



## Ronita's Story (Philippines)

Secondary Case Study  
and Learning Activities

# TEACHER INFORMATION

The learning tasks follow the 'See, Judge, Act' learning inquiry cycle used in Caritas Australia's education resources. This reflection–action process was first used by a Belgian Catholic priest, Joseph Cardijn (who later became a Cardinal) with Young Christian Workers prior to the first World War. This approach was also recommended in the 1961 encyclical letter written by Pope John XXIII called Mater et Magistra (Mother and Teacher).

**See:** A story with comprehension questions, activities and a country study

**Judge:** A Catholic worldview, reflecting on what they have learnt in light of the Catholic faith

**Act:** Faith in action, including prayer

The document contains hyperlinks within to enable easy access across the different components. They are broken into the following categories:

- **Case Study:** story of the individual, including a link to a video
- **See:** sequence of activities to understand the story and global issues
- **Judge:** sequence of activities to reflect on the issues from a Catholic Worldview
- **Act:** sequence of activities to encourage students to take action
- **Deep Dive:** An interactive Thinglink image designed as a central location for students to access information about the story to complete the activities.

## Case Study

### **Learning Intentions**

Students will be able to:

- explain Ronita's story
- explain how Caritas Australia and Faithful Companions of Jesus have been able to support Ronita and her family
- describe the personal impacts on Ronita and her family
- express the social and economic context in the Philippines.

## See

### **Success Criteria**

Students will demonstrate their understanding by:

- completing comprehension tasks
- connecting Ronita's story to Catholic Social Teaching (CST)
- organising and/or reflecting ways to support people like Ronita and/or the work of Caritas Australia
- completing a deep dive on the social and economic context in the Philippines.

## Judge

## Act

## Deep-Dive

# RONITA'S STORY (PHILIPPINES)

## Case Study



### [Watch Ronita's Story](#)

22-year-old Ronita lives in a barangay (Filipino term for a local district), in Quezon City, the Philippines. She lives with her husband Lean and their two children Egzy Grey, who is 3 years old, and Clark, who is 5 years old.

Ronita's husband works seven days a week in waste disposal, from 3 am to 9 pm each day. It is exhausting, laborious work, made harder by the very hot climate. Despite this amount of work, Ronita and her husband are only able to rent a very small brick room (measuring around 10 square metres).

Ronita described their resulting living conditions: **"We will carry a pail [from a neighbour] and we will put it in our drums so we can have water. But the electricity, we paid for that and the house. And it's very difficult because it's too small. When you come to our house, when you open the door, that's it. We don't have room. We don't have anything. When you open it, the kitchen, the living room, the room, it's already in one place."**

Ronita left school when she became pregnant as a teenager. She was at risk of never re-entering the education system when she had her first child, Clark, at 17. Without completing secondary education, Ronita faced life-long implications for family earnings and, in turn, the ability to overcome the cycle of poverty.

Thankfully, Ronita heard about an Alternative Learning System (ALS) program run by Caritas Australia's partner in the Philippines, the Faithful Companions of Jesus (FCJ).

Continue reading Ronita's story on the next page.

Ronita (22) smiles as she holds her sons, Egzy Grey (3) and Clark (5), in their small home in Quezon City, Philippines. Photo: Richard Wainwright/Caritas Australia

# RONITA'S STORY (PHILIPPINES)



For over 20 years, the Faithful Companions of Jesus has supported the local community and will be serving approximately 2,000 participants over the next three years. The area FCJ works in is an urban slum, built next to a local dumpsite and on top of a fault line. Many of the houses are in poor condition and some don't have sanitation. The residents face low income and low educational levels, and many have poor health.

In addition to the ALS program, FCJ also runs programs that include house renovating, food processing, basic literacy skills, urban gardening, upcycling and income generating activities. They run a seniors group, children's sport and play groups, and technical education and skills development program. They also have a clinic visited weekly by a doctor and community nurse.

When her first son Clark was just 2 years old, Ronita enrolled in the ALS program to continue learning in a safe and flexible environment. The ALS classes allow young mothers to bring their children to class if they cannot obtain or afford childcare. This made it possible for Ronita to continue her studies, even following the arrival of her second child, Egzy Grey.

She remarked, **"I need to study. I need to work hard for my kids. I need to find a good job to be inspiration to them. The ALS in there was so very nice. The teachers, they inspire us and they give us the best so that we could graduate. Mum Jen is a very good teacher to us. She always laughs with us and when she teaches us, she always looking at us, focusing on us."**

Ronita also attends a young mothers' group regularly, which is facilitated by FCJ staff member Nurse Lyn. The group runs informal sessions with local mums who face financial and other difficulties. Here they learn about family planning, pediatric and maternal health, and are encouraged to support other mums.

Ronita said: **"When I'm with young mums I feel confident because they're like me. They're young with children. I know that they understand my situation."**


After completing her ALS class, Ronita was then able to go back to senior high school. But it was difficult. Often, she wouldn't get enough sleep as she was caring for her children and then studying into the early hours of the morning. She even skipped lunch at school as she was unable to afford it.

