



# **Katekista** **Findings & Insights** from the **National Catechetical Study (NCS) 2016-2021:** **Pastoral Action Research and Intervention (PARI) Project**

**A Research Monograph**

**Clarence M. Batan**  
Principal Investigator

## About the Cover

The dove silhouette symbolizes the Holy Spirit interspersed with the book title, "**Katekista Findings & Insights from the *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project - A Research Monograph***," which represents the bold and meaningful lives of the Filipino catechists enhanced by the hopeful colors of white and green. The selected field photos on the topmost part of this cover depict the salient social actors of a vibrant and renewed Catechetical Ministry in the country as inspired by the leadership, care, and love of Pope Francis to the newly instituted Ministry of Catechists in his Apostolic Letter entitled, *Antiquum Ministerium (Ancient Ministry)* (2021).

*Concept by Clarence M. Batan*

*Layout and Design by Vincent Reuben E. Valientes*



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This is dearly dedicated to the  
**Catechist in All of Us –**

**the first catechist of**

families –

**our parents,**

parishes –

**our priests,**

Ecclesiastical Territories –

**our bishops,**

our Universal Catholic Church –

**Pope Francis.**

May this research monograph be a testimony  
of the significance of **catechetical ministry**  
beyond our Philippine Catholic Church's  
**500 years of Christianity.**



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## Chapters

### **1** **Studying Catechetical Ministry: History, State, and Dimensions** **1**

Clarence M. Batan & Tisha Isabelle M. de Vergara



Chapter 1 provides a glimpse of the Catechetical Ministry's (CM) history, state and salient dimensions of catechists, catechetical leaders, catechized, catechetical formation program, and catechetical human resources. This introductory chapter grounds the readers on the relevance of studying CM in celebration of the 500 Years of Christianity (YOC) in the Philippines.

## **2** **Researching Catechetical Ministry: Methods, Strategies, and Challenges**

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Clarence M. Batan, Florence C. Navidad, & Tisha Isabelle M. de Vergara



Chapter 2 directs attention to the challenges, methods, and strategies in researching Catechetical Ministry (CM). Specifically, it discusses the research process involving research conceptualization and planning, data gathering and fieldwork activities, data analysis, and ethical considerations. It also details the methodological challenges within the context of the COVID-19 pandemic.

## **3** **The Filipino Catechists: State, Service, and Spirituality**

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Clarence M. Batan, Joan Christi S. Trocio-Bagaipo,  
Florence Co-Navidad, Ma. Cecilia L. Balajadia, & Keith Aaron T. Joven



Chapter 3 focuses on the experiences of selected Filipino catechists as one of the salient dimensions of Catechetical Ministry (CM). It discusses the state, service, and spirituality by looking into their formation, pedagogy, and other CM experiences. In the end, this chapter proposes a concept of “Catholic service ethic” that highlights the catechists as faith-based servants who are voluntarily serving the mission of catechesis.

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Chapter 4 draws from selected Filipino catechetical leader respondents' disposition, dedication, and direction. It uncovers the organizational, leadership, and evaluative skills of catechetical leaders on how they maintain the structure of Catechetical Ministry (CM) and harmony among the catechists.

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Chapter 5 focuses on the third salient dimension of Catechetical Ministry (CM) on catechetical experiences of selected Filipino catechized. Specifically, it looks into the Contexts, Catholicity, and Catholic Ethic by exploring various sociocultural, religious, and CM experiences. As an overview, the selected catechized respondents radiate optimistic energies toward the Catholic Church as present in their dispositions and engagements in the CM.

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Tisha Isabelle M. de Vergara, Clarence M. Batan,  
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Chapter 6 sheds light on catechetical formation experiences relative to various challenges and training strategies among selected Filipino catechist respondents. As such, it discusses various programs, pedagogies, and prospects. It concludes by recognizing the need for context-based approaches and more creative strategies toward improving teaching and learning catechesis in the country.

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Chapter 7 covers the last salient dimension on catechetical human resources experiences of selected Filipino catechist respondents. Accordingly, it describes being, becoming, and belonging to the Catechetical Ministry (CM) by exploring various domains such as recruitment and selection, formation and training, and catechetical engagements. The findings and insights from this chapter provide the foundation in the development of the catechetical human resources handbook.

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Clarence M. Batan, Tisha Isabelle M. de Vergara, Keith Aaron T. Joven,  
Ruth DL. Andaya, & Vincent Reuben E. Valientes



Chapter 8 concludes with reflexive stories about the research journey of the *National Catechetical Study 2016-2021: Pastoral Action Research and Intervention (PARI) Project* on (a) the initiatives leading to its implementation as a five-year study, (b) the impacts the project had on the core research focuses - the five Catechetical Ministry (CM) dimensions relative to the implementation of the *Research-based Intervention Outcomes (RIO)* activities, and (c) the *Pastoral, Action Research, and Intervention (PARI)* implications of the project. It traces the research process of transforming the CM findings and insights, using the inset *Sociological Visual Narrative (SVN)* as a heuristic tool, to demonstrate the general message - “The Catechist in All of Us”, which reflects the collective solidarity that our Philippine Catholic Church endures building in the next 500 years of Christianity.

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# List of Abbreviations

<b>CBCP</b>	Catholic Bishops' Conference of the Philippines
<b>CCC</b>	Catechism of the Catholic Church
<b>CFC</b>	Catechism for the Filipino Catholics
<b>CM</b>	Catechetical Ministry
<b>ECCCE</b>	Episcopal Commission on Catechesis and Catholic Education
<b>EP</b>	Ecclesiastical Province
<b>ET</b>	Ecclesiastical Territory
<b>FTST</b>	Formation Tracer Study Tool
<b>IG</b>	Interview Guide
<b>KKP</b>	Katekistang Kalakbay sa Pananaliksik
<b>NCDP</b>	National Catechetical Directory of the Philippines
<b>NCS</b>	National Catechetical Study
<b>PAR</b>	Pastoral Action Research
<b>PARI</b>	Pastoral Action Research and Intervention
<b>PCP II</b>	2nd Plenary Council of the Philippines
<b>RCSSED</b>	Research Center for Social Sciences and Education
<b>RIO</b>	Research-based Intervention Outcome
<b>SFC</b>	Studying Filipino Catechists
<b>SCL</b>	Studying Catechetical Leaders
<b>SC</b>	Studying the Catechized
<b>SCFP</b>	Studying Catechetical Formation Programs
<b>SCHR</b>	Studying Catechetical Human Resources
<b>SQ</b>	Survey Questionnaire
<b>SPSS</b>	Statistical Package for the Social Sciences
<b>UST</b>	University of Santo Tomas
<b>VCT</b>	Visual Creative Tool
<b>YOC</b>	Years of Christianity

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Survey Questionnaire (SQ) for Catechists  
Interview Guide (IG) for Catechists

### **Studying the Catechized (SC)**

Survey Questionnaire (SQ)  
Interview Guide (IG)  
Visual Creative Tool (VCT)

### **Studying Catechetical Formation Programs (SCFP)/ Studying Catechetical Human Resources (SCHR)**

Archival Historical Data Tool (AHDT)

## **Appendix C – Research Network**

Catholic Bishops' Conference of the Philippines (2021)  
Catechetical Leaders (2016-2021)  
Katekistang Kalakbay sa Pananaliksik (KKP) Volunteers  
Volunteer Transcribers



 : *Diocese of Tandag*

# Message from the CBCP

†Romulo G. Valles, DD  
Archbishop, Archdiocese of Davao



📷: NCS 2016-2021: PARI Project

It is truly a personal honor and joy for me to give this brief message and to be part of this research monograph synthesis titled ***Katekista Findings & Insights from the National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project.***

The membership of the *Catholic Bishops' Conference of the Philippines (CBCP)* will surely be pleased of the publication of this research monograph synthesis. For one thing, the *CBCP* was made aware of this valuable project from its start to its conclusion because we were made aware of this by Prof. Clarence M. Batan and team through the *CBCP-Episcopal Commission on Catechesis and Catholic Education* headed by Bp. Roberto C. Mallari, DD Thus, we anticipate eagerly the availability of this publication.

I would like to add this personal note: I came to observe the team that conducted this *National Catechetical Study (NCS)* headed by Prof. Batan, the Principal Investigator of the project. More than “detached” and “objective” professional researchers, they were warm and enthusiastic members of the Church who, through

this academic project, became more in love with and really appreciative of the Catechetical Ministry (CM) of the Church. This I observed when they were on “field work” with our catechists in the Archdiocese of Davao.

For sure, there are many areas of development that we in our archdioceses and dioceses have to do in order to greatly improve and empower our catechists. But it is very heartwarming and very affirming what the research found out already existing and inspiring the hearts of our catechists today. For example, we read these lines in the monograph synthesis:

... the selected catechist-respondents report that they are generally happy with what they are doing as catechists. This shows that they are indeed faith-driven servants of the Church and that the spirit of volunteerism is very much alive in them.

Some of the main points that emerge in the survey relative to their happiness includes a) being closer to God, b) sense of belongingness, and c) serving God and the Church. The catechist-respondents find genuine happiness as they know God and the Catholic Church...

Thus, this research monograph is really a valuable contribution to the overall ministry of the Church in the Philippines. In particular, it is a very valuable resource material in continuing, as shepherds, our role of effectively accompanying our catechists these days. This is timely also, noting the newly-issued Apostolic Letter *Antiquum Ministerium* of Holy Father Pope Francis concerning the ministry of catechists. And I believe having this research monograph in our hands adds a deeper meaning and significance to our quincentennial celebration, this year 2021, the 500th Year of Christianity (YOC) in the Philippines, for catechists are indeed in the picture when we say we are truly Gifted to Give!

# Foreword

**Very Rev. Fr. Richard G. Ang, OP**  
Rector, University of Santo Tomas (UST)



📷: *The Varsitarian*

This research monograph, entitled ***Katekista: Findings & Insights from the National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project***, is very significant for its comprehensive, in-depth and clear-cut assessments on the Catechetical Ministry (CM) in

the Philippines. Truly, it can serve as a companion piece to Pope Francis' Apostolic Letter *Antiquum Ministerium* which instituted the new ministry of catechist, making this charism not just a parochial affair but the concern of every Ecclesiastical Territory (ET).

Though the catechetical ministry belongs to all the members of the Church, specifically the bishops, clergy, religious, and the laity by virtue of our common priesthood, this research monograph chooses to give focus on the lay ministry of catechist in its approach, with the eye of giving new life and dynamism to the catechetical evangelization of children, youth and adults. *Lumen Gentium* #32 entreats bishops and priests to appreciate, support, and work collaboratively with the laity, recognizing equality among church members.

I therefore would like to commend the expert treatment of the subject matter by Prof. Clarence M. Batan, PhD head of the *UST Department of Sociology, Faculty of Arts and Letters*, and Principal Investigator of *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project* with his team

of researchers from the *Research Center for Social Sciences and Education (RCSSSED)*. This is the *University of Santo Tomas' (UST)* humble way to be of service to the Church and the people of God, which is essentially a part of her mission as the Catholic university of the Philippines. It is also the *NCS 2016-2021: PARI Project* Research Team's contribution to the celebration of the 500th anniversary of the coming of Christianity to the Philippines implemented in close collaboration with the *Catholic Bishops' Conference of the Philippines (CBCP) - Episcopal Commission on Catechesis and Catholic Education (ECCCE)*.

Looking at the multi-dimensional research methodologies and strategies utilized by the team, including qualitative, quantitative, and creative aspects, I can say that this work is a labor of love and dedication, invested with sweat, blood and tears. It is to be read joyfully with an open mind and heart by everyone who is involved with new evangelization in the 21st century. It is meant to motivate and even inspire all teachers of the Faith.



 : *Diocese of Calbayog*

Most interesting and insightful are the findings that despite the challenges and difficulties that Filipino lay catechists have today, majority are happy serving in the apostolate and many are well supported by their immediate family members. Bishops and pastors will have a great and important role to play in sustaining an effective lay CM as there is an appeal to the local churches to provide lay catechists with upgraded materials and educational technologies. In these shifting and changing times, pedagogical enhancement is much called for in effective dissemination of Church teachings and the integral transformation of the catechized.

The catechized of all ages have varied needs. Such needs have to be met if their faith is to be deepened. These findings are signposts for the local churches to strategize and set directions for the next five years. And so, I believe that there is a necessity for lay catechists to work and collaborate more closely with their pastors and bishops so that the set goals of every diocese will be achieved. “Great things are brought about and burdens are lightened through the efforts of many hands anxiously engaged in a good cause.” This is what I have always called SYNERGY and I fervently pray to the Holy Spirit to grant us this gift as we impart Gospel teachings and Church doctrines.

**Being a catechist is undeniably a vocation.  
It is a manifestation of God’s unending grace!**

**Rev. Fr. Ernesto B. De Leon**  
Executive Secretary, CBCP-ECCCE

Allow me to proffer this humble introduction to one of the sweet fruits of the *National Catechetical Study (NCS) 2016-2021* spearheaded by *University of Santo Tomas (UST) Research Center for Social Sciences and Education (RCSSSED)* and *Episcopal Commission of Catechesis and Catholic Education (ECCCE)* of the *Catholic Bishops Conference of the Philippines (CBCP)*. Certainly, the mission of the



 : NCS 2016-2021: PARI Project

Catholic Church is firmly and actively consistent in realizing the very goal entrusted to her through the gift of the Christian faith here on earth, that is, to always be on the ‘go to make disciples of all nations’ (Mt. 28-19) and not only in antiquity but all the more also into the present context of the post-contemporary times. For which, there is but one strong admonition that all inheritors of the faith are commissioned to do by virtue of the grace of the sacrament of Baptism - to be a ‘prophet’. To be a prophet is not simply to be an erudite messenger or announcer of the message. To be a prophet is first and foremost to be filled by the ‘Word’ being pronounced and the ‘Message’ the prophet carries that transforms his/her own Christian life and the life of the Christian community as a whole.

This is how the *Catechism of the Catholic Church (CCC)* draws beautifully and profoundly from the insights of the then Pope John Paul II’s encyclical, *Catechesi Tradendae (CT)* when it affirms that the scope of the task and goal

of catechesis is, “the totality of the Church’s efforts to make disciples, to help men believe that Jesus is the Son of God so that believing they might have life in his name, and to educate and instruct them in this life, thus building up the body of Christ” (CT, 4).

As the post-contemporary period, together with its culture and perspective, continues to reshape and reform peoples’ interests and itineraries; including that of the individual believers and our very own lay teachers of the faith - the catechists themselves are on the verge of great difficulty as to how to adapt into the changing situations in the teaching of the faith and the formation of Christian. But despite all these, as the *NCS* reveals, the catechists remain steadfast to their faith and dedicate their time, talents and the gift of their persons as a ‘gift’ to be given without any hesitation in order to provide the best possible formation about faith and life. The study further suggests that other compelling situations or conditions like the many uncontrollable turn outs of events in their personal life or even the seemingly minimalist show of support and encouragement from their pastors made them all the more to persevere and fulfill the task given them no matter how small and insignificant it may be for others. Though little participation this may seem for others, but in their work, they give much great love that made them fulfilled and complete.

Indeed, our catechists are given a very special privilege to ‘proclaim the word; be persistent whether it is convenient or inconvenient; to convince by the good examples of their life, reprimand, encourage through all patience and teaching’ ministry (2 Timothy 4:2). No matter how difficult and challenging this ministry is, their heart and soul are centered on the mission entrusted to them by the Church.

In other words, the fruit of this five-year long and extensive research journey of exploring the state and dynamics of the CM and its salient itineraries of catechesis for the catechists, catechetical leaders, catechized, catechetical formation program, and catechetical human resources in the Philippines is a proof of an ongoing evangelization – a capacity of constant return to the source (*Christus Vivit*, 35) which provides a profound communion of life as a sign of the fruitfulness of an authentic catechesis (*Antiquum Ministerium*, 1).

And it is where a more specific goal of catechesis is focused on as the catechism goes on to express that catechesis is fundamentally ‘an education in the faith of children, young people, and adults which includes especially the teaching of Christian doctrine imparted, generally speaking, in an organic and systematic way, with a view to initiating the hearers into the fullness of Christian life,’ (CT, 5).

Having these thoughts in mind vis-a-vis the salient points found in the rigorous re-evaluation on the template of the ***Katekista Findings & Insights (KFI)***. Introduction to Catechetical Ministry presents a more systematic-updated and transformative vision-principle which necessitates the institution of the Ministry of

## **Catechesis of a Catechist is always**

Catechists namely:

- Christ-centered
- About Evangelization
- Systematic and Comprehensive
- Modeled on the Catechumenate
- Illuminating and bound on Human experience
- Inculturating the Gospel
- A Diocesan & Parish-Vocational Responsibility
- An Ongoing and Lifetime Christian Formation

As inheritors of the gift of the Christian Faith, this displays a reality wherein all of us are initiated to live it out sincerely and seriously in order to fully heed the call to be transformative agents of the gift of CM. Hence, the gift of the 'catechist' in each of us. This undeniably relates to us what Christ did, what He taught and who He is:

“The majesty of Christ the Teacher and the unique consistency and persuasiveness of His teaching can only be explained by the fact that His words, His parables and His arguments are never separable from His life and His very being. Accordingly, the whole of Christ's life was a continual teaching: His silences, His miracles, His gestures, His prayer, His love for people, His special affection for the little and the poor, His acceptance of the total sacrifice on the cross for the redemption of the world, and His resurrection are the actualization of His word and the fulfilment of revelation. Hence for Christians the crucifix is one of the most sublime and popular images of Christ the Teacher.”  
(CT, 9)

Nonetheless, Jesus Christ himself is the model for our catechists. Christ is the true Teacher and Author of what is taught in all catechesis, which is in essence the mystery of His own Person. He gave the Church its catechetical mission.

Christ is the end, as well as the origin of the Church's catechetical mission, which is to reach everyone and bring them all into profound union with Him. Catechesis is an activity that unites each person with Christ, and that seeks to unite every person with Christ: Jesus commanded the apostles to “make disciples of all nations...and teach them” (Mt 29:19). This unity of all people with Christ, and therefore with each other, has a name: The Church. Catechesis, in forming Christians, builds up the Church (Lumen Gentium [LG], 12).

In our day, catechesis usually happens in a parish which flourishes in a diocese. In living out our vocation as a catechist, however, you and I are a part of a tradition as old as the Church and part of a community as large as the number of the baptized throughout all of history. Through your ministry – your teaching filled with wisdom and your witness of charity – Christians all over the world can find deeper union with Christ and with each other through Him. A Church made strong through faithful, Christocentric catechesis can carry out the Great Commission to make disciples of all people, and be witnesses to our faith that is alive through our works (James 2:26) and uniting the fruits of our labor with the Word of our Lord Jesus Christ which makes each of us the salt and light of and for the world (Mt. 5:13, 14).



# Our Gratitude, Our Research Story

## *NCS 2021: PARI Project*

Our research journey exploring the state and dynamics of the Catechetical Ministry (CM) and its salient dimensions of catechists, catechetical leaders, catechized, catechetical formation programs, and catechetical human resources, is inspired by Pope Francis' New Apostolic Letter, "*Antiquum Ministerium*" – calling for the strengthening of the ministry of catechists and in celebration of the 500 Years of Christianity (YOC) in the Philippines. This journey for the Filipino catechists was made more fruitful and victorious by the overflowing support of many people and organizations, whose passion and love for the CM deserve our utmost gratitude and respect.

This book is a fruit of a five-year long research journey ministry through the *National Catechetical Study (NCS) 2016-2018* and the *National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project*. The first part reflects on the experiences of Filipino catechists and catechetical leaders, particularly on the catechetical content, catechetical formation, life and spiritual domains, and leadership — which set the foundation for the follow-up study on the catechized, catechetical formation programs, and catechetical human resources with the goal of producing *Research-based Intervention Outcomes (RIO)*. As we are "Gifted to Give", these intervention activities are gifted with our salient findings and insights and givers of various forms of catechesis such as biblical, family, adult, and digital and other activities towards a better CM in the Philippines.

The inspiration of this project roots from our continuous collaboration with the *University of Santo Tomas' (UST) Research Center for Social Sciences and Education (RCSSED)* to address the need for a social science inquiry on the CM and the Catholic Church; and with the *Catholic Bishops' Conference of the Philippines' (CBCP) Episcopal Commission on Catechesis and Catholic Education (ECCCE)* whom provided us with pastoral wisdom and guidance in completing our outputs.

Thank you to the *CBCP-ECCCE's* leadership of Most Rev. Roberto C. Mallari, DD (Chair 2016-2021); Fr. Ernesto de Leon (Executive Secretary); and Sr. Ma. Jesusa Enginco, OP (Assistant Executive Secretary); and the incoming Chair, Most Rev. Jose Elmer I. Mangalino, DD (2021-2023); and to the *CBCP-ECCCE* Bishop Members (2016-2021): Most Rev. Marlo M. Peralta, DD; Most Rev. Socrates B. Villegas, DD; Most Rev. Guillermo V. Afable, DD; Most Rev. Rex Andrew C. Alarcon, DD; Most Rev. Daniel O. Presto, DD; Most Rev. Mel Rey M. Uy, DD; Most Rev. Sofronio A. Bancud, SSS, DD; Most Rev. Patrick Daniel Y. Parcon, DD; Most Rev. Francisco M. De Leon, DD, who supported the *NCS 2016-2021: PARI Project* Research Team all throughout the completion of this monograph.

Also, we would like to thank the following catechetical leaders who inspired us to complete this project: Most Rev. Marvyn Maceda, DD; Dr. Linda Tacorda; Sr. Lydia Perales, TDM; Sr. Elizabeth Butay, MCST; Sr. Alice Original, OND; Sr. Gemma Dy, DM; Sr. Evangeline Pabaleta, MCST; Most Rev. Gilbert Garcera, DD; Fr. Joselito C. Escote; Fr. Joel Reyes; Fr. Amado Gino; Fr. Carlos Villanueva; Fr. Dave Onilongo; Fr. Louie Atanacio; Fr. Richard Lagos; Fr. Roy F. Mejias; Fr. Danilo T. Cruz; Fr. Ramses Onez; and all unnamed local leaders with a “catechist’s heart”.

Our utmost gratitude to UST's leadership: Fr. Gerard Francisco Timoner III, OP - Master of the Order of Preachers; Fr. Napoleon Sipalay, Jr., OP, former Prior Provincial of the Dominican Province of the Philippines; Fr. Filemon I. Dela Cruz, Jr., OP, current Prior Provincial; from the *Office of the Rector*, Fr. Herminio V. Dagohoy, OP who blessed the start of our *NCS Project* and our current Rector, Fr. Richard G. Ang, OP; the *Office of the Vice-Rector for Religious Affairs* led by Rev. Fr. Pablo T. Tiong, OP, who served as our pastoral consultant; the *Office of the Vice-Rector for Research and Innovation* led by Prof. Maribel G. Nonato, PhD; the *RCSSED* led by Prof. Belinda de Castro, PhD, with our fellow researchers and administrative staff members, Ma. Carmelita Santos and Arabella San Agustin Mejorada; the *Faculty of Arts and Letters* led by Prof. Marilu R. Madrunio, PhD; to the faculty and students of the *Department of Sociology* who provided the excellent social research support in the conduct of this *NCS Project*.

We are also thankful for the contributors whose valuable insights refined the content of each chapter and ensured the quality of the book. We owe our gratitude to Dr. Joan Christi Trocio-Bagaipo, Ma. Cecilia L. Balajadia, Heiden C. Anorico, Arthur Ace Malatag, Jaycar P. Espinosa, Celda L. Palma, and Gracelle C. Tungbaban. Special thank you to Revin Ardley N. Doromal, who generously shared his painting entitled, *Encountering Christ in the Eucharist* exhibited on the back cover of this monograph.

Special gratitude to all the researchers and religious persons, who in one way or another, provided us with their comments and suggestions which helped in the development of this book. Thank you to Fr. Joselito C. Escote; Sr. Elizabeth Butay, MCST; and Dr. Pablito A. Baybado for your critical review and affirmation.

Our gratitude also goes to Ma. Cecilia D. Lobo of the *UST Main Library* for assisting us in producing the library catalogue entry of this handbook. We also acknowledge the generous help of the *Raintree Trading and Publishing, Inc.* and Mr. Ciloy Melgar for the efficient printing process of this book among other publications of the project.

Amidst the COVID-19 pandemic, our *NCS 2016-2021: PARI Project* Research Team accomplished this project. We would like to thank everyone for their dedication to the KFI production. To Romel Sencio, who designed the initial layout of the book and Vincent Reuben E. Valientes who made the design more visually appealing. To our language editor, Dr. Evalyn B. Abiog, for her patience in correcting technical errors, idea construction and composition, to make this monograph clear and readable. And to the last batch of our *NCS* team members, Dr. Florence Co-Navidad, Ruth DL. Andaya, Tisha Isabelle M. de Vergara, Keith Aaron T. Joven, and Vincent Reuben E. Valientes, thank you for your untiring dedication for our project.

All the hard work, support, and prayers led to the accomplishment of this book. May these chapters be easy-to-understand and easy-to-use by the academe for its contribution on designing a good social science research and for all the CMs in improving the state of teaching and learning catechesis.

**May this book inspire the catechist in all of us.**

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 : NCS 2016-2012: PARI Project

*\*All years identified in this section pertains to the covered years of engagement with the NCS 2016-2021: PARI Project.*

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*\*All years identified in this section pertains to the covered years of engagement with the NCS 2016-2021: PARI Project.*

*\*\*In Progress (InP)*

# Catechetical Formation: Programs, Pedagogies, and Prospects

Tisha Isabelle M. de Vergara, Clarence M. Batan,  
Heiden C. Anorico, & Celda L. Palma



 : Diocese of Digos

## Chapter Overview

Chapter 6 sheds light on catechetical formation experiences relative to various challenges and training strategies among selected Filipino catechist respondents. As such, it discusses various programs, pedagogies, and prospects. It concludes by recognizing the need for context-based approaches and more creative strategies toward improving teaching and learning catechesis in the country.

# Introduction

This chapter narrates various stories of catechetical formation experiences among selected Filipino catechist respondents in the Philippines. In the religious sense, formation refers to the different preparations (i.e. religious, spiritual, human, faith formation) of an individual in responding to the calling of the Catholic Church to serve. For instance, formation in religious institutes is primarily provided for religious brothers as they journey to priesthood (Congregations for Institutes of Consecrated Life and Societies of Apostolic Life, 1990).

In catechesis, in particular, faith formation describes the undertaking of Catholics in receiving catechetical instruction as they become the “catechized.” This chapter of the monograph captures the concept of formation revolving around the training and education experiences of aspiring and continuing selected Filipino catechists. As defined in the *Chapter 3*, a catechist is an individual who received a calling from God to help in the transmission and initiation of others to the Christian life (Maloney, 2002). With the image of Mother Mary as the model, women devote their service as wives, mothers, catechists, and works for the Church (Racelis, 2015). This is the case for many Filipino catechists who are older adult women with multiple roles in their household, parish, and communities (see *Chapter 3*).

Drawing findings and insights from the *Pastoral Action Research (PAR) on Studying Catechetical Formation Programs (SCFP)*, this chapter discusses four key aspects on the (a) history of catechetical formation, (b) challenges of catechetical formation programs, (c) challenges of catechists, and (d) formation issues. This study particularly suggests an effective catechetical formation program consisting of adequate resources and institutional support, parish/community-based



 : Diocese of San Jose de Antique

strategies, teaching and learning catechesis, expert formators, and access to context-based catechetical materials. Accordingly, the observed varying processes in funding and resources are linked with center-periphery distinctions which call for equitable sharing of resources among Ecclesiastical Territories (ETs). This sharing dynamic of resources shows the positive impact of shifting from the current top-down approach into decentralized parish/community-based strategies in implementing catechetical formation programs. On the other hand, existing curriculum design of certification and degree programs provided to catechists should be updated by inviting expert formators with updated, relevant, context-based catechetical materials. This chapter concludes with an attempt to developing a *Research-based Intervention Outcome (RIO)* project on introducing catechetical pedagogies under the initiative known as *Katekistang Malikhain* or *Creative Catechists*.

## Research Story

A glimpse into the formation experiences in selected ETs through meaningful encounters with selected Filipino catechist respondents captures the willingness of volunteer servants to undergo the process of formation and training even at their own expense coupled with limited access to catechetical resources. As expressed by one of the selected catechist respondents from the Diocese of Calapan, the catechetical formation experience is crucial in deepening the understanding of Catholic teachings and documents in preparation for the role of a catechist.

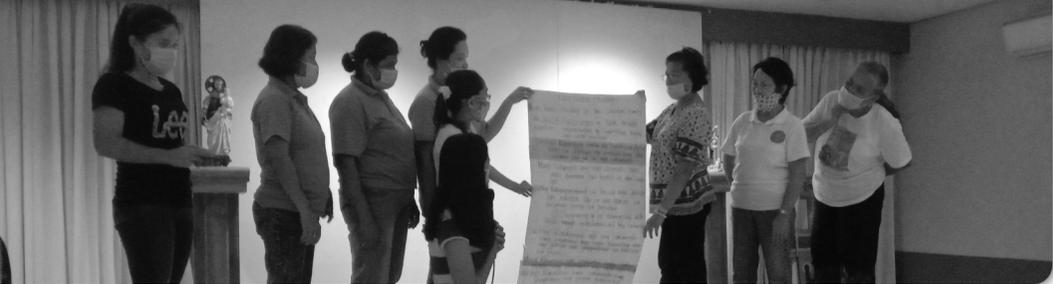
## The Getsemani Experience

R: Ang paghubog po sa akin bilang katekista ay napakamalaking-malaking tulong po at kailangang-kailangan kasi pumasok nga po ako dito ay wala naman akong training sa bilang katekista. So, nagkaroon lang po ako ng kaunting kaalaman dahil nga po sa involvement ko sa Simbahan, sa Legion of Mary, at saka ako po ay miyembro ng aming parish pastoral council, at sa pagbabasa ko rin po ng mga Christian books, so mas lumalim po ang aking kaalaman sa pagiging katekista. Sa tatlong taon ko po na pagdadalo ng updating at integrating, lalo pong lumalim ang aking kaalaman, lalo kong namahal ang katekista, at nag-enjoy ako. Akala ko noon ang mga katekista ay super super mga banal at ... ang dami din po pala na mga masasayang karanasan, kaya ang saya po namin ... Hindi po boring, masayang-masaya ang aming mga araw-araw na activities.

*As a catechist, formation is really a huge help since I entered the ministry without any catechetical training. I only have some knowledge because of my involvement in the Church, in the Legion of Mary, and as a member of the parish pastoral council, as well as reading Christian books, etc. So, I can say that it deepens my knowledge on being a catechist. During my three years of attending updating and integrating activities, I gained more knowledge and appreciation of the catechists. I enjoyed it. Before, I thought that catechists are really holy people but still, I had many happy experiences especially with our daily activities.*

Rosalia, catechist, Diocese of Calapan, Pos. 28

This observation also demonstrates the story of *Getsemani* (Batan, 2020) captured in one of the research poems about servant-catechists. It details the experience in the Garden of Getsemani as a reflective formative stage towards the understanding and realization of the mission of catechesis. In relation to this, one of the most fascinating observation about the selected Filipino catechists is their disposition to volunteer without expecting any form of reward. Yet, it means dedicating most of their time and resources



 : Diocese of San Jose de Antique

in participating in a series of training, formation sessions, and other catechetical activities, such as retreats, recollection, and certification programs. As such, undergoing formation is considerably one of the most difficult parts of becoming a catechist.

Recently, through his new Apostolic Letter, *Antiquum Ministerium (Ancient Ministry)*, Pope Francis (2020) declares the establishment of the ministry of catechists as a response to the prevalent need for improving evangelization of the Catholics. More importantly, Pope Francis emphasizes the necessity of receiving appropriate “biblical, theological, pastoral, pedagogical formation” in order for catechists to effectively provide catechesis. This suggests that an effective formation should afford the catechist with an awareness of the Christian message, structured around the central mystery of the faith, Jesus Christ (Congregation for the Clergy, 1997).

In so doing, this chapter discusses various catechetical formation experiences of selected Filipino catechists. It specifically examines the existing programs implemented by various ETs, current pedagogies in teaching and learning catechesis, and prospects in improving catechetical formation in the country. Accordingly, this chapter argues about effective catechetical formation programs which consist of adequate resources and institutional support, parish/ community-based strategies, teaching and learning catechesis, expert formators, and access to context-based catechetical materials.

# Getsemani (Gethsemani)

**Clarence M. Batan**

**Translated to English by Jeanette P. Grajo**

Bago sumabak (*Before plunging into*)

Sa hámon ng katekesis,

*(The challenge of catechism,)*

Si Nanay dumalo (*Mother has attended*)

Sa lingguhang pagsasanay (*The weekly trainings*)

Tungkol sa Bibliya, (*About the bible,)*

Mga dokumentong-katesismo

*(Some catechism-documents)*

Ng Katolikong Kristiyano (*Of Christian Catholics*)

At Katolikong Pilipino. (*Of Filipino Catholics*)

Hindi naging madali (*It never came easy*)

Ang muling pakikinig (*Listening again*)

Sa paring katekista (*To the priest while preaching*)

At catechetical directors

*(And catechetical directors)*

Dahil mas mahirap (*For it is more difficult*)

Paláng maayos na ituro (*To teach precisely*)

Ang turo ng Simbahan.

*(The teachings of the Church.)*

Na tulad ng pananalangin

*(Similar to the meditation)*

Ni Hesus sa Getsemani,

*(Of Jesus at Gethsemani,)*

May hapis sa pagsasanay

*(There is sorrow in the training)*

Para wagas ang kaalamang

*(Such that only profound knowledge)*

Maibabahaging-tunay. (*May be truly shared.*)

Ito ang ikalawang (*This is the second*)

Krus sa daan (*Way of the Cross*)

Ng katekistang-lingkod, (*Of a servant-catechist,)*

Sakrispisyong makahulugan.

*(For a meaningful servitude.)*

**Catechetical documents for formation of catechists**

**Role of catechetical leaders as formators**

**Need for formation for effective teaching catechesis**

The poem captures the preparation of catechists in teaching through their catechetical formation. It emphasizes the need to be familiarized with various catechetical documents, along with the role of formators such as priests and catechetical coordinators in deepening their knowledge regarding catechesis. Related to the prayer of Jesus in the Garden of Getsemani, catechetical formation is a period of challenging training in order to become effective teachers of faith.

## Relational Legends

Textual grouping by conceptual theme

Text & codes to data

Conceptual Theme to Memo

Inter-codal & transcodal connection

G. Oo naman pakita mo rin sa mga bata na yung Bible nay un is yun ang mga salita ng Diyos, Hindi mo lang bibigkasin yung Bible, you have to show them.

*Yes, you have to show the children that the Bible is the Word of God. You do not simply tell it to them, you have to show them.*

(Gregoria, catechist, Archdiocese of Tuguegarao, Pos. 205)

Bible as the main source of information in creating catechetical materials (86.7%), followed by CCC and CFC.

(NCS 2016-2018 Studying the Catechized)

R: Ah, ang mga pari po. Pari. Kasi po mayaman ang kanilang karanasan at saka in terms of biblical knowledge, syempre po sila ang mas expert, authority sa mga bagay nay an. Ah, mga madre, kahit mga Lay, religious lay na ano po .. ok po sila at napakaganda ang yaman ng kanilang experiences.

*Priests, because they are rich in experience and in terms of biblical knowledge, they are expert and have authority in these matters. Sisters and religious lay are also good and rich in experience.*

(Rosalia, catechist, Diocese of Calapan, Pos. 37)

Priests, catechetical coordinators, and fellow catechists as top three formers of catechists

(Studying Catechetical Formation Programs)

Monthly meron po kaming Parish monthly formation. Nag-iinput po yung madre samin yung coordinator. Nagbibigay po siya ng mga topics. Tapos, as an assistant head catechist nag-foformation din po kami sa diocese once a month.

*We have parish monthly formation. The sister, who is our coordinator, provides us with topics. As assistant head catechist, we also conduct the parish formation once a month.*

(Norelie, catechist, Diocese of Cabanatuan, Pos. 287)

Almost all catechist-respondents say that it is important to have an ongoing catechetical formation (99.7%)

(NCS 2016-2018 Studying Filipino Catechists)



 : *Military Ordinariate*

In the first place, “Formation sets as its goal, in the first place, making catechists aware that as baptized persons they are true missionary disciples, meaning active participants in evangelization, and on this basis are enabled by the Church to communicate the Gospel and to accompany and educate believers in the faith” (Pontifical Council for Promoting the New Evangelization, 2020, p. 86).

Religious education encourages teachers to participate in regular training and development of their educational qualification to become effective and competent in their instruction (Otaru, 2015). Similarly, aspiring catechists need to receive appropriate formation and education toward their role as educators of faith (Diocese of Dallas, 2021). In relation to this, there is a need to develop an understanding that ‘catechesis is formed as catechists are being molded’ (Diocese of Steubenville, 2017).

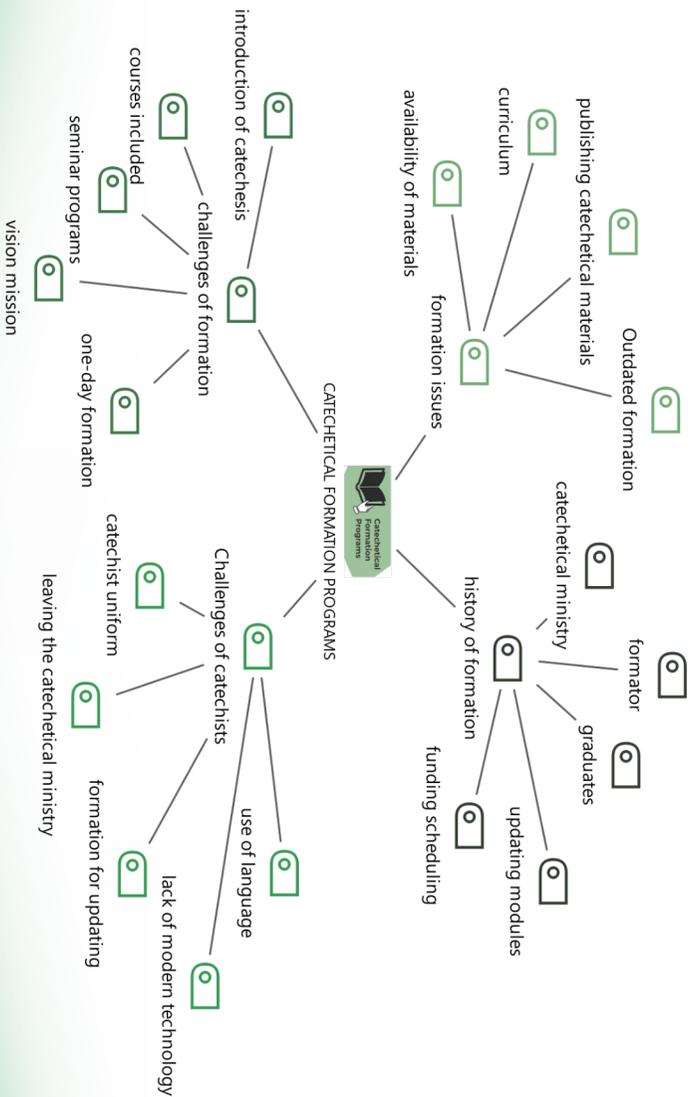
In the Philippines, previous studies conducted by the Catholic Church through the *Catholic Bishops’ Conference of the Philippines (CBCP)* on the catechetical ministries highlight the challenges of catechists’ formation (CBCP-Episcopal Commission on Catechesis and Catholic Education [ECCCE], 1989; CBCP-Episcopal Commission on Education and Religious Instruction [ECERI], 1979). In addition, it has been revealed that recruitment of new catechists (45.7%), formation of catechists (42.5%), and catechetical materials (37.5%) were the most pressing issues involving CM two decades ago (CBCP-ECCCE,



2002). With more laypersons becoming active formators, Earl (2007) suggests to develop more seminar activities on spirituality and virtue in order to become effective in teaching Catholic education.

## Findings

This chapter presents the findings on four observed dimensions of catechetical formation programs (see *Figure 6.1*). Each finding is summarized as follows: First, catechetical formation programs situated in ETs in the center often receive more ministry support than programs in peripheral areas. Second, variations in existing formation programs are evident in terms of content, languages, strategies, and other key aspects relative to the accessibility of resources. Third, issues in current catechetical formation involves formators with more emphasis on the content of religious education while available catechetical materials are seemingly inaccessible in some ETs and remain outdated. Lastly, the pressing concerns of selected Filipino catechists revolve around variations in formal education and training, issues of well-being, and other responsibilities, which are further worsened during the COVID-19 pandemic.



**Figure 6.1. Empirical Findings Matrix on Studying Catechetical Formation Programs (SCFP)**  
*(Generated from MaxMaps function of MAXQDA 2020)*

This chapter draws its findings and insights from the catechetical formation experiences of 1,515 Filipino catechist respondents. More than half of these respondents consist of Filipino Catholic adults ranging from 31 to 59 years old. Meanwhile, 36% of the selected Filipino catechist respondents are older adults aged 65 years and above; only a portion of them are considerably young Filipino catechists. Along with age, the *SCFP* findings also reflect on some gender dynamics within the organizational structure of the Philippine Catholic Church. The result indicates that the CM is predominantly consists of female catechists, with nine in every ten respondents are female. The civil status of the majority of catechist respondents are married (59%), while 24% are single. In terms of highest educational attainment, 32% of the catechist respondents attained tertiary level, followed by 28% who reached the elementary level.

In addition, about 39% of the selected Filipino catechist respondents do not have a main activity in the last six months, while 22% are doing housework. This finding may reflect existing challenges relative to the COVID-19 pandemic restrictions of day-to-day activities including work arrangements. Meanwhile, the findings also indicate that about eight in every ten selected Filipino catechist respondent are working in the education sector. It affirms the high number of catechist respondents who are also involved in teaching outside Catechetical Ministry (CM). In addition, this chapter discusses the narratives of 28 selected Filipino catechist respondents from various ETs.

