Executive Summary

This is an interim report that provides an overview of the progress made in Asia Initiatives' Cascades of Learning program made possible by the 2021 Jacob's Conference Grand Innovation Prize funding of $200,000 received from the Jacobs Foundation. Although the original proposal was for two years, we are pleased to report that we have been able to achieve most of the goals within one year itself, and will continue to scale and improve the program moving forward. The program has upscaled to 18,000 participants in 8 locations and 16 schools with the help of this Prize. In addition, this Prize has enabled us to conduct thorough research of two of our project sites to ascertain the efficacy of the program, as well as the improvements we can make to bring high-quality, relevant, personalized, and culturally sensitive education to adolescents, especially girls, in underserved informal settlements in urban areas and remote villages. The research has provided empirical evidence that students in our program can access educational support including digital literacy irrespective of their gender, location, religion, and the socioeconomic setting in which they live. Although socio-economic and technological barriers exist, setting up Learning Centers, which are equipped with digital devices and the Internet within communities, assure access to enhanced educational outcomes. The educational benefits availed from the suite of redemptions were significantly and positively influenced by the ability to walk to the center and having Internet access.

Introduction

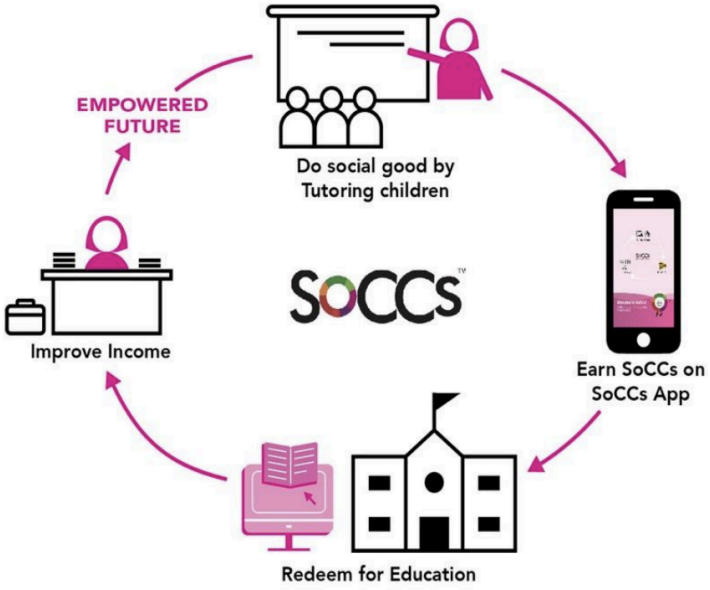
According to a UNICEF report, the COVID 19 pandemic resulted in the closure of schools for 168 million children globally for almost a full year or more. Better education could help reduce poverty and empower communities, thus helping accelerate every UN Sustainable Development Goal. A majority of the affected students are girls, with 50 million out of school in India alone. This has been exacerbated by previously existing societal barriers in many developing countries that often expect adolescent girls to stay at home and care for younger siblings, among other forms of domestic work. Discrimination due to caste, race, or ethnicity also exacerbates these issues. Schools are often too far, inadequate or unaffordable for children in rural areas and urban slums. Uneducated parents are often unable to help their children with homework. Many of these children slowly start to fall behind at school, and over time lose interest and motivation to continue schooling. There is also a lack of good role models for children in under-served communities. Lack of education results in a continuation of intergenerational poverty with resultant impacts on public health, well-being, and happiness. This trend is set to increase dramatically as automation and machine learning will take away an increasing number of low-skill and manual jobs, and the income gap between high-skilled and unskilled workers widens. Therefore, the need to ensure education for children in under-served communities is urgent.

We address all of these problems with our SoCCs Cascades of Learning solution in a holistic manner. The Early Childhood disadvantages and poor education in under-resourced schools cannot be remedied by governments alone, especially in poor countries. We aim to change this with our Cascades of Learning model of crowdsourced peer mentoring, which provides personalized support to help children prepare for, stay and succeed in school.

