

## Request for Proposals:

### **An AI-powered interactive tool to support teachers and leaders to implement EdTech and GenAI interventions in schools**

#### Background

The use of Education Technology (EdTech)<sup>1</sup> and generative AI (GenAI) has the potential to be transformative if used wisely, but it also poses risks if not adopted with care. The impact of EdTech on disadvantaged pupils is even less certain and may be smaller, meaning that without careful implementation it risks widening rather than narrowing the disadvantage gap. To harness the benefits and avoid pitfalls, it is crucial to use existing evidence to support decisions made around the selection and implementation of EdTech and GenAI tools.

The EEF is working on a three-year project to address the lack of evidence-based guidance on the use of EdTech and GenAI in education, supported by Google.org.<sup>2</sup> As part of this work, the EEF is developing an interactive digital tool to support practitioners in applying the latest research evidence when implementing EdTech and GenAI in their classrooms. We are inviting organisations and teams to collaborate with us on the development of this tool.

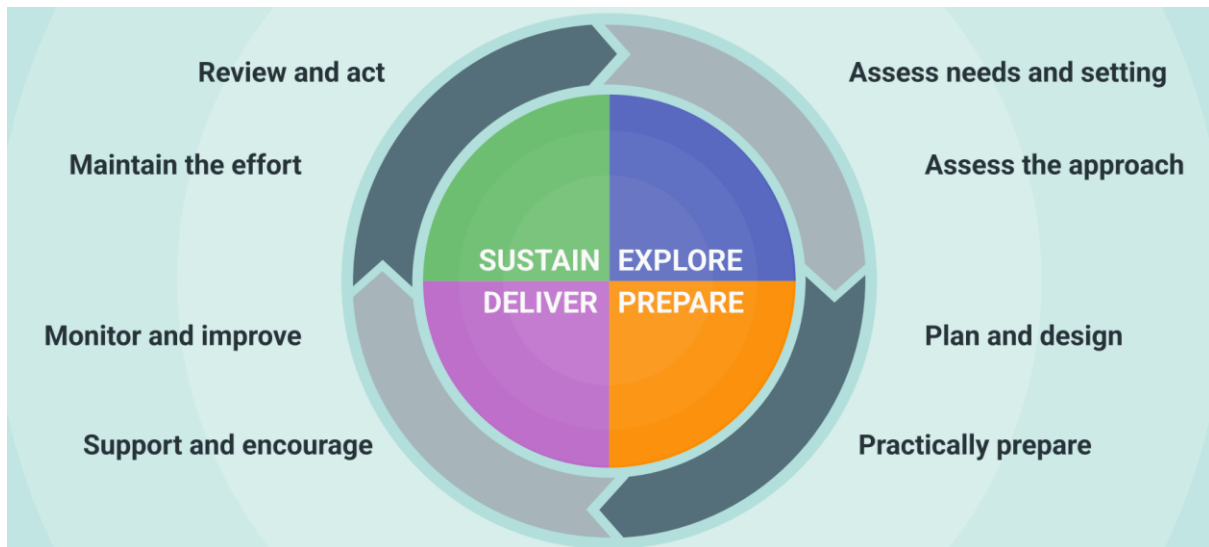
#### An overview of the tool

The EEF is developing an interactive AI-powered tool to support teachers and school leaders implement EdTech and GenAI within their settings. This process is informed by the EEF's *School's Guide to Implementation*, which is structured around four phases: explore, prepare, deliver, and sustain.

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<sup>1</sup> By EdTech, we mean pedagogical programmes and approaches that use technology to support teaching professionals and pupils with classroom teaching and learning.

<sup>2</sup> The Google.org has granted \$2.4m (£.1.8m) to the EEF for this project, and a press release about this can be accessed here: <https://educationendowmentfoundation.org.uk/news/grant-from-google-org>



## What the tool will be based on

It is an interactive version of the Implementation Guide combined with EdTech-specific content.

