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Evaluation of Inclusive Education Training Programs: Assessing Teaching and Learning Effectiveness of Primary School Teachers and SMC Members

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ABSTRACT

Inclusive education has become a global and national priority for ensuring equitable and quality learning for all learners. In response, an inclusive education training programme was implemented in the Dadu and Larkana districts of Sindh, Pakistan, with CBM International funding and technical support, Hands Welfare Organization, and the Sindh Education and Literacy Department (SE&LD), in coordination with the Provincial Institute of Teacher Education (PITE) Sindh, Nawabshah. Approximately 3,000 teachers and 3,000 SMC members were trained by master trainers in seven phases through a cascade model. This study evaluated the programme's effectiveness in improving primary school teachers' (PSTs') learning outcomes and in strengthening SMC members' community engagement for inclusive education. Using a pragmatic mixed-methods design guided by Kirkpatrick's Four-Level Training Evaluation Model, PSTs' pre- and post-test scores were analysed with a paired-samples t-test, while structured interviews with SMC members were analysed through Braun and Clarke's (2006) thematic analysis. Findings show a statistically significant and practically large improvement in teachers' post-training performance, and SMC members developed deeper conceptual understanding, practical capacity, and community-mobilisation skills. PITE's training model achieved its teacher and community objectives, and its institutionalisation across future inclusive education efforts in Sindh is recommended.

Introduction

Inclusive education is important on global level for all students especially for children with special needs(UNESCO, 2020). It includes active participation of all studends, focused on educational effectiveness and enhance academic achievements. Teachers are major contributes in promoting inclusive education policies into classroom practice through teaching strategies and learner-centered approaches.There are many issues in developing countries as well, they face different challenges such as untrained teachers, inadequate policy implementation, and low community engagement, which obstruct in achievement of academic effectiveness of inclusive practices (UNICEF, 2021). Pakistan has given some attention to policy-making regarding inclusive education, but their resources for implementation in all provinces are inconsistent and limited..Continuous professional development programs have always been supportive to run multifaceted classrooms(Shah, 2022).To support inclusive education and overcome its challenges,

an inclusive education training programme has been initiated under CBM International funding and technical support, Hands Welfare Organization support, and the SE&LD Government of Sindh. Under this programme, inclusive education awareness among primary school teachers and SMC members was planned and run sucessfully throughout Dadu and Larkana districts through a cascade model:at PITE Sind, Nawabshah several Master Trainers (MTs) from Dadu and Larkana had been trained on inclusive education in four days training program.These MTs then further trained PSTs and SMC members at the lower level to build their capacity regarding inclusive education. These trainings comprised seven phases, and a total of 3,000 teachers and 3,000 SMC members were trained under this programme in Dadu and Larkana in coordination with PITE. This study aims to investigate the effectiveness of these phase-based trainings among PSTs and SMC members.

To ensure high quality inclusive education,it is essential to have highly skilled and properly trained teachers who can effectively implement participatory learning strategies.Providing educators with appropriate tools is crucial for delivering tailored instructions that meets the diverse needs of all students, ultimately, investing in teacher professional development is the key to successfully enhancing the effectiveness of inclusive education(Darling-Hammond et al., 2017).Substantial evidence and verification demonstrate that effective professional development for teachers leads to significantly improved, practice-oriented, and context-specific student outcomes. However,because skill-building experiences are insufficient,aligning theoretical principles with practical classroom application remains a major hurdle (Sulman et al., 2023). To ensure efficiency of mainstream teaching, stakeholders participation is crucial and it requires alignment among stakeholders, aiming priority on School Management Committes, encourages transparency as well as community involvement to make school better (UNICEF, 2021). In Pakistan, the purpose of stakeholders, is to promote inclusive strategies but, classrooms face many obstacles and boundaries that impede effectiveness of such strategies, such as minimal exposure, incomplete instructions, and ineffective involvement. This emphasizes the necessity of assessing the instructional programmes for both educators and community stakeholders. This study investigates how an inclusive education ToT program strengthened primary school teachers quality and mobilizes SMC members to advance inclusion in Dadu and Larkana. As a result, the approach generates empirical evidence on shifts in classroom instruction to support future policy making, curriculum design, and implementation strategies in primary inclusive education.

Research Objectives

RO1: To evaluate the learning outcomes of primary school teachers following the inclusive education training programme.

