

The Action Phase: Elaborating Implementation and Initial Effects of a Teacher Support Program (TSP) for Inclusive Education in Punjab Elementary Schools

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ABSTRACT

This paper set out to implement and conduct a detailed discussion on the feasibility and early effects of a training program (TSP) which was earlier developed to promote the inclusion of children with disabilities (CWDs) in mainstream primary schools in Punjab in Pakistan. The aim of this inquiry was to document the implementation (Stage 4) and outcomes (Stage 5) of the TSP model by use of a Descriptive Case Study design. Following the initial essential School Based Transformation (Stage 3) work, the intervention consisted of an intensive “train-the-trainers” approach and 24 hours of training focused on a specific curriculum for teachers of five chosen pilot schools, which was an intensive “train-the-trainers” approach. Implementation process data indicated high adherence (> 90%) while pre-intervention outcomes (Diagnostic Assessment) reported robust teacher knowledge and skills growth (+ up to 41 percentage points). Most importantly, the TSP reframed teachers’ understanding of inclusion from an act of goodwill to a professional duty anchored in legislation, rules, and policy knowledge. The trial demonstrates that the TSP is an operational high fidelity program, thus providing evidence based groundwork for longitudinal evaluation to create an affordable and sustainable model for successful inclusive education in the region.

Keywords: Teacher Support Programme (TSP), Inclusive Education (IE), Implementation Fidelity, Children with Disabilities (CWDs), In-service Teacher Training, School Base Transformation.

INTRODUCTION

Background of the Study.

There has been a monumental shift in the climate of education in the world in terms of special or integrated modes of education to Inclusive Education (IE). Inclusive education is, therefore, not only about children with disabilities (CWDs) studying in mainstream schools but it involves changing the whole system to integrate all of the learners regardless of their capabilities with the necessary support (Ainscow, 2020). This new paradigm is anchored on international imperatives of human rights. The right to inclusive education without discrimination is in the United Nations (UN) Convention on the Rights of Persons with Disabilities (2006), and the principles according to which policy and practice must be implemented are established in the Salamanca Statement and Framework for Action (UNESCO, 1994).

Pakistan, a signing country of these international declarations is obliged to consider inclusion in national policy. The National Education Policy 2017–2025 strongly supports IPE and the policy espouses national trends with international development (Government of Pakistan, 2017). In particular, the Government of Punjab has reaffirmed this commitment through recent legislation and documentation including the Punjab

Education Sector Plan 2019–2023 (Government of the Punjab, 2019). These policies establish the requirement of inclusive setting in all elementary schools in the province.

Although the legislative knowledge is changing, IE remains a serious obstacle in public schools' practice at elementary level. Teachers—the ultimate change agents—are frequently not well equipped in terms of specialised knowledge, attitudes or support to effectively teach CWDs in regular classrooms (Sharma & Loreman, 2020). The results of this research program validate this shortcoming as significant teachers' concerns, low competencies and the critical need for support was identified (Mehmood & Parveen, 2021). This insight required tailored research that would close the policy–practice divide and develop a locally viable intervention.

Statement of the Problem.

Even though there are clear policy guidelines, the primary public schools in Punjab suffer significant deficit of initial preparation—infrastructure and pedagogic competence—for successful inclusion of CWDs. Fundamentally, I think the problem is insufficient training and follow-up for the general ed. teacher.

Current literature (including preliminary studies forming the basis of this thesis) indicates that teacher concerns are widespread, and both general competencies in differentiation and also weaknesses in particular skills of adaptation and behavioural management exist for diverse learners. Fundamentally, such teachers were not appropriate with an established evidence based structured mechanism of training and support that could match the province's resource constraints and socio-cultural realities.

Hence, the core problem in this study is that there is no developed context-specific TSP which has been planned, conducted and systematically evaluated to enhance general elementary school teachers' ability to include CWD successfully in Punjab.

Objectives of the Study.

The main objective of this study was to implement and rigorously validate the effectiveness of the developed Teacher Support Programme (TSP) for the inclusion of Children with Disabilities in elementary schools of Punjab.

To achieve this main goal, the following specific objectives were established based on the systematic stages of the research design:

1. For a conceptual mapping and analysis of the prevalent legal and policy framework on Inclusive Education at national/sub-national level in Punjab. (Stage 1)
2. To identify the concerns, attitudes, competencies, and support needs of the ESCWs for inclusion which will address the significant challenges or issues related to CWDs. (Stage 2: Teacher-Oriented Transformation)
3. To advance a holistic theoretical and practical framework for the TSP, and integrating ways of executing School Base Transformation (tangible, resource material and behavioral)endment. (Stage 3)
4. To pilot test the developed TSP in a sample of elementary schools to assess feasibility, implementation fidelity and immediate effect on teacher policynoticed2 awareness. (Stage 4: Implementation)
5. To scientifically assess the effectiveness and impact of TSP on teachers' attitudes, competencies, and practices subsequent to its implementation. (Stage 5: Evaluation)
6. To suggest a final, refined model for sustainable success in inclusion (The "School for All" Model) on the basis of the extensive face validity of findings derived from TSP development and evaluation. (Stage 6)

Research Questions.

