



Project **ASLAG** ACCOMPLISHMENT REPORT

sulininglubao@gmail.com
Contact no.: +639300569986
Facebook page: Suli Ning Lubao
<https://www.facebook.com/SuliNingLubao>



ABOUT THE ORGANIZATION

Suli is the Kapampangan word for plant shoot. The organization's name is a reminder that while the path to our envisioned growth will be challenging, we will nurture each other's determination to achieve it.

MISSION

A **volunteer-driven** organization that aims to **assess the needs and provide support** of and to the **marginalized sectors** of Lubao, Pampanga

VISION

Suli Ning Lubao is a **multi-faceted organization** that will **uplift the lives** of the citizens of Lubao, Pampanga **out of poverty**.

PROJECT ASLAG

ACCOMPLISHMENT REPORT

TABLE OF CONTENTS

Project description	1
Pre-implementation activities	3
• Project planning	
• Site-visit	
• Project launching and donation drive	4
• Courtesy visit to the LGU	
• Virtual training with COLF	
• Pre-evaluation examination	5
• Lesson Planning and Syllabus drafting with a teacher	
• Venue preparation	
• Venue decoration	6
• Training of volunteer-teachers	
Project Aslag beneficiaries	7
• Pre-evaluation	8
• Post-evaluation	9
Financial and Liquidation report	11
Project highlights	14
• Studes' daily routine	15
• Story of the day	
• Dicussion proper	16
• Fellowship	
• Praying routine	17
• Feeding program	
• Quiz bee	
• Free medical checkup	18
• Ang Batang Naghahanap ng Pangarap	
• Completion rites	19
Volunteer workforce	21
• Volunteer experience	22



ASLAG

Due to the current educational setup brought about by the pandemic, the **Philippines slipped into a more critical state in terms of literacy rate**. According to *UNICEF (2021)*, only **1 in every 10 Filipino children can read simple text or comprehend a simple story**.

Furthermore, the *World Bank* reported that **learning poverty or the proportion of 10-year-olds who are unable to read or comprehend a simple story reached a new high of 90% in August 2021**.

With all this darkness brought about by the pandemic in our educational system, ***Suli ning Lubao (SNL)* came up with *Project Aslag*, in an attempt to alleviate the adversities and learning gap faced by our students.**

Project LAG

Aslag is a *Kapampangan* word for **brightness or light**. Through this, we intend to help the **youth of Lubao, Pampanga** improve and brighten up their **literacy and numeracy skills**, and hopefully, to help them see a **brighter future and shine with their own inner light of self-respect**.

This project aims to **provide learning services** for grades 4 to 6 students of *Pulung Bisaya in Purok 6, Sta. Catalina, Lubao, Pampanga*. *Pulung Bisaya* is a **poverty-stricken community of displaced families** who are all waiting for housing grants. Additionally, this project will conduct a **feeding program** for the participating students in consideration of the fact that **nutrition is a crucial factor to learning and to the wellness of students**. Not only are we aiming to improve their literacy, but also their health.

PROJECT ASLAG

PRE-IMPLEMENTATION ACTIVITIES

Suli Ning Lubao held numerous **meetings and planning sessions** to formulate **methods and identify resources** needed for *Project Aslag*. Consultations with experts, particularly teachers and other education experts greatly helped the organization in forging a **more accurate, technical, and effective project implementation framework**. The volunteers **underwent several trainings**—virtual and in-person—to prepare and equip them with the **necessary skills in teaching elementary students**.



Project Planning

(July 5, 2022)

During project planning, the organization plotted a tentative schedule for **meetings, volunteer training, and project launching**. Different aspects and approaches of implementing the project, such as the **duration and frequency of sessions, target beneficiaries, resources and volunteers needed, and the lesson plan**, were discussed. On this day, the **budget needed** for the whole duration of the project was also estimated.

Site Visit

(July 10, 2022)

Suli Ning Lubao went to **Barangay Santa Catalina** for a site visit. They conversed with some of the residents and had a quick meeting with the community's **Purok Chairwoman, Rowena Cabilangan**. The organization presented for the first time their plan of conducting a **tutorial program** within the said community, and the Purok Chairwoman gladly approved the proposal. She also helped the team in searching for a conducive venue for the program and in collecting names of qualified **elementary students** residing within their community that are interested in participating in the project.



Project Launching and Donation Drive

(July 11, 2022)

The project was launched and posted on *Suli Ning Lubao*'s official *Facebook page*, followed by a separate post calling for donations—cash or in-kind. Through the help of the volunteers, the post was shared and boosted to reach a large number of audience and potential donors, in hopes of reaching the target budget needed for the project.



Courtesy Visit to the LGU

(July 13, 2022)

The organization's Chairperson, **Harvey Manalang** paid a courtesy visit to **Hon. Emily Manuel**, the **Barangay Captain of Sta. Catalina**, to inform her about the conduct and goals of *Project Aslag*. Thankfully, the Brgy. Captain offered the organization an **unfinished chapel** to become the venue or classroom for the project. Throughout the duration of project, the organization was also in constant communication with the said barangay's local executives and Sangguniang Kabataan.

Virtual Training with COLF

(July 14, 2022)

In the course of the training with the **Community of Learners Foundation (COLF)** headed by its school director, **Teacher Feny de los Angeles**, they discussed the difference between Traditional and Progressive Education. The volunteer-teachers were able to learn different teaching approaches and learning through various educational activities discussed in this training.



Pre-evaluation Exams

(July 15-16 2022)

The organization conducted a **pre-evaluation** among the students enrolled in the project. The test questionnaire used was taken from the **Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool**. This evaluation helped the organization in **identifying the learning needs of the students according to their level**. The results of the exam were used to **classify and group the students according to their proficiency in reading, writing, comprehension, and mathematics**. The students were then divided into three groups according to their classification (refer to Page 8).