# History of Catechetical Formation

The first observed dimension of catechetical formation programs trace historical accounts on establishing and implementing formation program in various ETs. This provides an understanding of the development of each catechetical formation program in terms of the availability of catechetical formation centers, effective formators, relevant learning modules, and adequate formation activities (See *Table JA 6.1*). Accordingly, this aspect reflects on the accounts of selected Filipino catechist respondents' interviews, archival documents, and *Quinquennial Reports (QQRs)* from selected ETs.

Catechetical formation centers are located in several ETs where the formation programs of catechists are held. These centers serve as spaces for catechists to participate in catechetical assemblies, summer formation program, retreats, and recollections. These activities provide catechists with opportunity to interact and learn about shared practices in teaching and learning catechesis. As some ETs do not have its own catechetical formation centers, catechists from these territories are expected to other areas which offer the catechetical formation services they need.



: Diocese of Dumaguete

**Table JA 6.1. Joint Analysis on Archival and Qualitative Inquiry on the History of Catechetical Formation**

History of Catechetical Formation Domain	
Quantitative Findings	Qualitative Findings
<p>The archival documents reveal that while not all ETs have its own catechetical center, these ETs were able to establish their own formation program which varies in terms of duration, types, content, and formators among others.</p>	<p>Hindi, kasi itong diocese, naging diocese [nang] 1983, nuong tinayo, kami ... Manila pa kami naka-connect, Arch. of Manila pa. Naging catechist ako [nang] 1987. Kasi student catechist ako, nagkaroon ako ng beginners' orientation from the diocese. I attended it.</p> <p><i>No, because this diocese, which was founded in 1983, during its establishment, we are still affiliated to the Archdiocese of Manila. When I became a catechist in 1987, since I started as a student catechists, I attended a beginners' orientation from the diocese.</i></p> <p>(Amy, catechist, Diocese of Antipolo, Pos. 10)</p> <hr/> <p>Oo Every three years. Yan yung tinatawag naming AGCA, Archdiocesan General Catechetical Assembly. Every three years man yan. Meron ding Parish Catechetical Month...Parish Catechetical Celebration. Halimbawa, ngayon is Parish Catechetical Celebration. Next year, Vicariate and District Catechetical Celebration. Third year yun na ang AGCA na.</p> <p><i>Every three years. We have the AGCA or the Archdiocesan General Catechetical Assembly. We also have Parish Catechetical Month...Parish Monthly Celebration. For example. Now we have Parish Catechetical Celebration. Next year, we have Vicariate and District Catechetical Celebration. Then AGCA is on the third year.</i></p> <p>(Sharina, catechist, Archdiocese of Cebu, Pos. 202-211)</p>



 : Diocese of Calbayog

## Challenges of Catechetical Formation

The structure and form of catechetical formation program and formation training vary among selected EPs and ETs. As observed, some catechists who underwent a formal catechetical formation through a higher educational program are also known as professional catechists. Meanwhile, others may attend parish-based formation programs including orientation and basic programs as volunteer catechists. In relation to this, most of the selected Filipino catechist respondents classify their catechetical formation program experiences as formal (90.5%) (See *Figure 6.2*). Formal, in this context, describes a highly structured curriculum provided by expert formators who are usually priests and religious sisters. Catechetical formation programs also include several types such as orientation, basic formation, and degree programs. Based on the survey results, the top three catechetical formation programs that selected Filipino catechist respondents undergo into are (a) catechists' orientation, (b) basic catechetical formation program, and (c) certification program.



**90.5%**  
**of the**  
**Catechist**  
**Respondents**  
**Consider their**  
**Formation as**  
**Formal**

**Figure 6.2.** Formal Catechetical Formation of Catechist Respondents (n= 1,515)

The findings also locate catechetical formation programs in different levels such as parish, diocesan, and archdiocese levels (see *Table JA 6.2*). On the archdiocesan level, catechists are usually provided with programs on catechetical leadership, seminars, retreat, recollection. Aside from the formation experience of each catechist, it is also important to have some sort of 'renewal' of formation in order to improve their capabilities as catechists. Annual formation programs could be helpful in the continuity of their training. According to selected catechist respondents, parish (69.4%), diocese (68.4%), and vicariate (60.9%) are their primary providers of catechetical formation. This observation is linked with the process of recruitment and selection that is commonly conducted within the parish and community level.



 : *Diocese of Maasin*

**Table JA 6.2. Joint Analysis from Quantitative and Qualitative Inquiry on Catechetical Formation Providers**

Domain	Quantitative Findings	Qualitative Findings
Type of formation	<p>Most of the selected catechist respondents identify their formation experience as formal.</p>	<p>Kung tutusin, 'yung inaral ng [Religious Education] RE na 4 years, nakuha na namin 'yan kasi ilang taon ... tuloy-tuloy, 'saka hindi rin 'yun natatapos ... 'Tapos, 'yung mga books na ginamit nila doon sa RE, 'yun din 'yong books na itinuro sa amin [sa formation], at saka hindi lang 'yung kung ano ang itinuro ... Tinuruan din nila kami sa Methodology kung paano magturo. Kaya, ... proud ako sa sarili ko na kumpleto ako. I'm not perfect na ano as perfect as God. Hindi rin naman ako complete kasi lahat naman ng mga tao may kahinaan, may limitations ... pero kung punpunta man ako sa school, ... equipped naman ako. Kaya, nae-evaluate ko rin 'yung pagtuturo ko sa mga bata or sa malaki na ... Sabi nila, "Ma'am, naaalala ko pa hanggang ngayon 'yung itinuro mo."</p> <p><i>In fact, what our learnings from our four-year RE degree, we have already learned from our yearly and continuous formation ... Then, the books we used in RE are also the materials we are using in our formation, and the topics taught are salient ... In Methodology, they taught us how to teach. For this reason, ... I am proud that I am complete. I'm not perfect like God. I'm not also complete since everyone has limitations, ... but when I go to school to teach, I am always ... equipped. Because of this, I can evaluate how I teach the children or the adult students ... They say, "Ma'am, until today, I remember all your teachings."</i></p> <p>(Lourdes, catechist, Archdiocese of Lingayen-Dagupan, Pos. 105)</p>
Formation providers	<p>Using a multiple response, 69.4% of the catechist respondents undergone parish formation.</p>	<p>Sa parish level, from the Catechetical Commission [CatCom] kasi kami ang sa field, si sister ang sa formation dito. Later, naging member na ng CatCom ang kung sinumang directress ng catechetical institute para maganda 'yung coordination ... 'Yung mga madre, 'yung pinapapunta sa mga parishes. Sila na 'yung speaker.</p> <p><i>Formation in the field is provided by those from the Catechetical Commission [CatCom], while the sisters are the ones providing formation on the parish level. Later, in order to have better coordination, whoever is the directress of the catechetical institute automatically becomes a member of CatCom. Usually, we designate the religious nuns to provide formation in the parishes.</i></p> <p>(Alice, catechist, Diocese of San Jose de Antique, Pos. 292)</p>

## Quantitative Findings

### Domain

**Formation providers** Parish is followed by Diocese-based formation with 68.4%.  
 Opo, kasi usually po may input po ang pari nila kapag may meeting sila. "Tapos po sa diocesan level po, regular po 'yun po na monthly may [ang mga katekista] formation sila. Ang topic naman po ay 'yun po depende sa pangangailangan po, tsaka 'yung suggestion din po nangagaling po sa kanila from their evaluation po.  
 Yes, because every time they have a meeting, the priest has inputs. Then, in the diocesan level, the catechists have regular monthly formation. The topics being taught to them depend on their needs, and suggestions usually come from their evaluation.

(Arvin, a catechist respondent from Diocese of Tarlac, Pos. 432)

The third topmost formation provider are vicariates (60.9%)

Sa vicariates level, it [formation] depends on the availability at the same time, ... 'pag nakaplano sila, some vicariates ginagawa nila yan every year, sometimes nag-a-outing sila because they have funds ... Sa parish level, some parish[es] also does it depende sa support ng parish priest at saka sa initiatives sa katekista, but usually they have Lenten recollection at the same time, Advent recollection ... Hindi lang siguro regular, not all parishes pero meron depende sa initiative sa coordinator or resident at vicariate.

*At the vicariate level, formation depends on their availability at the same time, ... if they were able to plan and have funds, some vicariates go on an outing ... At the parish level, some parishes also do this activity depending on the parish priest' support and the catechists' initiatives, but usually they have Lenten recollection at the same time, Advent recollection ... Although not regular and not all parishes, but there are parishes who facilitate these formation activities depending on the coordinator's and residents' initiatives on the vicariate level.*

(Jun, catechetical leader, Diocese of Maasin, Pos. 9)

In addition, most of the selected Filipino catechist respondents affirmed the use of curriculum in their catechetical formation programs. The findings indicate that catechetical coordinators (82%) are primarily responsible in the development of the catechetical formation curriculum. Others, such as the catechist themselves, religious persons, and even priests help in developing the curriculum in the formation program. Because of this, more than half of them assessed that the curriculum is extremely effective in their catechetical formation program.

## Pedagogies

### Formation Issues

In terms of CM engagements, the findings show that about half of the selected catechist respondents have been serving CM for less than a year, while 27.2% have been working for more than ten years. This indicates that the selected Filipino catechist respondents have high commitment toward catechesis, and the recruitment of new catechists is being encouraged for the sustainability of CM simultaneously. In terms of catechetical engagement, about half of the selected Filipino catechist respondents are volunteer workers (46.2%) (see *Table JA 6.3*).

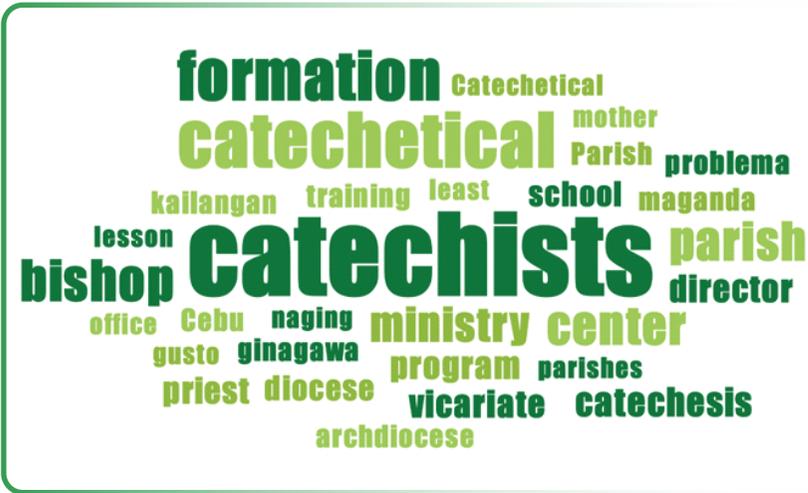


 : *Military Ordinariate*

**Table JA 6.3. Joint Analysis from Quantitative and Qualitative Inquiry on Engagement in Catechetical Ministry**

Engagement in the catechetical ministryDomain	
Quantitative Findings	Qualitative Findings
<p>About half of the catechist respondents are volunteers (46.2%).</p>	<p>B: Ah, tinawag nalang silang mother catechist kasi syempre mga, sila 'yung mga, sila yung mga old na, pero may mga professionals tayo diyan, may mga teachers, may mga lalaki tayo na catechist. Ah, they are called as mother catechists because of their age, but we also have professional catechists, teachers, and male catechists.</p> <p>A: Ah, mother catechist, that means they are. ano sila, kumbaga, volunteer catechist? Ah mother catechists, that means they are in a way volunteer catechist?</p> <p>B: Oo, volunteer catechist ito sila. Yes, they are volunteer catechists</p> <p>(Joy, catechetical leader, Diocese of Maasin, Pos. 234-236).</p>
<p>Only 11% of the selected Filipino catechist respondents identify themselves as full-time catechists.</p>	<p>B: Every year, meron talaga 'yan kasi 'yung mga bata na tinututruan nila, mag-ano man 'yan, mag-volunteer din, ma-inspire na mag-volunteer.</p> <p>Every year, there are students of catechists who volunteer, who are inspired to volunteer</p> <p>(Sharina, catechist, Archdiocese of Cebu, Pos. 350)</p>
<p>Only 11% of the selected Filipino catechist respondents identify themselves as full-time catechists.</p>	<p>Kapag full time, nakakapagod din kasi you have the tendency ... hindi ba sinabi ko kanina na nakakapagod din at 'yung motivation na 'yan nawawala din.</p> <p>When full time, it is really tiring and usually you have the tendency ... as I mentioned, tiring and their motivation diminishes.</p> <p>(Gemma, catechetical leader Archdiocese of Manila, Pos.253)</p>

Based on the selected catechetical interviews, the most frequent concepts that emerged are catechists, catechetical, formation, bishop, and parish. The concepts of bishop and parish signify the role of bishops as formators and of the parish as a provider of catechetical formation programs.

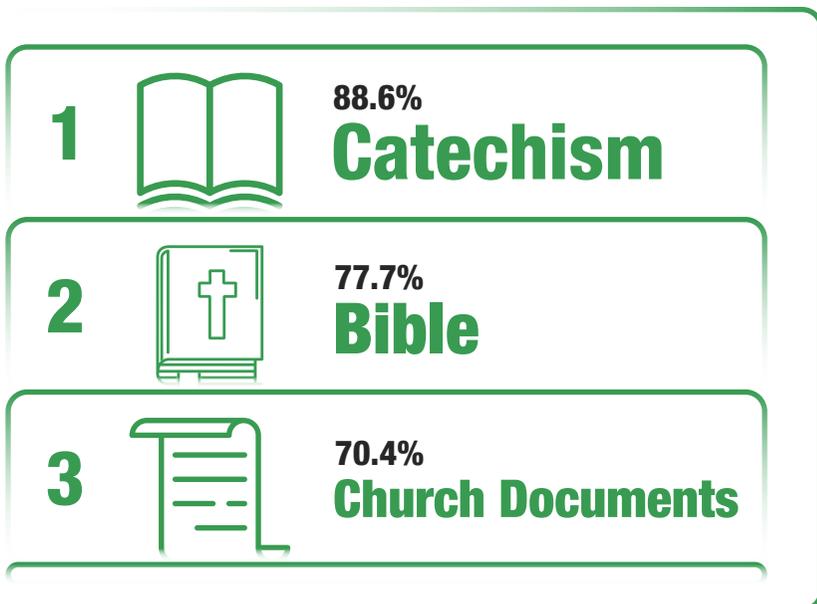


**Figure 6.3.** *Word Cloud on Interviews with Selected Filipino Catechist Respondents*

Catechetical formation programs usually include the Catholic Church teachings and teaching strategies in the necessary catechetical content. Accordingly, the data shows that the most used teaching learning strategies are the following: lecture method (97.2%), question and answer (95.3%), and picture analysis (81.6%). This finding suggests that that formation programs continuously utilize traditional teaching-learning strategies in doing catechesis.

In addition, Catholic Church documents (68.2%) and academic resources (54.5%) are identified as key catechetical sources for catechetical formation programs of the selected catechist respondents. Catechetical sources are also the most utilized among Church documents (95.8%). These findings suggest the continuous utilization of existing catechetical resources

in doing catechesis. The content of catechetical formation also takes into consideration some educational and instructional materials. In relation to this, catechism (88.6%), the Bible (77.74%), and Church documents (70.4%) were the most helpful sources for catechist respondents based on their catechetical formation experiences (see *Figure 6.4*).



**Figure 6.4.** *Most Helpful Sources for Catechetical Formation Based on the Experiences of the Selected Catechist Respondents*

However, the selected catechist respondents observed that their formation programs do not commonly include LCD projector, Internet, television, and cassette player/sound system/microphone. This suggests the need to provide more creative and technology-based approaches in catechetical formation programs in order to improve teaching and learning catechesis.

## Kuwentong Katekista (A Catechist's Story) Sharing

Before the pandemic ay nagsimula na kami sa pagsasagawa ng mga formation, mga retreat, recollection ... [para] sa mga katekista, and then mas nag-focus kami [sa] re-updating sa kanilang method of teaching at sa character building. Kasi, alam mo na kapag tumatanda na, at ang pakikisamahan ay mga bata, kailangang malaman nila kung ano ang likaw na bituka ng mga kabataan in order for them to adjust sa kanilang ... teaching, but at the same time, we continue to emphasize all spiritual formation, good relationship with their co-catechists kasi syempre sa iba't ibang parokya sila lagi ang magkakasama. Hindi [naman] namin laging kasama sila, but syempre maganda na naglilingkod sila nang magkakasama, nagmamahalan, at nagtutulungan. Even if may designation na leader, nandoon pa rin ang pakikiisa sa kanyang mga kasama, but at the same time, sa mga mag-aaral. Doon na rin kami nagsimula magsagawa ng catechetical day na ginagawa na rin mismo sa sarili [nilang] parokya. Gumawa rin kami ng events – essay writing, painting, slogan contest, and quiz bee para sa nakalaang theme each year kasi sinusundan namin 'yung theme each year before the 500 years [ngayong] 2021.

*Before the pandemic, we have already facilitated various formation programs, retreats, recollection [for] the catechists, and then we focused more on the re-updating of their teaching methods and character building. It is because as we know that these catechists are aging, and their students are still young; they need to know these young students' little secrets in order for them to adjust their teaching, but at the same time, we continue to emphasize all spiritual formation, good relationship with their co-catechists for they are the ones who will be working together across various parishes. Although not all of them will be working together, still it is important that they are providing services as one loving united community. From there, we have started celebrating catechetical days, which are being done at the parish level. In this celebration, we conduct various events, such as essay writing, painting, slogan contest, and quiz bee, which are yearly themed following the annual themes before the 500 years this 2021.*

Fr. Virgilio Nadres, Diocese of Lucena



📷: Diocese of Calbayog

As mentioned in the human resource handbook of Cagayan de Oro, “The Catechetical Ministry calls all Christians to become active evangelizers according to particular life circumstances and their special gifts and charisms. By virtue of Holy Baptism sealed by Sacramental Confirmation, every Christian is called to transmit the Gospel and be concerned about the faith in Christ, in their brothers and sisters, especially children and young people.” The handbook emphasizes that each one of us is called to respond in this mission of evangelization. Based on the archival documents, some of the key concepts that emerged relative to CM are Dios/Diyos (God), buhay (life), Simbahan (Church), Espiritu (Spirit), pananampalataya (faith) (see *Figure 6.5*). This affirms the central role of God and faith in the formation of selected Filipino catechist respondents.



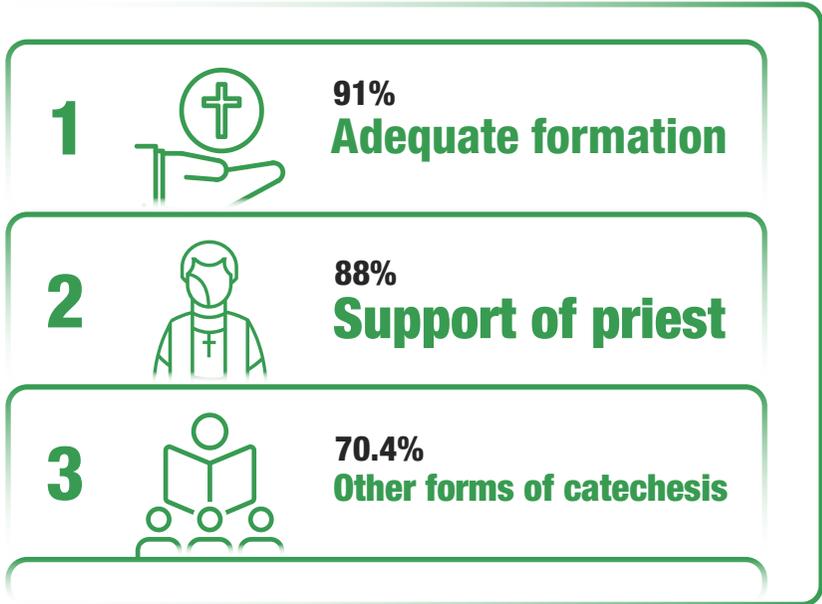
**Figure 6.5.** *Word Cloud for Archival Documents on Catechetical Formation Programs*

# Prospects

## Challenges of Catechists

The restrictions on face-to-face activities such as formation activities during COVID-19 pandemic necessitate relevant catechetical formation materials to support catechists and encourage new catechists. In particular, most of the selected Filipino catechist respondents affirm receiving some support during their catechetical formation programs. Additionally, this involves the support of friends (75.2%), parish priests (71.2%), and fellow catechists (66.5%) among others.

Accordingly, most of the selected Filipino catechist respondents have engaged in catechetical activities (56%) during the COVID-19 pandemic. This indicates that, despite the ongoing crisis, selected catechist respondents continue their active participation in their CM. Among the Filipino catechist respondents who engaged in CM, about half have knowledge of any online catechesis being conducted in their respective parish/diocese (52%). Nevertheless, the finding shows that various parishes/dioceses are continuously functioning by conducting online forms of catechesis. With regard to the selected Filipino catechists' perspective on having effective catechesis, the top three responses consist of 1) having adequate formation of catechists and catechetical leaders (91%), 2) support of a priest (88%), and 3) an introduction of other forms of catechesis (81%) (see *Figure 6.6*).



**Figure 6.6.** *Perspective on Having Effective Catechesis (n= 328 to 1,256)*



: *Diocese of Alaminos*

**Table JA 6.4. Joint Analysis from Quantitative and Qualitative Findings on Formation Support Among Selected Filipino Catechists**

Domain	Quantitative Findings	Qualitative Findings
Receiving support	<p>Most of the selected Filipino catechist respondents said that they receive any form of support during their catechetical formation program.</p>	<p>‘Tapos, ‘yung isa pa diyari, halimbawa sa mga catechetical ministries noon, ang mga funding agencies, they support even the translation of books. Magbibigay ng pera iyan. Magbibigay ng pera iyan para sa libro. Magbibigay ng pera iyan para matuloy lang ‘yung program na ito. Intensive formation funding for three years. Bibigyan sila niyan.</p>
Sources of support	<p>Parish priest is one of the top most source of support for the catechetical formation of the selected catechist.</p>	<p><i>Then, another thing, for example in the catechetical ministries before, they received support from funding agencies, even for the translation of books. These agencies would actually provide funds, funds for the book, and for the continuation of the program. They would provide intensive formation funding for three years.</i></p> <p>(Will, catechetical leader, Archdiocese of Caceres, Pos. 124)</p> <p>Kaya big factor talaga ‘yung support ng parish priest. Kahit among programa namin dito sa diocesan level, kung hindi sila magsupporta or ilang support, wala kaming magagawa.</p> <p><i>The support of parish priest is really a big factor. Even for any of our programs here at the diocesan level, if they will not support, we will not accomplish anything.</i></p> <p>(Joy, catechetical leader, Diocese of Maasin, Pos. 1064).</p>



**63%**  
will remain as  
**Catechist**  
in the future

**Figure 6.7.** *Future Catechetical Engagements Among Selected Filipino Catechist Respondents (n= 1,515)*

The catechists are usually seen as teachers of children and youth in public and Catholic schools. They are seen as role models in the mission of evangelization as they prepare the catechized for Catholic faith practices. The catechists also need external support as they continue to serve their ministry. Most of the catechist respondents affirm receiving various types of support, especially during their catechetical formation program experiences. In so doing, the findings suggest that the majority of these selected Filipino catechist respondents are likely to remain as catechists in the future (see *Figure 6.7*).

## **On Typification of Catechetical Formation Programs**

Based on the research findings, this chapter suggests some typifications of catechetical formation programs in the country (see *Table 6.1*). Similar to the findings from the QQR (see *Chapter 1*), this chapter is directed to various formation programs according to mode, degree, duration, provider, catechetical spaces, and language among others. The distinction between professional and non-professional catechists is linked to the mode of catechetical formation programs. Aspiring catechists who undergo formal religious education and training are usually known as professionals in comparison with other individuals who receive formation through non-formal mode who are known as volunteer catechists (i.e. without full curriculum). In relation to this, ETs implement various degrees of catechetical of formation which involves orientation, basic, and degree programs. These types of formation are conducted on a regular

basis which may include daily, weekly, monthly, and annual basis. Similarly, various formation providers or individuals who lead the formation were identified, namely catechists, catechetical coordinators, priests, and religious persons. With extensive formal education and training, these formators are considered as experts in preparing the catechists in responding to the mission of evangelization.

**Table 6.1. Modes of Formation**

On mode of formation	On degree of formation	On duration of formation	On formation provider	On formation spaces	On language of formation
<ul style="list-style-type: none"> <li>◦ Formal</li> <li>◦ Non-formal</li> </ul>	<ul style="list-style-type: none"> <li>◦ Catechist' orientation</li> <li>◦ Basic formation</li> <li>◦ Certification program</li> <li>◦ Associate program</li> <li>◦ Degree program</li> <li>◦ Post-graduate program</li> </ul>	<ul style="list-style-type: none"> <li>◦ Daily</li> <li>◦ Weekly</li> <li>◦ Monthly</li> <li>◦ Annually</li> </ul>	<ul style="list-style-type: none"> <li>◦ Catechists</li> <li>◦ Catechetical coordinators</li> <li>◦ Priests</li> <li>◦ Religious persons</li> </ul>	<ul style="list-style-type: none"> <li>◦ Parish</li> <li>◦ Vicariate</li> <li>◦ Diocesan</li> </ul>	<ul style="list-style-type: none"> <li>◦ Local languages</li> <li>◦ Filipino</li> <li>◦ English</li> </ul>

## Pastoral Insights

This section centers on the pastoral insights derived from the findings on observed catechetical formation dimensions (See *Table FI 6.1*). The findings indicate limitations in institutional support and access to catechetical materials as key challenges in improving catechetical formation programs. In summary, this chapter discusses the following pastoral insights: First, the observed varying processes in funding and resources linked to center-periphery distinctions which call for equitable sharing of resources among ETs. Second, the findings show the positive impact of shifting from the current top-down approach into decentralized parish/community-based strategies in implementing catechetical formation programs. Third, existing curriculum design of certification and degree programs provided to catechists should give more emphasis on teaching and learning catechesis. Fourth, effective catechetical formation needs expert formators and updated, relevant, context-based catechetical materials.

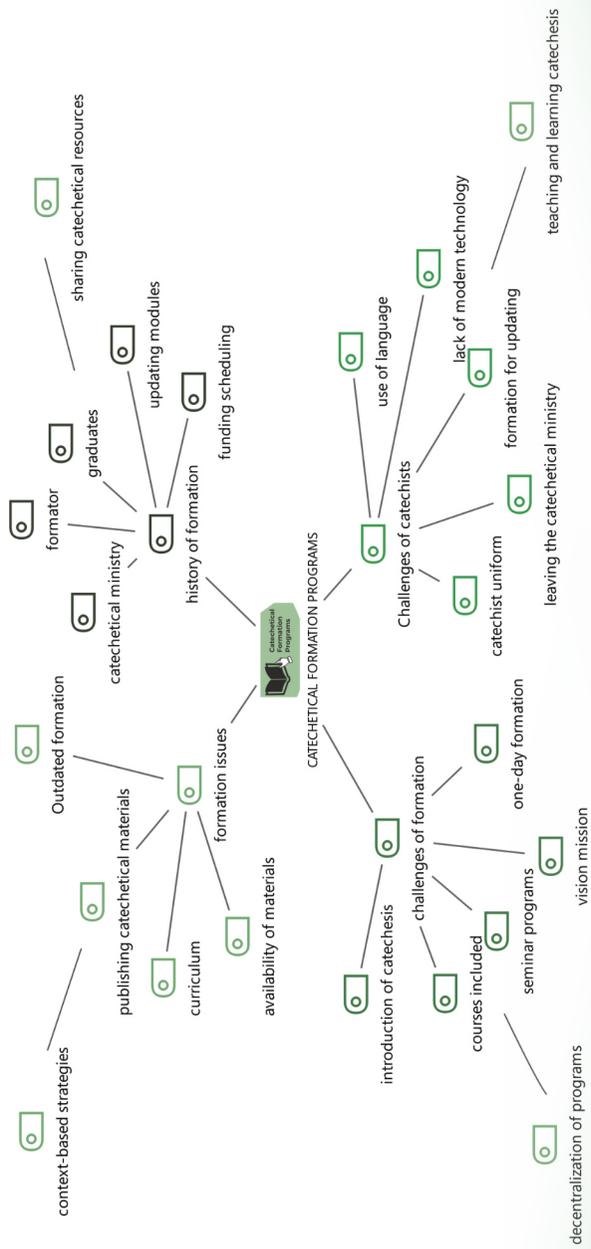
**Table FI 6.1. Research findings and Pastoral Insights by Selected Observed Dimensions**

	Argument Points	Key Findings	Insights
<b>Programs</b>	History of catechetical formation	Catechetical formation in the center often receive more catechetical ministry support in comparison with programs in peripheral areas.	Improving catechetical formation in peripheral areas may be achieved by sharing of catechetical resources and materials.
	Challenges of formation programs	There are variations of catechetical formation program in the country in terms of content, languages, strategies, and other aspects relative to accessibility of resources.	Effective catechetical formation programs requires decentralization into parish/community-based approaches which includes basic standards.
<b>Pedagogies</b>	Formation issues	The catechetical formation is characterized by formators with more emphasis on religious education while catechetical materials are inaccessible and outdated.	Effective catechetical formation needs adequate catechetical ministry support, spaces for formation, expert formators and updated, relevant, context-based catechetical materials.
	Challenges of catechists	The main challenges of catechists involve variations of formal education and training, well-being concerns, and other responsibilities, which are further worsened during the COVID-19 pandemic.	Formal education and training of catechists requires more emphasis on teaching and learning catechesis creatively appropriate for children, youth, adults, and older adults, responding to the needs of the time.
<b>Prospects</b>			

This matrix identifies several pastoral insights reflecting the key challenges in the four dimensions (See *Figure 6.8*). Accordingly, these insights suggest some approaches and strategies in responding to the needs of catechists and in improving the catechetical ministry. This implies that an effective catechetical formation requires varied approaches in its current programs as well as improved catechetical materials toward a more meaningful and creative catechesis in the country.



 : *Diocese of Iligan*



**Figure 6.8.** Pastoral Conceptual Model of Studying Catechetical Formation Programs (SCFP)  
 (Generated from MaxMaps function of MAXQDA 2020)

# Sharing Catechetical Resources

Tracing key historical events relative to catechetical formation programs in selected ETs reveals the challenges and inequalities in the availability of resources and institutional support in various ETs. The findings indicate that catechetical formation centers and other infrastructures for CM are often more available in center areas. It also includes concerns on the availability of expert formators and relevant catechetical materials formulated for the catechists. However, this finding is also directed to the lack of adequate budget to provide facilities and support for the necessary formation in some ETs. Formation activities require large spaces where catechists may gather, especially during retreats and recollection. As such, it requires a sharing of catechetical resources particularly between central and peripheral areas in order to make the activities more accessible to all catechists.

## Decentralization into Parish/ Community-based Approaches

This chapter is drawn from various types of catechetical formation programs available among selected Filipino catechist respondents. As observed, formation programs are being provided in different levels: parish, diocesan, and archdiocesan levels. Along with this, a glimpse into the formation experiences of selected catechist respondents suggest the importance of having some sort of ‘renewal’ of their knowledge and skills as catechists through ongoing formation activities (e.g. monthly, annual formation). Accordingly, Church leadership, bishops, priests, and religious brothers and sisters hold immense responsibility for implementing various programs and activities not only for the Church but also for the community.

A key aspect of implementing catechetical formation is its time frame which happens weekly, monthly, quarterly, annual or depending on the type of program. A common practice among many ETs is the annual formation experiences, which are usually retreats and recollections on a national level. Consequently, geographic level (e.g. local, national, and international) can also help categorize formation programs. A third typification pertains to the level of expertise/training such as attaining basic orientation, basic formation, and an ongoing formation level. Some ETs also offer certification programs (Diocese of Grand Rapids, 2016) for aspiring catechists. In the selected ETs, there are various types of formation programs that are currently being implemented. A common challenge in formation is the difference in the time frame and content of the program. One of the considered formal formation programs provided to catechists is the degree program. The majority of the catechist respondents who underwent degree programs belong to the adult age group.



 : Diocese of Kalookan

## Kuwentong Katekista (A Catechist's Story) sharing

Very popular ang [Archdiocese of] Cebu sa kanyang quotation na ang katekista ay hindi masaya ... kundi masayang masaya. Of course, dahil dito sa [National] Catechetical Study na ito, nagkaroon sila ng bagong sigla, bagong pananaw sa kanilang buhay kasi hindi naman nila nakita ang buhay nila [bilang] isang aspeto ng isang parokya kundi sa mas malawak na larawan sa buong Pilipinas. Ano ang katekista? At ano ang pangangailangan? Ano dapat ang kaya pa nilang ihandog? Sabi nga, “[sila ay] kayamanan ng isang simbahan” ... Isa sa nakita dito sa Cebu kasi ‘yung kahinaan ng family [catechesis]. Lumabas talaga dito na hindi nagsisimba ang bata dahil hindi nagsisimba ang pamilya. Walang kinikilalang Diyos ang bata kasi wala naririnig sa magulang, dahil sila ay separated. Ito siguro ‘yung magandang bigyang focus, bagamat meron na sa’min mga district at vicariate na nagfofocus sa family catechesis. At isa pa sa dapat namin mabigyang[-pansin] ay ma-centralize ang mga module, ma-insert ang mga gan’tong issue, hindi lang doctrinal but the social issue natin na talaga. Sabi nga, ang paggawa ng program hindi lang kung ano ang gusto mong gawin kundi [dapat] naglilina [o] tumitingin sa palibot kung ano ang pangangailangan, kung ano ang inaasam-asam na nandoon sa ating na mananampalataya, lalo na sa sumisibol na pananampalataya.

*The Archdiocese of Cebu is very popular for its quotation that catechist are not happy ... but very happy. Of course, because of this [National] Catechetical Study, they found new ardor, new perspective about their life for they did not see their life as just one aspect of their parish but of a bigger image across the whole Philippines. What is a catechist? And what are their needs? What else should they offer? As a usual remark, “[they are] the treasures of the Church”... One of the findings here in Cebu is the lack of family catechesis. It is clearly revealed that children do not go to Church because their parents are also not churchgoers. They do not believe in God because they never heard of God from their parents, who are already separated. Although we already have family catechesis at the district and vicariate levels, I think it is important that we focus more on this form of catechesis. One more thing that we need to emphasize is to centralize our modules; to include not just doctrinal but also social issues in these modules. As said, the creation of programs should not only be based on what is intended to be done but also on being aware of the surroundings, the needs, the prospects of the faithful, particularly of those new believers.*

Sr. Evangeline Pabalate, MCST, Archdiocese of Cebu



📷: *Diocese of Tandag*

## **Expert Formators and Context-based Catechetical Materials**

According to the Second Vatican Ecumenical Council (Santos, 2013), catechists require “suitable biblical, theological, pastoral, and pedagogical formation to be competent communicators of the truth of the faith with some prior experience of catechesis.” This emphasizes the need to provide adequate and relevant catechetical formation in order to prepare catechists in serving the CM. There is also the challenge of providing intensive formation programs for part-time catechists. It is difficult to provide training and formations especially when they do not receive any sort of compensation for the time they allotted. In addition, it also poses difficulties for the formators in developing the necessary formation program and modules for the catechists. In training catechists, catechetical formation modules are important in facilitating the educative process of formation. Modules usually equip catechists with the Catholic beliefs and practices that they need to teach the catechized. However, there is somehow a lack of attention to the need to develop more updated catechetical formation modules, which is a challenge for many catechists. The archival documents collected seem to be limited within sacramental teachings and basic Catholic practices. Especially during the time of a COVID-19 pandemic, there is a need to provide relevant and necessary catechetical formation materials to support the catechists in their online arrangements.

# Teaching and Learning Catechesis Creatively

Catechists are commonly categorized according to their educational and training background (Catholic Bishops of New York State, 2011; United States Conference of Catholic Bishops, 2012). Usually, full-time catechists are considered as experts and are trained as formators. Another aspect is the training background of professional and non-professional catechists. The professional pertains to catechists who have undergone formal formation training and education. However, non-professionals are lay servants who willingly volunteer to assist in sharing the teachings of the Church. The knowledge and expertise of catechists are also important for the teaching and learning process of catechesis. As formators, catechists are expected to have sufficient knowledge on the relevant Church documents and other resources available. However, one of the key challenges is the level of educational attainment of catechists. One of the concerns is the voluntary engagement of many catechists in CM. Since many catechists are considered part-time volunteers, they also have their work and other engagements outside the ministry. Usually, catechists are teachers or retired teachers who are helping in teaching catechesis among students.



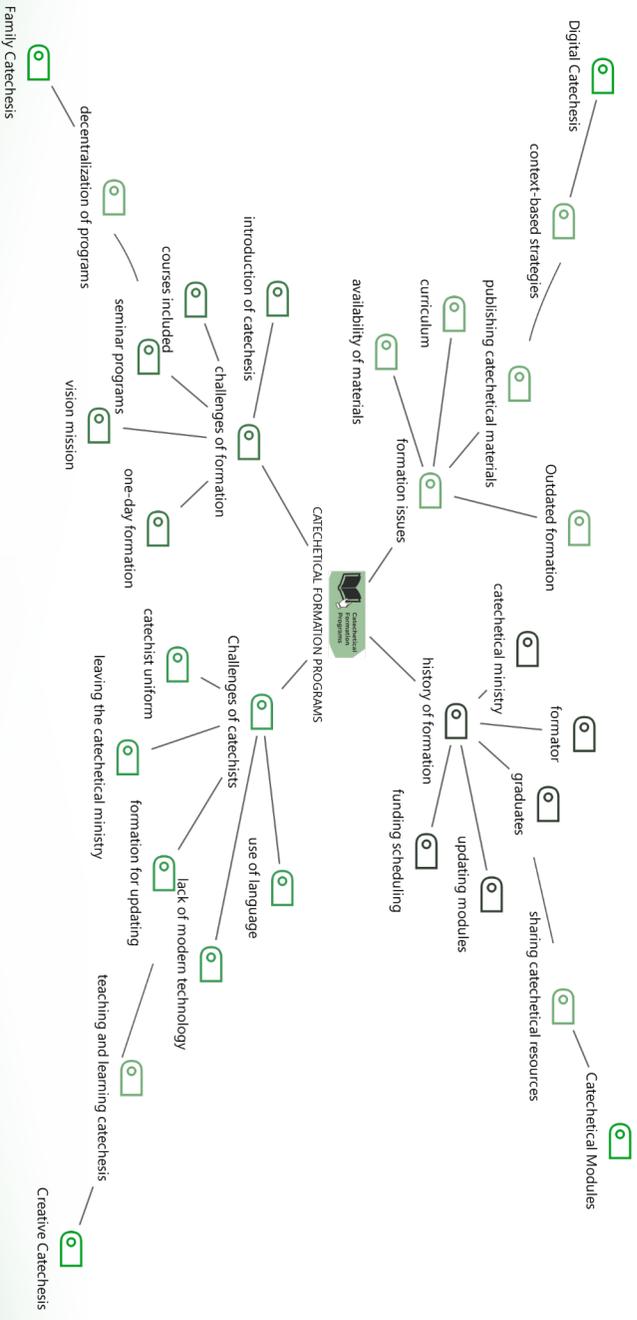
 : *Diocese of Kidapawan*

This chapter summarizes the key findings and insights on catechetical formation programs relative to four observed dimensions, namely: history of catechetical formation, challenges of catechetical formation, challenges of catechesis, and formation issues. The observed issues and challenges in the catechetical formation programs of selected Filipino catechist respondents emphasize the need to improve ministry support, catechetical materials, and formation activities. In addition, these difficulties worsen due to the restrictions and risks brought about by the COVID-19 pandemic. This situation disrupts the areas for formation as well as spaces for teaching catechesis primarily in public elementary schools. In response, catechists shift into online mode of catechesis or some ways of digital catechesis.

Updating and redesigning of catechetical formation program and training is necessary to energize CM. Methods of teaching the youth, adult catechesis should also be enhanced. Alternative form of catechesis for the youth must be given focus too. The use of technology in creation of catechetical learning materials should be included for a more efficient process of teaching and learning catechesis. For the catechetical formation providers, archiving and upgrading of equipment is critical especially for those who are in the peripheries.

(Anorico, Field Report 2019-2020)

This chapter ends with a discussion of the selected *RIO* activities that were implemented by the *National Catechetical Study (NCS) 2021: Pastoral Action Reserach and Intervention (PARI) Project* in response to the issues and challenges that emerged from the research findings (See *Figure 6.9*). As such, this chapter is focused on the implementing strategies and programs toward the improvement of the catechetical formation in the country.



**Figure 6.9. Intervention Conceptual Model of Studying Catechetical Formation Programs**  
*(Generated from MaxMaps function of MAXQDA 2020)*

The *Katekistang Malikhain* or Creative Catechesis (Batan, 2021) offers different approaches in teaching and learning catechesis. This directly supports the need to develop more creative strategies, especially during the COVID-19 pandemic where physical church activities are limited; thus, shifting to more online-based techniques by utilizing social media and other digital resources. Accordingly, the Digital Catechesis provides an online-based approach at doing catechesis, which is particularly relevant during the COVID-19 pandemic. It seeks to provide continuous and active catechesis especially for the children and youth.

In conclusion, becoming a catechist departs from the notion of gaining income in return for their service to the Catholic Church. Instead, they are driven by their faith and devotion to evangelize the Filipino catechized (Quimson, 2020). As faith-based servants of the Church, the happiness and commitment of the Filipino catechist respondents are crucial in the sustainability of CM. In this light, SCFP proposes a “Catholic service ethic” that allows catechists to remain highly motivated and committed in serving their ministry. This ethic draws our attention to the persistence of these selected Filipino catechist respondents to undergo various catechetical formation programs and improve their pedagogy.



 : *Diocese of San Jose de Antique*

With the demands from the current society and other religions in the country, it is imperative that our church leaders have functionality and sophistication of ideas for CM. Persistence and consistent efforts in achieving CM goals should not be taken lightly. There are spaces to explore and church leaders should be able to identify these especially those about acquiring funds to support the catechetical formation programs. Improving catechetical formation programs will strengthen the education of faith for the children, youth, adults and the older adults. Some areas in the country have already improved their regional connections to other dioceses, parishes and their catechists. This is a very good start because intellectual and material resources can be shared. Nonetheless, everything is dependent on the pastoral leadership and management of our church leaders. NCS 2018 has proven the commitment and perseverance of our catechists. It is up to our church leaders to direct the ceaseless love and support of the catechists across the country for the improvement of CM.

