

REQUEST FOR PROPOSALS (RFPs)

Leaders in Teaching (LIT) Initiative Tanzania: Locally Led NGO Implementing Partners
Arusha Region

Issuing Organisation	TeachUNITED (TU)
Programme	Leaders in Teaching (LIT) Tanzania — Recruit Pillar
Funded By	The Mastercard Foundation
Target Country and Region	Arusha Region, Tanzania
RFP Issue Date	24 August 2026
Submission Deadline	25 September 2026
Number of Partners Sought	Up to 3 Locally Led NGOs
Submission Email	jobs@teachunited.org

1.0 Background and Context

1.1 About TeachUNITED

TeachUNITED supports teachers to prepare the next generation of students with the skills to graduate, earn more income, and disrupt cycles of poverty. We deliver a training Programme designed by teachers, for teachers, to strengthen student outcomes in rural and under-resourced schools. Built as a sustainable, scalable model, our Programme equips experienced educators with the skills to become in-house coaches, multiplying impact across entire school systems.

1.2 The Leaders in Teaching (LIT) Initiative

The Mastercard Foundation's Leaders in Teaching (LIT) initiative aims to transform secondary education across Africa by strengthening secondary-level teaching and learning so that young people gain the 21st-century skills and competencies needed for employment, lifelong learning, and adult life.

TeachUNITED was selected to implement the Recruit Pillar of LIT in Tanzania from 2026 to 2030. This pillar focuses on preparing, supporting, and retaining early-career teachers, with a particular emphasis on teachers of STEM subjects and those working in rural and remote areas.

1.3 The Education Context in Arusha

Tanzania faces a significant learning crisis. Despite rising school enrolment, low proficiency and graduation rates persist. The country reports a deficit of over 270,000 teachers, with rural areas experiencing turnover rates as high as 40%. Secondary schools in the Arusha Region face acute shortages of trained teachers, large class sizes, limited professional development, and inadequate mentorship for new educators¹.

¹ Tanzania's Bold Move: [11,015 New Teaching Positions to Tackle Nationwide Education Crisis](#). Pan African Visions Media 2024.

TU's evidence-based programme has demonstrated strong results in Tanzania: schools supported by TU improved pass rates 92% more than comparison schools, with an 80% increase in students scoring high enough to attend university. For girls, national exam promotion rates increased by 84% three years after programme completion.

2.0 Purpose of This RFP

TeachUNITED is seeking proposals from Locally Led Tanzanian Non-Governmental Organisations (NGOs) based in or operating within Arusha Region to serve as Implementing Partners under the Leaders in Teaching Initiative — Recruit Pillar.

Selected partner NGOs will be trained by TeachUNITED to deliver the Master Teacher (Teacher Continuous Professional Development – TCPD/Mafunzo Endelevu ya Walimu Kazini - MEWAKA) training programme in secondary schools within their existing networks. This is an opportunity for Locally Led organisations to build institutional capacity, strengthen their education programming, and contribute to transformational change in Tanzanian secondary education.

TeachUNITED will select up to three (3) NGOs in Arusha Region for Year 1 of the programme. For each selected NGO funding will be as follows.

2.1 Phase 1: Initial Implementation (2026-2028)

- Funding Amount: USD 35,000 total per NGO
- Disbursement Schedule:
 - Tranche 1 — USD 10,000 at the end of 2026, contingent on: completion of due-diligence document verification; signing of the Sub-Grant Agreement; and completion of onboarding.
 - Tranche 2 — USD 25,000 at the end of 2027, contingent on: submission and TeachUNITED's approval of all year 1 quarterly narrative and financial reports; participation of the minimum 3–5 designated staff in all 3 in-person regional training workshops and certification of staff as teacher instructional coaches; and confirmation of school-level agreements with the 10 network schools to be served under Phase 1.
- Programme Scope: Replication of the programme across 10 network schools in 2028.
- Implementation Timelines:
 - 2026 (Q4): Onboarding and signing of the Sub-Grant Agreement.
 - 2027 (Q1, Q2 and Q3): Completion of the in-person training workshops and certification of staff as instructional coaches; and finalisation of school-level agreements with the 10 network schools.
 - 2028: Full replication of TCPD/MEWAKA across the 10 network schools.