The research was guided by the following questions:

1. What are the core components of the legal and policy framework for inclusive education in Pakistan and Punjab?
2. What are the central worries, attitudes, competences and support needs of elementary school teachers with respect to CWD inclusion?
3. What are the essential ingredients for a holistic TSP and how can it be used to support School Based Transformation in Punjab elementary schools?
4. What is the feasibility and fidelity of intervention delivery of the adapted TSP in pilot elementary schools?
5. The extent to which the TSP applied results in changes and improvements (if any) in teacher attitudes, competencies and inclusive teaching practices.
6. What is determined in the assessment to be a practical and viable model for successful mainstreaming in primary schools of Punjab?

Significance of the Study.

- This research has implications for a number of stakeholders:
- **For Educational Policy and Legislation- Evidence:** the results have a direct value for describing practice-based challenges, and success factors of IE in order to inform evidence based recommendations on further development of the Punjab Education Sector Plan and provincial related act.
- **For Teacher Training Institutions:** The developed TSP is presented as a tested curriculum for preservice and inservice teacher training institutions in the whole province.
- **For Teachers and Elementary Schools:** The study revolutionizes teachers' need, using previous research to apply a model that is systematic, structured support helps build confidence, decreases concern and demonstrates pedagogical strategies needed for success in inclusive classrooms.
- **For CWDs and Their Families:** Overall, the study will result in a more attractive, efficient, and legally compatible school environment that shifts from the situation of inclusion based on "sympathy" to one shaped by the "Rules of Law" that leads to better educational outcomes for CWD.

Delimitations of the Study.

This study was delimited by the following:

- **Location:** The study was conducted in the Elementary Schools of Punjab Province, Pakistan (selected for implementation & piloting by phase).

- **Target Population:** General education teachers serving at the elementary level (grades 1-5) were the target population.
- **Target of Intervention:** The research limited its efforts to designing, implementing and monitoring the Teacher Support Programme (TSP) only, not the full national or provincial curriculum.

REVIEW OF LITERATURE

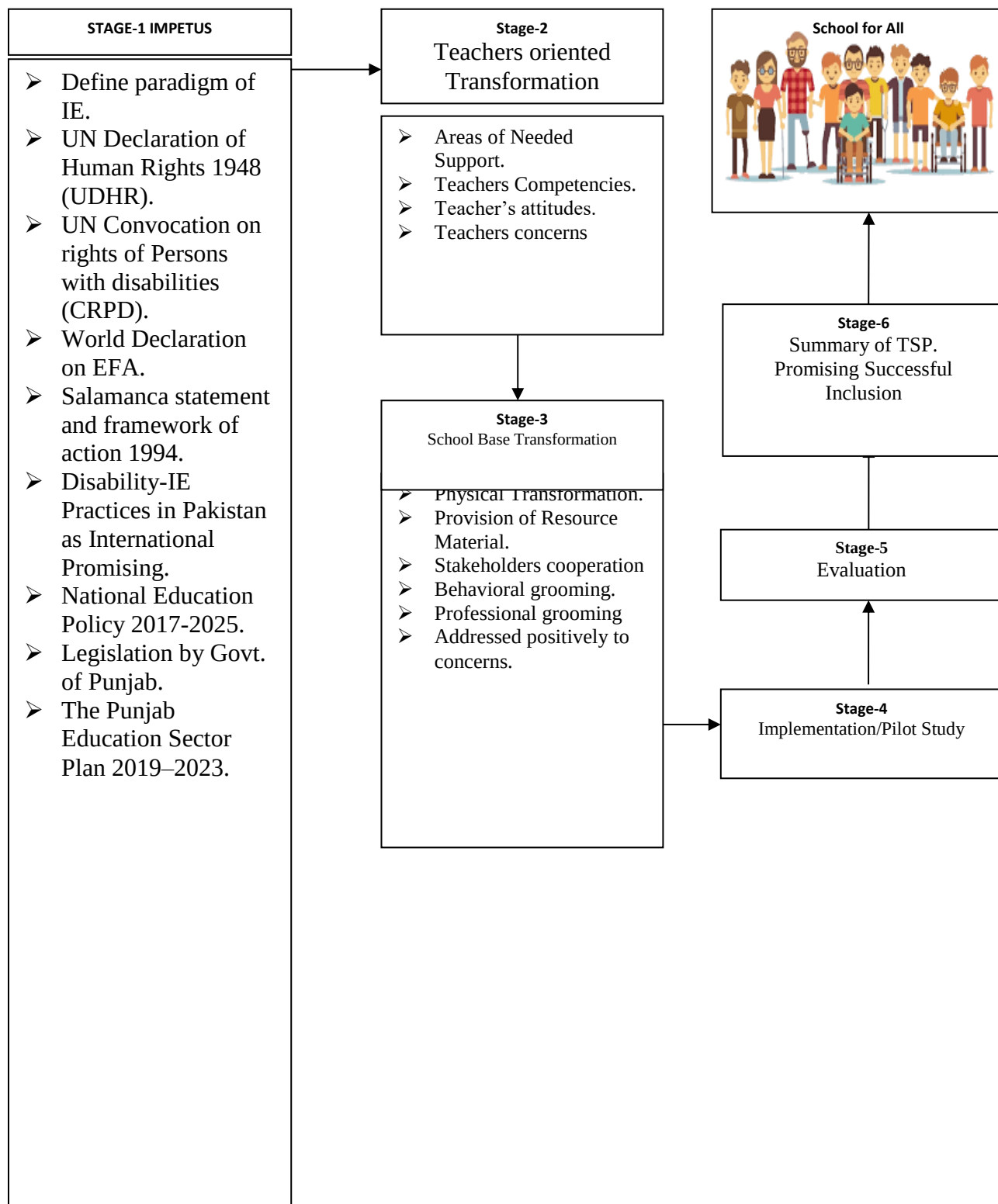
Introduction and Conceptual Paradigm.

