



TERMS OF REFERENCE (TOR) Copyediting and Proofreading of In-Service and Pre-Service Teacher Training Modules

IN PARTNERSHIP WITH



1. Overview of the program

Leaders in Teaching Ethiopia is a five-year initiative running from December 2025 to November 2030, led by Imagine1day and implemented by a consortium comprising Education Development Trust (EDT), Geneva Global Ethiopia (GGE), and Imagine1day itself. The program is carried out in partnership with the Ministry of Education and the Mastercard Foundation.

LiTE is a flagship initiative of the Mastercard Foundation designed to advance the quality, equity, and relevance of secondary education in Ethiopia. While access to secondary education has expanded, significant challenges remain, including shortages of qualified teachers, weak instructional leadership, limited career and technical education (CTE) pathways, and low transition rates to post-secondary education and employment, particularly in underserved regions. Over the past three years, nearly 1,300 secondary schools have consistently recorded national examination results below the 50% threshold required for progression to universities, highlighting the need for systemic reform.

The program provides a comprehensive, system-level response by strengthening teacher supply and quality, instructional leadership, student career readiness, gender equity and inclusion, education data systems, and partnerships. It will recruit and train new CTE teachers and strengthen in-service teachers' skills in learner-centered pedagogy, digital literacy, gender-responsive instruction, and competency-based curriculum delivery. The program will also strengthen instructional leadership among school and education-system leaders and enhance the capacity of 16 tertiary institutions, including universities and teacher education colleges, to support sustainable teacher development.

LiTE is designed to improve students' academic and 21st-century skills, promote gender equity and inclusion, strengthen the Education Management Information System (EMIS), and build sustainable partnerships across the education ecosystem. Ultimately, the program seeks to contribute to a more sustainable, high-quality, and relevant secondary education system while improving young people's transition to further education, TVET, and the world of work, in alignment with the Government of Ethiopia's education transformation agenda.

Seven Program Components:

- 1. Recruit and Train:** Recruit and train 25,000 new CTE teachers, 50% women.
- 2. Train:** Strengthen 42,000 secondary teachers, 35% women, in CBC, technology, gender, and inclusive pedagogies.
- 3. Lead:** Strengthen 2,400 school leaders, 40% women, and 450 education officers in instructional leadership and CBC implementation.
- 4. Motivate:** Strengthen recognition and motivation of high-performing teachers and school leaders.
- 5. Access and Inclusion:** Expand equitable access to quality education for 300,000 rural and underserved young people, including girls, youth with disabilities, refugees, and internally displaced people.

6. **Transition:** Support 500,000 secondary students, 50% female, to transition to university, TVET, and the world of work, 50,000 to university, 150,000 to TVET, and 300,000 to employment.
7. **Education Ecosystem:** Strengthen data management, coordination, partnerships, private-sector engagement, youth participation, and knowledge sharing.

2. Purpose of the Copy-Editing Assignment

The LiTE program has developed a substantial number of in-service and pre-service teacher training modules to support teacher professional development and improve the quality of secondary education in Ethiopia. These modules have undergone technical review and now require professional copy editing and proofreading to ensure they are clear, consistent, linguistically accurate, and ready for implementation.

The total volume of material requiring editorial review is estimated at approximately 1,900 pages. To ensure timely completion while maintaining high editorial standards, LiTE intends to engage **four (4) qualified copy-editing consultants** who will work concurrently on assigned batches of materials.

The consultants will review and edit assigned modules to improve grammar, spelling, punctuation, clarity, consistency, readability, and adherence to agreed editorial standards while preserving the approved technical content and intended meaning. The assignment does not include substantive technical review, validation of technical content, or redesign of training materials. Any apparent technical errors, ambiguities, contradictions, or issues requiring technical decisions will be flagged for review by the designated technical team.

