



**DEVI
SANSTHAN**

Dignity Education
Vision International

Leave no one behind



**Accelerating
Learning for All**



A Call to Action

**FAST TRACK
& HOLISTIC
FLN**
Today

Foreword

Make the World Literate In Months Not Years

Only a paradigm shift in pedagogy can make this possible. Conventional methods, like whole language and phonics, take three years. We just don't have the time. The need is now.

According to a recent World Bank Report, 70% of the children in low- and middle-income countries are in learning poverty. The problem isn't limited to developing countries - it's a crisis of global proportions, that can only be solved by reworking pedagogy. This will give results beyond foundational literacy and numeracy, helping children build key 21st century skills and traits, like world citizenship, character, connectedness and climate consciousness.

Look inside this compendium to discover a new educational paradigm,
Accelerating Learning for All. Grounded in

experimental work in Indian slums and schools, a recent book by Harvard Professor Fernando Reimers found that children can become both literate and numerate in just 45 days - instead of instead of three years or more in the traditional approach. This new pedagogy gives agency to the children to learn independently and in pairs.

We are offering a free pilot - providing learning resources, training & knowhow - to show results in just 45 days. Measure the difference and then scale it up.

We request a meeting with your team as soon as possible.

We have nothing to lose, and so much to gain! We look forward to joining hands with you to make the world literate before time.

Warm regards,



Sunita Gandhi

Founder & CEO, DEVI Sansthan

Dignity Education Vision International

Chief Advisor, Academics, City Montessori School
(World's largest school)

Former Economist, The World Bank, USA

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Pioneering
Academic
Transformation &
Holistic Education



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 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.

The benefits of literacy are numerous- a Cambridge study in India found that a mere 4% increase in literacy rate would have the same positive effect on reducing child mortality as a 25% reduction in the poverty rate. Sadly, over 250 million illiterate adults are in India - about 40% of the world's illiterate population. 70% of 10-year-olds in Low and Middle Income Countries around the world cannot read. We urgently need to tackle this literacy crisis.



LITERACY LIFT ALL & LIFT OFF FOR SDGS

Achieving universal literacy is crucial for meeting Sustainable Development Goals (SDGs) – from fighting poverty to gender equality, from improving healthcare outcomes

to citizen empowerment, from environmental sustainability to civic participation. The table below shows the key interlinkages between different SDGs and literacy.

SDG		Intersection with Literacy (See overleaf for full references)
1.	Ending poverty	If all students in low-income countries left school with basic reading skills, 171 million people would be lifted out of poverty. Ending poverty directly contributes to ending hunger. ¹
2.	Ending hunger & malnutrition	
3.	Good health & well-being	Literacy has a huge impact on lowering child mortality, and increases ability to engage with the healthcare system. ²
4.	Quality education	Literacy is the foundation of all education; without literacy, education is impossible.
5.	Promoting gender equality	Literacy empowers women, helping them gain greater self-confidence, respect and freedoms. In Africa, 20% of illiterate girls are married before they turn 18, compared to 4% of literate girls. ³
6.	Clean water & sanitation	Literacy improves awareness of water, sanitation & hygiene (WASH) issues, enabling people to advocate for clean water.
7.	Affordable & clean energy	Literacy improves employment prospects and income. Literate workers earn more than those who are illiterate, and nations with higher literacy rates have higher rates of economic growth. d AlfA focuses on 6C skills – collaboration, communication, critical thinking, creativity, citizenship and character – which is crucial for innovative industries, including renewable energy. ⁴
8.	Decent work & economic growth	
9.	Industry, innovation and infrastructure	
10.	Reduced inequalities	Literacy fosters greater social equality, empowering people from disadvantaged castes and classes to stand up for their rights. ⁵
11.	Sustainable cities	Literacy aids greater awareness of environmental issues, and is also critical in reducing population growth, particularly by empowering women to choose their family size. ⁶
12.	Responsible consumption & production	
13.	Climate Action	Compared to many literacy programs, AlfA booklets are extremely thin (just 72 pages to reach FLN), thus helping save paper and reduce deforestation.
14.	Life below water	
15.	Life on land	
16.	Peace, justice and strong institutions	Literacy is critical to people's ability to know their rights and engage in civic institutions, including the judicial system.
17.	Partnerships for the goals	AlfA's paired learning process embeds communication and character skills, helping build a generation of collaborators.

SUSTAINABLE DEVELOPMENT GOALS



Research & References

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Van Pelt, Jennifer. 2018. What is the Connection between Literacy and Economic Development? Words Alive. <https://bit.ly/31V3HvI>
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4. National Education Association. 2002. Preparing 21st Century Students for a Global Society. <https://www.bibsonomy.org/bibtex/c10e4cac61df68c1e367bc209d7ffb38>
5. Raghavendra, R.H. 2020. Literacy and Health Status of Scheduled Castes in India. Contemporary Voice of Dalit. <https://journals.sagepub.com/doi/full/10.1177/2455328X19898449>
6. Mahanta, Amarjyoti. 2016. Impact of Education on Fertility: Evidence from a Tribal Society in Assam, India. International Journal of Population Research. <https://doi.org/10.1155/2016/3153685>

SUPPORTERS OF **ALfA**



Rajnath Singh

Defense Minister
Government of India

"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"



Yogi Aditya Nath

Chief Minister,
Uttar Pradesh

"I am delighted that DEVI Sansthan is implementing its project in slums of Lucknow to enable foundational literacy and numeracy through the innovative Global Dream toolkit."



Alok Ranjan

Former Chief Secretary,
Government of Uttar
Pradesh

"I have been very impressed with the toolkit developed by Dr. Sunita Gandhi, which takes less time to make a person literate, and a less educated person can also become a literacy volunteer."



Dinesh Sharma

Deputy Chief Minister,
Uttar Pradesh

"The 'Each One Teach At least One' campaign involving school children of 150 Lucknow schools, helped make an estimated 2 lakh people literate. I congratulate Dr. Sunita Gandhi."



G B Patnaik

Former Chairman,
India Literacy Board

"Global Dream Model can make it possible to scale up literacy across the state at zero to near zero additional costs per learner."



Anil Swarup

Former Education
Secretary
Government of India

"Dr Sunita Gandhi has developed groundbreaking tools that have the potential to solve India's greatest education problem — Foundational Literacy and Numeracy (FLN)."



Click or Scan QR

Scan the [QR code](#) to see a video of Indian Defence Minister **Rajnath Singh** discuss the program.



Click or Scan QR

ALfA has been endorsed by many international experts. Scan the [QR code](#) to watch.



CALL TO ACTION

This document is much more than a report of DEVI Sansthan's initiatives; it is a call to action and a request for collaboration. To achieve literacy for all, we need all to work together for literacy. Whether you are part of an NGO, community group, school, corporation/ foundation, government agency – or if you're just reading this as a concerned individual – everyone has a vital role to play working towards universal literacy.

If you're an **educational official**, try out the 45-day-to-FLN challenge in schools across your district or state. DEVI Sansthan has experience working in government schools in several states, and is ready to support every step of the way from research and assessment design to teacher training and implementation monitoring, as detailed in **Part A**.

GO *to*
Part **A**
PAGE 12

If you're a **community group**, a **student body** or an **individual** seeking to build a better world, the long-neglected cause of adult literacy may be an area you can have a large impact. **Part B** draws lessons from mass movements around the world, and DEVI's own experiences in Karauni village, to set out a roadmap for a global literacy campaign. Download the Literacy Now App or grab a copy of the ALfA books, and join the Each One Teach One Campaign today.

GO *to*
Part **B**
PAGE 46

If you're a **teacher or principal** who wants to see better learning outcomes for their students, please try out the Accelerating Learning for All program, explained in **Part C**. This known-to-unknown, paired-learning methodology can help students learn to read, write and do basic arithmetic in just 45 days. It's available in 30 languages, both as paper books and also a free-to-use app.

GO *to*
Part **C**
PAGE 68

If you're an **educational researcher**, exploring ways to help the educational system adapt to the challenges and opportunities of the 21st century, then take a look at **Part D**. The ALfA program is designed to inculcate 21st century skills, including creativity, critical thinking, collaboration and citizenship. It has a particular focus on climate consciousness and action.

GO *to*
Part **D**
PAGE 104

If you're a **policymaker**, explore our research in **Part E**, setting out a vision for an education system that enables every student to flourish. Many different facets of the education system – from teacher training and supervision structures, to the role of NGOs – need a radical rethink.

GO *to*
Part **E**
PAGE 122



Foreword

DEVI Background

The Key to SDGs: Literacy

Supporters of ALfA

Call to Action

Part A: Just 45 Days?

- Chapter 1. See What is Possible in 12 Days
- Chapter 2. 45 Days in Government Schools
- Chapter 3. A Call to Action for One and All

Part B: Adult Literacy

- Chapter 4. Mass Movements: The Way to Go
- Chapter 5. DEVI's Adult Literacy Work

Part C: Let's Accelerate Learning for All

- Chapter 6. A New Way to Learn?
- Chapter 7. A New Classroom Experience
- Chapter 8. A New Curriculum
- Chapter 9. Compare & Contrast

Part D: An Education for Humanity

- Chapter 10. Integrated Holistic Education
- Chapter 11. Building Climate Consciousness

Part E: Pedagogy & Policy Transformation

- Chapter 12. Teachers: A New Empowerment
- Chapter 13. Governments: Systemic Change

Part F: About DEVI

- Chapter 14. Our Story
- Chapter 15. Data Collection & Analysis
- Chapter 16. A Roadmap for Literacy
- Chapter 17. ALfA Without Borders



6 You're funny 9

Children enjoy a light-hearted story during a summer literacy intensive.



**DEVI
SANSTHAN**

Dignity Education
Vision International

Leave no one behind

Just 45 Days?

70% of 10-year-olds in Low and Middle Income Countries cannot read a simple text with understanding. In the context of this global literacy crisis, Accelerating Learning for All is a vital program, enabling children to learn reading, writing and arithmetic in record time.

In this section, we explore a remarkable experiment of an intensive literacy intensive for school children (**Chapter 1**). We go on to examine ALfA in government schools across several districts in Uttar Pradesh, Odisha and Himachal Pradesh (**Chapter 2**). **Chapter 3** provides a template for any school to adopt the 45-Day-to-FLN Challenge.

See What is Possible In 12 Days

PURPOSE

Though we had designed a program to teach foundational literacy and numeracy in just 45 days, we wanted to test the limits even more. The 45-Day FLN was based on the idea that teachers will spend one period a day for literacy and one period a day for numeracy.

We asked ourselves, “What if we gave children a concentrated 12 day FLN instead? Would the children learn so much more of FLN each day? Would we be able to sustain their interest? Would there be any real outcomes from such a short number of days? Will they retain this learning?” We were pleasantly surprised and we hope you will be too.

- Children can achieve much more than education systems allowed us to believe.

- They can co-create their own learning with minimal support.
- By speeding up learning, we generate tremendous joy of discovery and build confidence and the skill to learn by self.
- We can make the world foundationally literate much sooner than we ever thought possible.
- We can change the way we always taught and learn new lessons from this experience and research.

We invite you to read on and then join hands with us to replicate the super FAST-TRACK 12-Day intensive or the FAST-TRACK 45-Day FLN experience in your own contexts.

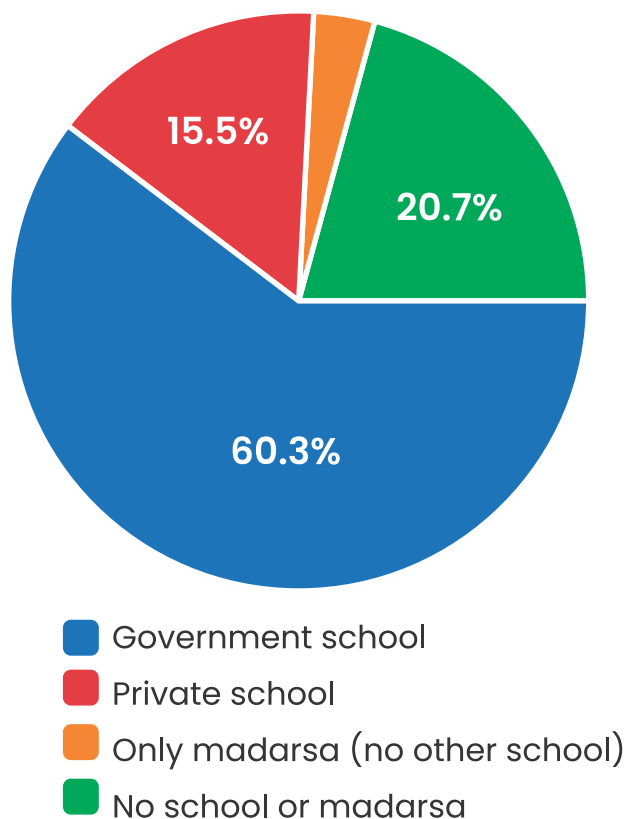


BASELINE ANALYSIS

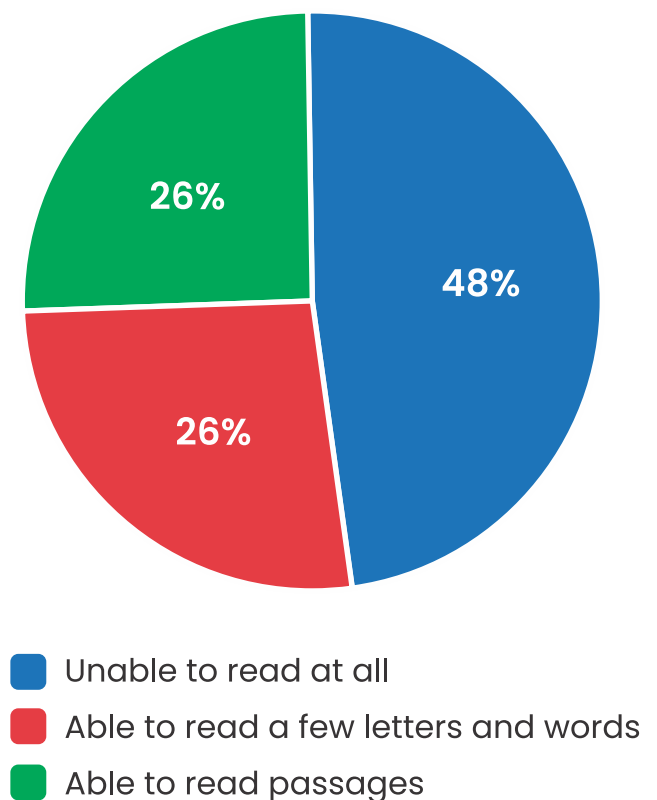
- Camp participants (most of them 6 to 10 years of age) were drawn from three nearby slums of Lucknow, Uttar Pradesh: Kabad Mandi, Mumfuli Mandi and Janta Nagri
- Nearly a quarter of camp participants do not attend any school
- Many of those enrolled attend school intermittently
- Only 26% could read a small passage at Grade 2 level, 74% could either not recognize letters, or read just a few letters or words



Do your children attend school normally? (parent survey)



Reading baseline test scores (one on one test)



CAMP AT A GLANCE

1 Discussion with Key Stakeholders

We took permission from Lucknow's BSA and the relevant BEO to run the camp in a government school, PS Jawahar Nagar, during the 2023 summer holidays.



2 Surveying and Mobilising

There are several slums located around PS Jawahar Nagar: Mumfuli Mandi, Kabad Mandi, Nai Basti. The DEVI team surveyed these slums and mobilised children, encouraging them to come to the camp.



3 Upgrading School Facilities

The school infrastructure was in a poor condition. We cleaned up the rubbish in and around the school, erected a temporary boundary wall, and gave the classrooms a fresh coat of paint.



4 Enrolment & Baseline Testing

We did a one-on-one reading test with children, and took their basic demographic details. We allocated those who could already read Hindi to Class D (where they would learn English and more advanced maths), and divided the remaining children by age: (Class A: 5-7 year olds; Class B: 8-10 year olds; Class C: 11+).



5 Inauguration

We invited dignitaries and the press to the campaign launch on 1 June. Children were hugely excited to be videotaped and appear on the news.



6 Classes

Children worked in pairs, using the ALfA booklets and hands-on learning materials to swiftly grasp literacy and numeracy concepts.



7 Holistic Education

As well as literacy and numeracy, children were given art and music classes. For many of them, this was the first time in their lives they had had this opportunity.



8 Parent Survey

DEVI staff visited the children's families to conduct an opinion poll on their experiences of the camp, and research the factors underlying children's educational attendance.



9 Endline Testing

Children were tested using a multiple-choice assessment tool based on the NAS and NIPUN competencies.



10 Closing Ceremony

Children put on a musical performance to show their parents and guests. They also sat in pairs to demonstrate their new skills as parents visited the different classes.



A DAY IN THE LIFE OF THE CAMP



7.00 am

DEVI staff reach the nearby slums to mobilize children. Vans go to pick them up.

8.30 am

Children arrive at school.
Attendance, morning prayers



8.45 am

Exercise, random pairing



9.00 am

Literacy class



9.45 am

Numeracy class



10.30 am

Fruit break, energizer





10.45 am

Literacy class

11.30 am

Numeracy class



12.15 pm

Art class

12.30 pm

Music class



12.45 pm

Storytelling

1.00 pm

Lunch



ENDLINE RESULTS

At the conclusion of the camp, children completed two forms of assessment:

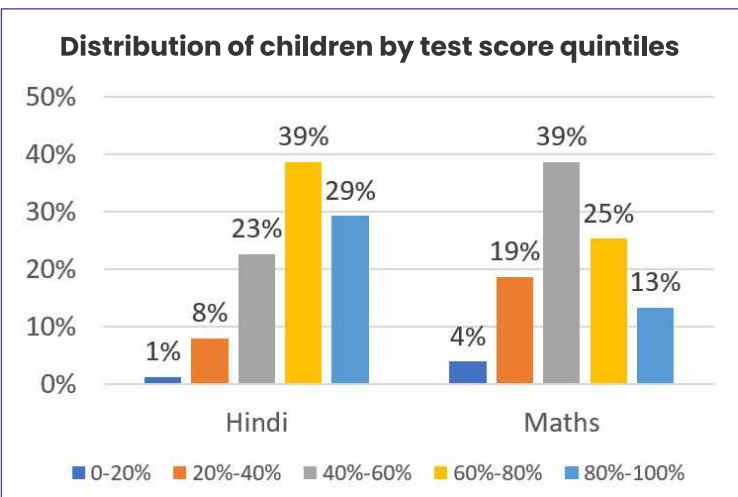
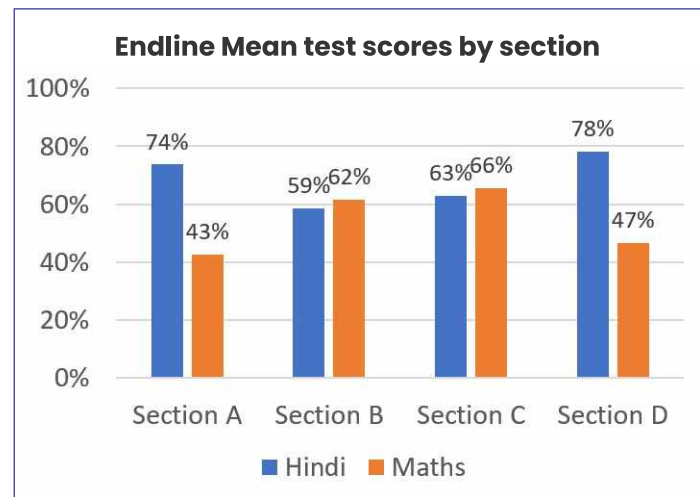
- An online test on the Literacy Now App, consisting of various drag-and-drop games.
- A multiple-choice literacy and numeracy test, based on the NAS and NIPUN goals. Section A was given the Grade 1 test, Section B the Grade 2 test, and so on.



A volunteer conducts the Literacy Now App test

After just two weeks of learning, the overall average test score was around 60%, a remarkable achievement for children who earlier could barely read or do basic operations.

- Hindi scores were somewhat higher than maths.
- Only 3% of children scored less than 20%.



IN THE PRESS

From Struggle to Success: ALfA Program Breaks Barriers in India's Foundational Literacy Crisis

June 17, 2023, 5:27 PM IST / Nishant Saxena in The Write Wing, Lifestyle, TOI

[f FACEBOOK](#) [TWITTER](#) [in LINKEDIN](#) [EMAIL](#)



Nishant Saxena
Social commentator

It is an alarming reality that only a third of 10-year-olds worldwide can read and understand a simple written story, leaving a staggering two-thirds struggling with basic reading comprehension. This learning crisis has only worsened in the wake of the COVID-19 pandemic, as prolonged school closures and



Times of India
Article

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Education World
Article

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DEVI Sansthan
Video

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India KK News
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AN INVITATION TO REPLICATE

DEVI Sansthan is offering governments the opportunity to take part in the 45-DAYS-TO-FLN CHALLENGE at two levels:

- A. SYSTEM-WIDE:** Governments are encouraged to implement ALfA system-wide in one or more districts or an entire state or country by taking evidence from other implementations. It only take 2 periods a day for 45 days to reach FLN levels.
- B. PILOT:** Two periods a day (one for literacy and one for numeracy) for 45 school-days at randomly selected ten schools (for treatment group) and another five schools (for control group).

To initiate your 45-day FLN Challenge, please read Chapter 8 of this report, which describes the process in detail. Get in touch with DEVI Sansthan today.



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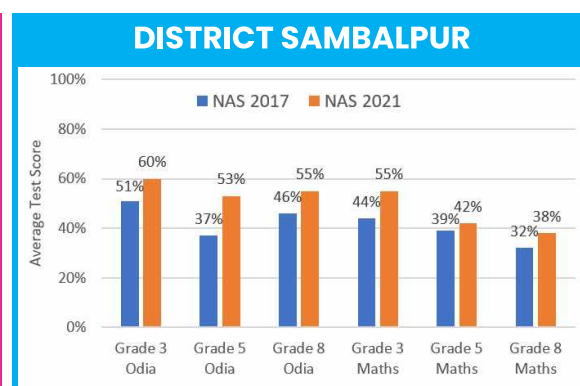
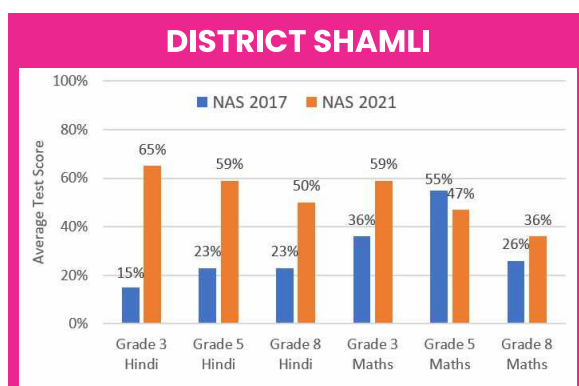
INTRODUCTION & CONTEXT

The Covid pandemic has created a major setback for education systems around the world. An estimated 70% of 10-year-olds in Low-and-Middle Income Countries cannot read a simple text with comprehension. In India, according to the

Annual Status of Education Report, half of Grade 5 students in rural government schools could not read a Grade 2 text in 2018. The situation has grown even worse since the Covid pandemic: the figure has now grown to 57%.

Annual Status of Education Report	2018	Language	2022	2018	Maths	2022
	(% who can read Standard 2 text)			(% who can do 2-digit subtraction)		
Grade 3	27%		21%	28%		26%
Grade 5	51%		43%	52%		50%
Grade 8	73%		70%	66%		68%

National Achievement Survey Results, 2017 & 2021



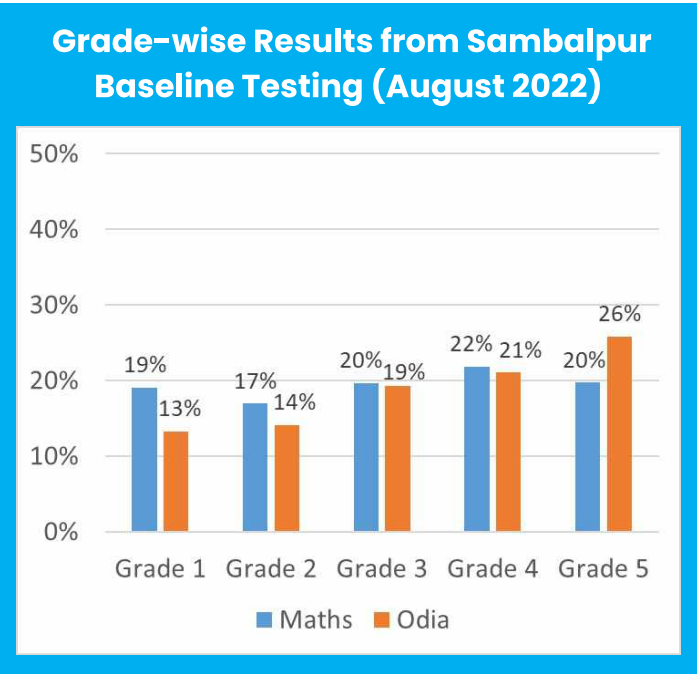
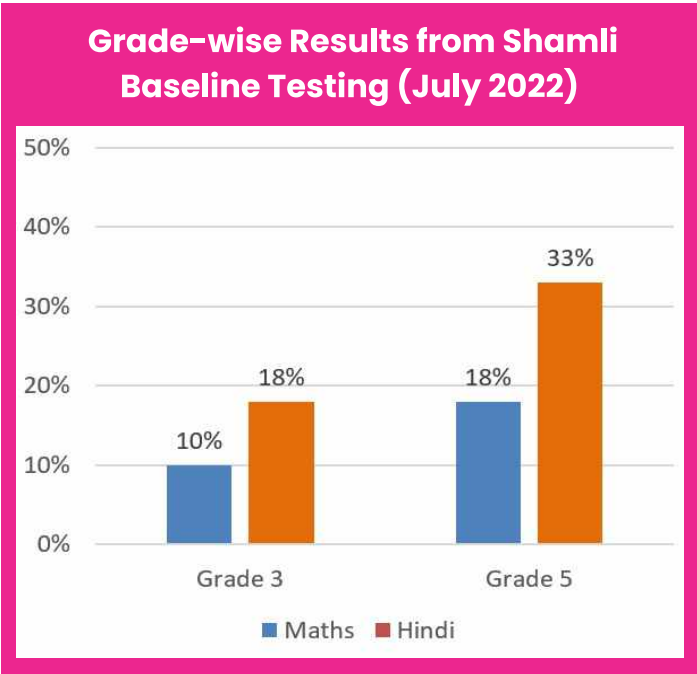
Recognising both the importance of literacy and the huge gaps in the current education system, the National Education Policy makes attaining universal literacy in primary school a topmost priority. The government's flagship program, National Initiative for Proficiency in reading with Understanding and Numeracy, sets the ambitious target of all children in Grade 3 and above having full FLN skills by 2026-27.

DEVI Sansthan has been invited by the ministry of education to work with several low-performing districts: Shamli (Uttar Pradesh) and Sambalpur (Odisha), to boost literacy and numeracy levels. DEVI is also serving as knowledge partner with the district education officials as the implementation partner in Lucknow, Unnao and Barabanki districts (Uttar Pradesh). In Unnao, Hilauli block has taken up the ALfA program to be implemented in all of its 160+ schools.

BASELINE RESULTS

The baseline testing indicated a disturbingly low level of learning. In Sambalpur, the overall average test

scores ranged from 13% to 26%, depending on the Grade and subject. In Shamli, it ranged from 10% to 33%.



SHAMLI TIMELINE

2022

June

DEVI conducts a one-day training for teachers from 10 schools randomly selected from Shamli's five blocks.



July

Baseline testing in 10 implementation and 10 reference schools.



September

Refresher training for teachers from 10 implementation schools.



October

MoU signed to scale up Shamli implementation to Grade 3 and Grade 5 in 200 schools, with 70 schools selected as a reference group.



November

Training of teachers from 200 schools in Shamli. Baseline testing in all 270 schools conducted by college students. Implementation begins.



2023

March

Endline testing conducted in a random sample of Shamli schools.



PHOTO GALLERY



HARVARD ON ALfA FLN

Harvard Graduate School of Education, USA

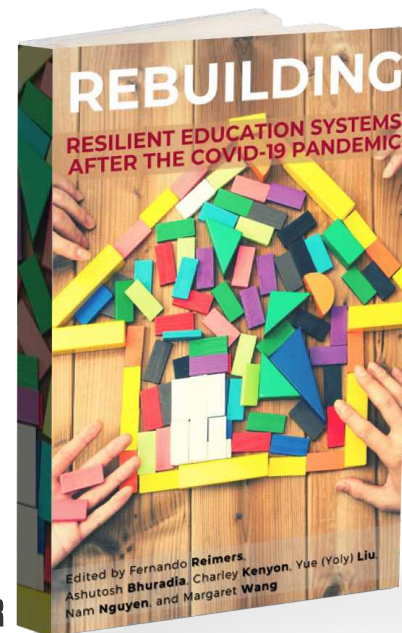
CHAPTER 8

Policy Pathways for Improving Foundational Literacy and Numeracy in Uttar Pradesh, India

*in “Rebuilding Resilient Education
Systems After the COVID-19
Pandemic”, March 2023, Amazon*



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

Chapter 8 of the book by Harvard Graduate School of Education (HGSE), Cambridge, USA, published in March 2023 documents the ALfA program in Shamli, and recommends its widespread adoption in UP.

Chapters 8 also documents results from the ALfA program from a Randomized Control Trial (RCT) conducted in the Shamli district of Uttar Pradesh. The RCT

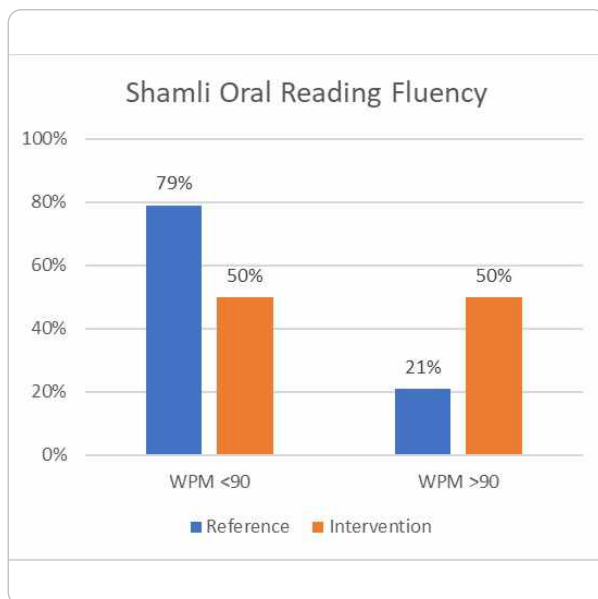
demonstrates a significant effect size of 0.23 for Grade 3 and 0.89 for Grade 5.

Chapter 10 of the same book is about the introduction of ALfA program at the nationwide level in the Republic of Maldives.

On this and next page are some extracts from the chapter on FLN in UP by HGSE.

We recommend the UP government (1) incorporate the promising ALfA pedagogy developed by DEVI for the first 6 weeks to quickly establish a strong FLN foundation, (2) after the ALfA program, shift to the curriculum.

Accelerated Learning for All (ALfA), helps children quickly gain FLN competencies. The pedagogical approach works as follows: students start with known words in the form of pictures, identify the sounds, and work backward to the letters.



Students in the intervention groups had much higher ORF [oral reading fluency] levels than those in the reference group. For Grades 4-5, 50% of the intervention group students were able to read the passage at >90 words per minute (WPM) compared to 20% of reference 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 how substantial the impact of an intervention is. 0.23 is considered a substantial effect size, and 0.89 very large.

LEARNING OUTCOMES

The initial comparative analysis of 10 implementation and 10 reference schools in Shamli showed an effect size of 0.51 for Grade 3 and a whopping 0.70 for Grade 5.

