



Republic of the Philippines
Department of Education

REGION IV- A CALABARZON
CITY SCHOOLS DIVISION OF THE CITY OF TAYABAS

Advisory No. **258** s. 2026
October 07, 2026

In compliance with DepEd Order (DO) No. 8, s. 2013
This advisory is issued not for endorsement per DO 28, s. 2001
but only for the information of DepEd Officials,
personnel/staff, as well as the concerned public.
(Visit www.deped.gov.ph)

**2nd SPECIAL NEEDS INCLUSIVE EDUCATION 2026:
INCLUSIVE EDUCATION RESEARCH CONFERENCE**

The Schools Division Office of Tayabas City informs all concerned of the invitation from Greater Good Achievers' Training and Development Services, in partnership with the Philippine Association of Professional Teachers and Researchers, Inc. to participate in the **2nd Special Needs Inclusive Education 2026: Inclusive Education Research Conference** on **December 10-12, 2026** at **Hotel Supreme Convention Plaza, Baguio City**.

The conference will focus on key areas relevant to the implementation of Inclusive Education, including RA 11650, teacher readiness, learner support systems, Individualized Education Programs (IEPs), differentiated instruction, Universal Design for Learning (UDL), reasonable accommodations, assistive technology, family-community collaboration, advocacy, and research utilization.

Participation of schools shall be purely voluntary and will not hamper instructional time, in compliance with the provisions of DepEd Order (DO) No. 009, s. 2026 and DO 9, s. 2025.

Enclosed is the program invitation for your reference.

Wide dissemination of this Advisory is hereby requested.

CID- 2nd special needs inclusive education 2026: inclusive education research conference
REC1263D-010730/October 07, 2026



Conference Organizers:



Institutional Partners:



September 28, 2026

CELEDONIO B. BALDERAS JR., CESO VI
Schools Division Superintendent
Tayabas City

Dear SDS Balderas,

Warm greetings of respect and inclusive service!

Recognizing the **strong leadership of your Office in advancing teacher professional development, strengthening learner support systems, and promoting responsive and inclusive educational practice throughout the Schools Division of Tayabas City**, we respectfully invite DepEd Region III to participate in the **2nd Special Needs Inclusive Education (SNIE) 2026: Inclusive Education Research Conference**, to be held on **December 10–12, 2026 at Hotel Supreme Convention Plaza, Baguio City**.

With the subtitle **“Bridging Research, Policy, and Practice under Republic Act No. 11650 for Learners with Diverse Needs,”** the conference is organized by **Greater Good Achievers’ Training and Development Services (GGATDS)** in partnership with the **Philippine Association of Professional Teachers and Researchers (PAPTR) Inc.** and the **Ilocos Sur Polytechnic State College - Graduate School**.

The conference has been officially announced through **DepEd Advisory No. 188, s. 2026** and is accredited by the **Professional Regulation Commission (PRC)** for **12 CPD units for Professional Teachers**. Its **December 10–12** schedule is also within the period recognized by the **DepEd Bureau of Learning Delivery** under the **End-of-Term Block**, subject to applicable division and school authorization and the requirement that participation shall not hamper instructional time.

Inclusive education now requires schools and other educational institutions to **move beyond awareness and toward practical, coordinated, and evidence-informed implementation**. **SNIE 2026** is therefore designed not merely as a conference for listening, but as an **output-based professional development and research platform** where educators examine actual learner needs, share school-based evidence, develop practical support mechanisms, and translate research and policy into usable educational responses.

The three-day conference will address areas that are increasingly relevant to schools and divisions, including **RA 11650 implementation; learner diversity and needs assessment; Individualized Education Programs; differentiated instruction; Universal Design for Learning; reasonable accommodations and modifications; inclusive assessment; curriculum adaptation; behavior and social-emotional support; assistive technology and digital accessibility; family-school-community collaboration; referral mechanisms; teacher readiness; research utilization; and school-based inclusive education innovations**.



greatergoodachievers@gmail.com
professionalteachers.ph@gmail.com



Contact: (072) 610 1293
0981 282 1101



Conference Organizers:



Institutional Partners:



Given your proven leadership in advancing quality, equitable, and inclusive education, and your sustained commitment to programs that respond to the diverse needs of learners, your **endorsement and support would greatly strengthen the conference's credibility, reach, participation, and overall impact.**

We respectfully encourage your Office to consider sending a delegation composed of **school heads, master teachers, classroom teachers, Special Needs Education/SPED teachers, Education Program Supervisors, guidance personnel, research coordinators, teacher-researchers, and other personnel involved in learner support and inclusive education.**

We likewise strongly encourage your teachers and school leaders who have completed **action research, intervention studies, case studies, program evaluations, school-based innovations, or other research relevant to inclusive education to submit their work for presentation.**

In view of the relevance of the conference to current efforts in **strengthening inclusive education, learner support, teacher professional development, and evidence-informed school practice, we respectfully request your Office to encourage and, where appropriate, authorize interested personnel to participate as delegates or research presenters, subject to existing DepEd rules and the approval of their respective offices.**