(Anorico, Field Report 2019-2020)



 : Archdiocese of Palo

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 : Diocese of Kalookan

# Appendices

# Appendix A

## Tables

**Table 1.1.** *Distribution of Filipino Catechists by Ecclesiastical Province in Two Time Periods*

Ecclesiastical Province	Time Period 1a	Time Period 2b	Percentage Change
EP Caceres	7,549	10,407	27.46
EP Cagayan de Oro	9,893	12,892	23.26
EP Capiz	5,326	5,728	7.02
EP Cebu	11,359	14,833	23.42
EP Cotabato	2,936	3,200	8.25
EP Davao	6,951	7,963	12.71
EP Jaro	6,981	7,625	8.45
EP Lingayen-Dagupan	2912	3939	35.27
EP Lipa	4189	4,848	15.73
EP Manila	6983	9708	39.02
EP Military Ordinariate	191	210	9.95
EP Nueva Segovia	733	903	23.19
EP Ozamis	8,251	7,083	-14.16
EP Palo	4,935	5,250	6.38
EP San Fernando	3,105	3,093	-0.39
EP Tuguegarao	1043	700	-32.89
EP Zamboanga	1201	2856	137.80
<b>TOTAL</b>	<b>84,538</b>	<b>101,238</b>	<b>19.75</b>

*Source: Quinquennial Reports (QQRs)*  
<sup>a</sup>The year of data reporting between 2009-2015;  
<sup>b</sup>The year of data reporting between 2016-2019.

**Table 1.2. Selected Demographic Indicators of Catholic Schools in the Philippines**

Indicators	Time Period 1a	Time Period 2b	Percentage Change
<b>Number of Catholic Schools</b>			
Preschool/Kindergarten	754	845	12.07
Primary/Elementary	612	666	8.82
Secondary/Junior High School <sup>c</sup>	774	836	8.01
Senior High School		111	
Tertiary	74	85	14.86
Other Catholic Institutions of Higher Learning	77	80	3.90
<b>Teachers in Catholic Schools</b>			
Preschool/Kindergarten	1,338	1,742	30.19
Primary/Elementary	5,293	7,146	35.01
Secondary/Junior High School <sup>c</sup>	7,867	13,505	71.67
Senior High School		667	
Tertiary	1,430	1,309	-8.46
<b>Enrollees in Catholic Schools</b>			
Preschool/Kindergarten	55,689	51,175	-8.11
Primary/Elementary	228,929	202,998	-11.33
Secondary/Junior High School <sup>c</sup>	367,259	459,765	25.19
Senior High School		30,737	
Tertiary	379,292	355,109	-6.38
Other Catholic Institutions of Learning	182,683	156,432	-14.37
<i>Source: Quinquennial Reports (QQRs)</i>			
<sup>a</sup> The year of data reporting between 2009-2015;			
<sup>b</sup> The year of data reporting between 2016-2019.			
<sup>c</sup> Data on secondary level (second period) refers to junior high school when the ET reported data on senior high school level.			

# The Filipino Catechists

**Table 3.1.** Frequency Distribution of Selected Catechist Respondents by Ecclesiastical Territories (ETs)

Ecclesiastical Territory	Respondents	Population	Percentage (%)
Apostolic Vicariate of Bontoc-Lagawe	7	20	35.00
Apostolic Vicariate of Calapan	103	200	51.50
Apostolic Vicariate of Jolo	3	14	21.42
Apostolic Vicariate of Occidental Mindoro	52	76	68.42
Apostolic Vicariate of Puerto Princesa	104	351	29.62
Apostolic Vicariate of Tabuk	1	11	9.09
Apostolic Vicariate of Taytay	38	49	77.55
Archdiocese of Caceres	399	428	93.22
Archdiocese of Cagayan de Oro	457	4,831	9.46
Archdiocese of Capiz	827	1,352	61.17
Archdiocese of Cebu	282	6,000	4.70
Archdiocese of Cotabato	238	2,000	11.90
Archdiocese of Davao	1,264	3,315	38.13
Archdiocese of Jaro	1,510	3,000	50.33
Archdiocese of Lingayen-Dagupan	332	600	55.33
Archdiocese of Lipa	157	2,000	7.85
Archdiocese of Manila	284	373	76.14
Archdiocese of Nueva Segovia	5	12	41.67
Archdiocese of Ozamiz	1,007	1,301	77.40
Archdiocese of Palo	546	2,530	21.58
Archdiocese of San Fernando	692	1,100	62.91
Archdiocese of Tuguegarao	134	200	67.00
Archdiocese of Zamboanga	197	1,500	13.13
Diocese of Alaminos	178	490	36.32
Diocese of Antipolo	546	918	59.48
Diocese of Bacolod	294	402	73.13
Diocese of Baguio	91	157	57.96
Diocese of Balanga	261	350	74.57
Diocese of Bangued	51	165	30.91
Diocese of Bayombong	0	50	0.00
Diocese of Boac	282	412	68.45
Diocese of Borongan	443	978	45.30
Diocese of Butuan	69	85	81.18

Ecclesiastical Territory	Respondents	Population	Percentage (%)
Diocese of Cabanatuan	313	582	53.78
Diocese of Calbayog	50	162	30.86
Diocese of Catarman	17	27	62.96
Diocese of Cubao	142	170	83.53
Diocese of Daet	0	10	0.00
Diocese of Digos	200	224	89.29
Diocese of Dipolog	175	189	92.59
Diocese of Dumaguete	1	10	10.00
Diocese of Gumaca	100	122	81.97
Diocese of Iba	131	173	75.72
Diocese of Iligan	319	846	37.71
Diocese of Iligan	307	553	55.52
Diocese of Imus	788	1,200	65.67
Diocese of Ipil	308	404	76.23
Diocese of Kabankalan	1	1,108	0.00
Diocese of Kalibo	713	1,921	37.11
Diocese of Kalookan	119	335	35.52
Diocese of Kidapawan	54	1,200	4.50
Diocese of Laoag	1	11	9.09
Diocese of Legazpi	1	11	9.09
Diocese of Libmanan	0	10	0.00
Diocese of Lucena	496	1,000	49.60
Diocese of Maasin	1383	1,842	75.08
Diocese of Malaybalay	1	10	10.00
Diocese of Malolos	460	2,000	23.00
Diocese of Marbel	12	22	54.55
Diocese of Masbate	1	12	8.33
Diocese of Mati	743	1,908	38.94
Diocese of Naval	2	12	16.67
Diocese of Novaliches	241	300	80.33
Diocese of Pagadian	1383	2,692	51.37
Diocese of Parañaque	118	158	74.68
Diocese of Pasig	102	128	79.69
Diocese of Romblon	1	11	9.09
Diocese of San Carlos	0	10	0.00
Diocese of San Fernando (La Union)	2	284	0.70

Ecclesiastical Territory	Respondents	Population	Percentage (%)
Diocese of San Pablo	348	657	52.97
Diocese of Sorsogon	858	1,100	78.00
Diocese of Surigao	538	582	92.44
Diocese of Tagbilaran	129	270	47.78
Diocese of Tagum	1,077	1,165	92.44
Diocese of Talibon	699	1,351	51.73
Diocese of Tandag	1	10	10.00
Diocese of Tarlac	13	23	56.52
Diocese of Urdaneta	175	256	68.36
Diocese of Virac	1	350	0.29
Military Ordinariate	97	169	57.40
Prelature of Batanes	0	10	0.00
Prelature of Infanta	5	15	33.33
Prelature of Isabela (Basilan)	70	400	17.50
Prelature of Marawi	1	10	10.00
Total*	24,197	62,156	38.93
Unidentified Entries	2,600		
Actual Total	26,797	62,156	43.11

**Table 3.2.** *Percentage Distribution of the Sociodemographic Profile of Selected Catechist Respondents*

Indicators	Frequency	Percent (%)
<b>Sex</b>		
Male	1,806	6.9
Female	24,233	93.1
<b>Total</b>	<b>26,039</b>	<b>100.0</b>
<b>Age</b>		
Mean	52	

**Table 3.3.** *Frequency & Percentage Distribution of Selected Catechist Respondents' Support and Engagements in the Ministry*

Indicators	Frequency	%
<b>How are you ministering as a catechist?</b>		
Full-time	4,078	16.4
Part-time	16,800	67.4
Volunteer	3784	15.2
Other	246	1.0
<b>Total</b>	<b>24,908</b>	<b>100.0</b>

Indicators	Frequency	%
<b><i>How many of years have you been in the ministry as catechist?</i></b>		
1-10 years	15,528	63.4
11-20 years	5,336	21.8
21-30 years	2,573	10.5
31-40 years	870	3.6
41-50 years	136	0.6
51-60 years	27	0.1
61-71 years	10	0.0
Total	24,480	100.0
<b><i>How many numbers of hours per week do you catechize?</i></b>		
1-10 hours	21,882	91.4
11-20 hours	1,185	4.9
21-30 hours	577	2.4
31-40 hours	296	1.2
Total	23,940	100.0
<b><i>Do you receive compensation?</i></b>		
No	11,750	48.2
Yes	12,617	51.8
Total	24,367	100.0
<b><i>How often do you receive compensation?</i></b>		
Weekly	1,621	14.7
Semimonthly	1,372	12.5
Monthly	5,785	52.6
Quarterly	400	3.6
Semiannually	198	1.8
Annually	917	8.3
Other	709	6.4
Total	11,002	100.0

**Table 3.4.** *Multiple Responses on the Forms of Support and Assistance that Selected Catechist Respondents Received*

Indicators	Frequency	Percent (%)
<b><i>Forms of support and assistance</i></b>		
Regular salary	1,069	8.9
Honorarium/stipend	2,934	24.3
Transportation/fare allowance	7,865	65.1
Meal allowance	2,663	22.0
Clothing allowance	3,746	31.0
In kind/goods (such as: grocery items, sack of rice, fruits)	813	6.7

Indicators	Frequency	Percent (%)
<b>Which do you prefer to receive as support and assistance?</b>		
Regular salary	3,525	18.6
Honorarium/stipend	5,496	29.1
Transportation/fare allowance	12,087	63.9
Meal allowance	5,665	30.0
Clothing allowance	7,562	40.0
In kind/goods (such as: grocery items, sack of rice, fruits)	770	4.1

**Table 3.5.** Frequency & Percentage Distribution of Selected Catechist Respondents' Outlook on Catechetical Formation Received

Indicators	Frequency	Percent (%)
<b>Is formal catechetical formation important?</b>		
Yes	21,317	86.3
No	3,379	13.7
Total	24,696	100.0
<b>Rate the degree of importance of a formal catechetical formation as a qualification in becoming a catechist</b>		
Very much important	15,756	71.0
Important	2,676	12.1
Neutral	2,270	10.2
Somewhat important	536	2.4
Not at all important	942	4.2
Total	22,180	100.0
<b>Did you have any formal Catechetical Formation?</b>		
Yes	14,348	65.0
No	7,735	35.0
Total	22,083	100.0

**Table 3.6.** Multiple Responses on the Type of Catechetical Providers on Ongoing Catechetical Formation for the Selected Catechist Respondents

Indicators	Frequency	Percent (%)
<b>Which of the following provided your ongoing catechetical formation?</b>		
<b>Parish</b>	18,061	77.0
<b>Diocese</b>	11,695	49.9
<b>Catechetical centers</b>	4,808	20.5
<b>Religious Congregation</b>	2,921	12.5
<b>Schools</b>	1,061	4.5

**Table 3.7. Frequency & Percentage Distribution of Selected Catechist Respondents' Outlook on Ongoing Catechetical Formation**

Indicators	Frequency	Percent (%)
<b>Is ongoing catechetical formation important?</b>		
Yes	25,185	99.7
No	76	0.3
Total	25,261	100.0
<b>Rate the degree of importance of an ongoing formation for more effective catechesis</b>		
Very much important	19,957	83.8
Important	2,399	10.1
Neutral	1,031	4.3
Somewhat important	177	0.7
Not at all important	255	1.0
Total	23,819	100.0
<b>Does your diocese/parish offer programs for ongoing catechetical formation?</b>		
Yes	21,830	93.1
No	798	3.4
I do not know	825	3.5
Total	23,453	100.0
<b>Do you attend ongoing catechetical formation?</b>		
Yes	23,807	95.9
No	1,026	4.1
Total	24,833	100.0
<b>If yes, how often?</b>		
Weekly	2,085	7.9
Monthly	10,484	39.6
Every 3 months	4,640	17.5
Twice a year	2,308	8.7
Annually	6,955	26.3
Total	26,472	100.0

**Table 3.8.** *Multiple Responses on the Perspectives on Catechetical Content of Selected Catechist Respondents*

Indicators	Frequency	Percent (%)
<b>Which of the following catechetical content must be prioritized in your ongoing catechetical formation?</b>		
Sacred Scriptures/Bible	20,485	82.4
Sacraments and Liturgy	19,095	76.8
Fundamentals of Faith	17,304	69.6
Christian Morality	15,324	61.7
Catholic Social Teachings	13,534	54.4
Mary and the Saints	13,334	53.6
Marriage and Family	12,903	51.9
Salvation History	11,750	47.3
Christology	11,494	46.2
Current Moral Issues	11,234	45.2
Pastoral/evangelizing Communication	10,992	44.2
Current Church Issues	10,377	41.7
Relationship and Sexuality	9,297	37.4
Ecclesiology	9,056	36.4
Mass Media	7,440	29.9

**Table 3.9.** *Frequency & Percentage Distribution of the Selected Catechist Respondents' Perspectives About Ongoing Catechetical Formation Programs*

Indicators	Frequency	Percent (%)
<b>How helpful are the ongoing catechetical formation programs in deepening your faith?</b>		
Very much helpful	21,065	85.4
Somewhat helpful	2,876	11.7
Undecided	432	1.8
Not really helpful	299	1.2
Not at all helpful	252	1.0
Total	24,672	100.0
<b>How helpful are the ongoing catechetical formation programs to the enhancement of your catechetical pedagogy?</b>		
Very much helpful	19,320	79.5
Somewhat helpful	3,829	15.8
Undecided	633	2.6
Not really helpful	283	1.2
Not at all helpful	246	1.0
Total	24,311	100.0

Indicators	Frequency	Percent (%)
<b><i>How helpful are the ongoing catechetical formation programs to your spiritual growth?</i></b>		
Very much helpful	21,328	87.6
Somewhat helpful	2,229	9.2
Undecided	408	1.7
Not really helpful	174	0.7
Not at all helpful	218	0.9
<b>Total</b>	<b>24,357</b>	<b>100.0</b>
<b><i>Among those who conduct catechetical formation, whom do you find most helpful in your ongoing catechetical formation?</i></b>		
Priest	8,427	34.9
Lay religious educator/ catechist	6,438	26.6
Lay catechetical director/ coordinator	5,581	23.1
Bishop	1,661	6.9
Other	1,530	6.3
Lay theologian	528	2.2
<b>Total</b>	<b>24,165</b>	<b>100.0</b>

**Table 3.10.** *Multiple Responses on the Issues and Concerns Experienced by the Students of Selected Catechist Respondents*

Indicators	Frequency	Percent (%)
<b><i>In your observation, what issues and concerns do your students usually experience?</i></b>		
Parents who do not go to church	18,655	75.8
Jobless parents	11,801	48.0
Parents who are not married	11,761	47.8
Separated parents	11,293	45.9
Lack of education	9,691	39.4
Parents working abroad	9,602	39.0
Bullying	8,307	33.8
Poor grades	7,482	30.4
Low self confidence	6,755	27.5
Cutting/skipping classes	6,399	26.0
Vices – smoking, gambling, excessive drinking	4,189	17.0
School related	3,554	14.4
Marital infidelity	2,243	9.1
Drug addiction	1,928	7.8
Premarital sex	1,917	7.8
Incest	999	4.1

**Table 3.11.** Multiple Responses on the External Factors that Contribute Most to Doing Catechesis Effectively for the Selected Catechist Respondents

Indicators	Frequency	Percent (%)
<b><i>At present, what external factors contribute most to doing your catechesis effectively?</i></b>		
Supportive family	18,846	75.2
Supportive parish priest	18,485	73.7
Supportive co-catechists	17,692	70.6
Supportive director/coordinator	14,567	58.1
Cooperative parents of students	8,521	34.0
Conducive teaching learning environment	8,114	32.4
Convenient means of transportation	6,652	26.5
Availability of and easy access to teaching aids	6,298	25.1
Full, active, and conscious classroom participation of students	2,651	10.6
Sufficient compensation	2,206	8.8

**Table 3.12.** Multiple Responses on the External Factors that Make the Ministry Difficult for the Selected Catechist Respondents

Indicators	Frequency	Percent (%)
<b><i>At present, what external factors make your ministry difficult?</i></b>		
Passive or indifferent students	9,106	45.5
Not conducive teaching learning environment	6,451	32.3
Inconvenient means of transportation	5,347	26.7
Unsupportive family	4,881	24.4
Unavailability of and inaccessibility to teaching aids	2,850	14.3
Unsupportive parish priest	2,574	12.9
Unsupportive co-catechists	2,518	12.6
Unsupportive director/coordinator	1,551	7.8
Insufficient compensation	895	4.5

**Table 3.13.** Frequency & Percentage Distribution of the Selected Catechist Respondents' Disposition in their Ministry

Indicators	Frequency	Percent (%)
<b><i>What best describes your life situation at present?</i></b>		
Very happy	8,048	32.3
Happy	13,807	55.5
Neutral	2,510	10.1
Somewhat happy	380	1.5
Not happy	154	0.6
Total	24,899	100.0
<b><i>Are you happy at the moment as a catechist?</i></b>		
Very happy	9,596	38.7
Happy	13,843	55.8
Neutral	1,107	4.5
Somewhat happy	201	0.8
Not happy	58	0.2
Total	24,805	100.0
<b><i>How satisfied are you as a catechist?</i></b>		
Very satisfied	7,841	32.3
Somewhat satisfied	14,174	58.3
Neutral	1,762	7.2
Somewhat satisfied	410	1.7
Not satisfied	110	0.4
Total	24,297	100.0
<b><i>Aside from being a catechist, do you have other works/services?</i></b>		
Yes	16,973	72.2
No	6,532	27.8
Total	23,505	100.0
<b><i>Does your family support your involvement in the catechetical ministry?</i></b>		
Yes	23,480	96.7
No	792	3.3
Total	24,272	100.0

**Table 3.14. Multiple Responses About the Topics on Catechetical Pedagogy/Methodology in the Ongoing Catechetical Formation of Selected Catechist Respondents**

Indicators	Frequency	Percent (%)
<b>Which of the following topics on catechetical pedagogy/methodology must be prioritized in your ongoing catechetical formation?</b>		
Visual aids making	20,485	82.4
Teaching strategies and techniques	19,095	76.8
Lesson planning	17,304	69.6
Use of educational technology	15,324	61.7

**Table 3.15. Multiple Responses on the Materials Used as Source for the Catechetical Instruction of Selected Catechist Respondents**

Indicators	Frequency	Percent (%)
<b>What materials do you use as sources for your catechetical instruction?</b>		
Bible	23,232	86.7
Catechism of the Catholic Church (CCC)	17,006	63.5
Catechism of Filipino Catholics	15,566	58.1
Youth Catechism (YouCat)	3,026	11.3
Catholic Social Teaching for the Youth (DoCat)	2,688	10.0
Compendium of the Social Teachings of the Church	2,131	8.0

**Table 3.16. Frequency & Percentage Distribution of the Catechetical Modules Used in the Catechetical Ministry of Selected Catechist Respondents**

Indicators	Frequency	Percent (%)
<b>Does your diocese/parish provide you with a catechetical module?</b>		
Yes	24,914	97.8
No	479	1.9
I do not know	78	0.3
Total	25,471	100.0
<b>Do you use the provided catechetical module?</b>		
Yes	22,824	94.8
No	1,260	5.2
Total	24,084	100.0

Indicators	Frequency	Percent (%)
<b><i>In your opinion, do you consider your module as: (Multiple Responses)</i></b>		
Doctrine, Moral, Worship structured	20,986	96.4
Ecumenically sensitive	14,247	90.4
Research based	17,431	90.3
National Catechetical Directory of the Philippines guided	16,897	89.6
Culturally sensitive	13,203	83.2
Interreligious/interfaith sensitive	12,496	78.9
Gender sensitive	11,961	75.1
<b><i>What medium is used in your module?</i></b>		
Filipino/Tagalog	10,834	43.5
Bisaya/Cebuano	8,021	32.2
Hiligaynon	3,220	12.9
English	1,420	5.7
Bicolano	725	2.9
Other	386	1.5
Kapampangan	173	0.7
Ilocano	155	0.6
Total	24,934	100.0

**Table 3.17.** Frequency & Percentage Distribution on Effectivity of Catechetical Strategies Used by Selected Catechist Respondents

Indicators	Frequency	Percent (%)
<b><i>Which of the following strategies do you find most effective?</i></b>		
Storytelling	8,724	34.9
Lecture method	7,489	30.0
Question and answer	3,503	14.0
Picture analysis	2,485	9.9
Song analysis	1,409	5.6
Film analysis	532	2.1
Role playing	517	2.0
Theater	287	1.2
Total	24,946	100.0

Indicators	Frequency	Percent (%)
<b><i>Which of the following strategies do you find most effective?</i></b>		
Storytelling	8,724	34.9
Lecture method	7,489	30.0
Question and answer	3,503	14.0
Picture analysis	2,485	9.9
Song analysis	1,409	5.6
Film analysis	532	2.1
Role playing	517	2.0
Theater	287	1.2
Total	24,946	100.0
<b><i>Which of the following strategies do you find least effective?</i></b>		
Lecture method	8,780	38.2
Theater	4,102	17.9
Question and answer	2,285	10.0
Storytelling	1,909	8.3
Song analysis	1,643	7.1
Film analysis	1,576	6.9
Role playing	1,554	6.8
Picture analysis	1,094	4.8
Total	22,943	100.0
<b><i>Which of the following teaching aids do you find most effective? (Multiple Responses)</i></b>		
Blackboard and chalk	21,594	80.6
Manila paper	18,753	70.0
storybooks	15,741	58.7
Flashcards	7,410	27.7
Whiteboard and whiteboard marker	3,227	12.0
Cassette player/sound system/ microphone	3,056	11.4
Computer/laptop	2,778	10.4
LCD projector	1,969	7.3
Overhead projector (OHP)	1,639	6.1
Television	1,390	5.2
Internet	1,204	4.5
<b><i>Which among the three goals of catechesis is your priority in catechizing?</i></b>		
Deepen the relationship with Jesus	16,048	64.4
Initiate the catechized to an encounter with Jesus	5,571	22.4
Reach systematically the truths of faith	3,291	13.2
Total	24,910	100.0

**Table 3.18. Multiple Responses on the Selected Catechist Respondents' Motivation to Serve as Catechist**

Indicators	Frequency	Percent (%)
<b>What motivated you to serve as a catechist?</b>		
Sense of volunteerism	14,458	57.9
Deep relationship with Jesus	14,052	56.2
Sense of mission/apostolate	12,216	48.9
Church exposure	8,806	35.2
Vocation	8,504	34.0
Search for meaning in Life	7,406	29.6
Family background	5,824	23.3
Moral situation	3,118	12.5
Retired status	1,874	7.5
Compensation	691	2.8

**Table 3.19. Frequency & Percentage Distribution of the Selected Catechist Respondents' Engagement with Spiritual Activities and Sacraments**

Indicators	Frequency	Percent (%)
<b>Which of the following spiritual activities do you do on a daily basis? (Multiple Responses)</b>		
Pray the Rosary	19,752	73.7
Read the Bible	17,332	64.7
Silent Prayer/Meditation/ Reflection	16,047	59.9
Go to Mass	14,626	54.6
Special Devotion to Saint/s	8,972	33.5
Eucharistic adoration	4,853	18.1
Liturgy of the Hours	3,544	13.2
Other	374	1.4
None at all	137	0.5
<b>Which of these images BEST describe your relationship with Jesus at the moment?</b>		
Lord	19,486	78.0
Friend	2,336	9.4
Teacher	1,616	6.5
Brother	1,073	4.3
Other	467	1.9
Total	24,978	100.0

**Table 3.20. Frequency & Percentage Distribution on the Spiritual Exercises Organized by Respective Diocese/Parishes for the Selected Catechist Respondents**

Indicators	Frequency	Percent (%)
<b><i>Does your diocese/parish organize spiritual exercises for catechists (ex. Retreats/recollections/pilgrimages)?</i></b>		
Yes	24,168	96.6
No	505	2.0
I do not know	356	1.4
Total	25,029	100.0
<b><i>If yes, how often?</i></b>		
Monthly	2,755	12.5
Quarterly	1,688	7.6
Semiannually	5,827	26.3
Annually	11,837	53.5
Total	22,107	100.0
<b><i>Aside from spiritual exercises that your parish/diocese organizes for catechists, do you participate in other activities that will enrich your spiritual life?</i></b>		
Yes	23,444	96.0
No	987	4.0
Total	24,431	100.0
<b><i>If yes, how often?</i></b>		
Monthly	6,172	28.5
Quarterly	1,996	9.2
Semiannually	4,402	20.3
Annually	9,114	42.0
Total	21,684	100.0

# The Filipino Catechetical Leaders

Table 4.1. Profile Diocesan Catechetical Leaders

Indicators	Frequency	Percent (%)
<b>Biological Sex</b>		
Female	97	42.2
Male	133	57.8
Total	230	100.0
<b>Designation</b>		
Catechetical Director	122	52.8
Catechetical Asst. Director	8	3.5
Catechetical Coordinator	83	35.9
Priest in-Charge	1	0.4
Asst. Director for New Evangelization	1	0.4
Vicarial Coordinator, PASKA-CCD	2	0.9
Program Coordinator	1	0.4
Commission on Education Director	1	0.4
Not indicated	12	5.2
Total	231	100.0
<b>State of Life in the Church</b>		
Bishop	2	0.9
Diocesan Priest	125	54.1
Religious Priest	5	2.2
Religious Sister	75	32.5
Lay Person	23	10.0
Not indicated	1	0.4
Total	231	100.0
<b>Year/s as Diocesan Catechetical Leader according to the directory (Multiple Responses)</b>		
Year 2016	155	67.1
Year 2017	154	66.7
Year 2018	158	68.4
Year 2021	155	67.1

**Table 4.2. Frequency of Congregations or Orders of Catechetical Leaders**

If religious, state the congregation or order	Frequency	Percent (%)
MCST - MISSIONARY CATECHISTS OF ST. THERESE OF THE INFANT JESUS	23	30.3
OND - OBLATES OF NOTRE DAME	9	11.8
OSB - Benedictine Sisters of the Eucharistic King	5	6.6
SIHM - SISTERS OF THE IMMACULATE HEART OF MARY	4	5.3
MCJ - MISSIONARIES OF THE CHILD JESUS	4	5.3
RCM - Religious Catechists of Mary	3	3.9
MCSH - MISSIONARY CATECHISTS OF THE SACRED HEART	3	3.9
OP - ORDER OF PREACHERS	2	2.6
LGC - LIVING THE GOSPEL COMMUNITY	2	2.6
FdCC - CANOSSIAN DAUGHTERS OF CHARITY	2	2.6
DM - DAUGHTERS OF MARY MOTHER OF THE CHURCH INSTITUTE	2	2.6
WCW - WORKERS OF CHRIST THE WORKER RELIGIOUS INSTITUTE	1	1.3
TMM - THERESIAN MISSIONARIES OF MARY	1	1.3
TDM - TERESIAN DAUGHTERS OF MARY	1	1.3
SPC - CONGREGATION OF THE SISTERS OF ST. PAUL OF CHARTRES	1	1.3
SJBP - SISTERS OF JESUS GOOD SHEPHERD	1	1.3
RSM - RELIGIOUS SISTERS OF MERCY	1	1.3
OSA - ORDER OF ST. AUGUSTINE NUNS MONASTERY MOTHER OF GOOD COUNSEL	1	1.3
O. CARM. - CONGREGATION OF OUR LADY OF MOUNT CARMEL	1	1.3
MSLT - MISSIONARY SISTERS OF THE LORD'S TABLE	1	1.3
FMSC - FRANCISCAN MISSIONARY SISTERS OF THE SACRED HEART	1	1.3
DST - Daughters of St. Theresa of Avila	1	1.3
DSJ - DAUGHTERS OF ST. JOSEPH	1	1.3
CSJ - Catechist of St. Joseph	1	1.3
No responses	155	67.1
Total	231	100.0

**Table 4.3. Profile of Catechetical Leaders**

Indicators	Frequency	Percent (%)
<b>Age groups</b>		
Children	0	0.0
Youth	14	4.7
Adults	190	63.3
Elderly	95	32.0
<b>Total</b>	<b>299</b>	<b>100.0</b>
<b>Biological Sex</b>		
Female	251	88.1
Male	34	11.9
<b>Total</b>	<b>285</b>	<b>100.0</b>
<b>Civil Status</b>		
Single	86	30.2
Married	199	69.8
<b>Total</b>	<b>285</b>	<b>100.0</b>
<b>Highest Educational Attainment</b>		
Elementary Education	5	1.7
High School Education	37	12.5
Vocational	26	8.8
College Education	143	48.1
Masters Education	81	27.3
Doctorate Education	5	1.7
<b>Total</b>	<b>297</b>	<b>100.0</b>
<b>Director or Coordinator</b>		
Director	33	12.1
Coordinator	240	87.9
<b>Total</b>	<b>273</b>	<b>100.0</b>
<b>Designation</b>		
Lay Person	225	78.9
Religious Brother	41	14.4
Religious Sister	7	2.5
Priest	12	4.0
<b>Total</b>	<b>285</b>	<b>100.0</b>

Indicators	Frequency	Percent (%)
<b>Number of years as director/coordinator</b>		
1-10 years	191	69.2
11-20 years	48	17.4
21-30 years	26	9.4
31-50 years	11	4.0
<b>Total</b>	<b>276</b>	<b>100.0</b>
<b>Number of hours per week as director/coordinator</b>		
1-10 hours	131	56.2
11-20 hours	25	10.7
21-30 hours	29	12.4
31-40 hours	48	20.6
<b>Total</b>	<b>233</b>	<b>100.0</b>

**Table 4.4.** Multiple Responses of the External Factors that Contribute Most in Fulfilling the Ministry of Selected Catechetical Leaders

Indicators	Frequency	Percent (%)
<b>At present, what external factors contribute most to fulfilling your ministry as director/coordinator effectively?</b>		
Supportive parish priest	229	80.1
Concerns with problematic students	229	80.1
Supportive family	212	74.1
Need for spiritual formation	212	74.1
Family matters	200	69.9
Training in doing effective catechesis	189	66.1
Availability and accessibility of catechetical sources (ex. Bible, CCC, CFC, etc.)	177	61.9
Social media and educational technology training	165	57.7
Financial problems	86	30.1
Communication issues	61	21.3
Overcoming vices	41	14.3

**Table 4.5.** Multiple Responses on the External Factors that Make Ministry Difficult for the Selected Catechetical Leaders

Indicators	Frequency	Percent (%)
<b>At present, what external factors make your ministry as director/coordinator difficult?</b>		
Uncommitted catechists	147	59.5
Insufficient funds	147	59.5
Untoward disposition of catechists	84	34.0
Insufficient compensation	79	32.0
Lack of conducive space for administrative functions	76	30.8
Unsupportive parish priest	53	21.5
Unsupportive parish	43	17.4
Unsupportive family	25	10.1
Unsupportive diocese	14	5.7

**Table 4.6.** Multiple Responses on the Spiritual Exercises and Religious Activities Conducted for the Catechists as Reported by Selected Catechetical Leaders

Indicators	Frequency	Percent (%)
<b>Do you organize spiritual exercises (retreats, recollections) for the catechists?</b>		
Yes	257	92.1
No	22	7.9
Total	279	100.0
<b>Which of the following religious activities do you do on a daily basis?</b>		
Silent Prayer	254	83.8
Going to Mass	233	76.9
Bible reading	219	72.3
Novena devotion to Mary and the Saints	187	61.7
Praying with the Bible	184	60.7
Eucharistic adoration	146	48.2
Liturgy of the hours	122	40.3
Other	37	12.2
<b>What are your spiritual preparations in planning catechetical activities?</b>		
Mass	252	83.2
Recollection	226	74.6
Personal prayer	198	65.3
Retreat	159	52.5
Bible study	157	51.8
Group prayer	155	51.2
Eucharistic adoration	142	46.9
Other	28	9.2

**Table 4.7.** Frequency & Percentage Distribution on the Selected Catechetical Leader Respondents' Life Situation at Present

Indicators	Frequency	Percent (%)
<b>What best describes your life situation at present?</b>		
Very happy	81	28.1
Happy	164	56.9
Neutral	24	8.3
Somewhat happy	16	5.6
Not happy	3	1.0
Total	288	100.0
<b>Are you happy at the moment as coordinator/director?</b>		
Very happy	70	25.0
Happy	161	57.5
Neutral	28	10.0
Somewhat happy	18	6.4
Not happy	3	1.1
Total	280	100.0
<b>How satisfied are you as a coordinator or director?</b>		
Very satisfied	62	22.2
Satisfied	161	57.7
Neutral	39	14.0
Somewhat satisfied	14	5.0
Not satisfied	3	1.1
Total	279	100.0

**Table 4.8.** Frequency & Percentage Distribution of the Multiple Roles of Selected Catechetical Leaders

Indicators	Frequency	Percent (%)
<b>Aside from being a coordinator/ director, do you have other works/services?</b>		
Yes	193	71.2
No	78	28.8
Total	271	100.0

**Table 4.9.** Frequency & Percentage Distribution on the Selected Catechetical Leader Respondents' Commitment at the Moment

Indicators	Frequency	Percent (%)
<b>How would you rate your commitment as a coordinator/director at the moment?</b>		
Fully committed	100	35.8
Committed	144	51.6
Neutral	20	7.2
Somewhat committed	11	3.9
Not at all committed	4	1.4
<b>Total</b>	<b>279</b>	<b>100.0</b>

**Table 4.10.** Frequency & Percentage Distribution of the Selected Catechetical Leader Respondents' Perception on Formal Catechetical Formation

Indicators	Frequency	Percent (%)
<b>Is formal catechetical formation important?</b>		
Yes	270	94.4
No	16	5.6
<b>Total</b>	<b>286</b>	<b>100.0</b>
<b>Rate the degree of importance of a formal catechetical formation as a qualification in becoming a director/coordinator</b>		
Very much important	219	76.0
Important	41	14.2
Neutral	24	8.3
Somewhat important	3	1.0
Not at all important	1	0.3
<b>Total</b>	<b>288</b>	<b>100.0</b>
<b>Did you have any formal Catechetical Formation?</b>		
Yes	241	82.0
No	53	18.0
<b>Total</b>	<b>294</b>	<b>100.0</b>
<b>If yes, what form?</b>		
Certificate (less than a year) in Religious Education or related field	137	62.0
Diploma (two-year course) in Religious Education or related field	51	23.1
Degree (four-year course) in Religious Education or related field	33	14.9
<b>Total</b>	<b>221</b>	<b>100.0</b>

**Table 4.11. Frequency & Percentage Distribution on the Selected Catechetical Leader Respondents' Perception on Ongoing Catechetical Formation**

Indicators	Frequency	Percent (%)
<b>Does the ECCCE conduct ongoing catechetical formation for directors/coordinators?</b>		
Yes	164	61.7
No	42	15.8
No information	60	22.6
Total	266	100.0
<b>If yes, how often?</b>		
Weekly	6	3.4
Monthly	67	38.1
Quarterly	11	6.3
Annually	76	43.2
Other	16	9.1
Total	176	100.0
<b>Is ongoing catechetical formation important in your ministry as director/coordinator?</b>		
Yes	279	99.6
No	1	0.4
Total	280	100.0
<b>Rate the degree of importance of ongoing catechetical formation for director/coordinator</b>		
Very much important	227	81.9
Important	39	14.1
Neutral	10	3.6
Somewhat important	1	0.4
Total	277	100.0
<b>Do you attend ongoing catechetical formation as catechetical coordinator/director?</b>		
Yes	253	92.3
No	21	7.7
Total	274	100.0

**Table 4.12.** Multiple Responses on the Topics Offered in the Ongoing Catechetical Formation of Selected Catechetical Leaders

Indicators	Frequency	Percent (%)
<b>Which of the following topics have been offered in your ongoing formation as catechetical coordinator/director?</b>		
Sacred Scriptures/Bible	244	87.1
Sacraments and Liturgy	238	85.0
Lesson Planning	228	81.4
Leadership Training	220	78.6
Christian Mortality	205	73.2
Catholic Social teachings	203	72.5
Catechetical Pedagogy	190	67.9
Mary and the Saints	186	66.4
Salvation History	167	59.6
Marriage and Family	167	59.6
Christology	163	58.2
Current Moral Issues	160	57.1
Pastoral/Evangelizing Communication	155	55.4
Human Relationship and Sexuality	133	47.5
Mass Media	130	46.4
Ecclesiology	129	46.1

**Table 4.13.** Frequency & Percentage Distribution on the Existing Curriculum for Catechetical Instruction

Indicators	Frequency	Percent (%)
<b>Do you have an existing curriculum for catechetical instruction?</b>		
Yes	218	86.5
No	27	10.7
No information	7	2.8
Total	252	100.0
<b>Do you have an existing syllabus for your catechetical instruction?</b>		
Yes	258	93.5
No	18	6.5
Total	276	100.0

**Table 4.14.** Multiple Responses on Selected Catechetical Leader Respondents' Perspective on their Current Curriculum

Indicators	Frequency	Percent (%)
<i>In your opinion, do you consider your current catechetical curriculum as:</i>		
Doctrine, Moral, Worship structured	252	92.3
Ecumenically Sensitive	203	74.4
Research Based	170	62.3
Interreligious/interfaith Sensitive	149	54.6
Culturally Sensitive	145	53.1
Gender Sensitive	130	47.6

**Table 4.15.** Multiple Responses on the Topics Included in the Curriculum of Selected Catechetical Leader Respondents

Indicators	Frequency	Percent (%)
<i>Which of the following topics are included in the curriculum?</i>		
Fundamentals of Faith	240	85.7
Catechetical Pedagogy including lesson planning and visual aid making	229	81.8
Spirituality	228	81.4
Sacraments and Liturgy	228	81.4
Community/team building	169	60.4
Church document (CCC, CFC, Vatican II, encyclicals)	214	76.4
Pastoral Communication	151	53.9
Sexuality, Marriage and Family Life	144	51.4
Church, Moral, and Social Issue	191	68.2

**Table 4.16.** Frequency & Percentage Distribution of Catechetical Syllabus Indicators by Selected Catechetical Leader Respondents

Indicators	Frequency	Percent (%)
<i>What language is/are often used in these curriculum content?</i>		
English	128	59.8
Filipino	178	83.2
<i>Who prepares the syllabus?</i>		
Catechetical Coordinator	168	76.0
Catechetical Director	118	53.4
Catechists	132	59.7

Indicators	Frequency	Percent (%)
<b><i>Which of the following items are primarily considered in preparing the syllabus?</i></b>		
The context of the catechized	208	77.3
The outline provided by the Catechism for Filipino Catholics or Catechism of the Catholic Church	254	94.4
The topics outlined in some religion textbooks used in private schools	109	40.5
<b><i>Which of these materials are often used in the syllabus?</i></b>		
Bible	269	95.1
Catechism for Filipino Catholics	264	93.3
Catechism of the Catholic Church	243	85.9
Vatican II	167	59.0
PCP II	165	58.3
<b><i>What language do you use in preparing syllabus?</i></b>		
English	133	46.5
Filipino/Tagalog	202	70.6
Cebuano	30	10.5
Bicolano	11	3.8
Kapampangan	2	0.7
Ilocano	19	6.6
Hiligaynon	89	31.1

**Table 4.17.** *Multiple Responses on the Available Catechetical Materials in the Office of Selected Catechetical Leader Respondents*

Indicators	Frequency	Percent (%)
<b><i>Which of the following catechetical materials are available in your office?</i></b>		
Bible	274	98.6
Catechism of the Catholic Church	242	87.1
Catechism of the Filipino Catholics	237	85.3
National Catechetical Directory of the Philippines	153	55.0
PCP II	140	50.4
Vatican II	118	42.4
Youth Catechism (YouCat)	115	41.4
Catechism of the Social Teachings of the Church (DoCat)	96	34.5

**Table 4.18.** Frequency & Percentage Distribution of Issues, Concerns, and Compensations of Selected Catechetical Leader Respondents

Indicators	Frequency	Percent (%)
<b><i>Do you know certain issues and concerns your catechists are faced with?</i></b>		
Yes	258	95.6
No	12	4.4
Total	270	100.0
<b><i>Do you receive compensation?</i></b>		
Yes	90	32.6
No	186	67.4
Total	276	100.0
<b><i>How often do you receive compensation?</i></b>		
Weekly	8	3.8
Semimonthly (twice a month)	58	27.6
Monthly	113	53.8
Quarterly (every 3 months)	4	1.9
Semiannually (every 6 months)	3	1.4
Annually (yearly)	4	1.9
Other	20	9.5
Total	210	100.0
<b><i>In reference to your answer in the preceding number, how much monetary compensation do you receive?</i></b>		
500	45	24.7
501 - 1000	26	14.3
1001 - 1500	10	5.5
1501 - 2000	10	5.5
2001 - 2500	4	2.2
2501 - 2600	4	2.2
2601 - 3000	12	6.6
3501 - 4000	9	4.9
4501 - 5000	17	9.3
5501 - 6000	6	3.3
6501 - 7000	3	1.6
7501 - 8000	5	2.7
8501 - 9000	7	3.8
9501 - 1000	6	3.3
11501 - 12000	2	1.1
14501 - 15000	4	2.2
Total	182	100.0