Results from Shamli Phase 1 (10 schools; July 2022 – March 2023)

	Intervention			Reference			Comparison		
	Baseline	Endline	Difference	Baseline	Endline	Difference	Dif in Dif	Learning rate improvement	Effect Size
Gr 3 Hindi	25%	68%	43%	10%	50%	40%	3%	7%	0.11
Gr 3 Maths	11%	70%	59%	9%	43%	34%	24%	71%	0.92
Gr 5 Hindi	33%	54%	21%	29%	37%	8%	13%	154%	0.53
Gr 5 Maths	18%	55%	36%	16%	27%	11%	26%	243%	0.88
Average	22%	62%	40%	16%	39%	23%	17%	118%	0.61

In Phase 2, the larger scale implementation, the effect sizes were not as large as the implementation has been running for only a few months. Despite this, across both Grade 3 and Grade 5, in both Hindi and Maths, intervention group students showed substantially greater

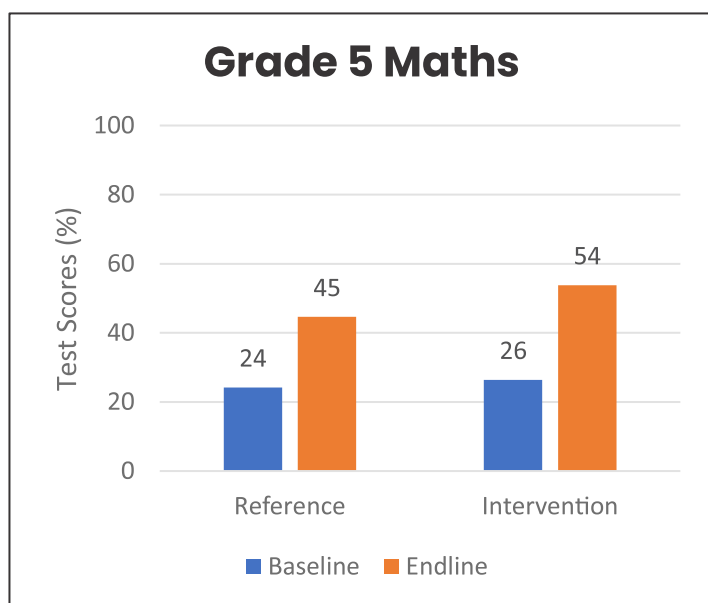
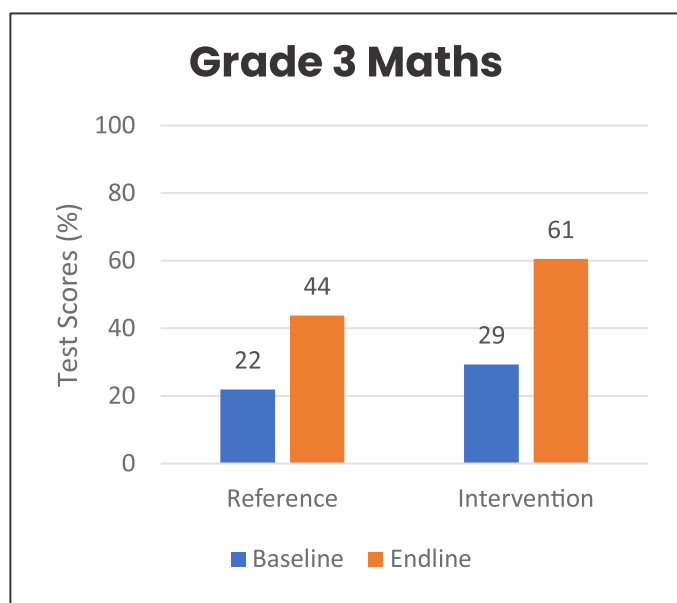
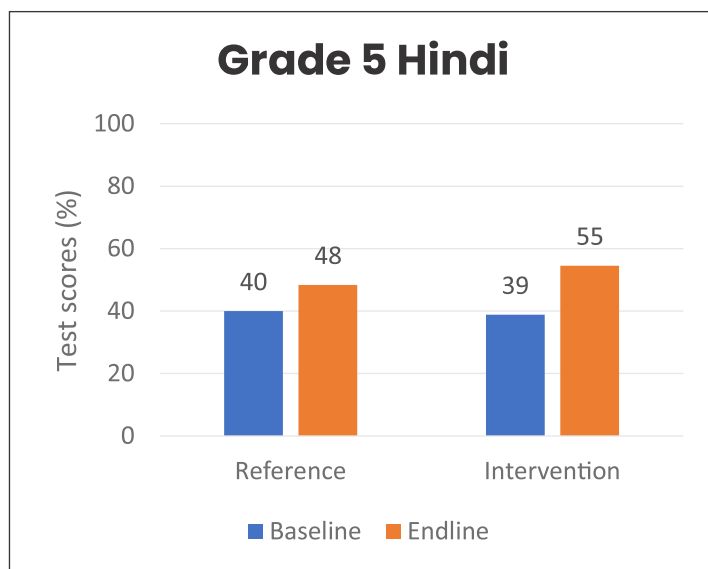
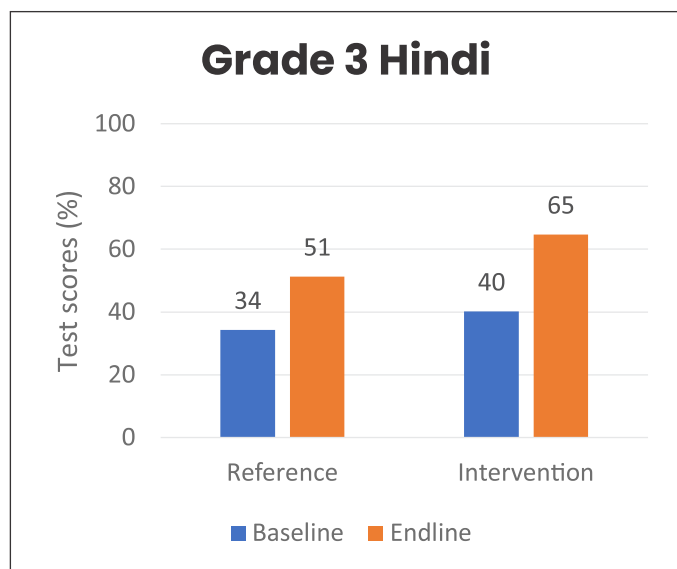
test score gains than intervention group schools. ALfA students on average had rates of learning 1.5 times greater than students in non-ALfA schools. The results are shown below and represented graphically overleaf.

Results from Shamli Phase 2 (200 Schools; Nov 2022 – March 2023)

	Intervention			Reference			Comparison		
	Baseline	Endline	Difference	Baseline	Endline	Difference	Dif in Dif	Learning rate improvement	Effect Size
Gr 3 Hindi	40%	65%	25%	34%	51%	17%	8%	44%	0.26
Gr 3 Maths	29%	61%	31%	22%	44%	22%	9%	42%	0.29
Gr 5 Hindi	39%	55%	16%	40%	48%	8%	8%	87%	0.33
Gr 5 Maths	26%	54%	27%	24%	45%	20%	7%	34%	0.24
Average	34%	59%	25%	30%	47%	17%	8%	52%	0.28

NOTE

Though schools were randomly selected, the treatment group students generally scored better than the control group in the pre-test. This is likely because there was a gap of several weeks between training teachers & giving the ALfA materials, and the testing. It seems that children in implementation group schools made some progress in even these few weeks.



Baseline: Nov 2022; Endline: March 2023

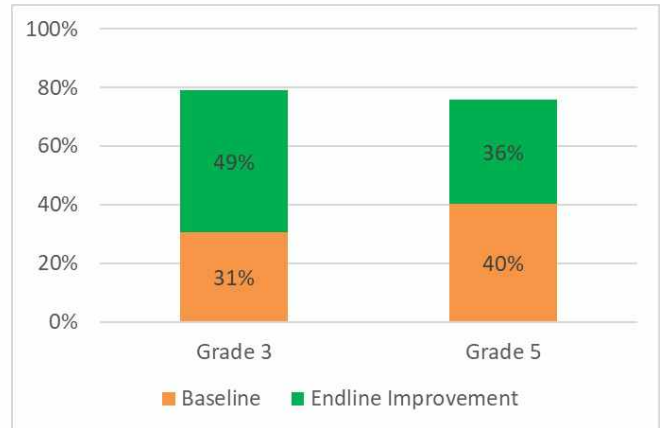


LEARNING OUTCOMES QUESTION-WISE NUMERACY

Grade 1, Dakshata 3 Adding and subtracting numbers up to 99.

प्र13. सोहन ने बाजार में 15 किलो आलू ,
7 किलो प्याज और 3 किलो तरोई खरीदी।
उसने कुल कितने किलो सब्जी खरीदी?

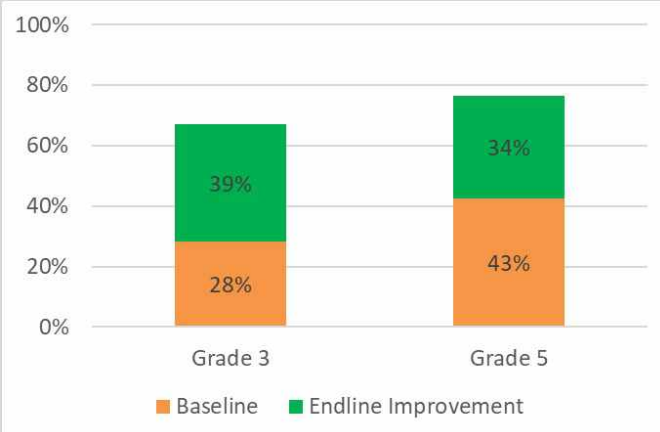
- (A) पता नहीं (D) 27 किलो
(B) 26 किलो (E) 25 किलो
(C) 28 किलो (F) 15 किलो



Grade 2, Dakshata 1 Reading, writing and understanding numbers up to 999.

प्र19. 232 संख्या का मान शब्दों में लिखे।

- (A) पता नहीं (D) दो सौ पैंतीस
(B) दो सौ बत्तीस (E) दो सौ सैंतीस
(C) दो सौ सत्ताइस (F) दो सौ तीस

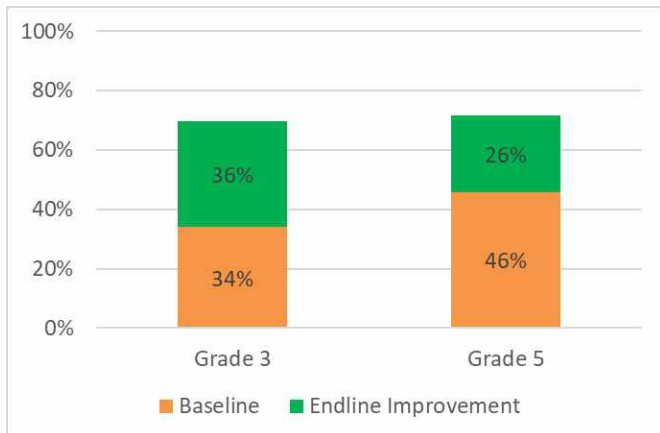


Grade 1, Dakshata 2 Understanding and representing sequences & patterns.

प्र12. खाली वर्गों में उचित संख्या भरें।

		95		97
--	--	----	--	----

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

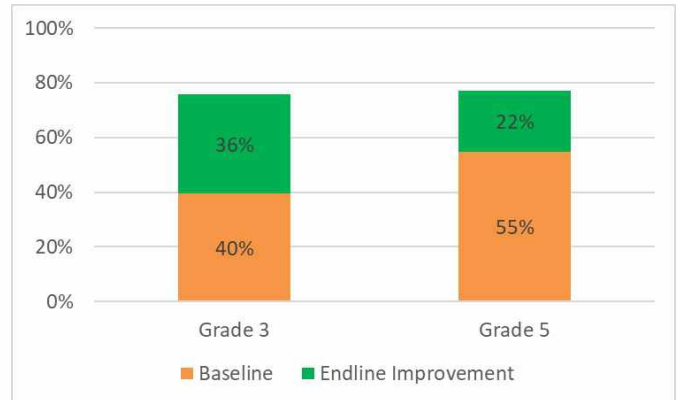


LEARNING OUTCOMES QUESTION-WISE LITERACY

Grade 2, Dakshata 4 Reading an unseen passage and answering comprehension questions.

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

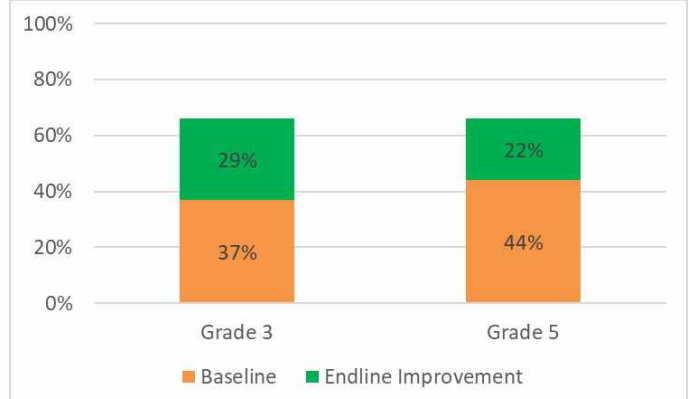
- (A) पता नहीं
- (B) ऊँची उड़ान भरते हैं
- (C) खूबसूरत घोंसले बनाते हैं
- (D) अण्डे देते हैं
- (E) मनुष्यों से बातें करते हैं
- (F) चूज़ों की देखभाल करते हैं



Grade 1, Dakshata 8 Basic understanding of grammar and syntax.

प्र5. जो अलग है उसे चुनिए।

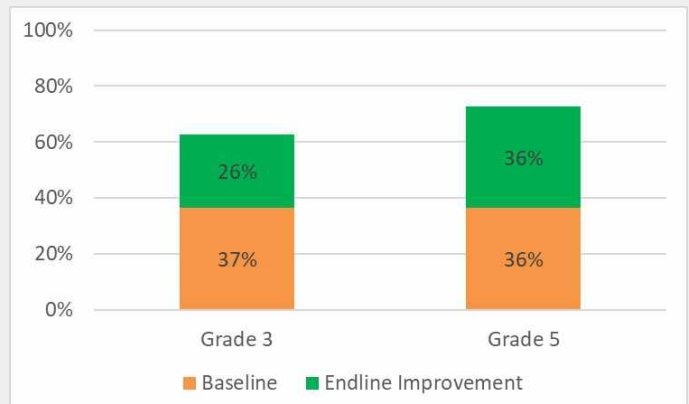
- (A) पता नहीं
- (B) जा रहा है।
- (C) नाच रहा है।
- (D) खा रहा है।
- (E) चढ़ रहा है।
- (F) लाल गुलाब है।



Grade 1, Dakshata 2 Ability to form grammatically correct sentences.

प्र3. तुम्हें कौन सा बैग चाहिए। नीला
_____ लाल

- (A) पता नहीं
- (B) या
- (C) व
- (D) लेकिन
- (E) किन्तु
- (F) क्योंकि



TIMELINE SAMBALPUR

2022

24 June

Initial MOU signed with Sambalpur District Education Officer inviting AlfA implementation in 10 schools (later revised in August 2022).



1 & 2 August

1-Day training for teachers of 10 implementation group schools in Sambalpur district, conducted in 2 batches.



4 & 5 August

Pre-testing of students' Odia and Numeracy levels conducted in 10 implementation and 10 reference schools.



August

Classroom implementation begins, with schools giving one period per day each for literacy and numeracy.



31 October – 1 November

Refresher training for teachers from 10 implementation schools.



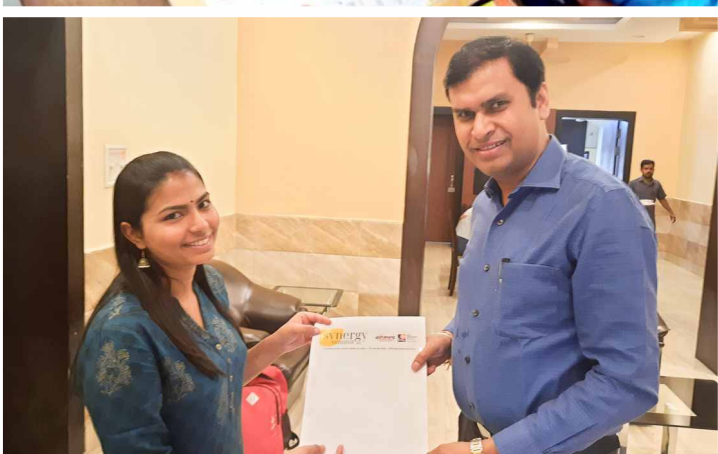
2023

July

Endline testing conducted in both implementation and reference schools, by college student volunteers.



PHOTO GALLERY



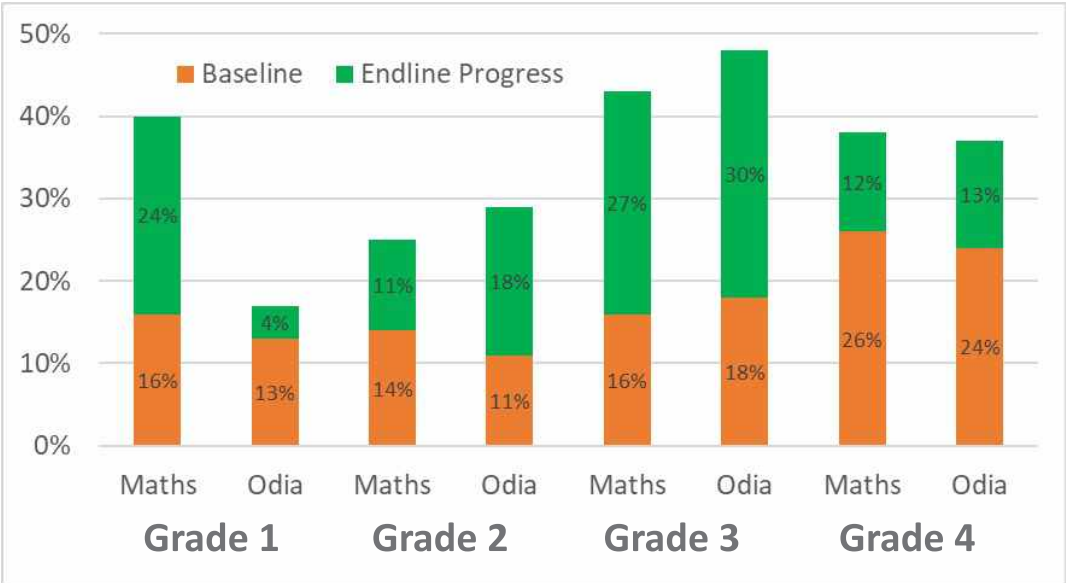
ENDLINE RESULTS GRADE-WISE

Baseline testing was conducted in Sambalpur in August 2022. Endline testing was scheduled for April 2023 but could not be conducted due to some political and religious tensions in the district. It was instead conducted in July 2023. As described above, college students conducted the testing under the training and supervision of DEVI staff.

Data is presented here for the intervention group schools, which showcased

remarkable improvements despite the program only being implemented towards the end of the school year (November, after a series of delays). Improvements were especially stark in Grade 3 (16% to 43% improvement in Maths, 18% to 48% improvement in Odia). The tests were quite difficult compared to the tests normally given to students, as all the NIPUN competencies were covered in each test.

Graph :
Baseline test
scores and
Endline
progress, by
Grade and
Subject, for
intervention
group schools



The testing and scanning software allows for detailed data analysis. It enables policymakers to decompose the test scores of individual students, to see exactly which questions (with corresponding competencies) they got

correct. Data can also easily be aggregated to see which schools performed well compared to others, and to see which were the questions most students did well in or struggled with.

Table: Reports of three students, with comparison to their school’s average and the overall average correct for each question

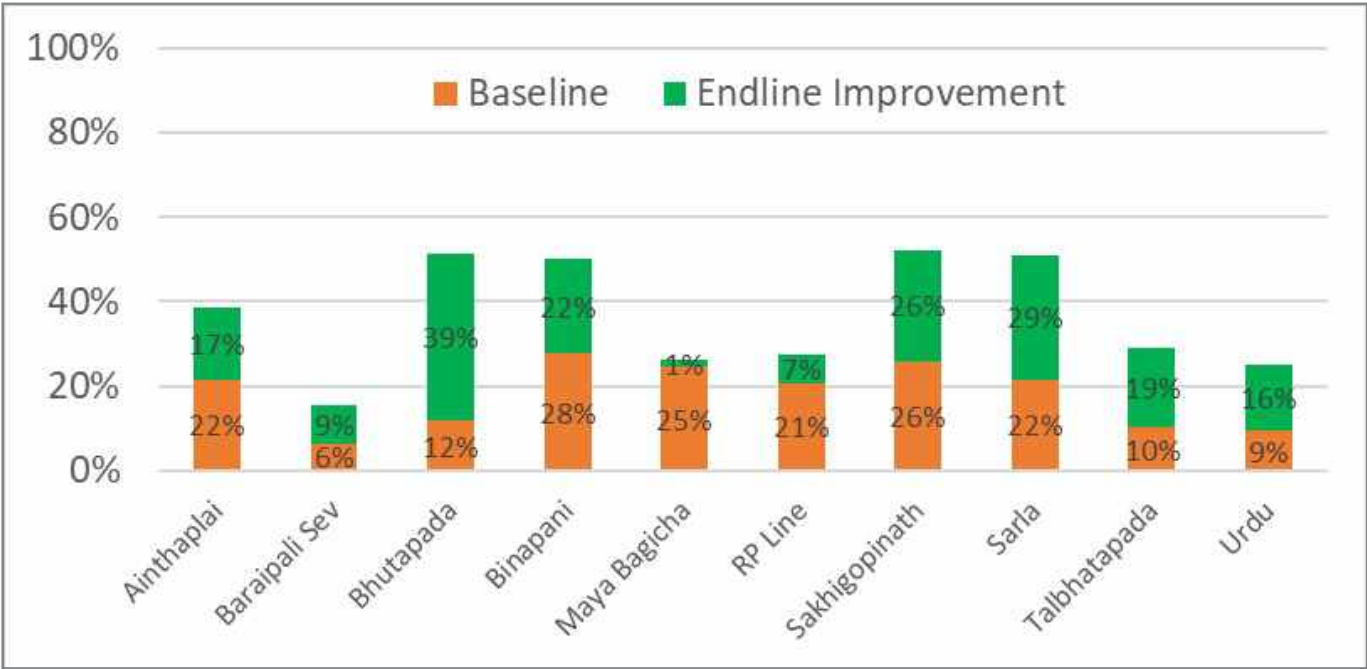
Student	School	Question number																		Student score	School score
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18		
Sonali Munda	PS SAKHIGOPINATH	✓	✓	✓	✓	X	✓	✓	✓	X	✓	✓	✓	✓	X	✓	X	✓	X	76%	55%
Om Prakash	PS BHUTAPADA	✓	✓	✓	✓	✓	✓	✓	✓	✓	X	✓	✓	✓	✓	X	X	X	X	69%	53%
Harapriya Sethi	PS SARLA	✓	✓	✓	✓	✓	✓	✓	✓	X	X	✓	✓	✓	✓	X	X	X	✓	66%	59%
Overall Average (Percent)		89	82	75	73	67	28	82	75	50	17	37	27	23	9	18	2	9	10		

ENDLINE RESULTS SCHOOL-WISE

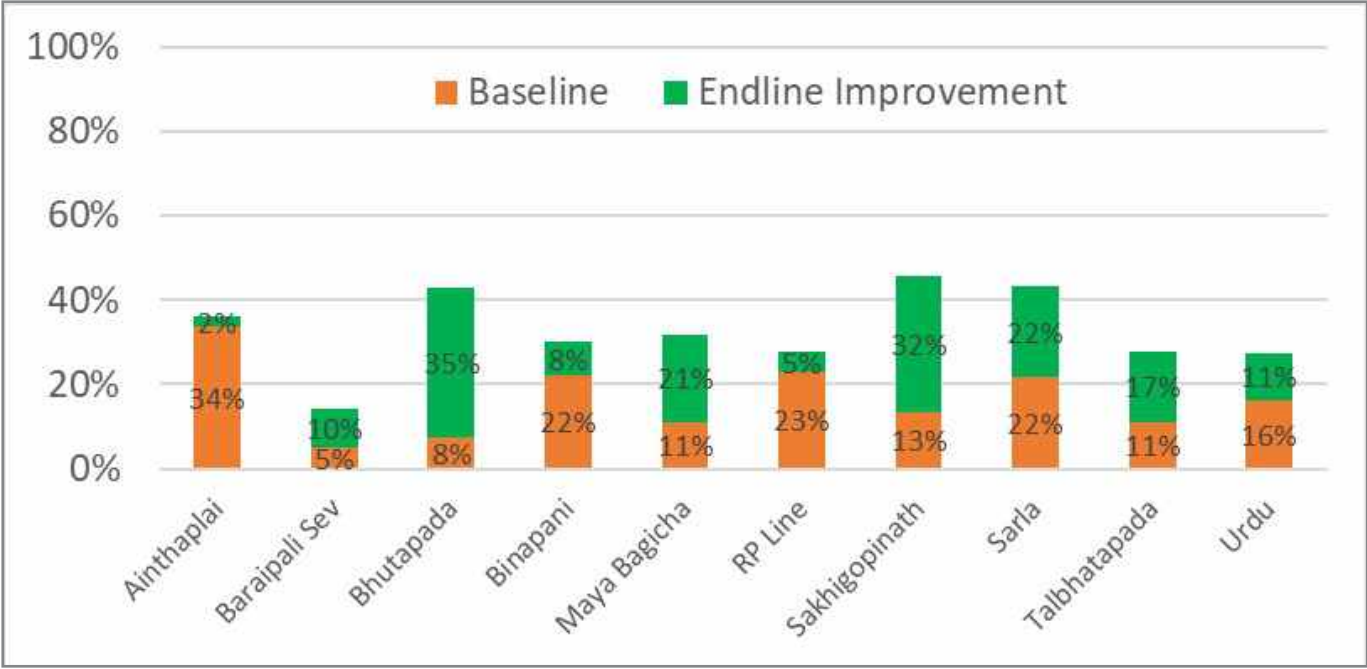
The schools varied substantially in the level to which they implemented the ALfa program. Some schools did extremely well, showcasing very impressive learning

gains, for instance PS Bhutapada (Maths: 39%, Odia: 35%) and PS Sakhigopinath (Maths: 26%, Odia: 32%).

Graph Maths baseline test scores and endline progress for the ten implementation schools



Graph Odia baseline test scores and endline progress for the ten implementation schools



EVIDENCE



to see a video showcasing ALfA Literacy in Sambalpur.

Click or Scan QR



to see a video showcasing ALfA Numeracy in Sambalpur.

Click or Scan QR



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

Click or Scan QR



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

Click or Scan QR

How were these video 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.

HIMACHAL PRADESH TRAINING

As this report goes to press, DEVI Sansthan has begun collaborating as a knowledge partner with the Ministry of Education, Himachal Pradesh, to help students excel

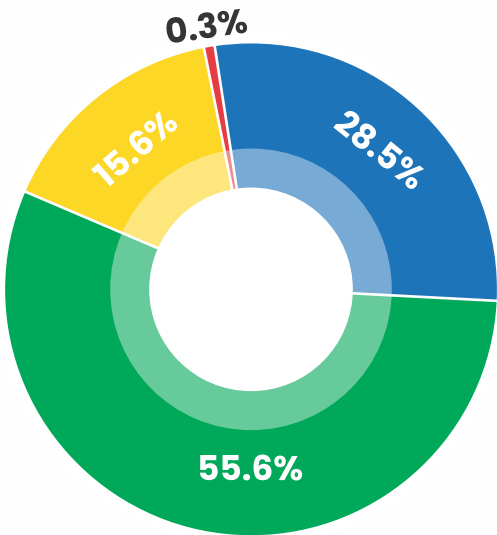
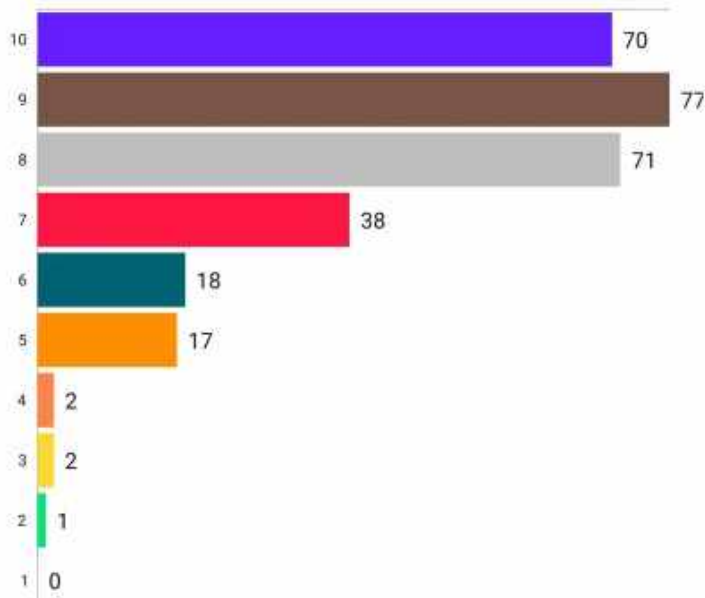
in achieving NIPUN literacy and numeracy goals. Teacher opinion surveys from the training have been overwhelmingly positive.

Overall Rating of the Training (out of 10)

74%	8+
24%	5-7
2%	0-4

What will be the impact of ALfA on your teaching of FLN?

29%	Very Beneficial
56%	Beneficial
15%	Somewhat Beneficial
0%	Not Beneficial



21 October 2023: Signing MOU With Director of Elementary Education, Shri Ghanshyam Chand



20-25 November 2023: Teacher Training conducted in seven blocks

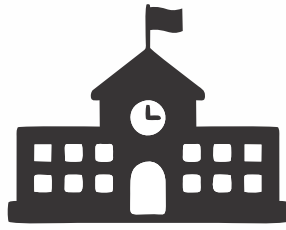
HIMACHAL PRADESH IMPLEMENTATION

District: Solan

Mission: NIPUN by 2024



1,033
Teachers



476
Schools



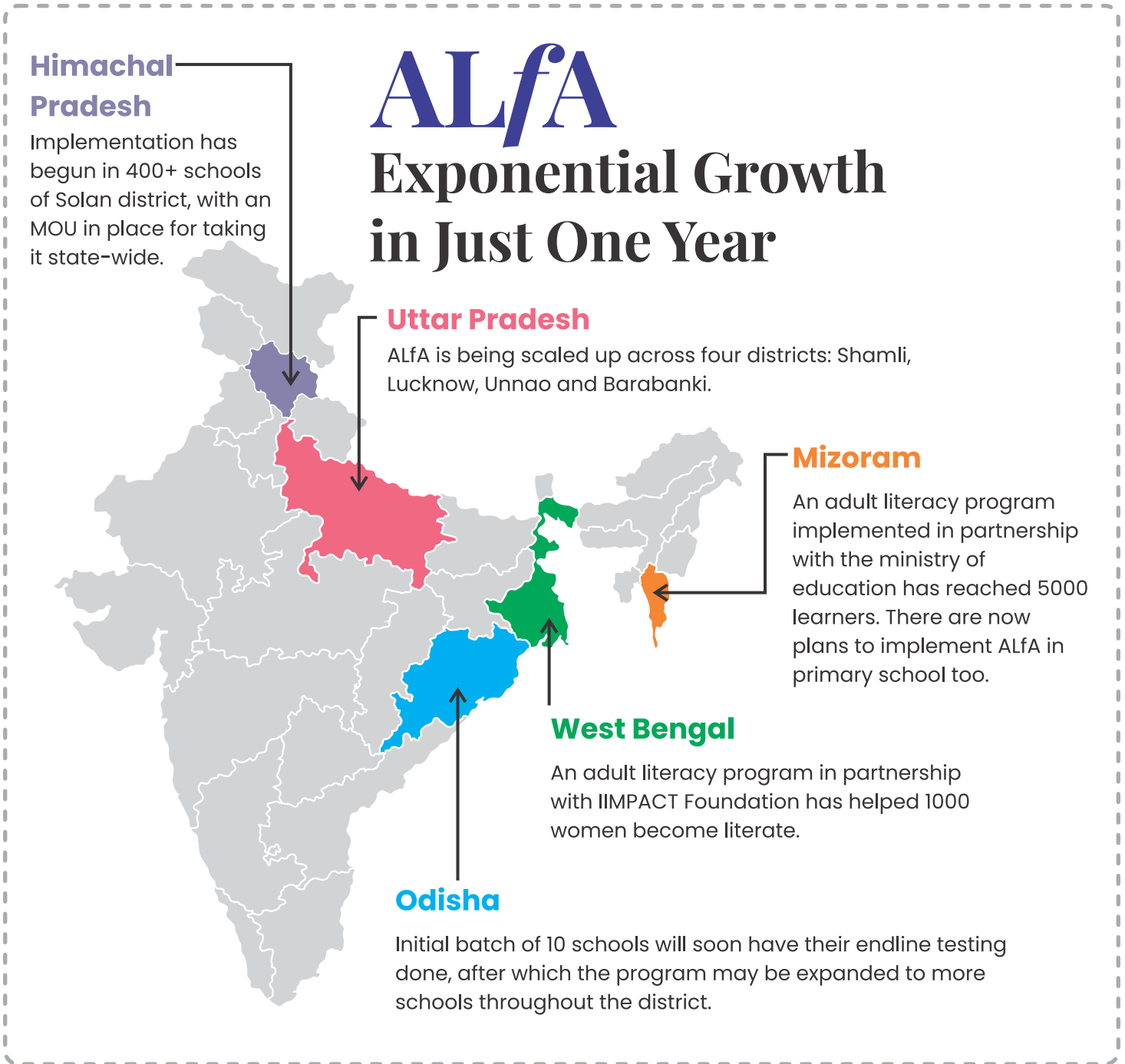
24,000+
Students



FROM 20 SCHOOLS TO 5000

Since its inception in 2022, ALfA has exploded in schools and adult literacy programs around the country. Looking towards 2024, many other districts and

states have expressed interest in starting or expanding ALfA programs. We've only just begun!



