

Terms of Reference

Local Civil Society Organization (LCSO) Implementing Partner for Dodoma ECCE Programme by Children in Crossfire Tanzania (CiC)



Picture: Example of a school feeding programme in Dodoma (Photo: Children in Crossfire Tanzania)

1.0 Background

Children in Crossfire (CiC) is an international development non-governmental organization with international head office in Northern Ireland and country office in Tanzania. CiC has received funding from Blue Care Foundation to implement a pilot school feeding programme in 2026 in primary schools of Kondoa district (spanning Kondoa rural district and town councils) of Dodoma region, building on the previous school feeding programme experience of Global Communities, as well as leveraging off the wider ECCE (Early Childhood Care and Education) programme popularly known as Watoto Wetu Tunu Yetu that CiC implements across all councils and primary schools of Dodoma region, including Kondoa district (DC) and town councils (TC).

The primary objectives of the pilot programme include strengthening systemic and school-level provision of sustainable school feeding programmes; demonstrating the contribution of continuous school feeding to improved attendance, retention, and learning performance; and supporting the wider consolidation of pre-primary education quality and transition to Grades 1 and 2 in Kondoa DC and TC by building teacher and leadership capacity.

2.0 Children in Crossfire Programming in Dodoma

Children in Crossfire Tanzania (CiC) implements the Watoto Wetu Tunu Yetu programme that seeks to support quality improvements to the [teaching and learning ecosystem for the pre-primary education \(PPE\) class](#) in government primary schools of Dodoma region. The programme is currently operating at regionwide scale across all 830 government primary schools of Dodoma region, embedded in deep systemic technical partnership across the national and local government education structures. Formative evaluation conducted in 2025 points to the programme being successfully implemented at systemic scale across Dodoma region including contributing to more effective learning environment for the pre-primary grade.

While CiC has not engaged directly in school feeding programme interventions, however school feeding is integrated as an essential component of a quality pre-primary learning environment. To date, CiC has worked closely with national and local government as well as school leadership to make the case for supporting the effective provision of school feeding programme for the pre-primary grade as a minimum.

3.0 Broad Scope of Work of LCSO Implementing Partner

The LCSO implementing partner will be responsible primarily to support CiC in delivering ECCE programming, with primary focus on:

- 1) Strengthening systemic and school-level provision of sustainable school feeding programmes;
- 2) Demonstrating the contribution of continuous school feeding to improved attendance, retention, and learning performance;
- 3) Consolidating the quality of pre-primary education and support transition to grades one and two in Kondoa DC and TC by building teacher and leadership capacity.

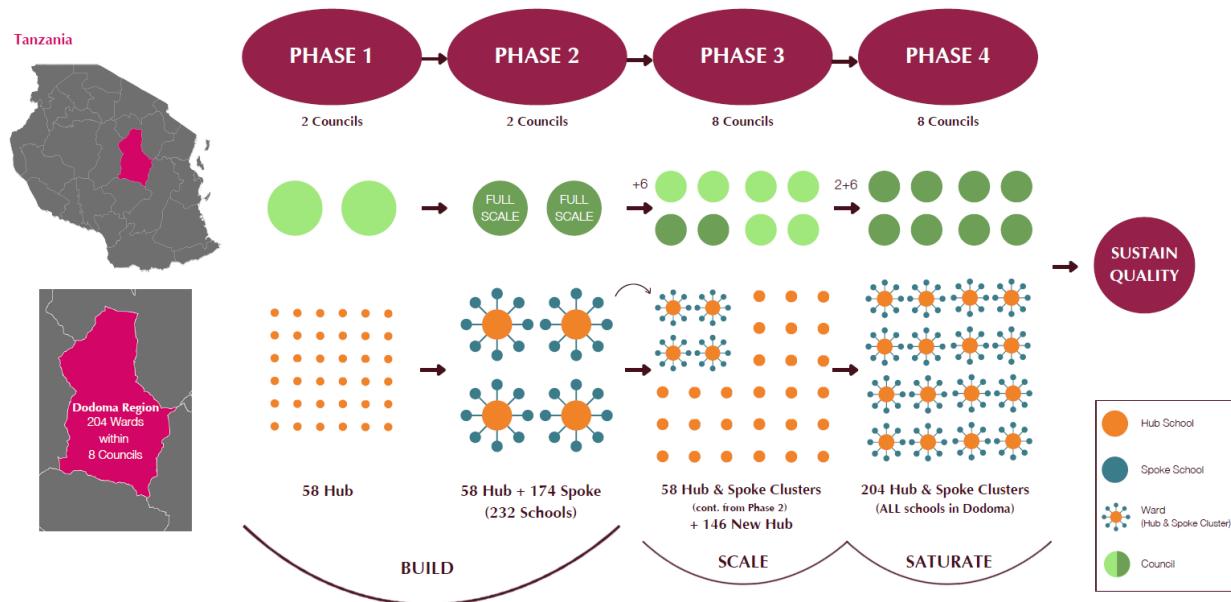
4.0 Key Responsibilities of LCSO Implementing Partner