1. [A School's Guide to Implementation](#) (EEF, 2025): This is evidence-based<sup>3</sup> guidance on effective implementation in schools. It sets out an implementation cycle and a framework for implementation, and includes an example of an implementation plan.
2. [EdTech Evidence Review](#) (Haßler et al., 2025)<sup>4</sup>: This is an EEF-commissioned systematic review with meta-analysis aimed at identifying the mechanisms and intermediate outcomes that drive the effectiveness of EdTech interventions.
3. [The DIY \(Do It Yourself\) Evaluation Guide](#) (EEF, 2013): This is a resource introducing key principles of educational evaluation and provides guidance on how to conduct small-scale evaluations in educational settings.

## Intended users of the tool

Given its primary function of supporting implementation planning, the tool is primarily intended for school and setting leaders (early years and 16-19) with responsibility for decision-making around technology.

However, it may also be relevant for individual practitioners and teachers who wish to consider the integration of EdTech and GenAI within their classroom practice. We

<sup>3</sup> An underpinning evidence review of this guidance can be accessed here: <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/implementation-in-education>

<sup>4</sup> The following blog on this evidence review might be helpful in understanding the review findings – EEF. (2025). *Harnessing the potential of EdTech: a new review*, 10<sup>th</sup> July. Available at: <https://educationendowmentfoundation.org.uk/news/effectiveness-of-edtech-reflections-from-new-review>

welcome your proposals on how the tool could best be designed to support these users.

## **What the tool will do**

Below are the intended key functions of the tool. These are neither exhaustive nor linear, as implementation is expected to be complex and iterative. You are welcome to consider other ways the tool might support practitioners. The developed tool will:

- help practitioners to identify pupils' needs without requiring the input of pupil-level data (e.g., through tips or processes to support diagnostic assessment);
- support practitioners to select appropriate EdTech and GenAI solutions based on the identified needs, without the tool directly recommending specific solutions;
- support practitioners through the prepare and deliver phases, for example, by helping them think through the theory of change with a chosen solution (with reference to the mechanism clusters identified in the EdTech evidence review), and providing prompts to help secure staff buy-in (behaviours outlined in the EEF Implementation Guidance)
- support practitioners to deliver and sustain stages by helping users identify key outcomes for monitoring and evaluation of the EdTech and GenAI use, drawing on the building blocks (i.e., intermediate outcomes) outlined in the EdTech review.

## **Potential use-cases and outputs**

Below are some potential use case scenarios for the tool. These are not exhaustive or prescriptive, and you are welcome to consider other ways the tool may be used as long as it meets the outlined functions.

### *Use case 1: School leader reviewing an existing EdTech investment*

A headteacher leads a school that has been using a tutoring software for some time, but they are unsure about its impact or suitability for the school's wider needs. The tool was adopted quickly, largely in response to emerging trends, without a clearly planned implementation strategy.

### *Use case 2: Senior leadership team planning strategic use of EdTech / GenAI*

A senior leadership team (SLT) is discussing how to incorporate the potential benefits of EdTech and GenAI into teaching and learning across their setting. They are at an early stage and need structured support to move from broad interest to concrete action.

### *Use case 3: Classroom practitioner exploring GenAI*

A primary teacher is considering using GenAI in their KS2 English lessons but does not yet have specific ideas for how to apply it. While they are generally

aware of GenAI's potential to support teaching and learning, they are cautious about its impact and unsure where to begin.

#### *Use case 4: A pupil premium lead looking for an EdTech programme and tool*

A pupil premium lead in a secondary school is looking to purchase an EdTech tool or programme. The challenges they aim to address have already been identified, and they plan to spend a budget on activities to develop high quality teaching or targeted academic support for disadvantaged pupils. They need support to narrow down the options and to plan how to monitor and evaluate its impact.

Desired outputs can be developed and finalised in collaboration with the EEF. You may wish to consider and plan activities to help understand the types of outputs the tool should generate to support practitioners in implementing EdTech and GenAI.

### **Some technical requirements**

There are several technical requirements:

- A large language model (e.g. Gemini) should be used to develop the tool.
- The tool's code should be made publicly available.
- The tool must be fully integrated within the EEF website and available to all users without the need for registration, authentication, or payment.
- The tool must operate seamlessly within the EEF's existing Craft CMS environment, aligning with established branding, accessibility and user experience standards.
- Users must be able to access and use all core functionality without being redirected to an external platform.

