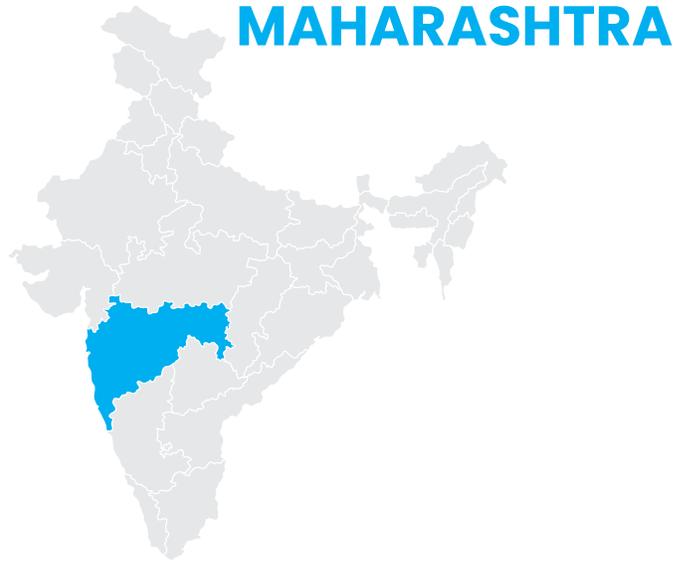


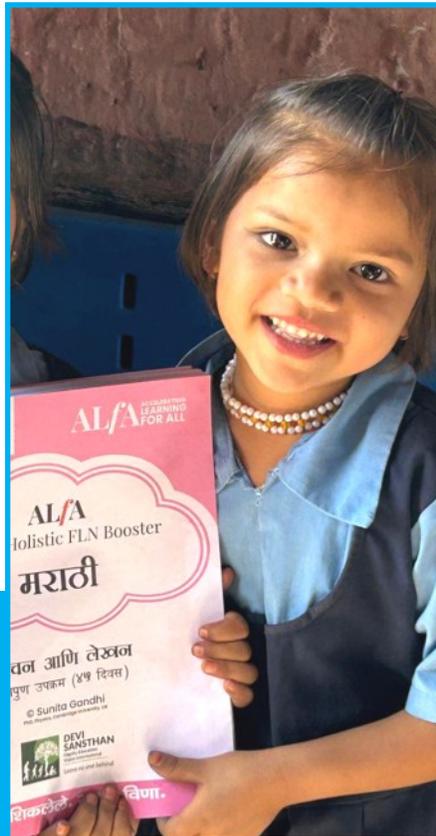
# FLN WHAT WORKS



## ALFA IMPACT REPORT



**SWIFT**



**SCALABLE**



**SUSTAINABLE**

# PATH to Universal FLN

Policy x Pedagogy (Road x Vehicle)

Policy builds the road. Pedagogy accelerates learning.

## POLICY: Five System Levers for FLN

- **Priority** FLN first; protected time & attention
- **Leadership** Sustained senior ownership; clarity of roles
- **Planning** Targets, sequencing, resources, timetables
- **Processes** Middle-tier coaching, materials, routines
- **Monitoring** Dashboards, reviews, course correction

## PEDAGOGY: A Disruptive FLN Engine

### ALfA | Accelerating Learning for All

Peer-powered practice + rapid feedback loops

Random pairs daily

Peer teach & check

High practice density

Perfection loops

Embedded teacher prompts

Heterogeneity-ready

Learner agency routines

Simple TLMs

Low training burden

Measure-to-action

## Evidence snapshot:

### Policy + Pedagogy together produced extraordinary gains in UP

# +10pp

UP (NAS 2021 -> PRS 2024)

Remarkable one-cycle progress associated with government policy measures.

# +13/+14pp

4 DEVI districts using ALfA

Indicative of pedagogy-driven acceleration (about 30-40% more progress than the UP baseline).

RCT (Shamli) - effect sizes after 40 days

# 0.23 (Grade 3)

# 0.89 (Grade 5)

Aug-Oct 2022 | 20 schools  
HGSE validation

Fluency gains within 40-45 days.



Policy builds the Highway.  
Pedagogy is the Vehicle.



## Scale Journey: From a 20-school RCT to District-wide Adoption and Multi-state Growth

Aug-Oct 2022

●  
Shamli RCT  
20 schools  
40 days

2022-23

●  
MoU: 210 schools  
(about 40% of Shamli)

2024-25

●  
100% of 4 districts  
7,500 schools  
510,000 students

2026 & Beyond

●  
10,000 schools active  
Agreements: 45,000

### This evidence pack includes

ALIGN-FLN report | HGSE RCT report chapter (2023) | Ghana & Peru case studies | ALfA impact reports and presentations

For the last stretch of NIPUN Bharat, other states can strengthen policy levers and adopt disruptive classroom practice for the biggest possible FLN jump.

20 to 45,000 schools  
in 3 years!  
Discover why.



**Launch in 2022 with  
Secretary MOE, India**

**From Low-Performing to #2 in UP**

In 2022, IAS Anita Karwal, then Secretary, Ministry of Education, entrusted Dr Sunita Gandhi and DEVI Sansthan's ALfA (Accelerating Learning for All) programme for Shamli, Uttar Pradesh – then a low-performing district of India (NAS 2017). The impact as per the results of PRS 2024 Grade 3 has been impressive:

**Language:** 65% (NAS 2021) → 79% (PRS 2024) **+17 pp**

**Maths:** 59% (NAS 2021) → 76% (PRS 2024) **+14 pp**

This took Shamli to **rank #2 district in UP.**

ALfA is built on over 20 years of research. It is a **disruptive pedagogy** that mainstreams paired-learning and scaffolds from known to unknown for rapid FLN gains.

# GLOBAL VALIDATION FROM HARVARD UNIVERSITY

Chapter 8 of 'Rebuilding Resilient Education Systems After the Covid-19 Pandemic' documents the impressive learning gains from the ALfA program in Shamli, and recommends its widespread adoption in UP.

“*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.*”

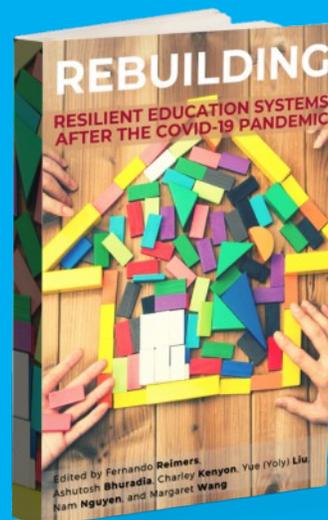
“*We recommend the UP government incorporate the promising ALfA pedagogy developed by DEVI for the first 6 weeks to quickly establish a strong FLN foundation.*”

[Click Here](#)