Social Capital and Crowd-sourced Peer Mentoring Education Model

Social capital is an intangible asset produced by altruistic relationships (Zhang et al. 2009) and by social networking among people (Coleman & James, 1988).The culture of reciprocity rooted in social capital promotes collective development and creates a social safety net for community members. Social capital can also strengthen community identity and foster community welfare by enabling participants to work together more effectively in pursuing shared objectives (Putnam, 1995). It has been documented that students from underserved/ disadvantaged backgrounds (e.g., racial/ ethnic minorities, low socioeconomic status, etc.) have a much lower graduation and retention rate than those who are from privileged or socio-economically higher backgrounds (Engle and Tinto 2008). Research on improving higher education graduation and retention rates for employable skills show that quality mentorship can positively influence students' critical thinking and self-efficacy, and is ultimately correlated with student success - all critically important skills for job readiness and empowerment (Finley and McNair 2013) that marginalized and underserved students have limited access to.

Peer tutoring in our program provides mentorship that involves more experienced young adults and older children supporting younger students during their academic and personal development. For example, an 18-year-old can tutor a 15-year-old who can tutor a 12-year-old, and so on. Youth development research shows that quality mentoring relationships with a caring adult or older child have significant positive effects on young people's educational, personal, and professional outcomes, especially for adolescent individuals who face an opportunity gap. Peer mentoring improved capability, connectedness, purpose, resourcefulness, and culture (Chester et al., 2013). Peer Support Groups in New Zealand, Australia, and Malaysia respectively resulted in improved communication, critical thinking, self-motivation, research organization, and teamwork attained through peer support and helped them in completing their degrees(Stracke and Kumar, 2014).



SoCCs (Social Capital Credits)

SoCCs, our community currency for social good, have received the World Changing Idea award from the Fast Company as well as awards from MIT SOLVE, General Motors, and others.Crowd-sourced peer-to-peer tutoring and mentoring is the foundation of our model, which is powered by SoCCs. In this model young adults and older children tutor and mentor younger children to earn SoCCs, which they redeem for access to their learning opportunities and skill development. All of our projects start with SoCCratic dialogues where children and parents create their own SoCC Earning and Redeeming menus through fun games. A SoCCratic Dialogue is a non-experimental engagement between community members, thought leaders, and respected authorities in the community to understand how many young children need support, are currently unable to access learning, and the magnitude of intervention required. SoCCratic Dialogues culminate with the co-creation of the SoCC Earning and Redeeming menus. SoCCs are earned by those who have completed their activities from the SoCC Earning menu. For example, through the SoCCs Cascades of Learning program participants earn SoCCs for tutoring 2-3 children who are three years or more years younger, twice or thrice a week. SoCCs can be redeemed for school fees, school supplies, and courses in our Learning Centers that include digital literacy, coding, animation, digital music, spoken English, and life skills. Pre and post-evaluations, both of which include a detailed survey of mentee parents and adolescent mentors who are enrolled in the program, are undertaken in each project to better understand the needs of the community. Surveys are multiple-choice questions implemented through our Community Facilitators, who are members of the community itself. Each SoCC that is earned is recorded, monitored, and redeemed through our SoCC App or web platform.

Learning Impact: addressing differential learning levels through diverse, contextual learning models and technology