Objective #1: To strengthen systemic and school-level provision of sustainable school feeding programmes

Basing on CiC's ECCE implementation model, the pilot project to support school feeding is to be implemented across all 29 wards of the two rural and town councils that make up Kondoa district. Adopting a hub and spoke approach to scaling, the pilot year of the project (2026) will work with 29 [ward] hub primary schools (that hosts the ward centre) to

promote school feeding programme within the school and host community structures and systems. The anticipation is that the pilot project will progress to the next phase of scaling from 2027, and good practice in school feeding programme will be transferred by the [hub] model primary school to the remaining [spoke] primary schools within their respective wards, and as such reaching full district coverage of all schools (and communities). The hub and spoke approach to scaling CiC education interventions has evolved iteratively over the last four years of scaling our flagship pre-primary programme across all 800+ primary schools of Dodoma region, as per infographic below.

Scaling ECE Quality: Children in Crossfire's Hub & Spoke Model



Key activities:

1. Collaborate with council education teams to integrate school feeding as a priority intervention within the two councils' [urban and rural] education development plans;
2. Training orientation on school feeding programme for school and community leadership across 29 hub schools (representing 29 wards across Kondoa district);
3. Mentorship of school management committees to develop contextually appropriate approaches for promoting school feeding in respective school development plans;
4. Supportive supervision of school, village & ward leadership to monitor implementation of priority interventions to promote school feeding across 29 hub schools;
5. Collaborate with council education teams to coordinate Community of Learners (JZK) for early grades teachers (pre-primary through Grade-2) to promote approaches that effectively engages parents to support school feeding across early grades.

Objective #2: To demonstrate the contribution of continuous school feeding to improved attendance, retention, and learning performance

The project will directly support a school feeding programme in five (5) primary schools among the 29 ward hub schools of Kondoa district throughout 2026. Two (2) schools will be schools previously supported directly by the Global Communities project including associated infrastructure development. Three (3) of these schools will be new schools to be identified in collaboration with the district councils that will receive direct infrastructural support including food storage and kitchens applying efficient cooking principles.

A school feeding programme will be implemented across all these 5 schools, specifically supporting the costs of school feeding for all grades (pre-primary through Grade-7) for 3 (three) days of the week throughout the 2026 school year. In addition, the project will work with the school management committees, village development committees, and parent partnership programmes across these 5 schools to promote school and community initiatives to extend school feeding programme throughout all 5 (five) days of the week, as well as plan for approaches to sustain the school feeding coverage after the project. Given there is an average enrolment of 600 children in primary schools across Kondoa, it is estimated that the project will reach up to 3,000 children with school feeding programme across the 5 primary schools to be directly supported.

Key activities:

1. 5 schools to be identified with council engagement for school feeding programme including 2 schools supported by Global Communities and 3 additional [hub] schools;
2. Indepth inception meeting with ward, village and school leadership of 5 pilot schools to school feeding programme and the project offer, as well as schools' responsibility;
3. Food programme agreed and procurement on school by school basis between council, school and community, and processed through the government NEST mechanism;
4. Infrastructure contract signed between project, councils and schools (3) to be supported with food storage and kitchen, as processed and closely supervised through local government procurement system;
5. Close ongoing mentorship and supportive supervision of pilot schools and communities conducted in collaboration with councils, and periodically with CiC programme staff, to promote the school feeding programme reaching up to 3,000 children for at least 3/5 days of the school week across the 5 pilot schools;
6. Baseline and midline (end of Yr-1) evaluation of school feeding programme conducted across the 5 pilot schools to document school feeding outcomes.