RO2: To examine the effectiveness of SMC training in promoting community engagement awareness for inclusive education.

Research Questions

RQ1: How effective is the inclusive education training programme in improving primary school teachers' learning outcomes?

RQ2: How effective are SMC training in enhancing community engagement awareness for inclusive education?

Hypotheses

H1: Inclusive education training programme is effective in improving primary school teachers' learning outcomes

H2: Primary school teachers demonstrate significant improvement in applying inclusive strategies following the training programm**e.**

Problem Statement

In order to meet diverse educational needs, an inclusive educational approach is essential for improvement and effectiveness. To maximize the efficacy of this strategy, it is essential that teachers are adequately equipped alongside sustained community involvement.Even though inclusive education initiatives and implementation efforts are praiseworthy, evidence from various sites indicates that they remain largely flawed, primarily because teacher training programs are poorly carried out. The core purpose of this training programme is to support primary-level teachers with the essential competencies needed to meet diverse learning goals in mainstream classrooms. The SMC is a dedicated community that strengthen meaningful community ties that ensures stakeholders remain informed, and enabled to actively participate. Recognizing this gap helps us analyze how effectively the inclusive education training program is accomplishing its desired goals, and whether the expected learning outcomes are successfully materializing at both the classroom and community levels. Pinpointing this gap is essential for evaluating the effective achievement of our key inclusive educational goals, particularly those focused on teacher development and community outreach. According to the study, this evaluation tracks teacher knowledge and skill growth at inclusive education training programe. Moreover, it examines the efficacy of SMC lead initiatives in mobilizing active participation at the community level.

Literature Review

This section analyses two interrelated areas: teachers' practical competencies and extent to which School Management Committees(SMCs) recognize inclusive education.An in-depth analysis of global literature examines teacher- student harmony and student engagement and it also examines how reliably the structural consistency of training manuals is maintained during programl execution specifically,within cascade or Master Trainer models, and how stakeholders facilitate to reinforcing inclusive strategies beyond the classroom. This review focuses primarily on four interconnected areas: teacher development program and classroom practice, Master Trainer and cascade-model fidelity, the role of SMCs in active stakeholders participation and frameworks for examining training effectiveness and competency gain.Furthermore, this section highlights the research gap and details theoretical framework.

Teacher Training and Instructional Practice in Inclusive Classrooms

Empirical evidence demonstrates that continuous, hands-on pedagogical training plays a pivotal role in meeting the diverse learning needs in inclusive classrooms.(Shaukat and Chowdhury, 2025)examined a joint teaching partnership between university faculty and school teachers in Lahore, guided by Shulman's Head, Heart, and Hands (3H) apprenticeship framework, and found that trainee teachers undergoing apprenticeship-style training demonstrated considerably greater culturally responsive teaching skills compared to those receiving traditional, lecture-based training.This finding aligns with global evidence indicating that teachers who successfully achieve their desired goals in professional development programs and fulfill needs related to inclusive education produce more observable behavioral changes.(Alsalamah and Callinan, 2021), particularly when comprehensive assessment moves beyond initial satisfaction to real-world practices.Moreover, synthesizing both studies indicates that the design and delivery format of training programs alone are not the only factors that matter; rather, what truly counts is how effectively they support the implementation of instructional strategies, specifically to accommodate the varied learning styles of students.

Master Trainer and Cascade-Model Fidelity

Well documented findings within the Pakistani educational context persistently accentuate downstream fidelity loss during the cascade model, in which the integrity of original instructional materials is compromised before reaching the classrooms.Consistent with international evidence, in Pakistani context,studies consistently point to systematic obstacles in cascade-style teacher training. The lack of MT preparation, along with fragile monitoring and structural deficits, continuously lead to training dilution and implementation gaps at the classroom level. Similarly, (Herawati et al., 2025) used Kirkpatrick-based evaluation of a blended vocational-teacher training programme to demonstrate that reaction- and knowledge-level gains among trainees failed to translate into lasting behavioral change once teachers returned to their own classrooms underscoring the need for structured post-training follow-up rather than one-off cascade delivery.