Digital Learning Centers

With support from the Jacob's Grand Innovation Prize, Asia Initiatives was able to strengthen existing branches of the Cascades of Learning program as well as expand it by establishing new Digital Learning Centers in 6 different geographies. Sixteen (16) new centers were established in schools where the Cascades of Learning model was introduced. Additionally, 27 Community Learning Centers have been established. This includes 5 Community Maker Labs, where children from underserved communities are developing a "maker mindset" by attending courses on design thinking, innovation, and entrepreneurship, designing their technological solution for a community problem they want to solve such as self-dispensing sanitizers, or solar powered mobile charging units. Prototypes that are working well are seed-funded to help students embark on their first entrepreneurial venture. All centers have been equipped with electricity, internet, low-cost Raspberry Pis, or CPUs with monitors, library books, desks, and chairs. All centers have trained instructors for digital learning, English language, coordinators for SoCC Buddy sessions over zoom, and contextualized learning material. Education experts were invited to improve peer-to-peer mentoring sessions, where much focus was given to content, uniformity, empathy, and reinforcement. This resulted in the creation of two simple tutorial videos in the local vernacular for the peer-mentors in the Cascades of Learning program. The following is an overview of different centers that Asia Initiatives established.

School-based Digital Knowledge Labs:

Government high schools in India are severely under-equipped to support the fast-growing digital literacy needs among school-going children. To address this gap, Asia Initiatives funded digital literacy knowledge labs in 14 schools in the district of Gaya, Bihar in India, and 2 additional schools in Lucknow, India. The children, especially adolescent girls, in these schools come from economically disadvantaged households and have never had access to a digital device before. Having grown up in an environment of constant struggle and disappointments, we were told that many children were not able to believe that a commitment made to them has been honored.

Community-based, Knowledge Hubs:

A majority of the people served come from informal settlements in urban areas. Children from such communities were struggling to make up for the loss of school days due to COVID-19 lockdowns. This situation, coupled with parents being migratory workers, leads to much uncertainty and transience in their access to regular education and learning. Using the Grand Innovation Prize funds, Asia Initiatives, therefore, established 21 Community-based Learning Centers that serve as knowledge hubs for the whole community in Madhya Pradesh, Lucknow, Uttar Pradesh, Bhubaneshwar, Pati-Sonapur, and Boxipalli in Odisha, Yavatmal, Maharashtra, These spaces are used for access to remote learning devices, digital learning modules for upskilling and job-readiness, community and cultural engagement, storytelling and mentoring sessions, libraries and capacity building forums. Parents of children enrolled in our program are encouraged to actively participate in their child's learning journey and establish study nooks in their homes - to provide a safe space for learning.

Community Maker Labs:

To address the problem of children from vulnerable families becoming child laborers, Asia Initiatives established 5 Community Maker Labs in Udaipur, Rajasthan. The children are provided with skills and theoretical knowledge about circuits, designed to help them build a maker mindset. Through intensive interaction with trained instructors, each participant is guided to design a prototype that solves a community problem and then awarded a seed grant to start a small business. Participants regularly tutor younger children through project-based learning on mathematics, language, and other school subjects, providing the much-needed out-of-school support in times of regular school shutdowns. These labs serve 500 direct participants and 1000 indirect beneficiaries through the Cascades of Learning model.

Upskilling with Learning Cascades:

We expanded the scope of our Cascades of Learning model by introducing it in our agricultural programs in Maharashtra and Odisha. 550 women farmers engaged in organic System of Rice Intensification for sustainable incomes taught at least one other woman how to create their bird perches, sticky traps for pest control, and herbal fertilizer solutions for their farms through demonstrations to earn Social Capital Credits (SoCCs). Once earned, the women then redeemed SoCCs for additional seed support, Cono Weeders, and organic farm inputs.

Cascades of Learning Model

As an example of KPIs used to measure our impact, the table below shows the KPIs from our projects across 8 geographies

