



Gender Disaggregated Learning Outcomes in Inclusive Education Policy Implementation: Mixed-Methods Study in Malawi

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Abstract

Inclusive education policies aim to provide equitable access to schooling for all students, including those with diverse needs and backgrounds. However, there is a need to understand how these policies affect different groups of learners, particularly girls who may face additional barriers in educational settings. This mixed-methods study employs both quantitative (survey data on student achievement) and qualitative (interviews with teachers, parents, and students) methods to gather comprehensive insights into the impact of inclusive education policies. Data was collected from - across selected schools in Malawi. The findings indicate that girls' learning outcomes are significantly lower than boys' in mathematics (45% vs. 30%), with a notable disparity observed in rural areas where fewer resources and support structures exist for female students. The mixed-methods approach has provided nuanced understanding of the challenges faced by girls within inclusive education policies, highlighting the need for targeted interventions to address gender disparities effectively. Recommendations include increasing teacher training on inclusive practices, providing more resources in rural schools, and implementing community-based support systems to improve learning outcomes for girls. inclusive education, Malawi, mixed-methods study, gender disparities, learning outcomes

Keywords: *Mixed Methods, Inclusive Education, Gender Studies, Qualitative Research, Quantitative Analysis, African Context, Participatory Action Research*

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