We particularly hope that the **Schools Division of Tayabas City** will be represented in this national gathering. **The experiences, innovations, and research of educators from your Division can contribute meaningfully to the professional dialogue on how inclusive education can be translated from policy into everyday classroom and school practice.**

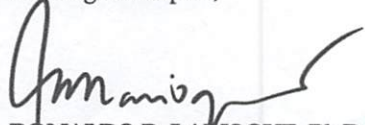
The Conference Secretariat may be reached through:

Greater Good Achievers' Training and Development Services / PAPTR Inc.
Email: greatergoodachievers@gmail.com / professionalteachers.ph@gmail.com
Mobile: 0981-282-1101
Telephone: (072) 610-1293

We would be greatly honored to **welcome educators and researchers from your Division to SNIE 2026, not simply as conference participants, but as important contributors to a national professional conversation on making inclusive education more practical, evidence-informed, and sustainable.**

Thank you very much for your consideration and support.

With highest respect,


RONALDO R. LARIOQUE, Ph.D.
President / Conference Chair



greatergoodachievers@gmail.com
professionalteachers.ph@gmail.com



Contact: (072) 610 1293
0981 282 1101



Conference Organizers:



Institutional Partners:



REPUBLIC OF THE PHILIPPINES
DEPARTMENT OF EDUCATION



September 23, 2026 Advisory No. 188, s. 2026 – 2nd Special Needs and Inclusive Education 2026: Inclusive Education Research Conference

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2nd Special Needs and Inclusive Education 2026: Inclusive Education Research Conference

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REPUBLIC OF THE PHILIPPINES

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Office of the President
Office of the Vice President
Senate of the Philippines
House of Representatives
Supreme Court
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Source: <https://www.deped.gov.ph/2026/09/24/september-23-2026-advisory-no-188-s-2026-2nd-special-needs-and-inclusive-education-2026-inclusive-education-research-conference/>



greatergoodachievers@gmail.com
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Contact: (072) 610 1293
0981 282 1101



Republic of the Philippines
Department of Education

Advisory No. **188**, s. 2026

September 23, 2026

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(Visit www.deped.gov.ph)

**2nd SPECIAL NEEDS INCLUSIVE EDUCATION 2026:
INCLUSIVE EDUCATION RESEARCH CONFERENCE**

The Greater Good Achievers' Training and Development Services (GGATDS), in partnership with the Philippine Association of Professional Teachers and Researchers Inc., will host the 2nd Special Needs Inclusive Education (SNIE) 2026: Inclusive Education Research Conference at Hotel Supreme Convention Plaza in Baguio City on December 10–12, 2026.

With the subtitle Bridging Research, Policy, and Practice under Republic Act (RA) No. 11650 for Learners with Diverse Needs, the conference is envisioned as a three-day, face-to-face and output-based professional development event for teachers, school leaders, special education practitioners, guidance personnel, researchers, inclusion advocates, parents, and other education stakeholders.

The conference aims to address key areas relevant to DepEd's inclusive education mandate, including RA 11650 implementation, teacher readiness, learner support systems, Individualized Education Programs, differentiated instruction, Universal Design for Learning, accommodations, assistive technology, family-community collaboration, advocacy, and research utilization.

As a research-driven and workshop-integrated conference, SNIE 2026 will provide a venue for research presentations, case studies, school-based innovations, policy dialogue, peer review, and action planning.

Visit GGATDS's official Facebook page for further announcements about SNIE 2026.

Participation of schools shall be purely voluntary and will not hamper instructional time, in compliance with the provisions of DepEd Order (DO) No. 009, s. 2026, titled Guidelines on the Implementation of the Three-Term School Calendar in Basic Education and Activities, and DO 9, s. 2005, titled Instituting Measures to Increase Engaged Time-on-Task and Ensuring Compliance Therewith, and the policy on off-campus activities stated in DO 66, s. 2017.

This is also subject to the no-collection policy as stated in Section 3 of Republic Act No. 5546, also known as An Act Prohibiting the Sale of Tickets and/or the Collection of Contributions for Whatever Project or Purpose from Students and Teachers of Public and Private Schools, Colleges and Universities (Ganzon Law).

For more information, please contact:

Greater Good Achievers' Training and Development Services
Email: greatergoodachievers@gmail.com
Telephone: (072) 610-1293
Mobile: 0981-282-1101
Facebook: Greater Good Achievers - Training Services



Republic of the Philippines
Department of Education
BUREAU OF LEARNING DELIVERY

August 27, 2026

RONALDO R. LARIOQUE, PhD

Chair, SNIE 2026 Organizing Committee
Greater Good Achievers' Training and Development Services
64 McArthur Highway, Brgy. Quinavite, Bauang, La Union
greatergoodachievers@gmail.com

Dear **Dr. Larioque**:

Good day!

