IPA's Partnerships for Tech in Education (P4T-Ed) - Round 3

Request for Expressions of Interest
Subsidized advisory services from IPA's Right-Fit Evidence Unit

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What will you find in this document?

About Partnerships for Tech in Education (P4T-Ed)

The Partnerships for Tech in Education (P4T-Ed) initiative, established by Innovations for Poverty Action and the Jacobs Foundation, aims to unlock the potential of technology to enhance learning outcomes globally, by fostering long-term, evidence-based approaches in EdTech.

IPA's Right-Fit Evidence Unit is offering subsidized Research & Testing (R&T) advisory support to EdTech providers who are selected through a competitive process. **This is not a grant**, and no money will be disbursed to applicants. Rather, the funding from P4T-Ed means IPA can offer a subsidy on the usual costs of our advisory services to successful applicants, who will be expected to make a financial contribution.

After the remarkable response to our two previous rounds, we are pleased to launch a third call for R&T partnerships to continue addressing these and similar challenges in EdTech organizations and education programs leveraging digital solutions.

Strengthening Research and Testing (R&T) in EdTech

P4T-Ed Research and Testing (R&T) partnerships for EdTech organizations focus on generating and using evidence to refine products and programs. These partnerships do not include conducting impact evaluations. Instead, they are designed to help organizations improve their solutions by leveraging data and iterative learning approaches. For example, an R&T partnership could help your organization answer questions such as:

- How can we better **understand our user base** to **design or refine our solutions?**
- How can we create a **monitoring and analytics system** to assess the performance of our solution, **both in terms of impact and growth?**
- How can we **prioritize and test product improvement opportunities** to enhance user experience, impact, and efficiency?
- How can we identify the **necessary adaptations before scaling** the solution to new markets (e.g., populations or geographies)?

Advisory support

Building on the lessons from IPA's review of the [EdTech evidence landscape](#), our advisory support could fall under the following categories:

1) **Research and Testing Strategic support**:
   a) Co-developing or refining an R&T strategy that could include learning-focused theories of change, a roadmap of learning questions, and R&T plans for program monitoring and improvement.
   b) Assessing and identifying improvement opportunities within current R&T practices to optimize outcomes.

2) **Research and Testing implementation support:**
   a) Conducting user-centered research to understand target user preferences and behavior, defining design principles, and optimizing service delivery.
   b) Designing and implementing rapid testing methods (such as A/B testing) to refine features, improve take-up and learning outcomes, and embed these methods into the organization's approach.
   c) Developing and strengthening data systems to enable robust monitoring, testing, and advanced analytics for informed decision-making.

d) Designing, validating, and refining data collection tools to evaluate and enhance the effectiveness of data collection strategies.

e) Identifying contextual factors affecting impact, reviewing evidence to assess replicability, and determining adjustments to improve program performance and scalability.

If your organization is selected, we will collaboratively define the scope of R&T support, ensuring alignment with your organization's needs and budget. To better understand what a partnership can look like and if it is a good fit for your solution, please refer to [Annex A: Previous partnerships under P4T-Ed.](#)

Request for Expressions of Interest

Financial structure: subsidized advisory services

This is not a grant, and no funds will be disbursed to applicants. Instead, this initiative provides IPA's advisory services at a subsidized rate, requiring selected applicants to contribute financially. Specifically:

- **We will provide at least a 50% subsidy on the usual costs of our advisory services to each selected applicant, up to $50,000 of the total subsidy.** For more, see "Illustrative engagement costs and applicant contribution" below.
- **Funds brought in by selected applicants must be paid to IPA** to cover the cost of the advisory services provided under the partnership.
- **Applicants are expected to cover all their own costs.** P4T-Ed will not disburse funds to cover applicants' own costs, such as staffing costs, data collection costs, or data infrastructure.

We understand that not all organizations are in a position to pay for IPA's services even at a 50% subsidized rate. If funds remain after subsidizing the projects of selected applicants, we will consider increasing subsidies for the most promising projects, and may choose to fully subsidize some partnerships for highly promising organizations.