In addition, as the EEF continues to build and update its evidence base, proposals should outline how the tool will be regularly updated to reflect the latest underpinning evidence.

The findings from the evidence review by Haßler et al. (2025) are highly nuanced. The tool must be able to accurately translate these findings into practical implementation guidance, without overclaiming or misrepresenting the evidence. Mitigating hallucination is a key concern; therefore, proposals should clearly outline approaches to minimising and monitoring this risk.

### **Procurement process**

#### **Contract value**

Estimated at £250,000 and seeking competitive proposals. We do have some flexibility around that if there was a clear rationale for spending more.

## Contract term

The EEF proposes to enter into one contract for a maximum period of 18 months with the successful tenderer. The anticipated service commencement date is between 13<sup>th</sup> and 24<sup>th</sup> August 2026.

## Timeline

This procurement will follow a clear, structured, and transparent process to ensure a fair and level playing field is maintained at all times, and that all tenderers are treated equally.

The key dates for this procurement are anticipated to be as follows:

<b>Task</b>	<b>Date</b>
<b>Deadline for proposals</b>	4 <sup>th</sup> August 2026
<b>Selected applicants notified</b>	2 <sup>nd</sup> week of August 2026
<b>Set up meeting / Work commences</b>	A few days after selection deadline above – please state your team’s availability for an online set-up meeting in the week of 10 <sup>th</sup> August.
<b>First iteration of the tool</b>	Early 2027
<b>Updates and iteration to the tool</b>	2027
<b>Final tool signed off</b>	January/February 2028

## Contract award

The EEF may award contract on the basis of a tender submitted in accordance with the instructions below.

Contract award is subject to the formal approval process of the EEF. Until all necessary approvals are obtained and the standstill period completed, no contract will be entered into.

Once the EEF has reached a decision in respect of a contract award, it will notify all bidders of that decision and provide for a standstill period before entering into any contract.

## Tender Completion Information

All documents comprising the tender must be completed and sent to [procurement@eefoundation.org.uk](mailto:procurement@eefoundation.org.uk) by 4<sup>th</sup> August 2026 17:00 BST using reference “EEF tender for AI tool on EdTech and GenAI - July 2026”.

The following requirements should be followed when submitting Tenders:

- The pages of the tender documents must be numbered sequentially as "Page [x] of [xx]" and include the date and title of the document on each page of the main body.
- Any additional pre-existing material which is necessary to support the tender should be included as schedules with cross-references to this material in the main body of the tender. Cross-references to this ITT should also be included in the tender whenever this is relevant.
- Where documents are embedded within other documents, tenderers must upload separate copies of the embedded documents.
- The tender must be in English and drafted in accordance with the drafting guidance set out in this ITT.
- Each tender must be uniquely named or referenced.
- A table of contents must be provided.
- A list of supporting material must be supplied.

The tender must be clear, concise and complete. The EEF reserves the right to mark a tenderer down or exclude them from the procurement if its tender contains any ambiguities, caveats or lacks clarity. Tenderers should submit only such information as is necessary to respond effectively to this ITT. Tenders will be evaluated on the basis of information submitted by the deadline.

### **Submission of tenders**

Each tenderer must submit one tender. The tender must meet the EEF's minimum requirements, operate as a standalone bid and not be dependent on any other bid or any other factors external to the tender itself. That is, the tender must be capable of being accepted by the EEF in its own right.

### **Clarifications about the services or the tender**

Any clarifications relating to this ITT must be submitted to [procurement@eefoundation.org.uk](mailto:procurement@eefoundation.org.uk). The EEF will respond to all reasonable queries as soon as possible. All queries and responses will be dealt with by email only. If a tenderer wishes the EEF to treat a clarification as confidential and not issue the response to all tenderers, it must state this when submitting the clarification. If, in the opinion of the EEF, the clarification is not confidential, the EEF will inform the tenderer and it will have an opportunity to withdraw it. If the clarification is not withdrawn, the response will be issued to all tenderers.