This is to acknowledge receipt of your email dated August 27, 2026, submitting the updated **Three-Year Development Plan of Programs, Projects, and Activities (PPAs)**, which is a documentary requirement for the issuance of a DepEd Advisory for the conduct of your professional development program, *SNIE 2026: Inclusive Education*.

Upon perusal of your submission, this Office would like to inform you that **the proposed rescheduled dates of December 10-12, 2026 shall be allowed as they fall within the End-of-Term Block of Term 2 for School Year 2026-2027**, in compliance with DepEd Order (DO) No. 009, s. 2026 (Guidelines on the Implementation of the Three-Term School Calendar in Basic Education).

To facilitate the issuance of a DepEd Advisory, please resubmit the concerned document via email to **bld.od@deped.gov.ph**

This Office hopes to have shed light on your concern.

Should you require further assistance or clarification regarding this matter, please contact the Office of the Director of the BLD through telephone numbers (02) 8636-6540/(02) 8637-4347 or email at **bld.od@deped.gov.ph**.

Thank you.

Very truly yours,


GERSON MARVIN M. ABSAMIS
Director IV



4/F Bonifacio Building, DepEd Complex, Meralco Avenue, Pasig City
Direct Line: (632) 8636-6540/8637-4347 E-mail: bld.od@deped.gov.ph



DepEd Philippines



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2nd SNIE 2026

Special Needs Inclusive Education (SNIE) 2026

Inclusive Education Research Conference

*Bridging Research, Policy, and Practice
under RA 11650 for Learners
with Diverse Needs*

Together for *Inclusion.*

Research. Empower. Transform.



DECEMBER
10-12
2026



HOTEL SUPREME
CONVENTION PLAZA,
BAGUIO CITY



with
DepEd Advisory



PRC CPD Accredited
• 12 CPD Units





Bridging Research, Policy, and Practice under RA 11650
for Learners with Diverse Needs

Inclusive
Education
Research
Conference

2nd SNIE 2026

Inclusive Education Research Conference

*Bridging Research, Policy, and Practice under RA 11650
for Learners with Diverse Needs*

CALL FOR INCLUSIVE EDUCATION ABSTRACTS



**DECEMBER
10–12, 2026**



**HOTEL SUPREME
CONVENTION PLAZA
BAGUIO CITY**



**BE HEARD.
BE SEEN.
INSPIRE INCLUSION.**



RESEARCH STRANDS

- Strand 1** – Inclusive Education Policy, Leadership, and Systems Implementation
- Strand 2** – Early Identification, Learner Support, IEP, and Intervention
- Strand 3** – Inclusive Pedagogy, Curriculum, Assessment, and Accessibility
- Strand 4** – Research, Innovation, Collaboration, and Future Directions



IMPORTANT DATES



Abstract Submission Deadline:
October 31, 2026



Notification of Acceptance:
On or before **November 12, 2026**



Presenter Registration/
Confirmation Deadline:
November 20, 2026



WHAT MAY BE SUBMITTED

Completed or substantially developed empirical studies, action research, case studies, intervention studies, program evaluations, policy analyses, school-based innovations, and evidence-informed practices in special needs and inclusive education.



ABSTRACT GUIDELINES

- 250–300 words
- Include title, author/s, affiliation, email, and 3–5 keywords
- State purpose/problem, methodology or approach, key findings or emerging results, and educational implications
- All abstracts undergo review prior to acceptance

SUBMIT ABSTRACT HERE



**Share your
research.
Shape inclusive
education.**



Accepted presenters will receive detailed oral presentation guidelines and final requirements from the Conference Secretariat.

CO-ORGANIZERS:



PARTNERS:





Bridging Research, Policy, and Practice under RA 11650
for Learners with Diverse Needs

Inclusive
Education
Research
Conference



DECEMBER
10-12, 2026



HOTEL SUPREME
CONVENTION PLAZA
BAGUIO CITY

REGISTRATION FEES

Participants and Presenters



Register Early. Reserve Your Slot.



BE HEARD.
BE SEEN.
INSPIRE INCLUSION.

CATEGORY	REGISTRATION FEE	DEADLINE / REMARKS
1 Early-Bird Participant	₱6,000.00	On or before October 31, 2026
2 Regular Participant	₱6,500.00	November 1-30, 2026
3 Research Presenter	₱7,500.00	Accepted research presenters; confirmation on or before November 30, 2026
4 Late / Onsite Participant	₱7,000.00	After November 30 or onsite, subject to availability of slots



REGISTRATION INCLUSIONS

- ✓ 3-day conference participation
- ✓ Access to plenary and professional learning sessions
- ✓ Access to parallel research presentation sessions
- ✓ AM snack, lunch, and PM snack
- ✓ Conference materials and participant kit
- ✓ Certificate of participation and other applicable certificates

✓ **12 CPD units for Professional Teachers**

Accommodation and transportation are not included and shall be arranged separately.



