

IPA's Partnerships for Tech in Education (P4T-Ed) - Round 4

Call for Applications Advisory services from IPA's Right-Fit Evidence Unit

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About Partnerships for Tech in Education (P4T-Ed)

The Partnerships for Tech in Education ([P4T-Ed](#)) initiative, established by [Innovations for Poverty Action](#) (IPA) and the [Jacobs Foundation](#), supports education technology (EdTech) organizations to strengthen their evidence generation and use practices. Through this work, P4T-Ed helps organizations improve their programs while generating insights that inform funders, policymakers, and the broader EdTech ecosystem.

After the strong response to our previous rounds, we are pleased to launch a fourth call for **Research & Testing (R&T) partnerships to support organizations who are using digital solutions to improve learning and education outcomes.**

Selected EdTechs receive in-kind technical advisory services from IPA, provided at no cost to them. Selected EdTechs are encouraged to contribute their own funding to unlock a larger in-kind advisory engagement. Learn more about this under the [Financial Structure](#) section below.

We expect to select around 4-8 organizations through this round.

Advisory services available under this opportunity

Under P4T-Ed, IPA partners with EdTech organizations to strengthen how they generate and use data and evidence in refining their products and programs. Through these R&T

partnerships, selected EdTechs receive hands-on research and testing advisory support to improve program design, decision-making, and learning processes.

While P4T-Ed does not fund the implementation of impact evaluations, advisory support can include:

- Developing monitoring, evaluation, and learning (MEL) plans and learning agendas to support program improvement
- Conducting user research and testing to inform product design
- Strengthening rapid testing capabilities, including A/B testing
- Designing, testing, and validating data collection tools and data systems to support reliable measurement
- Providing data science support to strengthen data engineering, analytics, machine learning, and AI applications
- Support preparing for or scoping rigorous evaluations
- Other forms of support on implementation research and program design

If your organization is selected, we will collaboratively define the scope of advisory 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](#).

Financial structure

P4T-Ed provides in-kind advisory services from IPA.

- Each selected organization automatically receives **in-kind advisory services valued at at least US\$30,000**, delivered by IPA's [Right-Fit Evidence Unit](#), provided at no cost to them and fully covered by the P4T-Ed initiative. This level of support corresponds to approximately 30–40 RFE staff working days, delivered over a 6–8 month engagement, depending on the scope of work and staffing structure.
- Organizations are encouraged to contribute additional funds to expand the scope of the advisory support to better match their needs. **This additional contribution would be matched by P4T-Ed.** For example, an organization contributing US\$20,000 would unlock in-kind services valued at US\$40,000 from P4T-Ed, resulting in a total advisory scope valued at US\$70,000 (US\$30,000 baseline + US\$20,000 contribution + US\$20,000 match).
- Applicants that commit additional resources to the partnership **will be prioritized during the scoping process.**
- Matched funds may be capped depending on overall demand.

P4T-Ed funds (baseline + matched funds) are used exclusively to cover the cost of IPA's advisory services and are not disbursed to participating organizations. Any additional funds contributed by participating organizations must also be directed to cover the cost of advisory services and paid directly to IPA. Participating organizations are responsible for covering their own operational costs, such as staffing, data collection, or data infrastructure.

Eligibility and selection criteria

To be **eligible**, applicant organizations must:

1. Provide EdTech services (including any type of education)
2. Operate their product in low- and middle-income countries (LMICs)

Eligible applications will be assessed based on the following **criteria** (expanded on below):

Phase 1	
Potential for influence	Current reach and growth potential
	Impact potential and its supporting evidence
	Potential to benefit from P4T-Ed's support
Phase 2	
Alignment with P4T-Ed learning agenda	Adapting evidence-based EdTech approaches to context
	Aligning pedagogy, product, and measurement
	Building data systems that enable learning and iteration
	Designing a learning and research roadmap for impact and scale
	Designing and learning from AI-enabled features in EdTech

Phase 1: Potential for influence: This criterion assesses the expected impact of the partnership with IPA. 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 its 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 both staff and financial resources. The size of the financial contribution is also considered, as it allows us to combine it with the initiative's base funding to provide more sustained and meaningful support.