Lesson Planning and Syllabus drafting with a teacher

(July 28, 2022)

The volunteer-teachers, headed by two future educators, **Patrick Bryan Porras** and **Joanna Marie Tolentino**, consulted with a progressive highschool teacher, **Ms. Karina Hernandez** from **San Vicente National High School of San Vicente, Lubao, Pampanga**. Teacher Karina generously shared her expertise, time, and effort to help the volunteers in crafting the syllabus and the lesson plans **specific for each group of students** within the twelve-day program.

Venue Preparation

(July 30, 2022)

The **unfinished chapel** that was left with construction materials, such as **scaffoldings, steel bars, and wood frames** was turned into a cleaner and safer space for both the students and volunteer-teachers. The venue was **provided by the local government unit of barangay Santa Catalina, Lubao, Pampanga**.



Venue Decoration

(July 30, 2022)

After successfully clearing the room from construction debris, the volunteers began decorating the venue to make it more welcoming and conducive for learning. On the 6th day of the project, August 9, 2022, the **decorations were changed to signify a shift from the first to the second half of the project**, as well as to make the students feel more excited upon coming to the class



Training of Volunteer-teachers

(August 1-2 2022)

As a **vital part of the project preparation**, the volunteer-teachers underwent an **in-person training supervised by Teacher Karina**. The **fundamental ethics and methods of teaching** were discussed to the volunteer-teachers during the training session. It was emphasized that as volunteer-teachers, **everyone must be in their best behaviors**. Additionally, the volunteers were tasked to demonstrate a given topic to assess their individual teaching approach. On the following day, each volunteer teacher presented their assigned topics in their **own creative way and in accordance with the guidelines taught to them by Teacher Karina**. In preparation for the first day of *Project Aslag*, the organization finalized the needed instructional materials, activity sheets, and other necessities.

PROJECT ASLAG

BENEFICIARIES

As the project aims to provide learning services for Grades 4-6 students aged 9-12 years old, the identified beneficiaries of the project underwent a pre-evaluation examination. The test questionnaire used was taken from the Philippine Informal Reading Inventory (Phil-IRI) Assessment Tool. The students were classified according to their proficiency in reading, writing, comprehension, and mathematics.



Below are the following pre-evaluation classifications:

- **Poor / Non Reader** - unable to recognize and sound out a letter-sound connection for single consonants, consonant blends, and others; finds difficulty in writing symbols, such as letters and numbers.
- **Frustration** - shows recession from reading in syllabication and/or situations by refusing to read; students often write one or two-word answers.
- **Instructional** - can follow instructions; needs some guidance with reading some words on the given text; often answers in incomplete sentences.
- **Independent** - highest level; can read independently with ease and understanding without the help or guidance of the teacher; capable of expressing themselves through writing.



PRE-EVALUATION

The following tables contain the groups of students formed according to their pre-evaluation performance. These groupings served as the division of classes during the twelve-day project. A specific set of volunteer-teachers were assign to each group, and each set of teachers had a different teaching approach according to what was needed by their students. Each class received different lessons and activities specialized for them.

Student	Age	Grade S.Y. 22-23	Pre-evaluation performance
Student 1	9	4	Poor
Student 2	10	5	Poor
Student 3	9	4	Poor
Student 4	9	5	Poor
Student 5	9	4	Poor
Student 6	9	5	Poor



Table 1: Poor classification group

Student	Age	Grade S.Y. 22-23	Pre-evaluation performance
Student 1	10	5	Frustration
Student 2	12	5	Frustration
Student 3	12	5	Frustration
Student 4	13	6	Frustration



Table 2: Frustration classification group

Student	Age	Grade S.Y. 22-23	Pre-evaluation performance
Student 1	12	6	Instructional
Student 2	11	6	Instructional
Student 3	9	4	Instructional
Student 4	12	6	Instructional
Student 5	11	5	Instructional
Student 6	10	5	Instructional
Student 6	10	5	Instructional



Table 3: Instructional classification group

POST-EVALUATION

On the day before the end of the project, the students took a post-evaluation exam which served as their final learning assessment. The results of the said exam helped the volunteer-teachers check and measure the improvement in the students' literacy and numeracy skills. The exams were specific to each group of students and were based off on the lessons discussed during the past ten days.



The following tables contain the pre-evaluation and post-evaluation performance of the students enrolled to *Project Aslag*:

Student	Age	Grade S.Y. 22-23	Pre-evaluation performance	Post-evaluation performance
Student 1	9	4	Poor	Instructional
Student 2	10	5	Poor	Frustration
Student 3	9	4	Poor	Poor
Student 4	9	5	Poor	<i>No result</i>
Student 5	9	4	Poor	Frustration
Student 6	9	5	Poor	Frustration

Table 4: Poor classification group pre-evaluation and post-evaluation results

During the twelve-day program, students from the *Poor classification group* needed **close and intensive attention to alleviate their learning gap**. With the students' **eagerness to learn**, it was easier for the volunteer-teachers to help them **build back their confidence in themselves and to what they know**. As seen on **Table 1**, the majority of the learners were **promoted from Poor to Frustration and Instructional** on their post-evaluation performance. In spite of having one student that remained the same and one with no results, it was still a good outcome for the group. However, the students still **require a consistent enhancement of their reading and writing skills to catch up with the proficiency required by their grade level**.

Student	Age	Grade S.Y. 22-23	Pre-evaluation performance	Post-evaluation performance
Student 1	10	5	Frustration	Independent
Student 2	12	5	Frustration	Instructional
Student 3	12	5	Frustration	Instructional
Student 4	13	6	Frustration	Instructional

Table 5: Frustration classification group pre-evaluation and post-evaluation results

It was observed that the first set of lessons discussed to this group were found to be too easy. As a response, the volunteer-teachers increased the level of difficulty of the following lessons. However, their **difficulty in comprehending challenging activities and lessons** surfaced as days went by. The students needed to take their time in **reading and understanding simple text** as well as in writing in complete sentences. Based on the post-evaluation results, all of the students improved—**one of them even reached the top classification**. With **proper and consistent guidance and focus**, students from this group can advance to being all independent learners. Additionally, their **great interest in numbers** helped them **improve their comprehension and listening skills** as they have learned how to follow instructions and solve basic math problems using formulas.