- The deadline for receipt of clarifications relating to the services or this ITT is set out above.
- Tenderers are advised not to rely on communications from the EEF in respect of the services or ITT unless they are made in accordance with these instructions.

## What to include in a proposals

We're looking for an overview of how your team develops the tool that fits our needs, why you want to work with us, how you'll work with us, as well as examples of your previous work.

Specifically, any proposal should indicate the following:

- Product vision of the tool
- Technical and content details of the tool
- Proposed timeline and milestones for developing prototype(s) and the final product
- Proposed product management methodologies and tools.
- Plan for allocating staff to EEF projects.
- Examples of previous work.

Any proposal should also demonstrate relevant experience of integrating AI-powered tools within Craft CMS environments or provide a clear and credible implementation approach that outlines how such integration would be achieved.

## How we'll award the contract

Any contract awarded as a result of this procurement will be awarded on the basis of the offer that best aligns with our needs, whilst also being economically advantageous to the EEF. The Award Criteria are:

- 70% technical or quality.
- 30% cost.

Scores are arrived at following the application of the Evaluation Criteria set out below to the tenderer's tender.

Tenderers are required to submit a tender strictly in accordance with the requirements set out in this ITT, to ensure the EEF has the correct information to make the evaluation. Evasive, unclear or hedged tenders may be discounted in evaluation and may, at the EEF's discretion, be taken as a rejection by the EEF of the terms set out in this ITT.

The Tender Evaluation Model showing the Evaluation Criteria and the maximum scores attributable to them is set out below.

The method of scoring the quality evaluation questions will be in accordance with the following 6 point scale. The evaluation panel will use this to assign a score to each evaluation question response, which, following the group consensus marking, will then be multiplied by the respective question weighting to produce a weighted score for each evaluation question. Once the weighting to individual question responses have

been applied the weighted scores will be added together to determine a final “Quality Score” out of 100.

In general terms, scores will be awarded that correspond with the descriptor for the relevant score, quality evaluation responses will score higher where they answer the question in full, address all the criteria within the question and are supported by contextual evidence to demonstrate knowledge, experience, capability, and/or capacity relevant to the award criteria. Lower scores will be given where the question has not been answered in full, all the criteria have not been satisfactorily addressed, and/or there is not relevant evidence to support the response leading the evaluation panel to identify omissions or concerns that could represent a risk to the delivery of the requirement as specified.

### Scoring Scale

Assessment	Marks	Criteria
Excellent	5	The proposal responds to the needs in full, successfully meets all the criteria, and presents proposals that exceed or enhance the EEF’s requirement. Full and relevant evidence is provided to enhance the response. Demonstrates a comprehensive level of knowledge, experience, capability, or capacity and demonstrates that the Potential Provider can meet the requirement in full and to a high standard.
Good	4	The proposal responds to the needs in full and successfully meets all the criteria. Full and relevant evidence is provided to support the response. Demonstrates a good level of knowledge, experience, capability, or capacity and no concerns or omissions are identified.
Satisfactory	3	The proposal responds to the needs and meets the criteria to a satisfactory standard but may lack some clarity or detail in how the proposed solutions will be achieved. Relevant evidence is provided to support the response. Lack of clarity and any missing evidence or detail is only minor. Demonstrates a satisfactory level of knowledge, experience, capability, or capacity and any concerns or omissions are not considered to represent a risk or could be reasonably resolved.
Poor	2	The proposal does not respond to the needs in full and either satisfies only some of the criteria or exhibits omissions regarding meeting the criteria. Some evidence is provided to support the response but is lacking in sufficient detail in one or more areas.

		Demonstrates a lack of knowledge, experience, capability, or capacity and presents concerns or omissions that are considered to represent a risk or would have an impact on service delivery that would require significant external intervention to manage or resolve.
Very Poor	1	The proposal does not respond to the needs and either fails to meet a number of criteria or exhibits clear and significant omissions with regard to meeting the criteria. Inadequate or no supporting evidence has been provided to support the response. Demonstrates a lack of knowledge, experience, capability, or capacity and presents significant concerns or omissions that are considered to represent an unacceptable level of risk and/or would have a detrimental impact on service delivery.
Unacceptable	0	The response is absent or incomplete and/or the proposals are not relevant to the EEF's requirements. The response does not meet the EEF's requirements.

