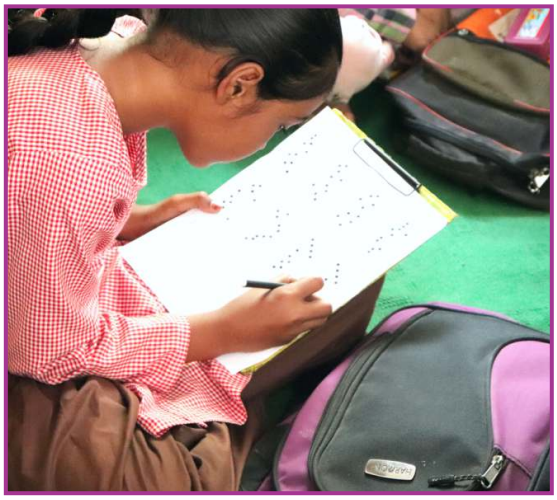
STEP 1
Children sit test

STEP 2
Answers filled on OMR sheet by surveyors

STEP 3
OMR sheet scanned & uploaded using DEVI's Pragati App

Competency-Wise Analysis

The endline test given is scientifically similar to the baseline (though not identical), allowing a genuine measurement of progress. The Pragati App generates a detailed personalized report card at multiple levels (child, class, school, district) which shows with a colour code which topics have been mastered and which need more work. Pragati report cards enable children to focus on their progress over time rather than comparing against others.



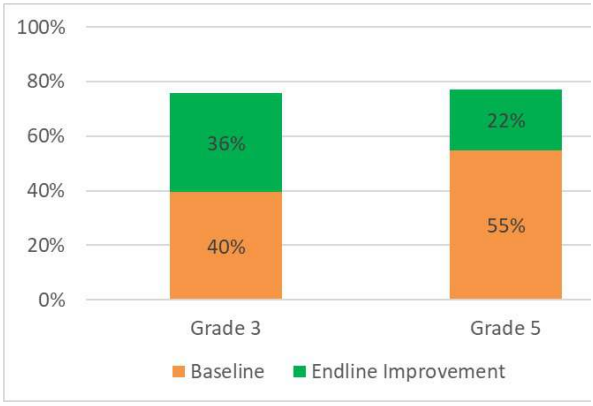
Grade 2, Dakshata 4

Answering comprehension questions from unseen passage.

HINDI

प्र8. पक्षी क्या–क्या करते हैं? इसमें कौन सा उत्तर गलत है।

(A) पता नहीं
(B) ऊँची उड़ान भरते हैं
(C) खूबसूरत घोंसले बनाते हैं
(D) अण्डे देते हैं
(E) मनुष्यों से बातें करते हैं
(F) चूज़ों की देखभाल करते हैं



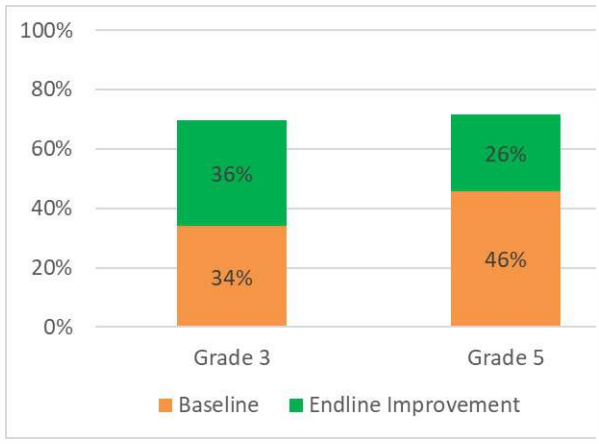
Grade 1, Dakshata 2 Understanding and representing sequences & patterns.