School Management Committees and Community Engagement

The studies on SMCs points to discrepancy between the formal mandate committees and their functional effectiveness. (Khan, 2006), in a qualitative study of a community based school in Pakistan, found that SMCs played a vital role in generating local support in strengthening stakeholder linkages when members were actually engaged, an outcome that requires active facilitation rather than occurring naturally. At a larger scale, (Asim et al., 2016) conducted a randomized evaluation across 287 schools in rural Sindh and found that SMCs designed to empower communities to advocate for children's education were, in their default state, largely non-functional; targeted interventions involving structured meetings, elections, and information-sharing produced measurable improvements in enrollment and school-level infrastructure. altogether, these findings recommend that community awareness initiatives can strengthen engagement, but only when accompanied by deliberate capacity building strategies rather than passive committee formation.

Evaluating Training Effectiveness and Competency Gain

Across the international studies,researchers often turns to structured, multi-level frameworks to evaluate real improvement in practice rather than just positive feedback. (Alsalamah and Callinan., 2021) adapted Kirkpatrick's Four-Level Model of training evaluation (Reaction, Learning, Behavior, and Results) to assess head-teacher training programmes, maintaining that most training evaluations in education stop at the reaction level and leave little proof that participants gained new skills.(Herawati et al., 2025) applied the same framework to vocational teacher training and found a familiar trend researchers have noticed: reaction and learning scores are consistently higher than behavior and results scores, indicating that trained knowledge often fails to fully translate lasting changes in classrooms. Together these evidences give us real skill growth in inclusive education training without relying on pre-test/post-test knowledge checks.

Research Gap

Minimal empirical evidence analyse teaching capability and conceptual understanding through longitudinal methods combining pre- and post-tests with classroom monitoring, especially in South Asian inclusive education programmes. Correspondingly, the influence of SMC awareness sessions on community awareness, attitudes, and engagement remains understudied. There is also a lack of multifaceted investigations examining both teacher development programme fidelity and SMC involvement within the same programme. Moreover, most evaluations focus on Kirkpatrick Levels 1-2 (reaction and learning), with restricted evidence on Levels 3-4, which measure changes in classroom instruction and overall programme results.

Theoretical Model

This study is built on a cohesive conceptual structure that modifies Kirkpatrick's Four-Level Training Evaluation Model (Reaction, Learning, Behavior, Results) to the twofold aims of the study. For Master Trainers and primary school teachers, the model follows training efficacy from initial impressions and cognitive understanding (Levels 1-2) through observable shifts in classroom implementation of the training manual and measurable competency and learning gains (Levels 3-4). This instructional component is paired with corresponding community-mobilization framework, informed by Khan (2006) and (Asim et al., 2016), in which SMC awareness sessions are seek to guide community members from preliminary awareness and reaction, through clear understanding of their mandates, to tangible participation(attendance, participation, advocacy) and finally to community-level outcomes such as deepened school-community connections and sustained commitment to inclusive practices.

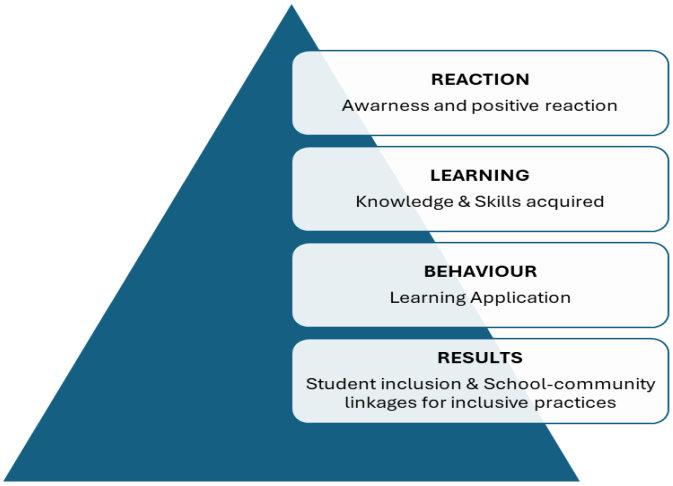

Figure 2.1: Integrated Kirkpatrick-Based Theoretical Model

Methodology

This section outlines the philosophical stance, approach, strategy, methods, population, sampling, data collection, and time horizon employed in this research, guided by the research onion framework depicted below.

