



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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A Research Monograph

Clarence M. Batan
Principal Investigator

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The **Porticus Asia, Ltd.** awarded an **international research grant** to conduct this study. This funding assistance is a generous help in the Catholic and spiritual formation of our catechetical ministry in the Philippines.



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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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

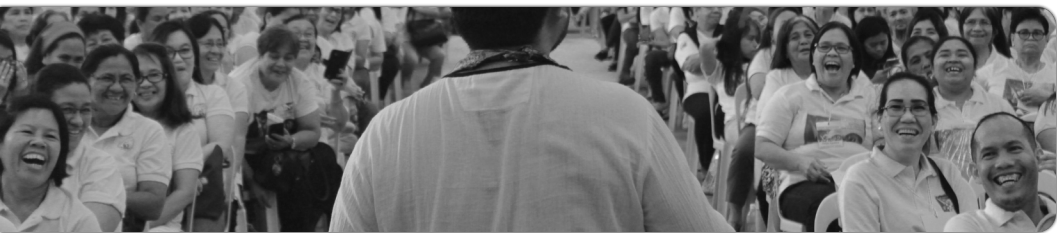


Chapter 2 directs attention to the challenges, methods, and strategies in researching Catechetical Ministry (CM). Specifically, it discusses the research process involving research conceptualization and planning, data gathering and fieldwork activities, data analysis, and ethical considerations. It also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

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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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Florence C. Navidad, & Jaycar P. Espinosa



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, & Jaycar P. Espinosa



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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List of Abbreviations

| | |
|---------------|---|
| CBCP | Catholic Bishops' Conference of the Philippines |
| CCC | Catechism of the Catholic Church |
| CFC | Catechism for the Filipino Catholics |
| CM | Catechetical Ministry |
| ECCCE | Episcopal Commission on Catechesis and Catholic Education |
| EP | Ecclesiastical Province |
| ET | Ecclesiastical Territory |
| FTST | Formation Tracer Study Tool |
| IG | Interview Guide |
| KKP | Katekistang Kalakbay sa Pananaliksik |
| NCDP | National Catechetical Directory of the Philippines |
| NCS | National Catechetical Study |
| PAR | Pastoral Action Research |
| PARI | Pastoral Action Research and Intervention |
| PCP II | 2nd Plenary Council of the Philippines |
| RCSSD | Research Center for Social Sciences and Education |
| RIO | Research-based Intervention Outcome |
| SFC | Studying Filipino Catechists |
| SCL | Studying Catechetical Leaders |
| SC | Studying the Catechized |
| SCFP | Studying Catechetical Formation Programs |
| SCHR | Studying Catechetical Human Resources |
| SQ | Survey Questionnaire |
| SPSS | Statistical Package for the Social Sciences |
| UST | University of Santo Tomas |
| VCT | Visual Creative Tool |
| YOC | 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 (RCSSSED)* 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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**All years identified in this section pertains to the covered years of engagement with the NCS 2016-2021: PARI Project.*

***In Progress (InP)*

Catechetical Human Resources: Being, Becoming, and Belonging

Florence C. Navidad, Clarence M. Batan,
Tisha Isabelle M. de Vergara, Jaycar P. Espinosa



 : Prelature of Infanta

Chapter Overview

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.



 : Archdiocese of Palo

Introduction

This chapter examines the experiences of selected Filipino catechist respondents from various Ecclesiastical Territories (ETs) in the country in managing catechetical human resources (CHR) through the processes of being, becoming, belonging to the CM. As such, this chapter explores the following observed CHR dimensions, namely (a) recruitment and selection, (b) formation, (c) apostolate monitoring, assessment, and feedback, (d) welfare and wellness, (e) relations and concerns, and (f) planning, documentation and research. The findings indicate that the selected ETs have various plans, programs, strategies, and implementation in each dimension. First, the recruitment and selection primarily involves school-based and community-based techniques. Second, formation and training vary in terms of content, languages, strategies, and other aspects. Third, the general welfare and well-being of catechists require adequate support and assistance. Fourth, monitoring and assessment strategies are important in improving the quality of teaching and learning catechesis. Fifth, the CM relations involve, commitment, and commendation for catechists. Lastly, there is also a need for strategic planning, documentation, and research. These findings emphasize the relevance of a parish or community-based approach, active and inclusive recruitment and selection, and effective monitoring and assessment toward achieving a sustainable CHR in the country.



Research story

This chapter depicts the story of CHR in the country. The catechists and catechetical coordinators implement various strategies and policies in order to continue the mission of catechesis and sustain CM. As narrated by one of the catechetical leaders in the Archdiocese of Cebu, the CHR are responsible in the recruitment and selection process of Filipino Catholics who are willing to sacrifice for the Church.

The Sanhedrin Experience

B: Meron po. Ang screening committee po nila, ang ginagawa po nila, nagpapatawag sila ng mga active, ‘tapos siyempre palasimba din lang, ganun. Mahirap naming magpadala ng ‘di palasimba. ‘Tapos, sasalain po sila ng mga katekista po doon sa parish na ‘yun. Titingnan nila kung paano ‘yung lifestyle niya. Ang pinaka-unang hinahanap namin is yung willing to sacrifice.

We have a screening committee. hey call for active candidates, and of course, frequent churchgoers. It will be inappropriate to appoint catechists who do not usually participate in Church activities. Then, they will be screened by the current catechists in the parish. Their lifestyle will be scrutinized. What we are actually looking is their willingness to sacrifice

(Evette, Catechetical leader, Archdiocese of Cebu, Pos. 85).



📷 : *Diocese of Alaminos*

This observation also reflects the story of *Sanhedrin* (Batan, 2020) in a research poem on the lives of selected servant-catechist respondents. It describes the experience of Sanhedrin, which translates to ‘sitting together’, as a religious council that facilitates the policies and processes in the CM. As one of the salient dimensions on CM, the CHR is important in contextualizing the structural dynamics (e.g. organizational structure, engagement, policies) and individual experiences of selected Filipino catechists. Primarily, it recognizes the role of catechists as teachers of faith and servant of the Catholic Church.

This chapter presents findings and insights from the selected Filipino catechist interviews and archival documents from various ETs regarding their CHR experiences. Specifically, it looks at (a) recruitment and selection, (b) formation, (c) apostolate monitoring, assessment, and feedback, (d) welfare and wellness, (e) relations and concerns, and (f) planning, documentation, and research (see *Figure 7.1*).



According to Messina (2007), the management of human resources in the Church takes into consideration the concepts of communion, conversion, and mission to be seen as the conscience of the Church and a catalyst for the transformation of both individuals and ministry. As such, recruitment and selection is the first step in establishing an organization and the essential practices for human resources management. As emphasized in the Guide for Catechists (Congregation for the Evangelization of Peoples [CEP], 1993), CHR requires grounding on the aspect of justice especially in providing proper support and assistance among volunteer catechists. In addition, it also recognizes the role of bishops and priests in providing support and formation training to the catechists—as first catechists of the catechists.

An empirical matrix guides the discussion on the observed CHR dimensions among selected Filipino catechist respondents (see *Figure 7.1*).

Sanhedrin

Clarence M. Batan

Translated to English by Luciana L. Urquiola

Nang masayang matanggap
Ni Nanay-teacher -
Ang bagong katekista,
Ang kaniyang assignment
(When Mother gladly received)
(Her teaching assignment -)
(As a new catechist)
Sa pampublikong paaralan, *(In a public school,)*
Pinaghandaan niya ang araw
(She prepared for the day)
Pagdalaw sa school *(Of her visit to the school)*
Pagharap sa principal
(Of her meeting with the principal)
Upang kunin - *schedule. (To get - the schedule.)*
Apat lang pagpipilian:
(Only four time slots to choose from:)
Umagang-umaga, *(Earliest in the morning,)*
Sa pagitan ng recess, *(In between breaks,)*
Matapos ang tanghalian, *(After lunch,)*
O bago mag-uwian. *(Or just before dismissal.)*
Tulad ni Hesus *(Like Jesus)*
Sa harap ng Sanhedrin,
(Standing before the Sanhedrin,)
Ang mapagkumbabang-tangan
(She bowed in humble submission)
Sa harap ng makapangyarihan,
(Before the mighty)
Waring di pagtutol *(She held no objection)*
Para misyon matuloy,
(For her mission to set in motion,)
Kahit anong oras, *(At any given time,)*
Katekesis matupad.
(For catechesis to finally begin.)
Ito ang ikatlong *(This is the third)*
Krus sa daan *(Way of the Cross)*
Ng katekistang-lingkod, *(Of a servant-catechist,)*
Sakrispiyong makahulugan.
(For a meaningful servitude.)

Serving as
catechist

Volunteering
catechist

Commitment
as catechist

This poem tells the story of the human resource aspect of volunteering in the catechetical ministry. From the process of preparing for the daily schedule to the form of commitment as part-time, volunteer, or full-time, the poem intends to encapsulate the sacrifices of the catechists to respond to the mission of teaching catechesis.

Relational Legends

Textual grouping by conceptual theme

Text & codes to data

Conceptual Theme to Memo

Inter-codal & transcodal connection

A: So meron kang – among oras yung pasok mo?
B: Um, pumapasok kami ng... Regular hours. Office hour po.
A: So bale 8 to 5?
B: 8 to 5. Pero again, depende sa needs. Usually Monday to Friday, pag kailangan pumasok ng Saturday-Sunday, kung may activity, papasok.
A: Ah, okay. Yung Saturday-Sunday mo optional?
B: Opo. Pag may activities or may kailangang tapusin po.

A: *What time do you work?*
B: *Um, we go to the office during regular office hours*
A: *So, 8 to 5?*
B: *8 to 5. But then again, it depends on the needs. We usually go from Mondays to Fridays, but when the need arises, we go to work even on Saturdays and Sundays; if there are activities, we need to go to work*
A: *Okay, are Saturday and Sunday work optional?*
B: *Yes. If there are activities or unfinished work, we have to do them.*

(Arvin, catechist, Diocese of Balanga, Pos. 127-132)

Most of the selected catechist respondents catechize one to ten hours a week (91.4%).

(NCS 2016-2018 Studying Filipino Catechists)

F: Aaah very supportive sila. For one yung sense of voluntarism. May mga volunteer na very supportive nitong mga lay people. So I'm happy.

They are very supportive. Also, there is the sense of volunteerism. There are volunteers who are very supportive of the lay people that's why I'm happy.

(Bernardo, catechetical leader Diocese of Pasig, Pos. 173-174)

The top three motivations on serving as catechist are sense of volunteerism, deep relationship with Jesus, and sense of mission/apostolate.

(NCS 2016-2018 Studying Filipino Catechists)

So usually 'yung mga parish Priest 'yung nagre-recruit then 'yung parish Priest to ask the Catechist to recruit another Catechist 'yung mga qualification as long as they are Catholic at wala silang impediment, for example living together without sacrament of marriage basta they are willing, they are able, they can read and they can write pwede na sila maging Catechist sa amin.

Usually the parish priest does the recruitment and they will ask the catechist to recruit other catechists. Regarding the qualifications, as long as they are Catholic and without any impediment, for example living together without sacrament of marriage, and as long as they are willing, they are able, and they can read and write, they can become catechist for us.

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

67.4% of the selected Filipino catechist respondents are ministering as part-time, 16.4% are full-time, and 15.2% are volunteer.