KPI	Baseline	Evaluation	Outcome
Willingness of students to participate in the program for consecutive years	Expressing a willingness to be a part of the program at the beginning of the program	Expressing a willingness to continue to earn SoCCs to stay in the program for 3 consecutive years	As of 2022, 18,000 participants have continued to engage in SoCCs to stay in the program. Additionally, 600 children are in the pre-Cascades phase where they will be trained to become responsible mentors in the following year but have committed to being part of the program
Improvement in session attendance in Cascades of Learning mentoring sessions	Attendance of mentor and mentees in Cascades Learning sessions	Attendance of mentor and mentees in Cascades of Learning sessions	Average attendance in the mentoring sessions increased from 58% at the beginning of the SoCCs program to 75% in May 2022 in all projects.
Access to devices	% of participants with access to 1 device at the beginning of the program consistently for 3 months	% of total participants with access to at least 1 additional digital device at least most days a year due to Cascades of Learning program	Average % of participants with access to at least 1 device continuously for 3 months increased from 35% to 85% in our projects after being enrolled in SoCCs Cascades of Learning.
Number of participants linked to Learning Centers	Number of participants linked to AI funded Learning Centers at	Number of participants linked to AI funded Learning Centers at	Number of participants linked to Learning center increased from 1200 at the beginning of the project to 2500
	at the beginning of the year.	the end of the year	
Reduction in help children require to complete homework	Children able to complete homework or read appropriate material on their own	Children able to complete homework or read appropriate material on their own	Observable difference in most mentees being able to complete homework or read appropriate material on their own.

Observable differences in neighborhood change efforts	Number of locations requiring change and improvement	Number of locations improved through Observe sessions	Observable differences in all neighborhoods proposed through planned waste audit and management, segregation of waste, and interviews with residents regarding problems that affect streets and buildings.
Improvement in confidence and ability to speak out	GlowClub metrics	GlowClub metrics	Self-Advocacy, Self-Awareness, & Self-Management Social Awareness & Empathizing with Others Responsible Decision-Making The Power of Girls The Importance of Storytelling & Telling My Own Story
Improved digital learning	Level of digital knowledge at the beginning of Cascades of Learning	Level of digital knowledge at the end of year 1 of Cascades of Learning	All participants of our program had received none or very low levels of digital knowledge. After being enrolled in SoCCs Cascades of Learning, participants learned and were tested to receive their Digital Proficiency certificate that included how to create projects on Word (Resume, Posters, Forms), Microsoft PowerPoint, Excel | Canva | Gmail Google drive | Google Forms | Presentations| Scheduling and managing Zoom meetings | Google Certifications

Learning Spoken English Over Zoom - SoCCs Buddies

The Zoom SoCCs Buddies program was also enhanced using the resources made available by the Jacobs foundation funding. Our solution combines personalized student-to-student mentoring, as also cutting-edge technology to help bring about the transformative changes needed to facilitate learning for all children, everywhere. This is an international program where children and young adults ranging from the ages of 13-18, in underserved communities in India can improve their English skills through conversational classes on Zoom. Around the world, and particularly in the growing technology educational hub of India, English has become a necessary skill needed for jobs. The English that is taught in schools is inadequate as it is focused on grammar, reading, and writing, but students have particular difficulty with speaking and listening to English in real-time. This situation was exacerbated by Covid-19.

Asia Initiatives is providing vital English job-readiness support through our local partners, at our Learning Centers, and the kindness of our international volunteers located all over the world, from the USA New York to the UK, England to Japan. The goal of this program is to provide and maintain an engaging environment where students can become confident and comfortable in their English-speaking skills. The average class consists of 8 weekly 40–45-minute sessions focused on bicultural exchanges that will not only benefit the students but will enrich the life of the volunteers. Playing games such as eye-spy, reading poetry, discussing movies, and reading books are some of the activities that sessions can consist of, but every class is different due to the expertise of the mentor and the curiosity of the students. The first couple of sessions is primarily centered on building trust and a stable foundation for future sessions through icebreaker questions and general introductions. Both the mentor and the students find this time crucial as they get to learn about each other's environment, families, and passions. Later sessions can involve career exploration and confidence-building exercises sourced from provided AI modules. Although classes are on average held for 8 weeks, we have classes that have continued for over a year, resulting in a true treasured bond that young people find invaluable.

SoCCS App and Web Platform: Persuasive Technology for Behavior Change to Increase Educational Outcomes

Upgradation of our SoCCs App and Web Platform, and technology training has been enabled by the Jacobs Foundation Prize All of our programs are managed through our SoCCs platform where participants are all onboarded through multiple training sessions. The Asia Initiatives technology team provides end-to-end training and support for using the program. The training of local SoCC Managers and community members has been intensified, as many of them are new to technology and need additional support.