Student	Age	Grade S.Y. 22-23	Pre-evaluation performance	Post-evaluation performance
Student 1	12	6	Instructional	Independent
Student 2	11	6	Instructional	Independent
Student 3	9	4	Instructional	Instructional
Student 4	12	6	Instructional	Independent
Student 5	11	5	Instructional	Independent
Student 6	10	5	Instructional	Instructional
Student 7	10	5	Instructional	Instructional

Table 6: Instructional classification group pre-evaluation and post-evaluation results

Pre-evaluation results showed that students from this class **have confidence with their skills but still require guidance**. Having different personalities, skills, and ways of learning, the students were taught how to **nurture and improve their potentials** and how they are going to **discover more of themselves** as they grow. Their **interest for arts** helped them to comprehend lessons **better than with pure text alone**. During the twelve-day program, this group showed an excellent improvement in terms of **confidence in communicating** with their classmates and teachers. Some of them **voluntarily spoke in English even during casual conversations**, but of course with minor grammatical errors. What matters most is that they are **comfortable with expressing what and how much they know and that they are always willing to improve**.

FINANCIAL REPORT & LIQUIDATION

Suli Ning Lubao being a volunteer-driven organization, the organization explored ways to raise enough funding for the implementation and development of its first project: Project Aslag. Provided here are the summary of the cash and in-kind donations received by the organization, as well as its expenditures for the aforementioned project.

Donations received via GCASH	Php. 42,530.00
Donations received via BANK	Php. 63,500.00
Donations received via CASH	Php. 4,500.00
TOTAL CASH DONATIONS RECEIVED	Php. 110,530.00
Less: Project Aslag Approved Budget	- Php. 68,000.00
Expected Remaining	Php. 42,530.00
Add: Excess Cash from Project Aslag	Php. 4,586.25
ACTUAL REMAINING-ENDING BALANCE	Php. 47,116.25

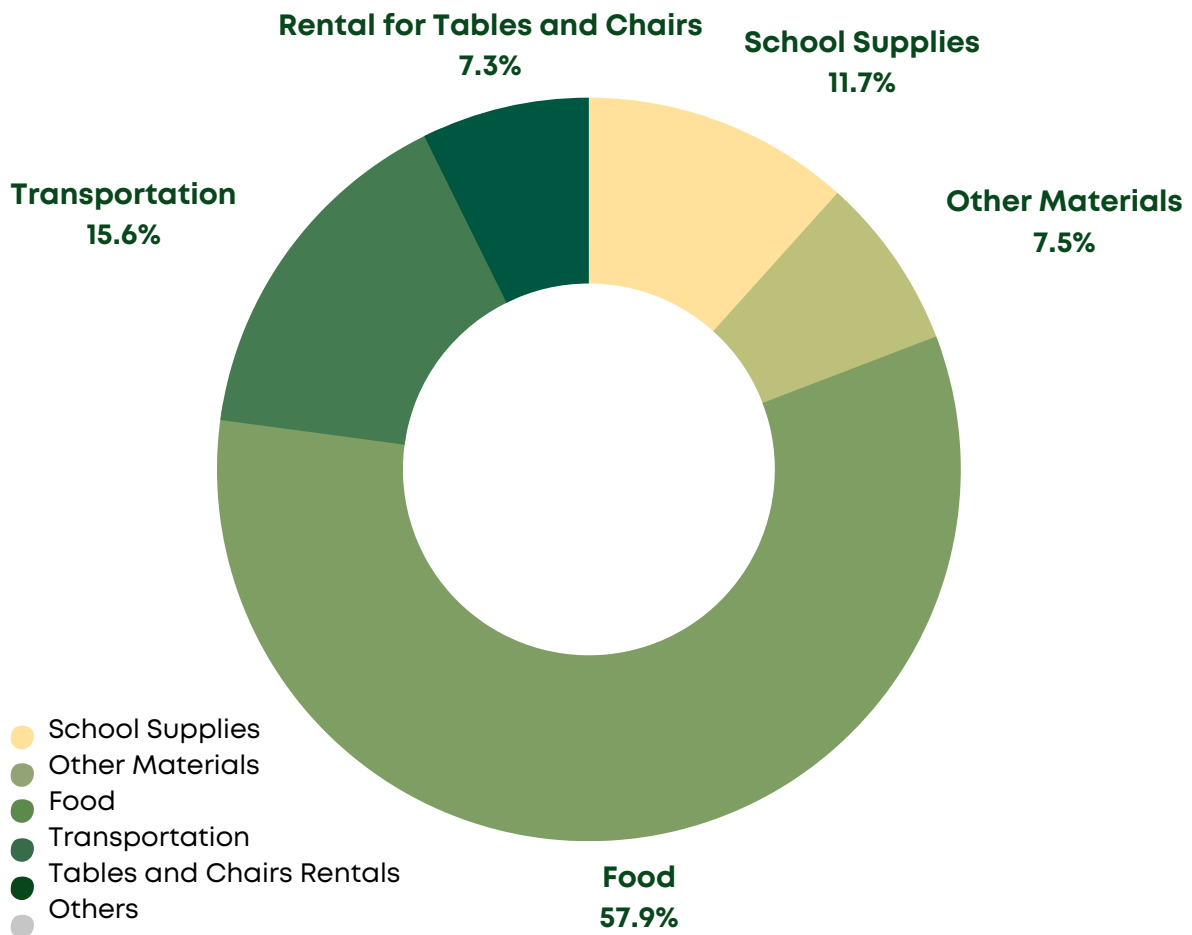
Table 7: Total donations , estimated budget, and remaining balance

APPROVED BUDGET	Php. 68,000.00
LESS: ACTUAL SPENT	Php. 63,413.75
EXCESS	Php. 4,586.25

As shown on the computation above, there was an excess Php. 4,586.25 from the approved budget of Php. 68,000.00 for Project Aslag. The actual remaining-ending balance from the Php. 110,530.00 total donations amounts to Php. 47,116.25.