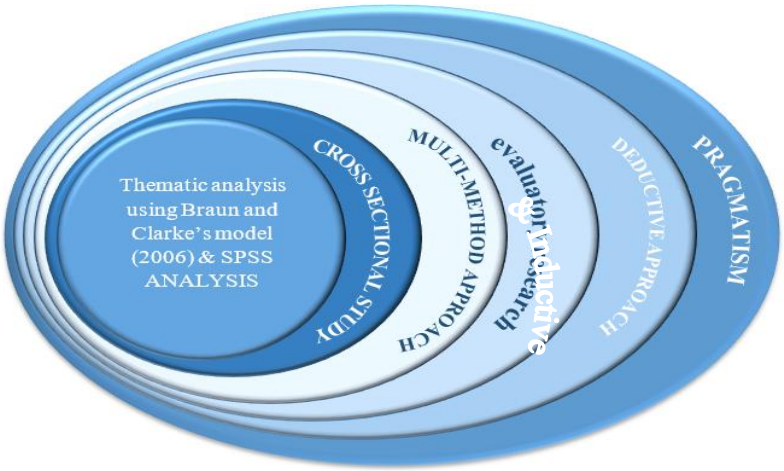

Figure 3.1: Research Onion (Saunders, 2006) Framework Guiding the Study Design

Research Philosophy

Grounded in a pragmatic research philosophy, which is well-suited to solving practical problems and employing the most appropriate methods to answer research questions. Pragmatism bridges quantitative and qualitative approaches to build a holistic understanding of the effectiveness of the capacity-building program in inclusive education. In this study, quantitative findings analyse teachers' learning outcomes, while qualitative perspectives capture SMCs' experiences and views on training program regarding community awareness.

Research Approach

This study employs a deductive and inductive approach across both strands of the mixed-methods design. For assessing teacher learning outcomes, prespecified quantitative indicators were originated from the training curriculum and objectives, and these were quantified and subjected to statistical analysis and testing using deductive approach and with the help of FGDs inductive approach was utilized to interpret the participants perspectives.

Research Strategy

The study adopts an evaluatory research strategy because its primary purpose is to examine the effectiveness of the existing inclusive education training programme. The evaluation focuses on two major groups: primary school teachers and School Management Committee (SMC) members. It is guided by the four-level logic of training evaluation, focusing on the progression from participant reaction and learning to behavioral change and final results.

Research Method

A mixed methods research design is used to and examine empirical data. Quantitative data is collected from teachers using a pre-post design aligned with the objectives of the study. Qualitative data is gathered from SMCs using structured interviews. The quantitative and qualitative findings are eventually then integrated to provide very comprehensive evaluation of inclusive education training effectiveness.

Population of the Study

The population of this study consisted of 3000 primary school teachers and 3000 SMC members associated with schools and having relevant inclusive education training programmes in Dadu and Larkana districts. The teacher population includes primary school teachers who have participated in the inclusive education training programme. The SMC population consists of members who have participated in the SMC/community training activities concerning inclusive education.

Sampling Technique

The study used stratified sampling to ensure appropriate representation of SMC members across two districts, followed by selection of participant from each stratum. A census approach was used for teachers.

Sample Size and Sample Selection

Primary School Teachers	1500	1500	3000
SMC Members	5	5	10

Data Collection

Data collection is carried out using pre and posttests from PSTs, while for SMCs structured interviews are utilized to gain better insight into their awareness regarding inclusive education. The per-postest are already expertly developed, valid instruments, whereas the structured interviews were developed by the researchers of this study.

Quantitative Data Analysis

Quantitative data are examined using SPSS 23.0 version. Descriptive statistics are used to summarize participants' responses and measure the effectiveness of the training programme. The primary descriptive statistics assess central tendency alongside standard deviation, which is used to determine the degree of variation in participants' responses. This quantitative analysis directly addresses RQ1 by examining teachers' learning outcomes.

Qualitative Data Analysis

Qualitative data are analyzed using thematic analysis, following Braun and Clarke's (2006) six-phase model, applied to SMC members' interview responses.