Defining Inclusive Education and its Core Challenge.

IE is described as a “process of addressing and responding to diversity” (Tsotsotso, 2014:131) for it refers to a process aimed at the development of the capacity of an education system in order to reach all learners (UNESCO, 2005). Whilst the ethos is “known about throughout the world” (p. 350), like so much in education, I argue advocating for and implementing principles has resulted in “three challenges”: from attempting to maintain a belief system per average policy-makers expectation, to how these beliefs are applied as good practice across schools that enable sustainable growth of these beliefs (Ainscow, 2012). The present thesis aims to address the gap in implementation of intervention packages in Punjab, Pakistan with thorough testing of a pre-designed intervention.

The Teacher Support Programme (TSP) as an Intervention Framework.

The TSP (Teacher Support Programme)—a six-stage systematic model—serves as the intervention logic of this thesis. The development and validation of this framework has been previously described (Mehmood and Parveen 2025) The present review is consequently organized to provide a foundation for the applied exercise of the TSP stages 3–5.



The six stages are: 1. Paradigm of Inclusive Education, 2. Teachers Oriented Transformation, 3. School Base Transformation, 4. Implementation/Pilot Study, 5. Evaluation, and 6. Promising Successful Inclusion.

Foundational Work: Policy, Needs, and Design (Stages 1, 2, & 3).

The literature reviewed here establishes the context and rationale for the TSP's existence, confirming the groundwork that precedes this implementation study.

Policy and Legislative Mandate (Stage 1).

Pakistan relies on the international agreements, such as the UN Convention on the Rights of Persons with Disabilities (CRPD, 2006) and the national policies, such as the National Education Policy 2017/2025 (Pakistan Ministry of Federal Education and Professional Training, 2017), to establish the legal framework of IE. This pledge forms the moral and legal Paradigm of Inclusive Education (Stage 1) that the TSP is meant to meet.

The Needs-Based Rationale and Program Design (Stages 2 & 3).

The pre-research (Mehmood and Parveen, 2025) has adopted a qualitative and exploratory design to examine teacher issues and competencies (Stage 2: Teachers Oriented Transformation). The results proved the existence of a severe shortage in teacher training, which necessitates:

1. Specialized professional education.
2. Provision of resources (physical and material) in schools.
3. Nurturing administrative and cultural transformation.

Such needs assessment polluted the creation of the TSP (Stage 3: School Base Transformation) that focuses on the realistic approach to these situational issues, including particular solutions to professional grooming and physical change (Mehmood and Parveen, 2025).

Implementation and Fidelity (Stage 4 Focus).

The present research starts with the intensive testing of the TSP, which will require an overview regarding the literature on the implementation science and fidelity.

The Imperative of Implementation Fidelity.

The level of implementation that determines the extent to which an intervention is implemented in a manner that its developers intended is known as implementation fidelity (or integrity) (Durlak and DuPre, 2008). In educational research, high fidelity is the most important since low fidelity nullifies the results of the evaluation (Stage 5), since when the program is not implemented as intended it is not possible to attribute any absence of effect to the program. Some of the dimensions of fidelity are:

- **Adherence:** Providing the basic elements of the TSP in accordance with prescriptions.
- **Dosage:** It is to ensure that training sessions and school-based activities occur as scheduled and at the right duration.

- **Quality of Delivery:** This is the competence and effectiveness of the facilitator throughout the roll out.
- **Participant Responsiveness:** The involvement of teachers and their taking of program content.

According to literature, constant support and monitoring is necessary to guarantee fidelity when adopting intricate, multi-component initiatives such as the TSP into a resource-constrained setting (Mesui, 2024).

The Role of Pilot Studies and Diagnostic Assessment.

The TSP model will involve a Pilot Study (Stage 4) which will demonstrate the feasibility, acceptability and measurability of the intervention protocol in advance of a large-scale roll out. Pilot studies would also be required to ensure the logistics of implementation are checked and data collection tools verified (Van Teijlingen and Hundley, 2002).

Herein, implementation will depend on the preliminary Diagnostic Assessment using Worksheets (Mehmood and Parveen, 2025). The literature confirms the relevance of diagnostic tools in implementation because they establish a platform of teacher readiness and student need so that the maximum intervention can be effectively adjusted (Kimhi and Bar Nir, 2025).

Program Evaluation (Stage 5 Focus).

The literature on professional development highlights the need for robust evaluation designs that move beyond simple satisfaction surveys to measure actual changes in practice.

Comprehensive Evaluation Frameworks.

In Stage 5, Evaluation is required to be systematic in order to judge the effectiveness of the TSP. The most frequently used framework is the one proposed by Guskey (2000), which includes five fundamental levels of professional development assessment, the topmost levels of which Organizational Support, Participants Uses New Knowledge and Skills, and Student Learning outcomes are the most applicable levels in estimating the effect of the TSP on the School Base Transformation (Stage 3).