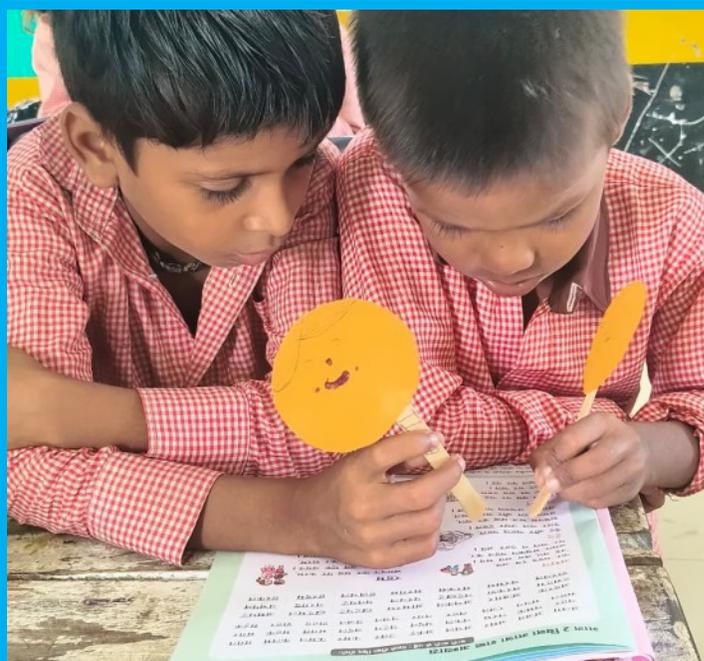
Click or scan QR to check out the book

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



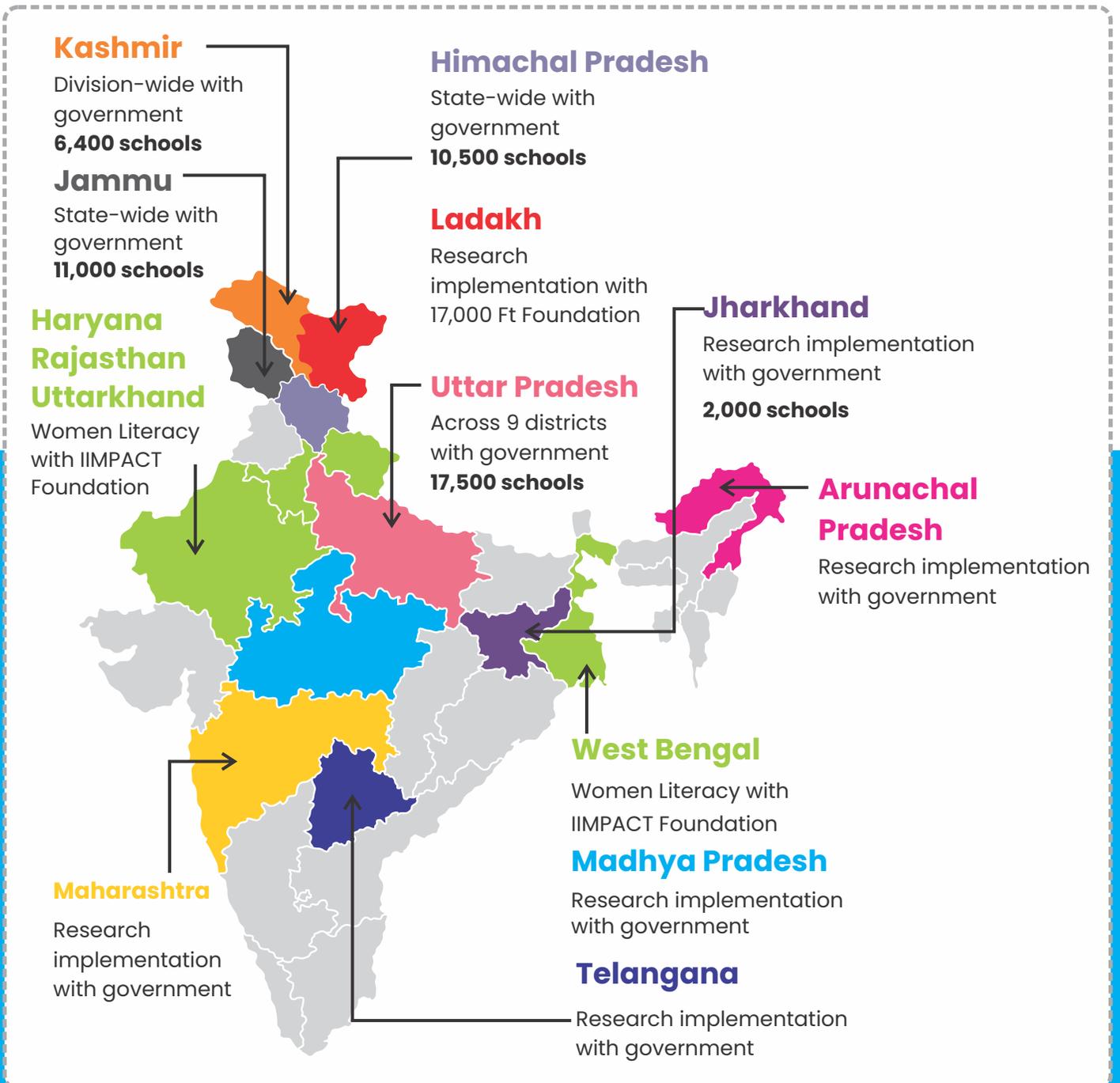
\***Effect size** is a statistical measure of an intervention's impact. A business-as-usual school year in developing countries typically raises literacy levels by **0.15 to 0.21** standard deviations. This means that the ALfA 45-day intervention raised learning levels by the equivalent of **2-4 years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

Reference: 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.



# IMPACT AT SCALE

Since its inception in 2022, ALfA has exploded in schools and adult literacy programs around the country, with MOUs now in place for over 45,000 schools. Many small-scale research implementations are ongoing. DEVI is also partnering with other organisations to provide adult literacy services at scale.



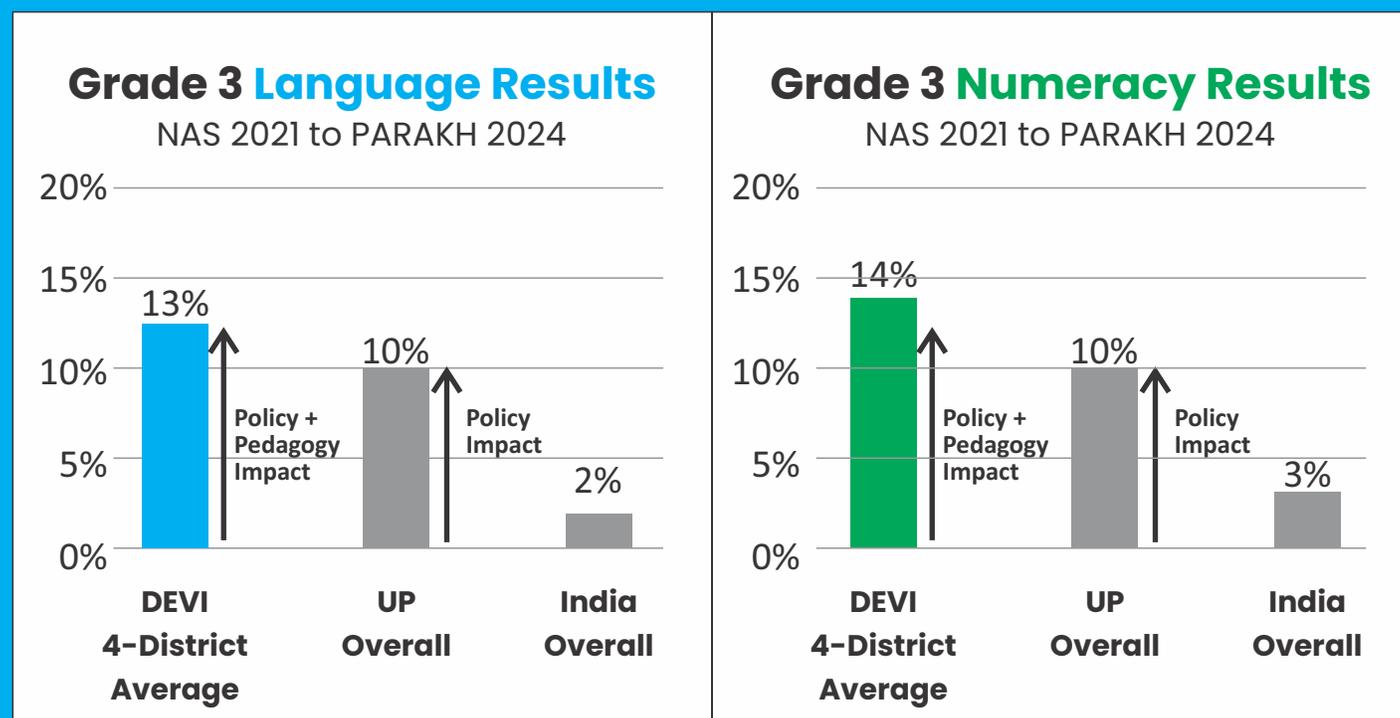
# FROM 20 TO 17,500 SCHOOLS OF UTTAR PRADESH

The 4 districts in which ALfA has been implemented saw massive improvements in their score for Grade 3 language and maths in Parakh 2024, compared to the NAS 2021. The four districts are all in the top half of UP's districts in Parakh 2024. Particularly remarkable is Shamli, a formerly low performing district, now ranked in the Udit (Excellent) category in Parakh. The **4 districts improved by 13-14 percentage points**, compared to just a

2-3 percentage points gain at the national level, and higher than the state average of 10 percentage points.

In UP, the impressive results in Shamli led to a scale-up from a 20-school RCT (validated by Harvard GSE) to district wide in Shamli and then 3 more districts (Lucknow, Unnao, Barabanki) and now an MOU for 9 districts. **Discussions are also underway for ALfA to be used as a state-wide supplement.**

## Grade 3 Learning Gain Between NAS 2021 & Parakh (2024)



### Key

- Literacy Gain
- Numeracy Gain

### Sources: Click/Scan QR



[Click Here](#)

[Click Here](#)

