

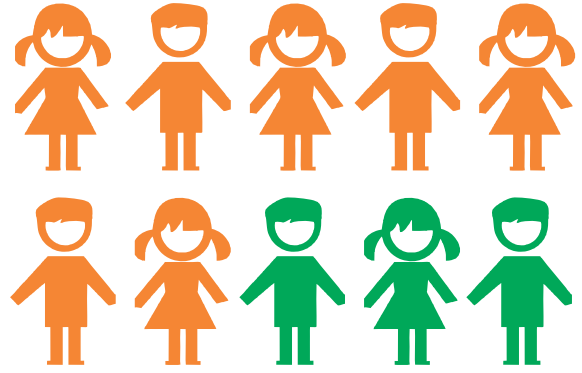
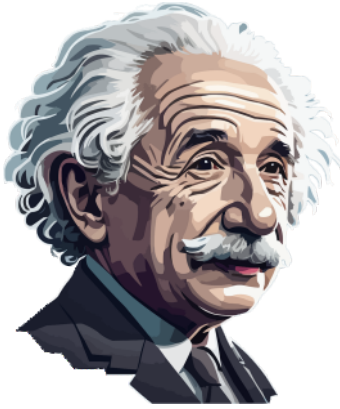
RAPID RESULTS INITIATIVE



South to South
Exchange



Rapid Results Initiative: What & Why?



Insanity is doing the same thing over and over and expecting a different outcome.

- **Albert Einstein**

7 out of 10

10-year olds cannot read in Low-and-Middle-Income Countries around the world

Imagine: New Process | New Structure | New Outcome

Relying on current practices will merely replicate existing outcomes. We need to embrace research-driven innovations that challenge established methods and pave the way for transformational progress.

Accelerating Learning for All (ALfA) addresses delays in mastering foundational skills that hinder the academic progress of many children. Its innovative peer-to-peer learning processes enable children to achieve literacy and numeracy goals in just 45 working days. This results in greater fluency, an expanded

vocabulary, and a better understanding of language and math concepts, setting them on a new trajectory for success.

The Rapid Results Initiative (RRI) combines this new pedagogy, learning materials, and teacher empowerment to address the global education crisis effectively and efficiently. Through rigorous research and swift results, the RRI empowers policymakers to integrate these methods into existing curricula and teacher training systems.

Foundational Learning - And Beyond

A Sustainable, Climate Conscious Education

Children use locally available resources as counters for numeracy activities.

Equitable & Inclusive Classrooms

Children work in random pairs, without differentiation based on social status, gender or ability.

Beyond Grade Level Competencies in 45 Days

Through paired activities that engage and empower children differently.

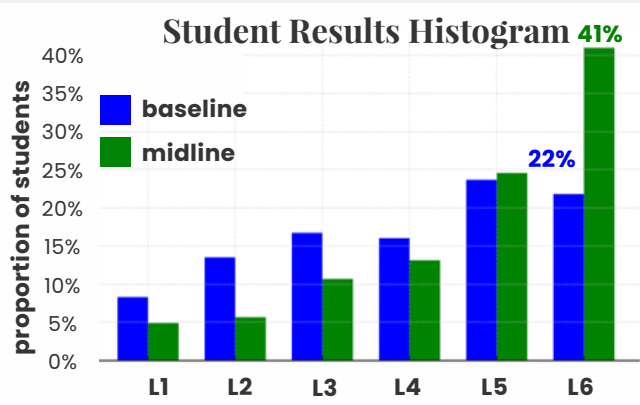


Global RRIs Case Studies

GHANA Olinga Foundation / Associates for Change



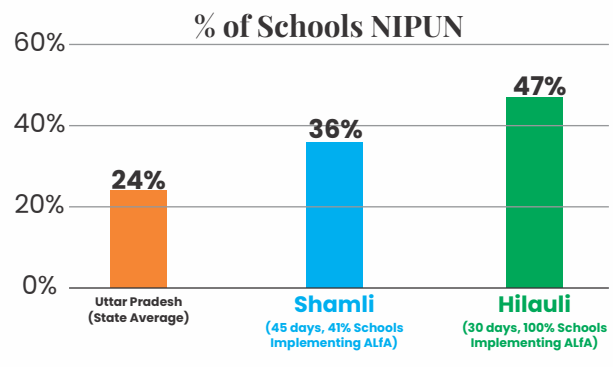
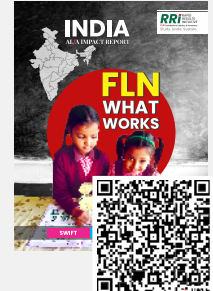
Implementation in 6 schools with 2 as control. 30 days later, in the midline test, the proportion of Grade 4 & 5 students reading at the highest level **almost doubled from 22% to 41%**.