In-kind donations	Quantity	Date
Various School Supplies	--	July 23, 2022
Hard Copy Bond Paper	5 reams	July 28, 2022
Plastic Tumblers	21 pcs	August 02, 2022
Stand Fans	2 units	August 03, 2022
Medals	30 pcs	August 13, 2022
Frame	1 pc	August 13, 2022
Bags	17 pcs	August 15, 2022
Slippers	17 pairs	August 15, 2022
Electricity	36 hrs	August 16, 2022
Various School Supplies	--	August 18, 2022

Table 8: In-kind donations for Project Aslag



Graph 1: Percentage of actual spent budget for each item

School Supplies	Php. 7,084.00
Other Materials	Php. 4,794.00
Food	Php. 36,892.75
Transportation	Php. 9,916.00
Tables and Chairs Rental	Php. 4,646.00
Others	Php. 81.00
Total expenses	Php. 63,413.75

Table 9: Breakdown of expenses for Project Aslag

Important Notes:

- Note 1.** 'School supplies' represents supplies used in the creation and preparation of instructional materials and classroom design.
- Note 2.** 'Other materials' includes hardware supplies such as extensions, nails, pad locks, etc.
- Note 3.** 'Food' represents both students' and volunteers' food during the preparation, pre-evaluation, and actual program.
- Note 4.** 'Transportation' includes fares during procurement, jeepney rentals, and transportation reimbursements of volunteers.
- Note 5.** 'Others' represents the withdrawal fees incurred.



PROJECT ASLAG

para kareng anak,
para keng balen



PROJECT

Highlights



STUDES' DAILY ROUTINE

Apart from **introducing the volunteer-teachers and the students to one another to establish rapport**, the first day of the project primarily revolved in **familiarizing the students with the house rules and the daily routine**. One part of the daily routine that the students look forward to is the **dance exercise**, which was done before the discussion proper to **stimulate the students' brain and mood**.



STORY OF THE DAY

As part of the **daily program**, the volunteer-teachers staged one short story each day. One of the stories told and enacted was entitled, **"The Rainbow Fish."** The students loved it as it was an interactive storytelling that gave them the chance to be part of the story itself. As a practice, at the end of every story, the students are asked what they have learned and the storytellers will create a synthesis of all the learnings that the children have shared to the class.





DISCUSSION PROPER

Throughout the program, the volunteer-teachers **incorporated interactive games and activities** with their daily lessons to make learning **more fun for the students**. The student's **interest for arts and crafts** allowed for an easier way for the teachers to explain topics **better than with pure text alone**. Furthermore, to encourage students to participate during class recitation, they were given a **star-shaped sticker** every time they participated. The stickers were **collected and placed on a booklet that served as their scorecard**.



FELLOWSHIP

During break or vacant periods, volunteer-teachers made sure to **do fun activities with their students**. They play different games or **take their time to have meaningful conversations**. Games also helped in **breaking the ice and building camaraderie** within each other. Some games were integrated with lessons, such as the **"Pass the message"**, wherein the students had to act a certain scenario and pass it on to the next student until it reaches the last student on the line who will guess what scenario was being acted. In this game, the students were required to **communicate messages using body language** in order for them to pass the message correctly.



FEEDING PROGRAM

5

The organization acknowledges the fact that **food and nutrition are crucial factors to a child's learning and development**. With that, one of the vital parts of the project was the **feeding program**, in which the students were given two sets of meals in every session; **one during recess and one for lunch**.



PRAYING ROUTINE

6

Every day **begins and ends with a prayer**. Despite the students having different beliefs, they were taught the **value and practice of praying**. Every session starts with an **opening prayer led by a volunteer-teacher to be echoed by the students**. The **closing prayer happens before the students have their lunch** to say grace for the blessings received throughout the day. **Religion-specific practices were avoided** to observe **sensitivity and to respect** the differences in norms between the students' faith and beliefs.



QUIZ BEE

7

On the 6th day of the project, the **volunteer-teachers prepared a quiz** that is a **summative of all the lessons discussed** during the first five days of teaching the students. This served as an **assessment of their learning** as well as of the **effectiveness of the teachers' teaching approaches**.

FREE MEDICAL CHECKUP

The health of the children directly affects their academic performance. Given that, **Dr. Heidi Sampang-Abiad of Remote Area Medical (RAM) Philippines and Philippines Flying Labs** conducted a **free checkup** among the student-participants of *Project Aslag*. She also reminded the students of the **importance of proper hygiene and gender sensitivity**. This helped not only the students and volunteer-teachers, but also the parents in identifying what needs to be improved in the lifestyle of their children.



ANG BATANG NAGHAHANAP NG PANGARAP

On the last storytelling segment of the project, the story enacted was entitled, "**Ang Batang Naghahanap ng Pangarap.**" It is **an original story written by the volunteer-teachers** themselves. The story revolves around the journey of a kid who searches for a dream that best suits him. The goal of the story is to **teach the children the value of knowing yourself and identifying which career path they would want to take in the future.**



COMPLETION RITES

SULI NING LUBAO

PROJECT ASLAG

10



The project concluded with **a program that recognized all the efforts of both the students and the volunteer-teachers**. Parents of the participants who completed the twelve-day class were **invited to witness the completion rites and accompany their children** as they receive their awards. The **parents were also given thanks** for their utmost support and for **entrusting their children's education** to the organization for twelve days.

During the event, each completer was given a **backpack** containing the following school supplies; **composition notebooks, math notebook, big notebook, intermediate pad, pencil, pen, eraser, correction tape, folder with fastener, set of crayons, and sharpener**. Additionally, the students received **facemasks, alcohol, a tumbler, and a pair of slippers**, which they can use everyday.