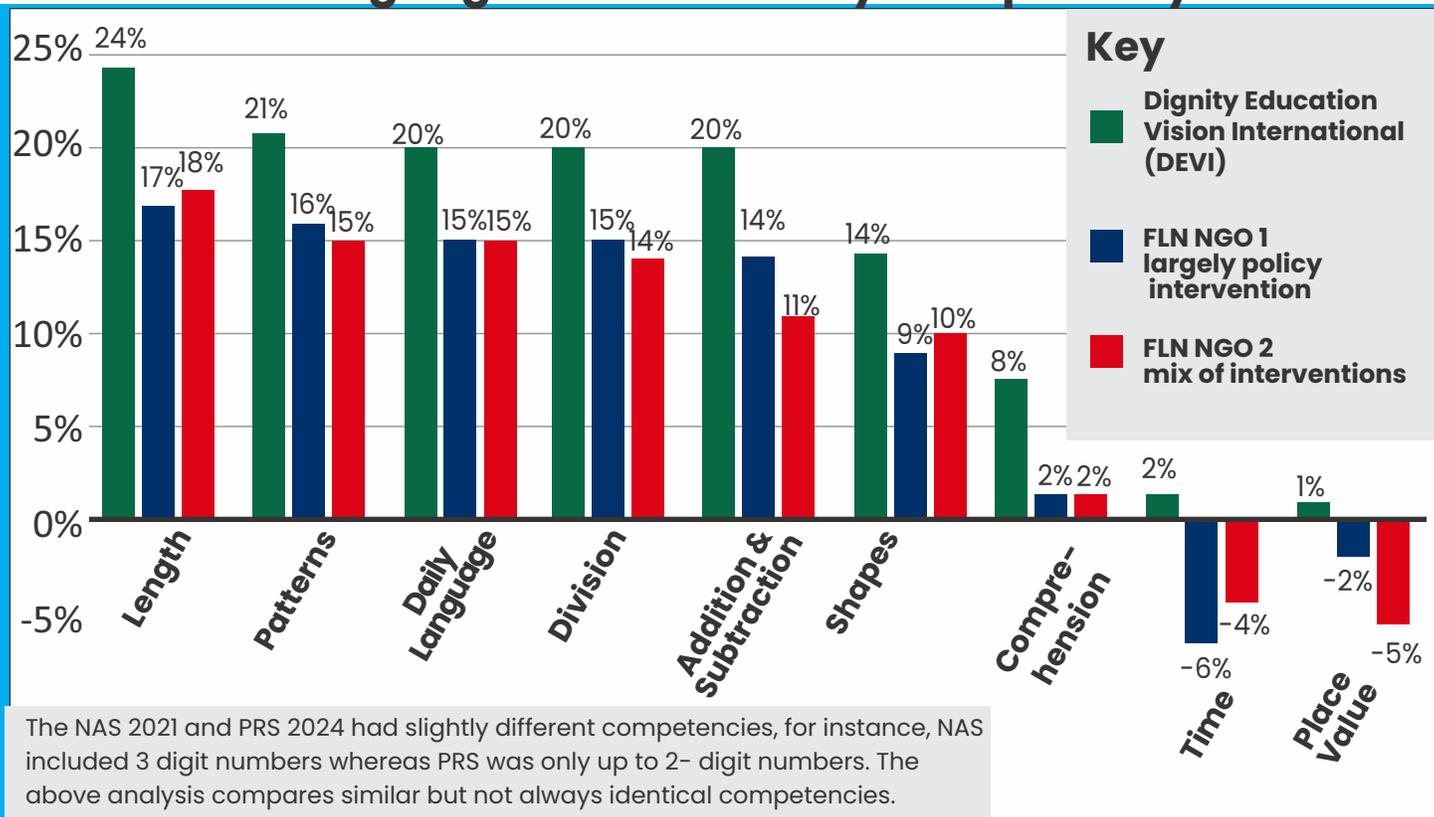
[Click Here](#)

# COMPETENCY-WISE ANALYSIS

## UP: INDIA'S MOST POPULOUS STATE

Three major NGOs are working on FLN in UP. Of these, DEVI's 4 districts showed the largest gains in all of the competencies, between NAS 2021 and PARAKH 2024.

### Grade 3 Language and Numeracy Competency Gains



NAS 2021		Parakh Rashtriya Sarvekshan (PRS) 2024	
LO Code	Learning Outcome for Grade 3	LO Code	Learning Outcome for Grade 3
M312	Estimates and measures <b>length</b> and distance using standard units like centimetres or meters & identifies relationships	C-8.9	Select appropriate tools and units to perform simple measurements of <b>length</b> , weight, and volume of objects in their immediate environment.
M318	Extends <b>patterns</b> in simple shapes and numbers	C-8.2	Identifies and extends simple <b>patterns</b> in their surroundings, shapes, and numbers.
L312	Reads printed scripts on the <b>classroom walls</b> : poems, posters, charts etc.	C-9.7	Knows and uses enough words to carry out <b>day-to-day interactions</b> effectively and can guess the meaning of new words by using existing vocabulary
M306	Explains the meaning of <b>division</b> facts by equal grouping/sharing and finds it by repeated subtraction	C-8.7	Recognises multiplication as repeated addition and <b>division</b> as equal sharing
M303	Solves simple daily life problems using addition and subtraction of three-digit numbers with and without regrouping	C-8.6	Performs <b>addition and subtraction</b> of 2-digit numbers fluently using flexible strategies of composition and decomposition of both numerical and word problems
M309	Identifies and makes 2D- <b>shapes</b> by paper folding, paper cutting on the dot grid, using straight lines etc.	C-8.8	Recognises, makes, and classifies basic geometric <b>shapes</b> and their observable properties, and understands and explains the relative relation of objects in space
L304	Reads small texts with <b>comprehension</b> , i.e., identifies main ideas, details, sequence and draws conclusions	C-10.5	Reads short stories and <b>comprehends</b> their meaning – by identifying characters, storyline and what the author wants to say – on their own
M302	Compares numbers up to 999 based on their <b>place values</b>	C-8.5	Recognises and uses numerals to represent quantities up to 99 with the understanding of decimal <b>place value</b> system
M317	Reads the <b>time</b> correctly to the hour using a clock/watch	C-8.10	Performs simple measurements of <b>time</b> in minutes, hours, day, weeks and months

# NANDURBAR, MAHARASHTRA COMPETENCY ANALYSIS READING

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.



## Word level: completing a word

'क' i 'व' z 'ज' ; 'क' 'क' 'ह' ; 'ख' 'व' { 'क' 'श' 'ह' 'क'



e x j



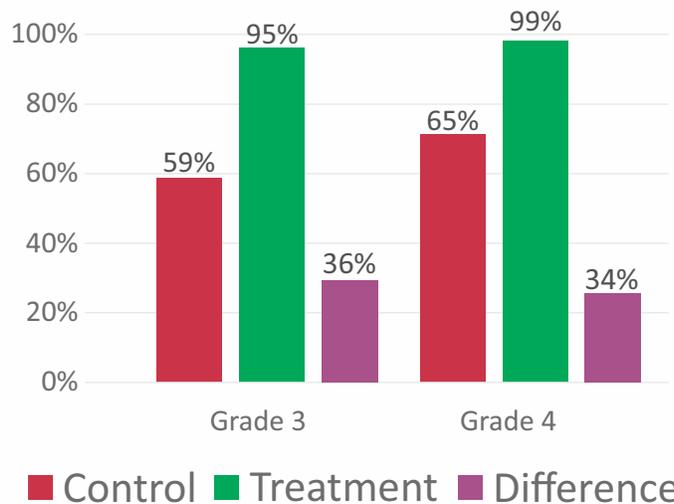
Q . k



d G



m G



## Comprehension: reading unknown passages with understanding

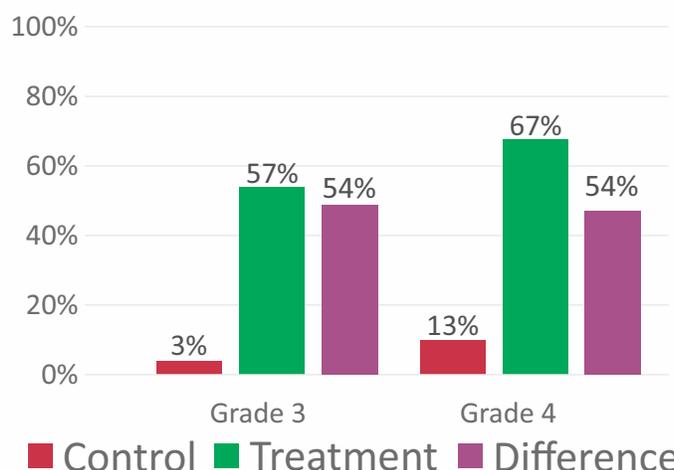
एक लहान चिमणी दररोज सकाळी आपल्या घराच्यातून उडून शेतात जात होती. तिथे ती आपल्या पिलासाठी अन्न शोधत होती आणि संध्याकाळी परत येत होती. चिमणी आपल्या पिलाची खूप काळजी करत होती.

चिमणी कुठे जात होती?

जंगलात

शेतात

नदीत

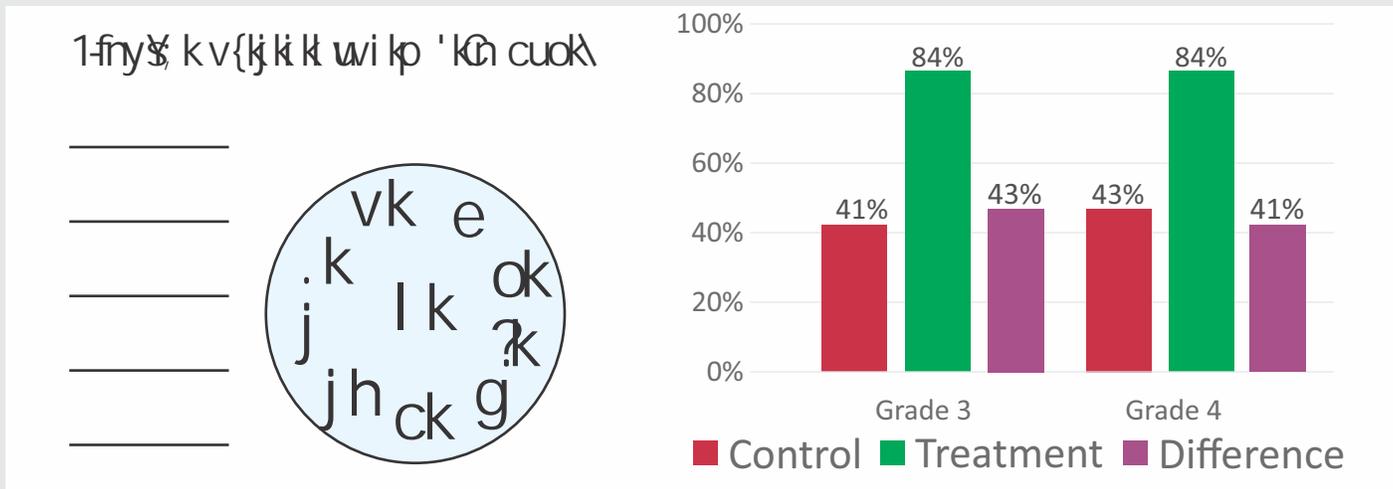


Graphs show the proportion of children scoring correctly on specific competencies.