INDIA Various District & State Governments



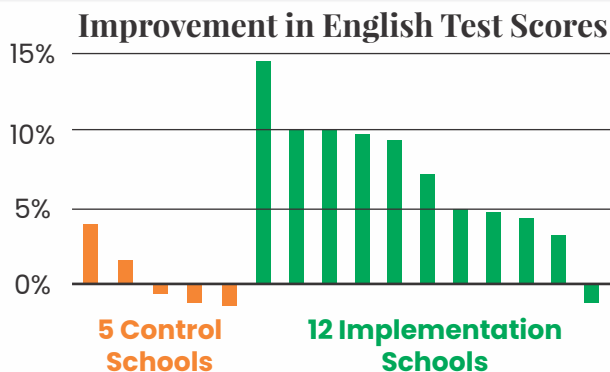
Implementation in stages across **17,000 schools** in 4 states. In UP, India's most populous state, schools and districts implementing ALFA performed 2-3x better on the government's NIPUN Assessment Test, which measures FLN competencies.



MALDIVES Ministry of Education, UNICEF



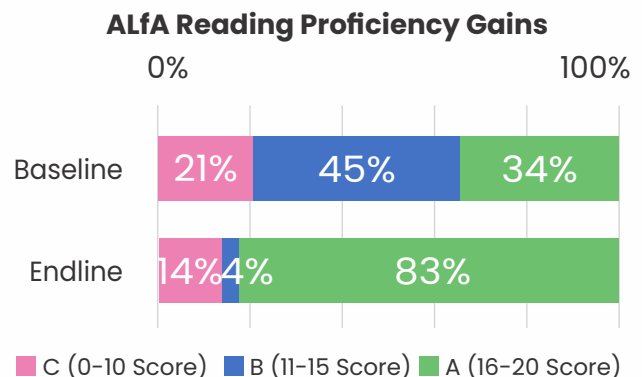
Test scores in ALFA schools improved 7 percentage points in English and 11 percentage points in Maths – nearly **double the rate** of improvement compared to reference group schools.



PERU ArcaBeta NGO



Among 164 students in Grades 1 to 6, the proportion of students who are proficient more than doubled, to 80%.



Rapid Results Initiative (RRI)

A South to South Exchange

The Problem We Can No Longer Ignore

We stand at a critical moment in global education. Across the Global South, millions of children attend school every day without gaining foundational literacy and numeracy at the level needed for further learning. Children move through grades without being able to read with comprehension, express themselves in writing, or manage basic number work. Once this foundation is weak, everything else becomes harder.

This is why foundational learning matters so deeply. It is not one part of education among many. It is the base on which all later schooling depends.

What Is Not Working

A number of challenges keep appearing across systems.

First, countries often rely on evidence that is old, incomplete, or not fully relevant to their present context.

Second, results vary widely. This creates uncertainty about what is actually driving progress.

Third, systems are sometimes asked to invest heavily in approaches before seeing clear evidence from their own schools, teachers, and children.

In a fast-moving learning crisis, systems need answers more quickly. This means the challenge is not only a learning crisis. It is also a crisis of What Works – no one seems to be able to say with certainty and proof.

What RRI Is

RRI (Rapid Results Initiative) is a practical process for exploring what works in foundational learning.

It begins small. A country or partner selects a limited number of schools, implements a structured intervention for a short period, measures results carefully, and then reviews what happened.

The goal is not just to run a pilot. The goal is to build enough local confidence to answer three questions:

1. Did it work?
2. Can it work in our context?
3. Should we expand it?

Within the RRI, we are offering free access to the ALfA program as one strong option for a rapid pilot on foundational literacy and numeracy.

This means we can support a country, government, district, or partner to try ALfA in a small research pilot and generate proof of concept that is easy to implement within a short time period.