VOLUNTEER WORKFORCE

Manansala, Arman P.	Project Head
Hernandez, Karina B.	Consultant
Esguerra, Ranelle F.	Volunteer-Teacher
Mercado, David Sean Luis N.	Volunteer-Teacher
Tolentino, Joanna Marie L.	Volunteer-Teacher
Arcega, Roselyn	Volunteer-Teacher
Lazaro, Inigo Paolo V.	Volunteer-Teacher
Mission, Micko	Volunteer-Teacher
Sabado, Harvey M.	Volunteer-Teacher
Manalang, Harvey C.	Volunteer-Teacher
Reyes, Jake T.	Volunteer-Teacher
Manalili, John Patrick B.	Volunteer-Teacher
Bohiyan, Maria Desserie S.	Non-Teaching Staff
Cabral, Zervin P.	Non-Teaching Staff
Ronquillo, Ivan	Non-Teaching Staff
Ronquillo, Jaynard T.	Non-Teaching Staff
Curioso, Rica Mae O.	Non-Teaching Staff
Susi, John Allen	Non-Teaching Staff
Tagumasi, Raymon M.	Non-Teaching Staff
Porras, Patrick Bryan H.	Media and Documentation
Manalang, Angelica B.	Media and Documentation
Gozun, Lendle N.	Media and Documentation

Table 10: Volunteers and their designation

“ VOLUNTEER-TEACHER'S EXPERIENCE

I would be lying if I'd say that I registered right away when their registration form for Project Aslag came out. Someone sent it to me through a private message but prior to that I have already read the mission and vision of the project. The project itself was not a walk in the park, and as a student studying to be a future educator it brought out everything I knew on how to teach children. It would be cliché to that I want to share my knowledge to the children of Pulung Bisaya that's why I joined but more than anything, after our trainings with Community of Learners Foundation and Teacher Karina I realized that more than sharing what I know I should teach these students how to learn and love the process of learning.

My experience in Project Aslag changed my perspective that teaching is not just a profession, it is a calling, a vocation. We may have taught children but in reality they were also teaching us. More than showing us their reality, it is their eagerness and fighting spirit that inspired us. Their determination to learn inspired us to continue what we're doing. It was tiring that at the end of the day we're all exhausted from teaching (and taking care of the students' younger siblings), checking their activities, preparing our instructional materials until the wee hours for the next day, but all of these were nothing compared to the joy we felt during the completion ceremony as we witness the students receive their awards accompanied with their parents.

Patuloy na titindig, makikibahagi at magsisilbi, para sa kabataan, para bayan. And I am proud to say that I have been part of this project. ”



JOANNA MARIE TOLENTINO
POOR CLASS VOLUNTEER-TEACHER



MICKO "Teacher Micko" MISSION

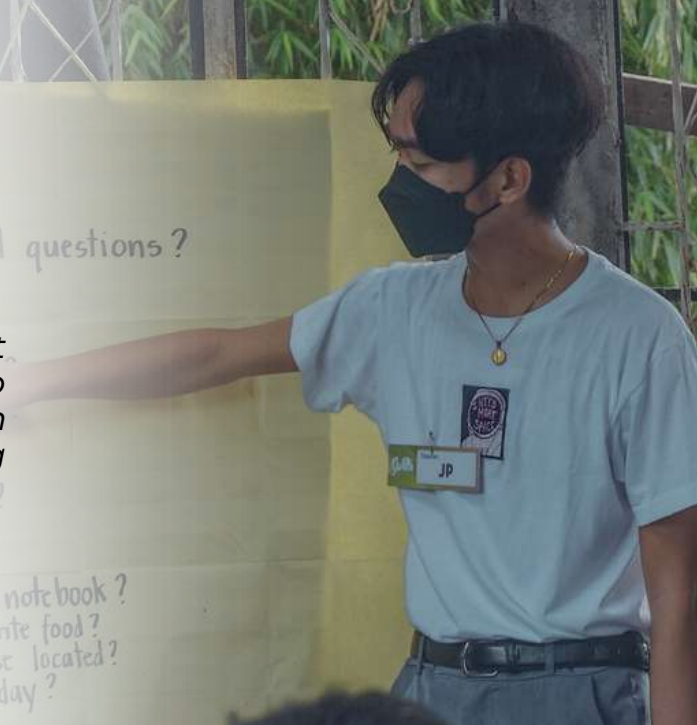
Frustration Class Volunteer-Teacher

"I have never witnessed such a display of hope and unity in my entire life. I have never thought that one day, I will be part of this change. Working with my co-volunteers taught me a lot of things. I saw how much these people worked hard and spent their time, energy, and ideas on this project. Even if it's tiring to travel, make a lesson plan, props, and arrange things. I saw how eager they are to help and teach the children. These people have inspired me to continue helping children and youth in need. I'm grateful and proud to be part of this project."

JOHN PATRICK "Teacher JP" MANALILI

Instructional Class Volunteer-Teacher

"Being part of Suli Ning Lubao is a great experience and joining the first project was so eye-opening. I got to learn what life could be on children like that. It was a new, enthralling experience for me."



