

Attachment: Terms of Reference (TOR)

Project:	Getting Result: Access and Delivery of Quality Education Services - System Transformation in Punjab (GRADES-STP) Project
Client:	PMIU, School Education Department (SED), Government of Punjab
Assignment:	Development / Revision of School Management Council (SMC) Policy for Special Education Department (SPED)

1. Background and Introduction

The Government of Punjab (GoPb) is implementing the “Getting Results: Access and Delivery of Quality Education Services and System Transformation in Punjab (GRADES-STP)” project with support from the World Bank through a GPE-funded initiative. The project aims to strengthen foundational learning, increase enrolment, and advance system-wide reforms across Punjab. The GPE System Transformation in Punjab (STP) is a comprehensive initiative designed to enhance educational outcomes in Punjab. The STP aims to amplify its impact by establishing linkages with complementary programs and leveraging their successes.

The Special Education Department (SpED) Punjab is a dedicated governmental body under the Government of Punjab, established as an independent department in 2003–04. Having evolved from a few scattered institutions at independence to a network of over 300 institutions currently operating across the province, the department is mandated to provide quality education, training, rehabilitation, and vocational skills to children with special needs, in line with national and international commitments.

The department serves children across a wide range of disabilities, including visual impairments, hearing impairments, intellectual disabilities, physical disabilities, autism spectrum disorder (ASD), and slow learners. In 2010, the department formulated a School Management Council (SMC) Policy to strengthen collaboration between school leadership and stakeholders and to encourage active involvement of parents and communities in the governance of special education institutions.

1.1 Rationale for SMC Policy Revision

The SMC Policy 2010, while foundational, was developed in a different governance, legal, and operational context. Over the past fifteen years, significant shifts have occurred in Punjab’s education governance landscape, including the enactment of new education legislation, the formulation of the Punjab Special Education Policy 2020, and growing emphasis on child protection, safeguarding, digital learning, and crisis management in educational institutions.

The existing policy requires substantive revision to address emerging governance challenges, strengthen accountability and transparency mechanisms, align with current legal and regulatory frameworks, and better reflect the distinct operational realities of special education institutions. The revised SMC Policy must also integrate disability-inclusive governance principles, ensuring meaningful participation of parents and caregivers of children with disabilities in school decision-making. The revised SMC Policy will include processes, procedures and guidelines enabling SMCs to undertake development activities within the SpED institutions. The broader aim of the SMC Policy will be to empower SMCs and create ownership amongst key stakeholders ensuring devolved school improvement.

2. Objectives of the Assignment

The objective of this assignment is to revise the existing School Management Council (SMC) Policy (2010) to make it effective, transparent, legally compliant, and responsive to the current governance needs of special education institutions in Punjab. Specifically, the revised policy shall:

- i. Review and update the existing composition of SMC.
- ii. Clarify and strengthen the roles, responsibilities, and accountability of SMC members in special education institutions.
- iii. Ensure full compliance with current education laws, provincial regulations, and relevant policy frameworks.
- iv. Integrate child protection, safeguarding, digital learning, safety, and crisis management considerations into SMC governance.
- v. Strengthen budgeting, procurement, and resource management processes at the school level.
- vi. Improve accountability, participatory governance, and community engagement mechanisms in special education institutions.
- vii. Embed disability-inclusive governance principles, ensuring meaningful participation of parents and caregivers of children with disabilities.
- viii. Define processes, procedures and guidelines to enable SMCs to undertake development activities within the SpED institutions.
- ix. Develop a practical M&E framework and capacity building plan to support effective SMC implementation.

3. Scope of Services

The consulting firm shall undertake the following areas of work. The firm is expected to bring its professional expertise, apply relevant best practices, and make evidence-based recommendations throughout.

3.1 Inception and Policy Review

Within the first two weeks of contract commencement, the firm shall submit a detailed inception report covering its methodology, work plan, and team responsibilities. The firm shall also conduct:

- ▶ A comprehensive review of the existing SMC Policy 2010, assessing its relevance, effectiveness, and implementation record
- ▶ A desk review of applicable provincial education laws, Punjab Special Education Policy 2020, National Education Policy 2017–25, child protection frameworks, School Education Department (SED) Punjab's SMC Policy 2025, and relevant international governance standards
- ▶ A comparative analysis of SMC/school governance policies in mainstream and other special education contexts in Pakistan and comparable countries
- ▶ A diagnostic and gap analysis identifying implementation gaps, governance weaknesses, legal misalignments, and areas requiring strengthening.

3.2 Stakeholder Consultations

The firm shall conduct structured stakeholder consultations through the following methods. No province-wide field surveys are required; consultations shall be focused and purposive.

3.2.1 Key Informant Interviews (KIIs)

- ▶ Senior officials from Special Education Department Punjab
- ▶ School Education Department Punjab and PMIU-PESRP
- ▶ School principals and administrators of special education institutions (provincial and district level)
- ▶ Representatives from relevant government departments (Health, Social Welfare, Law, etc.)