(NCS 2016-2018 Studying Filipino Catechists)

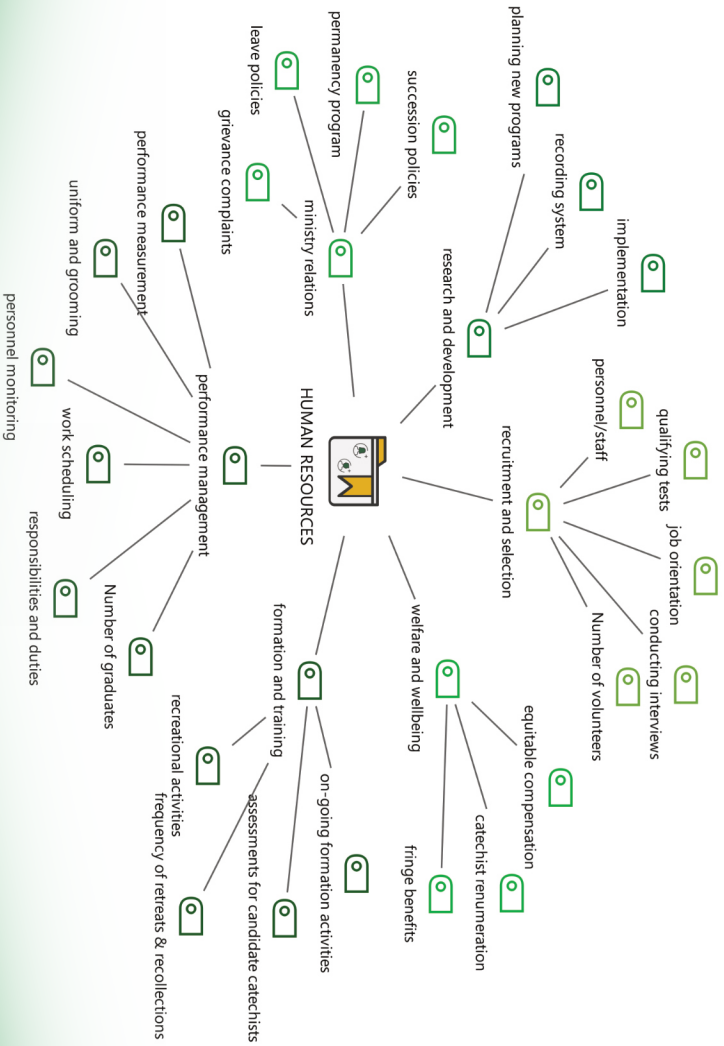


Figure 7.1. Empirical Code Matrix for Studying Catechetical Human Resources (SCHR)
(Generated from MaxMaps function of MAXQDA 2020)

Findings

The findings indicate that the selected ETs have various plans, programs, strategies, and implementation in each dimension of CHR. First, the recruitment and selection primarily involves school-based and community-based techniques. Second, formation and training are varying in terms of content, languages, strategies, and other aspects. Third, the general welfare and well-being of catechists requires adequate support and assistance. Fourth, monitoring and assessment strategies are important in improving the quality of teaching and learning catechesis. Fifth, the catechetical relations and concerns involve commitment and commendation for catechists. Lastly, there is also a need for strategic planning, documentation, and research. This study emphasizes a parish/community-based approach, active recruitment and selection, and effective monitoring and assessment toward a sustainable CHR in the country.

The word cloud reveals some of the key concepts that emerged from the conducted interviews (See *Figure 7.2*). Significantly, the words focus on the roles and responsibilities of the catechists in CM, including coordinator, parish, office, and guidelines.

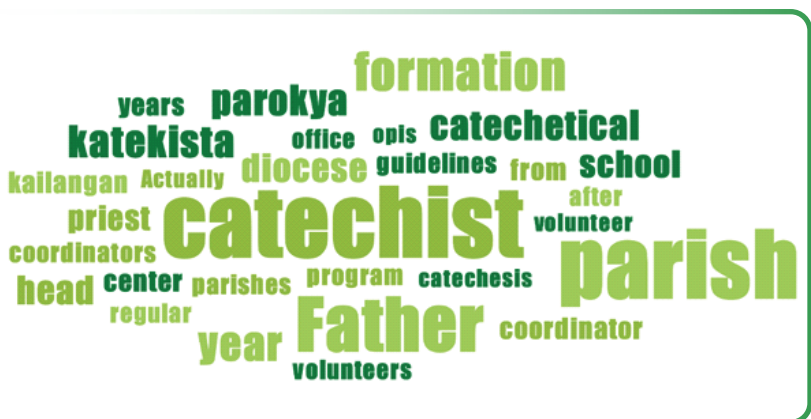


Figure 7.2. *Word Cloud of Selected Catechetical Leader Respondents*

Being Catechists

Being catechists covers the first process of CHR – recruitment and selection. It involves selected manner of qualifying a catechist, the process of selection, the identity and description of the people in CM, and the person involved in conducting the procedure. The criteria and requirements set to recruit and select new catechists reflect what it means to be a catechist.

Recruitment and Selection

In recruiting and selecting catechists particularly in the parish level, the parish priests primarily decide on who will undergo the catechetical formation and training. The Diocese of Masbate (2018) highlights the significant role of priests in this process, as quoted, “usually it is the parish priest who recommends a candidate to be sent into a two-week live-in Summer Formation House held at the capital town of Masbate. After which, a re-echo seminar is to be given those who underwent such formation in their respective parishes. They are also assisted by other volunteer catechists in the parish who signify to serve the parish in the field of catechetical ministry.” It is also observed in other parishes where the priests provide exams and interviews for aspiring catechists (see *Table JA 7.1*).



 : Diocese of Boac

Table JA 7.1. Joint Analysis of Selected Filipino Catechist Respondents on Recruitment and Selection

| Dimension | Quantitative Findings | Qualitative Findings |
|-----------------------|---|--|
| Sense of volunteerism | 67.4% of the selected Filipino catechist respondents are ministering as part-time, 16.4% are full-time, and 15.2% are volunteer. | 100% satisfied kasi 'yung pagiging katekista ko, pagiging volunteer catechist ko, isa pa 'yung nakatulong sa akin para makapagtapos ng pag-aaral. Kasi nung time ng crisis ng family namin, nand'yan sa likod ko 'yung parokya na sumusuporta financially ... At ngayon naman 'yung nagti-take ako ng Master's Degree, Simbahan na naman po ang ... tumutulong sa akin. 100% satisfied because through my service as volunteer catechist, I was able to finish my studies. During the times my family struggled financially, the parish supported us. Even now I am pursuing my Master's Degree, the Church is ... supporting me financially. |
| Motivations | The top three motivations on serving as catechist are sense of volunteerism, deep relationship with Jesus, and sense of mission/apostolate. | (Melvin, catechist, Archdiocese of Lingayen-Dagupan, Pos. 211) Very supportive sila. For one, 'yung sense of volunteerism, may mga volunteer na very supportive nitong mga lay people. So, I'm happy. <i>They are very supportive. For one, regarding sense of volunteerism, there are volunteer catechists that are very supportive of the lay people. So, I'm happy.</i> (Bernardo, a catechetical leader, Diocese of Pasig, Pos. 173) |



 : *Diocese of Calbayog*

Furthermore, some ETs divide catechists into two sets of categories: 1) the school-based catechists (adult) and the Mayflower or summer catechists (youth), and 2) the school-based catechists and community-based catechists. The school-based catechists are those who conduct catechesis in school during class days, while Mayflower catechists involve youth students that serve or do catechesis to children only during May. The community-based catechists are those who do catechesis in the parish, but some community-based catechists also do catechesis in school.

Becoming Catechists

Becoming catechists includes the dimensions where selected new catechists are prepared for their mission to catechize and evangelize. These dimensions indicate that to become a catechist is to be physically, mentally, and spiritually ready in the pursuance of the Church's mission of evangelization.



Formation

As observed in the previous chapter, there are various forms and structure of catechetical formations. For this purpose, some ETs develop their manual of norms and policies as a guideline in the overall process of managing the catechists. Accordingly, the Diocese of Laoag (2018) has its own manual for their 'Renewed Integral Evangelization Formation Program for Catechists,' which details the skills and responsibilities of catechists in the CM. Also, several dioceses have monthly meetings to give updates on some topics or discuss new topics to be used by the catechists. Thus, some of the catechists also consider their monthly meetings as an ongoing formation.

One diocese mentioned that only their vicariate coordinators could go to other places for seminars or training or enrolled in basic religious education. Some dioceses suggested that only the parish coordinators could attend the workshop or training and likewise facilitate the catechists' training in return (see *Table JA 7.2*).

Table JA 7.2. Joint Analysis of Catechist Respondents on Formation and Training

| Dimension | Quantitative Findings | Qualitative Findings |
|---------------------|--|---|
| Type of formation | <p>Most of the selected catechist respondents identify their formation experience as formal.</p> | <p>Kung tutuusin, “yung inaral ng [Religious Education] RE na 4 years, nakuha na namin ‘yan kasi liang taon ... tuluy-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 pumupunta man ako sa school, ... equipped naman ako. Kaya, nae-evaluate ko rin ‘yung pagtuturo ko sa mga bata or sa malalaki 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 sinunang directress ng catechetical institute para maganda ‘yung coordination ... ‘Yung mga madre, ‘yung pinapapunta sa mga parishes. Sila na ‘yung speaker.</p> <p>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</p> <p>(Alice, catechist, Diocese of San Jose de Antique, Pos. 292).</p> |

Dimension

Quantitative Findings

Formation providers
Parish is followed by Diocese-based formation with 68.4%.

Qualitative Findings

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 lang mga katekista] formation sila. Ang topic naman po ay 'yun po depende sa pangangailangan po, tsaka 'yung suggestion din po nanggagaling 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, catechist, Diocese of Balanga, 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.

(Joy, catechetical leader, Diocese of Maasin, Pos. 61)

Welfare and Wellness

The narratives of selected Filipino catechist respondents in *Table JA 7.3* discuss support and assistance for catechetical engagements. Here, one can observe the varying forms of assistance provided by parish priests across ETs. For instance, while there are some ETs which provide uniforms for the catechists, other ETs have no uniform or will need to acquire uniform on their own.



 : Diocese of Calbayog

Table JA 7.3. Joint Analysis of Catechist Respondents on Well-being and Wellness

| Quantitative Findings | | Qualitative Findings | |
|-----------------------------|--|---|---|
| Receiving financial support | About half of the selected catechist respondents receive financial support (51.8%). | Wala [kaming regular compensation], pero masaya naman 'saka nabubuhay naman kami. Tingnan mo 'yan ah, 'yung una ko [ay] 1500 [PhP] 'yung allowance ko. 'Tapos, 'pag makita ng tao, kasi 'yung mga tao sa rural 'di nila ma-identify at maano 'yung lay missionary at madre, 'yung tingin nila latas 'yan, madre lahat 'yan. Kaya, 'pag makita ka nila ay "Sister, ate Dei, 'yung tsinelas mo ay gasgas na bibilhan kita," bibigyan ka nila. Ganun. 'Tapos, yung 1500 na 'yun, kukunan ko pa ng SSS, PhilHealth. | <i>We do not have regular compensation, but we are still happy and continue to live. Look at this, my first allowance amounted to PhP1,500. Then, since at the rural area, most parishioners identify us as sisters, when they see us, "Sister, your slippers are already worn out. I will buy you a new pair," and they will give us new ones. Then, from that allowance, I still need to pay my SSS, PhilHealth.</i> |
| Forms of financial support | The top most form of financial support received by selected Filipino catechists are transportation/fare allowance (65.1%), clothing allowance (31.0%), and honorarium/stipend (24.3%). | (Deling, catechist, Archdiocese of Cebu, Pos. 145) | Yeah, 'yun talaga 'yung pinaglalaman namin kasi sa Diocese ng Dumaguete, wala talaga 'yung coming from the diocese giving to catechist na ang the diocese talaga ang nagbibigay. Usually, 'yung ginagawa lang is from the parish talaga 'yung fund. So, if 'yung pari [ay] may kagandahang loob, even if our catechists have irregular allowance or honorarium, pero in terms of snacks, naandun naman. 'Yung binigay po namin konting allowance for uniform, 'yan ang binibigay namin. Yes, that is what we are still contesting because in the Diocese of Dumaguete, we do not receive compensation from the diocese. Usually, it is funded by the parish. So, if the parish priest supports the catechists, even the catechists only have irregular allowance or honorarium, he will provide them snacks. In our case, we compensated our catechists through uniform allowance. |
| | | | (Hitchon, catechetical leader, Diocese of Dumaguete, Pos. 28) |

Moreover, some ETs provide health insurance (e.g. PhilHealth) as one of the benefits of their catechists. However, many catechists only receive allowances depending on the availability of funding and support. In some dioceses, the catechists voluntarily contribute a specific amount of money in the form of "monthly dues" or "damayan," which serves as financial assistance to compensate for the lack of institutionalized financial support for them.