We look forward to working together with all stakeholders – parents, teachers, principals, educational officials – to

ensure rapid progress toward the NIPUN goal of literacy for all. Together, we can!

Chapter 3

A Call to Action For One and All

45-Days-to-FLN Challenge

Experience the power of the Accelerating Learning for All program in a school-based research program, enabling children to learn to read swiftly and joyfully.

ALfA Benefits

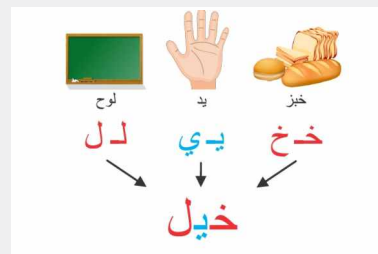
- **10x faster.** Children learn basic FLN in three months – instead of three years.
- **10x lower climate impact.** FLN in just 72 pages (averaging 18 pages per child – shared among two children, used for multiple classes) compared to 180 page textbook per subject + 180 page workbooks. No plastic, only reusable materials.
- **10x cheaper.** Thin, low-cost booklets. Free mobile app & e-Learning materials.



Peer learning through
A4 sized books



Use of Locally Available
Counters



Available in 30+
languages internationally

It's easy to run the FLN challenge, with DEVI Sansthan supporting every step of the way:



Select 20 or more schools, randomly allocate half each to implementation and reference groups. This helps rigorously measure the program's impact.

Conduct a simple test, using a multiple-choice OMR sheet based on NIPUN goals. The survey can be conducted by a third party, for example, college students.

DEVI Sansthan's team will conduct a one-day online training for teachers in the implementation schools, and provide them with ALfA materials.

The program can be conducted over a 45 to 90 day period, with one or two periods per day. Students first complete the thin ALfA booklets, then move on to reading textbooks, storybooks and newspapers with understanding.

Depending on the results and a thorough review of the process, the project can be extended and scaled up to more schools.

1. Preparation

The first step is to lay the groundwork by planning the program implementation.

The 45-Days-to-FLN challenge can be taken up at a variety of scales – from a single school to a whole country! The Accelerating Learning for All program has proved highly effective, but a rigorous research design can help gather more evidence. Choose a model appropriate to your context.



DEVI founder, Dr Sunita Gandhi, with Ministry of Education Secretary, Anita Karwal

School-level randomisation

Randomly allocate schools to the implementation or reference groups, to compare the results between them.

Cluster-level randomisation

It may be easier to implement the program across the board in a whole cluster or district. The results can then be compared against other clusters which have not yet adopted the challenge.

System-wide adoption

After an initial randomised control trial – or if you're already convinced by the efficacy of ALfA – it is time to scale up, implementing for all children across a geography to showcase dramatic improvement in FLN levels.



**CLICK OR
SCAN THIS QR**

for more evidence
on ALfA –
photos, videos,
reports, data

Another decision at the planning stage is whether to use the ALfA paper booklets or e-Books:



Paper Booklets

Every pair of students has their own booklet. Different pairs can be working on different modules at the same time. Ideal for scenarios with limited technology availability.



e-Books

In a classroom with the facility of a laptop and projector screen/smart board, ALfA eBook and the Literacy Now app can be used. This saves paper and expense.

2. Survey

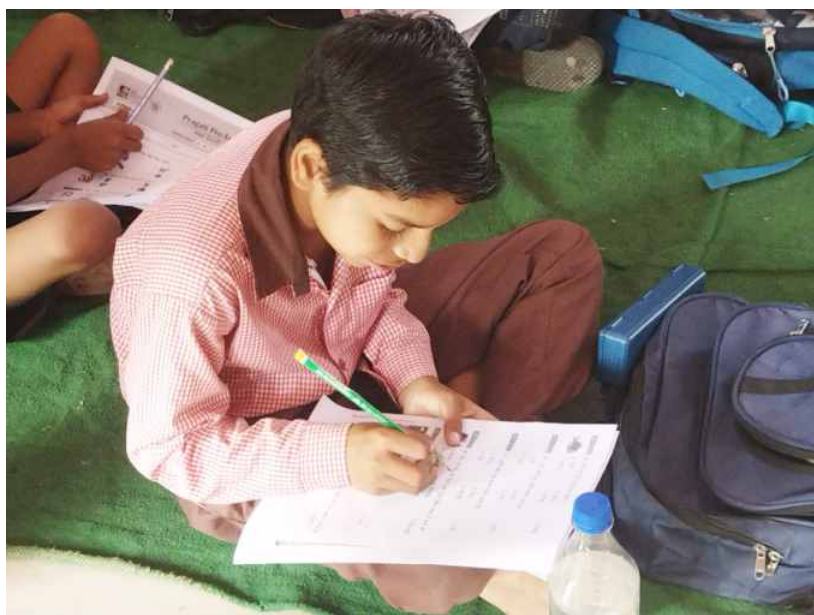
Whichever implementation model suits your context, it is vital to begin with a baseline survey to establish the existing learning levels.

DEVI Sansthan has developed a simple set of literacy and numeracy testing tools. These multiple-choice questionnaires designed to cover all the key competencies. OMR sheet scanning software allows us to swiftly collate the data and analyse learning gaps – from classroom level to country-wide.

The survey should ideally be done by an external agency rather than the teachers themselves, to ensure transparent and accurate data collection. For instance, education or social work students can conduct the survey as part of their field work practicum.

Surveyors should not be informed which schools are in the reference or implementation groups. They need to be briefed about precisely how to conduct the test:

- Explain to the children that this is just a fun questionnaire, there is no pressure.
- The questions can be read to the learners but the answer options should not be.
- The teacher should not be present in the class, nobody should be giving hints.



Government school students in Shamli, India, work on a baseline literacy survey before starting the 45 Days to FLN Challenge.

Choose the correct set of numbers to fill in the blanks and complete the sequence:

2, __, __, 8, 10, __

- A. 12, 4, 6
- B. 4, 6, 12
- C. 3, 5, 12
- D. 2, 8, 10
- E. Don't Know

The elephant is ____ than the dog.

- A. Smaller
- B. Larger
- C. Smallest
- D. Largest
- E. Don't Know



Sample questions from the literacy and numeracy survey.

3. Training

Before beginning the program, it is vital for teachers to receive training on the Accelerating Learning for All methodology.

This training covers key aspects such as:

- How to use paired learning & how to make random pairs
- Teaching children to ask each other questions
- Fun numeracy and literacy activities that take learning to a deeper level
- How to embed the 8C skills in a literacy and numeracy learning

The training is highly interactive and enjoyable, with videos of classroom implementation, role plays, hands-on work, quizzes and Q&A.

The training can be done in-person or online. The first Massive Open Online Training conducted on ALfA attracted some 25,000 views. A remarkable 86% of participants said they would 'definitely' use ALfA in their class, with a further 9% saying they would 'probably'.



Teachers enjoy a hands-on activity during their ALfA training in Shamli, India

NUMERACY



LITERACY



Click or Scan the QR codes to watch recordings of the MOOT Sessions

FIRST MOOT DATA HIGHLIGHTS

25,660

YouTube Views across 13 sessions

53

countries with representatives from all 6 continents participated

26

states of India participated

93%

of participants found the online format of the training to be effective

99%

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

4. Implementation

When students and teachers are empowered with the ALfA pedagogy, foundational literacy and numeracy can be attained in record time.

Some important points to keep in mind:

Don't use a mixed approach – dedicate one period (30–40 minutes) per day for literacy and one for numeracy; in these periods use only the ALfA materials and methodology. Children will be able to catch up easily on their standard curriculum later, once they have learnt these foundational skills.

The challenge takes **45 instructional days** (not counting holidays – this typically means 2–3 calendar months). Ideally, choose a time of year when there are not too many holidays to interrupt the program.

Teachers generally form a **WhatsApp group** (or equivalent) for the duration of the program. This serves several purposes:

Circulating important information & reminders about the ALfA process

Asking questions & helping each other resolve any issues

Sharing photos & videos of classroom implementation. These can be compiled to form a video showcasing and promoting the project.



Grade 2 students read and do maths activities in pairs during the 45 Days to FLN Challenge. Shamli, India.

5. Review

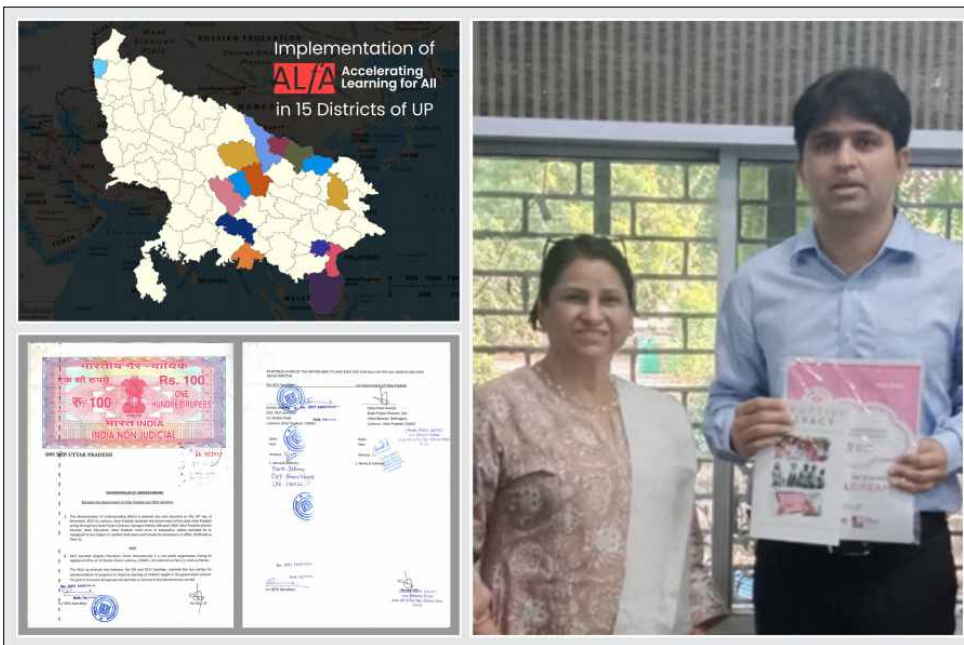
After the challenge is complete, it's time to review and plan for a scale up.

Conduct a post-test survey to check the learning progress of students in the implementation and reference groups. Analyse the data to see what a big impact ALfA has made in your students' literacy and numeracy levels.

As well as quantitative results, take qualitative feedback from key

stakeholders – students, parents, teachers – about the program implementation, including what went well and any suggestions for improvement.

Meet together with policymakers and leaders to decide how best to scale up ALfA and make it a fully-fledged part of your school system.



Signing MOU with Shri Vijay Kiran Anand

Director-General School
Education, Uttar Pradesh



Meeting with Rakesh Kumar Pandey

DIOS, Lucknow



6 Can you read this? 9

A volunteer checks the reading levels of a new adult learner during a literacy campaign.



**DEVI
SANSTHAN**

Dignity Education
Vision International

Leave no one behind

Adult Literacy

Can you imagine what it would be like to be illiterate? To not read a road sign and navigate your way to a new place? To be reliant on others to fill a form? To not even be able to sign your own name?

There are 750 million illiterate adults in the world, two thirds of whom are women. In this part, we make the case for a mass movement for literacy, in which the whole of society is mobilized for a common cause. **Chapter 4** sets out such a roadmap. We showcase the steps DEVI Sansthan is taking for adult literacy in **Chapter 5**.

Chapter 4

Mass Movements the way to go

Mass literacy campaigns are defined by three key elements



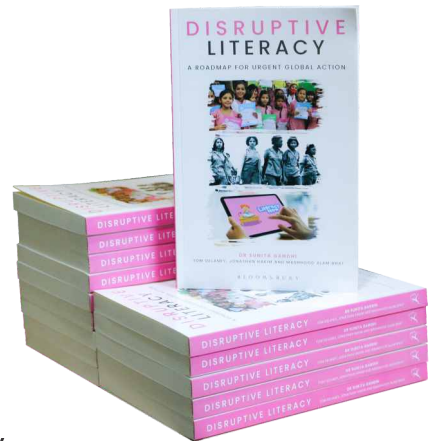
Mission: Strong commitment from the top, and across all levels and departments of government, to giving literacy top priority, setting ambitious goals, and taking rapid action.



Mobilisation of all sectors of society: community groups, schools and colleges, NGOs, corporations and individuals from all walks of life. Youthful energy, volunteerism and passion for the cause are crucial.



Methods that enable anyone with minimal qualifications to teach literacy efficiently and enjoyably with easy-to-use, learner-centred materials.



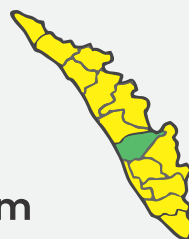
While there are many differences in how these movements played out across various times and places, there are also striking similarities and themes. Based on analysis of these landmark campaigns and our own experiences, we have created a ten-step roadmap for a mass literacy movement (overleaf). This draws from and updates our book, ***Disruptive Literacy: A Roadmap for Urgent Global Action*** (Bloomsbury, 2022).

Some notable mass movements



Cuba

In 1961, over 250,000 volunteers – including more than 100,000 students – ran an intensive literacy campaign throughout the country, achieving a literacy rate of 96%.



Ernakulam (Kerala)

Became India's first fully literate district thanks to a people's movement in 1989, led by a passionate local government partnering with all segments of society.



Vietnam

Even while fighting a war of independence, Vietnam went from 90% illiteracy to 90% literacy in the space of a decade thanks to dedicated leadership from the top.

ROADMAP FOR A MASS LITERACY MOVEMENT

1 Political Will



Liaise with top government officials to emphasize the importance of literacy for all.



2 Planning

Conduct stakeholder consultations, building coalitions for literacy.

3 Survey



Provide Target Population Survey App.



4 Mobilise

Create and share literacy promotional materials.

5 Training



Conduct online training for teachers, and empower master-trainers to conduct in-person trainings in local language.



6 Teach-Learn

Provide the ALfA materials, which enable FLN to be learnt swiftly, with just 90 instructional days.

7 Monitor



Share the ALfAway app, to be used for monitoring literacy classes.



8 Evaluate

Provide testing materials to check the progress of the learners. Analyse data & write reports.

9 Certify & Celebrate



Organise celebratory events, spread the word through national & international media.



10 Continue Learning

Give access to online platforms for further learning.

1. Political Will

Rapid gains for literacy will be achieved only if there is strong political will from the very top leadership of the country. Literacy deserves top priority, as it is central to the nation's social, economic and political progress. This entails taking urgent action throughout the nation, with clear-cut targets being allocated amongst stakeholders. It means a no-excuses mission mode, in which all of society is united

towards a single goal of literacy for all.

Strong political will and national unity are most often seen in times of war (or other crises, like COVID) when tremendous resources are mobilised, and remarkable sacrifices are offered for the cause. We should take inspiration from historic examples of political will, to treat literacy like an emergency, tackling it in mission mode.

Case Study: Vietnam

In the 1940s and 50s, Vietnam was fighting a war of liberation. Most leaders in his position would focus on the fighting and leave education on the backburner, but Ho Chi Minh knew that in order to help his people gain freedom, the war on illiteracy was just as important as the war with the French colonialists. The political leadership of Ho and the efforts of millions of his compatriots enabled Vietnam to go from 10% to 90% literacy in just over a decade – a remarkable achievement.¹

Case Study: South Korea

South Korea had a literacy rate of just 22 per cent when it was liberated from Japanese occupation in 1945. The government immediately made a powerful push for literacy, establishing compulsory elementary education and providing adult literacy classes. By 1948, just three years after their independence, the literacy rate had grown sharply to 59 per cent.²

The unlucky country was soon torn apart by another war, which killed some three million people. Yet the South Koreans' passion for education shone through. In 1954, the South Korean government launched a five-year movement to eradicate illiteracy. By 1958, their campaign had achieved a literacy rate of 96 per cent.³

In the decades to come, strong investment in education laid the groundwork for remarkable development, transforming one of the poorest countries in the world into an economic powerhouse. Today an astonishing 86 per cent of South Korean school graduates enter university.⁴



South Korean university graduation rates are among the highest in the world, building on the foundations of their mass movement in the mid-20th century

1. Malarney, Shaun. 2011. Literacy for the Masses: The Conduct and Consequences of the Literacy Campaign in Revolutionary Vietnam. International Christian University, Tokyo. <https://bit.ly/3rS1li4>
- 2 & 3. Byun, Jong Im et al., 2012. Development process and outcomes of adult literacy education in Korea. Seoul: KDI School of Public Policy and Management.

<https://www.kdevelopedia.org/Resources/view/04201210100122077.do>

4. Asia Society. N.d. South Korean Education Reforms. Global Cities Education Network. <https://asiasociety.org/global-cities-education-network/southkorean-education-reforms>

2. Planning

To translate political will into successful action requires thorough planning. Top leadership needs to set up a coalition of various government departments aligned to the common goal of achieving mass literacy. This should also involve the various

implementation partners, including NGOs, voluntary associations like unions, mass media and corporations. School, college and university heads can be invited in the planning process, as many of the volunteers of the movement will be students.

Case Study: Ernakulam

The movement was headed jointly by the district collector and a prominent non-government organisation, the Science and Education Centre of Kerala. The district was divided into 20 project areas, and a coordinator was allocated to each area, reporting directly to the district.

The Ernakulam movement was so well planned and prepared that when it was realised that some 75,000 people who were illiterate also had eyesight issues, volunteers organised massive eyesight testing camps. Community fundraising enabled tens of thousands of free spectacles to be delivered. This motivated many who otherwise could not have joined the classes to also learn to read.¹

Case Study: Nicaragua

The Ministry of Education appointed delegates of 25 different civil organisations, unions, media, churches, ministries, universities and other institutions to set up the National Literacy Commission.² Several layers of parallel commissions were established at the municipal and local levels. This decentralisation of responsibilities promoted direct participation of the population.

Case Study: Cuba

Marvin Leiner describes how the huge number of volunteers were organised: 'The teaching structure was built around a ratio of 2:1, two illiterates to each alphabetizer [literacy volunteer], and a Literacy Unit composed of about twenty-five literacy workers... Each province and each municipality had Commissions of Coordination, Execution, and Inspection... the mass organisations were integrated in a decentralised mode of operation that built on the [local] experiences.'³



1. PJ Joseph. 1996. The Total Literacy Project of Ernakulam: An Epoch Making Experiment in India. Convergence. Vol 29, No 1. http://www.gurusmarana.ihrd.ac.in/files/thetotalliteracyprojectofernakulam-anepochmakingexperimentinindia_654.pdf

2. Hanemann, Ulrike. 2005. Nicaragua's Literacy

Campaign. UNESCO Institute for Education. <https://bit.ly/3IDknwJ>

3. Leiner, Marvin. 1987. The 1961 National Cuban Literacy Campaign. In: Arnove R.F., Graff H.J. (eds) National Literacy Campaigns: Historical and Comparative Perspectives. Springer, Boston, MA. https://doi.org/10.1007/978-1-4899-0505-5_8

3. Survey

A survey provides vital information for the effective implementation of the campaign, such as:

- Baseline data about learners, including their numbers, level of literacy, location and what are convenient times for them to learn.
- Help identify community members who can work as literacy volunteers.
- Identify illiteracy hotspots—these may be geographical areas, e.g., urban slums and remote villages, or socioeconomically disadvantaged groups, e.g., women, religious minorities, economically weaker sections. More resources can be allocated to such areas

How to test literacy?

Indirect methods of assessment, that is, the respondent self-reporting their literacy status, routinely overestimates literacy rates. Direct methods of assessment like reading a text from a newspaper or solving basic numerical operations are more reliable. A UNESCO study of 20 countries, primarily in Sub-Saharan Africa, found that the literacy rate calculated from direct testing was, on average, 8 percentage points lower than the official self-estimation-based literacy rate.¹

Direct vs Indirect testing in Lucknow

DEVI Sansthan also used direct testing of literacy in our Target Population Survey, which covered more than one million adults aged 15– 60 in Lucknow. The survey checked Grade 3 level foundational literacy, including the ability to read short paragraphs in Hindi. It was found that the literacy rate of Lucknow was 65 per cent, much lower than 77 per cent as per the Census 2011, which used self-reporting.²

Case Study: Nicaragua

The Census brigades were composed of students, parents, teachers, labour union and citizens' association members, army personnel and peasants. All surveyors, who usually worked in pairs, were given a letter of identification which helped them to get free transportation. In Nicaragua, the Census was a miniature campaign in itself. It helped inform people about the upcoming literacy movement, overcome cultural barriers between urban and rural areas, and connect learners & volunteers.³

Case Study: Ernakulam

The surveyors identified groups and areas where illiteracy was disproportionately high, which was important to plan logistics. The Ernakulam movement successfully mobilised religious minorities, Scheduled Caste/ Tribe members, and women to become literacy instructors, which was crucial to reaching these lower-literacy groups. The Ernakulam survey was done with great fanfare, using street plays, marches and traditional folklore to generate excitement.⁴

1. UNESCO. 2015. "Education for All 2000–2015: Achievements and Challenges," Global Monitoring Report, United Nations Educational, Scientific and Cultural Organization, <https://en.unesco.org/gem-report/report/2015/education-all-2000-2015-achievements-and-challenges>

2. Gandhi, Sunita et al., 2021. The Inconvenient Truth of Illiteracy Inequality: Compounding Effects of Sociodemographic Disadvantage. Economic & Political Weekly, Vol 56, Issue 34.

<https://www.epw.in/journal/2021/34/special-articles/inconvenient-truth-illiteracy-inequality.html>

3. Hanemann, Ulrike. 2005. Nicaragua's Literacy Campaign. UNESCO Institute for Education. <https://bit.ly/3IDknwJ>

4. Dreze, Jean & Sen, Amartya. 1997. Indian Development: Selected Regional Perspectives. Oxford University Press. DOI:10.1093/acprof:oso/9780198292043.003.0004

4. Mobilisation

The survey naturally flows into an effort to mobilise the whole of society to take part in the movement as learners and volunteers. It is vital to use a variety of

approaches to attract a large number of people from diverse socio-economic backgrounds.¹

Case Study: Nicaragua

School and college students, who were overwhelmingly urban, were sent to rural and remote areas for five months. Along with them went volunteer health brigades from medical schools who provided the volunteers with basic medical services, and cultural brigades from universities who

travelled throughout the country recording folktales, histories and customs of the rural people. Back in the city, literacy in the workplace was organised by the labour unions, such as the Workers' Militia of Literacy Promoters.

Case Study: Ernakulam

Hundreds of thousands of learners and tens of thousands of volunteers were motivated through science-art processions, literacy foot marches, public skits, radio and television messaging, flyers, banners and cinema slides.²

Case study: South Korea

A wide array of organisations and groups joined the campaign: teachers and students of each school, the Adult Education Association, the National Society, the Wives' Association, the Young Women's Association, rural guidance personnel, and community leaders.

Case Study: Cuba

A large-scale drive was conducted to recruit literacy instructors called alfabetizadores (adult volunteers) and brigadistas (school-age volunteers). The campaign was promoted widely as a brave and patriotic project on radio, in newspapers and through billboard posters, developing great excitement in the youth to participate.

Case Study: Tanzania

The movement used mass radio broadcasts, including songs for literacy which were listened to and sung by students in adult literacy classes. Regional newspapers, rural library programs, and vans to show films in villages were also crucial ways to mobilise volunteers and learners, building momentum for the movement.³

1. SOLAS. 2017. National Adult Literacy and Numeracy Awareness Campaign. <https://www.nala.ie/publications/2016-national-literacy-and-numeracyawareness-campaign-evaluation-phase-1-nala/>
2. Kumar, S.M. 1993. Literacy Movement in Kerala: One Step Forward, Two Step Backwards. Economic and

Political Weekly, October 9, 1993. <https://www.jstor.org/stable/4400251>

3. Unsicker, Jeph. 1987. Tanzania's Literacy Campaign in Historical-Structural Perspective. In: Arnove R.F., Graff H.J. (eds) National Literacy Campaigns. Springer, Boston, MA. https://doi.org/10.1007/978-1-4899-0505-5_10

5. Training

Before starting the teaching-learning process, it is crucial to train the literacy volunteers in how to teach effectively.

Case Study: Cuba

A teacher's manual was created as a guide for the literacy instructors to provide the background knowledge. Volunteers were also provided training to orient them to the hardships of rural life, including small houses, lack of electricity and running water!

1.5 million copies of the primer were printed such that every learner could receive a copy. Each volunteer received a package that included the primer and the teachers' manual, a pair of boots, two pairs of socks, two pairs of pants, an olive-green beret, a hammock, and a lantern to provide light for lessons in homes without electricity, and for travel on unlit country roads.¹

Case Study: Ernakulam

Nearly 20,000 volunteers came forwards, out of which 700 people with better academic qualifications were identified as master-trainers. A three-day camp was used to train these master trainers in how to use the primers and on building the motivation of volunteers and learners. After this, the master-trainers conducted workshops for literacy volunteers in 20 locations throughout the district, in batches of around 50 people. The food was arranged through local contributions from the community.²



A hundred thousand Cuban students powered the mass literacy movement.

1. Cuban Literacy Campaign. In: Arnove R.F., Graff H.J. (eds) National Literacy Campaigns: Historical and Comparative Perspectives. Springer, Boston, MA. https://doi.org/10.1007/978-1-4899-0505-5_8

2. PJ Joseph. 1996. The Total Literacy Project of

Ernakulam: An EpochMaking Experiment in India. Convergence. Vol 29, No 1.

http://www.gurusmarana.ihrd.ac.in/files/thetotalliteracyprojectofernakulam-anepochmakingexperimentinindia_654.pdf

6. Teaching-Learning

As we've seen, many countries relied on students to do the majority of the volunteer work. This had tremendous

benefits for the young people themselves, as serving the nation gives a sense of purpose and motivation.

Case Study: South Korea

The government opened literacy classes in each village and town for two to three months, twice a year. Local schools and public areas were used for learning spaces. Classes were also opened in factories under the active support of employers. Civil servants and the general public who had teaching skills could also join the program as instructors by the appointment of the superintendent or the district chief.¹

Case Study: Cuba

Nearly 100,000 young people from schools and universities were mobilised, with an average age of 14 to 16 years, and more than 50 per cent being female. Three-quarters of the young volunteers were from urban areas, who were allocated for teaching in rural areas. But it wasn't just students; the whole of society was involved, with ordinary people teaching neighbours and relatives in their own homes. Literate factory workers taught their unlettered colleagues, unpaid, after shifts.

Case Study: Ernakulam

The campaign primer included lessons on food, work, the dignity of labour, disease prevention, drinking water, oral rehydration therapy, India's freedom struggle, panchayats, post offices, the equality of the sexes, fair-price shops and immunisation. This discussion-based approach ensured that people were empowered not just with the skill of literacy, but also learnt about many highly relevant issues.²

Case Study: Nicaragua

A huge number of brigadistas (young volunteers) went for five months to mountainous and rural areas. Besides teaching literacy, these young people also shared the life and work of peasant families in their homes and fields.

Julia was one such brigadista, who, being from an urban middle-class background, would not greet the campesinos (peasant farmers) or take any interest in them. At the end of the literacy campaign, Julia knows personally how most Nicaraguans live. She spent five months eating beans and tortillas, sleeping with fleas, getting up at 4 am, sharing a room with a whole family. She has made friends with many campesinos from the village.



A school student teaches his maid. Lucknow, India (2018)

1. Byun, Jong Im et al., 2012. Development process and outcomes of adult literacy education in Korea. Seoul: KDI School of Public Policy and Management. <https://www.kdevelopedia.org/Resources/view/04201210100122077.do>

2. Dreze, Jean & Sen, Amartya. 1997. Indian Development: Selected Regional Perspectives. Oxford University Press. DOI:10.1093/acprof:oso/9780198292043.003.0004

7. Monitor

However well the movement has been planned, and despite the enthusiasm of hundreds of thousands of volunteers and learners, all campaigns experience challenges and hiccups along the way. In

this context, it is vital to monitor the whole process to provide greater support where needed. Most movements made very clear expectations that everyone should participate.

Case Study: South Korea

This well-organised society had many institutions in place to ensure the campaign's rapid uptake and smooth completion.

School: School students were given 'holiday homework' of teaching illiterates in their village, and had to receive written confirmation from the village head that they had indeed taught someone how to read. For adult literacy programs conducted within the school premises, principals personally inspected the classes as well as appointed teachers to be responsible for them.¹

Military: With compulsory military service for all young men, the military screened out those among each year's new recruits who were illiterate. They were included in military training only after being taught to read and

write, thereby making all young men literate.

Police: police chiefs made the heads of each police sub-station promote the project and encourage more people to join. Police officers would even question people on the street in order to find people who did not join the program.

Government: All organisations that participated in the literacy movement reported the number of illiterate people they had taught throughout the year to a supervisory organisation. The government would compile these statistics and present the accomplishments of the year along with the current literacy rate. Regions with a low accomplishment rate were chastised by the central government, which gave them plenty of incentive to do better the following year.²



College students run literacy classes in a slum community of Lucknow, India (2019)

1. Byun, Jong Im et al., 2012. Development process and outcomes of adult literacy education in Korea. Seoul: KDI School of Public Policy and Management. <https://www.kdevelopedia.org/Resources/view/04201>

210100122077.do
2. Shinil, Kim. 2013. Adult Learning and Education in Korea. UNESCO Institute for Lifelong Learning. <https://bit.ly/3r3EJJl>

8. Evaluation of Neo-literates

Each country with a mass literacy movement had a flood of neo-literates to evaluate. This evaluation process was crucial to check people's literacy level.

Case Study: Cuba

There was a mid-line evaluation to determine the progress of the students, as well as a final test. This was composed of reading two short paragraphs from the primer, a brief dictation, and writing a letter to Fidel Castro, who surely never was able to read the hundreds of thousands of epistles he received!

Cuban Student Volunteers Speak

"If I am asked about the most important single experience in my life, I have to say that it was the literacy campaign, because it was this event which has profoundly affected my individual beliefs... it put me in contact with a kind of poverty, a kind of reality which I never had dreamed could exist in this world." **Rene Mujica**

"I was thirteen years old... We were given forms to be signed by our families. All my friends and classmates were involved in this, and I wasn't going to be left behind. We all got together, some of us with more support from our families than others, but we all decided to fulfil this duty... Nobody [in my family] wanted to sign... I signed it myself... when the time came, I got on the bus with nothing but the clothes I had on, and off I went."

Leonela Relys Diaz, a student volunteer who went on to found the 'Yes I Can' Literacy Program, which has since helped over 5 million people become literate.