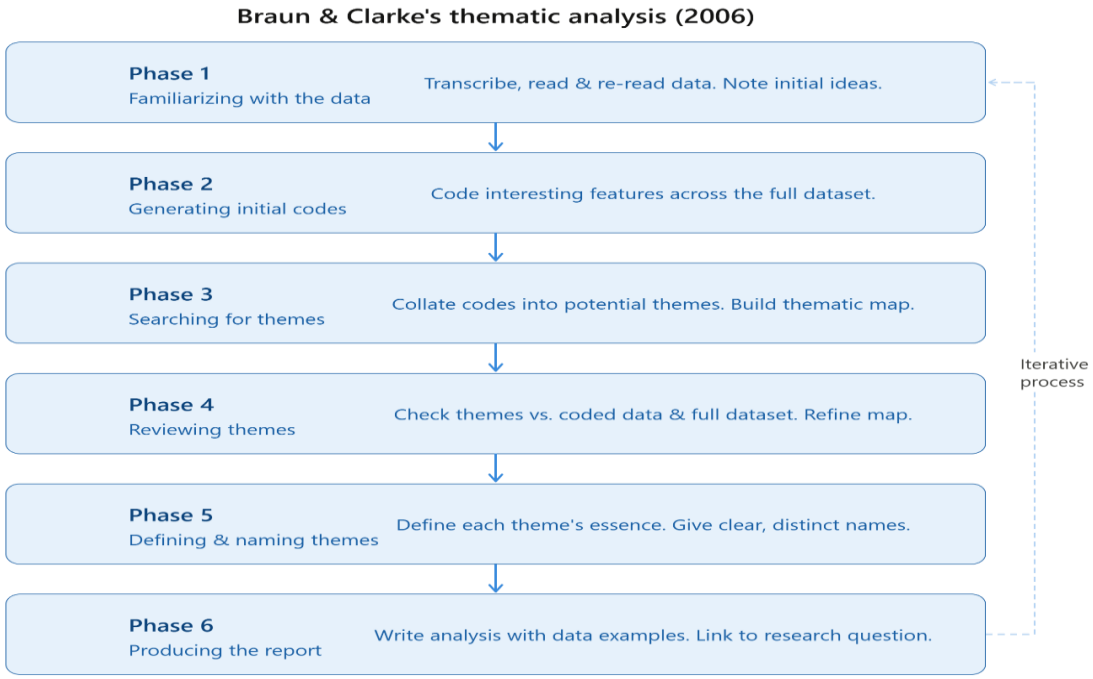

Figure 3.2: Braun and Clarke's (2006) Six-Phase Thematic Analysis Process

Time Horizon

The study adopts a cross-sectional time horizon. Data are collected within a specific time frame from selected participants in the Dadu and Larkana districts. This approach enables the researcher to examine the existing status of training effectiveness without requiring a longitudinal follow-up of participants.

Data Analysis

Learning Outcomes of Primary School Teachers

Objective 1: To evaluate the learning outcomes of primary school teachers following the inclusive education training programme.

To examine the effectiveness of the training programme as assessed in RO1 and H1 and H2 participants' pre-test and post-test performance was first assessed through a comparative bar chart showing the average scores before and after the training intervention. The graphical contrast illustrates a distinct variation in participants' performance.

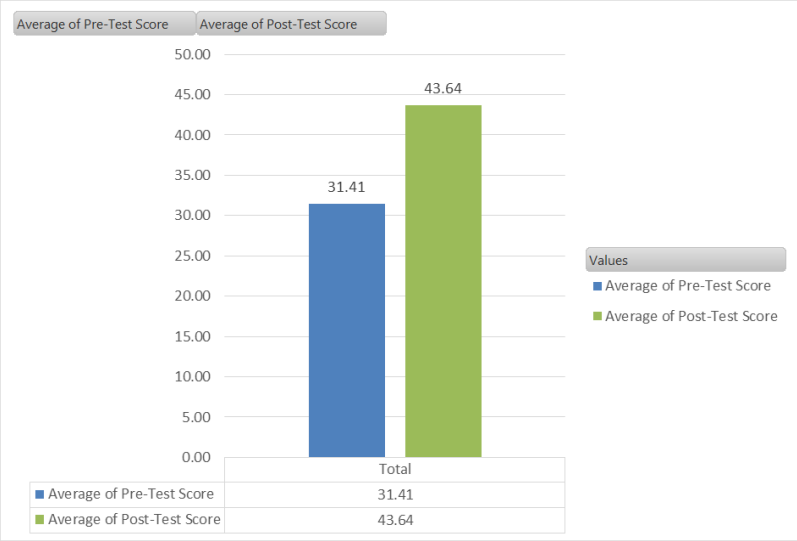

Figure 4.1: Average Pre-Test and Post-Test Scores

To further evaluate whether the observed progress in participants' performance was statistically significant, a paired-samples t-test was performed to compare the pre-test and post-test scores. This analysis determined whether the difference in mean scores before and after the training intervention reflected a genuine effect rather than chance. The results of the paired-samples t-test are presented below:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test Score	31.41	3000	9.541	.174
	Post-Test Score	43.64	3000	5.918	.108

