



Request for Proposals

Public Opinion Survey for the Development of a Secondary Education Strategy

1.0 Introduction and Background

The Ministry of Education (MoE) has initiated the review of the current Education Sector Medium Term Plan (ESMTP) 2018-2021 of the Education Strategic Plan (ESP) 2018-2030 to inform the development of a new ESMTP for 2022-2025. The review of the ESTMP is a periodic review to assess progress made against targets and to develop a strategy to ensure successful implementation of the ESP for the next four years (2022-2025). The first phase of the review process will focus on the Secondary Education section of the ESMTP.

The ESP 2018-2030 lays out Ghana's vision and goals for the education sector up to 2030 as well as detailed strategies for how these goals will be achieved.

The changing global economic, technological and development context requires that Ghana adopts a paradigm for its education system to allow Ghanaian youth to acquire the kinds of skills and competencies that will make Ghana's education system globally competitive. The education system should prepare the youth the world of work and for further education. Secondary education particularly is faced with three main challenges:

1. **Increasing Participation and Equity:** providing open access to all without economic, social, cultural, religious, and social impediments.
2. **Improving the Quality of Students Achievements and Learning:** improved teaching and resources; and strengthened school management and leadership.
3. **Enhancing Relevance:** delivering a Curriculum prepares graduates with critical thinking and analytical skills for academic progression and the world of work of today will need to be prepared.

The Ministry of Education intends that the new ESMTP will address these challenges in a comprehensive manner so that educational success is no longer about producing content knowledge, but rather about extrapolating from what we know and applying the knowledge creatively in new situations.

To support the development of a secondary education strategy, the MoE with support from T-TEL is seeking the services of a firm that is capable and suitably qualified to conduct opinion surveys of a random sample of education stakeholders in table 1 below.

Table 1 - List of Educational Stakeholders

Stakeholders	Details
Students	Final year JHS Students, SHS Students, Tertiary Students (College of Education, Universities and Technical Universities).
Teachers	JHS Teachers, SHS Teachers, University and Technical University Lecturers & College of Education Tutors

School Leaders	Head teachers from JHS and SHS, College Principals, Vice Chancellors (or their reps), Conference of Heads of Assisted Secondary Schools (CHASS), governing boards.
Parents	Parents of Students in JHS and or SHS
Community leaders	Opinion Leaders, Traditional Leaders, Religious Bodies
Alumni	Old Student Associations in SHSs
Employers	Association of Ghana Industries, Ghana Employers Association
Agencies and development partners	Heads of agencies such as GES (National, Regional and District), NaCCA, NaSIA, NTC, GTEC, development partners (FCDO, USAID, UNICEF, UNESCO, UNHCR, Mastercard Foundation etc.)
Unions	GNAT, NAGRAT etc.

2.0 Purpose of the Assignment

The purpose of the assignment is to undertake an opinion survey to provide evidence for the development of the secondary education strategy by ascertaining what stakeholders would like to see in the secondary education. Specifically, the survey seeks to ascertain:

- a. Stakeholders’ views on secondary education provision in Ghana (in terms of expectations regarding provision of resources - infrastructure, teaching and learning materials, teachers; quality of teaching and learning; learning outcomes, and preparations for work and further studies).
- b. The set of skills and competencies stakeholders perceive are required for Ghanaian secondary school graduates to meet the demands of further education and the world of work.
- c. The training (professional and academic) stakeholders perceive teachers need, to prepare secondary school students to acquire the required competencies and skills.
- d. The governance and leadership practices in secondary schools across the country.
- e. The supervisory practices that are in place to ensure that students are performing to the best of their abilities.