**Table 4.19.** *Multiple Responses on the Preferred Support and Assistance of Selected Catechetical Leader Respondents*

Indicators	Frequency	Percent (%)
<b><i>Which do you prefer to receive as support and assistance?</i></b>		
Transportation/Fare allowance	151	68.9
Regular salary	89	40.6
Clothing allowance	84	38.4
Honorarium/stipend	83	37.9
Meal allowance	62	28.3
In-kind/goods such as grocery items, a sack of rice, fruits	25	11.4

**Table 4.20.** *Multiple Responses on the Issues and Concerns that Catechists discuss with the Selected Catechetical Leader Respondents*

Indicators	Frequency	Percent (%)
<b><i>What issues and concerns do your catechists usually discuss with you?</i></b>		
Need for ongoing formation	206	72.3
Training in doing effective catechesis	198	69.5
Financial problems	184	64.6
Need for spiritual formation	177	62.1
Need for constant updating	160	56.1
Availability and accessibility of catechetical sources (ex. Bible, CCC, CFC, etc)	153	53.7
Concerns with problematic students	150	52.6
Family matters	136	47.7
Social media and educational technology training	124	43.5
Communication issues	103	36.1
Overcoming vices	37	13.0

**Table 4.21.** *Frequency & Percentage Distribution of the Organization Concerns in the Ministry of Selected Catechetical Leader Respondents*

Indicators	Frequency	Percent (%)
<b><i>Do you have an existing organizational structure for the catechetical ministry in your diocese/parish?</i></b>		
Yes	266	92.7
No	13	4.5
I do not know	8	2.8
Total	287	100.0

Indicators	Frequency	Percent (%)
<b><i>Do you have an existing organizational structure for the catechetical ministry in your diocese/parish?</i></b>		
Yes	266	92.7
No	13	4.5
I do not know	8	2.8
Total	287	100.0
<b><i>Do you have a clear understanding of your job as a director/coordinator?</i></b>		
Yes	275	95.2
No	8	2.8
I do not know	6	2.1
Total	289	100.0
<b><i>Do you keep an updated demographic profile of the catechists in your parish?</i></b>		
Yes	230	86.1
No	14	5.2
I do not know	23	8.6
Total	267	100.0

**Table 4.22.** Frequency & Percentage Distribution of Mission-Vision Concerns in the Ministry of Selected Catechetical Leader Respondents

Indicators	Frequency	Percent (%)
<b><i>Do you have an existing mission-vision statement in your diocese or parish?</i></b>		
Yes	265	93.3
No	16	5.6
I do not know	3	1.1
Total	284	100.0
<b><i>Do you refer to the mission-vision in planning programs and activities?</i></b>		
Yes	243	87.4
Sometimes	20	7.2
No	9	3.2
I do not know	6	2.2
Total	278	100.0
<b><i>Is your mission-vision well disseminated to your catechists in your parish/diocese?</i></b>		
Yes	233	85.0
No	20	7.3
I do not know	21	7.7
Total	274	100.0

**Table 4.23.** *Frequency & Percentage Distribution of Assessment and Evaluation Concerns in the Ministry of Selected Catechetical Leader Respondents*

Indicators	Frequency	Percent (%)
<b><i>How often do you conduct consultation meetings with the catechists regarding their concerns?</i></b>		
Everyday	2	0.7
Weekly	60	20.6
Monthly	184	63.2
Quarterly	16	5.5
Semi Annually	6	2.1
Annually	6	2.1
Occasionally	17	5.8
<b>Total</b>	<b>291</b>	<b>100.0</b>
<b><i>Do you assess/evaluate your catechists?</i></b>		
No	28	10.0
Yes	251	90.0
<b>Total</b>	<b>279</b>	<b>100.0</b>
<b><i>How often do you assess/evaluate your catechists?</i></b>		
Weekly	27	10.2
Monthly	79	29.8
Quarterly	18	6.8
Annually	129	48.7
Other	12	4.5
<b>Total</b>	<b>265</b>	<b>100.0</b>
<b><i>Do you have an existing standard assessment/evaluation tool for your catechists?</i></b>		
Yes	176	65.9
No	91	34.1
<b>Total</b>	<b>267</b>	<b>100.0</b>

# The Filipino Catechized

**Table 5.1.** Frequency and Percentage Distribution of Profile of the Selected Catechized Respondents by Indicators

Indicators	Frequency	Percent (%)
<b>Age group</b>		
Children	1,312	20
Youth	2,022	31
Adult	1,983	30
Elderly	1,261	19
Total	6,578	100
<b>Sex</b>		
Male	1,766	27
Female	4,752	73
Total	6,518	100
<b>Do you consider yourself as part of the LGBTQ+ community?</b>		
Yes	914	17
No	4,603	83
Total	5,517	100
<b>Civil Status</b>		
Single	3,546	55
Married	2,184	34
Others	710	11
Total	6,440	100
<b>Space of worship</b>		
Center	3,529	54
Periphery	3,005	46
Total	6,534	100
<b>Highest Educational Attainment</b>		
Elementary	1,298	20
High School	2,457	38
Vocational	251	4
College	2,070	33
Graduate & Post-graduate	320	5
Total	6,396	100

**Table 5.2.** Frequency and Percentage Distribution of Sense of Belongingness and Being Catholic of Selected Catechized Respondents

Indicators	Frequency	Percent (%)
<b><i>Are you generally happy being Catholic?</i></b>		
Yes	6,451	99.6
No	24	0.4
Total	6,475	100.0
<b><i>Do you feel a sense of belongingness in your parish community?</i></b>		
Yes	6,477	98.4
No	104	1.6
Total	6,581	100.0
<b><i>Do you consider the Philippines as a Catholic country?</i></b>		
Yes	6,394	97.0
No	76	1.2
Total	6,589	100.0
<b><i>In your view, will the Catholic Church survive in the next 50 years?</i></b>		
Yes	6,312	95.9
No	43	0.7
I do not know	225	3.4
Total	6,580	100.0
<b><i>Do you know that the Catholic Church in the Philippines will celebrate its 500th year in 2021?</i></b>		
Yes	5,007	77.3
No	1,472	22.7
Total	6,479	100.0

**Table 5.3. Cross-tabulation of Sense of Catholic Identity of Selected Catechized Respondents by Age Groups**

Response	8-14 years old		15-30 years old		31-59 years old		60 years old & above		Total	
	n	%	n	%	n	%	n	%	n	%
<i>In your view, which of the following statements best describe you? Choose only one. ***</i>										
I am first a Catholic then a Filipino	60	4.6	131	6.5	184	9.4	159	12.8	534	8.2
I am first a Filipino then a Catholic	138	10.6	199	9.9	224	11.5	142	11.4	703	10.8
I am both Filipino and Catholic	1,085	84	1,653	82.5	1,533	78.6	934	75.0	5,205	80.1
I am neither Filipino nor Catholic	4	0.3	7	0.3	5	0.3	5	0.4	21	0.3
I do not know	13	1.0	14	0.7	5	0.3	5	0.4	37	0.6
Total	1,300	100.0	2,004	100.0	1,951	100.0	1,245	100.0	6,500	100.0
<i>In your opinion, what kind of Catholic are you? Choose only one. ***</i>										
Practicing	1,056	83.7	1,664	85.0	1,731	91.2	1,147	94.2	5,598	88.4
Seasonal	169	13.4	258	13.2	129	6.8	48	3.9	604	9.5
Sacramental	22	1.7	21	1.1	32	1.7	15	1.2	90	1.4
Nominal	15	1.2	14	0.7	6	0.3	7	0.6	42	0.7
Total	1,262	100.0	1,957	100.0	1,898	100.0	1,217	100.0	6,334	100.0

\*\*\*Significant at p<.001

**Table 5.4. Multiple Responses on Filipino Cultural Phenomena as Perceived by Selected Catechized Respondents**

Indicators	Frequency	Percent (%)
<i>Which of the following cultural phenomenon do you consider as part of the Filipino culture?</i>		
Filipino teleserye phenomenon	5,709	88.0
Filipinos' ability to smile during disasters	5,572	85.9
Filipino social media phenomenon	5,567	85.8
Pacquiao phenomenon	5,485	84.5
Filipino text messaging phenomenon	5,225	80.5
Tingi-tingi phenomenon	5,190	80.0
Istambay phenomenon	4,214	64.9
The querida (mistress) phenomenon	3,020	46.5
The aswang phenomenon	2,880	44.4
Frank Sinatra's song 'My Way' killings	1,087	16.7

**Table 5.5.** Multiple Responses on Catholicism Influenced and Observed Cultural Practices as Perceived by Selected Catechized Respondents

Cultural Practices	Influenced by Catholicism		Still observed today	
	n	%	n	%
Being family-oriented	6,220	94.9	4,953	81.5
Sense of pakikipagkapwa-tao	6,146	93.8	4,817	81.0
Sense of kagandahang-loob	6,055	92.4	4,666	80.6
Pagmamano	5,674	90.4	4,549	79.3
Being meal-oriented	5,772	89.4	4,894	78.7
Sense of utang na loob	5,854	88.1	4,775	78.6
Sense of bayanihan	5,768	88.0	4,740	78.0
Pakikiramay	5,920	86.6	4,920	77.0
Sense of hiya	5,235	79.9	4,462	76.8
Being spirit-oriented	4,529	76.1	3,979	74.9
Being bayani-oriented	4,986	74.6	4,345	73.5
Kuwentuhan	4,887	69.9	4,783	71.5
Being kundiman-oriented	4,581	69.1	3,427	65.5
Notion of Filipino time	3,830	58.5	4,676	56.4

**Table 5.6.** Cross-tabulation of Religious Events Celebration of Selected Catechized Respondents by Age

Response	8-14 years old		15-30 years old		31-59 years old		60 years old & above		Total	
	n	%	n	%	n	%	n	%	n	%
Christmas	1,247	96.2	1,952	97.9	1,903	98.0	1,217	97.8	6,319	97.6
All Saints and All Souls Day***	1,196	92.3	1,875	94.0	1,875	96.6	1,221	98.1	6,167	95.2
Holy Week***	1,181	91.1	517	94.3	463	97.3	1,217	97.8	6,167	95.2
Fiestas***	1,214	93.7	1,904	95.5	1,864	96.0	1,188	95.4	6,170	95.4
Easter Sunday***	1,088	84.0	1,825	91.5	1,840	94.8	1,194	95.9	5,447	91.8
Advent***	961	74.2	1,600	80.2	1,758	90.6	1,146	92.0	5,465	84.4
Marian Feasts***	1,009	77.9	1,626	81.5	1,708	88.0	1,124	90.3	5,467	84.4
Local Traditions***	689	53.2	1,258	63.1	1,243	64.0	822	66.0	4,012	62.0
Total	1,300	100.0	2,004	100.0	1,951	100.0	1,245	100.0	6,500	100.0

\*\*\*Significant at  $p < .001$

**Table 5.7. Cross-tabulation of Knowledge on Church-related Social Issues of Selected Catechized Respondents by Age Groups**

Response	8-14 years old		15-30 years old		31-59 years old		60 years old & above		Total	
	n	%	n	%	n	%	n	%	n	%
<b>Were you ever interested in knowing Church-related social issues in the country? ***</b>										
Yes	1,073	83.7	1,864	92.8	1,850	94.7	1,174	94.1	5,961	91.8
No	165	12.9	111	5.5	76	3.9	50	4.0	402	6.2
I do not care	44	3.4	34	1.7	27	1.4	23	1.8	128	2.0
Total	1,282	100.0	2,009	100.0	1,953	100.0	1,247	100.0	6,491	100.0
<b>What are the sources of your information on these church-related social issues? (Multiple Responses)</b>										
Broadcast media***	785	75.1	1,391	76.6	1,596	87.8	1,001	88.3	4,773	82.1
Social media***	628	60.1	1,468	80.8	1,115	61.3	485	42.8	3,696	63.6
Print media	305	29.2	721	39.7	880	48.4	539	47.5	2,445	42.0
Catholic Church Documents***	319	30.5	750	41.3	990	54.4	644	56.8	2,703	46.5
Academic sources	218	20.9	571	31.4	534	29.4	293	25.8	1,616	27.8
<b>In your parish, do you know any activity organized in relation to these selected Church-related issues? *</b>										
Yes	628	51.1	1,257	64.5	1,301	69.7	773	66.5	3,959	63.8
No	601	48.9	688	35.4	566	30.3	389	33.5	2,244	36.2
Total	1,229	100.0	1,945	100.0	1,867	100.0	1,162	100.0	6,203	100.0
<b>In your experience, did your parish conduct any awareness program in relation to these selected Church-related social issues? *</b>										
Yes	668	53.3	1,305	65.9	1,400	73.7	819	70.2	1,129	66.6
No	305	24.3	311	15.7	312	16.4	201	17.2	4,192	17.9
I do not care	281	22.4	363	18.3	187	9.8	147	12.6	978	15.5
Total	1,254	100.0	1,979	100.0	1,899	100.0	1,167	100.0	6,299	100.0
<b>In general, do you think the Catholic Church community should be involved in political issues? *</b>										
Yes	568	46.2	1,087	55.7	1,181	63.0	731	61.3	3,567	57.1
No	561	45.6	781	40.1	625	33.3	420	35.2	2,387	38.2
I do not care	100	8.1	82	4.2	69	3.7	41	3.4	292	4.7
Total	1,229	100.0	1,950	100.0	1,875	100.0	1,192	100.0	6,246	100.0
***Significant at p<.001										

**Table 5.8.** Cross-tabulation on Awareness of Church-related Issues of Selected Catechized Respondents by Age Groups

Response	8-14 years old		15-30 years old		31-59 years old		60 years old & above		Total	
	n	%	n	%	n	%	n	%	n	%
<b>Which of the following Church-related social issues are you aware of? (Multiple Responses).</b>										
Abortion***	525	66.8	1,392	83.9	1,404	85.0	896	86.1	4,217	82.1
Divorce	544	59.3	1,389	68.7	1,362	82.4	854	80.2	4,149	80.7
Same-sex marriage***	442	56.2	1,288	77.6	1,404	75.8	773	74.3	4,217	73.1
Reproductive Health issues***	466	50.8	1,141	58.2	1,354	82.0	835	80.2	3,796	73.1
Politics-related issues***	425	54.1	1,179	71.0	1,174	71.1	736	70.7	3,514	68.4
Church scandals***	341	43.4	1,094	65.9	1,232	74.6	776	74.5	4,149	67.0
Labor-related issues	399	10.6	966	27.0	1,107	26.5	694	16.6	3,166	61.6
***Significant at p<.001										

**Table 5.9.** Cross-tabulation of Awareness on Church's Position on Church-related Social Issues of Selected Catechized Respondents by Age Groups

Response	8-14 years old		15-30 years old		31-59 years old		60 years old & above		Total	
	n	%	n	%	n	%	n	%	n	%
<b>Are you aware of the Church's position on the selected social issues? (Multiple Responses).</b>										
Abortion***	456	69.5	1,245	81.5	1,273	87.3	784	87.9	3,758	82.9
Divorce	461	70.3	1,218	79.7	1,204	82.5	740	83.0	3,623	79.9
Same-sex marriage***	385	58.7	1,186	77.6	1,138	78.0	693	77.7	3,402	75.0
Reproductive Health issues***	348	53.0	1,000	65.4	1,132	77.6	664	74.4	3,144	69.3
Church scandals	330	50.3	958	62.7	1,054	72.2	631	70.7	2,973	65.6
Politics-related issues***	353	53.8	983	64.3	1,002	68.7	616	69.1	2,954	65.1
Labor-related issues	340	51.8	819	53.6	918	62.9	576	64.6	2,653	58.5
***Significant at p<.001										

**Table 5.10.** Frequency and Percentage Distribution of Views on Catholic Schools of Selected Catechized Respondents

Indicators	Frequency	Percent (%)
<b>Based on what you know, are there any Catholic schools in your area?</b>		
Yes	5,059	78.0
No	1,428	22.0
Total	6,487	100.0
<b>Have you experienced studying in a Catholic school?</b>		
Yes	2,646	54.9
No	2,173	45.1
Total	4,819	100.0
<b>Do you think these Catholic schools are important in today's society?</b>		
Yes	4,550	94.7
No	84	1.7
I do not know	171	3.6
Total	4,805	100.0
<b>Do you think these Catholic schools help in the promotion of the Catholic faith?</b>		
Yes	4,618	96.0
No	41	0.9
I do not know	150	3.1
Total	4,809	100.0
<b>Do you think these Catholic schools assist in understanding selected Church-related social issues?</b>		
Yes	4,387	91.7
No	91	1.9
I do not know	304	6.4
Total	4,782	100.0
<b>Do you think these Catholic schools encourage students to be catechists in the parish?</b>		
Yes	4,370	91.0
No	399	8.3
I do not know	32	0.7
Total	4,801	100.0

**Table 5.11.** Frequency and Percentage Distribution of Experiences on Receiving Catechesis of Selected Catechized Respondents

Indicators	Frequency	Percent (%)
<b>Do you know any catechist in your parish?</b>		
Yes	6,278	95.6
No	291	4.4
Total	6,569	100.0

Indicators	Frequency	Percent (%)
<b>In your lifetime, have you ever been taught by a catechist?</b>		
Yes	6,249	94.9
No	336	5.1
Total	6,585	100.0
<b>In your opinion, do you find the catechesis you receive to be meaningful?</b>		
Yes	5,756	99.4
No	36	0.6
I do not know	123	1.8
Total	858	100.0

**Table 5.12.** Cross-Tabulation of Catechetical Instruction Topics Learned from Catechesis of Selected Catechized Respondents by Age Group

Response	8-14 years old		15-30 years old		31-59 years old		60 years old & above		Total	
	n	%	n	%	n	%	n	%	n	%
<i>From what you can recall, which of the following topics did you learn from your catechetical instruction? (Multiple Responses)</i>										
Prayer	1,215	98.5	1,854	98.7	1,824	98.6	1,139	99.1	6,032	98.7
Life of Christ***	1,098	89.1	1,721	91.6	1,680	90.9	1,015	88.3	5,514	90.2
Holy Trinity***	1,055	85.6	1,674	89.1	1,665	90.0	1,024	89.1	5,418	88.7
Sacraments and Liturgy	982	79.6	1,574	83.8	1,566	84.7	984	85.6	5,106	83.6
Mary***	948	76.9	1,483	78.9	1,537	83.1	963	83.8	4,931	80.7
Sacred Scriptures***	935	75.8	1,551	82.5	1,481	80.1	890	77.5	4,875	79.5
Christian Morality***	892	72.3	1,555	82.8	1,489	80.5	913	79.5	4,849	79.4
Salvation History***	932	75.6	1,535	81.7	1,470	79.5	891	77.5	4,828	79.0
Saints***	843	68.4	1,373	73.1	1,359	73.5	845	73.5	4,420	72.3
Church History***	769	62.4	1,319	70.2	1,325	71.7	796	69.3	4,209	68.9
Catholic Social Teachings***	627	50.9	1,165	62.0	1,149	62.1	720	62.7	3,661	59.9
Marriage and Family***	390	31.6	992	52.8	1,227	66.4	718	62.5	3,327	54.5
Current Moral Issues***	425	34.5	1,033	55.0	1,038	56.1	598	52.0	3,094	50.6
Human Sexuality***	358	29	910	48	987	53	559	49	2,814	46
Others	13	1.1	19	1.0	28	1.5	20	1.7	80	1.3
***Significant at p<.001										

**Table 5.13. Cross-Tabulation of Catechetical Instruction Concepts Learned from Catechesis of Selected Catechized Respondents by Age Group**

Response	8-14 years old		15-30 years old		31-59 years old		60 years old & above		Total	
	n	%	n	%	n	%	n	%	n	%
<b>Which of the following concepts did you learn from catechesis? (Multiple Responses)</b>										
Good	1,147	92.9	1,554	94.4	1,699	93.2	1,075	93.7	5,686	93.6
Love	1,084	87.8	1,736	92.9	1,708	93.7	1,079	94.1	5,607	92.3
Forgiveness***	1,110	90.0	1,706	91.3	1,674	91.9	1,043	90.9	5,533	91.1
Conscience***	905	73.3	1,554	83.1	1,484	81.4	912	79.5	4,855	80.0
Morals***	786	63.7	1,545	82.7	1,445	79.3	889	77.5	4,665	76.8
Freedom***	896	72.6	1,468	78.5	1,444	79.3	894	77.9	4,702	77.4
Sin***	827	67	1,410	75	1,451	80	908	79	4,596	76
Justice***	818	66.3	1,346	72.0	1,373	75.4	860	75.0	4,397	72.4
Environment***	868	70.3	1,329	71.1	1,344	73.8	835	72.8	4,376	72.1
Human Life***	838	67.9	1,474	78.6	1,384	76.0	843	73.5	4,539	74.0
Evil***	600	48.6	1,272	64.9	1,272	69.8	790	68.9	3,875	63.8
Society***	694	56.2	1,25	67.2	1,202	66.0	747	65.1	3,899	64.2
Sexuality***	383	31.0	911	48.7	1,001	54.9	588	51.3	2,883	47.5
Others	18	1.5	28	1.5	20	1.1	20	1.7	86	1.4
***Significant at p<.001										

**Table 5.14. Multiple Responses of Awareness and the Need for Catechesis of Selected Catechized Respondents**

Indicators	Frequency	Percent (%)
<b>In your parish, are you aware of any catechesis for the following age group? (Multiple Responses)</b>		
Children	5,101	85.9
Youth	4,383	73.8
Adult	3,037	51.1
Elderly	2,209	37.2
<b>In your view, which among the following age groups need catechesis? (Multiple Responses)</b>		
Children	5,061	89.7
Youth	4,640	82.3
Adult	3,304	58.6
Elderly	2,592	46.0

**Table 5.15.** Frequency and Percentage Distribution of Interests and Goals in Attending Catechesis of Selected Catechized Respondents

Indicators	Frequency	Percent (%)
<b><i>If given the chance, are you interested in attending catechesis?</i></b>		
Yes	5,559	91.1
No	233	3.8
I do not know	313	5.1
Total	6,105	100.0
<b><i>If yes, which among the following goals describe your intention in attending catechesis? (Multiple Responses)</i></b>		
To be intimate with God	5,218	94.7
To be a good person	4,827	87.6
To be closer to the Church community	4,631	84.0
To be more prayerful	4,629	84.0
Others	271	4.9

**Table 5.16.** Multiple Responses on the Values of Catechesis Based on Catechetical Experiences of Selected Catechized Respondents

Indicators	Frequency	Percent (%)
<b><i>Recalling your past catechetical experiences, do you find catechesis as a/an: (Multiple Responses)</i></b>		
Way closer to God?	6,252	99.5
Way of knowing Christ?	6,302	99.3
Encounter/experience of God's love?	6,043	99.1
Way of understanding Catholic doctrines	6,252	98.7
Means to love the Church?	6,205	98.6
Part of caring for others?	6,151	97.7
Part of your own life?	6,219	97.3
Way to know priests, Bishops, and the religious?	5,934	95.2

**Table 5.17.** Frequency and Percentage Distribution of Interests and Perceptions of Being a Catechist of Selected Catechized Respondents

Indicators	Frequency	Percent (%)
<i>If given the chance, are you interested on being a catechist?</i>		
Yes	4,558	71.3
No	923	14.4
I do not know	916	14.3
Total	6,397	100.0
<i>If yes, which among the forms of catechetical services do you prefer?</i>		
To be a volunteer catechist	3,087	69.7
To be a part-time catechist	746	16.8
To be a full-time catechist	543	12.3
Others, please specify	56	1.3
Total	4,432	100.0
<i>In your opinion, do you consider being a catechist like a “missionary”?</i>		
Yes	5,737	90.3
No	206	3.2
I do not know	408	6.4
Total	6,351	100.0

**Table 5.18. Cross-Tabulation of Contributing Factors to An Effective Catechesis of Selected Catechized Respondents by Age Group**

Response	8-14 years old		15-30 years old		31-59 years old		60 years old & above		Total	
	n	%	n	%	n	%	n	%	n	%
<i>In your view, which of the following statements contribute to an effective catechesis in the country? (Multiple Responses)</i>										
Adequate formation of catechists and catechetical leaders***	1,065	86.9	1,780	90.3	1,704	89.9	1,088	90.4	5,637	89.6
Support of priest***	1,083	88.2	1,761	89.3	1,705	90.0	1,092	90.8	5,641	89.6
Access to catechetical resources***	992	81.0	1,701	86.3	1,663	87.8	1,047	87.0	5,403	85.8
Support from family, friends, relatives, and community***	1,055	86.1	1,729	87.7	1,635	86.3	1,017	84.5	5,436	86.4
Support of Bishop***	1,019	83.3	1,692	85.8	1,636	86.3	1,027	85.4	5,374	85.4
Budget allocation for catechetical activities***	869	70.9	1,540	78.1	1,566	82.6	980	81.5	4,955	78.7
Involvement of other sectors**	884	72.2	1,585	80.4	1,482	78.2	909	75.6	4,860	77.2
Introduction of other forms of catechesis***	863	70	1,502	76	1,464	77	938	78	4,767	76
Collaboration with other parish ministries***	844	68.9	1,524	77.3	1,396	73.7	871	72.4	4,635	73.6
Honorarium**	750	61.2	1,296	65.8	1,360	71.8	889	73.9	4,295	68.2
Pastoral leadership***	794	64.8	1,310	66.5	1,311	69.2	845	70.2	4,260	67.7
Access to catechetical centers/ institutes***	761	62.1	1,349	68.4	1,294	68.3	819	68.1	4,223	67.1
Health insurance***	759	62.0	1,201	60.9	1,232	65.0	790	65.7	3,982	63.3
Higher formal educational attainment of catechists***	696	56.8	1,089	55.3	1,087	57.4	712	59.2	3,584	56.9
Office space***	640	52.2	1,080	54.8	1,117	58.9	731	60.8	3,658	56.7
Salary***	562	45.9	865	43.9	986	52.0	680	56.5	3,093	49.1
Others	13	1.1	28	1.4	23	1.2	21	1.7	85	1.4

\*\*\*Significant at p<.001



 : *Diocese of Urdaneta*

# Appendix B

## Selected Research Tools

### Studying Filipino Catechists (SFC)

Arch/Diocese # \_\_\_\_ FGD# \_\_\_\_

#### National Catechetical Study (NCS) 2016 *Pambansang Kateketikal na Pananaliksik (PKP) 2016*

A Project of the Catholic Bishops' Conference of the Philippines (CBCP) -  
Episcopal Commission on Catechesis and Catholic Education (ECCCE) and the  
University of Santo Tomas' (UST) Research Center for Social Sciences and Education (RCSSSED)



#### Survey Questionnaire for Catechists

Dear Catechists:

Greetings in the name of Jesus and Mary!

The Catholic Bishops' Conference of the Philippines - Episcopal Commission on Catechesis and Catholic Education (CBCP - ECCCE) commissioned the Research Center for Social Sciences and Education (RCSSSED) [formerly the Research Center on Culture, Education and Social Issues (RCCESI)] of the University of Santo Tomas (UST) to conduct the National Catechetical Study 2016 (NCS 2016). The main goal of this study is to determine the present state of the Philippine Catechetical Ministry.

Thank you for agreeing to answer this NCS 2016 survey. Your participation contributes to understanding, identifying, and developing programs for the general welfare and delivery of our services as Catechist.

Rest assured that all data gathered will be treated with utmost confidentiality and will be utilized for research and program development purposes only.

*Maraming salamat po.*

**NCS 2016 Research Team**  
**UST-RCSSSED**

Date: \_\_\_\_\_  
Time Started: \_\_\_\_\_



#### Catechist's Basic Information

1. Name: \_\_\_\_\_

(LAST NAME, FIRST NAME, M.I.)

2. Age: \_\_\_\_\_ 3. Biological Sex  1 Male  2 Female

4. Civil Status:  1 Single  2 Married  3 Separated  4 Widowed

4.a. If married, name of spouse: \_\_\_\_\_

4.b. Occupation of spouse: \_\_\_\_\_

4.c. If married, which of the following applies to you?

- 1 Married in the Catholic Church
- 2 Married in a non-Catholic Church (other Christian/Religious Tradition)
- 3 Married civilly

5. Highest Educational Attainment. Mark only one box.

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> 0 No formal education  | <input type="checkbox"/> 5 Vocational level    | <input type="checkbox"/> 10 Masterate degree holder |
| <input type="checkbox"/> 1 Elementary level     | <input type="checkbox"/> 6 Vocational graduate | <input type="checkbox"/> 11 Doctoral Level          |
| <input type="checkbox"/> 2 Elementary Graduate  | <input type="checkbox"/> 7 College level       | <input type="checkbox"/> 12 Doctoral degree holder  |
| <input type="checkbox"/> 3 High school level    | <input type="checkbox"/> 8 College graduate    |   |
| <input type="checkbox"/> 4 High school graduate | <input type="checkbox"/> 9 Masterate level     |   |

9. State of life in the Church.

- |                                       |  |   |
|---------------------------------------|--|---|
| <input type="checkbox"/> 1 Lay Person | <input type="checkbox"/> 2 Religious Brother | <input type="checkbox"/> 3 Religious Sister |
|---------------------------------------|--|---|

10. Archdiocese/Diocese you come from/belong to: \_\_\_\_\_

## Catechetical Ministry

11. Archdiocese/Diocese you serve: \_\_\_\_\_

12. Where are you doing catechesis at present? Mark all that apply.

- |                                    |                                      |   |  |
|------------------------------------|--------------------------------------|---|--|
| <input type="checkbox"/> Parish    | <input type="checkbox"/> Diocese     | <input type="checkbox"/> Private school | <input type="checkbox"/> 99 Other: _____ |
| <input type="checkbox"/> Vicariate | <input type="checkbox"/> Archdiocese | <input type="checkbox"/> Public school  |  |

13. How are you ministering as a catechist? Mark only one box.

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> 1 Full-time catechist | <input type="checkbox"/> 2 Part-time catechist | <input type="checkbox"/> 99 Other: _____ |
|--|--|--|

14. How many years have you been in the ministry as catechist? \_\_\_\_\_

15. How many number of hours per week do you catechize? \_\_\_\_\_

16. Which group do you catechize at present? Mark all that apply.

- |  |   |   |  |
|--|---|---|--|
| <input type="checkbox"/> Adults          | <input type="checkbox"/> High school students | <input type="checkbox"/> Out-of-school-youth    | <input type="checkbox"/> 99 Other: _____ |
| <input type="checkbox"/> College student | <input type="checkbox"/> Elementary pupils    | <input type="checkbox"/> Out-of-school-children |  |

17. In your observation, what issues and concerns do your students usually experience?

Mark all that apply.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Jobless parents                | <input type="checkbox"/> Martial Fidelity         | <input type="checkbox"/> Vices (smoking, gambling) |
| <input type="checkbox"/> Separated parents              | <input type="checkbox"/> Lack of Education        | <input type="checkbox"/> Drug addiction            |
| <input type="checkbox"/> Parents working abroad         | <input type="checkbox"/> Cutting/skipping classes | <input type="checkbox"/> Premarital sex            |
| <input type="checkbox"/> Parents who don't go to church | <input type="checkbox"/> Poor grades              | <input type="checkbox"/> Low self-confidence       |
| <input type="checkbox"/> Parents who are not married    | <input type="checkbox"/> School related           | <input type="checkbox"/> 99 Other: _____           |
| <input type="checkbox"/> Incest                         | <input type="checkbox"/> Bullying                 |  |

18. At present, what external factors contribute most in doing your catechesis effectively?

Mark all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Supportive family   | <input type="checkbox"/> Conducive teaching-learning environment       |
| <input type="checkbox"/> Supportive parish priest  | <input type="checkbox"/> Availability and easy access to teaching aids |
| <input type="checkbox"/> Supportive director/ coordinator                                | <input type="checkbox"/> Convenient means of transportation            |
| <input type="checkbox"/> Supportive co-Catechists  | <input type="checkbox"/> Sufficient compensation                       |
| <input type="checkbox"/> Full, active, and conscious classroom participation of students | <input type="checkbox"/> 99 Other: _____                               |
| <input type="checkbox"/> Cooperative parents of students                                 |  |

19. At present, what external factors make your ministry difficult? Mark all that apply.

- |   |  |
|---|--|
| <input type="checkbox"/> Unsupportive family                        | <input type="checkbox"/> Not conducive teaching-learning environment       |
| <input type="checkbox"/> Unsupportive parish priest                 | <input type="checkbox"/> Unavailability and accessibility of teaching aids |
| <input type="checkbox"/> Unsupportive director/coordinators         | <input type="checkbox"/> Inconvenient to no means of transportation        |
| <input type="checkbox"/> Unsupportive co-catechists                 | <input type="checkbox"/> Insufficient compensation                         |
| <input type="checkbox"/> Passive or indifferent students            | <input type="checkbox"/> 99 Other: _____                                   |
| <input type="checkbox"/> Passive or indifferent parents of students |  |

20. Do you receive compensation?

- 1 Yes                       0 No (Proceed to Question 21)

20.a. If yes, what form of compensation? Mark all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Regular salary                | <input type="checkbox"/> Meal allowance  |
| <input type="checkbox"/> Honorarium / stipend          | <input type="checkbox"/> Clothing allowance  |
| <input type="checkbox"/> Transportation/fare allowance | <input type="checkbox"/> In kind/ goods such as: grocery items, sack of rice, fruits |

20.b. How often do you receive compensation? Mark only one box.

- |  |  |
|--|--|
| <input type="checkbox"/> 1 Weekly                        | <input type="checkbox"/> 5 Semi- annually (every 6 months) |
| <input type="checkbox"/> 2 Semi- monthly (twice a month) | <input type="checkbox"/> 6 Annually (yearly)               |
| <input type="checkbox"/> 3 Monthly                       | <input type="checkbox"/> 99 Other: _____                   |
| <input type="checkbox"/> 4 Quarterly (every 3 months)    |  |

20.c. In reference to your answer in the preceding number, how much monetary compensation do you receive? \_\_\_\_\_

21. Which do you prefer to receive as compensation? Mark all that apply.

- |  |  |
|--|--|
| <input type="checkbox"/> Regular salary                | <input type="checkbox"/> Clothing allowance  |
| <input type="checkbox"/> Honorarium/ stipend           | <input type="checkbox"/> In kind/ goods such as: grocery items, sack of rice, fruits |
| <input type="checkbox"/> Transportation/fare allowance | <input type="checkbox"/> 99 Other: _____   |
| <input type="checkbox"/> Meal allowance                |  |

## Formal Catechetical Formation

22. Is formal\* catechetical formation important?  1 Yes  0 No

\*Formal means having any of the following:

- Degree in Religious Education or related field four year course;
- Diploma in Religious Education or related field two year course;
- Certificate in Religious Education or related field less than a year.

23. Rate the degree of importance of a formal catechetical formation as a qualification in becoming a catechist.

Mark only one box.

1 2 3 4 5  
Not All Important      Very Much Important

24. Did you have any Formal Catechetical Formation?  1 Yes  0 No

24.a. If yes, what form? Mark only one box.

- 1 Certificate (less than a year) in Religious Education or related field
- 2 Diploma (two-year course) in Religious Education or related field
- 3 Degree (four-year course) in Religious Education or related field

24.b. Where did you receive your formal catechetical formation? \_\_\_\_\_  
\_\_\_\_\_

## On-going Catechetical Formation

25. Is on-going catechetical formation important?  1 Yes  0 No

26. Rate the degree of importance of an on-going formation for more effective catechesis?

1 2 3 4 5  
Not All Important      Very Much Important

27. Does your diocese/parish offer programs for on-going catechetical formation?

1 Yes  0 No  98 I don't know

28. Do you attend on-going catechetical formation?  1 Yes  0 No

28.a. If yes, how often? Mark all that apply.

- Weekly  Quarterly (every 3 months)  Annually (yearly)
- Monthly  Semi-annually (twice a year)  99 Other: \_\_\_\_\_

28.b. Which of the following provides your on-going catechetical formation? Mark all that apply.

- Parish  Religious congregation  Catechetical center
  - Diocese  Schools  99 Other: \_\_\_\_\_
- \_\_\_\_\_

29. Which of the following catechetical content must be prioritized in your on-going catechetical formation? *Mark all that apply.*

- |  |  |
|--|--|
| <input type="checkbox"/> Sacred Scriptures/Bible | <input type="checkbox"/> Human Relationship and Sexuality    |
| <input type="checkbox"/> Fundamentals of faith   | <input type="checkbox"/> Pastoral/Evangelizing Communication |
| <input type="checkbox"/> Sacraments and Liturgy  | <input type="checkbox"/> Catholic Social Teachings           |
| <input type="checkbox"/> Christian Morality      | <input type="checkbox"/> Salvation History                   |
| <input type="checkbox"/> Current Moral Issues    | <input type="checkbox"/> Christology                         |
| <input type="checkbox"/> Current Church Issues   | <input type="checkbox"/> Ecclesiology                        |
| <input type="checkbox"/> Mass Media              | <input type="checkbox"/> Mary and the Saints                 |
| <input type="checkbox"/> Marriage and Family     | <input type="checkbox"/> 99 Other: _____                     |

30. Which of the following topics on catechetical pedagogy must be prioritized in your on-going catechetical formation? *Mark all that apply.*

- |   |  |
|---|--|
| <input type="checkbox"/> Visual aids making                 | <input type="checkbox"/> Use of educational technology |
| <input type="checkbox"/> Lesson planning                    | <input type="checkbox"/> 99 Other: _____               |
| <input type="checkbox"/> Teaching strategies and techniques |  |

31. Who influenced you to be a catechist? *Mark all that apply.*

- |                                   |                                    |                                    |                                      |                                     |  |
|-----------------------------------|------------------------------------|------------------------------------|--------------------------------------|-------------------------------------|--|
| <input type="checkbox"/> Parents  | <input type="checkbox"/> Priest    | <input type="checkbox"/> Friends   | <input type="checkbox"/> Sisters     | <input type="checkbox"/> Bishops    | <input type="checkbox"/> 99 Other: _____ |
| <input type="checkbox"/> Siblings | <input type="checkbox"/> Preachers | <input type="checkbox"/> Catechist | <input type="checkbox"/> Seminarians | <input type="checkbox"/> Archbishop |  |

32. What motivated you to be a catechist? *Mark all that apply.*

- |   |   |
|---|---|
| <input type="checkbox"/> Vocation                     | <input type="checkbox"/> Sense of volunteerism        |
| <input type="checkbox"/> Sense of mission/ apostolate | <input type="checkbox"/> Search for meaning in life   |
| <input type="checkbox"/> Family background            | <input type="checkbox"/> Retired status               |
| <input type="checkbox"/> Church exposure              | <input type="checkbox"/> Deep relationship with Jesus |
| <input type="checkbox"/> Compensation                 | <input type="checkbox"/> 99 Other: _____              |
| <input type="checkbox"/> Moral situation              |   |

33. Please answer the following questions below. *Mark only one box per row.*

	1 Not at all helpful	2 Not really helpful	3 Undecided	4 Somewhat helpful	5 Very much helpful
How helpful are the on-going catechetical formation programs in deepening your knowledge on the catechetical content?	<input type="checkbox"/>				
How helpful are the on-going catechetical formation programs to the enhancement of your catechetical pedagogy?	<input type="checkbox"/>				
How helpful are the on-going catechetical formation programs to your spiritual growth?	<input type="checkbox"/>				



42. Please answer the following questions below. Mark only one box per row.

	1 Not familiar	2 Somewhat familiar	3 Neutral	4 Familiar	5 Very much familiar
How familiar are you with the Bible?	<input type="checkbox"/>				
How familiar are you with the Catechism of the Catholic Church (CCC)?	<input type="checkbox"/>				
How familiar are you with the Catechism for the Filipino Catholics (CFC)?	<input type="checkbox"/>				
How familiar are you with the Youth Catechism of the Catholic Church (YouCat)?	<input type="checkbox"/>				
How familiar are you with the Social Doctrine of the Catholic Church for Youth (DoCat)?	<input type="checkbox"/>				

## Catechetical Pedagogy

43. On Catechetical Strategies. Mark only one box per row.

	1 Lecture method	2 Theater	3 Song familiar	4 Role playing	5 Picture analysis	6 Film analysis	7 Question and answer	8 Story-telling
Which of the following strategies do you find most effective?	<input type="checkbox"/>							
Which of the following strategies do you find least effective?	<input type="checkbox"/>							

44. On Teaching Aids. Mark all that apply.

- Manila paper
- Computer/laptop
- Cassette player/sound system/microphone
- Blackboard & chalk
- Overhead projector (OHP)
- Television
- Flashcards
- LCD projector
- Internet
- Storybooks
- Whiteboard & whiteboard marker

45. Which among the three goals of catechesis is your priority in catechizing? Mark only one box.

- 1 Initiate the catechize to an encounter with Jesus
- 2 Deepen the relationship with Jesus
- 3 Teach systematically the truths of faith

## Catechist's Spiritual and Life Domains

46. Which of the following spiritual activities do you do on a daily basis? *Mark all that apply.*

- Go to mass                       Special devotion to saint/s                       Eucharistic adoration  
 Read the bible                       Silent prayer/meditation/ reflection                       None at all  
 Pray the rosary                       Liturgy of the hours                       99 Other: \_\_\_\_\_

47. Which of these images BEST describe your relationship with Jesus at the moment?

*Mark only one box.*

- 1 Lord                       3 Brother                       99 Other: \_\_\_\_\_  
 2 Teacher                       4 Friend

48. How often do you receive the Holy Communion? *Mark all that apply.*

- Daily                       Quarterly (every 3 months)                       99 Other: \_\_\_\_\_  
 Weekly                       Semi-annually  
 Monthly                       Annually (yearly)

49. How often do you receive the Sacrament of Reconciliation? *Mark all that apply.*

- Monthly                       Semi-annually (twice a year)                       99 Other: \_\_\_\_\_  
 Quarterly                       Annually (yearly)

50. Does your diocese/parish organize spiritual exercises for catechists (ex. retreats/recollections/pilgrimages)? *Mark only one box.*

- 1 Yes                       0 No                       98 I don't know

50.a. If yes, how often? *Mark only one box.*

- 1 Monthly                       3 Semi-annually (twice a year)                       99 Other: \_\_\_\_\_  
 2 Quarterly                       4 Annually (yearly)

51. Aside from the spiritual exercises (ex. retreats/recollections/pilgrimages) that your parish/diocese organizes for catechists, do you participate in other activities that will enrich your spiritual life? *Mark only one box.*

- 1 Yes                       0 No

51.a. If yes, how often? *Mark only one box.*

- 1 Monthly                       3 Semi-annually (twice a year)  
 2 Quarterly                       4 Annually (yearly)

52. Which of the following religious practices do you regularly observe? *Mark all that apply.*

- Fasting                       Join pilgrimages  
 Abstinence                       Via Crucis / Way of the cross  
 Pray the novena and other devotions to the Blessed Mother and the saints                       99 Other: \_\_\_\_\_

53. Do you believe the Catholic Church's stance on the following moral issues? Mark only one box per row.

	0 I strongly not believe	1 I do not believe	2 I am undecided	3 I believe	4 I strongly believe
That life is sacred	<input type="checkbox"/>				
That marriage is sacred and a lifetime commitment	<input type="checkbox"/>				
That divorce is a desecration of the dignity of marriage	<input type="checkbox"/>				
That same sex marriage violates the dignity of marriage as well as the natural law	<input type="checkbox"/>				
That the use of contraceptives is against the procreative dimension of marriage and the sacredness of life	<input type="checkbox"/>				
That premarital sex is a violation of the sacredness of marriage	<input type="checkbox"/>				
That death penalty is opposed to life	<input type="checkbox"/>				
That the human person is the steward of God's creation	<input type="checkbox"/>				
That human dignity and human rights cannot be violated	<input type="checkbox"/>				

54. What best describes your life situation at present?

- 1 Not happy     2 Somewhat happy     3 Neutral     4 Happy     5 Very happy

54.a. Why? \_\_\_\_\_

55. Are you happy at the moment as a catechist?

- 1 Not happy     2 Somewhat happy     3 Neutral     4 Happy     5 Very happy

55.a. Why? \_\_\_\_\_

56. How satisfied are you as a catechist?

- 1 Not Satisfied     2 Somewhat satisfied     3 Neutral     4 Satisfied     5 Very Satisfied

56.a. Why? \_\_\_\_\_

57. Aside from being a catechist, do you have other works/services?  1 Yes     0 No

57.a. If yes, what are they? \_\_\_\_\_



## National Catechetical Study (NCS) 2016 Pambansang Kateketikal na Pananaliksik (PKP) 2016

A Project of the Catholic Bishops' Conference of the Philippines (CBCP) -  
Episcopal Commission on Catechesis and Catholic Education (ECCCE) and the  
University of Santo Tomas' (UST) Research Center for Social Sciences and Education (RCSSSED)



### Interview Guide (IG) for Catechists

Dear Catechists:

Greetings in the name of Jesus and Mary!