Paired Samples Test

		Paired Differences			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence ... Lower
Pair 1	Pre-Test Score - Post-Test Score	-12.227	8.775	.160	-12.541

Paired Samples Effect Sizes

			Standardizer[a]	Point Estimate	95% ... Lower
Pair 1	Pre-Test Score - Post-Test Score	Cohen's d	8.775	-1.393	-1.444
		Hedges' correction	8.776	-1.393	-1.443

Table 4.1: Paired-Samples t-Test Results for Pre-Test and Post-Test Scores

A paired-samples t-test is performed to evaluate whether there is a statistically significant change in participants' pretest and post-test scores following the training intervention. The analysis comprises of 3,000 participants, with the mean score increasing from 31.41 (SD = 9.54) on the pre-test to 43.64 (SD = 5.92) in the post-test, reflecting significant growth in performance. The mean difference of 12.23 points is statistically significant, $t(2999) = -76.32$, $p < .001$, with a 95% confidence interval extending from -12.54 to -11.91, indicating a reliable gain is highly unlikely to be due to random chance. Furthermore, a moderate positive correlation is observed between pre-postest scores ($r = .434$, $p < .001$), suggesting that participants who scored higher before the training also tended to perform better afterward, while still demonstrating overall improvement. The impact of the training effect was considerable, as indicated by Cohen's d = 1.39 (Hedges' g = 1.39), indicating that the intervention had not only statistical significance

but also substantial practical and educational importance. Overall, those findings provide empirical evidence that the training programme is highly effective in considerably enhancing participants' knowledge and performance.

Effectiveness of SMC Training in Promoting Community Engagement

Objective 2: To examine the effectiveness of SMC training in promoting community engagement awareness for inclusive education.

Structured interview data from SMC members were analyzed to address RO2. Seven interrelated themes emerged from the dataset, ranging from participants' evolving conceptual understanding to their practical skills, community engagement efforts, approaches to partnerships, recognition of challenges, support for vulnerable learners, and future recommendations for the programme.

Enhanced Understanding of Inclusive Education

Across the vast majority of responses to the opening question, SMC members described entering the training with a surface-level understanding of inclusive education at best, a vague sense that "all children should attend school." The training effectively transitioned participants from this surface-level or absent understanding toward a more grounded grasp of inclusive education as a rights-based, mainstream-schooling concept, encompassing children with disabilities those who learn at different paces and other diverse learners.This shift in understanding connects almost all findings in the dataset. It forms the bases for which the more practical, relational, and advocacy-oriented findings that follow are built. One SMC member from Dadu, for instance, described moving from a policy-level awareness that "all students, regardless of whether they have disabilities," should be included, to a fuller operational understanding of inclusive practices after the training. Meanwhile a member from Larkana described learning that inclusive education means all children learning together with equal right. These accounts demonstrate that the training moved beyond knowledge transfer to fundamentally re-frame members' conceptualization of inclusion.

Building SMC Capacity

Beyond conceptual understanding, participants emphasized concrete skills and role clarity as the most valuable outcomes of the training, differentiated teaching approaches for learners with diverse needs, low-cost material development, identifying barriers within the school, and defined responsibilities for SMC members to enable inclusion. Participants also described the practical avenues open to them once equipped with this capacity: counselling parents directly, mobilising the community, and engaging external organizations when a barrier cannot be resolved by the SMCs alone. One member described learning step by step approaches for teaching struggling learners, recognizing learning barriers, and creating low cost teaching materials, while another noted gain a clearer understanding of the SMC member's role in promoting inclusion. Together, these accounts describe a shift from knowing about inclusion to putting it into practice.