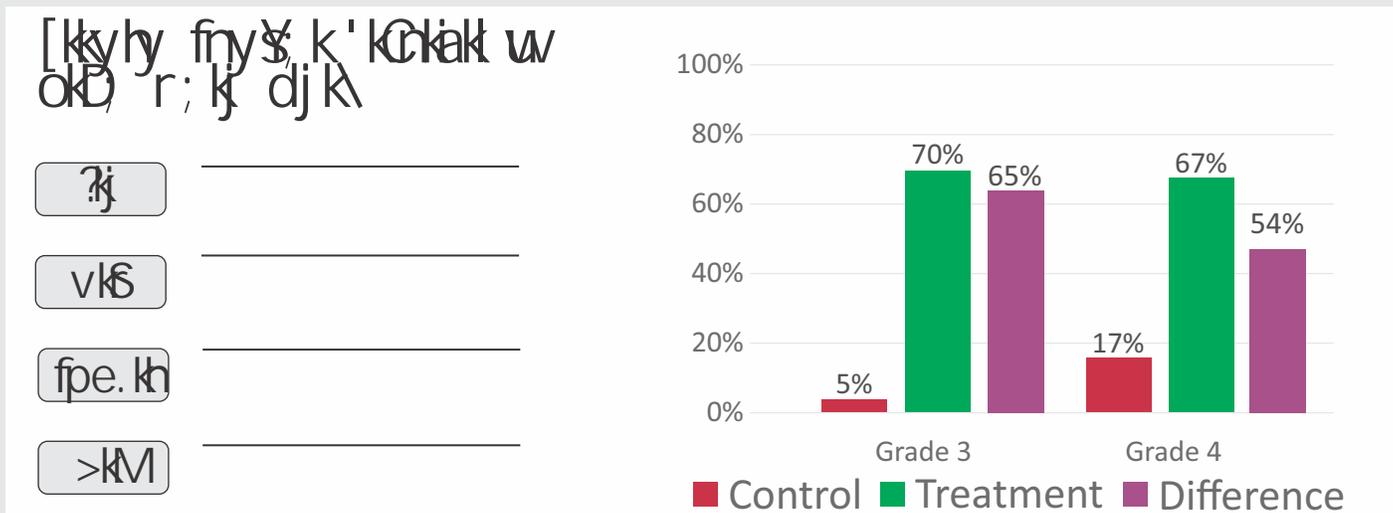
# NANDURBAR, MAHARASHTRA

## COMPETENCY ANALYSIS WRITING

### Writing words



### Writing sentences



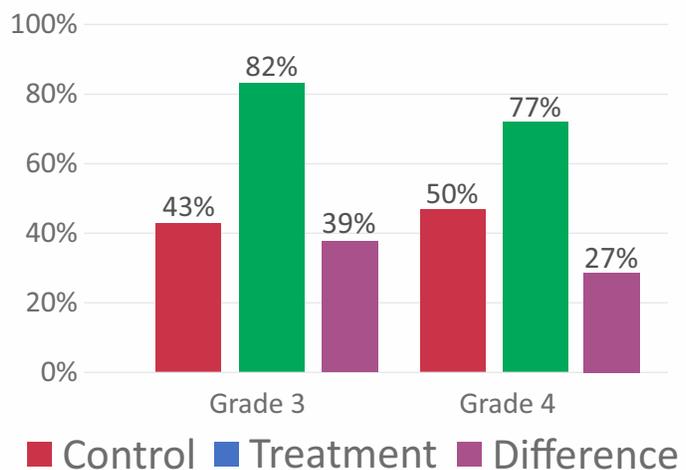
Graphs show the baseline and level of progress on specific competencies.