The *Catholic Bishops' Conference of the Philippines - Episcopal Commission on Catechesis and Catholic Education (CBCP - ECCCE)* commissioned the *Research Center for Social Sciences and Education (RCSSSED)* (formerly the *Research Center on Culture, Education and Social Issues (RCCESI)*) of the *University of Santo Tomas (UST)* to conduct the *National Catechetical Study (NCS) 2016*. The main goal of this study is to determine the present state of the Philippine Catechetical Ministry.

Thank you for participating in this NCS 2016 focus group discussion. Your participation contributes to understanding, identifying, and developing programs for the general welfare and delivery of our services as Catechists.

Rest assured that all data gathered will be treated with utmost confidentiality and will be utilized for research and program development purposes only.

*Maraming salamat po.*

**NCS 2016 Research Team  
UST-RCSSSED**

### Patnubay sa Pakikipanayam sa mga Katekista

*Mahal naming mga Katekista:*

*Pagbati sa ngalan ni Inang Maria at ni Hesus!*

*Itinalaga ng Catholic Bishops' Conference of the Philippines - Episcopal Commission on Catechesis and Catholic Education (CBCP-ECCCE) ang Research Center for Social Sciences and Education (RCSSSED) [ang dating Research Center on Culture, Education and Social Issues (RCCESI)] ng Unibersidad ng Santo Tomas (UST) upang isagawa ang Pambansang Kateketikal na Pananaliksik (PKP) 2016. Ang pangunahing layunin ng PKP 2016 ay malaman ang kasalukuyang kalagayan ng Philippine Catechetical Ministry.*

*Salamat sa iyong pagsang-ayon na makibahagi sa ginabayang talakayan ng PKP 2016. Ang iyong pakikilahok ay makakatulong sa pag-unawa, pagtukoy, at pagbuo ng mga programa para sa pangkalahatang kapakanan at pagbibigay-lingkod bilang mga Katekista.*

*Makakaasa ka na ang mga datos na makakalap sa panayam ay gagamitin lamang sa pananaliksik at pagbuo ng mga programa para sa Philippine Catechetical Ministry.*

*Maraming salamat po.*

**NCS 2016 Research Team  
UST-RCSSSED**



## ETHICAL CONSENT

I, \_\_\_\_\_ (name of FGD participant), certify that all information I shall provide in this FGD is true and correct, and I am giving my full consent and permission to document my responses using audio/photo/video recorders as data for the use of the National Catechetical Study (NCS) 2016.

[Ako, \_\_\_\_\_ (pangalan ng kalahok sa GT), ay nagpapatunay na ang lahat ng impormasyong aking ibabahagi sa GT na ito ay tama at totoo, at kusang-loob kong pinahihintulutan na i-document ang aking mga kasagutan gamit ang audio/photo/video recorders bilang datos para sa Pambansang Kateketikal na Pananaliksik (PKP) 2016.]

\_\_\_\_\_  
FGD participant's Signature  
(Lagda ng kalahok sa GT)

\_\_\_\_\_  
FGD facilitator's Signature  
(Lagda ng tagapagtalakay ng GT)

\_\_\_\_\_  
Date (Petsa)

\_\_\_\_\_  
Date (Petsa)

## BASIC INFORMATION/PANGUNAHING IMPORMASYON

Name/Pangalan: \_\_\_\_\_ Age/Edad: \_\_\_\_\_

Biological sex/Kasarian:  1 Male/Lalaki  2 Female/Babae

Civil status/Estadong sibil:  1 Single/Walang asawa  3 Separated/Hiwalay  
 2 Married/May asawa  4 Widowed/Biyudo o Biyuda

If married, name of spouse/Kung kasal, pangalan ng asawa: \_\_\_\_\_

Occupation of spouse/Trabaho ng asawa: \_\_\_\_\_

Highest educational attainment/Pinakamataas na antas ng pinagalaran:

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> 0 No formal education  | <input type="checkbox"/> 5 Vocational level    | <input type="checkbox"/> 10 Masterate degree holder |
| <input type="checkbox"/> 1 Elementary level     | <input type="checkbox"/> 6 Vocational graduate | <input type="checkbox"/> 11 Doctorate level         |
| <input type="checkbox"/> 2 Elementary graduate  | <input type="checkbox"/> 7 College level       | <input type="checkbox"/> 12 Doctorate degree holder |
| <input type="checkbox"/> 3 High school level    | <input type="checkbox"/> 8 College graduate    |   |
| <input type="checkbox"/> 4 High school graduate | <input type="checkbox"/> 9 Masterate level     |   |

State of life in Church/Estado ng buhay sa Simbahan:

- 1 Lay Person/Layko  2 Religious Brother/Seminarista  3 Religious Sister/Madre

Archdiocese or Diocese you belong to/Archdiocese o Diocese na kinabibilangan:

**INTERVIEW QUESTIONS/  
MGA KATANUNGAN**

**Basic Information about Self and being a Catechist  
*Pangunahing Impormasyon Tungkol sa Sarili at Katekista***

1. How are you? In general, how is your life? (*Kumusta ka? Sa kabuuan, kumusta ang buhay mo?*)
2. When you hear the word “catechist”, what comes into your mind? Describe. (*Kapag narinig mo ang salitang “katekista”, ano ang unang bagay na naisip mo? Isalarawan.*)
3. How did you become a catechist? Narrate. (*Paano ka naging katekista? Isalaysay.*)
4. What makes your work as a catechist easier and motivates you to give your best in the ministry? Share a particular experience. (*Anu-anong mga bagay ang nagpapagaan ng iyong paglilingkod at naguudyok sa iyo upang pag-igihin ito? Magkuwento.*)
5. What makes it difficult thereby discouraging you to remain in the ministry? (*Anu-anong mga bagay ang nagpapabigat ng iyong paglilingkod at nag-udyok sa iyo upang hindi sumuko at tumigil sa pagiging katekista?*)
6. Do you receive compensation, salary, stipend or token of appreciation for the services you give to the ministry? Are you happy with it? Share your feelings about it. (*May natatanggap ka bang sahod, honorarium, stipend o anumang kabayaran sa iyong paglilingkod bilang katekista? Anong masasabi mo rito?*)

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## INTERVIEW QUESTIONS/ MGA KATANUNGAN

### Catechetical Formation

1. How was your catechetical formation experience? Provide details. *(Kumusta ang paghubog sa iyo bilang katekista? Magbigay ng detalye.)*
2. In your opinion, is it necessary for a catechist to graduate with a degree in Religious Education or related field from a catechetical center/school? Why or why not? *(Sa iyong palagay, mahalaga ba na ang katekista ay makapagtapos ng kursong Religious Education o kursong kahalintulad nito mula sa mga catechetical centers o paaralan? Bakit? Bakit hindi?)*
3. What are the courses/topics in the formation which you find most relevant to you as a catechist? Why do you consider them relevant? In what way do you find them relevant? *(Anu-anong mga kurso/paksa sa iyong formation ang itinuturing mong pinakamahalaga bilang katekista? Bakit? Sa paanong paraan ito naging mahalaga?)*
4. Are you currently undergoing catechetical formation? Tell us about it. *(Sa kasalukuyan, sumasailalim ka pa rin ba sa isang catechetical formation? Magkwento tungkol dito.)*
5. From your experience as catechist, what other topics do you think should be part of the catechetical formation curriculum? Elaborate. *(Sa iyong karanasan bilang katekista, anu-anong mga paksa ang nararapat na maging bahagi ng catechetical formation curriculum? Ipaliwanag.)*
6. In your opinion, who do you consider as most effective in forming the catechists? State your reason. *(Sinong tagapaghubog ang sa tingin mo ay mas epektibong magbigay ng tamang pagsasanay at paghuhubog sa mga katekista? Bakit?)*

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## INTERVIEW QUESTIONS/ MGA KATANUNGAN

### Life and Spiritual Domains/ *Tungkol sa Pangkalahatang Pananaw sa Buhay at Ispiritualidad*

1. What best describes your life as a catechist? (*Paano mo higit na mailalarawan ang iyong buhay bilang katekista?*)
  2. What makes you most happy and most unhappy in the ministry? Share your story. (*Ano ang lubos na nagpapasaya o nagpapalungkot sa iyong paglilingkod bilang katekista?*)
  3. Explain how the spiritual exercises or religious activities enrich your life in the ministry. (*Ipalawanag kung paano nakakatulong sa iyong paglilingkod bilang katekista ang mga gawaing espirituwal.*)
  4. Describe the level of your satisfaction as a catechist. (*Ilarawan ang antas ng iyong satisfaction bilang katekista.*)
  5. Does your parish/ diocese organize activities that nourish your spiritual life? How do you feel about it? (*May mga gawain ba ang iyong parokya o Diocese na nagpapayabong sa iyong buhay-espirituwal?*)
  6. Tell us stories of your engagements other than being a catechist. (*Magkuwento tungkol sa iba pang pinagkakaabalahan bukod sa pagiging katekista.*)
  7. How does your family and/or religious community show their support to your ministry? Share your experience. (*Sa mga anu-anong paraan ipinapakita ng iyong pamilya/religious community ang suporta sa iyong paglilingkod bilang katekista. Magbahagi ng mga karanasan.*)
  8. How committed are you in the ministry? What is your motivation in staying as a catechist? (*Gaano ka ka-committed sa iyong paglilingkod bilang coordinator/director? Ano ang nag-uudyok sa iyo na manatili bilang katekista?*)
  9. How do you envision yourself in the next five years? (*Paano mo nakikita ang iyong sarili limang taon mula ngayon?*)
- 
- 
-

# Studying the Catechized (SC)



## The National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project

A project of the *Catholic Bishops' Conference of the Philippines (CBCP)* –  
*Episcopal Commission on Catechesis and Catholic Education (ECCCE)*  
and the *UST Research Center for Social Sciences and Education (RCSSED)*



## STUDYING THE CATECHIZED (SC) PAG-AARAL SA MGA NAKATANGGAP NG KATEKESIS

### SURVEY QUESTIONNAIRE (SQ)

#### Dear Participant,

You are selected to answer the **survey questionnaire (SQ)** for the pastoral research, *Studying the Catechized (SC) of the National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project*.

This survey asks questions about the following:

1. The life of the catechized Filipino Catholics relative to (a) socio-demographic and economic contexts; (b) sociocultural and religious experiences; and (c) the Catholic Social Teachings and catechesis;
2. The catechetical ministry (CM) in terms of (a) exposure and formation; (b) catechetical experiences; and (c) influences of catechesis; and
3. Your sociodemographic profile.

Your responses will help us in understanding the Philippine catechetical scene in order to implement research-based intervention activities toward a relevant and meaningful CM in the country. Our hope is that this study will generate educative opportunities for new modes of catechesis and evangelization in the Philippines.

The survey contains 57 questions with a number of sub-questions. Answering the questionnaire will take about 30 to 45 minutes. This is voluntary and you may stop answering the survey at any given time.

Be assured that all information shared in this survey will only be used for research purposes. The final research results will be reported and will be made available in 2021.

If you have any questions or concerns regarding this survey, please contact:

**Prof. Clarence M. Batan, PhD**  
*NCS 2021: PARI Project Principal Investigator*  
Phone: (+63) 943 548 9475  
Email: cmbatan@ust.edu.ph

**NCS 2021: PARI Project Research Team**  
Phone: +63-2-8786-1611 loc. 4092  
Email: ncs2021pariproject@gmail.com

Sincerely,

**NCS 2021: PARI Project Research Team**

#### Mahal na Kalahok,

Ikaw ay napili upang sagutan ang **survey questionnaire (SQ)** para sa pastoral na pananaliksik na may pamagat na *Pag-aaral sa mga Nakatanggap ng Katekesis ng The National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project*.

Ang survey na ito ay may mga katanungan tungkol sa mga sumusunod:

1. Ang buhay ng Katolikong Pilipino na nakatanggap ng katekesis na may kinalaman sa (a) sosyo-demograpiko at ekonomikong konteksto; (b) sosyo-kultural at mga karanasang panrelihiyon; at (c) mga Katolikong Turong-Panlipunan at katekesis;
2. Ang mga sumusunod na dimensyon ng catechetical ministry (CM): (a) exposure at formation; (b) karanasang kateketikal; at (c) impluwensiya ng katekesis; at
3. Ang iyong socio-demographic profile.

Ang iyong mga tugon ay makatutulong para maintindihan ang kateketikal na kalagayan sa Pilipinas upang magsagawa ng mga proyektong batay sa pananaliksik tungo sa makahulugang CM sa bansa. Inaasahan namin na sa talong pag-aaral na ito, makabubuo ng mga bagong pamamaraan at oportunidad sa pagtuturo ng katekesis at evangelization sa Pilipinas.

Ang survey ay may 57 pangunahing tanong na sinusundan ng ilang dagdag na tanong. Ang survey ay masasagutan sa pagitan ng 30 hanggang 45 minuto. Ito ay boluntaryo at maaring itigil sa anumang oras.

Ang mga impormasyong ibabahagi sa survey na ito ay gagamitin lamang sa pananaliksik. Ang resulta ng pananaliksik ay inaasahang magiging handa at maisasalathala sa taong 2021.

Kung mayroon kang mga katanungan o pag-aalinlangan hinggil sa survey na ito, maari mong kontakin ang mga sumusunod:

**Prof. Clarence M. Batan, PhD**  
*NCS 2021: PARI Project Principal Investigator*  
Phone: (+63) 943 548 9475  
Email: cmbatan@ust.edu.ph

**NCS 2021: PARI Project Research Team**  
Phone: +63-2-8786-1611 loc. 4092  
Email: ncs2021pariproject@gmail.com

Gumagalang,

**NCS 2021: PARI Project Research Team**

## CRITERIA QUESTIONS (PANTAYANG KATANUNGAN)

Please check the corresponding box of your answer. (Lagyan ng tsek ang kahon sa tabi ng iyong sagot.)

1. **Are you baptized in the Catholic Church?**  Yes (Oo)  No (Hindi)  
*Ikaw ba ay bininyagan sa Simbahang Katoliko?*
2. **Are you a Filipino citizen?**  Yes (Oo)  No (Hindi)  
*Ikaw ba ay isang mamamayang Pilipino?*
3. **Do you consider yourself as a member of the Catholic Church?**  Yes (Oo)  No (Hindi)  
*Itinuturing mo ba ang iyong sarili bilang bahagi ng Simbahang Katoliko?*

If the responses of the first three questions are YES, proceed with the survey.

(Kung ang iyong sagot sa naunang tatlong mga tanong ay OO, maari nang ipagpatuloy ang survey.)

If NO, do not proceed. Thank you for your time and cooperation.

(KUNG HINDI, huwag nang magpatuloy sa survey. Maraming salamat sa iyong panahon at kooperasyon.)

4. **What is your age? Please specify number \_\_\_\_\_.**  
*Ilang taon ka na? Pakitukoy ang edad \_\_\_\_\_.*
5. **What is your age group? Anong pangkat ng edad ka nabibilang?**  
 8-14 years old (8-14 taong gulang)  31-59 years old (31-59 taong gulang)  
 15-30 years old (15-30 taong gulang)  60 years old and above (60 taong gulang pataas)

If your age is 17 years old and below, fill-out the Statement of Parental Consent and Minor's Assent.

(Kung ikaw ay 17 taong gulang pababa, pakisagutan ang pahayag ng Pagpayag ng Magulang at Pagsang-ayon ng Minor.)

### PARENTAL CONSENT

Dear Parents,

We, the researchers of the University of Santo Tomas' (UST) Research Center for Social Sciences and Education (RCSSSED), are requesting for your permission to allow your child to answer the **survey questionnaire (SQ)** for the pastoral research, **Studying the Catechized (SC)** of the **National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project**. This survey asks questions about the following:

1. The life of the catechized Filipino Catholics relative to (a) socio-demographic and economic contexts; (b) sociocultural and religious experiences; and (c) the Catholic Social Teachings and catechesis;
2. The Catechetical Ministry (CM) in terms of (a) exposure and formation; (b) catechetical experiences; and (c) influences of catechesis; and
3. The sociodemographic profile of your child.

Your child's responses will help us in understanding the Philippine catechetical scene to implement research-based intervention activities toward a relevant and meaningful CM in the country. We hope that this study will generate educative opportunities for new modes of catechesis and evangelization in the Philippines.

All information shared in this survey will only be used for research purposes. Any data obtained from your child will be treated with utmost confidentiality and will not be disclosed to anyone who is not affiliated with the study without your permission. The responses gathered in this research will not be linked to your child in any written or verbal report.

### PAGPAYAG NG MAGULANG

Mahal na Magulang,

Kami, **mga mananaliksik** ng **Unibersidad ng Santo Tomas (UST)** sa ilalim ng **Research Center for Social Sciences and Education (RCSSSED)**, ay humihingi ng pahintulot na pagyagan na sagutan ng inyong anak ang **survey questionnaire (SQ)** na ito para sa pastoral na pananaliksik na may pamagat na **Pag-aaral sa mga Nakatanggap ng Katekesis ng National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project**. Ang survey na ito ay itinatanong ang mga sumusunod na tema:

1. Ang buhay ng Katolikong Pilipino na nakatanggap ng katekesis na may kinalaman sa (a) sosyo-demograpiko at ekonomikong konteksto; (b) sosyo-kultural at mga karanasang panrelihiyon; at (c) mga Katolikong Turong-Panlipunan at katekesis;
2. Ang mga sumusunod na dimensyon ng Catechetical Ministry (CM): (a) exposure at formation; (b) karanasang kateketikal; at (c) impluwensiya ng katekesis; at
3. Ang socio-demographic profile ng inyong anak.

Ang mga sagot ng inyong anak ay makatutulong para maintindihan ang kalagayan ng katekesis sa Pilipinas at magsagawa ng mga proyektong batay sa pananaliksik tungo sa makahulugang CM sa bansa. Inaasahan namin na sa tulong ng pag-aaral na ito, makabubuo ng mga bagong pamamaraan at oportunidad sa pagtuturo ng katekesis at evangelization sa Pilipinas.

Ang impormasyong makakalap sa survey na ito ay gagamitin lang sa pananaliksik. Anumang datos na makukuha sa inyong anak ay pananatilihin *confidential* at hindi maaring gamitin ninuman nang walang pahintulod mula sa inyo. Ang mga sagot na makukuha sa pag-aaral na ito ay hindi iuugnay sa inyong anak sa kahit anong uri ng pag-uulat.

The permission granted to your child's participation in this study will not affect your child's relationship with UST and the CBCP-ECCCE, be it at present or in the near future. Also, know that your child has all the right to decline from the study any time your child wishes.

If you have any questions or concerns regarding this survey, please contact the **NCS 2021: PARI Project Principal Investigator, Prof. Clarence M. Batan, PhD** (for contact details, please refer to page 1).

Sincerely,

NCS 2021: PARI Project Research Team

Ang pahintulot sa pagsali ng inyong anak sa pag-aaral na ito ay hindi makakaapekto sa ugnayan ng inyong anak sa UST at sa CBCP-ECCCE ngayon o maging sa hinaharap. Gayunpaman, may karapatan ang inyong anak na itigil ang pagsagot sa survey na ito sa anumang oras.

Kung mayroon kayong mga katanungan o pag-aalinlangan hinggil sa survey na ito, maari ninyong kontakin ang **NCS 2021: PARI Project Principal Investigator na si Prof. Clarence M. Batan, PhD** (tingnan ang detalye sa pahina 1).

Gumagalang,

NCS 2021: PARI Project Research Team

### PARENTAL CONSENT TO PARTICIPATE

Please check the box below and/or affix signature as a sign of agreement to partake in this research project.

- The **NCS 2021: PARI Project Research Team** has explained to me the purpose, goals, and procedure of the study. I am fully aware of the significance of the study including the possible risks and benefits involved if I allow my child to participate. With the knowledge that all data will be kept with utmost confidentiality and that I can withdraw the given permission at any point of the study, I am granting my consent.

Signature of Parent/ Legal Guardian

Date

### PAHAYAG NG PAGPAYAG NG MAGULANG

Pakilagyan ng tsek ang kahon sa ibaba at/o pirmahan bilang tanda ng inyong pagpayag sa pakikilahok sa proyektong ito.

- Naipaliwanag sa akin ng **NCS 2021: PARI Project Research Team** ang layunin, tunguhin, at mga hakbang ng nasabing pag-aaral. Alam ko ang kahalagahan ng pag-aaral na ito, maging ang posibleng kahihinatnan at benepisyong kahahantungan nito sakaling payagan ko ang aking anak na lumahok. Alam ko rin na ang mga datos na makakalap ay gagamitin nang may pag-iingat at maaari kong bawiin ang aking pagpayag anumang oras. Ipinagkakaloob ko ang aking pagpayag.

Lagda ng Magulang/Legal Guardian

Petsa

### INFORMED ASSENT FOR MINORS

Please check the boxes below and/or affix signature as a sign of agreement to partake in this research project.

- Statement of Assent**  
I have read and/or the above description of *Studying the Catechized (SC) survey questionnaire (SQ)* has been read to me, and I understood the purpose of the study. I have been assured that any questions or clarifications will be answered by the members of the **NCS 2021: PARI Project Research Team** and/or the assigned survey enumerator.
- Assent**  
I agree to voluntarily participate in this survey.

Name of Minor

Signature of Minor

Date

(When the minor cannot read or sign, the parent or legal guardian signs on child's behalf.)

Printed Name of Parent/Legal Guardian

Signature of Parent/Legal Guardian

Date

### PAGSANG-AYON NG MGA MINOR

Pakilagyan ng tsek ang kahon sa ibaba at/o pirmahan bilang tanda ng inyong pagpayag sa pakikilahok sa proyektong ito.

- Pahayag ng Pahintulot**  
Nabasa ko at binasa para sa akin ang mga pahayag tungkol sa survey ng **NCS 2021: PARI Project - Pag-aaral sa mga Nakatanggap ng Katekesis** at naiintindihan ko ang layunin ng pag-aaral na ito. Binigyan ako ng kasiguraduhan na ang alinman sa mga katanungan at paglilinaw ay sasagutin ng mga miyembro ng **NCS 2021: PARI Project Research Team** at/o ng sinumang kasapi ng pananaliksik na ito.
- Pahintulot**  
Ako ay sumasang-ayon na kusang lumahok sa survey na ito.

Pangalan ng Minor

Lagda ng Minor

Petsa

(Sakaling hindi makabasa o makasulat ang minor, ang mga magulang o legal guardian ay maaring lumagda sa kanilang ngalan.)

Pangalan ng Magulang/ Legal Guardian

Lagda ng Magulang/Legal Guardian

Petsa

If your age is 18 years old and above, fill-out the Statement of Consent.

(Kung ikaw ay 18 taong gulang pataas, pakisagutan ang Pahayag na Lumahok.)

### CONSENT TO PARTICIPATE

Please check the boxes below and/or affix signature as a sign of agreement to partake in this research project.

**Statement of Consent**

I have read the above description of *Studying the Catechized (SC) survey questionnaire (SQ)* and understood the purpose of the study. I have been assured that any questions or clarifications will be answered by the members of the **NCS 2021: PARI Project Research Team** and/or the assigned survey enumerator.

**Consent**

I agree to voluntarily participate in this survey.

\_\_\_\_\_  
Signature of Survey Respondent

\_\_\_\_\_  
Date

### PAGPAYAG NA LUMAHOK

Pakilagyan ng tsek ang mga kahon sa ibaba at/o pirmahan bilang tanda ng inyong pagpayag sa pakikilahok sa proyektong ito.

**Pahayag ng Pagpayag**

Nabasa ko ang deskripsyon ng *survey questionnaire (SQ)* ng pananaliksik na may pamagat na, *Pag-aaral sa mga Nakatanggap ng Katekesis*, at naiintindihan ko ang layunin ng pag-aaral na ito. Binigyan ako ng kasiguraduhan na ang alinman sa mga katanungan at paglilinaw ay sasagutin ng **NCS 2021: PARI Project Research Team** at/o ng sinumang kasapi ng pananaliksik na ito.

**Pagpayag**

Ako ay sumasang-ayon na kusang lumahok sa survey na ito.

\_\_\_\_\_  
Lagda ng Survey Respondent

\_\_\_\_\_  
Petsa

### Notes | Mga Tala

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**ECCLESIASTICAL PROVINCE (EP) & ECCLESIASTICAL TERRITORY (ET) INDICATORS**

In what (6.) Ecclesiastical Province (EP) and (6.1) Ecclesiastical Territory (ET) do you belong to?

Sa aling (6.) Ecclesiastical Province (EP) at (6.1) Ecclesiastical Territory (ET) ka kabilang?

<p><input type="checkbox"/> <b>EP CACERES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Caceres</li> <li><input type="checkbox"/> Diocese of Daet</li> <li><input type="checkbox"/> Diocese of Legazpi</li> <li><input type="checkbox"/> Diocese of Libmanan</li> <li><input type="checkbox"/> Diocese of Masbate</li> <li><input type="checkbox"/> Diocese of Sorsogon</li> <li><input type="checkbox"/> Diocese of Virac</li> </ul>	<p><input type="checkbox"/> <b>EP JARO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Jaro</li> <li><input type="checkbox"/> Diocese of Bacolod</li> <li><input type="checkbox"/> Diocese of Kabankalan</li> <li><input type="checkbox"/> Diocese of San Carlos</li> <li><input type="checkbox"/> Diocese of San Jose de Antique</li> </ul>	<p><input type="checkbox"/> <b>EP NUEVA SEGOVIA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Nueva Segovia</li> <li><input type="checkbox"/> Apostolic Vicariate of Bontoc-Lagawe</li> <li><input type="checkbox"/> Diocese of Baguio</li> <li><input type="checkbox"/> Diocese of Bangued</li> <li><input type="checkbox"/> Diocese of Laoag</li> </ul>
<p><input type="checkbox"/> <b>EP CAGAYAN DE ORO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Cagayan de Oro</li> <li><input type="checkbox"/> Diocese of Butuan</li> <li><input type="checkbox"/> Diocese of Malaybalay</li> <li><input type="checkbox"/> Diocese of Surigao</li> <li><input type="checkbox"/> Diocese of Tandag</li> </ul>	<p><input type="checkbox"/> <b>EP LINGAYEN-DAGUPAN</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Lingayen-Dagupan</li> <li><input type="checkbox"/> Diocese of Alaminos</li> <li><input type="checkbox"/> Diocese of Cabanatuan</li> <li><input type="checkbox"/> Diocese of San Fernando (La Union)</li> <li><input type="checkbox"/> Diocese of San Jose (Nueva Ecija)</li> <li><input type="checkbox"/> Diocese of Urdaneta</li> </ul>	<p><input type="checkbox"/> <b>EP OZAMIZ</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Ozamiz</li> <li><input type="checkbox"/> Diocese of Dipolog</li> <li><input type="checkbox"/> Diocese of Pagadian</li> <li><input type="checkbox"/> Prelature of Marawi</li> <li><input type="checkbox"/> Diocese of Iligan</li> </ul>
<p><input type="checkbox"/> <b>EP CAPIZ</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Capiz</li> <li><input type="checkbox"/> Diocese of Kalibo</li> <li><input type="checkbox"/> Diocese of Romblon</li> </ul>	<p><input type="checkbox"/> <b>EP LIPA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Lipa</li> <li><input type="checkbox"/> Apostolic Vicariate of Calapan</li> <li><input type="checkbox"/> Apostolic Vicariate of San Jose (Occidental Mindoro)</li> <li><input type="checkbox"/> Diocese of Boac</li> <li><input type="checkbox"/> Diocese of Gumaca</li> <li><input type="checkbox"/> Diocese of Lucena</li> <li><input type="checkbox"/> Prelature of Infanta</li> </ul>	<p><input type="checkbox"/> <b>EP PALO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Palo</li> <li><input type="checkbox"/> Diocese of Borongan</li> <li><input type="checkbox"/> Diocese of Calbayog</li> <li><input type="checkbox"/> Diocese of Catarman</li> <li><input type="checkbox"/> Diocese of Naval</li> </ul>
<p><input type="checkbox"/> <b>EP CEBU</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Cebu</li> <li><input type="checkbox"/> Diocese of Dumaguete</li> <li><input type="checkbox"/> Diocese of Maasin</li> <li><input type="checkbox"/> Diocese of Tagbilaran</li> <li><input type="checkbox"/> Diocese of Talibon</li> </ul>	<p><input type="checkbox"/> <b>EP MANILA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Manila</li> <li><input type="checkbox"/> Apostolic Vicariate of Puerto Princesa</li> <li><input type="checkbox"/> Apostolic Vicariate of Taytay</li> <li><input type="checkbox"/> Diocese of Antipolo</li> <li><input type="checkbox"/> Diocese of Cubao</li> <li><input type="checkbox"/> Diocese of Imus</li> <li><input type="checkbox"/> Diocese of Malolos</li> <li><input type="checkbox"/> Diocese of Kalookan</li> <li><input type="checkbox"/> Diocese of Novaliches</li> <li><input type="checkbox"/> Diocese of Parañaque</li> <li><input type="checkbox"/> Diocese of Pasig</li> <li><input type="checkbox"/> Diocese of San Pablo</li> </ul>	<p><input type="checkbox"/> <b>EP SAN FERNANDO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of San Fernando</li> <li><input type="checkbox"/> Diocese of Balanga</li> <li><input type="checkbox"/> Diocese of Iba</li> <li><input type="checkbox"/> Diocese of Tarlac</li> </ul>
<p><input type="checkbox"/> <b>EP COTABATO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Cotabato</li> <li><input type="checkbox"/> Diocese of Kidapawan</li> <li><input type="checkbox"/> Diocese of Marbel</li> </ul>		<p><input type="checkbox"/> <b>EP TUGUEGARAO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Tuguegarao</li> <li><input type="checkbox"/> Apostolic Vicariate of Tabuk</li> <li><input type="checkbox"/> Diocese of Bayombong</li> <li><input type="checkbox"/> Diocese of Ilagan</li> <li><input type="checkbox"/> Prelature of Batanes</li> </ul>
<p><input type="checkbox"/> <b>EP DAVAO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Davao</li> <li><input type="checkbox"/> Diocese of Digos</li> <li><input type="checkbox"/> Diocese of Mati</li> <li><input type="checkbox"/> Diocese of Tagum</li> </ul>	<p><input type="checkbox"/> <b>EP MILITARY ORDINARIATE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Military Ordinariate</li> </ul>	<p><input type="checkbox"/> <b>EP ZAMBOANGA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Zamboanga</li> <li><input type="checkbox"/> Apostolic Vicariate of Jolo</li> <li><input type="checkbox"/> Diocese of Ipil</li> <li><input type="checkbox"/> Prelature of Isabela de Basilan</li> </ul>

7. In what parish do you belong to?

Sa anong parokya ka kabilang?

8. What is your address?

Saan ka nakatira?

City/Municipality (Lungsod/Bayan)	Province (Lalawigan)	Region (Rehiyon)

**A. SOCIO-DEMOGRAPHIC AND ECONOMIC CONTEXTS**  
**SOSYO-DEMOGRAPIKO AT EKONOMIKONG KONTEKSTO**

9. Do you consider the Philippines as a Catholic country?

Itinuturing mo bang Katolikong bansa ang Pilipinas?

- Yes (Oo)    No (Hindi)  
 I do not know (Hindi ko alam)

10. In your view, will the Catholic Church survive in the next 50 years?

Sa iyong pananaw, mananatili pa bang buhay ang Simbahang Katoliko sa susunod na 50 taon?

- Yes (Oo)    No (Hindi)  
 I do not know (Hindi ko alam)

11. Do you know that the Catholic Church in the Philippines will celebrate its 500th year foundation in 2021?

Alam mo bang ipagdiriwang ng Simbahang Katoliko sa Pilipinas ang ika-500 na taong pagkakatatag nito sa taong 2021?

- Yes (Oo)    No (Hindi)

12. In general, do you attend religious services (examples: Holy Mass, Bible study)?

Sa pangkahalatan, dumadalo ka ba sa mga gawaing panrelihiyon (mga halimbawa: pagdalo sa Banal na Misa, pag-aaral sa Bibliya)?

- Yes (Oo)    No (Hindi)

If **NO**, skip to question number 13.  
Kung **HINDI**, magtungo sa bilang 13.

12.1. If **YES**, how often do you generally attend religious services? Choose only one.

Kung **Oo**, sa pangkahalatan, gaano ka kadalas dumadalo sa mga panrelihiyong gawain? **Pumili lamang ng isa.**

- Daily (Araw-araw)  
 Weekly (Lingguhan)  
 Monthly (Buwanan)  
 Semi-Annually (Kada kalahating taon)  
 Quarterly (Kada ikatlong buwan)  
 Annually (Taunan)

13. Have you ever experienced leaving your Catholic faith for another religion?

Naranasan mo na bang iwan ang iyong Katolikong pananampalataya para sa ibang relihiyon?

- Yes (Oo)    No (Hindi)

If **NO**, skip to question number 14.  
Kung **HINDI**, magtungo sa bilang 14.

13.1. If **YES**, at what age did you experience leaving your Catholic faith for another religion?

\_\_\_\_\_.  
Kung **Oo**, anong edad mo naranasang iwanan ang iyong Katolikong pananampalataya para sa ibang relihiyon? \_\_\_\_\_.

14. Do you have any family member who left their Catholic faith for another religion?

Mayroon ka bang mga kamag-anak na iniwan ang kanilang Katolikong pananampalataya para sa ibang relihiyon?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

If **NO** or **I DO NOT KNOW**, skip to question number 15.  
Kung **HINDI** o **HINDI KO ALAM**, magtungo sa bilang 15.

14.1 If **YES**, what was this religion/sect/denomination? Check all that apply.

Kung **OO**, anong relihiyon/sekta/denominasyon ito? Lagyan ng tsek ang lahat ng naaangkop.

- None (Wala)  Jehovah's Witness (Saksi ni Jehova)  
 Iglesia ni Cristo  Born Again  
 Seventh Day Adventist  Islam  
 Protestant (Protestante)  Others, please specify (Iba pa, pakitukoy):  
 Aglipay (Aglipay) \_\_\_\_\_

15. In your observation, what is the Holy Mass attendance like in your parish? Choose only one.

Para sa iyo, ano ang dami ng mga nagsisimba sa inyong parokya? Pumili lamang ng isa.

- Increasing in attendance (Nadaragdagan ang nagsisimba)  
 Decreasing in attendance (Nababawasan ang nagsisimba)  
 Just the same in the number of attendees (Walang pagbabago sa rami nang nagsisimba)  
 I do not know (Hindi ko alam)  
 I do not care (Wala akong pakialam)

16. Do you feel a sense of belongingness in your parish community?

Nararamdaman mo ba na kabahagi ka ng pamayanan sa iyong parokya?

- Yes (Oo)  No (Hindi)

17. Do you know your parish priest?

Kilala mo ba ang iyong kura paroko?

- Yes (Oo)  No (Hindi)

If **NO**, skip to question number 18.  
Kung **HINDI**, magtungo sa bilang 18.

17.1. If **YES**, do you find him approachable?

Kung **OO**, siya ba ay madaling malapitan?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

17.2. Do you consider your parish priest as a "catechist"?

Itinuturing mo bang "katekista" ang inyong kura paroko?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

18. Do you know the current Bishop in your Ecclesiastical Territory (Archdiocese, Diocese, Prelature, Ordinariate)?

Kilala mo ba ang inyong Obispo sa inyong Ecclesiastical Territory (Archdiocese, Diocese, Prelature, at Ordinariate)?

If **NO**, skip to question number 19.  
Kung **HINDI**, magtungo sa bilang 19.

18.1. If **YES**, do you find him approachable?

Kung **OO**, itinuturing mo bang "katekista" ang inyong Obispo?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

18.2. Do you consider your Bishop as a "catechist"?

Kung **OO**, itinuturing mo bang "katekista" ang inyong Obispo?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

19. In your experience, did you ever give an offering during the Holy Mass?  Yes (Oo)  No (Hindi)  
*Naranasan mo na bang magbigay ng alay sa Banal na Misa?*

If **NO**, skip to question number 20.  
Kung **HINDI**, magtungo sa bilang 20.

- 19.1. If **YES**, what kind of offerings do you give? Check all that apply.  
*Kung OO, anong uri ng alay ang iyong ibinigay? Lagyan ng tsek ang lahat ng naaangkop.*

- Money (Pera)  
 In kind (examples: canned goods, fruit, etc.)  
*Sa anumang uri (mga halimbawa: de lata, prutas, atbp.)*  
 Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_

20. Did you ever consider allocating a part of your money or resources as an offering to the Catholic Church?  Yes (Oo)  No (Hindi)  
*Isinasaalang-alang mo bang maglaan ng iyong pera o yaman bilang alay sa Simbahang Katoliko?*

21. Did you ever receive any form of assistance from your parish?  Yes (Oo)  No (Hindi)  
*Nakatanggap ka na ba ng anumang tulong mula sa inyong parokya?*

22. Were you ever a godparent?  Yes (Oo)  No (Hindi)  
*Naging ninong/ninang ka na ba?*

If **NO**, skip to question number 23.  
Kung **HINDI**, magtungo sa bilang 23.

- 22.1. If **YES**, how many godchildren do you have? Please specify number \_\_\_\_\_.  
*Kung OO, ilan na ang iyong mga naging inaanak? Pakitukoy ang bilang \_\_\_\_\_.*

- 22.2. As a godparent, were you able to share about the teachings of the Catholic Church to any of your godchildren?  Yes (Oo)  No (Hindi)  
*Bilang ninong/ninang, naibahagi mo na ba ang mga turo ng Simbahang Katoliko sa iyong mga inaanak?*

23. In your view, what social class do you belong to?  Poor (Mahirap)  
*Sa iyong pananaw, anong antas ng pamumuhay ang kinabibilangan mo?*  Rich (Mayaman)  
 Neither poor nor rich  
*(Hindi mahirap o mayaman)*

24. For the past two months, did your household experience hunger?  Yes (Oo)  No (Hindi)  
*Sa nakalipas na dalawang buwan, nakaranas ba ng gutom ang iyong pamilya?*

25. What is your household's main source of drinking water? Check all that apply.  
*Sa inyong bahay, ano ang pangunahing pinagkukunan ng inuming tubig? Lagyan ng tsek ang lahat ng naaangkop.*

- Water system (Sistemang patubig)  
 Deep Well (Poso)  
 Well (Balon)  
 Bottled water, refilling station  
 Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_

26. During the past 12 months, has your household been severely affected by natural or human-made disasters (examples: typhoon, flood, fire, war, etc.)?

Sa nakalipas na 12 buwan, nakaranas na ba ang inyong pamilya ng anumang uri ng kalamidad dulot ng kalikasan o ng mga tao (mga halimbawa: bagyo, baha, sunog, giyera, atbp.)?

Yes (Oo)  No (Hindi)

27. What is your view on the economic situation of the Catholic Church in your community?

Sa iyong pananaw, ano ang sitwasyong pang-ekonomiya ng Simbahang Katoliko sa inyong pamayanan?

Poor (Mahirap)  
 Rich (Mayaman)  
 Neither poor nor rich (Hindi mahirap o mayaman)

28. In your observation, is the Catholic Church in your community helping the poor?

Sa iyong obserbasyon, tumutulong ba sa mahihirap ang Simbahang Katoliko sa inyong pamayanan?