Apostolate Monitoring, Assessment, and Feedback

This chapter observes that some ETs have varying organizational structure as well as individual roles and responsibilities of selected Filipino catechist respondents. As such, some dioceses only have vicariate coordinators and parish-based officers; others have vicariate coordinators and parish coordinators; and, others have vicariate coordinators, parish coordinators, and parish officers. These catechists become coordinators either through appointment from the parish priest or diocese, or from an election among the catechists. The catechetical engagement is from the bishops to the commission, catechetical directors, vicariate coordinators, parish priest, and/or catechetical coordinators, catechetical officers, and catechists (see *Table JA 7.4.*)



 : *Diocese of Tandag*

Table JA 7.4. Joint Analysis of Selected Filipino Catechist Respondents on Apostolate Monitoring, Assessment and Feedback

| Dimension | Quantitative Findings | Qualitative Findings |
|--------------------------|--|---|
| Number of hours | Most of the selected catechist respondents catechize one to ten hours a week (91.4%). | <p>A: ... Among oras 'yung pasok mo? ... <i>What time do you teach catechesis?</i></p> <p>B: Um, pumapasok kami ng... regular hours, office hour po. <i>Um, we teach during regular or office hours.</i></p> <p>A: So, bale 8 to 5? So, from 8 to 5?</p> <p>B: 8 to 5. Pero again, depende sa needs. Usually Monday to Friday. 'Pag kailangan pumasok ng Saturday-Sunday, kung may activity, papasok. 8 to 5. <i>But again, it depends on the needs. Usually, we teach from Monday to Friday. However, if we have an activity in Saturday-Sunday, we attend.</i></p> <p>A: Ah, okay. 'Yung Saturday-Sunday mo optional? <i>Ah, okay. Is your service in Saturday-Sunday optional?</i></p> <p>B: Opo, 'pag may activities or may kailangang tapusin po. <i>Yes, if we have activities or tasks for completion.</i></p> <p>(Arvin, catechist, Diocese of Balanga, Pos. 127-132)</p> |
| Evaluation of catechists | Among the catechetical leaders, they often assess/evaluate the catechists annually (48.7%), and monthly (29.8%). | <p>[Through] vicariate school visitation pero hindi lahat ng vicariate coordinators nakakapag-school visitation, but we encourage them to have school visitation every year para ma-evaluate talaga. Nago-observe sa klase. So sa ngayon, depende sa vicariate coordinator but maybe we can institutional[ize] it next year na mai-require sa lahat.</p> <p>[Through] vicariate school visitation although not all vicariate coordinators could facilitate this activity, but we encourage them to do it annually for the catechists' evaluation. In this activity, the coordinators observe during their classes. Until now, it still depends on the vicariate coordinator but maybe we can institutional[ize] it next year requiring all of them to do school coordination activities.</p> <p>(Jun, catechetical leader, Diocese of Maasin, Pos. 101)</p> |

The responsibilities and the do's and don't's of the catechists are presented during their catechetical orientation. Some ETs give guide modules to catechists. As observed, selected catechists learn about various Scriptures, doctrines, lessons through their catechetical curriculum. As such, their apostolate monitoring, assessment, and feedback is usually limited to the maintenance of the catechists' teaching schedule and participation in parish activities. Meanwhile, an ET implements an assessment process which includes monthly meetings with the head catechist who is responsible for the assessment of all the catechists. They also include formal leadership and supervision program in order to make sure that they are effective in managing the catechists.



 : *Diocese of Tandag*

Belonging to Catechetical Ministry

Belonging to CM consists of dimensions which signify the involvement of catechists in the ministry.

Relations and Concerns

The findings suggest the variations in catechetical engagements across ETs. Most of the time, the parish priest appoints the catechetical coordinator. The catechists' formal formation or certification is one of the bases for their movement to the catechetical coordinator. To some, the promotion is through election amongst the catechists. Moreover, it was observed that catechetical engagements were mainly voluntary (see *Table JA 7.5*). When it comes to catechetical concerns, they just discuss or check on the gravity of the issue to come up with the solutions. For instance in the case of absenteeism of the catechists in their designated classes, catechists involved are reminded of their mission and responsibility to CM.



 : Diocese of Cabanatuan

Table JA 7.5. Joint Analysis of Selected Filipino Catechist Respondents on Relations and Concerns

| Dimension | Quantitative Findings | Qualitative Findings |
|---------------------|---|--|
| Catechists' support | <p>The top three external factors contributing to effective catechesis are supportive family (75.2%), supportive parish priest (73.7%), and supportive co-catechists (70.6%).</p> | <p>Ah, 'yung tungkol sa support namin, our parish priest, very supportive. From Bishop down, lahat-lahat ng activities namin, kahit anong sina-suggest naming activity, sinusupportahan ... Sa parokya naman namin, 'yung support ng parish, merong second collection ... 'yun ang binibigay sa ... kung sino 'yung malayo ang tinuturungan school, binibigyan sila ng transportation allowance.</p> <p><i>Ah, regarding support, our parish priest is very supportive. From our Bishop down, all of our activities, any activity we will suggest, they will support it ... In the case of our parish, its support comes from the second collection, ... and usually those catechists who are teaching at peripheral schools and needing transportation allowance are the ones benefiting from it.</i></p> <p>(Hara, a catechist, Diocese of Kalibo, Pos. 109)</p> |
| Issues and concerns | <p>The top issues and concerns of catechists are need for ongoing formation (72.3%), training in doing effective catechesis (69.5%), and financial problems (64.6%).</p> | <p>Hindi lang financial na support, pati 'yung sa spiritual na support talagang nand'yaan si Bishop. 'Pag financial, lagi rin siyang nakasupporta sa amin. 'Tapos talagang nagbibigay siya ng tulong sa mga katekista na ... may sakit. Sasabihin lang sa kanya, "Bishop, may sakit po," 'tapos, nagbibigay siya talaga.</p> <p><i>Not just financially, our Bishop also supports us spiritually. Financially, he is always supporting us. Then, he gives monetary support to catechists with medical concern. Just mention, "Bishop, I am sick," he will lend you money.</i></p> <p>(Carmensista, catechetical leader, Diocese of Cubao, Pos. 185)</p> |



📷 : Diocese of Kabankalan

While there is no standardized form of handling CHR in each ET, our study recognizes the importance of understanding the needs and situation of the catechists. In so doing, ETs are encouraged to develop their own catechetical guidelines in teaching and learning catechesis that is inclusive and sensitive to the contexts of their respective CMs.

Catechetical Planning, Documentation, and Research

Each parish among various ETs has different settings, plans, programs, and projects; hence, there are no standardized guidelines implemented (See *Table JA 7.6*). This could be due to the vague or absence of effective catechetical planning, documentation and research in each ET. Most of the selected ETs identified that the catechists are involved in the planning of programs in the parishes. However, it was observed that there is a lack of proper training in documentation and research across CMs. Thus, the study identified the need for catechetical leaders and catechists to journey together in developing catechetical strategic plans that are ideally based on proper documentation and research in order to have a better grasps of their respective CM life and dynamics.

Table JA 7.6. Joint Analysis of Catechist Respondents on Catechetical Planning, Documentation, and Research

| Quantitative Findings | Catechetical Planning, Documentation, and Research | Qualitative Findings |
|--|--|--|
| <p>About 72.3 percent of the catechist respondents discuss with their catechetical directors/ coordinators their need for ongoing formation.</p> | <p>Ngayon po, ... kasi the catechetical ministry of the diocese [is] celebrating its 40th year po, part po ng program namin is una po ay naghubo kami, nagdevelop kami ng human resource po ngayon ng speakers' bureau po para sila na po magbigay ng mga talks seminar po, Pangalawa po, department po, is revision po ng mga modules and lesson plan po namin ... [And] may team po kami na binuo at binubuo ngayon para po diyari po na tututok sa paggagawa ng mga modules.</p> | <p>As of the moment, ... as the catechetical ministry of the diocese is celebrating its 40th year, one part of our program is the development of human resource speakers' bureau, which will handle the facilitation of seminars. Second is a department for the revision of our modules and lesson plans, ... And we created a team to spearhead the creation of modules.</p> |
| <p>Additionally, 69.5 of the catechetical directors report their catechists need trainings in doing effective catechesis.</p> | <p>Yun 'yung problema ... When I took over the Commission, ang focus kasi seminar lang for preparation for catechesis, teaching. Pero 'yung nakita ko when I also talked, meron kaming core group 'yung seminar na nag-participate lagi in preparing for teaching career or task, but regard to seminar 'yung preparation for formation of catechists, wala pa talaga. So, 'yun ang ginawa ko. Bale, 'yung core group, may seminar kami. Naka-participate kami, 'Yung sa Bacolod, may seminar sa catechist. 'Yung mga topic, nakuha namin sa PCNA. Kinuha namin 'yung iba na pwedeng ganitin para ginawa namin na parang isang module. So, as of now, 'yun ang ginamit namin na tool para sa pag form nila na I think for more than 1 year now, we've been in different parishes all over the diocese.</p> | <p>(Arvin, catechist, Diocese of Balanga, Pos. 757)</p> |
| <p>That is the problem ... When I took over the Commission, my focus was only the facilitation of seminar on the preparation for catechesis. But what I observed when I also talked, we have a core group, what we usually participated are seminars on teaching career or task; but seminars on catechists' formation, we have not yet participated to one. So, that is where I am focusing on. In other words, our core group have a seminar. Then, Bacolod has a seminar for catechists, and the topics are adapted from PCNA. We also borrowed some topics we could use and then, we made into one modules. So, as of now, that serves as our tool for catechetical formation, and I think that for more than a year now, we've been in different parishes all over the diocese.</p> | <p>(Hitchon, catechetical leader, Diocese of Dumaguete, Pos. 8).</p> | |

Pastoral Insights

This salient dimension of CM explores the experiences of selected Filipino catechist respondents regarding CHR. Accordingly, this section reflects on the following pastoral insights (See *Table 7.6*): First, the aging CM requires a more efficient way of recruiting catechists. Second, catechetical formation will be more effective through parish or community-based approaches. Third, the high level of volunteerism among the catechists should be linked to the protection of their general welfare and wellness. Fourth, the assessment and monitoring strategies serve as mechanism on deepening and improving the quality of teaching and learning catechesis. Fifth, commendation approach provides a new volunteerism dynamic among the catechists. Lastly, effective strategic planning, documentation, and research are crucial for the sustainability of CM.