# NANDURBAR, MAHARASHTRA

## COMPETENCY ANALYSIS NUMERACY

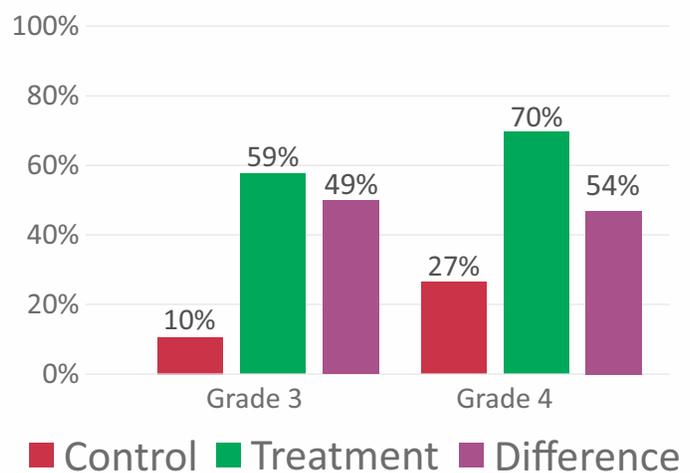
### 2-digit addition

	T	O				T	O
	4	0				2	8
+	3	5			+	3	6
<hr/>					<hr/>		

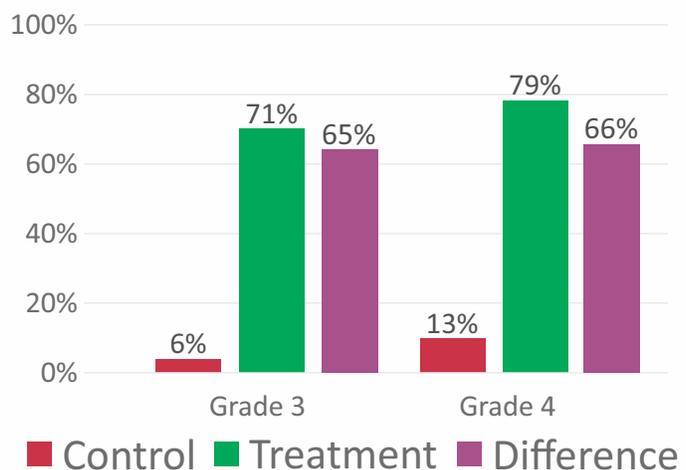


### Division

	9	÷	3	=
7	6	÷	4	=



### Data Handling

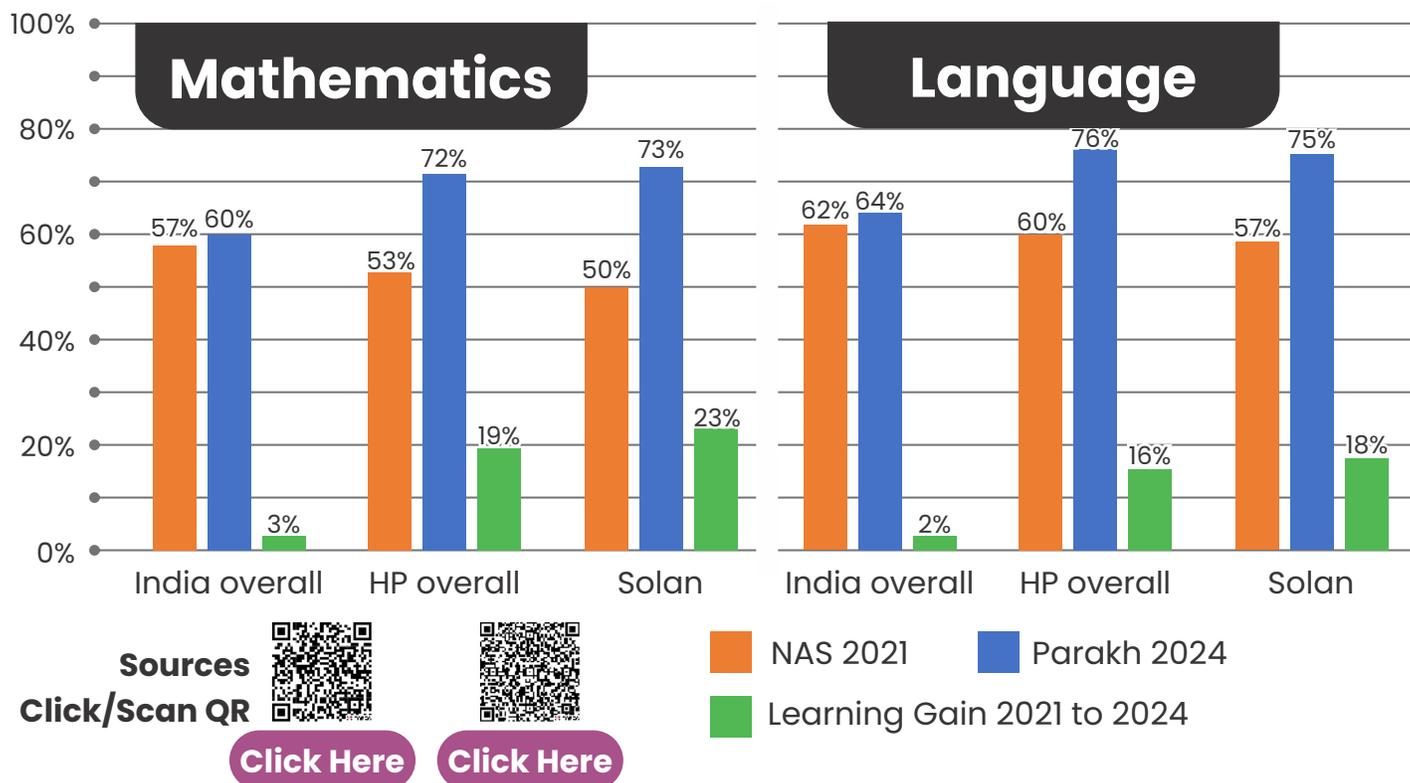


Graphs show the baseline and level of progress on specific competencies.

# CASE STUDY HIMACHAL PRADESH

A random sample of 89 out of 476 schools were tested using a tool that measured children’s achievement of NIPUN Bharat competencies (see section D for details). The survey was conducted by trained DIET students. Students’ test scores increased by between 6 and 12 percentage points after just over 30 implementation days. In general, students’ baseline scores were lower in maths compared to Hindi, but they also showed more dramatic numeracy improvements.

## Grade 3 Learning Gain Between NAS 2021 & Parakh (2024)



# ATTENDANCE: INDICATOR OF SUCCESS

## JOYFUL, FAST, VISIBLE LEARNING

### → CHILDREN WANT TO COME AND KEEP COMING

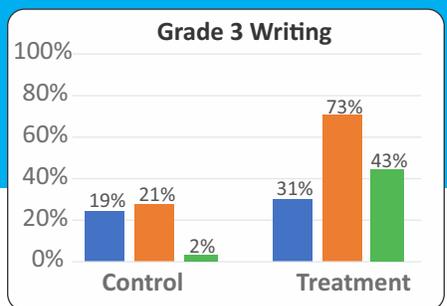
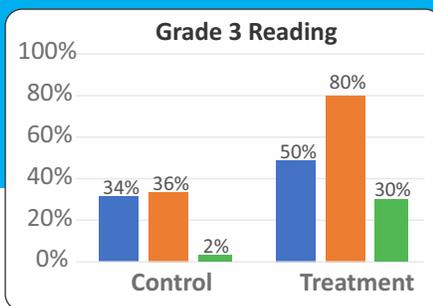
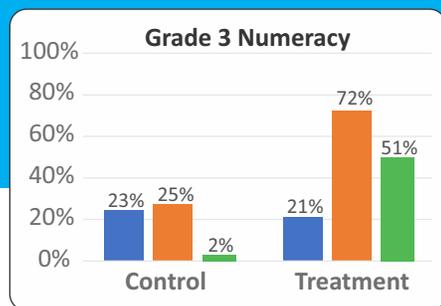
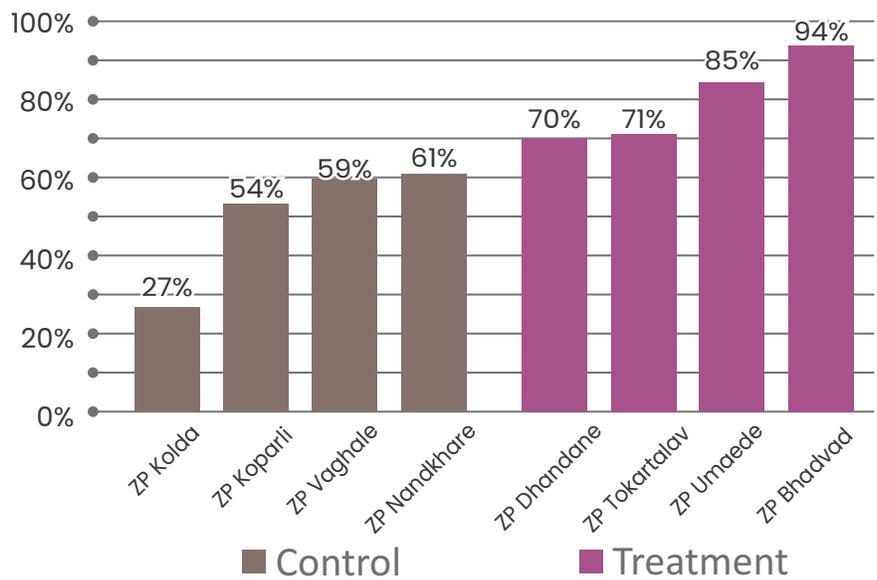
Kudos to government policies: India's enrolment has risen sharply, even after the COVID decline. **Children are enrolled... but are they coming?** ALfA schools have higher attendance than non-intervention schools across multiple geographies.

### Nandurbar, Maharashtra: Case Study

A research pilot in Nandurbar, an aspirational district of Maharashtra, average attendance of control group schools was just 54% for Grade 3 and 44% for Grade 4.

Attendance in ALfA schools was much higher, at 83% for Grade 3 and 75% for Grade 4.

Learning outcomes also improved drastically (see below).



■ Baseline ■ Endline ■ Learning Improvement

### Shamli, Uttar Pradesh

**"The attendance of children has improved drastically."**

Mr Rahul Mishra  
BSA, Shamli, UP (2022)  
Shamli became rank 2 of 75 districts in PRS 2024, from being LPD earlier



[Click Here](#)

### Hilauli, Uttar Pradesh

**Attendance in Hilauli, UP,** rose from 70% to 80% according to mid-day meal data.

Hilauli rose from bottom to became **rank 1 out of 17** blocks in Unnao, in NAT 2023.



[Click Here](#)



[Click Here](#)

# CASE STUDY

## MOTHER LITERACY PROGRAM

### A Pilot Collaboration Between DEVI & IIMPACT

#### SCALE

**10,000+ Learners across 5 states:**

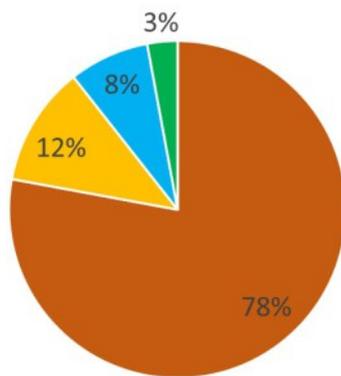
West Bengal, Rajasthan, Haryana, UP, Uttarkhand

#### IMPACT

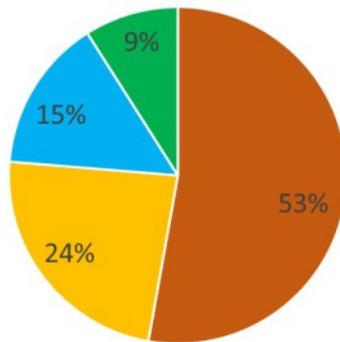
78% of learners scored less than 40% on the pre-test. By the time of the post test, it was only 6%!

Those scoring above 80% grew more than 5x from 3% to 17%.

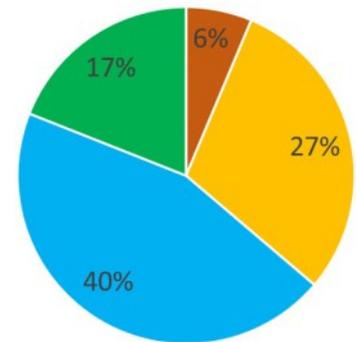
**Pre-Test**



**Mid-Test**



**Post-Test**



■ Below 40% ■ 41-60% ■ 61-80% ■ 81-100%

*Proportion of learners by different test score bins over the course of the program.*



# RESEARCH ADULT LITERACY

Our groundbreaking 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:

AUGUST 21, 2021 ISSN 0970-2554 ₹ 100  
**Economic & Political WEEKLY**  
A SARDARNA TRUST PUBLICATION WWW.EPWI.IN

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**COMMENT**  
 ■ Afghanistan: Present Tense, Future Imperfect

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 ■ Looking Back at the Indo-Soviet Treaty

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 ■ Constitutional Asymmetry in Indian Federations: The Union Territory Model  
 ■ The Inconvenient Truth of Illiteracy Inequality

**CURRENT STATISTICS**

**Policy-induced Invisibility**  
 An account of the course of labour policy highlights its role in aggravating the precarity of living conditions for those in informal employment, which culminated in the migrant workers crisis. [page 37](#)

**Federalism and Union Territories**  
 The status of union territories is analysed through the principle of weighted and differentiated equality in India, in the context of asymmetrical federalism. [page 53](#)

**Cryptocurrency in India**  
 A model legislation regulating all aspects of cryptocurrency is required to recognise it as a legal tender with appropriate safeguards and monitoring mechanisms. [page 18](#)

**Socio-demographics of Literacy**  
 A study on adult illiteracy in Lucknow examines the intersectional impacts of gender, geography, caste and age on literacy rates and analyses the factors compounding educational disadvantage. [page 61](#)

**Income Support Schemes**  
 The progress of the PM KISAN scheme is critically assessed along with an evaluation of the income support schemes of different state governments. [page 13](#)

JNE

**Journal of New Economics**  
 Ideas Really Do Matter in Economics

**Special Issue**  
 Matching The Core Focus Of COP26  
**Volume 1, No. 2, November 2021**

**ACCELERATING ADULT LITERACY**

**GLOBAL DREAM SURVEY REPORT**



Click Here

The Inconvenient Truth of Illiteracy Inequality: **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**

# 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%**

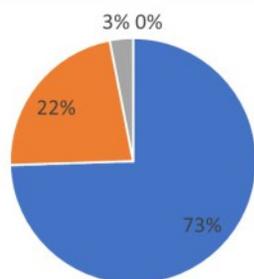
of teachers said they had **new take-away points** from the training

## MOOT Interactive Trainning

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.