Objective #3: To consolidate the quality of pre-primary education and support transition to grades one and two in Kondoa DC and TC by building teacher and leadership capacity.

1. Collaborate with Government and other key partners to train teachers across preprimary, grades one and two to improve their teaching practices.
2. Supportive supervision and mentorship of ward education officers (WEO) and school leadership to provide appropriate support to teachers that promote school readiness for pre-primary and early literacy and numeracy for grades one and two.
3. Supporting Regional and Local Government (RALG) and WEO to coordinate and implement Community of Learners Meetings for early grades teachers (pre-primary through Grade-2) to promote and enhance teaching and learning practices.
4. Work with national and local government and wider CiC programmes team to oversee implementation across Kondoa TC and DC, using lessons learned to improve and inform CiC ECCE programmes and the wider education sector.

5.0 Programme Duration and Provisional Budget

The LCSO implementing partner will be initially contracted on a one-year basis, renewable depending on funds availability and performance. The first contract will be effective from March 2026.

The provisional programme budget earmarks TSH 148 million (one hundred and forty-eight million) sub-granting support per annum. This budget is provisionally broken down across programme activities, programme staffing, and management and administration costs, with the expectation that the budget contributes to and not fully funds all associated costs.

It is also of note that with anticipated programme growth and the satisfactory performance of the LCSO implementing partner, there is the possibility of additional programme funding being sub-granted to the LCSO implementing partner from time to time.

6.0 Partnership Management Modalities

The LCSO implementing partner will be managed by the CiC management team with day to day interaction across the programme and finance team based in the CiC Dodoma Programme Office. The programme partnership will be structured around an annual workplan and budget, with quarterly narrative and monthly financial reporting submissions. The LCSO implementing partner will also effectively participate in the annual programme review and planning process.

7.0 Organizational Specifications for the LCSO Implementing Partner

In shortlisting and final selection of the LCSO implementing partner the following specifications will be considered:

Essential:

- Registered NGO (local or national status with no international affiliation);
- Active implementing partner in Dodoma region of child-related development programmes, education programmes is an added advantage;
- Sufficient finance management capacity with ability to demonstrate current accountabilities (at least one set of audited accounts in the last two years);
- Demonstration of governance stability (regular board meetings, and supportive governance);
- Police clearance certificate for all staff that will be engaged in programme (including management);
- Positive disposition to partnership including transparency, accountability, proactive communications, and mutual learning and programming support.

Skills and Expertise (most competitive LCSOs will fulfil most/all criteria):

- Demonstrable expertise and experience in ECD programming (Early Childhood Care and Education);
- Specific expertise in Early Learning for children aged 5-8 Years;
- Demonstrable experience of child-related development programming in Dodoma region, with education or school feeding programmes being an added advantage.
- Track record of effective engagement of regional and local government in programming;
- Demonstrable expertise in monitoring, evaluation and learning, including use of digital tools for reporting, and familiarity of industry tools for evaluating child development;
- Familiarity and experience of working with digital tools for supporting programme innovations in quality and scaling;
- Strong training and facilitation skills applicable across a range of stakeholder groups;
- Experience and expertise in community engagement especially social behavioural change communications;
- Experience and capacity in supporting inclusive programming for children with disabilities as well as wider vulnerabilities.

8.0 Child Protection and Safeguarding Statements

Child protection is a term used to describe the responsibilities and activities undertaken to prevent or to stop children being abused or ill-treated. It is CiC's duty and responsibility to reduce the risks of abuse to the children who we have contact with and keep them safe from harm.

Local CSO applicants will be required to demonstrate how their existing operations and programming uphold ethics and child protection considerations. The successful LCSO implementing partner will be required to maintain high diligence and accountability to child protection. Similarly, the LCSO implementing partner will be required to ensure safeguarding principles that are respectful of gender and vulnerable adults.

9.0 Application Process

An Expression of Interest (EoI) should be submitted using the [EoI template provided via Google Form](#) (please be advised EoIs that do not use this template will not be considered).

The closing time for receipts of EoI is **23:00hrs Sunday 08 February 2026** local time in Tanzania.