2.2 Phase 2: Scale-Up (2029)

- **Selection:** Highest-performing NGOs from Phase 1 will be selected via a competitive review process. NGOs will be considered “highest-performing” and eligible to apply for Phase 2 Scale-Up funding if, by the end of Phase 1 (2028), they have met the following performance thresholds:
 - Achieved 100% of the Phase 1 school implementation target (10 network schools fully implementing TCPD/MEWAKA).
 - Submitted all required quarterly narrative and financial reports on time and to TeachUNITED's satisfaction.
 - No unresolved safeguarding concerns or material findings from due diligence or audit.
 - Demonstrated evidence of positive teacher and school-level outcomes through Monitoring, Evaluation, and Learning (MEL) data collected.
- **Additional Funding:** Up to USD 100,000.
- **Programme Scope:** Scaling the programme to 20+ schools in 2029.

2.3 Eligible Expenses

Funding is intended to cover costs associated with replicating the programme in network schools, which includes:

- Hosting workshops
- Paying coach stipends

- Transportation to schools
- Other related programme delivery expenses

3.0 Role of the Implementing Partner NGO

3.1 What Partners Will Do

Selected NGO partners will be trained and supported by TeachUNITED to:

- Participate in three (3) in-person regional training workshops delivered by TU Coaches to become certified as instructional coaches. All workshop costs will be covered by TU.
 - Evidence of completion: completion of the online course, completion of all assignments, signed workshop attendance registers and issued certificates of completion for each staff.
- Implement the TCPD/MEWAKA programme in a minimum of 10 secondary schools during Phase 1. If selected for Phase 2, expand implementation to 20+ secondary schools within their existing networks.
- Train teachers at partner schools in high-impact instructional strategies including growth mindset, student engagement, classroom management, and personalised learning.
 - Evidence of completion: completion of the online course and all assignments, teacher training attendance records and school visit logs.
- Facilitate Professional Learning Communities (PLCs) and provide ongoing coaching to teachers.
 - Evidence of completion: PLC session reports and logs, school visit logs and teacher attendance records.
- Engage Head Teachers as active participants and champions of the programme in their schools.
- Collect, validate, and aggregate programme data — including teacher surveys, attendance records, and implementation fidelity information — at the school and organisational level, and submit this data to TeachUNITED on a quarterly basis. TeachUNITED will be responsible for consolidating data submitted by all Implementing Partners into aggregate Monitoring, Evaluation, and Learning (MEL) reports for the Mastercard Foundation.
- Participate in virtual bimonthly check-ins and webinars with TeachUNITED coaching staff.
- Submit quarterly narrative and financial reports.
- Maintain safeguarding standards throughout all programme activities, including completion of safeguarding orientation for all designated staff prior to any school-level engagement.
 - Evidence of completion: signed safeguarding code-of-conduct acknowledgements and training attendance records.
- Obtain informed consent from teachers, Head Teachers, and other participants prior to collecting survey, attendance, or classroom observation data, and ensure all collected data is stored and handled in compliance with data privacy principles (e.g., restricted access, secure storage, and no sharing with third parties without consent).

3.2 What TeachUNITED Will Provide

TeachUNITED will provide selected implementing partners with:

- Comprehensive training and certification as TU Proxy Coaches.
- Full access to TeachUNITED curriculum, facilitation guides and coaching toolkits.
- Ongoing mentoring, coaching, and virtual technical support throughout implementation.
- A sub-grant of USD 35,000 to cover programme delivery costs (Year 1).
- Support to build a robust Monitoring, Evaluation, and Learning (MEL) system.
- Certificates of completion and participation for trained staff.
- Opportunity to scale with an additional sub-grant of up to USD 100,000 for high-performing partners (NGOs that successfully complete phase 1 and are approved for scale-up funding).
- Connection to TeachUNITED's pan-African network of education NGOs and the LIT programme ecosystem.