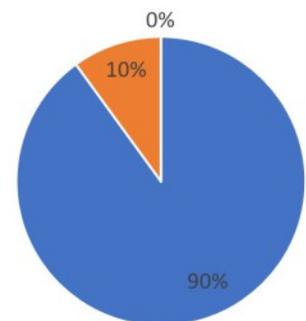


How did you find **today's training**?



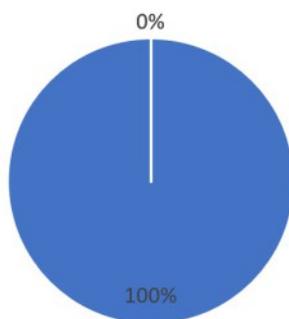
■ Excellent ■ Quite Good  
■ Ok ■ Nothing new

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



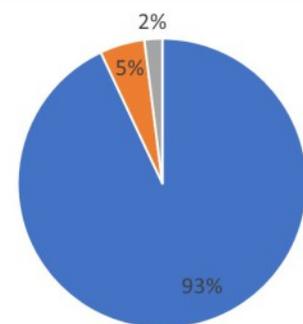
■ Yes ■ Maybe ■ No

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



■ Yes ■ Maybe ■ No

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



■ Yes ■ Maybe ■ No

# ALFA TOOLKITS IN 33 LANGUAGES

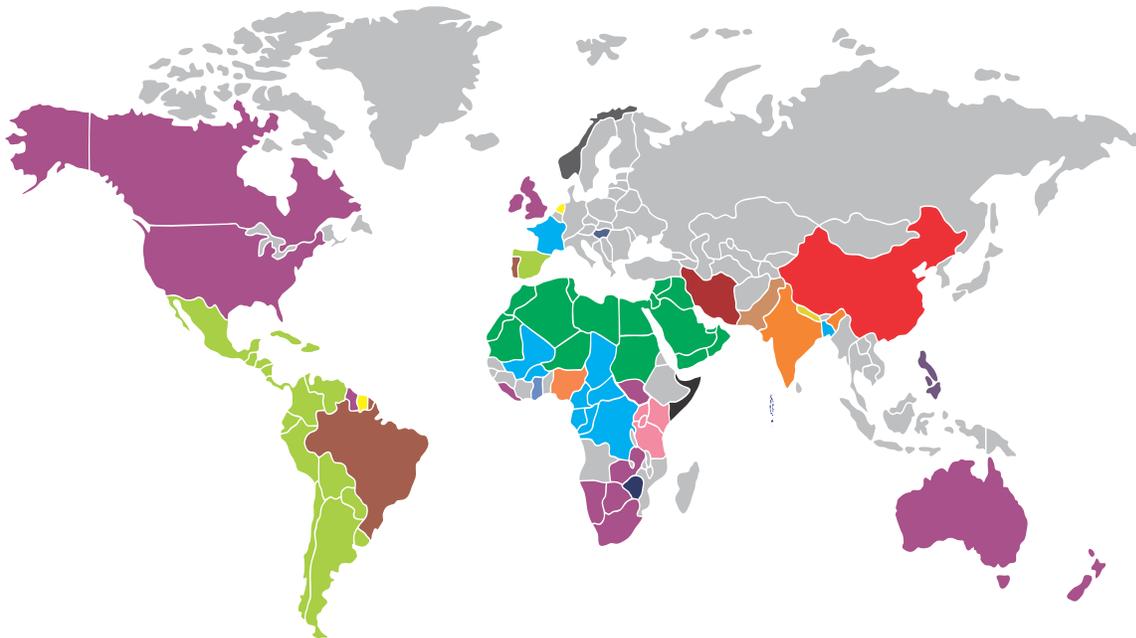
Accelerating Learning for All is available in 33 languages, making this quality pedagogy freely accessible to millions around the world.

## INDIAN LANGUAGES

- |            |            |
|------------|------------|
| ■ Assamese | ■ Maithili |
| ■ Bangla   | ■ Marathi  |
| ■ English  | ■ Mizo     |
| ■ Gujarati | ■ Odia     |
| ■ Hindi    | ■ Punjabi  |
| ■ Kannada  | ■ Tamil    |
| ■ Konkani* | ■ Telugu   |
- \* in process



## INTERNATIONAL LANGUAGES



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

# GLOBAL IMPACT

Click/Scan QR for more results

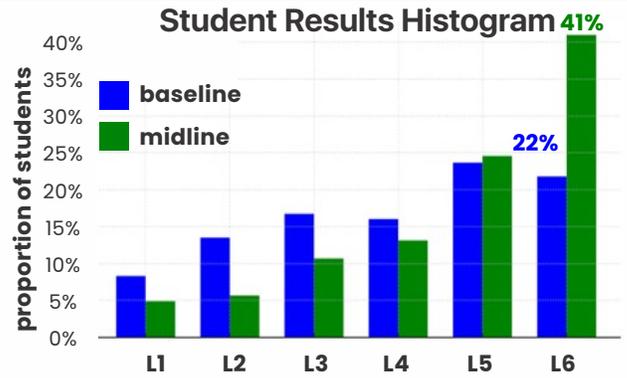
ALFA is being used around the world in diverse contexts, from the remote Amazonian rainforest in Peru to downtown Chicago. Partnerships with governments, NGOs, and international organizations can drive research implementations and scale-up.

[Click Here](#)



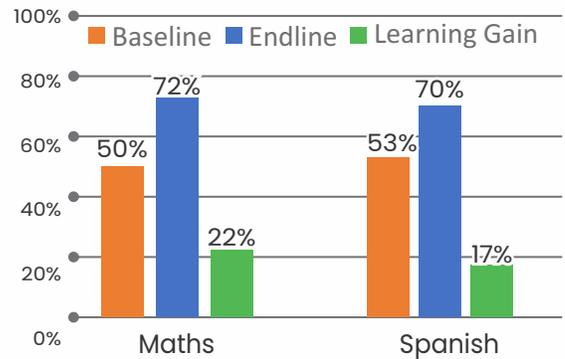
**GHANA**  
Olinga Foundation / Associates for Change

Implementation in 6 schools with 2 as control. 30 days later, in the midline test, the proportion of Grade 4 & 5 students reading at the highest level **almost doubled from 22% to 41%**.



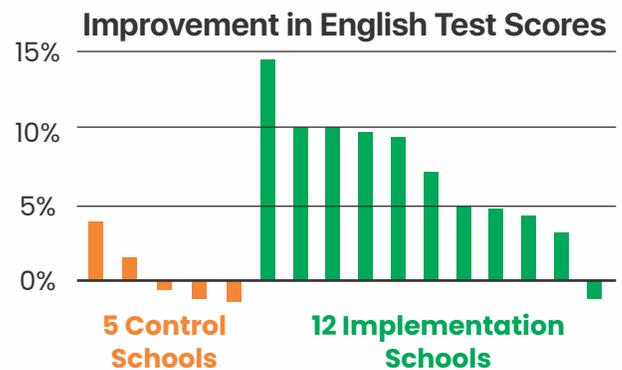
**PERU**  
ArcaBeta NGO

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.



**MALDIVES**  
Ministry of Education, UNICEF

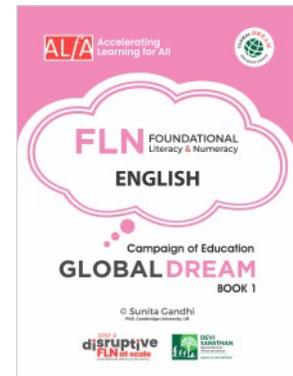
Test scores in ALFA schools improved 7 percentage points in English and 11 percentage points in Maths – nearly **double the rate** of improvement compared to reference group schools.