3.2.2 Focus Group Discussions (FGDs)

- ▶ Teachers and support staff in special education institutions (provincial and district level)
- ▶ Parents and caregivers of children with disabilities
- ▶ Current and former SMC members across a purposively selected sample of special education institutions

3.2.3 Consultative Workshops

- ▶ Provincial-level workshop(s) bringing together SpED, SED Health and Social Welfare departments' officials, curriculum experts (from SpED and PECTAA), governance specialists, parents, SMC members, and development partners to review draft findings and validate proposed revisions

3.3 Revised SMC Policy Development

Based on the policy review, gap analysis, and stakeholder consultations, the firm shall develop a comprehensive Revised SMC Policy document covering:

3.3.1 Governance Framework

- ▶ Updated vision, mission, guiding principles, and legal basis for SMCs in special education institutions
- ▶ Revised SMC composition: membership criteria, selection processes, tenure, and representation requirements (including mandatory representation of parents/caregivers of children with disabilities)
- ▶ Clearly defined roles, responsibilities, and accountability mechanisms for all SMC members
- ▶ Decision-making processes, meeting protocols, quorum requirements, and record-keeping standards
- ▶ Conflict of interest and grievance redressal mechanisms

3.3.2 Financial Management and Resource Governance

- ▶ Updated financial management guidelines: budget planning, fund utilization, procurement procedures, and audit requirements
- ▶ Defined processes, procedures and guidelines for SMCs to undertake development activities/civil works within the SpED institutions.
- ▶ Transparency and reporting standards for SMC finances
- ▶ Resource mobilization guidelines including engagement with philanthropic and community contributions

3.3.3 Child Protection, Safeguarding, and Safety

- ▶ Child protection and safeguarding policy integration within SMC governance

- ▶ Crisis management and emergency response protocols at school level
- ▶ Digital learning governance and online safety considerations
- ▶ Safe school standards and SMC responsibilities for physical safety and accessibility

3.3.4 Community and Family Engagement

- ▶ Framework for structured engagement of parents and caregivers of children with disabilities in SMC activities
- ▶ Community awareness and outreach strategies to strengthen SMC participation and reduce stigma
- ▶ Linkages between SMCs and local government, health, and social welfare bodies

3.4 Monitoring, Evaluation, and Capacity Building

- ▶ M&E Framework with Key Performance Indicators (KPIs) at input, process, output, and outcome levels for SMC performance
- ▶ Data collection tools, reporting formats, and frequency of reporting to SpED and PMIU-PESRP
- ▶ Capacity building and training plan for SMC members, school principals, and SpED officials on the revised policy
- ▶ Recommendations for a digital SMC management and reporting system

3.5 Implementation Roadmap

The final policy document shall include a phased implementation roadmap covering policy notification, SMC reconstitution, training rollout, and M&E activation. The roadmap shall be realistic and prioritized, recommending a phased approach rather than simultaneous province-wide implementation.

4. Policy Alignment Framework

The Revised SMC Policy shall align with the following frameworks, while remaining a distinct and practical governance document tailored to the specific context of special education institutions in Punjab.

Policy / Framework	Relevance	Alignment Approach
SMC Policy 2010 (SpED Punjab)	The existing policy being revised; establishes the original governance framework for School Management Councils in special education institutions	The revised policy will retain the relevant core intent while updating governance structures, accountability mechanisms, and legal compliance
Punjab Special Education Policy 2020	Rights-based framework for inclusive education and governance of special education institutions	Revised SMC Policy will be aligned with the 2020 Policy’s governance principles and institutional accountability standards
Punjab School Council Act / Education Laws	Legal basis for school-level governance bodies and their powers under provincial law	Revised policy will ensure full legal compliance and clarify the statutory standing of SMCs in special education institutions
National Education Policy 2017–25	Overarching national framework for education governance, community participation, and accountability	SMC Policy will be situated within the national reform agenda and aligned with community participation standards

UNCRPD — Article 24	International treaty guaranteeing the right of persons with disabilities to inclusive, quality education	Revised policy will embed UNCRPD principles in SMC governance, ensuring disability-inclusive decision-making and parental participation
SDG 4 — Quality Education	Global commitment to inclusive, equitable, and quality education with strong community engagement	SMC Policy outcomes will reflect SDG 4 targets on participatory governance and accountability in education

5. Deliverables and Time Schedule

The assignment shall be completed within four (4) months from the date of contract signing. Payment is linked to formal written acceptance of each deliverable by PMIU-PESRP and SpED.