Illustrative engagement costs and applicant contribution
The total cost of R&T partnerships in previous rounds has ranged from USD $35,000 to USD $80,000 for engagements lasting between 3 to 9 months. In an engagement with a scope of work of USD $40,000, the selected organization will be expected to pay IPA USD $20,000, while the remaining USD $20,000 will be provided by the Jacobs Foundation directly to IPA.

This co-funding approach ensures that we can support more organizations while fostering a shared commitment to the success of the partnership. **We encourage applicants to thoughtfully evaluate the funding they can allocate to the partnership when preparing their application.**

The scope and budget for each partnership will be co-created with selected organizations following the submission of their expressions of interest. For more information on the types of EdTech use cases considered for P4T-Ed, consult Annex B: Type of Organizations (use cases outside that list can also be considered).

Eligibility criteria

To be considered, applications must meet the following criteria:

1. **EdTech services in low- and middle-income countries (LMICs):**
   a. Organizations must provide EdTech services.
   b. These services must be offered within LMICs.

2. **Co-funding requirement:** Organizations must be able to contribute financially to IPA to access advisory services at a subsidized rate.

Selection criteria

Applications will be assessed in two phases and based on the following two high-level criteria:

1. **Potential for influence:** This criterion assesses the expected reach and impact of the engagement (ie., potential for impact on student learning, scalability within a country or region, or the ability to influence education policy). Specifically, the P4T-Ed team will look at:

a. **Current reach and growth potential:** We consider the current reach of the EdTech solution. Additionally, we assess the potential for expanding its reach to benefit more learners in the short and medium term.

b. **Impact potential and supporting evidence:** We evaluate the strength of the organization's impact model, including whether there is a clear Theory of Change and pedagogical framework guiding its approach. We also look for early signs of measurable impact on learning outcomes.

c. **Potential to benefit from P4T-Ed's support:** We assess how well the organization is positioned to engage in a meaningful partnership, including its capacity to absorb and apply insights from the collaboration. This includes the stability and expertise of the team, the relevance of P4T-Ed's advisory services to their needs, and the organization's ability to dedicate financial and staff resources. The level of financial contribution is considered, as it allows us to combine it with initiative funding to provide more sustained and meaningful support.

2. **Alignment with the P4T-Ed learning agenda:** Shortlisted applicants will also be assessed on how their engagement with P4T-Ed can help advance key learning priorities in the EdTech sector. Organizations whose partnerships create opportunities to explore these critical questions will receive additional consideration:

a. **Generating and applying insights for continuous learning**: We are particularly interested in working with organizations where our collaboration can shed light on how to implement rapid learning cycles effectively in EdTech. This includes understanding how to build the right tools and systems to support continuous and cost-effective improvement cycles and exploring ways to measure early educational outcomes.

b. **Balancing impact and sustainability**: Another key area of interest is how EdTech providers navigate the trade-offs between improving learning outcomes and ensuring business growth. Through the partnership, we aim to explore how learning-focused product roadmaps can be integrated into development cycles and what financing models best support sustainability while maintaining a focus on impact.

c. **Scaling and system-wide influence**: Finally, we assess whether the engagement could generate insights on how EdTech solutions can adapt their solutions to scale efficiently while maintaining quality. We also seek to identify

effective strategies for engaging with government systems and securing long-term partnerships to expand impact.

While P4T-Ed is open to EdTech providers from all low- and middle-income countries, we strongly encourage organizations working in Colombia, Ghana, and Côte d'Ivoire to submit applications.

Application instructions and next steps

Interested organizations can submit their expressions of interest using this ***online form.*** The application process can take up to three hours. You can find all the questions in Annex C; we suggest drafting them in a separate document and, once ready, submitting your answer through the online form.

While the deadline for submissions is **March 31, 2025, at 11:59 pm ET**, applications will be reviewed on a rolling basis. We encourage organizations to apply early to maximize their chances of being considered.

The selection process will take place in two phases:

- **Phase 1: Potential for influence** – All applicant organizations will be considered
- **Phase 2: Alignment with the P4T-Ed learning agenda and supporting early evidence of impact** – Only shortlisted applicants will be considered.