MATHS

प्र12. खाली वर्गों में उचित संख्या भरें।

		95		97

(A) पता नही
(B) 93, 94, 96
(C) 92, 94, 98
(D) 92, 93, 98
(E) 91, 92, 93
(F) 92, 93, 96



Graphs show the baseline and level of progress on specific competencies in Shamli Phase 2 Implementation (200 schools, 45 days)

TESTIMONIES

Voices from the Field

The ALfA pedagogy has been recognised by many eminent leaders - both politicians and pedagogues. Many teachers have also appreciated the transformation it has brought to their classrooms

Training Entire Nations

Teachers from the Maldives enjoy solving questions at an ALfA numeracy training.

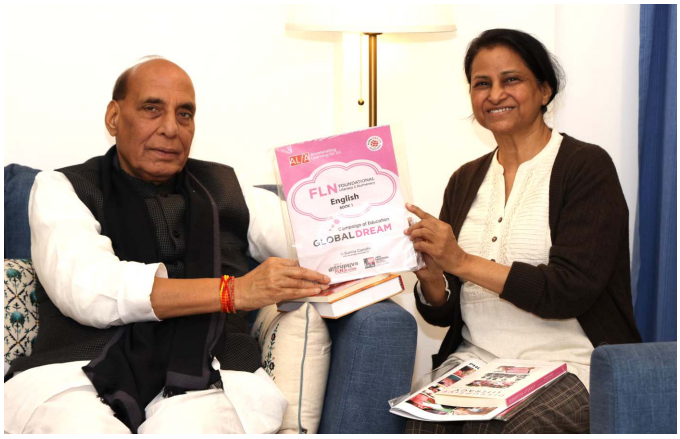
Policymaker Testimonials

India's Defence Minister

Mr Rajnath Singh

"Dr. Sunita Gandhi's 30 hour literacy and numeracy model is highly innovative, and highly scalable, that can benefit school children, out of school children and illiterate adults."

Click or Scan the **QR code** to watch **Shri Rajnath Singh discuss the ALfA program**.



Former Minister of Education, Guinea

Ms Aicha Bah Diallo

"Dr. Sunita Gandhi's innovative ALfA method allows learners of all ages to quickly master essential foundational skills. It surpasses traditional methods, promoting holistic learning. Learning happens in pairs, embedding critical 21st-century skills into the curriculum."

Click or Scan the **QR code** to **hear other prominent policymakers' views on ALfA**

Minister of State for Education, Maldives

Dr Abdullah Rasheed Ahmad

"Despite all the efforts which may countries are making, still a large proportion of students are suffering from low literacy. Why? It's because we all are repeatedly doing the same thing in the same way. Thank you Dr Sunita for coming up with a totally new strategy for teaching literacy and numeracy. Rather than taking years, students can learn literacy in just three months."

Click or Scan the **QR code** to watch **Dr Ahmad announce the launch of ALfA in Maldives**

TESTIMONIES

Pedagogue Testimonials

Director of Education & Adolescent Development, UNICEF
Mr Robert Jenkins

"Acquiring foundational literacy and numeracy is key for children as they progress. Unfortunately, many schools systems around the world are failing very large numbers of children. We need a step change in the education sector, to reach children with access to quality education so they can realise their full potential."

Click or Scan the **QR code** to watch **Robert Jenkins** addressing DEVI Sansthan's **Global Policymakers Conclave**

Reading & Dyslexia Expert, USA
Mary McCoolberry

Click or Scan the **QR code** to **hear Mary McCoolberry's talk**

"Dr Sunita Gandhi's dream is brilliant, huge, ambitious and daring. What I love about the ALfA kits is that they accelerate the process for readers across the world. I have used them with students I teach. The toolkits meet the learners at their instructional level. I love the fact that kids are building on their background knowledge."

Founder, World Climate School, Norway
Inger Mette Stenseth

"Dr Gandhi's educational pedagogy, ALfA: Accelerating Learning for All, is truly transformative. It is inclusive, scientifically rigorous, and capable of scaling to reach learners of any age. During my visits to India, I witnessed firsthand the profound impact of ALfA in government schools, slums, and among out-of-school children and illiterate adults."

Click or Scan the **QR code** to read **Inger Mette Stenseth's letter**

Testimonials

TEACHERS, PRINCIPALS & OFFICIALS

I started with 22 children, many of whom had some challenges with reading and mathematics. 19 children can now read fluently, and the rest are in process. I feel delighted with everything I have been observing in my children.