This support includes free access to:

- ALfA teaching–learning materials
- Teacher training
- Implementation guidance
- Assessment tools
- Mentoring and technical support
- Help with research design and documentation

Rapid Results Initiative (RRI)

A South to South Exchange

Why ALfA?

ALfA (Accelerating Learning for All) is designed to help children gain FLN skills rapidly and holistically, making it a pedagogy that can be tested and observed in just 45–60 days. This challenges the common assumption that meaningful foundational learning gains necessarily require much longer timelines.

What makes ALfA especially significant is the evidence that has emerged from India and elsewhere:

- strong gains in literacy and numeracy over short time periods – typically learning gains the equivalent of 1–2 years of schooling in just 45–60 days
- expansion from small pilots to large scale adoption: growing from 10 schools to agreements for 150,000+.

The program has been replicated in 33 world languages including many languages of the Global South.

Why This Matters for Governments

Governments often face a difficult dilemma. They know the learning crisis is urgent, but they cannot scale every promising approach. They need local proof, visible results, manageable risk, and a clear pathway from pilot to policy.

Global RRI addresses this need.

It allows governments and partners to:

- begin small
- generate quick, visible results
- make decisions based on evidence
- build confidence before expansion

This makes the approach not only educationally useful, but strategically attractive.

The Pilot Design

A simple starting model involves 8–12 government schools:

- Path A: 4 schools implementing ALfA
- Path B: 4 control schools
- Path C (Optional): 4 schools implementing an alternative approach that government wishes to try out in the same time frame.

The design purpose is simple: to see whether children in the schools using the program show stronger progress than those who are not.



Joyful Learning leads to greater attendance.

Pathway to Impact

Study | Scale | Sustain

Global RRI is designed as a South to South exchange of evidence and practice. Each participating country contributes not only implementation effort, but actionable knowledge to the global community—creating a shared evidence pool on FLN pedagogy and delivery.

Global RRI has three stages: **Study** → **Scale** → **Sustain**.

Stage 1 Study



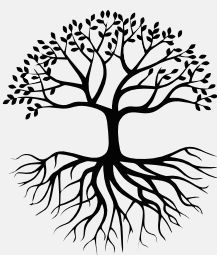
prove the concept in a small number of government schools with strong scrutiny.