Phase 2: Alignment with the P4T-Ed learning agenda: Shortlisted applicants will be assessed on how a partnership with IPA would contribute to the P4T-Ed initiative's key learning priorities. Partnerships that meaningfully engage with at least one of the learning focus areas below will receive additional consideration:

- a. Adapting evidence-based EdTech approaches to context:** Understanding how proven EdTech approaches should be adapted to users, settings, or delivery model.
- b. Aligning pedagogy, product, and measurement:** Improving the coherence between the pedagogical approach, how the product works, and how meaningful engagement and learning is measured.
- c. Building data systems that enable learning and iteration:** Improving data systems so they generate useful information to guide product and pedagogical improvement.
- d. Designing a learning and research roadmap for impact and scale:** Clarifying learning needs over time, which methods to use, and how learning should inform growth and scaling decisions.
- e. Designing and learning from AI-enabled features in EdTech:** Clarifying how AI-enabled features are expected to support learning and engagement, and how their contribution to learning can be meaningfully evaluated in practice.

Application instructions and next steps

Interested organizations can submit their applications using this [online form](#). The application process comprises 13 short questions and should take no more than one hour. You can find all the questions in [Annex B](#); we suggest drafting them in a separate document and, once ready, submitting your answers through the online form.

While the deadline for submissions is **February 27, 2026, at 11:59 pm Eastern Time**, applications will be reviewed on a rolling basis. We encourage organizations to apply early to maximize their chances of being considered.

Timeline

- **February 27, 2026:** Deadline for submitting applications.
- **March:** Shortlisted applicants will be notified and asked to provide additional details about their evidence generation and use practices, preferred engagement start date, and other relevant information.
- **April:** 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.
- **May-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 call for applications is not and shall not be considered an offer by IPA.
- All applications must be received on or before the date and time indicated on the call for applications.
- Applications 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 application or cancel the call process at any time and shall have no liability to the responding organizations submitting applications for such rejection or cancellation of the call for applications.
- IPA reserves the right to accept all or part of the application when selecting partners.
- All information provided by IPA in this call for applications 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 adaptive learning.

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: 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: Application form questions¹

1. What is the name of your organization?
2. What is your name and role in the organization?
3. What email can we use to contact you regarding this application?
4. What problem does your EdTech solution address?
5. What is your EdTech solution?
6. How does your EdTech solution create impact? Describe the logic framework or Theory of Change
7. How many users engaged with your product at least once in November of 2025?
8. Please describe the research and evaluation methods your organization used in 2025.
9. What specific research and testing challenges is your organization facing that you hope to address with IPA's support?
10. What type of support would you like to receive from IPA?
11. Please list the key confirmed projects in your 2026 pipeline.
12. Who from your team would be available to be actively involved in this project if selected?
13. What is the estimated amount (in USD) that your organization could reasonably contribute to this partnership, assuming it were selected?

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

Annex C: P4T-Ed Learning Agenda

Technology- and AI-enabled education interventions are growing rapidly across low- and middle-income countries (LMICs), with rising expectations that they can address long-standing challenges in access and quality. Yet, despite often being assumed as data-rich and evidence-based by default, robust data generation and use practices in EdTech remain limited, and available evidence is frequently underused. This underscores the need for practical, tailored, evidence-based approaches to data generation and use that account for differences in product maturity and how interventions evolve over time.

To address this need, and drawing on more than a dozen R&T Partnerships carried out to date, P4T-Ed adapted IPA's stage-based learning ([SBL](#)) framework to EdTechs, distilling what right-fit evidence generation and use practices should look like depending on a product's level of maturity. The framework lays out what EdTechs should be asking themselves and prioritizing at five different levels of maturity: *ideate*, *refine*, *prove*, *adapt*, and *scale*, and across four categories that are fundamental to EdTech success: *pedagogy*, *product*, *data systems*, and *vision for scale*.

Drawing on patterns observed across our portfolio, P4T-Ed has identified a set of learning focus areas that reflect where EdTech organizations most frequently struggle to design effective technology-enabled interventions, use data and evidence to inform decisions, and adapt their products as they mature and scale. Specifically, P4T-Ed's learning and support will focus on the following areas:

1. Adapting evidence-based EdTech approaches to context: How proven EdTech approaches can be adapted to specific users, settings, and delivery models.
2. Aligning pedagogy, product, and measurement: How pedagogical intent, product design, and measurement can be made internally coherent and learning-relevant.
3. Building data systems that enable learning and iteration: How data architectures and workflows can generate timely, actionable information for product and pedagogical improvement.
4. Designing a learning and research roadmap for impact and scale: How organizations can prioritize what to learn over time and use evidence to guide product evolution and scaling decisions.
5. Designing and learning from AI-enabled features in EdTech: How AI-enabled features influence learning and engagement, and how their contribution to learning outcomes can be meaningfully evaluated.

Together, these learning focus areas provide a structured lens for identifying where EdTech organizations are most likely to benefit from targeted, right-fit support, and where P4T-Ed aims to deepen collective learning about what it takes to use data and evidence effectively across different stages of product maturity.