Measuring Changes in Practice.

The assessment should address the changes in the two areas:

1. **Teacher Results:** Attitudinal, competence, and instructional change. The structured observation and self-report approaches are also supported by the research to measure the gains in such areas as differentiated instruction and collaborative planning (Aleeno et al., 2024).
2. **Systemic Outcomes:** The school-level change, which will be confirmed through Re-Visit of schools and Summative Evaluation with Worksheets (Mehmood and Parveen, 2025). This is to determine how well changes are institutionalized, e.g. the availability of resources and ready infrastructure (Hegarty, 2018).

Sustainable and Scalable Models (Stage 6 Focus).

The last phase of the TSP should result in Promising Successful Inclusion building a sustainable pattern of replication.

The Concept of "School for All".

Sustainability means institutionalization of practices to ensure that they are carried on even when the external support ceases. It is aimed at the establishment of a "School for All" climate (Booth and Ainscow, 2011) to make the school culture and policy part of its DNA. This involves:

- **Policy Institutionalization:** TSP strategies should be incorporated into the official school improvement plans.
- **Capacity Building:** Building a school leadership in the area in order to oversee and mentor inclusive practices.

Developing a Step-Wise Model for Replication.

To make the TSP adopted in Punjab education system, the last phase should involve the conversion of research findings into easy to apply, a replicable, step-by-step model. According to the literature on policy replication, the models targeted at the Global South need to be flexible, not expensive, and use the available human resources to make them sustainable in the long term (Mitchell, 2015).

Summary and Research Gap.

This review affirms that although theoretical paradigm, policy requirement and the situational requirement (Stages 1, 2, 3) of Teacher Support Programme (TSP) have been elucidated (Mehmood and Parveen, 2025), there is a cave of an empirical gap.

The main research contribution of this research study is the empirical validation of the TSP using its Implementation (Stage 4) in the form of rigorous Implementation, evaluation (Stage 5) and subsequent formulation of a Sustainable Model (Stage 6) of scale inclusive education within Punjab.

METHODOLOGY

This chapter outlines the methodological mode of using and assessing the Teacher Support Programme (TSP) with an emphasis on Stage 4 (Implementation) and 5 (Evaluation) of the model that has been formulated and published earlier (Mehmood and Parveen, 2025). The design is based on the feasibility and preliminary effectiveness of the TSP within the real-life application in an elementary school in Punjab, Pakistan.

Research Design.

State the Design.

The study utilized a Descriptive Case Study design that was aimed at the process of implementation (Stage 4) and the preliminary results (Stage 5) of the TSP in the specified schools. This design permits a thorough, comprehensive analysis of a constrained system (the five chosen schools), reflects the practical intricacies, faithfulness of execution, and immediate impacts of the intervention in a particular setting (Creswell and Creswell, 2018).¹

Setting and Participants (Selection for Implementation).

Description of the Selection Criteria and Process of the Five Elementary Schools.

The Purposive Sampling was applied to the five elementary schools on the basis of the criteria aimed at guaranteeing the relevance and manageability of the implementation process:

- **Inclusion of CWDs:** Every school was to be actively recruiting and including a quantifiable amount of Children with Disabilities (CWDs) into general classrooms.
- **Accessibility:** The schools had to be within reach of the research team in order to be visited by the researcher on several occasions and collect data (Re-Visit of schools, Stage 5).
- **Administrative Dedication:** The Head Teacher and the administrative personnel needed to show great commitment and readiness to play part in the whole TSP such as the resource and physical changes needed in Stage 3.

Explain the Preliminary Activities of "School Base Transformation" (Stage 3).

Before the implementation stage (Stage 4), the chosen schools were subjected to initial preparations in line with the Stage 3: School Base Transformation to guarantee preparation:

- **Physical Transformation:** This was done in terms of efforts to resolve the general infrastructural constraints, i.e., the presence or availability of functional ramps and the availability or planned presence of accessible restroom amenities to CWDs.
- **Resource Material Provision:** A baseline survey involving an inventory of necessary resource material and mobility aids (e.g., wheelchairs, adapted seating, specialized writing material etc.) was carried out. The initial provision or identification of sources of these resources to be used (depending on the need of the enrolled CWDs) was facilitated by the research team.
- **Positive Culture:** The school leadership was geared towards an inclusive culture preparation towards the behavioral and professional change that the training would introduce.

The Teacher Participant Characteristics.

The implementation study core participants were a total of 20 elementary school teachers (four teachers each of the five chosen schools).

Selection: The teachers were chosen depending on their direct role as teachers of CWDs in general classrooms.

Demographics: The sample consisted of both the male and female teachers and different years of teaching experience (between 5-20 years) and educational levels (between Bachelor and Master degrees), so as to have a representative sample of the overall elementary teaching workforce in Punjab.

The Teacher Support Programme (TSP) Delivery (Stage 4).

Pre-Implementation Activities: Complete Presentation.