Stage 2 Scale

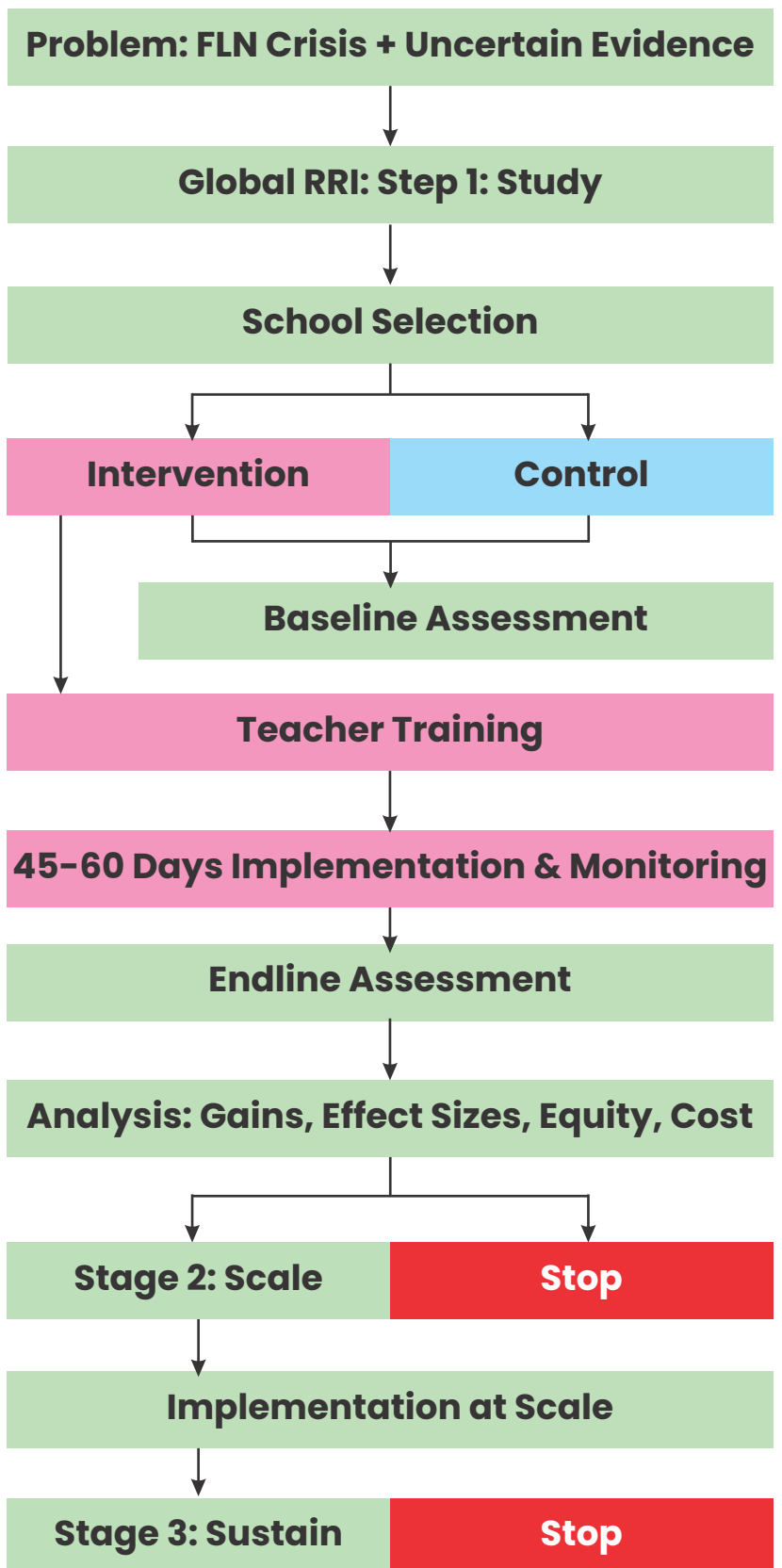


Expand the implementation to more schools covering one or more low-performing districts.

Stage 3 Sustain



Integrate system-wide as a supplement or in the government textbooks & teacher training.



Study Phase

8 Simple Steps

STEP 1

Reach an Agreement

The government or partner organization confirms participation through an MOU or letter.



STEP 2

Select 8-12 Schools

School selection should be done carefully and transparently so that the comparison is credible.



STEP 3

Baseline assess (all schools)

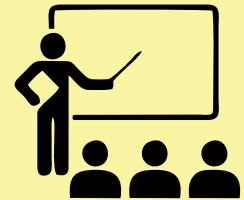
Children are assessed before the intervention begins so that starting levels are known.



STEP 4

Train teachers (4 schools)

Teachers receive practical training and implementation guidance (online or offline).



STEP 5

Implement ALfA (4 schools)

The ALfA process is implemented daily for a defined period, usually around 45 days.



STEP 6

Monitor (4 schools)

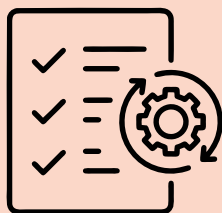
Teachers receive mentoring and support by local partner or government officials, ensuring consistency.



STEP 7

Endline assess (all schools)

Children are assessed again using standardised tools, allowing a difference in difference analysis.



STEP 8

Evaluate & Scale

The results are documented, reviewed, and used to make decisions on scaling up.



Roles & Responsibilities Different Stakeholders

Government / Education Ministry

- Identify schools for the research pilot
- Ensure approvals & letter issued
- Support local coordination
- Ensure the pilot is taken seriously and implemented diligently

DEVI Sansthan

We provide the following support free of cost for the pilot stage:

- ALFA pedagogy framework
- Digital materials and PDFs
- Teacher training (online or offline)
- Assessment tools
- Research and documentation guidance
- Mentoring the local partner

This makes it possible to begin quickly without major initial investment.

Local Partner

If a local NGO is involved, they will:

- identify schools
- coordinate with local authorities
- support the timetable and daily implementation
- monitor basic functioning
- assist with baseline and endline processes
- document key observations

The model works best when the pilot is visible, supported, and taken seriously at the local level.