Yes (Oo)  No (Hindi)

**B. SOCIOCULTURAL AND RELIGIOUS EXPERIENCES**  
**SOSYO-KULTURAL AT MGA KARANASANG PANRELIHIYON**

Indicators Mga Pamantayan	29. Which of the following cultural phenomenon do you consider as part of the Filipino culture? Alin sa mga sumusunod na cultural phenomenon ang itinuturing mong bahagi ng kulturang Filipino?		
	YES OO	NO HINDI	I DO NOT KNOW HINDI KO ALAM
<b>Frank Sinatra's song "My Way" killings</b> Ang pag-awit ng "My Way" ni Frank Sinatra na nagiging sanhi ng kamatayan o pagpatay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The 'aswang' phenomenon</b> Ang paniniwala sa aswang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The querida (mistress) syndrome</b> Ang pagkakaroon ng kabiti o ibang kinakasama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pacquiao phenomenon</b> Pagturing kay Pacquiao bilang pambansang kamao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Filipinos' ability to smile during disasters</b> Ang kakayahang ngumiti ng mga Pilipino sa kabila ng kalamidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Tingi-tingi phenomenon</b> Pagbebenta at pagbili nang tingi-tingi	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Istambay phenomenon</b> Ang sitwasyong tambay at ugaling tumambay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Filipino text messaging phenomenon</b> Pagkahilig sa text messaging ng mga Pilipino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Filipino social media phenomenon (examples, FB, YouTube)</b> Pagkahilig ng mga Pilipino sa social media (halimbawa, FB, YouTube)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Filipino teleserye phenomenon</b> Pagkahilig ng mga Pilipino sa teleserye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*Categories for this questions from <https://filipiknow.net/modern-filipino-culture-phenomena/>.

30. Are you aware that our Filipino culture was shaped by multicultural influences (examples: Spanish, American, Chinese, Malay, etc.)?

Alam mo ba ang kulturang Pilipino ay nahubog at naimpluwensiyahan ng maraming kultura (mga halimbawa: Espanyol, Amerikano, Tsino, Malay)?

Yes (Oo)  No (Hindi)

I do not know (Hindi ko alam)

<p align="center"><b>Cultural Practices</b> <i>Mga Gawaing-Kultural</i></p>	<p>30.1. In your view, which of the following cultural practices are influenced by Catholic faith? <b>Check all that apply.</b> <i>Sa iyong panahaw, alin sa mga sumusunod na mga gawaing-kultural ang na-impluwensiyahan ng pananampalatayang Katoliko? <b>Lagyan ng tsek ang lahat ng naaangkop.</b></i></p>	<p>30.2. Which of the following cultural practices are still observed today in your community? <b>Check all that apply.</b> <i>Alin sa mga sumusunod na gawaing-kultural ang nasasaksihan mo pa sa iyong pamayanan? <b>Lagyan ng tsek ang lahat ng naaangkop.</b></i></p>
<p>Being family-oriented (close family ties) <i>Pagiging makapamilya</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Being meal-oriented (fondness for <i>salu-salo</i>/eating together) <i>Pagkahilig sa salu-salong kainan</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Being <i>kundiman</i>-oriented (a metaphorical love song about sacrifices) <i>Pagkahilig sa kundiman (awiting-pag-ibig na tungkol sa pagsasakripisyo)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Being spirit-oriented (belief in the supernatural) <i>Paniniwala sa mga espiritu</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Being <i>bayani</i>-oriented (hero followers) <i>Paghanga sa mga bayani</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Sense of <i>pakikipagkapwa-tao</i> (being good to others) <i>Pakikipagkapwa-tao</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Sense of <i>bayanihan</i> (community cooperation) <i>Pakikipagbayanihan</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Sense of <i>utang na loob</i> (gratitude or indebtedness) <i>Pagtanaw ng utang na loob</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Sense of <i>kagandahang-loob</i> (goodwill) <i>Pagpapahalaga sa kagandahang-loob</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Sense of <i>hiya</i> (shamefulness) <i>Pagkakaroon ng hiya</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Notion of Filipino time (being late) <i>Hindi pagdating sa itinakdang oras</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Kuwentuhan</i> (storytelling) <i>Pakikipagkuwentuhan</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Pagmamano</i> (kissing the hand of elders) <i>Paghalik sa kamay ng mga nakakatanda</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Pakikiramay</i> (condolences) <i>Pakikiramay sa namatayan</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

31. In your view, which of the following statements best describe you? Choose only one.

Sa iyong pananaw, alin sa mga sumusunod na pahayag ang pinaka-akmang naglalarawan sa iyo? **Pumili lamang ng isa.**

- I am first a Catholic then a Filipino  
Ako ay Katoliko muna bago Pilipino
- I am first a Filipino then a Catholic  
Ako ay Pilipino muna bago Katoliko

- I am both Filipino and Catholic  
Ako ay parehong Pilipino at Katoliko
- I am neither Filipino nor Catholic  
Ako ay hindi Pilipino at hindi rin Katoliko
- I do not know Hindi ko alam

32. In your experience, do you celebrate the following religious occasions? Check all that apply.

Sa iyong karanasan, ipagdiwang mo na ba ang mga sumusunod na okasyong panrelihiyon? **Lagyan ng tsek ang lahat ng naaangkop.**

- All Saints' and All Souls' Day  
(Araw ng mga Santo at ng mga Kaluluwa)
- Holy Week (Mahal na Araw)
- Fiestas (Mga Kapistahan)
- Easter Sunday (Linggo ng Muling Pagkabuhay)
- Marian Feasts (Kapistahan ni Maria)
- Local traditions (popular religiosity)  
Lokal na Tradisyon (Popular na pamamanata)
- Advent (Adbiyento)
- Others, please specify (Iba pa, pakitukoy).
- Christmas (Pasko)

<b>Religious Practices</b> Mga Gawaing-Panrelihiyon	33. As a Catholic, which of the following religious practices do you observe? Check all that apply. Bilang isang Katoliko, alin sa mga sumusunod na gawaing-panrelihiyon ang iyong isinasagawa? Lagyan ng tsek ang lahat ng naaangkop.	33.1. If YES, how often? Kung Oo, gaano kadalas?		
		ALWAYS PALAGI	SOMETIMES MINSAN	RARELY BIHIRA
Praying the rosary Pagdarasal ng rosaryo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading the Bible Pagbabasa ng Bibliya	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making the Sign of the Cross Pag-aantanda ng Krus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praying in Silence Tahimik na pagdarasal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praying Marian novenas Pagdarasal ng nobena kay Maria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meditating on the Via Crucis or Way of the Cross Pagninilay sa Istasyon ng Krus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving Holy Communion Pagtanggap sa Banal na Komunyon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going to Holy Mass Pagsisimba sa Banal na Misa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Going to Confession Pangungumpisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others, please specify Iba pa, pakitukoy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sacraments Mga Sakramento	34. Which of the following sacraments did you receive? <i>Alin sa mga sumusunod na sakramento ang iyo nang natanggap?</i>			34.1. How old were you when you first received the following sacraments? <i>Ilang taon ka nang una mong natanggap ang mga sumusunod na sakramento?</i> <b>*Note: If age is less than one year old, specify number of months.</b> <i>Kung ang edad ay mas mababa sa isang taon, tukuyin kung ilan buwan.</i>		
	YES OO	NO HINDI	I DO NOT KNOW HINDI KO ALAM	AGE EDAD	I DON'T REMEMBER HINDI KO MAALALA	NOT APPLICABLE HINDI ANGKOP
Baptism <i>Binyag</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Confession <i>Kumpisal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Holy Communion/Eucharist <i>Banal na Komunyon/Eukaristiya</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Confirmation <i>Kumpil</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Matrimony <i>Kasal</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Holy Orders <i>Pagpapari/pagmamadre</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
Anointing of the sick <i>Pagpapahid ng Banal na Langis sa may sakit</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

35. In your opinion, what kind of Catholic are you? **Choose only one.**

*Sa iyong opinyon, anong klaseng Katoliko ang turing mo sa iyong sarili? Pumili lamang ng isa.*

- Practicing (generally follows and practices Catholic teachings)**  
*Isinasabuhay ang pagiging Katoliko (Karaniwang sumusunod sa mga gawi at aral ng Simbahang Katoliko)*
- Seasonal (follows Catholic practices on special occasions such as birthdays, Good Friday, Christmas, etc.)**  
*Pana-panahon lang ang pagiging Katoliko (Sinusunod ang mga gawaing Katoliko sa mga espesyal na okasyon tulad ng pagdiriwang ng kaarawan, Biyernes Santo, Pasko, atbp.)*
- Sacramental (only engages into sacramental rituals such as KBL - kasal, binyag, libing)**  
*Pansakramentong Katoliko (Ginagawa lamang ang mga sakramental na ritwal kapag kasal, binyag at libing o KBL)*
- Nominal (baptized but do not practice Catholic teachings)**  
*Katoliko sa pangalan lamang (Bininyagan ngunit hindi isinasabuhay ang pagiging Katoliko)*

Family-based Religious Practices Mga Gawaing-Panrelihiyon ng Pamilya	36. Which of the following religious practices do you observe with the family where you were raised? <i>Alin sa mga sumusunod na gawaing-panrelihiyon ang ginagawa ng pamilyang kinalakihan mo?</i>		
	ALWAYS PALAGI	SOMETIMES MINSAN	NEVER HINDI
Parents attend Holy Mass with family members. <i>Nagsisimba ang mga magulang kasama ang kapamilya.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family attends religious services together. <i>Sama-samang dumadalo ang pamilya ng mga gawaing-panrelihiyon.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family prays together at home. <i>Sama-samang nagdarasal ang pamilya sa bahay.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents allow their children to attend Holy Mass on their own. <i>Pinapayagan ng mga magulang na dumalo ng Banal na Misa ang kanilang mga anak kahit nag-iisa.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**C. CATHOLIC SOCIAL TEACHINGS AND CATECHESIS**  
**MGA KATOLIKONG TURONG-PANLIPUNAN AT KATEKESIS**

37. Were you ever interested in knowing Church-related social issues in the country?  Yes (Oo)  No (Hindi)  
 Interesado ka bang malaman ang mga usaping panlipunan sa bansa na may kaugnayan sa Simbahan?  I do not care (Wala akong pakialam)

**If NO or I DO NOT CARE, skip to question number 38.**  
**Kung HINDI at WALA AKONG PAKIALAM, tumungo sa bilang 38.**

- 37.1. What are the sources of your information on these social issues? **Check all that apply.**  
 Ano-ano ang mga pinagkukunan mo ng impormasyon tungkol sa mga usaping panlipunan na ito?  
 Lagyan ng tsek ang lahat ng naaangkop.

- Print media (examples: newspaper, tabloid, magazine, etc.)**  
*Nakalimbag na publikasyon (mga halimbawa: diyaryo, tabloid, magasin, atbp.)*
- Broadcast media (examples: TV, radio, etc.)**  
*Broadcast media (mga halimbawa: TV, radio, atbp.)*
- Social media (examples: Facebook, Twitter, YouTube, Instagram, etc.)**
- Academic sources (examples: journal articles, researches, etc.)**  
*Mga akademikong materyal (mga halimbawa: mga journal article, pananaliksik, atbp.)*
- Catholic Church Documents (examples: pastoral letters, social encyclicals, etc.)**  
*Mga Dokumento ng Simbahan (mga halimbawa: pastoral letters, mga social encyclical, atbp.)*
- Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.**

<b>Selected Church-related Social Issues</b> <i>Mga Piling Isyung-Panlipunan na may Kaugnayan sa Simbahan</i>	<b>37.1. Which of the following Church-related social issues are you aware of? Check all that apply.</b> <i>Alin sa mga sumusunod na isyung panlipunan na may kaugnayan sa Simbahan ang alam mo? Lagyan ng tsek ang lahat ng naaangkop.</i>	<b>37.2.2. Are you aware of the Church's position on the selected social issues? Check all that apply.</b> <i>Alam mo ba ang posisyon ng Simbahan sa mga piling social issue? Lagyan ng tsek ang lahat ng naaangkop.</i>
<b>Abortion</b> <i>Pagpapalaglag ng bata sa sinapupunan</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Church scandals (examples: sexual abuse and lavish lifestyle, etc.)</b> <i>Mga iskandalo sa Simbahan (halimbawa: pang-aabusong sekswal at magarbong pamumuhay)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Divorce</b> <i>Paghihiwalay ng mag-asawa</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Labor-related issues (examples: child labor and contractualization, etc.)</b> <i>Mga isyu tungkol sa paggawa (halimbawa: pagtatrabaho ng mga bata at kontraktwalisasyon)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reproductive Health Issues</b> <i>Mga Isyung tungkol sa kalusugang reproductibo</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Same-sex marriage</b> <i>Pagpapakasal ng dalawang taong may parehong kasarian</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Politics-related issues</b> <i>Mga isyung may kaugnayan sa pulitika</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Others, please specify (Iba pa, pakitukoy)</b> _____	<input type="checkbox"/>	<input type="checkbox"/>

38. In your parish, do you know any activity organized in relation to these selected Church-related social issues?

Sa inyong parokya, may alam ka bang anumang aktibidad na inorganisa tungkol sa mga piling isyung-panlipunan na may kaugnayan sa Simbahan?

- Yes (Oo)  No (Hindi)  
 I do not care (Wala akong pakialam)

39. In your experience, did your parish conduct any awareness program in relation to these selected Church-related social issues?

Sa iyong karanasan, nagsagawa ba ang inyong parokya ng anumang programang pangkamalayan tungkol sa mga piling isyung-panlipunan na may kaugnayan sa Simbahan?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

40. Based on what you know, are there any Catholic schools in your area?

Sa pagkakaalam mo, mayroong bang mga Katolikong paaralan sa inyong lugar?

- Yes (Mayroon)  No (Wala)

If **NO**, skip to question number 41.  
 Kung **WALA**, magtungo sa bilang 41.

40.1. Have you experienced studying in a Catholic school?

Nakapag-aral ka ba sa Katolikong paaralan?

- Yes (Oo)  No (Hindi)

40.2. Do you think these Catholic schools are important in today's society?

Sa iyong palagay, mahalaga ba ang mga Katolikong paaralan sa ating kasalukuyang lipunan?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

40.3. Do you think these Catholic schools help in the promotion of the Catholic faith?

Sa iyong palagay, nakatutulong ba ang mga Katolikong paaralan sa pagpapalaganap ng Katolikong pananampalataya?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

40.4. Do you think these Catholic schools assist in understanding selected Church-related social issues?

Sa iyong palagay, nakatutulong ba ang mga Katolikong paaralan na maunawaan ang mga piling isyung-panlipunan na may kaugnayan sa Simbahan?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

40.5. Do you think these Catholic schools encourage students to be catechists in the parish?

Sa iyong palagay, hinihikayat ba ng mga Katolikong paaralan ang mga mag-aaral na maging katekista sa kanilang mga parokya?

- Yes (Oo)  No (Hindi)

Indicators Pamantayan	40.5.1. If YES, do you consider the following teachers as catechists? Kung OO, itinuturing mo ba ang mga sumusunod na guro bilang katekista?	
	YES OO	NO HINDI
Religion teachers Guro sa Relihiyon	<input type="checkbox"/>	<input type="checkbox"/>
Theology professors Mga propesor ng Teolohiya	<input type="checkbox"/>	<input type="checkbox"/>
Christian Living Education teachers Guro sa Edukasyon sa Kristiyanong Pamumuhay	<input type="checkbox"/>	<input type="checkbox"/>
Values Education teachers Guro sa Edukasyon sa Pagpapahalaga	<input type="checkbox"/>	<input type="checkbox"/>
Catholic school teachers Mga Gurong Katoliko	<input type="checkbox"/>	<input type="checkbox"/>
Others, please specify (Iba pa, pakitukoy)	<input type="checkbox"/>	<input type="checkbox"/>

41. Are you aware of any church documents about Catholic teachings?  
 May alam ka bang mga dokumento tungkol sa mga turo ng Simbahang Katoliko?

Yes (Mayroon)  No (Wala)

**If NO, skip to question number 42.  
 Kung WALA, magtungo sa bilang 42.**

41.1. If YES, which of these Church documents are you aware of? Check all that apply.  
 Kung MAYROON, alin sa mga dokumento ng Simbahan ang alam mo? Lagyan ng tsek ang lahat ng naaangkop.

- Encyclicals (examples: *Rerum Novarum, Laudato Si, etc.*)
- Apostolic Exhortations (examples: *Catechesi Tradendae, Evangelii Gaudium, etc.*)
- Pastoral Letters (examples: *CBCP Prepare for Elections, Era of New Evangelization, etc.*)
- Catechetical Sources (examples: *Catechism for Filipino Catholics, Catechism of the Catholic Church, etc.*)
- Council Documents (examples: *Vatican II documents, PCP II documents, etc.*)
- Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.

42. In general, do you think the Catholic Church community should be involved in political issues?  
 Sa pangkahalatan, dapat bang makisali ang pamayan ng Katolikong Simbahan sa mga isyung-pulitikal?

Yes (Oo)  No (Hindi)  
 I do not care (Wala akong pakialam)

**D. CATECHETICAL MINISTRY (CM)**

43. Do you know any catechist in your parish?  
 May kakilala ka bang katekista sa iyong parokya?

Yes (Mayroon)  No (Wala)

44. In your lifetime, have you ever been taught by a catechist?  
 Sa buong buhay mo, naturuan ka na ba ng isang katekista?

Yes (Oo)  No (Hindi)

**If NO, skip to question number 45.  
 Kung HINDI, magtungo sa bilang 45.**

44.1. If YES, where did you learn catechesis? Check that all apply.  
 Kung OO, saan ka natuto ng katekesis? Lagyan ng tsek ang lahat ng naaangkop.

- Family (Pamilya)
- Parish (Parokya)
- School (Paaralan)
- Community (Pamayanan)
- Religious organizations (Mga organisasyong Panrelihiyon)
- Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.

44.2. In your experience, which of the following church members and/or leaders served as your catechists? Check all that apply.  
 Sa iyong karanasan, sino sa mga sumusunod na miyembro at/o lider ng simbahan ang nagsilbing katekista mo? Lagyan ng tsek ang lahat ng naaangkop.

- Parent (Magulang)
- Relative (Kamag-anak)
- Friend (Kaibigan)
- School Teacher (Guro)
- Priest/Deacon (Pari/deacon)
- Bishop (Obispo)
- Religious Sister (nun) (Madre)
- Religious Brother
- Seminararian (Seminarista)
- Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.

44.3. In your opinion, which of the following qualities describe an effective catechist? Check all that apply.  
 Sa iyong pananaw, alin sa mga sumusunod na mga katangian ang naglalarawan sa isang epektibong katekista? Lagyan ng tsek ang lahat ng naaangkop.

- Creative (Malikhain)
- Joyful (Masayahin)
- Friendly (Palakaibigan)
- Patient (Matiyaga)
- Prayerful (Madasalin)
- Faithful (Matapat)
- Helpful (Matulongin)
- Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.

44.4. Ideally, which among the list of skills are essential to become an effective catechist? **Check all that apply.**  
 Alin sa mga nakalisting kasanayan ang mahalaga upang maging epektibong ang isang katekista?  
**Lagyan ng tsek ang lahat ng naaangkop.**

- Interpersonal skills (relations with others)**  
*Kasanayan sa pakikipag-ugnayan sa kapwa (relasyon sa kapwa)*
- Organizational skills (leadership, being a team player)**  
*Kasanayang pang-organisasyon (pamumuno, pakikilahok sa grupo)*
- Analytical skills (comprehension, critical thinking)**  
*Kasanayan sa pagsusuri (pag-intindi, kritikal na pag-iisip)*
- Communication skills (being a good listener and open-minded)**  
*Kasanayang pang-komunikasyon (magaling makinig at bukas ang isip)*
- Computer skills (Kasanayang pang-computer)**
- Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.**

44.5. At what age were you first taught catechesis? **Please specify age \_\_\_\_\_.**  
 Ilang taon ka noong una kang naturuan ng katekesis? **Pakitukoy ang edad \_\_\_\_\_.**

44.6. From what you can recall, which of the following topics did you learn from your catechetical instruction? **Check all that apply.**  
 Batay sa iyong naaalala, alin sa mga sumusunod na paksa ang natutunan mo sa pag-aaral ng katekesis? **Lagyan ng tsek ang lahat ng naaangkop.**

- Prayer (examples: Apostle's Creed, Our Father, etc.)**  
*Panalangin (mga halimbawa: Sumasampalataya Ako, Ama Namin, atbp.)*
- Salvation History (examples: creation story, prophets, etc.)**  
*Kasaysayan ng Pagligtas (mga halimbawa: kwento ng paglikha, mga propeta, atbp.)*
- Life of Christ (examples: birth of Christ, passion of Christ, etc.)**  
*Ang Buhay ni Kristo (mga halimbawa: pagkasilang ni Kristo, pasakit ni Kristo, atbp.)*
- Church History (examples: Pentecost, life of early Christians, etc.)**  
*Kasaysayan ng Simbahan (mga halimbawa: pagbaba ng Espiritu Santo, buhay ng mga sinaunang Kristiyano, atbp.)*
- Holy Trinity (Father, Son, and Holy Spirit)**  
*Banal na Santatlo (Ama, Anak at Espiritu Santo)*
- Sacred Scriptures/Bible (Old Testament, New Testament)**  
*Bibliya (Lumang Tipan, Bagong Tipan)*
- Catholic Social Teachings (examples: social justice, human dignity, etc.)**  
*Mga Katolikong Turong-Panlipunan (mga halimbawa: katarungang panlipunan, dignidad ng tao, atbp.)*
- Christian Morality (examples: Ten Commandments, freedom, etc.)**  
*Moralidad ng mga Kristiyano (mga halimbawa: Sampung Utos ng Diyos, kalayaan, atbp.)*
- Sacraments and Liturgy (examples: Baptism, Holy Eucharist, etc.)**  
*Mga Sakramento at Liturhiya (mga halimbawa: binyag, Banal na Eukaristiya, atbp.)*
- Mary (examples: Immaculate Conception, Rosary, etc.)**  
*Maria (mga halimbawa: Immaculada Concepcion, Rosaryo, atbp.)*
- Saints (examples: San Lorenzo Ruiz, San Pedro Calungsod, etc.)**  
*Mga Santo (mga halimbawa: San Lorenzo Ruiz, San Pedro Calungsod, atbp.)*
- Current Moral Issues (examples: death penalty, abortion, etc.)**  
*Mga Kasalukuyang Isyung Pangmoralidad (mga halimbawa: parusang kamatayan, abortion, atbp.)*
- Marriage and Family (examples: family planning, communication in marriage, etc.)**  
*Pag-aasawa at Pamilya (mga halimbawa: pagpapalano ng pamilya, komunikasyon sa pag-aasawa, atbp.)*
- Human Sexuality (examples: chastity, sexuality, etc.)**  
*Seksualidad ng Tao (mga halimbawa: kalinisang-puri, seksualidad, atbp.)*
- Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.**

44.7. Which of the following concepts did you learn from catechesis? **Check all that apply.**

*Alin sa mga sumusunod na konsepto ang iyong natutunan mula sa katekesis? Lagyan ng tsek ang lahat ng naangkop.*

- |   |   |
|---|---|
| <input type="checkbox"/> Freedom (Kalayaan)         | <input type="checkbox"/> Love (Pag-ibig)                            |
| <input type="checkbox"/> Justice (Katarungan)       | <input type="checkbox"/> Sexuality (Seksualidad)                    |
| <input type="checkbox"/> Sin (Kasalanan)            | <input type="checkbox"/> Human life (Buhay ng Tao)                  |
| <input type="checkbox"/> Conscience (Konsensya)     | <input type="checkbox"/> Environment (Kalikasan)                    |
| <input type="checkbox"/> Good (Kabutihan)           | <input type="checkbox"/> Society (Lipunan)                          |
| <input type="checkbox"/> Evil (Kasamaan)            | <input type="checkbox"/> Others, please specify (Iba pa, pakitukoy) |
| <input type="checkbox"/> Morals (Moralidad)         | _____   |
| <input type="checkbox"/> Forgiveness (Pagpapatawad) |   |

<b>Religious Practices and Popular Beliefs</b> <i>Gawaing-Panrelihiyon at -Mga Popular na Paniniwala</i>	<b>44.8. Which of the following religious practices and popular beliefs did you learn from catechesis? Check all that apply.</b> <i>Alin sa mga sumusunod na mga gawaing-panrelihiyon at mga popular na paniniwala ang iyong natutunan sa katekesis? Lagyan ng tsek ang lahat ng naaangkop.</i>	<b>44.9. Did you ever observe any of the following religious practices? Check all that apply.</b> <i>Sa iyong karanasan, nagawa mo na ba ang mga sumusunod na gawaing-panrelihiyon? Lagyan ng tsek ang lahat ng naangkop.</i>
<b>Making the sign of the cross</b> <i>Pag-aantanda ng Krus</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Novena to Mary and Saints</b> <i>Pagnonobena kay Maria at sa mga Santo</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Praying the Our Father, Hail Mary, and Glory Be</b> <i>Pagdarasal ng Ama Namin, Aba Ginoong Maria at Luwalhati</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Praying the Angelus</b> <i>Pagdarasal ng Angelus</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Praying the Rosary</b> <i>Pagdarasal ng Rosaryo</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Attending Simbang Gabi (night masses)</b> <i>Pagsisimbang Gabi</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Celebrating Christmas Season</b> <i>Pagdiriwang ng Kapaskuhan</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Observing Holy Week (examples: Palm Sunday, Maundy Thursday, etc.)</b> <i>Paggunita ng Mahal na Araw (mga halimbawa: Linggo ng Palaspas, Huwebes Santo, atbp.)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Observing Easter Celebration (examples: Vigil Mass, Salubong, Easter Mass, etc.)</b> <i>Paggunita ng Linggo ng Muling Pagkabuhay (mga halimbawa: Pagdalo sa Misa ng Pagtatanod ng Muling Pagkabuhay, Salubong, Misa ng Muling Pagkabuhay, atbp.)</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Observing Ash Wednesday</b> <i>Pakikiisa sa Miyerkules ng Abo</i>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Attending recollections and retreats</b> <i>Pagdalo sa mga recollection at retreat</i>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>Religious Practices and Popular Beliefs</b>  <i>Gawaing Panrelihiyon at Popular na Paniniwala</i></p>	<p>44.8. Which of the following religious practices and popular beliefs did you learn from catechesis? <b>Check all that apply.</b>  <i>Alin sa mga sumusunod na mga gawaing panrelihiyon at popular na mga paniniwala ang iyong natutunan sa katekesis? <b>Lagyan ng tsek ang lahat ng naaangkop.</b></i></p>	<p>44.9. Did you ever observe any of the following religious practices? <b>Check all that apply.</b>  <i>Sa iyong karanasan, nagawa mo na ba ang mga sumusunod na gawaing panrelihiyon? <b>Lagyan ng tsek ang lahat ng naaangkop.</b></i></p>
<p><b>Joining pilgrimages (Visita Iglesia)</b>  <i>Pagsali sa mga pilgrimage (Visita Iglesia)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Using religious images/articles as good luck charm and to drive evil away</b>  <i>Paggamit ng mga bagay/imaheng panrelihiyon bilang pampaswerte at pantaboy sa masasamang espiritu</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Blessing of objects (examples: car, house, etc.)</b>  <i>Pagpapabasbas ng mga bagay (mga halimbawa: kotse, bahay, atbp.)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Offering Holy Mass for different intentions (examples: thanksgiving, special petitions, etc.)</b>  <i>Pagpapamisa para sa iba't ibang intensiyon (mga halimbawa: pasasalamat, espesyal na petisyon, atbp.)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Fasting and abstinence</b>  <i>Pag-aayuno at pangingilin</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Kissing religious objects and/or images</b>  <i>Paghalik sa mga banal na bagay at imahen</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Observing panata (examples: Black Nazarene of Quiapo Church, Our Lady of Perpetual Help, etc.)</b>  <i>Pamamanata (mga halimbawa: Itim na Nazareno sa simbahan ng Quiapo, Ina ng Laging Saklolo, atbp.)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Seeking help from faith healers (examples: albularyo, espiritista, etc.)</b>  <i>Paghingi ng tulong sa mga albularyo/espiritista</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Consulting fortune tellers</b>  <i>Pagsangguni sa mga manghuhula</i></p>	<input type="checkbox"/>	<input type="checkbox"/>

44.10. In your view, which of the following educational materials will be most helpful in teaching and learning catechesis? **Check all that apply.**

Sa iyong pananaw, alin sa mga sumusunod na mga gamit sa pagtuturo ang lubos na makatutulong sa katekesis? **Lagyan ng tsek ang lahat ng naaangkop**

- |  |  |
|--|--|
| <input type="checkbox"/> Manila paper                                    | <input type="checkbox"/> LCD projector                             |
| <input type="checkbox"/> Computer/laptop                                 | <input type="checkbox"/> Internet                                  |
| <input type="checkbox"/> Cassette player/sound system/microphone         | <input type="checkbox"/> Storybooks ( <i>Aklat ng mga kwento</i> ) |
| <input type="checkbox"/> Blackboard and chalk ( <i>Pisara at chalk</i> ) | <input type="checkbox"/> Whiteboard and whiteboard marker          |
| <input type="checkbox"/> Overhead projector (OHP)                        | <input type="checkbox"/> Others, please specify                    |
| <input type="checkbox"/> Television ( <i>Telebisyon</i> )                | (Iba pa, pakitukoy) _____.   |
| <input type="checkbox"/> Flashcards                                      |  |

44.11. In your view, which among the strategies will be most effective in teaching and learning catechesis? **Check all that apply.**

Sa iyong pananaw, alin sa mga sumusunod na pamamaraan ang higit na mabisa sa pagtuturo at pagkatuto ng katekesis? **Lagyan ng tsek ang lahat ng naaangkop**

- |   |   |
|---|---|
| <input type="checkbox"/> Lecture method                                   | <input type="checkbox"/> Film analysis ( <i>Pagsusuri ng pelikula</i> ) |
| <input type="checkbox"/> Theater ( <i>Teatro</i> )                        | <input type="checkbox"/> Question and answer ( <i>Tanong at sagot</i> ) |
| <input type="checkbox"/> Song analysis ( <i>Pagsusuri ng awit</i> )       | <input type="checkbox"/> Story-telling ( <i>Pagkukwento</i> )           |
| <input type="checkbox"/> Role playing ( <i>Pagsasadula</i> )              | <input type="checkbox"/> Others, please specify ( <i>Iba pa,</i>        |
| <input type="checkbox"/> Picture analysis ( <i>Pagsusuri ng larawan</i> ) | <i>pakitukoy</i> ) _____.   |

<b>Languages</b> <i>Mga Wika</i>	44.12. When you were taught catechesis, which among the following languages were used? <b>Check all that apply.</b> <i>Nang tinuruan ka ng katekesis, alin sa mga sumusunod na wika ang ginamit? Lagyan ng tsek ang lahat ng naaangkop.</i>	44.13. In your view, which among the following languages do you prefer using in learning catechesis? <b>Check all that apply.</b> <i>Sa iyong pananaw, alin sa mga sumusunod na wika ang gusto mong gamitin sa pag-aaral ng katekesis? Lagyan ng tsek ang lahat ng naaangkop.</i>
Filipino	<input type="checkbox"/>	<input type="checkbox"/>
Waray	<input type="checkbox"/>	<input type="checkbox"/>
Cebuano	<input type="checkbox"/>	<input type="checkbox"/>
English	<input type="checkbox"/>	<input type="checkbox"/>
Bicol	<input type="checkbox"/>	<input type="checkbox"/>
Hiligaynon (Ilonggo)	<input type="checkbox"/>	<input type="checkbox"/>
Kapampangan	<input type="checkbox"/>	<input type="checkbox"/>
Ilocano	<input type="checkbox"/>	<input type="checkbox"/>
Pangasinan	<input type="checkbox"/>	<input type="checkbox"/>
Others, please specify <i>Iba pa, pakitukoy</i> _____.	<input type="checkbox"/>	<input type="checkbox"/>

<b>Age Group</b> <i>Pangkat ng Edad</i>	44.14. In your parish, are you aware of any catechesis for the following age group? <b>Check all that apply.</b> <i>Sa inyong parokya, may alam ka bang katekesis na itinuturo para sa mga sumusunod na pangkat? Lagyan ng tsek ang lahat ng naaangkop.</i>	44.15. In your view, which among the following age groups need catechesis? <b>Check all that apply.</b> <i>Sa iyong pananaw, alin sa mga sumusunod na pangkat ang nangangailangan ng katekesis? Lagyan ng tsek ang lahat ng naaangkop.</i>
Children <i>Bata</i> (8-14 years old)	<input type="checkbox"/>	<input type="checkbox"/>
Youth <i>Kabataan</i> (15-30 years old)	<input type="checkbox"/>	<input type="checkbox"/>
Adult <i>Matanda</i> (31-59 years old)	<input type="checkbox"/>	<input type="checkbox"/>
Elderly <i>Nakatatanda</i> (60 years old and above)	<input type="checkbox"/>	<input type="checkbox"/>

- 44.16. If given the chance, are you interested in attending catechesis?  Yes (Oo)  No (Hindi)  
 Kung bibigyan ka ng pagkakataon, interesado ka bang  I do not know (Hindi ko alam)  
 dumalo ng katekesis?

If **NO** or **I DO NOT KNOW**, skip to question number 44.17.  
 Kung **HINDI** o **HINDI KO ALAM**, magtungo sa bilang 44.17.

- 44.16.1. If **YES**, which among the following goals describe your intention in attending catechesis? **Check all that apply.**

Kung **OO**, alin sa mga sumusunod na layunin ang naglalarawan ng iyong intensiyon sa pagdalo sa katekesis? **Lagyan ng tsek ang lahat ng naaangkop.**

- To be intimate with God (Upang mapalapit sa Diyos)  
 To be closer to the Church community (Upang mapalapit sa komunidad ng Simbahan)  
 To be a good person (Upang maging mabuting tao)  
 To be more prayerful (Upang maging mas madasalin)  
 Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.

- 44.17. In your opinion, do you find the catechesis you receive to be meaningful?

Sa iyong opinyon, nakikita mo bang makahulugan ang natanggap mong katekesis?

- Yes (Oo)  No (Hindi)  
 I do not know (Hindi ko alam)

45. In your opinion, which among the following church members and/or leaders would you like to see serving as catechist? **Check all that apply.**

Sa iyong opinyon, sino sa mga sumusunod na miyembro at/o lider ng simbahan ang nais mong magsilbi bilang katekista? **Lagyan ng tsek ang lahat ng naaangkop.**

- |  |  |
|--|--|
| <input type="checkbox"/> Parent (Magulang)           | <input type="checkbox"/> Bishop (Obispo)                                   |
| <input type="checkbox"/> Relative (Kamag-anak)       | <input type="checkbox"/> Religious Sister (nun) (Madre)                    |
| <input type="checkbox"/> Friend (Kaibigan)           | <input type="checkbox"/> Religious brother                                 |
| <input type="checkbox"/> School Teacher (Guro)       | <input type="checkbox"/> Seminarian (Seminarista)                          |
| <input type="checkbox"/> Priest/Deacon (Pari/deacon) | <input type="checkbox"/> Others, please specify (Iba pa, pakitukoy) _____. |

46. In your view, do you consider any of the following activities as occasions for catechesis?

**Check all that apply.**

Sa iyong pananaw, itinuturing mo ba ang mga sumusunod na gawain bilang mga okasyon para sa sa katekesis? **Lagyan ng tsek ang lahat ng naaangkop.**

- Visiting churches (Pagbisita sa mga simbahan)  
 Listening to the homily of the priest (Pakikinig sa sermon ng pari)  
 Attending pre-sacramental seminars (Pagdalo sa mga seminar bago tumanggap ng sakramento)  
 Joining youth camps (Pagdalo sa mga youth camp)  
 Participating in Church ministries (examples: music, liturgy, etc.)  
*Pagsali sa mga ministry ng simbahan (mga halimbawa: musika, liturhiya, atbp.)*  
 Being part of religious organizations (Pagsali sa mga organisasyong panrelihiyon)  
 Joining social action/outreach projects (Pagsali sa mga proyektong panlipunan)  
 Attending catechetical classes (Pagdalo sa mga klase sa katekesis)  
 Attending the Holy Mass (Pagsisimba)  
 Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.

<b>Indicators</b> Mga Pamantayan	47. Recalling your past catechetical experiences, do you find catechesis as a/an: Sa iyong karanasan, itinuturing mo ba ang katekesis bilang:		
	<b>YES</b> OO	<b>NO</b> HINDI	<b>I DO NOT KNOW</b> HINDI KO ALAM
<b>Part of your own life?</b> Bahagi ng iyong buhay?			
<b>Part of caring for others?</b> Bahagi ng pagkalinga sa kapwa?			
<b>Way to know priests, Bishops, and the religious?</b> Paraan upang makilala ang mga pari, Obispo at mga relihiyoso?			
<b>Way of understanding Catholic doctrines?</b> Paraan upang maunawaan ang mga turo sa Simbahang Katoliko?			
<b>Way of knowing Christ?</b> Paraan upang makilala si Kristo?			
<b>Means to love the Church?</b> Paraan upang mahalín ang Simbahan?			
<b>Way closer to God?</b> Paraan upang lalong mapalapit sa Diyos?			
<b>Encounter/experience of God's love?</b> Karanasan ng pag-ibig ng Diyos?			

48. If given the chance, are you interested on being a catechist?  
Kung mabibigyan ka ng pagkakataon, gusto mo bang maging katekista?
- Yes (Oo)     No (Hindi)  
 I do not know (Hindi ko alam)

If **NO** or **I DO NOT KNOW**, skip to question number 49.  
Kung **HINDI** o **HINDI KO ALAM**, magtungo sa bilang 49

- 48.1. If **YES**, which among the forms of catechetical services do you prefer?  
Kung **OO**, anong klase ng katekista ang gusto mo maging?

- To be a full-time catechist**  
Maging full-time na katekista
- To be a part-time catechist**  
Maging part-time na katekista
- To be a volunteer catechist**  
Maging volunteer na katekista
- Others, please specify**  
Iba pa, pakitukoy \_\_\_\_\_.

49. In your opinion, do you consider being a catechist like a “missionary”  
(sharing faith to various places/situations)?  
Sa iyong opinyon, itinuturing mo bang ang pagiging katekista ay kapareho ng pagiging “misyonero” (pagbabahagi ng pananampalataya sa iba’t ibang lugar/sitwasyon)?
- Yes (Oo)     No (Hindi)  
 I do not know (Hindi ko alam)

50. In your view, which of the following statements contribute to an effective catechesis in the country? **Check all that apply.**

*Sa iyong pananaw, alin sa mga sumusunod na pahayag ang makatutulong upang maging epektibo ang katekesis sa bansa? **Lagyan ng tsek ang lahat ng naaangkop.***

- Adequate formation of catechists and catechetical leaders**  
*Sapat na paghubog sa mga katekista at mga lider kateketikal*
- Access to catechetical resources (examples: visual aids, books, etc.)**  
*Pagkakaroon ng mga kagamitang kateketikal (mga halimbawa: mga visual aid, mga aklat, atbp.)*
- Salary**  
*Sahod/suweldo*
- Budget allocation for catechetical activities**  
*Pondo para sa mga gawaing kateketikal*
- Support of Bishop**  
*Suporta mula sa Obispo*
- Support of priest**  
*Suporta mula sa pari*
- Support from family, friends, relatives, and community**  
*Suporta mula sa pamilya, mga kaibigan, mga kamag-anak at pamayanan*
- Honorarium (examples: monetary, clothing, transportation, food, etc.)**  
*Honorarium (mga halimbawa: pera, damit, transportasyon, pagkain, atbp.)*
- Involvement of other sectors (examples: children, youth, adult, elderly, etc.)**  
*Pakikilahok ng iba't ibang sektor (mga halimbawa: mga bata, kabataan, matanda, nakatatanda, atbp.)*
- Introduction of other forms of catechesis (examples: family catechesis, youth catechesis, etc.)**  
*Pagkakaroon ng iba't ibang klase ng katekesis (mga halimbawa: katekesis para sa pamilya, katekesis para sa kabataan, atbp.)*
- Higher formal educational attainment of catechists**  
*Mataas na antas ng pormal na edukasyon ng mga katekista*
- Pastoral leadership**  
*Pamumunong pastoral*
- Collaboration with other parish ministries**  
*Pakikipag-ugnayan sa iba't ibang ministri ng parokya*
- Health insurance**  
*Pang-kalusugang insurance*
- Office space**  
*Pagkakaroon ng opisina*
- Access to catechetical centers/institutes**  
*Pagkakaroon ng access sa mga institusyong kateketikal*
- Others, please specify (Iba pa, pakitukoy) \_\_\_\_\_.**

## RESPONDENT'S SOCIO-DEMOGRAPHIC PROFILE

51. What is your biological sex? (*Ano ang iyong kasarian?*)  Male (*Lalaki*)  Female (*Babae*)
52. Do you consider yourself as part of the LGBTQ+ community? (*Itinuturing mo ba ang iyong sarili bilang bahagi ng pamayanan ng LGBTQ+?*)  Yes (*Oo*)  No (*Hindi*)  
 Prefer not to say (*Ayaw kong banggitin*)
53. What is your civil status? (*Ano ang iyong kalagayang sibil?*)  
 Single (*Walang Asawa*)  Widowed (*Balo*)  
 Married (*May Asawa*)  Others, please specify (*Iba pa, pakitukoy*)  
 Annulled (*Napawalang-bisa*) \_\_\_\_\_
54. What is your highest educational attainment? (*Ano ang pinakamataas na antas ng edukasyon na iyong narating?*)  
 No formal education (*Walang pormal na edukasyon*)  College level (*Nakaabot ng Kolehiyo*)  
 Elementary level (*Nakaabot sa Elementarya*)  College graduate (*Nakatapos ng Kolehiyo*)  
 Elementary graduate (*Natapos ng Elementarya*)  Master's level (*Nakaabot ng Masterado*)  
 High School level (*Nakaabot sa High school*)  Masteral degree holder (*Natapos ng Masterado*)  
 High School graduate (*Natapos ng High school*)  Doctorate level (*Nakaabot ng Doktorado*)  
 Vocational level (*Kumuha ng kursong vocational*)  Doctorate degree holder (*Natapos ng Doktorado*)  
 Vocational graduate (*Natapos ang kursong vocational*)
55. What was your main activity in the last six months? **Choose only one.** (*Ano ang iyong pangunahing gawain sa nakalipas na anim na buwan? Pumili lamang ng isa.*)  
 None (*Walang ginagawa*)  Unpaid family worker (*Walang bayad na trabahador sa pamilya*)  
 Student (*Estudyante*)  Working (domestic helper included) (*May trabaho (kasama ang mga kasambahay)*)  
 Unemployed, looking for work (*Walang trabaho, naghahanap ng trabaho*)  Others, please specify (*Iba pa, pakitukoy*) \_\_\_\_\_  
 Housework (*Gawaing-bahay*)
- 55.1. If employed, how long have you been working? (*Kung may trabaho, gaano ka na katagal nagtatrabaho?*)  Less than one (1) year (*Wala pang isang (1) taon*)  
 One (1) to five (5) years (*Isa (1) hanggang limang (5) taon*)  
 More than five (5) years (*Mahigit sa limang (5) taon*)
- 55.2. If employed, what type of work are you currently engaged into? **Choose only one.** (*Kung may trabaho, anong uri ito?*)  
 Education (*Edukasyon*)  Private company (*Pribadong Kompanya*)  
 Family business (*Negosyong Pampamilya*)  Government (*Pamahalaan*)  
 Farm work (*Pagsasaka*)  Church-related work (*Trabaho sa Simbahan*)  
 Factory (*Pabrik*)  Others, please specify (*Iba pa, pakitukoy*) \_\_\_\_\_  
 Store (*Tindahan*) \_\_\_\_\_

56. Are you generally happy being Catholic?

Yes (Oo)  No (Hindi)

*Masaya ka ba sa iyong pagiging Katoliko?*

56.1. Why or why not? (Bakit o bakit hindi?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

57. Are you willing to participate for a follow-up interview on the same study?

Yes (Oo)  No (Hindi)

*Nais mo pa bang makilahok sa isa pang panayam tungkol sa parehong pag-aaral?*

57.1. If YES, state your name.

*Kung OO, isulat ang iyong buong pangalan.*

Last Name (Apelyido)	First Name (Pangalan)	M.I.