4.0 Eligibility Requirements

To be eligible to apply, organisations **MUST** meet all of the following mandatory requirements:

1. **Legal Registration and Local Leadership:**
 - Legally registered and operational as an NGO in Tanzania.
 - Senior leadership (Executive Director/Country Director/Managing Director/Country Manager, or equivalent) must be Tanzanian nationals, based and residing in-country.
 - Proof of registration certificate and TRA PIN required.
2. **Geographic Presence:**
Applicants must demonstrate either of the following.
 - Active operations or a well-established presence in the Arusha Region at the time of application; or
 - No current presence in Arusha, but a clear, credible, and time-bound expansion plan to establish operations in the Arusha Region no later than January 2027, including specific milestones, target schools, and evidence of institutional capacity to execute the plan.
3. **School Network and Target Alignment:** Existing working relationships with a minimum of 30 secondary schools, or a clear, credible plan to reach 30+ secondary schools, with demonstrated experience operating in rural, high-poverty, or underperforming government secondary schools.
4. **Dedicated Personnel:** A minimum of 3–5 staff members available and willing to be trained as instructional coaches and programme implementers.
5. **Technology Access:** Access to reliable internet and willingness to use digital platforms such as WhatsApp, Google Classroom, or similar tools.
6. **Safeguarding and Child Protection:** Existing safeguarding and child protection policies must be in place, given that implementing partners will have direct engagement with young women, youth, and persons with disabilities.
7. **Monitoring and Evaluation Capacity:** Demonstrated ability to conduct monitoring and evaluation activities, including collecting teacher surveys and carrying out classroom observations, in a manner that safeguards participant consent and data privacy.
8. **Stakeholder Engagement:** Strong, established relationships with heads of schools, local communities, and district-level education officers.
9. **Conflict of Interest Disclosure:** Applicant must disclose any actual, potential, or perceived conflicts of interest or related-party relationships with TeachUNITED, the Mastercard Foundation, or any Proposal Review Committee member.

Preferred Qualifications (not mandatory, but will strengthen an application)

1. **Inclusion Expertise:** Experience in women's empowerment, disability inclusion, or organisations led by or serving persons with disabilities will be prioritised.
2. **Sector Networks and Credibility:** Prior experience working within Tanzania's national education ecosystem, membership in networks such as TEN/MET, or a track record of funding from high-diligence donors will be viewed favourably.

5.0 Selection Criteria and Scoring

- All eligible proposals will be reviewed and scored by a Proposal Review Committee comprising of TeachUNITED staff, government representatives, LIT representative, and the Mastercard Foundation representative. Proposals will be assessed against the following criteria:

Criterion	Description	Weight
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School Network and Reach	Demonstrated or planned reach to 30+ high-need secondary schools in Arusha Region. Evidence of working relationships with Heads of Schools, District Education Officers (DEOs) and Ward Education Officers (WEOs).	15%
Organisational Capacity and Local Leadership	Sufficient staffing (3–5 dedicated staff), organisational management systems, and ability to deliver and report on programme objectives. Senior leadership (Executive Director/Country Director/Managing Director/Country Manager, or equivalent) must be Tanzanian nationals, based and residing in-country.	15%
Inclusion and Gender Focus	Priority given to women's empowerment organisations, disability-focused NGOs, and Organisations of Persons with Disabilities (OPDs). Demonstrated experience engaging female educators, persons with disabilities, and marginalised groups.	10%
Community and Government Relations	Strong, established relationships with local communities, Heads of Schools, and district/ward education officers. Membership in TEN/MET or other national education networks is an advantage. Evidence of MoUs or letters of support from government education offices.	15%
Monitoring, Evaluation and Learning	Capacity and willingness to conduct M&E activities including teacher surveys, classroom observations, attendance tracking, and data reporting. Familiarity with digital tools for reporting.	10%
Alignment with Programme Goals	Clear articulation of how the organisation's mission aligns with the LIT Recruit Pillar. Includes a credible plan for revitalising TCPD/MEWAKA at partner schools.	10%
Safeguarding and Financial Management	Existing safeguarding, child protection, and financial management policies. References from previous international donors or government agencies. Registration documentation (certificate and TRA PIN).	10%
Sustainability Plan	Description of how the Master Teacher programme will continue within the organisation's schools after the sub-grant period ends.	10%
Prior Funders	Previous funding from high-diligence international donors (e.g., Segal Family Foundation, USAID, FCDO, or equivalent) will be viewed favourably.	5%
Total		100%

- **Minimum Qualifying Score:** Applications must achieve a minimum overall score of 50 out of 100 points to be considered for shortlisting and due diligence. Applications scoring below this threshold will not proceed further, regardless of individual criterion performance.
- **Scoring Method:** Individual reviewer scores for each proposal will be averaged to determine the proposal's final score.
- **Tie-Breaking:** If two or more applicants receive the same total score and the number of qualifying applicants exceeds the available funding slots, preference will be given, in order, to: (1) the applicant with the higher score under School Network and Reach; (2) the applicant with the higher score under Community and Government Relations; and (3) if still tied, the Review Committee will convene to reach a final determination by consensus.