Mobilising and Engaging Parents and the Community

Parents emerge as the primary partners in participants' accounts of how inclusion is implemented at the school level. SMC members described a layered approach, face-to-face parent-teacher meetings as the standard communication channel, home visits when a child is chronically absent (to understand root causes rather than simply issue a reminder), and ongoing efforts to communicate why education, and inclusive education specifically, matters. Several members also shared more innovative outreach, such as digital coordination with stakeholders, one Dadu-based member, for example, described creating a WhatsApp group linking stakeholders, NGO workers, and parents to support enrolment efforts. The consistent goal across these methods is twofold, securing enrolment and attendance, and fostering a school culture in which children are welcomed without discrimination.

Multi-Stakeholder Partnerships for Inclusion

SMC members consistently viewed inclusive education as a shared responsibility rather than a mandate the SMC could deliver alone. NGOs (including specific organisations such as UNICEF), local philanthropists, social workers, community leaders, teachers, the Health Department, and local government were all identified as necessary partners. This reflects a collaborative partnership mindset among SMCs as an implicit recognition that the barriers identified in the data such as poverty, disability-related access, needs, and infrastructural gaps do require resources and expertise that could extend beyond SMCs' own mandate. As one member observed that education could be strengthened only when local government d non governmental NGOs, counsellors, parents, and the community actively collaborates, suggesting that participants believe in the quality of these partnerships, rather than just their existence, as decisive for whether inclusion succeeds.

Recognition of Social, Cultural and Economic Barriers

A significant outcome of the training is that SMC members were able to clearly identify barriers at the family, peer, and society levels that keep certain children out of school, including poverty, restrictive gender norms, peer bullying of children with learning

differences, and low parental expectations. Before the training, most participants described only a vague awareness of exclusion; afterwards, they could name precise, actionable barriers, such as the inability to afford school related expenses, restrictions on girls' attendance, and a lack of peer acceptance for children viewed as "weak, different, or have impairments." This diagnostic clarity is itself evidence of the training's effectiveness: SMC members are now positioned to recognise early warning signs of exclusion in their own schools-a necessary precondition for the mobilisation and partnership work described above.

Improved Ability to Identify Vulnerable Children

Participants consistently and accurately identified children with disabilities (including hearing, visual, and specific learning needs such as dyslexia and ADHD) and children from low-income households as those facing the greatest difficulty continuing their education. The consistency and specificity of these responses across both districts suggest the training was successful in sharpening SMC members' ability to recognise vulnerability- including less visible forms, such as specific learning disabilities, that a purely intuitive, untrained understanding would likely miss. One member summarised the three most commonly cited vulnerability factors such as poverty, disability, and physical distance from school, while another specifically named dyslexia, dysphasia, and ADHD, indicating that the training meaningfully broadened members' conception of who counts as vulnerable. This improved recognition equips SMC members to direct support where it is needed most.

A Valued Programme with Constructive Recommendations

Participants expressed satisfaction with training's content , describing it as fulfillin needs, well-structured, and effective in building their understanding and skills. Their feedback reflects constructive input, looking forward suggestions from engaged participants that could see programme scaled up. The most repeated suggestion were to extend the training's duration, from the mere four days to a more comprehensive two weeks duration, to allow more time for practical, hands-on application of the existing core curriculum. Complementary suggestions included translating manuals into Sindhi for wider accessibility, broadening the range of teaching strategies covered, and offering training more regularly to wider audience, including secondary-level staff and Education Officers. Overall, this feedback provides that training is a strong foundation that participants are keen to see reinforced, rather than a programme with unmet expectations.

Findings

Quantitatively, the training programme produced statistically large and significant improvement in primary school teachers' performance outcomes. Across 3,000 participants, mean scores rose from 31.41 (pre-test) to 43.64 (post-test), a 12.23-point gain confirmed by a paired-samples t-test, $t(2999) = -76.32$, $p < .001$, with a substantial effect size (Cohen's $d = 1.39$). These results directly address RO1 and H1 and H2 providing compelling evidence that the PITE-coordinated cascade training model significantly enhance teachers' knowledge and instructional readiness for inclusive classrooms.

Quantitative findings from SMC members' accounts align with RO2 by demonstrating a steady progression from an initial lack of awareness to a rights-based understanding of inclusive education, accompanied by concrete practical capacity, such as identifying barriers, developing low-cost materials, and defining their responsibilities. Members also described engaging the community through parent outreach and online communication, a strong outward-looking orientation toward multi-stakeholder partnerships, and a improved ability to recognize both the social and economic barriers to inclusion and the specific children most at risk of exclusion. Participants' feedback was overwhelmingly positive, with the primary recommendation being to extend the training's duration to strengthen real-world application. Together, the quantitative and qualitative findings indicate that the training programme was effective across both teacher and community level objectives.