# HOW ALFA WORKS 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.



Click Here

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

## Known to Unknown

MODULE 1

3

**'A' WORDS**

  
car  
c

  
apple  
a

  
tub  
t

  
bat  
b

  
goat  
g

  
mug  
m

**Nudges: Pair Up and Take Turns**

Make your own picture and sound cards to play games, such as:

- Sound game:** Put all picture cards in a basket, then pick out one at a time and share its name and first sound.
- Memory game:** Turn all picture and sound cards upside down. Pick two at a time. If they match, you can keep them, otherwise put them back and it's your partner's turn to pick. Play till you've found all the matches.

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MODULE 2

What is this?   

What is the first sound? c a t

What word do you get when you join these sounds? **cat**

**Nudges: Pair Up and Take Turns**

- Ask your partner the three questions as given on the left. Let your partner answer, then reverse roles for the next word.
- Don't use names of the letters, just say their phonic sound: car's first sound is "k" not "see (c)". The sounds can be easily derived from the picture.

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MODULE 3

  
m  
mat

  
a  
mat

  
t  
mat

  
b  
bag

  
a  
bag

  
g  
bag

**Nudges: Pair Up and Take Turns**

- Take turns to sound out and read each word. If you can't remember a sound, check above in Module 2.
- Can you find which words rhyme? For example, 'at', 'cat' & 'bat'. What rhymes with mam?

am	at	bam	bat
gag	mac	mag	mam
cab	cam	tab	tag

}

}

}

}

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.

ALFA Accelerating Learning for All | LITERACY BOOK  
 DEVI SANSTHAN | Dignity Education Vision International | LEAVE NO ONE BEHIND

# HOW ALFA WORKS NUMERACY

ALFA numeracy draws on concrete to abstract 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.



[Click Here](#)

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

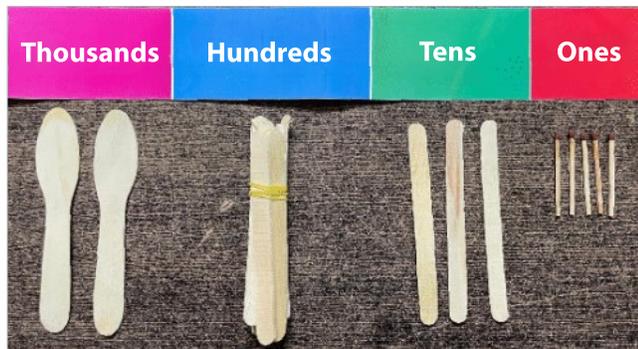
Prompts describing the activity & encouraging each pair to make their own questions.

### Module 6: We know 3 and 4 digit numbers

Level B

#### Triggers: Pair up and take turns

- 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.
- Make new numbers by interchanging some sticks.



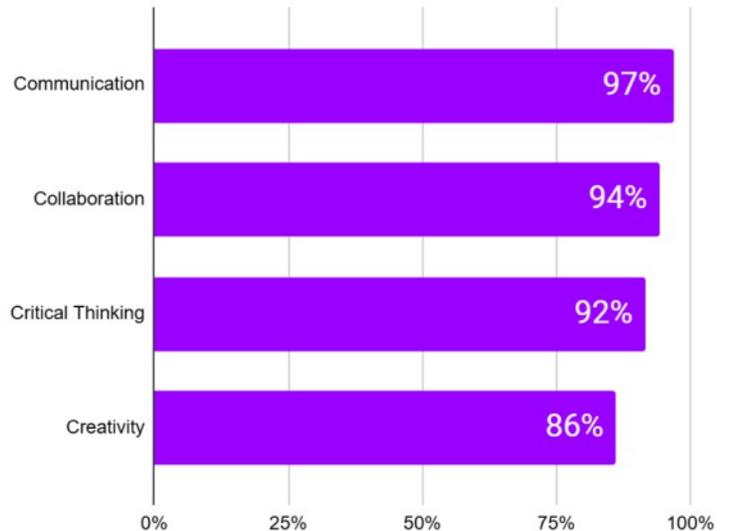
Also show each other by clapping the number.

 <b>2</b>	 <b>1</b>	 <b>3</b>	 <b>5</b>
<b>2000</b>	+ <b>100</b>	+ <b>30</b>	+ <b>5</b>
<b>= 2135</b>			

# 21ST CENTURY SKILLS & SOCIAL-EMOTIONAL LEARNING

**Question: Apart from academics, which of the following 4C Skills are you observing in students now under ALfA compared to previous practice? (September 2025: 261 teachers)**

The highest outcome was Communication (97%) followed by Collaboration (94%), Critical Thinking (92%), and Creativity (86%).

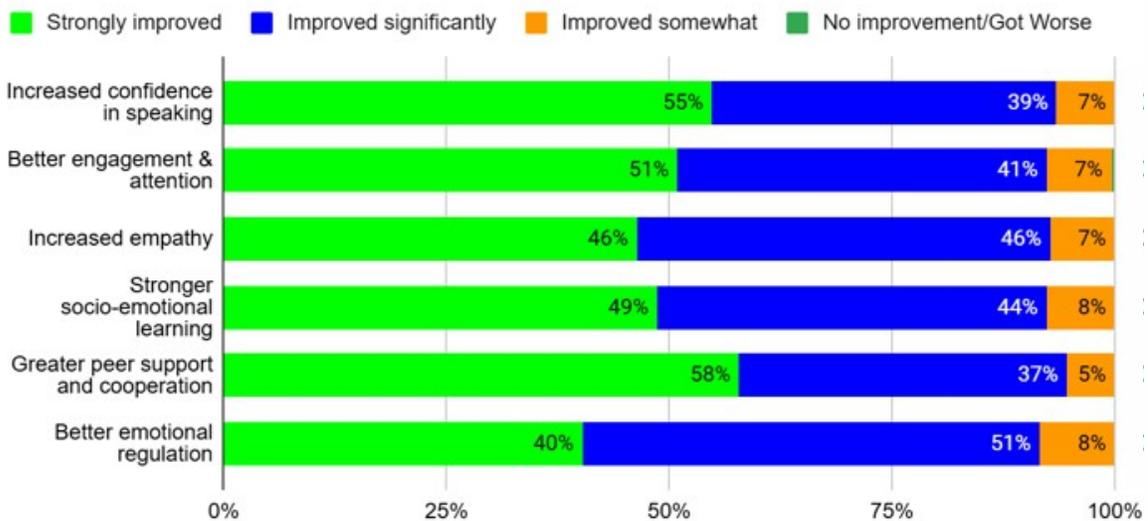


“With ALfA, I feel much more positive and confident. Children learn faster, enjoy the activities, and show real understanding. The appreciation from parents has also boosted my motivation and overall well-being.

**Deepika Moolchandani, Teacher**



How are Tina-Toto puppets engaging students in richer and socio-emotional ways compared to previous tools/practices?



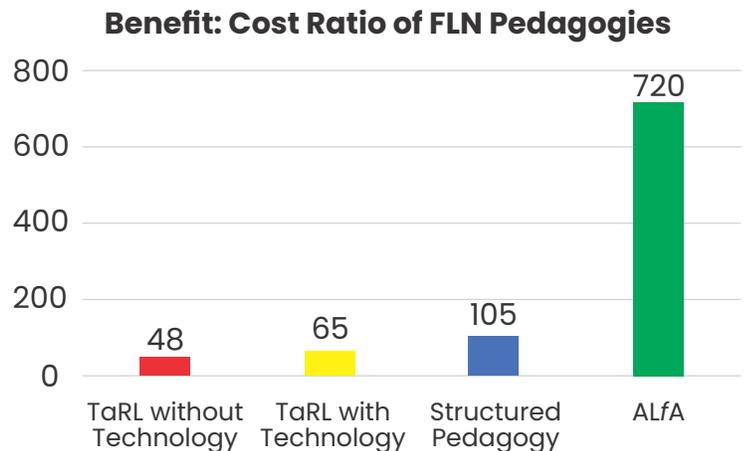
# ALfa: COMPARISON WITH OTHER PEDAGOGIES

"One of the challenges facing many teachers is the extreme diversity of learning levels. Teaching at the Right Level (TaRL) solves this problem by grouping students by ability, whereas ALfa transforms the mixed learning levels from a challenge to a strength through paired learning.

While ALfa is newer and still emerging compared to established programs such as TaRL and Structured Pedagogy, its ability to deliver swift learning gains positions it as a promising strategy for achieving universal literacy and numeracy."

- **Aïcha Bah Diallo**

Former Minister of Education, Guinea



**Source:** Copenhagen Consensus, 2023. Halftime to SDGs Best Investment Paper: Education.

**Source:** Weighted average from implementations. \$4 per child, effect size of 0.48 (HGSE and others).

**Table: Comparison of popular, evidence-based FLN pedagogies**

Feature	Structured Pedagogy	TaRL	ALfa
<b>Core Approach</b>	Standardized lesson plans and scripted teaching.	Grouping students by ability level and targeting instruction accordingly.	A process-led structure that scaffolds learning through paired activities.
<b>Holistic &amp; Social Development</b>	Focused primarily on <b>academic content delivery</b> rather than holistic development.	Differentiated grouping can unintentionally lead to a fixed mindset which can prejudice a child about their own ability.	Develops <b>21st-century skills</b> such as collaboration, citizenship, equity & inclusion through random paired learning.
<b>Speed &amp; Efficacy</b>	<b>Effect Size: 0.13</b> (Generally 3-year implementations)	<b>Effect Sizes: 0.08–0.7</b> (50 days, combination of studies 2005–2014)	<b>Effect Sizes: 0.23–0.89</b> (India, Maldives: 45 days, 2022–23)
<b>Cost</b>	<b>\$8 per child</b> Detailed scripting and material requirements.	<b>\$20–\$27 per child</b> Resources vary by implementation. More significant training required.	<b>\$4 per child</b> Leverages local resources and requires minimal training time.