57.2. Give your contact details *Ibigay ang iyong contact details*

Mobile Phone Number/s: \_\_\_\_\_

Email: \_\_\_\_\_

**End of Survey**  
*Katapusan ng Survey*

**OFFICE ADDRESS & CONTACT INFORMATION**



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*Isinalin sa Filipino ni Mc. Kenneth M. Baluyot at ng NCS 2021: PARI Project Research Team*



## The National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project

A project of the *Catholic Bishops' Conference of the Philippines (CBCP)* –  
*Episcopal Commission on Catechesis and Catholic Education (ECCCE)*  
and the *UST Research Center for Social Sciences and Education (RCSSSE)*



### STUDYING THE CATECHIZED (SC) PAG-AARAL SA MGA NAKATANGGAP NG KATEKESIS

#### INTERVIEW GUIDE (IG) GABAY SA PANAYAM

Dear Participant,

You are selected to answer the **interview guide (IG)** for the pastoral research, *Studying the Catechized (SC)* of the *National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project*.

This interview asks questions about the following:

1. The life of the catechized Filipino Catholics relative to (a) socio-demographic, and economic contexts; (b) sociocultural and religious experiences; and (c) the Catholic Social Teachings and catechesis;
2. The catechetical ministry (CM) in terms of (a) exposure and formation; (b) catechetical experiences; and (c) influences of catechesis.

Your responses will help us in understanding the Philippine catechetical scene in order to implement research-based intervention activities toward a relevant and meaningful CM in the country. Our hope is that this study will generate educative opportunities for new modes of catechesis and evangelization in the Philippines.

The interview guide contains 28 questions with a number of sub-questions. Answering the interview will take about 45 minutes to an hour. This is voluntary and you may stop answering the interview at any given time.

Be assured that all information shared in this interview will only be used for research purposes. The final research results will be reported and will be made available in 2021.

If you have any questions or concerns regarding this interview, please contact:

**Prof. Clarence M. Batan, PhD**  
*NCS 2021: PARI Project Principal Investigator*  
Phone: (+63) 943 548 9475  
Email: cmbatan@ust.edu.ph

**NCS 2021: PARI Project Research Team**  
Phone: +63-2-8786-1611 loc. 4092  
Email: ncs2021pariproject@gmail.com

Sincerely,

NCS 2021: PARI Project Research Team

Mahal na Kalahok,

Ikaw ay napili upang sagutan ang gabay sa panayam para sa pastoral na pananaliksik na may pamagat na Pag-aaral sa mga Nakatanggap ng Katekesis ng The National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project.

Ang survey na ito ay may mga katanungan tungkol sa mga sumusunod:

1. Ang buhay ng Katolikong Pilipino na nakatanggap ng katekesis na may kinalaman sa (a) sosyo-demograpiko at ekonomikong konteksto; (b) sosyo-kultural at mga karanasang panrelihiyon; at (c) mga Katolikong Turong-Panlipunan at katekesis;
2. Ang mga sumusunod na dimensyon ng catechetical ministry (CM): (a) exposure at formation; (b) karanasang kateketikal; at (c) impluwensiya ng katekesis.

Ang iyong mga tugon ay makatutulong para maintindihan ang kateketikal na kalagayan sa Pilipinas upang magsagawa ng mga proyektong batay sa pananaliksik tungo sa makahulugang CM sa bansa. Inaasahan namin na sa tulong ng pag-aaral na ito, makabubuo ng mga bagong pamamaraan at oportunidad sa pagtuturo ng katekesis at evangelization sa Pilipinas.

Ang panayam na ito ay may 28 pangunahing tanong na sinusundan ng ilang dagdag na tanong. Ang tagal ng pagsagot sa panayam ay sa pagitan ng 30 hanggang 45 minuto. Ito ay boluntaryo at maaaring itigil sa anumang oras.

Ang mga impormasyong ibabahagi sa panayam na ito ay gagamitin lamang sa pananaliksik. Ang resulta ng pananaliksik ay inaasahang magiging handa at maisasalathala sa taong 2021.

Kung mayroon kayong mga katanungan o pag-aalinlangan hinggil sa nasabing interview, maari ninyong tawagan ang mga sumusunod:

**Prof. Clarence M. Batan, PhD**  
*NCS 2021: PARI Project Principal Investigator*  
Phone: (+63) 943 548 9475  
Email: cmbatan@ust.edu.ph

**NCS 2021: PARI Project Research Team**  
Phone: +63-2-8786-1611 loc. 4092  
Email: ncs2021pariproject@gmail.com

Gumagalang,

NCS 2021: PARI Project Research Team

## CRITERIA QUESTIONS (PANTAYANG KATANUNGAN)

Please check the corresponding box of your answer. (Lagyan ng tsek ang kahon sa tabi ng iyong sagot.)

1. **Are you baptized in the Catholic Church?**  Yes (Oo)  No (Hindi)  
*Ikaw ba ay bininyagan sa Simbahang Katoliko?*
2. **Are you a Filipino citizen?**  Yes (Oo)  No (Hindi)  
*Ikaw ba ay isang mamamayang Pilipino?*
3. **Do you consider yourself as a member of the Catholic Church?**  Yes (Oo)  No (Hindi)  
*Itinuturing mo ba ang iyong sarili bilang bahagi ng Simbahang Katoliko?*

If the responses of the first three questions are YES, proceed with the interview.  
(Kung ang iyong sagot sa mga tanong ay OO, maari nang sagutin ang panayam.)

If NO, do not proceed. Thank you for your time and cooperation.  
(KUNG HINDI, huwag nang magpatuloy sa panayam. Maraming salamat sa iyong panahon at kooperasyon.)

4. **What is your age? Please specify number \_\_\_\_\_.**  
*Ilang taon ka na? Pakitukoy ang edad \_\_\_\_\_.*
5. **What is your age group? Aling pangkat ng edad ka nabibilang?**  
 8-14 years old (8-14 taong gulang)  31-59 years old (31-59 taong gulang)  
 15-30 years old (15-30 taong gulang)  60 years old and above (60 taong gulang pataas)

If your age is 17 years old and below, fill-out the Statement of Parental Consent and Minor's Assent.  
(Kung ikaw ay 17 taong gulang pababa, pakisagutan ang Pahayag ng Pagpayag ng Magulang at Pagsang-ayon ng

### PARENTAL CONSENT

Dear Parents,

We, the researchers of the University of Santo Tomas' (UST) Research Center for Social Sciences and Education (RCSSSED), are requesting for your permission to allow your child to answer the **interview guide (IG)** for the pastoral research, **Studying the Catechized (SC)** of the **National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project**. This interview asks questions about the following:

1. The life of the catechized Filipino Catholics relative to (a) socio-demographic and economic contexts; (b) sociocultural and religious experiences; and (c) the Catholic Social Teachings and catechesis;
2. The catechetical ministry (CM) in terms of (a) exposure and formation; (b) catechetical experiences; and (c) influences of catechesis.

Your child's responses will help us in understanding the Philippine catechetical scene to implement research-based intervention activities toward a relevant and meaningful CM in the country. We hope that this study will generate educative opportunities for new modes of catechesis and evangelization in the Philippines.

All information shared in this interview will only be used for research purposes. Any data obtained from your child will be treated with utmost confidentiality and will not be disclosed to anyone who is not affiliated with the study without your permission. The responses gathered in this research will not be linked to your child in any written or verbal report.

### PAGPAYAG NG MAGULANG

Mahal na Magulang,

Kami, **mga mananaliksik** ng **Unibersidad ng Santo Tomas (UST)** sa ilalim ng **Research Center for Social Sciences and Education (RCSSSED)**, ay humihingi ng pahintulot na payagan na sagutan ng inyong anak ang **survey questionnaire (SQ)** na ito para sa pastoral na pananaliksik na may pamagat na **Pag-aaral sa mga Nakatanggap ng Katekesis ng National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project**. Ang panayam na ito ay tungkol sa mga sumusunod:

1. Ang buhay ng Katolikong Pilipino na nakatanggap ng katekesis na may kinalaman sa (a) sosyo-demograpiko at ekonomikong konteksto; (b) sosyo-kultural at mga karanasang panrelihiyon; at (c) mga Katolikong Turong-Panlipunan at katekesis;
2. Ang mga sumusunod na dimensyon ng Catechetical Ministry (CM): (a) exposure at formation; (b) karanasang kateketikal; at (c) impluwensiya ng katekesis.

Ang mga sagot ng inyong anak ay makatutulong para maintindihan ang kalagayan ng katekesis sa Pilipinas at magsagawa ng mga proyektong batay sa pananaliksik tungo sa makahulugang CM sa bansa. Inaasahan namin na sa tulong ng pag-aaral na ito, makabubuo ng mga bagong pamamaraan at oportunidad sa pagtuturo ng katekesis at evangelization sa Pilipinas.

Ang impormasyong makakalap sa panayam na ito ay gagamitin lang sa pananaliksik. Anumang datos na makukuha sa inyong anak ay pananatilihin **confidential** at hindi maaring gamitin ninuman nang walang pahintulot mula sa inyo. Ang mag sagot na makukuha sa pag-aaral na ito ay hindi iuugnay sa inyong anak sa kahit anong pasulat at pagawang ulat.

The permission granted to your child's participation in this study will not affect the child's relationship with UST and the CBCP-ECCCE, be it at present or in the near future. Also, know that your child has all the right to decline from the study any time your child wishes.

If you have any questions or concerns regarding this interview, please contact the **NCS 2021: PARI Project Principal Investigator, Prof. Clarence M. Batan, PhD** (for contact details, please refer to p.1).

Sincerely,

NCS 2021: PARI Project Research Team

Ang inyong pahintulot sa pagsali ng inyong anak sa pag-aaral na ito ay hindi makaapekto sa ugnayan ng inyong anak sa UST at sa CBCP-ECCCE sa kasalukuyan maging sa hinaharap. Gayunpaman, may karapatan ang inyong anak na tanggihan ang pag-aaral na ito anumang oras.

Kung mayroon kayong mga katanungan at pag-aalinlangan tungkol sa interview, maaring tawagan ang **NCS 2021: PARI Project Principal Investigator** na si **Prof. Clarence M. Batan, PhD** (tignan ang detalye sa pahina 1).

Gumagalang,  
NCS 2021: PARI Project Research Team

### PARENTAL CONSENT TO PARTICIPATE

Please check the box below and/or affix signature as a sign of agreement to partake in this research project.

- The **NCS 2021: PARI Project Research Team** has explained to me the purpose, goals, and procedure of the study. I am fully aware of the significance of the study including the possible risks and benefits involved if I allow my child to participate. With the knowledge that all data will be kept with utmost confidentiality and that I can withdraw the given permission at any point of the study, I am granting my consent.

Signature of Parent/ Legal Guardian

Date

### PAHAYAG NG PAGPAYAG NG MAGULANG

Pakilagyan ng tsek ang kahon sa ibaba at/o pirmahan bilang tanda ng inyong pagpayag sa pakikiisa sa proyektong ito.

- Neipaliwanag sa akin ng **NCS 2021: PARI Project Research Team** ang layunin, tunguhin, at mga hakbang ng nasabing pag-aaral. Alam ko ang kahalagahan ng pag-aaral na ito, maging ang posibleng kahihinatnan at benepisyon kahahantungan nito sakaling payagan ko ang aking anak na lumahok. Alam ko rin na ang mga datos na makakalap ay gagamitin nang may pag-iingat at maari kong bawiin ang aking pagpayag anumang oras. Ipinagkakaloob ko ang aking pagpayag.

Lagda ng Magulang/Legal Guardian

Petsa

### INFORMED ASSENT FOR MINORS

Please check the boxes below and/or affix signature as a sign of agreement to partake in this research project.

#### Statement of Assent

- I have read the above description of *Studying the Catechized (SC) interview guide (IG)* and understood the purpose of the study. I have been assured that any questions or clarifications will be answered by the members of the **NCS 2021: PARI Project Research Team** and/or the assigned interview enumerator.

#### Assent

- I agree to voluntarily participate in this interview.  
 I agree to participate in this study. I understand the purpose and nature of this tool and I am participating voluntarily.  
 I agree to be quoted and/or paraphrased.  
 I agree to be audio recorded during this interview.  
 I agree to be videotaped during the interview.  
 I am willing to be contacted for a follow-up interview, if necessary.

Printed Name of Minor

Signature of Minor

Date

### PAGSANG-AYON NG MGA MINOR

Pakilagyan ng tsek ang kahon sa ibaba at/o pirmahan bilang tanda ng inyong pagpayag sa pakikisa na proyektong ito.

#### Pahayag ng Pahintulot

- Nabasa ko at binasa para sa akin ang mga pahayag tungkol sa panayam ng **NCS 2021: PARI Project – Studying the Catechized** at naintindihan ko ang layunin ng pag-aaral na ito. Binigyan ako ng kasiguraduhan na ang alinman sa mga katanungan at paglilinaw ay sasagutin ng **NCS 2021: PARI Project Research Team** at/o ng sinumang kasapi ng pananaliksik na ito.

#### Pahintulot

- Ako ay kusang pumapayag na lumahok sa panayam na ito.  
 Ako ay pumapayag na lumahok sa pag-aaral na ito. Nauunawaan ko ang layunin at kalikasan ng gamit nito at ako ay kusang-loob na makikibahagi rito.  
 Ako ay pumapayag na magamit ang aking mga pahayag.  
 Ako ay pumapayag na ma-rekord ang aking mga tugon sa panayam.  
 Ako ay pumapayag na makuhaan ng video habang kinakapanayam.  
 Ako ay handa at pumapayag na muling masangguni para sa muling pakikipanayam, kung kinakailangan.

Pangalan ng Minor

Lagda ng Minor

Petsa

(When the minor cannot read or sign, the parent or legal guardian signs on child's behalf.)

\_\_\_\_\_  
Printed Name of Parent/Legal Guardian

\_\_\_\_\_  
Signature of Parent/Legal Guardian

\_\_\_\_\_  
Date

(Sakaling hindi makabasa at makasulat ang bata, ang mga magulang o legal guardian ay maaring lumagda sa kanilang ngalan.)

\_\_\_\_\_  
Pangalan ng Magulang/ Legal Guardian

\_\_\_\_\_  
Lagda ng Magulang/Legal Guardian

\_\_\_\_\_  
Petsa

**If your age is 18 years old and above, fill-out the Statement of Consent.**

*(Kung ikaw ay 18 taong gulang pataas, pakisagutan ang Pahayag ng Pagpayag.)*

### **CONSENT TO PARTICIPATE**

*Please check the boxes below and/or affix signature as a sign of agreement to partake in this research project.*

#### **Statement of Assent**

- I have read the above description of *Studying the Catechized (SC) interview guide (IG)* and understood the purpose of the study. I have been assured that any questions or clarifications will be answered by the members of the **NCS 2021: PARI Project Research Team** and/or the assigned interview enumerator.

#### **Assent**

- I agree to voluntarily participate in this interview.
- I agree to participate in this study. I understand the purpose and nature of this tool and I am participating voluntarily.
- I agree to be quoted and/or paraphrased.
- I agree to be audio recorded during this interview.
- I agree to be videotaped during the interview.
- I am willing to be contacted for a follow-up interview, if necessary.

\_\_\_\_\_  
Signature of Interviewee

\_\_\_\_\_  
Date

### **PAGPAYAG NA LUMAHOK**

*Pakilagyan ng tsek ang mga kahon sa ibaba at/o pirmahan bilang tanda ng inyong pagpayag sa pakikiisa sa proyektong ito.*

#### **Pahayag ng Pahintulot**

- Nabasa ko at binasa para sa akin ang mga pahayag tungkol sa interview ng **NCS 2021 : PARI Project – Studying the Catechized** at naintindihan ko ang layunin ng pag-aaral na ito. Binigyan ako ng kasiguraduhan na ang alinman sa mga katanungan at paglilininaw ay sasagutin ng **NCS 2021: PARI Project Research Team** at/o ng sinumang kasapi ng pananaliksik na ito.

#### **Pahintulot**

- Ako ay kusang pumapayag na lumahok sa panayam na ito.
- Ako ay pumapayag na lumahok sa pag-aaral na ito. Nauunawaan ko ang layunin at kalikasan ng gamit nito at ako ay kusang-loob na makikibahagi rito.
- Ako ay pumapayag na magamit ang aking mga pahayag.
- Ako ay pumapayag na ma-rekord ang aking mga tugon sa panayam.
- Ako ay pumapayag na makuhaan ng video habang kinakapanayam.
- Ako ay handa at pumapayag na muling masangguni para sa muling pakikipanayam, kung kinakailangan.

\_\_\_\_\_  
Lagda ng Kinapanayam

\_\_\_\_\_  
Petsa

**ECCLESIASTICAL PROVINCE (EP) & ECCLESIASTICAL TERRITORY (ET) INDICATORS**

In what (6.) Ecclesiastical Province (EP) and (6.1) Ecclesiastical Territory (ET) do you belong to?

Sa aling (6.) Ecclesiastical Province (EP) at (6.1) Ecclesiastical Territory (ET) ka kabilang?

<p><input type="checkbox"/> <b>EP CACERES</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Caceres</li> <li><input type="checkbox"/> Diocese of Daet</li> <li><input type="checkbox"/> Diocese of Legazpi</li> <li><input type="checkbox"/> Diocese of Libmanan</li> <li><input type="checkbox"/> Diocese of Masbate</li> <li><input type="checkbox"/> Diocese of Sorsogon</li> <li><input type="checkbox"/> Diocese of Virac</li> </ul>	<p><input type="checkbox"/> <b>EP JARO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Jaro</li> <li><input type="checkbox"/> Diocese of Bacolod</li> <li><input type="checkbox"/> Diocese of Kabankalan</li> <li><input type="checkbox"/> Diocese of San Carlos</li> <li><input type="checkbox"/> Diocese of San Jose de Antique</li> </ul>	<p><input type="checkbox"/> <b>EP NUEVA SEGOVIA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Nueva Segovia</li> <li><input type="checkbox"/> Apostolic Vicariate of Bontoc-Lagawe</li> <li><input type="checkbox"/> Diocese of Baguio</li> <li><input type="checkbox"/> Diocese of Bangued</li> <li><input type="checkbox"/> Diocese of Laoag</li> </ul>
<p><input type="checkbox"/> <b>EP CAGAYAN DE ORO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Cagayan de Oro</li> <li><input type="checkbox"/> Diocese of Butuan</li> <li><input type="checkbox"/> Diocese of Malaybalay</li> <li><input type="checkbox"/> Diocese of Surigao</li> <li><input type="checkbox"/> Diocese of Tandag</li> </ul>	<p><input type="checkbox"/> <b>EP LINGAYEN-DAGUPAN</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Lingayen-Dagupan</li> <li><input type="checkbox"/> Diocese of Alaminos</li> <li><input type="checkbox"/> Diocese of Cabanatuan</li> <li><input type="checkbox"/> Diocese of San Fernando (La Union)</li> <li><input type="checkbox"/> Diocese of San Jose (Nueva Ecija)</li> <li><input type="checkbox"/> Diocese of Urdaneta</li> </ul>	<p><input type="checkbox"/> <b>EP OZAMIZ</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Ozamiz</li> <li><input type="checkbox"/> Diocese of Dipolog</li> <li><input type="checkbox"/> Diocese of Pagadian</li> <li><input type="checkbox"/> Prelature of Marawi</li> <li><input type="checkbox"/> Diocese of Iligan</li> </ul>
<p><input type="checkbox"/> <b>EP CAPIZ</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Capiz</li> <li><input type="checkbox"/> Diocese of Kalibo</li> <li><input type="checkbox"/> Diocese of Romblon</li> </ul>	<p><input type="checkbox"/> <b>EP LIPA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Lipa</li> <li><input type="checkbox"/> Apostolic Vicariate of Calapan</li> <li><input type="checkbox"/> Apostolic Vicariate of San Jose (Occidental Mindoro)</li> <li><input type="checkbox"/> Diocese of Boac</li> <li><input type="checkbox"/> Diocese of Gumaca</li> <li><input type="checkbox"/> Diocese of Lucena</li> <li><input type="checkbox"/> Prelature of Infanta</li> </ul>	<p><input type="checkbox"/> <b>EP PALO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Palo</li> <li><input type="checkbox"/> Diocese of Borongan</li> <li><input type="checkbox"/> Diocese of Calbayog</li> <li><input type="checkbox"/> Diocese of Catarman</li> <li><input type="checkbox"/> Diocese of Naval</li> </ul>
<p><input type="checkbox"/> <b>EP CEBU</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Cebu</li> <li><input type="checkbox"/> Diocese of Dumaguete</li> <li><input type="checkbox"/> Diocese of Maasin</li> <li><input type="checkbox"/> Diocese of Tagbilaran</li> <li><input type="checkbox"/> Diocese of Talibon</li> </ul>	<p><input type="checkbox"/> <b>EP MANILA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Manila</li> <li><input type="checkbox"/> Apostolic Vicariate of Puerto Princesa</li> <li><input type="checkbox"/> Apostolic Vicariate of Taytay</li> <li><input type="checkbox"/> Diocese of Antipolo</li> <li><input type="checkbox"/> Diocese of Cubao</li> <li><input type="checkbox"/> Diocese of Imus</li> <li><input type="checkbox"/> Diocese of Malolos</li> <li><input type="checkbox"/> Diocese of Kalookan</li> <li><input type="checkbox"/> Diocese of Novaliches</li> <li><input type="checkbox"/> Diocese of Parañaque</li> <li><input type="checkbox"/> Diocese of Pasig</li> <li><input type="checkbox"/> Diocese of San Pablo</li> </ul>	<p><input type="checkbox"/> <b>EP SAN FERNANDO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of San Fernando</li> <li><input type="checkbox"/> Diocese of Balanga</li> <li><input type="checkbox"/> Diocese of Iba</li> <li><input type="checkbox"/> Diocese of Tarlac</li> </ul>
<p><input type="checkbox"/> <b>EP COTABATO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Cotabato</li> <li><input type="checkbox"/> Diocese of Kidapawan</li> <li><input type="checkbox"/> Diocese of Marbel</li> </ul>		<p><input type="checkbox"/> <b>EP TUGUEGARAO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Tuguegarao</li> <li><input type="checkbox"/> Apostolic Vicariate of Tabuk</li> <li><input type="checkbox"/> Diocese of Bayombong</li> <li><input type="checkbox"/> Diocese of Ilagan</li> <li><input type="checkbox"/> Prelature of Batanes</li> </ul>
<p><input type="checkbox"/> <b>EP DAVAO</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Davao</li> <li><input type="checkbox"/> Diocese of Digos</li> <li><input type="checkbox"/> Diocese of Mati</li> <li><input type="checkbox"/> Diocese of Tagum</li> </ul>	<p><input type="checkbox"/> <b>EP MILITARY ORDINARIATE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Military Ordinariate</li> </ul>	<p><input type="checkbox"/> <b>EP ZAMBOANGA</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Archdiocese of Zamboanga</li> <li><input type="checkbox"/> Apostolic Vicariate of Jolo</li> <li><input type="checkbox"/> Diocese of Ipil</li> <li><input type="checkbox"/> Prelature of Isabela de Basilan</li> </ul>



**11. How will you describe your experience every time you attend Mass?**

*Paano mo isasalarawan ang iyong karanasan sa tuwing ikaw ay nagsisimba?*

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**12. Do you feel a sense of belongingness in your parish community?**

*Nakakaramdam mo ba na kabahagi ka ng pamayanan sa iyong parokya?*

- Yes** (Oo)       **No** (Hindi)

12.1. **Why or why not?** *Bakit o bakit hindi?*

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**13. Do you know your parish priest?**

*Kilala mo ba ang inyong kura paroko?*

- Yes** (Oo)       **No** (Hindi)

13.1. **How is he as a parish priest?**

*Kumusta siya bilang kura paroko?*

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**14. Do you know your Bishop?**

*Kilala mo ba ang inyong Obispo?*

**Yes** (Oo)       **No** (Hindi)

**14.1. How is he as a Bishop?**

*Kumusta siya bilang Obispo?*

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**15. In your view, would you consider your parish priest and/or Bishop as catechists? Explain.**

*Sa iyong palagay, maituturing mo bang katekista ang iyong kura paroko at/o Obispo? Ipaliwanag.*

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**16. Do you consider our Catholic Church as “Church of the Poor”?**

*Itinuturing mo ba ang Katolikong Simbahan bilang “Simbahan ng mga Mahihirap”?*

**Yes** (Oo)       **No** (Hindi)

**16.1. Why or why not? Bakit o bakit hindi?**

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**B. SOCIOCULTURAL AND RELIGIOUS EXPERIENCES**

**SOSYO-KULTURAL AT MGA KARANASANG PANRELIHIYON**

17. What can you say about our Filipino culture? Share example stories of what makes us distinctly Filipinos from other cultures.

*Anong masasabi mo sa ating kulturang-Pinoy? Magbigay ng halimbawang kwento na talagang nagpapaiba sa ating Pilipino kumpara sa ibang kultura.*

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18. What can you say about our Catholic religious practices? How important are these religious practices to you? Describe.

*Anong masasabi mo sa ating mga gawaing-panrelihiyon bilang Katoliko? Gaano kahalaga ang mga gawaing-panrelihiyon ito sa iyong buhay? Ilarawan.*

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19. In one word or phrase, what can you say about the sacraments you received?

*Sa isang salita or parirala, anong masasabi mo sa mga sakramentong iyo nang tinanggap?*

Sacraments <i>Mga Sakramento</i>	Sacramental Experiences <i>Mga Karanasan sa Sakramento</i>
Baptism <i>Binyag</i>	
Confession <i>Kumpisal</i>	
Holy Communion/Eucharist <i>Banal na Komunyon/Eukaristiya</i>	
Confirmation <i>Kumpil</i>	
Matrimony <i>Kasal</i>	
Holy Orders <i>Pagpapari/pagmamedre</i>	
Anointing of the sick <i>Pagpapahid ng Banal na Langis sa may sakit</i>	

**C. CATHOLIC SOCIAL TEACHINGS AND CATECHESIS**  
**MGA KATOLIKONG TURONG-PANLIPUNAN AT KATEKESIS**

**20. What do you think of the Catholic Church's involvement in various social issues like abortion, Church scandal, divorce, etc.?**

*Ano sa tingin mo ang pakikilahok ng Simbahang Katoliko sa mga isyung panlipunan tulad ng pagpapalaglag ng bata sa sinapupunan, mga iskandalong kinakaharap ng simbahan, paghihiwalay ng mag-asawa, at iba pa?*

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**21. As a Catholic, what among the many social issues concern you most? Why?**

*Bilang Katoliko, alin sa maraming isyung panlipunan ang para sa iyo ay mahalagang bigyang pansin? Bakit?*

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**22. What can you say about our Catholic Schools today?**

*Anong masasabi mo sa ating mga Katolikong paaralan ngayon?*

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**D. CATECHETICAL MINISTRY (CM)**

**23. What first two words comes into your mind when you hear the word "catechist"?**

*Anong unang dalawang salita ang pumapasok sa iyong isip kapag narinig mo ang salitang "katekista"?*

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**Share stories behind these words.**

*Magkwento tungkol sa mga salitang ito.*

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**24. Recalling your catechetical experiences, what may be the best word or phrase that can describe them?**

*Kung babalikan mo ang iyong karanasan sa katekesis, anong salita o parilala ang akmang makakapaglarawan nito?*

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**25. If you can draw a picture of your catechetical experiences, what would this be? Draw in the box provided below.**

*Kung madro-drawing mo ang iyong karanasan sa katekesis, anong larawan ito?*

**26. Give one to three best lessons you learned from your catechist/s?**

*Magbigay ng isa hanggang tatlong pinakamahalang aral na natutunan mo sa iyong (mga) katekista?*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**27. Given the chance, would you like to be a catechist?**

*Kung bibigyan ka ng pagkakataon, gusto mo bang maging katekista?*

- Yes** (*Oo*)       **No** (*Hindi*)

27.1.1.1. **Why or why not?** *Bakit o bakit hindi?*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**28. In your view, how can we better improve the Catechetical Ministry in your parish/diocese? Explain.**

*Sa iyong pananaw, paano natin mas mapapabuti ang Catechetical Ministry sa inyong parokya/diocese? Ipaliwanag.*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**End of Interview | Katapusan ng Panayam**

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Episcopal Commission on Catechesis and Catholic Education (ECCCE), and the  
University of Santo Tomas' (UST) Research Center for Social Sciences and Education (RCSSSED)

*Interview Guide Concept & Content by Clarence M. Batan & Ma. Cecilia L. Balajadia  
Layout Concept by Sheila Ruth Masangkay & Interview Layout by Jaycar P. Espinosa  
Isinalin sa Filipino ni Clarence M. Batan, Ma. Cecilia L. Balajadia, Mc. Kenneth M. Baluyot at ng NCS 2021: PARI Project Research Team*



**The National Catechetical Study (NCS) 2021:  
Pastoral Action Research and Intervention (PARI) Project**

A project of the *Catholic Bishops' Conference of the Philippines (CBCP)* –  
*Episcopal Commission on Catechesis and Catholic Education (ECCCE)*  
and the *UST Research Center for Social Sciences and Education (RCSSSED)*



**STUDYING THE CATECHIZED (SC)  
PAG-AARAL SA MGA NAKATANGGAP NG KATEKESIS  
VISUAL CREATIVE TOOL (VCT)**

**PHOTO-ELICITATION GUIDE  
PANUNTUNAN SA PAGKALAP NG MGA LARAWAN**

Using the provided mobile phone, take meaningful photos of catechetical ministry (CM) activities of your parish including structures (such as church/chapel, meeting and/or formation rooms, offices, etc.); catechetical classes; Holy Mass and other religious activities.

(Gamit ang naitalagang telepono, kumuha ng mga larawan ng mga gawaing may kaugnayan sa catechetical ministry (CM) sa iyong parokya, kasama ang mga istruktura (tulad ng simbahan/kapilya, silid para sa pulong at pagsasanay, mga opisina, atbp.); mga kateketikal na klase; Banal na Misa at iba pang gawaing-panrelihiyon.)

**CONTACT INFORMATION**

*Impormasyon ng Kontak*

Katekistang Kalakbay sa Pananaliksik (KKP)

Last Name ( <i>Apelyido</i> )	First Name ( <i>Pangalan</i> )	M.I.

Give your contact details (*Ibigay ang iyong contact details.*)

Mobile Phone Number/s: \_\_\_\_\_

Email: \_\_\_\_\_

**CHECKLIST OF PHOTOS TAKEN**

*Listahan ng mga Kinunan na Larawan*

Areas/Activities ( <i>Mga Lugar/Gawain</i> )	Photo-taken ( <i>Nakuhaan ng Larawan</i> )	Not Available ( <i>Walang Nakuhaan</i> )	Purpose/Notes ( <i>Layunin/Mga Tala</i> )
<b>A. Structures (examples: church/ chapel, office, classroom, library, etc.)</b>			
<i>Mga Istruktura (mga halimbawa: simbahan/kapilya, opisina, silid-aralan, aklatan, atbp.)</i>			
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	

Areas/Activities (Mga Lugar/Gawain)	Photo-taken (Nakuhaan ng Larawan)	Not Available (Walang Nakuhaan)	Purpose/Notes (Layunin/Mga Tala)
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>B. Catechetical Ministry Activities (examples: catechetical classes, sacramental rites, religious activities, etc.)</b> <i>Mga Gawain sa Catechetical Ministry (mga halimbawa: mga klase sa katekesis, mga seremonyang sakramental; mga gawaing panrelihiyon, atbp.)</i>			
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>C. Teaching Aids (examples: catechetical chart, storybook, etc.)</b> <i>Mga Biswal na Pantulong sa Katekesis (mga halimbawa: tsart sa pagtuturo ng katekesis, aklat ng mga kwento, atbp.)</i>			
1.	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	
4.	<input type="checkbox"/>	<input type="checkbox"/>	
5.	<input type="checkbox"/>	<input type="checkbox"/>	
6.	<input type="checkbox"/>	<input type="checkbox"/>	
7.	<input type="checkbox"/>	<input type="checkbox"/>	
8.	<input type="checkbox"/>	<input type="checkbox"/>	
9.	<input type="checkbox"/>	<input type="checkbox"/>	
10.	<input type="checkbox"/>	<input type="checkbox"/>	
11.	<input type="checkbox"/>	<input type="checkbox"/>	
12.	<input type="checkbox"/>	<input type="checkbox"/>	



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University of Santo Tomas' (UST) Research Center for Social Sciences and Education (RCSSE)

Research Tool Concept & Content by Clarence M. Batan, Ma. Cecilia L. Balajadia & NCS 2021: PARI Project Research Team  
Layout Concept by Sheila Ruth Masangkay and Research Tool Layout by Jaycar P. Espinosa  
Isinalin sa Filipino ni Clarence M. Batan, Ma. Cecilia L. Balajadia at Jaycar P. Espinosa

# Studying Catechetical Formation Programs (SCFP)/ Studying Catechetical Human Resources (SCHR)\*



## The National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project

A project of the *Catholic Bishops' Conference of the Philippines (CBCP)* – *Episcopal Commission on Catechesis and Catholic Education (ECCCE)* and the *UST Research Center for Social Sciences and Education (RCSSSED)*



## STUDYING CATECHETICAL FORMATION PROGRAMS (SCFP)

### ARCHIVAL HISTORICAL DATA TOOL (AHDT)

Dear Participant,

You are selected to assist in gathering archival historical documents for the pastoral researches, *Studying Catechetical Formation Programs (SCFP)* and *Studying Catechetical Human Resources (SCHR)* of the *National Catechetical Study (NCS) 2021: Pastoral Action Research and Intervention (PARI) Project*. This guide asks on the following:

1. Archival Historical data of your catechetical formation program; and
2. Your sociodemographic profile.

The archival historical data from your catechetical formation program will help us in understanding the Philippine catechetical scene in order to implement research-based intervention activities toward a relevant and meaningful catechetical ministry (CM) in the country. Our hope is that this study will generate educative opportunities for new modes of catechesis and evangelization in the Philippines.

The guide contains 27 main items and sub-items. This is voluntary and you may stop at any given time.

Be assured that all information shared in the data that you will provide will only be used for research purposes. The final research results will be reported and will be made available in 2021.

If you have any questions or concerns regarding this visual data gathering, please contact:

**Prof. Clarence M. Batan, PhD**  
*NCS 2021: PARI Project Principal Investigator*  
Phone: (+63) 943 548 9475  
Email: [cmbatan@ust.edu.ph](mailto:cmbatan@ust.edu.ph)

**The NCS 2021: PARI Project Research Team**  
Phone: +63-2-8786-1611 loc. 4092  
Email: [ncs2021pariproject@gmail.com](mailto:ncs2021pariproject@gmail.com)

Sincerely,

NCS 2021: PARI Project Research Team

\*Other research tools used in this study are available upon request to the UST-RCSSSED.

<b>ECCLESIASTICAL PROVINCE (EP) &amp; ECCLESIASTICAL TERRITORY (ET) INDICATORS</b> In what (1.) <i>Ecclesiastical Province (EP)</i> and (1.1) <i>Ecclesiastical Territory (ET)</i> do you belong to?		
<input type="checkbox"/> <b>EP CACERES</b> <input type="checkbox"/> Archdiocese of Caceres <input type="checkbox"/> Diocese of Daet <input type="checkbox"/> Diocese of Legazpi <input type="checkbox"/> Diocese of Libmanan <input type="checkbox"/> Diocese of Masbate <input type="checkbox"/> Diocese of Sorsogon <input type="checkbox"/> Diocese of Virac	<input type="checkbox"/> <b>EP JARO</b> <input type="checkbox"/> Archdiocese of Jaro <input type="checkbox"/> Diocese of Bacolod <input type="checkbox"/> Diocese of Kabankalan <input type="checkbox"/> Diocese of San Carlos <input type="checkbox"/> Diocese of San Jose de Antique	<input type="checkbox"/> <b>EP NUEVA SEGOVIA</b> <input type="checkbox"/> Archdiocese of Nueva Segovia <input type="checkbox"/> Apostolic Vicariate of Bontoc-Lagawe <input type="checkbox"/> Diocese of Baguio <input type="checkbox"/> Diocese of Bangued <input type="checkbox"/> Diocese of Laoag
<input type="checkbox"/> <b>EP CAGAYAN DE ORO</b> <input type="checkbox"/> Archdiocese of Cagayan de Oro <input type="checkbox"/> Diocese of Butuan <input type="checkbox"/> Diocese of Malaybalay <input type="checkbox"/> Diocese of Surigao <input type="checkbox"/> Diocese of Tandag	<input type="checkbox"/> <b>EP LINGAYEN-DAGUPAN</b> <input type="checkbox"/> Archdiocese of Lingayen-Dagupan <input type="checkbox"/> Diocese of Alaminos <input type="checkbox"/> Diocese of Cabanatuan <input type="checkbox"/> Diocese of San Fernando (La Union) <input type="checkbox"/> Diocese of San Jose (Nueva Ecija) <input type="checkbox"/> Diocese of Urdaneta	<input type="checkbox"/> <b>EP OZAMIZ</b> <input type="checkbox"/> Archdiocese of Ozamiz <input type="checkbox"/> Diocese of Dipolog <input type="checkbox"/> Diocese of Pagadian <input type="checkbox"/> Prelature of Marawi <input type="checkbox"/> Diocese of Iligan
<input type="checkbox"/> <b>EP CAPIZ</b> <input type="checkbox"/> Archdiocese of Capiz <input type="checkbox"/> Diocese of Kalibo <input type="checkbox"/> Diocese of Romblon	<input type="checkbox"/> <b>EP LIPA</b> <input type="checkbox"/> Archdiocese of Lipa <input type="checkbox"/> Apostolic Vicariate of Calapan <input type="checkbox"/> Apostolic Vicariate of San Jose (Occidental Mindoro) <input type="checkbox"/> Diocese of Boac <input type="checkbox"/> Diocese of Gumaca <input type="checkbox"/> Diocese of Lucena <input type="checkbox"/> Prelature of Infanta	<input type="checkbox"/> <b>EP PALO</b> <input type="checkbox"/> Archdiocese of Palo <input type="checkbox"/> Diocese of Borongan <input type="checkbox"/> Diocese of Calbayog <input type="checkbox"/> Diocese of Catarman <input type="checkbox"/> Diocese of Naval
<input type="checkbox"/> <b>EP CEBU</b> <input type="checkbox"/> Archdiocese of Cebu <input type="checkbox"/> Diocese of Dumaguete <input type="checkbox"/> Diocese of Maasin <input type="checkbox"/> Diocese of Tagbilaran <input type="checkbox"/> Diocese of Talibon	<input type="checkbox"/> <b>EP MANILA</b> <input type="checkbox"/> Archdiocese of Manila <input type="checkbox"/> Apostolic Vicariate of Puerto Princesa <input type="checkbox"/> Apostolic Vicariate of Taytay <input type="checkbox"/> Diocese of Antipolo <input type="checkbox"/> Diocese of Cubao <input type="checkbox"/> Diocese of Imus <input type="checkbox"/> Diocese of Malolos <input type="checkbox"/> Diocese of Kalookan <input type="checkbox"/> Diocese of Novaliches <input type="checkbox"/> Diocese of Parañaque <input type="checkbox"/> Diocese of Pasig <input type="checkbox"/> Diocese of San Pablo	<input type="checkbox"/> <b>EP SAN FERNANDO</b> <input type="checkbox"/> Archdiocese of San Fernando <input type="checkbox"/> Diocese of Balanga <input type="checkbox"/> Diocese of Iba <input type="checkbox"/> Diocese of Tarlac
<input type="checkbox"/> <b>EP COTABATO</b> <input type="checkbox"/> Archdiocese of Cotabato <input type="checkbox"/> Diocese of Kidapawan <input type="checkbox"/> Diocese of Marbel		<input type="checkbox"/> <b>EP TUGUEGARAO</b> <input type="checkbox"/> Archdiocese of Tuguegarao <input type="checkbox"/> Apostolic Vicariate of Tabuk <input type="checkbox"/> Diocese of Bayombong <input type="checkbox"/> Diocese of Ilagan <input type="checkbox"/> Prelature of Batanes
<input type="checkbox"/> <b>EP DAVAO</b> <input type="checkbox"/> Archdiocese of Davao <input type="checkbox"/> Diocese of Digos <input type="checkbox"/> Diocese of Mati <input type="checkbox"/> Diocese of Tagum	<input type="checkbox"/> <b>EP MILITARY ORDINARIATE</b> <input type="checkbox"/> Military Ordinariate	<input type="checkbox"/> <b>EP ZAMBOANGA</b> <input type="checkbox"/> Archdiocese of Zamboanga <input type="checkbox"/> Apostolic Vicariate of Jolo <input type="checkbox"/> Diocese of Ipil <input type="checkbox"/> Prelature of Isabela de Basilan

## CATECHETICAL FORMATION PROGRAM INFORMATION

2. Name of Parish *(if applicable)*

3. Name of Institution

4. Address of Institution

5. Formation Program Director/Coordinator

6. Contact Person for Archival Research

7. Contact Number

8. E-mail Address

## TYPE OF DOCUMENTS

Thank you for agreeing to share your experience with the *NCS 2021: PARI Project* through this archival historical research. In order to know the institutional history of your catechetical formation program, we would like to inquire about the documents in the list. Kindly confirm the availability of each material and the quantity you will be providing. You have the option to give either a physical or digital copy of the documents.

