EdTech Hub

Clear evidence, better decisions, more learning.

'6Ps' audit tool

How to ensure EdTech interventions take into account the whole education system

UKaid
from the British people

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for every child

About this document

Education systems and the 6Ps
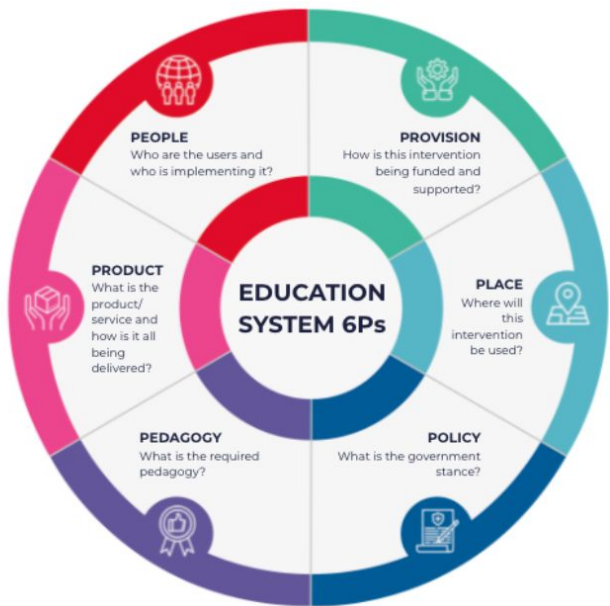
Technology exists within a broader system of factors that need to work together to make impact at scale. EdTech Hub has codified the system into **6Ps:** people, product, pedagogy, policy, place, and provision.

EdTech programmes need to engage and integrate with all parts of the system in order to be successful.

We have created the **6Ps Audit Tool** to assess EdTech programmes and interventions and identify any gaps in the thinking and the areas of most uncertainty.

How to use the 6Ps Audit Tool

- ■ Go through each 'P' and rate the EdTech intervention using the information in each of the levels (Levels 1–4)

- ■ Take time to discuss each 'P' individually, recognising that there will be overlap between them

- ■ Discuss the areas of biggest uncertainty (scoring the lowest), or places where team members have the biggest divergence in scores

- ■ You can use the findings from this audit to articulate assumptions or critical beliefs within your intervention — what are you assuming to be true, if it's not, would it stop the intervention from having the desired impact?

- ■ You can then design targeted experiments — activities that gather data to find out whether your assumptions about what it will take for this intervention to work are right or not.

Here is one tool that we use in the Sandbox Method. Read more about our approach here.