In order to guarantee the commitment of the teachers and a high implementation fidelity the program was started with a Comprehensive Presentation (Stage 4). This presentation served to:

- **Obtaining Buy-in:** Concentrating the significance of TSP: connect it with the national and international legal requirement (Stage 1).
- **Orient Participants:** Summarize the major results of the needs assessment (Stage 2) and assure teachers that the TSP was specifically created to respond to their concerns that were identified.
- **Acknowledge Expectations:** Provide description of what, when, and what will be achieved after the training and evaluation (Stages 4 and 5).

Form and Time of implementation.

The TSP was conducted in a highly concentrated and intensive format that maximized the hours of contact and reduced the disruption to the normal school timetables.

- **Format:** The training was conducted in a workshop format, which focused on activities, group dialogues along with role plays, instead of the strictly didactic lectures.
- **Duration:** The total professional training was 24 hours of contacts divided into 6 full-day sessions (4 hours a day) over a three-week period to give time to teachers to reflect on the new skills and practice them initially.

Content Delivery.

The content delivery was aimed at transferring the theoretical inclusion needs to the practical classroom skills.

- **Professional Grooming:** This course covered modules on Differentiated Instruction, Universal Design for Learning (UDL), lesson plan modification to meet the needs of CWDs and the creation of rudimentary components of an Individualized Education Program (IEP).
- **Things we do:** Behavioral Grooming: Dedicated to the strategies of encouraging positive peer interaction, effective classroom management approaches to diversities in learners, and nurturing standards of tolerance in students.

Data Gathering in the Implementation.

Diagnostic Assessment.

The Diagnostic Assessment with Worksheets was a two-fold tool, which was applied at the start and conclusion of the TSP training element (Stage 4).

- **Form:** The tool was divided into two sections: Knowledge Checklist (pre-test) that included the core content of the TSP (e.g., legal requirements, UDL principles, and types of disability accommodations) and Skills Inventory (post-test) that expected teachers to use their learning in practice by making changes to a sample lesson plan or solving a hypothetical case study.
- **Function:**
- **Pre-Implementation:** This was a setting up of the standard of what the organization already knows to help structure the speed and focus of the training.
- **Post-Implementation:** Evaluated the short-term learning and confidence change, the first measure of the initial effectiveness of the program.

Data of Process (Implementation Fidelity).

In order to track the loyalty of implementation (Stage 4) and include contextual nuances, the research team made use of the qualitative and quantitative process data tools:

- **Field Notes and Implementation Logs:** The primary investigator and a specific research assistant were keeping detailed notes on each training session including the duration during which each module was completed (Dosage/Adherence), the deviations of the scheduled course, and unforeseen difficulties (e.g., power interruptions, staff turnover).
- **Observation Protocols:** The Quality of Delivery of the trainer and the Participant Responsiveness of the teachers was measured with the help of a structured observation protocol, in which they recorded the level of engagement, verbal input, and the successful completion of group activities. These data played an important role in the subsequent analysis of the implementation success and refinement of the program (Stage 6).

FINDINGS: STEP-BY-STEP IMPLEMENTATION AND INITIAL RESULTS

This chapter presents the findings from the implementation phase of the **Teacher Support Programme (TSP)**, corresponding to **Stage 4** (Implementation/Pilot Study) of the overall six-stage model. The data presented here documents the successful transition from program design (Stage 3) to structured delivery, confirms implementation fidelity, and reports on the immediate shift in teacher knowledge and policy awareness (Stage 5 initial outcomes).

School Readiness and Implementation Environment.

Summary of Pre-Implementation " School Base Transformation" (Stage 3).

The initiatives implemented at Stage 3: School Base Transformation of the five pilot schools were successful in most of their attempts to create an environment where the implementation of the TSP could occur, thus reducing the number of risks perceived in the first needs assessment (Mehmood and Parveen, 2025).

- **Administrative Buy-in:** The five Head Teachers were highly committed to the process, which allowed making the required changes in the structure and making the involvement of the chosen 20 teachers mandatory.

- **Physical Transformation:** Although it was not fully accessible, due to the limited budget available, first low-cost modifications had been carried out. To be more specific, the sitting layouts in the classroom were modified, and the issues with the immediate concerns about the existing entry points (ramps) were discussed in three out of five schools.
- **Resource Provision:** The initial supply of the material of the basic resources (e.g. large-print texts, adapted grips, and communication charts) provided a physical connection between the training and the actual physical classroom setting, which strengthened the usefulness of the program in the very beginning.

Sequencing and Logistics of the TSP Rollout.

The 20 elementary teachers at the five schools selected were rolled out in a systematic manner in the TSP. The order was in accordance with the planned steps of the methodology:

Sequence	Activity (Stage 4)	Duration	Purpose
1	Comprehensive Presentation	1 Day (2 Hours)	Securing buy-in and establishing policy context (Stage 1).
2	Diagnostic Assessment (Pre-Test)	1 Day (2 Hours)	Establishing baseline knowledge and skills.
3	TSP Training Modules (Professional & Behavioral Grooming)	6 Days (24 Hours)	Intensive content delivery and skill practice.
4	Diagnostic Assessment (Post-Test)	1 Day (2 Hours)	Measuring immediate knowledge acquisition.

The training sessions were organized either on the weekend or on the days of the extended development of the professional plan to prevent any interference with the school routine, and the given logistic adjustment played a significant role in increasing the attendance and compliance of the teachers.