In so doing, each pastoral insight corresponds to a particular observed dimension on CHR (see *Figure 7.3*). Each of these pastoral insights is discussed as follows:



 : Archdiocese of Capiz

Table FI 7.1. Research Findings and Insights on Catechetical Human Resources by Selected Dimensions

| | Argument Points | Key Findings | Insights |
|------------------|---|---|--|
| Being | Recruitment and selection | The recruitment and selection of catechists are school-based and community-based. | The aging catechetical ministry characterized by older female catechists call for younger and more efficient way of recruiting catechists. |
| | Formation | There are variations of catechetical formation program in the country in terms of content, languages, strategies, and other aspects. | Effective catechetical formation programs requires decentralization into community-based approaches. |
| Becoming | Apostolate monitoring, assessment, and feedback | There are variations of monitoring, assessment, and feedback strategies on on the selected Filipino catechist respondents in each ET. | The assessment and monitoring strategies serve as a mechanism on deepening and improving the quality of teaching and learning catechesis. |
| | Welfare and wellness | The well-being of catechists including their support and assistance significantly depend on the availability of resources. | The high level of volunteerism of catechists should be linked with their general well-being. |
| Belonging | Relations and concerns | The catechetical relations and concerns involve commitment and commendations for catechists. | The commendation approach among the catechists provide a new volunteerism dynamic in the context of catechetical engagement. |
| | Catechetical Planning, Documentation and Research | There are various planning, research, and development strategies among the ETs. | Effective strategic planning, documentation, and research, are crucial for the sustainability of the catechetical ministries. |

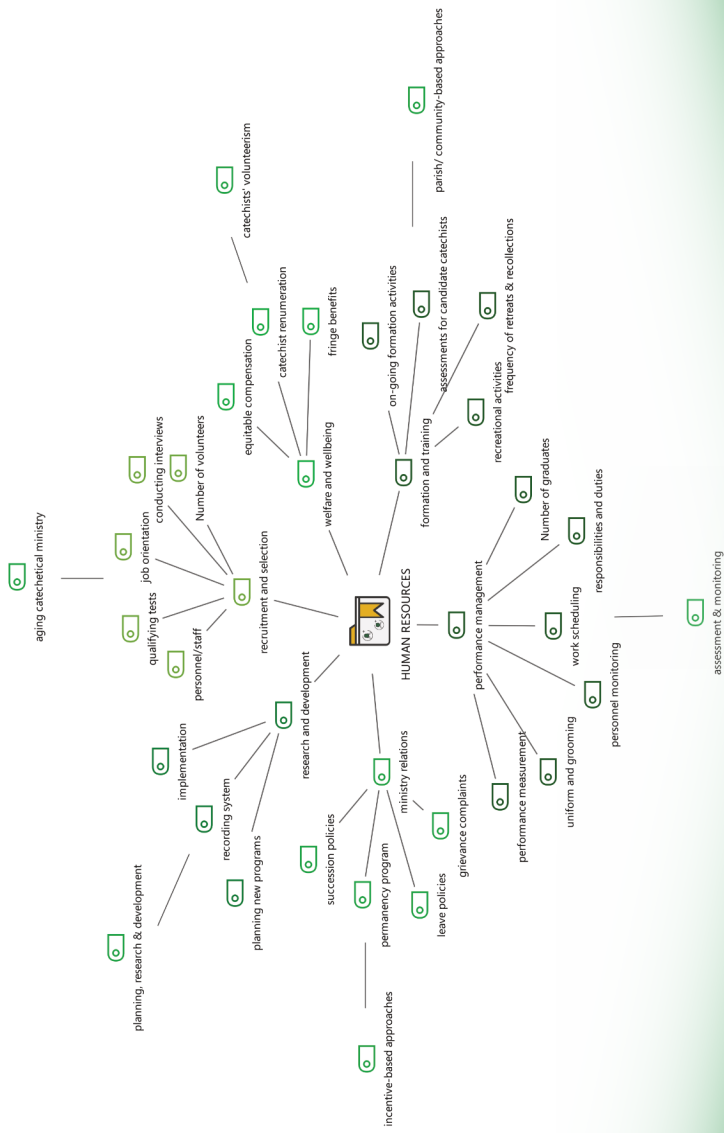


Figure 7.3. Empirical Code Matrix of Insights for Studying Catechetical Human Resources (SCHR)
 (Generated from MaxMaps function of MAXQDA 2020)

Aging Catechetical Ministry

This chapter observes that ETs have various existing policies and guidelines involving the recruitment and selection of catechists. The recruitment is done through mass announcements, posting of invitation within the church vicinity, billboards, and/or through catechists' friends, relatives, or neighbors. Some ETs accept catechists who are at least an elementary graduate, while several considered third-year high school students to high school graduates. There is a particular diocese which limits its catechist's candidate admission between 20 to 75 years old (with medical certificate). For some ETs, the recruitment is done once a year. For a few, it is held twice a year, while for several, the recruitment is continuous throughout the year.

Conversely, candidates should be committed to the Church's mission and values. Based on the findings on Filipino catechists and other sources (Catholic Diocese of Fort Worth, 2019; Congregation for the Clergy, 1997; CEP 1993), a potential catechist must possess the following qualities, namely 1) a person of faith or witness to the Gospel, 2) church commitment, 3) love for the Church and communion, 4) apostolic spirit and missionary zeal, 5) response to a call, 6) a desire to deepen one's knowledge or skills, 7) willingness to give generous service, 8) servant of the community, and 9) acceptance of the guidance and direction of the catechetical leader or coordinator. Furthermore, those who want to be a catechist and to effectively convey the Gospel message must have the following dynamic characteristics and competencies: 1) knowledge of Church policies and practices, 2) a solid grasp of Catholic doctrine and worship, 3) good interpersonal and communication skills, 4) conflict resolution skills, sufficient education, 5) ability to use various methodologies, 6) understanding of the stages of development, and 7) good relations with others.

Decentralization into Parish/ Community-based Approaches

Kwentong Katekista (A Catechist's Story) sharing

Yes, so ang talagang nagbigay po ng inspirasyon dito sa akin ay walang iba po kundi ang aking mga kapwa katekista. So bilang katekista alam ko din po yung buhay ng isang katekista, paglilingkod ng katekista, at naniniwala po ako na itong handbook na ito ay makakatugon talaga sa mga pangangailangan, sa mga dinaranas ng mga katekista lalong lalo na po yung mga volunteer catechists 'no, na sila po ang mas nakararami dito sa ating bansa. Kaya po habang ginagawa po talaga ito, iniisip ko po lagi na nako ito ay para sa mga katekistang Pinoy na talaga naming kailangan matugunan ang iba't iba nilang pangangailangan sa iba't ibang aspeto ng kanilang pagiging katekista.

Yes, it was my fellow catechists that gave me inspiration. As a catechist, I also know the life and service of catechists. I believe that this handbook will really respond to the needs of the catechists, especially the many volunteer catechists we have in our country. When I was working on the handbook, I constantly told myself that this is for the Filipino catechists and in hopes of helping various aspects of being catechists.

Victor dela Cruz, Diocese of Imus

One of the key findings of this research is the availability of different catechetical formation programs and training activities in various ETs. Each training and formation program varies in terms of duration, content, formators, formation spaces, catechetical materials and other aspects. In the Apostolic Vicariate of Taytay (2018), its recruitment process relies on mass announcements and network of catechists:

“As regards recruitment, every school year, there is a call for volunteer catechists. The priests, at Mass, announce the need for catechists as well as the specific dates for their forthcoming training. Current catechists and other church/chapel leaders also recommend their friends and acquaintances to become catechists. Then initial training seminars are conducted, after which follow-up sessions are scheduled.”

(Apostolic Vicariate of Taytay, 2018, p. 33)

This emphasizes the importance of tapping network connections and active invitations in increasing the number of catechists. Usually, catechists are responsible for encouraging more Filipino Catholics to volunteer and serve as catechists as well. In addition, parish priests may recommend possible catechists to undergo training. They utilize a systematic program of formation and training that seems effective in preparing the catechists in serving the CM. In other ETs, they train catechists according to the specific role they play in the ministry (See *Table 7.2*). Parish catechists usually serve in the local parishes, while school-based ones are teaching in public schools. Meanwhile, auxiliary catechists are mainly assisting in seminars for Church sacraments.



 : *Diocese of Alaminos*

High Level of Volunteerism of Catechists

As observed, the level of catechetical engagements among the catechists respondents is relatively oriented towards volunteerism. This type of disposition directs attention to a distinct orientation towards CM service and mission. This brings forth issues and concerns about the varying level of support and assistance that catechists need in their CM engagements. Our study identified the many strategies that ETs in their respective parishes employ in supporting their respective catechetical activities. Such variations in strategies reflect the differences in contexts and resources available for CM. While there are communities that could provide financial support and assistance to their catechists, most CMs thrive due to the generosity of time and resources provided by volunteer catechists. Thus, our study recognizes the missionary-service dynamic this voluntary orientation brings to CM. This may explain why any form of support and assistance rendered to fulfilling any tasks in CM are made stronger through the various forms of support from their families, fellow catechists, community, and the Church. Correspondingly, any forms of support and assistance given to CM are thus welcomed and embraced as helpful deeds to volunteer catechists.





 *Diocese of Antipolo*

In terms of apostolate monitoring of the catechists, our study observed that in some ETs, the parish is the one responsible for the supervision of their catechists. In other instances, there were reports that in several ETs the catechists who are connected to schools (i.e., catechists' teachers or administrators) oversee the catechist's attendance. Some ETs have a daily time record (DTR) to be signed by the teacher in charge after a discussion. The parish coordinators in most ETs are responsible for the apostolate monitoring and assessment of the catechists. To some, assessment of catechists is done during the parish monthly meeting, and quarterly at Vicariate level. However, other ETs reported that assessment of catechists occur annually after the end of the school year during the catechists' general assembly. Based on the key informants, there is no standardized rubric used for the assessment of catechetical engagements.

Commendation Approach for Catechesis

The commendation approach promotes recognition of meaningful catechetical engagements of catechists who are "dutiful, honest, competent, and socially sensitive; thus, preferring the wealth of love to the love of wealth" (Salamanca, 2015). Catechetical leaders are thus urged to practice charity and sensitivity in CM particularly to all those involved in the catechetical process. Such orientation encourages the value of solidarity and concern among toward a fair and just treatment among the staff. There is a need for solidarity or concern in CM engagements.

Correspondingly, to commend one's catechetical good work is to demonstrate appreciation, recognition, and respect. Thus, the practice of giving commendation to deserving catechists nurtures the interactions and relations among catechists towards a more caring CM.

Commendation can take many forms and each CM across ETs are encouraged to recognized their hardworking and committed catechists.



 : Diocese of Catarman



 : *Diocese of Tagbilaran*

Strategic Planning, Documentation, and Research

Significantly, planning, documentation, and research are essential to institutions such as the Philippine Catholic Church, specifically in various pastoral ministries such as CM. The purpose of these strategies is to respond to issues and concerns, help gain clarity when facing unfamiliar areas, and determine why something is working (Cooke, 2019). According to the Guide for Catechists (CEP, 1993), catechetical formation centers should also be a place for research and reflection specifically on the apostolate of catechesis, inculturation, interreligious dialogue, pastoral methods, etc.

The findings indicate that the identified ETs have varied plans and programs, strategies, and implementation in terms of the observed CHR dimensions. Additionally, the financial capabilities and support of parishes across ETs vary in terms of CHR.

The call and response to become a catechist is recognized in the local Church by the Bishop. The response to this call includes willingness to give's one's time and talents toward self- growth, understanding of the faith, and catechizing others.

(Diocese of Dallas, 2010, p. 6)

Accordingly, these key findings and insights are utilized in formulating the CHR handbook, entitled, *Katekista In Manus Tuas (In Your Hands): A Handbook on Being, Becoming, and Belonging to A Catechetical Ministry in the Philippines* (Batan et al., 2021). As such, the framework of this handbook is based on the six dimensions of CHR, which are (a) recruitment and selection; (b) formation; (c) apostolate monitoring, assessment, and feedback; (d) welfare and wellness; (e) relations and concerns; and (f) catechetical planning, documentation, and research. Moreover, these dimensions are grouped according to the larger domains of being, becoming, and belonging. In the handbook, each of its six main chapters elucidates one CHR dimension. Ultimately, the handbook intends to provide general guidelines on how to best approach and implement catechetical human resources among selected Filipino catechists and CMs. This handbook remains hopeful in improving the state of CHR in the Philippine Catholic Church.