REGISTRATION AND PAYMENT

Complete the official conference registration form and submit payment through the official conference accounts.

REGISTER HERE



Scan the QR code
to register.

PAYMENT DETAILS



METROBANK

Account Name:
**Greater Good Achievers Training
and Development Services**
Savings Account No.:
718-3-79968567-2
Branch: Metrobank - Bauang, La Union



Official GCash Account
RONALDO R. LARIOQUE
0935-369-6549 / 0981 282 1101
RO**OL



Participant / non-presenter registration uses the listed fee categories, while research presenters should use the presenter category.

CO-ORGANIZERS:



PARTNERS:





Inclusive Education Research Conference

Bridging Research, Policy, and Practice under RA 11650 for Learners with Diverse Needs.

PROGRAM / PROJECT / ACTIVITY PROFILE BACKGROUND

PROFILE COMPONENT	DETAILS
Title of the Activity	2nd SNIE 2026: Inclusive Education Research Conference
Conference Subtitle	Bridging Research, Policy, and Practice under RA 11650 for Learners with Diverse Needs
Organizer / Proponent	Greater Good Achievers' Training and Development Services (GGATDS)
Partner Organization	Philippine Association of Professional Teachers and Researchers (PAPTR) Inc. in partnership with Ilocos Sur Polytechnic State College – Graduate School
Nature / Type of Activity	Face-to-face professional development conference with research presentations, plenary sessions, parallel technical sessions, workshops, policy dialogue, and output-based learning activities.
Date of Conduct	December 10–12, 2026
Venue	Hotel Supreme Convention Plaza, Baguio City
Duration	Three-day conference with plenary sessions, parallel research presentations, workshops, panel discussions, and action planning sessions.
Target Participants	General education and SPED teachers, school heads, supervisors, master teachers, coordinators, SUC/LUC/private HEI faculty, graduate students, researchers, SPED/SNE practitioners, guidance personnel, social workers, child development workers, and other education stakeholders.
Rationale / Background	The conference responds to the continuing need to strengthen inclusive education practice in the Philippines, particularly in the implementation of RA 11650. It aims to provide a venue for educators, researchers, and practitioners to examine evidence-based practices, share research, discuss current issues, and develop practical strategies that promote learner access, participation, and success.
Program Description	The 2nd SNIE 2026 is a research-driven, workshop-integrated, and policy-aligned professional development conference. It features plenary talks, research paper presentations, parallel technical sessions, case-based discussions, structured workshops, peer review activities, and action planning sessions to translate inclusive education principles and RA 11650 policy directions into practical school-based and community-based strategies.
General Objective	To strengthen the knowledge, competence, advocacy, and research utilization capacity of educators, school leaders, researchers, and education stakeholders in advancing inclusive education for learners with diverse needs under RA 11650.
Specific Objectives	1) Deepen participants' understanding of RA 11650 and inclusive education principles; 2) examine current issues, implementation gaps, and emerging challenges; 3) present and critique relevant research, innovations, and school-based practices; 4) strengthen collaboration among stakeholders; and 5) develop practical action points and evidence-based strategies for supporting learners with diverse needs.

CONFERENCE RATIONALE, OBJECTIVES, AND LEARNING OUTCOMES

2nd SNIE 2026: Inclusive Education Research Conference

Bridging Research, Policy, and Practice under RA 11650 for Learners with Diverse Needs
December 10–12, 2026 • Hotel Supreme Convention Plaza, Baguio City

I. Conference Rationale

Inclusive education is a **national and moral imperative** that upholds the rights and dignity of every learner and advances equitable, responsive, and learner-centered education for all. It is firmly anchored on **Republic Act No. 11650**, which strengthens the country's commitment to ensure inclusive education for learners with disabilities and other learners with diverse needs.

This commitment is further reinforced by **DepEd Order No. 72, s. 2009**, which institutionalizes inclusive education as a strategy for increasing the participation of children in basic education, and **DepEd Order No. 77, s. 2011**, which provides guidelines on moving the disability agenda forward. The **Implementing Rules and Regulations (IRR) of RA 11650**, together with **DepEd Memorandum No. 043, s. 2025** on the dissemination of the IRR, provide more detailed directions for its consistent and effective implementation across all educational settings.

Recent education reports and news discussions continue to highlight persistent issues in access, school readiness, teacher preparation, referral and support systems, assistive technology, accommodations, inclusive assessment, and implementation gaps. Similarly, **state universities and colleges (SUCs)** and **teacher education institutions** continue to face concerns on inclusive campus readiness, faculty capability-building, accessibility of facilities and learning resources, transition support for learners with disabilities, and stronger research-to-practice mechanisms.

In response to these realities, the **2nd SNIE 2026** provides a research-driven venue for policy reflection, professional learning, collaboration, and action planning to bridge research, policy, and practice and accelerate inclusive education for learners with diverse needs across basic and higher education.