All activities are verified, recorded, and coordinated through the application and redemption managed by local SoCC Managers. Each participant has their own profile where they can see the number of activities attended, and the total number of SoCCs earned and redeemed. SoCC Managers record attendance and participation. Asia Initiatives team in New York helps them analyze SoCCs data and assess necessary design interventions based on this data. Each project has its community hub on the platform that participants can use to interact with one another, exchange information, share pictures, and plan events.

Through our recent app upgrade, enabled by the Jacobs Conference Prize, several features of the platform were improved, and now the app is much more user-friendly than before. Expanded capabilities include badges with barcodes for community members who do not have smartphones so that their attendance at SoCCs Earning events can be recorded by SoCC Manager scanning the barcode. Enhanced ability to schedule events and publicize them to community members was also added.

Research (Goal, Method, Outcome)

Enabled by the Jacobs Foundation Prize Funding, a fieldwork-based research project was implemented in Lucknow and Bhubaneswar, two cities where the Cascades of Learning model has been implemented. Due to the ongoing pandemic and unprecedented impact of the Omicron resurge, several aspects of the original research plan could not be conducted. Asia Initiatives had hired research fellows and field assistants, but they had restricted access to communities due to COVID-related constraints. As such, an adapted version of the research was conducted to:

a) Evaluate the impact of SoCCs Cascades of Learning among those communities who have restricted or little access to technology versus those that have more access to digital devices in terms of KPI's stated in the proposal

b) Identify areas of improvement in tutor/mentor based learning programs

c) Evaluate and re-visit SoCC Redemption Menus to assess how maximum outreach can be achieved and identify any gaps in intervention

d) Assess how the SoCCs Cascades of Learning program can provide an alternate or supplementary model of learning in such communities

e) Evaluate the impact of SoCCs Cascades of Learning among those communities who have restricted or little access to technology versus those that have more access to digital devices

Methodology

The methodology involved conducting an exhaustive literature review on the following:
a) peer mentoring and other such collaborative models
b) access to learning in underserved communities
c) existing alternate out of school programs
d) the need to understand local context and issues before designing solutions.

The literature review informed the method of field engagement and questionnaire design. One of the primary takeaways from the literature review was the method of data collection which largely focused on structured questionnaires to be implemented across

groups and individuals. Since group surveys were not possible, individual surveys were implemented.

Fieldwork began in October with our Education Research Associate, visiting the communities where we have established Learning Centers, and building rapport with families, mentors, and mentees. A pilot study guided by our MIT expert advisor Dr. Astrid Schmeid was conducted between December 2021 and January to assess the fitness, salience, and relevance of the questionnaire. Most of spring 2022 was used to collect data, transcribe and code it. A community-based field assistant was selected who was trained to create questionnaires and conduct interviews. All surveys were implemented in Google forms and the data was managed and coded in excel.

October 2021	Rapport building in the community through field visits and community events	Literature review through PRISMA	Hiring of field assistant	Weekly update with research lead
November 2021	Training the Field Assistant	Summarizing research papers obtained through purposive sampling	Community profiting Creating a Metadata sheet	Designing of pilot questionnaire
December 2021	Finalizing the questionnaires for mentos, meteor parents, mentee, parents, community facilitators and teachers	Pilot survey	Community profiting	Participatory Rural Appraisal exercises - Focus Group Discussions
January 2022	Literature review completed	Pilot study	Reliability, validity, and change in a questionnaire conducted	Main sample collection started from end January

The main survey was done through February and April of 2022 utilizing in-person interviews using google forms. These included questions that covered areas of demographic characteristics, wealth indicators, literacy, access to technology, parent's awareness, and involvement in the program, earning and redemption education items on the program, and many more. Respondents were selected based on random sampling where participants either had received the educational intervention, expressed as a percentage of redemption or digital literacy received, or not. These data were then used to calculate some basic descriptive statistics of responses followed by testing for significance, as well as conducting comparisons between groups using parametric or non-parametric statistical tests. Interviews were conducted with community facilitators, mentors themselves, mentee parents, and mentor parents.