## Scoring criteria

The proposals will be assessed based on the following criteria:

Evaluation criteria	Weighting
<p><b>1. Alignment of proposal to the tool requirements</b></p> <p>Your proposal shows:</p> <ul style="list-style-type: none"> <li>- proven experience of designing accessible and engaging resources to communicate complex and nuanced evidence-based messages.</li> <li>- proven experience developing AI-enhanced tools</li> <li>- relevant experience of integrating AI-powered tools within Craft CMS environments or understanding of how the integration will be achieved.</li> <li>- understanding of user experience.</li> <li>- understanding of complex data systems and how they're translated into accessible digital tools.</li> </ul>	<p><b>Scored out of 5</b></p> <p>Weighting – 6</p> <p>Maximum weighted score available – 30</p>
<p><b>2. Fee levels and cost</b></p> <p>Your proposal shows:</p> <ul style="list-style-type: none"> <li>- Delivery of our needs at a competitive rate.</li> <li>- Provision of the required level of service within the budget.</li> </ul>	<p><b>Scored out of 5</b></p> <p>Weighting – 6</p> <p>Maximum weighted score available – 30</p>

<p><b>3. Alignment of proposal to our ways of working</b></p> <p>Your proposal shows:</p> <ul style="list-style-type: none"> <li>- An ability to work flexibility and in an agile manner.</li> <li>- You can provide capacity to deliver key milestones, develop prototype(s) and the final tool.</li> </ul>	<p><b>Scored out of 5</b></p> <p>Weighting - 4</p> <p>Maximum weighted score available - 20</p>
<p><b>4. Alignment of proposal to the mission and work of the EEF</b></p> <p>Your proposal shows:</p> <ul style="list-style-type: none"> <li>- understanding of and interest in the mission and work of the EEF, and the role the tool play in supporting that.</li> <li>- understanding of the importance of equality, diversity, and inclusion in the tool.</li> <li>- interest in and or knowledge of the English education state education system.</li> </ul>	<p><b>Scored out of 5</b></p> <p>Weighting – 4</p> <p>Maximum weighted score available – 20</p>
<p><b>Total</b></p>	<p><b>Maximum score 100</b></p>

**Mandatory criteria (pass/fail)**

The bidding must:

- demonstrate experience in developing AI-enhanced tools;
- demonstrate experience in using AI to reliably communicate complex and nuanced messages to a high rate of accuracy
- demonstrate experience in using a large language model (e.g. Gemini) for AI tool development;
- demonstrate experience in developing and maintaining tools and resources for education stakeholders.

**Terms and conditions**

**Key contract terms**

We would expect the winning bidder to enter into a contract with the following key terms:

- **Obligations of the winning bidder:** The winning bidder shall provide the services and shall deliver the deliverables in accordance with the terms and conditions of the contract, which will include agile development principles to be agreed. The winning bidder will also provide the hosting and maintenance services in accordance with terms and conditions to be agreed, including minimum levels of uptime.

- **Intellectual property:** All Intellectual Property Rights developed or created by the winning bidder in the provision of the digital services, shall be owned by the EEF.
- **Data Protection:** The tenderer shall implement appropriate technical and organisational measures in such a manner that processing will meet the requirements of the Data Protection Act and GDPR and ensure the protection of the rights of the data subject.
- **Confidentiality:** Neither party shall at any time during the period of the contract disclose to any other person or use for any purpose except as provided by this Agreement, any confidential information belonging to another Party, unless expressly agreed in writing between the Parties.
- **Termination:** The contract may be terminated by the EEF by giving 60 days' written notice to the supplier of its intention to terminate.

### **Clarifications about the contents of a tender**

The EEF reserves the right (but is not obliged) to seek clarification of any aspect of a tenderer's tender during the evaluation phase where necessary for the purposes of carrying out a fair evaluation. Tenderers are asked to respond to such requests promptly. Vague or ambiguous answers are likely to score poorly or render the tender non-compliant.