To summarize, this chapter describes various strategies and practices of selected ETs within the six dimensions of CHR by embracing the sociological concepts of being, becoming, and belonging (Tilleczek, 2011). The findings suggest that being a catechist is primarily motivated by their willingness to serve the Church which should not be restricted to certain categories or criteria. Becoming a catechist means responding to the call to grow, which is to be physically, mentally, and spiritually prepared in pursuing the mission of evangelization. Likewise, belonging to CM encourages the Church to strengthen the sense of community in the ministry and calls for the involvement of catechists in planning and resolving issues in the ministry.

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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 |
| TOTAL | 84,538 | 101,238 | 19.75 |

Source: Quinquennial Reports (QQRs)
^aThe year of data reporting between 2009-2015;
^bThe 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 |
|--|----------------|----------------|-------------------|
| Number of Catholic Schools | | | |
| Preschool/Kindergarten | 754 | 845 | 12.07 |
| Primary/Elementary | 612 | 666 | 8.82 |
| Secondary/Junior High School ^c | 774 | 836 | 8.01 |
| Senior High School | | 111 | |
| Tertiary | 74 | 85 | 14.86 |
| Other Catholic Institutions of Higher Learning | 77 | 80 | 3.90 |
| Teachers in Catholic Schools | | | |
| Preschool/Kindergarten | 1,338 | 1,742 | 30.19 |
| Primary/Elementary | 5,293 | 7,146 | 35.01 |
| Secondary/Junior High School ^c | 7,867 | 13,505 | 71.67 |
| Senior High School | | 667 | |
| Tertiary | 1,430 | 1,309 | -8.46 |
| Enrollees in Catholic Schools | | | |
| Preschool/Kindergarten | 55,689 | 51,175 | -8.11 |
| Primary/Elementary | 228,929 | 202,998 | -11.33 |
| Secondary/Junior High School ^c | 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> | | | |
| ^a The year of data reporting between 2009-2015; | | | |
| ^b The year of data reporting between 2016-2019. | | | |
| ^c 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 Ilagan | 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 (%) |
|--------------|---------------|--------------|
| Sex | | |
| Male | 1,806 | 6.9 |
| Female | 24,233 | 93.1 |
| Total | 26,039 | 100.0 |
| Age | | |
| Mean | 52 | |

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

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

| Indicators | Frequency | % |
|---|-----------|-------|
| <i>How many of years have you been in the ministry as catechist?</i> | | |
| 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 |
| <i>How many numbers of hours per week do you catechize?</i> | | |
| 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 |
| <i>Do you receive compensation?</i> | | |
| No | 11,750 | 48.2 |
| Yes | 12,617 | 51.8 |
| Total | 24,367 | 100.0 |
| <i>How often do you receive compensation?</i> | | |
| 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 (%) |
|--|-----------|-------------|
| <i>Forms of support and assistance</i> | | |
| 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 (%) |
|--|-----------|-------------|
| Which do you prefer to receive as support and assistance? | | |
| 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 (%) |
|--|-----------|-------------|
| Is formal catechetical formation important? | | |
| Yes | 21,317 | 86.3 |
| No | 3,379 | 13.7 |
| Total | 24,696 | 100.0 |
| Rate the degree of importance of a formal catechetical formation as a qualification in becoming a catechist | | |
| 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 |
| Did you have any formal Catechetical Formation? | | |
| 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 (%) |
|---|-----------|-------------|
| Which of the following provided your ongoing catechetical formation? | | |
| Parish | 18,061 | 77.0 |
| Diocese | 11,695 | 49.9 |
| Catechetical centers | 4,808 | 20.5 |
| Religious Congregation | 2,921 | 12.5 |
| Schools | 1,061 | 4.5 |

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

| Indicators | Frequency | Percent (%) |
|--|-----------|-------------|
| Is ongoing catechetical formation important? | | |
| Yes | 25,185 | 99.7 |
| No | 76 | 0.3 |
| Total | 25,261 | 100.0 |
| Rate the degree of importance of an ongoing formation for more effective catechesis | | |
| 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 |
| Does your diocese/parish offer programs for ongoing catechetical formation? | | |
| Yes | 21,830 | 93.1 |
| No | 798 | 3.4 |
| I do not know | 825 | 3.5 |
| Total | 23,453 | 100.0 |
| Do you attend ongoing catechetical formation? | | |
| Yes | 23,807 | 95.9 |
| No | 1,026 | 4.1 |
| Total | 24,833 | 100.0 |
| If yes, how often? | | |
| 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 (%) |
|--|-----------|-------------|
| Which of the following catechetical content must be prioritized in your ongoing catechetical formation? | | |
| 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 (%) |
|--|-----------|-------------|
| How helpful are the ongoing catechetical formation programs in deepening your faith? | | |
| 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 |
| How helpful are the ongoing catechetical formation programs to the enhancement of your catechetical pedagogy? | | |
| 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 (%) |
|---|---------------|--------------|
| <i>How helpful are the ongoing catechetical formation programs to your spiritual growth?</i> | | |
| 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 |
| Total | 24,357 | 100.0 |
| <i>Among those who conduct catechetical formation, whom do you find most helpful in your ongoing catechetical formation?</i> | | |
| 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 |
| Total | 24,165 | 100.0 |

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

| Indicators | Frequency | Percent (%) |
|--|-----------|-------------|
| <i>In your observation, what issues and concerns do your students usually experience?</i> | | |
| 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 (%) |
|---|-----------|-------------|
| <i>At present, what external factors contribute most to doing your catechesis effectively?</i> | | |
| 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 (%) |
|---|-----------|-------------|
| <i>At present, what external factors make your ministry difficult?</i> | | |
| 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 (%) |
|---|-----------|-------------|
| <i>What best describes your life situation at present?</i> | | |
| 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 |
| <i>Are you happy at the moment as a catechist?</i> | | |
| 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 |
| <i>How satisfied are you as a catechist?</i> | | |
| 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 |
| <i>Aside from being a catechist, do you have other works/services?</i> | | |
| Yes | 16,973 | 72.2 |
| No | 6,532 | 27.8 |
| Total | 23,505 | 100.0 |
| <i>Does your family support your involvement in the catechetical ministry?</i> | | |
| 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 (%) |
|---|-----------|-------------|
| Which of the following topics on catechetical pedagogy/methodology must be prioritized in your ongoing catechetical formation? | | |
| 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 (%) |
|--|-----------|-------------|
| What materials do you use as sources for your catechetical instruction? | | |
| 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 (%) |
|---|-----------|-------------|
| Does your diocese/parish provide you with a catechetical module? | | |
| Yes | 24,914 | 97.8 |
| No | 479 | 1.9 |
| I do not know | 78 | 0.3 |
| Total | 25,471 | 100.0 |
| Do you use the provided catechetical module? | | |
| Yes | 22,824 | 94.8 |
| No | 1,260 | 5.2 |
| Total | 24,084 | 100.0 |

| Indicators | Frequency | Percent (%) |
|---|-----------|-------------|
| <i>In your opinion, do you consider your module as: (Multiple Responses)</i> | | |
| 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 |
| <i>What medium is used in your module?</i> | | |
| 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 (%) |
|---|-----------|-------------|
| <i>Which of the following strategies do you find most effective?</i> | | |
| 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 (%) |
|---|-----------|-------------|
| <i>Which of the following strategies do you find most effective?</i> | | |
| 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 |
| <i>Which of the following strategies do you find least effective?</i> | | |
| 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 |
| <i>Which of the following teaching aids do you find most effective? (Multiple Responses)</i> | | |
| 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 |
| <i>Which among the three goals of catechesis is your priority in catechizing?</i> | | |
| 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 (%) |
|--|-----------|-------------|
| What motivated you to serve as a catechist? | | |
| 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 (%) |
|---|-----------|-------------|
| Which of the following spiritual activities do you do on a daily basis? (Multiple Responses) | | |
| 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 |
| Which of these images BEST describe your relationship with Jesus at the moment? | | |
| 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 (%) |
|---|-----------|-------------|
| Does your diocese/parish organize spiritual exercises for catechists (ex. Retreats/recollections/pilgrimages)? | | |
| Yes | 24,168 | 96.6 |
| No | 505 | 2.0 |
| I do not know | 356 | 1.4 |
| Total | 25,029 | 100.0 |
| If yes, how often? | | |
| 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 |
| Aside from spiritual exercises that your parish/diocese organizes for catechists, do you participate in other activities that will enrich your spiritual life? | | |
| Yes | 23,444 | 96.0 |
| No | 987 | 4.0 |
| Total | 24,431 | 100.0 |
| If yes, how often? | | |
| 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 (%) |
|---|-----------|-------------|
| Biological Sex | | |
| Female | 97 | 42.2 |
| Male | 133 | 57.8 |
| Total | 230 | 100.0 |
| Designation | | |
| 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 |
| State of Life in the Church | | |
| 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 |
| Year/s as Diocesan Catechetical Leader according to the directory (Multiple Responses) | | |
| 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 (%) |
|---------------------------------------|------------|--------------|
| Age groups | | |
| Children | 0 | 0.0 |
| Youth | 14 | 4.7 |
| Adults | 190 | 63.3 |
| Elderly | 95 | 32.0 |
| Total | 299 | 100.0 |
| Biological Sex | | |
| Female | 251 | 88.1 |
| Male | 34 | 11.9 |
| Total | 285 | 100.0 |
| Civil Status | | |
| Single | 86 | 30.2 |
| Married | 199 | 69.8 |
| Total | 285 | 100.0 |
| Highest Educational Attainment | | |
| 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 |
| Total | 297 | 100.0 |
| Director or Coordinator | | |
| Director | 33 | 12.1 |
| Coordinator | 240 | 87.9 |
| Total | 273 | 100.0 |
| Designation | | |
| Lay Person | 225 | 78.9 |
| Religious Brother | 41 | 14.4 |
| Religious Sister | 7 | 2.5 |
| Priest | 12 | 4.0 |
| Total | 285 | 100.0 |

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

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

| Indicators | Frequency | Percent (%) |
|--|-----------|-------------|
| <i>At present, what external factors contribute most to fulfilling your ministry as director/coordinator effectively?</i> | | |
| 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 (%) |
|--|-----------|-------------|
| At present, what external factors make your ministry as director/coordinator difficult? | | |
| 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 (%) |
|--|-----------|-------------|
| Do you organize spiritual exercises (retreats, recollections) for the catechists? | | |
| Yes | 257 | 92.1 |
| No | 22 | 7.9 |
| Total | 279 | 100.0 |
| Which of the following religious activities do you do on a daily basis? | | |
| 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 |
| What are your spiritual preparations in planning catechetical activities? | | |
| 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 (%) |
|---|-----------|-------------|
| What best describes your life situation at present? | | |
| 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 |
| Are you happy at the moment as coordinator/director? | | |
| 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 |
| How satisfied are you as a coordinator or director? | | |
| 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 (%) |
|--|-----------|-------------|
| Aside from being a coordinator/ director, do you have other works/services? | | |
| 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 (%) |
|---|------------|--------------|
| <i>How would you rate your commitment as a coordinator/director at the moment?</i> | | |
| 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 |
| Total | 279 | 100.0 |