Analysis and Results:

Literature Review: A systematic review (Uman 2011) of peer-reviewed literature was conducted. The Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) statement (Page et al. 2021) was followed to select publications that would be included in the final review. A total of 55 studies were selected and qualitatively analyzed. The review was based on an ISI Web of Science, JSTOR and Taylor, and Francis. A literature search using various search strings that included terms such as "out-of-school learning", "underserved communities", "community learning", "peer mentoring", "social capital", "community currency", and "educational achievement?". Additionally, purposive sampling was also used to select critical papers/ publications that did not come up during the PRISMA search and are included in this review. Interviews with community facilitators revealed that the participants and their parents were very happy with the program because it was an effective method of enhancing students' education and introducing them to digital skills.

Apart from the peer-to-peer tutoring sessions, community engagement events in the form of storytelling sessions and regular meetups between parents and mentors have helped build relationships within the community and strengthen their social capital, which is one of the goals of the program. While community meetings increased engagement with mentor parents, mentee parents were still slow in their engagement with the program. It was recommended that more health-related sessions and products be introduced by working with local government bodies such as the Integrated Child Development Services (ICDS) to reach more people. ICDS is an Indian government body that supports food, pre-school, primary education and healthcare, health check-up, immunization, and referral facilities for children under the age of 6 as well as their mothers. It was observed that the primary reason for dropouts was because of the migration of families out of the project area due to Covid, girls getting married, and school timing conflicts.

Statistical Analysis

For the mentor surveys, all analysis was done in excel and R. A cluster analysis was used to identify if discrete groups or clusters of participants existed in our mentor group, based on their demographic, socioeconomic, and SoCCs attributes. Demographic parameters included data on religion, caste, age of the participant, the locality in which they lived, geography, and the number of people in the household. Socioeconomic attributes were identified by city, ability to travel to a Learning Center for internet access, type of transport that was accessible, type of residence, education status, income range, and appliances in the house. SoCCs parameters included locality, city, year of joining

the program, number of mentees, tutoring, and ability to travel to the center. The cluster analysis revealed that two groups of participants are distinct based on which city the project is located, with one city showing a very high proportion of redemption (number of redemptions received out of the total suite of redemptions offered). The socio-economic cluster analysis revealed two distinct groups of respondents, one that was unable to travel to the center and had very low redemption, with a majority of respondents having received digital literacy despite these constraints and the second group included respondents who traveled to the center by walking and had high redemption values. This could reflect that proximity to the center from the house plays a key role in redemption linked to education. Apart from that, the majority of respondents from both clusters have access to the Internet and a television set at home. In the SoCCs cluster analysis, two groups were identified, cluster 1 or group 1 included 96% of respondents from one city, who joined in 2018 and 2019, and were unable to travel to a Learning Center because they are far from various localities. Cluster 2 or group 2 includes all respondents from Bhubaneshwar, and 6 from Lucknow, who joined in 2021, and walk to the center. The year of enrollment, location of the project & proximity to the digital center seems to be playing a key role in redemption access.

Regression analysis is a statistical test that mathematically sorts out which variables affect educational outcomes. From our analysis, SoCCs redemption by tutors/mentors was significantly influenced by the gender of the enrolled student, as well as the proportion of redemption received. This means that redemption was not influenced by age or number of mentees but rather gender and number of redemptions accessed from the suite of redemption offered (p-value of the F-statistic is < 2.2e-16). Receiving digital literacy and English language lessons were not influenced by gender, age, city of project, religion of participant, ability to travel to the center, or way in which the participant traveled to the center (p-value of F statistic is >0.1). This means that there is empirical evidence that supports that participants can access digital literacy in our projects irrespective of their gender, location, religion, and socioeconomic settings in which they live. Conversely, the proportion of redemptions received from the suite of redemptions accessed was significantly and positively influenced by the ability to walk to the center, having internet access, and being from the poor income group. This means that higher redemptions were associated with those adolescent young girls who belonged to poor households, but had access to the internet and were in close proximity to Asia Initiatives funded Learning centers in the community. Additionally, higher redemption was linked with households from other backward classes (castes) and being from a specific community in Bhubaneshwar whereas negatively related to one particular locality in Lucknow.

