

REQUEST FOR EXPRESSION OF INTEREST FOR RETOOLING

TEACHERS ON DIGITAL CAPACITY BUILDING, PEDAGOGICAL INNOVATION, ARTIFICIAL INTELLIGENCE APPLICATIONS, DATA ETHICS, AND PRACTICAL AI TOOLS IN COMPETENCY-BASED EDUCATION (CBE) IN KENYA

(FIRMS SELECTION)

Reference No. TSC/EOI/01/2026-2027

SUBMISSION DATE: MONDAY 12TH OCTOBER, 2026 AT 10.00 AM

Background

The Teachers Service Commission (TSC) is established under Article 237 (1) of the Constitution and is mandated to register trained teachers; recruit and employ registered teachers; assign teachers employed by the Commission for service in public learning institutions; promote and transfer teachers; exercise disciplinary control over teachers; and terminate the employment of teachers. The Commission (TSC) integrates technology through digital administrative platforms like TPAD for appraisals, online recruitment portals, the T-Learn professional development platform, and strategic policy shift prioritizing STEM and Education Technology.

The Teachers Service Commission has planned the retooling of teachers on Artificial intelligence (AI) which are the integral components of integration of ICT in the teaching and learning under the Competency-Based Education. The AI training for Teachers addresses the digital gap by defining the knowledge, skills, and values teachers must master in the age of AI. It will also provide strategies for teachers to build AI knowledge, apply ethical principles, and support their professional growth. Artificial Intelligence (AI) teacher training in Kenya aims to equip teacher with digital skills to support the Competency-Based Education (CBE), cut down routine administrative workloads, and foster responsible technology use in classrooms.

The Teachers Service Commission intends to shortlist **Public Universities registered by the Commission of University** to undertake **Retooling Teachers on Digital Capacity Building, Pedagogical Innovation, Artificial Intelligence Applications, Data Ethics, and Practical AI Tools in Competency-Based Education (CBE).**

The Commission now invites eligible, interested and qualified **Public Universities with demonstrated training facilities and qualified AI Trainers** to express their interests to perform the Retooling of Teachers as provided under the Scope of Service, Terms of Reference and Deliverables.

The Scope of the Assignment

This will involve the following:

Curriculum Design: Develop a tailored curriculum and interactive multimedia content (or modules) from the curriculum designs suitable for Kenyan Teachers.

Facilitation: Conduct virtual training sessions, and hands-on practical demonstrations of AI tools.

Mentorship & Support: Provide technical follow-up support or establish peer-mentorship groups (e.g., AI Clubs) for teachers to troubleshoot and share experiences.

Provision of Internet Bundles: Provide internet bundles to up 273,000 teachers participating in the programme.

Objectives of the Assignment

a) Train teachers to on AI fundamentals and its application in CBE
b) Explore AI-powered tools for personalized learning and assessment
c) Develop skills to integrate AI in lesson planning and delivery
d) Enhance teacher capacity to support learners in an AI-driven education ecosystem

Expected Outcomes:

a. Teachers equipped with AI skills to enhance CBE delivery
b. Improved teaching and learning outcomes through AI integration
c. Enhanced learner engagement and personalized learning

Required Qualifications

Interested and eligible universities must meet the following mandatory requirements to qualify for shortlisting:

a) Must submit a copy of the Charter/Legal Instrument establishing the university as a public university;

b) Must submit evidence of authorization/recognition by the **Commission for University Education (CUE) as a recognized university in Kenya;**

c) Must demonstrate an established faculty of education equipped with qualified staff of ICT Integration in Teaching and Learning processes; ***Attach approved Curriculum/Accreditation from Kenya Commission of University Education (CUE).***

d) Must provide a list of qualified and trained AI experts capable of training AI and its application in education, leadership, administration and classroom delivery of lessons;

The Expression of Interest document may be downloaded at www.tsc.go.ke or www.tender.go.ke or can be obtained from Teachers Service Commission, Nairobi, Upper Hill, Kilimanjaro Road TSC Building, SCMS Division on the 2nd Floor-Podium Wing, between 8.00 am to 5.00 p.m. on business working days.

Complete Expression of Interest document clearly marked **Retooling Teachers on Digital Capacity Building, Pedagogical Innovation, Artificial Intelligence Applications, Data Ethics, and Practical AI Tools in Competency-Based Education (CBE),** should be deposited in the Tender Box provided at the TSC House 3rd floor podium wing or be addressed and posted to:

The Secretary/Chief Executive Teachers Service Commission, Private Bag, 00100, Nairobi so as to be received on or before 12th October, 2026 at 10.00am East Africa time. The EOIs will be opened in the presence of bidders or their representatives who choose to attend.

TERMS OF REFERENCE FOR AI TEACHER TRAINING CONSULTANCY IN KENYA

The Teachers Service Commission (TSC) handles the registration, recruitment, deployment, promotion, discipline, and payment of public school teachers under Article 237 of the Constitution and the TSC Act. The Commission (TSC) integrates technology through digital administrative platforms like TPAD for appraisals, online recruitment portals, the T-Learn professional development platform, and a strategic policy shift prioritizing STEM and Education Technology.

The competency based curriculum has embedded digital literacy as a core competence. Digital literacy such as information evaluation, content creation, collaboration, and critical thinking—transform teaching and learning by making education more interactive, accessible, and adaptable. They empower teachers to design dynamic lessons and help students build essential 21st-century problem-solving skills. Artificial intelligence (AI) in education is the use of computer systems and smart programmes to help students learn better and teachers work faster. It changes schools by making lessons fit each student, doing routine tasks, and giving extra support where needed.