Case Study: Nicaragua

Nicaragua used a series of tests to determine the progress of literacy students during the campaign. From writing their own name, the learners were then tested on their ability to read and write letters, words and sentences. The test concluded with some harder exercises: comprehension of a short story, and having the learners write a composition of their own.

People who completed all sections successfully were considered literate, but those who could read and write only a few words were classified as semi-literates. People who could write their own name but no more were classified as illiterate. Nicaragua adopted a very caring approach: along with test results, volunteers recorded observations about individual learning difficulties, health problems, and areas of personal interest for future study.¹



Neo-literate women take a test. Lucknow, India (2015)

1. Hanemann, Ulrike. 2005. Nicaragua's Literacy Campaign. UNESCO Institute for Education. <https://bit.ly/3lDknwJ>

9. Certification and Celebration

Everyone who participates in the movement as a learner, a volunteer, or a supervisor deserves to be honoured. In many campaigns, this has been done through certificate ceremonies and

celebrations at local, regional and national levels. Various exceptional volunteers and learners have their stories highlighted in the media to foster excitement about the movement.

Case Study: Ernakulam

In 1990, one year after the launch of the Ernakulam movement, Prime Minister V.P. Singh declared that Ernakulam had become the first fully literate district of India. The postal department of India issued a stamp in celebration. As a mark of recognition, the Kerala government awarded certificates to learners, instructors and master-trainers in public functions.

Case Study: Cuba

There were mass graduations of students, with ceremonies to celebrate in work centres and union halls. More than a million people participated in these events, at which leading popular musical groups and singers performed. Outstanding workers received both material rewards and social acclaim.



Stamp Issued in International Literacy Year, 1990 to commemorate Ernakulam's Mass Movement



Students of City International School, Lucknow, celebrate with the out-of-school children they taught how to read



Volunteers receive their certificates after helping the women of Kurauni village become literate

10. Continuing Education for Neo-literates

Neo-literates need post-literacy classes to enable them to continue their education. For the achievements of short-term movements to be sustained over the long term, it is crucial that they be integrated into national learning systems.¹

In each of these remarkable movements, learners found that their lives changed dramatically, thanks to their new skills. Once they started learning, they didn't want to stop!

Case Study: Cuba

The national campaign initially made people literate to a Grade 2 level. In the post-literacy phase, a national commission was established to ensure that workers and farmers achieved a greater level of literacy (Grade 6). The Cubans have found that workers teaching each other is the most effective form of instruction. Thus, in 1976–77, 53 per cent of the 24,200 adult education teachers were themselves workers.²

Flexible academic calendars were adjusted to specific working conditions in different industries. Further, thousands of new texts were developed to achieve advanced literacy goals. An independent study program was also created, utilising TV and radio, classes in factories and farm centres, and night schools. To this day, Cuba has one of the best education systems among low- and middle-income countries, and adult education is a major focus.

Case Study: Tanzania

Tanzania's Neo-literates speak of the impact that the literacy movement made on their life:

"These days when people see me, they say to themselves, 'You cannot deceive or intimidate this old man... he knows [how to read]'.³"

"Now that I have become literate, I feel that before I was carrying a small lantern, but now a [bright] pressure lamp has been brought to me."

"The word 'education' used to terrify me... [it] had the aura of some kind of magic. But now I know that anyone can learn and anyone can get education..."³



Neo-literate women pursue vocational education and livelihood training with painting and handicrafts

1. Hanemann, Ulrike. 2005. Nicaragua's Literacy Campaign. UNESCO Institute for Education. <https://bit.ly/3IDknwJ>
2. Leiner, Marvin. 1987. The 1961 National Cuban Literacy Campaign. In: Arno R.F., Graff H.J. (eds) National Literacy Campaigns: Historical and Comparative Perspectives. Springer, Boston, MA.

https://doi.org/10.1007/978-1-4899-0505-5_8

3. Unsicker, Jeph. 1987. Tanzania's Literacy Campaign in Historical-Structural Perspective. In: Arno R.F., Graff H.J. (eds) National Literacy Campaigns. Springer, Boston, MA. https://doi.org/10.1007/978-1-4899-0505-5_10

WHY A MASS MOVEMENT?



Swift

unlock rapid gains in literacy rates in just a year. Tremendous energy can be harnessed when there's a concerted effort over a short period of time.



Cost-effective

Volunteerism is a key success factor for a mass literacy movement.



Uniting a nation

All segments of society – schools & colleges, NGOs, corporations, community groups – work together for a common cause, forging a greater national identity.



Foundation for growth

Countries that achieve universal literacy then tend to go on to greater peace and prosperity – Singapore, South Korea and Vietnam are all powerful examples.



Name Literacy: Learning to sign can be a powerful step in the journey of dignity and empowerment

A Global Literacy Movement for the 21st Century

More Possible Now than Ever Before

As we take inspiration from 20th century mass movements, it's time to launch a literacy campaign for the 21st century. Three factors are working in our favour, making it more doable than ever before.

1. **Better Materials and Methods:**

New, research-based, disruptive techniques such as Accelerating Learning for All (ALfA) program enable basic literacy to be taught even more rapidly than the programs used in the 20th century movements. This ensures that the transaction of literacy happens a lot more quickly and that it meets the imagination of both learners and volunteers, who may themselves be young school students. ALfA is available in 30 languages internationally, with more on the way.

2. Increased Value of Literacy: In a world saturated with text, the public understands the value of literacy more than they did several decades ago. There is increased demand for literacy, as people realise the importance of reading, writing and arithmetic in their daily lives. With ALfA, the learner starts recognising 5–10 letters and forming words in the first session itself, which is only 15–30 minutes long. This rapid

gain motivates them and keeps them coming back to classes, hungry to learn.

3. Technology: The 20th century movements discussed above used technologies which we now consider outdated—like paper forms to conduct surveys, and short-wave radio to co-ordinate! Technology such as internet-enabled smartphones allows decentralised, zero-cost teaching using apps. Other key parts of coordinating and planning a movement are also much easier now – collecting data on learners and volunteers, matching volunteers with learners, monitoring progress and facilitating collaboration.

The time is ripe for a mass movement to achieve universal literacy throughout the world. We can harness the power of the 20th century's idealism and passion, and combine it with the technologies and pedagogies of the 21st century, to make rapid gains towards universal literacy.

Chapter 5

DEVI's Adult Literacy Work

The Story of Kurauni Village

Can twenty-two people make a whole village literate? Can the power of commitment overcome a lack of material resources? We were surprised by the answers as a reading revolution took hold in the sleepy village of Kurauni.

Teaching and learning is a community experience. Individuals working alone may struggle to continuously motivate themselves, but communities working together for literacy can generate powerful momentum. As literacy spreads, it has the power to transform a community.

Karauni is a small village around 30 kilometres southwest of Lucknow's city centre. Out of a population of 4,365, our survey revealed that 1,211 people aged 7–70 were illiterate in their mother tongue, Hindi; two-thirds of them were women.

With our modest financial and human resources, it was clear that a conventional approach—renting literacy centres, paying tutors, heavily structuring and supervising a program—would not work to reach this large group of people. We started wondering: is it possible for people of all ages and qualification levels to become literacy tutors? Would people be willing to volunteer without a payment?

To begin, we knew we had to motivate people and generate interest. We organised songs and marches for literacy, tapping into local art forms and folklore to mobilise potential learners and volunteers. This culminated in a village level meeting, gathering curious people to explain the program. It is crucial for literacy movements to generate and harness the power of social momentum.

पूर्व माध्यमिक विद्यालय कुराणा

क्षेत्र-सरोजनी नगर जनपद-लखनऊ

Village leaders, volunteers and government officials pose with the ALFA Literacy materials in front of Kurauni school



We found 22 women who were willing to become mentors—and give their time to this cause, without payment. The group was quite diverse: some of them were college graduates, whereas others had only passed Grade 5. Many were young and unmarried, but plenty of older, married women were also there.

We conducted a four-hour training for this group of mentors on how to teach literacy. We provided each with a Literacy Box containing enough materials to teach 20 people: mats, chalk and slates, and the Global Dream booklets [Global Dream was the precursor to AlfA]. This tiny group then set forth with a big mission: to make the village literate.

The mentors, whom we had drawn from several hamlets across the village, started spreading the word amongst their neighbours, relatives, and friends. Quickly and organically, small groups of women started meeting in open spaces or in the mentors' houses, typically for an hour or so each afternoon, to learn how to read and write. Along with learning literacy, these groups provided a conducive environment for socialising and building community networks.

These 22 literacy mentors reported that the

first batch of 180 women had become literate in just two months. In August 2015, these women sat the National Literacy Mission test. For some of them, this monitored exam was their first time inside a school! 135 formerly illiterate women passed the test on their first attempt. The women were delighted to receive certificates of literacy from the Government of India—certificates which they could now read.

In subsequent batches, hundreds more have become literate. Many of the neo-literates have continued meeting to further their education, including some learning English and a few pursuing formal qualifications. Some have formed self-help groups and built livelihoods together, running small pickling or craft-making businesses. Most have felt the impact of literacy in multiple spheres of life, from greater domestic dignity to empowerment in broader society.

Kurauni stands as a powerful example of what community mobilisation for literacy can achieve. With minimal expenditure and limited external inputs, hundreds of women learnt to read and write within a short period, which ultimately led to greater social and gender equality.

Hindustan Times

A week ago, 40-year-old Gudiya, a native of Karauni village in Lucknow's Sarojini Nagar block, went to a nationalised bank to inquire about the balance in her savings account. The bank staff told her a figure, but Gudiya insisted he recheck it. When the staff refused, she told him that only that morning

she had received a text message, according to which ₹15,000 had been credited into her account. The staff rechecked and found her to be right. He apologised. 'I told him I wasn't illiterate. I learned how to read and write ever since the Global Dream Literacy Mission started in my village,' Gudiya told HT.

Sunday, Sept 8, 2019



**Click or Scan to
see more
news reports**



EACH ONE TEACH ONE

The Each One Teach One Campaign is a home based solution where students of Grades 5 to 12 commit to make at least one child or adult literate. They adopt a learner in their homes or near their home's neighbourhood, and teach them using DEVI Sansthan's literacy materials.

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 in the coming year.



Supported by SBI Foundation, we developed the Literacy Now App. the App makes high-quality, low-carbon literacy education accessible to all.

As of mid 2023, 16,840 student volunteers have enrolled on the app; registering 14,308 learners.

The app provides:

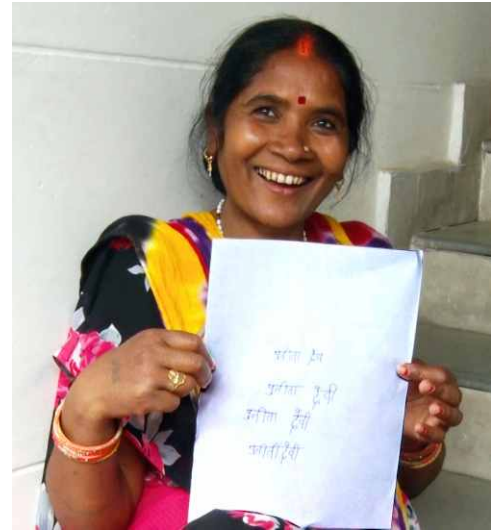
1. **Registration**—Students register themselves with their basic demographic details, and can in turn add one or more learners.
2. **Pre-Test**—Learners take a short test on any device: mobile, tablet or computer.
3. **Lessons**—These are 3-minute video lessons that the student can share with the learner on any device. The app also has fun drag-and-drop games.
4. **Post-Test**—After the learner has become capable of reading, they take a post-test and continue with reading practice.
5. **Verification**—The student volunteers request for verification of their learner on the app. A verifier calls to test the learner on their reading skill.
6. **Certification**—The learner and the student volunteers get their certificates.



NAME LITERACY

“The journey of a thousand miles begins with a single step.”

Writing your own name is the first step towards literacy!



STEP 1

Ask the learner's first name.
Encourage them to break it into syllables, for instance:

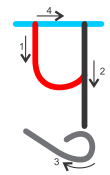
Punita = Pu + ni + ta

STEP 2

Make cards and write each syllable on it. Ask the learner what sound each card makes. Mix up the syllable cards, and have them arrange in the correct order.



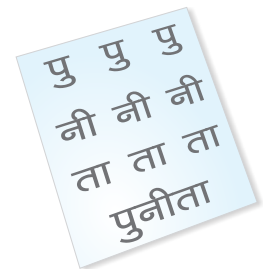
STEP 3



Use a tray with sand or flour filled in it. Show them how to write their name in it. Ask the learner to trace their name, large size.

STEP 4

Give a newspaper or chart paper and a marker pen, ask them to write their name on it, large size.



STEP 5

पुनीता पुनीता
पुनीता पुनीता
पुनीता पुनीता पुनीता
पुनीता पुनीता पुनीत

Give a sheet of lined paper, have them practice writing their name neatly - first between 3 sets of lines, then 2 sets, then between a single set of lines.

STEP 6

Repeat the above steps for the surname, if any.



STEP 7

Practice writing the whole name until they can sign it fluently, the same way each time.



Click or scan the QR to watch a video of **Punita learning** to sign her name.

ADULT LITERACY PARTNERSHIPS

West Bengal



IIMPACT and DEVI Sansthan have been working together to mobilize and motivate mothers from the economically and socially backward rural areas of Murshidabad district, West Bengal and empower them with literacy. The mother literacy program started on 1st August 2022 with 50 volunteers and 1000 mothers, who are engaged in the ALfA Literacy Program. The results have been impressive, empowering hundreds of women with the vital skills of reading and writing.



Mizoram



The Directorate of School Education, Mizoram has partnered with DEVI Sansthan to implement the Global Dream FLN program to enhance the FLN skills of 5,000 adult learners who are illiterate in the 3 districts of Aizwal, Lawngtlai and Mamit.



Literacy Chicago



In collaboration with Literacy Chicago, the Global Dream ALfA English toolkits are being converted into videos and will also be piloted with adult learners in Chicago.



Click or scan QR to watch the video of Literacy Chicago's first ALfA lesson.



6 I did it ,

A young child expresses her joy during a summer holiday literacy intensive.



**DEVI
SANSTHAN**

Dignity Education
Vision International

Leave no one behind

Let's Accelerate Learning for All

ALfA is a groundbreaking pedagogy enabling learners of all ages to become foundationally literate and numerate in just 3 months, instead of the 3+ years it often takes at school.

How is this possible? Read on to find out...

In this section, we examine the principles of ALfA: paired learning, known-to-unknown progression, and asking questions (**Chapter 6**). We go on to explore the 10 steps of an ALfA class (**Chapter 7**). **Chapter 8** then takes us on a guided tour of the ALfA materials. Finally, **Chapter 9** highlights some similarities and differences between ALfA and several other approaches to literacy and numeracy.

Chapter 6

A New Way to Learn?

ALFA METHODOLOGY

Accelerating Learning for All (ALfA) is a groundbreaking pedagogy enabling learners to become foundationally literate and numerate in just 45 days. It has three key principles.

Paired Learning

When students sit in pairs, even the shiest one becomes an active learner. Paired learning is more enjoyable, leads to better learning outcomes.

Known to Unknown

ALfA flips the traditional 'A for Apple' on its head, moving from known (picture) to unknown (letter). Children learn to read words from the very first lesson, without wasting months on the alphabet.

Asking Questions

Students make their own questions and ask each other, which engages them more deeply in the learning process and is crucial to developing 21st century skills.



HOW ALfA WORKS

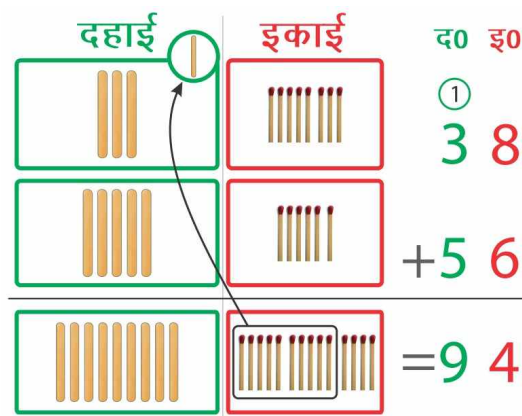
ALfA is a joyful learning process, which was developed based on years of psychological and pedagogical research into optimising literacy and numeracy acquisition.

Traditional classroom	ALfA classroom
Transaction of learning is from teacher to student. Rote memorisation.	Transaction of learning is from student to student. Children derive knowledge by working in pairs.
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.
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.
Knowledge is abstract, not applied practically.	Children learn through hands-on activities, including the use of concrete objects.
Bulky, dense textbooks which are designed for the teacher not the student.	Thin booklets with highly visual, attractive modules designed for children to use themselves.

ALfA Numeracy

Children use concrete objects (e.g. ice-cream sticks and matchsticks) to represent tens and ones and to do sums.

Measurement, shapes, positions, etc. are taught practically.

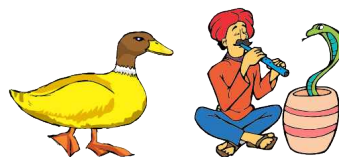


Thousands	Hundreds
 OVERHEAD CLAP	 SHOULDER TAP
Tens	Ones
 CLAP	 SNAP

ALfA Literacy

Children derive the sound from the known picture, and learn to decode letters and blend to form words.

What is this **picture**?

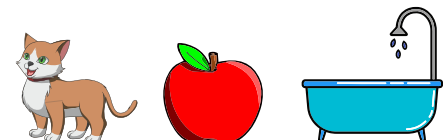


What is its first **sound**?

ब स

What **word** do these sounds join to make?

बस



c a t

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KNOWN TO UNKNOWN RESEARCH & EVIDENCE

In a Nutshell

- The key to deeper understanding and long-term retention is scaffolding off students' existing knowledge.
- Literacy instruction should use a phonics approach which draws from students' oral language and picture recognition.
- Numeracy can be learnt swiftly through a concrete-to-abstract approach.

The Problem with Business as Usual

In the traditional conception of education, the teacher imparts knowledge to the student, who acts as a passive receptacle. Paulo Freire famously critiqued this as a 'banking model' of education, in which the teacher 'deposits' information into the student, who must be able to 'withdraw' it in time for a test.¹ Unfortunately, most information that students memorize for tests ends up forgotten or useless.

Numerous studies show that rote memorization and passive learning is ineffective.² Rather than being empty vessels,

children's minds contain a complex set of beliefs and observations about the world.³ For new information to stick, learners must actively incorporate new ideas into their pre-existing knowledge. According to cognitive scientist Nick Cowan, "New information must make contact with the long-term knowledge store in order for it to be categorically coded."⁴ Dr. Joseph Novak explains, "knowledge acquired by rote learning will not be assimilated into existing cognitive frameworks."⁵

A Disruptive Approach

Accelerating Learning for All (ALfA) goes beyond the unhelpful 'reading wars' between the whole language and phonics approaches, instead providing a revolutionary third way. It supports learners in understanding new and abstract concepts by helping them connect

with their existing knowledge. Even a fully illiterate learner has knowledge of the spoken language and visual understanding of their environment, which the program builds upon by asking questions. Instead of 'A for Apple', we need an 'Apple – /A/' approach.

Research & References

1. Freire, P. 1968. *Pedagogy of the Oppressed*.

2. Hillocks, G. (1984). "What works in teaching composition: A meta-analysis of experimental treatment studies." *American Journal of Education*, 93(1), 133–170.

Freeman et al. "Active learning increases student performance in science, engineering, and mathematics" *PNAS* 111 (23) 8410–8415 (2014). Robert Talbert and Anat Mor-avi, "A space for learning: An analysis of research on active learning spaces", *Heliyon* 5 (2019) e02967

3. Vanessa Rodriguez, "The Teaching Brain and the End of the Empty Vessel", *Mind, Brain, and Education*, November 16, 2012.

4. Cowan, N. 1988. Evolving conceptions of memory storage, selective attention, and their mutual constraints within the human information-processing system. *Psychol. Bull.* 104, 163–191. <https://pubmed.ncbi.nlm.nih.gov/3054993/>

5. Joseph Novak, "Helping Students Learn how to Learn: A View from a Teacher-Researcher"

PEER LEARNING RESEARCH & EVIDENCE

In a Nutshell

- Teacher-centred instruction is ineffective, especially given the diversity and size of a typical classroom.
- Children can learn effectively from each other, in pairs. Numerous studies on peer learning show a huge array of benefits.

The Problem with Business as Usual

Most classrooms are centred on the teacher, who directs and instructs the students. Much of the teacher's time is spent reading from or explaining the textbook, writing on the board for children to copy, or marking their work. Students are not encouraged to interact much with each other: a 'good student' is one who quietly does their own work.

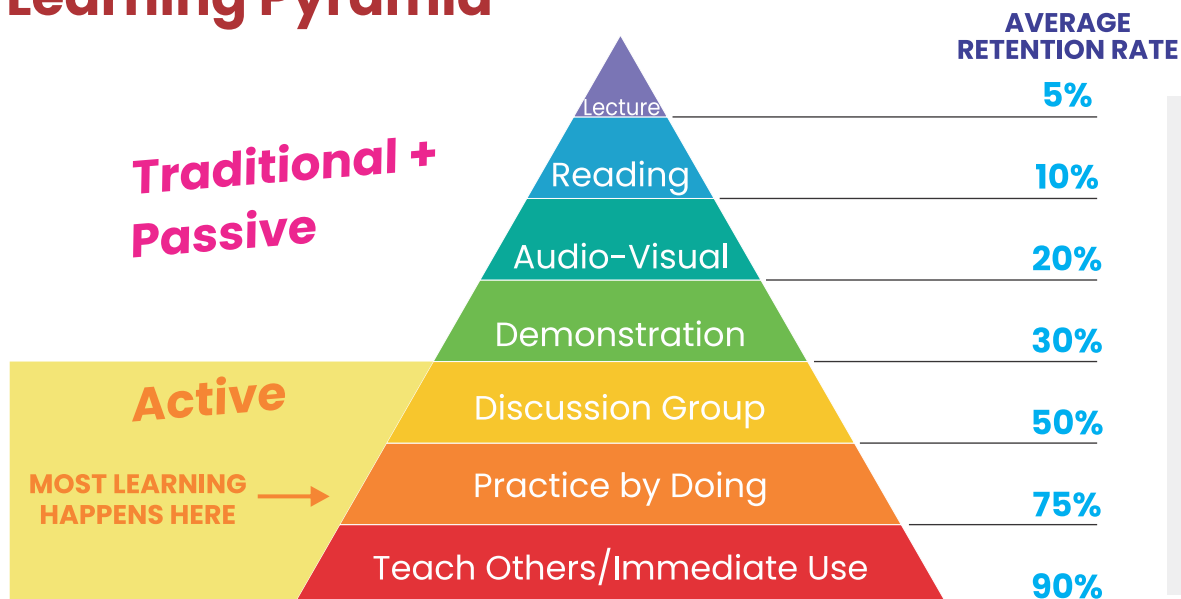
Merely listening to the teacher passively is boring and ineffective for most students. Further, a typical Indian classroom has many students, with diverse learning levels. In a traditional classroom, the teacher is unable to tailor instruction to each individual student: as the teacher progresses through the curriculum, many students are left behind.¹

A Disruptive Approach

Peer learning – students teaching each other – can help solve these issues and transform the classroom. In pairs, even the shiest child becomes an active participant in learning. Learning is individualised, with each pair progressing at their own pace. While a diversity of learning levels and styles is a roadblock in the traditional classroom, the peer learning classroom celebrates diversity

as students can help each other. While a traditional classroom relies upon forms of instruction that have low retention, such as lectures and individual reading, the peer learning classroom maximizes time on the highly effective lower rungs of the learning pyramid: practice by doing, and teaching others.

Learning Pyramid



Research & References

¹Pritchett, Lant & Beatty, Amanda. 2012. The Negative Consequences of Overambitious Curricula in Developing Countries. Centre for International Development, Harvard University. <https://bit.ly/32uKwyr>

LEARNING OUTCOMES

NIPUN Grade 3 Goals: **Literacy**



Engages in conversation to ask questions, narrate experiences, listen to others and respond.

Can answer at least 3 out of 4 questions after reading an age-appropriate unknown passage.



Writes short messages for different purposes.



Reads at least 60 words per minute correctly and with comprehension.



NIPUN Grade 3 Goals: Numeracy



Reads and writes numbers up to 9999

Identifies and relates basic 2D and 3D shapes, describing their properties.



Solves daily life problems using addition and subtraction of numbers up to 999.

Reads time on a clock in hours and half-hours.



Identifies, extends and communicates simple patterns on numbers, events and shapes.

Constructs and uses multiplication and division facts



FAST-TRACK FLN

- **DISRUPTIVE PEDAGOGY** Children learn in pairs using thin visual booklets that engage children in a self-discovery process to scaffold learning from known to unknown.
- **SLIM & ATTRACTIVE MATERIALS** In the first ten pages, children read, on their own, some 1000 words. From just half page numeracy modules, they learn multiple concepts on their own.
- **SPEED** Children learn FLN skills in just 45 school days compared with 3+ years.
- **CLIMATE CHANGE** ALfA makes low-to-no carbon footprint with its thin booklets and ed-tech solutions. Children carry out twice the written work. No need for workbooks.
- **21st CENTURY SKILLS** Paired learning allows children to develop the 4C skills of collaboration, communication, critical thinking, and creativity. The process promotes 4 attitudes and values of character, citizenship, climate consciousness and connectedness (social-emotional-mental well-being).



A NEW SCAFFOLDING

ALfA enables children to learn foundational literacy and numeracy in just 45 days. During this initial 45-day period, the regular textbooks are set aside. These can be completed in another

45 day consolidation period. The rest of the school year can be devoted to building mastery, going beyond the school curriculum.

	LITERACY	NUMERACY
45 DAYS ALFA PROGRAM	Learning to Read Learning letters, forming simple words Learning matras (many Indian languages)/ Learning consonant combinations and diphthongs (many International languages) Letter formation & writing words	Foundational Numeracy Learning numbers up to 100; addition & subtraction Learning numbers in hundreds and thousands; multiplication & division Learning measurement, patterns
45 DAYS CONSOLIDATION	Building Fluency Reading practice, comprehension Completing regular textbooks	Deepening Understanding Giving each other more questions to solve Completing regular textbooks
45 DAYS MASTERY	Reading to Learn Going beyond school curriculum Reading storybooks	Mathematical Mastery Going beyond school curriculum Practicing many questions together



How **ALfA** Makes Learning...

Swifter

- Cutting down the baggage of the traditional education system: for example, children don't need to start by learning the alphabet; instead they go straight onto words. This saves a year or more.
- Children are focussed and motivated a much greater proportion of the time, as they are actively involved in the learning, which accelerates it.



Deeper



- Students make questions for each other, developing their critical thinking and creativity.
- Children spend more time on task, enabling them to go deeper.
- Hands-on activities mean children understand the concepts more clearly and practically.

More enjoyable

- Children interact with each other: learning is cooperative rather than competitive.
- This builds connectedness, which is key to socio-emotional wellbeing.
- New pairs are made every day, so children get the chance to work with many different classmates.
- There are lots of fun, hands-on activities.



National Curriculum Framework and **ALfA**

The national curriculum framework brings the aims and commitments of the National Education Policy to life. It specifies a list of 13 curricular goals; further subdivided into 67 competencies. The ALfA program helps children develop these skills and attitudes, as shown in the table below.

	CURRICULAR GOAL	HOW ALFA WORKS TOWARDS THIS GOAL
Physical	develop habits that keep them healthy and safe	ALfA contains practical modules on diet; health & hygiene; body parts & sense organs. There are lots of physical activities and games.
	develop sharpness in senses	
	develop a fit and flexible body	
Socio-emotional & Ethical	develop emotional intelligence	Working in pairs helps children develop their compassion, communication and collaboration. ALfA uses random pairs, so children practice working with a wide variety of classmates.
	develop a positive attitude towards productive work and service	
	develop a positive regard for the natural environment	ALfA contains role plays & short stories on climate change and other key environmental issues. Helps inculcate connection with nature.
Cognitive	make sense of the world around through observation and logical thinking	ALfA builds logic through games & hands-on activities. Children ask each other questions, developing their thinking abilities.
	develop mathematical understanding and abilities to recognize the world through quantities, shapes & measures	ALfA thoroughly covers the NIPUN mathematical competencies; including recognizing & understanding numbers, performing operations, recognizing shapes and measuring objects.
Language & Literacy	develop effective communication skills for daily interactions in two languages	ALfA's emphasis on children asking each other questions and responding quickly develops oral language skills.
	develop fluency in reading and writing in Language 1	ALfA uses a known to unknown methodology to teach reading and writing in just 45 days.
	begin to read and write in language 2	ALfA is available in 15 Indian and 15 international languages.
Aesthetic & Cultural	develop abilities and sensibilities in visual and performing arts, and express their emotions through art	ALfA encourages children to engage in creative projects including various forms of art and music.
develop habits of learning that allow them to engage actively in formal learning environments		ALfA strives to set up a classroom environment which enables all children to develop constructive learning habits.

STEPS 1–3

Setting The Stage

1

Make random pairs The heart of the ALfA process is paired learning, so it's crucial to start by making pairs in a fun, non-judgmental way.

Why Pairs? In ALfA, we make new random pairs every day, for several reasons:

It ensures no child feels demotivated by being labelled 'strong' or 'weak' and grouped accordingly. Such labels lead to a fixed rather than a growth mindset.

Making fresh pairs every day is enjoyable, children are excited by the surprise factor of not knowing who they will be working with on a given day.

Over the course of a few months, children get a chance to work with most or all other students in the class, thus developing their collaboration skills. It's particularly helpful if, for instance, there is a special needs child in the class, for every one of his/her classmates to get the chance to work with them.

How to make pairs? There are many techniques to make random pairs, for instance:

Number chits Suppose there are 40 children in the class. Write numbers from 1 to 20 on separate chits, twice. Shuffle the chits and distribute one per child. Now ask them to get up and silently move around the class, until they find their partner with the same number; these two become a pair.

Lottery Ask children to write their own names on chits of paper or ice-cream sticks (if a child can't write their own name, their friend can help). Bring all the names to a central desk and mix them in a bowl. Have a child pull two names at random; these two become a pair.

Musical chairs Arrange pairs of chairs around the class. Play a song and have students dance around the class while it is playing. The moment it stops, they need to sit in the chair closest to them, forming a pair with whoever else is there.



2

Normalize the class Children are used to working in a traditional classroom, where they are passive learners. As you embark on your ALfA journey, you will have to demonstrate the 'new norms' of the class: working in pairs, taking turns, asking each other questions. Doing some activities together is the best way to inculcate these new norms.

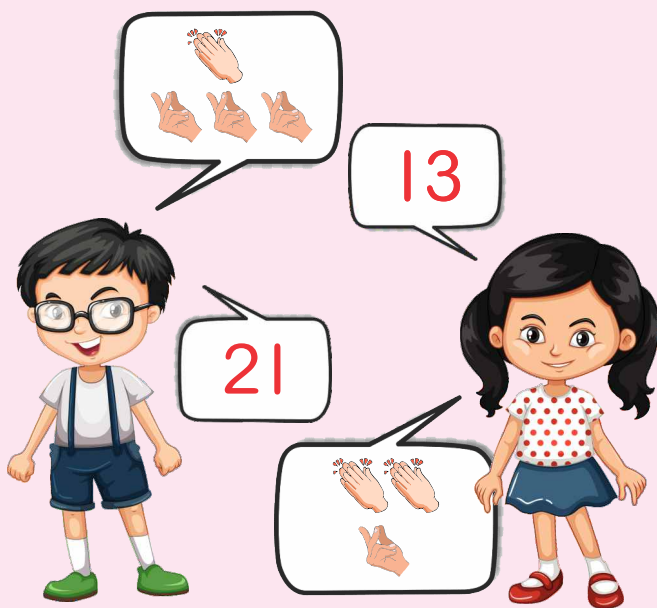
Suggested Activities for Normalisation

Clapping & Snapping

Clap = 10, Snap = 1

Clap & Snap a number and have participants guess what it is.

In pairs, have children clap & snap out a number for their partner to guess.



Extend the game to hundreds (shoulder tap) and thousands (overhead clap).

100



1000



Wordsmith

Show a set of 7-8 letters (you can take from any word). Give children 2 minutes to make as many words as they can using only the given letters. Ask them to share how many words they made.