Zenaida
Grade 3 Teacher, Sachachorro School, Iquitos, Peru

In 4th grade, we had so many kids who couldn't write or read. My own daughter's reading ability is now getting better each day, her scores improved significantly. Our school is excited, and our growth is accelerating. Everybody is praising the curriculum.

Rickie Dhillon
Chief Business Official, Kepler Neighborhood School, California, USA

The results are highly positive and exciting. Children's attendance has also improved.

Rahul Mishra
Basic Shiksha Adhikari, Shamli, Uttar Pradesh, India

This is a very easy technique. I think this technique should be used everywhere throughout India.

Alla Rakha
Principal, PS Malakpur Shamli, Uttar Pradesh, India

This is an excellent method. When children use concrete objects, the learning sticks in their brain. Children who were being bored by the traditional method are enjoying learning with ALfA.

Veena Gupta
Principal, PS Ramshehar 1 Solan, Himachal Pradesh, India

We got to learn a lot new in today's training: how to build a solid foundation for children's learning. There was a great exchange of ideas between the trainers and participants.

Arif Hassan
Participant in Massive Open Online Training, Lucknow, Uttar Pradesh, India

Video Evidence

to watch a video of Shamli students performing **above Grade Level** after 45 days of ALfA implementation.

to hear the **testimonies of Unnao teachers** implementing the ALfA program.

to view a **news report by the Print** on ALfA implementation in Shamli.

to see the difference ALfA is making in **government schools of Lucknow**.

How were these videos made?

WhatsApp groups were set up for different blocks/districts. Teachers were encouraged to post their photos, videos and any questions in the WhatsApp groups, much of the footage in this video was shared by classroom teachers.

to listen to teachers' reviews about the **literacy program in Barabanki.**

A CALL TO ACTION

A Roadmap for Change

Everyone has an important role to play if we are to achieve NIPUN Bharat and reach quality education as per SDG4. Join the learning revolution by trying out ALfA in your context!

Two young girls, brimming with optimism. Fast track literacy camp, Lucknow, India.

Implementation Roadmap

We offer the ALfA pedagogy as a free tool to work towards foundational literacy and numeracy for all. There are several key implementation options.

A CALL TO ACTION

SCALE

System-wide

Adopt across a broad geographical area to race towards universal literacy.

Pilot

Randomly select a few schools to try out the ALfA program and compare results with a control group.

MODALITY

Incorporate into curriculum

Merge ALfA materials with the existing textbooks. Reduce some pages to avoid duplication, keeping overall printing cost low.

Separate ALfA books

ALfA booklets are slim. After the ALfA books, students move on to rapidly complete regular textbooks.

TRAINING

Training Cascade

In-person training can be rolled out by a sequence of master trainers and trainers.

Massive Open Online Training

Online training can be very effective if well-structured and highly interactive.

A Groundbreaking Pedagogy

ACCELERATING LEARNING FOR ALL

Published by Bloomsbury
January 2024

ALfA: Accelerating Learning for All breaks the shackles of the industrial education system, revolutionizing the school experience through peer learning and hands-on activities. The ALfA program enables children and adults alike to learn foundational literacy and numeracy in months rather than years. Beyond reading, writing and arithmetic, ALfA builds the crucial life skills of collaboration, creativity, citizenship and character.

Both a classroom guide for teachers and an implementation roadmap for policymakers, this book explores a transformative approach to teaching and learning. Sprinkled with anecdotes from teachers, principals & students, Accelerating Learning for All inspires and equips us to build a better education system."