Artificial intelligence supports teaching and learning by personalizing instruction, automating administrative tasks, and acting as an interactive thinking partner for students. However, it requires careful ethical oversight to maintain human agency, data privacy, and critical thinking.

The Teachers Service Commission has planned the retooling of teachers on Artificial intelligence (AI) which are the integral components of integration of ICT in the teaching and learning under the Competency-Based Education. The AI training for Teachers addresses the digital gap by defining the knowledge, skills, and values teachers must master in the age of AI. It will also provide strategies for teachers to build AI knowledge, apply ethical principles, and support their professional growth. Artificial Intelligence (AI) teacher training in Kenya aims to equip teacher with digital skills to support the Competency-Based Education (CBE), cut down routine administrative workloads, and foster responsible technology use in classrooms.

The AI integration will contribute significantly to the development of learners' physical, social, emotional, cognitive, and psychomotor competencies. The retooling programme will equip teachers with the knowledge, practical skills, assessment strategies and competencies needed to effectively implement digital literacy skills in Competency Based Education (CBE) framework.

The objectives of AI Teacher Training

a) **Enhance Digital Pedagogy:** Help teachers integrate AI-powered tools smoothly into daily lesson planning, content delivery, and classroom management.
b) **Support CBC Implementation:** Align modern technology-driven teaching methods with the national Competency-Based Education goals.
c) **Promote AI Literacy & Ethics:** Train educators on machine learning basics, prompt engineering, and teaching students safe, responsible AI application.
d) **Improve Productivity:** Reduce repetitive tasks like drafting exercises and grading schedules so teachers can focus more on student interaction.

e) **Prepare Students for the Job Market:** Build foundational science, technology, engineering, and math (STEM) capacities to make Kenyan learners globally competitive in a digital economy.

The Terms of Reference (TOR) for an AI teacher training consultancy in Kenya define the scope, objectives, and deliverables for equipping educators with AI literacy. This ensures that AI tools are used responsibly and effectively in crowded classrooms, directly aligning with Kenya's national push for ICT integration in education. A comprehensive TOR for this type of consultancy is generally structured around the following core components:

1. **Objectives of the Assignment**
   e) Train teachers to on AI fundamentals and its application in CBE
   f) Explore AI-powered tools for personalized learning and assessment
   g) Develop skills to integrate AI in lesson planning and delivery
   h) Enhance teacher capacity to support learners in an AI-driven education ecosystem.
2. **Scope of Work & Key Responsibilities**

   Curriculum Design: Develop a tailored curriculum and interactive multimedia content (or modules) from the curriculum designs suitable for Kenyan Teachers.

   Facilitation: Conduct virtual training sessions, and hands-on practical demonstrations of AI tools.

   Mentorship & Support: Provide technical follow-up support or establish peer-mentorship groups (e.g., AI Clubs) for teachers to troubleshoot and share experiences.

   Provision of Internet Bundles: Provide internet bundles to up 273,000 teachers participating in the programme.

3. **Target Audience:**

   The total number of teachers expected to undergo the retooling on AI is 273,000 Primary, Junior and secondary school teachers employed by TSC Kenya.

   4.Key Components:

   a) Undertake 5-day online training (2 hours/day, 8pm-10pm, Monday to Friday)

b) Facilitate Expert-led sessions and hands-on activities

c) Facilitate Collaborative learning and peer sharing

5. Expected Outcomes:

a. Teachers equipped with AI skills to enhance CBE delivery

b. Improved teaching and learning outcomes through AI integration

c. Enhanced learner engagement and personalized learning

5. Required Consultant Profile

a) **A approve of University Charter**: Submit a copy of the Charter/Legal Instrument establishing the university as a public university;

b) **Recognition by CUE**: Submit evidence of authorization/recognition by the Commission for University Education (CUE) as a recognized university in Kenya;

c) ***Curriculum/Accreditation:*** Demonstrate an established faculty of education equipped with qualified staff of ICT Integration in Teaching and Learning processes;

d) **Qualified AI Staff:** Demonstrate deployment of trained AI experts capable of training AI and its application in education, leadership, administration and classroom delivery of lessons;

Infrastructural requirements

There must be a proof of:

i. Connectivity and Network Infrastructure

Reliable Bandwidth: High-speed, stable internet access is necessary to stream training modules, access cloud-based LLMs, and host real-time virtual workshops.

Offline-Ready

Architecture: Lightweight local caches or offline-capable AI models are essential for low-resource or rural areas with intermittent connectivity.

ii. Hardware and Computing Resources

- **Access Devices:** Laptops, tablets, or desktop computers equipped with modern processing capabilities for hands-on practice.
- **Power Stability:** Consistent electricity supply, backed by solar or backup generators, to prevent training disruptions in fragile power grids.

iii. Software and Platform Ecosystems

- **Curated AI Toolkits:** Secure, privacy-compliant AI platforms tailored for lesson planning, administrative automation, and formative assessments.
- **Shared Repositories:** Nationally or locally contextualized digital public infrastructure providing open-access content libraries and curriculum-aligned AI frameworks.

iv. Governance, Policy, and Human Support

- **Data Privacy Frameworks:** Clear guidelines and secure procurement rules to protect teacher and student data safety.
- **Continuous Coaching Support:** Dedicated ICT mentors, peer-to-peer networks (such as local professional learning communities), and human technical specialists

Standard Timeline

Week1 (5days): Workshop delivery, hands-on training execution, and piloting AI tools.

Weeks 2: Follow-up support, monitoring and evaluation (M&E), and final report submission.

Curriculum:

Provision of a well-structured curriculum for AI that can enhance leadership management, curriculum implementation under the Competency based curriculum.

Cost: This should stipulate the cost of training teachers online for 2 hours per day for 5days and follow up sessions for 2 weeks