6 Ps' Audit Tool

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The 6 Ps'	People	Product	Pedagogy	Policy	Place	Provision
	The people using and implementing it ❖ Who will use the intervention? Who will implement it? Who will benefit from it? ❖ Has it been tested with them? Were they involved in the design? ❖ Do they want it, will they use it?	**The product or service, and how will it be delivered** ❖ What is the technical component of the intervention? ❖ Does it work? How will the users access it?	**The required pedagogy** ❖ Is the intervention based on pedagogical evidence of what works? ❖ Has the intervention been proven to have a positive impact on learning?	**The govt policy stance** ❖ Does the intervention align with the local education policies? ❖ How involved is the government in the intervention?	**Place the intervention be used** ❖ Where is the interventions being delivered? What is the micro-context (rural, urban, etc)? ❖ What physical places will people interact with to access this service? How might this impact the success of the intervention?	**The provision and how the intervention will be funded** ❖ How is the initiative funded? ❖ What is the business models and how sustainable/ realistic is it?
Level 1	The EdTech intervention has **not been tested** with the people that would use it or implement it.	A **prototype** of the product or service has been developed to demonstrate the technical viability of the idea.	The EdTech intervention is not likely to have an impact on learning outcomes: **None of the relevant elements** from the proven indicators of good pedagogy have been incorporated into the EdTech intervention (e.g. parental engagement, feedback, etc). There is **no evidence of impact** from testing the intervention.	The EdTech intervention **doesn't oppose government policy.** **No engagement** with government (local or national).	The EdTech intervention hasn't been tried in either the **specific Sandbox place or a similar context** (e.g. region with similar characteristics).	**No estimate** for how much the EdTech intervention costs at different levels of scale. **Clear scaling pathway** and how it fits into the education financial model of its country/area (even if hasn't been realised yet).
Level 2	A **proof of concept** of the EdTech intervention has been tested with **people similar** to those that might use it, and there is evidence that they would engage with it. We have tested **desirability using surveys**, and people state their (hypothetical) interest in the intervention.	The product or service is proven to be **technically viable**. The production, implementation and maintenance costs have been **modelled but not tested**.	The EdTech intervention has limited likelihood of impact: **Some of the relevant elements** from the proven indicators of good pedagogy have been incorporated into the intervention. The intervention has **some evidence of impact** on learning outcomes through proxies.	The EdTech intervention is **deliberately designed to be supportive of government policy** in some way, through a rigorous understanding of how government policy in the education system works. No engagement with government (local or national).	The intervention has been implemented in another **similar context** for a period of 1+ month(s). **Users engaged** with the intervention (it is desirable) and **it 'worked' as intended** (it is feasible). The team has had **1+ conversation(s) with key partner(s)** to ensure the intervention is integrated with similar or complementary interventions.	Total cost (for given number of users) is **modelled**. Cost of the EdTech intervention is proven to be < $5 per student per year (exception: interventions for children with special educational needs), or **whatever cost would ensure the business model is designed for scale**. Potential sources of funding (govt, private investors, customers, franchisers, etc) have invested **some time, money, or reputation** into the intervention.
Level 3	The EdTech intervention has been **regularly tested** with the people that will use it, and it's design has been **iterated** based on the evidence generated in these tests. Evidence of desirability comes from tests of **actual behaviour, or actual usage/ engagement** with the intervention.	The product or service is technically viable, and has a **validated & sustainable local production**, implementation and maintenance.	The EdTech intervention is likely to have some impact on learning: **All of the relevant elements (that we want to incorporate)** from the proven indicators of good pedagogy have been incorporated into the intervention. The intervention has **strong evidence of impact** on learning outcomes through proxies.	Government stakeholders in the Ministry of Education or other relevant departments (local or national) **have invested time, money or reputation** into the EdTech intervention. Content is aligned with national educational curricula.	The EdTech intervention has been implemented in a place for 1+ month(s) with **similar:** > Access to connectivity > Access to energy > Family educational capital > Technology ownership rate > Income level **Users engaged and the intervention worked as intended.** The Sandbox is having **regular conversations with key partners** to ensure integration with complementary interventions.	Business model is **in the world and its working:** Potential sources of funding (govt, private investors, customers, franchisers, etc) have **invested significant time, money, or reputation** into the intervention. We have clarity on what potential sources of funding **need to see** from the intervention before investing further. Cost is proven to be **accurate** in the real world.
Level 4	The EdTech intervention was **co-designed** with people that will use it, and all elements of implementation have been tested thoroughly. It is iterated regularly based on evidence of actual behaviour.	The product or service is technically viable, and has validated & sustainable local production, implementation and maintenance. There is an efficient way to get the product to the **lowest wealth communities**.	The EdTech intervention has proven impact on learning outcomes: **All of the relevant elements (that we want to incorporate)** from the proven indicators of good pedagogy have been incorporated into the intervention. We have **data to show that users engage with those elements**. The intervention has **strong evidence of impact through its own implementation.**	Government stakeholders in the Ministry of Education *and* all other relevant departments are **actively engaged** on a repeat basis. The Sandbox has **shaped** government policy.	The EdTech intervention has been **implemented in the specific place** that the Sandbox is taking place for a period of **3+ months.** The intervention is **co-designed** with partners. At least one iteration has taken place as a result of co-design with partners.	Non-operational costs of the EdTech intervention (e.g. tech development) can **be met for the indefinite future (sustainably)** by proven sources of funding. Operational costs (e.g. teacher salaries) **met through money in the system** i.e. regular cash flow (non extraneous).

Proven indicators of good pedagogy

Feedback: The EdTech intervention provides effective (e.g., specific, accurate, clear) information to a child about their progress relative to teaching goals.	**Meta-cognition**: The EdTech intervention allows the child to reflect on what they are learning.	**Mastery learning**: The learning chunks in an EdTech intervention are broken down and build off each other.
Collaborative learning: The EdTech intervention encourages meaningful interaction in groups with other children (rather than learning individually).	**Parental engagement**: Parents are involved in supporting the child's academic learning.	**Outdoor adventure learning**: Outdoor experiences have a positive impact on academic & non-cognitive outcomes (e.g., self-confidence, motivation). The EdTech intervention has some outdoor experiences.
Individualised instruction: The EdTech intervention personally tailors the pace at which children progress and the activities they undertake. This can be through **feedback** & **meta-cognition**.	**Phonics**: Learning happens through talking. The EdTech intervention encourages the learner to talk about their learning.	**Reading comprehension**: The child understands what they are reading (*literacy only)