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

| Indicators | Frequency | Percent (%) |
|--|------------|--------------|
| <i>Is formal catechetical formation important?</i> | | |
| Yes | 270 | 94.4 |
| No | 16 | 5.6 |
| Total | 286 | 100.0 |
| <i>Rate the degree of importance of a formal catechetical formation as a qualification in becoming a director/coordinator</i> | | |
| 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 |
| Total | 288 | 100.0 |
| <i>Did you have any formal Catechetical Formation?</i> | | |
| Yes | 241 | 82.0 |
| No | 53 | 18.0 |
| Total | 294 | 100.0 |
| <i>If yes, what form?</i> | | |
| 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 |
| Total | 221 | 100.0 |

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

| Indicators | Frequency | Percent (%) |
|---|-----------|-------------|
| Does the ECCCE conduct ongoing catechetical formation for directors/coordinators? | | |
| Yes | 164 | 61.7 |
| No | 42 | 15.8 |
| No information | 60 | 22.6 |
| Total | 266 | 100.0 |
| If yes, how often? | | |
| Weekly | 6 | 3.4 |
| Monthly | 67 | 38.1 |
| Quarterly | 11 | 6.3 |
| Annually | 76 | 43.2 |
| Other | 16 | 9.1 |
| Total | 176 | 100.0 |
| Is ongoing catechetical formation important in your ministry as director/coordinator? | | |
| Yes | 279 | 99.6 |
| No | 1 | 0.4 |
| Total | 280 | 100.0 |
| Rate the degree of importance of ongoing catechetical formation for director/coordinator | | |
| Very much important | 227 | 81.9 |
| Important | 39 | 14.1 |
| Neutral | 10 | 3.6 |
| Somewhat important | 1 | 0.4 |
| Total | 277 | 100.0 |
| Do you attend ongoing catechetical formation as catechetical coordinator/director? | | |
| 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 (%) |
|--|-----------|-------------|
| Which of the following topics have been offered in your ongoing formation as catechetical coordinator/director? | | |
| 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 (%) |
|--|-----------|-------------|
| Do you have an existing curriculum for catechetical instruction? | | |
| Yes | 218 | 86.5 |
| No | 27 | 10.7 |
| No information | 7 | 2.8 |
| Total | 252 | 100.0 |
| Do you have an existing syllabus for your catechetical instruction? | | |
| 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 (%) |
|--|-----------|-------------|
| <i>Which of the following items are primarily considered in preparing the syllabus?</i> | | |
| 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 |
| <i>Which of these materials are often used in the syllabus?</i> | | |
| 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 |
| <i>What language do you use in preparing syllabus?</i> | | |
| 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 (%) |
|---|-----------|-------------|
| <i>Which of the following catechetical materials are available in your office?</i> | | |
| 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 (%) |
|---|-----------|-------------|
| <i>Do you know certain issues and concerns your catechists are faced with?</i> | | |
| Yes | 258 | 95.6 |
| No | 12 | 4.4 |
| Total | 270 | 100.0 |
| <i>Do you receive compensation?</i> | | |
| Yes | 90 | 32.6 |
| No | 186 | 67.4 |
| Total | 276 | 100.0 |
| <i>How often do you receive compensation?</i> | | |
| 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 |
| <i>In reference to your answer in the preceding number, how much monetary compensation do you receive?</i> | | |
| 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 (%) |
|--|-----------|-------------|
| Which do you prefer to receive as support and assistance? | | |
| 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 (%) |
|---|-----------|-------------|
| What issues and concerns do your catechists usually discuss with you? | | |
| 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 (%) |
|---|-----------|-------------|
| Do you have an existing organizational structure for the catechetical ministry in your diocese/parish? | | |
| Yes | 266 | 92.7 |
| No | 13 | 4.5 |
| I do not know | 8 | 2.8 |
| Total | 287 | 100.0 |

| Indicators | Frequency | Percent (%) |
|--|-----------|-------------|
| <i>Do you have an existing organizational structure for the catechetical ministry in your diocese/parish?</i> | | |
| Yes | 266 | 92.7 |
| No | 13 | 4.5 |
| I do not know | 8 | 2.8 |
| Total | 287 | 100.0 |
| <i>Do you have a clear understanding of your job as a director/coordinator?</i> | | |
| Yes | 275 | 95.2 |
| No | 8 | 2.8 |
| I do not know | 6 | 2.1 |
| Total | 289 | 100.0 |
| <i>Do you keep an updated demographic profile of the catechists in your parish?</i> | | |
| 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 (%) |
|---|-----------|-------------|
| <i>Do you have an existing mission-vision statement in your diocese or parish?</i> | | |
| Yes | 265 | 93.3 |
| No | 16 | 5.6 |
| I do not know | 3 | 1.1 |
| Total | 284 | 100.0 |
| <i>Do you refer to the mission-vision in planning programs and activities?</i> | | |
| Yes | 243 | 87.4 |
| Sometimes | 20 | 7.2 |
| No | 9 | 3.2 |
| I do not know | 6 | 2.2 |
| Total | 278 | 100.0 |
| <i>Is your mission-vision well disseminated to your catechists in your parish/diocese?</i> | | |
| 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 (%) |
|--|------------|--------------|
| <i>How often do you conduct consultation meetings with the catechists regarding their concerns?</i> | | |
| 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 |
| Total | 291 | 100.0 |
| <i>Do you assess/evaluate your catechists?</i> | | |
| No | 28 | 10.0 |
| Yes | 251 | 90.0 |
| Total | 279 | 100.0 |
| <i>How often do you assess/evaluate your catechists?</i> | | |
| Weekly | 27 | 10.2 |
| Monthly | 79 | 29.8 |
| Quarterly | 18 | 6.8 |
| Annually | 129 | 48.7 |
| Other | 12 | 4.5 |
| Total | 265 | 100.0 |
| <i>Do you have an existing standard assessment/evaluation tool for your catechists?</i> | | |
| Yes | 176 | 65.9 |
| No | 91 | 34.1 |
| Total | 267 | 100.0 |

The Filipino Catechized

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

| Indicators | Frequency | Percent (%) |
|--|-----------|-------------|
| Age group | | |
| Children | 1,312 | 20 |
| Youth | 2,022 | 31 |
| Adult | 1,983 | 30 |
| Elderly | 1,261 | 19 |
| Total | 6,578 | 100 |
| Sex | | |
| Male | 1,766 | 27 |
| Female | 4,752 | 73 |
| Total | 6,518 | 100 |
| Do you consider yourself as part of the LGBTQ+ community? | | |
| Yes | 914 | 17 |
| No | 4,603 | 83 |
| Total | 5,517 | 100 |
| Civil Status | | |
| Single | 3,546 | 55 |
| Married | 2,184 | 34 |
| Others | 710 | 11 |
| Total | 6,440 | 100 |
| Space of worship | | |
| Center | 3,529 | 54 |
| Periphery | 3,005 | 46 |
| Total | 6,534 | 100 |
| Highest Educational Attainment | | |
| 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 (%) |
|--|-----------|-------------|
| <i>Are you generally happy being Catholic?</i> | | |
| Yes | 6,451 | 99.6 |
| No | 24 | 0.4 |
| Total | 6,475 | 100.0 |
| <i>Do you feel a sense of belongingness in your parish community?</i> | | |
| Yes | 6,477 | 98.4 |
| No | 104 | 1.6 |
| Total | 6,581 | 100.0 |
| <i>Do you consider the Philippines as a Catholic country?</i> | | |
| Yes | 6,394 | 97.0 |
| No | 76 | 1.2 |
| Total | 6,589 | 100.0 |
| <i>In your view, will the Catholic Church survive in the next 50 years?</i> | | |
| Yes | 6,312 | 95.9 |
| No | 43 | 0.7 |
| I do not know | 225 | 3.4 |
| Total | 6,580 | 100.0 |
| <i>Do you know that the Catholic Church in the Philippines will celebrate its 500th year in 2021?</i> | | |
| 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 | % |
| Were you ever interested in knowing Church-related social issues in the country? *** | | | | | | | | | | |
| 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 |
| What are the sources of your information on these church-related social issues? (Multiple Responses) | | | | | | | | | | |
| 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 |
| In your parish, do you know any activity organized in relation to these selected Church-related issues? * | | | | | | | | | | |
| 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 |
| In your experience, did your parish conduct any awareness program in relation to these selected Church-related social issues? * | | | | | | | | | | |
| 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 |
| In general, do you think the Catholic Church community should be involved in political issues? * | | | | | | | | | | |
| 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 | % |
| Which of the following Church-related social issues are you aware of? (Multiple Responses). | | | | | | | | | | |
| 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 | % |
| Are you aware of the Church's position on the selected social issues? (Multiple Responses). | | | | | | | | | | |
| 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 (%) |
|---|-----------|-------------|
| Based on what you know, are there any Catholic schools in your area? | | |
| Yes | 5,059 | 78.0 |
| No | 1,428 | 22.0 |
| Total | 6,487 | 100.0 |
| Have you experienced studying in a Catholic school? | | |
| Yes | 2,646 | 54.9 |
| No | 2,173 | 45.1 |
| Total | 4,819 | 100.0 |
| Do you think these Catholic schools are important in today's society? | | |
| Yes | 4,550 | 94.7 |
| No | 84 | 1.7 |
| I do not know | 171 | 3.6 |
| Total | 4,805 | 100.0 |
| Do you think these Catholic schools help in the promotion of the Catholic faith? | | |
| Yes | 4,618 | 96.0 |
| No | 41 | 0.9 |
| I do not know | 150 | 3.1 |
| Total | 4,809 | 100.0 |
| Do you think these Catholic schools assist in understanding selected Church-related social issues? | | |
| Yes | 4,387 | 91.7 |
| No | 91 | 1.9 |
| I do not know | 304 | 6.4 |
| Total | 4,782 | 100.0 |
| Do you think these Catholic schools encourage students to be catechists in the parish? | | |
| 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 (%) |
|--|-----------|-------------|
| Do you know any catechist in your parish? | | |
| Yes | 6,278 | 95.6 |
| No | 291 | 4.4 |
| Total | 6,569 | 100.0 |

| Indicators | Frequency | Percent (%) |
|--|-----------|-------------|
| In your lifetime, have you ever been taught by a catechist? | | |
| Yes | 6,249 | 94.9 |
| No | 336 | 5.1 |
| Total | 6,585 | 100.0 |
| In your opinion, do you find the catechesis you receive to be meaningful? | | |
| 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 | % |
| Which of the following concepts did you learn from catechesis? (Multiple Responses) | | | | | | | | | | |
| 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 (%) |
|--|-----------|-------------|
| In your parish, are you aware of any catechesis for the following age group? (Multiple Responses) | | |
| Children | 5,101 | 85.9 |
| Youth | 4,383 | 73.8 |
| Adult | 3,037 | 51.1 |
| Elderly | 2,209 | 37.2 |
| In your view, which among the following age groups need catechesis? (Multiple Responses) | | |
| 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 (%) |
|---|-----------|-------------|
| <i>If given the chance, are you interested in attending catechesis?</i> | | |
| Yes | 5,559 | 91.1 |
| No | 233 | 3.8 |
| I do not know | 313 | 5.1 |
| Total | 6,105 | 100.0 |
| <i>If yes, which among the following goals describe your intention in attending catechesis? (Multiple Responses)</i> | | |
| 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 (%) |
|--|-----------|-------------|
| <i>Recalling your past catechetical experiences, do you find catechesis as a/an: (Multiple Responses)</i> | | |
| 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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How helpful are the on-going catechetical formation programs to the enhancement of your catechetical pedagogy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How helpful are the on-going catechetical formation programs to your spiritual growth? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

34. Among those who conduct catechetical formation, whom do you find most helpful in your on-going catechetical formation? *Mark only one box.*