Despite the challenges, Ronita persevered with her studies in this environment and went on to earn her Senior High School Diploma! Ronita has now secured a job at a call centre, which she hopes will allow her to support her mother, husband and two young children.

She said, **"I am so thankful for FCJ. One day I hope I will be school teacher. I have now graduated senior school and I am so proud of myself. I feel hopeful for the future... Now it's not impossible for me to achieve my dream... Thank you for that."**



### TASK 1: COMPREHENSION

- A. What were some of the challenges faced by Ronita as a young mother living in a slum in the Philippines?
- B. Explain how Caritas Australia and their partners in the Philippines have supported Ronita and others in her community?
- C. In what ways is Ronita working towards making a difference for future generations?
- D.  Which [Catholic Social Teachings](#) do you see reflected in Ronita's story?
- E. What have you learnt about the importance of education from this story?

### TASK 2: MULTIDIMENSIONAL POVERTY

#### What is the global MPI?

The global Multidimensional Poverty Index (MPI) is an international measure of acute multidimensional poverty covering over 100 developing countries. It complements traditional monetary poverty measures by capturing the acute deprivations in health, education and living standards that a person faces simultaneously.

 Watch: [Explainer - Global Multidimensional Poverty Index](#)

The 10 indicators of the MPI are grouped into 3 dimensions: Health, Education and Standard of Living.

The Philippines MPI score is 0.024\*. Now consider Ronita's experience.

1. Would her MDI be higher or lower than the country score? Why?  
*(Consider her standard of living. There is no running water in her home, her home is only 10 square metres, she and her husband need to work very long hours, etc..)*
2. How is Caritas Australia's partner Faithful Companions of Jesus (FCJ) supporting Ronita and her community with the three domains: health, education and standard of living?

\* Source: [UNDP](#)

### A CATHOLIC WORLDVIEW

#### Solidarity

CST

*noun*

- a firm and persevering commitment to the common good, which reminds us that everything is related
- the act of standing shoulder to shoulder with others
- a way of saying, 'I'm here with you'

A. How is solidarity demonstrated in Ronita's story?

B. How is supporting Caritas Australia an act of solidarity?

#### Read the 'The Parable of the Good Samaritan' (Luke 10:25–37)



1. Who is our neighbour?

2. Explain how supporting Caritas Australia is one way we can love our neighbour.

### FAITH IN ACTION

#### PRAYER

Write a prayer inspired by Ronita's story.

#### FASTING

Ronita often skipped lunch at school as she was unable to afford it. For many people around the world, fasting is a daily reality.

In solidarity with people experiencing a lack of food, consider what food you could fast from for a day or a week and reflect on this experience afterwards.

What are you fasting from?	
How long for?	
How would this make you feel?	

**Reflect on the following questions after fasting experience.**

What did you notice about yourself during this experience? How would your experience compare to Ronita's daily reality?

#### ALMSGIVING

How might you raise awareness in response to what you read and thought about in Ronita's story? What are you compelled to do?

It might be a personal, group or community action. Write your thoughts and plan below.

**For inspiration!**



**\$25** can support one community member with a vertical garden where the harvest can be eaten or sold in the Philippines.



**\$250** can help repair homes and build toilets for households in need in the Philippines

Our goal is to raise ...

To achieve our goal, we plan to ...








# RONITA'S STORY

## DEEP DIVE



### Secondary Deep Dive

Find the matching icons on the Secondary Deep Dive and use your own research to find out the information below.

 <p>What is the population of the Philippines? What is the population of Australia?</p>	Philippines:		 <p><a href="#">The Laudato Si' Goals</a> Identify one or more Laudato Si' goals and explain how they are being addressed through the work of Caritas Australia and its partners.</p>
 <p>Predict life expectancy in the Philippines and Australia.  Find out the correct answer. Does this surprise you? Why/Why not?</p>	Australia:		
	Philippines:	Australia:	
 <p>What percentage of the population in the Philippines live on less than \$10 per day?</p>	Prediction:	Prediction:	
	Actual:	Actual:	
<p>List the various activities Caritas Australia's partner, FCJ, offers Ronita's community.</p>	 <p><a href="#">The Sustainable Development Goals</a> Select two SDG goals that are relevant to Ronita's story. Explain the goals you have selected and how they are relevant to the case study.</p>		

# THANK YOU



## PHOTO CREDITS

Ronita's Story (Philippines) – Richard Wainwright/Caritas Australia

## STUDENTS

Learning about challenges to the health, wellbeing and safety of others and our earth can be hard. If you are feeling worried or upset about anything you have learnt about through this resource, make sure you talk to your teacher or trusted adult. They can share your concerns via our [website](#).

Do you have an idea for how Caritas Australia can improve our school resources? We would love to hear it! Please email [education@caritas.org.au](mailto:education@caritas.org.au)

## TEACHERS

For more school resources, please visit: [caritas.org.au/resources/school-resources/](https://caritas.org.au/resources/school-resources/)

Stay up to date with events and resources! Subscribe to [Caritas Australia's Education e-newsletter](#).

## GENERAL ENQUIRIES

[education@caritas.org.au](mailto:education@caritas.org.au)



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