RANELLE "Teacher Ran" ESGUERRA

Poor Class Volunteer-Teacher

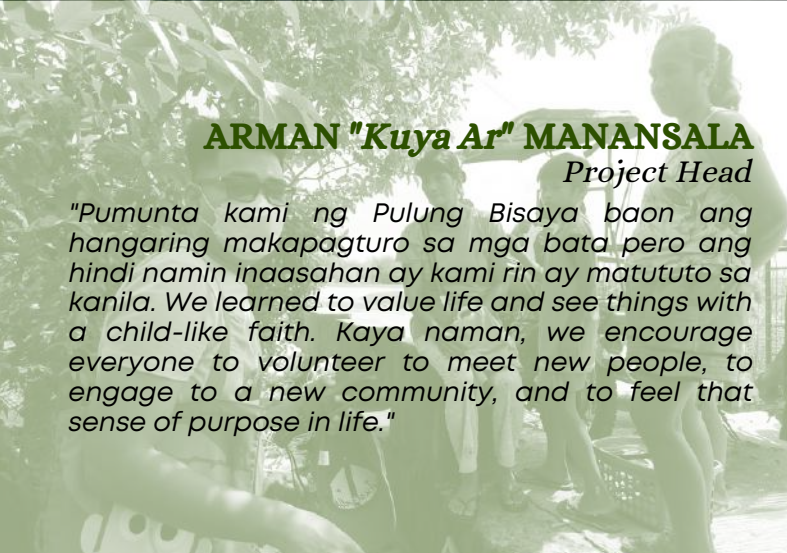
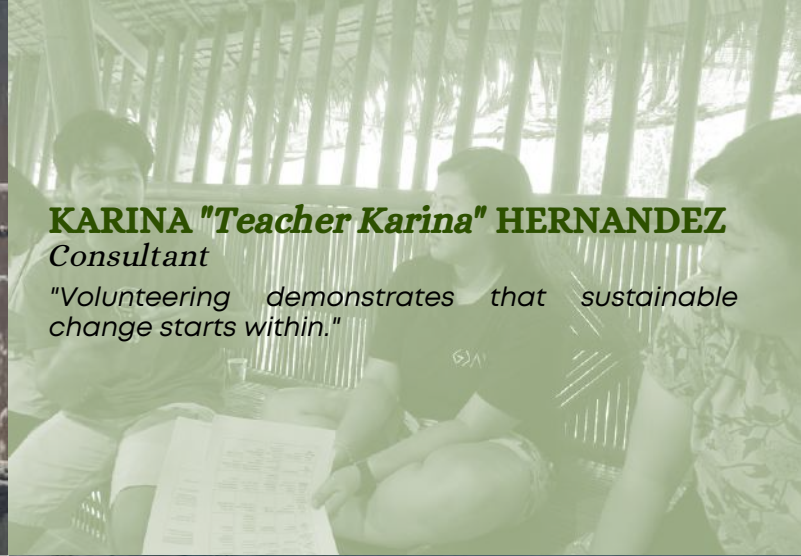
"Malaya ang bata na matuto sa sarili niyang panahon at paraan. Hindi minamadali, hindi pinipilit. Kailangang alagaan ang kakanyahan ng bawat estudyante at hayaan silang tuntunin ang sarili nilang landasin. Sa proyektong ito ay nasaksihan ko kung gaano kalala ang problema sa sistema ng edukasyon na patuloy na nagpapahirap at kumakahon sa mga kabataan. Mapalad ako at kasabay akong natuto ng mga batang tinuruan namin sa loob ng dalawang linggo at sa pagtatapos nito ay bitbit ko ang reyalidad na ipinamulat sa akin ng mga bata at ng kanilang kumunindad."





KARINA "Teacher Karina" HERNANDEZ
Consultant

"Volunteering demonstrates that sustainable change starts within."



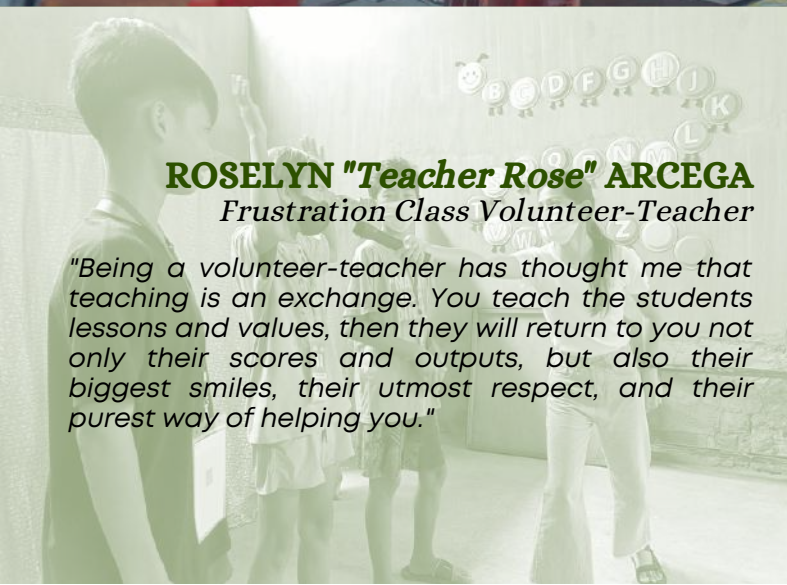
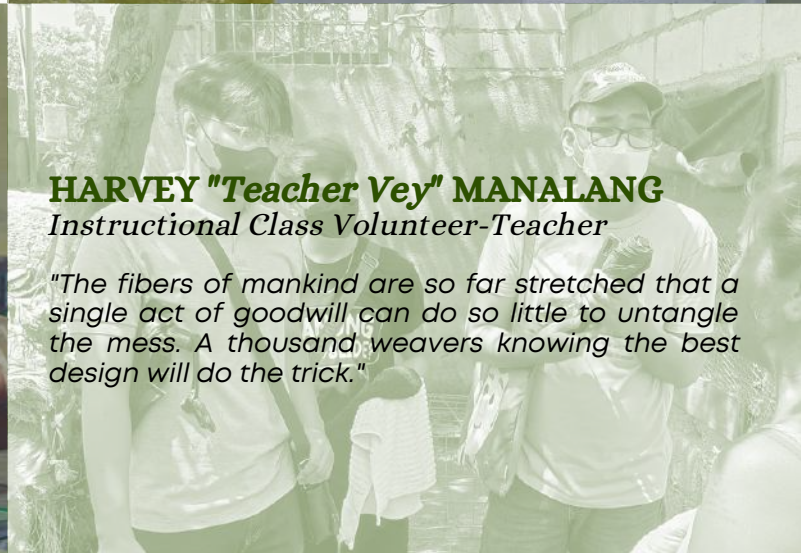
ARMAN "Kuya Ar" MANANSALA
Project Head

"Pumunta kami ng Pulung Bisaya baon ang hangaring makapagturo sa mga bata pero ang hindi namin inaasahan ay kami rin ay matututo sa kanila. We learned to value life and see things with a child-like faith. Kaya naman, we encourage everyone to volunteer to meet new people, to engage to a new community, and to feel that sense of purpose in life."