## References

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<https://thewire.in/education/how-rich-donors-have-caused-more-harm-than-good-to-indias-education>

Copenhagen Consensus. 2023. Halftime to SDGs. Best Investment Paper: Education.  
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[https://assets-global.website-files.com/61366d43ebd6df56d9b67a11/6174939ed355d9ec8ce755e2\\_Teaching%20at%20the%20Right%20Level%20Summary%20of%20Interventions.pdf](https://assets-global.website-files.com/61366d43ebd6df56d9b67a11/6174939ed355d9ec8ce755e2_Teaching%20at%20the%20Right%20Level%20Summary%20of%20Interventions.pdf)

**Click/Scan QR**  
for more details & further references



**Click Here**

# THANK YOU FOR INSPIRING US



Click Here

Scan QR for recent speech on ALFA

**Shri Rajnath Singh**  
Hon. Defense Minister, India



**Smt Anandiben Patel**  
Hon. Governor, Uttar Pradesh

“ 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. ”

“ I am delighted that DEVI Sansthan is working for education in Lucknow and beyond. I have full confidence that this program will assist children in becoming foundationally literate. ”



“ I am delighted that DEVI Sansthan is implementing its project in slums of Lucknow to enable foundational literacy and numeracy through their innovative toolkit. ”

**Shri Yogi Adityanath**  
Hon. Chief Minister, Uttar Pradesh



**Shri Sandeep Singh**  
Hon. Minister of State for Education, Uttar Pradesh



**Shri Shashi Prakash Goyal, IAS**  
Chief Secretary, UP



**Shri Partha Sarthi Sen Sharma, IAS**  
Principal Secretary, UP



**Mrs Monica Rani, IAS**  
Director General for School Education, UP

# BOOKS

## Accelerating Learning for All A Groundbreaking Pedagogy to Transform Education



Bloomsbury,  
January 2024



*"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, USA

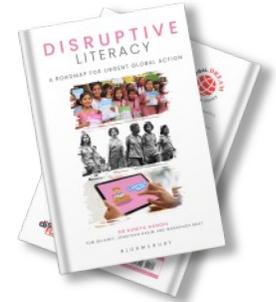
*"This book provide some insightful and unique ideas about creating a pedagogy of possibility. It will undoubtedly create the conditions for a better world."*  
Sigamoney Naicker  
Professor, University of the Western Cape



## Disruptive Literacy A Roadmap for Urgent Global Action



Bloomsbury,  
August 2022



*"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



# Stories of Change from Countries Around the World

We are passionate about partnering with governments, NGOs and schools around the world to help expand quality education for all.



**Teachers Without Borders**  
Toolkit Replication partnership



**Literacy Chicago, USA**  
Adult Literacy program



**Kepler School, USA**  
Research Implementation



**Kupanda Sisters, Guyana**  
Single school pilot



**Arca Beta, Peru**  
Pilot in a school in Amazon



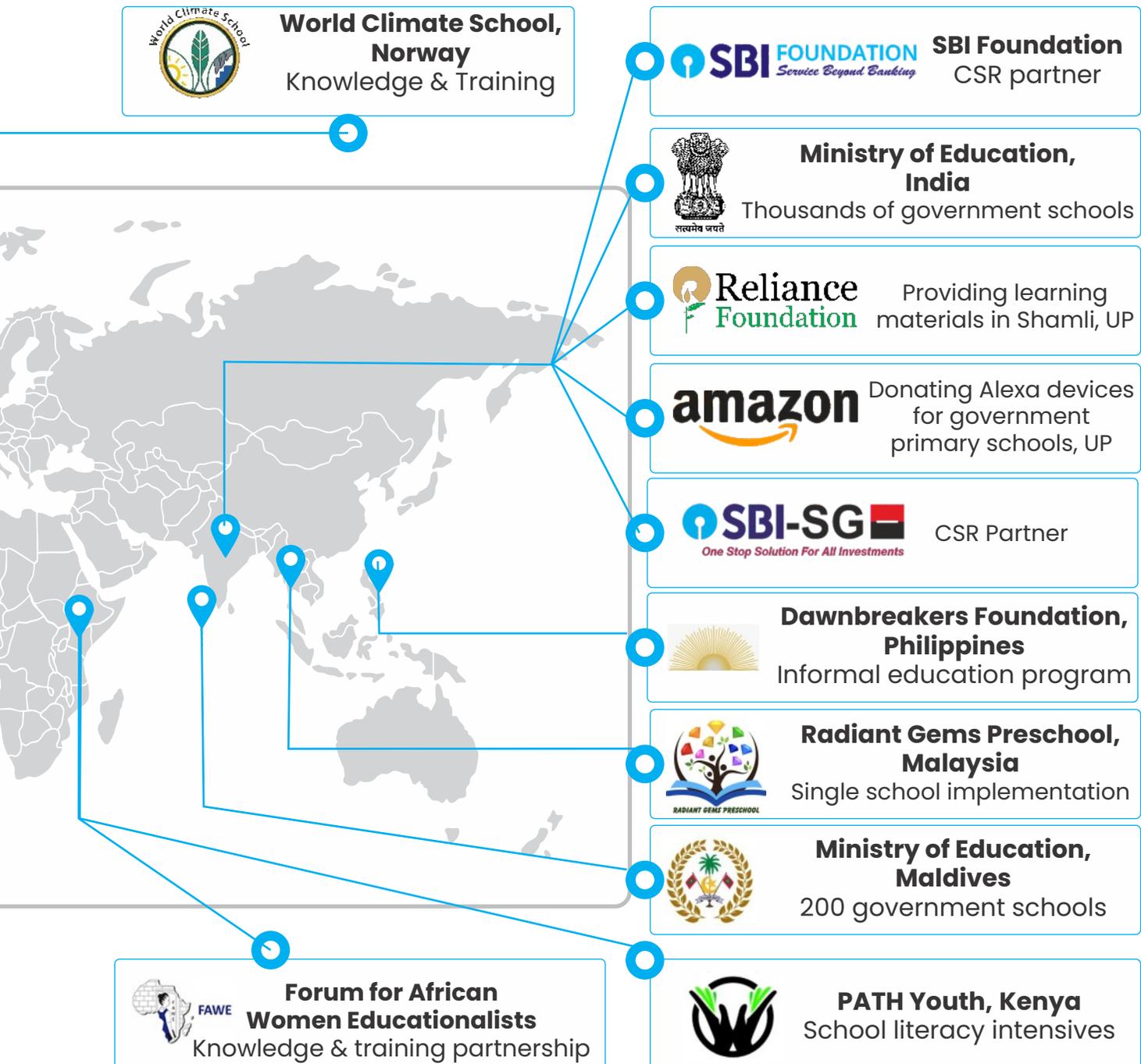
**All Africa Students Union**  
Knowledge & training partnership



**Olinga Foundation**  
Research implementation in 15 government schools



# ALfA Partner Organisations



# ONE TARA SCHOOL

OneTara School initiative empowers ordinary people to start their own informal education centre, providing decentralised high-quality education to disadvantaged communities.

## WHO CAN JOIN THE MOVEMENT?

- ★ School/college students
- ★ Senior citizens
- ★ Whole family
- ★ Anyone with a heart for education
- ★ School

## HOW WE SUPPORT

**Complete know-how to start your informal education centre, including**

Learning Materials at Low Cost



App & E-materials Free of Charge



E-Assessments  
Free of Charge



Online Training & Videos  
Free of Charge



# The ALfA Journey

**1992–2013**

22 years of broader education research  
in India, England, USA, Iceland

**2014–2021**

Grassroots literacy work in slums & villages of Lucknow  
Each One Teach One Campaign with Student Volunteers  
Adult Literacy & Out-of-School Children Outreach

**2022**

Accelerating Learning for All (ALfA) launched in govt  
schools: 20 schools in Shamli, UP and Sambalpur, Odisha  
Published 'Disruptive Literacy' (Bloomsbury)

**2023**

ALfA expands to pilots in 4 districts of UP  
Hosted first Massive Open Online Training  
Launched partnership with Ministry of Education, Maldives

**2024**

ALfA expands to full district level in Lucknow, Unnao,  
Barabanki, Shamli. Implementation begins in Himachal  
Pradesh (state-wide MOU)

**2025**

ALfA research implementations in Arunachal Pradesh,  
Jharkhand, Maharashtra, Telangana show strong results.  
State-wide MOU for J&K takes the total to 35,000 schools

**2026:** MOU signed to expand ALfA to 9 full districts  
of UP, taking total to 45,000+ schools



**DEVI Sansthan**



## 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.



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