Title	MANAGEMENT OF INCLUSIVE EDUCATION: POLICY, PRACTICES AND PERCEPTIPON IN BHUTANESE SCHOOL EDUCATION SYSTEM
Author	Tharchen
Advisor	Associate Professor Chantana Chanbanchong, Ph.D.
Co – Advisor	Pufa Savagpun, Ph.D.
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ABSTRACT

This study is intended to determine the presence of inclusive school education policies and its management practices in Bhutanese mainstream schools referring to children with disabilities and those who remained excluded on various grounds. It attempts to measure the current mainstream practices as viewed by educators in general and then to propose further inclusive strategies in building inclusive approach which can respond to the needs of all children, regardless of their abilities and need.

A mixed approach was used in the study; a qualitative data was composed through in-depth document analyses, followed by semi-structured interview with focused group selected through purposive sampling; for a quantitative approach a package of survey questionnaire was administered to at least 360 randomly selected respondents, among which 102 school administrators and 250 teachers responded for the call. The data from the survey questionnaire was analyzed through SPSS program, followed by content analyses of policy documents and interview responses.

In the light of inadequate resources and poor parental support in mainstream schools, educating disabled and special need children through inclusive has remained as challenge for general teachers, thus 78% of respondents still consider inclusive teaching as an extra burden, consequently it has attributed for 84% of teacher and 88% of administrators in demand for restructuring current school education system, if it has to accommodate all children with diverse needs. In all, an inclusive operational guideline for all mainstream schools could clear the way for inclusion.