3.0 Scope of Work

The firm to be contracted for this assignment will be responsible for the following tasks:

1. **With MoE and T-TEL, understand the aims, objectives, and vision for the data collection.** We intend to implement this contract through a collaborative partnership with the contracted firm and is amenable to and encourages ideas and suggestions that can improve the quality, efficiency, and effectiveness of the overall assignment.
2. **Submit an inception report within one week of contract signing.** At a minimum, the inception report shall identify the key stakeholders to interview, a detailed discussion of the proposed sampling and data-collection methods¹, a description of the firm’s procedures for assuring quality control, and a proposed timeline. Upon review and approval of the inception report the contracted firm can begin work on the tasks that follow.
3. **Recruit, train, and manage** survey enumerators with appropriate experience, preferably with computer-assisted personal interviewing.

¹ Considering the nature of the research objectives, we expect that the firm will implement a mixed method (quantitative and qualitative) to collect data from the listed stakeholders.

4. **Collect the required data from the identified stakeholders.**
5. **Conduct data entry, cleaning, and processing.**
Submit a proposed data-analysis plan by third week of contract signing that describes how the collected data will be analysed and presented creatively and productively. These should not be generic plans but rather ones that discuss what specific statistical and qualitative methods for analysis will be applied to each data set and topic. An annex to the plans shall include proposed shells for tables and figures.² All data should be disaggregated by sex and disability if possible. At T-TEL's request an oral presentation to discuss the plans may be scheduled after their submission.
6. **Conduct analysis** of the quantitative data and provide appropriate interpretation of the qualitative data. We are also interested in any gender-related differences that may exist as well as the reasons for the differences.
7. **Submit a draft final report** no later than **10th September 2021**.
8. **Address and respond to all comments** from the MoE and T-TEL and **submit a final report** no later than **24th September 2021**.
9. Participate in meetings as and when requested by MoE and T-TEL.

4.0 Relevant Documents for the Assignment

1. Education Strategic Plan (ESP) 2018-2030
2. Concept note – Opinion Survey for Secondary Education Strategy Development

5.0 Submission of Proposals

Separate financial and technical proposals should be submitted to Abdul-Karim Kadiri via Abdul.Karim-Kadiri@t-tel.org and Kingsley Boachie via kingswaypc89@gmail.com no later than **12th July 2021**.

Proposals, excluding annexes, should be no more than 10 pages in length and describe the firm's skills, abilities, and capacity to complete the assignment. Responses should discuss and convincingly demonstrate the firm's capabilities and experience with (a) data collection and quality control, including that associated with the draft and final reports and, (b) random sampling that will produce a representative sample of education stakeholders. Prior, relevant experience in the education sector, is also germane.

Proposals should also include the names and contact information for three prior or current clients and an example of a recent work product in English that best illustrates the firm's ability to produce a high-quality report for MoE and T-TEL. CVs of all key personnel shall not exceed three pages each. Proposals shall indicate the role of each key person and describe in detail the relevant qualifications etc.

6.0 Evaluation of Proposals

25 points: Relevant experience of key personnel included in the proposal plus a discussion of how the enumerators will be selected and trained and their minimum qualifications. These qualifications must include criteria related to the observers' professional competence in education.

20 points: demonstrated expertise with random sampling, data collection, and data analysis.

10 points: relevant experience conducting education research.

15 points: (a) assessment of a work product completed within the past three years that best illustrates the firm's ability to produce a high-quality report; and (b) former clients' appraisal of the firm's ability to

² A table shell includes labels and titles but no data.

produce high-quality work products within the allocated budget and within prescribed deadlines. Technical proposals should include an annex with the current contact information, including email addresses, for the firm's references.

30 Points (maximum for a firm's detailed cost proposal denominated in Ghanaian cedi). The firm with lowest proposed cost will receive 30 points. Fewer points will be awarded proportionately to higher cost proposals. Cost proposals will be evaluated only if at least 50 (of 70 possible points) points are obtained from the assessment of a firm's technical proposal.

7.0 Payment Schedule

- 15 percent of total contract value - Upon approval of the inception report
- 35 percent of total contract value - Upon approval of a final report
- 50 percent of total contract value - Upon approval of a final revised report

T-TEL, as contracting agent, reserves the right to accept any or no tender, and to cancel the tendering or contracting process at its sole discretion.