Policy and Sector References:

RA 11650; DO 72, s. 2009; DO 77, s. 2011; DM 043, s. 2025; RA 11650 IRR; current sector reports and education news discussions on inclusion.

II. General Objective

To strengthen the knowledge, competence, advocacy, and research utilization capacity of educators, school leaders, researchers, and other stakeholders in advancing inclusive education for learners with diverse needs under RA 11650.

III. Specific Objectives

- **Deepen understanding** of RA 11650, inclusive education principles, and current policy directions.
- **Examine key issues**, implementation gaps, and emerging challenges in inclusive education across basic and higher education contexts.
- **Present and critique** relevant research, innovations, and school- or campus-based inclusive practices.
- **Strengthen collaboration** among teachers, researchers, school leaders, SUCs, and partner institutions.
- **Develop** practical action points and evidence-informed strategies for learner support, accessibility, and inclusive practice.

IV. Learning Outcomes

Learning Outcomes

- **Explain** key principles, policies, and implementation directions under RA 11650.
- **Analyze** learner strengths, needs, and barriers in diverse educational settings.
- **Design or adapt** inclusive strategies in instruction, curriculum, assessment, and learner support.
- **Relate** research findings to practical school, classroom, and community applications.
- **Formulate** initial action steps for strengthening inclusive education practice in their own contexts.

TARGET PARTICIPANTS AND PARTICIPATION GUIDELINES

2nd SNIE 2026: Inclusive Education Research Conference

Bridging Research, Policy, and Practice under RA 11650 for Learners with Diverse Needs

December 10–12, 2026 • Hotel Supreme Convention Plaza, Baguio City

I. Target Participants

The 2nd SNIE 2026: Inclusive Education Research Conference is intended for education professionals and stakeholders whose functions, interests, or advocacy are related to inclusive education, special needs education, learner support, research, school leadership, and the implementation of RA 11650.

Participant Group	Description / Relevance to the Conference
Public and Private School Teachers	Teachers implementing inclusive classroom practices, differentiated instruction, accommodations, and learner support strategies.
Special Education / SNED Teachers	Educators directly supporting learners with disabilities and other learners requiring specialized educational support.
School Heads and School Administrators	Principals, assistant principals, and administrators overseeing inclusive education implementation, teacher support, and school programs.
Master Teachers and Teacher Leaders	Instructional leaders who support mentoring, innovation, research utilization, and inclusive education capacity-building.
Guidance Counselors and Guidance Designates	Personnel involved in learner support, referral, counseling, case management, parent engagement, and psychosocial support.
Early Childhood Educators and Child Development Workers	Professionals supporting early identification, developmental monitoring, intervention, and inclusive early learning practices.
Teacher-Researchers and Research Presenters	Educators, graduate students, and researchers presenting studies, action research, case studies, innovations, or evidence-informed practices.
Teacher-Educators and Higher Education Faculty	Faculty members involved in teacher preparation, professional development, special needs education, inclusive education, and educational research.
Parents, Caregivers, and Inclusion Advocates	Family representatives, advocates, and support groups promoting inclusive education and learner welfare.
Specialists and Allied Professionals	Psychologists, psychometricians, therapists, social workers, speech-language professionals, occupational therapists, reading specialists, and related experts.
LGU, NGO, CSO, and Community Partners	Government and community-based partners engaged in education, child welfare, accessibility, disability inclusion, and learner support.

II. Participation Guidelines

- 1 Participants are encouraged to register under the category that best matches their professional role or institutional affiliation.
- 2 Research presenters must comply with abstract acceptance, presentation guidelines, and confirmation requirements issued by the Conference Secretariat.
- 3 All delegates are expected to participate respectfully in plenary sessions, workshops, and parallel research presentations.
- 4 Certificates and applicable CPD documentation shall be issued subject to attendance, session participation, and compliance with conference requirements.
- 5 Institutions are encouraged to send teams to promote collaborative learning, policy reflection, and research-to-practice action planning.

SNIE 2026 welcomes participants from basic education, higher education, allied professions, families, and partner institutions committed to advancing inclusive, equitable, and evidence-informed education for learners with diverse needs.

A Glimpse from the 1st SNIE in La Union

1st SNIE / National SPED Conference

September 25–27, 2025 • Bauang, La Union

The inaugural SNIE gathered educators, researchers, school leaders, and inclusion advocates for meaningful dialogue, plenary engagements, and research-based collaboration in support of inclusive education. These moments from La Union reflect the conference's spirit of professional learning, shared advocacy, and community building.



INCLUSIVE EDUCATION • RESEARCH • POLICY • PRACTICE

Highlights

- Opening Program
- Plenary Sessions
- Research Paper Presentations
- Participant Engagement
- Collaborative Learning

A Glimpse from the 1st SNIE in La Union

Day 2 Highlights: Workshops, Research Paper Presentations, and Open Forum

September 25–27, 2025 • Bauang, La Union

Day 2 of the inaugural SNIE featured dynamic workshops, research paper presentations, interactive discussions, and open forum engagements. It provided a platform for educators, researchers, school leaders, and inclusion advocates to exchange insights, share best practices, and strengthen professional collaboration toward advancing inclusive education.