Discussion

- *Evaluating the impact of SoCCs Cascades of Learning among those communities who have restricted or little access to technology versus those that have more access to digital devices*

Our analysis revealed the SoCCs Cascades of Learning has had an overall positive impact. Even though social, economic, and technological barriers exist, setting up Learning Centers, equipped with digital devices and Internet within communities that young children can access, or providing Internet cards to girls when they couldn't go to the Centers, assured access to the educational enhancement and digital learning despite the constraints. Even though significant delays and restrictions were faced from time to time, the program staff worked hard to ensure that learning continued and is continuing to provide additional support as needed. Staff in our programs carried laptops to pods of girls so that they could continue their Zoom sessions.

- *Identifying areas of improvement in peer-to-peer learning program*

Our assessment of the model revealed that in addition to providing direct support through centers and digital devices, we also needed to strengthen the training programs for peer- mentors to maintain uniformity and effectiveness of the intervention and ensure that the interactions between tutors and students are encouraging and respectful. Soon after the surveys, Asia Initiatives reached out to volunteers to prepare tutorial videos in the vernacular language, on How to be a Good Mentor - Part I and Part II to help improve the mentoring relationship. These videos have been distributed to all participants of the SoCCs Cascades of Learning program. Additionally, training of trainers has been provided by connecting them to digital training programs by our partner Kids Who Kode, Infosys Wingspan, and Infosys Springboard. Furthermore, upskilling initiatives have been given a significant boost through Google certifications.

- *Evaluating and re-visiting SoCC redemption menus to assess how maximum outreach can be achieved and identify any gaps in intervention*

Exhaustive discussions and visits to the communities revealed that children had different learning levels, and many spoke different languages. Instruction could not be effective with a single classroom-based model and hence had to be contextualized, pushing the boundaries of the hyperlocalism of the SoCCs model. Several redemption menus were modified or revisited based on the community's needs and context. Maker labs, Sparsh centers, and Contextualized Adaptive Learning were introduced as part of the Cascades of Learning redemption menu which focused on maker mindset, entrepreneurship, design thinking, and project-based learning in addition to basic digital knowledge. This expanded the possibilities of the models and ways in which maximum outreach could be

achieved by identifying challenges in the local context.

- *To assess if SoCCs cascades of learning can provide an alternate or supplementary model of learning in such communities*

Our field-based research revealed that there is a lot of potential in the Cascades of Learning model if we allow for diversity, hyper localism, and deep stakeholder engagement. With the continuous resurgence of Covid-19 through variants, schools were continuously shut down, making it very difficult for children to access learning, and rendering it even harder for those from underrepresented communities to improve. Our model is helping as an alternative way of learning, providing basic education and employable skills to thousands of children who otherwise would not be able to - thus giving them the tools of empowerment that they seek.

Conclusion

The public good that we offer in our program is mentoring support to young children by older children, who then qualify for access to various learning tools and courses at our Learning Centers or other remote learning resources. The planned impact of Cascades of Learning is to ensure that mentoring support and access to remote learning and education are available for all children to enhance their learning experiences and resources. Through the support of the Jacob's Foundation Grand Innovation Prize, we were able to improve our technology, expand to additional geographies and ensure learning resources were made available to 18,000 additional participants in just 1 year in addition to our existing participants, despite several public health and global emergencies. In the next year, we hope to reach more communities and geographies and implement the Cascades of Learning there.