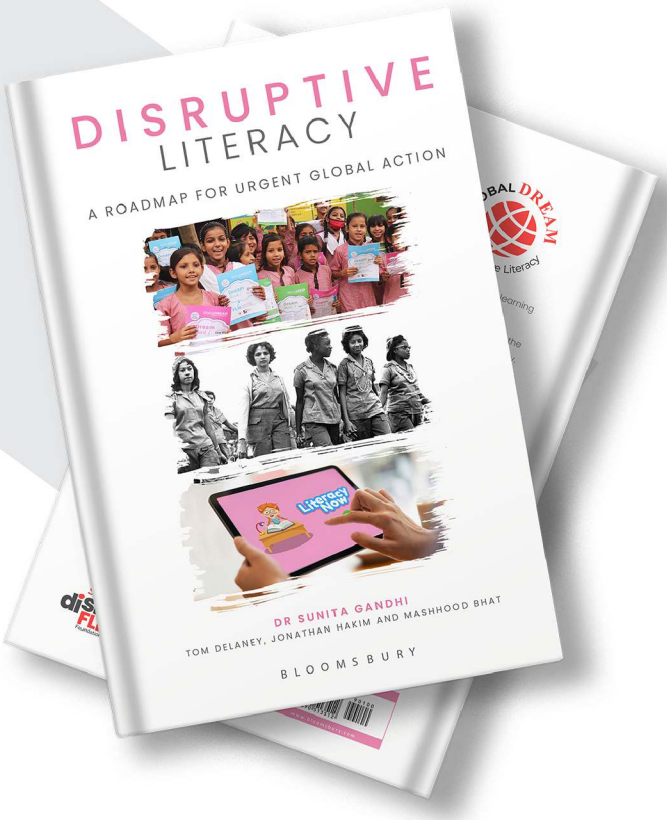
A How to Compendium

"All students should be able to learn to read quickly so that they can maximize their academic potential and ALfA does that."
Jon Corippo
Founder of EduProtocols

"This book provide some insightful and unique ideas about creating a pedagogy of possibility. It will undoubtedly create the conditions for a better world."
Sigamoney Naicker
Professor, University of the Western Cape

A Roadmap for Urgent Action

DISRUPTIVE LITERACY



Published by Bloomsbury (2022)

"Foundational literacy and numeracy are crucial to every person's well-being. A nation's literacy rate is a key predictor of its social and economic progress. Yet the world still has hundreds of millions of children in school but nor learning the basics, and adults deprived of these foundational skills. Why?

Drawing from remarkable examples of movements around the world, and sprinkled with stories from the authors' grassroots educational work in the Global Dream Accelerating Learning for All (ALfA) program, Disruptive Literacy is an easy-to-read but hard-to-ignore manifesto that will touch your heart and inspire you to action."

Is there another way?

"A much-needed manifesto for achieving large scale transformation of the global literacy crisis."
Ernesto Schiefelbein
Former Minister of Education, Chile

"A must read for policymakers and all those associated with the campaign against illiteracy."
Anil Swarup
Former Secretary of Education, India

Global Advisory Committee

We thank our advisory committee for their expert guidance and motivation.

Aïcha Bah Diallo

Founding Member of FAWE, Guinea

Alesha Anderson

Senior Program Officer at Pro-Literacy Worldwide, USA

Alexandre Romanovsky

Advisor to Companies Dedicated to the United Nations, USA

Bill Graham

Vice Chair, NGO Committee for Education, Learning & Literacy at the United Nations in New York, USA