L	I	T	Ear	Trace
E	R		Tyre	Clarity
A	C	Y	Care	Literacy

Working in pairs, invite them to check their partners' list and add any new words to their own.

Name Riddles

Ask children to write their first and last names. Have them make a word using some of the letters from it. Let them compose clues so their partner can deduce the word.

RAJ SHARMA

2nd from right **M**

2nd from left **A**

3rd from right **R**

4th from left **S**

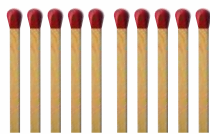
Pairs swap and solve riddles like this.

3

Arrange learning materials

Different learning materials will be required at various stages of the ALfA process. A list is provided here for reference. In most cases, children can bring these from home if the teacher reminds ahead of time.

We Provide



B3 M1 onwards
*Matchsticks
(ones)*



B3 M4 onwards
*Ice-cream sticks
(tens)*



B3 M10
Hundred Board



₹500
B3 M29-30
*Toy money
(shopping activity)*

You/Children Arrange



B1 M51
*Newspapers
(reading practice)*



B2 M 1-4
*Sand/flour in a tray
(writing practice)*



B3 M6
*beans, buttons,
pencils (patterns)*



B3 M7 & 39
*Rough paper
(cutting shapes)*



B3 M8
*Gluesticks, eraser
(3D shapes)*



B3 M27
Calendar



B3 M28
*Clock
(telling time)*



B3 M30
*Wrappers
(shopping game)*



B3 M31
*Box & ball
(positions)*



B3 M33
*Tape measure
(measurement)*



B3 M35
*Water bottles, jugs
(volume)*



B3 M37
*Weighing scale
(weight)*

STEPS 4-7

The ALfA Class

4

TEACHER DEMONSTRATES WITH A CHILD

Each module has prompts instructing how to do the activity. Children will need you to read these out (at least at early stages, before they can read). You can then demonstrate the activity along with another child.



5

STUDENTS DEMONSTRATE FROM THE FRONT IN A PAIR

Next call a pair to the front to demonstrate – one child asking questions and the other responding; then swapping roles.



6

THE WHOLE CLASS LEARNS ON THEIR OWN IN PAIRS

Have everyone work through the same question in their own pairs. This helps them become confident in the process– repeating what they've already seen done. Monitor the class to see how each pair is doing.



7

STUDENTS QUIZ EACH OTHER BY MAKING QUESTIONS

Children pose many new questions for each other. The process of making new questions for each other, beyond what is given in the book, gives children a chance to exercise their creativity, and excites them as active participants.



STEPS 8-10

Consolidating Learning

8 Homework

Homework is an extension of classwork. Children can make more questions for themselves and their pair to solve at home. Next day they will show their peer to check. If the peer finds an error, they will simply underline it and ask to try again. Once pairs have helped each other correct the work, the teacher will tick & sign.

9 Taking Feedback

While teaching, the teacher must know:

- How much the students are learning
- Which parts they are not understanding so well
- Who exactly is having trouble in understanding
- For feedback to be useful, it should be instant and whole class.



How did you find today's training?

Excellent	73%
Quite good	22%
Ok	3%
Nothing new	0%

Poll complete: 195 votes

Raise Your Hand to Answer ❌

In this method, the teacher asks the whole class a question and has children who know the answer raise their hands. The teacher then selects one child to answer. This method doesn't give an accurate picture of the classroom's learning – some children who raise their hands may not actually know the answer, whereas others who didn't raise their hands may know it.

Quiz ✅

In this method, the teacher asks a multiple-choice question and tells children 'stand up if you think option A'; then 'stand up if you think option B' etc. This enables us to quickly check what proportion of the class got the right answer. Encourage children that it doesn't matter whether they got it right or wrong – they should say what they think rather than copying others.

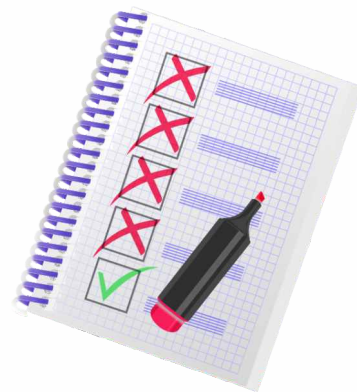
Depending on the feedback, make fresh pairs and do more activities as needed to ensure everyone has learnt key concepts and fill any gaps if needed.

10

Periodic Tests & Gap-filling

The traditional way of doing exams has many problems:

- ❌ very time-consuming for the teacher to mark
- ❌ takes a long time for students to get their results
- ❌ results are also given as a number/grade, without specific feedback useful to improving learning
- ❌ students often find exams stressful, detracting from the joy of learning



In ALfA, weekly tests are very different from traditional exams: they are joyful, give specific feedback, and don't waste the time of teacher or students.

When Making Tests

- Compile questions that have been given by the students, and adding some of your own questions.
- Avoid giving too many questions – have high quality rather than high quantity.
- Make the test out of an odd number of marks (9, 11, 19, etc.) as we don't want to encourage parents to calculate percentages etc and compare children.

When Marking Tests

- Display answers on the screen/board, or verbally state them question-wise.
- Children check their own work first
- Peers check each other's work and put an underline if there are any mistakes that hadn't been found yet.
- The children make corrections in their own papers. They go back and put a second underline for each correction made.
- Now the papers go to the teacher, to tick and sign. Use a blue or green pen (not red!). Avoid giving smileys, stars, etc. – see praise vs encouragement section.



Chapter 8

A New Curriculum

How to Teach Literacy (BOOK 1 & 2)

20 + 32 Pages (2 Booklets)

ALfA represents a third way, beyond the whole language vs phonics reading wars. English **Book 1** introducing letters using pictures, and helping students read simple single-syllable words. Throughout Book 1, apart from a handful of sight words, all words are phonetic, with each letter making only its most common sound. ALfA focuses on the sound a letter makes, not its name.

Book 2 teaches consonant combinations and diphthongs, building learners up to be able to read more complex words. It proceeds to developing reading comprehension and fluency through short passages and role plays. It concludes with teaching writing through creative activities.



- Each lesson focuses on a single vowel sound. (a) It moves from known (picture) to unknown (letter)
- ALfA phonics is different from traditional phonics: (b) Children blend sounds to make words themselves.

LESSON 1: 'a' words

Step 1

c	a	t	b	g	m

Step 2

cat: c, a, t → cat

bag: b, a, g → bag

mat: m, a, t → mat

Step 3

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

Prompts

- Call a student to the front and do a demo with them of asking 'what is this', 'what is its first sound' and 'what do these sounds join together to make'.
- Help the learners form random pairs. For example, ask everyone to write their name on separate bits of paper, shuffle them, and draw two at a time – these two will sit together.
- Give out a book to each pair and have the learners take turns to ask each other questions and read.

<https://youtu.be/ZDeLdFmVUPU>
Learn the concept of Three Letter Words

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 (see overleaf).

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.

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

Games

If the learners are unable to recognize pictures initially, do activities with them to help build basic vocabulary.

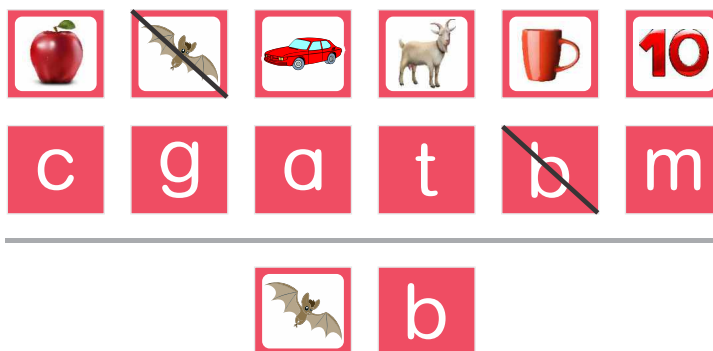
Make letter & picture cards and play these games:



Game 1: Matching Sounds

Put all the picture cards in one row and all the sound cards in another. Have the learners match each picture card to its sound card and set aside the correct pairs. Put back those picture and letter cards that do not match.

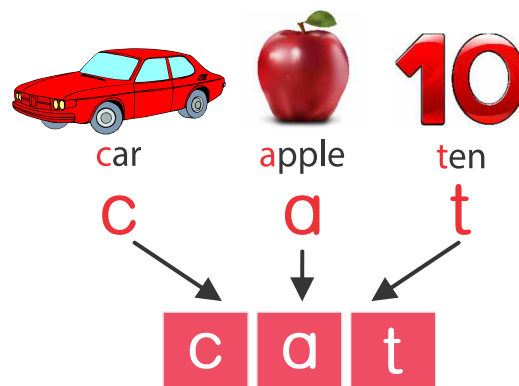
You may also pick out a picture card and ask the learners to find its matching sound card.



GAME 2: Making Words

Ask the learners to make a formation for each word as shown herewith for 'cat'. Make all words similarly in each lesson.

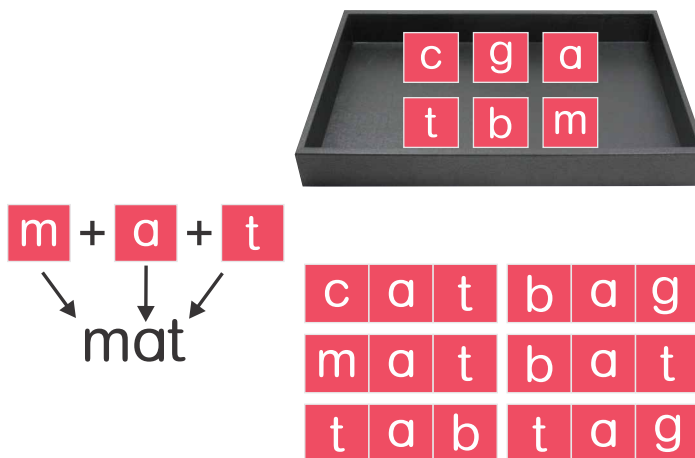
Make all the words at the bottom of each of the lessons 1 to 5. matching sound card.

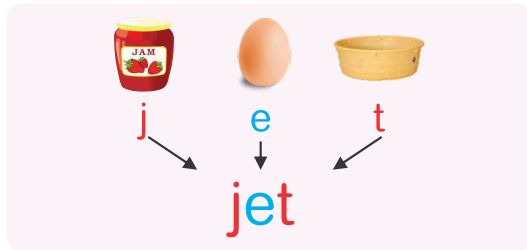


GAME 3: Anagram

Put all sound cards from a lesson in a basket or in a pile on the table. Ask the learners to randomly make new two or three letter words that may be sensible words or silly. Read in whichever order they appear, then reverse the order. Read aloud the words they make.

Add sound cards from previous lessons to make many more new words.





Book 1 Lessons 1–5 (5 pages)

- Introduces the 26 letters using pictures.
- Purely single syllable phonetic words.

Book 1 Practice 1–4 & Reading 1–8 (12 pages)

- Reading practice grouped by vowel sound.
- The alphabetical order of letters.
- Reading practice with same-structure sentences 'He has a...', 'I have a...'
- Short poems with comprehension questions.

A man had a hat.



Dan had a cat.



ball all

A ball is round.

Tom will call Pam.

Jan will stop at the mall.

Bill will sit up on the wall.

Book 2 Reading Practice (12 pages)

- Consonant combinations such as th, ch, ph, ng, ck, etc introduced with pictures.
- Short & long 'oo'. Silent e
- Reading practice of various sounds, such as 'ai', 'ea', 'au', 'old', 'alk' etc.

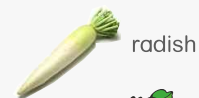
Book 2 Vocabulary & Comprehension (10 pages)

- Thematic vocabulary building: fruits, vegetables, household objects, transport, verbs.
- Sentence-building exercises: 'Do you have a ____?', 'Yes I have a ____.' etc.
- Short stories with comprehension questions for children to ask each other
- Self-introduction, compare and contrast exercises.

VEGETABLES

I like to eat...

I do not like to eat...



radish



beans



carrot



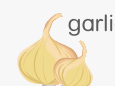
brinjal



potato



tomato



garlic



lady fingers



onion

Book 2 Role Plays & Writing (8 pages)

- Role plays for children to do in pairs, reading one part each.
- Rhymes with comprehension questions and activities.
- Order of penstrokes for writing letters, followed by writing activities

Sona: Let us play 'catch, catch'!

Raju: We will run fast.

Sona: No, we will not run fast.

Raju: Yes, we might fall down.

READING

Standard Multiple pictures per letter, single letter per page

पाठ-48	पाठ-49	पाठ-50	पाठ-51
<p>प</p> <p>प प प प प</p> <p>पल पल पल पल पल</p> <p>पल पल पल पल पल</p>	<p>च</p> <p>च च च च च</p> <p>चल चल चल चल चल</p> <p>चल चल चल चल चल</p>	<p>य</p> <p>य य य य य</p> <p>यल यल यल यल यल</p> <p>यल यल यल यल यल</p>	<p>अ</p> <p>अ अ अ अ अ</p> <p>अल अल अल अल अल</p> <p>अल अल अल अल अल</p>
<p>पाठ-59</p> <p>ग</p> <p>ग ग ग ग ग</p> <p>गल गल गल गल गल</p> <p>गल गल गल गल गल</p>	<p>आ</p> <p>आ आ आ आ आ</p> <p>आल आल आल आल आल</p> <p>आल आल आल आल आल</p>	<p>य</p> <p>य य य य य</p> <p>यल यल यल यल यल</p> <p>यल यल यल यल यल</p>	<p>पाठ-62</p> <p>य</p> <p>य य य य य</p> <p>यल यल यल यल यल</p> <p>यल यल यल यल यल</p>

Alfa Single picture per letter, multiple letters per page

MODULE 1 10 Letters | 6 + 36 Words

Ask. Wait. Don't Tell. पूछिये। इंतज़ार करिये। बताइये नहीं।

ब स

बस

प र

पर

अ ब

अब

घ र

घर

त क

तक

च ल

चल

MODULE 2

बच बल सब सत सर सच पक पच रब

WRITING

Standard Many-page workbooks are required, children don't write much per page



Alfa A single page's exercise – forming as many new words as you can from a set of letters/syllables – kickstarts children writing many pages worth.

MODULE 7

MAKING WORDS

शब्द बनाना

1

ग प
न र स ल
फ ख च ा
ज व

1. **रस**
2. **सरल**
3. **नल**
4. **सच**
5. **जाल**

2

न री
ना क त ई
फा ज मी आ
खे व

1. **नाक**
2. **जनक**
3. **नारी**
4. **मीना**
5. **खेत**

क ला
घ मा खे गा
रा र ह य
त चा

ई स
ह झ ङा फा
व ना का न
री श

क ख
ग घ च छ
ज झ न ल
म णि

ARITHMETIC

Standard Pictorial representation and hands-on activities are minimal, done separately to written work.

सप्ताह 15 **गृह कार्य**

1 जोड़ करें-

दहाई	इकाई	दहाई	इकाई	दहाई	इकाई	दहाई	इकाई
2	4	6	0	5	8	1	7
+ 7	3	+ 1	9	+ 2	6	+ 3	5
_____		_____		_____		_____	

2 जाँच करें कि क्या जोड़ सही तरीके से किया गया है?

दहाई	2	इकाई	3	6	दहाई	1	इकाई	5	7
+	5	1	8	5	+	2	8	5	8
=	5	1	8	5	=	8	1	4	1

हाँ ना

3 कुल संख्या बताएँ-

कुल संख्या	कुल संख्या	कुल संख्या	कुल संख्या
_____	_____	_____	_____

सप्ताह 15 **मैंने सीख लिया** 40 मिनट

1 जोड़ करें-

28	55	82	48
+ 11	+ 25	+ 17	+ 29
_____	_____	_____	_____

35	63	65	35
+ 16	+ 28	+ 27	+ 52
_____	_____	_____	_____

2 हल करें-

65 + 23 = _____

53 + 27 = _____

72 + 13 = _____

78 + 15 = _____

58 + 23 = _____

35 + 47 = _____

3 मिलान करें-

62 + 18	86
55 + 23	47
57 + 29	63
18 + 31	80
32 + 15	78
27 + 36	49

★ 🍌 🍌

कार्यपुस्तिका मिनटार-2

DD/MM/YYYY

122

★ 🍌 🍌

कार्यपुस्तिका मिनटार-2

DD/MM/YYYY

119

ALFA Pictorial representation & hands-on activities integrated with written work.

मॉड्यूल 15: हम दो-अंकीय संख्याएँ जोड़ सकते हैं Level A 10

मेरे पिता ने मुझे 52 सेब दिए और माँ ने मुझे 46 सेब दिए। अब मेरे पास कुल कितने सेब हैं?

दहाई	इकाई
5	2
4	6

52 + 46 = 98

मेरे पिता ने मुझे 38 सेब दिए और माँ ने मुझे 56 सेब दिए। अब मेरे पास कुल कितने सेब हैं?

दहाई	इकाई
3	8
5	6

38 + 56 = 94

अनुबोधन जोड़ी बनाकर निम्नलिखित क्रियाओं को मिलकर करें और एक दूसरे के लिए प्रश्न बनायें, जैसे कि नीचे दिये गये हैं।

- अपने बायें हाथ में कुछ आइसक्रीम स्टिक्स और माचिस की तीली तथा कुछ इसी प्रकार अपने दाहिने हाथ में भी रखें। अब इन सभी को एक हाथ में रखें। किन्हीं दस माचिस की तीलियों को एक आइसक्रीम स्टिक से बदल दें और जोड़ें।
- कुछ नए प्रश्न स्वयं बनायें और उन्हें और उनके उत्तर सहित अपनी नोटबुक में लिखें।

82	65	3
+ 6	+ 16	+ 4
45	62	80

मेरे चाचा ने मुझे 33 कंचे और चाची ने 29 कंचे खेलने के लिये दिये। अब मेरे पास कुल कितने कंचे हैं?



COMPARING **ALfA** & **TaRL**

Teaching at the Right Level (TaRL) is a well-respected educational approach developed by Pratham that focuses on addressing foundational learning gaps in numeracy and literacy skills. The core principle of TaRL is to assess students' current learning levels, group them based on their learning needs, and provide targeted instruction at the appropriate level to ensure mastery before progressing to higher levels.

There are many similarities between TaRL and ALfA: both programs share the common goal of improving children's foundational literacy and numeracy skills.

Both TaRL and ALfA recognize that a core problem is that, in many classes there is a huge diversity of learning levels, but teachers often 'teach to the top' of the class, leaving the majority of students further and further behind the curriculum. However, the two approaches offer distinct solutions to the issue: TaRL, by dividing children into ability-based groupings; ALfA, by having children work together and learn from each other in pairs.

These differences are elaborated in the table overleaf.



A teacher conducts a one-on-one assessment with a student, as part of a Teaching At the Right Level Program

1. The Pygmalion Effect: definition and examples.
<https://simplysociology.com/pygmalion-effect.html>
2. Banerji, Abhijit et al, 2016. 'Mainstreaming an Effective Intervention: Evidence from Randomized Evaluations of "Teaching at the Right Level" in India'
<https://www.nber.org/papers/w22746>
3. Reimers, Fernando et al, 2023. 'Rebuilding Resilient Education Systems after Covid-19'. Harvard Graduate School of Education
https://www.amazon.com/dp/B0BW2GFTWF?ref_=cm_sw_r_mwn_dp_YTGGQEK5MNACQI8RAGVS

	TaRL: Teaching at the Right Level	ALfA: Accelerating Learning for All
Conceptual Framework	Emphasizes the importance of diagnosing and addressing foundational learning gaps by targeting instruction at the right level of each student.	Emphasizes the importance of addressing foundational learning by ensuring all children learn swiftly , regardless of their existing level.
Learning Methodology	Active learning methodologies used in group-based instruction	Active learning methodologies used in paired learning
Grouping/ pairing strategy	Simple, quick assessments are conducted to determine students' learning levels. Based on the assessment results, students are grouped homogeneously according to their learning needs to receive targeted instruction.	Students are paired randomly without taking learning levels into account. Classroom diversity of learning levels viewed as a strength rather than a weakness; as students will be able to help each other.
Potential challenges	Research indicates that students' psyche can suffer if they know they are perceived to be slow learners (the Pygmalion effect). ¹ Grouping children by learning level may inadvertently send negative signals to those at the lowest learning level.	The ALfA methodology can initially be challenging for teachers to implement, as it requires a less 'teacher-centred' and 'teacher-led' classroom, which is difficult for many traditionally-minded teachers to accept.
Implementation sites so far	India, Ghana, Zambia, Kenya	India, Maldives, USA (Adult literacy), Peru
Evidence	A study in Uttar Pradesh and Haryana (India) showed that students who received TaRL instruction made substantial learning gains over 40 days, with effect sizes ranging from 0.15 to 0.7 standard deviations . ²	A study in Shamli, India, indicated that children made learning gains of 0.24 to 0.89 standard deviations over 40 instructional days. ³
Additional benefits	Students demonstrating improved confidence, motivation, and a love for learning .	The paired learning processes of ALfA helps develop 21st century skills , including collaboration, critical thinking, creativity and citizenship.

COMMON QUESTIONS IN AN ALfA CLASSROOM

Any change comes with its share of challenges, and ALfA is no different. Here are some of the common difficulties you may face as you seek to implement ALfA in your classroom:

Some children already have FLN skills – what will they learn from ALfA? In Grades 3 to 5, there may already be a portion of children who have mastered foundational skills. The ALfA books may superficially seem too easy for them. However, the process of paired learning builds their 21st century skills: helping other students builds their collaboration and communication skills. ALfA modules can also be engaged with at various levels: for instance, when making words from a set of letters, some pairs maybe able to make longer words than others. The ALfA process is engaging and flexible enough that everyone will find something interesting for themselves in it.



What if two 'weak' children are sitting together? ALfA refuses to categorise children as 'weak' or 'strong', but it's true that in any classroom there will be a mix of learning levels. If two children working together both don't understand what they're doing, they can ask another pair for help. With new random pairings every day, children will soon get a chance to work with others.



Why is the class sometimes so noisy?

ALfA classrooms are often noisy, as children interact with each other in pairs. This clashes with our traditional conception of a 'good class' as one in which students do their individual work silently. As teachers we have to get used to a new normal of accepting 'productive noise'. However, we can also tell students to 'turn the volume down'.



What if children speak their local dialect or can't recognise the pictures? ALfA is currently available in 15 Indian and 10 international languages. We encourage focusing on mother tongue literacy in early years. If ALfA is not available in your local language, we would love to collaborate with you to help develop – reach out to us via our website. When using the Hindi or English version of ALfA, if children can't understand the prompts, you will have to explain. You may also need to build their vocabulary so they can recognise the pictures used in Book 1, before they are able to learn decoding and blending.



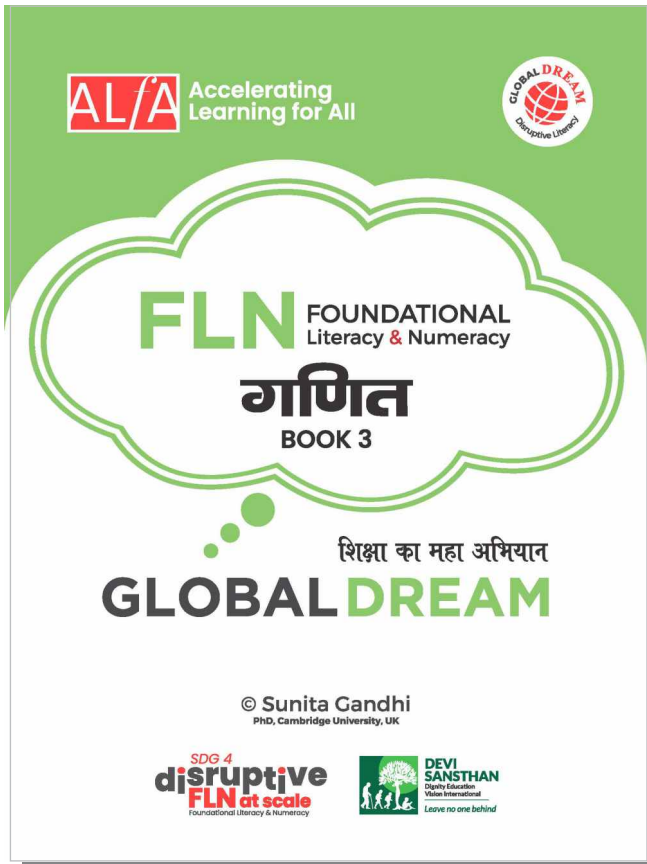
What about special needs children? Some children have special learning needs (hyper, shy, autistic, dyslexic, etc.) and struggle to focus in a traditional classroom. ALfA helps such children to also become actively involved in the learning process.

Can parents understand and accept the ALfA classroom? Parents, who have themselves been brought up in a traditional education system, will sometimes struggle to understand an ALfA classroom. Common objections include 'there's not enough written work' and 'how will they learn if the teacher doesn't explain'? Initially, you may need to discuss with parents that ALfA is underpinned by extensive educational research. Before long, the learning outcomes of students will speak for themselves.



How to Teach Numeracy (BOOK 3)

28 Page Booklet | Completion in 45 Days



Many students find maths difficult, abstract and boring; lacking relevance and connection. In contrast, ALfA numeracy brings maths to life with fun, hands-on activities. Use of concrete objects and children asking questions of each other help build a much deeper level of understanding.

Scan or click this QR for a video on
**HOW TO TEACH
NUMERACY**



ALfA is not designed for a specific grade, but can be used across different school classes.

Level indicates the grade level which the module is appropriate for.

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

मॉड्यूल 3: हम अपने मोबाइल से कॉल कर सकते हैं। Level A 4

पुलिस

अग्निशमन

एम्बुलेंस

माँ/अम्मी 9 7 2 4 5 0 2 6 ○ ○

पापा/अब्बा 9 8 ○ ○ ○ ○ ○ ○

संकेत : जोड़ो में बैठ कर

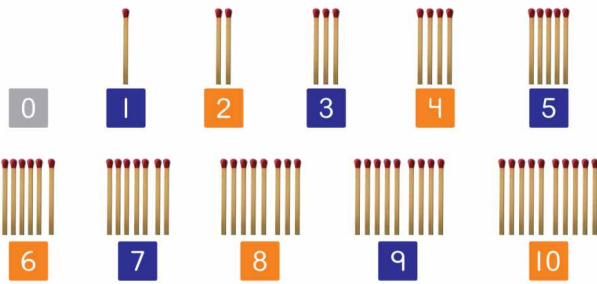
क. कागज या गत्ते पर एक मोबाइल बनाएँ, और एक दूसरे को कॉल करने का अभिनय करें।

ख. आपात सेवाएं (इमरजेंसी) जैसे पुलिस, अग्निशमन और एम्बुलेंस के लिए 112 पर कॉल करें।

ग. अपने परिवार के अन्य सदस्यों के नंबर याद करके लिखें।

Simple-to-understand pictorial representation

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

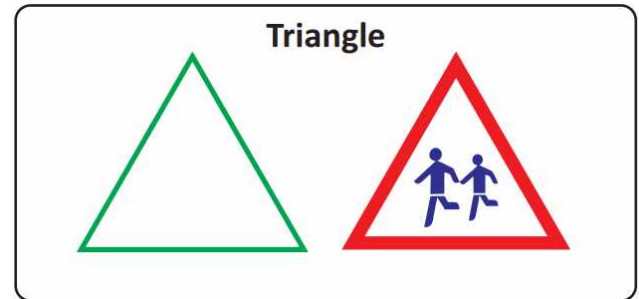


Modules 1-6 (3 Pages)

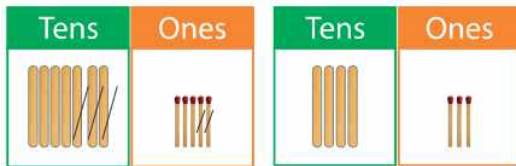
- Counting & writing numbers to 20
- Comparisons by size, weight, etc.
- Patterns

Modules 7-12 (3 Pages)

- Counting to 100, using claps and snaps
- Shapes (2D & 3D)
- Near & far, under & over etc.



Fatima has ₹75. She spends ₹32. How much money does Fatima have now?



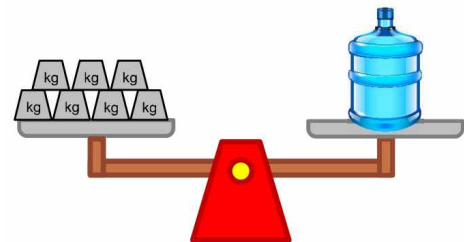
$$75 - 32 = 43$$

Modules 13-24 (7 Pages)

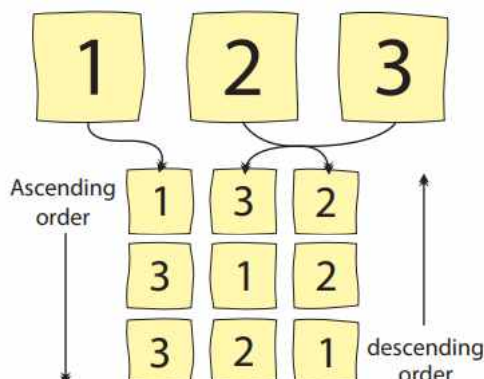
- Addition: single & two digit, with & without carrying
- Subtraction: single & two digit, with & without borrowing
- Numbers in Thousands
- Multiplication: single & two digits
- Division by grouping & long division

Modules 25-37 (7 Pages)

- Calendars, telling the time
- Length: metric & irregular measurements
- Weight: kilograms & grams
- Volume: litres & ml



This water bottle weighs ____ kg.

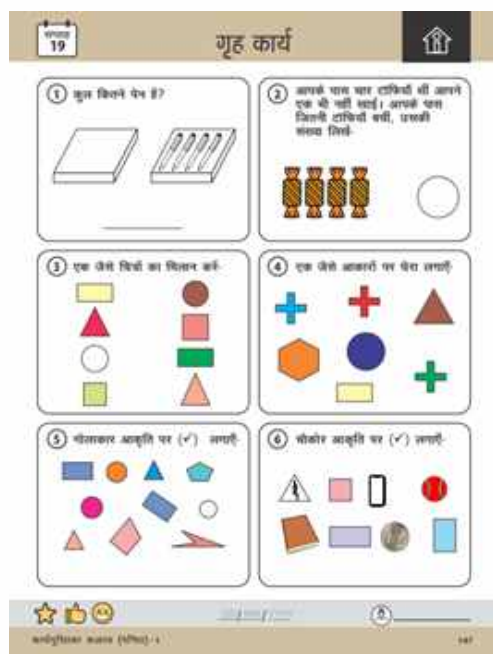


Modules 38-46 (5 Pages)

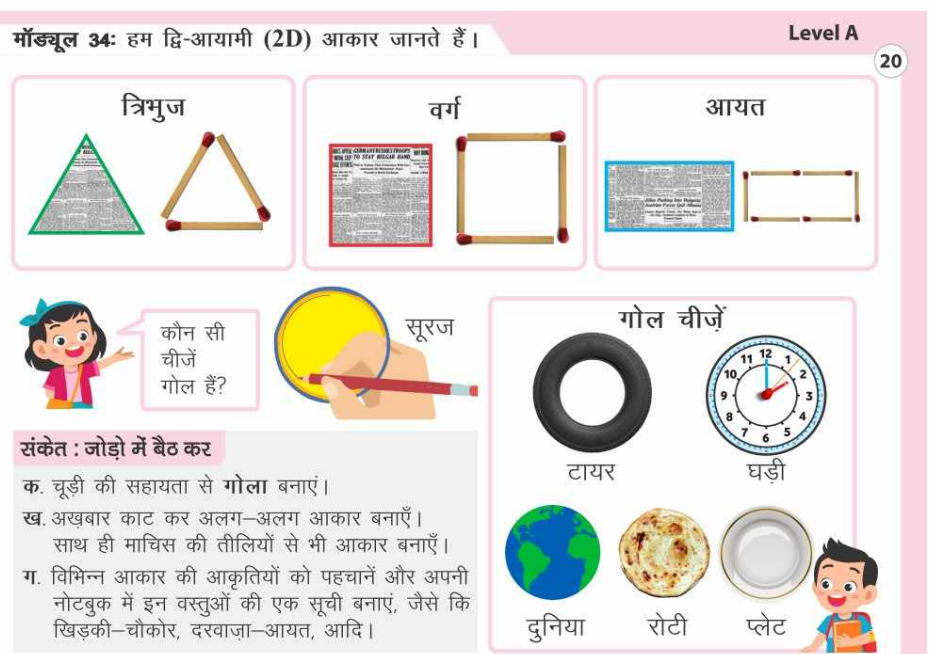
- Word problems & number stories
- Place value, ascending & descending order
- Fractions, number bonds
- Roman numerals
- Spelling number names

COMPARING ALfA & STANDARD TEXTBOOKS

ALfA is fully aligned with the goals of NIPUN Bharat; the ALfA booklets have been designed to meet all the specified NIPUN Bharat Grade 3 level competencies. However, there are some important differences between ALfA and standard textbooks as shown in the table overleaf.