6.0 Application Requirements

Interested organisations must submit a complete proposal package in English comprising the four (4) parts described below.

6.1 Organisational Profile

- Legal name and address of the organisation (including the physical office location in Tanzania).
- Proof of legal registration in Tanzania (certificate and TRA PIN).
- Confirmation that the organisation is Locally Led (with details of local leadership).

- Brief organisational mission statement and how it aligns with the LIT Recruit Pillar.
- Description of how the organisation would revitalise or launch TCPD/MEWAKA hubs within their partner schools.

6.2 School Network and Community Reach

- A list of secondary schools where the organisation currently has or has had active programmes within Arusha Region.
- Brief description of current programmes running in those schools, including objectives and dates of engagement.
- Evidence of relationships with DEOs, WEOs, and/or Heads of Schools — such as letters of support, MoUs, or names of primary contacts.
- Description of how the organisation currently engages with school leadership and communities.
- If the organisation does not yet have 30+ school partners: a clear, credible plan to recruit and reach 30+ schools in Arusha if selected for scale-up funding.

6.3 Technical and Implementation Capacity

- Staff profiles (CVs or bios, maximum one page each) for the 3–5 key staff who would serve as instructional coaches and programme implementers. CVs or bios for the senior leadership.
- Technology readiness checklist (Annex A – Sample checklist) confirming access to: reliable internet, laptops/devices for staff, and familiarity with digital tools (WhatsApp, Google Classroom, or equivalent).
- Description of the organisation's experience supporting: (a) female participants and women's leadership in education; and (b) persons with disabilities.
- Sustainability plan: How will the programme sessions continue within partner schools after the sub-grant period ends?
- Brief description of the organisation's experience or approach to Monitoring and Evaluation (M&E), including any tools or systems currently used.

6.4 Safeguarding, Compliance, and References

- Provide existing safeguarding and child protection policies.
- Financial management documentation — such as annual audited accounts, a financial report from a previous donor, or equivalent financial safeguarding evidence.
- Three (3) professional references, of which at least one must be from a previous international donor or a government education agency.

6.5 Mandatory Eligibility Document Checklist

- Use the checklist below to confirm your application includes the required evidence for each of the 9 mandatory eligibility criteria listed in Section 4.0, before submission.

Mandatory Criterion (Section 4.0)	Required Document / Evidence	Where to Include	Format / Attachment Notes
1. Legal Registration and Local Leadership	Tanzania NGO registration certificate; TRA PIN certificate; Leadership roster showing nationality and residency of senior leadership.	Section 6.1 – Organisational Profile	Attach as separate documents; excluded from the 15-page limit
2. Geographic Presence	Evidence of active Arusha operations (e.g., project reports and MoUs) OR a written expansion plan with milestones and target schools	Section 6.2 – School Network and Community Reach	Attach as separate documents; excluded from the 15-page limit

Mandatory Criterion (Section 4.0)	Required Document / Evidence	Where to Include	Format / Attachment Notes
3. School Network and Target Alignment	List of secondary schools currently/previously served (minimum 30) OR a credible plan to reach 30+ schools	Section 6.2 – School Network and Community Reach	May be attached as a table/annex if lengthy; excluded from the 15-page limit
4. Dedicated Personnel	CVs or bios (maximum 1 page each) for the 3–5 designated staff and senior leadership	Section 6.3 – Technical and Implementation Capacity	Attach as separate documents; excluded from the 15-page limit
5. Technology Access	Completed Technology Readiness Checklist (Annex A)	Section 6.3 – Technical and Implementation Capacity	Attach as a separate annex; excluded from the 15-page limit
6. Safeguarding and Child Protection	Copy of existing safeguarding and child protection policy	Section 6.4 – Safeguarding, Compliance, and References	Attach as a separate document; excluded from the 15-page limit
7. Monitoring and Evaluation Capacity	Description of M&E approach, tools, and systems currently used	Section 6.3 – Technical and Implementation Capacity	Included within the main 15-page narrative
8. Stakeholder Engagement	Evidence of relationships with Heads of Schools, DEOs, and WEOs (letters of support, MoUs, or named contacts)	Section 6.2 – School Network and Community Reach	Attach letters/MoUs as separate documents; list contacts within narrative
Conflict of Interest Disclosure	Conflicts of interest disclosure	Section 4.0 - Conflict of Interest Disclosure	Attach as a separate document