HARVEY "Teacher Vey" MANALANG
Instructional Class Volunteer-Teacher

"The fibers of mankind are so far stretched that a single act of goodwill can do so little to untangle the mess. A thousand weavers knowing the best design will do the trick."



ROSELYN "Teacher Rose" ARCEGA
Frustration Class Volunteer-Teacher

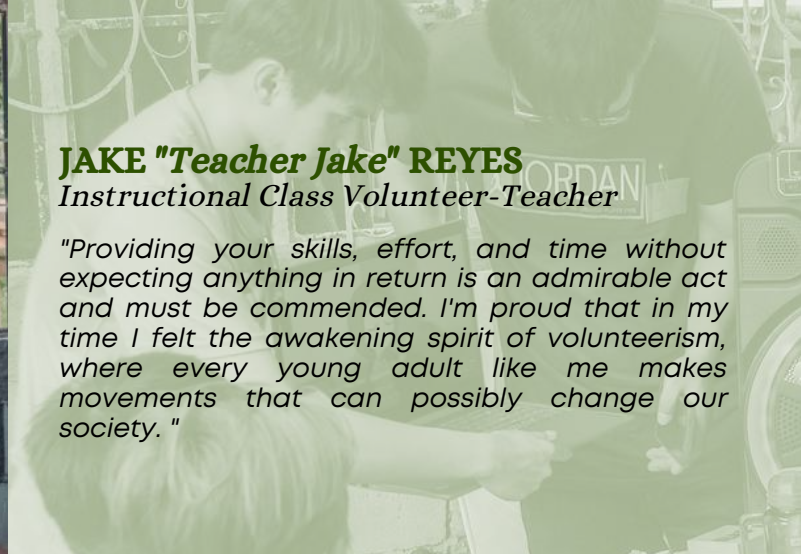
"Being a volunteer-teacher has thought me that teaching is an exchange. You teach the students lessons and values, then they will return to you not only their scores and outputs, but also their biggest smiles, their utmost respect, and their purest way of helping you."





JAKE "Teacher Jake" REYES
Instructional Class Volunteer-Teacher

"Providing your skills, effort, and time without expecting anything in return is an admirable act and must be commended. I'm proud that in my time I felt the awakening spirit of volunteerism, where every young adult like me makes movements that can possibly change our society."



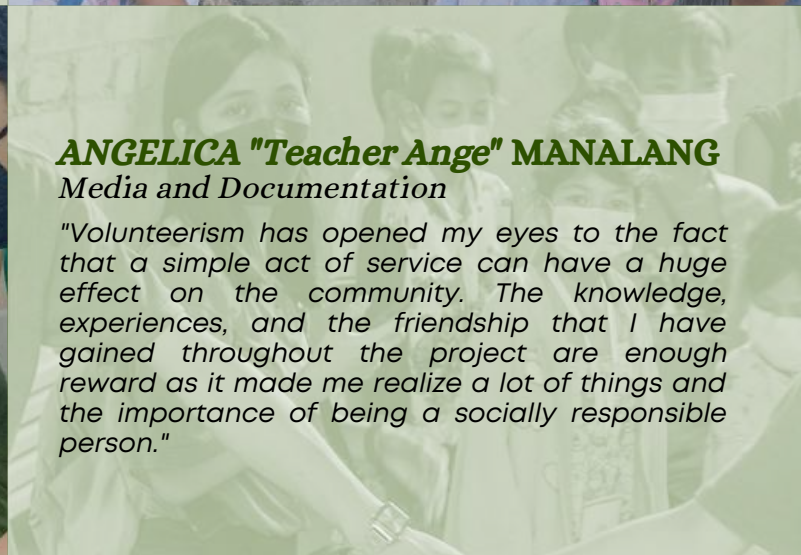
PATRICK BRYAN "Teacher Pat" PORRAS
Media and Documentation

"Volunteerism comes from the drive of an individual to render a service without expecting any payback. It is ignited by pure intention and clear vision. Through volunteerism, you will feel a different sense of fulfillment because, again, you know to yourself that you offer what you can, may it be in an initiative, project, program, or anything else, free of charge, and that, in the end, you'll be able to realize that you made an impact on your community."



ANGELICA "Teacher Ange" MANALANG
Media and Documentation

"Volunteerism has opened my eyes to the fact that a simple act of service can have a huge effect on the community. The knowledge, experiences, and the friendship that I have gained throughout the project are enough reward as it made me realize a lot of things and the importance of being a socially responsible person."