Sample **textbook** module:
Simple exercises using minimal cognition (e.g., colouring and matching shapes)



Sample **ALfA** module: Children do creative & kinesthetic exercises, such as cutting shapes from newspapers/forming them with sticks; recognizing objects from daily life that are of different shapes.

	STANDARD TEXTBOOKS	ALfA
Book length	Textbooks and workbooks are bulky and repetitive (often over 300 pages per grade; over 1000 pages total for Grades 1-3).	Booklets are slim and light (72 pages total: 32 reading + 12 writing + 28 maths).
Learning methodology	Teacher-led , generally whole class. Hands-on experiential learning about 20% of the time.	Student-led , paired work. Hands-on experiential learning about 80% of the time.
Grouping strategy	Some children are separated into a ' remedial ' group based on weekly test results.	Random pairing means no child feels like there are low expectations of them.
Timetabling	Gives teachers detailed prescriptions of what to do every period of every week.	Gives significant flexibility to teachers about the pace of progressing through the books.
Type of questions	Emphasis on lower-order questions (matching, true & false). Questions given by teacher or in the textbook/workbook.	Students pose questions for each other, leading to development of higher-order thinking skills.
Numeracy methodology	Pictorial representation of activities in books, but without sufficient TLMs for everyone to participate.	Activities with simple TLMs (like ice-cream sticks and matchsticks) sufficiently provided to enable all children to participate. Children also create or bring materials from home.
Literacy methodology	One or at most two letters introduced per page Uses multiple pictures to introduce a letter Minimal reading practice for any given matra Writing introduced simultaneously with reading	9-10 letters introduced per page Known to unknown – sound is derived from a single picture, which is associated with a letter Substantial reading practice for each matra Writing introduced after reading

NIPUN NUMERACY COMPETENCIES

Grade 1

NIPUN Competency	Standard Program*	ALfA Program
Counting to 20	Week 8-13 (6 weeks) 46 pages	Module 1, 2 & 4 (3 days) 1.5 pages
Read and write numbers up to 99	Week 14-16 (3 weeks) 21 pages	Module 10 & 46 (2 days) 1 page
Solve word problems involving single-digit addition and subtraction	Week 18 (1 week) 7 pages	Modules 13 & 14 (2 days) 1 page
Recognize and describe the properties of 3D shapes	Week 19 7 pages	Module 8 (1 day) 1/2 page
Use numbers and shapes in short poems and stories	Not covered	Module 38, 42 (2 days) 1 page

*Based on an analysis of Uttar Pradesh Government workbooks

Grade 2

NIPUN Competency	Standard Program*	ALfA Program
Read and write numbers up to 999.	Week 4-10 (up to 99) 49 pages. 3-digit numbers not covered	Module 17-18, 46 (3 days) 1.5 pages
Solve addition and subtraction problems (including word problems) with numbers up to 99	Week 15-16 14 pages	Module 15 & 16 (2 days) 1 page
Understand multiplication as repeated addition, and construct the 2, 3 and 4 times tables	Week 17 7 pages	Module 21, 44 (2 days) 1 page
Recognise and describe 2D shapes such as rectangle, triangle, square, circle etc	Week 19 7 pages	Module 7 (1 day) 1/2 page
Use prepositions such as near/far, inside/outside, high/low, left/right, front/back	Week 1-3 21 pages	Module 11, 31 (2 days) 1 page

Grade 3

NIPUN Competency	Standard Program*	ALfA Program
Read and write numbers up to 9999	Only covered up to 999	Module 18, 46 (2 days) 1 page
Solve addition and subtraction problems (including word problems) with numbers up to 999	Week 21 7 pages	Module 19 & 20 (2 days) 1 page Includes 4 digit numbers
Construct times tables form 2 to 10, and use division facts	Week 12-13 14 pages	Module 21-24, 44 (5 days) 2.5 pages
Notice, describe and construct simple patterns in numbers, events, and shapes	Week 20 7 pages	Module 6 (1 day) 1/2 page
Recognise and read dates off a calendar, be able to tell the time.	Not covered	Module 27-28 (2 days) 1 page







6 We can read together 9

Two boys take turns asking each other and reading from the ALfA Hindi books.



**DEVI
SANSTHAN**

Dignity Education
Vision International

Leave no one behind

An Education for Humanity

ALfA is much more than just a literacy and numeracy program. It provides a 21st century, high-quality, low-carbon education.

In this section, we explore how ALfA empowers children to adapt to the challenges of the 21st century. Expanding on Michael Fullan's '6C' framework, **Chapter 10** shows how the ALfA program inculcates creativity, critical thinking, citizenship and much more. **Chapter 11** demonstrates how ALfA interweaves climate knowledge and activism through short stories and role plays.

In a Nutshell

- We urgently need to reform our education system to help our students develop key 21st century '8C' skills and traits.
- The '8C' skills are not to be traded off

against '3R' skills of reading, writing and arithmetic; rather, they can be embedded in the process of learning foundational literacy and numeracy.

The Problem with Business as Usual

In 2022, a group of American business and education leaders formed the Partnership for 21st Century Skills, declaring that, beyond literacy, "If today's students want to compete in this global society, they must be proficient communicators, creators, critical thinkers, and collaborators."¹ In the years since, there has been increasing international recognition of the importance of these '8C' skills, from educationists, governments and business leaders alike.²

However, there has also been a growing

awareness that most school and even college graduates do not have well-developed 21st century skills.³ Indeed, the industrial education system is inherently ill-suited to teaching the 21st century skills – imagine the absurdity of having a student repeat after the teacher 'I must think for myself'. Indeed, the current system actively works against the 8C skills in many ways: students are made to compete against each other in exams, given mostly individual work assignments, and made to memorise the 'right' answer.

----- Case Study -----

Some argue that drilling 'the basics' is a prerequisite to higher-order skills like creativity and problem-solving. If this is the case then a country like India should first focus exclusively on the '3R' skills of reading, writing and arithmetic; and only later have the chance to develop the 8C skills.

The No Child Left Behind Act (USA, 2001) used this 'back to the basics' approach which enforced standardised testing across the country, with significant consequences for schools and teachers whose students

fared poorly. In response, many schools stripped away sports, art and music programs; and began more 'teaching to the test'.⁴ The No Child Left Behind Act failed in its stated purpose – ensuring all children gained foundational literacy skills – while damaging efforts to inculcate the 8Cs among students. The Act was revoked in 2015, in favour of a more positive and holistic legislation (Every Student Succeeds Act).⁵

A DISRUPTIVE APPROACH

Fortunately, there need not be a trade-off between ensuring all children learn foundational literacy, and helping develop 8C skills. Indeed, the two can and should go together: the 6Cs are embedded in the new learning methods discussed above:

- The known-to-unknown and concrete-to-abstract approach are ideal fuel for creativity and critical thinking.⁶ For instance, consider the game in which a pair of children are given a set of letters and try to make as many words as possible using only those letters – this helps develop both literacy skills and creativity.
- Peer learning naturally involves much more communication and collaboration than direct instruction or filling simple worksheets entails. For

instance, when students ask each other questions and assist each other, they are learning to work together.

- Peer learning also provides a healthy environment for character and citizenship education – for instance, children are interacting with others of diverse socio-economic and religious backgrounds, helping break down such barriers.⁷

Sometimes “less is more”: reducing the curriculum creates more space for greater creativity and innovation, as is explained in India’s National Education Policy (4.5).⁸ Accelerating Learning for All is one such attempt to slim down the curriculum (just three booklets totalling 72 pages to reach FLN), while embedding twenty-first century skills in the process.



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BEYOND ACADEMICS

4C SKILLS + 4C TRAITS

ALfA seamlessly integrates the 4C Skills leading to 4C Traits of a twenty-first century learner. These skills and traits 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 in which learners feel free to share their thoughts and feelings with each other and their teacher, leading to a flourishing of 21st century skills and traits.



Collaboration

Communication



4C SKILLS



Character

Climate Consciousness



4C TRAITS



Critical Thinking

Creativity



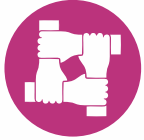
Citizenship

Connectedness (Social-Emotional Mental Well-Being)

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.

The Empathetic Bird



Polly

Sammy

Polly

Sammy

Polly

Sammy

Polly



Characters: Polly the Parrot, Sammy the Squirrel

I'm sad.

Why, Polly?

My friend is going through a tough time and I feel helpless.

We can be there for our friend and offer support.

You're right, Sammy. Let's go and cheer him up.

And talk to him.

I am sure we can help him in some way or the other.

Prompts

1. Pair up or use puppets to act out the roleplay above with expression.
2. Make questions for each other to answer, such as these below.
 - a. Why is Polly sad?
 - b. How does Sammy make Polly feel better?
3. Discuss what the two characters are talking about and make a few questions of your own.
3. Make a cap out of an old newspaper. It is now your "funny cap". Put it on and do some funny actions. Example: Run around hooting like a train's engine.

Example role play. Students take turns to read the lines and then discuss the moral issues raised.

FOUR FOUNDATIONAL 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 more deeply.



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





Chapter 11

Building Climate Consciousness

Literacy and Climate Justice

People who can't read face severe disadvantage in many realms of life, and are also likely to be disproportionately impacted by climate change, even though they did the least to cause it. It's

a matter of climate justice that everyone should be empowered with the key skill of literacy, which enables people to better adapt to climate change.

Climate change causes more frequent and severe natural disasters, including floods, droughts and heatwaves. In 2022 alone, the world suffered from 29 'billion dollar' disasters. From terrible floods in Pakistan and India to drought-induced famine in East Africa, these disasters take a heavy toll of both lives and livelihoods. Further, climate change-fuelled calamities are severely disrupting education systems, making it even harder for disadvantaged children to become literate.



People need access to information which will help them adapt to climate change. The Intergovernmental Panel on Climate Change (IPCC) released a 2023 report,

which decried the lack of climate literacy as one of the factors limiting adaptation. Conventional literacy is a prerequisite to climate literacy. Learning to read is a crucial step, enabling people to read newspapers, weather reports, and engage with agencies that can help them adapt.

We urgently need programs like ALfA which help children and adults alike learn to read swiftly. It is a matter of climate justice that those who have done the least to cause climate change should be empowered with the vital skills which will help them adapt to it.

Dr Sunita Gandhi's work on the intersection of literacy and climate change was showcased at COP26 in Glasgow. Additionally, her paper on illiteracy inequality and climate change was published in Glasgow University's Journal of New Economics.

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Poverty 2022 Update
<https://www.worldbank.org/en/topic/education/publication/state-of-global-learning-poverty>

UNESCO Institute for Statistics: Literacy
<http://uis.unesco.org/en/topic/literacy>

Read the
journal article



Click or Scan QR

HOW **ALfA** SAVES PAPER

The Accelerating Learning for All program minimises its environmental footprint by saving paper in many ways.

Thin Booklets: The ALFA booklets are thin: just 12 to 32 pages each for reading, writing and arithmetic. Compare this to conventional textbooks and workbooks, which generally are thick and bulky, numbering in the hundreds of pages.

Paired learning: ALfA booklets are a shared resource between a pair of children, halving the number of books required, and thus also the amount of paper.

Reusable: The ALFA booklets may be shared across the classes and used over multiple years. They remain a property of the school rather than children taking them home.

e-Books: Where projectors are available inside the classroom, the teachers can use the ALfA e-Books to eliminate paper use entirely. The Literacy Now App also enables children to practice at home.

ALfA also uses locally available, reusable and biodegradable materials for hands-on activities. This includes ice-cream sticks, beans, buttons – or anything else kids can bring from home – as counters.

Children in Shamli, Uttar Pradesh use locally available counters including ice-cream sticks, coloured pencils, toothpicks and marbles to do arithmetic.



Did You Know?

Globally, the paper industry releases 190 million tonnes of carbon dioxide each year. The world loses 10 million hectares of forest each year. That's the equivalent of 10 football fields per minute!

References International Energy Agency
<https://www.iea.org/reports/pulp-and-paper>
Our World in Data: Deforestation
<https://ourworldindata.org/deforestation>

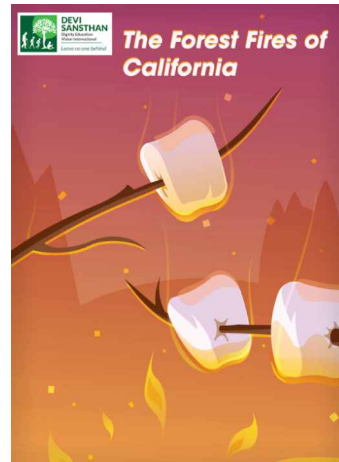
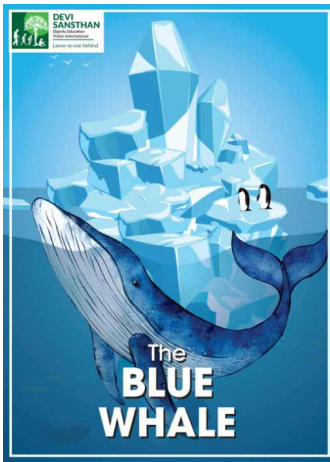
CLIMATE EDUCATION FOR ALL: **SHORT STORIES**

ALfA is not just a low-carbon education, it also educates children about climate change and empowers them with the

skills to live a low-carbon life and promote climate justice. It brings complex topics to life through stories.

ALfA integrates a climate education into literacy, not as an add-on, but rather as a key part of the materials which students learn to read with. The program fosters environmental concern through short

stories written from the perspective of Tara, a young girl. Each story is followed by comprehension questions as well as prompts for discussion and action.



Click or scan the QR to read more climate change short stories

Extract from 'Gorillas of Congo' short story

Tara planned to explore the rainforests of Congo, which play a key role in absorbing carbon dioxide. Lowland gorillas are an essential part of these forests: they feed on fruits, and when they throw away the seeds, new trees grow. However, over the past two decades, poaching has halved their population. Tara realized that something needs to be done to prevent the extinction of gorillas.

Discuss with your partner

1. How are gorillas useful in maintaining the forests?
2. What is causing the gorilla population to decrease?
3. How can you help spread awareness about poaching?



Did You Know?

A substantial proportion of young people say they want to learn more about climate change in school. Many teens experience climate anxiety – empowering them with information and ways forward can help mental health and wellbeing.

Reference Education Week: Teens Know Climate

Change is Real, They Want Schools to Teach More About It.

<https://www.edweek.org/teaching-learning/teens-know-climate-change-is-real-they-want-schools-to-teach-more-about-it/2022/11>

BUILDING CLIMATE LITERACY: **ROLE PLAYS**

In the ALfA program, children learn the basics of climate science and understand what we can do to help

through a set of role plays. In pairs, they read one part each, and ask each other questions about the text.

Raju: Have you noticed how hot it is this summer?

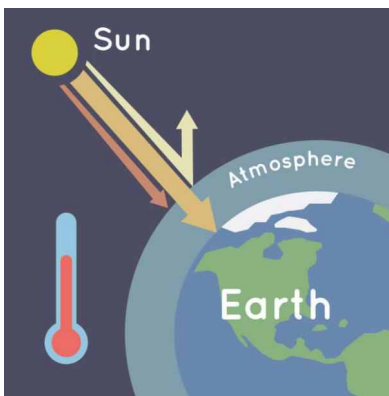
Sona: I saw on the TV yesterday that the whole world is getting hotter.

Raju: Really? How is that happening?

Sona: It is because of carbon pollution. There is more and more carbon dioxide in the air.

Raju: What is carbon dioxide?

Sona: Carbon dioxide is an invisible gas. Humans are releasing more and more carbon dioxide into the atmosphere, by burning fossil fuels like coal, oil and gas. This is making the world get hotter.



Raju: How does that work?

Sona: It is a bit like a blanket keeps us warm at night by trapping our warmth. The carbon dioxide traps the sun's warmth, heating the earth.

Raju: Can an invisible gas really do that?

Sona: Yes. The whole world is 1 degree warmer than it was 200 years ago. Scientists say that unless we act quickly, the world could be hotter by 3-5 degrees.

Raju: Only a few degrees? I don't think there is anything to worry about.

Sona: Even a few degrees can make a big difference. When you have a fever, your body is just one or two degrees hotter than normal.

Raju: Yes, but even that feels terrible.

Sona: Exactly. Now the earth is having a fever.



Prompts

One of you read Raju's part, the other read Sona's. Then ask each other some questions about the above passage.

- Why is the world getting warmer?
- How do you feel about the world getting warmer?
- Have you ever had a fever? How does it feel?

Ask each other more questions related to this passage.

PEER LEARNING BUILDS CLIMATE SKILLS

At the heart of the ALfA process is peer learning – children working together in pairs. This is highly effective not just to

teach literacy and numeracy, but also to foster skills that will be crucial in the struggle against climate change.

Working in pairs allows students to share their ideas and opinions, ask questions, and engage in discussions. This helps build important social skills and allows students to learn from each other's perspectives, creating a richer and more diverse learning experience. Additionally, paired learning can help build trust and foster a sense of accountability among students, as they work together to achieve a common goal.



In paired learning, students **work together** and take turns teaching each other about climate change and sustainability concepts. They can **collaborate** on projects, conduct experiments, and work together to take climate action.



Students can work together in pairs to research and brainstorm ideas for **reducing their carbon footprint**, creating sustainable practices, and promoting environmental awareness in their schools and communities.



Paired learning can also promote **empathy** and understanding among students from different backgrounds and perspectives, as they learn to listen to each other's ideas and perspectives. This is crucial to build resilience: how societies respond to climate-induced disasters hinges on their level of empathy.

Some examples of climate action that students can take:



Sustainable Food Choices



Energy Conservation



Active Transport



Planting Trees

In a paired learning setting, students can collaborate to research and plan these actions together, using their combined knowledge and skills to develop effective and impactful solutions for reducing their carbon footprint and addressing climate change.

Collaboration is key to solving world problems, including climate change. Working in pairs for climate change action can be more effective than group work or whole-class teacher-led activities for several reasons:

Increased Participation



In a paired learning setting, students are more likely to actively participate and contribute to the discussion. When students work in pairs, they are more able to share their ideas and thoughts without fear of judgment or criticism from their peers, leading to a richer and more diverse range of ideas.

Individual Attention



When students work in pairs, they can receive individual attention from their partner, which can help them understand the concepts better. This can be especially helpful for students who may struggle to keep up with the pace of a whole-class teacher-led activity or who may feel intimidated to speak up in a larger group.

Personal Accountability



In paired learning, each student is accountable to their partner, which can help promote personal responsibility and motivation to complete tasks. This can be helpful in climate change action, where individual actions can have a collective impact.

Overall, paired learning is an effective way to engage students in climate change action by promoting participation,

individual attention, collaboration, and personal accountability.

A CALL TO CLIMATE ACTION

Students of all ages can make a difference in the struggle against climate change through action as

individuals and collectively. Here are some ideas for young people to try out.

PRE-PRIMARY (AGE 3-6)

1. Plant and care for trees and plants in their local area.
2. Turn off lights and electronics when not in use; remind parents and siblings to do the same.
3. Go on nature walks to connect with the environment and appreciate its beauty.
4. Choose toys made from sustainable and/or recycled materials, such as bamboo, cardboard, paper rolls, egg cartons.

PRIMARY (7-11)

1. Encourage family and friends to take climate-friendly actions, for instance, ask parents to invest in energy-efficient appliances and light bulbs.
2. Reduce water usage by taking shorter baths and turning off taps when not in use.
3. Learn about the impact of plastic on the environment and encourage their family to reduce plastic use. Participate in beach clean-ups or litter pick-ups in their local park or neighborhood.
4. Sort and recycle waste correctly.

MIDDLE SCHOOL (12-14)

1. Use reusable water bottles and food containers instead of single-use plastic ones and encourage friends to do likewise.
2. Use natural light instead of electric lights during the day.
3. Help parents with meal planning and reduce food waste by only taking what they can eat.
4. Write letters to local officials or community leaders, asking them to take action to protect the environment.

HIGH SCHOOL/SECONDARY (15-17)

1. Participate in tree-planting events to help sequester carbon. Get involved in restoration & wildlife protection projects.
2. Use public transportation, walk, or cycle instead of being driven in a car & encourage family to do likewise.
3. Participate in campaigns such as Earth Day or Climate Strikes, to advocate for environmental protection.
4. Advocate for environmentalist policies such as renewable energy incentives or carbon pricing.

TOP 5 IDEAS TO MAKE YOUR SCHOOL GREENER

- 1 Reduce Waste:** Encourage students and teachers to use reusable bags, bottles, and containers instead of disposable ones. Use locally available, biodegradable or recyclable learning materials.



- 2 Reduce Energy Consumption:** Switch off lights, fans, and electronic devices when not in use. Switch from incandescent bulbs to LEDs, and use energy-efficient appliances.

- 3 Promote Sustainable Transportation:** Encourage walking, cycling, or public transportation to reduce carbon emissions from commuting to school.



- 4 Inspire Climate Activism:** Provide spaces for students to raise their voices, encourage them to raise climate change issues with leaders.

- 5 Sign the Petition:** Scan the QR code to the right to sign a letter calling global leaders to make climate change and literacy a top priority. Spread the word to your friends and colleagues too!



Click or Scan QR

TOP 5 IDEAS FOR SYSTEM-WIDE POLICY CHANGES



- 1 Foster Sustainable Food Practices:** Review school feeding programs to promote healthy and sustainable choices, reduce food waste, and promote diets with minimal animal products.

- 2 Promote Water Conservation:** Fix leaks, install low-flow toilets & taps, and install rainwater harvesting in schools throughout the geography.



- 3 Use Renewable Energy:** Install solar panels on schools throughout the district/state. This will reduce dependence on fossil fuels and lead to long-term cost reductions.

- 4 Integrate Climate Education:** Incorporate climate change and sustainability into the curriculum and provide students with the knowledge and skills to address these global challenges.



Click or Scan QR

- 5 Promote Paperless Learning:** Encourage digital textbooks and apps. When using physical books, choose a curriculum with thin books (like ALfA). Scan the QR code to get in touch and try our free 45-day literacy challenge! (read more in Chapter 8)

MEET THE CLIMATE ACTIVISTS

Climate action is taken not just for young people – increasingly it is being taken by youth themselves. While politicians often have short time

horizons, children have a long future ahead of them, and are increasingly vocal to protect it. Age is no barrier, as children speak truth to power.

Greta Thunberg began striking outside the Swedish parliament on 20 August 2018, when she was just 15. That first day, she was alone. But since then, the movement she helped found – School Strikes for Climate – has mobilised millions of young people around the world. Greta's simple, hard-hitting words have touched many hearts while challenging politicians leaders. Greta, who has aspergers, is an inspiration for those who seek to build an inclusive society.



When Ridhima Pandey was just five years old, her home state of Uttarkhand, India was devastated by climate-change-fueled floods, which killed over a thousand people. Since then, Ridhima (now 15) has become a prominent climate activist, having filed a lawsuit against the government for its lack of climate action, led climate strikes, and petitioned to save forests and ban plastics.

Lilly Platt began picking up plastic litter when she was seven (she's 14 now). Inspired by her grandparents, she has over the years picked up over 100,000 pieces of plastic herself. But more than that, she has inspired and mobilised thousands of others to take part in cleanups and to reduce plastics consumption.



Timoci Naulusala was 11 when Fiji was ravaged by Cyclone Winston in 2016. Next year he delivered a moving speech at COP23, describing the calamity that befell his nation: "My home, my school, my source of food, water, money was totally destroyed. My life was in chaos." He has become one of many powerful voices from the Pacific Islands, which face an urgent, existential risk from climate change.

CLIMATE EDUCATION ORGANISATIONS



GYCP



www.globalyouthclimatepact.org

Global Youth Climate Pact was launched by the UN Secretary-General in 2021 to engage and empower young people to take climate action. It includes a range of resources for educators to teach about climate change and inspire youth to get involved in the fight against climate change.

Project Drawdown has identified and modelled the 100 most substantive, existing solutions to address climate change. They have also developed educational resources for K-12 and higher education to inspire students to take action.

PROJECT
DRAWDOWN.



www.drawdown.org

CLIMATE
INTERACTIVE
tools for a thriving future



www.climateinteractive.org

Climate Interactive has developed a range of simulations that teach about climate change and inspire action. Their tools are designed for a range of audiences, including students, policymakers, and community groups.

SDG Academy is a global online platform offering free education on sustainable development topics, including climate change. The Academy is used by a wide audience, including policymakers, educators, and students.

SDGacademy



www.sdgacademy.org

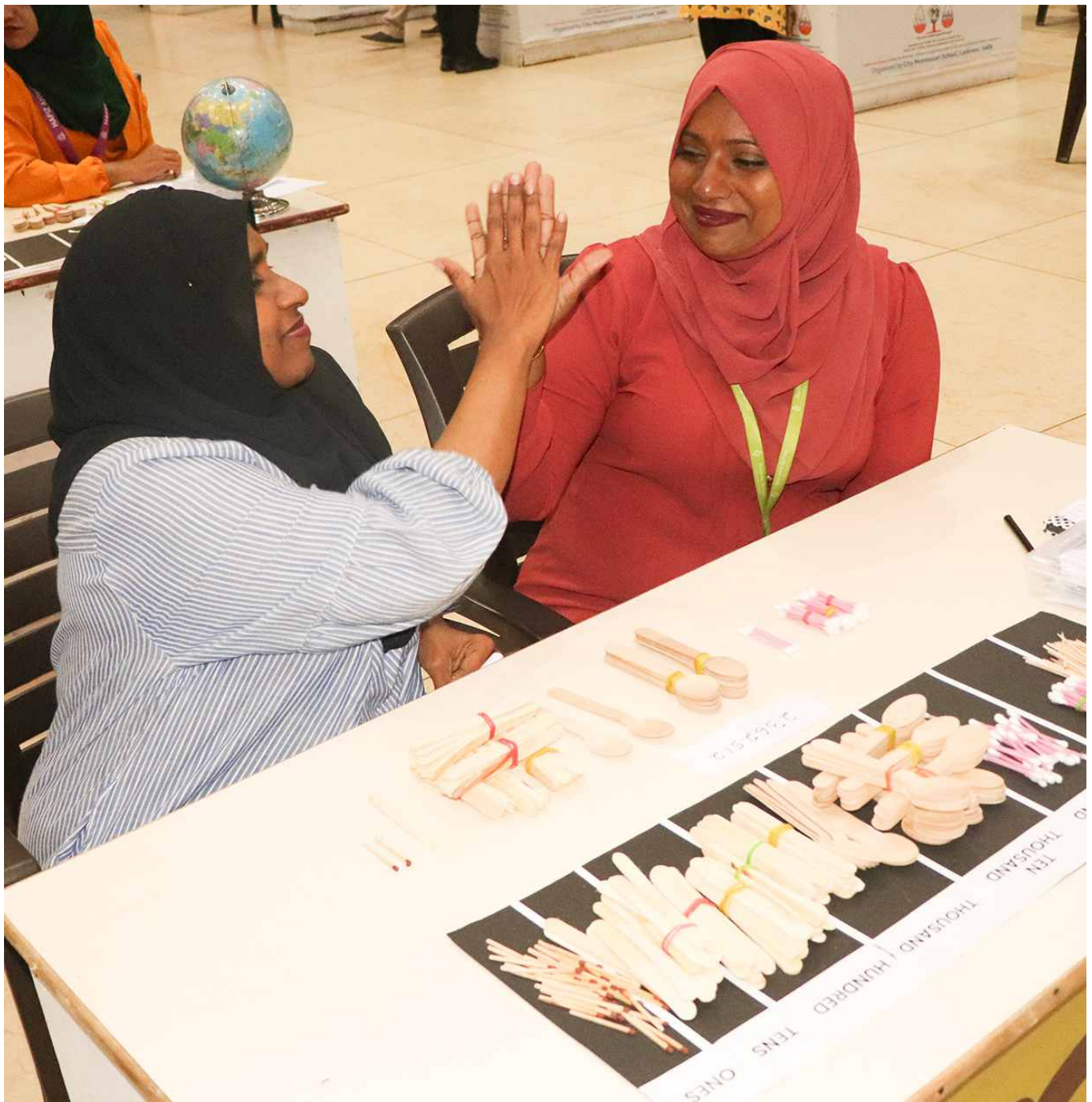


EARTHDAY.ORG



www.earthday.org

Earth Day has been celebrated for over 50 years on 22 April: communities switch electrical appliances off, plant trees, and clean up a patch of nature. Earthday.org encourages people to keep up these actions throughout the year, and promotes climate literacy 'for every learner in every school around the world.'



6 High five! 9

Teachers congratulate each other on solving a maths question using hands-on materials during a training.



**DEVI
SANSTHAN**
Dignity Education
Vision International

Leave no one behind

Pedagogy & Policy Transformation

Teachers and students don't operate in a vacuum. What goes on inside the classroom is strongly determined by the educational ecosystem surrounding it. To make change sustainable and scalable, we need to transform the education system as a whole – its pedagogies, processes and policies.

In this section, we examine some key changes the education system urgently requires. **Chapter 13** considers changes to supervision and accountability systems, as well as providing more opportunities for peer sharing which would enable teachers to flourish. **Chapter 14** suggests some changes to the educational macro-picture – from introducing conditional cash transfers, to rationalising the role of NGOs.

Teachers

A New Empowerment

RETHINKING SUPERVISION // **outcome-based accountability**

How can we develop forms of accountability that enhance teachers' motivation and creativity rather than stifling them?

In a Nutshell

- We need healthy and holistic supervision mechanisms to ensure that teachers are held accountable for their students' learning outcomes, while given scope for creativity and innovation.
- Accountability should take a variety of forms – towards parents, community, peers; not just principals and officials.

The Problem with Business as Usual

- Supervision is often focused on inputs and documentation – whether there are charts on the wall, whether the trackers & registers are being filled – rather than pedagogy or learning outcomes.
- Teachers are being tied to extremely detailed prescriptions of what to do every period, often leading to a focus on curriculum completion rather than learning outcomes.
- There is very limited accountability towards the community, with parents often feeling that they have little input into school decision-making. School Management Committees (SMCs) are a nice idea on paper, yet sadly, many are not properly functional. This is partially because village and slum communities often have much lower social and educational status than the teachers serving there, impeding the teacher-community relationship.

----- **Case Study** -----

Teachers in the ALfA implementation in Shamli were initially hampered by pressure from Academic Resource Persons (ARPs) to complete the curriculum in the prescribed time-frame. The experience demonstrates the importance of teacher supervision being aligned with program objectives and conducted with a focus on outcomes rather than inputs. When the DEVI team visited a school and conducted an oral reading

fluency test – listening to children read, one-on-one – their teacher expressed surprise, “*I have had many officials visit my school before but you are the first to sit on the floor with the children. Everyone else only wants to see the attendance and mid-day meal registers.*”

In other words, there is very little outcome-based accountability.

A DISRUPTIVE APPROACH

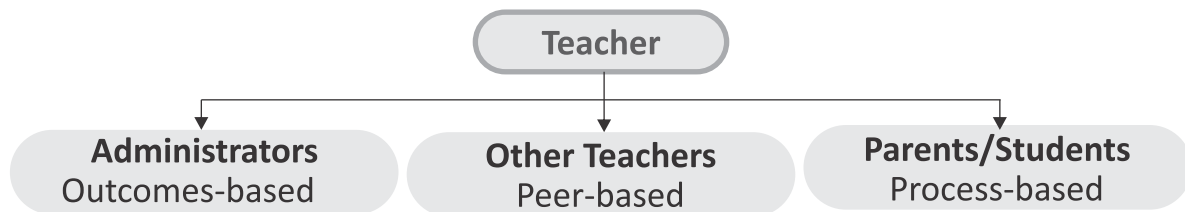
The focus of supervision and accountability should shift away from inputs and documentation, towards learning outcomes:

- Reduce emphasis on curriculum completion; teachers given more freedom and professional autonomy to choose from different materials and

International evidence suggests that community accountability is effective in improving the quality of education, and especially in reducing teacher absenteeism.³ We need to strengthen communities' roles in ensuring accountability, through mechanisms such as:

work at their own pace.