3. Scope of Work

The Copy-Editing Consultants will be responsible for:

- Copy editing and proofreading assigned in-service and pre-service teacher training modules.
- Correcting grammar, spelling, punctuation, capitalization, sentence structure, word choice, and usage.
- Improving clarity, readability, flow, and consistency without changing the intended technical meaning.
- Standardizing terminology, abbreviations, acronyms, headings, subheadings, numbering, and editorial conventions.
- Ensuring consistency across modules, sections, activities, instructions, examples, tables, captions, and learning materials.
- Identifying and correcting typographical errors, duplicated or missing words, incomplete sentences, and inconsistent references.
- Reviewing learning activities, instructions, examples, and explanatory text for clarity and accuracy.
- Reviewing tables and structured content for editorial consistency.
- Checking internal references, numbering, labels, and cross-references.
- Flagging technical inconsistencies, ambiguities, contradictions, and content requiring technical review.
- Applying agreed editorial and formatting standards consistently across assigned materials.
- Proofreading revised files after feedback has been incorporated.

- Maintaining an editorial query log and documenting issues requiring clarification.

4. Key Responsibilities

The consultants will work closely with designated LiTE program communication focal point.

Given the volume of approximately 1,900 pages, the work will be divided among **four (4)** consultants and organized into manageable batches.

The consultants will:

- Review assigned modules systematically in accordance with agreed editorial standards.
- Apply a common editorial approach and style guide to ensure consistency.
- Submit completed batches according to agreed schedules.
- Use Microsoft Word Track Changes and comments for all edits.
- Maintain an issues and queries log.
- Participate in orientation and coordination meetings as required.
- Incorporate consolidated feedback from reviewers.
- Conduct final proofreading and quality checks before submission.
- Submit both tracked-change and clean versions of final files.

5. Expected Deliverables

Each consultant will deliver:

- Copy-edited versions of assigned modules using Track Changes.
- Clean versions of approved modules.
- Editorial query and issues logs.
- Revised versions incorporating reviewer feedback.
- Final proofread copies of assigned modules.

6. Duration and Level of Effort

The assignment will be undertaken within the period specified in the contract.

The estimated total volume of work is approximately 1,900 pages. To support timely completion, LiTE will engage four (4) copy-editing consultants, with the workload distributed among them based on capacity, availability, and performance.

For planning purposes, the level of effort is estimated using an editing rate of approximately 500 pages to be edited in 5 days, although productivity may vary depending on the complexity and quality of the materials.

Consultants must demonstrate sufficient capacity to deliver assigned batches within agreed timelines while maintaining high editorial quality.

7. Required Qualifications and Experience

Applicants should possess:

- A bachelor's degree in English, Communications, Journalism, Publishing, Education, Linguistics, or a related field.
- Proven experience in copy editing, proofreading, publishing, editorial review, or a related discipline.
- Demonstrated experience editing educational, curriculum, training, technical, research, or development-sector materials.
- Excellent written English skills.
- Strong knowledge of grammar, punctuation, spelling, syntax, style, and editorial conventions.
- Strong attention to detail and ability to identify inconsistencies and errors.
- Experience reviewing large volumes of documentation.
- Proficiency in Microsoft Word, including Track Changes, comments, styles, and document review tools.
- Ability to work independently and meet deadlines.
- Experience with teacher training, curriculum, or education-sector materials is highly desirable.

8. Budget and Payment

The assignment will be implemented in accordance with EDT procurement and financial procedures and within the approved LiTE budget.

Each consultant will be contracted individually. Payments will be linked to the satisfactory completion and acceptance of assigned deliverables and batches.

The final level of effort, professional fees, and payment schedule will be determined during contracting.

9. Application Requirements

Interested consultants should submit:

- An updated CV highlighting relevant experience.
- A brief technical proposal outlining their approach, methodology, quality assurance process, and work plan.
- An indication of availability and anticipated editing capacity (pages per week).
- At least two samples of previous editing work, preferably involving education, curriculum, training, technical, or development-sector materials.
- A proposed professional fee or daily rate.
- Contact details for at least two professional references.

10. Selection Considerations

- Relevant copyediting and proofreading qualifications and experience.
- Experience editing education, teacher training, curriculum, or technical materials.
- Demonstrated ability to manage large-volume editing assignments.

- Quality and relevance of submitted editing samples.
- Understanding of the assignment and appropriateness of the proposed methodology.
- Ability to meet the required delivery schedule.
- Competitiveness and reasonableness of the proposed professional fee.