Timeline

- **March 31, 2025**: Deadline for submitting expressions of interest.
- **April**: Shortlisted applicants will be notified and asked to provide additional details about their research and testing (R&T) practices, preferred engagement start date, and other relevant information.
- **May**: Shortlisted applicants will be invited to participate in one or two scoping calls to refine the potential engagement. All applicants will be notified of the final decision.
- **June**: Selected partnerships will officially begin.

For any questions about P4T-Ed or the application process, please contact **p4t@poverty-action.org**.

Terms and conditions

- The request for expressions of interest is not and shall not be considered an offer by IPA.
- All expressions of interest must be received on or before the date and time indicated on the request for expressions of interest.
- Expressions of interest will be rejected if no response is provided to our follow-up communications.
- All partnerships will be subject to IPA contractual terms and conditions and contingent on the availability of funding.
- IPA reserves the right to accept or reject any expression of interest or cancel the request process at any time and shall have no liability to the responding organizations submitting expressions of interest for such rejection or cancellation of the request for expressions of interest.
- IPA reserves the right to accept all or part of the expression of interest when subsidized services are provided.
- All information provided by IPA in this request for expressions of interest is offered in good faith. Individual items are subject to change at any time, and all responding organizations will be provided with notification of any changes. IPA is not responsible or liable for any use of the information submitted by responding organizations or for any claims asserted therefrom.
- The responding organizations are solely obligated to pay for any costs, of any kind whatsoever, which may be incurred by responding organizations or any third parties, in connection with the response.

Annex A: Previous partnerships under P4T-Ed

[Ei Mindspark](#): Behavioral Interventions for Data-Driven Adaptation in Schools in Southeast Asia

Ei's personalized adaptive learning platform, Mindspark, is widely used across 10+ states in India as well as in countries like UAE, South Africa, and Mozambique. Mindspark not only offers personalized learning opportunities for students but also generates data that teachers can use to enhance their classroom teaching practices toward adapting teaching. Ei aimed to increase teacher's usage of students' data to make classes more effective. P4T-Ed is supporting them in designing and testing a behavioral intervention to shift teacher behavior toward accessing, understanding, and applying this data to implement adapting learning.

Save the Children: A Data-Driven System to Scale Digital Reading Comprehension

Save the Children Vietnam, in partnership with Optimal e-Learning Solutions, developed an app aimed at improving reading comprehension among school-aged children in Vietnamese and local ethnic languages. After a promising pilot, Save the Children wanted to figure out how to approach refining, scaling, and commercializing the app. IPA supported them in designing an in-app data system to support key decisions. To design this in-app data system, IPA led a user-centered design process, including persona mapping and identifying the user journey for students, parents, and teachers. Along each user's journey, key questions were identified that could inform scaling and commercialization decisions, and then metrics were proposed to answer priority questions and inform key decisions. These metrics form the basis of the in-app data to be collected through a system being developed by OES.

Mentu: Building an A/B Testing System for Rapid Cycles of Learning

Mentu, a Colombian Innovation Lab, leverages technology to develop AI-enabled solutions that aim to improve public education quality and learning outcomes across Latin America. To strengthen its ability to test and refine Shaia, a web-based AI-powered teacher assistant that provides support to teachers on their daily practices, Mentu collaborated with IPA to build an in-house learning and experimentation system that incorporated rapid A/B testing cycles to drive continuous improvement.

Through P4T-Ed, IPA supported Mentu in developing a Learning Roadmap sequencing the development of infrastructure and experimentation efforts. This process included designing Shaia's Theory of Change, defining key monitoring indicators, and identifying A/B testing

opportunities to enhance cost-effectiveness. Regarding system development, IPA supported Mentu in selecting an A/B testing platform to implement within its technology stack and guided them through their first testing cycle. As part of this effort, IPA supported user research to inform the design of the experiments, helping align the A/B tests with best research practices and the users' contexts and needs. This engagement strengthened Mentu's capacity to experiment and generate insights, laying foundations that enable them to iteratively refine Shaia and maximize its impact through a learning engineering process.