- During supervisory visits, conduct spot-testing of students to monitor learning rates.
- There are no direct consequences for teachers or students for low test results – but suggestions are given for corrective action.
- Publication of data on teacher absenteeism
- Town halls displaying student work for the whole community
- A helpline for complaints, as a recourse for parents and children



Peer support and accountability meetings between teachers are crucial.

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TEACHER PEER-SHARING // communities of practice

Can we move beyond carrot-and-stick ideas to foster teachers' intrinsic motivation?

In a Nutshell

- Provide opportunities for teachers to visit each other's classes both within the same school and across schools, to foster intrinsic motivation.
- Such 'communities of practice' facilitate teachers sharing best practices with each other.

The Problem with Business as Usual

A highly motivated teacher cadre is crucial to any education system. Current systems for teacher motivation rely primarily on extrinsic factors like carrots (high pay, offer of promotion) and sticks (threat of transfer, suspension). However, this is problematic because:

- In various studies it has been found that extrinsic motivators can undermine intrinsic motivation.¹
- Teachers often have little chance to meet with their peers from other schools, and can feel isolated, stuck in a rut.
- Despite being highly paid, many government teachers report feeling trapped in unsatisfying jobs and lacking community respect. To quote from an influential World Bank report: 'The teachers in government schools were less satisfied with nearly every aspect of their jobs and careers than were private school teachers: they felt they got less respect from management, less respect from parents, they felt the school's leadership was weak and the work environment was worse.'²

----- Case Study -----

Fred Mednick, founder of Teachers Without Borders, has done extensive research on the issue of teacher motivation.³ He found that communities of practice – that is, teachers sharing their learnings, questions and research with each other – contribute to drastic changes, including:

- Increased pedagogical choices to accommodate and serve multiple learning needs of students, as well as the teachers' own content mastery
- Greater use of visualisation techniques and manipulatives
- Increased willingness to try new pedagogies
- Greater sharing of resources and willingness to discuss failures as well as

successes

These ideas are put into practice in City International School, Lucknow. Every Saturday, teachers meet to share what they've been doing that's new and different. To maximise results from these meetings, the teachers share a slide presentation with their hypotheses, research design, intervention, data on student improvement, photos and videos as evidence. The observers offer appreciation for their peers' work, and then may also share a suggestion. This serves as a great motivator: teachers want to be appreciated by their peers, and through the process, they are constantly learning new ideas from each other.

A Disruptive Approach

Teachers' intrinsic motivation will flourish when they are given regular and ongoing opportunities to share their experiences with their peers.

Dwight Allen, a renowned American educationist, developed the concept of microteaching: teachers observing a colleague teach a short lesson, giving them feedback, and then having them re-teach it.⁴ Some top-performing US schools have teachers observe each other's classes as frequently as twice a week!⁵ Teacher peer-sessions can be

done in-person, and in online formats such as WhatsApp groups to share photos and videos of classroom innovations.

Another format is for teachers of a local geographical area to meet together regularly, and each present something new and innovative they have done this year, along with data on its impact on student learning outcomes. Exceptional teachers can be awarded prizes, as judged by juries of their peers according to transparent criteria.⁶



Teachers can meet with colleagues to share best practices and innovative ideas.

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Chapter 13

Governments Systemic Change

BACK TO SCHOOL // maximising teaching time

How can we ensure teachers are in the classroom and actually teaching?

In a Nutshell

- One of the key systemic factors limiting learning levels is the inadequate number of teachers in many schools, and their lack of teaching time.
- Official non-teaching duties, such as survey and election work, should be minimised for teachers to maximise their time in the classroom.
- We need to redeploy teachers from schools with teacher surpluses to those with high pupil-teacher ratios.

The Problem with Business as Usual

India has a moderate shortage of government teachers: we have 1.79 million government teachers for Grade 1-5, and 67 million students.¹ This implies a pupil-teacher ratio of 37:1, somewhat more than the National Education Policy stipulation of 30:1.² The teacher shortage is acute in some marginalised and rural areas, where vacancies often remain unfilled.

The situation is also grim globally. UNESCO estimates that the world has a shortage of 69 million teachers, which must be filled if we are

to reach the SDG goal of universal schooling by 2030.³ The problem of teacher shortfall is compounded by absenteeism. A recent UNESCO study of 11 countries in West and Central Africa found that at any given time in a typical school day, 22-56% of school teachers are absent from class.⁴ Again, a large proportion of teachers report excessive non-teaching duties as a major factor. The economic cost of missed working hours runs to 1-3% of GDP – which is huge, considering many countries are spending less than 5% of GDP on education.

----- Case Study -----

In an anonymous online survey of 242 Shamli school teachers, over two-thirds of teachers rated 'being given excessive non-teaching duties' as a 'very serious issue'. The issue was particularly striking in a visit to PS Malakpur on 14 October 2022 – the four-teacher school had one absent for personal reasons and two more busy with official duties, leaving a single teacher to handle 160 children across five grades! (Table 6, overleaf)

One Block Education Officer quipped: "I have

a list of 44 priority tasks to accomplish – and teaching my students is the last item on this list." Teachers further feel demotivated by being allocated menial bureaucratic tasks, and also recognise the huge wastage of funds this entails, with another teacher reporting: "I cleared numerous exams and underwent extensive training to become a teacher. I'm being paid Rs 70,000 per month. So why am I being allocated jobs that a 10,000-per-month clerk could do?"

On-paper and In-field Pupil-Teacher Ratios observed in visits to Shamli government schools, October 2022

School	Students on roll	Teachers on roll	On-paper PTR	Students in attendance	Teachers in attendance	In-field PTR
PS Malakpur	231	4	56	160	1	160
PS Khurgan	453	10	45	346	8	44
PS Lilon 2	218	5	44	144	5	29
Total	902	19	47	650	14	47

Non-teaching administrative duties and high pupil-teacher ratios push teachers towards more monological and less dialogical approaches to education. In the words of one teacher, who wished to remain anonymous: “When I am handling 100 kids

in three classrooms simultaneously, what am I supposed to do? The best I can manage is to give them work to copy off the blackboard.” These huge systemic issues impede the prospect of pedagogical change.

A Disruptive Approach

- Equalise the distribution of teachers across schools by urgently transferring and/or hiring teachers to fill vacancies in under-served rural areas.
- Ensure teachers are attending school punctually every day. Pilot biometric machines and other forms of accountability – such as taking a photo of their teacher in the class at the start and end of the school day.⁵
- Employ contractual staff to conduct various non-teaching bureaucratic tasks, leaving teachers free to focus on their students’ learning.



Dr Sunita Gandhi meets with representatives of the Maldives education department to discuss ALfA implementation.

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EDUCATION PAYS // conditional cash transfers

How can financial incentives be used to improve student attendance on the ground – not just on paper?

In a Nutshell

- While India has dramatically improved school enrolment rates over the past few decades, there are still major issues with attendance and dropping out, which have been exacerbated by the Covid pandemic.
- Conditional cash transfers (CCT) can help ensure maximum student attendance, especially for girls and adolescents, and encourage children to return to school.

The Problem with Business as Usual

Even before the pandemic, some 258 million children and adolescents were out of school around the world.¹ The Covid pandemic has exacerbated the crisis, with millions of families being pushed deeper into poverty, resulting in children dropping out of school into child labour² and underage marriages.³ Unless we get children back into school, the future of an entire generation is at risk.

Children's years of education are a key determinant of future income. However, it is often difficult for families in pressing poverty with unmet short-term needs to plan adequately for the future. In such situations, a clear short-term reward for having children attend school is required.

The midday meal scheme has helped improve student attendance to some extent.⁴

However, the use of unconditional cash transfers has generally been less effective: for instance, some parents have enrolled their children in government schools to gain the benefits, but are not sending them to school, let alone buying a uniform (the cash transfer's intended purpose).



Kenyan schoolgirls are provided with cycles, in a scheme designed to increase the retention and graduation rates.

--- Case Study ---

One of the most common complaints of teachers in Shamli government primary schools is the low attendance of many of their students. Some of the most cited reasons were family migration and child labour; with many children working

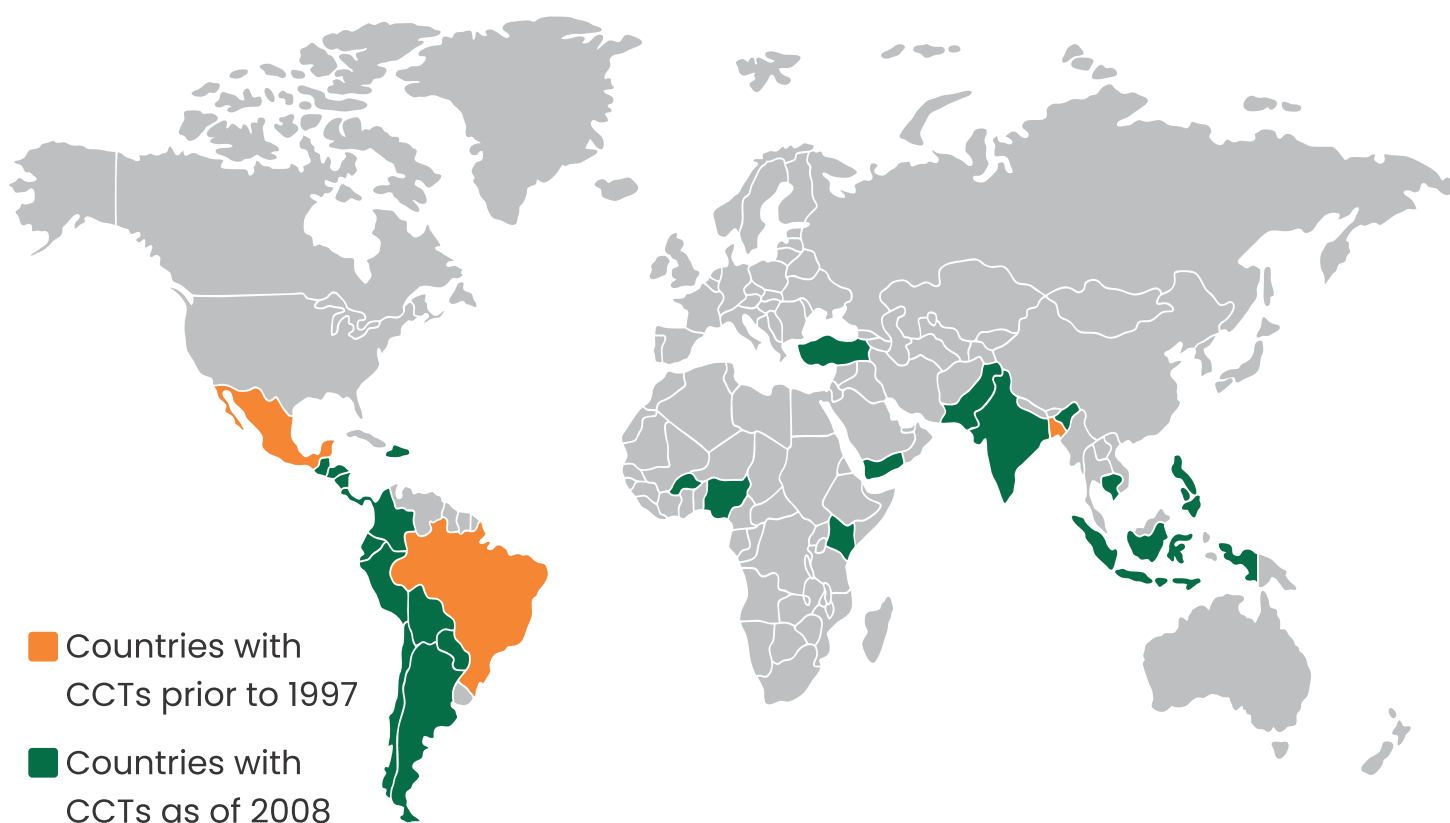
seasonally in sugarcane fields or brick kilns. Many teachers expressed frustration with their inability to effectively help children achieve learning goals because of the extremely patchy attendance.

A Disruptive Approach

Conditional cash transfers (CCTs) are more effective in ensuring high attendance and preventing dropouts. CCTs have a particularly powerful impact on school enrolment and attendance for the extremely poor and marginalised, as the cash they receive can make a huge difference in other areas of life.

Brazil's Bolsa Familia program is a global

leader: families are given cash transfers conditional on their children's school attendance and health check-ups. Numerous countries in our region, including Bangladesh and Pakistan, have also used such programs with considerable success.⁵ India should trial a conditional cash transfer program for upper primary schools in aspirational districts with a high dropout rates.



The global spread of conditional cash transfers. Source: Fiszbein & Schady (World Bank), 2009.

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CATALYSTS FOR CHANGE // the role of NGOs

How can innovative NGOs help transform the government education system?

In a Nutshell

- Non-government organisations (NGOs) can play a key role in the transformation of the education system.
- NGO support for government schools should be methodically measured for impact.
- Proven and cost-effective interventions can be incorporated into the government system and scaled up.



The Problem with Business as Usual

There are many NGOs and philanthropic foundations doing good work in government schools, providing a range of support and interventions. However, there are many constraints preventing innovations from being scaled up.

- NGOs are often given limited scope for what they can do in government schools – for instance, syllabus completion is sacrosanct and any NGO-provided ‘supplementary materials’ typically receive less time and focus.
- Government teachers are sometimes initially resistant to new pedagogies or materials being implemented by NGOs, partially because of feeling

overwhelmed by curriculum completion requirements. Their schedule is already packed with prescriptions – NIPUN specifies what to do each period of each day.

- There is also a lack of rigorous evidence collection – many NGOs show a large ‘number of people impacted’ without quantifying the impact and comparing to other interventions.
- There is often a lack of coordination between different NGOs – sometimes there are even multiple NGOs working in the same schools on separate programs, without clear communication.

----- Case Study -----

Our experience working in Shamli district illustrated the difficulty for NGOs partnering for change in government schools. Firstly, it took a long time to consult the relevant stakeholders at the district and state levels and sign an MoU. Once the non-financial MoU was signed, there was still a substantial

amount of work required to raise funds to implement the pilot. Once we began implementation, learning materials from other NGOs were also used in the schools we had selected; which led to teacher confusion, and could confound results.

A Disruptive Approach

- Standardise a transparent process for NGOs to apply to work in government schools, specifying the intervention, its desired outcomes, how success will be measured, and budget.
- Upon approval of a project proposal, sign a one-year non-financial MoU. Select schools from within the desired geographical range to randomly allocate, while ensuring that no two NGOs are allocated the same school.
- Give the NGO authority to work with considerable freedom for the duration of the project, including the ability to visit schools, train teachers, provide different TLMs.
- Across different NGO projects, conduct third-party evaluations of students' learning outcomes and progress relative to baseline.
- Select the most promising projects to be scaled up as part of the system, using government human and financial resources.



A volunteer from Literacy Chicago, USA, helps a man with low literacy skills form a word using letter and picture cards provided with the ALfA materials



6 What's in the news?

A boy shows off his reading skills with a newspaper at a summer literacy intensive.



**DEVI
SANSTHAN**

Dignity Education
Vision International

Leave no one behind

About DEVI

Dignity Education Vision International (DEVI Sansthan) is a leading NGO founded in 1992.

Collaborating with governments, NGOs, schools and corporations worldwide, DEVI is working to accelerate FLN for children and adults.

In this section, we share DEVI Sansthan's story (**Chapter 14**). **Chapter 15** explores the ALfA approach to child-friendly assessments. **Chapter 16** shares some of the evidence and publications on DEVI's literacy work. **Chapter 17** introduces some of our collaborators – governments, NGOs, corporates and schools – as we work together towards a fully literate world.

Chapter 14

Our Story

1992–2013

- DEVI Sansthan is founded by the educationist Dr Sunita Gandhi while working as an economist at the World Bank in Washington DC.
- Early years are spent experimenting with grassroots community development in villages around Lucknow, including running health camps.
- Later efforts included advocating with government officials for educational reform and prioritising literacy.



2014–2019

- Experimental Hindi literacy work begins in the slums of Lucknow, leading to creation of a set of literacy materials.
- Kurauni village is made literate through the work of 22 women volunteers.
- Literacy survey testing the reading levels of 1.5 million people in Lucknow district.
- DEVI Sansthan replicates literacy materials in 13 Indian languages, with the help of its partners.
- Each One Teach One campaign mobilizes some 500,000 student volunteers nationwide to make at least one person literate.



2020–2021

- Developed EdTech literacy solutions in response to Covid crisis.
- DEVI Sansthan expanded community development work in vulnerable communities impacted by lockdown.
- Replicated our literacy program into 30 Indian and International languages, paving the way for large-scale expansion.



2022–23

- Launched Accelerating Learning for All (ALfA) program for use in schools.
- Started large-scale ALfA Programs in two low-performing districts of India.
- MoU signed to expand DEVI Sansthan's ALfA to 15 districts of Uttar Pradesh.
- International partnerships forged with Ministry of Education, Maldives; Literacy Chicago, USA, and more.
- Published Disruptive Literacy: A Roadmap for Urgent Global Action (Bloomsbury).
- Hosted Massive Open Online Trainings; starting with the first on March 9 & 10, 2023.





Presentation by Dr Abdulla Rasheed Ahmed, Minister of State for Education, Maldives

SYNERGY

SUMMIT, Delhi

11 & 12 July 2022

THEME: Need for a Paradigm Shift

DEVI Sansthan hosted its first summit to create synergy among stakeholders in FLN in July 2022.



Disruptive Literacy: A Roadmap For Urgent Global Action Book Launch



Signing MOU with M3M Foundation for FLN implementation in government schools



Lighting of the lamp with eminent guests, including a representative of Lao PDR



synergy
summit 2.0



ACCELERATING FLN

**Making India 100% NIPUN
Before the Deadline of 2026/27**

Come Join Hands in Support of Government of India's
Highest Priority in Education and its NIPUN Bharat Mission



**11-12
JANUARY, 2024**



**DEVI
SANSTHAN**
Dignity Education
Vision International
Leave no one behind

India Habitat Centre
Juniper Hall, IHC, Lodhi Road, Delhi

11 March 2023

POLICYMAKERS

CONCLAVE

The Policymakers Conclave was repeated in the three time-slots below to enable the participation of people from all corners of the world. It brought together leading policymakers, principals and pedagogues to discuss disruptive solutions to the FLN crisis.



Inger-Mette Stenseth

Co-Founder of World Climate School, Norway

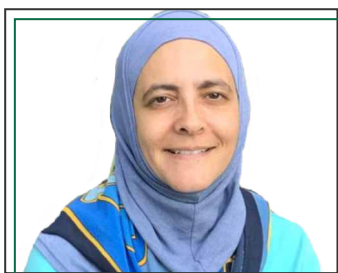
Inger-Mette Stenseth is co-founder of World Climate School, decentralised network and part of the Climate Education Coalition



Samuel Sasu Adonteng

Lead Programmes Officer, AASU

Mr Samuel Adonteng is the All Africa Student Union's primary contact with the UNESCO COVID-19 GEC and ECW Youth Subgroup.



Rana Dajani

President, We Love Reading

Rana Dajani is a Ph.D. molecular cell biology from University of Iowa, a Harvard Radcliff fellow, and a former Fulbrighter.



Rashmi Arun Shami

Principal Secretary School Education

Rashmi Shami, IAS, has held numerous key posts in the Madhya Pradesh government, including the Director of Tribal Area Development and Planning and Commissioner of Rajya Shiksha Kendra.

BREAKUP OF 3.5 HOURS

SESSION 1

45 mins

THEME A
Welcome /
Scaling up
MOOT
worldwide

SESSION 2

45 mins

THEME B
Disruptive
Solutions to a
Global Literacy
Emergency

SESSION 3

30 mins

PRESENTATIONS
From the Field
with Evidence of
FLN with 10X
Results

SESSION 4

45 mins

THEME C
Collaborations
and Synergies
towards Mass
Mobilization

SESSION 5

45 mins

THEME D
System-wide
Reforms,
Policies &
Plans

2nd Global Policymakers CONCLAVE

23 January 2024
An **Online** Event

ANNUAL CHIEF JUSTICE CONFERENCE



City Montessori School, a recipient of the UNESCO Prize for Peace Education, hosts the annual Chief Justices of the World Conference. With the goal of furthering international peace and rule of law, Chief Justices are inspired and empowered to become voices for change.



President of Mauritius, H.E. Mr Prithvirajsing Roopun (left) at the 23rd Conference of Chief Justices of the World, City Montessori School.



Gifting the book 'Disruptive Literacy: A Roadmap for Urgent Global Action' to global leaders.

14th Ed Leadership Global Learning Lab

7-10 FEBRUARY, 2024

Attend In-person or online

& Research Spotlight Day

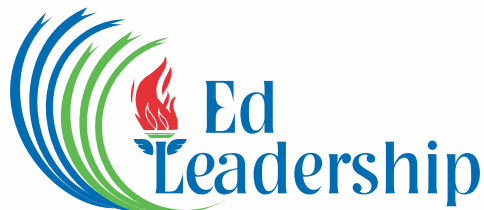
7 January, 2024

Online only

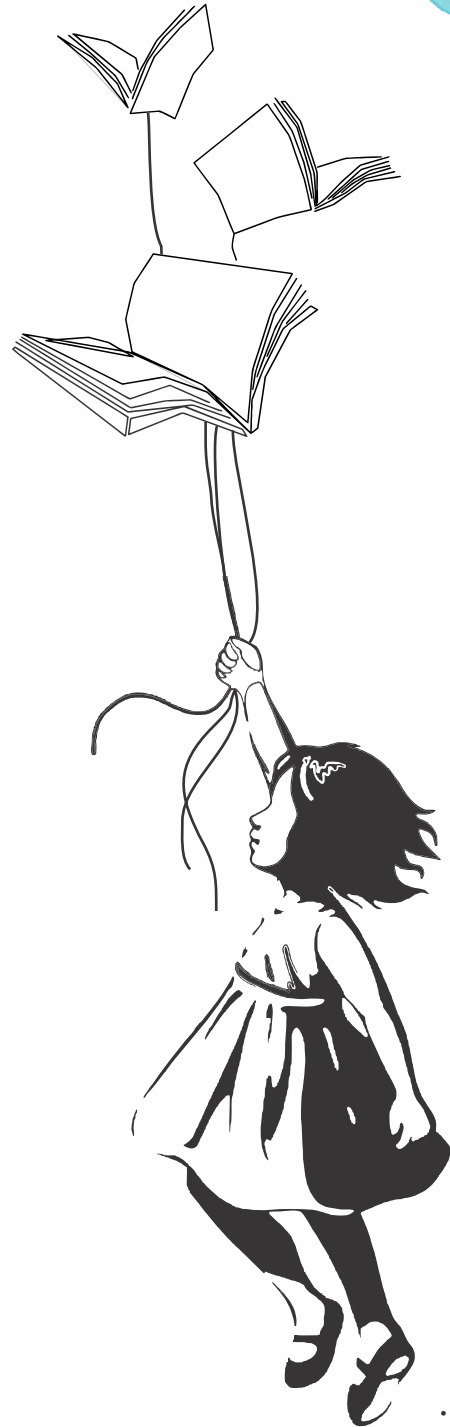
The NEXT BIG SHIFT in Education

COME *Witness*
BE *Empowered*
LEAD *Change*

A Three-Step Dance Towards
Educational Transformation



International Roundtable Conference



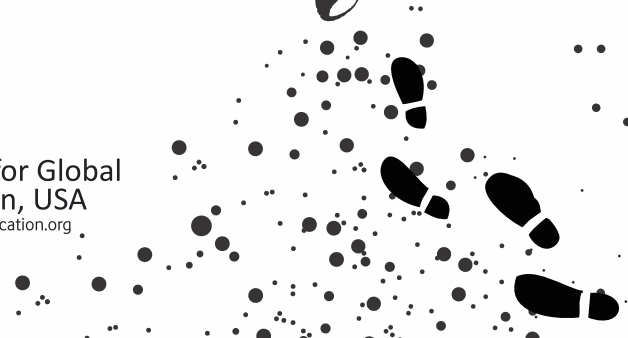
**Global Education
& Training Institute**
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Education, USA**
www.globaleducation.org





#DisruptiveFLN

Foundational Literacy & Numeracy



GLOBAL DISRUPTIVE TALKS *on* FOUNDATIONAL *Literacy &* NUMERACY

The D-Talks live video series brings together socially responsible leaders and sustainable development practitioners to engage in conversations that lead to change.

A 20-to-30-minute presentation by the speaker is followed by interactions with the guest. The D-Talks are simultaneously relayed on multiple media platforms including YouTube, Facebook, Twitter, Telegram, Twitch and others.

4 **A C T S** of D-talks

Awareness

To raise awareness of the seriousness of the FLN crises



A



Commitments

To get commitments for a time-bound people's movement

C

Targets

To discover groundbreaking solutions that meet targets efficiently



T

S



Sharing

To inspire greater action by the sharing of successes

Disruptive Talks on Literacy

The D-Talks have witnessed the participation of 174 speakers from 22 countries in the first series.

Speakers have included activists and academics, policymakers and practitioners at all levels: government,

international agencies, non-profit sector, donor community, corporates, universities, youth and schools.

We look forward to engaging discussions with you in Series 2.0 of the D-Talks.

174 Speakers from 22 Countries Include



Robert Jenkins

Global Director,
Education &
Adolescent
Development,
UNICEF



Dr. Abdulla Rasheed

Minister of State for
Education
Head, National
Institute of
Education (NIE),
Maldives



Vicky Colbert

Founder & Director
Fundación Escuela
Nueva



Jon Corripo

Co-Author, The
Eduprotocols
Field Guide Book 1
and 2 & Eduprotocols
Math Edition



Mary McCool Berry

Reading Specialist
Literacy for All
Advocate

Countrywise Talks



Click or Scan to Watch the D-Talks



Albania

Argentina

Bangladesh

Brazil

Bulgaria

Colombia

India

Kenya

Maldives

Nepal

Netherlands

New Zealand

Nigeria

Pakistan

Portugal

Qatar

Serbia

Slovakia

South Africa




Switzerland

UK

USA

TESTING PROCESS

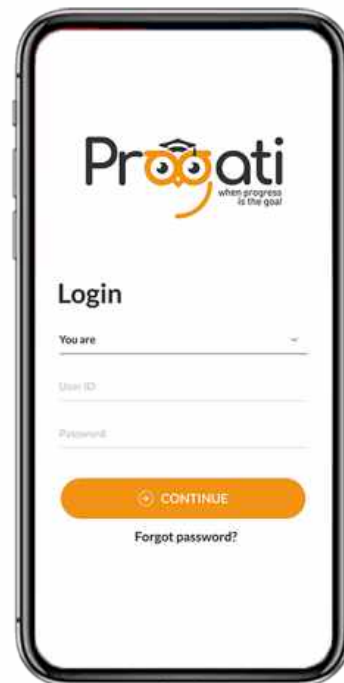
The ALFA program in government schools uses a revolutionary form of assessment which provides instant, detailed feedback that can inform and shape the learning process.



OMR SHEET


Name: _____
School/Campus: _____
STATE BOARD Grade 3 Section: Date: _____
Survey Code: **000058** Combined Exam
Survey Title: **000009 Grade 3 Set A**

Survey Code
0 0 0 0 5 8

Combined Exam
Section A Hindi
A B C D E F
1 0 0 0 0 0
2 0 0 0 0 0
3 0 0 0 0 0
4 0 0 0 0 0
5 0 0 0 0 0
6 0 0 0 0 0
7 0 0 0 0 0
8 0 0 0 0 0
9 0 0 0 0 0



Assessment is typically conducted by college students, after receiving a training from the DEVI team. The surveyors request teachers requested to remain outside the classroom during the tests, to minimise the possibility of cheating. The OMR sheets are scanned using the Pragati App, which allows instant data collation and analysis. The 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.



ASSESSMENT TOOL

Multiple-choice question papers are designed based on the NIPUN Bharat Competencies and the National Achievement Survey, in consultation with DIET. The paper was divided into sections based on the Grade level of the NIPUN competency being tested by each question: Section A tested Balvatika and Grade 1 competencies; Section B tested Grades 2 & 3 competencies; Section C tested Grades 4 & 5 competencies. Grade 1 students were given a paper containing only Section A, whereas Grade 2 & 3 students were given a paper containing both Section A & B, and Grade 4 & 5 students were given a paper with Sections A, B & C.

ODIA

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Pragati Post-Test
ODIA ଓଡ଼ିଆ
 SURVEY CODE >

SECTION A+B+C

SECTION A

ନାମ

ଶ୍ରେଣୀ

ବିଦ୍ୟାଳୟ

ପ୍ରଶ୍ନ ୧: 'ପ' ଅକ୍ଷର ପାଇଁ ଠିକ୍‌ତ୍ର ବାଛ ।

ପ

A.

B.

C.

D.

E.

ପ୍ରଶ୍ନ ୨: 'ଆ' ଅକ୍ଷର ଆରମ୍ଭ ହେଉଥିବା ଛବି ବାଛ ।

ଆ

A.

B.

C.

D.

E.

ପ୍ରଶ୍ନ ୩: 'କ' ଅକ୍ଷର ଆରମ୍ଭ ହେଉଥିବା ଛବି ବାଛ ।

କ

A.

B.

C.

D.

E.

ପ୍ରଶ୍ନ ୪: ଛବି ଦେଖି ଶବ୍ଦ ବାଛ ।

A. କମଳ

B. କଲମ

C. କଠଉ

D. କଲସ

E. କପଟ

HINDI

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Devi Education Vision International
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Pragati Pre-Test
HINDI हिन्दी
 SURVEY CODE > 0 0 5 3 3 8

SECTION A

नाम

कक्षा

विद्यालय

प्रश्न 1: अक्षर के लिए सही चित्र चुनिये।

प

A.

B.

C.

D.

E.

प्रश्न 2: अक्षर के लिए सही चित्र चुनिये।

आ

A.

B.

C.

D.

E.

प्रश्न 3: अक्षर के लिए सही चित्र चुनिये।

दि

A.

B.

C.

D.

E.

प्रश्न 4: चित्र के लिए सही शब्द चुनिये।

A. कमल

B. कलम

C. कमर

D. कलश

E. कपट

MATHS

DEV SANSTHAN
Devi Education Vision International
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Pragati Pre-Test
MATHEMATICS गणित
 SURVEY CODE > 0 0 0 0 0 6

SECTION A

प्रश्न 1: तारों को गिन कर सही संख्या लिखें।

☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

A. 5 B. 7 C. 8
D. 9 E. 6 F. पता नहीं

प्रश्न 2: 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 नहीं

प्रश्न 3: ज्यादा सेब समूह वाले बक्से को चिन्हित करें।

A.

B.

C.

D.

E. पता नहीं

प्रश्न 4: दिए गए पैटर्न क्रम को पूरा करते हुए अगली तीन आकृतियाँ बनायें। △ □ ○ △ □ ○

A.

B.

C.

D.

E.

F. पता नहीं

प्रश्न 5: 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 नहीं

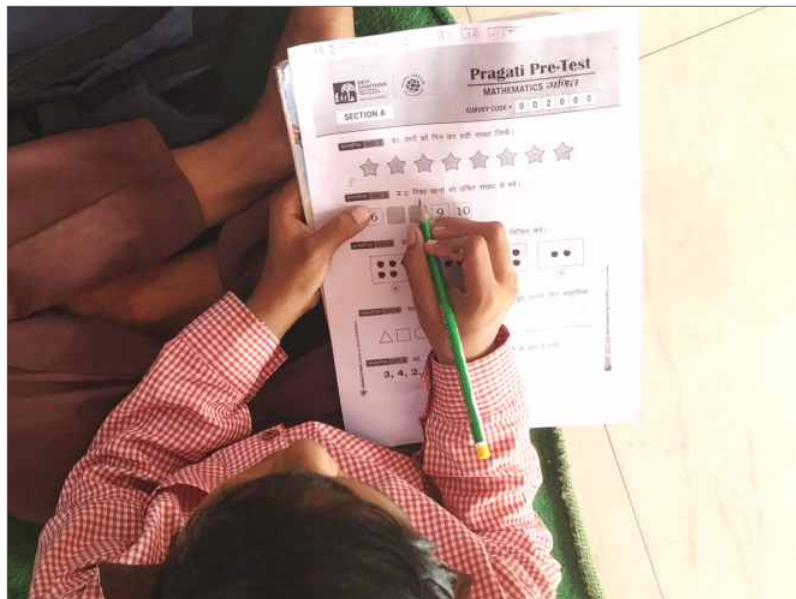
ASSESSMENTS AS LEARNING

Compete with yourself, not others

Could exams be joyful and constructive – not stressful and competitive?