David J. Rosen

Director, Adult Literacy Resource Institute, University of Massachusetts, USA

David Bovill

Partnerships Manager, DEIP, UK

Ernesto Schiefelbein

Chilean Pedagogue, Professor, Economist & Politician, Chile

Fred Mednick

Founder, Teacher Without Borders, USA

Chetnaa Mehrotra

Founder, Applied Theatre Urganization (Rangbhumi), India

Chris Macrae

Head of Talent, Diversity, Equity and Inclusion at GlaxoSmithKline, USA

Cindy Charles

Kupanda Sisters Inc. Founder & CEO, Guyana

Inger-Mette Stenseth

Founder, World Climate School, Norway

Gail Davvis-Carter

UN ECOSOC Representative, UN Partner and Social Entrepreneur, USA

Girish Menon

CEO, STIR Education, UK

Joanne Telser-Frere

Director, Program Development, USA

Jon M Corippo

Author, Eduprotocols, USA

Kyle Zimmer

Author, Eduprotocols, USA

Mary McCool Berry

Founder, Read Keys, USA

Michael Matos

Education Technology Director, ScaleLIT, USA

Navneet Anand

Director, GreyMatters Communications & Consulting, India

Nicolas Gravel

Professor of Economics, Aix-Marseille University, France

Nixon Joseph

CEO, Children's LoveCastles Trust, India

Peter Campling

Global Programmes Director, USA

Peter Kwasi Kodjie

Secretary-General All Africa Student's Union, Ghana

Rana Dajani

President, We Love Reading, Jordan

Ravi Sreedharan

Founder & President, Indian School of Development Management, India

Rebecca Doreen

Founding Director, Vadiwa Trust Organization, Zimbabwe

Richard Allen

Director of Partnerships, VOYCE, USA

Robert Thorn

Director, Developing Real Learners & Academy of Learner Development, Turkey

Samuel Sasu Adonteng

Programmes Officer for Tertiary Education, AASU, Ghana

Sigamoney Naicker

Professor, University of the Western Cape, South Africa

Sigbjorn Dugal

Founder, Pickatale Norway

Stephen Peters

President, The Peters Group, USA

Sylvia Guimarães

Co-founder & President, Vaga Lume, Brazil

Vicky Colbert

Founder & Director, Fundación Escuela Nueva, Colombia

A Call to Action

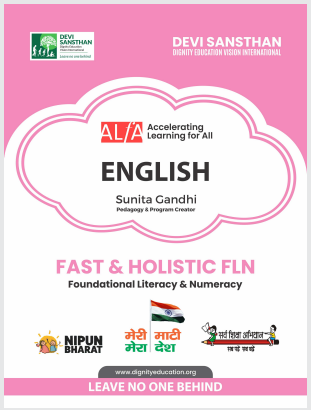
Everyone has an important role to play - from policymakers to principals to parent. Join the ALfA learning revolution!

Research

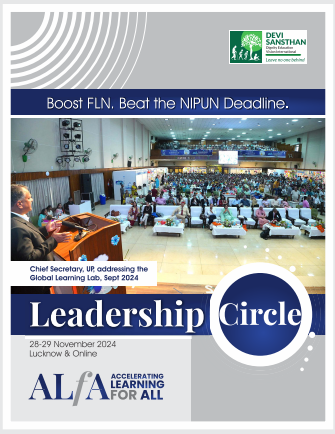
Conduct an ALfA pilot in your context to gather evidence on its efficacy.

Replicate

Help convert the ALfA toolkit to new languages, enabling more children access to free, high-quality learning materials.

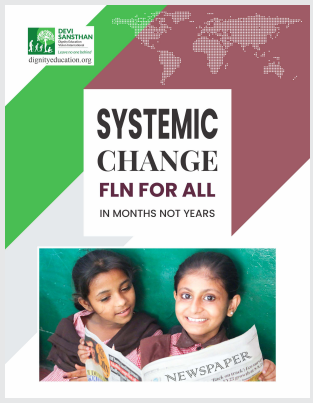


Scan/Click each QR to learn more



Network

Join us at an upcoming in-person or online event, such as the Leadership Circle (28-29 November 2024).



Advocate

Engage with policymakers, raising your voice for educational transformation.

“Dreams are not that which we see while we are sleeping, it is that which prevents us from sleeping.”

Dr. APJ Abdul Kalam

Former Indian President

NIPUN BHARAT

DEVI SANSTHAN
Dignity Education Vision International
Leave no one behind

ALfA: Fast & Holistic FLN Today

DEVI Sansthan (Dignity Education Vision International) is an NGO with a big vision: to help India and the world achieve universal Foundational Literacy and Numeracy (FLN). DEVI Sansthan is pioneering transformative pedagogy, empowering teachers, and leveraging policy change to enable rapid gains towards literacy for all.

+91 740 840 6000 info@dignityeducation.org dignityeducation.org