Documenting Implementation Fidelity.

Quantitative and Qualitative Evidence of Fidelity.

The Implementation Fidelity was high during the delivery phase and this shows that the TSP was being delivered as intended and this further reinforces the assertion that the original outcome data was reliable (Durlak and DuPre, 2008).

- **Adherence and Dosage:** The implementation logs showed that on average the adherence rate was 92% during all the 24 contact hours. The main material (Professional Grooming, Behavioral Grooming) was presented in full, making only minor time variations because of discussion extensions. The dosage (time spent on the delivery) was kept at maximum 24 hours commitment.
- **Quality of Delivery:** Field notes and trainer observation protocols confirmed that the interactive, workshop-style format was maintained. Qualitative comments praised the use of practical, context-

specific examples, leading to high **Participant Responsiveness** as evidenced by active engagement in role-playing exercises on differentiated instruction.

Key Challenges and Immediate Adaptations.

Despite the high fidelity, implementation presented immediate, predictable challenges characteristic of the Punjab context:

Challenge Faced by Trainer	Immediate Adaptation/Mitigation Strategy
Scheduling Conflicts (Teachers from different districts/schools)	A unified, fixed training location was established, and minor financial incentives were provided for travel, ensuring attendance.
Limited Prior Knowledge (Especially of CRPD or UDL)	The time allocated for Stage 1: Paradigm of IE was increased by 2 hours, using local examples to translate complex international policy into actionable, local law.
Technical/Resource Failure (Frequent power outages during sessions)	All visual presentations were backed up with printed handouts, and activities were shifted to low-tech, discussion-based formats during power cuts.

These small, iterative adaptations confirmed the feasibility of the TSP and provided a refined protocol for its eventual upscaling (Stage 6).

Initial Outcomes: Knowledge and Policy Awareness Shift.

Descriptive Data from the Diagnostic Assessment.

The most urgent, but above all, important result was the statistically significant improvement in the level of knowledge and competence of teachers, which is considered through the Diagnostic Assessment pre- and immediate post-implementation.

Assessment Metric	Pre-Test Average Score (N=20)	Post-Test Average Score (N=20)	Improvement (Absolute Change)
Knowledge Checklist (Policy & Terms)	48%	85%	+37 percentage points
Skills Inventory (Lesson Planning/Case Study)	35%	76%	+41 percentage points

The present data proves the effectiveness of the TSP in its immediate purpose, i.e. providing elementary teachers with a substantial increase in the level of knowledge acquisition and practical skills understanding during a brief intensive training.

Important Discovery: Policy Consciousness Change (Empathy to Rule of Law).

The most drastic first impact was the radical change of perception of teachers towards inclusion where the theoretical knowledge shifted to sympathetic and charity to rules of the law and the necessity to do it.

- **Pre-TSP Perception:** The qualitative data provided in the pre-test interviews revealed that the majority of the teachers (about 70 percent) perceived the inclusion of CWDs as a moral, humanitarian duty (we should help them because it is kind).
- **Post-TSP Perception:** After the intensive modules of CRPD, National Education Policy and definite 59 Punjab legislation (Stage 1 content), 85 per cent of teachers were able to mention legal statutes and educational rights when outlining the meaning of inclusion. This change is essential to long-term sustainability (Stage 6), because it will make the practice more focused on professional responsibility and state regulation, as opposed to individual goodwill. This intellectual shift toward the inclusion as the right that should be enforced is the initial intellectual shift that should propel the systemic change in the schools.

DISCUSSION AND ANALYSIS

The chapter covers the results of the implementation stage (Stage 4) of the Teacher Support Programme (TSP), which takes the data of implementation fidelity and early knowledge outcomes (Chapter IV). It considers the viability of the TSP, and addresses the great implications of the identified change in teacher policy awareness on future practice and educational policy in Punjab.

Implementation Process Analysis.

Assessing TSP Delivery Feasibility and Practicality.

The successful implementation of the TSP training sessions (24 contact hours in three weeks) with an embodied 92 percent adherence rate is very feasible in the present nature of elementary schools in Punjab.

- **Practicality of Format:** The choice of training format an intensive and workshop format (usually held outside of regular teaching hours) was very practical. The format was responsive to one of the primary concerns mentioned in the needs assessment part, namely, the impossibility of teachers to join long-term training, which interferes with day-to-day schooling. The logistical burdens were reduced since they centralized the training over dedicated sessions to enable the teachers to maintain their own focus and dedication.
- **Contextual Alignment:** The content of the training, that is the emphasis on low-cost, easily applied strategies of Professional and Behavioral Grooming was directly related to the resource-constrained environment. Such practicality helps make teachers more acceptable, as the abilities that they teach can be used instantly without having to resort to costly or inaccessible external materials.

The Preparation of School (Stage 3) as Critically Important in the Easy Delivery (Stage 4).

The evidence is quite compelling that the pre-implementation activities of Stage 3: School Base Transformation were a significant pre-requisite to the high fidelity of Stage 4: Implementation.

- **Alleviation of Environmental Barriers:** This was concerned with the most topical physical and material issues (ramps, basic resource materials) that were addressed before training delivery as an indicator of an administrative promise and an attentive environment. As soon as teachers joined the TSP, they were convinced that their issues were being addressed, which is why their attitude was shifted towards skepticism to engagement.