RAYMON "Teacher Mon" TAGUMASI
Non-Teaching Staff

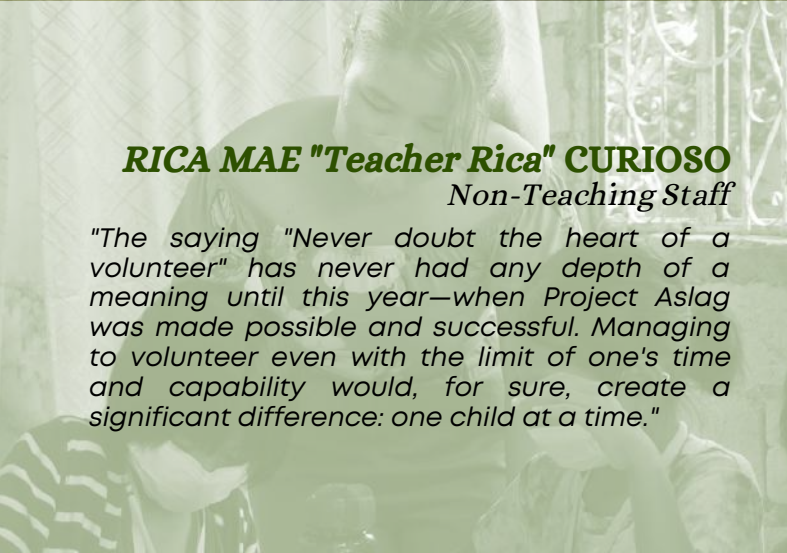
"Para sa akin ang volunteerism, hindi lang basta pagtugon sa pangangailangan, dito rin natin makikita kung ano ba ang pinag-ugatan ng hamon na iyon. Ang paglahok ay higit sa pagtulong, ito rin ang pagkakataong sipatin kung papaano natin maaring pantayin at pandayin ang isang lipunang lahat ay nababahagian, walang naiiwan. Gaya ng pagbo-volunteer natin sa Suli at Aslag, ito ang pagkakataon nating ilapit ang panganagilangan ng mga bata sa pag-aaral nila, kasama rito ang hangarin na ipantay at i-ayon ito sa dapat nilang tinatamasa. Ang volunteerism ay hindi tumutugon nang panandalian lamang, dapat pangmatagalan."





MA. DESSERIE "Teacher Dess" BOHIYAN
Non-Teaching Staff

"Volunteerism is when you realized what the community's necessities are or where it lacks and it is also when you finally decided to care about other people and their work rather than being selfish and just only thinking about yourself. volunteering, working with people, leaving comfort zone, while being beneficial to the society on what you stand for and make a better cause of hope to our fellow men."



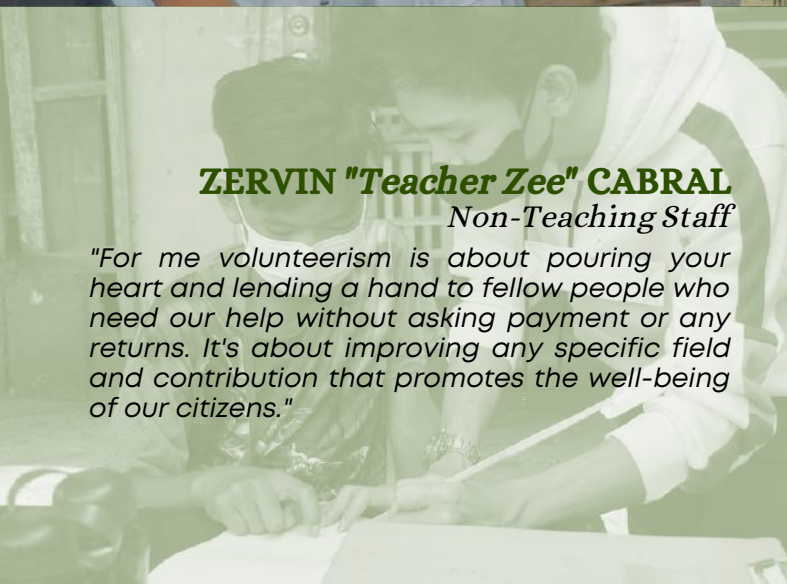
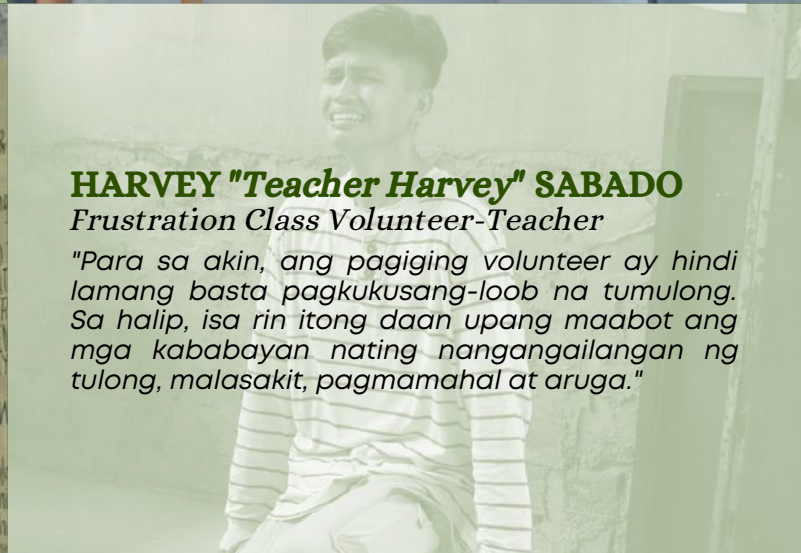
RICA MAE "Teacher Rica" CURIOSO
Non-Teaching Staff

"The saying "Never doubt the heart of a volunteer" has never had any depth of a meaning until this year—when Project Aslag was made possible and successful. Managing to volunteer even with the limit of one's time and capability would, for sure, create a significant difference: one child at a time."



HARVEY "Teacher Harvey" SABADO
Frustration Class Volunteer-Teacher

"Para sa akin, ang pagiging volunteer ay hindi lamang basta pagkukusang-loob na tumulong. Sa halip, isa rin itong daan upang maabot ang mga kababayan nating nangangailangan ng tulong, malasakit, pagmamahal at aruga."



ZERVIN "Teacher Zee" CABRAL
Non-Teaching Staff

"For me volunteerism is about pouring your heart and lending a hand to fellow people who need our help without asking payment or any returns. It's about improving any specific field and contribution that promotes the well-being of our citizens."





sulininglubao@gmail.com
Contact no.: +639300569986
Facebook page: Suli Ning Lubao
<https://www.facebook.com/SuliNingLubao>