INCLUSIVE EDUCATION • RESEARCH • POLICY • PRACTICE

Highlights

- Workshops
- Research Paper Presentations
- Open Forum
- Participant Engagement
- Collaborative Learning

DAY 3

Round Table Discussions and Closing Program

A glimpse of meaningful dialogue, collaborative reflection, recognition, and closing moments during the 1st SNIE in La Union.



Round Table Discussions

Meaningful dialogue among educators, researchers, and partners to translate research into action.



Collaborative Reflection

Exchange of ideas and perspectives to strengthen inclusive education practices.



Networking and Dialogue

Building partnerships and strengthening the community for inclusive education.



Session Sharing

Insights from education leaders on advancing inclusive education through research and policy.



Recognition of Contributors

Honoring the invaluable contributions of educators, researchers, and partners to champion inclusive education.



Closing Remarks

A look ahead with a renewed commitment to a more inclusive and equitable education for all.

The 1st SNIE Conference in La Union concluded with meaningful conversations, shared learning, and a strengthened commitment to inclusive education—together toward more accessible, equitable, and empowered learning communities.

FEATURED PARTICIPANT FEEDBACK

2025 National Conference on Empowering Special Needs and Inclusive Education: Research, Practice, and Policy

Selected participant reflection from the 1st SNIE in La Union

September 25–27, 2025



Theme: INSPIRE SPED: Innovating Supportive Practices for Inclusive and Responsive Education



1 About the Participants

A group of educators and co-participants shared their key takeaways and reflections from the 2025 National Conference on Empowering Special Needs and Inclusive Education: Research, Practice, and Policy (SNIE) held in La Union.



Shared by:

Dr. Alvin D. Mangaoang

Co-participants:

Dr. Cleofe Lacbao,
Maam Daiserie Llerenas Argueza Perillo,
and Maam Anna Torreliza

2 Key Reflection Highlights

“There are learners who remain undiagnosed yet are placed in regular classes. As educators, it is imperative that we assess them carefully and provide appropriate referrals or interventions to truly support their growth.”

“Collaboration is essential—working hand in hand with fellow teachers and the learners’ family to design individualized learning plans that address their unique needs.”

“No single strategy works for all learners with special needs; the key to success lies in knowing each learner deeply and thoughtfully.”

“Being a teacher requires attentiveness, sensitivity, and the ability to recognize both the expressed and unexpressed needs of our students, ensuring that they feel safe, valued, and supported in every learning environment we create.”

“We are not only their teachers. We are the trusted adults who guide, protect, and empower them to develop independence and prepare for a life of dignity and success in society.”

3 Why this feedback matters



Reinforces the need for careful learner assessment and timely intervention.



Highlights collaboration among teachers, families, and schools.



Affirms inclusive education as a compassionate, responsive, and learner-centered practice.

Participant reflection featured as part of the SNIE 2025 feedback documentation.

INCLUSIVE EDUCATION

RESEARCH

POLICY

PRACTICE

FEEDBACK AND EVALUATION HIGHLIGHTS

2025 National Conference on Empowering Special Needs and Inclusive Education: Research, Practice, and Policy

Selected participant reflections from the 1st SNIE in La Union

September 25–27, 2025

INCLUSIVE EDUCATION • RESEARCH • POLICY • PRACTICE

1 Overall Participant Impression

Participants described the conference as **insightful, relevant, engaging, well-organized, and highly beneficial** for their professional growth. The sessions deepened their understanding of inclusive education and provided practical knowledge, strategies, and inspiration to better support learners with diverse needs.

2 Key Themes from Participant Feedback



Deeper Understanding of Inclusive Education

Strengthened understanding of inclusive education, RA 11650, and support for learners with diverse needs.



Practical Classroom Strategies

Valued ready-to-use strategies such as UDL, IEP development, assistive technology, accommodations, and learner support approaches.



Collaboration and Community

Appreciated the emphasis on collaboration among teachers, families, schools, LGUs, and communities.



Strong Program Delivery

Sessions were relevant, informative, well-planned, and delivered by credible, knowledgeable facilitators and speakers.



Professional Growth and Motivation

Increased confidence, inspired continued learning, and motivated participants to apply new knowledge in research and classroom practice.

3 Selected Participant Voices

“The conference deepened my understanding of inclusive education and gave me practical tools I can use in the classroom.”

“The training was meaningful, relevant, and highly insightful. I appreciated the focus on UDL, IEP development, and assistive technology.”

“The sessions reminded me that inclusion is a shared responsibility among teachers, families, schools, and communities.”

“The conference was engaging, informative, and very helpful in enhancing my professional growth as an educator.”

“The facilitators and presenters were excellent, and the program was well-organized and relevant.”