Discussion

The findings of this study directly address RQ1 and RQ2 and, thereby, both confirm and extend the reviewed literature . In relation to RO1 and RQ1, the meaningful and statistically significant gain in teachers' pre-test to post-test scores aligns with (Darling-Hammond et al., 2017), who reveal that effective professional development improves teaching quality when it is context-specific and practice-oriented, and with (Shaukat and Chowdhury, 2025), who found that structured, apprenticeship-style training generates stronger inclusive-teaching competencies than traditional, lecture-based delivery. The magnitude of improvement evidenced here suggests that the PITE-coordinated cascade model succeeded in translating training content into measurable knowledge gains, addressing the concern raised by (Sulman et al., 2023) that many training programmes falter at the point of converting theory into classroom-relevant learning.

At the same time, the results speak to a caution raised (Herawati et al., 2025) that cascade models risk losing fidelity as content moves from MTs to end participants, and that reaction and learning gains do not always translate into sustained behavioural change.

The present study provides strong Level 1-2 evidence (knowledge gain) consistent with (Alsalamah and Callinan's, 2021) adaptation of the Kirkpatrick model, but, in line with the research gap identified in Section 2.5, it does not yet capture Level 3-4 evidence of sustained classroom behaviour or long-term results. It suggests that though cascade model implemented through PITE was effective in knowledge acquisition stage, structured posttraining follow-up, as argued by (Herawati et al., 2025), would strengthen confidence that these gains persist in classroom practice.

In relation to 1st and 2nd objective, the qualitative findings corroborate (Khan, 2006) and (Asim et al. 2016) by indicating that SMCs can move from passive, and less engaged members toward genuinely responsive community groups, only in case when supported by targeted training, an outcome the SMC training component effectively delivered. SMC members' transition from rudimentary awareness to a rights-based perspective, and from understanding to active mobilization and collaborative behaviour, reflects the community-engagement pathway of the study's theoretical model and suggests that the training succeeded in activating, rather than merely informing, the SMC's role in inclusive education. Overall, the discussion indicates that the PITE c-oordinated programme achieved its central objectives, while also highlighting specific areas to address particularly longer-term behavioral tracking,where future evidence could be strengthened.

Conclusion

The objective of this study was to evaluate the efficacy of a PITE-led inclusive education training programme delivered to primary school teachers and SMC members in Dadu and Larkana. The results indicate that the programme successfully accomplished both of its key objectives: teachers recorded a large and statistically significant improvement in learning outcomes following training, and SMC members exhibited strong development in their understanding, practical skills, and stakeholder empowerment efforts related to inclusive education. collectively, the documentation indicates that the cascade Training-of-Trainers model, based at PITE Sindh, Nawabshah,served as a functional framework for enhancing competencies in both primary classroom practices and stakeholders engagement in support to inclusive education.

Recommendations

1. Given its demonstrated effectiveness, PITE Sindh's Training-of-Trainers approach should be adopted as the standard model for scaling inclusive education training to additional districts across the province.
2. PITE should consider extending the current four-day training to a longer, more practice-intensive format to strengthen hands-on application of the strong theoretical content already delivered.
3. PITE should establish structured follow-up mechanisms, such as Scheduled classroom observation and refresher workshops.

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Annexures

Structured Questions for SMC members on Inclusive Education

Name:	School ID & Name:

1. Before participating in the training, what did you understand by inclusive education?
2. What specific knowledge, skill, or idea from the inclusive education training has been most useful to you as an SMC member?
3. What decisions can the SMC make or influence to ensure that children from different backgrounds are welcomed and supported in the school?
4. How does the SMC communicate with parents when a child is not attending school regularly?
5. Who are the important people or organizations in your community that the SMC could work with to promote inclusive education?
6. What social, cultural, economic, physical, or attitudinal barriers prevent some children from participating fully in education in your community?
7. In your opinion, which children in your community face the greatest difficulties in continuing their education? Why?
8. Which barriers can the SMC realistically address, and which require support from other authorities or organizations?
9. In your view, what important areas were missing or insufficiently covered in the training?
10. What recommendations would you give to education authorities for strengthening the SMCs role in inclusive education?



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