- 1 Bishop 4 Lay religious educator/catechist
 2 Priest 5 Lay catechetical director/coordinator
 3 Lay theologian 99 Other: _____

35. Why? _____

Catechetical Content

36. Does your diocese/parish provide you with a catechetical module?

- 1 Yes 0 No 98 I do not know

37. Do you use the provided catechetical module?

- 1 Yes 0 No

38. In your opinion, do you consider your module as: *Mark only one box per row.*

| | 1 Yes | 0 No | 98 I don't know |
|---|--------------------------|--------------------------|--------------------------|
| Research-based | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gender sensitive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| National Catechetical Directory of the Philippines-guided | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Doctrine, Moral, Worship structured | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Ecumenically sensitive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Interreligious/interfaith sensitive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Culturally-sensitive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

39. What medium of instruction is used in your module? *Mark only one box.*

- 1 English 4 Ilocano 7 Hiligaynon
 2 Filipino/Tagalog 5 Bisaya/Cebuano 99 Other: _____
 3 Kapampangan 6 Bicolano

40. Which medium of instruction do you prefer in your catechetical instruction? *Mark only one box.*

- 1 English 4 Ilocano 99 Other: _____
 2 Filipino/Tagalog 5 Bisaya/Cebuano
 3 Kapampangan 6 Bicolano

41. What materials do you use as sources for your catechetical instruction? *Mark all that apply.*

- Bible Catholic Social Teaching for the Youth (DoCat)
 Catechism of the Catholic Church (CCC) Youth Catechism (YouCat)
 Catechism of Filipino Catholics (CFC) 99 Other: _____
 Compendium of the Social Teachings of the Church

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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How familiar are you with the Catechism of the Catholic Church (CCC)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How familiar are you with the Catechism for the Filipino Catholics (CFC)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How familiar are you with the Youth Catechism of the Catholic Church (YouCat)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| How familiar are you with the Social Doctrine of the Catholic Church for Youth (DoCat)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Which of the following strategies do you find least effective? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| That marriage is sacred and a lifetime commitment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| That divorce is a desecration of the dignity of marriage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| That same sex marriage violates the dignity of marriage as well as the natural law | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| That the use of contraceptives is against the procreative dimension of marriage and the sacredness of life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| That premarital sex is a violation of the sacredness of marriage | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| That death penalty is opposed to life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| That the human person is the steward of God's creation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| That human dignity and human rights cannot be violated | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <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?*)

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?)*

**INTERVIEW QUESTIONS/
MGA KATANUNGAN**

**Catechetical Content/
Mga Paksa at Pamamaraan sa Pagtuturo ng Katesismo**

1. Based on your observation, what topics do you find easy to discuss? Identify reasons. *(Sa iyong obserbasyon, anu-anong mga paksa ang madaling talakayin sa klase? Magbigay ng mga posibleng dahilan.)*
2. Based on your observation, what topics do you find difficult to discuss? Identify reasons and ways to address the difficulty. *(Sa iyong obserbasyon, anu-anong mga paksa ang nahihirapan kang talakayin sa klase? Magbigay ng mga posibleng dahilan at mga paraan upang tugunan ito.)*
3. Are you familiar with the catechetical sources, such as Bible, CFC, CCC, Vatican II documents? How do you use them in your lessons? *(Ikaw ba ay pamilyar sa mga sources tulad ng Bible, CFC, CCC, Vatican II documents. Paano mo ito ginagamit sa pagtuturo?)*
4. What can you say about the catechetical syllabus that you follow in teaching catechism? Share curricular experiences. *(Ano ang iyong masasabi sa catechetical syllabus na ginagamit niyo sa pagtuturo? Magbahagi ng iyong karansan.)*
5. What is your aim in doing catechesis? *(Ano ang pangunahing layunin mo sa pagtuturo ng katesismo?)*

INTERVIEW QUESTIONS/ MGA KATANUNGAN

Catechetical Pedagogy/ Mga Paksa at Pamamaraan sa Pagtuturo ng Katesismo

1. In your observation what teaching strategies do you find effective? Share concrete stories. *(Sa iyong obserbasyon, anu-anong mga teaching strategies ang epektibo? Magbahagi ng mga konkretong karanasan.)*
2. In your observation what teaching strategies do you find ineffective? How do you address the difficulties? *(Sa iyong obserbasyon, anu-anong mga teaching strategies ang nakikita mo na hindi epektibo? Paano mo tinutugunan ang mga bagay na ito?)*
3. In your opinion, what language do you consider as an effective medium of instruction in making catechetical lessons more relevant to the catechized? Share an experience. *(Sa iyong palagay, anong wika ang epektibo sa pagtuturo ng katesismo para mas maging makabuluhan ito? Magbahagi ng karanasan kaugnay nito.)*
4. What new strategies do you use in teaching so the lessons will be more relevant to those being catechized? Share an experience related to this. *(Anu-anong mga makabagong teaching strategies sa pagtuturo ng katesismo ang iyong ginagamit upang mas maging makabuluhan ito sa mga tinuturuan? Magbahagi ng karanasan kaugnay nito.)*

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

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"/> EP CACERES</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP JARO</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP NUEVA SEGOVIA</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP CAGAYAN DE ORO</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP LINGAYEN-DAGUPAN</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP OZAMIZ</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP CAPIZ</p> <ul style="list-style-type: none"> <input type="checkbox"/> Archdiocese of Capiz <input type="checkbox"/> Diocese of Kalibo <input type="checkbox"/> Diocese of Romblon | <p><input type="checkbox"/> EP LIPA</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP PALO</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP CEBU</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP MANILA</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP SAN FERNANDO</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP COTABATO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Archdiocese of Cotabato <input type="checkbox"/> Diocese of Kidapawan <input type="checkbox"/> Diocese of Marbel | | <p><input type="checkbox"/> EP TUGUEGARAO</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP DAVAO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Archdiocese of Davao <input type="checkbox"/> Diocese of Digos <input type="checkbox"/> Diocese of Mati <input type="checkbox"/> Diocese of Tagum | <p><input type="checkbox"/> EP MILITARY ORDINARIATE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Military Ordinariate | <p><input type="checkbox"/> EP ZAMBOANGA</p> <ul style="list-style-type: none"> <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 |

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 |
| Frank Sinatra's song "My Way" killings 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"/> |
| The 'aswang' phenomenon Ang paniniwala sa aswang | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The querida (mistress) syndrome Ang pagkakaroon ng kabit o ibang kinakasama | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pacquiao phenomenon Pagturing kay Pacquiao bilang pambansang kamao | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Filipinos' ability to smile during disasters Ang kakayahang ngumiti ng mga Pilipino sa kabila ng kalamidad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tingi-tingi phenomenon Pagbebenta at pagbili nang tingi-tingi | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Istambay phenomenon Ang sitwasyong tambay at ugaling tumambay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Filipino text messaging phenomenon Pagkahilig sa text messaging ng mga Pilipino | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Filipino social media phenomenon (examples, FB, YouTube) Pagkahilig ng mga Pilipino sa social media (halimbawa, FB, YouTube) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Filipino teleserye phenomenon 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">Cultural Practices <i>Mga Gawaing-Kultural</i></p> | <p>30.1. In your view, which of the following cultural practices are influenced by Catholic faith? Check all that apply. <i>Sa iyong panahaw, alin sa mga sumusunod na mga gawaing-kultural ang na-impluwensiyahan ng pananampalatayang Katoliko? Lagyan ng tsek ang lahat ng naaangkop.</i></p> | <p>30.2. Which of the following cultural practices are still observed today in your community? Check all that apply. <i>Alin sa mga sumusunod na gawaing-kultural ang nasasaksihan mo pa sa iyong pamayanan? Lagyan ng tsek ang lahat ng naaangkop.</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)*

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

| Selected Church-related Social Issues <i>Mga Piling Isyung-Panlipunan na may Kaugnayan sa Simbahan</i> | 37.1. Which of the following Church-related social issues are you aware of? Check all that apply. <i>Alin sa mga sumusunod na isyung panlipunan na may kaugnayan sa Simbahan ang alam mo? Lagyan ng tsek ang lahat ng naaangkop.</i> | 37.2. Are you aware of the Church's position on the selected social issues? Check all that apply. <i>Alam mo ba ang posisyon ng Simbahan sa mga piling social issue? Lagyan ng tsek ang lahat ng naaangkop.</i> |
|--|--|---|
| Abortion <i>Pagpapalaglag ng bata sa sinapupunan</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Church scandals (examples: sexual abuse and lavish lifestyle, etc.) <i>Mga iskandalo sa Simbahan (halimbawa: pang-aabusong sekswal at magarbong pamumuhay)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Divorce <i>Paghihiwalay ng mag-asawa</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Labor-related issues (examples: child labor and contractualization, etc.) <i>Mga isyu tungkol sa paggawa (halimbawa: pagtatrabaho ng mga bata at kontraktwalisasyon)</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reproductive Health Issues <i>Mga Isyung tungkol sa kalusugang reproductibo</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Same-sex marriage <i>Pagpapakasal ng dalawang taong may parehong kasarian</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Politics-related issues <i>Mga isyung may kaugnayan sa pulitika</i> | <input type="checkbox"/> | <input type="checkbox"/> |
| Others, please specify (Iba pa, pakitukoy) _____ | <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) | |

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

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

| Languages <i>Mga Wika</i> | 44.12. When you were taught catechesis, which among the following languages were used? Check all that apply. <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? Check all that apply. <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"/> |

| Age Group <i>Pangkat ng Edad</i> | 44.14. In your parish, are you aware of any catechesis for the following age group? Check all that apply. <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? Check all that apply. <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) _____.

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



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Survey Questionnaire Concept & Content by Clarence M. Batan, Ma. Cecilia L. Balajadia & NCS 2021: PARI Project Research Team

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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 pakikisa 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 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.

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"/> EP CACERES</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP JARO</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP NUEVA SEGOVIA</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP CAGAYAN DE ORO</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP LINGAYEN-DAGUPAN</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP OZAMIZ</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP CAPIZ</p> <ul style="list-style-type: none"> <input type="checkbox"/> Archdiocese of Capiz <input type="checkbox"/> Diocese of Kalibo <input type="checkbox"/> Diocese of Romblon | <p><input type="checkbox"/> EP LIPA</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP PALO</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP CEBU</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP MANILA</p> <ul style="list-style-type: none"> <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 | <p><input type="checkbox"/> EP SAN FERNANDO</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP COTABATO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Archdiocese of Cotabato <input type="checkbox"/> Diocese of Kidapawan <input type="checkbox"/> Diocese of Marbel | | <p><input type="checkbox"/> EP TUGUEGARAO</p> <ul style="list-style-type: none"> <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 |
| <p><input type="checkbox"/> EP DAVAO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Archdiocese of Davao <input type="checkbox"/> Diocese of Digos <input type="checkbox"/> Diocese of Mati <input type="checkbox"/> Diocese of Tagum | <p><input type="checkbox"/> EP MILITARY ORDINARIATE</p> <ul style="list-style-type: none"> <input type="checkbox"/> Military Ordinariate | <p><input type="checkbox"/> EP ZAMBOANGA</p> <ul style="list-style-type: none"> <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 |

7. In what parish do you belong to?

Sa anong parokya ka kabilang?

8. What is your address?

Saan ka nakatira?

| City/Municipality <i>(Lungsod/Bayan)</i> | Province <i>(Lalawigan)</i> | Region <i>(Rehiyon)</i> |
|--|-----------------------------|-------------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

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

9. How are you? What can you say about your life at present?

Kumusta? Anong masasabi mo sa iyong buhay sa kasalukuyan?

10. What first two words comes into your mind when you hear the word "Catholic"?

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

1. _____

2. _____

Share stories behind these words.

Magkwento tungkol sa mga salitang ito.

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

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

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?*

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?