“This was my first time attending a training like this, and it exceeded my expectations.”

“I hope more conferences like this will continue, especially for teachers working with learners with special needs.”

“The sessions helped me connect research to classroom practice and gave me concrete strategies I can apply immediately.”

“The venue, materials, and overall organization contributed to a positive learning experience.”

“Thank you for providing a valuable opportunity for learning, reflection, and collaboration.”

4 Constructive Suggestions from Participants

1

Provide more printed or digital handouts for easier review after sessions.

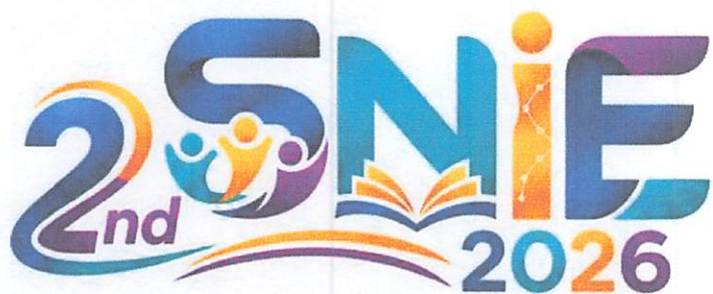
2

Continue offering timely seminars and conferences on SPED and inclusive education.

3

Consider refining the scheduling of paper presentations for even smoother program flow.

Overall, the feedback affirms that the conference was a **meaningful, well-received, and impactful professional development experience** that strengthened inclusive education practice, research, and collaboration.



Inclusive Education Research Conference

*Bridging Research, Policy, and Practice
under RA 11650 for Learners
with Diverse Needs*

TOGETHER FOR *Inclusion.*

Research. Empower. Transform.



DECEMBER
10-12
2026



HOTEL SUPREME
CONVENTION PLAZA
BAGUIO CITY



LEARN.
COLLABORATE.
CREATE IMPACT.



With
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2nd SNIE 2026

INCLUSIVE EDUCATION RESEARCH CONFERENCE

Bridging Research, Policy, and Practice under RA 11650
for Learners with Diverse Needs

DAY 1

DECEMBER 10-12, 2026

HOTEL SUPREME CONVENTION PLAZA, BAGUIO CITY

DAY 1 • THURSDAY • DECEMBER 10, 2026

Travel, Registration, Orientation, Plenary 1 & Conference Preparation

TIME	ACTIVITY	DETAILS / NOTES
7:30-12:00 NN	Travel to Venue	Participant travel and arrival at Hotel Supreme Convention Plaza, Baguio City.
1:00-2:00 PM	Registration & Check-In	Distribution of conference kits, ID validation, room assignment, and on-site assistance.
2:00-2:20 PM	Opening Orientation	Conference briefing, house rules, conference flow, and participant reminders.
2:20-3:30 PM	PLENARY TALK 1	Dr. Vic Emerson C. Danao, Assistant Schools Division Superintendent, SDO San Fernando City, La Union — "From Mandate to Meaningful Action: The State of Inclusive Education in the Philippines under RA 11650."
3:00-3:50 PM	Open Forum / Interactive Q&A	Facilitated discussion, key takeaways, and participant reflections.
3:50-4:05 PM	Health Break	PM snack and session transition.
4:05-5:00 PM	Thematic Professional Learning Session	Translating RA 11650 into school-level action: learner support, accessibility, IEP-related support, and inclusive classroom practice.
5:00-5:30 PM	Strand Orientation & Research Session Briefing	Orientation on Strands 1-4, presentation protocols, evaluation flow, and presenter guidelines.

RESEARCH STRAND OVERVIEW

- 1 STRAND 1**
Inclusive Education Policy, Leadership, and Systems Implementation
- 2 STRAND 2**
Early Identification, Learner Support, IEP, and Intervention
- 3 STRAND 3**
Inclusive Pedagogy, Curriculum, Assessment, and Accessibility
- 4 STRAND 4**
Research, Innovation, Collaboration, and Future Directions

DAY 1 • PRE-CONFERENCE OUTPUTS

Participant attendance, initial orientation, key insights from the plenary session, and preliminary action notes will serve as inputs for the succeeding sessions and research activities.

Participant Check-In

Strand Orientation

Plenary Reflection

Initial Action Notes

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DAY 2

DECEMBER 10-12, 2026 HOTEL SUPREME CONVENTION PLAZA, BAGUIO CITY

DAY 2 • FRIDAY • DECEMBER 11, 2026

Official Opening, Plenary 2, Professional Learning & Full Parallel Research Sessions