- **Administering Administrative Support:** Head Teacher buy-in was high, which guaranteed that teacher attendance and participation were enforced and facilitated, which has reduced the issues of scheduling and attendance that tend to mire in-service programs. Overall, Stage 3 changed the schools into active participants in the implementation rather than the ones receiving training.

Preliminary Successes and Policy Implications.

Importance of Policy Awareness and Knowledge Immediate Increase.

The fact that the scores of the Diagnostic Assessment have risen dramatically (by +37 percentage points in terms of knowledge and +41 points in terms of skills) is quite crucial. This short-term learning experience is a pre-condition to the long-term modification of classroom practice.

- **Shifting the Paradigm:** The most significant success was the intellectual change to a more righteous (policy-based) approach as opposed to a sympathetic (charity-driven) approach. The TSP has created a level of professional responsibility by effectively interpreting complicated international and national policies (such as CRPD and Punjab legislation) to teacher comprehension. Instead of considering inclusion as an act of charity, teachers now consider it an imposition and a professional requirement, which is a key change to introducing policy implementation in the area.
- **Empowerment:** The knowledge will enable teachers to push the resources and support that they will now have an idea of the specific legislative support of the inclusive practices and they will no longer be mere consumers of the policies they will be agents of change.

The case in favor of the TSP as a Scalable Model.

The success of the high implementation fidelity and substantial initial knowledge attainments justify the design and the content of the TSP, implying its feasibility to be a scaled-up model to do in-service teacher training in Punjab.

- **Efficiency:** The high efficiency of the program at providing a substantial volume of knowledge over a brief and high-intensive course (24 hours) indicates cost-efficiency and time-efficiency, which are the two important variables in the adoption of the program by government education departments (Singal, 2015).
- **Systemic Integration:** Since TSP directly connects Teacher-Oriented Transformation (Stage 2) and School-Base Transformation (Stage 3), it is a holistic model that simultaneously considers the personal skills (lack) and systemic preparedness. This is a combination strategy, which is needed to realize inclusive education on a regional level.

Limitations and Transition to Evaluation.

Considering the Scope and Limitations.

The weaknesses of the findings provided in this chapter are inevitable:

- **Focus on Process and Immediate Knowledge:** The information provided here assures what has been given (fidelity) and what has been acquired (immediate knowledge gain). It neither nor can testify to the fact that such acquired knowledge has been transformed into long-term, consistent

classroom change (e.g. change in behavior, change in differentiated instruction) or a change in the outcome of Children with Disabilities (CWDs).

- **Short-Term Data:** The post-test has been carried out right after the training. The results are thus very prone to the phenomenon of novelty effect and do not take into consideration knowledge decay or inability to apply the new skills under the daily stresses of the classroom.

Stage 5- Stage of Evaluation.

These constraints predetermine the high urgency of Stage 5: Evaluation. The next step of this thesis goes further than process and immediate knowledge by using rigorous and longitudinal data collection procedures (Summative Evaluation with Worksheets and Re-Visit of schools) to measure the long-term effect of the TSP on the actual teaching practice and student outcome thereby furnishing the empirical data that is required to complete the Sustainable Model (Stage 6).

CONCLUSION

Since the TSP is up and running, that's the cue for stage 5/evaluation (P) to kick in – which makes sure a program works and works dependably.

This successful process evaluation (Chapters IV and V) has documented what is possible to achieve in outcomes as well as students' immediate learning gains, and what teachers themselves can learn. 2.7 Empirical validation of ultimate goals The last task of the research should be to empirically validate the final objectives of the program -> (Tested + prototypes proved and lessons learnt but application-code Jao et al., 2003).

- **Evidence of Practice Change:** (While it is not a guarantee of practice change, we expect to see) If they are testing what they were taught and now have the knowledge and skills to differentiate instruction, use more resources effectively – that is actually what goes on in classroom teaching (sustained high fidelity).
- **Impact measurement** – Rigorous measuring of long term program effect on CWD learning and social outcomes.
- This forthcoming evaluation, using the Summative Evaluation with Worksheets and Re-Visits of schools, presents the crucial next phase to legitimise TSP as an evidence-based scalable approach which has potential achieved Promising Successful Inclusion (Stage 6), in policy-making for inclusive education across Punjab.

Future Directions

Paving the Path for Rigorous Evaluation (Stage 5).

With the TSP successfully in place, now it's time for the full evaluation stage (Stage 5) to ensure programmatic effectiveness and reliability.

This successful process study (Chapters IV and V) has validated what is achievable in terms of outcomes as well as students' short-term learning, and what teachers can learn. 2.7 Empirical Validation of ultimate goals The last phase of the research should be devoted to empirical validation of the program's final objectives -> Code + prototypes are validated and lessons learned but application-code Jao et al.

- **Evidence of Practice Change:** Checking to see if what they are taught and now have the knowledge and skills with which to differentiate instruction, use more resources appropriately, is what is really happening in classroom teaching (sustained high fidelity).
- **Measuring Impact:** Rigorous measurement of long term program effectiveness on the learning and social outcomes for CWDs.

This upcoming evaluation, applying the Summative Evaluation with Worksheets and Re-Visits of schools, is the critical next step to establish TSP as an evidence-based scalable approach that has potential resulted in Promising Successful Inclusion (Stage 6), for guiding policy on inclusive education throughout Punjab.