Sr.	Milestone	Deliverables	Timeline
1	Inception Report	▶ Detailed inception report covering the firm's understanding of the assignment, proposed methodology, work plan, and team responsibilities ▶ Comprehensive desk review of the SMC Policy 2010, relevant laws, provincial policies, and international governance frameworks ▶ Stakeholder mapping and consultation plan ▶ Diagnostic/gap analysis report assessing the effectiveness, relevance, and implementation gaps of the existing SMC Policy	Within two (02) weeks
2	Stakeholder Consultations Report	▶ Stakeholder consultations report (KIIs, FGDs, and consultative workshops with teachers, parents, school principals, and SpED officials)	Within six (06) weeks
3	Draft Revised SMC Policy	▶ Full draft Revised SMC Policy document ▶ Roles and responsibilities matrix for SMC members ▶ Financial management and procurement guidelines for SMCs ▶ Child protection, safeguarding, and crisis management integration framework ▶ Monitoring and Evaluation (M&E) Framework with Key Performance Indicators (KPIs) ▶ Capacity Building and Training Plan for SMC members and school leadership	Within eight (08) weeks
4	Validation & Revised Draft	▶ Validation workshop report — summary of feedback from key stakeholders and how it has been addressed ▶ Revised SMC Policy document incorporating all validation feedback	Within twelve (12) weeks
5	Final SMC Policy Document	▶ Final, print-ready Revised SMC Policy document (MS Word and PDF formats) ▶ Executive summary and policy brief for dissemination	Within sixteen (16) weeks

		▶ Implementation roadmap: phased rollout, institutional responsibilities, and resource requirements ▶ Final presentation to PMIU-PESRP and Special Education Department Punjab ▶ Ten (10) bound hard copies of the final policy document	
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Notes:

- ▶ All deliverables shall be submitted in MS Word, PDF, and five (5) bound hard copies unless otherwise directed.

6. Management, Oversight and Reporting

6.1 SMC Policy Review Committee

An SMC Policy Review Committee shall be formally notified by the Special Education Department Punjab upon commencement of the assignment. The Committee will exercise primary oversight, review and formally accept all deliverables, and provide policy guidance to the consulting firm. The consulting firm shall remain accountable to the Committee throughout the assignment period.

The SMC Policy Review Committee shall include representatives from the following:

- ▶ Director General, Special Education Department Punjab (Chair)
- ▶ Deputy Director Curriculum (nominated by DG SpED)
- ▶ Representative from PMIU-PESRP
- ▶ Governance and policy specialists (nominated by DG SpED)
- ▶ Special education experts and academics (nominated by DG SpED)
- ▶ Representative from the Law Department (for legal compliance review)
- ▶ Representative from the Health Department
- ▶ Representative from the Social Welfare Department

Upon completion of the draft Revised SMC Policy, the Committee shall conduct a structured review. The firm shall present the draft at a dedicated review workshop and shall incorporate all feedback systematically, providing a written response tracking how each comment has been addressed. The Committee shall review each deliverable within 10 working days of submission; the firm shall resubmit within 7 working days. Formal acceptance shall be confirmed in writing by the Director General or designated representative.

6.2 Reporting Requirements

- ▶ Inception Report: within 2 weeks of contract signing
- ▶ Deliverable Submissions: as per the schedule in Section 5
- ▶ Final Presentation: to PMIU-PESRP and the Special Education Department Punjab

7. Duration

The assignment is expected to be completed within an estimated period of four (04) months from contract signing.

8. Experience & Qualification of Firm

Sr. No.	Criteria
1	Legal Status
1.1	Registered firm/organization under applicable Pakistani law with valid registration documents
2	Overall / General Experience:
2.1	Minimum 5 years of organizational experience in policy research, education governance, policy implementation, or social sector consulting
3	Relevant Experience:
3.1	At least 2 completed assignments in education policy, governance reform, or institutional development with verifiable references
3.2	Demonstrated expertise in education policy development, governance reform, or public sector management, preferably in the education or social sector
4	Technical and Managerial Capacity: The technical and managerial structure of the firm (only the structure of the organization, general qualifications, are indicated). CVs are not required for shortlisting.

The firm should propose a multidisciplinary team with demonstrated experience in public sector reforms. The minimum key positions include:

Team Leader

- Master's degree in Education, Public Policy, Governance, or a related field.
- At least eight (08) years of professional relevant experience

Special Education Expert

- Master's in Special Education, Inclusive Education, or relevant field;
- At least 5 years' experience in disability-inclusive programming and special education institutional contexts.

Legal / Regulatory Expert

- Bachelor's or Master's degree in Law;
- Minimum 5 years' experience in education law, regulatory compliance, or public sector legal advisory.

M&E Specialist

- Master's in Social Sciences, Statistics, Development Studies, or relevant field;
- Minimum 4 years' experience designing M&E frameworks, KPIs, and reporting systems for public sector or education programmes.

9. Selection Method

A Consulting firm will be selected in accordance with the Consultant Qualification Selection (CQS) method set out in the World Bank's Procurement Regulations for Borrowers for

Consulting Services September 2023 (Procurement Regulations). The Project will be subject to the World Bank's Anticorruption Guidelines, dated October 15, 2006, revised in January 2011 and July 2016.