Outcomes & Advantages

Swift Proof, Low Risk

Expected Outcomes

Within 45-60 days, the pilot is expected to produce:

- measurable FLN gains
- visible classroom change
- practical implementation lessons
- local proof of concept
- a clearer basis for policy discussion

If results are strong, the next step is scaling up.

Strategic Advantages

This initiative offers several strategic advantages, it:

- works within government schools
- is a low-risk pilot model
- is extremely low cost
- generates rapid visible results
- produces local evidence
- strengthens confidence for scale
- creates a case study that can inform policy
- connects local success to a wider South to South platform

This means a country is not only improving learning. It is also contributing to global understanding of what works.



Sharing Innovation

A South to South Exchange

Sharing with the World

One of the strengths of Global RRI is that local learning can be shared globally.

Countries that participate can contribute:

- data
- implementation stories
- case studies
- teacher experiences
- policy lessons

This is what makes the initiative a true South to South Exchange. Each country is not only a site of implementation, but also a source of learning for others.

Conclusion

The challenge before us is urgent, but the path forward can be practical.

We do not need to wait for another long cycle of debate before acting. We can begin with a small, manageable pilot. We can see what happens. We can learn from it. And if it works, we can move with confidence.

Global RRI offers exactly this kind of pathway.

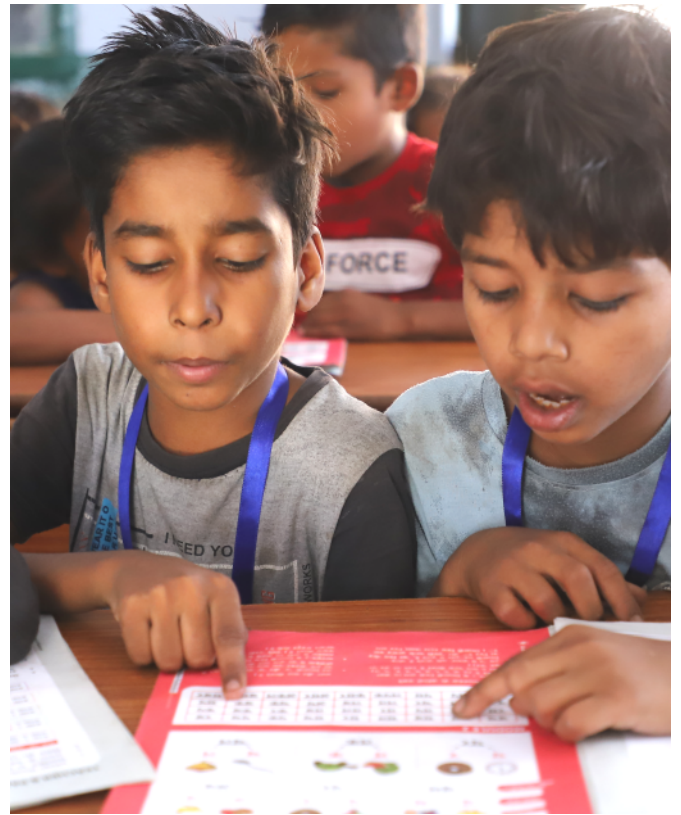
It is a way to explore what works.

It is a way to support governments with practical action.

It is a way to connect local results to global learning.