TYPE OF DOCUMENT	AVAILABILITY	QUANTITY	PHYSICAL DOCUMENT	DIGITAL DOCUMENT
9. Church documents related to catechetical formation program <i>(examples: encyclicals, Vatican II documents, etc.)</i>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
10. Catechetical Formation Program brochures	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
11. Official letters/correspondence <i>(examples: between and among catechists, with other offices, such as other dioceses, government offices, etc.)</i>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

TYPE OF DOCUMENT	AVAILABILITY	QUANTITY	PHYSICAL DOCUMENT	DIGITAL DOCUMENT
12. Photograph/s file of the catechetical formation program activities	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
13. General description of catechetical formation programs ( <i>course description, basic catechetical formation subjects</i> )	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
14. Projects/outputs of formants ( <i>examples: lesson plans, visual aids, modules, etc.</i> )	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
15. Modules from catechetical formation program ( <i>teaching materials</i> )	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
16. Annual calendar of activities	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
17. Public information materials				
17.1. Leaflet/flyer	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
17.2. Posters/infographics	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
17.3. Newspaper article/s	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
17.4. Newsletter	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
18. Catechetical formation program annual report	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
19. Catechetical formation program annual financial report	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
20. Formants' assessment file ( <i>example: 101 file</i> )	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
21. Record of number of enrollees (for five years)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
22. Annual minutes of meetings	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
23. Supplies inventory ( <i>examples: requests, quotations, acknowledgment receipts, procurement</i> )	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
24. Catechetical formation program organizational charts	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
25. Catechetical formation handbook				
25.1. Student handbook	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
25.2. Faculty handbook	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
25.3. Employee handbook	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
26. Forms				
26.1. Application Form	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
26.2. Contract of Employment	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
26.3. Job Description	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
26.4. Evaluation Form	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
26.5. Leave Form ( <i>examples: sick leave, personal leave, maternity leave, etc.</i> )	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
26.6. Attendance sheet	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
26.7. Termination Form	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>
27. Others, please specify _____	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>

# Appendix C

## Research Network

### Catholic Bishops' Conference of the Philippines (CBCP) 2021

#### EP Caceres

- Archdiocese of Caceres - Most Rev. Rolando J. Tria Tirona, OCD, DD
- Diocese of Daet - Most Rev. Rex Andrew C. Alarcon, DD
- Diocese of Legazpi - Most Rev. Joel Z. Baylon, DD
- Diocese of Libmanan - Most Rev. Jose R. Rojas, DD
- Diocese of Masbate - Most Rev. Jose S. Bantolo, DD
- Diocese of Sorsogon - Most Rev. Jose Alan V. Dialogo, DD
- Diocese of Virac - Most Rev. Manolo A. De Los Santos, DD

#### EP Cagayan De Oro

- Archdiocese of Cagayan de Oro - Most Rev. Jose A. Cabantan, DD
- Diocese of Butuan - Most Rev. Cosme Damian R. Almedilla, DD
- Diocese of Malaybalay - Most Rev. Noel P. Pedregosa, DD
- Diocese of Surigao - Most Rev. Antonieto D. Cabajog, DD
- Diocese of Tandag - Most Rev. Raul B. Dael, DD

#### EP Capiz

- Archdiocese of Capiz - Rev. Msgr. Cyril B. Villareal, DD  
(Archdiocesan Administrator of Capiz)
- Diocese of Kalibo - Most Rev. Jose Corazon T. Tala-oc, DD
- Diocese of Romblon - Most Rev. Narciso V. Abellana, MSC, DD

#### EP Cebu

- Archdiocese of Cebu - Most Rev. Jose S. Palma, DD
- Auxiliary Bishop of Cebu - Most Rev. Midyphil B. Billones, DD
- Diocese of Dumaguete - Most Rev. Julito B. Cortes, DD
- Diocese of Maasin - Most Rev. Precioso D. Cantillas, SDB, DD
- Diocese of Tagbilaran - Most Rev. Alberto S. Uy, DD
- Diocese of Talibon - Most Rev. Patrick Daniel Y. Parcon, DD

#### EP Cotabato

- Archdiocese of Cotabato - Most Rev. Angelito R. Lampon, OMI, DD
- Diocese of Kidapawan - Most Rev. Jose Colin M. Bagaforo, DD
- Diocese of Marbel - Most Rev. Cerilo U. Casicas, DD

### EP Davao

- Archdiocese of Davao - Most Rev. Romulo G. Valles, DD
- Auxiliary Bishop of Davao - Most Rev. George B. Rimando, DD
- Diocese of Digos - Most Rev. Guillermo V. Afable, DD
- Diocese of Mati - Most Rev. Abel C. Apigo, DD
- Diocese of Tagum - Most Rev. Medel S. Aseo, DD

### EP Jaro

- Archdiocese of Jaro - Most Rev. Jose Romeo O. Lazo, DD
- Diocese of Bacolod - Most Rev. Patricio A. Buzon, SDB, DD
- Diocese of Kabankalan - Most Rev. Louie P. Galbines, DD
- Diocese of San Carlos - Most Rev. Gerardo A. Alminaza, DD
- Diocese of San Jose de Antique - Most Rev. Marvyn A. Maceda, DD

### EP Lingayen-Dagupan

- Archdiocese of Lingayen-Dagupan - Most Rev. Socrates B. Villegas, DD
- Auxiliary Bishop of Lingayen-Dagupan - Most Rev. Fidelis B. Layog, DD
- Diocese of Alaminos - Most Rev. Fidelis B. Layog, DD  
(Apostolic Administrator of Alaminos)
- Diocese of Cabanatuan - Most Rev. Sofronio A. Bancud, SSS, DD
- Diocese of San Fernando (La Union) - Most Rev. Daniel O. Presto, DD
- Diocese of San Jose (Nueva Ecija) - Most Rev. Roberto C. Mallari, DD
- Diocese of Urdaneta - Most Rev. Jacinto A. Jose, DD

### EP Lipa

- Archdiocese of Lipa - Most Rev. Gilbert A. Garcera, DD
- Apostolic Vicariate of Calapan - Rev. Fr. Nestor Adalia, DD  
(Apostolic Administrator of Calapan)
- Apostolic Vicariate of San Jose (Occidental Mindoro) - Most Rev. David William V. Antonio, DD  
(Apostolic Administrator of San Jose, Occ. Mindoro)
- Diocese of Boac - Most Rev. Marcelino Antonio M. Maralit, Jr, DD
- Diocese of Gumaca - Most Rev. Victor C. Ocampo, DD
- Diocese of Lucena - Most Rev. Mel Rey M. Uy, DD
- Prelature of Infanta - Most Rev. Bernardino C. Cortez, DD

### EP Manila

- Archdiocese of Manila - Jose F. Cardinal Advincula, Jr, DD
- Apostolic Vicariate of Puerto Princesa - Most Rev. Socrates C. Mesiona, MSP, DD
- Apostolic Vicariate of Taytay - Most Rev. Broderick S. Pabillo, DD
- Diocese of Antipolo - Most Rev. Francisco M. De Leon, DD

Auxiliary-Bishop of Antipolo	- Most Rev. Nolly C. Buco, DD
Diocese of Cubao	- Most Rev. Honesto F. Ongtioco, DD
Diocese of Imus	- Most Rev. Reynaldo G. Evangelista, DD
Diocese of Malolos	- Most Rev. Dennis C. Villarojo, DD
Diocese of Kalookan	- Most Rev. Pablo Virgilio S. David, DD
Diocese of Novaliches	- Most Rev. Roberto O. Gaa, DD
Diocese of Parañaque	- Most Rev. Jesse E. Mercado, DD
Diocese of Pasig	- Most Rev. Mylo Hubert C. Vergara, D.D
Diocese of San Pablo	- Most Rev. Buenaventura M. Famadico, DD

### EP Military Ordinariate

Military Ordinariate	- Most Rev. Oscar Jaime L. Florencio, DD
----------------------	--

### EP Nueva Segovia

Archdiocese of Nueva Segovia	- Most Rev. Marlo M. Peralta, DD
Apostolic Vicariate of Bontoc-Lagawe	- Most Rev. Valentin C. Dimoc, DD
Diocese of Baguio	- Most Rev. Victor B. Bendico, DD
Diocese of Bangued	- Most Rev. Leopoldo C. Jaucian, SVD, DD
Diocese of Laoag	- Most Rev. Renato P. Mayugba, D.D

### EP Ozamis

Archdiocese of Ozamiz	- Most Rev. Martin S. Jumoad, D.D
Diocese of Dipolog	- Most Rev. Severo C. Caermare, DD
Diocese of Pagadian	- Most Rev. Ronald I. Lunas, DD
Prelature of Marawi	- Most Rev. Edwin A. De La Peña, MSP, D.D
Diocese of Iligan	- Most Rev. Jose R. Rapadas III, DD

### EP Palo

Archdiocese of Palo	- Most Rev. John F. Du, DD
Diocese of Borongan	- Most Rev. Crispin B. Varquez, DD
Diocese of Calbayog	- Most Rev. Isabelo C. Abarquez, DD
Diocese of Catarman	- Most Rev. Emmanuel C. Trance, DD
Diocese of Naval	- Most Rev. Rex C. Ramirez, DD

### EP San Fernando

Archdiocese of San Fernando	- Most Rev. Florentino G. Lavarias, DD
Diocese of Balanga	- Most Rev. Ruperto C. Santos, DD
Diocese of Iba	- Most Rev. Bartolome G. Santos, Jr., DD
Diocese of Tarlac	- Most Rev. Enrique V. Macaraeg, DD

### EP Tuguegarao

- Archdiocese of Tuguegarao - Most Rev. Ricardo L. Baccay, DD
- Apostolic Vicariate of Tabuk - Most Rev. Prudencio P. Andaya, CICM, DD
- Diocese of Bayombong - Most Rev. Jose Elmer I. Mangalinao, DD
- Diocese of Ilagan - Most Rev. David William V. Antonio, DD
- Prelature of Batanes - Most Rev. Danilo B. Ulep, DD

### EP Zamboanga

- Archdiocese of Zamboanga - Most Rev. Moises M. Cuevas, DD  
(Apostolic Administrator of Zamboanga)
- Apostolic Vicariate of Jolo - Most Rev. Charlie M. Inzon, OMI, DD
- Diocese of Ipil - Most Rev. Julius S. Tonel, DD
- Prelature of Isabela de Basilan - Most Rev. Leo M. Dalmao, CMF, DD

### Apostolic Nunciature

- Apostolic Nuncio - Most Rev. Charles John Brown, DD
- First Counsellor - Rev. Msgr. Julien Kaboré, DD

### Congregation for the Evangelization of Peoples

- Prefect - Most. Rev. Luis Antonio G. Cardinal Tagle, DD

## Catechetical Leaders (CL) Based on CBCP-ECCCE Directories from 2016-2021

*\*Years 2018 and 2020 as CL were not reported due to the lack of available data.*

Ecclesiastical Territory (ET)	Name	Designation	Year/s as CL
<b>Ecclesiastical Province (EP) of Caceres</b>			
Archdiocese of Caceres	FR. ERWIN P. OBIAS	Catechetical Director	2016, 2017, 2019
Archdiocese of Caceres	FR. JUAN PABLO CARPIO	Catechetical Director	2021
Diocese of Daet	FR. OMAR C. OCO	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Legazpi	FR. RUBEN S. BERANGO, III	Catechetical Director	2016, 2017
Diocese of Legazpi	MSGR. NOE THOMAS	Catechetical Director	2019, 2021
Diocese of Legazpi	SR. VIRGINIA JAYONA, MCST	Catechetical Director	2019, 2021
Diocese of Libmanan	FR. ARVIN G. OLIVAN	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Masbate	FR. GERARDO B. ALMANZOR, JR.	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Masbate	SR. RENILDA B. ALMANZOR, DSJ	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Sorsogon	FR. JUPE GARALDE	Catechetical Director	2016, 2017, 2019
Diocese of Sorsogon	FR. ROWAN REBUSTILLO	Catechetical Director	2021

Ecclesiastical Territory (ET)	Name	Designation	Year/s as CL
Diocese of Sorsogon	SR. SALVACION M. DESACULA, MCST	Catechetical Coordinator	2016, 2017
Diocese of Sorsogon	SR. VIRGINIA JAYONA, MCST	Catechetical Coordinator	2019, 2021
Diocese of Virac	FR. RANDULFO DEQUIROS	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Virac	SR. EVANGELINE ALDEA, MCST	Catechetical Coordinator	2016, 2017, 2019, 2021
<b>Ecclesiastical Province (EP) of Cagayan De Oro</b>			
Archdiocese of Cagayan de Oro	REV. FR. JARVY RAY B. RATILLA	Assistant Catechetical Director	2021
Archdiocese of Cagayan de Oro	REV. FR. CORNELIO J. CADENAS JR., STL, SSJV	Catechetical Director	2016, 2017, 2019
Archdiocese of Cagayan de Oro	REV. FR. NATHANIEL B. PAGALAN	Catechetical Director	2021
Archdiocese of Cagayan de Oro	SR. JOSIE ALABADO, TMM	Catechetical Coordinator	2016, 2017, 2019
Archdiocese of Cagayan de Oro	SR. EVANGELINE ALGABA, OSA	Catechetical Coordinator	2021
Diocese of Butuan	FR. ROMEO G. GARCIA	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Malaybalay	FR. NOEL PEDREGOSA	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Malaybalay	SUSTENIZA D. MARTINEZ	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Surigao	FR. NICOLAS B. PENADOS	Catechetical Director	2016, 2017, 2019
Diocese of Surigao	FR. RICARDO VIRTUDAZO	Catechetical Director	2021
Diocese of Tandag	FR. ELVIES PETROS	Catechetical Director	2016, 2017, 2019, 2021
Archdiocese of Cagayan de Oro	REV. FR. JARVY RAY B. RATILLA	Assistant Catechetical Director	2021
Archdiocese of Cagayan de Oro	REV. FR. CORNELIO J. CADENAS JR., STL, SSJV	Catechetical Director	2016, 2017, 2019
Archdiocese of Cagayan de Oro	REV. FR. NATHANIEL B. PAGALAN	Catechetical Director	2021
Archdiocese of Cagayan de Oro	SR. JOSIE ALABADO, TMM	Catechetical Coordinator	2016, 2017, 2019
<b>Ecclesiastical Province (EP) of Capiz</b>			
Archdiocese of Capiz	MSGR. POLICARPIO JOHN LUZA	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Kalibo	FR. VINCENT P. CAJILIG	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Kalibo	SHEILA C. TABANERA	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Romblon	FR. ELIZALDE RAFOL	Catechetical Director	2016, 2017, 2019
Diocese of Romblon	FR. MELVIN FETIZANAN	Catechetical Director	2021
Diocese of Romblon	SR. PRISCILLA FABONAN	Catechetical Coordinator	2016, 2017, 2019, 2021
Archdiocese of Capiz	MSGR. POLICARPIO JOHN LUZA	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Kalibo	FR. VINCENT P. CAJILIG	Catechetical Director	2016, 2017, 2019, 2021

<b>Ecclesiastical Territory (ET)</b>	<b>Name</b>	<b>Designation</b>	<b>Year/s as CL</b>
<b>Ecclesiastical Province (EP) of Cebu</b>			
Archdiocese of Cebu	FR. ANTONIO G. ZAMORA, JR.	Catechetical Director	2016, 2017, 2019
Archdiocese of Cebu	FR. JOSEPH C. YNTIG	Catechetical Director	2021
Archdiocese of Cebu	SR. MARICOR TALAY, MCST	Catechetical Coordinator	2016, 2017, 2019
Archdiocese of Cebu	SR. EVANGELINE F. PABALATE, MCST	Catechetical Coordinator	2021
Diocese of Dumaguete	FR. CASIANO O. SALAC, JR.	Catechetical Director	2016, 2017
Diocese of Dumaguete	REV. FR. HITCHON SAMSON AMAHIT	Catechetical Director	2019
Diocese of Dumaguete	REV. FR. ALVIN VILLAFLORES	Catechetical Director	2021
Diocese of Dumaguete	SR. ELIZABETH TOMO, O. CARM.	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Maasin	FR. GIOVANNE Z. LUZON	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Maasin	SR. MA. VIOLETA R. BAYO, LGC	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Tagbilaran	FR. CRAIG JUBAC	Catechetical Director	2016
Diocese of Tagbilaran	FR. JOSELITO CLEMEN	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Talibon	FR. EUTEMIO B. ESPINA	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Talibon	FR. JONEL R. LOGROÑO	Assistant Catechetical Director	2016, 2017, 2019, 2021
Diocese of Talibon	SR. MA. ESTRELLA L. CORNITO, MCSH	Catechetical Coordinator	2016, 2017, 2019, 2021
<b>Ecclesiastical Province (EP) of Cotabato</b>			
Archdiocese of Cotabato	SR. MARIVIC RATILLA, OND	Catechetical Coordinator	2016, 2017
Archdiocese of Cotabato	SR. GEORGIA HUERTAS, OND	Catechetical Coordinator	2019
Archdiocese of Cotabato	SR. ALICE S. ORIGINAL, OND	Catechetical Coordinator	2021
Archdiocese of Cotabato	FR. JOREMIL GUMBAN, DCC	Priest in-Charge	2016, 2017, 2019
Diocese of Kidapawan	FR. RAMIL G. ANGULO	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Marbel	FR. JOEL ALILIGAY	Catechetical Director	2016, 2017, 2019
Diocese of Marbel	FR. RAMIL M. NERIO	Catechetical Director	2021
<b>Ecclesiastical Province (EP) of Davao</b>			
Archdiocese of Davao	MSGR. MAXIMO M. SARNO, PC	Catechetical Director	2016, 2017
Archdiocese of Davao	FR. ROY MEJIAS	Catechetical Director	2019, 2021
Archdiocese of Davao	SR. MA. LYDIA M. PERALES, TDM	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Digos	FR. RICO H. DINGAL, JCL	Catechetical Director	2016, 2017
Diocese of Digos	FR. KRISTIAN PETER EDWYN DORILAG, DCD	Catechetical Director	2019

Ecclesiastical Territory (ET)	Name	Designation	Year/s as CL
Diocese of Digos	FR. JOMAR P. MOMO, DCD	Catechetical Director	2021
Diocese of Digos	SR. GENEVIEVE J. DAMASO, OND	Catechetical Coordinator	2016, 2017
Diocese of Digos	MS. LEAH MAY RUPIN	Catechetical Coordinator	2019, 2021
Diocese of Mati	FR. NESTOR MORATA	Catechetical Director	2016, 2017, 2019
Diocese of Mati	SR. EVA MARIE GASQUE TABUGOC, CSJ	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Tagum	FR. NOEL GASTONES	Catechetical Director	2016, 2017, 2019
Diocese of Tagum	FR. BERNARDO S. BANAL	Catechetical Director	2021
Diocese of Tagum	SOCORRO ABAD	Catechetical Coordinator	2016, 2017, 2019, 2021
<b>Ecclesiastical Province (EP) of Jaro</b>			
Archdiocese of Jaro	FR. JESUS GLOFEL MANA-AY	Assistant Catechetical Director	2016, 2017, 2019
Archdiocese of Jaro	MSGR RAMON PET	Catechetical Director	2016, 2017, 2019
Archdiocese of Jaro	FR. REX JOHN PALMOS	Catechetical Director	2021
Diocese of Bacolod	FR. FRANCIS LEDESMA	Catechetical Director	2016, 2017
Diocese of Bacolod	FR. SAMUEL TANOSO	Catechetical Director	2019, 2021
Diocese of Bacolod	INOCENCIA A. CABARLES	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Bacolod	JENIEL JOY D. BERBEGAL	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Kabankalan	FR. RAMON T. OLAM	Catechetical Director	2016, 2017
Diocese of Kabankalan	FR. RITCHIE VILLAFLO	Catechetical Director	2019
Diocese of Kabankalan	FR. HENRY PINEDA	Catechetical Director	2021
Diocese of Kabankalan	SR. TERESITA D. ALMONTE, MCST	Catechetical Leader	2016, 2017, 2019, 2021
Diocese of San Carlos	FR. ENRIQUE DEOGRACIAS	Catechetical Director	2016, 2017, 2019, 2021
Diocese of San Jose de Antique	FR. JOSELITO ESCOTE	Catechetical Director	2016, 2017, 2019, 2021
Diocese of San Jose de Antique	SR. AMPARO AGUILAR	Catechetical Coordinator	2016, 2017, 2019, 2021
<b>Ecclesiastical Province (EP) of Lingayen-Dagupan</b>			
Archdiocese of Lingayen-Dagupan	FR. CHARLES MOSES BARRIENTOS, OP	Catechetical Director	2016, 2017, 2019
Archdiocese of Lingayen-Dagupan	FR. JASPER R. HEBRON	Catechetical Director	2021
Archdiocese of Lingayen-Dagupan	SR. MA. RHEA C. CASTILLO, OP	Catechetical Coordinator	2016, 2017, 2019
Diocese of Alaminos	FR. MARIOLITO S. FERRER	Catechetical Director	2016, 2017, 2019, 2021

<b>Ecclesiastical Territory (ET)</b>	<b>Name</b>	<b>Designation</b>	<b>Year/s as CL</b>
Diocese of Alaminos	FR. MC ANDRO RECTO F. LANDINGIN	Assistant Catechetical Director	2016, 2017, 2019, 2021
Diocese of Alaminos	SR. ESTRELLA L. VILLANUEVA, MCST	Catechetical Coordinator	2016, 2017, 2019
Diocese of Alaminos	SR. LOURDES SALAMAT, MCST	Catechetical Coordinator	2021
Diocese of Cabanatuan	FR. ISIDRO D. PUYAT	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Cabanatuan	SR. CONCORDIA A. OBLENA, MCST	Catechetical Coordinator	2016, 2017, 2019
Diocese of Cabanatuan	SR. MARIA JEANITA CASTRO PERMELONA, DM	Catechetical Coordinator	2016, 2017, 2019
Diocese of San Fernando (La Union)	FR. FROILAN SALUTA	Catechetical Director	2016, 2017, 2019, 2021
Diocese of San Fernando (La Union)	SR. MARY PAULINE DACANAY, OSB	Catechetical Coordinator	2016, 2017
Diocese of San Fernando (La Union)	SR. ANSELM M. PEDROSA, OSB	Catechetical Coordinator	2019, 2021
Diocese of San Jose (Nueva Ecija)	FR. PEDRO ALBINO, JR.	Catechetical Director	2016, 2017, 2019, 2021
Diocese of San Jose (Nueva Ecija)	SR. TERESITA C. BARRENTO, FdCC	Catechetical Coordinator	2016, 2017, 2019
Diocese of San Jose (Nueva Ecija)	SR. MAGNOLIA NUNCIO, FdCC	Catechetical Coordinator	2021
Diocese of Urdaneta	FR. ELPIDIO F. SILVA, JR.	Catechetical Director	2016, 2017, 2019
Diocese of Urdaneta	FR. RICHARD G. ABALOS	Catechetical Director	2021
Diocese of Urdaneta	SR. DOMINGA S. GELASCIO, WCW	Catechetical Coordinator	2016, 2017, 2019, 2021
<b>Ecclesiastical Province (EP) of Lipa</b>			
Archdiocese of Lipa	FR. EUSEBIO BOBOT V.E. HERNANDEZ	Catechetical Director	2016, 2017, 2019
Archdiocese of Lipa	MOST REV. GILBERT GARCERA, DD	Catechetical Director	2021
Archdiocese of Lipa	FR. FROILAN CARREON	Assistant Catechetical Director	2021
Archdiocese of Lipa	FR. JAYSON SIAPCO	Asst. Director for New Evangelization	2021
Archdiocese of Lipa	SR. MA. LINDA BALMES, MCSH	Catechetical Coordinator	2016, 2017, 2019
Archdiocese of Lipa	SR. GWENDOLYN CONDOR, MCSH	Catechetical Leader	2021
Apostolic Vicariate of Calapan	FR. EDWIN M. SEMILLA	Catechetical Director	2016, 2017, 2019, 2021
Apostolic Vicariate of Calapan	SR. PETRONILLA P. GRATELA, OSB	Catechetical Leader	2016, 2017, 2019, 2021
Apostolic Vicariate of San Jose (Occidental Mindoro)	FR. ROBERTO C. CADID, JR.	Catechetical Director	2016, 2017, 2019, 2021

<b>Ecclesiastical Territory (ET)</b>	<b>Name</b>	<b>Designation</b>	<b>Year/s as CL</b>
Apostolic Vicariate of San Jose (Occidental Mindoro)	SR. MA. MANUELA S. SANAYAN, MCJ	Catechetical Coordinator	2016, 2017, 2019
Apostolic Vicariate of San Jose (Occidental Mindoro)	SR. MA. IMELDA B. FILARO, MCJ	Catechetical Coordinator	2021
Diocese of Boac	FR. EULOGIO L. MANGUI	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Boac	GREGORIA MAYO	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Gumaca	FR. GEMS VILLAFANE	Catechetical Director	2017
Diocese of Gumaca	FR. GABRIEL S. VILLAFANE	Catechetical Director	2019, 2021
Diocese of Gumaca	SR. HELEN S. LAQUINDANUM, MCST	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Lucena	FR. BIENVENIDO G. LOZANO	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Lucena	SR. EVANGELINE F. PABALATE, MCST	Catechetical Coordinator	2016, 2017, 2019
Prelature of Infanta	FR. ANDRES A. LUMASAC	Catechetical Director	2016, 2017, 2019, 2021
<b>Ecclesiastical Province (EP) of Manila</b>			
Archdiocese of Manila	FR. CARLO MAGNO S. MARCELO	Catechetical Director	2016, 2017, 2019, 2021
Archdiocese of Manila	GINA P. ESPORLAS	Catechetical Coordinator	2016, 2017
Archdiocese of Manila	SR. GEMMA DY, DM	Catechetical Coordinator	2019, 2021
Apostolic Vicariate of Puerto Princesa .	FR. TOMMY RODRIGUEZ	Catechetical Director	2019, 2021
Apostolic Vicariate of Puerto Princesa .	SR. ANNIE LUMOGDANG, SJBP	Catechetical Coordinator	2016, 2017
Apostolic Vicariate of Puerto Princesa .	SR. MA. EVANGELINE CAMANO, MSLT	Catechetical Coordinator	2019, 2021
Apostolic Vicariate of Taytay	FR. ROBERT AMURAO	Catechetical Director	2016
Apostolic Vicariate of Taytay	FR. ROLAND SALVANA	Catechetical Director	2017, 2019, 2021
Diocese of Antipolo	MOST REV. FRANCISCO M. DE LEON, DD	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Antipolo	FR. LUISITO S. ATANACIO	Assistant Catechetical Director	2016, 2017, 2019, 2021
Diocese of Antipolo	FR. CRISTOPHER P. GONZALES	Assistant Catechetical Director	2016, 2017, 2019, 2021
Diocese of Antipolo	ADORA VITOR	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Cubao	FR. MICHELL JOE ZERRUDO	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Cubao	SR. VIRGINIA C. VILLANUEVA, SPC	Catechetical Coordinator	2016, 2017, 2019
Diocese of Cubao	CARMENCITA L. SUGUITAN	Catechetical Coordinator	2016, 2017, 2019, 2021

Ecclesiastical Territory (ET)	Name	Designation	Year/s as CL
Diocese of Cubao	ROSALINDA A. YALONG	Catechetical Coordinator	2021
Diocese of Imus	FR. ELEOMER G. DENDIEGO	Catechetical Director	2016, 2017
Diocese of Imus	FR. ALEX R. VARIAS	Catechetical Director	2019, 2021
Diocese of Malolos	FR. LITO L. CALIWAG	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Malolos	SR. VERNADETTE CRUZ, RCM	Program Coordinator	2016, 2017, 2019
Diocese of Malolos	SR. MARIBETH J. ANTONIO, RCM	Vicarial Coordinator, PASKA-CCD	2016, 2017, 2019
Diocese of Malolos	SR. PERLITA NICOLAS, RCM	Vicarial Coordinator, PASKA-CCD	2021
Diocese of Kalookan	FR. MARIANO BARTOLOME	Catechetical Director	2016, 2017
Diocese of Kalookan	FR. AMADO V. GINO	Catechetical Director	2019, 2021
Diocese of Kalookan	MS. ANNETTE C. ANGELES	Catechetical Leader	2016, 2017
Diocese of Kalookan	MS. IMELDA A. QUIAMBAO	Catechetical Leader	2019, 2021
Diocese of Kalookan	MS. MIRIAM B. DE GUZMAN	Catechetical Leader	2019, 2021
Diocese of Kalookan	MS. CORAZON A. GILBUENA	Catechetical Leader	2019, 2021
Diocese of Novaliches	FR. ARISTEO M. DE LEON	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Novaliches	SR. TERESITA H. MAGBIRAY, MCST	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Parañaque	FR. FIDEL G. FABILE	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Parañaque	MS. MA. JOSEFINA JAVIER	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Pasig	FR. BERNARDO G. CARPIO	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Pasig	SR. NORA ALIALY, MCST	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of San Pablo	FR. BUENAVENTURA C. UBARCO	Catechetical Director	2016, 2017
Diocese of San Pablo	FR. JORGE SELDON CORONADO	Catechetical Director	2019
Diocese of San Pablo	FR. ELDEN CABUHAT	Catechetical Director	2021
Diocese of San Pablo	SR. SOFIA F. DALAGAN, MCST	Catechetical Coordinator	2016, 2017, 2019
Diocese of San Pablo	SR. AGNES LORIA, MCST	Catechetical Coordinator	2021
Diocese of San Pablo	FR. JESSIE G. SOMOSIERRA, JR.	Catechetical Leader	2016, 2017, 2019
<b>Ecclesiastical Province (EP) of Military Ordinariate</b>			
Military Ordinariate	MSGR. ALBERT SONGCO	Catechetical Director	2016, 2017, 2019, 2021
Military Ordinariate	LEONITA M. RODRIGO	Catechetical Coordinator	2016, 2017, 2019, 2021
Military Ordinariate	SR. ESTRELLA VILLANUEVA, MCST	Catechetical Coordinator	2021

Ecclesiastical Territory (ET)	Name	Designation	Year/s as CL
<b>Ecclesiastical Province (EP) of Nueva Segovia</b>			
Archdiocese of Nueva Segovia	FR. SEGUNDINO A. CORTES	Catechetical Director	2021
Archdiocese of Nueva Segovia	FR. RAMELLE J. RIGUNAY	Assistant Catechetical Director	2021
Archdiocese of Nueva Segovia	SR. MA. ELENA V. ANTONIO, MCST	Catechetical Coordinator	2016, 2017, 2019, 2021
Apostolic Vicariate of Bontoc-Lagawe	FR. NOEL BUYUCCAN	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Baguio	FR. JUVELARDE CABADING	Catechetical Director	2016, 2017, 2019
Diocese of Baguio	FR. JEFFREY HABADO	Catechetical Director	2021
Diocese of Baguio	SR. MARY ATING, SIHM	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Baguio	JAQUELYN K. VICENTE	Catechetical Leader	2021
Diocese of Bangued	FR. BERNARD P. BARBOSA	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Bangued	SR. BALBINA P. SISON	Catechetical Coordinator	2016, 2017
Diocese of Bangued	SR. REMEDIOS M. AGPAD, SIHM	Catechetical Coordinator	2019
Diocese of Bangued	SR. APOLONIA ABLAYAN, SIHM	Catechetical Coordinator	2021
Diocese of Laoag	FR. RONALD I. BONAYON	Catechetical Director	2016, 2017, 2019
Diocese of Laoag	FR. JOSE VERNON C. ILANO	Catechetical Director	2021
Diocese of Laoag	SR. THELMA TALUSAN, MCST	Catechetical Coordinator	2016, 2017, 2019
Diocese of Laoag	SR. ELIZABETH BUTAY, MCST	Catechetical Coordinator	2021
<b>Ecclesiastical Province (EP) of Ozamis</b>			
Archdiocese of Ozamiz	FR. ERNESTO CULANAG	Catechetical Director	2016, 2017, 2019, 2021
Archdiocese of Ozamiz	SR. JULIETA ARTES ORSABIA	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Dipolog	FR. VINCENT OCELLUS A. MAGALE	Catechetical Director	2016, 2017, 2019
Diocese of Dipolog	FR. LEO GILBERO	Catechetical Director	2021
Diocese of Pagadian	FR. PATERNO T. DALUMPINES	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Pagadian	SR. MARITES P. CABRERA, RSM	Catechetical Coordinator	2016, 2017, 2019, 2021
Prelature of Marawi	FR. NAZER ZARAGOZA	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Iligan	FR. CARLOS VILLANUEVA	Catechetical Director	2019, 2021
Diocese of Iligan	FR. EDGAR S. MOMAY	Catechetical Director	2016, 2017, 2019, 2021
<b>Ecclesiastical Province (EP) of Palo</b>			
Archdiocese of Palo	FR. NORMAN ABOLENCIA	Catechetical Director	2016, 2017, 2019, 2021
Archdiocese of Palo	FR. RAMIL COSTIBOLO	Commission on Education Director	2016, 2017, 2019, 2021

Ecclesiastical Territory (ET)	Name	Designation	Year/s as CL
Diocese of Borongan	SR. MARIBEN M. ESPINOSA, LGC	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Calbayog	FR. ROGER M. OÑATE	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Calbayog	SR. THERESA KNOX GUDE, FMSC	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Catarman	FR. EDUARDO E. DORICO	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Catarman	SR. MA. LOURDES G. BRUNO, MCJ	Catechetical Coordinator	2016, 2017, 2019
Diocese of Catarman	SR. MA. MANUELA S. SANAYAN, MCJ	Catechetical Coordinator	2021
Diocese of Naval	FR. FIDEL R. DANDAN	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Naval	SR. LOURDES B. PUPA, DST	Catechetical Coordinator	2016, 2017, 2019, 2021
<b>Ecclesiastical Province (EP) of San Fernando</b>			
Archdiocese of San Fernando	REV. FR. JOSEPH MARY D. BACAY	Catechetical Director	2016, 2017, 2019
Archdiocese of San Fernando	FR. ROBERT D. FELICIANO	Catechetical Director	2021
Archdiocese of San Fernando	QUEZONIA N. CAYANAN	Catechetical Coordinator	2016, 2017, 2019
Archdiocese of San Fernando	MARY DESIREE M. ENRIQUEZ	Catechetical Coordinator	2021
Diocese of Balanga	FR. ERNESTO B. DE LEON	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Balanga	SR. LEONISA N. RACOMA, MCST	Catechetical Coordinator	2016, 2017, 2019
Diocese of Iba	FR. WILLIAM M. MONSALUD	Catechetical Director	2016, 2017, 2019, 2021
Diocese of Iba	ARTHUR R. TABIGNE	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Tarlac	FR. PABLO R. MUNGAL	Catechetical Director	2016, 2017
Diocese of Tarlac	FR. NOEL D. PAGUINTO	Catechetical Director	2019, 2021
Diocese of Tarlac	LUCIA ARANDIA	Catechetical Director	2016, 2017, 2019, 2021
<b>Ecclesiastical Province (EP) of Tuguegarao</b>			
Archdiocese of Tuguegarao	FR. CARLOS EVANGELISTA	Catechetical Director	2016, 2017, 2019
Archdiocese of Tuguegarao	FR. JOEL REYES	Catechetical Director	2021
Apostolic Vicariate of Tabuk	SR. SONIA BALANGUI, SIHM	Catechetical Coordinator	2016, 2017, 2019, 2021
Diocese of Bayombong	FR. ROMULO FELIX	Catechetical Director	2016, 2017
Diocese of Bayombong	FR. JOHNNY E. VALDEZ	Catechetical Director	2019
Diocese of Bayombong	FR. EVEDI B. AWIDAN	Catechetical Director	2021
Diocese of Ilagan	FR. RAMON NAVARRO	Catechetical Director	2016, 2017
Diocese of Ilagan	FR. CARLOS VILLANUEVA	Catechetical Director	2019, 2021
Diocese of Ilagan	SR. MA. LOURDES R. SALAMAT, MCST	Catechetical Coordinator	2016, 2017, 2019
Diocese of Ilagan	SR. MA. EDNA MERLE, MCST	Catechetical Coordinator	2021

Ecclesiastical Territory (ET)	Name	Designation	Year/s as CL
Prelature of Batanes	FR. JOSEPH B. ELAGO	Catechetical Director	2016, 2017
Prelature of Batanes	FR. DANILO T. CRUZ	Catechetical Director	2019, 2021
<b>EP Zamboanga</b>			
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Archdiocese of Zamboanga	SR. VIRGINIA YLAYA, OND	Catechetical Director	2021
Archdiocese of Zamboanga	SALVACION E. HERRERA	Catechetical Coordinator	2016, 2017, 2019, 2021
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Apostolic Vicariate of Jolo	SR. VIRGINIA N. YLAYA, OND	Catechetical Coordinator	2016, 2017, 2019
Apostolic Vicariate of Jolo	SR. JOY PALOMO, OND	Catechetical Coordinator	2021
Diocese of Ipil	SR. MA. ISABELLE T. DOMINGO, OSB	Catechetical Director	2016, 2017
Diocese of Ipil	FR. OBALDO S. PAGULON, JR.	Catechetical Director	2019, 2021
Diocese of Ipil	SR. MA. JOHANNA L. BERNABE, OSB	Catechetical Coordinator	2019, 2021
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📷: Pablito A. Baybado, Jr.'s Facebook account

This monograph is a blessing to the Church. While studies about the catechists and the catechism have been done in the past, this is by far the most comprehensive one. At this time that our country is celebrating the 500th anniversary of Christianity in the Philippines, the publication of this meticulously conducted study brings us afresh the efforts of the early missionaries in their work of evangelization. It is through them that we keep the joy that the Lord has gifted us with the faith. But it is also through them that we keep the attitude of openness towards “ecclesia semper reformanda est.” Change can only come through genuine and conscientious interiorization.

In this study, we are led precisely into this deep listening experience to the catechist, the catechetical leaders, the catechized, and understand the structure by which they interact to form Christian communities. In a sense, in this scientific work, we can hear the voices of those involved in the Catechetical Ministry, their lights and shadows, seeking the Church and every one of us towards integration renewal.

**Assoc. Prof. Pablito A. Baybado, Jr., PhD**  
Executive Secretary, FABC Office of Education and Faith Formation  
Theology Program Lead, UST-Graduate School  
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This monograph, culled from the *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project*, is one of a kind. It is the most engaging research work I have ever heard, read, and personally encountered as I, too, became part of the research process as a respondent. I witnessed the research process as a synod of synodality among people in the Catechetical Ministry (CM). Every CM dimension was recognized, given importance, and called to be involved: the catechized, catechists, and catechetical leaders as one journeying together in faith with Jesus Christ – opening everyone’s hearts, listening to each catechetical experiences, and traversing in formation collectively.

In this work, CM as a concept was meaningfully explored on how our fundamental faith is understood as Catholic Christians, how our morality is lived, how our worship is celebrated, and sociologically how this educative-faith process of catechesis becomes the foundation of the lived experiences of the catechists, catechetical leaders, and the catechized in the shared CM mission beyond the 500 Years of Christianity in our country.

I salute the NCS Research Team for this amazing project!

**Sr. Elizabeth Butay, MCST**  
Catechetical Coordinator, Diocese of Laoag



 : Diocese of Laoag

## **Encountering Christ in the Eucharist**

Painting by **Revin Ardley N. Doromal**, *College of Fine Arts and Design, University of Santo Tomas*  
Description by **Revin Ardley N. Doromal & Ma. Cecilia L. Balajadia**

Catechesis is rooted in the divine pedagogy. God meets us where we are and communicates with us in ways that we can comprehend. The fullness of God's communication is Jesus Christ - the Word made Flesh who revealed God's love by his life, teachings, passion, death, and resurrection. It leads towards communion with God through a personal encounter with Jesus Christ as experienced by the apostles and the early Christian communities. Such encounter continues today in the Church especially in the celebration of the Holy Eucharist where the Risen Christ makes Himself present in the Eucharistic species of bread and wine. It is a moment of personal encounter with the real presence of Jesus Christ where the faithful is drawn towards God and in one another. Hence, the communicating ways of God revealed by Jesus Christ is a model and inspiration for catechists in finding creative ways and means in sharing the Good News to all.





# The Catechist in All of Us

## Catechesis of a Catechist is always

- Christ-centered
- About Evangelization
- Systematic and Comprehensive
- Modeled on the Catechumenate
- Illuminating and bound on Human experience
- Inculturating the Gospel
- A Diocesan & Parish-Vocational Responsibility
- An Ongoing and Lifetime Christian Formation

**Rev. Fr. Ernesto B. De Leon**  
Executive Secretary, CBCP-ECCCE



Contribution of the *University of Santo Tomas (UST)*  
for the 500<sup>th</sup> Anniversary of Christianity in the Philippines



A *Research-based Intervention Outcome (RIO)* based on the results of the *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project* ng *Research Center for Social Sciences & Education (RCSSD)*, *University of Santo Tomas (UST)*.