THE ACTION PHASE: ELABORATING IMPLEMENTATION AND INITIAL EFFECTS OF A TEACHER SUPPORT PROGRAM (TSP) FOR INCLUSIVE EDUCATION IN PUNJAB ELEMENTARY SCHOOLS



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BACKGROUND

Inclusive Education (IE) is a global mandate rooted in human rights frameworks such as the UNCRPD (2006) and Salamanca Statement (1994). Pakistan's National Education Policy 2017–2025 and Punjab Education Sector Plan 2019–2023 endorse IE in all schools. However, primary schools face challenges in teachers' preparedness, resources, and classroom support for Children with Disabilities (CWDs).

PROBLEM STATEMENT

Despite clear policy direction, primary public schools in Punjab lack adequate teacher training and ongoing support for inclusive practices. Teachers report concerns, low competencies in differentiation, adaptation, and behavior management for diverse learners.

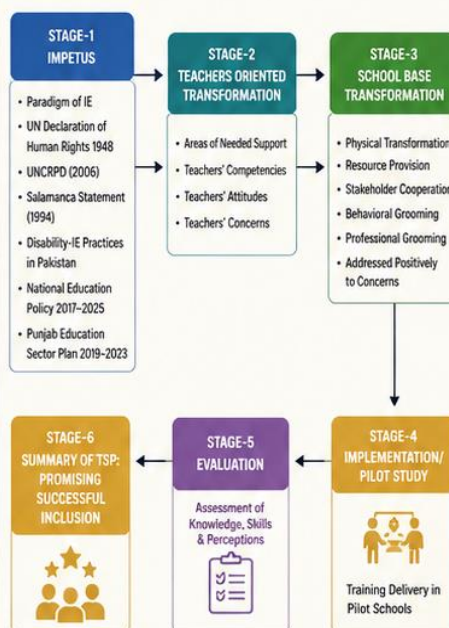
OBJECTIVES

- To implement the Teacher Support Program (TSP) in selected pilot schools.
- To examine implementation fidelity of TSP.
- To assess teachers' knowledge and skills before and after TSP.
- To explore teachers' perceptions of inclusion after the intervention.

METHODOLOGY

- Design:** Descriptive Case Study
- Setting:** Five pilot elementary schools in Punjab, Pakistan
- Participants:** 30 teachers (train-the-trainers model)
- Intervention:** Six-stage Teacher Support Program (TSP)
- Training Duration:** 24 hours (3 days)
- Data Collection Tools:**
 - Implementation Checklist
 - Teacher Knowledge & Skills Test
 - Structured Interviews
- Data Analysis:** Descriptive statistics (frequencies, percentages, means)

THE TSP FRAMEWORK: SIX-STAGE MODEL

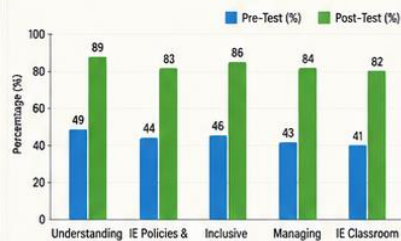


IMPLEMENTATION FIDELITY

Component	Planned (%)	Delivered (%)	Fidelity (%)
Training Sessions	100	96	96.0
Content Coverage	100	93	93.0
Activities & Practice	100	92	92.0
Materials & Resources	100	91	91.0
Total Average	100	93.0	93.0

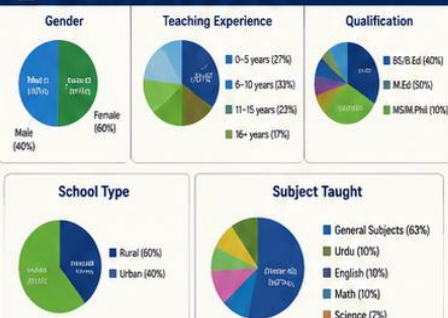
Overall Fidelity
93%
(High Implementation Fidelity)

TEACHER KNOWLEDGE & SKILLS GAIN (PRE vs. POST)



Average Improvement: +37 Percentage Points

PARTICIPANT PROFILE (N = 30)



TEACHERS' PERCEPTIONS AFTER TSP

Statement	Agree (%)	Strongly Agree (%)
I feel more confident in teaching CWDs in my class.	57	37
TSP improved my understanding of inclusive education.	60	33
I will apply inclusive strategies regularly.	53	40
School environment is more welcoming for CWDs.	50	37
TSP should be continued for all teachers.	63	30

Overall Positive Perception (Agree + Strongly Agree Average): 86%

KEY OUTCOMES

- High implementation fidelity (>90%) across all components.
- Significant improvement in teacher knowledge and skills (up to +41 percentage points).
- Reframed teachers' understanding: inclusion as a professional duty, not charity.
- Built capacity of teacher trainers for sustainability.
- Created foundation for long-term inclusive education transformation.

IMPLICATIONS

The TSP is a feasible, high-fidelity, and effective model for building teachers' capacity for inclusive education in Punjab. It can be scaled up through continuous training, follow-up support, and policy integration.

VISION: Every child, regardless of ability, learns and thrives in an inclusive, supportive, and equitable school.

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