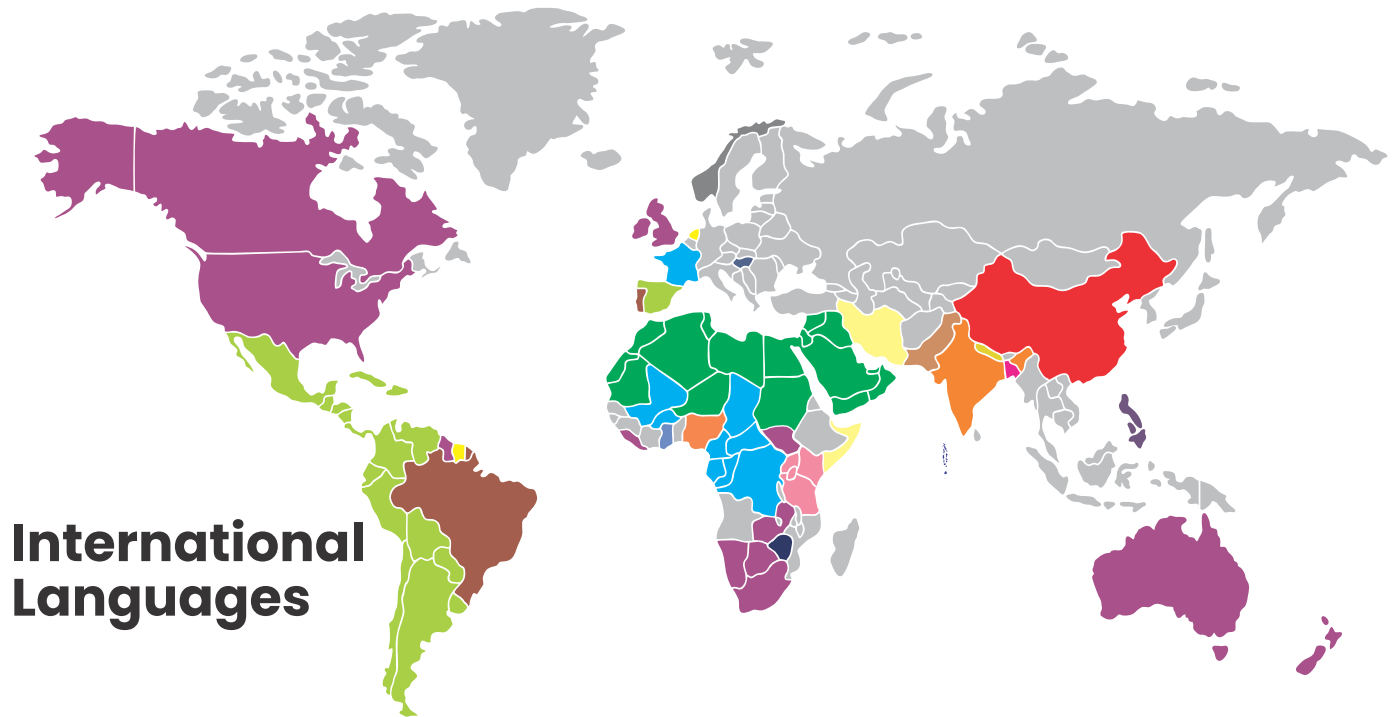
And through free access to the ALfA pilot process, it offers an immediate place to begin.

Do not believe. Measure. Do not wait. Begin.



ALfA Available in 30+ Languages

ALfA FLN toolkits are available in 33 languages, including Arabic, Chishona, Dari, English, French, Mandarin, Portuguese, Spanish, Swahili, Twi, Yoruba, and many Indian languages covering a vast proportion of the world's population. They can be easily replicated. .



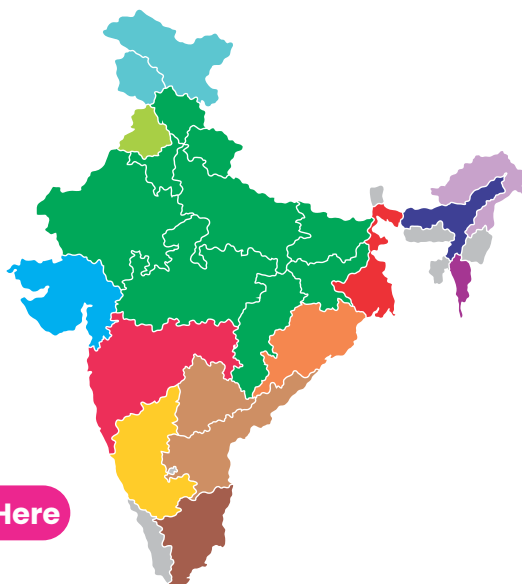
International Languages

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

CHECK OUT
the freely
available
toolkits



[Click Here](#)



Indian Languages

- | | |
|----------|--------------|
| Assamese | Meitei |
| Bengali | Mizo |
| English | Odia |
| Gujarati | Punjabi |
| Hindi | Tamil |
| Kannada | Telugu |
| Konkani* | Urdu |
| Maithili | * in process |
| Marathi | |

Accelerating Learning For All Numeracy

- ALfA Numeracy builds strong foundations through paired learning routines that scaffold from **kinesthetic**→**concrete**→**abstract**, and **known**→**unknown**.
- Paired transaction of learning is enabled through a **MAT Process**:

1. **Model** (a paired routine is demonstrated by the working with a randomly selected child as a pair).
2. **Apply** (entire class already sitting in pairs practices the routine with new questions in pairs).
3. **Transfer** (children continue practice, create & answer questions, and stretch to more complex tasks in class and at home).