7.0 Funding Information

Funding Stage	Details
Year 1 Sub-Grant (Initial Award)	Phase 1: USD 35,000 per NGO Paid in two tranches: - Tranche 1 — USD 10,000 at the end of 2026, contingent on: completion of due-diligence document verification; signing of the Sub-Grant Agreement; and completion of onboarding. - Tranche 2 — USD 25,000 at the end of 2027, contingent on: submission and TeachUNITED's approval of all year 1 quarterly narrative and financial reports; participation of the minimum 3–5 designated staff in all 3 in-person regional training workshops and certification of staff as teacher instructional coaches; and confirmation of school-level agreements with the 10 network schools to be served under Phase 1.
Scale-Up Sub-Grant (Top Performers)	Phase 2: Up to USD 100,000 per NGO - Available to the highest-performing NGOs selected through a competitive review process. Selection: Highest-performing NGOs from Phase 1 will be selected via a competitive review process. NGOs will be considered "highest-performing" and eligible to apply for Phase 2 Scale-Up funding if, by the end of Phase 1 (2028), they have met the following performance thresholds: - Achieved 100% of the Phase 1 school implementation target (10 network schools fully implementing TCPD/MEWAKA). - Submitted all required quarterly narrative and financial reports on time and to TeachUNITED's satisfaction.

- No unresolved safeguarding concerns or material findings from due diligence or audit.
- Demonstrated evidence of positive teacher and school-level outcomes through Monitoring, Evaluation, and Learning (MEL) data collected.
- **Programme Scope:** Scaling the programme to 20+ schools in 2029.

8.0 Selection Process and Timeline

The selection process will follow the steps below. TeachUNITED is committed to a transparent, merit-based, and inclusive process.

Step	Activity	Indicative Timeline
1. RFP Published	Formal call for proposals issued and disseminated to NGOs via LinkedIn, TeachUNITED networks, Tanzania Education Network/Mtandao wa Elimu Tanzania (TEN/MET), LIT Partners, Segal Family Foundation grantee lists, and partner networks.	24 August 2026
2. Proposals Open	NGOs may submit questions and prepare their applications.	4 weeks
3. Submission Deadline	All applications must be submitted by 5:00 pm EAT on the deadline date.	25 September 2026
4. Review Committee Evaluation	The Proposal Review Committee scores all submitted applications against the predefined selection criteria.	28 September to 16 October 2026
5. Due Diligence and Interviews	Shortlisted organisations undergo a due diligence review and interviews. Due diligence will require submission and verification of: ● NGO registration certificate and TRA PIN ● Audited financial statements (or equivalent) for the most recent fiscal year ● Tax compliance certificate ● Governance documents (e.g., board list, constitution/by-laws) ● Safeguarding and child protection policy ● Bank account details for the organisation ● Itemised activities budget and budget narrative	19 October to 6 November 2026
6. Selection and Notification	Final NGO partners notified. Sub-grant agreements signed.	Before 5 December 2026
7. Onboarding	Selected NGOs begin onboarding.	7 December to 14 December 2026

9.0 How to Apply

9.1 Submission Instructions

All proposals must be submitted in English electronically to: jobs@teachunitd.org

Please use the subject line: "LIT Tanzania RFP — Arusha 2026 — [Your Organisation Name]"

Applications must be submitted as a single PDF document (maximum 15 pages, excluding annexes). Supporting documents (safeguarding policy, financial records, staff CVs, and references) may be submitted as separate attachments. Applicants should refer to the Mandatory Eligibility Document Checklist in Section 6.5 to confirm that all required documents and attachments for each mandatory eligibility criterion are included before submission.