Scaling Localized Multiplatform Education Content in Sub-Saharan Africa

This organization creates localized multiplatform education content that has been proven to improve children's learning outcomes. As they work to scale their content to over 40 countries in sub-Saharan Africa, they are faced with a need to reconsider their learning approaches as they serve more children across more varied contexts. P4T-Ed is supporting them in developing an organization-level learning agenda to incorporate at-scale learning considerations. Additionally, P4T-Ed and this organization are co-creating a set of principles for a user research and testing strategy that is credible and feasible at large levels of scale while preserving their unique co-creation approach with children.

[Coschool:](Coschool) A Cohesive Impact Narrative for a Latin American EdTech

Coschool, a leading socioemotional learning EdTech in Colombia, faced a challenge common to many EdTech organizations: defining and measuring early outcomes—key indicators critical for program improvement and scalability. Through a series of participatory workshops, IPA, under its Partnerships for Tech in Education (P4T-Ed) initiative, facilitated the refinement of Coschool's Theory of Change (ToC), identifying actionable early outcomes to track milestones like knowledge, well-being, and self-efficacy. IPA also guided the development of a tailored Monitoring, Evaluation, and Learning (MEL) Plan and a Data Use Plan, enabling Coschool to generate actionable insights and iteratively refine its programs.

Annex B: Types of EdTech solutions

P4T-Ed partners with organizations developing or implementing digital education programs or education programs with digital components. Organizations working across this broad spectrum are encouraged to apply:

- **Personalized and Adaptive Learning** – Solutions that tailor learning experiences to individual students using AI-driven recommendations, digital tutoring, or mentor chatbots.
- **Broadcasting and Media-Based Learning** – Educational content delivered through TV, radio, podcasts, or edutainment formats to expand learning access.
- **Standardized Digital Instruction** – Structured pedagogy approaches, scripted lessons, and LMS-based curricula that provide consistent instructional content.
- **Collaboration and Communication Platforms** – Digital tools that enable interaction between teachers and students, facilitate peer learning, and support virtual communities.
- **Behavioral and Informational Interventions** – SMS/WhatsApp reminders, nudges, and motivation-based strategies designed to encourage learning behaviors and engagement.
- **Gamified Learning and Educational Games** – Interactive learning experiences that incorporate game mechanics to enhance motivation and skill-building.
- **Assessment and Learning Analytics** – Tools that track student progress, offer adaptive assessments and generate real-time insights for educators.

Annex C: Application form questions[1]

1. Understanding this is not a grant, are you still interested in applying for subsidized services from our team?
2. What is the name of your organization?
3. What is your role in your organization?
4. What is your name?
5. What email can we use to contact you regarding this application?
6. What is the type of your organization?
7. How many full-time employees does your organization have?
8. What problem does your EdTech solution address?
9. What is your EdTech solution?
10. How does your EdTech solution create impact? Describe your logic framework or Theory of Change
11. *-Optional-* Does your solution follow a specific teaching or learning approach? Some EdTech solutions are based on a clear pedagogical model (e.g., personalized learning, mastery-based learning, constructivism, etc.). If applicable, describe your approach.
12. What is the primary goal of your EdTech solution?
13. Who are the primary users of your solution?
14. What educational level does your solution primarily target?
15. What type of technology does your solution use?
16. In which countries does your EdTech solution currently operate?
17. How many active users does your product have?
18. How many active users did your product have at the beginning of 2024 (last year)?
19. Which research and evaluation methods have you used in 2024?
20. Please describe in more detail the research and evaluation methods your organization used in 2024.
21. What specific challenge is your organization facing that you hope to address with IPA's support?
22. What type of support would you like to receive from IPA?
23. Does the support described above align with one or more of the advisory support described below?
24. Who from your team would be actively involved in this project?
25. Please list the key confirmed projects in your pipeline for the second half of 2025 and the first half of 2026.
26. What is the estimated maximum amount in USD that your organization could contribute to IPA to finance a partnership under this initiative?

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[1] The multiple response options for the questions are detailed in the online form.