- Children learn to take turns, communicate, collaborate, solve problems. They develop critical thinking and creativity as suggested in **NEP 2020**.



Talk aloud • Peer-check • Correct • Practice • Level Up

Kinesthetic → Concrete → Abstract

Routine A: Kinesthetic

Child 1: Makes 3 claps + 4 snaps (3 tens + 4 ones)

Child 2: Says, "Thirty-four!"

Child 1: Gives Hi-five to Child 2; or says, "Try again."

Invert roles. Child 2 now makes a new clap & snap number for Child 1 to solve.



Routine B: Concrete

Show with concrete objects (sticks/leaves).

Partner checks. Gives Hi-five! Inverts roles.



Routine C: Abstract

Show the numbers formed in digits.

Partner checks. Gives Hi-five! Inverts roles.

34

Accelerating Learning For All Literacy

- AlfA (Accelerating Learning for All) is an FLN accelerator that delivers measurable gains in weeks through paired learning and rapid routines that build joy, 21st-century skills, and equity. Learning is sustained year-long through prescribed textbooks. It supports NEP 2020's vision of holistic education.
- AlfA Literacy builds strong reading and writing foundations through daily phonics, fluency, comprehension, vocabulary, and structured writing.



<p>Scope</p> <p>Grades 1-3 Grades 1-5 Balvatika Grades 6-8 Girls & Adult Learners</p>	<p>Process</p> <p>Joyful, student-led known → unknown concrete → abstract</p> <p>Reading: decoding → blending fluency → comprehension → vocab</p> <p>Mathematics: number sense → concepts → confidence</p>	<p>45-working day + Textbooks</p> <p>1 period/day per subject for AlfA Books & MAT Process (Model in Pairs, Apply in Pairs, Transfer)</p> <p>Take turns to engage with prescribed textbooks using MAT Process to move at 2× the usual pace.</p>
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Literacy Paired Learning Routines

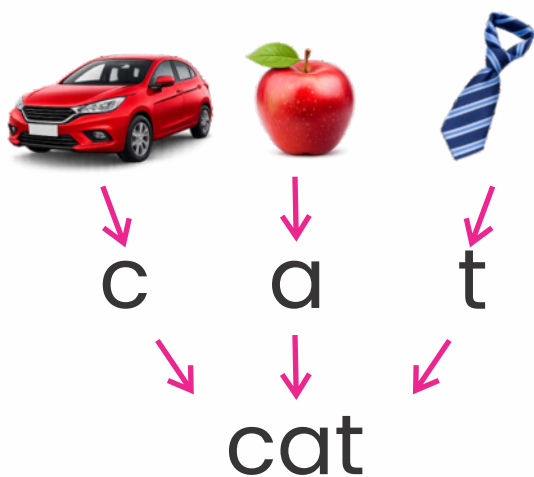
Children take turns to derive first sounds from known pictures (not letters or letter sounds). They blend these sounds to read meaningful words from the beginning | **saves a year+** | moves children quickly towards reading fluency & comprehension. Working in pairs makes learning engaging. All children get busy and learn more in less time.



Click/Scan QRs to hear Teachers' testimonials and see AlfA literacy in action.

Available in 33 world languages (15 Indian) | Easily replicable

Picture → Sound → Word



Child 1: "What is this?" → Child 2: "car"

Child 1: "What is its first sound?" →

Child 2: "/c/"

Repeat for the next pictures

apple /a/ & tie /t/

Child 1: "What's the new word?" →

Child 2: "/c/ + /a/ + /t/ → cat"

(meaningful)

Swap Roles ↻ → With New Pictures and Words → Repeat Routine above.

Sample Modules

Literacy

Games with picture and sound cards ensure all learners know the pictures and can derive their first sounds.

What looks like letters are seen as sound symbols instead: /c/, /a/, etc. By deriving first sounds of pictures, learners create three CVC words, on their own.