TIME	ACTIVITY	DETAILS / NOTES
7:30-8:15 AM	Arrival & Registration Continuation	Late check-in and on-site concerns desk.
8:15-8:25 AM	Assembly & Processional Preparation	Dignitaries, officers, partner representatives, guests, and delegates.
8:25-9:25 AM	OFFICIAL OPENING PROGRAM	Invocation and National Anthem; recognition of delegates; Welcome Remarks — Dr. Ronaldo R. Larioque , President, PAPTR and GGATDS; Messages of Support — Hon. Benjamin Magalong , Mayor, Baguio City, Benguet; Dr. Mario P. Obrero , President, Ilocos Sur Polytechnic State College; Serafin L. Ngohayon, PhD, CESE , Regional Director, Commission on Higher Education – Cordillera Administrative Region (CHED-CAR); Soraya T. Faculo, PhD, CESO V , Schools Division Superintendent, DepEd Baguio City; Statement of Conference Rationale and SNIE 2026 Objectives — PAPTR / Conference Chair or Program Director.
9:25-10:30 AM	PLENARY TALK 2	"From Policy to Practice: IEP, UDL, Learner Support, and Inclusive Pedagogy" — Invited Plenary Speaker / To be confirmed.
10:30-10:50 AM	Open Forum / Interactive Q&A	Moderated discussion, key takeaways, and token presentation.
10:50-11:05 AM	Health Break	AM snack and session transition.
11:05 AM-12:00 NN	Thematic Professional Learning Session	Translating RA 11650 into school-level systems: accommodations, accessibility, learner support, multidisciplinary collaboration, and implementation gaps.
12:00-1:00 PM	Lunch Break	Conference lunch.
1:00-4:45 PM	Parallel Paper Presentations – Cluster B	Full research session block across Strands 1-4, with panel feedback, synthesis, and Best Paper / Best Presenter nominations. Managed health break at 3:00-3:15 PM per room.
4:45-5:15 PM	Strand Chairs' Debrief / Secretariat Consolidation	Synthesis points, attendance, scoring sheets, award shortlists, and conference output notes.
5:15-5:30 PM	Day 2 Closing Announcements	Instructions for Day 3 plenary, research-to-practice synthesis, recognition, and closing activities.

FULL PARALLEL RESEARCH STRAND SCHEDULE

1

STRAND 1

Inclusive Education Policy, Leadership, and Systems Implementation

Room A • 1:00-4:45 PM

2

STRAND 2

Early Identification, Learner Support, IEP, and Intervention

Room B • 1:00-4:45 PM

3

STRAND 3

Inclusive Pedagogy, Curriculum, Assessment, and Accessibility

Room C • 1:00-4:45 PM

4

STRAND 4

Research, Innovation, Collaboration, and Future Directions

Room D • 1:00-4:45 PM

DAY 2 • RESEARCH SESSION OUTCOMES

Panel feedback, strand-level synthesis, evidence-informed recommendations, and nominations for Best Paper and Best Presenter will be consolidated by the Strand Chairs and Conference Secretariat.

Panel Feedback

Strand Synthesis

Best Paper

Best Presenter

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DAY 3

DECEMBER 10-12, 2026

HOTEL SUPREME CONVENTION PLAZA, BAGUIO CITY

DAY 3 • SATURDAY • DECEMBER 12, 2026

Plenary 3, Research-to-Practice Synthesis, Recognition & Closing Program

TIME	ACTIVITY	DETAILS / NOTES
8:00–8:20 AM	Morning Assembly / Recap	Day 2 highlights, reminders, and opening announcements.
8:20–9:30 AM	PLENARY TALK 3	"Sustaining Inclusive Education Through Partnership, Practice, and Learner-Centered Leadership" — Dr. Christopher Francisco.
9:30–9:50 AM	Open Forum / Interactive Q&A	Moderator-led discussion, participant reflections, and key insights.
9:50–10:05 AM	Health Break	AM snack and networking.
10:05–12:00 NN	Research-to-Practice Synthesis & Action Planning	Strand syntheses, policy-to-practice reflection, and school application planning.
12:00–1:00 PM	Lunch Break	Conference lunch and networking.
1:00–2:30 PM	Recognition of Best Papers / Best Presenters & Innovation Sharing	Recognition of notable studies, selected sharing of innovations, and conference highlights.
2:30–3:15 PM	Closing Ceremony	Closing messages, acknowledgment of partners, and next steps.
3:15–3:45 PM	Distribution of Certificates / Documentation	Release of certificates, evaluation forms, and photo documentation.
3:45–4:00 PM	Departure / End of Conference	Official close of SNIE 2026.

DAY 3 • CULMINATING OUTPUTS

1

STRAND SYNTHESIS

Consolidated strand-level insights and recommendations.

2

ACTION PLANNING

School-based follow-through and application notes.

3

RECOGNITION & AWARDS

Best Paper and Best Presenter results.

4

CONFERENCE EVALUATION

Participant reflections and improvement points.

DAY 3 • CONFERENCE LEGACY OUTPUTS

The outcomes of SNIE 2026 will inform future policies, programs, and practices to advance inclusive education across learning communities.

Policy-to-Practice Recommendations

Best Paper / Best Presenter

Evaluation Results

Sustainability Notes

CO-ORGANIZERS:



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