In a Nutshell

- It is crucial to track learning to provide useful, timely feedback to both students and teachers, so that learning gaps can be addressed swiftly.
- New technologies enable rapid, easy and enjoyable learning assessments.
- Third-party spot-testing should be conducted occasionally to check students' learning levels



The Problem with Business as Usual

The traditional assessment system is deeply problematic, often creating an environment of fear and competition which undermines learning, while failing to measure what really counts.

- 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, wasting valuable time and 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 Similarly, teachers don't receive detailed feedback on which areas the whole class requires revision on.

--- Case Study ---

Our experience conducting baseline testing in Shamli demonstrated the danger of assessments which are perceived to be high stakes. The initial testing, conducted on 20th April 2022 by Academic Resource Persons (ARPs), showed astonishingly high results: Grade 3 averaged 72% on the NAS-based multiple-choice questionnaire,

compared to the district average of 26% in NAS 2017. However, a surprise test conducted by DEVI staff the next day indicated that actual learning levels were much lower (44%). It is vital that assessments are conducted impartially, which may require third party involvement.

A Disruptive Approach

The purpose of assessment should be to help all children understand their areas of improvement and to better guide their efforts to develop these skills. Assessment data should be used to 'identify areas of learning and development where children may need support or extension'.² Feedback needs to be much more specific: giving students and teachers data on how well they did on each sub-topic so they know what their strong points and areas of improvement are. 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

What does this look like in practice? New technologies like the Pragati App can help transform the way assessments are done and the type of feedback they can offer. It unlocks the power of instant, automated marking and analysis in an accessible format.

The process is simple:

- Students are given an assessment, which may be a standardised exam or a test the teacher has created themselves.
- Responses are entered on the equivalent of an OMR sheet, by the students themselves.
- The teacher scans these sheets with their smartphone and, within a few minutes, receives a detailed report card for each student and for the class overall. This enables them to revise concepts that many students are still struggling with.
- Students receive a detailed, topic-wise analysis, which shows their progress relative to the previous test rather than ranking them against other students.
- Because the testing process has been streamlined and simplified, no-stakes diagnostic tests can be conducted more frequently.

The table below highlights the key changes required.

	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 & References

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

LEARNING OUTCOMES QUESTION-WISE

NUMERACY

The Pragati App enables detailed analysis, highlighting what proportion of children have attained various competencies. Here we showcase some sample competencies along with the baseline & endline test scores from Sambalpur, Odisha.

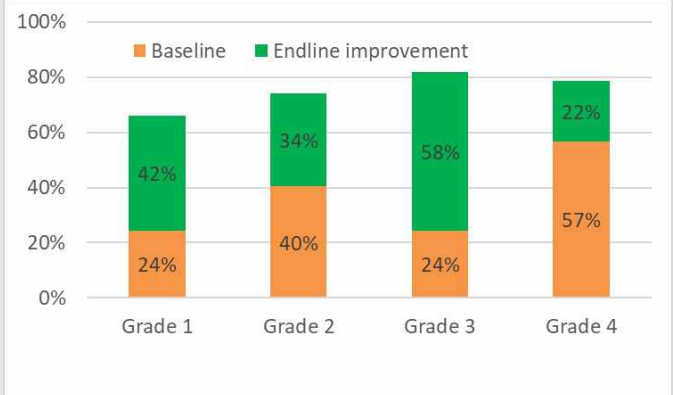
Balvatika Dakshata 2 Completing patterns and sequences.

ପ୍ରଶ୍ନ- ଖାଲି ଜାଗାଗୁଡ଼ିକୁ ଠିକ୍ ସଂଖ୍ୟାରେ

ପୂରଣ କର ।

୭ ୯ ୧୦

- A. ୭, ୮ D. ୫, ୬
B. ୮, ୯ E. ୭, ୮
C. ୫, ୬

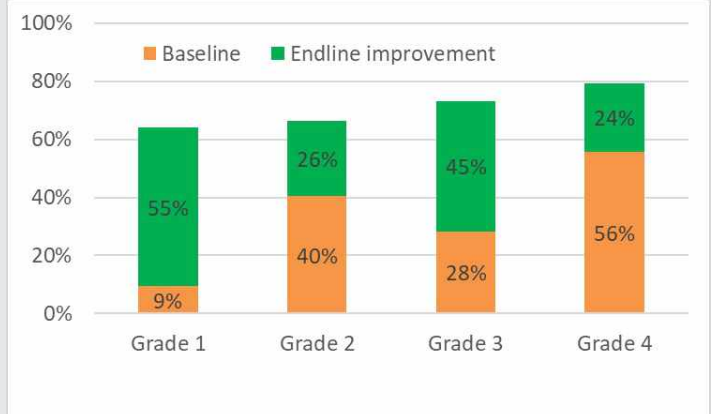


Balvatika, Dakshata 4 Understanding and representing sequences & patterns.

ପ୍ରଶ୍ନ- ଦିଆଯାଇଥିବା ତାତ୍ତ୍ୱ କ୍ରମକୁ ପୂରା କରିବାକୁ ଆଉ ତିନିଟି ଆକୃତି ବନାଅ ।

△ □ ○ △ □ ○ _____

- A. △ □ ○ B. ○ □ △
C. □ △ ○ D. ○ △ □
E. ○ □ △



Grade 1 Dakshata 1 Counting objects up to 20.

ପ୍ରଶ୍ନ- ଅଧିକ ସେଠେ ଥିବା ବାଙ୍କକୁ ଚିହ୍ନଟ କର ।

- A. B.
C. D.
E. ଜଣା ନାହିଁ



LEARNING OUTCOMES QUESTION-WISE LITERACY

Grade 1 Dakshata 1 Recognizing pictures and letters.

ପ୍ରୂ. ଛବି ଦେଖି ଶବ୍ଦ ବାଛ ।

- A. କମଳ E. କପଟ
B. କଲମ D. କଳସ
C. କଠଉ



Grade 2 Dakshata 4 Reading an unseen passage and answering comprehension questions.

ପ୍ରୂ. ଏଥିରୁ କେଉଁଟି ଅନ୍ୟଗୁଡ଼ିକ ଠାରୁ ଅଲଗା ଅଟେ?

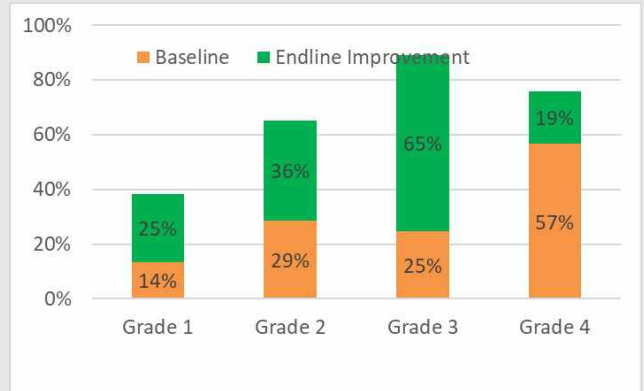
- A. ହାତୀ E. ବିଲୁଆ
B. ସାରୀ D. ବାଘ
C. ସିଂହ



Grade 3 Dakshata 7 Completing sentences with the appropriate word.

ପ୍ରୂ. ବାକ୍ୟକୁ ସଂପୂର୍ଣ୍ଣ କର ।
ଶିକ୍ଷକ _____ ପତାଉଛନ୍ତି ।

- A. ଖେଳ D. ମା
B. ନାଟ E. ପାଠ
C. ଗୀତ



Chapter 16

A Roadmap to Literacy



DISRUPTIVE LITERACY

A Roadmap for Urgent Global Action

"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."

"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

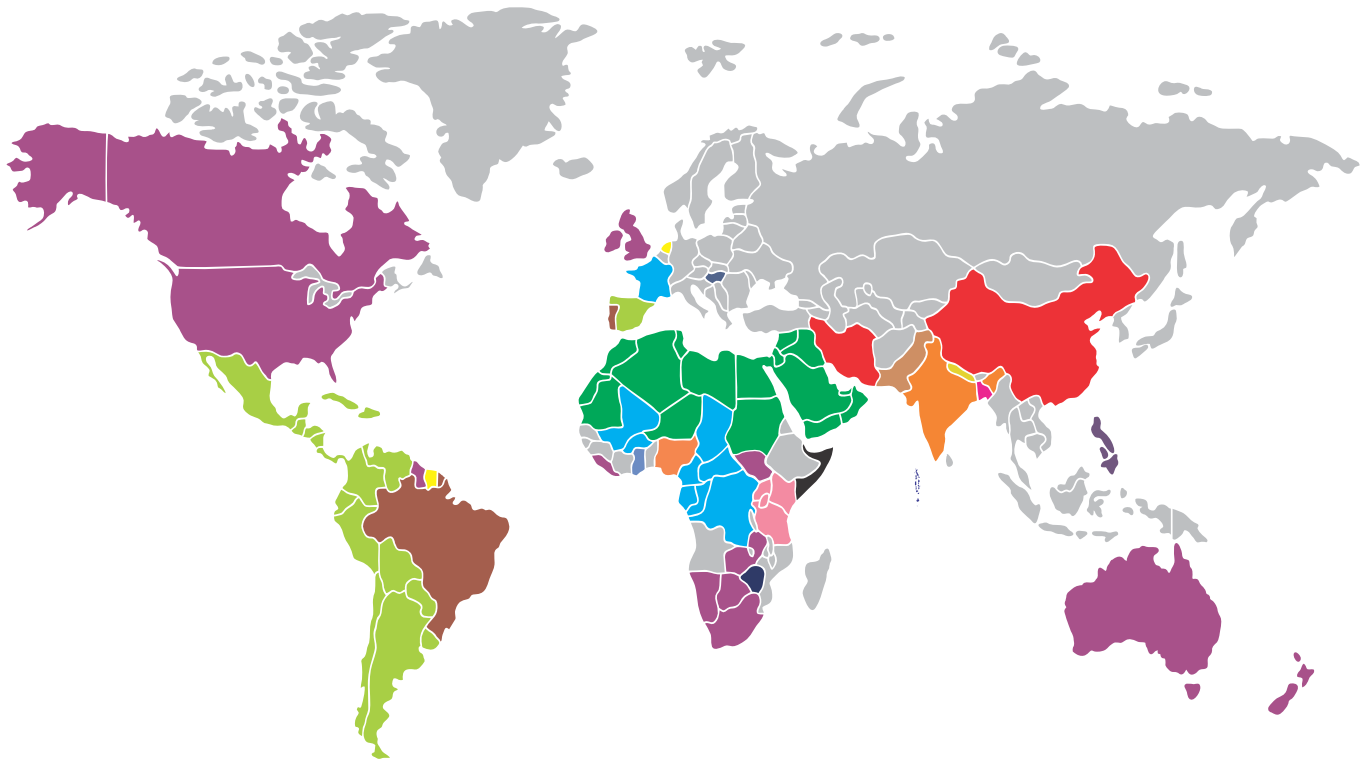
Former Secretary of Education, India

Published by
Bloomsbury,
Available on
Amazon



Click or Scan QR

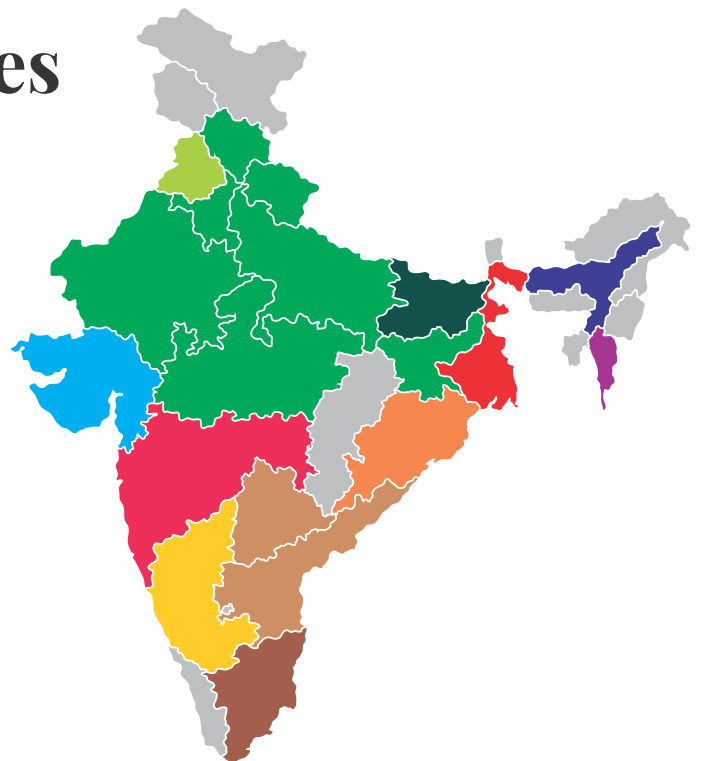
ALfA International Languages



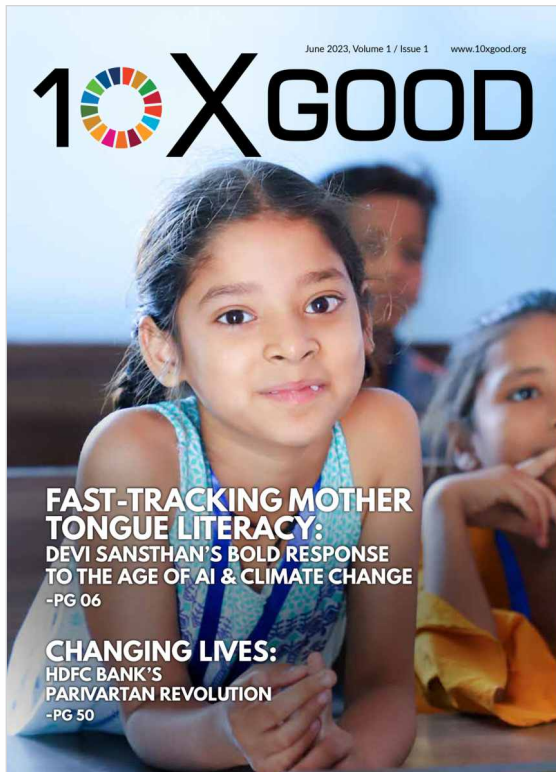
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|---------|----------|-------------|---------|-----------|
| Arabic | English | Nepali | Shona | Urdu |
| Bangla | Filipino | Persian | Spanish | Yoruba |
| Dhivehi | French | Portuguese* | Swahili | Somalian* |
| Dutch | Mandarin | Serbian | Twi |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

ALfA Indian Languages

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



10X GOOD MAGAZINE ARTICLES



Fast-Tracking Mother-tongue Literacy in the Age of AI & Climate Change

- By Dr. Sanita Gandhi

Accelerating foundational literacy in the age of AI and climate change is vital for empowering individuals and communities to address urgent challenges

In the age of AI and climate change, the need for fast-tracking foundational literacy becomes even more crucial. Climate change poses unprecedented challenges that require informed and engaged individuals to drive sustainable solutions. Foundational

literacy equips people with the knowledge and critical thinking skills necessary to understand the consequences of climate change, protect their families and communities from the consequences of climate change, and actively participate in climate action initiatives.

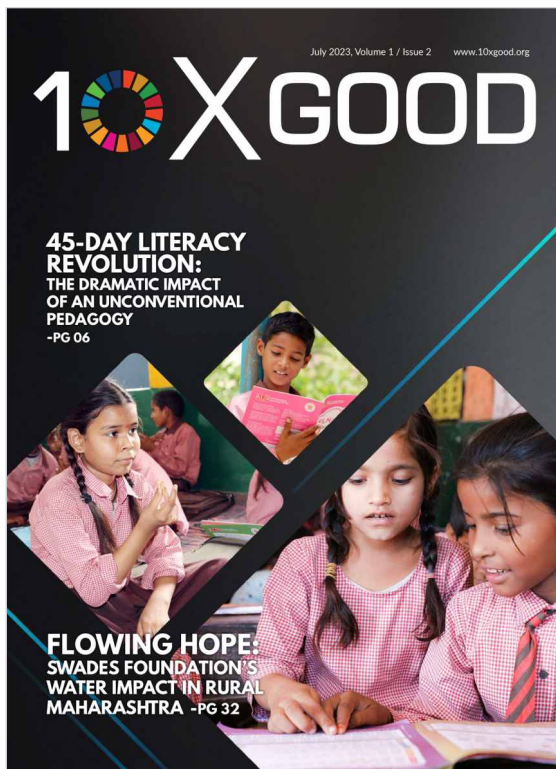


Literacy is at the heart of all SDGs and climate action. It is one action that can bridge the digital divide in the age of AI. Mother-tongue literacy need not take years as it has taken in the past. New methods, and a vastly more transformative pedagogy are capable of filling the literacy gap within weeks.

6 | 10XGOOD



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45-Day Literacy Revolution: The Dramatic Impact of an Unconventional Pedagogy

This write-up investigates ALfA (Accelerated Learning for All), a groundbreaking literacy education method, contrasts it with traditional techniques, and emphasizes its capacity to enhance literacy results swiftly and efficiently

Improving literacy rates is a critical step in reducing poverty and promoting economic growth. One extra year of schooling can increase an individual's earning power by 10% on average.

- The Organisation for Economic Co-operation and Development (OECD, 2019)

"Literacy is a key factor in achieving economic and social development, as it is associated with higher earnings and better employment opportunities. Literacy also has a positive impact on health and social participation, as well as on women's empowerment and gender equality."

- UNESCO

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10X GOOD MAGAZINE ARTICLES



FAST-FORWARD NIPUN BHARAT: DEVI SANSTHAN'S UNCONVENTIONAL BOLD NEW EDUCATION FOR FLN

ALFA isn't merely an education program; it's a call to action, compelling us to question our long-standing assumptions about what is achievable in the educational landscape

- By Milita Halder

Change is often met with resistance, a natural reaction to stepping into the unknown. Yet, history has shown that embracing the seemingly impossible can lead to transformative shifts. One such example is ALFA (Accelerated Learning for All). ALFA holds the power to revolutionize education and address India's greatest need in education: Foundational Literacy and Numeracy (FLN).

Breaking the Mould: Paradigm Shifts That Reshaped History

Throughout history, there have been pivotal moments that reshaped the world by challenging conventional thinking. Consider the once-unthinkable idea of flying - the Wright brothers dared to defy gravity, and their invention transformed the way we traverse the skies.

The automobile was initially deemed impractical and incapable of replacing horse-drawn carriages. Electricity faced doubt and was met with fears of danger. From the civil rights movement to the digital revolution, bold changes have often led to advancements that were previously unimaginable. In science, shifts in paradigms met with initial skepticism but eventually expanded our understanding of the universe.

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Fulfilling SDG4 with ALFA

By combining pedagogical expertise with technological innovations, ALFA—Accelerating Learning for All accelerates the process of learning, ensuring that the world's children not only learn but do so at a pace that aligns with the urgencies of our times

In the ever-evolving landscape of global development, education stands as the bedrock of progress, the keystone that supports a structure of equality, empowerment, and enlightenment. With the United Nations' Sustainable Development Goal (SDG) 4 at the heart of global educational objectives, the focus is clear: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Yet, as imperative as this goal is, its realization requires innovations that aren't just transformative but are also agile and adaptive.

Literacy is not just a foundational skill—it's the lifeblood of sustainable development. As we grapple with the challenges of the modern world, the Sustainable Development Goals (SDGs) provide a roadmap to a

better future. Yet, at the core of these 17 global goals lies one crucial enabler: literacy. It's an action with unparalleled return on investment. Whether it's gender equality, reduced inequalities, good health, or quality education, the ability to read and understand sits at the heart of every single SDG.

And this connection extends to even seemingly unrelated SDGs. Consider SDG13, which targets climate action. An informed populace, equipped with literacy skills, is better positioned to understand and act upon the complexities of climate change. They can read, comprehend, and contribute to environmental solutions. In essence, literacy amplifies the efforts to combat climate challenges.

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Successful foundational learning model



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SUNITA GANDHI



TODAY, SEVEN OF TEN CHILDREN ACROSS India cannot read with comprehension by their tenth birthday. The Covid-19 pandemic severely disrupted Indian education, but the pre-pandemic picture wasn't rosy either. Barely half of children were able to read after five years of schooling.

The National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN) Bharat programme, launched in July 2021 by the Union education ministry's Department of School Education and Literacy, has set an ambitious goal of universal foundational literacy and numeracy (FLN) by 2026-27. For the first time, FLN has been accorded highest priority in the detailed and visionary National Education Policy (NEP) 2020. How can this goal be attained?

A dispassionate analysis is required to assess whether this goal is attainable. Evidence suggests that increasing 'inputs' doesn't improve 'outcomes'. There is no causal relationship between more teachers training and better results in terms of children's learning outcomes. Moreover, grouping children by ability creates fixed mindsets that can be damaging. Nor do teachers change their behaviour quickly. Like master puppeteers, they feel justified in teaching the way they have always done. Their schedules are full with textbook completion, and several non-teaching duties. There's little room for innovation and undertaking new projects — workbooks, hands-on activities, tracking, revision, testing, remedial work, etc. However, it's time for governments to think out-of-the-box and devise disruptive new solutions.

The body of evidence suggests that most teachers want to excel in their work, and also want their students to excel. Here are a few suggestions to create more conducive teaching-learning conditions in classrooms:

- **Focus on outcomes.** Teachers should be accountable for students learning outcomes, not quantum of inputs.
- **Learning & sharing.** Teachers need to share evidence and learn from each other, highlight good work and celebrate success. Schools need to move beyond carrot and stick accountability to motivate teachers.
- **Reduce burden.** School managements should focus on developing students' competencies for each grade as prescribed by NIPUN Bharat, to accelerate fluency and understanding, writing, and mastery of numeracy.
- **Children-led learning.** School managements need to switch from teacher-led processes that slow down learning and implement child-led processes instead.

In March 2022 at the invitation of the Union education ministry, Dignity Education Vision International (DEVI) Sansthan, a Lucknow-based NGO promoted by this writer, introduced its child-led ALfA (Accelerated Learning for All) foundational learning programme for classes I-V children in ten schools in the Shamli district of Uttar Pradesh. After

After 30 days, children's learning outcomes were so transformed that the district magistrate requested DEVI Sansthan to expand its programme to another 200 schools

30 working days, the learning outcomes of children were so transformative that the district magistrate requested DEVI Sansthan to expand its programme (starting this November) to another 200 schools with 70 more schools in the control group.

In the pilot programme, 84 percent of children began to read full textbook paragraphs in 30 days. Many are reading newspapers and prescribed textbooks in other subjects. Even younger children in classes I-II have surpassed NIPUN Bharat goals for literacy and numeracy. Learning outcomes of all children including those with special needs, shy and hyperactive children, have shown considerable improvement.

It's pertinent to note that the ALfA toolkit comprising three booklets: Reading (28 pages), Writing (10) and Numeracy (24) requires just two periods per day for 60-90 days — equivalent to 8-12 percent of the school year. ALfA books are usually completed within two-three months but the process of paired learning continues through the entire year and has accelerated learning in all subjects.

The ALfA child-led process of paired learning is groundbreaking new pedagogy. It scaffolds learning from known to the unknown in logically organised and visually attractive modules that enable children to self-learn, with each new module building on the previous. Under this pedagogy, teachers don't teach, they are galvanizers. They explain the 'prompts' in each module. They gather required resources, prepare the environment, and speak the language of encouragement to motivate every child.

Government and public reaction to the ALfA programme has been enthusiastic. It has been replicated in 25 national and international languages and the Republic of Maldives is implementing ALfA countrywide, with six other national governments evaluating it closely.

State governments and private schools — especially budget private schools — are advised to experiment with ALfA and its variants to dramatically improve children's learning outcomes. Interested parties are welcome to connect with DEVI Sansthan through our website www.dignityeducation.org.

It is possible to universalise FLN within months, rather than years. It's time to end business as usual in India's classrooms.

(An alumna of Cambridge University and former economist at the World Bank, Dr. Sunita Gandhi is the founder-CEO of DEVI Sansthan, Lucknow)

Newspapers



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NEWS / CITY NEWS / LUCKNOW NEWS / Global Policymakers To Discuss Education

Global policymakers to discuss education

TNN / Mar 6, 2023, 08:34 IST

181 PTS

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Lucknow: A unique online program will help your children to make up for the education loss during the pandemic. The 'Accelerated Learning for All' (ALFA) program developed by Dignity Education Vision International (DEVI Sansthan) will help children easily learn how to read, write and do arithmetic. To make this online program, which is free for children, reach the masses, a Massive Open Online Training (MOOT) and global policymakers conclave will be held in online mode from March 9 to 14.

"Around 7 lakh teachers from 39 countries and 24 states of India will be participating in three different slots per day during the conclave," said founder and CEO of DEVI Sansthan Sunita Gandhi.

The conclave will be inaugurated by Defence minister [Rajnath Singh](#), Prime Minister, the Central African Republic Felix Moloua, and former education minister of Yemen. TNN



Educationist & Innovator Dr. Sunita Gandhi develops new pedagogy 'Global Dream -ALfA



Travelling from Lucknow to India's capital New Delhi, a surprise squadron of Kindergarten to Grade 2 students addressed a press conference at the Press Club of India, to help the world solve one its greatest problems in education – that of universal literacy and numeracy.

'Learn to Read, Write in 30 Hours': Ex-World Bank Economist's Inverted Teaching Helps 5 lakh Rural Kids



While kids take at least a few years to learn the alphabet, read and write, Dr Sunita Gandhi's new way of inverted learning has made many rural children "literate" in as little as 30 hours. The former World Bank economist and doctorate from Cambridge University has taught more than five lakh underprivileged kids across the country in the past six years. Gandhi, a Lucknow-based philanthropist, has made this possible through her programme, 'Global Dream'.

Speaking to News18, Gandhi said, "Thousands of children can't attend school due to various reasons. Most of them are in rural vicinities. Our aim is to provide basic literacy in as little as 30 days. We have been working on this programme with the help of our volunteers and have been providing this new way of learning to underprivileged kids for free."

Chapter 17

ALfA Without Borders



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



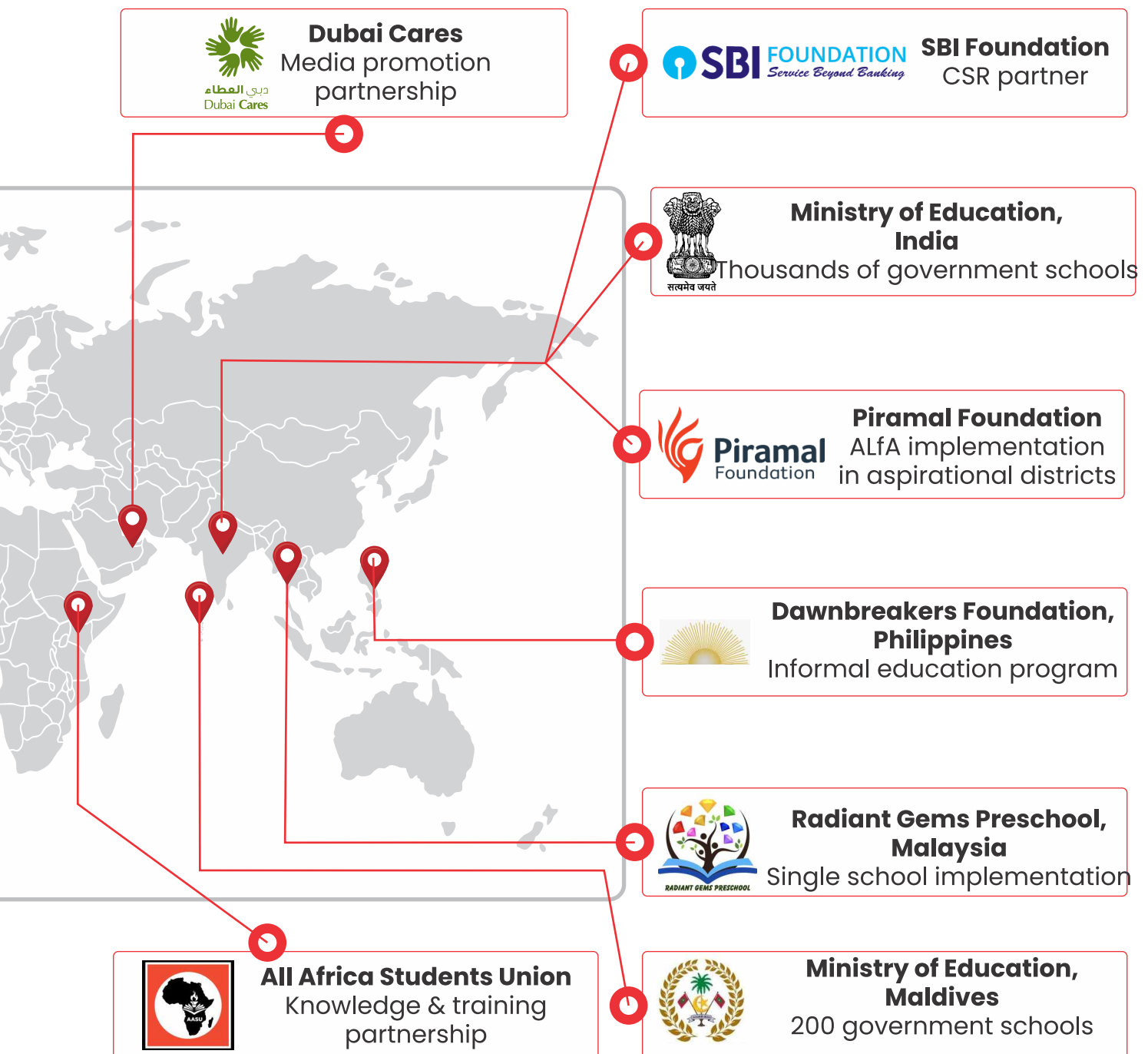
PATH Youth, Kenya
School literacy intensives



**Forum for African
Women Educationists**
Knowledge & training partnership



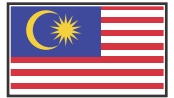
ALfA Partner Organisations



ALfA IMPLEMENTATION PARTNERS

The ALfA program has taken off in diverse contexts around the world. We are collaborating with numerous government and non-government organizations to bring literacy for all.

ALfA training in Malaysia and Singapore



ALfA program being used in the Philippines by Dawnbreakers Foundation



MOU with the MOE Maldives started with training of 1200 teachers and government staff



ALfA IMPLEMENTATION PARTNERS

Pilot in two schools of Iquitos,
Peru in collaboration with Arca Beta



Pilot in schools of Guyana in
collaboration with Kupanda Sisters



Implementation of ALfA for Adult Literacy in Chicago,
USA in collaboration with Literacy Chicago



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



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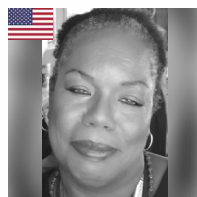
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Reading, Jordan



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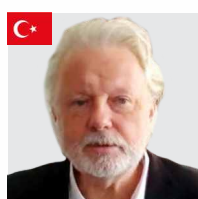
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Alok Ranjan, Chief Secretary, Uttar Pradesh (2015)



Anita Karwal, Secretary Education, MOE (2022)



Sanjay Kumar, Secretary Education, MOE (2023)



Vijay Kiran Anand, Director-General School Education, UP



Kiran Bedi, then-Lt. Governor, Puducherry



Dileep Shukla, Script-Writer, Bollywood



Raj Shekhar, then-DM Lucknow

“

Literacy is the bridge
from misery to hope.

”

Kofi Annan

Former UN Secretary General



“ 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

”



Make the World Literate This Year Itself



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