9.2 Questions and Clarifications

Questions regarding this RFP may be directed to jobs@teachunited.org not later than 15 September 2026. Questions and answers will be shared with all prospective applicants to ensure equal access to information. TeachUNITED will not enter into pre-selection discussions with individual applicants.

9.3 Important Notes

- Only complete applications submitted by the deadline will be reviewed.
- Submitting a proposal does not guarantee selection. We encourage all interested organisations to apply. The process of preparing a proposal is itself a valuable opportunity to reflect on your organisation's capacity, articulate your impact, and strengthen your education programming.
- TeachUNITED reserves the right to request additional information or documentation from any applicant.
- Selected partners will be required to sign a Sub-Grant Agreement outlining the terms and conditions of the partnership.
- All applications and information submitted will be treated confidentially by the Proposal Review Committee.
- TeachUNITED is committed to a transparent and non-discriminatory selection process. We strongly encourage applications from women-led organisations, disability-focused NGOs, and Organisations of Persons with Disabilities.
- TeachUNITED reserves the right, at its sole discretion, to amend or cancel this RFP, negotiate terms with any applicant, or reject any or all proposals at any stage of the process, without obligation or liability to any applicant.

10.0 Safeguarding and Compliance

TeachUNITED is deeply committed to the safeguarding of all programme participants, particularly young women, youth with disabilities, and other vulnerable groups. All implementing partner organisations will be required to:

- Have in place and actively implement a safeguarding and child protection policy.
- Ensure that all staff with direct contact with programme participants undergo background checks and safeguarding training.
- Report any safeguarding concerns or incidents to TeachUNITED immediately through established reporting channels.
- Comply with all applicable Tanzanian laws and TeachUNITED's safeguarding requirements throughout the contract period.

11.0 About the Mastercard Foundation Partnership

This programme is funded by the Mastercard Foundation's Leaders in Teaching (LIT) initiative, which is part of the Foundation's Young Africa Works strategy. The Foundation's vision is an Africa where young people can access dignified and fulfilling work. This programme advances that vision by improving the quality of secondary education, equipping more young people, especially girls and those from marginalised communities, with the skills, knowledge, and confidence to succeed in learning, work, and adult life.

Annex A: Technology Readiness Sample Checklist

Leaders in Teaching (LIT) Tanzania — Locally-Led NGO Implementing Partners

To be completed and submitted as part of your application package.

Please confirm availability of each requirement below by ticking Yes, No, or In Progress. Where a requirement is not yet met, briefly describe your plan to address it in the “Plan to Address” column.

A. Internet Connectivity					
#	Requirement	Yes	No	In Progress	Plan to Address
1	Organisation has access to reliable internet at its primary office	☐	☐	☐	
2	Internet connection is stable enough to support video calls (e.g., Google Meet)	☐	☐	☐	
3	Staff designated as programme implementers have internet access	☐	☐	☐	
B. Devices and Hardware					
#	Requirement	Yes	No	In Progress	Plan to Address
4	Organisation has a minimum of 1 laptop or desktop computer per participant available for programme use	☐	☐	☐	
5	Key programme staff have access to a smartphone/device capable of running WhatsApp	☐	☐	☐	
C. Google Workspace Tools					
#	Requirement	Yes	No	In Progress	Plan to Address
6	Organisation or designated staff have an active Gmail or Google Workspace account	☐	☐	☐	
7	Staff are able to access and use Google Drive for file storage and sharing	☐	☐	☐	
8	Staff are familiar with Google Docs and/or Google Sheets for reporting purposes	☐	☐	☐	
9	Organisation has used or is willing to use Google Classroom platform	☐	☐	☐	
D. Digital Readiness and Willingness					
#	Requirement	Yes	No	In Progress	Plan to Address
10	Staff are comfortable receiving and submitting reports digitally	☐	☐	☐	
11	Organisation is willing to participate in virtual check-ins and webinars	☐	☐	☐	
12	Organisation is open to adopting new digital tools introduced during the programme	☐	☐	☐	

Declaration

We confirm that the information provided above is accurate to the best of our knowledge. Where gaps exist, we are committed to addressing them prior to programme commencement.

Organisation Name:	
Completed by:	
Title:	
Date:	