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?

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.

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?

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.

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.

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?

- 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?

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

Anong masasabi mo sa ating mga Katolikong paaralan ngayon?

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.

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?

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>) |
|--|---|---|--|
| A. Structures (examples: church/ chapel, office, classroom, library, etc.) | | | |
| <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. Catechetical Ministry Activities (examples: catechetical classes, sacramental rites, religious activities, etc.) <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"/> | |
| C. Teaching Aids (examples: catechetical chart, storybook, etc.) <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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Episcopal Commission on Catechesis and Catholic Education (ECCCE) and the
University of Santo Tomas' (UST) Research Center for Social Sciences and Education (RCSSEd)

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

The NCS 2021: PARI Project Research Team
Phone: +63-2-8786-1611 loc. 4092
Email: 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.

| ECCLESIASTICAL PROVINCE (EP) & ECCLESIASTICAL TERRITORY (ET) INDICATORS In what (1.) <i>Ecclesiastical Province (EP)</i> and (1.1) <i>Ecclesiastical Territory (ET)</i> do you belong to? | | |
|--|---|--|
| <input type="checkbox"/> EP CACERES <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"/> EP JARO <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"/> EP NUEVA SEGOVIA <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"/> EP CAGAYAN DE ORO <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"/> EP LINGAYEN-DAGUPAN <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"/> EP OZAMIZ <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"/> EP CAPIZ <input type="checkbox"/> Archdiocese of Capiz <input type="checkbox"/> Diocese of Kalibo <input type="checkbox"/> Diocese of Romblon | <input type="checkbox"/> EP LIPA <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"/> EP PALO <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"/> EP CEBU <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"/> EP MANILA <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"/> EP SAN FERNANDO <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"/> EP COTABATO <input type="checkbox"/> Archdiocese of Cotabato <input type="checkbox"/> Diocese of Kidapawan <input type="checkbox"/> Diocese of Marbel | | <input type="checkbox"/> EP TUGUEGARAO <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"/> EP DAVAO <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"/> EP MILITARY ORDINARIATE <input type="checkbox"/> Military Ordinariate | <input type="checkbox"/> EP ZAMBOANGA <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. Villarajo, 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. Mangalino, 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 |
|--|------------------------------|--------------------------|------------------------|
| Ecclesiastical Province (EP) of Caceres | | | |
| 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 |
| Ecclesiastical Province (EP) of Cagayan De Oro | | | |
| 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 |
| Ecclesiastical Province (EP) of Capiz | | | |
| 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 |

| Ecclesiastical Territory (ET) | Name | Designation | Year/s as CL |
|---|---------------------------------------|---------------------------------|------------------------|
| Ecclesiastical Province (EP) of Cebu | | | |
| 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 |
| Ecclesiastical Province (EP) of Cotabato | | | |
| 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 |
| Ecclesiastical Province (EP) of Davao | | | |
| 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 |
| Ecclesiastical Province (EP) of Jaro | | | |
| 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 |
| Ecclesiastical Province (EP) of Lingayen-Dagupan | | | |
| 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 |

| Ecclesiastical Territory (ET) | Name | Designation | Year/s as CL |
|--|--|---------------------------------------|------------------------|
| 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 |
| Ecclesiastical Province (EP) of Lipa | | | |
| 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 |

| Ecclesiastical Territory (ET) | Name | Designation | Year/s as CL |
|--|------------------------------------|---------------------------------|------------------------|
| 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 |
| Ecclesiastical Province (EP) of Manila | | | |
| 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 |
| Ecclesiastical Province (EP) of Military Ordinariate | | | |
| 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 |
|--|--------------------------------|----------------------------------|------------------------|
| Ecclesiastical Province (EP) of Nueva Segovia | | | |
| 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 |
| Ecclesiastical Province (EP) of Ozamis | | | |
| 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 |
| Ecclesiastical Province (EP) of Palo | | | |
| 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 |
| Ecclesiastical Province (EP) of San Fernando | | | |
| 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 |
| Ecclesiastical Province (EP) of Tuguegarao | | | |
| 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 |
| EP Zamboanga | | | |
| Archdiocese of Zamboanga | FR. JUDE DUNCOMBE | Catechetical Director | 2016, 2017, 2019 |
| Archdiocese of Zamboanga | SR. VIRGINIA YLAYA, OND | Catechetical Director | 2021 |
| Archdiocese of Zamboanga | SALVACION E. HERRERA | Catechetical Coordinator | 2016, 2017, 2019, 2021 |
| Apostolic Vicariate of Jolo | FR. RICKY B. BACOLCOL, DCJ | Catechetical Director | 2016, 2017 |
| 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 |
| Prelature of Isabela de Basilan | FR. JOSELITO DE LOS REYES | Catechetical Director | 2016, 2017, 2019, 2021 |
| Prelature of Isabela de Basilan | SR. MARY JESSICA OJEDA SUICO, OND | Catechetical Coordinator | 2016, 2017, 2019 |
| Prelature of Isabele (Basilan) | SR. LUCIA S. ARANA, OND | Catechetical Coordinator | 2021 |

Katekistang Kalakbay sa Pananaliksik (KKP) Volunteers

Carmencita L. Suguitan
Fr. Amado V. Gino
Fr. Carlo Magno S. Marcelo
Sr. Teresita H. Magbiray, MCST
Ms. Ma. Josefina Javier
Mr. Junie N. Cabantoc
Leonita M. Rodrigo
Sr. Ma. Lourdes R. Salamat, MCST
Milagros L. Lacsa
Sr. Mary A. Ating, SIHM
Rosario S. Manansala
Apolonia W. Ablayan
Mary Grace P. Agayyong
Sr. Shayne Marie R. Carino, MCST
Cecile N. Beltran
Fr. Carlos C. Villanueva
Fr. Alex R. Varias
Sr. Ma. Agnes Cardino, OP
Sr. M. Gwendolyn O. Condor, MCSH
Sr. Perlita P. Nicolas, RCM
Sr. Ma. Elena V. Antonio, MCST
Crisana Baylon
Sr. Anselm M. Pedrosa, OSB
Ruthie D. Rivera
Sr. Magnolia S. Nuncio, FDCC
Rev. Fr. Joel M. Reyes
Sr. Dominga S. Gelascio, WCW
Inocencia A. Cabarles
Ma. Myla Manguí
Sr. Mariben M. Espinosa, LGC

Sr. Grace Ordillano Almira, MCST
Sr. Evangeline F. Pabalate, MCST
Dr. Linda T. Tacorda
Sr. Teresita Almonte, MCST
Fr. Glenn C. Magpusao
Sr. Ma. Dulce P. Escabas, LGC
Sr. Ma. Cristita Cuizon, DST/Sr. Benita
Esguerra, FDCC
Delia Arguelles Evangelio
Haide C. Arado
Fr. Ramses L. Onez
German Calacat
Sr. Alice S. Original, OND
Marites G. Dejanio
Br. Mario B. Boco, SSSH, EMD
Sr. Felipa Galeon
Sr. Johanna L. Bernabe, OSB
Sr. Lucia S. Arana, OND
Maritess D. Galila
Sr. Nellie L. Margate, OND
Joan Frans R. Duapa
Maria Yryne F. Bartolome
Yolanda C. Pomuceno
Sr. Eva Marie G. Tabugoc, CSJ
Sr. Julieta Artes Orsabia
Sr. Marites P. Cabrera, RSM
Nenita L. Magdalas
Socorro Abad
Salvacion E. Herrera

Volunteer Transcribers

Studying Filipino Catechists (SFC)

Jeanlyn Aguirre
Maria Sophia DL. Andaya
Francheska Mae S. Andaya
Jesmsion G. Catacutan
Analiza Catibog
Maricar DC. Cielos
Ryan E. Flores
Katrina D. Gutas

Ralph Darcy R. Jimenez
Faye Ruby Ann E. Ladiza
Arrah Pradillada
Reniel Grace P. Soriano
John Robert I. Toquero
Kim Tristeza
Catherine G. Villas

Studying Catechetical Leaders (SCL)

Chloe B. Alvarez
Christine May T. Barlas
Michaela May Belamide
Cathlyn Joy M. Caspe
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About the Monograph Writers

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Florence Co-Navidad is Professor of the *Department of Medical Technology, Faculty of Pharmacy*, and a Research Associate of the *University of Santo Tomas (UST) Research Center for the Social Sciences and Education (RCSSSED)*. She teaches Medical Technology courses including research, and Biostatistics and Epidemiology. Dr. Navidad co-led the project, *Studying Catechetical Human Resources (SCHR)* where she shared her expertise in the fields of educational management; organizational, cooperative, and union dynamics; and human resource development.

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Jaycar P. Espinosa is a research assistant of the *University of Santo Tomas (UST) Research Center for the Social Sciences and Education (RCSSSED)* under the *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project*. He obtained his Bachelor of Arts in Economics and Master of Arts in Economics from the *Faculty of Arts and Letters* and the *UST Graduate School*, respectively. His involvement with the NCS allowed him to learn more about Catechetical Ministry (CM), church network, social research, data analysis, module writing, and handbook development.

Arthur Ace B. Malatag graduated Bachelor of Arts in Sociology from the *University of Santo Tomas (UST)*. He is a licensed teacher serving as a Research and Social Sciences Instructor of *Senior High School (SHS) Department* in the *Don Bosco Technical Institute – Makati City*. His research interests include Sociology of Catholicism, education, leadership, and social research. He served as a Research Assistant for Research and Documentation in the early years of the *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project*.

Celda L. Palma is a Bachelor of Arts Sociology student at *University of Santo Tomas (UST)* and Research Assistant for Research and Documentation of the *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project*. Her research engagements with the NCS drawn her attention to study Sociology of Catholicism, particularly on Catechetical Ministry (CM) dynamics and formation issues. Her research interests are sociology of religion, education, youth, and work.

Ruth DL. Andaya is a graduate of the *University of Santo Tomas (UST)*, who for more than 20 years worked in the field of accountancy and finance management. She was an Account Executive in *Digital Power*, Intercompany Accountant in *JAS Worldwide* and served as Finance Officer in *International Philippine School in the Kingdom of Saudi Arabia*. Her specializations in accounting are international netting, investment banking and school operations. She is knowledgeable in general accounting, payroll, budgeting, and journal entry preparation as well as adept in developing guidelines for accounting practices and procedures. She served as a Project Assistant for Administration and Finance of the *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project*.

Vincent Reuben E. Valientes is the Multimedia Research Assistant lead of the *National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Intervention (PARI) Project* and served as the layout designers of this monograph. He is a Bachelor of Arts Sociology student at *University of Santo Tomas (UST)* whose research interests are Visual Sociology, Sociology of Youth, Catholicism, and Sports.

Reviews

I reviewed the whole book and I was inspired! May I say: “A Good Pastor is a Good Catechist.” In my perspective as a parish priest, confronted with this commitment to the Synodal Church: “How could I feed the flock entrusted to me by my bishop?” we, as catechetical leaders, animate the Catechetical Ministry (CM) of the parish. The parish priests feed the flock (the catechized) with strong pastoral leadership by the power of the Holy Spirit and this pastoral leadership promotes lay empowerment inspired by the same Spirit. Alive! Appealing! The Spirit of New Evangelization!

This work, ***Katekista Findings and Insights from the National Catechetical Study (NCS) 2016-2021: Pastoral Action Research and Interventions (PARI) Project*** would surely encourage our parish priests to get inspired to lead the CM and to collaborate with the lay people joyfully in the spirit of synodality.

Fr. Joselito Escote

Catechetical Director, Diocese of San Jose de Antique



 : Diocese of Kalibo



📷: 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
Researcher, UST Center for Theology, Religious Studies, and Ethics

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 500th 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)*.