Learners proceed to read new words without picture clues. Abstraction happens quickly.

Prompts at the right provide guidance and enrichment activities / video links.

UNIT 1 BEGINNING SOUNDS LESSON 1

Prompts: Pair Up and Take Turns

1. Create your own picture and sound cards to play games. In the matching game, pick a picture card and your partner finds the matching sound. Then swap roles.
2. Place all cards face down in this memory game. Take turns picking two—if they match, keep them; if not, put them back.

1. Decode first sounds of pictures such as car → /c/.
2. Take turns and switch roles as shown.
3. Blend the three sounds to make a new word.
4. Repeat for all pictures and words.

What is this? What is the first sound? What's the new word?

cat

mat bag

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

1. Take turns to read. If needed, refer to the pictures above.
2. Use Tina & Toto puppets to keep practicing at home
3. To practice writing, refer to letter formation in Lesson 37.

Numeracy

Demo video given at the top, taking users inside the classroom.

Multiple levels of activity (1 to 4 digits)

Clear stepwise description

Photos bringing the lesson to life

Extra instructions for teachers

जोड़ो में डेनो करो! फिर बच्चे जोड़ों में बारी-बारी से कार्य करें।

मॉड्यूल 1: हम ताली और चुटकी खेलते हैं।

हज़ार	सैकड़	दहाई	इकाई
CLAP UP 1000	SHOULDER TAP 100	CLAP 10	SNAP 1
ऊपर ताली	कंधा थपकना	ताली	चुटकी

0 से 9 संख्याएं (5) स्तर 1 चुटकियों

10 से 99 संख्याएं (32) स्तर 2 तालियों और चुटकियों

100 से 999 संख्याएं (614) स्तर 3 कंधे पर थपथपाने, तालियों और चुटकियों

1000 से 9999 संख्याएं (2147) स्तर 4 ऊपर ताली, कंधे पर थपथपाना, तालियों और चुटकियों।

प्रतिक्रिया 1

Step A. टीना चुटकी बजाए।
Step B. टोटो बताए की क्या संख्या बनी है।
Step C. टीना बोले "गुड जॉब" और टोटो को "हाई फाइव" दे।
Step D. अब भूमिका बदलें। (role reversal)

जोड़ो में डेनो करो! फिर बच्चे जोड़ों में कार्य करें।

- 9 चुटकियों के बाद ताली होती है, 10 चुटकियों नहीं।
- वैसे ही, 9 तालियों के बाद सौ के लिए कंधे पर थपथपाना होता है, 10 ताली नहीं।
- बच्चे स्तर 1 से 4 तक की संख्याएं बारी-बारी से बनाएंगे।
- क्रम: 32 के लिए पहले 3 ताली फिर 2 चुटकी बजाए (क्रम उल्टा न करें)।
- घर जाकर अभ्यास करें।

Connection to Global Learning Lab (GLL) 2026

RRI serves as a precursor to the Global Learning Lab (GLL) 2026, focused on "Fast-Forward FLN: From Global Research to Systemic Transformation," scheduled for February 12-14, 2026, in Lucknow, India. The GLL will convene global stakeholders (policymakers, researchers, international organizations, funding agencies, practitioners, and NGOs) to address foundational learning gaps.

As part of this initiative, countries and regions are invited to implement the 45-day Research Implementations in advance of the GLL, and come prepared to share their findings on the efficacy, scalability, and adaptability of the Alfa pedagogy, and pathways for its integration in national frameworks at the GLL.

Click/Scan QR
for more info &
registering for the
Global Learning Lab



Learn More



Read **Dr Gandhi's first book**,
Disruptive Literacy
(Bloomsbury, 2022)



Read **Dr Gandhi's latest book**,
Accelerating Learning for All. (Bloomsbury, 2024)





ALFA ACCELERATING
LEARNING
FOR ALL

Fast & Holistic FLN Today

DEVI Sansthan (Dignity Education Vision International) is an NGO with a big vision: to help India and the world achieve quality education (SDG 4). Under its Rapid Results Initiative (RRI), DEVI is pioneering a transformative education, empowering teachers, undertaking research, and leveraging policy to enable swift FLN gains. Beyond FLN, DEVI's joyful, holistic program lays the foundation for a more humane, equitable and inclusive world.

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