### **Disclaimer**

While the information contained in this ITT is believed to be correct at the time of issue, neither the EEF, its advisors, nor any other awarding authorities will accept any liability for its accuracy, adequacy or completeness, nor will any express or implied warranty be given. This exclusion extends to liability in relation to any statement, opinion or conclusion contained in or any omission from, this ITT (including its appendices) and in respect of any other written or oral communication transmitted (or otherwise made available) to any tenderer. This exclusion does not extend to any fraudulent misrepresentation made by or on behalf of the EEF.

If a tenderer proposes to enter into a contract with the EEF, it must rely on its own enquiries and on the terms and conditions set out in the contract (as and when finally executed), subject to the limitations and restrictions specified in it.

Neither the issue of this ITT, nor any of the information presented in it, should be regarded as a commitment or representation on the part of the EEF (or any other person) to enter into a contractual arrangement.

Although it is intended that the remainder of this process will take place in accordance with the timetable set out in this document, the EEF reserves the right to terminate, amend or vary the procurement process at any time.

## **Confidentiality**

All information supplied by the EEF to tenderers (including this ITT and all other documents relating to the procurement), whether in writing or orally, is supplied on condition that it (including the fact that the tenderer has received this ITT) be kept confidential by the tenderer; it must not be copied, reproduced, distributed or passed to any other person at any time (except to professional advisors, consortium members or subcontractors for the sole purpose of enabling the tenderer to submit a tender) unless the information is already in the public domain.

## **Tenderer conduct and conflicts of interest**

Any attempt by tenderers or their advisors to influence the contract award process in any way may result in the Tenderer being disqualified. Specifically, tenderers shall not directly or indirectly at any time:

- Devise or amend the content of their tender in accordance with any agreement or arrangement with any other person, other than in good faith with a person who is a proposed partner, supplier, consortium member or provider of finance.
- Enter into any agreement or arrangement with any other person as to the form or content of any other tender, or offer to pay any sum of money or valuable consideration to any person to effect changes to the form or content of any other tender.
- Enter into any agreement or arrangement with any other person that has the effect of prohibiting or excluding that person from submitting a tender.
- Canvass the EEF or any employees or agents of the EEF in relation to this procurement.
- Offer, promise or give any person working for or engaged by the EEF a financial or other advantage as an inducement or reward for any improper performance of a function or activity relating to this procurement.
- Attempt to obtain information from any of the employees or agents of the EEF or their advisors concerning another tenderer or tender.

Tenderers are responsible for ensuring that no direct or indirect conflicts of interest exist (whether personal, financial or otherwise) between the tenderer, its employees and advisors, and the EEF, its employees and advisors. Tenderers must prevent, identify and remedy any conflicts of interest within their group structures and within consortium or subcontracting arrangements which may result in any distortion of competition. Any tenderer who fails to comply with these requirements may be disqualified from the procurement at the discretion of the EEF.

## **The EEF's rights**

The EEF reserves the right to:

- Waive or change the requirements of this ITT from time to time without prior (or any) notice being given by the EEF.
- Seek clarification in respect of any part of a tenderer's submission.
- Request tenderers to submit, supplement, clarify or complete relevant information or documentation where it appears to be incomplete, erroneous or missing.
- Disqualify any tenderer that does not submit a compliant tender in accordance with the instructions in this ITT.
- Disqualify any tenderer that is guilty of serious misrepresentation or of negligently providing misleading information in relation to its tender, expression of interest, the SQ or the tender process.
- Reject a tender that is abnormally low.
- Not award a contract to the tenderer submitting the most economically advantageous tender where it has established that the tender does not comply with applicable obligations in the fields of environmental, social and labour law established by national law.
- Withdraw this ITT at any time, or to re-invite tenders on the same or any alternative basis.
- Choose not to award any contract as a result of the current procurement process or to abandon that process.
- Make whatever changes it sees fit to the timetable, structure or content of the procurement process, depending on approvals processes or for any other reason.

### **Bid costs**

The EEF will not be liable for any bid costs, expenditure, work or effort incurred by a tenderer in proceeding with or participating in this procurement, including if the procurement process is terminated or amended by the EEF.