



Inclusive Education Policies in Malawian Schools: A Comparative Longitudinal Study of Students with Disabilities,

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Abstract

Inclusive education policies are increasingly recognised as crucial for ensuring equal access to educational opportunities for students with disabilities in Malawi. The research employs longitudinal data analysis and qualitative interviews to assess changes in student outcomes, teacher practices, and school infrastructure related to inclusive education policies. A significant proportion (43%) of primary schools reported improvements in the inclusion of students with disabilities in mainstream classrooms over the study period, although disparities persisted between urban and rural settings. Inclusive education policies have shown modest progress in integrating students with disabilities into regular school environments but face challenges related to resource allocation and teacher training. Further investments are needed in training teachers on inclusive pedagogies and ensuring equitable access to necessary resources, particularly for rural schools.

Keywords: *Inclusive education, Malawi, disability studies, socio-cultural analysis, ethnographic methods, longitudinal study, qualitative inquiry*

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